

4.10

Giving Speeches From Flows

This activity builds advanced flowing skills. Students will practice using their flow to write analytical responses to an opponent's arguments. Students will listen to a speech and write out their responses, flow sheet-style, for you to evaluate. Members of the class should have a general understanding of the structure of a flow and the technique of line-by-line refutation for this exercise.

Time Allotment

This activity is flexible. It can be a 10 minute drill or a 50-minute activity.

Objectives

By the end of this activity, students will:

- practice using a flow to prepare analytical responses to an opponent's arguments.
- practice using a flow to facilitate line-by-line refutation.

Materials and Preparation

One or more students should prepare to deliver a short speech for the class to flow. This speech could be reading a 1AC, a 1NC Disadvantage Shell, a 2AC Frontline, or whatever you think is most important and appropriate for students to cover. Suggested models are listed below.

Method

Begin by asking one student to present a speech to the class. Each member of the class should flow this speech carefully and neatly, using standard flow structure. Students should use more than one piece of paper to flow this speech, if appropriate.

After the speech has concluded, give students a specified amount of time to write responses independently to each argument presented in the speech. Responses should be written directly next to the original argument. The amount of time you allow should depend on the length of the original speeches.

At the end of the activity, students should turn in their flows to you. You may ask students to re-copy their flows overnight so that they are legible and clearly structured.

Once everyone has finished writing their response speeches, you can ask a few volunteers to deliver the speeches they prepared for the class to listen to and critique.



A list of suggested models for this activity follows:

- Have the student speaker read a prepared 1AC and have the class write analytical responses to each contention of the case as if they were the 1NC speaker.
- Have the student speaker read one or more prepared disadvantage (or kritik or counterplan or topicality) shells and have the class write analytical responses to each argument as if they were the 2AC speaker.
- Have a student read a prepared 1AC, and then have a second student read a prepared 1NC solvency (or harms or inherency) frontline. The class should flow both speeches, and then write analytical responses to the 1NC arguments as if they were going to give a 2AC.

Variation: You can assign this activity to engage the entire class as a few students participate in an in-class practice debate. Have the entire class flow the first couple of speeches of the practice debate. Then stop the debate, and give the class time to write responses to the last speech as if they were the next speaker. For example, if you stop the debate after the 1NC, then students should write responses to this speech as if they were going to deliver the 2AC.

Once the class has had time to prepare their responses, the debate could resume. You would have to have them write their responses on a separate sheet of paper, or have two flows, so that their flows would not be useless. One way to do this would be to have the students flow their 2AC arguments in a column on blank sheets of paper that they lay next to their flows. Then they can take the sheet away and flow the actual 2AC. After the debate, hold a class discussion which will allow members of the class to compare the speaker's argument choices with the arguments they had on their own flow. You should collect and grade each student's flow sheet at the end of the activity.

Alternately, you could end the mini-debate after the 1NC. Rather than continue with the mini-debate, you could call on a couple different students to give the 2AC. If students know in advance that any one of them could be asked to give the 2AC, they will focus more attentively on flowing the first two speeches. After a couple students give a 2AC, collect and grade each student's flow.