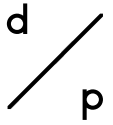


# Worksheet 1

## The structure of an argument Example



The parts of the argument are in the wrong order. Use your stamps to classify the different parts of the argument.

More trust in the justice system.

Televising criminal trials will lead to more trust in the justice system.

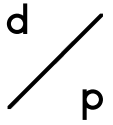
Trusting the justice system is crucial since it makes you far more likely to file a complaint or to cooperate with a police investigation.

When you can follow a trial on television you become familiar with the processes in court. You see that both parties get to speak and that the judge is an objective party. This counters the narrative of the state being an oppressive actor who will just lock you up.

This is why research published in *Frontiers in Psychology* showed that there is a link between witnessing court procedures and increased trust in these same proceedings.

# Worksheet 1

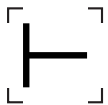
## The structure of an argument Answer



The parts of the argument are in the wrong order. Use your stamps to classify the different parts of the argument.



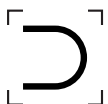
*More trust in the justice system.*



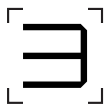
*Televising criminal trials will lead to more trust in the justice system.*



*Trusting the justice system is crucial since it makes you far more likely to file a complaint or to cooperate with a police investigation.*



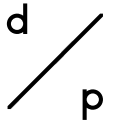
*When you can follow a trial on television you become familiar with the processes in court. You see that both parties get to speak and that the judge is an objective party. This counters the narrative of the state being an oppressive actor who will just lock you up.*



*This is why research published in *Frontiers in Psychology* showed that there is a link between witnessing court procedures and increased trust in these same proceedings.*

# Worksheet 1

## The structure of an argument Empty



The parts of the argument are in the wrong order. Use your stamps to classify the different parts of the argument.

┌   ┐  
└   ┘

┌   ┐  
└   ┘

┌   ┐  
└   ┘

┌   ┐  
└   ┘

┌   ┐  
└   ┘

# Worksheet 1

## The structure of an argument

Example, no stamps

d  
/ p

The parts of the argument are in the wrong order. Use your stamps to classify the different parts of the argument.

[T] More trust in the justice system.

[U] Televising criminal trials will lead to more trust in the justice system.

[W] Trusting the justice system is crucial since it makes you far more likely to file a complaint or to cooperate with a police investigation.

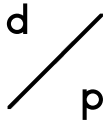
[◇] When you can follow a trial on television you become familiar with the processes in court. You see that both parties get to speak and that the judge is an objective party. This counters the narrative of the state being an oppressive actor who will just lock you up.

[U] This is why research published in *Frontiers in Psychology* showed that there is a link between witnessing court procedures and increased trust in these same proceedings.

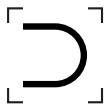
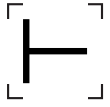
# Worksheet 1

## The structure of an argument

Empty, no stamps

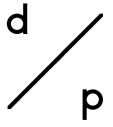


The parts of the argument are in the wrong order. Use your stamps to classify the different parts of the argument.



# Worksheet 2

## Practicing analysis



Construct an argument by filling in the boxes below.

Motion:

Statement:

{ }

Step 1: write down the impact that you want to prove (box at the bottom)

Step 2: start with a generally accepted premise (box at the top)

Step 3: fill the boxes in between

Generally accepted premise:



{ }



{ }



{ }



{ }

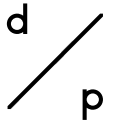
End of your line of reasoning:



◇

# Worksheet 2

## Practicing analysis Example




Construct an argument by filling in the boxes below.

**Motion:**

*This house supports the right to die.*

**Statement:**

 *It's illegitimate for a government to decide that someone has to live.*

**Step 1: write down the impact that you want to prove (box at the bottom)**


**Step 2: start with a generally accepted premise (box at the top)**

**Step 3: fill the boxes in between**


**Generally accepted premise:**

*No one consented into being born.*




 *(Therefore) you should be able to live your life as freely as possible.*




 *(And thus) should the government only be allowed to limit your freedoms when you unjustly and disproportionally harm others.*




 *In this case the amount of harm you inflict on others is minimal. Especially compared to the amount of freedom you would have to give up, since you would not be able to decide about the most fundamental choice in your life.*



 *This means that the government has no right to interfere with your individual choice in this matter.*

**End of your line of reasoning:**



 *Only individuals themselves should be allowed to make such fundamental decisions.*

# Worksheet 3

## How to construct an argument using assumptions

d / p

Construct an argument by filling in the boxes below.

Motion:

Argument:

$\vdash$

$\mid$

$\cup$

$\equiv$

$\mid$

$\cup$

$\equiv$



# Worksheet 3

## How to construct an argument using assumptions

d / p

[ I ]

[ ∪ ]

[ ≡ ]

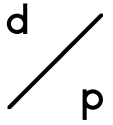
[ ◊ ]

[ ⊃ ]

Tip: You can help out your students by filling out some of the blanks for them. See 'Worksheet 2 - Example'.

