



# Pestalozzi

## Training Resources

### Core competences in Education for democratic citizenship (EDC) Debating for democratic citizenship

by

**Author:** Alina Gutauskiene – Lithuania

**Editor:** Miguel Ángel García López



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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**Theme:** Development of communication skills

**Title:** “Stand up and deliver”<sup>1</sup>

### Expected outcome

- To provide a platform for everybody to express his/her views openly, to discuss poignant issues and to reflect on one’s experience and values.
- To improve the language learning skills of the students and to emphasize the importance of reflection at school.
- To make teachers aware of the advantages of effective communication for a better mutual understanding.
- To acquaint teachers with some debate related techniques that foster an open discussion, critical thinking and active listening skills. Those are essential competences for democratic citizenship and human rights education.

### Target group

Type of training	School level / age	Subject area
Sharing experience with colleagues/ Practicing forum debate	Middle school/Senior forms	English, humanities class tutors

<sup>1</sup> The title of the training unit “Stand up and Deliver” refers to an American movie with the same title. It is about school and the way a teacher helps his students to learn, express their ideas and be heard.

## Brief description of the unit

For being an active citizen in a democratic society it is important to be able to express your ideas, to present reasonable arguments, to know how to actively listen to the others, to have constructive dialogues with them and to draw conclusions. The forum debate on which this unit is based, will allow students to develop those competences. Additionally, by doing it in a foreign language, their foreign language skills will be fostered.

The forum debate is different from other formats of debate. The Forum aims at having a discussion on a controversial issue that is of an utmost importance for the participants. It is the best way to communicate. There are neither winners nor losers in this kind of debate; the participants simply learn more about the topic from different angles and perspectives. The participants learn to communicate effectively, to become better informed and more competent to take informed decisions.

*“Our purpose in debating is to learn, not to win, or rather, learning is the only way of winning that makes any sense.” A. J. Toynbee*

This unit has two main parts:

- In the first one, through a series of exercises, the participants identify the issue to be debated and prepare the Forum debate.
- In the second one, the debate takes place and is evaluated for extracting the learning conclusions.

## Methods/techniques used

- Learning by doing
- Group work
- A game, debate
- Practice
- Reflexion

**Time** 3 hours (2 parts of 1h30 each, with a break in between)

Part 1: - Activity 1 - Activity 2	▶ 30 minutes ▶ 60 minutes
Part 2: - Activity 3	▶ 90 minutes

### Preparatory readings and visualisations:

- Preparatory reading: Speaking, Listening and Understanding. Debate for Non-Native English Speakers (Gary Rybald, IDEBATE Press, 2006)
- Other additional readings on argumentation and debate formats can be consulted.
- The brief projection of the recordings of a previous Forum debate can help the participants to understand its characteristics and to engage quicker in it. There are some available on the Internet, on YouTube.

### Resources

Table and chairs settled for a debate with two main speakers and an interactive audience	
An overhead projector or facilities for PowerPoint presentations.	
Board or flipchart paper, markers	
Inspiration for the introduction	Appendix 1
Copies of the paper with the quotations	Appendix 2
An abbreviated version of the Universal Declaration of Human Rights	Appendix 3
A hand-out on argumentation	Appendix 4
Are those arguments?	Appendix 5
Suggested resolutions for a debate	Appendix 6
Writing an argument	Appendix 7

## Activity 1 Getting ready



30 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To introduce the topic of discussion-argumentation and its relation with EDC.</li> <li>➤ To create the adequate atmosphere for the group to be able to work together on it.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To make the participants aware of the importance of EDC, of discussion and argumentation.</li> <li>➤ To get to know each other.</li> <li>➤ To find out what the trainees know about argumentation, cross-examination, public speaking, Forum debate and debate in general.</li> <li>➤ To create a first space for dialogue and debate.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Plenary presentations with the comments and discussions from the participants</li> <li>➤ Individual work/reflection</li> <li>➤ Free sharing-interaction among the participants</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ An overhead projector or facilities for PowerPoint presentations.</li> <li>➤ Copies of the paper with the quotations (See Appendix 2)</li> <li>➤ Board or flipchart paper, markers</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Pay attention to the different spaces needed for a presentation and for the interaction among the participants.</li> </ul>	

