

INSTITUTE OF IDEAS  
**DEBATING  
MATTERS  
COMPETITION**



**INTRODUCING THE  
DEBATING MATTERS  
RESOURCE PACK**

Since 2002 the Institute of Ideas Debating Matters Competition has pioneered a distinctive approach to schools Sixth Form debating that emphasises substance over style. The unique features of Debating Matters can make it a transformative experience for students, and we know this because many of our alumni tell us so. We also know that teachers enjoy the opportunity that Debating Matters presents to engage students in substantive discussion about contemporary politics and ideas, beyond the confines of the curriculum. We want to encourage schools to continue and extend their involvement with Debating Matters, and this resource pack is designed to assist that process.

**[www.debatingmatters.com](http://www.debatingmatters.com)  
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THANK YOU TO ALL THE INDIVIDUALS AND ORGANISATIONS WHO HAVE MADE THE  
2011/12 COMPETITION POSSIBLE.

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# 1. INTRODUCTION

Key to the success of the competition, and underlying our approach to schools debate, are three central principles:

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**REAL WORLD DEBATE:** We want students to argue about issues and disagreements that are being fiercely debated in the media, in business and between politicians.

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**CONTENT IS VALUED ABOVE STYLE:** Debating Matters is organised around the central idea that content matters more than style. All students are provided with a substantial Topic Guide, which they are expected to use as a starting point for in-depth research around an issue. Within the format of the competition most of the time is given over to the rigorous cross-examination of students' arguments by the judges, the other team and the audience, rather than to formal speeches.

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**YOUNG PEOPLE ARE TAKEN SERIOUSLY:** Central to the Debating Matters Competition are our judges, who are instructed to take young people seriously by cross-examining their arguments, and pushing them to substantiate their case. While students report that they find this interaction challenging, it is also this aspect of the competition that they find most rewarding. Our judges also state that they relish the opportunity to engage with young people on the issues that really matter in the world.

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Increasingly, schools who take part in the competition want to try the format out for themselves – either because they have been knocked out at the qualifying round stage, or because they want to continue and expand debate activities within their school and region.

This pack is a practical resource designed to support teachers in organising Debating Matters events for themselves – ranging from in-school debates to more ambitious after-school or day-long competitions between local schools in the area. Obviously experience will vary, and some parts of the pack will be more relevant to you than others.

Debating Matters is keen to hear from all teachers and schools who decide to take this forward, to hear how you got on, offer advice where we can, and to showcase your experiences so that others might learn from and develop them. We have already built a small collection of case studies which describe a number of teachers' efforts to expand and develop debate activity within their schools; to read more see [here](#). Do let us know how you get on.

## 2. THE FORMAT – A RECAP

Debating Matters dispenses with procedural formalities. Rather, the focus is on the strength of the competing arguments and students' responses to questions from the judges, the opposing team and the audience. The free-flowing and rigorous nature of the format encourages students to make a convincing case, but to also respond under pressure and think on their feet.

To put together a Debating Matters debate you will need:

- **A CHAIRPERSON** – who takes charge of the debate
- **THREE JUDGES** – to ask debaters questions and provide critical feedback
- **TWO TEAMS WITH TWO STUDENTS EACH** – to put forward their key arguments, having researched their topic in-depth
- **AN AUDIENCE** – to ask students questions and make points of their own

### A DEBATING MATTERS DEBATE

#### **0-15 MINS: OPENING PRESENTATIONS**

Students make their case in uninterrupted three-minute opening presentations.

#### **15-30 MINS: QUESTIONS FROM THE JUDGES**

Moving straight to the judges, the teams are quizzed on the arguments they have made.

#### **30-45 MINS: AUDIENCE QUESTIONS & TEAM EXCHANGES**

A range of questions are asked from the audience for both teams, and the speakers are given a chance to respond.

After students have responded, teams are asked to cross-examine one another.

The audience then have a final round of questions, before debaters are given the chance to offer quick responses.

