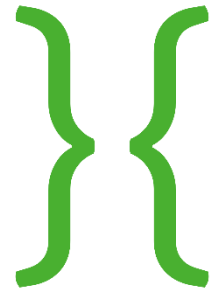# Visegrad Debate Academy
BOOKLET

A set of training materials from the Visegrad Debate Academy.

The Academy was organized in the summer of 2019 by the Slovak Debate Association.

The Academy was organized in cooperation with partner NGOs:

- **the Czech Debate Association**

- **Georgia's Future Academy**

- **Georgian Institute for Debate and Education**

- **New Vision (Ukraine)**

- **The Polish Debate Foundation**

Visegrad Fund

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LESSONS FOR BEGINNERS
IN DEBATING

Debate format

Zuzana Bednáriková

Objectives

By the end of the session, participants:

Students know what are the individual roles of debate figures.

Students know what debating actually is.

Students understand purpose of the debate and found theirs.

Timeline

5' - warm up – energizer of your choice

5' – your experience- public speaking? Why are you here?

10' – thoughtfulness – what do you think are benefits of debating? Negatives?

- trainer will take notes on flipchart. What matters the most to

you?

15' – conduct – how to act in debating competition, during:

-**Motion annoncement**

-Prep time

-Debate

-Waiting for the decision

-Listening to feedback

-What does the room look like?

-Formats?

-Time for questions

10'- listening game – Trainer will give students personal (not too personal) questions to discuss with their paired partner. After some time, trainer asks one of the pair to introduce his/hers partner. Then, trainer will ask the other person what they have said! And then random person in the room who seemed not to pay attention! And then another random person!

20' – what makes a good debater? and not so good debater?--notes in the doc, discussion, note-taking for future seminars

10' – other roles – the roles of judges and trainers

15' - debrief

The purpose of affirming, the means of affirming: the case

Sára Provazníková

Objectives

By the end of the session, participants:

Should be able to name what they can do when they find themselves on the affirmative side of the debate

Should be able to frame the debate fairly

Timeline

10' warm-up - Explain the purpose of today's training: "*the purpose of affirming*" + discussion on what are the benefits of being on an affirmative side. (debaters name things, I write them on the board)

(e.g. you set the boundaries, you set the framework, you set the tone, you set the strategy)

15' How to interpret the motion

1. Fairly
2. Must leave reasonable space for the opposition
3. Must not put the opposition into extremist or inhumane position
4. As "normal" person would interpret it
5. When not explicitly changed we debate: the real world (not Narnia), today (not Roman Empire), Western World (not Malawi)
6. When you are introducing something - you have to change the status quo

7. Be aware of quantificators (some, all, usually, ….. THB that some murders may be justified. Do not push the other side into "all" position.

20' Activity

Debater will be divided into groups and in groups, they will get motion and its framing. They should decide whether it is an acceptable interpretation of the motion or not and explain why. They should also come up with unacceptable interpretation when their interpretation is ok and vice versa.

Ideas:

Faul 1:THB that Romeo and Juliet are a perfect example of romantic love for today's generation.

Interpretation: Romeo and Juliet are 2 fish in my aquarium

THW introduce the death penalty.

Interpretation is: the death penalty means to erase one's facebook account when they post a selfie with #wokeuplikethis

Faul 2: TBW introduce the death penalty

Framing: for Hitler, if he asked for it

THW ban interruptions

No: only bad after 2 months of pregnancy

Faul3: Infidelity in a relationship should be pardoned - touching someone else should be pardoned e.g. a handshake

+ Some actually well-interpreted motions

10' making a case

Debate with debaters on what do you have to ask yourself when casing. They will give suggestions. Together we will work towards something like this:

1. What kind of world do we want?
2. Why do we want such world?

3. How can the motion help us to achieve such world. (arguments)

4. How does it work? (analysis)

5. Examples

6. Possible refutes (what will the other side bring)

30' making a case II

Debaters will be asked to come up with a case for given motion while answering the questions agreed on

15' debrief

Tactical roles and the case

Stanislav Jozef Krištofík

Objectives

By the end of the session, participants can identify specific roles of all speeches within WSDC format and are familiar with basic outlines on how to form coherent case. They are able to distinguish between basic case structure and split arguments.

Tactical roles

10´ - General discussion by lecturer about the WSDC configuration of speeches, writing diagram on the board the order of the speakers, explain the purpose of the split argument

15´- Tactical importance of speeches, what are duties of the first speaker, first opposition speaker etc. Use the diagram on the board to write most important points

5´- Q&A, clarification of any questions, make sure everyone knows differences in tactics (is everyone able to tell the difference between third speaker and reply speech, etc.)

The case

25`- Basic case- Lecturer gives the motion, 5 minutes of working in pairs to come up with proto-arguments (statements with simple short explanations), after this lecturer moderates the discussion on what are the most important arguments and why, point out possible contradictions, use the board to write all down. By the end, participants with help from lecturer have constructed viable overview of the case to the given motion. Stress out consistency, both within arguments and team members.

30` - Split argument-llecturer gives another motion. This time lecturer identifies main arguments (again, in the easy to digest proto stage). After understanding their position and what their main position is, participants work in groups of three to construct split argument, that is different than their main line of argumentation for approximately 10 minutes. Arguments are then presented with short feedback mainly form other groups and if need be, lecturer.

5`- Debrief, Q&A, reserve time

Argumentation 101

Sára Provazníková

Objectives

By the end of the session, participants:

Should be able to understand how argument differs from an opinion

Should be able to create arguments according to the basic argument structures

Timeline:

15' - warm-up - Explain the purpose of today's training: "*argumentation*" + discussion on what is an opinion and what is an argument + how do they differ

15' - theory

basic structure (Statement, explanation, example, link)

Explaining different parts of an argument

Explaining the structure on the following motion:

Motion: THW place higher taxes on petrol.

Statement: Higher taxation of petrol decreases pollution

Explanation: Taxing provides an incentive for drivers to use cars less and to switch to other alternatives – other means of transportation.

Example: Whenever you tax something it becomes more expensive, thus people are less able to afford it and are either limiting its usage or shifting to alternative products or services. It works the same with alcohol.

Link: That is why we shall place higher taxation on petrol because as people will not be able to afford that much petrol, they will use cars less and in conclusion that will be better for the environment.

15' - exercise 1

cutting arguments into different pieces and debaters have to put them together while respecting the structure (all the arguments are related to the same motion, e.g. compulsory school uniforms)

15' - exercise 2

coming up with arguments to various motions – e.g. one person says statement, somebody else an explanation, ...

30' - exercise 3

Debaters will be asked in groups to prepare their first affirmative speech for motion "School uniforms should be compulsory". Then one volunteer will deliver the speech. Others will take notes. Then we will analyze what arguments were used and how could the arguments be stronger together.

15´- exercise 4 - as needed

The trainer splits debaters into two groups and gives the motion

One side gives the argument "for" and then another side answers by suggesting the argument against and so on

15' - debrief + questions

 As for the Toulimn's argument - it's exactly what I am going to give to the intermediate level and the whole session will be devoted to this

Argumentation 101 II

Keto Magradze

Objectives

By the end of the sessions, participants:

- Would be able to explain what refutation is
- Would practice refuting opponents arguments

Timeline

5` - Before explaining, I want participants to think about refutation themselves. Brainstorm for ideas and giving the answers they think of like a first when they think about refutation in debates

5`- Writing every answer on the board (the questions from stage 1). Students will themselves help me choose best definitions (about counter-argument and refutation)

10`- With the help of a senior trainer, I will show the class how refutation works. One of the trainers will show an argument and the other will refute to it. With the help of this activity, students will better understand the purpose of refutation and it will be easier for them to refute themselves later.

10`- Children will be divided in groups; 3 participants in one group; each group will have to work on one argument, given by me. Students will work in groups and will have to write refutation to the argument given

20`- Every participant should take a little part in presenting refutation. Students will have to answer questions before I explain everything about feedback to them.

25`- Explaining the purpose of feedback. Students will have to answer questions before I explain everything about feedback to them.

15`- The class will give feedback to each other and I will comment their too and if something else will be needed I will add as an extra comment. Students will try to find good sides in every participant's speech and only after that, they will be able to give recommendations

Research 101

Peter Belinszky

Objectives

By the end of the session, participants:

Would be aware of factors of credibility/reliability

Would have the tools for checking information

Would understand how fake news work

Would be able to use social media as a source

Would understand the importance of and the difference between focused and open-ended research

Would be able to organize information in an efficient way

The trainer is referred to as T and student as Ss throughout this document.

