



Co-funded by the
Erasmus+ Programme
of the European Union



The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335



Workshop scenario

Debate, Speak up and Convince

General information about the workshop

Name of Social Competence	Convince others
Name of the workshop	Debate, Speak up and Convince
Learning Objectives	<ul style="list-style-type: none"> • To communicate appropriately in different context • To develop a structured argumentation • To develop a motion and the right to answer • to speak up • To reflect on one's own choice • To develop listening skills
Duration	4 hours
Didactic materials needed	<ul style="list-style-type: none"> • Flip Chart • Papers, pens • Chronometer
Innovative approach	<p>Advice on being a great public speaker with the right skills and the right body postures are given in English through TED Talks:</p> <p>Check the keys to a good speech:</p> <p>-TED secret to great public speaking https://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking</p>



	<p>-TED how to make a great presentation https://www.ted.com/playlists/574/how_to_make_a_great_presentation</p> <p>-TED how to speak so that people want to listen https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen</p> <p>-Check the 9 criteria of a good debate! http://idebate.org/the-9-principles-to-be-a-good-debater/</p> <p>-Learn more about a motion and its different types: https://debateable.org/debate_topics/motions/</p> <p>-To learn more, check the 9 public speaking lessons from the world's greatest ted talks https://www.forbes.com/sites/carminegallo/2014/03/04/9-public-speaking-lessons-from-the-worlds-greatest-ted-talks/#18d01f764a9d</p> <p>-Learn more about mindfulness and practice with a 6 minute exercise : https://www.youtube.com/watch?v=xTv-BuiOvVY</p>
Learning results/outcomes	<ul style="list-style-type: none"> • Participants learnt the debate method • Participants agreed and disagreed with adequate arguments • Participants are self-confident and can speak publicly • Participants can speak up and defend their opinion
Attachments listed	NA



Agenda of the workshop

1. Debate method and the definition of motion
 - 1.1. Learn to have different perspectives
 - 1.2. Debate and motion: theory
2. Argument building
 - 2.1. Theory
 - 2.2. The argument construction
3. Public speaking attitudes and behaviours
 - 3.1. Way 1
 - 3.2. Way 2
 - 3.3. Way 3
4. Discussion and debriefing
5. Evaluation and closing



Description of the activities

Activity 1	Debate method and the definition of motion
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • Papers and pens • Chronometer
Type of activity	Lesson and Practice in group

Description

Trainer / facilitator delivering to the whole group and then practice

A/ Learn to have different perspectives

Take yourself in this exercise as starting point and address the following questions:

1. Describe yourself through the eyes of yourself. It doesn't matter what you write, as long as it is via your own eyes.
2. Describe yourself now through the eyes of your mother. Try to take the same starting points as your first writing, but now your mother reflects on those characteristics of you.
3. Describe yourself through the eyes of a teacher you had

What do you learn when you describe yourself via different perspectives?
Could you answer why the perspectives are like that? What is/are the reason/reasons behind some of the opinions above?

Practice!

B/ Debate and motion: theory

Often people mix up the concepts of discussions, dialogues and debates. For that reason we give you a brief overview of these three types of communication. Discussions have a larger diversity of discussed points, less structured, in meetings without a clear plan, more positions are brought in, there is very often no framework or rules of the discussion.

Dialogues are guided by a moderator who helps the group not to take sides in the first place, but rather investigate where the common ground may be and to



take that as a starting point to solve an issue. Dialogues often take place in contexts of peace and conflict, when something has to be reconciled. Debates often take place in a more political context. However, as mentioned before, you can learn many skills when you practice debate. Those skills are also very applicable during a dialogue or for participating in discussions. In this section we focus extra on debate because its emphasis on structures brings an optimal learning environment.

The word 'debate' is generally used in the sense of 'deliberation' on a position that someone brings in the debate. There is always a proposition in favour of this position, and an opposition against this position. The position of a debate (its theme or topic) is referred to as a 'motion'.

There are a few criteria to hold a good debate.

