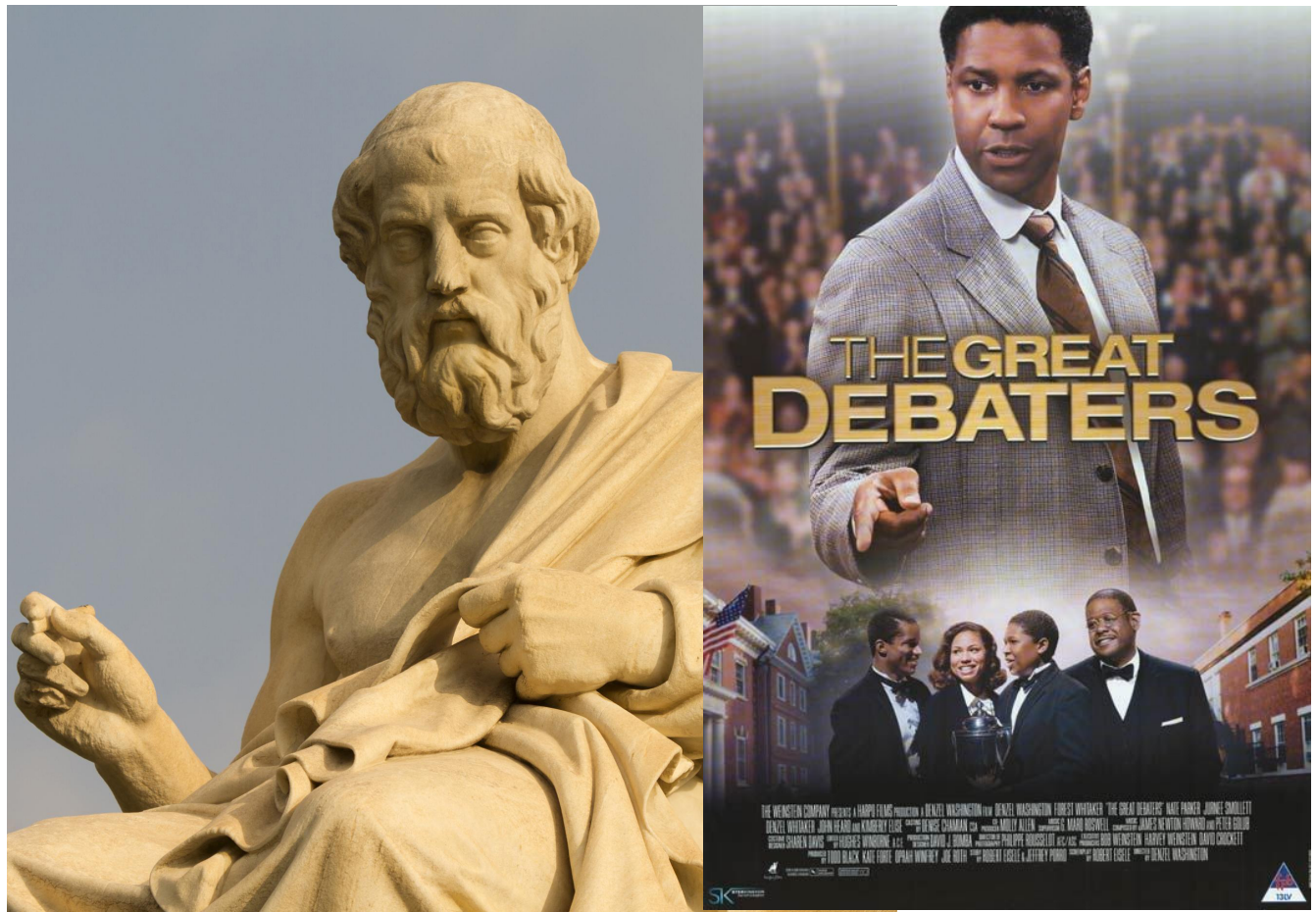


# From Plato To Denzel

## The Competitive Sport Of Debate: Bringing Academics & Athletics Together

### Confidential White Paper



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## LETS BEGIN WITH THE BOTTOM LINE

**Solid research shows that kids who engage in sports:**

Develop higher levels of academic skills,  
Graduate with better grades at much higher rates,  
Are less likely to abuse drugs and alcohol and  
***Have far greater opportunities in life.***

**We also know **FOR SURE** that kids who engage in debate:**

Develop higher levels of academic skills,  
Graduate with better grades at much higher rates,  
Are less likely to abuse drugs and alcohol ***and***  
***Have far greater opportunities in life.***

Patrick Lockhart

## Now Let's Imagine Combining Athletics & Debating

### SPORTS

Greater Academic Achievement  
Stronger Career Potential  
Higher-level Cognitive Development  
Higher HS Graduation Rates  
Higher College Graduation Rates  
Increased Self-Confidence  
Increased Self-Esteem  
Highly Developed Leadership Skills  
Highly Developed Teamwork Skills  
Highly Developed Interpersonal Skills  
Fewer Drug/Alcohol Problem

PLUS

Math & Science Skills  
Language Arts Skills  
Analytical Skills

### DEBATE

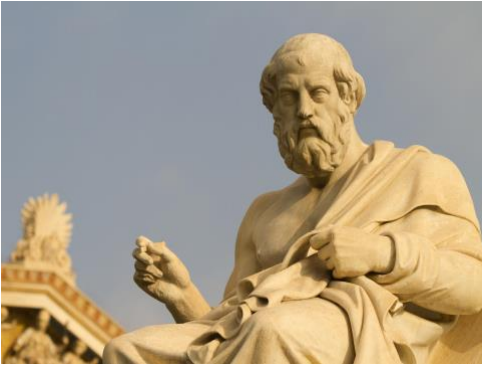
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Highly Developed Leadership Skills  
Highly Developed Teamwork Skills  
Highly Developed Interpersonal Skills  
Fewer Drug/Alcohol Problem

PLUS

Reading/Writing Skills  
Argumentation Skills  
Research & Analytical Skills



# Debate & Sports: From Plato To Denzel



**Plato told ancient Greeks, and the world, that success in life is achieved by dedicated, vigorous exercise of the mind and the body and that these two shouldn't be seen as separate entities, one of the mind and one of the body, but as the two elements that make up Human Being working in harmony.**

Decades of research on the positive impact of both debating programs and school athletics programs on academic achievement by children and adolescents confirm Plato's observation, which can now be regarded as 100% evidence-based. Sports and Debate together are Body and Mind together in their highest forms and the two, combined in a total educational program, clearly offer children and adolescents greater opportunities for growth of any other combination of learning activities.

**The power of debate and the power of sports have each been recognized for thousands of years in every civilization on earth as tools for learning.**

**However, it seems clear that these two powerful tools have never been combined in one integrated educational program.**

However, a new development in debate may change everything. As unlikely as it seems, a completely new use for debate has emerged in a few places in America, after literally thousands of years. In an important and still largely ignored innovation in education, a few school systems in the US have introduced the use of debate as an actual teaching tool, not an activity', that is integrated with every subject:

## **"Debate Across The Curriculum "**

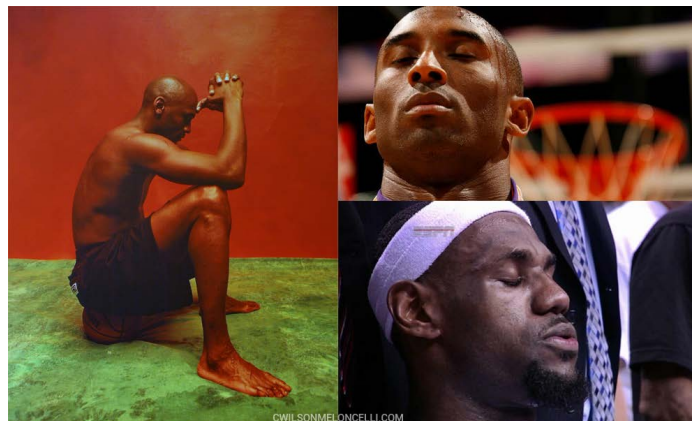
DAC techniques have been adapted to teach full-year core subject matter in biology, math, engineering, nursing and medicine, social studies, ESL - literally across the curriculum. GPA's climb, SAT's increase, graduation and college admissions soar.

