

# VOCALISE

Debate

Speak

Advocate

Communicate

A MANUAL FOR SCHOOL DEBATING

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*on behalf of The Honourable Society of Gray's Inn*

*Vocalise: A Manual for School Debating*

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# Introduction

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# How to use this Manual

The Vocalise manual is split up in to three main sections:

## SECTION 1: THEORY

The first section is all about the theory behind debating and contains most of the content that will be taught to students during their weekly classes. Most of the topics we discuss in this section relate to items on the lesson plans contained in SECTION 2.

## SECTION 2: TEACHING

This section contains a teaching forecast and the lesson plans that will be used in the weekly classes.

## SECTION 3: ADDITIONAL MATERIAL

This section contains additional information about the Vocalise programme.

# Introduction

## What is Vocalise?

Vocalise is a pro bono initiative supported by The Honourable Society of Gray's Inn - a society exclusively for Barristers. Vocalise seeks to enhance the confidence and ability to successfully speak publicly in any given situation through the art of debating. The programme was set up in September 2010 as a Pilot scheme but has since become a thriving programme that now seeks to expand into other schools. Currently Vocalise teaches at St Alban's Primary School, Holborn on Tuesdays as an after-school club for year 5 and 6 students.

## Interested? How does it work?

The school students are taught the vocalise curriculum by student barristers, known as mentors. Mentors are fully trained to teach debating by senior co-ordinators who are former mentors themselves. Many mentors have never taught before and/or come from varying backgrounds with regards to their debating competencies, but offer their time to teach.

Vocalise enables the mentors to advance their speaking and teaching abilities to allow them to pass it onto the students that they teach during the weekly classes. The programme begins at foundation level and develops over fifteen weeks, through games and voice coaching exercises. There are an array of activities to assist the most ambitious minds to develop the key skill of debating. At the end of the programme, the group perform a final debate that takes place at The Honourable Society of Gray's Inn presented to an audience of parents, colleagues and Barristers, an opportunity that is rare in nature.

## Programme features

The programme runs on a weekly basis, on a selected day, teaching and preparing for the final debate. In addition to this, on selected weeks the students attend various trips that have been organised to enhance their understanding of the importance of public speaking.

Since the programme began, the students have been to the Old Bailey now known as The Central Criminal Court, The Royal Courts of Justice, Parliament, and The Honourable Society of Gray's Inn. The students also benefit from visitors such as Barristers and Judges who come and talk to the students about public speaking and their profession, offering the students an introduction to the Bar at a young age which has never been offered before. Recently, Her Honour Judge Judith Rowe QC came to give a talk

to the students and offered advice about thinking on one's feet and how to improve demeanour, speech and confidence. We aim to invite other members of the profession in the coming years.

During the weekly sessions, each lesson is conducted by a Senior Co-ordinator who prepares each class in advance. The Senior is supported by Vocalise Mentors who assist each week on a two week cycle. This is beneficial as it ensures that there is consistency, progress and efficient management amongst the students and mentors. It further introduces the students to the legal profession as well as an eclectic mix of mentors with various experiences, adding to their social skills. They all work in small groups, with a current 1:3 mentor to student ratio, enabling a strong consolidation of the teaching curriculum and one-to-one assistance with experienced mentors, Vocalise provides an environment where mentors and students can speak openly. This is harnessed by professionals such as Barristers who provide advice on careers and future prospects, where they can utilize their debating skills.

## Skills that are learnt from Vocalise

Skills that are readily adopted and enhanced by the programme, with emphasis on Literacy, are:

- **Debating and public speaking** through mini debates and voice coaching sessions;
- **Actively listening** to the opposing arguments and constructing your own arguments in response through rebuttals and points of information;
- **Reading and researching** when preparing for the final debate;
- **Writing** when creating and adapting their arguments for the final debate and during weekly sessions;
- **Critical thinking** as many of the weekly sessions include discussions on topics to which the students must construct arguments and responses to arguments;
- **Social skills** as much of the work involves working

in teams and with mentors which improves **social interaction skills** and **teamwork**;

- **Confidence** through speaking to an audience and expressing opinions;
- **Analytical thinking** and **verbal reasoning** through taking information and using it appropriately in an argument;
- **IT skills** when researching debate topics and statistics/facts for arguments;
- **General Knowledge** – you can have a debate about anything, from current affairs to historical and philosophical ideals, to legal and political or social issues – or on something just for fun, like ice cream;
- Past debates include “**This House would ban zoos**”, “**This House would permit performance enhancing drugs in sport**”, “**This House would have tougher punishments for bullies**”, “**This House believes celebrities are good role models**”.

*What the students have said:*

“Debating is really fun. It helps you to boost your confidence and speaking. I think debating is an argument to make a point”

“Debating club is a great fun experience.  
You will learn so much”

“I Conquered my fear of speaking in public”

“I think debating is absolutely utterly incredible”

“I felt very proud getting compliments from Barristers”

“It will be a lifetime experience so take it seriously”



# Theory

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# Vocalise Format

Debating is the act of arguing with rules. Just as the Question Time and Jeremy Kyle have different formats, so too are there many different formats for competitive debating. However, learning to debate in any format teaches you the skills that you need to debate in any other capacity and so the important factor is just making sure that everyone in a debate is using the same rules.

The Vocalise format rewards good teamwork in developing arguments of excellent depth and quality as well as argumentation from different perspectives and dimensions. The Vocalise format places an equal amount of burden on both teams to address the motion through substantive arguments and the opponent's arguments through rebuttals. It is also a highly interactive style, with the use of "Points of Information" to allow the debaters to engage each other even during speeches.

Each debate comprises of eight speeches delivered by two teams of three members. The two teams represent the Proposition and Opposition sides respectively. The first six speeches are five minutes in duration, with each team then finishing up by giving a three-minute concluding Reply (Summary) Speech.

## The Rules

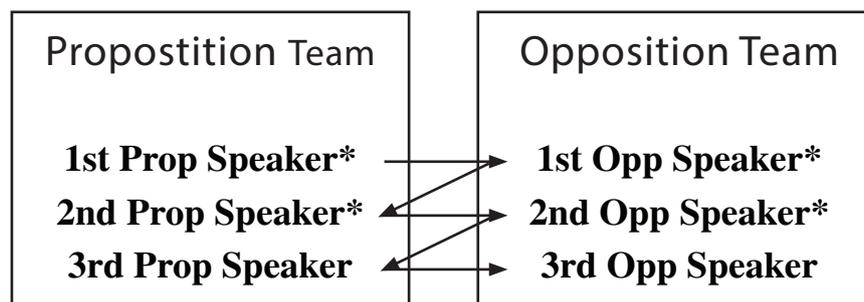
1. Each debate has 2 teams (a Proposition team and an Opposition team), each containing 3 speakers. The aim of each team is to work together to provide a good case for or against the 'motion' set for the debate. The motion for the debate proposes a change in policy or set of beliefs in the form 'This House Would...' or 'This House Believes...'

2. Each speaker in the debate gives a 5 min speech, in a zig-zag order: 1Prop, 1Opp, 2Prop, 2Opp, 3Prop, 3Opp. After the main debate has finished, there will be a floor debate where members of the audience (if there is an audience) can ask questions to either side in the debate. These questions should be responded to not by the speakers but in the 3 minute summary speeches which take place after the floor debate, given by one of the first two speakers on either side. The Opposition summary goes first, followed by the Proposition summary.

