



SASKATCHEWAN ELOCUTION AND DEBATE ASSOCIATION

ASSOCIATION D'ELOCUTION ET DES DEBATS DE LA SASKATCHEWAN

ADVANCED COACHING GUIDE

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SEDA

The Saskatchewan Elocution and Debate Association (SEDA) is a non-profit organization that promotes speech and debate activities in English and French. The Association is active throughout the province from grade 6 through grade 12, and at the University of Regina and the University of Saskatchewan. The Association coordinates an annual program of speech and debate tournaments and other special activities, including a model legislature.

SEDA's staff, along with printed and audio-visual materials, are available to assist any individual or group interested in elocution and debate. SEDA is a registered charitable organization. Charitable No. 11914 0077 RR0001.

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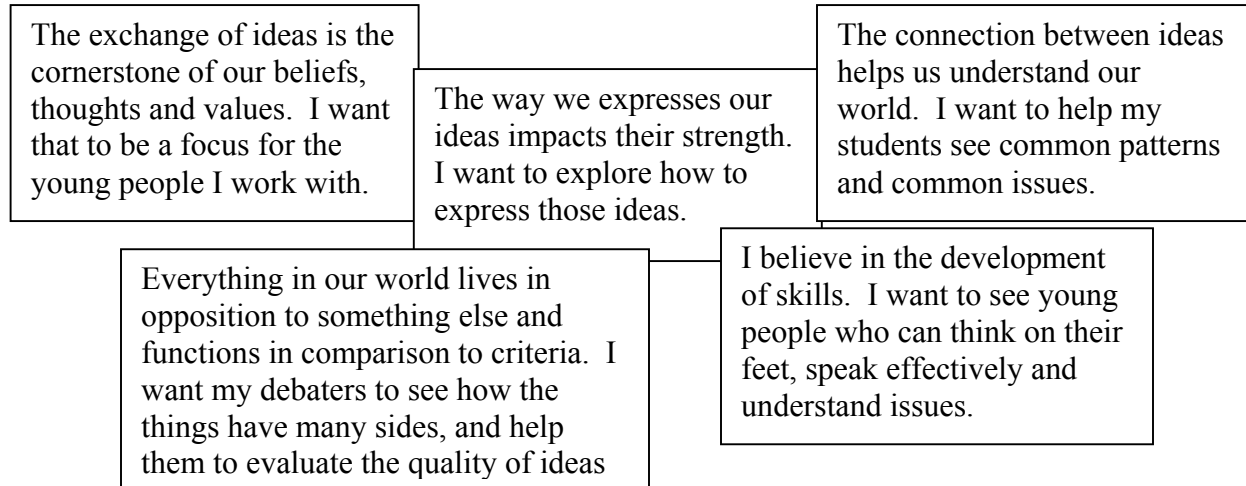
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Advanced Coaching Guide

I. Developing a Philosophy of Debate

A. Determine Your Goal

Most debate coaches become coaches because the exchange of ideas fascinates them. They are often teachers, parents or lawyers. As each coach enters debate, the focus tends to be on the details. What are the rule violations? How does my team qualify for a tournament? While the details are important, they are less important than the reason why we debate. A debate can exist with only two people in any space. All that is needed is a topic that supports diverse views and two or more people willing to discuss the views. As coaches, we need to focus on why debate draws us, and then build activities in our own clubs that nurture our own philosophies. Sample reasons are listed below:



Many coaches have multiple reasons, some have reasons not listed here, and others have reasons not specifically related to debate. However, whatever our reasons, our individual styles as coaches and the activities we do with our debaters need to flow directly from the reasons we debate in the first place.

B. Incorporating Your Beliefs

Once you have chosen key beliefs that underpin your reasons for coaching, you need to match your activities directly to them.

Central Goal

Sample Activity

The connection between ideas helps us understand our world. I want to help my students see common patterns and common issues.

Choose key ideas from different but related debate topics that have a common theme (ex. Capital Punishment, Abortion, Euthenasia). Select a side, and have students brainstorm key arguments. Ask the students to find the common values that are the foundation of all their cases. Give each common argument a name (ex Sanctity of Life)

For each area where you have goal for your debaters, develop activities and games that teach the value of the concept and create interest. Your club will revolve around the things you value, and your coaching will help your debaters grow in the directions you are most able to coach.

II. Types of Concepts to Teach Your Debaters

A. Clash

i) Point-by-Point Clash

- is defined an idea that opposes the idea of an opponent. It can be the act of (verb) or the thing (noun)
- is the basis of the construction of debate, and the key to victory
- should be kept on a flow sheet (sample found at the end of the *Step-by-step Guide*)
- good clashing is not just attacking all an opponent's points, but rather is the skill of determining which points are important and finding varied ways to disprove them.

ii) Global clash (case line)

- one the hallmarks of advance debating, global clash is a philosophical attack on the main ideas that underscore an opponent's case
- debaters need to practice listening to a case in the club, then narrowing this case down to key principle that must be true or the case falls

1st Aff. Needs for Change: Pro School Uniforms

1. No discrimination based on clothes
2. Affordable
3. Easy to identify – security
4. Appropriate

The Global Clash

Uniforms mask problems; they don't actually solve any.

In this example, the global clash becomes the centre of the debater's case. He uses the argument in his introduction, and then relates key points to it. For example, he could argue that uniforms don't remove discrimination; they only prevent discrimination based on dress by forcing everyone to conform. The trait of attacking those who are different is not eradicated, but rather, one cause for attack is masked. Global clash is also know as a case line – a main point that a case is built around.

In Saskatchewan many debaters believe that the Negative does not need to have a case – rather they say it is sufficient to defend the status quo and directly clash with an opponent's argument. However, this is a weak strategy. You might explain the following case to your students:

If you have no case, then your opponents only need to repeat their initial attacks through the needs for change, and focus on developing their own case. The judges do not hear you build any constructive case, so if your opponents are as strong as you are or stronger, you will not be able to win the debate, even with better preparation.