Sports training increasingly concentrates equally on all parts of the athlete – body, mind and spirit – and we see an exciting potential for extending the “Debate across Curriculum” model into school athletics and sports to achieve a more inclusive model that integrates cognitive and academic development with athletics and sports.

Sports giant Kobe Bryant and the entire LA Lakers team recognized the value of mind-training and meditation.

Global sports leader Nike is developing brain training & meditation apps.

We're excited to imagine what will evolve when the connection between debating and athletics is fully understood.



This makes us ask – why aren't these two high-order activities already integrated into all of our schools today with debate across the curriculum (DAC) and Athletics/Sports (AS) for everyone?

**We are truly puzzled that there are dozens of peer-reviewed research studies on the academic and lifelong benefits of sports participation, and there are also dozens of studies on the academic and lifelong benefits of debate, but there are almost no studies of the academic and lifelong benefits of participation in both sports and debate.**

That serious lack of research seems to be because there are few if any AS/DAC programs in American schools or anywhere in the world. We hope our work will help raise awareness of the potential for integrated Athletics/Sports programs.

We hope our work will help raise awareness of the potential for gaining impressive benefits for a wide range of students at ultra-low cost by creating in-class debate programs that give student athletes along with the entire student body a proven path to success in school and in life.



## Sports & Academics

*“There is a relatively consistent body of research showing that students who participate in athletics tend to fare significantly better both in school and in later life. Sports are cognitively and organizationally demanding activities that help convey self-discipline and leadership skills. This is especially true for students from disadvantaged backgrounds.”*

NY Times. <https://www.nytimes.com/roomfordebate/2014/10/21/taking-sports-out-of-school-2/sports-and-education-work-well-together>

# The Lifelong Value Of Sports & Debate

This word cloud shows how 2000+ successful business executives and professionals described the value of their participation in school sports and debate. This cloud was extracted from studies containing over 1600 interviews, and the size of a word in the cloud indicates its perceived importance.

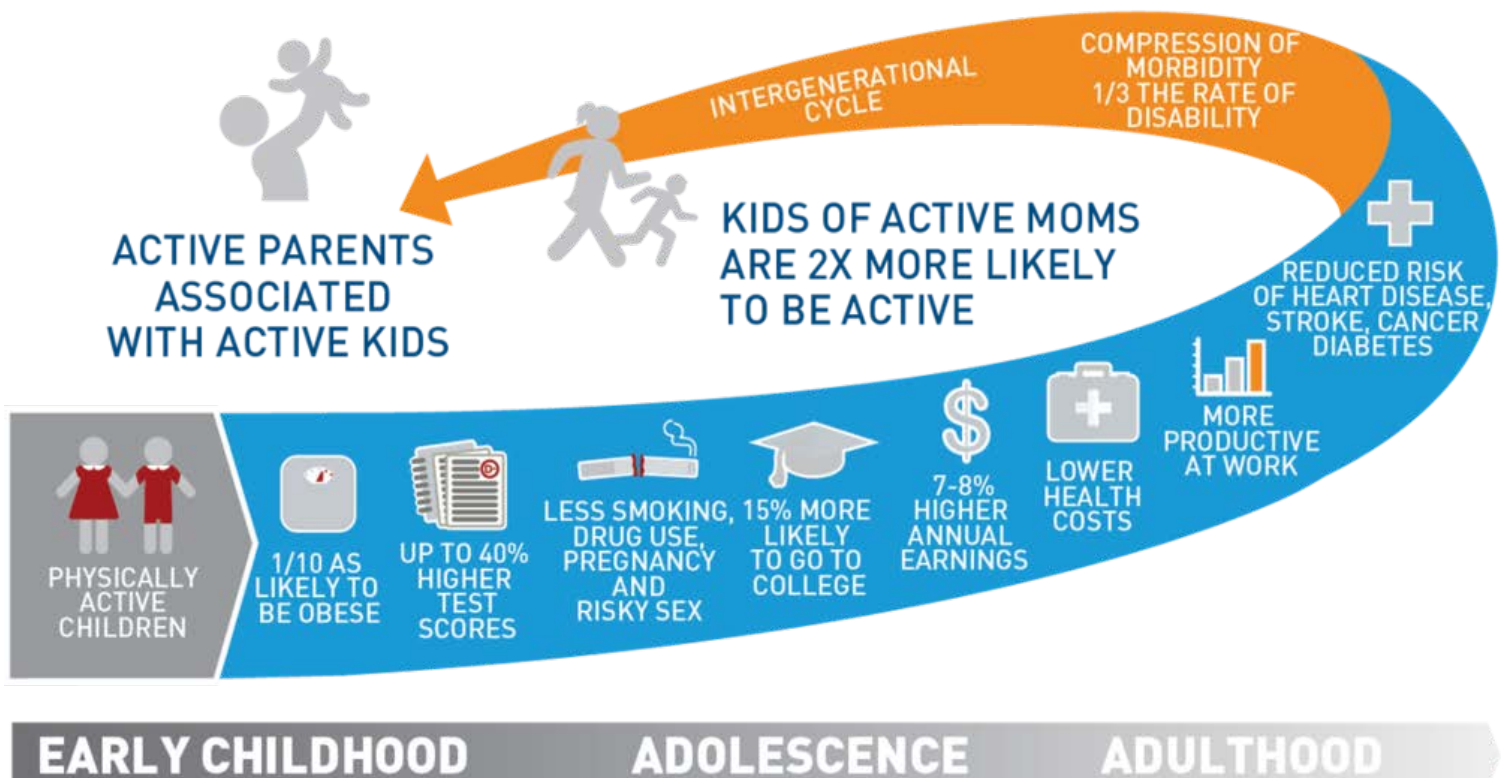
"The study found that high levels of involvement in school-based athletics were one of the strongest correlates with lower levels of depression, higher levels of self-esteem, and lower levels of self-derogation, higher grades, greater aspirations to attend college or graduate school, lower risk of truancy (i.e., cutting or skipping class) and school misbehavior, and lower risk of experiencing academic problems."

womenssportfoundation.org



## ACTIVE KIDS DO BETTER IN LIFE

### WHAT THE RESEARCH SHOWS ON THE COMPOUNDING BENEFITS



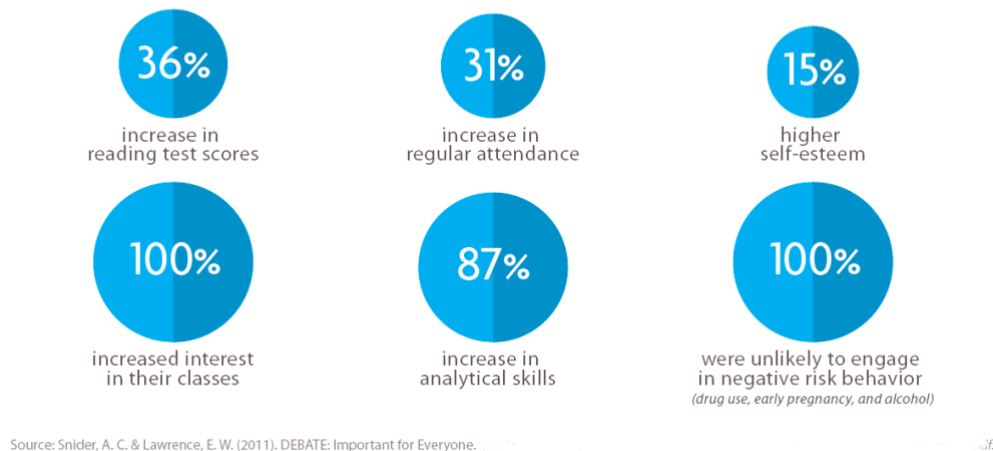


## Debate & Academics

*“High-risk secondary school debaters also score better on ACT and SAT tests, get into better colleges, and perform better once in college. While only 50 percent of high school students in urban schools graduate, ninety percent of urban high school debaters graduate.”*

<http://www.americandebateleague.org/benefits-of-debate.html>

### Debate and Academic Performance



***“Debaters in metropolitan school districts are 3.1 times more likely to graduate high school in 4 years than non-debaters; 90% of debaters graduate on time, compared to only 75% percent of students who do not debate”***

With this white paper we hope to share our own observation that if schools will offer students as many opportunities as possible to participate in both athletics and debate, we will begin to reverse generations of neglect that has had students and teachers, driven by funding priorities, playing the “take the test” game. With a school-wide program of sports and debate schools can actually save money and take back their essential teaching and learning functions improve radically and across the board. knowing that outcomes, including those darned test scores, will improve radically and across the board.