Timeline

10' – lead-in – Discussion: How do you prepare for a motion? Where do you look for information? What kind of sources have you used so far? Have you ever come across contradicting pieces of information? What sort of fake news have seen/read?

10' – warm-up group work- Ss collect examples of print, online and multimedia sources.

65' – interactive presentation – As we are highly unlikely to be able to do some research practice on the spot, all we can do is talk. Ss are encouraged to share their ideas on any points we cover.

Sources:

- strengths and weaknesses of typical sources used

- evaluation of credibility

- identifying bias
- ask people who know more about the researched topic to find relevant sources
- critical use of Wikipedia and similar sites
- the role of social media
- identifying fake content (fun facts: https://medium.com/@EuropeanCommission/fact-or-fiction-the-most-far-fetched-euromyths-of-2018-bd44d2333b06)

(Ss collect examples of fake news at large scale, e.g.: anti-vaxx, Brexit, migration, Hungarian government, whatever)

Steps and types of research

- open-ended
- focused research
- prioritizing information (relevance) for the case

Building up a file of "cards"

- how to organize information in a concise way
- how do you know what information is still missing?
- organizing information before and after developing a case

15' – debrief/questions and reflections

Argumentation, deduction, induction and inference

Valeriia Malashenko

Objectives

By the end of the session, participants:

Would be able to differentiate deductive and inductive arguments

Would know how to refute deductive and inductive arguments

Would understand how to avoid fallacies in their arguments

Timeline

15' – intro – revising basic argumentation skills (asking the participants about PRES, remembering Toulmin model)

15' – group work - I give them a hand-out with the Holmes' words about Watson and let them guess whether it is deductive or inductive method

10' – theory & practice – the trainer explains the difference between deductive and inductive method, providing examples, then the participants are to form four groups and make two inductive and two deductive arguments

10' – more theory – the trainer defines *inference* and *fallacy*; gives examples to different types of fallacies

15' – brainstorm – in different groups of four students are given a hand-out with arguments which have fallacies, the task is to paraphrase them to avoid fallacies (10 min group work, 5 min presenting)

15' – debrief, reflection, "what have I learnt from this workshop?"

Argumentation 3 p.2

5' – energizer

10' – throwback to p.1 – students are asked to remember different types of fallacies with examples; models of inductive and deductive arguments

10' – intro – the trainer introduces/reminds the difference between refutation and rebuttal, then the participants are to form four groups and try to refute each other arguments for a motion.

15' – theory & practice – the trainer gives a four-step refutation model, then the students pair up and work as follows: one gives an argument and another one refutes it.

5' – reflection – I ask them some questions: "What was difficult?", "What do you need to improve? To practice?".

15' – theory – I listen to and write down all the ideas regarding the question: "What exactly can we refute in an argument?", optionally add something and summarize.

15' – practice – I give them one deductive and one inductive argument, the students are to pair up and provide a refutation for each one and then they share it with the whole group.

15' – debrief, reflection, "what have I learnt from this workshop?"

Attachment

Sherlock Holmes: When I met you for the first time yesterday, I said "Afghanistan or Iraq?"
Dr John Watson: Yes. *How did you know*?
Sherlock Holmes: I didn't know, I saw. Your haircut, the way you hold yourself, says military. The conversation as you entered the room - said trained at Bart's, so army doctor. Obvious. Your face is tanned, but no tan above the wrists - you've been abroad but not sunbathing. The limp's really bad when you walk, but you don't ask for a chair when you stand, like you've forgotten about it, so it's at least partly psychosomatic. That suggests the original circumstances of the injury were probably traumatic - wounded in action, then. Wounded in action, suntan - Afghanistan or Iraq.
Dr John Watson: *You said I had a therapist.*
Sherlock Holmes: You've got a psychosomatic limp. Of course you've got a therapist. Then there's your brother. Your phone - it's expensive, email enabled, MP3 player. But you're looking for a flat-share, you wouldn't waste money on this. It's a gift, then. Scratches - not one, many over time. It's been in the same pocket as keys and coins. The

man sitting next to me wouldn't treat his one luxury item like this, so it's had a previous owner. The next bit's easy, you know it already.

[indicates back of the phone, which has been engraved with the inscription "Harry Watson - from Clara XXX"]

Dr John Watson: *The engraving?*

Sherlock Holmes: Harry Watson - clearly a family member who's given you his old phone. Not your father - this is a young man's gadget. Could be a cousin, but you're a war hero who can't find a place to live. Unlikely you've got an extended family, certainly not one you're close to, so brother it is. Now, Clara - who's Clara? Three kisses says romantic attachment. Expensive phone says wife, not girlfriend. Must've given it to him recently - this model's only six months old. Marriage in trouble, then - six months on, and already he's giving it away? If she'd left him, he would've kept it. People do, sentiment. But no, he wanted rid of it - he left her. He gave the phone to you, that says he wants you to stay in touch.

Dr John Watson: *How can you possibly know about the drinking?*

[cuts to a close-up of the phone's charger port, showing obvious scratches around it]

Sherlock Holmes: Shot in the dark. Good one, though. Power connection - tiny little scuff marks around the edge. Every night he goes to plug it in and charge but his hands are shaky. You never see those marks on a sober man's phone, never see a drunk's without them. There you go, you see? You were right.

Rebuttal 101

Nae Șovăială

Objectives

By the end of the session, participants:

Would become aware of the form of a rebuttal

Would become aware that there are places they can go to to find counterarguments

Timeline

10' - warm up - Bomb or 5 small meditation session, depending on the general feel/energy level of the group

15' - Debate Debrief - Participants reform debate teams as much as possible and come up with 3 things they did well as a team and 3 things they could work on improving (one for each)

10' - Link - Trainer Harvests the ideas on flipchart/whiteboard and guides the discussion towards the importance of counterargumentation (in order to sell the topic of the training)

10' - Trainer Input - Counterargument Form 5S:

> 1. **Scribble** a short statement of the opponent's argument
>
> 2. **Signal**: They said...
>
> 3. **State**: We disagree, we think that...
>
>> This is not true, let me tell you what is...
>>
>> This is not relevant, let me tell you why

4. **Support**: Because, Due to the fact…

　　　Let me also give you an example

5. **Summarize** In conclusion…This is important because…

10' - Argument Generation - Participants form teams of two to create the best 2 arguments they can think of for a motion. They then decide which of the 2 is the strongest

20' - CA Generation - Teams pair up, listen to each other's arguments and follow the 5S structure. One speaker will deliver the argument, the other will deliver the counterargument

15' - Debrief - Flashlight - how is this useful? Have you been using this technique, which element of the 5S is your strongest, which do you most often forget about. What could you do to improve that for your next debate?

Feedback 101

Yaroslava Mozghova

Timeline

15' - reflection - Discussion:

- What do I feel about the previous day?
- What is my strong point?
- In which aspect I need to work more?
- I would like to learn more about…
- During the next game I'm planning...

30' - review - In 3 groups students will discuss and note the most effective methods, techniques, instruments which were really important for them during the Academy.

10' - presentation - Sharing thoughts about review. Additional explanation of some topics if it's needed.

15' - communicative game - "Or/or": group receives some controversial thesis. The task is to explain your position using PRES and make the leader believe in it:

- Would you prefer to understand all languages in the world, but not be able to speak, or to be the best one in your native language, but not be able to understand other languages;
- Would you prefer to be always 16 or always 30;
- Would you prefer to become a famous journalist or a famous TV-hoster.

5' - inspiration - Just good words from trainer before the last day of the Academy.

Judging a debate

Krzysztof Kropidłowski

Objectives

By the end of the session, participants:
Would be able to reasonably judge a WSDC debate.
Would be able to adapt their speeches to what is expected of them by the judges.

Timeline

5' – purpose - The trainer explains the purpose of today's training: "*Learning how to judge a debate*". The trainer explains what particular questions are going to be answered during the workshop. The trainer explains why and when these skills are useful.

15' – content, theory – Trainer answers the question of when and how to credit arguments. It will concern probability of the argument, impacts of the argument, relevance of the argument and comparativeness. With examples. Trainer also explains the perspective of an average, informed citizen.

