

***World Debating Forum.com***



## **School Debate Foundations: A Guide To Creative Fundraising**

**Created For:**

The World Debating Forum Community

**HAVE FUN & BE SELF-SUSTAINING!**



**"Successfully asking people for money to support your debate team requires a great attitude, hard work and a great plan. The good news is - that's just about all it will take... and you can take that to the bank."**

**Pat Lockhart**



**Why Debating Is Highest Priority**  
Pages 3-5



**Debate Foundation Fun & Fundraising**  
Page 6



**Staying Independent & Why it Matters**  
Pages 7-10



**Getting Sponsored**  
Pages 11-14



**Call on your Community**  
Pages 15-17



**Practical Fundraising Ideas**  
Pages 18-21



**Debate is a Sport**  
Pages 21-23



**Fundraising & Finances**  
Pages 24-27



**Fundraising Videos**  
Pages 28-29

**Debate & Freedom of Speech**  
Pages 30-33



## *Why Funding Debate Programs Must Be A High Priority*

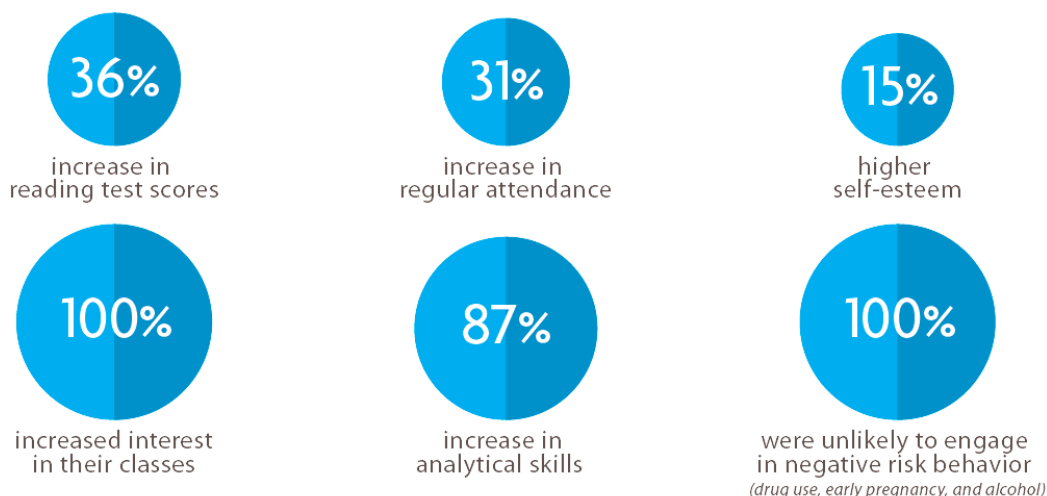
We know from both wide experience and published research that debating promotes a new respect for evidence, reason and the facts, and we hope that by encouraging and supporting debate programs we can help motivate more people to communicate more openly and to listen more actively to each other in an evidence-based, fact-based exchange and testing of ideas. What better way to move forward towards a more civilized society than to encourage healthy, respectful discussions among young people as a counterforce to the inflamed rhetoric they experience every day?

***"The strongest body of evidence exists around the relationship between participation in debate activities and improvements in academic attainment. A range of studies suggest that debate has a practical and meaningful influence on the attainment of young people from diverse backgrounds, and in particular on the development of literacy skills." CfBT Education Trust, 2011***

Even if everyone agrees that debating is among the best educational experiences available to any school, there's always that basic question – this all sounds great, but how are we going to pay for it?

That's why we've created this book on funding your school debate team, bringing together the best, most practical, most innovative and (we think) the most fun ideas for going after the money you'll need to support your team. It can be done and it's not rocket science - hundreds of debate teams around the world are doing it successfully right now, raising not just money for this tournament season but for their growing debate program going forward - and you can too!

## Debate and Academic Performance



Source: Snider, A. C. & Lawrence, E. W. (2011). DEBATE: Important for Everyone. <http://www.debatematters.org/>

We are part of a debating –based movement that intends to change that by helping to bring the civilized skills of debating to the forefront of American education, both in and out of school. Our goal is to work with teachers, families and young people to give the highest possible priority to the arts of civil discourse with formal debate foremost among these arts. We want to work together with individual teachers as well as individual schools, parental and community groups to encourage and support widespread experience of the benefits of debating with these “How-To” guides.

***“For students from disadvantaged backgrounds, debating and winning – even against those from elite backgrounds – can equip them to see that disadvantage can be overcome and to take on those in positions of power in other situations.” (Williams et al. 2001; Littlefield 2001; Inoue and Nakano 2004).***

### **There is no debate. Debating can make the world a better place!**

***“The broadening of horizons, improved cultural awareness through meeting new people and spending time with those from diverse backgrounds, and the empowerment of young people are also important elements around the value of debate activities in schools.” Williams 2001***



#### **Great Attitudes & Raising Money**

*“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than giftedness, appearance, or skill. It will make or break a company ... a church ... a home ... a country. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past ... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play the one string we have, and that is our attitude ... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with all of us ... we are in charge of our attitudes and through them, our very lives.”*

Pat Lockhart



## *The Debate Foundation: Support And Sustainability:*

### *The Fun Part*

Everybody hears about the great debates that happen at prestige schools like Harvard, Yale, and Stanford. These prestige colleges and many other well-funded colleges and high schools have huge budgets and huge numbers of people, but if your school is small, and less well-financed than one of the majors, and if maybe you don't even have a team yet, all you really need is to get together with a few other interested students and a faculty member or two and just set up shop - call yourself the XYZ Community College Debate Team or the Mavericks HS Debate Team and guess what? That's exactly how everybody will start thinking about you. Saying it makes it so - or at least it gets you started out right. Be confident in yourselves and that confidence will be catching.

### *Know Your Financial Needs*

One of the first things that should be talked about is, as exactly as possible, how much money the Debate Team will need. The experience of thousands of teams and schools is that debate doesn't usually cost a lot compared to any other activity - and the path we recommend that you consider is creating a Foundation. Not an IRS-style 501.c.3 foundation, but an organization, even just on paper at first, that will be your vehicle for raising the funds you'll need. The foundation for a high school or small community or private college could be as many as 20 people and those are usually people that are donors, and volunteers and to help support whatever needs to be supported. In both high school and college you will need someone dedicated and energetic to become the coach. The coach is often compensated in some way because it is a lot of extra work, or even if it's part of the curriculum they are compensated when possible, sometimes not in the beginning but when the fundraising becomes sufficient. The sacrifice for the organizers will be greatly appreciated and will uplift the self-esteem of everyone involved. Instead of teaching six classes, they teach four and handle the debating team.

We are providing an outline. You can do it differently. There is formal debating in many different categories from high speed debating to parliamentary level debating, and more. It's really important that you do it the way you feel the most comfortable with, and what you think fits the community.