We believe that “teaching to the test” (TTT) is an unproductive intrusion into the educational process that can be much more effectively replaced by small, locally-funded and supported athletic and debate programs in every school in every community. TTT is designed primarily to produce metrics that bureaucracies use to justify their excessive salaries and perks. It has nothing at all to do with education or learning - it's all about justifying budgets and salaries of administrators and bureaucrats - not teachers.

Good news - teachers, students and parents don't have to confront or fight anybody to get rid of the test because the simple act of starting a debate club and integrating debate across the curriculum including athletic departments will raise student academic scores significantly – which will produce such great measurable results that the bureaucrats who administer “the test” will no doubt try to take the credit.

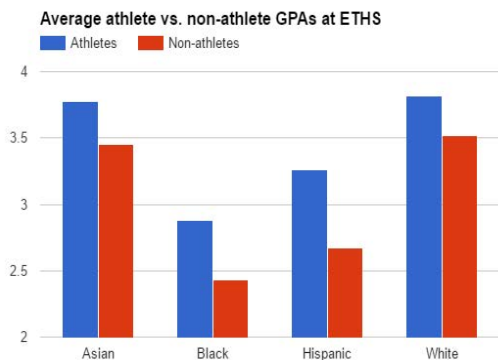
*“Debate participants show significantly higher performance on standard academic indicators of college readiness than a matched comparison group of non-debaters, including higher growth on standardized test performance (SGP), higher academic GPAs, and higher rates of attempting and passing Advanced Placement tests (Winkler & Fortner, 2014). Debaters are 89% more likely than non-debaters to attend a four-year college or university and 80% more likely to graduate (Anderson and Mezuk, 2012)”*

<http://www.bostondebate.org/wp-content/uploads/2019/07/BDL-Impact-of-Debate-Program.pdf>



**This core research in the field examined the academic performance of students in grades 9-12 who did or did not participate in high school sports.**

**“Comparing the Academic Performance of High School Athletes and Non-Athletes in Kansas in 2008-2009”**



- ***Of the 17,249 non-athletes for whom data were available, 88.1% graduated with 2,323 failing to graduate. Of the 12,218 athletes, 97.6% graduated and 303 failed to graduate.***
- ***Both male and female athletes reported higher GPAs than did non-athletes.***
- ***Female athletes and non-athletes had higher GPAs than did male athletes and non-athletes.***
- ***Male and female athletes graduated at almost identical rates and graduated at much higher rates than non-athletes.***
- ***Athletes across all ethnicities reported higher GPAs and were more likely to graduate than were non-athletes.***
- ***There were no significant differences found between minority non-athletes and athletes.***



## “Academic achievement of male & female students engaged in individual and collective sports”

In this study of Middle Eastern student athletes, researchers found a strong trend toward high level academic achievement and an awareness of a need for the development of life skills as well as achieving athletic and sports competencies.

Academic achievements of male students				
	Good	Very good	Excellent	Total
Individual sport	3 18.8%	2 12.5%	11 68.8%	16 100.0%
Collective sport	17 45.9%	5 13.5%	15 40.5%	37 100.0%
Total	20 37.7%	7 13.2%	26 49.1%	53 100.0%
Fischer Exact Probability Test (108); $P_A = .12$ ; $P_B = .12$				

Academic achievement of female students				
	Good	Very good	Excellent	Total
Individual sport	6 33.3%	2 11.1%	10 55.6%	18 100.0%
Collective sport	15 41.7%	10 27.8%	11 30.6%	36 100.0%
Total	21 38.9%	12 22.2%	21 38.9%	54 100.0%
Fischer Exact Probability Test (169); $P_A = .20$ ; $P_B = .20$				

## Building Better Classrooms For Student Athletes

A city-wide program of debating developed by Boston Public Schools is called “Evidence-Based Argumentation” (EBA) and there isn’t a subject in the BPS system that isn’t being taught using the discipline and structure of the debating process to enhance learning. The measurable progress that students make using the tools of debate is pretty dramatic.

**As one teacher comments: “EBA has provided the teaching staff with a common language that is transferable across all content areas.”**

Teachers and students use the techniques of Debate/EBA in all kinds of classes – science, math, social studies, music, art, even phys. ed. Classroom debate isn’t an extra activity – it’s the way students learn and teachers teach – largely by facilitating and leading. Both teachers and students love EBA. After completing one full school year, Boston Public Schools teachers who worked with the Boston Debate League to implement EBA in their classrooms agreed or strongly agreed with the following statements:

I can more effectively use debate in my classrooms as a result of this program.	90%
Debate is an effective tool to increase student understanding of class content	90%
Debate has increased student engagement in my class	86%
If all teachers in my school regularly used debate in their classroom, the academic atmosphere of the school would likely improve.	86%
Being able to use debate has made me a more effective teacher	75%





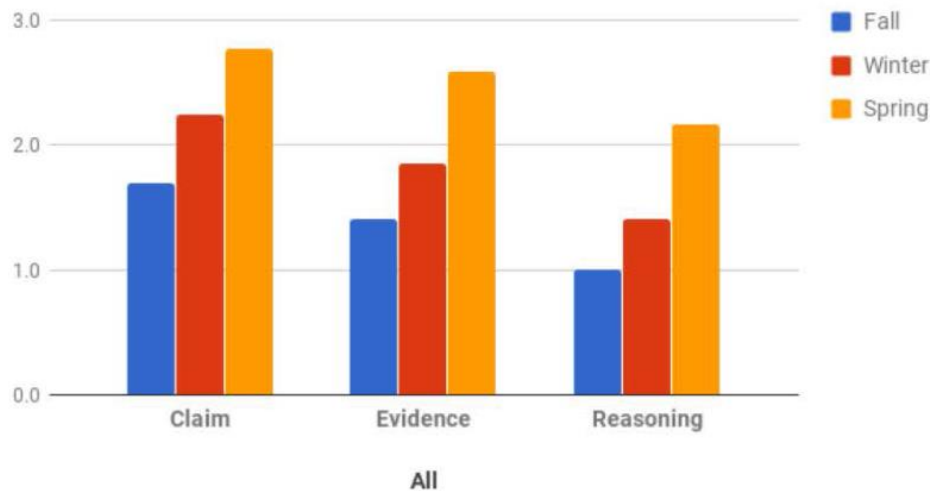
**Here's dramatic evidence of why Boston Public Schools teachers are so motivated by EBA as a teaching tool. These are just two of dozens of BPS schools where EBA is making a difference, and as you can see there is irrefutable growth and learning across the curriculum. In every case students progress steadily all year long, more than doubling their skills in every core academic area across a wide range of subjects and grades. EBA is, ironically, a true no-brainer.**



## BOSTON DEBATE LEAGUE

### Evidence-Based Argumentation School-wide Initiative: Impact

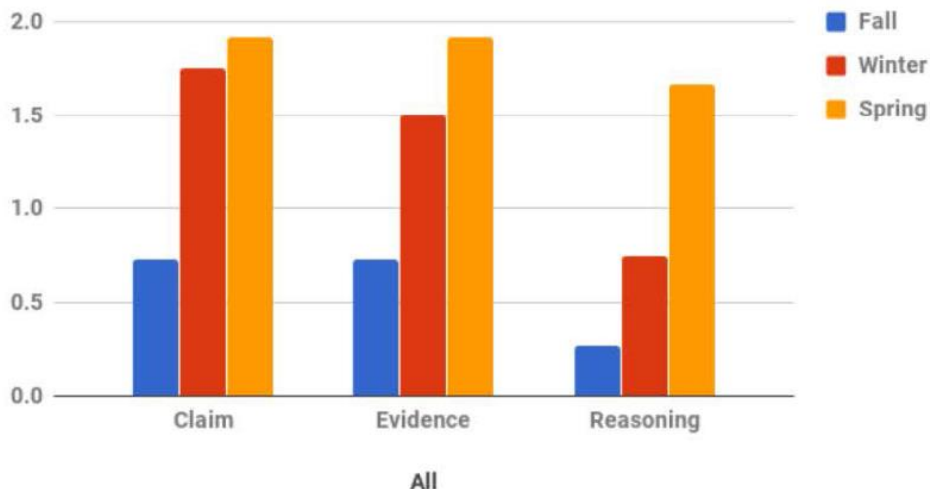
EBA Student Skill Tracker (CER only) - School 01



#### EMK Academy for Health Careers

- Grade 9 History
- Grade 10 Chemistry
- Grade 11 History
- Grade 12 ELA

EBA Student Skill Tracker (CER only) - School 02



#### Timilty Middle School

- Grade 7 English as a Second Language

## More Testimony From Teachers

Georgia State University studied 150+ high school teachers who had included debate and argumentation into their classrooms. The survey asked how much positive change they saw in students after integrating argumentation and debate into the curriculum. (Of special note are the very high totals you get when some of the “Moderate” and “Significant” columns are summed.)

