



# Basic leadership skills

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**From basic communication to advanced simulations**



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We would like to thank the whole team for their effort to develop this important field of education, everyone participating in the project and anyone wanting to use it in their educational activities.

The whole information package, including multimedia, practical applications, our project experience and support can be found here:

**[www.yel-erasmus.eu](http://www.yel-erasmus.eu)**



# INTRODUCTION

## Why leadership for the young?

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*“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.” Lao Tzu*



Leadership. Defined by the Oxford learner’s dictionary as the ability to be a leader or the qualities a good leader should have, we should ask the basic question of any topic, what is the importance of a quality leadership?

As we live in society, where we share our potential and knowledge, it is natural for our species to form social groups. Inside the groups, we try to cooperate and help each other, using our individual potential, to be together stronger and more effective. The problem of this structure is that we all cannot decide on everything, rather we have to concentrate on our own part and task. This is the reason, why our social groups need to have a higher form of organisation – leadership. Leaders are here to organise the whole group to be as effective and productive, as possible. This is the reason why quality leadership should really matter since it is the leaders who in the end help everyone to be a beneficial member of his/her society living and working in the right conditions.

Good leaders can give the whole society everything needed – safety, peace, work, education, effective healthcare, good social interactions, and everything any social group needs.



The problem of education related to developing good leadership is simple. In our schools and universities, we put our next generation for the whole important period of their lives in a role of a follower – somebody who should follow the instructions of educators. It is very rare to give any student the opportunity to become a leader. As the consequence, our next generation gets the first real leadership experience extremely late, and after years and years of education, they have no real practice in this vital field of life. They should lead their life, their families, their working groups, and their everyday time management.

In this project, supported by the European Union project ERASMUS+, we tried to identify and put into practice the leadership for the youth and education. We focused on vital leadership skills that could be developed in formal or informal education and practised them in leadership simulations and special clubs, led by students themselves. In this document, you can find the theoretical base to develop the skills. The experience and guidelines from the practical applications can be found on our web page – [www.yel-erasmus.eu](http://www.yel-erasmus.eu)

We hope that the experience from our project could be beneficial for your group or any educational organisation and we all together can achieve the basic goal – give the next generation the basic skills and experience to be good leaders of the future.



# Methodology

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The methodology we used is a unique mixture of different education styles and approaches. We tried to use the advantages of all of them in one procedure, created especially for this project. It was tested and carried out simultaneously in six schools in six different secondary schools in EU.

Linear, cyclical and holistic teaching and learning styles can be referred to as methodology applied in a wide range of activities planned. The project was divided into several phases, each building on and enforcing skills developed in the previous one.

First of all, the project activities were carried out in special youth clubs (classes). We created a unique environment where the students could take and practise their responsibility, initiative, cooperation, planning, communication, skills and teamwork, in contrast to ordinary classes, where students basically follow the teacher. Teachers played a role of advisors, supervisors and mentors. Every club elected their main representative/leader – the President. Presidents from all 6 schools worked together as a special team via What's up or Facebook group.

Every month students were given tasks – to practise a specific skill and create an activity related to a recent international event (chosen by the club presidents). The expert students in cooperation with teachers created materials/texts and basic guidelines for the clubs. The rest was solely up to the clubs and their presidents. Every club managed their tasks in their own management and presented their final outcomes and experience in the school environment and during the YEL club meetings after the ZAMUN conference in Žilina.

To enrich the multicultural experience, we sent students from one club to another for long-term student motilities, to give them the opportunity to work in international settings and multinational groups as well as to develop their language skills intensively.



YOUNG EUROPEAN LEADERS

To create a special challenge, each club formed a delegation of students and teachers, who attended the international model United Nations conference ZAMUN, where they worked in committees dealing with serious global issues, simulating real United Nations agenda in 7 different committees and General Assembly, together with other students from approximately 12 different countries. They had to actively present advanced language, communication, diplomacy, information management and leadership skills in three different languages.

Main focus of this unique methodology is to give students real life experience of responsibility, initiative, activity, challenge and teamwork, so vital for their future, which can be difficult to achieve in classical educational settings where students get limited real experience and their synergy. Furthermore, we focused on practical development of theoretical skills in the clubs and during the simulations.

For further details, multimedia, student testimonials and experience, please visit:

**[www.yel-erasmus.eu](http://www.yel-erasmus.eu)**

The following ideas were adapted from the original project application - part H: implementation of the methodology and we believe they can be inspirational and guide you through the YEL project process.

At the beginning of the school year - each school outlines the project goals to all students and teachers to make it clear how they can be involved, in what activities they can participate, what IT tool will be used and who the people in charge of the project management and individual activities are. For the long-term study mobilities the head appoints mentors, teachers who prepare the learning agreements and tutors who receive foreign students in the schools.

#### *Phase I:*

- once a debate/youth club is created the regular (weekly) work of students interested starts along with the online collaboration of the schools in the virtual space/platform they agree on. To get to know each other students can be given introductory assignments and their presentations can be posted on the project webpage. Students and teachers need to get familiarised with the online work environment based on e.g. e-twinning tools and supporting software. Then the students gain knowledge related to the argumentation, rhetoric, public speaking, debate structure, EU institutions, UN, etc. This should be done directly during the lessons of some subjects (Social Sciences, Geography, European studies, Sociology, foreign languages, mother tongue,) and at the informal club meetings lead either by a student expert or a teacher. If there are foreign students present who join the club it is enriching and motivational for all to debate in English or in a targeted language. All the participants follow the draft of the curriculum (offered here as the project output), which includes activities based on teamwork, discussions, debates, simulations and collaboration with local authorities and peers with focus on communication, argumentation, reasoning, public speaking, leadership, basic diplomatic language and agenda.

#### *Phase II:*

- preparation of the model UN session is done by an experienced school (setting an organising committee with specific tasks: MUN procedural issues, logistics, website update, registration of the





delegates, appointing Chairs, topics selection, country allocation, conference schedule, accommodation, VIP guests invitation, reports for the media, ...)

- students' preparation for the conference and online collaboration continues via agreed platform consulting the Study Guides

- teachers facilitate and monitor students' work, give advice and feedback

### *Phase III:*

- physical part of the blended mobility (according to the Guide of the Erasmus+ programme) is joint project work of groups of students participating in a MUN (Model United Nations – in our case it was ZAMUN). In this international simulation students prove their language competence and use developed skills to solve international issues in collaboration with students from different countries. They also meet important people (their country's ambassador (if the invitation for the opening is accepted), politicians, representatives of local or regional authorities), write resolutions, make speeches, negotiate, get certificates and awards for the best speakers of the committee, socialise, get to know new places, etc.

- participating (accompanying) teachers monitor students' work, advise or give feedback, share the best practices applied in their home schools to prepare students for an international conference as well as evaluate their progress.

The phases can be repeated in the second or following year(s), enriched by the previous experience and aiming at the development of further leadership skills. Students learn how to prepare and then organise their school debates, speaking competitions, diplomatic simulations (e.g. MEP or MUN) and projects in collaboration with local authorities. The long-term study mobilities can be extended to a longer period. Teachers and the experienced students help the newcomers with the basics and spread the project ideas. The best students can get various positions in the organising structure of the next or a new simulation (e.g. to chair a committee, to be the head of a press team, etc.) to prove and use their advanced leadership skills.



