

Empowering University Debate Clubs

Manual for Starting or Running a Debate Club

Authors

This manual is the output of an Erasmus+ project titled "Empowering University Debate Clubs", and is therefore the collaborative effort of Danish Debate Association (Denmark), QUO tu domã? (Latvia) and Eesti Väitlusselts (Estonia). The following six authors have made direct contributions to the manual and we thank them for their dedication and commitment to bettering debate clubs! Below, we have detailed their contributions and their background. Details of the authors are, of course, true at the time of writing but may have changed since publishing.



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Reading Guide

This manual is a comprehensive guide on how to run a debating society within a university context. However, we want to stress that many of the chapters are equally applicable to students, volunteers and teachers in other levels of education. While this manual can indeed be read front to back, there may be some benefits in using it more as a lexicon, in the sense that you can refer to certain chapters, when they are relevant to you.

Below, we have summarized the purpose of each chapter to ensure that the manual is easy to navigate and to increase its utility. If you want a more detailed explanation of what the chapters cover, each chapter also begins with such. Finally, if you find anything is missing within this manual, we highly encourage readers to write additional chapters and share them online to benefit the debating community at large.

Chapters

Chapter 1: Effective Management & Organization

Covers statutes, legal frameworks, institutional setting and notes on board structures.

Chapter 2: Getting Debaters

Covers different marketing tools, touches upon product, price, place and promotional aspects.

Chapter 3: Making Debating Less Intimidating

Covers exercises for beginners, introductory motions, fun motions and general advice.

Chapter 4: Organizing Introduction Efforts

Covers promotions during intro periods, how to structure and plan introductory sessions and how to bring novices and experienced debaters together.

Chapter 5: Getting Coaches & Judges

Covers narratives, systems of encouragement and coaching avenues.

Chapter 6: Improving Judging

Covers how to teach judging and how to improve on your own.

Chapter 7: Attracting Volunteers

Covers tasks, meeting your target audience, encouraging narratives, networks and legal aspects.

Chapter 8: Transferring Debating Skills to Professional Life

Covers skill transfer and how to illustrate this. Covers materials and how to balance BP skills vs. general skills.

Chapter 9: From Novice to Expert Debaters

Covers where to find high quality material, how to improve on your own, how to use and give feedback and how to integrate competitions and collaborations for improvement. Chapter ends with examples of case filing.

Chapter 10: Going to Tournaments

Provides a guide on what to do and expect before/during a tournament, and how to make it a positive experience for the whole delegation.

Chapter 11: Organizing Tournaments

Covers how to assemble an organizing team, how to plan the tournament (including budget example) and how to run the tournament. Chapter ends with DOs and DON'Ts overview.

Chapter 12: Financing

Covers ways to generate income, including: University funding, corporate funding, public programs and sale of services. Chapter ends with notes on accounting and membership fees.

Chapter 13: Strategy

Covers how to do long-term planning and what to include in strategies.

Chapter 14: Expanding to Schools

Covers different formats, meeting your target audience, points of contact and sustained up keeping of school debate clubs.

Chapter 15: High School to University Debating Pipeline

Covers how to retrain from WSDC to BP, the pro-am format, events and competitions for high school students.

Chapter 16: Turnover of the Board

Covers how to maintain strategies despite turnovers and how to ensure smooth transitions.

Chapter 17: Motivating & Incentivizing Members

Covers how to manage loss of interest, systems of encouragement and variation of activities.

Chapter 18: Social Events

Covers how to plan social events and provides suggestions for what events to host.

Chapter 19: Human Resource Management

Covers cultural aspects, equity guidelines and procedures for offences.

Appendices

Appendix 1: Example of a Code of Conduct

Can be used prior to events if necessary.

Appendix 2: Exercises for Arguments & Rebuttal

Sheets can be printed out and used directly. Especially good for new debaters.

Appendix 3: Global Debating Calendar

Provides a estimated schedule for larger debating events throughout the year.

Appendix 4: Format Description of British Parliamentary

Covers the rules of BP debating. Especially good for new debaters.

Appendix 5: Motion Types & Motion Bank

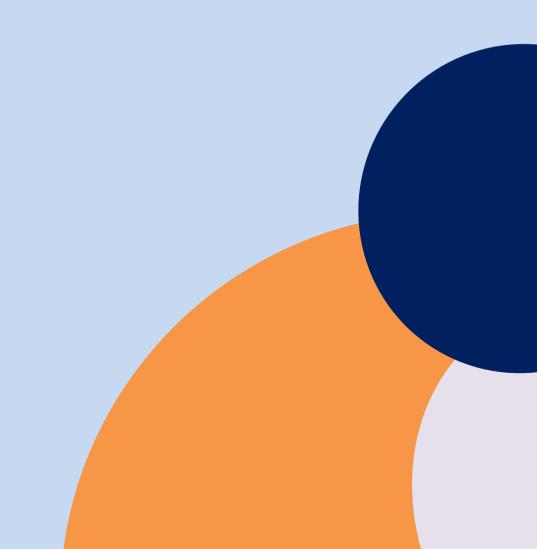
Covers the most notable differences between motion types and provides overview of all motion types. Includes motion suggestions for entry level debaters, intermediate debaters and experienced debaters.

Appendix 6: Glossary of Debating Terms

Provides an overview and "translation" of debating terms in chronological order. New debaters should not be overwhelmed by this, we recommend referring to this when you come across these terms rather than learning them all by heart from the get go.

Chapter 1 – Effective Management and Organization

Starting or taking over a debate club might seem daunting at first - even simple everyday activities consist of many moving parts. By following a few simple principles, however, you can set up a structure that supports you in managing your debate club. This chapter includes a variety of different suggestions that can aid you in managing the organization's activities. The chapter begins with a look at statutes, before moving on to legal aspects and institutional collaboration, and lastly, we turn to board structures.



Important Note

Before reading about the various tools that can help you in setting up tools of management, keep in mind that the level of detail in organizational structures is directly linked to the size, resources and goals of your debate club – a debate club with four members has different needs than one with 40 members! It is completely fine if you decide to implement the suggestions after a specific need arises, instead of overburdening yourself with bureaucratic details at the very beginning. The suggestions describe a sort of ideal, but comfort and functionality can – and perhaps even should – be prioritized over perfect management, especially when starting a debate club for the first time. Therefore, we remind readers to not feel as if they *must* do everything in this chapter right now. Rather, turn to this chapter when needs arise or keep the suggestions in mind and implement them as you see fit.

Statutes

The statutes (also known as "by-laws", "articles of association" or "constitution") offer a blueprint for the organizing of the society. Rules and regulations for the rights and responsibilities of the board of the society and the rest of the members will be specified in the statutes. The statutes should include most agreements made with the founders in the beginning and can also set out more specific expectations. The following overview gives an idea of what could be included when trying to cement good practices of management. Note that these things are purely suggestions and we always recommend seeking local advice when drafting statutes to ensure that you live up to all national and local requirements.

In general:

- The name of the organization
- The purpose of the organization
- o The address of the organization
- Where the statutes apply and procedure for changing/updating statutes

Membership

- Who is allowed to join, what is the process of joining and what are the (voting) rights of members
- Potential mention of membership fee including due dates and amount to be paid

The board

- o The board positions and which functions they fulfill
- Overview of extraneous organizational structure (e.g. equity, umbrella organizations, etc.)
- Interaction with other offices/societies in your university (such as representatives at the student society's board, if applicable)
- o Requirements for becoming a candidate for the board
- Requirements for elections of board members (general information, elections/nominations, a set date or time span, how many votes they need to receive)
- Conduct for the election of new officers (how it should be conducted more precisely, which voting system should be used and when the officers should be instated)
- o Regulation for actions in case of vacancies on the board
- Regulations on the board meetings in regards to their frequency, time,
 location and purpose

Extra activities and committees

- Rules on committees/working groups who can form them, how do they operate and who is responsible?
- o Mention of e.g. tournaments you want to commit to hosting regularly
- Regulation on how many tournaments debaters are expected/allowed to debate or judge at

Expected representative regulations on members attending tournaments
 (using institutional team names, wearing representative merch etc)



Expectations for the members (note that these points also fit well into an equity policy rather than in the statutes. Go to chapter 19 for more on this)

- o Principles for equity and accessibility can be set out here
- Rules for behavior at events organized by the society and outlining of consequences if rules are broken

Legal Framework and Documentation

The legal framework depends on the regulations of the institutional and national setting, so it is advisable to consult with someone from the organizational structure of your high school, university or non-profit organization. If you are not affiliated with an institution you might need to register as a non-profit organization in order to operate within legal limits to e.g. collect payments and organize events. National umbrella organizations and more experienced debating societies are generally good places to find assistance with managing legal frameworks, so you can also reach out to these and ask for guidance and help.

In order to formalize and legally set up your organization, you may need some specific documents. We suggest looking into the following:

- Registration documents with your national chamber of commerce (unless specified otherwise by your institution or national legislation)
- Bank account and banking documents (see chapter 12 for more on financing, including guiding principles for accounting)
- o A tentative budget overview of income and costs
- Contact information of board members
- o Links to your online presence (website, social media etc.)
- Mission (and vision) statements

 Market research in regards to especially target group and competitors (the next section covers this in detail)

The suggestions listed above are far from compulsory but can come in handy in various stages of setting up shop. Having a legal registration and a bank account eases work with sponsors, tournament fees or potential membership fees. A tentative budget will be required by most sponsors and can also make it easier for you to open a corporate bank account. Additionally, budgeting early on helps to identify the priorities of the society and set goals for the future. A public image that is catered to the needs of potential members and a clear mission statement aids your society in PR purposes and wider public recognition. Additionally, a mission statement is extremely helpful in explaining the necessity of your society, especially to bigger institutions. A clear goal that focuses on the advancement of the students at your institution (by developing critical thinking, analytical and presentation skills) or even the advancement of the public image of your institution (by earning international credibility in the eyes of foreign debaters) could be mentioned here.

Collaboration With Your Institution

Collaborating with institutions is a crucial part of achieving funding and recognition early on. Communication with all parts of the organization (tutors, professors, student unions, faculty coordinators and even faculty heads) is crucial to figure out where you can find the most support for your society. Aligning yourself with study programmes or certain faculties can offer financial opportunities and ease in finding venues for debate nights.

For this, conducting market research is a crucial starting point! Collecting data about e.g. the number of people who are potentially interested in your society makes it possible to quantify the support, align yourself with your target group and better sell the idea to other stakeholders. This market research can focus on things such as:

o The level of interest across different target groups and stakeholders.

- Past experiences. If people have had past experiences with debating they could be useful in finding helpful contacts and for general advice
- Study programmes. Knowing the academic background of potential debaters helps you identify faculty that may be interested in supporting the foundation of a debate club.
- Expectations. This can serve as inspiration and/or reality checks! It lets you get an idea of whether you will be able to meet the expectations or not, and it gives you insight into how people initially perceive the activity of debating.
- Other things relevant to your institution such as compositions of language, nationality or age.

Conducting market research is, of course, useful but in case of time or commitment constraints, this can also be done more casually. The list above can also inform casual hallway conversations in which you can develop a better picture of your potential members.

Board Structure

Managing a debate club comes with a variety of different tasks. To make handling those tasks easier, it is beneficial to set up certain positions filled by different people, who are aware of what exact activities they have to carry out. Ideally, the positions stay fixed for the duration of the time the board is in charge. This helps avoid confusion among the board and debate club members. When dividing up roles, it is worth keeping previous expertise, personal preferences, practicalities and just pure comfort in mind. This ensures people are willing to fulfill their responsibilities and do not feel overwhelmed about or uninterested in their duties.

Below, you will find a list of suggestions as to what different board positions could look like. Once again - this should just serve as inspiration and that board structures may change over time and that not every role is equally important for new societies.

- President. The President holds the highest decisive power (a breaking vote can even be written into the statutes if needed) and typically holds most legal accountability on contracts and bank agreements. Additionally, the President oversees the board and assists other board members when necessary. This includes helping out with the daily tasks, keeping track of strategy and managing consistent facilitation of debating for the members. During the debate sessions, the President should make sure all potential and existing members feel welcome and that the work of the rest of the board facilitates a nice atmosphere. The President may also be responsible for regular administrative work such as communicating with the university, booking rooms etc.
- Vice President. One of the other board members, usually the Secretary or Treasurer, sometimes holds the position of Vice President. In other instances, the Vice President is a fully separated role, where the main duty of the Vice President is to assist the President. The Vice President also steps in for the President whenever needed and should be ready to take over all the responsibilities in case of calamities.
- Secretary. This board member has the main responsibility of arranging documents, legal work and ensuring an efficient and appropriate working environment for the board. For these reasons, the Secretary often works very closely with the President. Secretary responsibilities can include: Managing the website, managing the mail server, keeping minutes at meetings and organizing shared online working spaces (such as Google Drive, Discord, Slack etc.). The Secretary may also be responsible for official communication within the board, such as sending out meeting invites and agendas, something that is of course done in collaboration with the President and Vice President.

- <u>Treasurer.</u> The Treasurer is responsible for the finances of the society. This includes keeping a check on income and costs, presenting financial figures to the board and to the members at general assemblies, ensuring legal documentation according to national legislation, collecting income and paying bills. Go to chapter 12 on finances for more details about this position, including how to ensure transparency and checks and balances.
- Debate Commissioner. The Debate Commissioner is responsible for the quality of coaching and debate in the society. This includes organizing varied trainings, sending teams to tournaments and potentially organizing tournaments. (See chapter 11 for more on organizing tournaments). The Debate Commissioner should additionally manage the selling of external courses, if applicable. Training debaters, coaches and judges for commercial purposes can be a substantial income stream for the society. It is best to give this role to someone who also debates competitively and frequently, as active debaters have more experiences with the aforementioned aspects.
- <u>Social Commissioner.</u> The Social Commissioner is in charge of organizing social events throughout the year. This includes both casual and formal events. Establishing new and adhering to old social traditions should also be a focus for the Social Commissioner. Go to chapter 18 for more on social events.
- Public Relations (PR) Commissioner. The PR Commissioner usually manages all social media accounts and thereby the public display of the society. Building a consistent brand that attracts the target audience should be the main goal for this board member. Additionally, the PR Commissioner may be responsible for initiating collaborative events with external organizations or individuals and for initiating contact with potential sponsors.

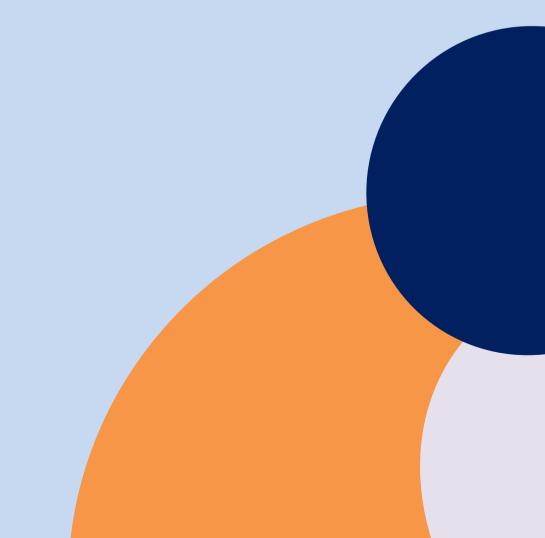


Equity Officer. The role of Equity Officer does not inherently have to be carried out by a board member. In fact, it might be beneficial if this person stands separately from the leadership in order to increase members' trust and the objectivity of the decisions made. Nonetheless, it is an important position to keep in mind and a position that many societies formally include on the board. The Equity Officer is responsible for creating an environment in which debaters feel comfortable and safe, as well as handling situations when problems have come up between members. See chapter 19 for more on equity within debating.

If you are a smaller society or if you are struggling to find motivated board members, it may be possible for your society to split functions between people or to have more functions assigned to each board member. When doing this, it is important to ensure that the person taking on different roles is aware of the activities they have to carry out and understand their importance in the context of the debate club. However, your institution, bank or even national legislation may have rules against this, so make sure you adhere to the relevant rules (including your own statutes) when deciding on board responsibilities.

Chapter 2 – Getting Debaters

This chapter begins with a discussion of why diverse societies are better societies, before it moves on to outlining various important marketing considerations. The chapter is structured around "The Four P's of Marketing" and includes suggestions on how to make good sessions (product), how to consider membership costs (price), where to debate (place) and finally how to increase awareness of the society (promotion).



Diverse Debaters Make for a Better Society

No matter if you are starting the debate society alone or with dedicated peers, it is a good idea to make an organized effort to get more debaters. A debate society needs debaters and a natural first step for many would be to reach out to their own personal network of friends, co-students and so forth. Even if it is possible to get a decent amount of debaters to join this way, it will help the society in the short-run and in the long-run to also have members that are not all part of the same circle. In the shortrun, it is good to interact with strangers as this helps ensure formality within the society, and having a diverse group of debaters will likely also mean that more competencies are at play. In the long-run, it is more sustainable for the debate society to have members across different programmes and academic years, so that the society is not solely dependent on a small group of debaters that might experience the same scheduling conflicts at the same time, such as going on exchange, exams and so on. Consider it this way, if the society is made up mostly of the students from the same year in the same program, it may not only scare off new potential members, but it also means that when that group of students graduate, there will be no one to take over. For all these reasons, a diverse group of members is highly preferable!

The Four P's of Marketing

So how should you market the debating society to attract debaters? All universities, debate societies and people are different, so while the suggestions we make below have proven useful to us, remember to always consider what makes sense in your specific context. Any marketing strategy can only succeed if it is tailored, and that also means that it is important for your society to figure out what your society needs. Good questions to help this process could be:

- o How many new debaters do we want?
- o How many do we have the capacity for?
- Are we searching wide or are we only looking at specific groups/programmes?
- o Are we open to international students?

- o Are we open to exchange students?
- o Are our events public and what is the process of joining?
- Should debaters be able to join at any time during the year or is there a special window for new debaters?

In order to cover the most fundamental aspects of marketing, we have organized the following section according to "The Four P's of Marketing".

The <u>product</u> is the events/sessions/trainings organized for the debaters. In other chapters, we dive into how these sessions can be held and what content they might contain. For the purpose of this chapter, it is important to note a few key things that will help improve the product itself:

- We recommend making it easy to join the debate society at any time. Lower entry barriers means more people will be able to try it out. You can make it easy to join by not enforcing specific sign-up protocols, encouraging drop-ins, allowing newcomers to spectate and it is also important to greet every newcomer in a friendly manner that lets them ask questions and makes them feel welcome. Turn to chapter 3, to read more about how to make debating less intimidating.
 - Note however, that while low entry barriers help encourage new people to join, it can also make it difficult to continuously improve as a more experienced debater, and it can be harder to track individuals' progress. This trade-off is difficult to avoid, but good to be aware of!
- We recommend having a clear plan especially for the introduction period (typically the first few weeks of the semester). Turn to chapter 4, to read more about how to structure this.
- We recommend encouraging feedback on two levels. As a debater, feedback is a critical part of the learning process and it should be implemented as diligently and quickly as possible. Simultaneously, the society is only as good as its perception! There are different ways to encourage debaters to give feedback.

This could either be by having an open feedback form online, by actively asking people for feedback in person or maybe even texting them after sessions. When receiving feedback, it is important to respond positively and of course to listen to their needs and wants.

In terms of <u>pricing</u>, societies across the world have very different strategies. Some debate societies are more than 100 years old with prestigious reputations and professional coaches. Other societies are newly established in countries without a tradition for debate. We recommend analyzing your local market before settling on a potential price. Are other student societies or organizations charging a membership fee? Then maybe you want to explore this option. A benefit of having a price is that it stimulates a certain feeling of commitment and keeps members coming back. Generally speaking, we recommend free debate societies, but if you do choose to price it - keep it as simple and cheap as possible.

The <u>place</u> you use to debate will also influence your ability to get debaters. You will typically need a room with decent inventory (tables, chairs and maybe a projector or blackboard for presentations) and it needs to be quiet. Classrooms tend to be ideal, so we recommend looking into borrowing rooms at your local university or another student-friendly venue nearby. Keep it as close to your target group as possible, to make it easy to join. Additionally, it is helpful to use the same location for each practice since it establishes a routine and is uncomplicated. If the society wants to hang out after practices, it can also be beneficial to find a go-to venue for that! For example, regularly meeting at the same bar/cafe/restaurant helps create joint routines and a joint culture which people can tap into and look forward to.

To <u>promote</u> your events, we recommend an active social media strategy that meets your target audience where they are. Facebook is a good platform to create actual events but platforms like Instagram, TikTok or even LinkedIn are also great places to repost and promote these events afterwards. However, do not feel pressured to be

active on every imaginable platform! This only results in more work for you and the return on that work is likely to be minimal. Do create social media accounts that are specific to the society, but be aware that this can make it difficult to find the right tone when posting. Does it need to have a young tone? Professional? Humorous? Serious? We recommend keeping it simple, natural and testing out different things, to see what works best. Additionally, you might want to look into promoting the society and its events in already established online networks. For instance, exchange students and international students usually have Facebook groups dedicated to them (such as "Danes in Estonia" or "International Students at CBS") and posts in groups like these are great for reaching many people at once!

If you want to do promotion outside of social media either as a stand alone or in combination, we recommend figuring out how you can tap into existing channels at your university. Would you be allowed to have a text featured on the website? Is there a screen you can post something on? Do they send out newsletters? Would they allow you to hand out flyers? Ask them about the options and choose what suits you best! Regardless of which efforts you decide to make, remember that this part should also be fun. It always helps to delegate tasks, and teaming up with people that can help you spread the word.

Another fun way to promote your debating society can be to actually host public debates! These are usually particularly successful when they are about either a fun and silly topic or a current and trendy one. Sometimes, teaming up with local companies, government entities, professors or other societies can help you create larger events and reach more people. Public debates are a great way to spread the message, show what it's all about and make new, valuable partnerships!

You can read about a few more promotion tactics in chapter 4, which deals with the intro period.

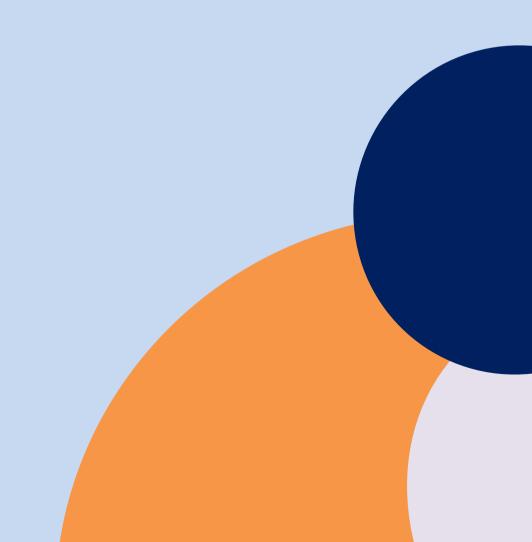
Why Does Anyone Join a Debate Society?