**► Instructions/procedure:**

- The trainer introduces him/herself: background/experience.
- The trainer presents a short story on the values behind education (See Appendix 1).
- Show a slide on attitude and values (See Appendix 1).
- Ask the participants to react to those two pieces of introduction.
- Distribute to the participants a sheet of paper with quotations (See Appendix 2). Ask them to choose the one appealing most to each of them and to walk around to know the others, their quotations and choices.
- Ask the participants to write down in three columns of a piece of paper what they know, want to know and have learned about arguments and Forum debate. The last column – Learned - will have to be filled in at the end of the training unit session.
- Visualise for everybody on a board the main points of the first two columns (know, want to know).

**► Tips to trainers/anticipated difficulties:**

- You can use other texts for the attitude and value based introduction of the TU.
- Try to create from the very beginning a relaxed, open and respectful atmosphere for the different ideas and interpretations about those stories and readings.

## Activity 2 Developing and practicing arguments



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To get to know what an argument is.</li> <li>➤ To express them by written.</li> <li>➤ To put them into practice.</li> <li>➤ To develop argumentations skills.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To learn to defend one's position through arguments.</li> <li>➤ To learn how to discuss in groups and come to agreements.</li> <li>➤ To get to know what arguments are, their structure and how to express them by written.</li> <li>➤ To become familiar with an abbreviated version of the Declaration of Human Rights.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ A plenary presentation with the comments and discussions from students</li> <li>➤ Individual work/reflexion</li> <li>➤ Group work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ An abbreviated version of the Universal Declaration of Human Rights (See Appendix 3).</li> <li>➤ A hand-out on argumentation (See Appendix 4).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Pay attention to the different spaces needed for a presentation and for the interaction among the participants.</li> </ul>	

**► Instructions/procedure:**

- Divided into groups of 5-6, each participant receives in an envelope the articles from the Universal Declaration of Human Rights: each article on a sheet of paper.
- Ask the participants to read each article attentively and to choose the 10 most important rights that they would like to use for the protection of their fortress. The rights have to be ranked from 1 to 10 according to their significance. No 1 is the most significant, no 10-the least. At first the ranking is done individually and then the group has to agree on a common ranking.
- Each group presents their lists and gives reasons with explicit explanations for their choice.
- Based on this exercise and on the first column of the previous activity, ask the participants what they know about arguments and argumentation. Then add some more ideas on it (See Appendix 4).
- After knowing better what arguments are, read the sentences of Appendix 5 and ask the participants to decide whether they are arguments or not.
- Present, to the participants, motions – resolutions – topics for debate (See Appendix 6), to choose one for a debate. They might decide on a different one. But it can't be a question. It has to be an important controversial issue with consistent arguments in both directions.
- Divided into two groups (one in favour of the resolution and one against), ask the participants to develop their arguments and to fill the argument sheet (See Appendix 7). In this sheet there is an example to support the participants in this task.
- The participants present their arguments orally and get feedback from other participants on how to improve them.

**► Tips to trainers/anticipated difficulties:**

- Encourage the participants to give arguments and some evidences while presenting their ranking of. Other groups may cross-examine them by asking questions concerning the choice of rights.
- Instead of talking to the participants about the construction of an argument, the trainer may choose an article in which the participants are asked to look for arguments and to present them.