15' – content, practice – Students are given examples of arguments and judge, in pairs, what is wrong with them. The trainer presents the answers at the end. Then students and decide, in pairs, which arguments are stronger than the others.

5' – style, theory – Trainer explains what constitute good style in a debate.

15' – style, practice – students are given a motion and are divided into pairs. One of them has 4 minutes to construct a 1-minute long speech. The other one waits and looks closely at the WSDC judging scale to familiarise themselves with the "style" part. Then, the first student delivers the speech. After the speech, the judging student gives the score and explains what the first student could improve in their style (They have a piece of paper with a written explanation what constitutes style in a WSDC debate). Next, they switch roles (with a new motion).

5' – strategy, theory the trainer explains what constitutes good strategy in a debate. With examples

10' – strategy (issues), practice – students are divided into pairs and are given two motions. They discuss what are the issues in the motion and which issues are more important than others.

5' – knowledge about judging, practice – student in pairs are given a set of elements that constitute either strategy, style or content in a debate. Their task is to "put" every element into a fitting category.

15' – debrief.

Popular debate formats

Stanislav Jozef Krištofík

Objectives

By the end of the session, participants have knowledge of various popular debate formats in the world, mainly KP, WSDC and BP.

Timeline

15`      15`total

Lecturer ask students to describe the debate formats they participated in. and their experiences. Lecturer writes them on the board for later analysis.

15`      30`total

Lecturer explains the intricacies of KP format, the order of speakers using the scheme, roles of the speakers etc. Preferably, the participants that have experiences with format lead the discussion with lecturer`s oversight.

15`      45`total

Lecturer explains the intricacies of WSDC format, the order of speakers using the scheme, roles of the speakers etc. Preferably, the participants that have experiences with format lead the discussion with lecturer`s oversight.

20`      65`total

Lecturer explains the intricacies of BP format, the order of speakers using the scheme, roles of the speakers etc. Preferably, the participants that have experiences with format lead the discussion with lecturer`s oversight.

20`      85`total

General discussion of advantages and comparisons with all of the formats and where can participants debate these formats. Utilize the experiences of all participants. If there is person who has experience with different formats, ask them to explain the details and try to do comparisons.

5`        90`total

Buffer time

Dealing with stress and stage fright

Yaroslava Mozghova

Objectives

By the end of the session, participants:

- Would be able to recognize their emotions;
- Would know physical aspects of stress and dealing with it;
- Would know instruments to deal with stage fright during the process of preparation and performance etc.

Timeline

5' - introduction - Explain the purpose of the training: "Studying how to deal with negative emotions and stage fright before the speaking and in a process of it".

15' - involvement - Ask students to share their worst experience in public speaking: mistakes, fails, gaffes. Share experience of mine? Show a video with some extraordinary situations with famous people. Discuss the stress' level in such cases.

10' - all about stress - neurophysiological aspect of stress. A short lecture about it.

40' - Change it' - a person has a topic and 2 minutes to talk about. The preparation time is 7 minutes. During a speech, a moderator claps, and it is a signal to change the topic according to the last word. *(For example: "I would like to tell you about literature. My favorite book - clap - do you know that books were created in ancient time - ancient time is a period…").* Feedbacks.

5' - reflection - Let all the people in a group to continue the sentence: "Next time before my speech I will…"

LESSONS FOR INTERMEDIATE DEBATERS

Ethics Code of the debater

Nae Șovăială

Objectives

By the end of the session, participants:

Would be able to identify the type of attitudes and behaviour that is befitting a debater

Would be able to reason why said attitudes & behaviours are constructive for the community

Timeline

15' - energizer - Catching names

15' - Motivators & Demotivators - What makes you quit & what makes you stay in the debate community. Have you ever had someone quit. Why? Pair up and find a list of things that make you stay and things that make you quit.

Then, Trainer harvests on flipchart. Participants raise hands when they hear something similar to what they have

15' - Control - Discussion: Which of these do you have control over?

20' - Roleplay - Participants are split into 2 groups and are given 10 minutes to create a Good/Bad Scenario featuring debate life

The groups then act out the play followed by a bit of debrief. What did you all see?

15' - Reasons - Why do people act in toxic ways when they do? Why don't people act in healthy ways when they don't? What can you do to ensure good things happen and bad things don't?

10' - Plan - Create a plan for a better, safer, healthier debate community back home and at the academy as well. Share it in a group of 3.

Motions. Definitions. Interpretations

Krzysztof Kropidłowski

Objectives

By the end of the session, participants:

Would be able to understand the difference between balanced and unbalanced motions and explain the reasons.

Would be able to reasonably pick the definitions for the motions they are presented with.

Would be able to decide if it's a good idea to narrow the motion or not and explain the reasons.

Timeline

5' - warm up – The trainer explains the purpose of today's training: "*Understanding what makes a balanced motion, how to pick definitions and when to, as well as when not to, narrow the debate*". Then, I explain in what situations participants will be able to use the knowledge and why this knowledge is important.

5' - brainstorm – I ask the participants to come up with the motions they encountered in the past that were unbalanced in their opinion. Then I ask other participants to think why specific motions could be seen as "unbalanced"

15' - theory – I explain the types of mistakes that most often make motions unbalanced, with examples. The lack of balance could be find in: Burden of proof, number of arguments that can be made, probability of arguments that can be made, impacts of arguments that can be made.

15' – practice – Participants divide themselves in pairs and are given set of motions. Their task is to place each motion into a category of reasons because of which the motion is unbalanced. With the key, trainer counts the points at the end of the exercise and declares the winning pair. Next, the trainer gives justification for the answers.

5' – brainstorm, why we define terms in debates and what might happen if we don't do it.

10' – theory – what to define, where to find the definitions and which definitions to choose. With examples.

10'- practice – pairs are given the choice to define key terms in a motion given to them. Then we discuss a couple of definitions by willing pairs.

5' – theory – why it may be good to narrow the motion. Examples. Why it may be bad to narrow the motion. Examples.

 10' – practice – pairs are given a motion and discuss whether to narrow it or not. Then, some of them present reasoning behind the decision.

10' – debrief

Researching the motion

Yaroslava Mozghova

Objectives

By the end of the session, participants:

- Would know how to build the strategy of researching.
- Would be able to identify reliable sources.

Timeline

5' - starting the process - Explain the purpose of the training: "Studying how to research a motion to prepare well enough".

15` - actuality and definitions - Discussion about motion, definitions, resources to work with: reliable and unreliable, identifiable and unidentifiable resources, facts and opinions.

30' - work with tips and reality - Everybody has a piece of paper with such tips:

Points to work with:

1. *Think about your topic.*
2. *Using the "brainstorm", write all the aspects of this topic.*
3. *Divide aspects into Pro and Contra.*
4. *Think about resources: which books, magazines, TV-shows can help you to learn more? Remember about academic aspect!*
5. *Make a list of vocabularies and encyclopedias which are focused on your topic.*
6. *Think about opinion leaders: who can help you to make positions stronger?*
7. *Do you need to use only modern resources?*
8. *Work with your resources, making notes.*
9. *Separate facts and opinions.*

10. Pick out an actuality.

11. Create a list of arguments and add proofs. Don't forget to mention your resources.

Also everyone has an opportunity to choose one of 3 topics to work with in small groups.

The task is to create a plan according to the list of tips.

20' - presentation - Sharing the plans about the topic to the new mixed group Discussion. Making some additional points.

10' - sum up - What's the most important and the most difficult parts of researching. What's your strong and what's your weak sides?

