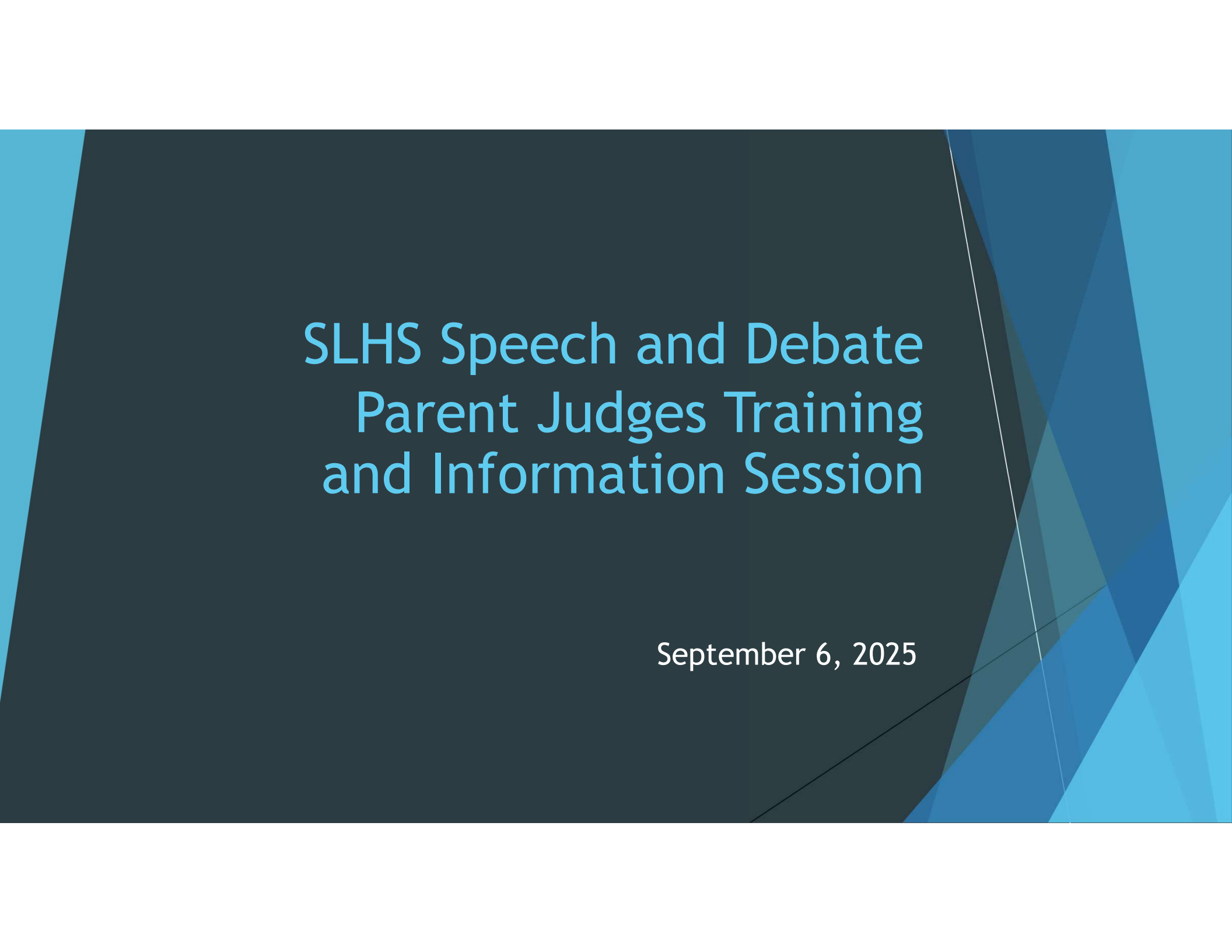




SLHS Speech and Debate Parent Judges Training and Information Session

September 6, 2025

Types of Speech and Debate Events

Speech Events

- Individual or two people (Duet and Duo) events with focus on communication, performance, and persuasion without direct clash between competitors in the round
- Events involve the performance of either a prepared or limited-prep material
- Types of Speech events:
 - **Interpretation (Interp):** Acting-style events using published material (humor, drama, duo, poetry, prose).
 - **Platform Speaking:** Prepared, persuasive, or informative speeches (Original Oratory, Informative Speaking).
 - **Limited Preparation:** Short prep events where students speak after limited prep time (Extemporaneous Speaking, Impromptu).
- Judging Objective/Criteria: Delivery of Speech, Organization of ideas, Creativity, Presentation Style

