

ESU-CHURCHILL PUBLIC SPEAKING COMPETITION

Handbook
2023-24



ENGLISH-SPEAKING UNION
discovering voices




THE INTERNATIONAL
CHURCHILL SOCIETY
— UNITED KINGDOM —



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WELCOME FROM THE ESU COMPETITIONS TEAM

The ESU-Churchill Public Speaking Competition, now in its sixty-fourth year and sponsored by the International Churchill Society, is the oldest and largest public speaking competition in England and Wales. In its latest iteration (2022-23) it involved over 800 pupils from almost 300 schools. The competition provides students the opportunity to develop their critical thinking and oracy skills through engaging with diverse and interesting topics.

Educational institutions and home-schooled groups of all kinds are welcome to enter the competition: further education colleges, comprehensive schools, independent schools, grammar schools, sixth form colleges and specialist status schools. Please note that this competition is not currently open to schools or students based outside of England and Wales.

The first round of the competition takes place online, and teams will then progress to in-person debates from the second round through to Finals Day at Churchill College, Cambridge.

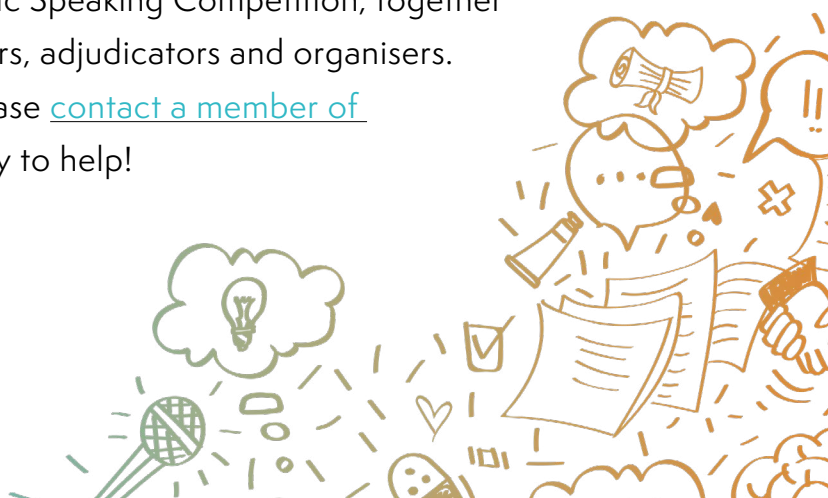
Following feedback, we have worked hard to provide dates for all rounds available at point of registration, to make planning easier for everyone involved.

The ESU provides training in public speaking and debating to both primary and secondary school students through our teaching programme, [Discover Your Voice](#). We also run an annual summer school, [Debate Academy](#), for students aged 14 – 18, which helps to improve their debating skills with expert, world-class teaching from ESU Oracy Leaders.

As well as the Public Speaking Competition, the ESU holds two other competitions each year: the [Schools' Mace debating competition](#) and the [Performing Shakespeare Competition](#).

This handbook sets out the rules of the Public Speaking Competition, together with guidelines and tips for students, teachers, adjudicators and organisers. Should you need any further assistance, please [contact a member of the ESU Competitions Team](#). We'd be happy to help!

ESU Competitions Team



ESU COMPETITIONS EQUITY POLICY

We believe that all young people deserve equal access to high-quality oracy programmes, including friendly, welcoming yet challenging competitions. All young people, regardless of their background, deserve the opportunity to make their voice heard.

Across our competitions, the ESU aims to set challenging and current motions and topics for you to debate or discuss, as well as providing the opportunity to perform Shakespearean texts in new and innovative ways. Participants often feel passionately about their side of a debate or presentation, but we expect all participants to treat each other, the judges, and the audience members with respect.

The ESU has a zero-tolerance policy towards any form of discrimination, including but not limited to race, gender, ethnicity, nationality, age, sexuality, or disability. Our Equity Policy seeks to ensure that our competitions are welcoming, inclusive and supportive events, where people feel that they are able to express themselves. Teachers should also consider if a students' argument or speech is likely to cause offence, especially if they are not suitably supported by credible evidence. While diverse views and opinions are always welcomed, generalisations or stereotyping without supporting evidence or stylistic intent is not.

In this safe space, you should feel that:

- You are given the same high level of respect due to all.
- You are never in a position where you feel under physical or psychological threat.
- You will never be judged on things you cannot change.
- Your opinions and beliefs can be challenged, but will always be respected.
- If your safety and well-being is threatened, others will listen and support you.



