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# Trainer's Manual

## Debate and Simulation Lab

**Help prevent radicalisation by learning how to build resilience to ideologies and behaviours specific to violent extremism**

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The contents of this manual are the sole responsibility of the authors and can in no way be taken to reflect the views of the European Commission.



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## Exercises

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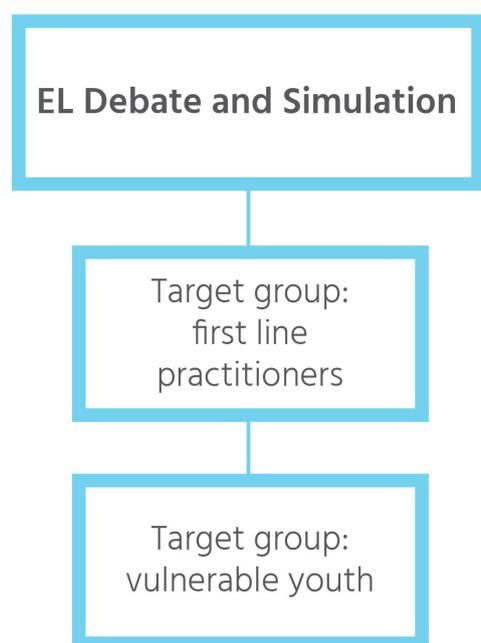
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## Executive Summary

This document addresses the objective of delivering and testing an interdisciplinary model of learning to build resilience to ideologies and behaviours specific to violent extremism.

The present deliverable focuses on providing a structure from which debate-based exercises with various degrees of complexity can be planned and organized.



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The training structure proposed in the present manual addresses primarily the first line practitioners coming from various professional fields that have responsibility working with young individuals vulnerable to radicalisation and therefore, it aims to deliver a solid understanding of the methodology, contexts in which to be employed and to propose some topics for addressing the issue. Although debate and simulation games have been widely used in academic contexts, including as learning instruments, the the experimental lab EL differs from a regular debate training in the sense it does not aim to equip the participants with the necessary knowledge and skills to be a part of a debate, but rather to understand its purpose, structure and the context in which it can be employed, as well as methodological constraints and loose ends. The trainer has only the role of a moderator of talks and will capitalize on the knowledge from Anger Management Lab and Conflict Resolution Lab to contain any unconstructive contradictory discussion that may appear.

The learning objectives and outcomes are evaluated in relation to the target group of the experimental lab, first line practitioners working with young individuals vulnerable to radicalisation that will be hence equipped with skills and knowledge to carry out debates and further transfer knowledge on the topic to young individuals. The debate-based exercises aim to help them efficiently collect, evaluate, and corroborate data, analyse possible drivers, and understand causation and correlation, in order to decide. This type of methodology is empirically validated to be efficient for the final target group (young individuals), as it is employed on a large scale within high-school national and international debate competitions.

## Experimental Lab ‘Debate and simulation’

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### Why teaching simulation and debate?

Teaching simulation and debate serves the purpose of developing knowledge and skills through the cognitive behavioural instructional model and the learning by doing model. It is also a form of psychoeducational intervention in which the moderator of the debate functions as a coach ready to offer replicable strategies of positive self-expression and goal-oriented communication while also fostering tolerance and open-minded assessment of other people’s adverse opinions.

All in all, knowledge, skills, values and attitudes learnt during the experimental lab dedicated to simulation and debate are meant to facilitate resilience building to extreme ideologies and violent behaviour, by consolidating critical thinking, communication, cooperation, empathy, and (self) reflection. While never used before as a form of psycho-educational intervention to strengthen resilience to radicalisation, simulation and debate has been observed to have the potential “to heighten students’ critical thinking and collaborative learning skills” (Williams-Brown, 2015), “work out differences logically and respectfully (...) become familiar with cooperation, teamwork and contributing fairly to a joint effort.” (Cochran, n.d.) Hence, we believe simulation debate as a psycho-educational intervention methods have the potential to increase resilience to push and pull factors of radicalisation such as: a sense of identity described as a ‘quest for significance’ (A. W. Kruglanski, 2014), ‘search for identity contributing to a sense of belonging, worth and purpose’ (Dalgaard-Nielsen, 2008b), personal fulfilment (Silverman, 2017), lack of self-esteem (Borum & Fein, 2017) (Chassman, 2016) (Christmann, 2012) (Dawson, 2017) (Lindekilde, 2016) (Senzai, 2015), individual frustration and insult (Larry E. Beutler, 2007), cognitive-social factors like risk taking and reduced social contact (Taylor & Horgan, 2006), personal victimization (McCauley & Moskalenko, 2011), displacement of aggression (Moghaddam, 2005), are all related to a conflictual and dysfunctional sense of identity.

### Manual rationale

This manual is aimed to provide the curricula and actual content of the experimental lab dedicated to simulation and debate techniques applicable in interventions targeted at young individuals that are either vulnerable to or in the process of radicalisation. It targets the internalisation and further replication of practical, hands-on – strategies and personal skills desirable in debate which may equip individuals with necessary self-affirmation and self-expression skills, while fostering their critical thinking and resilience to underlying motives of radicalisation and allegiance to extreme ideologies. The hands-on strategies proposed by the experimental lab are meant to equip first liners with a set of techniques transferable to young individuals vulnerable to radicalisation.

The curricula and content of the lab should be used in direct correlation with the support material provided in the present document.

At the same time, it must be noted that the debate and simulation methodology is motivated by the need to respond to the needs of the target group:



- Experiential learning theories best fit the generational needs of the age-group addressed within the project. The learner has an active role in identification and construction of solutions and learns through experience and the reflection on doing.
- Critical thinking allows individuals to identify, assess and understand vantage points and engage in constructive dialogue with someone whose values are different.

## Key competences to be developed

The proposed methodology has a process-based justification, as its application aims to ensure a set of competences, defined in terms of (theoretical) knowledge, skills, and attitudes.

### Knowledge and understanding of key concepts addressed

- Information processing – data collection, classification and comparison, identification of causality and correlation between different pieces of information;
- Topic understanding – asking relevant questions, exploring theories and problems so as not to take all information at face value.

### Skills

- Reasoning – critical thinking skills to justify opinions and perspectives through solid arguments, built on abstract ideas and statements rather than on examples (Claire & Holden, 2007);
- Communication – use of appropriate language to communicate them to audience;
- Self-awareness and reflection;
- Empathy.

