STEP ONE: State the number/letter and tag of their argument.
STEP TWO: Make a transition statement. (I disagree; a very short pause; I have four responses)
STEP THREE: Make your responses (each with number, tag, and reason/evidence).
STEP FOUR: Sum up and then move on to the opponent’s next argument.

WORKING EXAMPLE: Now, do a complete 4 step refutation against the second argument.

D. HOW TO DO 4 STEP WHEN YOU DEBATE

WORKING EXAMPLE: Have a student read a mini-debate case slowly. Interrupt them so that you can make each of the following points.

1. FLOW. Flow your opponent's arguments carefully.

2. THINK UP REFUTATION RESPONSES. As you flow, listen to your opponent's arguments. What flaws do you see in their arguments? Prepare to present these flaws you see in their arguments by drawing an arrow across from their argument and writing down the flaw.

3. PULL OUT BRIEFS. Pull out briefs that attack the argument. Prepare to present these flaws you see in their arguments by drawing an across from their argument and writing down the response.

4. NOTE: WRITE DOWN RESPONSES WHEN YOU CAN. Flow your arguments as you flow your opponent’s case or when your opponent is finished.

5. USE YOUR FLOWSHEET TO DO YOUR 4 STEP REFUTATION.

ACTIVITY: Have one student read an affirmative case, preferably an experienced student. Tell students to flow the case. Give students ten minutes to prepare to respond to the case using four step refutation. Call on volunteers and then have each student go to the front of the class and do four step refutation. Inevitably, they do not do it correctly. Critique their refutation and make them do it again until they get it right. Encourage students to use accurate, clear, and concise labels, clear four step refutation, and the use of both refutation and counterargumentation. Be sure to point out what students do well in addition to what they need to improve upon.

ACTIVITY: Continue 4 step refutation practice. Present an affirmative case, give students ten minutes and have them respond to the case using four step refutation. Then, present a negative case, give students ten minutes and have them respond to the case using 4 step refutation.

NOTE: Expect students to ask questions about the flowsheet. Answer their questions.