

Big Questions Debate:

1. In this event, students may enter solo or with a partner. Students will first check in; make sure you only have students assigned to you by tabroom. Once all students are present, confirm with the participants who will be affirming (Affirmative) and who will be negating (Negative).
2. Because debaters cannot choose which side of the resolution to support, judges must be objective evaluators of *both sides* of the resolution.
3. Debaters are permitted to bring materials and devices to the round and refer to them during the debate.
4. Evaluate the round based only on the arguments that the debaters made and *not* on personal opinions or arguments you would have made.
5. Students should offer well-reasoned arguments that present a thesis, argument justifications, and reasons why their argument is significant. The presentation of points and information should be organized and presented in a way that is easy to follow and leads you through their different points smoothly. Debaters may only make arguments directly related to the topic. Debaters that run non-topical arguments should lose that round.
6. To start the debate, call upon the Affirmative side to begin with their Constructive, Then follow the listed segment schedule below, remembering that both teams will receive a three minute period of prep time to be used at any time (excepting in the middle of a speech which has begun) to prepare upcoming speeches. Prep Time – 3 minutes / side; opposing sides may prep at the same time as the team that requested the preparation time without it being deducted from their 3 minutes. Preparation time does not have to be used all at once and may be used multiple times for a total of 3 minutes. Judges should take note of the amount of the prep time is used by each side as the debate proceeds.
Affirmative Constructive – 5 minutes
Negative Constructive – 5 minutes
Question Segment – 3 minutes
Affirmative Rebuttal – 4 minutes
Negative Rebuttal – 4 minutes
Question Segment – 3 minutes
Affirmative Consolidation – 3 minutes
Negative Consolidation – 3 minutes
Affirmative Rationale – 3 minutes
Negative Rationale – 3 minutes
There is no grace period for any segment. The judge should politely stop any segment at its specified time limit.
7. Judges should write comments during the debate and it is helpful to note the segment before the judge's corresponding comments. Please write at least two specific compliments and at least two specific suggestions for improvement.

Students welcome more of both so that they may continue to improve.

8. Big Questions is designed to pit opposing worldviews against each other in an effort to lead students to explore the resolution from both perspectives. Please note that the negative side should not merely refute the affirmative but actively prove that the opposite of the resolution is true.
9. Once all segments have been completed, the students may be excused and the judge can proceed as follows:
10. At the end of the debate, each judge has discretion to decide what “better debating looks like”; judges should consider argumentative aspects (important arguments won, number of arguments won, etc.) and may to a reasonable degree also evaluate performative aspects (tone, vocal quality, pace of delivery, rhetorical devices, etc.). The judge should make their decision as to which side gave the strongest presentation that contained the most convincing arguments and evidence and mark the winner of the debate accordingly.
11. The judge should fill out the section on the Reason for Decision section explaining what were the deciding factors in the judge’s decision.
12. Thank you for judging Big Questions Debate.

Haiku in a Hurry Judge Instructions:

1. In this solo event, students in the round will first check in and give their ballots to the judges. Judge informs the students of the speaker order.
2. Call the first student who picks 3 slips of paper from the envelope or folder, reads and chooses one quickly to use and returns the other two.
3. The judge will start their timer and give verbal cues as each minute passes as the student composes their poem. The student may write on one 3 X 5 card. A Haiku is a 3 line poem that has 5 syllables in the first line, 7 syllables in the second line and 5 syllables in the last line.
4. The student may begin to present their Haiku poem whenever they choose. The prompt from the envelope/folder must be recited as the title of their poem. The total time may be divided between the preparation and presentation at the student's discretion. Time limit is 5 minutes with a 30 second grace period. Any student who speaks beyond the grace period may not be placed first.
5. Once the student has finished, their time will be recorded. Their prompt should not be used again within the round but should be collected and returned to the envelope at the end of the round. Judges may take a few minutes to finish their work on that student's ballot.
6. Repeat from step 2 until all speakers have had their turn.

Impromptu Children's Literature Judge Instructions:

1. In this solo event, students in the round will first check in, give their ballots to the judges and be given the speaker order.
2. The first student will be called, pick 3 stories from the master envelope and then quickly decide which story to present. The two unselected stories should be returned to the master envelope. Judges will begin timing and provide verbal time signals as the student practices and plans. (It is recommended that the speaker practice this out loud to a wall as in a warm up). The practice is NOT judged.
3. When the student is ready, they will begin to present the story and judges will switch to visual time signals for the remainder of the time limit. Speaker should read the title and author of the piece when they begin.
4. The student should present the selected story using vocal skills, pops, voices, gestures, facial expressions and focal points as appropriate.
5. Once the student has finished, their time will be recorded. All stories should be collected and returned to the envelope at the end of the round. Judges may take a few minutes to finish the ballot. Time limit: 7 minutes with a 30 second grace period to be divided at the student's discretion between prep and presentation.

