2016 WADL Teacher Debating Handbook
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INTRODUCTION TO WADL

The Western Australian Debating League aspires to ensure all students have meaningful access to debating that encourages critical thinking, fosters engagement with global issues and equips students with lifelong skills and the confidence to pursue their potential. WADL aims to do this by ensuring all WA school students have access to challenging debating competition, high quality resources and purpose-built development opportunities. WADL is the leading debating organisation in Western Australia, and the state’s sole affiliate of the Australian Debating Federation.

Debating itself is an incredibly valuable activity for students as it allows them to develop their public speaking, critical thinking and teamwork skill in a fun and relaxed environment. Debating has links to the school curriculum on a number of levels, as highlighted by the general capabilities outlined in the Australian Curriculum for all disciplines. The Australian Curriculum highlights seven general capabilities which encompass the knowledge, skills, behaviors and dispositions that contribute to the ability of students to live and work successfully in the twenty-first century. Debating overwhelmingly contributes to six of these seven general capabilities:

1. **Literacy**: Through the process of writing speeches and coding research for debates, students develop their literacy and writing skills in a manner that is highly transferrable in a number of inter-disciplinary contexts.

2. **ICT Capability**: Through researching and investigating topical issues, students are able to develop their ICT capability in a meaningful and appropriate manner.

3. **Critical and Creative Thinking**: The core of debating is the art of critically engaging and dissecting information and arguments, and being able to present creative and nuanced arguments in order to persuade an audience. Students will be exposed to sophisticated arguments, concepts and ideas and will develop their problem solving skills in order to craft and propose meaningful solutions to global issues.

4. **Personal and Social Capability**: Debating is a team activity that enables students to develop inter-personal skills in a fun environment. Oral communication is an integral aspect of debating, and this further facilitates stronger personal relations.

5. **Ethical Understanding**: Through the topics we set, students are exposed to a number of contemporary ethical dilemmas and are challenged to view these issues in a number of different perspectives. They develop an awareness that informs their own value systems, and are encouraged to analyse pressing social ethical questions.

6. **Intercultural Understanding**: Debating challenges students to view ideas and arguments form an alternative perspective, and in doing so, encourages them to consider how personal values and social norms shape cultural identities.

Students are also able to expose themselves to a number of contemporary local, national and global issues through the topics we set. Students research, analyse and investigate a number of current events, policies and theories through debating, covering topics such as; economics, politics, philosophy and ethics, law, science, sports and popular culture. Debating allows students to develop a holistic understanding of the world around them that complements their learning in the classroom in a unique and engaging manner.

The WA Schools Debating Competition has been running for over 40 years, and it is the largest and most prestigious debating competition in the state. The Competition attracts more than 1,500 students from over 50 government and private schools in the Perth metropolitan area.
WELCOME

An Explanation of the WADL Teacher Debating Handbook

Welcome to the Western Australian Debating League’s 2016 Teacher Guide Book. This document is designed to allow you to run lessons and workshops with your students to give them a good understanding of some of the fundamental elements of debating.

The Lessons

The booklet is divided into 5 sections, and is designed so that each section can be run during a 30-60 minute workshop or coaching session. The first section, titled ‘Introduction to Debating’ is best utilised as a pre-reading preparation outline for students. The following four sections will cover these topics:

— Case Construction: How to brainstorm, craft, allocate and construct arguments. This forms the crux of debating and will help your students think up arguments.
— Rebuttal: Rebuttal helps distinguish debating from other forms of public speaking as it requires students to think on the spot and respond to the opposition’s material in an impromptu manner. This section contains a guideline which will help students think up of rebuttal points through the form of a flow chart.
— Method: Method is one of the ‘Three Ms’ of debating, and is a very important element of debating. It fundamentally refers to the structure and flow of a team’s case and there are multiple levels of method. This workshop contains information about internal and external method, as well as extension material on palm cards and substructure.
— Manner: Manner is one of the most important elements of debating as it forms the core of persuasive public speaking. Manner refers to the way in which a speaker speaks (eye contact, confidence, tone and pitch) and cannot be ignored in the context of debating. This section contains some hints and tips about improving manner and allowing students to step above the rest of the pack.

