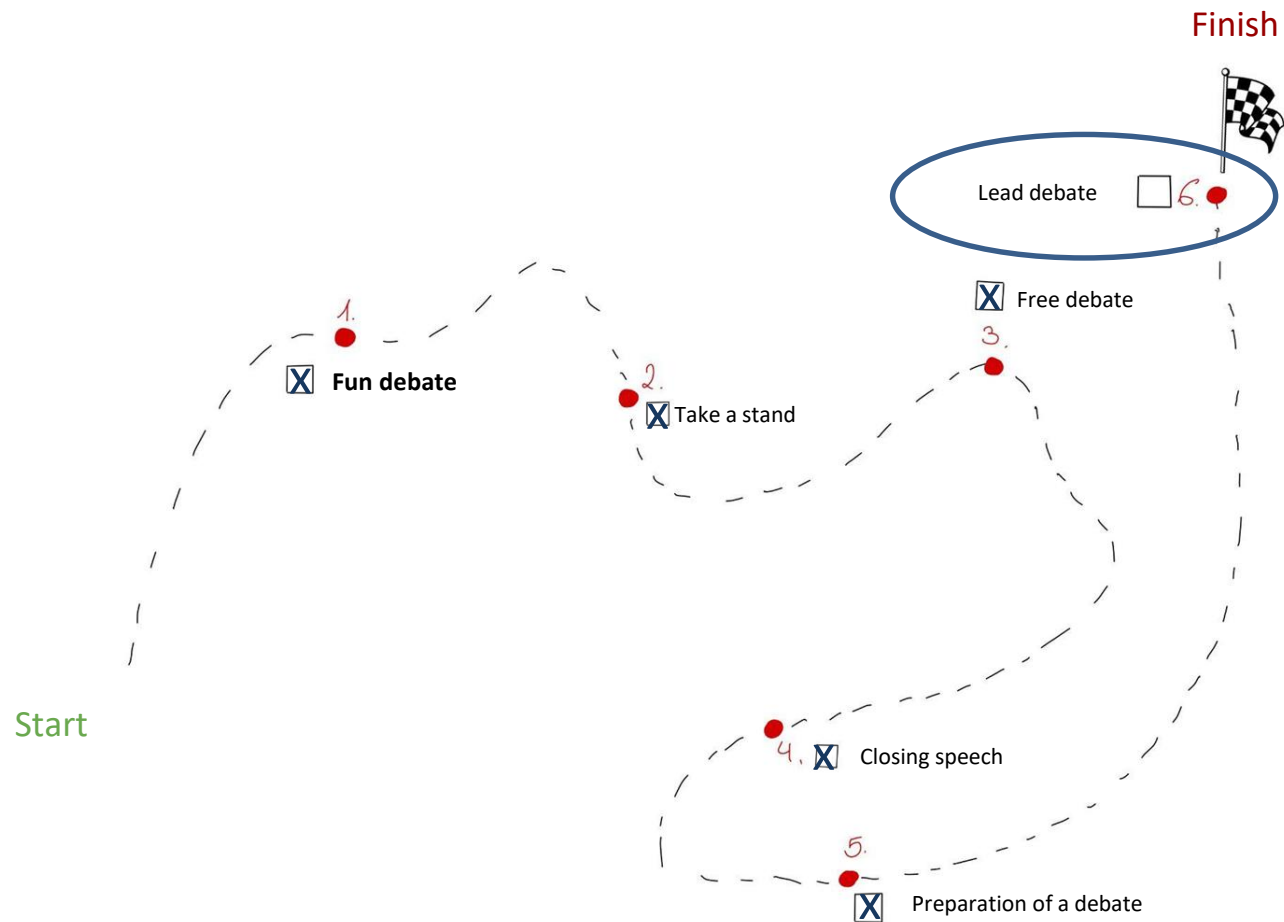


We walk the path together, but everyone conquers it at her/his own pace!



Repetition



Tabooing debate terms: Group work

1. **Explain** one of the following terms without using the same word or parts of it.  1 Min.

Explain as many terms as possible in 1 minute.

2. **Guess** your team's term.

Opening speech, closing speech, free debate, argument, thesis, example, explanation of terms, target sentence, consideration, summarize, justification, relevance, position, structure

Warm-up



Activation:

Should you put yourself in danger to save someone else?



