# MODULE 1: A Pedagogical Introduction

In our increasingly interconnected world, it is crucial that we prioritize the education of today's young people as global citizens. Teaching them to be global citizens equips them with the knowledge, skills, and attitudes necessary to navigate and positively contribute to our complex global society.

Firstly, globalization has interconnected nations and peoples like never before. Young people are growing up in an era where borders are becoming more porous, technology connects us instantly, and global challenges such as climate change, poverty, and conflicts require collective action. By teaching them to be global citizens, we empower them to understand and engage with these issues, fostering a sense of responsibility and agency to create positive change.

Secondly, global citizenship education helps young people develop a sense of belonging to a wider global community. It encourages them to recognize the shared values and interconnectedness of all humanity. By fostering this sense of belonging, we can counteract divisive narratives and cultivate a culture of tolerance, inclusivity, and respect for human rights.

Lastly, teaching young people to be global citizens contributes to the creation of a more just, peaceful, and sustainable world. By nurturing their understanding of social justice, environmental stewardship, and human rights, we empower them to challenge inequalities, promote sustainable practices, and become advocates for positive social change.

This module introduces three concepts. Firstly, global citizenship education: its meaning, aims, and goals. This part of the module can be considered the content for what we want our students to learn with the materials of this project. Secondly, critical pedagogy: the attitude we want to hold as a trainer to make learning effective with our group. And finally, debate education: the tool we use to help our students learn.

## Key Concepts

| Concept | Definition |
|---|---|
| Argumentation | The process of constructing and presenting arguments in a logical and persuasive manner to convey a point of view or support a claim. |
| Critical Pedagogy | An educational approach that aims to empower learners by fostering critical thinking, questioning social inequalities, and promoting transformative action for social justice. |
| Critical Thinking | The ability to analyze, evaluate, and interpret information objectively and logically, considering multiple perspectives and evidence to form well-reasoned judgments and decisions. |
| Debate Education | The practice of engaging students in structured debates to develop skills in researching, constructing arguments, public speaking, and critical analysis of different viewpoints. |
| Global North | Refers to economically developed countries primarily located in the northern hemisphere, typically characterized by higher standards of living, industrialization, and technological advancements. |
| Global South | Refers to economically developing countries primarily located in the southern hemisphere, often facing socio-economic challenges and a lower level of industrialization and infrastructure. |

| Concept | Definition |
| --- | --- |
| Global citizenship education | An educational framework aimed at developing individuals' knowledge, skills, attitudes, and values to understand and actively engage with global issues, promoting a sense of global responsibility. |
| Globalisation | The increasing interconnectedness and interdependence of countries, economies, cultures, and people globally, facilitated by advancements in technology, communication, and global trade. |
| Theme-Centred Interaction | A group interaction method developed by Ruth Cohn that emphasizes exploring themes, integrating cognitive, emotional, and social aspects, and fostering personal and group growth and learning. |
| UNESCO | The United Nations Educational, Scientific and Cultural Organization, an agency of the United Nations that promotes international collaboration in education, science, culture, and communication. |

## Global Citizenship Education

Global citizenship education is an educational approach that aims to foster the knowledge, skills, attitudes, and values necessary for individuals to become active, responsible global citizens.

Global citizenship education encompasses three key dimensions: cognitive, socio-emotional, and behavioural. It seeks to empower learners to contribute to a more just, peaceful, and sustainable world by promoting critical thinking, empathy, and a sense of shared responsibility.

**Cognitive Dimension:** This involves acquiring knowledge and understanding of global issues, systems, and interconnections. It includes developing critical thinking skills, analysing multiple perspectives, and recognizing the complexity of global challenges.

**Socio-emotional Dimension:** This focuses on fostering empathy, respect, and intercultural understanding. It involves developing a sense of identity and belonging to both local and global communities, valuing diversity, and promoting social justice.

**Behavioral Dimension:** This focuses on enabling individuals to take action and engage in responsible, active citizenship. It includes developing skills for effective communication, collaboration, and peaceful conflict resolution. It also emphasizes the importance of sustainable and ethical behaviours.

