



DEBATE  
MATE

# OUR 2022 - 2023 SOCIAL IMPACT REPORT

*Empowering the youth of today, creating the leaders of tomorrow.*

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# FOREWORD

For the past 15 years, we have been dedicated to purpose and social impact, pre-dating the popularisation of these concepts as mere buzzwords.

As you read this we hope that you are happy and healthy!

We are pleased to present this Social Impact Report, in which we've collated data, stories and case studies to help weave together the narrative of Debate Mate. In this foreword, I'm thrilled to spotlight some remarkable achievements from recent years, and underline the ongoing impact of our work. In a time marked by global challenges, Debate Mate has not only persevered, but expanded its outreach by innovating and adapting to the evolving landscape.

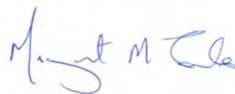
Our response to the pandemic, and its enduring legacy, continue to shape our present endeavours. Our online programmes and virtual delivery have granted us unprecedented global reach, connecting with students worldwide in a way that was previously unattainable.

Our programmes continue to be supported through remarkable partnerships with organisations including Bank of America, Salesforce, Apple, Deloitte, NOW: Pensions and Comic Relief. As we step into the coming year, we are delighted to announce Sony Music UK as our sponsor for the Debate Mate Cup and Bank of America as our sponsor for the Urban Debate League.

I want to take this opportunity to highlight the outstanding student achievements over the last few years. Debate Mate students continue to amaze me. From the 10 students from England, Scotland, Wales and Northern Ireland who represented the UK on UK National Day at the Dubai World Expo, to the academic pursuits of individuals at prestigious institutions like Harvard, Princeton, Yale, Oxford, and Cambridge. In particular, I want to mention Christina Adane's impactful work with Bite Back 2030 and Adam Roble's election as president of the Oxford Student Union and his scholarship to Harvard University. Both exemplify the calibre of Debate Mate students.

Beyond these standout individuals, our true impact is sometimes less visible. A rapidly growing cohort of Debate Mate alumni are more actively engaged than ever before, stepping up as mentors, joining our team, and providing broader support to nurture the next generation. At their core, our programmes truly embody an ethos of young people empowering young people.

In closing, it is our pleasure to present the Debate Mate Social Impact Report. We extend our gratitude to you for being an integral part of our journey, as together, we continue to change the world.



Margaret McCabe, CEO and Founder, Debate Mate

## SOCIAL CONTEXT

### Social Mobility

In the UK, circumstances of birth have a huge influence on a young person's chances of success. OECD (2018) reports, *'Children from low-income families not only spend less time in education in countries where income inequalities are high, they also have lower skills for any given level of education. The quality gap in education is hence even larger than the income gap'*. Social mobility in the UK declined by 11.4% during the pandemic, entrenching the relationship between economic backgrounds and long term outcomes (Major and Eyles, 2021). This lack of social mobility keeps families in poverty and limits opportunities for young people, affecting their education and career prospects.

Furthermore, the gap in skills and opportunities between disadvantaged students and their wealthier peers keeps growing. The Education Policy Institute's 2019 Annual Report highlights that *'By the time they leave secondary school, disadvantaged pupils are now over 18.1 months behind non-disadvantaged pupils.'* The COVID-19 pandemic has exacerbated this divide, with disadvantaged students, especially those in state schools eligible for free meals, experiencing disproportionate learning losses when compared with their peers.

### Cost of Living Crisis

The current cost of living crisis is having a more significant impact on students from disadvantaged backgrounds. In its 2022 report, the Sutton Trust detailed that in state schools, *38% of teachers said a third or more of their class were living in families facing considerable financial pressures which is impacting the child's ability to succeed in school, compared to 5% in private schools.* Furthermore, teachers were seeing that an increase in students with behaviour issues was more common in schools in disadvantaged areas (*72% vs 62%*). It is evident that as the pressures facing low-income families increase, so too does the impact on schools and students' learning.

### 21st Century Skills

In response to the rapidly advancing technological landscape, there has been a growing focus on prioritising key human skills, including communication, confidence, resilience, and critical thinking. The World Economic Forum 2023 report consistently highlights the critical importance of soft skills, including communication and emotional intelligence, in preparing the workforce for the future. A study by the OECD on "Preparing for the Digital School of Tomorrow" underscores the necessity of fostering critical thinking skills to enable students to navigate an information-abundant environment. The Department for Education's framework for character education emphasises the role of resilience, recognising its significance in "cultivating students' ability to face adversity." The emphasis on these skills aligns with a broader recognition that success in the future requires a multifaceted and agile skill set.



# OUR SOLUTION

*We are making a significant impact in levelling the educational playing field, empowering disadvantaged young people, and nurturing future leaders who will contribute positively to society and the workforce.*

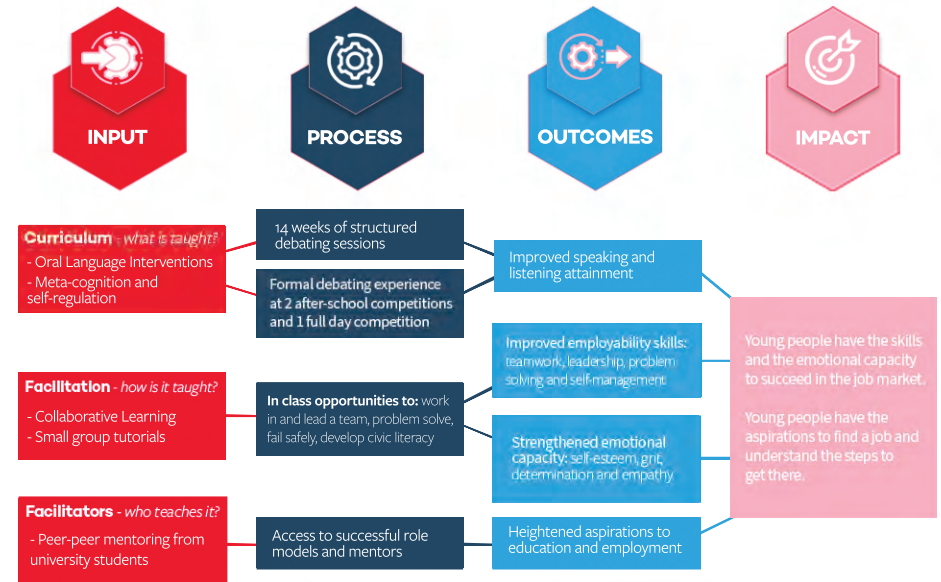
Debate Mate is a pioneering education organisation, playing a pivotal role in addressing the challenges of social mobility. We deliver programmes designed to cultivate both hard and soft skills in students, thus empowering them for personal and professional success. The significance of life skills, as highlighted by The Sutton Trust (2019), cannot be overstated. Yet despite their importance being on par with academic qualifications, a concerning trend is emerging: 20% of schools are cutting back on the extracurricular activities that are crucial for skills development (State of the Nation 2022).

The Debate Mate approach, firmly grounded in pedagogical theory, places students squarely at its core. We equip students with the interpersonal, adaptive, and analytical skills that are essential for success, but can be challenging to teach in a classroom setting. In addition to fostering skills development, we ensure that students' basic needs are met by providing a budget for snacks. This provision is particularly crucial in light of recent findings indicating that 38% of teachers have reported an increase in children arriving at school hungry (The Sutton Trust, 2022).

