



A2 Debate Challenge

From Listening to Debating



Gerda Reißner • Marietta Steindl

All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstärken.at (Jugend stärken, volume 1 - 4).



Co-funded by the
Erasmus+ Programme
of the European Union



 Federal Ministry
Republic of Austria
Education, Science
and Research














Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

 IDEA CHALLENGE I can develop an idea.	 HERO CHALLENGE I can learn from role models.
 MY PERSONAL CHALLENGE I can solve personal challenges.	 LEMONADE STAND CHALLENGE I can sell things.
 REAL MARKET CHALLENGE I can develop a business plan for the market.	 START YOUR PROJECT CHALLENGE I can plan and implement my project with a team.

ENTREPRENEURIAL CULTURE

 EMPATHY CHALLENGE I can empathise with myself and with others.	 STORYTELLING CHALLENGE I can tell stories.	 BUDDY CHALLENGE I can support others in achieving their goals.
 PERSPECTIVES CHALLENGE I can understand I am part of my environment.	 TRASH VALUE CHALLENGE I can create something valuable out of garbage.	 OPEN DOOR CHALLENGE I can network with others.
 EXTREME CHALLENGE I can set and achieve difficult goals.	 BE A YES CHALLENGE I can say "yes" to myself and those around me.	 EXPERT CHALLENGE I can apply learning and communication techniques.

ENTREPRENEURIAL CIVIC EDUCATION

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	 VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: **developing own ideas and implementing them creatively and in a well-structured way.**
- ENTREPRENEURIAL CULTURE** – **Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.**
- ENTREPRENEURIAL CIVIC EDUCATION** – **Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.**

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All **competence levels** (A1 = **primary level**, A2 = **lower secondary level**, B1+B2 = **upper secondary level**) can be downloaded at www.youthstart.eu in **English**, **German** and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Preface

Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school students**. Bigger and smaller “challenges” form the key elements of the programme. They function as learning prompts from three key areas that play an important role in empowering young people:

- **entrepreneurial thinking and acting**,
- **personal development** and
- **social commitment**.

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.

Empowering Youth is part of the “Youth Start Entrepreneurial Challenges” Programme which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.



The **Debate Challenge** offers students a step-by-step guide **from listening to debating**. They learn to get their arguments across, to observe conversational rules and to respect the opinions of others during a debate.

The “Youth Start Entrepreneurial Challenges” Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal and Luxembourg with about 30,000 children and teenagers.

The research results demonstrate that by working with the programme in lower secondary school, the students’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.

The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.

We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors

www.youthstart.eu | www.jedeskindstärken.at | www.ifte.at

These symbols will guide you through the challenge. They have the following meaning:



Instructions for an exercise



Extra tip for you



Bonus task



Talk to someone about it



Think about it



More information can be found in the teacher guide








A2 Debate Challenge

From Listening to Debating

In the **Debate Challenge** you'll learn to listen to others attentively and to lay down helpful conversation rules together. You'll form your own opinion on debate questions and support it with clear arguments. At the end, you'll take part in a debate and learn to respect other opinions.

Explanatory video: www.youthstartchallenges.eu/A2DebateEN

5 steps to the finish line:

-  **Step 1** - Listening and Summarising **4**
-  **Step 2** - Finding Conversation Rules **6**
-  **Step 3** - Learning to Make Your Argument **10**
-  **Step 4** - Leading a Pro/Con Debate **12**
-  **Step 5** - Thinking Things Over **14**

Aim

I can find arguments for my opinion and use them in a debate.





1.1. The never-ending story



Try telling a story, either together with all your classmates or in smaller teams, and to keep it going for as long as possible: Someone starts with the first sentence and the next person continues it by adding a second sentence, and so on.

Do you manage to listen to each other and follow each other's thoughts so attentively that you end up with an interesting, coherent story?



Try these tricks to remember details:

- Take down important keywords.
- Visualise the story like a film.



Think about a headline or an exciting first sentence, for instance using a “Suddenly” prompt from the **Storytelling Challenge** (“I was doing my homework, when suddenly...”):



Decide together which headline or which sentence you will use to start your first story. Tell three “never-ending” stories together.



Which of the stories did you like best? Write down a short summary here.

In conversations it is important to listen attentively to the person you are talking to so that you can respond to what you have heard.



Mindful listening can be practised. The **A2 Expert Challenge** offers flashcards with exercises. The challenge is available for free at

http://www.youthstart.eu/en/challenges/learning_holistic_learning/.