As the UNESCO Guidance puts it, global citizenship education aims to enable learners to:

- Develop an understanding of global governance structures, rights and responsibilities, global issues, and connections between global, national, and local systems and processes.
- Recognize and appreciate differences and multiple identities, such as culture, language, religion, gender, and our common humanity, and develop skills for living in an increasingly diverse world.
- Develop and apply critical skills for civic literacy, including critical inquiry, information technology, media literacy, critical thinking, decision-making, problem-solving, negotiation, peace-building, and personal and social responsibility.
- Recognize and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice, and civic engagement.
- Develop attitudes of care and empathy for others and the environment and respect for diversity.
- Develop values of fairness and social justice and skills to critically analyze inequalities based on gender, socio-economic status, culture, religion, age, and other issues.
- Participate in and contribute to contemporary global issues at local, national, and global levels as informed, engaged, responsible, and responsive global citizens.

## Defining globalisation

In order to understand what the focus of global citizenship education is, we need to offer a brief overview of globalisation. Globalisation refers to the increasing interconnectedness and interdependence of countries, economies, cultures, and people across the globe. It involves the

exchange of goods, services, information, ideas, and technologies on a global scale. Globalisation encompasses various dimensions, including economic, political, social, cultural, and technological aspects.

Economically, globalization refers to the integration of national economies into a global economic system. It involves the liberalization of trade and investment, the removal of barriers to the movement of goods, services, and capital, and the establishment of multinational corporations operating across borders. The growth of global trade, international financial flows, and the emergence of global supply chains are central aspects of economic globalization.

Politically, globalization has reshaped the dynamics of international relations. It has led to the formation of international organizations and institutions, such as the United Nations, World Trade Organization, and International Monetary Fund, which aim to promote global cooperation and address global challenges. Globalisation has also fueled debates on issues of sovereignty, national identity, and the balance of power among nations.

Socially, globalization has facilitated the exchange of ideas, values, and cultural practices among different societies. It has brought about the spread of popular culture, the diffusion of knowledge and information through mass media and the internet, and the emergence of global social movements. However, it has also raised concerns about cultural homogenization, the erosion of local traditions, and the dominance of Western cultural norms.

Culturally, globalization has fostered both cultural diversity and hybridization. It has led to the blending and mixing of different cultural traditions, languages, and lifestyles. Globalization has facilitated cultural exchange and dialogue, allowing individuals to engage with diverse perspectives and experiences. At the same time, it has given rise to debates about cultural imperialism and the preservation of cultural heritage. A related concept is that of “Americanisation” or “Westernisation”.

Technologically, globalization has been facilitated by advancements in transportation, communication, and information technologies. Innovations in transportation have made the movement of goods and people more efficient, while advancements in communication technologies have transformed the way information is accessed and shared globally. The internet, in particular, has revolutionized global connectivity and facilitated cross-border communication and collaboration.

The historical development of globalization can be traced back to ancient times when trade networks and cultural exchange routes connected distant civilizations. However, the contemporary phase of globalization gained momentum in the late 20th century. Technological advancements, such as the internet and improvements in transportation, played a significant role in accelerating globalization during this period.

Globalisation takes place in the context of an unevenly divided world, where economic, political, and cultural power has been largely dominated by the interests of the Global North. In recent decades, access to this power has opened up to a more diverse elite, with the increase in economic and cultural power of countries such as China, South Korea, Brazil, and India. This opening has come with large complexities in how these countries challenge Western power, and has complex effects on the rest of the Global South.

We use the terms "Global North" and "Global South" instead of "developed" and "developing" or "Western" and "non-Western". We think this is preferable because it acknowledges the complexities and power dynamics associated with global inequalities. The terms "developed" and "developing" imply a linear progression, suggesting that certain countries or regions are inherently

more advanced or superior. However, this oversimplifies the diverse realities and challenges faced by different nations.