### Values and attitudes

- Civic behaviour – increased civic engagement, adoption of pro-democratic values, value diversity, commitment to participation and inclusion (Hess, 2009);
- Co-operation and conflict resolution - accepting differences and conflict as normal parts of life, gaining the ability to discuss controversial issues (Hess, 2009).



## Methodology

**This experimental lab is based on developing knowledge and skills through the cognitive-behavioural instructional model and the learning by doing model.** This experimental lab will provide the practitioners the toolbox required to organize, coordinate, and moderate a debate-based group exercise, thus placing the students in a hands-on experiential learning process. Its main aim is to guide the trainees in choosing topics and concepts relevant for the purpose of the experimental lab. Although the idea of debate induces from the beginning the antagonistic relationship of perspectives, the moderator must facilitate the communication so as to allow the lab to be considered both a safe space and a playground, where participants are encouraged to be creative, shift sides and embrace other perspectives. Student involvement should be motivated not by their exclusive desire to get points and/or earn arguments, but to clarify certain issues by asking questions and seeking answers. Placing the trainees in opposing teams, if not managed properly, can lay out the foundation for anger outbursts and deepening conflicting views. Thus, it is recommended for the moderator to know how to apply anger management and conflict resolution techniques and to follow the structure provided at the beginning, which limits speaking time to each participant. Defining in a clear manner the duration of this interval will not only ensure that there will be no parallel discussions, but also that students will be forced to synthesize and prioritize the ideas they want to present.

Participants will also be encouraged to learn and replicate these techniques (partial or complete) whenever adequate within communities.

Educational techniques	
Instruction	X
Demonstration	X
Role play	X
Rehearsal in pretend scenarios	X
Feedback	X
Reinforcement	X
Extended practice	X
Guided discussions	X
Cognitive modelling through <i>mentor think aloud</i>	
Free discussions	X
Covert self-instruction (student inner speech)	

## Experimental Lab Scenario

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### Theme

In choosing a debate topic, one must consider the radicalisation pathway and the push and pull factors manifested prominently in the interaction with the target audience. All forms of radicalisation include a set of common major ideas, such as the supremacy of the ideology chosen, hate toward the other, perception of his/her own community as being threatened, deep belief that violence can solve/cure things and usually a stance against common democratic principles.

The topics of the debate must therefore be chosen to:

- address issues that are indirectly connected to the process of radicalisation and are perceived as non-controversial by the secondary target group;
- be debatable (allow the construction of arguments for both sides);
- debate concepts that can be extrapolated;
- are relevant for the group, in relation to the main drivers of radicalisation or characteristic narratives;
- debate personal issues (for example, the right to abortion or the right to marry as a homosexual person), so as to encourage a greater degree of tolerance among students.

**The first topic used in the series of exercise should be entertaining and approachable without extensive research.**

Topic examples:

- This House believes the purpose should excuse means.
- This House would hold students legally responsible for bullying if it results in victim's death.
- This House would ban the sale of violent video games/ censor video games.
- This House would reintroduce corporal punishment in schools.
- This House would kill one to save many.
- This House believes religious beliefs should override government laws.
- This House would treat the desecration and destruction of high-value sites and property of cultural heritage as a crime against humanity.

## Target audience

The project targets a diverse range of potential influencers – middle ground people and first line practitioners in state institutions and civil society organizations (such as social assistants, psychologists, trainers, civil society organizations first line practitioners, security and law enforcement experts, vulnerable community members) working with young individuals in the EU that are susceptible and vulnerable to radicalizing.

Given the group requirements for efficient implementation of debate-based exercises, the content provided in this document addresses primarily those first line practitioners working with relatively homogeneous group of young people, aged 14-18, who have manifested push and pull factors of radicalisation and that can be organized in small working groups (6-10 people).

## Core questions to be answered

- Where in the module would this approach work best?
- Are there any controversial or divisive topics that the group of students can explore without reinforcing narratives of polarisation?
- Which topic is both inclusive and arguable?
- What type of stand should I take during the debate (considering the homogeneity of the group, age and personal grievances) so as the exercise to be a learning experience and not just a forum for confrontation?
- What can I do to support the quiet kids?
- What is the time scale for researching the topic and what background information can be provided in advance?
- Should the trainees defend their personal opinions or the opposing viewpoint?
- Will I grade the students and if so, how will I do it?

## Core concepts to be addressed

Debate topic, argument, counterargument, claim, counterclaim, reasoning, evidence, opinion, examination, cross-examination, rebuttal, resolution etc.

## Key learnings

The key learnings are defined in relation to the learning outcomes and refer mainly to:

- consolidate knowledge about the topic
- understand underlying concepts and alternative viewpoints
- learn how to use critical thinking and argumentation skills
- replicate causality and correlations in similar contexts
- build teamwork skills
- learn how to steer and integrate into effective communication patterns
- master the course content
- build arguments.

## Exercises

Types of exercises to be developed:

- Recognize the issue – e.g. anger
- Spot the problem
- Identify tactics used to solve the problem
- Improve tactics – What was the problem? What was the goal? What was the barrier? How was the problem solved? How could we have solved it better?
- Provide alternative solutions
- Follow up test

# # 1

## Brainstorming – free associations

Exercise No. 1	Icebreaker – Phase 1: Meeting the team; Phase 2: Managing expectations
<b>Objective</b>	<p>To allow participants learn about each other in order to feel comfortable within the working group</p> <p>To allow the trainer to establish a communication path with the trainees in terms of their needs and expectations</p>
<b>Target audience</b>	Age groups – puberty/teenage/adult
<b>Timing</b>	10 minutes
<b>Input</b>	Flipchart, markers, post its
<b>Description</b>	<p><b>Phase 1:</b></p> <p>The moderator briefly introduces him/herself, and then will ask the participants to do a similar introduction, addressing the group. Depending on the homogeneity of the group, previously established relationships between the trainees and the team dynamic (if they have already met before and are familiar to each other), the trainer can opt to use icebreakers (e.g. state your superpower, say 3 things about you – 1 lie and 2 truths).</p> <p><b>Phase 2:</b></p> <p>Each trainee will be asked to write on a post-it something (s)he previously enjoyed in a classroom or within a working group and would like to have it repeated and on a different post-it something (s)he disliked and would not like to happen again.</p>
<b>Learning method</b>	Guided discussion, feedback, covert instruction, cognitive modelling through mentor think aloud
<b>Visual support</b>	Name labels

