

CONCERN DEBATES

# ADJUDICATOR HANDBOOK

NI • UPDATED 2020



A comprehensive guide for  
Concern Debates Adjudicators



## 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 Worldwide thanks you for agreeing to volunteer your time and expertise as an adjudicator. The debates simply could not happen without 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 EMMA HASSARD



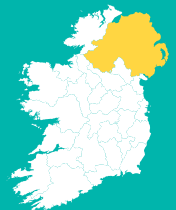
### EMMA HASSARD

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Emma looks after schools in Northern Ireland. She has a MA (Hons) in English and Italian from St Andrews University, Fife. Emma worked for the NI Council for Integrated Education and is currently a parent governor at her local integrated primary school. Emma then took up a role with the Comber Foundation - an Irish NGO who work in orphanages in Romania, before joining Concern six years ago.

**Interesting fact:** Emma is a fluent Italian speaker





## Adjudicator Frequently Asked Questions

### How do I become an adjudicator?

Adjudicators are regular people from all over Ireland - north and south, 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, fill in our online application form here:

<https://www.concern.org.uk/schools-and-youth/debates/adjudicators/sign-up-form>

### 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

### Do I need to have an Access NI check?

As of 2019 all adjudicators must be Access NI checked in line with Concern's Safeguarding Guidelines.

Once you have registered, Concern staff members will ask you for two pieces of photo identification in order to proceed with your vetting application.

Access NI checks will last for three years with Concern Worldwide (UK).

### 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/schools-and-youth/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 7pm.

### 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 7pm 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 our safeguarding guidelines on p3).

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.

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 is one adjudicator present and the second has not shown up or is not in contact the debate should proceed with one adjudicator 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 two adjudicators at each debate. A Chief and one assistant. 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 two volunteer adjudicators so some debates may have one adjudicator. 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 other adjudicator prior to signaling 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 assistant adjudicator for comments and advice that will be included in his/her feedback.
- The chief adjudicator will deliver succinct feedback to teams prior to announcing the result. We ask adjudicators to use our feedback template at the back of this handbook.
- The Chief adjudicator is responsible for collecting the marking sheets from the assistant and sending the sheets along with the results/feedback sheets 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 assistant 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.

Approximately eleven months after initial registration, Concern will contact you to determine if you would like to remain on for another year.

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 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.org.uk/fair-processing-notice>, or please contact us for any additional information you may require.



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

## 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.

Concern relies on its legitimate interest under the General Data Protection Regulation 2018 and Schedule 1 of the Data Protection Act 2018 (specifically section 18) to process this data.

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

### DO

**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.

**Debate:** Ensure that a teacher from the school remains in the room as per the school's child safeguarding procedures.

**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.

**Incident Report:** Should a student make you aware of a situation where they are experiencing harm, contact the Concern Designated Liason Person (DLP) immediately. Should you happen to witness a child being harmed while in the course of the debate, pre or post, contact the PSNI immediately.

**Returning Home:** It is best if a teacher or other school representative bring you to the school door.

### DO NOT

**Pre Debate:** 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:** 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:** 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:** Do not dismiss or ignore what you are being told. Do not fail to contact the Concern Designated Liason Person. Do not ignore an incident by failing to report to the Gardai, a teacher and the Concern DLP.

**Returning Home:** 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 4<sup>th</sup> 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. Once the adjudicators return the Chief is invited to address the House by giving positive and constructive criticism and announce the decision.
10. All participants are invited to share a cup of tea, a biscuit and a chat.
11. The Chief Adjudicator returns all marking sheets and feedback sheet via post or to **debatesni@concern.net**



## Timing is vital! 4:30



The time allotted for each speech, including the captains' summations is 4 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:

- **Use the Feedback form at the back of this handbook. We ask Chief Adjudicators to use this form in order to keep feedback constructive and succinct**
- 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'
- Make sure to announce the result clearly. New schools in particular might be unfamiliar with the terms 'carried' or 'defeated'. **It is imperative to say the score and points awarded for each team. For example "St Johns are awarded two points and St Mary's are awarded one point"**
- **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 the Concern Office**

## What about props?

Props are not permitted.