On the other hand, the terms "Global North" and "Global South" do highlight the structural imbalances between economically advanced and less developed regions. They recognize historical and ongoing processes of colonization, exploitation, and power disparities that shape global relationships.

## Aims of global citizenship education

We follow the UNESCO learning objectives for teenagers and young adults in setting the goals for what we hope to teach in this project. Here you can find these objectives in a table format, taken from the UNESCO guidebook on Global Education.

| TOPICS | LEARNING OBJECTIVES |
|---|---|
| 1. Local, national and global systems and structures | Critically analyse global governance systems, structures, and processes and assess implications for global citizenship |
| 2. Issues affecting interaction and connectedness of communities at local, national and global levels | Critically examine local, national, and global issues, responsibilities, and consequences of decision-making, examine and propose appropriate responses |
| 3. Underlying assumptions and power dynamics | Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making, and governance |
| 4. Different levels of identity | Critically examine ways in which different levels of identity interact and live peacefully with different social groups |
| 5. Different communities that people belong to and how these are connected | Critically assess connectedness between different groups, communities, and countries |
| 6. Difference and respect for diversity | Develop and apply values, attitudes, and skills to manage and engage with diverse groups and perspectives |
| 7. Actions that can be taken individually and collectively | Develop and apply skills for effective civic engagement |
| 8. Ethically responsible behaviour | Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality |
| 9. Getting engaged and taking action | Propose action for and become agents of positive change |

# Critical Pedagogy

In this chapter we explore the approaches of two educational reformers. The first is Paulo Freire, a Brazilian educator who is the foundational theorist for critical pedagogy. The second one is Ruth Cohn, a German-Jewish psychoanalyst, who developed a method for working with groups called theme-centred interaction. The section on Freire can be considered as an invitation to reflect on the values you should hold as a teacher to open up perspectives for students. The section on Cohn introduces methods that you can use to effectively work with groups.

## Paulo Freire and the Pedagogy of the Oppressed

Paulo Freire, a Brazilian educator and philosopher, is best known for his influential work in the realm of critical pedagogy. His experiences in education in Brazil played a significant role in the development of his theories.

Freire was born in 1921 into a middle-class family in Recife, Brazil. However, the Great Depression significantly impacted his family, leading them into poverty. This personal experience of poverty deeply influenced Freire's understanding of education and society.

Freire started his career in education as a Portuguese teacher. However, his interest soon turned towards the issue of illiteracy among the poor in Brazil. In the 1960s, he took charge of an adult literacy program for the National Service for Industry, an initiative aimed at reducing illiteracy levels among workers.

During this time, Freire became acutely aware of the link between illiteracy and social and political marginalization. He realized that traditional methods of education, where the teacher deposits knowledge into passive students, were failing to address the socio-economic realities of the learners. This "banking" concept of education, as he called it, did not encourage critical thinking or active participation from students. Worse, he believed that it replicated existing stereotypes amongst students.

Freire developed a new approach to education, later known as "critical pedagogy," which aimed to empower learners to question and challenge the dominant societal narratives and structures that perpetuated their conditions. He saw education as a tool for political and social change, where students could become active participants in their own learning, leading to the transformation of their individual lives and society at large.

His method involved problem-posing education, where teachers and students learn together through dialogue about real-world issues. This approach was first outlined in his seminal work, "Pedagogy of the Oppressed," written during his exile after a military coup in Brazil in 1964. Despite the political challenges he faced, his experiences and observations in Brazilian education were fundamental to the development of his transformative educational philosophy.

## Epistemological curiosity

Central to critical pedagogy is 'epistemological curiosity' (the willingness to learn). This curiosity involves a deep understanding of a topic, going beyond surface-level facts to question the origins, significance, and implications of the knowledge at hand. This foundational concept, while

straightforward, becomes quite complex when applied to the politics of knowledge and education in both media and formal school settings.