Importantly, the Debate Mate programme provides disadvantaged young people with the guidance and support of inspiring mentors from universities across the UK. Research from the OECD (2018) highlights the potential of extracurricular mentoring schemes, noting how they help young people from areas of high child poverty, who are often disadvantaged academically, to engage and develop skills that 'are not acquired at home'. Debate Mate mentors are relatable role models for students, providing an invaluable insight into higher education, further training and career paths. Our mentors promote social mobility by inspiring students to raise their aspirations and fulfil their potential.

In June 2019, the CBI published a People and Skills report entitled: Getting young people 'work ready' – our vision for how education should prepare young people for the modern world. The report references the work of Debate Mate Schools, as we deliver precisely what employers are seeking in relation to the three identified pillars for work readiness: character, knowledge and skills. The schools that Debate Mate works with are already on the path to implementing the recommendations of this report.

# OUR THEORY OF CHANGE



# ABOUT DEBATE MATE

Debate Mate was founded in 2007. Our innovative debating programme utilises a unique peer-to-peer mentoring model to combat social immobility and a lack of employment skills amongst young people in the UK. Our programmes help students to develop critical and creative thinking, communication skills, leadership, strategic teamwork, self-management and resilience. Simultaneously, we bolster core attributes including confidence, empathy, and self-esteem. By nurturing these skills, we help young people to broaden their horizons, realise their potential, and break free from the cycle of disadvantage.

Offered exclusively to non-selective state schools in areas of high child poverty, the Core Programme consists of 17 weeks of after-school debating clubs and competitions. Our university mentors, many of whom are accomplished competitive debaters, are recruited, trained, and placed at the outset of the programme in November. Students are encouraged to facilitate their own debating-clubs after the programme ends, ensuring the sustainability of debating within the school.

Since its launch in 2008, the Core Programme has experienced remarkable growth and success. From 30 secondary schools in London, the programme expanded to Manchester and the West Midlands in 2009, and subsequently to Bristol, Nottingham, Liverpool, Edinburgh, Glasgow, Leeds, Cardiff and Grimsby Town. The Core Programme for London primary schools was launched in 2010, followed by Manchester in 2014 and the West Midlands in 2015.

In response to the pandemic and ensuing lockdown in 2020, the Core Programme transitioned online to ensure that the most vulnerable students weren't further impacted by school closures. The success of this virtual model led to the establishment of a permanent Virtual Core Programme, enabling eligible schools in any region of the UK to participate.

In addition to the Core Programme, we have designed a number of additional programmes to meet the diverse needs of young people across the UK. This includes two award-winning behaviour intervention programs, The Accelerate Programme and DebateBox, and two programmes targeting students in years 10 and above, The Graduate School and Debate Mate Plus. The Graduate School allows students to compete in universities school debate competitions, whilst Debate Mate Plus, established in 2017, focuses on employability skills, bridging the gap between the Core Programme and post-18 study or work.

## Key Milestones

- 2009** We launched our Graduate School programme. *Find out more on page 27.*
- 2012** Since 2012, we have delivered the Core Programme internationally, including in the USA, Jamaica, Nepal, Rwanda and Kenya.
- 2012** Since 2012, we have delivered teacher training, student workshops, and bespoke training across the UK. Notable clients include Save the Children, The Economist, Goldman Sachs, UNICEF, Deloitte, Number 10 Downing Street, Standard Chartered Bank, Chelsea Football Academy and the National Gallery.
- 2015** We launched the DebateBox programme. *Find out more on page 25.*
- 2015** We were the subject of an 8-part prime-time television series that aired on Sky 1. 'Kings and Queens of Speech' followed students from six schools participating in Debate Mate.
- 2016** We launched the Accelerate programme. *Find out more on page 21.*
- 2017** We launched the Debate Mate Plus programme. *Find out more on page 31.*
- 2017** Comic Relief hosted 'The Big Debate,' inspired by Debate Mate and in partnership with the Bill and Melinda Gates Foundation.
- 2019** Our CEO, Margaret McCabe, was nominated for the Yidan Prize.
- 2021** Debate Mate students from all four corners of the UK represented young people on UK National Day at Dubai Expo 2020.
- 2022** We launched the Virtual Core programme. *Find out more on page 32.*
- 2023** Our DebateBox programme received the Southwark Together Award and the Community Engagement Award from the Royal Borough of Kensington and Chelsea.







# THE CORE PROGRAMME



*The Core Programme provides primary and secondary students from years 4-10 with 17 weeks of after-school clubs and formal debating competitions, including the Debate Mate Cup, the Urban Debate League, and the Novice Cup.*

## Programme Aims

All elements of the programme have been designed with four central goals in mind:

-  Accelerate attainment in Speaking and Listening
-  Strengthen emotional capacity by building confidence, self-esteem, and resilience
-  Develop key employability skills including leadership, teamwork, critical thinking, and self-management
-  Heighten aspirations towards tertiary education and meaningful employment

## Key Data



**85 Primary** and **150 Secondary** schools in London, Manchester, the West Midlands, Liverpool, Cardiff and Grimsby.



An average of **5,383 students** per week.

## The Launch Event

Each year the Core Programme kicks off with a launch event, which gets students excited about the Debate Mate clubs and competitions to come. These are hosted at inspirational venues such as local universities. The Launch features a show debate by world class debaters, Debate Mate mentors and current Debate Mate students, who demonstrate the high calibre of debating towards which new students can progress. In the 2022-23 programme year, 2,578 students attended launch events in venues across the country.

## The Clubs

Following the Launch Event, students take part in 14-weeks of 1-hour after-school clubs. Taught in small groups by our trained university mentors, the clubs follow an interactive curriculum designed to strengthen students' emotional capacity and develop a range of hard and soft skills.

## Attendance

On average, each club was attended by 20 students per week. We maintain a consistently high rate of retention throughout the program, with students eagerly returning week after week to hone their skills and participate in competitions. In the 2022-23 academic year, 76% of students attended more than 8 sessions. Attendance was evenly distributed among students from Years 5 to 10, with the highest attendance being recorded in Year 6.

## Competitions

The final 3 weeks of the programme are dedicated to our two national competitions: the Urban Debate League (UDL) and the Debate Mate Cup (DMC), where students tackle seen and unseen motions. Seen motions are provided in advance, allowing students to hone their research and preparation skills. Unseen motions are revealed 15 minutes prior to the debate, challenging students to think critically and creatively under time pressure.

The UDL takes place over two rounds held at local schools, while the DMC is a one-day event hosted at prestigious venues across the regions. This year's hosting universities included Imperial College London, SOAS, University Academy 92, University of Birmingham, Liverpool John Moores University, and Manchester Metropolitan University. The Principality Stadium in Cardiff served as the venue for the Wales DMC, and for our newest programme in Grimsby Town, the DMC was held at Blundell Park, home to the Grimsby Town Football Club.

The top-ranking teams from across the country are then invited to compete at the Grand Finals, held at prestigious venues in London across June and July. In the 2023 competition finals, students debated in inspiring locations such as the Houses of Parliament (including the 1922 Committee Room), Bank of America's head office, Salesforce Tower, Christ Church College in Oxford, and Imperial College London.

## Sustainability

An integral part of our model is sustainability. We encourage students to continue debating even after our final competitions. In order to do so, students in each club elect one president and three officers who oversee the running of the debate club once weekly sessions with mentors have concluded. This initiative not only offers students leadership opportunities within the school community, but also cultivates a debating culture that extends beyond the 17-week programme.

