

Guide to Introducing Speech and Debate in the Classroom



Alberta Debate and Speech Association

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ALBERTA DEBATE & SPEECH

Unit 74144 – 148 – 555 Strathcona Blvd. SW

Calgary, Alberta T3H 3B6

Charitable # 10669 3120 RR 0001

Guide to Introducing Speech and Debate in the Classroom

A collaboration between Karen Davidson, Pat Thalheimer, and Rolf Pritchard For the Alberta Debate and Speech Association

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Introduction

It is the contention of the authors of this guide that effective use of language is essential for success in all curriculum areas. We believe that one useful way of integrating language learning is to focus on interdisciplinary processes. One such process which has been shown to be extremely successful is the use of speech and debate skills. A partial list of objectives which can be addressed through this process are:

- lifelong application of language skills
- focus on the interrelatedness of listening, speaking, reading, writing and viewing.
- ability to use research skills effectively
- use of higher level cognitive skills such as analysis and synthesis
- expansion of language through active involvement in language situations
- use of language to communicate understanding, ideas and feelings to assist social and personal development and to mediate thought processes.

The use of language is a social behaviour. Therefore, the overall school program should provide opportunities for students to experience language in functional, artistic and pleasurable activities.

The objective of this resource is to provide a series of units that can be used to introduce speech and debate in the classroom. The intention is not to provide an in-depth, academic understanding of speech and debate, but simply to provide a resource that will aid teachers in getting their students started in debate and speech.

An Introduction to Public Speaking

Overview

One of the wonderful things about speech is that it is possible to participate on a number of levels. For example, a professional speaker or teacher of speech will react on one level, while the uninitiated or inexperienced can react on another level. Regardless of their level of expertise, individuals can probably agree on what constitutes a good speech versus a bad speech. This common sense aspect of speech makes it accessible to anyone with an interest in better communication, regardless of their level of expertise. We have all watched and listened to speakers who mumbled away, staring at their notes, and we have all lost track of time as we dozed, trying desperately to stay awake. Hopefully, most of you have also been captivated by a spectacular speaker, who entertained you while communicating his or her message. Most students are equally capable of making this distinction, or of being taught this distinction.

This resource is divided into units. For each unit a number of classes are recommended. The assumption is made that classes are 35 to 40 minutes long. Evaluation-Journal of Progress It is recommended that students keep a journal of their progress throughout this speech program. One tool which could be used here is the evaluation form on page 40. For each speech this form could be completed by the teacher, and or the student, and or the class. The student could keep the evaluation forms and other notes and hopefully get a sense of their strengths and progress through the program. It is recommended that the instructor take 5 minutes at the end of every class to allow time to facilitate this process. You may also wish to motivate your students by telling them that the journals will need to be turned in at intervals, or at the end of the speech unit.

UNIT 1

Title: An introduction to speech

Objectives: Outline the speech program that you intend to pursue, give an indication of the type of work to be done, the number of classes, etc. Give students a basic understanding of what a good speech should be.

Number of class periods: 1

Begin by discussing the basics of good public speaking with students. This discussion will illustrate the behaviours and techniques that they may be striving to emulate during this speech program. You may wish to begin by asking a number of questions and encouraging discussion.

- 1) Who talks for a living?
- 2) Is speaking to others important?...Why?
- 3) When might you need to speak to more than one person at a time?
- 4) Is speaking to more than one person at a time different than chatting with a friend?
- 5) When have your parents had to speak to more than one person at a time?

You might ask students to discuss this last question with their parents and begin the next class by discussing this point further.

The following rudiments should be touched on. This list is not exhaustive and teachers may wish to adjust this list to suit the particular needs of their students. Before we look at these points, let's consider how you might present them:

- 1) Encourage a group discussion. Give a description of these points and discuss with the students why these points may or may not be important. Encourage the students to give examples illustrating the positive and negative behaviours associated with these points. With an item such as eye contact you might preface this discussion with such questions as:

- Have you ever noticed what a person does with their eyes when they talk to you? What appears natural? What appears unnatural? What do you do with your eyes when you talk to people? What happens when you don't look at people when you are speaking?

- 2) There may be a drama teacher who might be comfortable giving a short talk on these points.
- 3) Give a short humorous speech demonstrating bad public speaking. You might shuffle around, put your hands in your pockets, mumble with your head bowed, and shuffle your notes as you give a rambling talk that goes nowhere. Ask the students to point out what was done poorly and list these points on the blackboard or overhead. If the list is not comprehensive you could ask questions such as, "How was my voice?" "What about where I was looking?" Once you have assembled this list you can use it as a basis for discussing appropriate behaviour, for example, "O.K. You all thought that I stared at the ground too much, what should I be doing?" You might follow this up with some discussion on eye contact. Again the points should be examined by questioning and discussing with the students as in the preceding example.

Stance - Generally, a person should stand stationary with feet approximately shoulder width apart. Normally the feet should remain stationary with most motion coming from the upper body. In most cases, movement, such as pacing or shifting weight, will distract the audience from what should be the real focus of the presentation. There are certain types of presentations in which movements of the body can have a dramatic impact, however, it is probably better not to deal with this at this time.

Eye contact - It is unnatural to talk to someone without looking at them. Making eye contact with the individuals in the audience is critical to a good presentation. Quite aside from giving a natural appearance, the speaker who makes eye contact is taking part in an interactive process with the audience. Looking at the audience compels the audience to pay attention. Looking at the audience gives the speaker feedback which the smart speaker will use to make changes to his or her presentation. If people are dozing off, perhaps this is the time to raise your voice and/or move on to another point. Generally your expectations for eye contact should be lower for younger students. A novice speaker in the senior elementary grades may only make eye contact 20% to 30% of the time. A mature and experienced speaker should be making eye contact 80% to 90% of the time. Strive to achieve a degree of eye contact that is natural.

At one time people advised nervous speakers to pick a spot on the back wall, just above everyone's heads, and to stare at it. This is fine if you want people to think that you've been hypnotized!

Voice - You must always select a volume that allows you to be heard by your entire audience without deafening the people in the front row. Do not speak in a monotone. Vary your pace and volume to reinforce key points, natural breaks and items you wish to emphasize. Dramatic emphasis can be achieved by either raising or lowering your voice.

Be prepared - You should be reasonably familiar with your presentation and your notes and visuals should

be well organized so that your speech flows smoothly. Audiences have very low tolerances for speakers who lose their place, forget chunks of their speeches, or fumble with notes.

Gestures - There are two aspects to this, avoiding distracting gestures and trying to encourage the use of complementary gestures. Gestures to avoid include:

- playing with rings, pens, etc.,
- playing with long hair or glasses,
- scratching yourself and exploring parts of your body,
- fumbling with notes,
- putting your hands in your pockets,
- crossing your arms in front of you,
- clasping your hands behind your back.

People are often unaware that they have these distracting gestures, so if you have the opportunity to video tape your speakers, a class spent reviewing a set of speeches can be very illuminating. Normally, gestures are part of everyday speaking. If you watch people talking you will see them using gestures. If you imagine for a moment that you are deaf, you can still get a sense for a speaker's mood by the gestures being used.

Here are a few examples of good gestures:

- slamming your fist into your hand to express rage or great concern
- pointing at the audience while stating a rhetorical question
- holding a hand to one side while stating, on the one hand, and holding the other
- hand to your other side while stating, on the other hand
- throwing your hands up in disgust or amazement

An amusing handout called Brush Up Your Gestures is attached which you may wish to hand out to students.

Notes - It is great if you can comfortably memorize your speech, but generally it is not necessary. Many speakers rely on point form notes to help them through their speeches. Such an outline can be better than memorizing since it provides a contingency against forgetting or muddling a speech. Notes are not intended to be read verbatim. Rather, they provide key words or phrases in point form to keep the speaker on track.

Organization - There are a number of techniques for structuring a speech, but for our purposes, keep it simple. The method used for structuring a standard essay, with an introduction, body, and conclusion, is good advice at this stage.

UNIT 2

Title: An introductory speaking experience in small groups.

Objectives: Students will have an opportunity to give an impromptu speech. (A speech for which little or no preparation time is given.) If this seems artificial, remember that as we go through life at

school, at work or in relationships we are often called upon to react spontaneously. Students will have an opportunity to evaluate the speeches. (Evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

Number of class periods: 1 or more

The intention is that students will give short speeches on topics drawn at random. You may wish to create all of the topics, or have the students write down two or three suggestions each. If you do the latter you should screen these topics and use your discretion in putting the topics into the hat. Few things backfire as badly as the shyest child in the room drawing a topic that verges on obscene!

For this preliminary speech you should break the class into smaller groups. The groups could range in size from three or four students to half of the class. This decision is up to you, you will have to decide what your students will be most comfortable with and the amount of time at your disposal. If the students are broken into groups of 10 or less it should be possible to go through this exercise in one class. You may wish to repeat this exercise and increase the size of the groups so that students have an opportunity to get used to progressively larger groups. Again the decision is yours! Don't spend too much time at this level, since there will be other speaking opportunities later.

The students should receive about one minute to prepare and then should have an opportunity to speak for about a minute. Someone will need to time the speeches and hold up some sort of signal to let the student know when the time has elapsed. You could perform this function or a student could be the timekeeper. When the student's time has elapsed, the timer should give a signal to this effect. Since it's difficult to end a speech precisely at the end of the period granted, a short grace period, say 10 seconds, is allowed. After the grace period has ended the speaker should be interrupted. Time cards for the debate and speech modules are attached in the appendix.

