

ESU SCHOOLS' MACE

Debating
competition
for secondary
school students



ENGLISH-SPEAKING UNION
discovering voices

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WELCOME...

The Schools' Mace was founded in 1957 and is one of the oldest and largest debating competition for schools in England, offering students from Key Stages 3 to 5 the opportunity to discuss and debate controversial topics and current affairs. In the process of the competition, students develop their knowledge of the world, as well as their reasoning and presentation skills, in a fun and competitive environment.

Educational institutions of all kinds are welcomed to enter the competition: further education colleges, comprehensive schools, private schools, grammar schools, sixth form colleges and specialist status schools.

The ESU provides training in public speaking and debating to both primary and secondary school students through our teaching programme, Discover Your Voice. We also run an annual summer school, Debate Academy, for students aged 14 - 18 to improve their debating skills with expert teaching from ESU Mentors.

As well as the Schools' Mace, the ESU holds two other competitions: the Churchill Public Speaking Competition and the Performing Shakespeare competition, managed in collaboration with our network of regional branches. This handbook contains the rules of the Schools' Mace, together with guidelines and tips for students, teachers, adjudicators and organisers.

Should you need any further assistance, please contact a member of the Competitions Team and we'll be happy to help you.

THE ESU COMPETITIONS TEAM

TEACHER GUIDE

ESU Schools' Mace





CURRICULUM LINKS

Debating skills can be applied in many different areas across the National Curriculum at Key Stages 3 and 4.

GEOGRAPHY AT KS3

1.7 Cultural understanding and diversity

- a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
- b. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

HISTORY AT KS3

1.2 Cultural, ethnic and religious diversity

- a. Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

1.6 Interpretation

- a. Understanding how historians and others form interpretations.

ICT AT KS3

2.1 Finding information

Pupils should be able to:

- a. Consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used.
- b. Use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources.
- c. Collect and enter quantitative and qualitative information, checking its accuracy.
- d. Analyse and evaluate information, judge its value, accuracy, plausibility and bias.

RELIGIOUS EDUCATION AT KS3

1.5 Values and commitments

- a. Understanding how moral values and a sense of obligation can come from beliefs and experience.
- b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.

2.2 Learning from religion

Pupils should be able to:

- a. Reflect on the relationship between beliefs, teachings, world issues and ultimate questions.



- b. evaluate beliefs, commitments and the impact of religion in the contemporary world.
- c. express insights into the significance and value of religion and other world views for human relationships personally, locally and globally.
- d. express their own beliefs and ideas, using a variety of forms of expression, including creative forms and reasoned arguments.

CITIZENSHIP AT KS4

1.1 Democracy and justice

- a. Participating actively in different kinds of decision-making and voting in order to influence public life.
- b. Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
- c. Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.

1.2 Rights and responsibilities

- a. Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

1.3 Identities and diversity: living together in the UK

- a. Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.
- b. Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
- c. Considering the interconnections between the UK and the rest of Europe and the wider world.
- d. Exploring community cohesion and the different forces that bring about change in communities over time.

2.1 Critical thinking and enquiry

Students should be able to:

- a. Question and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems.
- b. Research, plan and undertake enquiries into issues and problems using a range of information and sources.
- c. Interpret and analyse critically sources, identifying different values, ideas and viewpoints and recognising bias.

2.2 Advocacy and representation

Students should be able to:

- a. Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree with.
- b. Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes.
- c. Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.

ENGLISH AT KS4

1.1 Competence

- a. Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication.
- b. Applying and transferring skills in a wide range of contexts, demonstrating flexibility and adaptability.
- c. Making independent judgments about how to communicate effectively and sustain formal interaction, particularly in unfamiliar contexts.

1.2 Creativity

- a. Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- b. Experimenting with language, manipulating form, challenging conventions and reinterpreting ideas.
- c. Using imagination to create effects to surprise and engage the audience.
- d. Using creative approaches to answering questions, solving problems and developing ideas.



CURRICULUM LINKS CONTINUED

2.1 Speaking and listening

Students should be able to:

- a. Speak fluently, adapting speech to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English.
- b. Present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect.
- c. Select from strategies to adapt speaking and listening flexibly in different circumstances.
- d. Reflect and comment critically on their own and others' performances.
- e. Listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas.
- f. Synthesise what they hear, separating key ideas from detail and illustration.
- g. Judge the intentions and standpoint of a speaker.
- h. Listen with sensitivity, adjudicating when intervention is appropriate.
- i. Take different roles in organising, planning and sustaining discussion in a range of formal and informal contexts.

3.1 Speaking and listening

The range of speaking and listening activities should include:

- a. prepared, formal presentations and debates in contexts where the audience and topic are unfamiliar.

ICT AT KS4

1.5 Critical evaluation

- a. Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context.
- b. Reviewing and reflecting critically on what they and others produce using ICT.

PSHE AT KS3 AND 4

1.6 Diversity

- a. Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b. Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.





EQUITY POLICY

The English-Speaking Union is committed to providing opportunities for individuals of all backgrounds to access and develop communication skills. We expect all ESU events to be welcoming, inclusive, and to foster a safe and supportive atmosphere in which all individuals feel they are able and encouraged to express themselves.

In such a safe space, individuals should feel that:

- They are afforded the same high level of respect that is due to all.
- They are never in a position where they feel under physical or psychological threat.
- They will never be judged on things they cannot change.
- Their opinions and beliefs can be challenged, but will always be respected.
- If their safety and well-being is threatened, that others will listen and support them.

The responsibility is placed upon all individuals (students, school staff, ESU staff, judges etc.) to ensure that such a safe space is created and maintained. Any person who is found to breach these rules may be excluded from this or future events.

As is common in debating tournaments, the schools' mace operates a pronoun introduction policy. Participants who would like to find out more about this policy can do so by visiting the 'Resources' section of the [Schools' Mace web page](#).

Our pronoun introduction policy means that when speakers are asked to introduce their name, they will also be asked which pronouns they would like everyone to use when referring to them, for example, 'he', 'they' or 'she'. This is to ensure that no one is accidentally referred to incorrectly – for example, called 'he' when they should in fact be called 'she', a situation which can be awkward and upsetting, particularly in the relatively high-stress environment of a debating competition.

Students should tell the chairperson how they want to be referred to. If they have no preference or prefer not to say, that is also a perfectly acceptable answer.

We ask all participants, (judges, audience members, speakers, staff etc) to respect and uphold our equity policy at all times. If any individual feels that these guidelines have been violated, whether the incident was directed against them or not, they should:

- Approach any members of ESU staff at the event, i.e. an ESU Mentor.
- Approach the Competitions Team at the ESU if an issue is not, or cannot, be resolved satisfactorily at the event.
- Contact a member of staff at the ESU if an issue is not, or cannot, be resolved satisfactorily at the event. Direct any complaints towards the ESU Safeguarding Lead, Gavin Illsley (gavin.illsley@esu.org) if an issue remains unresolved or to one of their deputies: Matthew Christmas (matthew.christmas@esu.org); Robert Saull (robert.saull@esu.org).



GLOSSARY

Speech: An oral presentation given on a particular motion.

Motion: The subject or issue to be debated, usually beginning with 'This House Believes', 'This House Would' or variations thereof.

Debate: A formal contest in which the affirmative and negative sides of a motion are advocated by speakers on opposing sides.

Adjudicator/Judge: An observer of a debate who is responsible for deciding which team has won. Where there is more than one adjudicator, they sit as an adjudication panel.

Chair(person): The person who is responsible for introducing speakers, inviting them to the podium to give their speech, inviting them to resume their seat at the end of their speech, ensuring that the rules of the competition are observed and generally keeping order.

