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ᎪRGUMENTATION ꞱOOLKIT

International Young Naturefriends


ᎪRGUMENTATION ꞱOOLKIT

ᗯHAT

This collection of argumentation cards are designed to offer practical tools to respond to difficult or challenging statements in youth work, activism and everyday life. They can be used in online discussions, conversations with peers and family, or for public engagement. The cards cover various issues and are divided into 4 sections: theory, method, debate and reflection cards.
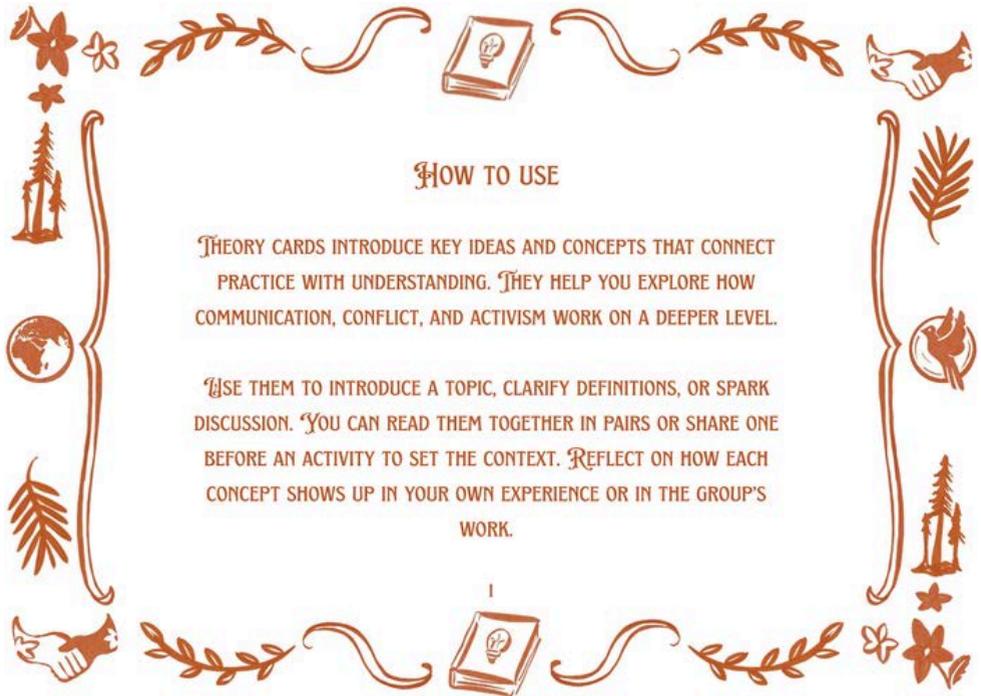
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These cards are designed for young people, youth workers, educators, and anyone who wants support in navigating debates, strengthening critical thinking, or communicating more clearly. They can also be used as a resource in training sessions and other educational activities.
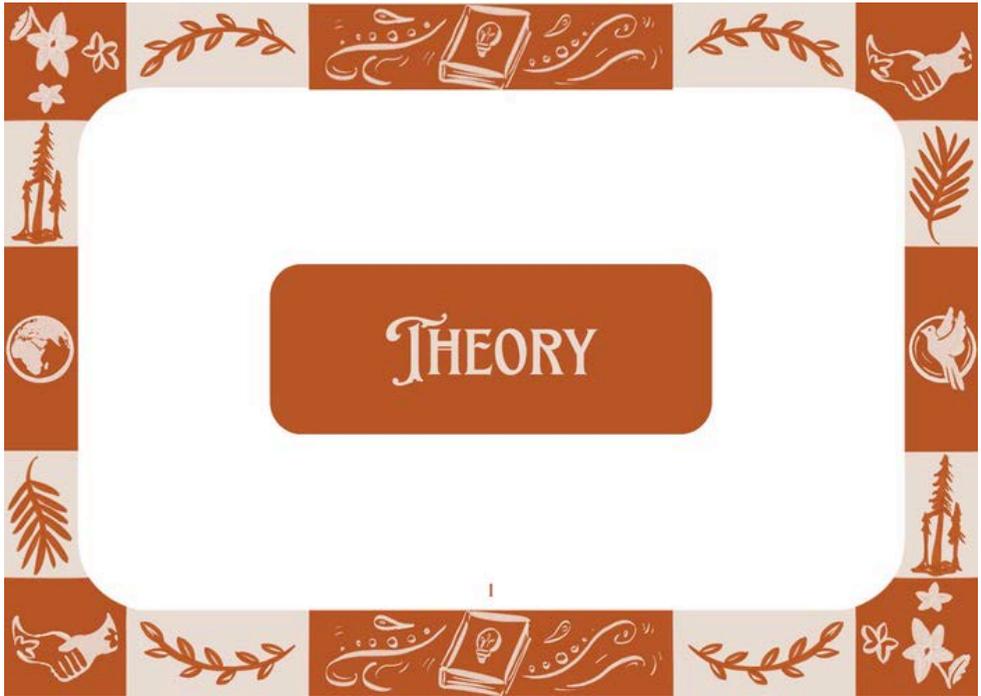
Theory

How to Use

Theory cards introduce key ideas and concepts that connect practice with understanding. They help you explore how communication, conflict, and activism work on a deeper level.

Use them to introduce a topic, clarify definitions, or spark discussion. You can read them together in pairs or share one before an activity to set the context. Reflect on how each concept shows up in your own experience or in the group's work.

What is the difference
between
volunteering and activism?

2

Volunteering and political activism are 2
forms of civic engagement.

While volunteering often addresses
immediate community needs, activism
targets structural change.

2

What is the
Sender - Message - Receiver
(SMR) effect as a
communication strategy?

3

Communication between a sender and receiver is always influenced by context, tone, and relationship.

The Four-Sides model further explains this process. According to the model, each message contains **4 layers**, which is why the same message can be interpreted in different ways by the sender and receiver:

Factual information (what is being said)
Self-revelation (what it shows about the sender)
Relationship (how the sender sees the receiver)
Appeal (what the sender wants the receiver to do/feel)

3

What is active listening?

Active listening is a foundational communication skill that involves **giving the speaker your full attention, acknowledging non-verbal cues**, and **providing empathetic responses**.

It fosters understanding, reduces conflict, and improves collaboration.

Exercises of this kind involve paired listening rounds focusing on verbal, non-verbal, and free expression, followed by reflections.

What is a consensus?

A consensus is a decision-making process that **seeks agreement** and **mutual understanding** rather than majority rule.

It involves facilitation tools like hand signs, speaker's lists, and checking for levels of agreement.

It's key in non-hierarchical group work.

What does framing mean in terms of communication?

6

Framing is the **way information is presented to influence perception**.

A well-framed message highlights key values or emotional angles, while manipulative framing can distort facts (e.g., cherry picking, whataboutism).

It's a powerful tool in advocacy.

6

What is the
'Triangle to Change
the World'?

This is a model that includes **3 approaches** to creating social change:

Sensitisation (educate, raise awareness)
Alternatives (build what we want)
Disruption (challenge current systems)

Change is most effective when these strategies are combined - raising awareness, offering solutions, and challenging what needs to be transformed.

What does it mean to build your own campaign?

Building a campaign means **creating a structured plan** to **raise awareness** or **drive change** around an issue you care about. It integrates planning, goal setting, and stakeholder engagement.

Key elements include initiative type (kind of campaign), background (why it matters, where it fits), goals, action plan, roles, timeline, risks, and success indicators.

What is the 'Circle of Courage'?

9

This is a model that identifies **4 universal human needs** essential for positive growth and emotional well-being:

Belonging (feeling accepted and connected)
Mastery (developing competence and confidence)
Independence (gaining autonomy and responsibility)
Generosity (expressing care and contribution to others)

When these four elements are in balance, young people develop resilience, self-worth, and social responsibility. The model is often represented as a circle to reflect harmony and interconnectedness, a concept drawn from Indigenous worldviews, where all aspects of life are related and cyclical.

What is the Glasl's Conflict Escalation model?

10

This is a model that describes how conflict escalates in **9 stages**, grouped into **3 core levels**:

Win-Win (tension, debate, actions instead of words):
Self-resolution is still possible, no outside assistance needed

Win-Lose (coalitions form, loss of face, threat strategies):
A mediator is needed to support the solving of the conflict

Lose-Lose (limited destruction, total annihilation, together into the abyss):
An external authority is needed to solve it

The further the conflict goes, the harder it is to solve without help; rationality decreases, and emotions increase.

10

What are the Thomas-Kilmann Conflict styles?

II

People use **5 main styles** when facing conflict:

Avoiding: Not meeting anyone's needs
Accommodating: Meeting others' needs, not your own
Competing: Pushing your needs, not others'
Compromising: Both give up a little
Collaborating: Finding a win-win for both sides

Each style depends on how much you focus on your own needs and the other person's needs

No style is "bad" - but some work better in certain situations. Good conflict resolution means knowing when to shift your style.

II

What is the
Harvard's Principled Negotiation model?

12

This is a model that suggests you should **solve conflicts** by **focusing on what matters rather than on who wins**, with some key techniques:

Stay respectful; separate the people from the problem
Focus on interests, not positions
Look for options that meet both sides' needs (mutual gain)
Use objective criteria (fair reasons, not pressure)
Know your BATNA (Best Alternative To a Negotiated Agreement)

12

What is the
Iceberg Model of Conflict?

This is a model that compares conflict to an iceberg.

In conflict, we often only see the **surface**
(words, actions, and/or behaviours)
But underneath, there are **deeper layers**
(feelings, needs, fears, and/or past experiences)

Just like an iceberg, most of the conflict is hidden below.

It suggests to not just react to what's said but ask yourself
what might be beneath the words.

What are the Tuckman's Stages of Group Development?

14

Groups often go through **4–5 stages**, each one bringing new challenges:

Forming: People are polite and unsure while they get to know each other.
Storming: Conflict and tension appear as people share opinions and test ideas.
Norming: The group finds its rhythm and agrees on how to work together through shared rules and roles.
Performing: The group works well and trusts each other.
Adjourning: The group ends a task and reflects

Conflict is normal in the storming stage, a sign your group is growing. Tools like mediation and team reflection help move forward.

14

What is clickbait?

15

Clickbait is online content that **uses sensationalized, misleading, or vague wording to attract attention** and trick users into clicking a link. It often magnifies claims, withholds key details, or appeals to emotion to create a "curiosity gap".

Common features include provocative images, profit-driven motives, and vague or exaggerated headlines/thumbnails.

While it may increase engagement, clickbait can distort information, spread misinformation, and weaken trust in media.

15

Why should you be careful with definitions?

16

Definitions **help us create a shared understanding of a topic** and make discussion possible. However, they also **shape how we see the world** and **can influence who holds power in a conversation**.

Because definitions are rarely neutral, they can be used to include or exclude certain views, limit experiences, or steer debates.

Being aware of how definitions are formed and used helps us question their impact and make communication more fair and transparent.

16

What are the 4I's of racism?

Racism as an ideology and a practice can be perceived and analysed on **4 different levels** (which are all closely intertwined):

Ideological
Institutional
Interpersonal
Internalised

It is worth asking how these points could highlight the multiplicities of realities of racism.

What is a conspiracy?

18

A conspiracy is an explanation for an event or situation that **attributes secret**, **coordinated actions** to a small group of powerful people, usually without strong evidence.

They often link unrelated facts and use emotional hooks to draw people in.

Conspiracy narratives spread quickly online, can radicalise young people, and harm trust in institutions.

Example conspiracy claim:
"The school removed the healthy lunch menu because the principal is secretly paid by a soda company."

18

What is a deep-fake?

Deep-fake refers to **video** or **audio manipulation with AI** that consists of changing a person's appearance into another one, to make it seem like someone did or said something they didn't.