Here are some ideas for topics:

- king for a day
- why showers are better than baths
- my favorite possession
- my pet
- my favorite T.V. program
- why I hate, or like school.

Each time students speak in this setting they should be evaluated by their peers and by themselves through the use of the evaluation form, on page 40. If time permits, students could discuss their reactions to each other's speeches. At the start of this unit you should discuss the ballot and urge people to make tactful and constructive comments and the students to complete their self-evaluation. During this and subsequent classes you should be moving around and talking to students, getting a sense of their strengths and weaknesses and giving encouragement.

UNIT 3

Title: More on speaking

Objective: To prepare students for their next speaking activity, which will be to the entire class.

Number of class periods: 1

Begin by reviewing some of the characteristics of good speaking from Unit 1. Once you are comfortable, move on to discussing how to make your speech easy to follow.

The following handout should provide a basis for this discussion.

- 1) Be clearly heard: pleasant with appropriate volume. Are students speaking clearly? Can they be heard? Remember, a monotone is no good. Don't talk too fast (most novice speakers talk too fast).
- 2) Let all important actions, objects, etc. be clearly seen. Are you hiding behind a podium? Are you hunched over? If you are using visuals, make sure they are clear, simple, and displayed long enough for everyone in the audience to see them.
- 3) Talk to the audience! Remember that the information you're giving is already in your brain - you want it to end up in their brains. Are points being explained so that the audience understands them? Speakers often assume that because they understand a concept, so will the audience.
- 4) Begin with appropriate facial expressions. Don't smile when discussing a tragedy; don't frown when discussing the happiest day of your life. Encourage discussion on these points and have the students reflect on their preliminary speeches.
- 5) Look at the audience, get feedback, and adjust to it. Remind students about making that all-important eye contact. They should think of themselves as having a conversation.
- 6) Interact with the audience! When you stand before them, look at them, get their attention, and then begin to speak. When you finish look at them, smile if appropriate, and sit down. Do not end your speech by saying thank-you. This is tacky, since the audience should be thanking the speaker. If you thank the audience for paying attention, are you suggesting that your speech was not sufficiently compelling on its own to hold the attention of the audience?
- 7) Remember, you'll have a normal degree of fear. It will sharpen your performance.

UNIT 4

Title: Impromptu speaking to the class

Objective: Students will deliver an impromptu speech to the entire class and will be evaluated. (Evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

Number of classes: The number of classes will depend on the number of students and the number of times you wish to repeat this exercise.

The intention is that students will again give a short speech on a topic drawn at random. You may wish to create all of the topics or have the students write down two or three suggestions each for your use. As before, if you do the latter you should screen these topics and use your discretion before putting these topics into the hat.

The students should receive about one minute to prepare and then should have an opportunity to speak for one to two minutes. Select a topic you feel is appropriate to the students' abilities and the audience's attention span. Someone will again need to time the speeches using the enclosed time cards. You could perform this function, or your students could. When a student's time has elapsed and a 10 second grace period has ended, the speaker should be interrupted. If you think that there are some who will volunteer to speak first, it is wise to ask for volunteers, just to get the ball rolling.

Don't forget that these presentations will be evaluated!

(It would be a good idea to video tape these presentations as this could provide the basis for a discussion during the next class.)

UNIT 5

Title: More advanced concepts

Objectives: Debrief impromptu speeches. Discuss new concepts.

Number of periods: 1

Discuss aspects of the last impromptu speeches. It may be helpful to review the video tapes of the speeches and use this as the foundation of a positive supportive discussion. What worked? What was effective? What wasn't effective? There are no right answers, but they should focus students on certain concepts such as preparedness, the need to be entertaining, or the need to be compelling. How are the evaluations working? Are there any problems or concerns?

Discuss the following hand out and try to link this discussion to the evaluation discussion.

- 1) Use simple but not childish wording and sentence structure. Avoid technical terms where common ones will do. If you must use technical terms, explain them. Also avoid flowery, over-elegant language and long complex sentences. Do not, however, talk down to the audience.
- 2) Use simple speech organization. Intricate patterns or organization and lengthy chains of reasoning have no place in a tournament due to time limits. Rarely is there time to make complex arguments clear. A few main points, clearly related and simply supported, should furnish the basic structure of your speech.
- 3) Make your transitions clear. When you pass from one idea to another, indicate this fact by a sentence or two, or by a distinct change of rate or pitch. Sometimes transitions can be done by using a movement or gesture.

UNIT 6

Title: Delivery of a short prepared speech

Objective: To write, rehearse, and deliver a short prepared speech and to be evaluated. (Evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

Number of classes: 2 to 3 classes to write the speeches, 1 to 2 classes to rehearse the speeches.
Approximately one class for every 10 to 15 participants.

You may suggest to the students that they do a speech on something familiar to them. For example, they could talk about a pet, or their room, or a recent vacation, or an issue that they feel strongly about. Alternatively, there may be a subject that you wish them to research that relates to an area they are studying. Current events also provide ideas for topics. Students often have difficulty selecting topics so it's important to talk to all of them and make sure that they have a topic and have started developing and researching it. You will be the best judge of when they have had enough time to research and practice.

You should discuss the following two items with your students:

- 1) With respect to rehearsal, if you can comfortably memorize your speech, this is great, but generally it is not necessary. Many speakers rely on point form notes to help them through their speeches. Such an outline can be better than memorizing since it is a contingency against forgetting or muddling a speech. Notes are not intended to be read verbatim but simply to provide key words or phrases in point form to keep the speaker on track. To work effectively with point form notes you need to rehearse, particularly if you have a specified time which you must stay within. Students can be broken into groups of four or five for rehearsals which should give them all several opportunities to practice their presentations.

- 2) There are a number of techniques for structuring a speech, but for our purposes let's keep it simple. The method used for structuring a standard essay with an introduction, body, and conclusion is good advice at this stage.

At this point you may wish to move on to a more formal speaking activity, or you may wish to try to spend more time at this level with more short prepared speeches of this type, or you may wish to try some alternative speaking activities that give the students an opportunity to practise speaking while engaging in entertaining activities. Here are some examples:

- 1) **A celebrity roast.** One student volunteers to be the celebrity, i.e., a retiring mayor, and other students play roles such as a principal, a councilor, an aunt, a fire chief, a spouse, etc.
- 2) **A wedding dinner.** Couples assume various roles, such as bride and groom or other members of the wedding party. They give short speeches, as might be given at a wedding. Variations on this theme can involve such things as a vampire's wedding, a politician's, etc.
- 3) **The news.** Students pretend to be the different parties in a newscast. For example, two people can do the headlines, one could do the weather, another the sports, another the entertainment column, etc.

As with other activities, these can be done with a group of students playing to the class, or the class can be broken into smaller groups, which allows more people to complete their presentations in a shorter period of time. The lengths of the various presentations in these activities can vary, depending on your purposes.

The ideas for these activities were provided by Mr. Terry Lazenby, an English teacher and speech and debate coach at Crescent Heights School in Medicine Hat. These activities and other activities are detailed in Terry's monograph, *A Guide to Classroom Speech Activities*, which is available from the Alberta Debate and Speech Association.

UNIT 7

Title: How to prepare and deliver a formal 5 minute original oratory speech

Objectives: Students will learn techniques for structuring a longer speech (five minutes). This presentation will be evaluated.

Number of class periods: 2 to prepare, although you may need more or less depending on how receptive your class is 3 to 5 to write, 2 to rehearse. Approximately 1 class for every 6 to 7 speakers to present. (Again, evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

(During these and other classes you should be moving around and talking to students, getting a sense of their strengths, setting goals for improvement and giving encouragement. It might be possible to have the best speeches presented during a school assembly or, alternatively, if you were working in concert with other classes in the school, you might wish to hold a speech competition for the best speeches from each room. The following notes are taken from the Alberta Debate and Speech Association's *Speech Handbook*, and discuss the major points that you will wish to cover with your students before they begin preparing their next set of presentations.)

(Excerpted from A.D.S.A.'s Step-by-step Guide to Speech)

THE COURSE: ORIGINAL ORATORY

WHAT IT IS

The giving of a prepared speech to inform, entertain, or persuade. The speech must be written originally on the part of the speaker.

LET'S SHOP WISELY

1. To find a topic, look in newspapers, magazines, books, transcripts, etc. Watch television or listen to the radio. Talk to family and friends.
2. Once you've decided on a topic, research it fully.
3. Decide if your speech will be one to entertain, inform, persuade, or be a combination.
4. Consider your time limit.
5. Do make sure your topic is of interest to you, or you won't convey your message to your audience.

LET'S GET COOKING

A basic speech format will be given. (This format is used for every speech.) Following the format will be how to develop a speech to inform, entertain, and persuade.

