

Building a Successful Speech and Debate Team:

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A Guide for the Novice Coach

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Banquet
Awards
Preparation for next year

Introduction

What is Speech and Debate?

Checklist:

- I know what speech and debate is _____
- I know the national events and the events for my state _____
- I can tell students about the benefits of speech and debate _____
- I have a list of famous forensic participants _____

High school forensics, competitive speech and debate, is recognized in all 50 states. Programs range from hundreds of students to just a couple students. Affluent areas and very rural areas sponsor these speech activities. Some programs are completely funded through their school district, while others have to earn every cent they will spend. Competition rules vary from state to state and really don't follow any uniformity. There is a national fraternal organization, The National Forensic League (NFL), that many high school programs participate in. A program is not required to join the NFL, but the NFL sponsors the national champion tournament at the end of every school year (June); publishes a monthly magazine (Rostrum) that schools receive free of charge once they have joined NFL; and, it awards student competitors for their successes in forensic tournaments.

Each state will have a state finals tournament. Students qualify for this tournament by participating and placing in their district tournament. State finals and national finals are not related. A student can do one or the other or both. Taking first place at state in an event does not guarantee a student will qualify for nationals. This student must then qualify at their district national qualifier (nat. quals). NFL events and their rules are consistent in every state. State events differ, so if you travel to another state to compete, be aware of their rules and events.

A school may choose how many tournaments to attend a year. This may vary based on funds, the coach's willingness to be away from home, the distance to tournaments, transportation availability, and student conflicts (homecoming, track meet, basketball finals, etc.). Your state will publish a list of tournaments at the beginning of every year. This frequently changes, so always double check that the tournament is still running on the projected date or if new tournaments have been added to the schedule.

So, what does the word *forensics* mean? Much confusion arises from the use of this word in the speech and debate world. William McCrady (2003) captured the confusion in a few quotes from his article *What's in a Word?*

“I didn't join til senior year because I thought it had to do with investigating crime scenes.”

“Isn't it like “Future Detectives of America?”

“I thought it had to do with looking at dead bodies!”

As a new coach, I had to research the meaning of the word. I am a big Law and Order fan, so forensics had only a scientific, dead-body meaning for me. Let me provide you with a definition borrowed from [Directing Forensics: Contest and Debate Speaking](#)

(1976):

Forensics: The term “forensic” is derived from the Greek Language and refers to courts of law. Aristotle, in dividing speech into three categories, contrasted forensic speaking (in a court of law) with deliberative speaking (in the legislative assembly), and epideictic speaking (in a ceremony or other special occasion). The term is still used today in such a restricted sense. For example, a physician who specializes in the study of medicine in relation to the determination of legal questions is said to practice forensic medicine. (p. 35)

In common usage today, the term has developed a broader meaning. A modern dictionary defines *forensic* as an adjective meaning “suitable for public speaking or debate.” **In many parts of the United States, the plural *forensics* is used to refer to any extracurricular speech activity in both high school and college.** (p. 36)

What are the events?

The national events sponsored by the NFL (detailed descriptions of events can be found in chapter five):

1. Extemporaneous Speaking
2. Original Oratory
3. Interpretation (Dramatic, Humorous, and Duo)
4. Cross-Examination Team Debate
5. Lincoln/Douglas Debate
6. Congressional Debate (Student Congress)

7. Public Forum Team Debate

What are the benefits?

Now that you have an idea of what speech and debate is, let's look at the benefits of participating in a forensics program. Share these with your students and while you are recruiting. Students who participate in forensics will:

1. learn to overcome and calm speaking anxieties
2. receive valuable training for college and future careers
3. increase their public communication skills
4. develop improved study habits and research skills
5. develop time allocation and organizational skills
6. advance critical thinking and reasoning skills
7. become familiar with current societal issues
8. be open to both sides of an issue,
9. learn to consider and adapt to different audiences
10. be more prepared to speak on their feet
11. be more aware of a wider range of people, personalities, and cultures
12. learn how to lose gracefully
13. learn how accept criticism and be judged on their performance
14. learn how to work with others, as individuals and a team
15. learn how to perform with virtually no sleep
16. learn respect for dissenting opinions
17. learn that appearance is very important - wear the right clothes, get a haircut, tone down the makeup, etc.

18. improve their college and career resumes

Famous Forensic Participants

Displaying or sharing the names of famous past forensic participants and NFL members will impress some of your students. It is important to list an array of people so everyone can find someone to relate to. Don't just list presidents or news anchors - find comedians and actresses too. Let the kids see that forensics isn't just for geeks. Cool people belonged and so do they! Shawnalee Whitney, Co-Director of Forensics and Associate Professor of Communication at the University of Alaska Anchorage, compiled a list of famous Forensic participants. This list can be found at <http://ptloma.edu/Communciation/Rutledge/famous.htm>. A couple Internet searches will provide a lengthy list. Following are a few names I like to throw around. For some students, well-known names connected to Forensics serves as a motivator. As a beginning of the year exercise, you may have students compile their own list.

Famous Forensic Participants:

James Dean

Nancy Cartwright (voice of Bart Simpson)

Kelsey Grammar (Cheers and Frasier)

Jim and John Belushi

Adam Sandler

Steve Buscemi (Starred in Fargo and Reservoir Dogs)

Nelson Mandela (South African President)

Margaret Thatcher (Former British Prime Minister)

Richard Nixon

Marcia Clark (prosecutor in OJ's trial)

Oprah Winfrey

Jane Pauley

Roger Ebert

Lee Iacocca (Chrysler Corporation)

Malcolm X

Chapter One

Recruiting

Checklist:

- Students are ready to or already have joined the team. _____
- Parents are willing to volunteer. _____
- A newsletter has been created _____
- Community volunteers are willing to help with the program. _____

Students

In order to have a team, one must first have students who are willing to compete. If an elective class (and therefore credit) is available to the students, it will be much easier to recruit for the team. If you are trying to create a class and team, please see appendix A, an essay titled “In Defense of Competitive Speech.” A video, distributed by the National Forensic League, “Discovering the Power of Speech” is another helpful tool. The National Forensic League will send this video to you at no cost. Check the website: www.nflonline.org. This will help you build your argument for the administrators and school board.

The majority of my team members are students who have taken Speech I (which may be a prerequisite for Competitive Speech and Debate). I show the NFL video to these classes and require that they choose a competitive event to perform. This is a great

introduction to the program. Other team members are recruited by their friends or recommended to the program by other teachers (student council, leadership, drama, social studies and English classes, etc.). It is important to sell the speech program in any way possible. Having senior members or anyone who has had speech and debate experience will probably be very willing to speak at an assembly about the benefits a speech and debate member will reap. Students also enjoy performing at assemblies and the feedback from staff and students is always very positive.

In order to have more definitive reasons for why students join the team, I created a short survey at the end of the school year. I asked students (new and previous members) why they had joined the team (figure 1), what they hoped to gain from the experience (figure 2), and what the benefits and disadvantages were in the eyes of returning members (figure 3). The results of the anonymous survey are shown in the following pie graphs. Forty students were interviewed and their answers were recorded in the graphs below. If a student gave more than one reason for joining, both answers were recorded.

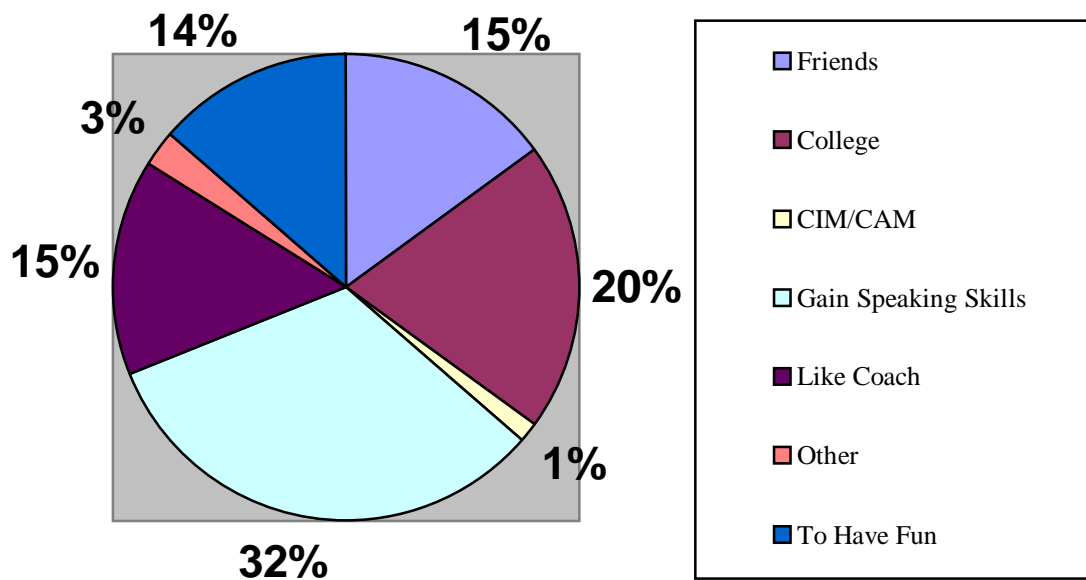
Speech and Debate Survey

I am writing my thesis for my Master's Degree on creating a speech and debate team. Could you please take the time to answer the following questions? I will be using your answers as research. **You do not need to sign your name.**

1. Why did you join the speech and debate team? Be as truthful as possible please.
2. If you are a new member, what do you hope to gain from this experience?
3. (If you are a returning member)

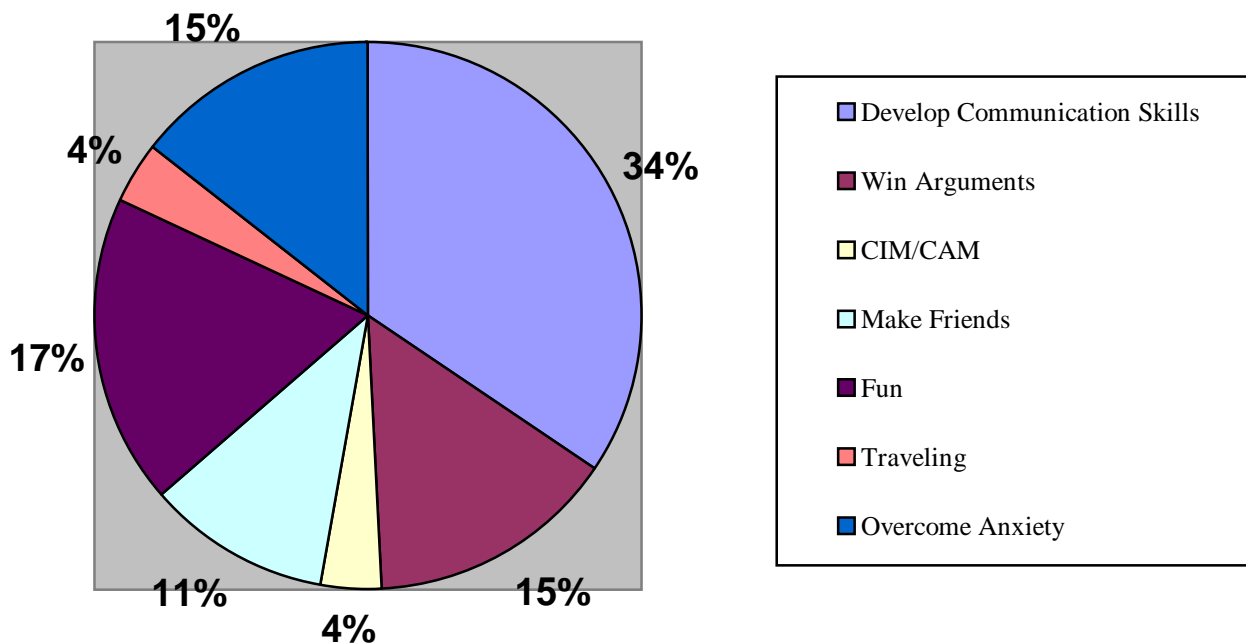
Since joining the team, what have you found to be the biggest benefit? The most negative aspect? Please be truthful.

Figure 1 - Why did you join the speech and debate team?



As you can see, the majority of the students joined because they want to increase their speaking and communication skills. There really is no better reason. These students tend to be more motivated than those who joined because their friends did or because it sounded like fun. In reality, most students are motivated once they have competed in their first tournament.

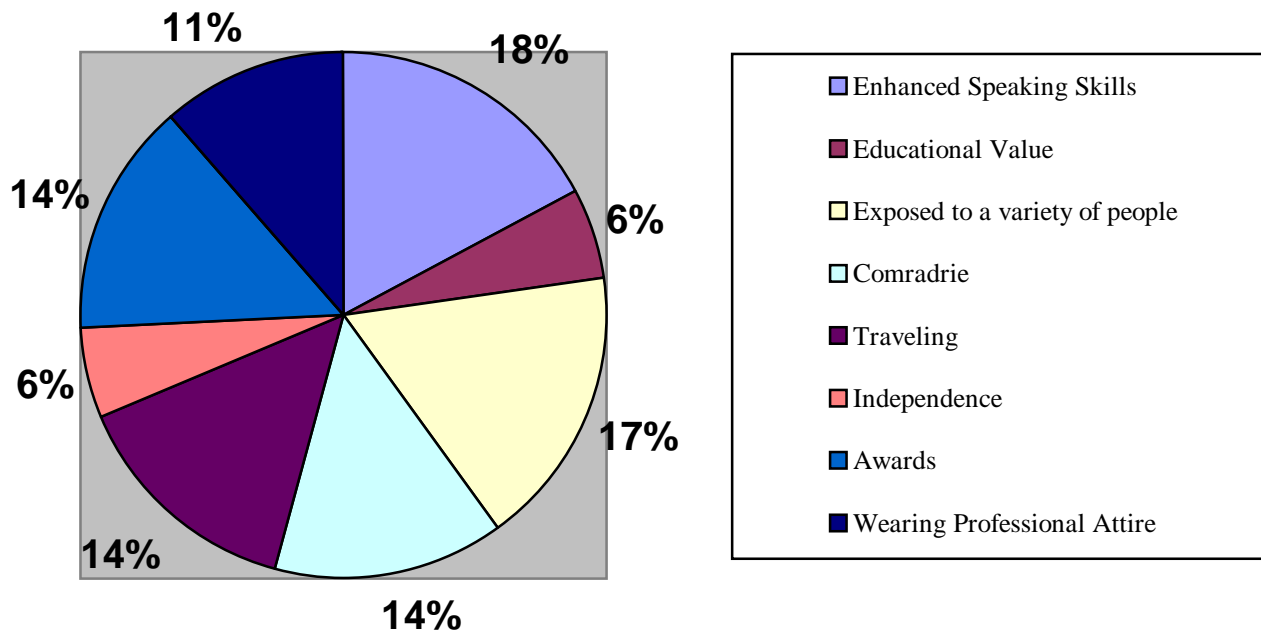
Figure 2 - What do you hope to gain from this experience?



Although this is another form of question one, students still responded in the same manner. They want to develop communication skills, and they will. Second place belongs to the “I hope to have fun” crowd. Students hear speech and debate members talk about how fun traveling and tournaments are. Overcoming anxiety about public speaking ranked as the third goal for new students. After that first tournament, kids will have a completely new view on the fear of public speaking. They almost all get over it automatically. It may take some time dissuading the fears of a few, but other team members are usually very helpful with pep talks and advice. We were all beginners at one time.

For returning members:

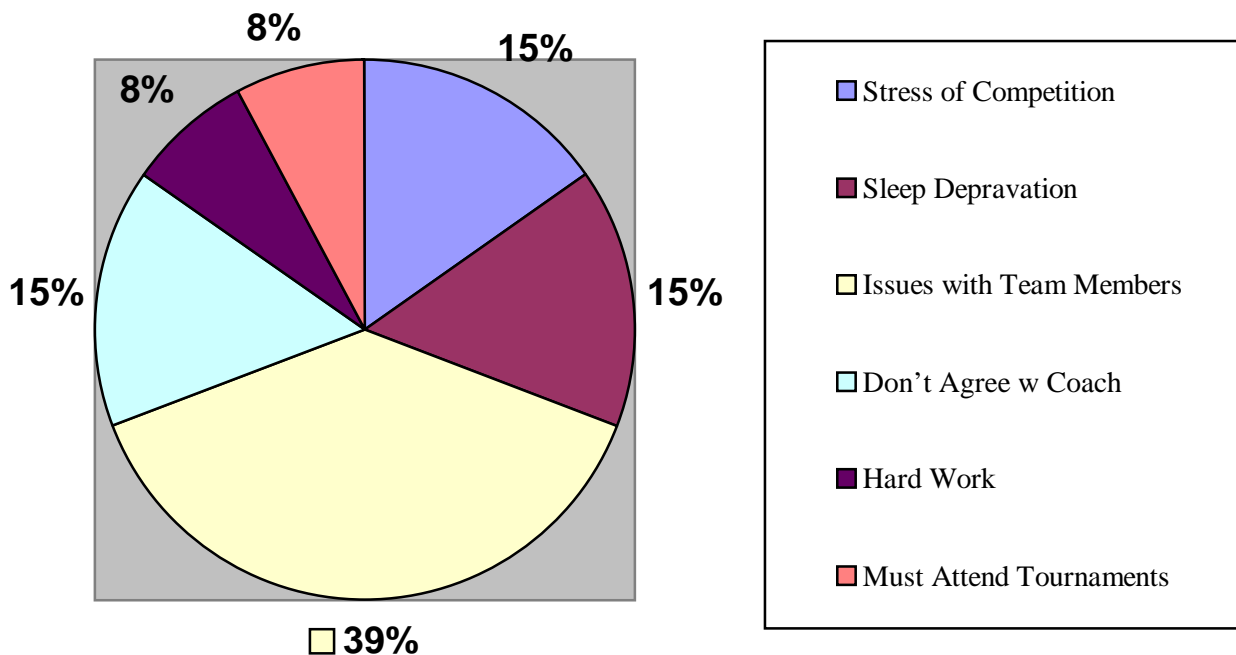
Figure 3 – What were the biggest benefits of joining the team?



The benefits are almost equal. Educational value and independence weren't big on the students' lists. But, Number one benefit was enhanced speaking skills. A very close second was being exposed to a variety of people. Traveling, awards, and camaraderie were tied for third. And, ranking fourth is the opportunity to wear professional, business attire. One might make the mistake of assuming this answer came from the girls, but that isn't true. The young men like very much to strut their stuff and dress like lawyers and professionals.

For returning members:

Figure 4 – What were the most negative aspects you experienced?



No surprise here. The most negative aspect of being part of the team is having to get along with everyone, even that guy that picks his nose. I am very aware of how students treat each other. I will not allow meanness or ostracization. I am sure that everyone has someone to feel welcomed by. I will ask certain members to watch over those who may have a more difficult time fitting in or making friends. This way, no one is left alone at tournaments. Second place goes to sleep deprivation (referring to tournaments – all too true), the stress of competition, and not agreeing with the coach or

the coaching style. Good reasons. So now you have an idea of why kids join the team and what they'll be complaining about, let's move on to the parents.

Parents

Parents can be so valuable to a successful program. They can help with judging responsibilities, therefore saving money on judging fees; they can help organize fund raisers; they can offer their homes for speech get-togethers; etc. Many students, as they are teenagers, will not be gung-ho about asking their parents to help out or be part of the forensic experience. Some will readily volunteer their parents. I would suggest mailing newsletters home – to the parents. A beginning of the year newsletter can cover many points of information and help the parents feel involved. A newsletter may contain – but is not limited to – the following:

1. An explanation of forensics and the speech and debate team
2. An explanation of how the students will be graded and what the expectations for team members are
3. A list of benefits that speechies will enjoy
4. Meet the coaches – include pictures and vitae
5. A list of tournaments the team is planning on attending for the year
6. A request for parental volunteers to help in any way imaginable
7. Explain the costs for students and their families (and that if they can't afford to buy supplies or pay for tournaments there are other options – see the coach privately)
8. Pictures and names of team members and events they will be competing in
9. Contact information – offer yours and ask for theirs (although the students

will be required to provide this)

10. A list of resources for debaters or interp pieces
11. A vocabulary list of common terms their students may be using
12. Tournament results
13. Speechie of the month
14. Articles written by students

Community Volunteers

There a great number of ex-debaters and ex-forensic students out in the world and probably in your community. Many lawyers and business men and women have forensic experience. A coach can't have too many volunteers, whether they are helping judge at tournaments, helping raise money, or coming to listen to students and give feedback.

Your school probably has a protocol that visitors or volunteers must follow, so check with the appropriate secretary before allowing community members to come into your classroom. Students may find volunteers they would like the team to utilize. I recommend interviewing anyone before turning your competitors loose with them.

My first year as a coach, the team constructed a letter that we mailed out to every lawyer's office in town. We suggested that it was very likely many members of the office had participated in speech and debate themselves. Some background was given on our team and our budget restraints. The team politely requested financial help so they could travel to more tournaments so they could utilize their skills more often in a

competitive arena. We included a tax deduction form from the district (check with the school's head secretary). The postage cost the team about \$80.00, but we did receive donations that totaled approximately \$800.00. This (begging for money) may seem tacky, and it is, but a coach and team do what they have to do to keep their program alive. No matter how you get the community and parents involved, thank you notes are a must. A team captain can be in charge of this and be sure to have all team members sign their names. To save on postage, volunteers can deliver the thank you notes directly to the source.

Chapter Two

Welcome to the Team

Checklist:

- A vocabulary list is provided for new competitors _____
- A syllabus is prepared for the student competitors _____
- Students have a file folder _____
- A grading system is in place _____
- Student and team goals have been recorded _____

Speech and Debate Jargon

The vocabulary that accompanies a Forensic program is extensive. Much like any job or specialized area of interest, there are technical terms, slang, and unfamiliar words that will be very confusing to the outsider. And, this confusion can be a source of embarrassment, especially to new competitors. A goal of forensics participation is to ease anxiety. Providing your students with a list of common jargon will help to reduce the stress that a new competitor is going to feel. I use the following list as a handout the first week of class. It is important to recognize and explain to students that each event will have its own set of terms. The following list is in no way comprehensive, but it is a solid foundation from which students can build upon. With experience and help from seasoned competitors, students new to the program will be experts in no time.

Some Basic Terms and Definitions Every Speechie Should Know

General Speech and Debate Terms:

Ballot – The piece of paper on which judges write comments, rankings, and the decision of the round

Blocking – any movements made during a performance

(to) Break – to advance to the next round

(to) Cut – to take only selected sections from a piece. To cut to make time limits or to cut inappropriate material

Double Entered – entered in more than one event in a pattern

Ethics – rules or standards that govern conduct

Extemporaneous – speaking without the benefit of a prepared or memorized manuscript

Finals – an elimination round involving the top two teams in debate or usually the top six competitors in IE's

Forensics – Refers to competitive speech and debate and public speaking (not dead bodies!) Also abbreviated as “4n6”.

Introduction – The introduction to a piece, usually found in interp, extemp, etc. Intros are written by the competitors and are memorized or given extemporaneously.

Junior – a competitor in their first or second year of competition (used at tournaments)

Novice – a competitor in their first year of competition (used at tournaments) or a division in a tournament involving only first year competitors

Open – specifying that all levels of experience will be competing with each other in a tournament, a division

Pattern – events are divided into “Patterns” and run at different times, usually there are three patterns in a tournament Pattern A events, Pattern B events, and Debate.

