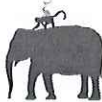THE YOUTH INITIATIVE FOR
DEBATE, DELIBERATION
& DEVELOPMENT

ཚོན་པ་ལེགས་སོ།

Welcome
Youth Representatives

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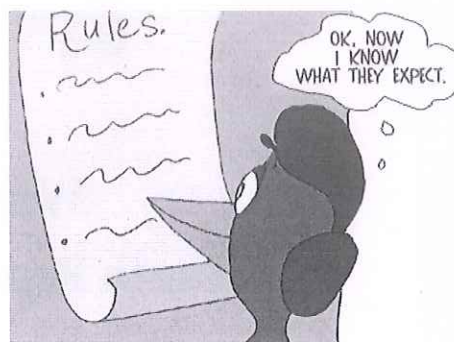DEBATE, DELIBERATION
& DEVELOPMENT

Agenda for Day One

1. Review Policies and Programme
2. Mindfulness with Lama Shenphen
3. Dialogue and Active Listening
4. *Guest Speakers:* Namgay Zam / Aum Pek
5. Scavenger Hunt!!!

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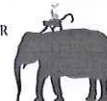DEBATE, DELIBERATION
& DEVELOPMENT

Policies & Expectations

- Abide by Agreement
- Participation
- "Brutal Honesty"
- Respect
- Having Fun
- Suggestions?

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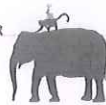DEBATE, DELIBERATION
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Training: *Core Focus Areas*

Motivation for Service

Communications

Democratic Problem-Solving

Public Session

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Essential Questions

How can I live and act according to my values?

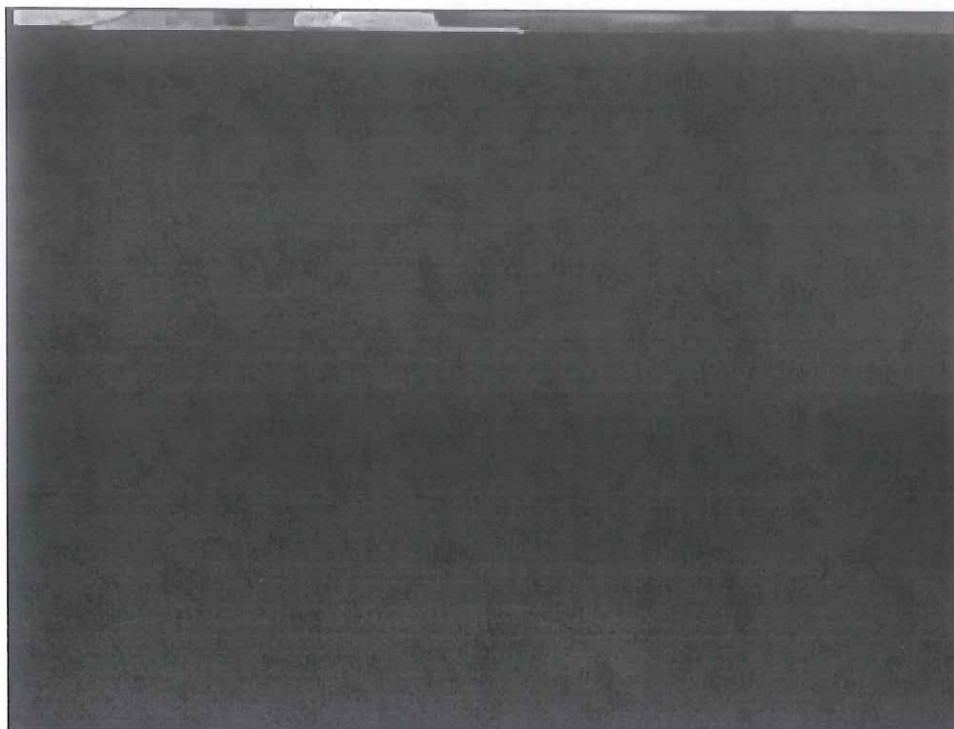What can I do to create the society I want to live in?

How do I work with the people I serve to make change happen?

How do we solve problems in a democracy?

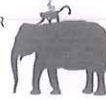THE YOUTH INITIATIVE FOR
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What is active listening?

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- Asking open, honest questions
- Remain Present
- Being non-judgmental
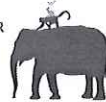- Don't fix!
- Paraphrasing

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Open, Honest Questions

- Simple and unexpected
- Going deeper
- Natural and not forced
- Creative

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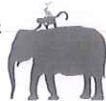DEBATE, DELIBERATION
& DEVELOPMENT

Create an open ended-question

"I took a pregnancy test three weeks ago and it said negative. The doctor told me to come back for another one just to confirm the result. It just went back and this time it's positive."

"What does this result mean for you?"

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Create an open ended-question

"I don't like that sort of thing…"

"They never listen to my suggestions or to what I have to say…"

"That just the kind of person she is…"

"All men are like that…"

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It's how you ask it…

"Do you think he's telling the truth?"

"I've totally had that experience. It made me so angry! What did you do?"

"Sounds like an important moment. Is that how you think of it?"

"What did you think about what your friend shared?"