THE SPEECH FORMULA

Formula for Introduction

Capture

Motivate

Assert

Preview

Formula for Development

2 - 4 points and support

Formula for Conclusion

Summary and/or action

The Speech Formula in Detail

INTRODUCTION

Capture

You want your audience to listen to your speech. Don't bore them. There are several ways of capturing attention. They are:

1. **Startling statement:** unexpected fact. i.e., "Fifty coffins will be lowered into our City's cemetery in the next month. Of those at least ten will contain cancer victims." (A speech on cancer.)
2. **Quotation:** a famous person's words that relate to your subject. i.e., "The rung of a ladder was never meant to rest upon, only to hold a man's foot long enough to place the other somewhat higher." Thomas Huxley. (A speech on success.)
3. **Rhetorical questions:** a question the audience answers in their own minds. i.e., If you were awarded an expense free trip to any place in the world, where would you go? To the quiet country? (Speech on how to choose vacation spots.)
4. **Illustration:** a short anecdote or story which may be true or fictitious. i.e., You might discuss the story of Louis Pasteur who was terrified of dogs. Although asked to work on different diseases, Pasteur worked only on finding a vaccine for rabies. Because of his personal interest he

was successful. (Speech on how a person's feelings can produce inventive, successful ideas.)

5. Humorous anecdote: a story that is funny and applies to your speech. i.e., "Oh darling, I've missed you," she cried, and fired the gun again. (Speech on multiple meaning of words.)

Motivate

Show that the topic is important to the audience. Show how it affects them. (Why should city kids be interested in a speech on farming?) Several ways to motivate or interest your listeners are by using a combination of the following:

- 1. Penalty.** Through the use of fear, you describe what will happen if they don't listen. i.e., You will lose money. You will endanger your health. You will fail this class. You will be out-of-date, etc.
- 2. Reward.** Show people the promises they can gain. i.e., You will win a prize. You will save your life. You will make money. You will have fun, etc.
- 3. Curiosity.** Show people what they can learn for the sake of learning. i.e., How hot is the sun? Is there a black hole? What are sunspots? Is there life after death?

Assert

Show people the specific approach. You do this by stating your assertion or the purpose for your speech. i.e., There is a correct way to hit a tennis ball. Children's advertising can be harmful.

Preview

Tell how you will present your information. Give an initial summary of your main points. i.e., Let's discuss the proper stance, the grip, and the swing in order to hit the ball (tennis) correctly.

Development

2 - 4 Points and Support (See the Speech to Inform, Entertain, and Persuade to decide how the body of the speech will be developed.) Remember to take each point in the preview and develop it fully in the most appropriate manner.

CONCLUSION

The conclusion of the speech has two purposes.

1. To present a brief review of what has been said.
2. To review the values that the information should have to the listener.

Close with a firm, appropriate punch line. Here are suggestions:

1. Use a literary quotation that contains the major idea of the speech.
2. Use a personal example that shows the audience how valuable this information has been to you.
3. Tell a joke that demonstrates the value of the information.
4. Repeat a portion of the opening statement.
5. Make a bold, vivid statement to restate the importance of the speech.

6. State what will happen if the audience does not use the information given.

7. Make a call to action.

Put your speech into outline form using the formula. See the following example:

INTRODUCTION

Capture

This is not a key to my dad's car.

- a) This key allows you to go somewhere not in a car, but in school.
- b) With this key you can win the admiration of your friends and family.

Motivate

I have another "key" to show you.

- a) This key allows you to get somewhere not in a car but in school.
- b) (Positive approach) With this key you can earn better grades and win the admiration of your friends and folks.
- c) You will save time studying and will have more time to do other things.

Assert

Using the S-Q Three R Study method will make you a better student.

Preview

Let us discuss the three cuts in this key to good grades:

- a) Survey
- b) Question
- c) Three R's: 1. Read. 2. Recite. 3. Review.

BODY (Time Sequence)

I. Point One and Support

Quickly survey the chapter or assignment.

- a) Read the first and last paragraph.
- b) Read the sub-headings in bold faced print

II. Point Two and Support

Create questions that you will answer when you read.

- a) Turn the chapter title into a question.
- b) Turn each sub-heading into a question.

III. Point Three and Support

Use the 3 _ R's.

- a) Read the material to answer the questions.
- b) Recite the answers to the questions until they are well in mind.

c) Review all of the chapter.

1. Do this immediately after reading.
2. Do this again after several hours.
3. Do it again once a week.

CONCLUSION

Action

1. Use the S-Q three R Method each time you study.
 - a) You will learn faster.
 - b) (Refer to Capture.) You will have the "key" to getting somewhere in school.
2. You will have the key to moving toward success.

TYPES OF ORIGINAL ORATORY

The speech to inform

This speech follows the principles of the basic format. It can be developed a number of ways.

1. The Chronological (Time) Method

Develop your speech using a passage of time. Begin at a certain date and move forward. i.e., If you are talking about the development of the television, you may discuss the 1940's, 1950's, then up to 1980's. Or, if you are discussing how to make a main dish, you would discuss what is done in what order.

2. The Spatial Method

Develop your speech by talking about various sections of something (some place). i.e., When discussing a building, move from its basement to the top floor (or vice versa). or When discussing hunting, move from the West Coast into another geographical area such as the Rocky Mountains, and so on.

3. The Structure/Function Method

Develop your speech by discussing a system. To do this, give the parts (structure) of the system and what the function of each part is to the result in the whole system. i.e., When discussing the automobile as a system for transporting human beings, you would discuss the parts of an auto and the function of each part to arrive at the whole.

- a) Ignition system to the
- b) Carburetor system to the
- c) Transmission system, etc.

4. The Chain of Events Method

Develop your speech giving cause to effect of something. i.e.: To explain what occurs when a car moves, you would discuss that gas and air are mixed (tell how and in what proportion), the mixture is forced into the engine (tell how and where it is forced), and a spark ignites the mixture.

This topic lends itself to any cyclical analysis. i.e.: Ecosystem, drugs, war, fashion, history.

The speech to entertain

This speech follows the principles of the basic format. To develop, note the following:

It is important that this speech uses materials that in themselves carry and imply humor. The selection, arrangement, and wording are what achieve the effect of entertainment. However, the humorous speech should not degenerate into a series of unrelated funny stories, nor merely consist of the telling of one story. The speech to entertain may not be informative or persuasive; neither of these goals becomes the chief aim of the speaker. The chief aim is to entertain. A main idea is presented, but as this idea moves, a number of things happen.

A few methods to achieve humor are:

1. Telling a joke on oneself, someone in the group, or some well-known person.
2. Exaggeration.
3. Deliberate underestimation.
4. Sudden change of thought.
5. Surprise thoughts.
6. Twisting ideas.
7. Intentionally making errors.
8. Pantomime
9. Gestures poorly timed or too late.
10. Using anecdotes
11. Giving entertaining examples.
12. Impersonating a character used as illustration. (Don't use a whole example).

The speech to persuade

This speech follows the principles of the basic format, but there are specific organizational procedures.

1. Show the Nature of the Problem

- a) Show the extent of the problem. (Use examples, statistics, opinions).
- b) Show the effect of the problem. (Use examples and facts.)
- c) Show the causes of the problem. (Where possible.)
- d) Show how the problem affects the listeners. (Use vivid descriptions.)

2. Present the Solution

- a) Show the procedure and methods to be used.
- b) Show the cost, time, and the number of people the solution requires.

c) Show where similar solutions have worked in other places.

3. Visualize the Solution

- a) Show how the solution will eliminate the causes, reduce or eliminate the symptoms, help people, reduce costs, increase efficiency, etc.
- b) Show what will happen if the solution being offered isn't adopted.

4. Appeal for Audience Action

Speak directly to the audience and appeal to the motives of:

- a) Fair play
- b) Desire to save
- c) Desire to be thought helpful
- d) Desire to be thought intelligent
- e) Pride in ownership
- f) Pride in community

5. In the Closing Portion of Your Speech You Should:

- a) Challenge the audience to do something
- b) Provide a summary of the important steps
- c) Indicate your own intention to do something

Conclusion of the Speech Component

Now that you have a taste for public speaking you may be wondering what to do next. Here are a number of ideas to consider:

- 1) Get involved in competitive public speaking. There are a number of organizations that offer opportunities, including the Alberta Debate and Speech Association. Within the umbrella of public speaking are a range of exciting activities such as Impromptu and Original Oratory (both of which we've seen), Oral Interpretation of Prose and Poetry, and Duet and Solo Acting. The A.D.S.A. has instructional materials on all these formats.
- 2) Get involved with a fantastic speech-related activity called debate.

Introduction to Debate Overview

The objective of this resource is to provide an introduction to debate that will allow you to use debate in the classroom. Debate in the classroom can be an end in itself, or it can be used as a way to facilitate research and discussion of an issue in the curriculum. Whether it is used for the latter purpose or not, the recipients will benefit from developing public speaking skills, critical thinking skills, research skills, and teamwork skills.

It is possible to develop competency in debate without speech training. There is no question, however, that a student's competence in debate will develop more rapidly if accompanied by some training in public speaking. If you choose to get right into debate, this competence in public speaking will come with time and practice.

During the last 24 years there has been a growing interest among Canadian educators in promoting debate. Although debate is as old as Greek philosophy, it is only during the last two decades that associations have existed in Canada for the purpose of encouraging involvement in debate.

One such association is the Alberta Debate and Speech Association (A.D.S.A.).

