

Workshop Name: Speed dating debates

Team members: Alexandra, Cristiana, Mery, Anna, Iliyas, Peter, Tiko

Goal and Objective: To meet with many various points of view, to learn how to construct and express your opinion/idea, how to improvise in your debating process, and to create creative ways to defend your opinion in a short time

Summary of activity: In the end, the participants are supposed to learn how to become an active listener and how to create an argument, present it, and defend it in a short period of time, how to improvise in case of debate under the pressure of time, and with no preparation time for themselves.

Materials needed: chairs, table, timer (can be a phone), papers, pens (optional)

Step-by-step of energizer: *Comprehensive explanation of an energizer you would do **before** the main activity*

Composer - The main idea of the energizer is that the participants get in a circle and someone goes out voluntarily.

1 person starts to lead the team with the moves, and the others repeat the same move when the music plays. The person who went out voluntarily has to be in the middle of the circle and find out who initiates the moves. If they find the leader, the previous leader goes in the middle of the circle.

Step-by-step of the main activity: create pairs, sit on both sides of the table, every group of four has 90 seconds to debate on a given topic, after 90 seconds, the pair on one side of the table goes to the next table (clockwork direction) and continues the debate with the next group

Before we start, the trainers present how the activity goes by “simulating” the whole activity in action.

- Dividing the participants into groups and telling them on which side they are (pros/cons)
- Presenting in action how the activity works in action
- Place participants in the seats
- Presenting the topic of the debate to the participants
- After 90 seconds, the pair from one side is moving in a clockwise direction and starts to talk with the new pair
- It repeats each time
- The topic is “nonformal education more important than formal education?”
- Participants have no preparation time for the debate at the beginning

- During the activity, they will probably feel more confident with their opinions, cause they have expressed them earlier and establish, but also changing environment and counterparts can make them doubt their opinions or change them more or less

Reflection questions:

- ☐ Why do you think we have chosen this method?
- ☐ What exactly did we want to practice?
- ☐ How did you feel during the activity? How did you feel about the time given and the moments to change the counterpart pair?
- ☐ How have your position, ideas, and views changed each time? How did you feel initially about the topic, and how did you feel at the end?

The roles

Alexandra - Give the instructions and observe the pairs and the debates.

Tiko and Peter - Filling the leaflet, observing the painters, and the debates

Tiko - Fill in the missing pairs

Mery - keeps the timer for the debates, divides the groups

Anna, Iliyas, and Cristiana - They are auditors and are there for the questions