

The Junior State of America



MODERATOR HANDBOOK



400 S. El Camino Real, Ste 300
San Mateo, CA 94402

800-334-5353 800-317-9338

www.jsa.org jsa@jsa.org

THE JUNIOR STATE MODERATOR HANDBOOK

There is no doubt that moderating is one of the most important jobs in a debate. You are responsible for keeping a room full of high school students in order and involved in a serious debate. This responsibility comes with the opportunity to create an environment in which great things can happen. People can think. People can learn. People can speak. People may change their views. These opportunities are the essence of a Junior State Debate. It is your responsibility to make sure that everyone has these opportunities.

Don't let anything about moderating scare you. Don't worry if you don't know every last detail of Robert's Rules of Order. Remember: You are in control. You are the chair.

So as you go through this handbook, don't get too caught up in the details of parliamentary procedure. Know the basics, know your goal, and the rest will fall right into place.

The Goal

A moderator's goal is to promote a fair and robust exchange of ideas in an atmosphere where people feel comfortable sharing their thoughts. Keeping the goal in mind is a good way to see if your debate is on track and if you are doing a good job. If you find that you have spent the last five minutes arguing over some aspect of parliamentary procedure, you are not on track. If you find that a great debate is progressing and both sides of the issue are being thoroughly and vigorously supported, you are on track. Your purpose is being fulfilled. Don't let the debate get out of control, but don't let procedural issues take time away from discussing the pros and cons of the resolution.

With this goal in mind, let us start our way through the steps of the common Junior State Debate.

The Standard JSA Debate Procedure

1. Call the Debate to Order
2. Read the resolution
3. Introduce the Main Speakers
4. Appoint a timekeeper
5. Affirmative Opening Speech
6. Negative Opening Speech
7. Select Subsequent Speakers (Alternating pro and con)
8. Motion to call the previous question
9. Negative closing speech
10. Affirmative Closing Speech
11. Read the resolution again
12. Take a vote on the resolution
13. Announce the result of the vote
14. Select Best Speaker (pass our ballots)

Explanation of Steps Before the Debate...

It is important that you are well prepared for the debate. Know the exact wording of the resolution. Know the format and rules for the debate (particularly if they differ from the norm.) Even go as far as making sure you know how to pronounce the main speakers names.

If you have a chance before the debate, introduce yourself to the main speakers. A debater will likely feel much more comfortable if they know the moderator. Make sure that you arrive for the debate ten minutes before it is scheduled to start. This will help establish you as the person in control. Make sure that the room is set up right. Write the resolution on a chalkboard if possible. If you want the subsequent speakers to write their name down on the board, leave room. Make sure you have enough best debater slips.

1. Call the Debate to Order

There is always a question as when to start the debate - some people may be late arriving for the debate. You should start when you feel most of the audience has had ample time to arrive. Ask students to sit near the front to leave room in the back for late comers. Make sure that the main speakers from both side are present.

Start by saying, "This debate is now called to order..." in a clear, firm voice. This will quiet the

room just as quickly as excessive “shhhh’s” without the ‘teacher’ overtones. Don’t hesitate to tap your gavel to get the audience’s attention.

Moderators must explain the debate procedure to the audience. It is particularly important to explain the procedure if there are many new JSA’ers present. Spending just a couple minutes reviewing the format and rules at the beginning of the debate avoids confusion later and saves time.

2. Read the resolution

Make sure that you read the resolution in a clear, loud voice. It is imperative that everyone understands the exact wording of the resolution. If the wording is rather esoteric or it is an obscure topic, take a moment to explain it so that everyone can understand what is being said. If Debate Briefs have been provided for the debate, encourage people to look them over.

3. Introduce the Main Speakers

As mentioned earlier, try to make sure you have the pronunciation of their names down right. Simply state, “ (name of proponent) is speaking for the affirmative and (name of opponent) is speaking for the negative.” Remember to introduce yourself as well.