It can be used for entertainment or education, but most times it has ethical and legal concerns, as well as strong political implications, to deceive the audience.

Why it matters? Consequences may involve erosion of trust, political or social destabilisation, publicly made damage, and generate personal discredit.

What is disinformation exactly?

20

Disinformation is **false or misleading information** that is created and **shared deliberately** to **deceive or manipulate**.

It can take many forms, such as propaganda, conspiracy theories, fake news, or deepfakes, and is often used to spread and influence opinions, sow division, or achieve political or financial goals.

To fight it, it is necessary to develop concrete methods, as if left on its own, it can become dangerous.

20

What is misinformation exactly?

Misinformation is **incorrect or false information** that is **spread regardless of the intent to mislead**, whereas disinformation is spread with intent.

It generally occurs due to cognitive biases/emotions, fast-paced digital media, and poor source evaluation. This can lead to the erosion of trust and the unintentional amplification of disinformation.

Example: During the COVID-19 pandemic, Donald Trump's advice to consume horse medicine would be considered disinformation, while people sharing it in good faith would be spreading misinformation.

What is malinformation exactly?

22

Malinformation is **information that is based on fact** but **shared in a misleading** or **harmful way**.

Unlike misinformation or disinformation, the content itself is not false; it is taken out of context, exaggerated, or selectively presented to damage a person, group, or cause.

It often appeals to emotions such as anger or fear and can be used to spread hate, discrimination, or distrust.

Examples of malinformation are leaking private information, selectively publishing part of a story while omitting context, and using authentic images in misleading contexts.

22

What is meant by
Nonviolent Communication
(NVC)?

23

Nonviolent Communication (NVC) is a communication
approach that **helps people express themselves** honestly and
listen empathetically.

It focuses on understanding feelings and needs, both your
own and others', without judgment or blame.

NVC is built on **4 components**:
observation, **feeling**, **need**, and **request**.

It encourages dialogue that reduces conflict, fosters
cooperation, and strengthens mutual respect.

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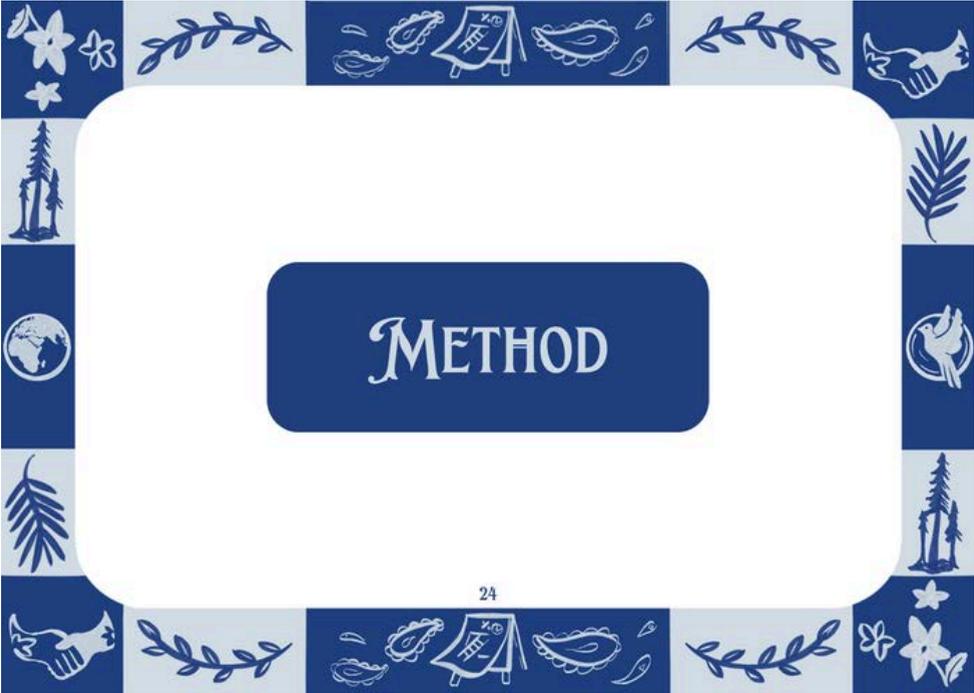
METHOD

How to Use

Method cards describe short activities you can try out with a group. They encourage learning through experience by doing, observing, and reflecting together.

As a group, read the card, prepare any simple materials you need, and go through the steps.

Afterward, take time to discuss what happened and what participants learned. The goal is to build understanding through practice and participation.

Nonviolent Communication (NVC)

To express feelings and needs without blame, participants can emphasize empathy and honesty through this 4-step structure:

When [observation]
I feel [emotion]
Because I need [need]
Would you be willing to [request]?

This method is **useful when emotions are high**, but you still want to connect.

Positioning

26

Participants position themselves along
a physical continuum (agree–disagree) in response
to statements.

The activity encourages reflection, critical thinking,
and visualizes the diversity of opinions.

By physically embodying perspectives, participants
engage emotionally and intellectually and **create an
open atmosphere for discussion** and **value-based
dialogue**.

26

Social Hike

27
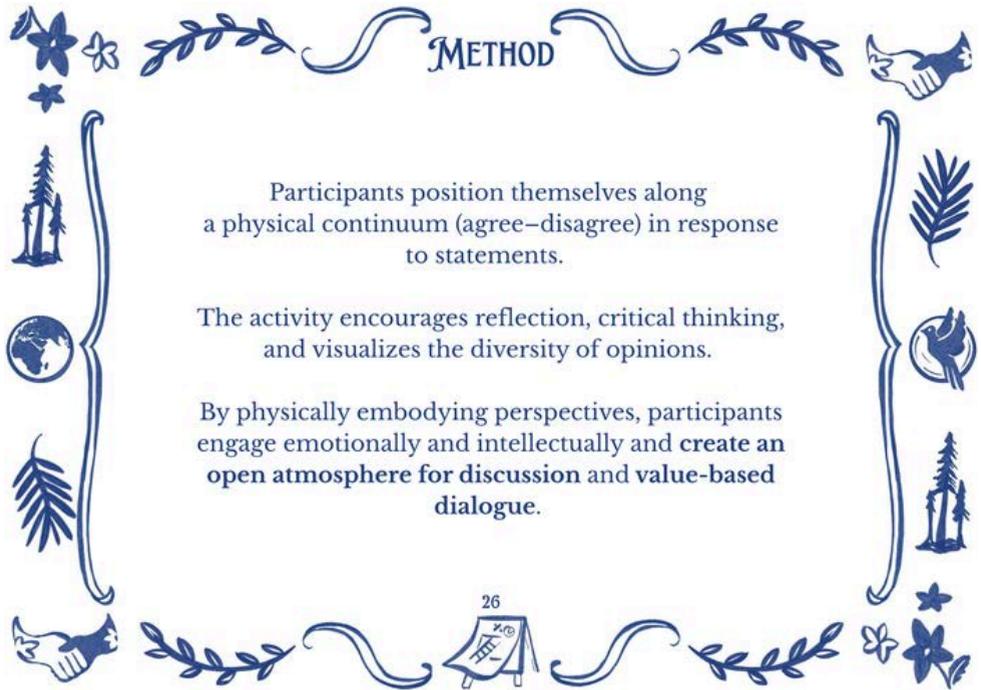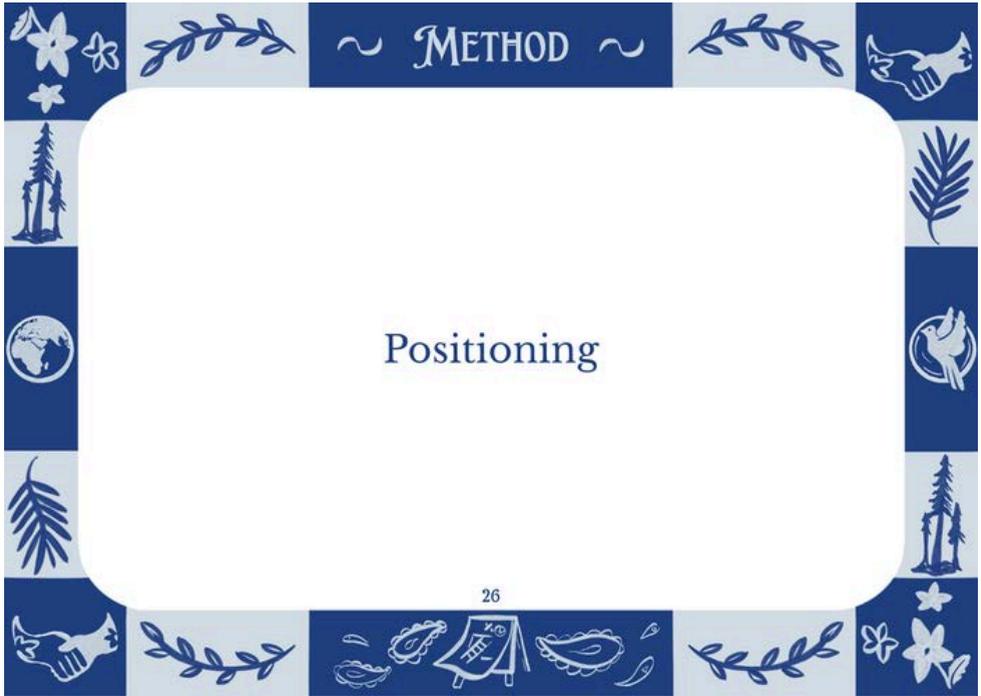
Participants walk outdoors in pairs or small groups, engaging in guided reflection about their volunteering experiences.

Alternating partners deepens understanding and bonding.

The outdoor setting **encourages mindfulness**, **openness**, and **honest conversation** while linking personal experience with group learning.