## Mobile Phones

Students are not permitted to use mobile phones for their notes or for timing purposes.



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



## 1. Eligibility and Registration:

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

## 2. Debates Team Panel:

- A Concern Debates team is made up of four students, however we recommend having a panel of six or more to help with research, preparation and substitutions.

## 3. Debates Format:

- The Concern Debates is made up of a League Phase and a Knockout Phase.
- The **League Phase** runs from October to January with each participating school having four debates.
- The **Knockout Phase** begins in February and runs through to the **All Ireland Final** in April/ May.
- 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:

- Concern will assign your debates dates along with **the motion** to be debated by the two schools debating and the location of the school.
- Time:** All debates are scheduled for 7pm.

## 5. Debates Adjudicators:

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

- 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.
- For information about the marking sheet used by the adjudicators go to page 7.

## 6. Debates Motions:

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

## 7. Debates Points

- 3 points are awarded for each debate as follows;
  - 3 points given for a unanimous win
  - 2 points given for a majority win
  - 1 point given for a minority loss

### How do I award 3-0 or 2-1 result?

If the difference on the marking sheet is 1- 9 points between prop and opp teams this would class as a majority win.

If the difference on the marking sheet is 10 points and greater between the prop and opp teams this would class as a unanimous win.



### FOR EXAMPLE

**TEAM A** score 100 points

**TEAM B** score 109 points

This would be a majority win as there is 9 points in the difference - 2-1

**TEAM A** score 100 points

**TEAM B** score 108 points

This would be a majority win as there is 8 points in the difference - 1-2

**TEAM A** score 100 points

**TEAM B** score 120 points

This would a unanimous win as **TEAM B** has scored 20 points (above the ten point threshold) - 0-3

**TEAM A** score 150 points

**TEAM B** score 100 points

This would be a unanimous win for **TEAM A** as they have scored above the ten point threshold - 3-0

## 8. Awards and Prizes

- All Concern Debates Team members whether researchers, debaters, practice partners or all round helpers will receive a **Certificate of Participation** from Concern



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

## 9. Contact Concern

You can access the debates section of the Concern website at **<https://www.concern.net/schools-and-youth/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 [debatesni@concern.net](mailto:debatesni@concern.net)**

Phone: **028 90 261524**

Mobile: **07402997698** (office hours)

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

Concern Debates NI  
47 Frederick Street,  
Belfast, BT1 2LW



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 gauged 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	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

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

See 'The art of debate' on page 9 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 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.

**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

### 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)

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

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

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

Teams passing notes during the debate are also good examples of team work.

**'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, choose wisely 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



**CONCERN**  
worldwide

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

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

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

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

Speaker One	Speaker Two	Speaker Three	Speaker Four	TOTALS
10	10	10	10	40
5	5	5	5	20
5	5	5	5	20

## A. Content

Knowledge and Understanding of the subject
Relevance to the motion
Use and variety of sources

Speaker One	Speaker Two	Speaker Three	Speaker Four	TOTALS
10	10	10	10	40
5	5	5	5	20
5	5	5	5	20

Speaker Two	Speaker Three	Speaker Four	TOTALS
10	10	10	30
10	10	10	40
5	5	5	20

## B. Debating Skills

Refutation and Rebuttal
Ability to persuade, communicate and engage
Logical and well constructed argument

Speaker Two	Speaker Three	Speaker Four	TOTALS
10	10	10	30
10	10	10	40
5	5	5	20

## Opening Speech

10	10
5	5

## C. Captains' Duties

Definition of the motion or response to definition
Outline of team's arguments

## Opening Speech

10	10
5	5

## Closing Speech

10	10
10	10

Summary and defense of team's arguments

Rebuttal of other team's arguments

## Closing Speech

10	10
10	10

## D. Team Work

10	10
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Display of team work during the debate
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10	10
----	----

	Subtotal
-	Less time penalties
	TOTAL

-

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.

# CHIEF ADJUDICATOR FEEDBACK AND RESULTS FORM (PAGE 1 OF 2)



This form is to be filled out by the Chief Adjudicator after consultation with the assistant adjudicators and is used for giving feedback and announcing the debate result. This form should be kept confidential and returned to Concern along with the marking sheets.

