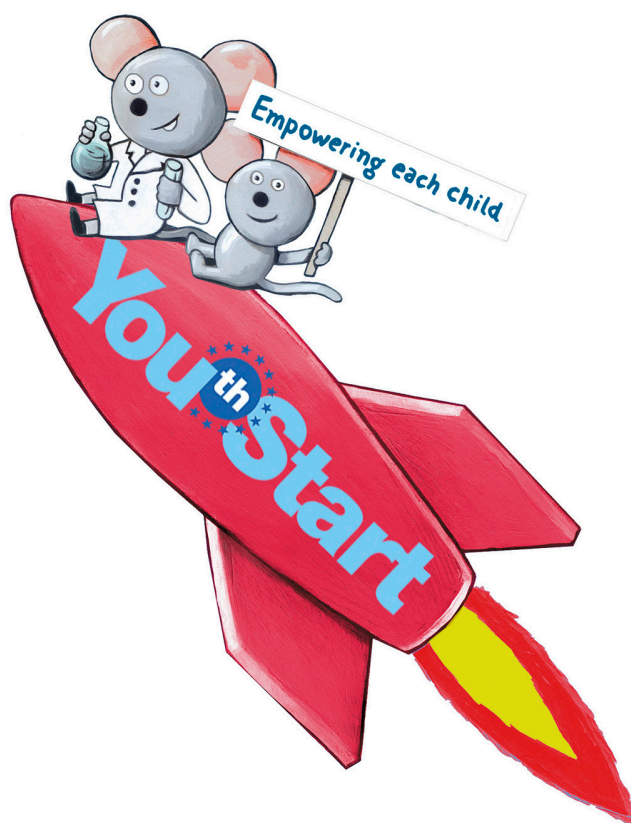




A1 Debate Challenge

Philosophising together

Student Manual



Ingrid Teufel • Eva Jambor

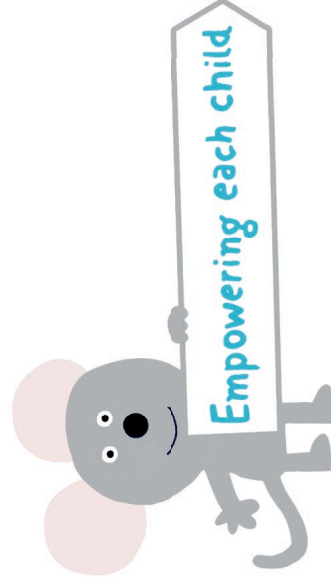
All challenges of level A1 are also available in a printed version in German. You can find them at www.jedeskindstärken.at (Jedes Kind stärken, volume 1 - 4).



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and Research







with the Youth Start Entrepreneurial Challenges Programme

**LET'S DEVELOP
AND IMPLEMENT YOUR IDEAS!**



**DON'T BE AFRAID TO TRY NEW THINGS!
ALSO ENCOURAGE OTHERS!**

**USE YOUR IDEAS
TO HELP OTHER PEOPLE!**



IDEA CHALLENGE
 Get your ideas moving forward!
 Let's create value!


☐ ☐




HERO CHALLENGE
 You're my role model


☐




EMPATHY CHALLENGE
 My feelings –
 Your feelings


☐


STORYTELLING CHALLENGE
 Creative storytelling


☐


BUDDY CHALLENGE
 Empower others!


☐



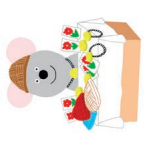
MY COMMUNITY CHALLENGE
 Solving problems together


☐


MY PERSONAL CHALLENGE
 What's it worth?


☐


LEMONADE STAND CHALLENGE
 Selling is fun


☐


PERSPECTIVES CHALLENGE
 Tracking 20 Euros


☐


TRASH VALUE CHALLENGE
 Recycling adds value


☐


OPEN DOOR CHALLENGE
 Discovering clues


☐


DEBATE CHALLENGE
 Let's talk to each other!


☐


REAL MARKET CHALLENGE
 Becoming a "junior manager"


☐


START YOUR PROJECT CHALLENGE
 I'm off to a flying start!


☐




EXTREME CHALLENGE
 Assessing oneself


☐


BE A YES CHALLENGE
 This is good for me


☐


EXPERT CHALLENGE
 Learning holistic learning


☐


VOLUNTEER CHALLENGE
 I can volunteer


☐


The Youth Start Programme "Empowering each child" promotes the self-initiative and entrepreneurial spirit of children at the primary school level. All teaching materials are available at www.youthstart.eu. A mindfulness programme with video clips is provided in the "Mind & Body" section.