### Activity 3 Forum Debate



90 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To practice the forum debate.</li> <li>➤ To show that this kind of debate can be used in any lesson.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To promote participation. The whole class can be involved. There are no passive observers: this means that everyone can express his/her ideas and be heard.</li> <li>➤ To develop the argumentation and debate skills: explain your own ideas; understand the position of your opponents, openness to dialogue, to different views and to change opinion.</li> <li>➤ To gain a deeper insight into a controversial issue considering all possible positions, their consequences on individuals and on the society.</li> <li>➤ To find out from the participants if their opinion has changed after the debate.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual work,</li> <li>➤ Forum debate</li> <li>➤ Continuum</li> <li>➤ Group evaluation</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Table and chairs settled for a debate with two main speakers and an interactive audience</li> <li>➤ The flipchart/notes on what participants know, want to know, have learned to be completed at the end of the activity</li> </ul>	

► **Practical arrangements:**

- Pay attention to the different spaces needed for a presentation and for the interaction among the participants.

► **Instructions/procedure:**

- The participants practice individually, elaborate their arguments and think on evidence. The trainer asks two people to act as the main speakers in this debate. The others will present their speeches or ideas during a “floor debate”. Questions for cross-examination can be prepared at this stage, i.e. in advance.
- The forum debate takes place:
  - There are two main speakers, prepared to discuss a controversial issue. One of them will be proposing, the other opposing. The trainer acts as a chairperson and as the time keeper.
  - The first speaker, speaking for the affirmative side, speaks for about 5-6 minutes. The members of the audience can prepare to ask him questions while listening.
  - After that, the audience cross-examines the speaker who was proposing. Cross examination lasts about 3-4 minutes.
  - Then the opponent presents his/her speech. It lasts 5-6 minutes. Cross-examination follows.
  - Then there is time for a “floor debate”, i.e. members of the audience support either the affirmative side, or the negative one. A speaker can respond to an argument brought up by the previous speaker. Everyone has a chance to speak, express attitudes, ideas and thus deepen an understanding of the issue that is being discussed.
  - Finally, the affirmative speaker makes his/her summing up speech. It is short and it sums up all the ideas that have been expressed during the floor debate. The same thing is done by the negative speaker.
  - Then the audience vote. They do it either by raising hands in support of the person who was proposing or the one who was opposing. But a more effective way is Continuum.
  - In a Continuum, the trainer asks the participants to stand in a line or to group around the presenter whose speech convinced them the most and to give reasons or suggest arguments that convinced him/her most. Then the trainer asks them to write the two most compelling reasons for them to be in one of the extreme positions or somewhere in the middle. When they finish they have to exchange papers with their neighbours. In order to assure that participants listen to and

<p>consider opposing points of view, all of them should be asked to present the arguments that, although contrary to their positions, make them think twice, get under their skin, or are the most persuasive. Once they finish that, they might move and change their position. If they do so, they are invited to defend their new position by giving arguments for it.</p> <ul style="list-style-type: none"> <li>○ Finally, everyone should be asked to consider the consequences of alternative policies. The participants can discuss what impact the positions presented could have on the society as a whole or on separate individuals.</li> </ul>	
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<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Be flexible and at the same time firm in the facilitation of the forum debate.</li> <li>➤ Remember that the most important is the learning and not the final result of the debate.</li> <li>➤ Separate very clearly the preparation for the debate, the forum debate as such and the reflexion on it afterwards.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Reflexion after the forum debate:             <ul style="list-style-type: none"> <li>- Sitting in a circle, the participants reflect together on the following questions:                 <ul style="list-style-type: none"> <li>○ How did you feel during this training session?</li> <li>○ What did you understand?</li> <li>○ What was unclear?</li> <li>○ What questions do you have?</li> <li>○ What do you think you are going to use in your lessons (training sessions)?</li> <li>○ Could you suggest any alternatives/new ideas for conducting a similar session?</li> </ul> </li> <li>- The participants are asked to fill in the last column “have learned “of the Activity 1.</li> </ul> </li> </ul>	

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## Appendix 1: Inspiration for the introduction

### A short story on the values behind education

As an introduction, tell the trainees that in one schools of the USA the school principal reads to her students a letter from a survivor of a concentration camp. She does it on September 1, the beginning of the school year. Her aim is to let the students know that knowledge without the appreciation of human values, respect for human life, dignity, human rights, etc., can be destructive.