Interpretation Events - Individual Events

- Dramatic Interpretation (DI), Humorous Interpretation (HI), Program Oral Interpretation (POI), Prose and Poetry

Event	Description	Time	Basic Rules
Dramatic Interpretation (DI)	Perform a memorized speech that is an excerpt of a published piece that is dramatic in nature	10 min 30s grace	• Speech must be memorized. No Props, costumes, or notes • Intro should include background info on topic and the title and author of the published piece • Usually begins with a very dramatic introduction related to the topic followed by the intro of the topic
Humorous Interpretation (HI)	Perform a memorized speech that is an excerpt of a published piece that is humorous in nature	10 min 30s grace	• Speech must be memorized. No Props, costumes, or notes • Intro should include background info on topic and the title and author of the published piece • Usually begins with a very dramatic introduction related to the topic followed by the intro of the topic
Program Oral Interpretation (POI)	Perform a collection of published pieces that create a statement on a theme, issue or idea	10 min 30s grace	• Speech must have a self written speech with a memorized intro • Intro should engage the audience • Student can use a small black binder for performance • Performance will involve several characters played by student
Prose	Perform a memorized speech that is an excerpt of a published piece that tells a story	7 min 30s grace	• Speech must have a self written speech with a memorized intro • Intro should engage the audience • Student can use a small black binder for performance • Performance will involve several characters played by student
Poetry	Perform a single or a collection of published poems	7 min 30s grace	• Speech must have a self written speech with a with background of them, title and authors • Intro should be a short poem that engages the audience • Student can use a small black binder for performance

How to Judge Individual Interpretation Events

Confirm that the basic rules are followed

Is the student connected with the topic - is that something that he or she is passionate about?

Does the interpretation convey the content and context of the story/published piece?

Is the interpretation creative and dramatic enough to touch you? (Did the performance make you laugh or cry or make you reflect on his or her point?)

Are they “reading from the black binder” or acting out their message?

Did they use a good combination of acting skills - facial expression, body movement, voice variation?

Did the student convey the message of his or her piece?

Interpretation Events - Duo/Duet Events

- Duo Interpretation (DUO), Duet

Event	Description	Time	Basic Rules
Duo Interpretation (DUO)	Partnership event where a two-person script is memorized and performed.	10 min 30s grace	• Students have selected, cut and memorized published piece. • Piece can be humorous, dramatic or a combination of both • Must have self-written, memorized introduction with background information, message of piece with title and author • Students can not use Props, costumes, or notes • Students <u>CANNOT</u> look at each other or touch each other during performance.
Duet	Partnership event where a two-person script is memorized and performed.	10 min 30s grace	• Students have selected, cut and memorized published piece. • Piece can be humorous, dramatic or a combination of both • Must have self-written, memorized introduction with background information, message of piece with title and author • Students can not use Props, costumes, or notes • Students <u>CAN</u> look at each other or touch each other during performance.

How to Judge Duo and Duet Interpretation Events

CONFIRM THAT THE BASIC RULES ARE FOLLOWED

IS THE PAIR WELL COORDINATED? DO THEY SOUND TOGETHER?
DOES THE DIALOGUE FLOW WELL?

DOES THE INTERPRETATION CONVEY THE CONTENT AND CONTEXT
OF THE STORY/PUBLISHED PIECE?

IS THE INTERPRETATION CREATIVE AND DRAMATIC ENOUGH TO
TOUCH YOU? (DID THE PERFORMANCE MAKE ME LAUGH OR CRY OR
MAKE ME REFLECT ON HIS OR HER POINT?)

