

## 9.5 Affirmative Case Debates

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*This activity introduces strategies for attacking and rebuilding the affirmative case. In this activity, students produce and compare arguments about the affirmative case. This is a good follow up to the introduction of stock issues.*

### **Time Allotment**

Varies

### **Objectives**

By the end of this activity, students will:

- be introduced to articulating their ideas in structured arguments.
- be introduced to directly responding to specific arguments.

### **Materials and Preparation**

Photocopies of sets of 1AC evidence.

### **Method**

Assign students to read the 1AC of an affirmative case the night before this activity. Start the activity with a whole class discussion about the 1AC. Take enough time to raise the important ideas of case and to discuss questions students have.

When the introductory discussion concludes, divide the students into small groups. Assign each group a contention of the case to refute. For example, have one group come up with two arguments to refute the affirmative harms, another group refute solvency, etc. Students should write out their arguments.

Once arguments are written, have each group present their refutations while the class flows them. If there is time and you would like to add another dimension to the activity, a group or individual can be assigned to cross-examine the presenters.

In the same small groups, or as a class discussion, ask students to identify the most powerful arguments. Lead a discussion about why particular arguments are the most powerful. After that, assign the same groups to come up with affirmative answers to the best negative arguments. These affirmative answers could be analytical. You could also ask the small groups to point to 1AC evidence that refutes the negative arguments. Or, if students have an entire affirmative case file, you might ask them to find evidence that could be used to refute the negative argument and rebuild the affirmative case.