# I. Leadership – competences and styles

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## Theoretical approaches

What is meant by the term *leadership*? On the one hand, there is *leadership competence*. On the other hand, there is *leadership style*. In which connection can these elements of behavior be seen?

The research intends to consider a relationship between **intellectual competences** (IQ), **managerial competences** (MQ) and **emotional competences** (EQ) and different ways of acting, namely goal oriented and engaging leadership styles.

It is apparent that a diverse combination of competences must lead to different leadership styles which are appropriate in different circumstances. To be more concrete, leadership “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of **motivation** and morality”<sup>1</sup>.

The leaders raise, “the level among followers concerning the importance of achieving a **vision**, esteemed results and vital strategy”<sup>2</sup>. Furthermore, charisma leaders show an “idealized influence

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<sup>1</sup> J.M. Burns, Leadership. New York: Harper and Row, 1978, p.20

<sup>2</sup> cf. Journal of Modern Project Management

including values, beliefs, moral behavior, moral consideration and selfless acts and they develop a common vision which is an integral part of **idealism**<sup>3</sup>. To be more precise, leaders provide a looking ahead vision of the followers or team members. By articulating an appealing and inspiring vision among the followers they move emotions or intellect.

The leaders encourage their subordinates by providing a sense of responsibility and challenge to their work, also by **intellectual stimulation**. This is done by introducing new methods and means in an **innovative way** and getting interested people involved in the process of decision-making as well as problem-solving. Fresh thoughts and ideas are generated by diversity, creativity and enthusiastic communication. The leader is able to motivate followers to envisage attractive future situations as well as communicate expectations and demonstrate a commitment to shared visions and goals.

Consequently, a charismatic leader uses **inspirational influence** and emotional discussion to stimulate the followers' motivations to surmount self-interest for team-goodness. Researchers conclude that project managers and leaders need possess **emotional intelligence** with particular emphasis on characteristics and the nature of the project. The leaders are assisted by their emotional skills to develop a good form of relations in an easy manner that underpins social skills and **enthusiastic communication**.

## Practical guidelines – 7 golden rules

### *Leadership is behaviour, not position*

Leaders are the ones who take responsibility for making decisions and bringing change. Leaders are the ones who empower people to discover and use their greatest potential. People are the ones who choose their leader. How will they do that? They will judge by behavior, attitude, and actions. If you want to become a leader, then act like a leader and shape a better reality.

### *The Best Way of Influence is Setting Example*

Each leader wants to get the best out of their team. Excellence orientation is great, as there is always need for development. But here is the a simple truth. Instead of telling your team members what to do, show it to them by their own example. Practice what you preach, and the results will astonish you. Especially during hard times, when chances to give up are very big, you should be the one who faces obstacles with confidence and determination towards success.

### *Leading means chasing a vision*

Think about the greatest leaders in history. What was the one thing they have in common? They all made an impact. If you want to be an authentic leader, you should have your unique contribution to the welfare of society. That's what the HOPE project stands for. Without a vision, your activities are meaningless. The key is devoting your efforts and time to the realisation of your vision. Vision is what inspires people to take action and go forward. Discover your unique vision and coordinate your activities towards it. Inspire by HOPE.

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<sup>3</sup> S.I.S. Mohammad, H. A. Al-Zeaud and A.M.E.B. Batayneh, „The relationship between transformational leadership and employees' satisfaction at Jordanian private hospitals, "Business and Economic Horizons, vol.5, pp.35-46, 2011

### ***Actions speak louder than words***

It is not a secret that much talking and less acting has nothing to do with effectiveness. What people see affects them many times greater than what they hear. So choose actions. Don't waste your and other people's time by endless conversations about your plans. Just do it.

### ***Flexibility May Refer to Behaviour, Not Values***

Depending on circumstances you may choose a different style of leadership or communication. Flexibility is a truly effective trait if it doesn't affect your values. Each and every decision of yours, no matter the situation, must be based on your value system. As long as your actions are value-driven, you will have the trust and respect of people around you.

### ***Leadership is all about people***

Could you be a leader in an empty room by having profound values and skills? That's impossible. Leading means communicating, influencing, engaging. Communication skills are the foundation of effective leadership. Constantly improve your relationships with people because unity is strength and there is always room for growth.

### ***It Is Fine To Admit Mistakes***

Mistakes are proof that you are doing something. You won't become a worse leader if you admit your mistakes. By doing that, you will show that you are wise enough to learn from each and every experience.

## **Links to help you become a better leader:**

[http://www.motivation-tools.com/workplace/leadership\\_styles.htm](http://www.motivation-tools.com/workplace/leadership_styles.htm)

Motivation, leadership and the workplace all go hand in hand, find out how to help yourself in your work environment.

<http://www.yourleadershiplegacy.com/assessment.html>

Take the test to find your leadership style.

<http://hbswk.hbs.edu/item/4869.html>

Learn about the similarities and unique differences between American and Asian leadership styles.

<http://www.legacee.com/Info/Leadership/LeadershipStyles.html>

Learn how to adjust your leadership style, with these steps and guidance you can make yourself a more effective leader.

<http://www.secretsofsuccess.com/leadership/>

Learn about some of the most successful people in the world and how leadership helped them become as successful as they are.

## II. Argumentation

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*"Insults are the arguments employed by those who are in the wrong."*

*Jean-Jacque Rousseau*



### What is the importance of correct argumentation?

Communication is a basic part of our life. We live in a society, where we share our ideas, opinions, feelings, energy and skills. This gives us a great strength and advantage, because every person can use the potential of all members of the social group he lives with. We can create our world together, protect and help each other.

Argumentation means that we are able to **say** what we think and **explain** it. It is a really complicated process of making others understand your ideas. We call this important process **REASONING**.

#### *Question 1*

If someone says: "I like going out. We should go out!" Is this a good argument – a reason for you to go out?

#### *Question 2*

(Kelly: "Let's go out for dinner.")

Jack: "No, I'm tired today."

Kelly: You are always tired when I want to go out!)

Why don't these people understand each other?

### Question 3

Have you ever explained something and the other people didn't understand you or they understood you incorrectly?

**If people use incorrect argument -> the other people don't understand and accept them -> it's their fault that the others don't understand them**

## Theory

### Question 1

#### What is an argument?

An argument is a set of sentences. Basically, an argument states **what** we believe and **why** we believe that. That is why every argument has two basic parts:

**Conclusion** - states WHAT we believe.

**Premises** - the reasons WHY we believe it.

Example - "I think we should stay at home today. Look at those nasty clouds. There will be a huge storm any minute. I'm also very tired, it would be hard to stay active for me."

**Conclusion** - „I think we should stay at home today."

**Premises** - "Look at those nasty clouds. There will be a huge storm any minute."; "I'm also very tired, it would be hard to stay awake for me."

### Question 2

#### What is a good argument?

A good argument should be **UNDERSTANDABLE** and **ACCEPTABLE** for **all** participants of a debate.

Understandable - the premises should be logical and clear.

Good - "Let's go for a dinner! We both are hungry and too tired to cook!"

Bad - "Let's go for a dinner! Louis XIV. was a great French king!" The explanation has no logical connection to the conclusion.

Acceptable - the explanation should be agreed or approved by most participants of the debate.

Good - in a Christian family - "We can order a good beef steak. It's tasty and full of proteins."