Debate is often seen as more intimidating and more difficult than public speaking. To some extent, this perception is correct. Unlike public speaking, there is an expectation that the participant will react to and challenge contentions made by other speakers (opponents). This means that, although preparation is essential, in many cases it is not possible to prepare speeches. This should not be viewed as intimidating. What we are dealing with here is the challenge of learning to be resourceful thinkers who can synthesize ideas and quickly articulate them. If you think about it, this is one of the most basic, but important, skills that educators can offer students. Debate is based on simple, logical concepts and does not need to be conducted in a formal and rigid way. Debate often involve two teams of two people speaking in a specific order; this is just one type of debate. The process is infinitely variable and whatever works in your class is fine.

Depending on the circumstances the debates may work better if you use teams of 3 or 4 or more students. You will have to consider the maturity of your students, the time available and the size of the class.

UNIT 1

Title: Introduction to debate

Objectives: To introduce students to some basic concepts and terms. To involve students in an informal debate.

Number of class periods: 1

The purpose of this unit is to introduce students to some of the vocabulary involved in debate and to the idea that there are at least two sides to every argument.

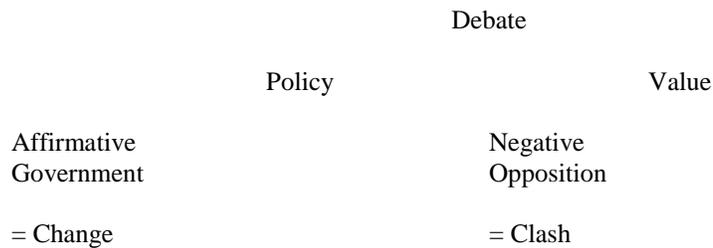
- 1) Begin by asking students what a debate is, why it is important, and what sorts of people debate for a living? Students will invariably answer lawyers and/or politicians. This is a good opportunity to point out that... .. the abilities to resolve issues and articulate points of view are skills that all of us need. What situations might these skills be useful in? Who needs these skills?
- 2) Continue the discussion by describing and/or asking for some of the terms that are frequently used in debate.

There are two sides in a debate, known as the Affirmative or Government and the Negative or Opposition. (The terms pro and con and for and against often come up here, which are also fine.) The subject to be discussed is known by a number of terms: the resolution (a commonly used term in Alberta); the proposition; the Bill; the measure; or the issue. Your students will probably think of others.

There are different types of resolutions. The two that are of most concern are propositions of policy and propositions of value. A proposition of value generally deals with a philosophical issue such as "Are these the best of all times?", "Are women better than men?", "Truth is more important than beauty", "Abortion is morally wrong/right", "Government is best that governs least." Propositions of policy deal with the idea of changing things in society (the "status quo"). For example, "A dam should be built on the Old Man River", "Environmental laws should be stricter", "A tax should be introduced", "Measures should be taken to protect the rainforests." You should ask the students to provide examples of both types of resolutions until it is clear that they understand the difference.

- 3) The Affirmative in a debate proposes or supports the resolution. In a policy debate, the Affirmative is trying to change things. The job of the Negative in any type of debate is to oppose clash with the

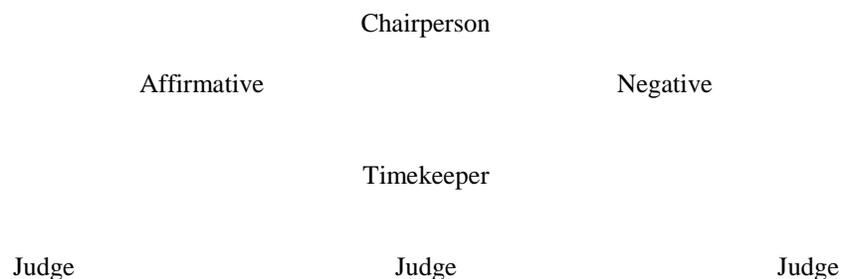
Affirmative. (This is the essence of debate ... right here ... all other concepts will flow from this.)



- 4) Having introduced these basics, it's time for an exercise. During this exercise, we will be encouraging students to discuss a controversial issue. You may wish to determine the issue yourself or get your students to suggest it. It is important to pick a topic for which there are clearly two sides, as this exercise, or indeed any debate, will not work well if all the students tend to hold similar views. Be careful to pick a topic (value or policy), that will not offend or embarrass your students. Once you have picked a topic, there are two ways in which to proceed.

A TYPICAL ROOM LAYOUT FOR A DEBATE

Remember, the format is flexible. The teams may vary in size, and the roles of the chairperson and the timer could be combined



Approach #1.

Have the students form pairs. In each pair, designate one person as A and the second as B. A is given a set period of time (1 minute) to outline why he or she supports the topic. B is given a set period of time to explain why he or she opposes the topic. You should encourage the students to make notes on each other's points of view. You may also wish to give the students time to respond to one another's comments. Discuss the different views expressed, compare and contrast arguments.

Approach #2.

Have the students vote on whether they are opposed to or in favour of the resolution. After recording the vote, ask those in favour to each give a brief account of why they support the resolution. Then repeat this process with those students who oppose the resolution. Try to encourage discussion between the two factions. If this does not occur naturally, you may wish to stimulate discussion by asking pertinent questions.

- 5) Conclude this unit by pointing out that the students have now taken part in an informal debate, and that, over the next few classes, they will be learning some more formal debate skills

UNIT 2

Title: Expanding on the concept of debate

Objectives: Observe a live or videotaped debate. Take part in an informal debate.

Number of class periods: 1 for the first objective, 2 for the second.

There are a number of possibilities for this unit.

- 1) You may wish to move on to the next unit and begin looking at how to structure a debate in more detail.
- 2) You may wish to arrange for a demonstration debate-either live or on video. The Alberta Debate and Speech Association has video tapes that can be made available, or it may be possible to have debaters from within your school or a neighboring school do a demonstration debate.
- 3) You may wish to have the students take part in some informal debates. Let's assume (just for the sake of debate!) that you wish to do 2 and 3 before proceeding to a more detailed study of debate.

Short informal debates- These short debates, and indeed, most debates in classrooms, can be conducted in a variety of ways. Teams can be whatever size works for your class, from one person teams to half of your class. Assuming that we are talking about two person teams, debates can be done one at a time in front of all the students or all students can be involved in debating at one time. The advantages of the latter is that everyone is able to debate in a much shorter span of time and students are not put in the position of having to sit and watch numerous other debates. Having all of the students involved in debating at once has the additional advantage that the shyer students are not subject, on their first few attempts at debate, to such a large audience. The disadvantage of this approach is that you will need more than one venue. In order to have multiple simultaneous debates it is necessary to break the class into groups of teams. A team is normally two or more students. (For the purposes of this resource document, we will be dealing primarily with two person teams.) Each group should contain three or, ideally, four teams. With a group of four teams, you should have two Affirmatives and two Negatives. While one Affirmative and one Negative pair off, the other two teams can be involved in judging and chairing the debate. Let us call the two teams debating A and B and the two teams officiating C and D. Once A and B have debated, then C and D can debate and A and B can officiate. If you end up with a cell of six students, or three teams, A, B, and C, A and C could be Affirmative with B the Negative. You could then have a second round in which B challenges C and A officiates. Let's diagram a four team cell for clarity.

- 1) Let's assume that you have 33 students in your class. We can make up 16 teams, 15 with two people and 1 with three people.
- 2) Number the teams 1 to 16, then designate all odd numbered teams Affirmative and even numbered teams Negative.
- 3) Now create cells of four teams, two Affirmative and two Negative. Let's assume that teams 1 to 4 are in this cell and that teams 1 and 3 are Affirmative and 2 and 4 are Negative.
- 4) The following sequence should now be possible

Affirmative vs. Negative

Judging
(3 people)

Chairing and Timing
(1 person)

Location

Round I	Team 1 vs. Team 2	Team 3	Team 4	?
Round II	Team 3 vs. Team 4	Team 1	Team 2	?

The chairperson's job is to introduce all the participants and then to call on them in turn. The chairperson acts as the timer, using copies of the attached time cards (grey) to indicate to the debaters how much time remains in their speeches. At the end, the chairperson announces the winning team. Judges should evaluate the debate on the basis of the arguments and the refutation only. Judges should each reach their conclusions independently.) These preliminary debates should be short. It should be possible to get through the two rounds in one class. You may wish to use a format such as the one shown:

	<u>Time (min)</u>
First Affirmative	2
First Negative	2
Second Affirmative	2
Second Negative	2
Break	2
Negative Summary/Rebuttal	2
Affirmative Summary/Rebuttal	2

Although the debate can be conducted in one period you will note that two periods have been designated. The preliminary period should be used to allow the students to prepare and research. It is often helpful when introducing a format, such as the aforementioned, to give students a bit of a dry run. Set your space up in the correct configuration, have the students walk through the sequence of who speaks when, without actually speaking.

UNIT 3

Title: Affirmative case structure

Objective: To gain an understanding of the Affirmative philosophy and to examine the speech of the first Affirmative.

Number of class periods: 1 to 2

The following content should be covered for this unit. The debate overview handouts in the appendix support this unit. For purposes of instruction, let's make two assumptions: first, that we are dealing with a proposition of policy, A proposition of policy is very similar to what would be called a bill in the House of Commons. A proposition of policy calls for a change to the way things are currently done. For example:

- Should Canada increase its foreign aid?
- Should the Meech Lake Accord be amended?
- Should capital punishment be reinstated?

and, second, that we are using a format of debate such as the following:

- 1st Affirmative constructive speech
- 1st Negative constructive speech
- 2nd Affirmative constructive speech

2nd Negative constructive speech
Discussion period
Break
Negative rebuttal
Affirmative rebuttal

In the policy debate the duties of the respective teams are clearly defined. One of the teams, the Affirmative, always supports the resolution and is therefore synonymous with change. This is a key concept in debate as is the next point.

