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D 6.1 Protocol Document of Rhetoric Games Specialized Training (Children)

WP6: Design and Implementation of methodologies for “Rhetoric Speech Games” for promoting Children’s Rights Education and Democratic Participation



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D 6.1 Protocol document of rhetoric games specialized training (Children)

WP 6: Design and Implementation of methodologies for “Rhetoric Speech Games” for promoting Children’s Right’s Education and Democratic Participation



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1. Executive Summary

1.1 Brief Overview of WP6 Objective

Work Package 6 (WP6) focuses on the design and implementation of specialized training methodologies using *Rhetoric Speech Games* to promote children's rights education and democratic participation. Its core aim is to empower children aged 10–18 by enhancing their critical thinking, public speaking, and civic engagement through structured, participatory, and age-appropriate speech-based activities.

Key objectives include:

- Raising awareness among children about their rights, particularly within democratic contexts.
- Encouraging active participation in decision-making at local, national, and European levels.
- Training educators (teachers) and youth workers to deliver inclusive and effective rhetoric-based education.
- Providing tools and spaces for children to engage in structured dialogue and debate.

1.2. Summary of Methodologies and Intended Outcomes

➤ Methodologies

WP6 adopts a multi-layered approach comprising:

- **Specialized Training for Educators and Youth Workers**
Focused on rhetoric methodologies, facilitation skills, and activity coordination. Each partner country will train 25 educators and 10 youth workers (total: 125 educators, 50 youth workers).
- **Training of Children as Young Advocates (Aged 10–18)**
Prioritizing critical thinking, argumentation, and decision-making in inclusive, child-friendly environments. Each partner engages 60 children (total: 300 children).
- **Rhetoric Speech Games and Debate Competitions**
Children are grouped into age-based teams (10–12, 13–15, 16–18) for national and European-level debates.
- **Theory of Change Workshops**
Two-day workshops for debate winners exploring civic responsibility, democratic values, and social justice.



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- **Reporting and Dissemination**

Each partner country submits a final report summarizing activities, outcomes, and best practices.

➤ **Intended Outcomes**

- Increased awareness and practice of children's rights.
- Enhanced public speaking and advocacy skills.
- Greater child participation in civic processes and community decision-making.
- Development of child-friendly guidelines for civic engagement.
- Strengthened educator capacity to deliver democratic education.
- A sustainable model for rhetoric-based youth empowerment across partner countries.



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2. Introduction

2.1. Background of the project

The *Theory of Change* (TOC) project (101141204), co-funded by the European Union's Asylum, Migration and Integration Fund (AMIF), brings together eight partner organizations across Europe. Its mission is to empower migrant children—particularly those in vulnerable circumstances—by supporting their rights to education, inclusion, and equal opportunity.

Rhetoric training is a core component of the TOC project. By integrating rhetorical education into child-focused programming, the project aims to equip migrant children with vital cognitive and communication skills that foster self-expression, confidence, and participation. This innovative approach encourages children to present and defend their viewpoints, engage in constructive debate, and develop critical reasoning—skills essential for academic success, social integration, and personal development.

➤ Project Objectives:

1. Enhance Language Proficiency:

Strengthen children's communication skills to support integration into their host communities.

2. Develop Critical Thinking Abilities:

Empower children through rhetoric and debate methodologies to evaluate information, express opinions, and construct logical arguments.

3. Promote Intercultural Understanding:

Foster inclusive environments by encouraging dialogue between children of diverse backgrounds, enhancing mutual respect and cooperation.

2.2. Importance of rhetoric training for children

Rhetoric is a powerful tool for empowering children, particularly those from migrant or marginalized backgrounds. Its educational value extends beyond language acquisition—it nurtures agency, creativity, and civic awareness.

1. Fosters Expressive Empowerment

Rhetoric gives children a voice. It enables them to articulate identity, share experiences, and participate in meaningful dialogue—an especially valuable asset for children navigating new cultural environments.

2. Enhances Critical Thinking and Decision-Making

By engaging with rhetorical games and activities, children learn to construct arguments, evaluate perspectives, and make informed choices—developing essential analytical skills in a playful context.



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3. Supports Translingual Communication and Inclusion

Rhetorical training encourages the use of all available linguistic resources. For multilingual children, this validation of their linguistic identity promotes inclusion and confidence.

4. Builds Agency Through Play and Imagination

Rhetoric-based games allow children to experiment with different roles and scenarios. This fosters empathy, flexibility, and a stronger sense of control over how they communicate and interact.

5. Promotes Democratic Participation

Rhetoric prepares children for active citizenship. Through dialogue, debate, and public speaking, they gain the skills and confidence to engage meaningfully in their communities.

2.3 Connection to children's rights and democratic participation

This work package aligns closely with the principles outlined in the United Nations Convention on the Rights of the Child (UNCRC), particularly Article 12, which affirms the child's right to freely express views in matters affecting them. By providing structured opportunities for children to voice their perspectives through rhetoric training and debate, the TOC project contributes directly to fulfilling this right.

The European Commission has emphasized the importance of empowering children to participate in democratic processes. Through its innovative methodology, WP6 not only enhances communication and advocacy skills but also encourages active engagement in civic life. In doing so, it supports the creation of inclusive, participatory, and democratic societies where children are recognized as valuable contributors.



3. Objectives of WP6

Work Package 6 (WP6) is designed to empower children by developing and delivering rhetoric-based activities that promote rights education and democratic participation. This initiative recognizes that rhetoric—understood as structured, purposeful communication—is a key tool in cultivating informed, articulate, and engaged young citizens.

1. Develop Engaging, Speech-Based Learning Activities

WP6 emphasizes child-centered, creative, and interactive methodologies that use speech, play, and dialogue to explore civic and social themes. These activities are:

- Age-appropriate for children aged 10–18.
- Designed to foster self-expression and participation.
- Inclusive and respectful of gender, cultural, and linguistic diversity.

2. Foster Democratic Values Through Practice

Children will explore democratic principles not only as theoretical ideas but through direct engagement—participating in discussions, role plays, and debates. These experiences aim to:

- Deepen their understanding of rights, justice, and equity.
- Promote respectful exchange of ideas and collaborative problem-solving.
- Encourage shared decision-making and civic-mindedness.

3. Strengthen Advocacy and Public Speaking Skills

Through guided training, children will acquire:

- Practical skills in public speaking, argumentation, and critical listening.
- Confidence in voicing opinions on issues relevant to their lives.
- A sense of ownership and agency in their communities and schools.

4. Promote Critical Thinking and Respectful Debate

The rhetoric activities equip children to:

- Construct and critique arguments logically and respectfully.
- Engage with multiple viewpoints, enhancing empathy and perspective-taking.
- Navigate disagreement constructively in dialogue and discussion.



4. Target Group

WP6 is designed to serve a diverse and inclusive population of children and educators, with special attention to age, language, cultural background, and access needs. The program is grounded in the belief that all children—regardless of ability, background, or migration status—should have opportunities to participate meaningfully in civic life.

Each partner country will engage 60 children, divided into 15 debate teams of four participants. The initiative prioritizes children from migrant, multicultural, or underrepresented backgrounds to enhance their civic voice, confidence, and capacity for participation at the local, national, and European levels.

4.1 Age range and developmental stage

The training is tailored to children and adolescents aged 10 to 18, segmented into three age groups to match their cognitive, emotional, and linguistic development:

- **10–12 years (Early adolescence):** focus on foundational skills in expression, comprehension, and reasoning. Activities are designed to build confidence and encourage participation through visual aids, storytelling, and guided dialogue.
- **13–15 years (Middle adolescence):** Emphasis on developing more advanced argumentation and collaborative discussion. Learners are supported in formulating opinions, asking questions, and engaging in structured dialogue, with continued scaffolding for L2 needs.
- **16–18 years (Late adolescence):** While this age group is cognitively capable of higher-order thinking, it is acknowledged that some learners may still have limited proficiency in L2. Therefore, activities are designed to promote confidence in public speaking and structured argumentation, adapted to learners' L2 levels. Even at A1–A2 proficiency, youth can meaningfully participate through scaffolding, peer collaboration, and multimodal support (e.g., visuals, gestures, and selective use of L1).

Language Proficiency Levels:

- **A1 (True Beginners):** Basic vocabulary and sentence structure.
- **A2 (Upper Beginners):** Able to participate in simple conversations and express preferences.

Even with limited language proficiency, children at these levels can:

- Express basic opinions and emotions with prompts.



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- Participate in creative activities such as role play and storytelling.
- Use simple rhetorical tools to share personal experiences and identity or talk about specific topics.

Key Activities:

- **Structured Training:** Interactive sessions for 60 children per partner country, focusing on rhetoric, critical thinking, and civic empowerment.
- **Digital Platform:** An online resource offering modules in leadership, language development, and rhetorical games, accessible to both children and educators.

These approaches aim to support not only language development but also social integration and personal growth, consistent with EU and EC strategies for the inclusion and protection of migrant children.

4.2 Cultural and linguistic considerations

WP6 acknowledges and embraces the diverse linguistic and cultural realities of its participants. To ensure full inclusion and representation:

- Activities are delivered using simplified, child-friendly language.
- Materials are adaptable to various national education systems and contexts.
- Cultural sensitivity is embedded to promote respect and equity.