DID THE STUDENTS CONVEY THE MESSAGE OF THEIR PIECE?

Platform Events

- Information Speaking (INFO), Original Oratory (OO)

Event	Description	Time	Basic Rules	How to Judge
Informative Speaking (INFO)	Perform a written and memorized speech on a topic of their choice that is informative in nature.	10 min 30s grace	- Students may use visual aids such as Poster boards to support their speech. - No technology, live animals, people, costumes can be used.	- Speech should be structured with an introduction, 3 main points and a conclusion - Does the student use analysis and evidence to support their speech? - Does the student cite credible sources? - Is the student engaged with their topic? - Is the speech delivery confident and poised? - Does the student use hand gesture and body movement to enhance their presentation? - How well does the student use the visual aid? - Did you learn something from the presentation?
Original Oratory (OO)	Perform a written and memorized speech on a topic of their choice that is persuasive in nature.	10 min 30s grace	- Speech must be memorized. No Props, costumes, or notes - Students MAY NOT use visual aidds - Usually begins with a very dramatic introduction related to the topic followed by the intro of the topic	- Speech should be structured with an introduction, 3 main points and a conclusion, 3 main points - Problem Definition (Cause), Examine Impact (effects), Potential Solutions. - Does the student use analysis and evidence to support the content of the speech? - Does the student cite credible sources? - Is the student engaged with their topic? - Is the speech delivery confident and poised? - Do you feel persuaded by the speech?

Limited Preparation Events

- Extemporaneous Speaking (Domestic Extemp (DX)/International Extemp (IX) or United States Extemp (USX)/Foreign Extemp (FX), Impromptu

Event	Description	Time	Basic Rules	How to Judge
Domestic and International Extemp	“On the fly” event where student picks a domestic or international current event. Students will have 30-minute to prepare and 7-minute to deliver a speech on the topic.	30 mins prep 7 mins Speech	- Student will draw a topic on current events and will be given 30 minutes to his or her speech - At the end of the 30 minutes, the student will enter the room where you are judging and give a 7 minute speech without the aid of notes	- Does the student understand and answer the question? - Does the student have clear speech structure (Intro to state the problem, 2-3 main points and a conclusion) - Is the content of the speech supported by credible evidence and analysis? - How is the delivery of the speech? Is it organized? Does it flow well - Does the student seem confident and poised?
Impromptu	“On the fly” event where student draws 3 and select 1 topic. There is 7 minute to prepare a 7 minute speech	7 mins prep 7 mins Speech	Student draws 3 topic out of an envelope and select 1. The 2 topic not selected will be returned to the envelope.	- Does the student understand the prompt? - Is the Speech organized? Does the student have clear speech structure (Intro to state the problem, 2-3 main points and a conclusion) - Is the content of the speech supported by credible evidence and analysis? - How is the delivery of the speech? Is the student engaged?

Debate Events Overview

Definition: Competitive events where students argue for or against a RESOLUTION in a structured CLASH

- RESOLUTION is the **statement or proposition** that debaters argue about in a round.
 - The side that argues in favor of the resolution is referred to as *Affirmative (AFF)* or *Proposition (PRO)*
 - The side that argues against the resolution is called *Negative (NEG), Con or Opposition.*
 - Example of a policy debate resolution *“Resolved: The United States federal government should substantially increase its investment in renewable energy.”*
 - Resolutions varies depending on the type of debate which will be covered in each category
- CLASH is the interaction between two debates when they engaged each other’s argument by presenting his or her argument, attacking the opposition’s argument and responding to and defending attacks against his or her own arguments.

