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www.ifa.de

The ifa is committed to a peaceful and enriching coexistence of people and cultures worldwide. It is promoting art and cultural exchange in exhibitions, dialogue and conference programs. The ifa has a global network and counts on long-term cooperation. It is supported by the Federal Foreign Office of the Federal Republic of Germany, the state of Baden-Württemberg and its capital Stuttgart.

anne frank house



discussing the boundaries of freedom

anne frank house

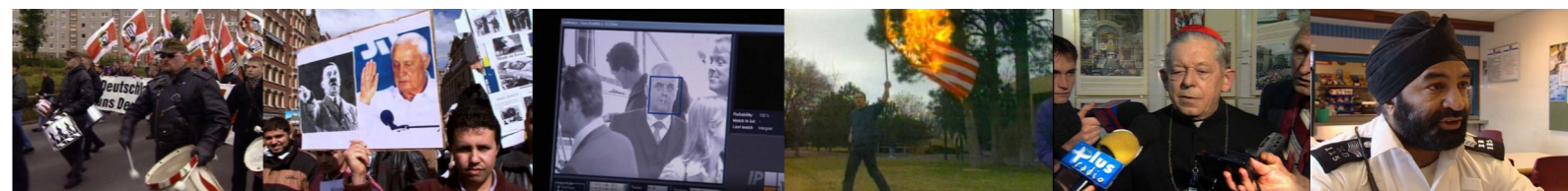
www.annefrank.org

The Anne Frank House is an independent organisation entrusted with the care of the Secret Annex, the place where Anne Frank went into hiding during World War II and where she wrote her diary. It brings her life story to the attention of people all over the world to encourage them to reflect on the dangers of anti-Semitism, racism and discrimination and the importance of freedom, equal rights and democracy.

*The AFH partners in this project are the **Anne Frank Zentrum** from Germany (www.annefrank.de) and **Ness el Fen** from Tunisia (www.nesselfen.org).*



Educator Manual



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Appendix 3 - Important Links for those interested in debates

International Debate Education Association (IDEA)

<http://www.idebate.org/about/history.php>

IDEA is an independent membership organization of national debate clubs, associations, programs, and individuals who share a common purpose: to promote mutual understanding and democracy globally by supporting discussion and active citizenship locally. It was created by the Open Society Institute, set up by philanthropist George Soros. Since its inception in 1999, IDEA has grown from a collection of debate clubs into the pre-eminent global debate organization, touching the lives of over 70,000 secondary school students, 15,000 university students and 13,000 teachers in 27 countries. IDEA maintains a database of topics that can be used for debates and also lists the main arguments pro and con. See:

http://www.idebate.org/debatabase/topic_index.php

IMPORTANT TOPICS RELATED TO FREE TO CHOOSE:

http://www.idebate.org/debatabase/topic_details.php?topicID=17

Censorship of the arts

http://www.idebate.org/debatabase/topic_details.php?topicID=228

Banning confederate flag

http://www.idebate.org/debatabase/topic_details.php?topicID=186

Creationism versus Evolution

http://www.idebate.org/debatabase/topic_details.php?topicID=163

Banning extremist political parties

http://www.idebate.org/debatabase/topic_details.php?topicID=175

Flag burning

http://www.idebate.org/debatabase/topic_details.php?topicID=100

Restricting Freedom of Speech

http://www.idebate.org/debatabase/topic_details.php?topicID=21

Ban hate speech on campuses

http://www.idebate.org/debatabase/topic_details.php?topicID=83

Internet censorship

http://www.idebate.org/debatabase/topic_details.php?topicID=290

hijab issue

http://www.idebate.org/debatabase/topic_details.php?topicID=307

School prayer

http://www.idebate.org/debatabase/topic_details.php?topicID=332

Ten commandments

introduction

Free2choose

Free2choose is a debate programme developed by the Anne Frank House Amsterdam in cooperation with partners in more than 27 countries worldwide. It includes a series of stimulating film clips in which topical questions from different countries are raised. These questions clearly show that freedoms and rights can sometimes conflict with each other or with the need to protect democracy. The film clips challenge young people to think critically and take a stand.

The dilemmas in *Free2choose* relate to freedom rights such as the freedom of expression, freedom of the press and freedom to demonstrate. An example of one of the dilemmas in *Free2choose* is whether a group of neo-Nazis in Berlin should be allowed to demonstrate in front of a synagogue. Naturally everyone agrees that citizens everywhere should always be free to express their opinion. But isn't it excessively offensive if opponents of democracy claim the same right? And at such a location? Or is that the price we have to pay for the privilege of living in a democracy?

Aim of Free2choose

The aim of *Free2choose* is to stimulate young people to think about how this specific dilemma relates to comparable situations in their own society. Dilemmas like this occur in every country. And people can hold different views, all of them based on good grounds.

Free2choose does not try to come up with cut-and-dry solutions to all the dilemmas it presents. Usually, politicians and judges are the ones who ultimately have to decide which right carries the most weight in various situations. It's very important, however, that such decisions be supported by society. *Free2choose* is a way to actively involve citizens in these important social discussions.

how to use

Who is the manual for?

The Free2choose manual is intended for educators who will organize debate and discussion activities related to the Free2choose. In some cases, the Free2choose activities will be school-based and the people debating the issues contained in the films will be students. In other cases, the debates will take place in the community and will involve young people from schools, youth groups or youth brought together especially for this occasion.

In general, the video clips and instructions that are part of Free2choose are primarily meant for 14-18 year olds, though slightly younger students and adults will find the manual and the video clips very useful. We have tried to keep the manual as short as possible so that the reader will not be inundated with information. The basic part of the manual has been written for educators with limited general experience organizing debates and discussions in their schools and communities.

What can I learn from the manual?

The manual attempts, in a clear and concise way, to give organizers of Free2choose activities various background information on the project, as well as guidelines how to effectively use the video clips that form the core of the project. Free2choose focuses on engaging young people in debates about social issues that affect society today. The manual presents the various ways in which these debates can take place. There are guidelines for educators who have only one or two classroom periods and those that have more time at their disposal.

What will I find in the manual?

