

## Connecting arguments to rebuttal / integrating material

### A. Goal of the lesson

Over the previous lessons students have learned about argumentation and rebuttals. The main goal of this lesson is to go over the theory once more and understand that every rebuttal might not fit to every argument, therefore one should also think about how to connect different arguments and rebuttals.

### B. Activities

#### 1. Questions and Answers (5 min)

Ask students if they still remember the SEXI model of an argument and a rebuttal. Are there any unanswered questions or something they haven't yet understood?

*This will create more clarity and understanding*

#### 2. Exercise 1 (20 min)

Give a motion to the students and ask them to come up with an argument and then rebut the same argument. Ask a student to read out their argument and rebuttal. Discuss whether the rebuttal is sufficient and if not, what should have done differently. If you are done with one pair of argument and rebuttal, move on to the next student.

*With this exercise student will revise SEXI argument model and making rebuttals. Rebutting one's own arguments help to see mistakes in their own arguments and make them stronger in the future. With the discussion the students will learn to analyse whether their rebuttals take down the opponent's case or the other way around – have their case been taken down effectively.*

#### 3. Exercise 2 (20 min)

Give another motion to the students. Ask them to write down an argument on one piece of a paper and a rebuttal on another piece of paper. If they are finished ask them to place arguments in one hat (you can use jars or any other type of containers) and rebuttal into the other. If everyone is finished ask one of the students to pick an argument and a rebuttal and read them out loud. Ask the student, whether the rebuttal fits the argument. If it doesn't ask the student to explain why that's the case and the argument is still standing.

*In addition to all the same outcomes as the previous exercise, this one will teach the student to notify unanswered arguments and explain why their case has been left unchallenged.*

### C. Preparation

- Prepare two motions that you can use for the exercises.
- Make sure you have 2 containers and 2 different colours of paper that you can use for exercise 2.

## **D. Hints**

- If you use one colour of paper the arguments and rebuttals might be read out the wrong order.

## **E. Verification**

- Was it difficult to understand the difficult to understand the links between arguments and rebuttals?

- What was the most complicated part? Why?

- Is there anything the students don't understand?

What should every trainer do to learn from the lesson for the future:

- What activity/example/discussion produce best results at this lesson?

- What was the biggest problem during the lesson? How can I avoid/prevent it in future?

- Did I avoid/prevent the biggest problem which occurred the last time? If no, why?