** A good debate has equal opponents

The two debating teams develop strong arguments that lead to logical conclusions, and are highly persuasive. The argumentation is based on clarity of thoughts and clarity of speech. The arguments are well-structured. And a good debate has good debaters who are able to present their arguments in a clear and persuasive order.

** Both sides develop well-structured and deep 'rebuttal'. Rebuttal refers to the act of logically disproving an argument from the position you disagree with. Creating space for refutation is very important because it means that you are open for opposition, for critically thoughts about your own and the other party's reasoning.

** A good debate has three deep core levels.

- The first level is focused on the question 'is the other party claim correct?' You have to be sure that the evidence to prove your claim is correct. Check your facts when you attempt to prove a claim with factual evidence!
- The second level is focused on the question 'Is the value basis behind the other party's claim good or bad?' In other words, be aware that the other person (and you) may relate their evidence to a certain set of cultural, social, political or religious values. This is especially important to realise whilst working in multicultural contexts. As a consequence, you want to embody an open, critically and discerning look at each other's value systems.
- The third level is focused on the question 'what is the solution'? This challenge, to seek and open avenues for solutions, is very important. It helps you and your clients to take a proactive attitude towards your claim. This is more impactful and persuasive than complaining about your problem without a solution. When you come with a solution to the problem, it opens a way to challenge yourself and the other party to test the value and impact of this solution. You and the opposition need to go to the essence of the deeper causes, problems and opportunities to reach the most and impactful solution.



** A good debate is based on a strong motion (The statement of the debate.)

A motion is the core of a debate. The motion triggers the debate, at least when it is a good motion. A good motion brings the debaters, and the audience 'in motion'.

How does this work? Let us focus first on the question: what is a good/strong motion.

A good motion is characterised by a few elements which are:

- Clarity: It needs to be clear what the motion/topic is, no ambiguous words or meaning.
- Balanced/Equality: when the debate is audience-focused, ensure that the motion has a reasonable basis to support or oppose, and that there will be audience members with differing views.

**A good debate has strong arguments to put forth by both sides

Now that we know the strength of a motion, it is good to understand what makes an argument strong, as arguments are the building blocks that allow you to support or oppose a motion.

An argument is a claim that is supported by a logical reason and a piece of evidence (see below how to develop an argument). It differs from an opinion, which is a claim that is not necessarily supported.

**A good debate has speakers that are clear and stick to the point.

The message that you or others bring across needs to be clear and 'stuck to the statement'. It is very boring when speakers wander around a topic and start to develop reasons and stories in a completely different direction. Stick to your topic because the topic is very often difficult and deep enough.

**In a good debate, participants 'have a plan' and are themselves

In a good debate participants will have developed a plan. It is also important that the debaters are themselves. Authenticity means: be yourself, don't copy someone else, but just start from your being or knowledge. This is the first important lesson in debate education: don't overstretch yourself but bring your speech down to the basic points that fits you.

** In a good debate the parties convince a third party

Final point is that the debaters understand that they don't convince each other, like in a discussion. The third party can be a judge when the debate happens in a competition.

** A good debate is NEVER about the person, but ALWAYS about the ball. This means that attacks on the person need to be avoided and if they happen immediately corrected.



Activity 2	Argument Building
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • Papers and pens • Chronometer
Type of activity	Lesson and practice in group

Description

A/ Theory

The core of a good debate is good arguments. When you have developed your own arguments and the potential arguments of the opponent, you can be prepared for a good debate and you will have a good debate. Of course, practice is the key. This will help you to respond better to other arguments and the more you are prepared, the better you can deal with the diverse spectrum of arguments. This is the basic knowledge you need to acquire to be able to participate well in a good debate.

Why do you need arguments?

Debates consist of arguments.

The purpose of arguments is to convince others of your position.

How to build an argument?

There are four basic steps which we summarize in the abbreviation SEXIIR (Say 'Sexier')

The argument needs to be S-Ex-I-I-R

An argument is a claim with a reason supported by evidence.

S= Statement: The claim (or your statement) is your point / the conclusion you want your audience to reach.

Ex=Explanation: You give the reasons why we should believe the claim. You explain why this is true.