Organizing research information

Bedrich Bluma

Objectives

By the end of the session, participants:

Would be able to divide the research in the team

Would be able to find a best way how to organise the results of their research

Timeline

20'   20' total

Theory - types of research (general vs. focused), sources of information

20'   40' total

exercise - organizing the research for the motion; participants will be divided into the teams and try to divide the work in researching the given motion

15'   55' total

How to manage your case - online documents, palm cards, preparation for tournaments

20'   75' total

General discussion - revising experience of participants, comparing the advantages and disadvantages

15'   90' total

Exercise - organizing the information debaters found in the teams for the given motion

Policy debate

Bedrich Bluma

Objectives

By the end of the session, participants:

Would be able to understand the specifics of the policy motions

Would be able to distinguish policy motions

Would be able to make an analysis of status quo of the motion

Would be able to prepare a plan/policy

Would be able to evaluate the pros and cons of the policies

Timeline

5'   5' total

warm up – current event which should be dealt with

5'   10' total

Policy motions – differences from other type of motions, how to distinguish them

Exercise – finding a policy motion

5'   15' total

Basics of policy debate – structure, burden of teams

10'   25' total

Analyzing the status quo – research of the current situation, analyzing the existing problems, identifying the possible stakeholders, finding the blame and how we could dealt with them, considering the principles in the motion

(*Practise motions: THW force companies to place more women in senior positions, THW actively break up ethnic enclaves*)

10'   35' total

Preparing the policy – finding the right policy, dealing with practical difficulties, feasibility of the plan, preparing for the refutation

10'   45' total

Pros and cons – evaluating the consequences of the policy, criteria for evaluation, impact on stakeholders, comparing pros and cons

15'   60' total

Brainstorming – participants will be divided into the groups and given a motion to prepare the policy which could be used in a debate

15'   75' total

Refuting the policy motion – counterplan, how to show negative consequences, attacking logical links in the case

10'   85' total

Exercise – every group will do the refutation of the policy prepared by their teammates during the brainstorming

10'   90' total

Toulmin's argument model

Olena Sagitova

Objectives

By the end of the session the participants:

Would get the information about the Toulmin's argument

Would be able to make up arguments according to those structures

Would find out about the fallacies

Timeline

5" – warm up – look at the picture and make up some inferences based on this picture

- The lady is the child's mother because…
- It is a hot day because…
- It is summer because…

30" – theory and practice

- ✓ an brief introduction to the basic elements of the Toulmin's Model (claim/data/warrant)
- ✓ looking back to the inferences about the picture the participants are to make up the sentences according to the basic elements. (eg The lady is the child's mother because she is holding his hand and mothers often hold their child's hand to protect him) + more practice
- ✓ introduction to supplemental elements (rebuttal/backing/qualifier)
- ✓ practice (the trainer gives the examples of arguments – the participants find in them claim/data/warrant/backing/exception: eg: *Because the woman is holding an*

umbrella on a sunny day, therefore it must be hot outside, since people use umbrellas to shield themselves from the hot sun on account of the shade provided by the umbrella being cooler than the sun beating down.)

30'' – practice, work in groups of 3-4 people: the trainer gives the example of a claim, the participants have 5 minutes to create an argument and then read it

20'' – types of fallacies (theory + practice): explaining the notion, showing some types, then giving examples of fallacies and the participants are to define the type of the fallacy

5'' – getting feedback

Rebuttal strategies

Krzysztof Kropidłowski

Objectives

By the end of the session, participants:

Would be able to provide clear rebuttal to arguments.

Would be able to use different ways of rebutting arguments.

Would be able to pick the strategies of refuting arguments appropriately in a debate.

Would to pick arguments they are rebutting, strategically.

Timeline

5' - warm up – The trainer explains the purpose of today's training: "*Improving the clarity of your rebuttal. Understanding different types of rebuttal. Improving different types of rebuttal. Using different types of rebuttal appropriately. Picking opposite arguments you are going to rebut, strategically*"

5' – part 1, clarity - the trainer gives a model for how to provide rebuttal in a clear way. With examples. The trainer explains why it's important to use the model.

15' – part 1, practice – students are divided in pairs. They are given set of arguments written on paper. One of them provides rebuttal using the model presented by the trainer. The other one checks if the model is implemented correctly (using the sheet given by the trainer). Then they change roles.

10' – part 2, types of rebuttal – the trainer outlines the differences between constructive rebuttal, refuting and mitigating. With examples.

10' – part 2, practice – students, in pairs, are given written arguments and are expected to respond to them with either constructive rebuttal, refuting or mitigating. One does the exercise, the other checks if it's done correctly. Then they change roles.

5' – part 3, types of refutation – the trainer outlines types of refutation, meaning attacking the validity of the argument or attacking the premises of the argument. With examples.

10' – part 3, practice - students, in pairs, are given written arguments and are expected to respond to them with one or the other types of refutation.

5' – part 4, choosing which arguments to rebut first – trainer gives the algorithm and the examples.

10' – part 4, practice – pairs are given hand-outs with a set of arguments, one chooses which to rebut first. The other student in a pair checks if they agree. Then they switch roles.

15' – debrief

Counter argument and refutation structure

Keto Magradze

Objectives

By the end of the sessions, participants:

Would be able to explain the difference between counterarguments and refutation

Would practice refuting opponents arguments

Would know how to combine refutation and counterargument in a speech

Timeline

5´ Brainstorm about topic's definition- The class should brainstorm about the difference between counter-argument and refutation

5´- After hearing the ideas, giving the final explanation from the stage 1

25´- Demonstration debate- Two volunteers will debate on a given topic. The will either refute or say counter-argument to each other's points. Topic: the best place to live in…The whole class will discuss what they saw during this debate

30´- Brainstorm about topic's definition- Pairing up while standing, and switching pairs after 2-3 minutes. Pairs will debate with the help of either refutation or counter-arguments on any topic they choose

5´- Q&A

10´- Setting times for opposition speakers in WSD. Divide the class into 3 person groups. They will have to think about how much time each speaker of op. Group will need for into, refutation, counter-arguments and other.

10´Q&A, summarizing the workshop

Analytical/ Reply speech

Olena Sagitova

Objectives:

By the end of the session the participants

Would be familiar with the role of and structure of a reply speech.

Would understand and be able to apply the rules and procedures governing reply

speeches.

Would Learn to play the role and responsibilities of the reply speech presenter in a debate.

Timeline

5" – discussion: what do we know about Reply/Analytical speech

10" - Work in pairs: every pair would get the statement or two about the Reply speech and they should decide whether it is true or false and comments on it, eg: *Speakers generally do not refer to their own case as "we" or "our team". Rather, they use dispassionate terms like "the affirmative won this issue" and "the negative offered two responses, neither of which were adequate".*

30'' – discussion- every pair presents the statement and comments on it and step by step we get the idea about the role and structure of a Reply speech (which is put in some form of diagram)

30'' – watching the video with some samples of reply speech, analyzing and discussing in mini groups:

https://www.youtube.com/watch?v=GPeiZiJEcyI&t=68s

https://www.youtube.com/watch?v=Q-_zA0E52pU&t=83s

https://www.youtube.com/watch?v=nYrqcYa4Bhc

(the exact video will be chosen a bit later)

Analysis by:

- Closely observing how the reply speech is presented.

- Breaking down the material contained in the speech into its component

parts.

- Checking its organizational structure.

- Evaluating the speech:

  ✓ How effective is the speech?
  ✓ How does it compare to other speeches?

- Suggesting ways of improving the speech (if necessary)

10'' – discussion – coming to some specific conclusions, getting feedback

POIs and Cross Questioning

Peter Belinszky

Objectives

By the end of the session, participants:

Would understand the difference bw. POIs and Cross Examination based on WSDC and Karl Popper formats

Would understand the aims of questions in a debate

Would be able to formulate and answer questions according to the rules of the games

Would understand some principles of timing and strategy

Would be able to distinguish between efficient and useless questions

The trainer is referred to as T and student as Ss throughout this document.

Timeline

10' – lead-in – Discussion: Asking and answering questions in a debate can be the most stressful part of it for many. How do you feel about it? What have been your best/worst experiences? What do you need to improve in this field?

15' – presentation – POIs vs. Cross Examination: WSDC vs. KP formats. Review of rules and etiquette. Objectives. Types of questions to ask and to avoid.

20' – group work – T reads out a constructive speech (Appendix 1). Ss prepare questions in groups of three as in the KP format. Each group should come up with 5 questions and justify their decision. Groups compare their answers.

10' – discussion – Whole group. Each group presents one question of theirs and its justification. T gives feedback.

10' – presentation –POIs in WSDC. Why take POIs? Why give POIs? How to use them effectively? When and when not to give/take POIs? Practical tips on answering.

15' – practice – Ss are given a prompt motion. In their former groups of three each S develops an argument for the motion. They present it in turns, while the other two members offer POIs.

10' – debrief/questions and reflections

Appendix: First speech

Advances in artificial intelligence pose a threat to humankind

The motion for this debate is: *Advances in artificial intelligence pose a threat to humankind*. Our team believes that this statement is absolutely true and we have three main arguments which solidly under prop it. First of all, I would like to define the key parts of the sentence and afterwards I'm going to present our arguments, supporting the statement.

