

FOR YOUTH WORKERS



DEBATE ON, CHANGE
COMMUNITY

TOOLKIT

HOW TO USE
DEBATE LESSONS

*This toolkit prepares youth workers to effectively
implement structured debate lessons*



BY YOUTH WORKERS

Impressum

Toolkit - How to Use Debate Lessons

Author: Partnership consortium of the project „Debate on, change community“

Publisher: Ungdomsfronten

Cover and Chapter Title Design: Desphina Kessels

Date: December, 2024

The project „Debate on, change community“ is implemented by the Swedish organization Ungdomsfronten in partnership with the Croatian Debate Society from Croatia, CET Platform Italy from Italy, Agora Aveiro from Portugal, and Citizens Foundation from Iceland.

The project is co-funded under Key Action 2: Youth in the Erasmus+ program.

The content of this publication is the sole responsibility of the partnership consortium.

We would like to express our deepest gratitude to everyone who has contributed to the development of these guidelines. We apologize for any unintentional omissions and are happy to make corrections if brought to our attention. Please contact us, and we will update the document accordingly.

Our sincere gratitude and appreciation go to:

- The Swedish Agency for Youth and Civil Society (MUCF) for their support and guidance.
- Members of partner organizations for their dedication, time, and efforts in realizing these guidelines.
- Young people who actively participated, shared their perspectives, and inspired us with their energy, ideas, and commitment to learning and development.
- Leaders and youth workers for their creativity and for contributing diverse perspectives and approaches to the sessions and activities included in this document.
- Trainers and participants from previous international projects the authors have been part of, whose ideas, suggestions, and methods enriched the activities described here.
- Educational advisors and mentors for their constructive feedback and for testing some of the activities included in these guidelines.
- Colleagues and friends for their patience, encouragement, and support in refining and adapting the activities and sessions.
- Translators and editors for their invaluable efforts in proofreading and revising the text.
- External reviewers for identifying complex concepts and terminology, helping us make these guidelines more accessible and user-friendly.
- Organizations within our networks for their enthusiasm and active participation in the learning processes described in these guidelines.
- Local community stakeholders for their commitment to improving the accessibility and relevance of these guidelines.

Your contributions have been instrumental in shaping this resource, and we are deeply grateful for your collaboration and dedication.

Table of Contents

1. *Introduction*
2. *Body of the workshop/lesson*
 - a) *evocation*
 - b) *understanding the meaning*
 - c) *reflection*
3. *Young people's/debaters evaluation*
4. *Assessment and reflection*
5. *Key competences for lifelong learning (and debating)*
6. *Equity and inclusion guidelines for usage of debate materials*
7. *References and footnotes for debate materials*
8. *Debate Lessons (1 to 21)*

Introduction

In this material, the goal is to familiarise youth workers with methods to perform lessons (20 suggested materials) in their youth clubs/debate clubs. Every debate lesson will have the same structure, as in given example from lesson ***Introduction to the World Schools format***:

Appendix A: Example of the body of debate lesson

Debate topic	workshop	Introduction to the World Schools format
Goal		Debaters will learn about the World Schools format
Learning objectives		<p>After the workshop the debaters will know:</p> <ul style="list-style-type: none"> • the main duties of the proposition and opposition • how many debaters make a team • how many speeches there are • how long the speeches last
Teaching methods		workshop discussion, lecture, group work, presenting

Materials	<p>Appendix A: “Pub quiz” exercise</p> <p>Appendix B: “Pub quiz” exercise with solutions - for youth workers</p>
Workshop duration	45 minutes

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
---------------------------------	----------	--

<p>Level of difficulty (1-3)</p> <p><i>(the minimum level for understanding the workshop is specified, but it can also be applicable for higher levels)</i></p>	1
--	---

1: beginner	Beginner refers to debaters and young people who have limited or no experience. If your group of debaters/young people is about to start formal debating, or they have only debated or participated in less than a couple of workshops (literacy, public speaking or debating) for less than one year, this is probably the level for them.
2: intermediate	Intermediate refers to debaters and young people who understand the basics of debate format or public speaking well. Suited if your group has debated or participated in literary or public speaking activities for more than six months or several workshops.
3: advanced	Advanced refers to debaters or young people who understand the basics completely, who are very comfortable with the intermediate techniques, and who are looking for a challenge

The Key competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Literacy competence

Furthermore, every lesson will consist of additional methodical parts such as:

a) Revision before the workshop

b) Workshop activities

c) Appendix

In this material, youth workers can be familiarised with some methodical and pedagogical tips for preparing and delivering workshops, and in addition, how to assess and evaluate young people's engagement in your clubs.

Suggestions for group prerequisites are explained depending on a part of every lesson called *Level of difficulty*, in which a youth worker can estimate needs of a group, and prepare for a workshop accordingly.

Note: If a lesson is prepared for beginners (1), it can still be used for more advanced groups or young people, while if it is marked as intermediate (2) or advanced (3) we suggest that those lessons are not appropriate for groups with less experience.

1: beginner
2: intermediate
3: advanced

Note: Gentle reminder for chapter ***Building a team. Guidelines for assessing the knowledge of debaters*** in the first toolkit ***Coordination of debate clubs. Manual*** is presented ***Appendix P: Categories for assessing debaters skills*** that tries to address this problem through debate categories (*content, style, organisation/strategy*).

For deeper understanding of competences that can be developed throughout the workshop, this material will consist of further reading and explanation of key competences for lifelong learning.

Lastly, in addition to recommendations in every lesson, this material will consist of recommendations for further reading on debate format and debate methodology.

2. Body of the workshop/lesson

The objectives of youth work or teaching a certain lesson should be clearly set. The application of the framework system for thinking and learning (ERR)¹ should always contain three components:

Appendix B: ERR components:

1. **Evocation** (recalling what is already known)

Note: this part will be addressed in *Revision before the workshop* part of every lesson

2. **Understanding the meaning (of new material)**

Note: this part will be addressed in *Workshop or Exercise activities* part of every lesson

¹https://www.researchgate.net/publication/329832948_ERR_FRAMEWORK_SYSTEM_AND_COOPERATIVE_LEARNING

3. Reflection (final discussion, application...)

Note: this part will be addresses in *Post-exercise reflection part of every lesson*

a) Evocation

"What one knows determines to the greatest extent what one can learn."²

In this part of the lesson, youth worker should speak as little as possible, listen as carefully as possible and encourage the students to do some activity that will:

In every lesson, this part will be addressed as ***Revision before the workshop.***

- remind young people of what they already know - the learning process is connecting the new with the known and at the same time existing misunderstandings, confusions and misconceptions in knowledge can be clarified
- activate young people - there is no meaningful and permanent understanding without active involvement in the learning process - students must be aware of their own opinion - using their own words
- arouse young people's interest by determining the purposefulness of studying the topic - these are the conditions for more permanent active participation and learning

²/<https://www.youthpass.eu/downloads/13-62-463/Validation%20tools%20development%20in%20youth%20work%20Darko%20Markovic.pdf>

- the young people's self-determination of purpose is much more effective than if the purpose is determined by the trainer because it is related to personal questions and experience which is a powerful motivator (according to some, the definition of understanding is "getting answers to your questions")

In the evocation phase, it is recommended to use the most interesting techniques that include various games and exercises in which students participate individually, in pairs or in small groups, with the occasional inclusion of work with the whole group, and various aids and incentives for conversation can be used (stories, pictures, comics, movies).

Material *Debate games* are a great asset for doing that.

b) Understanding the meaning

In the second part of the lesson, young people encounter new information or ideas and need to maintain independent active involvement, as well as the interest achieved in the previous phase of evocation.

This is the main part of each lesson, where the youth worker is implementing the lessons with the group. In every lesson, this part will be addressed as *Workshop activities* or *Exercise activities*.

It is a necessary task for the youth worker to support young people's attempts to monitor their understanding - giving meaning requires continuous involvement and self-monitoring of understanding - this involves linking new information to what is already known.

In this part, a carefully selected text, film, other types of teaching materials, a short lecture (up to 15 minutes), etc. can be used as a basis for understanding. It is recommended to organise activities in pairs, small or large groups in addition to the independent activity of the students.

c) Reflection

In this part of the lesson, young people should identify new learning and restructure their knowledge to incorporate new concepts and ideas. In this phase, there should be a permanent change - to new knowledge, behaviour or a new belief - such permanent changes only occur if the students actively participate in their creation.

In every lesson, this part will be addressed as *Post-exercise reflection*.

Young people have adopted ideas when they can express them in their own words, and because of this, in the reflection phase, they are expected to start expressing new concepts and information in their own words. Understanding is permanent when information is placed in one's own words in a personal meaningful context. In this phase, students are encouraged to have a lively exchange of ideas, which allows them to see multiple integrations of new information, and this leads to more flexible constructs that can be more purposefully applied in the future workshops.

It is also possible in this phase to use all possible techniques, aids and forms of work, for youth workers it is wisest to design exercises that apply individually or in a group what was previously discussed, from making a speech with all parts to making an argument, logical triangles, etc.

3. Young people's/debater's evaluation

Aside from adapting your lessons based on an assessment of young people, you should aim to take into account their wishes, needs and perception of the class. This means asking young people for feedback on the lesson topic, teaching methods, as well as your work as a youth worker.

Such an approach to young people, called the autonomy-supportive teaching style, has been shown as successful in increasing group motivation, engagement, well-being and other important learning outcomes³. The easiest way to access young people emotions and perceptions of the lessons is to do an evaluation⁴.

You can do it either

- **formally**, through a survey
- **informally** by asking individuals or a group as a whole to provide feedback on the lesson or propose what they feel should be covered in future lessons.

An informal evaluation could be done through a conversation with young people or by requesting them to write down feedback. It would be advisable to have a short

³ Bureau, J. S., Howard, J. L., Chong, J. X. Y., & Guay, F. (2021). Pathways to Student Motivation: A Meta-Analysis of Antecedents of Autonomous and Controlled Motivations. *Review of Educational Research*, 20(10), 1-27.

⁴ Nilson, L. B. (2010). *Teaching at its Best: A Research-Based Resource for College Instructors*. John Wiley & Son.

informal evaluation with your group after each lesson or after you covered a certain topic, while a formal evaluation can be done semesterly or yearly. **However, when choosing how to evaluate your work, it is important to include anonymised evaluations, as the feedback of the debaters will possibly be more honest and useful for improving your work.**⁵

Since in a debate club (or youth club) you have more flexibility than teachers in school who must follow a curriculum, you are in a position to adapt to young people's wishes more. As such, be sure to include covering topics that debaters want to discuss.

While the role of a debate club is to teach debaters public speaking skills, it is also to provide them with activities they deem fun and engaging and which give them agency in the decision-making process.

Appendix C: Example of survey for workshop evaluation

Note: *this kind of in depth evaluation survey can be done after a couple of workshops, not after only a specific one.*

Note: *this appendix contains multiple suggestions for constructing your survey. It is not needed to include every question suggested.*

How would you rate the preparation of the workshop?	<ul style="list-style-type: none"> • Were the youth workers goals and objectives clearly stated before you started the course? • Were the workshops' title and description easy to understand?
---	--

⁵ Anderson L.W. & Krathwohl, D.R. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Longman.

	<ul style="list-style-type: none"> How would you improve the preparatory phase
Workshop structure	<ul style="list-style-type: none"> How would you rate the workshops sequence and flow? Did you feel equally engaged in each workshop/ part of the workshop? Were there clear distinctions between the workshop chapters or modules?
Content	<ul style="list-style-type: none"> Was the quality of the content consistent throughout the workshop? Was the language easy to understand? How engaging would you say the overall content was? Was the reading material presented in an interesting way? Was the workshop content too challenging for you? Was the content detailed enough? How would you rate the overall course content? Did you notice any unnecessary repetition in the content? Which sections do you consider were lacking? In what way were they lacking? Was the workshop easy to follow?
Delivery	<ul style="list-style-type: none"> How would you rate the participatory methods used during the course?
Duration	<ul style="list-style-type: none"> How would you rate the total workshop duration?
Youth worker	<ul style="list-style-type: none"> How would you rate your youth worker's expertise? How would you rate your youth worker's communication skills? How would you rate your trainer's delivery skills? Did you feel comfortable expressing your problems to the youth worker?

4. Assessment & reflection

The assessment encompasses gathering information about young people progress⁶. In the context of debate clubs, the assessment of young people is different from the assessment in school in three main ways.

Firstly, unlike school where assessment is mostly formal, in debate clubs it is mostly informal. Therefore, some youth workers might not even realize how much assessment they do. Here are some of the sources of assessment you can use in a debate club:

Appendix D: Sources of assessment

- homework
- debate exercises
- debates
- reviewing young people's debate cases
- analysing debates or debate scenarios
- brainstorming
- speakers scores
- feedback from oral adjudication (tournament feedback)

⁶ Arends, R. I. (2014). Learning to Teach (10th Edition). McGraw-Hill Education.

- adjudicator comments on ballots (tournament feedback)

Most of the feedback mentioned above is given informally and through conversations, it is useful to write down the main observations you had about young people's performance in all those activities, not to forget useful information that might arise from them.

Secondly, youth workers almost exclusively do formative assessments. Meaning they assess young people during the learning process either **to better plan future lessons or to provide constructive feedback**⁷.

Schools are more oriented towards summative assessment which focuses on providing a synthesis of young people's achievement at the end of a learning process. The closest we come to summative assessment in debating is awarding wins and losses in debates, speaker points and oral adjudication in debates, however, you should aim that all of these are also seen as learning opportunities rather than grading. Hence, a very important skill for all youth workers is providing constructive feedback to debaters. There is almost universal consensus that feedback is the key factor in improving young people achievement⁸, so here are a few pieces of advice on how to make it more effective⁹ :

⁷ Arends, R. I. (2014). Learning to Teach (10th Edition). McGraw-Hill Education.

⁸ Arends, R. I. (2014). Learning to Teach (10th Edition). McGraw-Hill Education.

⁹ (adapted from Arends, 2014)

Appendix E: Suggestions for feedback on workshop group

- **Provide feedback timely.** If you provide feedback long after the group has done the task it will be less effective since the group will not recall what they did well, and the feedback will seem less relevant to them.
- **Limit the amount of feedback.** Young people can be overwhelmed if you comment on every detail of their work. Therefore, you should limit the amount of feedback to an amount they can apply in the next exercise, debate, case, etc.
- **Be specific and personalise feedback.** Young people will react better if your feedback is more specific and personalised because they will see you made an effort to listen to them or read their work. Moreover, the feedback will be more effective because it will be clearer to them where the problem occurs.
- **Make the feedback actionable.** Give your group clear advice on how to improve a certain skill. If you only state what the problem is, young people are not receiving any direction on how to do better next time.
- **Point out both negative and positive.** Young people doing debate often don't notice that they are doing something particularly well, so emphasising it can also be educational.

Finally, the difference between assessment in debate clubs and schools is that **debate clubs focus on teaching skills while schools often focus on knowledge.** Therefore, classic knowledge tests are not a suitable way to assess young people's

progress. It is important to note that **assessment should be aligned with the learning objectives and teaching methods**¹⁰.

This can be done in suggested structure:

Objective:
What needs to be access:
How to access it:

- If our learning objective was *After the lesson, young people will be able to create an argument about the benefits of the free market in a well-structured and logical manner*, you will have to teach it as well as assess it on the level of synthesis.
- Young people will learn to make arguments through exercises, and you will assess their progress based on arguments they have written or made in a debate. Therefore, if you want to examine the young people's recall of the format rules, current events or any other information they need to know on the level of knowledge or comprehension you can use a quiz or a test.
- If you include *situational questions*, where young people must use their knowledge on a specific case then we can examine the application, as well.

Most of the assessment tools we are using in a debate club are assessing young people's progress on the ***level of analysis, evaluation, and synthesis***.

¹⁰ Nilson, L. B. (2010). Teaching at its Best: A Research-Based Resource for College Instructors. John Wiley & Son.

It is usually required of young people to:

- *write or present an argument*
- *rebut an argument*
- *analyse a motion*
- *analyse a debate they watched*
- *improvise a speech etc.*

Probably the most suited assessment of young people's overall abilities can be done **by assessing them while debating or examining debate cases they have written.**

This is so because we can see how young people are performing in a context using most of their debate skills rather than evaluating a specific part of their debate skills (e.g., style, argumentation, motion analysis).

Based on the information you gather from different types of assessment you should plan your future lessons¹¹. **Assessment is how we can evaluate if the young people have achieved the learning objectives we have set for them.** Therefore, if the young people have achieved the objectives you can progress to more advanced skills, while if they are not achieving the objective you should proceed with additional recap and exercises.

Moreover, **the assessment can serve as a source of information for new topics you could cover in lessons.** For example, you might have felt your group

¹¹ Arends, R. I. (2014). Learning to Teach (10th Edition). McGraw-Hill Education.

did not need to do style exercises, however when you assess their debating you have noticed that they are talking too fast, so you decided to include speech pace as a lesson. Hence, the assessment might show you additional skills that debaters need to improve. Therefore, **you should be flexible and be ready to include any new lessons that may arise from the assessment of debaters.**

5. Key competences for lifelong learning

(and debating!)

In addition to the training provided by the organisation for the specific knowledge and skills they need to fulfil their role in the organisation, youth workers from organisations working in the youth sector are in an excellent position to develop and improve competences for lifelong learning.

Debate as a method, explained in previous materials is an excellent asset to acquire all of them, as explained in materials such as *Coordination of debate clubs. Manual* and per each debate lesson.

The Council of the European Union adopted a recommendation on key competences for lifelong learning in May 2018¹². The competences include knowledge, skills, and

¹²<https://education.ec.europa.eu/education-in-the-eu/council-recommendation-on-key-competences-for>

attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship.

Appendix F: List of key competences with explanation:

1. Literacy competence

the capacity for oral and written expression of concepts, sentiments, facts, and views, as well as their recognition, understanding, production, and interpretation. Depending on the context, literacy competence can be developed in the mother tongue, in the school language and/or in the official language of a country or region.

2. Multilingual competence

the ability to use different languages appropriately and effectively for communication. Similar to literacy, it is based on the ability to recognise, understand, express, produce and interpret concepts, feelings, facts and opinions both orally and in writing in different languages.

3. Mathematical competence and competence in science, technology and engineering

Mathematical competence is the ability to develop and apply mathematical thinking and mathematical insights such as ways of thinking and representing (formulae, models, constructions, graphs, diagrams) in order to solve problems in everyday situations. Competence in science refers to the ability and willingness to explain the natural world by using the body of knowledge and applied methodology, including observation and experimentation, to identify questions and draw evidence-based conclusions.

4. Digital competence

It includes the self-confident, critical and responsible use of digital technologies and how to deal with them in everyday life. It includes information and data literacy, communication and collaboration, media literacy, digital content creation, security, intellectual property issues, problem solving and critical thinking.

5. Personal, social and learning competence

the ability to think about oneself, manage time and information effectively, work constructively with others, remain resilient and manage one's own learning and career.

6. Citizenship competence

the ability to act as responsible citizens and participate fully in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

7. Entrepreneurship competence

the ability to take opportunities and ideas and turn them into value for others. It is based on creativity, critical thinking and problem solving, initiative and perseverance, and the ability to work collaboratively to plan and lead projects of cultural, social or financial value.

8. Cultural awareness and expression competence

This involves understanding and respecting how ideas and meanings are creatively expressed and communicated in different cultures and

through a range of arts and other cultural forms. It is about understanding, developing and expressing your own ideas and sense of place or role in society, in different ways and in different contexts.

In the following materials, we present exercises that can be used to develop and improve each of the competences described throughout debate as a method. Some exercises can be done independently, but others require group participation.

6. Equity & inclusion guidelines for usage of debate materials

In addition to understanding the body of the lesson and all recommendations for debate lessons addressed in this toolkit, there are some further notes of equity and inclusion (addressed in previous toolkit ***Coordination of debate clubs. Manual under Diversity and inclusion in debate clubs. Ethical standards and equity principles in debate***).

Some of these recommendations can be used as **handouts** and be given to the debaters .

Bear in mind that youth workers should be careful about the wellbeing of participants regardless of the different debate clubs lessons used.

Note that to ensure a supportive environment in which we ensure inclusion and tolerance, in the debate club we should also ensure the rules of active listening and roles of conduct in which every debater feels secure to express their thoughts.

Additionally, debate clubs foster group activities. It is important to work on creating good relationships among debaters, especially those who are together in a team. **Debate clubs should have a friendly atmosphere where all participants feel comfortable participating.**

Cooperation, tolerance towards personal differences and openness in communication are necessary for good teamwork. **The key for inclusive and safe surroundings is to ensure that participants accept the attitude that everyone's opinion is important and that it should be given equal attention.** In group activities, all participants should contribute so that the outcome of the activity is the result **of joint work and effort.**

Appendix G: Rules of active listening in debate club

Try to

1. listen carefully

- If we do not decide to listen very carefully to what the other person is saying, we will hardly succeed in following all the rules of active listening.

2. look towards a speaker (if not asked contrary)

- If we don't look at someone while listening to them, they may doubt that we are listening to them at all.
- When listening, it is good to use other non-verbal signs that show that we are listening - nodding the head, facial expressions...

3. reply or ask politely

- If we are not sure whether we have understood something well, we should ask appropriate questions. In this way, we can clarify ambiguities, be sure that we have understood well, and show the interlocutor that we are really listening to him and that we want to understand him.
- When asking questions, it is important to explain their purpose so that the interlocutor does not misunderstand us- for example, you can start like this *"I am not sure that I understood you well, so I would like to check..."*

4. paraphrase of reference previous speaker

- To paraphrase means to repeat in your own words what you have heard. In this way, we can also check whether we heard and understood the interlocutor correctly, and we also show them that we are listening and that we want to understand them.
- It is important to announce the purpose of this so that the interlocutor does not think that we want to correct them. For example - *"I would like to check whether I have understood what you want to say... Did I understand that it means..."* and similar.

5. avoid interruptions

- Let the person finish before you answer, don't guess what the other person was trying to say, let them say it themselves. Some people have a hard time enduring periods of silence and rush to end them as soon as possible, especially if they already know what to say.

- Interruption is most often perceived as belittling, disrespect or a personal attack. It can have a bad effect on group dynamics.

6. avoid disturbing sounds and movements

- As much as possible - don't look at the clock, don't start talking on the phone or flipping through the newspaper, sit down at the laptop - don't make movements that distract your interlocutor and speaker.

7. References and footnotes for debate materials

The majority of these materials were designed while working with debaters, youth workers and teachers who are familiar with debate formats and programs. However, a lot of twenty materials suggested for working with young people through debate as a method were adopted (and adapted) from a variety of tournaments, workshops and literature. Some of references for future readings or further exploring debate materials can be found here:

Appendix H: List of recommended sources:

- *International Debate Education Association (IDEA) resources*
<https://idebate.net/resources>
- *International Debate Education Association (IDEA) debatabase*
<https://idebate.net/resources/debatabase>

- *Debating in the World Schools Style: A Guide by Simon Quinn*
https://projects.unitn.it/nsf/DOCUMENTO_2_Dibattito_universitario.pdf
- *Better debate manual. Thinking and Speaking a Better World*
<https://betterdebatemanual.wixsite.com/better>
- *Croatian Debate Society. Debate materials*
<http://hdd.hr/planovi-debatnih-sastanaka/>
- *Monash Association of Debaters Member Training Handbook*
<http://www.jpdu.org/wp-content/uploads/2010/10/MAD-Training-Handbook-2010.pdf>
- *World Schools Debating Championships* <https://www.wsdcd debating.org/>
- *Alfred Snider. Sparking the Debate: How to Create a Debate Program*
https://www.academia.edu/5570755/Snider_Sparking_the_Debate_v01_2014
- *A rulebook for arguments.*
https://tiffanydimatteo.weebly.com/uploads/3/0/4/4/30448982/a_rulebook_for_arguments__3rd_ed_.pdf
- *UK parliament debating*
<https://assets-learning.parliament.uk/uploads/2020/01/Secondary-Debating-Resource-2.pdf>

8. Debate Lessons

1. Debate games

List of games:

- Four corners
- Selling absurd products
- Presenting vocations
- Who can save the world
- Everything I know

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
Note: We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual. Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).	