Epistemological curiosity goes beyond mere understanding of a subject. It urges us to question why a certain topic is considered important enough to be featured in the media or included in an official school curriculum. It encourages us to ponder whose interests this information benefits, how it was produced, and its purpose. This curiosity reshapes our relationship with knowledge and how we perceive it within the realms of media and education.

When studying subjects like poverty, for instance, we don't just focus on statistical data and government reports. Rather, we seek to understand the reasons behind its existence, what it's like to live in poverty daily, and how we can mitigate it globally. An example of this type of curiosity in action in the field of economics is the work of Nobel-prize winning economists Esther Duflo and Abherit Mukerjee. They disputed commonly-held views that impoverished people make irrational choices, and that that is a reason why they are poor. They explored why people in impoverished conditions make the choices that they do, exposed the rationality behind their choices, and used that to champion new programs to combat poverty. This difference in approach significantly distinguishes a traditional understanding of a subject from a critical one.

This perspective enables us to realize that there's more to the production and validation of knowledge than we initially think. We don't solely rely on elite knowledge creators published in top-tier academic journals. We search for knowledge everywhere, including places often dismissed as low-status within the dominant power matrix. Surprisingly, it's often in these overlooked spaces that we uncover transformative insights that can change our lives and those of many others.

Debate education aligns closely with Paulo Freire's concept of epistemological curiosity. In debate education, students are encouraged to critically analyze and scrutinize a variety of topics, similar to exercising epistemological curiosity. They're trained to not only understand a topic but also to comprehend its underlying dynamics, the context in which it exists, its causes and effects, and its implications. Debaters do so by critically analysing the viewpoints of the other side, and being rewarded for questioning assumptions and beliefs.

The skill of critical thinking, essential in both debate education and Freire's pedagogical philosophy, fosters an active, rather than passive, relationship with knowledge. This corresponds to Freire's belief that education should be a dialogue, not a monologue. Debaters are active learners, questioning, challenging, and engaging with information rather than simply receiving it passively.

## Core attitudes for teachers using critical pedagogy

Here are a few core attitudes that you as a teacher can hold to embody Freire’s educational philosophy. As a reflection, we invite you to think about three of these attitudes, and think of moments where you felt you successfully embodied or (knowingly or unknowingly) failed to hold that attitude.

1. Dialogical approach: Teachers should encourage dialogue, not just monologue. They should learn from their students just as students learn from them.
2. Problem-posing education: Rather than treating students as passive recipients of knowledge, teachers should engage students in problem-posing education, using real-world issues as the basis for learning and understanding.

3. Critical consciousness: Teachers should aim to develop critical consciousness in their students, enabling them to understand and challenge the socio-cultural and political contexts that influence their lives. This means that a critical attitude is salient in students' minds. Teachers should encourage students to question and challenge the dominant narratives, ideologies, and structures in society.
4. Empowerment: Teachers should see their role not just as educators but also as facilitators of empowerment. Education should be a tool for students to assert control over their own lives and their social conditions.
5. Social justice orientation: A key goal of critical pedagogy is the promotion of social justice. Teachers should aim to make their students aware of social inequalities and injustice and inspire them to work towards their rectification.
6. Respect for diversity: Teachers should respect and value the diverse backgrounds and experiences of their students, incorporating these into the learning process, legitimising their perspectives, and understanding that the teacher is often less knowledgeable about the experiences of their students than they themselves. Teachers should understand and teach in a manner that considers the social, cultural, and political context of their students. This involves recognizing the impact of these factors on their students' learning and lives.
7. Democratization of the classroom: Teachers should strive for a democratic classroom, where power is shared, and every student has an equal opportunity to participate and express their opinions.
8. Transformative action: The ultimate goal of learning is transformative action. Teachers should inspire students to apply what they learn to effect positive change in their lives and communities.
9. Reflection: Teachers should encourage and practice reflective thinking, both for themselves and their students. This includes reflecting on their teaching practices, biases, and how these impact their students' learning.
10. Community Engagement: Teachers should connect the classroom to the larger community, creating opportunities for students to engage with real-world issues in their communities.