#### **45-50 MINUTES: FINAL REMARKS**

Each speaker is then given one minute to give their final responses to questions, and to sum up their case.

#### **50-60 MINUTES: FEEDBACK AND COMMENTS FROM THE JUDGES**

Judges are then asked to provide feedback on the performances of each team.

#### **60-65 MINUTES: AUDIENCE VOTE AND THE JUDGES' DECISION**

Judges leave the room to decide who has won the debate. The judges then return to the room, announcing the verdict and a justification for their decision.

## 3. TAKING DEBATE FORWARD

Many schools knocked out at the Qualifying Round stage of the competition have demonstrated a talent for thoughtful and passionate debate, something we think is of importance to society and a benefit to students and their intellectual development. With this in mind we are encouraging schools to continue and expand their range of debating activities.

A relatively straightforward way of doing this would be to organise debates for students within your own school, which might range from a series of one-off lunchtime or after-school debates across the term, to a school competition. Alternatively, you might want to involve other schools, new to Debating Matters. This could take the form of a straightforward ‘rematch’ with a school you debated earlier in the year, or a whole day debate event. A few ideas for taking debate forward are described in the sections below:

### 3.1 GETTING SOMETHING STARTED

### 3.2 ONE-OFF DEBATES

### 3.3 EXTERNAL SPEAKERS

### 3.4 QUALIFYING ROUND FORMAT

### 3.5 ROUND-ROBIN FORMAT

### 3.6 OTHER FORMATS

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## 3.1 GETTING SOMETHING STARTED

If you don’t have a regular debate club running at your school, and would like to set something up that introduces debate more informally, then a good place to start is to set up a current affairs debate and discussion group. A number of teachers have suggested that a weekly meeting that reflects on a controversial topic in the news has been a good introduction to debate and political discussion. There will already be many such debates taking place in class discussions in subjects like Politics, Psychology and RE, so one idea might be to get either a teacher or older student to introduce a news story, and their take on it. Sometimes it helps stir up the discussion if the speaker is prepared to take a hard-line approach on the issue, which encourages disagreement and pushes students to argue back! For younger students in particular, this setting might be a useful initiation to debate, with the focus being very much on the content of issues, rather than public speaking style.

**“If your school’s debating society is about winning trophies then yes, drill them hard in a competition format – but that’s not why I do this. Whether or not they win the debates and competitions they compete in, they’ll never forget the experience and what they’ve learnt from it. It will mean something to them long after the debate’s over.”**

David Perks, teacher, Graveney School

## 3.2 ONE-OFF DEBATES

### IN-SCHOOL: ORGANISING A DEBATE IN YOUR SCHOOL

One of the best ways to continue the momentum around debate is to organise a competitive event at school, perhaps involving previous Debating Matters participants, or particularly enthusiastic members of a debate group. A debate of this sort might also be a good opportunity to sign up new members, or, if you don't have a formal debate club in school it might help to get one off the ground.

- **CHOOSE A TOPIC:** Start the process off by choosing a topic and motion from the Debating Matters website and download the associated Topic Guide. See Section 4.2.
- **CHOOSE YOUR SPEAKERS:** Choose two speakers FOR the motion and two speakers AGAINST the motion.
- **CHOOSE YOUR JUDGES:** Approach three teachers from within school to judge the debate, other adults working within the school e.g. librarians, or older students. Make sure that you have a diverse group.
- **CHOOSE A CHAIRPERSON:** The chair plays an important role in the Debating Matters format, acting as ringmaster of proceedings and putting everyone at ease. For good advice on chairing see the notes linked to in the 'useful resources' section. These are useful in re-familiarising yourself with the format.
- **SEE SECTION 4** for organisational advice including getting an audience and corresponding with judges and fellow teachers.

### INTER-SCHOOL: CHALLENGE ANOTHER SCHOOL TO DEBATE

You might like to organise a debate where your school takes on another school who also participated in the Debating Matters Competition in your region, or a school completely new to the Debating Matters format.

