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The following lesson plan is the result of the joined effort of an international team of trainers. Their focus is to improve quality of debate training. Therefore, an important part of this endeavour is the feedback users provide.

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## Lesson plan - Argumentation

### A. Goal of the lesson

Debaters will learn difference between claim and argument, they will explore main parts of the argument and basic structure.

### B. Activities

#### Discussion (10min.)

Ask debaters to give you an argument for a motion. When they give you a claim/statement rather than proper argument show easy rebuttal. Then discuss how to strengthen the argument. Write down their ideas and try to refer to them in the next part of the session.

#### Lecture (20 min.)

You can derive explanation of structure of argument from Simon Quinn: Debating, pg. 66 – 69. Important in this lecture is to show debaters why different parts of the argument are important or even necessary for argument to be valid and strong. While explaining different parts of the argument it is helpful to be illustrative - ideally use one of the arguments debaters came up with during discussion at the beginning of the session and gradually develop it.

#### Exercise (15 min.)

Debaters together with trainer are seated in circle. Trainer will give a motion and claim / statement supporting the motion. Debater on the right hand from trainer will add explanation to the claim / statement. Next debater will develop explanation further and so on. Trainer is moderating the exercise and when explanation is reasonably developed next debater will add example to the argument and next one will link it to the motion. When one argument is done, trainer will suggest another and so on.

### C. Preparation

Prepare motion for discussion part of the session and possible arguments for the motion beforehand. Prepare easy rebuttals of those arguments.



Think about one or two arguments for the same motion which you will use as an example during the lecture part of the session (claim, explanation, example and link).

You should use different motion for the exercise – prepare several of them and some arguments which can be developed further.

#### **D. Hints**

When picking the motion for exercises try to avoid such arguments which can be explained in one easy step. It will help understand debaters purpose of explanation if they will see more steps in reasoning the argument.

At the end of the session be sure that debaters understand that they are not judged by formally sticking to the structure of an argument with clearly defined and separated parts of it but for fulfilling all the roles of the parts of an argument.

#### **E. Verification**

Ask debaters no what are parts of argument (that should be already pretty clear) but rather purpose of different parts of argument. Do they understand it or did they just memorize the structure without understanding?