4. Appoint a timekeeper

Ask someone at the front of the audience with a watch (preferably digital, must have seconds) to be timekeeper. (S)he must know the amount of time to give each speaker and the specific JSA hand signals:

Two fingers up =	Two minutes remaining
One finger up =	One minute remaining
Half Finger up =	Half minute remaining
10...9...8...Fingers =	Last ten seconds
Form a "T" with both hands =	TIME IS UP

5. Affirmative Opening Speech

The speaker in favor of the resolution will speak for 6 minutes. (This may vary for chapter conferences or lunchtime debates, so check before hand.) Introduce them again before they start their speech by saying “The proponent (name) is recognized for six minutes”.

When the timekeeper indicates that time

is up, politely announce that their time has expired. If the speaker is in the middle of a sentence or thought, you, as the moderator, can grant the speaker a few extra seconds to "sum up" their current thought. You can interrupt and stop the speaker if the speaker attempts to take too much time (more than 30 seconds) to "sum up."

If the speaker finishes before their time is up, the timekeeper should stop timing at that point. Ask the timekeeper how much time remains. If there is less than 30 seconds, you can absorb the remaining time.

If more than 30 seconds remain, the speaker has two options. Announce that the speaker may:

a) Yield the Time to Questions:

This is the most common way to use one’s remaining time. If the speaker chooses to do so, simply ask if there are any questions from the audience. Usually, several hands will fly up. You choose who asks the questions. Remind the audience members that, if called on by you, they can ask one question with no follow-ups. Try to be impartial. Only call on the other main speaker if no one from the audience wants to ask.

Remind the timekeeper to time both the question and the answer.

If someone spends too long asking a question, remind them (nicely) that they need to be brief. If people do not phrase their statement in a question form, remind them. Once the main speaker has answered a question, the questioner may not immediately ask another; this is called a ‘follow-up’ and is not allowed. When there are 15 or fewer seconds left, the time is automatically yielded to the chair.

b) Yield the Time to The Chair:

This means that they choose to give up their time. Simply continue on to the next step in running the debate.

IMPORTANT NOTE: If a main speaker does not use the full time allotted, the remaining time may only be yielded to the chair or yielded to questions. The main speakers' time may NOT be yielded to another speaker. Furthermore, the au-

dience may NOT extend the main speakers' time. If someone makes a motion to do either of these things, you, as the moderator, must remind them that those motions can not be entertained.

6. Negative Opening Speech

This is the exact same as the affirmative speech. Make sure that you introduce the negative speaker again before he or she begins.

7. Selecting Subsequent Speakers

This part of the debate is crucial. It allows direct audience participation and is one of the best ways of exchanging ideas. Simply ask the audience who would like to give an affirmative subsequent speech. YOU select them; be judicial. If someone holds up what looks like notes, pick them first; they are likely to be the most prepared and offer the most to the audience. If someone has been clearly disturbing the debate, don't choose them. Alternate between affirmative and negative beginning with affirmative. Be sure to get the name down of each speaker. They have 3 minutes to speak.

When each speaker is finished, again ask the timekeeper how much time remains. If it is more than 20 seconds, the speaker may:

a) Yield the Time to another Speaker:

This means that another speaker uses the remaining time to speak on the same side. Make sure that this is clear to the audience. (i.e. If Joe speaks on the affirmative for 2 minutes, Robert may speak on the affirmative after for the remaining time of 1 minute.) If the second speaker does not use up the remaining time (s)he may only yield it to the chair or to questions.

b) Yield the Time to Questions:

This is the exact same as in step 5a.

c) Yield the Time to The Chair:

This is the exact same as in step 5b.

Once the time has either elapsed or a speaker has yielded it to the chair, select a speaker from the other side. Repeat this process, alternating between the affirmative and negative speakers until someone moves to the previous question.

8. Ask for Previous Question

Although the term "previous question" seems to have little to do with ending the debate, when this motion passes, no more subsequent speeches are allowed and the main speakers give their closing speeches. Usually, someone will make the motion 6-8 minutes before the scheduled end of the time allotted for the debate. If no one does, however, you can ask for the previous question about 15 minutes before the debate is scheduled to end. Simply say, "We are running a bit short on time... Will someone move the previous question?"

