



A2 Debate Challenge

From Listening to Debating Teacher Guide



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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).



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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".



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 **My Community Challenge** bears the title: **The 17 Sustainable Development Goals and how to contribute**. What are the 17 Global Goals about, why do they exist, and what can even young people contribute to implementing them? These are the main questions addressed in the challenge.

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



A2 Debate Challenge

From Listening to Debating

How do I learn to have a debate? The first step is to listen and summarise. Using controversial topics, students practise forming their own opinion and supporting it with arguments while respecting other opinions. Clear rules, developed together, help them achieve this.

Core competence for the challenge:

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

Explanatory video: www.youthstartchallenges.eu/A2DebateEN



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Big idea behind the challenge

Students need to experience and reflect on democratic processes so that they might participate in socio-political life. They must be encouraged to form and argue their own clear viewpoints but also to understand and respect other opinions. In this challenge they learn to formulate their arguments and have an initial pro/con debate. At first, they carry out simple narration exercises – at the end of the challenge, the students will have settled on their own conversation rules through a joint decision-making process and will have practised their first method of argumentation:

SAIL – State, Argue, Illustrate & Link.

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can consider a topic from various perspectives and put myself in the place of others.
- I can find arguments to support my opinion, bring them into a debate and accept other opinions.
- I can encourage others and give them appreciative feedback.

Assessment

- Step 1: telling a story together through attentive listening
- Step 2: deciding on conversation rules together
verbally presenting conversation rules
designing pictograms for conversation rules
- Step 3: formulating arguments and counter-arguments
practicing the SAIL method
- Step 4: finding and arguing your own viewpoint
(with the aid of pre-defined schemes)
holding a pro/con debate
- Step 5: reflecting on the challenge and defining personal goals/resolutions
self-assessment of acquired competences (with the aid of questionnaires)

Preparation for all steps



Hand out the student manual containing the exercises for the individual steps to all students.

The titles of the exercises are labelled “E”.



Step 1 – Listening and Summarising

With these two exercises, students practise how to tell a story, how to listen attentively and how to take notes. Each exercise (E 1.1. and E 1.2.) will take approximately 25 minutes.



The Youth Start Mindfulness Programme helps to practise mindfulness involving all the senses – to promote trust, acceptance and unprejudiced encounters. It is available for free in the “Mind & Body” section at www.youthstart.eu.



The A2 Empathy Challenge provides the tools to understand and be understood – based on Marshall B. Rosenberg’s Nonviolent Communication. Listening with empathy plays a central role in this context (http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/).

E 1.1. The never-ending story

The students sit in a circle and are asked to tell a story together, taking turns to each add a sentence to the story. They are to listen closely to one other, to identify key information from the story and to take notes. The longer the story, the more complex and difficult it becomes to continue it. Appoint two students as referees and decide with them if the story was continued coherently.

This exercise can be done repeatedly, using different topics for the stories.

E 1.2. The story snake

The students are divided into groups of four. Where this is not possible, they may also form teams of three (one student speaks twice) or groups of five (one student observes). Next, the students are assigned a letter each – A, B, C, D. After five to ten minutes of preparation, Student A starts telling any story in two minutes. You signal when time is up (by sounding a gong, clapping, ...). Now Student B is asked to tell the same story in one minute. After sounding the signal, Student C has to tell the story in 30 seconds, while Student D only has 15 seconds to summarise it.

At the end, Student A gives appreciative feedback about the quality of the summaries: Did they contain the main points of the story? Did the students keep to the allotted time? Following this, Student B may start telling a new story in two minutes, with Student C summarising it in one minute, etc. – the roles are changed.

Decide how many rounds can be played according to your students’ ability to concentrate. Ideally, each student tries out each role at least once.



The A2 Expert Challenge trains active listening and giving feedback through various exercises in the chapter “Learning through Empathy”. The challenge has been devised as a flashcard programme and comprises numerous methods for holistic learning: from learning through movement and using all the senses to learning through asking questions and playing.

The challenge is available for free at http://www.youthstart.eu/en/challenges/learning_holistic_learning/.



Step 2 – Finding Conversation Rules

E 2.1. The dispute story

To introduce the topic, ask your students to recall disputes they had with other people. They give a brief account of such a dispute and then reflect together which rules would have helped them in this situation. They write down a first conversation rule.

E 2.2. Finding helpful conversation rules

The students then read the dispute story and are asked to analyse the behaviour of the students in the story. They are to identify and write down examples of counterproductive behaviour and suggest constructive conversation manners.