Clash Activities:

1. A debater gives a speech and the other debaters flow sheet, while writing opposing arguments or notations
2. A debater gives a speech and the club discusses the speech until they are able to find the global clash (one idea undermines case)
3. Play clash games (see debate CD)

iii) Common Clashes

- debaters need to understand that the same basic arguments are used again and again in a wide variety of debates
- start teaching this concept by teaching your students to use a plan killing card (available through the SEDA office or on-line at www.saskdebate.com)

- introduce other common arguments, then have your students give sample speeches to a partner who must clash using the common groups of arguments

1. Individual Rights versus Security of the Group
2. Economic – Cost versus Gains
3. Legal – does it match our other choices in Canada or the world
4. Nationalism – does it match our values and interests
5. Ethical – why is this wrong and who will it hurt
6. Slippery Slope – if extended as far as possible, what will happen
7. Wait and See – now is not a good time for this because
8. Progress – we must make this change to better our world
9. The Oppressed – harm to environment, elderly, disadvantaged or children
10. History – compare to previous events

B. The Most Common Types of Weak Arguments

- red herrings – irrelevant to the case or resolution
- fallacy – false by definition either because it is based on a false premise or faulty logic
- cyclical argument – an argument that depends upon itself to be true
- unsubstantiated claims – Arguments for which no proof has been presented

C. Summary

- in early stages of debate, debaters should prepare formal summaries for speeches and sections of speeches
- as debaters become stronger, they need to be able to create summaries based on the specific case at hand, and should use summary techniques including:

1. Concluding the scenario or analogy introduced earlier
2. Manipulating an opponent's scenario, analogy or hypothetical case
3. Using famous quotations
4. Stating 3 key undisputed facts and tying the case to it
5. Saying what you have proven and what your opponents have failed to prove

- many debaters feel that it is the job of a good summary to re-state the key parts of the debate. This is true in introductory debating, but debaters should move beyond this as they become more skilled.

D. Sign Posting

- sign posting is the act of saying what your speech will cover, numbering off your points and concluding by stating what you covered. In some areas of Canada, this also includes saying what your partner will prove. In some areas of Canada, all good debate speeches include sign posting.
- sign posting is an excellent technique for debaters to master, and to use in either beginning debates or very complicated topics. Sign posting makes the debate much easier for the judge to follow and generally results in high structure marks for debaters.
- the disadvantage of sign posting is the fact that it is simplistic, and does not allow for more complex case construction.

E. Evidence

- evidence in a debate can take the form of concrete facts, quotations or logically proven arguments. With the exception of logical arguments, evidence must be formally cited in a debate.
- in Saskatchewan, policy style debates require 5 pieces of cited information per debater for full evidence marks. This evidence should be delivered during constructive speeches.
- debaters should not assume that judges have the necessary background to understand complex ideas or topics. When a resolution is more complex, the first speaker on each team should give some background information or basic explanation of the topic. This practice often results in additional evidence marks.
- fabricating evidence is very serious. Coaches should caution debaters never to use evidence they are unsure of the source for. “I read it in the package” or “It says somewhere” are **not** acceptable citations for information.

F. Rules

- each debater needs to be familiar with the rules for debate, and carry a copy of SEDA’s rules to debate tournaments
- rule violations should be used sparingly. Some rule violations, such as new information in the rebuttal or falsifying information, are much more serious than others. In addition, some blatant rule violations, such as a debater translating for a partner who does not speak ideal English would be overlooked unless they are strongly affecting the outcome of the debate
- coaches must make debaters aware of basic tournament rules and should read relevant passages in rule handouts and the SEDA Constitution and Policy manual to their students. In particular, coaches should cover the following:

Debaters should not watch teams in their own divisions. It is the best way to avoid potential disqualification for watching an opponent.

Debaters should never share the arguments of someone they have just debated with anyone else.

If debaters believe they are debating in a room with a judge who has a conflict of interest they should see their coach or the tournament host before the round starts.

G. Jobs of each speaker

- coaches should familiarize each debater with the roles of each speaker
- coaches need cover when and how to contest a definition and how to frame a good definition. Definition debates hurt the quality of a debate and everyone’s speaker scores. Debaters should learn how to avoid them if possible, and be scrupulous about recording the exact wording of an opponent’s definition
- debaters should also be aware of the unique properties of a rebuttal and should be taught at least 3 styles of rebuttal (straight item by item, overview, and philosophical). They should know when to use each style of rebuttal and why

III. Ideas

Many debates in Canada hinge on some specific concepts that debaters need to acquire. A coach needs to teach these principals in addition to basic concepts of how to debate. A simple list should include at least these basic ideas:

How a bill becomes a law	The Charter
The political spectrum	An introduction to economics
What the UN is	

Other ideas may be added, as appropriate for the age and abilities of the debaters. See SEDA’s resources on this subject.

IV Debate Skills

A. Building lines of questioning

- lines of questioning are used in cross-examination style debate
- can be used to obtain information, clarification or prove a point
- the strongest type is the type used to prove a point, and it is known as a trapping line
- trapping lines ask a series of questions that force an opponent into certain answers and prove a main tenet of the examiners case

Line from 1st Neg. to 1st Aff. to prove Capital Punishment could be a mistake

1. Are you God? (if “yes”, responder loses credibility, so likely “no”)
 2. Are you human?
 3. Do you sometimes make mistakes, and do other humans?
 4. Are judges human?
 * never ask the final question, Do judges make mistakes? Debaters show that their opponents have effectively agreed.

- when responding to lines of questioning debaters should avoid simple yes and no answers, but also be sure not to appear evasive
- when responding, debaters should try to anticipate the point that a line is making and respond to diffuse the strength of line

Line from 1st Neg. to 1st Aff. to prove Capital Punishment could be a mistake

1. Are you God? “No, I am not.”
 2. Are you human? “Yes, with the understanding that there are choices, and sometimes there is no ideal choice.”
 3. Do you sometimes make mistakes, and do other humans? “Yes, and the biggest mistake I could make is to allow many innocent people to die at the hands of serial killers rather than the occasional innocent person to die when the justice system makes an error. We must do what benefits the most people.”

