

Feedback form link: <https://goo.gl/forms/uZ0uaIu8o0UIKAFz1>

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.

PLEASE HELP MAKE THE PLANS BETTER FOR EVERYONE AND
PROVIDE FEEDBACK IF YOU USE THIS TRAINING PLAN here
<https://goo.gl/forms/uZ0uaIu8o0UIKAFz1>

Lesson plan - Rebuttals

A. Goal of the lesson

Debaters should understand importance of engagement with opponents arguments and basic rebuttal strategies.

B. Activities

Discussion (10min.)

Present motion and basic arguments (one or two) for both proposition and opposition to your debaters. Make sure arguments on both sides are equally valid and relevant and do not clash directly. Then ask debaters which side won the debate. Moderate the discussion. At the end they should recognize that for debate to be measured and judged properly, they also need teams' reactions to the arguments of their opponents.

Lecture (20 min.)

Continue by explaining importance of rebuttal for debate to have sense and also by its strategical importance (if you will not react to arguments of the opponent properly, you are in danger of losing any debate).

For types of rebuttal please read Quinn, S. 2005. Debating. pg. 10 – 20.

Exercise (15 min.)

Debaters and trainer are seated in circle. Trainer will present a motion and a basic argument with explanation. Debater to his/her right hand will try to refute the argument. Next debater will try to rebuild the argument and so on. Trainer moderates the exercise.

C. Preparation

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

D. Hints

When picking the motion and arguments for exercises, try to find such arguments which can be refuted and rebuilt several times. Debaters will then learn that

arguments can be developed under pressure of rebuttle, and that to rebuild doesn't mean to repeat argument again.

E. Verification

When recaping, give debaters rebuttles and ask them to identify which type of rebuttle it is.