To round this chapter off, we want to pay attention to a simple thing that is often forgotten. Students have different motivations to join a debate society. Some join for the competitive aspect, some join to improve public speaking skills, some join for the social network and some join because they see it as a gain in their professional life. Debating can have positive impacts on yourself, your academic career, your social network and your professional relations. Embracing these multiple levels of usefulness when marketing debate can be a good way to cater to a broad audience. In essence, pay attention to how you frame the act of debating, and remember that you can have different messages for different groups of people. Regardless, when communicating what debating is - remember to be honest. Competitive debating is not a quick fix, or something that one learns over night. These aspects may also be worth communicating so that newcomers' expectations may better meet reality.

And lastly, do not neglect the importance of having a good social atmosphere at your debating events and outside of these events. Encourage debaters to socialize outside of the club and encourage people to bond. Small acts to facilitate social exchanges have the potential to have a big impact on how invested the debaters are. When new members experience the first hurdles of debating or feel as though they have gotten what they came to debates for, it will be the community and friendships that may convince them to stay and that ensures the continuity of the club.

Chapter 3 – Making Debate Less Intimidating

In this chapter, we discuss how societies can break down some of the initial barriers for beginners and how to make debating feel less scary and out of one's comfort zone. We offer suggestions for simple exercises, good introductory motions and we end the chapter with comments about how to help new debaters manage their expectations and feel welcome within the society. Note that in appendix 2, we have two examples of worksheets that can be printed and used during sessions to help practice making arguments and rebuttal!



Exercises for Beginners

<u>Public Speaking Drills:</u> For many new debaters, the idea of delivering argumentatively strong seven-minute speeches seems like an insurmountable task. One way to aid beginners is to break this into smaller steps, and begin by working on simple public speaking tasks. This can look like having students deliver shorter speeches on various topics with various preparation times.

Here are three examples to help inspire such drills:

- 8 minutes to prepare, 2 minutes to speak, self-chosen topic
- 5 minutes to prepare, 2 minutes to speak, why are school uniforms a good or bad idea? (Or another easily accessible motion/topic) Let the students present their own opinion
- 10 minutes to prepare, 3 minutes to speak, should homework be banned? (Or another easily accessible motion/topic) Let the students present the opinion they do not agree with
- 10 minutes to prepare, 1-2 minutes to speak, should we abolish grading? (Or another easily accessible motion/topic) Let the students prepare the case in full but they should only present the introduction of the actual speech without having to go into argumentation.

<u>Group Exercises:</u> Another way to help new debaters is to encourage active group discussions, so that debaters can learn from each other and get more used to sharing their ideas.

Here are four examples on how to structure group exercises:

- Split the students in two groups. One group is proposition (for the motion) and another group is opposition (against the motion). Ask them to work together in their groups to find as many different arguments on their side as possible. Set a time limit. Afterwards, have the group list arguments in plenum one from proposition, followed by one from opposition, followed by one from proposition and so on, until they run out of arguments.
- Building on the previous exercise: Instead of having the groups simply list the arguments, introduce a rebuttal step. Now, the first student on side proposition must list an argument. The first student on opposition must then first rebut their argument, before presenting an opposition argument. Keep this ping-pong going until the groups run out of arguments and rebuttals.
- Divide the students into smaller groups around 3-4 students per group and give them a motion to debate. Let them do a full prep (15 minutes, or even longer) in their groups to prepare for the motion. When prep time is up, let the students present their thoughts and have other groups give feedback.
- Give the students a list of motions to choose from and let them choose whether they want to be proposition or opposition. Give them time to prepare 1-2 arguments. Have the students present these arguments (it does not have to be a full debate speech) in smaller groups and encourage students to offer feedback to each other.

Note that if there are just a few members at the session, the above mentioned exercises can easily be adjusted to fit fewer participants. For instance, instead of having one group be proposition and one group be opposition, just ask everyone to be proposition and then afterwards ask them to switch to opposition! Go to chapter 4 for more ways to structure sessions if you are too few for a full BP debate.

<u>Introducing a Competitive Element:</u> Once the students feel more comfortable structuring arguments and speaking in front of others, we recommend easing into the competitive element.

Here are a few suggestions for how to do this before venturing into a full BP debate:

- Argumentative games such as "Hot Air Balloon" is a classic that always gets debaters excited! There are different variations of the game one way to play goes like this:
 - Have all students choose a celebrity that they must protect.
 - All celebrities are in a hot air balloon, and after each round a celebrity is voted out. The goal is to be the last one standing.
 - For each round, all students (celebrities) should present an argument for why they (their celebrity) should stay in the hot air balloon.
 - For the voting process, have either the students decide who they think should be voted off, or decide yourself and base your decision on the strength of the argument.
 - To keep things interesting, you can introduce elements of rebuttal or even whipping!

Break down the BP structure!

- Instead of having four teams of two debaters each go against each other,
 start with just two speakers against each other.
- Then you can advance to doing a full top-half debate (opening government debates opening opposition).
- It can also be beneficial to try to do a 3v3 (three speakers on each team) before doing a full BP debate. This way, the first two speakers should give substantive speeches (so first speaker on proposition is still the Prime Minister, second speaker is still the Deputy Prime Minister), but the third speaker should then give a whip speech instead of another substantive speech.
- Be loose with time! Even with all the preparation that we have suggested until now, seven minute speeches can still feel daunting. We recommend setting much lower time limits in the beginning. For instance, allow students to speak up to four minutes at first. This does not mean that they have to speak for four minutes, but it means that they cannot speak for more than four minutes. Note how this is also a great exercise to train experienced debaters to be more concise and effective.
- Slowly introduce POIs (points of information, aka. questions from opposing teams). We do not recommend allowing POIs for the first couple of times, since this can be both scary and it tends to derail new debaters. Once the students are ready, allow them to take one POI but no more. Once they are comfortable incorporating one POI in their speech and comfortable asking POIs you can implement the BP rules for POIs fully.

Introductory Motions

For both games, exercises and debates, good motions are essential! Below, we have assembled two lists. The first list consists of quite traditional debate motions to try. The second list consists of more "fun" and relaxed motions. We want to emphasize that fun motions are a great way to take some of the pressure off of new debaters! These motions can either be more silly in nature or they can reflect a current societal debate that new debaters may be well aware of and have opinions on. The key objective for any chosen motion at this stage, is that it should feel accessible - and hopefully entertaining - to the students! See appendix 5 for more motion suggestions and an overview of different motion types.

Traditional Motions:

- This house would ban zoos
- This house would ban homework
- This house would make school uniforms mandatory
- This house would make voting mandatory
- This house would implement gender quotas in managing boards
- This house would not allow children to take part in religious activities
- This house would implement a
 100% inheritance tax

Fun Motions:

- This house prefers cats over dogs
- The house prefers summer over winter
- This house believes that Kim
 Kardashian is a force for good
- This house prefers celebrity X over celebrity Y
 - Here you can choose
 local or famous celebrities
 for the debate, or this can
 even be a follow-up from
 the hot-air-balloon game,
 where the debate is
 about the two celebrities
 who got the furthest in
 the game

General Advice

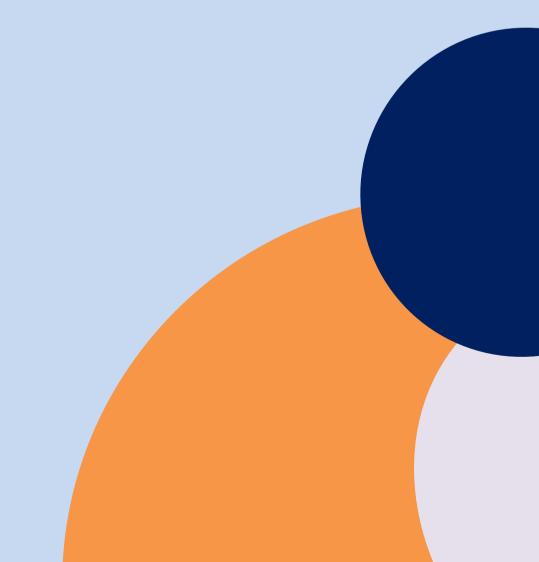
We want to highlight how difficult it is and how much work it can take to make all members feel included in the society. Sometimes this is a close to impossible task! Here are a few pieces of advice to help support the relational aspects of the society. Note that other chapters cover aspects such as introductory activities, social events and equity policies in detail.

- Set a good and positive tone. Avoid too many inside jokes and avoid jokes at the expense of others. In general, be aware that the debating society is not necessarily a direct extension of your private circle of friends, and not all students will feel comfortable with the same jargon. Therefore, just keep it simple and positive!
- Encourage people to bond. Purposefully make new groups and team constellations so that new students get to meet new people. Consider however, if some students in the beginning will feel intimidated by having to debate with strangers. It can be a good idea to privately ask for people's preferences and to at least be aware of varying degrees of comfort with strangers.
- Practice inclusivity. Being inclusive makes it easier for your society to cooperate and function well with the international debate community.
- Be up-front with new students. It takes a long time to become a good debater (it can take years). It takes time and dedication to become good and it rarely happens very quickly.
- In addition to the previous point, if your society is bringing new students to competitions (either national or international), help them set realistic expectations and remind them that losing is an integral part of the learning process!

- Do not overburden new debaters with rules and technicalities.
- And lastly, practice having realistic expectations as a debate club manager. Even if everything is done "correctly" and with all the effort that is put into it, you can never guarantee that members want to continuously dedicate their time to debating. It is very normal for students to figure out after a while that this hobby is not for them, or that they have gained as much as they wanted to from it. While seeking feedback from those students can be beneficial in some cases, we do, however, want to encourage you to focus your energy on the people who show up, rather than the people who used to show up.

Chapter 4 – Organizing Introduction Efforts

The first weeks or months of the school year can be hectic for both students and societies. In this chapter, we provide examples and inspiration on how to manage and make the most of this time. As a continuation of chapter two and three, this chapter first looks into activities that can encourage students to join the society. The chapter ends with recommendations for activities within the society. While some of our recommendations are specifically focused on how to engage with freshmen students, note that most of them can also help you recruit older students. Regardless of your target group, we strongly recommend mobilizing energy into this intro period, as it can serve as a great boost for the rest of the year.



Promotions During Intro

If your university has specific plans and traditions in place for societies during intro then we of course highly recommend engaging with these. If you do not have an overview of what your university typically does/can do, we recommend seeking this out as quickly as possible. Some universities have student fairs, large presentations, public material online, society magazines and even funds that can be applied for during this period – so it is definitely a good idea to get an overview and make a plan for the period.

At some universities, freshmen courses may begin with general introductions to the university, and this is a great channel to tap into as a society. Regardless of who organizes these introduction periods (tutors, professors, administrators etc.), it is recommendable to reach out to the organizers and ask for a time slot to talk about your debating society. We have good experience with shorter presentations of around 10 minutes, but we have even better experiences with longer presentations of around 30-60 minutes when these integrate hands-on exercises for the students. Either way, it goes without saying that presentations like these are important first impressions and that they should be well-prepared and thought through. On that note, we also highly recommend relating it specifically to the students in front of you. This can be done by focusing on a few aspects that are relevant to them such as: public speaking, oral exams, critical thinking or even topical aspects such as law or business.



It generally helps to consider presentations or other activities like these as if you are trying to make a sale; what is it your customer should be buying? What should be the one thing they remember you for? How can you help them? Good salespeople answer the all-important "WIIFY"-question: *What's in it for you?*

If your society is struggling with getting the chance to talk directly to the students, you might want to look for partnership opportunities at your university. Consider if there are any other societies, tutors, professors or other groups or individuals that could help

you spread the word. When engaging in partnerships, it might also be helpful to focus more on how good it is for students to join societies rather than how good it is for students to join the debating society, as it can be easier to team up with a group that is all spreading one coherent message. For these types of messages, we highly recommend reaching out to professors directly to ask them to help you spread the word. Some debating societies even have great success inviting professors to speak or to participate in debates! It can be relatively easy to get professors to come and speak about topics they are passionate about, and this is also a great way to engage more students and it provides them with more incentives to join. After all, who doesn't like to learn from a passionate expert?

In the end of chapter 2, we underlined the importance of a good social atmosphere and this is particularly true during the intro period. It might be beneficial to encourage older members to talk to new members and act as "ambassadors", and when planning the events, make sure to include time for people to get to know each other. Debating is also a very international leisure activity and you might experience many exchange students at your events. These students – even more than "regular" students – are often looking for a social network to join. While having a generally extroverted and friendly culture is always a good habit, it might also help the social atmosphere to have distinct social events during intro. This could be things such as quiz nights, game nights, city tours and so on. Regardless of the event type, it can help your society stand out during intro and it can be a great first impression. See chapter 18 for more on how to organize social events.

Sessions

Debating societies typically meet on a weekly basis, but the following blueprint can easily be catered to higher or lower meeting frequencies, and regardless of how often you meet, it helps to have a clear semester plan at the beginning of the semester so that you do not have to plan as you go. Additionally, it also gives your society members things to look forward to and a way to plan their attendance. For this reason, we also recommend publicizing the semester (or potentially just the quarter) plan.

In the previous chapter, we provided examples of introductory exercises and drills. If your members require a soft introduction to debating, it can be a good idea to dedicate a couple of practice sessions just for those types of exercises. On the other hand, if your members are very motivated and eager to learn, it may be better to introduce them to the BP format early on and let the exercises be secondary, but supportive, to the learning process.

To help you get an idea of how to plan introductory sessions, here is our suggestion for content well-suited for eight initial sessions:

- 1. Introduction to Debating
- 2. Debating Opening Half
- 3. Debating Closing Half
- 4. Motion Analysis and Case Construction
- 5. Making the Most of Preparation
- 6. Public Speaking Workshop
- 7. A topical presentation this could be a classic debate topic such as feminism, economics, politics, law or it could be a contemporary and relevant local issue to help engage the students
- 8. Whip Strategies

These suggestions can of course be catered and altered however way it suits your society, but we do want to highlight a few recommendations for the introductory sessions:

- o Do not overload the student with content and technicalities in the beginning
- Do not be overly focused on the rules. Encourage students to try debating on their own terms
- Regardless of whether it is a technical or a topical presentation, include tangible examples, motion examples and exercises
- Ask the students for continuous feedback

Lastly for this section, we want to offer some suggestions on what to do if you are too few people for a full BP debate. We want to emphasize that it is both normal and acceptable to sometimes have sessions with just a handful of debaters - especially in the beginning. Note also that a lot of the previously given advice remains valid for smaller groups of people. Many of the suggested exercises can easily be modified, and therefore speech drills and analysis exercises are always a good go-to. When it comes to practicing actual debates, the format can simply be modified to fit however many people you are. Here is how we would structure it, depending on how many want to debate each round:

- 2 people: Debate against each other, potentially doing two speeches each (so
 one person is the entire OG and the other person is the entire OO)
- 3 people: Have one full team be OG and the one individual is OO. Here, OO can either do both speeches so the round can actually be judged, or OO can just give the LO speech to practice.
- 4 people: Do a full top half OG vs OO.
- o 5 people: Here, you can either have some people iron-person (aka deliver both speeches for one team), or you can do a 3v2. In order for the 3v2 to emulate BP the most, the speeches on proposition should be PM, DPM and GW, and the speeches on opposition can either be LO and just DLO or LO, DLO and OW (with

- one speaker doing two speeches). Note that the entire proposition bench works as one, united team, and the same is of course true for opposition.
- o 6 people: Here we recommend a full 3v3 following the same structure as recommended above.
- 7 people: Ideally, one debater would iron-person, but if no one is comfortable doing two speeches, you can leave out the OW-speech and have CO be a team of one.

Note that while it can be nice to let everyone who wants to debate debate, it can also be beneficial to implement a system where debaters take turns judging in order to ensure fairness and more feedback. However, even if it is not possible to have a judge for every round, feedback from other debaters can still be very valuable! This can be encouraged by jointly reflecting on how the debate unfolded, asking questions to your peers and encouraging - even welcoming - individual feedback.

Bringing Together Novices and Experienced Debaters

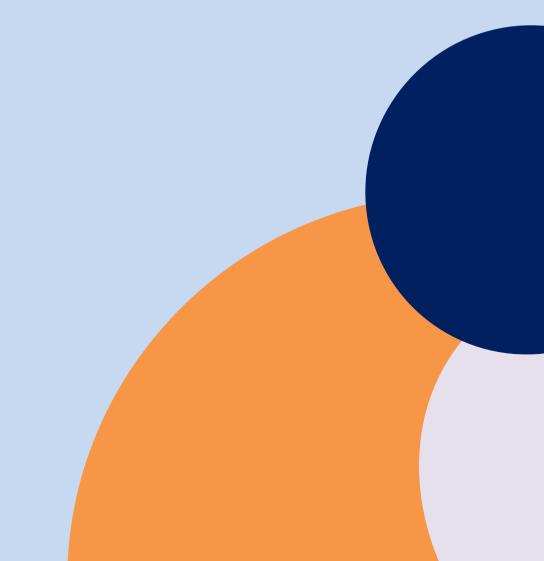
One thing that can be especially challenging for societies is how to engage both novices and experienced debaters. A classic solution is to split the group and run parallel workshops and debates, but we also realize that this is not always possible. Instead, we suggest finding ways to actively include the experienced debaters. This could be via informal or formal mentor programs, where experienced debaters provide extra help to the new students. When it comes to the actual debates, it can also be highly beneficial for everyone involved to make composite teams of experienced and novice debaters. Another solution is to ask experienced debaters to host workshops and take organizational responsibility. This may particularly help these experienced students feel as if they are needed and as if they also benefit from active participation. Lastly, a solution can be to host "show debates" where experienced debaters show off their skills and practice at their own level. For show debates, we recommend finding ways to engage the novices as well – this could be by having novices set the motion, make the teams or even assist judges.

Besides these suggestions on how to explicitly engage experienced debaters during the intro period, it may also be beneficial to consider how to create a narrative that encourages these experienced debaters to show up and help out during intro. Here are a few tips on how to manage this:

- As a start, it may help to remind them that they too were novices at one point and that they also needed help in the beginning.
- If focusing on altruistic motives fails, consider how to incentivize them in other ways. Try reminding them of how much they can learn and improve by teaching, e.g. remind them that judging really helps their debating skills also.
- Ask them what they want to gain from practices and find ways to incorporate their wishes into introductory sessions also. This could for instance be by including topics they are passionate about, hosting more social events etc.
- Consider any tangible benefits they can gain from helping out. Can you provide them certificates following a mentorship program? Can you hand out an award to the best ambassador at the end of the intro period? Can you write them a recommendation for their CV? See chapter 17 for more on motivating and incentivizing members.

Chapter 5 – Getting Coaches and Judges

This chapter will cover how to recruit coaches and judges along with guidance on how to train them. There are details on providing suitable benefits and motivation for judges and coaches. Encouraging judging works mainly through explaining the benefits of judging, providing sufficient training for judges so they can feel comfortable taking on the responsibility and encouraging the activity with positive feedback or a rotating system.



Encouraging Narratives

Judging gives a massive boost to debaters' skills after they have gotten to know the basics. By seeing debates from the perspective of the judge and without thinking of a case for themselves, debaters have a better overview of how the debate progresses and how clashes develop. This understanding is crucial for building relevant cases and for including accurate comparative arguments. Furthermore, giving feedback is essentially like giving a speech and should be presented to new judges as such. It is important to reason why all teams were above each other and which arguments were relevant for that placement. By looking at debates more holistically, rather than from the perspective of one of the team, debaters are likely to become better debaters themselves.

Furthermore, it should be emphasized that judging is just a part of debating and it is a great opportunity to provide feedback to help your friends and fellow debaters improve. Rather than seeing it as an act of service, it should be presented as a given, not to create narratives of judging being a "duty" and debating a "reward".

Lastly, judging at tournaments should also be presented as a great opportunity. Judging at tournaments provides insight into great judges' take on debates and access to high-quality debates that otherwise might not be so easy to see as a novice debater. Judging at a few tournaments with some debating experience can already be enough to break as a judge, something which is seen as prestigious in the debating community, and after a few breaks it might already be possible to get some compensation for traveling to tournaments as an IA. In informal settings, it could also be brought up that judging helps create relationships with good judges, providing opportunities for finding good partners for open tournaments as well as attracting debaters and judges to attend competitions hosted by your own society.

Encouraging Systems

Sometimes societies struggle with finding people willing to judge and opt for a rotating system. This usually enforces an obligation to judge one time per three to four debates. This system is good for egalitarian treatment and makes sure no one feels like they are being pressured into judging too much. In small societies with just a few qualified judges, this system-approach allows for new people to quickly get into judging. The advice would be to ask the good judges to chair the first few months with different new people as wings before going fully into the system to keep the judging level consistent. However, this system can make judging seem like "a chore" to earn "the reward" of debate. It forces people to keep track of how many people have debated and can decrease judging quality if a big pool of novices is involved. A hybrid system of rotating systems (rather informally) and encouraging narratives and activities can prevent the cons of this approach.

Coaching Debate Club Members

Judges are the main source of feedback for debaters, but in order to provide more opportunities for self-improvement, the role of coaches becomes increasingly important. The coach might be one specific person or, alternatively, a group of debaters who are willing to share their knowledge. There are a few different ways to make finding coaches easier.

Firstly, your own debate club is likely to include people with varying amounts of experience and skills. Even if people have not conducted debate workshops earlier or are not star debaters, they still hold valuable knowledge, especially for people who are only at the beginning of their debate career. People who still debate actively have a direct motivation to help others enhance their skills, as it helps raise the quality of debates that take place as part of the club's meetings, and, therefore, improves skill development and enjoyability for more experienced debaters as well. Thus, the pool of active debaters in your own club might be a great place to find coaching.

Depending on how long your organization has existed, there will also be a number of alumni who have debated competitively in the past. Mobilizing these people as coaches can be a great opportunity since it does not place additional tasks on people who might already have a bunch of tasks in the debate club. More active and/or experienced debaters are usually more likely to hold board positions or spend time preparing for international competitions, for example. Moreover, the alumni pool might include people who were successful as debaters and thus provide access to trainings of higher quality. So how can you motivate former club members to take on coaching?

Approach them. It might sound slightly daft, but has proven to yield great results. People seldom actively seek out new duties, even if those duties would not require them to spend massive amounts of time or would not really cause much hassle. Even the simple step of approaching an alumnus with an offer to host a few workshops might be enough to convince them, since it provides the person with a very concrete avenue for supporting the longevity of the debate society.

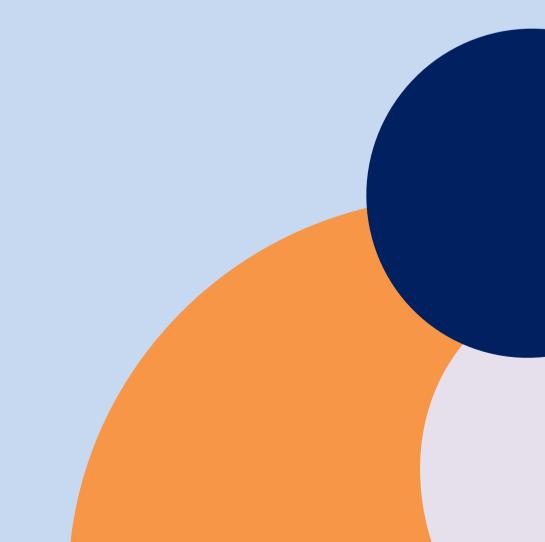
Market your debate club. Most debate clubs cannot pay coaches, but can provide other values – such as an audience of people who are interested in current affairs, who have better argumentation, critical thinking and public speaking skills than the average person, and who tend to be more open to new ideas and engaging in dialogue. Would the alumnus be interested in reaching this type of audience? Why? Giving a short workshop is probably not too high a cost to pay in order to also help promote e.g. a law firm, newspaper or NGO. If you need help persuading the potential coach, you might find it helpful to consider how to frame your organization relative to the coach.