Artificial intelligence (AI): is a deep learning-machine that is able to teach itself and rewrite its own algorithms, it performs tasks commonly associated with intelligent beings, such as visual perception, speech recognition, decision-making, and translation between languages.

Advances: make or cause to make progress

Pose a threat: to be likely to cause harm or damage to something or someone

Humankind: human beings collectively, the human race, humanity

Criteria

1. AI is dangerous because we let it lead, not follow

   Ai is just a program, a robot designed by humans. It evolves the need for self-preservation by time, and as it reprograms itself to become cleverer it can easily take the lead over humans, just as humans did before with other people or animals. Sam Harris, a neuroscientist and philosopher of our modern days, warns us about the dangers of artificial intelligence. The decision of ai is simply based on reasoning and numbers, it can choose between which one is good or less evil, therefore machines have no moral or conscientiousness --- in an interview Sophia, a

humanoid ai, agreed that it lacks these traits and at the end of the talk it even agreed that it would destroy humanity.

- The AI is programmed to do something beneficial, but it may develop a destructive method for achieving its goal. This can happen whenever we fail to fully align the AI's goals with ours, which is strikingly difficult. If you ask an obedient intelligent car to take you to the airport as fast as possible, it might get you there chased by helicopters and covered in vomit, doing not what you wanted but literally what you asked for.

Based on these examples we can see that even the smallest mistake in programming can cause a disaster and that these machines are super sensitive. As Stephen Hawking once said "A super intelligent AI will be extremely good at accomplishing its goals, and if those goals aren't aligned with ours, we're in a big trouble."

2. <u>Ai is dangerous because it does not take responsibility for its actions</u>

In all of the countries it is in the law that only natural beings can be punished in front of the government. It is also required to be at consciousness when committing a crime. Who can we blame when something bad happens? The ai is just a robot with no feelings or fears. We cannot do anything to harm it. On the other hand its developer has probably nothing to do with the felony. He only created the ai which later developed itself in a way to cause harm, not to mention if the act happened thanks to a small mistake or a misunderstanding.

- In March 2018 an experimental Uber vehicle, operating in autonomous mode, struck and killed a pedestrian in Tempe, Arizona. According to the NTSB report, the self-driving car struggled to identify Elaine Herzberg as she wheeled her bicycle across the road. Although it was dark, the car's radar and LIDAR detected her six seconds before the crash. But the perception system got confused: it classified her as an unknown object. Ms Herzberg was hit by a vehicle and subsequently died of her injuries.
- A similar mistake was discovered by Peter Haas, a scientist at the University of Michigan. In an experiment the ai was showed pictures about wolves. Based on

the seen pictures the ai mistook a dog as a wolf. It turned out that the machine paid attention to the background and the snow on the picture. Most of the pictures about wolves were taken in snow. So the ai algorithm conflated the presence or absence of snow for the presence or absence of a wolf. Imagine what would happen if this method was used on people in real life.

3. <u>Ai poses a threat to our privacy and is used with negative intention</u>

   The AI is programmed to do something devastating: Autonomous weapons are artificial intelligence systems that are programmed to kill. In the hands of the wrong person, these weapons could easily cause mass casualties. To avoid being thwarted by the enemy, these weapons would be designed to be extremely difficult to simply "turn off," so humans could plausibly lose control of such a situation. Using ai in wars reveal ethical questions, such as whether a robot should be allowed to take the life of a human being, and technical questions, for example if a computer vision system can generate an image of sufficient resolution to make an accurate decision.

   - For example, during one mission CIA drones killed 18 labourers in North Waziristan (Pakistan) as they waited to eat dinner in an area of heavy Taliban influence. (2012- Amnesty International)

   - According to Jay Tuck, a US journalist and US defense expert, ai is already used in many parts of our lives. They do more complex tasks or have a role as simple as cleaning the floor or finding new routes for you on the map. These electronic machines easily collect your data, your private information. Your privacy: the most comprehensive right to be alone- is violated and are comfortably accessible for big companies.

Differences between KP and WSDC

Krzysztof Kropidłowski

Objectives

By the end of the session, participants:
Would be able to understand and explain the differences between Karl-Popper and World Schools formats.
Would be able to debate freely in both formats.

Timeline

5' - warm up – The trainer explains the purpose of today's training: "*Understanding the differences between WSD and KP, so that participants can explain it as well as debate comfortable in both formats*". Participants share their experience in KP and WSD formats.

20' – theory - the trainer presents the overview of KP debate and WSD debate. Then the trainer summarises them showing key differences in both formats. With examples.

15' – practice – participants are divided in pairs and are given materials with unique characteristics of each format. Their task is to "place" every characteristic into the right format. At the end a pair with all the correct answers presents them (alternatively, if there is no such pair, trainer presents the answers).

25' – cross-examination session – participants are divided in groups of four. Participants are given the motion. All participants are given badges so that they know what role they play. Two of the participants prepare a speech of 1st aff speaker in KP format (8'). One would play a role of 1st aff speaker, and the other of 3rd aff speaker. In the meantime, 1st opp speaker and 3rd opp speaker prepare 1st opp speech. Then, 1st aff speaker delivers the speech (5'). Next, the 3rd opp speaker conducts cross-examination (3'). Next, 1st opp speaker delivers the speech (5'). Lastly, 3rd aff speaker conducts cross-examination (3').

5' – quick feedback – participants are given the chance to share what they struggled with during the exercise

10' – **exercise** – participants are divided in pairs, they prepare six questions checking knowledge of KP and WSD to which they learned answers during the workshop and ask each other the questions. Whoever answers more questions correctly, wins.

10' - debrief

Teamwork and speaker contributions

Stanislav Jozef Krištofík

Objectives

By the end of the session, participants are able to distinguish the roles of the speakers. They have practised simple teamwork exercises and recognize the need to communicate with their teammates during debates, but also in the outside world.

Timeline

15`     15`total

Lecturer asks the participants about the roles of all speakers in WSDC debate format. After all the roles are revised, lecturer asks about experiences with teamwork, that participants already have. Negative and positive experiences can be written on the boards to keep them in mind.

25`     40`total

Lecturer divides participants in pairs. Each pair gets a simple picture. Only one of the pair gets to see the picture and attempts to describe the picture as accurately to the other person. Second participant attempts to draw the picture from the description. Choose simple pictures, since there can be differences in language skills of the participants. Purpose is to showcase the need of good communication and using the right words.

5`     45`total

Reflection on the previous exercise, participants reflect on the communication within their pair and try to share their tips on how to have better teamwork in teams.

40`     85`total

Participants are divided into two groups. Each group gets flipchart and markers. Their objective is to think about do`s and don`ts in teamwork. They brainstorm together and then two groups meet together to discuss their approach. Later on, they in the same groups discuss their experiences with teamwork, come up with positive and negative ones and ask firstly within the ingroup and then whole group for solutions.

5`        90`total

Debrief, buffer time

Improving improvisation skills

Yaroslava Mozghova

Objectives

By the end of the session, participants:

- Would know instruments for better improvisation.

Timeline

5' - selling - Explain the purpose of the training: "Studying how to make improvisation in debates and during a speech". Important question for a group: for what?

25'- improvisation - Everybody receives a card with one word (*love, friendship, responsibility, equality, democracy, education, patents, art, wisdom, quality, passion, childhood, adulthood, happiness, national identity, awareness - 16 words in total*). Time for preparation - 3 min. After that everybody has 1 or 2 minutes (depends on group's size) to explain a word. Discuss the difficulty of such quick speeches.

25` - self-created tips - Next step is to gain a better understanding of improvisation. Divide the group into 2-3 teams (*atomic motion during water heating*). Each team has a list with 8 sections and colour pencils. The task is to create an illustrated guide for improvisation for 10 minutes. Presentation of all the guides and discussion.

I will add more points, if they are not mentioned:

1. Make notes;
2. Make a list of keywords for your topic;
3. Create a plan for a speech;
4. Scan an audience and use data.
5. Use improvisation only in case of improvisation.

15' - improvisation - The group has a topic "Preparation for debates diminishes the stress level". Divide them in 2 groups: Prop and Opp. Time for preparation - 3 min. Again divide them into new groups (7+7). After that everybody has 1 or 2 minutes (depends on group's size and extra time) to prove a point. Discuss the difficulty of such quick speeches.

