Welcome to the Great Debate Public Forum training. This packet corresponds to the “Basic Public Forum Training” series posted on youtube (www.youtube.com/mygreatdebate). Public Forum debate is the style of debate most similar to the debates you will see on television. The focus is communication with all kinds of audiences. The topics change every month to give students the chance to learn about many different areas of disagreement in our world today.

If you are interested in learning more about Public Forum Debate, you should check out the new edition of our debate book: The Great Debate; A Handbook for Policy Debate & Public Forum Debate. The book contains significantly more information than we can fit into our videos and is a must read for anyone serious about becoming a great debater. Purchase a copy today at www.greatdebate.net

This packet is provided free of charge, but we do ask that you not distribute these materials without express permission. For great links to this year’s public forum debate topics, be sure to follow us on twitter (www.twitter.com/mygreatdebate), and check out all the resources we have to offer on our website (www.greatdebate.net). We’re always looking for more friends on facebook too! We hope this resource serves you well as you learn to debate.
Debate 101

An introduction to argumentation and debate

What is Debate?
Debate is the practice of comparing & contrasting ________________.

The goal of authentic debate is to search for ________________ .

How does debate work?

 Resolution
   The resolution is the ________________ of the debate round
   The resolution tells us what we are talking about for a debate round

 Two sides of the debate
   Affirmative
     The affirmative team is required to ________________ the resolution.
   Negative
     The negative team is required to ________________ the resolution.

Pieces of a COMPLETE Argument:

- Each argument makes a statement of a possible ________________
- Each argument is ________________
- Each argument explains why it is ________________

These pieces all have names in debate:

- Statement of truth = ________________
- Support for the statement = ________________
- Importance, why it matters = ________________

Debate isn’t just making your own argument, you have to ________________ to opposing arguments

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INTRODUCTION TO PUBLIC FORUM DEBATE

Debate is the _________ of _____________ & _____________ ideas.

The goal of authentic debate is to ____________ for __________

Different debate Styles:

- Policy Debate – evidence focused debate on pros/cons of a particular policy
  - i.e. change space exploration policy in the United States
- Value Debate – philosophy and value focused debate on the pros/cons of a particular value or worldview
  - i.e. liberty is more important than security
- Public Forum Debate – communication focused debate on the pros/cons of a particular position of fact or policy
  - i.e. Wikileaks threatens US National security

All debates focus on the __________________________

- In Public Forum the sides of the debate are Pro and Con
- ____________ argues for the resolution (affirmative in Policy and Value debate)
- ____________ argues against the resolution (negative in Policy and Value debate)

- Resolutions in Public Forum change ________________

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Public Forum Debate is a __________ event

- Teams of ____
- Different speeches and roles, but one __________

Goals of the Debate

- Solid _______________, reasoning, and analysis
- Use evidence to _______________, not dictate, arguments
- ______________ ideas between the pro and con teams
- Clearly _________________ to any audience

Unique Features of Public Forum

- Coin ______________ for sides
- Short _________________
  - Entire round is 37 minutes including all prep time
  - Longest speech is 4 minutes
  - Shortest speech is 1-2 minutes
- _________________
  - Both sides ask and answer questions – at the same time!
What is An Argument???

Why do we think a statement is true?

- It ______________________ with our experience
- An __________________ supports it
- Someone we _______________ says it

Pieces of a COMPLETE Argument:

- Each argument makes a statement of a ____________________ truth
- Each argument is ______________________
- Each argument explains why it is ______________________

These pieces all have names in debate:

- Statement of truth = __________________________
- Support for the statement = __________________________
- Importance, why it matters = __________________________

How can an argument be supported? We use ______________________

Evidence is the ______________________ and we can get evidence from lots of places

- ______________________ warrants – logical reasons
- ______________________ warrants – statistics and examples from the real world
- ______________________ warrants – how people tend to act

Evidence we use:
- Facts
- Analogies
- Anecdotes
- Studies
- Reports
- Stories
Value Statements and Definitions

What is a “Statement of Value”?

Compare Value Statement v. Fact Statement

<table>
<thead>
<tr>
<th>Value Statements</th>
<th>Fact Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like red more than blue</td>
<td>The world is round</td>
</tr>
</tbody>
</table>

Three features of Value Statements:

- Value statements are concerned with what _______________________ not what is
- Value statements are usually ________________________________ rather than specific everyday concerns
- Value statements are more _______________________, facts are more ____________________

How do we support or affirm a statement of value?