Running a Lesson

Each of the lessons contains a comprehensive lesson plan that explains what is involved in each section, as well as a step by step guide to each section. Here is a basic run through of the formatting of each lesson:

— ***Content in italics will explain aspects of the section to you to help you understand the content you are delivering. You won’t have to read this out to the students, nor need to explain it to the students directly***
— At the end of each section, there will be a quick ‘Running the Lesson’ recap which will summarise the main elements of the section you just read through. It will give you a time breakdown of each element of the lesson.
— “READ TO CLASS” will pop up throughout the document, and anything in quotation marks following that instruction should be read to the class. You can feel free to add on anything else when speaking to the class but the content in quotations are the basics.
— “INSTRUCT CLASS” will also pop up under different activities throughout the booklet and these contain instructions on how to run an activity.
INTRODUCTION TO DEBATING

***Note: This Section is designed to give you a rough understanding of the basic elements and principles of debating. The Student Debating Guide contains the same information, so it might be valuable to allocate this section as pre-reading for your students to do. It provides a very comprehensive outline of the roles and responsibilities of speakers, introduction to types of topics and the elements of Senior debates.***

What is a debate?
A debate comprises of two teams that each take opposite sides of an argument. In a debate you will receive a topic that is written as a statement. One team will agree with the statement, this team is called the Affirmative, the other team will argue against the statement and is called the Negative team.

What makes up a speech?
1. **Definitions** - A definition is set by the 1st speaker of the affirmative team in order to define the scope of the topic. The first speaker of the negative team is able to challenge the definition given by the affirmative team but only if they have defined the topic so that it is impossible for them to argue their case.
2. **Points** - These are your arguments that make up the core of a debate. The logic and the strength of your arguments are what win you a debate.
3. **Rebuttal** - This is your response to the opposition’s arguments. Rebuttal is mostly thought of on the spot during the debate and is the main component of the second and third speaker’s speech.
4. **Introductions and conclusions** - Usually a speech to be convincing will have a short introduction and a short conclusion. These should be short, smart and snappy to grab hold of the attention of the audience.

What are the roles of each speaker?
Each team has 3 speakers. Speakers will speak interchangeably; a member of the affirmative team will speak first, then a member of the negative team and so on. Each speaker has a different role in the team.

1st Speaker
The first speaker is the first person to advocate for their team’s case; which why their role is to present the major points of their team’s case. The first speaker will introduce a definition and model, if necessary, and then they will go on to introduce their team’s points. The 1st speaker of the negative team then they will have some rebuttal in their speech in response to the case that has been presented by the affirmative team.

2nd Speaker
The second speaker primarily needs to respond to the speakers before them. After they have done their rebuttal they will introduce a new argument that support their teams case. Generally, these arguments won’t be as important as anything that the first speaker said.

3rd Speaker
The third speaker’s role is to rebut all the points that have been brought up in the debate and summarise their team’s case. They aren’t allowed to bring up any new arguments, but they are allowed to have new responses to material the opposition has brought.
Topics

There are two types of debates, normative and empirical debates.

— **Normative debates** are also known as ‘should debates’. They propose a change and are phrased as ‘That the government should’ or ‘That we should’.

— **Empirical debates** are less common but require you to make a value judgment on a specific motion. They are often phrased as ‘That x has done more harm than good’ or ‘That we regret X’.

Models and Tests

— **Normative Debates** use ‘models’ - Sometimes, the way a topic is phrased may require the affirmative team to suggest a model for the debate. A model is basically an explanation of what a proposal will look like in the real world. Topics that contain the phrase “That we should” or “That the Government should” often requires some sort of a model. For example, in the topic “That we should encourage more men to become primary school teachers”, the affirmative team might suggest a model which involves; pay raises for male primary school teachers or lower ATAR requirements for males to study primary school teaching. A model helps set the boundary of the debate so that both teams can argue about the real world implications of a specific policy. Models can also be very simple - for example on the topic “That the Government should tax fast food” the affirmative could propose a model in which; the Government places a tax rate of 30% on fast foods and uses that tax money to spend on healthy eating public campaigns. If proposing a model, the affirmative team should introduce it at the 1st affirmative speaker.