- **GETTING STARTED:** Contact a local school, ask them about Debating Matters and challenge them to a friendly debate. You can find a list of schools that have participated in your region by following the links [here](#). Alternatively, Debating Matters may be able to make a recommendation, so contact us if you would like one.
- **OFFER TO VISIT THE SCHOOL:** If you have managed to attract a school new to debate, or new to the Debating Matters format, you might offer to visit the school, possibly with your students, in order to guide them through the process. It would be important in this instance to emphasise the difference in format so all participants are well prepared for the experience.
- **YOU SHOULD THEN PROCEED AS PER THE IN-SCHOOL ADVICE:** Choose a topic and motion, pass this on to the other school, with information and advice about debating (see 'advice for students' and 'top tips' in Section 7: useful resources) and which side of the motion their school will be on.
- **JUDGES:** one key difference will be in finding judges. Because the panel must be impartial, you should consider inviting external judges to participate. Tips on finding judges can be found in Section 4 of this document. Again, you can contact Debating Matters for advice if you need to.

### 3.3 EXTERNAL SPEAKER EVENTS

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Aside from student debates, you could organise debates or discussions where external speakers come to the school to address students. Assuming the speakers are interesting, these sessions tend to be both popular and inspiring to students. Here are a few suggestions from Debating Matters.

■ **LUNCHTIME LECTURES:** you could organise lunch-time sessions where external speakers come to the school to discuss a timely issue. Alternatively, if students are going to be debating a particular issue later on in the term, you could also ask a teaching colleague to address them, so the biology teacher at school explains the science of GM for example, or the Religious Education teacher discusses past struggles for religious freedom, in relation to the burqa ban in France etc.

■ **EXPERT WITNESS SEMINARS:** Another discussion format used by Debating Matters at our National Final are ‘expert witness sessions’, where two experts in the field with opposing views on their subject address students and describe why they hold the position that they do (and implicitly why the other speaker is wrong). Speakers would give short presentations of 7-10 minutes and then the chair should open the discussion up to the floor.

■ **QUESTION TIME EVENT:** Debating Matters also organises an annual Question Time style event at the competition’s National Final. Rather than being a discussion populated by MPs, we invite a range of speakers – political commentators, scientists, academics – who are lively and have a good range of political opinion. Again, this could work well with opinionated colleagues – a teachers’ Question Time?

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### 3.4 QUALIFYING ROUND FORMAT

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You might decide to organise a more substantial programme of debate. As above, this could be an event involving just your own school – perhaps an inter-house competition, or an event that involves a number of different year groups – or you could invite other schools to participate.

This format is the one used by Debating Matters at the Qualifying Round stage of the competition. The format involves four teams taking part in three debates. As a knockout competition, each team takes part in one of two opening debates. The winners of these two opening debates then take part in a final debate, which decides the ultimate winner.

**DEBATE 1**            **TEAM A v TEAM B**

**DEBATE 2**            **TEAM C v TEAM D**

**FINAL DEBATE**    **WINNER DEBATE 1 v WINNER DEBATE 2**

**IN-SCHOOL:** If you are using this format of debates as part of an in-school competition, you could either organise over three sessions across the term, or as a one-day or one-evening event.

**INTER-SCHOOL:** If you are organising this format of debates as an inter-school competition, it would probably be easiest to run all three debates in one session. You could invite three other schools to take part in this event, or one other school and your own, with two teams of two students each. This will need to be run as a whole-afternoon or evening event.

**ORGANISATION:** for this format there are a number of additional things to note:

■ **JUDGES:** This format involves 9 judging slots (3 debates, with 3 judges taking part in each). As a general rule, the format works best if the majority of judges participate in more than one debate. If you are organising an event like this for your school only, then it would work well to approach five or six colleagues to act as judges across the event. If you are inviting other schools to participate in the event, then you will need to find 5-6 impartial judges. See advice in Section 4 below.

■ **TOPICS:** You will need to choose three topics to debate for the event. See Section 4.2 for details of our Topic Guide Catalogue.

