

# I. Interpret the Resolution

**Before you can debate the Spring 2010 Global Debates topic, you'll need to decide how your team will interpret the resolution. Debate resolutions are often general or abstract statements that can be narrowed or interpreted – legitimately – in many different ways. (That's part of what makes debates so varied and interesting!)**

## Consider the Spring 2010 resolution:

Annex I Countries of the UN Framework Convention on Climate Change (UNFCCC) should provide significantly increased aid to developing countries for the specific purpose of climate change adaptation.

This topic asks you to think about two very large groups of countries: “Annex I Countries of the UN Framework Convention on Climate Change (UNFCCC)” and “developing countries.” Take a look at the [UNFCCC website](#) and you'll discover that the list of “**Annex I Countries**” has more than 40 entries, from Australia to Turkey. The list of “**developing countries**” is even longer, regardless of how you define the term.

It would be very difficult to support an argument that *all* Annex I Countries should provide increased aid to *all* developing countries for the purpose of *all types of* climate change adaptation. The team arguing in favor of the resolution has a limited amount of time to present its case, so you will need to focus your arguments. As the affirmative (or “proposition”) team, you can choose to define the topic broadly or narrowly, as long as you leave the opposing team reasonable grounds for debate. It's up to your team to decide!

You'll probably want to start by focusing on certain countries. You might choose to focus on certain Annex I Countries, certain developing countries, or certain countries from one category but all countries in the other.

**Focus on certain Annex I Countries.** Which Annex I Countries should provide significantly increased aid for adaptation to climate change? You might decide to focus on European Union members, or the Annex I Countries of North America (the United States and Canada.) If your country is on the list, you might want to include it in the group you choose ...and follow up on your debate by advocating your position to your leaders!

**Focus on certain developing countries.** Different developing countries will need to adapt to different effects of climate change. Bangladesh is at risk for flooding, while Ethiopia is at risk for drought. You could decide to focus on a region (Sub-Saharan Africa, South Asia) or a group of countries that faces a similar threat (small, low-lying island nations).



One approach would be to focus your debate on the topic you've chosen for the required Climate Change Adaptation Plan. That way, you'll have lots of great research to draw from about a specific threat and how it affects one particularly vulnerable country. Here's the list of 5 choices for the topic of your Climate Change Adaptation Plan:

1. **Country:** Ethiopia  
Threat: Drought
2. **Country:** Bangladesh  
Threat: Flooding
3. **Country:** Philippines  
Threat: Storms (more frequent, more intense)
4. **Country:** Maldives  
Threat: Sea level rise
5. **Country:** Malawi  
Threat: Uncertainty in agriculture, food deficits

**Narrow only one category, but not the other.**

Alternatively, you could choose to keep one category general and name a specific country or region for the other. For example, if you want to focus on helping Maldives adapt to sea level rise, you could keep the term "Annex I Countries" general and explain why all of those countries as a group should contribute resources. On the other hand, if you're from an Annex I Country, you could suggest a plan for your country to help many different developing countries through a fund, technical assistance, or other aid.

Another way to narrow the resolution is to focus on particular types of climate change adaptation.

**Focus on certain types of adaptation.** The impacts of climate change are as diverse as the possible ways to adapt to them. The World Bank has

developed a list of the five main threats posed by climate change: **drought, flooding, more frequent and intense storms, sea level rise, and agricultural uncertainty**. You may decide to focus on one problem, two problems, or a set of related problems.

You could focus on the threat to fresh water supplies, for instance, and propose that the United States should help developing countries reduce water use in agriculture. Alternatively, you could focus on floods and propose that the Netherlands assist developing nations in creating flood management infrastructure. The choice is up to you, as long as you make specific arguments in favor of a specific plan.

*Tip: Your choice of Annex I Countries, developing countries, and types of climate change adaptation shouldn't be arbitrary; pick elements that work together as parts of a plan.*

**Next Step: Research** 

## II. Research

Interpreting the resolution and researching the topic go hand in hand. Once you've decided how your team will interpret the resolution, you'll need to identify the best arguments and evidence in support of your position through research. While conducting research, you might change your mind about how you want to interpret the resolution.

### Step 1: Brainstorm

Start with a brainstorming session with your team. What do you know about climate change adaptation? What kinds of threats are faced by developing nations? What are the Annex I Countries already doing to help?

The key part of brainstorming is identifying the gaps in your team's collective knowledge. What information would you need for a good debate about aid for climate change adaptation?