## Ruth Cohn and Theme-Centred Interaction

Ruth Cohn was a psychologist, educator, and group therapist who developed Theme-Centred Interaction (TCI). Born in Berlin, Germany, she grew up in a family of educators and became interested in psychology and philosophy from a young age.

Cohn's experiences growing up during the rise of Nazism and her subsequent emigration to Switzerland to avoid persecution greatly influenced her outlook and approach to group work. She witnessed the power of group dynamics, both positive and negative, and the importance of fostering understanding and cooperation among individuals.

In the 1950s, Cohn began developing her approach to group work, which later became known as Theme-Centered Interaction. She integrated her knowledge of psychology, philosophy, and education to create a comprehensive framework that emphasized the integration of the individual, the group, and the task or theme. Her interest was sparked by her desire to expand the scope of therapeutical approaches to include more people than involved in just the patient-therapist dynamic.

Cohn believed that effective group work required a balance between personal growth and collective development. She emphasized the importance of recognizing and valuing each individual's unique perspectives and contributions within the group context. Her approach aimed to create an atmosphere of mutual respect, authenticity, and open dialogue, where participants could explore and understand a chosen theme in-depth.

## Theme-Centred Interaction (TCI)

The essential elements of TCI are based on a 4-factor model and dynamic balance.

Every group is defined by four factors: I (the individual), WE (the group interaction), IT (the task), and the GLOBE (context). Finding an equilibrium among these factors forms the foundation of TCI group work.

The TCI group leader focuses on maintaining a dynamic balance among the four factors. This balance includes intellectual and emotional participation, exertion and relaxation, speaking, silence, and activity. The term "dynamic" suggests that balance is not fixed but a part of the ongoing process.

The theme (IT) defines the common task and goal of the group work. Each work period's theme is connected to the general course theme. It should address participants holistically, considering their developmental stage and guiding them towards the next step. The theme should be general enough for all participants to engage with, while providing orientation.

The participating leader considers themselves part of the system, acting as both a participant and a leader. As a participant, they model the postulates (see below) and authentically contribute their thoughts and feelings. As a leader, they perceive, formulate, and present themes that support the group process. They suggest structures and ensure their maintenance, while observing the balance among the I, We, Theme, and Globe factors.

The values and view of mankind in TCI are based on three axioms:
(1) The individual is a psycho-biological unity, autonomous yet interdependent with the universe. In other terms, we are not only our brains, we are embodied: we exist in the space around us and it affects us, we are not just present in our head.
(2) All living entities, their growth, and decline deserve respect. Respect for growth forms the basis of evaluating decisions, while inhumanity threatens what is valuable.
(3) Free decision-making operates within provisional internal and external boundaries, which can be expanded.

Two general postulates arise from these values: (1) Be aware of your internal and external situation, making responsible decisions that consider others and yourself. Essentially, be your own "chairperson!" (2) Disturbances and passionate involvements take precedence. View them as opportunities and signs of overlooked or repressed aspects.

There are a set of auxiliary postulates that help leaders work with their groups. These are guidelines: they help when they help, they don’t when they don’t. As a reflection, you can think of situations were you found disturbances in a group you worked with, and consider whether these postulates would’ve helped you deal with these disturbances in a better way.

1. Represent yourself when you speak. Use "I" instead of "we" or "one" to take individual responsibility. Vague expressions in direct speech are an attempt to avoid personal accountability.
2. When asking a question, explain why you asked and what it means to you. Speak for yourself and avoid turning it into an interview. Questions without a genuine desire for information are disingenuous. Avoid using questions to disguise your own opinions or hidden motives.
3. Be authentic and selective in your communication. Be aware of your thoughts and feelings and choose your words and actions accordingly.
4. Express personal reactions instead of jumping to interpretations. Premature interpretations can lead to defensiveness and hinder effective communication.
5. Avoid making generalizations as they disrupt the group process.
6. When discussing others, explain what it means to you. Statements about other participants are entirely personal opinions.
7. Private conversations should take a lower priority. While they may be important, they can disrupt the group process. If you want to share something important with a neighbor, consider sharing it with the whole group.
8. Allow only one person to speak at a time. The group's cohesion depends on participants showing focused interest in one another. Being interested in others means paying attention to their statements and actions. Therefore, statements should occur one after the other.
9. If multiple people want to speak simultaneously, use keywords to communicate the topic you would like to discuss. Let the group determine the order of speech to ensure that dominant individuals do not dominate the conversation and that quieter individuals are not ignored.