	No Change	Small	Moderate	Significant
Level of engagement/participation	0%	7%	31%	61.3%
Level of skill development	1.4%	9.2%	32.6%	56%
Level of content knowledge	0%	15.1%	28.8%	55.4%
Commitment to learning	4.2%	14.8%	43%	37.3%
Positive interaction with other students	7.8%	9.2%	37.6%	44.7%
Positive interaction with teachers	7.2%	14.5%	34.8%	41.3%
Academic performance	6.5%	22.3%	41%	25.2%
Change in teacher’s ability to effectively manage student behavior	22.9%	17.9%	29.3%	23.6%

In a similar program at a major teaching hospital’s School of Nursing, several classes of nursing students participated in a full semester of standard curriculum topics structured as in-class debates. [At semester’s end the class was polled to determine their subjective responses to the use of structured classroom debate as a learning option.](#) Here’s a sample of their responses.

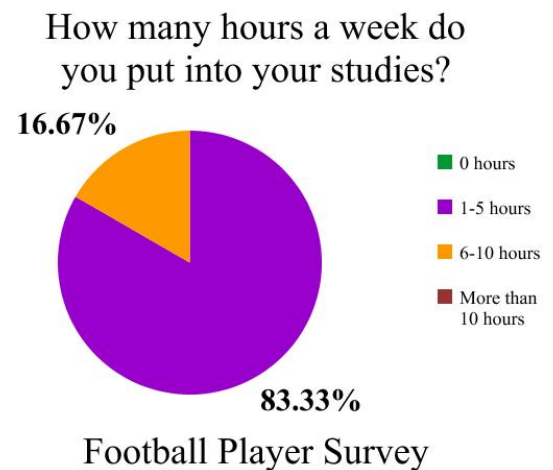
Debate Topic	Number of Students	Percentage of students who changed their opinion – before vs. after the debate	Percentage of debaters who agreed with the random position assigned.	Percentage of students who agreed or strongly agreed that “This debate improved my understanding of the topic.”
Genetic Engineering	85	56%	79%	98%
Viruses – living vs. nonliving	97	79%	68%	97%
Use of antibacterial compounds in household products	72	53%	64%	99%
Childhood Immunizations	44	25%	55%	100%

**A university professor who has been integrating the debate format into his microbiology classes for years offers this ‘voice of experience’:**

**[“Bringing current scientific issues into the classroom helps students relate science to everyday problems and use scientific evidence to critically assess societal challenges. Debates provide the scaffolding for evaluating relevant issues.”](https://www.asmscience.org/content/journal/jmbe/10.1128/jmbe.v13i2.420)** <https://www.asmscience.org/content/journal/jmbe/10.1128/jmbe.v13i2.420>

So, one question that must be raised is: **If debate can be used to learn Physics, Math, Nursing, Art and Genetic Engineering with measurable, radically improved effectiveness, there is no reason why debate can't be used to increase the effectiveness of learning in athletics.** This isn't a casual observation – it goes to the heart of the ethical dilemma of schools that exploit athletes without also giving them the education they will need long after their athletic skills have faded. Integrating debate across the curriculum can almost automatically create an in-class educational environment where athletes can engage and learn as effectively as non-athletes.

On a very practical level, an athlete who has to sit in a class and listen to a lecture while dealing with all of their other concerns and issues that relate to an upcoming game is less likely to focus and learn what is being taught than an athlete who engages with others in the class in a structured debate where they are actively involved in giving and receiving learning from their fellow students during an in-class debate.



It will be much harder for that athlete to sit and daydream about the coming game if they are actively debating with their peers rather than sitting in a semi-dark lecture hall doing nothing except listening to the instructor drone on. Even the most animated and talented teacher has a hard time competing with the inner lives of students who are physically present but whose minds are elsewhere. During an in-class debate minds cannot be elsewhere – they must be present and accounted for.





***“Athletes that rely solely on their physical attributes and talent will only be able to go so far, but someone who has mastered these mental skills will have a higher success rate. It is important for coaches to work on mental toughness on top of physical conditioning to help young athletes grow and improve throughout their life, not just on the field.”*** <https://www.workinsports.com/blog/4-mental-skills-to-develop-in-young-athletes/>

What if instead of feeling that they were taking time away from sports to study or be tutored, student athletes could get all of the proven academic benefits of debate within their class schedule instead of in addition to it?

How many hours a week would that save?  
What could that mean to their lives both during and after sports?

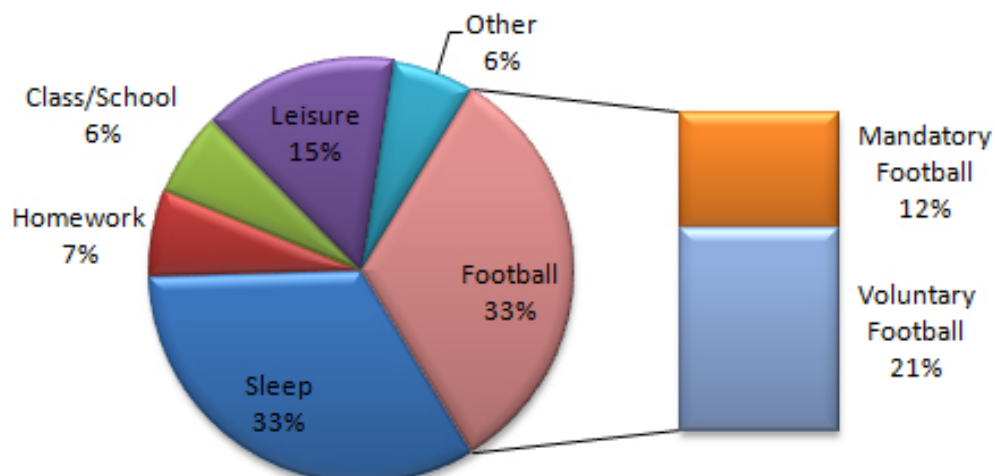


If students were able to replace the time they now spend in isolation studying conventional school homework assignments with time spent working remotely or in person with other debate team members, athletes & non-athletes alike, on upcoming in-class debates in biology, algebra, history, literature and phys. ed – what do you think the results would be?

What if debate was not an outwardly-focused activity unrelated to classroom content, to the “subject matter” that is taught, but instead was a classroom method or technique used by students and teachers to make learning that same subject matter more fun and more effective at the same time.

The structure of debate, the self-discipline it creates in participants, and the teamwork that it requires all work together to empower students to become their own teachers with the teacher becoming a true leader, someone who knows how to find, analyze, organize and present knowledge and understanding.

### Percent of Time during Game Week



## We See A Natural Synergy Between Sports & Debate



	Debate	Sports
Self-Confidence	X	X
Teamwork	X	X
Communication	X	X
Leadership	X	X
Sportsmanship	X	X
Research & Analysis	X	X
Time Management	X	X
Performance Under Pressure	X	X
Planning & Execution	X	X
Strategic/Tactical Thinking	X	X
Emotional Maturity	X	X

The evolution of debating activities parallels that of physical activity. Just as in physical development, from the level of fundamental cognitive skills children move up into the level of complex cognitive skills become engaged with the major variations of cognitivâe skills involved in debate. Just as in physical activities, children and adolescents engage progressively in different types of debate activity, and develop the cognitive skills that evolve from that activity, depending on their age and access to debate-centered activities and programs in their schools and communities. With debate programs, unlike most sports and recreation activity, there is almost no need for equipment or costly overhead.