Audience members must raise their hands and be recognized or called on by you before they can make any motion, including this one. "I move the previous question" is the standard phrase that is used.

As soon as the motion has been made, it must be seconded. Usually someone will shout out "Second," and that is sufficient. If not, simply ask if anyone seconds the motion.

Once a second has been made, you should take a "voice vote" of the audience:

"All those in favor of moving the previous question and moving to the closing speeches followed by a vote on the resolution, PLEASE SAY 'AYE'."

Allow audience members to respond.

"All those opposed who would like to continue debating, PLEASE SAY 'NAY'."

Again, allow the audience to respond.

As the moderator, you get to determine if the motion passes. The "previous question" motion requires a 2/3rds majority to pass. Since this is usually a routine procedural motion and since you just took a voice vote, don't worry about trying to determine precisely how many people voted in favor. If it sounded like a good majority of the people voted in favor, announce that the previous question passes and continue on to step 9.

If it sounds like most people would like to continue debating, explain that the previous question failed and then continue with step 7 until the motion is made again.

Your skills as moderator are sometimes tested during this vote. When you take a voice vote, don't let a small number of loud people interfere with the debate procedure and the wishes of the majority of the people. If a few people still want to give speeches, they will be very loud "nay" votes. But, if the vast majority of the audience wishes to end the debate on time, as the moderator, your duty is to announce that the motion passed.

If the previous question fails legitimately but the time allotted for the debate is just about up, you can overrule the vote of the audience and announce that the previous question has been moved in the interest of time.

Sometimes, you will recognize someone in the audience who will move the previous question very early on in the debate. Once the previous question is moved and seconded, a vote is in order. As moderator, before you call for the vote, you can remind the audience that there is plenty of time remaining and suggest that it is too early to pass the previous question motion.

Moderators are in charge of the flow and timing of the debate and audience members usually pay attention to the advice given by moderators. Here are some helpful reminders you can tell the audience before you call for a voice vote on the previous question motion:

"Since only 8 minutes remain in the allotted time for this debate, I would recommend that the house move the previous question."

"The audience should be aware that many people still wish to give subsequent speeches and we have time for at least two more speeches."

"I would like to remind the audience that the time for this debate is almost up and we still need to hear closing speeches from

the main speakers and take a vote on the resolution."

"We have only had a few subsequent speeches and it seems like there are many more issues that can be addressed in this debate. Time will allow for more subsequent speeches."

9. Negative closing speech

The negative speaker will now have 3 minutes to summarize his/her main arguments and/or refute arguments made by the affirmative speakers. When the speaker is done, any remaining time is automatically yielded to the chair. No questions are allowed after closing speeches and no additional time may be granted by the audience. If the speaker has not finished talking at the end of 3 minutes, politely announce that their time has expired. At your discretion, you may allow a few extra seconds for the speaker to "sum up" if they are in the middle of a sentence.

10. Affirmative Closing Speech

This is the same as #9. Note that the Affirmative goes last.

11. Read the resolution again

This is important. Sometimes speakers try to obscure the real resolution to suit their own side of the debate. Reading the resolution reminds the audience of exactly what the issue is. The audience must not be confused when they vote on the resolution.

12. Take a vote on the Resolution

Ask everyone in favor of the resolution to raise their hand. For example:

"All those in favor of the resolution, 'Resolved that handguns should be banned,' please raise your hand."

Both you and the timekeeper should independently count and confirm your results. Record it. Ask all those against the resolution to raise their hands and count and record again.

"All those opposed to the resolution, please raise your hand."

Next, ask for all those abstaining (not voting for or against) to raise their hands and once again count and record the results.

"All those who are abstaining and do not wish to cast a vote, please raise your hand."

If you have a large audience, you will want to ask people to stand up to cast their vote - it is easier to count that way.

