

22nd Exchange Debate Contest (2025)

Web Version Program

**Resolved: That the Japanese Government should ban children
under 16 years old from using social media.**
(HEnDA High School National Topic 2025)

(日本政府は16歳未満の子どもがソーシャルメディアを利用することを
禁止すべきである。是か非か)

Sponsored by the Japan Debate Association, Kyushu Chapter
Co-sponsored by the Faculty of Languages & Cultures, Kyushu University

Saturday, July 12th, 2025

Kyushu University
Ito Campus Center Zone Building 2

22nd Exchange Debate Contest (2025)

Sponsor 【主催】

日本ディベート協会九州支部 Japan Debate Association, Kyushu Chapter

Co-sponsor 【共催】

九州大学大学院言語文化研究院 Faculty of Languages & Cultures, Kyushu University

Date/Time/Venue 【日時・会場】

日時：2025 年 7 月 12 日（土）10:00～17:00. Saturday, July 12th, 2025

会場：九州大学伊都キャンパスセンター2 号館 Kyushu University, Ito Campus Center Zone Bldg. 2

Schedule 【全体スケジュール】

09:30 - 10:00. Judge Briefing (2310), Registration (2308). ジャッジ説明会、受付

10:00 - 10:30. Opening (2308). 開会式

10:30 - 12:00. Round 1. 第 1 試合

12:00 - 13:00. Lunch Break. 昼食休憩

13:00 - 14:30. Round 2. 第 2 試合

14:30 - 16:00. Round 3. 第 3 試合

16:10 - 16:30. Closing (Room 2308). 閉会式

16:30 - 17:00. Additional advising session. 個別相談会（第 1～3 試合のジャッジからの追加のフィードバックや、立論作成など個別の質問をジャッジやスタッフが受け付けます。）

What is debate? 【ディベートとは？】

Debate is a communication process of making a better decision. Its nature is not conflict but cooperation among participants to find a best possible solution and defend it through sound arguments and criticism. Such a process is broadly conceived as Argumentation (a process of inquiry and advocacy). Academic debate (or educational debate) is an effective method of learning argumentation skills. Debate training includes analyzing a controversy, finding a solution, delivering it to the audience, and responding to criticism.

In a competitive debate round, the debaters are representing the assigned side of the resolution and are not necessarily expressing their own personal beliefs.

教育ディベートとは、論題（社会的なテーマ）について肯定側と否定側の立場を両方体験し、議論するコミュニケーション訓練のこと。自分個人の意見と反対の立場からも議論も行う。自説を保留し反対側からも考え議論を行うことによりその論題に関する認識が深まり、客観的な視点や論理的思考が身に付く。公平さを保つため話す順番や時間が定められており、議論の方法やマナーの向上にもつながる。最後に審査員がどちらの議論がより説得力があったかを基に判断し勝敗をつける。

競技ディベートにおいては、肯定否定は試合毎に割り当てられたものであり、表明される議論は発言者個人の信念に基づくものではありません。

【2025 年度大会の目的】

日頃のディベートについての学習成果を発表する機会となる大会を開催し、成績が優秀な個人、及びチームを表彰します。また、英語コミュニケーションに関心のある方の国際交流の場とします。また、今年は、HEnDA 型ディベートの経験が豊富なディベーターをジャッジとして多く招聘し、試合に対する詳細なフィードバックやアドバイスを受ける機会を拡大することを予定しています。

Tournament Director 【大会実行委員長】

Jodoi, Kota (上土井 宏太). Associate Professor, Kumamoto University

Honorary Chairperson 【大会名誉会長】

Kamada, Hirofumi (鎌田 裕文). President, Fukuoka Debating Society

Judges 【審査員】

Bates, Robert (ロバート・ベイツ). English teacher, Tosu City

Enomoto, Kosei (榎本 航征). Government official, Ministry of Economy, Trade and Industry

Hahn, Aaron (アーロン・ハーン). Associate Professor, Kyushu University

Hayase, Saori (早瀬 沙織). Lecturer, Miyazaki University

Inoue, Narahiko (井上 奈良彦). Professor Emeritus, Kyushu University

Leaver, Soren (ソレン・リーバー). Lecturer, Nakamura Gakuen University

Matsuda, Yasuko (松田 康子). English Teacher, Fukuoka Prefectural Kurume SHS

Takimoto, Michiko (瀧本 未知湖). English teacher, Fukuoka Prefectural Kasuga SHS

Mitsuhashi, Tadashi (光畑 整). English Teacher, Fukuoka Prefectural Yahatahachuo SHS