## Inclusivity

We work in areas of high child poverty, with over 43% of our students eligible for Free School Meals (FSM), compared to national averages of 26% for primary students and 27% for secondary students. Additionally, 38% of our students do not have English as their first language, exceeding the national averages of 21% for primary and 17% for secondary students. Upholding our values of inclusion and equality, 13% of our students receive Special Educational Needs (SEN) Support. For students with SEN, as well as for those whose first language is not English, debating provides an opportunity to excel outside of conventional academic assessment or written work.

These statistics are based on responses collected from 73 primary and secondary schools during Week 4 of the 2022-23 program, involving 2,010 students.

# CORE PROGRAMME EVALUATION

Following a consultation with the New Economic Foundation in 2010, Debate Mate designed a metric for each of the programme aims outlined on page 9. We worked closely with New Philanthropy Capital to calculate the level of evidence required for each measurement objective and to identify the tools needed for data collection and analysis.

**AIM 1:** To accelerate attainment in Speaking and Listening

To measure students' hard skills development we use a bespoke Speaking and Listening metric designed in consultation with teachers. The skills assessed in the metric are derived from the new National Curriculum at Key Stages 2 and 3 (*Department for Education, 2014*) and the assessment criteria for the GCSE Spoken Language accreditation devised by Ofqual (*The Assessments and Qualifications Alliance, 2012*). These guidelines were mapped onto a metric of debating skills that we teach to form a unique, holistic scale that tracks student progress continuously from Key Stage Two up to GCSE and beyond.

Our metric tracks progress through seven skill categories:



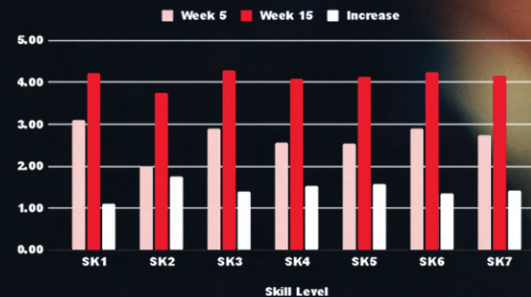
Each skill category contains attainment levels from 0 to 8, describing a wide range of abilities that might be observed in students from Years 5 to 10. A sample of this metric is provided at the end of this report in Appendix A. Trained Programme Directors use the metric to assess new students during the first and last debates of the year, which usually fall in weeks 5 and 15 of the programme.

Following the lockdown of schools and resulting logistical challenges, our usual hard skills data collection processes were disrupted. Consequently, we were unable to collect statistically significant hard skills data for the 2020-22 programme years. We were pleased to resume data collection in 2022-23, and the results remained largely consistent with previous years; **out of the 96 students assessed, there was an impressive average increase of 1.6 levels from the first to the final debate.**

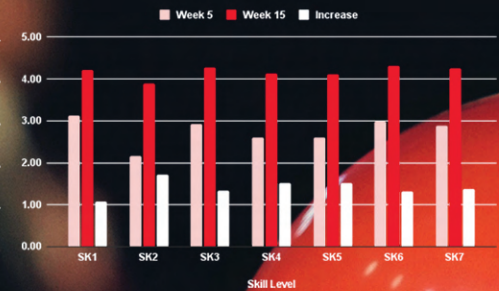
Due to constraints in gathering a significant sample of data year on year, we use an aggregate to showcase our overall results since 2015 (excluding the two years of programme disruption). This shows that students progressed from an average Level of 2.8 in their first debate to an average of 4.2 in their last debate, indicating a 1.4 level increase over just 10 weeks. This data is based on 524 students from 94 schools across the UK, spanning Years 5 to 10, and is moderated by teachers. To help illustrate this progress, a student averaging a level 3 will only occasionally engage in group discussion during preparation time, make points that are relevant but unstructured, rely mainly on anecdotal evidence, digress throughout their speech, and read from their notes with occasional hesitations or silences. Comparatively, a student averaging a level 5 will take a leading role in discussion to encourage collaboration, offer relevant rebuttal to opposing arguments, create a coherent argument that is structured clearly, deliver their speech confidently (using notes for reference only), and successfully use basic persuasive devices for effect.

**92% of teachers have reported that Debate Mate has accelerated their pupils' progress in Speaking and Listening.** Students learn not only to articulate their ideas in a structured way, but also to critically respond to other participants' points through active listening and engagement. Good speaking and listening skills form the basis of all learning in literacy and are a key aspect of employability – securing a job, maintaining employment, and progressing at work.

## Primary Schools



## Secondary Schools



Levels of progress amongst primary and secondary school students are especially high for Skill 2 and 5 - *Listen and Respond Appropriately* and *the Structure of Speeches* - with the average rate of increase being almost 1.7 levels. Both skill sets are highly transferable. In an era of diverse politics and increasingly polarised views, being able to listen to others and respond respectfully is an immensely powerful skill to develop. These skills will benefit students not only in their school life, but also beyond the classroom in their extra-curricular pursuits, personal life, and in university, apprenticeships and employment.



**AIM 2:** Strengthen emotional capacity through building confidence, self-esteem, and resilience.

**AIM 3:** Develop key employability skills such as leadership, teamwork, critical thinking, and self-management.

**AIM 4:** Heighten aspirations towards both tertiary education and meaningful employment.

The disadvantage gap index, used by the government to track the gap between the most disadvantaged students and their better-off peers, stands at 3.21 for primary school students, and 3.76 for secondary school students, the highest in over a decade (Fair Education Alliance Manifesto, 2023). Available data shows that students growing up in poverty are less likely to demonstrate high levels of perseverance, self-belief, and motivation to learn, which in turn affect educational outcomes (Fair Education Alliance, 2015). Debate Mate actively seeks to develop these soft skills, which are crucial to students' academic success, personal well-being, and employment later in life.

In line with the Fair Education Alliance's (2023) Impact Goal Two – to 'rebalance our systems to value skills and wellbeing alongside attainment' – our programmes cultivate crucial 'non-cognitive skills' to address the widening skills gap in schools.

To monitor our impact on soft skills, we have developed a student self-assessment survey to collect data on each of our measurement objectives: self-esteem, resilience, leadership, teamwork, self-management, critical thinking, and aspirations. The soft skills metric was designed in consultation with New Philanthropy Capital and draws upon existing literature on the characteristics measured.

Our annual student self-assessment was completed by **1,745 students**

**98%**

of students enjoyed taking part in the sessions

**97%**

of students liked their mentors

**90%**

of students agreed that their mentor has been a positive role model

When asked to explain how debating and meeting a university mentor has affected their attitudes towards the future, students responded:

“

My mentor has taught me to never be afraid to speak up, and to always be respectful towards people you meet. - Year 7, Sacred Heart Roman Catholic Secondary School.

The skills I have gained from debating have helped me persuade others and help them understand my point of view - I am sure that this will help me in my career of choice. - Year 7, Dagenham Park Secondary School.

Debate Mate will help me be comfortable with people and speak in front of people with confidence. It gives me a chance to come out of my comfort zone. I am grateful. - Year 7, Oasis Academy Oldham.

Debate Mate will help me be more confident in a workplace and to come up with creative opinions and ideas. - Year 10, King's Leadership Academy.

”

Soft-skills survey results:

**Confidence**



of students said 'I am more confident when meeting new people.'



of students said 'I am more confident giving my opinion on issues in the world around me.'



of students said 'I am more confident when speaking up in class.'

**Resilience**



of students said 'I find it easier to stay positive after losing at something.'



of students said 'I can concentrate better when listening to other people speak.'



of students said 'when my ideas are challenged, I am better at coming up with new ones.'

