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D6.2

Protocol Document of Rhetoric Games Specialized Training (Teachers - Youth Workers)

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



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WP6: Design and Implementation of methodologies for "Rhetoric Speech Games" for promoting Children's Rights Education and Democratic Participation



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1. Executive Summary

1.1 Brief Overview of WP6 Teacher Training Objectives

Work Package 6 (WP6) Teacher Training component focuses on equipping educators and youth workers with the knowledge, skills, and culturally responsive approaches necessary to facilitate rhetoric games and debate activities for children aged 10-18. This comprehensive training program transforms educators from traditional instructors into skilled facilitators of democratic dialogue, empowering them to create inclusive spaces where migrant children can develop their voices, critical thinking abilities, and civic participation skills.

The training addresses the unique challenges of working with linguistically and culturally diverse student populations, providing practical strategies for honoring heritage knowledge while building host country language proficiency and democratic competencies.

Key Training Objectives:

- Develop educators' personal debate and argumentation skills
- Build competency in culturally responsive facilitation techniques
- Create capacity for adapting rhetoric activities to diverse learner needs
- Establish assessment approaches that value multilingual and multicultural assets
- Foster educator networks for peer support and resource sharing

1.2 Summary of Training Methodologies and Expected Outcomes

Training Methodologies

The program employs a multi-faceted approach combining experiential learning, reflective practice, and collaborative development:

1. Experiential Learning

- Educators participate as debate participants before facilitating
- Practice-based skill development through role-play and simulation
- Real-time feedback and coaching during practice sessions

2. Culturally Responsive Framework

- Asset-based approach to multilingual learners
- Integration of heritage languages and cultural knowledge
- Adaptation strategies for diverse communication styles

3. Collaborative Learning



- Peer observation and feedback
- Co-creation of culturally relevant materials
- Cross-partner sharing of best practices

4. Reflective Practice

- Structured reflection on facilitation experiences
- Analysis of student engagement and outcomes
- Continuous improvement planning

Expected Outcomes

For Educators:

- Confident facilitation of rhetoric games across age groups
- Ability to create inclusive, culturally affirming learning environments
- Skills in assessing argumentation and communication development
- Competency in managing multicultural group dynamics
- Enhanced understanding of democratic participation principles

For Educational Systems:

- Increased capacity for civic education
- Improved support for multilingual learners
- Stronger school-community connections
- Enhanced democratic participation opportunities for youth

For Students (indirect outcomes):

- Increased engagement in civic dialogue
- Improved critical thinking and communication skills
- Stronger sense of belonging and voice
- Enhanced preparation for democratic participation

2. Introduction

2.1 Background of the Teacher Training Component



The Theory of Change (TOC) project recognizes that transformative education requires transformative educators. While rhetoric and debate have ancient roots in democratic education, the contemporary challenge lies in making these powerful tools accessible and meaningful for today's diverse, multilingual student populations. This teacher training component addresses a critical gap: preparing educators to facilitate rhetoric games that honor cultural diversity while building essential democratic skills.

Traditional teacher preparation often overlooks the specific competencies needed for facilitating structured dialogue among culturally and linguistically diverse students. This training program fills that gap by providing educators with both theoretical understanding and practical tools for creating inclusive rhetoric education spaces.

Historical Context: The evolution from traditional debate instruction to culturally responsive rhetoric facilitation reflects broader shifts in educational philosophy:

- From teacher-centered to student-centered approaches
- From monolingual to multilingual pedagogies
- From competitive to collaborative frameworks
- From cultural assimilation to cultural affirmation

2.2 Importance of Educator Preparation in Rhetoric Education

Effective rhetoric education requires more than knowledge of argumentation techniques—it demands skilled facilitation that can navigate cultural differences, support multilingual expression, and create psychologically safe spaces for civic dialogue. Educators serve as cultural bridge-builders, helping students connect their heritage knowledge with democratic participation in their host countries.

Why Specialized Training Matters:

1. Complexity of Facilitation

- Managing multiple perspectives respectfully
- Supporting students at varying language proficiency levels
- Navigating potentially sensitive cultural topics
- Building confidence while maintaining academic rigor

2. Cultural Competency Requirements



- Understanding diverse argumentation styles
- Recognizing cultural communication patterns
- Adapting Western debate formats inclusively
- Valuing non-linear narrative structures

3. Language Support Skills

- Scaffolding complex concepts for L2 learners
- Strategic use of heritage languages
- Building academic vocabulary through meaningful context
- Supporting translanguaging practices

4. Democratic Modeling

- Demonstrating respectful disagreement
- Facilitating equitable participation
- Addressing power dynamics in discussion
- Promoting critical consciousness

2.3 Connection to Children's Rights and Democratic Participation

This training directly supports the realization of children's rights as outlined in the UN Convention on the Rights of the Child, particularly Article 12 (right to express views) and Article 13 (freedom of expression). By preparing educators to facilitate inclusive rhetoric activities, we create pathways for all children—regardless of linguistic or cultural background—to participate meaningfully in decisions affecting their lives.