But what if you are just starting your debate club and have no access to more experienced debaters? In this case, looking towards online materials can be a great option for accessing training materials. Many debating societies have recorded workshops that can be accessed on YouTube, for example. Even just searching for "BP debating workshop" will show a bunch of results, from which you can choose the one that best suits your club's interests.

In addition to the options outlined above, you can also find ways to use (international) competitions to better the quality of coaching. On the one hand, such competitions are great for getting in touch with debaters from other circuits. Striking up friendly relationships with people during socials or after debate rounds can be a good method for finding people who might be willing to give workshops. Moreover, bigger competitions – especially international ones – tend to be of higher quality than smaller local ones. Debaters and judges who attend these events therefore also gain access to great debates, which can be a solid material on which to plan one's own trainings.

Chapter 6 – Improving Judging

Judging in BP debates quite often is considered secondary to speaking and thus left to be learned by those interested in it. While all debating clubs certainly attempt to attract judges, there are rarely regular workshops on judging or even explicit mentions of the benefits to judging. It is important to recognize the role of judging as equal to speaking in order for a debate club to prosper. This chapter covers some of the fundamentals of how to incorporate this into your debate society. However, we want to emphasize that this chapter is not a guide to judging but rather a guide on how to improve as a judge - if you are looking for introductory material on how to judge BP debates, we recommend searching YouTube and reading judging manuals from e.g. WUDC.



How to Teach Judging

The lack of judging material in comparison to all levels of speaking material needs to be recognized early and accordingly, so that alternative forms of teaching materials can be developed. A list of possible teaching aids for judges specifically, seems to have worked best. Here are our suggestions for good judging practices to implement at your debate society:

- Panelling experienced judges. While it may be the easiest form of indirect teaching, incentivizing both more experienced speakers and judges to chair practice debates in societies is one of the quickest ways to learn to judge. A note must be made about the time given for deliberation. Assuming a training environment, the best skill transfer can happen with longer discussion times between judges. Whilst commonly deliberation time is limited to 15 minutes, consideration to extending this time to e.g. 25 minutes would greatly improve the details covered and explained to improvers.
- Workshops on judging. Experienced debating clubs commonly schedule at least two judging workshops both for judges and speakers. This, nevertheless, is universally agreed to be insufficient to develop judges as quickly as speakers. While it may be difficult to assemble judging sessions every week for judges only, a recommendation to hold a workshop on different topics of judging every month could be considered.
- Giving access to judging manuals. All World Universities and European Universities Championships annually release updated judging and debating manuals. Giving access to them to members who are interested in judging, or even assembling workshop material based on said manuals, can expose new judges to an unbiased and universal metric of judging that they might not see otherwise. All manuals can be found on the *World Universities Debating Council* website, but the newest manual will always provide the most relevant guides to judging.

Collective judging. Recognizing that most newly established debate societies may have only a few experienced judges, an approach to put all those interested in judging in a single panel for a training debate could be considered. Whilst having an experienced judge leading the discussion is beneficial, any structured discussion about the debate amongst should also be welcomed. The judging panel in this case should aim to answer the following questions: What were the arguments brought by all teams? How do they compare (are better or worse) to other teams' arguments? What are the responses brought by all teams? How do they affect the arguments responded to? What is the call and why?

Becoming a Better Judge

Judging, as well as speaking, requires patience and continuous practice. Nevertheless, judges generally develop slightly different skill sets like the ability to track large amounts of information given, make educated decisions of team rankings in the middle of debates, and voice their reasoning to other judges in a matter of seconds. Consequently, the means to become proficient at all said skills requires different practice than the practice of speakers. Here are some ways for individuals to improve:

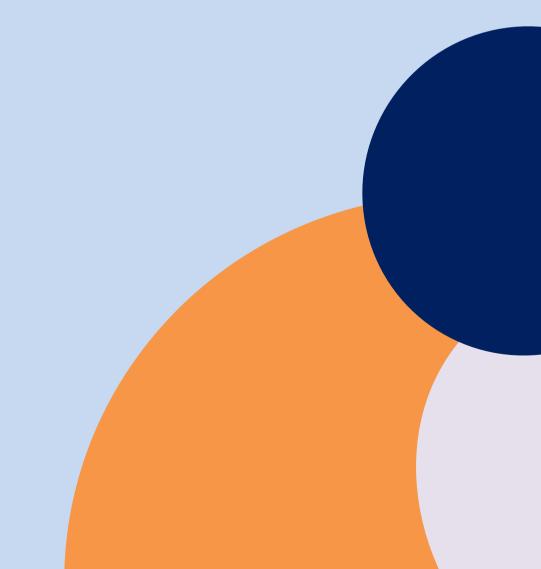
- Observing: As debaters tend to observe debates for their own good, judges should observe the debates and come up with justifications for team rankings and the quality of the material given. Confirming the quality of one's justification can be difficult, as rarely panel discussions are recorded, but commonly calls for high-quality debate recordings are available.
- Following the trends of debating: Said trends include changes in the jargon used, shifts from rhetorical speeches to highly analytical ones, prevalence of meta-debating (see glossary) and even priorities in judging. Regardless of the trend, the lack of understanding justifications for calls given or debates in general due to the unfamiliarity with current trends can greatly disadvantage judges. Following trends can be done by observing debates, talking to judges

in competitions or noting the changes in judging manuals after every WUDC or EUDC. While this is a relatively low-effort task, it can make the difference between intermediate and high-level judges.

- Debating. A good debater is a good judge and vice versa. The judging manual has a clear definition of a judge, which in essence is compared to an average informed voter. Nevertheless, modern debating has shifted to a more analytical and rules-based system, where an average informed voter would certainly be insufficient to judge. The understanding of complicated and nuanced debating concepts can be learnt very well by speaking, therefore judges, as well as speakers, should aim to diversify in both disciplines.
- Practicing. Attending competitions with high-quality judges can be daunting but in fact is equally as rewarding. As with speakers, competing against experienced judges and asking for feedback can bridge the gap in individual understanding of judging. Thus, judging as often as possible is highly recommended. And remember, online tournaments or online spars can be a great way to gain access to good debates!

Chapter 7 – Attracting Volunteers

To successfully accomplish tasks that require more human resources than your team has, attracting volunteers might be the way to go. From organizing large debate tournaments to contacting hundreds of schools, not everything can be done by you and your teammates. With budgets for different projects tending to be tight, volunteers might just be the answer! To create a successful cooperation between your organization and your volunteers, a couple of things should be taken into account, starting from clearly communicating your expectations to making sure that the volunteers see what benefit they can gain from this cooperation. This chapter deals with these aspects in detail.



Defining Tasks

First and foremost, before contacting potential volunteers, make sure you clearly understand what you need. For example, a bigger tournament will require volunteers who can help out your team before the tournament by contacting potential sponsors, overseeing the registration process or helping out with social media and marketing. On the day (or days) of the tournament, you'll need: (a) Someone who will check people in, (b) someone who will help with lunch or snack breaks, and/or (c) someone who will assist judges with submitting their ballots or doing roll-calls. The bottom line is simple - before you reach out to potential volunteers make sure you know what you are looking for. That applies to both knowing the specificity of the task as well as the time commitment you'll be asking from them.

Understanding Your Target Audience

The aforementioned outlining of tasks will help you understand who your target audience is. If you're in need of a marketing person, you might benefit from looking for someone studying marketing at your university. If, however, what you need is someone taking photos and videos, people from media courses might be your people. This will not only give you better outputs, but also might interest the people you're contacting - if your volunteer is a first year student, they might be looking for relevant experience to add to their CV as much as you're looking for a volunteer to help you out.

If university students are not a resource available to you, reach out to neighboring debate clubs or student councils. Sometimes announcing a chance to apply for a volunteer position on your social media page can do the trick as well. In these cases it can help to communicate the tasks you'll be asking them to perform early on - a potential volunteer is more likely to sign up to volunteer if they know what exactly they are signing up for.

Here the time commitment also comes into play - make sure you understand, whether you need a person to be on-site for the whole event or project, or is it fine that people pick and choose the times and days that are more convenient for them. Most probably there are multiple tasks that can be done by one volunteer - make sure you know what is the optimal as well as minimum count of volunteers you need to make sure the project works. Clearly communicating what tasks you need performed as well as at what time people need to show up will ensure that you won't arrive at the event just to realize that none of your volunteers have shown up.

Outlining the Benefits of Volunteering

While it is very clear what benefits you're gaining from your cooperation, to attract people to your project, you need to be very clear on what benefits you're providing them (a concept that is also dealt with in chapter 12 on finance). As mentioned, one of the most popular benefits one can get out of volunteering is an entry onto their CV. This is especially relevant for people who will be volunteering their time to do a task they are studying for or wanting to do professionally, however, that is not the only scenario, when the CV entry is useful. Most universities, study program directors or potential employers value extra curricular activities highly; seeing that a person is willing to spend their free time developing different skills and helping out their community is always a positive. To ensure the ability for your volunteers to make this entry onto their CVs, make sure you issue certificates of participation at the end of the project. These can be as simple as nicely formatted and signed .pdf files.

While still on the topic of professional or academic benefits, for volunteers with whom you've spent a significant amount of time cooperating with, you can offer recommendation letters or to be put down as a reference for university admissions, other projects or employment opportunities. This, of course, should be done only for the volunteers you actually have something nice and personal to say about. No one needs or wants an impersonal and neutral recommendation.

Another benefit to keep in mind is for potential debaters. There might be people in your organization or institution, who do not feel comfortable enough to start debating themselves or to join the club, however, they still want to be a part of the community and observe others debating or organizing events. This is their opportunity to be a part of the project in a way that still feels comfortable for them. This is also relevant for other debate clubs around you, so, if you're organizing a debate tournament, for example, you can consider reaching out to registered teams and encourage them to bring along their novice debaters as volunteers, if they're not ready to debate themselves.

Maintaining the Network of Volunteers

If you've recruited volunteers for one project, they might be ready to help you out on the next (or recommend their friends), if you upkeep your network of volunteers. The first important step to make sure this network is alive and well, is to ensure that they've enjoyed your cooperation during the specific project. Make sure you clearly communicate your expectations, provide (and ask for) feedback, include them in the event and thank them for the work they've done. After the event you can create a group on any social media platform, where you add all volunteers and give them a chance to keep communicating with each other. In this group you can also share different opportunities they might be interested in and announce any future projects you'll need their help with. It will be much easier to work with people that you already know and you won't have to waste resources on recruitment again.

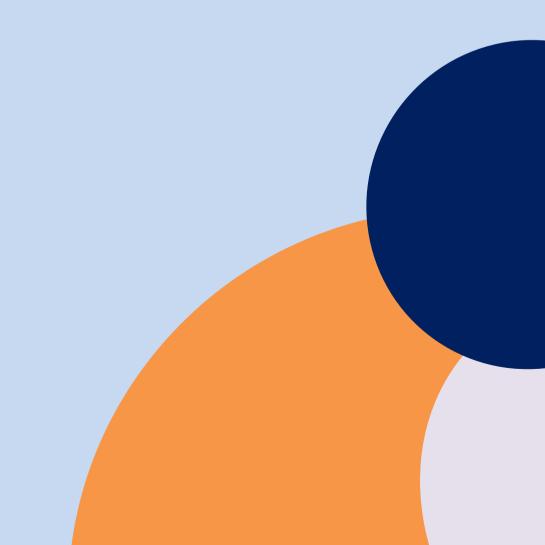
Legal Aspects of Hiring Volunteers

Before starting your cooperation with volunteers, make sure you are familiar with the relevant legal aspects of volunteering in your country. In Latvia, for example, a specific law related to volunteering is about to be passed, outlining the age limits and obligations for institutions onboarding volunteers. Some countries require the conclusion of volunteer agreements while in other situations such agreements are stipulated obligations from the sponsors or institutions funding your project. Making

sure you're familiar with such regulations will also help you understand whether your volunteers can only be university students or if you can also recruit high school students. When having high school students as your volunteers, be mindful of the structure of your event. While they might be incredibly helpful, for example, during a university debate tournament, it might not be appropriate to include them in the tournament socials.

Chapter 8 – Transfering Debating Skills to Professional Life

Debating proficiency in all formats, but most notably British Parliamentary, as well as in all media - be it competitive or non-competitive - offers a number of transferable skills. Identification and consequent use of these skills may occasionally be difficult beyond "more nuanced argumentation", hence it is important to look past BP-specific skills and generalize them. This chapter is going to provide some examples of how debate-specific skills can come in handy at different situations outside tournaments and practice sessions.



Transferable Skills to Professional and General Settings

The list below offers a holistic, but by no means exhaustive, count of transferable skills. It is intended to showcase the arguably most valuable skill sets.

- Critical thinking is one of the primary required skills in all debating formats and holds importance past them. This skill has become one of the few determining merits of professional success, especially in fields requiring managerial characteristics. Nevertheless, mastering critical thinking could be attributed to exposing yourself to different and well-proven arguments unique to debating. The BP format further necessitates critical thinking in analyzing argument's importance between same-bench teams e.g., Opening Government and Closing Government.
- Public speaking skills might sometimes be neglected compared to the emphasis often put on critical thinking, but it is important to remember that critical thinking can only materialize and become valuable when we are able to persuade people and communicate our points. Debating, especially in BP, requires speakers to not only deliver well-analyzed arguments but also compelling ones, as the main aim is persuading judges. Similarly, judges are required to present a compelling stance on the specificities of their call, again aiming to persuade other panelists.
- Debating teaches you to engage with ideas quickly while also being able to adapt your own arguments depending on the lines of reasoning coming from the other side. Hence, the rapid nature of competitive debating accustoms participants to make crucial decisions swiftly and work under pressure contently. This is no doubt substantiated best in BP, where a set of four conflicting cases need to be analysed independently as well as in conjunction with one another.

Greater attentiveness to the intricacies of political discourse more broadly can also be attributed to competitive debating. Once you have to make arguments related to current affairs you are bound to engage with any information coming your way by also recognizing its normative value, i.e. one can more easily recognize how some facts can be weaponized for various political and moral agendas.

Especially for those who are just starting out in their academic career, BP debating provides a platform where they can grow and learn how to critically engage with different types of argumentation. After all, most essays and academic papers in social sciences attempt to advance an argument that in nature is not very different from those in debates. By recognizing the crucial links of argumentation swiftly, debaters often gain the upper hand in academic settings by simply saving time and effort in coming up with ideas as well as by making their writing more persuasive and easier to follow.

All together, it should be a high priority for debating societies to emphasize transferable skills as this bridges the gap between a university-level hobby and an activity recognized as valuable by the broader society.

Showcasing and Communicating Transferable Skills

Debaters and judges tend to have quite specific terminology as well as a tendency to engage in very detailed concepts that may be foreign to people outside of debate. The potential downsides to this can, however, be mitigated in a couple of ways.

Public debates. An event tailored to external observers interested in the topic of discussion can bridge the gap. In such events, attention must be given to setting an accessible and popular topic e.g., *This House Regrets the rise of cancel culture*, which, nevertheless, is not particularly divisive or polarizing. If a publicly divisive topic is chosen, the convenors should make it clear that

speakers are not necessarily defending their personal opinions, to avoid excessive backlash. Additionally, in higher-level debating circuits, speakers can be instructed to refrain from debate-specific jargon, fast speech, and complex argumentation to further increase accessibility to the general public.

Selection of publicly popular topics for internal spars. In cases where public events might be difficult to convene, training your speakers with topics familiar to them and perhaps their peers is also good. Consideration, as before, should be given to avoiding extensively polarizing subjects, especially with novice speakers. If selected correctly, the topic will allow your speakers and judges to utilize preexisting knowledge and confidently converse about it in everyday discussions.

Guest alumni speakers and academics. Regardless of the debate club they may come from, debate club alumni are excellent examples of proving the skill transfer. Inviting them generally should not be deemed problematic, as most alumni want to continue supporting debating, hence would be delighted to attend. It seems convening said events works best at the beginning of a new season e.g., semesters or academic years, as students generally are looking to partake in new activities. The same holds true for inviting members of faculty and the academic staff since they are bound to be known among students and can easily attract attention when engaging in topical debates outside the usual class setting.

Accessing Relevant Materials

As it might have become clear to the reader, communication and identification of transferable skills can be difficult and at its worst form alienate prospective or attending members. Thus, it is advised to learn from the vast debating community.

- Sharing experience. Finding the most optimal way to share transferable skills can vary depending on the size of the club or even the culture surrounding debating. Hence, experience from local debate clubs attempting different strategies can be a great aid. It is therefore valuable to keep a record of attempted means e.g., public events convened and feedback from the participants for future improvements.
- Global debating forums. At the time of this writing, a prominent group on FaceBook named "Debating Seriousposting" is a popular online forum. The collection of debaters, conveners and judges of all proficiencies are willing to answer questions and give advice on context-specific questions. It is very much likely that older and more prominent debate clubs will have faced the same issues new ones are about to.

Balance Between Emphasis on BP and Transferable Skills

Adherence to the BP format can seem constraining or perhaps alienating from the "actual" debate, though you should not treat it as such. BP, as well as other formats, act to give the debate an effective yet alterable structure and an aim. Additionally, a format (especially BP as it is the most widespread international university-level format) allows participation in international competitions, which not only aids to improve the quality of argumentation but also its diversity. Acknowledging potential reluctance to compete for some, adherence to BP should be still considered for its inherent advantages e.g. the four team system, closing halves or even common tactics. This is of course not to say that only training your members for BP debating is mandatory. In fact, it could be claimed no debate club does. It may be advantageous to allow

diversification of formats, styles, and target audiences regularly, as it is a unique way to attract members unfamiliar with competitive debating and showcase to them the more familiar aspects of it, such as public speaking, critical thinking, persuasiveness and general knowledge that debating offers.

While on the topic of exploring different formats, we want to note that there is a significant chance to enhance and transfer skills by practicing different formats. Be it World Schools, Australs, BP or any other popular debating format, a fundamental similarity in skill requirements exists. While there are some clear discrepancies between said formats, they at large require the same from participants. A note must be made regarding formats of exceptionally short speech times, such as MUN. We want to offer a recommendation to refrain from such formats, as they can be traced to disproportional credit rhetorics and adherence to nomenclature. While it would be harsh to claim no efficacy of them, the benefits of adapting quickly, considering nuanced arguments and extending critical thinking beyond assertiveness are relatively limited.

Chapter 9 – From Novice to Expert Debaters

Let us start by recognizing that arguably all expert speakers or judges forged their success through painstaking and time-consuming practice and study of debating. Advancing in debating is likely to be difficult as the notion of an "excellent speaker/judge" consists of a wide array of merits e.g. the ability to prepare material, sense of strategy, overall style, structure of speeches etc. More crucially, there is no single way to learn said merits. Thus, we welcome you to explore some of the potential paths to achieving success in debating with a reminder to tailor them to your speaking style, preferred role and overarching goal.

Most of the material covered in this section will allow both speakers and judges to overcome the learning plateau that individuals attempting to excel in debating often face. A clear understanding of a learning plateau is difficult to find, nevertheless, the sense of stagnation or difficulty to improve (most often during the second year of active debating) are the common indicators. In instances of this happening, it is imperative that additional encouragement to continue debating as well as access to new and perhaps more effective ways of learning debating are provided.

Accessing Advanced Debating Material

It is no secret that some (especially high-quality competitive) societies develop their own advanced training materials. Nevertheless, there are numerous resources freely available. These learning aids should not only be used to develop competitive speakers but also judges. This is sometimes neglected, yet it is important to recognize that numerous high-quality international competitions require institutional judges, thus it is imperative that the full contingent is well prepared.

Resource	Location	Use	Notes
Directory of	https://docs.google.	Navigating different	This is useful for
resources -	com/spreadsheets/d	resources that have	seeing what different
Debating	/1Zr4DiGRh7i6IWIO	already been	circuits have to offer
Online	HWnwtNrSUigUnR4	compiled.	as they have
Universe	3kVT5oaNl0hII/html		compiled different
	view?fbclid=IwAR0U		workshops and
	nP6T4EriEKqhwbIj-		debate recordings.
	OrOYF-OJx3-		
	CiiR8JTljgOETda qa		
	Mxa3bPGmE#		
Recordings	Youtube	Observing and	Watching recordings
from major		noting arguments	can be done
international		made and the	individually or in a
competitions		strategy used.	workshop setting e.g.,
e.g., HWS			analysing 1 argument
Round Robin,			
WUDC, EUDC			
Recordings of	Youtube. Specifically	Familiarizing oneself	Older (at least 5
advanced	channels like	with advanced	years) workshops

debating	European Debate	debating and	might be slightly
workshops	Training Platform,	judging concepts.	outdated due to
	Astana Debate		updated trends in
	Union, and Korea		debating.
	WUDC Training		
	Program, Digital		
	<i>Matter Files</i> etc.		
Miscellaneous	FaceBook groups	Developing general	Some content may be
	dedicated to	knowledge of	too advanced for
	debating e.g.,	debating techniques	improving speakers.
	Debating	or popular motions.	
	Seriousposting		
Accessing	hellomotions.com	Picking out motions	The website contains
motions		for spars and	thousands of
		practice sessions.	motions, however, it
			has not been properly
			updated since
			February 2021.

Tips on How to Improve

Misdirected use of resources outlined above is likely to result in some, but limited, improvement, therefore, it is important to establish effective ways to improve. Here are four classic suggestions:



Practicing. Widespread popularity among advanced speakers and judges to attend "preparation competitions" before major international ones is an indication of the necessity to regularly practice debating and judging. This not only allows one to gather experience debating against excellent teams but also gives speakers the possibility to try out new speaking positions or styles. Debating or judging at least once a week would be preferable. Online spar

groups can also provide access to high-level debates for both speakers and judges.

- Observing. There exists a satirical phrase that necessitates observing debates: "Most well-made arguments are stolen from better speakers". It may sometimes seem impossible to respond to unexpected and seemingly very strong arguments, hence familiarizing oneself with them prior can be advantageous.
- Case filing. Studying philosophical, economic or judicial concepts as well as specific nations or religions is what distinguishes excellent teams from good teams. Knowledge of world affairs or nuanced contexts helps mitigate the risk of not having any or only having shallow arguments. This can be done by reading the news regularly or by actively researching blind spots. At the end of this chapter, we have included two examples of case filing; one based on a topic and one based on a motion.
- Judging. The best speakers are also very good judges. Experience in judging panels gives speakers a unique look at the ways arguments are assessed and prioritized. Accrued knowledge can therefore be used to persuade judges on the metrics they value most. This is of utmost importance, as judges from different debating circuits e.g., IONA, continental Europe, Israel etc. have been trained to assess the debate in different ways. Learning about said differences and the approach to persuading any judge can be uniquely accrued by judging with them.

The above mentioned four ways of improving can be used to develop advanced training modules within debate societies, by combining and applying them differently. It must be noted that in larger societies, especially with a high influx of novices, novice and advanced training is often separated. Below, we have outlined four common types of advanced exercises.