Nishimura, Sora (西村 青空). Graduate student, Kumamoto University

O'Dwyer, Shaun (ショーン・オドワイヤー). Professor, Kyushu University

Yoshimura, Takafumi (吉村 隆文). Retired English teacher, Fukuoka Prefecture

Staff 【運営】

Jodoi, Kota (上土井 宏太). Kumamoto University

Nakagawa, Shiina (中川 詩奈). Kyushu University

Nishimura, Sora (西村 青空). Graduate student, Kumamoto University

Inoue, Narahiko (井上 奈良彦). Kyushu University

Participating Schools and Teams 【参加学校・チーム数】

Clark Memorial International High School (クラーク記念国際高校) (2 teams)

Fukuoka Prefectural Kasumigaoka High School (香住丘高校) (3 teams)

Fukuoka Prefectural Kurume High School (久留米高校) (1 team)

Fukuoka Prefectural Tochiku High School (東筑高校) (4 teams)

Higashi Fukuoka SHS (東福岡高校) (2 teams)

Kyushu University (九州大学) (4 teams)

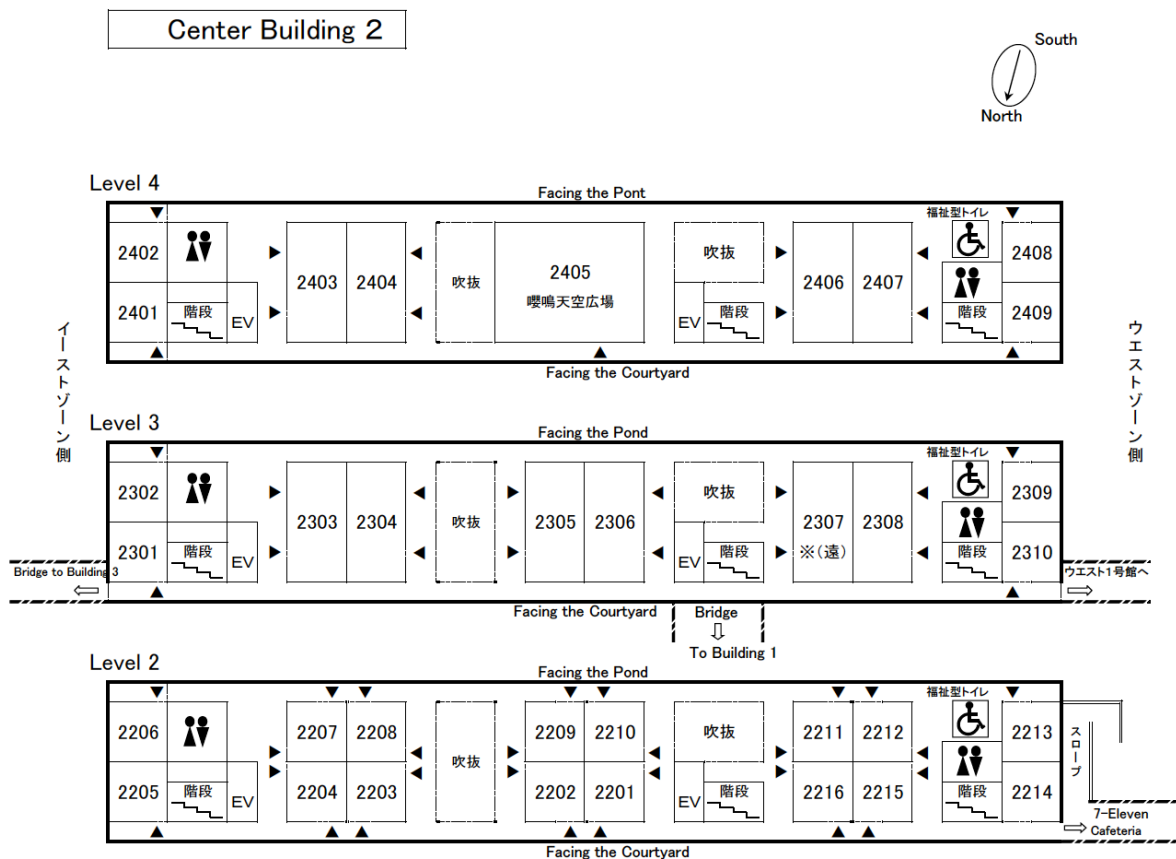
Seinan Gakuin University (西南学院大学) (1 team)

University of Teacher Education Fukuoka (福岡教育大学) (1 team)

Notes 【注意点】

1. 試合の後にジャッジからの詳細なフィードバックを行います。また、閉会式終了後にも個別のフィードバックをもらえる時間を取ります。ジャッジの方にはGoogle formへのフィードバック入力をお願いします。Additional feedback from the judges may be available after the Closing ceremony.
2. 試合の録音・録画は参加チームの許可を得た場合のみ可。Audio- or video-recording is allowed only if the participating teams' permission is obtained in the room.
3. List of Registered Teams and Debaters (登録チームリスト) will be available at the venue.
4. Airconditioners may automatically stop after operating 90 minutes. Please manually turn them on.