■ **CHAIRS:** There are three chairing slots for this format. Whilst it is not necessary to have three different people chair the event, it is good to have at least two chairs to lighten the load.

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## 3.5 ROUND ROBIN FORMAT

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This format comprises three debates, with each team taking part in two. As a round robin event, if one team wins the two debates that they participate in, you would have a straightforward winner. However, it is also possible that each of the three teams win one debate each, in which case you have a tie break. For this reason it is very important that at least three judges involved in these opening debates are able to stick around for the duration, so that if there is a tie-break, a decision can be made by a group of judges about who has won. In this situation judges would have to gather to decide which team on balance was the strongest, basing their decision on both debates teams took part in – win and lose. Because of the way the format works, you would need to hold this event on one day or evening.

The event should run as follows:

**DEBATE 1**            **TEAM 1A v TEAM 2A**

**DEBATE 2**            **TEAM 2B v TEAM 3A**

**DEBATE 3**            **TEAM 1B v TEAM 3B**

There are a number of things that you should consider in running this format:

- **JUDGES:** As with the Qualifying Round format, there are 9 judging slots to fill. Rather than find 9 judges, it would be advisable to have between 5 and 6 judges (ideally 5) who can collectively decide who has won in the event of a tie-break.
- **CHAIRS:** There are 3 chairing slots. Ideally you would have two chairs to share the load.
- **TOPICS:** For this format you will need to have three separate debate motions.
- **TIME:** This kind of event will require an extended period of time, such as 4-8pm.

## 3.6 OTHER FORMATS

Through our contact with schools, we know that teachers are experimenting with the Debating Matters format in new ways. To capture their experience and experiments, we have put together a number of case studies where teachers explain what they have done and how it worked. If you would like to try something a bit different, you might find some useful examples amongst them. Notable studies in trying new formats are linked to below:

### ■ AN IN-SCHOOL COMPETITION AT QEGS

Queen Elizabeth's Grammar School in Faversham run a popular in-school competition across the year that now regularly attracts around 90 students. The scale of the competition at QEGS is extremely impressive, but a much smaller scale initiative could be experimented with. For more details see our case study – **Queen Elizabeth's Grammar School, Faversham**

Other examples of in-school competitions that use the Debating Matters format can be found at **Notre Dame High School** in Glasgow, **Hutton Grammar School** in Preston and **Ardingly College** in Sussex.

### ■ AN INTER-SCHOOL COMPETITION

Having participated in the Debating Matters Qualifying Rounds over two years, Burnley College really took to the format and decided that they would organise something of their own involving local schools in the area. Following an overwhelming response from local schools, twelve teams took part in a day-long debate competition. Six initial debates decided the two semi-finalist teams, with a final debate to decide the 'Burnley College Schools' Debating Competition'. Judges of the event included local councillors, GPs, college governors, and A-level staff. The college said they had great fun organising and planning the event, and although an organisational feat, all involved got a great deal from participating. For more details see our case study – **Burnley College, Burnley**

**"The whole atmosphere of the debates is electric. These students are undoubtedly the leaders of the future."**

Nick Hastie, Director, MRC Human Genetics Unit

## 4. SOME GENERAL POINTERS IN PUTTING TOGETHER AN EVENT

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### 4.1 FINDING TEAMS WITHIN YOUR SCHOOL

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An in-school debate event is a good chance to showcase debate in your school, and to attract some wider interest among students. In-school debates also provide a good opportunity to get young students debating, particularly with students below the Sixth Form.

**ORGANISING COMMITTEE:** Depending on the scale of your event, it might be an idea to assemble a group of students (if you don't have this already) who can help you to organise the event/s. Older students could act as mentors for younger students, offering advice on speeches, research and tackling nerves; they could also act as chairs or judges, as well as taking responsibility for organisational matters. Enthusiastic students are the key both to finding your team and to your organising committee.