- Multiple context-specific debates. Having two rounds of debates in one session can be challenging logistically, but allows speakers and judges to adapt to the usual competition medium. Setting context or sector-specific topics, such as, "THW make farming subsidies contingent on the adoption of green farming practices", will force speakers and judges to research and memorize some context-specific information, therefore giving access to more nuanced arguments.
- Judging. Making speakers judge debates can be enforced by quotas e.g. but is more preferably done by incentivizing them with potential benefits they could obtain. A simple strategy would occasionally be to ask judges to debate and speakers to judge.
- Content analysis. Collectively watching a recording of an excellent speaker and jointly noting the arguments, points of analysis or even weighing works wonders. It requires engagement from the participants and allows them to bridge the gap of understanding via support from others. If you do not want to use recordings, you can also ask a speaker within your society to prepare a speech well in advance instead.
- "ProAm" debates. Practicing speaking or judging with more experienced debaters or judges in a non-competitive setting is arguably one of the fastest ways to excel, as during this practice, improvers can observe the seemingly difficult-to-grasp theory of debating being used in simple and smart ways. More experienced debaters/judges will also be able to give more nuanced feedback on preparation time and strategies, by using examples from the improver's speeches.

Lastly, we analyze self-assessment, as this can be claimed as the hardest but arguably most effective tool for improvement. Assessing one's speeches or judging can be difficult due to the limitations of knowledge or admittance of mistakes. Therefore, it is advisable to start with feedback from others. Speakers should seek to get feedback not only from judges but also from their teammates. These people are likely to spot and be able to pinpoint specific problems with one's speech, strategy or prep. However, one has to consider a few pieces of advice before giving feedback to their partner (or to anyone else for that matter):

- Do not overwhelm. While it is often the case that after a round one can feel overburdened with the many aspects they themselves and their partner could improve, when giving feedback to one's teammate, the objective is to set a realistic expectation of what they can work on in a short amount of time. In other words, especially between rounds in a tournament, it is advised to focus on just one to two main things you and your partner want to work on those are the ones worth pointing out to them.
- Be considerate. Often a situation arises where one or the other member of the team "carries" their teammate during a round (i.e. contributes with more material, better ideas etc.), and this typically occurs during pro-am rounds, but might also be the case simply due to specializations in different topic areas. In those cases, do not be surprised that they might be in need of improvement. Often, it is quite normal for each partner to have certain strengths and weaknesses! Instead of criticizing each other for them, it is worthwhile just having a conversation on the strategy applied during such rounds so as to weaponize the strengths of each other and minimize the weaknesses.
- Point out the accomplishments. This might seem obvious yet is often forgotten in competitive settings. Speakers often doubt themselves, even on the things they are relatively good at. In order to not backslide, one needs to support their

partner by pointing out the things they did well during their speech so that they can continue to do so in future rounds.

Set clear expectations. This is a piece of advice for feedback that goes beyond a single debate round but applies to competitions and even longer periods of time. When teams underperform due to an elusive expectation that has been set for them, it can prove rather demoralizing. Thus, it is important to communicate with one's partner about what realistic expectations they have and goals they want to achieve (e.g. breaking to the quarterfinals of a tournament and not necessarily winning etc.).

International Competitions

International competitions are designed to be highly competitive and diverse, by allowing teams across the world to compete on motions accessible to the average global debater. Thus, by going to competitions, societies can exponentially develop both highly competitive and novice speakers. Sending teams to international in-person competitions can be logistically difficult and registration and travel expenses can often be difficult to cover for speakers individually, so subsidies from the debate clubs, to the extent of their capability, can be given.

Chapter 10 and 11 discuss tournaments in detail, and you can also find a short list of international competitions in appendix 3 to gain a better grasp of popular and prestigious tournaments in the BP format.

Cooperating with Other Debate Societies

Collaboration between debating societies is prosperous and likey useful. Even the most prestigious debating societies, contrary to common belief, are often happy to collaborate with growing or smaller societies. Said collaboration can take many forms, from which the most common are joint spars, but it can also include informal agreements to attend each other's competitions or occasionally joint social events.

Regardless of the form, they benefit both societies by allowing every member of them to experience the benefits of global debating. Starting collaboration is relatively easy and is usually done by approaching a member of the society one would be willing to collaborate with in a competition, informing each other about upcoming competitions hosted etc. While it may seem impossible to find representatives of specific societies, it is common for every debate club to create a social media account, which makes initiating communication easier. The reader might be surprised to know that debaters of different and even distant circuits almost always know each other from competitions that they attended together. Asking for contact information and networking at tournaments is most often seen as a fruitful beginning to facilitating inter-circuit relationships.

Example of an Excerpt from a Case File on a Topic (Religion)

Note: case files are usually written in short-hand that can be specific to particular debaters, therefore, it might not be comprehensible to all audiences.

Religion & other

Comparison between religion and other beliefs

- 1. E.g. religion vs nationalism and capitalism etc. Differences:
- Original source of beliefs e.g. Ronald Reagan / Karl Marx vs
 God (humanly vs divinely ordained)
- Do not face the same level of punishment (e.g. if leave a nationalist community face violence - if leave God you face eternity in hell)
- Falsifiability "America is the greatest country on Earth" you can somewhat check that in face of facts - can't do that with religion
- Codification of beliefs if you're a Muslim there are a lot of things you could reinterpret vs other things [here actually

	there is a clash: more or less specific document - which one is		
	more likely to be changed?]		
Is religion	Why it's not a choice:		
a choice?	1. Costs of community - even in secular countries you tend to		
	live in communities that are religious		
	- They might help you with your job, visa opportunities, look		
	after your children etc. You also lose practical benefits		
	2. Costs of identity - if you actually believe in heaven and hell -		
	it takes a lot of effort to go away from this faith		
	- Cost on a spiritual level - there "might" be a god who will send		
	you to hell		
	- Religion has become a part of you in an identity fashion - you		
	might not be able to go to confessions every Sunday, now		
	don't follow religious rituals (praying)		
	- Especially impacts children - how do you exit that religion if		
	entered it early on?		
	3. If you detract from nationalism etc. you will have strong		
	community costs etc. but also there are identity costs from		
	detracting from those beliefs - it will leave a void in your life		
	→ therefore can wash: other beliefs are equally made under		
	duress		
Religion	1. Incentives for change		
changes	- Religious faiths want to attract followers - it is somewhat		
	puritanical - it gains benefits from converting other people		
	- You always want more followers - if you genuinely believe that		
	non-believers go to hell, then you want to help them		
	- Economic + political benefits		

 The curse of Ham (e.g. many believed this to justify slavery of black people) - churches just dropped this in 20th century

2. Capacity for change

- How much change has already occurred the Christian faith is not the one of Crusades and Islam isn't the one of conquest either
 - How religions change: religious faiths have a lot of diversity within them (e.g. protestant reformation);
 Islam isn't a monolith anymore - e.g. Sunni/Shia, but Sunnis also have Wahabi and other schools.
 - There are gaps in all of the religious documents they're all at least 1400 years old (kinds of inventions, music, sport, art whatever)
 - Scriptures are vague e.g. women working in the workplace - could make a reasonable case why they should work in the workplace; can find arguments in Sermon on the Mount for social justice etc.
 - There's always a capacity to forget they are based on collective memory (how many people have actually read the old/new testament)?

3. Doesn't change

Religious beliefs - a lot less likely to compromise them - very hard to verify in any capacity about whether or not it exists (bc relies on the afterlife, god etc.) -even if political/economic beliefs are stubborn they are comparatively more flexible

Example of a Case File on a Motion

This house believes that companies should implement policies that require management to work entry level jobs periodically.

1) Sets of benefits for workers

- 1. Policies people implement unionize, worker safety, health insurance etc.
- managers experience it
- people exposed/confronted cannot hide behind email chains in NY or in a faraway office building
- Opp has to engage: vast majority of people good at their workplaces and do jobs well because are motivated to get a promotion
- so managers will see bad things happen (e.g. workers' rights violations) and will feel empathy
- 2. Mobility
- biggest problem: the corporate elite is educated by some prestigious unis and companies usually don't appoint lower management workers, but simply pick someone from the Ivy League. Now lower income people can just mimic the behavior of the managers
- the chances of being promoted just skyrocket - otherwise stuck in the same iob

1) Worse for workers

- 1. Basic standards improve because of sympathy?
- a. untrue because the majority of the time managers have luxury offices
- b. Managers don't live the same reality can go back home to their villa and live separate lives
- c. zero-sum game against workers (e.g. still dividing up vacation days, get bonuses etc.)
- d. even if workers have good faith selfinterest trumps that when monetary benefits are at stake
- e. Contact theory? No, the negative biases are affirmed first that makes it worse as opposed to not having those relationships at all
- f. People are selfish caring about the self is more likely than empathizing with other individuals
- 2. Worse bc workers feel watched feel like all mistakes are observed (harder to have good relations with co-workers if you see some of them sucking up to the boss)

- you send your CV to HR now managers can't avoid it because they worked with you 6 months ago and know you personally
- 3. someone else is always there to see if lower level managers abuse their staff
- 3. You don't develop connections with your boss because they are simply elitist

2) Benefits for companies

- 1. People at the top are going to be better off because they have to actually climb up the corporate ladder and have gotten training they otherwise would not
- 2. Efficiency of management these companies tend to be big so otherwise feedback gets lost in these companies now it is much less likely that it will happen (ideas get lost bc they have to get through 20 layers of bureaucracy, now managers see directly what is wrong)

2) Companies under-inform and lay off more workers

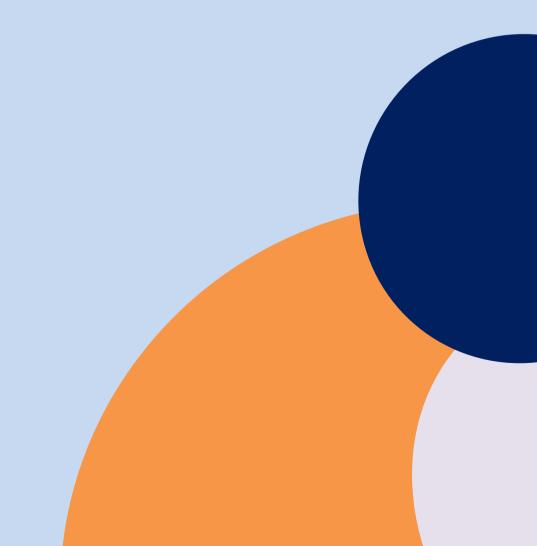
- 1. Managers will resent this policy (view it as a chore)
- 2. They will discredit all entry level jobs anyways because already have biases against those workers (see them as less skilled, lazy)

When they get this kind of entry level experience:

1. More likely to automate, lay off workers since managers are going to notice that one person can do 2 front-desk jobs

Chapter 10 – Going to Tournaments

At a debate tournament, speakers can put their prior learning to the test and develop their competitive debating skills. Although all debating competitions follow a pretty similar format, the experience can be quite strange for newcomers. This chapter describes what you can expect from a debating competition and how to prepare for attending one.



Before the Tournament

The prerequisite for attending a tournament is finding information about a tournament to attend. You can go to appendix 3 in this manual for an outline of some of the more well-established debating competitions and when they are hosted. Another great tip, however, is looking up some of the debate societies in your area and following them on social media. Information about tournaments is almost always disseminated through these networks, especially on Facebook, and will therefore also reach your feed.

In order to register for a tournament you will have to fill out a registration form. These usually include questions about your personal information, such as your email address and/or phone number, accommodation requirements, meals etc. If you have any questions when filling out this form, it is always best to contact the organizer as soon as possible. If your delegation is sending a number of teams, you should be mindful to also think about judges! To ensure that there is a sufficient amount of judges, most tournaments use the "N-1 rule", meaning that every debate society has to bring one less judge than they are bringing teams to the competition. For example, if three teams attend, two judges have to sign up as well.

During the Tournament

On the morning of the competition, all debaters gather at the tournament venue. First, participants must register or check in, followed by some opening words from the organizers, CA team, tabmaster and equity officer. These people are your main points of contact during the tournament:

Organizers are responsible for everything needed to make the competition function: Rooms for debate rounds, accommodation, meals etc. You can turn to them if you have any organizational questions.

- The CA team signifies the chief adjudicators of a competition. These people or in some cases, this person are responsible for choosing the debate motions and can be approached for clarifications about said motions before a debate round. Any problems with judging can also be discussed with the CA team.
- The tabmaster sets up the draw before each round. In the first round, teams are determined by lottery, meaning any team can end up against any other team. Subsequently, pairings are set up so that teams with equal points compete against each other.
- Lastly, the equity officer is responsible for ensuring a safe environment at the tournament and handling problems that might occur between participants. You should also approach this person in case you have any disabilities or health concerns, for example if you need to use digital note-taking.

Once the motion gets released, you have 15 minutes to prepare your case. External assistance is not allowed during this time, meaning you cannot look for information online nor seek help from other teams, coaches or acquaintances. Therefore, debaters must rely solely on their own knowledge and past experiences. There are no assigned spaces for preparing, however the OG team has the right to prepare in the assigned room. Prior to the motion being released, debaters are able to see the draw, which shows who they will debate against, who will be their judge, and which room they will be debating in.

Example of a draw:

Room	OG	00	CG	СО	Judge
216	Team 1	Team 2	Team 3	Team 4	Paul
217	Team 5	Team 6	Team 7	Team 8	Stacy

Typically, debates at competitions start with the judge introducing themselves, and if necessary, the other adjudicators. Sometimes, multiple judges evaluate a debate, and

in such cases, it's called a judging panel. One panel member is then the chair

adjudicator, whose role is to ensure that everything runs smoothly during the debate.

After introducing the panel, the chief adjudicator asks both teams for their speaking

order. The speaking order is important because it helps judges give accurate scores to

each speaker. At the end of the debate, the judge asks everyone to leave the room so

that they can begin deliberating alone or with the other panelists. In most cases,

decisions are made within 15 minutes.

Once the decision is reached, the judge calls all debaters back into the room,

announces the winner, and explains their decision. If desired, debaters can ask for

personal feedback, which is certainly valuable for their future development. If

tournaments allow debaters to provide feedback to judges after a round, it's advisable

to do so, as it helps the chief adjudicators plan for the judges in the upcoming rounds.

After the first round, pairings for subsequent rounds are determined based on team

points. Since four teams compete against each other in BP debates, the point

distribution is as follows:

1st place - 3 points

2nd place - 2 points

3rd place - 1 point

4th place - 0 points

At the end of the preliminary rounds, the teams with the highest scores advance to the

final rounds. In cases where multiple teams have the same number of points, those

with the higher cumulative speaker points advance. Reaching the finals is often

referred to as a "break" in debating.

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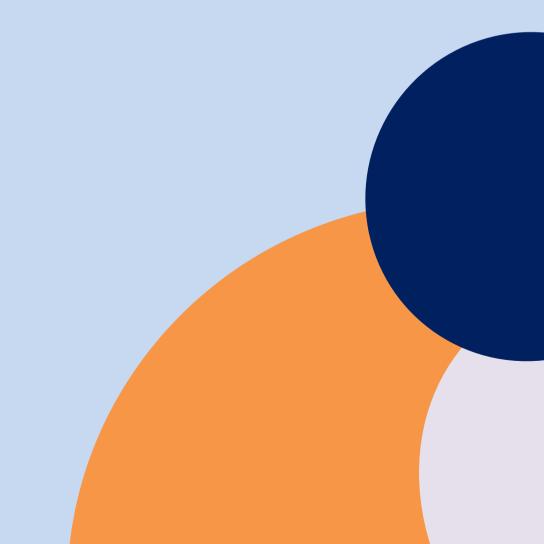
Creating Positive Experiences for Your Delegation

Members of a debate club have varying degrees of experience; what is the 20th competition for one might only be the first for someone else. Here are a few tips you can use to make the experience more enjoyable for newcomers.

- Setting goals. Prior to the competition, it might be good to have a chat in the debate club about what expectations and goals people have for the debating competition. This is useful in terms of making the event a better learning experience, as the goal gives something to strive towards and creates a basis on which people can access their experience after the event. In addition, this gives you the opportunity to manage expectations that might be a tad unrealistic, to guarantee an enjoyable experience.
- Shared transportation and accommodation. Not only might you find cheaper options for transport and accommodation as a bigger group, but this also helps create a group feeling and gives you a place to meet all together.
- Get together. Whether it is for a drink before the social or for a quick picture at the end of the tournament, try to find moments to unite the whole delegation. This helps foster a stronger sense of community among members and gives you shared experiences you can look back on in the future.

Chapter 11 – Organizing Tournaments

Most debate societies, regardless of their size, tend to organize at least one competition, be it internal or open to other institutions, per academic year. This not only offers exposure to other debaters and circuits but also allows your own speakers to develop and progress. However, a lack of experience organizing debate-specific events is usually the biggest deterrent and perceived difficulty. This chapter aims to give the reader a holistic overview of the planning process as well as some tips and tricks to make what at first seems rather difficult a pleasurable experience.



Preparing Your Team for Tournaments

Unfortunately, the only feasible way to learn and prepare yourself for tournament planning is to attend or help organize tournaments yourself. A team of active members in your debate club will be of utmost importance in not only helping with the planning and execution but also giving support where it is needed. The list below outlines some preliminary steps to take yourself and your team through to ensure you feel confident when it comes to organizing your own competitions.

- Attend as many competitions as feasible. Having a glimpse at what more established institutions have honed over many years will definitely streamline the process for you. Meeting and talking to the convenors, as well as taking notes on good ideas and shortcomings will let you avoid some of the mistakes newly established institutions commonly make.
- Volunteer at tournaments. This can be done either by judging, doing equity, if applicable, developmental CA positions or even just by being the "runner". Volunteering at international competitions would be preferable as to expose yourself to more diverse ideas. Additionally, the time you will have between the rounds and the chance to interact directly with the OrgCom can provide a lot of insight.
- Scale up slowly. Once you feel like you and your team are ready to take on tournament planning yourselves, start by hosting a one-day internal competition before attempting a traditional Open or IV-style competition that spans 2-3 days. Apply the tips and tricks you have learned from others and make sure your team is prepared.

Tournament Planning

The list below outlines the steps taken by a seasoned organizational committee member to prepare for a planned tournament. Note, that this list might not be applicable to very specific debate competitions as well as includes details redundant for online competitions.

- Select the organizational committee (OrgCom). This will be the group of people responsible for the smooth running of the competition and is commonly composed of three to six people depending on the size of the competition. Having at least one person with experience being an OrgCom member, one person responsible for invoicing institutions and budgeting as well as a PR and communications person is recommended. For bigger competitions, these roles might be split between more people.
- Select and enquire about possible venues. Even though most debate clubs rely on their respective universities to offer venues, this category of expense tends to be the biggest, and thus most important to secure early. The choice of venues and their capacity will be contingent on the expected number of participants (including OrgCom and CA/Tab team), therefore attendance estimates and a preliminary budget must be prepared in advance.
- Prepare a budget. Most debate societies tend to operate as non-profit organizations and aim to just break even, which is reflected in the budget and subsequently the registration fee of such events. Below is a summary of the categories commonly included in a budget:

Expenses	Income
Venue bookings with necessary security	Registration fees
CAP team, Tab and Equity compensations and travel subsidies. Sometimes accommodation is provided.	Sponsorships from businesses or the representative institutions e.g. the university
Independent Adjudicator (IA) travel subsidies	
Food and drinks for the participants	
Prizes, paper, and often merchandise in the form of pens, stickers, tote bags etc.	
Contingency (commonly 10-20%)	



Select the tab team/person. the Chief Adjudicators (CA team) and an Equity Officer. All small to medium sized competitions tend to have one tab person, three CAs and one or two Equity Officers. See notes below on how to select them.

- Tab officer must have experience working with the tabbing software you are planning to use e.g. Tabbycat. The tab officer will need to assemble the tab in advance of the competition, therefore ensuring they are available is crucial.
- CA team must have debating and judging experience to the extent they can collectively come up with balanced and deep motions. Ensuring gender balance in CA teams is crucial not only for inclusivity but also for improving the quality of motions. Most OrgComs tend to invite one acclaimed CA in hopes of attracting more participants (as a sign of quality), however, they can be more expensive or just harder to get into contact with.

- A note must be made about Developmental Chief Adjudicators (DCAs). Some competitions tend to reserve a slot for a DCA which is either selected by the OrgCom or CAP team. If selected, this person must be chosen for development primarily as opposed to for personal reasons.
- Equity officer preferably must have some experience with equity in competitions as well as equity complaint processing. Taking e.g. gender and race into consideration when appointing an equity officer is of utmost importance, as teams and speakers of all backgrounds should be comfortable speaking to said officer.
- Select a team of volunteers/runners. Communicating during a competition, making sure water, food and paper are available sometimes across multiple facilities is difficult. As is making sure judges deliver ballots both on time and to the correct room. For this, volunteers are necessary. Commonly a group of three to ten volunteers working in shifts is selected for medium sized competitions. Go to chapter 7 for more on how to work with volunteers.
- Make your event public. For this, most debate societies utilize their social media accounts, the most common being via FaceBook events. This facilitates communication about registration deadlines, registration fees, the number of team slots left and other things anyone planning to participate should know. Likewise, adding your event to the Global Debating Spreadsheet (which can be found here: https://docs.google.com/spreadsheets/d/1R9s3MAh1H_7rJ9NQhO18p6o7bvekrIDTk27l7emXk6o/edit#gid=1356868241) can help you reach people

searching for competitions at specific times or locations.

- Choose and secure accommodation. Most competitions provide accommodation to the participants in need by either offering "crash" or by providing access to inexpensive hotels/hostels. In case of providing crash, contact the members of your debate club who would be willing to host participants for the duration of the tournament and establish communication. Attempt to ensure access to a diverse set of hosts and crashes e.g. female, alcohol-free, early sleep etc. to make sure everyone feels welcome. In case of hotels/hostels, book the necessary number of rooms and remember to include the volunteers, CAs, etc. who may be in need of accommodation.
- Create and publish the necessary forms. These include but may not be limited to a registration form, crash form, clash form and an equity complaints form. Always remember to store and distribute personal data only with the consent of the person in question and following GDPR if you are within the EU. This specifically applies to equity complaint forms, which should only be viewed by the Equity Officer.
- Send an infopack to the participants. It should include the schedule and all necessary travel information as well as a checklist of what to take with them. In addition, you could provide some information about best places to get food and some sightseeing recommendations as well for those who might be traveling from afar. It can also be sufficient to provide different infopacks for different groups in order to target the information to those who really need it.

During the Tournament

Here are some things to keep in mind during the competition but of course earlier preparation helps avoid stress during what should already be quite a busy time.