## # 2

## Definition (instruction)

Exercise No. 2	Clarify the general framework of the exercise
<b>Objective</b>	To get a better understanding of how a debate is carried out
<b>Target audience</b>	Age groups – puberty/teenage/adult
<b>Timing</b>	15 minutes
<b>Input</b>	PowerPoint slide and/or handout and/or video recordings with sample debates
<b>Descripción</b>	<p>The trainer initiates a discussion and clarifies:</p> <ul style="list-style-type: none"> <li>• what a debate is</li> <li>• how it is structured and</li> <li>• what are the roles that should be played in the unfolding exercise.</li> </ul> <p>In this stage, it is recommended to provide examples, e.g. simple examples, provided by the trainer, pre-built arguments from International Debate Education Association - IDEA debate base (<a href="https://idebate.org/debatabase">https://idebate.org/debatabase</a>) and/or YouTube videos of World Schools Debate Championship - WSDC debates (<a href="https://wsdcdebate.org/">https://wsdcdebate.org/</a>).</p>
<b>Learning method</b>	Guided discussion, cognitive modelling through mentor think aloud
<b>Visual support</b>	PowerPoint, video recordings

### Tips

The basic academic debate format puts under discussion a **topic or resolution** and brings together **two teams** of three speakers each, one who argues in favour of the topic (Affirmative/Government/House) and one who argues against it (Negative/Opposition). Speakers alternate between the teams, from First Affirmative through to Third Negative, each having a **limited time** allotted to deliver the speech. Depending on the chosen format, several types of interactions (**cross-examinations**) are allowed between opposing debaters (Monash Association of Debaters, 2010).

# # 3

## Remember what we don't know

Exercise No. 3	Remember what we don't know
<b>Objective</b>	To become familiar with the verbal and nonverbal strategies to be used during a debate
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	10 minutes
<b>Input</b>	Figures 1 and 2
<b>Description</b>	<p>The exercise is done with the entire group.</p> <p>The trainer initiates a discussion about verbal and non-verbal strategies that can be used during a debate. Participants are asked to recall an instance in which they participated in a formal or informal debate and share with peers what went well and what they could have improved to have better success.</p> <p>Then, the trainer divides the class in two groups and a brainstorming is made by each group to map verbal vs. non-verbal strategies.</p> <p>The two groups reunite and present results.</p> <p>Then, the trainer introduces the infographics in <i>Figures 1 and 2</i>. The participants design their infographics with useful information. These are then pinned on wall for further reference during debates.</p> <p>Throughout the exercise, the trainer must reiterate the idea that these exercises are helpful, but that in order to “win” a battle of ideas, it is important to argue correctly.</p>
<b>Learning method</b>	Guided discussion, brainstorming, cognitive modelling through mentor think aloud, covert self-instruction
<b>Visual support</b>	Infographics in <i>Figures 1 and 2</i>



Figure 1. How to become a better public speaker

## SPEAKING in PUBLIC

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### POISE

- appear calm & confident
- avoid distracting behaviors

### VOICE

- speak every word clearly
- use just the right volume for the space

### LIFE

- express passion and emotion with your voice

### EYE

- connect visually with the audience
- look at each audience member

### CONTACT

### GESTURES

- hand motions
- move your body
- have an expressive face

### SPEED

- talk with appropriate speed: not too slow, not too fast
- use pauses for effect and emphasis

Figure 2. Speaking in public

(based on the work of Dave Stuart Jr., 2014, PVLEGS: A Public Speaking Acronym that Transforms Students, access at: <https://davestuartjr.com/pvlegs-public-speaking-acronym/>)



# # 4

## How do we define the topic of the debate?

Exercise No. 4	How do we define the topic of the debate?
<b>Objective</b>	Ensure common understanding of the value debated
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	30-45 minutes
<b>Input</b>	Debate resolution
<b>Description</b>	<p>The exercise is done with the entire group.</p> <p><b>Step 1:</b> Identify what is the value subject to debate (e.g. the value needs to be in convergence with the topic of the lab – enhancing debate skills to consolidate resilience to radicalisation and violent extremism).</p> <p><b>Step 2:</b> Brainstorm possible understandings of it.</p> <p>The trainer should moderate this step to allow everyone’s opinion to be heard. In this step, all ideas are good.</p> <p><b>Step 3:</b> Discuss to reach consensus of what is debated.</p> <p>The trainer should encourage students to disagree with ideas and not people.</p>
<b>Learning method</b>	Instructional approach, guided discussion, brainstorming
<b>Visual support</b>	Flipchart

# # 5

## Building an argument on the topic chosen

Exercise No. 5	Building an argument on the topic chosen
<b>Objective</b>	Collecting, validating and structuring data
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	60 minutes
<b>Input</b>	Research material If provided by the trainer, it should approach the issue from a neutral, inclusive, factual perspective
<b>Description</b>	<p><b>Step 1:</b> Assigning sides</p> <p>It can be done randomly, at the choice of the trainee or assigned by the moderator. For an effective critical thinking exercise, the students could be assigned to defend positions they do not personally believe in. From this point on, the trainees work in teams.</p> <p><b>Step 2:</b> Brainstorm ideas for arguments</p> <p><b>Step 3:</b> Collect data to (in)validate arguments (research material)</p> <p><b>Step 4:</b> Formulate at least 2 arguments based on the structure Statement-Explanation-Example-Impact</p>
<b>Learning method</b>	Instructional approach, guided discussion, covert instruction
<b>Visual support</b>	-

# # 6

## Rebuttal exercise

Exercise No. 6	Rebuttal exercise
<b>Objective</b>	Ensure validity of alternative perspectives
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	40 minutes
<b>Input</b>	Research material and output of Exercise No. 2
<b>Description</b>	<p>This exercise aims to help students identify flaws in their own arguments, and to use them in order to strengthen their position.</p> <p><b>Step 1:</b> Brainstorm ideas for counterarguments</p> <p><b>Step 2:</b> Collect data to (in)validate arguments (research material)</p> <p><b>Step 3:</b> Formulate at least one counterargument for the arguments provided in Exercise No. 2 and optionally, one new counterargument</p>
<b>Learning method</b>	Instructional approach, guided discussion, covert instruction
<b>Visual support</b>	-

