

GM FOODS ARE A SOLUTION TO END
WORLD HUNGER

IT'S TIME TO ADOPT THE ROBIN
HOOD TAX

THE SDGS WILL
BE ACHIEVED
BY 2030

CONCERN DEBATES

ADJUDICATORS HANDBOOK

CHILD LABOUR IS A NECESSITY OF LIFE
IN THE DEVELOPING WORLD

EUROPE IS FAILING AFRICA

WE MUST COMMIT TO 0.7% OF ODA

GOV'T COMMITMENTS ON CLIMATE
CHANGE ARE A LOAD OF HOT AIR

YOUNG PEOPLE ARE INDIFFERENT TO
GLOBAL AFFAIRS

GENDER QUOTAS FOR MORE WOMEN IN
LEADERSHIP POSITIONS

THE UNITED NATIONS IS JUST
A TALKING SHOP

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.

Concern thanks you for agreeing to volunteer your time and expertise as an adjudicator, the debates simply could not happen with you.

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.

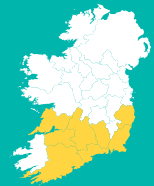


MEET THE CONCERN DEBATES TEAM



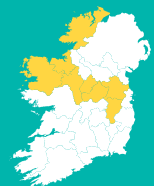
GERALDINE CARROLL | 085 254 0574

Geraldine organises debates in Cork, Clare, Wicklow, Wexford, Kilkenny, Waterford, Tipperary and Limerick. She has a BA (Hons) Sociology and Politics from Queen's University, Belfast, an MA in International Organisations from Dublin City University and recently graduated from University College Cork with an MSc Integrative Counselling and Psychotherapy. Her favourite motion is; "For women to access leadership positions, gender quotas must be implemented" **Interesting fact:** She has skydived from a plane at 15,000 ft...



JENNIFER FLYNN | 087 797 3636

Jennifer organises debates in Donegal, Sligo, Mayo, Longford, Westmeath, Meath, Kildare and Roscommon to name a few! She graduated from the Institute of Technology Blanchardstown with a BA in Social and Community development and then went on to complete an MA in media and international conflict at the Clinton institute in University college Dublin. **Interesting fact:** She has seen a family of orca whales swimming in the Pacific Ocean.



OLGA BRODESCU | 085 803 1801

Olga organises debates in Dublin, Kildare and Meath. Born in Republic of Moldova, Olga studied the piano in music school and went on to university to study Applied Foreign Languages. From a very young age Olga was keen to understand the way car engines work and would usually spend days on end in her father's repair shop dismantling engines and trying to put them back together.

Olga has always been passionate about development issues and for this reason has worked with a number of NGOs over the years.

Interesting fact: She dreams of one day opening her own animal shelter/coffee shop.





Adjudicator Frequently Asked Questions

How do I become an adjudicator?

Adjudicators are regular people from all over Ireland with a wide variety of backgrounds, from farmers to lawyers, teachers to 3rd level students and everything in-between! If you have an interest in current affairs and global development issues and you enjoy engaging with talented young people, then the Concern Debates are for you. As an adjudicator you will remain neutral and impartial. You will assign marks in accord with the categories on the marking sheet and not because you personally agree or disagree with a particular side of the argument.

To sign up, email the Debates HQ debates@concern.net or ring us at **01 417 7733**. Our team will ask you to fill out a simple form with your details and availability. For Concern Debates NI, please ring 028 90 261524.

What are the skills needed?

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

Does Concern provide training?

Yes. We will give plenty of notice of when our training sessions are taking place in venues around the country. Please feel free to contact our Concern Debates team at any point for guidance. We also have a training video located here: <https://www.concern.net/get-involved/schools/debates/adjudicators>

How many debates do I have to adjudicate?

As few or as many as you like! The Concern Debates relies solely on our wonderful volunteers, and we appreciate any time you can give to the competition.



How do I know when a debate is on?

When a debate is confirmed we contact adjudicators in the area to see who is available on the date of the debate. We aim to give about 10-14 days notice. Debates take place in schools and generally begin at 8pm.

What happens when I agree to adjudicate a debate?

We will send you an information sheet by email, outlining all the details of the debate, including the date, time, place, schools involved and what to bring.