As is common in many education settings today, our competitions operate a pronoun introduction policy.

Our pronoun introduction policy means that when speakers are asked to introduce their name, they are welcome to share which pronouns they would like everyone to use when referring to them, eg., 'he', 'they' or 'she'. This is to ensure that no one is accidentally referred to incorrectly – for example, called 'he' when they should in fact be called 'she', a situation which can be awkward and upsetting, particularly in the relatively high-stress environment of a competition.

Students should feel able to tell the chairperson how they wish to be referred to. If they have no preference or prefer not to say, that is also a perfectly acceptable answer.

We expect our participants, judges and accompanying adults to behave supportively at all times towards each other, and we take any allegations of discrimination, harassment or intimidation very seriously. If at any point you feel like this policy hasn't been followed please speak to the ESU Competition Lead present at your heat and/or escalate the situation to the ESU Education head office via competition@esu.org or call us on **+44 (0)20 7529 1565**. If you have a safeguarding concern, please contact our Designated Safeguarding Lead Gavin Illsley on gavin.illsley@esu.org.



RULES

Entry to the competition

The ESU-Churchill Public Speaking Competition is open to schools in England and Wales only. Schools wishing to enter the competition should register online at <https://www.esu.org/competitions/public-speaking-competition/>

- Registration for the 2023-24 competition will open on Wednesday, 14 June and close on Wednesday, 27 September.
- The entry fee of £55 per team for the competition is payable to the English-Speaking Union by Friday, 29 September. Should a school for any reason need to withdraw from the competition, they must do so by Friday, 7 October. In order to withdraw from the competition, teachers must contact the Competitions Team by emailing competition@esu.org, or they will still be charged an entry fee. Please see our [Terms & Conditions](#) for further information on fees.
- Schools are invited to enter one or two teams. Where a school has two teams in the same heat we will endeavour to make sure they are not paired with each other in the draw. Either or both teams may advance from a heat school.

Eligibility and composition of teams

- Teams consist of three to five students, all of whom must be in full-time secondary education at the same school. Students must be in Years 9, 10 or 11. A maximum of three students will compete in each heat, but you may switch out these students between rounds from the team of (maximum) five.
- We would encourage schools to make use of the full team, as it provides more students with an opportunity to participate, and flexibility for date clashes.
- In specific circumstances exceptions may be made. Please contact the ESU Competitions Team if you wish to discuss this possibility further.

Topics

For all rounds of the competition, schools will be given a choice of topics by the ESU. If a school has two teams entered they will each be given a different set to choose from.

Your speaker should choose one of the topics to base their speech around. The speaker may use the topic prompt as they wish, they may agree, disagree or otherwise explore the idea.

Conduct during heats

- The use of props or visual aids is not permitted. Amplifying microphones are also not permitted.
- Electronic devices may be used as timers and to make and read notes. During the presentations they must not be used to access the internet or for messaging.
- Coaching is permitted during the preparation and lead up to the heats. However, once the event has started they should not be in receipt of any guidance or coaching.

The preliminary discussion when speakers are paired with their 'host' chair and questioner should be a polite discussion about the speaker and their topic. The hosts may ask questions, but should not demand to see the exact speech, or otherwise pressure or be rude to their guest speaker. Our Equity Policy must be followed by all participants at all times, and any breaches of this may lead to disqualification.

Audience questions

- Teachers, parents, relatives, supporters and anyone else connected with the school of the current speaker may not participate in the audience questions to that speaker.
- At all times the equity policy must be respected.



Judging

- The ESU Competitions Team will source judges for each heat. The judging panel will be led or supported by an employed ESU Competition Lead, alongside up to three volunteer judges. An employed ESU Competition Lead will be in attendance at every heat to ensure consistency and fairness.

The ESU is always looking to add more volunteer judges to support our work. If you or anyone you know might be interested, please direct them to esu.org/volunteer.

- Judges must not be connected with any school that is participating in the heat being adjudicated. This includes parents, relatives, teachers, coaches, students and other employees of the school.
- Where there is a tenuous connection which may give rise to bias or the perception of bias (e.g. an ex-student or an ex-teacher), the connection must be disclosed to all participating schools before the competition and all participating schools must agree to be judged by the person in question. It is the responsibility of the adjudicator and the host teacher (if they have knowledge of the connection) to ensure that this disclosure is made.
- Adjudicators must follow the judging guidelines available from the ESU and must make their decision in accordance with the mark scheme contained in this handbook.
- At all stages of the competition, the judges' decision is final.