Piece – the literature selection (title and author) you are performing in interpretation events: DI, HI, DUO, Prose, and Poetry

Round(s) – a complete debate or round of individual events

Senior – a seasoned and experienced competitor (used at tournaments)

Speechie – any competitor involved in forensics

Time Signals – Hand signals showing how much time you have left

Tourney – abbreviation for Tournament

Terms Specific to NFL:

National Forensic League (NFL) – non-partisan, not for profit educational honor society founded in 1925. Its purpose is to encourage and motivate high school students to participate in and become proficient in the forensic arts: debate, public speaking, and interpretation. A \$10.00 fee is required for lifetime membership. Each competitor is responsible for that fee once they have earned 25 points. The online address is www.nflonline.org. Your coach or captain will record your points as they earned (through tournament participation or any public speaking engagement). You may also view the standings of other schools and other competitors.

Degree – determined by how many NFL points you earn: 25=merit, 75=honor, 150=excellence, 250= Distinction, 500=special distinction, 750=superior distinction, 1000=Outstanding distinction. Each degree earned is acknowledged by a distinctive seal to be affixed to the membership certificate. This seal is automatically sent to the coach once a competitor has earned a new degree.

The Rostrum – the NFL’s magazine, published monthly during the school year. It includes teaching and learning articles, rule changes, tournament results, district standings, and general NFL news.

Insignia Jewels – These jewels are earned when a competitor acquires each new degree. Purchasing the keys and pins which display the “jewel” is optional. These are not provided free of charge. Many NFL members display pins on their clothing at tournaments. It is considered prestigious, by most, to wear one. It may also be used as an intimidation tactic.

Emerald – Honor degree – 75 points

Sapphire – degree of Excellence – 150 points

Ruby – degree of Distinction – 250 points

Double Ruby – degree of Special Distinction – 500 points

Triple Ruby – degree of Superior Distinction – 750 points

Quadruple Ruby – degree of Outstanding Distinction – 1000 points

Diamond – Coaches receive 1/10th the points earned by their students. A coach attaining 1500 points is awarded a diamond, a second diamond for 3000 points, a third for 6000 points and so on.

The NFL Key or Pin – silver for students, gold for instructors – jeweled to mark the degree you have attained. Purchase is optional.

Supps – Supplemental events offered at the NFL tournament

Basic Debate Terminology:

Ad hominem fallacy – attacking a person rather than the argument

Ad populum fallacy – claiming that something is true because of popular belief

Affirmative (Government) – arguing in favor of adopting the resolution

Burden of Proof – the affirmative’s responsibility to prove a need for adoption of a resolution or that the resolution is true

Constructive Speech – the first speech given by each debater (both teams) in a round, used to build a case

Contention – a debate case may be organized into contentions – claims made for or against the resolution – usually stated in one declarative sentence

Cost Benefit Analysis – analyzing the benefits of a policy versus the cost

Counterplan – the negative admits the present system should be changed and argues that the negative team’s proposal (plan) is better than what the affirmative has offered.

Criterion – standards, rules, or tests on which a decision or judgement is based, the basis for establishing or evaluating policy

Cross Examination – questioning period

Flowing or Flowsheet – note taking during a debate, accurately recording the principle arguments and rebuttals

Inherency – Isolating the cause of a problem. If it stems from the system or policy in question, then it is said to be inherent. The requirement to prove that the problem stems from the policy in question.

Judging Paradigms – the judge’s educational philosophy, the model or view that guides their decision - what they deem important in a round and what they do not want to see or hear

Lay Judges – judges who are unfamiliar with debate theory, your average Joe off the street

Leader of the Opposition – the first and last speaker for the Opposition team

Member of Government – The second speaker for the Government team (Affirmative)

Member of the Opposition - the second speaker for the Opposition team (Negative)

Negative – the side that defends the present system and argues against the resolution

Opposition – the side that must negate the resolution (negative)

Octa-Finals – Elimination rounds comprised of the top 16 debate teams

Prime Minister – the first and last speaker for the Government (Affirmative) team

Power Matching – teams with equal records debate each other

Rebuttal speech – rebuilds arguments after attacks, refutes arguments of the opposing team, and summarizes the debate

Refutation – directly attacking the opposing teams’ arguments

Resolution – the proposition or subject offered to debate

Semi Finals – Elimination rounds consisting of the top four teams

Spirit of the Resolution – refers to the reasonable interpretation and limits of the resolution

Status Quo – the current state of affairs, the present system

Topicality – the argument presented is pertinent to the resolution in spirit or literally, it is topical

Value – a concept, standard, or ideal that makes a judgment

Voting Issues – the key points in a debate that are crucial to the outcome, reasons why the judge should give the decision to a team

Weighing Mechanism – the standards by which a judge evaluates the success of the Government’s and Opposition’s cases, standards by which a decision is made (criteria)

Common Abbreviations:

ADS	After Dinner Speaking	LDV	Lincoln-Douglas Value
AFF	The affirmative team	LDP	Lincoln-Douglas Policy
CX	Cross Examination	NEG	Negative team in debate
DI	Dramatic Interpretation	NFL	National Forensic League
DUO	Dual Interpretation	OO	Original Oratory
HI	Humorous Interpretation	EXPOS	Expository Speaking
IE’s	Individual Events	VA’s	Visual Aids

Providing a Syllabus

Some districts may require that teachers provide a syllabus for each of their classes. Even if they don't, I recommend students be provided with one. Your syllabus may contain much of the same information as a beginning of the year newsletter, but at least you know the information is getting across. You have done your job. Important consequences may be part of your syllabus. If you must enforce a certain consequence for actions taken by a competitor, all the better if it is writing and the student was assigned to read it or it was read aloud in class. I require students to share my syllabus with their parents. If they turn in their syllabus with their signature and a parent signature, they have received their first grade in my class. I keep the signatures on file in case of a predicament. I want to be able to pull the signed syllabus out and say, "Johnny, you signed this, so I know you were aware of the consequences." Check with administration to make sure they will stand behind your consequences for inappropriate behavior.

It is important to make parents aware of what your program consists of. They need to know how their child will be graded and what the expectations for the class are. Especially because students are expected to be self-motivated and driven. The speech and debate classroom is unlike the typical classroom – pen and paper assignments are not regularly given and the students will be held accountable for their own progress. They have to be responsible for themselves and their gains. A teacher will not be hovering the

students making sure they are on task. The teacher is usually busy coaching.

Tournament participation should be stressed in your syllabus or program. Parents need to be aware of this. You will also need an insurance form (I created the one in the following syllabus) and your school probably requires an athletic eligibility form to be on file for each student. Carry the insurance forms with you to all tournaments or they have no purpose. Read them so you know if a student has allergies, a life threatening disease, etc. Carry any medication a student may need (check with the school for liability issues) and always have a first aid kit.

Following is an extensive syllabus. The team is required to read it out loud in class, round-robin style.

Competitive Speech and Debate Syllabus

Coach's Name

Room

[My email address](#)

School phone

Cell Phone

General Course Description

Competitive Speech and Debate begins with a basic overview of the events for competition, those that are individual and debate related. The aspects of logical reasoning and argumentation are studied as well as the basics of good communication. Students are to research and present arguments on current issues, learn case construction, refutation, and cross-examination techniques. They will also learn how to make and use visual aides, how to write an effective speech, and develop interpretation skills. These studies will lead to participation in tournaments around the state throughout the school year.

Tournament Participation

Competitive Speech class gives students the opportunity to travel to other schools around the state and participate in debate and individual tournament events. **Participation in tournaments is a requirement of this course.** Students may not miss a tournament unless a valid reason is presented and prearranged. Dances are not considered valid reasons for missing a tournament. If you have a conflict due to another sport, we will work something out. One letter grade will be deducted for each unexcused tournament absence.

This year we are also planning on hosting two of our own tournaments (at Summit): The first is December 4th, and the second is in April 2nd. Attendance at these tournaments will be required. If you have a conflict, please see Coach Moe.

Supplies and Costs

Each student is required to have a composition notebook to use as a journal, a timer, and professional clothing for tournaments (see below). Other supplies may be needed for specific events, such as binders, posters, etc. Due to the budget cuts this year each competitor will need to pay for a portion of their hotel and transportation costs for each tournament. Last year this ran about \$15 each tournament. Most hotels offer continental breakfasts, but students will need to bring money for additional food.

We want everybody to attend as many tournaments as possible, so if there are any problems with the financial aspects of traveling, please speak with Coach Moe privately and it will be arranged so that *all* students will be able to attend.

Tournament Dress Code

Part of competitive speech and debate is learning not only how to speak and communicate in the business world but how to present oneself in other respects such as dress. For this reason, during tournaments students are to wear appropriate business attire. Boys should wear nice slacks, collared shirts, ties, or suits. Girls may wear knee length (or longer) skirts, nice slacks, blouses, or power suits. Semi-formal footwear is required. **No** denim, sneakers, flip-flops, sweatshirts, hoods, or mini-skirts may be worn. **DO NOT** show your midriff – if you do, you will be asked to change. You should either wear comfortable footwear **or** bring tennis shoes to change into (or both) as we will be spending time walking around college campuses and the weather is not always pleasant.

In-Class Expectations

Students are expected to be self-motivated and driven. The Speech & Debate classroom is unlike a typical classroom – assignments are not regularly given and the students will be held accountable for their own progress. Depending on which events students choose to compete in, they will be assigned to an in-class group, led by a senior member of the team. These smaller groups will meet at least once a week, in addition to individual monthly meetings with the coach to track progress.

GPA Requirements

The Oregon State Athletics Association (OSAA) requires a 2.0 GPA (from the previous 9 week grading period) to compete in tournaments. If you do not have at least a 2.0 from the current grading period, you will not be allowed to join the team. If at any point your GPA drops below a 2.0, you will be barred from competing at tournaments until you bring your grades up.

In order to be considered as a Captain, you must have at least a 3.0 cumulative GPA, as well as an exceptional record as an outstanding member of the team for at least one year previous. Captains are to be decided upon by the coaches, outgoing captain(s), team members.

Assignments and Grading

- You will keep a journal in the form of a composition notebook. In this journal you will record your progress throughout the year. The work you do, problems

you encounter, your thoughts and feelings, ballot summaries, goals and progress towards them, and coaching sessions will all be contained in your journal.

- Each competitor will be required to have a minimum of three coaching sessions (for each event) before each tournament: one from the coach, one from a senior member, and one from another team member of your choice. During coaching sessions, comments and critiques will be written in your journal
- You are to write an evaluation of your performance after each tournament, for each event you competed in (in your journal). After you have received your ballots, you are to write a ballot summary (in your journal). These should be short - one-half to one page. Your journal will occasionally be collected. It is a requirement that you to bring it to class each day, or leave it in your file in the room.

You will be graded on tournament attendance and preparedness, journals, number of events you choose, coaching sessions, and general attitude. Your final grade will be determined in a conference with you, the head coach, and your mentor. Your file folder and journal will be perused and discussed.

Events

Each competitor must have at least TWO events prepared for each tournament. Competitors may only choose one debate event – no more than one is allowed at tournaments. One of your two events MUST be an NFL Event (both may be NFL events if you want). You may choose to prepare and compete in *more* than two events. This will help your grade as it will require more effort on your part. Following is a list of the individual and the debate events. Descriptions and examples will be given in class.

(It is important to note that many tournaments restrict the number of entries allowed for each school in a certain event. This means that there may be 10 students with expository speeches on the team, but only 5 will be allowed to compete at the tournament. Try-outs will be held if there are more competitors than spaces, but you may want to pick at least 3 events, so you will have more opportunities to compete.)

Individual Events:

After Dinner Speaking
 *Dual Interpretation (2 people)
 *Dramatic Interpretation
 Expository
 *Extemporaneous (US & Foreign)
 *Humorous Interpretation
 Impromptu
 *Oratory
 Poetry
 Prose

Debate Events:

Public (team)
 *Public Forum (team)
 *Lincoln-Douglas (1 person)
 *Cross Examination (team)

Radio

(A * indicates an NFL event – At least one of your events MUST be sponsored by NFL)

The Basic Rules

Hotel Rules:

- ◆ Hotel room curfew is 11:00 pm. No leaving your hotel room after 11:00 p.m. There will be random room checks.
- ◆ No boys in girls' rooms and vice versa.
- ◆ Once we are at the hotel, you are NOT to leave the premises unless it is pre-arranged with a coach.
- ◆ Know that there are others staying in the hotel. Please respect them: refrain from being overly noisy, especially running down the hall and letting doors slam against their jams.
- ◆ **There will be no smoking of any kind, drugs, alcohol, promiscuity, rudeness, or any other kind of illegal behavior! A person taking part in any of this conduct will have his/her parents called to come retrieve them and s/he will be removed from the team with a grade of No Pass (NP).**

Tournament Rules:

- ◆ When leaving the campus, you need to inform the coach and NEVER go anywhere without a teammate (use the buddy system).
- ◆ Skipping any of your rounds of competition at the tournament is not permitted and will have consequences. Go to your rounds!
- ◆ Other teams, coaches, and competitors, as well as the facilities, are to be treated with the utmost respect at all times.
- ◆ Our team will only demonstrate good behavior, politeness, and professionalism. No talking bad about other competitors, no matter how much they annoyed you during a round (at least not in front of ANYONE)!
- ◆ There will be **no smoking of any kind, drugs, alcohol, promiscuity, rudeness, or any other kind of illegal behavior!**
- ◆ ALL school rules are in effect at all times.
- ◆ You must attend all tournaments you are signed up for. If for some reason you cannot attend (family emergency, etc) you will be expected to call ASAP. Not doing so will result in the lowering of your grade and/or removal from the team.
- ◆ Parents need to be aware that there will be limited supervision at both the hotel and the tournament. It is always a possibility that there will be one coach to 60+ students. Students will be expected to act as mature, responsible adults. If for any reason it is thought that students cannot live up to these expectations, students will not be allowed to participate in away tournaments.

- ◆ If you are not on the bus EARLY or ON TIME, you will be left behind.

Tentative Tournament Schedule

Below is a tentative schedule of the tournaments we plan on attending this year. Tournament dates may change but students will receive plenty of notice of such changes. Detailed information will be sent home before each tournament.

<u>Possible Tournaments</u>	<u>Location</u>	<u>Date</u>
Mountain View Novice	Bend, OR (MVHS)	September 25
Willamette University Invitational	Salem, OR	October 22-23
Woodburn HS Indy/Sprague Debate	Woodburn, OR	November 13
Summit HS	Bend, OR (SHS)	December 4
Pacific University Invitational	Forest Grove, OR	January 7-8
Linfield College Invitational	McMinnville, OR	February 4-5
First Saints Invitational (MHCC)	Gresham OR	February 18-19
NFL National Qualifier	Ashland, OR (SOU)	March ?
IMC Districts (State Qualifier)	Bend, OR (SHS)	April 2
State Speech Tournament	McMinnville, OR	April 21-23

Depending on money and interest, we may attend more tournaments.

“A trophy can be thrown away. What is learned in a productive and positive environment will be used a life time”

– Larry Smith

In order for my child, _____, a minor, to take part in and receive the advantages of a program planned and sponsored by the Bend-La Pine Public School District, I am hereby giving permission to him/her to make any or all of the trips included in the planned speech program.

Insurance information:

Company - _____
Policy # - _____

Allergies / medical conditions:

First Aid: By signing below, authorization is given for the administration of first aid if and when it is necessary. I also authorize the Bend-La Pine School District and its employees to secure the services of a physician or hospital and to incur the expenses for necessary services in the event of an accident or illness. I will provide payment for all of these costs.

Signature of parent or legal guardian date

Printed name of parent or legal guardian

Address

home phone work phone cell phone

other emergency contact(s)

Please **share and sign** the course syllabus, behavior policy, parent permission, and insurance information with your parent or guardian.

Student signature: _____

Parent signature: _____

Grading System & File Folders

I require students to keep a journal in the form of a composition notebook. These can be purchased for under a dollar each and they are thin enough they can fit in a file folder. In this journal students will record their progress throughout the year. The work they do, problems they encounter, their thoughts and feelings, summaries of their ballots from each tournament, goals and progress towards them, and coaching session notes will all be contained in this journal.

Each competitor will be required to have a minimum of three coaching sessions (for each event) before each tournament: one from the coach, one from a senior member or mentor, and one from another team member or coach of their choice. During coaching sessions, comments and critiques will be written in the student's journal.

Competitors must write an evaluation of their performance after each tournament, for each event they competed in (in the journal). After they have received their ballots, they are to write a ballot summary (in the journal). These should be short - one-half to one page. The journal will occasionally be collected to make sure students are staying on track. It is a requirement that students to bring their journal to class each day, or leave it in their file in the room.

I have a large filing cabinet that is for speech and debate only. It contains a file folder for each competitor, alphabetized by last name. In these folders, competitors will keep their journals, any pieces they are performing (past and present), ballots separated by event and tournament, goal setting, and any other information that seems pertinent to their progress. We also keep files from competitors who have graduated. Other files

contain possible pieces for interpretation, research for debates or extemp, articles pertaining to specific events, tournament results, hotel reservations and cost from previous tournaments, transportation costs, fund raising ideas, receipts, etc. One drawer of the cabinet should be saved for this administrative information.

With a small team, assigning students a grade can be pretty uncomplicated. If they worked during class time, competed in tournaments, had a positive attitude, etc., then they earn an A (in my book). I have had students who have earned a D or a NP (no pass) because students did not work during class time, did not show up to scheduled tournaments, had a poor attitude, etc. I always contact parents before the grade reaches home so they aren't surprised and I can explain the reasoning for the grade.

With a larger team (60 students), I will grade them on tournament attendance and preparedness, journals, number of events they choose to prepare, attendance at coaching sessions, and general attitude. Their final grade will be determined in a conference with the head coach, their mentor, and the student. The student's file folder and journal will be perused and discussed, and a final grade will be decided on by all three people involved in the meeting. You may want to also invite the student's parents.

Setting Goals

At the beginning of the year, have students set individual and team goals. These goals and written progress towards them should be kept in the student's file folder. After each tournament or specified time period, goals should be revisited and progress towards them should be measured and recorded in the student's journal. Following are examples of team and individual goal setting sheets. I recommend completing the team sheet first so students can see an example. Give the new members some time to generate their goals

and allow them to discuss goal setting in their mentor groups.

Goal Setting Sheet for the Speech & Debate Team

- Step 1: Determine what we want to accomplish
 Step 2: Determine the action steps that will get us there
 Step 3: Establish a time frame to accomplish each step

Goals must be S.M.A.R.T. = *Specific *Measurable *Attainable * Realistic *Time Specific

Our goals to achieve in the next year are:
Steps we need to take to achieve these goals are:
a.
b.
c.
Our goals to achieve in this semester are:
Steps we need to take to achieve these goals are:
a.
b.
c.
Our goals to achieve by the first tournament are:
Steps we need to take to achieve these goals are:
a.
b.
c.
Our goals for the second tournament are:
Steps we need to take to achieve these goals are:
a.
b.

c.

Goal Setting Sheet for _____

- Step 1: Determine what you want to accomplish
 Step 2: Determine the action steps that will get you there
 Step 3: Establish a time frame to accomplish each step

Goals must be S.M.A.R.T. = *Specific *Measurable *Attainable * Realistic *Time Specific

My (long-range) goals to complete in the next year are:

Steps I need to take to achieve these (long-range) goals are:

- a.
b.
c.

My (mid-range) goals to complete in this semester are:

Steps I need to take to achieve these (mid-range) goals are:

- a.
b.
c.

My (immediate) goals to complete by the first tournament are:

Steps I need to take to achieve these (immediate) goals are:

- a.
b.
c.

My (short-range) goals for the second tournament are:

Steps I need to take to achieve these (short range) goals are:

- a.

b.

c.

Chapter Three The Beginning of the Year

Checklist:

The First Day of Class	_____
Hand Out and Recollect All Necessary Forms	_____
Compile a List of Competitors and Contacts	_____
Designate the Team Captain(s)	_____
Pay All Required Fees	_____
Request Transportation for the Year	_____
Book Hotels	_____
Money	_____

The First Day

Don't forget that public speaking is one of the biggest fears people have. Kids are scared away easily. So, take it slow in the first day. Have senior members talk about their experiences and the fun times. Pair students up with someone they don't know. Brainstorm questions that people generally want to know about other people. List them on the board. Have students interview each other. After they have completed the interviews, have students introduce their partner to the class. Require the class to say, "Hi (insert name)." This loosens the students up, helps students be able to recall names, and it feels a little like an AA meeting. "Hi, my name is Brenda, and I'm a speech geek."

Kids love it. Save the syllabus and paperwork for the second day of class.

The Necessary Forms

There is probably little commonality among schools regarding what paperwork is required to transport students and leave town with them. Check with the athletics secretary first. S/he will be your best resource for finding out which legal forms must be signed and turned in before a student is allowed to travel on school trips. First and foremost, you will need some sort of permission slip signed by the parents. You will need insurance information and a waiver that states you have parental/guardian permission to take a student to the hospital for care if the occasion were to arise. Having the correct forms, all of them, filled out and on file, will invoke insurance coverage, for both transportation and personal liability. Be sure to stay current if new members join the team. Do not allow students to travel with the team if they have not filled out and returned all the required paperwork.

My school requires that student competitors have their parents fill out an athletic eligibility form, an insurance form, and a permission slip for travel. Look to the last page of the course syllabus in chapter two for an example form that covers insurance information and permission for travel. Your school may already have a pre-made form. I created the one in my syllabus. If you create your own, run it by the principal. Take the permission slips and insurance forms with you to every tournament! It is likely that the athletic eligibility forms will stay on record with the athletics secretary. Check and double check.

Other forms you should check on are prearranged absence forms. Your school

may have a system in place for this. At our school, I provide the attendance secretaries with a list of competitors who will be excused from school to attend a tournament. This is provided a couple days before the tournament. Students are then required to take a pre-excused absence form around to all of their teachers. This form asks for the homework that will be missed and a teacher signature. It is possible a teacher will request that the student not be allowed to attend the tournament because of a test or depleting grade. You will have to decide how to deal with this when it arises. It is important to stress good grades and respect the decisions of your colleagues.

Students who do not have the required GPA may also be required to carry a grade report sheet to teachers on a weekly basis in order to stay eligible for competition. Check with your athletics secretary to see how the school deals with academic probation.

Compile a List of Competitors and Contacts

Have a team captain or responsible member of the team type up a list of competitors names (first and last) with the names of their parents or guardians, contact numbers for emergencies (cell, home, work), and if the parents are divorced, get numbers for both households. If students know that you can easily contact their parents when you are out of town, they are less likely to cross the boundaries of appropriateness. They will, so have a plan in tact with consequences in writing.

There will also be times when the bus is waiting at 5:00 a.m. to leave and two of your competitors aren't present. Having phone numbers to call them is helpful. However, you may have a rule in place that if they aren't on time, they are left behind. It is a good lesson to teach, and the grief their partner will give them will be great

punishment, not to mention whatever consequence you have in place for missing a tournament with an unexcused absence.

Designate the Team Captain(s)

Becoming a king or queen of delegation is an important part of your job. Your ability to delegate duties to others may be the key to your sanity. If you have assistant coaches, they are a great place to start. If not, the designation of responsible, hard-working team captains is your best bet. This year, the speech and debate team will have an IE captain and a debate captain. Captain status is important for many competitors. Especially those who are looking at improving their college resume. The team also purchases a captain patch for the captains that is worn on letterman jackets. As you will see from the following memo, the captain will have a very nice letter of recommendation from their coach because of all the duties and responsibilities bestowed upon them.