27

World Café

28
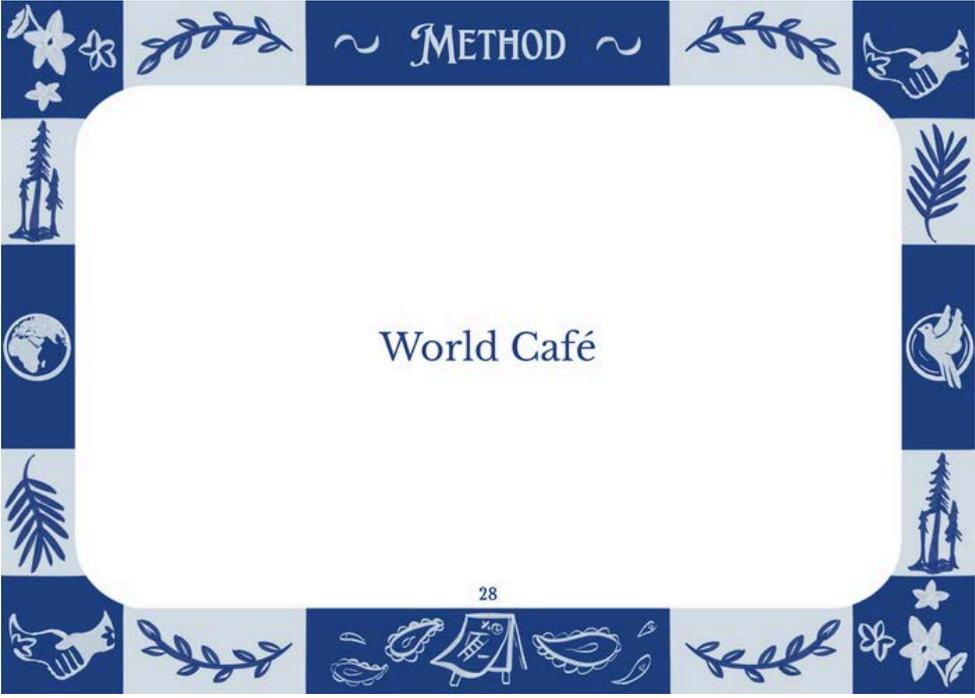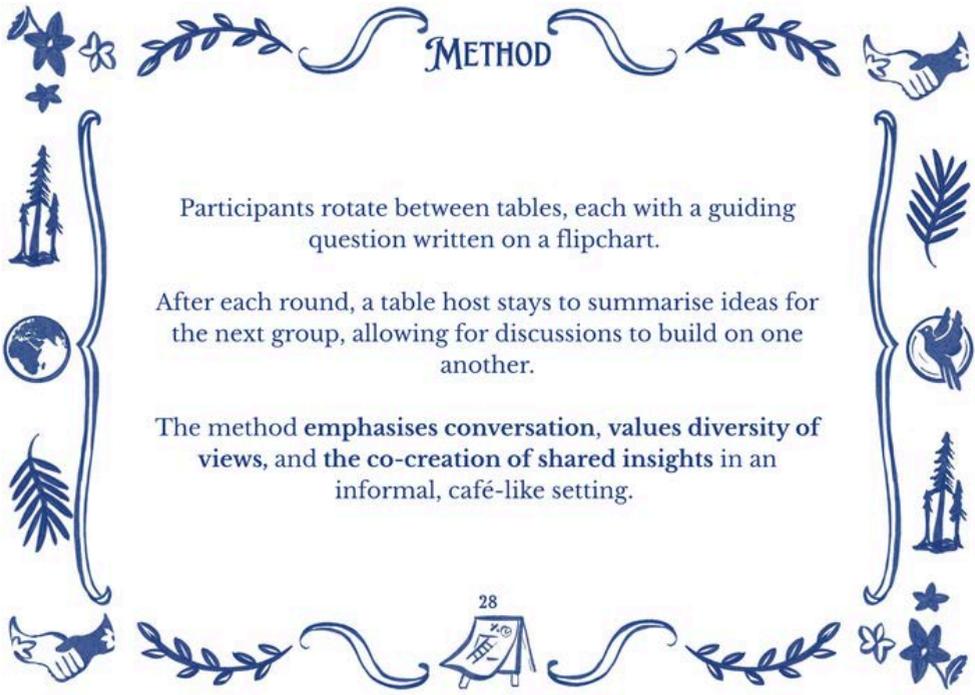
Participants rotate between tables, each with a guiding question written on a flipchart.

After each round, a table host stays to summarise ideas for the next group, allowing for discussions to build on one another.

The method **emphasises conversation**, **values diversity of views,** and **the co-creation of shared insights** in an informal, café-like setting.

28

Active Listening Exercise

29

Active listening is a foundational communication skill that involves giving the speaker your full attention, acknowledging non-verbal cues, and providing empathetic responses.

It **fosters understanding, reduces conflict,** and **improves collaboration**.
Exercises involved paired listening rounds focusing on verbal, non-verbal, and free expression, followed by reflections.

29

Consensus Fish

30

A small group sits in an inner circle ("the fish") and works together to reach a shared decision on a topic. The others in the outer circle observe how they communicate, listen, and include each other.

"The fish" uses moderation, hand signals, and short reflection rounds to make communication and group dynamics visible. Afterward, both groups reflect together on what made consensus easier or harder.

The exercise highlights how groups **can reach agreement collectively** without voting, **relying on listening, trust, and collaboration.**

The Devil's Advocate

31
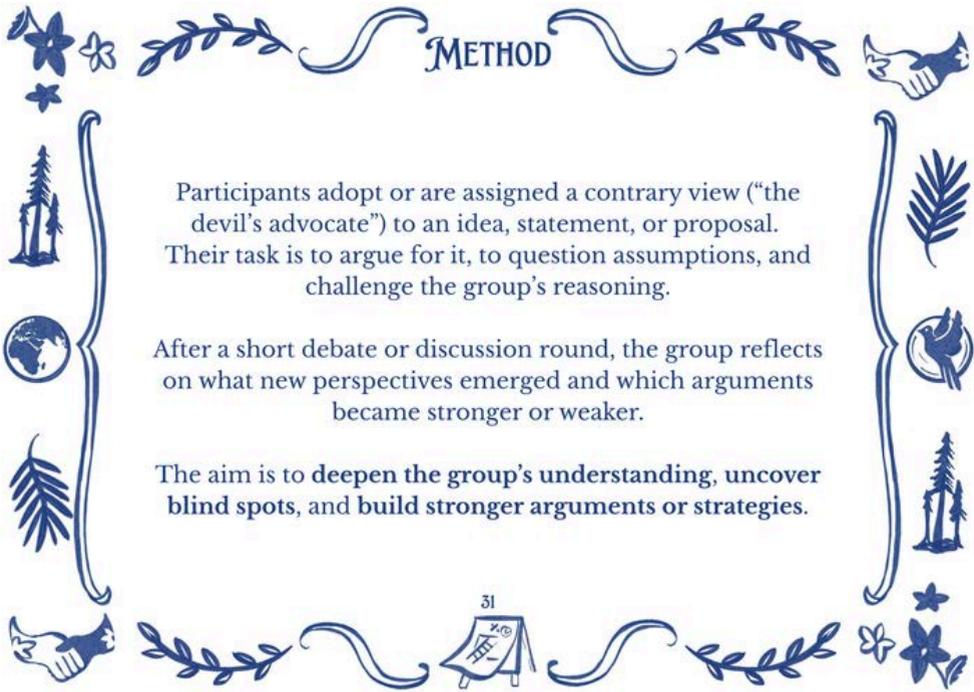
Participants adopt or are assigned a contrary view ("the devil's advocate") to an idea, statement, or proposal. Their task is to argue for it, to question assumptions, and challenge the group's reasoning.

After a short debate or discussion round, the group reflects on what new perspectives emerged and which arguments became stronger or weaker.

The aim is to **deepen the group's understanding, uncover blind spots**, and **build stronger arguments or strategies**.

31

Treasure and Bin Evaluation

32
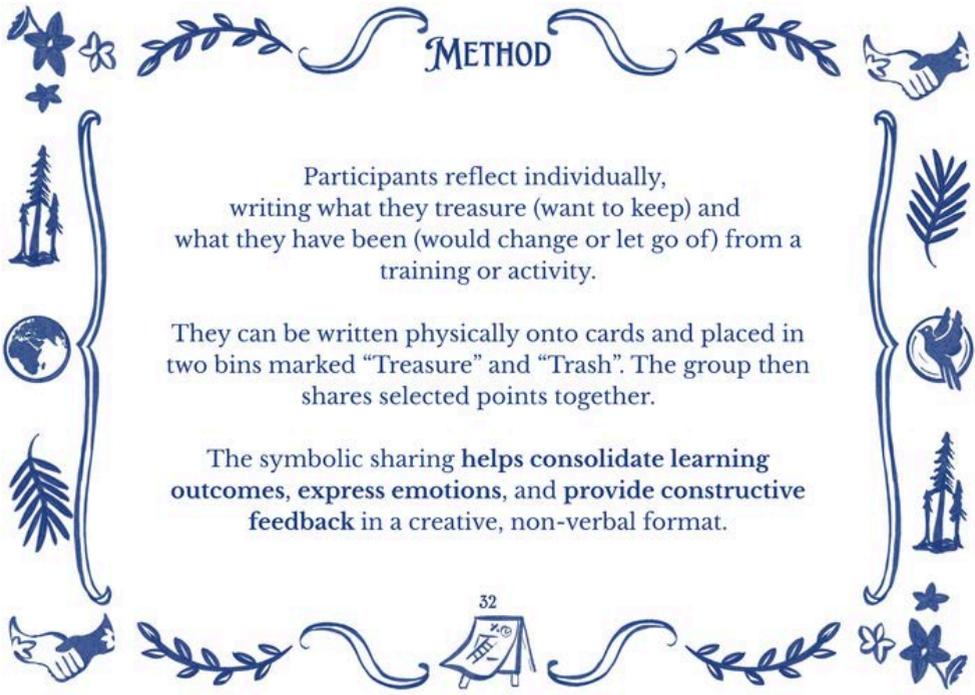
METHOD

Participants reflect individually,
writing what they treasure (want to keep) and
what they have been (would change or let go of) from a
training or activity.

They can be written physically onto cards and placed in
two bins marked "Treasure" and "Trash". The group then
shares selected points together.

The symbolic sharing **helps consolidate learning
outcomes**, **express emotions**, and **provide constructive
feedback** in a creative, non-verbal format.

32

Reflection Groups

33

Small daily circles where participants share key insights, challenges, and feelings from the day. Guiding questions can be used to support open sharing.

Reflections can include what they learned, what surprised them, or what they still wonder about.
The emphasis is on listening and connection rather than problem-solving.

These discussions **foster group cohesion, trust,** and **self-awareness** while providing facilitators with valuable feedback to adapt upcoming sessions.

33

Treasure Hunt

34
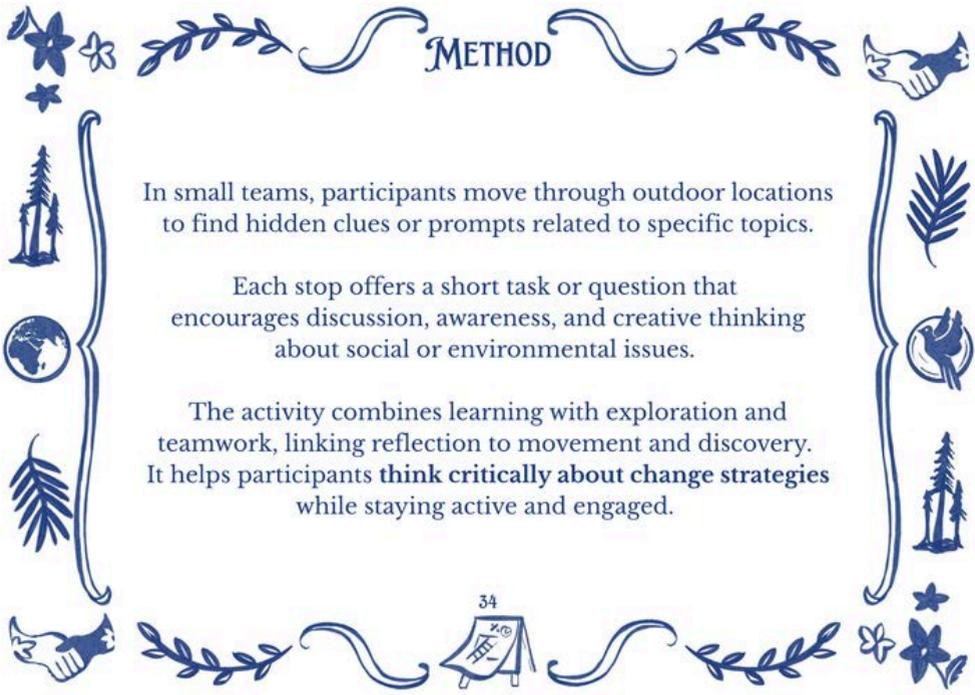
In small teams, participants move through outdoor locations to find hidden clues or prompts related to specific topics.

Each stop offers a short task or question that encourages discussion, awareness, and creative thinking about social or environmental issues.

The activity combines learning with exploration and teamwork, linking reflection to movement and discovery. It helps participants **think critically about change strategies** while staying active and engaged.

34

Campaign Building Workshop

35

Participants brainstorm issues they care about, form small teams, and design a campaign using a shared template (goal, audience, timeline, risks, responsibilities).

Facilitators can provide examples or prompts (e.g., climate action, inclusion, digital democracy) to inspire ideas. Each team presents its campaign to the group and receives feedback on clarity and feasibility.

