



Debate LEAD Contest Rules

Purpose

The objective of the debate is to provide members of 4-H Ghana an opportunity to develop and demonstrate their ability to clearly communicate and defend their ideas and positions. This contest will also provide members with an opportunity to develop and present strategies for addressing issues of concern in agricultural and life education through public debate.

Topic

Each year a new topic will be chosen related to 4-H, Gender, Life and Livelihood skills, Health Education, Agriculture, or Community Development, refer to the website.

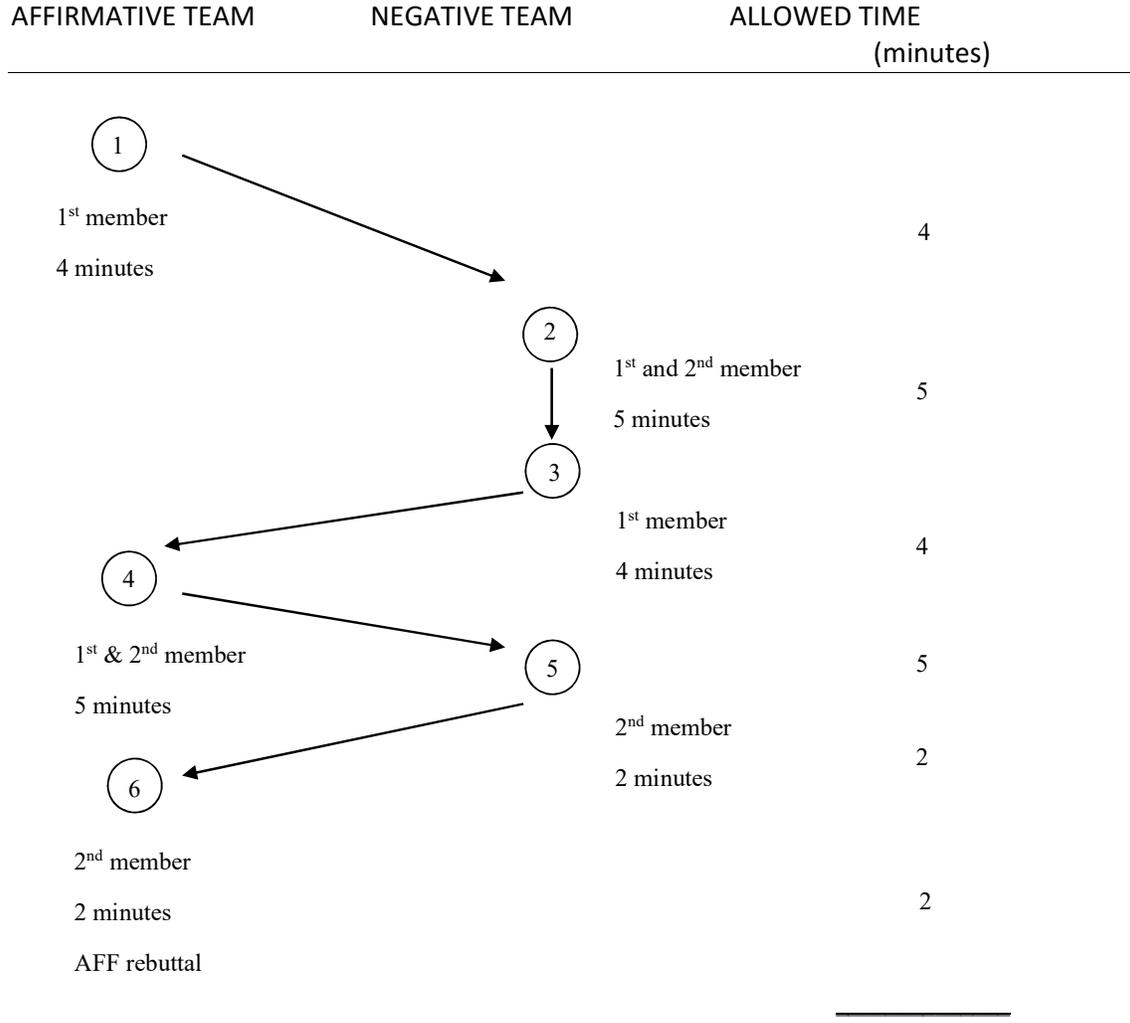
Eligibility

1. This LEAD Contest is open to students who are members in good standing of a registered 4-H club in Ghana.
2. Each club may enter one team of four students at the first level of local competition (Circuit or District, whichever comes first).
3. Props or equipment are not to be used in this LEAD Contest.
4. A participant will be permitted to use notes while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation.
5. All participants are required to wear their official school uniform when delivering their speech.