- the responder prevents further lines by understanding the point and preventing the full extension of the line

When a debater is badgered.

Responders always have the right to quality their answers. Debaters should remind the examiner of this and say “I’d be happy to answer your next question when you give me the opportunity to finish responding to the last one.”

When a witness is unresponsive.

If responders are wasting time and over-elaborating the questioner should say “You’ve answered my question, and I’d like to move on.” If they persists try “I know you don’t intend to extend your answers, but you are wasting the C-X time.”

- avoid being overly aggressive in C-X, as it often causes judges to be sympathetic with the opponent

B. Shifting styles for audience

- debaters need to remember to speak to the judges and not the audience or the opposing debater
- debaters need to learn that different demographics of judges often share certain traits. Young male judges are more tolerant of aggressive debate styles, while older female judges tend to be more susceptible to arguments about the underprivileged. While these are generalizations and not always true, they do form a good starting point.

C. Shifting styles based on styles of debate

- debaters need to be taught to shift their debate styles based on the form of debate they are doing
- world's style and parliamentary are more dramatic and provide more opportunity for humour
- cross-examination caters to the concrete, detailed and well-researched
- discussion allows for personality to be a factor
- debaters should switch between various styles as the type of debate changes

D. The Sob Story

- sob stories are short stories (max. 1 min.) that create an emotional connection between the audience and the resolution
- they feature an underprivileged person who is vulnerable (sick, child, elderly, poor) whose problem is directly related to the resolution
- sob stories are most effective on the Affirmative in a Needs case
- sob stories should be continued throughout all speeches by little references, and direct ties at the end of the conclusion
- sob stories are best defended against by facts or an opposing sob story. For example *"The negative feels for Little Johnny, but the reality is that Johnny's story is an exception. Every year 1, 500 children have the opposite problem, a problem that would be exasperated by the Aff. plan. I quote for MacLean's magazine, Aug. 14, 2004 p. 36 . . ."*

V. Speaking Skills

A. Gestures

Debaters need to be taught how to make their points nonverbally as well as verbally. As a result, there are several steps that a debater may work through to develop meaningful nonverbal statements.

i) Finding Problems

1. Debaters should play a mirror game with a partner. While her partner gives a speech, a debater should mimic everything he does physically, making the movements bigger so he can see exactly what he does.
2. The debater practices at home in front of a mirror to remove useless or annoying mannerisms and become neutral.
3. The club videotapes the debaters to see that they are neutral.

B. Adding Meaning

Additional meaning may be added by:

- stepping forward on key points
- opening arms wide on big idea
- opening or closing hands or arms
- itemising visually
- closing the body or stepping back when representing an opponent's idea

As a coach, if you don't have a lot of expertise in this area, you may choose to ask for assistance from the school's drama coaches. Drama and debate intersect in a number of speech arts, and this coach may be able to help the process if he or she has training in movement.

C. Making an impression

- discuss with debaters the fact that they are making impressions from the first moment they enter the room for a debate
- talk about all of the items that effect the way that others perceive them
- debaters often mistakenly get the impression that if they carry a lot of books or a briefcase and are intimidating, they will do better. Debaters do the best in the long term at debate tournaments if they are "nice, polite and right" from the minute a tournament starts until it ends
- debaters should always shake hands with the opposing debaters at the end of a round. Following the judges' comments they could also shake hands with officials and judges
- debaters should never contradict or criticize a judge publicly. Coaches should tell all debaters to save their comments about judges for the ride home. Judges are volunteers who often have very little debate experience. They deserve respect and kindness even if everyone in the room believes the judges are incorrect. Coaches are responsible for making sure debaters behave appropriately
- Debate is a formal activity and formal dress is appropriate for debaters

D. Tone

- modulation of the voice to express emotion is an important part of the speech arts
- while not all debaters favour emotional styles of debate, all strong debaters need to be able to express strong emotion. Being condemning is not enough. Variety is necessary to be able to meet all the demands of the different style of opponents

i) *A Game for Tone*

A popular drama game is very effective for practicing tone. Have the students write famous lines from movies or quotations on pieces of paper. Two students come to the front of the room. The students shout an emotion out, and student A selects a paper and hands it to student B. B must deliver the line using the tone that was shouted out. B might deliver "I'll be back" in a sad tone. The group gives thumbs up or down. B keeps trying until she succeeds.

E. Variety

- many public speakers speak using the same voice or inflection regardless of sentiment
- students should strive for various inflections and sentence structures
- the best way to learn how this is undesirable is to practice a paragraph making a common error and see why it is undesirable. Have your students do paragraphs in nasal or slurred speech, or using interrogative endings (as a question). Discuss the need for a variety. Videotaping is another effective method to diagnose errors

i) *The Variety Game*

Give debaters a difficult line, like a tounge twister or a line from Dr. Zeus. Every debater says the line to a panel of three debaters who are the judges. The debater may change anything except the line, and the goal is to create a strong positive impression on the judges. Each debater is scored out of ten and gets the average of the three scores.

F. Eye Contact

- eye contact for beginning debaters is primarily about looking up frequently
- as debaters get stronger, they should progress to glancing at notes rather than speaking from them
- finally, debaters should be actively looking at individual audience members for about 2 seconds at a time per glance. Statements should be directed primarily to judges, but can be directed at any receptive audience member, as long as eye contact is distributed
- two common errors, speaking to opponents and speaking to the back of the room should be avoided
- the best way to learn eye contact is to speak to a mirror. Students are sufficiently strong when they are both always seeing themselves and actively persuading themselves

G. Pace

- the first battle in pace is to help your debaters speak slowly enough. Early on fast speaking is usually caused by nervousness. Later, many debaters speak too quickly because they feel like they have so much to clash against. This type of debater is usually trying to clash with everything and is unsure which things are important.