Note: in following material **Introduction to WS format** this will be further discussed but for understanding of some parts of this workshops bear in mind:

- **TH stands for *This house (as side proposition)***
- THW stands for *This house would*
- THS stands for *This house supports*
- THR stands for *This house regrets*
- THB stands for *This house believes*
- THO stands for *This house oppose*

Name of the game	Four corners
Goal	Learn to respect the standpoint of others
Learning objectives	<p>After the exercise, the debaters will be able to:</p> <ul style="list-style-type: none"> ● recognize that points of view can differ ● hear and respect the standpoint of others ● Explain their point of view
Teaching methods	workshop discussion, presentation, group work
Materials	Appendix A: List of motions

Workshop duration	45 min
Revision before the workshop	In our day-to-day life, we are surrounded by people with opinions that can greatly differ from ours so it is important to learn how to behave in situations where those differences come to light. Sometimes it is difficult for debaters to support a motion or argument they strongly oppose. It is vital to learn how to think of and understand the reasons someone has contrary views to us.
Description of workshop activity	<p>1. “Four corners” exercise</p> <p>1.1 Workshop discussion</p> <p>Before the workshop, the debaters should agree on the rules of conduct guided by the facilitator of the session). The recommended rules are:</p> <ol style="list-style-type: none"> 1. We have to respect the point of view of others 2. We have to listen to others actively and with an open mind <p>1.2 Group work</p> <p>The youth worker appoints the four points of the workshop room as places that mean:</p> <ul style="list-style-type: none"> ● I strongly agree ● I somewhat agree ● I somewhat disagree ● I strongly disagree

	<p>The youth worker chooses and presents a motion from the list in Appendix A. The debaters go to the corner that corresponds to their point of view.</p> <p>Each group discusses the reasons behind their viewpoint.</p> <p>1.3 Presentation and Workshop Discussion</p> <p>One debater from every group presents their arguments. The presentations should have an introduction, a body and a conclusion. After hearing the arguments, the youth worker facilitated a workshop discussion.</p> <p>Afterwards, debaters again go to the corner that corresponds to their point of view. If someone's view changes they should explain why.</p>
--	--

<p>Post-exercise reflection</p> <p>5-10 min</p>	<ul style="list-style-type: none"> ● Did the exercise increase your knowledge of a particular topic? ● Did the exercise expand a particular skill? ● Did the exercise change your attitude towards something? ● How satisfied were you with the exercise? ● Would you change anything if you repeated the exercise?
---	--

The Key competencies in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Cultural awareness and Expression competence
4. Literacy competence

Appendix A: List of motions

THS whistleblowers.
TH doesn't believe in intellectual property
TH, as a state with aging population, would opt for policies that increase immigration (e.g. more visas) rather than ones that encourage citizens to have more children (e.g. tax benefits)
TH, as a parent belonging to a minority religion, would discourage their children from expressing their faith publicly (e.g. crossing yourself, wearing hijabs, kippahs or other articles of faith, posting on social media, publicly attending mass, synagogues etc.)
THBT secular states should not allow minority groups to implement their own family law systems.

THBT higher education should be free
THW ban animal testing
THW ban strikes in the public sector
THBT voting should be compulsory
THS minority ethnic parties.
THW ban child performers
THBT mothers should stay at home and look after their children.

Name of the game	Selling absurd products
Goal	Improve presentation skills
Learning objectives	After the exercise, debaters will be able to:

	<ul style="list-style-type: none"> ● deal with stage fright ● understand the importance of persuasion in public speech ● assess their presentation skills
Teaching methods	workshop discussion, individual work, presentation
Materials	Appendix B: List of absurd products
Workshop duration	30 min
The Key competencies in this workshop are	<ol style="list-style-type: none"> 1. Multilingual competence 2. Personal, social and learning to learn competence 3. Cultural awareness and Expression competence 4. Literacy competence
Revision before the workshop	The goal of the exercise is to incite debaters to step into a different role - one of a salesperson who has to be interesting and attentive to their audience. An accomplished salesperson has skills that are important for good debaters - they are persuasive, good judges of the needs of their audience, resourceful, and interesting.
Description of workshop activity	1. "Selling absurd product" exercise 1.1 Workshop discussion

	<p>The workshop discusses what traits a great salesman should have (e.g.charisma, appropriate language for the target, etc)</p> <p>1.2 Individual work</p> <p>Each debater gets an absurd product they have to sell to their buyers - the other debaters. They prepare their sales pitch. The presentations should have an introduction, a body and a conclusion.</p> <p>1.3 Presentation</p> <p>Each debater gives their sales pitch</p> <p>https://youtu.be/hl3tAy7ntY8?si=nyK7QV0mnuXcyST4</p> <p>1.4 Workshop discussion</p> <p>Debaters discuss how they felt during their presentations.</p>
<p>Post-exercise reflection</p> <p>5-10 min</p>	<ul style="list-style-type: none"> ● Did the exercise increase your knowledge of a particular topic? ● Did the exercise expand a particular skill? ● Did the exercise change your attitude towards something? ● How satisfied were you with the exercise? ● Would you change anything if you repeated the exercise?

Stinky soap	Bicycle without a seat	Cellphone without a battery
A blanket made of human hair	Tuna chocolate	Deflated ball
Clock without hands	Pen without ink	Umbrella with holes
Car without doors	Trainers without soles	Pure gold dumbbells
Elbow stand	White whiteboard marker	Diet water
Dog wigs	Bacon toothpaste	Table made of bread

Name of the game	Presenting vocations
Goal	Improve presentation skills
Learning objectives	<p>After the exercise, debaters will be able to:</p> <ul style="list-style-type: none"> ● deal with stage fright

	<ul style="list-style-type: none"> understand the importance of persuasion in public speech assess their presentation skills
Teaching methods	workshop discussion, individual work, presentation
Materials	Appendix C: List of vocations
workshop duration	20 min
The Key competencies in this workshop are	<ol style="list-style-type: none"> Multilingual competence Personal, social and learning to learn competence Cultural awareness and Expression competence Literacy competence
Revision before the workshop	The goal of the exercise is to incite debaters to step into a different role - one of a person with a specific vocation. The debaters have to analyze what is unique about their occupation and think of an interesting way to present themselves.
Description of workshop activity	<p>1. “Presenting vocations” exercise</p> <p>1.1 Individual work</p> <p>Each debater gets an occupation they have to present to the other debaters. They prepare their presentation. The</p>

	<p>presentations should have an introduction, a body and a conclusion.</p> <p>1.2 Presentation</p> <p>Each debater gives their presentation.</p> <p>1.3 Workshop discussion</p> <p>Debaters discuss how they felt during their presentations.</p>
<p>Post-exercise reflection</p> <p>5-10 min</p>	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?

Appendix C: List of vocations

Giraffe expert	Swedish chef	Hatmaker
Acupuncturist	Explorer of the Antarctic	Quantum physicist

Professor of 18th-century Italian poetry	President of the "Cheese Lovers" club	Indian experimental film director
Skyscraper architect	Water heater handyman	Cricket player
Lion tamer	Snake breeder	Apple quality appraiser
Foot fungus expert	Nylon socks salesperson	Chalk maker

Name of the game	Who can save the world
Goal	Improve presentation skills
Learning objectives	<p>After the exercise, debaters will be able to:</p> <ul style="list-style-type: none"> ● deal with stage fright ● understand the importance of persuasion in public speech ● assess their presentation skills
Teaching methods	workshop discussion, individual work, presentation

Materials	Appendix D: List of vocations 2
Workshop duration	20 min
The Key competencies in this workshop are	<ol style="list-style-type: none"> 1. Multilingual competence 2. Personal, social and learning to learn competence 3. Cultural awareness and Expression competence 4. Literacy competence
Revision before the workshop	The goal of the exercise is to incite debaters to step into a different role - one of a person with a specific vocation. The debaters have to analyze what is unique about their occupation and think of an interesting way to present themselves as the saver of the world
Description of workshop activity	<p>1. “Presenting vocations” exercise</p> <p>1.1 Individual work</p> <p>Each debater gets an occupation they have to present as the saver of the world to the other debaters. They prepare their presentation. The presentations should have an introduction, a body and a conclusion.</p> <p>1.2 Presentation</p> <p>Each debater gives their presentation.</p> <p>1.3 Workshop discussion</p> <p>Debaters discuss how they felt during their presentations</p>

<p>Post-exercise reflection</p> <p>5-10 min</p>	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
---	--

Appendix D: List of vocations 2

President	Pope	Secretary General of the UN
Hollywood actor	Rock star	Quantum physicist
Olympic medalist	Human rights activist	Doctor
Philosopher	Handyman	Captain

Name of the game	Everything I know
Goal	Recognize existing knowledge
Learning objectives	<p>After the exercise, debaters will be able to:</p> <ul style="list-style-type: none"> • Identify the amount of specific knowledge they have • estimate which subject they have to learn more about • deal with stage fright • understand the importance of persuasion in public speech • assess their presentation skills • adapt to new tasks more quickly
Teaching methods	workshop discussion, individual work, presentation
Materials	Appendix E: List of subjects
workshop duration	20 min
The Key competencies in this workshop are	<ol style="list-style-type: none"> 1. Multilingual competence 2. Personal, social and learning to learn competence

	<p>3. Cultural awareness and Expression competence</p> <p>4. Literacy competence</p>
Revision before the workshop	<p>Debaters have knowledge about different subjects that they acquired during their formal education, as well as hobbies. The goal of this exercise is to prepare debaters to use all of their skills, including knowledge of various subjects, while preparing their debate cases and during debates.</p>
Description of workshop activity	<p>1. “Everything I know” exercise</p> <p>1.1 Individual work</p> <p>Each debater gets a subject they have to present to the other debaters. They prepare their presentation. They should follow the instructions and questions next to the subject while preparing their presentation.</p> <p>1.2 Presentation</p> <p>Each debater gives their presentation.</p> <p>1.3 Workshop discussion</p> <p>Debaters discuss how they felt during their presentations.</p>
Post-exercise reflection 5-10 min	<ul style="list-style-type: none"> ● Did the exercise increase your knowledge of a particular topic? ● Did the exercise expand a particular skill? ● Did the exercise change your attitude towards ● something?

	<ul style="list-style-type: none"> • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--

Appendix E: List of subjects

The healthcare system	<p>Instructions:</p> <ul style="list-style-type: none"> • Present only facts, not your opinions • Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> • What is my subject? • Why is it important? • For whom is it important? • What are the main topic points for this subject?
Pollution	<p>Instructions:</p> <ul style="list-style-type: none"> • Present only facts, not your opinions • Your presentation should have an introduction, body and conclusion <p>Questions:</p>

	<ul style="list-style-type: none"> • What is my subject? • Why is it important? • For whom is it important? • What are the main topic points for this subject?
The migrant crisis	<p>Instructions:</p> <ul style="list-style-type: none"> • Present only facts, not your opinions • Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> • What is my subject? • Why is it important? • For whom is it important? • What are the main topic points for this subject?
Legalisation of prostitution	<p>Instructions:</p> <ul style="list-style-type: none"> • Present only facts, not your opinions • Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> • What is my subject? • Why is it important? • For whom is it important?

	<ul style="list-style-type: none"> What are the main topic points for this subject?
Euthanasia	<p>Instructions:</p> <ul style="list-style-type: none"> Present only facts, not your opinions Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> What is my subject? Why is it important? For whom is it important? What are the main topic points for this subject?
Nuclear weapons	<p>Instructions:</p> <ul style="list-style-type: none"> Present only facts, not your opinions Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> What is my subject? Why is it important? For whom is it important? What are the main topic points for this subject?
Terrorism	<p>Instructions:</p>

	<ul style="list-style-type: none"> ● Present only facts, not your opinions ● Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> ● What is my subject? ● Why is it important? ● For whom is it important? ● What are the main topic points for this subject?
Violent sports fans	<p>Instructions:</p> <ul style="list-style-type: none"> ● Present only facts, not your opinions ● Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> ● What is my subject? ● Why is it important? ● For whom is it important? ● What are the main topic points for this subject?
Corruption	<p>Instructions:</p> <ul style="list-style-type: none"> ● Present only facts, not your opinions ● Your presentation should have an introduction, body and conclusion

	<p>Questions:</p> <ul style="list-style-type: none"> • What is my subject? • Why is it important? • For whom is it important? • What are the main topic points for this subject?
<p>Photoshopping advertising</p>	<p>Instructions:</p> <ul style="list-style-type: none"> • Present only facts, not your opinions • Your presentation should have an introduction, body and conclusion <p>Questions:</p> <ul style="list-style-type: none"> • What is my subject? • Why is it important? • For whom is it important? • What are the main topic points for this subject?

2. Improvisation in debate

Debate workshop topic:	Improvisation
Goal	<ul style="list-style-type: none"> Debaters will gain experience in improvisation by giving speeches
Learning objectives	<p>After the workshop debaters will be able to:</p> <ul style="list-style-type: none"> quickly design parts of their speech structure their speech improvise within a given topic (which is especially important in impromptu debates)
Teaching methods	discussion, lecture, independent study, presenting
Materials	<p>Appendix A: <i>Everything You Know</i></p> <p>Appendix B: <i>Support or refute the statement</i></p> <p>Appendix C: <i>Historical figures</i></p> <p>Appendix D: <i>List of motions</i></p>
Workshop duration	60 minutes

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> Did the exercise increase your knowledge of a particular topic? Did the exercise expand a particular skill?
--------------------------	----------	--

		<ul style="list-style-type: none"> • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
Note: We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual . Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).	

The Key competencies in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Digital competence

Debate exercises:

- Everything you know
- *Support or refute the statement*
- *Historical figures*
- *List of motions*

Revision before the workshop

After we have established the basics of the format with the debaters, at this meeting we will deal with the *development* of improvisation skills. The importance of improvisation and gaining experience in "quick" thinking about a particular topic or motion is important for better speeches, and especially for the preparation of impromptu debates in which we have only a certain period of time in which to prepare.

The exercises below are designed so that debate coaches can use them all during one debate meeting, or mix these activities to engage debaters in a meeting of other subjects (rebuttal, building arguments, style), or even use one activity as an introductory exercise for other meetings.

Note: in following material **Introduction to WS format** this will be further discussed but for understanding of some parts of this workshops bear in mind:

- TH stands for *This house (as side proposition)*

- THW stands for *This house would*
- THS stands for *This house supports*
- THR stands for *This house regrets*
- THB stands for *This house believes*
- THO stands for *This house oppose*

Exercise *Everything You Know* (15 minutes)

Debate coach activity:

The debate coach explains the exercise and gives the debaters a topic on which they have to prepare a speech, with 5 to 6 minutes of preparation time. After independent preparation, the debaters give speeches *with a given structure*.

The debate coach suggests a structure with additional notes on the presentation:

1. *Try not to talk about your personal opinion*
- Try to explain and present two opposing sides within the given topic
- *Debaters should structure their speech in three parts: an introduction, elaboration (explanation) and conclusion*
- **Questions to be answered are:**
 1. What is my topic?

2. Why is it important?
3. For whom is everything important/ who is it regarding?
4. What is the *duration* of this topic/phenomenon?
5. What are the main features of this topic?

Appendix A: Everything You Know

Topic suggestions for beginners or intermediate debaters	Suggestions for topics for advanced debaters
<ol style="list-style-type: none"> 1. Labour strikes 2. European Union 3. Social networks 4. Euthanasia 5. Positive discrimination policies for women 6. Ecology 7. Censorship of TV series and movies 	<ol style="list-style-type: none"> 1. Social movements (Me Too movement, Black Lives Matter) 2. Brexit 3. Adoption of children by homosexual couples 4. The refugee crisis in the EU 5. Unemployment benefits 6. University quotas and their relation to the labor market

Debaters' activity and expected responses:

Debaters listen to the debate coach. Debaters prepare their speeches on their own and write down what their colleagues say. After the presentation, the debate coach moderates a joint speech analysis. The debaters state what they considered positive and what they considered negative in debate speeches. Positive traits can be identified as well structure of speech and usage of analogies while negative traits can be identified as stage fright (see materials stage fright).

Exercise *Support or refute the statement*

(15 minutes)

Debate coach activity:

The debate coach gives every debater or group three statements. Debaters have to substantiate that statement with an example or refute it **without reading and looking for examples but using only existing prior knowledge**. Debates have 5-6 minutes to prepare their speeches. After that, they have two minutes to deliver their speeches.

Substantiation (we can use examples, statistics or analogy) is one of the main parts that every argument must contain. Examples are important in a debate for several reasons: they show that your argument is valid in real life, they make the argument more convincing, and they allow you to refute the excessive generalizations of the opposite side.

Appendix B: Support or refute the statement

Topic suggestions for beginners or intermediate debaters	Suggestions for topics for advanced debaters
<ol style="list-style-type: none"> 1. It is much better to work with flexible working hours because that way you can have a lot more time for yourself. 2. Civic education should be introduced in schools because young people will be more active as future voters. If civic education is introduced, young people will understand the importance of voting. 3. Violent "full contact" sports develop aggression in minors, which is present in their social life. 4. Housewives should be paid for their housework such as raising a child, cleaning, preparing meals, and running the household as if they were doing any other work. 5. Today, zoos have become places where there are many endangered animals, so the reason for their existence is the rescue of these species, not just the visit of guests. 6. Social networks do more harm than good because they create an addiction to someone else's attention through liking and scrolling instead of nurturing relationships with friends. 7. Because schools regularly provide parents with insight into grades, young people and parents talk less and less about the school. Trust between young people and parents decreases because 	<ol style="list-style-type: none"> 1. The city of Barcelona is successfully trying to create car-free pedestrian blocks. Reducing car traffic and benefiting pedestrians and cyclists should be a priority for EU countries in urban planning. 2. Given that Hungary has anti-LGBTIQ policies and Poland has anti-abortion policies, they certainly adopt such policies because of the predominantly Catholic population. 3. If sex education were introduced, not much would actually be resolved given that it is still a social taboo for parents, teachers, and young people to talk about their sexual health and relationships. 4. After the end of Angela Merkel's term, the EU will lose its main leader and authority in foreign policy. We should expect France and Macron to try to fill that gap. 5. Apart from the fact that there are still European sanctions against Russia due to the annexation of Crimea in Ukraine, in fact the situation in Ukraine is under control for its citizens. 6. If we compare China's attitude towards the Muslim Uighur minority and the protesters in Hong Kong, we can conclude that the surveillance system in China is increasingly elaborate.

parents are only interested in grades, not in the well-being of their children

8. If all meals in schools were healthy meals, the problem of obesity would surely be solved. Because schools in the US serve junk food to young people they have a problem with obesity.

7. Terrorist attacks in France are more common because the French often provoke their religious minorities.

8. Serbia's EU membership would certainly bring better relations in the Southeast Balkans region.

9. The Swedish model against COVID-19 proved to be better for both the economy and the health of the citizens.

10. There is no reason why prisons could not be private.

11. Although euthanasia is legal in Switzerland, it is not actually used often at all.

12. Abortion in the EU is available to all women because it is guaranteed by law.

Debaters' activity and expected responses

Debaters listen to the debate coach. Debaters prepare their speeches on their own and write down what their colleagues present. After the presentation, the debate coach moderates a joint speech analysis. The debaters state what they considered positive and what they considered negative in their speeches.

Exercise *Historical figures* (15 minutes)

Debate coach activity: The debate coach explains to the debaters an exercise in which they will get one historical figure to imitate as best they can. With this exercise, debaters should achieve persuasiveness in speech *using imitation*. Debaters are given 5 minutes to prepare their speeches and 2 minutes to deliver them.

Appendix C: Historical figures

Gaius Julius Caesar	Speech at the crossing of the Rubicon River
Angela Merkel	Speech before the refugee crisis in Germany and EU
Cleopatra	Speech before the fall of Egypt under Roman Republic
Joan of Arc	Speech before captivation under british army
Leonida I.	Speech before the march of the Spartans on Xerxes' army
Nero	A speech in which he defends himself from the notion that he set fire to Rome
Constantine the Great	Speech at the proclamation of Constantinople as the capital of Rome

Carl the Great/ Charlemagne	Speech after the coronation of the first (non-Roman) emperor in Europe
Alexander the Great	Speech after entering Babylon
Mehmed II. Conqueror	Speech after entering the conquered Constantinople (Istanbul) in 1453.
Henry VIII.	Speech for the separation of the English Church from the Pope and Vatican due to his divorce
T.D. Roosevelt	Speech at the signing of the Declaration on the Establishment of the United Nations in 1942 with W. Churchill
Winston Churchill	The speech announcing the entry of Great Britain in World War II
Fidel Castro	Speech after the end of the Cuban Revolution in 1959 and the establishment of his dictatorship in Cuba

Mikhail Gorbachev	Speech on the occasion of the collapse of the USSR in 1991
Barack Obama	Speech after watching the video in which Bin Laden was killed (one of the most dangerous terrorists, he is believed to be responsible for the attack on the twin skyscrapers in New York in 2001)
Greta Thunberg	Speech at the United Nations headquarters in which she addressed world politicians on environmental issues

Debaters' activity and expected responses:

Debaters listen to the debate coach. Debaters prepare their speeches independently and write down what their colleagues present. After the presentation, the debate coach moderates a joint speech analysis. The debaters state what they considered positive and what they considered negative in their speeches.

Exercise *Motion brainstorm* (15 minutes)

Debate coach activity:

The debate coach explains the exercise to the debaters - it is necessary to choose one or two motions and present all that they have brainstormed together as a group on the selected motion. Their task is to define the motion and explain the context in which the *status quo* takes place.

The aim of this exercise is not to develop arguments, but to use the existing prior knowledge to prepare examples and explain the current situation within the motion. If the debaters come up with possible reasons, it is welcome to point them out, but it is not necessary.

As in the previous exercise, speech preparation takes up to 7 minutes, while giving a speech takes between 1 to 3 minutes.

Some of the recommendations you can give to debaters are:

- Is the explanation of the selected term from the motion universal (everyone can explain it in the same way)?
- If we were debating this motion, could we expect the opposition to agree with us?
- Can we check the explanation of that term?
- ❖ If the answer is yes -> it is a definition.
- ❖ If the answer is no -> this is our interpretation and is subject to the crashes you agree to!
- How to analyze the thesis (type and stakeholders),
- How to determine the burden of proof?

[The burden of proof is a term used to explain what a particular side in the debate is obliged to prove and what it is not obliged to prove to win a debate]

- How to explain and characterize the status quo to prove the need and necessity of this motion?
- How would this motion be put into the real *world*?
- Are there policies that are consistent with the one proposed by the motion and would make it easier for us to prove our stance?

Appendix D: List of motions

List of motions
TH supports human cloning
THW legalize surrogacy
TH regrets the sway of influencers on young users of social networks
THW ban all nuclear weapons
THBT multinational companies do more harm than good
THW prohibit animal experimentation for cosmetic purposes
THW introduce a 16-year vote

THBT advertising intended for minors should be banned

THBT art is more important than science

Debaters' activity and expected responses:

Debaters listen to the debate coach as she/he explains the task, prepares their speeches and presents it while other debaters write it down. After all teams or debaters delivered their speeches, debaters gave suggestions for improvement.

3. Introduction to the World Schools format

Debate workshop topic	Introduction to the World Schools format
Goal	Debaters will learn about the World Schools format
Learning objectives	<p>After the workshop the debaters know:</p> <ul style="list-style-type: none"> • the main duties of the proposition and opposition • how many debaters make a team • how many speeches there are • how long the speeches last
Teaching methods	workshop discussion, lecture, group work, presenting
Materials	<p>Appendix A: "Pub quiz" exercise</p> <p>Appendix B: "Pub quiz" exercise with solutions - for youth workers</p>
workshop duration	45 minutes

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic?
--------------------------	----------	---

		<ul style="list-style-type: none"> • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--	---

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key competences in this workshop are:

1. Multilingual competence

2. Personal, social and learning to learn competence
3. Literacy competence

Revision before the workshop:

A debate is a structured discussion with specific rules after which a judge or a panel of judges assess which side won. In the World Schools (WS) format¹³ there are two teams: the proposition and the opposition.

The proposition supports the given motion with its model and arguments. The opposition negates the motion rebutting the proposition's arguments and introducing their own. Per team, there are three speakers that give four speeches. The first six speeches last eight minutes and their sequence is:

P1 - 8 min → O1 - 8min → P2 - 8min → O2 - 8min → P3 - 8 min → O3 - 8min
→ OR - 4 min → PR- 4min

After the first six speeches, each team has an additional speech called the reply speech. It lasts for four minutes and is given in the opposite order - the first reply speech is given by the opposition, and the reply speech of the proposition is the last speech of the debate. Only the first two speakers of each team can give the reply speech.

Visual of the debate:

¹³ What is a World Schools debate format? <https://youtu.be/UetCR8CpD-Q?si=unQnbuXEzE1suCzk>

Proposition Team



Opposition Team



Speaking Area

Audience

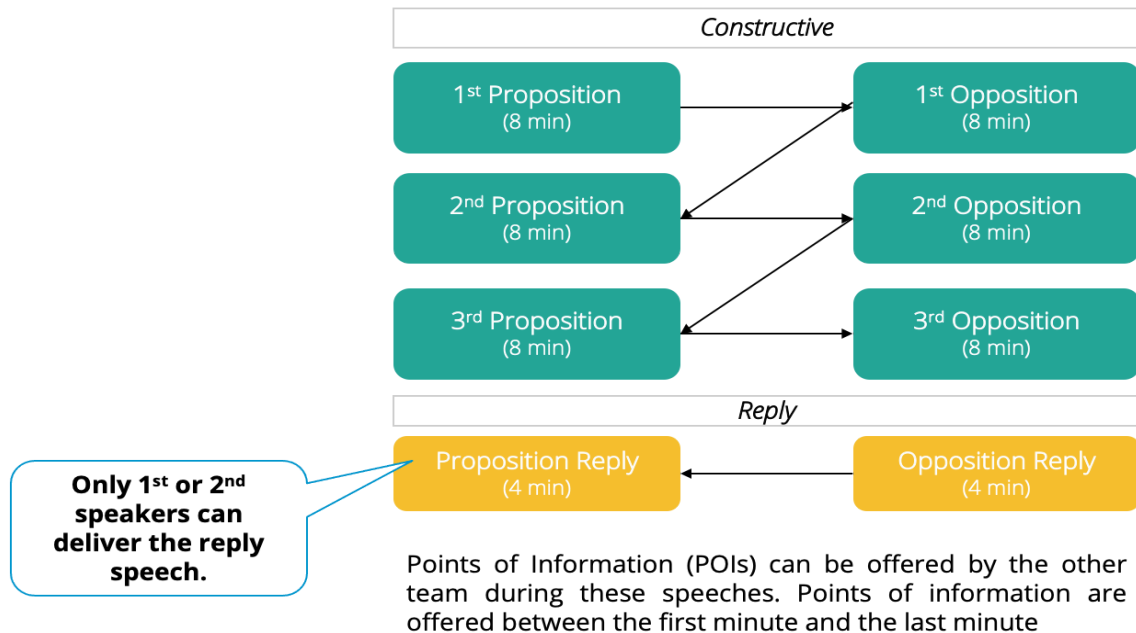
Adjudicator

The debate is an argumentative and structured discussion led by 2 parties:

1. Proposition

2. Opposition

Both sides are debating a given motion that should be equally demonstrable for side proposition and side opposition. The format for debating in secondary school is the World Schools (WS) debate format.