Levels of Competition

1. All Circuit, District, and Regional LEAD Contests shall be conducted alike and conform with the National Debate rules.
2. Winners are eligible to participate only in the next succeeding District, Region, and National LEAD Contests.
3. Each Club is allowed one full team to attend the Circuit level of competition if it is held. The first and second place participant at the Circuit Debate LEAD Contest will advance to the District competition. If there is no Circuit competition held, each club is allowed one team to attend the District competition.
4. The first and second place teams at the District Debate LEAD Contest will advance to the Regional Club Meeting Finals.
5. The first and second place teams at the Regional Debate LEAD Contest will advance to the National Debate Finals.

Flow Chart for Debate Activities



NOTE: 1 through 6 is the correct sequence of activities:

AFF – Affirmative team

NEG – Negative team

1. AFFIRMATIVE STATEMENT – consists of Ill, Blame and Cure (4 minutes)
2. NEGATIVE CROSS-EXAMINATION OF AFFIRMATIVE STATEMENT (5 minutes)
3. NEGATIVE STATEMENT – consists of Ill, Blame and Cure (4 minutes)
4. AFFIRMATIVE CROSS-EXAMINATION OF NEGATIVE STATEMENT (5 minutes)
5. REBUTTAL (CLOSING) STATEMENT by NEGATIVE – This is a summary of I11, Blame, Cure and Cost. Cost should be “emphasized”. (2 minutes)
6. REBUTTAL (CLOSING) STATEMENT by AFFIRMATIVE – This is a summary of I11, Blame, Cure and Cost. Cost should be “emphasized”. (2 minutes)
7. Times stated are the maximum allowable time for each activity.



Contest Rules and Guidelines

The following contest rules will be effective during for the 4-H Ghana Debate LEAD Contest.

1. The debate team members must be 4-H club members in good standing.
2. 4-H clubs may enter one team of four members with two forming the affirmative sub team and two forming the negative sub team.
3. Each team will debate the affirmative side of an issue in one contest and negative in another contest. (One club will not have its sub teams compete against each other in the contest, but each sub team will face a different school.)
4. One team member shall give the affirmative (or negative) statement and the other member shall give the rebuttal. Both members may participate in cross-examination.
5. The selection of three or five judges will be the responsibility of the 4-H staff or advisers organizing the contest. The qualifications of the judge(s) are that they be competent, impartial and thoroughly familiar with the scorecard before judging a contest.
6. Only team members who are to compete will be allowed in the holding room. All team members who participate must be kept in the holding room until the debate contest is complete.
7. The debate shall consist of six parts: (1) An affirmative statement with (2) negative cross-examination. (3) A negative statement with (4) affirmative cross-examination. (5) A rebuttal (closing statement) by the negative. (6) And ending with a rebuttal (closing statement) by the affirmative. (Numbers correspond to flow chart.)
8. The contest procedure should be as follows: (1) Affirmative statement (4 minutes); (2) Negative cross-examination of affirmative (5 minutes); (3) Negative statement (4 minutes); (4) Affirmative cross-examination of negative (5 minutes); (5) Negative rebuttal (2 minutes) and (6) Affirmative rebuttal (2 minutes).
9. The order of team appearance shall be determined by the pre-debate drawing.
10. The topic of debate to be resolved will be known to all contestants before the debate.
11. Both affirmative and negative teams shall speak to the (1) ILL, what's wrong; (2) BLAME, what caused the problem; (3) CURE, solution to the problem; and (4) COST, cost of the solution.
12. The affirmative statement shall address the ILL, BLAME and CURE of the topic.
13. Negative cross-examination shall ask questions pertaining to the affirmative ILL, BLAME, and CURE.
14. The negative statement shall consist of the ILL, BLAME, and CURE. The approach the negative uses is that there isn't anything wrong.
15. Affirmative cross-examination shall only ask questions pertaining to the negative's ILL, BLAME, and CURE.
16. The rebuttals (closing statement) shall be a summary of the ILL, BLAME, and CURE and the COST. However, the COST should be the most emphasized.
17. Each team may use up to, but no more than four minutes for each of their negative or affirmative statements, no more than five minutes for each cross-examination and the rebuttals shall last no more than two minutes.
18. A timekeeper will issue a 15-second warning and indicate the end of a team's time.
19. Each team member may use up to four 3x5 notecards. No more than two 3x5 notecards, with prepared information, shall be used. No more than two blank 3x5 notecards shall be allowed for taking notes.
20. Evidence used as part of the debate must be sited orally.
21. All team members will report to a holding room prior to the beginning of the contest. Each team will be called to the contest room in turn according to their predetermined order.
22. If time is called during the asking of a question or at the beginning of a response the team to which the question was asked may respond if they desire. If they choose to respond they are limited to 30 seconds. If they choose not to respond they will not be penalized.
23. The official debate authority will be Argumentation: Inquiry & Advocacy, (1975) by Ziegelmuller, (Prentice-Hall).