# Worksheet 3

## How to construct an argument using assumptions



Example

Construct an argument by filling in the boxes below.

Motion:

*This house would allow prisoners to volunteer for risky military missions in return for lighter sentences.*

Argument:

**T** *Allowing prisoners to choose to join risky military missions in return for lighter sentences is a justified way for them to repay their debt to society and should thus result in lighter sentences.*

**I** *Is repaying a debt to society an important consideration when punishing someone?*

**D** *Yes because:*

**E**

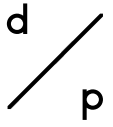
**I** *Is volunteering for risky military missions a way to repay your debt to society?*

**D** *Yes because:*

**E**

# Worksheet 3

## How to construct an argument using assumptions



I Why should the fact that you repaid a part of your debt by taking on these missions lead to a lighter sentence?

U Yes because:

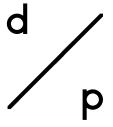
E

◇

U

# Worksheet 4

## Practicing refutation



**Motion:**

Title of the argument:

Paraphrase the argument:

The argument is not true / not relevant because:

1:

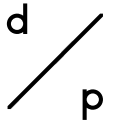
2:

3:

For the debate this means:

# Worksheet 5

## Identifying the clashes of the debate



Clashes should:

- Encompass contributions from both sides of the debate.
- Be about a specific part of the debate.
- Preferably be phrased as a closed-ended question.

Motion:

Step 1:

Identify the arguments and draw a line between the points that clash.

<i>Arguments proposition</i>	<i>Arguments opposition</i>
Argument 1 <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>	Argument 1 <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>
Argument 2 <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>	Argument 2 <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>
Argument 3 <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>	Argument 3 <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>

Step 2:

Formulating the clashes.

┌     ┐

*Clash 1*

└     ┘

┌     ┐

*Clash 2*

└     ┘

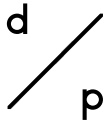
┌     ┐

*Clash 3*

└     ┘

# Worksheet 5

## Identifying the clashes of the debate Example



Clashes should:

- Encompass contributions from both sides of the debate.
- Be about a specific part of the debate.
- Preferably be phrased as a closed-ended question.

Motion:

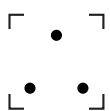
Step 1:

Identify the arguments and draw a line between the points that clash.

Arguments proposition	Arguments opposition
Argument 1	Argument 1
<i>Skilled workers are more likely to stay in their country of origin which will lead to more development.</i>	<i>The state is not be allowed to disincentivize their citizens' freedom of movement.</i>
Argument 2	Argument 2
<i>People who have the ability to emigrate are only able to do so because of the opportunities their nation provided them with and are thus indebted to their nation.</i>	<i>It is harmful if people are disincentivized to emigrate because of the loss of remittances.</i>
Argument 3	Argument 3
<i>Even if skilled workers leave, the country of origin will be able to invest more because of the tax revenue.</i>	<i>The skilled people that don't emigrate will not meaningfully contribute to their country, because the country hasn't developed enough for their skills to be useful.</i>

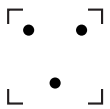
Step 2:

Formulating the clashes.



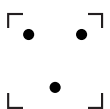
Clash 1: Is it justified to implement a brain drain tax?

<i>People who have the ability to emigrate are only able to do so because of the opportunities their nation provided them with and are thus indebted to their nation.</i>	<i>The state is not be allowed to disincentivize their citizens' freedom of movement.</i>
---	---



Clash 2: Will the introduction of a brain drain tax lead to more revenue for the country?

<i>Even if skilled workers leave, the country of origin will be able to invest more because of the tax revenue.</i>	<i>It is harmful if people are disincentivized to emigrate because of the loss of remittances.</i>
---	--



Clash 3: Will the presence of these skilled workers help the country develop?

<i>Skilled workers are more likely to stay in their country of origin which will lead to more development.</i>	<i>The skilled people that don't emigrate will not meaningfully contribute to their country, because the country hasn't developed enough for their skills to be useful.</i>
--	---