**Leadership**



of students said 'I have a better understanding of what makes a good leader.'



of students said 'I am more likely to help others when working in a group.'



of students said 'I am more considerate of other people's opinions and feelings.'

**Teamwork & Self Management**



of students said 'I am more likely to put my ideas forward when working in a group.'



of students said 'I am more respectful of other people's thoughts and take them into consideration.'



of students said 'I use feedback to reflect on my learning and improve my skills.'

**Critical Thinking**



of students said 'I am better able to come up with my own opinions and arguments.'



of students said 'I am better able to respond to and respectfully disagree with the ideas of others.'



of students said 'I have more experience researching different topics.'

# TEACHER FEEDBACK



Beyond our own evaluation metrics, we also collect feedback from the teachers overseeing the programme at their respective schools. This feedback is invaluable due to teachers' prior knowledge of their students and the expertise that they have in their field.

Amongst teachers leading the programme in their school in 2022-23:

**100%** of teachers said that their students have gained confidence as a result of the Debate Mate programme.

**100%** of teachers said that their students have improved their debating ability.

**100%** of teachers said that students demonstrate better teamwork and leadership skills.

**92%** of teachers said that Debate Mate has accelerated their students' progress in Speaking and Listening.

## Sustainability

Between the conclusion of the programme in April / May and the end of the summer term, students are encouraged to set up and run their own debate club. The final session of the programme focuses on sustainability and equips students with the roles, responsibilities and resources to continue running their debate club once their mentor has left. Teachers have reported that students have not only continued to debate but also held taster sessions for younger students and organised teacher / student debates to discuss pertinent school issues.

## Testimonials

**Teacher - Havelock Academy, Grimsby**

All the students really enjoyed it and got so much out of it. I think it created memories that will stick with them for the rest of their lives. I certainly felt very proud to see the elation of the students when they won. Debate Mate has been really empowering for the students, giving them a voice and giving them confidence in public speaking.

**Teacher - Rotherhithe Primary School, London**

It is inspiring for the children to be invited in and be treated like valued guests in some really impressive venues and locations.

**Teacher - Grimsby**

I want to say a huge thank you. All students had a fantastic time and really feel like they learnt a huge amount on the programme. We have two 'Looked After Children' students and two SEND students who have gained opportunities they never would have done without the Debate Mate programme. Additionally, I wanted to say a thank you to you personally. We work with a lot of different outside agencies and organisations and I have not had contact with one as organised or efficient as yourself.

**Teacher - St Josephs Catholic Academy**

Debate Mate has been an excellent experience, the students have gained skills they might not otherwise gain until much older (if at all)

**Teacher - St Mary's RC Primary, Manchester**

The change in writing is incredible. Our students write with structure, critically and formulate arguments.



## CASE STUDY: GEORGE DIXON ACADEMY, BIRMINGHAM

*An inner-city school based in Edgbaston, Birmingham, George Dixon Academy has shown great commitment to the Debate Mate programme, having participated in the programme since 2015.*

Debate Mate aims to engage students from all backgrounds and the debating club at George Dixon Academy is no exception. On average, **41 students from Year 5 to 9** attended the Debate Mate Core clubs every week, with the majority of these students eligible for Free School Meals. The reigning champions for the West Midlands in the 2021-22 Programme, George Dixon now have a large new intake of Year 7 students who they are hoping will become the new champions in a few years time.

As well as improving the ability to formulate coherent arguments, Debate Mate develops key 21st century skills in students to prepare them for a future in higher education and employment. The programme appears to have created a safe space for students at George Dixon Academy to step out of their comfort zone. This confidence-building is one of the most important skills that the programme teachers, due to its significance in influencing behaviour in all areas of life.

The teacher who oversees the Debate Mate clubs at George Dixon Academy revealed that her favourite part of the programme is,

**“seeing the students in a totally different kind of setting, so even the quietest kids, seeing them having the confidence to be able to stand up, speak and deliver a speech... even those that can’t really put a debate together, just the fact that they’re there and that they put themselves in that position is, I think, the best bit for them and for me it is to see those students in a different light.”**



The Lead Teacher has noticed the impact that the programme, and the new-found confidence it fostered in students, has had on their leadership skills and their engagement with school. She told us how the skills developed in the programme have a significant impact on the student’s involvement in extracurricular activities, stating that,

**“they’ve all taken on some kind of leadership role within school. They’re freedom ambassadors, librarians, part of the journalist team, they’re all filming news constantly. They’ve taken on roles within school that have allowed them to have some kind of leadership or say in what we do or how we deliver it.”**

The teacher emphasised how because of Debate Mate, these students have taken an active role in the school community, and put themselves forward for things they may not have otherwise done. She added,

**“they’re in the forefront, they’re not standing behind anyone, they actually are the ones that are leading.”**

When asked about an example of a student who has demonstrated resilience particularly well, the Lead Teacher responded,

**“Student A has never delivered a 3 or 5 minute speech in the competitions. However, he was always confident and secure enough to get up and say something. Now that something over time has started to get more structured. This is a student in school that is on the SEN register, he doesn’t get the opportunity to shine in any way so the fact he was able to do that and not feel beaten down and wanted to come back to competitions and do it again is amazing. I’m hoping to get three minute speeches out of him next year.”**

The Lead Teacher emphasised the impact that the mentors have had on the Debate Mate students, stating that,

**“the students thrive off those relationships, because when they get to the competitions they want to win not just for the teachers or their school but also for the hard work that their mentors have put in.”**

She also added how they have inspired them when thinking about their future opportunities, saying,

**“I think I heard more of that towards the end, you know when the mentors were wrapping up the programme and students wanted to know what’s next for them.”**



# THE MENTORS

Our peer-to-peer learning model is central to the success that we demonstrate year on year.



## Overview

Debate Mate’s unique model sends in inspiring mentors from universities across the UK to deliver our curriculum. Mentors provide an insight into higher education, further training and career paths, and act as relatable role models. Mentors are trained to be both professional and inspiring, building valuable relationships with students and encouraging them to fulfil their potential.

The OECD (2018) highlights the potential of mentoring schemes as part of extracurricular activities, arguing that they can help disadvantaged young people engage academically and develop skills that ‘are not acquired at home’. Debate Mate mentors help to improve social mobility by raising aspirations and developing key employability skills in the students they work with.

## Impact

Our mentor pool is composed of university students and former Debate Mate students who have experienced the transformative power of the programmes firsthand. Our mentors are from diverse academic backgrounds, bringing unique perspectives to their mentoring. Exposure to mentors who come from similar upbringings to them showcases to the students that success is attainable, despite the challenges they may face.

Our alumni network is for students who took part in the programme at school, and mentors who delivered the programme whilst at university. Both groups have first hand experience of the impact of Debate Mate and are therefore eager to give back to other students.

One student turned mentor, who previously struggled with communicating confidently, recalls, “the mentor tailored and made sessions feel safe and relevant to us, I then wanted to simulate this myself and empower other students”. This positive transition from student to mentor then further encouraged this student to return as a full time Programme Director to maximise their impact.

At Debate Mate we have a strong emphasis on diversity and inclusivity. We provide all of our mentors with equality, diversity and inclusivity training, emphasising sensitivity and awareness on varied topics, such as using inclusive language when addressing students. This creates an environment where all students feel valued, heard and able to share their arguments without fear of discrimination.

## TESTIMONIALS

“ My mentor has taught me how to debate with respect and has boosted my self-esteem massively... When I grow up I will try to be a mentor. - Year 8, Kingsford Community School.

