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# CONCERN DEBATES HANDBOOK

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A **comprehensive guide**  
for students, teachers and adjudicators

**PUT YOUR  
CONCERN  
INTO WORDS**

**CONCERN**  
worldwide

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Sandford Park School supporters at Concern Debates National Final. Photo: Jason Clarke, 2011

# SECTION ONE:

## WHAT ARE THE CONCERN DEBATES AND HOW DO I TAKE PART?



### Introduction

The Concern Debates have been running since 1984. They are a core element of Concern's Active Citizenship programme which seeks to encourage further learning and debate about issues of global justice and human development.

The aims of the Concern Debates are:

- To promote a deeper awareness and understanding of the global issues affecting the lives of millions of people in the developing world.
- To provide students with a public forum to develop skills in research, critical thinking, and debating.
- To encourage students and teachers to become lifelong advocates on issues relating to development, poverty, justice and human rights.

This guide covers all aspects of the debates from registration and team selection, to adjudicating and using the marking sheet.

We hope the journey from round one to the national final is fun and fulfilling for all involved.

This year we have made a number of important changes to the Debates so please make sure to read through the handbook to see where the changes have been made.

**Look out for the  symbol.**

**Eimear Deery and Ciara Hickey  
at the Concern Debates  
National Final.**

Photo: Jason Clarke, 2011



## For schools who would like to participate

The Concern Debates competition is open to all senior cycle students (fourth/transition year to sixth year) in all secondary schools in the Republic of Ireland.

We recommend that each participating school forms a panel of at least six to eight students, to include a minimum of four debaters, and researchers and/or substitutes, and/or public relations representative. You can easily get many more students involved by making the debates part of a class or a transition year (TY) module for example.

Each school must register one teacher as the debates mentor. He or she will be the point of contact between Concern and the school and team. However, if more than one teacher is available to help out with coaching and mentoring the team, that's even better!

Teachers also act as adjudicators, although they cannot adjudicate a debate in which their own school is involved. All teachers are asked to adjudicate at least one debate in their area during the year. This is a great way of picking up tips to pass on to the team.

## Debates Training

In order to help students get started or even polish their debating skills Concern hosts two types of training sessions; Debates Workshop and Debates Days. Please email [debates@concern.net](mailto:debates@concern.net) to register for training.

**Debates Workshop:** a Concern debates trainer will come to your school and deliver a workshop for your entire debates team.

**Debates Days:** Each year Concern brings together students from a number of schools who are interested in learning more about debating and development issues. The debates days are a highly informative and engaging way to learn essential debating skills from where to start your research to delivering that 'killer' argument.

### Changes to the debates

This year we have made a number of important changes to the Debates so please make sure to read through the handbook to see where the changes have been made.


**Look out for this symbol!**



## Registration


The closing date for registration is in early September each year. Check our website [www.concern.net/debates](http://www.concern.net/debates) to confirm this year's date.

To register:

- Schools must appoint a debates team mentor (teacher) who will assist the team in preparing for debates and who will be the point of contact for Concern
-  Schools must set up a twitter account for their team (see p16 for details)
- The mentor should ensure that there are enough team members and substitutes to commit to their **four debates** in the league phase
- Apply online or fill in the registration form and post, fax or email to the Concern office in Dublin before the deadline.
- As soon as your registration form has been received and processed we will send you an invoice for the entry fee of €100. This is non-refundable once the competition starts.

## Communication with Concern Worldwide



 Our Twitter account is the place to follow all debates related information. You will need to set up your own team account first but once this is done, teams will be able to access the latest debates information and of course you'll be able to update us on how you're getting on. @concerndebates

You can access the debates section of the Concern website at [www.concern.net/debates](http://www.concern.net/debates). Here you'll find all the relevant forms and resources along with research tips and the league table. We'll use Twitter to link to the latest information on the website.

Make things easy on yourself and keep in touch with us by email at [debates@concern.net](mailto:debates@concern.net).

Phone: **01 417 77 33**

Mobile: **087 7973636** (office hours) Fax: **01 475 4164**

Concern Debates, Active Citizenship Unit, Concern Worldwide, 52 Camden Street, Dublin 2.

We'll send you reminders and updates by twitter and text – so please make sure we have your current mobile number!



## What's in it for me?

There are many reasons to take part in the Concern Debates, not least because they're fun! But, taking part is also an ideal way to develop some very useful skills and knowledge.

**Speaking out!** The thought of speaking to a crowded room can be extremely daunting and many students suffer from nerves, especially in their early debates. The dry mouth, the shaky hands and the wobbly voice are all common symptoms! However, it does get easier and by the end of the league phase, many students find themselves hooked. By having four debates in the league phase, debaters have the chance to develop confidence and start to enjoy the 'buzz' of the night.

**'The Concern debates have given me an abundance of confidence which I will always carry with me throughout my life.'**

**Debater from Clonakilty Community College**

**Knowing it all.** By becoming involved in the debates, students, teachers and even family members will find that they learn a huge amount about development issues. From climate change to HIV and AIDS, the role of celebrities in campaigns to whether or not genetically modified foods are a good thing, debaters become clued in and (hopefully) stirred up by their research. Making their arguments persuasive and anticipating the other side's response gives students a whole new set of skills to talk their way out of anything.

**A class act:** There are many ways to involve a whole class of students in the debates. Some teachers use students who don't wish to debate to provide the research or to act as an audience when the team is practising. Other students can be involved in a variety of ways – helping to publicise upcoming debates around the school, putting up posters, arranging a group of supporters to go to an away debate with the team, providing refreshments at home debates etc.

**New Resource:** Download the Debating Development: Classroom Module from our website to find lots of ideas on debates as a classroom activity.

**"The debates have given me confidence, experience of leading a team, ability to describe what I'm thinking better, and knowledge of important world issues."**

**Debater from St. Michael's Community School, Claremorris**

## Awards and prizes



Each individual debater, researcher and substitute receives a certificate of participation.

We have also introduced a series of school recognition awards, so debaters themselves can nominate their heroes in categories such as best supporters, best team mentor and best researchers.

Teams that reach the quarter and semi finals are presented with trophies at the Concern Debates National Final in May. The finalists are awarded too of course, with trophies and a prize from one of the countries where Concern works. The national champions are presented with the Concern Debates perpetual trophy – theirs to keep, for one year only!

The national champions are also offered the opportunity to visit one of the countries overseas where Concern works. Previous visits have included Haiti, Malawi, Kenya, Rwanda and Cambodia. The runners-up will also be offered a trip to Brussels to learn about Concern's work with our European partners and the EU.

*\*Terms and conditions apply – please see rules and regulations section at the back of this handbook*

## Awards and Rewards



Since 2007 we have had awards to encourage the whole school and community to get involved in the debates. You will be able to make nominations for the awards under the following categories:

- Best supporter(s)
- Best whole school involvement
- Best team mentor
- Best researchers
- Best new school
- Best debates photo
- Best article/review/blog about the debates

You will be sent a nomination form in the spring term.

# SECTION TWO:



## HOW THE COMPETITION WORKS

### ⚠ The two phases

The competition runs in two phases. The **league phase** takes place from October to the start of February and the **knockout phase** runs from March up to the final in May. Each school completes four debates in the league phase. The 16 schools with the most points at the end of the league phase will go through to the knockout phase.

⚠ There are four debates in the league phase, and four in the knockout phase – that's eight debates in total for the schools that make it to the final.



▲ Castlepollard Community School Concern Debates Team, 2011.  
Photo: Gráinne O'Brien



## FAQs about the motions

### What is the motion?

The motion is the topic for the debate – it is worded as a statement that can be argued for or against.

### What do proposition and opposition mean?

The proposition side argues for the motion while the opposition side argues against it.

### What kind of issues are the debates about?

The debates are about issues relating to the work Concern does in development such as aid, hunger, poverty, education, HIV and AIDS, gender, climate change, aid effectiveness, etc, or other more general international issues such as child labour, the role of the UN or EU, conflict or terrorism, or issues such as Irish attitudes to the developing world, or media attitudes to Africa. We try to vary them each year.

### We seem to be debating different topics to the other school in town, is that right?

There are four debates each in the league phase, but due to the way the fixtures are drawn, we need to have five topics – so you might not have the same four topics as another school, or you might have them in a different order.

## Home and away

For the league phase, each school will be given four fixtures between October and February. Two of these will be 'home' debates, where the school hosts the debate, and two will be 'away' where the school travels to their opponent's school.

In general the home team is the proposition side and the away team is the opposition side (although there can be exceptions for example, if a school can't host a debate for some reason).

Concern will set the dates for each of your debates making sure that they are spread out across the year.

**If the dates do not suit, debates mentors must use the change of date procedure (see page nine), giving the Concern office and the school they are up against enough notice to rearrange the fixture.**

In the league phase, each team will debate four motions out of a possible five. These are allocated by Concern and cannot be changed. All motions will be of a similar level of difficulty.

## Who is responsible for arranging what?

The teams we are up against	Concern
Proposition and opposition sides	Concern
The motion	Concern
The adjudicators	Concern (with occasional help from schools)
The date and time	Concern
A change of date or time	The debates mentors in both schools in conjunction with Concern
The timekeeper and chairperson	The home/proposing school

## Date and time changes



There are strict rules on the changing of debates dates.

At the start of the year, we will send you your fixture list of dates and whether you are the home or away school. However we realise that schools are busy places and these dates may not suit everyone. For this reason, if the date does not suit your school, you are free to rearrange it for any date within the league phase, with the agreement of the opposing school.

However, you must let Concern know **at least two weeks before the original date**. This is very important as we need to have enough time to recruit our volunteer adjudicators. Schools must also be aware that we rely on the goodwill of our adjudicators and when debates are cancelled with little or no notice, it inconveniences our volunteers as well as staff.



## Time changes

**All debates are scheduled for the default time of 8pm.** In certain circumstances, for example if the schools have to travel long distances, it may be possible to hold the debate earlier, e.g. at 7pm or 7.30pm. However, this must be agreed by both schools, and by the Concern office. If you wish to change the time of your debate, please use the date change procedure and form, which has a section for time changes on it too.

