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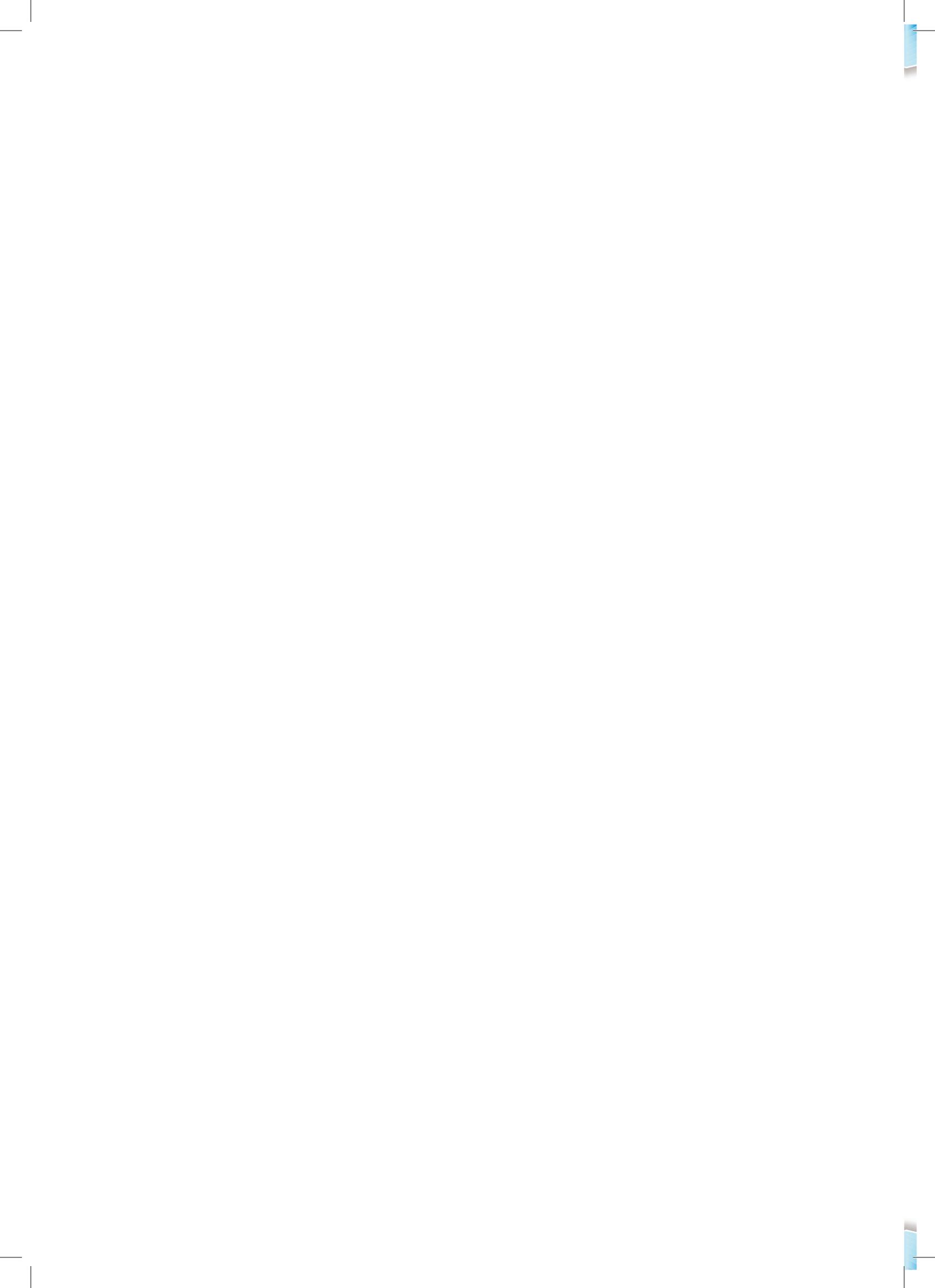
Debate