KEY DATES



Wednesday, 14 June:	Registration opens
Wednesday, 27 September:	Registration closes
Thursday, 12 October:	Round 1 draw and topics sent to team lead contact
Wednesday, 15 November to Wednesday, 6 December:	Round 1 heats take place on Zoom
Friday, 15 December:	Round 2 draw and topics sent to team lead contact
Monday, 22 January to Thursday, 8 February:	Round 2 heats take place
Friday, 16 February:	Regional Final draw and topics sent to team lead contact
Monday, 11 March to Thursday, 21 March:	Regional Finals take place

ESU-Churchill Public Speaking Competition Regional Final Dates 2023-24

East	Monday, 18 March 2024
East Midlands	Tuesday, 12 March 2024
London A	Monday, 11 March 2024
London B	Monday, 18 March 2024
Mid-South	Wednesday, 13 March 2024
North-East	Monday, 18 March 2024
South	Tuesday, 19 March 2024
South-East	Wednesday, 20 March 2024
South-West	Sunday, 17 March 2024
West Midlands	Tuesday, 19 March 2024
North Wales & North-West England	Thursday, 14 March 2024
South Wales & West England	Wednesday, 20 March 2024

Friday, 22 March: Finals day draw and topics sent to team lead contact

Sunday, 5 May: Finals day takes place at Churchill College, Cambridge

As we will issue all important information, including draw details, to the team lead contact, please ensure that the email address used during registration is the primary contact for your team(s) for the duration of the competition. If the team lead contact changes during the school year please contact the ESU Competitions Team on competition@esu.org as soon as possible.



FORMAT

Teams consist of three to five students, all of whom must be in full-time secondary education at the same school or educational establishment. Three students will compete in each round, but it is perfectly acceptable to switch out these students between rounds from the team of (maximum) five. If a school enters two teams, students should not switch between teams.

- Each team presentation involves three participants: Chair, Questioner and Speaker
- The Chair and Questioner of your school, are partnered up with the Speaker from a different school.
- Your Speaker is similarly “hosted” by the Chair and Questioner of a different school.
- About 30 minutes before the first presentation, the Chair and Questioner of a school’s team are told which Speaker they will be working with, and given between 10 and 20 minutes to prepare by asking the Speaker questions about their chosen topic.

Each presentation lasts for 14 minutes.

The time breakdown for the presentation is:

Duration	Guest Speaker	Chair	Questioner
1 minute		Introduction	
5 minutes	Speech		
4 minutes	Questioner’s Questions		Questioner’s Questions
2 minutes	Audience Questions		
2 minutes		Summary	

CONDUCT OF HEATS

At the ESU we use a hybrid model for our competitions. Round 1 will be conducted in November and December 2023 online via Zoom. Subsequent rounds will then be held in person. This approach has been designed to support accessibility and provide opportunities to deploy a wide range of communication skills.

Detailed guidance about setting up and using Zoom is available [on our website](#).

Schools will receive the draw for Round 1 with their heat date and topic choices on Thursday, 12 October.

Arriving early

The order of the speeches will normally be announced in advance, but the ESU Competition Lead may have to change this order at the start of the heat. This will usually be the case if one or more schools arrive late to the round. Please try to be on your Zoom call promptly, and arrive to in-person heats as early as possible to avoid this happening.

Officiating

The roles of MC and timekeeper may be performed by ESU volunteers, or can be filled by additional students from the host school. If no one is available these roles will generally be filled by the ESU Competition Lead present at the heat.

MC

The MC is responsible for inviting the next team to present, thanking them once they have finished, and maintaining order generally.

Timekeeper

A Timekeeper will give an audible signal when the Speaker's five minutes have elapsed, and after 14 minutes when the presentation should have finished.

It is, however, the responsibility of the Chairperson to ensure that the presentation runs according to time and fits within the 14 minutes allocated.

The timekeeper is responsible for recording the length of each speech and giving the timings to the judges after the debate. The timekeeper should make a highlighted note of any presentation which was 30 seconds or more over or under the allotted time.



Results and feedback

The number of heats in each region, the number of schools competing in each heat and the number of schools progressing from each heat will change from year to year depending on the overall number of schools that have entered the competition.

Judges do not disclose the individual scores awarded to any team or speaker, but should endeavour to give some constructive feedback to all schools and make themselves available to give individual feedback to teams/speakers.

At all stages of the competition, the judges' decision is final.

