



Listening and Response		Lesson 4
Materials Needed: • Slide deck for presentation. • Paper/whiteboards, pens or pencils		Optional rebuttal sentence stem handout
Learning Outcomes: By the end of the lesson, students will be able to: • Identify and respond to opposing arguments using rebuttal. • Listen actively and select the most important points from another speaker's argument. • Construct clear responses that explain why an opposing argument is weak, incorrect or less important.		✓ I can explain what rebuttal means. ✓ I can respond directly to an opposing viewpoint. ✓ I can explain why an argument is weaker, incorrect or less important. ✓ I can listen actively and use what I hear to strengthen my response.
Key Vocabulary: Rebuttal, counterargument, response, opposition, proposition, clash		
Warm Up Activity 3-5 mins	Slides 2-6: Quick rebuttals. Instruct the student to read the statement. Students must immediately challenge the statement. They can use the provided sentence stems for support.	Students practise responding quickly to opposing ideas and become comfortable disagreeing respectfully.
Introduction 3-5 mins	Slides 7-9: Introduce rebuttals- a rebuttal is responding to the other side's argument. Discuss the difference between "not true" and "not important"(Slide 8) and show them applied in a model example (slide 9).	Students understand how arguments are constructed.
Activity 3-5 mins *Can extend if needed	Slide 10: Guided practice of using "not true/not important" in pairs. Choose one motion and form a rebuttal statement - share with the group.	Student to apply their learning to structure an argument.
Continued instruction 3-5 mins	Slides 11-14: Introduce Point Of Information. What are they and why are they important? Show examples of POIs from previous motions. Go through POI rules during a debate (slide 13). Discuss that you should accept POIs, as it affects the "listening and responding" portion of the criteria.	Students learn how to form an impactful question during a debate.
Group activity 10 mins *Can extend if needed	Slide 15-18: Students work in groups of 3 (speaker, challenger or observer). The speaker should pick a motion from the board and give a short speech. The speaker can choose which side to be. The challenger should make a POI at some point during the speech, which the speaker should answer. The observer gives feedback afterwards. Swap roles afterwards until everyone has had a turn.	Students begin using rebuttal language and develop listening and response skills.
Plenary/ Conclusion 2 mins	Slide 19: Complete the one-sentence plenary task to consolidate.	Students consolidate learning and reflect on progress.

**Do you have more than 30 minutes?****Lesson 4****Extend Rebuttal Practice**

Once students have created a rebuttal:

- Ask them to improve it by adding more explanation.
- Encourage students to identify the exact part of the argument they are challenging.
- Ask students whether they are challenging the reasoning, evidence or impact.

Extend POI Activity

When students respond to each other:

- Encourage follow-up rebuttals.
- Ask students to identify the strongest argument from the opposing side.
- Challenge students to explain why their response is more persuasive.

Want to extend a student?**Lesson 4**

For more confident students:

- Challenge students to identify the underlying assumption in an opponent's argument.
- Ask students to explain why an argument is less important, rather than simply incorrect.
- Require students to rebut both the reasoning and the impact of an argument.
- Challenge students to anticipate and prepare responses before hearing the opposing argument.
- Introduce weighing language:

"Even if this is true..."

"The greater impact is..."

"This matters less because..."

- Ask students to deliver a rebuttal without using notes.

Need more support?**Lesson 4**

For less confident students:

- Provide rebuttal sentence stems:

"The other side argued..."

"However..."

"I disagree because..."

"This is not convincing because..."

- Model rebuttals before independent practice.
- Allow students to discuss responses with a partner before sharing.
- Provide examples of weak and strong rebuttals for comparison.
- Encourage students to focus on responding to one point at a time.
- Use familiar and low-stakes motions before moving to more complex topics.