My mentor used to go to Eltham Hill too and it was great to see what she had achieved. - Year 7, Eltham Hill School.

My mentor taught me everything, she made me what I am today. - Year 6, John Scurr Primary.

### Key Data



**91%** of students strongly agreed or agreed that their mentor was a positive role model.






**88%** of teachers agreed that their mentors are positive role models for their students.

# THE ACCELERATE PROGRAMME

*Debate Mate's Accelerate Programme is a behaviour intervention programme targeted at students who have been identified as having challenging behaviour or being at risk of exclusion from school.*

## Programme Aims

-  Give disengaged students a disposition towards learning
-  Develop students' confidence and desire to participate in classroom discussions
-  Help students with their behaviour by building effective communication skills

## Key Data



**20 Primary and Secondary schools** in London, Manchester, the West Midlands, Liverpool, Cardiff and Grimsby.

## Overview

The Accelerate programme grew out of Debate Mate's work with young offenders at HMP Feltham, which prompted us to examine how our debating methodology could be used as a preventative measure to help young people deemed at risk. The aim of the programme is to give disengaged students a disposition towards learning. It helps them to manage their behaviour and fosters a desire to participate in classroom discussions and school activities more generally.

The Accelerate Programme runs parallel to the Core Programme, following an adapted version of our Core curriculum, with a greater focus on developing students' confidence, empathy, teamwork, emotional capacity, self-management, mindfulness and well-being.

Schools identify students for the programme who are most at risk of exclusion and who could benefit most from Debate Mate's peer-to-peer mentoring. Since 2016, Debate Mate's Accelerate programme has been delivered to primary and secondary schools in London, Manchester, Liverpool, West Midlands and Cardiff. At the height of the programme we were operating in a total of 40 schools across the UK.

The Accelerate Programme was paused in 2020, when the nation went into lockdown due to COVID-19. The Core Programme delivery model was moved successfully online, however this method of delivery was more challenging for Accelerate clubs, due to the nature of the programme and difficulties in consistently reaching students virtually. We continued to run the programme in-person where possible, and in 2021 it was fully re-launched in person. Since then we have been working hard to regrow the programme to its pre-pandemic levels.

Over the past 6 years, there have been several programme highlights: students assimilating with their peers to represent their school at our end of year Debate Mate Cup, students teaching their teachers their new found debating skills to use in their classroom practice, and students debating in the Houses of Parliament, just to name a few!

## Programme Delivery

Accelerate clubs are held during school hours to retain student attendance, and are led by mentors with additional behavioural management training. The student to mentor ratio is restricted to 1:12 in secondary and 1:8 in Primary, to ensure that students are given sufficient one-to-one mentoring and guidance.

Despite the challenges facing many of the students on the programme, participants become remarkably engaged over time, and teachers note a significant difference in their participation and attitude towards learning in other lessons. By putting a continual emphasis on professionalism and respect, mentors also help pupils to significantly improve their composure, focus, and discipline.

## Testimonials

“ The entire group has improved massively. They are all interested in getting their voices heard, which is a huge difference from the start of the course. They are all more respectful and keen to debate... They're improving a lot. ”

“ There has been a massive improvement from the class in terms of participation... Students are now telling me that Debate Mate is the highlight of their day ”



## CASE STUDY: CENTRAL PARK PRIMARY SCHOOL, LONDON

Based in East Ham, London, Central Park Primary School joined the Debate Mate programme in 2021. The school has over 900 students, of which 28% are in receipt of Free School Meals and 85% do not have English as their first language.

Since joining, Central Park Primary School has shown great commitment to the Debate Mate programme. This year, Central Park expanded to run clubs for Years 5 and 6, as well as participating in the Accelerate Programme. Their average attendance more than doubled this year, with an average of **43 students from Years 5 and 6 attending the Debate Mate Core and Accelerate clubs every week.**

In their very first year of participation, Central Park's Year 5 team went on to win the national Deloitte Futures Month Pitch Competition. This competition required students to devise, develop and pitch an idea to create change in their local community. As winners, Central Park's Year 5 team received £1000 to make their idea a reality.

Reflecting on the programme, the Lead Teacher revealed,

**"I've seen a lot of students become more confident. There were some who didn't actually want to be there, but eventually they started to join in. Some of the ones where the behaviour was a bit more challenging, they became better at controlling their behaviour and joining in...Their listening skills improved as well. They love to speak. They don't always want to listen to what the others have to say, but that improved."**

When asked whether they felt that they had improved, Student A commented that,

**"I've improved my confidence, like the first lesson I was very quiet and I didn't know what to do. But when we went to the competition, I was really, really confident and I was helping my teammates."**



Student A who participated on the Accelerate Programme commented how they believed that the skills they learnt through Debate Mate had translated into their other lessons:

**"...in English, it helped me, the teacher told me to read out my work and I used my Debate Mate skills to project my voice to speak to the whole class."**

They also spoke about how they took on leadership positions when the opportunity arose,

**"I am Captain of the Debate Mate group, and when I'm Captain, I like to help my teammates, helping them with their speech or helping them build confidence while they're speaking, so they don't feel too worried."**

Key 21st century skills are fundamental to succeed in academic and professional environments. In addition to confidence and communication, these include: critical and creative thinking, resilience, leadership, self-management and teamwork. When asked about how Debate Mate students implement these skills within everyday school life, Student A reflected on the improvement of a fellow student, stating,

**"she asks a lot of questions [in class] and she actually is as more confident than before, before she used to be very quiet and shy and now she's much more confident."**

At Debate Mate, we recruit and train university student mentors to deliver the programme who act as relatable role models for the students. Student A reflected on their mentor providing valuable feedback, and their growing rapport throughout the year:

**"Whenever [our mentor] came, everybody was jumping with joy."**

The Lead Teacher also commented on the students' growing interest in the mentors' university experiences, remarking that,

**"I think not at first, but definitely by the end [of the programme] they were asking a lot of questions."**

The incredible progress and achievements of students at Central Park Primary School are just a snapshot of the impact Debate Mate had in the 2022/23 programme year. The Lead Teacher's anecdotal recollection of Debate Mate's significance during this academic year illustrates the importance of our programme at such schools,

**"I wasn't there at the beginning, but when I joined, I don't think they managed to complete a debate. But then gradually they got better and better and we did get a whole debate finished."**

# THE DEBATEBOX PROGRAMME

*DebateBox is an intervention programme for young people who have been identified as having challenging behaviour in school. It began in 2015, conceived by a Programme Director at Debate Mate who identified an alignment between debating skills and boxing skills.*

## Context

Debate Mate shares a common ethos present in most boxing gyms - that everyone has the potential to succeed. The DebateBox programme focuses on the shared skills needed to excel in both boxing and debating; strategy, discipline, competitive and critical thinking, resilience, determination, commitment, and self-confidence. The intensity of the boxing coaching, combined with the rigour of the debates, instills the importance of training, focus and self-improvement in participants.

Sport has a long history of being used as an intervention tool for disengaged youth. Participants are required to work in teams to improve their tactics and training, bringing together individuals with diverse backgrounds and experiences who may not usually interact. As identified in the 2012 Game of Life report, sport and recreation can successfully break down barriers between people of different faiths and belief systems because such activities are governed by rules of a common interest. Additionally, studies have found a positive correlation between taking part in sport and developing life skills such as problem solving and positive thinking (Papacharisis, Goudas, Danish, & Theodorakis, 2005).