Challenges with a yellow icon instruct the children in entrepreneurial thinking and acting. Pink stands for personal development: these challenges focus on empathy, teamwork and self-confidence. Green icons indicate that social competences are trained: the children learn to assume responsibility for themselves, others and the environment.

Information for parents

Empowering each child refers to the title, the goal and the content of a practise-oriented, holistic learning programme which was developed for **primary school children**. Bigger and smaller **challenges** form the key element of the programme. They function as learning prompts from three key areas that play an important role in empowering our children:

- **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 each child 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 **A1 Debate Challenge ("Philosophising together")** prompts children in various ways to think things over, to reconsider their opinion of something and to philosophise together. They will learn to form their own opinion and to present it.

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 primary school, the children's self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others' needs, and they improve their vocabulary.

We wish all the children many inspiring learning experiences working on this challenge!

Eva Jambor and Johannes Lindner, editors

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










A1 Debate Challenge

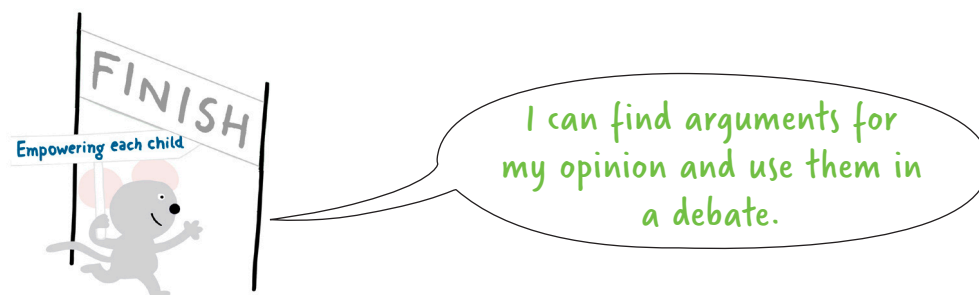
Philosophing together

A **Debate** is a lively discussion where different opinions are expressed. A **Challenge** is something that is not easy to do. In the **Debate Challenge**, you will learn how to think things over, reconsider your opinion of something, philosophise about anything and everything, form an opinion and give reasons for it, and also how to accept the opinions of others.

Explanatory video: www.youthstartchallenges.eu/A1DebateEN

7 steps to the finish line:

- | | | |
|---|--|---------|
|  | Thinking about what is important | Page 5 |
|  | Philosophising about life | Page 7 |
|  | Giving reasons for your opinion | Page 10 |
|  | Setting up rules for discussions and respecting them | Page 13 |
|  | Putting yourself in someone else's shoes | Page 14 |
|  | Debating together | Page 16 |
|  | Thinking things over | Page 17 |





1.1. How coronavirus has changed your life ...

How did you feel when everything suddenly changed due to coronavirus? Write down those feelings and draw smileys to express them.

What did you miss the most? _____

What did you like about that time? _____

What did you learn from it? _____

1.2. What do people need?



Read the words in the box carefully.

Using a yellow pen or pencil, underline everything that is essential for people to survive. Think about what is nice to have, but not necessary to survive. Underline these words in black.

sleep	air	house/flat	food	their own room	success	sunlight
trainers	clothing	rewards	music	water	biscuits	movement
mobile phone	pet	aeroplane	computer	love	heart	



What else do people need?



Compare your answers with those of your classmates. Talk about them.



Think about the words in the box as follows: **What if ...?**

Example: What if biscuits did not exist?

Philosophise with others about these words.



1.3. Maslow's hierarchy of needs

Scientists think about the needs* all human beings have. Abraham Maslow presented them as a pyramid: the first level of the hierarchy consists of our basic needs. These are the things we simply cannot live without. Maslow says, “Before you can take care of a need of a higher level, the needs of the lower levels must be met.” Other scientists believe that this is not correct.



Watch the video “WHAT IS: Maslow’s Pyramid – The Hierarchy of Needs” and think about the hierarchy of needs.



Pick a couple of the needs from the above pyramid, think about them and fill in the following blanks:

“If I don’t have _____, then _____.”



Compare the needs of each level as follows:

„ _____ is more important than _____, because _____.”



Which needs are most important to you? Are they always the same or does it depend on the situation? Talk about it.

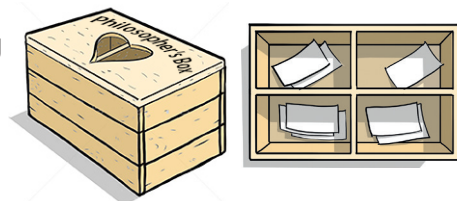
* In the *A1 Empathy Challenge*, you will learn a lot about needs and about how you can identify what you need in any situation. You can find the challenge at http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/.



2.1. The philosopher's box

When you are thinking about the world and life, you are philosophising. The word philosophy was used in ancient Greece and is about 2,600 years old. Philosophers think about everything. They do not automatically believe what others say and what is in the newspapers or on the internet.

A philosopher's box can help you to practice thinking things over. You can use a small cardboard box to create one. Here is what it could look like:



Together, prepare topic cards. Choose current topics from school and other topics you are interested in, for example happiness, books, bread, chicken, money ...

Copy the question cards from the teacher guide, draw a card and start philosophising! Answer those questions and similar ones:

If you draw **one** topic card:

- What do you know about this? (What you say must be true!)
- What is your opinion on this?
- Imagine this thing did not exist. What would happen?
- Imagine yourself being this thing. What do you wish for?
- What can you do with it?
- What is positive (good) about it? What is negative (bad)?

If you draw **two** topic cards:

- What do these things have in common?
- How are these things similar?
- How do these things differ?
- Which of these things is more important?
- Which of these things has been around longer?



Think about what the terms below have in common and put them into groups. Choose an appropriate name for each group. Discuss your decisions at home or at school.

happiness	looking forward to	lorry	beautiful	mouse	fly	reading
friendly	running	goose	slow	walking	big	cucumber
	doing	milk	falling	lamp	book	



2.2. Thinking things over – like a philosopher

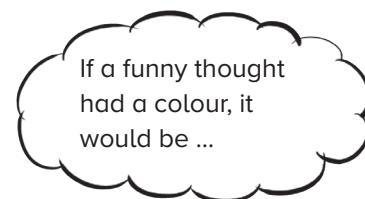
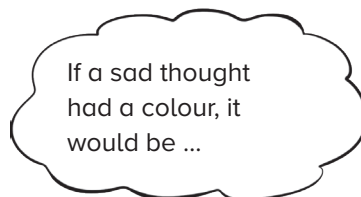
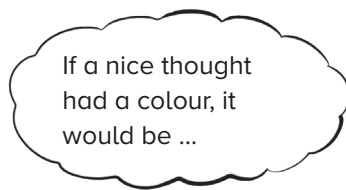


Philosophise with someone about the term “thinking”:

- Do we always think or only occasionally?
- Do we think while we are asleep?
- Can we think without thinking about something in particular?
- Do we think in words or pictures?



Philosophise with someone about the colour of thoughts. Colour in the clouds below.



Philosophise with someone about values.

Do you know the fairytales of “Mother Holle”, “Hans in Luck”, or “Hansel and Gretel”? If you do not know them very well, look for them on the internet.

(You may also watch videos telling the fairytales, but make sure they are not longer than 15 minutes in duration!)

Think about the following questions and answer them:

Hansel and Gretel:

- What would it be like to live in a gingerbread house? What would be good about it and what would be bad?
- What does “to live in” even mean?
- Some people do not have a place to live and others have several. Is that fair?

Mother Holle:

- Was it fair to punish the lazy sister? Why?
- What if everyone was lazy?

Hans in Luck:

- Why is Hans happy about exchanging “something more expensive” for “something cheaper”?
- Imagine everything you touch turning into gold. Would you then be happy?



Using the **Thinking things over game***, you can continue thinking things over – like a philosopher.

* Look in the teacher guide for a copy template for the game.



2.3. Asking questions – like a philosopher



Use the following questions to think about life:

- What could you live without?
- Are some people more important than others?
- What would your life be like without a mobile phone or computer?
- What makes a good neighbourhood? Who could we help? How?
- Are there any situations in which people are allowed to hurt others?
- How is my body changing over time? What stays the same?
- Is it possible to know what someone else is feeling?
- Why do we get hungry?
- Is being afraid a good thing?
- What is the difference between “work” and “fun”? Is there anything they have in common?
- Is buying and eating chicken's eggs considered to be animal cruelty?



Underline the questions you find most interesting. Pick one and philosophise about it at home or at school. Have you come up with any of the same answers?

Continue philosophising by asking the following questions:

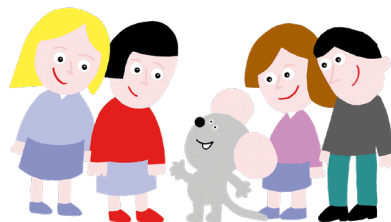
- | | |
|------------------------------------|--------------------------------|
| 1. Is the answer actually correct? | 3. Is it always true? |
| 2. Could it also be different? | 4. Could the opposite be true? |



Together, think about coronavirus and how it is linked to thoughtfulness, solidarity, trust and gratefulness. Come up with your own philosophical questions about coronavirus.



Try also philosophising about other topics, such as happiness, hope, patience, respect or tolerance. Or choose some cards from the **philosopher's card index***, read them think about the topics on the cards, do role plays – and philosophise together!



* Look in the teacher guide for a copy template for the game.



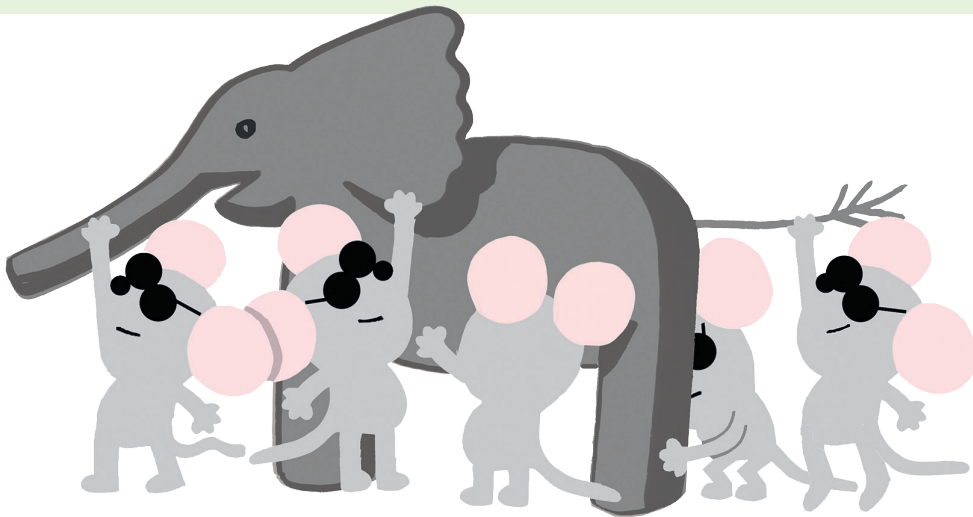
3.1. Facts or opinions?

A long time ago, when pictures and digital media did not yet exist, a king ordered five blind and very wise scholars to describe an elephant to him. The blind scholars travelled to India to learn more about elephants. By examining an elephant using their hands, they got an idea of what it looked like. Finally, they returned to the king and described the elephant to him.

- The first scholar, who had only examined the elephant's trunk, declared: "An elephant is like a long arm."
- The second, who had only inspected one of its ears, replied: "No, an elephant is like a fan."
- The third, who had only touched the elephant's leg, said: "No, an elephant is a pillar."
- The fourth, who had only examined its tail, countered: "No, an elephant is a rope with some hair on its end."
- The fifth, who had only touched its belly, disagreed: "No, an elephant is like a giant cushion with some bristles on it."

The scholars were afraid of having upset the king because each one of them had described the elephant differently. But he was wise and merely smiled, saying: "Thank you. Now I know what an elephant is: it is an animal with a trunk like a long arm and ears like a fan. Its legs are strong pillars, its tail is a rope with some hair and its belly is like a cushion with some bristles on it."

(unknown author)



None of the scholars were able to see the elephant. However, each one of them was convinced that they knew what an elephant **is** like.

*They said, for example: An elephant **is** like a long arm.*

In fact, each of them could only say what they had felt when they touched the elephant. Is this familiar to you? Someone claims that something **is** a certain way and not any other way, but you have experienced something entirely different? How do you feel in a situation like this? Talk about it.



3.2. How can you make it clear that you are expressing your opinion?



Think about the story you read in the last exercise. How could the scholars have phrased their sentences to make it clear that they were only expressing their own view?

I **believe** that _____

In my **opinion**, _____

I **assume** that _____

I **think** that _____



Rewrite the following sentences to express your opinion.

The dish is good. _____

The exercise is difficult. _____

The man is a cheat. _____

The girl is happy. _____



Do you always remember to phrase your opinion as such – not as a “fact”? Do you notice when people say, “It **is** ...”, even though they are giving their own opinion? Talk about it at home or at school.

3.3 Form your own opinion



Parables are short stories that help us picture an opinion. Choose a parable from the philosopher’s card index*. Think about what it wants to tell you. Form an opinion on that topic and give reasons for your view. Remember to phrase them as your opinion!



On the next page you will find a parable you can start with.

* Look for a copy template in the teacher guide.



3.4. The fisherman and his wife

Once upon a time there was a fisherman who lived in a small cabin with his wife. One day the fisherman caught a fish. It was a flounder. It said to him: "My dear fisherman, I am not a fish, but an enchanted prince. I beg you to let me live." The friendly fisherman threw the flounder back into the water. In the evening, the fisherman told his wife about his catch. She scolded him: "Why did you not ask for anything in return? I want to live in a house instead of this small cabin!" The fisherman did what his wife told him to do, even though he was not comfortable with it. He went to the shore and cried: "My dear flounder, my wife does not want what I want." The flounder appeared and asked: "What does she want?" The fisherman answered with embarrassment: "My wife wants a house." The flounder agreed to give him what he asked for.

When the fisherman came back home, there was a house where was once the cabin. He said to his wife: "Let us be grateful and appreciate the house!" But after a while, the wife was no longer happy. She complained: "The house is too small. I want to live in a castle. Go to the flounder and tell it to give us a castle!" The fisherman was not happy about this at all. But as his wife did not give him any peace, he returned to the shore and called for the flounder. The flounder appeared and the fisherman was sad to tell the fish that his wife now wanted to have a castle. The flounder fulfilled this wish as well.

The wife was happy, and the fisherman was glad that his wife was satisfied. But her happiness did not last for long. After a short time, the wife wanted to be a queen. The flounder fulfilled this wish as well. But after a while, she was dissatisfied again. Now she wanted to be an empress and after that the pope. Her wishes were fulfilled. The eternally dissatisfied woman was again happy only for a short period of time. Then she wanted to be God. The fisherman asked the flounder to grant her wish, and once again the flounder said: "So be it!" When the fisherman came back home, the old cabin was back in its former place. The fisherman was satisfied with the situation, just as God would have been. But his wife bitterly regretted having been so dissatisfied and immodest.

("The Fisherman and His Wife" by the Brothers Grimm, freely retold)



Read the story and think about which of the following characteristics describe the fisherman. Underline them in blue. Which of these describe his wife? Underline them in red.

dissatisfied	brave	happy	immodest	fair	friendly	satisfied
cowardly	poor	unfriendly	modest	just	rich	athletic



Read the questions and form your own opinion:

- Which of these characteristics are important for living together peacefully?
- What does a flat need in order to be liveable? Remember the hierarchy of needs.

Tell your classmates of the reasons for your opinion.



Get together with two children and act out the tale. Think about how the two of you who have taken on the roles of the fisherman and his wife could act more wisely than they did.



Not everyone has the same opinion on a topic. Rules for discussions help us to avoid a disagreement turning into a fight.

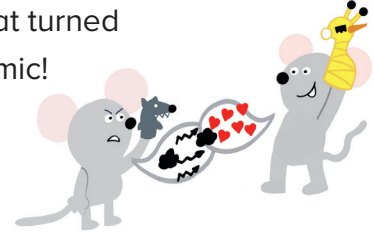
4.1. How can you avoid fights?



Think of a time when you were involved in a disagreement that turned into a fight. Write down the story or draw it in the form of a comic!



By matching the sentences below, you will learn some rules for discussions.



- | |
|---|
| 1. I listen to others mindfully and remember |
| 2. I do not interrupt anyone – only one child |
| 3. When it is my turn, I wait |
| 4. I speak loudly and clearly, so that |
| 5. I speak in full |
| 6. I stay on |
| 7. I accept the fact that others |
| 8. I remain calm and polite, even |

- | |
|--|
| when I get upset. |
| what they said. |
| should speak at a time. |
| for everyone to be quiet. |
| everyone understands what I am saying. |
| sentences. |
| topic and do not get off track. |
| do not always share my opinion. |



Write down the rules for discussions.

- Which of the rules do you follow? Draw a smiley next to them.
- Which of the rules are still difficult for you to follow?



Which rules for discussions can help prevent fights? Underline them.

Are there any important rules missing? Add them to the list and discuss them at home or at school.



On a large sheet of paper, write down your joint **rules for discussions** in your best handwriting. Add lines or shapes. Each of you should sign the rules. Ask if you can put up your poster in the school building. This way, others can learn from you!

OUR RULES FOR DISCUSSIONS

- We ...
- We ...
- We ...
- ...



We will all respect the rules!

Signatures:



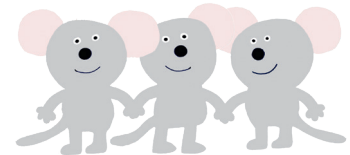
5.1. Are all people the same?

- ✓ Which umbrella terms can you use to divide all the children in your class into groups?
- Draw an umbrella term and start dancing across the classroom. When the music stops, form groups (for example, based on your eye colour, hobby, favourite dish, language ...).

Is it easier to form groups for some umbrella terms than others?

Do you know each other well enough to do the exercise?

Talk about your experiences playing this game.



- ✓ In class, discuss the question *“Do boys think differently than girls?”*

Form two groups:

- All of you who would probably answer YES to this question, stand in one corner.
- The others stand in another corner.
- In your corner state your reasons for standing there.
- Think of arguments together and explain them to the other group.

Remember to follow your rules for discussions!

- 💡 Did you change your opinion after hearing the arguments of the other group?

5.2. Who is right?

- ✓ Read the story below and talk about it at home or at school.

Two upset men asked a judge to tell them which of them was right. After the first man had presented his view, the judge thought about it and said: “You're right.”

Then the second man presented his point of view. Again, the judge thought about it and told the second man as well: “You're right.”

The judge's wife had listened to the conversation. She was outraged: “But you can't tell them that they're both right!”

The judge thought about this and said to his wife: “You're right.”

- ✓ In pairs, re-enact the conversation between the judge and his wife and continue it. What would the empathic judge say? And what could his wife say, who believes that there is only one truth? Using all your senses, put yourself in the shoes of the person you are playing.

- 💡 Which of the two do you find it easier to identify with? Why? Discuss your answers at home or at school and identify the reasons for this.



5.3. How do others think and feel?



Find out what it means “to change your perspective”: two children are sitting opposite each other holding a book between them. One of them can see the front of the book and the other can see the back. Each child describes what they see.

What did you notice? Did both children describe the same thing in the same way? No? What could be the reason? Tick one of the following:

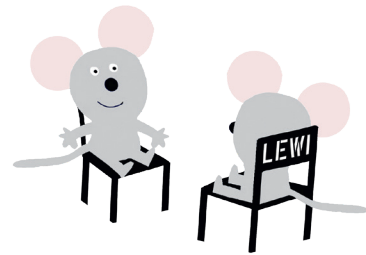
- ☐ Because one child does not see well?
- ☐ Because each of the children sees the same book from a different perspective?
- ☐ Because one child is lying?

In an argument, it can be helpful to switch places and roles. This makes it easier to understand other perspectives.



Next time a fight starts in class, **swap seats**: Here is how it works:

- Hang name tags on two chairs.
- The children whose name is written on the name tags take a seat on their chair and present their view.
- The children then swap seats and describe the fight from the other child's perspective.



Try also swapping seats in a “real” fight!



In the **thinking chair game**, choose a role: pessimist or optimist. Take a seat on the chair with the corresponding label.

Pessimist

Optimist

Find pessimistic or optimistic arguments for the following topics:
the weather, tests, coronavirus, birthday parties, studying, designer trainers ...
Which role makes you feel better? Why?

By **changing your perspective**, you learn ...

- ... to see things through other people's eyes.
- ... to better understand the lives of others.
- ... that not all children have the same opportunities.



What role does it play where and into which family you are born?
Philosophise about the topic.



6.1. “Yes/no” or “ping-pong” debates



Start a debating club with others.

► Choose a topic you are interested in. For example:

- | | |
|--------------------------------------|--------------------------------------|
| • Are we allowed to lie? | • Should zoos be abolished? |
| • Should plastic be banned? | • Should children be allowed to play |
| • Should children help their parents | video games for as long as they want |
| do the housework? | to? |

► Look at the topic from different perspectives by yourself or in teams. Find both yes arguments (arguments in favour of the topic) and no arguments (arguments against the topic). Write them down if you want to.

Now you can debate like adults:

- Form two equally large groups and sit opposite each other.
- Draw “YES” or “NO” cards. The YES group tries to come up with arguments in favour of the topic and the NO group thinks of arguments against it – **even if you disagree you must still find arguments!**

“Yes/no” debate:

► The children from both groups take turns to state reasons in favour of (YES group) and against (NO group) a topic.



Talk about it: What was easier for you? Stating your own opinion or that of someone else?

“Ping-pong” debate:

- The first child starts the debate by presenting a brief argument in favour of a topic.
- The second child listens attentively, repeats the most important aspects and then presents an opposing argument.
- The third child listens attentively, repeats the most important aspects presented by the second child and then states another argument in favour of the topic.
- The debate continues like that until each child has presented their argument – in turns, just like in a ping-pong game. The others listen attentively.



Did you follow the rules for discussions? Did you manage to briefly summarise the arguments you heard without judging them?

Listening to each other attentively and respecting other people’s opinions enables us to live together successfully and in peace! This way we can make use of everybody’s knowledge and ideas.



7.1. Questionnaire for the “Debate Challenge” Detectives

You have thought things over and philosophised a lot. You have formed an opinion, expressed it and followed the rules for discussions. You have also taken on different roles.

1. Who do you find it easier to empathise with? And who do you find it not so easy to empathise with?

2. Which rules for discussion do you always follow?

3. In what situations is being able to give good reasons for your own opinion helpful?

4. Who will you practice finding good arguments with?

5. What do you want to continue working on?

6. Which parable do you like best? Why?

Discuss your answers at home or at school.





7.2. How well can you do that already?



Think about how well you can do the things in the list below and colour in the field under the symbol that fits the best.

Here is what the four symbols mean:



I am very good at that.



I can do that a little bit. If I practice, I will get better.



I am good at that.



I need a lot more practice for that.



I can ask philosophical questions and answer them.				
I can look at something from different perspectives.				
I can think of arguments in favour of and against a topic.				
I can identify my strengths.				
I can empathise with myself and others.				
I can work with others.				
I can discuss what I am hearing.				
I follow our rules for discussions.				
I can form an opinion.				
I can give reasons for my opinion.				
I can calmly present my opinion.				
I respect other people's opinions.				
I can listen attentively and mindfully.				
I can summarise what I have heard.				
I learn from others and their arguments.				



7.3. Reach your personal goal in a few steps ...



Choose something from the left-hand column of the table that you need to practice more and want to learn. Pursue your goal step by step.



Imagine with all your senses what it will be like when you reach your goal. Write down or paint a picture of your future: how are you going to feel? What will you see, hear, smell, taste and touch?



Now choose a new goal and pursue it step by step.



Tell someone of your plan. It will help you to keep going.



Practice your new strength daily.



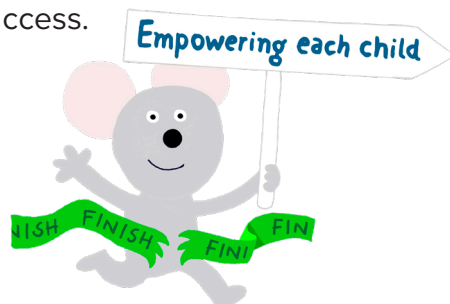
If you find it difficult to stick to your plans: imagine how it will be when you reach your goal and look forward to it!



Write down how others will notice that you have reached your goal.



Celebrate your success.



Further explanatory videos

“WHAT IS: Maslow’s Pyramid – The Hierarchy of Needs”:

<https://www.youtube.com/watch?v=zLHiWjMFYUU>

“The coronavirus explained to children”:

<https://www.youtube.com/watch?v=MVvVTDhGqaA>

“All about Coronavirus: A Video for Kids and Their Families | Michigan Public Health

https://www.youtube.com/watch?v=6IJQ123_4e8

A channel with explanatory videos for children on various topics:

<https://www.youtube.com/channel/UCxoDMG0tvaYO5Xobvtqw5nw/videos>

https://www.youtube.com/channel/UCxIJ45KjG4XVcQ_hd8j227A

All Challenges of level A1 are also available in a printed version in German. You can download them for free or order them at www.jedeskindstärken.at (Jedes Kind stärken, volume 1 - 4).





„**Empowering each child**“ is a holistic learning programme for children at primary school level.

It is part of the “Youth Start Entrepreneurial Challenges” Programme. 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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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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