



9.8 Anticipating Neg Strategy

This activity develops case-building and critical thinking skills. Students try to anticipate arguments that negative teams would run against their case, and then make responses to those arguments. It is especially useful for students running a new case.

Time Allotment

One to two class periods

Objectives

By the end of this activity, students will:

- begin to think about both sides of arguments, seeing the strengths and weaknesses of positions.
- be more prepared for and confident about running a case at a tournament.

Materials and Preparation

Each student should have a copy of a 1AC to use during the activity. The entire class may use the same case, or teams of students may work on the cases that they use.

Method

Students should read carefully the text of the 1AC and think about the most likely negative strategies against the case. Individually or in groups, students should come up with a list of case attacks, disadvantages, critiques, counterplans, and topicality violations that they will likely have to deal with in debate rounds. A good prompt is to have students imagine that they were debating a team that was running the same case, and they needed a negative strategy.

For each potential negative argument, students should list several possible affirmative responses. Students should make note of responses that will require evidence to back it up. Students should record their ideas in a notebook for future reference and research.

As the student participates in practice debates and tournaments, this list should expand to include new negative positions that the affirmative needs to prepare for.

This activity can be extended into a series of assignments to write 2AC blocks or complete the research necessary to strengthen the case and respond to negative case attacks.

Variation:

The negative counterpart to this activity is to create a running list of all the possible affirmative cases and prepare strategies against them.