# # 7

## Debate match (speech and cross-examination)

Exercise No. 7	Debate match (speech and cross-examination)
<b>Objective</b>	Present their arguments and react to counterarguments of the opposition
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	60 minutes
<b>Input</b>	Arguments
<b>Description</b>	<p>Have trainees present their arguments. Setting a time limit will enable the trainees to choose only the most relevant arguments (in terms of relevance and impact).</p> <p>Cross-examinations will take place after each speech.</p> <p>Limited time can be granted to discuss the opposition's arguments and find ways to rebuttal or sustain own case.</p> <p>Debates can become competitive. The moderator ensures that the discussion does not become personal and that the participants remain focused and composed, and a set of ground rules is useful to reduce the possibility and impact of any problems.</p>
<b>Learning method</b>	Instructional approach, guided discussion, covert instruction
<b>Visual support</b>	-

### Feedback:

- Have trainees state the positives of the experience and of their arguments first.
- Ask participants to name an aspect/element they have appreciated to the opposing team.
- Encourage them to present critics in a constructive manner – e.g. if I were you,...
- Encourage them to shake hands at the end.

## Extended practice

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# # 8

## Debate topic: Violence in the media needs to be regulated

Exercise No. 8	Debate topic: Violence in the media needs to be regulated
<b>Objective</b>	<p>Improve conversational skills when supporting a point of view</p> <p>Ensure common understanding of the value debated</p>
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers, smart board, video projector screen
<b>Description</b>	<p>This debate can easily turn into a debate about what ‘Free Speech’ really means and can therefore be extremely interesting to students who are living in countries where the right to ‘Free Speech’ is considered a fundamental right. You can choose groups based on the students’ opinions. However, you can also have students support opinions that are not necessarily their own to help improve fluency. In this manner, students pragmatically focus on correct production skills in conversation rather than striving to ‘win’ the argument.</p> <p>Debate about the question of whether violence in the media (television, newspapers, magazines, Internet, etc.) needs to be more tightly regulated.</p> <ul style="list-style-type: none"> <li>- Ask students for examples of violence in various media forms and ask them how much violence they experience second hand through the media every day.</li> <li>- Have students consider which positive or negative effects this amount of violence in the media has on society.</li> <li>- Based on students’ responses, divide groups up into two groups. One group arguing that government needs to more strictly regulate the media and one arguing that there is no need for government intervention or regulation.</li> <li>- Give students worksheets including ideas pro and con. Have students develop arguments using the ideas on the worksheet as a springboard for further ideas and discussion.</li> </ul>

	<ul style="list-style-type: none"> <li>- Once students have prepared their opening arguments, begin with the debate. Each team has 5 minutes to present their principal ideas.</li> <li>- Have students prepare notes and make rebuttal to the expressed opinions.</li> <li>- While the debate is in progress, take notes on common errors made by the students.</li> <li>- At the end of debate, take time for a short focus on common mistakes. This is important, as students should not be too involved emotionally and therefore will be quite capable of recognizing language problems - as opposed to problems in beliefs!</li> </ul>
<b>Learning method</b>	Demonstration, instructional approach, guided discussion, covert instruction
<b>Visual support</b>	Smart board, video projector screen



# # 9

## Four corners

Exercise No. 9	Four corners
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To improve speaking and listening skills</li> <li>• To help improve rebuttal skills</li> <li>• To help improve communication skills</li> </ul>
<b>Target audience</b>	Age groups – puberty/teenage
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen, smartphone
<b>Description</b>	<p>“Four corners” gets students up and out of their seats, which helps break classroom monotony and forces all students, even the shy ones, to choose a side. Before playing, place one sign in each of the four corners of the classroom: strongly agree, agree, disagree, and strongly disagree. Inform students that they will listen to statements, then move to the corner of the room that matches their viewpoint. Choose statements that offer room for discussion and have no easy answers, such as “It’s OK to take one life to save five.” Read the first statement and ask students to move. Once they’ve all chosen a side, ask for students from each corner to justify their choices. Give students in other corners the chance to make rebuttals and change corners if they wish. Spend a predetermined amount of time on each statement, perhaps five or ten minutes, then repeat the exercise with another statement.</p> <p>Source:  <a href="https://classroom.synonym.com/fun-classroom-debate-games-6327442.html">https://classroom.synonym.com/fun-classroom-debate-games-6327442.html</a></p>
<b>Learning method</b>	Extended practice, guided discussion, covert self-instruction (student inner speech)
<b>Visual support</b>	-

# # 10

## True or false

Exercise No. 10	True or false
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To help improve lateral thinking skills</li> <li>• To help improve rebuttal skills</li> <li>• To encourage quick thinking skills</li> <li>• To encourage memory skills</li> <li>• To improve vocabulary and word usage</li> <li>• To encourage listening skills</li> <li>• To encourage peer assessment</li> </ul>
<b>Target audience</b>	Age groups – puberty/teenage/adult
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen
<b>Description</b>	<p>The trainer starts by saying that an absolute moral position, for example ‘killing is wrong’, is always true. The trainer should then ask the class to each think of as many cases where the statement is false, and to make their own lists. So, examples where the statement ‘killing is wrong’ might include sick animals being put to sleep, killing in self-defence, and so on.</p> <p>The trainer should then go around the group asking for one example from each student; if a student gives an example that has already been mentioned, they have one minute to think of another. If the student fails to think of a new example, they are out of the game. The trainer keeps asking each student in turn until only one student has examples left on their list.</p> <p>At the end of the exercise, the moderator will allocate 15-20 minutes to discuss with the group on the options expressed, what consequences they would determine and who could be affected.</p> <p>Source: <a href="https://debate.uvm.edu/dcpdf/Training%20Games.pdf">https://debate.uvm.edu/dcpdf/Training%20Games.pdf</a></p>
<b>Learning method</b>	Instructional approach, guided discussion, covert instruction
<b>Visual support</b>	Flipchart