**Chairman**

**Timekeeper**

**Judges**



**Audience**

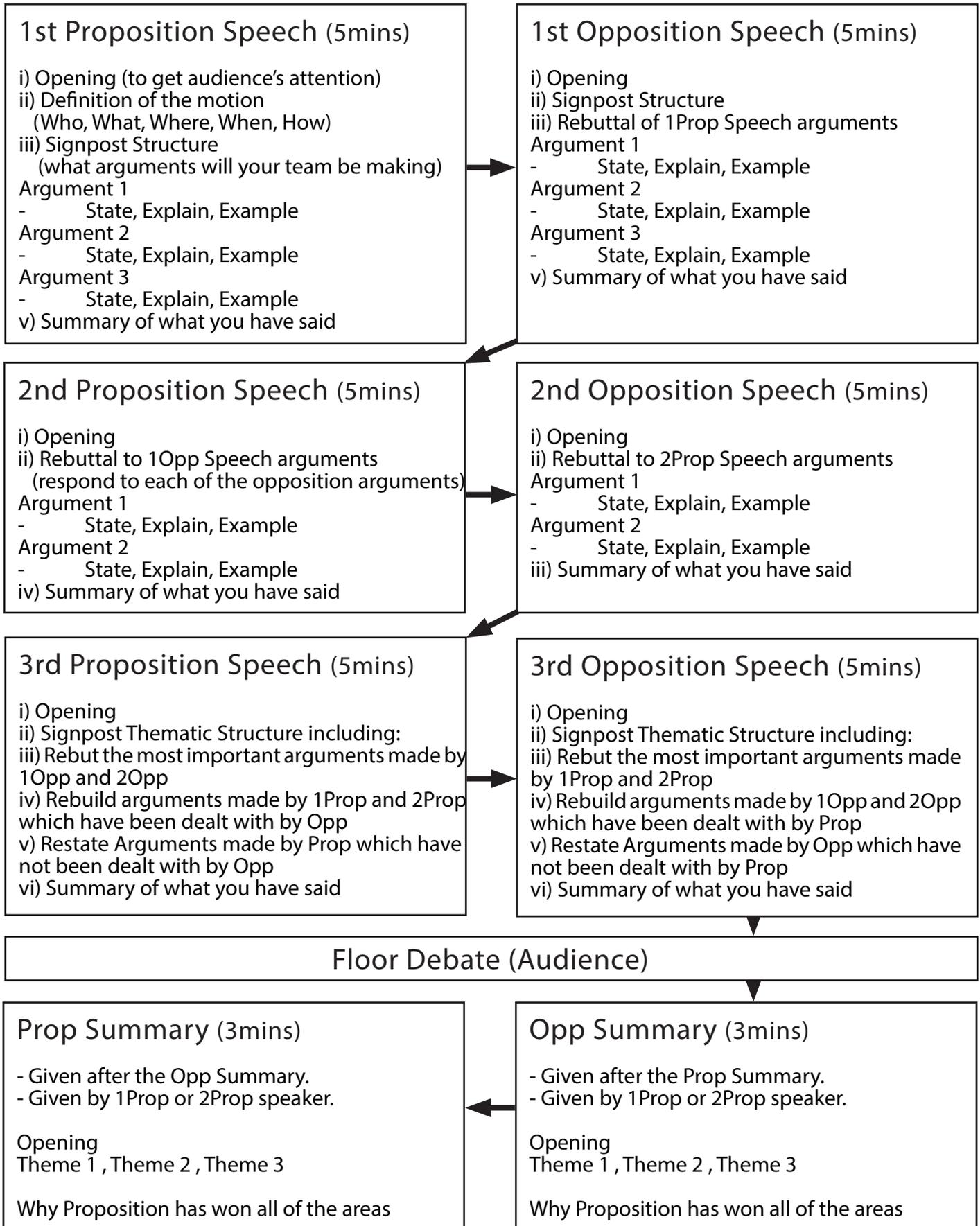
*\* Either of the first two speakers on each side can give the summary speech after the audience floor debate*

3. Points of information (POIs), short interruptions, may be made after the first minute and before the last minute of a speaker's speeches to speakers on the other side of the debate. The POI is made by standing up and saying 'Point of information/On that point' and then the speaker speaking may decide whether or not to accept the POI. POIs should be as short as possible and last no longer than 15 seconds. You should accept 1 or 2 POIs per speech and try and offer at least 4 in each speech from the other side.

4. Debates are usually short-preparation, with the motion being announced 30 minutes or an hour before the debate is due to start. The teams then have to prepare for the debate on their own, without talking to anyone who is not on the team and without using any electronic materials. However, initially, longer preparation debates can be used, giving the speakers time to research the debate and prepare fully as a team.
5. A debate can be supervised by a chairman who introduces the motion and the speakers before they speak, keeps order if necessary, and chooses the members of the audience who ask questions during the debate. The timekeeper signals to the speakers how much time they have left by banging a gavel or clapping: a single bang after 1 minute, a single bang after 4 minutes and a double bang after 5 minutes which indicates that the speaker should finish speaking. The judges decide which team has won the debate on the basis on which team presented the more convincing arguments, taking into account Content, Style and Strategy.
6. Speakers should have controlled conduct during the debate. The use of audio or visual aids is not allowed and speakers should attack the arguments in the debate, not the other speakers on a personal level (ad hominem attacks).
7. At the beginning of the debate, the first speaker from the proposition should define the terms of the debate in his speech (the Who, What, Where, When of the debate and the meaning of any unusual words in the motion) and that definition should be reasonable. The opposition must then argue the debate as defined, using only arguments and examples that are relevant to the debate.
8. All the speakers on the proposition and the opposition should present arguments and examples of their own, and respond to the arguments made by the other team. The aim of each team is to work together in order win the debate by presenting the most convincing arguments on their side and by responding effectively to the arguments presented by the other side. For this reason, teams should attempt to split up their arguments between the speakers, with each speaker making different arguments and responding to the arguments made by the previous speaker on the other side of the debate.

# Proposition

# Opposition



# Opening Speakers

## First Proposition

- Provides the Proposition definition
- Outlines case division/menu for Proposition
- Delivers 3 or 2 arguments in support of the motion

The First Proposition Speaker must provide a fair and comprehensive definition for the debate. Without fulfilling this role the rest of the arguments that follow tend to be delivered in a vacuum and a poor debates will often ensue.

The First Proposition Speaker should also be aware that the room is generally “cold” prior to the start of the debate. This means that the judges and the audiences have not fully devoted their attention to the debate and may still be distracted. Therefore, the speaker should try to inject enough energy into the audience and the room in order to bring the debate to life.

First Proposition Speakers usually take advantage of the ability to open the debate by delivering the strongest arguments for the Proposition’s side. These speakers also use the opportunity provided by not needing to rebut to put forward strongly developed substantive arguments with lots of powerful examples. Unlike the other speakers in the debate, the First Proposition Speaker will not have the opportunity to directly respond to their opponents’ arguments. Therefore, First Proposition Speakers should make use of giving and taking POIs to show off their ability to engage and rebut their opponents.

## First Opposition

- Rebuts First Proposition’s substantive arguments
- Outlines case division/menu for Opposition
- Delivers 3 or 2 substantive arguments opposing the motion

The First Opposition role can be challenging as this speaker has the least amount of time to prepare to respond to the Proposition’s definitions and the First Proposition’s substantive arguments.

First Opposition Speakers also have the responsibility of delivering the Opposition’s strongest arguments against the motion. These speakers will also be responsible for providing the first attack on the proposition’s strongest arguments within the debate.

# Second and Third Speakers

## Second Proposition

- Rebut First Opposition's substantive arguments
- Rebuild First Proposition's substantive arguments
- Delivers 2 substantive arguments in support of the motion

## Second Opposition

- Rebut Second Proposition's substantive arguments
- Rebuild First Opposition's substantive arguments
- Delivers 2 substantive arguments opposing the motion

The Second Speaker's position is vital as it provides an ideal opportunity to evaluate the broad strategy taken by their team and provide a critique of their opponent's best points.

The Second Speakers are also ideally placed to add a new dimension to the debate by developing their team's arguments further. This allows the team to broaden the scope of the debate and demonstrate that its approach to the motion does not rely on a single line of argumentation or logic. For instance, if the debate has focused mainly on social issues, the Second Speakers can switch to more economic, moral or political perspectives.

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## Third Proposition

- Rebut the Opposition's substantive arguments
- Rebuild Proposition's substantive arguments
- Provides quick summary of Proposition's case

## Third Opposition

- Rebut the Proposition's substantive arguments
- Rebuild Opposition's substantive arguments
- Provides quick summary of Opposition's case

The Third Speakers should focus on rebutting their opponent's substantive arguments. Although some of these substantive points may already have been rebutted before, the Third Speaker can move the debate forward by developing the rebuttals further. This means that the Third Speaker can rebut these arguments from a different perspective (e.g., impact on individual vs impact on wider society) or a different dimension (e.g., long term vs short term). Third Speakers should also address the key examples in their opponents' cases while adding more examples in their own rebuttals.

Third Speakers should avoid simply listing the arguments in chronological order. Instead it is generally recommended that they should organise the points into two or three key categories (e.g, Political, Economic and Social or Impact on Women, Children and Minorities) and deliver them based on their order of importance.