"How did you feel about what you chose to do?"
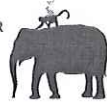
"What music did that moment sound like?"

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Don't Judge

- Don't assume you know what the other person means or is thinking
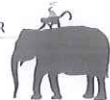- Don't give advice to the other person

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Repeat back and Paraphrase

Check with the other person if you have heard them correctly

Repeat back and Paraphrase

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"I used to go out with my friends all the time, but lately I don't want to. They've started drinking a lot more and I don't like that. It seems they can't have a good time without it. I don't enjoy myself anymore when I'm with them."

**"I'm hearing that you enjoyed going out in the past. But now, you don't so much because you don't like drinking."**

Paraphrase these

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1. "I told my supposed-to-be best friend a secret about what happened with me and my girlfriend last weekend. Now everyone in my whole school knows about it."

2. "I'm really into this guy at school. We're probably going to see each other at a party this weekend, but there's going to be another person there that likes him too. I don't know how he feels about me."

THE YOUTH INITIATIVE FOR
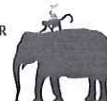DEBATE, DELIBERATION
& DEVELOPMENT
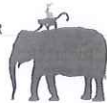
Labeling Emotions

"I have worked very hard on the homework, and I still don't understand the math. I just try and try and nothing seems to help."

"So it sounds like you are frustrated because you worked so hard but still don't understand."
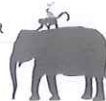
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Label these emotions

1. "I told my supposed-to-be best friend a secret about what happened with me and my girlfriend last weekend. Now everyone in my whole school knows about it."
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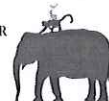
Empathy

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- Does not mean you agree with the other person
- Does not mean you have to give in to the other person
- Does not mean that you are not neglecting what the other person is saying
- It's about UNDERSTANDING

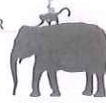THE YOUTH INITIATIVE FOR
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## ROLE PLAY

... AND ACTION!

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Debate, Deliberation & Development
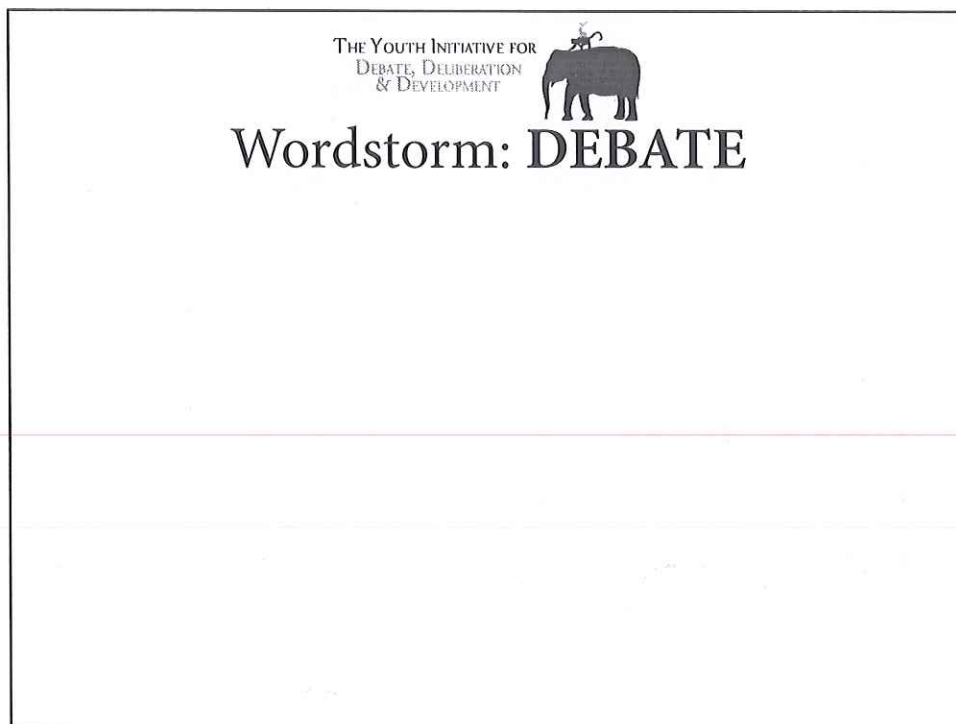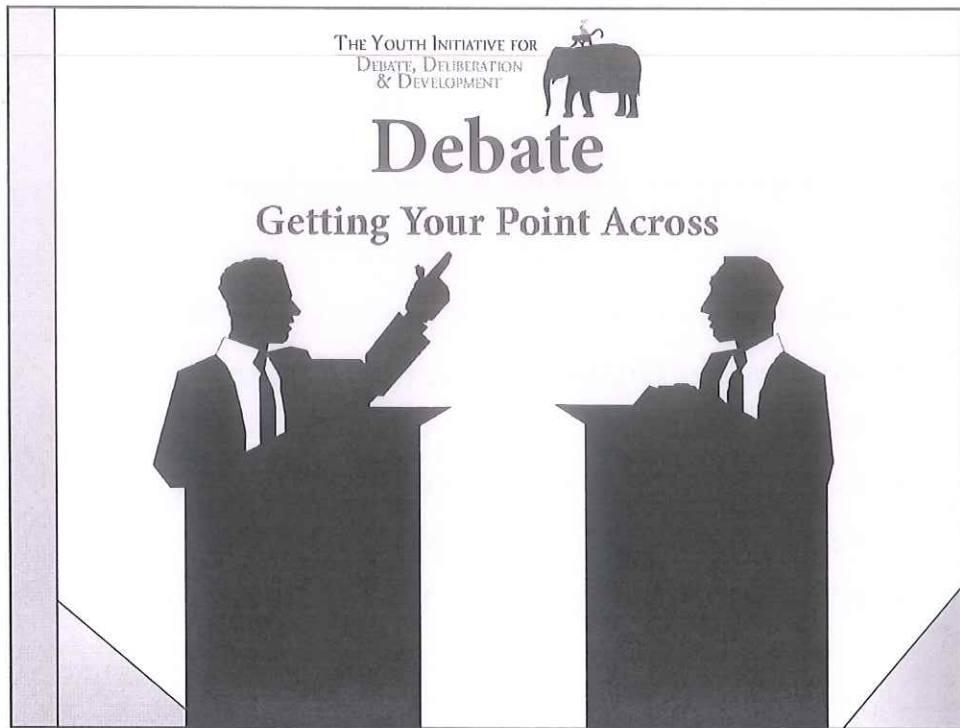
YIDDD Reflection Questions