One of its characteristics is that the motion begins with **THIS HOUSE** (often written down in abbreviation):

- **TH - This house (as side proposition)**
- **THW- This house would**
- **THS- This house supports**
- **THR- This house regrets**
- **THB- This house believes**
- **THO- This house oppose**

Examples of motions;

- THB that voting should be mandatory

- THS legalization of organ trafficking
- THW not cooperate with dictatorial countries
- THW imposed sanctions on EU member states refusing to accept refugees
- THO beauty pageants for minors
- THR the influence of Disney princesses as role models

Side proposition has a duty to propose the motion and to defend itself against attacks/rebuttals from side opposition.

Side opposition should have 2 strategic levels:

1. Refutation of the motion (represents the negative thesis)
2. Contesting side proposition case

Each party to the debate has 3 speakers, divided in this order into

Constructive speeches

First speaker of side prop (8 min)

First speaker of side opp (8 min)

Second speaker of side prop (8 min)

Second speaker of side opp (8 min)

Third speaker of side prop (8 min)

Third speaker of side opp (8 min)

Reply speeches

Opp Reply speaker (4 min)

Prop Reply speaker (4 min)

One of the major differences in these speeches is the POI = point of information/points that counterparty debaters can raise to speakers during constructive speeches, while in replies they cannot.

A POI is a short interjection from a speaking member of the other team to the speaker on your team holding the floor

Constructive speeches have a protected opening and closing minute of speech which the judge denotes by lapping the table or applause.



The debate is judged and evaluated by the debate judge through 3 categories:

1. Content/Argumentation- the individual way of the speaker in developing his / her arguments and defending/rebutting
2. Strategy - team direction and interpretation of your position within the debate.
The whole team must have a consistent strategy throughout the debate

3. Style/Presentation - The conviction and clarity of each speaker in proving their arguments and refuting others' arguments.

Each speech has a clear structure and its own speaker role, which is prescribed by the WS format.

Both sides should build their debate cases on a given motion before the tournament.

Debate case: structure of argumentation

1. Definitions
2. Model (depending on the type of motion, model will be needed in model type of motion, while value motions will imply answers only on questions *why* we should do something. More of that subject can be found in material *Motion types. Motion analysis*)
3. Arguments/Benefits ** (** Each party should have 3 arguments/benefits.)

Note to debaters and youth workers:

Follow the debate by flowing the A3 paper into 6 sections and writing affirmation and negation speeches, regardless of which side you are debating.

It is important that you use your flow by writing down the parts of the case where they belong in order to be more structured in your own speeches.

Workshop activities:

Duration	Description of workshop activity
10 min	<p>1. Brainstorm</p> <p>1.1. Workshop discussion</p> <p>The youth worker explains the brainstorming method. Using a motion that the debaters will find interesting (eg. “young people should grade teachers”), the youth worker prompts the debaters to express their ideas and opinions. They write arguments that support the motion on one side of the board, and the ones that oppose it on the other.</p>
15 min	<p>2. World Schools format</p> <p>2.1 Lecture</p> <p>The youth worker clarifies what distinguishes a debate from other forms of discussion. Furthermore, the youth worker explains the main duties of the sides of proposition and opposition in a WS debate. They give an outline of speeches in a WS debate - their sequence and duration.</p>
10 min	<p>3. “Pub quiz” exercise</p> <p>3.1. Group work</p> <p>The debaters form groups of three young people (the number of young people in a group should be modified based on the total number of young people). The youth worker explains the exercise to the debaters and provides them with the materials from Appendix A. In the materials, the debaters are provided with a set of questions so they can implement today's lesson.</p> <p>3.2. Presenting and workshop discussion</p>

10 min	Debaters present their answers. The youth worker should facilitate a discussion about the questions with different answers so all the debaters understand what were the right answers.
--------	--

Materials:

Appendix A: “Pub quiz” exercise

Question	Answer
How many teams are there in a WS debate?	
Which team gave the last speech?	
What is the duration of the second opposition speech?	
Who can give the reply speech?	
Which side supports the motion?	
Which team gave the first speech?	

How many speakers are there on the side of the opposition?	
What is the duration of the second to last speech?	
How many speeches does the side of the proposition give in a WS debate?	
Who decides on the winner of a debate?	

Appendix B: “Pub quiz” exercise with solutions - for youth workers

Question	Answer
How many teams are there in a WS debate?	Two
Which team gives the last speech?	The proposition
What is the duration of the second opposition speech?	8 minutes
Who can give the reply speech?	The first and second speaker

Which side supports the motion?	The proposition
Which team gives the first speech?	The proposition
How many speakers are there on the side of the opposition?	3 speakers
What is the duration of the second to last speech?	4 minutes
How many speeches does the side of the proposition give in a WS debate?	4 speeches
Who decides on the winner of a debate?	A judge or a panel of judges

Note: in this workshop you can use the material *Mini debates*. In this material you can find suggestions for mini-debates and how to create your own workshop rules.

Debate workshop topic:	Improvisation
Goal	<ul style="list-style-type: none"> Debaters will gain experience in improvisation by giving speeches
Learning objectives	After the workshop debaters will be able to:

	<ul style="list-style-type: none"> quickly design parts of their speech structure their speech improvise within a given topic (which is especially important in impromptu debates)
Teaching methods	discussion, lecture, independent study, presenting
Materials	<p>Appendix A: <i>Everything You Know</i></p> <p>Appendix B: <i>Support or refute the statement</i></p> <p>Appendix C: <i>Historical figures</i></p> <p>Appendix D: <i>List of motions</i></p>
Workshop duration	60 minutes

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> Did the exercise increase your knowledge of a particular topic? Did the exercise expand a particular skill? Did the exercise change your attitude towards something? How satisfied were you with the exercise? Would you change anything if you repeated the exercise?
--------------------------	----------	--

<p>Level of difficulty (1-3)</p> <p><i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i></p>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key competencies in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Digital competence

Debate exercises:

- Everything you know
- *Support or refute the statement*
- *Historical figures*
- *Motion brainstorm*

Revision before the workshop

After we have established the basics of the format with the debaters, at this meeting we will deal with the *development* of improvisation skills. The importance of improvisation and gaining experience in "quick" thinking about a particular topic or motion is important for better speeches, and especially for the preparation of impromptu debates in which we have only a certain period of time in which to prepare.

The exercises below are designed so that debate coaches can use them all during one debate meeting, or mix these activities to engage debaters in a meeting of other subjects (rebuttal, building arguments, style), or even use one activity as an introductory exercise for other meetings.

Note: in following material **Introduction to WS format** this will be further discussed but for understanding of some parts of this workshops bear in mind:

- **TH stands for *This house (as side proposition)***
- THW stands for *This house would*
- THS stands for *This house supports*
- THR stands for *This house regrets*
- THB stands for *This house believes*
- THO stands for *This house oppose*

Exercise *Everything You Know* (15 minutes)

Debate coach activity:

The debate coach explains the exercise and gives the debaters a topic on which they have to prepare a speech, with 5 to 6 minutes of preparation time. After independent preparation, the debaters give speeches *with a given structure*.

The debate coach suggests a structure with additional notes on the presentation:

1. *Try not to talk about your personal opinion*
- Try to explain and present two opposing sides within the given topic
- *Debaters should structure their speech in three parts: an introduction, elaboration (explanation) and conclusion*
- **Questions to be answered are:**
 1. What is my topic?
 2. Why is it important?
 3. For whom is everything important/ who is it regarding?
 4. What is the *duration* of this topic/phenomenon?
 5. What are the main features of this topic?

Appendix A: Everything You Know

Topic suggestions for beginners or intermediate debaters	Suggestions for topics for advanced debaters
<ol style="list-style-type: none"> 1. Labour strikes 2. European Union 3. Social networks 4. Euthanasia 5. Positive discrimination policies for women 6. Ecology 7. Censorship of TV series and movies 	<ol style="list-style-type: none"> 1. Social movements (Me Too movement, Black Lives Matter) 2. Brexit 3. Adoption of children by homosexual couples 4. The refugee crisis in the EU 5. Unemployment benefits 6. University quotas and their relation to the labor market

Debaters' activity and expected responses:

Debaters listen to the debate coach. Debaters prepare their speeches on their own and write down what their colleagues say. After the presentation, the debate coach moderates a joint speech analysis. The debaters state what they considered positive and what they considered negative in debate speeches. Positive traits can be identified as well structure of speech and usage of analogies while negative traits can be identified as stage fright (see materials stage fright).

Exercise *Support or refute the statement*

(15 minutes)

Debate coach activity:

The debate coach gives every debater or group three statements. Debaters have to substantiate that statement with an example or refute it **without reading and looking for examples but using only existing prior knowledge**. Debates have 5-6 minutes to prepare their speeches. After that, they have two minutes to deliver their speeches.

Substantiation (we can use examples, statistics or analogy) is one of the main parts that every argument must contain. Examples are important in a debate for several reasons: they show that your argument is valid in real life, they make the argument more convincing, and they allow you to refute the excessive generalizations of the opposite side.

Appendix B: Support or refute the statement

Topic suggestions for beginners or intermediate debaters	Suggestions for topics for advanced debaters
<ol style="list-style-type: none"> 1. It is much better to work with flexible working hours because that way you can have a lot more time for yourself. 2. Civic education should be introduced in schools because young people will be more active as future voters. If civic education is introduced, young people 	<ol style="list-style-type: none"> 1. The city of Barcelona is successfully trying to create car-free pedestrian blocks. Reducing car traffic and benefiting pedestrians and cyclists should be a priority for EU countries in urban planning.

will understand the importance of voting.

3. Violent "full contact" sports develop aggression in minors, which is present in their social life.
4. Housewives should be paid for their housework such as raising a child, cleaning, preparing meals, and running the household as if they were doing any other work.
5. Today, zoos have become places where there are many endangered animals, so the reason for their existence is the rescue of these species, not just the visit of guests.
6. Social networks do more harm than good because they create an addiction to someone else's attention through liking and scrolling instead of nurturing relationships with friends.
7. Because schools regularly provide parents with insight into grades, young people and parents talk less and less about the school. Trust between young people and parents decreases because parents are only interested in grades, not in the well-being of their children
8. If all meals in schools were healthy meals, the problem of obesity would surely be solved. Because schools in the US serve junk food to young people they have a problem with obesity.

2. Given that Hungary has anti-LGBTIQ policies and Poland has anti-abortion policies, they certainly adopt such policies because of the predominantly Catholic population.
3. If sex education were introduced, not much would actually be resolved given that it is still a social taboo for parents, teachers, and young people to talk about their sexual health and relationships.
4. After the end of Angela Merkel's term, the EU will lose its main leader and authority in foreign policy. We should expect France and Macron to try to fill that gap.
5. Apart from the fact that there are still European sanctions against Russia due to the annexation of Crimea in Ukraine, in fact the situation in Ukraine is under control for its citizens.
6. If we compare China's attitude towards the Muslim Uighur minority and the protesters in Hong Kong, we can conclude that the surveillance system in China is increasingly elaborate.
7. Terrorist attacks in France are more common because the French often provoke their religious minorities.
8. Serbia's EU membership would certainly bring better relations in the Southeast Balkans region.
9. The Swedish model against COVID-19 proved to be better for both the economy and the health of the citizens.

	<p>10. There is no reason why prisons could not be private.</p> <p>11. Although euthanasia is legal in Switzerland, it is not actually used often at all.</p> <p>12. Abortion in the EU is available to all women because it is guaranteed by law.</p>
--	--

Debaters' activity and expected responses

Debaters listen to the debate coach. Debaters prepare their speeches on their own and write down what their colleagues present. After the presentation, the debate coach moderates a joint speech analysis. The debaters state what they considered positive and what they considered negative in their speeches.

Exercise *Historical figures* (15 minutes)

Debate coach activity: The debate coach explains to the debaters an exercise in which they will get one historical figure to imitate as best they can. With this exercise, debaters should achieve persuasiveness in speech *using imitation*. Debaters are given 5 minutes to prepare their speeches and 2 minutes to deliver them.

Appendix C: Historical figures

Gaius Julius Caesar	Speech at the crossing of the Rubicon River
Angela Merkel	Speech before the refugee crisis in Germany and EU
Cleopatra	Speech before the fall of Egypt under Roman Republic
Joan of Arc	Speech before captivation under british army
Leonida I.	Speech before the march of the Spartans on Xerxes' army
Nero	A speech in which he defends himself from the notion that he set fire to Rome
Constantine the Great	Speech at the proclamation of Constantinople as the capital of Rome
Carl the Great/ Charlemagne	Speech after the coronation of the first (non-Roman) emperor in Europe
Alexander the Great	Speech after entering Babylon

Mehmed II. Conqueror	Speech after entering the conquered Constantinople (Istanbul) in 1453.
Henry VIII.	Speech for the separation of the English Church from the Pope and Vatican due to his divorce
T.D. Roosevelt	Speech at the signing of the Declaration on the Establishment of the United Nations in 1942 with W. Churchill
Winston Churchill	The speech announcing the entry of Great Britain in World War II
Fidel Castro	Speech after the end of the Cuban Revolution in 1959 and the establishment of his dictatorship in Cuba
Mikhail Gorbachev	Speech on the occasion of the collapse of the USSR in 1991
Barack Obama	Speech after watching the video in which Bin Laden was killed (one of the most dangerous terrorists, he is believed

	to be responsible for the attack on the twin skyscrapers in New York in 2001)
Greta Thunberg	Speech at the United Nations headquarters in which she addressed world politicians on environmental issues

Debaters' activity and expected responses:

Debaters listen to the debate coach. Debaters prepare their speeches independently and write down what their colleagues present. After the presentation, the debate coach moderates a joint speech analysis. The debaters state what they considered positive and what they considered negative in their speeches.

Exercise *Motion brainstorm* (15 minutes)

Debate coach activity:

The debate coach explains the exercise to the debaters - it is necessary to choose one or two motions and present all that they have brainstormed together as a group on the selected motion. Their task is to define the motion and explain the context in which the *status quo* takes place.

The aim of this exercise is not to develop arguments, but to use the existing prior knowledge to prepare examples and explain the current situation within the motion. If

the debaters come up with possible reasons, it is welcome to point them out, but it is not necessary.

As in the previous exercise, speech preparation takes up to 7 minutes, while giving a speech takes between 1 to 3 minutes.

Some of the recommendations you can give to debaters are:

- Is the explanation of the selected term from the motion universal (everyone can explain it in the same way)?
- If we were debating this motion, could we expect the opposition to agree with us?
- Can we check the explanation of that term?
- ❖ If the answer is yes -> it is a definition.
- ❖ If the answer is no -> this is our interpretation and is subject to the crashes you agree to!
- How to analyze the thesis (type and stakeholders),
- How to determine the burden of proof?

[The burden of proof is a term used to explain what a particular side in the debate is obliged to prove and what it is not obliged to prove to win a debate]

- How to explain and characterize the status quo to prove the need and necessity of this motion.
- How would this motion be put into the real *world*?

- Are there policies that are consistent with the one proposed by the motion and would make it easier for us to prove our stance?

Appendix D: List of motions

List of motions
TH supports human cloning
THW legalize surrogacy
TH regrets the sway of influencers on young users of social networks
THW ban all nuclear weapons
THBT multinational companies do more harm than good
THW prohibit animal experimentation for cosmetic purposes
THW introduce a 16-year vote
THBT advertising intended for minors should be banned
THBT art is more important than science

Debaters' activity and expected responses:

Debaters listen to the debate coach as she/he explains the task, prepares their speeches and presents it while other debaters write it down. After all teams or debaters delivered their speeches, debaters gave suggestions for improvement.

4. Speakers Roles

Debate workshop topic:	Speakers roles
Goal	<ul style="list-style-type: none"> Debaters will learn speaker roles in World Schools format.
Learning objectives	<p>After the workshop the debaters will be able to:</p> <ul style="list-style-type: none"> know that each speaker has a different role know different speaker roles of each speaker and when it's fulfilled know how to apply points of information rules in a debate
Teaching methods	lecture, discussion, group work/independent study
Materials	<p>Appendix A: Speaker roles table</p> <p>Appendix B: Speaker roles test</p> <p>Appendix C: Solutions of speaker roles test</p>
Workshop duration	45 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> Did the exercise increase your knowledge of a particular topic? Did the exercise expand a particular skill? Did the exercise change your attitude towards something? How satisfied were you with the exercise? Would you change anything if you repeated the exercise?
--------------------------	----------	--

<p>Level of difficulty (1-3) (the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</p>	2
<p>Note: We remind you of chapter <i>Building a team. Guidelines for assessing the</i></p>	

knowledge of debaters in the first toolkit **Coordination of debate clubs. Manual.**

Here you can find *Appendix M: Categories for assessing debaters skills* that tries to address this problem through debate categories (content, style, organisation/strategy).

The Key competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Cultural awareness and expression competence

Revision before the workshop:

Visual of the debate:

Proposition Team



Opposition Team

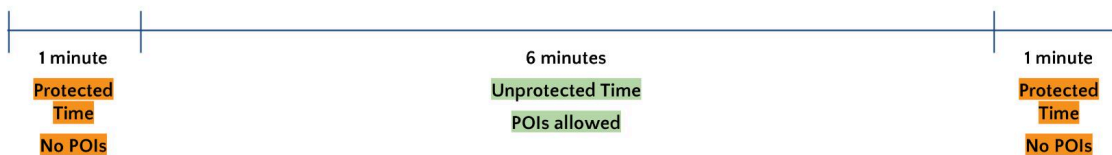
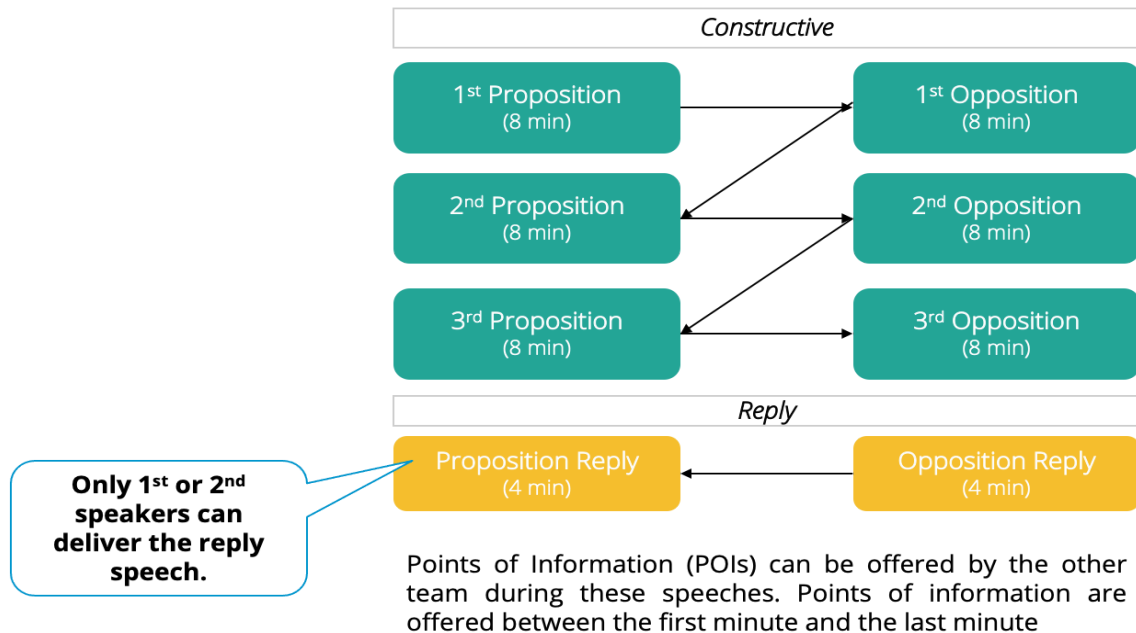


Speaking Area

Audience

Adjudicator

According to World Schools (WS) rules, the debate consists of 4 proposition speeches and 4 opposition speeches made by three speakers from each of the sides. Every speaker has a different role in the debate.



First proposition speakers start with an introduction and case division. Case division is an announcement of a team's argumentation throughout the debate, meaning the speaker has to state what arguments they will be introducing as well as their team's second speaker. After the introductory part, the speaker defines the most important terms in the motion, explains a model in case the motion requires one and presents the majority of the team's argumentation, also known as positive content. At the end of the speech, the speaker has a short summary of points they made during the debate.

First opposition speaker starts their speech with an introduction and case division, as well. Afterwards, they have to decide if they will accept or reject the definitions provided by the first proposition speaker. Generally, the speaker will accept the definitions but can provide alternative ones in case the proposition didn't provide them or if the definitions were untrue. First opposition speaker rebuts propositions content, ergo propositions model, if they have one, and their arguments.

The next part of their role is to analyze most of the opposition's positive content. They end their speech with a summary of the most important points.

Second speakers from both sides have similar roles. They have to answer the other side's rebuttal, rebuild their case and rebut the other side's positive content. The proposition's second speaker will start with and focus on answering and rebuilding, while the opposition's second speaker will start and focus on continuing and adding rebuttal. After rebuilding and rebuttal, speakers also need to provide new positive content in the form of an argument. As all speakers, they will open their speech with an introduction and close it with a summary of the most important points.

The third speaker of proposition and opposition also has a similar role. They open their speeches with introductions and continue with clash-point analysis. The clash-point analysis consists of analyzing the main points proposition and opposition discussed. Through such analysis, the speaker has to convince the judge their team was able to explain why their side is more likely, important or legitimate in each of the clashes. Third speakers also need to provide new analysis and rebuttal within clash-points and third proposition speakers can even provide new arguments. However, these new points should be consistent with the analysis provided by their former speaker, meaning it cannot completely change the focus of the debate. Third speakers close their speech with a short summary of their main points.

All of the speeches explained above are called constructive speeches. Their length is 8 minutes. The first and the last minutes are protected, meaning the other sides may not offer points of information during that time. Points of information or POIs are questions or statements meant to clarify or attack the content of the other team. Speakers can offer them by standing up and saying point or POI during a speech of a speaker from the other team. The speaker may accept or refuse a POI but is expected to accept at least one or ideally two POIs during a speech. If a POI is accepted, the speaker who offered it has about 15 seconds to ask the question or make a short statement about the content. If POI is refused speakers should wait at least 15 s before offering a new POI in order not to badger the speaker that is currently speaking.

Aside from offering and accepting POIs, all constructive speakers are also required to signpost their content. Signposting is announcing every part of the speech. For example saying: "Now I finished explaining my model and will analyze our first substantive argument." This makes speech easier to follow for the other side's speakers and the judge.

The last two speeches of the debate are called reply speeches and are made by the first or the second speaker of each side. Speakers should decide which one of them is the reply speaker before the debate. Unlike the constructive speeches they last 4 minutes and no new content is allowed. Another important difference is that the reply speech is firstly made by the opposition and then by proposition, while in the constructive part of the debate proposition side is the one speaking first. The role of reply speakers is to give a holistic overview and point out the most important values

and points made in the debate. It should resemble a biased adjudication of the debate.

If you want to watch a debate to see how speakers are delivering their speeches, here are some [recommendations](#):

Workshop activities:

Duration	Description of workshop activity
25 min	1. Speaker roles lecture The youth worker explains the roles of each speaker and POI rules. They should provide the debater with the Speaker role table from Appendix A, so the speaker roles are easier to follow for the debaters. The youth worker should encourage debaters to be active in the learning process by asking questions such as: What do you believe the role of this speaker should be? Why is it important for speakers to fulfill their role?
10 min	2. Speaker roles test 2.1. Individual study/Group work The youth worker provides the debaters with a Speaker role test from Appendix B. The debaters have to individually or in small groups solve the test by deciding if statements about speaker roles are true, and if they are not provide a truthful statement.
10 min	2.2. Discussion The youth worker should lead the discussion through which the debaters can get the correct answers and clarify certain rules.

Assessment of learning objectives achievement:

Assessment statements:	
Debaters are able to explain the role of each speaker in the debate.	
Debaters can decide whether a speaker has fulfilled their role.	
Debaters are able to use POI rules in a debate.	

Materials:

Appendix A: Speaker roles table

PROP 1	OPP 1	PROP 2	OPP 2
INTRODUCTION Short explanation of main prop's ideas.	INTRODUCTION Short explanation of main opp's ideas.	INTRODUCTION Emphasizing points that opp didn't rebuttal or didn't manage to prove.	INTRODUCTION Emphasizing points that the prop didn't rebuild or didn't manage to prove.
CASE DIVISION Announcing all positive content.	CASE DIVISION Announcing all positive content.	CASE DIVISION Announcing rebuilding, rebuttal and new positive content.	CASE DIVISION Announcing rebuttal, rebuilding and new positive content.
DEFINITIONS Defining main terms stated in the motion.	DEFINITIONS Accepting prop's definitions or providing own definitions.	DEFINITIONS Further analysis in case of a definitional clash.	DEFINITIONS Further analysis in case of a definitional clash.
	REBUTTAL/REBUILDING Setting out a rebuttal of the prop's model and positive content.	REBUTTAL/REBUILDING Rebuilding of the prop's model and positive content. Rebuttal of opp's positive content.	REBUTTAL/REBUILDING Rebuttal of the prop's model and positive content. Rebuilding of opp's positive content.
SUBSTANTIVE Providing the majority of positive content.	SUBSTANTIVE Providing the majority of positive content.	SUBSTANTIVE Providing new positive	SUBSTANTIVE Providing new positive

		content.	content.
SUMMARY Emphasizing the most important points of the speech.	SUMMARY Emphasizing the most important points of the speech.	SUMMARY Emphasizing the most important points of the speech.	SUMMARY Emphasizing the most important points of the speech.