<b>Date:</b>	<b>Motion:</b>	<b>Venue:</b>	<b>Adjudicators:</b> 1. _____ 2. _____
<b>Proposing Team:</b>			
<b>Opposing Team:</b>			

**SECTION A** Please complete in BLOCK CAPITALS. Feel free to note as much or as little as you wish  
**Knowledge and Understanding of the subject, relevance to the motion, use and variety of sources**

PROPOSITION	Positive Feedback: _____
	_____
	_____
	Areas to work on: _____
_____	
OPPOSITION	Positive Feedback: _____
	_____
	_____
	Areas to work on: _____
_____	

**SECTION B** Please complete in BLOCK CAPITALS. Feel free to note as much or as little as you wish  
**Refutation and Rebuttal, ability to persuade, communicate and engage, logical and well constructed argument**

PROPOSITION	Positive Feedback: _____
	_____
	_____
	Areas to work on: _____
_____	
OPPOSITION	Positive Feedback: _____
	_____
	_____
	Areas to work on: _____
_____	

# CHIEF ADJUDICATOR FEEDBACK AND RESULTS FORM (PAGE 2 OF 2)



## SECTION C Please complete in BLOCK CAPITALS. Feel free to note as much or as little as you wish

**Captain's definition of the motion or response to the motion, outlining of team arguments, summary and defence of team arguments, display of team work and overall team timekeeping**

PROPOSITION	Positive Feedback: _____
	_____
	_____
	Areas to work on: _____
_____	
_____	

OPPOSITION	Positive Feedback: _____
	_____
	_____
	Areas to work on: _____
_____	
_____	

## RESULT

**Please tick box and announce the result and the score**

<b>Result</b> Please tick below to indicate who won the debate (or if it is a draw)	<b>Score</b> Please tick below to indicate the score of the debate
<input type="checkbox"/> The motion was carried (proposing team win)	<input type="checkbox"/> Unanimous Decision: 3 points to victorious side
<input type="checkbox"/> The motion was defeated (opposing team win)	<input type="checkbox"/> Majority Decision: 2 points to victorious side 1 point for defeated side

**Additional Comments/Observation on the Debate**

_____
_____
_____
_____
_____

Signed \_\_\_\_\_

**Chief Adjudicator**



# SAMPLE CHIEF FEEDBACK FORM



Please use the below format to announce the result at the end of the debate.

## Chief Adjudicator Feedback Speech:

**Please use this to give structure when announcing the results of the debate**

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

Thank you for attending this evening's debate between (insert school) \_\_\_\_\_

And (insert school) \_\_\_\_\_.

My name is \_\_\_\_\_ and I am the Chief Adjudicator for tonight's debate.

I want to congratulate both teams on their performance this evening. I would also like to thank the Debates mentors for their support and dedication.

Finally, I would like to thank the Chairperson, timekeeper and my fellow adjudicator for all their hard work today and ensuring the smooth running of this debate.

I will now give positive feedback to both teams:

Proposition (insert school name) \_\_\_\_\_ three areas which were good

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Opposition (insert school name) \_\_\_\_\_ three areas which were good

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I will now give constructive feedback to both teams:

Proposition (insert school name) \_\_\_\_\_ three areas which need some work

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Opposition (insert school name) \_\_\_\_\_ three areas which need some work

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Well done to both teams once again.

We have decided that the motion was:

(Please choose one)

☐ Carried meaning the proposition win      ☐ Defeated meaning the opposition win

This means that the winning school is (insert school name) \_\_\_\_\_.

The winning school receives (choose either 3 points or 2 points) \_\_\_\_\_

The defeated school receives (choose either 1 point or 0 points) \_\_\_\_\_

Both adjudicators will be available for feedback at the end of the debate, but we encourage both schools to contact the Concern Debates team for an in-depth analysis of both school's performances.

Thank you and good evening.