⚠ The school requesting the change of date is responsible for contacting the other school and confirming a new date before contacting the Concern office to inform us of the new date.

### Date change procedure – step by step

1. Contact the school you are due to debate against to request a date change.
- ↓
2. In conjunction with the other team mentor, agree a new date for the debate.
- ↓
3. Submit a change of date form to the Concern office – **no later than two weeks** before the original debate was due to take place.

**ALL date change requests must be sent using the change of date form (see forms section at back of handbook - page 45) which can be sent by email or fax.**

- ↓
4. Concern will confirm whether the new date has been accepted. We will try our best to accommodate date changes but where there are two or more debates happening in the same area in the same week, we may be unable to accept the date change.



## FAQs about date changes

### What if a team member becomes sick on the day of the debate?

It is the school's responsibility to field a team for the debate and to have substitutes available should one or more team members not be able to make it on the night. We recommend that you have a panel of six to eight debaters so that if one student falls ill or cannot make the debate, you do not have to forfeit the debate. Some schools use a panel of students who are rotated throughout the competition or extra students who help with research. Substitutes should be involved in the preparation for each debate, so that they are already familiar with the motion and speeches if they are called upon.

### What if all my TYs are on work experience or on a school trip?

Many schools do debating with their TY students who are often out of school on trips, at open days or on work placements. For this reason, we advise that you check in advance with the TY co-ordinator in your school and make sure that the dates of your debates do not clash. If a date does clash, follow the change of date procedures. Remember we need two weeks notice to change a date!

### What about snow or floods?

Unfortunately we have no control over the weather! Sometimes debates have to be cancelled at short notice because of snow or floods. This is obviously not the fault of either school involved. If this happens we will endeavour to reschedule the debate and, failing that, to allocate points in a fair manner.

### What if it suits both us and our opposing school to debate with just one week's notice?

We cannot accept changes with less than two weeks notice, even if both schools are agreed on the new date. This is because we rely on volunteer adjudicators and we need to give them adequate notice of debates.

### Can we move the date of a debate forward or earlier? (e.g. from 9<sup>th</sup> to 2<sup>nd</sup> November)

Yes, so long as both schools have agreed and you let Concern know at least two weeks in advance of the earlier date.

### Can you not make an exception just this once?

We're really sorry, but no exceptions.

## Cancellations, withdrawals and byes

### Cancellations and withdrawals

Cancelling a debate or withdrawing from the competition has a negative impact for all of the other schools involved in the competition. If your school cancels or withdraws, other schools lose the chance to do all their four debates so they miss out on valuable debating experience. It also means that we have to use the bye system which itself can create problems.

⚠ Please think seriously before you decide to cancel or withdraw. We cannot guarantee entry to next year's competition to schools who do not complete the league phase.

### What happens in the event of a cancellation?

If a team you are up against cancels your debate and cannot reschedule or if a school withdraws from the competition, we will make every effort to find you a replacement debate before the end of the league phase. This may not always be possible, in which case we will revert to the bye system.

### The Bye system

Where a school is unable to participate in an assigned debate or has withdrawn and a replacement debate cannot be arranged, the team who have missed out on their debate will be awarded a bye worth three points, equal to the number of points they would have received for a unanimous win.

*\* Please see the rules and regulations at the back of this handbook for further information on cancellations and byes.*



Coláiste Bride Enniscorthy, Concern Debates semi finalists 2011. Photo: Evanna Craig

## Points and the league table

Points from the four debates in the league phase will be credited to each team, who will all be in one big league table (a bit like a football league table).



Points will be awarded as follows:

Unanimous win	3 points	All three adjudicators in favour of one team
Majority win	2 points	Two adjudicators in favour of one team, with one adjudicator against.
Draw	1.5 points each	One adjudicator with level or very close marks, and two adjudicators favouring a side each
Majority loss	1 point	One adjudicator in favour of a team when two are against it
Unanimous loss	0 points	No adjudicator is in favour of the team
Bye	3 points	No team to compete against

### Sample league table

Team name	No. of debates held	Unan. wins (3pts)	Maj. wins (2 pts)	Draw (1.5 pts)	Maj. loss (1 pt)	Unan. loss (0 pts)	Bye (3 pts)	Total points
St. Mary's SS	3	1	2	0	0	0	0	7
Loreto College	3	1	1	0	1	0	0	6
Pres. Dublin	3	1	0	0	2	0	0	5
Mount Fingal	2	0	2	0	0	0	0	4
St. Patrick's School	3	0	1	0	2	0	0	4
Sacred Heart	1	0	0	1	0	0	0	1.5
St. Matthew's	1	0	0	1	0	0	0	1.5

**'Before getting involved in the Concern Debates I never had the confidence to get up and speak in front of anyone. Now it comes naturally to me. I have no doubt that the skills gained from the debates will help me in the years to come.'**

**James, Sandford Park School**

## The knockout phase

### ! Who goes through to the knockout phase?

The top **16 teams** in the league table will go through to the knockout phase.

If several teams are on the same points for the last place(s) in the knockout phase, the following will be taken into consideration in order of priority:

1. Number of unanimous wins a team has received (a bye must be counted equally to a unanimous win)
2. Number of majority wins a team has received
3. Number of draws a team has received
4. ! Teams with the highest average margin of victory

### ! The margin of victory is worked out as follows:

- Look at the results for each team's debates in the League Phase.
- For each debate- find the margin of victory i.e. the difference in scores between the two teams. This will not always be a positive value. Where the team has lost a debate, the margin of victory can be a negative value.
- Rank the teams according to their margin of victory and eliminate the bottom ranked teams

If a team from the top 16 withdraws between the end of the league phase and the start of the knockout phase, their place will be offered to the next team down the league table.

If a team drops out of the knockout phase after the round five debate their opponent will be awarded a bye. There is no re-entry system for teams that are eliminated in the knockout phase.

### How does the knockout phase work?

The knockout phase takes place from March to May.

<b>Round five</b>	16 schools	8 debates
<b>Quarter finals</b>	8 schools	4 debates
<b>Semi finals</b>	4 schools	2 debates
<b>National final</b>	2 schools	1 debate

Teams reaching the knockout phase are paired up according to geographic location. However, in the later rounds, please be aware that you will have to travel longer distances.

There can be no draws in the knockout phase – the adjudicators must come to a unanimous or majority decision and the winning team goes through to the next round.

From the quarter final on, debates will take place in neutral venues, either another school halfway between the two schools or in a local community centre or college.

The semi finals are usually held in the same venue on one night. At the semi finals, we announce the motion for the national final and we toss a coin to see which team will propose and which team will oppose at the final.



Chairperson and timekeeper from Scoil Mhuire Trim.  
Photo: Evanna Craig



Debates team from Presentation Secondary School, Waterford. Photo: Lizzy Noone, 2011

## SECTION THREE:

### PREPARING YOUR TEAM FOR A DEBATE

At the beginning of the league phase, each participating team receives an information pack. This contains the Concern Debates Handbook, posters for publicising the debates in your school, and most importantly an information sheet, detailing your four league phase debates. This will give the venues, motions, teams and whether you are proposing or opposing. It will give the date and time for each debate, and the contact details of the teacher in the school you are up against.

More information can be found on the Concern website and twitter account. Here you will find all the latest news plus research tips and later on, results and the league table.

[www.concern.net/debates](http://www.concern.net/debates)

[www.concerndebates.net](http://www.concerndebates.net)

[www.twitter.com/concerndebates](https://twitter.com/concerndebates)



## Check your dates

Please check the dates you have been assigned for your debates at the start of the year, and on an ongoing basis.

Check with whoever in your school arranges the school play, the TY work experience, the trip to France, the open day and the parent teacher meetings. Don't forget to check with the students too!

You must give us two weeks notice to change a date – see pages 6 and 7 for more information.

## Preparing the team

We recommend you start preparing two or three weeks before your debate to give yourselves plenty of time!

First the team meets with their mentor to discuss the motion for their debate.

The team defines each section of the motion, paying particular attention to key words and idioms.

The team then splits the arguments four ways, each team member will be responsible for one aspect of the team's argument.

## Substitutes

All teams must have substitutes who should be ready to take over at short notice, for example if a team member is sick. Substitutes should be involved in the research, preparation and practice sessions before the debate.

**'the UN really is the tiger with no teeth and it's about time it got some dentures'**

Ciara, Rockford Manor

## Research



Concern provides a list of sources and web links for each motion in the league phase which can be a starting point for your research. But you can and should find other sources too! Don't limit yourself to our suggestions.

Look at both sides of the motion – it is important to know what your opponents' arguments might be!

Research can take many forms, such as the following:

- Surveys within your school, community, family or friends. Useful for motions that address our own responsibilities and attitudes. For instance, school surveys are great to get some local or first-hand statistics on how your fellow students feel about some of the issues. Do they care about child labour? Do they think corruption in politics is just part of doing business?
- Books, encyclopaedia, newspapers, journals, periodicals and magazines can also be a great source of statistics and quotations relevant to motions (your school textbooks may even come in handy). Check out your school and local libraries.
- Carrying out interviews by phone, email or in person with politicians, ambassadors, councillors, local business people, teachers, or perhaps someone from your local community who has travelled overseas etc.
- Documentaries, current affairs and news programmes can contain some really strong information and statistics. You can watch these on TV or find them on the internet. They can also provide useful case studies.
- Contacting NGOs, government departments, etc. for information on topics related to their work.
- Searching sites such as [www.developmenteducation.ie](http://www.developmenteducation.ie)  
[www.globalissues.org](http://www.globalissues.org)  
[www.newint.org](http://www.newint.org)  
[www.bbc.co.uk/news](http://www.bbc.co.uk/news)  
and of course [www.concern.net](http://www.concern.net).  
Podcasts, informative videos and other multimedia can all be found in abundance on the internet too.

## Writing your speech



Each speaker has four minutes and 30 seconds to speak so when you have written your speech, time it and then make it longer or shorter as needed.

Make sure you speak for no less than four minutes (or you will look like you didn't prepare well) and for no more than four minutes and 30 seconds (or you will lose some of your hard earned marks).

Don't try to cram too much information into your speech. Adjudicators prefer to hear three or four well-developed points, with clear information about each of the points.