The process **links learning to real-world action, strengthens planning** and **teamwork skills**, and **empowers participants to turn values into practice.**

35

Team Tension Radar
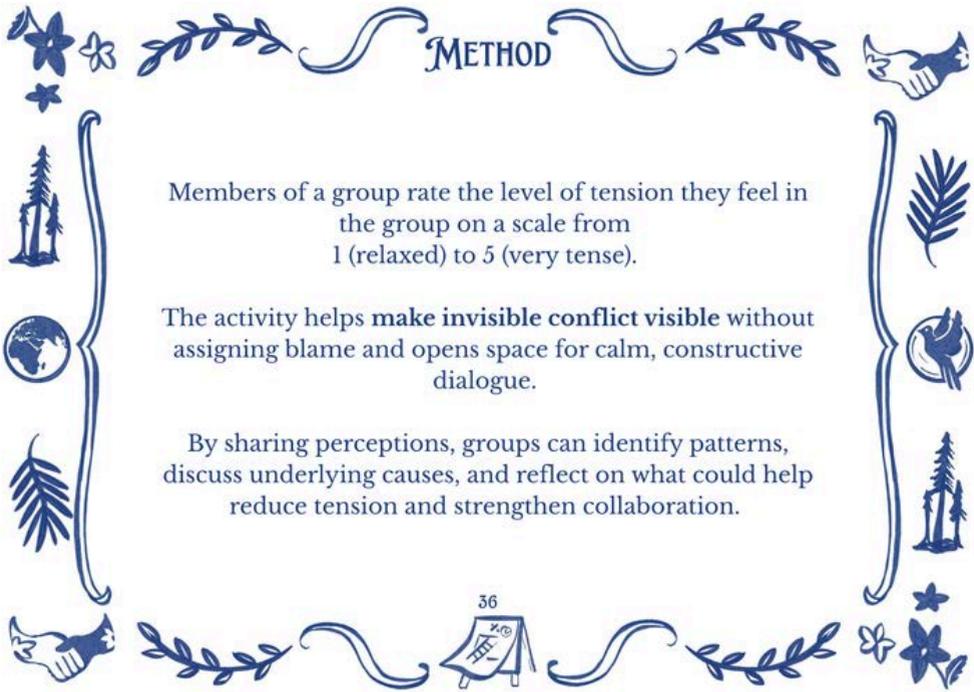
Members of a group rate the level of tension they feel in the group on a scale from
1 (relaxed) to 5 (very tense).

The activity helps **make invisible conflict visible** without assigning blame and opens space for calm, constructive dialogue.

By sharing perceptions, groups can identify patterns, discuss underlying causes, and reflect on what could help reduce tension and strengthen collaboration.
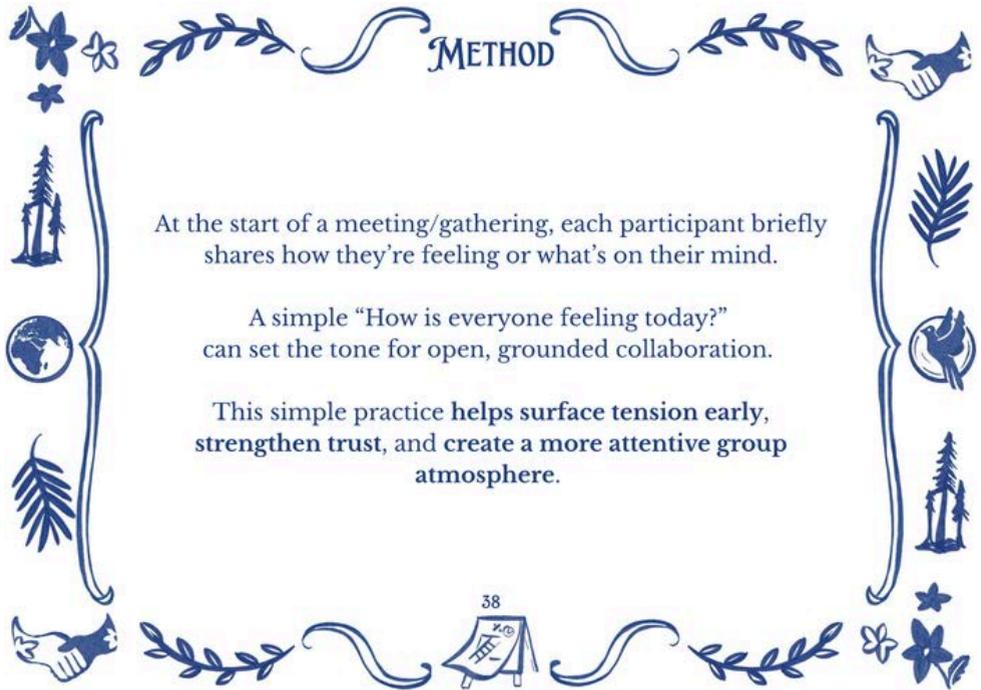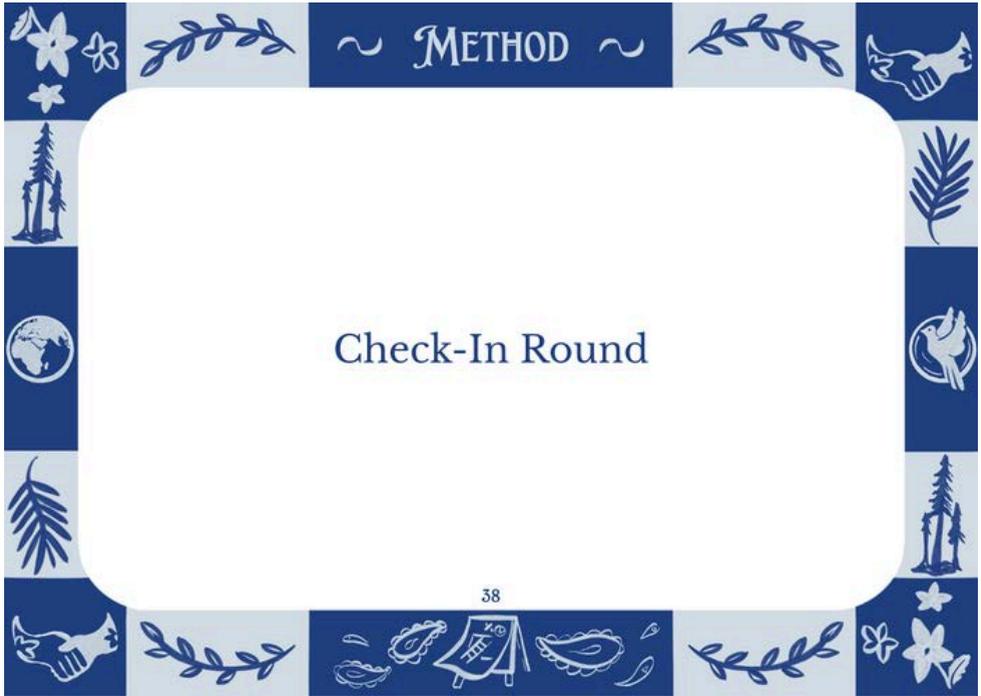
Role Clarification Round

37
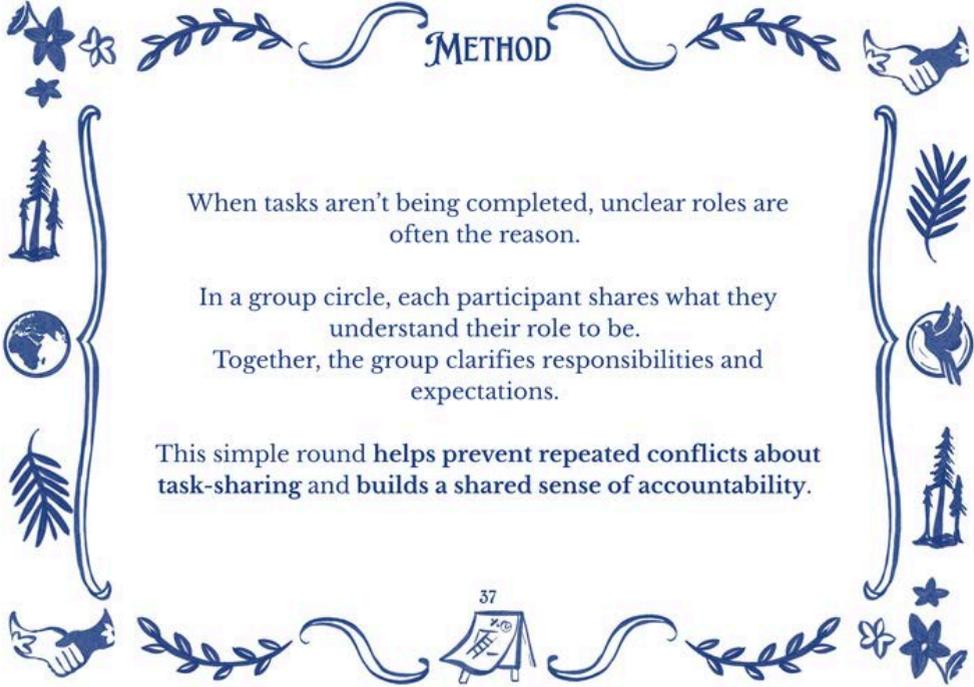
When tasks aren't being completed, unclear roles are often the reason.

In a group circle, each participant shares what they understand their role to be.
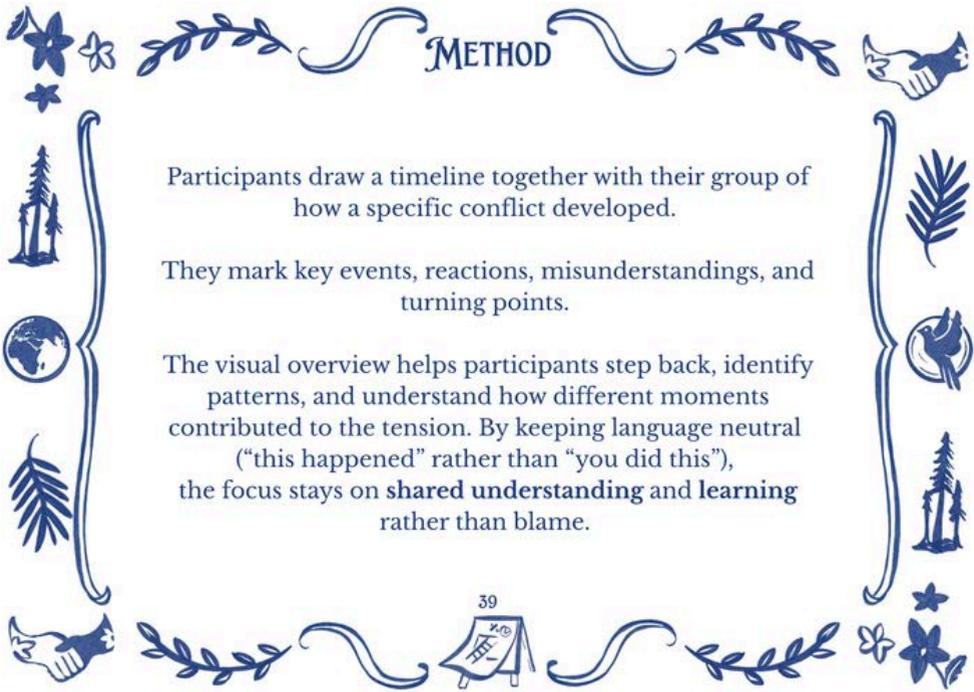Together, the group clarifies responsibilities and expectations.

This simple round **helps prevent repeated conflicts about task-sharing** and **builds a shared sense of accountability**.

37

Check-In Round

38

At the start of a meeting/gathering, each participant briefly shares how they're feeling or what's on their mind.