- Not have to prove it true ______________________________
- Prove it true “as a matter of ______________________” or in ______________________________
- Prove the value ought to be upheld in most __________________________
Debate Rounds & Speaker Responsibilities

A Public Forum debate round consists of ____ speeches and ____ crossfires.

Pro and Con __________ for sides (and sometimes for __________________ order)

Format of a debate round where Pro argues first:

- First Pro Constructive (1PC) - ____ Minutes
- First Con Constructive (1CC) - ____ Minutes
- Crossfire between both first speakers (CF) – ____ Minutes
- Second Pro Constructive (2PC) - ____ Minutes
- Second Con Constructive (2CC) - ____ Minutes
- Crossfire between both second speakers (CF) - ____ Minutes
- Pro Summary (PS) - ____ Minutes
- Con Summary (CS) - ____ Minutes
- Grand Crossfire between all 4 debaters (CF) - ____ Minutes
- Pro Final Focus (PFF) - ____ Minutes
- Con Final Focus (CFF) - ____ Minutes
- Preparation Time – ____ minutes per team

Goals of each speech

- First Constructive – Tell your side of the __________
- Second Constructive – Repair your story, poke __________ in their story
- Crossfire – Ask and answer __________________ about your arguments
- Summary – Focus on the key __________________ and why you are winning those

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Final Focus – Give two or three ______________ your side of the resolution should prevail

Constructive:

- **1PC**
  - Present case to uphold the resolution

- **1CC**
  - Present case rejecting the resolution

- **2PC**
  - Respond to attacks on pro case, refute con case

- **2CC**
  - Respond to attacks on con case, refute pro case

Crossfire

Summary & Final Focus:

- **PS**
  - Summarize the key issues of disagreement

- **CS**
  - Summarize the key issues of disagreement

- **PFF**
  - Explain why pro should win the debate

- **CFF**
  - Explain why con should win the debate

Grand Crossfire
Understanding What We’re Debating: The Resolution

Resolved: The abuse of illegal drugs ought to be treated as a matter of public health, not of criminal justice.

There are 5 keys to understanding and proving the resolution

- Definitions of the _______________ in the resolution
- _______________ of resolution
- _______________ of the resolution
- Actor and _______________ of the resolution
- _______________ term of the resolution

Define Terms:
✓
✓
✓
✓ Public Health
✓

Two Categories of Resolutions we will typically face

- _______________: Examine ____________ ideas and compare ____________
- _______________: Uphold a ___________________ and prove it is most often ________________

Context
Limits the debate to a _______________ place or situation
  o “When in conflict”
  o “In the United States”
  o “Abuse” of drugs

Actor
Who is having this ________________?

Evaluative Terms
The ________________ question where ________________ is focused

Discussion: What would we need to logically prove to affirm or negate the resolution?
Public Forum Case Structure

The First Constructive Speech for both sides include a pre-written case

- The first constructive speech is only _______ minutes long
- Public Forum requires communication, so speed must be ____________________

Goals of the Case

- Grab your audience’s ____________________
- ___________________ any potential confusion
- Identify strong ___________________ your position should be accepted
- ____________________ with a compelling conclusion

Attention-Getter

- Why should we care about this topic?
- Why should we like your position?
- Can your arguments make a difference in the world?
- Set the stage in your ________________

Clarification

- What is the resolution?
- What is this debate about?
- Clarify definitions of key terms
- Provide your team’s ___________ – what does voting for you mean?
- Preview your main arguments
Contentions

- __________ Contentions, each independently supporting your overall position

- Structure
  - Tag (“Buying and Selling organs cheapens human life”)
  - Claim – The argument you are making
    - “Allowing the sale of human organs puts a pricetag on people’s worth”
  - Warrant – ________________ for the argument you are making
    - “Ethics Professor Smith states that human life can’t be valued, but buying an organ to save a life will put a pricetag on staying alive, thus undermining the invaluable nature of humans.”
  - Impact – Why does your argument __________ and justify your side of the resolution?
    - “When human life is only as valuable as the price of an organ, human life becomes no more valuable than any other commodity and the market determines who is valuable enough to be allowed to live.”

- Should contain one or two ________________
- Argue in general for your position

Conclusion

- Reprise the main contentions
- Tie back to the attention-grabber
- One more chance to ________________
Discussion of the Public Forum Case Outline. These tips also apply to many other persuasive speech styles.

