



DEBATE TOOLKIT



for vocational education and
training

*A practical resource for VET teachers
ready to bring structured debate into
the classroom*

Voice of vocation, Zagreb, 2026.



Imprint

Voice of Vocation — Toolkit for the implementation of debate methodology in VET

Publisher: Croatian Debate Society (Hrvatsko debatno društvo, HDD)

Editors: Ivona Anić and Branimira Penić

Authors: The Voice of Vocation consortium

Place and year: Zagreb, 2026

Funding: Co-funded by the European Union through the Erasmus+ Programme (Key Action 2: General Education). Total project funding: €400,000.

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or Agency for Mobility and EU Programmes (AMEUP). Neither the European Union nor AMEUP can be held responsible for them.

Project partners

- Croatian Debate Society — Croatia
- Škola za cestovni promet — Croatia
- Associazione Società Nazionale Debate Italia — Italy
- IISS Pietro Sette — Italy
- Debating Society Germany e.V. — Germany
- Berufliches Schulzentrum Bietigheim-Bissingen — Germany
- Otvorena komunikacija — Serbia
- Ekonomsko-trgovinska škola — Serbia
- International Debate Education Association (IDEA) — Netherlands / international network



Introduction

Welcome to the Voice of Vocation Debate Toolkit — a practical resource for teachers who want to bring the art of debate into vocational schools.

The toolkit was developed as part of Voice of Vocation (Erasmus+ KA2: General Education), a project that supports VET teachers, their students, and youth-focused organisations working alongside vocational schools. It responds to several EU recommendations that highlight the role of debate in helping vocational students build resilience, employability, social inclusion, active citizenship, lifelong learning skills, and personal confidence.

The toolkit builds on the Methodological Guide (WP2), which introduced the foundational concepts of debate education. Where the Guide explains the what and the why, this toolkit delivers the how — a hands-on instrument designed to support real teaching, in real classrooms.

It is written for VET teachers with no prior debate experience, as well as those already comfortable with discussion-based methods. Lessons can be adapted to different vocational profiles, class sizes, and time slots — and they do not require participation in competitive debating. Teachers are encouraged to select, combine, and modify activities to fit their curricula and students.

How was the toolkit created?

The toolkit was developed under WP3 (Implementation Toolkit), coordinated by the Road Traffic School in Croatia. The process brought together debate experts and VET teachers across Europe to ensure the result is theoretically sound and classroom-ready.

◆ How it was built

- Content design — debate organisations (HDD, OK, DSG, SNDI, IDEA) worked with VET teachers to create lesson plans and stand-alone exercises.
- Testing — activities were piloted in over 30 schools with more than 40 teachers across four countries, covering diverse vocational profiles and contexts.
- Feedback integration — teachers and students shaped the materials through structured feedback rounds.
- Teacher training — 32 teachers received international training, providing additional in-depth insight into how the toolkit performs in practice.

Using the Guide and Toolkit together

The toolkit is part of a wider resource suite. To get the most out of it, we recommend the following sequence:

- ▶ **Start with the Guide** — Get a feel for the goals, structures, and pedagogy — the what and the why.

- ▶ **Move to the Toolkit** — Pick a lesson plan or stand-alone exercise that fits your subject, group, and time slot — anything from a quick warm-up to a full-period plan.
- ▶ **Add e-learning** — Use the online modules for your own development and for short student primers (e.g. a video on argumentation).
- ▶ **Track impact** — Apply the rubrics and feedback forms in the appendices and run small implement → feedback → adjust cycles.

How the toolkit is organised

The toolkit contains two kinds of lessons:

◆ Two lesson types

- Debate lessons — focused on teaching debate skills and structure.
- Topical lessons — exploring real-world issues using debate as the teaching method.

Every lesson opens with clearly defined objectives, an estimated duration, and the materials you will need, followed by step-by-step instructions designed to help you deliver the session with confidence.

The toolkit is not meant to be rigid. Skip steps, adapt tasks for your group, shorten or extend lessons, or combine several lessons into one — whatever serves your students best.

We also include a suggested sequence for the debate lessons, drawn from years of debate-club experience. Two tracks are offered:

◆ Two learning tracks

- Basic Track — a lighter introduction to debate, ideal for shorter time commitments.
- Advanced Track — a deeper, more comprehensive programme for teachers with more time and motivated students.

Short summaries of common debate formats are included for teachers who want to learn more or explore competitive debating.

Inclusion and accessibility run through the entire toolkit. A dedicated set of inclusion guidelines helps you adapt debate-based activities to diverse learning needs, vocational profiles, language levels, and classroom dynamics — so that every student can engage meaningfully, regardless of prior experience or confidence.

Debate Lesson Plans

This section contains a structured set of debate lessons designed to introduce students to debate gradually while building key transferable skills — critical thinking, argumentation, public speaking, research, teamwork, and active listening — alongside respectful engagement with different perspectives.

Each lesson is designed for a 45-minute class. Teachers should adapt freely: split lessons across multiple sessions, expand them when more time is available, or move tasks to homework or research preparation.

Lessons follow a logical progression — from basic concepts through to case building, refutation, and structured public speaking. Two tracks are provided to fit different classroom realities.

Basic Track — suggested sequence

A lighter, accessible introduction. Works as a stand-alone programme or as a foundation for further work.

- 1. Debate exercises for negotiation, communication & presentation** — Pick one or more warm-up activities to build confidence and teamwork.
- 2. Definitions** — How to define key terms in a motion to ensure clarity and avoid misunderstandings.
- 3. Motion analysis** — Breaking down a motion, identifying stakeholders, and outlining likely impacts.
- 4. Research** — Finding, selecting, and using reliable information and evidence.
- 5. Build your argument** — Developing clear, logical, and persuasive arguments step by step.
- 6. Building a plan: how to create a model in policy debate** — Designing and presenting a workable plan for policy motions.
- 7. Case building** — Organising arguments and models into a coherent, persuasive team case.
- 8. Refutation** — Techniques for responding to and weakening opposing arguments effectively.
- 9. Questioning** — Strategic questioning and cross-examination to challenge the other side.
- 10. Public speaking** — Improving delivery, confidence, and style while presenting arguments.

Advanced Track — suggested sequence

A deeper, more comprehensive programme for teachers with more time and motivated students.

- 1. Debate exercises for negotiation, communication & presentation** — Warm-up activities to build confidence and teamwork.
- 2. The way of thinking in debate** — The mindset and perspective-shifting that debate requires.
- 3. Understanding types of motions in the WSD format** — Categorising and recognising different motion types.
- 4. Definitions** — Clarifying terms in a motion.
- 5. Motion analysis** — Breaking down motions, identifying stakeholders and impacts.
- 6. Research** — Finding evidence and reliable information.

- 7. Argumentation** — Building logical, persuasive claims.
- 8. Logic in debate** — Understanding reasoning and avoiding fallacies.
- 9. Build your argument** — Structuring arguments clearly and persuasively.
- 10. Model** — What models are and when to use them.
- 11. Building a plan: how to create a model in policy debate** — Step-by-step construction of policy models.
- 12. Case building** — Putting arguments and models together into a strong case.
- 13. Refutation** — Effectively countering opposing arguments.
- 14. Questioning** — Cross-examination and strategic questioning.
- 15. Public speaking** — Delivery, style, and presence.
- 16. Time management in debate** — Organising speeches and strategy within time limits.
- 17. Adjudication in debate** — The role of judges and the criteria for winning debates.
- 18. How to create a business plan** — Debate as a tool for entrepreneurship.
- 19. Developing a business plan (extended workshop)** — An applied project combining debate skills with business planning.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 1

Debate Exercises for Negotiation, Communication & Presentation

A flexible bank of warm-ups that build confidence, teamwork, and the habits of structured argument.

DURATION

45 min

LEVEL

Beginner

GROUP

10–30

◆ Learning objectives

- Develop fluency in expressing and adjusting opinions.
- Build confidence in public speaking through low-stakes practice.
- Encourage active listening, perspective-taking, and respect for differing views.
- Introduce the foundations of critical thinking and structured argument.

■ Materials & tools

- Open space large enough for students to move freely.
- Signs marked Strongly Agree, Agree, Disagree, Strongly Disagree (printed or chalk).
- A list of propositions relevant to students' lives or vocational fields (see below).

Lesson flow

WARM-UP

5 min

Set the tone

- Establish ground rules: respect different viewpoints; listen before responding.
- Briefly explain how the activity connects to debate skills.

ROUND 1

10 min

Four Corners

Set-up

- Mark four corners of the room: Strongly Agree, Agree, Disagree, Strongly Disagree.

Activity

- Read out a proposition. Students move to the corner that best matches their view.
- Each corner discusses why they chose that position.
- One student per corner presents their reasoning (intro – body – conclusion).
- After hearing every side, students may move corners if their view has shifted.

ROUND 2

10 min

Spectrum line

- Place a line across the room from Strongly Agree to Strongly Disagree.
- Read a new proposition. Students place themselves anywhere on the line.
- Pick three points along the line for short statements; encourage students to move if persuaded.

ROUND 3

15 min

Mini-arguments in pairs

- Pair students up and assign a third proposition.
- Each pair has 5 minutes to draft a 1-minute argument together.
- Pairs deliver back-to-back to a neighbouring pair, then swap and reflect.

DEBRIEF

5 min

Reflect

- Has the exercise changed how you see the topics?
- Did you change your mind? Why or why not?
- Which arguments felt most convincing — and what made them so?

Activities & worksheets

✦ Sample propositions

- Practical skills are more valuable than theoretical knowledge in today's workforce.
- Vocational students should have mandatory internships during their training.
- Students should specialise in a career field earlier in their education.
- Uniforms should be mandatory in vocational schools.
- Students should have more say in designing their school curriculum.
- Social media has a more positive than negative impact on society.
- Artificial intelligence will take over most human jobs within 20 years.

- Globalisation has a positive impact on local trades.

★ Tips & tricks

- Use propositions students care about — vocational, school, or social topics.
- Keep the atmosphere supportive; emphasise that there are no right or wrong answers.
- Make sure every student speaks at least once, even briefly.
- Have follow-up questions ready to draw out quieter students.

✓ Assessment

- Observe how clearly students articulate and adjust their opinions.
- Watch for active engagement: movement, questions, and willingness to change positions.
- Use the debrief to check whether students can explain why arguments were persuasive.

DEBATE LESSON 2

The Way of Thinking in Debate

A deeper dive into reasoning techniques: hypotheses, scenarios, and the “Chain of Whys.”

DURATION

90 min

LEVEL

Advanced

GROUP

16–25

◆ Learning objectives

- Develop logical and argumentative reasoning skills.
- Master techniques for forming hypotheses and building reasoning chains.
- Improve the ability to construct structured arguments.
- Sharpen critical thinking inside a debate context.
- Analyse and evaluate arguments under scrutiny.

■ Materials & tools

- Flashcards with hypothetical scenarios (see Scenario bank).
- Worksheets 1–5 from the appendix.
- Reference materials for inductive and deductive reasoning.

Lesson flow

OPEN

15 min

Hypothetical thinking & reasoning models

Hypothetical thinking (10 min)

- Distribute scenario flashcards. Students develop possible reasoning chains.
- Example prompt: “If a universal basic income were introduced, what would change economically and socially?”

Reasoning models (5 min)

- Introduce inductive and deductive reasoning, then the Chain of Whys.

CORE

25 min

Reasoning techniques

Hypothesis-formation methods

- Guiding questions: what – why – how.
- “What would happen if...?” for alternative scenarios.
- “Chain of Whys” — five iterations to reach root causes.

Practical examples

- Build alternative scenarios (e.g. AI in education).
- Analyse variables that change outcomes.
- Evaluate direct and indirect consequences.

EXERCISE

35 min

Group exercise: mansplaining

- Form 4–5 groups of 4–5 students.
- Topic: dynamics, impact, and counter-strategies for mansplaining.
- Each group produces (a) a 5-step Chain of Whys, (b) three hypothetical scenarios, and (c) a list of likely counter-arguments.
- Each group presents for 5 minutes; discussion follows.

CLOSE

15 min

Reflection

- Which strategies emerged that students plan to reuse?
- Where did the reasoning get stuck — and how did teams unstick it?
- What does this exercise reveal about how arguments are built?

Activities & worksheets

✦ Scenario bank — flashcards

1. Universal basic income — economic and social consequences (Chain of Whys + 3 direct + 3 indirect consequences).
2. All school exams replaced by practical projects — variables, pros, cons.
3. AI diagnoses diseases better than doctors — build two alternative scenarios.
4. Social media banned for under-16s — direct, indirect, and unintended consequences.
5. Four-day working week — apply both deductive and inductive reasoning.
6. Free university education — develop a five-step Chain of Whys.
7. Free public transport in all cities — analyse variables and build scenarios.
8. 100% renewable energy in five years — economic, employment, and geopolitical impacts.

✦ **Assessment rubric**

- Logical Coherence: arguments structured, easy to follow. /10
- Depth of Analysis: thorough, insightful, well-supported. /10
- Counter-arguments: clearly identified and effectively addressed. /10
- Originality: creative, distinctive approach. /10
- Total: ____ / 40

★ **Tips & tricks**

- Use evaluative criteria visibly: logical coherence, depth of analysis, anticipation of counter-arguments, originality.
- Encourage groups to record each step on flipchart paper so reasoning chains stay visible.
- If time is tight, run only the Chain of Whys exercise — it carries most of the lesson's value.

✓ **Assessment**

- Use the rubric (Logical Coherence / Depth of Analysis / Counter-arguments / Originality, scored 0–10 each).
- Optional homework: analyse a real public debate and map its reasoning structure.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 3

Understanding Types of Motions in WSD

Recognise and categorise value, policy, and factual motions — and learn what each type demands.