1.2. The story snake

If you only have a short time to tell a story or explain something, it is important to briefly summarise the essential information.



Come up with a short story (at most 2 minutes long). For instance, summarise the contents of a book, a comic or a film, your last weekend or an interesting event. Write down the most important points of your story as keywords:



Form groups of four and keep your notes ready. Decide who tells their story first (= Person A). The others (= B, C and D) listen attentively and then summarise the story, making it shorter and shorter. Stick to the following sequence:



Next, Person B tells their story, then Person C and last Person D.
The other three summarise their stories.



Did the summaries contain the most important points of the story?
Did you do it in the allotted time?



Give each other appreciative feedback that will help you to learn from and with one another.

- Tell each other what you have heard and observed without judgement:
Say, for example: *"Your sentence started with a whole new content."*
Don't say: *"As usual, you haven't been listening at all!"*
- What worked well? What could be improved upon?



Practise giving feedback in class using the **A2 Expert Challenge** flashcards.



2.1. The dispute story



Read the following story in which a lot went wrong:

There is going to be a party at school.

Sara, Julian and Denis help to organise it and have volunteered to be on the music team. A large stereo is put up in the school gym, and the three of them are allowed to choose the playlist. They meet up in class before the party to choose the tracks. All three of them have their favourite songs and naturally want to get them on the list.

Things soon become heated and they start shouting the names of bands and singers at each other. They cannot agree, as no one wants to go without their favourite songs.

Julian wants to make a suggestion: "I have here...", but Sara interrupts him:

"I will decide on the first song!" She starts playing her favourite song on her phone, the current number one in the charts.

Denis rolls his eyes in annoyance and says: "Not this song again, everyone is sick and tired of it. And you are putting yourself first, as always! You're so selfish!"

He takes out his phone, holds it to Sara's ear and plays his favourite rap-song at full volume. It contains quite a lot of swearwords.

Sara gets angry and yells: "You are only sulking because I didn't invite you to my birthday party!"

He defends himself, shouting back: "That's not even true, I didn't want to come to your stupid party in the first place!"

Julian tries to settle the dispute, wishing to finally make his own suggestion for the playlist. He takes a piece of paper out of his pocket and mutters: "Hey guys, try to calm down. I've been wanting to tell you all this time that I have written down song requests from the whole class." But the others are either not listening or ignoring him.

They continue to argue and fail to notice that their music teacher has entered the classroom. She has come to fetch the playlist, but they haven't got one yet. The party is due to start in half an hour ...



In small groups, discuss how the people in the story have behaved and what you think about their behaviour. Why didn't they reach a solution?



Act out the story, picking a role each.

- The first time, act the way the people did in the story.
- The second time, change the words, behaviour and attitude of all three so that you can reach a solution.
- **What did you change?**



2.2. Finding helpful conversation rules



What would you change about the dispute story? Write five examples from the story into the left column of the table. In the right column, write how you would resolve the situation.

Examples	Suggestions



Think about a situation when you had a different opinion from somebody else and how this difference of opinion turned into a real dispute. Tell someone about this. Together, think about which conversation rules would have been helpful in this situation.



Write down your ideas here. It might be helpful to start your sentences as follows:

- In a conversation everyone should...
- In order for everyone to be heard...
- It is especially important that...



2.3. The 11 rules of debating

Talking about a topic with people who have different opinions can lead to a lively discussion. This is not a dispute but a “debate”.



Having a factual debate is something you can practise. The 11 rules of debating will help you with this. Attention: the rules are still jumbled. Connect the beginnings of the sentences (on the left) with the matching ends (on the right).

1. Listen attentively to others and remember

2. Don't interrupt anyone – only one person should

3. When it is your turn wait

4. Speak loudly and clearly so

5. Speak in complete and simple

6. Stick to

7. Form complete arguments with

8. Accept it if others do not

9. Respect all contributions

10. Speak calmly even

11. Everyone should get the chance

until everyone is listening.

share your opinion.

everyone can understand
you.

what they say.

the topic.

and don't offend anyone.

speak at a time.

if you are annoyed.

sentences.

to say something.

the SAIL method*.

**You will learn about the SAIL method during the next step (Step 3 – Learning to Make Your Argument).*



Can you find rules that match your suggestions for resolving the dispute story? If so, mark them.



Think about which rules you mostly stick to in a conversation. Which rules do you still find hard to stick to?



2.4. My five golden conversation rules



From the rules of debating and your own conversation rules, choose five rules that you believe are the most important. Write them down here.

