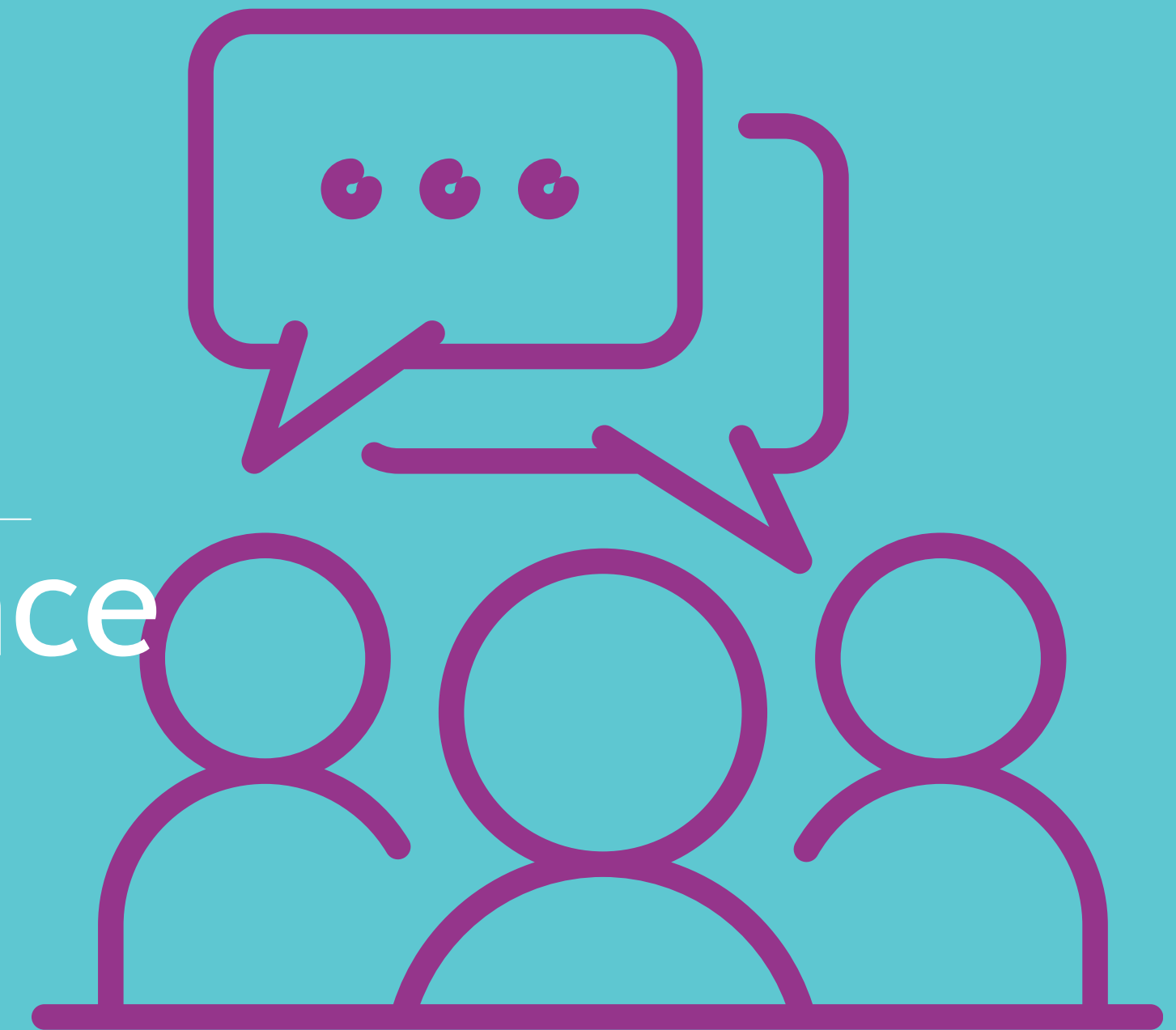




Session 3

Reasoning and evidence



Warm Up

How to explain your choice

Try using:

- My object is the best because...
- This would help me survive because...
- It matters because...
- It is better than ____ because...

Use what you have learnt in the
previous session



A weak argument often stops too early.

Cats are the
best.



Why?



Cats are the best
because they are
independent, low-
maintenance and
comforting.

Do not stop at the point — always explain
why it matters

After Why?, ask: Why does it matter?

Example: School uniforms are useful

Why?

They reduce pressure to wear expensive clothes.

Why does that matter?

It makes school feel fairer and helps students focus on learning instead of appearance.



Do not stop at the point. Always ask: Why?

Practise

With your partner, improve these statements by putting into practise - “Why”

Exercise is
important

Homework is
useful

Point

Why?

Why does it
matter

Think about stakeholders (who is affected).

A strong debater also asks:
Who is affected by this motion?

Possible stakeholders:

Students

Parents

The
Government

Teachers

The Public

Workers

Animals

Example: Who is affected?

Motion: This House would require children to complete household chores to receive pocket money.

Question:

- Who might be affected?
- Who is affected indirectly?
- Which stakeholder would be most important for either side of the debate?

Think about the impact

Ask:

- What would change if this motion passed?
- What would happen in real life?
- Who would benefit?
- Who might lose out?

Think ahead

A strong speaker also asks:
What will the other side say?

Think about:

- The other side's strongest point
- How you would answer it
- What you need to defend in advance

Practise counterarguments: What might the other side say?

Children should do chores to earn pocket money because it teaches responsibility.

Use this frame:

The other side might say...

I would respond by saying...

What counterarguments might come up?

Model argument

Motion: This House believes children should do chores to earn pocket money

Children should do chores to earn pocket money because it teaches responsibility.

If children earn money by helping at home, they learn that rewards come from effort. This benefits children by helping them become more responsible and can also help parents by encouraging children to contribute to household tasks. The other side might say children should help their family without expecting payment. I would respond by saying that earning pocket money helps children understand the value of hard work and money management.

Can you see the Point → Counterargument → Response

In groups, you will be given:

- One motion
- Stakeholders
- A side (Proposition or Opposition)

Your task:

- Write your point→counter→response
- Explain your point clearly
- Show who is affected
- Explain why it matters
- Predict what the other side might say

Or use Session 3 PEEL task resource
Helpful writing frame

Point: I think...because...

Evidence / Example: For example...

Stakeholder: This would affect...
because...

Explanation: This matters because...

Challenge: The other side might
say... but...

Motion A

This House would ban zoos

Possible stakeholders:

- Animals
- Zoo workers
- Families
- Conservation groups

Motion B

This House would make public
transport free for under-18s

Possible stakeholders:

- Young people
- Parents
- Transport companies
- The government

Share your paragraph

When listening to another group, ask:

- Is the point clear?
- Is there a good example?
- Do they explain why it matters?
- Can you tell who is affected?
- What might the other side say?





Complete one sentence:

- A strong argument needs...
- Asking “Why?” helps because...
- One stakeholder I should think about is...
- Today I improved at...