

TRAINING FOR YOUNG DEBATERS - TRAINING THE TRAINERS - SESSIONS 1 & 2

Topic	Notes	Points for Script	Time	Resources / Links, etc
Introduction	<p>Welcome everyone Introduce yourself Give the purpose of the training and what people will be able to do at the end of it</p> <p>Review outline of the course</p>	<p><i>Training will enable you to lead 2 sessions with young people to support them in taking part in a discussion with others on challenging topics. Involves listening and the ability to communicate calmly and clearly.</i></p>		Slides 1 & 2
Ice breaker	<p>Exercise to do with the young people...</p> <p>Break out room What strategies have you used to keep well and safe during the pandemic? Who (and what) has helped you?</p>	<p><i>Explain exercise and give an example i.e Was it going to the park/garden/beach, learning a new hobby, staying in touch with friends or family, helping people such as neighbours, online events that helped you get through lockdown?</i></p>		Breakout rooms
Introduction	<p>How not to argue Share clip of people having arguments and not getting anywhere...</p>	<p>Introduce the exercise: <i>We're going to look at a video of people getting into disagreements and getting stuck. What is happening? Why are they not able to move forward? What are the impacts of this?</i></p> <p><i>Share their answers!</i></p> <p><i>It's important to be able to recognize the traps we easily fall into (also as adults!)</i> <i>These situations illustrate ways in which we close down dialogue so that it either doesn't happen or becomes confrontational.</i></p>		Slides 3 - 8
Activity - Thinking about questions	<p>Introduce the role of questions to find out others' point of view and help them to question.</p>	<p><i>Questions play an important role in helping us to get out of impasse situations.</i></p>		Slide 9 Padlet -

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	<p>Introduce: Clarify, challenge, compare and change Video - someone saying something ridiculous</p> <p>Ask participants to work in breakout rooms to offer questions and imagine how the other would answer. Reflect on the impact of effective questioning on the speaker.</p> <p>Padlets (x 2) - Everyday questions (padlet.com) Questions to defend and disarm (padlet.com)</p>	<p><i>Questions can help us to:</i></p> <ul style="list-style-type: none"> • Explore points of view • Question points of view and explore alternatives <p>Questions can be used to Clarify, Challenge, Compare and Change - the 4 Cs! Watch video.</p> <p><i>In breakout rooms reflect on the impact of effective questioning on the speaker in the video.</i></p> <p>Look at the Padlet ‘Questions to disarm’. What other questions could you ask? Is this an activity you could do with your young people?</p>	<p>Questions to defend and disarm (padlet.com)</p> <p>Breakout rooms</p>	
Questions in action	<p>Come back and reflect - what did we think of this activity? Try out the speech and talk about good questions to ask and answer. Come together and look at the impact of the questions on the argument being made.</p>			Slide 11
Plenary/Reflection	<p>Managing conflict. Label-----groups-----stress----- Not an enemy, someone I am learning with Groups, look for familiarity, start with common ground Objective, try to be a scientist with an open mind.</p>	<p>Main points for managing conflict. Some of these skills as important for everyday interactions - in particular listening and trying to find common ground. For debating, important to try to be objective and base arguments on evidence and example.</p>		Slide 12

Session 2:

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Introduction	Outline of content of 2 nd session	<p>So we've looked at things not to do in a discussion, and also the power of questions. We have gained some general principles about how to manage conflict positively.</p> <p>In Session 2 we will look at how to build an argument, including how to be concise, problem solving and how to make a case.</p>	Slide 13
Ice Breaker - Concision game	Think of a well-known story and try to tell it in five sentences. Others to guess which story you're telling	Ask people to do this individually - and perhaps for a couple of examples.	Slide 14
Introducing people	<p>Break out rooms. Get people to speak to one another in break out rooms and then introduce each other. Each one to give a 60 second presentation on this person - prompts in the chat.</p> <p>Developing relationships with your person will help to get them listening to you.</p>	<p>Imagine you really wanted to get to know another person and you only had a limited amount of questions (e.e. 3). In your breakout rooms, try to find out as much as you can about your partner (that they are willing to share with the group). Example questions- What are your hopes and aspirations for the future? What is your favourite food and why?</p> <p>On return - ask at least one pair to introduce their partner.</p> <p>It's difficult to have a conflict with someone whom you've got to know well.</p>	Breakout rooms (x2) In pairs
<p>Problem solving / Skills in Advocating Encouraging speech for a shy group of people Build on the ideas of others</p>	<p>If you could solve one problem in the world today, what would it be? Write it onto a padlet and record for session two. Everyone writes down an idea. Then agree their favorite in breakout rooms by voting Thinking about problems (padlet.com)</p> <p>Then come together to put forward their topic for discussion Everyone has an opportunity to speak</p>	<p>Your young people may be shy or not used to expressing their opinions on topics of concern to them. This is a suggested method for helping them to get going.</p> <p>Introduce the idea of using a padlet. Give people a couple of minutes to look at the example. Suggested methodology:</p> <ul style="list-style-type: none"> At the end of session one introduce the padlet, give everyone the link 	Slide 15 Padlet: Thinking about problems (padlet.com)

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	<p>“would anyone like to build on what they said...”</p> <p>Introduce a new topic to discuss and show a padlet, explaining how to use it.</p>	<p>and ask them to record their ideas for session 2.</p> <ul style="list-style-type: none"> • In session 2, put the young people into breakout rooms and ask them to vote on their favourite topic and discuss what they would do about it • Come back together and share their ideas regarding that topic, encouraging people to build on the ideas of others. 		
Argument Building	<p>Making an argument</p> <p>Taking one of the topics suggested, demonstrate how to make an argument with the point, explain, example, summarise format. Give a short speech on one of the topics chosen by the group and ask them to offer their views and practice asking and answering questions.</p> <p>Making the world a better place (padlet.com)</p>	<p>Introduce key parts of building an argument - i.e. explain, example, summarise - also key questions to ask</p>		<p>Slide 16</p> <p>Padlet: Making the world a better place (padlet.com)</p>
Activity	<p>Invite participants to work together to create a speech on a topic of their choice.</p> <p>Use the format: point, explain, example, summarise.</p> <p>They may want to put their own ideas into the padlet first to come up with ideas - categories might be:</p> <ol style="list-style-type: none"> 1. Who is most affected by this problem? 2. What could you do to make it better/worse? 3. Why is this more important than other problems? 4. Can you think of any places in the world where things are better/worse? 	<p>Young people can build on the explain, example, summarise format by also asking questions - then create a speech on a topic of their choice.</p>		Slide 17

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	5. What do you know about this problem? Short break for comfort during this time is also fine			
Plenary/Reflection	Hear speeches and practice asking questions afterwards.	Opportunity to put everything together and also for other young people to ask questions.		