H. Volume

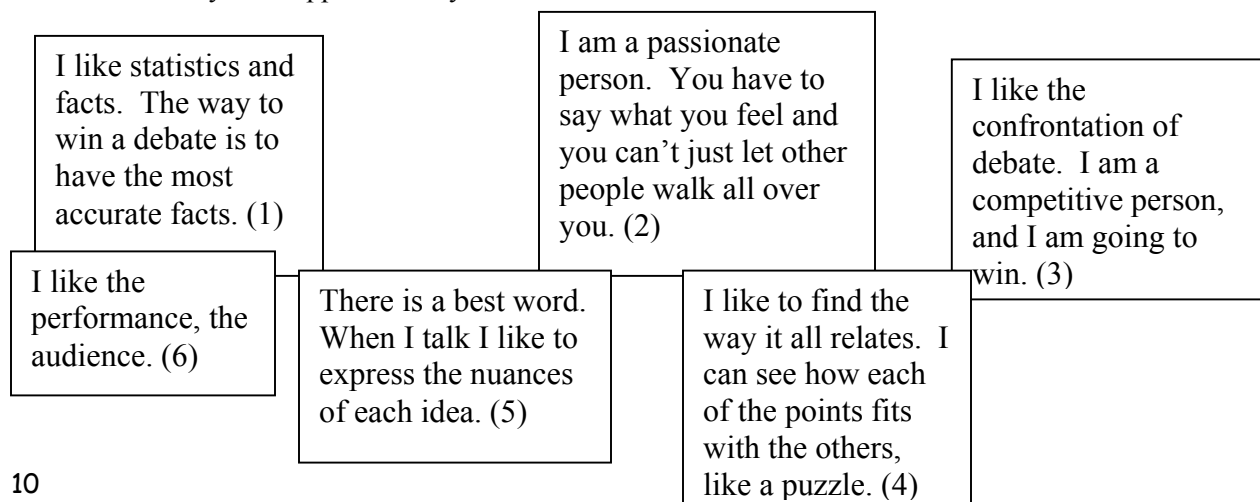
- The first step is ensuring debaters are loud enough to be heard. If debaters are always too quiet the cause is usually the breath. Standard breath support activities used in drama or singing will help
- As students get stronger, coaches need to focus on using volume for impact. Speaking slightly louder periodically conveys feeling strongly about something, and slowing down and speaking softly conveys that it is very important, often unfortunate or key. Debaters need to learn to use volume to enhance meaning

VI. Strategy

A. Style versus Substance

Debate is the marriage of three elements, argument, speaking, and persuasion. Different debaters rely on different amounts of each element, but all good debaters use all three. Students who rely primarily on argument and persuasion are referred to as substance debaters. Those who rely on persuasion and speaking style are deemed style debaters. In Saskatchewan, the ballot and provincial style focus more predominantly on substance in general. The vast majority of rounds are policy and prepared, favouring research and case construction. The most successful debaters both inside Saskatchewan and out, however, still favour a balance of both style and substance debating.

Within the categories of style and substance there are a number of specific speaking styles. Advanced debaters need to focus on three things when developing a general team strategy. First they need to know what style they use, then they need to be able to acquire at least two other styles, and finally, they need to be able to identify their opponents' styles.



1) **Concrete** debaters are substance debaters. The concrete debater is the most successful on complex, logical topics, and does best with preparation. This style uses little humour, but clashes very effectively. This style of debate is least effective when used against a Fuse debater or an Orator, and is generally ineffective in impromptu debate unless the debater has a very diverse knowledge base, particularly in the humanities. This style of debate is most effective against Aggressors and Performers. Concrete debaters are very solid at Academic, Discussion and World's Style debate.

2) **Fuse** debaters are style debaters. While they are passionate about the ideas, their strengths lie in their persuasive style and their ability to think quickly on their feet. They use sob stories very effectively and often have sardonic sense of humour, which make them great hecklers (when they don't go over the top). They are good impromptu debaters. This style is least effective against the Philosopher or the Orator, and is often plagued by becoming bogged down in red herrings, or spending too much time on one point and failing to generate enough content. They excel at Parliamentary style debate.

3) **Aggressors** are substance debaters. They listen carefully for details and love to trap opponents with their own words. Aggressors love cross-examination debate, and are very hard to get a straight answer from when you question them. They present things in a logical manner and are persuasive. They are equally successful at policy or values debate, because they only need a key line of argument to have something to go after. Like Fuses, they can be bogged down in irrelevant details and don't relate all ideas together. They don't handle humour as effectively and they may offend judges or browbeat opponents. They are most effective against Fuse debaters and Orators, and can really struggle against Concrete debaters or Performers.

4) **Philosophers** are substance debaters who love the big picture. Of all the styles of debaters, Philosophers are the best at global clash and give the best rebuttals. They tend to be vague in Cross-examination periods, but otherwise are successful with all styles. Philosophers can shore up their cross-ex weakness by learning to prepare and respond to trapping lines of questioning. Early on in their debate careers Philosophers often struggle to find direct clash and are bowled over by debaters that are more aggressive. As they become more experienced, Philosophers are successful against almost all styles of debaters except Performers.

5) **Orators** are style debaters with a natural flair for public speaking. They put words together effectively, and naturally understand how to persuade others. They are leaders and they do well at impromptu debate. Lack of preparation makes an Orator very vulnerable to Concrete or Philosopher styles, and orators need to focus on direct clash. Orators often win speaker awards, but tend to be criticized by experienced judges for lack of strategy or case building.

6) **Performers** are style debaters who love an audience. When they debate at tournaments, their speaking is substantially better than it is in a practice debate, as they rise to the occasion. They are charismatic, and do very well in public speaking. They tell excellent sob stories, and use volume and gesture well. They have a wonderful, self-deprecating sense of humour. However, the performer may become confused by certain styles of argument and struggles to distinguish the key points with which to clash. They have an instinctive grasp of Saskatchewan style Parliamentary debate and everyone laughs with them. Judges love performers. They do well against Aggressors and inexperienced Philosophers, but struggle with Concrete debaters and Fuse debaters.