# Summary Speakers

- Summarise the key points raised by both teams
- Focus on the key areas of clash between the two teams
- Analyse and evaluate why the debate was won by their team

Although this is commonly known as the “Summary” Speech, debaters should not simply list out the arguments and repeat the main rebuttals that featured in the debate. The Summary Speakers can add value to the debate and attempt to convince the audience and judges in the following two ways:

1. Summary Speakers can demonstrate their understanding of the key issues in the debate by summarising and grouping the arguments into broad Areas of Clash. Summary Speakers usually group the points around 2 or 3 Areas of Clash.

For instance, in a debate on Privatising Prisons in the UK, the Opposition Summary Speaker may state that the two main clashes are the impacts on the Prisoners and the Justice System respectively. In contrast, the Proposition Summary Speaker may argue that the two areas of clash were in the Economic Impact and the Social Consequences of the policy.

2. Summary Speakers bring the biggest contribution to the round by presenting evaluative analysis of the debate. This means that they assess at the debate as a whole and describe how the debate was won by their respective teams. They will have to highlight the flaws in their opponents’ case while pointing out the strength of their own case and refutations. In many ways, the Summary Speakers will take the role of a biased Journalist (e.g. A partisan FOX News reporter) reporting on the debate and explaining to the audience and judges why their team has won.

Summary Speakers should NOT make any new arguments in their speeches, although new rebuttals and examples are allowed. It is often a good idea for the language used in the Summary Speeches to be retrospective and the speakers should be encouraged to speak in the PAST TENSE.

# Style

## Verbal

*Style refers to the way debaters speak and deliver their speeches. Speakers will need to make their communication effective and impactful in order to persuade the audience and judges. Below are some examples of how a speaker's Non Verbal style can be improved. This will be useful for improving the Style Marks of a speaker in a competitive debate or for prisoners who just want to improve their confidence at public speaking.*

### Volume

Volume control is critical in making debaters' speeches effective and clear. The following factors should be considered with regards to volume.

- Avoid high volumes: Some speakers appear to believe that the louder team will always win. This is not the case! A debate featuring debaters screaming their arguments will leave the judges' ears ringing and the audience in shock.
- Avoid low volumes: Some speakers are naturally soft-spoken. However, these debaters are often hard to hear and understand when they are speaking in large areas or when they have to compete with ambient background noise. A good basic rule is that the speaker needs to be heard by the member of the audience seated furthest away from them.
- Use variation for emphasis: Varying the volume is a great way to put emphasis on certain words. Lowered volume can make the audience lean forward in anticipation and the raised volume (without shouting) after that moment can help to force home a crucial point.

### Tone

Debate speeches, even on a very controversial and engaging motion, can easily become dull and forgettable if a speaker has a monotonous voice. Therefore, all debaters need to learn to vary the pitch of their voice so that they can make the aural quality of the speech more interesting. Pitch variation also allows for emphasis to be made on key elements of the speech.

### Speed

With a limited amount of time available for speeches, speakers are often tempted to talk as quickly as possible to get as much information out as possible. This is a flawed approach and very few speakers speak effectively by speaking fast. Debaters should instead try to speak as slowly as possible, speeding up only on occasions to add some variety. Speaking slowly makes the speakers appear calm and confident. Perhaps most importantly, speaking slowly gives the judge and members of the audience time to follow the arguments and rebuttals being delivered and also to process and evaluate them. If the judges cannot follow the speaker because their speech was too fast, then the arguments and rebuttals will not be receiving the full credit they deserve.

### Pauses

Debaters should also learn to put natural pauses into their speeches. These pauses need not be long and should only last up to 3 seconds. However, they allow the speakers to add emphasis to a certain idea or point. Using a pause before a concept or idea can make it clear to the audience that this is a critical point. Moreover, pauses are good transition markers. Using pauses at the end of each rebuttal and argument lets the judges know that the speaker is moving to a new point. This signals to the judges and the audience that the previous point is finished, so that they can make an initial evaluation of it.

### Avoid unnecessary Filler Words

Debaters should not waste time during their speeches using unnecessary or distracting words. Many Debaters end up using many "filler" words such as "Ladies and Gentlemen" and "like" and "erm" during their speeches. These tend to be highly distracting for the audience. In severe cases, these words tend to form the vast majority of a debater's speech! Speakers should be encouraged to remove these words from their speeches altogether and instead replace them with effective pauses instead.

## Be yourself!

Debaters should try to make themselves as stylistically distinct from their teammates and opponents as possible. When all debaters on a team speak at the same pace, with the same intensity and volume, it is very difficult to establish each speaker's individuality. Non-Verbal style variation can be very effective. For example, if most preceding speakers were laid back, the next debaters can speak with greater energy and fervour. If the speakers had been intense, the follow-up speakers could adopt a calm and cool persona to have more contrast.

However, always remember that speakers sound far more convincing to the audience if they express themselves in a genuine manner that demonstrates their personal authenticity. There is no need for debaters to try to speak like Winston Churchill, Barack Obama or one of their Vocalise coaches!

## Non-verbal

*Even though the majority of the information in debates are conveyed through oral communications, as human beings we still receive a great deal of information through visual triggers. This means that debaters have to make sure that their Non-Verbal style does not distract from their speeches and in fact helps to support their arguments as much as possible.*

### Eye Contact

Debaters must try to ensure that they make eye contact with the judges and the audience as much as possible. Maintaining eye contact and not looking down at the floor demonstrates that the debaters believe in their own arguments. Engaging eye contact also means that the judges and audiences will be less likely to be distracted by other factors. This does not mean that the debaters should stare at a particular individual in the room. Establishing regular eye contact with the judges and audience and "scanning" the entire room will really help to make a speaker appear confident and in control.

Good eye contact also means that the debaters will not be looking down at their speeches or notes and simply reading them. Looking down automatically lowers the volume of the speaker, as their speech is likely to be directed to the floor rather than outwards to the audience. Reading also makes a speaker look as if they are not comfortable with their own material and can even give the impression that the speaker is merely reading words written by someone else on their team.

### Gestures

The use of hand gestures can help to put emphasis on key points in the speech. However, the excessive and repetitive use of a particular form gestures can also become very distracting and annoying for those people watching the speech. Debaters should therefore try as much as possible to control and vary the use of gestures instead of letting their hands go wild! Speakers should be reminded that their hands should never be in their pockets as this creates a rather unprofessional and unpolished appearance.

### Movement

Walking around is something that has to be restricted within a debate. A moving speaker often takes the attention of the judges and the audiences away from the speech and towards their movement. Therefore, if there is to be any movement at all, it should be limited and used only when the speaker is in between points and has a natural pause. Otherwise, it is preferable to stand still and deliver the speech from a firm stable stance as described below.

### Standing Stance

One nervous gesture common in debaters is the tendency to shift their weight from leg to leg. This often makes their bodies sway back and forth or from side to side. This is very distracting for the audience and can even make some people feel as if they were watching a debate on a ship at sea! Debaters should instead stand with their feet at shoulder's width apart (as if they were about to hit a golf ball) so that their stance will be nice and stable.

# Content

## THE PROPOSITION TEAM

### Problem – Solution – Outcome (P.S.O.)

The very basics of debating are of course that one team must propose a motion and one team must oppose the motion. The job of the proposition team therefore is to convince the audience and/or the judges that what they propose (the motion) is a good idea. 'Problem-Solution-Outcome' or P.S.O. is a technique which can be used specifically by the proposition to look at a debate topic as a whole and consider what they have to prove to win the debate.

When given the debate motion, the proposition team should first consider:

1. what problem that motion sets out to remedy
2. why the problem is important and
3. the ways in which the outcome of the motion would be better than the status quo.

They must then incorporate this in to all their speeches, to make sure that the arguments put forward by each team member are in line with the approach of the team as a whole. P.S.O. will also help the proposition to ensure that they have understood what is at the crux of the debate, which to a certain extent they can set out in their opening speech. It might sound like an obvious approach, but it is often forgotten and when done properly, it enables debaters at all levels to formulate a solid basis for what they propose.

EXAMPLE: This house would make voting compulsory

**PROBLEM** = Voter turnout in the UK has been steadily declining since the 1950s and citizens are increasingly disengaged from politics. Politicians don't have to appeal to a genuine majority to get elected, they only have to target those who are likely to vote.

**SOLUTION** = Voting should be made compulsory for all British citizens aged 18 and over

**OUTCOME** = All citizens would be forced to become more politically involved and aware. Politicians would have to formulate policy which would appeal to and benefit the whole of society, not just those likely to vote. General elections would by definition become more democratic.

As you can see from this example, there is more than one problem at the heart of this debate but the arguments above can easily be summarised into a TEAM LINE or approach that can be applied by all team members.