All that is really needed, as many hundreds of successful debate programs prove, is the involvement of a few students, teachers and parents and the know-how to get a debate program started.

## Sports & Debate: Parallel Developmental Pathways

Just as physical activity is keyed to a young person's physical developmental stages so their debate activity is tied to their cognitive developmental stages. Elementary school children are in the process of developing fundamental cognitive skills so each element of debate has to be learned the same way climbing a ladder or riding a bike is learned – by trying it out and learning how it's done.

Beginning with very young children a teacher who knows something about later-grades debate can guide classroom discussions toward the development of basic argumentation skills like pro and con reasoning ("Good! Now switch sides and take the other point of view!"), fact & evidence-based discussions ("Okay, let's look that up online!").

As children grow into adolescence and young adulthood, if they have the right kind and level of support and motivation they continue the development of more complex cognitive skills. Both sports and debate provide that support and motivation in abundance.

**Research shows conclusively that debate parallels the positive impact of sports in every single key developmental way and has every bit as lasting a positive effect on a young person's life and future.**



*If there's anything Debaters love, it's flexing their mental muscles, and any environment that lets them devise new approaches, new ideas and new projects, that allows them to push the limits of their creativity, will benefit strongly from what Debaters bring to the table.*

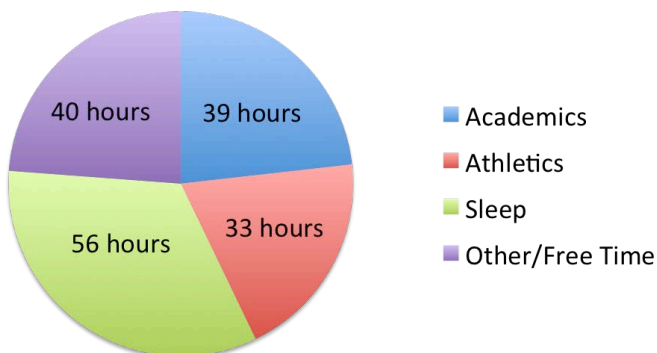


*Specific research on competitive physical activity and sports demonstrates conclusively that Physical Activity and Cognitive Skills Development are intertwined and develop together in young people. Another entirely different body of research demonstrates, also conclusively, that Debate Training and Cognitive Skills Development are intertwined and develop together in young people, including specific research on middle school and high school debate. In this book we will bring both bodies of research together to propose a new kind of educational alliance. All jokes about brains and brawn aside, our children deserve the best that sports and debate can offer them, especially when it can be demonstrated – as we will – that combining sports and debate will prove to be the most cost-effective way to improve educational outcomes for the greatest number of young people in any school, no matter how privileged or impoverished the community.*

## **There is no need for Sports to conflict with Academics**

**For many years there have been major arguments over whether sports add to or detract from academic performance. There are many practical reasons why young athletes might not devote as much time to academics as they should in order to benefit fully from school. However, athletes understand acquiring skills and where that effort leads. We believe that once the skills that are available through debate are shown to student athletes that the highest potential among them, whatever their current levels of skill and performance, will be attracted and will learn.**

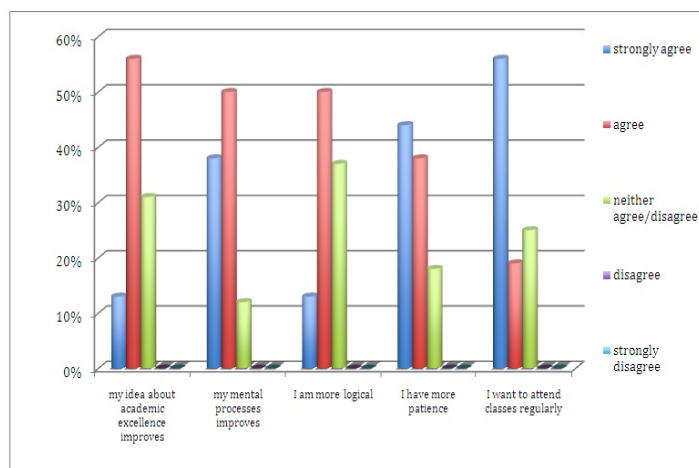
**Typical Week For Athlete**



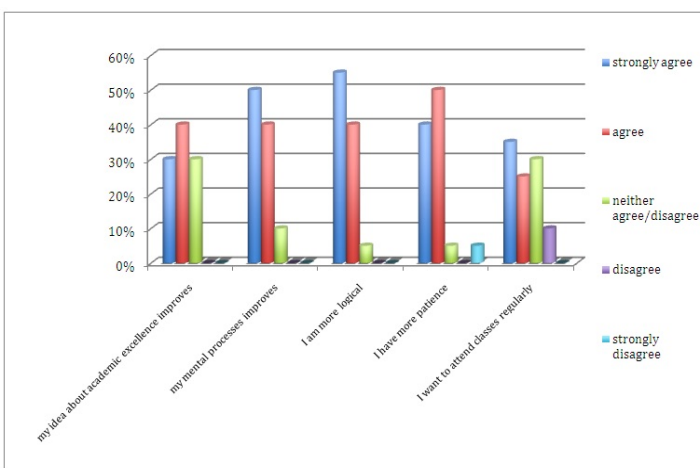
We believe that given the competitive, team-centered, performance-oriented nature of debate that student athletes who might not be drawn to the ordinary classroom might find the debate-centered classroom, as well as the debate team itself, an attractive way to learn to speak, think, and acquire the complementary skills to what he or she is learning through athletics. We believe that by integrating debate across the curriculum to include all sports and physical education schools can bring together the best of both and extend the benefits of each to a broader group of students.

We are especially struck by the finding that men in competitive sports achieved less academically than men in non-competitive sports – could it be that those are the sports that require higher levels of cognitive skills? The research doesn't answer that, but you can bet that any athlete who engages in both competitive sports and in debate won't have any trouble scoring high in academics and in life.

### FEMALE ATHLETES



### MALE ATHLETES



***“Female athletes who participated in competitive sport attained higher levels of academic achievement than their male counterparts, whereas males who participated in non-competitive sport achieved higher levels of academic achievement than their female counterparts.”***

***“Female athletes who participated in competitive sport also attained higher levels of academic achievement than females who participated in non-competitive sport or did not participate in sport.***

***“In contrast, male athletes who participated in competitive sport attained lower levels of academic achievement than males who participated in non-competitive sport or did not participate in sport.”*** [https://www.researchgate.net/publication/258128468\\_The\\_Unique\\_Trio\\_Academic\\_Achievement\\_Sport\\_and\\_Gender](https://www.researchgate.net/publication/258128468_The_Unique_Trio_Academic_Achievement_Sport_and_Gender)

## Sports & Debate Experience Together Increase Employment Opportunities

Not just in the US and Europe, employers worldwide recognize that participation in sports is an excellent indicator of a high-potential employee. That's because young people cannot engage in sports without learning and developing in positive ways mentally, emotionally, physically and ethically. Employers who act on this belief aren't necessarily aware of all the research that confirms the validity of their approach – it just make good sense that a young person who studies and plays hard is going to become a more productive, happier and more successful person as an adult than another young person who may get good grades but who fails to develop other important parts of their social/emotional/physical self.

