

YouthStart

ENTREPRENEURIAL CHALLENGES

Debate Challenge A1

In a discussion with others I can find arguments to support my opinion.

Entrepreneurial Civic Education



Let's talks – debating and philosophising

By reflecting on specific topics and discussing them in an organised manner, the children will strengthen many of their personal skills and will become more open-minded. The topic is briefly introduced and then it is time for the “Philosophy Box”“. Finally, the children will have a “Ping Pong Debate”, presenting their arguments for and against the topic at hand – e.g. plastic bags, television, etc.

Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). All materials are provided at www.youthstart.eu.

Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education	Entrepreneurial Culture			Entrepreneurial Civic Education
 Idea Challenge  Hero Challenge	 Empathy Challenge	 Storytelling Challenge	 Buddy Challenge	 My Community Challenge
 My Personal Challenge  Lemonade Stand Challenge	 Perspectives Challenge	 Trash Value Challenge	 Open Door Challenge	 Volunteer Challenge
 Real Market Challenge  Start Your Project Challenge	 Extreme Challenge	 Be A Yes Challenge	 Expert Challenge	 Debate Challenge

The TRIO Model is a holistic teaching system that encompasses three segments:

- “**Core Entrepreneurial Education**” comprises basic qualifications for entrepreneurial thinking and acting, more precisely the competence to develop and implement ideas.
- “**Entrepreneurial Culture**” refers to the promotion of a culture of open-mindedness, empathy, teamwork, creativity, goal setting and self-initiative as well as risk-taking and awareness of risks.
- “**Entrepreneurial Civic Education**” aims at enhancing social competences and empowering students in their role as citizens who are willing to assume responsibility for themselves, others and the environment.

Each challenge belongs to one of the **18 challenge families**, and each challenge family pertains to one of the three TRIO segments. A challenge family may be comprised of several challenges on different levels. The letter codes given in the teaching materials indicate the following teaching levels:

A1 – primary level; A2 – secondary level I; B1, B2 and C1 – different sub-levels within secondary level II. Each level builds on the preceding level.



Unit Planner

Theme	Let's talk – debating and philosophising
Level	A1
Challenge Family	<p>“Debate Challenge” – fostering a climate of constructive communication</p> <p>If you want to have a fair debate, you'll need clear rules. If you want to convince others, you'll need to make a good point and get your thoughts in order. The “Philosophy Box” will encourage students at the primary level to let their thoughts wander freely and to share these thoughts with one another. Students at the lower secondary level will learn how democratic decisions can be made in spite of differing opinions. In the debate club, students at the upper secondary level exchange arguments for and against a topic according to precise rules.</p>
Time / Length	<p>2–3 periods for basic materials.</p> <p>Additional periods: to be determined individually, depending on the number of topics used for the “Ping Pong Debate” (Information sheet 2).</p>
Big Idea behind the Challenge	<p>The most challenging aspects of debating are elaborating one's own arguments in a clear and structured manner and withstanding the rebuttal of the opposing side. There is no minimum age for debating: even the youngest children can have a heated discussion about a topic such as “Should school uniforms be introduced?” – and, in doing so, they will learn in a playful manner how to stand in front of an audience and convince others with a speech. The “Ping Pong Debate” is a great activity for kids and will prepare them for the “Debate Club” (level B2).</p> <p>Debating goes well with philosophising. This combination can teach the children how to develop their own philosophical questions and examine them from various viewpoints. Debating in class will benefit their understanding of problems, their powers of judgement and articulation as well as their tolerance towards others. Studies have shown that the training of cognitive “mobility” leads to better results in linguistic and mathematical education and increases the social and emotional intelligence of children: children who “philosophise” regularly are more mature, tolerant and open-minded than those who do not.</p>
Entrepreneurial Competences according to the Reference Framework	<p>I can analyse a topic from different viewpoints.</p> <p>I can find arguments for and against a topic.</p> <p>I can identify areas which I am good at.</p> <p>I can empathise with myself and others.</p> <p>I can work with others.</p>

