



Arbeitsform:  
**Du kannst diese Aufgabe alleine oder mit einem Partner/einer Partnerin machen. Beachte dabei die Anweisungen deines Lehrers/ deiner Lehrerin.**

Seite 1 von 3

## SCHOKO-DEBATTE

### Aufgabe

**Bereite eine Debatte zum Thema Schokolade vor.**

Arbeite mit einem Partner/einer Partnerin zusammen. Sucht euch eine der folgenden Thesen aus und entscheidet, wer von euch für und wer von euch gegen diese These argumentiert. Bereite dann eure Debatte vor, indem ihr dieses Blatt individuell ausfüllt. Präsentiert dann auch eure Debatte mündlich im Klassenzimmer oder in einem Video.

### Thesen

- A** Monokulturen im Kakaoanbau sollten verboten werden.
- B** Supermärkte in reichen Industrienationen dürfen nur noch 100 % Fair-Trade-Schokolade verkaufen.
- C** Schokoladenhersteller müssen bestraft werden, wenn sie Kakao verarbeiten, der mit Kinderarbeit produziert wurde.

- 1** Welche der Thesen werdet ihr debattieren?
- 2** Bist du für oder gegen diese These?
- 3** Welche Position vertrittst du/wer bist du?  
(z.B. ein\*e Kakaobauer\*in, ein Schokoladenhersteller, eine\*e Konsument\*in)





SCHOKOLADE

Seite 2 von 3

**SCHOKO-DEBATTE**

**4** Was sind deine (Top 3) Argumente?

**5** Welche Argumente erwartest du von deinem Diskussionspartner?

**6** Welche Argumente kannst du dagegen verwenden?

**7** Welche Ausdrücke und Redemittel kannst du verwenden? Notiere dir hier einen Spickzettel.  
Wenn du Hilfe brauchst, kannst du einige Ideen im Dokument **Lerntipp und Redemittel zur Diskussion und Meinungsäußerung** finden.



## SCHOKO-DEBATTE

### BEURTEILUNGSRUBRIK

CRITERIA	4 (EXCELLENT)	3 (GOOD)	2 (ACCEPTABLE)	1 (POOR)
<b>TASK</b> Accomplishment of the given task	Student has accomplished all parts of this task completely and correctly.	Student has accomplished most parts of this task completely and mostly correctly.	Student has accomplished some parts of this task completely and to some degree correctly.	Student has accomplished few parts of this task completely and to a small degree correctly.
<b>CONTENT</b> Depth of content, relevance of information, and use of sources and citations (if applicable)	Student shows a profound understanding of the content of the task and has chosen relevant information in a well-structured way. Uses diverse and relevant sources. Citations are completely accurate (if applicable).	Student shows understanding of the content of the task and has chosen mostly relevant information in a mostly structured way. Uses some sources of relevance. Citations are accurate (if applicable).	Student shows some understanding of the content of the task and has chosen some relevant information which is sometimes presented in a structured way. Uses few sources of relevance. Citations lack accuracy (if applicable).	Student shows little understanding of the content of the task and has chosen little relevant information in a mostly unstructured way. Does not use sources of relevance. Citations are missing or inaccurate (if applicable).
<b>LANGUAGE</b> Correctness & Vocabulary	Student uses language correctly, including grammar, spelling, and incorporates a wide variety of new vocabulary.	Student usually uses language correctly, including grammar, spelling, and incorporates some new vocabulary.	Student has multiple problems with language usage and/or uses little new vocabulary.	Student makes many errors in language usage which impede understanding. Does not incorporate new vocabulary.
<b>IDEA AND FORM</b> Originality, creativity, use of media and visuals (if applicable)	Student has chosen a creative and original approach. Has a well thought out visual presentation that shows much effort, creativity and attention to detail (if applicable). Uses appropriate media and/or materials (if applicable).	Student has to some extent chosen a creative and original approach. Has a thought-out visual presentation that shows effort, creativity and attention to detail (if applicable). Uses mostly appropriate media and/or materials (if applicable).	Student has to little extent chosen a creative and original approach. Has a partially thought out visual presentation that shows minimal effort, creativity and attention to detail (if applicable). Has thought little about the use of appropriate media and/or materials (if applicable).	Student has not chosen a creative and original approach. Does not have a well thought out visual presentation that shows effort, creativity, attention to detail (if applicable). Has not thought about the use of appropriate media and/or materials (if applicable).
<b>PRESENTATION</b> (only for speaking tasks)	Student speaks smoothly, clearly and without hesitation.  For classroom presentation: Has acceptable volume and consistent eye contact. Engages audience.	Student speaks relatively smoothly, clearly and with little hesitation.  For classroom presentation: Has acceptable volume and some eye contact. Somewhat engages audience.	Student has some pauses. Occasionally looks at notes/slides, etc.  For classroom presentation: Volume is inconsistent. Eye contact is inconsistent. Partially engages audience.	Student hesitates frequently and speech is very choppy. Reads from notes/slides, etc.  For classroom presentation: Volume inappropriate. Eye contact lacking. Audience not engaged.