



# Parliamentary Debate Orientation

# About Stoa

- **National speech & debate league.**
- **Homeschool students.**
- **Ages 12 – 18.**
- **100+ tournaments each year.**

# **Volunteers make it happen!**

- **We can't do this without you.**
- **You are making an investment.**
- **You are performing a teaching role in the lives of our students.**
- **You make it possible for young people to learn these skills.**

**Thank You!**

# You are Qualified to Judge!

**You already participate in communication activities.**

- **It is the speaker's job to communicate with you.**
- **It is not your job to be a debate expert.**

**Our goal is for our students to speak to “the thinking man and woman on the street”.**

## **That's You!**

# What to Expect

- **There is one judge in preliminary rounds. That number increases in elimination rounds.**
- **If there is a timekeeper in the room, they will give hand signals during the speeches.**
- **Debaters may also self-time.**
- **Debaters will introduce themselves and may ask your judging philosophy.**

# Parliamentary Debate

- **Based on the British Houses of Parliament.**
- **This is not evidentiary based debate, but an engaging conversation based on head knowledge.**
- **Covers a wide range of topics: current events, social issues, and philosophy.**
- **Parli debates can be witty, oratorical, and engaging.**

# Audible Feedback

- Judges and observers are allowed to provide audible feedback *respectfully* during the round.
  - “Hear, hear!”
  - “Jolly good!”
- Feedback should *not* be distracting or “drown out” the speaker.
- Audience feedback should *not* influence the judge’s decision.

# Debating the Resolution

Two opposing teams argue an idea:

- **Government** (upholds the Resolution)  
Prime Minister  
Member of Government
- **Opposition** (opposes the Government)  
Leader of the Opposition  
Member of the Opposition

Debaters do not choose the side of the resolution that they will defend.

# Round Structure

**7 min. Prime Minister Constructive**

**7 min. Leader of Opposition Constructive**

**7 min. Member of Government Constructive**

**7 min. Member of Opposition Constructive**

**5 min. Leader of Opposition Rebuttal**

**5 min. Prime Minister Rebuttal**

*The round will take about 38 minutes.*

**In Parli, there is NO PREP TIME  
between speeches!**

# Parli Specifics

**Students receive a new resolution each round.**

- **There are different types of resolutions.**
- **The kind of resolution can be up for debate in the round.**

**Students are given “prep time” prior to the debate.**

- **Allowed to access resources.**
- **May only bring handwritten notes, a copy of the parli rules, and printed copy of the resolution into the round.**

# Support

- **Debaters will make a variety of arguments which may be supported with:**
  - **logic**
  - **definitions**
  - **facts**
  - **examples**
  - **applications**
  - **analogies**
  - **and other relevant information**
- **All types of support are treated equally in the Parliamentary round.**

# Support

- **Parliamentary debate is not evidentiary debate.**
- **Debaters should utilize information that is within the realm of knowledge of educated and informed citizens.**
- **Judges may disallow overly specific information.**

# Points of Information or Order

- Exchanges between debaters during the round.
- Interaction should be respectful and constructive.
- Number of POI's and POO's will vary.
- May or may not affect your ballot.

# Points of Information

- **Only in constructive speeches.**
- **Debater rises and waits to be acknowledged.**
- **Poses a question or makes a brief comment.**
- **Speaker at the podium has the right to decline POI.**
- **Not allowed in protected time (first and last minute of the constructive speeches).**
- **Timer does not stop for the exchange.**

**Does NOT require judge interaction.**

# Points of Order

- **A “Point of Order” alleges that an infraction of rules has occurred.**
- **Any time during the debate.**
- **Debater rises and says, “Point of Order”.**
- **Speaker must yield and respond.**
- **Judge may comment or not: Judge either makes a ruling at that time or indicates that the conflict will be taken under consideration.**
- **Timer will stop for the exchange. Students look to judge to give green light to start again.**

# Other Key Considerations

## Time Limits

- Once the time is expired at the end of a speech, a debater may complete a sentence, but should not start a new thought.
- Once time has expired, judges are free to discard additional comments or speech content when evaluating the round.

## Debater Communication

- Debaters may communicate and pass notes while at the table, or to their partner who is speaking.

# Flowing/Note-taking

**Organizes the ideas in a round:**

- **Use flow sheet or plain paper.**
- **Just a tool to help you.**
- **Not to be turned in.**



**The right note-taking system allows you to:**

- **Absorb the presentation.**
- **Reach a conclusion and cast a vote.**
- **Give the debaters written feedback.**