Floor Map of Building 2



Main Room (メイン会場). 2308. Judge's Room (ジャッジ控室). 2310.

Debating Rooms (試合会場). (2301, 2302, 2303, 2304, 2305, 2306, 2307, 2309, 2401, 2402, 2403, 2307, 2409)

日本ディベート協会（JDA） 入会案内 <https://japan-debate-association.org/about/solicitation/>

日本ディベート協会（Japan Debate Association、略称 JDA）はディベート活動の普及・発展を推進することを目的として 1986 年 3 月に発足し、2020 年 10 月に特定非営利活動法人格を取得しました。設立以来、日米交歓ディベートの主催、ディベート大会の運営、初心者向けディベートセミナーの開催、ニューズレターの定期発行など、日本におけるディベートの普及に尽くしてきました。また、2000 年以降は、4 年に一度のペースで議論学国際学術会議を開催するなど、議論学の発展にも尽力しています。弊協会では、上記の趣旨にご賛同いただける個人・団体の入会を随時募集しております。会員特典、会員種別、年会費は下記の通りです。会員の特典：JDA 総会での投票権の付与（正会員のみ）、JDA 大会論題決定投票での投票権の付与、JDA 主催ディベート大会、ディベートセミナー等、各種イベントの案内状の送付、参加費の割引、議論学国際学術会議の案内状の送付、参加費の割引、ニューズレターの無料配布

会員種別：年会費正会員（総会表決権あり）：5,000 円準会員（総会表決権なし）：2,000 円

ディベート国際教育研究会（ISTD） 入会案内 <https://www.istdebate.org/membership>

ディベート教育国際研究会は、ディベート教育に関する研究および教育活動を行うために 2015 年 3 月に設立されました。International Society for Teaching Debate was established on March 2015 to share information on research and educational practices on debate education.

会員になることで、以下の特典を受けることができます。

（１）学会誌への論文投稿の権利・大会（毎年 3 月予定）での口頭発表の権利。（２）年次大会（毎年 3 月開催）のディスカウント。（３）ディベート関連のイベントの会員への告知及び学会 HP での案内。

入会ご希望の方は、事務局（istdebate.office@gmail.com）までご連絡ください。振込先の口座情報をお知らせします。

年会費（一般：5,000 円、学生：1,000 円）後日、事務局から入会承認のご連絡を致します。

Rules of the 22nd Exchange Debate Contest, 2025

1. Topic

Resolved: That the Japanese Government should ban children under 16 years old from using social media.
(https://henda.global/seminar/?article_id=3264)

Definitions

1. “Social media” should mean, in this debate, the platforms (websites, apps, etc.) which allow users to share text messages, photos, videos, etc. with unspecified number of users (e.g. Facebook, Instagram, LINE, Reddit, Snapchat, TikTok, X [former Twitter], etc.).
2. “Ban”, here, should mean that, the providers of the above-mentioned social media platforms have an obligation to take reasonable steps to prevent children under 16 years old from having accounts on their platforms.
3. Punishments/penalties: It should be assumed that the social media platforms that fail to take the above steps will receive corrective sanctions, including suspension and fines of up to 1 billion yen. Also, it should be assumed that children and parents will not be punished.
4. “Children under 16 years old” should mean that the minimum age, legally, to have social media accounts should be 16 years old.
5. Exemptions: The following should be excluded from the ban;
 - a) simple messaging platforms, which limit the interactions only among specified known users (e.g. Messenger Kids, WhatsApp).
 - b) services used for health care and education (e.g. Google Classroom).
 - c) video sharing platforms, which have parental control features and prohibit children from having platform accounts and exchanging information. (e.g. YouTube for Kids).
 - d) online entertainment platforms (such as games, etc.), which have parental control features and prohibit children from having platform accounts and exchanging information.
6. Debaters cannot add or specify plans beyond the above points. The following are specific examples that cannot be added nor specified as plans (the list is not exclusive. Basically, you cannot add any plans):
 - a) Changing, excluding or designating the target of the ban of social media.
 - b) Putting exceptions to the targeted “children”.
 - c) Adding punishments, penalties, etc.
 - d) Strengthening the requirements for parental control of internet apps.
7. The negative side will defend the current government policy (as of March 2025) on social media usage (even though any policy change on this point should occur by December.)