- *What is your vision of the best possible Bhutan?*
- *How would you rate the state of Bhutan's society today? Why?*
- *What is the most important issue that you would like to address? Why?*
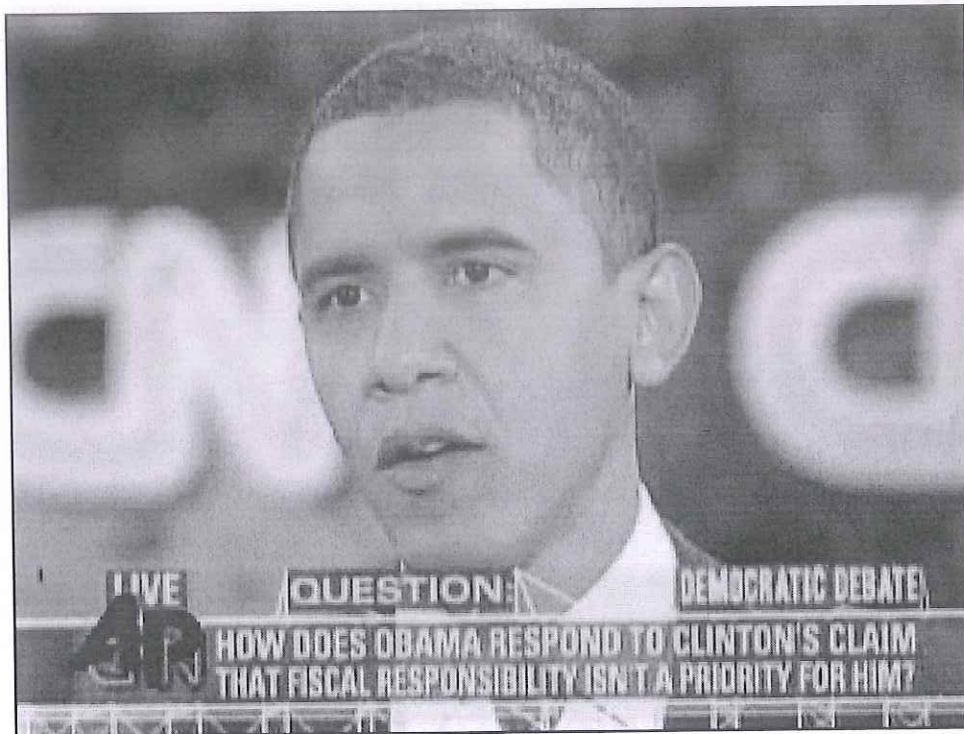- *What values do you want YIDDD to stand for?*

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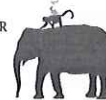
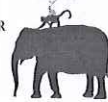# Personal Assessments about Public Service

- What I like
- What I don't like
- What I do well
- What I don't do well
- What do you think you can do to turn your weaknesses into strengths?
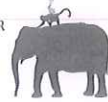
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Debate

Getting Your Point Across

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Wordstorm: DEBATE

LIVE   QUESTION: DEMOCRATIC DEBATE
HOW DOES OBAMA RESPOND TO CLINTON'S CLAIM
THAT FISCAL RESPONSIBILITY ISN'T A PRIORITY FOR HIM?

TIMES
NOW

THE YOUTH INITIATIVE FOR
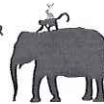DEBATE, DELIBERATION
& DEVELOPMENT

Topics

1. True love really does exist.
2. Violence is a necessary means to settle disputes.
3. GNH is being practiced in Bhutan.
4. Democracy is the best form of governance.

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What is an argument?

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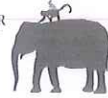DEBATE, DELIBERATION
& DEVELOPMENT

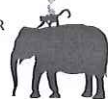**Assertion**

Reasoning

Evidence

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Assertion

- **A claim about the world, or a simple statement**
- "Homework should be banned."
- "Poverty is harmful."
- "Dating should be allowed."
- "My mom is a good cook."

