ESU TEACHING RESOURCE

DEVELOPING ARGUMENTS

OVERVIEW

This activity introduces students to acronyms like PEEL or REAL. Students should understand how to use one of these acronyms to develop an idea into a full argument – this argument development process is a key skill for students to use when preparing for debates or speeches.

OBJECTIVES

- To understand that arguments have many elements (e.g. PEEL or REAL)
- To practise using PEEL or REAL to develop an idea/opinion into an argument

RESOURCES

Some topics, e.g.
This House would ban boxing
This House would allow students to vote for the Headteacher
This House would require students to take music and sport up to the age of 16
This House would ban zoos

TASK

Explain to students that argument development is easiest when we think about the different parts of an argument. Explain each element of either P-E-E-L (Point, Explanation, Evidence, Link) or R-E-A-L (Reason, Evidence, Analysis, Link.)

Pick a motion, and ask students to come up with one point in favour of that motion. Start developing the argument on the board, using an acronym such P-E-E-L (Point, Explanation, Evidence, Link) or R-E-A-L (Reason, Evidence, Analysis, Link).
Where, instead of helping to develop one argument, students instead offer new points, save those on a different area of the board to be developed later.

Tip: Use simple motions that the students can relate to, and can come up with relevant examples for (see motions above).