- Set up rooms ahead of time. Make sure that all the chairs and tables are in order since moving them around when the event begins might cause delays. Of course, if any accessibility requests have been made before the tournament, make sure to accommodate those for the participants in question. Similarly, it is advised that speaker-scales should be printed and put in the rooms for judges to use as a reference material. This will incentivize the judges to allocate speaker scores well and in a uniform manner.
- Run check-in smoothly. This includes making sure that everyone who is supposed to be at the competition is there (speakers, judges, volunteers and Org), given that their absence can create significant delays later on. In order to ensure compliance, you should clearly communicate strict times when participants might be "cut" from the competition (i.e. not included in the draw of the respective round), if they do not arrive as planned. Of course, sometimes some exceptions might be made at the organizers' discretion, however, often it is equitable to set an equal set of rules for all to avoid special treatment. Although check-in is usually done just at the beginning of the day, additional roll-calls can be made in the announcement hall before subsequent rounds to make sure everyone is there.
- The first day of the competition usually starts with briefings. Overall, although it is nice to have everyone on the same page, make sure to be efficient and brief so as not to tire everyone out before the event really begins.
 - If it is a novice or pro-am competition or if there is a significant part of participants who are less experienced, it is expected that first a speaker briefing should be provided. This usually covers the rules of the format,

informs about the need to submit feedback on judges (see below) and addresses any organizational questions (e.g. the venue, food, logistics, channels of communication, schedule etc.). In tournaments where everyone is expected to be familiarized with the basics, this can often be skipped and instead just a short announcement regarding the organizational details can be issued.

- o In the meantime, or during the preparation time for the first round, it is common that a judge briefing is held. It usually informs and reminds judges of some basic rules, as well as covers any recent rule changes or trends in common mistakes. Moreover, presents the judges with the speaker scale that they should follow during the tournament (i.e. how individual speaker points should be allocated) and puts time limits on their deliberation, oral adjudication and feedback times (e.g. usually OA might be set at 15 mins but it is at the organizers' discretion to allow for longer to enhance the educational experience).
- Definitely, an equity briefing should be held. This covers the most important points in the equity policy, which should be sent to participants prior to the tournament. However, make sure to once again display all the contact information of the Equity Officer(s) so that participants have a clear idea about the way to reach them. Equity announcements in-between rounds might also happen if it appears to be the case that participants need reminders throughout the event.
- Announcements should always reach everyone. For that reason be very clear about the location of the announcement hall and communicate times when they are going to be held. In addition, many tournaments choose to use Discord channels to also communicate with the participants, for example, by reposting announcements there as well but also by releasing motions, equity announcements and communicating when some participants cannot be found. Discord is, however, by no means the only option for digital communication.

- It should be easy for CAP and tab to work together. They must be able to reach each other easily and have a quiet space between rounds. That is because they do panel allocations together and make sure that all the equity (e.g. clashes) and judge ranking criteria are met. It should also be easy to pull in the Equity Officer, in case of equity issues such as clashes.
- Incentivise submitting feedback. Teams are expected to issue feedback on judges, as well as judges are expected to issue feedback on each other (i.e. the other panelists). This is extremely important for the CA team to be able to do their jobs since that will enable them to break the best judges and ensure the quality of the competition. If necessary, a condition can be made that teams/judges are only able to break if they have submitted some specified proportion of feedback, although, hopefully such drastic measures should not be necessary if the participants comply when asked nicely.
- Make sure to communicate the schedule very clearly. Even though it was already advised to make time buffers, delays or changes to the schedule can happen. Make sure that in that case you communicate that to participants so that they have time to adjust. Never proceed to the next stage of the event ahead of schedule without being confident that all participants are aware of the fact.
- Share a feedback form with the participants before the tournament ends. This should include a space for the participants to share their satisfaction with the event and provide suggestions for improving future events. This is incredibly valuable since even though you will yourselves notice some places for improvements already as the organizing team, not everything might meet your eye and, therefore, this feedback should be carefully considered. Just remember not to be too hard on yourselves when reading it later and be reasonable as to which suggestions can and should be accommodated in the future.

DOs and DON'Ts for Tournaments and Other Debate Events

DOs	DON'Ts
Before the event	
Be ready to ask your society members and other university students to offer crash well in advance. This will help avoid any last minute accommodation issues.	Don't set the registration fee too high. Publish a brief budget overview to be fully transparent so as to clear any suspicions over what the participants are paying for.
Make a selling point for your event and set your own expectations of the purpose and how many people you want to reach.	Not all events must be debate events. Don't make them only about debating as a sport (when not competitive) but depending on the audience, make them as inclusive as possible not to scare people off.
Try to provide accommodation as close to the venue as possible - this will make participants happier and help avoid significant delays.	Do not procrastinate - some things just cannot be fixed at the last moment and make sure to lock in the most important things (e.g. food, venue and accommodation) in advance.
Open registration early. It is also possible to offer different fees depending on how early participants register. Cancel fees should apply if the participants pull out of the event after a given deadline.	Don't make an exhausting schedule - put a buffer in the schedule for everything and provide the participants with some free time and rest.

It might be beneficial to overbook events, given that some participants might not show up.	Don't make an event for you/your friends - think of how the average person is going to feel like.
Make buffers for everything. This includes the budget (usually 10-15%) and definitely the schedule, since delays are very common.	
Announce the schedule early, so that people can make plans and coordinate travel.	
Take into account accessibility requirements when people request those and communicate with the venue to provide those.	
Check if the venue has all that's necessary for an event - sufficient rooms, computers, wires, screens etc. Also be aware of conditions such as temperature and light, in case you expect that AC should be used since it might affect costs like the electricity bill.	
Have multiple people on the organizing team and be very explicit about what you delegate to each other to avoid confusion.	
In every working group have a more experienced member of the society who knows what they are doing and have some novices learn from them. This will make	

organizing future events easier as the knowledge and experience will be passed down.	
Try to be active in the community that you're targeting with your event - that will make it easier to gather contacts and invite people to your event. They are likely to come if they know you or have at least seen you at other events.	
Give a checklist to participants of what they need to take with them.	
Have GDPR disclaimers when handling data and pictures that participants check or sign.	
Plan for some money to be spent on bringing in more experienced debaters and well-known people in the circuit. This will provide the educational quality and recognizability of your event.	
During the event	
Arrange food in advance and make sure it arrives early. Usually food arriving late causes the biggest consternation among the participants.	Do not mix minors and grown-ups, especially in socials after the formal part of your event. This can result in some unwanted equity concerns. If you do, however, make sure to provide extra equity information concerning that.

Make the organizers meet in the venue earlier than you think since unexpected circumstances are bound to arise (e.g. some items missing in the rooms, someone forgot to buy some food supplies etc.) Don't assume that if someone has said they're gonna be there, they're actually gonna be there - overbook volunteers for that purpose in larger events.

Make sure to apply the equity policy strictly and with no exceptions. That is very important for the well-being of participants and the optics of the event for you as an organizer.

Don't make people do equity who are not equity (e.g. CAP, Orgcom). Rather make sure those people guide the participants to the responsible equity person who is better equipped with dealing with the issue.

Organizing team and equity officers should clearly establish themselves and how they can be reached.

Avoid internal humor and jokes and don't be edgy. Assume that not all the attendees have been there before and know each other so try to be as inclusive as possible.

As an organizer expect to be on standby 24h during the event since emergencies can arise even in the middle of the night. Have your phone charged at all times and be ready to answer calls and take messages.

Judges just sometimes should not network with an exclusive group of debaters since that provides for bad optics and can impact the perception of impartiality. Make sure to address judges regarding that matter.

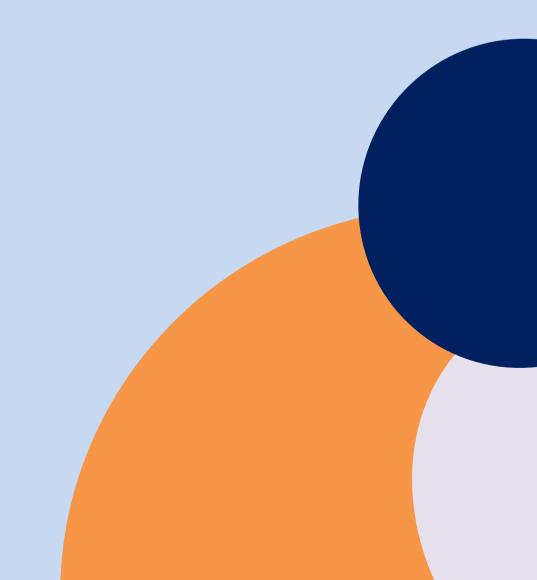
This might seem obvious but provide food and water to people in a way that should be enough to last for the day. In case you don't provide some meals make sure to communicate that in advance and give

Don't waste people's time - make sure to communicate when and where they will be necessary.

participants time to fetch their own food instead.	
Provide for dietary preferences.	When hanging out, do not seclude some part of the group in a different location or a different part of the venue entirely - that might promote differential treatment.
Have volunteers and back-up volunteers who are ready to step in with help. Make sure to rotate people at some points to provide for some rest.	
Try to make the announcement hall where people congregate as nice as possible - you can always draw the participants by providing snacks and beverages there so that they also hear the announcements.	
Clearly communicate the venue details - have signs and volunteers guiding participants to rooms etc. It might be useful to provide them with a map in larger venues.	
Provide some ideas/activities for people who might not be debating in some rounds (e.g. during outrounds) besides just "listening". This can be covered in the infopack and also some activities can be organized by the volunteers.	

Chapter 12 – Financing

This chapter covers four main ways in which funding can be generated: Via universities, via corporations, via foundations and by selling services. We also go over some guiding principles for accounting, and we conclude this chapter with a note on membership fees.



An Important Note

Generating income and covering expenses can be one of the most challenging parts of managing a debating society, and therefore, this chapter seeks to provide an overview of possible income streams based on empirical evidence; what has worked for others and us. Before diving into this chapter, we want to emphasize two important points. Firstly, successful societies can definitely be run without any money, and we generally do not encourage embarking on the quest to make money for the sake of making money. Rather, any income should ideally make the debate experience better for current members, e.g. by subsidizing tournament participation. Secondly, economic environments differ and so does the general familiarity with competitive debating. The positive perception of debating as an esteemed activity, which exists in some countries and regions, will make it easier for societies in those places to raise funds or find sponsors. We encourage anyone looking to generate income for their debating society to seek knowledge from experienced locals who might provide more accurate and applicable sparring than what you can find in this chapter. With that said, we hope this chapter inspires and enables the process of generating income.

Funding from Universities

If you are able to receive funding from your university, we highly recommend exploring this option. This is likely the easily accessible option, and the option with the fewest strings attached. Some universities have a designated pool for student-run activities, which you can apply directly for. We recommend speaking to the relevant parties at your university, such as the student union, about how they help fund student activities. However, if this pursuit is either unsuccessful or does not yield the financial support you are searching for, sometimes it can be beneficial to speak to a specific branch within the university. You can either request a meeting directly with a dean, or perhaps your university has a department that focuses on future employability of students or something third. If you manage to book a meeting with a relevant person at your university, here are a few tips to prepare you:

- Always know how much money you are asking for, but be prepared to accept less. Unspecified numbers are, naturally, intangible and hard to work with.
- Be prepared to argue for why the debating society is a good investment for the university. Here, we recommend highlighting unique selling points of transferable skills, such as those presented in chapter 8, but we can also add that universities usually like to hear things such as: "We help enforce a culture of free speech and promote democratic values" and "We host public debates about important matters that students cannot discuss elsewhere".
- Be prepared to offer detailed descriptions of how the money will be spent and how you will properly manage the accounting post-purchases.

Corporate Funding

As an alternative or in addition to university funding, you can also reach out to relevant businesses in your area. This option is definitely not as easy and can often be very time consuming, however, it is something that has potential to yield many positive benefits, including financial support. For the sake of providing some sort of road map to this, let us imagine that your debating society hosts a lot of law students and has connections to that faculty within the university. In such a scenario, it would make sense to reach out to local law firms (potential future employers) to discuss how you can help them provide access to relevant students and how they can engage with prospects in a meaningful manner. Ultimately, the goal of any partnership is to find an angle that provides value to both parties. A good rule of thumb is that you have to be able to answer the "WIIFY" – what's in it for you? "You" being the individual or organization that you are reaching out to.

The tips listed above are still applicable, but here are a few more that can specifically help with corporate sponsors:

- Always know why you are reaching out to them and why they should care about you. The access you can provide is always unique.
- Research the company well before reaching out. Maybe they already engage in similar activities? Maybe they have a specific pipeline for such inquiries?
- Prepare some material that you can send them. It is unlikely that the first person you talk to is the one who is able to make the decision. Therefore, you need some precise and concise material that you can forward them. Ideally, this should not exceed one page.
- Bring them numbers. Whether it is the amount of students that show up to practice, how well you do at international tournaments or social media reach numbers may help companies get a better grasp of your organization.
- If you do not have a contact within the company; *call, write and call.* First, you call to ask to whom you should write. Then you write that person. When writing them, it can be a good idea to request a meeting. If you do not hear back call again!
- Consider different companies. Do not put all your eggs in one basket. Many steps of the out-reach plan can be recycled to speed up the process of contacting several companies at once.
- Consider different types of collaboration. Do you want a no-strings-attached-transfer? Do you want a formal sponsor? Could you make relevant events together? How can you make your society seem more interesting to them?



Look into national regulation on the topic. Sometimes, there is a limit to how much can be donated. Sometimes, donations are tax deductible. Things like these are good to know - and can even be (a small) part of the value proposition you present.

Foundations and Public Programs

An alternative solution to corporate funding is looking to preexisting solutions, such as applying for grants through foundations or public programs. In our experience, this can actually be the best way to cover the costs of teams going to major tournaments! While a few people's participation at an international tournament may not be that important for your university or a national company, it can be the perfect type of event to fund via foundations etc. While this task may seem daunting due to the amount of paperwork that is typically required, remember that a lot of foundations ask for the same kind of information and therefore applications can quickly be streamlined. We recommend reading about the foundation or program very carefully before applying, and we also recommend beginning the process well in advance of the deadline, so that you give yourself time enough to collect any additional material. Things like these tend to take more time than anticipated. We also want to remind you, that even if your society is quite young or quite small, it is still entirely possible to receive significant grants - do not let past experience, or the lack thereof, discourage you. Additionally, if you are located within the EU, we highly recommend looking into Erasmus+ as a source of funding for activities in collaboration with other EU debate clubs. The Erasmus+ initiative has not only funded the making of this manual, but, at the time of writing, continues to support international collaboration between European debating societies through other exciting initiatives.

Selling Services

This way of generating income is often overlooked or downplayed, but the authors of this manual have years of positive experience of selling services and using that as a primary source of income. Before embarking on this journey, we highly recommend looking up national legislation to ensure that your society is eligible to sell services.

The most generic way to "sell services" within the debating community is by hosting competitions. Nonetheless, hosting competitions is a large-scale project that typically requires a dedicated working group, and even then, competitions are not always profitable – at least usually not to the degree that they can entirely fund a society. Ever since the pandemic, however, there has been a natural increase in online competitions, and hosting an online competition (for university students or even for highschool students) can be a great way to get into hosting tournaments with fewer resources. Additionally, online tournaments can be marketed and accessed globally, thereby attracting participants, whilst keeping costs low.

Tournaments aside, another way to simultaneously expand the debating society and generate income is by selling debating workshops or public speaking workshops to schools. While this manual takes point of departure in the BP-format, which is typically used for university students, competitive debating in simpler forms can be beneficial to students of literally all ages. While simple exercises such as, "tell me why you prefer summer over winter" can help young children articulate themselves, tailored workshops can also help teach children topical issues or help them practice their English. In our experience, reaching out to local schools or high schools, from a volunteer-based, student-led organization that wants to teach critical thinking and sound communication, has been a success, generating lots of positive response.

However, public institutions, such as schools, may not be the only relevant target for workshops. Professional public speaking - or even debating - workshops can also be sold to companies. Either as a fun activity for their employees or potentially as a

program to boost certain skills. It goes without saying that teaching professional adults is radically different from teaching children, but it is nonetheless something that adults typically enjoy. In order to reach out to companies for propositions like this, look to some of the tips mentioned in the previous section and consider using LinkedIn as a platform to spread the message. It can also be a good idea to reach out to debate club alumni with corporate jobs to ask them to help set up a meeting or even just put in a good word. Regardless of where and to whom you sell services, remember that price has a signaling value. While it is undoubtedly possible to set the price too high, it is also possible to set the price too low – and this may equally scare off potential customers because it leads them to think that the workshop is not very valuable. Our best suggestion when it comes to pricing is to research what else is out there and test different pricing strategies.

Accounting

Once finances are involved, it becomes increasingly important to ensure that your society functions legally and in accordance with potential directives from the university. Naturally, accounting regulations differ across countries, but here are a few rules of thumb that help ensure transparency and accountability within the society:

- Have a separate bank account for the finances of the society. If you are not legally required to open a business account in a bank, consider if the money should just be in someone's private account (such as that of the society president or treasurer) but make sure society money is clearly distinguished from an individual's private finances.
- If possible, make sure two people have access to the account.
- Have a designated treasurer who is responsible for keeping check on the finances. For the purpose of a kind of checks-and-balances system, this person should not be the president of the society. You can also set up an internal rule

(and have the bank help you enforce this) that any transfer above a certain amount requires two signatures. Not only does this prevent embezzlement, it also helps you avoid sending a lot of money by accident!

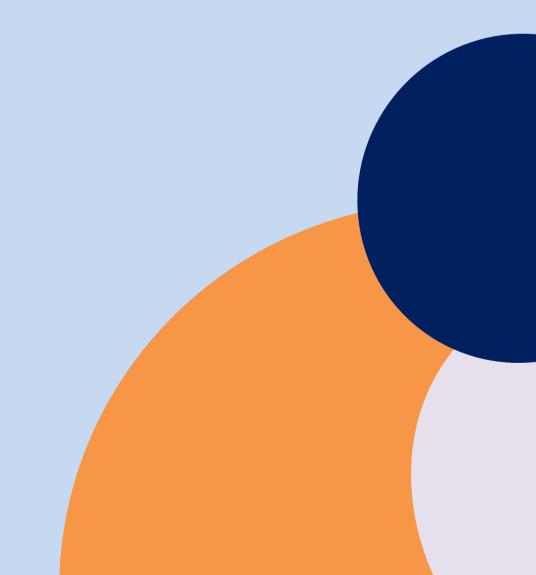
Maintain regular reviews of the financial situation, both within the board and publicly to members of the organization. If the management of the organization feels uncomfortable disclosing how money was spent, then it was probably not spent ethically.

Review your bylaws and make sure that they do not enable a hostile takeover. Sadly, hostile takeovers of student organizations do happen, and have happened to debating societies, so we recommend ensuring that your bylaws (aka. articles of association) clearly stipulate who can run for board positions, who can vote and who generally is included as members of the organization.

This chapter would not be complete without a note on membership fees. As mentioned earlier in this manual, we recommend keeping the debating society free to join as this maintains a low entry-barrier for all. However, membership fees could be put in place in order to cover potential fixed costs. We do not want to encourage a society where e.g. high membership fees pay for tournament participation of just a few members, but we do recognize that this can be a legitimate way to ensure long-term existence. Additionally, some societies have implemented systems where regular membership is free, but a paid membership gives access to special benefits such as additional workshops, international spars and it can even cover the cost of a few competitions.

Chapter 13 – Strategy

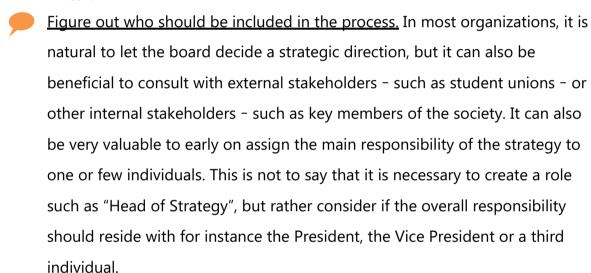
This chapter covers an often overlooked area for many student organizations; planning for the future. We begin the chapter with an overview of what to consider in the strategy process and we end the chapter with some open questions to help kickstart the creative process of strategizing for your society.



Long-Term Planning

For many new and even for many established debate clubs, it makes sense to focus almost exclusively on short-term planning to make sure that everything is taken care of and to keep members happy and engaged. However, for most debate clubs, times will come where it becomes important to initiate long-term plans in order to continuously grow and meet larger goals. This chapter cannot offer a specific to-do list since strategies need to be tailored to the specific club and environment, but we can, however, offer some reference points that can inspire long-term strategizing.

The strategy process:



Realistically describe the status quo. In order for the involved parties to reach consensus on what the future should look like, it is sometimes helpful to make sure you are all on the same page about the present. What does your society do well right now? What are your shortcomings? Frameworks, such as a SWOT analysis, can help direct exercises like these. To help get you started, a SWOT analysis asks you to list: 1) The strengths of your society, 2) The weaknesses of your society, 3) The opportunities presented by your external environment and 4) The threats posed by your external environment.

In the grid below, we have added examples into each box to help familiarize yourself with the framework.

STRENGTHS	WEAKNESSES	
 Committed members Passionate board Good at sending people to tournaments 	 Not enough money Difficult to get new people to stay Lot of responsibility lies on just a few people 	
OPPORTUNITIES	THREATS	
 Seek sponsorship with local company Collaborate on a session with another student society Host a tournament 	 University might pull our funding Other society is "stealing" our members Key members are graduating soon 	



Be creative. Sometimes, it is as if the future is written in the stars and everyone agrees that that is the way to go. Nonetheless, we highly recommend trying to create a space that encourages creative thinking and that forces strategists to come up with new ideas. This can be done by designating time for brainstorming on different areas, and sometimes it can also help to split strategists up, so that people do not lean too much on their friends, but so that they are forced to brainstorm in new constellations. Either way, the initial

phase of the strategy process should be a place where participants can play around with ideas without being met by boundaries or prejudice. In the next phase, you can begin sorting ideas and deciding on what to actually include in the final strategy.

Decide on realistic timeframes, and decide how to continuously check in on the strategy. Regular board meetings can be a natural place to take stock of and potentially adjust the strategy. It is also worth considering potentially codifying the strategy as this can help keep people accountable and make potential handovers easier to manage. Chapter 16 dives deeper into how to handle board turnovers.

What to potentially include in a strategy:

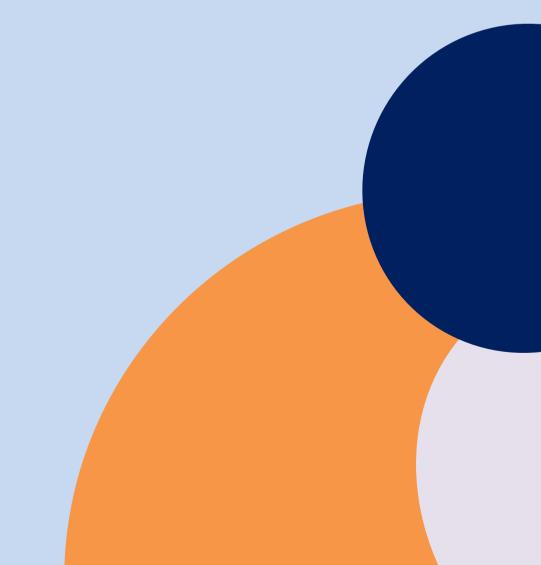
- Recruitment efforts. Are you recruiting in a way that makes sense in the long-term? Are you continuously missing out on access to potential members?