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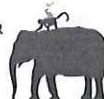Debate, Deliberation
& Development

Reasoning

- **The "because" part of your argument**
- "Homework should be banned because it interferes with effective learning."
- "Poverty is harmful because when families are poor, they cannot feed their children."
- "Dating should be allowed because you need to get to know someone before you fall in love."
- "My mom is a good cook because her ema datshe tastes good."

THE YOUTH INITIATIVE FOR
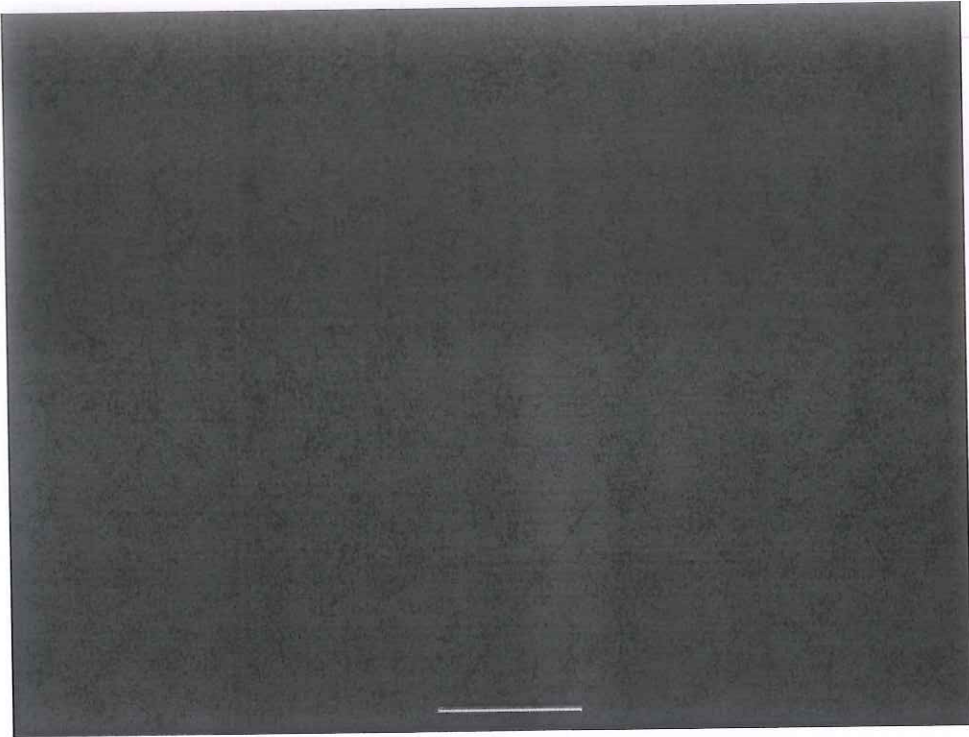### DEBATE, DELIBERATION
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Evidence

- **The proof of your reasoning.**
- "Homework should be banned because it interferes with effective learning. For example, students have to stay up late to finish their homework, and this makes them tired in class so they can't pay attention."
- "Poverty is harmful because when families are poor, they cannot feed their children. For example, often poor families have to choose between paying their rent and buying food."
- "Dating should be allowed because you need to get to know someone before you fall in love. For example, married couples that have more dating experience are less likely to divorce."
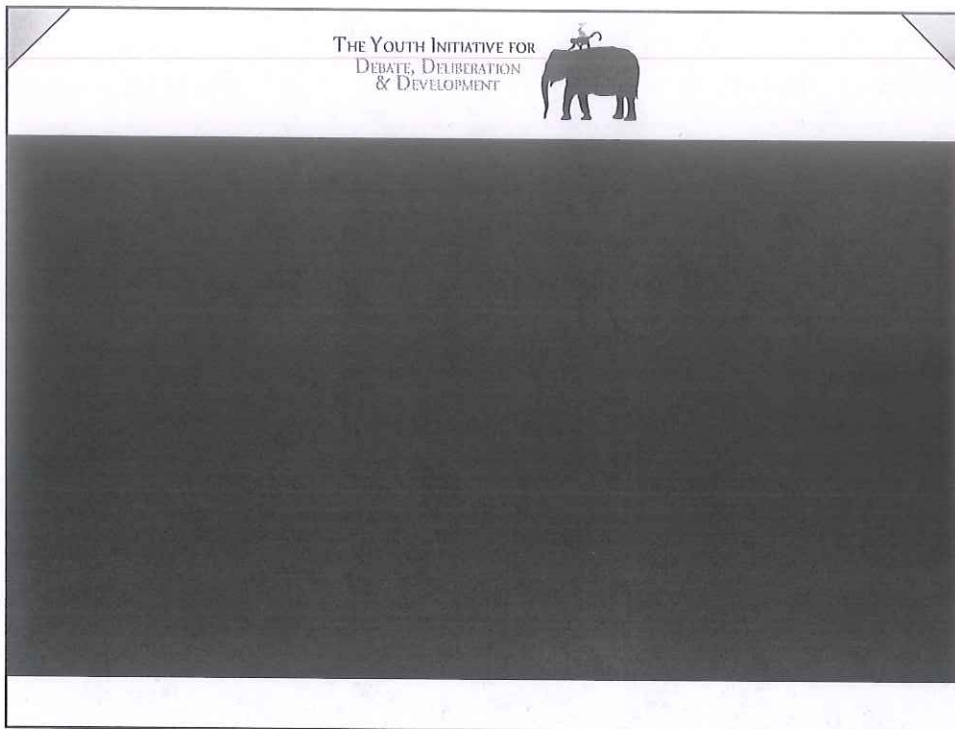
THE YOUTH INITIATIVE FOR
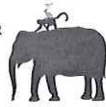DEBATE, DELIBERATION
& DEVELOPMENT