B. Applying Debate Style

Once your debaters have developed their natural style (often a combination of two listed above), they are ready to expand. Ideally, your debater should try to master at least three styles, covering both style and substance forms. The reason for this is that different styles are more effective in different situations. The resolution, the judges and the opposing debaters all effect which of a debater's styles she should use.

Once at least three styles of debate have been learned, debaters should use practice debates within the club to identify others' styles and practice their acquired styles before using them in tournaments. As strong debaters progress to national and international competition, the ability to move between styles will help.

	Concrete	Fuse	Aggressors	Philosophers	Orators	Performers
Concrete	-	X	✓	-	X	✓
Fuse	✓	-	X	X	X	✓
Aggressors	X	✓	-	X	✓	X
Philosophers	-	✓	✓	-	✓	X
Orators	✓	✓	X	X	-	-
Performers	X	X	✓	✓	-	-

Let's say you have a concrete debater. An X means the style does not attack the other style effectively, and a check means that it does. A dash means no discernible advantage or disadvantage. Reading the graph could show that philosopher is a very effective style of debate (not surprising as it is the best big picture content debater) and that debaters would choose a philosophical style if they knew that they would be debating a team of an aggressor and an orator. If debaters knew they were debating a performer, they might switch to concrete instead.

VII. Case Building

Debaters need to be taught the difference between policy and values debates, and how each style of debate affects the cases you can choose. The three most common cases in Saskatchewan are the Needs Case (Aff.), the Counter Plan Case (Neg.), and the Minor Repairs Case (Neg.). Debaters must be familiar with all three. More advanced cases such as Criteria or Comparative Advantage Cases should be taught to more advanced debaters. The Alberta Speech and Debate Association has a very good Advanced Debate handbook which is useful to teach these concepts.

Advanced case building includes knowing how to develop case lines, negative constructive cases, global clash and reply speeches.

A. Case Lines

This is a hard concept to come to terms with, but once you have it, it is like breathing. A case line is basically the overlying theme, to which all of your points tie back. Basically, if you view the resolution as the *opening statement of an essay*, then the Case Line is like the *thesis* of the debate, and your arguments are the *essay divisions* that all tie neatly back into what the case line (thesis) is trying to prove.

Usually, a case line just rewords the resolution so as to present your side. So if the resolution were "THB the UN has failed" a fair opposition case line would be "The UN has not failed because it continues to work for a better world." This is vague enough that you can have a multi-pronged case, with all of the divisions tying back in nicely.

Case lines should be as short and lucid as possible, and a good one will be catchy too, so that you can attach it to the end of each of your arguments, and really drive home your point with the judges. It truly serves as an underlying theme. A good case line lends itself to good points in organization. It is the base of any case, in world's style or otherwise, and needs to be understood if clear debate is going to occur.

Both the proposition and the opposition create case lines. The opposition case line is created in direct contradiction of the resolution, so that regardless of the proposition case, opposition clashes not only in the detail, but also the basic philosophical underpinnings.

For example, if the resolution states “BIRT Canada needs to truly welcome immigrants”, an proposition case line can may be one of the following:

- *The immigration process is bad in some way, and therefore, not truly welcoming.*
- *Canada claims to be a nation of immigrants, but the people and institutions are not welcoming.*
- *Canada is less welcoming than other nations, and therefore not truly welcoming in comparison to others.*

The opposition generally has several options for case line:

- *There is no problem.*
- *The cause of the problem is something other than the resolution states.*
- *The problem is minor and already being fixed or easily fixed*
- *The ideas required by the resolution are impossible.*
- *The case is based on fatal assumptions or inaccuracy.*

So in the argument “BIRT Canada needs to truly welcome immigrants” the opposition might argue that *it is impossible to truly welcome immigrants* as a case line. This case line is in direct opposition to the case the proposition must present, there by defining it as an oppositional case line. Having a case line in direct opposition means that good clash will definitely happen.

Each case line has arguments that follow it. Generally there are three, but sometimes there are five. If the oppositional case line is that *it is impossible to truly welcome immigrants*, it should include three main arguments:

- Stereotyping is a natural process for people and people will always group other people into those who are similar and different - us and them. Therefore, neither Canada nor any other nation could truly welcome immigrants. (1st Opp)
- The issues in the immigration process are fundamentally rooted in the us and them mentality. (1st Opp)
- Canada’s institutions and people continue to be unwelcoming to minorities and those who are different, neither time nor legislation will solve the issue. (2nd Opp)

This is a good case line for several reasons. First it has the possibility to make large parts of the propositional case line irrelevant to the debate. Second, the break down of the arguments allows each speaker to attack the opponent’s case at the point where the case will be, since the first proposition introduces the fundamental flaws in the current system and the second proposition extends into the places where change should occur.

When preparing for an impromptu debate, a case line should take up approximately one tenth of your preparation time. Getting it out of the way first, or at least a rough sketch of it is a good idea. If debaters are absolutely stuck, they can find the three main areas of argument first, but as a general rule, the case line should be established first. At the end, right before you enter a debate, revisit your case line, make sure that your arguments correspond well with it, and that the wording is exactly how you want it.

B. Negative Constructive Cases and Clash

The negative in any debate is in an interesting position. Not only do they get to attack the affirmative case, but they also get to defend the status quo, or promote a different option than the “rash affirmative” would have you believe is best.

In the more novice levels, you can often get by with just a few good attack stats, and an eye for holes in the plan. But the farther up you get, and the farther you depart from policy debates, into the realm of values debates, the more important a Negative constructive becomes.

A debate is the clash of two ideals. If only the Affirmative brought forth a constructive in this instance, the debate would be very one-sided, boring, and they would win. Instead, the negative needs to look at the resolution, and come up with the counter-point, an opposing case line, and build the reciprocal case much like they would if they were the affirmative team.