— **Empirical Debates** use ‘tests’ – In other instances, the way a topic is phrased may require the affirmative team to suggest a test for the debate. A test is basically a way of measuring a statement in order to make it provable. For example, if you were faced with the motion “That the United Nations has done more harm than good”. With just that topic, it is impossible to prove that the United Nations has done more harm than good to everything in the world! The affirmative team can propose a test to narrow the scope of the debate – its test can be along the lines of “Our test for this debate is to prove that the UN has done more harm than goods to the environment, poor countries and disadvantaged people.” A test is effectively a burden that a team can set for itself in an empirical debate. It is important to keep the burden reasonable otherwise your opposition will challenge it!

Just because a test is normative or empirical doesn’t mean that you must propose a model or test but it is a good guiding principle. It is safe to propose a model or test if you are unsure and uncertain.

Senior Debates

Debating as a Senior (Year 11 & 12) varies from Novice and Junior debating in two ways:

1. **Impromptu Debates** - In senior division debaters don’t receive the topic until they arrive at the debate on the night. They get 1 hour to prepare their case with no access to internet or notes.

2. **Points of Information (POIs)** - POIs are questions that the opposition can ask a speaker during their speech. POIs are used to put a speaker on the spot or make them respond to an argument that they have been avoiding.
CASE CONSTRUCTION

Putting together the points and arguments in your speeches

Case construction refers to the process of putting together your points and arguments for the debate. It involves brainstorming ideas, crafting those ideas into arguments, prioritising those points and then allocating them to different speakers. The following framework provides a guide to the kinds of questions that you can use to help prompt your students to build a case. It is often helpful to brainstorm steps one-three and then use a pro/con chart for step four. It is important to constantly ask ‘why’ something is the case to force students to explain their assertions.

Step 1: What is the problem?
Why was the topic set and what is the problem that we are trying to address? How does the topic attempt to solve that problem?

Step 2: Who matters in this debate?
Who are the people that would be affected by this topic (groups, individuals, institutions)?

Step 3: Are there any principles we stand behind?
This often the hardest part of debating for students to understand. Break this down by prompting students to compare similar situations and explain why we do things in some cases but make exceptions in other cases. In the debate ‘That we should ban smoking’ prompt kids to consider why smoking is similar/different to alcohol or drugs and why we should treat it similar to those substances. Another example in a different context would be the debate ‘That we should ban offensive artwork’ prompt your students to think about why freedom of speech is important and cases where we limited freedom of speech such as hate speech - does offensive art belong in this category?

Step 4: What are the practical effects?
What are the harms and benefits of this policy? Remember to consider the effects on each of the groups that identified in step two. Identifying the for and against side makes it easier for students to craft rebuttal later as they already have an understanding of what the other team may say.

Step 5: How does this all fit together?
This is that point at which the student should consider all of the information and craft a definition, model, and allocate their points to speakers.

Lesson Plan for Activity on Case Construction

Running the lesson [50-55 minutes]
1. Run through the five questions with your students making sure that they understand what each question is asking them to do. [10 minutes]
2. Choose a topic with your students and run through all of the questions for that topic on the whiteboard. [10 Minutes]
3. Break your students into small groups and ask them to create a case based on the steps. [20 minutes]
4. Ask your students to present the case to the rest of the class. [10 minutes]
Case Construction Worksheet

Topic: ________________________________________________________________

What is the problem?

Who does the problem affect?

What principles do we stand behind?

What are the positives and negatives of this policy?

Case!
REBUTTAL

Rebuttal can be one of the most difficult components of debating for students to grasp as it requires them to think on their feet which can be very confronting. The framework below is a useful way to encourage your students to learn to respond convincingly to other students arguments.

