



Reasoning and Evidence		Lesson 3
Materials Needed: • Slide deck for presentation. • Paper/whiteboards, Pens and pencils		Optional: Printed Session 3 Task resource
Learning Outcomes: By the end of the lesson, students will be able to: • Develop and justify arguments using reasoning, examples and evidence. • Identify stakeholders and explain the impact of a debate motion on different groups. • Structure a persuasive argument using the PEEL framework and anticipate opposing viewpoints.		✓ I can explain why an argument matters. ✓ I can identify stakeholders affected by a motion. ✓ I can predict what the other side might say. ✓ I can structure an argument using PEEL.
Key Vocabulary: • Stakeholder, Reasoning, rebuttal, counterargument		
Warm Up Activity 3-5 mins	Before showing slide 2, introduce the scenario: They are going on a trip and can bring one item. Once they have picked an object, inform them that the plane crashed. They are stranded on an island and must survive using that item. They need to explain and justify why their item is the best. Group depending on the size of the club	Students practise explaining and justifying decisions rather than simply stating opinions.
Introduction 3-5 mins	Slides 3-4: Introduce the concept of reasoning. Model how weak arguments stop at the point, while strong arguments explain why something matters.	Students understand the difference between a claim and a fully developed argument.
Mini activity 3-5 mins	Slide 5: Students work in pairs to improve simple statements by repeatedly asking "Why?" and "Why does it matter?" Can write on paper/whiteboards to record their thoughts.	Students practise extending and deepening their reasoning.
Continued instruction 3-5 mins	Slide 6: Introduce stakeholders (who are they?) and discuss who may be affected by a motion. Slide 7: Show the motion and share the questions on the slide with students. Possible stakeholders include: children, parents/carers, family members, schools, future employers. Slide 8-9: Introduce counterarguments. Ask the group what the other side might say based on the motion. Model responses using the examples provided.	Students understand that different groups may be affected differently by debate motions. Students begin to consider opposing viewpoints and develop rebuttal skills.
Mini Activity 5-10 mins *Can extend if needed	Slide 10: Introduce the model. Point-->counter-->response. Have the students try to identify these sections in the text as well as the stakeholders. Read through and analyse the model. Slide 11-13: Students write their own paragraph with a counter and response. If there is time, share and provide peer feedback.	Students apply reasoning, stakeholder analysis and counterargument structure to a debate motion.
Plenary/ Conclusion 2 mins	Slide 14: Complete the one-sentence plenary task to consolidate.	Students consolidate understanding of reasoning and evidence.

**Do you have more than 30 minutes?****Lesson 3****Extend Stakeholder Discussions**

Rather than identifying one stakeholder:

- Identify several stakeholders.
- Discuss who benefits most and who loses most.
- Compare whose interests should matter most in the debate.

Extend the PEEL Activity

After writing a PEEL paragraph:

- Ask students to improve the evidence or example.
- Strengthen the explanation section.
- Predict and respond to an opposing argument.

Want to extend a student?**Lesson 3**

For more confident students:

- Challenge students to identify multiple stakeholders and compare who is most affected.
- Require students to predict the Opposition's strongest argument and prepare a response.
- Ask students to strengthen their paragraph by including a real-world example or current event.
- Challenge students to explain both short-term and long-term impacts of a motion.
- Ask students to identify potential weaknesses in their own argument.
- Encourage students to use weighing language such as:

"This matters more because..."

"The greater impact would be..."

- Challenge students to write a second paragraph from the opposing side.

Need more support?**Lesson 3**

For less confident students:

- Provide a paragraph template.
- Model a paragraph together before independent work.
- Use sentence stems:

"I think..."

"For example..."

"This matters because..."

"Therefore..."

- Provide a list of possible stakeholders for each motion.
- Allow paired discussion before writing.
- Encourage students to focus on one stakeholder and one clear impact.
- Use the "Why?" questioning structure to help students extend their ideas.