Find some good solid facts to strengthen your arguments, and make sure to quote your sources during your speech to back up your point.

Ensure that your points flow on from each other and that your speech is constructed with a beginning, middle and end - marks are awarded for clarity and logical thought.

Prepare cue cards for the podium - but don't write your entire speech on them! Put key points, facts and quotes on them, and use them to guide you on to your next point.

Look at the marking sheet and the section on adjudicating in this guide so you know what the adjudicators are looking for.

## Practise, practise, practise!

The team should continue to meet as speeches are being drafted, to ensure team members are presenting related but not repetitive points.

Practise! Why not use other classes as audience and critics? Practise in front of the mirror; using a video camera; in front of your class or parents. The more comfortable and convinced you are of the points you are making, the easier it will be to convince others – especially the adjudicators.

Remember to have additional, relevant information and statistics that might be used for rebuttal on the night of the debate. Leave time for refutation and rebuttal when finalising your speech. Try to predict what the other team will say and keep some statistics that could be used to counteract their arguments.

## On the night

When you are speaking remember:

- Use your notes as little as possible.
- Pace yourself; do not speak too fast; the adjudicators won't be able to follow your speech and you will waste all of your hard work.
- Be confident, enjoy yourself and be passionate about the subject (even if you are shaking like a leaf). Keep your voice clear and remember you know more about the subject than your audience does.
- Quote sources for your statistics and facts.
- If you have a team line, use it sparingly and to emphasise your points (you don't want your audience or adjudicators to become bored with it).
- Remember to use your wit! Humour really livens up a debate.

## Have a go

It is essential that every speaker attempts to "have a go" at their opponents' arguments; each of you can earn 10 marks for refutation and rebuttal. Don't leave it up to the others on your team. Remember it's your chance to have your two cents and convince the adjudicators how 'absurd' your opponent's arguments are. Try not to tack your rebuttal onto the beginning or the end of your speech. It will have more impact if you can weave it into the body of your speech – try and tie it to another point you were going to make anyway.

## Active listening



Throughout the debate you and your entire team should be listening out for points to refute and rebut in the other team's arguments. Write clearly and pass them on to the next speaker or to the captain for their summation. During the debate, jot down notes, quotes and statistics so that you are prepared to call into question the arguments put forward by the other team.

## Drum up support!

Before the debate, you can put up posters around the school to encourage other students and teachers to support your team. You can invite your families to come along to watch. Even if you are nervous, familiar faces in the audience will help boost your confidence, and there is really nothing worse than talking to an empty room! Remember that the other team will probably bring supporters too.

## Public relations



Many schools submit news items to their local newspapers either announcing the dates of upcoming debates and inviting people to attend, or letting people know about their efforts.

You could also invite a special guest along to watch the debate, or maybe even to be the chairperson – what about your local TD, councillor, journalist from your local paper or radio station, or a VIP from your school board of management!

### Tips on Contacting the Media

The easier you make the reporter's job, the better your chances of coverage. Quickly provide the resources they need to meet their deadlines. Be persistent: Once you start, don't stop, follow-up with reporter, try different approaches, don't give up.

Newspaper deadlines vary according to individual newspapers. Most print reporters, due to daily deadlines, are only free for phone conversations during the early part of the day. E-mail is a great way to communicate with a reporter. Do not call print reporters after 4pm as they are usually filing their stories at that point.

### Where to get media contact details

Your local newspaper will have its contact details in the newspaper, often right on its front page. If you are not familiar with your local media links can be found at: [www.abyznewslinks.com/irela.htm](http://www.abyznewslinks.com/irela.htm)

## Photos

Arrange for a student to take photos of the teams preparing, during the debate and of celebrations afterwards – these can be used in your school newsletters and on your website, you can send them to your local papers – you are much more likely to get an article printed if you have a photo to go with it. And if you take a great action shot, send it in to us ([debates@concern.net](mailto:debates@concern.net)), we'll post it on the website or link them to our twitter account and you could win a prize for photo of the year!

[www.concern.net/debates](http://www.concern.net/debates)

or

[www.concerndebates.net](http://www.concerndebates.net)

will bring you straight to the debates section on the Concern website



Largy College Clones, Concern Debates Finalists.  
Photo: Jason Clarke, 2011



## Press Release Template

When writing your press release, it should be concise, factual, well-written and relevant.

### PRESS RELEASE

### FOR IMMEDIATE RELEASE

Date

#### For More Information, Contact:

Name of public relations rep  
Name of School  
Phone number  
Fax Number  
Email address

#### Headline Example: What's your stance on Child Labour?

(Sample Text)

On Thursday 17<sup>th</sup> April come out and support your community as Cumberland Community College and Galway Secondary School debate their views on child labour for the coveted spot in the National Final of the Concern Worldwide Schools Debate Competition.

"The debates have given me a deeper understanding of issues which affect the world and increased my confidence in expressing my views. I know we can win this debate as our argument is based on strong facts" Captain of Galway Jets, Sarah Kirwan, proclaimed.

Celebrating its 27<sup>th</sup> year, the Debates league has seen over 500 students from 130 schools around the country vie for a coveted place in the finals and which has wilted down to just four. The prize for winning the debates will be to visit Concern projects in Rwanda whilst the runners up will visit Brussels to see political lobbying in action.

For more information see [www.concern.net/debates](http://www.concern.net/debates)

#### Always add the following:

- ENDS -

The Concern Debates aim to promote a deeper awareness and understanding of global issues. Provide students with a public forum, to develop skills in research, presentation, debate and encourage students and teachers to become lifelong advocates on issues relating to poverty, justice and human rights.

For more information on Concern Debates check out [www.concerndebates.net](http://www.concerndebates.net) or contact Concern debates team [debates@concern.net](mailto:debates@concern.net) (01) 417 7733

## Social Media

Twitter is ideal for engaging with users in real time and keeping a consistent stream of content flowing to interested parties.



Our brand new twitter account is the place to follow all debates-related information.

You will need to set up your own team account first but once this is done, teams will be able to access the latest debates information and you will be able to update us on how you're getting on.

### Setting up your team's Twitter account

**Go to Twitter.com and set up an account by entering a username, email address and password.** Both debates mentor and public relations representative should have the password. User name should be: (school name) debates team for example Largy debates team. This will make it easy for us and other debates teams to find and follow you.

**Customise your profile.** Add one line to describe your team and a picture of your team, school colours, emblem or your mascot.

**Browse and follow.** Search for @concerndebates and other debates schools in Ireland and click on the follow button next to their name. Many of @concerndebates followers will be debates teams making it easy for you to follow their thoughts on the debating competition.

**Familiarise yourself with the terminology.** Don't panic, there's not much to learn. If you attach the @ symbol to a username in a tweet it will appear in that person's Twitter feed You can send private messages to people who follow you through 'direct messages'. You can also 'retweet' other people's tweets. 'Hashtags' are a way of creating searches, by placing the # symbol before a word, such as #debatesfinal.

You're now properly ready to go. Start tweeting! Remember to stay on-topic, get involved in discussions, and to keep checking @concerndebates frequently. When using Tweeter and discussing the debates, please always include @concerndebates so we are a part of the discussion too.

### Debates Twitter Code of Conduct

**Be respectful:** Respect your team's privacy, respect other teams in the debates league. Disagree in a respectful manner. It's easy to get caught up in the moment and write or do something that may seem hilarious at the time. But remember, what you say can really hurt someone, or come back to haunt you. Think before you post. It only takes a second or two. Make sure you don't mind if your teammates, teachers or Concern Debates staff hear about it later.

#### You must NOT:

1. Talk about personal details such the home addresses of yourself or team mates.
2. Provide any false information or impersonate others.
3. Share your password or do anything to jeopardize the security of your team's account.
4. Post content or take action that infringes or violates someone else's rights.
5. Post or knowingly permit the posting of content or any other use of your team's Twitter to cause harm, embarrassment, defamation, insult, or injury to any person or entity.

By creating a Debates team Twitter account, you agree that you will not post or publish any of the following material:

- Material that contains vulgar, obscene or indecent language or images.
- Material which defames, abuses or threatens others.
- Statements that are bigoted, hateful or racially offensive.
- No Flaming; there is a difference between voicing a legitimate concern or grievance and simply badmouthing or some other form of written abuse of someone or some service.

These will be deleted upon discovery and further action may need to be taken.



### Not technology savvy?

Don't worry, give us a call at 01-417 7733 and we will help you set up your team's account.

# SECTION FOUR:

## HOSTING A DEBATE IN YOUR SCHOOL



### Getting ready

You should prepare the room as per the picture on the next page.

Depending on how many audience members you expect, you could use a classroom, or the school hall, or even the library or canteen. It might be wise to check with the opposing school if they plan to bring supporters along to watch.

The motion should be clearly displayed at the front of the room – you can write it up on the blackboard or whiteboard. You can also decorate the room using the posters sent by Concern. If it is hard to find the room from the front entrance to the school put up signs and arrows, or have someone at the door to direct visitors.

Debates sheets (sample chairperson's speech, timekeeper's sheet and marking sheets) are available to photocopy from the back of this guide. Concern sends the adjudicators marking sheets in advance, but occasionally they don't arrive in time or are forgotten so ensure there are copies of each available!

A small room or classroom should also be available close to where the debate takes place for the adjudicators to use for adding up their marks and making their decision.