## *Having A Foundation Is The Key*

Your school Debate Foundation doesn't have to be complex, but it will provide oversight for the organization. Helping to raise money is obviously one of their biggest jobs. For an active high school debate team that only does limited local and regional competitions a budget of \$5–10,000 a year will probably be enough. A college foundation and a college debating team might have to raise from \$30,000 to \$100,000 or more – although these days and for the foreseeable future there are going to be a lot more debates held online than on-site.

Some university debate teams actually have millions of dollars in reserves that have been donated from previous students who have gone on and done well in life from having been on the debating team. Be sure to start your fundraising planning by getting testimonials from anybody you can find that's ever been on a debating team in your school. It is important to get these testimonials above all else. This can be as easy as giving them a call and asking them to come to your next meeting and share how debating helped them in school. Did they go from being a C student to an A student did it give them confidence did it teach them how to speak, organize, and research their ideas did it help them become happier and more successful in life.

## *Get Helpful People Involved*

Make sure you involve people that have positive attitudes towards debating. A lot of people make the mistake of taking the debating team and only run it out of the social sciences, speech, or literature. That is not what you want to do. You want to enhance it and make this better. Have all school departments involved – the more the better.

Obviously, the media communications department has got to be one of the better choices to be involved but be sure to bring in others – English, Social Studies, Drama, Athletics. Your school has graduates who are now lawyers and doctors who were on debating teams. Tons of celebrities who are highly successful today were debaters long ago. Oprah Winfrey, Brad Pitt were debaters and they say debating helped them more than any one thing they ever did in college. It is imperative that all the positions are set up in such a way they have a backup, so if you lose any one person nothing stops. Losing a person will always have an impact, especially if it's a top person like the debating team coach. Every debating coach should have an assistant coach, even if it's just a foundation member that's an assistant coach for a while until you find another new coach, but never let a position go unfilled and let things stop because one person leaves.

## *The Importance Of Staying Independent*

If you can get funds from your school, great, but don't depend on it. Really the less you get from the administration, and the less you get from the school the better your debating team will become, because you won't have to deal with anyone's bureaucracy. Since Debate programs are quite normally organized as self-sustaining extracurricular activities, as long as you are organized to take care of your own needs and are making the school administration look good by conducting exciting debate.

programs that get your fellow students involved and motivated you should have their blessing to go ahead and do your own fundraising and manage your own financial affairs.

You want to get money from outside the school, from parents, ex-students and alumni. Don't be afraid to go to the local tire dealer, clothing store, shopping center, or grocery store and have your school's debating day where they give 5% to your school and foundations. Who do I know that I can ask to do something like this?

Don't be afraid to have the students go to their family, friends and relatives and do a little bit of betting with them. Say okay, I'm going to be in this debate. You're going to give me \$50 for being in this debate. If I win the debate you've got to give me \$100 or \$25.00 Everyone says, \$100 that's not going to mean much—not if of the student does it 10 times with 10 different relatives or friends. If I win the debate, you've got to pay my debating team. This money never goes to the general fund. It's kept separate from the school. If the school is going to support the debating team, then some of these rules may not apply, but there are schools out there that raise \$100,000 a year in about a month's time. There are schools that struggle to raise \$10,000 or \$15,000. Mostly on the effort and commitment of the students, educators and mainly the Foundation.

A lot of the debating has actually gone away, kind of under the auspices of funding shortages, but we believe there is more to it than that. We just want to try and fund debating outside the curriculum or the budgeting process because it's so red tape-ish and so political. We want to depoliticize debating. The best way to do that is to raise our own money. Let's learn while we're raising that money how to raise money and how you can do things. I've been doing it my whole life for charities. We're going to apply the same theory right here for debating and it's very easy to prove what comes out of debating as a benefit to society. I don't think anybody can think of it as negative in nature.



## *Let's Talk About A Basic Scenario*

I would have a pitch piece and a handout. Every debate team member should have at least a couple of handouts and think on them at all times. They will be driving by someplace oh, I'm should stop there and ask them. If they have a brochure in the car, they will stop and make the contact. If they have to think Oh, I'll come back later that may or may not happen. We all know how that goes. Good intentions, but Believe it or not, that stuff can really work. You just stop spontaneously when you see a possible connection and ask for sponsors and be ready to offer creative suggestions that will appeal to the business you're talking to. If it's a restaurant, maybe you can set up a fundraising dinner at the restaurant where they donate 10% of their revenue for that night. You make sure you fill that restaurant. You may want to pick a restaurant that's not full all the time, because that makes it difficult for them to set aside space and besides - they have all the business they need if they're too full all the time to host your fundraiser. You want a restaurant that's a little hungrier. If you have a really good loyal restaurant, especially if the manager is an ex-alumnus, that's who you go tap. This is networking.

This is networking at its ultimate level in college. If I've been on a debating team for college, which I was, I'm not only donating to a debating team that I was on, I'm actually funding the debating team I was not on and I'm may or may not be the foundation. You need to figure out what you want to do. In the first year, it's a learning experience. If you're already doing it, try and move away from the education system for funding and go to private funding. You can do more debates, bigger debates, have more prestigious debates and have a lot more fun and get to a lot of people.

## *Make Debating Inclusive*

The one thing that we do want to tell you is, don't say no to anybody who wants to join the debating team for any reason. We bring in all comers. Help unite people. Do they all get to get on the stage? Maybe not, but they can learn, contribute and do whatever. I can tell you Harvard has never said no to somebody who wants to be on their debating team and half of them never make the stage, but they improved their grades and opportunities in life. There are some that started at Harvard debating and have won national championships and gone on to be billionaires and they attribute debating to a lot of what gave them the drive.



You may have a foundation supported by many people or maybe have three major sponsors in your town that sponsors the debating team.

Give all contributors lots of credit, lots of thank you, lots of memos thanking them at the end of the year as testimonials of what it did for you and how it did for you. Why would you do that? So, they'll come back next year and maybe give you more money. I've found that to be extremely effective in different areas of donations.

The debating foundation is the presenting sponsor of all your school debate. Be sure to list all the financial sponsors. This debate is made available to you thanks to the generous contribution of \_\_\_\_\_ Have the art department make as large of a poster as possible, to use as a backdrop to your debate and debating video. Let the art department put their name on it as a sponsor. Always give accolades to the debating foundation.

## *Stepping Outside The Proverbial Box*

Here are some hypothetical scenarios - we hope you' ll come up with other even more innovative scenarios for lining up sponsors and then go make it all happen

1. What if a government agency was in the process of making a decision that would impact a particular city and, as part of their due diligence, they sponsored a series of debates in schools throughout the city where students could take positions on the proposed regulations, research them, analyze them, and then come up with the best pro and con arguments they could muster?
2. What if a politician really wanted to know what their constituents thought the best policy options were and instead of commissioning a poll they sponsored schools in their district to debate the proposed policy and give them feedback on the results? Instead of a paid pollster popping in by phone or on the doorstep and asking a few questions of somebody who might never have given the matter a moment' s thought, how about getting the best and the brightest minds in the community really digging into the issue and coming up with in-depth reasoning and facts pro AND con on the proposal? Then publicize the hell out of the results.
3. Perhaps a manufacturer wants to know whether young people think their new product is environmentally friendly, or just cool. A debate or two in target cities could tell them more than a lot of other kinds of much more expensive market research. Or what if a pizza restaurant wanted to know what people really thought of their new menu items and sponsored a series of debates in schools in their market area - like Be It Resolved That: pineapple has no place on a pizza. Or Be It Resolved That thin crust is better than thick crust.  
  