Bad - in a Hindu family - "We can order a good beef steak. It's tasty and full of proteins." It's unacceptable for a Hindu to eat beef.

### Question 3

#### What basic types of arguments do we know?

**Deductive arguments** - the truth of their premises **guarantees** the truth of their conclusion. "We never eat meat on Friday (truth). Today is Friday (truth). We won't eat meat today (truth)."

**Inductive arguments** - is reasoning in which the premises seek to supply strong evidence for (**not absolute proof of**) the truth of the conclusion. While the conclusion of a deductive argument is supposed to be **certain**, the truth of the conclusion of an inductive argument is supposed to be **probable**, based upon the evidence given. "We will maybe go with Paul today for dinner. He is a strong vegan. Probably we won't eat meat today."

Arguments from analogy - A is like B, A is F, therefore B is F. "Yesterday was a similar day as today. Yesterday we went out for dinner. So today we will go for dinner as well."

Arguments from authority - if an expert thinks A, then A is the truth. "The Harvard medical school released a new study about a balanced diet. We should order also more vegetables!"

Casual arguments - every time when A occurs a B also occurs. Therefore A causes B. "Every time we eat out we spend too much money. Eating out is too expensive for us."

#### Question 4

**Why does every argument does have an opposite argument?**

**Everything has advantages and disadvantages;** therefore also every argument has certainly an opposite argument **of the same value**. The purpose of debate is **not to fight who is right and who is not**, but to find as much important information as possible and then **decide** based on our priorities.

"We are too tired today to cook. Let's go out for dinner." - truth

"We are too tired to dress up and walk to the city. Let's stay at home." -truth

#### Question 5

**What is a fallacy in argumentation?**

A fallacy is the use of poor, incorrect or unacceptable reasoning for the argument. The argument **appears to be correct but is not**.

Why are these arguments wrong? Why?

"I ate in that restaurant once and the food was bad. All the food there is rubbish." (Since you didn't taste all the meals you cannot state that - not enough evidence)

"Everybody likes Thai food. We should go to Thai restaurant." (It's not true that everybody likes Thai food)

"Not many people I know like Thai food. It's not tasty." (Thai food can be tasty even though not everyone likes it)

"We went out yesterday and I slipped on the ice. We will stay at home cause I don't want to get hurt!" (Exception is not a rule)

"Yesterday we weren't out for dinner and we weren't hungry. We can stay at home today as well." (The circumstances of yesterday and today can vary)

## Exercise

Remember/write down 5 arguments people will tell you tomorrow. Evaluate them - are they good or bad? Explain.

Find five arguments in recent news. Evaluate them - are they good or bad? Explain.

Choose with your project group a topic. Divide into two groups. One group should present 3 supportive arguments for and the other 3 opposite arguments. Present them one by one. Evaluate every one of them. Try to find an opposite argument to every presented argument.

DOs	DON'Ts
<ul style="list-style-type: none"> <li>- start your argument by a simple statement which includes the opinion</li> <li>- <u>Ex.:</u> <i>We should stay at home today.</i></li> </ul>	<ul style="list-style-type: none"> <li>- do not be offensive or violent</li> <li>- <u>Ex.:</u> <i>Shut up!</i></li> </ul>
<ul style="list-style-type: none"> <li>- explain the statement in order to make others understand you <ul style="list-style-type: none"> <li>o logically (explanation must be logical and often chronological, you cannot omit parts you think are clear for others - they might not be)</li> <li>o clearly (use vocabulary that is appropriate for people you are talking to)</li> </ul> </li> <li>- <u>Ex.:</u> <i>We should stay at home today. Look at those nasty clouds. There will be a huge storm any minute.</i></li> </ul>	<ul style="list-style-type: none"> <li>- do not think that others have the same thoughts as you do - you have to tell them exactly what you mean</li> <li>- <u>Ex.:</u> <i>When you try to persuade a child that hygiene is important, you must tell him how an absence of it can cause illnesses. It does not matter you know it, the child does not know it, therefore you must tell him.</i></li> </ul>
<ul style="list-style-type: none"> <li>- support your argument by examples</li> </ul>	<ul style="list-style-type: none"> <li>- do not use arguments which could be personal if you want to look</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Ex.: Last time we went outside, it was cloudy and it started raining soon.</i></li> </ul>	<p>professionally</p> <ul style="list-style-type: none"> <li>- <i>Ex.: You are not able to understand the problem because your parents have never spent time with you!</i></li> </ul>
<ul style="list-style-type: none"> <li>- be imaginative</li> <li>- <i>Ex.: Imagine, that it starts raining. We will be wet, we will have to dry our clothes, have a shower and we might be ill.</i></li> </ul>	<ul style="list-style-type: none"> <li>- do not put your subjective opinions into your argumentation when you are talking about a general topic</li> <li>- <i>Ex.: I love cows. Therefore, people should not kill cows and eat beef.</i></li> </ul>
<ul style="list-style-type: none"> <li>- talk about consequences on different persons involved</li> <li>- <i>Ex.: If we come home wet, it won't affect only us, but mum(/dad/Peter) might get angry when we come back because we will make a mess.</i></li> </ul>	<ul style="list-style-type: none"> <li>- do not generalise (do not conclude results from one fact)</li> <li>- <i>Ex.: Physical exercises are healthy. Ergo, all people should exercise. (It is wrong because there are also people who cannot exercise because of an illness or other disability and it could worsen their health)</i></li> </ul>
<ul style="list-style-type: none"> <li>- be realistic and use only arguments which you think are true or could work in reality (it is not very fair to persuade others of something you have just made up)</li> </ul>	

### III. Refutation *“Do not be afraid of disagreement.”*

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#### **What is essential for advanced refutation?**

In everyday life, we do not usually use only our own arguments and points of view. We are confronted with statements of other people. A reasonable refutation is nowadays more than required in society since correct confrontation of different points of view opens doors for the most effective solutions and the best choices. Refutation is essential for every productive discussion and basic debate skill.

In order to make debate productive and meaningful, we are supposed to present relevant opposition. A reasonable refutation requires several conditions to be effective.

First of all, **careful listening** to your opponent is inevitable. Pay attention when the opposite part holds the speech. Sometimes it might be useful to **make notes**.

Try to **understand the ideas** coming from the other side of discussion. If whatever mentioned in speech seems unclear or unfamiliar to you, **ask for clarification**. It is better to ask twice than let misunderstandings ruin the flow of debate.

No matter what happens in your debate, do not forget to tolerate ideas of your opponents. Stay calm and on top of things.

## Structure of refutation

Maintaining **precise and clear structure of refutation** ensure smooth understanding and acceptance of your statements. Follow these four steps and you will not forget any of its important parts: signposting, stating, supporting, and summarising.

### *Step One: Signal or They say*

**Identify the argument you are answering to.** In a single debate, there will be multiple arguments, pieces of evidence that a debater must address. Identifying clearly which of your opponent's arguments you are responding to keeps the flow of the debate progressing in a coherent manner.

**Good note-taking** skills or even the briefest of notes allow you to track your opponents' arguments and refutations and can help organise your response.

Remember to **rephrase** rather than simply repeat your opponent's entire argument. If you repeat all of your opponent's arguments, you wouldn't have any speech time left to present your own arguments. Additionally, the more time you spend restating your opponent's argument, the more risk you reinforcing it!