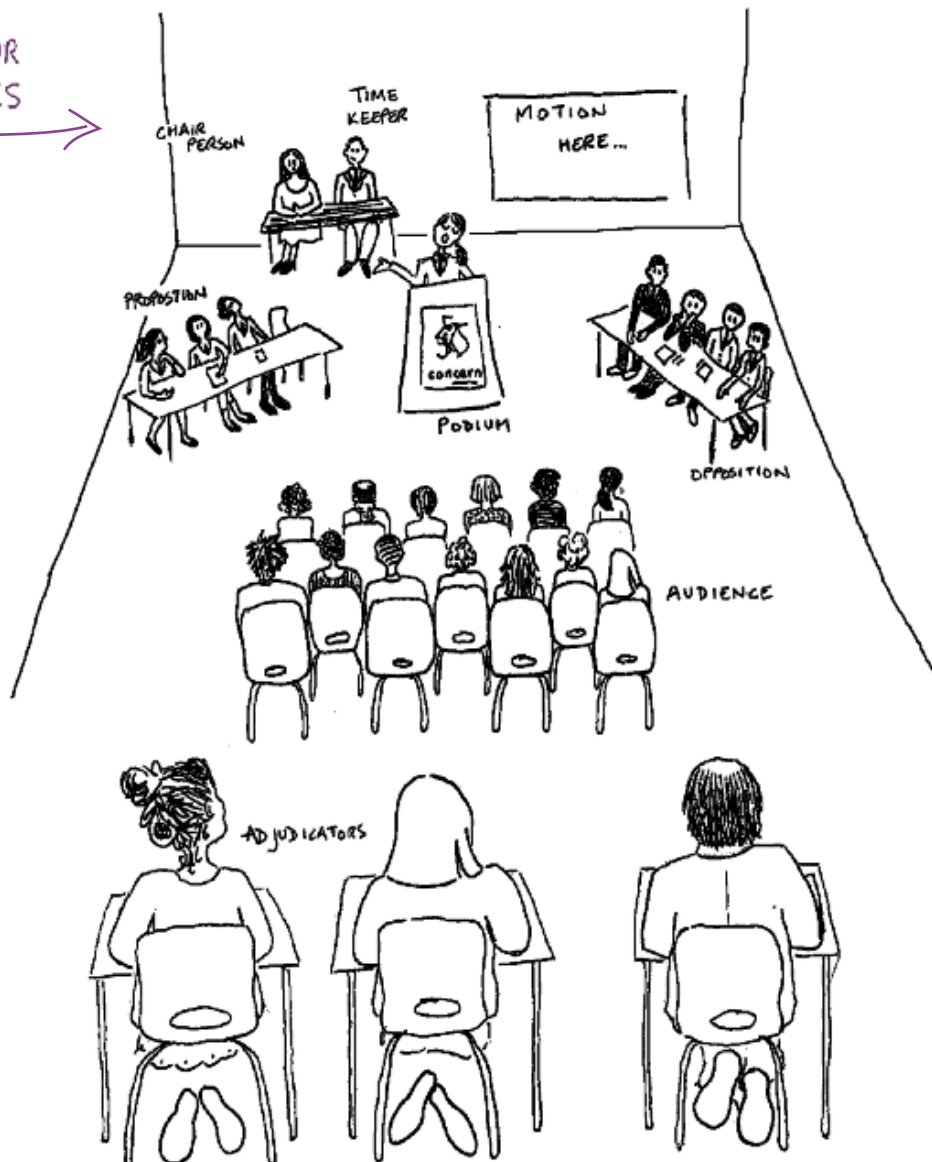
◀ **Chloe and Sophie from Scoil Mhuire Trim conferring during a debate.**

Photo: Evanna Craig, 2011

### Hosting Checklist

- Make sure the debate has been advertised around the school and that you have as many 'home' supporters lined up as possible .....
- Make sure the venue is signposted or there is someone to show visitors to the room .....
- Make sure you have assigned a timekeeper and chairperson .....
- Ensure that the following items are in place:
  - For the timekeeper: a stopwatch, bell and timesheet .....
  - For the adjudicating panel: marking sheets and notepaper, and glasses of water. ....
- Fill in the details on the chairperson's sheet/timekeeper's sheet. ....
- Ensure the motion is displayed prominently and that the wording is correct.....
- Ensure the room is laid out according to the picture below .....
- Arrange tea and coffee for after the debate .....

ROOM LAYOUT FOR CONCERN DEBATES



## Chairperson and timekeeper

The host school must provide a timekeeper and a chairperson for their debate.

The roles can be filled by a responsible student, a teacher, a parent, a member of the local community, a past pupil or a member of the school board.

### The timekeeper's role

The timekeeper's role is very important – results can sometimes be decided on time penalties!



The timekeeper must make themselves familiar with the layout of the timekeeper's sheet in advance. They should also practise using the stopwatch they will use during the debate.

During the debate each speaker must be timed, and the timesheet clearly filled-in. Any time penalties should then be totted up for the adjudication panel.

The timesheet should be handed to the chief adjudicator as the adjudicators leave to make their decision.

A copy of the timesheet can be found at the back of this handbook.

### The chairperson's role

The chairperson's role is to introduce the teams, maintain order during the debate and to facilitate the open forum by encouraging the audience to comment or ask questions. Bear in mind that the chairperson will need to be confident enough to deal with an occasionally vocal and impassioned audience during the open forum!

#### During the debate

A sample chairperson's speech is provided at the back of this handbook but don't feel obliged to stick to it word for word!

The main things to do are welcome everyone, introduce the teams and read out the rules. Then you will introduce each speaker before they come up to speak.

In between each speech you must leave time for the adjudicators to finish marking before you call on the next speaker. Agree a signal with the chief adjudicator beforehand so that you will know when they have had enough time.

Remember that when it comes to summing up, the order is reversed and the captain of the opposition speaks before the captain of the proposition!

### During the open forum

Once the official debate is finished and the adjudicators have gone out to make their decision, it is time for everyone else to have their say.

The open forum is often the most exciting part of the evening, in that it allows the audience members to engage directly with the debaters and raise any issues they feel need clarification or elaboration. It also gives debaters the opportunity to air their true feelings and reveal the extent of their knowledge and research.

The chairperson should ask the audience if they have any comments or points they would like to make or any questions for the teams. If people are shy about making comments you could ask the teams a question to start the discussion off – find out if they believe the side of the debate they were on, ask them what was the most interesting fact they found while researching, etc.

If you are taking questions from the audience try and make sure that there is a balance between both sides of the argument, and that one or other team doesn't have to take all the audience questions.

Questions and comments must be directed through the chair and should be polite and inoffensive.

Teachers and other adults should bear in mind and be sensitive to the fact that the occasion is often the first time a student has spoken in public and should therefore be encouraging and positive even if they disagree with the points made!

### At the conclusion of the debate

When the adjudicators return, call the house to order again and introduce the chief adjudicator.

When the result has been announced and the chief adjudicator has concluded their remarks, compliment both teams and again on behalf of Concern thank the adjudicators, timekeeper, audience and the school for their help with the debate.

Remind the chief adjudicator to post the results sheet to Concern and let everybody know where to go for their well earned cup of tea!

## Debates running order

1. The chairperson welcomes the participants, outlines the night's proceedings and calls on the captain of the proposition.
2. The captain of the proposition speaks.
3. Adjudicators mark the captain of the proposition.
4. The captain of the opposition responds to the motion.
5. Adjudicators mark the captain of the opposition.
6. Speakers alternate between proposition and opposition until everyone has spoken and adjudicators mark each one.
7. The captain of the opposition sums up, followed by the captain of the proposition.
8. Adjudicators take the timekeeper's sheet and retire to another room to make their decision.
9. Open forum - while the adjudicators are away the chairperson opens the floor to the audience for their comments or questions for the teams.
10. The adjudicators return and the chief delivers their feedback and the result.
11. The chief takes the marking sheets, results sheet and timekeeper's sheet and returns them to Concern.
12. Everyone enjoys a well deserved cup of tea!

## Refreshments

At the close of a night's proceedings, it is a tradition of the Concern Debates that the host school provides a cup of tea and a few biscuits.

This time also provides teams with an opportunity to chat to the adjudicators and seek pointers for their next debate.

## Who will adjudicate at the debate in our school?

Each debate requires a panel of three adjudicators; a chief and two assistants.

Concern will try our very best to get three volunteer adjudicators for each league phase debate. We may need your help though, because there are a lot of debates and we have only a limited number of volunteers. Occasionally a debate in the league phase may have to go ahead with two adjudicators.



In the knockout phase, from round five to the semi finals, Concern will provide three adjudicators. For the national final, there will be five adjudicators.

Teachers can be adjudicators too – but not of a debate in which their own school is involved. As a debates mentor you will occasionally be called upon to adjudicate at other debates in your locality.

## Adjudicators wanted

Is there anyone in your community, for example a parent, local business person, parish priest, county or town councillor who might be interested in becoming one of our volunteer adjudicators?

Are there any teachers in the school who might be willing to judge debates (in other local schools, not your own school!)? Are there former debaters among your past-pupils who might be interested in getting involved again?

Please encourage them to contact us to find out more! Or ask us to send you an extra copy of this handbook to pass on.

## Liaison with the adjudicators on the night of a debate

When an adjudicator agrees to attend a debate, Concern sends them a pack with details of the venue and schools, marking sheets and motion. Along with the information pack all an adjudicator needs to bring on the night is an open mind!

Please make sure there is someone at the school door to greet the adjudicators, or ensure that the way to the room where the debate will be held is clearly marked.

Prior to the debate it is a good idea for the chairperson and chief adjudicator to agree a signal that indicates the adjudicators have finished marking and are ready for the next speaker.

The adjudicators' decision is final. Queries or objections to the result of a debate must be referred to the Concern office. Please remember that the marking sheet is confidential and the adjudicators cannot tell you where specific points were awarded, or let you see the marking sheets.



## FAQs on the night of a debate

### What if a team is late?

Efforts should be made to contact the team directly. If a team hasn't turned up 30 minutes after the agreed time, that team will forfeit the debate. If however the team arrives just after the elapsed time, and both teams consent, then the debate should go ahead.

### What if a student is sick and one team only has three speakers?

The debate should go ahead if possible, as it may be difficult to arrange a rematch. The school should provide a substitute or one of the other students on the team can double up and read the speech for the student who is ill as well as their own.

### What if an adjudicator is late?

Concern is in regular contact with adjudicators by phone call and text message. Very occasionally however, circumstances may arise where an adjudicator is late or has to cancel at the last minute. We recommend that you allow a grace period of 15 minutes after which you should:

- First have the host teacher call the missing adjudicator, adjudicator numbers will be provided to them before the debate, if no response
- Select either the chairperson or an impartial member of the audience to adjudicate, or
- Proceed with two adjudicator.

### If there are only two adjudicators, what results can they announce?

If the two adjudicators are divided on which team should win the result will be a draw (1.5-1.5). However the adjudicators are free to award a majority (2-1) decision, if they think that one team won but it was a close-run debate, or a unanimous (3-0) decision if they both think that it was very clear who the winner was.