THE YOUTH INITIATIVE FOR
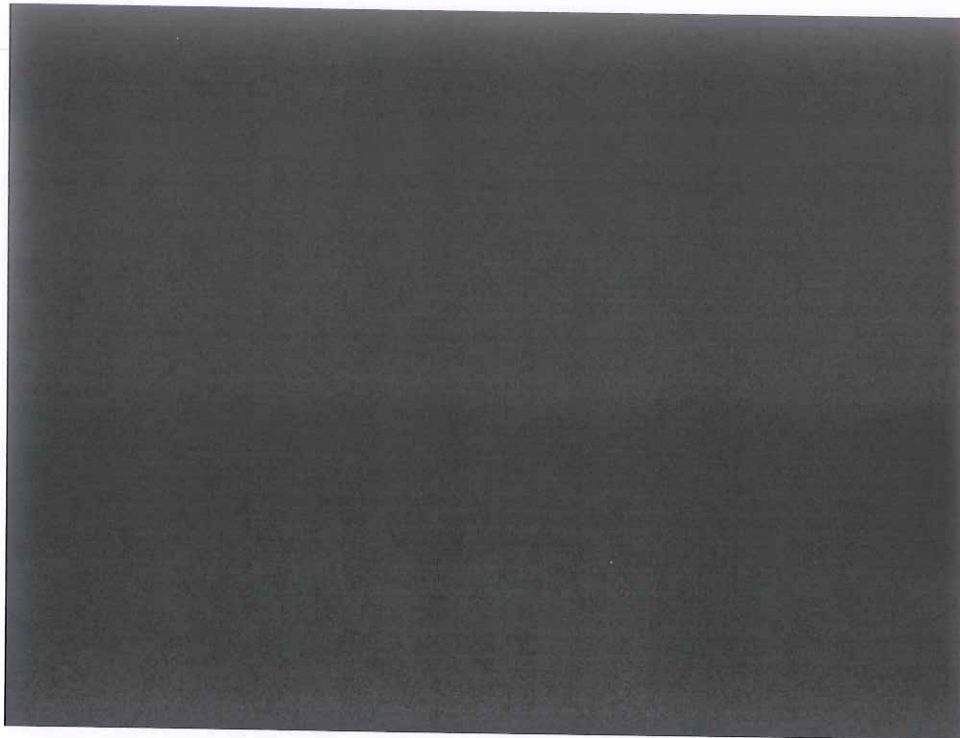DEBATE, DELIBERATION
& DEVELOPMENT

- Assertion?
- Reasoning?
- Evidence?

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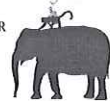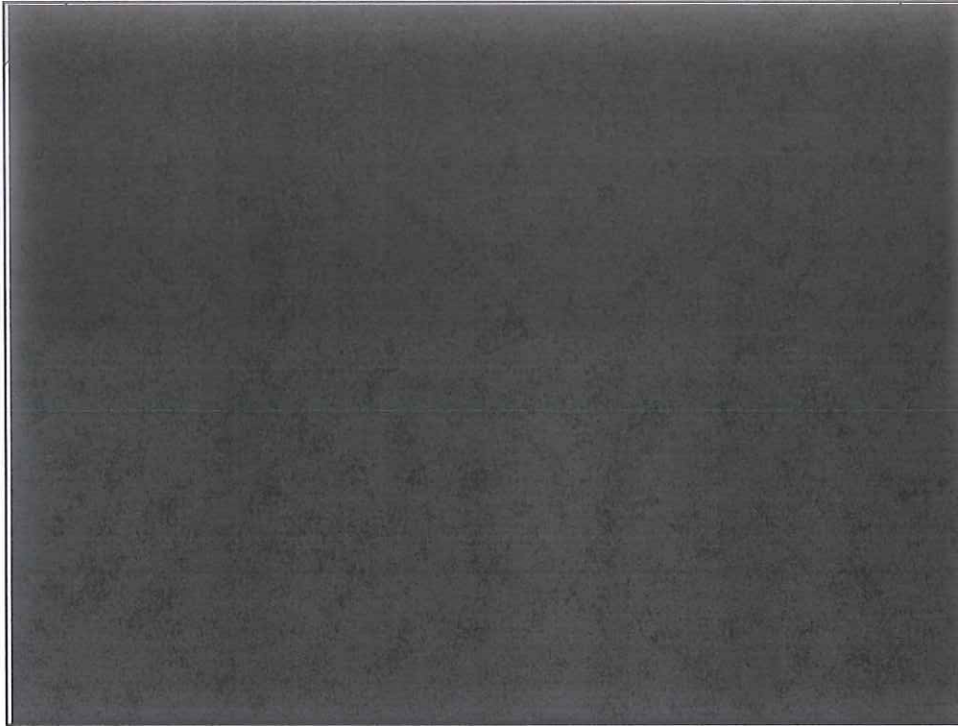- Assertion?
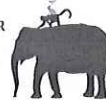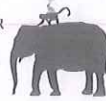- Reasoning?
- Evidence?