(from) [“The Impact of Engagement in Sport on Graduate Employability”](#)  
Sheffield Hallam University Centre For Sports Research

Attribute	Overall	No sport	Gym only	Sport including volunteering / management	Sport excluding volunteering / management
Good numeracy skills	<b>0.71</b>	0.68	0.62	0.90	0.70
Clear written communication	<b>1.18</b>	1.24	1.06	1.47	1.09
Using appropriate IT applications	<b>0.73</b>	0.72	0.70	0.92	0.6
Good time management	<b>1.48</b>	1.31	1.26	1.91	1.50
Organizing, planning and coordinating	<b>1.71</b>	1.62	1.44	2.24	1.70
Good at solving problems	<b>1.44</b>	1.42	1.26	1.91	1.36
Ability to be creative, innovative	<b>1.48</b>	1.54	1.34	1.74	1.40
Ability to work as part of a team	<b>1.98</b>	1.77	1.64	2.46	2.09
Ability to lead / manage others	<b>1.76</b>	1.55	1.35	2.38	1.84
Good understanding of customer handling	<b>1.12</b>	1.11	0.95	1.51	1.05
Making a positive contribution	<b>1.59</b>	1.52	1.34	2.01	1.60



Corporate and government employers interviewed for this research agreed that participation in sports builds a set of personal characteristics and performance skills that are highly desirable in the workplace. Employers consider athletic experience as a dependable indicator of strong performance as an employee. Here are a few comments from employers interviewed as part of this study:

*"In banking you need soft skills as well as technical skills. For me if I see that someone has been involved in sport then they're more likely to be competitive and driven to meet targets. They're also likely to have team working skills, to be organized and maybe even have a bit more about them on the leadership front. We need to be able to trust staff to go out and meet clients and hope that they know how to conduct themselves socially. I'm more confident that people who have been involved in sport have those skills from doing things that come naturally like communicating with their own team, socializing with opponents, showing respect for match officials and generally having more extrovert and driven personalities."*

***"We regard participation in sport, particularly representative levels, as being very beneficial. Personality is as important to us as specific job skills and participation in sports shows a breadth of interest outside of academic and work spheres and competitive nature suggests a drive and commitment and a will to succeed. Here are the qualities we look for and find in candidates with athletics in their background."***

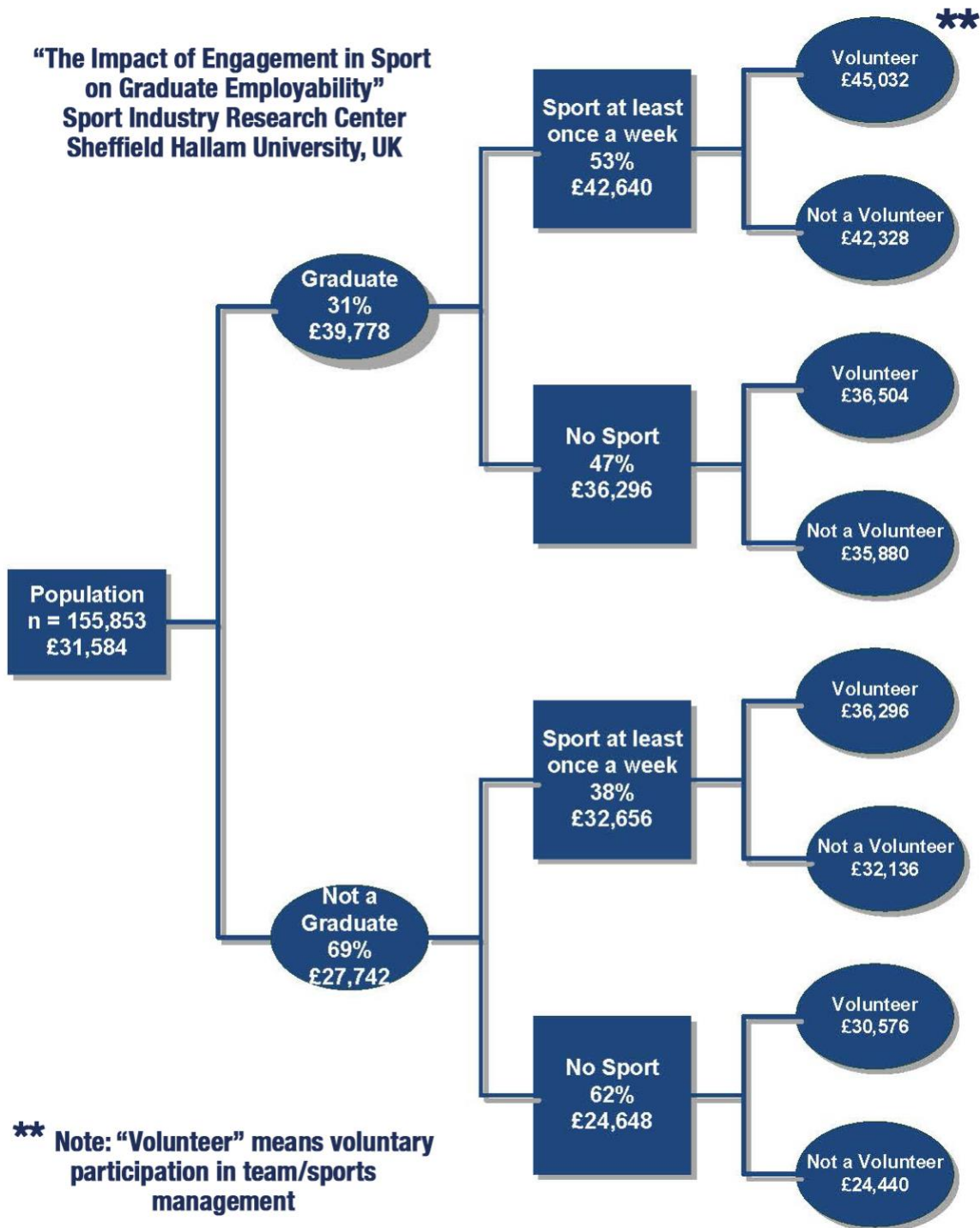


***(1) "Resilience - in sport you experience defeats, set-backs, trials and tribulations. At a graduate level employers like to see that you have experienced this. Because in your career everything is not going to be smooth sailing, you might face external problems that could affect your work, you might not get the promotion you wanted or you might not receive the recognition you deserve."***

***(2) "Experience can make you immune to these types of situations; your attitude becomes more resilient. Sport helps you go through these and starts carving your attitude which can be transferable into the work place."***

***(3) "Competitiveness, most businesses are created to make money and as a result it spurs on growth. Sport creates a competitive attitude that employers like to see in their staff. That attitude of continuous improvement and a desire to come out on top is a culture that most managers like to create"***

**“The Impact of Engagement in Sport  
on Graduate Employability”  
Sport Industry Research Center  
Sheffield Hallam University, UK**



In both sport and debate you compete in multiple dimensions with, against and alongside your peers, who are both more and less talented than you. We learn from each kind of activity, sports and debate, and research shows that both offers great potential benefits to young people if they receive the right training and opportunities.



97% of employers feel life skills such as communication are more important than academic qualifications

Life Lessons, The Sutton Trust, 2017

**Widely published research shows that business hiring executives believe that job candidates with sports experience and with debate experience have similar and equally desirable characteristics:**

ATHLETES	DEBATERS
<b>Leadership</b> <b>Motivation</b> <b>Communication</b> <b>Networking / social skills</b> <b>Confidence</b> <b>Time management</b> <b>Competitiveness</b> <b>Resilience</b> <b>Personal drive</b> <b>Commitment</b> <b>Able to take instruction</b> <b>Self-awareness</b> <b>Respect for others</b> <b>Sense of fun</b> <b>Tenacity</b> <b>Breadth of interests</b>	<b>Teamwork</b> <b>Organizational skills</b> <b>Flexibility</b> <b>Good health and mental wellbeing</b> <b>Self-discipline</b> <b>Determination</b> <b>Ambition</b> <b>Problem solving skills</b> <b>Planning and strategic skills</b> <b>Passion</b> <b>Energy</b> <b>Ability to multi-task</b> <b>Initiative</b> <b>Self-respect</b> <b>Pride</b>



Reasons for agreement with: "Sport has had a positive impact on my employability."