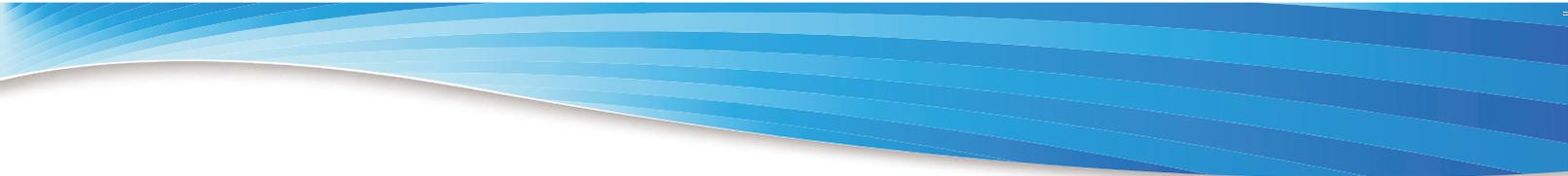
Instructional Resource Materials

Lesson 8: The Reply Speech



Debaters Today, Leaders Tomorrow





Lesson Plan

Part One – Unit 1

Lesson 8: The Reply Speech

Subject

Debate and the skills of debating

Topic

The Reply Speech

Level

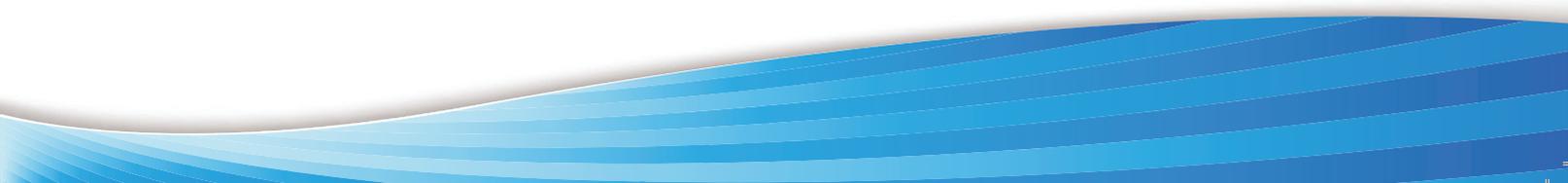
Intended audience: Beginners

Projected Length of the Lesson

Depending on the number of the activities used in the lesson

Pre-requisites

Lessons 2 - 7



Description:

This lesson focuses on the skills that are needed to deliver effective reply speeches and provides the basic foundation for students who have minimal preparation in constructing reply speeches. The lesson comprises activities and other materials that deal with different aspects of reply speeches. It is hoped the reader finds this lesson useful in clarifying some essential aspects of reply speeches and how they are delivered. This lesson concludes the series of instructional materials designed for beginning debaters.

Goals

The overall goal of this lesson is to enable students to:

- Be familiar with the role of and structure of a reply speech.
- Understand and utilize the format of debate.
- Gain full understanding of and interact with the debate.

Objectives

By the end of this lesson, students will:

- Learn the basic outline and structure of a reply speech.
- Understand and be able to apply the rules and procedures governing reply speeches.
- Learn to play the role and responsibilities of the reply speech presenter in a debate.

Key words & phrases

- a) **Constructive Speeches:** The 1st set of speeches in which both sides “construct” their arguments and positions. Constructive speeches are 5 minutes.

- b) **Reply speeches:** Reply speeches are offered following the conclusion of the 3rd negative speaker’s speech. They are given by either the 1st or 2nd speaker (never the 3rd) and are 3 minutes long. The negative reply is given first, followed by the affirmative reply. A good reply speech should seek to show 2 things: a) that your team prevailed on all the main issues of the debate, and b) that your team fulfilled their burden in the debate.

Introduction

The focus of this lesson plan is to learn and use the reply speech in competitive debates. The most fundamental rule of reply speeches is that there can be no new material introduced by a reply speaker (no new arguments or examples). There can be no new rebuttals either. The reply speaker can only raise the points of clash in the debate and show why their team prevailed in those clashes. The speaker gets total control over their speech. Materials

Material Resources

- Laptop
- Video projector
- Screen
- Writing pads
- Pens/Pencils
- Flipcharts
- Board pens

Procedure

This section describes the different component parts of the present 'Reply Speech' lesson.

1. Preparation [5 minutes]

- a) Prepare a PowerPoint Presentation created to run slide shows that explain the reply speech.
- b) Have short embedded video clips ready for use to demonstrate the format and content of a reply speech.
- c) Have an LCD projector ready for displaying computer data on a screen.
- d) Provide notepads, pens, and pencils.

2. Lesson Body

This part of this lesson includes the different steps followed in the delivery of the 'Reply Speech' lesson.

Introductory Activity

The purpose of this activity is to review and recap what was covered in Lesson 3 (Speaker roles) and focus more closely on the reply speech.