Rights-Based Training Principles:

- Every child's voice has value
- Cultural and linguistic diversity enriches democratic dialogue
- Participation skills are learnable and teachable
- Educators are duty-bearers in protecting participation rights

Democratic Competencies for Educators:

- Facilitating without imposing personal views
- Creating equitable speaking opportunities
- Supporting minority perspectives
- Building consensus while respecting dissent



3. Training Objectives

3.1 Primary Learning Outcomes

Upon completion of this comprehensive training program, educators and youth workers will demonstrate mastery in the following areas:

A. Personal Rhetoric and Debate Competencies

1. Argumentation Skills

- Construct clear, evidence-based arguments using established frameworks
- Identify and evaluate different types of evidence
- Recognize and address logical fallacies
- Model effective refutation techniques

2. Communication Excellence

- Demonstrate clear, inclusive verbal communication
- Use active listening techniques effectively
- Employ non-verbal communication supportively
- Adapt register for diverse audiences

3. Critical Thinking Application

- Analyze complex issues from multiple perspectives
- Evaluate source credibility and bias
- Synthesize diverse viewpoints constructively
- Model intellectual humility and curiosity

B. Facilitation and Pedagogical Skills

1. Inclusive Environment Creation

- Establish psychological safety for risk-taking
- Design culturally affirming learning spaces
- Implement democratic classroom management
- Foster peer support and collaboration



2. Differentiated Instruction

- Adapt activities for multiple proficiency levels
- Scaffold complex concepts effectively
- Provide multimodal learning opportunities
- Balance challenge with support

3. Cultural Responsiveness

- Recognize and value diverse communication styles
- Integrate heritage knowledge meaningfully
- Address cultural conflicts constructively
- Promote intercultural understanding

C. Assessment and Feedback Competencies

1. Holistic Assessment Design

- Develop culturally responsive assessment criteria
- Create multiple pathways for demonstrating learning
- Balance process and product evaluation
- Document growth over time

2. Constructive Feedback Delivery

- Provide specific, actionable feedback
- Balance affirmation with growth challenges
- Teach peer feedback skills
- Support self-assessment development

3.2 Competency Framework for Educators

The TOC Educator Competency Framework outlines progression from novice to expert facilitator:

Level 1: Foundation (0-6 months)

- Basic understanding of rhetoric principles
- Ability to facilitate simple debate formats
- Awareness of cultural considerations
- Beginning assessment skills



Level 2: Developing (6-12 months)

- Confident facilitation of age-appropriate debates
- Integration of cultural perspectives
- Effective differentiation strategies
- Consistent supportive feedback

Level 3: Proficient (12-18 months)

- Adaptation of formats for specific contexts
- Sophisticated cultural bridge-building
- Mentoring of newer facilitators
- Innovation in activity design

Level 4: Expert (18+ months)

- Leadership in program development
- Training of other educators
- Research and documentation of practice
- Advocacy for rhetoric education



4. Target Group

4.1 Educator Profiles and Prerequisites

This training program serves educators across various contexts who work with migrant and multicultural student populations:

Primary Audience:

- Elementary and secondary school teachers
- Language support specialists
- Social studies and civics educators
- After-school program coordinators
- Community education facilitators

Recommended Prerequisites:

- Teaching qualification or equivalent experience
- Basic familiarity with interactive teaching methods
- Commitment to inclusive education principles
- Openness to examining personal cultural biases
- Willingness to model vulnerability in learning

No Prior Debate Experience Required The program assumes no previous debate or rhetoric experience, building these skills from foundation level while leveraging educators' existing pedagogical knowledge.

4.2 Youth Worker Specifications

Youth workers bring unique strengths to rhetoric facilitation:

Valuable Youth Worker Qualities:

- Experience with informal education settings
- Skills in group dynamics management
- Cultural mediation experience
- Community connections and trust
- Flexibility in approach



Specific Training Adaptations for Youth Workers:

- Greater emphasis on informal learning strategies
- Focus on community-based applications
- Adaptation for non-classroom settings
- Integration with youth development frameworks

4.3 Linguistic and Cultural Considerations

Language Requirements:

- Proficiency in the host country language
- Additional languages viewed as assets
- Willingness to support multilingual approaches
- Comfort with code-switching in educational contexts

Cultural Competency Expectations:

- Self-awareness of cultural identity and biases
- Experience or willingness to work cross-culturally
- Respect for diverse worldviews and values
- Commitment to anti-discriminatory practice

Addressing Educator Diversity: The training itself models inclusive practices, supporting educators who may:

- Speak the host language as an additional language
- Come from migrant backgrounds themselves
- Represent minority cultural communities
- Have varying levels of formal education



5. Theoretical Framework for Educators

5.1 Adult Learning Principles in Rhetoric Training

This training program is grounded in established adult learning theory, recognizing that educators bring rich experiences and specific learning needs:

Andragogical Principles Applied:

1. Self-Directed Learning

- Educators identify personal learning goals
- Choice in practice topics and formats
- Self-assessment integrated throughout
- Ownership of professional development

2. Experience as Resource

- Building on existing teaching knowledge
- Sharing cultural and linguistic expertise
- Peer teaching and collaborative learning
- Reflection on practice

3. Problem-Centered Approach

- Real classroom challenges addressed
- Immediate application opportunities
- Context-specific solutions developed
- Action research methodology

4. Intrinsic Motivation

- Connection to professional values
- Impact on student success visible
- Personal growth recognized
- Community contribution valued

Transformative Learning Elements:

- Critical examination of assumptions about debate and argument
- Perspective transformation regarding multilingual learners
- Reconstruction of teaching identity as facilitator
- Development of critical consciousness



5.2 Culturally Responsive Pedagogy

The training embeds culturally responsive pedagogy as both content and method:

Core Principles:

1. Cultural Assets Framework

- Multilingualism as cognitive advantage
- Cultural knowledge as academic resource
- Community connections as learning networks
- Identity affirmation as academic support

2. Critical Pedagogy Integration

- Examination of power in classroom discourse
- Challenge to dominant cultural narratives
- Student voice in curriculum decisions
- Action for social justice

3. Funds of Knowledge Approach

- Validation of home and community knowledge
- Integration of family wisdom
- Community as curriculum resource
- Reciprocal learning relationships

Practical Applications:

- Debate topics from community concerns
- Evidence including cultural knowledge
- Multiple formats honoring different traditions
- Assessment valuing diverse strengths



5.3 Facilitation vs. Instruction Approaches

The training emphasizes a fundamental shift from instructor to facilitator:

Traditional Instruction Model:

- Teacher as knowledge holder
- Information transmission focus
- Correct/incorrect binary
- Individual achievement emphasis
- Standardized outcomes

Facilitation Model:

- Teacher as guide and co-learner
- Knowledge construction focus
- Multiple valid perspectives
- Collaborative achievement emphasis
- Differentiated outcomes

Key Facilitation Skills Developed:

1. Questioning Techniques

- Open-ended inquiry
- Socratic dialogue
- Wait time strategies
- Follow-up probing

2. Group Process Management

- Democratic participation structures
- Conflict transformation
- Consensus building
- Energy management

3. Neutral Stance Maintenance

- Personal opinion management
- Balanced perspective presentation
- Devil's advocate techniques
- Bias recognition



6. Training Modules Structure

6.1 Module Overview and Progression

The training program consists of seven interconnected modules delivered over 12 contact hours, with additional self-directed learning and practice components. The modular structure allows for flexible delivery while maintaining coherent skill progression.

Module Progression Design:

Part A: Personal Skill Development (Modules 1-4, 8 hours)

- Educators develop their own debate and argumentation abilities
- Experience participant perspective before facilitating
- Build confidence through supported practice
- Establish peer learning relationships

Part B: Culturally Responsive Implementation (Modules 5-7, 4 hours)

- Apply skills to multicultural contexts
- Develop cultural adaptation strategies
- Create inclusive learning environments
- Design context-specific implementations

Delivery Options:

1. **Intensive Format:** 2 days × 6 hours
2. **Extended Format:** 4 sessions × 3 hours
3. **Blended Format:** 8 hours face-to-face + 4 hours online
4. **School-Based Format:** 6 sessions × 2 hours with practice between



6.2 Module 1: Understanding Debate Fundamentals (2 hours)

Session 1.1: What is Debate? (45 minutes)

Learning Objectives:

- Distinguish debate from argument or conflict
- Identify key elements of structured debate
- Recognize debate's role in democratic education
- Connect debate to children's rights frameworks

Opening Activity: Myth-Busting (15 minutes) Participants explore and challenge common misconceptions:

- "Debate is about winning arguments"
- "Only confident speakers can debate"
- "Debate requires extensive subject knowledge"
- "Cultural differences create barriers to debate"

Core Concepts Introduction (30 minutes)

- Definition: Structured dialogue for exploring complex issues
- Democratic skill-building purpose
- Elements: Structure, evidence, respect, learning focus
- Basic terminology and roles

Reflection Questions:

- How does debate differ from classroom discussions you currently facilitate?
- What excites or concerns you about facilitating debates?
- How might debate support your multilingual learners?