## Debate Education

Debate education is an educational approach that involves structured and formalized debates as a means of developing students' critical thinking, communication, and argumentation skills. It provides students with opportunities to research, construct well-reasoned arguments, and engage in public speaking. Through debate, students learn to analyze different perspectives, evaluate evidence, and effectively communicate their ideas.

Debate education has long been recognized for its ability to foster critical thinking, collaborative skills, and good citizenship. Engaging in debates helps students develop essential skills that can lead to a lifetime of educational and social success.

## Outcomes of debate education

### *Critical Thinking*

One of the most significant benefits of debate education is the development of critical thinking skills. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information. Many studies have found that students who participated in debate programs exhibited improved critical thinking skills compared to their non-debating peers, because debate helps scaffolding students' thinking in collaborative and analytical settings.

### *Collaborative Skills*

Debate education also helps students develop collaborative skills. As participants work together to build and defend their arguments, they learn the importance of cooperation, communication, and active listening. By engaging in debates, students learn to respect diverse opinions, negotiate, and find common ground, which are invaluable skills for working in group settings and navigating a diverse workforce.

### *Active Citizenship*

In addition to academic benefits, debate education plays a vital role in promoting active citizenship. Debate encourages students to develop a sense of social responsibility and global awareness, as debaters are exposed to various local and international issues.

## In what way does debate education achieve these outcomes?

Lets see how debate education achieves those aims, and what you need to have in place during a debate session. Here are a few mechanisms present in most forms of debate education:

1. Active learning: Debate education involves students in active learning, where they must engage with the material, think critically about it, and apply it to real-world situations. Crucially, active learning often increases the level of students' motivation.
2. Structuring and scaffolding of information: As students practice debate, they learn to analyze and reorganize information in order to construct persuasive arguments. This process of cognitive restructuring enables them to view problems from different perspectives, fostering intellectual flexibility and problem-solving skills.
3. Practice and reinforcement: Debate education offers students the opportunity to practice and reinforce their critical thinking, research, writing, and public speaking skills. Through repetition and exposure, students gradually improve their abilities and gain confidence in using these skills in various academic and professional contexts.
4. Social interaction: Debate is inherently a social activity that requires participants to engage with others, consider different viewpoints, and respond to opposing arguments. This process helps develop important social skills, such as active listening, empathy, and negotiation, while promoting tolerance and respect for diverse opinions.

## Building blocks of debate sessions

Debate education offers a few building blocks that are always present in order for these mechanisms to occur. These building blocks are independent of the specifically chosen debate format (such as Worlds Schools, British Parliamentary, or Lincoln-Douglas).

1. Clear objectives and expectations: Establishing clear objectives and expectations for students is crucial. You should communicate the purpose of the debate activities and explain the skills they aim to develop for each specific session. For advanced students who have internalised the complex set of requirements that are involved in scoring a debate format (such as matter, manner, and strategy), feedback can follow some multiples of these lines.

For students who are not as far along their debate journey, you want to tailor your objectives to specific goals.