1. Attention-Getter
   a. No one wakes up in the morning and thinks, why I would love to go hear 33 minutes of speeches and arguments on a random topic. In fact, even people who love debate are prone to become glossy-eyed at the end of a long debate tournament. The attention step is your chance to wake your audience from their slumber and motivate the next 33 minutes of their day. The attention-getter should not tell your audience why the topic is relevant and worth considering, but it should give the listener the opportunity to identify with your side of the round.
   b. How to: The attention step may include a story, a famous quotation, or some citation to an expert in the topic’s field. Quoting someone who says the problem with today’s world is the lack of today’s resolution is a great way to get your audience’s attention and bring them into your camp all at the same time.

2. Clarification
   a. Now that you have your audience’s attention, what are you going to spend the next 200 or so seconds talking about? First, you’ll want to let them know what the focus of the debate will be: the resolution. Then you’ll want to clarify what this resolution is asking you to do, define any terms which may cause confusion or be contentious, and identify what positions you will be taking in the round.
   b. The resolution should be quoted exactly. Say “we support the resolution ‘Resolved that ...’” or “we oppose the resolution ‘Resolved that ...’”
   c. Tell the judge what the resolution is about – this may mean providing a very brief background or identifying the key disagreements on the issue so the judge is aware of the world on both sides of the resolution.
   d. Define terms that might be confusing or might be used by your opponent to make your arguments beyond the resolution.
   e. Your thesis should be a simple statement that ties your contentions together in support of the resolution (or in opposition).
   f. Finally, preview your two or three contentions, just using the tags so everyone knows where you are going.

3. Contentions
   a. This is the meat of your case. You want to give the audience a reason to support you. Your audience is listening for you to give them clear reasons in favor of (or opposed to) the resolution. Each contention should independently point out the correctness or the benefit of a ballot in your favor. Each contention should contain 3 parts – a claim, warrant, and impact – just as all good arguments should.
   b. The claim is a brief statement made which will need to be proven. For example, the argument “Gun control laws increase crime” is simply a claim. Good debaters will carefully word claims to make them easy for a judge to write down. This is called a “flow tag” and simply means using...
word economy to limit the number of words used to summarize the argument.

c. The claim is supported with evidence, called a warrant. The warrant is some kind of expert or other credible individual stating an argument in line with the claim. For example, a quotation from the Department of Justice noting that in states with the most strict gun control laws the rates of violent crime are highest could be used to support the claim.

d. Finally, an argument needs more than a claim and warrant to be successful. The impact asks the all important “so what?” question. Let’s assume the claim and warrant are correct and gun control laws do increase crime. If this is true, why should anyone care and further, why should this matter in the debate at hand? The impact answers both of these questions. The impact notes that more lives will be saved without strict gun laws than with those laws. Saving lives, as it is often the stated goal of gun laws, ought to weigh in our minds when deciding whether to have the gun laws in the first place and in this hypothetical argument should prevail.

e. Every case should have at least 2 and no more than 3 contentions. A contention can contain more than 1 claim, warrant, or impact, but be mindful of time constraints.

4. Conclusion

a. Briefly remind your audience of your main contentions, your thesis, and finish your speech by tying everything back to your opening attention grabber. This is your last chance to make the first impression – don’t waste it!
Research Basics

What is evidence?
- Evidence is published ____________ of an argument
- Evidence helps ________________ the audience

Why is good evidence important?
- Gives ________________________ to your words

Finding Evidence
- Research – ________________ information that supports your positions

Research Steps
1. Brainstorm key words from the resolution
   - What do you ________________ know
   - What words are unclear to you?
   - What do you need more information?
2. Begin answering your questions
   - Find ________________
   - Begin looking for information to educate yourself
3. Dig deeper
   - Read articles
   - Find good ________________
   - Use that article to point you to other good articles and good quotations

Using Google
- Search individual terms (drug abuse)
- Search multiple words (illegal drug abuse and public health)
- Search using quotation marks (“criminal justice” and “illegal drugs”)
Refutation

When the other debater says something you have 3 choices:
1. ___________________
2. ___________________
3. ___________________ = acceptance

2 Different types of attacks

**Weigh:** __________________ claims
- Evidence
  - __________________ against theoretical arguments
  - Counter evidence with __________________ evidence
- Logical missteps
- Missing __________________
- Not __________________ – not show why the resolution is better on that side
- Show __________________ of opposition

**Turn:** Concede part __________ show how ______________ supports __________
- ______________ turn – different __________
- ______________ turn – different __________
  - ______________ are stronger than __________________

**Argument package:** Multiple __________________ together

**Method of attack:** 3-point refutation

- What are we talking about?
  - ______________
- What do I say?
  - ______________
- Why does it matter?
  - ______________
Responding to Attacks

After your argument is attacked, how do you respond?