. What if a metro police department wanted to know how they could serve the community better and commissioned a series of debates in schools in impacted precincts on controversial police policies, seeking not just opinions but reasoned, researched pros and cons on the policy under discussion.



Police departments and other agencies hold Public Hearings all the time, and most of the time these hearings get no more than a few retirees with nothing better to do than show up with coffee and donuts and kibbitz, but the agency rarely gets any real thoughtful input. Even people who show up to testify are there to present one side of an argument - their side. If others testify' with opposite

opinions, then what? Nothing gets resolved because there is no process. Debate would add process and focus outcomes.

5. What if an attorney was about to try a case where they needed to know the kinds of issues that the evidence might raise in the minds of jurors. Attorneys routinely put on very expensive mock trials to 'road test' their defense arguments, but how about having six teams of students from six schools in the community where the jury pool would be drawn from research and debate the pros and cons of the defense arguments? Could it be that the attorney could learn more about what jurors from the community might think from six teams of bright young debaters than from a single mock trial?

We think the possibilities here are broad, and the great thing is that by engaging with student debaters in each of these cases the sponsor would be way ahead of where they could be with any other kind of market research or issue research. Even better, this would be a great way for students in debate to perform real service to their community, and to raise money for their team's regular debate competitions in the process.

Finally, having issues raised and debated regularly in public by our brightest kids might give each of us all a better perspective on issues that we really care about but don't have the time to dig into. Let's ask the children to lead us, and then give them all the support they need to be able to overcome all the obstacles that will be put in their way by forces that we all know are locked and loaded to resist change in the status quo.

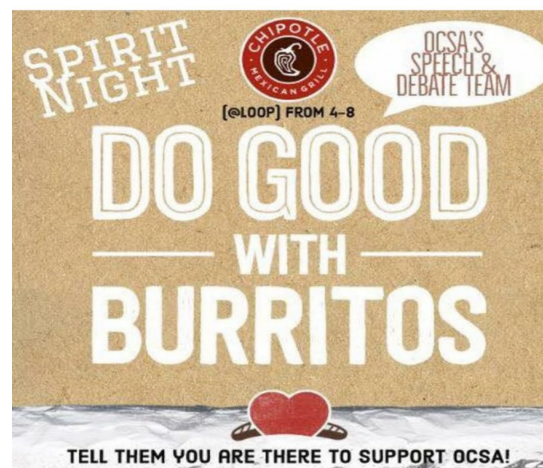
*How To Get Your Program Sponsored: The Inside Story*

*Adapted from: How To Start A Debate Society: iDebatePress*

*The Nitty-gritty Of Fundraising*

Just as many people are automatically suspicious when asked to give money to by someone on the streets, people can be suspicious when asked to give money to students. Just as we tend to be afraid the street person will spend it on drugs, cigarettes or alcohol potential sponsors tend to be afraid that students may waste their sponsorship money on partying and other frivolous expenses.

Start out behaving like a businessperson and not like a street person. Show and tell potential sponsors specifically what sponsoring your program can do for them, what their business or organization stands to gain by supporting you. Show by your attitude that you understand the value of money and help them see that you will be a good steward of the support they are being asked to give. You are a debater - you know how to present pro and con arguments - use those skills to win this debate





Create a printed or digital sponsorship book that presents your activities and plans, and which outlines the advantages to specific businesses and organizations of sponsorship. That book should also contain categories of sponsorship with cool names. Aim at having a pyramid-shaped set of sponsors, with just one Top Sponsor but several layers of equally valuable and respected other sponsors.

Develop proposals that would make sense to you if you were in the decision-making position. To do this, you must understand the business's philosophy and strategy, especially toward the kinds of students you represent: smart, urban, educated, responsible young people.

A business might be interested in sponsoring you for many reasons. It might want to promote awareness of its products and services among young people or to directly stimulate their sales it might want to hire smart young people it might want the public to perceive it as engaged in community activities it might want to associate itself with some aspect of your brand statement and so on.

Some multinational companies are known for sponsoring debate, but you can also try to get support from local businesses. Global firms like KPMG, PwC, Deloitte, Bain, Morgan Stanley, J.P. Morgan, T-Mobile, Accenture, Clifford Chance, McKinsey Company or Grant Thornton have all supported debating events, and so have media companies like the newspapers Die Zeit Germany or The Irish Times Ireland. Beer brands also seem to have an interest in sponsoring debate events – could that be because student debaters frequently drink a lot of beer?

### *Think Before Calling - But Call*

Think hard about what you can offer to a sponsor before you approach them. Don't go in with just an appeal to their good nature. Many times the best idea is to start by selling a specific event, perhaps one of your flagship events, and then build up a relationship over time so the business becomes more comfortable with long-term commitment. They have to get to know you before they can justify making that commitment – for them it is as much a business decision as a public service decision. Especially in smaller towns and cities, businesses get approached hundreds of times a year to give money to all kinds of causes and organizations – they have to be given a great reason to pick you out of all those appeals.

Don't forget that a big debate competition attracts many people. This means many businesses, even small ones, can potentially obtain great business from sponsoring you. You can also use this argument to win support from your city council and even tourism promotion offices—and also from such local businesses as restaurants, bars, hotels and hostels, taxis and buses, souvenir shops, and museums.

Regardless of who you approach, focus on how their sponsorship will create real value for you and for them. It's a lot harder to establish a partnership than it is to maintain it and renew it once the sponsor knows you and has experienced the benefits of sponsorship. Don't ask for more than you really need – show them that you have thought through your needs carefully and are being conservative and

careful. If possible, propose a sponsorship in which the level of support is tied to results. Potential sponsors might be a bit more willing to donate money if they know that they will be able to see and even measure the results - again, from their point of view this will be at least partly a business decision, not simple charity.

### *Do Background Research*

Get as much information on a potential sponsor as you can, but don't forget to know your own position even better. What's your budget? How many debates did you have last year and this year? Can you demonstrate growing community support for your debates? How many people attended last year compared with this year? How many people have visited your website? Your Facebook page? What percentage of your members would you consider active?

Use your personal connections to reach the right people. We all know a friend who knows a friend. Using these connections is not illegal or unethical. You just want a fair chance to present your case to the right person. Before you meet with anyone, make sure you know all you can about them. You need to talk very differently to someone from marketing than from human resources or sales, and a small business owner has different responsibilities and obligations than a corporate executive.

At a meeting, don't be afraid of using your charm, and be sure to dress appropriately for the occasion. Show yourself to be confident and at ease, but pay attention to how much formality or informality is comfortable for those you are meeting with. If there is more than one person, don't just focus on the one who you think is the decision-maker - the real decision maker may be the person who sits back and doesn't say a thing, not the one doing all the talking. Smile and be friendly, but don't force it. Be polite and be honest. If you don't know how to begin the interview, take your cue from the other person: if they are informal, be informal if they get right down to business, get right down to business if they like to chat, then chat away but stay alert for their signal that it's time to get down to business.