2. Teams

Each team consists of four members who are learners of English. Two- or three-member teams are also allowed. One or several teams may participate from the same institution, but they may be asked to limit the number of teams if the total entry exceeds twenty. Each team debates three times (at least once on the affirmative and once on the negative). The two top teams shall be awarded the prizes based on the number of votes and the team points in the three rounds.

3. Format of Debate

- | | |
|--------------------------------------|-----------------------------|
| (1) Affirmative Constructive Speech. | 4min. (Prep. Time. 1 min.) |
| (2) Questions from the Negative. | 2 min. |
| (3) Negative Constructive Speech. | 4 min. (Prep. Time. 1 min.) |
| (4) Questions from the Affirmative. | 2 min. (Prep. Time. 2 min.) |
| (5) Negative Attack Speech. | 3 min. |
| (6) Questions from the Affirmative. | 2 min. |
| (7) Affirmative Attack Speech. | 3 min. |
| (8) Questions from the Negative. | 2 min. (Prep. Time. 2 min.) |
| (9) Affirmative Defense Speech. | 3 min. |
| (10) Negative Defense Speech. | 3 min. (Prep. Time. 2 min.) |
| (11) Affirmative Summary Speech. | 3 min. |
| (12) Negative Summary Speech. | 3 min. |

4. Rules & Guidelines for Speakers

Below are major rules and guidelines for speakers based on the HEnDA Tournament Rules (<https://henda.global/english/>). Other HEnDA rules, when applicable, shall be observed. If the Contest adopts special rules, they will be announced in advance.

- (1) Each “speech” must be given by a single different speaker of the 4-member team. In case of two- or three-member team, the same speaker may give maximum of two speeches. The HEnDA’s “2.2 Management of each Round” rules (the table for 4-member and 3-member teams) do not apply.
- (2) The affirmative constructive speaker shall present the affirmative’s case, i.e., reasons why the resolution should be adopted, typically in the form of “Advantages” of the plan. The speaker may present a specific plan whose planks are defined in the HEnDA Topic Definitions.
- (3) The negative constructive speaker shall show the negative’s case, typically “Disadvantages” that would result from the affirmative plan. The negative must defend the present system as of April 1st, 2025. It may not propose a “counterplan.”
- (4) The “Attack” and “Defense” speakers shall refute and rebuild the arguments presented in the “Constructive” speeches. All major arguments must be presented in the “Constructive” speeches.
- (5) The “Summary” speakers shall summarize the debate and show that their side’s arguments were stronger than those of the other side.
- (6) In the “Questions,” i.e., cross-examination, the designated speakers ask and answer questions (See the HEnDA Rules).
- (7) Speakers are allowed to read prepared manuscripts and quotations on paper or a digital screen, but they are strongly encouraged to maintain “public speaking” delivery such as eye contact.
- (8) Once a manuscript or quotation is read by a speaker, it must be available to the other team and the judges upon request.
- (9) Quotations (Evidence) must be recorded and cited conforming to the HEnDA Tournament “Rule 3. Evidence.”
- (10) The source of the evidence must be fully recorded in the printed or electronically stored files. In the speech, the author and publication date may be orally read. The quotation marks must be used for the direct quotations, not paraphrases. They must be orally read as “Quote” and “Unquote” in the speech.
- (11) Any unethical uses of quotation (e.g., fabrication, distortion, and inaccurate source information) shall be penalized.

DEBATE BALLOT **Date:** _____ **Round:** _____ **Judge**

Print all names legibly. Write the speaker’s full name as it appears on the team member list.

1. The score is based on the overall evaluation of the contents (analysis/evidence/reasoning/refutation), speech organization, and delivery/English:
 - 10-9. The speaker gives an effective speech to fulfill the duties (Constructive +Answer, Attack, Defense, Summary).
 - 8-7. The speaker gives a speech relevant to the duties.
 - 6-5. The speaker makes a speech of the allotted length of time and it is generally comprehensible.
 - 4-3. The speaker tries to say something but it is often incomprehensible.
 - 2-1. The speaker does not give a speech or keeps almost silent during the speech time.
2. Add up and double-check the total score for the team.
3. Decide the winning team based on the arguments presented in the debate. **A low-point win is allowed.**
4. Send the reasons for the decision and any feedback to the teams with Google Form after finishing oral feedback.