## Programme Delivery

Sessions are divided into a 45 minute debating session delivered by a Debate Mate mentor, followed by a 45 minute boxing session run by a coach from a partner organisation. The Debate Mate mentor and boxing coach work together to highlight the overlap in skills needed to excel in both activities.

Since 2015, we have run the programme in partnership with the Harrow Club, the Cuban Boxing Academy and the London Sports Trust. We have delivered sessions in 5 Primary and 7 Secondary schools across West London.

## Key Data

## Impact

The programme naturally attracts students who may have previously been labelled as ‘energetic’, ‘naughty’ or ‘aggressive’ and who have waning interest in mainstream education. As boxing, which instils self control, is taught in parallel to debating, students begin to associate the ability to argue their points and express themselves as an alternative to physical outbursts. In boxing, anger in the ring is a hindrance, so participants must learn to develop critical thinking skills and to self-regulate their aggression in order to remain focused under pressure. This behaviour modification can then be translated into everyday life, leading students to choose non-violent resolutions to problems.

The high-energy demands of this sport means that tension is reduced, as boxers concentrate on the drills and exercises delivered by their coaches. As an outlet for problems or concerns outside of the gym, DebateBox helps students develop a habit which positively affects their mood. Over time their wellbeing improves and they are better able to tackle challenges or demanding tasks within school or at home. Students from varied schools, postcodes, religions and ethnicities work collaboratively in sessions, sharing a common passion for the DebateBox project.



# THE GRADUATE SCHOOL PROGRAMME

*The Graduate School takes students that have flourished on the Core Programme and provides them with further training to become world-class debaters and social leaders.*

## Programme Aims



Cultivate world-class debaters by providing high level debate training and opportunities to compete



Develop students' social leadership skills through the planning of community projects



Create career opportunities for students through interactions with professionals from different industries

## Programme Overview

The Graduate School is designed for students aged 15-18 who have taken part in one or more years of the Core Programme. Delivered over 17 weeks, participants attend weekly sessions online and in-person. These include debating workshops with world champion university debaters and skills sessions with professionals from various sectors.

The programme encourages students to raise their aspirations for debating, higher education, and their career goals, and empowers them to reach out to their communities to share their skills. Students have achieved considerable success at prestigious national schools' competitions. Notably, over the past five years, Graduate School students have secured a place on the England Schools Development Programme, which is the pipeline into the England Schools Debate Team.

## Key Data



An average of **22** students per week

**100%** of students said they enjoyed the programmes

**100%** of students have signed up for the programme again next year

**100%** of students said their understanding of the world has improved

**82%** of the students said that Grad School had a positive impact on their academic performance

## 2022-23 Programme

Graduate School students competed at tournaments throughout the year. Highlights include: two students qualified for Oxford Schools Finals 2023, one student placed 10th and progressed to the next round of the National Public Speaking Competition, three students were accepted into England's Senior Development Squad, and Graduate School students debated against the International School Community Jordan in London.

Another notable achievement was the participation of Graduate School students in the international Mars or Bust Tournament in October 2023. Two students, both from Northwood School, competed in the final that took place virtually at The Mars Society Convention, and came second internationally.

## Future Professionals

Graduate School students are always keen to take on additional opportunities, taking initiative to seek out internships and work experience placements, and volunteering to deliver show debates at Debate Mate's monthly breakfasts. Multiple Graduate School students have applied for the Fair Education Alliance Youth Steering Board, the Bite Back 2030 board, the Office for Students Board, and for the Debate Academy, amongst other things.

## Social Leadership

On top of debate training, the Graduate School also encourages students to bring the benefits of debating into their communities. As part of the programme, students organise their own social leadership projects with the support of debate mentors and Programme Directors. In recent years, these have included teaching debating to students in lower year groups, running British Parliamentary debating clubs, and setting up show debates in primary schools.

## Testimonials

“ I have enjoyed every week. I love that it is a very supportive environment where I always get to learn something new. The community is the best bit and the fact that everyone is lovely. ”

“ It has made me more confident in every part of my life. I feel like I can socialise with more people without feeling nervous. It has been great fun and a pain reliever from school. ”



# STUDENT SPOTLIGHT



## Context

One of Debate Mate’s core aims is creating a sustainable programme of skills development that will continue to benefit students long after they have finished school.

Within our Monitoring and Evaluation framework, our strategic use of longitudinal studies provides us with a nuanced understanding of the long-term impacts of our programmes. They allow us to track the sustained and enduring impact of the confidence, critical thinking and communication skills we instil.

Additionally, these longitudinal studies underscore our commitment to sustainability and our dedication to creating and fostering lasting positive change in the lives of the students that we work with.

## Introducing: **Ella Cox**

Ella began her journey with Debate Mate as a student on the Core Programme at 12 years old whilst studying at The Bridge Academy in Hackney.

Since then, she has been involved in every part of Debate Mate. From being a student, to a mentor, then to a Programme Director, Ella has been a part of it all.

During her time on the Core Programme, Ella enjoyed a great deal of debating success, including multiple wins of the Debate Mate Cup and Urban Debate League, as well as making the England World Schools Development Squad (top six debaters in the country).

She competed at university level while still a school student, winning multiple competitions across the UK.

Whilst still at sixth form, Ella began mentoring on the Core Programme, sharing her extensive expertise with new generations of Debate Mate students. Whilst mentoring on both the Core Programme and the Graduate School in London, Ella travelled the world, debating at the North London Collegiate School Jeju Debating Festival 2018 in Jeju, South Korea and at the Debate Summer Programme 2018 in Kigali and the Rubavu Province, Rwanda.

*“Through my seven years as a mentor at Debate Mate, I’ve witnessed the transformative power of debate in building not just the ability to communicate, but the confidence to articulate ideas no matter the audience. Debate Mate is crucial in building a confidence that is so important for whatever you choose to do in life.”*

In 2017, Ella went on to study English and Political Science at Yale University, graduating cum laude with a distinction in both majors. When asked about some of the important skills she gained from Debate Mate, Ella identified that resilience was not only important for debating but also for the next steps in her life:

*“Resilience... because there is such a giant pool of people you’re competing against, there will always be times when the decision won’t be what you expected it to be, or there will always be people who have more persuasive arguments, but there’s a sense of never giving up... I feel like it’s a good life skill to have, that despite the fact that there are a lot of people who have had massive advantages to you, you still push through and hopefully something good will come from it.”*

In 2020, Ella came to join the London Debate Mate office, starting as an Intern supporting the team with the virtual debating clubs and writing curricula before becoming an Assistant Programme Director, overseeing the Graduate School and the Bristol and East London Programmes.

Ella has recently graduated from the BPP Law school and is currently training to be a Future Trainee Solicitor at Freshfields Bruckhaus Deringer. She continues to work with Debate Mate as a mentor, supports at events, and is an active member of our alumni network.





## THE DEBATE MATE PLUS PROGRAMME

*The Debate Mate Plus (DM+) Programme was launched in 2017 with a focus on employability skills, bridging the gap between the Core Programme and post-18 study or work.*

### Programme Overview

The Debate Mate Plus programme launched in 8 London schools in London in 2017, and has since developed into a popular offering for schools who want to support students in Years 11 to 13. Delivered over 16 weeks, the after-school sessions are designed to offer students - with any level of Debate Mate experience - UCAS guidance, employability skills development, debate training and entry into debate competitions. Importantly, we partner with organisations to facilitate meaningful interactions with professionals, including the Foreign, Commonwealth and Development Office, Bank of America, Salesforce, Christ Church College, Oxford and Bite Back 2030.