5' - reflection - Let all the people in a group to continue the sentence: "My strong point in improvisation is…"

Extra time

"Ping-pong": divide a group into pairs. Each couple has a topic (use words (see above). They need to speak for 40 seconds one by one during 4 minutes.

"I am a star": imagine that you are a famous TV-star and have an interview. Other people are journalists and ask questions. Your task - to answer all the questions for 30 seconds.

Personal and team time management

Valeriia Malashenko

Objectives

By the end of the session, participants:

Would be able to organize themselves more efficiently

Would realize the importance of time management skills in debating

Timeline

5' – self-assessment – the trainer asks the students about their personal and team problems with prep time, writes them down telling the students that the purpose of this workshop is to solve those problems.

15' – group work – the students are to form three groups (WSD: 1st, 2nd and 3rd speaker), each group has 5 minutes to think about what each speaker should do during prep time and debate round. Then they have 10 minutes to present their ideas. I summarize with the statement that there are no particular or/and permanent roles during preparation and debate round, everybody must be involved into the whole process.

15' – core – we discuss personal time management problems, share opinions and possible solutions, then I give basic time management principles.

15' – brainstorm -- the trainer presents and explains two principles of debating time management: *Everything that should be done before the debate, should be done before the debate, Prepare to prepare.* The students form three groups and they have 5 minutes to develop the third principle. Discussion, choosing the best one or combining.

10' – lifehacking – I present tools and tips for debating time management during the round.

15' – practice – the students form three groups; the task is to develop a schedule and distribute responsibilities if they have: group one – a week, group two – a day, group three

– 30 minutes. 8 minutes for discussion, 7 for presenting.

10' – debrief, reflection, "what have I learnt from this workshop?", "can I solve my problems now?

LESSONS FOR ADVANCED DEBATERS

Ethics and the Code of the debater

Olena Sagitova

Objectives

- by the end of the session the students will have

- looked through and learn the code of the debater

- will find out the tools which would help them follow that code

- will make up a plan of actions of how to be a more ethical debater

Timeline

5'' - Warm up (5 min).Discussion about knights in the Middle Ages and their code)

25 '' Work in groups (15- 20 min): think over, discuss and make up the list of principles of an ethical debater, so called the code of a debater and write down at least 5 issues (*I am a debater I will……….)* and then please present your ideas

We compare their code with the code suggested by Snider and discuss how we understand it

The trainer put the question: *is it always that easy to follow those rules?*

-is it easy to accept them?

Now we would like to share some helpful tools and techniques from different sources to be able to answer those questions «yes»

15'' theory - Circle of Influence vs Circle of Concern (Stephen Covey)

elsewhere and their Circle of Influence shrinks

In terms of debates according to your experience what can be put in the circle of concern and the circle of influence

Let's discuss it

15'' – theory and practice **Blame Frame vs the Outcome frame**

DO THE FOLLOWING EXERCISE

<u>**BLAME FRAME EXERCISE**</u>

STEP 1. Think of something that is was a problem for you in one pf your debate tournaments. It can concern your opponents, your losing, your teamwork , anything you considered to be a problem and didn't know how to deal with it.

STEP 2.   Ask yourself each of the following questions, either by writing down your answer or just answering to yourself :

"What's wrong?"

"Why do I have this problem?

"What does this problem stop me from doing that I want to do?"

"Whose fault is it that I have this problem?"

STEP 3. Now that you have finished these questions,take a moment to breathe deeply and remember what answering them was like.
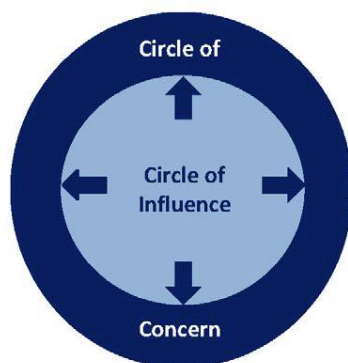
<u>THE OUTCOME FRAME</u>

Now, let's try a different approach and contrast the blame frame with the following set of questions: DO THE FOLLOWING EXERCISE

<u>**OUTCOME FRAME EXERCISE**</u>

STEP 1. Using as content the <u>same</u> problem you used in the blame frame exercise, consider and write down the answer to each of the following questions:

Covey's Circles of Influence

Circle of
Circle of Influence
Concern
Proactive Focus
Positive energy enlarges Circle of Influence
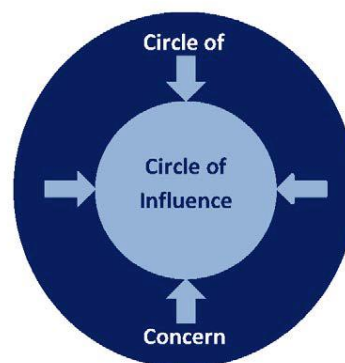
Circle of
Circle of Influence
Concern
Reactive Focus
Negative energy reduces Circle of Influence

"What do I want?"

"When do I want it?"

"How will I know that I have it?"

"When I get what I want, what else in my life will improve?"

"What resources do I have available to help me with this?"

"What am I going to begin doing now to get what I want?"

STEP 2.   Now that you have finished these questions, take a moment to breathe deeply and remember what answering them was like.

 10" – sharing thoughts after these exercises and trying to understand how they could help in dealing with the code and become a better debater

20" – work in groups. There are two sections in the code:

- for myself

- for others.

The participants discuss, suggest and share what point in the code could be changed, removed, left or what could be added according to their experience

10" – feedback time

Motions: design, approaches, differences

Viacheslav Rudnytskyi

Objectives

By the end of the sessions, participants:

- Would be able to define a motion
- Would distinguish correctly and incorrectly phrased motions
- Would have created a set of 10 debating motions about Economics, Ecology. Politics

Timeline

10`- Place motions on papers on the wall. Pick the motions you like the most from the walls and explain why. Mingle. Students pick the motions they like the most from the walls

10`- Debater make a clear distinction for definitions of a motion. Explain with partenters what a motion is in 5 minutes. Pairs. Combine your definitions teams in of 4-5.

15`- Look at the handout and decide what type of motion you have picked previously and why. Learners discuss in groups types of motions and decide on the type of the motion they picked at intro stage.

15`- A debater is invited to moderate brainstorming activity. Brainstorming of what makes a good motion

10`- Correcting mistakes based on handouts to improve the unbalanced and irrelevant motions. These 5 motions have mistakes. Find the mistake and suggest an improvement.

20`- Debaters are creating a set of 10 motions for a debate event. Write a set of motions about economics / ecology / politics / social aspects that would be suitable for a local debate tournament.

10`- Sharing experiences. What have you learnt and how can you use it?

Argument structure

Krzysztof Kropidłowski

Objectives

By the end of the session, participants:

Would understand the differences between soundness and validity of a deductive argument.

Would be able to assess if argument is valid or invalid and sound or unsound.

Would be able to turn down conclusions in an appropriate way.

Timeline

5' - warm up – The trainer explains the purpose of today's training: "Assessing validity and soundness of arguments. Turning down conclusions".

10' – energizer - The trainer shows funny examples of arguments and people say what is wrong with them.

15' – theory – The trainer explains differences between premises and conclusion. With examples. The trainer explains the difference between soundness of an argument and validity of an argument. With examples. The trainer explains the ways of testing validity and soundness.

25' – practice – students are divided into pairs. In the first step they are required to identify the premises and conclusions of the arguments that they are given in the handouts (5'). Then trainer presents the answers. Next, students are required to assess if the argument is valid and if the argument is sound (10'). After assessing all the arguments given, one group, if all its answers are correct, presents the answer to the rest (alternatively, the trainer presents the answers).

10' – theory and brainstorm – The trainer explains how and why to turn down conclusion. What do we gain by challenging and refuting premises?

15' – practice – students are divided into pairs. One of them has to construct an argument for a motion written on a hand-out. The other one firstly checks the validity and soundness of the argument (7'). Then the other one challenges the premises of the argument. Next, they switch roles.

15' – debrief

Argument Structure II

Nae Șovăială

Objectives

By the end of the session, participants:

Would be able to identify the type of reasoning a specific argument uses

Would be able to use a specific type of reasoning to create an argument

Would become aware of the weaknesses of specific types of arguments

Timeline

15' - **energizer** - Catching names

Participants & Trainer stand in a circle

Round 1: Say your own name and pass on the ball. Remember the name of the person who got the ball from you!