What is rebuttal?

Rebuttal refers to responses that a team provides to other team’s arguments. It’s when you say something contrary to what the other side says.

Why do we rebut?

Rebuttal is often the deciding factor in the debate. The case you construct is the base, and then from there you have to also prove why the other team is wrong. At the end of the debate, the adjudicator will have to weigh up both sides of the case, and decide which one was more convincing. If your team can prove why the other team is wrong, then it is a lot easier for the adjudicator to believe your side and award you the debate.

When should rebuttal be done?

At the start of your speech, because straight away the audience recognises that you were listening to your opposition and don’t believe them at all and want to convince them why you are right. The audience has just listened to several minutes of why your team is wrong, you have to make sure you respond as early as possible.

How should you think about responses?

The best way to respond to an argument is by following the following the rebuttal tree to make sure that you are giving the best responses possible.

1. Is it True?
   a. No: If what they have said is untrue you should explain that it is untrue because it is factually wrong or because it is not logical. For example
      — It is factually wrong to say that drinking red bull will make you a better sports player because red bull gives you wings.
      — It is logically untrue to say that if you do lots of homework you will be a better sports player. This is logically untrue because the two activities require different skill sets.
   b. Yes: If what they have said is true you need to explain why it is not relevant or why it is not important.
      — In a debate about nuclear power, if the oppositions talk about how Donald Trump might be the next President of the USA and why this means Australia should not use nuclear power you can safely argue that that point is probably irrelevant.
      — In a debate about shark culling you say that whilst you agree that surfers may be safer if we culled sharks you think that this would have bad effects on the ecosystem and that this is more important that the safety of surfers.
The Rebuttal Tree Worksheet

Is their statement true?

YES

Is it relevant?

NO

Is it important?

Is it factually correct?

Is it logically correct?

Your Response

“The opposition claimed that by making tertiary education free for everyone that the workforce would be smarter and people would be more competitive in getting jobs. Our response to that this argument is untrue because it does not logically follow. If everyone now had access to free tertiary university education then university degrees would be meaningless as everyone would have the same qualifications and be on the same playing field.”
Lesson Plan for Activity on Rebuttal

Running the lesson [50-55 minutes]

1. Run through why rebuttal is important and when it should be used [5 minutes]

2. Introduce your students to the rebuttal tree. [10 Minutes]

3. Break students into small groups and ask them to come up with arguments for an allocated topic. Depending on the number of students you have you probably want to break students into groups of 3-4 and allocate an affirmative and negative for each side of the topic. [10 minutes]

4. Ask students to present their arguments to the class and give the opposing team a chance to rebut the arguments presented. Allow this to occur for the other side of the house in an informal debate style discussion. Make sure to draw the students back to why the argument is wrong; untrue, illogical, irrelevant or importance [30]
METHOD

What is Method?

Method is an often forgotten and undervalued aspect of debating that differentiates it from other forms of public speaking and communication. However, Method is integral to ensuring effective persuasion, clear communication and conveying a convincing message to the audience and adjudicators. It is also one of the easiest skills to learn, and can often make the difference between losing and winning a debate.

Method refers to the ability of a team and an individual speaker to coherently and logically structure their case and speeches. External method refers to the structure of the team’s case as a whole (Does the case make sense? Do the arguments flow on from one another? Is the prioritisation of arguments correct?), whereas internal method refers to the structure of each speaker’s speech (Is it easy to follow? Is each point unique and distinct from each other? Is there logical flow within the speech?). Both aspects are equally important, and there are a number of ways to ensure that your team utilises a sophisticated level of internal and external method.

ACTIVITY INTERNAL AND EXTERNAL METHOD

External Method – Because debating is a team effort, and communicating about a team’s case is incredibly important, let’s start with External Method. As highlighted above, External Method refers to the structure and consistency of the entire team’s case in a debate. There are three main things to keep in mind when considering External Method.