DURATION

45 min

LEVEL

Beginner–Intermediate

GROUP

15–30

◆ Learning objectives

- Understand the three main motion types in World Schools Debate: value, policy, factual.
- Identify the key features of each type.
- Practise recognising and categorising motions.
- Develop awareness of the reasoning each type calls for.

■ Materials & tools

- Whiteboard or flipchart.
- Printed handouts with nine mixed motions (three of each type).
- Markers or pens.

Lesson flow

OPEN

5 min

Anchor the question

- Pose: “What is a debate motion?”
- Quick example: contrast a value motion (“This House values art over science”) with a policy motion (“This House would ban single-use plastics”).

MINI-LECTURE

15 min

The three motion types

Value motions

- About what is good, right, important, or just. They turn on principles, not actions.

- Example: This House believes that freedom is more important than security.

Policy motions

- Propose a specific course of action — usually signalled by would.
- Example: This House would ban smoking in all public places.

Factual motions

- Claim something is or isn't true, focused on evidence.
- Example: This House believes that climate change is mainly human-caused.

EXERCISE

15 min

Sort the motions

- Distribute nine mixed motions; students categorise individually, then compare in pairs.
- Whole-class debrief: focus on edge cases and disagreements.

CLOSE

10 min

Reflect

- Which type was hardest to recognise? Why?
- How would your strategy differ for a value vs. a policy motion?

Activities & worksheets

✦ Motion bank for the sort

1. This House believes that social media does more harm than good.
2. This House would ban the sale of energy drinks to minors.
3. This House believes that climate change is the greatest threat to humanity.
4. This House would implement universal basic income.
5. This House believes that beauty standards are socially constructed.
6. This House would abolish the death penalty.
7. This House believes that space exploration is a waste of resources.
8. This House would require mandatory military service for all citizens.
9. This House believes that AI will replace most human jobs within 20 years.

★ Tips & tricks

- If the same motion can read as two types, ask which kind of evidence wins it — that usually decides.
- Keep the quick-reference card visible: VALUE = principle, POLICY = action, FACTUAL = evidence.

✓ **Assessment**

- Quick check: give five new motions and ask students to label each.
- Observe accuracy and confidence during the sort exercise.

DEBATE LESSON 4

Definitions: Defining the Motion

How proposition teams set up — and opposition teams challenge — the framework of a debate.

DURATION

45 or 90 min

LEVEL

Beginner

GROUP

any

◆ Learning objectives

- Set up the basic framework for a debate team's case.
- Identify vague or ambiguous terms in a motion.
- Practise writing definitions that are fair, debatable, and understandable.
- Recognise weaselling and learn how the opposition can challenge it.

■ Materials & tools

- Slips of paper with motions printed on them.
- Whiteboard or flipchart for class examples.

Lesson flow

MINI-LECTURE

15 min

Why definitions matter

- Proposition needs — and gets — to set the content framework of the debate.
- Definitions are the first speaker's job for the proposition side.
- A good definition is fair, debatable, and understandable to an averagely educated audience.

Worked example

- Motion: This House would make corporate boards 50% female.
- Where? — limit to liberal democracies if needed; don't pretend Iran or Saudi Arabia will adopt this.
- Who enforces? — typically national governments and parliaments.
- What does "compulsory" mean? — synonymous with mandatory or required by law.

PRACTICE

10 min

Group definitions

- Hand out motion slips. Students identify ambiguous terms.
- Each group writes a one- or two-sentence definition that frames the debate fairly.

SHARE

20 min

Read-out & discussion

- Groups read their motion and definition aloud.
- Class discusses whether the definition is fair, restrictive, or weaselling.

What is weaselling?

- Restricting the motion so that the proposition only argues the easy ground (e.g., setting a women-on-boards debate exclusively in Scandinavia). Judges penalise it.

Activities & worksheets

✦ Motion bank — beginners

- THBT public transport should be free.
- THBT there is too much advertising in sports.
- THBT all pupils should wear school uniforms.

✦ Motion bank — juniors

- THBT advertising should not be aimed at children.
- THW make teacher evaluation mandatory.
- THBT the EU is a model for the world.
- THW lower the voting age.

✦ Motion bank — seniors

- THBT the welfare state should be scrapped.
- THW limit media reporting of terrorist atrocities.
- TH supports quotas for women in national parliaments.

★ Tips & tricks

- Most definitions should take well under a minute of speaking time — keep them tight.
- Have a few high-quality motions written by you ready to swap in if students draw blanks.
- When opposition challenges a definition, they must offer a replacement, not just object.

✓ Assessment

- Did the student identify the vaguest parts of the motion?
- Did the student flag terms that could be misinterpreted?
- Did the definition create a clear and fair territory for both sides?
- Was the definition reasonable for an averagely educated audience?

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 5

Motion Analysis

Break a motion into its conflict, stakeholders, impacts, and assumptions before a single argument is written.

DURATION

90 min

LEVEL

Beginner–Intermediate

GROUP

15–30

◆ Learning objectives

- Equip teachers with tools to teach motion analysis effectively.
- Identify conflicts, stakeholders, and impacts in any motion.
- Develop critical thinking, structured reasoning, and argumentation.

■ Materials & tools

- Whiteboard / flipchart and markers.
- Printed examples of motions of varied topics and complexity.
- Motion-analysis worksheets.
- Timer; presentation slides outlining the framework.

Lesson flow

OPEN

15 min

What does it mean to analyse a motion?

- Walk through a simple motion live: This House would ban single-use plastics.
- Surface the central conflict (environment vs. convenience).
- Introduce the five guiding questions used throughout the lesson.

EXERCISE

15 min

Sort by motion type

- Distribute mixed motions; students categorise them as value, policy, or factual.
- Brief debrief: connect motion type to the kind of analysis it demands.

FRAMEWORK**15 min****Conflict – Stakeholders – Impacts – Context – Feasibility****Conflict**

- Identify the central tension at stake.

Stakeholders

- Who is affected? Individuals, institutions, the environment.

Impacts

- Consequences for each stakeholder, short and long term.

Context

- Cultural, political, social setting.

Feasibility

- Is this proposal realistic?

GUIDED**20 min****Group analysis**

- Assign motion (e.g., This House would lower the voting age to 16).
- Each group answers: What problem is being addressed? Who benefits and who loses? What are the likely outcomes?
- Teacher circulates with probing questions.

SHARE**20 min****Group presentations**

- Each group presents its analysis (3 minutes).
- Feedback focuses on clarity and depth.

CLOSE**5 min****Wrap-up and Q&A**

- Recap key takeaways. Reinforce that analysis comes before argument-building.

Activities & worksheets**✦ Sort exercise — mixed motion bank**

- This House believes that social media does more harm than good. (value)
- This House would ban the sale of energy drinks to minors. (policy)

- This House believes climate change is the greatest threat to humanity. (value)
- This House would implement universal basic income. (policy)
- This House believes that AI will replace most jobs in 20 years. (factual)
- This House would ban animal testing for medical research. (policy)

✦ Quick quiz

1. Primary goal of motion analysis: (a) memorise facts (b) identify conflicts, stakeholders, impacts (c) decide a winner (d) categorise complexity.
2. In “THW ban single-use plastics”, who is a stakeholder? (a) Wildlife (b) Governments (c) Consumers (d) All of the above.
3. A value motion focuses on: (a) action (b) beliefs/principles (c) facts (d) stakeholders.

★ Tips & tricks

- Use relatable examples to ease students into harder motions.
- Increase complexity gradually as students gain confidence.
- Emphasise that there are no “wrong” answers in analysis — only weaker or stronger reasoning.

✓ Assessment

- Observe group participation and engagement during exercises.
- Evaluate the quality of motion analyses presented.
- Use the short quiz in the appendix to check understanding.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 6

Debate Research: Fast Facts for Strong Arguments

A 45-minute drill in finding, judging, and presenting credible information at speed.

DURATION

45 min

LEVEL

Intermediate

GROUP

15–30

◆ Learning objectives

- Build research skills focused on speed and accuracy.
- Encourage critical thinking about source credibility and relevance.
- Build confidence in presenting findings clearly.
- Connect research to industry-relevant topics.

■ Materials & tools

- Devices with internet access (smartphones, tablets, computers).
- Industry-relevant debate topic per group (see topic bank).
- Timer; flipchart for summarising group findings.

Lesson flow

OPEN

5 min

Why research matters

- Frame the three pillars of good debate research: relevance, credibility, clarity.
- Form groups of 3–4; assign one industry topic to each group.

RESEARCH

15 min

Hunt-and-gather

- Each group splits roles: scout, fact-checker, scribe.
- Teacher circulates, nudges groups towards credible sources, away from rabbit-holes.

PRESENT

20 min

Two-minute briefings

- Each group has 2–3 minutes to present: topic overview, two key findings, one open question.
- Short Q&A after each briefing.

CLOSE

5 min

Reflect

- What was hardest about researching at speed?
- How did groups decide what to include — and what to drop?

Activities & worksheets

✦ Industry-relevant topic bank

- Automation and job availability in manufacturing, retail, or healthcare.
- Sustainability practices in local businesses.
- Apprenticeships vs. classroom-only education for career outcomes.
- Electric vehicles and the automotive industry.
- Social media marketing for SMEs.
- Renewable-energy careers for vocational students.
- VR-based training in welding, healthcare, or aviation.
- Fast fashion and sustainable alternatives in textiles.

★ Tips & tricks

- Use topics that map to students' vocational fields for higher engagement.
- Pre-curate two or three reliable starting sources for groups that get stuck.

✓ Assessment

- Are students dividing tasks and collaborating effectively?
- Are arguments backed by credible evidence?
- Watch participation during Q&A and reflection.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 7

Exploring Opinions and Building Arguments

The 4 Corners of Debate — a movement-based way to surface, defend, and adjust opinions.

DURATION

45 min

LEVEL

Beginner

GROUP

10–30

◆ Learning objectives

- Develop fluency in expressing opinions.
- Promote active listening and adaptability.
- Build confidence in defending or adjusting viewpoints.
- Introduce the foundations of critical thinking and argumentation.

■ Materials & tools

- Open space for movement.
- Five signs: Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree.
- Statements relevant to students' vocations and lives.

Lesson flow

OPEN

5 min

Set the stage

- Explain the link between this activity and debate skills.
- Frame the principles: critical thinking, listening, adapting.

ROUND 1

10 min

Statement & movement

- Read the first statement.
- Students move to the position that reflects their opinion.
- Pull two or three students from each position to explain their reasoning.

- Invite anyone who has been persuaded to switch positions.

ROUND 2

10 min

Sharper claims

- New statement; repeat the cycle.
- Highlight any visible shifts and ask why those shifts happened.

ROUND 3

10 min

Higher-stakes claims

- Run a final, more demanding statement.
- Push students to give one piece of evidence with their position.

DEBRIEF

5 min

Reflect

- What did you learn from listening?
- Was it hard to change your mind? Why?
- Reinforce open-mindedness and respect.

Activities & worksheets

✦ Sample statements

- Practical skills are more valuable than theoretical knowledge today.
- Vocational students should have mandatory internships.
- Students should specialise earlier in their education.
- Uniforms should be mandatory in vocational schools.
- Students should have more say in designing the school curriculum.
- Social media has more positive than negative effects.
- AI will take over most human jobs within 20 years.
- Globalisation has a positive impact on local trades.

★ Tips & tricks

- Pick statements that students care about — vocational topics work well.
- Stress that there are no right or wrong answers.

- Make sure quieter students get a turn, even briefly.
- Have follow-up questions ready in case discussion stalls.

✓ **Assessment**

- Watch how clearly students articulate opinions during movement.
- Score participation: did everyone engage?
- Listen for thoughtful reflection during the debrief.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 8

Logic in Debate

The mechanics of arguments, fallacies, and how to score reasoning quality.

DURATION

90 min

LEVEL

Beginner / Early Intermediate

GROUP

10–25

◆ Learning objectives

- Understand the mechanisms behind arguments, examples, and rebuttals.
- Use those mechanisms to construct effective arguments and rebuttals.
- Evaluate logical strength across different arguments.

■ Materials & tools

- Whiteboard.
- Worked examples on social media, school uniforms, etc. (see activity card).
- Printable rubric for scoring arguments.

Lesson flow

OPEN

10 min

What makes an argument convincing?

- Ask the class. Capture answers on the board.
- Introduce key vocabulary: argument, premise, example, impact.
- Walk through a worked example aloud.

EXPLORE

20 min

Argument mechanisms

- Small groups (3–4) take the prompt: We should ban homework.
- Each group picks one argument and finds rebuttals against it.
- Whole class debriefs — teacher introduces common fallacies as they arise.

BUILD**30 min****Construct & rebut**

- Prompt: There should be an age restriction on social media.
- Assign students to pro or contra; each writes a 10-minute argument.
- Pair across sides; 10 minutes of mutual rebuttal.
- Whole class: what made the strongest arguments harder to rebut?

EVALUATE**20 min****Score logical strength**

- Present 3–4 sample arguments with planted issues (ad hominem, false dichotomy, sound, ...).
- Class scores them using the rubric in the appendix.
- Discuss why the rubric distinguishes strong from weak arguments.

CLOSE**10 min****Debrief**

- Recap argument, premise, example, impact.
- Each student writes one sentence on what they will do differently next time.

Activities & worksheets**✦ Sample arguments — School uniforms**

Pro (false dichotomy)

- “Without uniforms, students will dress inappropriately or waste their time on fashion” — ignores realistic dress codes.

Pro (clean argument)

- “Uniforms reduce visible socioeconomic markers, lowering bullying related to clothing.”

Anti (appeal to authority)

- “Leading psychologists agree uniforms suppress individuality” — leans on names instead of reasoning.