## After the debate

As soon as Concern receives the results of a debate from the chief adjudicator we will put it up on our latest news page on the website at [www.concern.net/debates](http://www.concern.net/debates) and our Twitter account. League tables will be updated weekly. If after a week your school has not been credited with their points on our website please contact us and we will follow up.

**If you have a query about the result or want to get more feedback from the adjudicators or marking sheets, please contact us at the office. Whilst the marking sheets are confidential, we will be able to go through the sections and let you know where you gained or lost marks in your debate.**

## Complaints procedure

If you have a complaint about any aspect of the debates, please follow the complaints procedure below:

Contact the Concern Debates office as soon as possible after the debate.

We will ask you to put your complaint in writing either in a letter or by email to [debates@concern.net](mailto:debates@concern.net).

Once the complaint is received, we will investigate the matter and speak to all those involved.

You will receive a written reply within two weeks.

**'Multinational corporations haven't suddenly genetically engineered a conscience'**

**Alan, St. Colmcille's, Knocklyon**

If you wish to film or take photos during a debate, please ensure you have the other team's permission first. Email your photos to us at [debates@concern.net](mailto:debates@concern.net) and you could win a prize for the best debates photo!

# SECTION FIVE:

## THE MARKING SHEET, AND WHAT THE ADJUDICATORS LOOK OUT FOR IN A DEBATE

The marking sheet was amended in 2009 after receiving feedback from team mentors and adjudicators.

If you have taken part in the debates in the past please discard (preferably in a recycling bin) your old marking sheets and just use the new one! It says 'Valid from Sept 2009' at the top of the page.

### The marking sheet

The marking sheet is divided into four key areas:

- content
- debating skills
- captains' duties
- team work

You will find a copy of the marking sheet at the back of this book. Everyone - from adjudicators, to teachers and students - should make themselves familiar with it! Look at it while you are reading this next section which explains how many marks you get in each section, and what you get them for.

Riversdale Community College  
Debates Team, March 2011.

Photo: Gráinne O'Brien



## 1. Marks for content

You get marks for content under three headings:

- Knowledge and understanding of the subject (10 marks)
- Relevance to the motion (5 marks)
- Use and variety of sources (5 marks)

TOTALS					A. Content	TOTALS				
10	10	10	10	40		Knowledge and Understanding of the subject	10	10	10	10
5	5	5	5	20	Relevance to the motion	5	5	5	5	20
5	5	5	5	20	Use and variety of sources	5	5	5	5	20

### Knowledge and understanding of the subject

Adjudicators are looking for evidence that you know what the debate is about – that you understand the motion and have researched all aspects of the subject. You should be comfortable with what you are saying, and understand any acronyms or technical terms.

If you are going to tackle a piece of refutation or rebuttal from the other team, you should be able to show that you understood it. Or not as the case may be – it may have been nonsense!

You might be able to show you understand the subject and both sides of the debate by preempting points the other team are likely to make in their speeches.

You need to prove that you really know your speech inside out and aren't just reading out a speech someone else prepared earlier (even if you are a last minute substitute!)

### Relevance to the motion

Marks are awarded for the relevance of a speaker's contribution, i.e. they will lose marks if they deviate from the motion. Stick to your argument, and make sure you are linking your examples back to the point you are trying to prove. If you go off on a tangent, remember to come back!

Stories, quotes and jokes are OK, so long as they enhance your argument. If there is any doubt about the relevance of an issue, example or story, the onus is on the speaker to prove how the point they are making is relevant to the motion.

### Use and variety of sources

Students should be sure to quote or mention a wide range of sources in their arguments. When researching make sure you take a note of where you found a fact – what book, website or newspaper was it in? This both strengthens your case and indicates the level of research you've undertaken. If you are quoting from someone, make sure you can pronounce their name and you know if he/she is a he or a she!

**'The whole school is involved in our debates: the principal, vice principal, timekeeper, chairperson, supporters from all year groups, parents, staff, friends... Concern Debates are a big deal in our school!'**

St. Dominic's Secondary School, Ballyfermot

## 2. Marks for debating skills

You get marks for debating skills under three headings:

- Refutation and rebuttal (10 marks)  
*(except for the captains who get marks for this in their closing speech which has a separate section on the marking sheet)*
- Ability to persuade, communicate and engage (10 marks)
- Logical and well constructed argument (5 marks)

### B. Debating Skills

	10	10	10	30
10	10	10	10	40
5	5	5	5	20

Refutation and Rebuttal	10	10	10	30
Ability to persuade, communicate and engage	10	10	10	40
Logical and well constructed argument	5	5	5	20

#### Refutation and rebuttal (R&R)

See 'The art of debate' on page 27 for definitions and examples of refutation and rebuttal.

There are 10 marks available for R&R for speakers two, three and four. The captain receives marks for R&R in their closing speech.

When assigning the marks allocated for R&R some adjudicators like to opt for a system that allocates a maximum of three marks for each example of R&R used by each speaker. If it is a particularly good refutation or rebuttal the speaker is given three marks. If on the other hand it is more of a contradiction than a refutation or rebuttal, then only one or two marks are given. A speaker who makes around four good uses of refutation or rebuttal can then expect the maximum marks.

Other adjudicators however, prefer a less rigid structure, preferring to look for quality of R&R, ease of inclusion in the speech, or forcefulness without recourse to sarcasm or disdain.

Quality is the key, rather than quantity. A really good point well delivered, that demolishes the main point of a previous speaker is more significant than a number of throwaway criticisms.

In the main there is an expectation that there will be more rebuttals from the third and fourth speakers than from the second, as they have heard more of the opponents' speeches and so one could apply a graded standard to speakers two, three and four.

#### Ability to persuade, communicate and engage

*Persuade* – debaters should leave the audience in no doubt that their side of the motion is the right one, they should be passionate and assured.

*Communicate* – students should be articulate, speak slowly, clearly and audibly. They should know their speech backwards so they are not stumbling over it!

*Engage* – debaters should use body language, eye contact and vary their tone to keep the audience captivated.

Passion, humour, and emotion will be rewarded in this category!

Jokes can get a good response, but make sure they are appropriate, fair to your opponents and on topic! Inappropriate sarcasm will result in marks being docked in this section.

**'The logic of your argument seems to be that less people we have around us the less we have to worry about... this is Tony Soprano logic'**

**Rob, Sandford Park School**

### Logical and well constructed argument

Like any essay or exam answer it will help if you have a beginning, middle and end to your argument. Introduce what you are going to say, say it (by making three or four clear points) and then conclude by briefly reminding us what you have said. Don't just read out interesting quotes or facts, show us how they prove your point!

## The art of debate: Refutation and rebuttal explained


What separates debating from public speaking is the art of refutation and rebuttal. Essentially a debate is a conversation between two groups that disagree, with each group trying to convince the adjudicators of the correctness of their own position as well as the absurdity or irrationality of their opponents'.

To refute an argument is to produce evidence (facts and figures) in order to prove it untrue (e.g. *'our opponents claim that child labour affects only a few thousand children around the world, well according to the latest ILO report, that figure stands at 218 million'*)

To rebut an argument is to disprove or discredit it by offering an alternative and stronger argument (e.g. *'our opponents have argued that it is the fault of the people, the everyday consumer. But I disagree, it is the responsibility of government and big business to solve this problem, and I will tell you why....'*)


*Examples of refutation and rebuttal (good and bad)*

### A

 'Speaker 2, you said that multinational corporations working in the developing world such as Nestlé haven't cleaned up their act, and I think you're wrong for thinking they have. Now for my first point...'


This is an example of very weak refutation, there's no evidence given and it's *bolting* on before the prepared speech rather than *woven in*.

### B

 'Speaker 2, you said that multinational corporations working in the developing world such as Nestlé haven't cleaned up their act, but according to the Nestlé website they are dedicated to a long term strategy putting business development above short term returns, ensuring they have become a source of stability and economic growth in the developing world'

This is a much better example of refutation.

### C

 'Speaker 2, you said that multinational corporations working in the developing world such as Nestlé haven't cleaned up their act. I believe that it is not the responsibility of the multinationals but the governments, to legislate and enforce human rights and environmental sustainability within their countries, to protect their own nations.'

This too is a good example, of rebuttal this time.

### 3. Marks for captains' duties

The captain gets marked in the same way as all the other team members under content and debating skills (except for refutation and rebuttal).

But the captain also receives marks for their special captains' duties. There are 35 marks in total going here, so it is important to get it right!

Opening Speech:

- Definition of the motion or response to the motion (10 marks)
- Outline of team's arguments (5 marks)

Closing Speech:

- Summary and defence of team's arguments (10 marks)
- Rebuttal of other team's arguments (10 marks)

<b>Opening Speech</b>	10	10	<b>C. Captains' Duties</b>	<b>Opening Speech</b>	10	10
5	5	Definition of the motion or response to definition		5	5	
<b>Closing Speech</b>	10	10	Outline of team's arguments	<b>Closing Speech</b>	10	10
10	10	Summary and defense of team's arguments	Rebuttal of other team's arguments	10	10	10

#### Opening Speeches

The proposing captain is marked on his/her definition of the motion and outlining his/her team's arguments.

The captain of the opposing team is marked for responding to the motion defined by the proposition (and suggesting an alternative definition if they have one!), outlining his/her team's arguments and for presenting an argument of his/her own.

#### Closing Speeches

In their closing speeches, each captain is marked on their summation of their team's arguments and rebuttals, and refutation or rebuttal of their own.

No new material should be introduced in the summation, even if it shows brilliant research or understanding! Adjudicators should disregard any new information or argument introduced by the captains in their summations unless it is clearly in the form of a refutation or rebuttal.

See the box on page 30 for more information about the roles of different members of the team.

**'What kind of rationality says to free born people cut your population growth or we will cut you off, that we will allow you all to starve - the cold colonial logic of a master to his slave**

Sandford Park Captain

## 4. Marks for team work

- Display of team work during the debate (10 marks)

D. Team Work			
10	10	Display of team work during the debate	10

There are 10 marks awarded for evidence of team work. This can be shown in various ways on the night.