I=illustration: Evidence is the information that supports the claim or conclusion. In principle, you show the effectiveness of your claim with your evidence.



I=Impact: Explain the consequences of your argument, and why you think these consequences matter in proving your side of the debate. Explain the consequences in terms of amount of individuals affected, type of effect, and likelihood of the effect occurring.

R= Relevance: Finally link the evidence to the claim. Tie the argument to the topic - "therefore,....."

B/ The argument construction

Practice!

See below a series of motions:

- 1) "Young people convicted of holding extremist sympathies should not receive harsh punishments"
- 2) "Local governments should give jobs to all young people who dropped out school"
- 3) "The right to vote should be given at 16 years old"

Step 1: Try to develop for each motion at least two arguments in favour of the motion and two against the motion.

Step 2: Please prioritize them in the most logical cause-result order. From most overarching argument, covering the other argument(s), to lesser overarching argument (more in detailed) as a result of other argument(s). So cause – results.

Step 3. Make the two most compelling arguments in favour and against as SEXIIR as possible.

Step 4. Go to the debate!

Form 2 groups. 1 in favour and 2 against.

1 always starts and present the arguments; 2 listens

2 presents the arguments and 1 listens

Then 1 and 2 reflect on what they have heard and prepare the right to answer.

2 starts and answers to 1 about a chosen argument or all arguments; 1 listens

Then 1 answers to 2 about a chosen argument or all arguments; 2 listens



Conclusion & Debriefing in plenary session:

- *who has changed position in regards to the assigned group?*
- *who has found arguments for a cause they don't agree with?*
- *who has found the right of answers / were obliged to deconstruct an argument they eventually agree with?*
- *Did the arguments touch you and your emotions?*
- *Have you managed to formulate your opinion clearly?*
- *have the opposite group managed to convince you?*
- *Do you realise how important it is to respect, to listen and to speak calmly when talking with someone you don't agree with?*

Activity 3	Public speaking attitudes and behaviours
Didactic materials needed	<ul style="list-style-type: none"> ● Flip chart ● Papers and pens ● Chronometer
Type of activity	Lesson and practice in group

Description

Why do you need to practise delivering a speech?

It is important that you are able to deliver persuasive speeches to make your points and claims very well heard, and to bring your message across in an effective way. There are many ways to share your message: for instance via rap, poems, stories, or debates. We share with you a few ways how to deliver a speech in a context of debate.

A/ Way 1: 9 points for a good speech based on the TED Talk Speech Rules

1. Be passionate. It is very important that you deliver your speech on topics which you are passionate about yourself. You cannot inspire others unless you are inspired yourself. You stand a much greater chance of persuading and inspiring



your listeners if you express an enthusiastic, passionate, and meaningful connection to your topic.

2. Tell three messages/stories. Select no more than three arguments and use the arguments to explain why it is important and to illustrate it with a story. In the end you tell three stories that help the audience to understand and to remember your messages. Combining the messages with explanations and illustrations helps you reach people's hearts and minds. Be cautious about using too many facts and figures, the majority of your audience won't follow it if it is too much. Use stories too, they connect us. Tell more of them.

3. Practice before you speak. Practice intensively and make it your own so you properly embody your speech. This helps to avoid slip-ups and makes your speech feel more natural.

4. Teach your audience something new. The human brain loves new information or new perspectives on a topic. An unfamiliar, unusual, or unexpected element in a presentation refreshes the mind of people. You can only inspire when you give people a new way of looking at the world in which they live.

5. Bring in 'pin-drop' moments. This is anything in a presentation that elicits a strong emotional response such as joy, fear, shock, sadness or surprise. It grabs the listener's attention and is remembered long after the presentation is over.

6. Use humor without telling a joke. Humor connects, the audience start to like you, they change their sceptics against you into sympathy, they become more receptive to your message. The best way of making humor is to put the importance of your work into perspective, bring it back to 'human proportions'. Don't take yourself (or your topic) too seriously.

7. Stick to the 18-minute rule. A presentation can be no longer than 18 minutes. Eighteen minutes is the ideal length of time to get your point across. TED curator Chris Anderson has been [quoted](#) as saying that 18 minutes is "long enough to be serious and short enough to hold people's attention."