Timekeeper: The timekeeper assists the chairperson in the running of the debate by timing each speech and providing signals to the speakers indicating how much of their time has elapsed.

House: The chamber or auditorium where the debate takes place.

Floor: The members of the audience.

Prepared Motion (Long Prep): The motion is released in advance of the competition to allow for research into the subject or issue to be conducted.

Proposition: The team that argues in favour of the motion.

Opposition: The team that argues against the motion.

Point of Information (POI): A formal interjection which may be made during an opposing speaker's speech.

A POI is offered when a speaker on the opposite team clearly indicates that they wish to raise a point of information. POIs may be accepted or declined by the current speaker. If declined, the speaker offering the POI does not make point and must wait a polite time before offering another POI.. If accepted, the speaker offering the POI may make a brief point of no more than ten seconds, after which they must sit down and allow the current speaker to continue with their speech.

Protected Time: The period of time during which POIs may not be offered, usually the first and last minute of the speech.

Unprotected Time: The period of time during which POIs may be offered.

Rebuttal: The term given to an argument made in direct response to a contrary argument put forward by an opposing speaker.

Case: A set of arguments supporting one side of the motion or resolution.

Model: The framework of a Proposition. Where a motion or resolution requires a Proposition team to propose a policy which changes the status quo, the first Proposition speaker must specify the parameters within which that policy change will operate. For example, a team proposing the motion 'This House Would ban the teaching of religion in schools' would need to specify the jurisdiction within which the ban is proposed to operate, as well as any exclusions or exceptions to the ban.

Summary Speech: The final speeches on each side of the debate. Summary speeches should summarise the debate including any floor debate or questions from the audience and should not contain any new material. POIs cannot be

offered during summary speeches.

Status Quo: The state of affairs which currently exists, the course of action currently pursued or the present system.

Manner/Style: The collective term for a range of mechanisms employed by a speaker in the course of a speech including but not limited to emotion, humour, vocabulary, tone of voice and body language.

Matter/Content: The substance of a speaker's case, including the strength of the individual arguments and the extent to which those arguments are supported by empirical evidence, logical analogies and reasoned analysis.

Truism: Something which is so obvious or self-evidently true that it does not require proof or argument. To define a motion in a truistic way is to effectively make it self-serving and undebatable.

Squirrel: Defining a motion in a manner contrary to the spirit of the motion and the intended debate. Both a verb ('he squirrelled that motion') and a noun ('that definition was a squirrel'), an example of a squirrel would be taking the motion "This House Believes that China should go green" and proposing that China should give the green light and grant independence to Taiwan (thus turning a debate which should have been about environmentalism into a debate about Taiwanese independence).

Barracking: Offering too many Points of Information to the other side, thereby taking time away from their main speeches.





ONGOING SUPPORT FOR TEACHERS

The ESU support the hundreds of teachers who make this competition possible in two ways.

1. We offer all our teaching resources for free on our website at www.esu.org/resources. Anyone can search for exercises that help train the four assessment areas of the Schools' Mace. We also upload a new motion resource every Monday via Twitter (@ESUdebate) and via the website. The motion includes prompt questions.
2. We also offer training days that help teachers coach their students to improve their performance at competitions. We also offer training for whole school oracy.

Contact dvv@esu.org for more information on CPD training in your school.

RULES

ENTRY TO THE COMPETITION

- The ESU Schools' Mace is open to schools in England only. Scotland, Wales and Ireland run their own debating competitions for schools. English schools wishing to enter the competition should register online at www.esu.org/competitions/schools-mace.
- Online registration for the 2020-21 competition will open on Wednesday 7th October and close on Wednesday 25th November.
- The entry fee for the competition is payable to the English-Speaking Union by Wednesday 25th November. Should a school for any reason need to withdraw from the competition, they must do so by Wednesday 15th December 2020. In order to withdraw from the Schools' Mace, teachers must contact the Competitions Team on 0207 529 1568, or they will still be charged an entry fee.
- Schools are invited to enter one team only. In circumstances where a team withdraws from the competition before their first round heat, the host school for that heat will be invited to enter a second team. If the host school cannot provide a second team, another school in that heat will be invited to enter a second team.
- In either scenario, where two teams from the same school compete in a first round heat, the second team is referred to as a reserve team or 'swing' team. The swing team may stand in so that your original team can be judged, but the swing team will not be eligible to progress to the next stage.

ELIGIBILITY AND COMPOSITION OF TEAMS

- Teams consist of three to five students, all of whom must be in full-time secondary education at the same school. A maximum of three students will compete in each debate, but it is perfectly acceptable to switch out these students between rounds from the team of (maximum) five.
- In specific circumstances, such as for home schooled students, exceptions may be made. Please contact the Competitions Team if you wish to discuss this possibility further.
- A student whose 19th birthday occurs before the close of



registration is ineligible to compete.

MOTIONS

For all rounds of the competition, schools will be allocated their motion and position by the Competitions Team.

CONDUCT DURING DEBATES

- The use of props or visual aids is not permitted. Amplifying microphones are also not permitted.
- The format of the debate, including the role of the chair, the order of speaking and the length of speeches is outlined in this handbook.
- Points of Information (POIs) may not be offered during the first and last minute of the first four speeches (protected time). POIs may be offered at any other time during the first four speeches (unprotected time). POIs may not be offered during summary speeches.
- During the floor debate, members of the audience are given the opportunity to make points about the debate. Speakers should not respond directly to the audience members, rather they should refer to the points made during the floor debate in their summary speeches.
- Teachers, parents, relatives, supporters and anyone else connected with a school in the debate may not participate in the floor discussion of that debate.
- At all times the equity policy must be respected.

JUDGING

- The ESU Competitions team will source one judge for each heat in Rounds 1 and 2.
- Judges must not be connected with any school that is participating in the heat being adjudicated. This includes parents, relatives, teachers, coaches, students and other employees of the school.
- Where there is a tenuous connection which may give rise to bias or the perception of bias (e.g. an ex-student or an ex-teacher), the connection must be disclosed to

all participating schools before the competition and all participating schools must agree to be judged by the person in question. It is the responsibility of the adjudicator and the host teacher (if they have knowledge of the connection) to ensure that this disclosure is made.

- Adjudicators must follow the judging guidelines available from the ESU and must make their decision in accordance with the mark scheme contained in this handbook.
- At all stages of the competition, the judges' decision is final.



FORMAT OF A SCHOOLS' MACE DEBATE

	Summary Proposition	Second Proposition	First Proposition	Chair	First Opposition	Second Opposition	Summary Opposition
START				Introduces the debate and 1st Proposition speaker			
01:00			Defines motion, outlines Proposition case, delivers own arguments and summarises Proposition case. (7 minutes)				
08:00				Introduces 1st Opposition speaker	Outlines Opposition case, rebuts prop arguments, delivers own arguments and summarises debate so far. (7 minutes)		
15:00		Rebuts, recaps, outlines, delivers own arguments and summarises. (7 minutes)		Introduces 2nd Proposition speaker			
22:00				Introduces 2nd Opposition speaker		Rebuts, recaps, outlines, delivers own arguments and summarises. (7 minutes)	





	Summary Proposition	Second Proposition	First Proposition	Chair	First Opposition	Second Opposition	Summary Opposition
29:00				Opens floor debate and invites questions and points from the audience			
MAX 39:00				Introduces summary speaker for the Opposition			Summarises, referring to own case, rebuttal of prop case, and floor debate. (5 minutes)
44:00	Summarises, referring to own case, rebuttal of opp case, and floor debate. (5 minutes)			Introduces summary speaker for the Proposition			
49:00				END OF THE DEBATE: Thanks speakers and concludes the debate			

† Summaries in the main speeches should be about 30 seconds and should round up the main points made so far.