### 2022-23 Programme

In the 2022-23 programme Debate Mate Plus was delivered in **15 schools, with 128 students across London attending the weekly sessions.** With a launch event at Salesforce Tower and competitions at the Foreign and Commonwealth and Development Office, students were able to gain access to inspiring venues and interact with volunteers from these organisations. Other programme highlights include a talk from the University of Oxford's Dr Joel Butler about the application and interview process, and an insight day hosted by Janus Henderson Asset Management, where students gained valuable skills and an understanding of the world of financial services.

Looking ahead to the next programme year, we are excited to continue the delivery of this important programme, helping the young people we work with to prepare for college, university, apprenticeships and the world of work.

### Testimonials

“ The programme has been a huge success for our students and has given them access to companies, workshops and trainings they would have never had with Debate Mate. A highlight was the trip to the FCDO office - they loved it! ”

“ Some of our students have now considered applying to Oxford off the back of Debate Mate. These are first generation students, who never thought that university was for them - now they are applying for one of the best. ”



## THE VIRTUAL CORE PROGRAMME

*The Virtual Core Programme was launched in 2021 in response to the pandemic and our successful delivery of the Core Programme online.*

### Programme Overview

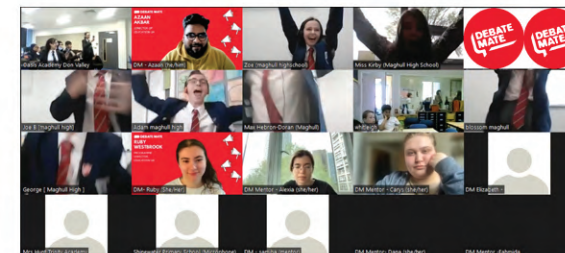
The Virtual Core Programme was established to offer a regular debating programme to schools that are eligible for the Core Programme, but fall outside of the geographical reach of Debate Mate's core regions. The programme was built on the success of our Bristol programme and our virtual delivery during the pandemic, and was launched in 10 schools across the UK - 3 Primary and 7 Secondary. The pilot programme was a huge success, and Virtual has quickly grown to be considered as one of Debate Mate's core 'regions' of delivery.

### 2022-23 Programme

In 2022-23 the Virtual Programme was delivered to 10 schools - **6 Primary and 4 Secondary.** They were based across Birmingham, Bristol, Durham, Essex, Liverpool, Nottingham and Plymouth. The programme mirrors the structure of the Core Programme, with a Launch Event, curriculum delivery and competitions all delivered via Zoom. Schools are asked to recruit 12 students for the virtual programme. The average weekly attendance for the 2022-23 programme was 14 per school, demonstrating the popularity of the clubs. A highlight of the programme was the participation of the winners of the Virtual Debate Mate Cup at the in-person Grand Finals Events. In 2022-23, Maghull High School attended the Debate Mate Secondary Grand Finals at the Salesforce Tower, and Southwold Primary School attended the Primary Grand Finals at The University of Oxford.

### Testimonial

“ Thank you for all your hard work - the programme is really worthwhile and all materials are engaging and clear. Great for building confidence and oracy skills, filling in gaps in our school curriculum which sadly exist at the moment. ”



*Maghull High School celebrating winning the first round of the Secondary VDMC, watched by the remaining primary and secondary schools.*

# BOARDROOM TO CLASSROOM

*We sit at the interface between education, economic empowerment, and employment.*

## Programme Aims

All elements of the programme have been designed with three central goals in mind:



Learn from professionals in a holistic and collaborative environment



Provide students a platform to share their debating expertise with professionals



To gain meaningful careers advice.

## Testimonial

*"It may not seem possible to create a team bonding experience that's fun, educational, connective and at the same time provides an opportunity to give back. But tell that to the folks at Debate Mate. Their Boardroom to Classroom program helps teams of professionals hone their communication, confidence and leadership skills."*  
- Forbes 2021

## Overview

We teach our programmes from the classroom to the boardroom. Debate Mate Limited was founded in 2013 and delivers communications training to businesses and organisations across the globe. All of our activity is in pursuit of enabling everyone, everywhere to have the skills, confidence, opportunity and aspiration to succeed in whatever they choose to do.

Our award-winning Boardroom to Classroom programme brings together both sides of Debate Mate in a unique and meaningful way. We have designed an innovative programme that connects our exceptional young students with professional volunteers. The essence of the programme is based on students sharing their debating expertise with professionals while the professionals share their experience of the world of work and offer meaningful careers advice. This 'reverse mentoring' approach empowers students and volunteers alike in a reciprocal skills sharing partnership.

## Case Study: Boston Consulting Group

Our collaborative initiative between Boston Consulting Group (BCG) and secondary school students in Liverpool, aged 12-16 years old, was a resounding success, driven by a shared goal of fostering mutual learning and mentorship. The event, hosted at the Liver Building in Liverpool, saw 45 students connecting with professionals from BCG, facilitating an enriching exchange that nurtured personal and professional growth.

Participants from BCG seized the opportunity to learn from the students. In a skills exchange session, Debate Mate students ran activities for BCG employees focused on honing their confidence, communication, and leadership skills.

The programme left a lasting impact, exposing students to a diverse array of engaging professionals. By boosting the confidence of these young individuals and giving them direct access to inspiring role models, the initiative not only opened doors to new opportunities but also nurtured student's belief in their own potential. Moreover, beyond individual growth, the programme extended its reach to local communities, promoting positive local change and making a lasting impression on the students' lives. In doing so, it exemplified the transformative influence of the Boardroom to Classroom programme.



of students that took part in the workshop said that they enjoyed taking part.



of students said that they enjoyed working with the BCG participants.



of students said that they are now more confident giving their opinion on issues in their community and the world around them.



of students said that their debating ability had increased or increased greatly



of students said the skills they have learnt will help in any further studies (e.g. university, training).



of students said their confidence to speak in front of their classmates or to people that were older than them has increased greatly.



of students said that the skills they have learnt will help them with revision, exams, and/or coursework

# CONCLUSION



In recent years we've expanded our alumni network, and witnessed a surge in the number of students we've taught who have gone on to become mentors. Our students have achieved remarkable success in their careers, and several have even joined the Debate Mate team at our headquarters in London. As our longitudinal study shows, tracking our students' long-term progress is a great way to keep abreast of their remarkable achievements, and serves as an excellent source of inspiration for the next generation.

Through our ever increasing partnerships with organisations and businesses, we are delivering a broad reaching programme that includes opportunities to interact with employers from a range of industries. This aligns with our goal of making a greater impact on students' long-term aspirations and understanding of the opportunities around them.

Our Accelerate, DebateBox, Debate Mate Plus and Graduate School programmes continue to expand our reach, ensuring that students from diverse backgrounds and abilities can benefit from our skills teaching. In an increasingly polarised world, our programmes are making students more confident and self-assured, more able to work collaboratively with others, more open to thinking creatively and critically, and more empathetic to those around them.

As we move into our sixteenth year, we are critically aware that the skills we teach are more important than ever. Monitoring the impact of the pandemic on the UK's most vulnerable and disadvantaged students, and experiencing the growth of AI in the workplace, has re-affirmed our conviction that human skills will ultimately be valued the highest. Debate Mate needs to grow and diversify our funding streams so that we can continue to teach the key skills that will set students up for success in school, the workplace and beyond.

We look forward to continuing to grow with our students, and continuing to foster these crucial skills as we move into the next stage of Debate Mate.

