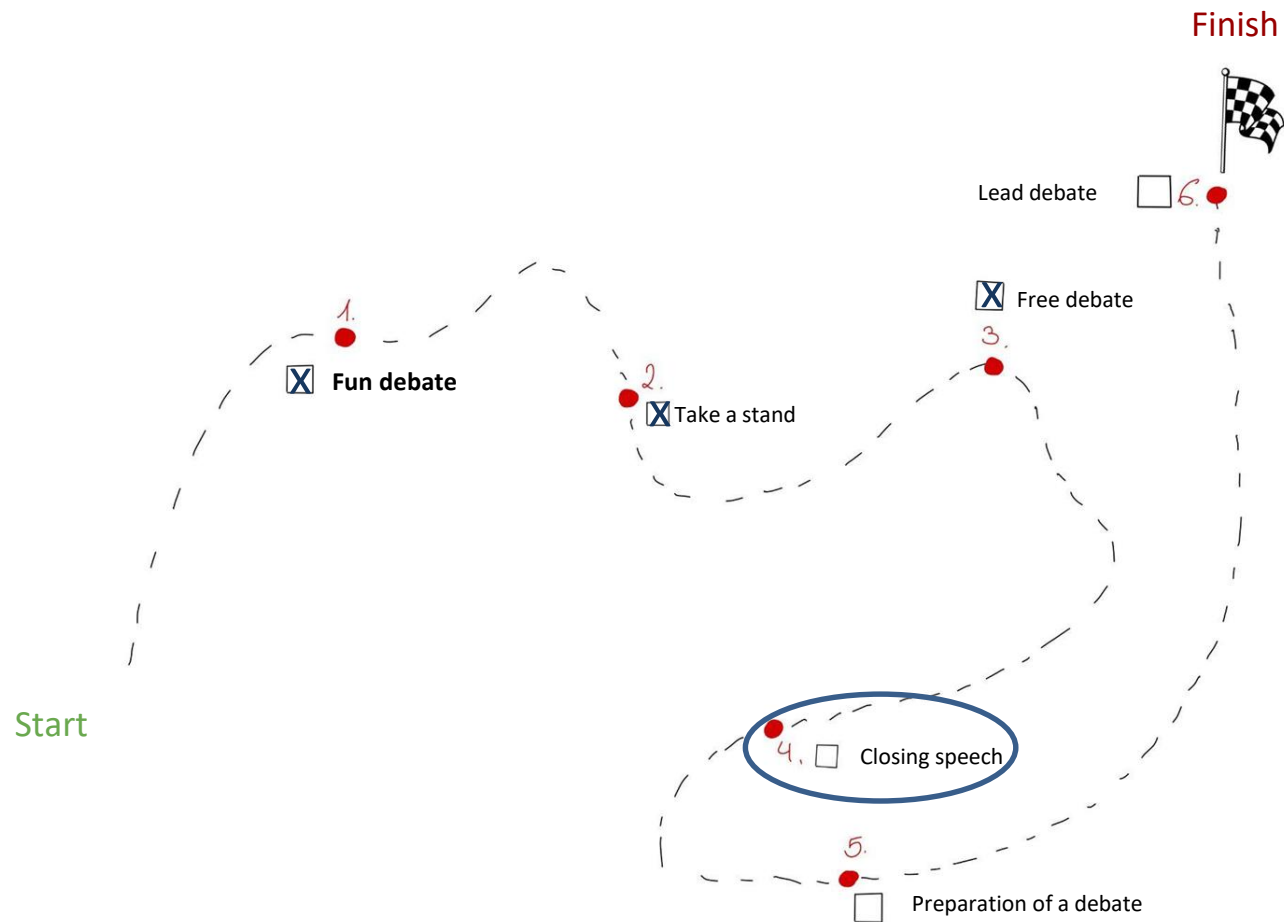


We walk the path together, but everyone conquers it at her/his own pace!



Repetition



Remember:

Draw a diagram of the course of a debate according to *Jugend Debattiert*.