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### 4.2 CHOOSING TOPICS

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For each debate organised by Debating Matters there is a related Topic Guide and we now have an extensive library to draw on and all can be downloaded free of charge from [www.debatingmatters.com/topicguides](http://www.debatingmatters.com/topicguides). If you want to debate a topic outside of the Debating Matters library, think about issues where there is a genuinely principled disagreement and strong arguments on both sides.

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### 4.3 INVITING OTHER SCHOOLS

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If you would like to invite other schools to take part in a debate at your school, one of the first ports of call would be teachers you have met at Debating Matters events. Schools within your region can be found on the Debating Matters website:  
<http://www.debatingmatters.com/institutions/schoolsbyregion/>

**INVITING SCHOOLS NEW TO DEBATE:** Depending on the scale of your event, it might be an idea to assemble a group of students (if you don't have this already) who can help you to organise the event/s. Older students could act as mentors for younger students, offering advice on speeches, research and tackling nerves; they could also act as chairs or judges, as well as taking responsibility for organisational matters. Enthusiastic students are the key both to finding your team and to your organising committee.

- Get in contact with the main reception at your target school and find out whether there is a debate club/society.
- If not you will need to identify the right person to speak to. Our experience suggests that the Head of Sixth Form or the Gifted and Talented coordinator is a good place to start.

Once you have found the right person to speak to, explain what you are trying to do and offer to meet up, or go through what they will need to do, if they want to be involved:

- Find a team of 2-6 students (and a gaggle of supporters to bring on the day).
- Provide them with the relevant Topic Guide/s to prepare for the debate.
- Provide a breakdown of the format, so that everyone is clear about what to expect.
- A description of the timing and structure of a Debating Matters debate can be found here.
- Offer to visit the school: running through key aspects of the Debating Matters format with new teachers will place new teams in a better position to take on more experienced debaters.

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## 4.4 FINDING JUDGES FOR YOUR IN-SCHOOL DEBATES

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An in-school debate is a good opportunity to involve interested colleagues in debate and a chance to utilise their subject knowledge and expertise, or to just make use of a more general interest in politics and current affairs.

For each debate you need three judges. If you have more than one debate you could ask colleagues to judge twice, but there must always be 3 judges on each panel – this is so students can be rigorously cross examined and to ensure that a majority decision is always reached, if not a unanimous one.

If you are running debates for younger students, you might want to involve Year 12/13 students in judging.

**“I found the event very good fun, with a serious yet informal atmosphere. It was also stimulating – I was still rehearsing arguments hours and even days later!”**

Sir Hugh Pelham, Director, MRC Laboratory of Molecular Biology

## 4.5 FINDING JUDGES OUTSIDE YOUR SCHOOL

Our experience shows that adults are enthusiastic about discussing ideas with young people, so don't be hesitant about asking people to judge!

### WHO TO APPROACH:

The best judging panels are those that include a diverse panel of individuals, with a wide range of professional backgrounds and political standpoints. Judges do not need to be 'experts' (although one can be helpful for some of the more specialised topics); what you want to achieve is an intelligent public discussion.

Our advice would be to draw on existing contacts as much as possible; if you have a friend who also happens to be one of the most opinionated/interesting/eloquent people you know, then invite them along! It is also a good idea to draw on the recommendations of friends and colleagues, even better if they can broker introductions.

Aside from personal connections, there are also particular types of organisations that have traditionally been good sources of judges for the Debating Matters Competition. They include:

- Alumni of the Debating Matters Competition
- Governors and parents at local schools
- Local universities – you could identify departments appropriate to your debate topic and either contact academics directly, or ask the department secretary to circulate an email invitation.
- Local art galleries and museums – the directors are often very good, most will also have education departments
- Local MPs and local councillors – debating is part and parcel of what these people do! Remember though that they often have limited time in their constituency during the week. You should also consider potential political bias around certain topics and debates.
- Local journalists – editors of local papers, TV journalists for local news
- Local doctors – good for science and ethical debates
- Local businesses
- Local solicitors' firms

A template invitation used by the Debating Matters Competition can be found on the website [here](#).