PROP 3	OPP 3	OPP reply	PROP reply
INTRODUCTION Emphasizing the most important opp's mistakes.	INTRODUCTION Emphasizing the most important prop's mistakes	Holistic overview of the debate made through main ideas.	Holistic overview of the debate made through main ideas.
CASE DIVISION Announcing clash-points.	CASE DIVISION Announcing clash-points.		
DEFINITIONS Further analysis in case of a definitional clash.	DEFINITIONS Further analysis in case of a definitional clash.		
REBUTTAL/ REBUILDING Rebuilding of the prop's model and positive content and rebuttal of opp's positive content through clash points.	REBUTTAL/ REBUILDING Rebuttal of the prop's model and positive content and rebuilding of opp's positive content through clash-points.		
SUBSTANTIVE Option of providing positive content in the form of an argument.			

<p>SUMMARY</p> <p>Emphasizing the most important points of the speech.</p>	<p>SUMMARY</p> <p>Emphasizing the most important points of the speech.</p>		
--	--	--	--

Appendix B: Speaker roles test

Speaker roles test		T	F
1.	If the opposition team wants to attack the proposition's model, they should do it in their second speech.		
2.	The third proposition speaker is required to deliver a new substantive argument.		
3.	The first speaker of the proposition should always provide the definitions.		
4.	The second speaker of opposition is not required to deliver a new substantive argument.		
5.	The second speaker of the proposition should ignore substantives brought by the opposition and continue only the proposition line of argumentation.		
6.	The third proposition speaker can also be a proposition reply speaker.		
7.	The first proposition speaker is not required to take a POI because his role is to set up the debate.		
8.	Third speakers are not required to take a POI because their role is to analyze clash points.		
9.	If the opposition team wants to refuse the proposition team's definitions and provide their own, they should do it in their first speech.		
10.	Opposition is not required to have their own substantive arguments. They can only rebut proposition content.		
11.	In order to surprise the opposition, the proposition should leave its strongest substantive argument to the third speaker.		
12.	Reply speakers are allowed to deliver new substantive arguments.		
13.	The first and the second speaker cannot change their minds about who will be the reply speaker during the debate.		
14.	The third opposition speaker can deliver new substantive arguments.		

Appendix C: Solutions of speaker roles test

Speaker roles test		T	F
1.	If the opposition team wants to attack the proposition's model, they should do it in their second speech. <i>T: If the opposition team wants to attack the proposition's model, they should start the rebuttal in their first speech.</i>		X
2.	The third proposition speaker is required to deliver a new substantive argument. <i>T: The third speaker may, but is not required to deliver a new substantive argument.</i>		X
3.	The first speaker of the proposition should always provide the definitions.	X	
4.	The second speaker of opposition is not required to deliver a new substantive argument. <i>T: The second speaker of opposition is required to deliver a new substantive argument.</i>		X
5.	The second speaker of the proposition should ignore substantives brought by the opposition and continue only the proposition line of argumentation. <i>T: The second speaker of the proposition should rebut substantives brought by the opposition.</i>		X
6.	The third proposition speaker can also be the proposition reply speaker. <i>T: Only the first and the second speakers can be reply speakers.</i>		X
7.	The first proposition speaker is not required to take a POI because his role is to set up the debate. <i>T: All constructive speakers are required to take a POI.</i>		X
8.	Third speakers are not required to take a POI because their role is to analyze clash-points. <i>T: All constructive speakers are required to take a POI.</i>		X
9.	If the opposition team wants to refuse propositions team's definitions and provide their own, they should do it in their first speech.	X	
10.	Opposition is not required to have their own substantive arguments. They can only rebut propositions' content. <i>T: The first and the second speakers are required to deliver substantive arguments.</i>		X
11.	In order to surprise opposition, proposition should leave their strongest substantive argument to the third speaker.		X

	<i>T: The strongest arguments should be presented in the first speeches because they give advantage to teams from the start of the debate.</i>		
12.	Reply speakers are allowed to deliver new substantive arguments. <i>T: Reply speakers are not allowed to deliver new substantive arguments.</i>		X
13.	The first and the second speaker cannot change their minds about who will be the reply speaker during the debate.	X	
14.	The third opposition speaker can deliver new substantive arguments. <i>T: The third opposition speaker cannot bring new positive content in the form of a substantive argument.</i>		X

5. Definitions

Debate workshop topic	Definitions
Goal	Learn about definitions in debates
Learning objectives	<p>After the workshop, debaters will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose of definitions in debates • Define terms in motions • Recognize errors in definitions
Teaching methods	lecture, workshop discussion, presentation, group work, independent study
Materials	<p>Ball</p> <p>Appendix A: List of motions</p> <p>Appendix B: List of terms and mistakes</p>
workshop duration	90 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--------------------------	----------	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also be applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Cultural awareness and Expression competence
3. Literacy competence

Revision before the workshop:

When analyzing a motion, it is essential to define the main terms stated in the motion. Definitions are unambiguous meanings of words or phrases. In debates, they aren't used just for clarifying potentially unfamiliar terms, but also to frame or narrow the debate. For example, for the motion "THBT children should be allowed to own and use mobile phones" the proposition can choose how to define children ie. what age group they want to discuss in their arguments.

During a debate, it is important that both teams agree on what the debate is about, so it is the role of the first proposition speaker to define the terms stated in the motion. If these definitions are not contested by the first opposition speaker, they are perceived as approved by them for the debate.

Additionally, [here](#) can be found a video on the subject.

Definition characteristics:

1. it is verifiable and objective: the ability to define a term cannot depend solely on your previous knowledge. If the definition isn't objective, it puts the opposing team on uneven ground which isn't fair and can result in a definitional debate.
Ex: Democracy is a system of government in which the people of a country can vote to elect their representatives (source: <https://www.oxfordlearnersdictionaries.com/definition/english/democracy?q=democracy>).
2. it is unambiguous: if the definition includes more than one term, the debate can go in several different directions at once because each side will choose the part of the definition that suits them better. In that case,

it is more likely to hear proposition and opposition arguments and points that don't directly clash with one another.

Ex. Democracy is a system of government with elections.

3. it can have examples: it is useful to add examples after defining a complex term so it can be understood easier

Ex Democracy is a system of government in which the people of a country can vote to elect their representatives. All EU member states are democracies.

There are some mistakes that should be avoided when defining a term:

1. The definition is wrong: there is a fallacy in the definition.
Ex. Democracy is a system of government without elections.
2. The definition is too wide: more than one term can fall under the definition.
Ex. Democracy is a system of government with elections.
3. The definition is too narrow: the explanation excludes people, groups, systems etc. that should fall under the definition.
Ex. Democracy is a system of government in which the people of a country can vote to elect their mayor and 120 representatives for parliament.
4. The definition is circular: the definition uses the term it is defining in the explanation.
Ex. Democracy is a system of government with a democratic process.
5. The definition is negative: defining a term by stating what it isn't.
Ex. Democracy isn't a dictatorship.

If the opposite side made one of these mistakes while defining the terms of the motion, it is important to explain what they did wrong and introduce a new definition.

Exercise activities:

Duration	Description of workshop activity
5 min	<p>1. “Ball of definitions” exercise</p> <p>1.1.Group work</p> <p>The debaters stand in a circle. One of them with a ball says a term and then throws the ball to another debater. That debater has to define the term and think of the next term that should be defined. Concurrently, the youth worker writes the terms and definitions on the board.</p>
15 min	<p>1.2.Lecture and workshop discussion</p> <p>The youth worker explains how definitions can be used in a debate. They facilitate a discussion on the characteristics that make a definition “good”.</p>
15 min	<p>2.”Defining terms” exercise</p> <p>2.1 Independent study</p> <p>Every debater gets a motion from the list of motions in Appendix A and defines the necessary terms.</p>
20 min	<p>2.2. Presentation and workshop discussion</p> <p>Each debater will present their terms' definition to check if the group agrees and analyse its objectiveness, unambiguity and verifiability</p>
10 min	<p>2. “Mistakes in definitions” exercise</p> <p>2.1. Lecture</p> <p>The youth worker explains the types of mistakes that can be made when defining terms.</p>

10 min	<p>2.2. Independent study</p> <p>Every debater gets a term to define and a type of mistake they should make while defining it from the list of terms and mistakes in Appendix B.</p> <p>2.3. Presentation and workshop discussion</p> <p>Each debater gives their definition. Afterwards, the group has to recognize the type of mistake they made and define the term correctly.</p>
15 min	

Materials:

Appendix A: List of motions

THW legalise prostitution.
THW ban beauty pageants.
THW ban violent video games.
THBT voting should be compulsory.
THW ban smoking in public places.
THBT science is more important than art.

THBT pupils should wear school uniforms.

TH supports whistleblowers.

THW implement profit sharing.

THBT national security is more important than individual rights.

Appendix B: List of terms and mistakes

NATO	WRONG
NATO	WIDE
RELIGION	NARROW
RELIGION	CIRCULAR
REALITY SHOW	NEGATIVE
REALITY SHOW	WRONG

SCHOOL	WIDE
SCHOOL	NARROW
ECOLOGY	CIRCULAR
ECOLOGY	NEGATIVE
SOCIAL NETWORK	WRONG
SOCIAL NETWORK	WIDE
DICTATOR	NARROW
DICTATOR	CIRCULAR
CITIZEN	NEGATIVE
CITIZEN	WRONG
POSITIVE DISCRIMINATION	WIDE

POSITIVE DISCRIMINATION	NARROW
GAMBLING	CIRCULAR
GAMBLING	NEGATIVE

6. Motion Types and Motion Analysis

Debate workshop topic	Motion types and motion analysis
Goal	The debaters will learn to distinguish types of motions and motion implications
Learning objectives	<p>After the workshop the debaters will be able to:</p> <ul style="list-style-type: none"> • know that there are value and model motions • independently determine the type of motions • recognise a comparative motion • recognise different motion implications
Teaching methods	lecture, exercise, discussion, presentation, independent study
Materials	<p>Appendix A: Types of motions</p> <p>Appendix B: List of motions for debaters</p> <p>Appendix C: List of motions for teachers/youth workers</p>
Workshop duration	45 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--------------------------	----------	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Literacy competence

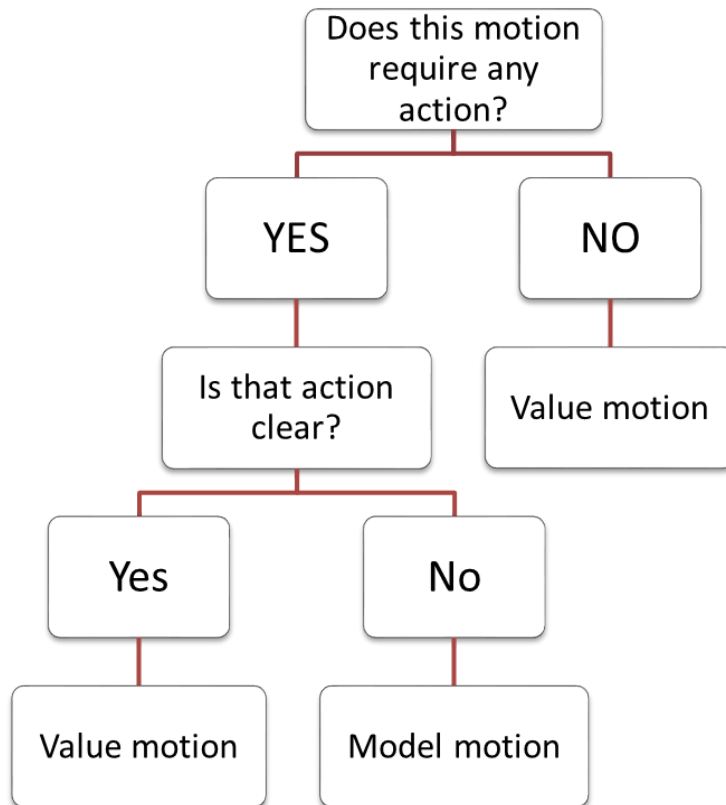
Revision before the workshop:

When analysing the motion, it is necessary to keep in mind that in the World Schools (WS) format there are two main types of motions -

- a) *value motions*
- b) *model motions*

Value motions are those in which side proposition and opposition with arguments must answer the question "**Why propose/ deny the motion?**". **Model motions** are those in which, in addition to answering the question "**Why?**", side propositions must also show "**How to propose the motions?**" i.e. present a model/plan by which to propose the motion. Side opposition is not necessary, but it can have a counterplan.

The simplest way to distinguish these two types of motion is to ask yourself questions according to the following scheme:



- For example, for the motion *"This house believes that it is justified to kill a dictator"*, the answer to the question "Does this motion require any action?" is NO, so we can conclude that this motion should be debated on a principle level.
- For the motion *"This house would legalise euthanasia"*, the answer to the question "Does this motion require any action?" is YES, so we must ask the following - "Is this action clear" to which the answer is YES (due to the very definition of euthanasia, not left too much room for self-interpretation of answers to questions such as when or how euthanasia would be carried out) so that we conclude that this motion can also be understood on a principle level.
- For the motion *"This House would impose sanctions on EU members that refuse to accept refugees"* on our question "Does this motion require any

action?" the answer is YES, so we must ask the following - "Is this action clear" to which the answer is NO (there are more questions on a practical level that side proposition must answer - what kind of sanctions, whether they would be temporary or permanent, is there a certain quota of refugees that the state (agent) would have to receive in order to avoid sanctions, etc.. Answers to these questions may have a greater impact on the course of the debate, so the conclusion is that this is a model debate, and it should not be debated only on a principle (value) level.

Every debater and youth worker should keep in mind that although the motion can have a model, it does not mean that the debate will not introduce points or arguments about values!

Comparative motions are **a form or value motions**. These are motions in which debaters have to compare two concepts from the motion - two political concepts, two values, two ways of solving a problem, etc.

For example, in the motion "*This house believes that dogs are better pets than cats*", the debater does not have to prove that a dog is a good pet. Debaters should consider that a dog can be a better pet than a cat by certain values i.e. not saying that dogs are good pets because they can be taught to bring us slippers, but saying dogs are better pets than cats because a dog can be taught to bring us slippers, and a cat can't.

The strategy of opposing the motion does not necessarily have to be the proof of the opposite relation of the concepts from the motion to the one proved by the proposition. In this case, cats are better pets than dogs, it may be that dogs and cats are equally good pets.

Types of motion implications

On the example of **differently formulated motions** that are about the same topics, we can distinguish different approaches and strategies through the analysis of given motions:

TH considers XY

Example of motion: THB that the EU should have an open door policy towards refugees

- This is the most common form of value motion
- debater should provide arguments of why it is justified or unjustified/true or false

TH would introduce/legalize/ban...

Example motion: TH would introduce an open door policy towards refugees in the EU

- This is the most common form of plan/model motion. However, depending of the team strategy, these kinds of motion can also be debate on the grounds of value motion (such as motion THW legalise euthanasia)
- In addition to justification, it is necessary to have a model that explains how something can be implemented, who would implement it, etc.
- regarding of the strategic decision of debate team (and their understanding of the motion) the model must be differently detailed

TH would do something like X.

Example motion: TH, as an EU member, would have an open border policy towards refugees

- This kind of motion is called an actor motion
- In these scenarios we are interested in benefits/harms only for X (on the example of the motion above, for the EU and the given actor)

X does more harm than good

Example motion: THB that open border policy in the EU has done more harm than good

- In this kind of motions we compare the advantages and disadvantages of what the motion suggests

TH regrets / prefers

Example motion: TH regrets the open border policy in the EU

- In this kind of motions debaters should make comparison with the alternative world (*counterfactual conditional*) that could have existed if there was no policy or trend implicated in the motion
- side proposition should describe what that alternative world would look like

X better / worse than Y

Example motion: THBT open border policy is better in the EU than strict border control policy

- In this kind of motions we compare two values and/or model described in the motion

Here you can find suggested questions for motion analysis and debate case development

Policy in motion

1. *What policy/model/plan is implemented/legitimized in the motion?*
2. *What does that policy look like?*
3. *Is there an alternative to that policy? Can they happen at the same time as this policy? Why?*

Workshop activities:

1. Types of motions

2. Independent motion analysis

Duration	Description of workshop activity
15 min	<p>Write two motions on the board, one that is a value motion and one that is a model motion, and ask young people to tell you what side proposition and side opposition should prove in the debate.</p> <ul style="list-style-type: none"> • For example: if debating on the premise <i>"It is justified to kill a dictator"</i>, the side proposition must answer the question

	<p>"Why is it justified to kill a dictator?", while the side opposition has to answer "Why is it not justified to kill a dictator".</p> <ul style="list-style-type: none"> For motion <i>"This House would reform the UN Security Council"</i>, the side proposition must not only answer the question "Why should the UN Security Council be reformed", but must also answer "How should the UN Security Council be reformed?" to show that Security Council reform will indeed lead to positive consequences. It is the question "How?" that brings with it the need for a model/plan, which is a feature of the model debate. <p>After discussing these two motions and explaining the difference between value and model motion, show young people the scheme described above and then use it to jointly determine the types of several motions listed:</p>
30 min	<p>Distribute to young people sheets with a list of motions for which they need to independently determine the type of motion. Once they have identified the types, discuss together why they opted for that type and what points and/or strategies should side proposition and opposition prove in that debate.</p> <p>Emphasize to debaters the importance of recognizing comparative motions and explain how they differ from other value motions.</p>

Appendix A: Types of motions

MOTION	TYPE OF MOTION
This House would legalize euthanasia	Value
This House believes that democracy has more advantages than disadvantages	Value
This House would impose sanctions on EU members who refuse to accept refugees	Model
This House would ban beauty pageants	Value
This House believes that the EU should respect the principle of secularism more	Model

Appendix B: List of motions for debaters

MOTION	TYPE OF MOTION
THW legalize prostitution.	
THB that science is more important than art	
THB that patriotism is moral	

THW legalize soft drugs	
THW reduce inequality between men and women through positive discrimination against women	
THW encourage HPV vaccination	
THW that ecology is more important than economy	
THB that companies should share their profits with employees	
THB that NATO does more harm than good	
THB that housewives should receive monetary compensation	

Appendix C: List of motions with answers for youth workers:

MOTION	TYPE OF MOTION
THW legalize prostitution	Value
THB that science is more important than art	Value
THB that patriotism is moral	Value
THW legalize soft drugs.	Value

THW reduces inequality between men and women through positive discrimination against women.	Model
THW encourage HPV vaccination	Model
THB that ecology is more important than economics.	Value/comparative
THBT companies should share their profits with employees	Model
THB that NATO does more harm than good.	Value/comparative
THB that housewives should receive monetary compensation	Model

7. Debate strategy

Debate workshop topic	Debate strategy
Goal	Learn to choose a debate strategy
Learning objectives	<p>After the exercise, debaters will be able to:</p> <ul style="list-style-type: none"> • Understand what strategy is in a debate • Analyze different strategies • Single out the optimal strategy for a debate
Teaching methods	independent study, lecture
Materials	Appendix A: List of motions
Workshop duration	45 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill?
--------------------------	----------	--

		<ul style="list-style-type: none"> • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	2
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Personal, social and learning to learn competence
2. Cultural awareness and Expression competence
3. Literacy competence

Revision before the workshop:

The term strategy refers to the way teams position themselves in debates, how they interpret the motion and which issues they choose as the most important. If a good strategy is chosen, arguments will be more persuasive, as well as easily defendable, than with a poor strategy. Therefore, determining the optimal strategy is one of the first steps in motion analysis.

If the motion is “*THW give unconditional full debt relief to developing countries*”, the proposition supports it claiming that Western countries should write off the debt of heavily indebted poor countries without asking for anything in return. The opposition can choose between these two strategies:

1. *Developing countries have to return what they owe*
2. *The debt relief should be given under specific conditions*

It is considerably more difficult to win a debate with the first strategy, as it is quite extreme. After listening to an 8-minute speech about the horrendous conditions people in heavily indebted poor countries live in because of the government's inability to invest in the well-being of its citizens, it would be challenging to assert that it is acceptable that those people live without healthcare and a proper educational system as long as the wealthy debt collectors get their money back.

On the other hand, the second option puts the opposition in a much more sensible position. This way the opposition agrees with the proposition that the debt is debilitating for the development of the country, but can maintain that there are problems such as corruption or a non-democratic government that have to be solved before the debt relief.

The strategy has to stay consistent during the debate. It cannot happen that the first speaker defines the status quo, their model or arguments in one way, and have the second or third speaker change it to something different. For example, if the first speaker says that the opinion of the opposition is that countries have to return

their debt in full, the second speaker mustn't introduce an argument in which they explain that debt relief with the requirement of solving corruption in politics is a great way of helping citizens. All of the elements of the debate case have to be in line with the chosen strategy.

Exercise activities:

Duration	Description of workshop activity
5 min	<p>1. Revision</p> <p>1.1 Independent study</p> <p>Reflect on the importance of choosing the optimal strategy in a debate.</p>
5 min	<p>2. "Choosing a strategy" exercise</p> <p>2.1 Independent study</p> <p>Choose a motion from the list of motions in Appendix A. Think of two strategies either for the side of the proposition or the side of the opposition, and analyze which would be better and why.</p> <p>You can use these steps to help with your analysis:</p> <ul style="list-style-type: none"> Stakeholders: Define the stakeholders for the motion and analyze their status quo. Who are the most important stakeholders for the two strategies? Which group is the most vulnerable and from which strategy would they benefit more?
10 min	<ul style="list-style-type: none"> Values: What are the values supported by the two strategies? Which are more important for the motion?

10 min	<ul style="list-style-type: none"> Important points: What are the most important points that have to be analyzed during the debate? Which strategy facilitates that?
15 min	

Appendix A: List of motions

THBT people who knowingly harm their health should pay more for their health insurance
THW spy only on countries that are a threat to our national security
THBT women and men should compete together in all non-combat sports
THW legalize the sale of human organs

THW censor the internet

THBT minority groups should not appropriate or reappropriate terms that have been used against them as slurs.

THS the open border policy in EU

THW, when casting minority characters (e.g. racial minorities, LGBTs, people with disabilities etc.) only cast actors from that same minority

THBT artists from dominant cultural majorities should not seek to portray minority cultures

THBT it is sometimes right for the government to restrict freedom of speech

8. Argument

Debate topic	workshop	Argument
Goal	Learn what an argument is and how to construct it	
Learning objectives	<p>After the workshop, the debaters will be able to:</p> <ul style="list-style-type: none"> • Explain what an argument is • Point out the four main parts of an argument • Construct an argument 	
Teaching methods	workshop discussion, presentation, group work,	
Materials	<p>Appendix A: Parts of an argument</p> <p>Appendix B: List of motions</p>	
Workshop duration	90 min	

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic?
--------------------------	----------	---

		<ul style="list-style-type: none"> • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--	---

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Cultural awareness and Expression competence
4. Literacy competence

Revision before the workshop:

An argument is a reasoned, substantiated claim that proves something. In the context of a debate it is the answer to the question “Why should we support (oppose) the motion?” In a WS debate, both the proposition and opposition have to have at least two arguments.

An argument has four main parts:

Structure of the argument	
Thesis or premise	the main point of the argument articulated in one sentence
Explanation	the reasoning behind the argument. In this part, the argument is analyzed and all the logical connections are made so that the main point is clear.
Evidence	studies, statistics, examples, quotes etc. that prove the argument is valid in the “real world”. It is suggested that evidence can be objective and verifiable

Link	<p>the part of the argument that connects it to the motion.</p> <p>An argument can have a title so it is easier to reference it during the debate.</p>
------	--

Example of argument:

Motion: THW ban gambling

Argument: Addiction

1. Thesis/premise:

Gambling should be banned because it causes a harmful addiction.

2. Explanation:

Gambling causes addiction because it induces a feeling of euphoria and gives a sense of having a way to solve financial problems. Those are false assurances that those in the gambling business know how to exploit to their benefit. While gambling can seem harmless, addiction to gambling is particularly destructive because of its devastating financial detriments. Consequently, it should be regulated strictly. This destructivity is inherent to gambling, inescapable even, and should be banned.

3. Evidence:

When talking about financial detriments, one has to mention that the UK national coalition against online gambling compiled data that show how the gambling industry is oriented towards youth in poverty. They are manipulated until they become addicted and invest more money

than they can earn. Like with drug addiction, gamblers turn to illegal ways of obtaining funds to satisfy their cravings.

4. Link:

Remember that bans and limiting of human rights serve the purpose of preventing the exploitation and hurting of citizens. With this argument, we proved that gambling is an addiction which is harmful because of its financial repercussions for the individuals and the social group it targets. We maintain that because of these reasons, as well as the evidence we put forward, gambling has to be banned.