We will also send you a copy of the marking sheet and the results sheet if you are acting as Chief Adjudicator.

What happens once I get to the school?

Most debates begin at 8pm and you should aim to arrive 15 minutes early. You usually will be welcomed by a teacher or students.

NOTE: Once on the school premises adjudicators and audience members are subject to both the School's Child Safeguarding policies and Concern Worldwide's Child Safeguarding policy which state that visitors to the school should be met at the entrance by a teacher and brought to the room where the debate will be held. (See adjudicator code of conduct on page 2)

Once you are directed to the debate, you will be introduced to the other adjudicators and can take your place at the tables situated at the back of the room. The Chief usually sits in the middle, between the two assistants.



You then can fill in the title of the motion and the school on the marking sheet.

Concern provides the phone numbers of the participating schools and adjudicator panel. If a debate team or an adjudicator has not shown up after 15 minutes they should be called. If a debate team has not shown up and you are unable to contact them after 30 minutes the debate will be forfeited. If there are two adjudicators present and the third has not shown up or is not in contact the debate should proceed after 15 minutes past the scheduled start time.

How many adjudicators are needed at each debate? What is the role of the Chief adjudicator?

There are generally three adjudicators at each debate. A Chief and two assistants. Concern will assign the role of Chief Adjudicator prior to the debate. Sometimes in certain areas of the country it will be difficult to recruit three volunteer adjudicators so some debates may have two adjudicators. The chief and assistant will both mark the debate using the same marking sheet but the chief has the following extra duties

- After each speaker there will be a 30 second (or so) pause to allow the adjudicators time to assign their marks. The chief will check with the assistants prior to signalling the Chairperson to continue the debate.
- At the conclusion of the debate the adjudicators will be brought into another room to add up their marks and discuss the debate. Once the decision is agreed the Chief will ask the assistants for comments and advice that will be included in his/her feedback.
- Give constructive feedback to both teams prior to announcing the result of the debate. See page 4 for examples of positive feedback and advice.
- The Chief adjudicator is responsible for collecting the

marking sheets from the assistants and sending the sheets along with the results sheet back to Concern. **Remember these sheets should not be shown to the students or teachers after the debate. Any issues or complaints should be referred to Concern.**

- It would be appreciated if the Chief and assistants could stay around for a cup of tea after the debate, as students will often ask for a bit of additional comment or advice for future debates.

What do I need to bring?

Pen, calculator (to add up scores), scrap paper to take notes and an open mind.



What about Data Protection?

Once you have registered as a Concern Debates adjudicator we will only contact you based on the communication preferences you completed on the registration form in relation to this role. If you interact with Concern in other ways, for example you donate to Concern, and you have indicated that we can communicate with you about our work in other ways, these preferences will not change unless you instruct us to do so.

In relation to the adjudication role, Concern will retain your details for one year. Approximately eleven months after initial registration Concern will contact you to determine if you

would like to remain on for another year. If you are unavailable or do not wish to act as an adjudicator Concern will remove your contact and any other details about you in relation to the adjudication role.

In order for the debates to run smoothly and to ensure that adjudicators assigned to a particular debate can contact one another as well as the host school, it is necessary to share mobile phone numbers. Reasons for this range from difficulties in finding the host school, if an adjudicator is running late or to communicate any changes in venue or the starting time of the debate. If you would like more information about this please let us know or contact us.

Adjudicators commit to maintaining the utmost confidentiality in relation to phone numbers or any other personal data shared with them and to delete any such information at the end of the debate unless they have prior consent from the individual in question,

You have rights under data protection legislation. Please find more information regarding data protection and Concern, your rights and how to exercise those via Concern Worldwide's privacy statement on <https://www.concern.net/about/privacy>, or please contact us for any additional information you may require.