ESU ORACY SKILLSETS

Four [key verbal communication skill sets](#) lie at the centre of our oracy provision and underpin the development and delivery of all of our programmes: [Reasoning and Evidence](#); [Organisation and Prioritisation](#); [Listening and Response](#); and [Expression and Delivery](#).

Good speakers and communicators will consider these in developing their skills and considering their improvement.

The marking scheme for the competition is in the teachers' section of this handbook, on pages [24](#)



[Reasoning
and Evidence](#)



[Organisation
and Prioritisation](#)



[Expression
and Delivery](#)



[Listening
and Response](#)



COMPETITION TIMELINE

The competition has four stages:

Round 1:

Teams will be drawn against other schools in the same competition region

Schools will be sent heat dates on Thursday, 12 October

Hosted online on ESU Zoom accounts

The number of teams advancing from each heat will depend on the overall numbers in the competition region

Round 2:

Teams will be drawn against other schools in the same competition region

These heats are held in person, so heats will be grouped to minimise travel as far as possible

Participating schools will be asked to host

Schools will be sent heat dates on Friday, 15 December

The number of teams advancing from each heat will depend on the overall numbers in the competition region

Regional Finals:

There are 12 Regional Finals throughout England and Wales

The dates for each Regional Final can be found on page [10](#)

Participating schools will be asked to host

One winning team will advance to Finals Day

Finals Day:

Hosted at Churchill College, Cambridge on Sunday, 5 May

The 12 regional champions will be drawn into two semi-finals of six teams

The top three teams of each semi-final will advance to the Grand Final in the afternoon



GLOSSARY



Speech: A short oral presentation given on a particular topic.

Topic: The subject or issue to be discussed, normally phrased as an aspiration (e.g. 'the death penalty should be re-introduced'), or statement of fact (e.g. 'politics will always be corrupt'), on which the speaker can choose their own perspective, but should be willing to reflect on both sides.

Presentation: A formal display given by a chairperson, a questioner and a guest speaker, with the chairperson introducing the speaker and the topic for discussion, the questioner putting questions to the speaker after the speech and the chairperson summing up the speech and the questions.

Chairperson: The person responsible for introducing the speaker, the topic for discussion and the questioner, as well as calling on members of the audience for questions when required and keeping order generally.

Speaker: The person speaking on the topic which is the subject of the presentation. The guest speaker represents one school (the guest school), with the chairperson and questioner representing another school (the host school).

Questioner: The person responsible for asking questions of the speaker after their speech. It is not the role of the questioner to rebut, refute, disprove or otherwise undermine the speech or the speaker. The role of the questioner is to elicit more information about the topic from the speaker.

Adjudicator/Judge: An observer of a presentation who is responsible for deciding which team has won. Where there is more than one adjudicator, they sit as an adjudication panel.

Timekeeper: The timekeeper times each section of the presentation and provides signals to the participants indicating how much of their time has elapsed.

Floor: The members of the audience.



Summary Speech/Conclusion: The short speech given by the chairperson at the end of the presentation. The speech should summarise the presentation, including the speech, the questions from the questioner and the questions from the audience.

Adjudicators' Marksheet: A document on which the adjudicator(s) record the decision, as well as the points awarded to the individual teams and/or speakers (if applicable).

Status Quo: The state of affairs which currently exists, the course of action currently pursued or the present system.

Manner/Style: The collective term for a range of mechanisms employed by a speaker in the course of a speech including but not limited to emotion, humour, vocabulary, tone of voice and body language.

Matter/Content: The substance of a speaker's speech, including the strength of the individual arguments and the extent to which those arguments are supported by empirical evidence, logical analogies and reasoned analysis.

Appeal to Authority: Using quotations or referencing credible professional bodies, reports or academics which support the arguments made in a speech, thereby adding weight to that speech and making it more persuasive.

Appeal to Emotion: Using anecdotes and narratives to appeal to the audience's sense of emotion (rather than sense of logic), helping the speaker to engage with the audience on a personal or human level and win the support of the audience for their position.



ESU-CHURCHILL PUBLIC SPEAKING COMPETITION

Teacher
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— UNITED KINGDOM —

WHY TAKE PART IN THE ESU-CHURCHILL PUBLIC SPEAKING COMPETITION?

Students who participate in this competition develop key skills for the future.

- They develop valuable oracy skills through a range of activities.
- They come to grips with topical subjects in a range of fields, learning to consider ideas analytically, and building evidence to support conclusions.
- They learn to question the ideas of others, and present their thoughts before an audience.
- Students and teachers have the opportunity to meet and discuss with other young people and peers.