### *Go In Prepared For Yes*

Be ready to make a complete proposal at this first meeting. This proposal should include the duties for each party, the time frame for the arrangement, and a figure for the value of the sponsorship. If you don't have the authority to seal an agreement, discuss what you'll be proposing with those who do before you meet a potential sponsor. Don't seal the deal unless you have power to do so. Many times, the people you are meeting with will have also to talk with their superiors.

Try different angles. If a potential sponsor is reluctant to give you an regular grant, ask him to sponsor an event or to fly a team to a tournament. If a company makes or sells something your society needs, ask them to donate stuff instead of money if they can't give it to your program for free, ask for their most generous discount.

## *Be Choosy - Value Your Proposition*

Learn to say no to unacceptable offers. Sponsorship spots are not unlimited. You cannot sell 10 platinum sponsor places the same way it's unlikely that you will manage to have two banks sponsoring the same event. Firms and brands use you as a way of standing out from the crowd, they value visibility, exclusiveness, and access to the participants. You can't give multiple sponsors the same visibility you can give to one in a poster or a newsletter and even if you could have little stands for all of them at your venue, firms prefer undisputed attention and access to the participants. So if you have McDonald's, you can't have Burger King.

But learn to say yes gratefully to small offers of support. When you're just starting out, accepting low proposals from high-profile companies makes a lot of sense. First, it's an opportunity to show the sponsor that you are trustworthy, so that in the future it might want to increase its support. Second, the fact that a company is sponsoring you gives other companies a sense of security. If you are good enough for one company, you should be good enough for another.

Be persistent, but learn when to quit. No sometimes means no, but it can also mean I'm not sure or I didn't understand or I can't fit that in my budget right now. Even when you have to take no for your answer try to learn from your experience. Ask people if they liked the way you approached them, the way you negotiated with them, what you can do to improve your proposal, and then ask them when they would like you to contact them again with another proposal.

Always keep in mind that just by talking with you they have shown interest in what you're trying to accomplish, or their door would never have been opened. They wouldn't have wasted their time if they weren't at least feeling positive about you. Your exit line should be something like:

Thank you for your interest in what we're trying to do. I can see that you want us to succeed, and I hope we can talk again sometime soon. Adapted from: How To Start A Debate Society: iDebatePress

## *Keep The IRS In Mind - But Don't Worry*

At some point if you are raising and handling money you will want to be sure that you have all your IRS ducks in a row. If you don't have a parent who is a lawyer or an accountant on board already, try to find someone who can help you structure your finances so that they conform with all the rules from the very beginning when you first open a bank account for your fundraising efforts. Fortunately for anyone organizing a debate program this is well-charted territory. Whether or not you want to become an IRS tax-exempt organization now or later, it's worth knowing that the IRS considers a properly organized independent debate club, team or program giving donations.





*Here' s the ruling an easy two – page read :*

*The IRS Has Ruled That Debate Programs Can Be Tax – Exempt*

*Rev. Rul. –25 , 1 –2 C.B.*

## *Avoid Confusing Financial Overlap*

Increasingly stretched school budgets are a key reason that debate programs need to be independent fundraisers whenever possible. We believe that debate programs have such inherent value, not only to students but to the community, that they can be financially independent and not impose a burden on their schools – unlike many other student activities. So, assuming that your debate program is able to raise money that covers all of its expenses but also, for example, uses school property for meeting, practice and presentation, it becomes important that financial responsibilities are clearly defined. Unless the lines between the school' s financial and non – financial responsibilities and the responsibilities of your debate program are clearly defined there' s always the potential for confusion and even conflict.

[Here is an excellent article](#) on how booster clubs, debate clubs and other student organizations engaged in fundraising can be set up to avoid conflicting with their school' s financial responsibilities. The article is secondary – school oriented but applies to any debating program that is engaged in fundraising at any level.

## *Fundraising Through Your Community Of Stakeholders*

Your friends, and those who will become your friends, are your allies. It is vital that you create and maintain a network of people and institutions who support your debate program because they like and understand what you are trying to do. These allies include everyone, no matter how close or distant, who for whatever their reasons want to help you and who have the ability to assist you financially, offer you their expertise, and introduce you to others who can also help. Your primary job in establishing your debate program is to establish, build and maintain personal and professional relationships with the following groups in your community and beyond:

## *Leverage Your personal network*

Tell everyone about your project. Show them how excited you are about it. Post what you' re thinking, doing and planning on Social Media Tweet about what' s going on with regularity. Consider writing letters to key people – not just an email or a tweet. You might be amazed at the impact a written letter that comes in a stamped envelope has in this day of instant, often poorly written communications. Show pride – if you are proud of the accomplishments of members of your debate program, share that pride. People will sense your confidence and your pride in what you' re doing and feel attracted to the project because of that.

## *Don' t Ignore Parents*

Many university students are still close to their parents even while striving for independence. College debaters travel a lot, spend late hours organizing events, or skip classes to go to a debating workshop, so make sure their parents support what they are doing. Persuade parents that debating is good for

their children who may be away in college but who still maintain a close family connection. Remember, parents will probably be your biggest sponsors and supporters at workshops, tournaments, etc.

Many parents are eager to take part in their kids' lives, so help them be involved by finding ways they can help, support or simply come to your debates and cheer you on. If you are in school in your hometown, invite them and their friends to presentation debates. If you are away at school, link them to videos of each debate that you post online, keep them up to date on what you are doing and how it is relevant to you and your college community. Don't forget that your parents are networked with people or institutions that you may not even be aware of but that might want to sponsor your events or could be of help in other ways.

### *Must See – Deans, Chancellors, and high-ranking Professors*

Try to earn the respect and admiration of those who call the shots. The success of your debate program will be vulnerable if they decide to make your life difficult, which they may do if they are left to misunderstand or misinterpret what you propose to do. Explain to each key person individually and personally what the university faculty department stands to gain from a debate program. Try to understand what kind of people they are and what they value. Read their published strategic plans, go to their public meetings and conferences, introduce yourself and try to make yourself memorable in a polite way, and be ready to show them if asked how you can help them realize their goals and how they can help you achieve yours. Earn their trust personally as well – show them you are reliable and accountable.

### *Learn To Attract The Media*

As far as many people are concerned, if it's not in the news, it didn't happen. Even if you don't have access to the local and even regional national media at first, work with your own student media first. Keep in mind this simple rule for dealing with editors – they don't care about what you care about. They will only run your story if it fits into their agenda. They have two priorities – filling their available space and keeping their advertisers happy. This means that the best approach to any editor is by showing them how the story a) fits in with their editorial perspective and with other stories they have run in the past b) will appeal to their readers and – more important – to their advertisers and c) will make them look good to their publisher and others who they report to like their editorial board.