1. _____

2. _____

3. _____

4. _____

5. _____



Draw pictograms for your five golden conversation rules.

A pictogram is a symbol that conveys information in a very simple way. Your pictogram can be made up of objects, symbols, short text elements or numbers. You surely know many pictograms, for instance from road signs, public buildings or apps.



Discuss your rules and decide on **class conversation rules** together.



Design a poster with your conversation rules and pictograms for your classroom.
Promise each other to stick to these rules.



3.1. “Sailing” with arguments – the SAIL method

An argument is a statement that allows you to reason or convince someone.
A good argument may help you to achieve what you believe to be right and good for everyone.

Arguments work especially well if you form them according to a particular pattern. An example for such a pattern is the SAIL method. It outlines four steps that lead to a peaceful and useful debate.

Topic: **Should we introduce school uniforms?**

S	State	State your argument.	<i>School uniforms reduce bullying.</i>
A	Argue	Give a reason for your argument. Describe the situation and what people do who are affected.	<i>At school, everyone can wear what they want. For many, fashion is very important, and they will only wear clothes that are considered to be cool. This often means wearing clothes by expensive brands. But not everyone can afford them. Others may not be interested in fashion or prefer to wear different clothes. Students who dress “differently” are often made fun of or are even bullied.</i>
I	Illustrate	Give an example that is so precise that you can imagine it like a picture . This makes your argument easier to understand.	<i>If a girl comes to school wearing baggy trousers, a simple t-shirt and a hooded sweater, others may talk badly about her style behind her back and might even insult her.</i>
L	Link	Link the argument with the topic of discussion . Explain why your argument is a good reason for or against a suggestion.	<i>As school uniforms may prevent students from being bullied for their clothes, we should introduce school uniforms at our school.</i>



3.2. Try the SAIL method

Should job application letters not include photos?



Together, gather arguments for and against this. Write them onto the blackboard.



Choose one of the arguments and “sail” with it.

State – State your argument.

Argue – Give a reason for your argument / describe the situation.

Illustrate – Give a vivid example.

Link – Link your argument with the topic.



State your argument.



Vote on the topic. How many are in favour of it? How many are against it? Which arguments are most convincing? Did your argument convince others?



Practise the SAIL method.



4.1. My standpoint



Mark your standpoint on each debate question on the line below. Draw a dot on the line at the point that corresponds most to your view. The closer you are to either end of the line (“yes” or “no”), the stronger is your opinion. The middle of the line means “undecided” or “neutral”.

Debate question 1:

Should you listen above of all to your parents when choosing a school/profession?

Yes _____ No

Debate question 2: Should you be allowed to tell untruths during a job interview?

Yes _____ No

Debate question 3: Should more girls enter professions with a small percentage of women?

Yes _____ No

Debate question 4: Should there be a maximum limit on incomes?

Yes _____ No

Debate question 5: Should application letters state the profession of the candidate’s parents?

Yes _____ No

Debate question 6: Should bad marks be a reason not to get a job?

Yes _____ No

Debate question 7: Is it absolutely necessary to graduate from school?

Yes _____ No



In the classroom or out in the hall, use adhesive tape to make a line on the floor, or imagine a line. One end of the line marks “yes”, the other “no”. Someone reads out the debate questions one by one. Take your standpoint on the line.



Reason your position with an argument: Why are you for/against this or why can’t you take a clear stance?



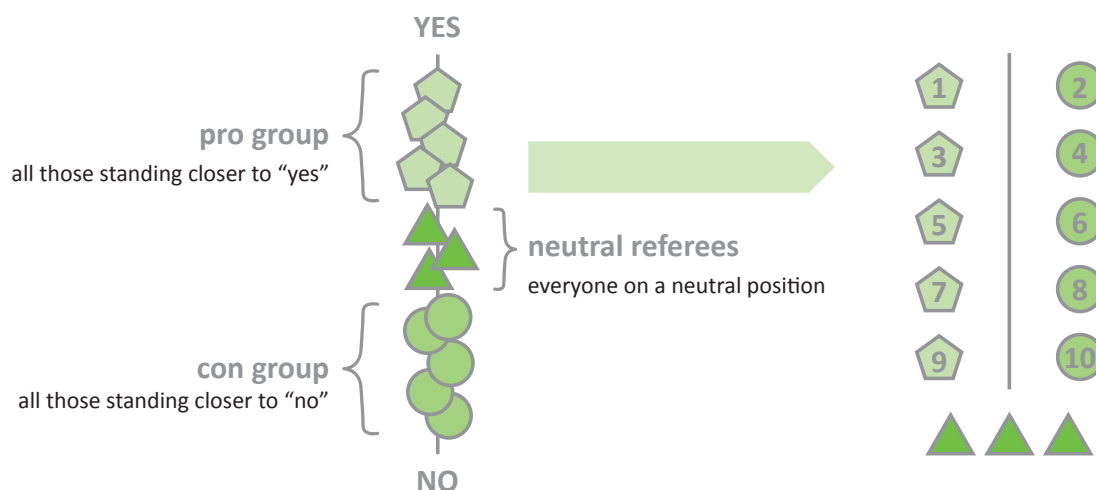
Having listened to some of the arguments made by your classmates, check your marks on the line once more. Have you perhaps changed your mind about one or more of the debate questions?