Change consists of two elements, the need for change and the plan. For example, if you argue that capital punishment should be reinstated, you must give compelling reasons or needs for change, and then you must provide a plan. The plan must answer questions such as: for what crimes will capital punishment exist, and what method of capital punishment will be used.

Change

= Needs for Change + Plan

Once you are satisfied that the students understand this concept, move on to discussing the specific duties of the first Affirmative.

The first Affirmative speaker commands a most important role in the debate. He/she presents and clarifies the resolution for debate and is the first person to speak in favour of accepting the terms of the resolution and, as such, sets the initial tone and direction of the debate. The first Affirmative constructive speech is the only speech which is prepared in its entirety prior to the debate.

First Affirmative Constructive Speech

1. Introduction/ State resolution.
2. Define the terms of the resolution fairly, in such a way as to prevent ambiguities or "definitional debate" later in the competition. Choose straightforward terminology. Restate the resolution using your definitions in place of the original words/phrases.
3. Present the Affirmative needs for change by demonstrating flaws in the present system, or status quo.
4. Present evidence which affirms the needs for change.
5. Introduce a plan which initiates the necessary changes.

1. Introduction/ State resolution.

First Affirmative Constructive Speech

As you discuss the different stages of the Affirmative speech, diagram it on the blackboard.

If we assume that the resolution is, "Be it resolved that capital punishment be reinstated in Canada," then the speech may proceed along the following lines.

Introduction. This introduction is intended to get the audience's attention and to introduce the subject. For example; "Ladies and gentlemen, imagine if you will that you are going for supper at a friend's home. You arrive at the home, but no one answers the door bell. The light is on and the door unlocked, so you go in. You are greeted by a horrifying sight...Your friend has been murdered. After the police arrive they tell you that they suspect an escaped murderer. This murderer killed a prison guard when he escaped...the police tell you that had this individual been executed your friend might be alive today. Canada at

present does not have capital punishment, but perhaps it should. The subject of the debate today is, "Be it resolved that capital punishment be reinstated in Canada."

Define the terms of the resolution fairly, in such a way as to prevent ambiguities or "definitional debate" later in the competition. Choose straightforward terminology. Restate the resolution using your definitions in place of the original words/phrases.

Definition of the resolution. Depending on the topic, the words may be ambiguous. For example, what does capital punishment mean? When students are asked this question they often respond with, "the ultimate penalty," or execution. This is essentially correct but it leaves out a few key points that characterize this debate in the Canadian context. The Affirmative team may define capital punishment along these lines:

"Capital punishment is the death penalty carried out by the state for the crime of murder."

The Affirmative providing definitions theoretically gives the Affirmative a slight advantage to offset the disadvantage of having the more difficult side of the debate.

Ask students to identify the terms which they feel require definition and have them suggest definitions. Encourage discussion on why one definition might be better than another

Present the Affirmative needs for change by demonstrating flaws in the present system, or status quo. The needs for change are essentially those compelling reasons that will justify the plan. Typically the Affirmative will have time to present three to five needs for change. In a debate such as this, the needs for change might be:

- Capital punishment would save money.
- The existence of capital punishment deters others from murdering.
- A majority of Canadians are in favour of capital punishment.
- A murderer should lose his or her life.
- Ask the students to suggest needs for change and list them on the board.

Present evidence which affirms the needs for change.

In presenting their cases novice teams will often limit their presentation to a simple recitation of points. Ideally each of the needs should be presented in three stages. The need should be stated, then described in more detail, and finally evidence should be offered in support of the contention.

Ask students to take a need and elaborate on it as they would if they were debating. Ask questions if you feel their explanations are inadequate. The biggest mistake that debaters make is assuming that because they understand an issue, their audience will also understand it.

Introduce a plan which initiates the necessary changes.

After presenting all the needs for change, the first Affirmative speaker usually has just enough time to give a brief outline of the plan before concluding the speech. If there is a significant amount of time left the first speaker will then present the plan. Most debate associations in Canada require that the Affirmative provide at least an outline of the plan in its first presentation so that the Negative team has an opportunity to respond to the proposed plan.

UNIT 4

Title: Overview of Negative strategy

Objectives: To have an understanding of Negative strategy. To understand the job of the first Negative speaker.

Number of class periods: 1

The presentation by the first Negative is perhaps the most difficult in the entire debate. The job of the Negative may be more broadly described as clashing, using any means possible to convince the judges not to accept the Affirmative proposition. Some wild and wonderful strategies flow from this, however, this is better left to another presentation.

In clashing with the Affirmative the Negative would consider the items listed on the following handout. You could discuss these concepts with your students asking questions such as:

"What would happen if the Affirmative lacked evidence for its main points? Does the source of evidence affect its validity? Does the plan need to be a major change?"

First Negative Constructive Checklist

- If the Affirmative has failed to define any key terms of the resolution, you may offer definitions. If the Affirmative definitions are absolutely illogical or unreasonable, you must contest them immediately by providing compelling reasons for their rejection. Otherwise, it is assumed that your team is in complete agreement with the terms as defined.
- Are the major needs for change supported by evidence or logic? We should not accept a need simply on the say so of the Affirmative.
- Is the evidence current and from a credible source? Usually, the more recent the evidence, the better. In terms of credibility, one would have to question the bias of former Prime Minister Trudeau writing about the National Energy Policy.
- Does the plan constitute a significant change as required by the rules? Does the plan meet and solve the needs for change? For example, if a need raised in support of capital punishment is that murderers are escaping, the Negative might respond that the more rational plan is to increase the security of prisons.
- Does the plan create new problems that potentially outweigh the benefits of its implementation? For example, the Negative might attack capital punishment on the grounds that the jury would find the prospect so repugnant that they might be inclined to acquit rather than convict, thereby creating a situation in which society was in greater peril as a result of implementing capital punishment.

TIP

Generally the Negative will argue that there is no need for change or that any problems that exist can be solved through small changes known as minor repairs. (Yes, the Negative is allowed to make small changes!)

Unlike the first Affirmative speaker, the first Negative speaker can't draft out a speech beforehand. Since the specifics of the first Affirmative speech are unknown prior to the actual presentation, "clash" requires special preparation.

There are three things that the Negative can do to prepare.

- 1) The first thing is to be familiar with the subject matter so as to be aware of the potential Affirmative arguments and to plan responses.
- 2) The second is to prepare documentation for the various Negative responses with the realization that the evidence prepared may not be used. This documentation is essentially a quote used to support an assertion made in the Negative speech. This quote, along with other quotes considered to be of value to the respective arguments, should be recorded on something like a recipe card along with the source of the quote. The appropriate cards can then be retrieved and organized as the Negative speaker prepares his or her comments.

Evidence Card

Capital Punishment Fails!

Studies of American states with and without capital punishment show that the murder rate per hundred thousand is marginally higher than states with capital punishment.

The American Journal of Criminology, Spring, 1987, Volume 8.

- 3) The final tool at the disposal of the Negative is a technique called flowing. This is simply a method of taking notes in which the observer records the comments of the opposing speaker on the left side of a page, called a flowsheet, and writes down the responses to the speaker on the right side of the page. As responses are noted evidence cards can be retrieved that support the responses which the Negative speaker is about to make. Typically a Negative speech will consist of observations based on the team's research and comments based on the flowsheet.

TIP

Although the use of the flowsheet is shown in two stages, generally Negative responses are filled in response to Affirmative statements. Normally, one would not wait until the whole Affirmative case had been made before filling in the Negative side of the flowsheet.

If the Affirmative case is still on the board or overhead, it's useful to pretend that the board is a giant flowsheet and try to fill in the Negative responses on the board. It's a good idea to use the left side of the board or transparency for the Affirmative and leave the right side blank for the diagramming of the Negative argument.

Flowsheets

Affirmative Speech

Capital punishment = death penalty imposed by state

Needs:

1. Murder rate is climbing
2. Majority of Canadians favour
3. Would save money

Plan = lethal injection for first degree murder

Negative Response

Affirmative Speech

Capital punishment = death penalty imposed by state

Needs:

1. Murder rate is climbing
2. Majority of Canadians favour
3. Would save money

Plan = lethal injection for first degree murder

Negative Response

Dfn. OK

1. Murder rate higher in states with cap. pun.
2. Parliament has voted twice to abolish
3. What is price of human life?

Jurors acquit if cap. pun. is option; therefore, more murderers go free

UNIT 5

Title: Overview of debate

Objective: To set the first two speeches into the larger context of the debate and summarize the remaining speeches.

Number of class periods: 1

Begin by briefly summarizing the first Affirmative and Negative speeches.

Second Affirmative Constructive Speech

The second Affirmative speech is the first opportunity the Affirmative team has to directly clash with the arguments of the Negative case. It is also the Affirmative's last chance to present new contentions which support the resolution and their proposal.

1. Attack the Negative philosophy while defending the Affirmative perspective.
2. Clash. Directly address each of the specific challenges issued by the Negative team. Explain why the Affirmative's evidence should be accepted as authoritative.
3. Detail and defend the Affirmative plan.
4. Describe the benefits of the plan. (If you were using three person teams, this could be done by the third person.
5. Try to anticipate the second Negative's points, further clarify the Affirmative position.