Anti (cherry picking)

- “One school in Hamburg saw no improvement, so uniforms don’t work” — generalises from a single case.

✦ Argument-scoring rubric

- Clarity of thesis (0–5)
- Strength of evidence (0–5)
- Explanation of impacts (0–5)
- Logical coherence (0–5)
- Engagement with counter-arguments (0–5)
- Total: ____ / 25

★ Tips & tricks

- Keep examples close to students' real lives — it improves engagement and recall.

✓ Assessment

- Written argumentative essay on a prompt.
- Prepared speech on a pre-defined argument.
- In-class debate scored with the same rubric.

DEBATE LESSON 9

Build Your Argument

The four parts of every strong argument: thesis, explanation, evidence, link.

DURATION

45 min

LEVEL

Beginner

GROUP

20–30

◆ Learning objectives

- Understand what an argument is and why it is the building block of debating.
- Identify the four main components of a strong argument.
- Build an original argument using those four components.

■ Materials & tools

- Whiteboard or projector.
- Sample arguments printed or projected.
- Argument-building worksheet (see appendix).
- Prepared simple debate motions.

Lesson flow

OPEN

5 min

What makes an argument convincing?

- Ask the class. Then explain: in debate, an argument is more than an opinion — it is built deliberately.

MINI-LECTURE

10 min

The four parts

1. Thesis (claim)

- The main point. Example: Homework should be limited to 30 minutes per day.

2. Explanation

- Why is this true or important? Example: Too much homework leads to stress and less time for rest.

3. Evidence

- Facts, examples, expert reasoning. Example: A 2023 WHO study links over an hour of homework with higher stress in teens.

4. Link to the motion

- Tie the argument back to the motion. Example: Limiting homework supports student well-being — which is what this motion is about.

GROUP WORK

15 min

Build an argument

- Groups of 2–4. Each group gets a motion (e.g. This House would ban homework).
- Build one strong argument using the four-part worksheet.
- Encourage creativity, but check each part for clarity and relevance.

SHARE

10 min

Group presentations

- Each group reads their argument aloud.
- Short feedback: Is the explanation clear? Is the evidence strong? Does it link?

WRAP

5 min

Recap

- Class names the four parts aloud.
- Optional exit ticket: write a four-part argument on “THW ban fast food in schools.”

Activities & worksheets

✦ Worksheet — Build your argument

- Motion / topic: _____
- 1. Thesis (claim) — your main point in one sentence.
- 2. Explanation — why is this true or important?
- 3. Evidence — what fact, example, or logic supports it?
- 4. Link — how does this help your side win?
- Final argument — write the full argument in one paragraph.

★ Tips & tricks

- Use real-life topics — they trigger better examples.
- Colour-code each part on the board to lock in the structure.
- Provide sentence starters for weaker writers (e.g. “One reason is...”, “This matters because...”).
- Make the four parts a habit by repeating them in every later lesson.

✓ Assessment

- Formative observation during group work and presentations.
- Optional written exit ticket.
- Peer feedback: ‘What was strongest in this argument?’

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 10

Building a Plan: Models in Policy Debate

A repeatable recipe — Problem → Cause → Agent → Mechanism → Cost — for any policy motion.

DURATION

45 min

LEVEL

Intermediate

GROUP

20–30

◆ Learning objectives

- Understand what a policy motion is and how it differs from value and factual motions.
- Identify the problem the motion addresses and its underlying causes.
- Build a clear, realistic model with an agent, a mechanism, and a cost.

■ Materials & tools

- Whiteboard or flipchart.
- Printed worksheet with guiding questions.
- Set of 3–5 policy motions for group work.
- Markers and sticky notes.

Lesson flow

OPEN

5 min

Why policy motions need models

- Recap: policy motions propose action.
- A model shows how the proposal will actually work in real life.

MINI-LECTURE

10 min

The five steps

Step 1 — Problem

- What issue exists in the status quo? (e.g. air pollution, food waste).

Step 2 — Cause

- Why does it exist? What keeps it going?

Step 3 — Agent

- Who implements the plan? (Government, schools, UN, EU...)

Step 4 — Mechanism

- What exactly will they do? (Ban, tax, regulate, subsidise...)

Step 5 — Cost

- What does it cost — financially, socially, politically? Is it realistic?

Worked example

- Motion: This House would ban fast-fashion advertising.
- Problem: overconsumption damages the environment. Cause: aggressive ads drive overbuying.
- Agent: government media authority. Mechanism: ban fast-fashion ads on public channels and social media. Cost: monitoring + industry pushback.

GROUP WORK

20 min

Build a model

- Groups of 3–4 with one policy motion each.
- Fill the worksheet: problem → cause → agent → mechanism → cost.
- Optional: 1–2 minute mini-presentation of each model.

DISCUSS

10 min

Reflect

- What was hardest? Did you disagree on the problem or cause?
- Which agent or mechanism was easiest to work with?

Activities & worksheets

✦ Worksheet — Building a model

- Motion: _____
- Step 1 — Problem: _____
- Step 2 — Cause(s): _____
- Step 3 — Agent: _____
- Step 4 — Mechanism: _____
- Step 5 — Cost (financial / political / social): _____

★ Tips & tricks

- Use motions students actually care about — phone bans, junk food, school uniforms.
- Visualise it: draw the chain on the board.
- Press feasibility constantly: 'Is this realistic? Who would oppose it?'
- Celebrate creativity, but reward feasibility.

✓ Assessment

- Informal observation during group work.
- Optional exit ticket: 'What makes a model strong in a policy debate?'
- Evaluate clarity and logic during mini-presentations.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 11

Case Building

From great arguments to a coherent team game-plan — with the SPERM model and tight opening statements.

DURATION

45 or 90 min

LEVEL

Beginner

GROUP

any

◆ Learning objectives

- Set up a debate team's overall framework — not just arguments, but the order, labels, and opening they use.
- Allocate arguments across speakers in a way that judges can follow.
- Write opening statements that signal the team's game plan in under a minute.

■ Materials & tools

- Slips of paper with motions printed on them.
- A blank case-building worksheet for each student.

Lesson flow

MINI-LECTURE

15 min

What case building is

- Judges score arguments AND coherence — does the team have a plan?

Case-building checklist

- What do we want to achieve / defend?
- What do we already know? What do we need to research?
- Which arguments support which goal?
- In what order should they be presented? How do we label each one?
- What does our opening statement look like?

Speaker allocation rule of thumb

- 1st speaker: definition + 2 arguments. 2nd speaker: 1 argument + rebuttal. 3rd speaker: rebuttal only — no new arguments.

PRACTICE

10 min

Case from a motion

- Hand out motion slips. Each group drafts: arguments, order, labels, and a 30–60 second opening statement.
- Encourage SPERM-style argument categories — Social, Political, Economic/Ethical/Environmental, Religious, Moral.

SHARE

20 min

Read-out

- Each group reads their opening statement and argument outline.
- Class assesses: is the strongest argument up front? Are labels memorable? Does the opening hint at a clear plan?

Activities & worksheets

✦ Case-building worksheet

- Motion: _____
- Why is this motion relevant? _____
- Intended goal(s): _____
- Stakeholders / agents: _____
- Argument categories used (SPERM): _____
- Argument I (1st speaker): _____
- Argument II (1st speaker): _____
- Argument III (2nd speaker): _____
- Opening statement (30–60s): _____

✦ Worked example — “THBT smoking should be banned in public areas”

Proposition opening

- “Smoking is widely accepted — but should it be? Should non-smokers stand by while strangers force them to inhale fumes? At bus stops, in restaurants, at train stations? No. Today the proposition will show that

limiting where smokers can light up is reasonable, and that governments have a moral duty to protect tax-paying, working citizens who put their health first.”

Likely argument areas

- Public health · cost of healthcare · longevity · individual choice in society · harm to non-smokers · tragedy of the commons · environmental impact (cigarette butts).

★ Tips & tricks

- Counter-intuitive but proven: lead with your strongest argument. It gives the opposition more to chew on but signals confidence.
- Give every argument a short, memorable label so you can sign-post in speeches (‘freedom of choice’, ‘public health’, ‘environment’).
- Opening statements are about agenda, not detail. Save the substance for the arguments.

✓ Assessment

- Did the students propose valid, relevant arguments?
- Did they label arguments with sharp keywords?
- Did they place the strongest argument first?
- Do the arguments link coherently?
- Is there a clear over-arching idea, captured in the opening statement?

DEBATE LESSON 12

Refutation

The Refutation Chain — a 30-minute drill in fast, focused, respectful counter-arguments.

DURATION

45 min

LEVEL

Intermediate

GROUP

10–20

◆ Learning objectives

- Refute arguments effectively under time pressure.
- Strengthen active listening — students must respond to peers' specific claims.
- Practise both argumentation and refutation in one cycle.

■ Materials & tools

- A list of debate arguments (prepared in advance or brainstormed).
- Timer or stopwatch.

Lesson flow

OPEN

5 min

What refutation is

- Define refutation; show common weaknesses (lack of evidence, fallacies, generalisations).
- Explain the Refutation Chain rules.

SET-UP

5 min

Form the chain

- Form groups (or whole-class chain).
- Hand each student an argument statement.
- Order: student 1 presents argument; student 2 refutes student 1, then presents their own; student 3 refutes student 2; and so on.

CHAIN

30 min

Run the drill

- Step 1 — Student 1 presents (1–2 minutes).
- Step 2 — Student 2 names a weakness, explains it, then presents (2–3 minutes).
- Step 3 — Student 3 refutes student 2 and presents.
- Continue until everyone has spoken. Allow brief 30-second prep pauses if needed.

DEBRIEF

5 min

Reflect

- Was refuting or building harder? Why?
- Which arguments were strongest, and what made them so?

Activities & worksheets

✦ Sample arguments to seed the chain

- Climate change is the most critical global issue of our time.
- Fast-food restaurants should be banned near schools.
- Social media platforms should regulate fake news more strictly.
- Part-time jobs during school make students more responsible.
- Personal-finance literacy should be a mandatory school subject.
- Mobile phones should be allowed in classrooms for educational use.

★ Tips & tricks

- Use familiar topics. Engagement matters more than novelty.
- Insist on respectful, constructive refutation — focus on the argument, not the person.

✓ Assessment

- Are students engaging actively, both refuting and building?
- Are weaknesses identified specifically, not vaguely?
- How did students reflect on their own performance?

Questioning in Debate

Points of Information, fallacy-busting questions, and disciplined cross-examination.

DURATION

90 min

LEVEL

Advanced

GROUP

12–20

◆ Learning objectives

- Master advanced questioning techniques in debates.
- Pose strategic Points of Information (POIs).
- Identify and expose logical fallacies through targeted questions.
- Sharpen critical analysis and rebuttal.

■ Materials & tools

- Flashcards with stimulus questions (see Worksheet 1).
- Logical-fallacies cards (Worksheet 2).
- POI assessment grid (Worksheet 3).
- Debate analysis checklist (Worksheet 4).

Lesson flow

OPEN

15 min

Stimulus questions & question types

Pair work (5 min)

- Distribute flashcards. Each pair answers a question, then asks a follow-up to clarify or challenge.

Mini-lecture (10 min)

- Introduce the question types: POIs (challenging or clarifying), clarification questions, exploratory, rebuttal questions.

CORE**25 min****POI strategy & fallacy exposure**

- Strategic timing: when, how often, and why to offer POIs.
- How POIs work in WSD: offered between minutes 1–7, never during protected time.
- Good practice: each opposition speaker offers 2–3 POIs; speakers accept 1–2.
- Show how well-formed POIs reveal hasty generalisations, ad hominem, false causality, and false dilemmas.

EXERCISE**35 min****Role-play debate**

- Topic: Do women truly have equal opportunities in the workforce?
- Each student prepares three POIs and identifies potential fallacies.
- Run a simulated debate; classmates score POIs against the assessment grid.

CLOSE**15 min****Reflection**

- Where did questioning succeed — where did it stall?
- Which techniques will you keep using? Optional homework: analyse a real debate and report on its questioning strategies.

Activities & worksheets**✦ Logical fallacies cheat-card****Hasty generalisation**

- Spot it: absolute words (all, none, always, never) without comprehensive evidence.
- Question: 'Can you provide statistics that prove this for all young people?'

Ad hominem

- Spot it: argument focuses on the person, not the claim.
- Question: 'Does a lack of direct experience really invalidate the logic of the argument?'

False causality (post hoc)

- Spot it: assumes A caused B because A came first.
- Question: 'What other factors might have influenced your performance?'

False dilemma

- Spot it: 'either...or' that excludes middle ground.
- Question: 'Are there positions between full acceptance and total rejection?'

✦ **POI assessment grid**

- Precision — clear, specific, well-formulated.
- Brevity — concise and efficient.
- Strategic impact — weakens the argument or exposes a contradiction.
- Argumentative soundness — logically valid, follows debate rules.
- Timing — offered at a strategically appropriate moment.
- Relevance — connects directly to the issue under debate.

★ **Tips & tricks**

- Effective POIs are short (max 15 seconds), specific, and well-timed.
- Avoid stacking questions — focus on one point per POI.
- Maintain a respectful but firm tone — POIs apply pressure, they don't insult.

✓ **Assessment**

- POI assessment grid: precision, brevity, strategic impact, soundness, timing, relevance (1–4 each, total /24).
- Debate analysis checklist for whole-debate review.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 14

Public Speaking in Debate

Communication that persuades — structure, delivery, and managing the nerves that come with both.

DURATION

120 min

LEVEL

Beginner

GROUP

12–25

◆ Learning objectives

- Develop effective communication skills.
- Improve the logical structure of argumentative speeches.
- Master the basics of non-verbal communication.
- Acquire strategies for managing public-speaking anxiety.