Margaret McCabe, CEO and Founder, Debate Mate

## OUR SUPPORTERS

On behalf of our programme participants we would like to thank the many individual and corporate supporters, trusts, foundations and institutions who enabled us to support more young people across the UK. Thank you for championing the next generation.



Christ Church



ALLIANCEBERNSTEIN



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# APPENDIX

## Sample of Debate Mate's Hard Skills Metric

Level	SK1. Collaboration: Does the student work effectively within the team to prepare their team's case? Does the student work effectively to prepare their own argument? This skill will be observed predominantly in the preparation time, but observations of students during the debate can also affect the level assigned.	SK2. Listen and respond appropriately: Are speakers able to listen and respond effectively to arguments made by the other side? Do they listen carefully and ask appropriate questions or statements? Students can be assigned a level if they demonstrate these skills in rebuttal, POI, OR responses to POIs.	SK3. Articulate and justify an argument: Are the speaker's arguments and opinions well structured, developed, coherent? Do they adhere to the PEEL structure?  <i>The coherence of P-E-E-L is evaluated in SK3. The quality of the example is evaluated in SK4. SS = Summary Speaker</i>	SK4. Use of evidence and proof: Does the speaker use fitting examples? Do they use speculation, hypothesis, and creativity to support their arguments? Do they use deductive/inductive reasoning? <i>The coherence of P-E-E-L is evaluated in SK3. The quality of the evidence/proof is evaluated in SK4.</i>	SK5. Structure of speeches: Does the speaker effectively structure their entire speech for maximum impact? Does the speaker signpost the different parts of their speech? Eg. Second speaker signposts Introduction, Rebuttal, PEEL (X2), Conclusion <i>SK5 evaluates the overall structure of the speech, not the internal coherence and structure of PEEL (SK3).</i>	SK6. Style: Does the speaker use style effectively to gain and maintain the interest of the listener? Style includes but is not limited to: confidence, delivery (body language / eye contact / tone / pace / volume), fluency and reacting to POIs.	SK7. Quality of spoken language: Does the speaker use Standard English, vocabulary and persuasive devices effectively? Do they use appropriate register? Persuasive devices include but are not limited to: rhetorical question/ repetition/ direct address/ emotional appeal/ evocative word choice/ triplets/ humour.
5	Students take a <b>leading role</b> in discussion to <b>develop their own ideas or those of the group</b> . At times they <b>encourage collaboration</b> . At times they <b>may challenge</b> others' ideas.	Student <b>understands the opposing argument</b> and offers a <b>relevant response / rebuttal / POI BUT</b> this may be a general response to the opposing side's case.	Student use the <b>PEEL structure successfully</b> and creates a <b>coherent argument</b> . At times one part of the PEEL may <b>lack development</b> .  <b>SS summarises the debate</b> , "we said.../they disagreed... / we are right because..." Creates a <b>coherent argument</b> as to why their side won.	Student uses <b>relevant evidence</b> that <b>supports and strengthens</b> their case. They explain <b>why their evidence is important</b> to their argument.	Student's speech has a <b>clear beginning, middle and ending</b> . They use <b>signposting consistently throughout</b> .	Student is <b>confident</b> in their delivery. They are <b>quick to recover</b> from any lapses in fluency and use <b>notes for reference</b> only.	Student <b>consistently use formal Standard English</b> and employ <b>appropriate vocabulary</b> for the motion. Student <b>successfully uses basic persuasive devices</b> for effect.
4	Student <b>engages</b> in group discussion, inputting <b>some ideas</b> and is able to <b>create their own argument</b> . Student may <b>express some disagreement</b> .	Student shows <b>understanding of the opposing argument</b> and attempts to provide a response by - - <b>Repeating back</b> the challenger's point in rebuttal - OR Offering relevant POIs that <b>show an understanding</b> of arguments made - OR Provide <b>relevant response</b> to a POI given <b>BUT responses are not always coherent</b> .	Student <b>uses the PEEL structure</b> however explanations, examples and link <b>may not form a coherent argument</b> . <b>SS attempts to summarise the debate</b> (their case and / or the other side's). There's <b>not yet a coherent argument</b> as to why their side won.	Student uses <b>evidence that is relevant to the topic AND</b> their specific argument <b>BUT</b> they do not explain why it is important to their argument.	Student's speech has a <b>clear beginning, middle and ending</b> . They <b>attempt to signpost</b> the different parts of their speech <b>BUT</b> are not consistent e.g. <i>My first point is...</i>	Student <b>begins to make eye contact</b> and there is <b>some variation in tone and pace</b> . There are <b>occasional lapses in fluency</b> . Notes are used as <b>prompts</b> rather than scripts.	Student <b>adapts vocabulary and register</b> for a formal setting but this <b>may not be consistent</b> . Student may <b>attempt to use basic persuasive devices</b> (e.g. rhetorical question).
3	Student <b>occasionally engages</b> in group discussion and <b>attempts to prepare</b> their own argument.	Student <b>acknowledges a point</b> made by the opposing team <b>AND attempts to provide a response</b> ; this may <b>not always be coherent or relevant</b> .	Student makes a <b>relevant point and attempts to complete the PEEL structure</b> in some way.  <b>SS makes relevant point(s)</b> that in some way <b>support or summarise</b> their team's case.	Student uses <b>mainly anecdotal evidence</b> that is <b>relevant to the topic BUT</b> not clearly linked to their argument	Student <b>starts to introduce an argument but may digress</b> . Student attempts to <b>re-introduce structure</b> at another point in their speech.	Student is <b>fluent</b> but occasionally <b>reading from their notes</b> . There may be <b>occasional hesitations and silences</b> . There is <b>no variation in tone and pace</b> .	Student <b>adapts vocabulary and register</b> for a formal setting but this <b>may not be consistent</b> .
2	Student plays <b>little role</b> in the group discussion. They <b>sometimes try to input ideas</b> but these have already been said or are off topic.	Student <b>acknowledges a point</b> made by the opposing team in their rebuttal/POI <b>BUT does not provide a response</b> to it or give a reason for why it is wrong.	Student makes <b>points that are relevant</b> to the motion but are <b>not developed</b> with examples, explanation and link. <b>SS makes points that are relevant</b> to the motion. These <b>may not support or summarise</b> their team's points.	Student uses evidence <b>with some relevance to the topic</b> .	Student <b>starts with a relevant statement and attempts to introduce</b> an argument. Students <b>may digress</b> and their speech may <b>lose focus</b> .	Student is <b>audible</b> but relies <b>heavily on their notes</b> . They will be <b>hesitant and lack confidence</b> ; there may be periods of silence, or long stutters.	Language is <b>largely informal</b> , with <b>some attempt to adapt vocabulary</b> for the formal setting (e.g. This House...).
1	Student plays <b>hardly any role</b> in the group discussion, and has <b>limited input of ideas</b> even when prompted by another student or teacher.	Student <b>attempts to respond</b> in either a rebuttal or POI <b>BUT it is not relevant or appropriate</b> .	Students <b>makes points that are not relevant</b> to the motion.	Student <b>attempts to use evidence</b> but it is not relevant.	Student <b>starts with a relevant statement</b> after which, there is <b>little structure</b> .	Student is <b>audible at times</b> but has <b>little confidence or fluency</b> in their delivery.	Language is <b>very informal and vocabulary is limited</b> . They speak in complete sentences.
0	Does not plan or participate in team discussion.	No attempt to rebut or POI throughout the debate.	Does not make any points.	No evidence is used.	No structure to speech.	Speech is inaudible.	Very basic language used and some incomplete sentences.

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