

Cross-Examination (Karl Popper Format, or used for rebuttal/Pol trainings)

A. Goal of the lesson

To practise asking and answering cross-examination questions and to understand the purpose of the procedure of cross-examination.

B. Activities

Introduction (5 min)

Teacher highlights that “Cross-examination serves three important purposes in the debate:

- It gives one side the chance to clarify the arguments and evidence presented by the others.
- It is an opportunity to demonstrate flaws in the opponent’s arguments.
- Cross-examination is the time when the audience and judge have a chance to see the debaters interact with each other” (Hering, T., 2007., 14pp).

The keys to effective cross-examination are:

- “1. Ask specific questions that get to the heart of the issue.
2. Be polite, professional, and respectful during cross-examination.
3. Never personalize cross-examination—the focus should always be on issues.
4. The more you know about the topic, the easier you will find it to ask insightful questions and provide effective answers in cross-examination” (Hering, T., 2007., 14pp).

Exercise (10 min)

Teacher presents the resolution, e.g.: *Summer is/is not the best season*. Students are grouped (groups of 2-3). They are asked to prepare arguments (some groups prepare at least one argument for the resolution (S: State; EX: Explain; I: Illustrate (Evidence)) (A: *Summer is the best season*) and some groups prepare short case against the resolution (N: *Summer is not the best season*) (10 min).

Part 2 (30min)

Students are given the list of sample cross-examination questions (some examples see in *Theory*)

Each team one by one present their case (A or N). After each team`s presentation the other teams carry out cross examination.

C. Preparation

Teacher prepares a list of cross-examination example questions to be given to students before activity.

Teacher must find out appropriate resolution for the particular lesson (considering students` interests, age, abilities and other important factors)

D. Hints

Teacher must organise cross-examination (follow the particular order; it should not be chaotic).

E. Verification

Try to encourage students to ask questions with a particular purpose- to clarify and better understand each other's case.

Ask students what is the most important they learned today?

F. Theory

Example cross examination questions

Request for Support:

How do you know?

How did you come to that conclusion?

What evidence is there to support this point?

Establish Definition:

What do you mean by <...>? What does <...> mean? Tell me what definition you use for <...>?

Question Assumptions:

What happens if ...? What if <...> proves to be incorrect?

More questions

What was your first/second/... argument?

What was the date of that evidence?

Doesn't your evidence actually say that we're already resolving the ...?

Etc.

Resources

1 Hering, T. (2007) *Learning Classic debate*. Available:

https://cdn4.sportngin.com/attachments/document/0108/6997/Learning_Classic_Debate.pdf

2 Dunbar, N.,E. (1996) *A NEW PERSPECTIVE ON CROSS EXAMINATION: USING A MODEL OF RELATIONAL CONTROL*. Available:

<http://www.uvm.edu/~debate/NFL/rostrumlib/cxdunbar0298.pdf>