Adjudicator Code of Conduct - Child Safeguarding

Concern Worldwide is committed to the protection of children and young people with whom we work and to upholding good practice across the organisation. This Code of Conduct for Debates Adjudicators arises out of our adherence to the Children First Act 2015 and the Children First National Guidance 2017. The Concern Designated Liaison Persons (DLP) are Head of Active Citizenship, Michael Doorly (email: michael.doorly@concern.net | phone: 087 955 5979) and Claire Marshall (email: claire.marshall@concern.net | phone: 085 7382089)

Any person serving as a Concern Debates Adjudicator must fully comply with the following:

Do	Do Not
Pre Debate: Upon arrival at the school wait in the foyer where you will be brought to the Debate location by a teacher or students.	Do not wander the halls on your own looking for the debates room or leave the foyer unless accompanied by two students or a teacher
Debate: Ensure that a teacher from the school remains in the room as per the school's child safeguarding procedures.	Do not remain in the room if there are no other adults present or in any situation where you may find yourself alone with a student
Post Debate refreshments: Remain in the same area with other adjudicators, audience members and school staff while giving feedback and advice to the debate participants	Do not leave the area where the refreshments are being served to talk to students. Never create, or remain in a situation, where you are in unsupervised contact (alone) with a student.
Incident Report: Should a student make you aware of a situation where they are experiencing harm, contact the Concern Designated Liaison Person (DLP) immediately.	Do not dismiss or ignore what you are being told Do not fail to contact the Concern Designated Liaison Person
Should you happen to witness a child being harmed while in the course of the Debate, pre or post, contact the Garda immediately	Do not ignore an incident by failing to report to the Gardai, a teacher and the Concern DLP
Returning Home: It is best if a teacher or other school representative bring you to the school door.	Do not wander the halls alone Do not leave with a student Do not offer a student(s) a lift home

Debates Running Order

1. Chairperson opens the debate by calling the House to order, introducing the participants, the timekeeper, the adjudicators and welcoming the audience.
2. The chairperson will then call on the captain of the proposition to open the debate.
3. Once the captain has concluded their 'speech' there will be a pause (30 seconds) while the adjudicators write down their marks.
4. The chairperson will then call on the captain of the opposition to speak... followed by a pause at the conclusion of his/her remarks.
5. The debate will then alternate between speakers from the proposition and opposition.
6. **Opposition Captain:** When the 4th speaker from the opposition has finished and the pause for the adjudicators to write down their marks has taken place the chairperson will invite the captain of the opposition to summarise his/her teams arguments and refute those of the proposition.
7. **Proposition Captain:** The chairperson will then call on the captain of the proposition to summarise on behalf of his/her team and refute the arguments of the opposition.
8. The chairperson will then thank the debaters and invite the adjudicators to agree their decision in a separate room.
9. The Chairperson will then invite members of the audience and the debaters themselves to ask questions and continue the discussion.
10. Once the adjudicators return the Chief is invited to address the House by giving positive and constructive criticism and announce the decision.
11. All participants are invited to share a cup of tea, a biscuit and a chat.



Adjudicators, Claire Williams and Jenny Gillen. Photo Ruth Medjber 2017



Timing is vital! 4:30

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
- Those speaking for over 6.01 will be docked 4 marks

After the second bell has sounded debaters have 15 seconds to conclude their remarks. No points should be awarded after the 4 minutes and 30 seconds have elapsed.

Marks are not deducted for debaters who fail to use the full time allotted. However instances where a debater concludes well under the allotted time may mean they were insufficiently prepared or spoke too quickly.

The Chief Adjudicator, without mentioning the individual 'culprit' may want to encourage students to learn the 'discipline' of speaking to time.

THE FOLLOWING TIPS ARE HERE TO HELP YOU TO FILL OUT THE MARKING SHEET.



MARKS

When 10 is the maximum mark:

- Excellent: 9 or 10
- Very Good: 8 or 7
- Good 5 or 6
- Need for improvement: 4 or less

When 5 is the maximum mark:

- Excellent: 5
- Very Good: 3 or 4
- Need for improvement: 2 or 1

Adjudicators are advised to make notes on a separate piece of paper as each student speaks, noting how many instances of refutation have been used, number and type of sources quoted, memorable lines used, or use of eye contact and body language, etc.