1. ________________ original argument
2. ____________ the attack and talk about something else
3. ________________ to the attack

Responding is the ________________ option
- Respond to the opponent’s argument – ________________
- Strengthen your original point - ________________

2 Steps

**Refute**
- Use the same ________________ types and techniques we already know
  - Show ________________ in their attack
  - ________________ your weaknesses exposed by their attack

**Extend**
- ________________ to the point you already made
  - ________________
  - Analysis
  - Implications
  - ________________

**Pattern for Response**

- Address ________________ from opponent
- ________________ claims and warrants of your argument
- ________________ : why you win!
Flowing...so you know where you’re going!

Ignoring arguments = ___________________ argument

- How do you remember everything said in a round?
- How do you make sure you address everything?

Flowing

- The debater’s __________________________ method
- Short-hand __________ for each argument
- Logical order to keep the round _________________

How to Flow

- Supplies:
  - 2 different color pens
  - Notepaper (legal pad, blank paper, etc.)
- Method:
  - Step 1:
    - Divide ___ pages into ___ sections
    - Divide ___ page into ___ sections
  - Step 2:
    - Take notes for each _____________
    - Connect responses to the ______________ argument
    - Watch the argument ______________ through the round

<table>
<thead>
<tr>
<th>AC</th>
<th>NC</th>
<th>1AR</th>
<th>NR</th>
<th>2AR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sky is blue</td>
<td>Sky is gray</td>
<td>Gray skies require blue background</td>
<td>Background is not how we define color</td>
<td>Blue background always shows through</td>
</tr>
<tr>
<td>A</td>
<td>Not always A</td>
<td>A more often than not</td>
<td>A only sometimes</td>
<td>A wins</td>
</tr>
</tbody>
</table>

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What to Flow:

- Vital Information
  - Tag
  - Evidence (source)
  - Where it “flows”
- Valuable Information
  - Impacts
  - Evidence (summary)
  - Missing links

Tips

- Learn your own __________________________
- Write __________________________
- Write legibly
- Practice, practice, practice!
CrossFire! – This isn’t your typical Cross-Ex

I. What is Crossfire?

a. _ _ minute Q&A session between 2 or all 4 debaters
b. When?
   i. After the ___ and ___ Constructive speeches
   ii. After the ________________ speeches

c. ________ debaters ask and answer questions

d. _______________ – may sit during grand crossfire

II. Purpose of crossfire

_________________ – if you missed something or want to be sure they really said something

Identify ________________ – Identify and exploit holes in their logic and arguments

________________ your position – by clarifying and expanding your arguments

________________ weakness – expose contradictions, identify inconsistencies

Gaining ___________________ – judges evaluate you based on your Crossfire

Are your questions thought out?

Are you polite, sharing your time, not interrupting?

Do you have strong responses to probing questions?

III. Special Features of Crossfire (vis-à-vis cross examination)

Both sides asking questions

Both sides answering questions

Both sides taking turns

Both sides on offense and defense (basketball not baseball)

Both sides always communicating

IV. Goals when asking questions

_________________________ ahead – what are the two or three weaknesses you want exposed?

_________________________ – short questions are better

________________, but firm – Ask your question, then allow your opponent to do the same

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V. Goals when answering questions
   __________ response – don’t admit more than asked, don’t waste time with long answers
   __________ response – even if your opponent asks irrelevant questions
   ______________ your side – find opportunities to highlight the strength of your case

VI. Coming up with good questions
   Set up arguments you have already __________ – what dilemma do you want to expose?
   Don’t ask ______________ questions
   If something sounds too good to be true, it is, so ask about it!