ARRIVING EARLY

The order of the debates will normally be announced in advance, but the host school may change this order without notice at their discretion. This will usually be the case if one or more schools arrive late to the round. **Please try to arrive as early as possible to avoid this happening.**



CONDUCT OF ROUNDS

In light of the new challenges posed by coronavirus, the ESU have made some changes to how their competitions are run. All rounds will take place online via Zoom in 2021. We will send detailed guidance nearer to the time.

Schools will receive the draw for Round 1 with their heat date, motion and position on Friday 4th December.

OFFICIATING

The roles of Chair and timekeeper will generally be filled by the presiding ESU judge.

CHAIR

The Chair is responsible for inviting speakers to deliver their speech, thanking them once they have delivered their speech and calling on the next speaker, calling on audience members to make points during the floor debate and maintaining order generally.

TIMEKEEPER

The timekeeper has two functions.

First, the timekeeper is responsible for giving audible signals indicating when the speaker is in protected or unprotected time and indicating when the speaker's time is up.

For the first four speeches, a single audible signal should be given at the end of protected time (after 1 minute) and at the end of unprotected time (after 6 minutes). At the end of the allotted time for the speech (after 7 minutes), a double signal should be given. If the speaker is still speaking at 7 minutes 15 seconds, the timekeeper should give a triple signal and again at 7 minutes 30 seconds, at which point the Chair should ask the speaker to conclude their remarks.

Any speaker offering a POI longer than 10 seconds will be asked to sit down by the Chair or timekeeper.

No POIs must be offered during the summary speeches. A single audible signal should be given after 3 minutes and a double signal should be given at the end of the allotted time for the speech (after 4 minutes). If the speaker is still speaking at 4 minutes 15 seconds, the timekeeper should give a triple signal and again at 4 minutes 30 seconds, at which point the Chair should ask the speaker to conclude their remarks.

Second, the timekeeper is responsible for recording the length of each speech and giving the timings to the judges after the debate. The timekeeper should make a highlighted note of any speaker whose speech was 30 seconds or more over or under the allotted time.

RESULTS AND FEEDBACK

The number of regions, the number of heats in each region, the number of schools competing in each heat and the number of schools progressing from each heat, will change from year to year depending on the overall number of schools that have entered the competition.

Usually, each heat will have four or six schools, and therefore two or three debates per heat, with one, two or three teams progressing to the next round.

Judges do not disclose the individual scores awarded to any team or speaker, but should endeavour to give some constructive feedback to all schools and make themselves available to give individual feedback to teams/speakers.

At all stages of the competition, the judges' decision is final.

PREPARING YOUR TEAM

TEAM EFFORT

The ESU encourages all teams to prepare within the setting of a debate/public speaking club or other wider group of students. This not only increases the number of students engaging in the development of their oracy skills, but also gives your team an opportunity to receive peer support and feedback.

The skills you need to research and prepare for a Schools' Mace heat are core National Curriculum targets in Citizenship, PSHE and Religious Education, so are useful to more than just competing students (see pages 5-7 of this handbook for specific links).

A member of the Competitions Team will inform you of your team's motion and position at least two weeks before the heat.

Although only three team members from your school will be competing in each debate, it's great if you can prepare with more students. Not only does this give your team





more information to draw from when preparing, but it means that taking part in the competition can become a classroom or club effort.

Here are some suggested ways to engage other students:

- In an initial brainstorm, encourage your class or club to share any ideas about the motion they might immediately have.
- Remind them to think about the other side's arguments to think of ways to rebut them. Again, other students can be invaluable in this process as they could offer alternative ideas and arguments. Sometimes, debates come down to the more nuanced arguments, so it's good to be prepared.
- Group the initial thoughts into areas and allocate students to do further research into each area.

RESEARCH

The Schools' Mace has a long preparation period to allow teams to come to the competition well researched and confident in their arguments.

The internet is a fantastic resource for students, offering them up to date information from a wide range of sources. However, do remind them that (reputable) newspapers and other political or economic publications (e.g. The Economist, The Week) can also be valuable for research.

- Sources should be reliable – websites with editable information, such as Wikipedia, should only be used as a first port of call, and should not be relied upon exclusively.
- Ask them also to consider whether there might be any bias in the sources they are using (particularly relevant for newspaper or online articles). The difference between fact and opinion is also an important distinction to make.
- Statistics can be misleading; it's always worth considering the source, motive and sample size.
- Make sure students keep a record of where their research comes from and that they also try to remember arguments they aren't using. The other team might make use of some of these pieces of research and knowing where the information comes from can be the first step to challenging it.

NEXT STEPS

- After research has been completed, gather your students again and encourage them to list the arguments they have researched, including any weaker ones. Some arguments that were initially dismissed may turn out to be valuable main points, sub-points or rebuttal.
- The first arguments you come up with often provoke questions about what the motion means. These are useful in determining possible definitions, so encourage students to pay attention to these.



MARK SCHEME

Total – 40 marks divided between the following four areas.

The ESU draws on the four main oracy skillsets to form the mark scheme for our competitions. Whilst we would encourage you to read the more detailed information in the student section of this handbook, this overview of the mark scheme can also be helpful. Some students might be interested in reading it too!

MAIN SPEECHES

10 marks for all main speeches

Expression and Delivery

Expression and delivery focus not on what is said, but how it is said. The mark is for how much they engage the audience, including:

Use of notes

How effective is the speaker's use of notes? Speakers should have some notes from which they speak fluently. Speakers should be penalised for reading speeches which they have written out in full beforehand or for reciting memorised speeches, which have been learnt by rote.

Use of voice

Are the speakers audible and clear, while varying speed, volume and intonation to keep their speeches interesting and to add conviction and authority?

Use of words

Is language varied, persuasive, appropriate and precise?

Use of body language

How effective are hand gestures, eye contact and facial expressions?

Rhetoric and/or humour

Is there an appropriate level of rhetoric and/or relevant humour?

10 marks for all main speeches

Organisation and Prioritisation

Team structure

Did the team's speeches complement each other?

Did the first speaker outline a clear case which the team followed?

Were the arguments in the case arranged such that the most important arguments were given appropriate emphasis?

Individual structure

Was each individual speech well-structured and easy to follow?

Were individual arguments grouped into a logical and coherent speech?

Were the most important arguments emphasised?

Adaptability

Did the speakers show that they were able to reorganise their material if developments in the debate necessitated it?



MARK SCHEME CONTINUED

Timing

Did the speakers speak for approximately their allotted time of 7 minutes?
Did they divide their time sensibly between their different points?

MAIN SPEECHES CONTINUED

15 marks for First Proposition

Reasoning and Evidence

10 marks for other

Reasoning is about the content of the individual arguments each speaker makes and how well they are explained.

main speeches

Clarity and logic

Are the arguments explained clearly and logically?

Examples and analogies

Are the arguments supported by a sufficient number of examples and analogies? Facts, statistics, case studies, news stories, historical or scientific references and other evidence should be relevant and have a credible source.

Links to the motion

Are the arguments relevant to the motion? The higher score for First Proposition reflects the particular importance of setting up a strong Proposition case and a clear debate. A sensible, concise, comprehensive definition of the motion should be rewarded.

5 marks for First Proposition

Listening and Response

10 marks for other
main speeches

Rebuttal

Have speakers been listening carefully to their opponents and shown, in their own speeches, why they disagree?

Making Points of Information

Have speakers made good Points of Information, showing they have been listening and picking out important points to challenge?