### *Step Two: State or But - But I disagree - However - Actually - In fact*

Create your **counter argument (refutation)**. After stating your position, you should make your response in a consistent, understandable manner. Make it brief, but well supported. Stay in the relevant flow of the debate and **avoid off-topic**. Your reaction must refer exactly at what has been told before.

### *Step Three: Support or Because*

Reference, evidence or justification. Many arguments will be supported by **evidence** that justifies your claim. Reading it or referring to the evidence will support your claims. That is why a good factual topic preparation is important. Sometimes evidence is not needed, and the debater's own brilliant analysis can provide the justification for the claim. In this point, you can proceed exactly in the same manner as when composing an argument. Your argument will support your claim (e.g. deduction)

### *Step Four: Summarise or Therefore*

Explain the **importance** of your argument. For the audience, to reach a final judgment on an issue, it is vital to recognise the comparative importance of different arguments. **Explaining the way in which your argument is more important than your opponent's position** is a crucial way to leave an impression on audience members. You need to draw a conclusion that affirms your position. Beginning your conclusion with "Therefore" is a clue to the judge (and you) that you are about to state your position and concluding your refutation.

## Examples

### Example I.

*(Signal) My opponent argued that the death penalty deters crime.*

*(State) In fact, the death penalty increases crime.*

*(Support) According to a nationwide study conducted by Professor Wiggins in 2002, violent crime has actually increased in states with the death penalty while crime has decreased in states without the death penalty.*

*(Summarize) If this study is true, and the methodology is certainly sound, then the central justification for the death penalty has no merit.*

### Example II.

*(Signal) Speaker 1: "School should be year round to avoid the 'summer learning loss' that occurs when students forget much of what they learn between the end of one school year and the beginning of the next school year."*

*Speaker 2: "They say that school should be year round to avoid summer learning loss..."*

*(State) Speaker 1: "School should be year round to avoid the 'summer learning loss' that occurs when students forget much of what they learn between the end of one school year and the beginning of the next school year."*

*Speaker 2: "They say that school should be year round to avoid summer learning loss... BUT school should last for only nine months..."*

*(Support) Speaker 1: "School should be year round to avoid the 'summer learning loss' that occurs when students forget much of what they learn between the end of one school year and the beginning of the next school year."*

*Speaker 2: "They say that school should be year round to avoid summer learning loss, BUT school should last for only nine months... BECAUSE research shows that it's not the quantity of time spent in the classroom that matters, but the quality of the education students receive during the school day that matters..."*

*(Summarize) Speaker 1: "School should be year round to avoid the 'summer learning loss' that occurs when students forget much of what they learn between the end of one school year and the beginning of the next school year."*

*Speaker 2: "They say that school should be year round to avoid summer learning loss, BUT school should last for only nine months BECAUSE research shows that it's not the quantity of time spent in the classroom that matters, but the quality of the education students receive during the school day that matters.... THEREFORE, a school should NOT be year-round."*

## Types of refutation

When replying to an argument against your statement, you have more options or ways to make a refutation. You might have already used more of them in your life without knowing. It depends on your argumentation line and it is up to you to consider which type of refutation would suit the best in each particular case, for each argument. It is recommended to practice and try at least once each of them to be prepared for every kind of debate situation.

I. **Find a fallacy** in the opposing argument—some way in which it is not logical or incoherent with the issue.

II. **Concede** the argument: “Yes, that’s true, but it’s not really relevant to the point I was making, or not as important as other arguments, because. . . .”

III. **Conciliate** your opponent: “Yes, I see what you are concerned about, and it’s real, but I think there’s another way to take care of that. . . .”

IV. **Counter the evidence** by

- A. showing that the alleged facts may not be solid facts;
- B. pointing out the small quantity of the alleged evidence;
- C. pointing out other evidence that points the other way;
- D. casting doubt on the authorities relied upon, especially for scientific or statistical evidence;
- E. pointing out the dubious context from which quotations or other authoritative evidence is taken.

V. **Find a weakness in the reasoning.** Consider what kinds of arguments are being made, and proceed accordingly.

- A. If it’s a *definition* argument (“What is X?”),
  - 1. show the definition being used is not correct in this issue; or
  - 2. propose a better definition and show why it is better.
- B. If it’s an *evaluation* argument (“What is the value of X?”),
  - 1. show that X has not been evaluated in terms of what it really is or what it is for; or
  - 2. propose a better criterion for evaluating it; or
  - 3. point out other values or kinds of value that are relevant.
- C. If it’s an *analogy* argument (“What is X like? What does X work like?”),
  - 1. show where the analogy breaks down (all analogies break down somewhere); or
  - 2. produce a closer, more convincing analogy and show why it’s better.

- D. If it's a *causation* argument ("What are the causes of X? What are the consequences of X?"),
1. point out the weak link(s) in the proposed chain of causes and consequences; or
  2. propose a more likely chain of causes and consequences; or
  3. question the scientific evidence (experiments, statistics, accepted laws of nature) used to support the alleged causation.
- E. If it's a *proposal* argument ("What should we do about X?"), analyse it into its component claims of facts and value and examine questionable parts of each of them.

## Sources for further research

Here are some useful links for those who want to deepen their refutation skills. Feel free to continue with your own studies and do not hesitate to use even debate literature if there is any available. Good luck with being a constructive opposition in every discussion!

<http://idebate.org/training/teaching-tools/refutation-and-impact-back>

<http://idebate.org/news-articles/coaches-judges-track-session-refutation>

<http://www.public.iastate.edu/~goodwin/spcom322/refute.pdf>

<https://sites.google.com/site/anintroductiontodebate/lectures/2-more-advanced-material/1-refutation-strategies>

## Exercise

The best way to train and develop your refutation skills is - of course - practice. It is recommended to do one simple exercise. There is a list of several easy topics. Work in pairs; one person composes an argument in favour of the topic and the other one tries to propose a relevant 4 step refutation. At the beginning, your refutation might be easier, however, you should continuously sophisticate your speech, using more and more of analysis and expertise.