The competition exemplifies fundamental British values and encourages mutual respect and understanding when working and competing alongside peers with different faiths and beliefs. It's an opportunity for students to showcase and develop their oracy skills on a national stage.



NEXT STEPS FOLLOWING REGISTRATION

The first step will be identifying students who are going to form your team(s). If you have an established team or a public speaking club, you're well set. If not, the sooner the better for reaching out to students who are interested.

If you have more than five or ten keen students, give some thought to how you will select the team. This could be a great opportunity to run your own in-school mini-competition to select your final team, including even more students in the competition, or running an in-school parallel competition, using the topics set by the ESU throughout the year. If you would like support with this, please contact the Competitions Team who may be able to provide advice.

While you won't have your motion at the point of registration, it's always good to get in some practice and familiarise everyone with the competition format, as it will be different to other public speaking competitions your school may be engaged with.

On Thursday, 12 October we will send you the draw for Round 1. This will give you the date of your online heat and your topics. It will also tell you how many teams will be progressing from the heat.

You will then have four to six weeks for your team to prepare. See the notes on page [22](#) for some suggestions for how to prepare.

Round 1 heats will take place online, hosted by the ESU on Zoom.

If you progress, we'll need hosts for Round 2 heats. We'll ask you formally if you would be interested in hosting once Round 2 teams are confirmed, but do please have a think about if you'd be able to. Hosting is a great opportunity for more students to observe and take part in heats, taking on the minor roles and speaking in the floor debate – and it also means that the host school doesn't need to travel!

On Friday, 15 December teams who have progressed will be sent the draw. Round 2 heats will take place in person in January and February.





Regional Finals dates have been set at the opening of registration. We hope this will allow everyone plenty of time to plan and keep them free. We are not able to change the dates of Regional Final heats, and we will also be looking for host schools for our Regional Finals.

We hope your public speaking journey doesn't end whenever your team is knocked out. We'll keep sending resources and updates which you can use to support a whole year's public speaking and oracy with your students.



FURTHER SUPPORT FOR TEACHERS AND SCHOOLS

Our aim is that your students not only improve their oracy skills but also have fun!

We will send all registered schools a resource pack in September with advice and exercises for getting going in the new school year and starting to prepare for the competition.

We will send you bulletins and helpful coaching resources throughout the year, even if your team does not progress in the competition, to help you to keep developing student oracy skills all year round.

We offer many teaching resources for free on our website at www.esu.org/resources. Anyone can find, download, and print exercises that help train the four oracy skill sets which underpin all ESU activities: Reasoning & Evidence, Listening & Response, Organisation & Prioritisation, Expression & Delivery.

We also offer workshops for students in oracy, debating and public speaking, as well as CPD training that supports teachers in coaching your students, as well as a wide range of online webinars and video content.

Contact education@esu.org for more information on workshops or CPD training in your school.

Students may also like to consider [Debate Academy](#), our week-long summer residential taking place each August.

Should you need any further assistance, please contact a member of the Competitions Team (competition@esu.org) and we'll be happy to help you.

Call the ESU Competitions Team on **020 7529 1565** if you are having any problems on the day of your heat, such as staff or student illness, or would like to speak to a member of the Competitions Team for further support or advice.



PREPARING YOUR TEAM

Team Effort

The ESU encourages all teams to prepare within the setting of a debate/public speaking club or other wider group of students. This not only increases the number of students engaging in the development of their oracy skills, but also gives your team an opportunity to receive peer support and feedback.

The skills you need to research and prepare for a ESU-Churchill Public Speaking heat are core National Curriculum targets in Citizenship, PSHE and Religious Education as well as spoken language requirements for English, so are useful to more than just competing students.

A member of the ESU Competitions Team will inform you of your team's topic at least two weeks before the heat.

Although only three team members from your school will be competing in each heat, it's great if you can prepare with more students. Not only does this give your team more information to draw from when preparing, but it means that taking part in the competition can become a classroom or club effort.

Here are some suggested ways to engage other students:

- In an initial brainstorm, encourage your class or club to share any ideas about the topic they might immediately have.
- Think about a range of approaches or viewpoints – as well as the opposite view or approach which they may initially land on. This is what they are likely to be challenged with in questioning, so having this thought process begun early will help.
- Group the initial thoughts into areas and allocate students to do further research into each area.
- Use students as peer feedback to help the team develop and improve their speaking and listening skills.