Types of Debate Events

PUBLIC FORUM (PF)

A Partnership Debate where two students on each side present and attack a current event resolution

LINCOLN DOUGLAS (LD)

An individual (one on one) debate on values where students use philosophical ideas and evidence to prove their side of the resolution

CONGRESS

A group of 15 to 20 students simulate a real congress session where representatives present, question, attack and defend pieces of legislation (bills)

WORLD SCHOOL DEBATE (WSD)

A group of 3 students in each side debate debating either “prepared” topics or “impromptu” topics that will be disclosed. Topics (Motions) are usually World Events

POLICY (CX)

A Partnership Debate where two students on each side present and attack a policy resolution

Public Forum (PF)

General Format

- A 2 vs 2 debate where two students on each side present and attack a current event resolution
- The assignment of Affirmative and Opposition and Speaking Order is decided by a Coin Toss. The team that wins the Coin Toss will select a choice of Sides (AFF or CON) or the Order Speaking (First or Second). The team that loss the Coin Toss will select the category not selected by the Coin Toss Winner.
- Competitions are divided into Novice (NPF) and Varsity (VPF) based on debaters' experience

Examples of PF Resolutions

- PF resolutions change monthly, always about current issues. Some real past examples:
 - *Resolved: The United States should ban the use of facial recognition technology for law enforcement.*
 - *Resolved: The benefits of artificial intelligence outweigh the harms.*
 - *Resolved: The United States should adopt a universal basic income.*
 - *Resolved: The United States should end arms sales to Saudi Arabia.*
- Link to TFA PF Topics for the month: <https://www.speechanddebate.org/topics/>

Public Forum (PF) Format

Order	Speech	Time
1	Team A Constructive (can be AFF or NAG)	4 min
2	Team B Constructive	4 min
3	Crossfire (between 1st speakers)	3 min
4	Team A Rebuttal	4 min
5	Team B Rebuttal	4 min
6	Crossfire (between 2nd speakers)	3 min
7	Team A Summary	3 min
8	Team B Summary	3 min
9	Grand Crossfire (all 4 debaters)	3 min
10	Team A Final Focus	2 min
11	Team B Final Focus	2 min

Each Team has 3 minutes total Prep Time for the entire debate

Constructives: Introduce the team's case.

Rebuttals: Respond to opponent's case.

Cross Fire: Question Period

Summaries: Collapse the debate — extend your best points, explain why they outweigh.

Final Focus: Short, sharp closing — tell the judge exactly why you win.

The Anatomy of Public Forum (PF)

Constructive Speeches (4 min each)

- Introduce cases (Pro and Con).
- What to look for: Clear thesis, structured arguments, credible evidence.

Crossfire

- Each Speaker Pair question each other
- What to look for: Sharp but respectful questions, clarification, exposing weaknesses, challenging evidence, forcing concessions, strategic questioning.

Rebuttals

- Respond to opponent's case.
- What to look for: Direct clash, refutation of evidence, logical counter-arguments.

Summaries

- Narrow the debate — choose strongest arguments.
- Extend key impacts, drop weaker points.
- **What to look for:** Prioritization, weighing (“Our argument saves more lives and happens sooner, so it outweighs”).

Final Focus

Closing statements. Must **mirror Summary** — no brand-new arguments.

What to look for: A clear roadmap telling you exactly why they win (“Judge, vote Pro because X outweighs Y on scope and timeframe”).

What to Know when you are Judging PF

- PF Debate are designed for “citizen judge with no special knowledge of debate or the topic.
- When judging, you are looking for
 - **Clarity:** Are the arguments (Contentions) clear, sound and easy to understand?
 - **Evidence:** Are the evidence from credible sources? Are they well explained and analyzed?
 - **Question Quality:** Did they have good questions to attack the opposition’s case?
 - **Responsiveness:** How well did they answer the opposition’s questions?
 - **Impact weighing:** Which side provided better arguments on the impact of their case with respect to scope, magnitude and timeframe?
 - **Persuasion:** Who was more convincing to an average informed citizen?
- PF as a Judge, you will
 - **Decide which side wins the debate base on arguments presented.**
 - On your ballot, you’ll mark “**Pro Wins**” or “**Con Wins**” and explain why in your **Reason for Decision**
 - **Assign Speaker Points and Ranking**
 - Each speaker are assigned points on a 20-30 point scale based on the individual Speaker’s Clarity, Organization, Quality of their speech and Persuasiveness in their delivery
 - Rank each speaker based on their speaking points. (1 = best, 4 = lowest in the round).
 - Speakers can have the same points but not the same ranking.
 - In the Tabroom ballot, the 1st rank speaker must be in the winning team.