## 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.

Any complaints, abuses or incidents noted during or after a debate should be reported to the relevant head of safeguarding in the school, while informing Concern Worldwide, or directly to Concern Worldwide, who will follow-up as appropriate. Contact details below for the Public Engagement Officer:

- Emma Hassard  
Public Engagement Officer  
debatesni@concern.net  
028 90 261524

## Volunteer Agreement

We appreciate your commitment to the Concern Debates Programme and will do the best we can to make your volunteer experience with us enjoyable and rewarding. We want to assure you that we appreciate your contribution to Concern Worldwide. We are dedicated to ensuring that you have a quality volunteer experience which is both productive and rewarding.

### Concern Worldwide is committed to the following:

- Providing adequate information and training so you may meet the expectations as described in your volunteer role description
- To explain what is required of you and to support and provide encouragement to adjudicate the Concern Debates to the highest standard
- To assign you with a named Concern staff member who will provide you with regular support and act as a 'go to' person
- To treat you with respect and courtesy at all times
- To be receptive to any comments and feedback from all our volunteers
- To value and recognise our volunteers as a significant resource in achieving the goals of our organisation

### The Concern Debates Volunteer Adjudicator is committed to the following:

- To fulfill my role as outlined in the volunteer role description
- To perform my volunteer role to the best of my ability
- To follow Concern Worldwide's policies and procedures
- To be timely and meet required tasks
- To act in a way that is in line with the aims and objectives of Concern Worldwide

## Concern Debates Adjudicator: Volunteer Policy

### Concern Debates Adjudicators:

The Concern Debates programme is the flagship activity of the Active Citizenship Unit in Concern Worldwide for the past 35 years. The Concern Debates programme is open to post primary schools across the island of Ireland and has had over 23,000 students take part since its creation.

The Active Citizenship Unit in Concern Worldwide organises debates between schools in the same locality and sets motions for debate regarding development issues.

### Concern Debates Adjudicators can expect:

- To be valued as an individual
- To be respected and valued for their individual knowledge and skills
- To have support, feedback and encouragement and appreciation from the Concern Debates team
- To have opportunities for training
- To learn about global development issues
- To be given clear instructions regarding the role they have been recruited for

### Concern expects Debates Adjudicators to:

- Treat fellow volunteers, students and Concern staff with respect
- To carry out tasks, as outlined in the role description, to the best of their abilities
- To be committed, reliable and punctual
- To ask for help or support when needed
- To follow and adhere to the rules and procedures of the Concern

## Concern Debates Adjudicator Procedural Guidelines

### Purpose

The purpose of this document is to provide guidance for members of the public volunteering as Concern Debates Adjudicators.

The Concern Debates team (Schools and Youth Programme Coordinators and Schools and Youth Programme Manager) are responsible for ensuring that these guidelines are implemented efficiently and effectively.

The Concern Debates run on an annual basis between October and May. The Debates take place in approximately 140 Secondary Schools across the island of Ireland, are open to students 15 to 18 years, and generally begin at 7pm.

### Recruitment of Adjudicators

Concern Worldwide will consider all applications from people over the age of 18 years, living on the island of Ireland, wishing to volunteer as a Concern Debates Adjudicator.

Individuals applying as an adjudicator:

- Should agree with the broader aims, values and purpose of Concern Worldwide
- Should be available to travel within their local area
- Should be available to adjudicate up to three times over the course of the Debates year
- Should accept that Concern Debate Adjudicators are volunteers and as such will not receive a payment for their services
- Must be available to adjudicate in the evening, as most Debates start at 7pm
- Must be fluent in the English language

- Must comply with Concern's Child Safeguarding policy - including being Garda Vetted (ROI) or Access NI (NI)
- Must be able to act in a fair and impartial manner at a debate, despite any personally held views on a given issue.

### **Child Safeguarding**

Adjudicators will have limited access to minors in their role as volunteers. All of the Concern Debates will be supervised by the host school teachers and at no time should an adjudicator find themselves alone with a student.

Debates Adjudicators are required to read the Concern Debates Adjudicator handbook and to strictly adhere to Concern's Child Safeguarding policy.

All Concern Debates Adjudicators are required to undergo Garda Vetting (ROI) and Access NI (NI). Concern will accept and comply with any findings, arising from the vetting process, that deem a person unsuitable to serve as an adjudicator.