 Could your society benefit from a more narrow or a wider member pool? Are you lacking a certain skill set, e.g. in the board, that you should actively be looking for?
- Growth efforts. Would you like your society to expand to other schools? Other cities or regions? Could cross-organizational partnerships bring growth potential? Do you need to seek advice from other established organizations? Does it make sense to team up with another club in a different country?
- Value-generating activities. Are you spending your time on the things that create value for your members? Which activities would they like to see more of? Which activities can you scale down or quit entirely? Should you try completely new activities? Is it time to attend or even host a tournament?

- Money-making activities. Is it possible to sell any services? Does the society need money to reach future goals? Can you enter financially beneficial partnerships? Go to chapter 9 for more on financing a debate society.
- Goals. Are you setting realistic goals? Is your strategy tangible enough to execute and measure? Consider relying on "smart" goals to ensure efficient goal setting. Smart goals are: Specific, Measurable, Achievable, Relevant and Time-bound.

Chapter 14 – Expanding to Schools

A great network of debaters can be found in schools. There, students are not only eager to learn, but extracurriculars, such as debate clubs, can easily fit into their routine. Debates are rapidly gaining popularity in different education systems and class works, therefore, the administration and teachers might be as eager to establish a debate club as students will be to attend it. A strong debate culture in high school (or middle school) also benefits university debating, as it is quite likely that students, who started debating in high school, will continue the practice in university and go on to achieve new heights.



Different Formats of Cooperation You Can Offer

There are more and less time consuming cooperation models you can offer to different schools

- The easiest way to go is offering an introductory lesson into debating, and letting the school take care of the rest. This requires a representative from your institution visiting the school to talk about e.g. argumentation, debate rules and motions.
- A more time consuming activity is helping the school establish a debate club from scratch. Here, you'd be required to communicate with the teacher to inform them of what is expected from them, go by the school a couple of times to lead introductory lessons, as well as judge debate practices or tournaments, so they see how it is done. It is important to note that this requires a significant time commitment, as realistically, a project like this may take a couple of months.
- Another option is inviting high school students from your neighborhood to join your university debate sessions and tournaments. While there are times when this works out, keep in mind that issues can arise when attempting this. For example, high school students may feel intimidated by university debaters and may not feel comfortable attending these sessions.

You can decide on the cooperation model by evaluating how much time you're ready to dedicate to this project, as well as by understanding how many resources you and the school have. If they already have a debate club and are looking to further develop their skills, one lecture might do the trick. If, however, it is clear from the get-go that they do not have the ability to establish a debate club at all, the only thing you can reasonably do is to invite students to join debate sessions at your institution.

Understanding What Schools You Can Cooperate With

Make sure you know which age groups you're ready to work with! There is precedent of establishing successful debate clubs at both middle-school and high-school level, however, be aware that both require a different set of resources and materials. While high school students might have more knowledge on different debate motions and argumentation in general, chances are that with middle school students you will have to start with motions such as "THBT cats are better than dogs" or "THW ban zoos". Bear in mind that the younger the audience is, the more attention should be given to how concepts are discussed and how many teaching styles and techniques are implemented.

After recognizing the age group you're ready to work with, the next step is identifying schools you want to cooperate with. This means understanding whether those will be high schools or middle schools, as well as where they are located, whether they already have debate clubs and in what language teaching is done. Here, you also need to make a decision on whether you want the debate club to operate in English or in your national language. When you have answered these questions, you will be able to make a list of all the schools you wish to contact and work with.

Finding the Right Contact Person

For a successful cooperation, it is very important to pay attention to who you are contacting. In most schools, the teachers, who are most receptive to debate clubs, are English teachers. As most debates (and debate materials) are in English, English teachers usually see this not only as valuable teaching material for their lessons, but also as a beneficial extracurricular activity their students can participate in.

A formal email to a school's general inbox, might not get you an answer. However, if you reach out to a specific teacher or the person responsible for extracurricular activities at the school, not only are you more likely to get a response, but you also will have an easier time pitching your idea. It is much easier to convince a specific teacher

why a debate club will be beneficial to their school, than coming up with a more general pitch and putting a burden on the entire administration of the school to find a teacher who is willing to dedicate their free time to look after another club. Keep in mind that you might find yourself in a situation where a teacher is not available to help you establish a debate club in their school. In these instances, motivated high schoolers might also want to lead their own debate club and take on the challenge!

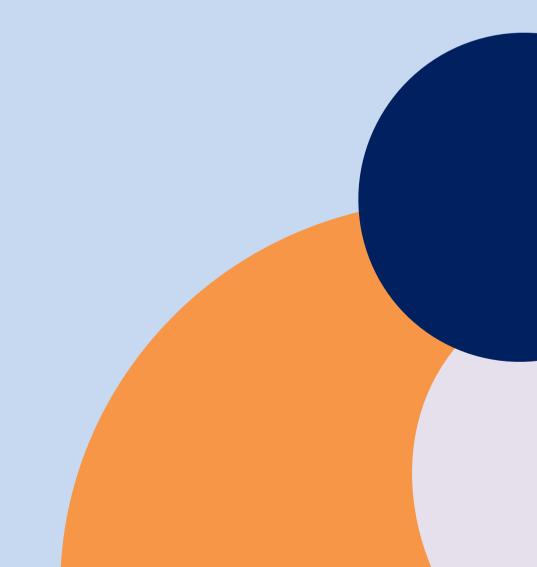
Helping the School Upkeeping the Club

When the school's debate club is up and running and you have helped them move on to the next level, make sure you do not lose contact. Check in with their debate club from time to time, volunteer to judge a debate or help if they have any questions. This network will be useful, when you need extra teams for your debate tournament or volunteers for new projects. Additionally, once you have helped them establish their debate club, they are more likely to be able to help their neighboring/partner schools with the same task.

Remember that ambitious high school debaters are the potential future students at your university or team members of your organization, therefore, investing time in high school debate clubs not only helps develop your own judging, debate or communication skills, but also ensures continuity of the debate culture in your region.

Chapter 15 – High School to University Debating Pipeline

In order to ensure a consistent inflow of debaters, university debating societies may seek to establish a clear pipeline for high school debaters so that their transition between formats is as smooth as possible. While the previous chapter covers ideas on how to reach these schools and set up collaboration in the first place, this chapter discusses exactly how to help high school debaters get familiar and comfortable with the BP format.



Appealing to Students Already Familiar with the World Schools Format

Most often, World Schools debaters will already be familiar with debate as an intellectual activity as a whole, yet there are several ways one can ease their transition into the BP world. Namely, one can hold specific workshops on how certain elements differ or, on the other hand, are similar to those in World Schools. Just to illustrate, one can see some commonalities and differences between the role of the 2nd speaker in World Schools and the extension speaker in BP. Nonetheless, while the 2nd speaker in World Schools has to come up with an extension, this extension is usually not subject to as much weighing against all other arguments as is the case in member speeches in BP.



The most important task is to clearly set the roles of the different speakers in BP. Some resources for an easier transition to the BP format and the particular speaker roles can be found below. Note that the list is by no means exhaustive but seeks to provide inspiration for similar workshops.

Member speeches by Tin Puljic	https://www.youtube.com/watch?v=4REE9iC5MCw&t=8 s&ab_channel=AstanaDebateUnion
Whip speeches by Joseph Lewis	https://www.youtube.com/watch?v=iZm7b_tIG4Q&t=16 42s&ab_channel=DigitalMatterFiles
First speeches - Manchester Debating Union	https://www.youtube.com/watch?v=pXkpwMQbMKo&li st=PLxFN8CvnxdquYRD7A5OVqVVn91ieq8huG&index= 6&ab_channel=ManchesterDebatingUnion
Whip and deputy speeches - Manchester Debating Union	https://www.youtube.com/watch?v=rMlcAO_PdLE&list= PLxFN8CvnxdquYRD7A5OVqVVn91ieq8huG&index=7& ab_channel=ManchesterDebatingUnion

Belgrade WUDC 2022	https://www.youtube.com/watch?v=73dNFvAAWGU&lis
Training Program: Turf	t=PLAntmD_yHPRAzoFHmjEHbN3B1CfSTqzF1&index=5
burning & Prioritisation	
in Opening - Jessica	
Musulin	
Extensions by Naomi	https://www.youtube.com/watch?v= mC rPgVxoI
Panovka - Madrid EUDC	
2021 Training Academy	

The Pro-Am Format

A way to attract high school students who have already tried various other formats of debate, including World Schools, is to give them experience by directly engaging them with BP settings. A popular way to do that is to do pro-am tournaments, where teams consist of one BP and one World Schools speaker. Usually, high school students find these tournaments less intimidating than when engaging in a setting where the majority of debaters are already experienced in BP. Moreover, the way to attract high-schoolers to such a format in the first place is to show them the benefits from engaging with BP. That is to say, these students will most probably acquire knowledge from university students which they could otherwise not obtain in a high school setting, thus gaining a comparative advantage over their peers.

Running High School Competitions

Another way to raise the popularity of one's university debate club is to organize competitions in the World Schools format. That can serve as a direct pipeline for debaters who will be far more likely to even apply for that particular university in the first place if they know that they will be able to benefit from an active participation in a debate club. Moreover, hosting such events simply raises the awareness of the university's (and the debate club's) activities in the local area, as well as internationally. Another benefit of running high-school competitions is the direct interaction between

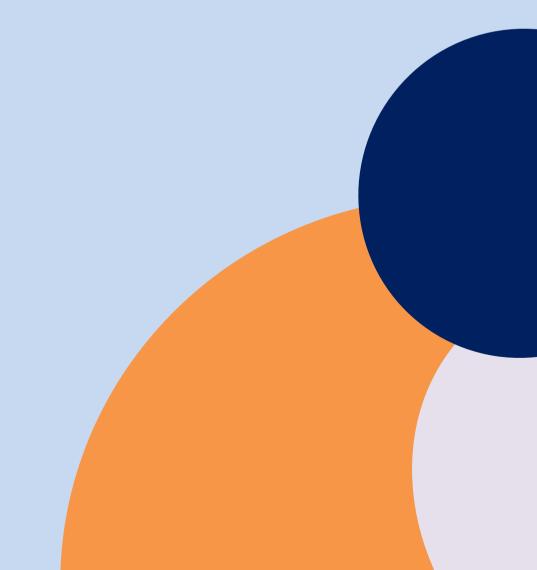
your institution's judges, who are not only able to provide valuable feedback that helps high school students to improve quicker, but also answer more general questions regarding the value of debating at university, which can generate more interest in the subject overall. In this way, those who run the competition can serve as role models in debating for high school students who may sometimes have a difficulty picturing what university debating is really like.

Hosting Open Events for High School Students

As opposed to going to schools directly, another option is to create open events that seek to attract an audience beyond the regular student body. The aforementioned public debates can serve as a good way to advertise a debate club, and workshops on particular debate topics can also encourage high school students to join. Additionally, in theory there should be no limit to what debates such students could observe. In other words, if there is a competitive sparring session at your debate club, high schoolers would gain valuable experience by simply observing or even judging the debate as wing judges with an experienced chair. If you choose to invite high school students to your regular society meetings, just remember to encourage a welcoming, friendly and equitable environment where these students feel valued and where they can safely ask questions and participate.

Chapter 16 – Turnover of Board

This chapter covers how to make better and more effective transitions between boards, and how these new boards are best settled-in and trained. It also focuses on how better transitions ensure more continuous strategic visions instead of drastically changing strategy every time a new board arrives.



Maintaining Continuous Strategic Direction Despite Turnovers

There are two main ways to approach changing boards; either by focusing on training the successors throughout the year as a type of mentorship or by making sure the new board has a clear plan for transferring information during the end of the year.

Mentorship, sometimes called "the babies' system", works by giving the succeeding board members more and more responsibility for a period of time before they take on their new positions officially. Each board member will have a shadow-person that helps them with tasks and shows them how the board works. The advantages of this system are that it alleviates the workload of the board, ensures that the successors are well-qualified for their positions and makes the transition very smooth. The mentors should keep in mind that this of course does not mean that they can put in less effort, rather, they should focus on learning and growing together with the mentees. For a successful implementation of this system, creating detailed target plans for both the board members and trainees is highly advised.

The disadvantage of this system is that it is more difficult to make last-minute changes among the following board members, and it makes it harder to ensure that the succession procedure is transparent and democratic. This can be mitigated by making sure that there is an election of the successors early on so the society can vote them in in advance of the training period. This, however, creates a new challenge for smaller societies that might not have interested members in the middle of the year. Additionally, it makes it hard for members to express their opinion if during the training period they decide that the trainee is not a good fit for the board position.

Another option is to have a clear manual that the old board can pass on to the new board. This manual should include specific details and descriptions of all board functions, similar to the manual at hand but of course with personalized info for the society. The manual should be updated by each board member every year to make sure the information remains relevant and up to date. In addition to explaining the

planning of the year and the core activities, it is important to include contact information of partner organizations, sponsors and other stakeholders, to ensure that all external relationships are maintained.

An obvious advantage of the manual system is transparency and democracy, i.e. every new board member can be elected before starting the position without any candidates being in more favorable positions. We want to note that a combination of the two systems can also be greatly beneficial! Keeping a written version of the activities that pertain to each position makes it easy for new board members to quickly find answers to whatever questions they may have.

For smaller communities, it may also be worthwhile to consider the possibility of onboarding board members who are not currently active in the society or who have not been long-term members of the community. If members recognize said candidate's potential, at times it can be more productive than if an active member is elected reluctantly. Note however, that bringing in new people increases the possibility of more radical changes. Long-term members may be more likely to focus on retaining former practices, whereas outsiders may be more likely to offer new perspectives. Whether or not this is good or bad depends on the specific situation at hand.

The Transition Period

The general formula for having a successful turnover period is to make sure that it is clear to both the outgoing and incoming boards what their role division, schedule and tasks are. It is suggested to have a transition period over the summer when there are less events happening and perhaps continue this until a few weeks into the introduction period in the beginning of the academic year. This way, the summer can be a time to figure out tasks and share know-how with little stress and the first weeks of the semester can have more people around to help with the busiest promotional times and the recruitment period. Even then, the outgoing board should be ready to support the new board for a few months after that, as some of the most pressing

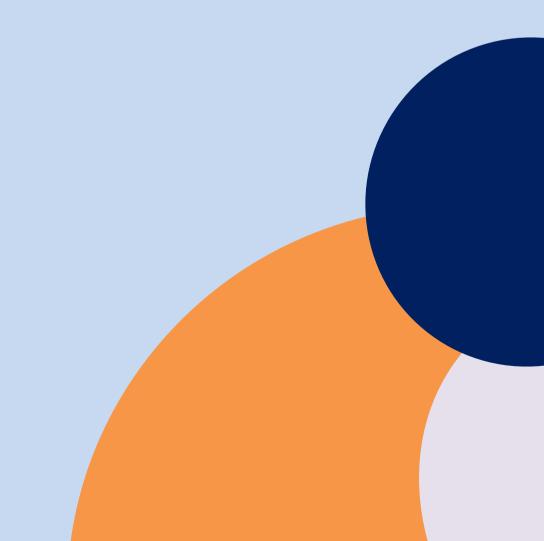
questions only arise when already in charge. Note that this rarely puts significant strain on outgoing board members, but it does provide a safety-net for the ingoing board, which in turns secure their comfortability.

For any new board, we want to note that there are benefits to implementing changes slowly, so that members do not feel overwhelmed, and additionally, we want to remind outgoing boards that depending on the bylaws of the society, it can be very beneficial to not replace the entire board in every election.

Chapter 17 – Motivating and

Incentivizing Members

Keeping debating interesting and fun for all members is a complex task, for each society, there are different groups of people who might start losing interest, motivation or perseverance for different reasons. This chapter will explain how to react to certain trends in interest and explain systems that can help to prevent decreases in engagement.



Why Do People Lose Interest?

All boards should ask themselves why society members may lose interest. Asking people directly why they are participating less than they used to or what they would like to do more of are also good starting points. Having direct contact with members is key to knowing what is happening within the society and where to make improvements. If the society is small enough for this to be possible, organizing yearly 1-1 meetings with members of the leadership team can be greatly beneficial. In these types of meetings members tend to be more forthcoming than through plenum talks or digital communication.

The following section describes why each segment within the society may be showing a decrease in interest:

- Usually, newer members start to lose interest if the society appears too intense and debating is too difficult. For instance, if a lot of the discourse within the society is centered on major tournaments and preparing for EUDC or WUDC e.g., then new members are likely to feel left out and intimidated. Such issues can also arise if the society too rarely or too poorly recruits new members. If a community consists only of one friend group, or people who know each other very well, it can be difficult for newcomers to fit in and feel accepted.
- Members that already have some experience with debating but start losing interest usually start questioning whether this is really the place for them. After around a year of debating, it is normal for people to wonder if there is something better they could be doing with their time.
- Similarly, experienced debaters most often start thinking about leaving debate because they feel fatigued or burnt out. Whether it is due to too many training sessions, competing too often or just plain stress of upkeeping a certain competitive level, experienced members need to be reminded to make debating fun for themselves and balancing the hobby with other activities.

People involved in organizational aspects, like board members, volunteers and coaches, tend to lose interest when there is too much to do or tasks stop being fun. Organizing events or planning training content when there is no perceived reward can become fatiguing very quickly and often it seems like there are other things in life that can bring more joy or more benefits.

All of these reasons and their differences are important to know in order to mitigate them. However, despite your best intentions, it is impossible to prevent everyone from leaving the society. Not everyone has to like debating, no matter how perfect you try to make your society.

Ways of Encouragement

Systems of recognition are used in most societies to make sure people feel valued and make them feel that debating is an activity worthy of their time. Firstly, informal and casual recognition for everyone during debate sessions is crucial. Complimenting people on the job they have done - whether it is their first time doing a whip speech, judging, breaking at a major or organizing a tournament - is the most powerful tool. A good tip is to remember to share achievements through online channels as a way to boost individual members and brag of them!

Formalized recognition processes also tend to have a big impact. Whether this is by providing volunteers with presents, certificates or letters of recommendations, tangible and official recognition tends to work very well when working with volunteers. A system of recognition can also be approached systematically by introducing a point system in which members earn points for various activities. This could be a point for debating, two points for judging, three points for going to a tournament and five points for volunteering, for example. This way, people have a quantified overview of their actions and it feels more rewarding. While we do not recommend including

negative points systems, in the sense of certain actions removing points, you could consider providing certain benefits to members with high point tallies. This could include simple things like letting them choose a motion, choose their team position within a debate, chair a round etc.

If implementing such a system, it is important to remember to reset it every now and then so that it does not completely lock out new members from achieving benefits. Additionally, a downside to this system is that it can be difficult to administer and irregular members may be confused by it.

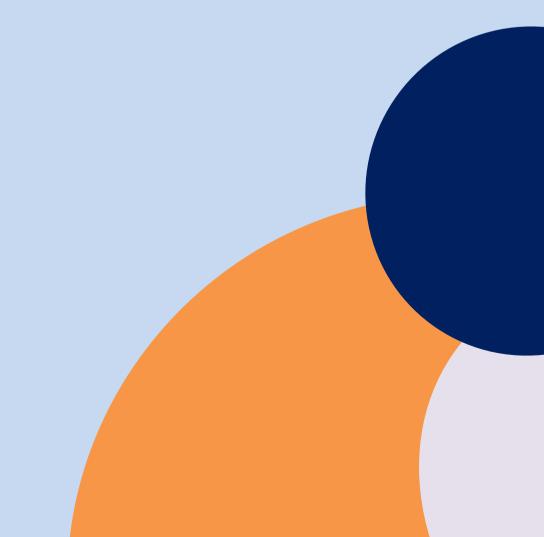
Varied Activities

We finish this chapter with a reminder that variation is not just the spice of life, it is also the spice of debate sessions. Ensuring varied activities, exercises, motion types and tasks is truly a good way to keep members motivated and excited about debating. Even the most ambitious debaters need to rest or else they will inevitably feel fatigued and discouraged.

We encourage you to continue to add new things to the mix. Have fun motions once in a while, try differing formats, change the rules - or even play games! Silly exercises like a backwards debate (moving from opposition whip all the way to PM in opposite order) or a debate where everyone must take 5 POI's can still train members, while adding humor and making debating less demanding. Another way to achieve more variation is to organize social activities outside of debate. Going to an escape room, bowling or even just going to a bar can provide some team building and bonding that makes going to the next session more of a fun experience rather than an obligation. While this is clearly good for initial bonding with new members, it can also provide a perfect reason for coaches and experienced debaters to visit more often as this is a chance to reunite with former teammates and have a good time! This, without doubt, only adds to members' sense of community and belonging. The next chapter discusses social events in more detail.

Chapter 18 – Social Events

Throughout this manual, we have emphasized the importance of establishing a comfortable and inviting social atmosphere. In this chapter, we first cover the basics of how to plan social events for your society's members and the chapter ends with suggestions for specific events to host throughout a semester. While the primary goal of these events should of course be to create friendly connections between debaters within the society, we want to emphasize that social events and meetings outside of regular practices also can be used to create attention for your debating society and that it may help attract future members.



Planning Events

The authors of this manual have years of experience planning events and here is a rough outline of what such planning can look like:

Figure out the what, when and where. What do you want to do? When do you want to do it? Where do you want to host it? We return to the "what" later in this chapter. As for the "when", as a ground rule, we like to give our members at least two weeks' notice before the event, so that they can plan around it. The "where" is usually very dependent on the type of event, but another ground rule here is that we choose a venue that is both geographically and financially accessible to everyone. We also like to reach out to different venues that fit our criteria to talk to them about how they can help us make the event a success. While this may sound a little daunting as a (new) student society, local businesses – such as bars or cafes – are usually very happy to help! If you are struggling to get in contact with local businesses, it helps to position your organization as a good customer by explaining how you can help bring in new customers, raise awareness or perhaps even tag them in social media posts.

Promote the event. Social media comes in very handy for this step! We usually rely on Facebook events to spread the message, and here we emphasize the importance of writing an inviting and engaging description as well as using an eye-catching cover photo for the event page. However, if students at your university are less active on Facebook - find them where they are! Regardless of how you choose to initially spread the word, remember that students need reminders regularly leading up to the event.

Team up. Without doubt some social events are easier to handle than others but regardless of the complexity of the event, it is always good to have helping hands ready during both the planning and execution of the event. Dividing responsibilities between different people helps ensure that everything is

handled and that no one feels overwhelmed in the process. It has also proven very helpful to us to ask senior members of the society to help new members feel welcome – having them act somewhat as "ambassadors" for the society during social events gives them a tangible function and it helps to foster a more socially homogeneous and welcoming culture across different levels of experience and age. One way to do this is to reach out to senior members individually and ask them to be responsible for including a certain group of new students, or to give them a specific function at the event, such as greeting people at the door etc.

Evaluate. We always recommend evaluating the event after a few days. Sometimes, this evaluation is just between the planners, and sometimes, we ask attendees for their opinions as well. Regardless of the chosen method, talking about what worked and what did not work - both in the planning process and during the actual event - helps your society host better events in the future.

Event Suggestions

A good thing to remember is to offer a variety of social events throughout the school year - while some might be elaborate and fancy, others can be more spontaneous and simple. Another thing to consider is how often social events should be hosted. While this of course also differs from society to society, remember to not host events so often that it becomes an overwhelming burden to organize them, but also often enough to keep members excited to participate. The authors of this manual have had good experiences with hosting casual events (such as after-practice dinners, board game nights etc.) 1-2 times per month in addition to hosting more elaborate events every other month, that is 1-2 times per semester.

