



## Code to Your Debate - DEBATE CLUB Speeches

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Listed below are the names of the policy debate round speeches with descriptions and instructions for each. Students - make sure you bring this with you to the tournament, and check it again before every debate speech. In fact, you can bring this with you to the podium; just don't read off of it. This code is to be used as a tool: a reminder of what is going on and what needs to be said. Have fun, remember, *you* are in control of the debate!

### Speeches

These are in order and there are reminders of what has to be done in each one.

First Affirmative Constructive (1AC), Cross-examination (Cross-ex), First Negative Constructive (1NC), Cross-ex, Second Affirmative Constructive (2AC), Cross-ex, Second Negative Constructive (2NC), Cross-ex, Affirmative Rebuttal (AR), Negative Rebuttal (NR)

Don't forget to flow every speech: write down every argument from every speech on the special flow paper so all of the points are organized.

### Positions:

Write down your or your partner's name for each position and circle the position for the round.

(Name) \_\_\_\_\_ **1A or 1N**

(Name) \_\_\_\_\_ **2A or 2N**

### 1AC:

Remember to:

- BE KNOWLEDGABLE OF YOUR 1AC  
Read through the evidence before the tournament. In cross-examination a member from the other team will be asking you about your plan and the evidence, and nothing looks worse than a debater who doesn't know his/her evidence. Prepare to answer any kind of question that could possibly be asked.
- BE ASSERTIVE, CONFIDENT, NOT ARROGANT

### Cross-examination: (the 2N is asking questions of the 1A)

Ask questions that will:

- 1) Help you understand your opponents' arguments. Get information.

Example: Ask: Could you explain your advantages in the 1AC? It was unclear when you said \_\_\_\_\_.

2) Help you set up your arguments later. These questions will open doors for future arguments in the debate.

Example from recess topic: Ask: How does recess prevent obesity?

→ Then in your *next* speech, read evidence or arguments that prove recess doesn't prevent obesity, or evidence or arguments that prove physical education is better.

Remember to:

- BE POLITE

Nothing is more irritating than rude debaters. You can be effective and polite at the same. Show the judge what a wonderful person you are.

- BE ASSERTIVE, CONFIDENT, NOT ARROGANT

Do not - do not - do not be arrogant in cross-ex or during the speeches. You must be assertive, though. Have confidence in your opinion and hold your ground. When it is your turn to present a constructive or rebuttal, speak like you really are deeply disturbed about the other team's claims, arguments, and plan. It is important to be confident because you will gain speaker points, and the other team will be intimidated by you. Be careful though: it is easy to portray confidence as arrogance.

## 1NC:

- ANSWER THE 1AC

It is important to answer all of the arguments that the affirmative has presented. You do this by reading evidence that contradicts what the affirmative has said.

Example: - The affirmative claims that recess solves for obesity

→ Make arguments that show how recess does not decrease obesity, and that physical education does it better.

**Cross-examination: See above for instructions (The 1A is asking questions of the 1N)**

## 2AC:

- ANSWER THE ARGUMENTS FROM THE 1NC

Remember to use four step refutation! You do this by referencing to their argument and then giving a counter argument.

Example:

→ "In the 1NC they said that physical education is good for decreasing obesity. The negative team is wrong. Recess is time for free movement. Students are more likely to be involved in activity when they do not have to stick to a specific

structure.” If you have read arguments in the 1AC that support your arguments now, then you say “and this was shown in our 1AC”. DO NOT re-read evidence!!!!

## **Cross-examination: See above (The 1N is asking questions of the 2A)**

### **2NC:**

- ANSWER THE 2AC

You do this with four step refutation.

- ADD NEW ARGUMENTS

This is the time in the negative block to make new arguments. It is OK to add new arguments here rather than in the NR, because it allows the affirmative team to ask questions during cross-ex.

## **Cross-Examination: See above (The 2A is asking questions of the 2N)**

### **AR:**

- This is the most *difficult* speech in the round. You must answer ***ALL*** of the arguments made in the negative block. Also, make sure you are using as much four step refutation as you can.

- TIME TO SUMMARIZE!

Now is the time to conclude the round for the affirmative. State each argument made during the debate, and talk about the affirmative’s view.

- SHOW WHY IT MATTERS

- **Impact Analysis** time. It is different here, because you want to show how sticking with the status quo is worse. Change *is* necessary. Show how increasing recess time will solve for your advantages and that more recess is beneficial to elementary school students.

### **NR:**

Summarize the negative arguments! Instead of four step refutation, you say “as seen so far, the affirmative is arguing for increased recess time for these reasons \_\_\_\_\_. We, the negative, argue that physical education is better for these reasons \_\_\_\_\_.”

- TIME TO SUMMARIZE!

Now is the time to conclude the round for the negative. State each argument made during the debate, and talk about the negative’s view.

- SHOW WHY IT MATTERS

This is called **Impact Analysis**. You must show why it is worse to do the plan than stick with the status quo. What will happen if the affirmative plan is passed, and why is that bad? Show how it is better to keep things the way they are.

**Don't forget, most importantly, HAVE FUN!!! ☺**