Taking Points of Information

Have speakers taken at least one of the POIs offered during their speech and responded to them immediately and capably? The lower score for first Proposition is because they haven't yet heard an Opposition speech to respond to through rebuttal. They should however show listening skills through taking and making Points of Information. Speakers should not be penalised if no points are offered to them, or if they offer enough points but none are accepted.



MARK SCHEME CONTINUED

Total - 20 marks

SUMMARY SPEECHES

5 marks

Expression and Delivery

As for main speeches.

5 marks

Organisation and Prioritisation

Choice of arguments

There is not time to summarise every argument raised in the debate. Summary speakers should concentrate on the main points of contention that are key to winning over the audience.

Structure

Was the speech well-structured and easy to follow? Was it logical and coherent?

Adaptability

Did the speech reflect the debate as it actually happened, rather than having been written out before the debate started?

Timing

Was the allotted time used wisely, with sufficient time being given to a discussion of each major area of clash in the debate?

5 marks

Reasoning and Evidence

Clarity and logic

Are the arguments pertaining to the major areas of clash in the debate explained in a clear and logical way?

Revisited material

Did the speaker choose the most powerful examples and analogies to revisit in their summary speech?

New material

New material is only permitted if it elaborates - or responds to - material already mentioned by another speaker in the debate. A small amount of interesting, relevant new material of this type can be rewarded. Totally new material should be penalised.



SUMMARY SPEECHES CONTINUED

5 marks

Listening and Response

Own team

Has the speaker listened to their own team, reflecting what was actually said rather than what was planned beforehand?

Rebuttal

Has the summary speaker listened carefully to their opponents and shown why they disagree with the key arguments?

Floor debate

Were key points referred to?

Points of Information

Points of Information are not allowed in summary speeches; the speaker's ability in this area is assessed as part of their main speech.

Each team's score therefore consists of 100 points: 40 points for the first speech, 40 points for the second speech and 20 points for the summary.



STUDENT GUIDE

ESU Schools' Mace



EQUITY POLICY

Welcome to the Schools' Mace 2020-21!
We're really pleased your school is taking part this year.

The ESU likes to set challenging and topical motions for you to debate. Teams often feel passionately about their side of the argument, but we expect all debaters to treat each other, the judges, and the audience members with respect. We have a very clear Equity Policy, which means that our debates should be welcoming, inclusive and supportive events, where people feel that they are able to express themselves.

In this safe space, you should feel that:

- You are given the same high level of respect due to all.
- You are never in a position where you feel under physical or psychological threat.
- You will never be judged on things you cannot change.
- Your opinions and beliefs can be challenged, but will always be respected.
- If your safety and well-being is threatened, others will listen and support you.

As is common in debating tournaments, the schools' mace operates a pronoun introduction policy.

Our pronoun introduction policy means that when speakers are asked to introduce their name, they will also be asked which pronouns they would like everyone to use when referring to them, for example, 'he', 'they' or 'she'. This is to ensure that no one is accidentally referred to incorrectly – for example, called 'he' when they should in fact be called 'she', a situation which can be awkward and upsetting, particularly in the relatively high-stress environment of a debating competition.

Students should tell the chairperson how they want to be referred to. If they have no preference or prefer not to say, that is also a perfectly acceptable answer.

If you feel that anyone at an ESU event is not following these guidelines, whether an incident affects you directly or not, you should speak to your teacher immediately, who will contact the ESU. You or your teacher can also speak to any member of ESU staff at the event, for example, an ESU mentor.

GLOSSARY

Speech: A spoken presentation given on a particular motion or topic.

Motion: The subject or issue to be debated, usually beginning with 'This House Believes', 'This House Would' or similar.

Debate: A contest in which teams propose or oppose a motion and respond to the other side's argument.

Adjudicator/Judge: An individual responsible for deciding which team has won. Where there is more than one judge, they act as a judging panel.

Chair(person): The person who is responsible for introducing speakers, thanking them for their speech, and ensuring that the rules of the competition are explained and followed.

Timekeeper: The timekeeper helps the chairperson in the running of the debate by timing each speech and providing signals to the speakers indicating how much of their time they have left.

House: The room where the debate takes place.

Floor: The members of the audience.

Prepared Motion (Long Prep): The motion is released at least two weeks before the competition to allow time for research into the subject or issue.

Proposition: The team that argues in favour of the motion.

Opposition: The team that argues against the motion.

Point of Information (POI): An interruption which may be made during an opposing speaker's speech. A POI is offered when a speaker on the opposite team clearly indicates that they wish to raise a point of information. POIs may be accepted or declined by the current speaker. If declined, the speaker offering the POI does not make point and must wait a polite time before offering another POI. If accepted, the speaker offering the POI may make a brief point of no more than ten seconds, after which they must sit down and allow the current speaker to continue.



with their speech.

Protected Time: The period of time during which POIs should not be offered, usually the first and last minute of the speech.

Unprotected Time: The period of time during which POIs may be offered.

Rebuttal: To rebut, or give rebuttal, is to provide an opposing argument in response to a point put forward by a speaker of the other team.

Case: A set of arguments supporting one side of the motion.

Model: The outline of a Proposition. Where a motion requires a Proposition team to propose a policy which changes the way things currently are (the status quo), the first Proposition speaker must specify what the change will be and how that change will operate. For example, a team proposing the motion 'This House Would ban the teaching of religion in schools' would need to state how this ban would be enforced upon schools, as well as any exclusions or exceptions to the ban.

Summary Speech: The final speeches on each side of the debate. Summary speeches should summarise the debate including any floor debate or questions from the audience and shouldn't contain any new material. POIs cannot be offered during summary speeches.

Status Quo: The way things current are in relation to the motion, e.g. in the debate 'This House Believes That all

students should wear school uniforms', the status quo is that each school has their own rules about school uniform.

Manner/Style: The way in which a speaker delivers their speech, including, for example, use of emotion, humour and body language.

Content: The substance of a speaker's case, including arguments, evidence and analysis.

Truism: Something which is so obviously true that it is impossible to oppose. To define a motion in a truistic way is to effectively make it self-serving and undebatable. E.g., in a debate 'This House would legalise all drugs', if the Prop defined this as 'to legalise all drugs, where it is a good idea to do so', this would be truistic. This leaves the debate no room for opposition to respond without challenging the definition.

Squirrel: Defining/interpreting a motion in an unreasonable way that deliberately disadvantages the opposing team. Both a verb ('he squirrelled that motion') and a noun ('that definition was a squirrel'), an example of a squirrel would be taking the motion 'This House Believes that China should go green' and proposing that China should give the green light and grant independence to Taiwan (turning a debate which should have been about environmentalism into a debate about Taiwanese independence).

Barracking: Offering too many POIs to the other side, therefore taking time away from their main speeches.



FORMAT OF A SCHOOLS' MACE DEBATE

Here is a helpful table, explaining how the debate itself will work. Make sure to practise using these timings and this structure.