### PROPOSITION:

#### Problem

Voter turnout in the UK has been steadily declining since the 1950s and citizens are increasingly disengaged from politics.

#### Solution

Voting should be made compulsory

#### Outcome

All citizens would be forced to become more politically involved and aware. General elections would, by definition become more democratic.

## THE OPPOSITION TEAM

### Attack - Attack - Attack

The job of the opposition team is to attack and undermine the arguments of the proposition. They do not necessarily have to show that they have a better idea than the proposition – they simply have to show that the proposition itself is weak and we are better off with the status quo or with another approach to the problem. The P.S.O. formulation is still relevant to the opposition team because it is precisely the links that the proposition have made between the motion and a particular problem, and the motion and a particular solution that the opposition must **attack**. They can do this in a number of ways:

## OPPOSITION

1. **Prove there is not a problem.** E.g. Compared to many countries the UK has a relatively high turnout and this is not something which we need to be concerned about at the moment.
2. **Prove that the proposed solution will not in fact solve the problem.** E.g. People will resent being forced to vote and will become even more disenfranchised from politics and politicians.
3. **There is a better way of solving the problem** E.g. many studies have shown that simply giving people the day off or holding elections on the weekend significantly increases voter turnout.
4. **The outcome which will result is no better than the problem.** E.g. Making people vote will not automatically make them more politically aware and they may very well vote arbitrarily or just spoil their ballots.

# Structuring Speeches

You may have noticed by now that a lot of things in debating come in threes – P.S.O., S.E.E and rebuttal are all done in three stages, and there are several other aspects of debating that follow the rule of three.

As far as structure is concerned:

1. Every debate speech should comprise of three sections
2. Each argument in a speech will be said three times.
3. There should always be no more than three main arguments per debate speech

This may sound a little strange but if you follow this rule when structuring your speeches, they will be a lot better for it!

## The Rule of Three

Like an essay or a story, a debate speech should always have a beginning, a middle and an end.

### Beginning

Always start your speech with an introduction or a 'menu'. This is where you tell the audience what arguments you are going to make and like a menu, it lets the audience know what to expect or what to look forward to. If you are the first speaker for your team, you should also tell the audience what your team mate will be discussing. A very basic example of this would be:

"Ladies and gentleman of the floor, madam chair, I am going to tell you today why you should oppose the motion to ban boxing. I am going to talk to you about three major issues that arise from this motion: why boxing is not in fact a very dangerous sport, why banning boxing would not work anyway and create more danger for those currently involved in the sport and..... My partner is going to tell you about the personal benefits of boxing, as well as the benefits to the wider community."

Once you have given your menu, the rest of this first section to the speech will be comprised of rebuttal and rebuilding:

"Before I go on to my main arguments, I would like to address some of the issues raised by the first speaker from the proposition"

### Middle

The middle section of the speech will obviously be where you make your main arguments in full, following the S.E.E. structure for each one. You should not give more than three arguments – otherwise it will be too many for the audience to remember and it will mean you have to rush through your speech or skip over important elements like rebuttal. There will rarely be a plethora of arguments for any debate topic but there will often be more than you can mention – the skill is to identify those which are the strongest and prioritise those.

### End

The third section is your conclusion, where you summarise your main arguments and remind the audience/judges what you have said and why you should win. This is your last chance to make an impression on your audience and should never be forgotten, even if you are running out of time.

# Rebuttal and Rebuilding

In order to win a debate it is not enough to make brilliant arguments in favour of your team's position. Every speaker in a debate (apart from the first speaker from the proposition team) must include rebuttal of the previous person's points in their speech. This means that throughout the debate, each speaker should keep a note of the key arguments made by the person before them and think about how they will discredit them. Debate, without rebuttals, would merely be a series of speeches with no relation to each other. Like ships passing in the night, there will be no clash, no conflict and ultimately, no debate. Rebuttal, like argumentation, is one of the foundations of debate.

What is rebuttal then? It is a speaker saying that an opponent's argument is not valid and showing why it is not valid. If argument is about building logic links in a case, then rebuttal is about the breaking of these links.

The following approach is a simple and effective way of incorporating rebuttal in a speech:

STEP 1: What **THEY** (the other team) say

STEP 2: What **WE** say

STEP 3: Why we are **RIGHT**

## Rebuttal Example

STEP 1: The opposition team have told you that boxing should be banned because it is one of the most dangerous sports in the world.

STEP 2: The fact is that far fewer people die boxing in the UK every year than they do playing other sports like horse riding, motorcycle racing or skiing.

STEP 3: This is important because it shows that the Proposition are wrong to characterise boxing as a sport that is SO dangerous that the State has a responsibility to step in and protect boxers.

This is a crucial part of debating and should not be forgotten or ignored! Another important element of every speech is rebuilding. This almost takes rebuttal one-step further and can be structured in a similar way:

STEP 1: **WE** told you X

STEP 2: The opposition said it was wrong because of Y

STEP 3: **BUT** they failed to think about Z, which proves we are right.

# Rebuttal and Rebuilding (cont)

When rebutting the opponent's arguments, speaker must make a strategic decision as to exactly what they wish to attack, rather than to just asserting that everything which comes out of their opponent's mouths is wrong! Below is an outline of the main different types of rebuttal that can be used in a *Vocalise* debate.

## Rebut Relevance

Debaters can attack the relevance of their opponent's arguments to the motion and show that these arguments do not logically support the opponent's stance. This type of rebuttal can destroy the entire argument by showing that it does not even support the opponent's stance.

For example, in a debate on the motion "This house believes that the Internet is a dangerous force," the Opposition delivers arguments noting how useful the Internet has been in facilitating communication and education. The Proposition merely rebutted that the benefits of the Internet here does not show why the Internet was SAFE, which was what Opposition had to show.

## Rebut Assumptions

Debaters can attack a particular way in which their opponents have described an underlying assumption or logical premise in respect of a particular motion.

For example, for the motion "This house believes that China is Dangerous," the Proposition argues that China is a Communist country and that this leads to a conflict between Beijing and the Capitalist West. However, the Opposition can rebut by counter-arguing that China is nominally Communist but has wholeheartedly embraced Capitalism, thus having less reason to find conflict with the Capitalist West.

## Rebut Examples

Generally, speakers should attack the logic of an argument before moving on to attack the examples. Attacking an example first is usually not advised, as it allows the opponents to just refer to another example and the argument will remain standing. This can lead to boring debates where 'Example Tennis' takes place, with each side knocking competing examples or statistics back and forth!

The First and Second speakers will often not have enough time to attack examples in depth and will have to delegate this task to the Third speakers. The Third Speakers in a *Vocalise* debate must try attack all of their opponent's most important examples.

## Expose Hung Arguments

Hung arguments are arguments which are contingent on another argument to survive.

For instance, for the motion, "THW censor the arts," the Proposition first argues that extremist messages are found in art. Next the Proposition argues that the viewers of art should be protected from such extremist messages. The Opposition could rebut that there are no extremist messages in art today and that art itself is in fact value-neutral. With this argument taken down, the point about needing to protect viewers of art has little impact, as it is a hung argument.

# Points of Information

A “Point of Information” (POI) is a short interjection addressed to the Debater who is speaking by a member of the opposing team. Opposing team members must first stand up and indicate that they wish to offer a POI by saying one of; “On a Point of Information”, “POI” or “On that Point”.

They can only ask their POI only if the debater who is speaking (who “has the floor”) accepts their POI. If the speaker declines to take a POI, the opposing team member must sit down and wait for another 10 seconds for an opportunity to interject.

A POI can not be longer than 15 seconds. POIs are typically used to raise a quick rebuttal, argument, a question or a clarification to the speaker. The speaker should provide a response to POI straight away. The beginning and the ends of speeches are usually “protected time,” during which POIs may not be given. In the Vocalise format, POIs are not allowed given during the summary speeches.

## Why speakers should give POIs?

***It is part of debating!*** – Every team member is expected to offer a certain number of POIs during every opponent’s speech in a Vocalise debate. Usually, the minimum to be offered is two per speech. The judges can penalise teams or team members who do not offer sufficient POIs as they are one of the key elements that differentiate a Vocalise debate from a mere public speaking contest.

***Immediate highlighting of flaws*** – POIs provides opposing teams with an opportunity to refute a point immediately without needing to wait for their turn to speak. This early rebuttal, if used effectively, can cast doubt on the argument even as it continues to be delivered by the speaker.