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Language Objective	<p>I can listen and summarise what I have heard.</p> <p>I can talk about the content of what I have heard.</p>
Content Vocabulary (Word Wall)	Philosophising, debate, opinion, thinking
Assessment	<ul style="list-style-type: none"> • The “Philosophy Box” can be used for various teaching situations. • The “Ping Pong Debate” can be repeated several times for various topics.
Necessary Background Knowledge	none
Mind & Body	For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge!
Materials Needed	<ul style="list-style-type: none"> • Copy student materials for all students. • Create a “Philosophy Box” (see information sheet 1 below). • Flip chart for the topics of the “Ping Pong Debate” • Paper and markers for the children • Download the animated film “Knietsche and Fairness”. Make preparations to watch the video and have a (“philosophical”) discussion about it with the children: http://www.knietsche.com/episode-13-fairness/
Step-By-Step Activities	<p>Step 1 Philosophy for beginners</p> <p>Worksheet “Philosophising is fun – and it makes you smart”: These materials contain ten little exercises intended to introduce the children to the topic of philosophy.</p> <p>Step 2 Philosophising with the “Philosophy Box” (information sheet 1)</p> <p>A “Philosophy Box” contains index cards in two sizes. The smaller cards provide topics, the bigger cards provide instructions as to what the children should do. This exercise enables the children to repeat what they have learnt and integrate their knowledge (individually or in groups). They structure information and think carefully. They talk and listen to each other. In this relaxed and playful manner, they learn how to express their thoughts.</p>

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- Step 3 Interesting topics (suggestions see information sheet 2)
- a) Together with your students, compile a list of topics the children would like to discuss/debate/philosophise about. You can add to this list whenever the children show special interest in a topic that comes up in class or at home.
 - b) In the beginning, suggest a few topics so that the children learn how to formulate a topic: “Should each recess be extended to 15 minutes?”
- Step 4 “Ping Pong Debate” (about 15 minutes per topic)
- The “Ping Pong Debate” can be carried out in small groups or in class – the disadvantage of the second version is that there will be longer waiting times.
- Structure of the debate:**
- Preparation time – analysing the topic from different viewpoints. The topic is presented and the children think about pros and cons and write them down (individually or in pairs). Time: about 5 minutes.
- First speaker – pro argument: The first speaker opens the “Ping Pong Debate” with a speech. He/she briefly outlines the topic and presents an argument in favour of the issue (pro argument). The speaker can only present an argument he/she has chosen him-/herself. Time: 1–2 minutes.
- Second speaker – listen, repeat, con argument: The second speaker repeats the argument presented by the first speaker and provides an argument against the issue (con argument). If possible, he/she should try to refute the argument of the first speaker.
- Next speaker – listen, repeat, pro argument: Two children have spoken so far. The next speaker repeats the con argument and adds another pro argument. In this manner, pros and cons fly back and forth like the ball in a ping pong match. It is important that the children repeat the argument they have heard before so that they practise listening and responding to others.
- Further rounds – overview: Each speaker should present a new argument. A “Ping Pong Debate” can last up to 15 minutes and should be carried out swiftly. This means that up to 10 children can participate in the debate. You should follow this debate with another “Ping Pong Debate” to make sure the children internalise the following processes: “identify a problem – find arguments – first argument – listen, repeat and respond to what you have heard by presenting the next argument, etc.”
- Step 5 Self-assessment
- Use another “Ping Pong Debate” in which students discuss their experience for the students’ self-assessment.

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Context within the Challenge Programme	This challenge introduces the “Debate Challenges” of the higher learning levels. It also goes well with challenges from the “Idea”, “Empathy”, “Be A YES” and “Story Telling” challenge families.
Useful Links	About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu Further teaching materials (including videos): www.youthstart.eu Philosophising in the classroom: https://www.youtube.com/watch?v=MaV0CPttAt0 “Would you rather be rich or happy?” https://www.youtube.com/watch?v=6JBSdWD400Y “Knietsche” videos: http://www.knietsche.com/category/videos-en/
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Information sheet 1: “Philosophy Box”

You will need two types of cards for this activity
(see below for an example of a “Philosophy Box”):

smaller cards: terms you are dealing with or have dealt with in class, for example:

<i>business</i>	<i>product</i>	<i>check-out</i>
<i>advertising</i>	<i>money</i>	<i>price tag</i>

bigger cards: instructions on what the children should do regarding the terms on the smaller cards:

<i>Draw two cards. Which similarities can you find?</i>	<i>Draw two cards. Which differences can you find?</i>	<i>Draw two cards. Tell a story that features both terms.</i>
<i>Draw two cards. Form a sentence that features both terms. (Write it down.)</i>	<i>Draw a card. Find a new and funny name for this thing.</i>	<i>Draw a card. What do you think about this thing?</i>
<i>Draw a card. What is positive (good) about it?</i>	<i>Draw a card. What is negative (bad) about it?</i>	<i>Draw a card. What do you know about it? (It needs to be true!)</i>
<i>Draw a card. What can be done with it?</i>	<i>Draw a card. Draw something that is typical of this topic.</i>	<i>Draw a card. Imagine a wizard had turned you into this thing. Tell us how you feel.</i>
<i>Draw a card. What does this thing not like at all?</i>	<i>Draw a card. What is the purpose of this thing?</i>	<i>Draw a card. Imagine this thing did not exist. What would happen?</i>
<i>Draw a card. How can you use this thing to do good?</i>	<i>In pairs, draw one card each. Imagine you are one of the things. Now try to convince each other that the thing you are is more important than the other thing.</i>	<i>Draw a card. Imagine you are this thing. What do you wish for?</i>



Example of a “Philosophy Box”



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

Have a philosophical discussion with one or two children. Write down the similarities you can find on a piece of paper, sign it and hand it to your teacher.

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

Have a philosophical discussion with one or two children. Write down the differences you can find on a piece of paper, sign it and hand it to your teacher.

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

Have a philosophical discussion with one or two children. Write down the similarities you can find on a piece of paper, sign it and hand it to your teacher.

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

Have a philosophical discussion with one or two children. Write down the differences you can find on a piece of paper, sign it and hand it to your teacher.

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<p>Draw two cards from the same compartment.</p> <p>Which of these things is more important?</p> <p>Have a philosophical discussion with one or two children. Write down the differences you can find on a piece of paper, sign it and hand it to your teacher.</p>	<p>Draw two cards from the same compartment.</p> <p>Which of these things has existed for longer?</p> <p>Have a philosophical discussion with one or two children. Write down your answers on a piece of paper, sign it and hand it to your teacher.</p>
<p>Draw one card.</p> <p>Write a FANTASY STORY on the topic.</p> <p>Hand in the story.</p>	<p>Draw one card.</p> <p>Create a MINDMAP on the topic.</p> <p>Hand in the mindmap.</p>
<p>Draw one card.</p> <p>Find a new and funny name for this thing.</p> <p>Write it on a piece of paper and put it into the empty compartment of the "Philosophy Box". Can the others guess what the name stands for?</p>	<p>Draw one card.</p> <p>Write down a few QUESTIONS about this topic on small pieces of paper.</p> <p>Put the pieces of paper into the empty compartment of the "Philosophy Box". We'll turn this into a quiz.</p>



Information sheet 2

Topics for the “Ping Pong Debate”

Here’s a list of suggested topics:

- Should school uniforms be introduced?
- Should plastic bags be banned from retail stores?
- Should TV sets be banned from children’s bedrooms?
- Should children always tidy up their bedrooms themselves?
- Should there be lessons on Saturdays in all schools?
- Should school lessons be made more difficult again?
- Should there be surveillance cameras in public spaces?
- Should zoos be banned?
- Should foreign languages be taught at elementary school?
- Should advertising for cigarettes be banned completely?
- Should energy drinks only be sold to individuals older than 18 years?

Other suggested topics:

- Should there be a female version of Santa Claus?
- Is there a right to laziness?
- Should children play computer games as long as they want?
- Should the government take the fingerprints of all citizens?
- Should it be forbidden to eat in the subway?
- Should everybody get pocket money?
- Should every child own a smartphone?
- Should every family own a house?
- Should “the art of living” be introduced as a new subject in school?
- Should there be a test for parents?