FORMAT OF A SCHOOLS' MACE DEBATE

	Summary Proposition	Second Proposition	First Proposition	Chair	First Opposition	Second Opposition	Summary Opposition
START				Introduces the debate and 1st Proposition speaker			
01:00			Defines motion, outlines Proposition case, delivers own arguments and summarises Proposition case. (7 minutes)				
08:00				Introduces 1st Opposition speaker	Outlines Opposition case, rebuts prop arguments, delivers own arguments and summarises debate so far. (7 minutes)		
15:00		Rebuts, recaps, outlines, delivers own arguments and summarises. (7 minutes)		Introduces 2nd Proposition speaker			
22:00				Introduces 2nd Opposition speaker		Rebuts, recaps, outlines, delivers own arguments and summarises. (7 minutes)	





	Summary Proposition	Second Proposition	First Proposition	Chair	First Opposition	Second Opposition	Summary Opposition
29:00				Opens floor debate and invites questions and points from the audience			
MAX 39:00				Introduces summary speaker for the Opposition			Summarises, referring to own case, rebuttal of prop case, and floor debate. (5 minutes)
44:00	Summarises, referring to own case, rebuttal of opp case, and floor debate. (5 minutes)			Introduces summary speaker for the Proposition			
49:00				END OF THE DEBATE: Thanks speakers and concludes the debate			

† Summaries in the main speeches should be about 30 seconds and should round up the main points made so far.



GETTING STARTED

25% of your team's score is for reasoning and evidence.

A member of the ESU Competitions Team will inform your teacher of your motion and position at least two weeks before the heat. When you know your motion and position (Proposition or Opposition), it's time to gather your team and additional supporters and start to prepare!

Try:

- Mind mapping or brainstorming the motion with your class or your debating/public speaking club.
- Exploring arguments for both sides of the debate; it's important to think about the other side's arguments to think of ways to rebut them.
- In addition, looking for arguments that might at first seem closer to the other side's case can be helpful. Sometimes, debates come down to the more nuanced arguments, so it's good to be prepared.
- Once you have done an initial brainstorm, grouping the thoughts into themes and nominate students in your debate club to do further research into each area.

RESEARCH

When your debate club is researching the motion, there are several things to think about:

- The reliability of your sources is very important. Whilst the internet is a fantastic place to access newspapers, academic journals, podcasts etc., some sites such as Wikipedia, which allow any internet user to edit the content, may not give you the most accurate information for your speech.
- Similarly, if using statistics in your speech, think about whether the data is misleading, e.g. '75% of students agree that school uniform is good'. If only four students were surveyed, is this a reliable or accurate statistic?

- When looking at newspapers, consider whether you think the journalist is putting forward facts, or their own opinion on a topic.
- Does this newspaper seem to have any bias towards a particular political or social view point?
- Most of the motions set for debate rounds are topical, so your information should be up to date.
- Keep a note of where information came from so your team can refer to the exact source in their speech.
- Always check where the 'facts' come from. Even if you don't use them, the team opposite may do; knowing where their information is from can be a great starting point for challenging it.
- The ESU has published *Pros and Cons: A Debater's Handbook* (19th Edition, Routledge 2014) which is available on Amazon.co.uk.

Next Steps

- Bring the groups back together to report on their findings.
- Make two columns on the board: 'In favour/Pros' and 'Against/Cons'.
- Write up all the arguments including weak/ poor ones. Some arguments that were initially dismissed may turn out to be valuable main points, supporting points or rebuttal once you have a list of all the arguments which are likely to come up.
- The first arguments you come up with often raise questions about what the motion means. These are useful in helping to define the motion.



DEFINING THE MOTION

The definition is delivered at the start of the first Proposition speech and is very important, although it must also be kept short and to the point (30-60 seconds).

Without a solid definition, the debate does not have a clear purpose.

Defining the motion is about much more than just getting out a dictionary. There are several key questions that must be asked:

WHO?

If the motion proposes a specific policy or course of action ('This House would abolish the United Nations' or 'This House would bring back the death penalty'), you might need to clarify 'who' is implementing it. This is often included in the motion. The UN motion implies that 'This House' includes all members of the UN. Bringing back the death penalty implies a UK focus; other countries have the death penalty already and criminal justice is generally a domestic matter.

A motion like 'This House would censor the Internet' leaves it more open; the UK? the EU? a worldwide organisation? In defining this motion, a simpler interpretation (e.g UK) is often better.

WHAT?

What is the policy about? Would the death penalty be by lethal injection or hanging? Would it be for murder only, or other crimes, too? Exactly what would be censored on the internet (e.g. pornography, racist content)? Does the internet include email?

HOW?

How is the policy going to be implemented? Without a mechanism, model or a plan, your definition may lack the clarity necessary to set up a clear and clean debate. For instance, would you simply abolish the UN and let the world get on without it, or would you propose a replacement? Would you do it immediately, or would you allow for a phasing out period? The mechanism should not be so elaborate that it leads the debate away from the main topic, i.e. a Proposition case for abolishing the UN must focus on the UN's bad points, not an elaborate new plan.

LIMITATIONS?

Is this policy going to affect everyone, or only some people? Are there any limitations on the policy? For instance, a common limitation on the death penalty excludes children.

Note that the definition should make the debate clear, accessible and fair for both sides. It should not be used to make life easier for the Proposition by unfairly excluding difficult things they don't want to talk about or tricking the Opposition by proposing a topic they couldn't have been expected to prepare for. The definition should mean the debate ends up as close as possible to what an ordinary, well-informed person would reasonably expect to be debated.

Here are two examples:

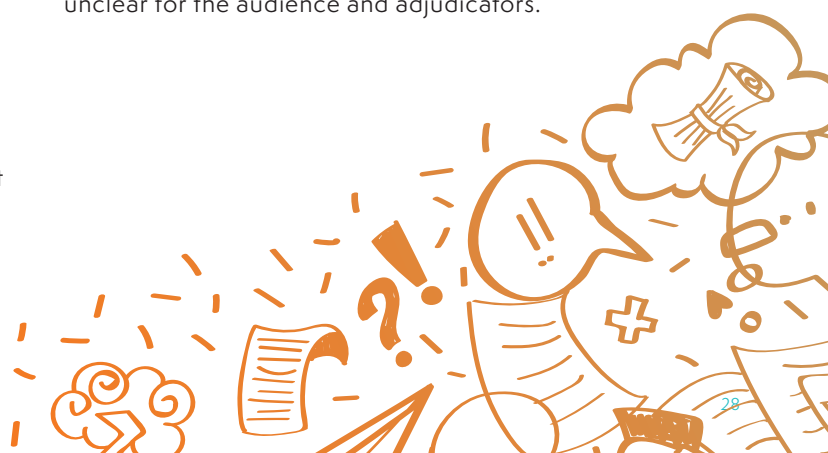
'This House would abolish the UN'

The United Nations should immediately be completely disbanded, including all subsidiary institutions such as the Security Council, UNESCO and the WHO. No replacement organisation will be established.

'This House would legalise cannabis'

This debate is about the UK. We would make the production and sale of cannabis legal under licence and allow it to be sold in shops with the same age restrictions as tobacco.

With both of these examples the Opposition team, audience and adjudicators all know the grounds of the debate within less than 30 seconds and tying the debate to existing precedents, like the sale of tobacco, means that you don't need to waste a lot of time creating a licensing body and justifying age restrictions. What is vital though is that anything relating to the mechanism (who would do the action, where the revenue would go, how it would be enforced etc.) must be in the first part of the first speech. If the Second Proposition speaker is talking about new powers being given to the police to make the Proposition happen, for example, then the team should be penalised as it is unfair on the Opposition and unclear for the audience and adjudicators.



ANALYSIS DEBATES

Sometimes a motion is set that doesn't propose a specific policy. Instead, your role is to argue for the truth or falsity of the statement given. An example would be, 'This House believes the UN is a failure'. No action is proposed – instead, First Proposition must outline criteria for considering the UN a failure, and explain how these criteria have been met.

Here is an example:

'This House believes the UN is a failure'

The UN has failed because it has not met its own stated aims of maintaining international peace and security, developing friendly relations among nations or making enough progress in alleviating international economic, social, cultural and humanitarian problems.