In addition to background information on the project and some information about the video clips themselves, the manual contains several sections that will be useful for educators. We have focused on several better known debate techniques that have been tested and evaluated in various contexts - four for school contexts and three for community contexts. Variants have been chosen that do not take a large amount of time. Organizers might want to work with these basic debate techniques, knowing that others will most likely be using these techniques as well. The manual also focuses on things to think about when actually organizing a debate, whether in a school setting or in the community. There is a section with important links for those wanting to do more work with debate techniques.

A word of caution

The main aim of Free2choose is constructive and respectful debate about important issues. Some of the themes discussed in the video clips might be deemed controversial among the group of young people participating in your project, and evoke strong emotions. This is not necessarily a negative thing, but if you are under the impression that sensitive, constructive and respectful debate will be difficult, you might want to avoid showing or debating certain issues contained in the clips. It is therefore advisable, as the organizer, to watch the video clips carefully in advance. Also, if you feel that a certain clip might polarize a group of youth along ethnic, gender, or religious, etc. lines you might want to focus more on other clips that do not generate conflict among such lines.

Barry van Driel
Anne Frank House

- Moral or Value-based arguments (that argue something is good or bad, or should (not) be done on basis of an intrinsic value, ethical code of behavior, morality);
- Instrumental or Policy-based arguments (that argue something is good or bad, or should (not) be done due to the perceived costs and benefits of the action, (un)intended consequences of a policy, feasibility, etc.)

Most sound arguments have both element of considering the values and implications behind a given question, dilemma, policy or event. For e.g., in the debate on whether we should allow the use of torture in exceptional circumstances, e.g. interrogation of terrorist suspects, consider the (difference) between the following lines of argumentation:

- We should allow the use of torture in these special circumstances, because terrorism poses a huge threat for both national and international security. It is morally justified to cause temporary distress to a single individual in order to prevent the suffering of hundreds or thousands of people. In fact, not doing so when there was a reason to believe the terrorist suspect possesses information that can prevent an attack, would be immoral. It is the government's duty to protect its citizens, and this is the case where difficult decisions need to be made, for the greater good of the society.
- We should not allow torture, under any circumstances, because torture is bad. The reason why torture is bad is because it is against human rights.
- We should allow torture because terrorists are attacking our values and beliefs, and our way of life. They are not respecting human rights themselves when they attack innocent civilians in attempt to reach their goals, giving spotlight to their cause by organizing large-scale attacks and undermining democracy worldwide. They are horrible people who do not care about human rights and lives of others, so why should we care about them?
- Suspected terrorists should not be subjected to torture because there is no guarantee that they possess the information we assume they might. There is too many assumptions and not enough guarantees for us to allow a practice that our own ethical and legal system forbids, on the ground of its incompatibility with the human rights and democratic framework in which we live. If we subject any individual to cruel punishment or harsh interrogation techniques, by doing so we are in fact undermining our own values and practices, and once we go down that path – terrorism has in fact won.

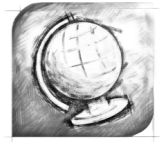
EXERCISE: analyze different argumentation lines using the above examples. Are there any fallacies committed in them? Which argument convinced you the most/the least? Why?

Here are the links for more information about fallacies that you could include into the text, for those interested in learning more:

<http://www.iep.utm.edu/fallacy/> from Internet Encyclopedia of Philosophy
<http://yourlogicalfallacyis.com/> Thou Shall Not Commit Logical Fallacies

<http://www.fallacyfiles.org/> Fallacy Files
<http://www.informationisbeautiful.net/visualizations/rhetological-fallacies/> handout type on different fallacies, classified according to categories (there are different classifications, that is why i did not include it in the actual text)

background information



What happens to our basic rights if the safeguarding of a democracy is at issue? What if these rights conflict with each other? Free2choose presents current examples from around the world of fundamental rights and freedoms that clash with each other or with the democratic rule of law.

Creation and purpose of Free2choose

Free2choose started as an interactive exhibition at the Anne Frank House in September 2005. The concrete focus of this exhibition has been on the clash that exists between defending fundamental rights and the protection of democracy in modern multicultural societies. In 2007, for the first time, this exhibition became an educational package for schools and communities throughout Europe. The interesting discussions and debates that have taken place at the Anne Frank House in the recent past are taking place in schools, museums, community centres and other venues.

In every democratic society, citizens are guaranteed certain basic human rights such as freedom of speech, the right to privacy and religious freedom. However, the question remains: should these rights be absolute and unrestricted. What happens when these (or other) fundamental rights conflict with each other, or if the security of a democratic society is threatened? When do we decide to make something illegal, against the law? Free2choose examines real-life situations from around the world in which fundamental rights have clashed with each other or with the safeguarding of the democratic rule of law. The Free2choose exhibition is a means to get viewers to think critically about 'the boundaries of freedom' and the present-day importance of both fundamental rights and (the safeguarding of) democratic rule of law.

five core themes:
freedom of speech
religious freedom
freedom of the press
right to demonstrate
right to privacy

Slippery Slope: arguing that if A happens, it will inevitably lead to F, which will lead to Z, and that therefore we should not allow A to happen. Slippery slope fallacy is based on a sequence of events through presenting an exaggerated domino effect. "If we allow gay marriages, what is next – legalizing pedophilia?!" or "Legalizing cannabis inevitably leads to rise in heroin addicts."

Begging the Question: also known as circular reasoning, this fallacy is based on a premise which includes a conclusion. "If they [gays] didn't want to be attacked, why are they parading around?!" or "If that policy were any good, it would already have been implemented."

Appeal to Nature: arguing that because something is 'natural' it is inherently valid, justified, preferable, better. "You'll never find any additives in our tobacco. What you see is what you get. Simply 100% whole/leaf natural tobacco. True authentic tobacco taste. It's only natural."

Nirvana Fallacy: arguing against something because it does not live up to unreasonably high set bar/standards. "Children of gays would get teased at school, so we should not allow gay adoption." or "Recycling won't offset climate change, therefore it's useless."

Ad Populum: appealing to the crowd, i.e. stating that popularity of something or the fact many people do it validates it. "God must exist, otherwise how do you explain that 90% of all the people in the world are religious?"