If you want to know more:

BRAINSTORMING QUESTIONS FOR BUILDING A DEBATE CASE

1. *What concepts and words from the motion should we define?*
2. *In what circumstances is this debate taking place?*
3. *Do we want to debate about this on a principle level or through concrete plans?*
4. *Who are the stakeholders in this debate?*
5. *What do we have to prove to win this debate?*
6. *What will happen with the implementation of our case and why is it good? (Both for side prop and opp)*

For each argument (try to group similar and related ideas) try to answer these questions:

1. *What is the main idea of this argument?*
2. *Why is it important generally?*

3. *Why is it important in this debate?*
4. *Which stakeholders are concerned with this motion?*
5. *How does the motion affect them? [mechanism and impact]*
6. *What example or analogy does it prove?*
7. *How does our argument prove what we want to argue in this debate?*
8. *What kind of rebuttals could the opposing party come up with in the debate?*
9. *How is this argument related to the motion?*

Workshop activities:

Duration	Description of workshop activity
5 min	<p>1. "Arguments and their parts" exercise</p> <p>1.1 workshop discussion</p> <p>The youth worker facilitates a discussion of what an argument is and what its use in a debate.</p>
15 min	<p>1.2. Group work and workshop discussion</p> <p>The youth worker gives the debaters an argument cut in parts (Appendix A) and explains the task - the debaters in pairs have to put the parts in a logical order and give every part a name. The young people discuss the right order and why they think every part is important.</p>
	<p>2. "Think of an argument" exercise</p>

25 min	<p>2.1 Group work</p> <p>Using the brainstorming method, the youth worker encourages the debaters to think of ideas to support a motion, for example, “THW ban gambling”. They write all of the ideas on the board. After choosing one of the ideas as the main point of the argument, the workshop constructs an argument together, making sure it has its four main parts.</p>
20 min	<p>3. “Constructing an argument” exercise</p> <p>3.1 Group work</p> <p>Every pair of debaters chooses a motion from the list of motions in Appendix B and constructs an argument making sure it has its four main parts.</p>
25 min	<p>3.2 Presentation and Workshop Discussion</p> <p>A debater from every pair presents their argument. The the group carefully listened and after the presentation, commented if they heard all four parts.</p>

Materials:

Appendix A: Structure of an argument

Name of the argument:

Addiction

Thesis or premise:

Gambling should be banned because it causes a harmful addiction.

Explanation:

Gambling causes addiction because it induces a feeling of euphoria and gives a sense of having a way to solve financial problems. Those are false assurances that those in the gambling business know how to exploit to their benefit. While gambling can seem harmless, addiction to gambling is particularly destructive because of its devastating financial detriments. Consequently, it should be regulated strictly. This destructivity is inherent to gambling, inescapable even, and should be banned.

Evidence:

When talking about financial detriments, one has to mention that the UK national coalition against online gambling compiled data that show how the gambling industry is oriented towards youth in poverty. They are manipulated until they become addicted and invest more money than they can earn. Like with drug addiction, gamblers turn to illegal ways of obtaining funds to satisfy their cravings.

Link:

Remember that bans and limiting of human rights serve the purpose of preventing the exploitation and hurting of citizens. With this argument, we proved that gambling is an addiction which is harmful because of its financial repercussions for the individuals and the social group it targets. We maintain that because of these reasons, as well as the evidence we put forward, gambling has to be banned.

Appendix B: List of motions

THW ban homework
TH wouldn't ban homework
THW legalise prostitution
TH wouldn't legalise prostitution
THW ban smoking in public places
TH wouldn't ban smoking in public places
THBT pupils should wear school uniforms
THBT pupils shouldn't wear school uniforms
THBT science is more important than art
THBT art is more important than science

THW ban beauty pageants

TH wouldn't ban beauty pageants

THW legalise marihuana

TH wouldn't legalise marihuana

9. Rebuttal: theory and practice

Debate workshop topic	Rebuttal - theory and practice
Goal	Learn what rebuttal in the debate is and how to use it
Learning objectives	<p>After the workshop, the debaters will be able to:</p> <ul style="list-style-type: none"> • Know what rebuttal is • Recognize different strategies of rebuttal • Apply rebuttal of different parts of debate cases • Independently create clashes between constructive and rebuttal points
Teaching methods	lecture, discussion, presentation, group work and independent study
Materials	<p>Appendix A: Constructing and rebutting problem and model in case building</p> <p>Appendix B: Rebuttal of argument assumption</p> <p>Appendix C: Rebuttal of the argument</p>
Workshop duration	90 min

Post-exercise	5-10	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a
---------------	------	---

reflection	min	<p>particular topic?</p> <ul style="list-style-type: none"> • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
------------	-----	--

<p>Level of difficulty (1-3)</p> <p><i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i></p>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Personal, social and learning to learn competence

2. Cultural awareness and Expression competence
3. Literacy competence

Revision before the workshop:

The rebuttal is a reaction to the stated content of the opposing party in a debate. That means both sides, proposition and opposition will need to refute the opposite side to prove that their arguments are better, stronger, more convincing and logical. The side proposition is the one that sets the debate while presenting its debate case.

The proposition has a role in the debate to:

1. Affirm or propose the motion
2. *Defend* their stance and arguments against rebuttals set by the side opposition
3. Rebut the arguments put forward by the side opposition

In any debate, the role of the opposition is twofold:

1. Show why they do not agree with the motion and prove why a negative motion (thesis) should be supported

In case of motion, *This House supports the notion that voting should be mandatory*, Side opposition will advocate the *negative* motion *This House considers that voting should not be mandatory*. This part will be performed by the side opposition through its arguments and its debate case.

2. Show why they disagree with the side proposition and its debate case - either is it about **definitions**, **a plan** (if the type of motion is a model type) **or arguments**. This part of the engagement of side opposition is performed through refutations/ rebuttals on the side proposition.

The main difference in these two approaches of side opposition is to point out the advantages of advocating a negative motion (or the disadvantages that occur if we

don't deny it), while the rebuttals should point to shortcomings in the proposition debate case.

In this manner, both sides react to the opposite side through refutations, while through their arguments debaters will point out the advantages of representing their side, regardless of which side they debate. It should certainly be borne in mind that the main task of the side opposition is to choose the strategy in which they will rebuttal the side's proposition and oppose their arguments with new, constructive ones.

On the side of the proposition is that in addition to strengthening their arguments, to place rebuttal points on the side opposition.

In every debate in the World Schools debate format (WS), it is possible to refute the following parts of the debate case:

1. Definitions
2. Problem and model/plan (if we debate the model motion)
3. Arguments

It is important to keep in mind that it is not necessary to refute everything that has been stated by a side proposition/opposition but depending on the debate, side proposition/opposition chooses which rebuttals, and in which parts of the debate case they will engage.

Mechanisms or rebuttal:

1. Definitions

Challenging the definition leads to a debate about the definition, which means debating the motion and the implications of benefits will not happen. Therefore, challenging the definition should generally be avoided. But sometimes, due to reckless definitions, this strategy is simply inevitable. To be sure you need to rebut definitions you need to be sure that both sides (proposition and opposition) are unable to lead discussion on the equal ground regarding the motion.

These cases are addressed in the material "Definitions,".

The main causes that can lead to rebuttal of definitions are:

- Incorrect definitions
- Too broad definitions
- Too narrow definitions
- Circular definitions
- Negative definitions

In all of the above cases, side opposition should show why the given definitions are not valid, **and provide a satisfactory definition**. Rebuttal is performed when the definition does not allow for equal debate, and it is necessary to explain why it is not accurate, and why it will not allow equal stances in debate. In this case, you need to offer your definition, with an explanation of why it is correct and reasonable. It should also be borne in mind that refuting a definition is not necessary in the case of a definition is incomplete, but if the side opposition deems it necessary, it may supplement the definition.

2. Model/plan and problem (*introduced in case of model motion*)

This part of the debate case is closely related to the way it is resolved - the plan. In accordance with it, often rebutting the problem will include refuting the proposition model. Strategies of rebuttal can be shown in the motion This house believes that inequality between women and men should address positive discrimination against

women (*definition of positive discrimination – giving the privilege of a discriminated group over the majority, e.g. quotas for women in parliament*):

- a) Deny the problem - there is no problem of inequality between women and men, and therefore we should not propose the motion
- b) Reduce the problem - there are certain inequalities between women and men, but they are too rare and insufficiently important to propose the motion
- c) The problem exists and is important, but:
 - The proposition has the wrong cause of the problem - the cause of the problem of inequality between women and men is not that women do not have enough in committees/parliaments, but that society discriminates and considers less capable
 - The plan does not solve the problem or its cause - there is no evidence that it will change stereotypes about women and solve inequality if a proposition model/plan is introduced, there is evidence that there will be an opposite effect
 - There is a better way to solve problems - we can solve problems in inequality between women and men without legally imposing something, e.g., we see it being great the number of women is already breaking into positions today and we need to let this process take place on its own
- d) The proposed solution leads to more harm than good - at least the plan will solve some problems (e.g. representation of women in some bodies), the position of women will now be worse because most will think they get jobs/jobs just because they are women.

In case we are rebutting both the problem and the model, we should keep in mind that it is necessary to choose one approach (strategy) to rebuttal. This means that we cannot simultaneously claim that there is no problem of inequality between women and men and that instead of the proposition model, there is a better way to address that problem. In that case, the opposing strategy would be contradictory, and the refutation would be unsuccessful (The same goes for performing proposition stance in case side opposition makes a “counterplan”).

3. Argument

Each argument in the debate can prove two things: what benefits will happen if we propose/oppose the motion and what harm will happen if we propose/oppose the motion.

This means that each argument should offer a reason why we represent our side, and what we achieve by proposing/opposing.

In the case of model motion, depending on the way in which the plan and the problem are refuted, we need to show that claims/assumptions of the arguments that support the solution of the problem are not realized. In the case of a value motion, we need to ask ourselves the question "why" we need to propose/oppose the motion and what benefits will happen. This means that although there is no concrete model for the motion, we should still refute the arguments if they are not useful for the motion or do not achieve what we have stated in the argument. Also, we can still ask ourselves what problems we have solved by proposing or opposing the motion, although we do not have a concrete solution model/plan.

The ways we can rebut arguments are

- a. The argument is not important enough - the increase in the number of women who will participate politically is so small that the argument for greater participation of women brings too little benefit
- b. The argument is not related to the motion - For example, the premise of the argument *"If we introduce women's quotas in parliaments, elections would bring more voters"* is not related to what the motion implies, and that is the inequality of women and men.
- c. The argument is not proven in the explanation (part of the structure of the argument) – The side proposition claims that more women in parliament lead to better decisions in parliament, but they have not shown how one leads to another
- d. The argument is not (correct) substantiated - For example, it is not true that Kazakhstan introduced this model / imposing equality is not a value we stand

for / the claim that proposing the motion leads to greater tolerance is simply incorrect

- e. Our side better realizes the argument – side opposition will achieve a higher level of equality between men and women by introducing its (counter) plan of stricter legal penalties in case of inequality over women (for example, employers will pay 20% higher fines if women are less in the workplace paid than a man in the same position).

If you are interested in getting more comfortable with rebuttals in debate for debate beginners here are [some useful materials](#) that can be shared during the workshop, or in preparing for the workshop.

Workshop activities:

Duration	Description of workshop activity
15 min	Discussion: The youth worker leads the discussion with young people about the rebuttal. It is advisable to state for young people what types exist, what is the structure of debate cases, and then to discuss how every one of them can be addressed through rebuttals. It is possible to use examples that are listed above. In this part, it is necessary to go through all the ways of refuting the debate case with young people, but try to emphasize the strategy of rebutting definitions and avoiding errors in definitions, since other exercises will involve refutation of other parts of the debate case.

25 min	<p>Exercise Constructing and rebutting problem and model in case building</p> <p>The facilitator explains the task and gives young people 10 minutes for group work (presumably two large groups) in which one group needs to create a problem and a model/plan, while the other makes rebuttals. In 10 minutes of independent work, debaters can work separately on two tasks, or work together so that the opposition case building is built immediately. Each group gets one motion to work out a problem, model and rebuttals. After that, every group will present their ideas to youth worker and other group.</p>
25 min	<p>Exercise Rebuttal of a premise of the argument</p> <p>The facilitator explains the task and gives the debaters 10 minutes to work independently.</p> <p>It is possible to allow the debaters to work in a group, or individually. Each group, or the individual obtains one motion on which they make rebuttals of the argument by choosing the specific strategy</p>
25 min	<p>Exercise Rebuttal of the argument</p> <p>The facilitator explains the task and gives the debaters 10 minutes to work independently. Debaters should rebut chosen arguments by following instructions from the previous exercise to learn all the possible strategies for rebuttals. Debaters should present the motion and assumption of the argument, while through refutations they will explain which part of the argument are they rebutting, and in which manner.</p>

Materials:

Appendix A: Constructing and rebutting problem and model in case building

1. CONSTRUCTING AND REBUTTING PROBLEM AND MODEL IN CASE BUILDING		
Motion	Questions for building debate case: problem and model	Questions for rebuttals
THW introduce the death penalty	1. What problem do I want to solve?	1. Is this a valid and tangible problem?
TH would introduce sanctions to all EU member states that refuse to receive refugees	2. Why is this problem important?	2. Is the problem important enough?
THW privatize healthcare	3. Who is responsible for this solution?	3. Although the problem exists, can side propositions solve it?
THW introduce entrance exams for high schools	4. How do I want to solve it?	4. Although the problem exists, will the side proposition offer the best solution?
THW ban homework	5. How long will it take to get the results/benefits?	
	6. How much will this model cost?	

Appendix B: Rebuttal of argument assumption

2. Rebuttal of argument assumption

Motion	Argument assumption/premise	Choose a rebuttal strategy
THW ban gambling	Gambling should be banned because it provokes addiction that leads to reduced quality of life	a) Deny the problem b) Reduce the problem c) The problem exists but side proposition will not solve it d) There is a better way to solve it e) The premise is not related to the motion f) The argument is not important d) Our side better proves benefits and assumption of this argument
THB that reality TV programs bring more harms than benefits	Reality TV brings more harm than good because it empowers people to want to become celebrities, rather than succeed with effort and training	
THB that democracy has more benefits than harms	Democracy brings more benefits than harms because it accomplishes the principle and a right to freedom of choice	
THB that institutional religion brings more harm than benefit	Institutional religion brings more harm than use because it can negatively affect law enforcement and democratic development	

THB that parents should monitor electronic devices of their children	Parents shouldn't monitor electronic devices of their children because of children's freedom of choice	
THB that politicians should not have a right to privacy	Politicians should not be entitled to privacy because information regarding their private lives could be vital for decision making process about ours representatives	

Appendix C: Rebuttal of the argument

3. Rebuttal of the argument	
<p>MOTION:</p> <p>THW ban beauty pageants</p> <p>ASSUMPTION OF THE ARGUMENT:</p>	<p>The main message of beauty pageants is that there is only one standard of beauty according to which we can determine a greater amount of beauty or a smaller amount of the same in someone and that we need to do it based on physical appearance assessment. This is the way unrealistic standards of beauty are imposed and it is generally a problem</p>

<p>Beauty pageants should be banned because they impose unrealistic standards of beauty</p>	<p>with promoting harmful patterns of beauty. When was the last time anyone in the category of normal weight declared beautiful on someone like that competition?</p> <p>If we affirm the motion, superficial ways are promoted by assessing the person and promoting a single standard by which persons can evaluate and rank. Precisely because unrealistic standards of beauty pageants badly affect all who are exposed to them, and condition them</p> <p>with low self-esteem and complex development we believe that they should be banned.</p>
<p>MOTION:</p> <p>THW introduce the death penalty</p> <p>ASSUMPTION OF THE ARGUMENT:</p> <p>The introduction of the death penalty lowers crime rates</p>	<p>People obey the laws because they are afraid of punishment and consequences arising from a violation of the law. It is easy to prove that death is one of the greatest fears common to the whole population. The death penalty is the most terrible punishment we can introduce. If people are more afraid of penalties they will abide by the law to a greater extent. If people are in greater compliance with the law this contributes to the rate of reduction in crime. When 1978 Texas introduced the death penalty, the crime rate was at two years contrary to trends in the rest of the US, fell by 1.8%. Such a specific reduction is precisely in the category of heavy crimes for which the death penalty is also intended which clearly shows the connection between the introduction of the death penalty and reduction of crime. We believe that the crime rate</p>

	<p>should be reduced for the general safety of the population. This is the most basic and most important role of any state - to ensure the safety of its citizens. Since the death penalty reduces the crime rate it increases security for citizens and therefore needs to be introduced.</p>
<p>MOTION: THB that the current grading system is not fair</p> <p>ASSUMPTION OF THE ARGUMENT: The current grading system is not fair because it encourages an uneven picture of young people</p>	<p>What we are trying to prove with this argument is that the unfairness of the assessment does not only arise from the assessment as "too small" variables to describe young peoples than to some the unfairness of the assessment also stems from the way in which grades are awarded. The reason for this is large differences in the ways in which professors grade not just between schools but also within the schools themselves. What the side proposition is asking you today is how can we call this system fair when we are aware that both young people and teachers are pretending that grades are an objective indicator of young peoples' knowledge and quality. The bias of professors is too strong in grading exams, and we support the notion of standardized tests.</p>
<p>MOTION: THB that smoking in public places should be prohibited</p> <p>ASSUMPTION OF THE ARGUMENT:</p> <p>Smoking in public places should be banned because by doing so we</p>	<p>Smoking is harmful to health (multiplies the probability for cancer and other diseases). It is the duty of the state to protect, however possible, an individual from endangering the health of smoking. Of course, we cannot prohibit smoking to an individual in a private space, but we can restrict public places where he can smoke. Thereby we will cause him to smoke less because there will be fewer</p>

encourage smokers to be less dangerous to their own health	places where he is allowed to smoke. In this manner, the state is sending a message and lowering the social motivation to smoke (indirect prevention). With these measures, we will protect the health of the individual at least to some extent, as the state does in many other things (car seat belts and various other safety regulations).
<p>MOTION:</p> <p>THW ban advertisements intended for children</p> <p>ASSUMPTION OF THE ARGUMENT:</p> <p>Advertising should NOT be banned due to children's rights to be informed</p>	<p>Prohibiting advertisements intended for children violates their right to information and the right to receive information from a wide variety of possible sources. Children have the right to receive an opportunity to take their own stand and form themselves and their own opinions and values, so they can only do so by being exposed to a variety of information. Children should be surrounded with a lot of possible information because their environment is made up of many other factors - society, parents, family, school, peers, etc. All of this allows them different perspectives through which they can develop their attitudes and tastes. Parents and the education system must be their own influence, upbringing and education to help children become independent, mature, responsible and critical, according to advertisements, as well as according to everything else. We will not achieve that goal by banning advertisements and putting the child in a sterile situation that actually prevents him from preparing for life and development.</p>

10. Arguments for rebuttal

Debate workshop topic	Arguments for rebuttal
Goal	The debaters will learn strategies of rebuttal and how to use them on a practical level
Learning objectives	<p>After the workshop the debaters will be able to:</p> <ul style="list-style-type: none"> • explain the purpose of rebuttal • recognise strategies of rebuttal • tackle the main problem within the chosen argument and its assumption • structure their rebuttals • identify which particular part of argument will they choose for their rebuttal
Teaching methods	independent study, lecture, group work
Materials	<p>Appendix A: List of motions</p> <p>Appendix B: Argument premises and motions</p> <p>Appendix C: Examples of proposed ideas for the development and refutation of argument</p> <p>Appendix D: Written arguments for rebuttals</p>

Workshop duration	60 min
-------------------	--------

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--------------------------	----------	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	2
Note: We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.	

Here you can find *Appendix M: Categories for assessing debaters skills* that tries to address this problem through debate categories (content, style, organisation/strategy).

The Key Competences in this workshop are:

1. Multilingual competence
2. Cultural awareness and Expression competence
3. Literacy competence

Revision before the workshop:

The ways of rebuttal in debate can be shown in the motion “This House believes that the problem of inequality between women and men should be addressed through positive discrimination against women” (*definition of positive discrimination - giving privileges to a discriminated group over the majority, e.g. quotas for women in parliament*).

Opposition should analyse

1. What is wrong with the motion? - opp case
2. What is wrong with the proposition case? - opp rebuttal

The ways we can rebuttal the argument are:

The argument is not important enough	The increase in the number of women who will participate politically is so small that the argument for greater participation of women
--------------------------------------	---

	brings too little benefit.
The argument is not related to the motion	For example, the argument "If we introduce quotas for women in parliaments, the general turnout will increase" is not related to what the thesis requires, and that is the inequality of women and men.
The argument is not proven in practice (there is no example)	Side proposition claims that more women in parliament leads to better decisions of parliament, but they have not shown how one leads to another.
The argument is not (correctly) substantiated	For example, it is not true that Kazakhstan introduced this model /imposing equality is not a value we stand for / the claim that proposing the motion leads to greater tolerance is simply incorrect.
Our side better solves the problem within an argument	Side opposition will achieve equality between men and women with more benefits by introducing its (counter) plan of stricter legal penalties in case of inequality over women (for example, employers will pay 20% higher fines if women are paid less in the workplace than a man in the same position).

Exercise activities (60 min):

Note: for every exercise this is the suggested timing:

Group or individual preparation: 5 minutes

Presentation: 5 minutes

Discussion: 5 minutes

Exercise 1: (15 min) In Appendix 1 can be found 5 motions with written arguments. Choose 1 motion and rebuttal the argument of the side proposition.

Exercise 2: (15 min) Choose the argument of the side opposition and rebuttal it. You can use suggestions from Appendix C.

Exercise 3: (15 min). Choose ideas from brainstorming from Appendix B. Debaters should be paired into groups. One member of the group should develop ideas to arguments, while the other should develop rebuttals on the same motion.

Note: debaters can independently research in addition to the text provided in Appendix.

Exercise 4: (15 min) Choose from one of 5 motions with written arguments. Choose one at a time argument of side proposition AND side opposition and construct a rebuttal for both of them!

Note: it is suggested to pair debaters into group for this exercise

Appendix A: List of motions

MOTIONS

1. THB that art censorship is justified
2. THB that state funding of professional sports is justified

3. THB that advertisements intended for children should be banned

4. THW introduce quotas for women in parliament

5. THB that higher education should be publicly funded

Appendix B: Examples of proposed ideas for the development and refutation of argument

- THS the policy of open borders of developed countries towards refugees from war zones

Proposition	Opposition
<ul style="list-style-type: none"> • it is humane to help people, they come from countries where their lives are endangered, developed countries have the resources to help them • economic benefit <ul style="list-style-type: none"> a) cheap labor for low-paid job b) highly skilled workers who will fill deficient positions (eg Germany) and work cheaper • The state sends a positive message - solidarity - reducing animosity between cultures and nationalities 	<ul style="list-style-type: none"> • an open border policy would lead to a huge influx that would simply not be sustainable - impossible in the long run • the state should primarily protect its citizens and until it does so fully, it should not introduce such a policy • -security aspect - it is difficult to maintain security • the issue of integration - these people will find it difficult to integrate, there are often prejudices

- THBT The Cold War brought more benefit than harm

Proposition	Opposition
<ul style="list-style-type: none"> benefits of the bipolar world - political stability economic progress scientific progress (e.g. NASA and USSR space exploration) It taught us lessons (development of international law, preservation of peace) caution with nuclear weapons 	<ul style="list-style-type: none"> proxy wars (Vietnam) - constant instability atmosphere of fear development of nuclear weapons / weapons in general long-term consequences whether the Cold War really ended today there are negative consequences of the bloc division

- THW reform the United Nations Security Council

Proposition	Opposition
<ul style="list-style-type: none"> outdated concept of membership (e.g. no Germany or Japan) membership based on results of World War II unequal representation of certain regions (eg no Africa and South America) - hegemony of Western powers problematic veto policy a) giving power to permanent members, b) whether anything can ever be implemented 	<ul style="list-style-type: none"> The stable structure of the Security Council helps maintain world peace Veto actually prevents major conflicts- prevents Western powers from cutting everything themselves (e.g. Russia opposes the US)

Appendix C: Argument premises and motions

Motions	Argument premises
THBT university education should be free.	Free university education would diminish the gap in possibilities for youth from different backgrounds.
THBT reality shows cause more harm than good.	Reality TV shows encourage young people to become famous, and not persevere in their studies.
THW introduce quotas for women in parliament.	Quotas are the most effective way of increasing the number of women in politics.
THW ban animal testing.	Animal testing is against animal rights.
THW ban beauty pageants.	Beauty pageants establish unrealistic beauty standards
THBT the current way of grading in primary schools isn't just.	The current way of grading is just because it is equal for all children.

THBT commercials intended for children should be banned.	Children have the right to access information.
THBT parents should be able to oversee their children's electronic devices .	Children have the right to privacy.
THW ban photoshop in magazines.	Photoshopped pictures of models establish unrealistic beauty standards.
THW privatize healthcare.	Every citizen should have the same access to healthcare.

Appendix D: Written arguments for rebuttals

WRITTEN ARGUMENTS FOR REBUTTAL

1. THB THAT CENSORSHIP OF ART IS JUSTIFIED	
Proposition	Opposition

P1: Legal protection

We believe that art (whether written, performing, painting, sculptural, film, etc.) should be equally subject to hate law, all laws that protect human dignity and the UN Declaration of Human Rights, as well as any other form of expression. It follows that if some form of artistic expression is contrary to these laws, then censorship is also justified.

In those countries where these laws do not apply, we believe that the protection of public opinion and democratic values has been violated or does not exist. These states should strive to achieve such a system of protection of human dignity because, without it, general equality cannot be achieved.

Examples: caricatures of religious figures, caricatures of religious groups (Jews in the 20th century), those arts that express support for violence and xenophobia and any attack on human dignity (the problem of racism against the African-American population in the US), examples from pop culture and industry music.

01: Violation of artistic freedom and possibility of abuse

Censorship is a procedure that makes it possible to make a kind of valorization of art; to determine which artistic expression is "appropriate" and which is not. This means that art is valued not by its intrinsic value but by how much it suits someone. Rejecting any form of art through censorship means not giving an opportunity to the public to evaluate it and means discriminating against those who create that art, which violates freedom of expression. The value of art is ultimately determined by its audience, so if art is such that it is offensive to public opinion, it will not achieve any greater value in public, but we still give it the opportunity to go public and be evaluated on an equal basis. (Examples: Leonardo Da Vinci - secret and illegal dissection of the body, Galileo Galilei, Nazi Germany - ban on expressionist artistic trends eg Picasso, Chagall, modern jazz music, censorship of literary works).