*Tip: Make a list of questions you'll need to answer through research.*

### Step 2: Explore the Topic

Start filling the gaps in your knowledge by exploring the debates and references on IDEA's Debatepedia website: [The Global Debates Climate Change Adaptation Portal](#).

Through this portal, you'll gain access to scores of debates on climate change adaptation, each in a pro-con format. What are the arguments in favor of resettling people who live in low-lying areas? What are the arguments against resettling? Can farmers in poor African nations adapt to drought and temperature changes? Or

should nations promote other industries and request food aid?

Use the [Global Debates Climate Change Adaptation Portal](#) as a first step only. Each article lists references for further research.

### Step 3: Choose a Focus

What do you want to focus on in your debate, [adaptation plan](#), and [service project](#)? As you explore the [Climate Change Adaptation Portal](#), make note of the issues you find most compelling. Consider what obligation Annex I Countries have to help developing nations adapt to climate change.

*Tip: Choose one or two key issues. Don't try to tackle everything!*

You can use the [Climate Change Adaptation Portal](#) to identify compelling arguments on both sides of the issue you choose to focus on. (Remember, two of your teammates will argue against the resolution in the public debate!) A good debater learns to identify and use evidence *against* claims, not just *for* them.

### Step 4: Research Your Chosen Topic(s)

Once you've chosen the topic or topics your debate and service project will address, you'll need to start gathering evidence. At this stage, you don't need to decide exactly what your arguments will be. Your opinions might change as you gather information. As you conduct your research, take advantage of as many different sources of information as you can.



Here are some suggestions for online, library and community research:

### Internet research

- **Google** (or your favorite search engine)
- Major newspapers & news magazines (many have online archives of articles)
- **Google Scholar** (a free collection of academic articles)
- Websites of different groups with a stake in climate change:
  - o Governments
  - o International organizations (i.e. UN, World Bank)
  - o Environmental groups
  - o Business organizations
  - o Lobbyists

### Library research

Librarians are excellent sources of research expertise. Explain this competition to your librarian and ask him or her for advice. Libraries in your school, community, or local university may have subscriptions to online resources & databases you can't access as an individual. It's tempting to focus on online resources, but print materials (books, periodicals, newspapers, and academic journals) are also excellent sources of information.

### Community research

Don't overlook rich sources of expertise, opinions, and information in your own community. Seek out members of your community who might have useful input:

- Government officials
- Farmers, foresters, ranchers & others whose livelihoods depend on resources affected by climate change
- Elders
- Representatives of local environmental organizations
- Business owners
- Workers in industries that emit greenhouse gases

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#### **Research tip: Record your findings.**

As you gather all this great material for your debate, remember to keep good notes. One effective way to track your research is to label individual index cards or sheets of paper with specific topics or questions and list the arguments & evidence you find as you research each area. As you gather more useful information, your arguments will start to take shape.

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**Next Step: Develop a Case  
for the Proposition** ►

# III. Develop a Case for the Proposition

**By now, you've narrowed the resolution & gathered great supporting information. This guide will help you define your plan, develop arguments for it, and identify evidence to support those arguments.**

**Once you've decided how to interpret the resolution, you'll need to create a debate case: a set of convincing arguments and evidence that supports a proposed position.**

Keep in mind that, for the Spring 2010 Global Debates, you'll need to design a service project that builds on the issues you address in your debate case. Most likely, your service project will either take action, raise awareness, or do both. As you plan for your debate, think about how you can create a service project about some of the same ideas.

- Can you use your debate to propose specific adaptation strategies or weigh the effectiveness of different actions? If so, your service project could demonstrate one or more of those actions.
- Can you use your debate to bring to light important information your audience might not have? If so, your service project could spread that important information to your community and beyond.

## PART ONE: CREATE YOUR PLAN

### Step 1: Name and Describe the Actor

Your plan to provide aid for climate change adaptation must include an “actor,” the individual, group, government, or other organization you think

should enact your plan. Given the Spring 2010 topic, the actor must be one or more of the “Annex I Countries of the UN Framework Convention on Climate Change (UNFCCC).” If you haven't already, review the list of Annex I Countries on the UNFCCC website. You can select any country or countries on the list as long as you're prepared to explain why they're the best actor(s) for your plan.

### Step 2: Describe the Action

This is the central point of your plan: What policy should the actor adopt? What action should the individual or group take?