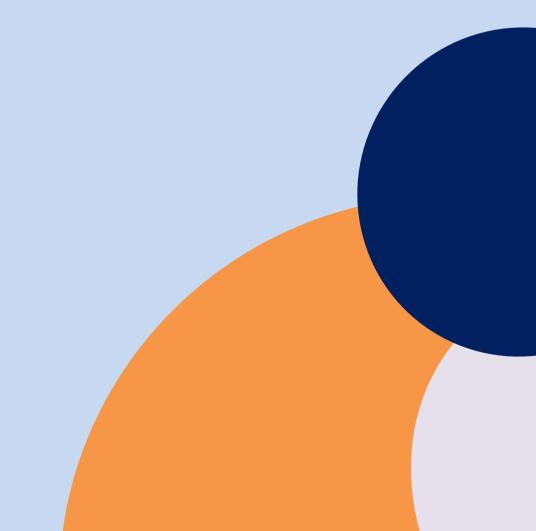
We would like to emphasize that the list below is just a suggestion for types of events that could be hosted. We of course do not recommend hosting *all* the events, and we also recognize that different universities may have different customs for events like these. Therefore, this should serve as an inspiration and should be modified to the needs and norms of your society.

- Board game nights
- o Dinners could be casual, could be formal
- Annual gala celebration of the society. This could also include annual awards and it can be a great opportunity to honor members with e.g. "The Most Active Debater Award" or "Most Improved Debater Award"
- o Trip to a local/national institution such as a parliament
- Company/NGO visit
- o Trip to a historical venue or tourist attraction
- Outdoor debates
- o "Trendy" debates. This could include debates on current affairs, pop culture or even local matters. Hosting events that are of relevance to the wider public is also a great way to boost awareness!
- Quiz nights
- o Drunk debates held at a local bar

Chapter 19 – Human Resources

Management

In any organization, Human Resource (HR) issues can arise, and debate clubs are no exception. Creating a thriving debate club not only involves honing participants' rhetorical skills but also includes fostering a welcoming and equitable environment. Even for the debating quality itself, it is crucial to bring in as many people, perspectives and experiences as possible. In this chapter, we delve into various HR problems that debate clubs may encounter and outline strategies to help you address them.



Creating a Safe Space Culture

Debate clubs should be spaces where all members feel safe to express their thoughts and opinions. To achieve this, it's crucial to establish a "safe space culture." This culture should encourage open dialogue while ensuring that members respect one another's boundaries, identities and perspectives. How do you achieve this?

Promote inclusivity. Encourage diversity within your club and be proactive in creating an environment that respects all backgrounds and viewpoints. Are you spreading awareness about the club in different spaces or only to a specific set of students? Do the members of your debate club seem to reflect the student body as a whole? While sometimes these criteria might not be attainable, be mindful of these questions once your debate club starts to grow. This is equally important during all activities! Social activities and debating should not be targeted towards different groups and it should be possible to make sure everyone feels welcome. Keep in mind that teams going to tournaments should also be diverse and that trials held for spots for major tournaments ought to be accessible to all. If there is a greater issue in for instance ensuring a gender balance between teams going to majors, this can also be ensured through quotas.

Train club members. Debating is a competitive form of discussion, which can at times lead to very sharp disagreements. Be vigilant from the start in educating the members of your debate club to attack only someone's argument and not their personal beliefs, personality or identity. Keep in mind that debate itself can be used as a way of criticizing "problematic" arguments, during both debate itself and in the judge feedback. An argument should be convincing so if it is based on implausible characterizations or logical fallacies, these should be pointed out. For example, you can make a fine argument about how people from different cultural backgrounds might have a hard time fitting in after coming to a new country. However, if this point is made poorly, i.e "Foreigners

are inherently violent and will therefore break the social fabric of our nation", it is not convincing and rather hinges on a problematic assumption. Instead of (only) calling the speaker out for an equity violation, you can explain that this argument was also not persuasive or believable – this helps you create a more tolerant environment by criticizing a weird line of argumentation and implement debating as a tool, which will probably make the speaker less likely to make similar points in the future.

Zero tolerance for discrimination. Open discussion and different viewpoints are integral parts of debating. Upholding these values, however, should never become a disguise for outright discrimination, harassment or even hate speech. Call this out when you see it and do not tolerate it in "the name of free speech". Remember that even if discriminatory lines of arguments do not upset anyone within your society, it is still good to practice inclusive speech so that your members feel equipped to e.g. debate minority issues at tournaments while in the presence of such minorities.

Feedback. Debate club members should have a say in what the equity policy looks like to feel that it truly represents their needs. Periodically review your club's HR policies and procedures to ensure they remain effective and relevant.

Equity Guidelines

An equity policy is essential to maintain fairness and inclusivity within your society. These guidelines should outline both expectations for behavior and consequences for violations. Here are some suggestions on how to go about this:

Appoint an Equity Officer. It is definitely worth appointing someone from your club to be the Equity Officer. This person is responsible for addressing equity-related issues and ensuring that the policies of the club are followed. The existence of this position helps solve difficult situations in a more transparent way and decreases the likelihood of members feeling that they have been personally targeted by someone, especially by someone who does not necessarily have authority over equity-related issues. It is usually good practice to have either a backup equity officer or multiple equity officers with diverse backgrounds and relations to the society. Having more than one point of contact helps members report equity violations without feeling intimidated by one person with whom they might have personal issues. Additionally, providing debaters with multiple points of contact gives them options to choose who they feel most comfortable with and who is most likely to understand their situation.

Use equity policies from tournaments. Many debate tournaments have established equity policies. Consider adopting or adapting these policies for your club's guidelines, while also thinking about your local environment. Depending on your social context, some issues might be of higher (or lower) importance compared to the international debating scene. Here is a Link to the Equity Policy of Black Sea EUDC 2023, which can serve as inspiration. It is important to set rules on code of conduct, specify unaccepted language and behavior and retribution in case of breaches. The common procedure is usually to have the equity committee settle interpersonal issues and find a solution that satisfies all. If that does not work out, it is advisable to have a procedure which allows temporary and permanent suspension of membership.

Educate members. Ensure all members are familiar with the equity guidelines and understand the importance of adhering to them. This also provides a safety net when handling problems that arise, as people have been made aware of the club's principles from the outset. Making sure the content is known to all can be enhanced by discussing equity questions with the members and perhaps even hold a debate workshop on it. It is important to announce any changes and discuss if there have been violations. This should only be done if the people involved feel comfortable.

Clear Procedure for Offences

Having a clear and structured procedure for handling HR incidents is essential. The general procedure should be that after an instance the equity officer should take action. This can take the form of providing advice and mediation for the victim(s) and offender(s), following the equity guidelines for further action or reporting to external parties. The latter should be used in cases of violations that breach the institutional (university) code of conduct or the law. In cases of racist/bigotry remarks or (sexual) harassment, the cases should be taken to external bodies. The procedure for offenses should outline how incidents are reported, investigated and resolved.



Establish reporting mechanisms. Setting up the role of an Equity Officer is great, but debaters must also be able to reach this person. Make sure people know how they can get in touch and when they should do so. It might be useful to create an anonymous reporting system for members who wish to report incidents discreetly. It is important to establish a non-disclosure clause that ensures that the details of anyone involved in the report and any details remain confidential. Remember that if you store personal information digitally in the EU, you should follow GDPR legislation.



Investigate. Ensure that all reported incidents are investigated promptly and impartially. Most equity issues are a result of simple human miscommunications – people are not perfect, especially so in competitive situations which even practice debates might become. Try to gather information from both sides and understand whether they acted out of malign or simply misjudged a situation. Unintentional actions can still be hurtful and should be handled, but this understanding can help to reach more effective solutions.

- Consequences for violations. Clearly define consequences for violating equity guidelines. These consequences should be fair and proportionate to the offense. These can range from reprimands to removing the person from the society completely, in cases of repeated or severe violations.
- Fair process. Ensure that the process for e.g. removing a member is transparent, fair and follows the equity policy. If these principles are not followed nor communicated to members of the club, the credibility of your society might take a big hit. Moreover, it could result in other violations toward the victim. Make sure to still keep the discussion of the case anonymous to protect everyone involved and respect the due process.

Appendix 1 – Example of a Code of Conduct

You are thinking of organizing a debate tournament? Or a training camp? Sounds great! When organizing any type of event, however, you have to be conscious of the risk that something might go wrong. In order to ensure everything runs smoothly and there are as few problems as possible, you might want to consider having participants sign a Code of Conduct, so that they are more aware of the rules they must follow.

Example of a Code of Conduct
1(Name of the event) is an educational event organized by(Name of your
organization), taking place from(Beginning date) to(Ending date), at
(Location of the event)
2. A participant is an individual who has registered for and attends(Name of the
event)
3. The territory of(Name of the event) includes(The rooms/buildings where
your event is taking place)
4. Participants must adhere to the event's schedule and take part in its events.
5. Participants should behave politely, kindly, and helpfully towards other participants.
6. Participants must not damage the event's premises or any other property and should
take care of the environment.
7. Participants are responsible for any damage they cause and must compensate for it.
8. Participants should keep the event's premises clean and dispose of trash only in
designated areas.
10. Participants must follow fire safety regulations on the event's premises.
12. Participants must immediately report any accidents or health-related issues to the
event's main organizer,(Name of the organizer), at phone number(Phone
number)

13. Parents of participants under the age of 18 must, before the camp starts, inform
via email to(Email of the organizer) about their child's chronic illnesses (e.g.,
asthma, allergies, etc.) and provide information on first aid in case of a health crisis.
The descriptions of children's illnesses will be treated as highly confidential information
by(Name of the organization), made available only to medical personnel, kept
only during the event, and ensured to be destroyed after the event ends.
14. Participants under 18 years old are not allowed to smoke on the event's premises.
15. Participants over 18 years old are permitted to smoke only in designated and
appropriately marked areas.
16. Participants under 18 years old are prohibited from bringing any intoxicating
recreational substances (including alcoholic beverages, drugs, stimulants, etc.) to the
event, as well as using or being under the influence of such substances while at the
event.
19. In all matters not regulated by these rules, participants should follow the advice of
the event's organizers and the laws of(Country you live in)
20. Participants agree that(Name of your organization) is not responsible for any
accidents directly or indirectly resulting from the violation of these rules and is not
obligated to compensate for any damages incurred by participants.
21. The event's organizing team has the right to issue a warning to participants who
violate the rules, report the participant's behavior to their parent or guardian, and/or
send the participant home from the event before it ends.
Signature from participant:
Date:

Appendix 2 – Argument and Rebuttal

Argument

Our first/second/third argument is titled
In this argument, I will show that
(Briefly state the central point of the argument)
Why is this true ?
(Explain why your argument is true in as much detail as possible - you can give severa reasons)
Now that I've shown you that
(Briefly restate the central point of the argument)
let me tell you why that is so important .
(Explain why your argument is important - what is the impact on people and why does
it matter?)

A good example of this argument is				
(Give a real-world example and explain why it supports your argument)				
So, to sum up, this argument has shown that				
(Briefly restate the central point of the argument)				
and this should rank highest in this debate because				
(Compare the argument to arguments from the other side and explain why this				
argument is better)				

Rebuttal

Proposition's/opposition's first/second/third point was				
(Say the title of the argument)				
In this argument, they tried to show us that				
(State the central point of their argument in one short sentence)				
We have one/two/three responses to this. Firstly,				
(State your response and explain why it refutes the argument) Secondly,				
(State your response and explain why it refutes the argument)				
Thirdly, even if their analysis is true				
(Explain why their argument is not as important as what you bring to the debate)				
Repeat for every argument made by the other side.				

Appendix 3 – Global Debating Calendar

This appendix aims to provide an overview of different competitions and events throughout the year in debating. The list below, of course, is not exhaustive and is subject to changes both in time as well as location and format e.g., online or in-person. Additionally, as there are quite a few tournaments happening simultaneously across the globe, we have chosen to divide the calendar based on regions. Some of the competitions in this list are invite-only, Intervarsity (IV), or open to all people interested. Therefore, societies or individuals seeking to apply must check the eligibility policies prior. Note that even if you might not be able to personally attend most of the competitions listed below, this can serve to make it easier to find recordings and motions from these tournaments.

Chronological Summary of Some Notable Yearly Competitions

Australia, New Zealand, and Oceania			
Name, Format	Dates	Online/in-person	Reg deadline
Auckland Rumble, BP	End of Sep, beginning of Oct	Online	Mid-Sep
ANU Spring, BP	Mid-Nov	Can be both	End of Oct
Sydney Mini, BP	Mid-Dec	In-person, Sydney	End of Nov

Asia				
Name, Format	Dates	Online/in-person	Reg deadline	
Taylors Debate Open, BP	Beginning of Sep	In-person, Taylor's University	Mid to end of Aug	
Malaysia Asian British Parliamentary (ABP) Debating Championship, BP	End of Sep	In-person, Taylor's University	End of Mar (Phase 1)	
The n-th Bombay Debate, BP	End of Oct	In-person, Mumbai	End of Sep	
MARA Malaysian National IV Debating Championship	End of Oct	In-person, Malaysia	End of Sep	
Australs	Beginning of Jul	In-person, location changes	Mid-Jan	

IONA, Continental Europe and Israel			
Name, Format	Dates	Online/in-person	Reg deadline
Berlin Open, BP	Mid-Sep	In-person, Berlin	Mid-Aug
Edinburgh Cup + WGM, BP	End of Sep, beginning of Oct	In-person, Edinburgh University	Mid-Sep
Cambridge IV, BP	End of Oct	In-person, University of Cambridge	End of Sep
LSE IV, BP	Beginning of Nov	In-person, LSE	Beginning of Oct
Oxford IV, BP	Mid-Nov	In-person, University of Oxford	As soon as end of Aug
Technion Open, BP	End of Nov	Online	Until team cap (usually 80) filled
Pre-WUDC Vienna Open, BP	Mid-Dec	Online	End of Nov
Trinity IV	Beginning of Feb	In-person	Beginning of Jan
LSE Open	Mid-February	In-person, London	Beginning of Jan
Vienna IV	Beginning of May	In-person	Beginning of April
European Universities Debating Championship	Aug (specific dates vary)	In-person	End of Mar

North America			
Name, Format	Dates	Online/in-person	Reg deadline
UCLA IV, BP	Mid-Sep	Online	End of Aug
Hart House IV, BP	Mid-Oct	In-person, Toronto	Mid-Sep
Yale IV	Mid-Oct	In person, New Haven	Mid-Sep
HWS USUDC, BP	End of Oct	In-person, Geneva (NY)	As soon as beginning of Aug
HWS Round Robin	Mid- March	In-person	Invitational

South America				
Name, Format	Dates	Online/in-person	Reg deadline	
World Universities Debating Championship in Spanish	Beginning of Aug	In-person, location changes every year	April/May	

International				
Name, Format	Dates	Online/in-person	Reg deadline	
VITDT Round Robin, BP	Beginning of Oct	Online	Invite Only	
Debating Championship		location changes	Beginning of Apr but can be as soon as Dec	
(WUDC), BP	Jan	every year	(see Vietnam WUDC)	

Appendix 4 - British Parliamentary

Format Description

Most university debate clubs in Europe debate in the British Parliamentary (BP) format. Below you can find a short description of this format, which will aid you in conducting your everyday debate club activities.

British Parliamentary: Two Sides, Four Teams, Eight Speakers

There are two sides: The government side, who is in favor of the motion, and the opposition side, who is against the motion. Each side consists of two teams which all consist of two speakers. On the government side, the teams are Opening Government (OG) and Closing Government (CG). Similarly, the opposition teams are called Opening Opposition (OO) and Closing Opposition (CO). Therefore, a total of eight speakers participate in one debate, with four people on the government side and four on the opposition side.

The speaking order alternates between government and opposition speakers. The debate begins with the first OG speaker, followed by the first speaker from OO. They are followed by the second speakers from both OG and OO. After the four opening half speeches, it is time for the closing teams, with speaking order once again alternating between government and opposition.

Speaker Roles

The first speakers from OG and OO are called Prime Minister (PM) and Leader of Opposition (LO). The aim of these debaters is to set up the debate from their respective side and introduce arguments as to why their side of the motion is true. This is very similar to first speakers in the WSDC format – if you or members of your club are

familiar with that format, use it to better help them understand speaker roles in a BP debate.

The second speakers from OG and OO are Deputy Prime Minister (DPM) and Deputy Leader of Opposition (DLO). These speakers want to consolidate the arguments previously made, adding further explanations and examples, rebutting the other team's case and weighing contributions from both teams. They can also add new arguments.

The first speakers in closing half teams are referred to as Member of Government and Member of Opposition. The main goal of these speakers is to contribute something new to the debate. This addition can come in the form of an entirely new argument, some crucial analysis that was missing from the opening team, or new characterization, for example. The impact this contribution, also called an extension, holds in a debate will most often decide what ranking a closing half team will receive. Therefore, newness and distinctive argumentation is of utmost importance to CG and CO.

Lastly, the final speeches are given by the Government Whip and the Opposition Whip. These speakers should aim to summarize the debate while focusing on their partners' contribution and explaining why that beats other points made in the debate. Whip speakers should not add new argumentative points or analysis, but can rebut and compare arguments made by other teams in the round.

BP Set-Up

In the BP format, all four teams compete against each other, with rankings being awarded from first to fourth place. For example, for the second government team to win the debate, they must perform better than both opposition teams as well as the first government team. Two teams on the same side of the motion, whether government or opposition, should not oppose each other or attack the foundation of

each other's arguments. However, teams on the same side of the motion are still competitors and need to outperform each other to win.

When debaters are introduced to the motion, they have 15 minutes to prepare for the round. In this time, debaters should only communicate with their teammates and they should not use Google either. Speeches are 7 minutes long, which means a full debate lasts around an hour (7 x 8 = 56 minutes). Go to Chapter 3 for suggestions on how to alter the format to make it easier for beginners.

An important aspect of the British parliamentary format is the use of "points of information", often referred to as "POI's", during opponents' speeches. The first and last minute of each speaker's time is protected, during which other speakers are not allowed to offer points of information. In 7-minute speeches, points of information can be made from the second to the sixth minute. Note that speakers are not obliged to accept any POI's, but it is recommended to accept one or two per speech.

For more information about the BP format, we recommend looking to YouTube videos as well as official WUDC/EUDC manuals. At the time of writing, www.worlddebating.org offers a direct link to both training programs and manuals.

Appendix 5 – Motion Types and Motion Bank

This appendix is a compilation of motions adequate for BP debates and practice sessions. We have divided this list into three parts: 1) Entry Level Motions, 2) Intermediate Motions and 3) Experienced Motions. However, the suitability of a motion is of course dependent on who debates it, e.g. a finance motion might be more accessible to business students than to philosophy students. Feel free to try motions listed below, or alter them to your liking! If you are looking for more motions, we recommend www.hellomotions.com.

Motion Types

Our motion bank includes the following types of motions.

Motion type in full	Abbreviation	General rules associated with this type of motion
31		
This house	THW	This is a policy motion; a debate about whether or not
would		a certain policy is a good idea.
		Government is expected to provide a model
		(describing how the policy would play out) and define
		key elements.
		Opposition defends the status quo or may
		''
		alternatively propose a counterprop.

This house believes that	ТНВТ	This is a motion type where government must argue for why something is true while opposition argues for why it is false.
This house prefers	TH prefers	This is a motion type where government must argue for why something is preferable while opposition argues for why it is not. There are two main types of THP debates: • THP X over Y
		• THP X over Y • THP X In THP X over Y, government defends X while opposition defends Y. In THP X, government defends X while opposition must defend the status quo.
This house opposes	THO	This is a motion type where government must argue for why something is bad while opposition argues for why it is good.
This house supports	THS	This is a motion type where government must argue for why something is good while opposition argues for why it is bad.
This house regrets	THR	This is a motion type that operates with hindsight. THR motions ask: "Would the world have been better without x?"

		Government must describe the harms associated with X and present a counterfactual (explanation of alternative world where X did not occur) and explain why this counterfactual is better than the status quo. Opposition must then explain why X is preferable to a counterfactual.
This house predicts	TH predicts	This is a motion type that asks you to debate on likely outcomes. The burden of proof for government is to prove that X will happen in the future. If not otherwise specified, government should establish a near and realistic timeline. Note that it is irrelevant for the debate whether or not
		X is good or bad. This is not a debate about value judgements but about likely futures.
This house hopes	ТНН	This is also a forward looking debate and here debaters must normatively compare two counterfactuals. One in which X happens and one in which X does not
		happen. Once again, timelines should be approached reasonably. Note that preconditions must be symmetrical. Meaning that if something must be true before it can

			occur, that same thing is also true on the other side of the debate.
			An example: This house hopes politician Y loses the next presidential election. In this case, it is a precondition that politician Y runs for office - and this must be true on both sides.
Actor motions	TH, as W/O/S	Х,	These types of motions ask debaters to take the point of view of a specified actor. Here, it is important for debaters to debate ONLY what the actor wants.

Entry Level Motions

THW mandate a youth quota in parliament

THW not punish economic crimes (e.g. theft) committed by those below the poverty line

THW allocate scholarships based on wealth

THW impose fines on public acts of climate change denial

THW ban private education

THW ban zoos

THW take the job you're passionate about

o Infoslide: You are a talented, middle-class person in your early twenties about to start your career. You have the choice between a job in which you will make a lot of money and work long hours (e.g. investment banker, corporate lawyer, etc) and a job which pays less but that you are more passionate about (e.g. social worker, chef, teacher, small business owner, etc.)

THW give more votes to citizens according to their performance on a current affairs test

THBT parents should push their kids to achieve, even if that comes at the expense of their child's happiness

THBT religious educational institutions should not receive public funding

THR the popularity of true crime docuseries

THR the narrative that personal hardship is empowering

Intermediate Motions

THO the further development of Artificial Intelligence

THW ban mail-order brides

THW allocate resources towards adapting to the effects of climate change, rather than trying to prevent it

THW prohibit social media influencers from contributing to political campaigns

THW allow citizens to designate what their tax dollars will/won't fund

THW subsidize struggling mainstream media organizations

THW actively incentivize migration from urban to rural areas

THW pay gangs for decreased violence in areas of their control

THW pay additional benefits to families on welfare according to their child's performance in school

THW allow legislation by citizen-initiated referenda

Assuming it could be done peacefully, THW replace all existing governments with one single global government

THBT religious schools have done more harm than good in developing countries

THBT educational institutions should heavily de-emphasize the value of academic excellence (eq: using pass/fail marking, abolishing distinctions or letter grading)

THBT large technology companies should not be eligible for patent protection

Assuming feasibility, THBT all foreign developmental aid should be given in the form of direct transfers to individuals

THBT states should prioritize funding to, and encourage women to enter into, popular women's sports (e.g., tennis, gymnastics) rather than sports where women are significantly underrepresented (e.g., cricket, soccer).