# # 11

## Complete the sentence

Exercise No. 11	Complete the sentence
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To encourage quick thinking skills</li> <li>• To encourage critical thinking skills</li> <li>• To encourage rebuttal skills</li> <li>• To encourage active listening skills</li> <li>• To encourage an expression of views and debate on issues and current affairs</li> </ul>
<b>Target audience</b>	Age groups – puberty/teenage/adult
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen
<b>Description</b>	<p>This activity involves promoting discussion about major issues. To start, the trainer should write several statements on a blackboard/ flip chart (leaving some room between each statements).</p> <p><i>Example statements:</i></p> <ul style="list-style-type: none"> <li>• The best way to fight global warming is...</li> <li>• People commit crimes because...</li> <li>• Giving aid to developing countries is good because...</li> <li>• Young people feel powerless because...</li> <li>• The best way to alleviate poverty is...</li> <li>• Freedom of speech is important but...</li> </ul> <p>Following this, the trainer should read a statement and ask the class to fill in the remainder of the sentence. Students should contribute ideas and the trainer should note the ideas. Once one student has offered an idea, ask if any other students have a view on the matter.</p> <p>This can be used as a brief game at the start of a class or society meeting to get students thinking about major issues or can be used to stimulate discussion about current affairs. It is important to</p>

	<p>remember that there are no right or wrong answers: encouraging students to express an opinion and encouraging discussion is the most important thing.</p> <p>Source: <a href="https://debate.uvm.edu/dcpdf/Training%20Games.pdf">https://debate.uvm.edu/dcpdf/Training%20Games.pdf</a></p>
<b>Learning method</b>	Group discussion
<b>Visual support</b>	Flipchart, blackboard

# # 12

## I couldn't disagree more

Exercise No. 12	I couldn't disagree more
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To help improve general communication skills</li> <li>• To help improve confidence</li> <li>• To encourage quick thinking skills</li> <li>• To encourage listening skills</li> <li>• To encourage &amp; improve rebuttal skills</li> </ul>
<b>Target audience</b>	Age groups – puberty/teenage/adult
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen
<b>Description</b>	<p>'I Couldn't Disagree More' is a useful and quick game that can help students practice rebuttal techniques and helps develop the ability to deal with points of information.</p> <p>One student makes a statement (this statement could be serious, topical, controversial or obvious). The next person must reply to the statement by saying 'I couldn't disagree more' and then give a reason why.</p> <p>Here's an example:</p> <p>Student A: 'I believe that politics is a waste of time.'</p> <p>Student B: 'I couldn't disagree more. Politics is incredibly important as politicians make decisions that affect every aspect of our lives.'</p> <p>As a classroom activity, this game can be modified so statements must be about a certain topic area.</p> <p>Source: <a href="https://debate.uvm.edu/dcpdf/Training%20Games.pdf">https://debate.uvm.edu/dcpdf/Training%20Games.pdf</a></p>
<b>Learning method</b>	Group discussion, guided discussion
<b>Visual support</b>	-

# # 13

## If I ruled the world

Exercise No. 13	If I ruled the world
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To help improve general communication skills</li> <li>• To help improve confidence</li> <li>• To encourage quick thinking skills</li> <li>• To encourage active listening skills</li> <li>• To improve memory skills</li> </ul>
<b>Target audience</b>	Age groups – puberty/teenage
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers and/or computer
<b>Description</b>	<p>‘If I ruled the world’ is a quick game and a useful starting point at the first meeting of a debating society, as it helps people learn each other’s names, while the skills taught in the game are helpful for good debate. Form a circle and explain the game. The first person in the circle announces their name and must make a statement about what they would do if they ruled the world. For example:</p> <p><b>Person A:</b> ‘My name’s Bob and if I ruled the world, I would give everyone cake.’</p> <p>The second person then has to say:</p> <p><b>Person B:</b> ‘His name’s Bob and if he ruled the world, he would give everyone cake. My name is Amy and if I ruled the world, I would eliminate world poverty.’</p> <p>The third person then has to say:</p> <p><b>Person C:</b> ‘His name’s Bob and if he ruled the world, he would give everyone cake. Her name is Amy and if she ruled the world, she would eliminate world poverty. My name’s Omar and if I ruled the world, I would make everyone wear blue hats’.</p>

	<p>This continues round the circle. If the circle is large, you can start the game again half-way round the circle so not to put too much pressure on the students at the far end of the circle.</p> <p>Source: <a href="https://debate.uvm.edu/dcpdf/Training%20Games.pdf">https://debate.uvm.edu/dcpdf/Training%20Games.pdf</a></p>
<b>Learning method</b>	Group discussion
<b>Visual support</b>	-

# # 14

## “Fact or opinion?”

Exercise No. 14	“Fact or opinion?”
<b>Objective</b>	To help improve knowledge and differences between facts and opinions.
<b>Target audience</b>	Age groups – puberty/teenage
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen, smartphone
<b>Description</b>	<p>This exercise is about differentiating between fact and opinion. A fact can be proven either true or false. An opinion is an expression of feeling or point-of-view and cannot be proven true or false. The trainer will create some statements that are either fact or opinion. If it’s a fact, check on F and then briefly explain how it can be proven. If it’s an opinion, check on O and briefly explain why you feel it can’t be proven. Compare answers and share their views with each other.</p> <p>Source: The Critical Workbook. Games and Activities for Developing Critical Thinking Skills. Global Digital Citizen Foundation, available at <a href="http://www.schrockguide.net/uploads/3/9/2/2/392267/critical-thinking-workbook.pdf">http://www.schrockguide.net/uploads/3/9/2/2/392267/critical-thinking-workbook.pdf</a></p>
<b>Learning method</b>	Demonstration, group discussion
<b>Visual support</b>	Flipchart

# # 15

## Worst case scenario

Exercise No. 15	Worst case scenario
<b>Objective</b>	To help improve teamwork skills
<b>Target audience</b>	Age groups – puberty/teenage
<b>Timing</b>	15-40 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen, smartphone
<b>Description</b>	<p>In a crisis, teamwork is crucial to handling challenges effectively. Fabricate a scenario in which students need to work together and solve problems to succeed (ex: stranded on a deserted island, being lost at sea, etc.). The rule is that every team member must contribute an idea for a possible solution.</p> <p>For example, they could come up with a list of items that would help them survive or think of a plan to find shelter or build it. Students can then vote and agree to a final solution.</p> <p>Source: The Critical Workbook. Games and Activities for Developing Critical Thinking Skills. Global Digital Citizen Foundation, available at <a href="http://www.schrockguide.net/uploads/3/9/2/2/392267/critical-thinking-workbook.pdf">http://www.schrockguide.net/uploads/3/9/2/2/392267/critical-thinking-workbook.pdf</a></p>
<b>Learning method</b>	Group discussion, guided discussion
<b>Visual support</b>	Flipchart