**“The tournament was really enjoyable and worth the extra effort on everyone's part. The senior debaters contributed a lot of time and energy, but they gained a real overview of the structure and depth of debating. The juniors had a steep learning curve, but gained confidence and experience of competitive debating.”**

Sarah Jane Brand, Librarian and debate coordinator, Notre Dame High School, Glasgow

## 4.6 SECURING EXTERNAL SPEAKERS

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If you are organising an event that involves external speakers – whether it be an ‘expert witness’ session, or a lecture, then the key thing to do in identifying the right speaker is some research. Teachers who have organised external speaker events report that getting students to research appropriate speakers has been a very effective way of drawing up a good list. If you want to organise an expert witness session on the regulation of the press after ‘hackgate’ for example, then draw up a list of people who argue for and against regulation. Once you, or your students, have some choice candidates, take a look and consider the strength of arguments. If you manage to secure one speaker then it might be a good idea to get their advice on a suitable opponent: if they speak regularly on press regulation for example, then it is likely that there is someone that they enjoy arguing against.

One very good resource for identifying speakers is the ‘Speakers for Schools Programme’, founded by BBC Business Editor Robert Peston. With up to 800 speakers now on its books, there is likely to be someone you think would work well! See their website for details:  
<http://www.speakers4schools.org>

As with inviting external judges, it is also advisable to make use of your own contacts, and of course to take advice from friends and colleagues who have an interest in your chosen topic.

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## 4.7 GETTING AN AUDIENCE

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The audience play an important role in Debating Matters debates, with ‘audience questions’ taking up a significant part of the discussion. Alongside the judges, audience members contribute to the discussion by asking speakers challenging questions and making points of their own. The atmosphere that we aspire to is one of a lively public meeting, not a question and answer session. Debaters are under no obligation to answer all questions put to them, rather this section of the debate is ‘given over’ to the audience, with some comment from the panel.

With this in mind some work is needed to pull in a good audience at your event. Here are some pointers:

- Advertise the event around school: recruit students to make and put up posters around the school, place notes in registers and make announcements in school assemblies.
- Invite students from other schools: if your event involves other schools anyway, then do encourage your guest schools to bring supporters with them.
- Parents and teachers: if organising a bigger event, consider inviting parents and colleagues.

## 4.8 CHAIRING DEBATES

The chair of Debating Matters debates is central to the success of the format. The chair needs to exert authority over proceedings, but also needs to be able to put students at their ease as they are likely to be nervous.

Available from the Debating Matters website are some notes specifically aimed at the chairing of Debating Matters debates, going through each section of the debate and what the chair should be doing and seeking to achieve at each stage. A 'chairing plan', which is used during the actual debate for timing purposes is also included in section 7: 'Some useful resources'.

## 5. WHAT NOW?

Once you have decided on your format, have your other schools on board in principle, and have your judges selected and agreed, there are a number of things you will need to make sure happen, prior to the event, however big or small. Below is a tick list of what to do for whom:

### 5.1 TEAMS AND JUDGES

#### ■ CONFIRMATION TO TEAMS [here]

■ It is important that teams are told in writing what they should be preparing for and how the event will run. They will need:

- ✓ Relevant Topic Guides
- ✓ The debate format [here]
- ✓ Advice for teachers from a former teacher [here]
- ✓ Tips for students [here].

#### ■ CONFIRMATION TO JUDGES [here]

■ Similarly, you will need to confirm the judges' involvement in your event. They will need:

- ✓ Relevant Topic Guide/s
- ✓ A programme of their involvement
- ✓ The debate format [here]
- ✓ Advice for judges [here].

## 5.2 THE EVENT

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In pulling off a successful event, however big or small, there are a number of logistical things to do that will help the event to run smoothly.

Firstly on the room set-up, Debating Matters suggests organising the room for a debate as seen **here** on our website. This allows everyone to see and engage with one another properly.

Secondly, a useful list of what is needed on the day can be found **here**. It is also always a good idea (if you are inviting external judges and schools) to have contact telephone numbers, so that you can call if people are late, or there is a surprise change to the programme.