### Slide on attitude

*“The longer I live, the more I realize the impact that attitude has on life. Attitude to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failure, than success, than what other people think, say or do. It is more important than appearance, giftedness or skill. It will break a government... a company... a church... a family. The remarkable thing is that we have a choice every day regarding the attitude we will embrace for that day. We cannot change the past. We cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is to play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it.”*

Unknown

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## Appendix 2: Quotations

- “Poverty is the parent of revolution and crime.”  
Aristotle, Greek critic, philosopher, physicist, & zoologist (384 BC - 322 BC)
  - “I do not want people to be agreeable, as it saves me the trouble of liking them.”  
Jane Austen English novelist (1775 - 1817)
  - “By far the best proof is experience.”  
“Discretion in speech is more than eloquence.”  
“Hope is a good breakfast, but it is a bad supper.”  
“Silence is the virtue of fools.”  
“In charity there is no excess.”  
Sir Francis Bacon, English author, courtier, & philosopher (1561 - 1626)
  - “Knowledge is power.”  
Bible, 1 Corinthians vii. 31.
  - “It is more blessed to give than to receive.”  
Bible, Acts xx. 35.
  - “Men occasionally stumble over the truth, but most of them pick themselves up and hurry off as if nothing ever happened.”  
Sir Winston Churchill
  - “Force overcome by force.” (*Vi Victa Vis*)  
“It is a great thing to know our vices.”  
“Let your desires be ruled by reason.” (*Appetitus Rationi Pareat*)  
Cicero Roman author, orator, & politician (106 BC - 43 BC)
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- “Before you embark on a journey of revenge, dig two graves.”  
“He who will not economize will have to agonize.”  
“I hear and I forget. I see and I remember. I do and I understand.”  
“It does not matter how slowly you go so long as you do not stop.”  
“Respect yourself, and others will respect you.”  
“Whosoever you go, go with all your heart.”  
Confucius, Chinese philosopher & reformer (551 BC - 479 BC)
- “Finish each day and be done with it. You have done what you could.”  
“I hate quotations. Tell me what you know.”  
Ralph Waldo Emerson, US essayist & poet (1803 - 1882)
- “Honest disagreement is often a good sign of progress.”  
“Whatever you do will be insignificant, but it is very important that you do it.”  
Mahatma Gandhi, Indian political and spiritual leader (1869 - 1948)
- “The optimist sees the rose and not its thorns; the pessimist stares at the thorns, oblivious of the rose.”  
Kahlil Gibran, Lebanese artist & poet in US (1883 - 1931)
- “Change is the law of life. And those who look only to the past or present are certain to miss the future.”  
“The time to repair the roof is when the sun is shining.”  
John F. Kennedy, 35th president of US 1961-1963 (1917 - 1963)
- “All men are caught in an inescapable network of mutuality.”  
“Our lives begin to end the day we become silent about things that matter.”  
Martin Luther King Jr., US black civil rights leader & clergyman (1929 - 1968)
- “A journey of a thousand miles begins with a single step.”

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“To have little is to possess.”

Lao-tzu, Chinese philosopher (604 BC - 531 BC)

- “Better to remain silent and be thought a fool than to speak out and remove all doubt.”  
“I will prepare and someday my chance will come.”  
Abraham Lincoln, 16th president of US (1809 - 1865)
- “People ask for criticism, but they only want praise.”  
“Tradition is a guide and not a jailer.”  
“It is cruel to discover one's mediocrity only when it is too late.”  
W. Somerset Maugham, English dramatist & novelist (1874 - 1965)
- “Be careful when you fight the monsters, lest you become one.”  
“One must have a good memory to be able to keep the promises one makes.”  
Friedrich Nietzsche, German philosopher (1844 - 1900)
- “Dignity and love do not blend well, nor do they continue long together.”  
“Tears at times have all the weight of speech.”  
Ovid, Roman poet (43 BC - 17 AD)
- “Ignorance, the root and the stem of every evil.”  
“False words are not only evil in themselves, but they infect the soul with evil.”  
Plato, Greek author & philosopher in Athens (427 BC - 347 BC)
- “It takes a great deal of courage to stand up to your enemies, but even more to stand up to your friends.”  
“Differences of habit and language are nothing at all if our aims are identical and our hearts are open.”  
“It matters not what someone is born, but what they grow to be.”
- J. K. Rowling, British fantasy author