24. Time available for each team is very limited. Please be prepared with clear, direct statements and questions to avoid conflicts with time.

GUIDELINES FOR DEBATE

The number of +’s, 0’s, or –’s are assigned based on the number and quality of statements, questions or answers which are presented and relative to the topic. 0 = Judge’s discretion (between + and -). Please avoid the use of 0’s.

-
1. AFFIRMATIVE STATEMENT (4 minutes)
- + Topic well defined, topic stated clearly, supported by evidence, well organized, and exhibited sound reasoning and analysis
 - Topic not defined, ill-stated, unsupported, unorganized and lacking in analysis and logical forethought
-
2. NEGATIVE CROSS-EXAMINATIONS (5 minutes)
- FOR QUESTIONS:
- + Question well defined and to the point, addressed the topic and showed evidence of understanding the topic and was a refutable question
 - Question lacked forethought, poorly stated and logical points not addressed
- FOR ANSWERS:
- + Question asked was addressed (if question was in line with the topic), showed evidence of preparation and demonstrated knowledge of the subject, refuted question and defended position
 - Not able to respond to question, not able to provide sources of evidence, question not addressed, answer lacked forethought, poorly stated response and logical points not addressed
-
3. NEGATIVE STATEMENT (4 minutes)
- + Topic well defined, topic stated clearly, supported by evidence, well organized, and exhibited sound reasoning and analysis
 - Topic not defined, ill-stated, unsupported, unorganized and lacked analysis and logical forethought
-
4. AFFIRMATIVE CROSS-EXAMINATION (5 minutes)
- FOR QUESTION:
- + Question well defined and to the point, addressed the topic and showed evidence of understanding the topic and was a refutable question
 - Question lacked forethought, poorly stated and logical points not addressed
- FOR ANSWERS:
- + Question asked was addressed (if question was in line with the topic), showed evidence of preparation and demonstrated knowledge of the subject, refuted question and defended position
 - Not able to respond to question, not able to provide sources of evidence, question not addressed, answer lacked forethought, poorly stated response and logical points not addressed
-
5. NEGATIVE REBUTTAL (2 minutes)

LEAD

- + Well summarized the I11, Blame, Cure and gave a logical, sound statement and analysis of Cost
- Did not summarize the I11, blame and Cure; did not give logical sound statement and analysis of Cost

6. AFFIRMATIVE REBUTTAL (2 minutes)

- + Well summarized the I11, Blame, Cure and gave a logical, sound statement and analysis of Cost
- Did not summarize the I11, Blame and Cure; did not give logical sound statement and analysis of Cost

ILL – Significant problems, harms or ills within the present system.

BLAME – Is the present system inherently responsible for the existence of the ills, what causes the ills?

CURE – Will the proposed change remove the ills of the present system?

COST – Are the disadvantages of the affirmative proposal significant? What are the tangible and unseen costs (not always money) of the cure?