Censorship of art is specific to totalitarian regimes of the right and left-wing in which art is considered purposeful exclusively for the benefit of the state and its propaganda and in times of war (Nazi Germany, fascist Italy, communist USSR, Yugoslavia)

2. THB THAT STATE FINANCING OF PROFESSIONAL SPORTS IS JUSTIFIED	
Proposition	Opposition
<p>P1: Promoting healthy living</p> <p>There may be thousands of amateur clubs in the world, but if someone does not stimulate the interest of young people to get involved in them or if someone does not serve as an example to them then those clubs will be empty. Investing in professional sports is an investment in promoting a healthy lifestyle and is manifold profitable for the state through encouraging people to live healthier and play sports.</p> <p>The criterion by which we are guided: Raising the quality of life of citizens through sports, and especially through professional sports and the successes of professional athletes, a healthy lifestyle and a positive attitude towards competitiveness are promoted. In the</p>	<p>O1: Inefficiency of spending on professional sports</p> <p>The role of the state is to spend money in such a way that the maximum number of citizens benefits from it. When we say profit, we mean tangible and intangible profits.</p> <p>By financing professional sports, very few citizens profit materially, and intangible profits such as pleasure or euphoria are not a good enough reason to finance professional sports. There are thousands of ways money invested in for-profit professional clubs could be invested in promoting amateur and much more inclusive and even healthier sports. So, we don't even have to change the area of funding - sports - so by not investing in professional sports, we can free up</p>

international context, a state is also being promoted. These are just some of the benefits of sports and professional sports and that is why the financing of sports is not only justified but also very important.

money for much smarter ways of doing sports.

There is no evidence to say that citizens do not play sports if there is no highly developed professional sport, and there is ample evidence that funding amateur sports can encourage a much larger number of citizens to truly play sports, rather than just watching them.

Doing something that is inefficient is in the context of government spending and irresponsible, so we believe that funding professional sports is not justified.

3. THB THAT ADVERTISEMENTS INTENDED FOR CHILDREN SHOULD BE BANNED

Proposition	Opposition
<p>P1: Manipulation of children</p> <p>Advertisements are generally manipulative and have an impact on adults - formed people, but their impact on children is immeasurable because they do not yet know how to distinguish advertising from a "regular" program and are incomparably more susceptible to influences than adults.</p> <p>Children learn by unconsciously imitating and do not have the opportunity to critically move away from the content</p>	<p>O1: Right to information</p> <p>The ban on advertisements intended for children violates their right to information and the right to receive information from various possible sources. Also, they have the right to be given the opportunity to take their own views and form their own opinions and values, and they can only do so by being exposed to different information to begin with. Furthermore, the world of the child should not be reduced to the world of media that surrounds them because</p>

that is suggested to them, so they must not be the target of manipulative content such as advertisements. By the age of four or five, they do not know how to distinguish the reality that surrounds them from the media image.

Their susceptibility to advertising manipulation is also visible in the following: three-year-olds already recognize brands and products on shelves, and by the age of eight children make most purchase decisions on their own, whether they spend their own pocket money or influence their parents' spending. However, their future consumption is the most important for the market, because the habits acquired in childhood remain for a lifetime, so the impact on children through advertising, in the long run, is extremely profitable. That is why the golden rule of marketing experts is: "imprint the brand on the child's head until the age of ten".

This kind of manipulation (which is not education or upbringing or preparation for community life) but aims to achieve someone's personal benefit or profit, is permissible in the adult world, but is absolutely unacceptable when it comes to children because it instrumentalizes them and they have no means to defend themselves against it, resist it, or take their own stand against it, as adults can. That is why it is harmful to them and we must certainly protect them from that.

their environment is composed of many other factors - society, parents, family, school etc. and all this allows them different perspectives on things. Finally, parents and the education system must be the ones who, through their influence, upbringing and education, will help children to become independent, mature, responsible and critical, both towards advertisements and towards everything else; and this will not be achieved by defending advertisements and putting the child in a sterile situation that actually prevents them from preparing for life and development, but by doing their job - responsible parenting.

4. THW INTRODUCE QUOTAS FOR WOMEN IN PARLIAMENT

Proposition	Opposition
<p>P1: Quotas for women are effective for increasing the number of women in politics</p> <p>The introduction of quotas for women directly increases their number, as they are guaranteed a seat in Parliament. This is more effective than other ways of increasing the number of women in politics (such as informally promoting it or enacting such regulations at the level of individual parties) because it binds all parties, not just those who have that internal rule or whose work is otherwise active. a large number of women participate. Second, women's quotas can motivate other women to engage in politics. When greater representation of women in Parliament and on party lists is achieved, these women can serve as role models for other women. In addition, it will change the climate towards women in politics over time, making it easier for them to enter it.</p>	<p>O1: Quotas for women can harm women in politics</p> <p>The introduction of quotas for women can harm the credibility of women in politics because it will not be known whether they came to a certain place because of ability or primarily because of the quota.</p> <p>This will call into question their competence and credibility both in front of the public and voters, as well as in front of party (male) colleagues.</p> <p>Furthermore, quotas for women put women in a passive position in relation to the discrimination that occurs against them in politics. This discrimination can be reduced or eliminated only through the commitment of women themselves to it - at the party level and in public. The introduction of quotas will make this fight seemingly unnecessary and women will be less engaged in fighting for their rights, since quotas are a coercion for the parties themselves, they will not have to change their informal policies or</p>

	attitudes, but only formally meet this requirement.
--	---

5. THBT HIGHER EDUCATION SHOULD BE PUBLICLY FUNDED	
Proposition	Opposition
<p>P1: Availability</p> <p>The right to education is a right under all conventions and charters and statutes.</p> <p>A right is not a right if it is not applied and if there are not a large number of users. Available higher education is a human right whose realization speaks of democracy, social inclusion and social responsibility. Historically, publicly funded education is one of the achievements of democratization of education and society in a broader sense, which means that this process wants to include as many people as possible in the system. Education is the right of all citizens and should belong to everyone equally, regardless of their financial situation. Therefore, higher education must be equally accessible to all, regardless of their socio-economic status. It must not be the privilege of the rich, but the common good of the whole society. Publicly funded education enables the growth of the percentage of highly educated people, which</p>	<p>O1: Proposing the motion will not contribute to reducing social inequality</p> <p>Most international research shows that non-financial factors, such as parental education, educational attainment in primary and secondary education and participation in preschool education often have a decisive influence on individuals' ability and/or decision to enroll in higher education. This means that the abolition of tuition fees, i.e. publicly funded education, will not affect the poorer workshops enrolling more in colleges.</p> <p>At the same time, the abolition of tuition fees will mean that those people in risk of poverty or with reduced economic status who, for their own reasons, do not use higher education, finance by paying taxes the same higher education to richer citizens who opt for it much more often. There are better alternatives to address this social issue - research shows that the lack of tuition fees alone is not enough to address poor access to higher</p>

contributes to the development of society and the competitiveness of the workforce.

education and that quality and comprehensive young people support systems play a more important role in increasing access to higher education. An alternative could be a scholarship system. Practice shows that the countries with the highest tuition fees have the highest quality scholarship systems.

11. Watching debates

Debate workshop topic	Watching debates
Goal	The debaters will learn how to analyze specific parts of debate and debate cases
Learning objectives	<p>After the workshop, debaters will be able to:</p> <ul style="list-style-type: none"> ● Recognize that POI (point of information) can give a strategic advantage ● Think of POI in advance ● Avoid making common mistakes connected to POI ● Recognize the importance of examples in debate ● Explain the comparative between examples ● Recognize the difference between rebuttals and constructive points in major clashes in debate ● Single out the value of presentation and redistribution of time within the role of speakers ● Analyze the purpose of the third argument and prioritization of arguments
Teaching methods	Independent study with instructions
Materials	Appendix A: Link to debate videos

	Appendix B: List of exercises
Workshop duration	80 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--------------------------	----------	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
Note: We remind you of chapter <i>Building a team. Guidelines for assessing the</i>	

knowledge of debaters in the first toolkit **Coordination of debate clubs. Manual.**

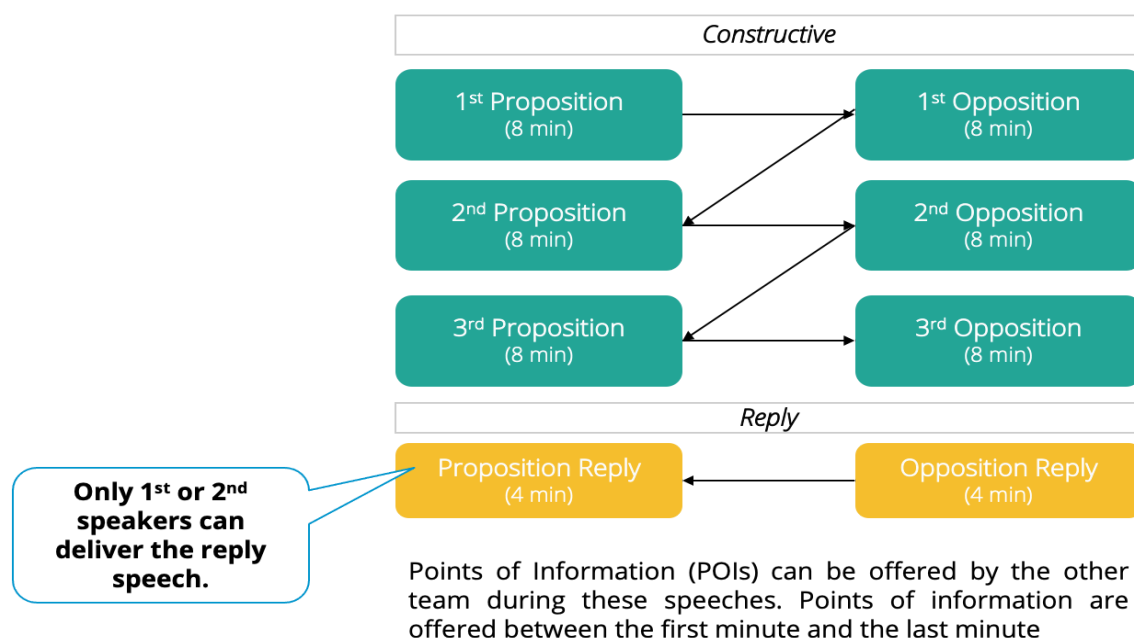
Here you can find *Appendix M: Categories for assessing debaters skills* that tries to address this problem through debate categories (content, style, organisation/strategy).

The Key Competences in this workshop are:

1. Multilingual competence
2. Cultural awareness and Expression competence
3. Digital competence
4. Literacy competence

Revision before the workshop:

A debate is a structured discussion with specific rules after which a judge or a panel of judges assesses which side won. In the World Schools (WS) format there are two teams: the proposition and the opposition. The proposition supports the given motion with its model and arguments. The opposition negates the motion rebutting the proposition's arguments and introducing their own. Per team, there are three speakers that give four speeches. The first six speeches last eight minutes and their sequence is: P1 - 8 min → O1 - 8 min → P2 - 8 min → O2 - 8 min → P3 - 8 min → O3 - 8 min After the first six speeches, each team has an additional speech called the reply speech. It lasts for four minutes and is given in the opposite order - the first reply speech is given by the opposition, and the reply speech of the proposition is the last speech of the debate. Only the first two speakers of each team can give the reply speech.



Workshop activities:

Duration	Description of workshop activity
1 hour	Watching a debate
20 min	Independent work and chosen analysis of the watched debate

Exercise 1: Choose and watch 1 debate with special attention to the chosen exercise! Choose one of the debates on the link:

Appendix A: Link to debate videos

1. World schools debate Winter Holidays Open:
https://www.youtube.com/results?search_query=winter+holidays+open
2. 2012 Presidential debate USA:
<https://youtu.be/hx1mjT73xYE?si=MvHI-X7HYkODWZi9>
3. 2020 Presidential debate USA:
https://www.youtube.com/live/CweqW7Pzxx8?si=tfB10GhGVf_aXP5D

Exercise 2: Choose one of the specific exercises in the column and answer the questions. You can choose between 5 different approaches to debate analysis.

Appendix B: List of exercises:

Exercises	Questions for exercises
Exercise 1: POI in debate	<p>Try to analyze how side proposition and opposition:</p> <ol style="list-style-type: none"> 1. raise POIs 2. accept POIs. <p>Describe which side does it better, you can also compare different speakers. Also, give concrete examples from the debate and explain whether POIs were important to you in judging the debate.</p>

	Write your judgment briefly.
Exercise 2: Examples in debate	<p>Try to analyse how side proposition and opposition:</p> <ol style="list-style-type: none"> 1. explains examples 2. rebuttal examples. <p>Describe which side does it better, you can also compare different speakers. Also, give concrete examples from the debate and explain whether the examples were important to you in judging the debate.</p> <p>Write your judgment briefly.</p>
Exercise 3: Rebuttals in debate	<p>Try to analyse how side proposition and opposition:</p> <ol style="list-style-type: none"> 1. Set up their own rebuttal points 2. Respond to rebuttal from the opposing side in the debate. <p>Describe which side does it better, you can also compare different speakers. Also, give concrete examples from the debate and explain which 2 rebuttals or answers to rebuttals were important to you in judging the debate. Write your judgment briefly.</p>
Exercise 4: Third argument and redistribution of argumentation	<p>As you know, arguments need to be sorted in order of importance. It is necessary to analyze for the side of affirmation and negation:</p>

	<p>1. Whether the arguments were ranked in order of importance;</p> <p>2. What role was played by the third argument: how/when the presenting side defended it, and how the opposite side refuted it?</p> <p>Describe which side explained and defended its third argument better, you can also compare different speakers.</p> <p>Write your judgment briefly.</p>
Exercise 5: Style and redistribution of time	<p>One of the three categories that the judge scores in debate is style (the other two are argumentation and strategy).</p> <p>Analyze the side of proposition and opposition</p> <p>1. Which side (and which speaker) was stylistically better and why;</p> <p>2. Which side (and which speaker) had a better redistribution of time?</p> <p>Describe why this was important to you in the debate and how it affected your judgment.</p> <p>Write your judgment briefly.</p>

12. Point of information

Debate workshop topic	Point of information
Goal	Learn to utilise POI in a debate
Learning objectives	<p>After workshop, debaters will be able to:</p> <ul style="list-style-type: none"> ● Recognise that POI can give a strategic advantage ● Think of POI in advance ● Avoid making common mistakes connected to POI
Teaching methods	Lecture, independent study, group work
Materials	No appendix
Workshop duration	45 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> ● Did the exercise increase your knowledge of a particular topic? ● Did the exercise expand a particular skill? ● Did the exercise change your attitude towards ● something?
--------------------------	----------	---

		<ul style="list-style-type: none"> • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Cultural awareness and Expression competence
4. Literacy competence

Revision before the workshop:

World Schools debate format enables debaters to directly engage with points of information (POI). Both can be valuable in proving contradictions in the opponent's case, questioning premises on which they based their arguments, or in clarifying specific points.

A POI is a short interjection from a speaking member of the other team to the speaker on your team holding the floor.

Rules for POI:

POI can't be offered in the first and last minute of a speech and during reply speeches. Speakers should accept two POI during their speech.

The team that offers POI should wait fifteen seconds between POI.

POI shouldn't last more than fifteen seconds.

Most common mistakes debaters make:

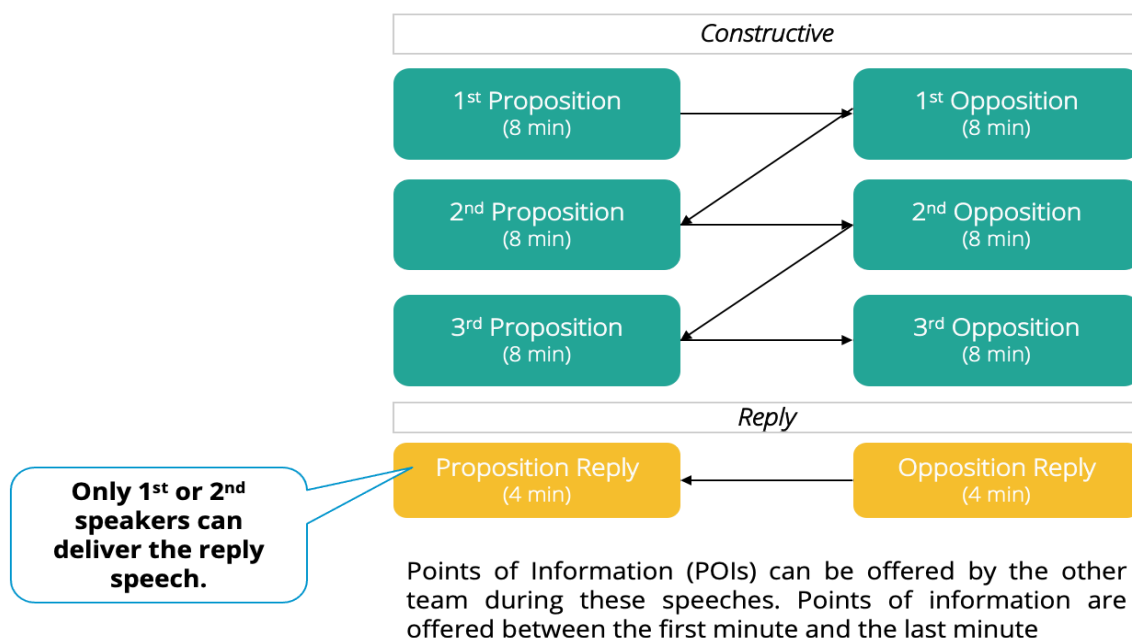
- don't accept POIs or accept more than two
- Debaters ask more than one question and argue with the speaker instead of sitting back down

Debaters accept POI in the middle of their sentence or argument

Debaters offer POI that are irrelevant for the current speech

Debaters correct mistakes that aren't relevant for the point of the argument: (eg. "That politician is a part of the X party, not Y party", "That battle took place in 1943., not 1942.").

It is useful to think of POI that can give you a strategic advantage - compel your opponents to be contradictory or admit that the premise of your arguments are valid. For example, in the motion "THBT people in risk of poverty or with reduced economic status shouldn't be punished for stealing", the opposition could offer a POI such as "Do people in risk of poverty or with reduced economic status usually live in socioeconomically disadvantaged areas ili underprivileged neighborhoods ?". The proposition speaker will probably agree with you which can be used later for the argument that people in risk of poverty or with reduced economic status will steal from other poor people which has worse consequences than the proposition states (source: The Heart of the Matter, Benjamin Mak Jia Ming).



Exercise activities:

Duration	Description of exercise activity
	1. Revision 1.1 Independent study Reflect on the importance of POI in a debate and the most common mistakes debaters make.

	<p>2. POI and strategy</p>
5 min	<p>2.1 Independent study</p> <p>Think of one argument for the side of the proposition and one argument for the side of the opposition for the motion “THW ban strikes in the public sector”.</p>
20 min	<p>Come up with two POI for the sides of the proposition and opposition that could give you a strategic advantage in a similar way as is stated in the revision.</p>
20 min	

13. Impromptu debate

Debate workshop topic	How to prepare for an impromptu debate
Goal	The debaters will learn how to use time for preparation of impromptu debate more sufficiently
Learning objectives	<p>After the workshop, the debaters will be able to:</p> <ul style="list-style-type: none"> • Prioritize the time for case building • Recognize the type of motions • Have a more constructive brainstorming • Use models for teamwork • Apply questions for case building
Teaching methods	Independent study
Materials	<p>Appendix A: Recommendations for impromptu debate and teamwork</p> <p>Appendix B: Teamwork during the debate</p> <p>Appendix C: Motions for prep time</p> <p>Appendix D: Additional suggestions for debaters preparing for impromptu speeches</p>
Workshop duration	45 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--------------------------	----------	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	2
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Entrepreneurship competence
4. Literacy competence

Revision before the workshop:

impromptu debates are debates in which the teams have **limited time to prepare**. In practice, this means that teams find out the motion and the side (proposition or opposition) on which the debating case should be built on the ground of a tournament or workshop. Usually the duration of the preparations is 60 or 30 minutes.

If you are interested in getting more comfortable with preparation for impromptu speeches or impromptu debate, here [are some useful materials](#) that can be shared during the workshop, or in preparing for the workshop.

Exercise activities:

Exercise 1: (15 min) Read the recommendations for preparing impromptu debates and teamwork)

Appendix A: Recommendations for impromptu debate and teamwork

5/10 min (depending on preparation time)

1. What do we need to prove in order to get / to position ourselves correctly within the motion?
2. How to set the motion strategically? (Model or value)
3. What strategy of proposing/opposing the motion do we take for all 4 speakers?
4. What terms should we define in the motion?
5. Who are we talking about in this debate? (Stakeholders)
6. In what circumstances and context does this debate take place (status quo)?

5/10 min (depending on preparation time)

1. Brainstorming: Ideas for arguments
2. Brainstorming: Ideas for examples
3. Brainstorming: Ideas for context

It is important to group ideas that are related or similar and can correspond to 1 assumption of a common argument so that you can relate them to the motion.

10/20 min (depending on preparation time)

1. Structuring arguments (assumption, explanation, examples, link, conclusion)
2. Redistribution of arguments by importance (try to sort them in the order in which they are presented)

10/20 min (depending on preparation time)

1. Possible clashes: What can the other side say to rebut our constructive points and how do we defend ourselves?
2. Filling “holes” in the case
3. PREPARE YOUR FLOWS (try to write down major points from side proposition and opposition during the whole debate)

Appendix B: Teamwork during the debate

The most basic type of communication is reminding your colleagues that something needs to be done

1. *Be consistent with your team*
2. *Communicate with your team*
3. *Help your colleagues whenever you can during a debate round*
 - *Remind the speaker before you to set the points associated with your case.*
 - *Remind the reply speaker to speak in a different style compared to the third speaker.*

- *Remind the speakers behind you to deepen the arguments with which opponents did not engage.*

Exercise 2: (30 minutes) Prepare a stopwatch. Choose 1 motion from the ones offered, and make a brainstorm in 10 minutes with as many ideas for side propositions arguments as possible. In the next 10 min, write 1 argument. Finally, in the last 5 minutes, think of as many ideas for rebuttal on your arguments as possible.

Pay attention to how much time each part takes you and try to stick to the set time period. In the preparations, we must not forget that the rules for ad hoc debate are the same as for the prepared one: in the World Schools format, the first and second speakers must present new arguments.

Arguments must have a clear structure and consist of 4 main parts: assumptions, explanations, examples (if we do not know the exact example or statistics we can use an analogy or illustration) and link to the motion.

What we want to say can often be very different from what we actually say. Accordingly, it is essential that the speakers sitting at the table listen carefully to what is being said, even as they are at the moment composing their own speech. All debaters must be able to do multiple things at once.

It's important to listen to what your colleague is actually saying. This allows you to know how the debate is going and to notice which clashes are going on between side propositions and opposition. More importantly, you will be able to discern which clashes your side must win to gain an advantage in the debate. Most importantly, it will allow your team to discuss effectively when your colleague returns from delivering a speech

Appendix C: Motions for prep time

Motions for prep time case building

1. *THW ban Photoshop in advertisements*
2. *THW privatize healthcare*
3. *THW prevent foreign ownership of domestic companies*
4. *THW ban the publication of private information about politicians if they are not from the public interest*
5. *THB that the state has the right to supervise its citizens for the purpose of national security*

Appendix D: Additional suggestions for debaters preparing for impromptu speeches

1. Identify the Controversy

Think about the following questions:

- *What is the context of the debate?*
- *What is the status quo and/or what event related to the topic has occurred recently?*
- *Has something been proposed in relation to a controversy? (e.g. by a government or by an interest group?)*
- *What is the issue that this debate is about?*

This step should help you understand why the topic was set in the first place – why it's an issue that people are discussing (or should be discussing!). When it comes to the first speaker's speech, this step should help you set up the debate, let the audience know what the debate is about and why it's a debate worth listening to.

2. Form a Dichotomous Statement about the Debate.

- *Form a statement about the debate that can be answered "yes" or "no".*
- *This should set up the divide between the two teams in the debate – both agreeing and disagreeing with the statement should be valid*

positions, so that a good debate can occur. Avoid restating the topic – the statement should be the backbone, or main contention, of your case

3. Define the Terms of the Debate

- *Your context should already make it clear what it is that the topic ‘means’ in terms of any unclear or ambiguous terms. Thus, setting up a definition does not mean going through what each word in the topic ‘means’ – you should have already made this clear, so it means defining the terms of the debate:*
- **Model Debates**
- *In a lot of debates, defining the debate means proposing your solution or “model” for solving the controversy.*
- *The details of your model should include the*

scope of the debate (Which municipality? Australia? schools?) and should give the debate a clear structure through which your arguments can be analysed.