Your count and the timekeepers count should match. If the counts don't match and the difference will not affect the final outcome of the debate (if the resolution passes or fails), as moderator, you determine which count to use. If you and the timekeeper come up with wildly different vote totals that will affect the outcome, ask the audience to cast their vote again. If you and the timekeeper are still off, it is better to stand by your count (you are the moderator), instead of putting the audience through yet another vote.

13. Announce the Result of the Vote

Although it is often obvious which side won, give the specific vote on each side including abstentions. To avoid confusion, always announce the affirmative votes first.

"The resolution passes by a vote of 42 in favor, 13 opposed, with 2 abstentions."

"The resolution fails with a vote of 10 in favor, 18 opposed, and 1 abstention."

Please note: For Junior State debates, abstentions do not count in determining if the resolution passed or failed. For example, if 10 people vote in favor of the resolution, 9 people vote against the resolution and 5 people abstain from voting, for Junior State debates the resolution passes.

14. Select Best Speakers

Selecting the "Best Speaker" is done with "Best Speaker Ballots." Best Speaker Ballots should not be distributed until both speakers have finished their closing speeches. Briefly run through the names of everyone who spoke during the debate. Ask the speakers to stand. Don't waste time asking them to come to the front. Remind the audience that the best speaker is not necessarily the person they agreed with, but rather the person they felt gave the best speech. Collect the ballots and tally them up.

15. Inform the Debate Coordinator/ Director of Debate of all the results

Either by using the sheet attached to the back of this packet or some other paper, inform the person in charge of debates the exact vote, if any amendments were made, and the best speaker. If you moderated a chapter debate, you and your Chapter President might want to get the results published in the school newspaper.

PARLIAMENTARY MOTIONS

The debate style that we just outlined is a parliamentary style debate and is based on the premise that every decision is initiated by a motion. A motion is simply a request to take action on something. It often requires a vote although many motions can be dealt with by the chair (that's you.) The ones that require a vote can usually be dealt with in a 'aye' & 'nay' vote. Whichever side is louder has the majority. (Some motions, of course, require a 2/3 vote.) If it is close enough

that someone calls 'division' (meaning that they think the outcome is not clear), a hand vote should be taken. Abstentions count as if the people did not vote at all.

For a brief list of many common motions in parliamentary debate turn to the Robert's Rules of Order Reference Chart in the back of this book. Here we will explain a few of the more common motions.

Previous Question

As explained before, this motion means that debate will end and the closing speeches will begin leading to a vote. This requires a second and a 2/3rds majority to pass.

Extending Time

Technically, to extend a speaker's time, one must first make a motion to suspend the rules. Often someone will say, "I move to suspend the rules to extend the speakers time for ___ minutes." This requires a second and a 2/3rds majority. Of course, the speaker can decline to speak longer if (s)he wishes to. Before a vote is taken, the amount that the speaker's time will be extended should be set (usually no more than 3 minutes.) NOTE: Opening and Closing speakers may not have their time extended.

Amending the Resolution (changing the wording)

This is rare in Junior State Debate, but is still valuable to know. Someone should first submit an amendment to the moderator in writing before rising to make the motion. Then, the chair must recognize the person making the motion (give them permission to speak) This motion (the amendment) is then debated. The author of the amendment usually gives the first speech in favor of amending the resolution (3 minutes.) Then a subsequent speaker speaks against amending the resolution (also for 3 minutes.) This continues until someone makes a motion for previous question on the amendment. After the previous question passes, the moderator conducts a vote on whether or not to amend the resolution. A simple majority is needed. If it passes, debate now continues on the new resolution as amended. If the motion fails, debate continues on the old resolution. To see a full version of this (where the amendment fails) ask to borrow the [Junior State Debate Video](#).

Point of Order

If someone realizes that the moderator made a mistake, they can rise to a point of order and correct you. If this happens and they are correct, politely thank them for and correct your mistake. Arguing with them or feeling embarrassed will not help, and people will gain a lot of respect for someone brave enough to admit they were wrong.

