

Lincoln Douglas Outline draft

Engage Speech and Debate

Resolution: "Teens should have little or no access to cell phones."

Sources: Scroll to the bottom of the document to read sources for each side.**

First start with your ANI chart for both sides of the debate:

- Affirmative- any reason that may support the resolution
- Negative- Any reason that may not support the resolution
- Interesting- something interesting that you may have thought of, but you aren't sure what category to put it in yet.

ANI Chart

[illegible]

the Basic Flow of Debate (Beginner debaters are NOT doing rebuttal in their first practice debate)

- **Affirmative Constructive (6 min)** *4 min per debater prep time between sections
- **CX (Cross Examination) (3 min)**
- **Negative constructive (7 min)**
- **CX (Cross Examination) (3 min)**
- **1AR (Affirmative Rebuttal) (4 min)**
- **NR (Negative Rebuttal) (6 min)**
- **2 AR (3 min)**

Note: *Also write a Constructive speech for negative (negative constructive). This will be in part a prepared speech and bit of speech that has “contentions/proofs” on a notecard where you are interacting with the affirmative speech before you.

Also, note that you are not arguing that opposite of the resolution but against the resolution. It’s a subtle but important difference. For example, if the resolution was **“the U.S. government has a moral obligation to assist in a global health crisis”** you do not need to argue that the U.S. government has a moral obligation NOT TO assist in a global health crisis. Instead, you respond directly to the affirmative claim by arguing that the U.S. does not have a moral obligation to assist. The difference is subtle, but very important.

Affirmative/Negative Constructive Outline:

(shake your opponents hand before and after the debate)**

Are the judges ready? Is the timer ready?

Introduction and Resolution:

Exordium: Open with a quote or question: _____

Hello, my name is_____, and I stand for the resolution that

“Teens should have little or no access to cell phones.”

Observation 1: Definitions (Define every word and list a source for each definition.)

- Teens
- Should
- Little access
- No access
- Cell phones

Observation 2: Value-

(usually one or two word 'value')

- **Affirmative:** Our value for today is _____
- **Negative:** Our value for today is _____
- **Sample values:**
 - (i.e.dignity, intelligence, equality, liberty, privacy, progress, morality, autonomy, happiness, fairness,, etc)

Observation 3: Criterion

- **Affirmative:** The Criterion we will use to measure the value is _____
- **Negative:** The Criterion we will use to measure the value is _____
 - **example criteria:** (you need a criterion for both the Aff and Neg side.
 - Utilitarianism (do the most good for the most people)
 - Ability to learn new things
 - Reduction of human suffering
 - Freedom of expression
 - Adherence to one's contractual duty

Observation 4: Contentions

Example from gun control debate

- **Contention 1:**
 - **Tag Line:** **The Second Amendment is not an unlimited or individual right to own guns**
 - **Quote:** In the June 26, 2008, *District of Columbia et al. v. Heller* U.S. Supreme Court majority opinion, Justice Antonin Scalia wrote, “Like most rights, the right secured by the Second Amendment is not unlimited... nothing in our opinion should be taken to cast doubt on longstanding prohibitions on the possession of firearms by felons and the mentally ill, or laws forbidding the carrying of firearms in sensitive places such as schools and government buildings, or laws imposing conditions and qualifications on the commercial sale of arms.”
 - **Source:** *U.S. Supreme Court, District of Columbia, et al. v. Heller, supremecourt.gov, October 2007*
 - **Summary:**_____ (summarize the key idea of this contention.)

Contention 1:

- **Tag Line(heading statement before you share evidence):**_____
- **Quote or piece of evidence:**
- **source:**
- **Summary:**

Contention 2:

- **Tag line**
- **Quote:**
- **Source:**
- **Summary:**

Contention 3:

- **Tag line:**
- **Quote**
- **Source:**
- **Summary:**_____

Conclusion:

- In Conclusion, I urge the judges to affirm (or “reject” if you are the negative side) the resolution that, “_____”
- I now stand ready for Cross-Examination.

(prep time as requested. 4 min max per person for the whole debate)

When ready:

- Are the judges ready? Timer ready?

***Note: Keep the resolution exactly the same as I worded it above/as listed on the main tournament page.**

Cross Examination: (3 minutes)

- **Best practices for answering questions**
 - **Accurate:** Don't avoid the question, change the subject, or lie.
 - **Brief:** Don't give more than they ask for
 - **Careful:** Don't make their argument for them
- **When asking the C-X questions**
 - Ask Questions
 - Clarify arguments
 - Expose weaknesses
 - 5 Common Topics to help you think through more C-X questions:
 - **Definition-** could they define their terms different or more clear?
 - **Comparison-** how exactly is _____ different than _____?
 - **Circumstance-** What is happening when people are not accepting the resolution or value that you are arguing for?
 - **Relationship-** how does _____ affect _____?
 - **Testimony-** what makes this source credible? Did you provide evidence to support your point that _____?

Sources to use for each side:

Affirmative:

- **CNN-smartphones not safe for preteens**
 - <https://www.cnn.com/2025/07/21/health/smartphones-not-safe-preteens-wellness>
- **Psychologist says kids shouldn't have smart phones**
 - <https://abcnews.go.com/GMA/Family/author-suggests-guidelines-parents-kids-phones-social-media/story?id=108509992>
- **Should kid have cell phones? no**
 - [Should-kids-have-cell-phones-no](#)
- **Kids with smartphones have worse mental health**
 - <https://abcnews.go.com/GMA/Family/kids-smartphones-age-13-worse-mental-health-outcomes/story?id=123961082>
- **4 reasons your kids isn't ready for a smartphone**
 - [kids-and-smartphones](#)
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Both:

- **Pros and cons:**
 - <https://cedartreecounseling.com/blog/pros-and-cons-of-smartphones/>

Negative:

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