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- Assertion?
- Reasoning?
- Evidence?

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& DEVELOPMENT
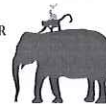
Fallacy: An error in reasoning

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Types of Evidence

- **Example**: from your own experience or from what you heard or read.
- **Common sense**: things that you believe everybody knows
- **expert opinions**: research
- **statistics**: numbers

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## Topic: Smoking should be banned in public places

- Whenever I go to a restaurant or bar and there are people smoking near me, I feel that I am breathing their smoke. This makes me a smoker even though I don't want to be.
- Secondhand smoke is very unhealthy for nonsmokers.
- Secondhand smoke causes about 250,000 respiratory infections in infants and children every year, resulting in about 15,000 hospitalizations each year.
- According to the National Environment Commission, "secondhand smoke causes approximately 3,000 lung cancer deaths in nonsmokers each year."

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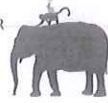
What are some qualities of GOOD evidence?

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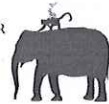DEBATE, DELIBERATION
& DEVELOPMENT
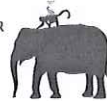
Better Arguments...
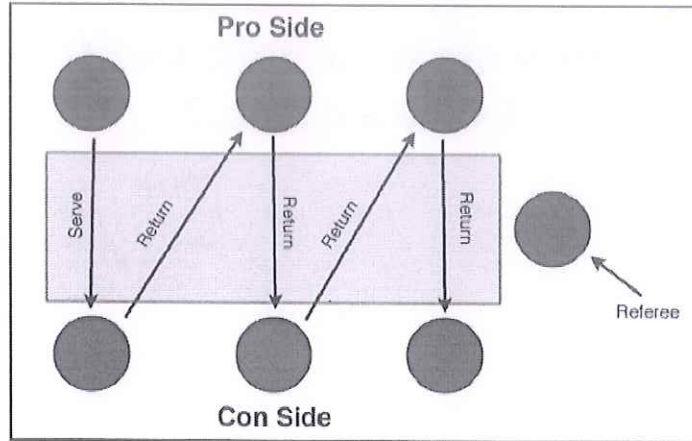
- have better reasoning
- have better evidence
- *are empirical*
- take the opposing arguments into account
- greater significance
- are consistent with experience
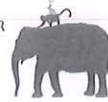
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Tennis Debates

Pro Side

Serve Return Return Return Return

Referee

Con Side

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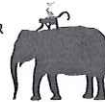DEBATE, DELIBERATION & DEVELOPMENT

A-R-E DRILLS

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A-R-E Drills

- The minimum driving age should be raised to 18
- Raising the driving age will save lives by reducing accidents
- According to statistics, 16-year-old drivers have three times as many crashes as drivers aged 18 and 19.
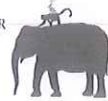
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A-R-E Drills

- TV is a bad influence
- TV shows too much violence
- **Evidence?**

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A-R-E Drills

- Bhutan should not have the death penalty
- **Reasoning?**
- Since 1973, 108 people in 25 states have been released from death row because they were found innocent.

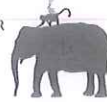### THE YOUTH INITIATIVE FOR DEBATE, DELIBERATION & DEVELOPMENT

A-R-E Drills

- **Assertion?**
- Eating junk food is bad for your health.
- Junk foods are high in fat and sugar. Too much fat and sugar puts you at risk for diabetes and heart diseas
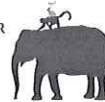
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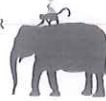
A-R-E Drills

- **Assertion?**
- Allowing younger people to vote would increase their involvement in politics and society
- **Evidence?**

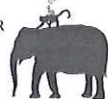
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Arguments to Avoid - FALLACIES

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4-Steps to Refutation

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Step 1: "They say…"

- **Speaker 1:** "TV is a good influence because it helps you learn valuable skills. For example, children learn to read and count watching educational programs."

- **Speaker 2:** "Blue is a better color than red because it is relaxing. For example, many hospital waiting rooms are painted blue to make people less nervous."
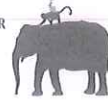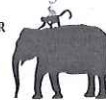
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Step 1: "They say…"

- **Speaker 1:** "TV is a good influence because it helps you learn valuable skills. For example, children learn to read and count watching educational programs."
- **Speaker 2:** "Speaker 1 says that TV is a good influence,

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Step 2: "But I disagree…"

- **Speaker 1:** "TV is a good influence because it helps you learn valuable skills. For example, children learn to read and count watching educational programs."
- **Speaker 2:** "Speaker 1 says that TV is a good influence, but I disagree. TV is a bad influence."