Describe the action as specifically as you can. If you're proposing that the actor provide technical assistance, describe that technical assistance. Should the actor send engineers to build locks? Or agricultural specialists to introduce new farming techniques? If you're proposing that the actor provide financial assistance, establish the amounts. Consider the timeline: How long will the actor have to enact your plan? Will it happen gradually, over 10 years, or immediately?

You plan may need to include additional elements you think will strengthen it. Examples:

*Funding.* Who should fund the plan?

*Enforcement.* How should your plan be enforced?



## PART TWO: SUPPORT YOUR PLAN

Your job now is to create the best arguments in favor of your plan and compile convincing evidence to support each of those arguments. As you go through this process, don't hesitate to revise your plan! As you grapple with complex issues, you'll probably see some of the evidence you've gathered in a different light. You might identify weaknesses in your plan that you want to fix.

If you've debated before, you'll recognize this process as constructing a debate case. A debate case is a set of convincing arguments and evidence that make a good case for a proposed action. Every team needs to develop a case to debate when they are on the affirmative side.

If your team doesn't have much debate experience, you can select from two common types of cases: a need-plan-benefits case or a comparative advantage case. If you're an experienced debate team, you're welcome to use one of these or another type of debate case. Either way, you're ready to finish your plan and prepare to debate it!

### Step 4: Choose a Type of Affirmative Case for Your Debate

#### Types of debate cases

There are many ways to argue in favor of the resolution. This guide will explain two of the most common: the need-plan-benefits case and the comparative advantages case. For both types of cases, you'll start by creating your plan.

The need-plan-benefits case focuses on the need for change. If you choose this type of case, you'll focus on a compelling need. Then, you'll show how your plan will meet the need. Your job is to demonstrate that your plan is practical and will work in the real world.

By contrast, the comparative advantage case focuses on the advantages of a new action compared to the present course. The main objective of a comparative advantage case is to highlight the greater advantage that could be achieved by using this new plan rather than the current one.

### Alternative I: Need-Plan-Benefits Case

#### Step 1: Describe the Need

In the need-plan-benefits case, the focus is on the need. Your first task, therefore, is to establish that need.

You should clearly identify one, two, or at most three problems or needs. In developing each of these problems, you should consider the following questions:

- What needs exist for changing the current policy?
- What problems or harms exist in the present system?
- What is the extent and severity of those needs?
- Why is the current policy unable to answer those needs?

As you prepare to create arguments for each of the problems, focus on the most relevant evidence you've collected. An argument is only as strong as the reasoning and evidence that supports it.

#### Step 2: Present Your Plan

Present your plan for combating climate change. Show how your plan answers the needs you named.

#### Step 3: Argue the Benefits

What benefits will your plan have? How are those benefits related specifically to the needs you named? In other words, the benefit of your plan is that it meets the need that you outlined in Step 1.



The benefits that your team identifies should be parallel to the problems that you suggested in Step 1. If you identified 2 needs (or problems) in Step 1, then you should present 2 benefits in Step 3. The first benefit should demonstrate how the plan meets the first need (or solves the first problem) and the second benefit should illustrate that the plan remedies the second need.

In arguing each of the benefits, you should answer two questions:

1. *How will the plan alleviate the problem?* Show that your plan will do something the current system cannot. Don't assume that your audience will make the connections: explain exactly how the plan alleviates the problem.
2. *What will be the beneficial effect of alleviating this problem?* Don't just say that the plan will alleviate the problem. Show the real and tangible benefits of alleviating the problem.

Just as you integrated evidence into the presentation of the problems in Step 1, you need evidence to support your claims of benefits. You should present evidence that suggests that your plan will meet each of the identified needs. Evidence might include statistics, expert recommendations, policy analysis, examples, pilot studies, or other sources of credible information.

## Alternative II: Comparative Advantage Case

With the comparative advantage method, the plan comes first, followed by an explanation of the advantages of the plan. The focus of the debate is not on the relationship between the need and the plan, but on the differences between the advantages of your plan as opposed to the present system. Your principle argument is that your plan brings about significantly better advantages than the status quo can produce.

### Step 1: Present Your Plan

Present your plan for providing assistance to alleviate the effects climate change as an alternative to the current policy. Explain how your plan differs from the status quo. Use differences that highlight the advantages of your plan, which you will describe later.

### Step 2: Show that your plan will create an effect the current system cannot

What effect will your plan create?