- **Empirical Debates**
- *These are debates where you’re not arguing for a policy but merely evaluating something – e.g. “that our celebrities are no good”. Your definition of the topic in these kinds of debates should set up the benchmarks by which you’ll be assessing the issue.*
- *The definition stage is critical because it sets your team (and sometimes the other team too) clear markers against which your arguments can be evaluated.*
- *Remember – you should never try to win a debate by your definition!*
- *Your aim in defining the debate should be to set up a good strong structure through which both teams can wrestle with each other’s arguments*

4. Make a ‘Wish List’

- *Think of things you’d like to prove for your case – anything that would be beneficial to your side of the debate : things that if you could prove, would make it easier to win.*
- *If you’re stuck for ideas, think of the groups involved in the issue: what their interests would be and how they are affected by the issue (or would be affected by your proposal).*

5. Cull and Expand Your Wishlist into Arguments

- *With your whole team working together, you should be able to come up with the best analysis and the best evidence (examples, statistics, etc) for each of your arguments.*
- *Ask Yourself whether you have made all the links to explain how you reached your conclusion so that someone who’d never even thought about it would be able to follow your reasoning (and be convinced by it!)*

- *Once you have expanded your wishlist, read through it carefully and identify things that are unprovable and get rid of them.*
- *Anything that you can't logically prove at this point should be cut : it's a waste of valuable time to pursue arguments that won't help your case and it means you'll have less time to develop your stronger arguments.*
- *Prioritise your arguments so that you know which are the central to your case and which merely strengthen it – cut the weaker ones if you have too many and be prepared to defend your important arguments!*

6. Do Your Team Split

- *Finally, as a team, work out the logical progression of the arguments and decide which speakers will be covering which material.*
- *Then speakers can finalise their notes for their own speeches in the final few minutes.*

14. Chain of rebuttal

Debate workshop topic	Chain of rebuttal
Goal	Debaters will improve their ability to build arguments and refute them
Learning objectives	<p>After the workshop, debaters will be able to:</p> <ul style="list-style-type: none"> • Present structured arguments • Bring out deliberate rebuttals • List strategies to refute the arguments • Specify the structure of the argument • Specify the structure of rebuttal
Materials	<p>Appendix A: <i>Example of argument</i></p> <p>Appendix B: <i>Rebuttal strategies</i></p> <p>Appendix C: <i>List of motions</i></p> <p>Appendix D: <i>Examples of arguments for the chain of rebuttal</i></p>
Type of workshop	Online in real-time/live meeting

Teaching methods	Discussion, lecture, independent study, presenting
Workshop duration	40 or 55 minutes

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--------------------------	----------	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
Note:	

We remind you of chapter *Building a team. Guidelines for assessing the knowledge of debaters* in the first toolkit **Coordination of debate clubs. Manual.**

Here you can find *Appendix M: Categories for assessing debaters skills* that tries to address this problem through debate categories (content, style, organisation/strategy).

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Literacy competence

Revision before the workshop:

After going through all the parts of the debate case, today we will perform exercises on how to build and refute arguments and deliver short speeches - an exercise based on *speech-response* or *chain of rebuttal*.

To have a debate, we need something more—we need interaction between those cases. It is not enough for your team to present and support its own arguments—you must also attack your opponents' arguments. This is what we call "rebuttal." Rebuttal is vital for debating. Unfortunately, many less-experienced debaters treat rebuttal as an added extra to their prepared arguments. It is easy to understand why. Because rebuttal involves refuting your opponent's arguments, it is generally much more difficult to prepare a rebuttal in advance than to prepare your substantive arguments. However, rebuttal is not particularly difficult. When you think about it, rebuttal points out the differences between your arguments and your opposition's arguments. Given that you are both arguing opposite sides of one issue, these differences should be easy to spot and straightforward to point out!

Simple approach	Advanced approach
“The main problem with our opposition’s case is their theme, which states [X]. This theme is wrong because . . .”	“The main problem with our opposition’s case is their underlying assumption that [Y]. There is no question that this assumption was a vital part of our opponents’ case. For example, their theme stated that [X]. Now, the assumption that [Y] is clearly not true, for a number of reasons . . .”

Duration: 10 minutes

Debate youth worker activity: The youth worker repeats with the debaters the structure of the argument and the strategies of refutation. The debate youth worker can use

Appendix A: *Example of argument*

1. Thesis- the main point of the argument <i>What do we claim? What do we want to prove with an argument?</i>	Example on motion: THW introduce the death penalty
Thesis must answer the question of what we are claiming in the argument or what we are trying to prove. The argument itself must clearly indicate what we are proving and from it, we must clearly understand what the speaker will explain and try to prove in the rest of his argument. The thesis is the	Thesis: The introduction of the death penalty leads to a reduction in the crime rate

<p>aim of an argument by which we want the audience and judges to remember and understand what we are going to talk about in the next few minutes. For these reasons, it is important that the thesis is short, unambiguous, easy to remember and appealing to the audience.</p>	
<p>2. Explanation- the reasoning behind the argument.</p> <p><i>Why do we claim that? How did we come to what we claim in the argument?</i></p>	
<p>In this phase of argumentation, we have to explain the logical structure of the argument and answer the key question of why we think our thesis is logically correct. We must explain our reasoning. We can do that by using questions from <i>revision before the workshop</i>. The explanation must be clearly and systematically presented so that the audience and judges can follow the steps - the assumptions we used in forming the argument - the listeners must be able to follow the steps of our thinking and we must lead them to the conclusion that our argument is correct.</p>	<p>Explanation: People obey the laws because they fear the penalties and consequences that come after breaking the law. It is easy to prove that death is one of the greatest fears common to the entire population. So the death penalty is the most terrible punishment we can introduce. If people are more afraid of punishment they will be more respectful of the law. If people respect the law to a greater extent, it contributes to the rate of crime reduction.</p>
<p>3. Evidence- studies, statistics, examples, quotes, etc.</p> <p><i>How did we find evidence that our claims and our reasoning are true?</i></p>	<p>When the U.S. state of Texas introduced the death penalty in 1978, the serious crime rate fell by 1.8 % in two years, contrary to trends in the rest of the United States. <i>This is FBI data.</i></p>
<p>If we have proved through explanation that our argument is correct, now we have to prove that all our assumptions are true, based on evidence from reality. To achieve this we can use facts, research, expert opinions or some authorities, examples - any sources that can benefit us. The evidence we use must be relevant to the topic and it must be clearly how they directly support our claims and explanatory steps. Quite simply, we need to find evidence that what we claim is present in theory and in practice. With good support, we can</p>	<p>Such a specific reduction in the category of serious crimes for which the death penalty is intended clearly shows the connection between the introduction of the death penalty and the reduction of crime.</p>

strengthen our arguments many times over, just as with the lack of support we can completely lower their credibility.	
4. Link- the part of the argument that connects it to the motion	We believe that the crime rate should be reduced for the general security of the population. This is the most basic and most important role of every state - to ensure the safety of its citizens. Since the death penalty reduces the crime rate, it increases the security of citizens and should therefore be introduced.

Appendix B: *Rebuttal strategies*

As side opposition in the debate we have two roles.

The first probable strategy is to deny what the side proposition said, and the second one is to prove the negative motion of the debate. While debating the opposition side to the motion "THBT death penalty should be introduced" we defend the motion that *"the death penalty should not be introduced"*.

In order to set up the rebuttal we can engage with the following elements:

1. Reasons and problems set by side proposition
2. Goals they want to achieve with their arguments
3. Justification and effectiveness of the mechanism (motion implementation)
4. Accuracy, truthfulness or relevance of arguments
5. Consistency of examples
6. Denial of the problem arising from the motion

By doing so, we are arguing that the problem stated by the proposition does not exist. The most successful strategy is combining an approach in which we refute the proposition side by explaining that there is no problem *and* that the current situation is actually quite good.

Example: The death penalty does not need to be introduced because the proposition side has not proven that citizens feel insecure or that criminals are not sufficiently punished in the current system.

Example (status quo has positive sides): The death penalty does not need to be introduced because EU countries don't have a problem with a high rate of serious crime. Our justice system is already working great today in the prevention of serious crimes, 40 years in prison is quite enough for a person to think about it.

- **Minimising and relativizing the problem that the motion imposes** - opposition accepts that the problem exists but diminishes the significance of the problem.
 - Example: The EU does have a high rate of serious crime, but it is limited to a very small group of people and does not affect the general sense of security of citizens, so the introduction of the death penalty will not affect society.
- **Counterproductiveness of the motion implementation** - This rebuttal focuses on the fact that the proposed change will lead to a worsening of the situation.
 - Example: By introducing the death penalty, we are actually only causing serious criminals to become even more serious. Once you commit a heinous crime you know that your only result is either constant escape and opposition to the law or death.
- **Unjustified implementation of the motion**- The opposition argues that the proposition may solve the problem, but that we are still not allowed to implement it due to some other damage. An additional dimension of this rebuttal may be proving that the state simply has no right to influence human lives in the proposed way.
 - Example: By introducing the death penalty, we may solve the problem of crime by 1.8%, but it comes at the cost of killing people, depriving us of the *right to life*. The other thing is that we are never 100% sure of someone's guilt and the introduction of the death penalty necessarily means that from time to time as a society we kill innocent people for our own safety.

- **Anomalies** - Opposition agrees that the problem exists and should be solved, but claims that there is actually no systemic problem that would require a permanent solution. Side opposition provides an explanation that these anomalies will either be solved on their own or that we can solve them with some less dramatic changes.
 - Example: We fully agree that the EU has a problem with a high crime rate and that it affects the sense of security. But this is not a systemic problem of the EU but a consequence of the war between two mafia clans and what we need to do is temporarily increase the number of police officers in certain neighbourhoods. Simply put, this is an anomaly and there is no need to introduce dramatic permanent solutions like the death penalty.

Debaters' activity and expected responses: Debaters discuss with youth worker and participate in the discussion.

Duration: 5 minutes

Debate youth worker activity:

- The debate youth worker explains the exercise to the debaters and pairs 2 debaters in 1 group.
- The first debater will have to come up with an argument, with all its parts, while the second debater will have to come up with refutations on possible arguments.
- Since the debaters will be divided into groups, it is advisable they help each other.
- *Debaters will have 10 minutes of preparation, and it will take 15 minutes for each couple to give a speech-response, followed by a discussion. Each speech and response should last 1 min 30 seconds!*

Appendix C: List of motions

The debate youth worker can suggest these motions to debaters:

1. THW ban Photoshop in advertisements

2. THW ban gambling
3. THW ban reality shows
4. THW ban animal testing for cosmetic purposes
5. THBT Internet access should be a human right / is a human right
6. THW ban violent video games
7. THBT parents should monitor their children's electronic devices
8. THBT vaccination should be mandatory
9. THW allow students to choose for themselves reading literature
10. THBT all subjects in schools should be elective
11. THBT professors should be paid depending on the success of their students
12. THBT schools should introduce a special subject of the regional dialect depending on the place of residence
13. THBT students should have free admission to theatres and museums

Debaters' activity and expected responses: Debaters choose motions for the exercise.

Duration: 10 minutes

Debate youth worker activity: The debate youth worker assists the debaters as needed.

Debaters' activity and expected responses: Debaters in groups prepare their arguments or rebuttals for the *speech-response* exercise.

Duration: 15 minutes

Youth worker activity: The debate youth worker listens to the *speech response* of each debate couple and instructs other debaters to listen to them and record. After each *speech response*, youth worker moderates the discussion about arguments and refutation with the debaters.

Debaters' activity and expected responses: Debaters deliver their speeches and responses, and discuss other debaters' speeches.

Duration: 15 minutes

If the debaters want to continue the exercise, we suggest that you use the speech response. Debaters need to read them, and continue a series of rebuttals!

Appendix D: Examples of arguments for the chain of rebuttal

THBT THE CENSORSHIP OF ART IS JUSTIFIED	
Proposition	Opposition

- | | |
|--|---|
| <ul style="list-style-type: none"> • We believe that art (whether it is written, performing, painting, sculptural, film, etc.) is equally under the jurisdiction of the hate law, all laws protecting human dignity and the <i>Declaration of Human Rights</i> as well as any other form of expression. It follows that if some form of artistic expression is contrary to these laws, then censorship is also justified. • In those countries where these laws do not apply, we believe that the protection of public opinion and democratic values is violated or does not exist, and we believe that they should strive to achieve such a value system (link: that the criterion is a criterion to which they should strive). There can be no establishment and/or maintenance of a system in which there is general equality. • Examples: <i>caricatures of religious figures, caricatures of religious groups (Jews in the 20th century), those arts that express support for violence and xenophobia and any attack on human dignity (the problem of racism against the African American population in the US), examples from pop culture and industry music.</i> | <ul style="list-style-type: none"> • Censorship is a procedure that makes it possible to make a kind of valorization of art; to determine which artistic expression is "appropriate" and which is not. This means that art is valued not by its intrinsic value but by how much it suits someone. By rejecting any form of art through censorship, we are not giving an opportunity for the public to evaluate it, and it means discrimination against those who create that art, thereby violating freedom of expression. • The value of art is ultimately determined by its audience, so if art is offensive to public opinion, it will not achieve any greater value in public, but we still give it the opportunity to go public and be evaluated on an equal basis. • Examples: <i>Leonardo Da Vinci- secret and illegal dissection of the body, Galileo Galilei, Nazi Germany- ban on expressionist artistic trends eg Picasso, Chagall and „modern jazz music, censorship of literary works)</i> • Art censorship is specific to right-wing and left-wing totalitarian regimes in which art is considered purposeful solely for the benefit of the state and its propaganda and in times of war (<i>Nazi Germany, fascist Italy, communist USSR, Yugoslavia</i>) |
|--|---|

THBT STATE FINANCING OF PROFESSIONAL SPORTS IS JUSTIFIED

Proposition

- There may be thousands of amateur clubs in the world but if someone does not stimulate the interest of young people to get involved in them and if someone does not serve as an example to them then these clubs will go empty. Investing in professional sports is an investment in promoting a healthy life and is manifold profitable for the state by encouraging people to live healthier and play sports.
- The criterion by which we are guided is to raise the quality of life.

Through sports and especially through professional sports and the successes of professional athletes, a healthy lifestyle is promoted, a positive thing towards competitiveness, and in the international context, the state is also promoted.

- Development of sports can become extremely profitable for the investor (in this case- the state). These are just some of the benefits of sports and professional sports and that is why funding sports is not only justified but also very important.

Opposition

- The role of the state is to spend money in such a way that the maximum number of citizens benefits from it. When we say profits we mean tangible and intangible profits.
- By financing professional sports, very few citizens profit materially and intangible profits such as pleasure or some euphoria are not a good enough reason to finance professional sports. There are thousands of ways money invested in for-profit professional clubs could be invested in promoting amateur and much more inclusive and even healthier sports. So We don't even have to change the area of funding - sports - so that by not investing in professional sports, we can free up money for much smarter ways of doing sports.
- There is no evidence to say that if there is no strong developed professional sport citizens do not play sports and there is ample evidence that funding amateur sports can involve a much larger number of citizens actually playing sports rather than just watching them.
- Doing something that is inefficient in the context of government spending is irresponsible, so we believe that funding professional sports is not justified.

THW BAN ADVERTISEMENT INTENDED FOR CHILDREN

Proposition

- Advertisements are manipulative and even have an impact on adults. Their impact on children is immeasurable because they do not yet know how to distinguish advertising from a "regular" program and are incomparably more susceptible to influences than adults.
- Children learn by unconsciously imitating and do not have the opportunity to critically move away from the content suggested to them, so they must not be the target of manipulative content such as advertisements. Until the age of four or five, they do not know how to distinguish the reality that surrounds them from the media image.
- Their susceptibility to the manipulation of advertisements is also visible in the following: Three-year-olds already recognize brands and products on the shelves, and by the age of eight children make most purchase decisions independently, whether they spend their own pocket money or influence their parents' spending.
- However, their future consumption is the most important for the market,

Opposition

- Banning advertisements intended for children violates their right to information and the right to receive information from various possible sources.
- They (children) have the right to be given the opportunity to take their own views and form their own opinions and values, and they can only do so by being exposed to various information to begin with.
- Children's space should not be reduced to the world of media that surrounds them, because their environment is composed of many other factors - society, parents, family, school, peers, etc. and all this allows them different perspectives on things.
- Finally, parents and the education system must be the ones who, through their influence, upbringing and education, will help children to become independent, mature, responsible and critical, both towards advertisements and everything else; and this will not be achieved by defending advertisements and putting the child in a sterile situation that actually prevents them

because the habits acquired in childhood remain for a lifetime, so the impact on children through advertising, in the long run, is extremely profitable.

- That is why the golden rule of marketing experts is: *"imprint the brand in the child's head until the age of ten"*.
- This type of manipulation (which is not education or upbringing or preparation for life in the community) but aims to achieve someone's personal benefit or profit, is permissible in the adult world, but is absolutely unacceptable when it comes to children; because it instrumentalizes them and they have no way of defending themselves from it, resisting it, or taking their own position on it.
- We believe it is harmful to them and we must certainly protect them from it.

from preparing for life and development, but by doing their job - responsible parenting.

15. Stakeholders

Debate workshop topic	Stakeholders
Goal	Learn about stakeholders in a debate
Learning objectives	<p>After the exercise, debaters will be able to:</p> <ul style="list-style-type: none"> • Define the stakeholders for a motion • Analyse the status quo of the stakeholders • Explain the benefits and detriments of supporting and opposing the motion for specific stakeholders
Teaching methods	lecture, independent study
Materials	<p>Appendix A: Example of stakeholders</p> <p>Appendix B: List of motions</p> <p>Appendix C: Questions for stakeholder analysis</p>
Workshop duration	45 min

Post-exercise	5-10	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a
---------------	------	---

reflection	min	<p>particular topic?</p> <ul style="list-style-type: none"> • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
------------	-----	--

<p>Level of difficulty (1-3)</p> <p><i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i></p>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Citizenship competence
4. Cultural awareness and Expression competence

Revision before the workshop:

In their speeches, debaters have to show the importance and influence of their arguments. One of the ways they do that is by mapping the stakeholders in their motion and how supporting or opposing the motion affects them.

A stakeholder in debate is a person or a group of people that is somehow related to or impacted by the motion. Debate teams should show how the motion is either beneficial or harmful in relation to how it impacts those stakeholders.

Understanding the impact that the action proposed by the motion will have on various groups of people will help you to define and defend your case more effectively if you are the proposition, and to refute it more successfully if you are the opposition. This process is called stakeholder impact analysis.

Debaters should:

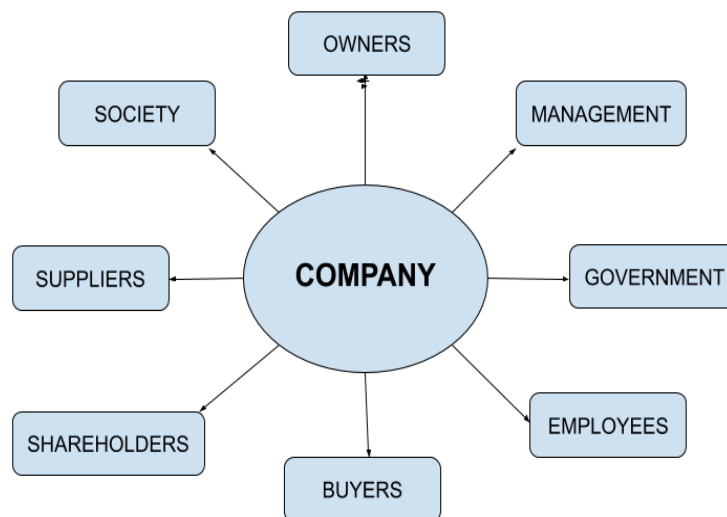
1. *Define the stakeholders for the motion.*
2. *Analyze the status quo of the stakeholders - the proposition has to explain their current disadvantages and the need for improvement, while the opposition claims that their status is advantageous.*
3. *Demonstrate the benefits of their side - The proposition believes that supporting the motion will improve the stakeholders' status, whereas the opposition claims it will worsen it.*
4. *Explain why it is essential to achieve these benefits.*

Example for the motion: **“TH supports profit sharing”**

Profit sharing is a compensation program that awards employees a percentage of the company's profits.

Appendix A: Example of stakeholders

1. Define the stakeholders for the motion



2. **Analyse the status quo of the stakeholders**

Employees:

The role of the employees is to work in the company or to provide specific services. Employees are predominantly motivated by their paycheck, however, they are also motivated when their good work is recognized by their supervisors. Employees usually don't have a lot of resources because they aren't in a position to confront the company due to fear of losing their jobs. Companies see them as disposable as they can be easily replaced.

3. **Demonstrate the benefits of their side:**

Employees will have more money. Employees will think they are more respected and valued by their employers.

4. **Explain why it is essential to achieve these benefits:**

It is just that employees get more money and an acknowledgement of

their importance to the company given their role in the production or providing services. Happy employees will be more motivated which will increase their productivity.

Workshop activities:

Duration	Description of workshop activity
5 min	1. Revision 1.1 Independent study Reflect on the importance of stakeholders in a debate.
10 min	2. “Analysing stakeholders” exercise 2.1 Independent study
15 min	2.2. Presentation of stakeholders
15 min	2.3. Discussion of the group

Appendix B: List of motions

TH supports whistleblowers.

In places where minority members are greatly oppressed by the majority, As a minority individual THW choose to adopt majority culture, language and dress

THBT higher education should be free

THW ban animal testing

THW ban strikes in the public sector

THBT voting should be compulsory

THW ban child performers

THBT minority groups should not reclaim slurs that have been directed against them.

Choose a motion from the list of motions in Appendix B. List all potential stakeholders for the proposition and opposition.

- Pick a stakeholder and analyze them for the side of the proposition.
- Pick another stakeholder and analyze them for the side of the opposition.

You can use these questions to help with your analysis

Appendix C: Questions for stakeholder analysis

- *What is the role of the stakeholder in the company?*
- *What is their role in society?*
- *What is their motivation?*
- *What are they willing to sacrifice to achieve their goals?*
- *What resources do they have at their disposal (money, political capital, knowledge, specific skills, experience, ...)?*
- *How do others perceive them?*

16. Examples in debate

Debate workshop topic	Examples in debate
Goal	Debaters will learn about different characteristics of examples
Learning objectives	<p>After the workshop debaters will be able to:</p> <ul style="list-style-type: none"> • Recognise 5 most common mistakes in explaining examples within arguments • Recognise different characteristics of examples • Single out a part of the argument that needs an example • Build an example linked with an argument statement and motion
Teaching methods	lecture, discussion, independent study
Materials	<p>Appendix A: Mistakes in explaining examples</p> <p>Appendix B: List of motions for exercise</p>
Workshop duration	45 min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--------------------------	----------	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Literacy competence

Revision before the workshop:

When you have studied the structure of an argument, you have certainly noticed that the sub-argument (example, statistics, analogy) is one of the 4 main parts that each argument must contain (statement, explanation, support, and link to the thesis).

Examples are important in a debate for several reasons:

- they show that your argument is valid in real life
- make the argument more convincing
- allow you to refute the exaggerated generalisations of the opposite party.

However, for the examples you use to fulfill their role in the debate, they must be *adequately explained*. Below we will show you the five most common mistakes in using examples and tips on how to avoid them, and then we offer you an exercise in which you can apply these tips.

Appendix A: Mistakes in explaining examples

<p>The example is not fully explained or it is not clear what it shows.</p>	<p>“Changes in the law will be effective only if they follow social changes, not if they precede them. We all know what happened to the suffragette movement. ” This is a default error. Although it seems to you that some information is generally known, the judge must not make conclusions</p>
--	---

	<p>for you. You have to assume that the judge has no specific knowledge of what your support means and explain what happened exactly in the example you are introducing.</p>
<p>You have not shown why an example is important (what is its impact and significance)</p>	<p>“More than half of young people in the United States take out young people loans to fund their education. A universal basic income should be introduced so that young people can be educated without parental help and student loans. ”</p> <p>In order for this example to really help your side in the debate, you should explain why it is bad for young people to be financially dependent on their parents or get into debt. For example, you can show that many are repaying their young people's debts for years, even decades, which is why they have reduced purchasing power, and this adversely affects the economy of the entire state. So your example gained a lot more weight in the debate.</p>
<p>The example is not related to the motion.</p>	<p>“Prisons are overcrowded in 15 EU countries. That is why we believe that prisons should be focused on rehabilitation, not retribution. ”</p> <p>Like arguments, examples should be clearly linked to the motion. When you explain the example and show why it is important, ask yourself why affirming/denying the thesis will solve or diminish the problem you are presenting. In the example above, you could do this by explaining that rehabilitation leads to a lower recidivism rate which is why we will have fewer prisoners in the long run</p>

The example shows an isolated case, not a trend.	Examples that show only one situation in which your argument holds can be useful, but will be even more useful (especially in tense debates!) If you show that based on that example we can expect similar things to happen in the future and/or in other similar situations.
The example is mentioned only once in the debate and does not develop further.	If you have set a good example in the debate, by no means forget it! Like arguments, examples can “grow” by adding new levels of analysis or highlighting new stakeholders. Debaters can also reinforce the examples by applying some of the above tips. Of course, it is not possible to explain every example in full detail in the first speech, but if by the end of the debate your example contains all the above elements, it could be useful to you almost as much as your arguments!

Exercise activities: 45 minutes

Exercise: Choose one of the motions and the side you want to represent. After the research, devise an argument statement and an example for it. When devising an argument, pay special attention to examples. Pay attention to the connection of the example with the thesis and the statement of the argument, explain its importance and that it proves the trend.