4.2. Debate line



Choose a topic from the debate questions that you are especially interested in and on which the opinions within the group differ greatly. Now turn the position line into a debate line and form three groups:



Gather and discuss your arguments in the pro and con groups. Then take up positions opposite one another.



Now have a pro/con debate: Members of the pro and con groups take turns to make their arguments. This is best done following the order of the line-up (see diagram). An argument made by the pro group is followed by an argument made by the con group.

An argument is especially effective when it refers to the last argument made by the opposing group – a “counter-argument”.

The referees stand on the sidelines and observe the two groups:

- Are they sticking to the rules?
- Are their arguments convincing?
- Do the groups refer to each other's arguments?

At the end of the debate, they decide which group was more convincing.



Was it difficult for you to come up with a counter-argument on the spot?

Were you able to stick to all the conversation rules agreed on in class?

Which areas would you like to improve upon?



Do you want to debate some more? Watch the explanatory video on the Open Parliamentary Debate at www.youthstartchallenges.eu/B2DebateEN.

Perhaps you could even start your own debate club at school.



5.1. Questionnaire for the Debate Challenge

You have practised listening, briefly summarised stories and agreed with others on conversation rules. You have argued your standpoint using clear arguments and participated in a pro/con debate.

1. What will you tell your friends or family about the Debate Challenge ?	
2. Which conversation rule do you find hard to stick to?	
3. In which upcoming situation will it help you to make convincing arguments?	
4. Who will you practise formulating good arguments with?	
5. Which personal goal will you set yourself?	
6. Who or what will help you reach your goal?	



Talk to someone about your answers.



5.2. How well can you do that already?

Have you learnt how to convince others? Being able to clearly argue and reason your standpoints will help you in many areas of your life.



Carefully read the sentences below and think about how well you can do these things. Mark the area under the symbol that fits best.

Here is what the four symbols mean:



I can do that in most cases.



I can do that in some cases.



I can rarely do that.



I need a lot more practice for that.

Mark the box below the appropriate smiley.				
I listen attentively.				
I can repeat what I have heard (report, recount it).				
I stick to our class conversation rules.				
I stick to the rules of debating.				
I can explain the SAIL method.				
I can use the SAIL method.				
I can determine my own standpoint on debate questions.				
I can give arguments for my opinion.				
I can respect the opinion of others.				
I can formulate a counter-argument to an argument.				
I can be happy for the opposing group if they were able to convince the referees with their arguments.				
I learn from others and their arguments.				

Further teaching materials:

- “Debate Skill: Argument Building” (Reading Pioneers Academy)
www.youtube.com/watch?v=1zZ4YEuThRw
- “How to run a debate” (Groobles Media)
www.youtube.com/watch?v=yi6lm-Sb6Vw
- “Introduction to the debate” (Deborah Lamer)
www.youtube.com/watch?v=WB3vEzu6gUo
- Explanatory video on the debate club:
www.youthstartchallenges.eu/B2DebateEN

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All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at www.youthstart.eu in **German, English** and, in some cases, in five other languages.

The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the Youth Start *mindfulness programme*.



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Editors:	Eva Jambor, Johannes Lindner
Authors:	Gerda Reißner, Marietta Steindl
Collaboration:	Stefan Lamprechter, Stefanie Riegler
Redaction:	Maureen Maher-Wizel
Translation:	Agnes Vukovich
Graphic Design:	Stefan Torreiter (illustrations), Claudia Marschall – Graphic Design (concept and layout, www.claudiamarschall.at), Raphaël Lorenzi (layout), Peter Stromberger (layout, You th Start pictographs)

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