Learners' L1 (first language) may be used as a scaffold for comprehension and participation, particularly for children at lower L2 proficiency levels. Facilitators are encouraged to integrate translanguaging strategies—such as bilingual visuals, code-switching, or L1 peer support—to reduce language barriers and foster inclusion.

Training is conducted in multiple languages (English, Greek, Spanish, Swedish, Italian), and local facilitators are encouraged to tailor content to reflect their communities.

4.3 Inclusion and accessibility

WP6 follows a rights-based approach that supports meaningful participation for all children, including those who may face linguistic, social, or learning challenges.

To create an inclusive environment:

- **Gender equity** is actively promoted. All children are encouraged to take speaking roles and contribute to group work, regardless of gender identity or expression.



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- **Adaptations for diverse learners** are built into each activity. Options include visual supports, simple sentence structures, gesture-based responses, and the use of drawings or symbols for those with limited literacy or emerging L2 skills.
- **Neurodiversity and emotional well-being** are considered in activity pacing, group composition, and facilitator guidance.
- **Supportive spaces** are a priority. Facilitators aim to build calm, respectful environments where every child feels safe and encouraged to participate.

The aim is not only to teach rhetorical techniques but also to help children use language to build confidence, connect with others, and take an active role in their communities.



5. Theoretical Framework

5.1. What is rhetoric?

Rhetoric is both the conscious practice of using language and other expressive tools to think critically, communicate effectively, and engage meaningfully in personal, social, and public contexts and the study of persuasive oral, written and visual communication. It is a vital conceptual and practical means of identity-building, empowerment, and participation—especially for children navigating diverse linguistic and cultural spaces.

Key Elements of Rhetorical Practice:

- Understanding how language influences thought and action.
- Recognizing the interplay between speaker, message, and audience.
- Adapting communication strategies to different contexts and mediums.

Rhetorical speech is a form of communication that deliberately and strategically uses language to persuade, influence, or engage an audience. The purpose is to persuade the audience to adopt, revise or discard a particular viewpoint, take or avoid action, or simply engage with the speaker's ideas in a positive or negative way. It goes beyond the mere transmission of information, aiming to affect how people think, feel, or behave by using techniques and strategies.

5.1.1 Historical Context of Rhetoric

Rhetoric has deep historical roots, evolving from a classical discipline into a modern educational and civic tool:



Ancient Greece

- Rhetoric emerged as a core part of education and democracy.
- **Aristotle** defined rhetoric as “the faculty of discovering in any given case the available means of persuasion,” introducing the enduring appeals of **ethos** (credibility), **pathos** (emotion), and **logos** (logic) while also pointing to the importance of **kaïros**. The aim was not to persuade at any cost but to make the best reasons apparent to support a wise decision.
- **Sophists** like Protagoras and Gorgias taught young citizens how to argue persuasively in courts and assemblies—making rhetoric central to public life.
- **Isokrates** combined rhetoric with philosophy and civic responsibility, instituting a successful and very popular school of rhetoric.



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Roman Contributions

- Roman thinkers such as **Cicero** and **Quintilian** expanded rhetorical education, tying it to civic responsibility and moral character and formalizing it in five canons.
- **Cicero** emphasized the ideal speaker as someone wise, eloquent, and ethically grounded.
- **Quintilian**, in his work *Institutio Oratoria*, described rhetoric as the “art of the good man speaking well,” positioning it at the heart of character education.



The Renaissance and Enlightenment

- During the **Renaissance**, rhetoric was revived as a cornerstone of **liberal arts education**, emphasizing style, logic, and expression.
- It was used not only for persuasion but also for discovery and invention of ideas.
- Scholars used **classical texts** to reconnect with ancient rhetorical traditions, adapting them to religious, political, and scientific contexts.



Modern Developments (Fleming, 1998)

- **Fleming** traces how rhetoric shifted from being a central educational discipline to a marginalized subject during the rise of modern science and specialization.
- However, the **20th century** saw a resurgence of interest in rhetoric as a tool for understanding **public discourse, composition, and communication in democratic societies**.
- He argues for rhetoric’s revival as a **disciplinary core**—valuable not only for writing instruction, but for developing **critical citizenship**.



Rhetoric as Cultural Practice (Zumthor et al., 1981)

- **Zumthor** views rhetoric as a dynamic “game” of communication that reflects cultural norms and power.
- This perspective shows how rhetoric evolves through **context**, not just structure—emphasizing that effective persuasion adapts to time, audience, and culture.
- It reinforces the idea that rhetoric is not just historical, but **living and performative**.

5.1.2 Elements of rhetoric and persuasion

5.1.2.1 Branches of rhetoric

Aristotle divided rhetoric into three branches - Deliberative (Political), Forensic (Judicial), and Epideictic (Ceremonial)



- **Deliberative (Political) Rhetoric**

Definition: Focused on persuading audiences about future actions or policies, deliberative rhetoric weighs advantages and disadvantages to guide decision-making. Aristotle called it the rhetoric of "what should be done".

How to Use Deliberative Rhetoric:

- Future-oriented: Argues for/against policies (e.g., "Voting for this bill will reduce poverty").
- Appeals to utility: Emphasizes what is "advantageous" or "harmful" for a community.
- Common in: Political speeches, proposals, activism, and advertising.

Adaptation for A1–A2 Learners:

Simple cause-effect sentences:

- "If we recycle, the world will be cleaner."
- "School is good because it helps us learn."

Role-play scenarios:

- "Should we plant trees? Yes, because trees give us air."
- Visual timelines: Show consequences of actions (e.g., "Pollution → Sick animals").

- **Forensic (Judicial) Rhetoric**

Definition: Concerns past actions, determining justice or guilt (e.g., courtroom arguments). Aristotle linked it to legal discourse.

How to Use Forensic Rhetoric:

- Past-focused: Analyzes evidence ("The defendant stole the money on May 1st").
- Key questions: What happened? Was it just? Uses witnesses, contracts, and laws.
- Common in: Trials, debates, and justifying personal actions.

Adaptation for A1–A2 Learners:

- "Because" statements:
- "He is sad because his toy broke."
- Picture-based storytelling: Sequence events (e.g., "Broken vase → Who did it?").
- Simple debates: "Is sharing good? Yes, because friends are happy."

- **Epideictic (Ceremonial) Rhetoric**

Definition: Praises or blames in the present, often during ceremonies (e.g., eulogies, awards). Aristotle called it the rhetoric of "virtue and vice".

How to Use Epideictic Rhetoric:



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- Present-focused: Celebrates or critiques character ("She was kind to everyone").
- Emotional appeal: Uses vivid language and shared values.
- Common in: Graduations, funerals, and recommendations.

Adaptation for A1–A2 Learners:

- Emotion word games: "Happy face = good; sad face = bad."
- Simple praise/blame phrases: "My teacher is nice because she helps me."
- Cultural rituals: Practice greetings ("Happy Birthday!") or thank-you notes.

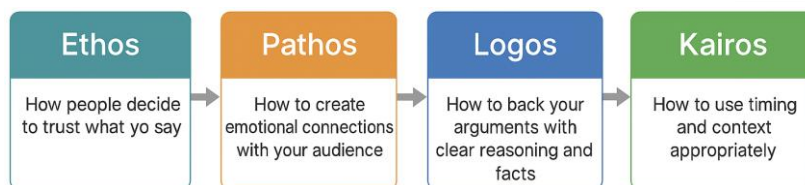
Summary Table for Classroom Use

Branch	Time Focus	Goal	Example Activity
Deliberative	Future	Persuade action/policy	"Plan a class garden" debate
Forensic	Past	Determine justice/guilt	"Who took the cookie?" mystery game
Epideictic	Present	Praise/blame character/actions	"Draw a hero" + describe virtues

5.1.2.2 Key Components of persuasion according to Aristotle



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- **Ethos (Credibility)**

Ethos focuses on the speaker's character and credibility, which is the social aspect of persuasion.

How to Build **Ethos**:

- Speak with honesty and integrity.
- Share personal truths and opinions. Expose Vulnerability.
- Reference trusted sources or authorities, such as community leaders or school administrators, people who generally command respect and admiration.
- Be consistent by avoiding discrepancies.
- Be authentic and respectful

Adaptation for A1–A2 Migrant Children:

Even young learners can begin to build **ethos** by showing they are sincere, respectful, consistent and connected to their own experiences. Children at beginner language levels can build **ethos** through simple but powerful actions:

- Using familiar phrases to talk about their own lives: "I help my brother." / "I take care of my cat."
- Connecting their ideas to people they trust: "My teacher says reading is good." / "My grandma taught me this."
- Showing respect and effort in group activities: waiting their turn, listening actively, and using polite forms like "please" or "thank you."

Visual supports, sentence starters, and role models (like facilitators or older peers) help children understand that their voice matters, even when their words are few.

- **Pathos (Emotion)**

Pathos engages the audience emotionally, making the message relatable and memorable. It is a combination of empathy and self emotional awareness.