Appendix B: List of motions

1. TH regrets glorifying soldiers as heroes
2. TH believes that marketing is based on fraud
3. TH considers violence to be a legitimate means of protest
4. THB that athletes should not express their political views during sporting events
5. THB that capitalism is not in line with a just society
6. THB that alternative medicine should be banned
7. THB that violent video games should be banned
8. TH supports parents in monitoring their children's electronic devices
9. THBT voting should be mandatory
10. THBT internet access should be a human right / is a human right

17. Analysing values

Debate workshop topic	Analysing values
Goal	Learn to analyse values
Learning objectives	<p>After the exercise, debaters will be able to:</p> <ul style="list-style-type: none"> • Justify the importance of a specific value • Recognise that the definition of values depends on the motion
Teaching methods	independent study, discussion
Materials	Appendix A: List of values
Workshop duration	45 min

Post-exercise	5-10	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a
---------------	------	---

reflection	min	<p>particular topic?</p> <ul style="list-style-type: none"> • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
------------	-----	--

<p>Level of difficulty (1-3)</p> <p><i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i></p>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence

2. Citizenship competence

3. Literacy competence

Revision before the workshop:

While debating, it is necessary to support values that you find the most important for the motion. The best approach to values varies between debates. With different motions (and opponents) your approach to the value also differs.

To illustrate this, let us consider the value of “equality”. Equality is a value that can be supported in various motions, for example in “*THBT pupils should wear school uniforms*”, “*THW introduce positive discrimination for women in parliament*” and “*THW privatize healthcare*”.

In a debate about school uniforms, the proposition can support them as a means of giving pupils a feeling of a higher degree of equality because uniforms wipe out easily seen socioeconomic differences between young people.

On the other hand, in a debate about positive discrimination of women, the opposition can claim how quotas highlight the inequalities between men and women, but don’t solve it; nay propagate it because they benefit only one sex and thus show how women in politics aren’t as qualified and capable as men. In the third case, the opposition can maintain that every citizen of a country should have equal access to healthcare services, independent of their financial status.

Exercise activities:

Duration	Description of exercise activity
30 min	1. “Analyzing values” exercise 1.1. Individual study <ul style="list-style-type: none"> Choose one value listed in Appendix A and think of three motions for which it is important. Explain why it is important for each one in the form of arguments. Choose another value listed in Appendix A and think of a motion for which both the side of the proposition and the opposition can base an argument.
15 min	<ul style="list-style-type: none"> Write the arguments explaining how the chosen value is relevant to both the proposition and opposition sides.

Appendix A: List of values

Cultural tradition
Economic growth
Education

Environmental protection

Equality

Freedom of press

Freedom of speech

Individuality

Privacy

Religiousness

Right to live

Security

18. Stage fright

Debate workshop topic	Stage fright
Goal	The debaters will learn strategies to combat stage fright.
Learning objectives	<p>After the workshop, the debaters will be able to:</p> <ul style="list-style-type: none"> • Explain why people feel stage fright • Use strategies to combat stage fright • Apply breathing technique
Teaching methods	Independent study, discussion, group work
Materials	<p>Appendix A: How to combat stage fright?</p> <p>Appendix B: Table of situations in which i feel stage fright and helpful behaviors</p> <p>Appendix C: How to overcome stage fright</p>
Workshop duration	45 or 60 minutes

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic?
--------------------------	----------	---

		<ul style="list-style-type: none"> ● Did the exercise expand a particular skill? ● Did the exercise change your attitude towards something? ● How satisfied were you with the exercise? ● Would you change anything if you repeated the exercise?
--	--	---

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also be applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence

3. Entrepreneurship competence

Revision before the workshop:

Almost all of us feel a certain amount of anxiety when doing a public performance. This type of anxiety is called stage fright. One research¹⁴ even showing fear of public speaking is the second most common fear among Americans, which makes it more common than fear of spiders, heights or injections. It is not a surprise that many debaters also have stage fright. Our hobby is quite challenging in this sense: we need to speak in front of at least six people while our opponents try to prove us wrong and a judge is evaluating our performance. However, if you do have stage fright there are a number of methods and techniques that can help you. Some of them will be presented in this article.

What is stage fright?

Stage fright is a feeling of fear and anxiety that arises when a person has to perform in front of others. It can be recognized by four different groups of symptoms:

Stage fright symptoms	
1. EMOTIONAL Fear, overexcitement, agitation, nervousness,	3. COGNITIVE Mental blockade, lack of focus, negative thoughts, difficulty to organise thoughts,

¹⁴ <https://preply.com/en/blog/study-of-public-speaking-fears/>

anxiety, disappointment, anger, helplessness	forgetfulness
3. BEHAVIORAL Avoidance of stressful situations, fidgeting, pacing, substance abuse	4. PHYSICAL Fast pulse, shortness of breath, nausea, palm sweating, changes in body temperature, insomnia, dry mouth, headache

Why do people feel stage fright?

Our body reacts to situations that it recognizes as dangerous or difficult by activating a part of our nervous system called the sympathetic. Its role is to accelerate heart rhythm and breathing, prompt the release of adrenalin, etc. All of these physiological changes help us to react faster and better. However, if the sympathetic system over-intensifies, physical changes may become distracting. Based on that, we can conclude that our performance in any stressful situation is the best if the sympathetic is somewhat activated because we are more focused and able to think faster. On the other hand, if it's activated too much or too little we perform worse because we are overly agitated or sleepy and unfocused.

Figure 1: The Yerkes-Dodson Human Performance and Stress Curve



Appendix A: How to combat stage fright?

1. Debate regularly

If you have stage fright, do not avoid situations in which you feel it. Avoidance will only increase the fear and anxiety. Instead of running away from public speaking, try to understand every new debate as an opportunity to see that nothing terrible will happen during your speech. After debating a number of debates and realising that there were no scary consequences your fear will decrease.

2. Prepare as much as you can

Stage fright is often connected to a feeling that we don't know enough or that we're not fully prepared for a debate. Taking that into consideration, one of the best ways to combat stage fright is to prepare more: start preparing your case on time, prepare your rebuttal and responses in advance, and follow the current events, so we can be better in impromptu motions.

3. Focus on yourselves

It is important to note that the symptoms of stage fright occur inside of a person, so they are not visible to all. Others don't know that you feel fear, that your palms are sweating and most of the time, they will not notice your shaky voice. Ergo, others are also focused on themselves and, therefore, they probably won't notice how nervous you are. Hence, do not read in other's behaviour – the fact that the judge is yawning or that somebody in the audience is laughing probably has nothing to do with your performance.

4. Exercise

Light aerobic exercise before a debate can help you relax and decry physical symptoms of stage fright.

5. Learn breathing techniques

Breathing techniques are a very efficient way to combat stage fright, as well as similar problems such as anxiety or stress. They are useful because focusing on breathing helps to calm all physical symptoms of stage fright and enables you to divert your thoughts from fear and negativity.

Exercise activities:

Breathing exercise (20 to 30 minutes)

Today's first task is to try breathing exercises. In order to master breathing techniques you can use YouTube videos or apps such as Headspace to lead you through the process (for example: <https://www.youtube.com/watch?v=cEqZthCaMpo>).

Try giving a speech before and after trying a breathing technique. Do you notice any differences? If not, that's not a reason to give up. Learning a breathing technique takes some time. Try to spend 10 minutes a day for a week or two focusing on your breathing and you will surely master this extremely useful skill.

Exercise: Table of situations (20 to 30 minutes)

The second task is to draw a table such as the one in the example below. In the first and the second column, you should list situations in which you feel stage fright and describe thoughts that occur in those situations. Afterwards, use the third column to put together behaviors that might help you to cope with anxiety and thoughts that will strengthen your self-confidence or calm you. You can make such a table before every tournament and take it to the tournament to make yourself feel better between the rounds.

Appendix B: Table of situations in which i feel stage fright and helpful behaviors

Situations in which I feel stage fright	Worried thoughts	Realistic thoughts and helpful behaviors
Somebody's offering me a POI.	<p>I will not be able to answer it.</p> <p>My team will lose because of me.</p>	<p>I prepared enough, so I'll probably be able to answer it. If not, I can always claim that I will answer later in my speech.</p>

		My team won't lose a debate over one bad POI answer.
I can't remember specific example for further explanation of my argument	My debate case will be easier to refute because I can't analyse specific idea within one of my arguments	<p>One example is not enough to show why the whole argument is correct or topical.</p> <p>My debate case has other examples that show the logic of our premises</p> <p>I can always use real life analogy if I can't remember specific example</p>

Appendix C: How to overcome stage fright

Time	Actions	Benefit
First thing, or 3 hours before your speech.	<ul style="list-style-type: none"> Review your content and make any final changes. Create an index card or small sheet of paper with a rough outline or talking points 	Give yourself enough time to finalise the content -- the outline also helps you review the flow of your points and gain perspective about the overall content.
2 hours before your speech.	<ul style="list-style-type: none"> Do slow breathing exercises. Warm up vocally and physically. Practice out loud. Walk around or sing. 	Warm ups help you get in the zone and work to calm nerves and get your body in performance-ready mode.

1 hour before your speech.	<ul style="list-style-type: none"> • Stop what you are doing. • Let it go: remind yourself, “it is what it is.” 	Cramming increases nerves: instead, you need to get to a place of peace, where you give yourself some space from your preparation.
30 minutes beforehand.	<ul style="list-style-type: none"> • Talk to people and converse with others around you. 	Mindless chatter can take your mind off your presentation and put you in a more social place mentally. It is good to start speaking before you have to give your actual remarks.
15 minutes beforehand and while sitting in your seat, ready to give your speech.	<ul style="list-style-type: none"> • Find a quiet place (an actual place or somewhere in your mind) and center yourself. • Tell yourself affirmations like “you got this” or “you’ve done this before” or “you have something important to say”. • Take breaths and exhale slowly: repeat until the shakiness disappears. 	It is important to reaffirm your trust in yourself. Rather than thinking about your nerves or overthinking your speech, it is helpful to remind yourself that your voice is worthy.

<p>Your team has been called and it's time to go up to the front.</p>	<ul style="list-style-type: none"> • Turn it "on". Mentally switch into performance mode. • Look at people as you walk up. 	<p>A performance mode helps you switch into a person who doesn't feel fear. In this mode, you acknowledge the audience, instead of avoiding eye contact.</p>
<p>Moment before your speech.</p>	<ul style="list-style-type: none"> • Stand in a grounded position and acknowledge the audience. 	<p>Ground yourself when you get to the front. Don't speak while walking, but wait until you and the audience are ready.</p>

19. Illustration in debate

Debate workshop topic	Illustration in debate
Goal	The debaters will learn how to illustrate their arguments.
Learning objectives	<p>After the workshop, the debaters will be able to:</p> <ul style="list-style-type: none"> • List parts of an illustration • Provide an illustration of actors reactions in a certain situation
Teaching methods	Independent study, lecture, discussion
Materials	<p>Appendix A: Steps for illustrating</p> <p>Appendix B: Illustration through connecting of actor and situation</p> <p>Appendix C: Illustration of actors motivation</p>
Workshop duration	45min

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic?
--------------------------	----------	---

		<ul style="list-style-type: none"> • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--	---

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Multilingual competence
2. Personal, social and learning to learn competence

3. Cultural awareness and Expression competence

4. Literacy competence

Revision before the workshop:

Illustrating is the debater's ability to explain in detail and paint a picture. It can be used in any part of a case: in the introduction and conclusion to draw attention of the audience, in framing to emphasise context in which the debate is happening or within argumentation to explain how incentives, motivation or feelings of actors involved change.

Good illustration is similar to characterization we see in novels, just in a quite shorter form. If characterization in a book ever led you to understand a very complex situation or to emphasise with characters that is the exact effect you want to achieve when illustrating in a debate.

There are three steps in making a good illustration:

Appendix A: Steps for illustrating

Description of an actor	Who are they? What is important for them?
Change	What does change when we apply the motion or a model?
The reaction of the actor	How does the actor perceive the change and adjust their behavior to the change?

Exercise activities:

Exercise 1:(20 minutes)

Using the table and the date of your birthday, you will be assigned one famous person or a character and a situation they find themselves in. Try to illustrate how the person would act in the situation by answering the questions from the overview in detail.

Appendix B: Illustration through connecting of actor and situation

Day	Month
1 – Bugs Bunny	January – they are stuck in the traffic
2 – Darth Vader	February – teachers wants to see their homework, but they haven't written it
3 – Neville Longbottom	March – mom tells them to clean their room
4 – Donald Trump	April – a car passing by splashes them
5 – Queen Elizabeth II	May – waiter brings them a wrong order

6 – Kim Kardashian	June – they work as an Uber driver
7 – Rick Sanchez	July – they are quarantined because of COVID-19
8 – Joey from Friends	August – they get invisibility superpower
9 – Greta Thunberg	September – they get kidnapped by aliens
10 – Joker	October – their friend is late for dinner
11 – Sansa Stark	November – they get F in maths
12 – Dr. Dolittle	December – they have to take care about a younger sister
13 – Homer Simpson	
14 – Iron Man	
15 – Joe Exotic	
16 – Gandalf	
17 – Michael Corleone (mafia boss)	
18 – Sherlock Holmes	
19 – Katniss Everdeen	

20 – Robin Hood	
21 – Winnie Pooh	
22 – Nikola Tesla	
23 – Sheldon Cooper	
24 – James Bond	
25 – Hannibal Lecter	
26 – Deadpool	
27 – Bill Gates	
28 – Eleven	
29 – SpongeBob SquarePants	
30 – Walter White	
31 – Regina George	

Exercise 2: (20 minutes)

Try to illustrate the behavior, motivation, emotions and thoughts of actors that you will likely debate about in the same way as in Exercise 1. Choose the actor and situation yourself.

Appendix C: Illustration of actors motivation

Influencers get a lot of hate comments.
Teenagers find out that their parents are surveying their internet activity.
A woman goes to a beauty pageant.
The professor starts to work in a school where his salary depends on the academic performance of their students.
Religious people are given evidence that God does not exist.
Politicians work in a state where there are punishments for unrealized pre-election promises.
A terrorist is being tortured for information.
A xenophobe lives in the EU when the EU decides to open borders for immigrants.

20. News analysis

Debate workshop topic	News Analysis
Goal	The debaters will learn about mechanisms for news analysis
Learning objectives	<p>After the workshop, the debaters will be able to:</p> <ul style="list-style-type: none"> • Single out a problem within the news • Analyse the concepts of the news • Analyse the contexts of the news • Learn the technique of critical approach to news
Teaching methods	independent study, lecture, discussion
Materials	<p>Appendix A: List of news and themes</p> <p>Appendix B: Questions for news analysis</p>
Workshop duration	45 min

Post-exercise	5-10	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a
---------------	------	---

reflection	min	<p>particular topic?</p> <ul style="list-style-type: none"> • Did the exercise expand a particular skill? • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
------------	-----	--

<p>Level of difficulty (1-3)</p> <p><i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i></p>	1
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Citizenship competence

2. Entrepreneurship competence
3. Digital competence
4. Literacy competence

Exercise activities:

Exercise 1: (20 minutes) Choose one of the offered topics and watch a short video / listen to a short podcast on that topic that you will find at the link

Exercise 2: (20 minutes) Answers to news analysis questions

Appendix A: List of news and themes

1. NEWS/THEMES	
<i>Why Teenagers Confess To Crimes They Didn't Commit</i>	https://youtu.be/yLfCCcVDUiU
<i>Lauri Love: The realities of cyber security</i>	https://www.bbc.co.uk/programmes/w3csy992
<i>The future of work: Is your job safe?</i>	https://www.youtube.com/watch?v=gUc5oN_ffRo

<i>Jean-Claude Juncker: What's next for the EU and Britain?</i>	https://www.bbc.co.uk/programmes/w3csy94j
<i>The 2008 Financial Crisis: Crash Course Economics</i>	https://www.youtube.com/watch?v=GPOv72Awo68&list=PL8dPuuaLjXtPNZwz5_o_5uirJ8gQXnhEO&index=12
<i>One child policy</i>	https://www.youtube.com/watch?v=SE_ccFHjL_w
<i>Universal Basic Income Explained – Free Money for Everybody? UBI</i>	https://www.youtube.com/watch?v=kl39KHS07Xc
<i>What Angela Merkel's exit means for Germany — and Europe</i>	https://www.youtube.com/watch?v=q7Eb4KVw4nE
<i>How America became a superpower</i>	https://www.youtube.com/watch?v=BShvYeyMm_Y

Appendix B: Questions for news analysis

2. NEWS ANALYSIS QUESTIONS
1. What is the selected video / podcast about?

2. What prompted you to opt for that video / podcast?
3. What do video / podcast authors want to prove? (What are the bourdens?)
4. Briefly explain the main assumptions, arguments and ideas from the selected video / podcast
5. What do you think is most important to learn from your chosen video / podcast? Explain how you think it will benefit you?
6. What is the argumentation of the video / podcast? Is it easy or difficult to understand, is it clearly structured, are the assumptions clearly indicated, are the explanations topical ...
7. Why is the topic current? What is the character of the topic - whether it primarily concerns domestic political issues, economic, social, women's, diplomatic, military....
8. Who are the most important stakeholders and how are they portrayed?

21. Comparisons in debates

Debate exercise topic	Comparisons in debates
Goal	Learn to utilize comparisons in debates
Learning objectives	<p>After the exercise, debaters will be able to</p> <ul style="list-style-type: none"> • better compare values, concepts and systems • recognise when it is necessary to compare systems/concepts in every argument • integrate comparisons in their arguments
Teaching methods	independent study, presentation
Materials	<p>Appendix A: List of motions</p> <p>Appendix B: Questions for argument comparisons</p> <p>Appendix C: Metrics for comparison in debate</p> <p>Appendix D: List of motions</p>
Workshop duration	45 minutes + 60 minutes

Post-exercise reflection	5-10 min	<ul style="list-style-type: none"> • Did the exercise increase your knowledge of a particular topic? • Did the exercise expand a particular skill?
--------------------------	----------	--

		<ul style="list-style-type: none"> • Did the exercise change your attitude towards something? • How satisfied were you with the exercise? • Would you change anything if you repeated the exercise?
--	--	--

Level of difficulty (1-3) <i>(the minimum level for understanding the workshop is specified, but it can also applicable for higher levels)</i>	3
<p>Note:</p> <p>We remind you of chapter <i>Building a team. Guidelines for assessing the knowledge of debaters</i> in the first toolkit Coordination of debate clubs. Manual.</p> <p>Here you can find <i>Appendix M: Categories for assessing debaters skills</i> that tries to address this problem through debate categories (content, style, organisation/strategy).</p>	

The Key Competences in this workshop are:

1. Personal, social and learning to learn competence
2. Citizenship competence
3. Cultural awareness and Expression competence

4. Literacy competence

Revision before the workshop: (first block- 40 minutes)

While debating, it is necessary to support values that you find the most important for the motion. Within their arguments, debaters compare how the values they are supporting are achieved in the status quo with how they would be achieved in a society in which the motion is implemented. While rebutting their opponents' arguments, debaters compare whose values are of greater import, those of the proposition or the opposition.

For example, for the motion "Pupils should wear school uniforms", the proposition claims that the participants will feel a greater degree of equality if they all wear the same uniforms, they compare the status quo (where they wear different clothes) with a system where the motion is carried out (participants wear school uniforms) through a prism of equality as the indispensable value for the motion (i.e. the educational system).

Sometimes the form of the motion requires which two systems or concepts have to be compared - then you have to compare them in every argument. For example, in the motion "THBT a strong dictatorship is better than a weak democracy" the proposition can't claim that a dictatorship is economically stable but explains how it is more economically stable than a weak democracy.

When comparing arguments, examples and models, some of the elements that can be analysed are their efficacy, importance, and validity, as well as short-term and long-term consequences.

Exercise activities:

Duration	Description of exercise activity

5 min	<p>1. Revision</p> <p>1.1 Independent study</p> <p>Reflect on the importance of comparisons in a debate with an emphasis on using them when introducing your arguments and rebutting your opponents' arguments.</p>
20 min	<p>2. Comparisons in arguments</p> <p>2.1 Independent study (in groups)</p> <p>Choose three of the motions in Appendix A and think of two comparisons for each of them - one for the side of the proposition and one for the side of the opposition. For instance: on motion <i>THBT children should have limited screen time</i>, on side proposition we can build an argument on the grounds of security or protection of the children, while on side opposition some of ideas for arguments would be freedom of expression.</p>
15 min	<p>Comparison should include analysis why security or protection of children is more (or less) important than freedom of expression.</p> <p>Construct an argument based on one of the comparisons.</p> <p>2.2 Presentation</p> <p>Present your argument.</p>
5 min	

Appendix A: List of motions

THBT national security is more important than individual rights.
THW ban tabloids.
THBT mothers should stay at home and look after their children.
THW implement profit sharing.
THW ban child performers.
THBT globalisation does more harm than good.
THBT criminal justice should focus more on rehabilitation than punishment.
THBT voting should be made compulsory.
THW ban strikes in the public sector.
THBT religion does more harm than good.

Revision before workshop: (second block- 60 minutes):

In debating, teams are not evaluated in a vacuum – they are evaluated comparatively: that is, they win or lose not solely based on what arguments they bring to the table, but because they have done better or worse than the other team in the round.

That is a long-winded way of saying that debate is, at its heart, about comparison. Most obviously, the debate is a comparison between Proposition and Opposition. Less obviously, we also need to consider:

- *Comparisons between the status quo and whatever new policy is being proposed*
- *Comparisons between substantive arguments and rebuttals (for example, does a rebuttal defeat the argument, or just mitigate it?)*
- *Comparisons between different arguments (for example, does an argument about the importance of free speech outweigh an argument about the harms of free speech?)*

Often, teams do not bother explicitly comparing their arguments against those of their opponents. Instead, they focus exclusively on building their own case and proving their own benefits, without explaining why their benefits are **more important** or **more impactful** than those of their opponents.

This leads to scenarios where both teams have proved some harms and some benefits, none of which are weighed against each other - making debates very tricky to judge and increasing the risk that a judge may intervene in the debate with their own ideas of which arguments are more important!

To prevent this, it is crucial that teams take the time to explicitly compare and weigh their arguments against those of their opponents. Essentially, they should ask at every step of their analysis:

Appendix B: Questions for argument comparisons

- *Why is the argument/stakeholder I am discussing **more important** than any argument/stakeholder raised by my opponents?*
- *Why do the benefits of my policy/arguments **outweigh** any of the harms raised by my opponents?*
- *Why do my rebuttals to the opponents **outweigh** any of their substantive arguments/benefits?*

Here are some **metrics** that teams can consider using in order to answer these questions:

Appendix C: Metrics for comparison in debate

- The stakeholder we benefit from is **more important** as it is a larger group (more people impacted overall).

- The stakeholder we benefit from is **more important** even though it is a smaller group because it is less privileged/has been harmed in the past so it is more important to redress these harms.
- Our policy is a more effective way of addressing the problem as it **addresses the root causes** rather than the symptoms.
- Our policy is a more effective way of addressing the problem as it **aligns with individual incentives** rather than working against them.
- Our arguments about short-term consequences are more important than the long-term arguments of our opponents as **the short-term effects have an immediate and damaging/beneficial effect on stakeholders**, whereas we can implement other measures to mitigate the long-run harms before they occur.
- Our arguments about long-run consequences are more important than the short-run arguments of our opponents as **the long-run effects are likely to be significantly more severe and harder to reverse as they have built up over time**.
- Our arguments are more important as they demonstrate **irreversible** harm, the consequences of which outweigh the **temporary** benefits of our opponents.
- Our outcome is significantly more **likely** to occur than that of our opponents.

Duration	
60 minutes	

	<p>1. Introduction (5 min)</p> <p>Ask young people in your workshop what they understand by the word “Comparative” when applied to debating.</p> <ul style="list-style-type: none"> ● Probable responses: <ul style="list-style-type: none"> - Comparing your case with the opponent’s case - Comparing two things/two arguments ● Use workshop answers to explain that all debating is, at heart, comparative. <p>Explain to debaters that to win a debate, it is not enough to explain the points on their own side well. They must explain why they deserve to win over the other team!</p> <p>2. Discussing comparative framework (20 min)</p> <p>Using screen share or presentation, project the following questions:</p> <ul style="list-style-type: none"> ● Why is the argument/stakeholder I am discussing more important than any argument/stakeholder raised by my opponents? ● Why do the benefits of my policy/arguments outweigh any of the harms raised by my opponents? ● Why do my rebuttals to the opponents outweigh any of their substantive arguments/benefits? <p>Ask debaters how they can try to answer these questions during a debate. What might make an argument/stakeholder more important than others?</p>

	<ul style="list-style-type: none"> ● Consolidate responses provided by workshops on the shared screen. ● Help workshops categorize these into different metrics (e.g. short run vs. the long run, small marginalized group vs. large privileged group) ● Explain that there are certain metrics that can be applied to many different kinds of debates. ● Share the metrics provided in the <i>Appendix: Theory</i> on screen. <p>3. Applying the comparative framework (15 min + 5 min per each pair of workshops)</p> <ul style="list-style-type: none"> ● Each pair of participants should be provided with one motion: <ul style="list-style-type: none"> - Participant A will be Proposition, and Participant B will be Opposition - Each participant will come up with one argument for their side ● After 10 minutes, invite all groups or young people to present <ul style="list-style-type: none"> - Invite participant A of Pair 1 to present their argument . (2 min) - Participant B of Pair 1 will respond to their argument, and use one of the metrics to outweigh this argument (2 min) - Participant A of Pair 1 will then try to respond by outweighing using a different metric (1 min) - Repeat this exercise until all pairs have presented
--	---

	<p><i>Consolidate by reminding participants that they can use more than one metric per speech, and they should be comparing and weighing arguments in all their speeches!</i></p>
--	---

Appendix D: List of motions

1. THBT important decisions about children's health should be made by medical professionals and not by their parents.
2. THW requires government schools to teach religious studies.
3. THBT opposition political parties should boycott elections, rather than contest them when the electoral process is believed not to be free and fair.
4. THW ban child performers.
5. THBT voting should be made compulsory.
6. THW ban strikes in the public sector.