**Policy Debate**

**1AC – First Affirmative Constructive** Given by: First affirmative speaker (1A) Length: 4 minutes

Using evidence to support broader claims, debaters present a policy option for the judge to consider, explaining: 1. Why their policy hasn’t already been passed, 2. What kinds of bad things will happen if we fail to pass the affirmative policy, and 3. How passing their policy would prevent those harms from occurring. The speech is prewritten and is relies almost exclusively on the use of evidence.

**Cross Examination –** The 1A answers questions asked by the 2N. Length: 1 minute, 30 seconds

**1NC - First Negative Constructive** Given by: First negative speaker (1N) Length: 4 minutes

The first negative constructive is the neg team’s first opportunity to start picking holes into the affirmative plan. Like the 1AC, the 1NC relies on presenting evidence to support indicts of the affirmative plan.

**Cross Examination –** The 1N answers questions asked by the 1A. Length: 1 minute, 30 seconds

**2AC - Second Affirmative Constructive** Given by: Second affirmative speaker (2A) Length: 4 minutes

The 2AC is a tricky speech. Not only is the second aff speaker tasked with placing the focus of the debate back onto the *benefits* of the affirmative plan, but they’re also tasked with answering EVERY SINGLE NEGATIVE ARGUMENT. The main focus of the 2AC is make sure that the affirmative responds for every negative argument that was presented in the 1NC, either with evidence, analytic arguments (arguments that don’t have evidence to back them up), or both. Failure to answer an argument results in a ‘dropped’ (conceded) argument, which the negative team can capitalize on in their next speeches.

**Cross Examination –** The 2A answers questions asked by the 1N. Length: 1 minute, 30 seconds

**2NC - Second Negative Constructive** Given by: Second negative speaker Length: 4 minutes

The 2NC is the first of two consecutive negative speeches, called the Negative Block. Since the negative has back-to-back speeches, and because it’s redundant for 1NR to repeat the same arguments made by the 2NC, debaters should split up 1NC arguments between the two of them. Before the start of the 2NC, negative debaters should decide to split-up the arguments that were presented in the 1NC, so that the 2NC extends some arguments and answers the 2AC’s responses and the 1NR decides extends some different arguments and answers the 2AC’s responses.

Like the 2AC, the 2NC is tasked with extending their negative case and off-case arguments, while answering the 2AC’s responses. Since the 2NC has four minutes to cover relatively few arguments, they have more time to go into more depth and provide additional supporting evidence for their best arguments. The 2NC is the negative’s last opportunity to make new arguments, although typically you’ll want to make most of your best arguments in 1NC.

**Cross Examination –** The 2N answers questions asked by the 2A. Length: 1 minute, 30 seconds

**1NR - First Negative Rebuttal**

Given by: First negative speaker Length: 2 minutes, 30 seconds

The 1NR forms the second half of the negative block. In it, the 1NR extends the negative arguments that the 2NC decides not to take, and answers the 2AC’s responses. It’s a rebuttal speech, so no new arguments are allowed (although, responses to new 2AC arguments are). It’s also only 2 minutes 30 seconds long.

**1AR - First Affirmative Rebuttal**

Given by: First affirmative speaker (1A) Length: 2 minutes, 30 seconds

The 1AR is considered by many to be the hardest speech in a debate round. The 1AR has only 2 minutes, 30 seconds minutes to respond to 6 minutes, 30 seconds of negative arguments. Like the 2AC, the 1AR is tasked with responding to every negative arguments on case, but can now start choosing the best off-case answers and extending them. The 1AR rarely reads more than a piece of evidence, instead analyzing evidence that has already been presented in constructive speeches.

**2NR - Second Negative Rebuttal**

Given by: Second negative speaker (2N) Length: 2 minutes, 30 seconds

The 2NR is the last negative speech. Like any final rebuttal speech, by the end of the 2NR, the judge should have a firm understanding of why they should vote negative. Instead of trying to win every argument that was made at the beginning of the round, the 2NR should pick their best arguments (the ones that are most devastating to the affirmative and have survived the round mostly intact) and sell the judge on why those arguments mean that they should be voting negative. No evidence should be read in the 2NR – instead, the 2NR should synthesize all of the issues that have been made it through the 1AR and also refocus the debate on why the affirmative is fundamentally not a good idea.

**2AR – Second Affirmative Rebuttal**

Given by: Second affirmative speaker (2A) Length: 2 minutes, 30 seconds

The 2AR is the last affirmative speech. Like the 2NR, after hearing the 2AR, a judge should have a firm understanding of why they would vote affirmative. The 2AR is the final rebuttal to the arguments picked by the 2NR, but also must refocus the debate on why the affirmative is fundamentally a good idea. No new evidence is read during the last rebuttal – instead, the 2AR is synthesizing all of the issues that have been brought up in the round and constructing a compelling narrative about why the affirmative should win.

**Prep time is 5 minutes and can be used whenever a team would like to use it**

**OTHER THINGS TO KEEP IN MIND WHILE JUDGING:**

**-** Give specific feedback (and praise!) to students on the ballots. Remember many of them are brand new and might be very nervous.

- Try to remain objective and ONLY make a decision based upon what was in the round said by debaters, not what you might personally think or believe.

- On the ballot, have feedback for all students that is specific AND a sentence that reads “I vote for \_\_\_\_\_ team because…..” so there is a very clear decision. This decision should have to do with the content of the debate/arguments, not how the children spoke or what they looked like.

- As a judge you will also complete the top part of the ballot. This includes ranks and speaker points. It’s suggested that you enter in your ranks first (a rank of 1 – the best speaker in the round. 4 – the worst speaker in the round). Then, assign speaker points to the students. The student with a rank of 1 should have the highest amount of speaker points, the 4th should have the lowest. Please use the below ranges for speaker points:

30 = perfect speaker, literally NOTHING they could’ve done better (should be rare to give out)

29= Almost perfect, just one or two things that could’ve been better.

28= Above average speaker, but a few things to improve on

27= Average speaker

26= Good speaker, but many things to improve on

25= Okay speaker, but really needs to practice with their organization and speaking skills

ANYTHING BELOW A 25 SHOULD ONLY BE GIVEN FOR OFFENSIVE LANGUAGE OR BEHAVIORS