This 20 year-long study of UK university graduates sums up impact on school sports on lifetime earnings quite nicely

"Being a captain of a sports team yielded the highest collective scores, followed by athletic All-Americans. After the All-American group were two extracurricular leadership positions - president of a fraternity and captain of the debate team. [http://csri-jiia.org/old/documents/publications/research\\_articles/2015/Jiia\\_2015\\_8\\_1\\_Employer%20Attributes.pdf](http://csri-jiia.org/old/documents/publications/research_articles/2015/Jiia_2015_8_1_Employer%20Attributes.pdf)

Table 7 Career income increases (1)

Cluster 1	Weighted starting salary	Current	Relative growth in Earnings
<b>OVERALL</b>	<b>£ 15,388</b>	<b>£ 29,536</b>	<b>£ 14,148</b>
Gym Only	£ 14,652	£ 28,080	£ 13,428
Sport including volunteering/managing	£ 16,026	£ 31,720	£ 15,694
Sport excluding volunteering/managing	£ 16,593	£ 32,552	£ 15,959
No sport at university	£ 13,793	£ 26,728	£ 12,935

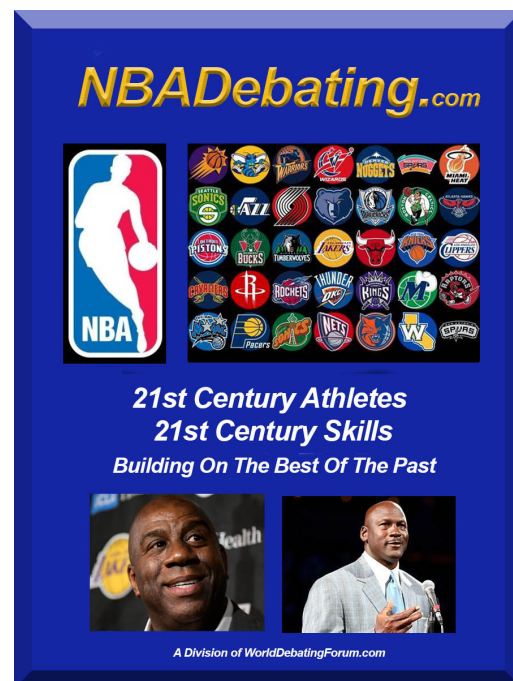
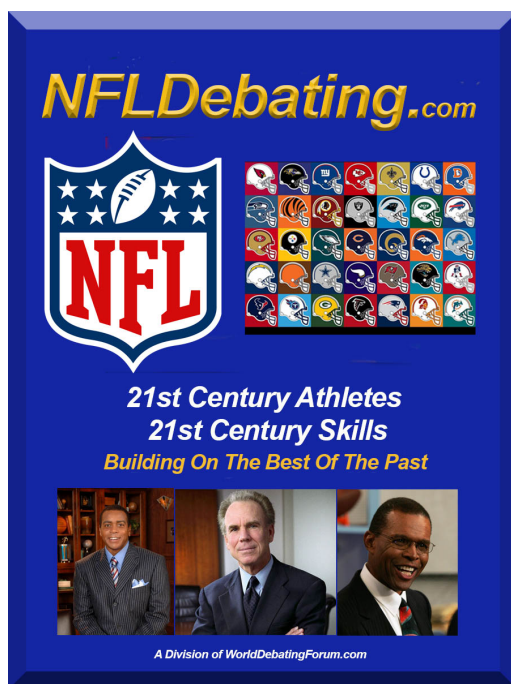
"The Impact of Engagement in Sport on Graduate Employability"  
Sport Industry Research Center Sheffield Hallam University, UK

# ***A Whole New Ballgame In Sports Talk Entertainment?***

## ***ENVISION: SPORTS DEBATING!!***

**Featuring:**

**ALL MAJOR SPORTS - CHEERLEADERS,  
DANCERS, SPOUSES, PLAYERS & FANS**



*Pro Teams Have A Deep Bench Of **Totally Unrecognized High-Potential** Sports Talk/Debating Talent*

**32 NFL Teams (26 with Cheerleaders)**  
**+/- 36 Cheerleaders per Squad**  
**+/- 1000 Cheerleaders**  
**@ 65% students 35% FT Employed**

**1696 Total NFL Players**  
**1696 Spouses & Significant Others**

**30 NBA Teams (26 With Dancers)**  
**+/- 40 Principals per Dance Team**  
**+/- 100 Auxiliaries per Dance Team**  
**+/- 3600 Dancers/Auxiliaries**  
**@ 80% students 20% FT employed**

**450 (390) Total NBA players**  
**450 Spouse & Significant Others**

# SPORTS DEBATE

## Exciting New Ways Of Talking Sports

WHY SPORTS DEBATING? There is no such thing as information overload or an uninteresting argument for a true sports fan. Talking sports is almost as exciting to hundreds of millions of fans as watching their favorite team win a big game.

As technology has evolved sports fans have been able to expand their passion for knowing everything about their favorite players and teams into new dimensions. The amount and quality of sports-related information keeps growing, and sports fans love it.

**We propose to turn that passion for “Sports Talk” into a passion for “Sports Debating” on our WorldDebatingForum.com platform**

Like debating, talking sports involves FACT-BASED argumentation, and

- Sports fans use facts in conversation more than any other group, and
- They understand the power of evidence to back up facts, and
- They understand the beauty of a well-reasoned argument, and
- They can usually be depended on to be fair-minded (with notable rowdy exceptions), and,
- 82 percent of American men and 67 percent of American women watch sports on television ....

**ALL TRUE FANS LOVE TALKING SPORTS -  
SPORTS DEBATE IS THE ULTIMATE**

We envision a series of Debating Leagues based on sports and team affiliations that will meet in a wide range of venues to engage in an exciting new style of evidence-based debate. We see cheerleaders, dancers, spouses, players & fans making up teams of debaters engaged in live debates with the viewing audience acting as debate judges.

***This is a huge NEW market.***

Sports broadcasters are hugely popular media stars because they are experts at using facts, reason, and evidence to express their opinions in interesting and provocative ways. Millions of fans admire these broadcasters for their ability to research facts and then express their meaning, and their ability to argue a point of view using those facts.

We believe that sports fans will LOVE seeing the best in the community of fans engaging with top players, animated cheerleaders and dancers, and player spouses debating the hottest sports topics in real time with full audience participation.



We see a powerful opportunity for both profit and service by bringing together the tools and techniques of debate and the passion for respectful fact-based arguments in Sports journalism to create the best of media sports talk.

**Here are some examples of  
the TREMENDOUS commercial potential  
we see in SPORTS DEBATE**

**Vision #1 – Sports Talk On Steroids**

We believe that a more thrilling form of “Sports Talk” can be generated by a system of online sports debating that merges the best of “Sports Talk” with the best specialized evidence/fact-based argumentation (EFBA) debating techniques currently being used everywhere from grade schools to medical schools.

We know these EFBA debate techniques work because we’ve researched and published five books on debate covering EFBA applications in everything from education to market research. These specialized EFBA techniques are not rocket science, but they do lay out specific game plans for how debates are set up and run in order to drive toward a set of outcomes.

We see this new kind of “Sports Talk Debating” as something that will attract audiences and participants from many different areas – not just the traditional sports fans. For example, we can imagine young academics getting up early on a Sunday morning to watch the analysts debate the cross-country races of the day before. They might not get up to watch a debate on the NCAA football game, though thousands will, but they might be extremely interested in a debate using facts & figures, and maybe some exercise science and sports physiology, to decide which of the runners has the better breathing techniques for a 5k cross-country run.

We propose to have a Dedicated debating team for every major sports team and in College and professional sports i.e. NCAA, NFL NBA, Soccer, NHL, Golf, Track & Field – every sport has a worldwide community of fans and followers and so every sport can support multiple debating teams that would made up of cheerleaders/ dancers, players, players spouses & fans.

These debates can take place year-round because virtually every sporting event in the world is now available both live and as video online, so even in the off-season the leagues & teams will have plenty of exciting content to work with.



To ensure that we are able to own & develop this concept with the right partners we've established ownership of a wide range of appropriately named internet domains. We are exploring potential partnerships with:



### **Vision #2 – Cheerleader/Dancer & Fan Debates**

As we consider the potential of Football & Basketball “Sports Talk Debates” we’re reminded that spectacle is an important part of this sport’s experience and cheerleaders and fan clubs have a large role to play in every team’s connection with its base.

We think a cheerleading debate team is a natural part of any “Talking Sports Debate” program. This would be a huge opportunity for Football & Basketball cheerleaders, who suffer from sometimes rather intense stereotyping, to show the people that they’re smart, educated, and really know what they’re talking about. The fans would absolutely love watching this no matter what they were debating about. A live stream of NFL or NBA cheerleaders & dancers debating interesting and maybe even controversial topics in sports would pack the sports bars – at a correct social distance of course.