Session 1.2: Experiencing Debate as Participants (75 minutes)

Warm-up Debate Activity (45 minutes) Topic: "Schools should extend their day to provide more language support"

- Random team assignment
- Simplified format with clear structure
- Focus on experiencing rather than performing
- Facilitator models supportive guidance



Structured Reflection (30 minutes)

- Physical challenges noticed
- Emotional responses experienced
- Strategies that emerged naturally
- Insights for student experience

Key Takeaways:

- Personal experience informs empathetic facilitation
- Structure provides safety for risk-taking
- Multiple valid approaches exist
- Preparation time is crucial

6.3 Module 2: Building Argument Construction Skills (2 hours)

Session 2.1: Anatomy of an Argument (60 minutes)

The PEEL Structure Introduction (20 minutes)

- **Point:** Clear claim or position
- **Evidence:** Supporting facts, examples, data
- **Explanation:** How evidence supports point
- **Link:** Connection to broader debate topic

Cultural Adaptations of PEEL:

- Narrative evidence in many cultures
- Circular vs. linear explanation styles
- Collective vs. individual examples
- Proverbs and wisdom as evidence

Practice Activity: Building Arguments (25 minutes) Working in culturally mixed pairs:

- Select culturally relevant topic
- Construct arguments using PEEL
- Include both research and cultural evidence
- Practice clear expression



Peer Review Process (15 minutes)

- Structured feedback protocol
- Focus on clarity and evidence use
- Recognition of cultural strengths
- Suggestions for development

Session 2.2: Evidence and Source Evaluation (60 minutes)

Types of Evidence in Multicultural Contexts (20 minutes)

1. **Academic Sources:** Research, statistics, expert opinions
2. **Cultural Knowledge:** Community wisdom, traditional practices
3. **Lived Experience:** Personal and family stories
4. **Current Events:** News and contemporary examples
5. **Analogies and Metaphors:** Cultural comparisons

Quality Criteria for Diverse Evidence (20 minutes)

- Credibility in cultural context
- Relevance to specific argument
- Sufficiency for claim support
- Balance of evidence types
- Accessibility for audience

Practice: Evidence Evaluation Workshop (20 minutes) Small groups evaluate evidence packages:

- Mix of evidence types provided
- Cultural lens applied to evaluation
- Discussion of relative strengths
- Creation of evidence hierarchy

6.4 Module 3: Facilitating Discussion and Managing Disagreement (2 hours)

Session 3.1: Creating Safe Spaces for Dialogue (60 minutes)

Establishing Ground Rules Collaboratively (20 minutes) Process for co-creating with students:

1. Brainstorm needs for respectful dialogue
2. Translate abstract concepts to concrete behaviors
3. Include cultural communication norms
4. Create accountability systems
5. Regular revision and refinement



Modeling Inclusive Language (20 minutes)

- Reframing confrontational responses
- Validating while challenging
- Building on partial understanding
- Encouraging elaboration
- Managing dominant voices

Practice: Facilitation Scenarios (20 minutes) Role-play common challenges:

- Student dominates discussion
- Culturally sensitive topic emerges
- Language barrier frustrates participant
- Personal attack occurs
- Emotional response to topic

Session 3.2: Managing Heated Moments and Emotional Responses (60 minutes)

Understanding Triggers in Multicultural Settings (15 minutes)

- Immigration-related trauma
- Cultural stereotype encounters
- Language shame experiences
- Identity invalidation moments
- Historical conflict references

De-escalation Strategies (25 minutes)

1. Immediate Response Protocol

- Pause and acknowledge intensity
- Validate emotions without endorsing positions
- Refocus on learning goals
- Offer processing options

2. Cultural Sensitivity in De-escalation

- Recognize cultural expression differences
- Avoid shame-based interventions
- Include community values in response
- Provide face-saving alternatives



Practice: Emergency Response Drills (20 minutes)

- Scripted scenario practice
- Peer coaching and feedback
- Development of personal scripts
- Confidence building through repetition

6.5 Module 4: Assessment and Feedback in Debate (2 hours)

Session 4.1: Culturally Responsive Assessment Design (60 minutes)

Holistic Assessment Philosophy (20 minutes) Moving beyond win/lose frameworks:

- Growth over performance
- Process alongside product
- Effort and risk-taking valued
- Cultural contributions recognized
- Multilingual competence credited

Assessment Criteria Development (20 minutes) Co-creating culturally responsive rubrics:

- Argument construction across cultures
- Evidence use including cultural knowledge
- Respectful engagement indicators
- Communication clarity in L2
- Critical thinking demonstration
- Cultural bridge-building efforts

Tools and Documentation (20 minutes)

- Portfolio approaches
- Video reflection options
- Peer assessment integration
- Self-assessment scaffolds
- Progress tracking systems



Session 4.2: Feedback as Learning Tool (60 minutes)

Principles of Growth-Oriented Feedback (15 minutes)

- Specific behavioral focus
- Actionable next steps
- Cultural strengths acknowledged
- Risk-taking celebrated
- Progress over perfection

Feedback Techniques for Multilingual Learners (25 minutes)

- Visual feedback systems
- Mother tongue feedback options
- Peer translation support
- Recorded feedback for replay
- Gesture and demonstration

Student-Led Feedback Systems (20 minutes) Teaching students to give feedback:

- Sentence starters in multiple languages
- Cultural appreciation protocols
- Constructive critique frameworks
- Self-assessment integration

6.6 Module 5: Understanding Your Multicultural Learners (1 hour)

Session 5.1: Asset-Based Mindset Development (30 minutes)

Reframing Exercise (15 minutes) Transform deficit descriptions to asset recognition:

- "Limited English" → "Emerging multilingual"
- "Lacks background knowledge" → "Brings different knowledge"
- "Too quiet" → "Thoughtful processor"
- "Argues differently" → "Offers cultural perspective"

Practical Asset Mapping (15 minutes)

- Linguistic repertoires inventory
- Cultural knowledge audit
- Community connection mapping
- Identity strength recognition
- Resilience factor identification



Session 5.2: Cultural Communication Patterns (30 minutes)

Communication Style Variations (15 minutes) Understanding cultural differences:

- High context vs. low context
- Direct vs. indirect argumentation
- Individual vs. collective attribution
- Linear vs. circular narrative
- Silence as communication

Inclusive Adaptation Strategies (15 minutes)

- Multiple participation structures
- Varied response time allowances
- Alternative expression formats
- Cultural mediator roles
- Code-switching permissions

6.7 Module 6: Adapting Debate Formats for Multicultural Settings (1.5 hours)

Session 6.1: Strategic Multilingual Integration (45 minutes)

Heritage Language as Cognitive Resource (20 minutes) When and how to integrate L1:

- Concept development phases
- Complex reasoning support
- Cultural concept explanation
- Peer collaboration enhancement
- Family engagement opportunities

Scaffolding Strategies (25 minutes) Building bridges between languages:

- Cognate recognition activities
- Concept mapping across languages
- Translation partnership protocols
- Visual support systems
- Graduated language release



Session 6.2: Culturally Relevant Curriculum (45 minutes)

Topic Selection Criteria (20 minutes) Ensuring meaningful engagement:

- Community relevance test
- Multiple perspective potential
- Cultural safety assessment
- Age-appropriate complexity
- Action possibility inclusion

Topic Development Workshop (25 minutes)

- Community issue brainstorming
- Cultural perspective mapping
- Evidence source identification
- Sensitivity screening process
- Student voice integration

6.8 Module 7: Running Culturally Responsive Debates (1.5 hours)

Session 7.1: Pre-Debate Preparation Excellence (45 minutes)

Extended Preparation Protocols (20 minutes) Supporting diverse learners:

- Cultural knowledge activation
- Multilingual brainstorming time
- Evidence gathering support
- Argument rehearsal structures
- Confidence building activities

Differentiation Strategies (25 minutes)

- Role assignment by strength
- Flexible timing accommodations
- Multiple expression pathways
- Peer support systems
- Success criteria variations



Session 7.2: Masterful Facilitation During Debates (45 minutes)

In-the-Moment Decision Making (20 minutes)

- Reading group dynamics
- Intervention timing
- Support without rescuing
- Challenge without overwhelming
- Cultural conflict navigation

Building Cultural Bridges (25 minutes) Facilitation for understanding:

- Highlighting connections
- Translating cultural concepts
- Finding shared values
- Celebrating differences
- Modeling curiosity



7. Implementation Guidelines

7.1 Training Delivery Methods

The program employs multiple delivery methods to accommodate different learning styles and contexts:

Face-to-Face Workshops

- Primary delivery mode for core modules
- Interactive, experiential learning
- Immediate practice and feedback
- Peer relationship building
- 70% of total training time

Online Learning Components

- Supplementary resources and readings
- Video examples of facilitation
- Reflection forums
- Resource sharing platforms
- 20% of total training time

Practice-Based Learning

- Implementation between sessions
- Peer observation opportunities
- Documented practice reflections
- Mentored facilitation experiences
- 10% of total training time

Blended Learning Options For partners with geographic or time constraints:

- Core concepts online, practice face-to-face
- Synchronous online workshops with breakout rooms
- Asynchronous discussion forums
- Local practice groups with virtual mentoring



7.2 Schedule and Time Allocation

Standard Training Schedule (12 Contact Hours)

Option A: Two-Day Intensive

- Day 1: Modules 1-3 (6 hours)
 - 9:00-10:30: Module 1
 - 10:45-12:15: Module 2
 - 13:00-15:00: Module 3
- Day 2: Modules 4-7 (6 hours)
 - 9:00-11:00: Module 4
 - 11:15-12:15: Module 5
 - 13:00-14:30: Module 6
 - 14:45-16:15: Module 7

Option B: Four-Session Series

- Session 1: Modules 1-2 (3 hours)
- Session 2: Module 3 (2 hours) + Practice
- Session 3: Module 4 (2 hours) + Practice
- Session 4: Modules 5-7 (3 hours)

Option C: Extended Professional Development

- Six 2-hour sessions over 6 weeks
- Practice implementation between sessions
- Peer observation components
- Gradual skill building approach



7.3 Resource Requirements

Human Resources

- Lead trainer with debate and multicultural education expertise
- Assistant facilitators for group work (1:10 ratio)
- Guest speakers from migrant communities
- Student demonstrators for modeling

Physical Resources

- Flexible seating arrangement capability
- Wall space for posting group work
- Breakout spaces for small groups
- Technology for video examples

Material Resources

- Participant handbooks in relevant languages
- Argument construction templates
- Evidence evaluation frameworks
- Assessment rubric examples
- Emergency response protocols
- Cultural communication guides

Digital Resources

- Online platform access
- Video library of debates
- Digital collaboration tools
- Resource repository access
- Communication forums



7.4 Partner Country Adaptations

Each partner country should adapt the training to local contexts:

Greece Adaptations

- Integration with existing intercultural education frameworks
- Emphasis on refugee integration contexts
- Greek democracy historical connections
- Local NGO partnerships

Spain Adaptations

- Connection to regional language policies
- Latin American migration focus
- Civil society organization involvement
- Community center implementations

Sweden Adaptations

- Integration with folkbildning traditions
- Emphasis on consensus-building approaches
- Youth council connections
- After-school program focus

Italy Adaptations

- Mediterranean migration contexts
- Family engagement emphasis
- Local community partnerships
- Cultural mediation integration

Cyprus Adaptations

- Peace and democracy education connections
- Multiple language considerations
- Cross-community partnerships



8. Assessment and Certification

8.1 Educator Competency Assessment

Assessment approaches mirror the inclusive, growth-oriented philosophy promoted for student assessment:

Portfolio-Based Assessment Educators compile evidence of learning:

- Reflection journals from each module
- Video clips of practice facilitation
- Lesson plan adaptations created
- Student feedback collected
- Peer observation notes
- Personal growth narrative

Competency Demonstrations

- Facilitate a mini-debate with peers
- Design culturally responsive debate activity
- Respond to challenging scenarios
- Provide feedback demonstration
- Create assessment rubric

Self-Assessment Components

- Pre-training competency mapping
- Mid-point progress reflection
- Final self-evaluation
- Goal setting for continued growth
- Strengths and challenges identification



8.2 Practical Demonstration Requirements

To receive certification, educators must demonstrate:

1. Facilitation Skills

- 20-minute debate facilitation with peer group
- Appropriate scaffolding for diverse learners
- Effective time management
- Inclusive participation strategies
- Constructive feedback delivery

2. Planning Competence

- Culturally responsive lesson plan
- Differentiation strategies included
- Assessment plan developed
- Materials adapted for context
- Student voice integrated

3. Reflection and Growth

- Written reflection on practice
- Identification of growth areas
- Action plan for implementation
- Commitment to ongoing learning
- Network participation plans



8.3 Certification Criteria

Certification Levels:

Foundation Certificate

- Attendance at all core modules
- Successful facilitation demonstration
- Basic portfolio submission
- Commitment to implementation

Advanced Certificate

- Foundation requirements plus:
- 20 hours documented practice
- Mentoring of new facilitator
- Innovation in adaptation
- Student outcome documentation

Trainer Certificate

- Advanced requirements plus:
- 50 hours facilitation experience
- Training delivery assistance
- Resource development contribution
- Research or documentation project



9. Support and Follow-up

9.1 Ongoing Professional Development

Learning continues beyond initial training through structured support:

Monthly Practice Circles

- Facilitated peer learning groups
- Challenge problem-solving
- Success story sharing
- Skill practice opportunities
- Guest expert inputs

Quarterly Skill Workshops

- Advanced facilitation techniques
- New activity formats
- Technology integration
- Research update sessions
- Cultural competency deepening