# Flowsheet

Argument 1

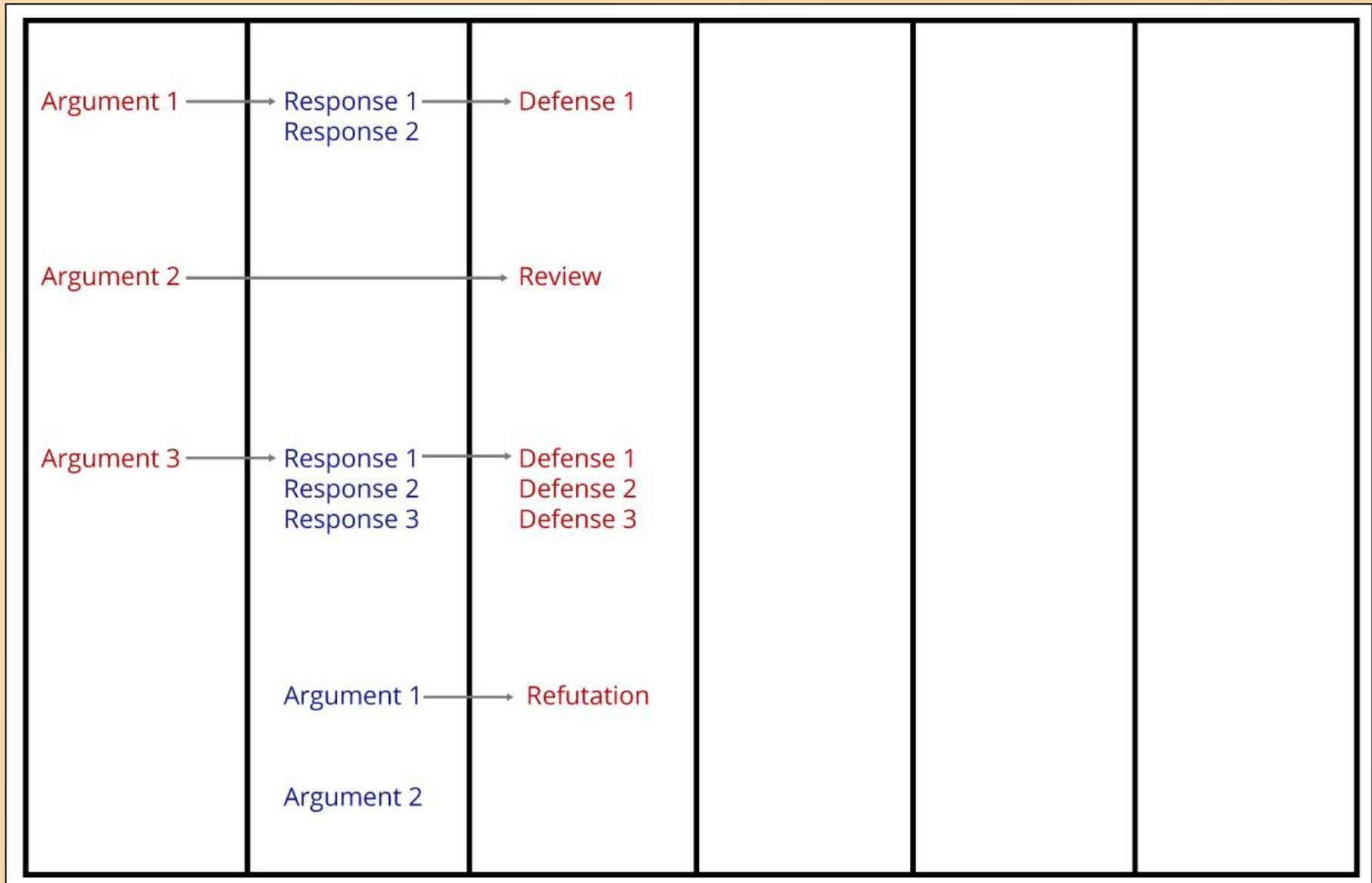
Argument 2

Argument 3

# Flowsheet

Argument 1 →	Response 1 Response 2				
Argument 2					
Argument 3 →	Response 1 Response 2 Response 3				
	Argument 1				
	Argument 2				

# Flowsheet



# Debater's Role

The debaters are responsible for making their ideas clear to the judge, including:

- Debate theory.
- Organization of the ideas and arguments in the round.
- Details of the topic.

It is up to the debaters to persuade you how to vote and why.

# Role of the Judge

## Things to Do:

- **Do set aside your personal bias.**
- **Do decide which debater best supports his or her position.**
- **Do provide written feedback.**

# Role of the Judge

## Things Not to Do:

- **DON'T interrupt or question the debaters.**
- **DON'T leave the room or take phone calls during the round.**
- **DON'T discuss the round with the debaters, audience or other judges when it is finished.**

# Before the Round Begins

Check to make sure:  
 You have not judged either  
 of these teams in this event at  
 this tournament.