Because professional sports cheerleaders are predominantly either full-time employed professionals or full-time college/university students we believe that this program can be managed and integrated into their existing lifestyles to their great advantage. With a commitment of only a few hours preparation and training they will be able to showcase a completely hidden side of their talents before a huge, appreciative and involved audience.

### **Vision #3 – THE REALLY BIG ONE - Sports Bar Debates**

We envision a sports bar debating system that would ultimately involve 10,000 teams just in the United States where these debates would draw enthusiastic audiences & participants, in person and online. Every sports bar that wants to have a debating team can sign up through [WorldDebatingForum.com](http://WorldDebatingForum.com) and debate other sports bars across the country and even the world.

Based on many years of experience as an owner of over 40 sports bars I am confident that in addition to debating and having a great time doing it the “Sports Talk” fans will be buying “Let’s Talk Sports” shirts, jerseys, hats and all of the things it that go along with the team they love and support. We believe that this new form of fan involvement can supplement at least some of the live fan involvement lost to the current pandemic and its possible long-term consequences.

# ***sportsbardebate.com***

A FEW of the 100+ sports/debate domains we own include:

mlsdebating.com  
mlsdebating.net  
mlsdebating.org

majorleagu debating.com  
majorleagu debating.net  
majorleagu debating.org

nfldebating.com  
nfldebating.net  
nfldebating.org

nbadebating.com  
nbadebating.net  
nbadebating.org

sportsbardebating.com  
superbowldebating.com  
worldcupdebating.com  
worldsportsdebating.com  
worldsportsdebating.net  
worldsportsdebating.org

nhldebating.com  
nhldebating.net  
nhldebating.org

olympicdebating.com  
olympicdebating.net  
olympicdebating.org

mlbdebating.com  
mlbdebating.net  
mlbdebating.org

pgadebating.com  
pgadebating.net  
pgadebating.org

A FEW **SMALL** NUMBERS- TO MAKE THE POINT

**10,000** SPORTS BARS

1 DEBATE TEAM/BAR

100 FANS/BAR = **1,000,000** FANS

APPAREL/BLING SPEND/FAN @ \$25/MONTH

**\$25,000,000/MONTH POTENTIAL**



POTENTIAL SPONSORS/PARTNERS



IN-BAR SPORTS APPAREL  
VIRTUAL STOREFRONTS



**Proud Supporters Of**  
**EducationForum**  
Foundation.org



**sportsbardebating.com**



**10,000 INVITED BARS**  
**FOUR LIVE DEBATES/MONTH**  
**(TUES NIGHTS)**  
**100 FANS IN-BAR/ 200 FANS ONLINE**  
**PER BAR**  
**3-5 MILLION LIVE FANS**  
**PER NATIONAL SPORTS DEBATE NIGHT**  
**IN-HOUSE & VIRTUAL**  
**Bar Membership Fee = \$1200/year**  
**(PAID BY LOCAL DISTRIBUTOR**  
**SPONSORS)**

**BAR REVENUES**

**MASSIVE FREE PR/ADVERTISING**  
**EST. VALUE/YEAR = \$60,000/BAR**  
**INCREASED BAR/FOOD SALES**  
**EST. VALUE/YEAR = \$48,000/BAR**  
**APPAREL SALES SHARE (30%)**  
**EST. VALUE/YEAR = \$30,000/BAR**

PLATFORMS/INTEGRATORS



**PROVIDERS OF TURNKEY**  
**SPORTS BAR DEBATE**  
**MANAGEMENT SOFTWARE/**  
**HARDWARE**



**EST. ANNUAL VALUE INCL.**  
**TOTAL APPAREL SALES**

**GROSS = 100s OF MILLIONS**  
**EDUCATION FORUM**  
**FOUNDATION**  
**GETS 3% OF GROSS**





# WorldDebatingForum

Total US K-12 Universe

145,000 + Public/Charter Schools

**A PROVEN SCALABLE 100%  
FINANCIALLY SELF-SUSTAINING  
EDUCATIONAL INITIATIVE**



## Sponsored Virtual Store

A full-featured turnkey drop-in on-line interactive School/Team Apparel Store. Customizable with school, debate & sports-themed logos & designs.

### GROSS REVENUES

1- 3% OF TOTAL K-12

725,000 - 2,175,000 STUDENTS

### Branded/Logo Sports Apparel

Average spend/student = \$250/year

ASSUME 50% of Students

= (1%) **\$90 TO** (3%) **\$271 MILLION**

### School Team Athletic/Sports Apparel

(Single sponsor - 100% Access)

Average spend/school = **\$40,000**



Estimates Based On  
1425 - 4350 Schools  
(1-3% of total)  
500 Students/School

## SCHOOL FOUNDATION REVENUES SINGLE HIGH SCHOOL

(50% less K-8; 50% more College)  
From Branded/Logo Apparel

PER SCHOOL REVENUES =  
30% OF APPAREL SALES

(1%) **\$6000**

(3%) **\$18,000**

### OTHER FUNDRAISING

Debate Sponsorships

Per School = **\$5000**

Debate Marketing

Per School = **\$10,000**

Debate Team Garage Sales

Per School = **\$2500**

Debate Team Raffles

Per School = **\$2500**

## Representative National Sponsors







# World Debating Forum.com Virtual Store



Full-featured turnkey sports apparel store software/hardware package.  
Drop-in on-line interactive school/team store/kiosk in school.  
Customizable with personal, school, debate & sports team logos & designs.  
**Virtual Inventory Supplied/Managed 100% by Key Sponsor(s)**



## DEMAND GENERATORS



**145,000 PUBLIC/CHARTER  
K-12 SCHOOLS**

1-3 % = 1425- 3450 Schools  
Avg. 500 Students/School  
50% Participation = 350,000 -  
1,000,000 Students  
**Est. Gross Sports Apparel =  
\$105 MM - \$315 MM**



**53,000 ACTIVE SPORTS BARS**

Limit = 10,000 Bars  
4 Debate Events/Month  
**Audience/Bar = 300 Bar Members In  
House & Remote PLUS  
500 Casual Remote Visitors  
Est. Gross Sports Apparel =  
\$1.2 Bn**



**32 Million  
AVID COLLEGE/PRO FANS  
CHEERLEADER DEBATES!  
4 Debate Events/Month  
Est. Gross Sports Apparel =  
\$450 MM**





We are confident that sports fans and the public in general will welcome a nationwide program that uses people's love of sports to promote respectful dialogue based on facts that has strong entertainment value while leading to useful learning and other positive outcomes as well as to significant revenue opportunities up and down the business chain from sports bars to national sponsors.

- Recognizing that sports bars need to reinvent how people interact under the new models for socializing
- Recognizing also that people come to sports bars to drink and be with each other
- AND TALK SPORTS
- We see a big opportunity to innovate and adapt formal debating models to create a new form of bar-based entertainment based on introducing new ways of talking sports
- We have extensive sports bar and debate experience, along with the management skills and vision to bring the two together.

## IN SUMMARY

Just as debating itself is far more than holding elevated discussions about exotic topics, we see Sports Debating as far more than even the most energetic discussion between fans over burgers and beer on a Sunday afternoon. Just as specialized forms of debate are used to train doctors and nurses in medical schools, or to train Buddhist monks in medication and reasoning, we see Sports Debate as a way for everyone who loves sport to have fun competing with each other while sharing, comparing and growing their knowledge and perspectives.

We also see Sports Debating as a completely new way for professional sports teams to serve and grow their fan base while demonstrating an awareness that sports is about more than the game itself - it is about the community of fans that care intensely about the game, the players, the history and tradition, and their shared passion.



**This concludes the White Paper:  
“Sports & Debate: From Plato To Denzel”**

**This white paper is also the first section of our sports debating book. We intend to finish this evolving R&D project in collaboration with our principal sports industry sponsor. We will incorporate their experience, research, and ideas for development in all these areas. We have not yet decided on who will be the best choice, as revolutionizing the school learning experience to raise student achievement levels and outcomes is our first priority .**

**MUCH MORE TO COME  
PAT LOCKHART 503-869-7418**

***World Debating Forum.com*** <sup>TM</sup>