Debaters need to show that they worked as a team in preparing for the debate. It should be obvious to the adjudicators how you divided up the subject, and it may be an idea to use a 'team line'. Debaters should also be familiar with each other's speeches, share research and useful statistics and refer to each others' speeches if relevant.

Do not be afraid of passing notes to each other (quietly!) during the debate – this will show that you are working together to come up with points of refutation or rebuttal.

**'Ladies and gentlemen humanity now stands where two roads diverge; the road we have travelled appears easy but at its end lies disaster. The other road, less travelled, offers our only chance to assure preservation of humankind, chose wisley my friends, choose Largy College, choose to support this motion'**

Largy College Captain



### FAQs about debating

#### What is a 'team line' anyway?

Some schools use a 'team line' to tie their speeches together. There are various approaches you can take. Some teams might use a catchphrase or quote that they all repeat at some stage during the debate. Others might pick a word to base their arguments around – for example **AIDS** – the captain would talk about **ab**stinence, speaker two about **in**formation, speaker three about **d**evelopment and speaker four about **s**tigma. Some teams might theme their speeches depending on the topic or time of year, or maybe give themselves titles, e.g. Minister for Finance, Minister for Health. It's entirely up to you!

#### Can I use a prop?

Although it is not against the rules to use a prop, such as a book, picture etc to emphasise a point, props should not be used to substitute for the spoken word. You won't get any extra marks for using a prop. Also, bear in mind it may be impossible for the adjudicators, who are at the back of the room, to see what you are holding up.

#### Do I have to learn my speech off by heart?

You can if you like! However it is perfectly acceptable to occasionally refer to note cards for a fact or statistic, or to remind yourself what comes next! While it is not forbidden to read from a script, the less you read and the better you know your speech the higher you will score under debating skills. It is important to make eye contact with the audience and adjudicators during your speech.

## Team roles

### The captains

The captain gives two speeches – an opening speech, and a summation after all the rest of the team has spoken. You do not have to use the same captain for each debate, you can rotate the roles if you want to give different students the chance to be captain.

### The captains' opening speeches

The captain of the proposition is responsible for defining the motion, breaking it down to its relevant parts and giving their team's interpretation of it.

It is very important that the captain of the opposition then *responds* to the definition given by the captain of the proposition. The opposition captain may then accept, challenge or broaden the proposition's definition by giving their own team's definition of it.

Each captain should introduce their team mates and the arguments they will make.

As well as addressing the motion and introducing the team, each captain should advance an argument of their own, but bear in mind that they will not have as much time to do this as other members of the team!

### Captains' summation

Summations occur after the fourth member of the team has spoken. The captain of the opposition is called first, followed by the final speaker of the night, the captain of the proposition.

Captains should remind the adjudication panel of their team's key arguments. They should try and tie all the arguments together.

A captain may not introduce new material in their summation – they will not receive any points for any new material they bring in at this stage and may have marks deducted.

The captain's summation is an opportunity for them to refute and rebut the arguments of the other team and to recall the various rebuttals that were employed by their team.

### Second, third and fourth speakers

Each speaker should have their own approach to or angle on the motion. Everyone on the team should be aware of the points their team mates will use to avoid repetition and to ensure continuity of argument.

If you are using a team line it is important that no one forgets! But don't overuse it - it should be reserved for key moments or to emphasise a point.

Each team member is responsible for refuting and rebutting the arguments of the other team. If a speaker does not address any of the other team's points, then he/she will not receive any points under the refutation and rebuttal section of the marking sheet.

As the third and fourth speakers will have heard most of their opponents' argument there is an expectation that they will employ more refutation and rebuttal than the second speakers.

### Researchers and substitutes

Teams must have substitutes who are involved in the preparation of each debate and who are able to step-in should a member of the team be unable to debate. Researchers are very useful as they can help with interviews and listen critically to debaters as they practise and prepare. You do not have to stick to the same four speakers for each debate, for example if you have six students involved you can rotate them.

### Public relations representative

The public relations representative could be a speaker, researcher, substitute or a new team member. The public relations representative will not only drum up support and media attention to the team but also keep up to date with the team's twitter account and Concern Debates twitter account which will provide the latest resources, tips and links.

## Timing is vital!

### Four minutes and 30 seconds

The time allotted for each speech, including the captains' summations is four minutes and 30 seconds. Debaters should speak for no less than four minutes and no more than four and a half.

- Those speaking for between 4.31 and 5.00 will be docked 1 mark
- Those speaking for between 5.01 and 5.30 will be docked 2 marks
- Those speaking for between 5.31 and 6.00 will be docked 3 marks

***In addition you will not receive any marks for any information you give after 4.30 – for example even if you quote an amazing statistic or use a great piece of refutation, you will not get any points for it!***

There are no marks docked for speaking under time, but we would strongly advise you to speak for no less than four minutes. It is very obvious to the adjudicators if your speech is very short that you are not prepared, or you have rushed through it very quickly. You will not do as well as other speakers under content and debating skills.

When you are getting ready for the debate, practise reading your speech aloud and timing it, either at home in private or in school with your team! People generally take longer to read something out loud than in their heads. You will also need to build in extra time for refutation and rebuttal that comes to you on the night!



Largy College supporters at Concern Debates National Final.  
Photo: Jason Clarke, 2011

## SECTION SIX:

### ADJUDICATING THE DEBATES

#### Becoming an adjudicator

Adjudicators are regular people from all over Ireland with a wide range of backgrounds, from farmers to lawyers, teachers to development workers, housewives (and househusbands!) to university students. They are volunteers, who give generously of their time and expertise, and without whom the debates could not take place.

You must be over 18 to become an adjudicator!

If you are a teacher, you cannot adjudicate in a debate involving your own school.

To become an adjudicator, check out [www.concern.net/debates](http://www.concern.net/debates) to learn more about the debates. Then click on the link marked adjudicators (or go straight to [www.concern.net/adjudicators](http://www.concern.net/adjudicators)). Here you will find an application form to download and details of upcoming training sessions. Send the application form to us, or call for more information.



▲ Mary Margaret Hanafin, Norma Galvin and Patrick Hynes adjudicating a debate in Portlaoise. Photo: Grainne O'Brien, 2011



## What are the vital skills needed?

- An open mind is essential – ability to see both sides of an argument
- Good listener and ability to evaluate
- Be able to give constructive criticism and feedback

The following can be helpful but are not required – please contact us even if you don't have all of them!

- Access to your own transport – some schools are off the beaten track!
- Experience with debating or public speaking
- An interest in development issues or world politics

## Prior to the debate

### How do I know when a debate is on?

When we need adjudicators for a debate, we contact the volunteer adjudicators in the area to see who is available on the date of the debate. We aim to give around 10-14 days notice prior to a debate, but sometimes due to date changes and cancellations we are looking for people right up to the day of the debate. Flexibility is a great asset for an adjudicator, but never feel obliged to say you are available!

You can also keep an eye on our website to see a list of upcoming fixtures, or you can sign up to receive our debates bulletin by regular email which will give you all the latest news.

### What happens when I agree to adjudicate a debate?

We will send you, by post or email - whichever is convenient for you - an information sheet, outlining all the details of the debate, including date, time, place, schools involved, the motion and what to bring. We will also send you a copy of the marking sheet, and if you are going to be the chief adjudicator we will send you the results sheet too. If you need directions to the school we can send you a map, or put you in touch with the teacher who can give you directions over the phone.

You should bring this handbook, marking sheets, spare paper, a pen, and a calculator if you will need one to add up your marks. Don't forget to bring our school contact sheet and directions which will be sent to you prior to the debate.

## On the night of the debate

### What happens when I get to the school?

Most debates begin at 8pm, although they are occasionally earlier to facilitate schools travelling long distances or in cases of bad weather such as snow forecasts.

You should aim to arrive at the school about 15 minutes before the debate starts. If you arrive more than 30 minutes early there may not be anyone there yet to let you in, and if you arrive only five minutes early search parties may have been sent out!

Usually a teacher or student will meet you at the main door to the school, and will direct you to the room where the debate is on or you may have to follow signs pointing the way. Leave a few minutes to spare, because some school grounds are big and you may have to find the right building first!

When you get there you will be introduced to the other adjudicators and can take your place at the tables at the back of the room. The chief adjudicator usually sits in the middle, between the two assistants.

### What do I need to do when I arrive?

The chief adjudicator should ask the students to fill in their names on the results sheet – and the chairperson will also want to get the adjudicator's names to introduce them.

The chief adjudicator should also agree a signal with the chairperson so that they will know when the adjudicators are finished marking and they can announce the next speaker.

The assistant adjudicators might like to get the names of each speaker from the chief, and they should also fill out the details of the motion and two teams at the top of their marking sheets.

**'We always had around 30 supporters – much to the shock of some of our opponents, who had one supporter!'**

**Mercy Secondary School, Kilbeggan**



## FAQ about being the chief adjudicator

### How is the role of the chief adjudicator different from the assistant adjudicators, and what do I need to remember if I am the chief?

The chief adjudicator is usually the most experienced of the panel of three.

The chief adjudicator needs to remember to:

- Get the teams' details filled in on the results sheet at the start of the debate.
- Agree a signal with the chairperson to let them know the adjudicators are ready for the next speaker.
- Post all three marking sheets, the results sheet and the timekeeper's sheet back to Concern after the debate.

The chief adjudicator is also the person who announces the results and delivers feedback to the teams at the end of the night.

## Marking the debate

While the debaters are speaking, the adjudicators are free to take notes, but it is not compulsory - everyone is different in the approach they take! Some take a lot of notes, others take very few. The adjudicators' notes are confidential and they do not have to send them in to Concern after the debate. Some people like to make a note of key concepts, or quotes, or make a mark every time a good statistic or fact is introduced. It is a good idea to keep track of how many attempts at refutation or rebuttal are made and how good they are. You might want to note how well a speaker delivered their speech, whether they had to read from notes etc. All of this will help you to recall the details of the debate when the adjudicators retire to add up their marks and reach a decision on who won, and when you are discussing what feedback to give to the teams.



After each speaker, the adjudicators will have a moment to fill in their scores on the marking sheet, before the chief adjudicator gives a signal to the chairperson to announce the next speaker.