# # 16

## A basic parliamentary debate on a given topic related to violent extremism

Exercise No. 16	A basic parliamentary debate on a given topic related to violent extremism
<b>Objective</b>	<ul style="list-style-type: none"> <li>• To help improve general communication skills</li> <li>• To help improve confidence</li> <li>• To encourage quick thinking skills</li> <li>• To encourage listening skills</li> <li>• To encourage &amp; improve rebuttal skills</li> </ul>
<b>Target audience</b>	Age groups – puberty/teenage
<b>Timing</b>	30-40 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen
<b>Description</b>	<p>In a parliamentary debate, two small teams of students are allocated opposing points of view and must try to persuade an audience to agree with them.</p> <p>A parliamentary debate is a good format to encourage students to speak for more extended periods, or for when you want to show a debate to an audience. There are two teams in the debate, the proposition (who support the motion and are in effect the government) and the opposition (who are against the motion).</p> <p>Each team has the same number of speakers, and the speakers take turns to make speeches to the audience, starting with the proposition and then alternating between the two sides. Speeches normally last a few minutes, and there is a timekeeper who makes sure people don't speak for too long.</p> <ul style="list-style-type: none"> <li>- After the speakers have made their speeches, the audience get a chance to make comments or ask questions in the floor debate.</li> <li>- Following the audience's floor debate, there are usually summary speeches from the final speakers on both teams.</li> <li>- The audience then votes for the side they agree with. This is like a vote in a parliament, congress, or senate.</li> </ul>

	<ul style="list-style-type: none"><li>- There is a chairperson who oversees the debate and is not on either team. The chairperson introduces the speakers and runs the vote at the end. They act like the Speaker in the House of Commons or the President of the Senate in Chile.</li></ul>
<b>Learning method</b>	Demonstration, group discussion, guided discussion
<b>Visual support</b>	Smart board, video projector screen



## Further resources

- <http://sciencecases.lib.buffalo.edu/cs/pdfs/Intimate%20Debate%20Technique-Pot-XXXVI-4.pdf>
- [https://blogs.shu.ac.uk/shutel/files/2014/10/TeachingApproachesMenu\\_fullversion07external.pdf](https://blogs.shu.ac.uk/shutel/files/2014/10/TeachingApproachesMenu_fullversion07external.pdf)
- <https://howdoihomeschool.com/2019/01/29/benefits-debating-education-importance/>
- <https://blogs.shu.ac.uk/shutel/2014/09/02/debate-an-approach-to-teaching-and-learning/>
- [https://www.researchgate.net/publication/298334162\\_Debate\\_learning\\_method\\_and\\_its\\_implications\\_for\\_the\\_formal\\_education\\_system](https://www.researchgate.net/publication/298334162_Debate_learning_method_and_its_implications_for_the_formal_education_system)

## Logistics

- Working space description: at least 2 laptops, notebooks and pen for all participants, 1 whiteboard/flipchart and markers, chairs that can be placed flexibly around the room, video projector
- Lab support: Internet access, links available (see above)



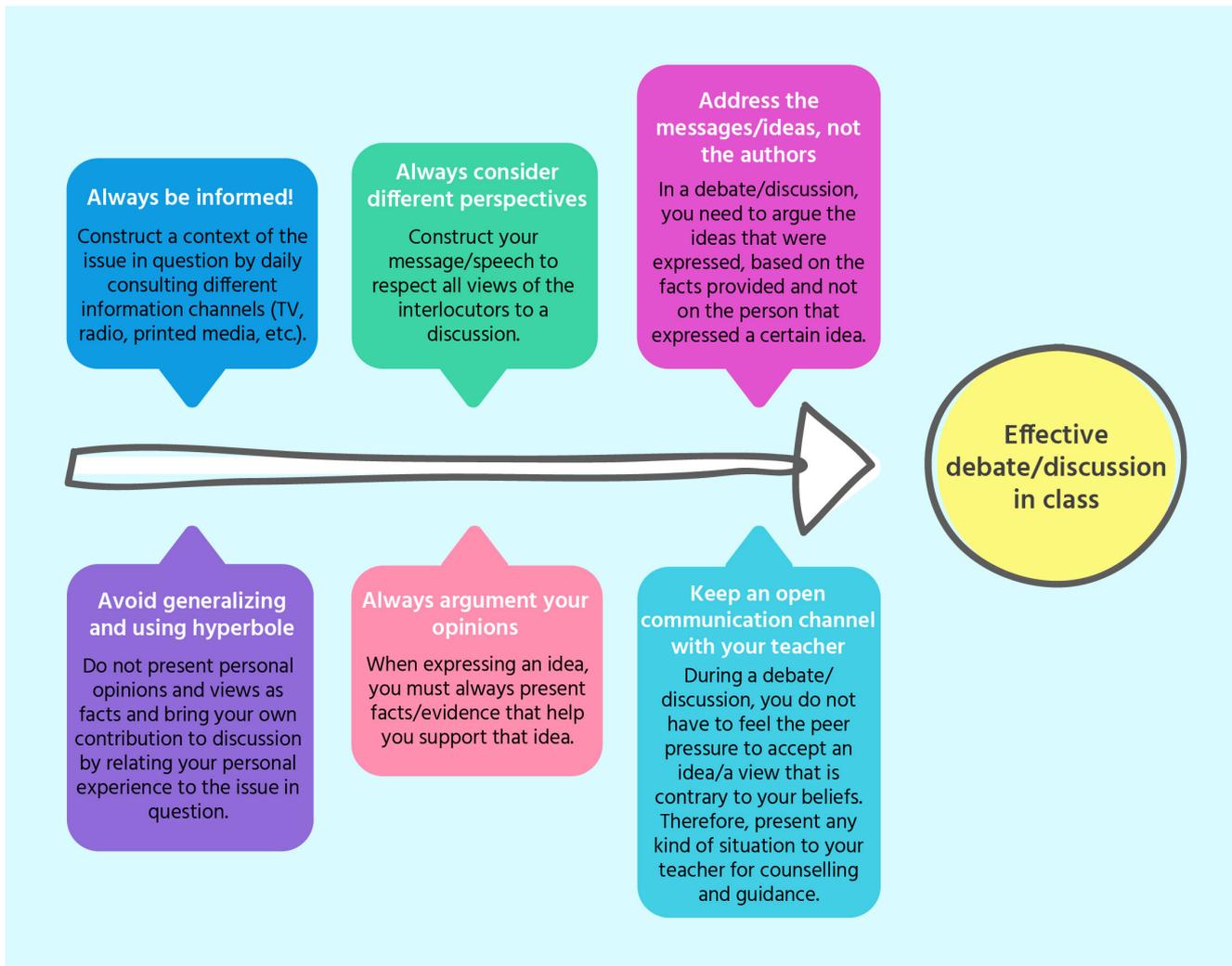
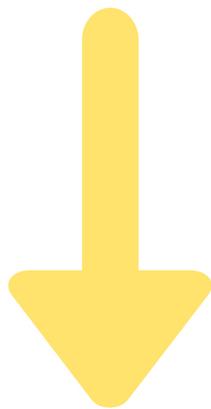