Any speaker going beyond the grace period may not be placed 1st.

6. Repeat from step 2 until all speakers have had their turn.

Impromptu Sales Judge Instructions:

1. In this solo event, students in the round will first check in and give their ballots to the judges so the judge can take attendance and inform the students of the speaker order.
2. Call the first student who then picks one image from the “for sale” bag.
3. The judge will start their timer and give verbal cues as each minute passes as the student plans their sales pitch.
4. The student may begin their sales pitch whenever they choose and the judge should switch to visual finger time signals for the remaining time. The total time may be divided between the preparation and presentation at the student’s discretion. Time limit is 5 minutes with a 30 second grace period.
5. Once the student has finished, record their time on the appropriate line on the ballot. Their image should then go into the “sold” bag so it is not used again within the round. Judges may take a few minutes to finish that student’s ballot.
6. Repeat from step 3 until all speakers have had their turn and then thank and excuse the students.

Team Improv Judge Instructions:

1. In this partner event, students in the round will first check in, give their ballots to the judges and be reminded of the speaker order.
2. The first pair of students will be called, and then pick 2 pieces of paper from the characters envelope or folder and 2 pieces of paper from the places/objects envelope or folder, show the 4 papers to the judges and then quickly begin to plan with each other to create their presentation. Judges will begin timing and provide verbal time signals as the students plan and decide their story line utilizing the 4 prompts. The planning and practice time is NOT judged.
3. When the students are ready and begin their skit, judges will switch to visual time signals for the remainder of the time. Students will then present a short skit utilizing the 4 prompts, with a clear beginning middle and end. Time Limit: 7 minutes with a 30 second grace period to be divided at the students’ discretion between prep and presentation. Teams speaking beyond the grace period may not be ranked 1st.
4. Once the students are finished, their time will be recorded. All prompts should be collected and returned to envelope or folder at the end of the round. Judges may take a few minutes to finish the ballot.
5. Repeat from step 2 until all speaker pairs have had their turn.

Tongue Twister Races Judge Instructions:

1. In this solo event, students in the round will first check in, give their ballots to the judge, and are reminded of the speaker order
2. Then all but the first speaker will leave the room, closing the door behind them, and wait quietly down the hall out of hearing.
3. The first student will then be given the short tongue twister and judges will start the timer for 30 seconds for the student to practice (it is recommended that they practice this out loud to a wall like a warm up). The practice is NOT judged. Time Limit: 30 seconds for practice; performance has no time limit – self- limiting by length. Judges will indicate start and stop of practice time.
4. The judges will inform the speaker when the 30 seconds are complete and then reset the timer and then indicate they are ready for the student to begin.
5. The student will then deliver the tongue twister with clarity, diction, reading for meaning and with correct pronunciation as quickly as possible but trying to be without stumbles or errors. Students will be evaluated on all these skills, and being errorless will be more important than speed.
6. Once the student has finished, their time will be recorded and they should give back the tongue twister. Then they will go into the hall and invite the next speaker into the room. They will also return to the room to serve as respectful audience for the rest of the round.
7. Repeat from step 3 until all speakers have had their turn.

You're the Expert Judge Instructions:

1. In this solo event, students in the round will first check in, and be reminded of the speaker order.
2. The first student will be called, and then pick 3 folded and sealed pieces of paper or cards from the master envelope, read only the expert titles on the outside of each and quickly select one expert to portray without opening the paper or pre-reading the questions. The student will then give the selected, still folded paper or card to the judge and the other two experts will be returned to the envelope. The student will move to the front of the room.
3. The judge then opens the chosen paper and reads the information to the student, pausing after each question to allow the student to answer each question.
4. Students do NOT need to know what the expert area really is. They may completely make up what the expert title refers to. The goal is to create believable and convincing responses, whether accurate or imagined, that give the impression of the student being an expert in that field.
5. Repeat from step 2 until all speakers have had their turn. All expert questions should be collected and turned in at the end of the round.
Time Limit: 7 minutes with a 30 second grace period or answering 5 questions, whichever comes first.