The required GPA of a 3.0 is in place because the team previously had a captain that rode the line on the GPA requirement too close each term. This was just too stressful. I never knew if she would be able to compete in upcoming tournaments and I did not feel it was appropriate role modeling. The requirement of being a team member for 1 year just assures me that the captain will have some semblance of what the program is about and the amount of energy it requires to be successful. It is also very helpful to have the captain(s) available as teacher aids during the coach's prep period. Most of the administrative duties can be taken care of during this block. It is very difficult, actually impossible, to do any administrative tasks during the speech and debate class. Coaching and advising will overflow a class period. This is the memo given to all members of the team regarding captain openings:

TO: Captain Candidates

RE: Captain Openings

Pre-requisites:

1. Cumulative GPA of 3.0 or higher
2. Member of the team for at least 1 year
3. Able to be involved in 2 blocks (.5 credit each)
 - a. At least one block in the Speech and Debate class (there are two being offered this year)
 - b. One block to perform required captain duties (this may be as a teacher aid or in the second block of speech and debate)

Duties and responsibilities may include, but are not limited to the following:

1. Offer encouragement, support, and constructive criticism to other team members
2. Write and send out monthly speech and debate newsletter
3. Compile necessary information for competitors
4. Deliver information to the competitors
5. Lead coaching sessions with novice competitors
6. Lead meetings with mentors
7. Make hotel reservations for tournaments
8. Head up fundraisers
9. Enter NFL points on-line
10. Organize ballots
11. File all paperwork
12. Before tournaments, check all competitors and their events
13. Double check registration forms for tournaments
14. Keep the coach organized and sane

15. Order awards and certificates at end of the year
16. Keep a clean record

Deciding on the Captain:

Captain candidates will prepare and present a speech at the beginning of the year in which strengths are summarized and the reasons why s/he would make a good captain are given. Speech team members and coaches will vote by ballot.

Pay All Required Fees

The beginning of each year requires paying NFL fees and possibly dues to your state organization. Oregon State has a \$25.00 fee per year if you would like to have voting privileges on issues that arise during the year and for speech educator of the year, etc. Renewal and first time fees for NFL are \$99.00 a year. There is a new member packet available on the NFL website that provides an application for affiliation. You will also need to collect and \$10.00 from each new member of the team for individual membership. This is a one time fee. Students cannot be NFL members until they have earned 25 points and paid their \$10.00 fee. The coach or captains can enter the names and points of new members as soon as the school fee of \$99.00 has been received by the NFL. However, accounts are not reactivated until the beginning of September and usually are deactivated by mid-July. If you do not enter all student points for the year by the mid-July cut-off, the competitors will not be able to claim those points.

Request Transportation for the Year

The school district you work for may have busses or vans available for tournament transportation. Even if they do, the team may not be able to afford them.

Check your budget. Find out how and what the team is charged for. In Oregon, the state offers a 70/30 split for transportation. That means that the team only pays for 30% of the transportation costs. If you use a school district bus driver, there is an additional charge for the driver's per diem and hotel room costs. Many times if you have a large enough block of rooms reserved, hotel will comp the driver's room. Always ask about this.

Check with your athletics secretary to find out how transportation requests are made. You may find that speech and debate ranks below sports teams such as football and basketball. For this reason, it is important to request transportation for all the tournaments you plan to attend at the beginning of the year. The first week! Our district has a form that asks for place of departure, destination, number of students, if storage is needed (yes, it is), pick up time and return time, etc. The principal has to sign the request and then they are sent to the transportation department or bus barn.

As I mentioned earlier, I found out the hard way that speech trips rank low on the totem pole. The team was actually bumped from a trip because a sports team needed the bus. It didn't matter that I had secured the transportation request months in advance. I asked a principal to intervene for me and he took the issue to an administrative meeting. I haven't had any issues with transportation since, but it is crucial that a coach double checks that a bus is still available and assigned to your event a couple days before an out of town tournament.

If your district has Suburbans or vans available for team usage, and you plan to drive, you probably are required to obtain a specialized license to legally transport students. In our district this is a type 10 license and training is free. A person is allowed to transport up to 8 students with a type 10 license. There is also a type 20 license that

allows a person to legally drive a small bus. I highly recommend that if your team can afford it, hire a bus driver. After being up all night, judging all day, and keeping an eye on all the competitors, the last thing you want to at 10:00 p.m. is get in the driver seat for four hours, especially in the winter. Leave the driving to the professionals. You'll be so much happier and relaxed.

If you don't have money for transportation, it will be the students' responsibility to transport themselves to a tournament. Check with your district about rules regarding students and parents driving to school sponsored events. Also, check with other schools in your area to see if you can share transportation costs. It is not uncommon for teams to attend the same tournaments and travel together.

Booking Hotels

Book hotels as far out as possible. It may be difficult to know how many rooms you'll need, but get a rough estimate together and reserve the rooms at least a month in advance. If you are traveling to a tournament that will host a great number of schools, the hotels closest to the campus and the least expensive will fill up much faster than one would expect. If you are close to your hotel, competitors can walk to their rounds and have a place to rest during the day before check out. If the hotel is not in walking distance, then all competitors will need to be packed and loaded for the earliest round, whether they are competing or not.

There are also a couple quandaries with the bus driver. Bus drivers in our district are only allowed to work eight hour days. If they have to drive the team around all day, and then drive home late at night (sometimes into the wee morning hours), they can

easily hit eight hours. I have received a chastising for this by the transportation department. It is imperative that the bus driver room has a late check out. This way, they can sleep during the day and not be counted as working. Usually, hotels are very accommodating.

When booking the hotel, ask if they offer school, team, or multiple room discounts. Check the room rates the team paid the year before (if applicable). If the rates were substantially lower, share this with the person whom you are making the reservation. The hotel may quote a lower price if the team left a good impression previously. It is possible for hotel managers to request that your team not make reservations with them ever again. Be careful. Remind students of hotel rules and the parent contact list before they depart the bus and enter a world of temptation. Another must for hotel bookings is that the hotel provides a continental breakfast. This saves the students the cost of breakfast.

Another money saving option is to house five kids to a room. Two double beds and a roll away (cot – usually available for \$10.00 or less) suits five girls just fine. Usually. Now, with boys, it is a different story. Some boys might not have homophobic issues, but mine do not like to sleep two to a bed. If this is the case, you can offer that the students pay for their own room so they have their own bed, or make sure they bring a sleeping bag and their Thermarest.

Always insist on non-smoking rooms. Your closet smokers are less likely to smoke. Don't be naive; all speechies are not prim and proper computer nerds. Very few are. It may be a good idea to have the hotel book rooms in different halls or on different floors for the boys, the girls, and the coaches. Everyone might enjoy a little more peace.

Money

With Budget cuts across the country, school programs are suffering. So, the first thing you want to do is find out what your coaching stipend or extra duty pay is (if you have one). Call human resources. The next item on your agenda should be to find out if the team has a budget. Start with the principal. S/he might want you to put a budget request together. If you haven't coached before, find another coach in your area that can help you map out a year of forensics and the possible costs. Below is an estimate of travel costs for two teams (the per diem and overtime charges are for the bus driver):

Example of Transportation Expenses

Estimated Travel Expenses for the speech team during the 2002/2003 school year. The costs are split between two teams.

School Bus expenses are calculated at .60 per mile, \$19.32 per travel hours (8-hour days), and per diem for lodging/food.

Willamette University Speech Tournament - October 25, 26
no school buses were available.
Classy Mac charge: \$1500 (charter bus)

Woodburn High School Tournament - November 9
446 miles = \$180
twenty hours (16 regular, 4 overtime) = \$425.04
per diem = \$84
TOTAL: \$689.04

Pacific University Tournament - January 10,11
400 miles = \$240
thirty hours, five overtime = \$647.22
per diem = \$156
TOTAL: \$1043.22

Linfield College Invitational - January 31, February 1
400 miles = \$240

thirty hours, five overtime = \$647.22
 per diem = \$156
 TOTAL: \$1043.22

NFL District Qualifier - for the national tournament - March 13, 14, 15 held in Eugene
 350 miles = \$210 thirty hours, five overtime = \$647.22 per diem = \$156
 TOTAL: \$1013.22

State Speech Tournament - April 24, 25, 26
 held at U of O
 254 miles = \$153
 thirty hours, five overtime = \$647.22
 per diem = \$156
 TOTAL: \$1013.22

TRANSPORTATION TOTAL (estimate): \$6301.92
 Each team's Portion: \$3150.96

Note - This travel budget does not include the national tournament and is for only 6 out of town tournaments.

Besides transportation, other areas in your budget request may include: lodging, tournament entry fees, per diem for coaches, and materials (books, interpretation pieces, training aids, videos, foam board for VA's, legal pads, pens, Black's Law dictionaries, and timers). In the case of a non-existent budget, students may be required to purchase all their own supplies. I collect a small fee from each student before tournaments that helps cover lodging expenses. And, unfortunately, a great deal of the team's time is spent fundraising.

In the past, the team has taken part in the following fundraising activities:

1. Selling Entertainment books (not recommended)
2. Selling Krispy Kreme Donuts
3. Free car wash (accepted donations)
4. Wrote letters to the law offices in our community requesting donations

5. Team members asked families and community members for donations – the student who brought in the most money won a donated TV set.
6. A parent of a team member purchased team jackets with his business logo displayed on them and the team charged itself \$25.00 per jacket (those who could not afford it were privately given a jacket at no cost)

The team made a presentation to the Parent Booster Club and we received some funds from them. Before the National tournament, the two competitors who qualified received donations from the Rotary club and the BEA (Bend Education Association). The BEA had money set aside for students who qualified to nationals in any activity. This was extremely helpful. The best advice I can give regarding fundraising is to delegate some of the responsibility to team members and hopefully some involved parents. It is too much to shoulder the responsibilities of fundraising alone. And, the money is for the kids, not the coach.

Students will need to purchase supplies and appropriate attire. The clothes they wear to tournaments should be professional in nature. Students will learn to walk the walk, talk the talk, and dress the part. It is inevitable. If students cannot afford to buy appropriate clothing, ask anyone you know for donations (jackets, ties, skirts, etc.) and shop the thrift stores. I had two boys buy matching jackets and pants at Goodwill. They wore them all year and were proud of their novelties. Do not let girls show any belly or wear miniskirts and high heels. It will be looked down upon by the judges and more than likely the competitors who do not dress appropriately will get comments on their ballots. This usually turns the students on to more business-like attire, but your team members are reflections of you. Do not let them dress like a bunch of slackers and strumpets.

Chapter Four

Preparing Events

Checklist:

Requiring Two Events	_____
Abbreviated Event Descriptions	_____
Event Guides & Examples	_____
Ballots – The Competitors Know What is Expected	_____

Requiring Two Events

I require students to prepare and compete in two events. One of their events must be an NFL sponsored event. The reasoning behind these two requirements is that students tend to become complacent and lazy if they only have one event to prepare and class time is wasted, causing the coach to do more babysitting than coaching. The NFL sponsored event is required because every student needs to have the chance to make it to nationals. If they don't have a national event prepared, they have no chance.

I also require all speech students to debate at least once, in a tournament. This tends to ease the fear of debating. If everyone has to do it, then it isn't so intimidating. Students who join speech and debate only want to debate or never debate. Those never

debate students need a little push. Many times they will become the best debaters. Have faith in your competitors and they will have faith in themselves.

Competitive Speech & Debate Abbreviated Event Descriptions **(Oregon and NFL rules)**

(*) indicates NFL event (at least one of your events MUST BE NFL)

After Dinner Speaking (ADS): 6 minutes, memorized, written by the competitor. An original speech designed to entertain. This speech is on one subject {last year's finalists at State included: "The (Sex) Talk", Older Siblings, Being Fat, Sports, and Language}. Humor must be in good taste (read: no racist/sexist jokes, potty humor, etc). The speech should not be a series of unrelated jokes, a skit or vaudeville performance, acted out or dependant upon impersonation, although character suggestions and use of dialect in telling jokes or stories is permissible.

(*Dramatic Interpretation (DI): 10 minutes, memorized, must be **published** (cannot be written by the competitor). This is a single person event in which the competitor performs a serious work for the audience. Monologues may be used, but pieces with more than one character usually final more often. Try to stay away from pieces about rape, as well as the holocaust, unless they are unique. These are WAY overdone, and you want to be original.

(*Dual Interpretation (DUO): 10 minutes, memorized, must be **published** (cannot be written by the competitors). This is a two person event. Materials may be humorous, dramatic, or a mixture of both. The competitors may not touch or look at each other, and **limited movement** is allowed. This means no running around, jumping around the room, kneeling, etc. Imagine you are (each) in a hula-hoop.

Expository (Expos): 8 minutes, memorized, written by the competitor. A speech designed to inform. You are required to have visual aides (at least 3, but no more than 8) that must supplement your speech. Past topics include Diamonds, The Seven Wonders of the World, Jellybeans, Castles, Monopoly, Palm Reading, etc.

(*Extemporaneous (US and Foreign): 7 minutes, impromptu, 30 minutes prep time. Limited notes are allowed for novice competitors, however, if you are competing in senior or open 'division', notes are not allowed. Topics are based on current events from the past 3 months. The competitor will have three topic options on which to present a speech. US Extemp will cover topics dealing with the US; Foreign will cover topics concerning anything outside the US. Newspapers, magazines, and other reliable news sources may be used during preparation, but contestants may not confer with any other

people. Competitors will compile a file of information to refer to during their 30 minute prep period.

(*Humorous Interpretation (HI): 10 minutes, memorized, must be **published** (cannot be written by the competitor). This is a single person event in which the competitor performs a humorous work for the audience. Monologues may be used, but pieces with more than one character usually final more often.

(*Oratory (OO): 10 minutes, memorized, written by the competitor. A speech designed to persuade. No visual aids are allowed. Past topics include Music, Male dancers, Veganism, Removing Christopher Columbus from History Books, etc. An original approach to the topic is likely to be more competitive. A copy of this speech and a bibliography must accompany the competitor to tournaments.

Poetry Reading: 8 minutes, read from a script with memorized introduction and transitions. Contestants read at least 3 poems **related to a central theme**. One of these poems may be your own. The poems must be at least 8 lines long, or a section of a longer poem. Each poem should be appropriately introduced (this part is memorized). Frequent references to the script must be made, but memorization of some passages may occur (this means: even if you have it memorized, pretend to be reading!) Limited gestures are permitted, but bear in mind you will be holding a small black binder in one hand.

Prose Reading: 8 minutes, read from a script with memorized introduction and transitions. Contestants read from a *single* source identified as prose (i.e. a book, short story, or essay). The piece should be appropriately introduced (this part is memorized). Frequent references to the script must be made, but memorization of some passages may occur (this means: even if you have it memorized, pretend to be reading!) Limited gestures are permitted, but bear in mind you will be holding a small black binder in one hand.

Radio Commentary: 5 minutes, read from a script, written by the competitor. This is an original news commentary dealing with events happening during the past year. This should be an analysis of the news, not simply a current events update. The contestant will read the speech with their back to the judge - they can't see your facial expressions, so projecting your voice and having impressive vocal inflection is very important. You may time yourself.

Impromptu: 5 minutes, unprepared. The competitor is given 30 seconds to choose his topic and begin speaking. These speeches should begin with a clear roadmap – tell the audience what you are going to talk about. Then, talk about it – usually you want to have 3 main “points”. Then finish your speech by reviewing what you have gone over (say what you’re *going* to say, say it, then say what you *said*).

Public Debate: 2 people, 15 minutes preparation time. Topics vary from round to round, but include both current events as well as philosophical topics. Only a dictionary is allowed during preparation – knowledge of current events is a must.

(*)Public Forum Debate: 2 people, topics change every 2 months. Teams prepare at least two cases (one *for* the resolution, one *against*) and are informed at the start of debate which side they will be arguing, so teams must be familiar with both cases.

(*) Lincoln Douglas Value Debate: One person, topics change every 2 months. Competitors prepare at least two cases (one *for* the resolution, one *against*) and are informed at the start of debate which side they will be arguing, so teams must be familiar with both cases. You may refer to – and sometimes *read* – your prepared case.

(*)Cross Examination Debate: 2 to 4 people on a team, only 2 debate at a time. The same topic is debated all year. Contestants must compile enormous amounts of information and cart them around in giant Tupperware containers. This event is only for the most hardcore dedicated debaters. Many competitors attend summer camp.

(*) Student Congress: Student Congress is a form of high school debate and a National Forensic League event. In Student Congress, high school students imitate the United States Congress by debating bills and resolutions. Students get together and discuss relevant bills and resolutions that are presented by the people in the congress. Competitors choose to debate on the affirmative or the negative. Many times, Student Congress tournaments are held separate from debate and IE tournaments. They typically last all day (broken into sessions and houses).

Note:

Published means that it is IN A BOOK – online doesn't count. For bigger tournaments (like State and Nationals) they will ask for the publisher, date published, etc. Make sure your piece has those (if it is an event that requires it).

Student and Coach Generated Event Guides and Examples:

1. Extemporaneous Speaking
2. Impromptu Speaking
3. Prose Reading
4. Poetry Reading
5. Humorous Interpretation
6. Dramatic Interpretation
7. DUO Interpretation
8. Radio
9. ADS
10. Original Oratory
11. Expository Speaking
12. Public Forum Debate
13. Oregon Public Debate (Parliamentary)
14. Lincoln Douglas Debate
15. Cross Examination Debate
16. Student Congress

The following guides are one or two people's views on how to succeed or just get started on a new event. By no means should these be your only sources for event information. Check the actual rulebook and any other sources you can get your hands on! Because of copyright laws, example interp events will not be given.

Complete Idiot's Complete Guide to Extemporaneous Speaking

By Arran Forbes, Summit HS

Intro:

Welcome to the fabulously elitist world of extemporaneous speaking. Once you have embarked on this grueling and awesome path, you will find that people look at you differently. When you tell people at tournaments that you are an extemper, you can expect long sideways glances as they wonder what compelled you to do something as insane as extemp. Yes, extemp is insane, and yes, one must be slightly adrift of mind to choose this event. But one will discover that extemporaneous speaking is the wonder of all joys.

But you must know what's coming...

The Ingredients:

- ◆ Several pencils and/or pens
- ◆ Legal Pad
- ◆ Stopwatch
- ◆ TUB

The Tub:

This is the extemper's first tool to success. You want a fairly large plastic tub with solid handles. You will be carrying this tub around tournaments and sleeping with it on buses, so make sure it's portable and eye pleasing. Most extempers will decorate their tubs with snide political sayings or pictures. This is totally optional. You can find the tub at any office supply store. If it doesn't have ridges along the edge for hanging file folders, make sure you buy a wire frame separately. Next, get hanging file folders—a lot of them. They must have tabs on top for you to write the topic of the material inside. Organization is elemental.

Organizing The Tub:

Being able to find files in a short amount of time is very important during prep. You should have several dozen hanging file folders. How you label them is up to you. Some suggestions:

Foreign:

Each folder should be for a different region in the world. The major countries where a lot of events are taking place should have an individual folder. (i.e. Britain, Russia, Iraq). Otherwise, the folders can be by where they are on the map (i.e. South

Africa, Indochina). A lot of times there will be crossovers where the same current event applies to two or more unrelated areas. When this happens, put a card in the file directing you to the article. This will make your life much easier.

Domestic:

Separating by region doesn't do you a lot of good here. You must organize by the issue. Have a file for education, religion, sciences. Or if there are really bug issues, put them in individually (i.e. abortion, elections).

Research:

There is nothing more important than how well you know the world. The questions they ask all pertain to within three months, but don't throw anything out all year. You must constantly make references to what happened in the past in order to explain the present or future.

As a personal preference, the library is the bestest friend you could ever ask for. At Deschutes Public Library, they have four database computers upstairs. Access those and go to EBSCO (also accessible from Cascade Middle School Website). Here you can type in any subject, any date, any publication, and it will give you a thousand or more articles (hopefully). Print everything you can and shove it in the tub. It runs \$.05 a page, but if you make the font tiny, you can really milk it. Before you print, though, check the publication. Make sure it's a periodical that (at least) *sounds* trustworthy.

A side note of advice: never, *ever* use magazines like Time or Newsweek. These kinds of magazines use wire service only, so their articles usually aren't thorough, and judges don't like to hear their names. Really awesome magazines like: The Economist, The Week, The Nation, and Harpers are great for all kinds of research and are plausible sources.

Preparing for extemp is a year-round process. Always make sure you are current on all kinds of events. Never stop reading the newspaper or watching the news. The week before the tournament, however, set up camp at the library and read like a maniac. The week before is the most critical time, because that's typically when the questions are drawn.

Preparation:

The extemp pattern will go something like this:

Arrive in the room ½ hour before the pattern starts. The prep area is usually a large room with lots of tables set up. You might have to share a table with another team. In such an event, ask nicely if you can share. Some extempers are weird about sharing tables, so don't bother with them. There will be a lot of people milling about, bragging to one another, and setting up their tubs. Pick a spot and make yourself at home.

Somewhere on the wall, the speaker numbers will be posted. Usually you are put in a round with about six other people. This sheet of paper will also give the room number where you compete—write the number down!!!

If you are speaker number one, your topic will be posted immediately. For every speaker following, there is a ten minute staggering to make time for the judges. So if you are speaker two, you wait ten minutes for the topic. Speaker three waits 20 minutes...and

so on. It is possible you will be last speaker, in which you can have a wait of up to an hour for your topic. During this time, it's a good idea to read the magazines you have stored in the tub. It will take your mind off the competition, and give you a head start. There will be an official in the room to call out when each topic is posted and to make sure no one talks to each other. Typically, you can share tubs with your teammates, but never verbally communicate.

Topics are posted every ten minutes and are according to each speaker. Even if it's not your turn to speak, it's wise to look at the other topics that have been posted for the other speakers. This way you know what topics you won't get, and you can mentally check yourself to see if you would know them if you had them. Three topics are always posted, and you can choose which topic you think you can speak about the best. Don't choose a topic because it's the easiest—you can lose points this way. When the topic is posted, about twenty people will be cramming around the wall to see what it is. You have to wrestle your way through to get a good view. On a legal pad, copy down all three questions – WORD FOR WORD - and bring them back to your table. You have 30 minutes to prepare for the speech. You must have a stopwatch and keep track of your own time. **NO ONE ELSE WILL DO THIS FOR YOU!** If you lose track of time, you are, in so many words, screwed.

Once you've chosen your topic, pull out the entire file folder pertaining to that area and start digging around. Write on a loose piece of paper anything relevant you find and keep track of the sources. Spend about ten minutes on this. Then, on a clean piece of paper, start outlining your speech. Start with an introduction—it must hook the judge. State very clearly what topic you are covering so the judge can write it down. Be sure to roadmap: state your opinion, briefly hit each point you will cover, and tell them where you will wind up. Organization is crucial, and judges get pissed off if you don't have any. Plus, it can help you, too. For the body of the speech, separate it into three parts. For example, a lot of questions will be based on whether you think something is possible (i.e. can Russia come to terms with Checnyia?) For these speeches, a past, present and future approach works wonders. Tell why it's happening. Tell what is happening. Then tell what might happen. After this, conclude with something powerful and knowledgeable. Imagery in the speech is good, but fluff is not.

You **must cite at least three sources** within the speech. This includes the date and the publication. Some unethical competitors make these up, but a lot of judges can smell a rat. Citing sources is a key part of the speech.

Writing out the speech should take about ten minutes. Now you ought to have about ten minutes remaining on your stopwatch. Use this time to walk to the room where you compete. Sometimes the room is on the other side of the tournament and can take a while. As you walk, go over the speech in your head. Carry your written speech with you and try to memorize it.

Once you arrive at the room, make sure no one is competing before you enter. Be extremely courteous to the judges. Check to make sure they have your name down correctly, ask for time signals from three minutes down (highly suggested), and ask when you can begin.

If you are a novice, you may have your notes in your hand but keep looking at them to a minimum. Never ever read off them. If you're semi-experienced, place the notes on a nearby table, and if you absolutely **MUST** look at them, casually walk over as

you speak and glance. But if you are a veteran, positively no notes. Sorry. If you want to be competitive, no notes ever!