You, as moderator, rule on every point of order. If a member disagrees with the decision of the chair, they may appeal to that decision. After this appeal (motion) is seconded, the chair (moderator) states his/her reason for the decision and puts the questions to a vote. "Shall the decision of the chair stand?" Those who agree with the chair vote "aye", those who oppose say "nay". It takes a majority to sustain the chairs decision.

Point of Personal Privilege

If someone feels somewhat uncomfortable during the debate, they can rise to a point of personal privilege. This can happen even during someone's speech. The complaints might include not being able to hear the speaker or the temperature of the room.

Point of Parliamentary Inquiry

If someone needs to ask a question about the parliamentary procedure going on, they can rise to a point of parliamentary inquiry. The moderator then answers the person's question.

VOTING ON MOTIONS

A good moderator always has a sense of what the audience is thinking and feeling. He or she should be able to predict which motions will pass, which motions will fail, and which motions the audience is divided over.

In the interest of time, most procedural motions during the debate should be resolved with a voice vote. As moderator, you should quickly and confidently announce the results of the voice vote. Take a hand count after the voice vote only if someone in the audience calls for "division". Using voice votes in this method will keep the debate flowing - you will spend more time on debating the issue and less time on procedural motions.

SOME SITUATIONS & WHAT TO DO

1. Audience member seems to be making a statement instead of asking a question.

Remind the audience that the questions cannot be little speeches; they must be questions.

Rule the audience member out of order and move to the next question.

2. Main speaker goes overtime

Tell them nicely to "Sum Up".

Politely ask them to end and sit.

3. The audience is too noisy

Tap your gavel on the table and ask the audience to be quiet.

Ask the current speaker to stop and instruct the timekeeper to stop timing. Get control of the audience and wait until they are quiet. Don't let the speaker resume (and the timekeeper as well) until the audience is silent.

Remind them that they need to have respect for the speaker as they would expect if they were speaking.

4. Questioner is arguing with debater

Interrupt the exchange. Remind the audience and the questioner that "follow-up questions are not allowed. If the questioner has a statement to make, the questioner must give a subsequent speech." Then call on a new questioner.

5. A speaker uses profanity, insults another speaker or member of the audience, or is generally out of line and/or offensive.

Interrupt the speaker. Tell the speaker that their language and/or comments are out

of order and not appropriate for a JSA debate.

You have the power to take away the speaker's remaining time and ask that person to return to their seat OR you may give the speaker a warning and let them continue speaking while telling them that you will stop their speech again if more inappropriate comments are made.

6. Tie Vote

As moderator, you can vote and break the tie.

If you choose not to vote, a tied vote means the motion fails.

7. Certain audience members are being disruptive.

Between speakers, tell the disruptive people that their behavior is not acceptable. You can interrupt the speaker if the audience member(s) cause a serious disruption.

You have the power to tell disruptive people to leave the room OR you may give them a warning. Let them know that they are welcome to stay and be positive contributors to the debate, and remind them that you will ask them to leave the room if their disruptive behavior continues.

Don't let disruptive behavior go unaddressed. The speaker and audience members who are trying to listen EXPECT YOU to keep control and are waiting for you to do something. Doing nothing will disappoint the majority of audience and doesn't allow for speakers' opinions to be clearly heard.

8. Speaker is not loud enough

Ask him/her to speak louder.

If there is a microphone, make sure that it is close enough to the speaker.

9. There is lots of time remaining, but no one wants to give a subsequent speech.

Entertain a motion to caucus for 2 or 3 minutes so that audience members can gather their thoughts and prepare a speech. The main debaters can give audience members ideas for a speech.

After a caucus, if there are still no volunteers for a subsequent speech, let the main speaker to give a subsequent speech.

10. The speaker seems to be speaking on the wrong side of the debate.

Politely interrupt the speaker. Let them know which side of the resolution they are supposed to be speaking on and ask if their speech supports the correct side of the debate. (Listen carefully first to ensure that the speaker isn't attempting to use sarcasm to make a point.)