## Arriving at a decision

Once the captain of the proposition has concluded his/her summation and marks have been assigned, the adjudicating panel should take the timekeeper's sheet and retire to another room to make its decision.

Adjudicators can begin by adding up their marks or discussing briefly their impressions of the debate.

When marks have been totalled, time penalties deducted and a decision made the chief will ask the panel for points and remarks that will be included in his/her feedback.

It is recommended that adjudicators spend a maximum of 15 or 20 minutes making their decision.

Assistant adjudicators should remember to sign their marking sheets and give them to the chief before leaving the room. He/she will post them back to Concern with the overall results sheet

The chief should fill in the rest of the results sheet and sign it.

## Announcing the result

The adjudicators return to the main room, where the chairperson will call the open forum to a close and ask the chief adjudicator to announce the result



It is best to give some feedback first, and then announce the result.

When announcing the result, the chief should state that the motion has been carried (in favour of the proposition) or defeated (in favour of the opposition). But you might need to add in 'That means that School X are the winners tonight' as not all members of the audience will be familiar with the formal way of announcing a debates result!

You can also tell them if the decision was unanimous (3-0) or by majority (2-1). You do not have to tell them which adjudicators were in favour or against which team.

## Chief adjudicator's feedback

The chief adjudicator's feedback is a vital part of the debate. We recommend that it is addressed to the team as a whole rather than to any individual speaker, although you can and should give feedback to individual students after the debate if they ask you for more information. Good feedback should include positive remarks and constructive criticism on the following areas:

- Definition of the motion (too narrow/too broad/just right).
- Research (clear evidence of adequate and relevant research).
- Content (appropriate and relevant).
- Refutation and rebuttal.
- Quoting of sources (range of named sources).
- Captain's summation (recap and analysis. No new arguments should be introduced).
- Team work (evidence of co-operation in preparation and on the night).
- Time penalties.
- Confidence, communication skills, eye contact etc.
- Entertainment (humour, empathy etc.).

You can also give tips for what they could improve on next time, but try and give tips to both teams if you decide to do this!



Captain of Riversdale Community College debates team.  
Photo: Gráinne O'Brien, 2011

## After the debate

Most schools will invite you to the canteen or staff room for a cup of tea after the debate.

The team members may come up to you at this stage to ask for more feedback – feel free to do so, but remember that the marking sheets are confidential. If there is a question you don't know the answer to, ask them to contact the Concern office.

**Don't forget...** if you are the chief adjudicator to post the marking sheets, timekeeper's sheet and results sheet back to Concern. We would also appreciate it if possible if you could send us a quick text message with the result of the debate, or email or call us the next morning, so that we can update the league tables on our website as soon as possible after the debate!



## FAQs from adjudicators on the night of a debate

### Is it possible to award a draw?

A draw can be awarded in the league phase if one of the following situations occurs:

- All three adjudicators have both teams within one or two points of each other, and after discussion they think it was an equally matched debate.
- One adjudicator has the proposition as clear winners, one has the opposition as clear winners, and one has equal marks for both teams.

In the knockout phase the adjudicators must come to a decision as to who won.

### A team wants to see the marking sheet – am I allowed to show it to them?

No, you may give feedback either to the whole team or to the individual students, but please do not show or give them a copy of the marking sheet. The marks are confidential. If they have a further query about the marks they can contact the Concern office the following day and we will look at the marking sheets and give them any relevant feedback on where they lost or gained marks.

# SECTION SEVEN:

## THE RULES AND REGULATIONS



▲ Quarter finalists from Presentation College Thurles with Aine Lawlor and Tom Arnold  
Photo: Jason Clarke 2011



## Admission to the competition

Concern reserves the right to refuse admission to the competition if it is over-subscribed, if applications arrive after the deadline, or if a school has a history of dropping out of the competition or rescheduling debates without notice and good reason.

Each school may only enter one team in the competition.

## Fixtures

Concern will decide motions, team pairings, sides and fixtures for each debate.

If dates have to be changed, the other school must be contacted to reschedule the debate and Concern must be notified immediately using the change of date/time form.

Concern must be notified of the date change at least two weeks prior to the original date. You cannot bring a date forward unless the new date is more than two weeks away too!

## Chairperson and timekeeper

The proposing team (which is generally the host team) will provide the chairperson and timekeeper for each debate until semi final stage.

Concern will provide the chairperson and timekeepers for the semi finals and the national final.

## Teams

On the night of a debate, each team will consist of four members. However there is no upper limit on the number of substitutes and teams are free to rotate speakers from one debate to the next.

Each team will appoint a captain who speaks twice, firstly to introduce their team and secondly at the close of the debate to sum up their team's arguments and to refute those of their opponents. The captain can be changed from one debate to the next.

If a team has not arrived 30 minutes after the assigned start time they forfeit the debate and concede the round. (If however they make contact with the host school and let you know they will be late, you can agree to delay the start until they arrive.)

## Timing

Each participant speaks for four minutes and 30 seconds. The time keeper rings the bell at three minutes and again at four minutes, 15 seconds. Anyone who speaks for longer than four minutes, 30 seconds incurs a time penalty of one mark per half-minute or part thereof. (See page 29 and the timekeeper's sheet). Adjudicators should disregard any information that is given after four and a half minutes.



## Behaviour at the debate

Interruptions, calling for points of order or any form of heckling by either team members or members of the audience is not permitted.

Sarcasm and personal or snide remarks are not in keeping with the spirit of the Concern debates. Adjudicators will dock marks in 'ability to communicate, persuade and engage'.

Teams and their supporters should treat their opponents, their peers and the venue with respect.

Adjudicators should be mindful that they are representing Concern as a visitor to the school.

## Adjudicators

The adjudicator's decision is final.

Marking sheets are confidential. Adjudicators can give their own feedback at their own discretion after the debate and you can contact Concern for an overview of where marks were won and lost. Any queries or complaints regarding the result must be made to Concern.

Concern will assign the adjudicators. We aim to provide three adjudicators for each debate but occasionally a debate will have to go ahead with two adjudicators where it proves impossible to find three people, or where there is a last minute cancellation. We will provide five adjudicators for the national final.

## Progress from league to knockout phase

The top **16 teams** in the league table will go through to the knockout phase. If several teams are on the same points for the last place(s) in the knockout phase, the following will be taken into consideration in order of priority:

1. Number of unanimous wins a team has received (a bye must be counted equally to a unanimous win)
2. Number of majority wins a team has received
3. Number of draws a team has received
4. Teams with the highest average margin of victory

For more information see page 10.

## The finalists' prizes

**The champion's prize:** Subject to funding being available, Concern will invite the national champions and their team mentor each year on a trip to visit programmes in one of the countries we work in overseas. The trip takes place over the school summer holidays (usually July). The final dates of the trip are decided by the overseas office we are visiting to fit in with their schedule and may not be flexible.

**The runners-up prize:** Subject to funding being available, Concern will invite the runners-up and their team mentor on a trip to Brussels (or similar equivalent) to learn about Concern's links with our European partners and the EU aid programme. The trip takes place over the school summer holidays. The dates of the trip may not be flexible as we will need to fit in with European parliament schedules etc.

The students and teachers taking part in both the champions and runners-up trips must commit to taking part in pre-departure workshops, must be medically fit to travel and must attend any medical appointments as required by Concern's health advisor. Any participants over 18 must comply with Concern's code of conduct for visitors to the field.



# SECTION EIGHT:



## ALL THE PHOTOCOPIABLE SHEETS YOU COULD EVER NEED!

- 1 – Marking sheet
- 2 – Results sheet
- 3 – Timekeeper's sheet
- 4 – Sample chairperson's speech
- 5 – Date/time change form
- 6 – Adjudicators registration form

▼ Sanford Park School,  
Debate Champions 2011.  
Photo: Jason Clarke 2011





# MARKING SHEET



\*\*\*NEW VERSION - Valid from Sept 2009\*\*\*

Motion: \_\_\_\_\_

Venue: \_\_\_\_\_ Date: \_\_\_\_\_

Proposing team: \_\_\_\_\_

Opposing team: \_\_\_\_\_

Captain	2nd Speaker	3rd Speaker	4th Speaker	fill in names here if known but not required

Captain	2nd Speaker	3rd Speaker	4th Speaker	fill in names here if known but not required

<b>TOTALS</b>				
10	10	10	10	40
5	5	5	5	20
5	5	5	5	20

<b>A. Content</b>
Knowledge and Understanding of the subject
Relevance to the motion
Use and variety of sources

<b>TOTALS</b>				
10	10	10	10	40
5	5	5	5	20
5	5	5	5	20

	10	10	10	30
10	10	10	10	40
5	5	5	5	20

<b>B. Debating Skills</b>
Refutation and Rebuttal
Ability to persuade, communicate and engage
Logical and well constructed argument

	10	10	10	30
10	10	10	10	40
5	5	5	5	20

<b>Opening Speech</b>	
10	10
5	5

<b>C. Captains' Duties</b>
Definition of the motion or response to definition
Outline of team's arguments

<b>Opening Speech</b>	
10	10
5	5

<b>Closing Speech</b>	
10	10
10	10

<b>C. Captains' Duties</b>
Summary and defense of team's arguments
Rebuttal of other team's arguments

<b>Closing Speech</b>	
10	10
10	10

10	10
-	-

<b>D. Team Work</b>
Display of team work during the debate
Subtotal
Less time penalties
<b>TOTAL</b>

10	10
-	-

Adjudicator's signature: \_\_\_\_\_

MARKING SHEETS ARE CONFIDENTIAL. THE CHIEF ADJUDICATOR SHOULD FORWARD THEM DIRECTLY TO CONCERN AND WE WILL DEAL WITH ANY QUERIES ABOUT THE RESULT.





# RESULTS SHEET



This sheet should be filled in by the Chief Adjudicator at each debate in the League or Knockout Phase and posted to Concern as soon possible after the Debate takes place. **Don't forget to include the three Adjudicators' Marking Sheets and the Timekeeper's Sheet.** Please write clearly or use block capitals!