Lincoln Douglas(LD)

General Format

- Individual (one on one) debate (one debater on the Affirmative, one on the Negative) that is based on morality and value on the proposed resolution
- The assignment of Affirmative and Opposition is decided by a Coin Toss. The student that wins the Coin Toss will select a choice of Sides (AFF or CON).
- The Affirmative/Pro student always speaks first
- Competitions are divided into Novice (NPF) and Varsity (VPF) based on debaters' experience. Topics of the Debate may be different

Examples of LD Resolutions

- LD resolutions change monthly. Some real past examples:
 - *Resolved: Civil disobedience in a democracy is morally justified.*
 - *Resolved: Justice requires open borders for human migration.*
 - *Resolved: The United States ought to implement a single-payer universal healthcare system.*
 - *Resolved: Wealth inequality in the United States is unjust.*
- Link to TFA LD Topics : <https://www.speechanddebate.org/topics/>

Lincoln Douglas Debate(LD) Format

Speech	Speaker	Time
1AC (Affirmative Constructive)	Aff	6 min
Cross-Examination	Neg → Aff	3 min
1NC (Negative Constructive)	Neg	7 min
Cross-Examination	Aff → Neg	3 min
1AR (First Affirmative Rebuttal)	Aff	4 min
NR (Negative Rebuttal)	Neg	6 min
2AR (Second Affirmative Rebuttal)	Aff	3 min

Each Speaker has 4 minutes total Prep Time for the entire debate

An LD round usually lasts ~**45 minutes**. The speeches alternate between constructive (building a case), rebuttals (refuting), and final speeches.

Framework of the LD Debate

Debate Focus: Values, morality, and philosophy. The debaters argue whether an action is just or unjust, moral or immoral and whether or why a policy will work.

Framework of the Debate

Each Debater will choose a Value Criterion that support their side. The two sides may have different Value Criterion

- **Value :** A principle such as Morality, Democracy, Justice
- **Criterion:** A standard to weigh the value (e.g., “Maximizing rights,” “Protecting human dignity”).

Value	Criterion	Example
Utilitarianism (Morality, welfare, or justice)	Maximize happiness / minimize suffering	The resolution is true if it increases net happiness for the most people
Duty Ethics (Morality, justice, or human dignity)	Respect for moral duties & rules	The resolution is true if it respects human dignity, regardless of consequences.
Social Contract Theory (Legitimacy, justice, or government authority)	Upholding the social contract (consent of the governed, protection of rights).	A government action is justified if it protects the natural rights of its citizens.”
Rawlsian Justice (Fairness)	Protecting the least advantaged	A system is just if it benefits the least well-off in society
Natural Rights (Justice, liberty, or human dignity)	Protecting inalienable rights (life, liberty, property)	The resolution is true if it protects fundamental human rights.

What LD Debaters Do

- Affirmative side
 - defines his or her selected value criterion and how it supports the resolution
 - Presents contentions/arguments supporting his or her side under the framework
- Negative Side
 - During Cross-Examination, Neg side with seek clarification on Aff arguments, expose flaws and set up future attacks on argument
 - Either disproves Aff's case, presents a counter-framework, or both.

Judging Guidelines

- ◆ Framework
 - Which value and criterion should you accept to weigh the round?
- ◆ Contentions & Clash
 - Who better defended their arguments? Did they respond to and refute the opponent's case?
- ◆ Impact Analysis
 - Which arguments matter more? Evaluate arguments based on magnitude (size of impact), scope (how many people affected), probability (likelihood), and timeframe (how soon it matters).
- ◆ Delivery & Persuasion
 - Are arguments clear, logical, and well-structured?
 - Is the debater engaging, confident, and respectful?
- ◆ Select the Winning Side

Congress

Congressional Debate (often just called “Congress”) simulates a real legislative body. It combines elements of debate, extemporaneous speaking, and leadership.