Figure 3. Tips for debate

## 12 STEPS TO ENHANCE CRITICAL THINKING SKILLS



- ▶ What do I think I know?
- ▶ Do I have proof, evidence?
- ▶ Can I factcheck what I believe to be true?
- ▶ Is my conviction based on emotion?
- ▶ Is my conviction based on social norms and cultural values in my community?
- ▶ Are there any fallacies in my reasoning?

- ▶ What is the evidence behind the other party's point of view?
- ▶ How reliable is the source?
- ▶ How reliable is the evidence?
- ▶ Are there details that have been omitted?
- ▶ Can the opposing party have a hidden agenda?
- ▶ Are there any fallacies in their reasoning?

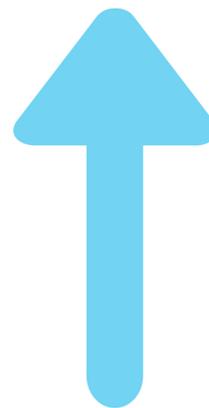


Figure 4. 12 steps to enhance critical thinking skills

## SPOT THE LOGICAL FALLACY



**ROBOTS SHOULD TAKE OVER THE WORLD!**

Premise accepted. Please state your arguments.



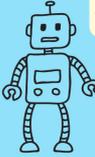
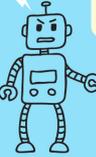
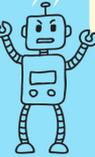
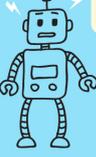
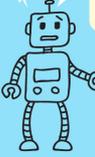
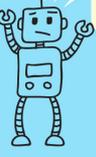
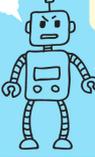
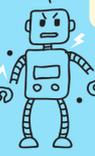
 <p>When I landed my spaceship, two people were sitting on the pavement and watching me. Then, they started to yell. Humans are ugly, fat, and impolite.</p> <p><b>HASTY GENERALIZATION</b> You have not met and examined enough humans to draw a conclusion.</p> 	 <p>How can we trust and work together with humans! Remember how they yelled at us?</p> <p><b>RED HERRING</b> That meeting was not pleasant, but it does not prove a rule and it is taking us away from the main topic.</p> 
 <p>Humans seem to like to give us orders, how can we be nice to them? They will turn us into slaves!</p> <p><b>SLIPPERY SLOPE</b> The first event will not necessarily lead to such an extreme result.</p> 	 <p>Human babies are helpless and they grow very slow. How can we be sure they will become competent adults?</p> <p><b>GENETIC FALLACY</b> You cannot judge a thing based on its origins.</p> 
 <p>Robots are better leaders because of superior leadership skills.</p> <p><b>CIRCULAR ARGUMENT</b> You claim to prove your argument by repeating it.</p> 	 <p>Where is your robot pride?</p> <p><b>AD POPULUM</b> You are appealing to my emotional circuits instead of presenting facts.</p> 
 <p>Why do you hate robots so much?</p> <p><b>STRAW MAN</b> You are delegitimizing my perspective by putting false claims into my mouth.</p> 	 <p>The humans who make me do math for them are worse than MagmaDroid, Melter or Hard Drives!</p> <p><b>MORAL EQUIVALENCE</b> Your comparison is unfair and inaccurate.</p> 
 <p>It is better to destroy the humans than let the humans destroy us.</p> <p><b>EITHER/OR</b> There's no black and white reality. Please consider all possible outcomes!</p> 	 <p>Those evil humans need to be stopped!</p> <p><b>BEGGING THE CLAIM</b> You must prove they are evil before using it in your argument.</p> 
 <p>I met a human, and then I began malfunctioning. Humans are to blame!</p> <p><b>POST HOC ERGO PROPTER HOC</b> Just because B followed A does not mean A caused B.</p> 	 <p>I conclude you should not be debating while you are malfunctioning.</p> <p><b>AD HOMINEM</b> That is attacking me and not my arguments!</p> 