In the case of capital punishment the plan would have to answer such questions as:

What method of capital punishment would be used?

For what crimes would capital punishment be used?

Would the judge have discretion in sentencing?

Second Negative Constructive Speech

This final constructive speech of the debate gives the second Negative speaker an opportunity not only to criticize the Affirmative plan, but also to present the final contentions that complete the Negative case.

1. Attack the Affirmative plan as unworkable, undesirable, unable to solve the needs, and/or unnecessary.
2. Deny the supposed benefits of the plan.
3. Clash. Counter all Affirmative challenges directly and specifically.
4. Refute the Affirmative case as a whole. Defend and strengthen Negative arguments, including those presented earlier by your partner. Try to refine and solidify your best points without sounding repetitive.

This ends the constructive portion of the debate. The debate now moves into what is called the discussion period. We will discuss this later and press on with the rebuttals.

The Break

Both sides may use this time to review the debate and focus their ideas for the concluding speeches.

- A well-developed final speech requires teamwork; both debaters should be fully involved in contributing ideas.
- The rebuttals are extremely important because they are the last opportunity for each team to convince the judges before the final evaluation.
- The rebuttal speeches are for response and refutation only; they are used to review and crystallize central issues by challenging the other side's strongest arguments and tracing the progression of important contentions.

Although new evidence or sources may be used to strengthen ideas introduced in the constructive speeches, no new contentions may be presented. This ensures that the teams do not wait until the end of the debate to introduce new ideas that their opponents would not have ample time to refute.

Rebuttal by First Negative

1. Begin by reviewing major case arguments presented in the first Negative speech. Reaffirm, by applying additional evidence and logic, why it is that arguments which have come under Affirmative attack still stand.
2. If the second Affirmative has failed to clash with any significant Negative attacks, the judges should be reminded.
3. Attack the Affirmative plan from all possible angles: needs for change, course of action, benefits, and overall justification.
4. Clearly, concisely, and forcefully sum up the Negative's key points.

Rebuttal by First Affirmative

1. Execute final attack on Negative case, while defending Affirmative needs for change, plan, benefits, and philosophy.
2. Briefly review your case, restating powerful points in favour of the adoption of the resolution. Make sure that you try to counteract successful Negative closing arguments, and that you indicate where the Negative team failed to advance argumentation.

- If three person teams are used the third person could be responsible for the rebuttal.
- Some formats of debate allow each team member to give a rebuttal speech. For example:

1 Negative rebuttal
 1 Affirmative rebuttal
 2 Negative rebuttal
 2 Affirmative rebuttal

UNIT 6

Title: Discussion in detail

Objective: To acquaint students with the nature of the discussion period.

Number of class periods: 1 or 2

During the discussion period the team members ask one another questions. The questions serve a number of purposes, such as: seeking information, probing areas of weakness, analyzing evidence, and clarifying points.

Because of the "head to head" nature of this particular activity, it encourages thorough preparation on the part of the participants. (The discussion period in and of itself can be an interesting class activity.)

Discuss with students the types of questions that one might ask.

- What opportunities does the discussion period provide?

-Discuss what sort of questions might be relevant with respect to the subject that you are using to introduce debate.

For class one divide the students into two groups, Affirmative and Negative. Physically divide the class so that Affirmative faces Negative with a space in the middle. Appoint a student to be chairperson. Have the two sides ask and answer questions on the subject that you have been using for debate instruction. To ask or answer a question, students must raise their hands.

Class two is optional, during which you could show two 15 minute videos available from A.D.S.A.: one on debate and one on discussion techniques.

To incorporate class involvement in a particular debate, all students could take part in the discussion period.

UNIT 7

Title: The great debate

Objective: To give students an opportunity to prepare and debate in a formal style.

Number of class periods: 2 to 4 classes to do the research, depending on the level of research and preparation you expect.

The number of classes to present the debates will depend upon whether or not you wish each debate to take place in front of the class, or whether you go with a format described earlier that allows multiple debates to occur at once. Whichever format you use, there will only be time for one round of competition in a single class period. If you go with a multiple class format, you will need to allow for two classes, to allow everyone a chance to debate.

For the purposes of these debates, a modified discussion format is recommended

as follows:

	<u>TIME (MIN)</u>
1st Affirmative constructive speech	3-5
1st Negative constructive speech	3-5
2nd Affirmative constructive speech	3-5
2nd Negative constructive speech	3-5
Discussion period	4-5
Break	3-5
Negative rebuttal	2-3
Affirmative rebuttal	2-3

The procedures used for conducting the debate are the same as already described. Sample scripts and ballots are attached in the appendix.

Conclusion

As was indicated earlier, the debate described was in the discussion format. The format used, the sizes of teams, the lengths of speeches, and other factors can of course be modified for various purposes. For competitive purposes in Alberta there are also a number of other formats used.

The most popular format used at the high school level in Alberta, Saskatchewan, and much of the United States is called cross-examination. In this form rather than having a discussion period each speaker, after giving a constructive speech, is cross-examined by a member of the opposing team. This often leads to some fairly exciting confrontation. One of the most popular formats of high school debate in Eastern Canada and at most Canadian universities is parliamentary debate. In this format the participants assume the role and some of the conventions of members of the House of Commons. This format lends itself to role playing and presentations tend to be a little more dramatic. All of the formats described to this point are used in Alberta.

The use of debate in Alberta is growing as both a curricular and extra-curricular activity largely because of the educational value of the activity. The most obvious benefit is the practice students get in public speaking. This is a skill which many concede to be of great benefit, but one which is not dealt with in a significant way in school. What makes the debaters' exposure to public speaking especially valuable is that the role of the speaker in a debate is an interactive one. It will not suffice for the debater to simply memorize and perform a speech. Instead, the debaters are obliged to react to their opponents and the questioning process and incorporate this information into their presentation. Debate is also seen as an excellent way to develop critical thinking skills. The process of researching a debate is one of: examining the pros and cons of an issue, determining what the problems are, and considering alternative solutions. The research and presentation of a debate is clearly a team effort, and participation in activities like debate develops the skills needed to work as a team member. Debate can also be used to explore issues in an area such as social studies. (For example one could have a debate on whether or not human aggression is innate or learned.) As stated earlier, whether or not a debate topic is related to a particular curriculum, debate has a lot to offer to participants.

When promoting debate, educators usually do not have to be sold on the value of the activity. The key concern is often how to go about getting started. This is the reason that the Alberta Debate and Speech Association exists. The purpose of this organization is to promote debate and a significant portion of that goal is to help educators get involved. Toward that end A.D.S.A. provides a number of services:

A.D.S.A. has a number of video programs on various aspects of debate that can be borrowed or purchased.

A.D.S.A. guides on all aspects of debate and speech are available free to members and for a nominal cost to non-members. A.D.S.A. also provides research briefs on various topics on a similar basis.

A.D.S.A. staff and volunteers are also available to answer your questions, or visit your school and conduct a variety of sessions ranging from brief introductions to full-day workshops for staff and students. (Depending on distances traveled and amounts printed some cost sharing may be requested.)

The philosophy that A.D.S.A.'s promotional effort rests on is that A.D.S.A. will try to do whatever it can to attract potential members. In short, if there is some way A.D.S.A. could help, call and let's talk.

For members, A.D.S.A. has an exciting annual program. The program starts in the fall with workshops and then proceeds to tournaments. Participation in the tournaments can lead to participation in regional, national, and international exchanges. A.D.S.A. also sponsors special activities such as Model Parliaments. Currently 70 schools are involved ... that's a lot of debaters!

List of resource materials

Time Cards for Debate and Speech

Sample Speech Ballot

Brush up Your Gestures

Debate Overview

Script for Chairing Debate

Ballot for Debate

Evidence Cards

Sample Flow Sheet

Sample Time Card

Sample Time Card

3

2

1

1/2

STOP

ARRET

**SPEECH
SAMPLE JUDGE'S WORKSHEET**

Remember: A short quality speech should be rated more highly than a long, ineffective one.

Procedure: Fill in the contestant's number as per the draw in the dark boxes below. In each box below the contestant's number write one of the following.

- | |
|--------------------|
| X – for did not do |
| P – for poor |
| A – For Average |
| G- for good |
| E- for Excellent |

CRITERIA

Participant's Code No.									
Achievement of Purpose									

Did the speaker have sufficient impact to inform, entertain or persuade? Additional Comments:

Organization									
--------------	--	--	--	--	--	--	--	--	--

- Did the candidate provide an effective introduction?
- Did the candidate arrange his/her ideas in a logical order?
- Did the candidate link his/her ideas coherently?
- Did the candidate conclude effectively?

Delivery									
----------	--	--	--	--	--	--	--	--	--

- Did the candidate establish direct eye contact with his/her audience?
- Did the candidate make effective use of body language?
- Did the candidate achieve fluency?
- Did the candidate display enthusiasm in his/her presentation?
- Did the candidate exhibit clear, distinct diction?
- Did the candidate vary his/her tone effectively?
- Did the candidate show poise?