<https://pixabay.com/de/illustrations/idee-leer-papier-stift-1876659/>

Warm-up: Interview and depiction



Activation:



2 Min.

Exercise: Round 1

Step 1: Choose one of the following questions:

- "What is the best movie you know?"
- "Which sport do you enjoy the most?"
- "What's your favorite place to be?"

Step 2: Ask your counterpart. You can also ask the reasons for their opinion. Write down the answers in bullet points.

Step 3: Swap the roles of questioner and respondent.

Warm-up:

Interview and depiction



Activation:



1 Min.

Exercise: Round 2

Find a new partner. Present the opinion of your previous interview partner. Use the following sentence starters:

- ▶ *We talked about the question of ...*
- ▶ *My conversation partner is of the opinion that...*
- ▶ *Therefore his:her answer is: ...*

Explain which skills, also needed for debating, were used in the exercise.

Phase 4: Closing speech

Today we want to ...

- ▶ ... learn that different reasons can have different weight.
- ▶ ... learn what functions the closing speech has in the debate and how it can be structured.
- ▶ ... write a closing speech and structure it accordingly.



The closing speech



Activation:

1. Present the components and functions of the closing speech for your position (**Pro1**, **Con1**, **Pro2**, **Con2**).
2. Take notes of the content and function on the handout.



<https://www.tagesspiegel.de/politik/rede-vor-eu-parlament-merkel-plaediert-fuer-echte-europaeische-armee/23628458.html>



<https://pixabay.com/de/photos/barack-obama-offizielles-porträt-1174489/>

The closing speech

	 Pro1	Content	Function
Question	<i>"We asked ourselves: Should ...?"</i>		
Reasons	<i>"Speaking in favor of/against this ..."</i>		
Weighing the arguments	<i>"The decisive factor is ..."</i>		
Answer	<i>"That's why ..."</i>		

	 Con1	Content	Function
	<i>"The question: Should ... ?"</i>		
	<i>" You say ... "</i> <i>" We say ... "</i>		
	<i>"The decisive factor is ..."</i>		
	<i>"Therefore shall not ..."</i>		

The closing speech

	 Pro2	Content	Function
Similarities	<i>"We agreed on ..."</i>		
Differences	<i>"The most important difference was ..."</i>		
Weighing the arguments	<i>"The decisive factor is ..."</i>		
Answer	<i>"That's why I'm in favor of ..."</i>		

	 Con2	Content	Function
	<i>"We agreed on ..."</i>		
	<i>"The most important difference was ..."</i>		
	<i>"The decisive factor is ..."</i>		
	<i>"That's why I'm against ..."</i>		

Preparing a closing speech



Reflection:

Analyze your previous speeches in terms of similarities and differences. Identify the most important argument from each side.

You will need:

- ▶ the group and the issue of the last hour
- ▶ the worksheet "My debate according to *Jugend Debattiert*"



Pro1 & Pro2



Con1 & Con2



15 Min. Preparation
1 Min. for each speech

Support materials:



Classification, argumentation components, speech cards, handout phase 2, functions of closing speech

Conducting a closing speech

1. Team up with another group who will give you feedback.
2. Sit down at the debate tables and take on your roles.
3. Conduct a closing speech.
4. Give feedback to each other.



Closing speech: 1 Min.
per person

Feedback:

- ▶ Was the structure of the closing speech adhered to?
- ▶ Were the contributions understandable and convincing?
- ▶ Were the speeches linguistically well organized?

Debate acc. to *Jugend Debattiert*



Reflection:

Describe what new aspects you learned about your debate topic and whether there were arguments that changed your opinion.



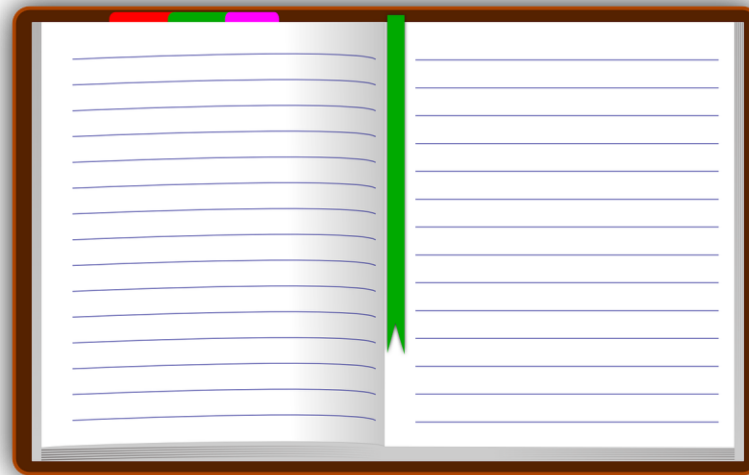
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Debate acc. to *Jugend Debattiert*