Why doesn't the present system create this effect?

Why is the present system incapable of creating this effect?

### Step 3: Establish Your Plan's Advantages

Show that the effect you established in Step 2 has desirable consequences. An effect could be desirable if it is associated with values we aspire to, or values that are arguably good values. Explain how advantages of your plan serve good values, whereas the values served by the status quo are less desirable.

**Next Step: Develop a Case  
for the Opposition** ►

# IV. Develop a Case for the Opposition

To have a vigorous debate, one team of two students will need to argue against your plan.

**The difficult part about being on the opposition side is that your primary responsibility will be to respond to the arguments of the proposition team, and you won't hear those arguments until the debate begins. As a result, you'll need to do as much preparation as you can... but also be prepared to think on your feet!**

## Step 1: Write an Advocacy Statement

To argue effectively, the negative team needs an advocacy statement. Although the primary role of the negative team is to oppose the affirmative team, the negative team will be more persuasive if they state the ideas or policies they support. Every advocate needs to stand for something, not just against whatever his or her opponent stands for. There are 3 types of advocacy statements. The negative team can: (1) support the status quo; (2) support the status quo in principle but with minor modifications; or (3) propose a counter-plan.

### 1) Support the status quo

In arguing against the proposal for climate change adaptation assistance, the negative team can choose to support current policies. To support the status quo, describe current policies and state explicitly that you support them.

### 2) Support the status quo in principle but with minor modifications

The negative team can alternatively support the status quo in principle but with minor changes or modifications. If you choose this alternative, describe the policies of the status quo and clearly define the minor changes you propose.

### 3) Present a counter-plan

The final way the negative team can create an advocacy statement is to recommend a counter-plan. The negative team should argue that their counter-plan would solve the problem in a different way or avoid problems the affirmative plan would face. A counter-plan must always oppose the underlying principle of the affirmative team's plan. If the negative team simply advocated for adjustments to the affirmative's plan, the debate wouldn't be very interesting.

In your counter-plan, you can propose a different actor, action, or both. For instance, if the proposition team suggested the European Union as the actor, the negative counter-plan might argue that another actor like the United Nations or the World Bank is better positioned than the named Annex I Countries to perform the action.

A more common counter-plan would focus on the action. For instance, the opposition team might counter that we should not waste time and energy on climate change adaptation when the real need is to prevent climate change in the first place. That negative team could then present its own plan to prevent further climate change.

Constructing a counter-plan usually is more difficult than defending the status quo or defending the status quo with minor modifications. If you've debated before or like a good challenge, though, creating a counter-plan can allow you to be more creative and persuasive.

## Step 2: Create Arguments for the Negative Team

The negative team will need to identify constructive arguments to back up the advocacy statement. Using the general types of arguments below, identify 1, 2, or 3 key arguments for the opposition.

**Here are two common general types of arguments the negative team may use:**

### 1. The plan will not fix the problem.

If you can show that the problem the affirmative team described would persist even if their plan were adopted, you've made a very strong argument against that plan. First, name the problem described by the affirmative team. Then show how that problem would persist under the proposed action plan. Here is one common way in which the affirmative team's reasoning may have gone wrong:

*Insufficient action: The affirmative plan is not sufficient to solve the problem.*

*Example: The affirmative plan to provide new agricultural techniques will not solve the problem*

of declining agricultural yields due to climate change. Even if the affirmative plan succeeded and farmers in Malawi adopted the costly techniques, crop productivity wouldn't increase enough to maintain current yields.

### 2. The plan will create greater problems than it solves.

This type of argument has the potential to be even stronger than the first. Even if you successfully demonstrate that the affirmative team's plan will not fix the problem, the affirmative team may be able to show that things are at least somewhat better under their plan. They might argue, "Even if our plan does not completely solve the problem, it still provides benefits over the present system."

If you can demonstrate that the plan will create greater problems than it solves, you are in effect saying that the affirmative plan is disadvantageous. In order to support this claim, you can present 1, 2, or 3 disadvantages.