Annual TOC Educator Conference

- Cross-country experience sharing
- Best practice presentations
- Student showcase opportunities
- Policy dialogue sessions
- Network strengthening



9.2 Peer Learning Networks

Local Networks

- School-based learning teams
- District-wide communities of practice
- Youth organization collaborations
- University partnerships
- NGO connections

National Networks

- Online collaboration platforms
- Resource sharing systems
- Peer mentoring programs
- Quality assurance circles
- Innovation incubators

International Networks

- TOC partner exchanges
- Virtual observation opportunities
- Collaborative resource development
- Research partnerships
- Joint student activities

Network Activities:

- Monthly virtual meetups
- Shared challenge solving
- Resource co-creation
- Peer coaching partnerships
- Action research projects



9.3 Resource Sharing Platform

Digital Repository Contents:

- Lesson plan templates
- Activity adaptations by age/level
- Assessment tools library
- Video examples with annotations
- Student materials in multiple languages
- Emergency response protocols
- Research articles and updates

Contribution Expectations:

- Each educator shares 2 resources annually
- Peer review of shared materials
- Continuous improvement of resources
- Translation support for key materials
- Attribution and acknowledgment protocols

Quality Assurance:

- Peer review process
- Student outcome alignment
- Cultural appropriateness check
- Accessibility standards
- Regular updates and revisions



10. Monitoring and Evaluation

10.1 Training Effectiveness Measures

Immediate Outcomes (0-3 months)

- Educator confidence levels
- Knowledge assessment results
- Skill demonstration quality
- Implementation planning completed
- Network participation rates

Short-term Outcomes (3-6 months)

- Number of debates facilitated
- Student participation rates
- Adaptation strategies employed
- Challenges encountered and addressed
- Peer support utilization

Medium-term Outcomes (6-12 months)

- Student skill development documented
- Inclusive practice evidence
- Cultural bridge-building examples
- Community engagement levels
- Program sustainability indicators

Evaluation Methods:

- Pre/post training surveys
- Skill demonstration rubrics
- Implementation logs
- Student feedback collection
- Peer observation protocols
- Focus group discussions
- Photo/video documentation



10.2 Impact on Student Outcomes

Student-Level Indicators:

- Participation rates by demographic
- Communication skill development
- Critical thinking demonstrations
- Cultural pride expressions
- Democratic engagement activities
- Academic achievement connections
- Social-emotional growth

Classroom-Level Indicators:

- Inclusive climate measures
- Peer relationship quality
- Multicultural understanding
- Conflict resolution improvements
- Collaborative learning increases
- Family engagement levels

School-Level Indicators:

- Program adoption rates
- Policy influence
- Community partnerships
- Resource allocation
- Sustainability planning
- Replication initiatives



10.3 Continuous Improvement Process

Feedback Loops:

1. Educator Feedback

- Post-training evaluations
- Mid-implementation surveys
- Annual comprehensive review
- Suggestion box system
- Focus group discussions

2. Student Voice

- Regular feedback collection
- Youth advisory groups
- Student-led evaluation
- Creative expression options
- Anonymous input channels

3. Community Input

- Parent/guardian feedback
- Community leader consultation
- Cultural organization input
- Employer perspectives
- Civic engagement tracking

Improvement Implementation:

- Quarterly review meetings
- Annual curriculum updates
- Responsive adaptation protocols
- Innovation pilot programs
- Research integration processes



11. Appendices

11.1 Training Materials Templates

A. Argument Construction Template (Multilingual)

English Version:

MY ARGUMENT BUILDER

My Main Point (P): _____

My Evidence (E):

- ☐ Research/Statistics: _____
- ☐ Cultural Knowledge: _____
- ☐ Personal Experience: _____
- ☐ Current Examples: _____

My Explanation (E):

How does this evidence support my point?

My Link (L):

How does this connect to our debate topic?



B. Facilitation Planning Template

CULTURALLY RESPONSIVE DEBATE PLAN

Topic: _____

Age Group: _____ Language Levels: _____

Cultural Considerations:

- Sensitive aspects: _____

- Cultural assets to leverage: _____

- Potential conflicts: _____

Differentiation Strategies:

-For emerging speakers (A1): _____

- For heritage speakers (A1+ - A2): _____

- For confident speakers (A2+): _____

Assessment Focus:

- Learning objectives: _____

- Success indicators: _____

- Feedback methods: _____



11.2 Assessment Rubrics

A. Educator Facilitation Competency Rubric

Competency Area	Developing	Proficient	Advanced
Creating Inclusive Environment	Establishes basic ground rules; some students participate	All students have opportunities; cultural differences acknowledged	Dynamic inclusion strategies; students lead inclusion efforts
Managing Multilingual Participation	Allows L1 use occasionally; mainly English-focused	Strategic L1 integration; scaffolds for comprehension	Seamless multilingual flow; students translanguage confidently
Facilitating Critical Thinking	Asks basic questions; accepts surface responses	Probes for deeper thinking; connects ideas	Students generate critical questions; metacognition evident
Providing Feedback	General praise; some specific comments	Balanced, specific feedback; growth-oriented	Students self-assess accurately; peer feedback sophisticated
Cultural Responsiveness	Aware of differences; attempts inclusion	Actively integrates cultural perspectives	Students bridge cultures independently; innovation in inclusion



B. Student Progress Tracking Rubric

Skill Area	Beginning	Developing	Achieving	Exceeding
Argument Construction	States opinion	Opinion + reason	Clear point with evidence	Multiple evidences, nuanced
Cultural Integration	Shares personal view	Connects to culture	Bridges cultures	Innovates connections
Respectful Engagement	Listens quietly	Responds politely	Builds on ideas	Facilitates others
Language Development	Basic vocabulary	Expanding expression	Confident communication	Sophisticated usage



11.3 Sample Training Schedule

TWO-DAY INTENSIVE SCHEDULE

Day 1: Building Foundation

- 8:30-9:00 Registration, Welcome Circle
- 9:00-10:30 Module 1: Understanding Debate
- Myth-busting activity
 - Core concepts
 - Experience debate
- 10:30-10:45 Refreshment Break
- 10:45-12:15 Module 2: Argument Construction
- PEEL structure
 - Cultural evidence types
 - Practice and peer review
- 12:15-13:00 Lunch (Cultural Potluck encouraged)
- 13:00-15:00 Module 3: Facilitation Skills
- Safe space creation
 - Managing disagreement
 - Practice scenarios
- 15:00-15:15 Reflection Circle
- 15:15 Day 1 Closing

Day 2: Cultural Responsiveness

- 8:30-9:00 Opening Circle, Day 1 Reflections
- 9:00-11:00 Module 4: Assessment & Feedback
- Holistic assessment design
 - Feedback techniques
 - Student self-assessment
- 11:00-11:15 Energizer Break
- 11:15-12:15 Module 5: Understanding Learners
- Asset-based mindset
 - Communication patterns
- 12:15-13:00 Lunch & Networking
- 13:00-14:30 Module 6: Format Adaptations
- Multilingual strategies



- Topic selection workshop

14:30-14:45 Movement Break

14:45-16:15 Module 7: Implementation Planning

- Preparation protocols

- First debate planning

16:15-16:45 Closing Ceremony

- Commitments

- Network building

- Celebration

11.4 Emergency Response Protocols

A. When Cultural Conflicts Arise

Immediate Response:

1. Pause activity: "Let's take a moment..."
2. Acknowledge tension: "I notice different perspectives emerging..."
3. Remind of values: "Remember our commitment to understanding..."
4. Reframe as learning: "This is an opportunity to learn about different views..."

Follow-up Actions:

- Private conversations with affected students
- Cultural mediator involvement if needed
- Restorative circle if appropriate
- Documentation for future prevention
- Community consultation if serious

B. When Students Experience Emotional Triggers

Recognition Signs:

- Sudden withdrawal or silence
- Emotional outburst or tears
- Aggressive verbal response
- Physical signs of distress
- Request to leave

Response Protocol:

1. Ensure immediate safety



2. Offer choices: "Would you like to step out, or shall we pause?"
3. Assign peer support if appropriate

4. Continue with sensitivity for group
5. Follow up individually

C. When Language Barriers Create Crisis

Prevention Strategies:

- Visual supports always available
- Peer translators identified
- Break options normalized
- Success redefined inclusively

Crisis Response:

1. Normalize struggle immediately
2. Offer multiple communication options
3. Engage peer support
4. Adjust expectations
5. Celebrate effort regardless



12. Conclusion

This Protocol Document for Rhetoric Games Specialized Training represents a comprehensive framework for preparing educators to facilitate transformative democratic education. By combining rigorous skill development with culturally responsive pedagogy, the program equips educators to create inclusive spaces where all young people—regardless of linguistic or cultural background—can develop their voices and participate meaningfully in democratic society.

The success of this training program depends not only on the quality of initial preparation but on the ongoing commitment to reflective practice, peer learning, and continuous improvement. As educators implement these approaches, they join a growing movement of practitioners dedicated to educational equity and democratic participation.

Through this work, we contribute to building societies where diversity is celebrated, multiple perspectives are valued, and every young person has the tools and confidence to shape their communities and futures. This is the profound responsibility and opportunity of culturally responsive rhetoric education.



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