Internal Method – Once we have sorted out the issues above, we can focus on the Internal Method of each speaker. This concerns the logical flow and consistency of each individual speech, and therefore it is up to the individual speaker to ensure that they have ticked off the main elements of good Internal Method. Some teachers like to compare Internal Method to writing an Essay – it is important to have an introduction, include clear topic sentences and have logical flow in an argument. Debating speeches are very similar in that you need to clearly signpost your arguments within your speech. A classic phrase used to describe Internal Method; “tell them what you are going to tell them, tell them, then tell them what you told them”. This perfectly summarises the process of introducing the arguments, explaining the arguments, and then summarising the arguments. Here is a handy checklist to use:

READ TO CLASS [The Basics]: “External method refers to the structure, flow and consistency of the team’s case as a whole. It involves ensuring that the team’s points are consistent and do not contradict each other, and that the whole case is easy to follow. Internal Method refers to the structure within a speech, to ensure consistency, logical flow and persuasiveness.”

INSTRUCT CLASS: Split the class into two groups and encourage them to brainstorm what they think are important elements of external method and internal method. Allocate one group as external methods and allocate the other as internal method. Once both groups have exhausted their thinking, ask a few students to call out different things they had brainstormed.
READ TO CLASS [In case the class missed key elements of External Method, explain the following to them, and get them to write these down in the space in their booklet]

- “PRIORITISE - Are the most important arguments coming out at first speaker?”
- “LOGICAL FLOW - Is there logical flow between the points in the case?”
- “AVOID OVERLAP - Are we certain that none of our team’s points overlap?”

READ TO CLASS [In case the class missed key elements of Internal Method, explain the following to them, and get them to write these down in the space in their booklet]

1. “INTRODUCTION - Make sure that the introduction highlights the main points of the speech”
2. “SIGNPOSTING - Make sure there each point has a clear introductory statement”
3. “CONCLUSION - Make sure there is a brief conclusion to summarise the main points of the speech”
4. “TIMING - Make sure that the speech is within the time range for the Division level”

READ TO CLASS [In case the class missed key elements of Internal Method, explain the following to them]:

- INTRODUCTION - Does the introduction highlight the main points to be discussed in the speech?
  - “It is important to signpost the arguments in your speech in your introduction, because it gives the adjudicator an idea of what you will be discussing in your speech and make it easier for them to follow your speech. Try to steer away from introductions that begin with “Good evening, my name is _________ and I am the first speaker of the affirmative team”. Most of that information is already written down in front of the adjudicator, so it doesn’t benefit anyone! Instead, go for a catchy hook line that has an interesting quote or statistic. First affirmative speakers should also include a definition for the debate, and a test or model when appropriate.”
- SIGNPOSTING - Does each point in the speech have a clear introductory statement?
  - “Like an essay, each point should have a clear introductory sentence to explain what the point is. For example, “My first point for this debate is that the Government should ban smoking because it causes harm to individuals, and the Government has an obligation to protect people from harm”. Being as clear and blunt as possible is very important, and don’t feel afraid to overuse phrases such as “My first point is”, “Moving on to my second argument”, and “finally to my third argument for this debate”. Adjudicators love this sort of signposting, since it makes it so much easier for them to follow your speech.”
- CONCLUSION - Is there a brief conclusion to summarise the main points of the speech?
  - “Conclusions should be brief and succinct, and ideally should not be more than 30 seconds long. If you are pressed for time, it is better to skip your conclusion rather than have a speech go 30 seconds overtime.”
- TIMING - Is the speech within the time range for the Division level?
  - “One of the most important elements of Method is timing – it is imperative that speeches do not go too far under or over the prescribed time limits for each Division. To refresh your memory, Novices must speaker for 3-4 minutes, Juniors must speak for 4-5 minutes, and Seniors must speak for 6-7 minutes. Adjudicators have been instructed to put their pens and down and stop listening 15 seconds after the time limit has expired, and points will be deducted accordingly.”
Lesson Plan for Activity on External and Internal Method

Running the lesson [20-25 minutes]