Content									
---------	--	--	--	--	--	--	--	--	--

- Did the candidate choose ideas that demonstrated his/her understanding of the topic?
- Did the candidate use rationale, believable or persuasive statements?
- Did the candidate limit the topic to ideas that could be developed adequately in the time available?
- Did the candidate make use of one or more statistics, examples, anecdotes, common knowledge, and expert opinion to inform, entertain or persuade?

Audience Appeal									
-----------------	--	--	--	--	--	--	--	--	--

Did the speaker capture and hold your interest?

SPEECH

SAMPLE JUDGE'S BALLOT

ROUND _____ ROOM _____ JR./SR. _____

Judge's Name: _____ Chairperson/Timer: _____

The evaluation of an effective speaker in a formal competition is identical to the daily assessment of speakers who communicate views to the public. The major criteria for evaluation are:

(Did the speaker have sufficient impact to inform, entertain, and/or persuade?)

In formal competition, we ask the judges to apply these criteria to presentations and to evaluate speakers in the same manner as they would in a real life situation. We do, however, expect a higher standard of presentation in formal competition and have added a number of specific areas which should be examined.

RULES (ADSA Policy & Rules Manual)

- a) The speaker must construct an original speech meant to inform, entertain, or persuade.
- b) Students may select any subject which is of interest to them, which will appeal to their audience, or which will have sufficient impact to change the listener's point of view.
- c) Not more than 10% of an oration may consist of quoted materials.
- d) During the delivery of an oration, notes if a manuscript is being used, may be held or referred to by the contestant, but there must be no obvious reading except when using quotations.
- e) A speaker using manuscript should not be penalized for doing so provided he/she follows criterion (d).
- f) As a contestant completes a speech he/she will remain in the room for the remainder of the speeches.
- g) Maximum speaking time will be seven (7) minutes. There is no minimum.
- h) All speech activities will have a 15 second grace period commencing from the moment the stop signal is given. At the end of the 15 seconds the Chairperson will verbally interrupt the speaker and the judge shall disregard anything further that is said.

RANKING PROCEDURE

The *Best Speaker* was Contestant No. _____

The *Second Best Speaker* was Contestant No. _____

The *Third Best Speaker* was Contestant No. _____

The *Fourth Best Speaker* was Contestant No. _____

The *Fifth Best Speaker* was Contestant No. _____

The *Sixth Best Speaker* was Contestant No. _____

The *Seventh Best Speaker* was Contestant No. _____

The *Eighth Best Speaker* was Contestant No. _____

Judge's Signature _____

Please complete and sign this sheet. Tear off and give to Chairperson/Timer at the end of the round. Then proceed to give comments to all competitors.

Brush Up Your Gestures

(Some humorous advice to Speakers)

Wagging the Finger

Any free citizen confronted by a wagging finger, especially if it is accompanied by the words "I tell you this." is entitled to ask: "Who is this jerk presuming to caution or admonish me? Is he my father? Is he my headmaster? Is he the Lord God of Hosts? If he is not, let him keep his finger to himself. Let him prate if he will about the dangers of nuclear holocaust. I will not have a finger wagged at me".

Pointing the Finger

This suggests you will to call up your audience for cannon-fodder. If you do, go right ahead.

Stabbing the Forefinger

This unseemly usage, punctuating every half dozen words, gives the audience the feeling that you would like

- (a) to prod them in the chest:
- (b) to poke them in the eye.

It is a gesture much used in Ulster, where conversation is impossible without it and peace is impossible with it.

Raising the Forefinger Aloft

Though not necessarily offensive, this gesture suggests that you are

- (a) trying to detect a wind:
- (b) leading a pack of tourists through a cathedral:
- (c) directing attention to a high power:
- (d) requesting permission to leave the room.

Sawing the Air

"Do not saw the air too much with your hand, thus," said Hamlet. We do not know what Shakespeare meant by "thus" or "too much". Just don't saw the air at all. Or cleave it. Or rend it. Or chop it. Or pummel it. Or part it. Or grasp it. Or knead it. Or compress it. Or mold it. Or tie knots in it. Or lift it. Or smooth it. Leave the air alone.

Clenching (or "Balling") the Fist

Today this gesture is no more than a mechanical response to the sight of television cameras. It may mean any of the following:

- (a) Roll on the Revolution:
- (b) Allah is great:
- (c) Imperialists out:
- (d) Down with the CIA:
- (e) No more education cuts:
- (f) A woman needs a man like a fish needs a bicycle.

Raising both Fists

Lincoln used this gesture to express execration of slavery. Southerners used it to express execration of damn Yankees. Do not devalue it by using it to demand mustard on your hamburger.

Stretching the Arms Wide

A gesture sometimes used to suggest that the speaker's heart encompasses all humanity. Unfortunately, it is also the fisherman's gesture for the one that got away.

Folding the Arms

This means you do not greatly care what happens when the North Sea oil runs out and that it is time people got used to the idea of dying by hypothermia. It shows you are not a person to be stamped by sentiment.

Gripping the Rostrum

By doing this you will be able to retract your head into your chest and assume a look of defiance. It is a good attitude for defending the indefensible, especially if your eyes are ablaze with sincerity.

Pounding the Rostrum

This will merely spill water and send shock waves through the microphones, stunning your audience, but go ahead if it makes you feel better.

Putting Hands in Pockets

A traditional way of expressing healthy contempt for bourgeois and military taboos: also of express healthy contempt for your audience.

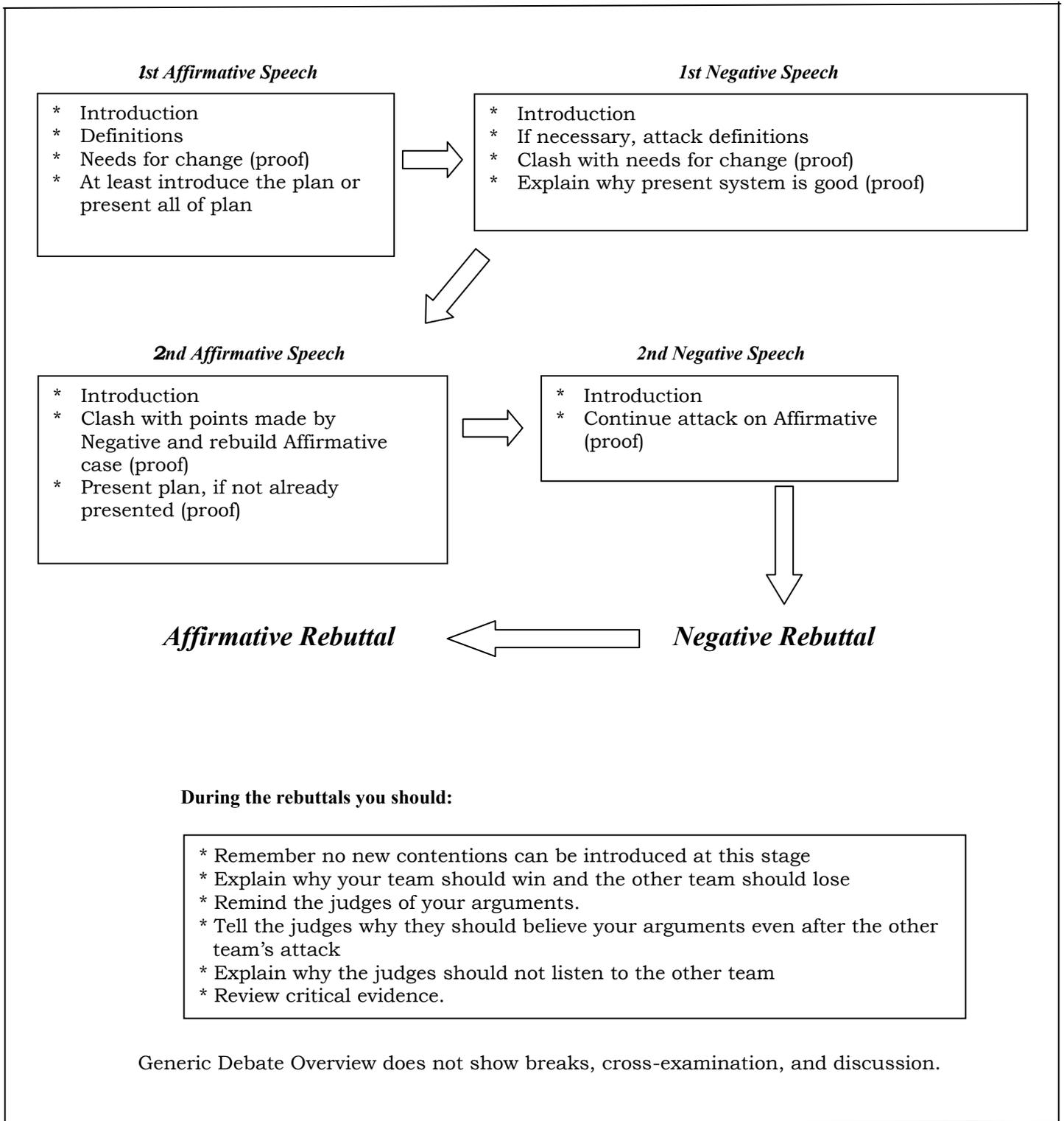
Removing the Spectacles

Doing this will set your audience speculating as to whether you look better with or without glasses. It is a useful trick when you wish to divert attention from a weak argument. Remember that spectacles often give an illusion of maturity.