***Put pressure on the Speaker*** – A well delivered POI can pressure the Speaker into providing a suitably effective reply. This is better than letting the Speaker carry on uninterrupted and gaining more and more confidence by the minute.

## Why speakers should take POIs?

***It is part of debating!*** – All debaters are required to take POIs and they are expected to take at least 1 or 2 per speech. Taking none at all will be punished by the judges can lead a debaters losing strategy points for their speech.

***Not taking POIs looks weak!*** – The POIs allow speakers to demonstrate their ability to quickly think of an effective response, but if they decline to accept any POIs they will lose credibility with the audience and adjudicators.

***It provides early counter-rebuttals*** – Taking a POI during the substantive argument allows a speaker to pre-emptively provide a counter rebuttal and weaken the opponent’s refutations.

# Preparing for a Debate

At *Vocalise*, teams are usually given a week to prepare for a topic but doing practice rounds speakers may only have an one hour prior to the debate. The latter can prove to be a challenge for debaters and many frequently find that 60 minutes is not enough time when trying to develop a cohesive team stance, a range of arguments addressing the motion, anticipation of the opponent's arguments, a range of examples to be applied, writing the arguments and practicing their speeches. Debaters may wish to consider the following approach when entering a short preparation round.

## Before Prep Starts

Each team should appoint a *Prep Leader* who will be responsible for guiding the discussion and making sure the structured prep process is followed.

Also appoint a *Timer* to time the prep and to remind the rest of the team how much prep time is left throughout the prep session. For example, with 10 minutes remaining, the timer should be reminding the team that they should start practicing the delivery of their speeches.

## During Prep

1. *Individual Brainstorm*
2. *Team Download*
3. *Argument Selection*
4. *Definitions and Team Line*
5. *Writing SEE Arguments*
6. *Sharing of rebuttals and examples*
7. *Practice Speech Delivery*

**1. Individual Brainstorm (5 minutes):** During this session, all team members should silently and independently think of the various arguments their team could make to support their side of the debate and write them down. Team members may also wish to note any major examples that could be used to help support these arguments.

**2. Team Download (10 minutes):** During the download phase, speakers take turns to read out the arguments and examples they have generated while the Prep Leader writes them down. The speaker should at least explain the core argument behind each point without going into too much detail. This process should continue until everyone on the team has contributed.

**3. Argument Selection (5 minutes):** By now, the team should have a list of potential arguments that could be used during the debate. The team should now make the important strategic decision on which arguments will be used and how the chosen 5 arguments will be divided to the two substantive speakers.

**4. Definitions and Team Line (5 min):** In this step, the team will need to develop the definitions for the key terms of the motion. Every team member should be involved in this process and so that they are aware of the agreed set up for the debate. It can also be helpful to develop a Team Line, in essence a catchy sentence that summarises what the team stands for in the debate. (e.g. "The proposition will show you today that Boxing is dangerous, out-dated and causes massive social harms")

**5. Writing SEE Arguments (15 minutes):** During this step, the speakers should focus on writing out the arguments using the SEE format explained in Lesson Plan B. During this period, the Third Speaker may wish to consider the arguments and examples that are likely to be used by the opponents and prepare some responses that could be used in the debate.

**6. Sharing of rebuttals and examples (10 minutes):** During this step, the Third Speaker can brief the team on the key arguments likely to be raised by the opponents and ensure that all the teams are aware of the potential responses that could be provided. This step will also help prepare the debaters for their opponents' possible POIs.

**7. Delivery Practice (remaining time):** All the speakers should practice delivering their arguments within the prep session. Ideally, a teammate should be listening to these mini-speeches and providing feedback on how the speeches could be improved. This will increase a speaker's confidence before the debate starts and also allow their team mates to get a sense of how their arguments will sound in the debate round.

# Teaching

08 -- *Teaching Forecast*

09 -- *Lesson Plan 1*

10 -- *Lesson Plan 2*

11 -- *Lesson Plan 3*

12 -- *Lesson Plan 4*

13 -- *Lesson Plan 5*

14 -- *Lesson Plan 6*



# Vocalise Teaching Forecast

Week	Task	Objective
Mentor teaching	<ul style="list-style-type: none"> <li>• Training Vocalise mentors during weekly sessions</li> <li>• Vocalise material – Comprehensive coverage of curriculum to be taught by mentors in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Well trained mentors to assist students in their learning.</li> <li>• Better ratio of mentors to students for a more personal teaching experience, maintain current <b>1:3 mentor</b> to student ratio to ensure personal quality teaching experience.</li> </ul>
Week 1	<ul style="list-style-type: none"> <li>• Introduction to Vocalise</li> <li>• Introduction to debating</li> <li>• Roles of Proposition and Opposition</li> <li>• Vocalise debating style</li> </ul>	<ul style="list-style-type: none"> <li>• To help the students understand the purpose and benefits of debating.</li> <li>• Learn how to conduct a debate, and debating etiquette.</li> <li>• <b>Skills learnt: Active listening, and speaking.</b></li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Debating etiquette</li> <li>• Voice coaching</li> </ul>	<ul style="list-style-type: none"> <li>• To improve on speaking, pronunciation, volume, speed, tone etc.</li> <li>• <b>Skills learnt: speaking, and pronunciation.</b></li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Debating techniques</li> <li>• Problem, Solution, Outcome (PSO)</li> <li>• Statement, Explanation, Evidence (SEE)</li> </ul>	<ul style="list-style-type: none"> <li>• After basics we now move onto teaching methods to construct arguments, what to think about when doing so and acronyms to help them remember.</li> <li>• <b>Skills learnt: critical thinking, writing, reading, researching.</b></li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Recap on previous week - PSO/SEE</li> <li>• Begin basic debating</li> <li>• Presenting arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Here is where we put PSO and SEE, the techniques for constructing arguments learnt in the previous week into practice.</li> <li>• We encourage the students to consider arguments on both sides of the debate so that they have a well rounded understanding of the motion/topic. This also assists later classes when we cover rebuttal and points of information, and debaters have to tackle counter arguments.</li> <li>• <b>Skills learnt: critical thinking, speaking, teamwork, writing.</b></li> </ul>

Week 5	<ul style="list-style-type: none"> <li>• Building on PSO/SEE</li> <li>• Constructing/debating different topics</li> <li>• Debating techniques</li> </ul>	<ul style="list-style-type: none"> <li>• We encourage a continuing flow in teaching and ensure that the students fully understand each topic by recapping material every week.</li> <li>• Practising debate is the only way to improve so we undergo mini debates and games to help the students think critically and logically as well as about both sides of an argument.</li> <li>• We gradually introduce new techniques of debating, i.e. in this lesson we introduce the rule of 3</li> <li>• <b>Skills learnt: critical thinking, writing, speaking, concentration and active listening.</b></li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Recap from the previous week</li> <li>• Points of Information</li> <li>• Rebuttals</li> </ul>	<ul style="list-style-type: none"> <li>• This is where the more complex debating techniques are taught, by this point the students have learnt how to construct their own arguments and argue for their given side, but now they need to know how to respond to the other side.</li> <li>• We also teach how to interrupt the other side by giving a 'point of information', and earn extra points for your team. This is one that the students enjoy and often brings out their competitive streak.</li> <li>• <b>Skills learnt: critical thinking, active listening, speaking, confidence.</b></li> </ul>
Weeks 7-8	<ul style="list-style-type: none"> <li>• Holding a practice debate</li> </ul>	<ul style="list-style-type: none"> <li>• This is where we bring together all the concepts that the students have learnt and turn it into a full debate so that they can understand and see what a full debate entails and as a means of practising for the final debate.</li> <li>• It also offers an opportunity to assess what the students know well and what requires further assistance so that we can identify the areas to work on. The following lessons can ensure that they are ready to begin preparations for the final debate after Easter break.</li> <li>• <b>Skills learnt: critical thinking, speaking, active listening, confidence, and team work.</b></li> </ul>

<p>Weeks 9-15</p>	<ul style="list-style-type: none"> <li>• Preparation for final debate</li> <li>• Research</li> <li>• Constructing arguments</li> <li>• Performing a full debate</li> </ul>	<ul style="list-style-type: none"> <li>• This is where the fruit of the curriculum is truly showcased; over six weeks the students will pick a motion, research it, construct their own arguments and rebuttals and then perform it to a live audience of their parents, peers, fellow members of the Bar and the mentors who assisted during the programme. The final debate takes place in the Great Hall at <b>The Honourable Society of Gray's Inn.</b></li> <li>• This is the point at which all the skills learnt throughout the previous 8 weeks will be used to create and perform the debate. The students will understand how they can use their voices as stronger, more confident, articulate people.</li> </ul>
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# Lesson Plan 1

## Learning Objectives

1. What is debating?
2. Vocalise Format
3. Roles of Prop and Opp
4. Style

## 1. Introduction

The icebreaker - Here is where you introduce the new mentors for the week and yourself - the Senior Co-ordinator (as time goes on the children will know the Senior Co-ordinator's name and only the new mentors will have to be introduced, however in the first couple of weeks make an effort to introduce everyone).