**Support for each of these disadvantages should include at least the following three items:**

#### 1. Name the part of the plan that causes the disadvantage

*Example: The affirmative plan will transport water by truck to farmers in drought-stricken areas.*

#### 2. Show that the part of the plan you're talking about creates a specific effect.

*Example: Transporting water by truck requires burning large amounts of fossil fuels. The CO<sub>2</sub> released when the fossil fuels are burned will hasten climate change. Thus the affirmative plan to truck water to drought-stricken areas will hasten climate change.*



### 3. Show how that effect will have negative consequences.

*Example:* Increased climate change will have severe negative consequences, including rising sea levels, drought, and extinctions. Furthermore, hastening climate change will only decrease the supply of water for agriculture, worsening the problem the affirmative team seeks to solve.

As always, you must integrate solid evidence into each part of the argument. Once you have identified and constructed your most important arguments, be sure to return to your research and make sure you have used your best evidence. You'll probably want to gather additional evidence to fill in any gaps and strengthen your case.

### Step 3: Anticipate possible arguments of the affirmative team.

No matter how good your advocacy statement, you won't succeed in the debate if you don't respond to the arguments made by the affirmative team. It's true that you won't know in advance what the affirmative team will argue, but that doesn't mean you can't prepare! Work with your teammate to anticipate possible arguments the affirmative team might make. Here are some exercises to get you started:

- Make a list of the different plans the affirmative team might propose. If you were on the affirmative side, what would you propose?
- Go through the plans one by one and identify as many weaknesses as you can. What might prevent the plan from fixing the whole problem?
- Identify possible disadvantages for each plan. Could the plan cause other, far worse problems?

**Next Step: Organize  
Your Public Debate** ►

# IV. Organize Your Public Debate

## Step 1: Reserve a Venue

Your coach and school administrators can probably help you reserve a space where a public audience can watch your debate. Most Global Debates competitors hold debates in their schools. Town halls and other meeting places also make good sites for public debates. Choose a day and time that doesn't conflict with holidays or major community events.

## Step 2: Identify a Moderator

To make sure the debate runs smoothly, you'll need a moderator to keep time, introduce each speaker, and thank each speaker after he or she has finished. Your coach can serve as moderator. Just make sure the moderator knows the format and has a good stopwatch.

## Step 3: Advertise the Debate

The more ways you publicize your debate, the more points you'll earn in the Global Debates competition. For tips on maximizing the impact of your debate, download the guide to [Press Releases](#).

### You can earn points by:

- Sending out [press releases](#) to earn [press coverage](#)
- Inviting local [governmental officials](#) & other community members

If any local news outlet covers the debate, [submit](#) that coverage for points!

## Step 4: Arrange Video, Audio, and Photographic Recording

To receive points for your public debate, you'll need to document it with video footage, an audio recording, and/or photographs. You may be able to rent cameras and other equipment from your school. If you can interest local media outlets through your advertising, they will probably be willing to share their photographs or footage. The more documentation, the better!

**Next Step: Debate** ►

# V. Debate

Now that you have conducted research, defined your plan, developed your plan into a debate case and created a case for the opposition, you're ready to prepare for your public debate. If you haven't debated formally before, don't panic! The best way to get more comfortable is practice. After each practice debate, your coach and teammates can provide valuable feedback.

## Step 1: Learn the Global Debates Format

The debate format you'll use is a modified form of what's known as Public Forum debate. The format consists of alternating speeches followed by crossfires, which are question-and-answer sessions between debaters. Each debater will give a total of two speeches (refer to the chart on the following page).

### Here are the 4 types of speeches:

1. Opening speeches set the stage for the debate by laying out each team's main arguments.
2. Rebuttal speeches develop each team's arguments, covering only the most important issues in the debate.
3. Summary speeches summarize your team's position and one or two convincing ideas.
4. Final Focus speeches provide an overview of the entire debate and emphasize one or two convincing ideas.

## Step 2: Practice giving speeches

After all of your research and planning, you should have lots of written material. How do you translate your case into effective speeches?

The place to start is with a plan. Speaking is different than writing. If the audience can't follow your logic, they can't go back and listen to the point again. For that reason, you need to:

- Tell the audience what you're going to tell them
- Tell them each thing, one at a time
- Tell them what you told them

At the very beginning of your speech, you need to provide a map for your audience. Here's an example of a roadmap:

"In my speech, I'll show you that my team's plan has 3 main advantages: A, B, and C. Then, I'll explain why prioritizing poverty reduction follows principle X."

After the road map, move through each point in the order you said you'd make them. Watch your time to make sure you spend most of your time on your strongest arguments. To help the audience follow your speech, tell them every time you move to a new topic:

"So that's the third advantage of our plan, increasing incomes for the community in addition to farmers. Now I'll explain why prioritizing poverty reduction follows the principle of equity."

