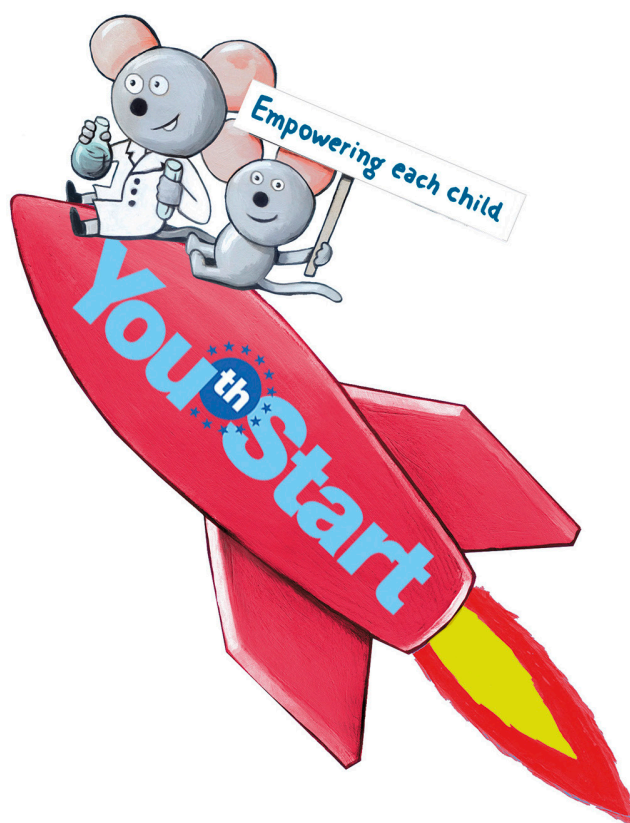




# A1 Debate Challenge

Philosophising together

## Teacher Guide



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](http://www.jedeskindstärken.at) (Jedes Kind stärken, volume 1 - 4).

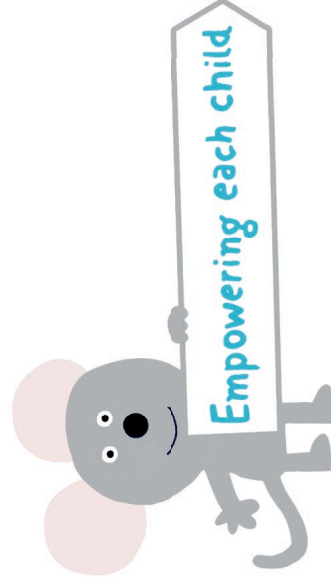


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Education, Science  
and Research







## with the You<sup>th</sup> 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!


☐



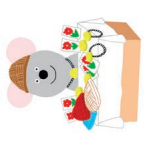
**MY COMMUNITY CHALLENGE**  
Solving problems together


☐


**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 You<sup>th</sup> 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](http://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.

## 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 "You<sup>th</sup> 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 ("Philosophing 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 teacher guide at hand contains explanations of the exercises and further prompts for the children.

**The "You<sup>th</sup> 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 students in your class many inspiring learning experiences working on this challenge!

**Eva Jambor and Johannes Lindner, editors**

[www.youthstart.eu](http://www.youthstart.eu) | [www.jedeskindstärken.at](http://www.jedeskindstärken.at) | [www.ifte.at](http://www.ifte.at)

### Content:



#### **A1 Debate Challenge: Philosophing together**

Competences .....	<b>page 4</b>
7 steps to the finish line .....	<b>page 6</b>
Unit planner .....	<b>page 12</b>
Philosopher's box .....	<b>page 13</b>
Thinking things over game .....	<b>page 17</b>
Philosopher's card index .....	<b>page 22</b>










# A1 Debate Challenge

## Philosophing together

The children will learn how to think things over, reconsider their 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. In addition, they will change perspective and learn to understand other views better.

Explanatory video: [www.youthstartchallenges.eu/A1DebateEN](http://www.youthstartchallenges.eu/A1DebateEN)

### 7 steps to the finish line:

- |   |  |         |
|---|--|---------|
|    | Thinking about what is important                     | page 6  |
|   | Philosophising about life                            | page 7  |
|  | Giving reasons for your opinion                      | page 8  |
|  | Setting up rules for discussions and respecting them | page 9  |
|  | Putting yourself in someone else's shoes             | page 9  |
|  | Debating together                                    | page 10 |
|  | Thinking things over                                 | page 11 |



### Core competence for the challenge:

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



### Big idea behind the challenge

Debating starts with thinking things over. By thinking things over, reconsidering and rethinking topics, the children will learn to ask and answer philosophical questions. Philosophising will enable them to form their own opinion, which they can then present to others. By playing games, the children will put themselves in the shoes of others, thus learning to change perspective and understand and respect different views. Presenting their own (or someone else's) opinion will help them to improve their understanding of a problem, their ability to judge and their ability to express themselves and, finally, increase their tolerance of other people.

Studies show that training cognitive “flexibility” leads to improvements in German language and maths skills and, in addition, improves socio-emotional intelligence: children who “philosophise” are more mature, more tolerant and liberal-minded than those who do not philosophise.



Explanatory video for this challenge

[www.youthstartchallenges.eu/A1DebateEN](http://www.youthstartchallenges.eu/A1DebateEN)

Entrepreneurial Competences according to the reference framework

[www.youthstart.eu/en/whyitmatters/](http://www.youthstart.eu/en/whyitmatters/)

- I can observe my environment mindfully with all my senses and describe my observations.
- I can put my strengths to use to set motivational goals.
- I can pursue my goals with confidence and persistence.
- I can consider a topic from different points of view.
- I can identify problems and develop creative ideas to solve them.
- I can understand that I am part of my environment and take on the responsibility to fulfil my tasks.
- I can work with others.
- I can listen attentively and check with the other person to see whether I have understood everything correctly.
- I can recognise other people's feelings and needs, and I can deal with them mindfully and compassionately.
- I can express and justify my opinion.

### Assessment

The purpose of the questions at the end of the exercises is to make the children reflect on what they have learned.

### Step 7: Thinking things over

The children use a self-assessment questionnaire to think about the competences they have acquired working on the challenge and to reflect on their own work.

At the end of the challenge, the children define individual learning objectives which help them practise assuming responsibility for their personal learning process step by step.



### Preparation for all steps

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



## Thinking about what is important

### E 1.1. How coronavirus has changed your life ...

Questions on the coronavirus crisis invite the children to think about what they have taken for granted up until now and what is truly important in life.

### E 1.2. What do people need?

What does everyone need? The picture of the giraffe and the needs key refers to the following challenge:



**A1 Empathy Challenge – My feelings, your feelings – Giraffe Language\***: in this challenge, the children look at their own feelings and the needs behind them as well as with other people's feelings and needs. They learn about the four keys of *Nonviolent Communication*, developed by Marshall B. Rosenberg, which enable them to communicate with each other empathetically.

### What if ...?

This question prompts the children to think things over and makes it easy for them to start philosophising.

### E 1.3. Maslow's hierarchy of needs

The video **"WHAT IS: Maslow's Pyramid – The Hierarchy of Needs"** offers a quick introduction to the topic. To view it, go to:

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

Many scientists consider Maslow's hierarchy of needs to be unprecise and outdated. It was already heavily criticised in Maslow's lifetime. Nevertheless, the hierarchy of needs has found its way into general knowledge.

You can use the following and similar philosophical questions based on the pyramid for discussions with the children:

- What does everybody need to be able to survive?
- Are there people whose basic needs are not entirely met?
- Which needs are especially important to you?
- How do you recognise that you need something?

The pyramid is illustrated with needs symbols from the **Empathy Challenges**.








The teacher guide for the **A2 Empathy Challenge – Mutual understanding – Giraffe-Tool-Box\*\*** gives a concise overview of the *12 groups of needs* which were chosen for the *Needs Clock* and illustrated with symbols.

\* View the challenge at [http://www.youthstart.eu/en/challenges/my\\_feelings\\_your\\_feelings\\_giraffe\\_language/](http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/).

\*\* View the challenge at [http://www.youthstart.eu/en/challenges/mutual\\_understanding\\_giraffe\\_tool\\_box/](http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/).



The following five symbols have been taken from the A1 Empathy Challenge:

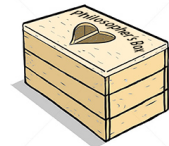
 <p><b>Physical well-being</b> eating and drinking exercise health and relaxation</p>	 <p><b>Safety</b> order and structure stability protection</p>
 <p><b>Community</b> belonging cooperation team spirit</p>	 <p><b>Appreciation</b> sense of partnership recognition consideration</p>
 <p><b>Meaning</b> clarity and understanding learning and growth contribution</p>	



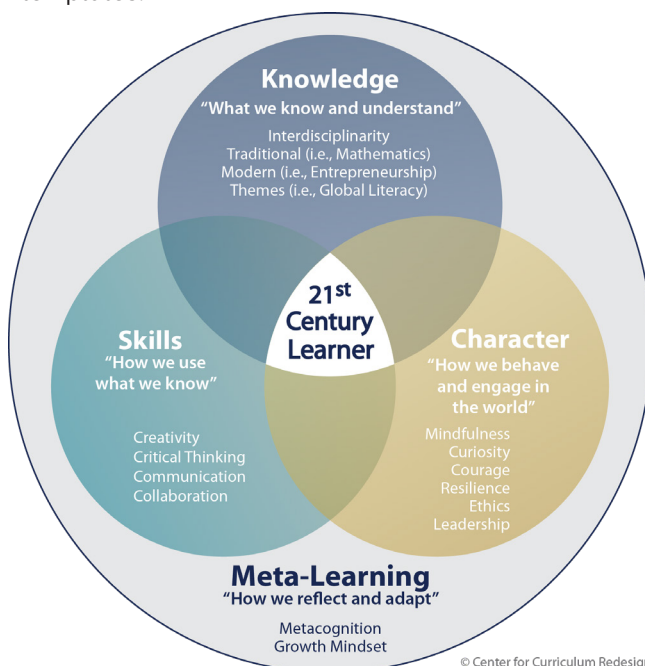
## Philosophising about life

### E 2.1. The philosopher's box

A philosopher's box contains topic cards (current topics from school) and question cards. The children can use the questions to repeat what they have learned on their own or with others and form connections. They create structures and think intensely about topics. By talking and listening to each other, they learn to put their thoughts into words in a fun and relaxed way.



The questions prompting the children to think things over and further information on how to use the philosopher's box can be found in the appendix along with the copy templates.



Philosophising helps practice **critical thinking**.

Along with **creativity**, **collaboration** and **communication**, it was defined by the Center for Curriculum Redesign as one of the four core competences of 21st century education ("21st Century Skills").

Source: <https://curriculumredesign.org/ourwork/papers/>





The **A1 Expert Challenge – Learning Holistic Learning\*** combines different learning methods in one training programme – among others, the methods for improving each of the four core competences mentioned above. Individual chapters are dedicated to learning by “*thinking outside the box*” and *learning by asking*. Both foster *critical thinking* and can be practiced by philosophising.

### E 2.2. Thinking things over – like a philosopher

### E 2.3. Asking questions – like a philosopher

These two exercises – as well as the philosopher’s box – help the children practice thinking things over and questioning things.

The **Thinking things over game** supplements the exercises. You will find the cards for this game in the copy templates. Cut, laminate and keep them in the philosopher’s box.

By thinking things over, questioning things and philosophising, the children learn not to simply believe everything they see and hear and to form their own opinion.

Look for suitable videos on the internet on topics such as coronavirus, luck, hope, patience, respect or tolerance to help the children practice the skills mentioned above. Make sure to choose short videos.

The **philosopher’s card index** contains parables and prompts for the children to think things over and re-enact stories, all of which invite the children to philosophise. You will find the cards for the index in the copy templates.



## Giving reasons for your opinion

### E 3.1. Facts or opinions?

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

Using the parable of the five blind, wise men, the children learn the difference between facts and opinions.

The aim is to phrase an opinion as such and to develop a sense for the fact that something can be a certain way, but also different.

To help the children remember this, they are presented with a sign banning the use of the word “is”.



### E 3.3. Form your own opinion

### E 3.4. The fisherman and his wife

The children practice forming their own opinion based on parables they read and the people described therein. They can also use the parables from the philosopher’s card index (see the copy templates) to practice.

A role play in which the children take on the roles of the fisherman and his wife makes it easier for them to put themselves in the characters’ shoes and to form their own opinion about the events in the parable.

\* View the challenge at [http://www.youthstart.eu/en/challenges/learning\\_holistic\\_learning/](http://www.youthstart.eu/en/challenges/learning_holistic_learning/).





## Setting up rules for discussions and respecting them

### E 4.1. How can you avoid fights?

Ask the children in your class develop rules for discussions based on set rules. Have each child sign the poster containing the rules to create an additional sense of commitment. Once it has been signed, hang it up in the classroom or in the corridor.

With this challenge, the children learn to think things over, then to philosophise and, finally, to hold their first debate. The aim is to create the basis for a constructive culture of discussion from an early age. Clear rules form part of this culture of discussion.



## Taking on the roles of others

### E 5.1. Are all people the same?

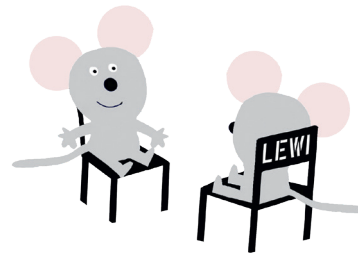
Start a discussion in class on the topic “Do boys think differently than girls?” to introduce the children to debating. The aim of this step is for the children to develop, in particular, an understanding for the position and opinion of others.

### E 5.2. Who is right?

A role play based on a parable enables the children to take on the role of someone else.

### E 5.3. How do others think and feel?

Exercises for changing perspective:



By **swapping seats**, the children literally take someone else’s place to better understand their position. This method can be used in fights and practiced in a playful way.

In the **Thinking chair game**, ask the children to think of pessimistic and optimistic arguments for a given topic. The idea behind this exercise is based on the finding from *positive psychology* that having an optimistic attitude which focuses on what is going right and on beauty, enhances awareness of the positive and so leads to experiencing more of it.

To practice this positive attitude, a positivity magnifier can be used to look for the positive without blocking out the negative entirely. The children can practice using the positivity magnifier by playing the Thinking chair game and taking on a positive attitude.



The exercises contained in the **A1 Be A YES Challenge – Concentrate on what is good for you!**\* which were tested and researched in positive psychology, contribute to developing an optimistic attitude.

\* View the challenge at [http://www.youthstart.eu/en/challenges/concentrate\\_on\\_what\\_is\\_good\\_for\\_you/](http://www.youthstart.eu/en/challenges/concentrate_on_what_is_good_for_you/)



## Debating together

### E 6.1. “Yes/no” or “ping-pong” debates

Debates need clear rules while convincing someone requires the children to present good arguments and structure their thoughts. The children will practice this by engaging in two forms of debates: a simple **“yes/no” debate** and the **“ping-pong” debate**.

In both cases, divide the class into two equally large groups. One of these groups argues in favour of a certain topic while the other group finds arguments against the topic.

Both methods involve the children being randomly assigned to present a certain opinion: either by drawing yes/no cards or by being given the number one or two. This way, it will be easier for the children to be introduced to other opinions in a playful manner.

In the **“yes/no” debate**, ask each group to present its arguments. Each child states either an argument for or against a topic, depending on the group the child was assigned. The debate ends after everyone has presented an argument.

The **“ping-pong” debate** is more complex and works like this:

- Present the topic and look at it from different perspectives. The children can either work on their own or in teams.
- Each child (they can also work in pairs) thinks about the topic and writes down arguments for and against it (about 5 minutes).
- Divide the class randomly in two equally large groups. One group argues in favour of and the other against the topic.
- Have the first child start the debate and present an argument in favour of the topic (about 1 to 2 minutes).
- The second child listens attentively, repeats the most important aspects and then presents an opposing argument.
- The third child listens attentively, repeats what has been said and presents an argument in favour of the topic.
- The other children take turns in presenting their arguments in favour of and against the topic (like in a ping-pong game).

By listening attentively and briefly repeating the arguments, the children learn to communicate with each other empathetically.

Depending on the size of the class, it might be easier to have only half of the class participate in the debate. In this case, have the other children listen carefully and pay attention to whether the arguments are summarised correctly and without judging. Ask them to also notice whether the other children managed to constantly introduce new arguments into the debate.

Afterwards, start a second debate on a different topic with the other half of the class.

The debate should be quick and last approximately 15 minutes at the most.



Treating each other with empathy and not judging (but only repeating) what has been said is practiced in the *You<sup>th</sup> Start Mindfulness Programme*. It is available at [www.youthstart.eu](http://www.youthstart.eu) in the **“Mind & Body”** section.



## Thinking things over

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### **E 7.1. Questionnaire for “Debate Challenge” Detectives**

Use this questionnaire to reflect on and to discuss the entire challenge once more.

### **E 7.2. How well can you do that already?**

By filling in the questionnaire, the children repeat what they have learned working on the challenge. They assess how well they can do certain things already. Prior to that, explain the meaning of the smileys.

### **E 7.3. Reach your personal goal in a few steps ...**

Encourage the students to think of individual learning objectives and practise how to persevere as a group. This strengthens their individual sense of responsibility and is proven to have a very strong effect on learning results as shown by various sources including the widely known study “*Visible Learning*” by John Hattie.

Ask the children to close their eyes and instruct them to imagine with all their senses what it will be like when they have reached their goal.

Talk to the children about the importance of them telling someone about their goals. This will help them to persevere. Resolving to practise every day helps turn practise into a habit – just like brushing your teeth.

Another good way to encourage perseverance is to reflect in the evenings. The children learn to motivate themselves in a positive way.

Work with the children to figure out who or what else might help them to persevere and celebrate each successful step together!

**TRIO Model for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the Debate Challenge belongs to the area of **Entrepreneurial Civic Education**, which is all about strengthening the social competence of citizens: assuming responsibility for oneself, others and the environment.

**Time / Length of the challenge**

At least 5 periods

**Necessary background knowledge**

None

**Context within the "You<sup>th</sup> Start Entrepreneurial Challenges" Programme**

All individual challenges: [www.youthstart.eu](http://www.youthstart.eu)

The **A1 Debate Challenge** serves as an introduction to levels A2, B1 and B2 of the **Debate Challenge**.

The content of this challenge is closely connected with the **A1 Be A YES Challenge – Concentrate on what is good for you!**

(at [http://www.youthstart.eu/en/challenges/concentrate\\_on\\_what\\_is\\_good\\_for\\_you/](http://www.youthstart.eu/en/challenges/concentrate_on_what_is_good_for_you/)),

the **A1 Empathy Challenge – My feelings – your feelings: Giraffe Language**

(at [http://www.youthstart.eu/en/challenges/my\\_feelings\\_your\\_feelings\\_giraffe\\_language/](http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/)),

the **A1 Storytelling Challenge – Castle of stories**

(at [http://www.youthstart.eu/en/challenges/castle\\_of\\_stories/](http://www.youthstart.eu/en/challenges/castle_of_stories/)),

the **A1 Expert Challenge – Learning Holistic Learning**

(at [http://www.youthstart.eu/en/challenges/learning\\_holistic\\_learning/](http://www.youthstart.eu/en/challenges/learning_holistic_learning/))

and with the *You<sup>th</sup> Start Mindfulness Programme* (view the "Mind & Body" section at [www.youthstart.eu](http://www.youthstart.eu)).

**Additional materials**

"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=6LJQ123\\_4e8](https://www.youtube.com/watch?v=6LJQ123_4e8)

A channel with explanatory videos for children on various topics:

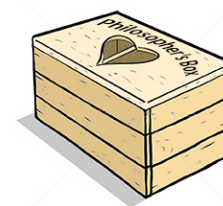
<https://www.youtube.com/channel/UCxoDMG0tvaYO5Xobvtgw5nw/videos>

[https://www.youtube.com/channel/UCxLJ45KjG4XVcQ\\_hd8j227A](https://www.youtube.com/channel/UCxLJ45KjG4XVcQ_hd8j227A)



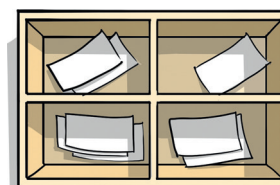
## Philosopher's box

The philosopher's box can be used to practice *creative and critical thinking*. By thinking things over and philosophising together in groups, the children also enhance their communication and collaboration competences. Both are indispensable skills to have in the 21<sup>st</sup> century.



### Here is what you need:

- A **box** with compartments, for example, a tea box with 4 to 6 compartments. You can also use a cardboard box and add cardboard strips to create compartments.
- **Topic cards** with various topics from school, for example "outer space":



sun	planet	Earth	Jupiter
spaceship	astronaut	star	...

- **Question cards** with instructions on how to use the topic cards (see the following pages)
- **Parts-of-speech cards**, for example:

flat	to live	size	big
to expand	cosy	to live in	...

### Here is how it works:

- Sort the **topic cards** by topic and store them in at least two compartments.
- Put the **question cards** and the **Parts-of-speech cards** cards in a separate compartment. (If a compartment remains empty, *use it to store the **Thinking things over game**.*)

#### 1. Philosophising using the topic cards:

- Have the children draw a **question card** and, depending on the instructions on the card, one or two **topic cards**.
- Ask the children to use the question to rethink the terms or to examine the relationship between them.
  - By drawing comparisons and thinking things over like philosophers, the children learn to remember what they have learned about the things and their characteristics in a playful way. They repeat, rethink and apply the newly acquired knowledge to new contexts and situations. This fosters effective learning and improves the children's memory.

#### 2. Philosophising using the parts-of-speech cards:

- Have the children sort the words by parts of speech, the number of syllables, the first letter, etc.
  - Think about using words that a lot of the children misspell. By asking them to write down these words, they can practice spelling them correctly.
  - Sorting and categorising topics is a popular philosophical exercise.



Draw **two** cards from **one** compartment.  
What do these things have **in common**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **two** compartment.  
What do these things have **in common**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **one** compartment.  
How do these things **differ**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **two** compartment.  
How do these things **differ**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **one** compartment.  
How are these things **similar**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **two** compartment.  
How are these things **similar**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **one** compartment.  
Which of these things is **more important**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **two** compartment.  
Which of these things is **more important**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **one** compartment.  
Which of these things has been around **longer**?



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **two** compartment.  
Which of these things has been around **longer**?



A1 Debate Challenge – Philosopher's box



Draw **two** cards from **one** compartment.  
Write down a **sentence** that contains both of these things.



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **two** compartment.  
Write down a **sentence** that contains both of these things.



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **one** compartment.  
Invent a **story** that includes both of these things.



A1 Debate Challenge – Philosopher's box

Draw **two** cards from **two** compartment.  
Invent a **story** that includes both of these things.



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
Write a **fantasy story** on the topic.



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
Create a **mind map** on the topic.



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
Come up with a new, **funny name** for it.



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
Write down **questions** on the topic on pieces of paper.



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
What do you **know** about this? (What you say must be true!)



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
What is your **opinion** on this?



A1 Debate Challenge – Philosopher's box





Draw **one** card. Imagine this thing did not exist.  
What **would happen**?



A1 Debate Challenge – Philosopher's box

Draw **one** card. Imagine yourself being this thing.  
What do you **wish for**?



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
What is **positive** (good) about it?



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
What is **negative** (bad) about it?



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
What can you **do** with it?



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
**Draw** what comes to your mind when you think about it!



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
There is one thing that this thing does not like at all.  
**What is it?**



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
What is the **purpose** of this thing?



A1 Debate Challenge – Philosopher's box

Draw **one** card.  
What's a **nice thing** you can do for this thing?



A1 Debate Challenge – Philosopher's box

**In pairs, draw one card each.**  
Each imagine being one of the two “things”. Talk about who is **more important**.



A1 Debate Challenge – Philosopher's box



## Thinking thinks over game

### Here is how it works:

- Choose at least one partner for this game.
- Draw one card from the thinking things over set and read the card together.



A1 Debate Challenge – Thinking things over game

- Talk about the topic on the card. Listen to each other attentively and allow you partner to finish their sentences. Repeat the most important things to check whether you have understood everything correctly.
- Tell each other of similar experiences.
- Write down the most interesting, funniest stories to create a book of philosophical stories.



A1 Debate Challenge – Thinking things over game

Imagine being one of the blind people below.

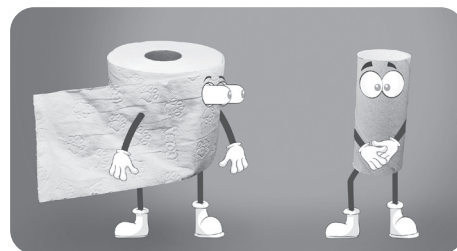
How would you describe to the others what “your” elephant looks like?



A1 Debate Challenge – Thinking things over game

Imagine being the toilet roll with a lot of sheets.

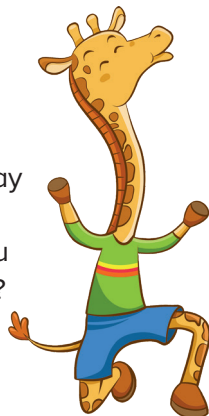
What would you say to the empty roll?



A1 Debate Challenge – Thinking things over game

Imagine having a giraffe's neck.

What would you say to the people who keep staring at you or even tease you?



A1 Debate Challenge – Thinking things over game

Imagine someone lying to you. How would you react if you knew you were being lied to?



A1 Debate Challenge – Thinking things over game

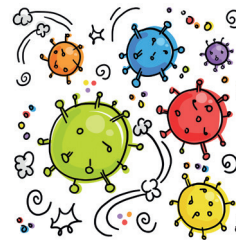


Imagine your thoughts growing out of your head, just like plants.  
What kind of plants would they be?



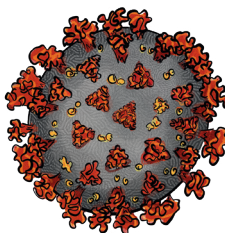
A1 Debate Challenge – Thinking things over game

Imagine being a small virus and being able to talk to other viruses.  
What would you say to coronavirus?



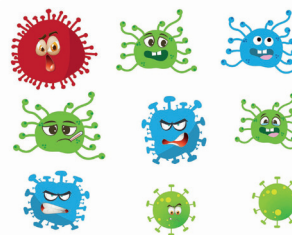
A1 Debate Challenge – Thinking things over game

Do you think that something that looks beautiful can be bad at the same time?  
Who or what could that be?



A1 Debate Challenge – Thinking things over game

Which of these viruses do you find most likeable?  
Explain why.



A1 Debate Challenge – Thinking things over game

Imagine everyone treating each other like in the picture below.  
What advice would you give them?



A1 Debate Challenge – Thinking things over game

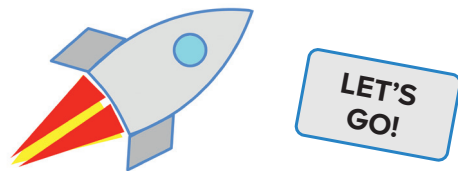
Imagine having to tell someone the name of this painting and describe it.  
What name would you choose and what do you see?



A1 Debate Challenge – Thinking things over game



Imagine being an inventor. What do you want to achieve and how do you want to change the world?  
Tell others about your dream goal and how you want to achieve it.



A1 Debate Challenge – Thinking things over game

Imagine you were Superman or Superwoman.  
What would you do to help the world?



A1 Debate Challenge – Thinking things over game

Imagine having to explain this picture to someone.  
How would you describe it?



A1 Debate Challenge – Thinking things over game

Imagine this being you.  
Why are you saying “stop”? To who?



A1 Debate Challenge – Thinking things over game

Imagine having to explain this picture to someone.  
How would you describe it?



A1 Debate Challenge – Thinking things over game

Imagine having to decide who is right.  
What would you say?



A1 Debate Challenge – Thinking things over game

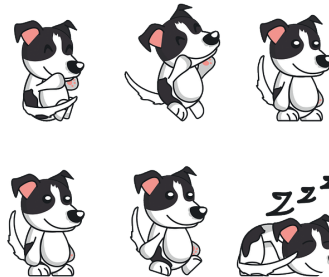


Imagine being the little mouse.  
How would you convince the cat  
that it would be better for it to let  
you live?



A1 Debate Challenge – Thinking things over game

Imagine being the little dog.  
How do you feel? What are you  
telling us?



A1 Debate Challenge – Thinking things over game

Carl the Cat  
uses arguments  
to try and  
convince others  
to enjoy rain.

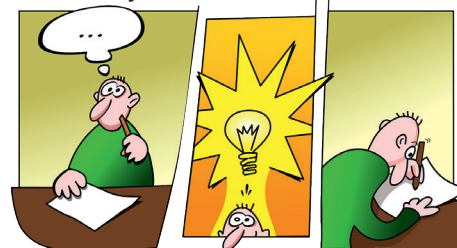
What could Carl  
say to convince  
you?



A1 Debate Challenge – Thinking things over game

Think about a problem you once  
had. How did you solve it? Did you  
solve it on your own or did some-  
one help you?

How did you feel afterwards?



A1 Debate Challenge – Thinking things over game

Imagine a door that you have never  
seen before opening.  
What is behind the door?



A1 Debate Challenge – Thinking things over game

Imagine being this child.  
What happened?  
What are you thinking about?



A1 Debate Challenge – Thinking things over game





### Should you always tell the truth?

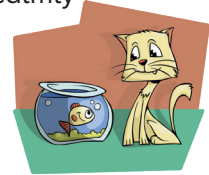
- Think of arguments for YES and arguments for NO.
- Form two groups. One group says YES and the other says NO.
- Discuss the question calmly and without fighting with each other. Who manages to convince others? How? Why?



A1 Debate Challenge – Thinking things over game

### Do animals have feelings?

- Think of arguments for YES and arguments for NO.
- Form two groups. One group says YES and the other says NO.
- Discuss the question calmly and without fighting with each other. Who manages to convince others? How? Why?



A1 Debate Challenge – Thinking things over game

Everyone wants to have it!  
What is it?



A1 Debate Challenge – Thinking things over game

Imagine being the red figure.

- What are the others saying?
- How do you feel?
- What do you do?
- ...



A1 Debate Challenge – Thinking things over game

### Imagine if nothing existed ...

Butter, glass, wool ...  
Chairs, shoes, rulers, fruit, houses ...  
What would it be like?  
What would be good, what would be bad?  
Philosophise about the questions with someone.



A1 Debate Challenge – Thinking things over game

What is essential for a flat to have in order to be liveable?

Think of the hierarchy of needs.



A1 Debate Challenge – Thinking things over game



## PHILOSOPHER'S CARD INDEX

When you think about the world, life or love, you are **philosophising**.

The word **philosophy** was used in ancient Greece and is about 2,600 years old.

“Philos” means friend or lover and “sophia” means knowledge or wisdom (“philosophia” = love of wisdom). So a philosopher is a wise person, who loves knowledge.

Philosophers question everything. You too should think things over before making a judgment.



A1 Debate Challenge - Philosopher's card index

## Plato's allegory of the cave

Plato was a philosopher in ancient Greece. This is his famous allegory of the cave:

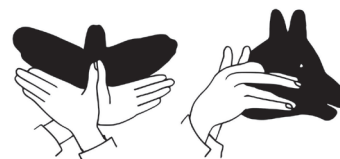
People are chained up in a dark cave and can only see the shadows projected on the wall from other people and the objects they are carrying. So, those who are chained up believe that the people and the objects are one. At times, one of the chained people may leave the cave and see what the world is really like. When he returns and tells the others about what he has seen, nobody believes him.

### Re-enact the cave story!

Turn off the lights in the room and point a torch at the wall. Form two groups. Each group looks for three objects and uses them to create shadows on the wall. The other group must guess what they are and what you can do with them.

### Alternative:

Use your hands to cast shadow figures on the wall.



A1 Debate Challenge - Philosopher's card index





### Keep only the good things in your heart

Two friends were walking through the desert. They got into an argument and Zali hit Ali in the face. Feeling hurt, Ali wrote in the sand: "Today, my friend slapped me in the face."

They continued walking and got caught in a sandstorm. Ali fell and the sand threatened to bury him. Zali rescued him. Ali then carved into a stone: "Today, Zali saved my life."

Astonished, Zali asked: "When I hurt your feelings, you wrote as much in the sand. Now you are carving these words into a stone. Why?" Ali replied: "When someone hurts us, we should write it in the sand so the wind of forgiveness can blow it away. When someone does something good for us, we should carve it in stone so it cannot be erased, and we can always remember it with gratitude."

*(unknown author)*

What are the strengths of the friends in the "analogy" above?  
Talk about them.

gratitude	justice	courage
curiosity	kindness	fairness
humour	staying power	



A1 Debate Challenge - Philosopher's card index

### The frog race

Once upon a time, a group of frogs organised a climbing contest to the top of a tower.

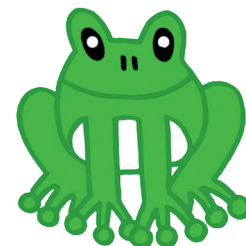
The frogs in the audience believed that none of the frogs would make it to the top. They yelled: "Poor you, you will never make it!" and "You will never succeed!"

One frog after the other gave up, apart from one. This frog continued climbing and was the only one to make it to the top. The other frogs cheered, and a reporter wanted to interview the frog. It was only when, after a while, it had still not answered any of the reporter's questions that it became clear that the frog was deaf.

*(unknown author)*

Why did the winner continue?

Why did it not give up like the other frogs?



A1 Debate Challenge - Philosopher's card index



### The little cotton thread

Once upon a time, there was a little cotton thread that was desperate. It thought: "My life is useless. I'm no good! I'm too short to be used for knitting. And I'm too thin to be used as a rope. I'm no use and no one needs me!"

The longer the little thread continued thinking these thoughts, the sadder and lonelier it became.

One day a little clump of wax was hopping past the little white thread's window when it noticed that the thread was sad. It wanted to help the little thread and said: "Come on, let's do something together! Together we can be strong and successful!"

And the little clump of wax was right! Together, the thread and the wax became a candle which brought light into the dark.

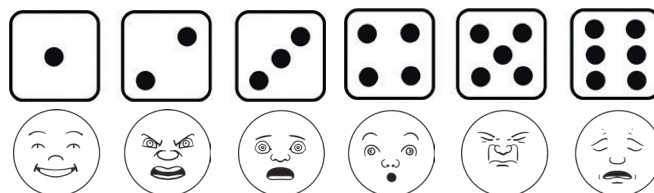


A1 Debate Challenge - Philosopher's card index

### Who is right?

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 and continue the conversation between the judge and his wife. Remember to follow the rules for discussions!
- You can also let the dice decide in which mood you should play the roles. Express the mood you have rolled with your face, your posture and your voice.



A1 Debate Challenge - Philosopher's card index



### At the post office

Imagine working at the post office. In front of your desk, there is a long queue. Still, you continue eating your lunch. You do not call "Next, please!" until you have finished your break. You take your time and talk about the weather with the next person.

What are the people standing in the queue doing in the meantime? How do they react?

Act out the scene with your classmates.

Act it out once with a smile on your face and then again with an angry face.

Is the end the same in both cases?



A1 Debate Challenge - Philosopher's card index

### The good fairy

A good fairy has enchanted you. Now you are the being with special powers that you have always wanted to be.

Describe who you are now.

- What are your characteristics?
- What are you particularly good at?
- What do you do that is useful for yourself and others?



A1 Debate Challenge - Philosopher's card index



### Bombarding someone with questions

One child tells the others of an experience.  
While the story is being told, the other children ask a lot of questions. This is called “bombarding someone with questions”.  
The child may only continue telling the story after answering all of the questions.

Is it always good to ask questions?  
In what situations?



A1 Debate Challenge - Philosopher's card index

### Enchanted objects

Pick an object in the room.  
Tell the other children that it is enchanted and what its special power is.

#### Examples:

- A school bag that is home to a ghost.
- A pen that writes on its own.
- A tin that fills itself up with food.



A1 Debate Challenge - Philosopher's card index



## That's life!

For this game, you need objects you have at hand. Choose an object and compare it to life.

### Examples:

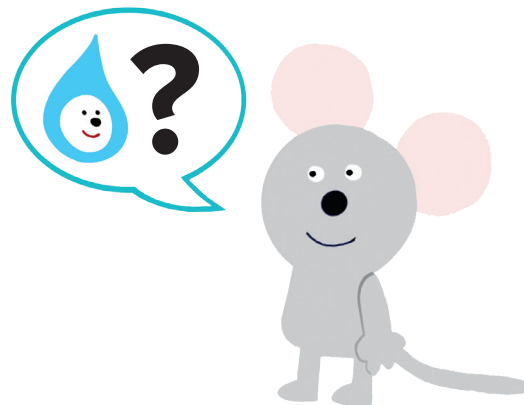
- Life is like a lunch box. Both can surprise you.
- Life is like a book. You should always tackle one page at a time.



A1 Debate Challenge - Philosopher's card index

## Why, oh why?

One child asks a question.  
For example: "Why is it raining today?"



### Possible answers:

- Because the flowers need water.
- Because the clouds were full of water.
- Because I have a new umbrella.

Let your imagination run free!



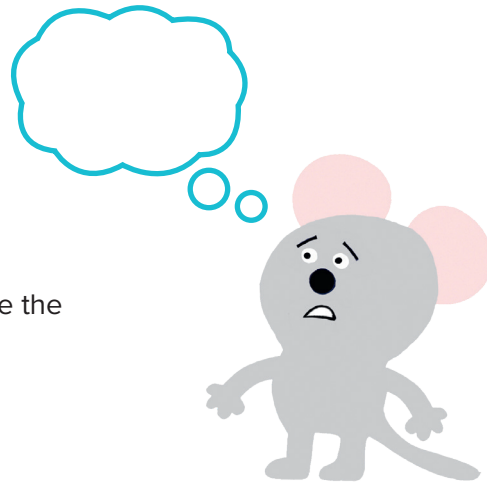
A1 Debate Challenge - Philosopher's card index



## How to survive a disaster

Think of a terrible situation you once heard or read about.

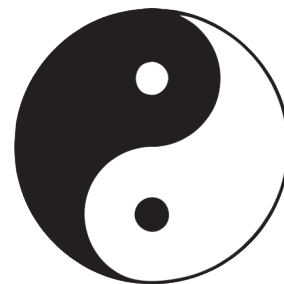
- Describe the situation.
- Ask others what they would do.
- Together, come up with ideas to overcome the situation.
  - ... useful, realistic, promising ...
  - ... creative, crazy, funny ...



A1 Debate Challenge - Philosopher's card index

## Yin and Yang – the game of opposites

Sometimes, we are stuck with a problem. In such a case, it helps to see the situation from a different perspective.



You can practice this with the game of opposites. Yin is the opposite of Yang.

- Sit opposite each other so you can see each other's face.
- One child takes, for example, their right ear in their left hand and says "Yin".
- Then they point to another child. The second child now makes a new movement.
- They pull, for example, their left ear with their right hand and say "Yang".
- This child then points to another child who makes a new movement and says "Yin".
- And so on ...



A1 Debate Challenge - Philosopher's card index



## Solving problems!

Get together with other children and “invent” various things that are important to us humans. Think about working on solving a problem related to the Global Goals!

The following questions will help you to come up with creative ideas:

- What problems do you see?
- What would be different if the problem was solved?
- How can you solve the problem step by step?
- What do you need to solve it?
- Who will solve it with you?
- When will you solve the problem by?
- ....?



A1 Debate Challenge - Philosopher's card index

## Question dice

### You will need:

- Dice you can write or glue questions starting with “w” on:  
**WHAT? WHY? WHERE? WHERE FROM? WHO? WHEN?**
- Words with nouns (for example, friendship, sky, bread, apple, ...). You can also use words from topics discussed in school. By thinking about the words with the help of the questions, you repeat and learn, for example, for tests at the same time.



### Here is how it works:

- Draw cards and put them on the table with the word facing upwards.
- Roll the dice and then ask a question using the word you have rolled.
- Answer the question. You can also work in groups and answer the questions together. Add up all the answers that are particularly creative or presented in a convincing way. Which team got the most points for its answers?



A1 Debate Challenge - Philosopher's card index



## 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=6LJQ123\\_4e8](https://www.youtube.com/watch?v=6LJQ123_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](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](http://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 “You<sup>th</sup> 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](http://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 “You<sup>th</sup> Start mindfulness programme”.

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The You<sup>th</sup> 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](mailto:office@ifte.at).



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