Feedback Tips for the Chief



Once the decision has been agreed the chairperson will invite the chief adjudicator to announce the result, prefaced by a few words of wisdom and advice. Here are some feedback tips;

- Be positive and constructive
- Recognise the fact that this is an extra-curricular activity for students. Their preparation and participation is in addition to their regular school work
- Do not select one student for particular praise and never single out an individual student for criticism... rather refer to the teams as a whole
- Highlight particular areas of strength such as the amount of research, the rebuttal, the clarity of argument and persuasion skills such as body language, use of voice and eye contact
- Give one or two suggestions for improvement such as "try to avoid reading your speeches and over-reliance on notes" or "make sure you let us know where you got your information from by quoting your sources", or "make sure you listen to your opponents and directly address their points by rebutting them" or if there have been time penalties to "make sure you stick within the time limit (4 minutes and 30 seconds)"
- The result should be announced in terms of the motion is carried (result in favour of proposition) OR the motion has been defeated (result in favour of the opposition)...rather than simply saying the debate has been 'won' or 'lost'
- Remember, do not show the marking sheet to the debaters but be available to them after the debate if they seek out further advice. If there are any issues please refer them to Concern Head Office



WHAT ABOUT PROPS?

Debating is essentially about the spoken word. Props however are permitted but sparingly. Props such as a book, a picture or a graphic can emphasise a point but not be a substitute for it. Extra marks will not be assigned for using a prop, no matter how much work has gone into creating it.



St Mary's CBS, Concern Debates Semi Final 2017. Photo Ruth Medjber 2017

Everything you need to know about the Concern Debates in 9 EASY STEPS...



1 Eligibility and Registration:

- a. The Concern Debates is open to Senior Cycle Students from TY to 6th year in the ROI and GSCE and A Level in NI.

2 Debates Team Panel:

- b. A Concern Debates team is made up of 4 students, however we recommend having a panel of 6 or more to help with research, preparation and substitution.

3 Debates Format:

- c. The Concern Debates is made up of a League Phase and a Knockout Phase.
- d. The **League Phase** runs from October to January with each participating school having 4 debates.
- e. The **Knockout Phase** begins in February and runs through to the **National Final** in May.
- f. Each speaker is given **4 minutes and 30 seconds to speak**. The team captain speaks twice, once to introduce his or her team and the arguments they will be making and again at the end to sum up the points that have been made and to refute those of their opponents.

4 Debates Dates:

- g. Concern will assign your debates dates along with **the motion** to be debated by the two schools debating and the location of the school.
- h. **Time:** All debates are scheduled for 8pm. It may be possible to hold the debate earlier, for example at 7:00pm or 7:30pm but this will depend on the availability of adjudicators as well as the school you are scheduled to debate.

5 Debates Adjudicators:

- i. The Concern Debates Adjudicators are volunteers from the local community. Ideally there will be **three adjudicators at each debate** however circumstances (difficulty in recruiting volunteers, illness or lack of availability) sometimes mean that just **two adjudicators will be present**.

- j. In areas of the country where Concern struggles to recruit adjudicators we will ask that teachers and the school community help recruit adjudicators in their local area. Concern will provide all training needs for new recruits.
- k. For information about the **marking sheet** used by the adjudicators go to page 7.

6 Debates Motions:

- l. All four motions for each round of the Concern Debates, will be assigned at the beginning of the League Phase.
- m. The motions will cover topics related to international development (hunger, poverty, overseas aid, gender, conflict, the United Nations, etc.) and the **Sustainable Development Goals**.
- n. The motions are set by Concern and always aim to be balanced, fair, topical and (occasionally) fun.
- o. Schools who are asked to propose the motion in each round, will host the debate in their school.

7 Debates Points

- p. 3 points are awarded for each debate as follows;
 - i. 3 points given for a unanimous 'win'
 - ii. 2 points given for a majority win
 - iii. 1 point given for a majority loss
 - iv. 1.5 points given for a draw

What if only two adjudicators turn up to the debate?

In the case of only two adjudicators being present at a debate, points should be awarded as follows: If both adjudicators feel one side won unanimously, award a 3-0 victory. If both adjudicators feel one side was slightly more victorious, award a 2-1 victory. If both adjudicators pick a different side, then award a draw of 1.5 each.



8 Awards and Prizes

- q. All Concern Debates Team members whether researchers, debaters, practice partners or all round helpers will receive a **Certificate of Participation** from Concern
- r. Concern gives an award to schools across 8 categories that include; Best Debates Supporters, Best Debates Team Mentor, Best Debates Researchers, Best Whole School Involvement, Best Debates Bloggers, Best Social Media, Best Debates Photo, and Best Debates New School
- s. Teams that reach the quarter and semi-finals are presented with trophies at the National Final in May
- t. Both Finalists receive trophies in addition to a visit to a country where Concern works (National Champion) or a visit to the European Parliament and International Criminal Court (Runners Up)

9 Contact Concern

You can access the debates section of the Concern website at 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

Phone: **01 417 77 33**

Mobile: **087 7973636** (office hours)

Fax: **01 475 4164**

Concern Debates,
Active Citizenship Unit,
Concern Worldwide,
52-55 Lower Camden
Street, Dublin 2.