A simple "How is everyone feeling today?" can set the tone for open, grounded collaboration.

This simple practice **helps surface tension early**, **strengthen trust**, and **create a more attentive group atmosphere**.

38

Conflict Timeline

39

Participants draw a timeline together with their group of how a specific conflict developed.

They mark key events, reactions, misunderstandings, and turning points.

The visual overview helps participants step back, identify patterns, and understand how different moments contributed to the tension. By keeping language neutral ("this happened" rather than "you did this"), the focus stays on **shared understanding** and **learning** rather than blame.

39

Argumentation Triangle

40

Participants analyse a statement through three perspectives:

Facts: Where do the facts come from, and what context or information might be missing?
Purpose: What does it aim to achieve or influence motives?
Motives and Values: Why might someone express this view?

The exercise **sharpens critical thinking** and **helps participants understand how arguments are built** and **shaped by deeper intentions and beliefs**. This can be done in a group or as individuals.

40

Understanding how disinformation is created and spread

41

In small groups, participants design a short, mock disinformation campaign as a learning experiment (explicitly for classroom use only).

Groups present their mock campaigns, and the whole group discusses what made each message persuasive and where the warning signs appeared.

After the presentations, participants compare the patterns they found with real-world examples and reflect on common tactics, emotional triggers, and distribution channels.

The activity **builds practical insight** into **how misleading narratives are constructed** and **how to spot and counter them** in everyday life.

41

Silent Discussion

42

Participants share ideas and reflections in writing rather than speaking.

Several large sheets or flipcharts are placed around the room, each with a different question or topic. Participants move freely between them, adding comments or responding to others' notes.

The method **allows everyone** to **contribute equally**, including those who prefer time to think before sharing. It slows down discussion, encourages deeper reflection, and helps visualise a collective pool of ideas and perspectives.

42

Uncovering and Managing Contradictions

43

When faced with contradictions in discussion, participants can practice four approaches that foster critical thinking and respectful dialogue:

Convince: Use facts and reasoning to present your view.
Question: Seek clarification and invite reflection.
Refer to the group: Bring in other perspectives.
Pause: If the discussion feels unproductive, it's okay to step back.

This method helps participants **recognise their options** in disagreement, encouraging awareness, self-regulation, and empathy when navigating opposing views.

43

Picturesque Bias

44

Participants are shown an image related to their topic and asked to describe what they see and what they interpret.

Everyone is encouraged to note specific details that shape their views (e.g., expressions, framing, symbols, or colours). After sharing, the real context behind the picture is revealed.

The activity makes visible how **perception is shaped by limited information** and **personal bias.**
Comparing interpretations helps participants understand how images can influence opinions and how media or campaigns use pictures strategically to evoke emotions and guide narratives.

44

Detecting Clickbait

45
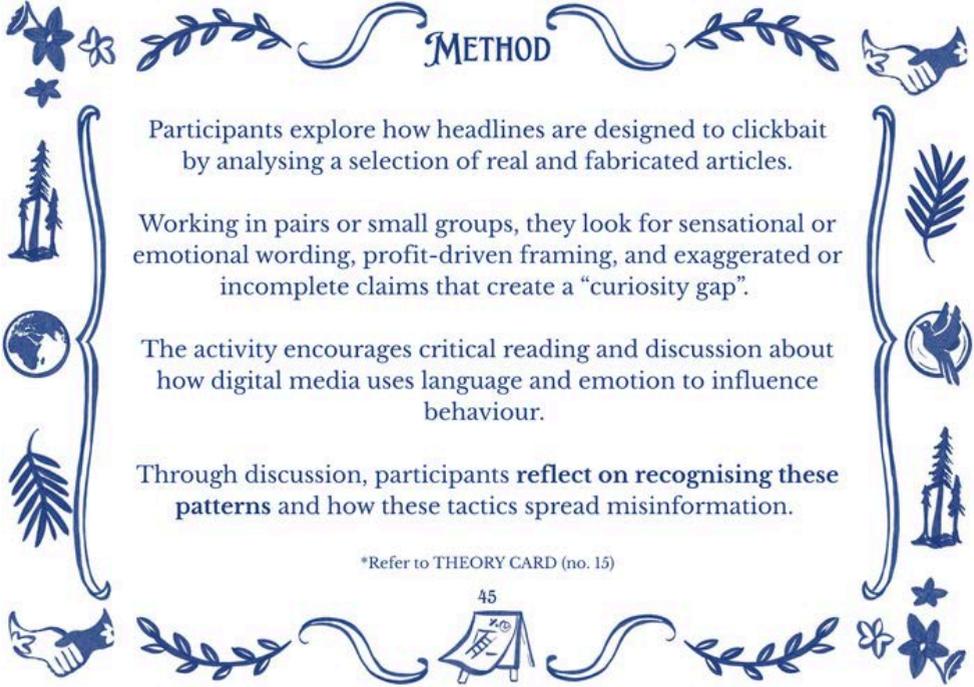
Participants explore how headlines are designed to clickbait by analysing a selection of real and fabricated articles.

Working in pairs or small groups, they look for sensational or emotional wording, profit-driven framing, and exaggerated or incomplete claims that create a "curiosity gap".

The activity encourages critical reading and discussion about how digital media uses language and emotion to influence behaviour.

Through discussion, participants **reflect on recognising these patterns** and how these tactics spread misinformation.

*Refer to THEORY CARD (no. 15)

45

DEBATE
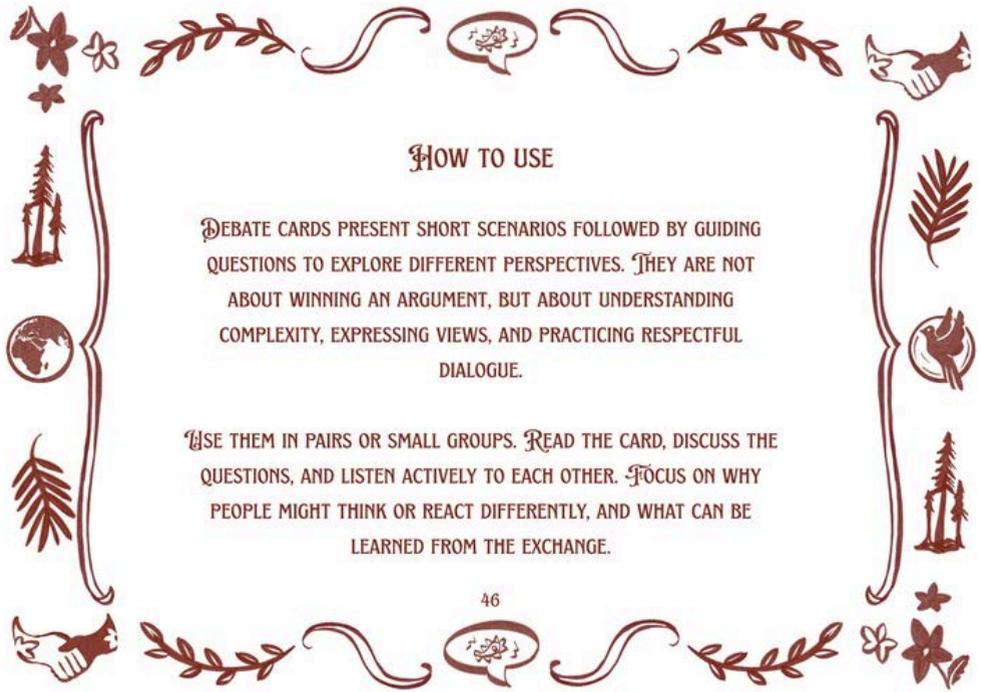
How to Use

Debate cards present short scenarios followed by guiding questions to explore different perspectives. They are not about winning an argument, but about understanding complexity, expressing views, and practicing respectful dialogue.
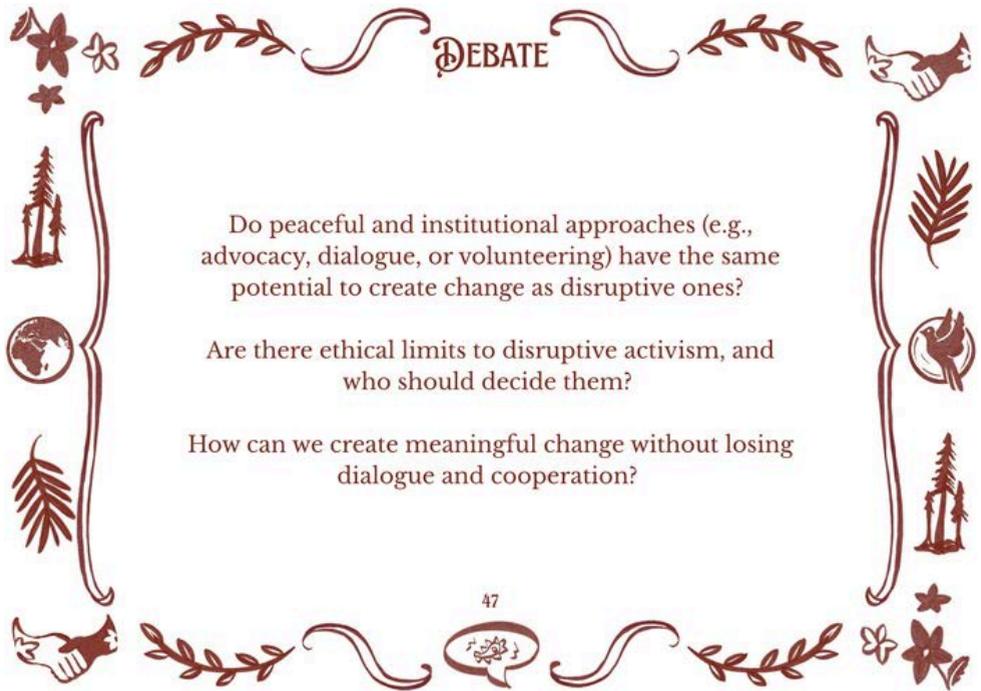
Use them in pairs or small groups. Read the card, discuss the questions, and listen actively to each other. Focus on why people might think or react differently, and what can be learned from the exchange.

Disruption is the only way to achieve real change.

47

Do peaceful and institutional approaches (e.g., advocacy, dialogue, or volunteering) have the same potential to create change as disruptive ones?

Are there ethical limits to disruptive activism, and who should decide them?

How can we create meaningful change without losing dialogue and cooperation?