■ Materials & tools

- Stopwatch.
- Video clips of skilled speakers (a curated playlist works well).
- Evaluation grid for the final exercise.

Lesson flow

OPEN

20 min

Spontaneous speaking

Phase 1 (10 min)

- Each student delivers a 1-minute speech on a given topic — no research, just persuasion.
- Topics span social, ethical, and environmental issues (see activity card).

Phase 2 (5 min)

- Quick collective analysis — what worked? What got in the way?

Phase 3 (5 min)

- Discuss difficulties: when did you feel most confident or insecure?

CORE**35 min****Speech structure****Classic structure**

- Introduction — argumentative body — conclusion.

Engaging openings

- Provocative question. Personal anecdote. Surprising statistic.

Building the thesis

- Clarity. Conciseness. Formal-but-accessible language. A touch of light intellectual provocation.

Capturing attention

- Immediate contrast. Metaphor. Argumentative paradox.

Making concepts concrete

- Examples. Scenarios. Experiential storytelling.

DELIVERY**45 min****Non-verbal & anxiety management**

- Proxemics — space, posture, hand movement, eye contact.
- Emotional control — breathing techniques, thorough preparation.
- Practise: speech simulations with feedback on non-verbal behaviour.
- Watch and dissect 3–5 minutes of a great speaker.

FINAL**20 min****Mini-speech & peer review**

- Each student prepares a 1-minute speech on a controversial topic.
- Peers evaluate against a shared grid: clarity, coherence, effectiveness, non-verbal control.

Activities & worksheets**✦ Spontaneous speech topics****Social**

- Is technology improving or worsening human relationships?
- Are social media tools for connection or isolation?
- Does formal education prepare young people for the workforce?

Ethical

- Should civil service for young people be mandatory?
- Is artificial intelligence a threat or an opportunity?

- Should smartphone use among students be restricted?

Environmental

- Should cities be fully pedestrianised?
- Does meat consumption significantly impact climate change?
- Is nuclear energy a sustainable solution?

★ Tips & tricks

- Confidence grows from preparation. Make rehearsal part of the assignment.
- Use video — even a phone camera — so students can see themselves once.
- Reward bravery early. The first attempt is always the scariest.

✓ Assessment

- Use the four-criterion grid above.
- Optional homework: analyse a public speech and write a short report on its techniques.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 15

Time Management in Debate

Allocate prep time, structure your minutes, and stay calm under the timer.

DURATION

90 min

LEVEL

Intermediate

GROUP

8–12

◆ Learning objectives

- Understand why time management matters in both prep and speaking.
- Allocate time effectively across argument-building, rebuttals, and summaries.
- Maintain clarity under time pressure.

■ Materials & tools

- Stopwatch or timer per group.
- Pre-prepared debate motions.
- Worksheets for speech outlines and time allocation.
- Whiteboard for group discussions.

Lesson flow

OPEN

10 min

Why time management matters

- Frame the session, share goals, set expectations.

DISCUSS

15 min

Common challenges

- Hardest part of managing prep? Have you ever run out of time mid-speech?
- Capture shared experiences on the whiteboard.

DRILL 1**25 min****10-minute prep drill**

- Motion: This House believes that social media does more harm than good.
- Phase 1 (3 min) — brainstorm: every idea, no filtering.
- Phase 2 (3 min) — choose 2–3 strongest arguments.
- Phase 3 (4 min) — outline the speech (intro, body, conclusion).
- Reflect (5 min): what worked, what didn't.

DRILL 2**25 min****Speech timing**

- Motion: This House would ban fast fashion.
- Each participant delivers a 2-minute speech: intro 30s, main points 60s, conclusion 30s.
- Use a hard timer.
- Peers and coach feedback on time balance and clarity.

WRAP**10 min****Tips & next steps**

- Set priorities during prep.
- Practise speeches with a timer until limits become instinctive.
- Stay calm — clarity under pressure is the goal.

Activities & worksheets**✦ Sample motions — VET-friendly**

- THB tourism should be regulated to protect local communities and the environment.
- THB hospitality workers deserve higher wages.
- THW prioritise electric cars in repair and maintenance training.
- THW make financial literacy compulsory in vocational schools.
- THB sustainable practices should be mandatory in food and beverage.
- THW limit tourist numbers in cities to prevent overcrowding.
- THB modern accounting should focus on environmental impact.
- THW make customer-service training compulsory in hospitality education.

✦ Time-allocation worksheet

- Brainstorming — 3 min — your actual: ____ — notes: ____
- Argument selection — 3 min — your actual: ____ — notes: ____
- Speech outline — 4 min — your actual: ____ — notes: ____
- Speech: intro 30s • main points 60s • conclusion 30s.

★ Tips & tricks

- Always rehearse with a timer; relying on instinct produces 3-minute speeches in 2-minute slots.
- Build a personal default allocation you can fall back on under stress.

✓ Assessment

- Observe time-keeping in drills.
- Peer feedback on time balance.
- Self-assessment checklist after each drill.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 16

Adjudication in Debate

Score fairly, give actionable feedback, and stay objective even when arguments get heated.

DURATION

90 min

LEVEL

Intermediate–Advanced

GROUP

10–20

◆ Learning objectives

- Understand the criteria used to adjudicate debates: argumentation, delivery, strategy.
- Make fair, objective decisions when judging.
- Provide constructive, actionable feedback to debaters.

■ Materials & tools

- Judging-criteria handout.
- Sample debate clip (3–4 minutes).
- Feedback-template handout.
- Stopwatch.

Lesson flow

OPEN

5 min

Why adjudication matters

- Frame objectivity as a skill. Highlight the impact of feedback on debater growth.

DISCUSS

15 min

The four key criteria

- Argumentation — quality, clarity, relevance.
- Rebuttal — how well a debater addresses opposing points.
- Delivery — clarity, engagement, persuasiveness.

- Strategy — time use, structure, decision-making.

EXERCISE 1

20 min

Watch & rate

- Show a 3–4 minute debate clip.
- Each participant rates argumentation, style, and strategy on a 1–5 scale using the worksheet.
- Group reflection: what was hardest to assess? Where did ratings diverge?

EXERCISE 2

25 min

Constructive feedback

- Walk through the feedback template (positives → improvement → suggestions).
- Each participant writes feedback for a debater from the clip.
- Share one feedback point each — discuss tone and specificity.

MINI-DEBATE

15 min

Practise judging

- Run a 6–8-minute mini-debate (e.g., This House believes schools should eliminate exams).
- Take turns as judges; give feedback against the worksheet.

WRAP

10 min

Recap & Q&A

- Reinforce: separate personal opinions from judgment, stay calm, use specific examples, balance praise and constructive critique.

Activities & worksheets

✦ Judging criteria worksheet

Argumentation & rebuttal

- Quality of arguments (1–5).
- Rebuttal effectiveness (1–5).

Style

- Delivery — clarity, engagement, persuasiveness (1–5).
- Language and tone (1–5).

Strategy

- Use of time (1–5).
- Structure and organisation (1–5).
- Overall strategic decisions (1–5).

✦ Feedback template

- What was done well — specific examples of strengths.
- Areas for improvement — specific aspects (rebuttal quality, delivery, argument development).
- Suggestions for improvement — actionable steps (e.g., ‘rehearse the second argument with a timer’).

★ Tips & tricks

- Be objective — separate ‘what I would have argued’ from ‘what was argued well’.
- Stay calm under pressure — heated debates require steadier judges.
- Use specific examples in feedback. ‘Your rebuttal was weak’ is useless. ‘At minute 4 you didn’t address the freedom argument’ is gold.
- Balance positive and constructive — motivation and clarity together.
- Practice makes perfect. Watch debates outside class to sharpen your eye.

✓ Assessment

- Formative — observation of how participants apply criteria.
- Peer review — reviewers rate each other’s judging.
- Self-reflection at end of session.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 17

How to Create a Business Plan

From an idea to a one-page plan: problem, solution, target group, resources, costs, revenue.

DURATION

45 min

LEVEL

Beginner–Intermediate

GROUP

20–30

◆ Learning objectives

- Understand what a business plan is and why it matters.
- Identify a problem or market need that a business plan addresses.
- Develop the key elements of a business plan: product/service, target group, resources, costs, revenue.
- Present and defend a plan in front of others.

■ Materials & tools

- Whiteboard or flipchart.
- Worksheet with guiding questions (or notebooks).
- Two or three short sample business plans.
- Markers and sticky notes.

Lesson flow

OPEN

5 min

Why a plan matters

- A business plan turns an idea into a realistic project.
- Frame it as the bridge from imagination to action.

MINI-LECTURE

10 min

Three steps and three pillars

Step 1 — Identify the need

- What gap or problem exists in the market?

Step 2 — Define the solution

- What product or service do you offer? How does it solve the problem?

Step 3 — Build the plan

- Target group: who is the product for?
- Resources: what do you need (people, space, materials, knowledge)?
- Costs and revenue: what does it cost, how do you make money?

Worked example

- Problem: students lack affordable, healthy snacks near school.
- Solution: a small school snack bar — sandwiches and smoothies.
- Plan: target — students/teachers; resources — two student sellers, school space, ingredients; costs/revenue — €200 startup, €1–2 per snack.

GROUP WORK

20 min

Build a plan

- Groups of 3–4 with a worksheet and a brief.
- Choose a problem (or take an assigned idea: hair salon, IT support, eco-product).
- Define product/service, target group, resources, costs/revenue.
- Optional: 1–2 minute pitch.

WRAP

10 min

Reflect

- What was hardest about the plan?
- Did you agree on the target group and resources?
- Was your plan realistic and achievable?

Activities & worksheets

✦ Worksheet — Building a business plan

- Business idea: ____
- Step 1 — Need / problem: ____
- Step 2 — Product / service: ____
- Step 3 — Target group: ____
- Step 3 — Resources: ____
- Step 3 — Costs & revenue: ____

★ Tips & tricks

- Use examples from students' vocations: hospitality → catering, IT → app development, mechanics → car service, tourism → guided tours.
- Visualise the plan as a chain: Problem → Solution → Target → Resources → Costs/Revenue.
- Ask 'could this actually be implemented?' — celebrate creativity, but reward feasibility.

✓ Assessment

- Informal observation during group work.
- Optional exit ticket: 'What is the most important element of a business plan and why?'
- Evaluate clarity and logic during presentations.

DEBATE · PART OF BOTH TRACKS

DEBATE LESSON 18

Developing a Business Plan: Extended Workshop

Market analysis, SWOT, marketing, and a Shark-Tank-style pitch in 90 minutes.

DURATION

90 min

LEVEL

Intermediate

GROUP

20–30

◆ Learning objectives

- Understand all core components of a business plan.
- Conduct a basic market and competition analysis.
- Apply SWOT analysis to evaluate strengths and risks.
- Design a simple marketing strategy.
- Estimate budget, costs, and revenue.
- Present a plan as a short pitch.

■ Materials & tools

- Whiteboard or flipchart.
- Extended worksheet (SWOT, budget template).
- 2–3 sample business plans.
- A3 paper, sticky notes, markers, timer.

Lesson flow

OPEN

10 min

Icebreaker & frame

- Quick poll: have you ever wanted to start a small business?
- Walk through the structure: Problem → Solution → Market → Competition → SWOT → Marketing → Budget.

MINI-LECTURE**15 min****Five building blocks****Market need**

- Why does this idea matter?

Competition

- Who else is doing this? How are you different?

SWOT analysis

- Strengths, Weaknesses (internal); Opportunities, Threats (external).

Marketing

- How will people hear about it?

Budget

- Costs vs. expected revenue, in plain numbers.

Worked example — Eco-friendly smoothie bar near school

- Problem: students lack affordable, healthy drinks.
- Competition: cafés sell sugary sodas.
- SWOT: healthy/trendy/affordable; small budget; growing fitness interest; cafés may copy.
- Marketing: school posters, Instagram stories, student discounts.
- Budget: €300 startup; €1 per smoothie.

GROUP WORK**35 min****Build a plan**

- Groups of 3–5 with a chosen or assigned idea: IT support, school bakery, bike repair, tutoring, eco-shop, etc.
- Fill the extended worksheet step by step.
- Teacher circulates; supports groups stuck on numbers or analysis.

PITCH**20 min****Mini-pitch**

- Each group pitches in 3 minutes.
- Encourage props: poster, slogan, sketch.
- Optional: classmates and teacher act as investors and ask one or two questions per pitch.

WRAP**10 min****Reflection**

- Which ideas felt most realistic?
- Which part was hardest — SWOT, budget, marketing?

- Close: planning is about preparing for real challenges and showing why your idea is worth supporting.

Activities & worksheets

✦ Extended worksheet

- Business idea: ____
- 1. Problem / need: ____
- 2. Product / service: ____
- 3. Target group: ____
- 4. Resources: ____
- 5. Competition: ____
- 6. SWOT — Strengths / Weaknesses / Opportunities / Threats: ____
- 7. Marketing strategy: ____
- 8. Budget — costs and revenue: ____

★ Tips & tricks

- Adapt examples to students' vocational fields (catering, app development, car services, guided tours).
- Push for practical, realistic thinking. Excitement is great; numbers matter more.
- Keep pitches short and dynamic — it mirrors how real pitches work.

✓ Assessment

- Informal — observation of group work and pitches.
- Peer feedback after each pitch: one positive, one improvement.
- Optional homework — a one-page write-up of the group's plan.

Topical Lesson Plans

This section contains topical debate lessons built around contemporary social, civic, economic, and cultural issues that shape students' lives and their roles as active citizens. The primary aim is to develop civic competences while strengthening critical thinking and communication through debate-based methods.