***All students should have an after school job.***

***Partial birth abortion should be illegal.***

***Every student should be required to take a performing arts course.***

***Homework should be banned.***

***School uniforms should be required.***

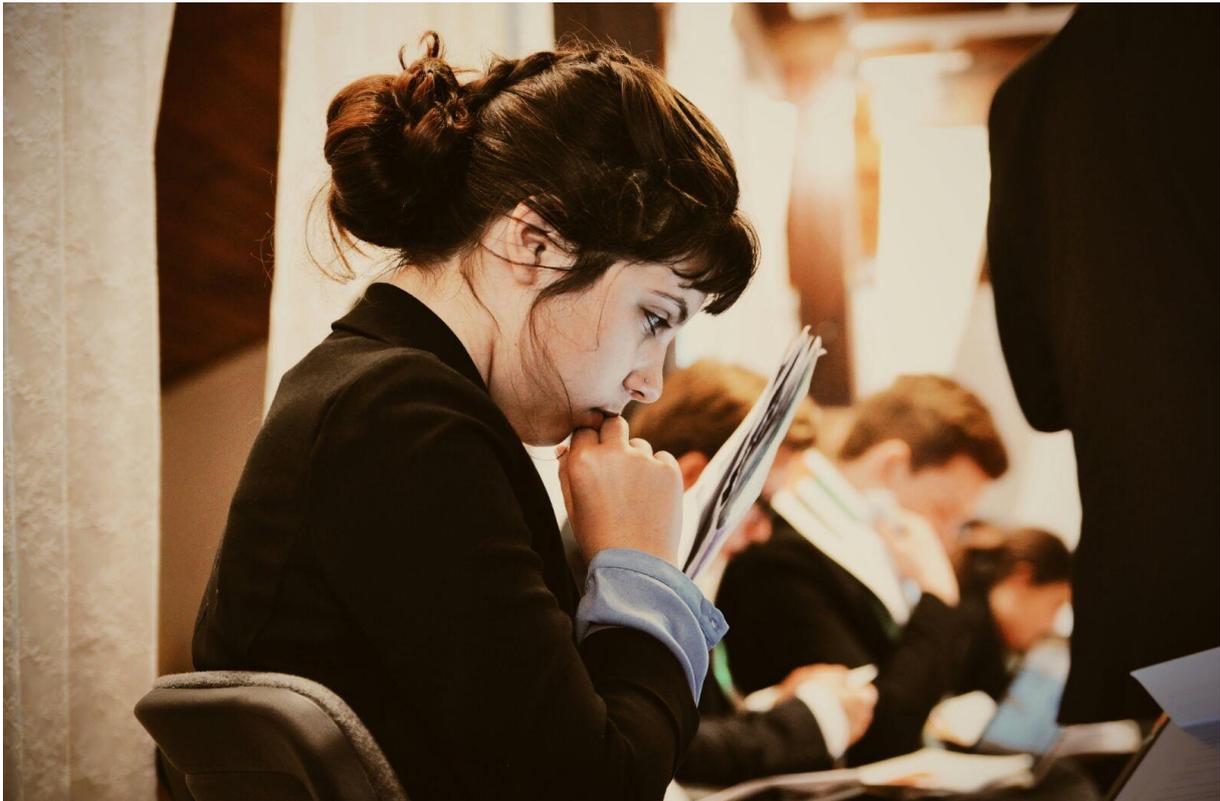
***Year round education is not a good idea for student learning.***

***PE should be required of all students throughout high school.***

***All students should be required to perform one year of community service.***

## IV. Source reliability and relevance of information

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### Source reliability

Present times are sometimes mentioned as the “Information Age”. In the 21st century, people face excessive quantity of information every day and society often deals with information smog spread by various media. Technological advances of past few decades substantial boost, therefore apart from traditional ways of getting knowledge about actual issues such as newspapers or communication; we nowadays receive various types of information characterised by unique audio-visual experience – mainly on the Internet.

The accessibility of general education allowed much more individuals and groups to inform the others about happenings around, as well as create their own opinion and express it in public. Mentality and values of this century provided an opportunity for such large opinion spectrum as never before in history. We live in countless points of views and ideas which deserve to be heard and noticed. Every day we are confronted with subjective perspectives and we are supposed to

distinguish objectivity from subjectivity. It is up to us to decide who and what deserves our trust and to look for the truth - responsibly and carefully.

In order to get to know the world and everything that happens around us in the most authentic way as possible, we should set strict criteria for what we trust. We should care more about what we consider **relevant** and we should effectively examine every source and information. Each research should be deep and complex. This world offers us more than superficial or subjective ideas. The information age offers us the choice.

Everything that you create is based on some particular information. Remember, if the basic is reliable and of a good quality, the product will be the same. Keep this in mind while writing your school work or project. Here are some strategies to evaluate any information **critically**.

## Reliable sources

### *Deciding whether the source is reliable*

In the moment, when you start searching for information, you chose your potential sources. As there are plenty of them, you should examine them with “a critical eye”. Smart researchers continually ask themselves two basic questions:

“Is this source relevant?” - This question will help you avoid losing your time by reading sources which are not valuable for your current topic.

“Is this source reliable?”-This question will help you identify appropriate and trustworthy sources.

Do small check list and ask yourself these two questions not to move away from your topic and reach relevant information.

### *Reliability and validity*

Information sources may be different. Do not forget - they all are not equal. Especially Internet is likely to present information which can be misleading. But how we can find out a reliable source among such a number of pages and publications? Always consider these facts about your source:

#### **Accuracy**

*Do the sources include reliable **facts**?*

*Has the language of the website been checked? (grammar, spelling, etc.)*

#### **Authority**

*Is the publisher reputable and respected?*

*Is the purpose of the text or sponsorship clear?*

*Is there a link to the publishing or sponsoring organisation?*

*Is the author qualified to write about this topic?*

This table should help you to choose an appropriate source for your research.

Information Source	Best For:	The Information:	Watch For:
Books	<ul style="list-style-type: none"> <li>Comprehensive information about the topic</li> <li>Background and historical information</li> <li>Bibliography of other sources</li> </ul>	<ul style="list-style-type: none"> <li>Often places an event into some sort of historical context</li> <li>Can provide broad overviews of an event</li> <li>Can be intended for a broad audience depending on the book, ranging from scholars to a general audience</li> </ul>	<ul style="list-style-type: none"> <li>Dated information</li> <li>Content level can range from general public to expert</li> <li>Bias or slant (dependent on author)</li> </ul>
Popular/Special Interest Magazine	<ul style="list-style-type: none"> <li>Current information</li> <li>Shorter, easy to understand articles</li> <li>Photographs and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Is contained in long-form stories. Weekly magazines begin to discuss the impact of an event on society, culture and public policy</li> <li>Can include detailed analysis of events, interviews, as well as opinions and analysis</li> <li>Offers perspectives of an event from particular groups or geared toward specific audiences</li> <li>Is intended for a general audience or specific non-professional groups</li> </ul>	<ul style="list-style-type: none"> <li>Authors are usually not experts</li> <li>Articles can lack depth</li> <li>Sources not always cited</li> <li>Editorial bias of a publication</li> </ul>
Professional/Trade Magazines	<ul style="list-style-type: none"> <li>Specialized information related to a particular discipline or profession</li> <li>Current information</li> <li>Some bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>Is contained in long-form articles or reports</li> <li>May provide context and analysis of an event as it relates to a specific interest group</li> <li>Is intended for a professional organizations or groups with similar interests</li> </ul>	<ul style="list-style-type: none"> <li>Article length can vary between short, easy to understand to lengthy and highly specific</li> <li>Sources not always cited</li> <li>Characteristics similar to both popular and scholarly sources sometimes make it difficult to recognize source type</li> </ul>
Scholarly/Academic Journals	<ul style="list-style-type: none"> <li>In depth information</li> <li>Articles written by experts</li> <li>Charts and graphs</li> <li>Recent research on a topic</li> <li>Bibliographies of other sources</li> </ul>	<ul style="list-style-type: none"> <li>Is often theoretical, carefully analyzing the impact of an event on society, culture and public policy</li> <li>Is peer-reviewed</li> <li>Often narrow in topic</li> <li>Is intended for other scholars, researchers, professionals and university students in the field</li> </ul>	<ul style="list-style-type: none"> <li>Terminology and depth of articles may be difficult to understand by novices</li> <li>Dated information (sort your results by date if you are looking for the most recent information, as some journals extend back several decades)</li> </ul>
Newspapers	<ul style="list-style-type: none"> <li>Daily information</li> <li>Localized information and events</li> <li>Beginning to apply chronology to an event and explain why the event occurred</li> </ul>	<ul style="list-style-type: none"> <li>May include statistics, photographs and editorial coverage</li> <li>Includes quotes from experts, government officials, witnesses, etc.</li> <li>Is intended for a general audience</li> </ul>	<ul style="list-style-type: none"> <li>Authors usually not experts</li> </ul>
Web Sites	<ul style="list-style-type: none"> <li>Government information</li> <li>Varied points of view on a topic</li> <li>Statistics</li> <li>Company information</li> </ul>	<ul style="list-style-type: none"> <li>Is primarily provided through resources like Internet news sites when related to a specific event</li> <li>Explains the who, what, when and where of an event</li> <li>Is intended for a general audience</li> </ul>	<ul style="list-style-type: none"> <li>Credibility and accuracy cannot be assured (check for author credentials, publication date, etc.)</li> <li>Information may be highly biased</li> <li>Sources not always cited</li> </ul>

### Primary and secondary sources

By considering what kinds of sources are most suitable for your topic you can perform your research efficiently. We can identify two kinds of sources: primary and secondary.