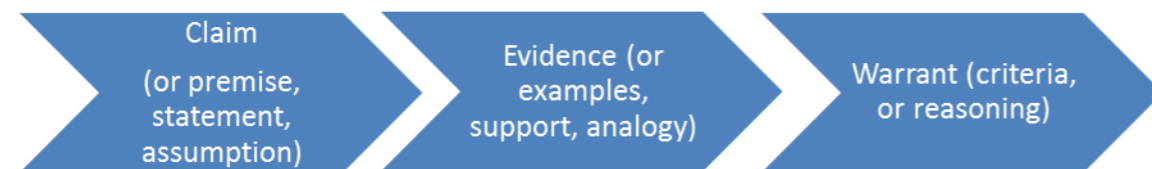
Ad Ignorantiam: appeal to ignorance fallacy states that a specific belief is true because we do not know that it is not true. "There is no evidence that aluminum chlorohydrate is cancerogenic, so it must be safe for use."

Appeal to Emotion: manipulating or trying to elicit an emotional response, rather than making a valid argument. "We must fight those who hate our values! Truth will prevail! We owe it to our children!"

Post Hoc, Ergo Propter Hoc: a type of a cause-and-effect fallacy that assumes that just because B came after A, A in fact caused B to happen. "We didn't have all these problems few decades ago, but then all these immigrants came..."

Cum Hoc, Ergo Propter Hoc: a type of a cause-and-effect fallacy that assumes that because two things occurred simultaneously, one caused the other to happen. "In India, more cows die in summer and ice-cream consumption also increases in summer. Therefore, increased human consumption of ice-cream kills cows."

Now that a brief overview of the most common occurring fallacies has been presented, it is necessary to offer a few comments on argumentation. The examples illustrating different fallacies are in most cases incomplete arguments, as a complete argument consists of several parts.



(overall thesis one argues for) -> (evidence) -> (explanation how evidence supports the claim)

We use argumentation to present our views and to convince others of our opinions and beliefs. There are many justification criteria for arguments, for e.g.

freedoms & human rights

Human rights

The basic rights and freedoms guaranteed by the laws that we are familiar with today were established in post Second World War international treaties that sought to guarantee human rights for people the world round. The Universal Declaration of Human Rights, established by the United Nations in 1948, is probably the best known of these. However, this declaration is a non-binding agreement, more of an affirmation of principles. On the basis of this Universal Declaration, the United Nations adopted two binding declarations on human rights in later years. A covenant concerning civil and political rights – as well as one concerning economic, social and cultural rights – came into being in 1966 and took effect in 1976. Both of these human rights covenants have now been signed by almost all the member states of the United Nations. However, many countries have expressed their reservations about some of the articles in these treaties.

The European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR) from 1950 is also based on the Universal Declaration. All the European countries associated with the Council of Europe have signed this treaty. The ECHR is comprised of eighteen articles and several protocols – additions adopted at a later time. In contrast to the Universal Declaration, the ECHR is a binding treaty. Compliance is monitored by the European Court of Human Rights, which has its seat in Strasbourg. If citizens of a country feel their government is violating their rights, they can call upon the ECHR and bring an appeal before this court.

Free2choose focuses on where some of these rights and freedoms conflict or where some argue that they need to be restricted under certain circumstances. Each film contains a short discussion of a topic or incident that has made news in the last few years. After the discussion, the viewers are asked about their opinion. The questions all revolve around what the viewers think should be restricted by law and what should be allowed. This does not mean, however, that only legal arguments are valid. On the contrary, in Free2choose it is important that young people examine the many types of arguments that impact decision making and critical thinking, such as moral, rational and instrumental arguments. Like the films, the questions are brief. Great care has been taken to avoid questions that might be interpreted in different ways. The video clips focus on the following rights and freedoms:

1 // Free speech

Freedom of speech refers to the freedom of individuals to openly express their views without being censured in advance or to be punished for what they say. Free speech is an important element of every modern western democracy. All kinds of ideas, opinions and points of view should be able to be expressed in public. Freedom of speech has also been laid down in Article 10 of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR). However, freedom of speech is rarely absolute: people cannot write or say anything they want to in public. Article 10 of the ECHR clearly indicates this: for instance libel, perjury and inciting violence or murder are punishable offences. But testing whether an utterance is illegal can only be determined in retrospect by a judge.

2 // Religious freedom

Freedom of religion is the right of people to freely profess their religious faith or convictions. It is an individual right: everybody should be able to believe what he or she chooses. It is also a collective right: people should have the freedom to publicly profess their faith along with fellow believers. Religious freedom is guaranteed by Article 9 of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR) and in the constitutions of most European countries. History alone illustrates that

Appendix 2 - What is Wrong with this Argument ?

Short Introduction to Logical Fallacies & Argumentation

by Maja Nenadović

This section provides an overview of the most common fallacies, or errors in reasoning that render an argument invalid. The examples draw on the workshop developed by HERMES (Hrvatska Edukacijska i Razvojna Mreža za Evoluciju Sporazumijevanja – Croatian Education and Development Network for the Evolution of Communication), called “Debating Human Rights: The Rhetoric of Racism & Discrimination.” Studying formal logic is a necessary prerequisite for recognizing and understanding poor reasoning. This workshop is meant to sensitize and raise awareness about discriminatory and racist rhetoric, through educating about logical fallacies that are its constituent part. It is also meant to assist and empower human rights advocates to engage with such rhetoric effectively, and deconstruct it successfully in the process.

It is useful to know some of these most commonly occurring fallacies before one conducts the Free2Choose/Free2Create workshop, or before organizing discussions in classes and with groups using the short videos created in the process. Having a better grasp on argumentation and mistakes in logic can help the facilitator of these discussions moderate and steer the conversations in the desired direction. However, with fallacies, it is not enough to just be able to recognize and identify them in a discussion: what is more important is to hone one’s ability to respond to fallacious argumentation.