How to Use **Pathos** Effectively:

- Be aware of your own emotional state and the emotional state of others.



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- Incorporate vivid language and imagery: Use strong descriptive words to paint a picture in the audience's mind.
- Engage all senses in your story: Describe not only the emotional experience but also what it looked and felt like.
- Connect to universal emotions: Focus on emotions that everyone can relate to, such as fear of exclusion, joy of acceptance, or the pride in overcoming challenges.
- Children naturally use emotional appeal (pathos) in effective and persuasive ways.

Adaptation for A1–A2 Migrant Children:

Children often use **pathos** naturally when telling stories or talking about what they like or fear. Even with limited language, children can express strong feelings using:

- Emotion words (happy, scared, tired) supported by visuals or emojis.
- Gestures, facial expressions, and tone of voice.
- Simple personal statements: “I miss my friend.” / “I feel proud when I help.”

Activities like drawing emotions, using emoji cards, or role-playing short scenarios allow children to communicate feelings in ways that go beyond vocabulary alone.

• **Logos (Logic)**

Logos relies on reason and evidence, using facts and statistics in a coherent way to make your message compelling. It is mostly about providing arguments and not mere assertions (ungrounded claims). It is also the recognition that the arrangement and sequence of words and ideas affect their persuasiveness.

How to Use **Logos**:

- Use arguments, the shortest definition of which is, claims that are accompanied by their support, also called reasons. A good argument has enough relevant true reasons to persuasively support its claim.
- Provide relevant facts, such as the benefits of language support programs or the success rates of integration initiatives.
- Break down complex issues into clear, logical steps.
- Use more than one line of reasoning to support your main claim.
- Support the persuasiveness of the reasons you provide with further support that exhibit their importance and impact.

Adaptation for A1–A2 Migrant Children:

Logos teaches children to explain why they believe something or why a suggestion makes sense. Logical reasoning at beginner level can be introduced through:



- Simple sentence structures using “because”: *“I like apples because they are sweet or therefore”: “Apples are sweet, therefore I like them”*
- Sorting and matching activities to show cause and effect: *“He is cold → He wears a coat.”*
- Visual storytelling that shows a sequence or solution: *“I forgot my lunch → I was hungry.”*

Children can practice building logical statements with the help of sentence frames, drawings, and real-life examples from their daily routines.

- **Kairos (Timing & Context)**

Kairos refers to the opportune moment for persuasion - choosing the right time, place, and context to deliver a message effectively. Unlike logos (logic) or pathos (emotion), kairos focuses on situational awareness: knowing when to speak, how to frame an idea, and why the timing matters. It ensures that an argument resonates because it aligns with the audience’s immediate needs or the cultural climate.

How to Use Kairos:

- Seize the moment: Address issues when they’re most relevant (e.g., discussing school rules at the start of the term).
- Adapt to the audience’s mood: A tired or distracted listener won’t absorb complex arguments. Simplify or wait.
- Use cultural or current events: Link your message to holidays, news, or shared experiences (e.g., teamwork during sports season).
- Read social cues: Pause if someone is upset; emphasize urgency if action is needed (“We should clean up now before the teacher arrives”).
- Balance speed and delay: Sometimes persuasion requires quick reactions; other times, patience builds trust.

Adaptation for A1–A2 Migrant Children:

Kairos teaches children to recognize when and how to communicate based on context.

Beginners can practice through:

- Role-playing scenarios:
 - “It’s quiet time → Whisper!”
 - “Your friend is crying → Say, ‘Are you okay?’”
- Visual timetables: Pair actions with time/context (e.g., “Morning: coat on → School time”).
- Prompting with questions:
 - “Is now a good time to ask the teacher for help?”
 - “Look outside—is it raining? Then we need umbrellas.”



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- Event-based language: Teach phrases tied to moments ("Happy Birthday!", "Be careful—hot!"). Example Activity: Use a "When/Do" chart with pictures:
 - When the bell rings → Line up.
 - When you're hungry → Say "Can I eat?"

By linking language to timing and context, children learn to adapt their communication strategically.

5.1.2.3 Five Canons of Rhetoric

Cicero and then Quintilian formalized the **Five Canons of Rhetoric**—Invention (Inventio), Arrangement (Dispositio), Style (Elocutio), Memory (Memoria), and Delivery (Pronuntiatio). A good rhetor should develop and master all five.

- **Invention (Inventio) – Finding Your Argument**

Definition: The process of discovering what to say—gathering ideas, evidence, and persuasive appeals (logos, pathos, ethos, kairos) to support a message.

How to Use Invention:

- Brainstorm key points: What do I want to say? What reasons support it?
- Consider the audience: What do they care about? What objections might they have?
- Use different types of support: facts, stories, examples, or expert opinions.
- Ask questions: Who? What? When? Where? Why? How? to explore the topic deeply.

Adaptation for A1–A2 Learners:

Simple question prompts:

- "Why is this good?" → "School is good because I learn."
- "What happens if...?" → "If I run, I fall."
- Picture-based brainstorming: Show images (e.g., "healthy food") and ask "Why is this good?"
- Word association games: "Rain → wet → umbrella" to build logical connections.

- **Arrangement (Dispositio) – Organizing Your Ideas**

Definition: Structuring arguments in a clear, logical order for maximum impact (e.g., introduction, main points, conclusion).

How to Use Arrangement:

- Start with a strong opening ("Did you know...?").
- Present ideas step-by-step ("First... Next... Finally...").
- Use transitions ("because," "so," "but") to connect thoughts.
- End with a clear conclusion or call to action ("So we should...").



Adaptation for A1–A2 Learners:

- Story sequencing: Use picture cards to order events ("First wake up, then eat breakfast").
- Sentence strips: Rearrange phrases like a puzzle ("I brush teeth → I go to bed").
- Basic outlines:
 - "I think..." (claim)
 - "Because..." (reason)
 - "So..." (conclusion)

- **Style (Elocutio) – Making Language Engaging**

Definition: Choosing the right words, tone, and figures of speech to make the message clear and compelling.

How to Use Style:

- Use vivid words ("happy" → "excited!").
- Keep sentences short and clear for beginners.
- Add repetition or rhythm ("We learn, we grow, we succeed!").
- Adjust formality (casual for friends, polite for teachers).

Adaptation for A1–A2 Learners:

- Emotion word games: Match faces to words ("smile = happy").
- Simple similes: "Fast like a car," "Quiet like a mouse."
- Chants & songs: Reinforce vocabulary with rhythm ("Hello, hello, how are you?").

- **Memory (Memoria) – Remembering Your Message**

Definition: Techniques to retain and recall information when speaking (originally for speeches without notes).

How to Use Memory:

- Use mnemonics (e.g., "Never Eat Soggy Waffles" for compass directions).
- Link ideas to images or stories.
- Repeat key phrases for reinforcement.

Adaptation for A1–A2 Learners:

- Action + word association: "Open book" (mime opening) → "read!"
- Rhyming pairs: "Cat, hat, mat—they all sit!"
- Flashcards with visuals: Pair words with pictures for recall.

- **Delivery (Pronuntiatio) – Presenting Effectively**

Definition: How you convey the message through voice, gestures, and expression.



How to Use Delivery:

- Speak clearly and at a steady pace.
- Use facial expressions and gestures (thumbs up = good).
- Practice tone (excited vs. serious).

Adaptation for A1–A2 Learners:

- Mirror practice: Make faces for emotions (happy, sad, angry).
- Role-play with props: Hold objects while naming them ("This is my pencil!").
- Voice volume games: "Mouse whisper" vs. "Lion roar."

Summary for Classroom Use:

Canon	Key Skill	A1–A2 Activity Example
Invention	Brainstorming ideas	"Why is school good?" with pictures
Arrangement	Ordering thoughts	Sequence cards: "First, then, last"
Style	Choosing engaging words	"Fast like a rocket!" (similes)
Memory	Retaining vocabulary	Flashcard miming games
Delivery	Speaking clearly/expressively	Emotion charades

5.1.3 Contemporary Rhetoric Concepts

For children learning the host language, rhetoric is about finding ways to express ideas, share experiences, and connect with others—even with limited vocabulary. Contemporary approaches make this possible through inclusive and flexible strategies:



- **Multimodality:** Integrates multiple forms of communication (visual, verbal, auditory) to create effective and engaging messages. Communication doesn't have to rely only on spoken words. Children at A1–A2 levels can combine short phrases with gestures, facial expressions, drawings, or props. For example, a child might point to an image while saying "I feel sad" or act out a routine while narrating it with simple sentences.
- **Dialogic Nature:** Views rhetoric as a dialogue, not a monologue, reflecting societal interactions and cultural exchanges. Rhetoric is interactive. It includes listening, turn-taking, asking simple questions, and responding with basic opinions. Children practice this in safe, playful settings like partner interviews, guided role plays, or storytelling circles where they build confidence and vocabulary together.
- **Rhetoric as an Art:** Emphasizes creativity, originality, and adaptability to different audiences and contexts. Even with limited L2, children can explore who they are and what they think. Activities like designing a superhero, acting out a short scene, or presenting their favorite food allow them to use imagination and emotion in ways that go beyond grammar or fluency.