Lessons cover civic education, democratic participation, human and individual rights, media literacy, digital responsibility, gender equality, diversity and inclusion, European citizenship, entrepreneurship, and the impact of technology on society and the world of work. Across these themes students develop:

★ Skills built across topical lessons

- Critical and analytical thinking
- Media and information literacy
- Argument evaluation and fact-checking
- Ethical reasoning and perspective-taking
- Respectful dialogue and active listening
- Empathy, inclusion, and social responsibility
- Decision-making and problem-solving
- Public speaking and structured expression of opinions

Although the focus is topical content, all lessons use debate methodology — structured discussion, argument-building, refutation, questioning, role-play, and mini-debates — so that students actively process complex issues rather than passively receive information.

Each lesson is designed for a 45- or 90-minute class. Adapt freely: shorten or expand activities, move tasks to homework, or spread a lesson across multiple sessions.

Topical lessons can be used independently or combined with debate lessons from the Basic or Advanced Track.

TOPICAL LESSON 1

Civic Education in Schools Should Be a Core Subject

Thematic area: Civic literacy. A research-based 90-minute debate built around the role of civic education.

DURATION

90 min

LEVEL

Intermediate–Advanced

GROUP

10–20

◆ Learning objectives

- Develop strong argumentation and public-speaking skills around civic education.

■ Materials & tools

- Smartboard or projector for digital presentations.
- Online research access — articles and case studies.
- Digital debate-structure and rubric handouts.
- Mobile timer or countdown app.
- Notebooks for brainstorming and notes.

Lesson flow

WARM-UP

15 min

Define & poll

- Icebreaker (5 min): students define civic education in one sentence and share.
- Group discussion (5 min): why does civic education matter in society? Use personal examples.
- Poll & teams (5 min): ‘Civic education should be a mandatory subject.’ Run a digital poll, then form Affirmative and Opposition teams.

PREP

20 min

Research & arguments

- Online research (10 min): facts, case studies, expert opinion supporting your side.

- Structure (5 min): 3–5 strong arguments with intro, evidence, counter-arguments, conclusion.
- Roles & strategy (5 min): assign Lead, Supporting, Rebuttal, and Closing speakers; anticipate the other side.

GROUND-RULES

10 min

Format & etiquette

- Format: 2-min openings → 3-min main arguments → 2-min rebuttals → 2-min closings.
- Etiquette: respect for opposing views, no interruptions, no off-topic.
- Assign timekeeper and judges; share the rubric.

DEBATE

30 min

Run the debate

- Opening statements (4 min total).
- Main arguments (12 min total).
- Rebuttal round (8 min total).
- Closing statements (4 min total).
- Judges deliberate; non-debaters reflect (2 min).

DEBRIEF

15 min

Reflection

- Class discussion: which arguments convinced you, and why?
- Peer feedback: clarity, delivery, evidence.
- Written reflection: what did you learn about debate, public speaking, and civic education?

★ Tips & tricks

- Encourage real-life examples and statistics.
- Set firm rules: no interruptions, no personal attacks.
- Provide sentence-starters for students who freeze when forming arguments.
- Offer small incentives — best speaker, most persuasive argument.
- Add multimedia (videos, news clips) to lift engagement.
- Have a practice round before the main debate to settle nerves.
- Allow students to switch sides for a second round to see both perspectives.

✓ **Assessment**

- Clarity & organisation (20%) — logical flow.
- Evidence & support (20%) — facts, examples, credible sources.
- Rebuttal & counter-arguments (20%) — directness and effectiveness.
- Public-speaking skills (20%) — confidence, articulation, eye contact, voice projection.
- Engagement & teamwork (20%) — collaboration and active participation.

A Ban on Cars in the Historic Centre

Thematic area: Civic literacy. POI-led mini-debate on urban planning, sustainability, and quality of life.

DURATION

90 min

LEVEL

Beginner

◆ Learning objectives

- Take a position on a real civic issue — a car-free historic centre.
- Connect urban planning, sustainability, and quality of life.
- Use advanced questioning techniques and POIs.
- Identify and expose logical fallacies in the discussion.
- Build critical analysis and rebuttal skills.

■ Materials & tools

- Handouts on urban-mobility policy and case studies.
- Fact-checking resources (Google Scholar, news sources on car-ban policies).
- Logical-fallacy reference card.
- Debate POI assessment grid.

Lesson flow

OPEN

15 min

Frame the issue

- 5 min activity: students fact-check claims about car bans using Google Scholar / news sites.
- 10 min mini-lecture on questioning types: POIs, clarification, exploratory, rebuttal.
- Use real examples from parliamentary or televised debates.

CORE

25 min

POI strategy

- Strategic timing: when, how often, and why to offer POIs.
- Concise POIs that weaken the opponent, expose contradictions, or introduce new perspectives.
- Examples: a question that exposes a fallacy; a clarification request; a controlled provocation.
- How POIs reveal hasty generalisations, ad hominem, false causality, false dilemmas.

ROLE-PLAY

35 min

Simulated debate: car ban

- Topic: 'The mayor wants to ban cars in the historic centre.'
- Each student prepares 3 POIs and identifies 2 potential fallacies.
- Examples of pedestrian-only zones to consider: Piazza del Duomo, Roman Colosseum, Palace of the Popes (Avignon), Prado, Louvre.
- Watch for fallacies: 'banning cars will improve every tourist's trip' (hasty generalisation); cleaner streets last summer = the ban worked (false causality); attacking the mayor instead of the policy (ad hominem).

CLOSE

15 min

Reflection

- Challenges in questioning: vagueness, resistance to change, bias, lack of data.
- What worked: clarifying questions, active listening, probing for specifics.
- Awareness: question framing, listening for hidden assumptions.
- Optional homework: analyse a real debate and report on its questioning strategies.

★ Tips & tricks

- Frame questions neutrally; 'What do you think of...' beats 'Don't you agree that...'.
- Listen for absolute words (all, none, always, never) — they often hide a generalisation.

✓ Assessment

- Precision, brevity, strategic impact, and logical accuracy of student POIs.
- Optional: short critical report on a real debate's questioning strategies.

TOPICAL LESSON 3

Work in the Constitution and Related Issues

Thematic area: Civic literacy. Connect international labour rights with national legal frameworks.

DURATION

90 min

LEVEL

**Intermediate–Upper
Intermediate**

GROUP

10–30

◆ Learning objectives

- Understand key labour rights in international human-rights documents.
- Analyse how labour rights are protected in national constitutions and labour laws.
- Identify similarities and differences between international standards and national legislation.
- Explore contemporary issues around work, employment, and workers' rights.
- Develop critical thinking, motion analysis, and structured brainstorming.
- Improve presentation and public-speaking skills; collaborate effectively in small groups.

■ Materials & tools

- Extracts from international human-rights documents on work.
- Access to national constitutions and labour laws (online or printed).
- Flipchart paper, markers.
- Motion-analysis worksheet; timer.

Lesson flow

OPEN

10 min

Work as a human right

- Short input: labour rights are part of fundamental human rights.
- Key rights: right to work; just and favourable conditions; protection from unemployment; trade-union freedoms; rest and leisure; protection from forced labour.
- Pairs discuss which rights matter most and which are hardest to guarantee.

RESEARCH**20 min****National laws & rights**

- Small groups research: how does our country's constitution protect workers' rights?
- Which laws protect minimum wage, hours, safety, contracts, unions?
- Note rights that are clearly protected vs. weakly protected or controversial.

MINI-LECTURE**10 min****Motion analysis recap**

- What a motion is; key terms; affected groups; possible clashes.

GROUP WORK**30 min****Motion analysis & brainstorm**

- Each group gets one labour-rights motion (see motion bank).
- Conduct motion analysis; brainstorm pro and con arguments.
- Connect each argument to international rights and national laws.

PRESENT**15 min****Group presentations**

- Each group: 3–4 minute presentation covering analysis, arguments, and links.
- Audience asks short questions.

CLOSE**5 min****Reflection**

- Which labour rights matter most today?
- Where is the biggest gap between law and reality?
- How can young people protect their labour rights?

Activities & worksheets**✦ Motion bank — labour and workers' rights**

1. THB the right to work should be guaranteed by the state.
2. THB minimum-wage laws should be the same for all workers.
3. THB job security is more important than labour-market flexibility.
4. THB unpaid internships exploit young workers.
5. THB trade unions are essential for protecting workers' rights.

6. THB automation threatens fundamental labour rights.
7. THB governments should strictly limit working hours.
8. THB migrant workers' rights are not sufficiently protected.
9. THB companies should be legally responsible for workers' mental health.
10. THB economic growth should never come at the cost of workers' rights.

★ Tips & tricks

- Allow students to use examples from their own countries.
- Provide sentence-starters for motion analysis.
- Encourage respectful debate when national laws differ.

✓ Assessment

- Formative: participation in research and group work; quality of motion analysis.
- Summative: group presentation — clarity, structure, evidence, teamwork.

TOPICAL LESSON 4

Is Social Media Addiction a Growing Concern?

Thematic area: Media and information literacy. Mini WSD debate on digital wellbeing.

DURATION

90 min

LEVEL

Lower intermediate

GROUP

varies

◆ Learning objectives

- Develop critical thinking about social-media use.
- Build debate, argumentation, and case-building skills.
- Improve research and information synthesis.
- Practise public speaking and active listening.
- Expand vocabulary on social media and addiction.

■ Materials & tools

- Tablets or phones with internet access.
- Whiteboard, markers, timer.
- Debate-structure handouts (WS format).
- Optional debate scoring and reflection sheets.

Lesson flow

WARM-UP

10 min

Frame the topic

- Introduce social-media addiction as a contemporary issue.
- Explain WSD format in simplified form (roles, timing, affirmative vs. negative).
- Present the motion: 'This House believes social-media addiction is a growing societal problem.'

DISCUSS**10 min****Daily use**

- Most-used platforms? Time spent daily? Main use cases?
- What are the positives? When does usage become a problem?
- Map key points on the board.

BRAINSTORM**15 min****Cases for and against**

- 5 min: small groups brainstorm pros and cons.
- 10 min: case-build — definition + 2 main arguments + evidence + anticipated counter-arguments.

PREP**15 min****Research & roles**

- Phones/tablets for stats, expert opinions, real-life examples.
- Assign 1st speaker (definition + main argument), 2nd speaker (additional argument + rebuttal).

DEBATE**25 min****Mini WSD**

- Speakers alternate: 1st aff → 1st neg → 2nd aff → 2nd neg → 3rd aff → 3rd neg, 3 min each.
- Open floor / audience questions: 7 minutes.

DEBRIEF**10 min****Reflection**

- Which arguments persuaded you and why?
- Did defending your assigned side feel difficult?
- Did any argument actually shift your opinion?

CLOSE**5 min****Reflection prompts**

- 'Are you using your device, or is your device using you?'
- Encourage students to track their own habits over the next week.

★ Tips & tricks

- Encourage specific examples and statistics.
- Offer the classroom debate planner as a scaffold for weaker writers.

✓ Assessment

- Participation in discussion and debate.
- Quality of arguments and rebuttals.
- Respectful listening and teamwork.
- Reflection-sheet responses.

TOPICAL LESSON 5

Traditional vs. Social Media — Who to Trust More?

Thematic area: Media and information literacy. Side-by-side analysis ending in a structured 25-minute debate.

DURATION

90 min

LEVEL

Medium (2)

GROUP

15–30

◆ Learning objectives

- Critically examine the reliability of traditional vs. social media — credibility, bias, sources, technology.

■ Materials & tools

- Whiteboard and markers; projector or computer (optional).
- Video clips and short articles covering the same story across both media types.
- Research access — textbooks, internet.
- Debate-guidelines handout (optional).
- Appendix 1: media briefing text. Appendix 2: team evaluation table.

Lesson flow

OPEN

10 min

Frame the question

- Write the proposition on the board: Traditional vs. social media — who to trust more?
- Surface beliefs: Do you trust TV news? Is social media always reliable?
- Define ‘media’ briefly; describe traditional media (TV, radio, print) and social media.
- Frame: traditional media has decades of editorial discipline but is sometimes accused of bias; social media is faster and more participatory but lightly moderated.

ANALYSE

Article + video study

20 min

- Half the class compares the same story across a traditional article and a social-media post.
- The other half does the same for video versions.
- Prompts: which made the stronger credibility argument? How is bias visible? How do cited sources fare? How does audience interaction influence reliability?

TEAMS

5 min

Form teams

- Team A defends traditional media; Team B defends social media.
- Assign roles: opening speaker, rebuttal speaker, closing speaker, researcher, organiser, moderator.

PREP

15 min

Research & strategy

- Team A focus: editorial standards, fact-checking, regulatory authorities.
- Team B focus: real-time reporting, marginalised voices, vulnerability to misinformation.

DEBATE

25 min

Structured debate

- Opening (5 min/team): why your medium is more trustworthy.
- Rebuttal (4 min/team): respond to the other side's strongest points.
- Closing (3 min/team): tighten and emphasise your case.

REFLECT

10 min

Class reflection & vote

- Open the floor for comments, questions, or new evidence.
- Audience votes for the team with the most convincing case.
- Ask: did the debate change anyone's mind?

CLOSE

5 min

Synthesis

- Traditional media — strong on standards and fact-checking; slow to adapt.
- Social media — fast, plural, but lightly moderated and prone to misinformation.
- Goal: students leave able to evaluate credibility critically across both forms.

★ Tips & tricks

- Best taught after students have done at least one prior debate.
- Larger classes: assign non-debaters as judges or audience evaluators with worksheets.
- Rotate roles across lessons so every student tries each.

✓ Assessment

- Audience and judges score using the team-evaluation table (arguments, defence of thesis, quality of speeches).
- Each speech is rated with positive notes and improvement suggestions.

TOPICAL LESSON 6

Individual vs. Collective Rights — Which Matters More?

Thematic area: Human rights. A research-led debate on cultural and individual rights.