Pro



30 seconds each



Con

Warm-up



Activation:

Should you be allowed to defend yourself with a punch if someone keeps insulting and putting you down?



Pro



30 seconds each



Con

Warm-up



Activation:

Should you put yourself in danger to save someone else?

Should you be allowed to defend yourself with a punch if someone keeps insulting and putting you down?

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



<https://pixabay.com/de/illustrations/klimawandel-die-globale-erwärmung-2085527/>

Phase 6: Debating

Today we want to ...

- ... lead a full debate according to the rules of *Jugend Debattiert* in a training format and reflect on it using the observation sheet.



Debating times



Übersicht	Eröffnungsrede	Freie Aussprache	Schlussrede	Gesamtdauer
Mikrodebatte (einfache Struktur)	3 Sätze	3 Min.	3 Sätze	6 Min.
Mikrodebatte (entfaltete Struktur)	6 Sätze	5 Min.	5 Sätze	10 Min.
Trainingsdebatte	1,5 Min.	8 Min.	1 Min.	18 Min.
Wettbewerbsdebatte	2 Min.	12 Min.	1 Min.	24 Min.

see Hielscher, F., Kemmann, A., & Wagner, T. (2019). Debattieren unterrichten. (7. Ed.). Friedrich, p. 22.

Debate in the "goldfish bowl"



Activation:

1. Preparation:

- ▶ The groups are given a short preparation time
- ▶ Set up the speakers' tables
- ▶ Observers are assigned to each speaker

2. Conduction:

- ▶ Debate is conducted, observers take notes on their speakers

Debate in the "goldfish bowl"



3. Feedback:

- ▶ Debaters receive feedback from their observer group
 - *How did you justify your position?*
 - *What strengths did you notice?*
 - *How could you improve?*

4. Personal position:

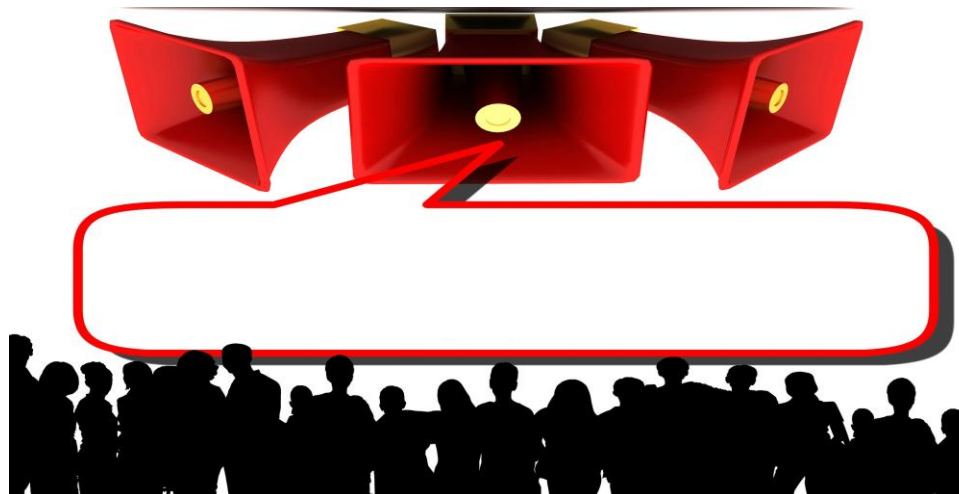
- ▶ Standing up (leave the role), take a personal position on the issue in question using thumb feedback (thumbs up = pro, thumbs down = con, nuances are allowed).

Debating



Reflection:

Name situations in which the craft of debating will help you.



<https://pixabay.com/de/illustrations/lautsprecher-durchsage-ansage-129535/>

Phase 6: Debating

Today we have learned...

- ✓ ... to lead a complete debate according to the rules of *Jugend Debattiert* in a training format and reflect on it using the observation sheet.



Competence goals

You can now ...

- ✓ ... discuss concerns and opinions with others. You will use targeted discussion strategies.
- ✓ ... reflect on and evaluate your own and others' conversational behavior.
- ✓ ... distinguish between assertions, arguments and evidence in argumentative texts/speeches. You organize, compare, check and supplement information to accomplish this.

Feedback



Consider:



I'll take with me ...



I'd rather leave ...
here.



I still want to work on
...

We made it!

We have walked this path together over the last few weeks.