Most Commonly Occurring Fallacies

In no particular order of relevance, pay attention in communication to discern the following mistakes in logic:

Hasty Generalization: jumping to a generalizing conclusion on basis of one or few instances. *“A Gypsy stole my wallet. All Gypsies are thieves.”*

Loaded Question: a question posed in such a way that a presumption has been built into it – there is no way of answering it without appearing guilty. *“How long have you been beating your wife?”* or... *“Children of immigrants have lower scores in school – is it because they are stupid, or simply lazy?”*

False Dilemma: presenting or reducing the world of possibilities to only two options, when in fact there are alternatives. Also known as the either/or fallacy, or black/white thinking. *“You’re either with me, or you are with the terrorists!” –President George Bush Jr.*

Appeal to Authority: using the position or opinion of authority figure or an institution of authority, instead of making an actual argument. *“The Bible says homosexuality is a sin.”*

Red Herring: red herring is a smelly fish that would distract even a bloodhound. This is a fallacy of diversion, i.e. it is introducing something into the argument that is irrelevant or off point, that sidetracks the actual discussion. *“I think there is great merit in making the requirements stricter for the graduate students. After all, we are in a budget crisis, and we don’t want to see our salaries affected.”*

Ad Hominem: attacking the person or person’s character, instead of the argument he or she makes. *“You are simply too young to understand this complex issue...”* or *“It is impossible for men to understand the question of abortion, or to really see it from woman’s point of view.”*

Appeal to Tradition: arguing that we should do something, because we’ve always done it in the past, i.e. that a given activity is justified solely due to it being a tradition. *“Politics has always been men’s turf, that is simply the way it is.”*

Emotion: these arguments appeal to one's sense of empathy, compassion, fear. It is an attempt to win over others by appealing to their hearts. The messenger will try to evoke emotions such as pity, anger, disgust, pride etc. to make a point.

To illustrate the differences between different types of criteria or values justifying a call for action, let us turn to the example of affirmative action. Moral arguments would appeal to deeper beliefs about what is right and wrong and how people ought to be treated. Instrumental or utilitarian arguments in favour of affirmative action policies see such policies as a means to an end; the policy serves the purpose of meeting a certain goal such as providing society with successful role models from disadvantaged groups or making universities more diverse places. Legal arguments against affirmative action would propose that discrimination is illegal and that members of specific groups should not be given preferential treatment. Scientific evidence would draw on studies proving or disproving whether affirmative action (dis)empowers minorities. Common sense argument on affirmative action, similar to rational one, would likely represent the case of affirmative action as redressing or proving reparation to victims of centuries of unjust practices. Finally, the emotional appeal would emphasize the injustice, victimhood, suffering and discrimination of members of minorities who deserve a better, more humane, and ultimately equal treatment as members of majority.

For instance: in the United States, the government may not interfere in matters of organized religions, while the interpretation of religious freedom in various European countries leans more toward the government not interfering with the (religious) beliefs of its citizens.

3 // Right to privacy

The right to privacy was defined in the nineteenth century as the right of an individual 'to be left alone'. It is also the right to keep personal information about oneself private. The right to privacy has been laid down in all the important human rights treaties, for example in Article 8 of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR). Privacy is a broad concept; it is related to the (safeguarding of the) daily activities of an individual's private life. In actual practice, this involves for instance the right to communicate confidentially: nobody should be listened in on or have their mail opened without permission. And privacy also involves the integrity of one's body and the protection of one's property.

4 // Right to demonstrate

The right to demonstrate is, in fact, derived from the right to association and assembly and the right to freedom of speech. The right to demonstrate, as well as the right to march, is a fundamental democratic right. It is a means for individuals to indicate, for instance, to their leaders and lawmakers what the government is doing wrong. In most European countries, the freedom to demonstrate is at times restricted if a government fears a demonstration will be accompanied by violence and if the safety of others is at stake. Justifiable or not, in actual practice, the right to demonstrate is sometimes considered a threat to public safety.

5 // Freedom of the press

Freedom of the press, also known as a free press, is the right to publicly express and disseminate views, feelings and thoughts through the use of publications. Freedom of speech and freedom of the press go hand in hand. Freedom of the press means that no advance authorization is required for whatever somebody wishes to publish. But as is the case with respect to free speech, authors can be accused of, for instance, slander, libel, inciting discrimination or sowing hatred. Therefore, freedom of the press does not dismiss responsibility for what is published. Freedom of the press is a fundamental right not only related to being able to publish freely but also being able to gather information freely. Not only newspapers and magazines, but also other media such as radio, television and Internet are included here under 'press'.

Further reading

To read the various articles of *The European Convention for the Protection of Human Rights and Fundamental Freedoms*, go to:

<http://www.unhcr.md/article/conv.htm>

To read the articles of the *Universal Declaration of Human Rights*, go to:

<http://www.un.org/Overview/rights.html>

For a 'plain language' version of the *Universal Declaration of Human Rights*, perhaps more appropriate for some students, go to:

<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

Free2choose was initially designed as a debate activity at the Anne Frank House in Amsterdam. The second phase of the project is taking place in schools and community centres around Europe. The debates are taking place in various types of locations. We will distinguish here between those that will take place in schools and those that will take place in the community. Each will have its separate aims.

School debates

Classroom Debate

The main aim of classroom debates or discussions will most likely be to:

- make students more familiar and more comfortable with debating as a learning experience;
- teach students debate skills;
- teach active listening and presentation skills;
- help students distinguish between fact and opinion and how to present evidence;
- help students distinguish between different types of arguments (e.g. moral, utilitarian, legal);
- help students think critically about important social issues; and
- help students clarify how they think and feel about social issues.

Teachers can choose to have students debate in small groups in class or have selected students debate in front of the class. Debating in small groups involves all the students in a more intense way. But it loses some of the traditional debate characteristics, where two people debate in front of a larger audience. For those teachers who do not like debate formats, we have included one example of a class discussion that can take place without debate.

After School Debate

After school debate clubs are becoming more popular in Europe and are well-established in the United States. The main aims of these after-school debates are to:

- bring together students who like to debate issues;
- provide students with a useful after school activity;
- teach debate and discussion skills;
- help prepare students for professions such as attorney and political work; and
- teach leadership skills.

In some cases, after school debate clubs will already exist with their own rules and activities. In those cases, Free2choose will provide excellent additional topics to add to an already existing repertoire of topics.

Other educators may wish to start such a debate club in their school as an extra-curricular activity. Free2choose offers excellent material to get such a debate club started. Such debate clubs have their members compete against each other, but also they often compete against other schools. Sometimes, other students are the audience, while on other occasions, teachers and parents and even the general public will be invited.