Concern Debates NI
47 Frederick Street,
Belfast, BT1 2LW
028 90 261524
debatesni@concern.net



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



Adjudicators, Peter Byrne, Conall Bolger, Pilar Colome-Bassols discussing the results at a Concern Debate. Photo Ruth Medjber 2017

1. The Marking Sheet

The marking sheet has four sections:

- A. Content B. Debating Skills C. Captain's Duties D. Team Work

Content:

Speakers are assigned marks 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	40
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 should look for evidence that the speaker knows what the debate is about, that they understand the motion and have researched all aspects of the topic. Speakers should express their arguments in their 'own' language and explain any acronyms or technical terms.

A speaker may show their understanding of the topic, from both sides, by pre-empting points their opponents may raise.

Knowledge and understanding can also be gaged by how the speaker delivers their contribution to the debate; are they reading it word for word? Is there a suspicion that they have 'cut and paste' their speech from the internet? Are they using language appropriate to their age and skill level?

Knowledge and understanding are important components of the Concern Debates because knowledge must be the basis for any action they will undertake to create a more equal world.

Relevance to the motion

Marks are awarded for staying on topic. Stories, quotes, and humour are absolutely welcome in a debate as long as they enhance the overall argument. If there is any doubt about the relevance of a particular point the onus is on the speaker to prove how their argument links back to the motion.

Use and variety of sources

Students will have done a good deal of research in preparing their arguments so it is important that they tell us where they found a particular fact, example or quote. Using facts from long established and 'trusted' organisations (United Nations, NGOs, Governments, media etc) will add strength to an argument.

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

Refutation and rebuttal (R&R)

See 'The art of debate' on page 8 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!

Humour is welcome and can lighten the mood particularly if the motion is 'heavy'. However, humour should be appropriate, not made at the expense of the opponents and on topic. Speakers using sarcasm and off coloured humour should lose marks in this section.

Logical and well constructed argument

Like an essay or exam answer it helps if the speaker has a beginning, a middle and an end to their argument. As the age old advice goes..."say what you are going to say, say it and then tell them what you just said." Advice to students is that they make three or four well developed points rather than touching on many more. There is only so much information an adjudicator can absorb after all.

'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

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 bolted 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.



All Ireland Champions
2016-2017 Sacred
Heart Secondary School,
Clonakilty, Co Cork.
Photo by Ruth Medjber

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)

Opening Speech	10	10	C. Captains' Duties	Opening Speech	10	10
-----	-----	-----		Definition of the motion or response to definition	-----	-----
-----	-----	-----	-----	-----	-----	-----
Closing Speech	10	10	C. Captains' Duties	Closing Speech	10	10
-----	-----	-----		Summary and defence of team's arguments	-----	-----
-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----
Closing Speech	10	10	C. Captains' Duties	Closing Speech	10	10
-----	-----	-----		Rebuttal of other team's arguments	-----	-----
-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----

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	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 team members 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 other's 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

Concern Debates Champions 2017/18, St Kilian's German School. Photo Ruth Medjber 2018



MARKING SHEET



Motion: _____

Venue: _____ Date: _____

Proposing team: _____

Opposing team: _____

				TOTALS	A. Content					TOTALS	
10	10	10	10	40		Knowledge and Understanding of the subject	10	10	10	10	40
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

				TOTALS	B. Debating Skills					TOTALS	
	10	10	10	30		Refutation and Rebuttal		10	10	10	30
10	10	10	10	40		Ability to persuade, communicate and engage	10	10	10	10	40
5	5	5	5	20		Logical and well constructed argument	5	5	5	5	20

Opening Speech		TOTALS
10		10
5		5

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

Opening Speech		TOTALS
10		10
5		5

Closing Speech		TOTALS
10		10
10		10

Summary and defense of team's arguments	
Rebuttal of other team's arguments	

Closing Speech		TOTALS
10		10
10		10

10		10
-		

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

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.