Section A (Speaker Points)

AFF Team: _____ Total _____/40 NEG Team: _____ Total _____/40

| | |
|---------------------------------|------------------------------|
| Affirmative Constructive | Negative Constructive |
| Name _____ /10 | Name _____ /10 |
| Affirmative Attack | Negative Attack |
| Name _____ /10 | Name _____ /10 |
| Affirmative Defense | Negative Defense |
| Name _____ /10 | Name _____ /10 |
| Affirmative Summary | Negative Summary |
| Name _____ /10 | Name _____ /10 |

Section B (Decision)

This debate was won by (AFF / NEG) Team _____.

Excerpts from the HEnDA Tournament Rules (English) <https://henda.global/english/>

2.1 Speeches

2.1.1 Affirmative Constructive Speech (1)

In the Affirmative Constructive Speech, the Affirmative team should clearly state their basic standpoints on why the debate topic should be affirmed; clearly defining the topic by showing a plan, and showing evidence to prove the Advantages of the plan.

2.1.1.2 Prohibition of presenting Plans that are irrelevant to the topic

The Affirmative side is not allowed to propose Plans that are irrelevant to the tournament topic. Apparently irrelevant plans will be ignored by the judges, and so will be the Advantages that stem from them.

2.1.1.3 Limits of the number of Advantages. Proving an Advantage

The number of the Advantages that can be presented is, at the most two.

To prove that the Plan has a certain Advantage, the following three sub points should be provided objectively with evidence.

A) "Present situation": Why the present situation, without the plan, is undesirable.

B) "Effect": Why the Advantage will be gained by the effect of the plan.

C) "Importance": How much value this Advantage will bring.

2.1.2. Negative Constructive Speech (3)

In the Negative Constructive Speech, the Negative team's main task is to clarify their basic standpoints on why the debate topic should be negated; clearly proving the Disadvantages of the Affirmative plan.

2.1.2.1 Limits of the number of Disadvantages. Proving a Disadvantage

The number of the Disadvantages that can be presented is, at the most two.

To prove that the Affirmative Plan has a certain Disadvantage, the following three sub points should be provided objectively with evidence.

A) "Present situation": Why the present situation, without the plan, is desirable.

B) "Effect": Why the Disadvantage will be caused by the effect of the plan.

C) "Importance": How much (negative) value this Disadvantage has.

2.1.3 Negative Attack (5)

The role of the Negative Attack speech is to attack the fallacies in the Affirmative team's proofs of the Advantages.

2.1.4 Affirmative Attack (7)

The role of the Affirmative Attack speech is to attack the fallacies in the Negative team's proofs of the Disadvantages.

2.1.5 Affirmative Defense (9)

The role of the Affirmative Defense is to defend (counter-refute) against the Negative Attack's refutations, and at the same time, re-prove ("reconstruct") the Affirmative Advantages that they will surely be gained from the Plan proposed in the Constructive Speech.

2.1.6 Negative Defense (10)

The role of the Negative Defense is to defend (counter-refute) against the Affirmative Attack's refutations, and at the same time, re-prove ("reconstruct") the Negative Disadvantages that were presented in the Constructive Speech, that they will surely be caused by the Affirmative Plan.

2.1.7 Affirmative Summary (11)

The role of the Affirmative Summary is to show that the Affirmative issues outweigh those of the Negative, by summarizing the issues, with the refutations and re-refutations on them, considering both the 1) Negative Disadvantages and 2) Affirmative Advantages, and then 3) finally to compare both arguments in sum.

2.1.8 Negative Summary (12)

The role of the Negative Summary is to show that the Negative issues outweigh those of the Affirmative, by summarizing the issues, with the refutations and re-refutations on them, considering both the 1) Affirmative Advantages and 2) Negative Disadvantages, and then 3) finally to compare both arguments in sum.

3. EVIDENCE

To make an argument based on objective grounds, quoting pieces of evidence is extremely effective. Thus, in this tournament, the debaters are required to use appropriate pieces of evidence, especially in the Constructive speech. Of course, the winner of the debate is not directly decided by whether evidence is used or not. To prove an argument effectively, showing concrete examples without any quotations may sometimes be enough. Even if there were

quotations, if only low quality evidence were quoted, it would not affect the round.