The Speech:

The speech itself is seven minutes long with a thirty-second grace period. Judges are always impressed when you hit the time on the mark, but you will not be penalized for being within the grace period. Do not fall short, and do not go over. But don't repeat yourself, either! Most of extemporaneous is entirely impromptu, you just have a vague notion of what to say. Be very structured and speak slowly. Seven minutes is a long time for a judge, and it's easy for them to get weary and start to drift off. If this happens, don't despair, keep talking and try to make the speech light. Maybe slightly humorous. But don't forget that most current events are serious issues, so make sure you give the topic the gravity it merits.

When you finish the speech, collect your things, thank the judges and walk out of room. Take a deep breath, because you are probably really tense. Then go back to the prep room and put your file folders away and straighten up. The officials really hate messes. You can leave your tub in the room between rounds, but don't forget it afterward!

Random Bits:

- ◆ If you want to watch another extemp speech, the orator cannot have been in the same round as you. When you do find one to watch, ask the judge permission first, then ask the competitor if spectators are allowed.
- ◆ If you final, the topics in the final round are never anymore difficult than any of the preceding topics.
- ◆ Topics are never repeated at the same tournament, though the same idea may be modified.
- ◆ Stand still for most of the speech, using only natural gestures and transitional walks - Pace ONLY when emphasizing a point, or moving to another contention. When standing, keep your arms at your sides.
- ◆ As with any event, the other competitors might try to psych you out, confuse you, intimidate you, or make you nervous. Ignore it. (And never be like that yourself.)
- ◆ Never ever be derogatory or offensive. No swearing, insults, tasteless jokes, or sarcasm.
- ◆ Don't use inflated vocabulary, but sound sophisticated.
- ◆ For the first time out, you might want to bring this with you to make sure everything is in check.
- ◆ Save your notes for future reference.

- ◆ Have fun with speech, explore the idea, test your theories, and entertain yourself and the judges.

In Conclusion...

(BTW, never end a speech with that line). Extemporaneous speaking is a really incredible event. It's a huge thrill and educational experience. You will impress everyone inside and outside of tournaments with your knowledge on current events. It's also a great gateway event to many debate forms.

It is difficult, tedious, grueling, and even frustrating at times. But whether you win or not, it is always rewarding (that I promise). You must understand, however, that this guide is entirely biased. Being a devout extemper myself, I believe the event is a godsend. It incorporates every part of life I love: politics, public speaking, adrenaline rushes, and using your imagination. You will know right away whether or not extemp is right for you. If it is, I wish you luck and poise. If it isn't right for you...well...less competition for me.

The Basic Extemporaneous Speaking Outline – An Example Speech
By Jan Pizzo, Assistant Coach, Summit HS

"That you may retain your self-respect, it is better to displease the people by doing what you know is right, than to temporarily please them by doing what you know is wrong."-- This quote by the Presbyterian minister [William J. H. Boetcker](#) applies to many of the dilemmas surrounding the capture of former Iraqi President Saddam Hussein. One particularly vexing question is:

Who Should Try Saddam Hussein?

I offer the following three areas of analysis in support of the position that the International Criminal Court should try Saddam Hussein.

- A. My first area of analysis covers why the US cannot try Saddam Hussein
- B. My second point will discuss the reason that Iraq cannot try Saddam Hussein.
- C. Finally, I will exam the reasons that the International Criminal Court represents the best organization to try Saddam Hussein.

First, let me explain why the United States cannot try Saddam Hussein.

According to the Dec 16, 2003 Internet edition of IPS:

Arthur NR Robinson, the former president of Trinidad and Tobago, says the United States or "the countries of the occupying forces" in Iraq should refrain from conducting any hearing of Saddam, which he suggested would be "another Nuremberg type trial".

At Nuremberg, the victorious allied forces tried and found guilty nearly two dozen high-ranking German prisoners, following the surrender of that country in the Second World War. But that process has sometimes been criticised as "victor's justice".

This point is especially important because if Saddam is tried by the United States, the Bush administration has indicated that such a trial would be in front of a US military tribunal where many of the traditional American judicial safeguards do not apply. Under such a scenario, the United States would create a further reduction in her international credibility, and possibly creating a martyr out of Saddam.

Despite the dislike of Saddam by many Iraqi's, a trial conducted solely by the United States could turn a majority of Iraqi citizens against the United States and create even more danger of American troops on the ground. Iraqi's would consider such a move in insult and retaliation is a real possibility.

Moving to my next area of analysis, let us evaluate why Iraq cannot try Hussein.

The Global Policy Forum states: **Human Rights groups and legal experts agree that the Iraqi people must have the right to try their own persecutors, but question the competence and impartiality of Iraq's judicial system.**

According to Helen Thomas, in an article published on December 19, 2003 in the Seattle Post-Intelligencer:

If the U.S. military government in Baghdad decides to run a show trial as part of a propaganda exercise, with hand-picked Iraqi jurists and a carefully written American script, we will have made a mockery of our own sense of justice.

Clearly, international perception of a trial in Iraq is equivalent to a trial run by the United States. Until Iraq is not only free of US control, but also has a judicial system capable of trying Saddam in a fair and impartial manner, the credibility of a trial in Iraq remains suspect.

For these reasons, as well as the analysis in my first area of observation concerning the inadvisability of the United States trying Saddam, the best solution, as explained in my final area of discussion, is for the International Criminal Court to prosecute the former Iraqi leader.

According to acclaimed journalist Walter Cronkite in a December 21, 2003 column reprinted in the Denver Post, "Taking Hussein to the International Criminal Court not only would signal a change in the tone of American foreign policy, it might begin to heal the wounds in our relationship with the U.N. Security Council and with its members. It might even persuade such powers as France and Germany to join in the effort to reconstruct Iraq, to help it become a free, independent and democratic nation. It might also begin to restore our badly damaged reputation within the community of nations."

Further exploring this analysis, we see that the International Criminal Court turns the disadvantages posed by either the United States or Iraq acting as the designated tribunal in this case. The credibility of the United States will not be questioned if we allow an international panel of expert jurists to conduct the trial. The Iraqi people will not feel steam rolled by an occupied force and will not retaliate. As for the advantages over a prosecution in Iraq, here, too, the United States will be at arms length. Additionally, the problem of locating fair and impartial jurists is also resolved. Furthermore, a major concern of the international community has been the possibility that either the United States or Iraq would impose the death penalty for Saddam—a sentence not available from the International Criminal Court.

As we have seen, through analysis of the inability of either the United States or Iraq to serve as an effective tribunal for the trial of Saddam Hussein, the best option is the International Criminal Court.

Again, we see that William Boetcker was right when he said:

"That you may retain your self-respect, it is better to displease the people by doing what you know is right, than to temporarily please them by doing what you know is wrong."

Impromptu Speaking

By John Torsey, Student Competitor and Coach Brenda Moe

Basic Outline: Some of the time your judge will make everyone wait outside the room during speeches, and half the time he or she will allow everyone in to watch (spectators and competitors who have already given their speech). If you are uncomfortable with people watching you have the right to ask the other competitors to leave (however, I do not recommend this). There are usually six competitors in a round. They will be ranked from 1 to 4 (4th, 5th, and 6th place all receive 4's).

Once your name is called you are given three topics (examples of topics follow). Once the topics are in your hand, you have 30 seconds to read them, choose one, and gather your thoughts. Truthfully there is no time for you to gather your thoughts because by the time you read the three topics and decide on one, it is time to speak; hence, the event title - impromptu speaking.

You are to speak for 5 minutes (or as close to 5 minutes as possible), and the judge will give you time signals from 4 minutes down. Once you have 30 seconds left, start wrapping up your speech and bring it to a lovely conclusion, trying to stop right at the five-minute mark.

Levels: **Novice:** Novice is the easiest level of competition. Your first tournament will be a novice tournament at Mountain View to get the hang of the event. As you become better you will move up from novice. Probably right away as becoming better is easier the tougher the competition.

Junior: The next step up from novice. Middle class. Not many tournaments have a junior division. Divisions are usually either Senior, Open (all divisions of competitors), or Novice.

Senior: The supreme division. It is the most competitive and very difficult to do well in.

Strategies: It is very difficult to do well in impromptu speaking. At the tournaments there are so many people in the event that the competition is fierce. There are a few basic things you need to do to stand a chance:

1. First, you must know yourself *and* your judge.
If you don't know much about current events, don't pick the topic about the war in Iraq. On the same note, if your judge

looks like a hippie, don't talk about Bush being the greatest president since Abraham Lincoln.

2. Second, you must use a road map.

Give the judge a catchy introduction that explains the topic you chose, tell them what you are going to talk about (points 1, 2, & 3 - usually a road map contains 3 main points), then explain your points in detail. At the end of the speech, restate your main points and clearly end with a catchy and coherent conclusion. Say "in conclusion" (or some phrase in that vein) at the end of your speech so there is no question of whether or not you are finished.

3. Third, you must be entertaining.

Because this event is so competitive, your speech must stand apart from the rest. Do this by being extremely entertaining, unique, organized, and confident.

4. Fourth, you must use appropriate gestures and transitional walks.

Do not fidget. Do not put your hands in your pocket. Use hand and face gestures that appear to be uncontrived – do not force them. Take a transitional step or walk between main points and ideas. Look natural.

When giving your speech, it is appropriate to speak about anything that relates to your topic, as long as you can return to the original word, quote, question, etc. Many competitors choose to road map with past, present, and future. Three main ideas or divisions seem to work best for a five-minute speech. If you choose a quote to speak about, you may choose to focus on the speaker of the quote. Take a topic and bend it – make it work for you and your judge. Every competitor will have three different topics to choose from. It may seem unfair if your topics don't call to you, but that is the luck of the draw. Deal with it and try not to complain.

Here are a few examples of what impromptu topics might be:

Impromptu – Round 1

Speaker One

Audacity

My duty is to obey orders. - Stonewall Jackson

Are we what we eat?

Speaker Two

Independence

The more things change, the more they remain the same. - Janvier 1849

Can we really protect ourselves from terror?

Speaker Three

Understanding

Anyone who hates children and dogs can't be all bad. - W.C. Fields

Should the media take more steps to halt the exploitation of sex and violence?

Speaker Four

Wisdom

Life is painting a picture, not doing a sum. - Oliver Wendell Holmes

Who should speak for patients who cannot speak for themselves?

Speaker Five

Triumph

Conscience is the inner voice that warns us somebody may be looking. - H.L. Mencken

Do paroled sex offenders have a right to keep their past secret?

Speaker Six

Tradition

Ignorance never settles a question. - Disraeli

Does patriotism mean unquestioning loyalty to the president?

The Complete Idiot's Guide to Prose

By Natalie Fetsch, Student Competitor

Prose, formally referred to as Prose Reading, is probably the most popular event in Speech and Debate. It is partially so popular because of the wide variety of pieces that are permitted. A **piece** can be humorous, dramatic, sarcastic, classic, inspiring, and everything in between and still be a winning prose. The only real requirements are the following:

- 8 minutes long with a 30 second **grace period**
- Memorized **introduction** to the piece
- Not memorized but read from a manuscript (other than intro.)
- Must be from published material
- More than 50% of the piece must be narration
- Piece cannot be used for more than one season by each competitor

When initially deciding to participate in prose the first thing you need is a piece. This is the most difficult part. It doesn't matter how hard you work or how talented you may or may not be, you can't go very far reading from the dictionary. But, there is some good news, there are great pieces out there, they just have to be found. Being a good reader helps, think of any books you have read that were entertaining in some way. Look them over carefully to see if certain parts could be **cut** to meet the requirements. Can't think of anything? Go to the library, it may be a new venture for some, but you'd be amazed at what's there. First, look at collections of short stories, essays, best of's from great authors, and magazines such as Harper's Bazaar, The New Yorker, and The New Republic, which often publish short stories and essays. Looking through novels that you haven't read generally won't do you much good, it's hard to find what you need. The burdensome factor about a library visit is that it's often a shot in the dark because of the depth of literature. Skim through most of what you see. Carefully reading every book in the library, searching for the perfect piece is a waste of time. Asking your English teacher is another option. They are a wealth of knowledge, they know your taste in literature, and they are generally happy to help (if approached nicely). Still stuck? That's what your team is for, a senior member is also a wealth of knowledge and experience.

Once you have found a piece, it's time to cut. A warning to all those who are particularly connected to the literature they have chosen and love every line in its contents... this will be painful. The piece cannot be longer than 8:30 and no shorter than 7:30, but should be as close to eight as possible. Eight minutes is not a lot on paper, generally about 2 ½ - 3 pages typed (8 ½" by 11"), depending on how fast you read your piece. Also, take into consideration your introduction - about 30 seconds of your speech.

Cutting to about 7:30 is a good idea. Some of the books used can be hundreds of pages long. This is the dilemma of cutting. So much needs to go, but what? First and foremost, keep what needs to be there to allow the story you are telling the audience to make sense. Sometimes you can paraphrase what is going on in the story in your introduction and save time for only the good stuff. What is the 'good stuff'? Prose is meant to be entertaining, so anything that meets that requirement. Lines that are sure to get a laugh, a tear, or a jaw drop are great to mix things up. However, don't be vulgar or inappropriate (if unsure about a section or a line, ask the coach or a senior member). Some mild swearing can be used if in good taste and adds to the piece. But use your judgment, or your judge will. Judges are generally coaches from other schools, college students, and volunteers (commonly an elderly more conservative crowd and parents of competitors). While a college judge may find it funny when he hears f**k in a speech, an older judge is more likely to be offended and mark you down for it. Also, look for good dialogue, where different voices for the characters can be used to add interest. Look for places where a fun gesture is appropriate, if the character is throwing something, jumping, looking out a window, catching a cab, whatever movement you can find in the piece and bring to life for your audience. Make copies of the pages you will be selecting from and then mark out what you aren't going to use with a permanent marker. This way you can always make another copy and always black out more.

Once it is read aloud and it makes the time requirements, type the piece on a computer. This will make it look better, easier to read when it isn't covered in marker, and help you get to know the piece better. When typing up the piece, change the margins to about 4 1/2" wide, so that it will fit in the small binders you will need to use. Some people like to make the font a little larger than standard, try 14 or 16, to make it easier to read when glancing down quickly. Some italicize or somehow make dialogue stand out so you can see it coming and prepare yourself. Others put gestures, movements or places to pause, in parentheses where they need to remember to use them, just make sure you don't say these on accident. These are all preferences, try some of them out and find out what works best for you.

After the prose piece is found, cut, typed, and personalized for your needs it needs to be glued (rubber cement is best) to black construction paper. Then cut the paper to fit into a small (preferably black) binder and hole punch accordingly. The only thing left to do now is practice. Which is no small task. Use your team and practice in front of them, a family member or friend can give a fresh perspective too, and there is always the mirror (the hardest audience to please).

The Complete Idiot's Guide to Poetry

By Natalie Fetsch, Student Competitor

Poetry, formally referred to as Poetry Reading is a great event for those that love reading and writing poetry. However, even if you have never studied any poem, it can be a fun event. Poetry is an event that rewards creativity and new ways of presenting poems; most competitors in poetry sound very similar. Standing out in this event is key to winning. However, there are a few rules to know before you begin thinking outside of the box:

- 1 Speech must be 8 minutes long with a 30 second grace period
- 2 No less than three poems may be chosen, there is no limit
- 3 Poems chosen must be organized around a central theme
- 4 Each poem must be no less than 8 lines
- 5 Poems are not to be memorized, rather read from a manuscript
- 6 Transitions must be given between each poem
- 7 Transitions are to be memorized and written by the contestant

When first deciding to compete in poetry it is most important to first find a theme and poems that fit that theme or vice versa. This process often needs to be done at the same time because looking through books of poetry for anything that could fit any theme is tedious and also leads to poor poems in your speech. It is sometimes better to find poems that you have read in the past that you enjoyed and look for themes in those poems that could potentially be found in others and then go searching. A theme could be any number of things, such as: emotions, theories, ideas, a particular poet, an element in nature, movements, and music. However, try to stay away from themes that are grotesquely overused and that you are bound to see at many tournaments such as war or love and death. Once again, standing out and being creative is key in poetry reading.

When looking for poems, try collections first, rather than books of poems written entirely by the same author. Contestants are permitted to use poems which they have written themselves. Do not use more than one of you own poems in a speech. However, take heed in using your own poems, some judges look down on this practice even if it is excellently written and works with the theme. Once you find several poems that fit your theme, you may find that with transitions and an introduction (a conclusion is optional, you may end with a poem if you choose) that your speech is well over 8 minutes in length. Try to either cut entire poems, or if you are using longer poems you are allowed to use portions of the poem to meet the time requirements. Also, when selecting poems remember that in the transitions you will need to show an understanding of the poems,

connect them to the theme, and relate them to the audience. Do not choose poems that you don't completely understand. Feel free to get help from the coach, an English teacher, or a senior member and challenge yourself. But be prepared to competently discuss the poems. This is the most difficult part of this event and if done well can make a great impression on a judge.

The format for most poetry speeches looks like the following:

1. Introduction to the theme and the first poem to be read, including the author's name and the title
2. Read poem #1
3. Further connection to poem #1 and then move into the introduction of poem #2 with author and title and connection to theme.
4. Read poem #2
5. Further connection to poem #2 and then move into the introduction of poem # 3 with author and title and connection to theme.
6. Read poem #3.
7. Further connection to poem #3 and move into next poem if necessary.
8. Conclude with a brief summation of the theme and the poems or you may choose to end with the last poem.

Once you have your theme, your poems, your transitions and your introduction, it is time to type them all in the format shown above. Type them in a larger font than standard if this helps you to read easier during competition. Change the margins so that they are only 4 ½" wide; this way they will fit in the small binders (preferably black) you will later put them in. Some competitors may find it easier to add tips to yourself in parentheses throughout the speech, such as places to pause or put in a gesture, movement or transitional walk. Some like to use different fonts for the poems than the transitions to differentiate from the too, as the transitions should be memorized. These are all optional preferences, try some out and find out what works best for you.

After the speech is completely typed out, glue it (rubber cement is best) to black construction paper and then hole punch the black paper with your speech in it to fit into a small black binder. Now all that is left to do is practice. Practice when to vary your voice and when to use gestures to add interest to your speech. Transitional walks are also used in poetry reading in between each transition and poem. Use a timer to ensure that your time is as close to 8 minutes as possible, during competition you will not have the luxury of a timer in your hands. Practice with senior members, the coach, or family and friends. A mirror is always a good way to practice and see how you look while giving your speech.

Humorous Interpretation (HI)

By Sarah Horton, Student Competitor and Brenda Moe, Coach

The type of person fit for the Humorous Interp World:

This person should generally be ready to let loose. In short, you have to be willing to make an ass of yourself. You have to want to be center stage. The audience has to laugh and be entertained. Your piece must be humorous, at least to the majority of people and hopefully your judge.

Humorous Interpretation (HI) is an NFL sponsored event, so you can go to nationals. It is a 10 minute, memorized performance from a published piece of literature (it cannot be written by the competitor). This is a single person event in which the competitor performs a humorous work for the audience. Monologues may be used, but pieces with more than one character usually final more often.

How can a person choose a fitting piece? Pieces can be found anywhere: novels, short stories, monologues, plays, and the Internet (be careful with the Internet, it must be published in print). Choose a published work that you as the performer feel comfortable with and enjoy performing. You are probably going to give your speech one million times and end up hating it by the end of the year, so you should at least start off loving it. Pieces that include numerous characters are preferable. If you are an avid reader, make note of anything that makes you giggle or laugh out loud. If you aren't an avid reader, talk to friends or your English teacher or someone in a book club. Ask them about books or stories that made them laugh. Then, read them yourself. Don't try to cut a piece without reading it in its entirety; this is cheating, and you won't have the full flavor of the work, which will show once you are competing at the higher levels.

Cutting your piece:

Don't cut anything that is essential to the story. I recommend that you leave the funny parts and passages that you enjoy most. Make sure that your final piece flows together after you cut it. Cut it so it runs about 9 ½ minutes so you have room for an intro.

Intro:

Your intro should be around 30 seconds long. The title of the piece and the author must be introduced. An intro may also contain any background information the audience and judge will need to understand your performance, a brief summary of the piece, or stating what gives the piece merit. Why does it matter? Why should the audience listen to it? Does it have a moral? Etc. The intro is also memorized and must be written by the competitor.

Performance:

The performance is of course the key. HI allows for some movement and many different voices and characters. The space in which the performer has to move is about the size of a hoola hoop. If your HI has multiple characters, it is imperative that you give those characters different voices *and* stances so the audience can clearly distinguish between the characters. Body language is a deciding factor in HI. There should be movement and hand gestures.

Make sure that your piece is perfectly memorized. 10 minutes is a lot, but you can't concentrate on giving a great performance if you can't even remember your speech. **Be enthusiastic** about your performance and always **use energy**. The judges will be able to tell if you aren't enjoying your performance, so be as happy about it as humanly possible.

Dramatic Interpretation (DI) for Dummies

By Chris Coulson, Student Competitor

First and foremost I would like to welcome all of you new speechies into the competitive speech and debate world, I am sure you will all make great nerds. For all of you planning on competing in Dramatic or Serious Interpretation, this is a guide to help you avoid all of the mental stress and stupid mistakes I have made in my first year. DI is a very competitive event. Regardless of what you may think, it takes a lot of work to be good at it, so if you're not willing to work hard, I suggest you put this down right now and don't waste your time.

Section I: How to find a piece.

When looking for a piece my first suggestion is to read, read a lot. You need to find something that you're passionate about. It needs to be dramatic, scary, sad, but NOT funny. Don't just pick up a piece because someone says it is sad and will do well. If you don't like the piece yourself neither will anybody else. Be open to offers. Last year I was given piece. I competed all year with it and got nowhere until I came to realize it was not the DI for me. Instead I used it in prose and took second at state. Now that award was not in DI, but it very well could have been. The point of that comment is to get you future nerds to understand that sometimes success will fall into your lap - you just have to accept it. However, that only goes to a certain extent. Once again, don't be too accepting; read over the offered piece to see if you like it because that is the most important thing of all.

Section 2: Cutting a Piece.

Once you have found the piece you think want to use it's time to cut. I suggest finding a room to be alone in so that you will not feel embarrassed to go all out. Read the piece aloud and with some enthusiasm. Time the whole thing as you go with a stopwatch. If you mess up, don't worry. Stopping and getting enraged will only throw off your time which will in turn really anger you once you've cut the piece. When you have finished timing yourself, you will probably find the piece to be way too long for the allotted 10 minutes you are given at competitions. If your piece is actually just a little short, time it again, slowing down your reading. Recheck your time to see if it is closer.

Go through it with a highlighter from beginning to end and highlight all the parts you feel are most important and can't be cut. Then go back through with a red pen

and cross out all the parts that are absolutely unnecessary. Then retime it. You should be closer to the ten minute mark. Don't be surprised if you are still off with nothing left to cut, because chances are anybody else who has any knowledge of DI will find something to cut for you. Also don't be mad when you have to cut parts that you really like and don't want to cut, because it will happen. The cutting of your piece is a try and try again process, but you will eventually get it. Now it is time to memorize.

Section 3: Learning and practicing your piece.

Now that you have found and cut your piece it is time to learn how to perform it. Because DI is a memorized event, you must obviously memorize your piece. Read it over and over again, and when you're done, read it again. Then start to go over it without looking at the script (although I suggest still holding it until you have it perfectly memorized). Continue to go over it countless times, hopefully each time getting further than the last.. When you have learned your piece inside and out, it is time to practice performing it. When doing a DI you need to catch the mood of the piece, which is why I said earlier to find something you are passionate about.

Use different voice variations. Be loud at times and quiet at others. Use facial expressions in your piece. Use gestures; don't just stand up there stiff like a board and go over your piece in a boring monotonous voice. Intrigue the audience (which will be small don't worry) with body movements that seem real. Your gestures should be many but not big or fast or repetitive. It may distract the judge from what is important. You are not allowed to move around too much, try to stay within an imaginary hula-hoop placed around your feet.