Name game - This gives the children an opportunity to introduce themselves and to become proactive from the start, this will further get them into the habit of getting up and being actively involved in later classes.

### Name Game

Create a circle of all participants, and then go round and introduce all those before you and then say your own name.

First person = my name is Adam, second person = this is Adam and I'm Jade, third person = this is Adam and Jade and I'm Peter etc.

Continue until the end of the circle (remember this is testing memory as well as verbal skills)

## 2. What is debating?

### Places We Debate

Get the students in their small groups to think of 5 places where they think people debate. Give this task about 5 mins, it is just a quick brainstorm to test their minds and see what their perception of debating is, this will become clear from the places they mention.

Re-group as a class and see what places the students suggest, see how many different ones they can come up with. Ask why they thought these were places that people may debate.

## **DEBATING = ARGUING WITH RULES**

## 3. Rules - why are rules important?

Ask why rules are important? Where do you have rules?

They are important because:

- They give everyone a fair chance to speak
- They help us to listen
- They tell us what we should and shouldn't do

You have rules here at school don't you? Why do you think they are in place?

\*Introduce Vocalise Golden Rules\* (In the vocalise pack)

### The Rule Game

Having accepted the 5 universal vocalise rules, the students must now think of another 3 of their own that they will agree to abide by for the rest of the vocalise term. They should be personal to them, and they should be kept in their folder as a reminder for a future event, if necessary. This also helps to apply discipline.

Merit book - Show that they have a sticker for signing up to the programme but they have to build up their merits by doing well in class.

Debating is usually performed in an organised environment, the kind of debates that take place in Parliament, and that is what we are now going to learn in the coming weeks.

#### 4. Vocalise format

We are going to learn how to hold a debate.

There are many ways to do this but we will teach you the vocalise way.

First we need to learn a few words:

Motion = The topic that we are going to debate ("This house would ban smoking") so we know that the house wants to ban smoking, we know that we are going to debate about banning smoking.

House = Is the place where you debate, that could be at school or at Gray's Inn, it just means those present in the place where you are debating, it comes from Parliament who debate in their chamber. Also worth noting is that proposition are usually representing the house as they are always proposing or agreeing with the motion.

Proposition = Is the team that is agreeing with the said motion.

Opposition = is the team that is disagreeing with the said motion.

We have 4 speakers on each side (hold up cards and call up 8 students to demonstrate).

#### Mini Game

Hold up each name card that will say "Prop 1" or "Opp 3" etc and tell the students to hand it to person in the line that they think it belongs to. At this point there will be 8 students standing in 4x2 lines opposite each other and once all the right cards have been given to the right speaker, they should then be asked to guess what order each speaker comes in - The trick being the summary speakers who break the sequence (this will help them to remember later).

END OF CLASS

# NOTES



# Lesson Plan 2

## Learning Objectives

1. Vocalise Format
2. Roles of Prop and Opp
3. Style
4. Voice coaching

## 1. Introduction

The icebreaker - Here is where you introduce the new mentors for the week and yourself - as the Senior Co-ordinator (as time goes on the children will know main teacher's name and only the new mentors will have to be introduced, however in the first couple of weeks make an effort to introduce everyone).

Name game - This gives the children an opportunity to introduce themselves and to become proactive from the start, this will further get them into the habit of getting up and being actively involved in the future.

### Name Game

Create a circle of all participants, and then go round and introduce all those before you and then say your own name.

First person = my name is Adam, second person = this is Adam and I'm Jade, third person = this is Adam and Jade and I'm Peter etc.

Continue until the end of the circle (remember this is testing memory as well as verbal skills)

## 2. Roles of Proposition and Opposition

Recap from last week to see if they remember all the speakers and names of debating terms.

\*Handout in student folders about each speakers role\* - basic format of the debate

## 3. Style

What do you think is important when speaking to an audience? Discuss.

## 4. Voice coaching programme

### Warm up exercises

1. Deep breaths in, hold 5 seconds, and release
2. Shoulder circles - roll shoulders back for a minute and forward for a minute, repeat twice
3. Elastic rope - imagine that there is an elastic band coming out of your spine and it is attached to the ceiling, but it is a couple of centimetres too short and so it slightly lifts you off the floor, now can you do this without actually lifting your feet off the floor? Remember it is not pulling you backwards or forwards but upwards. (We do this because it helps to open up diaphragm and this allows us to breathe better so we can extend our voices, because when you are nervous your diaphragm tightens making it hard to breathe and so we can't project our voice that way. So we do this exercise to help us open up our chest and really let those voices out!)

So once we have loosened our bodies and relaxed, we now have to warm up our vocals so we are going to try a few exercises to really help those vocal chords reach their full potential.

### Whoosh

Breathe out any stale air, breathe in as you normally would, and using that air say whooooooshhhhhh for as long as that breath can hold it for.

Repeat a few times and you will feel your throat opening up...

You'll feel your chest deflate like a balloon – feel that?

Next exercise...

### Mosquito Zapping

Imagine there is a laser in your mouth and that laser is the air coming out of your mouth. Now imagine there are mosquitos flying around the room just above your eye level. Now zap one at a time with laser gun. You will make a "chu" sound as you do - a bit like when you sneeze. Imagine that the chu sound is a deadly dart zapping away all those mosquitos, aim with your eyes and ZAP!

So just like before breathe out any stale air and take a deep breath and then start zapping!

Now do 3 mosquitos at the same time so "chu chu chu" and repeat a few times. This helps you with clarity of speech so that you pronounce your words clearly and your audience can understand you better.

Now try...

### Spanish Onion

Have you ever tried to talk whilst you had a gumstopper in your mouth? This is the same effect we are going to create.

Shut your lips and say onion 4 times over

Now say it without shutting your mouth, onion! Doesn't it feel great to say it so openly and with ease, now appreciate that and try saying onion x3 with your lips shut and the last onion with your lips open appreciating that your lips are free.

This also helps with clarity of words.

Next try...

### Big Toffee

Behind your teeth you will find if you put your tongue back a bit that there is a ridge just behind your front teeth and behind that there is an arch in the middle, put the tip of your tongue there and keep it there whilst you say the days of the week very clearly.

Now try by moving your mouth and lips but don't move your tongue.

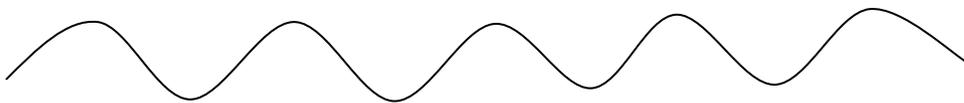
Now try saying Monday to Friday with your tongue and the weekend normally.

Finally try...

### Sirening

This is to help you with pitch variation. For this you have to hum but by lifting the back of your tongue so that the noise comes down the back of your throat and down your nose. Let's try that.

Now imagine that was the straight road, now we have come to the bumpy road, so now I want you to do the same thing but as if you were going over some bumps



You have just varied your pitch by an extra 3/4 notes! This is great for keeping your audience engaged and interested in what you are saying.

Ensure that some of these exercises are continued throughout the coming weeks.

END OF CLASS

# Lesson Plan 3

N.B. Try to split the class up at this point to encourage the students to work with others out of their comfort zone

## Learning Objectives

1. Debating Format
2. PSO
3. SEE
4. Alley debate

## 1. Introduction

The icebreaker - Here is where you introduce the new mentors for the week and yourself - as the Senior Co-ordinator (s time goes on the children will know main teacher's name and only the new mentors will have to be introduced, however in the first couple of weeks make an effort to introduce everyone).

Name game - This gives the children an opportunity to introduce themselves and to become proactive from the start, this will further get them into the habit of getting up and being actively involved in the future (should be familiar with this game by this point but see previous lesson plans for reference).

Warm up exercise – deep breath and then an exercise from lesson 2.

## 2. Debating format

Recap format that has been taught in previous weeks.