In an analysis debate opposition teams are free to challenge the criteria First Proposition has given, or to argue that these criteria have not been met.

Both teams should take care to remember throughout the debate that specific examples (in this case, failures/successes of the UN) or policies (whether we should therefore abolish the UN) are only of interest when explained in the context of demonstrating the truth or falsity of the statement 'the UN is a failure'.

BE BOLD

In a competitive debate, everyone knows that you have not picked the side you have been asked to speak on, and a bold Proposition usually makes for a better debate than a timid or 'soft' model. For example, if a debate calls for a tax on fatty food a 300% tax could make a real difference. A 3% tax would do what the motion says but would have so little impact that it would almost certainly make for a poor debate.

Alternatively, if the debate is about compulsory organ donation, then allowing exemptions on religious grounds might make the Proposition side easier but it also closes down a really interesting area of debate.

CHALLENGING A DEFINITION

Definitions should only be challenged if they are totally unreasonable. Opposition teams need to be prepared for a slightly unusual or unexpected definition, as Proposition teams can still be clever as long as they remain fair.

Examples of 'unreasonable' definitions include truisms, or narrowing beyond what the ordinary well-informed person would reasonably expect (e.g. defining the UN as just the Security Council, or legalising cannabis only for those aged 65+).

Challenges can only be made by the first Opposition speaker, who states their reasons for the challenge and introduces their alternative interpretation. This must be accepted by the Second Proposition unless they can prove their original definition was valid.

This type of 'definitional debate' is usually quite messy and should be avoided.



THE ROLE OF EACH SPEAKER

Each speaker has a role to perform in the debate as well as their own arguments to deploy. Here, each role is explained in the order that the speakers give their arguments

FIRST PROPOSITION SPEAKER

- To define the motion.
- To present the model, mechanism or plan.
- To signpost the arguments the Proposition team will make.
- To start the case for the Proposition by delivering the first arguments.
- To offer POIs to other speakers.

FIRST OPPOSITION SPEAKER

- To rebut the arguments made in the First Proposition speech.
- To signpost the arguments that will be made by the Opposition.
- To start the case for the Opposition instead of just denying what the Proposition has said.
- To offer POIs to other speakers.

SECOND PROPOSITION SPEAKER

- To rebut the arguments made in the First Opposition speech.
- To expand on the arguments made by their partner.
- To introduce new arguments that expand on the case or to introduce a new angle of argument and develop it fully.
- To offer POIs to other speakers.

SECOND OPPOSITION SPEAKER

- To rebut the arguments made in the Second Proposition speech.
- To expand on the arguments made by their partner.
- To use the full range of arguments made in the debate to their advantage.
- To introduce new arguments that expand on the case or to introduce a new angle of argument and develop it fully.
- To offer POIs to other speakers.

OPPOSITION SUMMARY SPEAKER

- To use the full range of arguments made in the debate to their advantage, reminding the audience and judges of the POIs their team made and why they exposed the flaws in the Proposition case.
- To refer to the floor debate and draw on points or queries from the audience to their advantage.
- To persuade the audience and adjudicator that their case was stronger.
- The summary speech should not contain any new material not raised in the main speeches or the floor debate.

PROPOSITION SUMMARY SPEAKER

- To use the full range of arguments made in the debate to their advantage, remind the audience and adjudicators of the POIs their team made, and why they exposed the flaws in the argument of the Proposition.
- To refer to the floor debate and draw on points or queries from the audience to their advantage.
- To convince the audience and adjudicators that their argument was better.
- The summary speech should not contain any new material not raised in the main speeches or the floor debate.



NOTES

PAPER OR PALM CARDS?

The ESU Schools' Mace Competition allows you to choose how you'd like to deliver your speech, but it isn't at all necessary to learn the entire speech and all of your evidence off by heart! It takes a bit of practice to develop confidence speaking from notes, but the results are worth it; think more in terms of having a well-informed chat with the audience than giving a formal speech.

- The main advantage of using A4 paper is that you can see all of your notes at once. You can easily find facts or figures from another point in the speech if you need them to answer a Point of Information, for example. The downside is that it can be awkward to hold!
- Some debaters use palm cards, which leave you more free to gesture with your hands.

- You can reorder the points on your palm cards very easily just before you get up to speak and add in extra cards with points of rebuttal.
- The ESU recommends that speakers don't write their speeches out word for word, as looking down and reading your speech can make it more difficult to engage with the audience.
- Palm cards can make it easier to add in notes on rebuttal, something that is important. You can write rebuttal on a fresh card and simply add it into your speech in the correct place.
- If you are interrupted with a POI, you may struggle to find your place again on a larger piece of A4 paper.
- You may need more notes on your statistics and evidence than on your analysis of them; by the time the debate happens, you will know the points in your speech well enough to deliver that analysis without notes.



EXAMPLE NOTES OF A SPEECH

If you are giving a quotation, you may need to break the rule about writing things out in full to make sure you get it right.

Start your speech by outlining what you are going to say. If you are the first speaker, also tell us what your partner is going to say. If you are the second speaker, remind us briefly what your partner said in their speech.

Close with a strong, catchy statement (you could break the rule again here and write some of this out in full if you want) and a summary of what you've said.

'This House would abolish the United Nations' Marvin - 1st Prop

"We the peoples of the United Nations determined ... to save succeeding generations from the scourge of war, to reaffirm faith in fundamental human rights, to establish conditions under which justice and respect for international law can be maintained ..."

We argue that the UN has failed its own aims, and should be abolished.

DEFINITION: Abolish it now, including organisations like UNESCO, UNHCR, UN Office on Drugs and Crime

MY POINTS: 1. Peace, 2. UN ignore, 3. Bad rep for favouring West

TAMMI'S POINTS: 1. Regions work better, 2. Cost

1. PEACE

Not met aim of preventing wars. Bad at stopping them once started.

E.g. Balkans: Milosevic unchallenged in late 1990s. Nato bombings. Ethnic violence in 2004 despite KFOR and Interim Administration Mission (UNMIK)

Lebanon: One month for Security Council just to agree Resolution 1701

2. COUNTRIES IGNORE THE UN

E.g. US in 2004 over Iraq

Israel, 30 years ignoring SC Resolution 446 Iraq and N. Korea over nuclear problems

Analysis of how an organisation can't be useful if it's ignored

3. REPUTATION FOR FAVOURING THE WEST Power of USA

Dominance of non-Muslim countries on the Security Council Track record in Israel/Palestine

Creates tension, esp. in Middle East leads to terror

"Ladies and Gentlemen, the UN is supposed to be a group of United Nations. But over the past fifty years they have acted more like a group of Uncooperative Nationalists"

Hasn't met its aim of world peace Countries ignore it

Bias leads to terror, let's get rid of it. I beg to propose.



STRUCTURING ARGUMENTS

25% of your team’s score is for organisation and prioritisation.

During the preparation period, you should have thought of all possible arguments for your speeches and, if you are the Proposition team, come up with a definition.

Put the list of your opponents’ possible arguments to one side for the moment, but go through it again before the debate to make sure that you have a reply or piece of rebuttal ready for every argument the Opposition might make.

Now your team should concentrate on their speeches, so that you can choose which arguments you are going to use, and in what order.

WHY IS STRUCTURE IMPORTANT?

When making a speech, a lot of information is being delivered to the audience in a short space of time. It is helpful for the audience for you to break down your team’s case into small sections:

- What usually works best is to have no more than three arguments in each speech.
- Try not to put all of your points in your first speech, make sure to leave the second speaker with something to say!
- One or two key arguments in a speech is also fine (especially for second speakers who do lots of rebuttal).