Concern Debates Adjudicators are required to treat minors with respect and dignity and to deliver feedback from the debate in a constructive and positive manner, as detailed in the Concern Debates Adjudicators handbook.

### **Debates Dates**

Concern Debates staff will inform the Debates Adjudicators, by phone, email, text or post, at least 10 days (if possible) prior to a debate of the date, time and venue for a given debate.

Once an adjudicator has agreed to attend a debate relevant information on the Debate venue, time and motion will be sent.

The mobile phone numbers of the other adjudicator and the two teachers from the participating schools, will also be included so that contact can be made on the night should an adjudicator be running late, lost or unable to attend.

Within 7 days prior to a debate, if an adjudicator is no longer in a position to attend the debate they should inform Concern Debates staff immediately, so that alternative arrangements can be made.

### **GDPR**

All Concern Debates Adjudicators will be added to Concern Worldwide's general database. Information gathered by the Concern Debates staff members will only be used for the purpose of contacting individuals in relation to the Concern Debates.

In keeping with GDPR best practice, all adjudicators will be asked for permission for Concern to share their mobile phone numbers with their fellow adjudicators on the night of a debate. After the debate has concluded adjudicators are asked to delete the contact numbers.

All Concern Debates Adjudicators will be asked to register online on a yearly basis.

### **Insurance**

While adjudicating on a school premises adjudicators will be covered by the school's insurance policy.

In the later rounds, where the Concern Debates are held in off-school venues such as hotels, halls or theatres, Concern will ensure appropriate public liability insurance is in place.

Insurance for transport to and from venues is the responsibility of the individual volunteer and will not be covered by Concern.

### **Expenses**

Concern Debates Adjudicators serve in a voluntary capacity and as such will not receive a payment for their services. Occasionally however we may need to ask an adjudicator to travel greater distances for a given debate, or we may be forced to rely on an adjudicator more frequently than intended. In these and a select number of other instances Concern will offer to pay expenses to cover the cost of petrol after submission of a receipt.

### **Registering as a Concern Debates Adjudicator**

Anyone interested in applying to serve as a Concern Debates Adjudicator can fill in the registration form here: <https://www.concern.net/concern-debates-volunteer-adjudicator-sign-form>

After receiving the online application a member of the Concern Debates staff will be in contact by phone/email to go over the application form and make enquiries about suitability and availability.

Concern reserves the right to reject an application should any of the criteria listed in the Recruitment of Adjudicators section above, not be met

### **Training**

Concern provides annual training for adjudicators in different regions of the country, depending on numbers and demand. Training dates will be posted on the Concern website in August and a communication email will be sent also.

The Concern Debates Adjudicators handbook is a comprehensive guide to all aspects of the debates including the marking sheets, room layout, constructive feedback, child safeguarding etc. All adjudicators are asked to familiarise themselves with the handbook.

A number of online videos and resources are also available on the Concern website to assist adjudicators in their task.

Concern Debates staff are available to speak with any adjudicator looking for clarification, advice or information.

### **Complaints, Disciplinary Procedures and Dismissal**

In the event of a complaint being made about the conduct of an adjudicator while at a Concern Debate, Concern will follow up with all parties concerned.

Should an adjudicator be found to have caused upset, or in any way brought the reputation of Concern into question, Concern will take all necessary actions up to and including the dismissal of an adjudicator.

Should a serious breach of discipline occur, Concern may be required to contact the necessary authorities.

### **Recognition**

Concern greatly appreciates the time and effort given by all of our adjudicators. We endeavour to thank them through recognition awards, adjudicator appreciation evenings, articles in local media and letters of thanks.



**Concern Debates**

47 Frederick Street,  
Belfast, BT1 2LW

[www.concern.org.uk/schools-and-youth/debates](http://www.concern.org.uk/schools-and-youth/debates)

Email: [debatesni@concern.net](mailto:debatesni@concern.net)

Tel: 028 90 261524

**CONCERN**  
worldwide

ENDING  
EXTREME POVERTY  
WHATEVER  
IT TAKES



**Irish Aid**

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

Concern gratefully acknowledges  
support from Irish Aid.