DURATION

90 min lesson + 45 min debate

LEVEL

Intermediate–Advanced

GROUP

12–16

◆ Learning objectives

- Build a working knowledge of special human rights.
- Distinguish individual vs. collective rights.
- Structure a debate argument.
- Evaluate how cultural values shape views on rights.

■ Materials & tools

- Internet research (e.g., glopopolis.org/2017/unit-2-human-rights, developmentaid.org).
- Dictionary, devices, video link in the worksheet.
- Question-based research worksheet.

Lesson flow

OPEN

15 min

What are human rights?

- Use the worksheet (Appendix 1) as a discussion or quiz on the Universal Declaration.
- Surface terms: inalienable, indivisible, interdependent, non-discriminatory.

RESEARCH

30 min

Independent research in teams of 4

- Groups research the prepared questions, ranking individual rights by importance.

- Discuss whether all cultures would rank rights the same way.

PREP

**45 min +
HW**

Build cases

- Choose a motion (e.g., individual freedom not to wear a headscarf vs. tradition and family honour).
- Decide proposition / opposition; prepare arguments.

DEBATE

45+ min

Run the debate

- 5–8 minute speeches depending on skill level.
- In larger groups, students serve as adjudicators.

Activities & worksheets

✦ Sample motions

- THW ban deforestation in the Brazilian Amazon (locals' income vs. preserved nature for humanity).
- THW force OPEC states to compensate LEDCs for climate change.
- THW charge fossil-fuel companies to fund climate projects.
- THW introduce native-language classes for immigrants.
- THW ban female genital cutting in modern societies.
- THW ban arranged marriages.
- THW ban all laws restricting women's choice of clothing.

★ Tips & tricks

- Adapt speaking time to students' level.
- Lower-level students can run 'discussions' before stepping up to formal debate.
- Have students prepare substantial speeches at home after gathering arguments in groups.

✓ Assessment

- In larger groups, designate adjudicators with a checklist.

TOPICAL LESSON 7

Human Rights as a Separate Subject in Schools

Thematic area: Human rights. Pair research, presentations, and a structured T-table debate.

DURATION

90 min

LEVEL

Level 2 (high school)

GROUP

up to 30

◆ Learning objectives

- Discuss the importance of human rights in contemporary society and education.
- Raise awareness of the role of human-rights education.
- Develop debating and public-speaking skills.
- Build critical thinking and argumentation through teaching debate.
- Introduce key international documents (UDHR, ECHR).
- Examine challenges schools might face when introducing human-rights education.

■ Materials & tools

- Whiteboard, markers, devices for research.
- Excerpts from the Universal Declaration of Human Rights and the European Convention on Human Rights.
- Stopwatch.
- Pair-rule sheet, list of 12 debate questions, T-table layout, self-evaluation, argument cards.

Lesson flow

OPEN

10 min

Introduce & set rules

- Introduce the topic and goals.
- Establish working rules: respect, listening, equal participation.
- Pair students up and assign one of the 12 research questions.

RESEARCH**20 min****Pair research**

- Pairs use devices and prepared materials to gather facts and arguments.
- Prepare two 1-minute mini-speeches per pair.

PRESENT**35 min****Pair presentations**

- Each pair presents (≈2 minutes).
- Teacher times strictly; a short comment or question follows each.

DISCUSS**15 min****Open class discussion**

- Recap the strongest points and any shifting views.
- Pose the thesis: 'Human Rights should be a school subject.'
- Use the T-table on the flipchart to capture FOR / AGAINST arguments.

ASSESS**10 min****Evaluate**

- Summarise the strongest arguments.
- Discuss the significance of introducing Human Rights as a subject.

★ Tips & tricks

- Give students 1–2 weeks of preparation before the lesson.
- Teach argumentation explicitly with examples beforehand.
- Adapt to the class's needs, abilities, and interests.
- Ensure equal participation with prepared evaluation sheets.
- If the group is under 20 and prep was done at home, the lesson can fit in 45 minutes.

✓ Assessment

- Students are evaluated on presenting, arguing, and respecting time.
- Self-evaluation and peer evaluation included.
- Teacher monitors alignment with the criteria.

TOPICAL LESSON 8

Diversity in Companies

Thematic area: Interculturalism. Argument-building, value analysis, and delivery practice for the workplace.

DURATION

100 min (60 + 40)

LEVEL

Intermediate

GROUP

any

◆ Learning objectives

- Improve participants' ability to construct and deliver coherent arguments.
- Refine tone and emphasis for clear, persuasive delivery.
- Increase understanding of cultural diversity, inclusion, and intercultural cooperation.

■ Materials & tools

- Shared online document (e.g. Google Docs).
- Worksheet and learning app (Appendix B).
- Internet access; Kialo.com for argument mapping.
- Short video on tone and delivery.

Lesson flow

OPEN

10 min

Frame the topic

- Introduce cultural diversity in companies.
- Group discussion of initial thoughts and assumptions.
- Co-write a working definition of cultural diversity in the workplace.

RECAP

10 min

Structure of a strong argument

- Claim → Reason → Evidence → Link to motion.
- Practise short arguments using sentence-starters.

CORE 20 min	Values & cultural diversity • Identify core values: equality, innovation, collaboration, fairness, inclusion. • Compare a homogeneous workplace with a diversity-driven one. • Build value-based arguments with the example motion: 'THB cultural diversity enhances innovation in companies.'
RESEARCH 40 min	Research & argument prep • Teams research and structure arguments on Kialo.com. • Each team prepares either arguments or counter-arguments to its assigned motion.
EVALUATE 10 min	Peer evaluation • Teams evaluate other groups' arguments — clarity of claim, strength of reasoning, evidence quality, link to motion.
DELIVERY 20 min	Tone & eye contact • Watch a short video on how tone shifts meaning. • Pairs read arguments aloud, underline emphasis, practise pauses, peer-feedback, repeat.
PRESENT 10 min	Group presentations & feedback • Present arguments to the whole group with clarity, tone, and eye contact in focus. • Group and coach give constructive feedback.

Activities & worksheets

✦ Motion bank

- THBT cultural diversity is essential for innovation in companies.
- THW mandate diversity quotas in corporate hiring.
- THBT cultural diversity creates more challenges than benefits in the workplace.
- THW prioritise cultural diversity over experience in hiring.

- THW provide additional resources for cultural-sensitivity training.
- THBT culturally diverse teams are more successful in global markets.
- THBT cultural diversity reduces workplace conflict and improves collaboration.
- THBT diversity policies often serve as marketing rather than practice.

✓ **Assessment**

- Argument quality assessed against the four-part rubric.
- Delivery assessed using peer feedback rubric.

TOPICAL LESSON 9

Is Cultural Diversity Beneficial to a Successful Organisation?

Thematic area: Interculturalism. Classroom debate scaling from age 11 to 18+.

DURATION
60–90 min

LEVEL
Adaptable

GROUP
any

◆ Learning objectives

- Develop understanding of cultural diversity in modern societies.
- Encourage critical thinking about diversity in organisations and workplaces.
- Build communication, collaboration, and public-speaking skills through structured debate.
- Strengthen students' ability to consider multiple perspectives.
- Practise quick critical thinking when responding to counter-arguments.

■ Materials & tools

- Worksheets 1–6 (in the appendix).

Lesson flow

OPEN

10 min

What does cultural diversity mean?

- Open with the Oxford definition.
- Surface that all societies are growing more culturally diverse.
- Bridge to the question: is cultural diversity beneficial to a successful organisation?

PREP

25–35 min

Prepare for the debate

- Choose Worksheet 3 (ages 11–14) or Worksheet 4 (15+, with crossfire).

- Set up two rows of chairs facing each other; split into Team A and Team B.
- Step 1 — Individual brainstorm (3 min).
- Step 2 — Group brainstorm (4 min) on a big sheet (spider diagram).
- Step 3 — Assign roles: Researchers, Opening speaker, Rebuttal speaker, Closing speaker.
- Step 4 — Plan and structure the speeches; prepare counter-arguments.

DEBATE

24–33 min

Run the debate

- Follow Worksheet 3 (ages 11–14) or Worksheet 4 (ages 15+).
- Crossfire (extension): three minutes for older groups to question across teams.

CLOSE

5 min

Adjudicate & vote

- Non-debating students adjudicate; whole class votes.
- Ask anyone who changed their mind to explain why.

Activities & worksheets

✦ Worksheet 1a — Pro-diversity arguments

- Diversity raises cultural awareness in the office and the market.
- Diverse teams bring novel ideas and best practices.
- A diverse workforce identifies more business opportunities.
- Welcomed employees are more motivated, more efficient.
- Cultural diversity can lead to greater profits.
- Friendly cross-cultural exchange makes the workplace livelier.
- Decision-making benefits from broader perspectives.
- Research suggests diverse workforces reduce conflict.

✦ Worksheet 1b — Counter-arguments

- Without acceptance and respect, awareness alone is meaningless.
- Overemphasis on diversity can produce cliques and communication issues.
- Awareness of culture ≠ effective marketing to that culture.
- A large US study suggested diversity can make people uncomfortable.

- Cultural diversity can complicate collaboration and reduce efficiency.

✓ **Assessment**

- Adjudicator votes and reasoning.
- Crossfire performance for older groups.

TOPICAL LESSON 10

World Day for Cultural Diversity as a National Holiday

Thematic area: Interculturalism. Should May 21 become a national holiday?

DURATION

45 min

LEVEL

Medium (2)

GROUP

15–30

◆ Learning objectives

- Understand the significance of the World Day for Cultural Diversity for Dialogue and Development (21 May).
- Engage in a structured debate on whether to make it a national holiday.
- Practise research, argumentation, public speaking, and critical thinking.

■ Materials & tools

- Whiteboard, markers; projector or computer (optional).
- Handout with key facts on the day; useful UN/UNESCO links.
- Debate guidelines, team worksheet, judge worksheet, audience worksheet.

Lesson flow

OPEN

5 min

Why this day?

- Introduce the day's purpose: promoting diversity, dialogue, and development.
- Pose the question: should it be a national holiday in our country?
- Optional video.

TEAMS

Form teams & roles

- Team A — Pro: three speakers.

5 min

- Team B — Con: three speakers.
- Three judges + a chairperson + a timekeeper. Other students = audience.

PREP

10 min

Research & strategy

- Team A: why is a national holiday important? What benefits does it bring?
- Team B: challenges or downsides? Are there better ways to celebrate diversity?

DEBATE

15 min

Run the debate

- Openings (3 min each).
- Rebuttals (2 min each).
- Closings (2 min each).

VOTE

5 min

Reflection & vote

- Judges score using the worksheet and explain their reasoning.
- Audience votes with their worksheet.
- Class discusses what worked and what to improve.

CLOSE

5 min

Synthesis

- Recap the key points raised.
- Highlight the value of perspective-taking and appreciating diversity.
- Encourage students to act locally.

Activities & worksheets

✦ Possible Pro arguments

- Honors and encourages cultural variety.
- Encourages national unity and social cohesion.
- Aligns with UN sustainable-development goals.
- Provides an opportunity for cultural education.

✦ Possible Con arguments

- Economic cost of an additional national holiday.
- Too many holidays dilute their meaning.
- Existing holidays already promote cultural understanding.
- Diversity can be celebrated through festivals and education programs instead.

★ Tips & tricks

- Use digital tools for audience voting and live questioning.
- Rotate roles across debates so every student tries each.
- Collect feedback after the lesson — it improves future debates.

✓ Assessment

- Clarity of arguments, use of evidence, engagement with the opposing side.
- Beginner-level debates aren't graded; introduce grading after several sessions.

TOPICAL LESSON 11

Schengen in Crisis — COVID-19 and the Trucking Industry

Thematic area: European political and economic processes. A 90-minute case study debate.

DURATION

90 min

LEVEL

Beginner

GROUP

15–30

◆ Learning objectives

- Explore and present arguments on how COVID-19 shaped border control and the trucking industry.
- Evaluate both the necessity of strict border measures and their economic impact.

■ Materials & tools

- Handouts on COVID-19 border-control policies and economic impact.
- Flip charts and markers; phones or tablets for research.
- Digital presentation tools (e.g., PowerPoint).
- Timer; argument-organisation worksheets.

Lesson flow

WARM-UP

20 min

Context & teams

- 5 min — introduce COVID-19's impact on trucking and borders.
- 5 min — quick poll: did students or families experience border-related delays?
- 10 min — team formation: 'Border controls were necessary' vs. 'Border controls hurt trucking'; distribute research worksheets.

PREP

Build the case

25 min

- 15 min — organise 3–4 main arguments per team with evidence: stats, logistics challenges, economics, health-safety.
- 10 min — assign roles: Lead, Supporting, Rebuttal Specialist, Closing speaker; plan rebuttals.

DEBATE

30 min

Run the debate

- Opening statements (6 min total — 3 per team).
- Main arguments (12 min total — 3 minutes per speaker).
- Rebuttal round (8 min total — 4 per team).
- Closing statements (4 min total — 2 per team).

REFLECT

15 min

Feedback

- Class reflection: which arguments convinced and why?
- Peer feedback: clarity, evidence, engagement.
- Teacher feedback: strengths, areas for improvement.

★ Tips & tricks

- Stay on topic — every argument should connect to COVID-19, border control, and trucking.
- Encourage personal/family examples (delays, route changes).
- Anticipate counter-arguments and prepare rebuttals.
- Keep rebuttals focused — one or two key weaknesses, not a checklist.
- Active listening matters as much as speaking.

✓ Assessment

- Team performance: coherence/structure (8 pts), rebuttal (6 pts), team coordination (6 pts).
- Individual: public speaking (5 pts), research/evidence (3 pts), collaboration (2 pts).

Young People and the EU: Which Future?

Thematic area: European political and economic processes. Research-based posters and presentations.