Reflection:

Take a critical look at your current learning status by answering the questions in the learning diary.

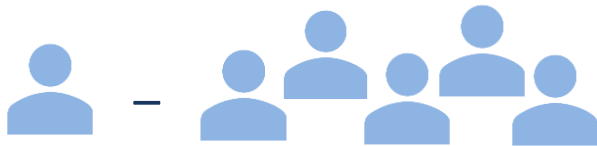


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Learning buffet

Work independently on the tasks you want to work on.

Prepare yourselves to present your results.

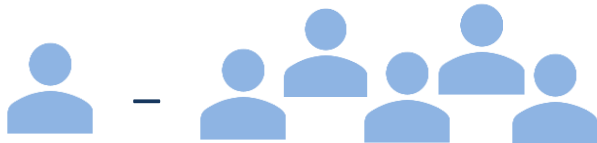


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Learning buffet

Explain what you can take away from the exercise you have chosen

- a) for debating
- b) for other situations.



Min.



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Phase 4: Closing speech

Today we have learned ...

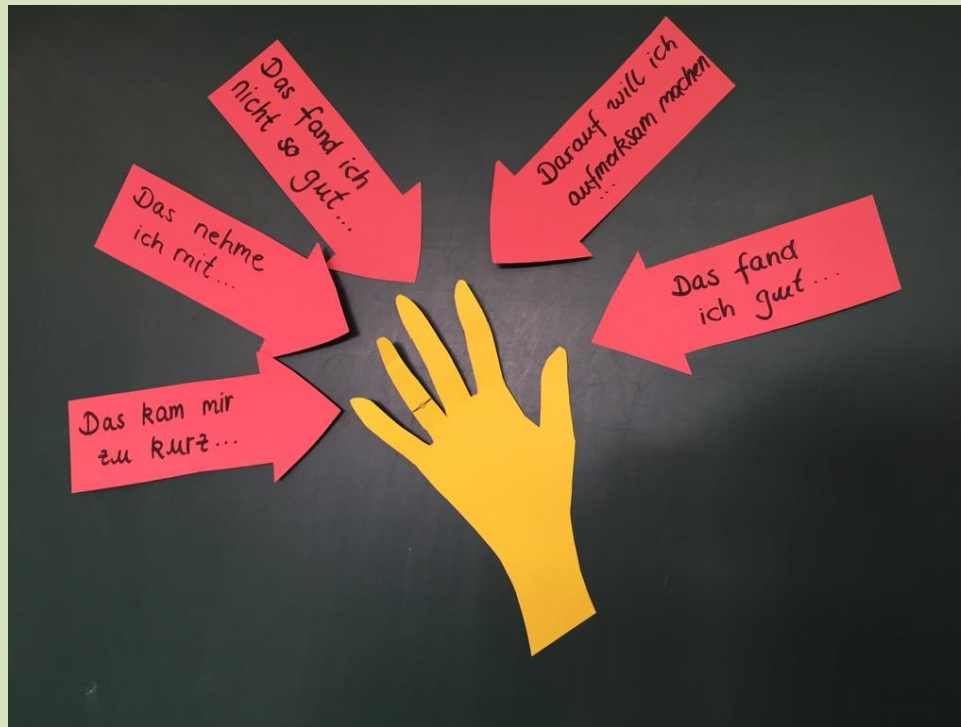
- ✓ ... that different reasons can have different weight.
- ✓ ... what functions the closing speech has in the debate and how it can be structured.
- ✓ ... to write a closing speech and structure it accordingly.



Feedback



Finish the sentences in a five-finger feedback:



Private photo