E 2.3. The 11 rules of debating

Ask the students to link the parts of the sentences that belong together and to compare their results.

Solution: “The 11 rules of debating”

- | | |
|--|--------------------------------|
| 1. Listen attentively to others and remember | what they say. |
| 2. Don't interrupt anyone – only one person should | speak at a time. |
| 3. When it is your turn wait | until everyone is listening. |
| 4. Speak loudly and clearly so | everyone can understand you. |
| 5. Speak in complete and simple | sentences. |
| 6. Stick to | the topic. |
| 7. Form complete arguments with | the SAIL method ¹ . |
| 8. Accept it if others do not | share your opinion. |
| 9. Respect all contributions | and don't offend anyone. |
| 10. Speak calmly even | if you are annoyed. |
| 11. Everyone should get the chance | to say something. |

¹The SAIL method is outlined in the next step (Step 3 – Learning to Make Your Argument).

The students now write down which of these 11 rules they have already suggested themselves (E 2.2.). In teams of two, the students discuss which rules they already adhere to and which ones they will try to observe in the future.

E 2.4. My five golden conversation rules

Once all the students have noted their own five rules and have designed pictograms for them, they are asked to set class conversation rules together. The students then create a poster illustrating their rules. To show that they all vow to stick to them, they may sign the poster and put it up in class.

You may also ask your students to come up with a list of their top 5 rules through a guided discussion process, for instance in three rounds:

In a first step, each student and their desk partner take five minutes to compile a common list of five rules. These pairs then join others to form larger groups and try and create another list together. Each group then presents the five rules they have agreed upon and explain their choice. In a final step, the entire class tries to agree on a common list.



Step 3 – Learning to Make Your Argument

E 3.1. “Sailing” with arguments – the SAIL method

Discuss the example “Should we introduce school uniforms?” together. The students learn the definition of an “argument” and are introduced to the “SAIL” method which helps them structure their arguments.

E 3.2. Try the SAIL method

Suggestions for other topics can be found in Step 4, E 4.1.

Step 4 – Leading a Pro/Con Debate

E 4.1. My standpoint

The “position line” method makes the students’ stances visible to everyone. The students are asked to take their positions on the debate questions along an imaginary line across the classroom or hall. You might also use adhesive tape on the floor to mark the line. One end of the line stands for “yes”, the other for “no”. It is best to indicate the two end points with signposts.

The teacher then reads out the debate questions one by one, with the students taking up positions along the line that correspond to their opinions. Ask individual students to give a reason for their position: Why are you in favour of/against this? Or why can’t you take up a clear position on this question?

Having listened to some of the arguments brought forward, the students may reconsider their positions. Were some arguments so convincing that some students changed their mind?

E 4.2. Debate line

Together with the students, choose a question that invites much discussion and on which the opinions within the group differ greatly.

Make sure that the rules of debating are adhered to and that the arguments are convincing.

Step 5 – Thinking Things Over

The concluding questionnaire invites students to assess their own progress and to formulate new goals. It is important that they are given enough time to discuss their answers with someone.

E 5.1. Questionnaire for the Debate Challenge

E 5.2. How well can you do that already?



TRIO-Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the Debate Challenge belongs to the area of **“Core Entrepreneurial Education”**, which deals with basic qualifications of entrepreneurial thinking and acting: the development of in–novative ideas and their creative and structured implementation.

Length of the challenge

approx. 5-6 teaching units

Necessary background knowledge

none; A1 Debate Challenge recommended

Context within the “Youth Start Entrepreneurial Challenges” Programme

All challenges: www.youthstart.eu

The “A2 Debate Challenge” builds upon the “A1 Debate Challenge” (at www.youthstartchallenges.eu/A1DebateEN) and provides a good foundation for the “Debate Challenges” at higher learning levels. The “A2 Debate Challenge” has strong links to the Youth Start Mindfulness Programme (at the “Mind & Body” section at www.youthstart.eu) and the following challenges:

“A2 Expert Challenge” (at http://www.youthstart.eu/en/challenges/learning_holistic_learning/),

“A2 Storytelling Challenge” (at http://www.youthstart.eu/en/challenges/creative_stories/) and

“A2 Empathy Challenge” (http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/).

Additional materials

- www.youthstartchallenges.eu/B2DebateEN

Videos on the subject “What are arguments and how can I structure them?”

- “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=yi6Im-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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