Research

The ESU-Churchill Public Speaking competition has a relatively long preparation period to allow teams to come to the competition well researched and confident in their speeches.

The internet is a fantastic resource for students, offering them up to date information from a wide range of sources. However, do remind them that (reputable) newspapers and other political or economic publications (e.g. The Economist, The Week) can also be valuable for research.

- Sources should be reliable – websites with editable information, such as Wikipedia, should only be used as a first port of call, and should not be relied upon exclusively.
- Ask them also to consider whether there might be any bias in the sources they are using (particularly relevant for newspaper or online articles). The difference between fact and opinion is also an important distinction to make.
- Statistics can be misleading; it's always worth considering the source, motive and sample size.
- Make sure students keep a record of where their research comes from and that they also try to remember arguments they aren't using. The other team might make use of some of these pieces of research and knowing and where the information comes from can be the first step to challenging it.

Next Steps

- The first arguments you come up with often provoke questions about what the topic means. These are useful in determining possible definitions, so encourage students to pay attention to these.
- Practise the competition. Have other students take the role of an alternative team, Questioning and Chairing your Speaker; and have another speaker stand in to allow your Questioner and Chair the opportunity to practice too.



MARK SCHEME

Adjudication is given on the basis of three main criteria;

1. **Content.**
2. **Effectiveness in role.**
3. **Style.**

These criteria are weighted in the following manner:

	Content	Effectiveness in Role	Style
Chairperson (30)	15	10	5
Speaker (40)	20	10	10
Questioner (30)	15	10	5

Chairperson

Content

- Makes a relevant introduction demonstrating interest in the topic
- Effectively links the Speaker and topic
- Summarises key themes of the presentation at the end

Effectiveness in Role

- Creates a warm and friendly atmosphere
- Introduces speaker and questioner
- Manages the audience questions, asking for re-phrasing or repetition, or re-asking the question directly where appropriate
- Effectively manages time, ensuring presentations do not over run or spend too much time on any one section of the presentation

Style

- Ensures speakers feel welcome and appreciated and lead applause
- Interrupts firmly but politely to keep participants to time

Speaker

Content

- Shows evidence of careful consideration of topic and delivers a logical case
- Gives arguments supported by evidence and relevant analogies
- Considers alternative viewpoints to their own

Effectiveness in Role

- Employs a clear structure that is easy to follow
- Spontaneous comments where appropriate to be rewarded
- Answers questions comprehensively yet succinctly, demonstrating a greater knowledge of the topic over and above that displayed in the speech

Style

- Use of sheets or notes appropriate, but does not over rely on them
- Does not appear to have memorised the speech
- Natural fluid style that makes use of carefully chosen language and rhetoric.
- Seeks to draw an audience in with tools such as good eye contact, and appropriate body language



Questioner

Content

- Asks relevant questions that show they have listened to the speech as given, not merely pre-prepared questions
- Shows evidence of understanding of the topic by introducing other aspects where appropriate

Effectiveness in Role

- Attempts to deepen understanding of the topic, and add clarity where necessary
- Suggestions of alternative lines of argumentation or views
- Offers clear and succinct questions
- Willingness to ask follow up questions where appropriate

Style

- Employs a non-combative style, being courteous but probing
- Engages in a friendly dialogue with the speaker in the questioning period
- Good use of stance, gesture, and eye contact to include the audience in the questioning period

Sample videos for the competition in action can be found at the [ESU's YouTube channel](#).



ESU-CHURCHILL PUBLIC SPEAKING COMPETITION

Student
Handbook
2023-24



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WELCOME FROM THE ESU COMPETITIONS TEAM



Hello and a big welcome to the best team speaking competition in England and Wales! Not only is it the most prestigious, but also the biggest and the oldest. The competition is once again sponsored by the International Churchill Society.

By taking part in the ESU-Churchill Public Speaking Competition, you will be joining students from across England and Wales in improving the way you communicate verbally. You will learn to argue better and to be more confident in talking to people.

The next few pages show you how to put together a team and how to improve the way you speak in front of others. Don't worry if this is your first time. This guide should help and there is a great deal of supporting material, including videos and top tips, on our website at www.esu.org/competitions/psc/.



TEAMWORK AND FRIENDLINESS



Working as a Team

The judges will score you as a team so teamwork is really important! Your team can have up to five people. Three will take part in your first heat but you can swap around later if you like. Everyone on the team has an important part to play in preparing and delivering your performance.