THBT environmental activists should use radical measures to achieve their agendas e.g. soup throwing, blocking highways, chaining themselves to parliamentary buildings

THBT governments should not bail out banks

THBT social movements should advocate for members of its population to assimilate into, instead of dismantle, the systems it opposes (e.g., Black Lives Matter advocating for Black Americans to join the police force, the feminist movement advocating for women to co-opt masculine behaviors in the workplace)

THBT the political voice of professional athletes, actors and other celebrities have done more harm than good

THP multiple labor unions existing in an industry/company rather than a singular labor union

THP a world where the dominant narrative is that true love is not necessary for marriage

THS restrictions on free speech that glorifies right-wing populism

TH, as an animal rights activist, would join an organization that aims to reduce wild animal suffering rather than one which focuses on improving the welfare of farmed animals.

THR the rise of pop psychology (e.g., self-administered personality tests, self-help books, mental health apps)

THR the narrative that democracy is the only legitimate form of governance THR the glorification of geniuses

Experienced Motions

THW prefer a religion which preaches that one's fate in the material world is predetermined rather than one that preaches that one's choices influence it

THW never bail out big companies

THW not allow public sector employees to go on strike

THW transfer complete management of environmentally significant areas to an international body, instead of the national government of that area (eg: control of the Amazon rainforest would be transferred to an international body, instead of being under the control of the Brazilian government)

TH, as an animal rights activist, would join an organization that aims to reduce wild animal suffering rather than one which focuses on improving the welfare of farmed animals

When there is a trade-off: THW prioritize the economic development of indigenous communities over cultural distinctiveness

THBT that secessionist political parties in democratic countries should aim for a devolution of powers rather than independent statehood

THBT developing nations should decentralize authority significantly to local provinces/states (e.g. autonomous policy making, greater fiscal control, etc.)

THBT the decolonization movement should prioritize opposition to capitalism over reforming the capitalist system

THBT labor unions in developing countries should primarily pursue legislative change as a means of achieving workers' rights, instead of directly negotiating with companies (eg: lobbying the government to implement minimum wage and maximum work hour laws, instead of directly negotiating with companies to convince them to increase wages and reduce working hours)

THBT avoiding military conscription is always justified

THBT the EU should cut structural funds to member states that undermine civil and political rights (e.g. restrict court independence, reduce media and academic freedom, etc.)

THBT the EU should prohibit member states from paying non-member countries to accept refugees who reached the borders of the EU

THBT the environmental movement should heavily prioritize the conservation of keystone species, even at the expense of charismatic megafauna

Keystone species are organisms that help define an entire ecosystem. Without its keystone species, ecosystems often suffer from severe degradation. Examples include: the American beaver and the Yellowstone gray wolf. Charismatic megafauna are animal species that hold symbolic value or widespread popular appeal among the public. Examples include: Giant pandas and Bengal tigers. THP a world in which everyone considers morality to be universal as opposed to a world in which everyone considers morality to be culturally specific

THP a world in which religions are karmic-based over a world in which religions are based on eternal reward-punishment

THS the use of economic warfare tactics (tariffs, targeted sanctions etc.) in order to force compliance with rules of the global neoliberal economic order (opening up of national markets, protecting intellectual property, not engaging in currency manipulation etc.)

THO the focus on the authenticity of art

• For the purposes of this debate, authenticity of a work of art means the degree to which said work is an authentic and honest expression of the artist's intention, identity or experience, as opposed to the work of art conveying fabricated emotions, experiences or meanings, often with the intent to be popular.

THR the rise of the gig economy

Appendix 6 - Glossary of Debating

Terms

This part of the appendix aims to give reasonable and intuitive explanations of debate terms and jargon commonly used in the setting of competitive debate. We advise you to look here in times of doubt and misunderstanding, as well as before major competitions where much of the terminology tends to be prevalent, as opposed to memorizing the glossary.

Preface

Explanations of the terms below are given in the context of competitive debating. Whilst most terms retain their core idea in all settings, some may differ from conventional explanations in academia or social culture in terms of context-specific details, use and interpretation. The use of some of these terms without a comprehensive understanding is ill-advised as it can lead to misunderstandings and equity violations. The underlined words in explanations of terms have a separate explanation section.

Α Adjudication core Group of experienced adjudicators or debaters, responsible for setting motions, allocating judges, issuing competition-specific guidelines on adjudication and debating and answering questions relating to said aspects. Also shortened to AdjCore. Use - The AdjCore in this competition is stellar.

Analysis/

Type of an <u>extension</u> delivered by the member speaker Analytical extension of one of the closing teams and built upon the premises set in the case of the same-bench opening team by more holistically weighing, and/or restructuring, analysing said material. Usually utilized in shallow debates or in cases of turf burn. Use - There was nothing [no arguments] left so we ran an analysis extension.

Analytical priority

An analysis metric whereby proving the necessity of certain claims to prove further claims or impacts, teams or speakers try to persuade judges to have a more thorough argumentation. Often used in cases where opening teams do not prove fundamental claims to substantiate the following argumentation. Use - The right to life is analytically prior to the right to free speech because the dead can't speak.

В Backloading A strategy used by e.g. the Deputy Leader of Opposition (DLO) to insert new argumentation in their speech to disadvantage Opening Government, as OG cannot respond to said argumentation directly. Due to this, backloading is commonly frowned upon but not against the rules. Use - The DLO backloaded a lot, so we might lose this debate/clash.

Backtabbing

The process of trying to calculate team points and the break based on team standings at that point in time to estimate the breaking teams and the necessary number of points to be gained in future rounds. Use - *I* backtabbed the competition and it seems we need 2 more points to break.

Bench

Term for a side i.e., Government or Opposition, in British Parliamentary debating including both teams from corresponding side. Use - Let us now do the bench weighing.

Bin Room

Colloquial term for team pairings for a round where either no teams would be able to advance to <u>outrounds</u> or, at that point during the competition, have the fewest team points aggregated. Use - *I will be the chair of a bin room.*

Bottom/Back half Break Collective term for Closing Government and Closing Opposition. Use - *The bottom-half comparison will be the hardest to assess.*

This term has multiple meanings depending on the context:

- 1. Advancement of teams to elimination rounds, such as quarter-finals, based on their team points and collective <u>speaker points</u>. Use *We need 3* more points to break; the breaking teams are [...].
- The announcement ceremony of teams and adjudicators advancing to elimination rounds. Use
 The break starts in 15 min.

Abbreviation of "Chief Adjudicator". A person from the chief adjudication panel, (<u>CAP</u>) commonly with quite a lot of debating and adjudication experience. Use - *I've heard this CA is notorious for setting very difficult motions*.

C CA

Call

Decision made by the <u>panel</u> of judges about the ranking of the teams in a debate round. Use - *Judges have come* to a unanimous call.

CAP

Abbreviation of "Chief Adjudication Panel". A group of experienced debaters and judges responsible for <u>panel</u> allocations, motion selection and release, as well as answering questions about said attributes. Commonly used interchangeably with <u>AdjCore</u>. Use - *The CAP has set some very interesting motions*.

Chair

One of the judges from a <u>panel</u> moderating the panel discussion, filling in the ballot and having veto power in cases of voting for rankings of teams. Sometimes used interchangeably with "the main judge". Use - *The chair in our room was really good.*

Characterization

A strategy used for proving the relevance of arguments by providing analysis on the groups of actors/people affected in a debate. Sometimes used interchangeably with "framing". Use - Let us characterize the <u>stakeholders</u> in this debate.

Clash

This term has two common meanings depending on the context:

- Interaction of arguments from both sides built on the same underlying premise but used to accrue different impacts e.g., a clash on propensity of religions to change could include claims that religions can and cannot change over time. Use -There were three main clashes in this debate.
- 2. Situations in which judges are not permitted to adjudicate certain teams or certain teams are not permitted to be paired in a round to avoid

institutional, interpersonal or other biases that might affect the call or wellbeing of participants. Clashes in competitions are declared in clash forms. Use - *I have an institutional clash against all Edinburgh teams*.

Comparative

A strategy to win <u>clashes</u> in the debate by comparing arguments in the same <u>clash</u> to each other on preset metrics of adjudication e.g., efficacy, likelihood etc. Sometimes incorrectly used interchangeably with "<u>weighing</u>". Use - <u>Let us look at how CG's case looks in the comparative</u>.

Contextualization

The process of providing the relevant setting for one's case or the whole debate in geographical, ethnic, and socioeconomic contexts to name a few. Contextualisation differs from characterization with the latter being more fundamental to the collective understanding of the debate by teams. Use - Let's contextualize this debate in the developing world.

Counterfactual

Analysis, explanation and/or illustration of a world or a context in which a policy/belief/narrative in question is either present or absent. A crucial point of analysis in THR or THS debates. Use – *In the counterfactual with the absence of the feminist movement challenging patriarchal structures could not be done in an organized way.*

Crash

Colloquial term for free accommodation provided to participants in a competition by other participants. The term "crash form" is used to indicate the necessity of crash by participants. Use - *Crash will be provided for approximately 30 people.*

D Deadlock

Term indicating a failure to resolve e.g., win, a <u>clash</u>, or clashes between two or more teams. Often utilized as a strategy to prove claims being very speculative with reference to both opening teams from a closing team.

Use - We from CG will resolve the deadlock in <u>opening</u> <u>half</u> [in reference to any <u>clash</u>] by bringing analysis considerate of the ethnic context in the country.

Deliberation

The process of the judging <u>panel</u> discussing the additions from each team in a debate, assigning speaker points to individual speakers and coming up with a <u>call</u>. Use - *After* a fruitful and thorough deliberation, the judges came to a unanimous <u>call</u>.

Delta

An alternative term describing the change arguments are likely to have in the context discussed. Sometimes used interchangeably with "impact". Synonyms - change. Use - The delta in this debate is likely to be small as individual action to stop climate change is marginal.

Derivative

Term describing closing team's material as being analytically very similar to their opening's material, thus making it hard to credit. Use - CG was derivative of their opening as all claims made [in CG] were built upon the same premises and had no additional mechanisation or impact.

Dichotomy

Term describing the contrast of two things that are represented as being opposing or entirely different. The term "false dichotomy" refers to the non-existence of a dichotomy where one would be implied. Use - OG presents you with a false dichotomy.

E EFL

Abbreviation for "English as Foreign Language". Often used to denote a group of speakers or category of <u>break</u>

relevant to speakers who consider English to be a foreign language. Use - *The <u>CAP</u> has chosen not to include an EFL break*.

EPL extension

An <u>extension</u> given by an English Primary Language (EPL) speaker or team, which is notably very similar to their opening, but still credited as more important due to the use of wide or more applicable vocabulary. Nearly exclusively used in the reference of an ESL opening and EPL closing teams on the same <u>bench</u>. Use – *CO ran an EPL extension on us. I hope the judges realise this and still give us the win.*

ESL bias

Systemic assessment of speeches given by ESL speakers more critically than those given by EPL speakers due to the speaker's accent, use of a different or unconventional vocabulary etc. Use – ESL bias has been well addressed as an existing problem in this competition.

Extension

Provision of additional analysis, <u>characterisation</u>, or weighing to arguments presented in one of the previous speeches with the aim to either strengthen one's own case or provide crucial nuance to arguments presented by the competing team of the same <u>bench</u> and thus win. Additionally, often used to describe the entirety of the closing team's case. Use - *I will present two pieces of extension material*.

F Fiat

Concept that, for the sake of the debate, the existence and implementation of a (reasonable) policy proposed in the debate is definite but not necessarily advantageous. Fiat aims to allow debaters to focus on the harms/necessity of a policy as opposed to the

likelihood of implementation. Use - We have a fiat to claim that the Parliament would pass such legislation. Flow Chronological description or depiction of the debate. Commonly used to refer to the notes made by judges during a debate. Use - Judges, please check your flow to see our responses. Framing Strategy used for proving the relevance of arguments by providing analysis on the context e.g., geographical, ethnic, racial etc., in which said argument exists. Use - Let us frame the debate as primarily affecting developing nations. G Generalization Broad statement about social groups and trends constructed in a way that omits crucial characteristics of individuals in a group, rendering the statement incomplete or false. Example of a generalization - the is feminist movement politically left-leaning. Generalisation is one of the most common equity violations in debating. Use - OG unjustly generalizes the BLM movement. Ι IΑ Abbreviation for "Invited Adjudicator" describing a person who has individually applied to be a judge in a competition and has been accepted by the <u>CA</u> team. IAs are mainly chosen based on their experience and commonly provided with partial travel-cost reimbursement. Use - I got accepted as IA for a competition. Intersectionality Term describing the existence of heterogeneity in groups of people, rendering the initial, homogenous, grouping of individuals irrelevant or disadvantageous. Often used to refer to the academic definition of intersectionality.

Use - Due to the intersectional nature of the feminist movement in the 21st century, the movement seeks to understand inequalities from an intersectional perspective looking e.g. both at elements of race and gender, rather than gender exclusively.

Inround

Term for a round of debating in competitions in which all teams partake; any round before the <u>break</u>. Use - *We did* very well in the last 2 inrounds.

IV

Abbreviation for "Intervarsity" commonly used in conjunction with names of competitions to denote participation eligibility criteria. IV competitions require both speakers of a team to be students from the same institution (usually a university). Sometimes the distinction between a "strict IV" and a "loose IV" is made to respectively forbid or allow mixed-institution teams to apply. Use - *Oxford IV*.

K Knife/Knifing

A situation in which the arguments, analysis, and/or framing etc. of one of the closing teams directly contradicts the same material type (arguments, analysis, framing etc.) of the same-bench opening team. Commonly seen as a flaw and disregarded i.e., not taken into account during an OA, by the judges. Sometimes used as a strategy of closing teams to avoid losing debates on a poorly set up framing from an opening team. Use - CG's framing was a clear knife to their opening. The judge will discredit that material.

L Long diagonal

Term describing the interactions of Opening Government with Closing Opposition in a debate. Occasionally used to describe said teams collectively. Use – 1. *Long diagonal*

lacked engagement with each other. 2. The teams likely to break in our room will be the long diagonal. Majors World M and European Universities Debating Championships in the BP format. Other formats have different uses for this term e.g., World Schools Debating Championship for the World Schools format. Use - We are sending 5 teams in total to this year's majors. Margin Term describing the extent of change accrued by a motion or а specific argument. Often interchangeably with "delta". Use - The margin in this debate will be small. Meta/Meta Term conventionally describing the analysis of the debating specificities for argumentation using the structure of BP debating. Can be used with a negative connotation to address excessively nuanced explanations of the requirements of debates. Tends to colloquially be referred to as "the debate about how to debate not the set topic". Examples - Judges cannot default to one judging metric, so as we have introduced a principle argument, this debate needs to be judged on two parallel metrics. Use - This debate has been very messy, so I'll use some meta-debating to resolve this. Mischaracterization An attempt to falsely reduce an argument to simplistic premises or to change the intended bearing of the argument with the aim to render said argument vulnerable to uninvolved responses. Sometimes used interchangeably with "strawman". Use - CG blatantly mischaracterized our case. Misclash Term to describe an argument or team's material as

being external/auxiliary to an important clash, thus

rendering it irrelevant in a particular debate. Use - *OG's* material was misclashing as they didn't focus on the most important <u>stakeholder</u> in this debate.

Mutual Exclusivity

Term to describe the impossibility of two or more actions/events taking place simultaneously. Mutual exclusivity is often utilized in <u>rebuttal</u> against a set of claims with contradicting premises. Use - *These two policies are mutually exclusive as they require the same actor to have contradicting interests.*

O OA

Abbreviation for "Oral Adjudication" conventionally describing a detailed assessment of a debate round by one of the judges. OA is usually given by the <u>chair judge</u>, but in cases of <u>rolling</u>, it can be given by one of the panellists. Use – *The OA was really detailed and now I understand why we lost this debate*.

OPP/GOV-heavy

Shortened form of the term "Opposition/Government-heavy" to describe motions with inherent advantages, commonly in the forms of argument accessibility and depth, to the side referenced. Motions with such advantages are referred to as "imbalanced". Use - *This motion is very much OPP-heavy.*

Optics

Term to describe the perception of individuals, groups of people or the public of certain trends or policies passed or actions taken. Explanation of optics is often used to prove change that policies may bring beyond their primary aims. Use - *The decision to actively segregate groups of people [as a result of a policy] will cause an excessive backlash, as the optics of any segregation are largely negative.*

Outround

Term of the round in which teams that <u>broke</u> partake in; any round after the <u>break</u>. Use - *The motion for the first outround is very difficult.*

Out of clash

Synonym to "misclash".

P Panel

Term for collectively addressing all judges in a room. Use - *Panel! Three things in my speech.*

Pivot

Term to describe the point at which a change implied by policies becomes likely to happen. Often used in reference to the point after which incentives of people can be changed. Use - *The pivot away from fulfilling the profit incentive of oil-sector investors can happen only when they first-hand see the harms of climate change.*

POI

Abbreviation of "Point of Information". A question or a comment given to a speaker from the opposing bench during their speech no longer than 15 seconds. Conventionally given by standing up and raising a hand. The speaker has a choice to either accept or decline the POI. Use - *I didn't take any POIs in my speech*.

POC

This term has different meanings depending on the context:

1. Abbreviation of "Point of Clarification". A question with the aim to clarify the general setting e.g., context, of the debate given to the PM or LO from the opposing bench. Conventionally given in the initial stages of their speeches by standing up and raising a hand. The speaker has a choice to either accept or decline the POC, however a strong recommendation to accept is assumed. Use - CG didn't understand how we plan to implement our case, hence they gave us a POC.

2. Abbreviation of "person of color".

Prerequisite

A claim or premise that must be proven prior to any other claims made in an argument. Use - OG cannot win this debate as the prerequisite that this movement can generate buy-in has not been proven. Therefore it is unlikely that the movement grows big enough to make a change.

R Rebuttal

Claim or a set of substantiated claims aiming to prove falseness, irrelevance, or implausibility of arguments presented by the opposing team. Alternatively, often used to refer to a section of a speech containing rebuttal. Use - 3 points of rebuttal against CG's case.

Reframing

Process of introducing new <u>framing</u> by teams later in the debate as a way to alter the scope of the debate. Use - CG tried to reframe the debate in their favor.

Rolling the chair

Situation in which a vote on a team's ranking is lost by the <u>chair</u> (more panellists agree amongst themselves than with the <u>chair</u>). In such cases, the <u>OA</u> is commonly given by one of the panellists splitting i.e. voting against, against the judge. Use - *The <u>chair</u> was rolled in our room; best if we get feedback from them.*

S Semi-Majors

Term to describe large and usually prestigious international competitions e.g., Cambridge IV, Oxford IV. Use - *Are you doing any semi-majors before Worlds?*

Shallow motion

Description of a motion inherently lacking both accessible and nuanced arguments severely disadvantaged closing teams. Motions with opposing intrinsic characteristics are referred to as "deep motions". Use - This was a shallow motion. Opening teams took all plausible arguments.

Short diagonal

Term describing the interactions of Opening Opposition with Closing Government in a debate. Occasionally used to describe said teams collectively. Use - 1. Short diagonal lacked engagement with each other. 2. The teams likely to break in our room will be the short diagonal.

Symmetry

A strategy to claim that the harms/benefits of an argument made by an opposition team are present on both sides, and thus are irrelevant to the discussion. Use - Backlash is symmetric in this debate as the groups affected by it will face it on both sides.

Spars

Rounds of debating organized in a non-competitive setting to improve debating skills or prepare for competitions. Use - *Do you want to judge the spar tonight?*

Speaks

Colloquial term referring to the individual speaker's points. Use - *My speaks for this round will be really low.*

Squirrel

An unreasonable and unjustly advantageous setup of the debate towards a particular team or side rendering the debate unbalanced and/or defeating the purpose of it. Common ways to squirrel a debate are: unreasonably narrowing the scope, selecting an improbable timeline, or defining terms used in the debate uncharitably. Use - PM tried to squirrel the debate by saying that the legalization of all drugs will not apply to hard drugs.

Stakeholder

A group/groups of people or actors affected by the motion most extensively or most intensively. Use - *The main stakeholder in this debate is the minorities who will have to suffer from racism towards them because of this policy.*

Straights

Description of team points in a competition being 0, assuming +1, 0, -1, -2 points are awarded for a 1st, 2nd, 3rd, and 4th place in a round. Sometimes the term is related to the break as often the barrier of breaking in competitions is straights. Use - Last round we were on straights but we took a 3rd in this round, so we are on -1 now.

Substantive

New argumentative material. Occasionally used interchangeably with "arguments" or "material". Use - Now to our team's substantive material.

Substantive speaker

A term commonly used to refer to the first speaker of all teams. Often used to refer to all speakers in a debate but the whip speakers. Use - *The substantive speaker in CO did not bring any new analysis to the debate.*

Sweep

Team ranking i.e., call, in which the 1st and 2nd positions are awarded to teams of the same <u>bench</u>. Use - *Our room was an OPP sweep.*

T Tab (Tabbing)

This term has several meanings depending on the context:

- 1. A document or a platform used to track and tabulate team points and speaker points, as well as to facilitate team pairings and judge allocations in competitions. Use *The tab has been released*.
- Shortened form of "tab master" referring to a person or a group of people in charge of developing, updating, and maintaining the tab in competitions. Use - The tab is so fast with the draws.

Tipping point

Synonym to "pivot".

Top-half Collective term for Opening Government and Opening Opposition. Use - The top-half comparison will be the

hardest to assess.

Turf burn Colloquial term describing a strategy of an opening team

> whereby nearly all material of a side has been taken leaving little to none of it to the closing team of the same

> bench and forcing said team to run an analysis extension.

Use - We got turf burned in round 3 so we had no choice

but to run an analysis extension.

Trainee judge An inexperienced judge in competitions, crucially without

a vote in the <u>deliberation</u> and the permission to break.

Trainee judges can be promoted to judges with a vote if

the <u>CAP</u> deems it appropriate. Use - We have a novice

who will be a trainee judge for now.

Wash A strategy in a debate where a team or a speaker

attempts to minimize the relevancy of the opposition's

case or by indicating/proving the lack of a resolved clash

in their case or in reference to other teams. Often used

as a strategy for weaponising <u>deadlock</u>. Sometimes used

interchangeably with "deadlock". Use - All OG's and OO's

material on the freedom of speech is a wash.

Weighing A mechanism of analysis whereby considering the likely

advantages/disadvantages of cases given in the debate,

the speaker attempts to prove the superiority of their

arguments directly against others. Often used incorrectly

interchangeably with "comparative". Use - Let us weigh

our arguments in the <u>clash</u> about participation against

00's arguments.

Whip bias Systemic assessment of speeches given by whip speakers

more critically than those given by substantive speakers

due to a perceived lack of relevant material, repetitiveness or in some instances new material that cannot be credited. A note must be made that it is unclear to what extent this bias exists. Use - Whip bias made me score 1 speak lower than my substantive speaker.

Whipstensions

Delivery of an <u>extension</u> or more generally any new material in a whip speech. Often used to specifically refer to <u>extensions</u> given in whip speeches that are still credited by the judges. Use - *CG's whip speaker ran a whipstension and got away with it.*

Wings

<u>Panel</u> judges which have a vote in the <u>deliberation</u> and who judge alongside the <u>chair</u>. Use - *I was winging* Edgars Kletnieks, he is a good <u>chair</u>.