# Worksheet 6 – How to judge a debate

d / p

## Proposition 1

┌ \_\_\_\_\_ ┐ Definition  
= =  
└ \_\_\_\_\_ ┘

┌ \_\_\_\_\_ ┐ Model  
F  
└ \_\_\_\_\_ ┘

┌ \_\_\_\_\_ ┐ Argument 1  
└ \_\_\_\_\_ ┘

┌ \_\_\_\_\_ ┐ Argument 2  
└ \_\_\_\_\_ ┘

## Opposition 1

┌ \_\_\_\_\_ ┐ Stance  
= =  
└ \_\_\_\_\_ ┘

┌ \_\_\_\_\_ ┐ Refutation argument 1  
└ \_\_\_\_\_ ┘

┌ \_\_\_\_\_ ┐ Refutation argument 2  
└ \_\_\_\_\_ ┘

┌ \_\_\_\_\_ ┐ Argument 1  
└ \_\_\_\_\_ ┘

┌ \_\_\_\_\_ ┐ Argument 2  
└ \_\_\_\_\_ ┘

# Worksheet 6 – How to judge a debate

d / p

## Proposition 2

┌           ┐ Refutation argument 1  
└           ┘

┌           ┐ Refutation argument 2  
└           ┘

┌           ┐ Rebuilding argument 1  
└           ┘

┌           ┐ Rebuilding argument 2  
└           ┘

┌           ┐ Argument 3  
└           ┘

## Opposition 2

┌           ┐ Refutation argument 1  
└           ┘

┌           ┐ Refutation argument 2  
└           ┘

┌           ┐ Refutation argument 3  
└           ┘

┌           ┐ Rebuilding argument 1  
└           ┘

┌           ┐ Rebuilding argument 2  
└           ┘

┌           ┐ Argument 3  
└           ┘



# Worksheet 6 – How to judge a debate

d / p

## Proposition 3

┌ Refutation argument 1  
└

┌ Refutation argument 2  
└

┌ Refutation argument 3  
└

┌ Rebuilding argument 1  
└

┌ Rebuilding argument 2  
└

┌ Rebuilding argument 3  
└

## Opposition 3

┌ Refutation argument 1  
└

┌ Refutation argument 2  
└

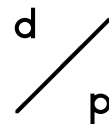
┌ Refutation argument 3  
└

┌ Rebuilding argument 1  
└

┌ Rebuilding argument 2  
└

┌ Rebuilding argument 3  
└

# Worksheet 6 – How to judge a debate



## Opposition 4

<p>┌ ┌ Clash 1</p> <p>└ └</p>
-------------------------------

<p>┌ ┌ Clash 2</p> <p>└ └</p>
-------------------------------

## Opposition 4

<p>┌ ┌ Clash 1</p> <p>└ └</p>
-------------------------------

<p>┌ ┌ Clash 2</p> <p>└ └</p>
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## Questions

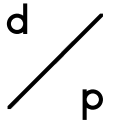
How likely are the arguments to be true?	
Proposition	Opposition
<b>Argument 1</b> 1 2 3 4 5	<b>Argument 1</b> 1 2 3 4 5
<b>Argument 2</b> 1 2 3 4 5	<b>Argument 2</b> 1 2 3 4 5
<b>Argument 3</b> 1 2 3 4 5	<b>Argument 3</b> 1 2 3 4 5

How relevant are the arguments?	
Proposition	Opposition
<b>Argument 1</b> 1 2 3 4 5	<b>Argument 1</b> 1 2 3 4 5
<b>Argument 2</b> 1 2 3 4 5	<b>Argument 2</b> 1 2 3 4 5
<b>Argument 3</b> 1 2 3 4 5	<b>Argument 3</b> 1 2 3 4 5

<p>Which team wins and why?</p>
---------------------------------

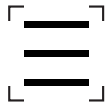
# Worksheet 7

## How to give a First Proposition speech

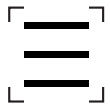


### Motion:

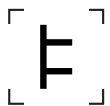
What problem does the motion try to solve?



Underline the words in the motion that need a clear definition.



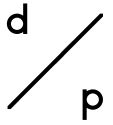
Give a definition of the words you've underlined.



Come up with a model to further clarify the motion.

# Worksheet 7

## How to give a First Proposition speech



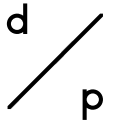
### Motion:

┌     ┐  
└     ┘ Present your first argument (use your stamp to indicate whether it's a practical or principled argument).

┌     ┐  
└     ┘ Present your second argument (use your stamp to indicate whether it's a practical or principled argument).

# Worksheet 8

## How to give a First Opposition speech



### Motion:

- ┌───┐ **What's the stance of the opposition team?**
- ─── 1. Don't believe the problem exists/Agree with the problem but not the solution.
  - ─── 2. Present counter model if needed.

- ┌──┐ **Refute the first arguments of the proposition.**

Title argument 1:

The argument is not true because

1:

2:

- ┌──┐ **Refute the second arguments of the proposition.**

Title argument 2:

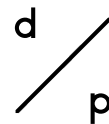
The argument is not true because

1:

2:

# Worksheet 8

## How to give a First Opposition speech



### Motion:

┌     ┐  
└     ┘ Present your first argument (use your stamp to indicate whether it's a practical or principled argument).

┌     ┐  
└     ┘ Present your second argument (use your stamp to indicate whether it's a practical or principled argument).