

## Preparing for a pre-announced motion

### The goal of the lesson

- The primary goal of this lesson is to prepare students to participate in a tournament with a prepared motion and helping them with putting together the case for that.
- A secondary goal for this lecture is to look at different ways to put together a case and therefore students become more capable to approach different motions on their own later.

### Activities

- Analysing the motion with the group (15 minutes)
  - What do the different words in the motion mean?
  - What does the motion mean?
  - Why has this motion been set?
  - What is the problem? Why does it exist?
  - What could be different ways to solve the problem?
  - What would be a reasonable model to do that?
- Break the group into smaller groups of 5-6 people (15 minutes)
  - Ask the student to identify different parties affected by the motion
  - Why these groups matter?
  - What should one prove in order to take the debate home?
  - What are the different clashes
- Come back into the big group and discuss the group work (15 min). *Having done this, the student should have a basic understanding of what the motion is about. And they should be able to put together a case for both sides. It is important to NOT provide students with particular arguments, so they come up with these on their own and therefore know how to present and also defend them.*
- Preparation for the debate
  - here you have different options a) you can provide them some extra time to go over their notes with their team and prepare for one specific case, either prop or opp – in this case walk around and listen to the discussions and answer questions they might have; b) if you don't have time within that lesson you could also assign sides to teams and ask them to come back with a case in the next lesson.
- Debate (45 minutes)
  - give students feedback on what needs to be improved regarding their case a) structuring and prioritising different arguments; b) explaining different arguments; c) making arguments important; d) tips on what kind of info, statistics, examples students should look up; e) etc.
- Repeat the debate by switching sides and constantly improving the case.

## **Preparation**

- Read about the motion, so you are up to date and able to help student with their content if they need to.
- Prepare for the debate – make sure you have enough judges to listen to different debates.
- Think about what kind of arguments are relevant to run within the motion. Make sure you are able to answer all the helpful questions you are guiding the students with.

## **Hints**

- Try to avoid being stuck in your own understanding of the motion. Even if you have the best arguments, the students need to understand every aspect of their case in order to be successful, there is no point in giving them a perfect case they don't understand.
- Be positive and don't be too critical of the ideas the students come up with.
- Make students debate even if they are „not prepared enough“, debating is part of the preparation. The students are able to try out their ideas and build on that in their further preparations.

## **Verification**

- After every activity, the student should be more comfortable with their case and also able to improve it based on the feedback and also reactions from their opponents.
- What activity/example/discussion produced the best results at this lesson?
- What was the biggest problem during the lesson? How can I avoid/prevent it in future?
- Did I avoid/prevent the biggest problem which occurred the last time? If no, why?

