

Now let's look at roles.

First proposition (in BP, the Prime Minister)

The first thing you have to do as first proposition is define the motion. Look again at the section on defining the motion in Chapter 3, The Basic Skills, page 35. This should take about 10% of your speech.

Once that's done, you have to set out not just your own argument, but your whole side's arguments. In BP, this will be you and the Deputy Prime Minister; in Mace, you and your second speaker.

Make it brief, but clear. 'I will be arguing that A / B / C. The Deputy Prime Minister / my partner will be arguing that C / D / E.' (Remember, three points only per speech.) This signposting helps the audience (crucially, the judges) to follow your case easily. Spend about 20% of your speech on this.

Then, get going with your speech, covering your three points, devoting the other 70% of your time to it. One advantage of speaking first is that you do not have to do any rebuttal. Make the most of this advantage by making your arguments as thorough as possible.

First opposition (in BP, Leader of the Opposition)

Your first task is rebuttal of the first proposition speech. Look again at the section on rebuttal in Chapter 3, The Basic Skills, page 48. Spend about 20% of your speech on this. Then set out your case and that of your partner / the Deputy Leader of the Opposition in the same way as above for the first proposition; another 20%. Then 60% on your own arguments. Remember, you must accept the definition offered by the first proposition, so you may need to think fast and adapt your arguments if it is different from what you expected / prepared for.

Second proposition / opposition (in BP, Deputy Prime Minister / Deputy Leader of the Opposition)

Rebuttal of previous speaker, 20%; then your own arguments, 80%.

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Government Member / Opposition Member (BP only)

This is in some ways one of the most challenging positions. Because you are in a team of two with the Government Whip / Opposition Whip, you are competing not just against the other side but also against the first two speakers on your side. You must not, however, contradict them (this is known as 'kniving'); however, neither should you waste any time supporting their arguments. Instead, support their definition of the motion, but do it better than they have.

You do this by **extension**. That is, you must find **new** arguments and **new** examples supporting the motion as it has been defined by first proposition. This calls for some quick thinking, as you don't know what the first two speakers on your side are going to say until they say it.

You still have to do rebuttal of the previous speech; still 20%.

Third proposition (in BP; Government Whip / Opposition Whip)

The key thing to remember in this role is that **you must not introduce any new material**. The reason for this rule is that it is unfair to the other side, as they have no opportunity to rebut it.

You do not need to rebut the previous speaker in the way that all the other speakers except for First Proposition have. Instead, your job is to **sum up the debate**. Summarise the cases made by both your side and the opposition, showing where you clash (see the section on the point of clash in Chapter 3, The Basic Skills), and showing why your side has won that clash. 'The proposition have argued that ... however, we say that ... / we have argued that ... the opposition claim that ... however, this is not the case because' Spend slightly longer on your side of the case and, of course, make it sound better. You must refer to the first and second speakers on your side, and make their arguments sound good (remember, in BP, even though you are competing against them, you still need to make them sound good; it will earn you points from the judges.)

What makes a good summary? Think of yourself as a teacher, explaining your case, with the judges as your students. Most teachers do what they call 'plenary' at the end of a lesson or a unit of work, in which they sum up what has been covered in a way that makes it as clear and memorable as possible, so that their

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