- Students roleplay as members of a legislature (like the U.S. Congress) where representatives present, question, attack or defend pieces of legislation called bills
- They debate **bills and resolutions** written in legislative format.
- The Goal is to persuade others and the judge, while following parliamentary procedure.

Congress Structure

- **Debate takes place in a “Chamber”:** Typically 10-25 students per round.
- **Students will vote on several bill or resolutions to debate from a Docket:** A set of bills/resolutions (legislation) chosen in advance.
- **Students elect student as Presiding Officer (PO)** who runs the chamber, recognizes speakers, and keeps time.
- **Presiding Officer** controls who speaks. They must apply **precedence and recency rules**
- **Precedence** : Everyone should get a fair chance to speak **before anyone speaks twice**. If you haven’t spoken yet, you’re recognized over someone who already has.
- **Recency** : Among students who have already spoken, the one who **hasn’t spoken for the longest time** gets priority.

Congress Format

- In tournaments, legislation is submitted by students or their schools ahead of time.
- When the chamber debates that bill, the first affirmative speech (3 mins) on the legislation is considered the sponsorship speech. The sponsorship speech
 - Explain the Bill and Provide Context and Background.
 - Argue why it should be passed
- Second speech: Negative (to balance debate)
- Then: Alternates aff/neg, as much as possible.
- After each speech, there will be 2 mins of questioning (clarification or challenge
- Questioning: After each speech, other students ask questions (not crossfire – more like a Q&A).

Examples of a Congress Docket

- Bills and resolutions can be Domestic or Foreign Policies, Economic Policies or Social Issues
- *A Bill to Raise the Federal Minimum Wage to \$15 per Hour*
- *A Bill to Restrict U.S. Arms Sales to Saudi Arabia*
- *A Resolution to Support Reparations for Descendants of Enslaved People*

Congress Judging Guidelines

For the Speakers

◆ Content

- Quality of arguments (logic, evidence, relevance).
- Depth of analysis – not just repeating the same points.

◆ Delivery

- Clarity, confidence, eye contact, vocal control.
- Persuasiveness and ability to adapt to audience.

◆ Strategy/Participation

- Did the student balance **speaking, questioning, and collaboration**?
- Did they engage with others (clash) rather than just read pre-written speeches?
- Did they follow parliamentary rules and show leadership?

For the PO

◆ Was the PO organized in keeping speaking order?

◆ Did the PO run the chamber fairly?

World School Debate (WSD)

General Overview

- **Teams:** 3–5 students per team (3 speak per round).
- **Description:** The debate style is a blend of Policy Debate's structure, LD's philosophy and PF's accessibility
- Debate topics can be prepared motions which are announced weeks in advance or impromptu motions with 1 hour prep. Topics often deal with international issues, ethics and global affairs
- **Proposition (Government)** → argues in favor of the motion.
- **Opposition** → argues against the motion.

Structure of WSD

- Each speech is **8 minutes**, followed by one **reply speech** per team (4 minutes). Total time of debate is about 70 mins
- During the **middle 6 minutes** of an opponent's speech, debaters may rise to offer a **Points Of information (POI)**(a short question or statement).
- Speaker can accept or decline the POI

Examples of WSD Resolutions

- This House would ban the use of fossil fuels by 2040..
- This House believes that developing countries should prioritize economic growth over environmental protection.

Judging Guidelines for WSD

- ◆ Judge as if you're an informed but neutral global audience member.
- ◆ Decide who did the better debating in this round based on **Content, Delivery, Persuasion and Strategy**



◆ **Content**

Quality and Depth of Arguments
Evidence and Analysis
Engagement with the motion (are they actually debating the topic?).



◆ **Delivery & Persuasion**

Persuasiveness, clarity, and delivery.
Is the debater engaging, confident, and respectful?



◆ **Strategy**

Structure and organization of speeches.
Teamwork (balance among all 3 speakers).
Responsiveness (clash, refutation, and weighing).
Effective use of POIs.