1. Break your group into two separate groups and assign each of them with one of the two types of Method listed below. [2 minutes]

2. Explain the basics of external and internal method to the whole class. [2 minutes]

3. Give each group a piece of paper to brainstorm ideas and what they think are important aspects of each type of Method [5-10 minutes]

4. Get each group to report back to the other group. [5 minutes]

5. As they are reporting back to each group, pick out the important/correct statements they share (the correct statements are the ones listed in dot points below) and write them on the board for the students to fill in their workbook. [5 minutes]

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<tr>
<th><strong>EXTERNAL METHOD</strong></th>
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<tr>
<td>Points to Remember</td>
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<th><strong>INTERNAL METHOD</strong></th>
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<tr>
<td>Points to Remember</td>
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<td>1)</td>
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EXTENSION ACTIVITY – PALM CARDS [OPTIONAL]

*This is an extension activity to run with students who are at a beginner level of debating and haven’t used palm cards before. We would strongly recommend incorporating this activity into your lesson plan.*

In your students’ handbook there will be some information on how to structure palm cards. There is an example of a rebuttal palm card (image below).

There is also information on other tips on structuring palm cards, which will ultimately help improve their method. This includes:

1. Numbering palm cards - nothing worse than dropping palm cards mid-speech and not knowing which card came next
2. Reducing reliance on palm cards - only including brief dot points on the cards rather than having the whole speech written out

<table>
<thead>
<tr>
<th>THEY SAID</th>
<th>REBUTTAL</th>
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<tr>
<td>“People should be able to choose to smoke, even though they know that it is harmful to them”</td>
<td>Two responses</td>
</tr>
<tr>
<td></td>
<td>• The government has an obligation to protect people from harm, because the burden of smoking falls on everyone else through clogging up the healthcare system</td>
</tr>
<tr>
<td></td>
<td>• Furthermore, a lot of the times, the addictive nature of smoking makes it hard for people to quit, even if they want to, so the Government must act</td>
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EXTENSION ACTIVITY – SUBSTRUCTURE [OPTIONAL]

*This is an extension activity to run with students who are at an intermediate or advanced level of debating.*

When students grasp the basic elements of method, it is a good idea to encourage them to extend into more sophisticated styles of method, which lend themselves to far more persuasive speeches. A good way to improve on your method is by trying out more substructure within your speech.

READ TO CLASS [Basics]: “Substructure refers to the process of having layers of signposting and structure within each argument you present. So instead of simply having a point, your point will consist of 3 or 4 sub-points to further expand and clarify the argument. Example: Affirming the topic that we should ban smoking. “My first point is that smoking is harmful and therefore should be banned. Three subpoints; firstly, that the Government should have an obligation to protect people from harmful products; secondly, why smoking is harmful to individuals; and, thirdly, why the addictive nature of smoking inhibits the capacity for individuals to consent to smoking.”
MANNER

What is manner?

Manner is the way you speak to an audience, your personal style. It is unique for every speaker and there is no one correct way to speak as it will depend a lot on your personality. Your manner is how you sell your matter and make your arguments appear as strong and persuasive as possible. There are some technical terms we use when explaining manner that are relevant to everyone.

Why does manner matter?

In debating, what you say will often be more important than how you say it. But the way that you speak, your manner, does play a huge role in making your arguments convincing – the two go hand in hand. You can have an absolutely killer point, but if you speak so quietly the adjudicator can’t hear you, the point won’t get the attention it deserves.

This section is to help you have the best manner possible so you can present your arguments in the most convincing way possible. Manner is essential to establish a personal connection with your audience – if your audience can’t connect with you, how can they really connect with your arguments?

Elements of good manner

— Eye contact - It is important to look at your audience when you are speaking to them. When we really want something from our parents or friends, we will look at them in the eye to really engage with them and get what we want. Just because you are speaking to more than one person, it doesn’t mean that eye contact stops being important. Try and look at your audience members and adjudicators, not above their heads

— Posture – standing straight with your feet shoulder width apart will ensure you command the space that you are in. It also makes you appear more confident and assertive when you can stand straight and own the space you are in. Often, when we get nervous, we try and make ourselves as small as possible – bringing our shoulders in and looking down. This makes it harder to breathe properly and our voice is then not as powerful. Be really conscious of what your body is doing when you are speaking and if you feel yourself getting nervous – make an effort to stand tall.