DURATION

90 min

LEVEL

Beginner

◆ Learning objectives

- Explore how EU institutions and policies contribute to European integration.
- Understand the role of young people in shaping the EU's future.
- Develop research, critical thinking, and information-synthesis skills.
- Practise structured argumentation and public speaking.
- Engage actively with European policies and initiatives.

■ Materials & tools

- Internet access (phones, tablets, computers).
- Whiteboard or flipchart; timer.
- Simplified WSD format handouts.
- Appendix research cards (one per group).
- Optional: Mentimeter, Jamboard, Padlet.

Lesson flow

WARM-UP

10 min

Silent map

- Display a map of Europe.
- Students silently mark countries they have visited, studied in, or feel connected to.
- Quick discussion: how do personal experiences shape feeling European?

OPEN

10 min

Frame the question

- How does the EU invest in young people, and why does it matter for integration?
- Outline the lesson: research → poster → short presentations.

RESEARCH

30 min

Group research

- Form 5 groups; each gets one research card.
- Topics — EU history, European Parliament, European Commission, EU youth programmes, economic and social impact of youth investment.
- Collect key facts, examples, and links to youth and integration.

POSTER

20 min

Create posters

- Title and key concepts; bullet-point explanations.
- One concrete programme or example.
- A clear link to youth and EU integration.

PRESENT

15 min

Group presentations

- Each group presents (2–3 minutes).
- Audience records one new thing learned per presentation.

CLOSE

5 min

Reflection

- Which topic felt most relevant?
- What surprised you about the EU?
- How connected do you feel after this lesson?

Activities & worksheets

✦ Research cards

1. EU history

- Why was the EU founded? What problems did it solve? Why is peace central to its identity?

2. European Parliament

- What does it do? Who are MEPs? How can young people participate?

3. European Commission

- What are its responsibilities? How does it propose and implement policy? What youth programmes does it support?

4. EU youth programmes

- What are Erasmus+ and the European Solidarity Corps? Who can apply? What skills do students gain?

5. Economic & social impact of youth investment

- How does youth unemployment affect the EU? Long-term benefits of investing in skills? Connections to economic growth and social cohesion?

★ Tips & tricks

- Provide background materials in advance.
- Encourage examples like Erasmus+ and the European Solidarity Corps.
- Quality of research matters more than winning.

TOPICAL LESSON 13

AI and the Changing World of Work

Thematic area: Preparing for the labour market. Research-and-debate cycle on AI's impact on jobs.

DURATION

90–120 min + 45 min debate

LEVEL

Intermediate–Advanced

GROUP

12–16

◆ Learning objectives

- Acquire key information on AI-induced changes in work.
- Understand AI-related threats and opportunities.
- Build the vocabulary for AI-centred debates.

■ Materials & tools

- Forbes article: 'AI and the future of work' (optimistic perspective).
- Wall Street Journal video on AI and white-collar work (cautious perspective).
- Worksheets 1–3: vocabulary, text comprehension, video comprehension.
- List of motions; dictionary; devices for research.

Lesson flow

OPEN

5 min

Hopes & concerns

- Brainstorm: what worries you about AI at work? What excites you?

RESEARCH

40 min

Independent research in 4s

- Each team works through worksheets 1, 2, and 3.
- Goal: factual grounding before the debate.

PREP

45 min +
HW

Build cases

- Choose a motion from the bank.
- Prepare arguments and counter-arguments; rehearse.

DEBATE

45+ min

Run the debate

- 5–8 minute speeches depending on level and language confidence.
- Bigger groups: a 4th speaker can deliver a reply speech.

Activities & worksheets

✦ Motion bank

Juniors (13–15)

- THBT schools should teach AI to prepare students for future jobs.
- THW ban companies from using AI to monitor employee productivity.
- THBT AI will create more jobs than it eliminates.
- TH supports AI in recruitment to ensure fair hiring.
- THBT young people should prioritise tech careers because of AI.

Seniors (16–19)

- THW require companies to provide reskilling for AI-displaced employees.
- THBT generative-AI benefits in creative industries outweigh the risks.
- TH supports AI in business decision-making.
- THBT AI in the workplace will increase social inequality.

★ Tips & tricks

- Adapt speaking time to the level (5–8 minutes).
- Lower-tier students can rehearse through 'discussion' format before formal debate.

Entrepreneurship vs. Working for a Corporation

Thematic area: Preparing for the labour market. Research, materials, and a presentation-led debate.

DURATION

90 min (45 + 45)

LEVEL

Difficult (3)

GROUP

14

◆ Learning objectives

- Develop argumentation and critical thinking around entrepreneurship vs. corporate careers.
- Empower students for entry into the job market.
- Build digital and research skills through presentations or videos.

■ Materials & tools

- Appendix 1 — task brief.
- Appendix 2 — debate rules.
- Appendix 3 — student evaluation sheet.
- Internet access; free digital tools (Canva, Prezi, Google Slides, Capcut, Clipchamp, Kapwing, WeVideo).

Lesson flow

OPEN

10 min

Frame & roles

- Why this matters — labour-market change, technology, globalisation.
- Inspirational question: would you rather build your own business or join a stable company?
- Form Team A (entrepreneurship) and Team B (corporation).
- Assign roles: researcher, scriptwriter, designer, speaker, moderator.

RESEARCH

Build content

30 min

- Each team researches success stories: Team A — Henry Ford, Ray Kroc, Estée Lauder, Jack Ma; Team B — Andy Grove, Satya Nadella, Indra Nooyi, Ken Kutaragi.
- Investigate advantages and risks of both paths.
- Use a digital tool to create a short video or presentation.

DEBATE

40 min

Present & discuss

- Round 1 (20 min) — each team presents (10 min each).
- Round 2 (10 min) — counter-arguments and rebuttals.
- Round 3 (10 min) — final statements (5 min each).

REFLECT

10 min

Evaluation

- Discussion of the experience (5 min).
- Anonymous evaluation sheet (5 min).
- Teacher feedback summarising key arguments.

★ Tips & tricks

- Provide additional resources where possible — videos, presentations, statistics.
- Define evaluation criteria explicitly to assess both speakers and supporting roles.

✓ Assessment

- Argumentation, critical thinking, structure, communication, cooperation, final presentation quality.

TOPICAL LESSON 15

Promoting Gender Equality

Thematic area: Promoting gender equality. Build cases on equity, opportunity, and structural barriers.

DURATION

90 min

LEVEL

Intermediate

GROUP

15–25

◆ Learning objectives

- Critically explore gender-equality issues at work, school, and home.
- Build value-driven arguments using debate methodology.
- Evaluate evidence on pay gaps, representation, and gendered expectations.
- Practise rebuttals that distinguish empirical and ethical claims.

■ Materials & tools

- Statistics handouts — pay gap, leadership representation, education access.
- Worksheet template: Claim → Reason → Evidence → Link.
- Curated source list (UN Women, Eurostat, OECD).

Lesson flow

OPEN

10 min

Frame the issue

- Quick fact-check: where do students think pay gaps stand today?
- Reveal recent stats and ask: surprising? Why?

RESEARCH

25 min

Build a case

- Teams take Pro / Con on the motion: 'THB current measures are sufficient to ensure gender equality at work.'
- Find 2–3 strong, sourced arguments using the curated list.

DEBATE

35 min

Structured debate

- Openings (4 min total).
- Main arguments (12 min total).
- Rebuttal round (8 min total).
- Closings (4 min total).

REFLECT

20 min

Evidence & ethics

- Which arguments were primarily empirical, which ethical?
- Where did rebuttals land? Where did they miss?
- What did you change your mind about — even slightly?

★ Tips & tricks

- Insist on sourced statistics — vague numbers crumble in rebuttal.
- Distinguish ‘equality of treatment’ from ‘equality of outcome’ early.
- Watch for false dilemmas (‘either quotas or merit’) — discuss alternatives.

✓ Assessment

- Quality of cited evidence; clarity of distinction between empirical and ethical claims.
- Effectiveness of rebuttals.
- Reflection-paper quality.

TOPICAL LESSON 16

Gender Equality in Modern Society

Thematic area: Promoting gender equality. Cross-curricular debate touching family, work, and media.

DURATION

90 min

LEVEL

Intermediate

GROUP

20–30

◆ Learning objectives

- Explore gender equality in family, education, work, and media.
- Practise structured argumentation and respectful disagreement.
- Use comparative international data to ground arguments.

■ Materials & tools

- Statistics on parental leave, leadership representation, and unpaid care work.
- Short documentary clips (5–8 min).
- Debate worksheet; timer.

Lesson flow

OPEN

15 min

Lived experience

- Anonymous slip: write one situation where you've seen gender norms shape behaviour.
- Read a sample aloud (with consent).
- Map themes on the board.

RESEARCH

20 min

Pick a domain

- Groups choose family, education, work, or media.
- Find one statistic, one expert quote, one real example for each side.

DEBATE

35 min

Mini-debates

- Two motions per round, run consecutively.
- Examples: 'THW introduce equal paid parental leave by default'; 'THBT social media accelerates gender stereotypes more than it dismantles them.'

REFLECT

20 min

Synthesise

- Which domain showed the biggest gap between law and practice?
- Where did rebuttals find common ground?

★ Tips & tricks

- Run two short debates rather than one long one — keeps energy up.
- Frame 'rebuttal' explicitly as engagement, not attack.

✓ Assessment

- Quality of evidence; clarity of arguments; respectfulness in disagreement.

“Sorry” Is Not Good Enough

Thematic area: Communication and accountability. Apologies in personal life, business, and politics.

DURATION
60 min

LEVEL
Intermediate

GROUP
15–25

◆ Learning objectives

- Examine when apologies are sufficient — and when they aren’t.
- Distinguish accountability, repair, and prevention.
- Build arguments using real cases (corporate apologies, political scandals, interpersonal harm).

■ Materials & tools

- Three short case studies — corporate scandal, political misstep, interpersonal incident.
- Worksheet: harm → response → adequacy.

Lesson flow

OPEN

10 min

What does an apology owe us?

- List the components of a complete apology: acknowledgement, responsibility, remorse, restitution, change.

ANALYSE

20 min

Case studies

- Each group analyses one case using the worksheet.
- Score the apology against the five components.

DEBATE

Mini-debate

20 min

- Motion: 'THB public apologies should be accompanied by mandatory restitution.'
- Two-speaker teams; 2 minutes per speech, then 1-minute reply.

REFLECT

10 min

Apply the frame

- Where in everyday life is restitution missing from apologies?
- Where is forced restitution dangerous or counterproductive?

★ Tips & tricks

- Use cases that aren't too charged — keep the focus on the framework.
- Push students to imagine whose perspective is missing from the apology.

✓ Assessment

- Worksheet scoring; quality of case-grounded arguments; reflection notes.

TOPICAL LESSON 18

Non-Verbal Communication in Business Negotiations

Thematic area: Communication. Decode body language; debate its weight in deal-making.

DURATION

90 min

LEVEL

Intermediate

GROUP

12–24

◆ Learning objectives

- Identify common non-verbal signals in negotiation contexts.
- Evaluate the role of culture in non-verbal interpretation.
- Build a debate around when non-verbal cues should outweigh stated content.

■ Materials & tools

- Short clips from negotiation scenes (TV, training videos).
- Cross-cultural reference cards (gestures and meanings by region).
- Role-play prompts.

Lesson flow

OPEN

15 min

Read the room

- Show 3 muted clips; students guess the negotiation's outcome.
- Reveal — discuss what gave it away (or didn't).

LECTURE

20 min

Vocabulary of non-verbal

- Posture, gesture, micro-expression, proxemics, paralanguage.
- Interpretation differs across cultures — eye contact, head movement, silence.

ROLE-PLAY

25 min

Negotiation pairs

- Pairs run a 3-minute negotiation (e.g., supplier price vs. quality).
- An observer rates non-verbal cues against a checklist.
- Swap roles; two iterations per pair.

DEBATE

30 min

Mini-debate

- Motion: 'THB non-verbal communication should be treated as binding evidence in negotiations.'
- Two-speaker teams; brief Q&A round.

★ Tips & tricks

- Avoid stereotypes — present ranges, not rules, for cultural cues.
- Encourage observers to give specific time-stamps in feedback.

✓ Assessment

- Observer checklist scoring; debate clarity and structure; reflection on cultural nuance.

Causes of Road Rage

Thematic area: Vocational topics for transport and logistics students.

DURATION

60 min

LEVEL

Intermediate

GROUP

15–25

◆ Learning objectives

- Identify psychological and environmental triggers of road rage.
- Examine prevention strategies for drivers and infrastructure planners.
- Use motion analysis to build arguments around traffic policy.

■ Materials & tools

- Short articles on road-rage psychology.
- Local statistics on aggressive driving.
- Case-study handout with three driver scenarios.

Lesson flow

OPEN

10 min

Trigger map

- Brainstorm triggers: traffic, stress, anonymity, frustration, learned behaviour.
- Group similar triggers into categories on the board.

ANALYSE

20 min

Case studies

- Groups read three scenarios and identify the trigger and a constructive response.
- Suggest one infrastructure or policy change that would help.

DEBATE

20 min

Mini-debate

- Motion: 'THBT road-rage prevention is primarily an infrastructure problem, not an individual one.'
- Two-speaker teams; one rebuttal each.

REFLECT

10 min

Link to vocational practice

- How will future drivers in your trade manage triggers?
- Which policy change had the strongest case?

★ Tips & tricks

- Use real local examples — students respond to roads they know.
- Distinguish fixable infrastructure issues from individual psychological factors.

✓ Assessment

- Quality of case analysis and policy linkage; clarity of debate arguments.

The School's Role in Combating Violence and Aggression

Thematic area: Civic literacy. Where prevention sits in school life.