8. Favor pictures over text. PowerPoint is not the enemy. Bullet points are. With pictures you can illustrate and say a lot and it brings in also humor, empathy, or emotions.

9. Stay in your lane. Be yourself. The most inspiring speakers are open, authentic, and, at times, vulnerable.



B/ Way 2: 4 steps to build up a speech?

A speech is in principle based on a very strong message, which is your motion, and the arguments that back up that motion. If you desire, you could integrate possible counter-arguments in your speech. We advise to only give that tip to more experienced debaters.

What are the basic ingredients for a good speech?

Step 1: Decide what is your motion, your upshot of the story/your proposition. This needs to be no more than one or two short sentences.

Step 2: Develop for this motion/message 2-3 arguments to convince the audience of your message

Step 3: Think about a very good story, joke, anecdote that introduces the motion/messages/your proposition. Often this is based on a problem, or a strong reason why you come to this proposition.

Step 4: plan your speech.

Your speech has three components: The head, which is the Introduction, start. The body, the main dish. And the tail, the conclusion, the closing words

The Head: Inform your audience about the topic you will present.

Start with the anecdote, the story, the joke, etc. to prepare the audience for your motion (key message);

Make your message as an answer to the problem you just illustrated;

Inform your audience which arguments you will give and label them.

The Body: Deliver and explain your key message.

In this part you are going to say what you want to say and this means that you unpack your arguments here in a structured way.

Argument 1, you develop a SEXI(IR) way to explain your first argument and to show it with evidence and illustrate it with an example, etc.

Argument 2, similar; Argument 3, similar

To make this section strong, make sure that you link your argumentation to the key message, keep that focus and rigor so that it remains simple for the audience to follow your thoughts. Linking is very important in a speech,



otherwise you lose your audience and the audience loses their focus on your key message.

- The Tail of your speech, the conclusion: what do you want the audience to take home with them?

The conclusion is a repetition of what your main message/motion/proposition was, and what your key arguments were to prove why your claim was right. It is important to do this in an engaging manner as you are not providing new information to the audience. You use this to entertain the audience and to help the audience remember your key message.

A strong way to end is to use a "circular reason", where you wrap the speech up with the same anecdote (or a small variation) as which you started the speech with.

C/ Way 3: 10 ways to speak relaxed and to be connected to the audience

Before you approach the stage and start speaking, try to be mindful of the following things. Relax and take your time.

Breathe in and out deeply, feeling your breath reach all the way to your belly.

Stand with two feet on the earth, feel the earth, be consciousness about how you are standing.

Be yourself and honest, also in your presentation in the attitude you have, the words you choose, the message you want to bring across. Be authentic.

Be aware about tension while you speak; in your shoulder, your hand, your back. Take a breath and try to relax these muscle groups if you notice any tension.

Connect with the audience: they are not a wild animal, they are your friends and like to be with you. Don't fear them, but be with them.

You are part of the audience; it is not you and them, but try to be one in this room/space, in this circle or in this moment of time.

Talk with the audience, don't present but talk with them, even if you are the only one who speaks.

Listen to the audience, even when they don't talk; where is the energy, when is it there, how is the connection, how deep are they breathing, can you tune into them?

Don't fear silence, in the end the silence was, is and will be there, you are there to fill it with words that matter and contribute to wisdom. Feel humble and kind for this opportunity to share your wisdom.



Enjoy the time and the moment and it will all flow together with humour, passion, knowledge, wisdom, and connection.

Activity 4	Discussion and debriefing
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • pens
Type of activity	Group discussion

Description

Take time to do an oral debriefing with the group. Each participant should speak Here some open questions to start (or let the participants free to share whatever they want to)

How do they feel?

Which parts were liked the most? disliked the most? and why?

Do they feel empowered? and why?

Are they ready to debate, negotiate and convince?

Activity 5	Evaluation and closing
Didactic materials needed	<ul style="list-style-type: none"> • pens and questionnaire
Type of activity	Individual evaluation on paper

Description

Give the participant the questionnaire and time to fill in answers.