Community debate

This will most likely be the form of debate that we are familiar with. Two individuals with differing opinions slug it out on television. Each takes a turn to make his or her point, while a moderator tries to frame the question and keep the debaters focused on the issue. Sometimes, the audience will ask questions of the debaters or vote who they think 'won' the debate. Political candidates often invite their opponents to debate them on the issues. The next day, opinion polls tell us who came out looking better. These community debates can fulfil an important function. They allow the general public to hear experts with differing opinions to discuss important issues. Good debates can help clarify issues for the listeners and help them take a stand.

Free2choose also lends itself well to such a community debate since many of the video clips focus on issues and dilemmas that all nations have to confront from time to time. The Free2choose topics revolve around discussions that help shape the nature and limitations of our multicultural

Appendix 1 - Further Advice on Arguments

The following elements are meant to aid those facilitating discussions and debates to give feedback on the kind of arguments that the students use to defend their position. Collected examples are based on previous discussions with students in class.

Criteria, Justification, or Main Values Guiding Arguments

Aristotle believed that persuasion rests on three basic categories: ethos, pathos and logos. **Ethos** or **ethical appeal** means convincing the audience through speaker invoking respect on basis of his authority, expertise on the subject matter. **Pathos** or **emotional appeal** means persuading by appealing to audience's emotions. Whether by language choice or by using metaphors and analogies that invoke emotional response, emotional appeal can effectively enhance argumentation. Finally, **logos** or **appeal to logic** means persuading by the use of reasoning. Aristotle's favorite, logic is based on effective deductive and inductive reasoning, and on avoidance of fallacies.

Arguments can be based or driven by the following sources of criteria or values (and this list is not exhaustive) + presented randomly:

Morality: arguing something should be done because it is the right thing to do, or should not be done because it is wrong, on basis of ethical and moral codes. Religious beliefs play a role in arguments driven by morality.

Utility: arguing something should or should not be done on the basis of its usefulness or lack thereof. Utilitarian or instrumental criteria weighs costs versus benefits of a proposed action and determines the overall consequences.

Legality: the basic criteria on which such arguments are based are various conventions, declarations, treaties, laws, codes, the constitution. Certain actions and choices are thus condoned or rejected because they go against what has been enshrined in the law. However, beware: arguing something should or should not be done just because it is legal or illegal is flawed argumentation: laws are man-made, they evolve and change through history. To illustrate, all we need is to recall that all of Hitler's actions, as well as those of the Nazi party throughout the 1930s in Germany – were legal.

Science: arguments based on evidence that draws on science and scientific research are often used to advocate for a given action, or lobby against it. If something has been concluded by the scientific community, using the rigid methodology of empirical science, then it is deemed as having a great deal of credence. This type of argumentation is evidence-focused. A typical argument along these lines would sound as follows: "I think you are mistaken. Many scientific studies show exactly the opposite, that..."

Common sense: some arguments appeal to people's common sense and what is 'obvious'. It is based on an appeal to what 'everybody should know' and on intuition. This kind of argumentation is also half-baked, because – let's face it – if given point was common sense and universally accepted, it would be a truism and not debatable. Good argumentation explains why something ought to be regarded as common sense, and why it has universal values that should be upheld, rather than just stating it. In other words, "Show me why something is X, don't just tell me it is so."

Rationality: justifying one's argument, or proposed call for action by stating is rational means that reason is held as the highest value or criteria against which the speaker expects you to judge his proposal. Scientific evidence and cost-benefit analysis appeal to reason.

Community Debate

If you are organizing a community debate, you will want to think about the following issues:

Selecting the most appropriate moderator. This is ideally a person who:

- has experience moderating debates or leading discussions
- understands the issues and can guide the debate in a positive direction.
- has strong communication skills and can relate to the debaters and the audience
- has the courage to challenge the debaters to go deeper, be more specific, etc., yet allows the debaters to do the debating
- is a good active listener, and intervenes when necessary
- cares about the issues
- is willing to prepare for the debate (check!)
- speaks clearly and concisely
- has a sense of humour and uses it when necessary

Good debaters:

- have strong communication skills
- speak clearly and concisely
- make eye contact with the other debater
- stay on the subject, do not launch personal attacks
- are willing to defend an opinion...do not back down or seek compromise too quickly
- do not try to engage into a popularity contest with the other debater or the moderator...they are arguing an issue, not running for office

Timing

- Check the community calendar to make sure that the debate takes place on a day and time that people will be interested in attending.
- Connecting the debate to a special date such as liberation day, Human Rights Day (Dec. 10), or Holocaust Memorial Day can attract a larger crowd and make the debate more relevant.

debate methods in schools

Below we suggest three school-based debates. Those working with Free2choose may elect to take components of each debate form to create the approach they feel most comfortable with.

Method 1 // School - Classroom Context - Group Work

Method 2 // School - Classroom Context - Classroom Discussion

Method 3 // The Fishbowl

METHODS

SCHOOL - CLASSROOM CONTEXT - GROUP WORK

Length of time: minimum 2 classroom periods of 50 minutes

Audience: Other members of (small) group

Classroom Period 1

STEP	ACTIVITY	TIME
1	The teacher discusses the issue of human rights with the students for instance by talking about human rights violations or showing them the Universal Declaration of Human Rights	20 minutes
2	The teacher introduces Free2choose and the assignment for the next two class periods – students are given the scoring forms (see appendix 3 of this manual: scoring form 3) and are asked to give their personal opinion (without consultation). The students give an agreement score from 0 to 10 for each film.	5 minutes
3	The class is shown all the Free2choose films The students score the forms	15 minutes
4	The teacher discusses briefly any problems the students had, things that were ambiguous and what will be done next class period. Films that are too ambiguous can be eliminated from further debate at this stage. The teacher collects all the scoring forms.	10 minutes

In between classes: The teacher goes through all the forms and selects the 2-3 films where there is the greatest diversity of opinion. The teacher then creates groups for the next class. Each group will focus on one 'controversial' film (not every group will get a different film since 2-3 were selected). Each group will consist of 5 students: One student (who scored somewhere close to the middle) will be the facilitator of the debate. The teacher then makes sure that the other students are divided in such a way that there are two students PRO and two students CON in each group.

Classroom Period 2

Note:

Because of the limited number of cards/fiches/coins, the exercise is not only one that focuses on debate per se, but also on active listening. It stimulates all students to participate, instead of a few dominant ones. This method is easier for young people who do not like to speak in public, since there are only a few people listening in. The choice of the facilitator is important since this person has to guide the discussion process. Ideally, this person has strong interpersonal skills.

