

30. REFUTATION BALL

GOAL:

To help student learn how to think quickly and to understand refutation.

METHOD:

- Students stand in a circle, the instructor throws a ball to one student.
 - The person who catches the ball makes an argument (you can limit the subject, or leave it open) and throws the ball to another person.
 - The person who catches the ball must either refute the argument or extend it by providing a new reason to support it.
 - The game continues.
 - If a player is uncertain how to answer, or if you have stayed too long on one issue, then you can make new arguments on a different issue.
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31. DEVELOPING COUNTERPOINTS

GOAL:

To emphasize skills in refutation, as well as rebuttal.

METHOD:

- Ask each student to write on the top of a piece of paper one argument that they would be willing to defend.
- Pass the papers around the room so that each student has a chance to list one reason against each argument thus presented. This part of the exercise should proceed at quick pace.
- When each paper is returned to its original author, give students ten minutes to prepare responses to the arguments that have been made against their original propositions.
- Encourage students to group similar objections together and answer them at once.
- Finally, ask each student to stand and orally refute as many arguments against their position as possible in five minutes.

(Courtesy of the *Pfeiffer Critical Thinking* CD-ROM.)