Critiques will be made by the existing and new members of the team when you perform for us, be open and accept this criticism because it will come often and not everybody is nice about it, do not be offended by it, it is meant to help you.

Section 4: The rules.

Before competing you will need to know the rules. DI is a memorized interpretation. It is supposed to be dramatic. The time limit is ten minutes with a 30 second grace period, meaning that anything within 9 ½ minutes and 10 ½ minutes is all right, although it is better to be right around ten minutes, 15 seconds could cost you a tie-breaker and the win. The piece you choose must be from published material, not just something on the Internet. In each round you will be in a room with the judge or judges and all of your fellow competitors, usually 6 including yourself. The judge will take roll either by name or the code you are given at the beginning of the competition. Wherever you are on the roll sheet is where you will perform (if you are called 2nd then you perform 2nd). When it is your turn, move to the front of the room and begin when the judge is ready. After you are finished sit down and be quiet. Competitors will be docked for

talking during rounds. When the round is over thank the judges for their time and be nice to your competitors.

You will be judged in a few different areas:

1. Well prepared intro; choice of literature
2. Creation of appropriate mood
3. Variation of vocal expression
4. Bodily action; facial expression
5. Believability and consistency of characters

You will also be judged as to how well you present. The judge will rate you as a speaker by giving you speaker points on a predetermined scale based on the fluency of delivery mispronunciations, speed of delivery ~ is it too fast or not fast enough ~ and overall slip ups. Judges will also write comments on your ballot. These comments give you a good perspective of what the judge thought of your piece. A lot of times it will be constructive criticism. Sometimes you will not agree at all with a judge's critique and comments – get over it, it happens. It is good to read the comments. And you should also know that sometimes judges will rank you based on personal preference not how well you do. Play your part smooth and don't fret if you mess up. Try to engage the judge's attention, because if you win their attention, you win the round.

There isn't much else I can say about competing in DI except that it is a blast and hope all of you do really well. Oh yeah it will help you tremendously if you find and memorize your piece over the summer so that you may enter next season ready to kick some dramatic butt.

Dual Interpretation (AKA Duo) for Dummies

By Alex Boyd, Student Competitor

The Premise:

Two people *interpret* a play, book, or short story. (The key word here is interpret, this is not acting!) A good duo should make the audience forget that they are watching a competition and transport them to another place and time. If you can do this, you will do very well!

The Rules:

The two contestants may not look at each other, may not touch each other, and must stay inside the equivalent of two hula-hoops (placed next to each other).

The Piece:

The piece you decide to perform must be published (this means that you should be able to buy it in book form: online does NOT count! If you are unsure, contact the author). Literary merit is a plus: a piece by an established playwright will usually fare better in competition than one by an unknown author. Multiple character pieces (in which each competitor plays MORE than one character) also do better than pieces with only two characters. Pieces that are both funny and dramatic also do well.

Time Limits:

The time limit for Duo is 10 minutes, with a 30-second grace (this means that you may be anywhere from 9:30 to 10:30 – but shoot for 10 exactly, many judges will mark competitors down for going over 10 minutes). If two pieces are tied in a judge's mind, they may break the tie on time. For this reason you should try to be on time. It sucks to lose because you were 20 seconds too long.

Cutting:

You will need to cut every piece you ever do. It is extremely rare to find a piece that is exactly 10 minutes long. One of the benefits of cutting a piece is that if there are boring parts in the script, you can take them out. The downside is that you may end up losing some good parts too. If your piece has more than two characters, try to center around just a few. The official rules state that cutting may be for “continuity only” – so don't go jumping from the moon to undersea if you can help it (although when well done, it can be effective). Look for lines in which nothing much is said or characters are

repeating themselves. These are good cutting candidates.

If your piece is especially long (a full length play, etc.) read through it in its entirety. Mark passages you especially like and want to keep (and that work together). Cross out everything else. Re-type the lines that haven't been cut and cut again. Depending on the speed at which you will be performing the piece, between 1,000 and 3,000 words is ideal to shoot for. Once you think you are getting there, read through the piece (and time it!) to get an idea of how much more you need to cut.

A competitive duo piece is always changing. After each coaching session (and tournament), read over others' comments. If there is a part that everyone seems to hate, consider re-cutting the piece to exclude it. If there is a character that everyone seems to love, consider putting more of him/her into the performance.

Your Partner:

It is important to select your partner carefully. You may think you have found a perfect partner in your best friend, but beware! The one downside to Duo is that you must depend on a partner (who may or may not let you down). Things to consider when choosing a partner:

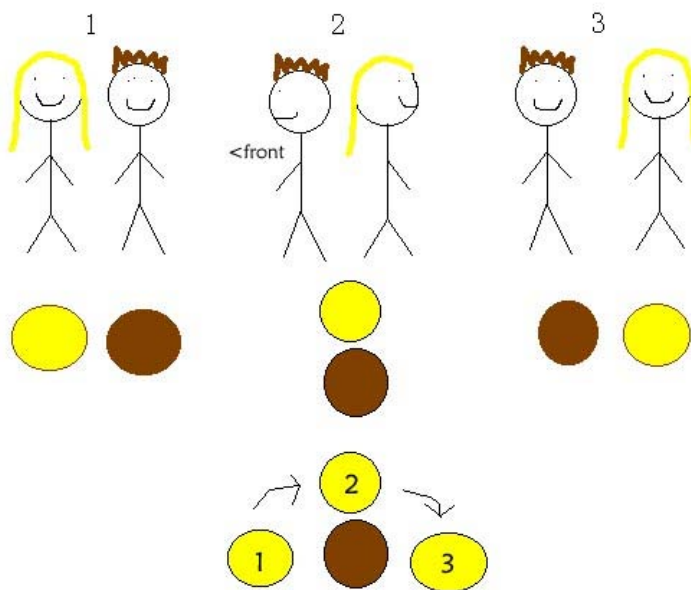
- Make sure that your schedules are similar: if you are both in Cross Country and plan on missing the same tournaments, that's good. It doesn't do anyone any good to have one-half of the duo at the tournament.
- Make sure your interest levels are about the same. If one of you is intent on making it to Nationals and the other couldn't give a rat's ass, it probably won't work out.
- Consider your strong (and weak) points. Try to compliment each other's talents.
- When choosing a piece, don't choose an all male cast if you are two girls. Gender crossing isn't unheard of – but keep it to a minimum.

Movement:

As stated above, you are limited to two hula-hoops worth of floor space. Use it wisely. If there is a point in the piece when only one character is speaking, the other should stand behind them, their backs together:

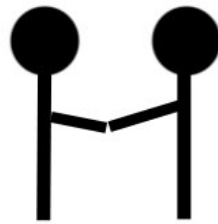


When one character (A) switches and the other (B) stays the same, (A) should flip to the other side of the (B):

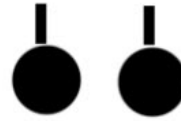


When both characters switch, they should both flip sides.

If you are supposed to be shaking hands, passing something between you or anything similar, you must pretend to be looking at each other without actually doing it:



a real hand shake
(side view)



a duo hand shake
(top view)

The Complete Idiot's Guide to Radio

By Natalie Fetsch, Student Competitor

Radio, sometimes referred to as Radio Commentary, is a popular event for those who are a little shy in front of people or who have a great voice. Just like those you hear on the real radio, your audience never sees the reporter. In competition, you sit in a desk or chair that is turned away from the judge and the audience, have your speech right in front of you to read from, and get to time yourself so you always know exactly where you are. Sounds good so far - right wallflowers? The following are the requirements for a radio speech:

- 5 minutes long with a 15 second **grace period**
- Originally written by the competitor
- Subject is any commentary on a current event
- No more than 75 quoted words (no plagiarism)
- Manuscript is read and not to be memorized
- A bibliography (not read during speech), with at least 2 sources

When first deciding to participate in radio you first need a topic so that a speech can be written. First of all, what kind of topics are used for radio? Anything that is interesting, not too controversial (abortion and capital punishment are basically the only no-no's), a topic that could believably be heard on talk radio today (such as NPR, National Public Radio, 91.3 FM in Bend), and can be entertaining to a wide variety of people. It also should be interesting to you, if you're not enthralled in what your talking about, your audience doesn't have a chance of paying attention. Some example topics include medical technology, social movements, popular fads, political changes, social issues, and everything that can be considered current and an issue people care about. If you can't think of anything you are interested in there are several good places to find ideas. Listen to NPR, National Public Radio on 91.3 FM. to hear the type of talk radio you will be performing. CNN, Fox News, or CNBC can be helpful resources. Also, try reading the newspaper or news magazines - look at editorials for examples of subjects

that aren't just current but currently cared about. Topics should not be so current that by the time you compete or at the end of the year they will be out of date, extremely detailed subjects that change daily are not what you're looking for.

Once the topic is decided and you have listened to NPR for examples of what you should sound like, the speech needs to be written. It is very important - no matter how tempting it may be - to not plagiarize or copy and paste from the Internet or any source. Especially in radio, judges will know what sounds like you and what sounds like something they saw on TV last month.

When writing the speech, introduce yourself like a real radio announcer, "Good morning this is (your name here) for KRWQ (invent your station call letters, it's fun if you make it go with your speech, for example if your speech is on ADD, KADD, or on Iraq, WIRQ) then you can introduce your topic and move into the analysis. Don't just summarize the topic, rather discuss it, analyzing either side of the issue. Radio is one of the shortest speeches, yet how it is written is very important. Not only is there a short period of time to delve into what generally is a complicated topic, but the speaker does not have the advantage of interacting with their audience through anything other than their own voice. The only tools a radio competitor has is the inflection of their voice, variation, and tone. This is why having a well-written speech is so important. Once the speech is finished, sign-off just like the introduction. For example, "Thanks for tuning in to KRWQ (invent your own call letters) radio, your number one station for news and sports coverage, this is (your name here) signing off." Put your own creative twist on both the closing and the introduction, you can have a lot of fun with radio adding humorous touches that will entertain your judge.

Because the competitor is allowed to have their own timer which makes it much easier to stay within the time constraints, you can be disqualified if the speech is not between 4:45 and 5:15. Many judges will not do so, but if you are not disqualified for not making time, you will at least be marked down considerably. Once the speech is finished it should be typed and glued (rubber cement is best) to black construction paper. For convenience, one may want to put instructions to himself in parentheses throughout the speech. For example, remembering to pause at certain places, change voice inflection, or pronounce a difficult word correctly. The only task left to do now is practice. Use a timer and get your time perfect, remembering that many people speed up in competition when they are nervous. Try recording your voice and listening to it. Hearing your own voice and how you actually sound can help you change minor subtleties in your presentation.

After Dinner Speech
By Brenda Moe, Coach

The steps:

1. Choose a topic – choose a topic that will embrace clever jokes as well as a serious theme or undertone.
2. Form a thesis statement – State your opinion about the topic in one well written sentence.
3. Create supporting points for your thesis – Why do you believe the way you do about the topic you have chosen? Generate more than enough ideas and choose your favorites.
4. Back up the supporting points of your thesis (#3) – use stories, quotes, analysis, etc. for each point.
5. Write an introduction – Use an attention getter, state your thesis, give the audience a reason to listen to your speech – why does it matter?
6. Write a conclusion – Tie your conclusion back to your introduction (give your speech a round format) – IMPORTANT – in your conclusion, you must elude to the serious undertone of your speech – at least in a quick statement. As a grand finale, raise your glass and toast to something witty that is related to your speech, example - A speech on TV watching raised a diamond encrusted remote, a speech on cross country running raised a muddy tennis shoe, ,etc. You don't always have to lift your glass . . .
7. Practice your speech and make sure you are making time – 6 minutes, memorized.
8. Include gestures, transitional walks, facial expressions, vocal variations, etc. In general – ENTERTAIN US!
9. Check out the following ADS by Arran Forbes. This was very competitive in 2003.

How To: Prepare, Write, and Present an ADS

Brought to you by: Arran Forbes

Preparation:

After Dinner Speaking is a sophisticated art form. When writing and giving an ADS, imagine standing at the head of a table lined with well dressed people nibbling at a decadent dessert after completing a three-course dinner. When you speak, you want them to laugh, but not spit their food everywhere. Similarly, you don't want them to choke or gag on bad or tasteless humor.

The speech itself is six minutes, with a 30-second grace period. It is completely MEMORIZED!

Writing:

The subjects for ADS' are essentially the same: the subject must be humorous, but with a serious undertone. For example, when I did my ADS two years ago, it was on flirting; the act of flirting is funny, but no one would ever procreate without it. Others I saw were about: tourists (annoying, but they keep the economy going), a girl's first car (a piece of junk, but valuable to transportation), fitness (tedious and all about image, but elemental to a healthy life), etc etc. It's really important to be ORIGINAL in your speeches. I once saw a round where two people had ADS' on speechies. Just imagine the embarrassment! So it ought to be funny but simultaneously serious.

The whole point of an ADS is to get people to laugh, but not in a Humorous-Interpretation kind of way. The humor isn't raunchy or full-blown. Rather, it's witty. But make sure the wit is obvious; you don't want people missing your jokes.

ADS is a completely original event, meaning you write all of it yourself. The benefit of reading from a previously written book is not provided. In addition to coming up with a topic and how to make people laugh about it, it must be well written. This means correct grammar and proper word choice. The speech must be ORGANIZED, but not predictable. It must FLOW.

Traditionally, all AD speeches end with "And so I raise my glass to _____" (insert topic) and say why. At this point, everyone watching raises an imaginary wine glass and makes a toast to your topic. Don't forget to insert this very valuable line; otherwise everyone will wonder if they missed it.

But above all else, when writing the speech, make certain there's a specific *voice*. Namely, your voice. Be yourself—people will know if you're faking.

Presentation:

ADS is a very entertaining event, so it usually draws a lot of spectators. Be prepared for audience members.

Be expressive, but not flamboyant. That means you should be enigmatic about your topic, but not the point where you jump and yell and wave your arms about (save that for HI).

Don't be discouraged if the judges don't laugh—it doesn't [always] mean you're doing badly. Sometimes they like to test you, or are just hard to crack a grin. Be steadfast, don't let up if you're getting a bad response. As the great Abe Lincoln said: "You can't please all the people all the time."

Finally...

I know I've made several horrific contradictions in this How-To guide. Like, be funny but be serious. Be energetic but not hyper. But witty but not subtle. But really, ADS is one of the greatest events around! It's very easy to get the hang of, and a ton of fun to participate in. When you're not competing, you just kick back and let other people amuse you! So please don't be totally disengaged by this manual, I don't mean for the event to sound harder or worse than it is, because like I said, it rocks.

Good luck to ye all!

An Example ADS - Flirting by Arran Forbes, Student Competitor

We all know it, or know of it. That feeling of oh my goodness would you look at that perfect person? If only they would notice me! That feeling knots up your stomach and wobbles your knees, yet we still act off of it. It's human instinct, it's the basis for civilization—it's flirting.

Many evolutionary anthropologists accredit flirting to life on Earth as we know it. Courtship is a basic animal instinct. Why else would peacocks have such extravagant tails, if not to attract a mate?

So if flirting is instinct, why oh why is it so hard to do?

The answer to that question is wrapped up in one 11-letter word: humiliation.

Have you ever walked up to a person to try to talk to them, only to on the way there trip over a coffee table, go careening through the air and land head first in a punch bowl? Yeah neither have I. But I have approached a person, hoping to flirt, and realize only once I am smiling like a fool that I have nothing to say.

But fear thee not! What you actually say accounts for only 7% of their overall view of you. So wipe that sweat off your brow—but do it gracefully now—because body language is what scores the points.

The most important part of any flirt is eye contact. Lock your eyes with theirs, give a sly smile, then look away. A few seconds later, reengage contact. Leave them hanging.

Using the eye contact flirt can be a launching pad into other non-verbal types. The more assertive, or even desperate person, might try a touch on the arm, flipping of the hair or brushing off an imaginary piece of lint from their on-goers shoulder. Of course the most obvious, and I do say OBVIOUS flirt, is the old “southern belle” technique. Try tripping

over something on the floor, landing innocently into their arms, exclaiming, “oh! you saved me!” and drive your eyes into theirs. I guarantee the damsel in distress routine will get you some attention, but you might, just might, come off as a little strange.

Flirting goes through a fascinating evolutionary process as a person gets older. The most primitive forms of flirting begin in elementary school with teasing and chasing around the playground until they fall, bleed and cry. However, thrusting a dead spider into some ones face is rarely effective, such is the I hate you slash I love you flirt.

Farther down the road is middle school. The name of the game here is air-headed giggling. And lots of it.

Once you’ve tossed your hair through junior high, high school approaches and involves a bit of everything. Namely physical contact and shy smiles.

The college era is a new world, not just because of dorms, but flirting as well. Courtship is centered more on locking eyes and dancing at a party, but also tends to dip a littler deeper into common interests as well.

And then there’s adulthood. And though a little of all mentioned earlier are included, a new, daring, direct and sometimes desperate flirt is introduced. The pick-up line. Pick-up lines can border extremes from sweet, to sickening to just plain cheesy. Such examples are “If I could rearrange the alphabet, I’d put U and I together.” “Excuse me, I think you dropped something...MY JAW!” Or if you want something of theirs in return: “I was so enchanted by you that I ran into the wall over there. So I’m going to need your name and phone number for insurance purposes.” But let us not forget the immortal words of Joey Tribiani from Friends “How YOU doin’?”

Then there is the king of flirting. His pick-up line is his first name and it works every time. Bond. James Bond.

How *does* he do it? Is it the strapping looks, or the sharp suit? Is it the wealth or the mystery? His wit? Or his accent? <drawl>

Granted, it’s probably a little bit of all these things, plus he’s just suave! And because we cannot all be like Mister Bond, we must rely on our own little skills and talents and hope that we can survive by showing them off.

However, the showing off flirt has its own risks. The tiny tiny circumstance under which **YOU CANNOT SCREW UP!!**

Trust me, if you try something that takes talent to show off and mess up even minutely, the shape of an L will forever be pinned to your forehead. But if you happen to have an IQ, use that to show off. Just don’t be boring while flaunting your knowledge!

So many risks! All of these flirts can go desperately wrong! Alas, there is a flirt that prevails. A flirt that is truly hard to mess-up. The flattery flirt. “My, you look grrrrreat today!” and/or “the way you step out of a car is mesmerizing”. The compliment can be

honest or full-of-it, but it helps if it's believable. But who knows, maybe that person really does look good today or truly has an excellent way of stepping out of a car. (...?)

Might I suggest to be conscious of the fine line between flirting and stalking. You don't want your affection to run in fright when they see you, nor think that you're desperate. Flirting is all about tagging a positive image to your name, and keeping it handy at the thought of a "relationship".

And so I raise my glass to flirting, one of the few activities that can raise your blood pressure and have you sweating profusely without a drop of exercise. So act off of it! Let me inspire you to talk to that person you've been meaning to. If your starved for conversation, tell them all about the speech that weird girl gave on what she thought was flirting! This will definitely get you, and me, a few laughs.

A Slacker's Guide to Original Oratory By Alex Mann, student competitor

Table of contents

- I. a general overview
- II. it's called original for a reason
- III. you have no life
- IV. compete to inspire
- V. final words



A general overview

“A superior oratory can compel you to slit your wrists.”

-Anonymous

This is not true for the people who hear the oratory; however, it is true for people who have to memorize, revise, memorize, write, learn, research, and memorize. As awesome as an oratory can sound, and as dead sexy as the orator is, there is tons of prep work involved.

The first step is getting an original topic that you feel passionate about. The next step is researching the topic. After that, start to write it. After that, you go through a massive revision process, and then you memorize. Normally the memorization process takes place two or three days before a tournament. This is not because it only takes that long, it is because that is when the revisions seem to be finished. Don't tell your coach if you aren't memorized. They'll freak out.

You should know this so that you don't make an idiot of yourself:

The oratory is 8-10 minutes long - shoot for nine, so that you can add or cut.

No more than 150 words should be quoted material

Always cite your sources verbally

No notes or promptings are allowed

A copy of the speech and the bibliography must accompany you to the tournaments

Don't choose political issues that are overdone unless you can inspire like no other

Don't be late to your round

Don't be a boring speaker

Don't soap box

Don't use clichés

Don't forget your speech

Don't disrespect your judges

Don't be too negative to yourself or others

Remember that the point of an oratory is to command the listeners' attention and persuade their way of thinking.

It's called original for a reason

Rule of thumb

Choose a topic that you think nobody else will have. There have been final rounds where three of the six peoples' topics were the patriot act. If you choose an overdone topic then not only will you be considered not cool because you are not original but you will be marked down for losing peoples' attention because everybody has heard about it.

Choose something that you feel passionate about and that you will feel passionate about for a long time. Don't tell about this one time that someone bumped into you and didn't say excuse me, because you will most likely feel less passionate about it a year later.

Credibility

Choose something in which you have **credibility**. If you are a guy, don't choose to speak about your inner goddess and why beauty products are only skin deep. If you are a girl, don't speak about why being a chauvinist isn't such a bad thing. Choose something that **you have been affected by, or something that you do**.

You have no life

The time spent on an oratory:

For an oratory, you should start cracking down on memorization at least two weeks before a competition - if you don't, you're screwed. Even if you can recite an oratory in front of a mirror it doesn't mean that you have it memorized for a competition. To really memorize an oratory means the words, the voice inflection, the blocking, and all. You have to be able to recite it in your sleep or on a drop of a dime or in front of your peers.

Some of the components of an oratory are blocking; when you start a new topic, you have a transitional walk. Use convincing words, subjects, and body language. Finally, make eye contact; this is crucial to convey your message to its full extent. Try these memorization techniques: reading your oratory over and over, recording your oratory, going to sleep listening to your oratory recording, or memorizing by paragraphs.

Compete to inspire

Importance of inspiration

This is important if you want to win or final, however be careful not to seem way too corny, or to soap box (lecture angrily). There are also successful oratories that include humor, however make sure that it includes pertinent facts. Keeping the judge's attention is one of the most important things that you can do. Mix up the word choice and sentence fluency, don't be afraid to shock people, if they remember you, you will place higher.

Final words of wisdom

Etiquette

Basically act as you would with a really hot date. Don't speak when others are speaking and don't make snide comments. Laugh at jokes, be polite, and don't be stupid. When you find your round, don't go into the room until the judge has shown up. If you have any nervous habits that might be distracting, try not to do them or try not to show them. If you feel the impulse to strangle someone for something that they said, don't strangle them, just sit politely.

Competing

When you compete, you must stay in your zone. There can be some really creepy looking speechies that will stop your train of thought, but you must concentrate. A tactic of good looking girls is to try to flirt with you in the middle of your speech and make you lose your concentration. Find your middle ground and stay there, if you memorize it enough then you won't need to think while performing.

“Don't get too stressed, there will always be someone worse than you.”

- Anonymous

CN has transcribed an Original Oratory written by Oklahoma competitor, Brady Henderson. It is provided as an example of a "typical" winning oration and incorporates many different types of language and content, from the very technical to more light-hearted.

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America on the Rocks: Shaken not Stirred (NFL Nationals Version)

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You thought you were safe, didn't you? You thought that I was merely another harmless orator giving a speech. Well you were wrong! The cut of my coat conceals my Walther PPK. The top button of my jacket, is actually a miniature camera. And in my pocket, my license to kill. Obviously, I'm not who I appear to be. My name is Bond, James Bond, the real one, not one of those imitators from the silver screen. Notice, the debonair and cosmopolitan appearance, fine clothing, and body the ladies find, irresistible.