OFFICIAL SCORECARD

4-H LEAD DEBATE CONTEST

Affirmative (School) _____ Negative (School) _____

Date _____ Round _____

Guidelines for scoring the contest (+,0,-) are on the back.

A = Affirmative N = Negative

		ILL	BLAME	CURE	COST
1. AFFIRMATIVE STATEMENT (4 min.) + 0 -	A				
	-				
	N				
2. NEGATIVE CROSS EXAMINATION (5 min.) + 0 -	A				
	-				
	N				
3. NEGATIVE STATEMENT (4 min.) + 0 -	A				
	-				
	N				
4. AFFIRMATIVE CROSS EXAMINATION (5 min.) + 0 -	A				
	-				
	N				
5. NEGATIVE REBUTTAL (2 min.) + 0 -	A				
	-				
	N				
6. AFFIRMATIVE REBUTTAL (2 min.) + 0 -	A				
	-				
	N				
TOTAL SCORE (+,0,-) Example 15 +, 2 0, 4 -	A				
	-				
	N				
SUMMARY (Subtract - from +) Example 15-4=11	A				
	-				
	N				
WINNER EACH AREA A tie = a lose to the affirmative team; a "0" wins over a negative (-) score					

A Total of 1 Negative = A Winner

A Total of 4 Affirmative = A Winner

This debate was won by _____ representing _____
(AFF or NEG) (School)

(Judge's Name)

(School)

JUDGE'S COMMENTS:



EXAMPLE SCORECARD

4-H LEAD DEBATE CONTEST

Affirmative (School) A Negative (School) B

Date _____ Round 1

Guidelines for scoring the contest (+,0,-) are on the back.

A = Affirmative N = Negative

		ILL	BLAME	CURE	COST
1. AFFIRMATIVE STATEMENT (4 min.) + 0 -	A	+ - - 0	- - +	+ -	
	-				
	N				
2. NEGATIVE CROSS EXAMINATION (5 min.) + 0 -	A	+ + -	- - + +	+ 0 +	
	-				
	N	- + + +	- - 0	- - +	
3. NEGATIVE STATEMENT (4 min.) + 0 -	A				
	-				
	N	+ + -	0 - +	0 - -	
4. AFFIRMATIVE CROSS EXAMINATION (5 min.) + 0 -	A	- - +	- + 0	0 + +	
	-				
	N	+ -	0 + 0	- - +	
5. NEGATIVE REBUTTAL (2 min.) + 0 -	A				
	-				
	N	+ + 0	- - +	0 -	+ + +
6. AFFIRMATIVE REBUTTAL (2 min.) + 0 -	A	- - 0	- - +	0 +	- - +
	-				
	N				
TOTAL SCORE (+,0,-) Example 15 +, 2 0, 4 -	A	4-7=-3	5-7=-2	6-1=5	1-2=-1
	-				
	N	8-3=5	3-5=-2	2-7=-5	3
SUMMARY (Subtract - from +) Example 15-4=11	A	-3	-2	5	-1
	-				
	N	5	-2	-5	3
WINNER EACH AREA A tie = a lose to the affirmative team; a "0" wins over a negative (-) score		N	N	A	N

A Total of 1 Negative = A Winner

A Total of 4 Affirmative = A Winner

This debate was won by NEG representing B
(AFF or NEG) (School)

 John Doe C
(Judge's Name) (School)

JUDGE'S COMMENTS:



SCORING PROCEDURE

1. For the affirmative sub-team to win a debate, they must win all four phases on a majority of scorecards: ILL, BLAME, CURE, and COST.
2. For the negative sub-team to win a debate they must win at least one phase on a majority of scorecards: ILL, BLAME, CURE, or COST.
3. Each of the six stages of the debate will be evaluated for the way in which the following are addressed: ILL, BLAME, CURE, and COST (if appropriate). The judges will use a plus (+), a zero (0), or a minus (-) to indicate the level of performance of each team. An explanation of the plus and minus is provided on the scoresheet. For each of the four areas, ILL, BLAME, CURE, and COST judges will add the pluses, zeros, and minuses and compute a score.
4. The judges shall discriminate against any action of a questionable nature relative to the citing of information or the conduct of the debate.
5. During the five-minute cross-examination, the negative or affirmative team may be penalized for not asking enough questions or failing to respond to questions which would result in a lack of discussion.
6. If there is a tie for a winner, the pluses and minuses will be totaled to determine the winner.
7. A tie within a column (ILL, BLAME, CURE, or COST) equals a loss for the affirmative team.
8. A "0" wins over a negative score within a column.
9. The team with the most debate wins will be the champion. If a debate team wins both the affirmative and negative debates they will be the winner. If more than one debate team wins both affirmative and negative then the average of the judges raw scores will be used to break the tie.
10. If no school wins both affirmative and negative then the school which wins affirmative and has the highest average negative raw score will be named the winner.
11. If no school wins affirmative then the school which wins negative and has the highest average raw affirmative score will be named the winner.

Definition of Terms

1. ILL: "Significant problems, harms or wills within the present system" or circumstance. There must be a felt difficulty with the present system or policy. For the advocate of change, the ill becomes a hunting ground for arguments that suggest the existing way of doing things results in serious internal problems or does not achieve certain important goals. For the defender of the present system, the ill issue becomes a place to look for arguments to deny the existence of harms or to minimize their significance.
2. BLAME: Blame asks the question, "Is the present system inherently responsible for the existence of the ills?" The existence of certain problems or the failure to achieve certain goals does not necessarily mean that present policies have failed or that a new course of action is required. A totally new policy approach is warranted only if it can be shown that by its very nature the present system cannot overcome the problems or achieve the goals. Unless the inherent structure or philosophy of the present system is the cause of the

continued existence of the ill, then minor adjustments or repairs within the present system can be made to alleviate the harm.

With blame, the “advocate of change” is obligated to identify characteristics of the present policy which are inherent to its structure or philosophy and to demonstrate the ways in which they are causally related to the ills of that policy. The “opponent of change” may seek to deny that the alleged inherent characteristics are, in fact, fundamental to the present system and suggest minor, non-structural repairs or he may accept the characteristics as inherent and deny the causal link to the ill.

3. CURE: The issue of cure asks the question, “Will the affirmative proposal (proposed change) remove the ills of the present system?” The cure issue shifts and focus of the analysis from a consideration of the existing policy to a consideration of the action proposed in the statement of the proposition. This identified a hunting ground for arguments growing out of the advocates’ obligation to outline a specific plan of action and to demonstrate how it will solve the specific ills and deal with the specific causal factors under consideration. Even if it can be demonstrated that a significant ill exists which is causally related to inherent features of the existing policies, a course of action which fails to guarantee a solution to the problem is not likely to be adopted.

The cure issue provides a hunting ground for arguments that suggest the change in policy will or will not achieve its stated or implied objectives. Such considerations are crucial to the advocate of change since a course of action, which fails to solve the problems of existing policies, provides no solution at all. The action proposed must be matched precisely to the ill and blame analysis.

4. COST: The issue of cost asks the question: “Are the disadvantages of the affirmative proposal significant?” Any changes in policy will incur some cost, some disruption, and some social or material burden. The advocate of change is under a logical obligation to be prepared to demonstrate that the disadvantages of the proposed change are not so great as to outweigh any benefits. Frequently a course of action clearly cures a problem inherent in the present system but must be rejected because of its excessive social or material cost.

By focusing on the noncure effects of the proposed action, the cost issue provides another hunting ground for arguments. The advocate of change in policy is logically obligated to respond to such arguments by denying their existence or by minimizing their importance. The case for a proposed course of action can be lost if it can be demonstrated that the cost of that action is more significant than the ill it is designed to cure.

5. DEBATE TEAM 4 members.
6. AFFIRMATIVE SUB-TEAM: The team advocating and/or proposing change.
7. NEGATIVE SUB-TEAM: The team advocating the rejection of proposed change.
8. CROSS-EXAMINATION TEAM: The team asking the questions.
9. CROSS-EXAMINED TEAM: The team responding to the questions.
10. CROSS EXAMINATION: The time or stage of the debate at which questions may be asked.
11. REBUTTAL: A review and closing statement to what has been discussed; contains a review of the ILL, BLAME, CURE, and emphasis on the COST.