**1. Primary sources:** the direct source of information. You will find basic and crucial data or facts about your topic.

For example, if you write a paper about the First Amendment related to the freedom of speech, the text of the First Amendment in the Bill of Rights would be the primary source.

#### Examples of primary sources:

Research articles

Literature

*Historical documents such as diaries or letters*  
*Autobiographies or other personal accounts*

**2. Secondary sources:** they are one step further from the primary sources. Information is discussed, interpreted, analysed, consolidated or reworked. They can also show you different points of view concerning your topic. For example, researching a paper about the First Amendment, you might read articles about legal cases that involved First Amendment, or editorials expressing commentary on the First Amendment.

***Examples of secondary sources:***

*Magazine articles*  
*Biographical books*  
*Literary and scientific reviews*  
*Television documentaries*

***Reliable sources***

Your research should be mainly based on primary sources of information. They are carefully reviewed and written by experts. Generally prefer primary or secondary sources of high quality, such as:

*Academic publications and articles in academic/educational journals*  
*Books and magazines created for educated general audience*  
*Government documents, such as books, reports, and web pages*  
*Documents posted online by reputable organisations, such as universities and research institutes*  
*Textbooks and reference books (which are usually reliable but may not cover a topic in great depth)*

***Unreliable sources***

Some sources should be avoided. They can be written to attract attention or present subjective opinion for a specific reason. For example, vaguely moderated or unmoderated media content, such as Internet discussion boards, blogs, free online encyclopaedias, radio talk shows, television news shows with obvious political biases, personal websites, or chat rooms.

## **Relevance of information**

***Evaluation of relevant information***

Apart from the source where the information comes from, when considering its relevance, it is required to bear in mind some other aspects of it. We offer you some useful question to judge credibility and relevance of particular information.

**Accuracy and reality check**

*Can you verify the information by another source?*  
*How does the new information fit what is already known?*  
*Can you find quotations?*  
*Is there a bibliography included?*

Remember complexity. Each research refers to an existing body of knowledge. Deep and accurate research helps you to create a relevant picture of reality. Always check more sources and compare statements.

## **Objectivity**

*May there be any commercial or other misleading interest?*

*Is advertising included at some point?*

*Does the page exhibit a particular point of view or bias?*

*Is the information complex?*

Sometimes the main goal of the author may be other than to inform you. Be watchful and aware of commercial purposes and manipulative methods hidden in texts which may impact actual content. Try to distinguish subjective opinions from relevant information.

## ***Time relevance***

Can you find the date of the first publication?

Does the information related to particular topic change a lot in time?

Are the links functional?

The world is a dynamic place where everything can change very quickly. Do not forget to check the date and be actual.

## ***Complexity***

Are the topics covered in depth?

Does the content appear to be complete?

If the material lacks any important details, it won't mean that you are supposed to ignore it. This point is related with the first one, since you can easily complete the information by further research.

## **Sources for further research**

Here are some useful links for those who understand how important the quality of information is. Feel free to continue with your own studies and do not hesitate to use academic literature if available. Good luck with being well informed!

<http://2012books.lardbucket.org/books/successful-writing/s15-04-strategies-for-gathering-reliable.html>

<http://library.uaf.edu/lis101-evaluation>

<http://etc.usf.edu/techease/win/internet/how-can-my-students-know-if-a-web-source-is-reliable/>

<http://writingcommons.org/evidence/supporting-sources/630-what-might-be-a-more-credible-reliable-source>

<http://www.library.illinois.edu/ugl/howdoi/webeval.html>

<http://www.mhhe.com/mayfieldpub/webtutor/judging.htm>





<https://www.asis.org/Conferences/AM09/open-proceedings/papers/15.xml>

<http://www.library.illinois.edu/ugl/howdoi/selectingsources.html>

## Exercise

*To practice, choose a topic of your research. We recommend you to work with a current issue or generally known affair – this would prove you easier beginning with advanced research.*

Visit your library's website or consult with a reference librarian to determine what periodicals indexes or databases would be useful for your research.

Depending on your topic, you may rely on a general news index, a specialised index for a particular subject area, or both. Search the catalogue for your topic and related keywords. Print out or bookmark your search results.

Identify at least one to two relevant periodicals, indexes, online news databases or databases.

Perform a keyword search to find potentially relevant articles on your topic.

Save your search results. If the index you are using provides article summaries, read these to determine how useful the articles are likely to be.

Identify three to five articles to review more closely. If the full article is available online, read it. If not, plan to visit our library within the next few days to locate the articles you need.

Use a search engine to conduct a web search on your topic. Refer to the tips provided earlier to help you conduct your search. Evaluate your search results critically based on the criteria you have learned. Identify and bookmark one or more websites that are reliable, reputable, and likely to be useful in your research.



### Relevance of information and source reliability

Dos	DON'Ts
<ul style="list-style-type: none"> <li>- double-check your information on different sites in order to be sure that they are correct.</li> </ul>	<ul style="list-style-type: none"> <li>- use sites that don't list their sources, anyone could have written them.</li> </ul>
<ul style="list-style-type: none"> <li>- look at well-known sites. They are more likely to be truthful, such as BBC, New York Times, Spiegel, ...</li> </ul>	<ul style="list-style-type: none"> <li>- use articles that are not up-to-date. Some things might have changed over time.</li> </ul>
<ul style="list-style-type: none"> <li>- think about what you are reading. Can the information you read be correct?</li> </ul>	<ul style="list-style-type: none"> <li>- use information from texts with many grammatical mistakes. They seem unreliable. The person that wrote that looks careless and unprofessional.</li> </ul>
<ul style="list-style-type: none"> <li>- use different types of resources such as newspaper articles, TV, ... (not only the Internet)</li> </ul>	<ul style="list-style-type: none"> <li>- rely on information you heard someone say without looking-up if what they said is true.</li> </ul>
<ul style="list-style-type: none"> <li>- ask others for help. You could ask someone that knows something about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- only rely on your own knowledge. You could have misunderstood some things.</li> </ul>
<ul style="list-style-type: none"> <li>- try and find articles from newspapers of the country you are representing (e.g. in MUN). They often represent the country's opinion better.</li> </ul>	<ul style="list-style-type: none"> <li>- try and remember/use every little detail. During your discussion time, the other delegates won't know these details.</li> </ul>
<ul style="list-style-type: none"> <li>- try to look at the official site of the department of state, here you can most likely find the accurate opinion of this country on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- use sites that do not seem trustworthy due to their design or inappropriate advertisement.</li> </ul>
<ul style="list-style-type: none"> <li>- try and contact someone in the ministry. (not very likely to work, but you can still try)</li> </ul>	

Jill Kess, Olivier Welscher, YELclub Lycée Michel-Rodange Luxembourg

## V. Public speaking

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Public speaking is a basic part of any public presentation, such as any Model United Nations conference. You might have studied a lot about your topic but without performing and self-confident speech your effort is wasted. A good speech helps delegates to state their position, work on consensus and start forming outcomes (like a resolution). With good public speaking ability, your position in committee can be considerably strengthened.