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- “I would never die for my beliefs because I might be wrong.”  
Bertrand Russell, British author, mathematician, & philosopher (1872 - 1970)
  
  - “An unpopular rule is never long maintained.”  
“If a man does not know to what port he is steering, no wind is favourable to him.”  
“If virtue precedes us every step will be safe.”  
“It is a great thing to know the season for speech and the season for silence.”  
Seneca, Roman dramatist, philosopher, & politician (5 BC - 65 AD)
  
  - “Action is eloquence.”  
“Be great in act, as you have been in thought.”  
“I wasted time, and now doth time waste me.”  
William Shakespeare, Great English dramatist & poet (1564 - 1616)
  
  - “A fashion is nothing but an induced epidemic.”  
“A lifetime of happiness! No man alive could bear it; it would be hell on earth.”  
“Democracy is a device that ensures we shall be governed no better than we deserve.”  
George Bernard Shaw, Irish dramatist & socialist (1856 - 1950)
  
  - “A woman is like a tea bag- you never know how strong she is until she gets in hot water.”  
“No one can make you feel inferior without your consent.”  
Eleanor Roosevelt, US diplomat & reformer (1884 - 1962)
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### Appendix 3: An abbreviated version of the Universal Declaration of Human Rights.

1. Right to equality.
  2. Freedom from discrimination.
  3. Right to life, liberty, personal security.
  4. Freedom from slavery.
  5. Freedom from torture, degrading treatment.
  6. Right to recognition as a person before the Law.
  7. Right to equality before the Law.
  8. Right to remedy by competent tribunal.
  9. Freedom from arbitrary arrest and exile.
  10. Right to fair public hearing.
  11. Right to be considered innocent before proven guilty.
  12. Freedom from interference with privacy, family, home, and correspondence.
  13. Right to free movement in and out of the country.
  14. Right to asylum in other countries from persecution.
  15. Right to a nationality and freedom to change it.
  16. Right to marriage and family.
  17. Right to own property.
  18. Freedom of belief and religion.
  19. Freedom of opinion and information.
  20. Right of peaceful assembly and association.
  21. Right to participation in government and free elections.
  22. Right to social security.
  23. Right to desirable work and to join trade unions.
  24. Right to rest and leisure.
  25. Right to adequate living standard.
  26. Right to education.
  27. Right to participate in the cultural life of community.
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- 28. Right to social order assuming human rights.
- 29. Community Duties essential to free and full development.
- 30. Freedom from state or personal interference in the above rights.

*Human Rights for All.* Edward L. O'Brien, Eleanor Griene, David McQuoid-Mason. NATIONAL Institute for Citizen Education in the Law.

## Appendix 4: Argumentation

The most effective way of convincing an audience, colleagues, opponents or adjudicators to believe you is through argumentation. That is, you give the reasons to believe that your position is correct.

When someone says that living in a big city is better than in a small village, the most natural reaction is to ask: why? In this context it means “why should I agree with you?”, or, to be more specific, to ask for the reasons. Therefore, to justify a claim is to give reasons for it, or to make it acceptable, plausible for other persons. And, to give a reason for what something means, as it is suggested by the very word, to give a rational explanation on why something is so.

Every argument consists in three basic components:

- The claim or the thesis.
- The justification (reasoning, support).
- The assumption.

For example:

- Claim: whale hunting should be prohibited;
- Justification: because whales are threatened by extinction and whale hunting contributes to it (supported by evidence, example, analogies);
- Assumption: extinction of a species is wrong because it disrupts the natural balance which then can threaten the survival of the human species as well.

