Variants:

- The moderator function can also shared between two students.

- If possible, all students should be afforded the possibility of assuming the leadership of the conversation one time. This will require various conversations. It is also possible to pass on the leadership role of the discussion to another student after 5-10 minutes.

- The discussion leadership can also be implemented and practiced in forms such as class council, etc.

16 Planning discussion

Goal

In the planning discussion, the students practice their argumentative skills, as well as their listening comprehension in the first language. Their discussing in a democratic manner things like agreements and clear regulations of responsibility, deadlines, etc. in conjunction with a project strengthens their autonomy and social competence at the same time.

4ᵗʰ–6ᵗʰ grade   **30–45 minutes**

Hint:

The precondition for this exercise is that the students (or at least a group of them) have the time and theme for a project. This may involve minor projects (e. g. creating posters about various aspects of the country of origin in groups of 3 or 4), medium sized projects (e. g. preparing a presentation about a historical or geographical theme, or the preparation of a poetry recital) or large projects (the conception of a book or a CD with texts in the heritage language; preparation of a festival or a parents' evening with theater, aperitif, etc.). It is important that the time and content-related frame has been predetermined, so that the students can work as independently as possible.

Procedure:

- The students determine the project goal: "What do we want to accomplish together?"

- The students gather ideas: "How can we optimally achieve our goal?"

- The ideas are being discussed within the group or the class as a whole. Key questions: "Which ideas and goals can we realize? Who can contribute something?"

- Finally, a written plan is drafted: "Who does what, how, when, and with whom?"

Comments:

- The first planning discussion is guided by the instructor. After that, the discussion moderator and other roles (e. g. the recorder function) can be assumed by students (see #14 above). The instructor only intervenes when necessary.

- If the procedure, the key terms (in the first language!) and possibly other organizationally important points are listed in writing, this will enable the students to better orient themselves in the discussion and later with their work.