47

Grassroots campaigns can't
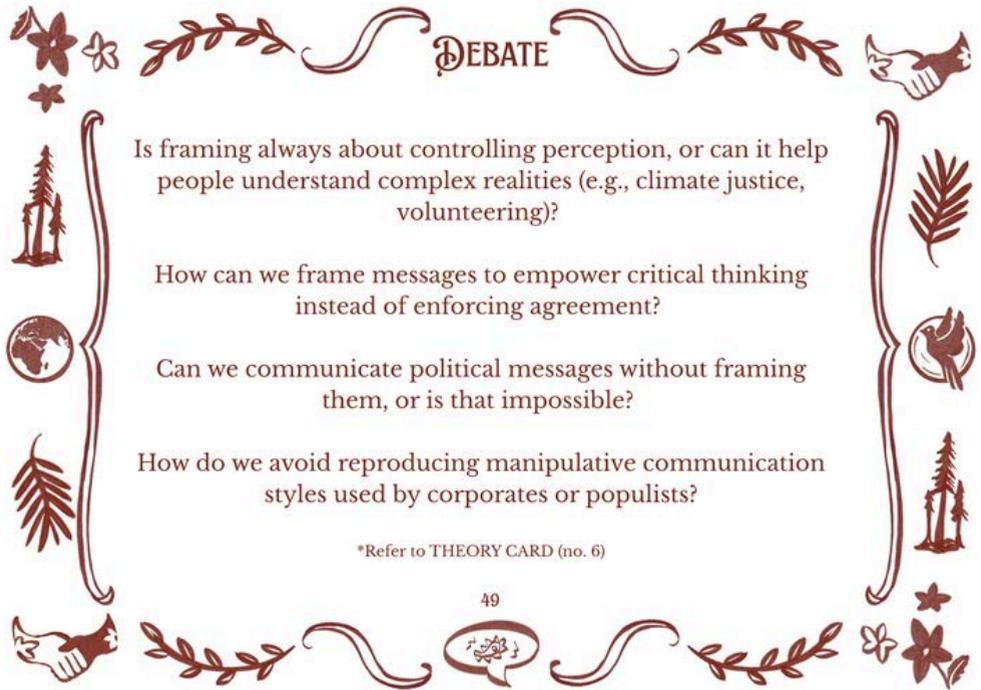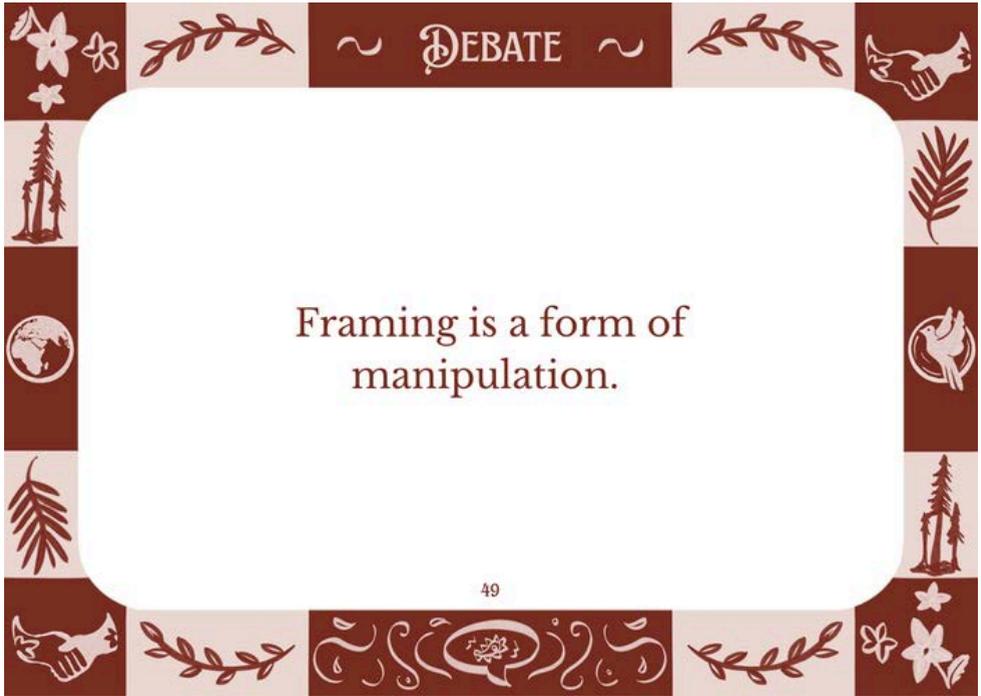make a real impact without
institutional support.

48

DEBATE

Can grassroots movements succeed without institutional
backing, or does recognition from institutions risk diluting
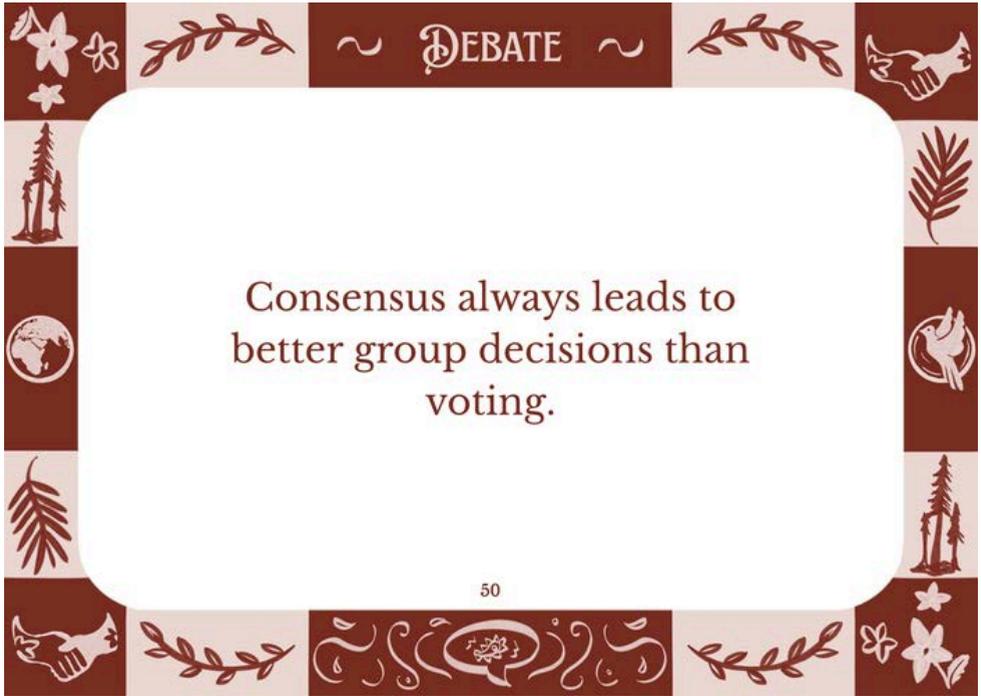their message?

When should we cooperate with institutions, and when should
we challenge them?

Is institutionalisation necessary for long-term change, or does
it risk reproducing the very systems we seek to transform?

How can youth-led organisations like IYNF protect grassroots
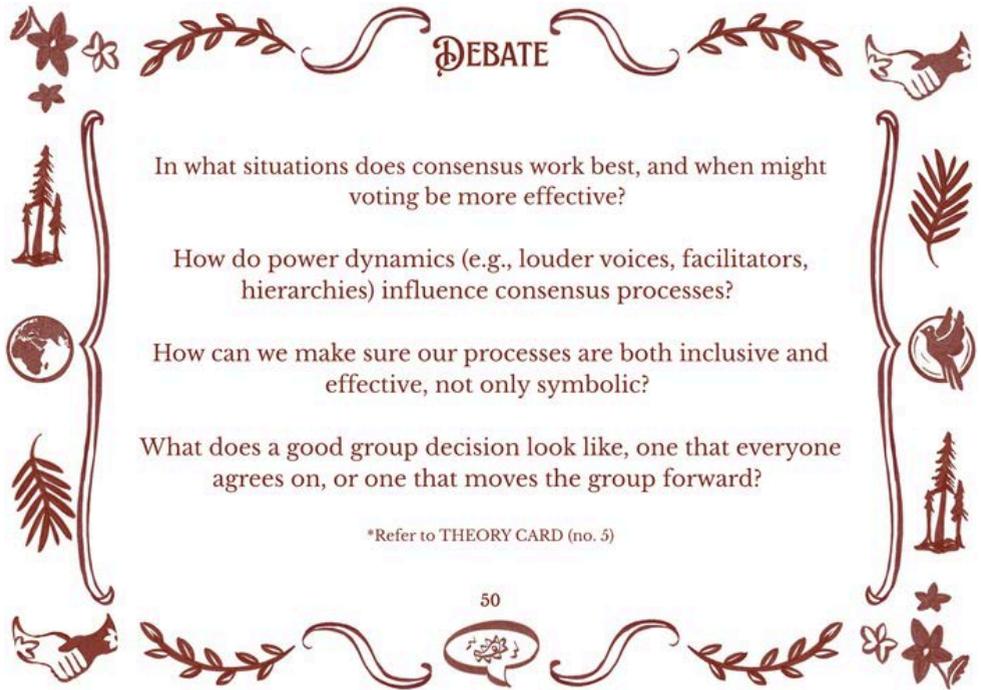democracy while engaging in policy spaces?

48

Framing is a form of
manipulation.

49

Is framing always about controlling perception, or can it help
people understand complex realities (e.g., climate justice,
volunteering)?

How can we frame messages to empower critical thinking
instead of enforcing agreement?

Can we communicate political messages without framing
them, or is that impossible?

How do we avoid reproducing manipulative communication
styles used by corporates or populists?

*Refer to THEORY CARD (no. 6)

49

Consensus always leads to better group decisions than voting.

In what situations does consensus work best, and when might voting be more effective?

How do power dynamics (e.g., louder voices, facilitators, hierarchies) influence consensus processes?

How can we make sure our processes are both inclusive and effective, not only symbolic?

What does a good group decision look like, one that everyone agrees on, or one that moves the group forward?

*Refer to THEORY CARD (no. 5)

Active listening is more important than speaking in effective communication.

51

Can communication still be effective if one side listens but does not express their perspective?

In what situations does listening have greater impact than speaking, and when does it not?
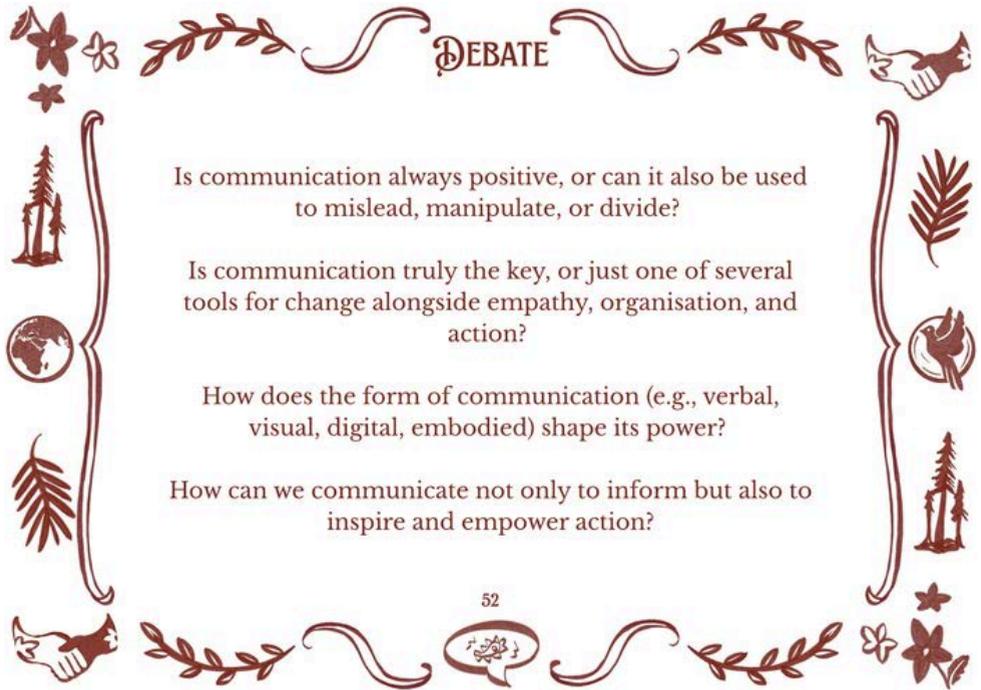
How can we ensure that listening does not mean accepting everything uncritically?

Can listening itself be seen as an act of activism?

51

Communication is the key.

52

Is communication always positive, or can it also be used to mislead, manipulate, or divide?

Is communication truly the key, or just one of several tools for change alongside empathy, organisation, and action?

How does the form of communication (e.g., verbal, visual, digital, embodied) shape its power?

How can we communicate not only to inform but also to inspire and empower action?

52

Volunteering is the well-behaved, middle-class version of political activism.

53

Why might volunteering be perceived as a middle-class activity?

