

EduTrend Contents

G4C · DEBATE AND DISCUSSION GAMES · MIDDLE SCHOOL

Claim, Reason, Evidence Relay

Build arguments in relay, one part at a time, then test them against the other side

Ages 11–13	Level: Intermediate	40 minutes	Teams of 4 · up to 30	Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Claim, Reason, Evidence Relay

Teams get a light motion, such as “School should start an hour later.” In a relay, one student writes a claim, the next adds a reason, the third adds evidence or an example, and the fourth checks the links. Teams build three arguments, then swap with another team, who write one polite rebuttal for each. Teams judge which arguments survived and why.

Learning outcomes

By the end of the session students can:

- build a claim, reason and evidence;
- link parts logically;
- write polite rebuttals;
- judge argument strength.

KEY WORDS

claim · reason · evidence · rebuttal · motion · strength

CURRICULUM LINKS

English: persuasive writing and speaking. Citizenship: debate.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**LISTEN**	**TALK**	**CLOSE**
Voices and bodies ready	One game, clear rules	Invented roles	Everyone heard	What worked?	Calm and positive

Materials (whole class)

- Motion cards
- Claim, reason and evidence strips
- Rebuttal cards
- Worksheets 1, 2 and 3

Before the session

- Choose light motions.
- Print strips.
- Plan teams of four.
- Model one argument.

SAFETY

Use light motions; avoid topics that single out families, religions or personal circumstances.

ACTIVITY 03 · SESSION PLAN

Step by step

Name evidence types: example, fact, expert view, personal experience.

Time	What happens	Say or ask
0–5 min **Warm up**	Spot claim, reason, evidence in a sample.	*"Which part is the evidence?"*
5–10 min **Explain**	Model the relay.	*"Does the reason support the claim?"*
10–32 min **Play**	Build, swap, rebut.	*"Did the argument survive?"*
32–40 min **Close**	Judge strength.	*"What made it strong?"*

CHALLENGE CARD (print or copy onto the board)

Build an argument whose claim, reason and evidence clearly link, and write one fair rebuttal.

ACTIVITY 03 · FACILITATOR NOTES

The discussion game know-how in brief

A clear claim, a reason and evidence make an argument easier to test.

Writing rebuttals helps students see weaknesses in their own arguments.

Common ideas to listen for

- “Evidence means a statistic.” Examples and experience count.
- “Rebuttal is insulting.” It challenges ideas politely.
- “Longer arguments are stronger.” Clear links matter more.

Adapting the activity

Support

Provide sentence stems for each part.

Stretch

Add a counter-rebuttal to defend your argument.

WORKSHEET 1

Argument builder

Name: _____ Class: _____ Date: _____

Build three arguments.

Arguments

Claim	Reason	Evidence

WORKSHEET 2

Rebuttals

Respond to another team.

Rebuttals

Their claim	Our rebuttal

WORKSHEET 3

Reflection

Reflect.

The strongest argument was... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Links claim, reason, evidence	Rebuts politely	Judges strength

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Claim, Reason, Evidence Relay is a sample activity from the EduTrend Contents G4C Debate and Discussion Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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