### *et IPs Involved*

People love IPs – they treat them like they were demigods and they will rush to your events if you have a IP attending. IPs may seem distant from everyday life but, in fact, political, economic, showbiz, academic, and other kinds of celebrities are just people – many times they are good-natured, easygoing individuals who don't even perceive themselves as celebrities. Everyone you see on TV actually exists as a person with a personal life and set of interests, passions and prejudices, and almost always has a cell phone, an email address, and one or more Social Media pages. More than that, IPs

have friends, colleagues and associates. In fact, they are usually very well connected, and they have a lot of people who want to do them favors. Your challenge is to find a personal link that will open the door and get you an introduction. Even a major celebrity won't be more than six degrees removed from you or someone in your group and in reality you will probably be no more than two or three steps away from some key IPs. But you will never see the links unless you start asking others who they know and can introduce you to.

## *Make Friends With Administrative Staff*

You'll find that many activities are only possible because staff members with some authority are willing to close their eyes when, for example, you need an extra room for a practice right now for just a little while and have no time to wait for higher-level approval. Truth be told, support staff are usually the people who make things happen inside most institutions in most schools informal connections play a big role in how things actually get done. In reality, the Department secretary usually has more real power than the Dean.

## *Reach Out To Other Student Groups*

Sometimes they are your competition people can't join every group, but most times they are your allies. In most colleges and universities, many students don't take part in a lot of extracurricular activities. They just go to classes and go home, unless there's a party somewhere. Indifference, lack of attachment to the school, over-focus on studies and or parties are your biggest challenges, not competition from other student groups for resources and attention. Becoming engaged with one group usually leads to engaging with others. Collaborating with other groups maximizes your impact and helps your message reach new people. But keep your eyes open: people that enjoy making little effort and claiming all the credit may lead or influence some of the organizations you want to approach, and they may use the proposed partnership with you just to get access to your valuable know-how, connections or contacts. Be careful but not paranoid - and be practical too. Decide who you really need as a friend and focus on them, and don't make commitments until you are sure of who you're dealing with.

## *Engage With Public Officials*

When you are preparing a big event, you may find that there are local or state government agencies that might be willing to help you. In some countries, city councils can offer significant sponsorships for debating events like tournaments, or they can provide nice public spaces for your debates and events. Many public institutions have grants for youth activities and can help you with resources and equipment or help you spread the word about your program. They are rarely a source of funds, and when they are those funds may require more paperwork than they are actually worth.





## *Always Consider Potential Sponsors*

We will deal with sponsors in detail shortly here, we just want to emphasize that you should think of sponsors as long-term allies. Create value for them, establish trust with them, and you will receive many benefits in addition to financial support.

## *Alumni Can Be Huge Supporters*

In the beginning, your debate program won't have an alumni group since most of those involved will likely still be students, but your college or university always has an alumni organization. If it works well, you will have access through the alumni association to a network of thousands of highly educated people who still feel connected to their alma mater. Usually the individuals heading alumni groups are former student leaders, and so they will likely empathize with your struggle and try to help you in whatever way they can. Sometimes these groups even have access to influential people you might want to invite to speak or act as judges sometimes alumni groups are very well-funded and will be able to sponsor some of your events if you can make your case effectively.

## *Call On Other Debating Groups For Help*

You are not alone. Large numbers of people around the world are involved in debate. These are articulate, great fun, inspiring, smart people who organize wonderful events for one another, who like to learn, talk, listen, and socialize with others. Many in this global community will be thrilled to learn that you are starting a debate program where none has existed before and will gladly help you. Inspire yourself by learning what's being done elsewhere, talk to people about their experiences, ask them for advice, visit different groups just to see how they run their programs, organize workshops together and ask trainers from other schools to come and help train your debaters and judges.

## *More Fundraising Ideas That Work*

First, here's a great video with fundraising tips from 5 top debate coaches whose teams have been successful at raising money - proving that it can be done

[https://www.youtube.com/watch?time\\_continue=3&v=5M3RmHLK-4E](https://www.youtube.com/watch?time_continue=3&v=5M3RmHLK-4E) feature emb logo

Here are some more fundraising ideas and stories that will give you the confidence that your program can do as well or even better

### *1. Sign up for Amazon Smile*

Did you know that Amazon will donate 0.5 percent of all eligible items anyone who is registered with the program buys to the charitable organization of their choice. Half your team or more probably have parents who shop on Amazon every couple of days, yet they've taken the time to designate an Amazon Smile recipient. Why not? Nobody's asked. Same with virtually everyone who every member of your debate team knows - family, friends, people who do business with your family. It's ideal if your debate team has its own foundation to accept donations from the Amazon Smile program, but if you aren't there yet make sure your school is set up in the [Amazon system](#) to be an available option. Then promote it to parents in newsletters, email and at school events.

## 2. Sell Gift Cards

You can sign up for one of the online programs like [Shop With Scrip](#) or <https://www.ngc-group.com/all-brands> where people can choose from hundreds of different gift card vendors.

This is especially popular around the holidays, and you earn a percentage of sales from every gift card sold—usually 3 to 15 percent. Typically you can choose from local and national companies, including grocery stores. Who doesn't need groceries, right? Send home a simple ordering slip or set up a table at a school event.

## 3. Monetize Your Website Traffic

[School Fund Center](#) offers a plug-in fundraiser that can monetize traffic on school and district websites. You choose which name brand merchants to allow as sponsors/advertisers on your website and your school/district earns a small commission on sales. When website visitors click on sponsorships and participate in special offers, the school earns. Because you choose which sponsors are displayed, and the fundraising pretty much happens all by itself, this might be an option.

### . *CollectBox Tops for Education*

If you're still clipping box tops to raise money for your team or school, that's not a bad idea and still works, but this is a great new idea. Box Tops used to be a mail-in box tops processor for schools, but now they have gone to a mobile app that your school's supporters can easily install on their phones. The app uses state-of-the-art technology to let you scan your store receipt with your smartphone, find participating products on the receipt, and instantly add Box Tops earnings to your school's account online <http://www.boxtops-education.com>. The best thing is that the money doesn't come out of your supporter's pocket – they've already paid for their products. It's just an electronic version of the deals that manufacturers already offer – without the hassle of clipping, collecting and mailing coupons.

## 5. Eat and Earn

Editor's note: this edition is being published during the 2020 COVID-19 pandemic, and we're aware that the future of restaurants and food gatherings may be different than we have known them. Nevertheless, we're confident that people will find a way to gather and share food together and when they do, these new

'restaurants' will be community-supporting places like they have always been, and ideas for school fundraisings will find a welcome place.

Have you ever been invited to a dining night at a local restaurant where a portion of the proceeds is donated to a nonprofit in the area? These are extremely popular because all you have to do is spread the word about the night, and then families just show up to eat. It's important to know that not all

restaurant percentages are the same. Some do as little as 10 percent while others will get up to 25 percent. Chipotle gives back 33% and you have to apply to be accepted. Ask one of your parents to call around and get the best offer, but make sure it's a restaurant that your families like. Don't forget to send lots of reminders to your community, and post it on social media on the specific day. On the day of the event, everybody on the team calls everyone they know – divide up the list by the alphabet to avoid annoying mutual friends – and asks them if they're coming.

