



# 14.7 Rebuttal Redos

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*This activity develops effective rebuttal skills. In this activity, students prepare and rework rebuttal speeches that they have delivered during rounds at recent debate tournaments. They fine tune presentation skills, learn lessons from past debates and develop ways to improve rebuttal performance. This activity works best for after school practices. It is most appropriate for students who have successfully completed a debate tournament.*

## **Time Allotment**

20 -35 minutes

## **Objectives**

By the end of this activity, students will:

- hone their ability to deliver effective rebuttal speech.
- improve word economy, persuasiveness, and argumentation skill.

## **Materials and Preparation**

- A solid flow from the debate round in question.
- Any blocks or evidence the student might have used in the speech.
- Pens and paper.
- A timer.

## **Method**

Students need to have a flow of a full debate, either from a practice round or from a recent tournament. In general, this activity will be most helpful when the student selects a round that was difficult. Ask each student to review the flow and develop a list of concrete aspects of the speech that she could have done better in their rebuttal. Each student should write this list down on a fresh sheet of paper. The list might include the specific aspects of the following speech components:

- Time allocation
- Organization
- Overviews and/or underviews
- Line by line coverage
- Impact assessment
- Strategic argument selection
- Style and persuasiveness

When each student has identified the features of the rebuttal she would like to improve, she should take 10 minutes to fix her flow and prepare an improved rebuttal speech.

When each student has rewritten her rebuttal, she should take 5 minutes to regive the rebuttal. She should put specific attention on her efforts to improve upon the items she listed.



### Variation:

Have students form pairs. Using a timer or stopwatch, have a student regive the rebuttal to her partner while the nonspeaking partner records needless words and phrases, writes comments, and gives time signals. Have the nonspeaking partner offer a critique by identifying issues relating to time allocation, organization, overviews, line by line coverage, strategic argument selection, etc.

### Variation:

Have the student deliver the rebuttal in 4 and a half minutes. Have the nonspeaking partner offer feedback about how to make the speech more efficient. Then have the student deliver the same speech within a 4 minute timeframe.

### Follow Up:

You may want to create self-evaluation forms and allow each student to assess her own progress and identify areas for further growth.