Prop/Opp/Motion/House

Order of speakers

Who is present in a debate

Timing - 5 mins per speech/3 mins per speech for summary

## 3. Short Alley debate or one minute subject talk (whichever you think will work best with your class)

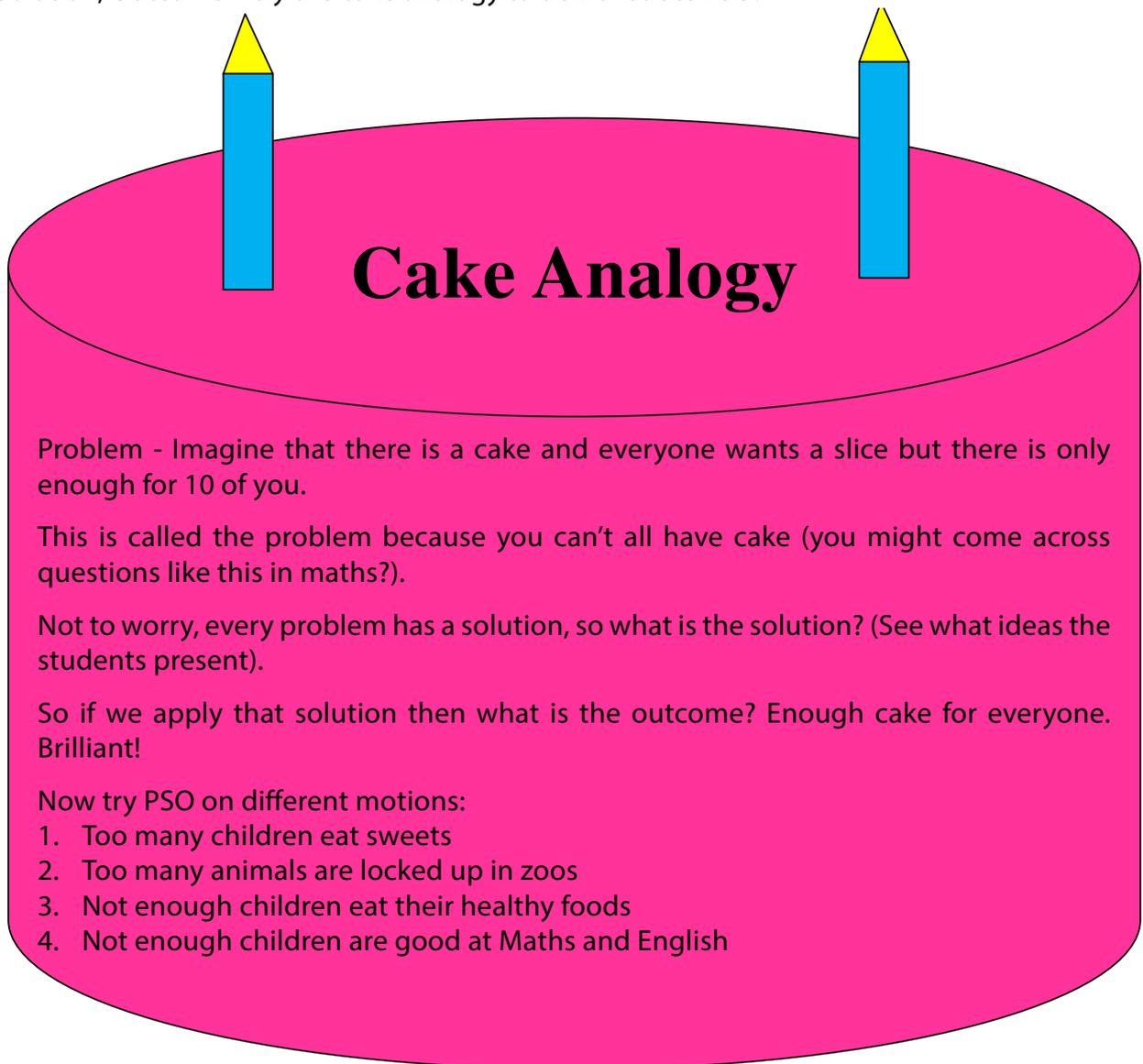
Short alley debate: ask the participants to stand in two lines and ask each person to give one argument for their side and one rebuttal in response to the speaker before them, repeat until you reach the end of the lines. Try it with the following motion:

*Motion: “This House would ban healthy food in schools”*

One minute subject talk: chose a handful of participants to speak about a subject of their choice for one minute and see if they can make their speech persuasive for extra points (or sticker).

4. PSO (this is used for collective arguments in your team)

Problem, Solution, Outcome - try the cake analogy to demonstrate PSO:



5. SEE (this is used for each individual argument that you make)

Now we move onto SEE - Statement, Explanation, Evidence.

N.B. SEE is a difficult concept to grasp and may require more attention in later classes but it really varies according to each year and the calibre of students so it is best to judge it based on your class that year.

**S**tatement

**E**xplanation

**E**xample

So for example, you make a statement like “smoking is bad”

And then you explain why it’s bad, “because... it causes lung cancer”

And now you have to back what you said with evidence otherwise people won’t believe you, so to be more persuasive you have to give examples, statistics, newspaper facts etc.

So you might say something like “there is 60% more chance of getting lung cancer in those who smoke”.

So now your statement is stronger because you have proof that smoking is bad.

Try this with each student - ask them to make a statement, tell you why and give me an example.

## 6. Persuasiveness:

Why do we have to be persuasive? What is its purpose?

What are the benefits of being persuasive? Why is it useful in debating?

### The Why Game

The why game is very simple, and best done with a handful of participants.

Ask each one in turn to stand up, and to pick a topic of their choice to talk about, it can be anything, favourite colour, pet, football team etc and then see how long they can keep giving examples before running out of logical reasons or repeating arguments. Then move onto the next person. The more persuasive they can be, the better.

END OF CLASS

# NOTES



# Lesson Plan 4

## Learning Objectives

1. Recap of last week
2. PSO
3. SEE
4. Alley debate

## 1. Introduction

The icebreaker - Here is where you introduce the new mentors for the week and yourself - as the Senior Co-ordinator (as time goes on the children will know main teacher's name and only the new mentors will have to be introduced, however in the first couple of weeks make an effort to introduce everyone).

Warm up exercises from Lesson plan 2- to get them up and engaged with debating, get them focused on the task by putting them in the mind set that they are exercising to open their vocal chords; this will stimulate their thoughts into vocal and verbal activities.

## 2. Recap of the previous week (see lesson plan 3 for reference)

Remind and test students on PSO, SEE and how to conduct a debate

More PSO and SEE motions - (Concentrate on SEE as this seems harder for the students to grasp than PSO)

PSO – try these problems, what is the solution and outcome:

- Children don't get their 5-a-day
- There is too much litter in the streets
- Not enough people vote in the UK
- School dinners aren't free for everyone
- There are too many McDonald's serving unhealthy food

SEE – try these statements, what is the explanation and supporting evidence:

- Being sick is bad
- School is good
- Learning is important
- Smoking is bad
- Sweets give you cavities
- Alcohol is bad for you
- Flowers are pretty

Now apply SEE to these motions:

- THW ban zoos
- THW stop experimenting on animals
- THB the environment should come first
- THW clone human beings
- THB all farms should be organic

- THB science is a threat to humanity
- THB you should support your local football team not a famous one
- THB footballers are paid too much

### 3. One minute subject talk (optional)

Everyone has to stand and talk for a minute about a subject of their choice; they just have to talk about the subject, so for example “My favourite food is pizza. I like pizza because you can have lots of toppings depending on what mood you are in. When I am happy I like lots of toppings on it because I enjoy all the textures and flavours which make me happier. But when I’m sad I like cheese and tomato because it is simple and the cheese makes me feel better etc.”

This works very well on people who are both shy and sometimes even over confident because publicly speaking becomes a reality and they are forced to speak on their own with an audience watching them which can be quite unnerving at times. This is also true of those who may have done Vocalise before because they are not in regular practice.

### 3. Mini debate

Hold an mini debate, give them 10 mins to prepare the motion and then ask mentors to assist them with that and for those who don’t speak, ask them to still help to plan the debate .

Get everyone involved here.

**MOTION: “This House Believes that school should start at 10am”**

Perform mini debate and give individual feedback.

## HOMEWORK

Give out sheet on PSO and SEE sheet to do over the half term break.

END OF CLASS

# Lesson Plan 5

## Learning Objectives

1. Recap of last week
2. The rule of 3
3. Alphabet game

## 1. Introduction

Warm up exercises (See lesson plan 2 for reference).