## Forming A Successful Debate Foundation

The following tips for creating a High School or college-level debate foundation have been gathered from comments on various Reddit and Quora threads.

Discuss creating the ability to take regular monthly autopay donations through the endowment office

Discuss developing a plan to have debaters work with the endowment office to set up a calling campaign to call and ask for endowment gifts. Get the names, addresses, phone numbers, and class years for all living alumni who were debaters.

Send a written letter explaining your endowment program before you call on people to make donations. This gives them time to think and has been shown to increase donations.

Contact previous debaters in your community, not necessarily alumni but successful professionals. Ask them to consider donating to your endowment including regular monthly donations.

Encourage smaller gifts to the debate endowment - stress to potential donors that even modest gifts can help build a sustaining endowment.

Make Deans, Presidents, and Trustees aware of your fundraising plans. They need to know in case they meet with big donors who they discover are interested in debate.

Meet with your school's development office to discuss your fundraising needs and how your debate team's donations could be used create an endowed foundation that will fund future debate teams.





## *Debate Is An Intellectual Sport*

We really mean that we think of Debate as a fun and uplifting sport. 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. There's competition that at its best out the best in everyone, and there's sportsmanship that everyone acknowledges are the 'rules of the game'. Because Debate is a sport, that makes its well-researched, proven educational value of even greater value when it can be integrated along into both curricular and extracurricular activities. The most obvious benefit are the opportunities that debate provides to develop and practice verbal thinking skills - a class of skills that everybody knows as being able to think on your feet. That means, as we all also know, being able to speak from memory, under pressure, publicly, clearly, and decisively. How many of us are able to do that without a lot of practice?

Kids engage in lots of different types of physical activity, depending on their age and access to programs and equipment in their schools and communities. Elementary school-aged children typically engage in free play, running and chasing games, jumping rope, and age-appropriate sports—activities that are aligned with the development of fundamental motor skills. The development of complex motor skills enables adolescents to engage in active recreation e.g., canoeing, skiing, rollerblading, resistance exercises with weights or weight machines, individual sports e.g., running, bicycling, and team sports e.g., basketball, baseball.

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 cognitive skills involved in debate. Just as in physical activities, children and adolescents engage 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.

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 now switch sides and take the other point of view, fact evidence-based discussions let's look that up. As children grow into adolescence and young adulthood if they have the stimulus they continue the development of more complex cognitive skills.

We know that engaging in physical activity including recreation and sports is linked to development of academic skills, graduate more frequently, and are less likely to abuse drugs and alcohol. We also know that kids who engage in debate activities develop higher levels of academic skills, graduate more frequently, and are less likely to abuse drugs and alcohol. We wonder why debate, just like sports, isn't celebrated more frequently as a major contributor to the educational success of young people regardless of their background,

## *Winners Learners*

We believe that debate involved winners and learners, not winners and losers. The phrase 'Pro Con' doesn't mean the same as '0 1'. In a good debate yes, either the Pro or the Con side wins, or maybe 'prevails' would be a better term, but in a truly good debate everybody learns, which is why we all recognize that free fair competition really does bring out the best in all of us. It's fun to play hard and win, isn't it? That's why debate is such a great intellectual sport - everybody learns a strong set of real and useful skills. These skills are extremely important to academic and personal development, yet few curriculum materials are available to support the professor or instructor in fostering them. However, there are virtually no barriers to bringing debate into the classroom and using the proven structures and processes of debate to open up the classroom to the educational benefits.

## *Learning To Listen*

What makes debate especially valuable for fostering development of verbal thinking skills is that it is not only structured, but also interactive. Debate requires that participants listen, think and respond. It is not enough for the debater to simply memorize and perform a speech. Instead, debaters must listen to their opponents, engage in a questioning process, and incorporate this information into their own presentations.

Debate is also an excellent way to develop critical research skills. The process of researching a debate is one of examining the pros and cons of an issue, determining what the problems are and considering alternative solutions. The research and presentation of a debate is clearly a team effort, and participation in activities like debate explicitly develops the skills needed to work in teams.



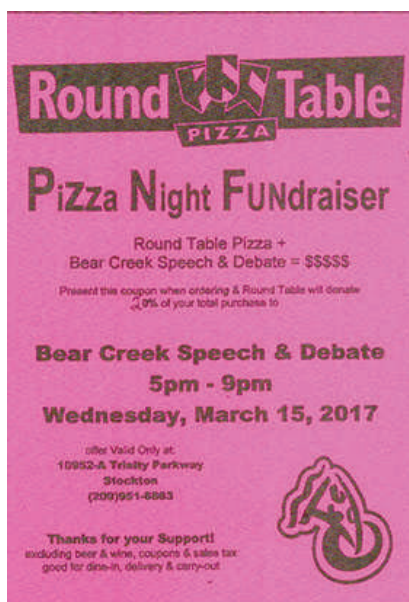
Appendix 1: from Fundraising and Finance: Understanding the School– Volunteer Relationship by Parent Booster SA

Volunteer organizations raise money for their schools. That sounds like a simple and praiseworthy relationship...but maybe not. Even if a school has a good relationship with its fundraisers, the split of roles and responsibilities between the school and its fundraising organizations is usually less than ideal.

Here's the problem: School fundraising is a multibillion-dollar business operated by volunteer parents who may have no experience setting up and managing a tax-exempt charitable organization. In addition, just when one group of parents gets the hang of all the complex federal and state charity fundraising rules, their children move on to a new activity and the parents follow. All knowledge is lost, and often the groups' tax-exempt status is also lost.

Schools provide varying degrees of support to their booster clubs. But because few school administrators have experience in dealing with tax exempt charities, they hesitate to get financially involved.

Booster clubs are separate legal entities for which schools are reluctant to assume liability for club activities. But schools inadvertently take on liability when they implement a policy, such as one requiring the school principal to review and approve the booster club budget, and then suggest that the school has no liability for the budget it just reviewed and approved. That's just one of many school district policies that don't make sense or are unenforceable.





What can be done to clean up the often – messy, always – complicated school – volunteer fundraising group relationship? It's quite simple if you follow just two rules: 1 understand who is responsible for specific activities and 2 have the responsible group pay its own bills.

### Who Is Responsible?

Clearly, the school is in charge when it comes to overseeing academics, hiring the teachers, selecting the curriculum, and setting the school calendar. However, responsibility gets murkier with regard to extracurricular activities like sports, band, and the robotics club. Band, for example, may be an academic subject for which students earn credit and a grade, but the optional annual spring band trip may be considered an extracurricular activity.

Follow the funding to find the answer to the question about responsibility. Because schools normally hire the band director and athletic coaches and have other budgeted funds to support their activities, the school is the sponsor and responsible party for the band and sports teams.

The school, however, may provide no funding for the debate team or robotics club. The school may allow the English teacher to advise the debate team and the math teacher to advise the robotics club. The teams may be allowed to meet after school in classrooms. But the teachers receive no compensation for their assistance, and the teams must raise the money to purchase supplies and enter competitions. Their boosters or fundraisers sponsor their activities and are thus the responsible party.