- Fill in your name (if needed)
- Fill in student names (if needed)

Stoa Parliamentary Debate		Round: _____	
		Date: _____	
		Government vs. Opposition	
		Judge: _____	

<b>Resolution:</b>			
Speaker (circle): Prime Minister or Member of Gov		Speaker (circle): Leader of Opp or Member of Opp	
Rank		Rank	
1st 2nd 3rd 4th		1st 2nd 3rd 4th	
Individual Points	Poor.....Excellent	Individual Points	Poor.....Excellent
Persuasiveness	1 2 3 4 5	Persuasiveness	1 2 3 4 5
Organization	1 2 3 4 5	Organization	1 2 3 4 5
Delivery	1 2 3 4 5	Delivery	1 2 3 4 5
Support	1 2 3 4 5	Support	1 2 3 4 5
Analysis	1 2 3 4 5	Analysis	1 2 3 4 5
Refutation	1 2 3 4 5	Refutation	1 2 3 4 5
Comments:	Total: _____	Comments:	Total: _____

Speaker (circle): Prime Minister or Member of Gov		Speaker (circle): Leader of Opp or Member of Opp	
Rank		Rank	
1st 2nd 3rd 4th		1st 2nd 3rd 4th	
Individual Points	Poor.....Excellent	Individual Points	Poor.....Excellent
Persuasiveness	1 2 3 4 5	Persuasiveness	1 2 3 4 5
Organization	1 2 3 4 5	Organization	1 2 3 4 5
Delivery	1 2 3 4 5	Delivery	1 2 3 4 5
Support	1 2 3 4 5	Support	1 2 3 4 5
Analysis	1 2 3 4 5	Analysis	1 2 3 4 5
Refutation	1 2 3 4 5	Refutation	1 2 3 4 5
Comments:	Total: _____	Comments:	Total: _____

Decision: In my opinion, this debate was won by: (Circle one)			
Government Team		Opposition Team	
Double Loss (Please notify tournament officials)			

Please explain your "Reason for Decision" on the back of the ballot.

# Filling Out the Ballot

## Two Independent Decisions:

1. **Decide which team wins the round.  
Arguments are more important than presentation.**
2. **Reward individual presentation.**

**Set aside personal bias/opinion.**



# Individual Points/Rank

<b>Speaker</b> (circle): Prime Minister or <u>Member of Gov</u>	<b>Rank</b>
<b>Bilbo Baggins</b>	1st 2nd <u>3rd</u> 4th
<b>Individual Points</b>	Poor.....Excellent
Persuasiveness	<u>1</u> 2 3 4 5
Organization	1 <u>2</u> 3 4 5
Delivery	1 2 <u>3</u> 4 5
Support	1 2 3 <u>4</u> 5
Analysis	1 2 <u>3</u> 4 5
Refutation	1 2 3 4 <u>5</u>
Comments:	Total: <u>18</u>

## Total Points

- 1 = poor...5 = excellent.
- Points may be tied, ties are broken with rank.
- Lower points may win the round.

## Rank

- Rank debaters.  
sequentially by points  
(most points = 1st, least points = 4th).

# The Speed Ballot

## Practice Tournament

### Parli

Parliamentary Debate				Judge			
Round 1				Room 1		Thu 08/19/10 09:00AM	
Speaker (circle)	Government	Rank (1-4)	Points (6-30)	Speaker (circle)	Opposition	Rank (1-4)	Points (6-30)
PM MG	Bob Brush	---	---	LO MO	Clark Crossman	---	---
PM MG	Tom Tillman CLBB Club B	---	---	LO MO	Susan Strangst CLBA Club A	---	---
The winner of this debate was:				_____			
Government    Opposition				Judge's Signature			
(Circle Winner)							

Resolved that all Resolutions for the rounds shall be printed in this space.

#### SPEED BALLOT

Dear Judge,

1. You have been given two ballots.
2. One Speed Ballot and one Student Ballot.
3. Please turn in your Speed Ballot as soon as possible; this is critical to making the tournament run on time.
4. Fill in the Speaker Points, Speaker Rank, and Decision on both ballots ASAP and bring them to Ballot Return.
5. Ballot Return will make sure that what you have written on both ballots is a match.
6. Ballot Return will take your Speed Ballot.
7. You may then take some extra time to complete the "Comments" and "Reason for Decision" on the Student Ballot. Please do not write these on the Speed Ballot.

Thank you for your help,

Your Friendly Tab Staff

- Only pertinent information needed for tabulation.
- Vote Government or Opposition.
- Provide individual points.
- Rank debaters.
- Turn in as soon as possible.

# Ballot: Reason For Decision

- **Provide written feedback to the debaters!**  
*This may be the most important part of the ballot for the debaters. Please explain how you came to your decision.*
- **Judge round based upon issues discussed in the round.**
- **Set aside your personal bias/opinion.**
- **Be prepared to vote for a position you do not personally hold.**

# Ballot: Reason For Decision

- The most important thing you can do to help the students is explain your reason for decision (why did you vote the way you did?).
- Students read your ballot to learn where they can improve for next time.
- You can use the back of the ballot for extra space to write your thoughts.

# When the Round is Over

- **Do not disclose your decision.**
- **Do not ask questions or give verbal feedback.**
- **Do not solicit opinions about the round from other observers in the room.**
- **Immediately following the round, take your ballots to the designated area for completion.**

# Rules

## Judge Orientation Staff Available

If you have questions concerning the round or your ballot, staff is available to answer your questions in the judge's area.

## Written Rules Available

Written rules are available in the judge's area.



**Thank You**