The best way to know whether your speeches are well organized and easy to follow is to practice giving them in front of your teammates, teachers, family, and friends. After each practice speech, ask



the listener to tell you what your three main points were. If he or she can't name your main points, spend more time referring to a clear road map in your next attempt.

### **Step 3: Practice the full debate**

In order to feel ready for your public debate, practice the full debate at least twice with your teammates. Each debater should get the chance to debate on both the affirmative and negative team. Before each debate, read through the plans you've prepared and review the debate format. Make sure you understand the roles and responsibilities you'll have in each role. For more in-depth information about debate, check out these websites:

[www.idebate.org](http://www.idebate.org)

[www.nflonline.org](http://www.nflonline.org)

### **Step 4: Debate!**

Capture your debate with a two-minute video and submit it [here](#).

## Global Debates Format

SPEECH	SPEAKER	ROLE & RESPONSIBILITY	TIME
Opening Speech	Affirmative Speaker 1	<ul style="list-style-type: none"> <li>• Introduce the topic</li> <li>• Present the debate case you've created for your action plan</li> <li>• Conclude the speech</li> </ul>	4 minutes
Opening Speech	Negative speaker 1	<ul style="list-style-type: none"> <li>• Introduce your speech</li> <li>• Refute selected arguments made by the affirmative team</li> <li>• Present the advocacy statement and arguments you've created for the opposition</li> <li>• Conclude the speech</li> </ul>	4 minutes
Crossfire	Between Affirmative Speaker 1 and Negative Speaker 1	<ul style="list-style-type: none"> <li>• Both speakers must stand for the crossfire.</li> <li>• Ask and answer questions to clarify and define areas of clash (areas where the two teams disagree).</li> <li>• Ask and answer questions that reveal weaknesses in your opponent's case and strengths in your own.</li> </ul>	2 minutes
Rebuttal Speech	Affirmative Speaker 2	<ul style="list-style-type: none"> <li>• Refute selected arguments made by the negative team</li> <li>• Address the major areas of clash; for each area of disagreement, show why the affirmative team's argument is most persuasive.</li> <li>• This speech should be limited to only the most important issues in the debate.</li> </ul>	4 minutes
Rebuttal Speech	Negative Speaker 2	<ul style="list-style-type: none"> <li>• Refute selected arguments made by the affirmative team</li> <li>• Address the major areas of clash; for each area of disagreement, show why the negative team's argument is most persuasive.</li> <li>• This speech should be limited to only the most important issues in the debate.</li> </ul>	4 minutes
Crossfire	Affirmative Speaker 2 and Negative Speaker 2	<ul style="list-style-type: none"> <li>• Both speakers must stand during this crossfire</li> <li>• Ask and answer questions that focus on areas of agreement and disagreement.</li> <li>• Ask and answer questions that put your side in the best light.</li> </ul>	2 minutes
Summary Speech	Affirmative Speaker 1	<ul style="list-style-type: none"> <li>• Provide a brief summary of the debate so far from the affirmative point of view.</li> <li>• Focus on one or two key ideas which present your side in the best light.</li> </ul>	2 minutes
Summary Speech	Negative Speaker 1	<ul style="list-style-type: none"> <li>• Provide a brief summary of the debate so far from the negative point of view.</li> <li>• Focus on one or two key ideas which present your side in the best light.</li> </ul>	2 minutes
Grand Crossfire	All four speakers	<ul style="list-style-type: none"> <li>• All four speakers remain seated and in view of the audience and judges.</li> <li>• The affirmative team asks the first question. After that, all debaters may question and answer at will.</li> <li>• Ask and answer questions that identify areas of agreement and disagreement.</li> <li>• Ask and answer questions that expose the weaknesses of the opposing team's case and the strengths of your team's case.</li> </ul>	3 minutes
Final Focus	Affirmative Speaker 2	<ul style="list-style-type: none"> <li>• Provide a brief overview of the debate from the affirmative team's perspective.</li> <li>• Focus on one or two key issues, framing them in a way that shows your team in its best light.</li> </ul>	1 minute
Final Focus	Negative Speaker 2	<ul style="list-style-type: none"> <li>• Provide a brief overview of the debate from the negative team's perspective.</li> <li>• Focus on one or two key issues, framing them in a way that shows your team in its best light.</li> </ul>	1 minute