Materials Needed:

- Actual films on DVD or Video
- Computer/DVD player/Video/Television, ideally with beamer
- Pens or pencils
- 2-3 decks of cards/fiches

STEP	ACTIVITY	TIME
1	The teacher places students in their groups, explains what is about to happen and tells students their roles (who is the facilitator) and which film each group will be debating. Each debating student is given 5 cards/fiches etc. Each of these is personal (cannot be exchanged) and is worth one minute of debating time. The facilitator makes sure the debaters do not exceed one minute per card. The facilitator or other designated member of the group should take notes during the debate.	10 minutes
2	The relevant films are shown again	5 minutes
3	The facilitator in each group introduces the issue	1 minute
4	The students debate for 15 minutes (some might run out of cards)	15 minutes
5	Each group facilitator reports back to the full class in approximately 2 minutes how the debate went (heated, respectful etc) and which arguments he/she thought had the most impact	15 minutes
6	The teacher asks if anybody changed their minds due to the debate and if so, what arguments made the difference – wrap up	3 minutes
7	The students vote again on the films that were used for this exercise – this can be a good resource for further classroom discussions	1 minute

SCHOOL – CLASSROOM CONTEXT – THE CLASSROOM DISCUSSION

Length of time: 2 classroom periods of 50 minutes

Audience: no actual debate - all of class participate in classroom discussion.

This particular debate method is not a debate at all, but a classroom discussion based on students' opinions and also on a brainstorm.

Classroom Period 1

Materials Needed:

- Actual films on DVD or Video
- Computer/DVD player/Video/Television, ideally with beamer
- Pens or pencils

STEP	ACTIVITY	TIME
1	The teacher discusses the issue of human rights with the students for instance by talking about human rights violations or showing them the Universal Declaration of Human Rights	10 minutes
2	The teacher introduces Free2choose and the assignment for the next 2 class periods – students are asked to give their personal opinion (without consultation).	5 minutes
3	The class is shown all the Free2choose films. The students write down the main reason they voted a certain way for each film.	25 minutes
4	The teacher discusses briefly any problems the students had, things that were ambiguous and what will be done next class period. Films that are too ambiguous can be eliminated from further discussion at this stage.	10 minutes

Classroom Period 2

This method will be easier for teachers who are concerned that friction or conflict might erupt in the classroom, and want a less confrontational approach.

ingredients for successful debate

There are many ways to organize a debate and it will depend on your aims how you define 'success. Also, in some cases, there will be an outside audience (during a community debate), while in others the debate will be limited (in school classes).

WORD OF CAUTION: Some debates on television would not qualify as 'good debates' due to fact that there are many interruptions and the fact that many debaters are not respectful of each other. Though some television debates are serious and good models of how a debate can take place, others are organized for their entertainment value. Shouting, heckling and interrupting might be entertaining, but they rarely accomplish the aims of a debate: to clarify positions, generate as many relevant arguments as possible, and to provide a better understanding of the issues among the public.

Generally speaking, there are criteria that need to be met to have a successful and serious debate.

Criteria for a successful debate:

- clear instructions: The moderator and the debaters need to know what is expected of them, what the rules of the debate and how much time they have. Make sure the audience knows this as well;
- effective moderator: This is also somebody who can clarify and summarize the issue as the debate proceeds. The moderator should also address the audience. This will be less critical in a classroom debate. See below for more information;
- interesting films: Select the video clips that generate disagreement in opinion among the debaters, but also the audience. The issue at stake should also be interesting to the debaters and the audience;
- clear language: the debate moderator and the debaters themselves should use clear and understandable language;
- prevent interruptions: Debaters should understand that they should speak when it is their turn. They should not interrupt the other person. This is the sole role of the moderator;
- avoid person attacks: Debaters should stick to arguments related to the question posed to them. They should avoid personal attacks on each other's intelligence, morals, feelings, etc.;
- visibility: make sure that the audience can see the debaters and they can hear what they are saying;

School Debate

Classroom Debate

Since the main aims here are for different students to gain experience in debating and to have students understand the issues better, it is important that:

- all students get the opportunity to play different roles – those of debater and moderator;
- students remain respectful of each other's opinion;
- the teacher closely observes the classroom dynamics in case of polarization, marginalization, etc.;
- the teacher creates a safe space for the debate to take place to avoid conflict;
- debriefs thoroughly.

School Debate

If students will be debating in front of a larger audience of students and perhaps even teachers and parents, critical issues are:

- that the moderator should be a respected person (teacher or ideally school director). See below under 'Community Debate' for further requirements for the moderator;
- the audience needs to be understand the rules of the debate;
- debaters should have certain qualities (see below under Community Debate for more qualities)

STEP	ACTIVITY	TIMELINE
1	The MC of the evening introduces the topic of the debate, the moderator and the debaters.	5-10 minutes
2	The 'judge' explains the rules of the debate. The following sequence is repeated for the 2-3 films: the moderator shows the film clip to the participants and the audience. The moderator summarizes the film. The audience votes (using the YES/No form, see appendix 3, voting form 1). The moderator acknowledges the vote.	2 clips x 3 minutes
3	After the 2-3 film clips have been shown the moderator briefly summarizes the films and the audience votes; he/she invites the debaters to debate	3 minutes
4	Debater 1 (team A) makes his or her opening statement	5 minutes
5	Debater 2 (team B) makes his or her opening statement	5 minutes
	The following sequence occurs 3 times	
6	Interrogator 1 (team A) asks critical question of debater 2 (team B)	3 x1 minute
7	Debater 2 (team B) responds	3x 3 minutes
8	Interrogator 2 (team B) asks critical question of debater 1 (team A)	3x 1 minute
9	Debater 1 (team A) responds	3x 3 minutes
10	The Interrogators make 3-minute closing statements to the audience	6 minutes
11	The 'judge' asks the audience to vote once more – declares the winner based on change in vote.	3 minutes
14	The MC closes the evening	1 minute

STEP	ACTIVITY (This sequence is repeated for each film)	TIME
1	The teacher hands back the forms and explains what will happen during this school period	5 minutes
	THE FOLLOWING SEQUENCE IS REPEATED FOR EACH FILM	
2	The class is shown one of the 2 selected Free2choose films. After each film, the students are asked to stand in different sides of the classroom: one side is PRO, one side is CON and there is also a possibility to be NEUTRAL. The teacher uses a blackboard to note all the arguments PRO and CON. The teacher also asks why the NEUTRALS could not make a decision.	15 min. X 2
3	The teacher wraps up by asking the students to look at the lists they have created. Are there differences and similarities? What kinds of arguments have been used (moral or other kinds)? What arguments are the most powerful in their view? Has anybody changed their mind based on the arguments put forward?	15 minutes

THE FISHBOWL

Suggested Debate Method 3

Length of time: minimum 2 classroom periods of 50 minutes

Audience: students in classroom

This particular debate method is a debate without a face to face confrontation. There is also an audience of 'neutral' students that needs to be convinced.