You will need to pick a Speaker, a Chairperson and a Questioner before the heat.

Working with other schools is one of the great things about our competition - your Chairperson and Questioner will introduce and question a Speaker from a different school and your own Speaker will, in the same way, be introduced and questioned by the Chairperson and Questioner of another school.

Although there are only 3 people who are going to perform "on the night", it's a good idea to involve a few more students to help out with the speech-making and the questioning. As in a sports team, it's good to have a squad of players to work with!



Here are some ideas as to how you can help each other:

- Help the speaker to choose a topic.
- Help the speaker to write an interesting and entertaining speech.
- Take it in turns to speak the 1st rough draft and let the others ask questions. This way you will be able to predict the sort of questions you may be asked in the actual competition.
- Help the Chairperson to practise introducing the speaker and anyone else you have in your squad.
- Try out some different speeches on random topics to help the Questioner practise making up questions.
- If you can, try to present the finished speech in front of an audience of your year group or assembly.

While this is a competition, remember that the teams from other schools are young people like you as well, and everyone wants to enjoy the competition as much as possible.

Please make sure to be polite and respectful in your interactions. We might have different ideas, or be hoping we'll perform better than someone, but this doesn't mean we should be rude to them. Other speakers might be just as nervous as we are. Make sure you have read and understood our Equity Policy before your first heat.

More than this, take the opportunity to get to know the other teams in your heats. Public speaking is a great opportunity to meet people, encounter different perspectives on issues and make friends.



THE THREE ROLES

HOW TO BE A GOOD CHAIR

Skills summary

To be a great Chairperson you need to:

- Show the audience you are firmly in charge.
- Make the audience keen to hear the Speaker.
- Control the timing.
- Be able to summarise the key elements of the presentation.
- Be able to thank people in a pleasant and friendly manner.

REMEMBER!

- Before you leave for the competition make sure you have a stopwatch or mobile phone with a stopwatch, a pen and some paper, or cue cards.
- Once you know which Speaker you will be introducing, ask them for information about themselves and why they chose their topic.

Once you are “on stage” there are 4 major things you need to do:

1 Introduce the Speaker

You are in charge from the start. It is your job to set the tone. You may need to wait while the adjudicators make notes on the previous team.

First impressions are important. Start with a confident and friendly introduction. You have 1 minute to:

- Introduce the Speaker by name.
- State the topic (if you have time you can say a few general words about the topic – just make sure you don’t give your own opinion).
- Tell the audience what made the Speaker choose the topic.

2 Listen to the speech

Remember that even though you are not speaking....

- You are still in charge! A good Chair always pays attention, supporting the Speaker and keeping the audience engaged.
- You should take brief notes, as you’ll need to give a summary later. If the Speaker over-runs, wait for about 15 seconds; stay seated but ask them quietly to finish.



3 Run the question time

When the Speaker has finished, introduce your Questioner (if you have not already done so) then.....

- Invite your Questioner to begin their questions.
- After the four minutes are up, thank your Questioner.
- Invite the audience to ask questions. If possible, select students first, then adults.
- You should not take questions from the Speaker's own team or group of supporters and try to avoid calling on the same person twice.
- You may have to repeat or rephrase a question so that your Speaker can understand it.

4 Finishing-up

You have 2 minutes to:

- Sum up the Speaker's main arguments and some of the areas raised by the Questioner and the audience.
- Thank the Speaker, highlighting what you enjoyed about their speech and thank the Questioner.
- Finish in a pleasant, friendly manner.



WHAT MAKES A GOOD SPEAKER?

Skills summary

To be a great Speaker you need to:

- Engage your audience with your words, your voice and your personality.
- Keep their attention by varying your expression and the mood of your speech.
- Structure your speech so that the audience can follow your reasoning.
- Consider both sides of the topic but lead to one clear conclusion.
- Be well prepared, but not over-rehearsed!
- Give brief but relevant answers to questions, introducing new evidence where you can.

1 Preparing your speech

Your teacher will have been sent a list of 5 or 6 topics. Then, you should....

- With the rest of your team choose a topic that you are interested in.
- Research your topic.
- Try to sum up your speech in one sentence so you are absolutely sure of the main point you want the audience to understand.

- Get your teammates to add their thoughts to your speech and to question your ideas if they disagree with points you have made.