3.1.3 Requirement concerning the citation of Evidence and recommendations for its preservation

When a team quotes evidence or showed figures or charts, the team is required to record (for example as footnotes) the source of the quotes or data: (1) Title of the books or magazines, (2) the date of the publishing, and (3) the page quoted. Each team is strongly suggested to bring photo-copies (or, if the evidence source is internet, the printout) of each quotation, so that you can show the evidence source when the opponents or judges ask the team to show it. If a team is not able to show the source when requested, forgetting to bring the source, the team has to apologize to the opponent and the judges on the spot.

If internet is used as the source of evidence, it is necessary to record the internet URL and the date of access, as the files are rapidly renewed. Also as much as possible, the team should bring the printouts, to be able to show the opponent the printouts, if requested.

3.2 The Quotations of Evidence in the Debate

When a team quotes pieces of evidence, in each case, it is necessary to clarify their evidence source and the evidence content should be conveyed in a easy to understand manner. The team is also required to let the opponents freely examine their evidence.

*One of the aims of this tournament is for debaters to improve their media literacy, the abilities to objectively and critically analyze information from various sources. In order to acquire these media literacy abilities properly, the debaters are required to obey the minimum rules below.

3.2.1 Quoting pieces of evidence

When quoting pieces of evidence in a speech, debaters must orally cite one of the following information sets, according to the type of evidence.

Facts / statistics: The following two pieces of information are necessary.

Source of the statistics and facts (the name of the “white papers”, the name of the bureau, homepages, legal statutes, etc.)

Publication dates of statistics and facts.

Testimony or analysis by experts: The following two pieces of information are necessary.

Name of the expert

Titles or authority (Why she/he is credible enough to be treated as an expert. Ex. “professor of economy, specializing in the ... field”)

(3) Newspaper articles or news: The following two pieces of information are necessary.

a) The name of the newspaper or news agency

b) Date of the article or news.

When quoting from sources, it need not be a direct quotation; each and every word need not be pronounced line by line. As long as the original data are not distorted, or the intentions of the evidence original source are precisely conveyed, it is allowed for the debaters to summarize the original source when quoting.

*However, in most cases, line by line direct quotations will make the argument more convincing. Obviously, if an omission of a phrase will totally change the meaning of the evidence, such omission is not granted. It will be regarded as distortion of evidence, and will be subject to penalties.

3.2.3 Inspection of the evidence by the opponent (Examination)

The opponent team is allowed to inspect each quotation and chart used during the round (including the original Japanese source, if it was translated) by borrowing them during the preparation time for scrutiny (examination of evidence).

However, this borrowing should be done as long as it does not obstruct the user’s speech preparation; if the speech will start soon, it is not an appropriate time to borrow. The evidence borrowed should be returned right after the preparation time or speech has finished, being considerate not to hinder the user’s speech.

4. Judges and Judging

Judges should decide who the winner is, by rationally deciding whether the debate topic is finally affirmed or negated, comparing both teams’ arguments fairly and objectively.

Besides just deciding which team won, judges, especially the main judge, should take charge of the round procedures, if necessary, supervising the debate round.

4.2 Judging

Judges are expected to make a decision, judging rationally if the topic is affirmed or not, by fairly and objectively comparing the contents argued within the round, especially comparing the substantial arguments.

Sample “Evidence” in APA Style

AFF. Children are losing eyesight due to social media.

Dr. Munsamy, 2022 (Discipline of Optometry, School of Health Sciences, College of Health Sciences, University of KwaZulu-Natal, Durban, South Africa)

(Munsamy, A. J., Chetty, V., & Ramlall, S. (2022). Screen-based behaviour in children is more than meets the eye. *South African Family Practice*, 64(1), 5374.

<https://doi.org/10.4102/safp.v64i1.5374>)

“Increased screen time (ST) in children is quickly becoming a public health concern as children are now reliant on technology for social interaction and educational development. The eye-health community has paid considerable attention to this in the recent literature, documenting it as digital eye strain. **Continual close eye work and a lack of outdoor play contribute to digital eye strain and today’s myopia epidemic.”**

Open Evidence Project for HEnDA

Sharing and testing/checking evidence is essential for quality debate.

More evidence and Speech Samples will hopefully be provided in the folder at Kyushu University for a starter:

<https://shorturl.at/1R3ol>

Cf. American open case, evidence projects: <https://opencaselist.com/history>

Other Debate Resources at Kyushu University

<https://flc.kyushu-u.ac.jp/~debate/>