### Teacher Setup: Disadvantage Mini Debate #9

**Objective**: To demonstrate knowledge and application of Disadvantages on the Affirmative and negative .

**Set Up**:

-Divide the class into groups of two.

-Assign each group of two either negative or affirmative. Have each affirmative group pair up with a negative group. Each partnership will debate another partnership (in a group of four).

-Pick an affirmative case and write the plan text and advantages on the board.

-Pick a disadvantage or a series of disadvantages for the negative teams to defend.

-Provide affirmative and negative materials (highlighted or un-highlighted cards/blocks)

**Mini Debate Structure**:

1N = 3 minutes

1 minute CX by 2A

1A = 2 minutes

1 minute CX by 2N

2N = 2 minutes

1 minute CX by 1A

2A = 2 minutes

1 minute CX by 1N

*2-minutes preparation for each team*

\*note this speech order and times are different than a full debate\*

**Student Preparation**:

1. Constructing your first speech:
   1. If negative, you will be assigned a specific disadvantage to read against the affirmative.
   2. If affirmative, you will develop your own answers to the negative arguments and become familiar with the 2AC blocks.
2. If you are negative you will need to do the following for your first speech (1N):
3. Read the assigned 1NC argument
4. Highlight down the parts of the card that you will read (this must be turned in).
5. If you are affirmative you will need to do the following for your first TWO MINUTE speech (1A):
6. Read the 2AC block and/or assemble arguments to answer the 1NC arguments.
7. Highlight the parts of the card that you will read.
8. If you are negative you will need to do the following for your second TWO MINUTE speech (2N):
9. EXTEND the arguments from your first speech and RESPOND to your opponent.
10. EXPLAIN why you should win – think about what you want the judge to reference at the end.
11. If you are affirmative you will need to do the following for your second TWO MINUTE speech (2A):
12. EXTEND the arguments from your first speech and RESPOND to your opponent.
13. EXPLAIN why you should win – think about what you want the judge to reference at the end.

**Grading:**

* Each speech will be graded based on the above requirements. Additional requirements include use of 4-step refutation and reference to evidence. This will be an individual grade for each student.
* The quality of your speech and level of preparedness will be a significant portion of you grade.
* Re-dos can and should be done until the student achieves the desired mastery of the material.

### Teacher Grade Rubric: Disadvantage Mini Debate

**Student Name – Speaker Position:**

**Side**:

**Organization**:

What arguments were read?

What arguments were read?

Used evidence (throughout debate, referenced in cx, indicted opponents, etc):

**Cross-Examination**:

Answering Questions:

Asking Questions:

**Delivery**:

Clarity/Volume:

**Argumentation:**

Clearly read tag / cite / card for evidenced arguments:

(if second speaker) Responded to arguments:

Uses class concepts (*4-step refutation*, *flowing* etc):

**Preparation:**

Evidence/cards highlighted:

**Attentiveness:**

Quality and accuracy of flows during classmates’ speeches:

**Grade \_\_ / 30**