You don't believe me do you? I guess you're noticing the big nose, bad hair, and eyebrows that give a visage like Sherwood Forest, or maybe it was just the fact that I'm not British. Well I guess I should stop pretending, I'm not James Bond, but I want to be. You see I've watched every Bond film ever made, I know the lines, I know the villains, and I know the ladies. You could say that I'm a 007 fanatic. This, in addition to giving me a good knowledge of Baccarat, has given me a unique perspective on life. I watch Goldfinger, and think, Bill Gates. “Q,” that's Lee Iacoca, and finally Dr. No, Jack

Kevorkian. And when I look at the world around me, I think of James Bond, because I see a generation being brought up obsessed with the ideals of Bond, the movie hero, and having lost touch with about everything else. So let's take a journey through the fantasy of 007, and compare it to our own reality. So hop into the Aston Martin, and fasten your seatbelts for our mission through the twists and turns of a society that has lost control.

Now in my long history as a fan, I have discovered that every Bond film, and Bond star, have but three critical and unwavering features. Namely, sex, violence, and suave sophistication.

First, let's talk about sex! I said that rather loudly, didn't I? It used to be that sex was a taboo subject, but thanks in part to Bond and his movie harem, sex and sex-appeal have become the greatest obsessions of our society, often overtaking far more important values. Just watch one episode of Baywatch and you'll find its probably not the intricate plots, enamoring storylines, or the poignant portrayals by the actors that make "Babewatch," as it is often called, the most popular television show in the world. When it comes to this obsession, both men and women play a part. Ever since Helen of Troy's face sailed a thousand ships, it seems men have proceeded to rate every women they meet in "Milli-Helens." The chief consequence of this obsession is born by women. In fact, contrary to popular belief, the number one wish of girls age 13 to 17 is not to be my girlfriend, it's just to be thinner. In the extreme, this can lead to anorexia or bulimia, or even augmenting one's body with silicon, sometimes with deadly consequences. All because young people view sex-appeal as being so critical. And perhaps their right. Instead of entering meaningful and long-lasting relationships, we go out every weekend, walk up to someone we've never seen before and say, "Nice shoes, wanna----"

Well you get the idea.

In fact have you ever wondered why we've had five James Bonds, a new one about every 3 films? My theory: they've been steadily dying of STD's. In the movies 007 gives us the example of the man who gets around, and we are becoming better and better at following it. Recently in my own High School, a popular student whom I have known for over 10 years was diagnosed with the AIDS virus. While this was shocking enough, far more horrifying was his charge last month for nineteen counts of involuntary manslaughter for the nineteen people to whom he has already given the fatal disease. And I don't even know nineteen girls' phone numbers.

Let us now leave the world of sex for the real "macho" feature of every James Bond film, the violence. For over 20 years, 007 has been blowing away the bad guys, not once reloading the gun. As a child, my friends and I would run through the neighborhood with our toy M-16's and AK-47's. We had fun with toy guns because that's what our heroes did, heroes like James Bond. Our games were like his movies; the good guys always won, and nobody ever really got hurt. Unfortunately that was not the case last March in Jonesboro, Arkansas, where 13 year old Mitchell Johnson and 11 year old Andrew

Golden armed up and opened fire on their own classmates. The whole nation was shocked, but passed it off as “an isolated incident.” Then two more angry students in Littleton, Colorado proved that it was far from isolated. In fact in the last four years alone, 165 students have been slain at school.

This juvenile violence, though, is not a new problem. In fact the lessons of Columbine, and Jonesboro, were taught two decades ago, when California teenager Brenda Spenser opened fire on her school yard from across the street, saying “I don’t like Mondays.” Unfortunately, the lessons taught, like those of Jonesboro, weren’t learned, with almost no action being taken to prevent such tragedies in the future, a future realized on April 20th of this year. The stories of Brenda Spenser and Jonesboro were shocking at first, but then passed from the headlines faster than a dry martini through James Bond’s lips. A whole society, shaken, but not stirred. Not stirred to action, or even stirred to care.

When it comes to victims of violence in our society, genuine caring is in short supply. Recently police officer Lisa Jobes recalled a short time spent with students at inner-city Los Angeles high school. The students were discussing the random and senseless murder of one of their classmates, who was shot to death the night before by a drive-by shooter, as she slept on the couch in her living room. In the course of the discussion one of the students rose and said, “The stupid girl deserved it; she was sleeping on her couch. Everyone in this neighborhood knows you’re supposed to sleep in your bathtub.”

Perhaps this student’s comment is indicative of America’s crisis. We have become so desensitized by what we see and hear that instead of facing problems, we ignore them, and live our lives instead in the warped belief that it’s all somehow normal.

This brings us to the last part of our James Bond journey, that of suave sophistication. This is perhaps the one feature of James Bond that we have not imitated, and ironically it’s the one we probably need to.

Indeed sophistication provides the best direct comparison of Bond and reality: 007 plays Blackjack in Monte Carlo, we play Lotto in gas stations. Bond might travel the world in search of the perfect champaign, we travel to Texas to buy cold 6-point beer. Bond’s villains use everything from high-tech lasers to killer viruses to stamp out human life, in America 13 people are killed each year by falling Coke machines. James Bond watches his enemies closely, while we watch Jerry Springer.

It is, in fact, TV Talk shows like Springer’s that have taken us from Moonraker to Muckraker, all giving us the same thing. Absolutely nothing. That is to say no content, no substance, and no reality. Indeed it is this ignorance of our society that has lead to the apathy of our society. After all, why should we worry about Sexually transmitted diseases or violence in our schools when both are tragically trivialized while stupidity is immortalized, and all For Your Eyes Only.

So do we smash our televisions to bits, a rip up our movie screens, of course not, because the answer to our problem comes amazingly enough from James Bond. You see there is one other feature of all eighteen Bond films, James always wins, always survives, despite impossible odds. He does so by having a firm grasp on reality, by facing problems, instead of ignoring them, and most of all, by never giving up. Fortunately, we don't have to endure the hardships James Bond does to save the world. We can do it more simply. Like young people realizing the danger of obsession, and taking a stand against it. Or parents talking to their kids about sex, drugs, and violence, before movie heroes and talk show fanatics become their only teachers. And most importantly, all of us realizing that life is not a movie, nor a game, and there are real problems to be faced in a very real world. When we do that, we'll see the one thing even James Bond could never experience, real joys, when we live life as aware individuals boundless in our possibilities, not as slaves in bondage to what we see on the screen.

And with that, we finally come to the happy ending, so let's roll credits.

The cast is only one, and I have no key grips, so let's get right to the disclaimer:

The people, places, and incidents portrayed in this speech, are real. Any similarities should be inferred. And any unauthorized duplication and advocacy of the ideas expressed in this speech will result in severe improvements in our families, schools, and nation.

Then there's always the final reassuring message at the very end of the reel, "James Bond will Return," because America must not continue to just be shaken, we must be stirred.

Expository Speaking

by: A.J. Evert

Note: please don't do this event, as it just creates more competition for me.

What is expository speaking?

- Expository speaking is an 8 minute speech with a 30 second grace period, meaning you have to fall somewhere in between 7:30 and 8:30 to do well. It is a memorized event, and if you have ANY notes people automatically ground you as a failure. Don't use them. Visual aids must be used to enhance your speech. While you speak, they are placed on a visual aid (VA) stand. You must have a stand to use during your speeches as well. Got it?

Why would I want to create an expository speech?

- There could be a number of reasons for this. 1: you suck at everything else. 2: you like carrying around large, heavy objects at tournaments. 3. You got tired of prose reading about rapists and the holocaust. 4. You like to anger me.
- If you fit into any of the above groups of people, you may just want to keep reading this packet.

Phase II: actually doing it

How would I go about creating an expository speech?

1. **Prepare yourself** for months of mental and physical aggravation, as you not only must prepare a really cool speech, but equally amusing visual aids to go along with it.

2. **Pick a topic** that you think other people would find interesting. However, if you find gardening or the flying tigers (don't ask) interesting, then pick something that would completely bore you because you're obviously as far from normal as one can get.

Things to stay away from:

- Diseases
- Board Games
- Food

These were all incredibly overdone topics this past year, and you wouldn't look as original as you could be. Also, historical events such as battles and D-Day (although important) are really, really boring to sit through. Don't forget, during each round you have 6-8 people competing against you, which totals up to be nearly an hour of talking. People get bored! Try to think of some quirky or offbeat information that not many people know about, because that's the stuff that most audiences enjoy listening to.

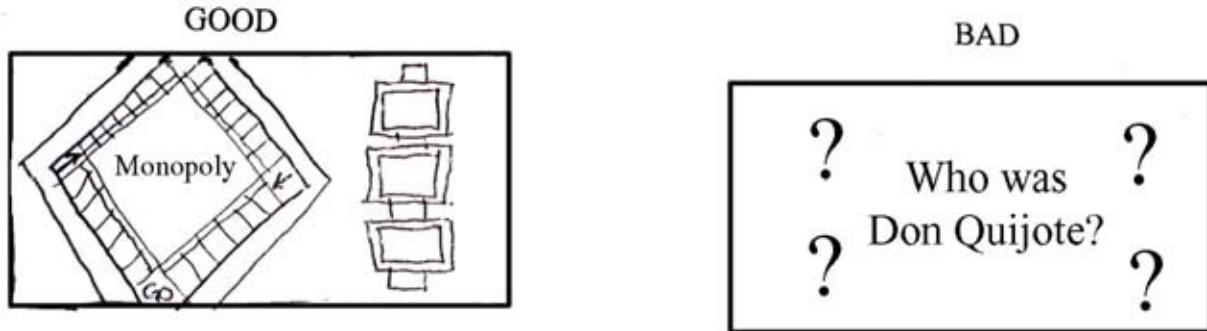


3. **Write a speech** about your topic 8 minutes in length. Typed out, this usually equals about 2-2 ½ pages of single-spaced, size 12 words. Yes, it's hard, so I advise you to give up now! If you don't feel like quitting yet, then make sure you do a few important things:

- Start with an interesting opening paragraph. Make the audience want to know more about what they're going to be listening to for the next 540 seconds. Remember: if they don't like it, you lose!
- Time transitions in your writing to match those of your VA's. Don't just flip a VA over in the middle of a paragraph about something that doesn't relate at all to your next topic.
- Make sure you use jokes or some other way of keeping your audience attentive.
- I could go on forever with this stuff, so I'll narrow it down to this: make it good so that you win. Nothing sucks worse than standing in front of a room full of people sounding like an idiot, while the girl that just did lyme disease with perfect VA's and precise transitional steps sits right in front of you, smiling. Write Well, and close with something cool.

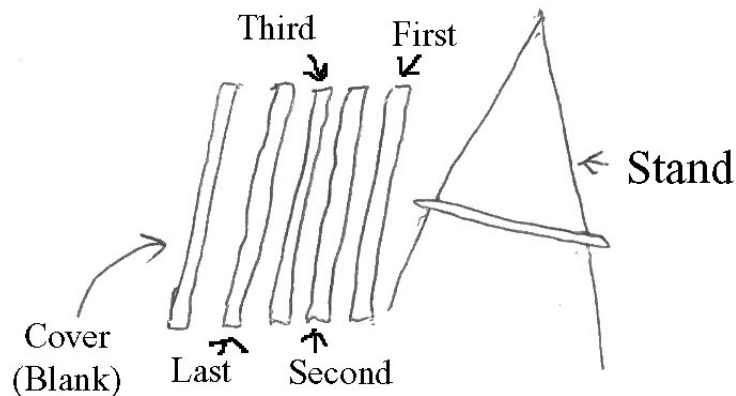
4. **Make VA's** that put all others to shame. To do well, you must have between 4-6 visual aids, with one blank board for the cover. Your boards must be those thick Styrofoam kind, because thin ones don't stand up correctly during your speech. Tips:

- Avoid lots of words. People don't want to read your speech.
- What words you do put on the boards need to be big enough to see from a distance.
- Back whatever you put on your board with construction paper or some other cool thing.
- Don't use tape: it doesn't stick. Hot glue works much better.
- Make them colorful and somewhat creative. Black and white VA's with Times New Roman font aren't going to look as good as colorful ones with creative writing styles.
- Make your title VA look awesome.



Phase III: actually actually doing it

1. Your Va's should be completed by the time school starts again, because there are only about two weeks until your first tournament. Memorize your speech, and practice giving it with your VA's. The worst thing someone can do with an expository speech, besides having bad VA's, a crappy topic, and laughing in the middle of your speech, is using note cards while presenting. IT IS TERRIBLE! DON'T DO IT! Memorize the thing! You signed up for speech and debate, it shouldn't kill you.
2. Practice maneuvering your VA's as you speak so that you know when the tournament comes you will be able to switch them around without looking like a fool. Don't fidget with your hands, instead, use them to point out significant stuff on your VA's. Your VA's should be lined up as following: Your blank board for your intro on top, and then all the rest of them in backwards order. You bring your VA's out from the back of the stack when you present, so they need to be in that order.



3. **Frighten your opponents.** Dress nicely, and don't try to talk to them before a round unless they talk to you first. Even then, make it brief. Conversing is a sign of weakness. Trust me on this one, it's always the gabby person who sucks the most. Appear calm and organized even if you have no idea what's going on. Don't fall asleep when other people are presenting. At the end of the round, thank your judges for their time. Expository speaking is one of the most stressing individual events, because your performance depends on so many factors. Why not intimidate others and make your time a little easier?

OR

a nice variation to frightening your opponents is acting like an idiot. They never suspect the underdog to win, and sometimes it's just the card you need to play to get out of a tight situation. Say you don't have your speech memorized, or one of your VA's was dropped in a puddle outside. Do anything to throw them off the track of how good you really are. There are more variables to a person winning than you could ever imagine, so try as hard as you can to sabotage the variables for everyone else.

If I still haven't managed to scare you off, just know that I tried really hard.

Public Forum

By Blake Layton, Student Competitor

For some, Public Forum is the easiest of all four of the debates. The four debates are public, public forum, Lincoln Douglas, and cross examination debate. Follow this guide and you will be on your way to becoming a master debater.

Public forum is viewed as a good event in which to start debating because it has aspects of all of the other debates within it. As a competitor in Public Forum you must understand all of these skills:

1. how to conduct research
2. how to take your research and form it into two cases
3. how to flip a coin before the debate and choose your side and speaker order
4. how Public forum is timed and executed
5. how to present your case
6. how to argue against the other case
7. how to flow your case (flow is a debate term which just means taking notes on what the other team says)
8. how to perform in the cross fire part of the debate (it is like cross fire on CNN)
9. how to convince the judges to vote for your case - if the judges vote for you, you win and that is most likely what you want

A bit more detail on the 9 rules of public forum

1. conducting research
This is generally done over the internet. www.google.com is a good website to start. But my favorite website is www.balancedpolitics.org this generally has all of the information you need on the topics. Our coach thinks it is a good idea to

have statistics and facts. But I believe all you need is to understand the topic and provide a catchy analogy at the end. Still, research needs to happen because without it you would not have a case and it would really be no different than public debate.

2. changing research into a case

This is the most difficult part for me and most people. I think. But, I always end up with way too much information, which I can not change into a case. A good way to get the information into a case is to highlight the important facts. Then I take these facts and see what they have in common. Then you do what is called forming contentions. These contentions are the foundation of a case. They are what you will be arguing either for or against. Anyway a case should look like this:

Resolution:

Definitions of terms:

Contentions

1.

2.

3.

Fill in the blanks.

3. The coin toss and choosing sides.

At the beginning of the debate you flip a coin, call either heads or tails. If you win you can choose if you want to be in favor or against the resolution. Or you can choose if you want your team to go first or second. Then the other team gets to fill in the blanks.

4. Timing and execution of public forum

there are two speakers per team so four speakers total.

But timing goes like this

Team A. First speaker = 4 minutes

Team B. First speaker = 4 minutes

Crossfire = 3 minutes (I will explain crossfire later)

Team A. second speaker = 4 minutes

Team B. second speaker = 4 minutes

Crossfire = 3 minutes

Team A. First speaker = 2 minutes

Team B. First speaker = 2 minutes

Grand Crossfire = 3 minutes (like crossfire just everyone has a chance to speak)

Team A. second speaker = 4 minutes

Team B. second speaker = 4 minutes

Note * There are 2 minutes of prep time per team in public forum debate

5. Presenting your case.

Once you have created your case, you are faced with the challenge of presenting it. This can be done by simply reading off what you have researched to the judge. However, it is much better to speak extemporaneously – know your topic and check notes. This is much better than just reading off a piece of paper. Presenting your case is relatively simple but it does take practice in public speaking skills.

6. Arguing

This is most important part of the debate because without arguing it would be impossible to win. The judges call it **clash**, which is just a fancy pants word for arguing against the other team's case. The only way to argue is to find contradictions in the other team's case. Another way to argue is to just point out the differences between the two cases and pointing out why your case is better, or that your opponents have failed to make their case - use facts and statistics to back up your arguments. This is again the experience part of debating.

7. Flowing

When you are debating in public forum you have two things with you. Your case files and a yellow legal pad. On this legal pad you write down what the other team said and what your partner said and what you are going to say. Flowing is a good way to make the debate stay on track and focused on the resolution. Every one has their own way to flow; it is a stylized part of debate. I cannot show you an example in this paper but if you want to know about flowing just ask the debate captain, experienced debaters, or your coach. They will show you how it is done.

8. Crossfire

This is a unique part of Public forum, it is where a competitor from each team gets up and they start arguing (nicely asking questions of each other, trying to point out how wrong each other are – watch out, good debaters will catch you here and turn it all around so you look idiotic) head to head. A few pointers for crossfire is to be nice, keep your answers short, and don't be afraid to say "I don't know."

9. Convincing your judges to vote for you & Winning

Stay on the resolution, don't go off on tangents. Speak clearly. And, be nice to the judges. Always make sure to say thank you at the beginning and end of the debate. Politeness and conciseness - as I like to say.

Topics (the resolutions) are announced on the NFL website and the Oregon High School Speech League (ohssl) website.

There is a very helpful Public Forum handbook available at no cost on the NFL website: nflonline.org.

Oregon Public Debate Handbook

*Borrowed and Adapted from Joel Clements, Mountain View Head Coach

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- The following guidelines are to be followed throughout the debate, in order. The proposition is arguing FOR the resolution and the opposition is arguing AGAINST the resolution. The debate follows this pattern:

Lead Proposition	7 minute presentation
First Opposition	8 minute presentation
Second Proposition	8 minute presentation
Second Opposition	8 minute presentation
First Opposition (2 nd speech)	4 minute presentation

Lead Proposition (2nd speech) 5 minute presentation

LEAD PROPOSITION - PRIME MINISTER

1st Speech of the Debate (7 minutes):

Purpose: To present the case for the Proposition. This speech should lay out the problem and the need for the resolution as well as lay a solid foundation of contentions to support it.

1. The **thanks**: “I’d like to begin by thanking everyone for being here, M. Speaker, my partner, and of course the opposition. We’re looking forward to a good debate.”
2. **Intro**, short attention-getter, alerting the audience to the problem, and reason for being here.
3. **Road map**: “I’d like to begin by explaining the resolution, and clarifying the terms, and then I will present our contentions in support of this resolution.”
4. **Definitions**
 - A. Read resolution
 - B. Define terms
 - C. Re-read resolution with definitions in place of original terms
5. **Explanation** of resolution
 - A. Give a framework of the problem
 - B. Explain that this resolution is the only reasonable course of action
6. **Contentions**

- A. state contention
 - B. Elaborate on Contention
 - C. Repeat
7. **Summary**
- A. Restate the problem in a sentence or two
 - B. Restate resolution with definitions in place.
 - C. Restate contentions with very short elaboration.
8. Urge a **vote** for the Proposition

FIRST OPPOSITION

(LEADER OF OPPOSITION)

2nd Speech of the Debate (8 minutes)

Purpose: accept or reject the Government's definitions; refute the government's case, then begin the Opposition's case.

- 1) **Thanks:** "I'd like to thank everyone for being here, M. speaker, my partner and the Government for presenting this resolution."
- 2) Acceptance or rejection of **definitions**.
 - a) If definitions are rejected, a defense as to why must be presented
 - b) New definitions introduced, if necessary, with justification
- 3) **Intro** – a short attention-getter, giving anecdotal evidence of the danger of the resolution.
- 4) **Road map:** "I will begin by explaining the Opposition's case, then I will be going over the Government's case point by point."
- 5) Opposition **Contentions**
 - a) State contention
 - b) Elaborate on Contention
 - c) Repeat
- 6) **Prop** Contentions
 - a) State contention
 - b) Explain what's wrong with it

- c) Repeat
- 7) **Summary** of Opposition's case
 - a) Give an overview of the weaknesses with Prop's case
 - b) State Opp contentions, with short elaboration
- 8) Urge a **Vote** for the Opposition.

SECOND PROPOSITION

(MEMBER OF GOVERNMENT)

Constructive - 3rd Speech of the Debate (8 minutes):

Purpose: Reestablishes and expands the Governments case in light of the Opposition's arguments.

- 1) Short **thanks** to everyone for being here.
- 2) **Roadmap:** "I'd like to begin by going over our case in light of the Opposition's criticisms, then to address the Opposition's case. Time permitting, I will then summarize the Government's case."
- 3) Address **Contentions** in light of Opp's attacks
 - a) State contention
 - b) Summarize Opps criticisms
 - i) Emphasize gaps or generalizations
 - ii) Highlight terms you can refute
 - c) Explain why Opp is wrong and contention still stands
 - d) Repeat
- 4) **Opposition's** Case
 - a) Opp contention
 - b) What's wrong with it
 - c) Repeat
- 5) **Summary** of Contentions
 - a) State contention

- b) Short elaboration, incorporating new data based on refuting the Opposition
- 6) Urge a **Vote** for the Proposition

SECOND OPPOSITION

(MEMBER OF OPPOSITION)

Constructive – 4th Speech of the Debate (8 minutes):

Purpose: Continues refuting the Government’s case and constructing the Opposition’s case against the motion.

- 1) Short **thanks** to everyone for being here.
- 2) **Roadmap:** “I’d like to begin by going over our case in light of the Proposition’s criticisms, then to address the Proposition’s case. Time permitting, I will then summarize the Opposition’s case.”
- 3) Address **Contentions** in light of Prop’s attacks
 - a) State contention
 - b) Summarize Prop’s criticisms
 - i) Emphasize gaps or generalizations
 - ii) Highlight terms you can refute
 - c) Explain why Prop is wrong and contention still stands
 - d) Repeat
- 4) **Proposition’s Case**
 - a) Prop contention
 - b) What’s wrong with it
 - c) Repeat
- 5) **Summary of Contentions**
 - a) State contention

- b) Short elaboration, incorporating new data based on refuting the Opposition
- 6) Urge a **Vote** for the Opposition

FIRST OPPOSITION

(LEADER OF THE OPPOSITION)

5th Speech of the Debate (4 minutes)

Purpose: Summarize the main issues opposing the motion.

- 1) Very short **thanks**: “Once again, thank you all for being here. Time is short so allow me to get right to it.”
- 2) **Roadmap**: “To conclude the Oppositions case, I would like to review the Oppositions case against the motion, then the problems we see with the Government’s case, and finally I will review the voting issues and show you why the Opposition has won this debate.”
- 3) Opp **Contentions**
 - a) State Contention
 - b) Explain briefly why the contention was successful. While you want to mention every contention at least briefly, only emphasize the points you have made most strongly.
 - c) Repeat
- 4) **Prop**’s case
 - a) Prop Contention
 - b) Why it has been successfully refuted. Again, only emphasize the point or two you have made most strongly
 - c) Repeat

- 5) **Voting Issues.** The only things to bring up here are the strongest points of your argument. These issues are listed in descending importance.
- a) Any contentions the Prop failed to address at all.
 - b) Any contentions the Prop did not sufficiently refute.
 - c) How you successfully negated the Prop's contentions, emphasizing the points most solidly made.
 - i) State Prop contention
 - ii) How you negated it, again, emphasizing the points you made most strongly.
 - iii) Repeat
 - d) "For all of these reasons I urge you to vote in favor of the Opposition."