2. Structured format: A well-structured debate format, such as the Worlds Schools Debating Championship format, provides students with a framework to organize their arguments and follow the flow of the debate. This structure fosters logical and coherent arguments while promoting an orderly and respectful exchange of ideas. However, the complexities of debate formats mean that they are not always the best avenue for teaching debate skills.
3. Skill development: Instructors should explicitly teach skills such as critical thinking, effective communication, active listening, and collaboration. Integrating activities that focus on these skills, such as brainstorming sessions, rebuttal exercises, and group discussions, will help students find a better way to specifically hone their skills.
4. Topic selection: Choosing relevant and engaging topics is essential to pique students' interest and stimulate intellectual curiosity. Topics should be debatable, challenging, and fair. Topics can be student-generated, or selected by you - if you have a good grasp on what your students may find interesting. Topics selected in this toolkit have been chosen by educators who have a large amount of experience working with young people in these areas.
5. Research and preparation: Effective debate education requires students to conduct thorough research and prepare their arguments. You should provide guidance on research methods, credible sources, and argument construction. Emphasizing the importance of evidence-based arguments and acknowledging counterarguments will help students develop well-rounded perspectives.
6. Feedback and assessment: Providing constructive feedback and assessment is essential for student growth. Instructors should offer personalized feedback on students' strengths and areas for improvement. Implementing a fair and transparent assessment rubric can help track progress and measure the effectiveness of the debate education program.
7. Encouraging a supportive environment: Fostering a respectful and inclusive atmosphere is crucial for effective debate education. You should emphasize the importance of active listening, empathy, and mutual respect during debates, while also promoting open-mindedness and the value of diverse perspectives. Debating can be seen as a stressful activity, and we are less receptive to new information and learning experiences when we are stressed. Supportive environments and positive feedback helps bring a feeling of safety for students.

From these seven building blocks, you can determine that a session should always include:

1. A learning goal for the lesson that is tailored to a specific skill or set of interrelated skills that you want your students to improve upon;
2. An exercise or set of exercises that help students hone these specific skills;
3. A guideline or rule that students should hear, uncover, understand, ingratiate, or master that helps them develop these skills;
4. A supportive environment and positive teacher that is motivated to help students on their path.

## Most common forms of debate formats

Debate education most commonly takes the shape of following a format of debate. Below you will find some instructions on how to use one of three debate formats.

### *Lagerhuis (House of Commons) debate*

Schedule: The Lagerhuis debate format is often used in the Netherlands and follows a structured schedule. It typically consists of multiple rounds with set speaking times for each participant or team.

Speaker Roles: In a Lagerhuis debate, participants are divided into two sides, often referred to as the "for" and "against" teams. Each team has a designated leader who presents the opening speech, followed by alternating speakers from each side who present arguments and engage in rebuttals. Speakers stand up when they want to speak, and a moderator divides turn. After 10 minutes of this floor debate, designated whip speakers summarise the case for their side.

Assessment: The assessment in a Lagerhuis debate is usually based on various criteria, including the clarity of arguments, use of examples and anecdotes, and effective teamwork.

### *World Schools Debating Championships (WSDC)*

Schedule: The WSDC format is used in international debate environments, including the World Schools Debating Championships.

Speaker Roles: Each debate consists of two teams, with three speakers on each side. The roles include the Prime Minister, Deputy Prime Minister, Member of the Government, Leader of the Opposition, Deputy Leader of the Opposition, and Member of the Opposition. Each speaker has a specific speaking time (usually 8 minutes for substantive speakers and half the speaker time for reply speeches), and they present their arguments and engage in rebuttals accordingly.

Assessment: WSDC debates are assessed based on a range of criteria, such as the strength of arguments, effective teamwork, ability to respond to opposing arguments, style and delivery, and strategic use of time. Judges evaluate the overall performance of each team and individual speakers to determine the winner of each debate.

### *British Parliamentary Debate (BP)*

Schedule: British Parliamentary debates are commonly used in the United Kingdom and follow a structured schedule with multiple rounds. The debates usually feature four teams competing against each other.

Speaker Roles: In BP debates, the teams are referred to as "government" and "opposition." Each team consists of two speakers,and there are four teams in total: two teams in favour and two teams against the topic. Each speaker has a specific speaking time and responsibilities in presenting arguments and engaging in rebuttals.

Assessment: BP debates are assessed based on the matter of the argument, the manner of a speech, and the strategy that teams followed. Judges evaluate the performance of each team and individual speakers to determine the winners of each debate.