Classroom period 1

STEP	ACTIVITY	TIME
1	The teacher discusses the issue of human rights with the students for instance by talking about human rights violations or showing them the Universal Declaration of Human Rights	20 minutes
2	The teacher introduces Free2choose and the assignment for the next two class periods – students are asked to give their personal opinion (without consultation).	5 minutes
3	The class is shown all the Free2choose films.	15 minutes
4	The teacher discusses briefly any problems the students had, things that were ambiguous and what will be done next class period. Films that are too ambiguous can be eliminated from further debate at this stage.	10 minutes

The teacher selects the 2-3 films where there is the greatest diversity of opinion. Three groups are formed: a group that 'agrees', a group that 'disagrees' and a 'no preference' group. The teacher assigns the following roles to students in the 'agree' and 'disagree' group: a facilitator for the group discussion, a writer (who takes notes) and a presenter/spokesperson (who will make the case to the students in the 'no preference' group).

Classroom period 2

STEP	ACTIVITY	TIME
1	The students in the 'agree' group sit in a circle and for ten minutes discuss all the reasons they agree with the statement. The facilitator leads the discussion. The others sit in another circle on the outside of the 'agree' group. They may only observe and cannot comment in any way. The facilitator tries to allow each member of the group to talk for about 1 minute (depending on size of the group).	8 minutes
2	The roles are reversed. The 'disagree' group sits in the inner circle and the others sit outside the inner circle.	8 minutes
3	The students stay where they are. The students on the outside ('agree group') write questions for those in the inner circle and hand them to their own group's facilitator. He/she selects the two questions that he/she thinks the other group has not addressed adequately and hands them over to the facilitator of the inner circle.	4 minutes
4	The inner circle ('disagree' group) addresses the 2 questions asked of them	4 minutes
5	The groups change places and now the 'disagree' group writes down its questions and hands them to the inner circle	4 minutes
6	The 'agree group' addresses the 2 questions asked of them by the 'disagree group'	4 minutes
7	The groups go to different places in the room. Each group prepares to give a 2 minute presentation (led by the presenter) to the 'no preference' group.	5 minutes
8	The Agree group gives it's presentation	2 minutes
9	The Disagree group gives its presentation	2 minutes
10	The 'no preference' group votes again on the statement	1 minute
11	The teacher discusses any shifts in opinion, especially in the 'no preference' group and the reasons for shifting. The teacher also discusses which arguments were the most compelling and why.	8 minutes

Materials Needed:

- Actual films on DVD or Video
- Computer/DVD player/Video/Television, ideally with beamer
- Index cards other piece of paper to write questions on

The interrogators need to be critical individuals who can put pressure on the debaters (critical journalists and attorneys are often trained to do this). The Interrogators act as devil's advocates. They try to find holes and weaknesses in the arguments of the debaters and expose them.

The moderator will serve as a judge, making sure that the interrogators remain professional, that the questions remain respectful and that the interrogations relate to the debater's opinions, and do not become personal attacks.

The cross-examinations occur in rapid succession. It is the Interrogators who make the final statements, not the debaters. This type of debate can be very dynamic and can have a lot of entertainment value (perhaps why so many law series use a format similar to this). Voting takes place with large Red cards with 'NO' written on them and Green cards with 'YES' written on them

BEFOREHAND

STEP	ACTIVITY	TIMELINE
1	The organizers watch the Free2Choose film clips and select 2-3 related clips that they think are especially relevant for their community	Approx. 2-3 months before debate
2	The organizers secure the venue, the two teams composed of a debater and interrogator, as well as the moderator for the debate.	Approx. 2-3 months before debate
3	The organizers set the guidelines for the debate. They also decide how to frame the debate around the 2-3 clips. This will depend on the actual topic.	Approx. 2 months before the debate
4	The teams meet for the first time and discuss strategy to be used during the debate.	Approx. 6-8 weeks before the debate
5	Publicity is sent out to community, media approached	Approx. 6 weeks before debate

DURING THE DEBATE

Materials Needed:

- Microphones
- Table and chair for debaters, moderator
- Actual films on DVD or Video
- Computer/DVD player with beamer
- Voting cards for audience

STEP	ACTIVITY	TIMELINE
1	The MC of the evening introduces the topic of the debate, the moderator and the 4 debaters.	5-10 minutes
2	The moderator explains the rules of the debate. The following sequence is repeated for the 2-3 films: the moderator shows the film clip to the participants and the audience. The moderator summarizes the film. The audience votes (using the YES/No form, see appendix 1, voting form 1). The moderator acknowledges the vote.	2 clips x 3 minutes
3	After the 2-3 film clips have been shown the moderator briefly summarizes the films and the audience votes; he/she invites the debaters to debate. A coin is flipped to decide who will start the debate.	3 minutes
4	Debater 1 (team A) makes his or her opening statement	5 minutes
5	Debater 1 (team B) makes his or her opening statement	5 minutes
6	Debater 2 (team A) makes his or her opening statement	5 minutes
7	Debater 2 (team B) makes his or her opening statement	5 minutes
8	Debater 1 (team A) poses a critical question to a Debater 1 on team B.	1 minute
9	Debater 1 on team B responds to the critical question	3 minutes
10	Debater 1 on team B poses a critical question to a Debater 1 on team A.	1 minute
11	Debater 1 on team A responds to the critical question	
12	Debater 2 (team B) poses a critical question to a Debater 2 on team A.	1 minute
13	Debater 2 on team A responds to the critical question	3 minutes
14	Debater 2 on team A poses a critical question to a Debater 2 on team B.	1 minute
15	Debater 2 on team B responds to the critical question	
16	The moderator sums up the main arguments and asks the audience to pose questions to the debaters. The audience is given index cards in advance for this purpose.	3 minutes
11	The 4 debaters are allowed to make 3-minute closing comments	12 minutes
12	The moderator summarizes the main arguments from the debaters and the audience.	3 minutes
13	The moderator asks the audience to vote once more on the 2-3 selected films, by simply repeating the question. The moderator recognizes any change	3 minutes
14	The MC closes the evening	1 minute