Is volunteering always less political than activism, or can it be equally in its aims and outcomes?

Can volunteering risk becoming a way for privileged groups to "feel good" without challenging deeper inequalities?

How do social and economic factors (e.g., time, resources, education) affect who can volunteer or engage in activism?

53

If people in the group aren't doing their tasks, it's easier to just do it yourself.

54

Why might someone choose to take over instead of addressing the issue?

What are the long-term effects of always stepping in?

What messages does this send to others in the group (about trust, leadership, or responsibility)?

When does helping turn into overstepping, and how can balance be restored?

How could this be handled more fairly for everyone?

54

We shouldn't bring up personal conflicts in meetings - it creates drama.

55

What happens to group trust and cooperation when personal tensions are ignored?

When might addressing a conflict openly actually strengthen a team?

How can a group talk about personal issues in a way that is respectful and productive?

What structures or guidelines can make these conversations safe and constructive rather than dramatic?

55

Two members are in conflict,
and it's starting to affect
others - but no one is
addressing it.

56

Why might a group choose to ignore visible tension
rather than talk about it?

What happens when a conflict stays unspoken?

How can peers or bystanders help surface the issue
without taking sides or assigning blame?

What would a calm and constructive first step toward
addressing the conflict look like?

56

If people don't agree, it is better to vote and move on.

57
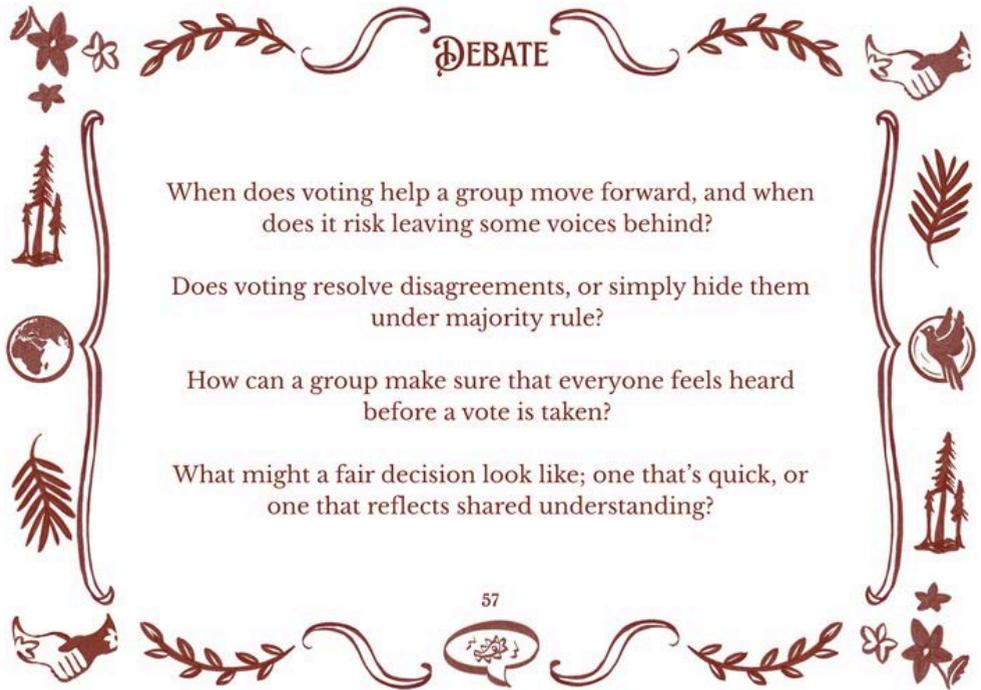
When does voting help a group move forward, and when does it risk leaving some voices behind?

Does voting resolve disagreements, or simply hide them under majority rule?

How can a group make sure that everyone feels heard before a vote is taken?

What might a fair decision look like; one that's quick, or one that reflects shared understanding?

57

Older and younger members of a youth board disagree on how to run an activity. The disagreement is avoided to keep the peace.

58

What happens in a group when disagreement is avoided for the sake of harmony?

How can different generations bring their strengths together rather than compete for influence?

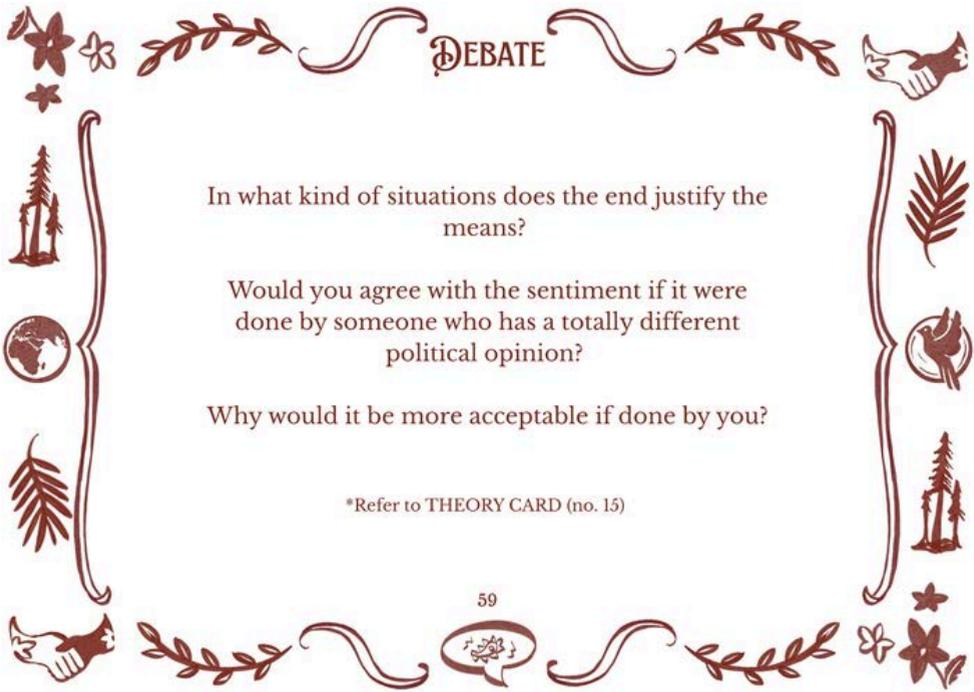What might help both sides feel heard and valued in this discussion?

How can the group stay focused on shared goals instead of who is "right"?

58
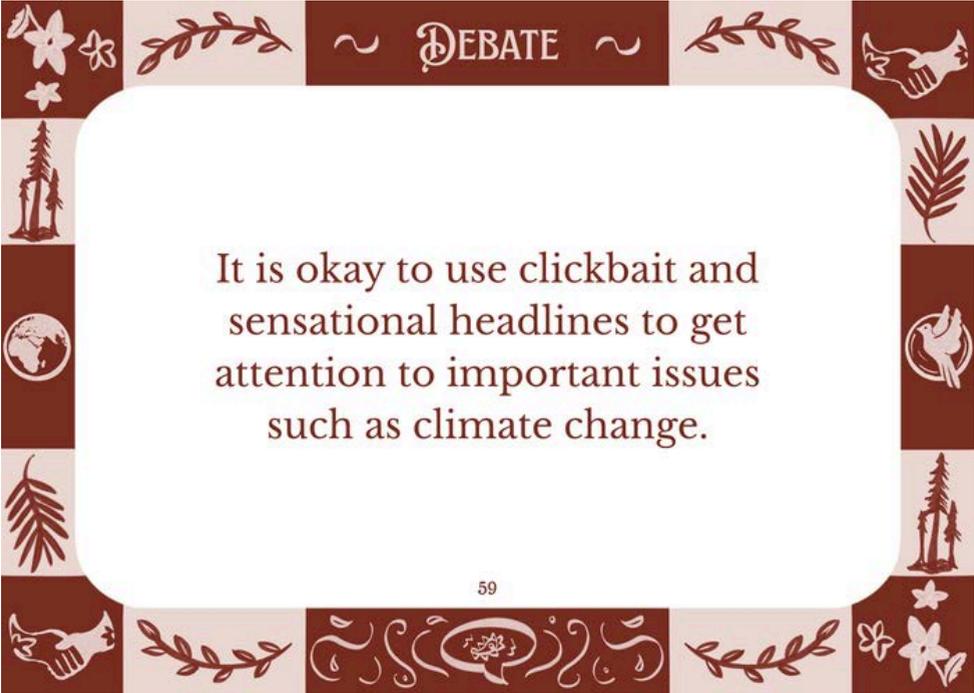
It is okay to use clickbait and sensational headlines to get attention to important issues such as climate change.

59

In what kind of situations does the end justify the means?

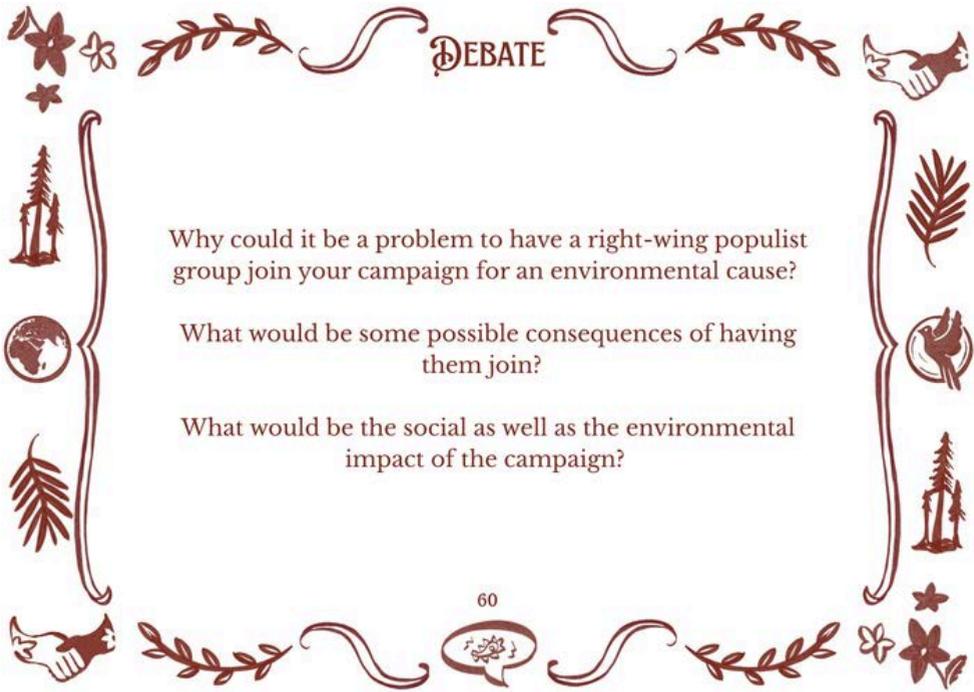Would you agree with the sentiment if it were done by someone who has a totally different political opinion?

Why would it be more acceptable if done by you?

*Refer to THEORY CARD (no. 15)

59

The trees don't care about who saves them. As long as everyone is demonstrating for a good cause together, it might be possible to overlook certain aspects (e.g., political ideology).

60

DEBATE

Why could it be a problem to have a right-wing populist group join your campaign for an environmental cause?

What would be some possible consequences of having them join?

What would be the social as well as the environmental impact of the campaign?

Can you collaborate on a specific topic or issue with a group/party/movement that has a completely different ideology from you (e.g far right)?

61

To what extent is it worth (and safe) collaborating with them or not?

What are the risks, and what backlash could this lead to?

How can you openly discuss the possibility of collaboration in a transparent way?

