Curriculum	**Extension Lessons**		
Unit	**Flowing**	*Lesson*	**Personal Abbreviations**
Instructional Time	40 minutes		
Learning Objectives	*SWBAT:* ▪ Develop a shorthand for notation that is personally intuitive for the user		
Learning Standards	*College and Career Readiness Anchor Standards* ▪		
Teacher Preparation	▪		
Resources and Materials	▪ A list of suggested abbreviations for flowing.		
Check-In	*See check-in / check-out document and decide what works best for this group at this time.*		
Lesson Activities	• For this activity, the class will need a speech or debate to flow. The topic of the speech should be related to the current debate resolution, so students can learn to abbreviate topic-specific words. This activity can be done in conjunction with an in-class mini-debate or as students flow a practice debate held by varsity debaters. If you want the activity to take less time and to lead into class discussion about the use of symbols in flowing, you can simply ask a student to read a 1AC, a disadvantage shell, or series of cards. • Students could also complete this activity working in pairs. You could assign students to have one on one mini-debates about a particular topic (for instance, a solvency debate for an affirmative case, a disadvantage, etc.). In this scenario, have the first student deliver a speech for a specified amount of time while the other student flows. Then have the second student respond directly to the first student's speech. If one student read a disadvantage shell, the other should give analytical arguments against the disadvantage. Time constraints and student skill level will determine how many speeches it makes sense for students to complete. • After the speech or debate is over, students should make a list of all the abbreviations that they used intuitively in their flow. Then students should read through their flow a second time and find words that could have abbreviated to make their flow more efficient. If there is time, have a whole class brainstorm about abbreviations. Ask students to list the abbreviations they use while you write them on the board. • From lists generated up to this point, students should create a key (a guide) for their personal shorthand. Each student should list all the words they will abbreviate in her flows along with the abbreviation or symbol she will use to represent each word. • Provide students with a list of abbreviations used in flowing to guide their personal list. However, it is important that students understand their abbreviations. Shorthand is a question of what makes sense to an individual student, not a question of memorizing a prefabricated list of abbreviations.		
Formative Assessment	•		
Check-Out	*See check-in / check-out document and decide what works best for this group at this time.*		

Instructor Notes