If they confirm that their speech supports the correct side of the debate, let them continue.

If the speaker is indeed speaking on the wrong side of the debate, ask the speaker

to return to their seat and call on them for the next speech on the appropriate side of the debate. Call another speaker on the correct side of the debate and give them the full subsequent speech time.

Some Hints...

1. Remain seated during the debate as much as possible. Try not to disturb the speaker. Set a good example by paying attention to him/her. If you need to talk to the other speaker(s) try handing them inconspicuous notes.
2. Know the basics of Parliamentary Procedure (The Robert's Rules Table) Keep the table on you for reference.
3. Practice hypothetical debate situations beforehand (motions, questions, etc.).
4. Watch other moderators in action. Try to learn from their strengths and weaknesses and learn from your own as well. No one is perfect, especially when they are new at it.
5. Try to relax and have fun. Moderating is a big job, but no one is going to be angry if your debate isn't flawless. People will admire you for having the guts to try what they likely wouldn't. Be rational and calm and all will go fine.

SOME ALTERNATIVE STYLES OF DEBATE

While the most common format for a debate is the Parliamentary Style (the one previously outlined) many people find that adding the occasional alternative style to a debate can spice to topics and offer a new perspective to many listeners. Here is only a brief outline of a few of the many alternative styles. If you are asked to moderate one of these, or are planning one yourself, ask an experienced debater all of the specifics.

Cross-Examination Debate

This is designed to make the Parliamen-

tary debate more interesting. This style offers the two sides a small amount of time to question each other.

1. Affirmative Opening Speech; 6 minutes
2. Negative Cross-Examines Affirmative; 2 minutes, questions included.
3. Negative Opening Speech; 6 minutes.
4. Affirmative Cross-examines Negative; 2 minutes, questions included.
5. Subsequent Speeches; 3 minutes each
6. Negative Closing; 3 minutes

7. Affirmative Closing; 3 minutes

This debate follows the same rules as the regular Parliamentary debate with a few exceptions:

1. Follow-Up questions by one speaker cross-examining the other are allowed.
2. The Speaker may yield (give up) his/her time to ask questions but may not refuse to answer the opponent's questions.
3. There are no cross-examinations of subsequent speeches, but a subsequent speaker may yield his/her time to questions from the floor.
4. The Cross-Examination time includes the questions and answers.
5. If the main speaker finishes his opening debate before his/her 6 minutes is over, they may take questions from the audience, but they still are required to go through the cross-examination.
6. During the Cross-Examination period, the questioner has control.

Cross-Fire Debate

This style of debate is both very hard and very interesting. It requires a skilled experienced moderator who is knowledgeable regarding the subject of the debate. The Cross-Fire format basically changes the very structure of the parliamentary debate into a 'problem-solving' like format. The time limits are loosely set and the moderator may choose to let them go here and there. Although it is important to maintain some amount of decorum at this sort of debate, often the more people involved and excited the better. This is the basic format.

1. Moderator Introduction; 5 minutes
2. Affirmative Introduction; 5 minutes
3. Negative Introduction; 5 minutes
4. Moderator Questions Debaters; 6 minutes
5. Affirmative Rebuttal; 3 minutes
6. Negative Rebuttal; 3 minutes
7. Audience Participation; 1 minute
8. Debater Response to Audience; 1 minute
9. Audience responds to Debater; 2 minutes

Repeat steps 7-9 until Previous Question Passes...

10. Negative Closing Speech; 3 minutes
11. Affirmative Closing Speech; 3 minutes

Three of the main differences between the parliamentary style of debate and the cross-examination is the audience participation, the moderator's participation, and the use of 2 debaters on each side of the resolution. (2 affirmative and 2 negative) This means that a great deal of planning ahead of time is required.