Contact us at:

Concern Worldwide, Active Citizenship Unit,
52-55 Lower Camden Street, Dublin 2 **Email:** debates@concern.net
Tel: 01 4177733 **Mobile no:** 087 797 3636

Concern Worldwide NI, 47 Frederick Street,
Belfast, BT1 2LW **Email:** debatesni@concern.net
Tel: 028 90 261524

RESULTS SHEET



CONCERN
worldwide

This sheet should be filled in by the Chief Adjudicator at each debate in the League or Knockout Phase and posted or scanned 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: _____

Opposing Team _____

The Adjudicators

Chief Adjudicator: _____

Adjudicator 1: _____

Adjudicator 2: _____

Chief Adjudicator's signature: _____

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Guiding Principles and Safeguarding of Children Procedures May 2018



Concern has developed the following procedures that staff and volunteers are obliged to follow when coming into contact with children (any person under the age of 18 years) in the course of their work or volunteer activity.

By adhering to these procedures children will be safe from abuse by employees and volunteers of Concern and the possibility of misunderstanding, or the potential for allegations of misconduct will be minimised.

All employees and volunteers coming into contact with children **MUST**;

- interact with children in a respectful and appropriate manner;
- safeguard children and avoid situations that could be misinterpreted or lead to false allegations of child abuse;
- report any known or suspected cases of child abuse to the Designated Liaison Officer (see below for details) in Concern;
- respect a child's right to personal privacy;
- behave in a way that sets a good example for children;
- challenge inappropriate behaviour among children such as bullying;
- create an environment which encourages children to raise any issues regarding poor behaviours or attitudes in others;
- plan and organise any events involving children so that risks are minimised;
- avoid working alone with a child - staff or volunteers should remain in general view, not hidden away behind closed doors;
- choose materials and resources carefully to make sure they are suitable for children;
- avoid inappropriate physical or verbal contact with children;
- be mindful that caution is required in one-to-one situations, even in sensitive situations such as dealing with an upset child;
- avoid being drawn in to inappropriate attention-seeking behaviour, such as tantrums or crushes;
- avoid showing favouritism to any individual.

All employees and volunteers coming into contact with children **MUST NEVER**:

- act in a way that may be abusive or may place a child at risk;
- spend excessive time alone with children away from others;
- take children to their own home;
- take children alone in a car, even for short journeys.
- hit or otherwise physically assault or physically abuse children;
- develop sexual relationships with children;
- do things of a personal nature that children could do for themselves;
- contact children other than as required by their participation in the activity;
- make suggestive remarks or gestures, even in fun;
- trivialise or exaggerate child abuse issues;
- use language, make suggestions or offer advice which is inappropriate, offensive or abusive;
- behave physically in a manner which is inappropriate or sexually provocative;
- condone, or participate in behaviour of children which is illegal, unsafe or abusive;
- act in ways intended to shame, humiliate, belittle or degrade;
- discriminate against, show different treatment or favour particular children to the exclusion of others;
- buy drugs, alcohol or cigarettes for, or offer them to any children participating in Concern activities.

The Concern Active Citizenship Designated Liaison Officers (DLP) are:

- Head of Active Citizenship, **Michael Doorly**
Email: michael.doorly@concern.net
Phone: 087 955 5979
- **Claire Marshall**
Email: claire.marshall@concern.net
Phone: 085 738 2089

GM FOODS ARE A SOLUTION TO END
WORLD HUNGER

IT'S TIME TO ADOPT
THE **ROBIN HOOD TAX**

THE SDGS WILL
BE ACHIEVED **BY 2030**

CHILD LABOUR IS A NECESSITY OF LIFE
IN THE DEVELOPING WORLD

EUROPE IS **FAILING AFRICA**

WE MUST COMMIT TO 0.7% OF ODA

GOV'T COMMITMENTS ON CLIMATE
CHANGE ARE A **LOAD OF HOT AIR**

YOUNG PEOPLE
ARE INDIFFERENT
TO GLOBAL AFFAIRS

GENDER QUOTAS FOR MORE **WOMEN IN**
LEADERSHIP POSITIONS

CONCERN
worldwide

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Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade