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Projet Erasmus+ Jeunesse - « YARIM »

YARIM - 2017-2-FR02-KA205-013374



Unit 7: Debate: Promoting Youth civic expression



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| Training Sequence 1 | Basic skills to deliver a message. |
| Objectives | Develop Social workers' skills to help Youth to develop the basic skills to speak, listen and mobilize energy to deliver their messages. |
| Animation guide Estimated time : 20' | The trainer sensitize the participants with debate techniques through interactive activities, followed by sequences of exchanges and discussions. |
| Description of educational activities | <p>The trainer shows interactive activities that participants will be able to reproduce with the youth they accompany, by explaining through each sequence the added-value of the exercise for Youth.</p> <p>Icebreaking Exercises between the participants:</p> <p><u>Exercise: « All those who are !»</u> Duration : 10 minutes Participants sit in circle; one comes in the middle and asks a question. Those identified by the question must stand up and find another chair. Examples:</p> <ul style="list-style-type: none"> - Those below 20 years old stand up - All women stand up - All driving a car... <p>The goal is to stimulate energy, energy is one of the main constituent of the Debate.</p> <p><u>Exercise: Pass the clap!</u> Duration: 10 minutes</p> |

- People in a circle (or two circles)
- One pass a clap, the other receives it and gives it to her/his neighbor. As energetic as possible, making sure that the clap comes back at the start
- Similar, but clap can go either to the left or to the right
- Similar, clap can cross the group all over.

One must ensure that the link is made and that it flows.

Tour can start from right or left.

Clapping can be initiated by anyone in the circle and it passes through Looking in the eyes.

Participants must be active, participants must look into one's eye when they received the clapping of they pass it through.

Remarks :

- Make sure people are active (mirror them if it is very lazy:)
- Make sure people look into each other's eyes when they receive the clap and pass it on.

After the exercise :

- What has this to do with debate?
- Write the points on the flip chart

Exercise : Echoing the words

Duration: 5 minutes

Split the participants in two rows

1 – Say the word Kalisa et the group answers 'Sobadisabo'

2 – Say the word with different emotions, the group should answer expressing the same feeling

After the exercise :

- What has this to do with debate? Write the ideas on the board.

The objectives are: Participants will get use to their voices, they start communicating easily, they listen to each other and focus when talking.

Exercise : Association games in a circle

Duration : 10 minutes

Association games in a circle

- Passing the word from participants to participants
- Passing a word that has to do with your work
- Passing a word that has to do with the participants

Telling a story all together, and we start with ...

After the exercise :

Why is listening so important in the debate. Write the ideas on a board.

Exercise : Pizza or Burger game

Duration : 10 minutes

Divide the group in number 1 and number 2. Make a pair with number 1 + number 2.

Number 1's are the pizza salesmen's/women and number 2 the burger salesmen/women.

Round 1 :

Number 1 : Defend why PIZZA is the best food ever

Round 2 :

Number 2 ; Defend why the burger is the best food in the world

Etc. (depending of the time you can continue with asking participants to promote the pizza and break down the burger and viseversa etc).

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| | <p>After the exercise: Discussion with the participants The aim that you show how easy debate is and that everyone debates starting from children at the age of 1, as soon as they can speak.</p> <p>At the end of this training session, the trainer summarizes the contributions of these exercises, by making the link with the methodology of the debate. The trainer can use the proposed resources.</p> |
| Equipment | Flip charts, markers |
| Educational Resources made available to the animator : theoretical and methodological resources | <p>The objective is to develop tools so that social workers promote the youth expression on subject they are worried about. Being open to other point of view and in enhancing their critical thinking.</p> <p>The debate learning for Youth allow them to understand the importance of sharing their idea in respectful manner, listening, development of their critical thinking, and their capacity to refute ideas when they disagree.</p> <p>This process brings more confidence and better self-esteem. It helps Youth to be more serene in their discussions and debates in their community.</p> <p>Building these capacities help being a respectful and resilient stakeholder in multicultural groups.</p> <p>Youth will be more communicative, open and welcoming, and will become 'role model' for those who are more isolated and inward.</p> <p>It is very important to 'learn by doing'; these are simple interactive activities but source of energy.</p> <p>After these exercises that mobilise positive energy, participants learn in joyful way and through interactive questions from the trainer, helping the participants to think about the critical aspects of debate: Discussion, listening, mobilisation of energy, debate definition, specifics from discussions and dialogue.</p> <p>In order to enrich the content, the trainer can use the IDEA works in their website, in particular: "Connecting Youth to Society", also available on YARIM website.</p> |

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| Training Sequence 2 | Necessary skills for debate |
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| Objectives | Building social workers capacity to develop, with Youth, debating skills. |
| Animation guide Estimated time : 105' | <p>This part consists of a series of activities as well as explanatory and reflection moments. It offers social workers the opportunity to 'dig out' the problem of radicalisation and to spin with the youth themselves what are the deeper causes of radicalisation as well as the solutions.</p> <p>This can be framed in line with religion too. The social workers learn to guide the youth in this thinking process and to work with the youth in developing good motions. They also learn how to build negative and positive arguments to defend their position toward the motion.</p> <p>Finally, in this phase they also get through a series of exercises to teach youth to practice argumentation and debating.</p> |
| Description of educational activities | <p>Exercise: What is debate?</p> <p>Duration : 15 minutes</p> <ul style="list-style-type: none"> - Make 4 groups - Each group is drawing an egg on a big flip chart - Ask the groups to draw a face in the egg and ask after 5 minutes what all elements have to do with debate - Give an example and ask from each group one presenter - Let the groups display - Write down the points they mention - Reflect and conclude then finally what is debate and what is NOT debate (when is it a discussion, a dialogue) <p>Debating characteristics</p> <p>The following picture of a face will help you remember them.</p> |

- The two eyes represent the two sides of a debate
- The nose (arrow) represents the direction of the debate; you focus on a third party (the judge, the audience, the chair).
And a good debate is based on a plan; you know when and why and how to present which argument(s).
- The mouth represents speaking but also : the third party to whom you debate (judge, public etc)
- The ears represent listening to the other
- The head represents the rules and limitations of a debate

What do you learn/teach youth if you educate them to debate?

Duration : 10 minutes

What is a good motion? Explanation **DICB**

- The motions contains enough opportunities for **D**ifference in opinion
- The motion is **I**nteresting for the target group
- The motion is **C**lear
- The motion is **B**alanced/fair in opportunities to develop and affirmative arguments

Explain what kind of debate we use with Youth in the Neighborhood; we focus on

- a. identifying the problem based on the correct **FACTS** (to be debated)
- b. identifying whether the problem is indeed a problem, it is debated why is it good or bad
- c. identifying what is the solution; and debate if this is the right solution and why/why not?

Motions that could be used in the exercises (in phase 2 and phase 3) :

- Youth convicted of holding extremist sympathies should not receive harsh punishments
- Local governments should give jobs to Youth who are suspected of holding radical Islamic sympathies

- Religious leaders should suggest to their European congregations that they should not wear religious symbols (e.g. kippa, hijab)
- Western states should discourage Salafism
- Governments should close down mosques suspected of holding radical sermons
- Public schools should be required to teach about the main religions in their country
- Islam is/is not responsible for the existence of Islamic terrorism

Development of motions about connecting youth to society

Duration : 15 minutes

1. Sit in 4 groups and discuss some problems that youth have while growing up in the neighborhoods/city nowadays
2. Identify 3 main issues in relation to connecting youth to society. Start those motions with the subject that should do something. For instance:

The government should, or youth should...

3. Develop three good working motions.
4. Presentation of your motion to the group, and discussion, fine tuning
5. Voting with the group what motions do you see as most relevant

NOTE: the motions won't be ideally developed. Trainer will work with the group later to fine-tune if participants will use the motions for the public debate.

Learning how to build an argument

Exercise : Can you borrow me...

Duration : 15 minutes

- Make groups of 8 people and divide them over sets of 4 chairs
- Exercise in which we have four role models (father, schoolteacher, shopkeeper, banker).
- They are sitting in a circle with their back to the middle (and to each other).
- 4 'youth' need money and start asking for it. They are going to stand in front of one adult and start begging for it

with the most convincing arguments.

- Who was the most convincing? Which adult said- in the end- “Okay I will borrow your money”.

The trainer explains to social workers the SEXI method proposed in the resources.

SExi statement Explanation

The trainer will introduce the SEXI method available in the resource.

Statement; what is your statement/ give opinion in one sentence

Explanation; start with because..... let me explain..... I will tell you why..... etc.

Illustration; show an example; refer to actuality in news; refer to recent research presented by an authority; make positive or negative comparison with the past or another country;

Start illustration with words as: ‘Let me show you’..... ‘Look’....., let me give you an example..... etc.

Chain debate

Duration : 20 minutes

- Write the motion (one from the selection) on a flip chart
- The participants are making pairs and stand in two long rows with the face to their mate. One row is A and one row is B.
- The facilitator explains the goal of the exercise; we are going to practice the SEXI argumentation. We start with all who are in the line of A. They are **pro** statement. They start with explaining and illustrating their position in 1 minute maximum. B listen.
1 minute (facilitator clocks, but if you see the energy is gone after 30 sec, stop the group)
- Next round B is **against** the statement and also 1 minute to explain and illustrate.
- A starts again, but exercise for B; **listen well!**
- B starts and the facilitator ask them; you have listened well, so first say; **‘I have heard what you said(and make a summary), but I disagree because.....’**

- A starts also with the sentence '**I have heard what you said...but...**

Note : after each round you can ask them to give each other a Tip. You can also invite to move to the next row so that you switch teams.

Diversify one's argumentation :

Duration : 10 minutes

Explanation: Many youth in programs have a very fixed idea about a motion. It is hard for them to associate and find new domains to develop new arguments. So this exercise is to challenge the group to be creative and to find new arguments.

Exercise :

Duration :

- Ask the group to stand in a circle.
- Choose a motion that was developed by the group (you may adjust it a bit to make it work)
- Ask the participants to develop an argument; it does not matter if it is pro or against, as long as it is a **NEW** argument.

Advice from the trainer to social worker for the use of this exercise with the youth: It is an exercise so don't be too strict if they cannot find new arguments, especially in very big groups it is pretty difficult for the last participants in the circle. After the exercise, reflect with the participants on the domains that you can go into to find new arguments. For instance social domain, economic domain, psychological domain, geographic domain etc. or the scales that they can use for finding new arguments like the individual scale, family, societal, etc...

Argumentation stair :

Duration : 20 minutes

This exercise is designed because we have seen that many youth do not have enough words to build up an argument. So

- in this exercise you give them a few arguments Pro or against. You need to prepare this exercise prior to the training (or on the spot) as followed;
- a. Take a motion that is close to your target group and explain to the group that you are going to exercise in building up arguments.
 - b. Write on big papers (preferable A4 or A3) 3 statements **for** the motion and 3 statements **against** the motions. Try to make the statements very different.
 - c. When you start the exercise, walk through the room and put the papers on the floor. The **Pro** arguments on one side in a line and the **AGAINST** ones on the other side. Write the motion at the end.
 - d. Read the statements (or ask a participants to read)
 - e. Invite them to walk around and to select the statement/argument that is most close to their opinion
 - f. Invite the groups around one statement (most of the time you have a few participants selecting the same) to discuss why this statement and to find an illustration.
 - g. Invite the small groups to explain and illustrate their statement. Help them if needed with small questions like 'why?' or 'could you give an example?'
 - h. When all groups have explained their statements invite them to answer to each other. You can also do this when it happens spontaneous.
 - i. Show them that they have practice a small debate already in which we had a PRO and AGAINST group.

Another way of 'Argumentation Stair'

- a. Preparation: write on an A-4 the numbers 1-2-3-4-5-6-7 (each number on one A-4)
- a. Select a motion and write it on the flip chart
- b. Put the numbers on the floor
- c. Explain to the group that number 1 is '**very much disagreement with the motion**' and number 7 '**very much in agreement with the motion**'. The rest is gradually from disagreement (2) to agreement (6) and all in between.
- d. Let them select a number, a position.
- e. Invite them to explain their position
- f. Ask them to choose a new position; who was convinced by arguments from others? Let them debate in 3 minutes. Ask

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| | <p>them to choose again a new position. g. Who has been convinced by the arguments?</p> <p>You can do this exercise also with a square of chairs. One row AGAINST, one row PRO, one row 'I don't know'. Let them debate for 3 minutes; ask them then to take a new position. Who was convinced?</p> |
| <p>Equipment</p> | <p>Flipcharts</p> <p>Argumentation staircase with propositions and arguments</p> <p>Proposals and arguments clearly written on A4 (each argument on an A4)</p> |
| <p>Educational Resources made available to the trainer : theoretical and methodological resources</p> | <p>There are several articles on :</p> <ul style="list-style-type: none"> - What is the debate? - What are the good motions? - What are the good arguments? - What are the criteria of the different levels in the practice of argumentation? <p>Convincing arguments are SExi!</p> <p>Good, convincing arguments are usually comprised of three parts: firstly, an assertion or statement; then, reasoning or an explanation; and thirdly, examples or illustrations. Look at the following acronym to help you remember these parts.</p> <p>A – Assertion S - Statement R – Reasoning Ex - Explanation E – Evidence/Example I - Illustration</p> |

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| | <p>You want to convince others that your assertion or statement is right. That is why you will give reasons or explanations why this is so. To emphasize that you really are right, you will present evidence or examples. You can use research data, statistics or an example taken from your surroundings or from the news.</p> <p>For more resources, check out the European project "Connecting youth to society! From Fragility to Resilience, From Hidden to Open, Through Debate, Art and Care. A project led by IDEA</p> |
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| Training Sequence 3 | Different forms of debate |
| Objectives | <p>Experiment different types of debate to promote the civic expression of Youth</p> <p>Understand simple form of debate</p> <p>Understand fundamental form of debate in order to able to animate</p> <p>Understand what is a political debate</p> <p>Know how to build a good speech in order to teach it to Youth</p> |
| Animation guide Estimated time : 40' | <p>This part consist of a practicing debates via debate formats mainly inspired from the Lager huis debate (Lower House)</p> <p>In addition this part also goes deeper into the aspect of delivering speeches in a connective way</p> |
| Description of educational activities | <p>The trainer presents to the social workers the debate of « Lower House ». The Lower House debate stems from the British Parliamentary Debate, but has significantly fewer rules. It became especially popular in the Netherlands because of its frequent use on television.</p> |

Rules for the Lower House Debate

- There is an “expert” who starts by describing a problem related to a particular topic. The expert finishes by introducing a **motion**.
- Then, two teams, led by a moderator, enter into debate about this motion. All speakers give their opinions. When necessary the moderator may play the role of devil’s advocate by asking difficult questions.
- Generally, each team will have a maximum of 6 members.
- Those who wish to say something about the motion may stand but can only speak when given permission by the moderator.
- The moderator is the boss and decides who is allowed to speak.
- The participant may decide not to talk and listen, but the moderator should try to promote involvement of all participants.
- The debate is over after 10 minutes and the audience decides which team won the debate.

Exercise : the debate of « Lower House » :

Duration : 10 minutes

The trainer chooses to talk about the radicalization of young people in the country and ends by making a proposal (he/she can rely on the resources)

Variations

- It is also possible to speak longer than 10 minutes.
- It is possible to show a video clip to introduce the debate.

Discussion after the exercise with social workers: what is the interest of this form of debate for Youth? The trainer takes the participants' ideas and completes them based on the resources.

Option 1 : We divide the group in three smaller groups. One for government, one for opposition and one for the JUDGE.

As judge, We ask them to develop and present their own rules in line with what they have heard (see at the end). You as a trainer can add some more rules if needed, but the objective of this exercise is that they will also learn a lot as judges. We do this when we have practices argumentation and debate a bit more.

Team A and Team B are facing each other; they can either stand or sit on a chair. The judge is on the right in between them.

Option 2:

In the Netherlands, we use the combination between Lower House Debate and British Parliamentary debate. This is as followed:

- Make teams of 4 participants. Each team is behind a table facing the opponent. The judge is in the between (see drawing under option 2).
- Each team has an opening speaker and a closing speaker.
- Teams have 15 minutes before the debate which position they are in (government (PRO) or opposition (AGAINST)).
- The format is that you have a 15 minute debate;
 - a. 2 minutes opening speech by government (max. 2 min)
 - b. 2 min. opening speech by opposition (max 2 min)
 - c. debate in which all are invited to participate (in line with the rules of respect of **Lower house**)
 - d. 1 min. closing speech by government (this is a summary of the debate that took place in a way that it is in favor of your position (but you are not able to develop new arguments).
 - e. 1 min. closing speech by opposition (idem as above, summary of your position,)

Discussion after the exercise with social workers: what is the interest of this form of debate for youth? The trainer notes the participants' ideas and completes them based on the resources.

Public speaking and public debate

The trainer presents the objectives to the social workers, so that they can use it with the youth they accompany:

- Participants experience the strength of attitude and voice, silence, authenticity, the being, etc.
- Participants experience the strength of a speech of a famous person
- Participants experience speaking themselves in a public debate

Exercise: Are you..... (Obama, Mandela, Hillary Clinton, Madonna)

- Put the names on 4 spots in the room
- Ask each participant to select one who find the best speaker
- Discuss in your favorite group why
- Facilitator list down characteristics of good speakers in link to the resources
- Ask participants also to stand like... what is happening for you?

The animator explains to social workers : how do you give a good speech

Duration : 5 minutes

- HEAD: introduction-
- MIDDLE: main part-
- FEET: conclusion

Or

- Introduction: say what you are going to say (list number of for instance 3 arguments but only mention the statements)
- Middle: say it (structure the arguments and develop each statement in line with SEI)
- Conclusion: say what you have said (say again, what you have said and repeat the 3 statements).

Extra strength of a speech:

- Speeches start very often with an eye catcher (an example, a short story, something from the news, that

illustrates exactly the relevance of your speech)

- Speeches close again with this eye catcher, they link the conclusion to the opening like 'and therefore I convinced that (and you fill in your eye catcher).

Exercise: Experience a good speech of

Participants receive part of a speech of Mandela, Martin Luther King etc.

- In groups some make the speech, other participants listen
- Positive feedback of the trainer who supports the speech

Public debate : Simulation of a public debate

The trainer simulates a public debate during which the social workers will participate. The trainers split the participants and gives roles: Youth, the authorities, the audience.

Tips for trainer :

Simulate as if the public debate takes place in a real official setting. Describe the setting and the need of having this public debate

- Welcome the audience, take the floor, you are the moderator of the debate. Make some rules (depending of the setting) listening to each other, no discriminating words, Agree with the audience and the participants that no one speaks more than 2 minutes (keep the time but in a pleasant and open way)
- Introduce the participants of the debate. Start with the youth who are attending and have organized the debate. Praise them as moderator for this.
- Explain also that the youth will open the debate with a public speech and not the authorities.
- As a moderator, he/she must be careful to make the debate as concrete as possible and to develop A plan of ACTION. So when a promise is made by an authority, make it concrete, when, what, what can we expect, and

promise to come back to that (as well as you keep the authority to his/her promise)

- Include everyone in the debate
- Summarise long stories
- The trainer can decide to structure the public debate along for instance 3 motions (solution oriented). You can ask the youth to give a speech why they believe this should happen. This will give them the lead and they will open the floor. The authorities must respond.
- Make it fun and accommodative. Move around if you want to include the audience.
- Don't forget to summarise at the end and to repeat the promises, agenda for future, clear.
- Thank everyone and invite them for the next debate...

Discussion after the exercise :

- The trainer invites social workers to identify the interest of youth to participate in these public debates. The trainer notes the ideas and complements them with the resources.
- The trainer invites the social workers to identify the role of the moderator, so that they can lead such debates.

Summary of learning: the trainer asks the social workers to identify what they learned from the training session and how they can or cannot use these techniques with the youth they accompany.

- What objectives for youth?
- What kind of facilitating elements?
- Which obstacles are possible?
- What should the social workers be vigilant about?

The trainer fosters the exchange with social workers and then closes the discussion by introducing the 10 learning principles for the trainers.

10 principles for Teaching and learning strategies:

1. Ice breaking activities – activities/games used to reduce inhibitions, allowing people to connect with each other and be part of a group
2. Group activity/Group exercises/Team work activities – exercises during which the participants can talk and share ideas, play friendly yet competitive games, achieve small victories and bond as a group
3. Discussion- important transition points during which the group can discuss issues debate and put forward points of view
4. Brainstorming – the trainers introduce a theme and asks the participants to throw out ideas that come to mind, based on the theme (this can also and is often used as a group activity).
5. Case studies – examples of previous work or relevant experiences of trainers that both demonstrate knowledge and expertise, which lets the participants know they are professional and highly competent
6. Role play – taking on the role of the group you are in conflict with and seeing things from their perspective i.e. Police act as young people, youth act as police and stop them (a great tool for developing empathy – only to be used after at least 1 working session)
7. Problem solving exercise – games where the participants have to think of different ways to solve problems i.e. Communicate how you're feeling either without words, or with just one word which doesn't have any connection to the feeling you're trying to communicate
8. Facilitator/tutor led activities – Trainer demonstrates and leads an activity i.e. Turning to the person next to you, find out their name, age, where they live and how they spend their free time. Then introduce your partner to the rest of the group
9. Participant led activities – the participants are given a task and a time frame in which to complete the task i.e. 20

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| | <p>minutes to create a chant that represents all of the ideas of the group you are working in.</p> <p>10. Fun – promote the playful dimension of activities and pleasure.</p> |
| <p>Equipment</p> | <p>Flipcharts, markers</p> |
| <p>Educational Resources made available to the animator : theoretical and methodological resources</p> | <p>Tips! Find activities to do with Youth in the toolbox to develop civic expression and argumentation: Activity 1: the moving debate Activity 2: Develop your arguments Activity 3: Introduction to the House of Commons Debate Activity 4: A mosque in Sleeping village Activity 5: Conflicting Claims and Consensus</p> |

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