Suggested steps that can be followed:

- a) Give students some background information as is suggested below:
 - Reply speeches are given following the conclusion of the third Opposition speaker's speech.
 - They are given by either the 1st or 2nd speaker (never the 3rd).
 - The Opposition reply is given first, followed by the Proposition reply.
 - As was pointed out in Lesson 2, the reply speech is 3 minutes long and no Points of Information (Pols) are permitted during this time.
- b) Explain that during the previous 6 speeches, while speakers are presenting the definition or making arguments or rebuttals, other speakers can stand up and offer a point:
 - "Can I ask a question?"
or
 - "On that point!"
- c) Clarify that when delivering their speech, speakers can choose to reject or accept Pols.
- d) Show the students what a speaker should do in the reply speech. They should do essentially 3 things:
 - Summarize the debate:
 - What is this debate about?
 - What have been the major issues and questions in this debate?
 - Show your team's position and your case:
 - What did you set out to prove
 - What were your major arguments?
 - Outline the main approach and most important ideas.

- Compare and explain:
 - Why your case is better than the other team's.
 - Why your arguments are better than the other team.
 - Why you should win this debate.

Activity 1: Discussion

The purpose of this activity is to help students learn how to deliver a reply speech in a debate. In debates there are actually 4 speeches on either side. After the three substantive speakers of each side have spoken, there is now a short reply speech by each side.

- a) Start by discussing the following:
 - The format the reply speech will follow.
 - The duration of the reply speech.
 - What the speaker is expected to do in a reply speech.
- b) Explain the main elements of a reply speech, i.e.:
 - i. Summary
 - A summary of the team's case (the speaker should sum up the main arguments of their team's side).
 - ii. Burden of the reply speech
 - The speaker must show that their team fulfilled their burden in the debate (for example by repeating the main attacks on the other side).
 - iii. Last impression
 - The speaker needs to explain that their team prevailed on all the main issues (clash points) of the debate (they need to create a last impression).
- c) Inform the students it is very important to remember that in a reply speech there can be:
 - No new material.
 - No new rebuttals

In a reply speech, the speaker can only raise:

- The points of clash in the debate and
 - Show why their team prevailed.
- d) Encourage them to engage in the discussion.
- e) Explain how each of the elements above (i, ii, iii) constitutes an essential part of a reply speech and provide examples need to illustrate.

Activity 2: Question-Answer Session

This activity can be used to reinforce what is covered in Activity 1 above, so that students better understand what a reply speech should cover and how the speakers can work as a team to prove their case and win the debate. Using video clips of reply speeches from a recorded debate(s), the students are exposed first hand to the content, structure, and techniques of reply speeches.

Suggested steps for this activity include:

- a) Run the video clips and stop at the end of each reply speech.
- The video clips should cover the three main elements of a reply speech:
 - i. Summary
 - ii. Burden of the reply speech
 - iii. Last impression
- b) At any point, pause and re-wind the video clips to facilitate discussion.
- c) As the students watch, they need to take notes.
- d) They need to identify, evaluate, and discuss the reply speeches that are delivered.
- e) Once the students have taken their notes, ask them questions that may instigate the discussion; these could comprise the following:
- When is a reply speech delivered?
 - What is the reply speech supposed to do?
 - What did the speaker do in the reply speech?
 - What are the components of a reply speech?
 - What did the speaker do in the summary part of the speech?

- What was the 1st, 2nd, 3rd thing the speaker did in the reply speech?
- f) Allow some time for discussion in a Question-and-Answer session where the students ask and answer questions relating to reply speeches.
- g) Encourage the students to ask/answer questions that lead them to critical thinking about the decisions that they would make when identifying, evaluating, and discussing the different components of the reply speeches.

Activity 3: A Critical Thinking Exercise

The purpose of this activity is to engage all the students present in class as they use the skills of thinking critically.

