



# **Climb the Mountain**

Speech and Debate Foundation

## **Congressional Debate Speaker Scripts Version 1.1**

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## Be Ready to Debate!

### BEFORE EACH AND EVERY DEBATE:

1. Pens ready!
2. Flowsheets ready
3. Script printed, ready to use/fill out
4. Review the Congress Bills and/or Research the Topic.

## Have your flowsheets ready to go!

### Congress Flowsheet

*(for pro arguments, con responses, etc.)*

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## Congress Speech Order and Times

*The first cycle of debate (1 pro speech followed by one con), cycles can be interrupted, as in, consecutive pro/neg speeches are allowed. This order resets for each piece of legislation.*

3 min. 1<sup>st</sup> Pro Speech – Introduce the topic and the changes it will make

2 min. Questioning period

3 min. 1<sup>st</sup> Con— Speech – Attack the legislation and refute the Pro

2 min. Questioning period

*After this point, speeches may alternate from pro to con, or continue on one side, (ex. Con, Con, Con.) Additionally all speeches hereafter will have only one minute for questions.*

3 min. Pro/Con Speech

1 min. Questioning Period

3 min. Pro/Con Speech

1 min. Questioning Period

## Authorship/Sponsorship Speaker

### SETUP YOUR FLOWSHEET AND PREFLOW YOUR CASE CONTENTION(S)

#### Walk Up Words

I thank the chair. My name is Senator *(your last name)*

\_\_\_\_\_.

#### Speech

*(If you have a hook, it would be the first part of your speech)*

\_\_\_\_\_.

We must pass this legislation because, *(List your two /three contentions)*

\_\_\_\_\_, \_\_\_\_\_ and,

\_\_\_\_\_.

**First,** *(state the title of your first Contention before elaborating)* \_\_\_\_\_.

This is the Problem: The Topic will solve this problem: This is the impact:

**Second,** \_\_\_\_\_.

This is the Problem: The Topic will solve this problem: This is the impact:

**Third,** \_\_\_\_\_.

This is the Problem: The Topic will solve this problem: This is the impact:

#### Conclusion

*(Reference to Hook only if you have one)*

So, because of *(your contentions)* \_\_\_\_\_,

\_\_\_\_\_ and, \_\_\_\_\_, we must affirm this legislation.

After your speech, you will have a 2 min. question period. During this time, you answer questions to the best of your ability.

After your speech and questions are finished, continue flowing the round, and be ready to ask questions of your opponents.

## Speeches following the 1<sup>st</sup> Affirmation.

Prepare for your Speech, you should be flowing the round and keeping track of arguments made, especially arguments that you would like to refute or extend.

### Walk Up Words

I thank the Chair. My name is Senator *(last name)*

\_\_\_\_\_ speaking in support of/against the topic\_\_\_\_\_.

### Speech

(If you have a hook, it would be the first part of your speech)

We must pass/fail this legislation because, *(List your two /three contentions)* \_\_\_\_\_, \_\_\_\_\_ and, \_\_\_\_\_.

**First,** *(state the title of your first Contention before elaborating)* \_\_\_\_\_.  
This is the Problem: The Topic will solve this problem: This is the impact:

**Second,** \_\_\_\_\_.  
This is the Problem: The Topic will solve this problem: This is the impact:

*(To Refute. Repeat as needed)*

Sen. \_\_\_\_\_. Claims that \_\_\_\_\_, however/but/this is wrong, because *(insert your evidence)* \_\_\_\_\_.

### Conclusion

(Reference to Hook only if you have one)

So, because of *(your contentions)* \_\_\_\_\_, \_\_\_\_\_ and, \_\_\_\_\_, we must pass/fail this legislation.

After your speech, you will have a 1-2 min. question period. During this time, you answer questions to the best of your ability. After your speech and questions are finished, continue flowing the round, and be ready to ask questions of your opponents.

Refutations anywhere after the first cycle are very appreciated. If your speech is later in the round (after the first few cycles) you should have refutation.

# Making and Responding to Arguments

## ARGUMENT AREI

	<b>Topic: Schools should start later in the morning</b>
<b>A – Assertion</b> The main point of your argument	<b>Starting schools later in the morning improves student learning</b>
<b>R – Reason</b> Why the argument is true <b>Because _____</b>	<b>Because students aren't so tired</b>
<b>E – Evidence</b> Support for why the argument is true <b>Studies, statistics, expert opinion, facts</b>	<b>Recent UW study showed more sleep and better learning outcomes</b>
<b>I – Importance/Impact</b> the importance of the argument <b>So, __ (this proves the argument) _____</b> <b>So, __ (this proves the topic) _____</b>	<b>So, starting later does help learning./So we do need schools to start later to improve learning.</b> <b>Or</b> <b>The impact of a later start i</b>

## RESPONDING TO ARGUMENTS

State their argument in as few words as possible. <b>They said _____</b>	<b>They said starting schools later increases learning.</b>
Respond. Usually-state the opposite <b>X is not true.</b> Sometimes—state the argument isn't important. <b>X is not that significant.</b> Sometimes—state your side is the best way to solve the issue. <b>We solve X better.</b> In a few cases, agree with their argument and show it proves your case. <b>X is true and that's why we are right</b>	<b>Starting schools later does NOT increase learning because . . .</b> <b>Or</b> <b>Starting schools later does NOT increase learning significantly</b> <b>Or</b> <b>Our Sleep Education is the best way to increase learning because . . .</b> <b>Or</b> <b>We agree starting schools later increases learning and that's why their proposal to start at 8:45am is NOT late enough!</b>

## Tips on Asking and Answering Questions

REALLY IMPORTANT—Try to keep questions and answers quick and concise to allow for as many as possible. Additionally, respect is very important. With two people talking at once it can be easy to interrupt. This can hurt your own speaking score, so be sure to be respectful and do your best to avoid talking over one another.