One of the biggest obstacles for MUN delegates is the fear of public speaking. Approximately 70% population has an **intense** fear of public speaking. Under this link is a video which can help you speak publicly and overcome your stress.

[https://www.youtube.com/watch?v=tShavGuo0\\_E](https://www.youtube.com/watch?v=tShavGuo0_E)

These public speaking tips help you realize crucial points you should take into consideration while MUN conference.

### **PUBLIC SPEAKING TIPS**

These public speaking tips will help you realise crucial points you should take into consideration. Mr Anthony Hogan, Model U.N. International, suggests the system of six “C’s” to improve your ability:

#### ***1. Confidence***

Confidence is portrayed by being as knowledgeable as possible on your subject and conveying this knowledge through the power of your voice and eyes. As a Model U.N. delegate, you are the authority and representative of your respective country. Research well and speak as if you know you

are undoubtedly right. As the speaker, you must have confidence in yourself; otherwise, the audience will have little confidence in you.

## **2. Clear**

A speaker can do many things beforehand to assist them in speaking clearly. Write an outline of the topics that are going to be said, and follow it when speaking. Always speak slowly. This will allow the audience to hear everything that is said. Know your terminology well beforehand to avoid fumbling with words. Try to enunciate words properly.

## **3. Concise**

A good public speaker presents his/her points in a clean and clear-cut fashion. Unnecessary words and information should not be used to fill in the speech. The speech should be brief and to the point—say what you have to say. Do not ramble on about the topic in order to appear knowledgeable.

## **4. Constructive**

An effective public speech needs to be constructed properly. Start with a solid foundation that brings together all of your ideas, present your points, and then connect them by reviewing what was said. There should be an introduction, a body, and a conclusion. It is a known fact that three is a magic number. Say it once, say it and review it, then say it again. This method will help the audience to remember what was said.

## **5. “Con Passion”**

It is always important to speak from the heart—with passion—hence the Spanish term “con passion”. Always maintain eye contact with the audience. In doing so the audience will feel connected to you and your speech. This is what you want. You want to grab and to hold the audience’s attention.

## **6. Critique**

It is better to critique than to criticise. Criticising is constructive and allows for people to grow and improve. Criticizing brings peoples’ motivation and confidence down. A critique should be accepted positively since it is a tool that is used to strengthen one’s public speaking.

## **ADDITIONAL TIPS:**

In order to make your speech clear and more understandable, you should eliminate unnecessary speech fillers as much as possible. Fillers are words and phrases such as “umm,” “well,” “it is sort-a like,” “its kind-a like.” These take away from information you want to present and take time of your speech. Try to realise which of these you use during you are speaking. That is the first step to eliminate them.

Gestures and posture represent a great part of your speech. Do not be a statue. Use your gesture and posture to capture public’s attention. Consider occasionally exaggerating a gesture. Speaking from a platform is different than holding a one on one conversation. Use your whole body when you speak.

Speak with self-confidence. Make a conscious effort to express yourself confidently. Present yourself as a confident delegate. It makes a better impression even if you are not really into the topic.

Moreover, delegates will consider you as a strong leader and it will be easier to collaborate with others.

<https://www.carthage.edu/model-united-nations/public-speaking-tips/>

<http://bestdelegate.com/how-to-make-a-speech-3-public-speaking-tips-on-what-to-say/>

<http://outreach.un.org/mun/guidebook/skills/speaking/>

<https://www.munplanet.com/articles/public-speaking/mun-public-speaking-tips-and-tricks>

### Public speaking

DOs	DON'Ts
- prepare your speech in, at least, a week in advance.	- memorise your speech word by word. You have to understand what you are talking about, not learn the exact words to do it.
- wear appropriately for the kind of speech you are going to make.	- use the same language patterns all the time. Try to make your speech as original, variable and rich as possible.
- prepare a short and schematic script.	- say you are nervous in front of your audience (even if you are actually nervous).
- vocalize properly when you speak. Understanding is basic for any presentation.	- look down or always at the same point. Show positive/productive energy
- use some tongue twisters (or use other methods to practice speaking) before your speech in order to speak clearly.	- forget about you facial expression and eye contact. DO always smile, people feel what you feel :)
- improve your speech (especially complicated one) with some "refreshing" parts, like anecdotes or a short story, in order to make your audience get involved	- make your speech shorter or longer, try to deal with your set time.
- introduce some audio-visual content, if it is possible, to make your speech more interactive.	

## VII. Fallacies

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### *What is a FALLACY?*

A fallacy is the use of invalid or otherwise faulty reasoning, or "wrong moves" in the construction of an argument. A fallacious argument may be deceptive by appearing to be better than it really is. (Harry J. Gensler, *The A to Z of Logic* (2010:p74). Rowman & Littlefield, ISBN 9780810875968)

A FALLACY is actually a flaw in your arguments; which makes it WRONG, MISLEADING and NOT TRUE. We can create a FALLACY by mistake or intentionally. Be careful! INTENTIONAL use of a fallacy is regarded morally UNACCEPTABLE, since you want to mislead and trick your debate partners to gain some advantage in a debate. DO NOT DO IT :)

To be a good debater, you need to be aware of typical logical flaws in communication and argumentation. This skill gives you advanced position in any debate.

*:) REMEBER - YOU SHALL NOT COMMIT LOGICAL FALLACIES! :)*

## TYPES OF FALLACIES:

There are many types of fallacies. We will present you the most frequently used ones and present examples of them :)

### *WE HAVE 3 MAIN TYPES OF FALLACIES:*

**FORMAL** (A formal fallacy is an error in logic that can be seen in the argument's form - Bunnin & Yu 2004, "formal fallacy")

**INFORMAL** (Informal fallacies – arguments that are fallacious for reasons other than structural (formal) flaws and usually require examination of the argument's content - Bunnin & Yu 2004, "informal fallacy")

**CONDITIONAL** (these may or may not become fallacies but based on the particular condition when we use them)

## MOST COMMON TYPES OF FALLACIES ([yourlogicalfallacyis.com](http://yourlogicalfallacyis.com)):

### *1. AD HOMINEM - you attack the opponent instead of his argument*

You attacked your opponent's character or personal traits in an attempt to undermine their argument.

Ad hominem attacks can take the form of overtly attacking somebody, or more subtly casting doubt on their character or personal attributes as a way to discredit their argument. The result of an ad hominem attack can be to undermine someone's case without actually having to engage with it.

*Example: After Sally presents an eloquent and compelling case for a more equitable taxation system, Sam asks the audience whether we should believe anything from a woman who isn't married, was once arrested, and smells a bit weird.*

### *2. APPEAL TO AUTHORITY - you use an authority (expert) instead of explanation, or a false authority*

You said that because an authority thinks something, it must, therefore, be true.