## 2. Recap of the previous week (see lesson plan 4)

- Debate format
- PSO
- SEE

Do some test exercises to see what they remember - this is a good test of their memory.

Check homework from previous class and ensure that the students understand PSO and SEE properly (this is an area that has proven to be difficult for some students to understand, especially conceptually and may require some more practice).

Try to explain SEE differently:

**S**[tatement] - What you want? i.e. would like to change/ your proposal

**E**[xplanantion] - Why you want it?

**E**[xample] - When has it been done before?

Try a few statements with the class to see if they understand the concept better.

### Boomerang Game

Get all the mentors and students into a circle, start with a statement and clasp your hands together in a prayer motion, point at someone in the circle by making a shooting gesture with your arms forward and the next person has to give an explanation for your statement and come up with a new statement, then they repeat and shoot at another member of the circle who gives an explanation to their statement and comes up with a new statement and this continues all the way round the circle until most, if not all, of the participants have had a go.

Don't worry about examples as these can be harder for students to come up with so just ensure that they understand that they know every statement must be backed by a reason to make it more persuasive.

### 3. Alphabet game - good for concentration and listening skills

Get all mentors and students into a circle and ask them all to close their eyes, then randomly tap someone and they begin at A, the person next them has to say B, and the next C etc without looking to see who said it which means it is important for them to actively listen to hear where the sound is coming from and to continue the chain.

Once they have completed a whole chain without breaking it, to make it more competitive ask them to see how fast they can do it in.

Record so far is **17 seconds**. See if they can beat it!

## 4. The rule of 3

In debating 3 is the magic number, so it is always best to have 3 arguments in your speech, and every speech has to have a beginning, a middle and an end so that it is clear to your audience about what you are going to say.

So usually you would:

1. Say what you are going to say
2. Say it
3. Then say what you said

This is to ensure that it sticks in the audience's minds because we are trying to persuade them and make them vote for our team to win!

So what's the magic number? 3! Well done!

N.B. For the final debate we will keep it to 2 points due to limited time, however usually during a debate this is how we would do it.

END OF CLASS

# NOTES



# Lesson Plan 6

## Learning Objectives

1. Recap of last week
2. The rule of 3
3. Rebuttals
4. POIs

## 1. Introduction

Warm up exercises (see lesson plan 2 for reference).

## 2. Recap of the previous week (see lesson plan 4)

- PSO
- SEE
- The rule of 3

## 3. Recap the rule of 3

Why is it important?

## 4. Rebuttals/POIs

A rebuttal is when you say why the other person is wrong. You can do this by interrupting them during their speech by saying "Point of Information" or by rebutting or replying to their comment by saying the opposite of what they said during your speech; this is best done by saying that they are wrong and give a reason why.

Let's try some rebuttals and then we will do some POIs.

### *Erm Actually game*

Line up the class into lines facing each other as if in a alley debate, and tell them a motion that they must respond to, do not assign a proposition and opposition team on the first go but just start the line off with a statement and reason and then continue along the line until everyone has rebutted the person before them by saying "Erm actually, you're wrong because...".

Now try this again but assign sides and see how many different reasons you get.

## 5. POIs

Vocalise pose - Put one hand to your ear and other stretched out in front of you and say "Point of Information"

### *On that point game*

The Senior Co-ordinator will give a two minute speech about a random topic and it is then up to the class to interrupt with a valid point of information, if they say point of information but don't give a good point then they lose a point and the point goes to the Senior. However if a valid point is given then the class gets a point.

The one with the most points at the end wins!

(N.B. Time stops whilst the POI is being asked but resumes once it has been asked.)

END OF CLASS

# Training

15 -- The Honourable Society of Gray's Inn

16 -- Debating Glossary



# Gray's Inn

*Vocalise* was founded in 2009 by Florence Iveson and Alex Just (then student members of Gray's Inn) as a volunteer community project of the Honourable Society of Gray's Inn. *Vocalise* is managed by the Education Department at Gray's Inn. Florence is currently a Pupil Barrister at 36 Bedford Row and Alex is the Frances Perkins Fellow at the Cornell School of Industrial and Labor Relations.

It is important that *Vocalise* mentors are able to explain the Inns of Court system and you may find the brief history of Gray's Inn below useful.

The Honourable Society of Gray's Inn, commonly known as Gray's Inn, is one of the four Inns of Court (professional associations for barristers and judges) in London. To be called to the Bar and practise as a barrister in England and Wales, an individual must belong to one of these Inns. Located at the intersection of High Holborn and Gray's Inn Road, the Inn is both a professional body and a provider of office accommodation (chambers) for many barristers. It is ruled by a governing council called "Pension", made up of the Masters of the Bench (or "Benchers"), and led by the Treasurer, who is elected to serve a one-year term. The Inn is known for its gardens, or Walks, which have existed since at least 1597.

Gray's Inn does not claim a specific foundation date; there is a tradition that none of the Inns of Court claims to be any older than the others. Law clerks and their apprentices have been established on the present site since at least 1370, with records dating from 1391. During the 15th and 16th centuries, the Inn grew steadily, reaching its pinnacle during the reign of Elizabeth I. The Inn was home to many important barristers and politicians, most notably Francis Bacon, and counted Elizabeth herself as a patron. During this period, the Inn became noted for the plays it hosted, and William Shakespeare performed at Gray's Inn several times.

Some famous members of Gray's Inn include:

<p>Lady Hale (UK Supreme Court Justice)          Lord Pannick QC (Crossbench Peer)          Lord Bingham (Former Lord Chief Justice)          Francis Bacon (Philosopher/Author)          Winston Churchill (Honorary Bencher)          Baron Slynn (Leading European Judge)</p>
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# Thanks

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Finally, we would like to thank our mentors who for their time and effort in teaching and supporting the students on a weekly basis and commitment to the programme. Though there are too many to name personally, we would like them to know that we could not have achieved such a successful programme year on year without their strong belief in debating and the programme itself.

Priti Sidapra and Katie Webb

April 2013

# Debating Glossary

The variety of unusual words and phrases used in debating can sometimes be confusing. For this reason, we have provided a brief guide to the commonly used terms in competitive debating.

**Motion** – The motion is the topic or subject being debated. Motions traditionally begin with the phrase ‘This House...’. They should be of interest to the audience and should provide good opportunities for debate (i.e. they have arguments for and against). An example of a motion is ‘This House Believes that the first priority of the criminal justice system should be rehabilitation’

**Floor and House** – The room in which a debate takes place is referred to as the floor, and a speaker ‘has the floor’ when they are speaking. The House is the term used to describe the people in the room at the time of the debate i.e. the other debaters, audience members and judges.

**Proposition and Opposition** – The Proposition is the team in a debate whose job is to persuade the audience and judges that the motion is correct. They should provide information, arguments and evidence to support the main thrust of the motion. The Opposition is the team who’s task is to provide arguments against the motion and to attack the Proposition’s case.

**Points of Information (POI)** – A Point Of Information is an interruption by a member of the non-speaking team to the speaker who has the floor at that time (i.e. is on their feet). It can be accepted or declined by the speaker and should be short (no more than 15 seconds), relevant and to the point. Speakers should accept no more than 2 POIs in a 5 minute speech, but members of the other team should attempt to offer as many as possible.

**Protected Time** – Points of Information cannot be made in the first and last minutes of a speech. This period of ‘protected time’ is usually indicated by a gavel or other sound made by the timekeeper.

**Rebuttal** – Rebuttal is the act of responding to the other side’s arguments. In their speeches, debaters must listen and respond to the arguments of their opponents. Rebuttal is at the heart of a good debate because it is where the two teams clash and engage.

**Adjudicators** – The adjudicators are the people with the responsibility of deciding who has won the debate. This winning team is not necessarily the side whose arguments they agree with, but is the one which has shown the best overall debating technique.

**Floor Debate** – After the third speaker on each side has spoken but before the summary speeches, a floor debate takes place. This is when members of the audience can make comments, short speeches or ask the teams questions. Unlike in the Doha Debates, speakers do not respond to questions individually, but the summary speaker on each side should aim to respond to the most important questions in their speech.

**Chairperson** – The chairperson is effectively the referee for the debate. He or she will make sure that speakers are complying with the rules of the competition and will introduce the debate, speakers and adjudicators.

**Timekeeper** – The timekeeper is responsible for the accurate timing of each speech, so that signals can be given at appropriate points.







The Honourable Society of Gray's Inn