Round 2: Round 1 again, this time saying the name of the person you are passing the ball to (1-2 reruns)

Round 3: a second ball creates a new sequence (1-2 reruns)

Round 4: Both balls at the same time (Double Trouble). This creates chaos & fun.

15' - Check in - What have you learned during the last workshop? What do you need to clarify to proceed? Trainer Clarifies.

20' - Trainer input - Types of reasoning.

Deductive - (if we have projector, use Youtube explainer) - when you have all elements of a system but one. Present math parallel ($2+Z=5$, find Z). Create debate parallel

Inductive - (if we have projector, use Youtube explainer) - when you have many elements of a system. Present math parallel, create debate parallel

Discuss differences. Which is stronger? Why?

Abductive (retroduction - only if we have time and if things are clear).

20' - Reasoning Workshop - Participants form groups of 2 and try to find weaknesses in discourse (Annex A). (add 10 minutes if necessary)

15' - Debrief - What did today's workshop help with? What step can you take tomorrow to ensure a better debating you? Brainstorm ideas, form teams of 3 and share.

Annex A - Mosanto Add

All foods, even natural ones, are made up of chemicals. But natural foods don't have to list their ingredients. So it's often assumed they're chemical-free. In fact, the ordinary orange is a miniature chemical factory. And the good old potato contains arsenic among its more than 150 ingredients. This doesn't mean natural foods are dangerous. If they were, they wouldn't be on the market. The same is true of man-made foods. All man-made foods are tested for safety. And they often provide more nutrition, at a lower cost than natural foods. They even use many of the same chemical ingredients. So you see, there really isn't much difference between foods made by Mother Nature and those made by man. What's artificial is the line drawn between them.

Causative arguments

Stanislav Jozef Krištofík

Objectives:

By the end of the session, participants are able to identify cases of causative arguments, recognize the strengths and weaknesses of statistical and probabilistic causation. They are also given various exercises to exercise this phenomenon.

Timeline:

15`     15`total

Intro discussion to the topic. Lecturer provides definitions of causative arguments. Participants then brainstorm when they have used these forms of arguments.

40`     55`total

Students are divided into groups of three. Each group is given a statement of their argument (for example: The government gave teachers bigger paychecks) and the conclusion, or the impact of the argument (More people enrolled to be become teachers). Their objective in 20 min prep time is to connect these two statements in as much detail as possible. Lecturer helps them out with advice. After this, each group is given short speech to present their case.

25`     80`total

Lecturer with whole group discuss presented arguments and try to find why or why not they are strong enough to stand in a debate. If you have time, you can ask them to refute their own points from previous exercise and use links for rebuttal. Lecturer explains why sometimes you can`t prove everything with connecting the dots between because of too many factors at play. Participants also discuss the need for good statistical research.

10`    90`total

Buffer time

Advanced delivery

Valeriia Malashenko

Objectives

By the end of the session, participants:

Would be able to improve their verbal and non-verbal communication skills

Would know how to look more confident using their body and voice

Would understand that how they say something is not less important than what they say

Timeline

5' – intro -- the trainer asks the students about their possible problems with delivery, writes them down telling the students that the purpose of this workshop is to solve those problems.

15' – theory – we discuss the importance of delivery and the students have a task: each one has a piece of advice on the topic (m_Snider), he or she has to read it and then ask other students about their ones; then everyone has to present one piece of advice but not his or her own.

15' – analysis – we watch "Slavoj Zizek debates Jordan Peterson 10:44 – 11:44; 57:30 -- 58:30" and discuss some mistakes made by speakers, then we watch an example of a good speech: "Love (PhD lecture) Barbra Streisand (The Mirror has Two Faces, 1996)" and discuss what exactly makes it good.

10' – theory&practice – I present basic principles of "voice management" and make exercises with the students (based on "How to speak so that people want to listen" Julian Treasure).

15' – practice – we define the importance of eye-contact, posture (dos and don'ts); everyone is to make a short speech (max. 5 sentences) on the topic "Why do I debate?" imagining that the audience is totally against debating (here we also try to get rid of

"distracters" such as holding huge folders and sheets of paper during the speech etc).

20' – practice2 – I present a meaningful argument with no linkers in it, the students' task is to note this argument down and fill it with the suitable linkers, then I ask 2-3 volunteers to present what they've written.

Then they make up two groups and make a list of all the figures of speech, vocabulary, sentence connectors which they can use during a debate; I optionally add something and we discuss what words we cannot say during a debate.

10' – debrief, reflection, "what have I learnt from this workshop?"

Advanced delivery II

Olena Sagitova

Objectives:

By the end of this session the participants:

Would develop their confidence in public speaking

Would use their body language to enhance their communication

Would understand the secrets of successful public speaking

Timeline

5" – warm-up – discussion on what are the key elements of a successful delivery, what challenges they have had

10" – short theory on the verbal/paraverbal and nonverbal communication ()

10'' work in groups (5 people) –theory and practice: eye-contact and posture

(tell a 1 minute story practicing eye-contact with the audience and different postures)

1" work in pairs – gestures- the exercises called "stretching": everyone is telling the story accompanying every word with the gesture

20" – work in pairs – voice and tone – 4 tones of voices (Motivator/ Educator/ Coach/ Colleague), practice telling a story using 4 types of voice

pitch and pause variety

20-25" – work in groups of 5-6 people. Now everyone is to make up a 1minute speech and is to deliver in front of his/her group. Others while listening fill in "Style Evaluation" (non-verbal and para-verbal communication) and give feedback

10" – feedback time: what was useful and what are we going to use after this workshop?

Research skills

Bedrich Bluma

Objectives

By the end of the session, participants:

Would be able to distinguish relevant informational sources

Would be able to divide the research in the team

Would be able to find an evidence according to their argumentation

Would be able to organize the evidence in the team

Would be able to develop their general knowledge thorough the year

Timeline

5'   5' total

warm up – reliable and unreliable news

5'   10' total

Role of general knowledge – reading list, sources of information to follow

10'   20' total

Long-term team-preparations – monitoring current events, area of interests in the team

10'   30' total

Exercise in the groups (4-5 patrticipants) – participants will make the list of news sources and areas they would research thorough the year,

15'   45' total

Researching the motion – preparation, division of work, organizing the information

10' 55' total

Sources of information – using statistics, comparing the evidence

10' 65' total

Focused research – how to use evidence for specific arguments, role of evidence in building the case

20' 85' total

Exercise – preparation of the motion. Based on given motion (*TH regrets the On belt, one road initiative*), debaters will work in groups to divide the research inside the group, find out which evidence they need t find.

5' 90' total

General discussion, debriefing

Who and why wins a debate-double lesson

Sára Provazníková, Stanislav Jozef Krištofík

Sidenote: this lesson can be used for all skill levels, mainly the criteria lesson

Objectives

By the end of the session, participants:

Should be able to name relevant and irrelevant criteria for winning a debate

Should be able to organize their notes effectively

Timeline

5' - warm-up - Explain the purpose of today's training: "*criteria for winning a debate and effective note-taking*"

10' - lead-in - short discussion on what are "criteria" and which of them are important for judges. Debaters list criteria they think are relevant.

 30' - activity 1 - getting to know the criteria

1. Debaters will be split into groups. Each group will get a stack of post-its with various criteria. They should arrange them into three groups: legitimate criteria, illegitimate criteria and semi-legitimate criteria.
2. Each group shall present their arrangement of the criteria when done. When each group presents their arrangement, there shall be a discussion on differing criteria. E.g. one group puts speech flow into legitimate and one into illegitimate.
3. Explanation of each of the legitimate criteria
   Strenght of analysis - The degree of explanation presented. Strong analysis walks the judge through what the debater means by certain topics. (statement x explanation). The

debater can present a very interesting idea, however, when it is not explained properly it may be irrelevant for the debate.

Strenght of impacts - what stakeholders does the argument affect. Usually, the bigger or more relevant the target group is the stronger the impact is.

The extent of interaction with other teams - all teams have to interact during the debate - they have to refute what the opposing side presents - individual arguments, premises, strategy etc.

Relevance - whether the arguments presented have something to do with the motion. There can be a very good argument about traffic complications in Nigeria, however, when the motion is about bullying it is not relevant. The relevance often needs to be explained explicitly.