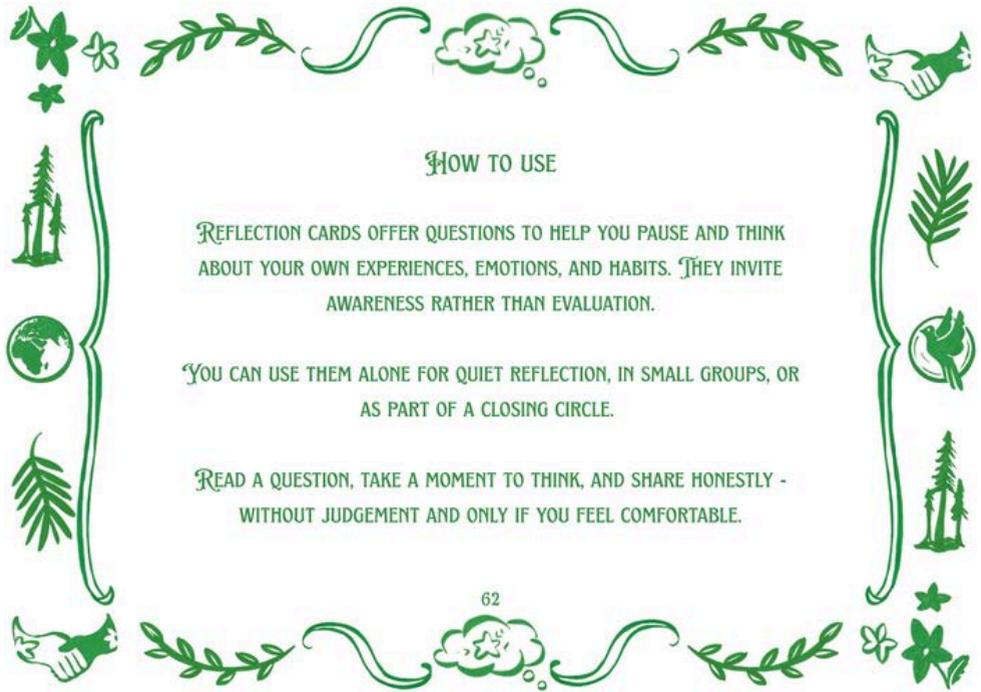What can you learn from investigating their historical positions and their stance on a national level?

How might their ultimate goals collide with yours?

61

REFLECTION

HOW TO USE

REFLECTION CARDS OFFER QUESTIONS TO HELP YOU PAUSE AND THINK ABOUT YOUR OWN EXPERIENCES, EMOTIONS, AND HABITS. THEY INVITE AWARENESS RATHER THAN EVALUATION.

YOU CAN USE THEM ALONE FOR QUIET REFLECTION, IN SMALL GROUPS, OR AS PART OF A CLOSING CIRCLE.

READ A QUESTION, TAKE A MOMENT TO THINK, AND SHARE HONESTLY - WITHOUT JUDGEMENT AND ONLY IF YOU FEEL COMFORTABLE.

Community feeling

63

When did I feel part of a community as a volunteer?

When was I excluded?

What made me feel competent and responsible?

63

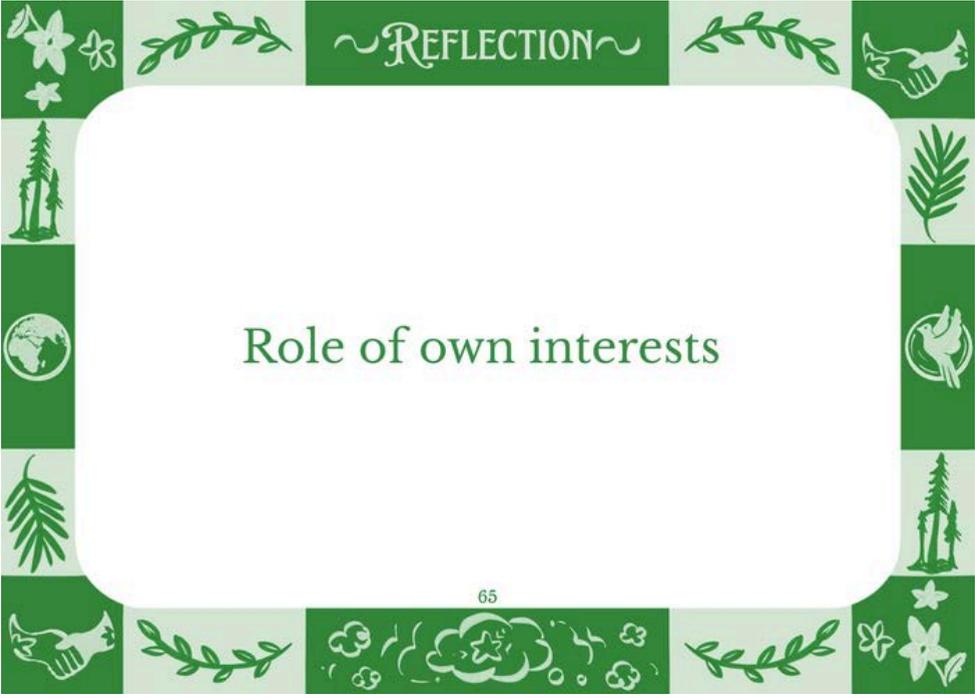# Motivation for volunteering

64

Why am I an active/not active volunteer?

What is my understanding of volunteering?

What benefits do I have when I am volunteering?

What is volunteering about for me?

64

Role of own interests

65

What issue am I particularly passionate about?

What would a successful campaign look like?

What obstacles might arise?
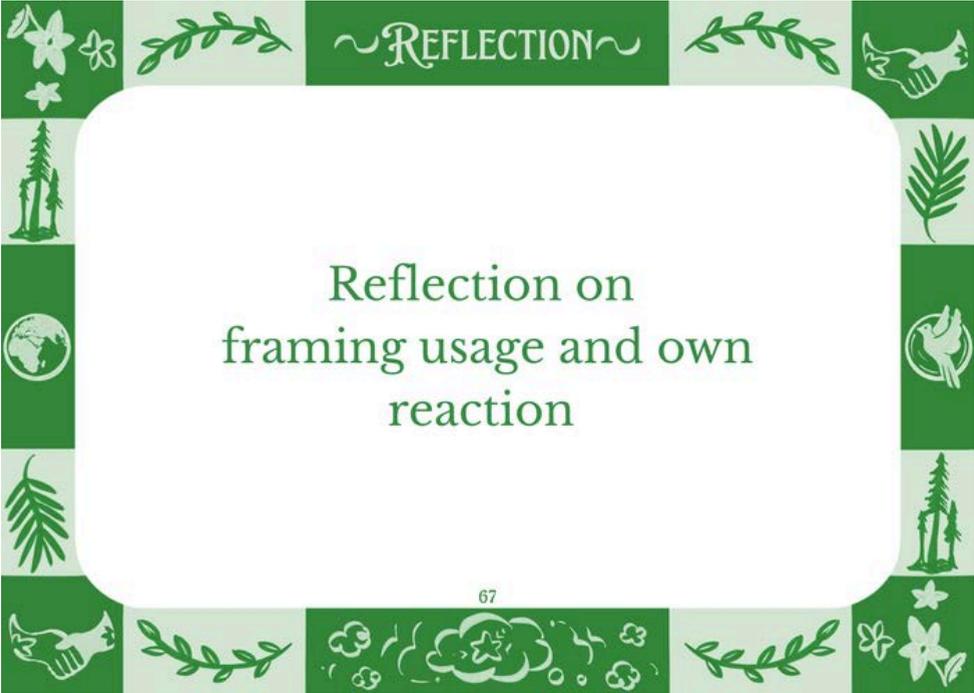
65

My role in the 'Triangle to Change the World'

66

Which triangle side am I most drawn to?

Which is the least comfortable side for me?
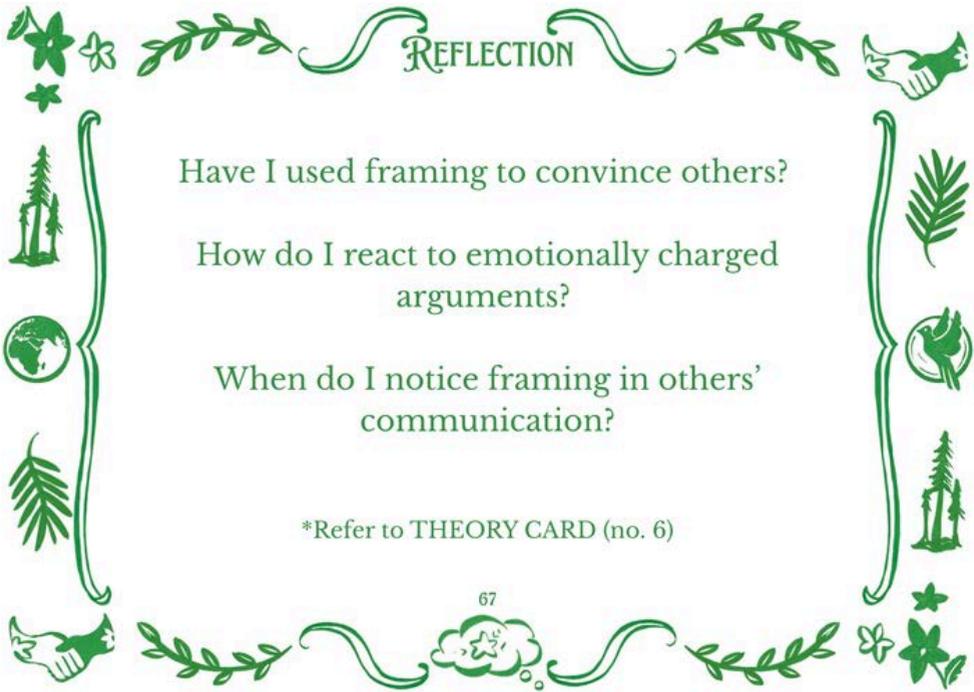
How could I combine them?

*Refer to THEORY CARD (no. 7)

66

Reflection on
framing usage and own
reaction

67

REFLECTION

Have I used framing to convince others?

How do I react to emotionally charged
arguments?

When do I notice framing in others'
communication?

*Refer to THEORY CARD (no. 6)

67

Consensus finding experiences

68

Have I been part of a true consensus?

How did it feel?

What made it work or not work?

*Refer to THEORY CARD (no. 5)

68

My listening behaviours

69

Do I listen to understand or to respond?

Have I used framing to clarify or to manipulate?

When do I listen attentively?

When do I zone out?

What helps me stay present?

69

Conflicts and I

70

How do I usually respond to conflict - speak up, avoid it, or something else?

Why am I reacting that way?

How can I change my reaction?

70

Personal awareness
of conflicts

71

Have I noticed tensions around me?

Have I reacted on them?

Have I ever ignored smaller tension
that later turned into a bigger conflict?

71

Impact of conflicts on me

72

What kind of conflicts have I encountered?

What kind of conflict makes me most uncomfortable on a personal, political, or group-related level?

72

Conflicts and power

73

Have I ever avoided a conflict because the person had more 'power' than me?

How did it feel to me?

How would I have liked to react?

What has kept me from reacting the way I wanted to?

How can I react differently next time?

73

Reaction to conflicts

74

How do I react to conflicts?

Have I made a conflict worse by reacting too fast?

How could I change this?

74

Reflection on clickbaits

75

Do I often get drawn in by clickbait news articles?*

Why does it work on me?

What can I do to prevent it from happening?

*Refer to THEORY CARD (no. 15)

75

Dealing with accusations

76

How can you prevent it from happening?

How can you protect yourself?

How can I move from reaction to action?

76

The necessity of definitions

77

What do I get when I know a definition of something?

How can I use this definition?

What is the point of having definitions and how do they help or limit us?

77

CREDITS

This set of argumentation cards was developed during our **Embrace the Best in You** cycle.

A warm thank-you to all our **participants** and **trainers**, whose ideas, discussions, and reflections shaped the content of this collection.

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