Date: \_\_\_\_\_

Venue: \_\_\_\_\_

Motion: \_\_\_\_\_

**The motion was carried** (proposing team win)  / **defeated** (opposing team win)

**Unanimous win** (3-0)

**Majority win/loss** (2-1)

**Draw** (1.5-1.5) (league phase only)

## The Teams

**Proposing Team:** \_\_\_\_\_

Speaker 1: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

Speaker 4: \_\_\_\_\_

**Opposing Team** \_\_\_\_\_

Speaker 1: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

Speaker 4: \_\_\_\_\_

## The Adjudicators

**Chief Adjudicator:** \_\_\_\_\_ **Tel:** \_\_\_\_\_

**Address or email address:** \_\_\_\_\_

**Adjudicator 1:** \_\_\_\_\_ **Tel:** \_\_\_\_\_

**Address or email address:** \_\_\_\_\_

**Adjudicator 2:** \_\_\_\_\_ **Tel:** \_\_\_\_\_

**Address or email address:** \_\_\_\_\_

**Chief Adjudicator's signature:** \_\_\_\_\_

MARKING SHEETS ARE CONFIDENTIAL. THE CHIEF ADJUDICATOR SHOULD FORWARD THEM DIRECTLY TO CONCERN AND WE WILL DEAL WITH ANY QUERIES ABOUT THE RESULT.



# TIMEKEEPER'S SHEET



This sheet should be filled in by the Timekeeper at each debate.

**It should be handed to the Chief Adjudicator at the end of the debate.**

Please write clearly or use block capitals!

Date: \_\_\_\_\_

Venue: \_\_\_\_\_

Motion: \_\_\_\_\_

You will need a stopwatch, a pencil and a bell.

**Time allowed: each debater has a time limit of 4 minutes and 30 seconds.**

## THE BELL SHOULD BE RUNG TWICE

- At 3 minutes
- At 4 mins 15 secs (to indicate to speakers they have 15 secs to finish up)
- The bell is NOT rung at 4 mins 30 secs

### PROPOSING TEAM

Name: \_\_\_\_\_

	Actual time	Penalties
Captain		
Speaker 2		
Speaker 3		
Speaker 4		
Captain's summation		
	Total penalties:	

### OPPOSING TEAM

Name: \_\_\_\_\_

	Actual time	Penalties
Captain		
Speaker 2		
Speaker 3		
Speaker 4		
Captain's summation		
	Total penalties:	

### NB: CAPTAIN'S SUMMATION

When the teams have completed their contributions each captain will sum up on behalf of his/her team. But watch out! The captain of the opposition sums up before the captain of the proposition! As before they have 4 mins 30 secs to speak.

### TIME PENALTIES

There is a penalty of 1 mark per each 30 seconds or part thereof for any speaker who runs over 4 minutes and 30 seconds. Please fill in the penalties as per the table below.

From:	To:	Time penalty:
Start of debate	4 mins 30 secs	0 points
4 mins 31 secs	5 mins 00 secs	1 point
5 mins 01 secs	5 mins 30 secs	2 points
5 mins 31 secs	6 mins 00 secs	3 points
6 mins 01 secs	Forever!	4 points



# SAMPLE CHAIRPERSON'S SPEECH



Page 1 of 2

## Opening the debate

“(Call the house to order) Ladies and Gentlemen...

Welcome to this evening's debate between \_\_\_\_\_

PROPOSITION SCHOOL NAME

and \_\_\_\_\_

OPPOSITION SCHOOL NAME

My name is \_\_\_\_\_ and I am your chairperson for tonight's debate.

Since the Concern Worldwide Debates Programme began in 1984 over 40,000 people have wrestled with issues ranging from Ethical Consumption and Climate Change, to Terrorism, extreme poverty and the scourge of HIV and AIDS.

We hope that by your participation in the debates, that you as audience members and debaters will become active citizens and agents of change, seeking justice and human rights for all.

Concern Worldwide would like to thank the audience for your support this evening, as well as the adjudicators, teachers and teams for making this debate possible.

## Motion

Read aloud the motion

“ The motion before the house this evening is that: \_\_\_\_\_  
\_\_\_\_\_

## Teams

Introduce the speakers individually

“ \_\_\_\_\_  
PROPOSITION SCHOOL NAME  
i \_\_\_\_\_ ii \_\_\_\_\_ iii \_\_\_\_\_ iv \_\_\_\_\_  
\_\_\_\_\_  
OPPOSITION SCHOOL NAME  
i \_\_\_\_\_ ii \_\_\_\_\_ iii \_\_\_\_\_ iv \_\_\_\_\_

## Adjudicators and timekeeper

“ Tonight's Chief Adjudicator is \_\_\_\_\_.  
The assistant adjudicators are \_\_\_\_\_ and \_\_\_\_\_.  
The time keeper is \_\_\_\_\_.

## Rules

Briefly run through the following -

“ Each participant speaks for 4 minutes and 30 seconds. The bell is sounded at 3 minutes and again at 4 minutes 15 seconds, at which time the speaker has 15 seconds to finish-up. Anyone speaking for longer than 4 and a half minutes will incur a time penalty.

I will now ask the timekeeper to sound the bell (so that you know what to listen out for)!

Heckling and sarcastic remarks are out of place and will be penalised by the adjudicators.



# SAMPLE CHAIRPERSON'S SPEECH



Page 2 of 2

“ I will now call on the Captain of the proposition \_\_\_\_\_ to open this evening's debate.

(Pause/Signal) Call on the captain of the opposition: speaker's name \_\_\_\_\_

(Pause/Signal) Call on the second speaker for the proposition: \_\_\_\_\_

(Pause/Signal) Call on the second speaker for the opposition: \_\_\_\_\_

(Pause/Signal) Call on the third speaker for the proposition: \_\_\_\_\_

(Pause/Signal) Call on the third speaker for the opposition: \_\_\_\_\_

(Pause/Signal) Call on the fourth speaker for the proposition: \_\_\_\_\_

(Pause/Signal) Call on the fourth speaker for the opposition: \_\_\_\_\_

NB: Don't get confused at this stage, remember the opposition captain sums up first, and then the proposition captain has their chance!

(Pause/Signal) Call on the captain of the opposition to sum up on behalf of his / her team

(Pause/Signal) Call on the captain of the proposition to sum up on behalf of his / her team

“ I would like to thank both teams for their participation here tonight and I now invite the adjudication panel to retire to make your decision (timekeeper should discreetly pass the timesheet to the chief adjudicator).

## Open forum

“ In the meantime we will continue tonight's debate with an open forum where we invite you the audience to ask questions or make remarks to the debaters.

During the open forum, ensure that all remarks are directed through you, the chair and that all of the questions and responses are polite and not offensive.

## In conclusion

When the adjudicators return, call the house to order again and introduce the Chief Adjudicator

When the result has been announced and the Chief Adjudicator has concluded his / her remarks, compliment both teams and again on behalf of Concern Worldwide thank the adjudicators, timekeeper, audience and the school for their help with the debate.

Refreshments are generally served after the debate, so invite everyone to join you for a cup of tea.

Remind the chief adjudicator to post the results sheet to Concern Worldwide.



# CHANGE OF DATE/TIME



Name of school requesting change: \_\_\_\_\_

Contact teacher's name: \_\_\_\_\_

Contact teacher's mobile number: \_\_\_\_\_

Name of school you are debating against: \_\_\_\_\_

Contact teacher's name: \_\_\_\_\_

Contact teacher's mobile number: \_\_\_\_\_

Debate motion: \_\_\_\_\_

Original date and time: \_\_\_\_\_

I want to change the **DATE AND TIME** of the debate:

I want to change the **DATE ONLY**:

I want to change the **TIME ONLY**:

Requested date and time: \_\_\_\_\_

Have you confirmed new date with the school you are debating against?  Yes /  No

Reason for date change: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Submit this form to the Concern office, at least **2 weeks** before your original debate date.

Email: [debates@concern.net](mailto:debates@concern.net) Fax: 01 475 4164

Concern Debates, Concern Worldwide, Camden Street, Dublin 2.



# ADJUDICATOR AVAILABILITY

Concern Debates 2011-2012



Name: \_\_\_\_\_ Ph. Day/work: \_\_\_\_\_

Address: \_\_\_\_\_ Ph. Evening/home: \_\_\_\_\_

\_\_\_\_\_ Mobile: \_\_\_\_\_

\_\_\_\_\_ Email: \_\_\_\_\_

## Availability to Adjudicate

**NO** - I am no longer available to adjudicate for the Concern Debates, please remove me from the mailing list

I am unable to adjudicate for the Concern Debates at the moment but I would consider it again in the future

I am no longer available to adjudicate debates but would be interested in finding out about other volunteer opportunities with Concern (such as judging the Writing Competition, volunteering in the office or at events etc.)

-----  
**YES** - I am available to adjudicate and

I am willing to act as Chief adjudicator  Assistant adjudicator

If there are any particular evenings, dates or months that **do not** suit you to adjudicate, please let us know.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am willing to travel approx.

10 Kms  20 Kms  30 Kms  40 Kms or more  only locally (no transport)

Or, give a list of the areas you would be willing to travel to: (eg. All of Donegal/Sligo, Dublin city centre or on Dart line only etc...)

\_\_\_\_\_

I am happy to be contacted by Concern using the following methods of communication

telephone  mobile phone call  SMS text message  email

## Adjudicator Training

I have adjudicated for Concern Debates for  years **OR** I have not yet adjudicated for the Concern Debates

Have you previously taken part in training for Concern Debates adjudicators?  Yes  No

Would you like to participate in adjudicator training when it is available in your area?  Yes  No

## Debates Email Bulletin

During the Debates season from September to May we send a regular email bulletin to adjudicators, teachers and students involved in this year's competition.

Please add me to the mailing list for the Debates Bulletin  Email address: \_\_\_\_\_

Please return this form by fax to (01) 475 4164, by email to [debates@concern.net](mailto:debates@concern.net) or by post to Concern, 52 Camden St., Dublin 2

**CONCERN**  
worldwide



**Concern Debates**

Active Citizenship Unit  
Concern Worldwide  
52 Camden Street  
Dublin 2

[www.concern.net/debates](http://www.concern.net/debates)  
[twitter.com/concerndebates](https://twitter.com/concerndebates)

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