When it comes to running debates like this, there is always the risk of a loss of direct clash. This is dangerous, and must be avoided, because direct clash IS debate. Debate is not just two parallel speeches on counter points. But in these debates, clash is more intelligent and evolved. It is about taking the points made by the affirmative, comparing them to your sides points, and shining them in a light that makes your point look the most logical, practical, realistic, etc. The debate becomes less about the “Silver Bullet” statistic, and the glaring hole in their plan, and more about building yourself such a strong case that theirs simply pales in comparison.

Debate is made up of two types of clash, direct and global, and construction. Clash is an attack on an opposing argument and case construction is building of a main point for your side. Both the Negative and the Affirmative must do all three types of argumentation to win a debate.

If the resolution is “BIRT Capitol Punishment be reinstated”, the Negative must have a clear set of constructive arguments to prove that it is a bad idea. Those arguments revolve around a central thesis called a case line. The Negative case line might be that *Capitol Punishment is not Canadian*. Three to five key arguments might include:

- Canadians are peacekeepers and do not endorse violence as a society. (1st Neg.)
- Canadian laws are based on the values in our Charter, and the right to life is fundamental to the Charter. (1st Neg.)
- Canadians believe in restitution and rehabilitation not just punishment. These values come from our First Nations people. (1st Neg.)
- Canadians believe that social programs and governmental actions must be equitable, effective, and useful. These roots exist in Medicare and Social Services. Capitol punishment is not effective as a deterrent, and is not always fair, as there can be miscarriage of justice, like in the case of David Milgard. (2nd Neg.)
- Most Canadian oppose the death penalty (2nd Neg.)

In addition to the creation on a Negative case, the negative must also clash. Two models of clash are given below in the flow charts. One is global and one is direct. Both should be used, and both should link back to the case line.

Model 1 – Direct Clash

Affirmative	Negative
Many murders are terrible and we need justice.	Canadian Justice is about preventing, but also about restoration and change. Many victim's rights groups in the US state that the death of the criminal does not provide a sense of justice. Restorative justice is more effective in meeting the need for justice and is more Canadian.
You can't commit another murder if you have been put to death.	You also can't be exonerated when you have been put to death. Our nation is more about turning the other cheek than an eye for an eye.
Murders don't stay in jail long, and then they get out to commit more crimes.	Sentence lengths could be increased without Capitol Punishment. This argument is a red herring (irrelevant).
The threat of capitol punishment will prevent murder.	Since Capitol Punishment is used in first degree murder (typically not committed by a logical, reasoning person), it does little statistically to deter a criminal. There are more Canadian ways to prevent criminal acts such as early childhood intervention. These measures prevent many crimes and are more humane.

Model 2 - Global Clash

Affirmative	Negative
<ul style="list-style-type: none"> - Many murders are terrible and we need justice. - You can't commit another murder if you have been put to death. - Murders don't stay in jail long, and then they get out to commit more crimes. - The threat of capitol punishment will prevent murder. 	<p>The arguments suggested by the Affirmative are all based to two fundamental values – revenge and power over others. It is these values that cause people to commit first degree murder in the first place and spark genocide, war and terrorism. As a county, we value conciliation, prevention and restitution, not punishment and controlling. The Affirmative arguments are about controlling people not helping them to change or never commit a crime in the first place.</p> <p><i>This global clash is then followed by direct clash linked to the specific arguments. The global clash both attacks an opponent's philosophical underpinnings and builds your own case.</i></p>

C. Reply Speeches

There are three types of response speeches in debate: Constructive Speeches (except the first speech), rebuttals, and reply speeches. A constructive speech both clashes and builds your own case. A rebuttal is entirely focused on attacking an opponent's case, usually through direct clash. A reply focuses on distilling all of the arguments of a debate into one clear point for each side and showing how your side is right.

Because reply speeches are about broadening the debate to the big picture and then boiling it down to the main issues of contention, they compare case lines reinforce the main philosophical points of your side. A reply has a basic structure that helps focus the ideas, although the order of and emphasis on the parts varies depending on the content of the debate

1. Restate the case line in a new broader sense. This is like re-stating your thesis in the conclusion of an essay.
2. Highlight the underlying issue of the debate.
3. Show how your main three arguments remain standing and reinforce your thesis about the underlying issue.
4. Show how the fundamental principle of the opponent's case line is wrong.
5. Put the debate into perspective and answer the question – “Why does it matter?”

In all of Saskatchewan's styles of debate either a reply or a rebuttal may be delivered in the final address from each side. In other places, either a rebuttal or a reply is required. Because reply speeches require a stronger understanding of the entire debate and greater experience with debate in general, reply speeches are typically mastered after a debater learns to deliver a good rebuttal.

To discuss the differences between rebuttals and replies it is helpful to use an example. If the resolution is *This house believes that low taxes are preferable to extensive government services*, a Negative case line could be that social services are beneficial to society in both an economic and humanitarian sense.

A short sample rebuttal:

Ladies and Gentlemen, we have shown that lower taxes should not come at the price of social programs. Our opponents stated that taxes are too high, but they are not as high as many other places. Our opponents also argued that things like our health care system are not working and we should let people pay for better service. However, this also means some people get no service like in the United States. Do we want a country of people who are petrified about losing their health benefits? We on the negative do not want to live in that kind of world. You may think that our opponents are correct when they state that many people abuse social services. But what about the child who needs to eat or the elderly woman on a fixed income? Are they abusing the system? No! As my partner has proven, the vast majority of Canadians need the social services they get. Finally, the Affirmative has argued that lower taxes will stimulate growth in the economy and we will all be better off. As I stated in my first speech, what lower taxes really do is increase the gap between those with money and those without. The working poor can afford less and the wealthy can afford more. Clearly my opponents' argument is based on faulty economics. Ladies and Gentlemen, the Negative has proven to you today that the ideas of the Affirmative would rip apart the fabric of our society. We have shown that the current system is superior even if it has its faults. This resolution must fall.