Here are some tips for making a Cross-Fire Debate run smoothly:

1. The moderator introduction should involve some background on the topic as well as a brief explanation of the format that the cross-fire uses.
2. The opening speeches are the same as in a parliamentary debate.
3. During the 6 minute moderator questioning Period:
 - a) The moderator asks 3 questions to each team
 - b) They have approximately 30-45 seconds to answer each question.
4. Each team should use their 3 minute rebuttal to comment on their opponents arguments and opinions.
5. Steps 9-11 (above) are repeated until the previous question:
 - a) The moderator recognizes an audience member to make a statement or question a team of debaters for 1 minute.
 - b) The debaters who the comment was directed toward has 1 minute to react to the audience member's comment.
 - c) The same audience member has 2 minutes to respond to the response.
6. Once previous question is passed the debate concludes with the Negative Closing then the Affirmative Closing (3 minutes each).

TABLE OF MOST FREQUENTLY USED MOTIONS

NAME OF THE MOTION TO USE ¹	PURPOSE OF MOTION	MAY MOTION BE MADE IF A SPEAKER IS RECOGNIZED?	DOES MOTION NEED A SECOND?	IS MOTION DEBATABLE?	VOTE NEEDED TO PASS THE MOTION?
RISE TO A POINT OF ORDER ²	To correct an error in parliamentary procedure	Yes	No	No	Decision of the moderator
RISE TO A POINT OF PERSONAL PRIVILEGE ²	To make a personal request during the proceedings	Yes	No	No	Decision of the moderator
RISE TO A POINT OF PARLIAMENTARY INQUIRY ²	To ask a question about the proceedings	Yes	No	No	Decision of the moderator
TO ADJOURN ³	To dismiss the meeting	No	Yes	No	Majority
TO RECESS OR CAUCUS ^{3,4}	To pause the meeting for a specified length of time	No	Yes	Only the length of time	Majority
TO SUSPEND THE RULES ³	To take action contrary to any established rule	No	Yes	No	2/3rds
TO EXTEND SPEAKER'S TIME ^{3,5,7}	To take action contrary to the pre-set time limits	No	Yes	Only the length of time	2/3rds
TO CALL THE PREVIOUS QUESTION OR RESOLUTION (OR AMENDMENT) ³	To stop debating the resolution (or amendment) and go to the closing speeches	No	Yes	No	2/3rds
TO AMEND ^{3,6}	Modify or change resolution	No	Yes	Yes	Majority
MAIN MOTION OR RESOLUTION	To introduce business or present a resolution	No	Yes	Yes	Majority

Notes:

1. The higher a motion appears on this chart, the higher its priority or importance. Deal with the higher motions before the lower ones.
2. The top three motions are matters of procedure to keep the debate running smoothly. The moderator immediately decides on the needed action.
3. The remaining motions are matters of routine to help accomplish the group's wishes during the debate. They require the assembly's vote to adopt.
4. Calling for a caucus may be adopted only once per debate for a maximum of a 5-minute recess.
5. This motion may be adopted only once per speaker for a maximum of a 1 minute extension. A speaker who is using time yielded by another speaker may not have an extension.
6. Amending a resolution may be made only with prior notice to the assembly (to allow time to prepare) and requires approval by both main speakers.
7. In JSA debates, this motion may only be used for subsequent speakers. It may not be used solely to allow for more questioning time. It may only be recognized once the speaker's time has expired.

Moderator's Organization Sheet

Resolved, _____

Moderator's Name: _____ School: _____

For Use At Junior State Conventions
This debate was held:

Block # _____

Room Name _____

Main Speakers:

Pro: _____

(name)

(school)

Con: _____

(name)

(school)

Voting Results: Pro _____ Con _____ Abstentions _____ **PASS FAIL** (circle one)

Best Speaker: _____ **School:** _____

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(Alternating pro and con)
8. Motion to call the previous question
9. Negative closing speech
10. Affirmative Closing Speech
11. Read the resolution again
12. Take a vote on the resolution
13. Announce the result of the vote
14. Pass out Best Speaker ballots
15. Announce the names of all of the
main and subsequent speakers
16. Collect and tally best speaker ballots

Subsequent Speakers:

(Please list name and school)

Pro:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Con:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____