LEAD PROPOSITION

(PRIME MINISTER)

6th and Final Speech of the Debate (5 minutes)

Purpose: To conclude the debate. This is the final word of the debate and should be definitive and resolute. This is to sum up the ways in which the proposition successfully presented their case and won the debate

1. **Thank** opposition for a good debate
2. **Road map:** "In conclusion of this debate I would like to go over our case in light of the oppositions criticisms, show you why the Opposition failed to make their case, and then show you why we've won the debate."
3. **Contentions**
 - A. State contention
 - B. Short elaboration why the contention still stands
 - C. Repeat
4. **Oppositions Case**
 - A. Opp contention
 - B. Why it failed
 - C. Repeat
5. **Voting Issues**
 - A. Any contentions the Opposition failed to address at all
 - B. Any contentions the Opposition failed to sufficiently rebute

- C. How you successfully negated all the Oppositions contentions
 - 1. How you negated a contention
 - 2. repeat
- D. “For all of these reasons I strongly urge a vote for the Proposition.”

The Complete Idiot’s Guide to Value Lincoln-Douglas Debate

By Natalie Fetsch, Student Competitor

Value Lincoln-Douglas Debate is generally referred to as simply LD. LD is a form of debate with just one person per team. During a **round**, you debate against one other person from another school. The **topic** of the debate is determined beforehand and posted online at www.nfl.org every two months. The topic stays the same for those two months. This way contestants can prepare their **cases** in advance. The topics generally have to do with current events or issues, sometimes applying to the U.S. and other times they are international issues. The following are some example topics used in previous years:

- In the U.S. judicial system, truth seeking ought to take precedence over privileged communication.
- When the United States is engaged in military conflict, the demands of national security ought to supercede conflicting claims of individual rights.
- When in conflict, globalization ought to be valued above national sovereignty.
- When in conflict, the letter of the law ought to take priority over the spirit of the law.
- A government’s obligation to protect the environment ought to take precedence over its obligation to promote economic development.
- As a general principle, individuals have an obligation to value the common good above their own interests.

Topics are generally referred to as resolutions. The resolutions stated above may at first seemed complicated and daunting. Even to an experienced debater, when first seeing a new topic they are often difficult to fully comprehend. That is part of the reason why the first step in writing an LD case is to define all of the important words in the definition section. Because most LD debaters are a little anal-retentive, it is generally best to define nearly every word, sometimes even words such as ‘a’ come into conflict. This is called a definition war, and debaters want to avoid it, each side spends the entire debate not discussing the

issues but only what the words in the resolution mean. Judges do not like to watch these debates, and competitors do not like to participate in them. You can avoid them by choosing definitions that you believe both sides could agree on and are not particularly biased to one side of the resolution. Defining the resolution also helps the debater to better understand it. However, don't just run straight for Webster's Dictionary when looking for definitions, such dictionaries as Black's Law often provide a better definition for debates. Yet, Webster's and other standard dictionaries may need to be used as many times the definitions in Black's do not fit the **spirit of the resolution** or are simply not listed.

Once definitions have been supplied for all of the important words, it is time to brainstorm ideas for **contentions** for each side of the case. You need to prepare a case for each side of the resolution. The **affirmative**, or the side in favor of the resolution and the **negative**, the side opposed to the resolution. For example, the affirmative is promoting that the resolution as stated is correct and the negative is saying that it is not correct. This may seem simple however, it is important to remember that the negative is not promoting anything, only that the affirmative is wrong and why, they do not have the obligation to provide an alternative to the resolution. While the affirmative is responsible for proving why the resolution is correct beyond any attacks the negative may give. Both sides are equally difficult, while some debaters prefer one side depending on a specific topic; generally it is just as difficult to win the affirmative side as it is to win on the negative. For short, many debaters refer to these sides as simply AFF and NEG.

It is generally easier to begin working on the AFF case first and then move on to the NEG. First, brainstorm ideas for potential contentions. Contentions are the main arguments in a case. Each side will have their own contentions, generally anywhere from 2-5, and has the responsibility to **refute** (argue against) the other side's contentions as well. Contentions consist of first a **tag line**. A tag line is a short few words that summarizes what the whole contention is about. For example, your first contention may be about the benefits of truth seeking with examples from other countries and their success with making it a priority. That sentence is too long to be a tag line as tag lines are used to make notes on the **flow** (form of debate note taking) of what the argument is about. As an alternative, that first contentions tag line could simply be called, international successes. This way your opponent and your judge can get the gist of what your saying before you discuss it further and refer to it by that name later in the debate and on their flow. Contentions generally are anywhere from a short paragraph to $\frac{3}{4}$ of a page in length. Contentions are also sometimes made up of **sub-points**, or ideas or statements that have to do with the contention but are different enough to be a small point unto themselves.

All of the contentions and sub-points should be connected to the center of every case called a **value**. The full title of this debate is indeed "Value" Lincoln-Douglas Debate. It is the most important part of a case. Values are ideas, theories, emotions, philosophies or any number of things. They represent the highest goal the AFF or NEG is trying to attain or something they are trying to preserve. Example values include, life, liberty, freedom, free will, knowledge, safety, family, and justice. When writing your contentions try to look and find a goal or what is most important to achieve, that can only be achieved by that case winning the round. Often times however, the opposing side will have the same value that you do, then each side must try and prove that their side better supports that value. Either way, the value can easily win or lose you a debate. Many judges consider it the most important aspect.

However, your value is not alone in supporting your case, a **criterion** is also often used in addition to a value. A criterion is a way to measure or test a decision, judgment, or in this case a value. It is used as a way to prove your value when comparing it to an opponent's value. The criterion is a measurement tool that if you use it to prove your value, your judge can clearly see your value is superior. Otherwise, you are simply stated that your value is superior, but not why or how. This is where the criterion comes in. Such tools (the criterion) in debate are often philosophical theories or ideals, such as the Social Contract, Utilitarianism, and the Marketplace of Ideas. Criteria are hard to understand and often times you just need to try out a debate and get the complete feel for it yourself.

Observations are also sometimes used to help with the definitions to better clarify what the resolution and thereby the debate should really be about. They are simply statements that simplify the resolutions meaning and are not necessary for every topic. However, some resolutions need a couple of observations.

When writing the case it is important to take into consideration the time constraints of the debate. The affirmatives case, including the reading of the resolution, the definitions, observations (if any), value (and its definition), criterion and how it supports the value, all of the contentions their tag lines and sub-points, and many debaters like to begin and end with a quote that supports their case. This is often a lot of information and the first speech in which the affirmative is to read their case is only 6 minutes long. The

negative has even less time, because while technically their first speech is 7 minutes long, they have to read their case and more importantly refute all of the affirmative's case in that time period. This may seem confusing; the following is the order and length of all of the speeches in the debate.

- Affirmative Constructive (*AFF reads case*) **6 min.**
- Cross Examination of AFF (*NEG questions AFF about case*) **3 min.**
- Negative Constructive (*NEG reads case and refutes all of AFF case*) **7 min.**
- Cross Examination of NEG (*AFF questions NEG about case*) **3 min.**
- 1st Affirmative Rebuttal (*AFF defends case and refutes NEG case*) **4 min.**
- 1st Negative Rebuttal (*NEG defends case, refutes AFF case, and provides Voting Issues*) **6 min.**
- 2nd Affirmative Rebuttal (*AFF defends case, refutes NEG case, and provides Voting Issues*) **3 min.**

In the last two speeches you may notice something called voting issues. These are used by each debater in his or her last speech. Voting issues, sometimes called voters, are generally 2-5 short points that summarize why that side won the debate. They are what the debater believes the judge should vote on, therein lies the name, voting issues.

LD is a very fun and high adrenaline debate. It will help you in many other subjects in school and in life. A debater becomes confident because you are alone, with no one to help you but the preparation you have done and your own brain. This may seem scary, but it soon becomes an LD debater's strongest asset. Those that can accomplish LD can then do any other form of debate with relative ease. Much of the details of LD are not included in this guide. This is a short summation to merely enthrall you to learn more and try it out for yourself.

CX Guide

by Jan Pizzo, Debate Coach

Policy Debate or Cross-Examination Debate involves two teams of two persons. The entire nation debates the same topic for the full academic year. The National Forensic League announces the topic in June.

Policy Debate can appear scary at first. This is especially true when one looks at the boxes of evidence that Policy Debate teams carry around at tournaments. However, I will tell you a secret, these boxes do not always contain evidence—they are sometimes a strategy to psych out opponents.

Cross-Examination Debate really involves advocating or rejecting a plan to address a particular federal government policy. In this respect, it is like developing and promoting legislation. This form of debate is also similar to certain obligations and structures in our legal system. For these reasons, people interested in the law are will learn much from participation in Policy Debate.

C-X Debate does require extensive preparation and research. The plus side to this is that when you go to a tournament you feel confident because you have good information and because you know the topic in advance.

Policy Debate also involves more jargon and technical elements than any other speech event. This, too, is not scary, but rather comforting. When you know the terms and understand the rules, you have confidence. C-X Debate is almost like chess. Chess looks difficult to the untrained eye, but makes perfect sense to those playing the game.

If you decide to try Policy Debate, you must first find a partner. Someone with complementary skills and personality to you is best. You must both be willing to work hard and to have a great time.

In the beginning, C-X debaters study the topic or resolution. They look at the wording and determine what words to define and how to approach the topic. They then begin researching both sides of the resolution. Soon one discovers evidence supporting a policy change that can develop into an advocacy position. Debaters then test their arguments for accuracy and completeness. At the same time, debaters also look for evidence to refute potential positions that they might encounter.

The next step is writing the advocacy paper or affirmative case, which is eight minutes long. At this point, the coach will begin addressing techniques and technicalities. Throughout this process, the debaters learn the different obligations of the two positions as well as the rules from textbooks and classroom instruction.

C-X Debate is a very enjoyable and educational activity. The fear of this form of debate is largely unfounded. Students who take on this activity gain monumental skills for the future including outstanding argumentation abilities, logical reasoning, research, writing and speaking skills.

The reality is that once you go to a tournament you are hooked. You will want to spend all of your free time working on debate and you will become a real debate junky.

In Preparation for **Student Congress** . . .

By Brenda Moe, Coach

For Your Bill:

1. Know your bill inside and out – collect evidence galore
2. Write an authorship speech – this explains the purpose of your bill and is persuasive in nature – be sure to read your bill at the beginning of this speech.
3. Be prepared to answer questions following your authorship speech – this is a 2 minute period

For EACH of the other bills (be aware that Rob Moeny reserved the right to change wording slightly):

1. Write a 3 minute speech of opposition with facts and statistics
2. Write a 3 minute speech in affirmation with facts and statistics
3. Write questions that focus on positive and negative aspects of the bills – You will question speakers only when recognized and you will begin with: “Mr. Speaker, will the speaker yield to a question?”

Write speeches in an organized manner – example structure:

This bill cannot be passed for the following reasons: – road map – state reasons quickly with tag lines and then give more detailed descriptions of each – have a strong

concluding sentence or quote or statistic or figure that will help sway the Congress to see your point of view.

When discussing certain aspects of the bills, refer to the line number. If you are refuting or agreeing with a member of Congress and a point they made, be SURE to get their name and refer to them specifically. Example: “Senator or Representative _____ (Mills) _____ said, or believes, that . . .

What makes a good speaker in Student Congress?

1. The best speaker at the Mt. Hood Tournament used appropriate voice inflection, volume, stories, jokes, kept talking without awkward pauses, only said what needed to be said, did not read a speech from a piece of paper but had it memorized or knew where he was going and got there on his own, no “Ums, things, stuff”, and he had oodles of spirit and enthusiasm.
2. You are scored on a 1 – 6 scale (6 being best) and allowed 5 speeches per day.

When addressing the Congress during speeches:

Begin with – “If it pleases the Congress, my name is Alex Boyd from Summit HS.”

Some Example Bills Written by Summit HS Competitors:

*Note – This bill (Conflict Diamonds) was chosen to go to Nationals.

A Bill Banning the Import of Conflict Diamonds into United States

1. Be it enacted by the Student Congress here assembled that:
2. **Section I:** Import of conflict diamonds into the United States will be banned.
3. **Section II:** All diamonds equal to or greater than .005 carats must be accompanied by 4. a Kimberly Process Certificate when entering the United States.
5. **Subsection A:** Customs will inspect for these certificates. Customs will confiscate
6. diamonds not accompanied by a Kimberly Certificate. Customs will keep a
7. comprehensive list of offenders. Repeat offenders will be fined.
8. **Section III:** Date of enforcement will take place within one year of the passage of this 9. legislature.
10. **Subsection A:** The United States government will conduct a public relations
11. campaign to inform the public of this new legislation.

Respectfully Submitted

Alex Boyd

Summit High School

A Bill Eliminating the Use of Hand-Written Medical Prescriptions

1. Be it enacted by the student congress that:
2. Section I: Pharmacies will not be allowed to accept hand-written prescriptions.
3. Section II: Prescriptions must be, by the licensed issuer, typed, phoned, faxed,
4. or prudently communicated in any manner, excluding handwriting.
5. Subsection A: in ordinance with federal law, schedule II controlled substance
6. Prescriptions must be physically delivered to the pharmacy, signed by the issuer.
7. Section III: A \$50 million dollar refillable fund will be established to provide all 8. authorized
prescription issuers with the necessary equipment required to fill out
9. prescriptions.
10. Subsection A: Issuers will send requests to state, who in turn send its inhabitant's 11. requests
collectively to the federal government to collect funding.
12. Section IV: The action of notifying each pharmacy and licensed prescriptions issuer
13. will be through the mail starting at the federal government who will notify the states, 14. who will then
locate each individual, informing them of the change.

15. Subsection A: \$5 million will be divided among the states according to population, to 16. cover costs of postage as well as the location and pursuit of all licensed medical 17. persons in the state able to write prescriptions.

Respectfully Submitted,

Alexander Severa Mann

Summit High school

A Bill Concerning Failed High School Courses

Be it enacted by this Student Congress that:

1. Section I: All high school students who fail a class necessary for graduation will be required to complete a predetermined number of community service hours.
2. Subsection A: The classes affected will be determined by each school district's 3. curriculum.
4. Subsection B: The number of community service hours to be completed will be determined by each district's school board.
5. Subsection C: Community service hours completed by students must benefit the school which they attend or the school district in which they reside.
6. Subsection D: This bill only applies to federally-funded public high schools.

Respectfully Submitted,

Toni Chan

Summit High School

A Bill Concerning the Extension and Funding of Medicaid

Be it enacted by this Student Congress assembled that;

1. **Section I:** Toilet paper shall be federally taxed.
2. Subsection A: The toilet paper tax shall be three cents per roll.
3. Subsection B: Whereas the US government shall encourage environmental responsibility
4. Subsection C: Therefore 100% post-consumer waste toilet paper will not be taxed.
5. **Section II:** The Federal Government shall incrementally extend Medicaid coverage.
6. Subsection A: First, to the over 43 million uninsured Americans then,
7. to the 100 million underinsured Americans,
8. **Section III:** This tax shall be collected by the State Departments of Revenue
9. Subsection A: Whereas this tax will be collected monthly,
10. **Section IV:** Whereas revenue collected by each state shall remain in that state
11. **Section V:** This bill shall become law January 1, 2005.

Respectfully Submitted,

Chris Coulson

Summit High School

Ballots – The Competitors Know What is Expected

Before competitors compile their speeches, it is important that they have an understanding of how they will be judged. Find examples of the ballots that will be used in the tournaments that you will enter. In Oregon, the OSAA Handbook has examples of ballots for each event. If there are other speech teams in your area, contact the coaches and ask them if they would be willing to make copies of “good” and “bad” ballots of the different events. Students can then see the actual type of comments they will receive from the judges. This helps competitors to prepare their speeches and to prepare emotionally for the positive and negative criticism they will receive. If your team has been around, find examples of ballots from previous tournaments or years to share with new members.

Chapter Five**At the Tournament**

Checklist:

Read the tournament rules and procedures

Registration

Judging

Rules for the round

Awards

Ballot packets

Read the Tournament Rules and Procedures

Tournament entry information will be available via the OSAA (or your state) web page). You may have to write or call the tournament director to get entry information or an invitation. Usually, there is a link available on the web page that you can just click to download all needed information. Tournament information is usually available about one month before the tournament.

Be sure to read the invitation or information closely and carefully. As the coach, it is your responsibility to know the tournament rules (only district and state have to follow OSAA rules). Post the rules for your students and be sure to note caps on entries (example: only 6 entries per event, and so on), and if the tournament will allow conflicts (more than one entry per round). Send in your registration by email or fax and type clearly. Keep a copy for yourself and post a copy for students so they are sure to catch any mistakes. Try to limit the drops and adds, and be sure to include the competitor's names, event, and division. Changes happen, but they make life more difficult for the tournament director. Determine fees (don't forget judging fees) and submit a payment form to the school. If you are using a PO, be sure to take a copy with you to the tournament. Always get a receipt.

Registration

While you are registering, keep your team on the bus or send them to the lounge area that is designated as a home base for schools. Set up a central meeting place within the lounge area. Do not let students leave this area until they receive their maps and codes. Have any last minute drops or adds ready for the registration table. Pick up your

registration packet. The packet will have students' codes or ID numbers and maps of the campus. Make sure students receive these ASAP. If they don't, they will have no idea where to go or who they are. Require students to use the buddy system so no one is lost or lonely. You will have to show proof of payment or provide a check at this time. Ask for a receipt.

Judging

As the coach, you will be required to judge. Each tournament has different judging responsibilities and requirements. Check your registration information before coming to the tournament. If you do not have enough judges to cover your entries, you will be charged judging fees. If you have a large number of debaters, you will need a few judges just for debate. This can become expensive, so ask parents or volunteers to travel with you to cover the judging expenses (weigh out the costs of hotel, too). Because you will be judging, your students will be left to find their way around and behave appropriately without you. However, you are still responsible for them.

When you are judging, write supportive and constructive comments on the ballots. Imagine that these comments will be read by your own students. How will they feel? Try to fill out ballots as the students are speaking; they will expect you to be doing this. Otherwise, you may forget something important or take too long filling ballots out after the round. A tournament can fall behind quite quickly – do your part to keep things on track.

Rules for the Round

- ◆ When leaving the campus, you need to inform the coach and NEVER go anywhere without a teammate (use the buddy system).
- ◆ Skipping any of your rounds of competition at the tournament is not permitted and will have consequences. Go to your rounds!
- ◆ Other teams, coaches, and competitors, as well as the facilities, are to be treated with the utmost respect at all times.
- ◆ Our team will only demonstrate good behavior, politeness, and professionalism. No talking bad about other competitors, no matter how much they annoyed you during a round (at least not in front of ANYONE)!
- ◆ There will be **no smoking of any kind, drugs, alcohol, promiscuity, rudeness, or any other kind of illegal behavior!**
- ◆ ALL school rules are in effect at all times.
- ◆ If you are not on the bus EARLY or ON TIME, you will be left behind.
- ◆ Never enter a room until all of your judges are present. Wait quietly and patiently outside.
- ◆ Watch what you say. You never know who is listening.
- ◆ Never talk during presentations or between presentations – you might lose a round if you do.
- ◆ Verbally thank the judge(s) after the round.



Speech Tournament Etiquette

IN GENERAL:

1. Don't enter the room before judges
2. No talking before the events begin; sit quietly and respectfully
3. Don't move towards the front of the room until the judges have called your name or your code
4. Do not announce your speech: "I am going to talk about," "This speech is about," etc.
5. Don't announce your ending: "That's all," "I'm done," etc.
6. Introductions: at least 30 seconds, give the speech meaning, what is the purpose, what was happening before your starting point, discuss that you will be dealing with multiple characters, why would the listener want to hear you, etc.
7. Pause between the intro and the body to increase the distinction between the two. Use original information, not just the script
8. Use gestures – distinct movements
9. Thank the judges when you leave the room or are finished

DRESS:

1. Dress professionally
2. I would prefer that, as a team, we dressed "fancier."
3. Do not wear: sweatshirts, hoods, denim, tennis shoes, etc.
4. Do wear dress shoes

EXPOS:

1. Transitional walks
2. Visual aids – Blank, title page, & then the rest – pull from the back, must have to do with specifics in your speech
3. Intros & teasers – use a sound, metaphor, quote, obscure fact, etc. – **MAKE IT AMAZING** and very catchy.

13 RULES FOR THE PUBLIC DEBATE ROUND

1. Do not enter the room until the judge, or one of the judges, has arrived, and you are acknowledged.
2. Be courteous, friendly, and professional.
3. Take the event at least as seriously as the judge does.
4. Be decisive when choosing a topic. Have an idea ahead of time what sort of case you are good at debating.
5. Trust your instincts.
6. Use Prep Time efficiently. Plan ahead who is going to tackle what.
7. Have one person concentrate on the points you want to make, while the other crafts their opening speech.
8. Then, both of you can prepare for the case(s) your opponents will likely craft. Stay focused!
9. As you get ready to begin, ask the judge if he, she or they have any judging paradigms. Always ask for these.

What are judging paradigms? Judging paradigms are merely specific points or traits a judge looks for. Example paradigms: no definition debates, use a roadmap and state points in an organized fashion, etc.

Even if you aren't going to tailor your style to fit the paradigms, it will show the judge you're serious, and might intimidate your opponents.

10. When you're taking notes, write in complete thoughts, not reactions to what is being said.
11. Debate as though you believe what you are saying above all else in the world. There will be time to announce how much you hate the case you debating later.
12. Stay focused on your case and the weakness of the opponents' case. Appear confident no matter what. Don't assume you've lost because you don't think you're doing well.
13. Thank your opponents at the end of the debate and thank the judge as you leave. Yes, you have to thank people again. This time you should mean it, though.

Don't talk about the debate until you are sure you're out of earshot of the judges, other competitors, and your opponents. It is okay to make new friends!

Awards

For students who do not final, have them support other team members by watching their final rounds or have them watch the final rounds of their event(s). Watching finals is the best way to learn what it takes to be competitive. Don't let students go shopping or hang out in the lounge when they could be learning. Now is the best time. Be prompt when attending the award ceremony. Have your team sit together. Teach your students good sportsmanship. Be sure they clap for winners and *never* boo anyone. Teach them to be gracious winners and gracious losers. Do not let students change into pajamas or their civilian clothes before the award ceremony. This is when they will be representing your school, themselves, and you as the coach in front of everyone attending the tournament. Make a good name for yourselves.

The team may vote on displaying their awards at school or taking them home. Usually, a trophy case will be provided for your team by the school. Some of our awards are also displayed around the classroom, especially certificates and medals.

Ballot Packets

Tournament results and competitors' ballots will be handed out to the coach after the awards ceremony. I would not hand out ballots to students in front of other schools. Wait until the team is loaded on the bus and you are driving away. Some students will be visibly upset by the place they took in a round or judging comments. Talk to them one on one and use this time as a learning opportunity. Yes, life isn't fair. But, let's take this moment and try to glean every possible positive from it. What can you learn? Sometimes, judges can be overly cruel. It just happens. Students need to learn how to deal with this without losing their cool. I can't say how many times I comforted a crier on the way home from a tournament. Be compassionate. Many times, a not so perfect ballot will kick a competitor into gear. They won't ever want another like it. Use ballots as a teaching tool.

Upon return to school, require students to write ballot summaries for each event they competed in. Have them staple the ballots to their summaries and meet with each student or team individually to discuss possible changes and the positives. Keep these ballots and summaries on file in the student's personal file folder.