Note that the case line is stated in the opening, and then the debater moves to direct clash, ending in the opponents' strongest argument. He applies a little fear mongering at the end and concludes, having clashed with all the remaining points on his flow sheet.

A short sample reply:

*Ladies and Gentlemen, the issue here today is the best way to invest in the future of Canadians. **(put the debate in perspective)** My opponents believe in the principle of every man for himself. **(distill the opponents' case line, and put it in a negative light)** We on the Negative contend that pooling our money is the best way to invest from not only an economic perspective, but also with regards to quality of service and quality of life. **(restate own case line including three major constructive points)** The Affirmative has focused their argument on the basic Keynesian principle that giving people more spending money through less taxes has huge economic benefits. They have contended that this outweighs the value of*

social programming. This viewpoint is fundamentally shortsighted. Education is a classic social program. It is funded almost completely through taxes, and those taxes are an investment in our future. As these young people achieve high levels of learning and join the economy, they are what really stimulate growth. Rather than a short-term increase in consumer spending, we could achieve a capable workforce with the resources to both make and spend higher income. Any good capitalist will tell you that you need to spend money to make money. Because the need to stimulate the economy is best met by the Negative case and not the Affirmative, the basic tenant of their case falls. (attacks the fundamental principle of an opponents' case) In addition, the clear benefits of social programming remain undiminished. Public sector care is best across the entire spectrum. Yes, the Affirmative is right the rich Americans receive more timely care and better access to health care. But the majority of American's struggle to meet their health care needs and the care that 20% of Americans receive is considered a travesty in Canada. Finally, social programs are intrinsic as a part of Canadian values. We are ultimately a people that care about the equal treatment of all, and the future of our children. (rebuilds the principle of your own case) Money put into one needy child does not merely feed that child; it provides that child with the opportunity to feed others when she becomes an adult. The Affirmative case cannot stand on the basis of economics and is destroyed on the basis of human decency. We could never support this resolution. (concludes with case line and why it matters)

D. Values Debate and Squirreling

Preparation for values debates is a little trickier than for policy debates. Usually, the last round at the values tournament will be an impromptu resolution, where students will have the lunch break to prepare the definitions and cases. Coaches **are not allowed** to assist debaters with any preparation for the impromptu round.

Please follow these steps to prepare values and impromptu definitions (see the *Step-by-Step Guide* pp.27-29 for more details):

1. Brainstorm links to the resolution if there is no clear direction inherent in the wording
2. Select a link
3. Tighten the definitions
4. Check to be sure there is an opposing side
5. Build your case

Impromptu definitions can be either straight forward, like “Be it resolved that schools adopt a zero tolerance policy towards bullies” or be a general statement like: “Be it resolved the cup runneth over”.

In the first example, the definitions are easy to determine and more time can be spent on developing the case arguments. In the second example, debaters must start by deciding what the phrase means (interpretation).

Interpretation: The phrase means that an object that holds other things is incapable of containing all of those things (literal meaning) or it means that we have so many great things we are overwhelmed (cultural meaning). Once the intent has been established, the next step is to determine what the words in the resolution will be linked to. Remember that the spirit of the definitions must be the same as the spirit of the original resolution.

Brainstorming: Once the spirit of the resolution is defined, brainstorm links for the word "cup" and the phrase "runneth over"

“Cup” = government, school, world, country, army, parents, internet, students, policy, alcoholics . . .

“runneth over” = gone too far, overspent, stress levels, overworked, too much information, good luck, abundance, excess . . .

Sample definitions could include:

BIRT our parents are over-stressed
BIRT students are overworked

BIRT the internet has too much information
BIRT that the world has an abundance of resources

All these suggested resolutions work within the idea that something (the cup) has too much (runneth over). Once they have brainstormed possible links and developed a fair and debatable resolution, the affirmative then needs to build a case, developing three or four points, with philosophical statements and examples to back them up. In the example of students being overworked, the affirmative could point to the expectations of the number of courses students need to take, the workload in each, the expectation of being involved in extra-curricular activities, plus after school jobs. It would then be the negative's job to prove that students are not overworked, that this is a reasonable expectation, and that their "cups are not running over."

Bad examples of truisms, unfair advantages and squirreling:

BIRT alcoholics drink too much (true by definition)
BIRT Saskatchewan adopt Daylight Savings Time (no relation to spirit)
BIRT Canada develop a military defense shield
BIRT the government provide free daycare

Another example is "be it resolved we have sold our souls. The affirmative will have to brainstorm ideas for the phrases "we have sold" and "our souls". They must keep in mind the common associations with these phrases and the intent of the resolution, which is the giving up of something of value. Since this is a values topic, both sides will argue the question, "What viewpoint is the best?" Proof includes philosophical arguments and often takes the form of rhetoric or philosophical quotations. The negative needs to brainstorm possible ideas they may be confronted with, and prepare evidence that builds several possible cases within the intent of the resolution. The spirit of this resolution requires the affirmative to prove that a) we have received something (the word sold implies a trade of goods or money) and b) we traded something for it that was bad (ethically or morally) to give up. The affirmative must define who we is, what sold means and what souls are.

Squirreling is the act of taking a general proposition and fitting it to a case that was prepared in advance. Squirreling is not permitted in Saskatchewan. An example of Squirreling the sample topic would be if the affirmative ran the case: BIRT the government reduce our reliance on imprisonment (a topic from a couple years ago). It is a very difficult link from souls to imprisonment. Squirreled cases are often characterized by detailed and specific evidence on a topic, rather than broad general knowledge type evidence.

Please refer to all of SEDA's General Rules of Debate, but specifically regarding Definitions, please refer to the following clauses:

- a) Defining the resolution is the responsibility of the Affirmative team. The first speaker **must reasonably define key words** in the resolution.
- b) The Affirmative shall not define the resolution in such a way as to give them a **competitive advantage not inherent** in the resolution. The definition must not be manipulated to produce a self-evident fact or something that is true by definition.
- d) If the first **Negative** speaker believes that the first Affirmative speaker's definitions are unreasonable or unfair he **may challenge them and redefine the terms**. Judges shall then accept the definitions best supported by evidence and argumentation.

