

Artificial Intelligence debate

Where are the learners coming from? Where are they going?

Ideally learners will have done the Nueralink lesson before this debate, otherwise they will find it difficult to generate ideas.

- Objective:** To provide an opportunity for freer speaking
- Subsidiary aims:** To encourage learners to structure their arguments coherently.
- Materials:** Worksheet, roles and essay.
- Lesson style:** This lesson is appropriate for both online and face-to-face classes. However, a debate tends to work better in the classroom.
- Age:** Suitable for teenagers and adults.

Procedure

One – Vocabulary brainstorm

Brainstorm vocabulary related to artificial intelligence

Two – Debate intro

Elicit possible benefits and dangers of artificial intelligence

Three – Role distribution

Divide the class into opposing sides, people who highlight the dangers of using artificial intelligence and the contrary.

Remind the class that this debate doesn't have to reflect their actual opinion, but of the role that gets assigned to them. (if you find that there is an equal balance between their opinion then divide them accordingly)

Make sure that teams are sat facing each other (see diagram)



Four – Instructions

Hand out the worksheet and tell each student to read out their role to the opposing team - encourage learners to take notes. Once learners have finished reading out their profile, make sure that the learners fold their character card on the dotted line and that they place the card on their table so that the opposing team can read their profile if necessary.

Five – Research (The most important part)

Make sure you spend at least 30-45 minutes on this part, in order to have a more successful debate.

Remind learners that a good tactic in a debate, is to compromise and propose a solution which could satisfy both sides of the argument; as opposed to just defending their point of view to the death which will just intimidate the opposition.

Give learners time to look up information which will back up their characters point of view. Students can use their telephone if the teacher considers the students to be responsible enough, or they can use a computer from the school. The students will find a QR code on their role card which should open a web page containing appropriate information to defend their argument. (If the QR code does not work use the weblink)

Try to guide the learners through their profiles and give them some tips on how to defend their argument. Some of the roles like **“AI will help to improve the lives of those with disabilities”** will be quite challenging to counter, so make sure you have some ideas to help out the opposition. In this case, bring up the topic of testing on animals, and humans. Also suggest them to think about the consequences if the experiments go wrong.

Remind students that while compiling their “ammunition”, they also have to try and use the future perfect and future continuous. For example, by the year 2200 people will be communicating by telepathy.

Encourage learners to prepare their argument by giving clear examples, otherwise their point will lack power. This is a structure which I recommend students to use, both in essays and speech:

- a. **Topic sentence:** Set up the grounds for which their idea will dance upon.
- b. **Idea / Example:** give clear examples and evidence of the point you are trying to put across.
- c. **Extra information:** Encourage learners to develop their argument with longer stretches of speech which contain further supporting piece of evidence.

Finally, if you want this debate to run as smoothly as possible, students should use the websites provided to support their point of view. However, with stronger learners, encourage them to carry out their research independently (only using the links provided as a last resort), as this is a skill which they should be getting to grips with, especially throughout higher education.

Make sure that the learners can read the opposing-team profiles in order to prepare some counter arguments.



Six – The Big Debate

To begin the debate, introduce the opposing views of AI and its **impact on employment**. This should set the debate off nicely and you will be able to take it from there.

Make sure you take notes during the debate or assign an adjudicating panel in order to decide who won the debate. Give the opposing side feedback and congratulate the learners for their participation.

Seven – Conclusion – Essay homework

After the debate, encourage learners to write a conclusion for homework, or they could even do the essay which can be downloaded from the ESSAY link.