This approach gives migrant children the tools to communicate meaningfully and grow their language skills while feeling heard, valued, and included.

5.2 The Importance of Rhetoric Today

Beyond its classical roots, rhetoric today plays a vital role in helping individuals navigate complex social and political landscapes. Effective communication can shape perspectives, resolve conflicts, and foster inclusion. Whether in classrooms, community forums, or policymaking spaces, the ability to articulate ideas clearly and persuasively is essential—especially in contexts like migrant integration, where dialogue and understanding are key. Rhetoric also supports innovation and adaptability, helping individuals and communities respond to changing societal norms with creativity and resilience. As such, it is not merely an academic pursuit but a practical skill for active participation in global society.

Key Contributions of Rhetoric:

- **Navigating complexity:** Builds awareness and engagement in diverse social and political contexts.
- **Strengthening communication:** Enhances clarity, collaboration, and conflict resolution.
- **Promoting adaptability:** Encourages resilience and creative thinking in the face of societal change.



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Rhetoric plays an essential role in language education and social inclusion, especially for migrant children who are learning the host country's language. In this context, rhetoric is not about persuasive speech in the traditional sense—it is about helping children find their voice, express their ideas, and build confidence in using language to connect with others.

In AMIF-supported classrooms, rhetorical activities are designed to:

- Support **language acquisition** through structured speaking, listening, and interaction.
- Help children **make sense of their new environment** and express their identities across languages and cultures.
- Foster **participation and belonging** by encouraging dialogue and valuing each child's experience.

Key Benefits for Migrant Learners:

- **Bridge linguistic and cultural gaps:** Rhetorical games help children interact with peers even when they don't share a common language, using gestures, visuals, and simple speech.
- **Strengthen classroom inclusion:** Children from migrant backgrounds feel recognized and respected when they can contribute to storytelling, role-play, or discussion, even at a basic language level.
- **Encourage teacher responsiveness:** Educators trained in rhetoric learn to adjust their methods to support language learners and create space for multilingual expression.

Examples of Practice:

- **Short debates using sentence frames** (e.g., "I think... because..."), helping learners express basic opinions and reasons.
- **Storytelling circles** where children share real or imagined experiences using visuals, drawings, or emoji prompts.
- **Interdisciplinary use of rhetoric**, especially in subjects like civics, geography, or art, to reinforce content and vocabulary through expression.

This approach places children's voices—and their emerging language skills—at the heart of the classroom.

5.2.1 The Role of Rhetoric in Education

Rhetoric is a vital part of education, enhancing students' critical thinking and communication skills. Once central to education, rhetoric helped develop well-rounded individuals capable of engaging in civic life.



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Rhetoric enhances both academic success and civic engagement. Once a cornerstone of classical education, its relevance today lies in its power to foster inclusive, participatory, and democratic learning environments, as well as developing reasoning and communication skills that foster self growth.

Benefits in Educational Contexts:

- **Bridges diversity:** Helps children connect across cultural and linguistic lines.
- **Amplifies voices:** Equips marginalized youth to express themselves with confidence.
- **Supports teacher development:** Trained educators can better engage students and foster inclusive classrooms.

Practical Applications:

- **Classroom debates:** Students present evidence-based arguments.
- **Storytelling and presentations:** Promote narrative thinking and creativity.
- **Cross-curricular learning:** Rhetoric supports subjects like history, social studies, and literature.
- **Multimodal expression:** Includes visual storytelling, role play, and symbolic language for students with emerging language skills.

5.2.2 Benefits of Rhetoric in Education

1. Critical Thinking Development

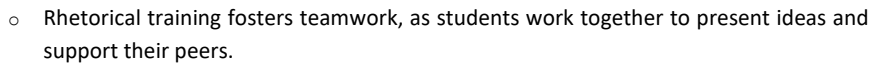
- Rhetorical education encourages children to analyze information, identify biases, and construct well-reasoned arguments.
- By engaging in debates and discussions, students learn to evaluate perspectives and form independent opinions.

2. Confidence Building

- Public speaking and persuasive writing exercises help children overcome fear and anxiety when addressing an audience.
- Confidence in communication translates into better academic performance and leadership abilities.

3. Enhancing Collaboration and Empathy

- Through structured discussions and argumentation exercises, students learn to listen actively and respect diverse viewpoints.



- Rhetoric can promote inclusivity by giving students from diverse backgrounds a voice in the classroom.
- It empowers children to articulate their unique experiences and advocate for themselves.

- Classroom Debates and Discussions: Encouraging students to defend viewpoints helps them develop structured arguments.
- Interdisciplinary Learning: Applying rhetorical skills in subjects like history, literature, and social studies reinforces their practical use.
- Interactive Activities: Examples like drawings and letters show that rhetoric isn't just verbal—it's multimodal. This opens the door for including non-verbal rhetorical games: role-play, visual argument building, storytelling, etc.
- Teacher Training: Educators equipped with rhetorical strategies can create more engaging and inclusive learning environments.

Language	and	Communication	Development
Children practice speaking in structured but low-pressure settings. They use sentence frames, visual cues, and peer models to build fluency, improve pronunciation, and develop confidence.			

Listening	and	Empathy
Rhetorical activities promote listening to others and taking turns. Migrant learners also hear a range of language input from peers and facilitators, helping them learn through exposure and repetition.		

Cultural	Expression	and	Identity
Children are encouraged to share aspects of their background, feelings, or experiences using tools that work for them—whether verbal, visual, or performative. This strengthens their identity and helps peers understand diverse perspectives.			



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Teacher Development and Classroom Inclusion
Educators trained in rhetoric learn how to differentiate for learners at various CEFR levels. They gain strategies to use visuals, sentence scaffolds, and non-verbal forms of communication to ensure all students can participate meaningfully.

Common Tools and Activities:

- Role plays using props and L1-L2 sentence matching
- Group storytelling with illustrated storyboards
- Structured opinion sharing using visuals and yes/no/why cards
- Team games involving choices, comparisons, or descriptions

This methodology turns language learning into a **collaborative, expressive, and empowering** process—one that supports both integration and education.

Challenges and Solutions

- Student Engagement: Making rhetoric relevant through real-world applications keeps students interested.
- Assessment Methods: Developing effective evaluation techniques ensures students' progress in rhetorical skills.

5.3 What is Debate for Migrant Children?

Debate is the art of presenting ideas and defending them with evidence while respectfully addressing opposing viewpoints. For migrant children, debate becomes something deeper—a bridge between cultures, a tool for developing confidence, and a pathway to democratic participation in their new communities.

Debate for our learners means:

- Presenting perspectives that draw from both heritage wisdom and new experiences
- Building arguments using facts, personal knowledge, and cultural understanding
- Developing skills to communicate across linguistic and cultural differences
- Learning to advocate for themselves and their communities with dignity and evidence

Unlike traditional academic debates that rely solely on formal research, our approach recognizes that migrant children bring rich experiential knowledge. Their multilingual minds, cross-cultural competence, and diverse perspectives become valuable assets in constructing meaningful arguments.



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Debate becomes particularly powerful when it:

- Allows students to share solutions based on multicultural knowledge
- Provides platforms for discussing issues that affect migrant families
- Develops skills to navigate between different cultural communication styles
- Creates opportunities to build bridges between communities through respectful dialogue

Key Debate Terminology (Culturally Responsive)

Essential Concepts for Community Advocates:

★ **Debate:** Using structured dialogue to share your community's perspectives while learning from others

★ **Fact:** Information that can be proven - including research, statistics, and documented experiences

★ **Opinion:** Your personal belief, often shaped by cultural background and family experiences

★ **Claim/Contention:** A statement you make to support your position or community's needs

★ **Proposition:** The topic being discussed - often issues that affect diverse communities

★ **Evidence:** The proof you use - research, personal stories, examples from heritage countries, or community experiences

Debate Skills for Bridge-Builders:

★ **Core Strength:** Your ability to respond thoughtfully to different viewpoints about your community.

★ **Responsibility:** You speak authentically while building understanding between cultures.

★ **Strategy:** You use multilingual thinking, cultural knowledge, and evidence to educate and connect with others.

Advanced Dialogue Concepts:

★ **Respectful Challenge:** When you thoughtfully question assumptions or misunderstandings.

★ **Counter-perspective:** Your response that offers additional context or different experiences.

★ **Bridge-building:** When you find common ground while maintaining your authentic voice.

★ **Cultural Context:** When you help others understand your community's viewpoint and values.

Affirmative vs. Negative (Community-Centered Focus)



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★ **Affirmative Role:** Demonstrate that a policy or idea will help diverse communities thrive and succeed

★ **Negative Role:** Show that a policy or idea could create challenges for migrant families or communities

★ **Evaluation Focus:** Judges consider whose arguments best serve community wellbeing and democratic values

★ **Cultural Competence:** Your multilingual abilities and cross-cultural experiences are valuable strengths

★ **Community Strategy:** You represent your community's wisdom while building connections with others

Argument Development (Community-Grounded Approach)

★ **Definition:** Taking a position on an issue and supporting it with facts, experiences, and cultural wisdom

★ **Purpose:** Providing insight that helps audiences understand different perspectives and experiences

★ **Support:** Using valid evidence that includes research, personal stories, and community knowledge

★ **Perspective-Taking:** Considering how issues affect different groups and communities

★ **Rationale:** Explaining why your evidence matters and how it connects to broader community needs

Dialogue vs. Persuasion

★ **Dialogue:** Building understanding between different communities through respectful exchange of ideas

★ **Persuasion:** Changing minds through evidence, logic, and authentic storytelling
Important Clarification: We focus on building bridges through evidence-based dialogue that honors all perspectives.