Chapter Six**The End of the Year**

Checklist:

Banquet

Awards

Preparing for Next Year

Banquet

Provide your students with an end of the year banquet. More than likely, a parent

group or volunteer will provide the location (a large house or yard) and students can be responsible for their own lawn chairs. This saves on renting space. Serve burgers or food that is cost effective and have students bring side dishes. There is nothing wrong with a pot luck format and it keeps cost to a minimum. It is best to have the banquet after all tournaments have been attended. This way, the focus is purely on having fun and relaxing.

Awards

Have a system in place for deciding on who does and does not letter. The requirement for lettering on our team is that a student must attend at least 80% of the tournaments or 50% of the tournaments and qualify for and attend either the state or national tournament. Extenuating circumstances should be taken into account for each student.

The captain of the team may be responsible for meeting with the coach(es) to discuss possible awards for competitors, besides lettering. Awards we have given include: Most valuable debate and IE competitor, most improved debate and IE competitors, best visual aids, silly awards (most 'ums', biggest whiner, etc), and most inspirational. The type of award given may depend on available funds. Engraved pens, key chains, plaques, etc. are some examples. A team may also opt to purchase jeweled NFL keys or pins. The cheapest way out is to just give certificates printed on your computer.

Preparing for Next Year

Get students to think about events that they would like to participate in or prepare for the upcoming year. Usually, there will be a month or so left of school with no planned tournaments. This time can be spent reading, researching, and practicing. A team can also start to recruit new students. Sending responsible team members to feeder

middle schools to give presentations is a great start. Also, try to get a couple minutes reserved in a school assembly to talk about the team and/or have team members present an event. Once you have some possible recruits, announce that you will be having an informational meeting. Share your course syllabus, the benefits of speech and debate, and answer any questions.

Summer time is also when competitors can really benefit from attending camps. The *Rostrum* lists camps all around the nation throughout the year. Try and talk your students into attending a camp. Camps are also available for coaches. If you have plenty of funding, pay for students to attend a summer camp. The team may also focus on fund raising at the end of the year to pay for summer camps or begin an account for the coming year. And, the most important part of the end of the year is to sit back and relax. Congratulations. You are still alive and kicking.

Chapter Four

Summary, Discussion, and Recommendations

Summary

Coaching a speech and debate team can be a very daunting task. I struggled through my first year coaching by trial and error. I had never participated in speech and debate and I knew nothing about what it really meant to coach forensics. Two coaches from the surrounding high schools helped a great deal. Fielding my questions became their past time.

In my first two years as a coach, I was bale to find a few helpful sources: The Oregon High School Speech League Coaches Association (OHSSLCA) website (ohssl.com) and the National Forensic League (NFL) website (nflonline.org). There are a few books written on the subject of coaching, but mostly I was on my own. The most beneficial tool for coaching is to actually do it. To take students to tournaments and learn

by trial and error. I cannot over emphasize the learning that happens when students and coaches are able to watch others that are experienced competitors. Ballots are another invaluable tool for students and coaches to understand what it takes to be competitive.

So much of learning to coach a team is accepting that there is more information out there than you'll ever be able to absorb. Trial and error and a few major mistakes are all an essential part of building a team from scratch. I wanted to create a beginner's guide for building a speech and debate team that would be more beneficial for the novice coach than what is currently available and will hold the new coach's mistakes to a minimum.

A person cannot buy, borrow, or steal a current, comprehensive, layman's manual or guide that will help a novice coach create or build upon an existing speech and debate program. They simply do not exist. Hence, I chose to focus this paper on the creation of a guide that the novice coach could find, open, and use. This guide is based on NFL and Oregon events and rules. It is important for a coach to know that each state varies in its rules and events. However, The National Forensic League (NFL) does follow a uniformity state by state.

I want to be able to turn my team over to a new coach (as seasoned coaches aren't in abundance in Central Oregon) and hand her this guide. I don't want her to crawl under her desk, hide, and cry. Coaching and directing a speech and debate team is nothing less than draining. But, it is also the most intrinsically rewarding experience I have had as a high school teacher. Turning the team over to someone else is a sad thought, but realistic. Coach burnout is a problem in speech and debate. I was recently part of a survey about just this. Questions are centered around why good coaches burn out and quit. My uneducated guess is that these researchers will find that funding is the number one reason and time away from home will be a close second.

The successes of a team are due to the individual competitors, the coaches, parents, school administrators, and community support. Because of my team's successes,

I believe I am in a position to compile a guide that will, in the least, give a novice coach and team a solid starting point in which to build a program that the entire community can be proud of. I truly believe that competitive speech and debate is the most valuable training a student can experience in high school and if this guide will encourage a team director to go for it, then the kids involved will change their lives forever, for the better.

I wanted to write something useful. Not only did it have to be useful, but interesting and close to my heart so I didn't lose interest. My most valuable and treasured moments in my teaching career have occurred while coaching and directing the speech and debate team. I wasn't prepared for what lie ahead of me. Coaching and directing wasn't an easy task. I would have to agree with Faules, Rieke, and Rhodes (1976) who said:

Forensic programs suffer from some special problems . . . Probably the most significant one is this: directors of forensic programs are not necessarily teachers of the speech theories their forensic activities are intended to reflect. The minimum requirement to direct forensics is often only the willingness to do so when asked by a principal or chairperson. Commonly, directors of forensics are considered qualified by virtue of their own participation in some phase of forensics when in high school or college. Also, teachers of related disciplines, such as English and political science, are often felt to have the background to supervise speech activities. (p. 33-34)

Upon entering my duties as director and coach, I was extremely under qualified. But, I arose from the rubble and crawled out on the other side - with a smile. I wanted to share the strategies that worked for me. For that reason, this paper was created based upon the following three questions:

What does it take to direct a speech and debate team?

To be able to direct a speech and debate team, one must be willing to make

mistakes, spend a great deal of time at school and out of town on tournaments, and enjoy the successes of her students. In short, it takes diligence and a big heart.

What would be the most useful tool for a new speech and debate coach?

The most useful tool for a new coach would be a guide that explained the basics, in layman's terms and offered ideas for directing and coaching. It would have a checklist for the novice coach to follow. The guide would, in short, help to decrease mistakes and increase ease. I made the assumption that coaches who have access to a guide for directing their team will be more likely to keep coaching, keep their sanity, and keep competitors on the right track.

How can a novice coach prepare novice students to be successful at tournaments?

A novice coach can help prepare students to be successful at tournaments by being provided with a handbook that contains student generated guides that explain events in a student's own language.

Discussion

The limitations of this study are numerous. No matter how well a program may be laid out on paper, the amount of footwork a director and coach must do is extensive. A novice coach, or any coach for that matter, must be willing to work diligently to have a successful team. There are budgets and funds to contend with, administrators that may not be supportive of the program, a very small or very large number of competitors, the behavior and motivation of these competitors, and the time away from one's family while traveling to tournaments and coaching after school. Another limitation is that covering everything a coach should know is impossible. Much of the position as director and coach of a speech and debate team is learned through experience. This guide is only a guide, not the answers to every question a coach and director will have.

Nevertheless, the biggest limitation to this study is this: how will this guide actually be made available to the novice coach? In my situation, I will be able to hand a copy over to the new coach that will be hired to replace me. For others though, I would like to have it available via the Oregon State Speech League Coaches Association webpage. This should not be a difficult task to undertake. But, it is a limitation. I would like to actually be able to offer the guide in print, so when coaches search Internet sites such as Amazon.com for manuals, books, or guides to help them with their job, they might actually have a result: *Building a Successful Speech and Debate Team: A Guide for the Novice Coach* by Brenda Moe. These options are avenues I will explore, but have not done so as of yet.

Recommendations

At the very least, use the following checklist to map out your first year as a coach:
Checklist:

- | | |
|---|-------|
| I know what speech and debate is | _____ |
| I know the national events and the events for my state | _____ |
| I can tell students about the benefits of speech and debate | _____ |
| I have a list of famous forensic participants | _____ |
| Students are ready to or already have joined the team. | _____ |
| Parents are willing to volunteer. | _____ |
| A newsletter has been created | _____ |
| Community volunteers are willing to help with the program. | _____ |
| A vocabulary list is provided for new competitors | _____ |
| A syllabus is prepared for the student competitors | _____ |
| Students have a file folder | _____ |

A grading system is in place	_____
Student and team goals have been recorded	_____
The first day of class	_____
Hand out and recollect all necessary forms	_____
Compile a list of competitors and contacts	_____
Designate the team captain(s)	_____
Pay all required fees	_____
Request transportation for the year	_____
Book hotels	_____
Money	_____
Requiring two events	_____
Abbreviated event descriptions	_____
Event guides & examples	_____
Ballots – The competitors know what is expected	_____
Read the tournament rules and procedures	_____
Registration	_____
Judging	_____
Rules for the round	_____
Awards	_____
Ballot packets	_____
Banquet	_____
Awards	_____
Preparing for next year	_____

Appendix A

**Robert Crawford, Pine Eagle H. S.
In Defense of Competitive Speech
www.ohssl.com**

For some years, the financial woes afflicting Oregon schools have worsened. Until recently, most schools have been able to stretch their increasingly scarce resources and make do without major reductions in their offerings to students—a fact which has encouraged some factions to push for still further cuts. But now, without question, the crunch has come—and with no relief in sight, districts across the state are being compelled to shorten their instructional year, cut staff and services, and eliminate programs of unquestioned value.

One of the programs threatened in many districts is competitive speech. And why not? Speech is not a high-profile program, attracting excited taxpayers every weekend to sit on stadium cushions and watch their money at work. Even in the best of times, many taxpayers wouldn't see the point of spending good money so that students could travel to other schools to read poetry, orate on the benefits of legalizing marijuana, or debate issues which aren't in their power to resolve. So in a time of general sacrifice, shouldn't such a program join Water Polo and Popular Cinema on the chopping block? I believe it should not. I believe that competitive speech, far from being expendable, is central to the educational mission of our public schools—preparing students to be functional participants in a democratic society.

Speech instruction offers development in the skills of rhetoric, interpretation, and debate; competition hones those skills. That much is fact—what is open to question is whether it is important to develop those skills and to offer the opportunity to hone them in competition. Both history and a rational assessment of the world today tell us it is not just important, but vital.

Rhetoric is the art of using words effectively. It has been considered an indispensable part of a well-rounded education since the dawn of recorded history. Nearly 2,500 years ago, a young Athenian named Demosthenes put a pebble in his mouth to practice speaking around it, so he could master a crippling speech impediment. He mastered his disability, and went on to become one of the most famous orators of all time. This point of this story is not that public speaking was invented 2,500 years ago—the point is that public speaking was already a long-established tradition even then, complete with clear and powerful expectations of the speaker. Rhetorical skills were central to both the direct persuasion of the public and the conduct of useful debate among leaders—and thus were absolutely essential to the functioning of the earliest democracies.

The importance of oral interpretation goes back much, much farther even than that, into the dim prehistoric past. Linguistic scholars know that humans have possessed the written word for only a tiny fraction of our total history—and that for the vast period before the written word, there was only the spoken word to define a culture and its inheritance. Accordingly, there was almost no one more valuable to a people than its bards and story-tellers and actors. These were the folk who carried forward from one generation to the next a people's religion, its history, and its values—who, with their ability to bring passion and life to mere words, were simultaneously creating and perpetuating the cultures to which they belonged. Clearly, rhetoric and interpretation—and standards of

excellence in each-were once essential aspects of the fabric of human life. Have they become less essential in America, somewhere along the way? They were still essential here in 1863, when Lincoln stood to rededicate a nation's courage after the shocking carnage of Gettysburg. They were still essential in the 1930's, when Franklin Roosevelt summoned an exhausted country's will against the Great Depression. They were still essential in 1961, when John Kennedy called upon us to serve our country, and launched the programs that put humanity into space and computers in human hands. And throughout, the interpretations of entertainers from Mark Twain to John Wayne to Denzel Washington have defined America for herself and for the world, driving evolutions in behavior, language, and attitude that shape society itself. And now? Any literate observer of contemporary society will guess that in a random audience of a hundred American adults today, half or more would greet a reference to Demosthenes with blank incomprehension-though fifty years ago, anyone with an eighth-grade education would have recognized his name instantly. A substantial percentage will not understand the reference to Gettysburg, except as part of the phrase "Gettysburg Address." Few will be aware that Mark Twain was as famous for his lectures and readings as for his books. For many, such words as "rhetoric" and "carnage" in this document will be mysteries whose meaning must be gathered from context or ignored. Very, very few will perceive that citing famous names is a standard rhetorical device-one which may be used or misused in the pursuit of an argument.

In that context, then, is speech still important? To say that it is not is to suggest that because fewer and fewer Americans are capable of basic calculation or lucid writing, we should abandon mathematics and composition. Competitive speech is one of the very few realms in which it really matters for students to understand classical references, basic history, manipulation of an audience, and the uses of persuasive technique-they'll get thumped by their competitors if they don't. And do these things matter very much in the society our students will join upon graduation? The society for which we are supposed to be preparing them? I believe that while literacy and its oral expressions receive less encouragement in our educational and cultural lives than they once did, they are absolutely as important as they have ever been. The power of speech-the ability to use words to dramatic effect-is nowhere more evident than in the present debate over whether or not the United States should go to war against Iraq, or in the many, many debates over here America is headed economically, politically, and morally. These are issues of surpassed importance in the daily lives of millions upon millions of people, and they are being decided to a considerable extent by the power of public speaking in all its manifestations. The ability to speak well continues-and will continue-to be an essential part of any American's ability to participate effectively in anything resembling our traditional democracy.

Perhaps even more important for the average person-who admittedly may never stand up to address large numbers of people-is the ability to recognize what is being done when other people stand up to do so. A careful education in the skills of rhetoric and interpretation prepares us to do more than exercise those skills-it prepares us to recognize when those skills are being exercised, and temper our responses accordingly. If one has no idea what the ad hominem argument is, or a statement of false cause, or slant wording-

if one has never been educated in the ways of effectively assuming a character for an audience-then one's vulnerability to those techniques is the same as it was for the mobs who rioted through Roman streets two thousand years ago. Ignorant people today are as easily stampeded as ignorant people at any point in history-and like their predecessors, must eventually pay the price of that ignorance.

An ignorance of rhetorical devices, coupled with the ignorance of history and geography and science and mathematics we already dread, produces a citizen whose vote is worth less than nothing-a citizen easily controlled by calculated appeals to his emotions and his fears-a citizen identified by Thomas Jefferson as the worst possible danger to a democracy. In fact, it is entirely possible to consider Oregon's present dilemma as a failure of education in the very skills speech emphasizes-haven't we gotten here, to some extent, because Oregon's voters have listened uncritically to the clever rhetoric of people who promise we can have things, but not pay for them? Because we cannot see through misdirections as old as politics? In a very real sense, the question before us is whether we intend to further America's downward spiral into public ignorance and the vulnerabilities it creates-or to arrest that spiral as best we can. We can acquiesce in the development of greater and greater numbers of the citizens Jefferson feared-or we can dig in now, and do what we can to reverse that development by maintaining competitive speech in our state.

The question may be raised: "Why 'competitive' speech? Why not just emphasize speech skills in our classrooms, and let it go at that?" It's a legitimate question, certainly-but as a society, we seem to understand the value of competition very well when it comes to basketball, or football, or volleyball. We understand very well that basketball undertaken for a P. E. grade, or for an intramural trophy, is not basketball at its best-and for the same reasons, speech undertaken for a grade, or for an intramural competition, does not produce the same motivation or the same results as competition between schools.

I would never argue that we should drop competitive athletics. As a longtime coach, I recognize their value to our young people and to our society. But I would point out that schools were competing in debate and rhetoric and interpretation, busily declaiming against one another to hone their students' skills, long before they were playing football games-and that the skills so honed remain more central than football to the mission of those schools today. I would point out that competitive speech offers the benefits of competition to large numbers of students who are never going to wear the home team's uniforms on the athletic field-but who nonetheless matter a great deal to their parents, their communities, and the future of their country.

It would be unthinkable for most public high schools to drop competitive football or basketball-but it ought to be more unthinkable still to drop competitive speech. Unlike basketball or football, competitive speech matters even to those of us who do not know it matters.

Appendix B

**OREGON HIGH SCHOOL SPEECH LEAGUE COACHES ASSOCIATION
NEW COACHES HANDBOOK**

Philosophy

Oregon is Unique—Check out the rules in the OSAA Handbook. Each school has three copies, usually in the Principal’s, Athletic Director’s, and Business Office.

If you still can’t find one, contact Mike Wallmark at OSAA. mikew@osaa.org

Mentor System-The OHSSL-CA will provide a mentor for you if you wish. Contact Jane Berry-Eddings (Sprague HS) eddings_jane@salkeiz.k12.or.us or Matt Ogle (Silverton HS) ogle_matt@silverfalls.k12.or.us

Setting up your Program

1. **1. Communication** is vital. Within your building you need communication with:

Principal-Meet with and discuss

- a. School’s Competitive Philosophy—How important is “winning,” define “success.”
- b. Student Involvement in Other Events-does the school have a policy to determine if students can be in conflicting activities, and, if so, what?
- c. Tournament Selection-How many and where?
(List of annual tournaments available at <www.ohssl.com>
Involvement will help you-discuss your plans for tournaments, justify the choices you have made, be willing to compromise if necessary.)
- d. Budget-Find out what is available
- e. Student Behavior Expectations and Consequences (if this is done in advance you will get more support from administration if problems arise.)
- f. Credit to students-Will program be extra-curricular or co-curricular (co-curricular is preferable, the grade leverage is important.)
- g. If you are beginning a program will you have school support?
 - 1) small numbers to begin with
 - 2) a forensics class
 - 3) use of van
 - 4) adequate funding
 - 5) a basic class for training

2. **Develop a Criteria for Tournament Participation**

- a. Preparation (Your expectations for Tournaments. Do students need manuscripts? Do you want to hear all speeches before the tournament?)
- b. Number and type of events you expect students to compete in.
- c. Behavior expectations for both class and tournaments.
- d. Unusual Idiosyncrasies (what you can/cannot tolerate)
- e. What happens if a student doesn’t meet expectations. Do they pay the entry fee if they miss the bus, or no show for a round. If they misbehave at a tournament do you send them home COD or have their parents come pick them up?

Teachers (Communication with staff is vital for support from your building)

- a. Advance Notice-when will speech kids be gone?

- b. Your Expectations for classroom behavior and academic advancement in other classes (you have tremendous influence over student involvement, use it to promote good academic attitude.)
- c. Their Concerns-make-up work, attendance

Parents

- a. Advance Notice (Send home a tournament schedule and your expectations, have parents sign and return one copy) Give a handout 2 or 3 days before each tournament with vital information concerning times, location, lodging.
- b. Their Concerns - build trust
- c. Emergency Information - how will you let them know if the van or bus breaks ? (phone trees?)
- d. How you can help them?
- e. Be sure to get permission slips.

Team

- a. EXPECTATIONS –
 - Students should be on time to all rounds.
 - Students should be courteous to all speakers during rounds
 - Students should be respectful of the host campus.
 - Students should clean up after themselves.
 - Students must have the coaches permission to leave a campus.
- b. Role at Tournament – They are representatives of the school and should conduct themselves in an appropriate manner at all times.
- c. Behavior at Tournament – All school rules are in effect the entire tournament.
 - Students also need to be aware that outside of rounds they are around their fellow competitors and judges at all times. They should cultivate outstanding reputations.
- d. Philosophy/Ethical Considerations – Be sure to convey the concepts of good sportsmanship to your students at all times.
- e. What to do if something goes wrong and they can't find you because you are judging? (Go to HEADQUARTERS or to a coach they know)
- f. recruitment – How can your students attract more students to the activity?

Forms-Usually from Administrator-Possibly Office Manager (each district will have its own system.)

1. Tournament Travel Forms (permission to attend—School Board or Superintendent permission.)
2. Parent Permission Slips-vital to have insurance information-policy numbers as well as insurer (2 copies-1 in office-1 in your possession at all activities.)
3. School Absence Lists (how to excuse from school)
4. Budget Forms
 - a. Registration fees
 - b. Purchase Orders
5. Reimbursement forms for your expenses
6. Bus or transportation arrangement forms
7. Van License

8. First Aid
9. District insurance for you driving

Before the Tournament

- A. **Determine Schedule** (OSAA web page has list) and share with class/team
- B. **Get Entry information** (You may have to write/call director or check the web page to get an invitation)
- C. **Read invitation carefully** - The only Tournaments that have to follow OSAA rule book are District and State - others can make up own rules
 1. Post rules and **require** students to read them
 2. Post a sign up **other** than the official registration form
 - a. Be sure to note entry **limitations**
 - b. Be sure to note event **conflicts**
 3. When you have limited the number of entries to the correct amount fill out the Entry Form **THE ENTRY FORM IS THE MOST IMPORTANT INFORMATION YOU GIVE TO A TOURNAMENT DIRECTOR!!!**
 - a. Print or type clearly
 - b. Mail, e-mail, or fax early
 - c. Keep a copy for yourself and **post** a copy for students (They catch mistakes very quickly)
 4. Drops/Adds - try to limit these as much as humanly possible
 - a. Call in as quickly as you can to director
 - b. Be as clear as possible when making changes
 5. Fees
 - a. Determine fees and submit payment forms to school
 - a. Take to tournament with you
 - b. If you need a receipt, ask for one
- D. **Transportation**
 1. Always double check to confirm your transportation
 2. Leave early- give yourself enough time for a flat (this also guarantees you will not have one)

At the Tournament

- A. **Registration**
 1. Have drops ready before you get to registration
***(be sure to include name, event, division)
 2. Send students to lounge area, do **not** bring them to Registration table - Too much confusion
 3. Get Registration packet with student ID for Tournament
 4. Give students their numbers and copy of schedule and map.
 5. Have central meeting place in lounge
 6. If possible pair senior or experienced student with novice as mentor
- B. **Tournament Responsibilities**
 1. Judging - You will be expected to judge. You will find a tournament schedule in your packet. Check with the judging director or check in each round.
 2. Be available in case HQ needs you for something
 3. Supervise your students

4. OSAA rules require that a responsible school representative (the coach) is with the students for the duration of the competition.
 - a) sometimes this means that a coach has to juggle checking in/out of hotel, taking students out to lunch, and the needs of the tournament.
 - b) many of us tell students they need to be ready to check out of the motel before the rounds begin for the day.

C. Judging

1. Write supportive and constructive critiques. Give the students as much feedback as possible. Write your ballots during the speeches. Students will expect you to write comments as they speak. You become the coach for the round, the student will learn from effective ballots.
2. Try to be prompt - sometimes it is impossible. The tournament will understand
3. Have a system of communicating with students - Notes on the table, etc.
4. Be supportive of tournament officials. Many have worked long hours before the tournament even started.

D. Awards and Packets

1. Packets (with ballots and results) are given out after awards
2. Occasionally (if bad weather or long travel time is required) packets can be obtained early without the final results masters
3. Have students watch finals and learn
4. Your attitude toward ballots will determine student attitude - use them as a teaching tool. It is usually better to distribute the ballots when students are separated from other schools and judges so you can help keep an educational perspective about the ballots.

E. Other Coaches/Schools

1. Teach your students to trust and respect coaches
2. Let them know if you are unavailable to take problems to coaches they know
3. Build rapport with other teams - encourage respect for competitors
4. If you have questions or concerns talk to other coaches
5. If you would like to work on a tournament staff ask or let others know, there is plenty of work to be done, and coaches are willing to share

IV. After the Tournament

A. Publicity

1. Who to contact for school publicity
2. Find contacts for local newspaper

B. Critiques

1. Go over them with students/remind them the critique is how the judge saw the speech and help students learn from them.
2. Give students specific tasks to work on based on patterns you see in the comments.

For help or additional assistance, contact Pat Leahy (South Albany HS)
paleahy@ohssl.com

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