Extreme examples of squirreling can and should be called as rule violations. Further, the negative is always free to substitute its own definitions if they feel the definitions offered by the affirmative unfairly restrict the debate. The negative must clearly point out the fact they are making definitional challenges to their judges and the reasons why. Definitional debates are entirely possible, however these debates are generally uninteresting and usually turn out poorly. Usually, neither side knows how to continue or what

definitions to use for the rest of the debate. Students using unfair and unworkable definitions usually end up losing the debate. Claims of squirreling or other definitional challenges are not to be used if the negative is “unprepared” for reasonably fair, but unexpected definitions.

Prepared by Lorelie DeRoose and Wendy James, December 2004

VIII. Preparing for World’s style debate

Judges:

Clear case line is everything in a debate. Judges determine the quality of the case based on understanding. Judges look for variety of international facts and examples (avoid using your own and opposing country) What judges are looking for on the ballot:

- Style 40
- Content 40
- Strategy 20 (Case line attack, refutation, understanding the opponents case)

Terminology:

- Proposition (Affirmative)
- Opposition (Negative)
- Main speeches (constructive)
- Points of information (questions or statements - brief) – a speaker typically accepts 2-3 in a constructive, time comes out of speech. Stand to raise one. Speaker accepts by saying “yes”, turns down by saying ”no thank-you”. Usually 90 sec. in a speech before any were asked. Debaters should offer at least 2 to every speaker.
- Reply speech (Rebuttal and case reconstruction)
- Mr. Speaker (Chairperson of the debate)
- Sign posting (explanation of what will happen in each, including the main point of each speaker for the debate when done in the first proposition)
- I beg to propose or oppose (This resolution must stand or fall)
- Knocks (the timer raps the table after the first minute and before the last). Time prior to the first knock and after the second is protected.
- Momentum – means keeping the control and never losing initiative

1st Prop:

- Definitions – simple, key terms only, no case building. (Sign posting immediately following.) Reasonable to the man on the street.
- Present Case division (what two arguments the 1st will raise, and the main argument for the second)
- Establish the case line (3 arguments around a key perspective or a principle)
- Case must focus on the key idea of the resolution immediately, and must satisfy the resolution – the three arguments are the “Because” of the case line. They need to be independent and can’t be arguments.
- Burden of proof is much lighter – does not need to prove to win. Needs to set up the case in first prop – then burden of proof is done. Focus is the case line, which is not *how it will work, but that it is more desirable than the alternative.*

1st Opp:

- Records the definition and case line verbatim
- Accepts definition, challenge only if it deviates wildly from the case or is clearly unfair
- Establishes case line in direct opposition to the proposition. Sign post for the opposition.

- When developing case – focus on how each argument is naturally in direct opposition to others.
- Opp case line satisfies the need inherent in the case, but rejects the solution proposed by the Prop

2nd Prop:

- Start with attack on the opponent's case (4 min.)
- Continue constructive and rebuild (4 min.) Must complete the case line.
- Re-establishing the control of the debate

2nd Opp:

- Start with attack on the opponent's case (4 min.)
- Continue constructive and rebuild (4 min.) Must complete the case line.
- Complete the case and *determines the key focus of the debate*

3rd Prop:

- most emotional, fastest paced speech
- Attack rather than defend
- Couch everything around the key argument
- You can't attack everything. Decide what is important to the key of the case. Primarily global clash supported by direct clash.
- Summaries what has happened throughout the debate, highlighting the strengths of the Proposition and attacking the weaknesses of the Opposition case flow.
- Attack each of the case points outlined by the first Opposition speaker
- Establishes the key points proven through points of information
- Generally there are 2 minutes spent on extending and 6 on rebutting
- No new arguments except in direct refutation

3rd Opp: (most emotional, fastest paced)

- Seven minutes refutation and 1 minute of case reconstruction
- Attack rather than defend
- Couch everything around the key argument
- You can't attack everything. Decide what is important to the key of the case. Primarily global clash supported by direct clash.
- Attack each of the main points of the Proposition case in turn.

Reply speeches

- similar tone to first prop: logical, clear, calm
- Summarize key points and focus on what happened
- Say why you have won
- Choose a global point and distill the debate to it
- Slight case sift for the point to make clarity

What a successful world's candidate must know:

- How to define a resolution in the context of a case and build a case line
- The difference between global and direct clash and when to use what
- The ability to exploit opponent's mistakes
- Exceptional speaking ability
- The ability to adapt ideas and speaking style to the intended audience
- A solid grasp of values debate
- Very well read, especially on international issues
- Lots of basic facts at the finger tips

- Quick and clever interpretation of ideas
- How to deal with style over substance
- Ability to build an impromptu case

IX. Miscellaneous Coaching Tips

Every coach builds a repertoire of good ideas to build their debaters. The following are random ideas suggested at a coaching workshop. SEDA always welcomes your suggestions and would be happy to add to this list:

- Remember the motto: Nice, polite, right
- Keep a notebook of judges' comments and refer back to see what is and is not improving
- To practice heckling, first make a usual list of questions, then shorten and find the "witty" point
- Turning a stat around can be a good heckle
- The point of good questions is to prove your case and bring out underlying principles
- Cross-examination is a co-operative effort – prepare questions together both beforehand and during the speeches, and then write down the answers your partner receives while they are examining a witness so they can use them in their speech
- Always try to keep/regain the moral high ground
- Run a Comparative Advantage case if there is no strong case in opposition – like minor repairs – focus on benefits
- Goals cases need a source stating the system's current goals – goals are never satisfied- always working towards them
- Criteria case need tight but not absolute definitions - show missing criteria and how can solve that
- Learn to read your judges and how they respond to your style and content