STRUCTURING YOUR TEAM’S CASE

First your team needs to decide which speaker is going to make which points.

You are likely to have some arguments that are very powerful or are based on principles important to your team’s case. These should come first so that the audience knows from the start why you believe what you do.

Divide the remaining points between the two speakers according to themes or types (e.g. political arguments, effects on society etc.). Sometimes one or both speeches might develop a theme (e.g. economic arguments or practicalities). On other occasions, the division is made simply because some points are more important than others.

You should also leave time in your speech to respond to what the other side can say or has said. This is important because the judges are looking to compare one side with the other to decide who wins. The more you engage with the other side, the easier that gets. The first Opposition and both second speakers should keep room in their speeches for these points of rebuttal and slot them in where it is appropriate during the debate.

SIGNPOSTING

Make sure your introduction outlines all the points you will make. Then keep the audience informed of where the speech is going by using phrases like, “And now onto my second point ...” and by using pauses.

TIMING

Good timing of your speech shows great use of organisation and prioritization skills! Try to keep within the time limits given.

If there are two points of equal importance, make sure the speaker spends the same amount of time on both; don’t overrun on the first and try to fit the second into the last minute.

You can use either a phone timer or a stopwatch during a speech to keep track of your timing. The timekeeper will also let you know with a bell or knock when you are in or out of protected time (where no POIs can be offered) and when you have run out of time. It is advised that you bring a timer with you to the debate, and that you practice speaking within the allotted time.

MAKING ARGUMENTS REAL

REAL is a system developed by the ESU to help debaters structure each individual argument in a speech.

Reason	One of the arguments why we should agree with your team’s side of the motion.
Evidence	Give some facts or examples that support your team’s reason.
Analysis	Show us exactly how your team’s evidence supports your team’s reason.
Link	Link everything back to why we should agree with your team’s side.

For example in 'This House would abolish the UN':

Reason	The UN hasn't stopped wars.
Evidence	War in the Balkans and in Lebanon.
Analysis	The UN took far too long to act in both cases and even when they did they didn't do much. There is just too much disagreement between members.
Link	The UN hasn't created peace, one of its main aims. So we should abolish this failed institution.

EXPRESSION AND DELIVERY

25% of your team's score is for expression and delivery.

As well as debating being about the arguments made and how they're structured, it is also about engaging with the audience, the other team and the judging panel. Although the judges are interested in what you are saying, it is also important to think about *how* you say it.

CAN YOU BE HEARD?

It is really important to speak loudly enough so that people at the back of the room can hear the debate. Sometimes this takes practice!

Try to practise with your team in a hall or large room at your school or college. Ask other members of your debate club to stand as far away as possible and give you feedback on whether they can hear you.

Teachers have lots of practice in not only speaking clearly in front of large groups, but also varying their tone of voice, their pace etc. Ask your teachers for some top tips!

WHERE TO STAND

When giving your speech, you can stand either in front of or behind the tables. Each team member can choose the style with which they feel most comfortable. Whichever you choose, make sure you engage with the audience as well as your opponents.

Take a look at these two photographs:

Fig. 1

Standing in front of the table means that this speaker is more free to move around and connect with the audience, but they

have to remember to take all of their notes with them. If you do choose to move around during your speech, make sure you aren't moving too much as the audience can get distracted!



Fig. 1

Fig. 2

Standing behind a table means this speaker can keep their notes on the table in order, and easily reorganise them during the speech.



Fig. 2

VARIATION IN TONE AND PACE

Although you might have lots of points to fit in, try not to speak too quickly or in the same tone all the way through. This can make it difficult for the judges and audience to follow your argument.

To avoid this, try assigning a different mood to each section of each speech, thinking about which mood best fits your point.

Examples of good 'mood tags' include:

- Calm.
- Pacy.
- Deliberate.
- Passionate.
- Powerful.
- Light-hearted.

A pause between each point can be a good way to change gear and let the audience know the speech is setting off in a new direction.

'Tagging' your speeches notes with how to deliver each point in coloured pens, or using stickers with different emotions, speeds and volumes can be a useful visual reminder.

EXPRESSION AND DELIVERY CONTINUED

BODY LANGUAGE

Each speaker should aim to stay comfortable for most of their speech and use gestures to emphasise particular points. This competition doesn't have a dress code, so wear something you feel comfortable in, that allows you to gesture when you need to.

Eye contact with the audience is important. A confident speaker is able to look into the audience whilst delivering their speech because they aren't relying entirely on notes.

Try to practice in front of your debate club, class, family etc. You could ask for feedback on body language and your tone of voice.

This is something that may require practice, but remember – even trainee lawyers spend much of their time practicing in front of the mirror in order to become better at persuading their 'audience'!

WORD CHOICE

Make sure that you explain any technical terms or abbreviations as needed. Using the correct terminology and showing that you understand what it means, will help to show that you are well-researched and knowledgeable. Using powerful adjectives and carefully chosen emotional vocabulary will help to give you an engaging argument and style. However, don't rely too much on emotive language during your speeches as this might distract from the analysis of your main arguments.

All speakers should aim to sound natural; the judges are looking for a clear and interesting speaker. Speakers do not need to use traditional debating vocabulary such as 'the honourable gentleman' – this is not what the judges are looking for.



Humour can be a useful tool depending on the topic being discussed, but you should be careful to use only relevant and appropriate humour. Offensive or otherwise inappropriate comments undermine the persuasiveness of your speech, and might be penalized by the judges.

The ESU likes to set challenging and topical motions for you to debate. Teams often feel passionately about their side of the argument, but we expect all debaters to treat each other, the judges, and the audience members with respect. We have a very clear Equity Policy, which means that our debates should be welcoming, inclusive and supportive events, where people feel that they are able to express themselves.

In this safe space, you should feel that:

- You are given the same high level of respect due to all.
- You are never in a position where you feel under physical or psychological threat.
- You will never be judged on things you cannot change.
- Your opinions and beliefs can be challenged, but will always be respected.
- If your safety and well-being is threatened, others will listen and support you.

If you feel that anyone at an ESU event is not following these guidelines, whether an incident affects you directly or not, you should speak to your teacher immediately, who will contact the ESU. You or your teacher can also speak to any member of ESU staff at the event, for example, an ESU mentor.

REBUTTAL

25% of your team's score is for listening and response.

It is important to address the other side's arguments during your own speech. This is called 'rebuttal'.

The aim of rebuttal is to undermine the opposing team's case, thus leaving your case looking even stronger by comparison. All speakers (except the First Proposition, who doesn't have a speech to respond to) are expected to rebut the previous speakers' arguments, even if some of their arguments surprise you or seem very convincing.

As the debate moves on, the amount of rebuttal done by each speaker should increase, as they have heard more arguments to respond to. In a typical debate the First Opposition speaker may rebut for 1-2 minutes, the Second Proposition speaker for 2+ minutes and Second Opposition for 2-3 minutes.

Rebuttal can come at the start of your speech, or be worked into your main arguments; just make sure it's clear to the audience (and judges!) that you are addressing the other side's arguments, so they can see you are rebutting.

You might do this by starting each point of rebuttal by briefly quoting what the other side said, or by naming one of your opponents and the argument of theirs that you will rebut.

For example, in First Proposition, Marvin made a speech on why we should abolish the UN, including the following points:

- Peace - the UN has failed to stop wars.
- Countries ignore the UN.
- The UN favours the West, fueling terrorism.

On the Opposition team, Lily might already have planned to make the following points during her speech:

- Success of UN peacekeepers.
- UN aid programmes help to reduce terror.
- UN is a good forum for non-violent debate.