The structure of an argument matches the structure of a syllogism (an argument that follows the form: Given  $a = b$  and  $b = c$ , then  $a = c$ ). Given that schools which educate ineffectively should be reformed, and given that school C does educate ineffectively, then school C should be reformed.

One of the basic rules of the syllogism says that the conclusion (which is often the thesis or claim of an argument) is true only if the following conditions are met: a) the premises (the underlying assumptions of an argument) must be true, b) the inference must be valid, i.e., the conclusion must follow out of the premises.

- Claim: *Nuclear energy is dangerous*
- Justification: *Catastrophes may happen.*
- Support: *Facts from Chernobyl.*
- Assumption: *The possibility of malfunctioning of a nuclear power station exists which makes it unsafe and dangerous.*

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## Appendix 5: Are those arguments?

1. Youth involvement when deciding the future of the EU should be considered because it would bring about a better understanding of the current situation in the society, transparency and some creative solutions.
2. Youth involvement when deciding the future of the EU should be considered because that would lay the foundation of a lively and viable civic community.
3. Kaunas Jesuit gymnasium is the best school in Lithuania.
4. Anti-corruption program should be included into school curricula because people learn best when they are young, i.e. the skills and habits they acquire during their years at school will last all their lives.
5. Anti-corruption program should not be included into school curricula because the government of Lithuania declared the National Fight against Corruption program in 2008, which is a universal program and it will be effective enough.
6. Genetic engineering is justified because scientists have made a great progress in this sphere. Genes of various diseases have been discovered which will allow them to create medicines against these diseases.
7. The most urgent issue nowadays is the economic crisis. We have to take action.
8. A sense of humor is a very important feature of any human being.
9. Current laws on intellectual property are a brake on progress as they value corporate interests over the well-being of people.
10. We should promote European integration with the help of migration because migrants from EU member states, i.e., the people from eastern and central Europe, will foster integration processes as they share the same values as other Europeans do.

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## Appendix 6: Suggested resolutions (motions) for a debate

1. Strict punishment of juveniles is the best way to decrease juvenile crimes.
2. This house refuses to negotiate with terrorists.
3. School stifles individuality.
4. Demonstrations are a waste of time.
5. The children are given everything but the foundation of a happy life.
6. There is too much secrecy in government.
7. We should forgive and forget.
8. Education should be a total experience.
9. Technological progress has changed our lives for the worse.
10. Governments should never restrict the freedom of speech.
11. National security concerns justify the restriction of civil liberties.
12. School uniforms should be required in all schools.
13. Private lives of government leaders should be known to the public.
14. Our leaders have failed us.
15. Extremism is not the catalyst for progress.
16. Media have too much influence.
17. Capital punishment is justified.
18. Our world is in good hands.
19. Education system has failed us.
20. We reject censorship.

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## Appendix 7: Writing an argument

An example of how to write an argument:

**Debate resolution** (motion, topic): *Capital punishment is justifiable*

**Your claim** (statement, argument): *Capital punishment deters crime*

**Explanation why you are claiming that** (reasoning): *The very fact that capital punishment exists is a deterrent for those who are planning crimes. It makes them think twice before committing their heinous acts. Besides, the people feel safer when they know that potential killers will be sentenced to death.*

**Support** (giving evidence, quoting some documents, people who are experts in this sphere, etc.): *A year ago a murderer escaped from prison in Lithuania. He hasn't been captured yet, thus the very fact that a notorious criminal is at large makes the people feel unsafe. There may be more victims of this unpredictable man.*

**Final conclusion** (reiteration of what was said at the beginning): *For this reason, that capital punishment is a deterrent and its existence will be a signal for future offenders, I claim that CP is justifiable.*

Your argument:

**Debate resolution** (motion, topic):

**Your claim** (statement, argument):

**Explanation**, why you are claiming that (reasoning):

**Support** (giving evidence, quoting some documents, people who are experts in this sphere etc);

**Final conclusion** (reiteration of what was said at the beginning):

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