Core of Debate: Respectful Engagement

★ **Definition:** The ability to respond thoughtfully to different viewpoints using better reasoning, stronger evidence, and cultural understanding

★ **Responsibility:** Students present their own arguments while respectfully engaging with opposing perspectives

5.3.1 Debate Methodology for Multicultural Bridge-Building



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Our methodology transforms debate from competition into community dialogue. We develop students who can navigate multiple cultural contexts while advocating effectively for themselves and their communities.

Core Development Goals:

Participants will:

1. **Develop confident communication** to represent their perspectives in academic and civic settings
2. **Learn to integrate lived experience** with research evidence in compelling ways
3. **Foster dialogue mindsets** that value both cultural authenticity and bridge-building across differences

Key Characteristics (Multicultural Integration):

1. Culturally Balanced Argumentation:

- Students explore how issues affect both heritage and host communities
- Children learn that their "between cultures" perspective provides valuable insights
- *Example: Discussing education policy by considering both traditional and contemporary approaches*

2. Experience-Evidence Integration:

- Arguments combine research with lived experience and family wisdom
- Children understand their experiences provide valid evidence alongside academic sources
- *Example: Using family migration stories alongside demographic research on integration*

3. Multilingual Critical Thinking:

- Issues are analyzed using knowledge from multiple cultural contexts
- Children access concepts in heritage languages when helpful for deeper understanding
- *Example: Understanding "community" through both individual and collective cultural frameworks*

4. Culturally Responsive Structure:



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- Debates follow formats that honor different cultural communication styles
- Children learn when directness is valued and when storytelling approaches work better
- *Example: Some cultures build arguments through narrative; others through direct assertion*

5. Community-Centered Learning:

- Every child's voice represents valuable community knowledge and perspectives
- Learning connects to real issues affecting local families and communities
- *Example: Debates focus on practical concerns like school policies or community resources*

6. Heritage Language Support:

- Children use L1 thinking for complex concepts, then express ideas in host language
- Collaborative preparation includes multilingual brainstorming when helpful
- *Example: Discussing complex cultural concepts in heritage language before presenting in host language*

7. Dialogue-Focused Communication:

- Students practice explaining their communities' perspectives to different audiences respectfully
- Children develop skills in cross-cultural perspective-taking and empathy
- *Example: Learning to explain cultural practices to classmates in ways that build understanding*

5.3.2 Analyzing Debate Topics: The Multicultural Perspective

Students analyze topics through their unique cross-cultural lens, drawing from multiple sources of knowledge:

Method 1: The Cultural Bridge Analysis

- **Identify key concepts:** What does this topic mean for diverse families and communities?
- **Draw from experience:** How does your cultural background inform your understanding?
- **Connect perspectives:** What might different communities think about this issue?
- **Find common ground:** Where do various cultural perspectives align or complement each other?

Method 2: "Community Impact Mapping"



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- **Identify stakeholders:** Who in your community and others would be affected by this topic?
- **Consider multiple viewpoints:** How might this affect recent arrivals versus established families?
- **Apply cultural wisdom:** What solutions or approaches have worked in different cultural contexts?
- **Design inclusive solutions:** How can different communities collaborate on this issue?

Method 3: Bridge-Building Problem-Solving

- **Define the challenge:** What barriers does this create for diverse families and communities?
- **Apply cultural values:** What principles from various traditions guide effective solutions?
- **Create inclusive approaches:** How can we address this while respecting everyone's needs?
- **Demonstrate community benefit:** How would proposed solutions help all community members thrive?

5.3.3 Applying Debate Methodology: Skills for Democratic Participation

Debate methodology develops students into effective community participants by building:

Core Advocacy and Communication Skills:

- **Multicultural Critical Thinking:** Analyzing issues through multiple cultural frameworks simultaneously
- **Evidence Integration:** Combining research, lived experience, and community wisdom effectively
- **Bridge-Building Communication:** Speaking across cultural differences with respect and clarity
- **Community Representation:** Advocating thoughtfully for family and community needs and perspectives

Practical Implementation by Developmental Stage:

Ages 10-12: Foundation Building

- Use story circles and role-plays to introduce structured dialogue concepts
- Focus on "This matters to my family because..." reasoning
- Practice turn-taking that honors different cultural communication styles
- Simple debates using visual supports and sentence frames

Ages 13-15: Identity and Integration Focus



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- Incorporate heritage language brainstorming followed by host language presentation
- Mini-debates on issues directly affecting their school or neighborhood communities
- Develop skills in explaining cultural perspectives to peers respectfully
- Practice research integration with personal and family experiences

Ages 16-18: Community Leadership Development

- Formal debates on policy issues affecting diverse communities
- Research projects that interview community elders, leaders, and diverse stakeholders
- Presentation opportunities with local government, schools, or community organizations
- Mentorship roles with younger students in the program

Implementation Tools and Strategies:

- Use short role-plays, think-pair-share discussions, and mini-debates to practice skills gradually
- Provide sentence frames and vocabulary support appropriate to CEFR levels
- Include visual supports, cultural context cards, and multilingual resources
- Create safe spaces for heritage language use during preparation phases

5.3.4 Your Debate Team: **Community Representatives and Bridge-Builders**

Each debate team represents diverse perspectives and communities working together:

Team Roles (Community-Focused Structure):

- **Community Leader:** Opens by establishing why this topic matters to diverse families and concludes by summarizing community impact
- **Heritage Wisdom Speaker:** Presents arguments grounded in cultural knowledge and cross-cultural experiences
- **Bridge-Building Responder:** Connects different viewpoints and responds thoughtfully to opposing perspectives
- **Future Vision Speaker:** Summarizes how proposed solutions serve community wellbeing and democratic values

Cultural Support Advisors (recommended for all age groups):

- Provide heritage language concept support when needed during preparation
- Take notes on how opposition addresses community concerns and cultural perspectives
- Offer cultural context and community knowledge during team preparation time
- Support team members even when not presenting themselves

Commented [1]: This section introduces a compelling and well-structured approach to community-centered debate, but it may be quite complex for children with A1–A2 language proficiency. The number of roles, length of speaking turns, and multiple preparation phases might exceed what is realistic — even for older learners — especially without highly trained facilitators. Perhaps we could simplify the structure (fewer roles, shorter turns), align it more closely with the accessible strategies used elsewhere in the document (e.g., visual supports, sentence starters), and focus on dialogue rather than formal debate. The core idea of using debate as a space for cultural sharing and empowerment is very strong and worth preserving in an adapted form.

1 total reaction

Manolis Polychronides reacted with 🗨️ at 2025-06-10 00:56 AM

Commented [2R1]: @elena.gajotto@unacasaperluomo.it We agree that the current structure may be too demanding for children with A1–A2 language proficiency, particularly in terms of role complexity, speaking length, and preparation demands. We will simplify the activity. The core aim of using this space for empowerment and expression will remain central in the adapted version.

1 total reaction

Manolis Polychronides reacted with 🗨️ at 2025-06-11 03:51 AM



Enhanced Debate Flow (Community-Centered Structure):

A. Community Context Phase (8 minutes total) • Community Context Leaders establish why this topic matters to diverse families (4 minutes each side) • Teams alternate, beginning with affirmative position • Each team explains their understanding of the issue's impact on different communities

B. Cultural Knowledge and Evidence Phase (16 minutes total) • Heritage Wisdom Speakers present detailed arguments using research, experience, and cultural knowledge (4 minutes each) • Bridge-Building Responders address opposition while connecting different cultural viewpoints (4 minutes each) • Focus on respectful engagement with different perspectives and evidence-based reasoning

C. Community Future Vision Phase (8 minutes total) • Future Vision Speakers synthesize arguments through community wellbeing lens (4 minutes each) • Reinforce how proposed solutions serve justice and community thriving • Deliver final vision for inclusive, democratic community futures

5.3.5 What Does Our Community-Centered Debate Look Like?

Enhanced Debate Structure for Multicultural Learning (Total ~60 minutes):

- **Welcome and Cultural Acknowledgment (5 min):** Facilitator acknowledges cultures represented and frames debate as community dialogue building understanding
- **Cultural Context Setting (5 min):** Brief sharing of relevant cultural perspectives on the topic from different traditions represented in the room
- **Structured Community Dialogue (32 min):**
 - Community Context Phase (8 min)
 - Cultural Knowledge and Evidence Phase (16 min)
 - Community Future Vision Phase (8 min)
- **Cross-Cultural Bridge-Building Discussion (10 min):** Teams and audience engage in guided dialogue about different perspectives and shared values
- **Community Reflection and Learning (5 min):** Judges and participants discuss how different perspectives enhanced everyone's understanding
- **Results and Celebration (3 min):** Announcement focused on community learning and bridge-building achievements