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Step 3: "Because..."

- **Speaker 1:** "TV is a good influence because it helps you learn valuable skills. For example, children learn to read and count watching educational programs."
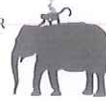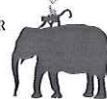- **Speaker 2:** "Speaker 1 says that TV is a good influence, but I disagree. TV is a bad influence because it causes obesity. For example, the average child spends 4 hours every day watching TV when they could be engaged in physical activity such as sports."

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Step 4: "Therefore..."

- **Speaker 1:** "TV is a good influence because it helps you learn valuable skills. For example, children learn to read and count watching educational programs."

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Step 4: "Therefore…"

- **Speaker 2**: "Speaker 1 says that TV is a good influence, but I disagree. TV is a bad influence because it causes obesity. For example, the average child spends 4 hours every day watching TV whe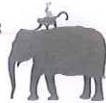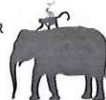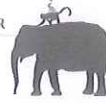n they could be engaged in physical activity such as sports. Therefore, TV is more of a bad influence than a good influence, because children can always learn to read and count from other sources, but they can't get back the time they've wasted in front of the TV when they could have been exercising."

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On Evidence

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Types of Evidence

- **Example**: from your own experience or from what you heard or read.
- **Common sense**: things that you believe everybody knows
- **expert opinions**: research
- **statistics**: numbers

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Topic: Smoking should be banned in public places

- Whenever I go to a restaurant or bar and there are people smoking near me, I feel that I am breathing their smoke. This makes me a smoker even though I don't want to be.
- Secondhand smoke is very unhealthy for nonsmokers.

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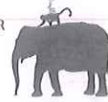
Topic: Smoking should be banned in public places

- Secondhand smoke causes about 250,000 respiratory infections in infants and children every year, resulting in about 15,000 hospitalizations each year.
- According to the National Environment Commission, "secondhand smoke causes approximately 3,000 lung cancer deaths in nonsmokers each year."

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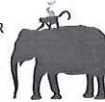
Good evidence...

- is recent
- comes from qualified sources
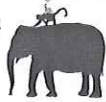- comes from unbiased sources

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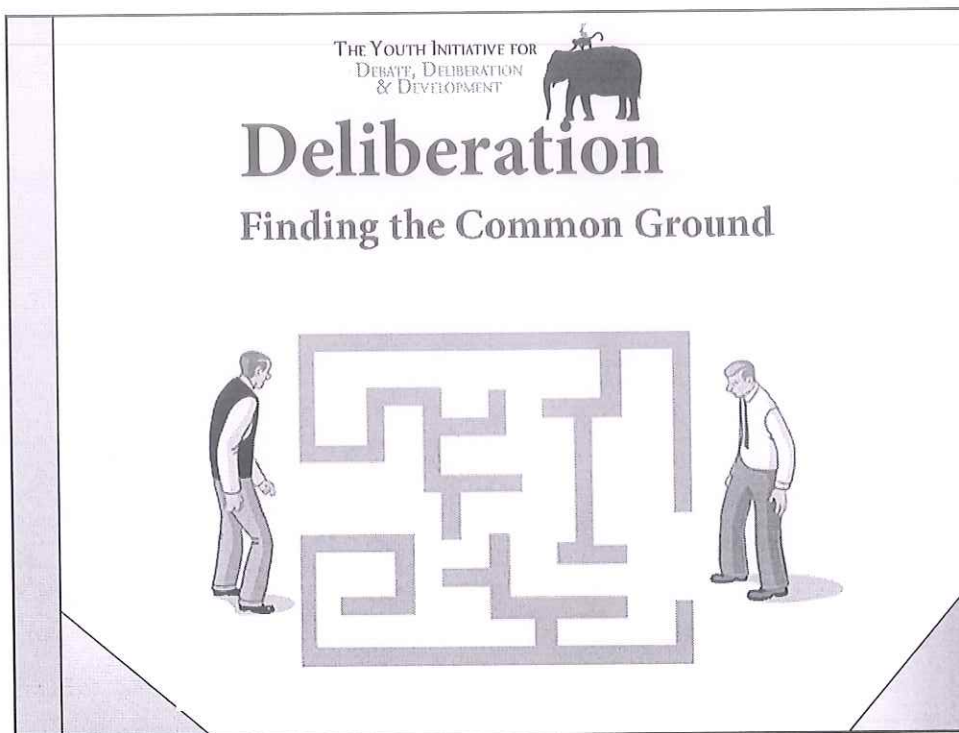DEBATE, DELIBERATION
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Case Format

- Attention-getter
- Topic Analysis
- Definitions
- Argument 1
- Argument 2
- Argument 3
- Conclusion

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Research for the Deliberation Question

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Deliberation

## Finding the Common Ground

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Deliberative Dialogue

Deliberative dialogue is a form of communication designed to

- collectively explore a question;
- weigh the strengths and weaknesses of alternative perspectives;
- move beyond clash of opinions and reach shared understanding; and
- search for common ground and decide on a course of action.

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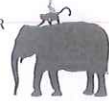& DEVELOPMENT
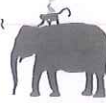
Debate vs. Dialogue?