Suggested steps for the instructor include:

- a) Prepare a PowerPoint presentation to familiarize students with the rules and procedures that govern reply speeches.
 - The PowerPoint presentation must have links to sample video clips from recorded debates to illustrate instances of speakers delivering reply speeches.
- b) Explain that the activity will involve:
 - Watching reply speeches delivered by different speakers (the number of reply speeches that may be used depends on the time available).
 - Critically analyzing those reply speeches; for example by:
 - Closely observing how the reply speech is presented.
 - Analyzing the reply speech.
 - Breaking down the material contained in the speech into its component parts.
 - Checking its organizational structure.
 - Evaluating the speech:
 - o How effective is the speech?
 - o How does it compare to other speeches?
 - Suggesting ways of improving the speech.
- c) Give guidance to the students regarding:

- Structure of a reply speech.
 - Techniques of delivering a reply speech.
- d) Ask the students to take notes.
 - e) Run the video clips for the students to watch and follow.
 - f) Have them share and discuss their thoughts and decisions.
 - g) Encourage all students to take part in the discussion.

Activity 4: Extension

As an extension of this activity, use video clips that demonstrate ways of presenting reply speeches.

- a) Run video clips that illustrate reply speeches.
- b) When playing the clips, ask the students to identify the tasks that are performed by the speakers (for example, the summary, burden of the reply speech, or last impression).
- c) Have them discuss strengths and weaknesses in the reply speeches given.
- d) Ask them to suggest ways of improving both the structure of the reply speech and the techniques used in delivering those speeches.

Activity 5: Debate video

This activity aims to give students a feel of how reply speeches constitute an essential part of a debate.

Below are suggested steps to follow.

- a) Tell the students that they will watch a video of a complete debate.
- b) Ask them to take detailed notes of the debate.
 - To make the activity more interesting, keep directions at a broad level; leave it to the students to decide what information is important to them.
- a) Play the debate video.
- b) Next, divide the class into groups of three, depending on class size.
- c) Assign tasks to the three students in each group as follows:
 - One student will identify and explain the summary.

- Another will identify and explain the burden of the reply speech.
 - The third will identify and explain the last impression.
- d) Have the students share and discuss their findings in relation to:
- The structure of the reply speech.
 - The techniques used in delivering the reply speech.
- e) Provide guidance as the students comment and make suggestions as is deemed necessary.

Activity 6: Model Debate Practice

In this activity students present a live debate delivered in class; special emphasis is placed on the reply speeches. It is strongly recommended that this model debate is tried only after all the preceding activities have taken place.

- a) Choose or have 8 volunteering students to model a real debate in content, style, and structure.
- b) Have 4 students represent the Proposition and 4 the Opposition.
- From each team:
 - The 1st, 2nd and 3rd students will give the main/constructive speeches and
 - The 4th student will present the reply speech.
- c) As the students sit center-stage, the rest of the class observes.
- d) Assign roles to the four students in each team and explain:
- The format the debate will follow.
 - The speech times.
 - What the 1st, 2nd, 3rd and 4th speaker of each team (Proposition & Opposition) is expected to do (tasks & responsibilities).
- e) Give them 15–20 minutes to prepare their respective speeches.
- f) Students present their reply speeches one after the other.
- g) At the end of each individual reply speech, give continuous feedback on how to improve the speech and invite comments from the rest of the class.
- h) To actively involve observers, the students may be asked to:

- Write down the main points introduced by each team.
 - Take note of any errors committed by the speakers and share them with the class.
- f) Spend some time on how the 4th speaker of each team has presented the reply speech and allow for some discussion.

Activity 7: Overview

At the end of this lesson, here is a review regarding how to present a good reply speech from an adjudicator's point of view.

- a) Explain how the reply speech is viewed from the perspective of the judges.
- How they look at reply speeches.
 - What judges look for in a reply speech.
- b) Discuss the difference between:
- (a) Important points that should be presented in the reply speech and (b) less important points that could be done without.
 - (a) Structural and (b) Technical problems.
 - (a) Core arguments and (b) Supportive arguments.
- c) Discuss the different ways of extracting own team's strength and the opponent team's weaknesses.
- d) Encourage the students to take part in the discussion.
- d) As the Proposition students present their arguments, students from the Proposition deliver different kinds of POIs as follows:
- An speaker from the Proposition presents an argument
 - A speaker from the Opposition presents a PoI
 - The speaker from the Proposition answers the POI
- e) Continue the activity until all students have had a chance to take part.

Reply Speech

Strong Opening

Problem – Solution - Outcome

Clash points or issues of the Debate/ Main questions that need to be answered in the debate

- a)
- b)
- c)

Comparison of both side's answers and biased adjudication of why your side wins on the issues:

They	We
a)	a)
b)	b)
c)	c)
	d)

Summary speeches are not rebuttal speeches, don't refute individual arguments, look at the debate holistically and show the judge why your side was able to win on each issue in the debate.





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