Here's one way Lily could restructure her speech to rebut Marvin's points effectively:

- Use 30 seconds at the start of her speech to rebut the point about people ignoring the UN, using facts she has prepared.
- Lily's main points about UN peacekeepers and non-violent debate can both be used to rebut Marvin's 'Peace' point, so she could move these to be her first two points and flag to the audience that they are also rebuttal on 'Peace'.
- Make her third point about aid reducing terror, pointing out again that it rebuts the other side.

OR

Another way of delivering rebuttal is a simple list:

"I have two main points in my speech; the effect on the economy and the impact on female participation in the labour market. But first, I have three points of rebuttal.

1. James said "....." he is wrong because "....."
2. He then contradicted himself when he said both "....." and "....." in his speech, they cannot both be true.
3. And finally, he misunderstood my partner's point about "....." when he said "....."

Now onto my first argument about the economy."

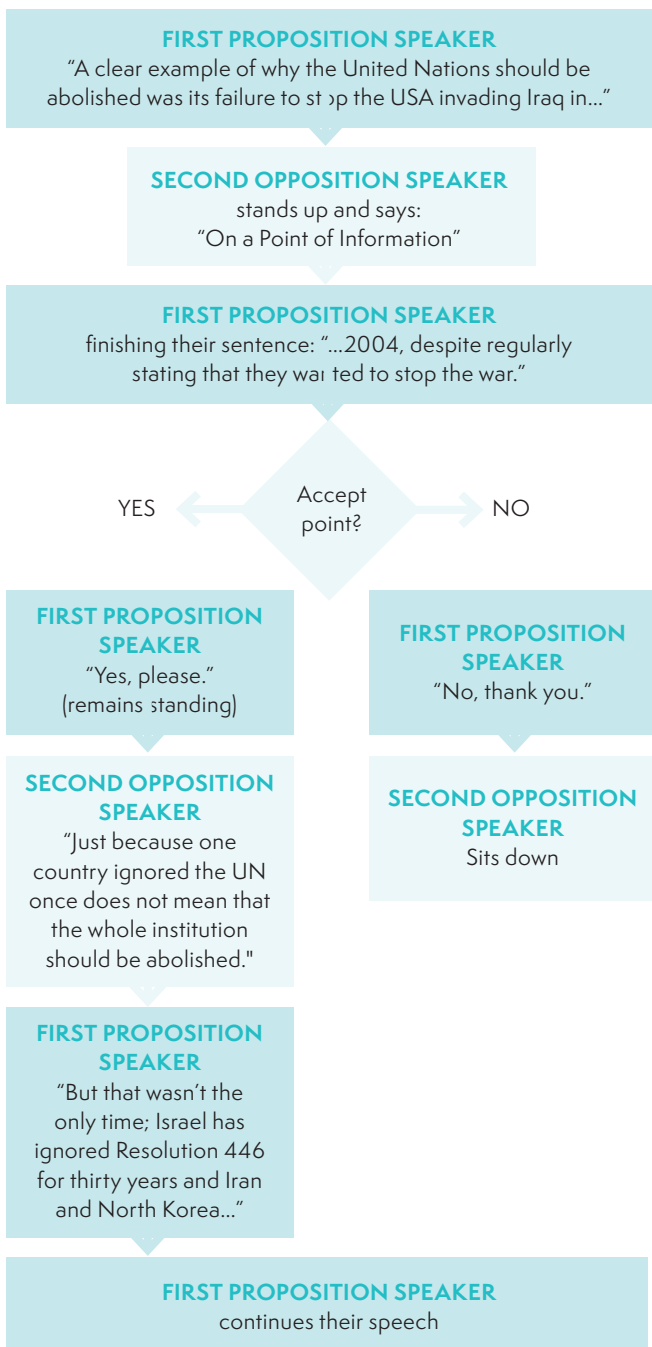


POINTS OF INFORMATION

25% of your team’s score is for listening and response.

Points of Information (along with rebuttal) are central to the interactivity of debate. They demonstrate your ability to engage with your opponent’s arguments. POIs are allowed during the middle 5 minutes of main speeches, but not during summaries.

AN EXAMPLE POINT OF INFORMATION



Each speaker has a period of ‘protected time’ at the beginning and end of their speech so they can get started without being interrupted. After this minute has elapsed the timekeeper gives a signal and the other team can offer an interruption.

To do this, they should clearly indicate that they wish to offer a point of information.

The person who is giving their speech is in control at all times and can either accept the interruption by saying “accepted”, “go ahead” or “yes, please”, or decline by saying “declined”, “no thank you” or by indicating with their hand that the person offering the POI should resume their seat. Sometimes the speaker could also say “I’ll take you in a moment” and finish their point before accepting the POI, during which the person offering the POI should remain standing and wait.

If accepted, the person offering the POI has 10 seconds to point out something (a fact, or a contradiction in the argument) which disproves the argument being made by the speaker, or to ask a short question (for example to ask for clarification if you think they are not saying something important).

This ability to accept or decline is a key tactic. The speaker can also:

- Keep the person offering the POI standing until they have finished their sentence.
- Ask them (politely!) to sit down if their question lasts longer than 10 seconds.

Points of Information are a key part of debate, so it is important that all speakers try to offer at least two or three during every speech they hear and take at least one or two in every speech they give.

Try to avoid offering too many POIs - the judges will penalise ‘barracking’.

It isn’t sensible to take too many points either, or you might run out of time to make your own points.

It is a good idea to decline POIs that come as soon as the first time signal has been given. In the second minute of your speech, you are likely to either still be outlining your case or giving rebuttal, which isn’t a sensible time to take a POI.

We’d also recommend that you leave a little time between accepting POIs, not taking too many back to back.

If a POI has been made and the speaker has responded to it, there is no automatic right to a follow up, meaning that the person making the point cannot offer a response immediately. They would have to ask again and be accepted again.

SUMMARY SPEECHES

Summary speeches are delivered after the floor debate by either speaker from each side. It is often best to pick the summary speaker before the debate begins if you know as a team who is generally better at summarising. However, you can make last minute changes if you think it's better for the team.

The aim of a summary is to identify the major areas of disagreement in the debate (also referred to as 'points of clash') and persuade the audience that your team's arguments are stronger in each area. A summary speaker should give an overview, highlighting major points and events and reminding us of the most important parts.

Summaries can't be prepared before the debate (apart, perhaps, from working out some strong opening or closing statements).

TOP TIPS FOR SUMMARIES

- Identify the major areas of clash in the debate.
- Look at the debate as a whole; you can combine two or three points into one if they are similar (e.g. 'economic' points or points about practicality.)
- Include key points raised in the floor debate if they support your case. If they were particularly damaging to your case, offer a reply to them.
- Make sure your summary is well structured, leading with key issues from the debate, rather than just working through the points in order.
- Try not to focus on smaller, trivial points or issues that both sides agreed upon.



GOOD LUCK!

We look forward to seeing your brilliant speeches at your Round One Heat! If you need any help or support, contact the Competitions Team. Keep in touch with us on social media and let us know all about how your team is preparing.

THE ENGLISH-SPEAKING UNION

The ESU is a unique global educational charity and membership organisation that brings together people of different languages and cultures. Through our programmes, we seek to develop confident communicators, critical thinkers and empowered citizens.

We believe that international dialogue and cultural exchange are essential to individual, community and global development and this is reflected in the diversity of work that our alumni and members engage in around the world.

Our aims, as laid out in our Royal Charter, are:

- To promote education across the English-Speaking world and beyond, respecting the traditions and heritage of those with whom we work, whilst acknowledging the current events and issues that affect them.
- To use English as a means of international communication of knowledge and understanding.

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