Finally, here are some more gestures to avoid at all costs:

- 1) Any movement suggestive of a general blessing (unless you want to be mistaken for the Pope):
- 2.) Laying the right hand on the heart (unless you want to be mistaken for an American President).
- 3.) Slackening the tie-knot (unless you want to be mistaken for a third-rate media man).
- 4) Scratching the top of the head (unless you want to be mistaken for Stan Laurel).
- 5) The 'thumbs-up' sign (unless you want to be mistaken for a patient with a new heart):
- 6) Any erectile jerk of the forearm (unless you want to be mistaken for an Italian bravo):
- 7) Touching the nose (unless you want to be suspected of a desire to explore it)
- 8) Any gesture involving the use of two fingers (Unless you want to be buffed upon the spot).

Generic Debate Overview –



**Alberta Debate and Speech Association
Junior Open - Discussion Style
SCRIPT FOR CHAIRPERSONS/TIMEKEEPERS**

Before the debate begins, write the resolution on the blackboard in your room and have the debaters write their names on the blackboard.

Ensure that you have an odd (1, 3, 5 or 7) number of judges and that each judge has a ballot.

When the debate is ready to begin, close the door and say this:

On behalf of _____, I welcome you to Round _____ of
the _____

The resolution for debate is

Representing the affirmative team are _____ and

Representing the negative team are _____ and

I am pleased to welcome our judges for today's contest. They are:

I now introduce the first speaker of the affirmative team _____ who will speak for 6 minutes.
(After the first Affirmative speech say:)

I now introduce the first speaker of the Negative team _____ who will speak for 6 minutes.
(After this speech say:)

I now introduce the second speaker of the Affirmative team _____ who will speak for 6 minutes.
(After this speech say:)

I now introduce the second speaker of the Negative team _____ who will speak for 6 minutes.
(After this speech say:)

There will now be a 10 minute discussion period, where debaters may ask and answer questions, refute or provide further evident supporting contentions made in the constructive speeches. No new constructive arguments or contentions can be introduced. I will control the discussion, alternating where possible from side to side commencing with the first debater who catches my eye. Each contribution to the discussion may not exceed one (1) minute.
(After the discussion period say:)

There will now be a five minute break while the debaters prepare their rebuttal.
(After the five minute break say:)

I now call on the first speaker of the negative team to give the negative rebuttal speech for 5 minutes.
(After this speech say:)

I now call on the first speaker of the affirmative team to give the affirmative rebuttal speech for 5 minutes.
(After this speech)

Wait for the Judges to complete their scoring of the debate. As the Judge finishes, collect his/her score sheet. When you have collected all the score sheets, check to see which team won the debate.

When you are certain which team won the debate, stand at the front of the room and say:

"It is the considered decision of our judges that this debate has been won by the Affirmative or Negative

I would now invite our judges to make their comments on this debate.

At this point, take the ballots to the statistics office. Then return to the room and prepare for the next debate.

Judging Criteria

1. Put your opinions aside.
2. Do not discuss the debate with other judges until you record your decision.
3. Using the flow sheets, make detailed notes on the debate:
 - Who said what?
 - What key evidence was used?
 - Was logic used?
 - What points cancelled out other points?
 - Who presented the most logical, best supported argument, and most effectively countered arguments by their opponents?
4. Write in the winning team on the judge's flow sheet (Affirmative or Negative).
5. After the debate make helpful, positive suggestions to the debaters about what they did well. Make friendly and constructive statements about what they might improve for next time. Explain why you picked the team you did.

Alberta Debate and Speech Association Debate Judge's Ballot (Judges may not discuss the debate with one another until they complete their ballot).

Step 1

Please complete the information below

a) Judge's name

b) Room #

c) Category of debate (please check)
 Jr. Beg.
 Jr. Open
 Sr. Beg.
 Sr. Open

d) Format of debate (please check)
 Discussion
 Cross-Examination
 Parliamentary

e) Round (please check)
 1st round
 2nd round
 3rd round
 4th round
 Semi-final
 Final

Step 2 Fill in the names of the debaters ad if applicable, their team code. Then go to step 3.

Affirmative/Government Team code _____			Negative/Opposition Team code _____	
Name	Name		Name	Name
1 st Affirmative Prime Minister	2 nd Affirmative Gov't Member	Criteria for individual evaluation A scale of 1 to 5, 1 is poor and 5 is excellent	1 st Negative Opp. Member	2 nd Negative Leader of Opp.
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Organization: The speech should be well structured, logical & coherent, containing and effective introduction and conclusion	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Evidence/Logic: Facts, statistics & authorities offered in support of contentions must be sound. Credit should be given for thorough and relevant research.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Delivery: Poise quality & use of voice, combined with emphasis, variety and enunciation. Effectiveness and ease of gestures, and eye contact should be assessed.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Refutation/Clash: The ability to apply logic and evidence in refuting the opponents' contentions while defending your own.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Format: Cross-Examination Parliamentary Discussion	1 2 3 4 5	1 2 3 4 5
/25	/25	Totals (please double check addition)	/25	/25

Cross-examination: Does the examiner develop a series of questions which draw admissions? Does the Examiner remain in control? When answering questions does the witness show an understanding of the issues? Is the witness cooperative?

Parliamentary: Does each debater demonstrate and understanding of parliamentary procedure & adhere to the rules of the house/ Are points of order & privilege appropriately used? Are heckles short, witty & relevant?

Discussion: Each student is expected to participate. Questions & answers should be concise & well phrased revealing a sound understanding of the issues. The students should be courteous & cooperative.

Step 3

Use the flowsheet on the following page to take notes on the debate & record your impressions of the debate.

Step 4

In the space provided below please check which team you believe has won the debate. (Your decision should be based on an objective appraisal of the arguments (clash), evidence/logic & refutation which you have witnessed in the debate).

The winning team is:
 Affirmative Govt.
 Negative Opp.

Step 5

In the space to the left, please complete the individual evaluations.

Step 6

If time permits, the chairperson will call on you to make constructive and positive remarks.

Thank you!

Policy Debate Judge's Flowsheet (Judges may not discuss the debate with one another until they complete their ballot)

Step 3

Use the flowsheet to take notes on the debate and record your impressions.

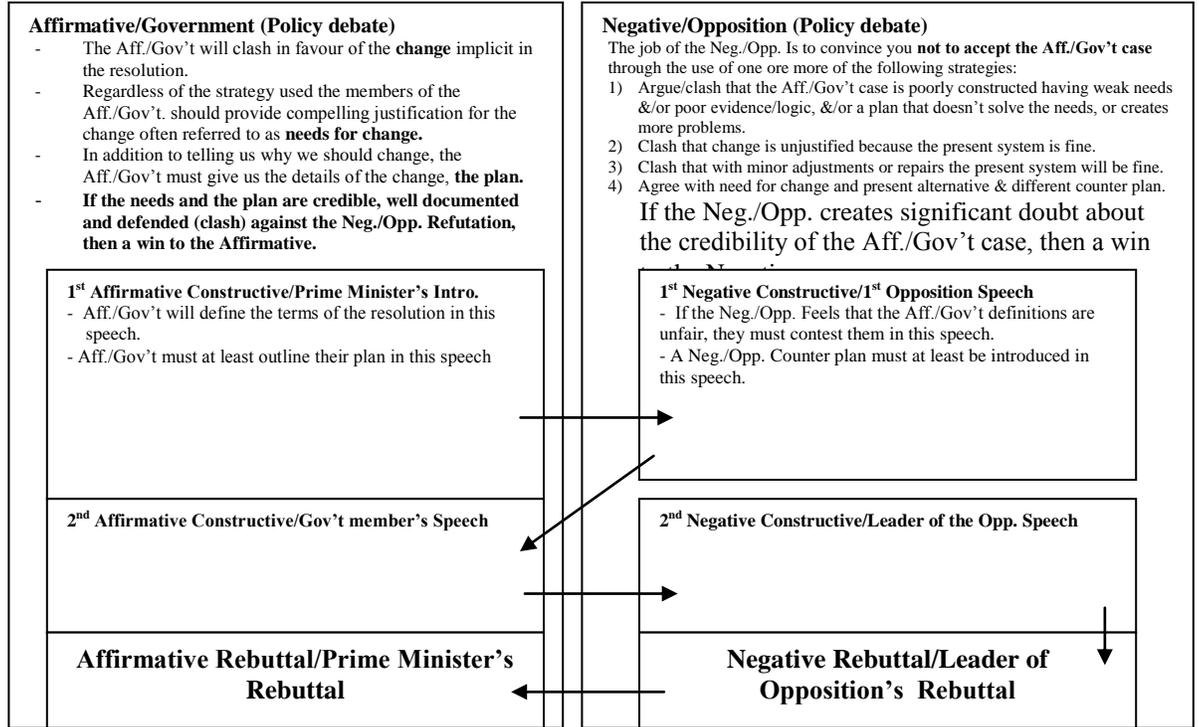
Evidence/logic and contentions

New evidence/logic may be introduced at any point during the debate.

New contentions may be introduced at any point in the debate, except during the rebuttals and during the discussion part of a discussion debate. The last Aff./Gov't debater may introduce new contentions in response to new contentions introduced in the 2nd Neg./Opp.

Step 4

Return to the first page & check off the winning team.



Evidence Cards

Title: _____ (Aff./Neg.)

From: _____