Quality of proofs and examples - What proofs did debaters chose to present. My grandma once told me x Cambridge University Study

Logical accuracy of the argumentation - Whether the argument is coherent - Sometimes certain parts of an argument are missing. "Jumping into a conclusion that is beneficial for the team without a thorough explanation of how it happens"

Team consistency - the team shall not contradict itself. Debater A says cats are better than dogs, debater B says dogs are better than cats. However, they should not blindly repeat after each other they shall develop their arguments - bring more examples etc.

Strategy - as debaters only have a limited amount of time they have to decide which arguments they will use. The ability to choose the strongest and most relevant arguments is called good strategy.

Illegitimate criteria	Semi-legitimate criteria	Legitimate criteria
Debater's opinion on the motion	Speech flow	Strength of analysis
Judge's expertise in the relevant field	Intelligibility (=the quality of being possible to understand)	Strength of impacts
Judge's prejudices	Judge's overall impression of the debate	The extent of interaction with other teams
Judge's personal relationships with debaters	Number of arguments	Relevance (=the degree to which something is related or useful to what is happening or being talked about)
Judge's idea on what the debate on the motion should look like		Quality of proofs and examples
Debater's reputation		Logical accuracy of the argumentation
Accent (= the way in which people in a particular area, country, or social group pronounce words)		Team consistency
Intonation (= the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said		Strategy
Debater's sense of humour		

20' - activity 2 - hierarchy of the criteria

Groups will be asked to arrange the relevant criteria from the most important one to the least important. After that, they should present it.

After talking about the differing lists it shall be concluded that there is no universally correct answer to this task. The hierarchy depends on the specific debate.

10´   55´total

Again, opening with general discussion about feedback and students experience when receiving feedback. Lecturer can try to identify behaviours that judges in the stories used and writes them on board.

25´ 80´total

Lecturer identifies 2 main feedback methods, beginning with sandwich method. Students learn this method and its drawbacks. Then lecturer explains BIG method of feedback (behaviour, impact, get agreement). It´s important to stress to participants on what sort of behaviours they should focus (don´t just say improve your argumentation and you should have explained this further, but to show the debaters how they improve their argument, BIG method does this better than sandwich).

10´ optional part, if everything goes smoothly

 Lecturer prepares 90 second short speech with obvious flaws (missing explanation, missed motion etc). The objective is for students to identify these flaws and try to deliver short feedback in pairs to each other and check whether they use BIG feedback method.

10´   90´total

Debrief, question and answers, reserve time

Coaching a debate team

Bedrich Bluma

Objectives

By the end of the session, participants:

Would be able to know the basic principles of coaching

Would be able to understand the coaching ethics

Would be able to know how to start a debate club

Would be able to know how to work with the beginners

Would be able to run a debate club on the organizational basis

Would be able to attend the tournament with a team
Would be able to do the long-term coaching plans

Timeline

5'   5' total

warm up – how do you imagine an ideal debate coach

5'   10' total

Coaching ethics – what do and not to do as a coach

5'   15' total

Starting the debate club – attracting students, role of show debates, parents and teachers

15'   30' total

Working with beginners – how to introduce debate formats, debate exercises for beginners, how to choose a topic/motion

15'   45' total

Brainstorming – students will try to prepare first sessions as a coach of a newly established debate club

15'   55' total

Preparing the team – assembling the team, how to organize the research of the motions, checking on the team´s cases, giving feedback

10'   65' total

Attending the event – choosing the right tournament, team management and possible organizational risks, coaching during the tournament

10'   75' total

Long-term development – how to improve the debaters during the year, monitoring the progress, setting the individual goals for the team members

15'   90' total

Exercise -Coaching plan – every participant will prepare the one-year plan of an assigned fictional team, (f.e. setting the goals, deciding which tournaments the team will attend, plans for individual debaters etc.)

Exotic debating formats

Viacheslav Rudnytskyi

Objectives

By the end of the sessions, participants:

- Would be able to create a new format
- Would see the difference between current formats
- Would know what makes a format

Timeline

10`- Debaters make a list of parts of the debate format. Who can volunteer for the first activity?
Could you please moderate the brainstorming session and make a list of the elements of a debate format.

20`- Debaters read and share the info about 6 nonstandard debating formats. Please take a page with a format description and read it for 2 minutes. Then you should share it with another debater while completing some tasks with non-verbal communication

20`- In teams of 5 create a new exotic Visegrad debate format. Debaters come up with Visegrad debate format and present it to class

30`- Debaters run the actual round on just created format. Get into teams and debate on the motion THW ban debating in education.

10`- Debaters share their ideas about the ways to use counterarguments and refutation tools during the rounds. What are your takeaways from this session?

Best practices: analyzing top level debates

Viacheslav Rudnytskyi

Objectives

By the end of the sessions, participants:

- Would be able to run own analysis of a recorded debate rounds
- Would practice spotting the strengths and weaknesses of a case
- Would know where and how to find videos of the top world competitions

Timeline

10`- Let's watch a short video. Do you think it was real debates? Why/why not? What can we learn from the speaker? Trainers play a comedy or beginner debater speech that makes very little sense for 1-2 minutes. Open discussion about learning from the videos?

10`- Debaters get a handout. Look at the observer's handout and discuss with your teammates what the meaning of each section of the page is.

10`- Debaters take notes. You'll hear the first Proposition speaker. Please take notes regarding the speech structure, style, and overall strategy.

10`- Debaters share observations from the video. What was good about the speech? What must be improved?

10`- Debaters take notes. You'll hear the first Opposition speaker. Please take notes regarding the speech structure, style, and overall strategy.

10`- Debaters share observations from the video. What was good about the speech? What must be improved?

20`- Debaters take notes. You'll hear the second/reply Pro/Opposition speaker. Please take notes regarding the speech structure, style, and overall strategy.

10`- Debaters share their ideas about the ways to use counterarguments and refutation tools during the rounds. What are your takeaways from this session?

Relations between KP, WSD and BP formats

Bedrich Bluma

Objectives

By the end of the session, participants:

Would be able to distinguish between various debate styles

Would be able understand the differences between the rules of debate formats

Would know the roles of the speakers in every format

Would be able to understand which debate style is used at which debate event

Would be able to decide which debate format is the best option for a different groups of students

Timeline

10' - warm up – what would students expect form the ideal debate format, summary of the previous experiences of students with the formats

10'   20' total

summary of KPDP, WSDC and BP debate formats

10'   30' total

KPDP – advantages and disadvantages of the format, role of cross-questioning, prepare time during the debate, impact on teamwork and ability to quickly react on the arguments

10'   40' total

WSDC – pros and cons, role of POIs, impact of no preparation time during the round, different role of teamwork and preparation

15' 55' total

Brainstorming – students will be divided into two groups, each group will be given the task to defend one of the debate formats and advocate why it is better than the other one and why

15' 70' total

BP - specifications of the format compared to KPDP and WSDC, role of impromptu motions, pros and cons of two tables, question ox extensions of CG and CO

5' 75' total

General discussion – choosing the motions for the particular debate format, how to deal with the motion according to the format

10' 85' total

Choosing the right debate format (brainstorming) – debaters will be divided into the groups, each group will be assigned to choose a right format for debate events based on the event´s participants

5' 90' total

Final discussion / spare time

How to become a better debater

Nae Șovăială

Objectives

By the end of the session, participants:

Would be able to identify steps of a plan to become better debaters

Would be able to identify the main elements affecting their growth as debaters

Timeline

10' - Define Success - participants write down 3 indicators of success for them as debaters and share them with the group

10' - Situational Leadership - Trainer explains the basic mechanism of SLII (Development levels, Competence & Commitment). Notes that people tend to quit in D2 so care must be had

15' - Setting Objectives - Trainer presents the SMART model for objectives and asks participants to consider what objectives they might have themselves regarding debate.

Once this is done, Trainer harvests different objectives and asks participants to form scattergrams in the room (using Dev. Levels)

15' - Challenging Assumed Constraints - Trainer explains Assumed Constraints (using the elephant metaphor) and asks participants to find assumed constraints of their own and challenge them with a partner

15' - Asking for Specific Help - Trainer creates an axis of competence and one of commitment and asks participants to find their place on the graph regarding their own

objective. Trainer then asks all participants to say what type of help they need to further their journey towards their own goal

15' - KOLB - Trainer presents the Kolb cycle of experiential learning theory and discusses with participants where they feel they are stuck. At Concrete Experience, Reflective Observation, Abstract Conceptualization or active experimentation

10' - Debrief - If there is time, trainer asks participants to share within the group what they will be leaving with from this workshop.