DURATION

90 min

LEVEL

Intermediate

GROUP

20–30

◆ Learning objectives

- Discuss the school's role in preventing violence and aggression.
- Distinguish reactive discipline from preventive culture-building.
- Build arguments around teacher training, peer mediation, and policy.

■ Materials & tools

- Summary of national anti-bullying policies.
- Case studies on peer-mediation programmes.
- Debate worksheet.

Lesson flow

OPEN

15 min

What does prevention look like?

- Distinguish discipline (after) from prevention (before).
- Surface examples from students' experience.

RESEARCH

25 min

Group research

- Teams pick one lever: teacher training, peer mediation, curriculum, school climate, family engagement.
- Research one example of that lever working well, and one where it fell short.

DEBATE

35 min

Two-round debate

- Round 1 motion: 'THBT schools should be evaluated on prevention metrics, not discipline metrics.'
- Round 2 motion: 'THW make peer mediation programmes mandatory in every school.'

REFLECT

15 min

Synthesise

- Which lever had the strongest case?
- What would it take to implement it tomorrow?

★ Tips & tricks

- Steer students towards evidence rather than anecdote.
- Highlight that prevention is the everyday work of schools, not a one-off intervention.

✓ Assessment

- Strength of evidence; clarity of policy proposals.

TOPICAL LESSON 21

A Unified Vocational Education Curriculum in the EU

Thematic area: European political and economic processes.

DURATION

90 min

LEVEL

Intermediate–Advanced

GROUP

20–30

◆ Learning objectives

- Examine arguments for and against EU-wide unified VET curricula.
- Build cases that account for member-state variation and labour mobility.
- Practise nuanced rebuttals on policy harmonisation.

■ Materials & tools

- Background on Europass, EQF (European Qualifications Framework), and ECVET.
- Case studies of cross-border VET portability.
- Debate worksheet; timer.

Lesson flow

OPEN

15 min

Status quo briefing

- Walk through EQF, Europass, and current portability tools.
- Identify the practical gaps that students or family members might have hit.

RESEARCH

25 min

Build the case

- Pro team: arguments for unification — mobility, transparency, employer trust.
- Con team: arguments against — local labour markets, language, cultural fit.

DEBATE

35 min

Structured debate

- Openings (4 min total); main arguments (12 min); rebuttals (8 min); closings (4 min).

REFLECT

15 min

Compromise design

- Could a hybrid model satisfy both sides?
- Which competences should be EU-wide, and which should remain national?

★ Tips & tricks

- Encourage students to anchor arguments to real labour-market data.
- Push beyond 'yes/no': explore where harmonisation should stop.

✓ Assessment

- Use of evidence; nuance of rebuttals; quality of compromise proposals.

TOPICAL LESSON 22

Do EU Institutions Impact Our Lives as European Citizens?

Thematic area: European political and economic processes. From the abstract to the everyday.

DURATION

90 min

LEVEL

Beginner–Intermediate

GROUP

20–30

◆ Learning objectives

- Connect EU institutions to concrete experiences in everyday life.
- Build awareness of channels through which young people can engage with EU policy.
- Practise structured debate on civic participation.

■ Materials & tools

- Short fact-cards on each major EU institution.
- Examples of EU regulations affecting daily life (roaming, GDPR, food labelling, Erasmus+).
- Debate worksheet.

Lesson flow

OPEN

15 min

Where the EU shows up

- Quick poll: which EU policies have students personally felt? (Free roaming, food labels, Erasmus, GDPR cookie banners).
- Map onto institutions.

RESEARCH

20 min

Connect institution to impact

- Each group takes one institution; finds one regulation it created and one it failed to deliver on.

DEBATE

35 min

Structured debate

- Motion: 'THBT EU institutions improve the daily lives of European citizens.'
- Standard openings → main → rebuttals → closings.

REFLECT

20 min

Engagement

- Which channels could young people actually use to influence EU policy?
- What would they want to change first?

★ Tips & tricks

- Use concrete, everyday examples to keep the institution-talk grounded.
- Encourage students to suggest a single change they would push for.

✓ Assessment

- Concreteness of evidence; clarity of institution-impact links.

Inclusion Guidelines

Inclusion Guidelines for Debate-Based Teaching in VET

Debate-based learning can be a powerful tool for inclusion in VET classrooms when implemented thoughtfully and flexibly. Students differ in language proficiency, learning pace, confidence, physical ability, and social experience. These guidelines help VET teachers adapt debate lessons so every student can participate meaningfully — regardless of background or individual needs.

The guiding principle is flexible participation. Students may contribute in different ways, at different levels, and through different roles, while still engaging with the core learning objectives of debate.

✦ General principles for inclusive debate teaching

- Focus on understanding and reasoning, not on fluency or performance.
- Allow multiple forms of participation: speaking, writing, observing, moderating, analysing.
- Break activities into clear, manageable steps.
- Provide predictable structure while remaining flexible in timing and roles.
- Emphasise progress, effort, and confidence-building over competition.
- Build a classroom climate of respect, patience, and psychological safety.

Teachers are encouraged to discuss adaptations openly with students and to treat inclusion as an ongoing process, not a fixed checklist.

Adapting lessons: before, during, after

▣ Before the lesson

- Prepare materials in accessible formats — simplified texts, visual aids, audio versions, glossaries of key terms.
- Connect debate topics to students' real-life experiences and vocational contexts.
- Plan flexible roles: speaker, researcher, timekeeper, observer, evaluator.
- Check physical accessibility; share materials in advance when needed.

◎ During the lesson

- Give clear, concise instructions; repeat them when needed.
- Allow extra time; avoid unnecessary time pressure.

- Encourage participation without forcing public speaking; accept written notes, recorded speech, or visual support.
- Model respectful listening; intervene to ensure balanced participation.

After the lesson

- Differentiate assessment; focus on reasoning, engagement, and effort, not only performance.
- Give immediate, constructive feedback — especially for students who lack confidence.
- Highlight strengths and progress.
- Offer alternative ways for students to complete or reflect on tasks if their participation was limited.

Specific guidance for common learner needs

► Students with limited language proficiency or immigrant backgrounds

- Use bilingual glossaries, visual aids, and sentence starters.
- Allow simple language; paraphrase student contributions to model correct expressions.
- Pair students of different language levels.
- Don't penalise grammatical errors — assess meaning and argument.

► Students with attention or concentration difficulties (e.g. ADHD/ADD)

- Use short, structured tasks and predictable routines.
- Divide lessons into clearly timed phases.
- Assign active roles; include movement-based or gamified activities.
- Set clear goals and give immediate feedback.

► Students with reading and writing difficulties (e.g. dyslexia)

- Offer audio materials and oral instructions alongside written ones.
- Use concept maps and step-by-step task breakdowns.
- Allow oral or visual assessment alongside written work.
- Apply differentiated evaluation criteria.

► **Students with speech difficulties (e.g. stuttering, anxiety)**

- Foster patience and respect among peers.
- Never force public speaking; allow scripts or small-group practice.
- Don't interrupt or finish students' sentences.
- Evaluate reasoning and ideas, not fluency.

► **Students with sensory or physical disabilities**

- Provide accessible materials — audio, Braille, large print, captions.
- Ensure classroom accessibility and appropriate seating.
- Allow assistive technology and alternative participation formats.
- Assign roles by interest and ability, not physical limitation.

► **Students with chronic illnesses**

- Plan flexibility into breaks and role changes.
- Allow students to step out or work at lower intensity when needed.
- Offer alternative formats for completing tasks afterwards.
- Maintain discretion and a supportive atmosphere.

► **Roma students and students at risk of exclusion**

- Use culturally relevant topics and real-life examples.
- Encourage expression in students' own words without pressure for formal language.
- Build trust through encouragement and recognition of progress.
- Promote peer support and mixed teams.

► **Gifted or highly motivated students**

- Provide enrichment tasks and leadership or mentoring roles.
- Encourage deeper analysis while managing speaking time to keep balance.
- Involve them in planning or facilitating future debates.

Assessment and evaluation in inclusive debate teaching

✓ Make assessment formative and flexible

- Assess reasoning, structure of ideas, collaboration, and engagement.
- Recognise improvement and effort, not only final performance.
- Allow students to demonstrate learning in different formats.
- Adapt grading criteria to reflect each student's starting point and progress.

Conclusion

We hope this toolkit empowers you to engage your students in meaningful, thought-provoking dialogue. Thank you for the time and dedication you put into helping young people grow into critical thinkers and active members of society.

Together with the Methodological Guide (WP2) and the e-learning platform (WP4), the Toolkit forms part of an integrated, scalable model for innovation in VET education:

○ The full Voice of Vocation suite

- The Guide provides the vision and theoretical structure.
- The Toolkit delivers the practical tools and classroom activities.
- E-learning ensures continuous professional development.

Good luck — and enjoy the journey of debating with your students.

Reviews & Evaluations

The toolkit went through a multi-level review process to ensure quality, relevance, and usability.

● How the toolkit was reviewed

- Two expert reviews — one from a debate-education perspective, one from a vocational-education perspective.
- Peer review by VET teachers who tested lessons in real classrooms.
- Systematic feedback from teachers and students during the piloting phase.
- Reflections from VET teachers across all partner countries on relevance, structure, and applicability.

Students' Evaluation Report

1,605 students from vocational secondary schools in Croatia, Serbia, Germany, and Italy participated in lessons run by their teachers.

Students experienced two kinds of lessons: explicitly debate-focused sessions on public speaking, argumentation, and structured discussion; and topical lessons that used debate as a method to explore subject-related and cross-curricular themes. Not every topical lesson targeted speaking or research skills — many emphasised participation, collaboration, and active involvement instead.

Overall feedback was highly positive. More than 90% of written comments expressed positive impressions, frequently describing the activities as interesting, different, and more engaging than traditional teaching.

▣ Self-reported skill development

- Public speaking — 882 of 1,605 students (54.95%) reported improvement.
- Information searching — 996 of 1,605 (62.06%) reported improvement.
- Applicability of knowledge to everyday life — 1,060 of 1,605 (66.04%) agreed.

Given that not every lesson was designed primarily to develop speaking or research skills, these results indicate a meaningful and relevant impact on transferable competences.

Recurring constructive comments echoed familiar dynamics of group work — uneven participation and limited time for everyone to share. The toolkit responds with concrete guidance on inclusive lesson design, balanced participation, and strategies that give every student a chance to contribute.

Representative student voices

“ Nice to skip economic class. It was fun and different from normal lessons.

“ Speaking in front of a crowd is a valuable and useful skill — almost everyone needs it at some point.

“ This lesson was useful and interesting. We should have more lessons like this.

“ It was a very interesting lesson — I hope we have more of them.

“ Good lesson — I enjoyed making my own business idea.

“ It was great. I wish it had lasted longer — two classes.

Teachers' Evaluation Report

Eighty-five vocational teachers from Croatia, Serbia, Germany, and Italy ran 326 lesson tests in their classrooms, returning 325 completed evaluation questionnaires.

Testing happened in two phases. The first focused on explicitly debate-focused lessons that introduced students to debate structure, roles, and core argumentation. The second covered topical lessons that used debate as a pedagogical method for cross-curricular themes.

Teachers reported lessons were engaging, relevant for vocational students, and adaptable to different subjects and contexts. They consistently emphasised that debate-based methods improved classroom interaction, motivation, and the development of communication and critical thinking skills.

“Thank you for a very good topic for the subject Applied Ecology with Environmental Technician students.

— VET teacher

“This is an excellent activity for developing essential communication and critical-thinking skills in a constrained timeframe. It is easy for a teacher to implement, with clear instructions, and the lesson achieves its objectives.

— VET teacher

“The Refutation Chain is a valuable addition to the teaching material.

— VET teacher

“I want to praise you for the list of interesting topics and teaching materials I’ll use with my students in the future.

— VET teacher

“I have only words of praise. Students can connect more, hear other opinions, and express their own freely — learning from each other and gaining new knowledge for the future.

— VET teacher

“ I am very satisfied with these materials. It’s clear they were developed with a lot of care. Everything is explained precisely, making the lessons easy to implement.

— VET teacher

Expert Reviews

External experts from education, teaching, and vocational schooling provided an additional layer of quality assurance. Their reviews highlight several strengths: methodological consistency, clear structure, ease of use, and strong relevance for vocational education. They also underline the toolkit’s broader value — supporting critical thinking, communication, argumentation, and other transferable competences across subjects.

“ The Voice of Vocation Toolkit is a well-designed and tested resource that successfully connects debate methods with the practical needs of the vocational education system, for both teachers and students. Although created mainly for VET schools, the material is flexible and can be used effectively in other secondary schools — and, with adaptation, even in upper grades of primary school. The toolkit provides teachers with a clear, practical set of lessons on highly relevant topics, supported by strong educational reasoning. Its cross-curricular nature lets teachers use it across subjects while helping students build critical thinking, communication, and civic competences. As a unique resource, the toolkit goes beyond individual teacher initiative and has strong potential to become a regular part of the curriculum.

— Eli Pijaca Plavšić, expert in education

“ This toolkit is a very valuable resource for teaching debate. It is full of practical guidance presented in a way that is easy to apply. The lesson plans are clear and ready to use, which makes planning more efficient and supports teachers in their daily work.

— Juliane Scholz, professor

“This toolkit is a systematically designed and methodologically grounded resource for teaching debate in vocational schools at both basic and advanced levels. Its importance is particularly evident in its contribution to students’ critical thinking, communication, and argumentative competences.

— Maja Kasapović, professor

“In front of us is a complete debate toolkit, logically and consistently organised, easy to use even for teachers with little experience. The instructions are clear and straightforward. The objectives are well thought out, and the materials are excellent. After 25 years in vocational high school, I finally have the manual in front of me — everything in one place.

— Nada Banjanin Đuričić, professor