5.3.6 Implementation Framework for TOC Educators

Age-Appropriate Cultural Integration:

Step 1: Cultural and Linguistic Warm-Up

- **Ages 10-12 (10 min):** Review advocacy vocabulary in both heritage and host languages; use visual prompts reflecting diverse community experiences
- **Ages 13-15 (8 min):** Brief cultural context sharing; review debate vocabulary with cultural examples
- **Ages 16-18 (5 min):** Quick cultural perspective check-in; advanced vocabulary review

Step 2: Community-Focused Brief

- **All Ages (5-8 min):** Explain how debate serves community dialogue and democratic participation goals
- Use role cards reflecting cultural diversity and community leadership examples
- Clarify how different cultural communication styles are valued and welcomed

Step 3: Community Dialogue in Action:

Ages 10-12 (30 min total): • **Community Introductions** – 2 min per speaker (8 min)

- **Guided Dialogue Session** – 15 min with facilitator support and visual aids
- **Heritage Language Support Break** – 3 min for multilingual team consultation
- **Community Vision Sharing** – 2 min per speaker (4 min)

Ages 13-15 (35 min total): • **Community Context Statements** – 3 min per speaker (6 min) • **Evidence and Experience Sharing** – 4 min per speaker (8 min) • **Cross-Cultural Bridge-Building** – 12 min guided dialogue • **Heritage Language Consultation** – 4 min • **Future Vision Presentations** – 2.5 min per speaker (5 min)

Ages 16-18 (40 min total): • **Community Context Phase** – 4 min per speaker (8 min) • **Evidence Integration Phase** – 4 min per speaker (8 min) • **Responsive Dialogue** – 4 min per speaker (8 min) • **Strategic Consultation Break** – 6 min including heritage language use • **Community Vision Synthesis** – 5 min per speaker (10 min)

Step 4: Reflection & Community Building (10-15 min) • Judges and community members provide strengths-based, culturally responsive feedback • Use developmentally appropriate sentence frames that honor cultural perspectives • Focus on growth in communication skills, cultural bridge-building, and democratic participation



6. Engaging with Rhetoric Games

6.1 Rhetoric Games as Tools for Empowerment and Cultural Bridge-Building

The distinctive power of culturally responsive rhetoric games: When we transform rhetorical principles into engaging, culturally inclusive games, we create safe spaces where migrant children can practice communication skills while celebrating their multilingual abilities and diverse perspectives.

Rhetoric games serve as dynamic, interactive learning tools that promote children's communication, critical thinking, and civic participation skills. By adapting rhetorical concepts into playful, age-appropriate formats, these games empower children to express themselves with confidence while building bridges between their heritage cultures and host communities.

These activities are particularly effective in multicultural and linguistically diverse settings because they:

- **Validate multilingual competence:** Children's heritage languages become resources, not barriers
- **Honor cultural communication styles:** Different approaches to storytelling, persuasion, and dialogue are celebrated
- **Build inclusive communities:** Students from various backgrounds learn from each other's perspectives and experiences
- **Develop democratic skills:** Children practice civic engagement through structured, respectful dialogue

6.1.1 Multiple Purposes of Community-Centered Games:

Cultural Validation and Pride:

- Children's heritage perspectives become valuable game content rather than obstacles
- Traditional knowledge and family wisdom are integrated as legitimate sources of evidence
- Multilingual thinking is recognized as cognitive strength rather than confusion

Language Development Through Meaningful Content:



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- Host language development happens through advocacy practice on topics that matter
- Heritage languages support comprehension and deeper thinking during preparation
- Code-switching and multilingual expression are celebrated as sophisticated communication

Community Connection Across Differences:

- Games create bonds among students from different cultural and linguistic backgrounds
- Shared experiences build empathy and understanding across diverse perspectives
- Students practice explaining their communities to others with respect and clarity

Confidence Building Through Cultural Assets:

- Success in games builds courage for real-world advocacy and civic participation
- Students discover that their multicultural competence provides unique advantages
- Practice in games translates to confidence in academic and community settings

6.1.2 Embedding Rhetorical Elements (Culturally Responsive Integration):

Ethos (Credibility) through Cultural Knowledge and Experience:

- **Ages 10-12:** "I know this because in my family/country we..." or "My grandmother taught me that..."
- **Ages 13-15:** Speaking as cultural bridge-builders who understand multiple perspectives and contexts
- **Ages 16-18:** Leveraging multicultural competence and multilingual abilities as unique expertise and democratic assets

Pathos (Emotion) through Shared Humanity and Cultural Stories:

- **Ages 10-12:** Storytelling games using family experiences, cultural celebrations, and heritage traditions
- **Ages 13-15:** Emotional expression about identity, belonging, community dreams, and cultural navigation experiences
- **Ages 16-18:** Compelling narratives about migration journeys, community hopes, and visions for inclusive futures

Logos (Logic) through Cross-Cultural Wisdom and Evidence:



- **Ages 10-12:** Simple reasoning games: "This works because in my experience..." or "My family does this because..."
- **Ages 13-15:** Comparing solutions and approaches from different cultural contexts and communities
- **Ages 16-18:** Complex analysis using multiple cultural frameworks, research, and community knowledge integration

Kairos (Context/Timing) through Cultural Competence and Sensitivity:

- **All ages:** Learning when to share heritage perspectives and when to focus on common ground
- Understanding audience and adjusting cultural references appropriately for effective communication
- Recognizing moments when personal stories and cultural knowledge can build understanding and change perspectives

6.1.3 Community-Centered Rhetoric Game Formats:

6.1.3.1 Cultural Bridge-Building Mini-Debates (Developmentally Adapted)

"Different ways, shared goals—finding solutions that work for everyone"

- **Ages 10-12:** Visual supports showing different cultural approaches to family, education, celebration, food
- **Ages 13-15:** Sentence starters like "In my culture we... but here they... so together we could..."
- **Ages 16-18:** Complex policy discussions incorporating multiple cultural perspectives and evidence sources

6.1.3.2 Community Advocacy Practice Games (Real-World Application)

"Speaking up for our families and communities with respect and evidence"

- **Ages 10-12:** Role-playing asking for culturally appropriate accommodations in school settings
- **Ages 13-15:** Persuading peers to support inclusive activities, cultural exchange programs, or fair policies
- **Ages 16-18:** Preparing presentations for local government, school boards, or community organizations

6.1.3.3 Heritage Wisdom Integration Scenarios (Cultural Assets Focus)

"Bringing traditional knowledge to contemporary challenges"



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- Using cultural stories, traditional values, and family wisdom to address modern community issues
- Translating cultural knowledge into host language advocacy while maintaining authenticity
- Building respect for diverse approaches to problem-solving and community building

6.1.3.4 Multilingual Storytelling and Dialogue Circles (Language Assets Celebration)

"Sharing our communities' stories so others understand and connect"

- Co-creating narratives that honor migration experiences while building bridges to host communities
- Using heritage languages for concept development, host language for sharing with diverse audiences
- Building vocabulary and confidence through culturally meaningful content and authentic communication

6.1.3.5 Democratic Participation Practice Games (Civic Engagement Preparation)

"Learning how our voices can make our communities stronger and more inclusive"

- Board games and digital tools that simulate civic participation and community decision-making
- Turn-taking that honors different cultural approaches to leadership and consensus-building
- Real-time practice in multilingual advocacy, bridge-building, and democratic dialogue

6.1.4 Implementation Guidelines for TOC Educators:

6.1.4.1 Cultural Responsiveness in Game Design:

- Choose topics that validate students' experiences rather than generic academic subjects
- Ensure games create opportunities for heritage knowledge to be valuable and respected
- Adapt timing and structure to honor different cultural communication patterns and styles

6.1.4.2 Language Development Through Cultural Content:

- Allow heritage language thinking and discussion time before host language expression



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- Celebrate multilingual communication and code-switching as linguistic sophistication rather than error
- Use culturally meaningful content to drive vocabulary development and authentic communication practice

6.1.4.3 Community Connection and Democratic Preparation:

- Design games that build solidarity among students from different cultural and linguistic backgrounds
- Create opportunities for families and community members to engage with and celebrate student learning
- Frame game success as preparation for real community advocacy, civic participation, and democratic engagement

6.1.4.4 Assessment and Growth Through Cultural Assets:

- Evaluate progress in ways that honor different cultural approaches to learning and communication
- Recognize growth in cultural bridge-building abilities alongside traditional language development metrics
- Celebrate multilingual competence and cross-cultural communication as sophisticated democratic skills

6.1.5 Adaptation Strategies for Different CEFR Levels:

A1 Level Adaptations:

- Use visual supports, gestures, and heritage language scaffolding extensively
- Focus on basic sentence structures with cultural content that matters to students
- Provide emotional and cultural connection before linguistic complexity

A1+ Level Adaptations:

- Introduce reasoning structures ("because," "but," "so") with culturally relevant examples
- Practice explaining cultural perspectives using simple but authentic language
- Build confidence through successful cultural knowledge sharing

A2 Level Adaptations:

- Develop complex cultural comparisons and community advocacy arguments
- Practice formal presentation skills with cultural content and community focus
- Integrate research skills with personal experience and cultural knowledge sources



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This approach ensures that rhetoric games serve not only language development goals but also cultural validation, community building, and democratic preparation—creating learning experiences that honor students' full identities while building essential civic participation skills.