Aside from these organisational matters, just be ready to welcome your audience at the beginning and to encourage lots of questions and points from the floor, creating a sense of occasion no matter how big or small the event.

One word of warning: experience shows that it is advisable to have contingency plans in place in case of illness or other unforeseen circumstances. It is worth having people who can plug gaps (e.g. chairing, judging) in an emergency.

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## 6. AFTERWARDS...

**GET IN TOUCH WITH DEBATING MATTERS:** Debating Matters is very keen to hear from teachers about their experiences and experiments with debate. Not only does it give us a better insight in to advising teachers who want to try something similar, but it also allows us to profile your achievements and experiences and to celebrate vibrant, thoughtful and challenging debate for young people who are interested in ideas and the issues that are shaping society. Please do get in touch to let us know how you get on by emailing [debatingmatters@instituteofideas.com](mailto:debatingmatters@instituteofideas.com)

**“A few tentative posters were placed in registers and on common room walls inviting interested parties to our first official meeting. I approached the school library on our first Thursday lunchtime expecting to have to throw out the rowdy lower school pupils but was taken aback to meet a bustling throng of sixth formers and year eleven students already visibly excited about the prospect of a good argument.”**

Claire Mates, Subject Leader for English, Hutton Church of England Grammar School, Preston

**“This competition is definitely an experience I consider to be one of the great achievements of my school career.”**

Maawish Mirza, debater, Luton Sixth Form College

## 7. SOME USEFUL RESOURCES

### 1. Debating Matters format explained:

This is the standard format of a Debating Matters debate, and is used throughout the competition year.  
<http://www.debatingmatters.com/getinvolved/debatetimingandstructure/>

### 2. Topic Guides Library:

<http://www.debatingmatters.com/topicguides/>

### 3. Email invitations and confirmations for schools and judges:

<http://www.debatingmatters.com/getinvolved/confirmationemails/>

### 4. Advice for teachers:

<http://www.debatingmatters.com/getinvolved/howtowin/>

### 5. Advice for students:

<http://www.debatingmatters.com/getinvolved/adviceforstudents/>

### 6. Advice for judges:

<http://www.debatingmatters.com/getinvolved/adviceforjudges/>

### 7. Chairing notes:

<http://www.debatingmatters.com/getinvolved/chairingnotes/>

### 8. Chairing plan – for chairs to use for each debate:

<http://www.debatingmatters.com/getinvolved/chairingplan/>

### 9. Room set-up:

<http://www.debatingmatters.com/getinvolved/roomsetup/>

### 10. Judges record sheet:

<http://www.debatingmatters.com/getinvolved/judgesrecordsheet/>

### 11. Case studies – introduction:

[http://www.debatingmatters.com/news/news\\_article/school\\_case\\_studies\\_-\\_debate\\_is\\_alive\\_and\\_kicking\\_across\\_the\\_uk/](http://www.debatingmatters.com/news/news_article/school_case_studies_-_debate_is_alive_and_kicking_across_the_uk/)

#### **Hutton Church of England Grammar School, Preston:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/HuttonGrammarSchoolPreston/>

#### **Notre Dame High School, Glasgow:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/NotreDameGlasgow/>

#### **Queen Elizabeth's Grammar School, Faversham:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/QueenElizabetsFaversham/>

#### **Whickham School and Sports College, Newcastle-upon-Tyne:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/WhickhamSchoolNewcastleuponTyne/>

#### **Graveney School, Tooting, London:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/WhickhamSchoolNewcastleuponTyne/>

#### **Barton Court Grammar School, Canterbury:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/BartonCourtGrammarSchoolCanterbury/>

#### **Ardingly College, Haywards Heath:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/ArdinglyCollegeHaywardsHeath/>

#### **Leicester Grammar School, Great Glen, Leicestershire:**

<http://www.debatingmatters.com/getinvolved/schoolcasestudies/ArdinglyCollegeHaywardsHeath/>