— Gesture – remember that a lot of our communication with other people is nonverbal. People will understand what we mean through not only what we say, but how we say it with our body language and gestures. Hand gestures can be incredibly effective to illustrate a point when you use them appropriately. They will make you look engaged in what you are saying and in turn, will engage the audience.

— Tone & pitch – the tone of our voice plays a huge role in how we are perceived as speakers. Learning how to control your pitch will make you a powerful speaker – it will allow you to lower your pitch when you are making a serious point and raise it when you want to be humorous or increase the energy of your presentation. Think about pitch the way you would think about a music score and work to reach your full pitch range.
— **Pause** – pauses in public speaking act as auditory punctuation. They give listeners a chance to digest what you have said and will make you appear in control of what you are saying. Remember you don’t have to fill every second of your time speaking, it is important to pause and let the audience do some thinking.

— **Pace** – the rate at which you speak will affect how the audience understands your material. Naturally, speakers will have different paces, but generally, it is important to speak at a rate that people can understand and process what you have said. When we are nervous or excited, we are more likely to speak fast. So take a breath and make sure to slow down.

**Lesson Plan for Activity on Manner**

**Running the lesson [30 minutes]**

1. Ask students to think about times they have seen good/bad speeches and comment on what was good/bad about them. [5 minutes]

2. On the whiteboard come up with a list of things that make a good speaker persuasive in terms of their manner. [5 minutes]

3. Run through some speaking exercises with your students asking them to present to the class and have the class comment on two positive things and two things they can improve on for next time [20 minutes]. Examples of activities include:
   1. Sell your friend - Break students into pairs and give them a few minutes to get to know the other person. Then ask one student to market their partner to the class with the aim of selling them.
   2. In small groups or to the class ask students to describe their breakfast. Ask them to include as much detail as possible and work on varying their tone, pitch, pace etc.
   3. For older/more confident students ask them to speak about a topic they are passionate about for two minutes. Alternatively ask a student to volunteer and ask the class to allocate them a subject to speak on for two minutes.
FURTHER OPPORTUNITIES AND RESOURCES

The Schools Debating Competition is just one element of WADL’s comprehensive and far reaching debating program. For more information about our other activities please visit our website: http://www.wadl.org.

2016 BP Debating Competition

The BP Debating Competition is WADL’s newest and fastest growing program which was established in 2014. This competition is based on the British Parliamentary style of debating, where four teams of two compete against each other in a debate. The BP Debating Competition is a fun, challenging and unique opportunity for students, and has been very popular since its establishment. Rounds are held in early September with a Finals Series held in late September and early October.

WA State Debating Team

WADL is responsible for selecting the WA delegation to the National Schools Debating Championships, which is the most prestigious secondary school debating competition in Australia. The WA State Debating Team consist of four of the most exceptional and talented secondary school debaters in Western Australia. WA has a rich history of competing in the National Schools Debating Championships, having won the Grand Final a number of times. Trials for the WA State Debating Team are held in late February each year.

Further Resources

If you are after more resources on debating, then we would suggest visiting the WADL website for written and video resources on debating. WADL is also able to provide seminars to students at your school to suit a range of skill levels.

— Information about Seminars: http://www.wadl.org/development/seminars
— Information about online videos: http://www.wadl.org/development/videos

WADL is an affiliate of the Australian Debating Federation, and there a number of sibling organisations operating in the other states & territories across the country. You might find it useful to look for some resources published by other affiliates which can be found at: http://debating.org.au. Another useful guide is the Australia-Asia Debating Guide (2nd edition) edited by Ray D’Cruz.

If you have any questions or concerns, please do not hesitate to contact us. We would be more than happy to answer any questions for you.

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