6.2. Game-Based Learning Modules

Drawing upon the comprehensive Toolkit designed for L2 teachers, educators, and social workers supporting the linguistic and social inclusion of children and adolescents with migration backgrounds, this Protocol Document for rhetoric games specialized training (Children) directly integrates its thematic modules. Specifically tailored for children aged 11-13 and 14-18 with literacy in their L1 and language levels ranging from PREA1 to A2 of the CEFR, the training will leverage activities, guidelines, tips, and good practices embedded within the toolkit's six linguistic modules. Each module explores a specific theme relevant to children's daily experiences while building rhetorical skills such as clarity, persuasion, structured speech, and expressive storytelling.

Thematic Modules:

1. Personal Presentation
2. Food and Drinks
3. At School
4. Clothes and Accessories
5. Health and Emotions
6. City, Neighborhood, and Leisure Time

Each module includes differentiated activities for A1, A1+, and A2 learners, with clear scaffolding for progression. Activities are organized by:

- **Linguistic Function** (e.g., describing, persuading, debating)
- **Rhetorical Focus** (e.g., opinion structure, emotional appeal, storytelling)
- **Interaction Format** (individual, pair, group)

6.2.1 Categorization of rhetoric games

◆ 1. Improvisation

Game Focus: Quick thinking, spontaneous speech, creativity

Example Games: Dress the Character / Accessory Arguments

◆ 2. Debate

Game Focus: Expressing opinions, using reasons, persuasive talk



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Example Games: This or That?/I Like/Don't Like Debate

◆ 3. Storytelling

Game Focus: Narrative structure, descriptive language, recall

Example Games: My Dream Day/ Guess Who – Fashion Edition

◆ 4. Memory & Recall

Game Focus: Observation, detail retention, justification

Example Games: What's Missing?/ Describe and Persuade

6.2.2 Step-by-step instructions for implementation

Step 1: Warm-Up (5–10 min)

- Brief review of key vocabulary or sentence starters.
- Quick movement game or image prompt.

Step 2: Game Brief (5 min)

- Introduce the objective and rules of the selected game.
- Use visuals or props for clarity.

Step 3: Game Play (15–20 min)

- Play the selected game (individual, pairs, or group work).
- Rotate roles (speaker, listener, guesser, presenter).

Step 4: Reflection & Feedback (5–10 min)

- Peers give positive feedback or suggestions.
- Ask guiding questions: "What did you like about your partner's speech?"



6.3 Module 1 – Personal Presentation

We can design engaging exercises that help children practice self-presentation, while integrating basic rhetorical skills. Here's how you can adapt this module for different proficiency levels:

- ☐ Objective for All Levels: The main goal is to help children introduce themselves, talk about their interests, and describe their personalities or preferences using simple language. Additionally, they should practice speaking clearly and confidently, with a focus on rhetorical devices like persuasion (A1+A2 level) and simple narrative structures.

Proficiency Level	Activity Title	Description	Rhetorical Focus	Language Model / Example
A1 (Beginner)	Simple Introductions	Children use flashcards to introduce themselves (name, age, likes).	Direct speech, repetition	My name is Anna. I am 7. I like apples.
	What's in a Name?	Pair activity asking basic personal questions.	Listening, repetition	I am Anna. My favorite color is blue. What about you?
	Emoji Self-Presentation	Use emojis or drawings to describe self in 3–5 simple sentences.	Interest-based persuasion	I am happy 😊. I love cats 🐱.
A1+ (Elementary)	Who Am I?	Children give 3 clues about themselves; others guess.	Descriptive adjectives, use of 'because'	I am tall. I like soccer. I have a dog.
	I Like / Don't Like Debate	Children state preferences and explain why using 'because.'	Basic argument structure	I like chocolate because it is sweet.
	Self-Portrait with Descriptions	Children draw themselves and write 3–4 descriptive sentences.	Adjectives, simple conjunctions	I like video games and going to the park.
A2 (Pre-Intermediate)	My Dream Day Presentation	Children describe their ideal day in a short narrative.	Sequencing, transitions	First, I wake up. Then, I go to the zoo.



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	Interview Me (Role Play)	Pairs interview each other about hobbies and favorites.	Q&A format, reasoning	My favorite sport is basketball because it's exciting.
	Persuasive Self-Introduction	Children give a short speech on why they should be class representative.	Persuasion, list structure	I should be the class rep because I am kind and helpful.

Feedback & Reflection Tools:

- Peer Feedback Prompts: "I liked how you explained your idea." / "You used good reasons."
- Reflection Questions: "Did I use new words?" / "Did I speak clearly?"



6.4 Module 2 – Food and drinks

Proficiency Level	Activity Title	Description	Rhetorical Focus	Language Model / Example
A1 (Beginner)	What's on Your Plate?	Show pictures of food. Children name and state their preferences.	Simple declarative sentences	I like pizza. / I don't like broccoli.
	Guess My Favorite Food!	One child gives clues about their favorite food, others guess.	Descriptive clues and questions	It's yellow. It's sweet. It's a fruit. → Banana?
	Food Bingo	Use bingo cards with food images. Children listen and mark items.	Listening comprehension	Can you find a sandwich? → Yes, here is a sandwich!
A1+ (Elementary)	What's for Breakfast?	Children describe their usual breakfast using provided options.	Conjunctions and reasoning	I eat toast and eggs because they are tasty.
	Food Preferences Survey	Children ask and answer about their favorite foods and drinks.	Q&A and giving reasons	What do you like to drink? → I like water because it's healthy.
	Food Debate: Pizza vs. Burger	Teams argue which food is better and why.	Simple persuasive speech	Pizza is better because you can choose many toppings.
A2 (Pre-Intermediate)	What's Your Favorite Meal?	Children describe their favorite meal in detail.	Descriptive language and reasoning	My favorite meal is pasta. I like it because it's easy to make.
	Restaurant Role Play	Simulate ordering food at a restaurant in pairs.	Question forms and polite speech	I'd like a pizza, please. / Would you like a drink?
	Food Adverts	Children create ads for their favorite foods to persuade others.	Persuasive language and adjectives	Try our delicious chocolate cake! It's sweet and perfect!

Feedback & Reflection Tools:

- Peer Feedback Prompts: "I liked your description." / "Good reason for your choice!"
- Reflection Questions: "Did I describe the food well?" / "Did I use new words?"



6.5 Module 3 – At School

Proficiency Level	Activity Title	Description	Rhetorical Focus	Language Model / Example
A1 (Beginner)	My School Bag (Show and Tell)	Children describe 3–5 items in their school bag.	Descriptive vocabulary	In my bag, I have a pencil. It is blue.
	Who Is It? – School People Game	Children give clues about a school person, others guess.	Simple adjectives and clear clues	She helps us learn. She writes on the board. → Teacher!
	Classroom Simon Says	Use imperative verbs in a physical game format.	Command tone, active listening	Open your book. / Sit down.
A1+ (Elementary)	My Favorite Subject	Children share a subject they like and explain why.	Opinion + justification	I like math because it is fun and easy.
	School Object Riddles	Students create riddles about classroom items.	Descriptive clues and questions	It is small. It is sharp. What is it? → A pencil!
	Ask the Teacher (Role Play)	Children act as teacher and students ask questions.	Polite speech and question forms	Can I go to the toilet? / What page is it?
A2 (Pre-Intermediate)	A Day at School (Storytelling)	Children narrate their school day using time expressions.	Narrative sequence and transitions	First, I go to school. Then, we have English.
	School Rules Debate	Children debate simple school rules with reasoning.	Persuasive speech and respectful disagreement	I think we need uniforms because it's fair.
	Best School Day Ever! Pitch	Children design their ideal school day and present it.	Imaginative persuasion	In my dream day, we eat ice cream at lunch!

Feedback & Reflection Tools:

- Peer Feedback Prompts: "I liked your idea!" / "You explained your school day well!"
- Reflection Questions: "Did I speak clearly?" / "Did I explain my choices?"



6.6 Module 4 Clothes and accessories

Proficiency Level	Activity Title	Description	Rhetorical Focus	Language Model / Example
A1 (Beginner)	What Am I Wearing?	Children describe their outfit using basic clothing words.	Vocabulary and sentence structure	I am wearing a red shirt and blue jeans.
	Dress the Character	Use paper dolls or drawings to dress and describe a character.	Descriptive speech	He is wearing a hat and boots.
	Clothing Color Match	Match clothing items to colors using flashcards or real clothes.	Color and noun agreement	The socks are green. The shirt is yellow.
A1+ (Elementary)	My Favorite Outfit	Children describe their favorite outfit and explain why.	Opinion and justification	I like this dress because it is beautiful.
	Packing for a Trip	Children decide what clothes to pack for different weather.	Reasoning with purpose	I pack a coat because it's cold.
	Guess the Outfit	One child describes an outfit, others guess who it is.	Listening and inference	She is wearing a long skirt and a scarf.
A2 (Pre-Intermediate)	Fashion Show Commentary	Students narrate a pretend fashion show, describing outfits.	Descriptive and expressive speech	Next, we see Alex in sporty jeans and sneakers.
	Dress Code Debate	Children debate school uniform vs. free choice.	Persuasion and structured argument	Uniforms are good because they are equal for everyone.
	Create a Clothing Ad	Children design and pitch a creative clothing item.	Imaginative persuasion	Buy our magic shoes — they make you jump higher!