It's important to note that this fallacy should not be used to dismiss the claims of an expert, or scientific consensus. Appeals to authority are not valid arguments, but nor is it reasonable to disregard the claims of experts who have a demonstrated depth of knowledge unless one has a similar level of understanding and/or access to empirical evidence. However, it is possible that the opinion of a person or institution of authority is wrong; therefore the authority that such a person or institution holds does not have any intrinsic bearing upon whether their claims are true or not.

*Example: Not able to defend his position that evolution 'isn't true' Bob says that he knows a scientist who also questions evolution (and presumably isn't a primate).*

### ***3. TU QUOQUE (APPEAL TO HYPOCRISY) - you attack your opponent when your idea is attacked***

You avoided having to engage with criticism by turning it back on the accuser - you answered criticism with criticism.

Literally translating as 'you too' this fallacy is also known as the appeal to hypocrisy. It is commonly employed as an effective red herring because it takes the heat off someone having to defend their argument, and instead shifts the focus back on to the person making the criticism.

*Example: Nicole identified that Hannah had committed a logical fallacy, but instead of addressing the substance of her claim, Hannah accused Nicole of committing a fallacy earlier on in the conversation.*

### ***4. THE STRAWMAN - you change or misinterpret opponents argument to make it weaker and then attack it***

You misrepresented someone's argument to make it easier to attack.

By exaggerating, misrepresenting, or just completely fabricating someone's argument, it's much easier to present your own position as being reasonable, but this kind of dishonesty serves to undermine honest rational debate.

*Example: After Will said that we should put more money into health and education, Warren responded by saying that he was surprised that Will hates our country so much that he wants to leave it defenceless by cutting military spending.*

### ***5. BLACK or WHITE/FALSE DILEMMA - you pretend that there are only 2 possibilities when there are more - to make your argument looking stronger***

You presented two alternative states as the only possibilities, when in fact more possibilities exist.

*Also known as the false dilemma, this insidious tactic has the appearance of forming a logical argument, but under closer scrutiny, it becomes evident that there are more possibilities than the either/or choice that is presented. Binary, black-or-white thinking doesn't allow for the many different variables, conditions, and contexts in which there would exist more than just the two possibilities put forth. It frames the argument misleadingly and obscures rational, honest debate.*

*Example: Whilst rallying support for his plan to fundamentally undermine citizens' rights, the Supreme Leader told the people they were either on his side, or they were on the side of the enemy.*

### ***6. BANDWAGON/POPULAR BELIEF - you say that something is true because many people say it's true (but it is not a logical proof that it is true)***

You appealed to popularity or the fact that many people do something as an attempted form of validation.

The flaw in this argument is that the popularity of an idea has absolutely no bearing on its validity. If it did, then the Earth would have made itself flat for most of history to accommodate this popular belief.

*Example: Shamus pointed a drunken finger at Sean and asked him to explain how so many people could believe in leprechauns if they're only a silly old superstition. Sean, however, had had a few too many Guinness himself and fell off his chair.*

### **7. SLIPPERY SLOPE - if A can lead to B and B is bad, we should not do A (but A doesn't have to lead to B, only maybe CAN)**

You said that if we allow A to happen, then Z will eventually happen too, therefore A should not happen.

The problem with this reasoning is that it avoids engaging with the issue at hand, and instead shifts attention to extreme hypotheticals. Because no proof is presented to show that such extreme hypotheticals will in fact occur, this fallacy has the form of an appeal to emotion fallacy by leveraging fear. In effect, the argument at hand is unfairly tainted by unsubstantiated conjecture.

Example: Colin Closet asserts that if we allow same-sex couples to marry, then the next thing we know we'll be allowing people to marry their parents, their cars and even monkeys.

### **8. BEGGING THE QUESTION**

You presented a circular argument in which the conclusion was included in the premise.

This logically incoherent argument often arises in situations where people have an assumption that is very ingrained, and therefore taken in their minds as a given. Circular reasoning is bad mostly because it's not very good and superficial.

Example: The word of Zorbo the Great is flawless and perfect. We know this because it says so in The Great and Infallible Book of Zorbo's Best and Most Truest Things that are Definitely True and Should Not Ever Be Questioned.

### **9. APPEAL TO EMOTION**

You attempted to manipulate an emotional response in place of a valid or compelling argument.

Appeals to emotion include appeals to fear, envy, hatred, pity, pride, and more. It's important to note that sometimes a logically coherent argument may inspire emotion or have an emotional aspect, but the problem and fallacy occurs when emotion is used instead of a logical argument, or to obscure the fact that no compelling rational reason exists for one's position.

Example: Luke didn't want to eat his sheep's brains with chopped liver and brussel sprouts, but his father told him to think about the poor, starving children in a third world country who weren't fortunate enough to have any food at all.

### **10. THE TEXAS SHARPSHOOTER**

You cherry-picked a data cluster to suit your argument, or found a pattern to fit a presumption.

This 'false cause' fallacy is coined after a marksman shooting randomly at barns and then painting bullseye targets around the spot where the most bullet holes appear, making it appear as if he's a really good shot. Clusters naturally appear by chance, but don't necessarily indicate that there is a causal relationship.

Example: The makers of Sugarette Candy Drinks point to research showing that of the five countries where Sugarette drinks sell the most units, three of them are in the top ten healthiest countries on Earth, therefore Sugarette drinks are healthy.

There are much more fallacies that are commonly used (e.g. Not True Scotsman, The FALLACY FALLACY). Please check these links for further research:

<https://yourlogicalfallacyis.com/>

[https://www.youtube.com/watch?v=ieb4nykMg40&list=PLz0n\\_SjOttTcxvEUvgvuQN0vneqO917](https://www.youtube.com/watch?v=ieb4nykMg40&list=PLz0n_SjOttTcxvEUvgvuQN0vneqO917)

<https://www.youtube.com/playlist?list=PLtHP6qx8VF7dPqI3ll1To4i6vEIPt0kV5>

DOs	DON'Ts
<ul style="list-style-type: none"> <li>- try to focus on the logical connections in your reasoning. It can help you to avoid bad decision</li> </ul>	<ul style="list-style-type: none"> <li>- do not hurry. You need time to</li> </ul>
<ul style="list-style-type: none"> <li>- listen carefully to identify fallacies</li> </ul>	<ul style="list-style-type: none"> <li>- do not blame yourself because of a fallacy. Everybody makes them naturally</li> </ul>
<ul style="list-style-type: none"> <li>- study basic types of fallacies. As they are a natural part of common communication, you need to understand them and be aware of them</li> </ul>	<ul style="list-style-type: none"> <li>- do not focus only on fallacies in communication. You can miss the important points and ideas</li> </ul>
<ul style="list-style-type: none"> <li>- admit your fallacies. It is always better than defending something irrational just to avoid blame. Everyone makes mistakes</li> </ul>	<ul style="list-style-type: none"> <li>- do not feel under pressure of making a fallacy, it would restrict your ideas and communication</li> </ul>
<ul style="list-style-type: none"> <li>- educate others to identify fallacies as an example. This will help them to improve their reasoning</li> </ul>	<ul style="list-style-type: none"> <li>- never shame others for their fallacies. It is extremely unpleasant and disturbs any effective conversation</li> </ul>

# WORKING GROUP:

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