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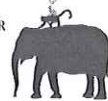
The Key to Deliberation:
a Moderator

- An impartial judge who
  - Manages conflict
  - Ensures fair procedure
  - Analyzes *tradeoffs*
  - Helps all sides identify common ground

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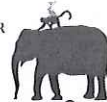DEBATE, DELIBERATION
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Resolution:

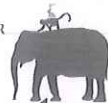*Tobacco should be banned in Bhutan*

- One side is PRO; the other is CON
- You will present your positions
- There will be an opportunity for Q & A
- One rebuttal per side
- Then we *deliberate* on a solution

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Democratic
Problem-Solving

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Bhutan's Political System: Concepts

- Constitutionalism
- Popular Sovereignty
- Liberalism
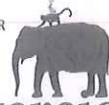- Separation of Powers
- Monarchy
- Gross National Happiness

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Constitutionalism

- **Article 1.9:** "The Constitution is the Supreme Law of the State"
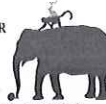- *Purpose?*

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Popular Sovereignty

- "We the people of Bhutan…solemnly pledging ourselves to strengthen the sovereignty of Bhutan…"
- **Article 1.1**: Bhutan is a Sovereign Kingdom and the Sovereign power belongs to the people of Bhutan

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Liberalism

- "…to secure the blessings of liberty…"
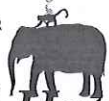- **Article 7: Rights**

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Separation of Powers

- Executive, Legislative, and Judiciary
- Roles?
- Why?

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Gross National Happiness

- "…to ensure justice and tranquility and to enhance the unity, happiness, and well-being of the people for all time…"
- **Article 9.2: The State shall strive to promote those conditions that will enable the pursuit of Gross National Happiness.**
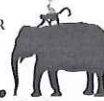- **What is GNH?**

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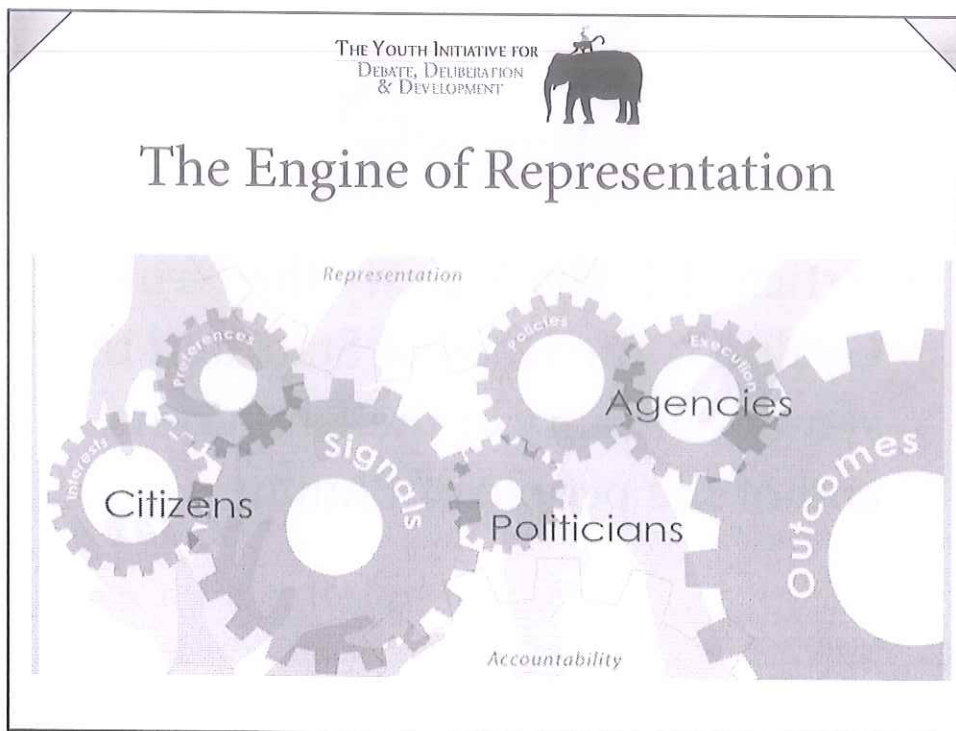DEBATE, DELIBERATION
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Monarchy

- Article 2.1: His Majesty the Druk Gyalpo is the Head of State and the symbol of unity of the Kingdom and of the people of Bhutan

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Exercise

- Give examples from the Bhutanese political system of each of the five concepts that you have learned. What other terms or concepts might you use to describe the system?
- What might be the advantages or disadvantages of each of the five concepts in protecting the rights of individuals?
- In our Democratic Constitutional Monarchy, the people have given the responsibility to their representatives to make most of their decisions about government. Why then should individuals participate in their government? Should they have the right not to participate?
- If individuals wish to participate, what tools do they need to participate competently and responsibly?

The Engine of Representation

How to Solve Problems

1. Conduct Research on an Issue
2. Identify Alternative Solutions
3. Propose a Solution
4. Propose an Action Plan

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Democracy Deficits

1. Weak Social Fabric
2. Unstable Public Judgment
3. Gaps in Communication and Accountability between officials and communities
4. Insufficient Governmental Resources