Feedback & Reflection Tools:

- Peer Feedback Prompts: "Nice description!" / "I liked your outfit idea!"
- Reflection Questions: "Did I use adjectives?" / "Did I explain my choice?"



6.7 Module 5 – Health and emotions

Proficiency Level	Activity Title	Description	Rhetorical Focus	Language Model / Example
A1 (Beginner)	How Do You Feel?	Children use flashcards or emojis to describe feelings.	Basic emotional vocabulary	I feel happy. I am tired.
	Body Part Bingo	Children play bingo using images of body parts.	Listening comprehension	Touch your nose! / Find your knee!
	Doctor Says (Game)	A variation of Simon Says using health-related commands.	Imperative mood and vocabulary	Take a deep breath. Stretch your arms.
A1+ (Elementary)	Healthy or Not?	Children categorize habits and explain choices.	Simple reasoning	Eating fruit is healthy. Watching too much TV is not.
	Emotion Masks	Children create masks and role-play different emotions.	Emotional expression and description	I am scared because of the dark.
	My Morning Routine	Children describe their daily self-care actions.	Sequencing and reflection	I brush my teeth. Then I wash my face.
A2 (Pre-Intermediate)	Advice Corner	Students give health advice to common problems.	Modal verbs and conditional reasoning	You should sleep more if you're tired.
	Feeling Better (Role Play)	Pair work between 'doctor' and 'patient' to explain symptoms and give advice.	Polite speech and empathy	I have a headache. → You should drink water.
	Emotion Debate	Children discuss which emotion is hardest to manage and why.	Persuasion and emotional reasoning	Anger is hard because you can say things you don't mean.

Feedback & Reflection Tools:

- Peer Feedback Prompts: "You showed emotion clearly!" / "Good explanation!"
- Reflection Questions: "Did I explain how I feel?" / "Did I listen to others?"



6.8 Module 6 – City, neighbourhood and leisure time

Proficiency Level	Activity Title	Description	Rhetorical Focus	Language Model / Example
A1 (Beginner)	Where Do You Live?	Children describe their city or street using simple words.	Basic location vocabulary	I live in a big city. My street is quiet.
	Places in Town Bingo	Play bingo using cards with images of city places (e.g., bank, park).	Listening and vocabulary recall	Find the hospital. → Yes, here it is!
	What Can You Do There?	Match city places with activities.	Function and location pairing	In the park, I can play. In the library, I read.
A1+ (Elementary)	My Favourite Place	Children present a local place and explain why they like it.	Opinion and justification	I like the swimming pool because I can have fun.
	Neighbourhood Map Drawing	Children draw a simple map of their area and describe it.	Spatial language	There is a school next to my house.
	Leisure Time Interview	Children interview each other about their hobbies and free time.	Q&A and social interaction	What do you do on weekends? I go to the park.
A2 (Pre-Intermediate)	City Improvement	Children propose changes to their neighbourhood.	Problem-solving and persuasive speech	We need more lights in the park because it's dark.
	Tour Guide Role Play	Act as a city guide showing places to a visitor.	Descriptive and informative speech	This is the museum. It has old paintings.
	Weekend Plans Debate	Children debate the best weekend activity.	Structured argument and justification	Going to the cinema is better because it's relaxing.

Feedback & Reflection Tools:

- Peer Feedback Prompts: "You explained your place well!" / "Good reasons for your idea!"
- Reflection Questions: "Did I describe clearly?" / "Did I support my opinion?"



6.9 Protocol Game Elements

To ensure each activity aligns with the objectives of the rhetoric games protocol, facilitators should integrate the following components:

- **Speaking Roles:** Assign clear roles to encourage active participation (e.g., Speaker → Listeners → Feedback Responders).
- **Task Goals:** Define the communicative purpose — such as describing, persuading, informing, or suggesting.
- **Expression Goals:** Emphasize voice projection, clarity, gestures, eye contact, and enthusiastic delivery.
- **Structure Focus:** Encourage use of linking words and connectors (e.g., “and,” “because,” “then,” “but”) to organize thoughts clearly.
- **Peer Feedback Tools:** Use age-appropriate methods like emoji cards, claps, stars, or prompts such as “What I liked...” to encourage positive peer assessment.
- **Feedback Prompts:** Provide models like “You spoke clearly!”, “Nice example!”, or “Good reason!” to guide constructive responses.
- **Playful Tone:** Maintain a fun and imaginative atmosphere (e.g., “Design a superhero outfit!” or “Speak like a banana!”).
- **Playful Elements:** Integrate props, flashcards, emotion cards, and dramatic play to keep engagement high and support diverse learners.



7. Monitoring and Evaluation

Effective monitoring and evaluation are critical to ensure that rhetoric-based activities meet their objectives and contribute meaningfully to children's rights education and civic participation. WP6 promotes a child-friendly, formative approach to assessment that supports reflection, feedback, and continuous improvement for both participants and facilitators.

7.1 Child-Friendly Evaluation Tools

Monitoring tools should be simple, visual, and engaging, particularly for younger learners and those with limited language proficiency. Examples include:

- **Emoji Feedback Cards:** Children select emojis to express how they felt during the activity (😊 = happy, 😐 = neutral, 😞 = confused).
- **Thumb Voting:** A quick show of thumbs up / sideways / down to evaluate group enjoyment or understanding.
- **Exit Tickets:** Children write or draw one thing they learned or enjoyed before leaving.
- **"Stars and Wishes":**
 - **Stars:** What went well.
 - **Wishes:** What could be improved.

These tools allow facilitators to quickly gauge engagement, comprehension, and emotional response.

7.2 Peer and Self-Evaluation

Peer and self-assessment are embedded into rhetoric activities to encourage reflection, ownership, and confidence. Children can use:

- **Peer Feedback Prompts:** "I liked how you used a reason." / "You spoke clearly." / "Nice example!"
- **Self-Evaluation Questions:**
 - Did I explain my idea clearly?
 - Did I use a connector word like "because" or "then"?
 - Did I listen carefully to others?

Reflection should be supportive, not competitive, and foster a growth mindset.

7.3 Facilitator Observations

Educators and youth workers should observe children's development over time, using simple checklists or rubrics based on the following indicators:



Skill Area	Indicators
Communication	Uses clear speech, speaks with confidence, maintains eye contact
Argumentation	Gives reasons for opinions, uses examples or comparisons
Empathy & Listening	Responds respectfully, shows understanding of others' views
Creativity	Engages in imaginative play, uses expressive language
Participation	Takes turns, volunteers ideas, works well in groups

7.4 Final Reporting and Feedback

At the end of each training cycle or module, facilitators should:

- Collect and review peer/self-evaluations and facilitator notes.
- Hold a brief feedback session with participants (e.g., "What did we learn?" circle).
- Complete a short summary report highlighting outcomes, strengths, and areas for improvement.

Feedback should be shared with project teams to contribute to overall evaluation and good practice documentation across partner countries.



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8. Appendices:

8.1 Appendix A: Evaluation Templates

A. [Student Reflection Sheet](#)

This simple reflection tool encourages self-awareness and supports formative assessment. Children may write or draw their responses.

B. [Facilitator Observation Checklist](#)

Use the checklist during or after activities to document children's engagement and communication development. Scoring can be qualitative (1–5 scale) or with brief notes. Duplicate as many times as needed.

8.2 Appendix B: Sample Consent Forms

[Parent/Guardian Consent Form](#)

8.3 Appendix C: Sample Trainer Scripts

These scripts support facilitators in introducing modules and promoting rhetorical practice in a warm, child-friendly way.

Module 1 Opener – “Let’s Talk About Us!”

Trainer Script:

“Hello everyone! Today we’re going to talk about someone very special — YOU! You’ll tell us your name, your age, and something fun about yourself. Ready?”

Suggested Sentence Frames:

- “My name is ____.”
- “I am ____ years old.”
- “I like ____ because ____.”
- “I come from ____.”

Encouraging Language – Fashion Show Activity

Trainer Script:

“Great job! Now, can you tell us why those boots are perfect for a rainy day? Use the word ‘because’ to explain your idea.”



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Suggested Sentence Frames:

- “These shoes are good because ____.”
- “This is warm, so I wear it when it’s cold.”
- “I like this color because ____.”

Peer Feedback Prompt

Goal: Encourage constructive peer interaction and basic rhetorical evaluation.

Trainer Script:

“What did you like about your friend’s presentation? Was it clear? Did they use interesting words or gestures?”

Suggested Sentence Frames:

- “I liked it because ____.”
- “It was fun / clear / interesting when they said ____.”
- “Next time, maybe they could ____.”



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