### Who Pays the Bills?

The next step is easy. Once you identify the responsible party, you know who should contract for services, make purchases, and pay the bills.

Because the band and football team are school activities, the school should contract and pay for uniforms and equipment, hire and pay the directors and coaches, and pay for transportation, housing, and the like. The boosters who support the band and football team raise money and donate the cash – make a grant – to the school, which is paying the bills.

Follow the funding to find the answer to the question about responsibility.

The boosters are the sponsors of nonschool activities, like the robotics club and debate team. The school provides no funding, so the boosters purchase the supplies and pay the costs of participating in competitions and other events. They pay the bills.

### On the Other Hand

I recently learned from school administrators and booster club volunteers in an Alaska school district that in many of that state's school districts, the school doesn't pay for cloth. In other words, although the school district sponsors sports teams, it relies on booster clubs to raise the funds for, contract for, and purchase team uniforms and helmets.

The athletic director explained that schools can't contract for new uniforms if they don't have the money in their budget. The boosters don't have the money in their bank account either, but they contract for new uniforms, then work hard to raise the money before the bill comes due.

If the school sponsors a sports team, it must ensure that the team has the uniforms and equipment to play the game. The school may ask the boosters to raise the money, and the boosters may grant those funds to the school. But the sponsoring responsible party should pay the bill.

That Alaska school district is not alone. A Florida high school booster club treasurer sought my advice on how to handle a bill for football helmet refurbishment.

The booster club had not contracted for the helmet refurbishment. The boosters did not know about the contract until they were billed for several thousand dollars. The boosters had not budgeted for the refurbishment and did not have the funds to pay for it. The treasurer discovered that the football coach—although not authorized by the boosters to do so—had signed the contract in the name of the booster club. The treasurer also learned that the coach routinely signed booster club checks even though he was not an authorized signer on the bank account.

Raising money to subsidize increasingly stretched school budgets is a key reason school fundraising groups are cropping up everywhere.

The refurbishment company was threatening legal action. The treasurer asked whether the boosters or the school that hired and paid the coach was responsible for the bill. The problem arose because the responsible party—the school sponsoring the team—had not contracted for a needed service.

Raising money to subsidize increasingly stretched school budgets is a key reason school fundraising groups are cropping up everywhere. The issue isn't with the fundraising—the issue is with ensuring that the responsible party pays the bills.

### How Do We Fix It?

Before planning activities and events, the school and fundraising groups should answer three important questions:

1. Is this a school activity or a booster activity?
2. Is this an academic/graded activity or an optional activity?
3. Does the school have standard procedures for purchasing this product or service?

The answers will help determine whether it's a school or booster activity and who is responsible for contracts and payment. The best practice is for the fundraising group to act as a grantor and give the money it raises to the school as the grantee.

*Appendix 2: The IRS Says Debate Programs Can Be Tax-Exempt*

[Rev. Rul. 2015-25, 1995-2 C.B. 210](#)

## Appendix 2: The IRS Says Debate Programs Can Be Tax-Exempt [Rev. Rul. 85-25, 1985-1 CB 210](#)

### *AN EXAMPLE OF HOW THIS WORKS*

A nonprofit organization formed to conduct public forums at which lectures and debates on social, political, and international matters are presented qualifies for exemption from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954, even though some of its programs include controversial speakers or subjects. *Ltr. Rul. 8512022*, C.B. 1-1, 25-1 CB 22, superseded.

Advice has been requested whether an organization formed to conduct public forums at which lectures and debates are presented for the benefit of the community is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954.

The organization was formed for exclusively charitable and educational purposes. Its primary purpose is to bring about a fair and openminded consideration of social, political, and international questions by the promotion and sponsorship of a public forum at which debates and lectures are conducted. Its charter specifically states (1) the organization shall have no institutional point of view and is not responsible for the views expressed by the speakers, and (2) its only responsibility is to bring the views expressed to the attention of the community. The charter further provides that no substantial part of its activities shall be carrying on propaganda, or otherwise attempting, to influence legislation, and that it shall not participate in or intervene in any political campaign of a candidate for public office. In the event of dissolution, its assets are to be paid over to the local school board for scholarship purposes.

In carrying out its primary purpose, the organization invites prominent individuals to discuss varying political and social matters of national and community interest. The speakers, in addition to delivering their prepared text, answer questions of those attending. The other part of the organization's program involves the sponsorship of debates. Individuals representing opposing viewpoints are invited to debate particular topics. The debates are conducted in accordance with carefully drawn rules. Frequently, the persons invited to lecture or debate are controversial and occasionally there is opposition to their appearance. None of the programs or activities of the organization involves in any way participation or intervention in any political campaigns of candidates for public office. Discussions which involve participation or intervention in campaigns are not permitted. The organization rents a hall for its programs and distributes promotional literature calling the public's attention to the events. Financial support comes from charges for admission to the forums and from contributions.



Section 501 c 3 of the Code provides for the exemption of organizations formed and operated exclusively for charitable and educational purposes. The presentation of public lectures, forums, or debates is a recognized method of educating the public. See section 1.501 c 3 -1 d 3 of the Income Tax Regulations.

The fact that the presence of the invited speaker or his opinions may precipitate controversy within the community does not adversely affect the status of an organization whose primary purpose is to provide a forum for speakers independent of the organization.

Accordingly, the organization qualifies for exemption under section 501 c 3 of the Code. I.T. 122 , C.B. I-I, 25 1 22 , holding that an organization organized and operated to bring about a fair and open-minded consideration of social, political, and international questions in college students qualified for exemption under a predecessor statute of section 501 c 3 of the Code, is superseded.

An organization which considers itself within the scope of this Revenue Ruling must, in order to establish exemption under section 501 c 3 of the Code, file an application on Form 1023, Exemption Application, with the District Director of Internal Revenue for the internal revenue district in which is located the principal place of business or principal office of the organization. See section 1.501 a -1 of the regulations.

## Appendix Three - Fundraising ideas

### *How To Do Fundraising At Your School*

By Francoise Naude

At first I thought I wouldn't want to watch this 'talking heads' video of a highly-accented teacher discussing his take on school fundraising, but it turns out he knows what he's talking about. You'll probably get at least one new good idea here. [https://www.youtube.com/watch?v=HbOIBv\\_Bm](https://www.youtube.com/watch?v=HbOIBv_Bm)



### *Fundraising 101* By Reuben Mayes



Not really a 'school fundraising' video but still very valuable. This is a TED Talk on the principles of successful fundraising and lays out some of the very important basics in clear language. Highly recommended. <https://www.youtube.com/watch?v=svSWKEHNDk>



Fundraising Ideas In Minutes By George Weiner  
Actually worth watching for some good ideas in spite of the come-on title. [https://www.youtube.com/watch?v=OE\\_Ryl\\_EB\\_E](https://www.youtube.com/watch?v=OE_Ryl_EB_E)

Whitney Young Debate Team Fundraising video  
A wonderful montage of bright young faces with hard-hitting observations on the benefits of debate and why community businesses and organizations should support them. We think the super-fast policy debaters interspersed among the testimonials to debate are actually distracting, but this 105 second video shows what a good fundraising video can look like.