debate methods in communities

Below we suggest three community based debates, though the models can be useful in schools as well. Those working with Free2choose may elect to take components of each debate form to create the approach they feel most comfortable with. Because the debates suggested below last 90 – 120 minutes and involve 2-3 related film clips, the organizers might choose to organize several debates in a series. This will allow the discussion of multiple, yet related issues.

COMMUNITY—EXTENSIVE AUDIENCE PARTICIPATION

Suggested Debate Method 1 (Free2choose)

Length of time: 90-100 minutes

Audience: General Public

In this case, the debaters are well-known community members, such as attorneys, politicians, human rights workers, journalists, union leaders, etc.

Voting takes place with large Red cards with 'NO' written on them and Green cards with 'YES' written on them

BEFOREHAND

STEP	ACTIVITY	TIMELINE
1	The organizers watch the Free2Choose film clips and select 2-3 related clips that they think are especially relevant for their community	Approx. 2 -3 months before debate
2	The organizers secure the venue, the debaters and the moderator for the debate. The debaters are ideally experts on the topic, but with a different opinion. The debaters see the clips beforehand to make sure they have a different view.	Approx. 2-3 months before debate
3	The organizers set the guidelines for the debate. They also decide how to frame the debate around the 2-3 clips. This will depend on the actual topic.	Approx. 2 months before the debate
4	Publicity is sent out to community, media approached	Approx. 6 weeks before debate

Materials Needed:

- Actual films on DVD or Video
- Table and chairs for debaters, moderator
- microphones
- Computer/DVD player with beamer
- Index cards
- Volunteers to pick out and select most appropriate questions
- Voting cards for audience

COMMUNITY—COURTROOM APPROACH

Limited Audience participation

Length of time: 60-70 minutes

Audience: General Public

The image here is more of a courtroom with a judge. The debaters are expert witnesses (they are defending an opinion) and the interrogators are the attorneys cross-examining somebody they do not believe. The debaters are well-known community members, such as attorneys, politicians, human rights workers, journalists, union leaders, etc.

There are two teams: one team that answers 'YES' to the selected questions in Free2Choose and one team that answers 'NO'. Each team will consist of the 'debater' who will testify in favour of the team's opinion and the 'interrogator', who will 'attack' the opinion of the other team (by interrogating that team's debater).

DURING THE DEBATE

STEP	ACTIVITY	TIMELINE
1	The MC of the evening introduces the topic of the debate, the moderator and the debaters.	5-10 minutes
2	The moderator explains the rules of the debate. The following sequence is repeated for the 2-3 films: the moderator shows the film clip to the participants and the audience. The moderator summarizes the film. The audience votes (see appendix 3, voting form 1). The moderator acknowledges the vote.	2 clips x 3 minutes
3	After the 2-3 film clips have been shown the moderator briefly summarizes the films and the audience votes; he/she invites the debaters to debate	3 minutes
4	Debater 1 makes his or her opening statement	5 minutes
5	Debater 2 makes his or her opening statement	5 minutes
6	Each debater gets 3 opportunities to rebut – each rebuttal is 3 minutes	18 minutes
7	The moderator sums up the main arguments and asks the audience to pose questions to the debaters. The audience is given index cards in advance for this purpose.	3 minutes
8	The audience writes down questions – hands them in – they are quickly gathered and one is selected. As the debate continues, the volunteers select a few more provocative and insightful questions or comments.	3 minutes
9	Each debater gets 2 minutes to address the comment or question. A total of three questions are selected	12 minutes
10	The audience is invited to join the debate (by raising hands) – comments should be limited to 2 minutes.	20 minutes
11	The debaters are allowed to make 3-minute closing comments	6 minutes
12	The moderator summarizes the main arguments from the debaters and the audience.	3 minutes
13	The moderator asks the audience to vote once more on the 2-3 selected films, by simply repeating the question. The moderator recognizes any change	3 minutes
14	The MC closes the evening	1 minute

COMMUNITY — EXTENSIVE AUDIENCE PARTICIPATION

4 debaters (2 versus 2)
Limited audience participation

Suggested Debate Method 2

Length of time: approx. 70 minutes

Audience: General Public

Also this case, the debaters are well-known community members, such as attorneys, politicians, human rights workers, journalists, union leaders, etc. However, for balance and diversity of opinion, it is advisable to select debaters who have different backgrounds and characteristics. For instance, having a legal expert and a moral expert on both sides, will bring in a variety of arguments. Legal professionals will be more likely to emphasize the law and legal precedent, while moral experts, such as professors of moral education and religious leaders will more likely refer to universal values. Voting takes place with large Red cards with 'NO' written on them and Green cards with 'YES' written on them

BEFOREHAND

STEP	ACTIVITY	TIMELINE
1	The organizers watch the Free2Choose film clips and select 2-3 related clips that they think are especially relevant for their community	Approx. 2-3 months before debate
2	The organizers secure the venue, the 4 debaters and the moderator for the debate. The debaters are ideally experts on the topic, but with a different opinion. The debaters in each team have different backgrounds. The debaters see the clips beforehand to make sure they have a different view. The debaters in each team also meet beforehand to make sure they generally agree with each other (though some differences of opinion can be useful)	Approx. 2-3 months before debate
3	The organizers set the guidelines for the debate. They also decide how to frame the debate around the 2-3 clips. This will depend on the actual topic.	Approx. 2 months before the debate
4	Publicity is sent out to community, media approached	Approx. 6 weeks before debate

DURING THE DEBATE

Materials Needed:

- Long table and chairs for debaters and moderator
- Microphones
- Actual films on DVD or Video
- Computer/DVD player with beamer
- Voting cards for audience