

Extension Speeches

A. Goal of the lesson

During this lesson students are going to get familiarized with the roles of teams and speakers in a debate in more depth. They are going to learn what extension speeches are, and how to create cases and arguments that are good fit for those roles.

B. Activities

Discussion (10-15 min)

As this part is really important but pretty complex to comprehend, it's appropriate to start with the whole lecture with a short re-cap on what arguments and cases are. Beginners often have a hard time understanding why an extension is needed, so making this distinguish between a case, a speech and a debate case will allow them to clearly see what the whole point of extension is. Start with simple question such as:

- How do we make an argument? How do we examine it?
- What's the difference between refute and rebuttal?
- How do we, 'save' a rebutted argument?
- Are there many perspectives from you can analyze an argument? Is it possible or needed to incorporate more than one perspective into your case?

These discussions should not just explain the necessity of extension to your students, I should also guide you on how to approach with the theory and exercises. For example, if the students reply that the only way to save your case is to defend your arguments through rebuttal, they will probably have an issue understanding the difference between rebuttal and extension.

Lecture (30 min)

Try to cover the key points you can find below:

→ What are extension speeches?

There is an extensive content (see reading recommendation below) on explaining the difference between 'regular' and extension speech, but its recommended to briefly explain the main differences (see F. Theory) and then proceed with using a lot of examples. You can use the following motions:

1. THW legalize multi-partner marriages with any gender.
2. We support global maximum wealth limits for individuals
3. THBT we should suffer now to protect the ecological inheritance of the next generation.
4. THBT further research into the development of Artificial Intelligence would result in more harm than good.

→ What would a good extension argument/case be?

Prepare a good example for extension speech and explain the process of how you developed it.

You can use Tim Squirrell's [guide](#) (10-11)). Proceed to deconstruct it with the students. As an example, you can use the following:

The motion is THW allow the use of performance-enhancing drugs in sport.

The OG and OO, debated over whether the sport will still have the same point such as thrill, intensive training etc.

The following arguments can serve as an extension:

1. The effect on youngest sport fans

.... Especially considering marginalized groups or bullied kids who often see sport icons as personal heroes and idols, they will learn from the youngest age that talent is only marginal, what matters the most is your willingness to use certain substances.

2. Money corruption sports

What's more, these clearly show that now there is no great player with talent but rather a great player with enough money to enhance. This is especially true on the international scene, where the country who has the most to invest in Pharma R&D will have an advantage over traditionally poor, but skilled in sport countries such as Ghana.

3. Performance-enhancing drugs may have long-term consequences

Audience and potential players who want to play in the big leagues may not be aware, but drugs have long-lasting consequences that may severely impact their lives. Warnings and notices may be given, but the normalization of these kinds of drugs will certainly increase their demand, leaving practically no space for the regulation to act upon.

These could either be a presentation and a discussion, but don't forget to make sure everyone in the room understands how you arrived to the extension i.e. what did you 'add' to the case in order to create an extension speech.

→ What are some techniques one can use to create extensions?

There are some useful advices from the [Finnish Debate Society](#) video and an overall summation of all techniques could be found [here](#). As experience shows, there is not one, foolproof technique for developing a good extension, so it's recommended to go through all of them and see what works for your students.

Exercise (30 min)

Option A - Students can have a short debate [reduced speaking time] in order to practice their extension arguments and speeches.

Option B - Students are given a topic [motions available [here](#) or [here](#)] and are required to create a list of arguments in favour or against the topic in a set period of time [10 minutes]. Once they have done that they are told (for the purposes of the exercises) that all of their arguments have been used by other teams and are required to come up with brand new arguments, or extensions of the ones they already have in a set period of time [additional 5 minutes].

C. Preparation

Read and watch all content related to the topic. This is a very hard to explain topic so make sure you acquire all the knowledge possible.

Presentation slides are not required, but you may use a flipchars or a writing table for explaining the strategies for extension.

Have at least 2-3 extension speeches prepared (you can use the one written above).

As always, have a list of motions prepared. Pick 4-5 and think about a potential extension strategy for them.

Reading recommendations:

- a. [The Cambridge Union Society Introductory Guide to Debating, Extensions speeches](#)
- b. [The practical guide to debating, Worlds style/ British Parliamentary Style 2011, Neill Harvey – Smith, IDEBATE press.](#)
- c. [Influencing Through Argument](#) Updated Edition, IDEA 2006, Robert Huber and Alfred C. Snider
- d. BP Debate: Roles of speakers [\[text and video\]](#)

D. Hints

Extensions are difficult to be explained to novice debaters. Often they will be scared that they will not be able to come up with extension on the spot. The lecturer in this class has the dual role: to provide some theoretical tips and trick about how debaters can easily create arguments when they need to offer an extension in a debate, and secondly give them ample time to practice these tips.

Be aware that students often confuse rebuttal with extension and this may cost them style points on tournaments. Make sure to explain the differences, if needed, practice on more lectures.

Keep in mind that you need to explain what ‘backstabbing’ (presenting arguments that run contrary the Opening narrative) and how to avoid it. Students may be tempted to use this tactic instead of going the hard way of developing an extension.

E. Verification

Instead of question, start a debate. There is no better way to verify that the students understood what extension speech is than putting them up to a practical test. Of course, not every student will be good, but you can use the feedback to fill the gaps that are missing.

In case you feel that the students still haven’t learned how to do an extension, in further practice debates focus you feedback on extension.

F. Theory

While an extension speech looks extremely similar to a regular argument, the main point of difference is that it gives another perspective i.e. new framework from which the debate can and will be analyzed. This framework should be visually different from that used in the opening half, for example if the morality and economics of specific tax policy was analyzed on the opening half, the second half of the debate could focus on something different like the legality and the hardships of enforcing it. Remember, it’s not just principles that make the difference in the framework, sometimes a new perspective can be given by:

- Considering another stakeholder (a party that previously hadn’t been included in the analysis)
- New facts that open up a new viewpoint of the whole debate
- New ways of looking at the same (Opening half) principles

What matters the most is the analysis, so if any piece of information is properly presented it could be considered an extension.

Structuring Extensions

In extensions, it pays to think actively about structure. It is perfectly acceptable to front-load your rebuttal, that is to say to put it all at the start of your speech and do it point-by-point, but there are other ways in which you can do it. Many speakers find it effective to group their rebuttal thematically in third speeches dealing with the material almost like an area of clash in a summary but adding substantive new analysis. Particularly effective extensions are often characterized by new analysis at the start of the speech giving the new material, argumentation or information which extends the debate, followed by rebuttal and substantive material which flows as a consequence of this extension.