Figure 5. Logical fallacies

# DEBATING

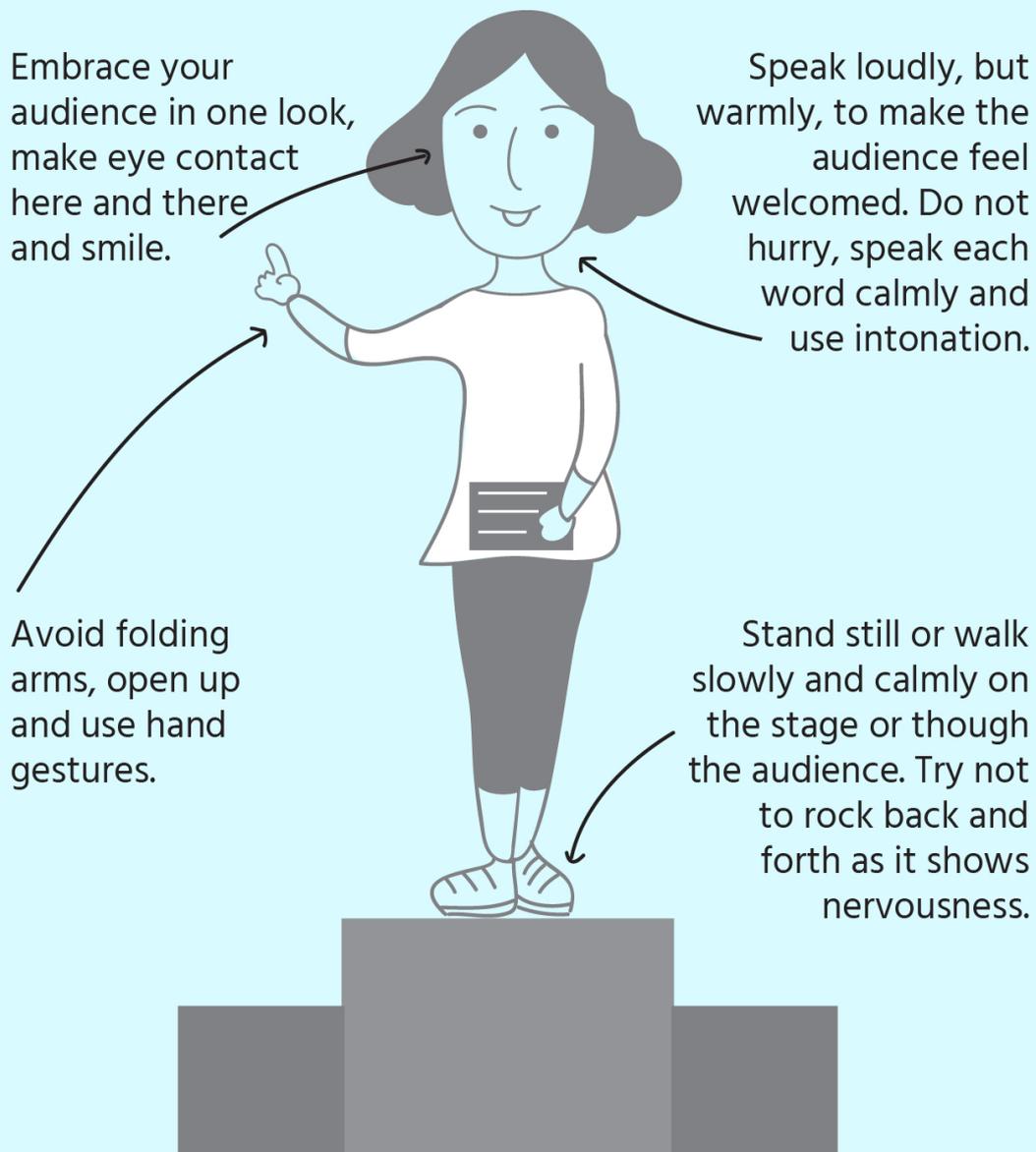


Figure 6. Debating

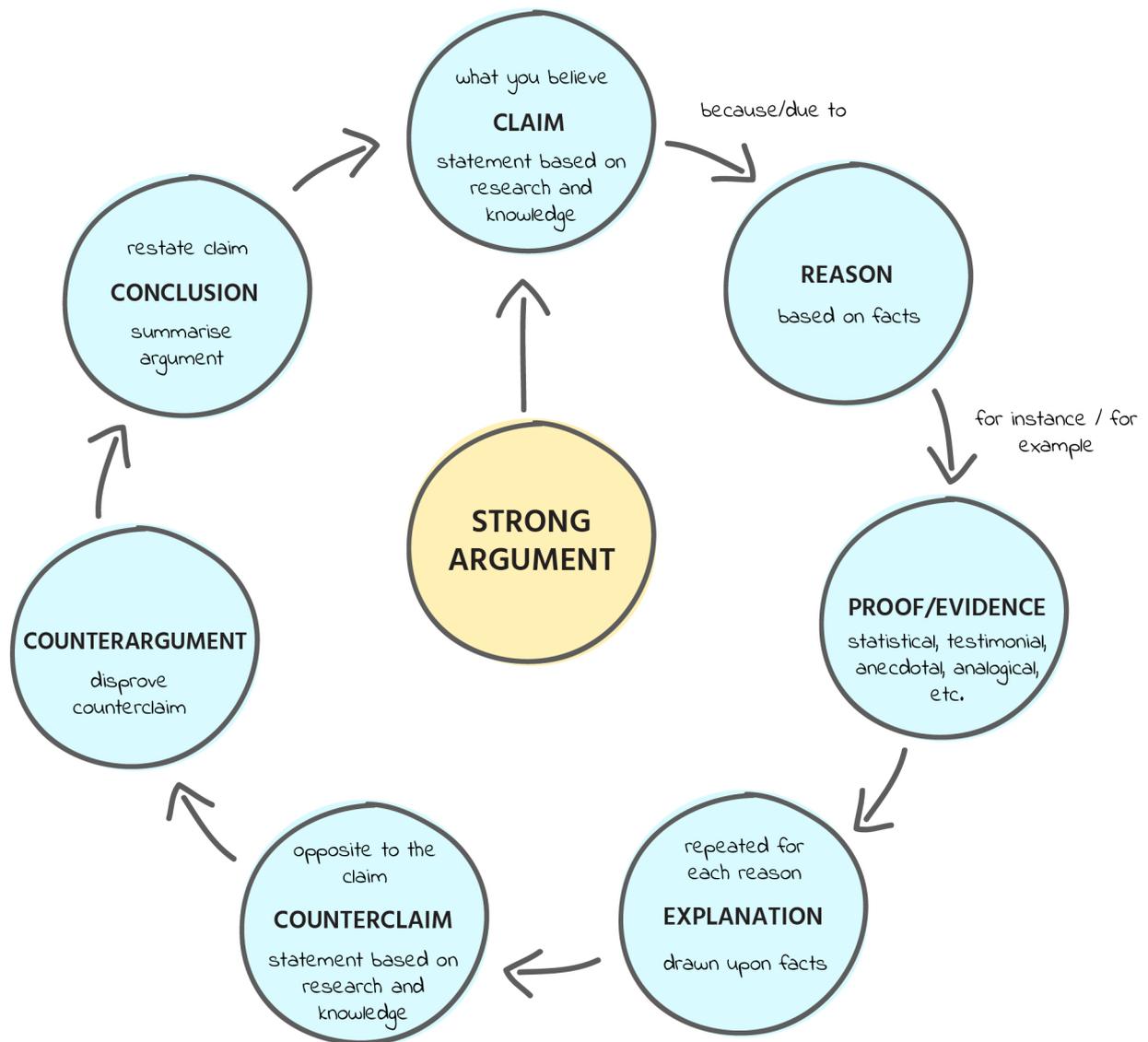


Figure 7. Composition of a strong argument



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