2 Writing your speech

Your speech should have a good structure and should separate into three parts:

- Introduction – get the attention of your audience, tell them what the main point of your speech is and why it is important.
- Main points – organise your 2, 3 or 4 points, and add the evidence for them. Show the audience what the other side of the argument might be.
- Conclusion – tie the speech together for your audience, and remind them of what it is you wanted to achieve by speaking to them.

Introduction

- Relate the topic to the audience: think about why they should be interested in your topic.
- Make your audience sit up and listen: you could start your speech with a quotation, question or statistic, for example.
- Show the audience the importance of the topic: for example, how many thousands of people it affects, how much money is involved, how many people are hurt or saved etc.

Main points

- Choose your evidence from a reliable source, and tell the audience what the source is when you use any facts or statistics.
- Stories about yourself or others that illustrate your point (anecdotes) can often make your speech more effective.
- Present the evidence you have found so it leads to a logical conclusion, forming a strong argument.

Conclusion

- Your conclusion is your chance to remind the audience of your main argument.
- Take us back to your introduction, reminding us of what you wanted us to achieve with your speech.
- End on a memorable phrase!





3 Delivering your speech

Once you have decided **what** your speech is about, you need to think about **how** you are going to deliver it. There are lots of things to consider...

Style: remember this is a speech not an essay; there should be a mixture of sentence lengths.

Vocabulary: be aware you are talking to adults as well as to your peer group. Explain technical words and abbreviations as necessary.

Projection: practise saying your speech in different room sizes and get someone to say whether they can hear every word.

Pace: be careful not to rush! Again, practise with a friend.

Pauses: use pauses to add impact to your speech.

Expression: make sure that you've really thought about the content of your speech and that your delivery reflects this.

Emphasis: add impact to your sentences by emphasising important words and phrases.

Body language: everything from your stance to your face and hand gestures can give your speech more impact.

Eye contact: maintain good eye-contact with members of the audience. Make them **all** feel involved!

4 Answering questions

During questioning, you have the opportunity to demonstrate how well you have researched your topic.

You should:

- Introduce new material and evidence if it is relevant to your answer.
- Keep your answers brief and give the questioner time to respond. Try to understand the questioner's point of view and be respectful of it.
- Stand in a way that makes the whole audience feel included and make eye contact with them whilst answering. Do the same during audience questions too!



WHAT MAKES A GOOD QUESTIONER?

Skills summary

To be a great Questioner you need to:

- Ask the questions that you feel anyone listening would want to answers to.
- Show your great listening skills.
- Encourage the Speaker to expand on their points, add evidence and consider other sides to the issue.
- If something in the speech wasn't clear, don't be afraid to politely ask the Speaker to explain that point again.
- Maintain an enquiring but friendly attitude towards the Speaker; you are not there to attack the Speaker's views or to try and catch anyone out.

REMEMBER!

- To have a pen and paper or cue cards with you when you meet up with the Speaker and during their speech.
- Although you won't know exactly what the speaker will say until you hear their speech, you will know the topic 20-30 minutes before the competition starts.
- Think of several possible viewpoints someone could have on the topic to help you form questions later on.

1 Listening well

Good listening is important for all members of the team but **especially** for the Questioner.

- Don't forget to take notes during the speech – try to write short phrases instead of long sentences.
- You need to focus on the main themes of the arguments and ask questions based on them.
- Try using different coloured pens for speaker's point and your own questions.

2 Asking good questions

Content

Here are some good techniques that you should practise:

- Refer directly to things the Speaker has just said.
- If you feel you have not understood a particular point, ask the Speaker to make it clearer to the audience, for example "could you explain in more detail what you meant by...?"
- Ask the Speaker for more evidence to support a point they have made, in particular if you felt the information might not be accurate or that the source for the information might be biased.

- Ask for the Speaker's opinion on an area, within the topic, that has not been covered.
- Suggest areas of disagreement, perhaps offering a different point of view.
- If you are not totally satisfied with the answer, don't be afraid to ask follow-up questions, remembering to be polite.

3 Expression and delivery

The audience and judges are as interested in the questions as they are in the speech.

Remember:

- Stand in a way that makes the whole audience feel included and make eye contact with them.
- Look up from your notes when asking the questions.
- Try to vary your voice when asking questions.
- Vary the length of your questions.

GOOD LUCK

We hope that you'll enjoy preparing for the ESU-Churchill Public Speaking Competition. Don't forget to prepare as a team, ask your teacher for help if you need it and most of all – have fun!

Remember that the judges will be marking you according to three criteria: the content of what you say, your effectiveness in the role and your style.

We look forward to hearing your fantastic speeches!