[https://www.youtube.com/watch?v=hHal\\_mCi\\_0](https://www.youtube.com/watch?v=hHal_mCi_0)



Five of the country's best school fundraisers share their insights. [https://m.youtube.com/watch?feature=emb\\_logo&v=5\\_M3RmH\\_LK](https://m.youtube.com/watch?feature=emb_logo&v=5_M3RmH_LK)

Concrete tips and tools for individual giving, foundation grants, corporate sponsorship, earned income, and online and peer-to-peer campaigns. A massive collection of solid advice for all kinds of fundraising. [https://www.youtube.com/watch?time\\_continue=5&v=sd5H\\_2r-W](https://www.youtube.com/watch?time_continue=5&v=sd5H_2r-W)



## YOUR OWN DEBATE TEAM VIRTUAL STORE

Have you seen how sharp a lot of debate teams are dressing these days? It used to be that it was mostly the athletes who got to wear the cool clothes with team logos and school insignia but now in a lot of schools it's the debaters who are looking good too. We believe this offers some exciting commercial possibilities to the exciting challenge of bringing Debate and Athletics together under a single school curricular umbrella



So this brings us to one of our favorite fundraising ideas for debate teams – think about the money that could be raised from just a small in-school store or kiosk that sells a whole line of debate team apparel and merchandise! We're not just talking T-Shirts and caps – we've seen debate team logos on blazers, ties, scarves, dress shirts, coffee cups, mousepads and just about anything else that can be printed or embossed with your team logo.



Wait a minute. You don't have a debate team logo yet? Sounds like a collaborative project between the art department and the debate team! In fact we suggest that you take the lead with a discussion of how a virtual store in your school could be a fundraiser for all kinds of activities, sports and projects.



So as a practical matter how could this in-school fundraiser work? Well, the first step will be to find out what kinds of permissions will be needed. Certainly the school administration will have some say in what kind of store can be put in what kind of place. We're thinking that in most schools there will be space in the cafeteria or maybe other open areas where it would get traffic but also be secure. The Fire Marshall will probably have something to say as well, and of course if there are already concessions or other vending happening in the school they will be interested parties as well. It may be that you can create your own space – bringing in parents and volunteers to help with a barn-raising and get the store up in a day.



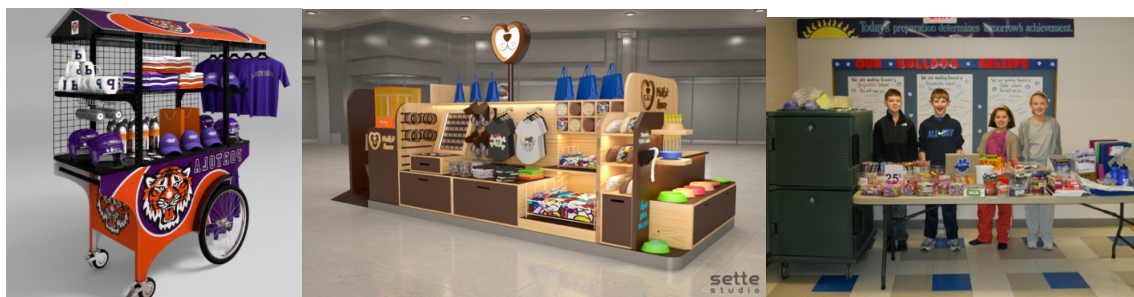
Think about this as a great way to kick off a fundraising drive – an in-school barn-raising where everyone on the debate team plus friends, parents and teachers gets together with a set of signed and approved plans and the necessary materials (donated of course!) and in just a few hours you can have the space framed in with nice display windows & lighting, a simple webcam-linked alarm system, some simple shelving and display racks (also donated) and you'll be ready for business. Stock the store with cool shirts, sweats, caps, and jackets with your School & Debate Team logos and maybe even offer to carry merchandise for other clubs and activities in the school – or just keep the space for the Debate Team – whatever works best for your own school's culture.

Here are some more examples of successful in-school stores.



As you can see your options are limited only by your imagination. These school stores are usually attended only a few hours a day in high schools whereas in colleges they are often integrated into the college store and so they are open full-time. Keeping the store open regular hours may or may not be possible, but the store needs a website with full info and you should also always make sure that the student body is phone-messaged to let them know when the store is open and featuring new, cool stuff.

There are also dozens if not hundreds of kiosk manufacturers with attended and self-service models to fit almost any space or type of merchandise. We really like the idea of a physical store where people can see the neat stuff they will want to buy, but if there's no space for a physical store then virtual stores also work well. Here are some more examples of kiosks and other kinds of virtual stores, from very simple to very stylish, that are currently operating successfully in schools around the country. If your school already has a store – great! The Debate Team swag will make a very profitable and exciting addition to what they carry. But if your school doesn't have a store yet – ever better! Create one not just for your Debate Team but invite other school clubs and activities to get involved and make it a whole-school project inspired and led by the Debate Team!



<https://schoolspiritstore.com/how-to-run-a-school-store/>

<https://www.weareteachers.com/start-a-school-store/>

<https://www.raymondgeddes.com/starting-your-school-store>

<https://www.shopify.com/>

<https://www.deluxe.com/products/resources/tips-for-opening-and-running-a-school-store/>

By now we hope your imagination is running wild! So go ahead and let it happen and you'll have a blast with your friends and teammates and all the others who you'll find attracted by your excellent energy.





ARE YOU AS EXCITED AS WE ARE ABOUT THE POTENTIAL FOR DEBATE BEING A GENTLE REVOLUTION IN CLASSROOM AND VIRTUAL EDUCATION?

PLEASE CLICK THE IMAGE BELOW TO VISIT OUR WEBSITE AND JOIN THE WORLDDEBATINGFORUM.COM EDUCATION PARTNERSHIP!

[English](#) [Español](#) [Books](#) [Videos](#) [About](#) [Donate](#) [Contact us](#) [Membership](#) [Login](#) [Logout](#) [🛒 1 item](#)

# World Debating Forum.com

Click to translate this website into any language!

  
Select Language

### Founder's Insights

**Author: Pat Lockhart**  
Narrator: Timothy G. Little

Short Introductory Video

**While only 50% of high school students in urban schools graduate...**





**90% of urban high school debaters graduate.**



All About World Debating Forum

Solution-Oriented Market-Centered Debating

The Intersection Of Sports And Debate

*Welcome! We recommend watching the short intro videos above before browsing our extensive WDF book and video collection.*

### Hello Educators, Students & Parents!

With a single \$10 donation you'll receive a one-year free membership for yourself and then you'll also be able to give free memberships to your entire class – and all their parents too! There are no strings attached and no hidden agendas – this WorldDebatingForum website is about making virtual and in-class debate happen for as many schools and families as possible, and we know that teachers and students are natural leaders and innovators!