VII. The Grand Crossfire
   All 4 debaters – cooperation and teamwork even more important
   Allow everyone to participate
   Don’t interrupt your partner – come up with a signal
   No Team questioning – one partner should ask each question
   Question __________ even more important – even fewer questions to ask and answer
   ______________ – only 1 more minute left to advance your side in the round

Question/Answer Selection:
   Ensure the question still matters to the debate (flow the Summary Speeches)
   Focus on key disagreements that win you the round
   Tie their questions to your key winning arguments

For more information see helpful web resources:

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Two Heads are Better than One

Working with a Partner

**Partners are Valuable**
- Keep one another ____________
- Lighten the ____________
- Different communication styles, strengths/weaknesses

**Roles & Speaker Order**
- Who is covering what ____________ (defense, attack, question types)
- Who is "good _____ " and who is "bad _____ "
- Technical v. ____________
- Salesperson should speak ________ - Details person speaks ______

**How to Communicate**
- Pre-Round - Good communication must begin _____ the round
- Prep time - limited, make sure you're on the same ______
- During round - ____________, encouraging, coordinate crossfire
- Post round - Review what went ______, what can be improved

**Picking a Partner**
- What are your _____________? Compliment strengths
- Big ideas person & detail person
- Researcher and argument developer
- Speaker and thinker

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Argumentation & Voting Issues

Pieces of a COMPLETE Argument:
- Statement of truth = _______________
- Support for the statement = _______________
- Importance, why it matters = _______________

Rounds are full of arguments going back and forth – one side says “A,” the opponent says “Not A, but B.” We use the flow (debate note taking) to keep track of the arguments and make sure we address everything.

Method of attack: 3-point refutation
- What are we talking about?
  - ______
- What do I say?
  - ______________
- Why does it matter?
  - ______________

Method of defense: 3-point refutation

Refute
- Use the 3-point ___________________
  - Show _______________ in their attack
  - _______________ your weaknesses exposed by their attack

Extend Your Argument
- ______ to the point you already made
  - ______________
  - Analysis
  - Implications
  - Always _______________

Voting Issues
In the final focus, both teams have 1 or 2 minutes to wrap up their arguments and try to convince the judge they won the round. Rather than repeating the arguments that have taken up the first 30 minutes of the round, the Final Focus should focus the audience on the key reasons to cast a ballot for one side or another.

**Questions to answer:**

- ______ do you win?
- What are your ______________ points?
- What arguments does the judge/audience seem to like?
- Where was the real ______________ in this round? Did you win it?

**How to Present Voting Issues:**

- Rule of 3 – pick no more than ___ winners
- Identify the ______ conflict(s)
- ____________ both sides (showing why you win)
- Impact, impact, impact

Debate rounds are not won by what is said in the final speech. However, a poor final speech can certainly turn the table against you in a close round. Focusing on the key voting issues and ignoring the petty issues of the round will go a long way toward helping the judge know on what basis their decision ought to rest.
So What?

Winning with Impacts

Every debate is full of ______________ - good and bad

Good debaters make __________ arguments

____________ (or assertion)  |  __________ (evidence)  |  
____________ (commentary)

Great debaters identify which arguments are ______________ and ________ those arguments

Identifying important arguments

• Does this argument answer the ___________?

• Does this argument hurt _______________?

• If the judge ____________ with this point, can they still vote for me?
Winning important arguments

- **Roadmap**
  - Where did we come ____________?
  - Where are we ____________?
  - Where are we ____________?

- **3-point refutation**
  - They said (What are we talking ______________?)
  - I say (What is my _________________?)
  - Impact (Why does my response _______________ and why do I ____________)?

- **Always Impact**
  - How did you win this particular ________________?
  - What role does this point play in the ________________?
  - Why your ________________ points matter?
  - Why should the judge ________________ for you?
First Speech Strategies

Tell a story:
- This will engage your audience
- This will highlight the problem
- This will frame the debate

Who’s talking here?
- Write the case in the speaker’s voice
- Make the case fit the presenter
- Content, tone, density, all must reflect the speaker

Unique Structures
- Judges are expecting Basic Structures
  - Policy – Plan-meets-needs
  - LD – value, criterion, 3 contentions
  - Public Forum – 3 independent contentions
- Cute points typically result in losses
- What are the 3 reasons to use a special structure?
- Clarity trumps cuteness

Strategy
- Bump (point out interesting, but non-debatable things)
- Set (set up opponent to make bad arguments and yourself to make strong ones)
- Spike (reject strong opposing arguments in 1st speech)

Final Pointers:
• Choose a case that sets YOU up for success
• Clarity is more important than creativity
• Lay out a positive story up front