<b>ASKING</b>	<b>ANSWERING</b>
<p>1. <b>Use a line of questioning</b>—you said this, right? Doesn't that mean x? If that is true, that shows y, right?</p> <p>2. <b>Avoid open ended questions</b> that let your opponent answer with their own opinion or the ideas in their case.</p> <p style="padding-left: 40px;">NO! "Do you believe . . .?"</p> <p style="padding-left: 40px;">NO! "Don't you think . . .?"</p> <p style="padding-left: 40px;"><i>Such questions let your opponents say whatever they want to defend their side.</i></p> <p>3. <b>Ask questions that force them to defend what they said in their speech.</b></p> <p style="padding-left: 40px;">YES! "Where did you show . . .?"</p> <p style="padding-left: 40px;">YES! "What proof did you provide for the argument . . .?"</p> <p style="padding-left: 40px;"><i>Make them refer to or restate what they said in their speech—don't let them state their opinion.</i></p> <p>4. <b>Be assertive but not aggressive.</b> Don't make personal attacks</p> <p>5. <b>Don't be defensive.</b> Try to show you are calm and collected even if you are nervous (which is common).</p>	<p>1. <b>Do not pause before answering</b>—try to answer right away—immediately.</p> <p style="padding-left: 40px;"><i>Long pauses make it seem you don't know your arguments well.</i></p> <p>2. <b>Don't just answer yes-no—add on explanation.</b> Get out of just responding to their questions—use their question as a chance to repeat key points in your case.</p> <p style="padding-left: 40px;">Example Question: "Your proposal would cost a lot of money, right."</p> <p style="padding-left: 40px;">Example Answers:</p> <p style="padding-left: 40px;">NO! "Well, yes, but . . ."</p> <p style="padding-left: 40px;">NO! "No." (no reason given)</p> <p style="padding-left: 40px;">YES! "No, it saves the economy money, lowers consumer costs, and is a good investment as our second contention showed."</p> <p style="padding-left: 40px;"><b>YES EVEN BETTER—KNOW YOUR SOURCES AND SPECIFIC DATA! "No, the Stevens study showed it saves the economy \$2.3 billion, lowers consumer costs 3 to 7 percent, and is a good investment."</b></p> <p>3. <b>Watch out for lines of questioning and where they are leading</b>—avoid admitting things harmful to your case.</p> <p>4a. <b>If asked "what proof did you provide"</b> try to respond with what you did show (avoid admitting that you did not provide proof)</p> <p style="padding-left: 40px;">Example Question: "What proof did you provide that your proposal is inexpensive?"</p> <p style="padding-left: 40px;">NO! "Well, you're right, we did not prove that."</p> <p style="padding-left: 40px;">YES "We have shown over and over again that the proposal is a good investment that helps the economy and saves consumers money."</p> <p>4b. <b>If they press further, say</b> "Make that argument in your next speech and I will respond" (allowing you to respond and to not admit you failed to prove an argument).</p> <p>5. <b>Don't be defensive.</b> Try to show you are calm and collected even if you are nervous (which is common).</p>

## Practice and Examples of Questions

### Practice!

--with another debater (or several other debaters), ask questions and answer questions about your cases and your rebuttals.

--maybe ask your parent(s)/guardians questions about the death penalty.

--think of a flawed argument—a weak argument with poor support. Now, ask a question about it.

--read a short article or short section of an article about the death penalty and ask a question about it to yourself.

### Examples of questions to ask:

#### --ask them about missing proofs

Where did you prove \_\_\_\_\_?

Eg Where did you show anyone after 2000 and DNA tests has someone been wrongly convicted of a crime?

#### --ask them about arguments against their case to see how they will respond

Eg How is it moral to kill someone to show that killing is wrong?

Eg Won't removing the death penalty just mean dangerous prisoners will be left in jail?

#### --ask them to compare arguments

Eg Where did you show deterrence is more important than racism and killing innocent people?

#### --ask to point out contradictions

Eg You said vengeance is good but then you also said life imprisonment is cruel. Isn't that a contradiction—I mean if life imprisonment is cruel—doesn't that satisfy your belief in vengeance?

#### --ask them to explain their evidence/arguments

Eg How did they conclude 4.5 times as many African Americans were given the death penalty? Did they consider the type of crimes?

#### --ask them about their conclusions

Eg Do you really think we should kill people because it might lead other people to be deterred from killing?

Eg You've claimed several innocent people might have been executed in the past. Does that really mean we should end the death penalty today?