

TOPIC: HUMANS VS ROBOTS



THE GREAT DEBATE

SCIENCE MATTERS



Support opinions with facts

Each debate has 8 character cards - 4 roles are pro topic and 4 roles are against topic

HAROLD M.

Risk Manager

While robots may be an efficient way to work, they do not possess the essential characteristics that humans possess in the workplace. They lack creativity and the ability to think outside the box. They also lack common sense. Robots are programmed to perform tasks and cannot handle situations or changes in the workplace until they become programmed to do so.

Point: Robots lack the cognitive abilities and ability to adapt that humans do.

Probing Question: Shouldn't we be concerned about the potential risks robots pose to the workplace?

VIVIANNE ROLL

Customer Service Representative

I spend a lot of time on the phone with customers dealing with the problems. Unfortunately, robots lack emotional intelligence needed in the customer service field. If you have a specific question, a robot can't answer it. It needs to be programmed to answer specific questions. People don't want to talk to a robot; they want an actual person to help them solve their problem.

Point: Robots can negatively impact customer satisfaction and performance.

Probing Question: Wouldn't it be better to talk to a human on the phone rather than a robot?

metals, plastics, and composites are also expensive. Robots are built with expensive machinery and will constantly need updates and upgrades.



Can and should robots replace humans in the workplace?



Can and should robots replace humans in the workplace?



Can and should robots replace humans in the workplace?



Can and should robots replace humans in the workplace?



Name _____ Date _____ Class _____

DI
SH

Character Name: _____

Supporting Evidence:

Read your characters arguments and write down your evidence below:

1. _____

2. _____

3. _____

Student worksheets for students actively debating OR for students in audience

- Speak calmly and politely
- There are no bad ideas
- Do not raise your voice



Name _____ Date _____ Class _____

DEBATE TOPIC:

Should we send a human mission to Mars?

Research Topic:

Research using articles and/or websites that help you understand the controversy behind the topic. Write down the information in the debate.

1. _____

2. _____

3. _____

KEYS TO A SUCCESSFUL DEBATE:

- Do not interrupt when others are speaking
- Keep answers short and concise
- Listen carefully to your opponent and ask questions
- Speak calmly and politely
- There are no bad ideas
- Do not raise your voice

RECORD THE DEBATE:

Those who are for the position feel this way because

Questions:

Think about both sides of the debate and prepare three questions. Questions should result in more than a "yes" or "no" response.

1. _____

2. _____

3. _____

Those who are against the position feel this way because

TAKE A STANCE:

You have just heard compelling arguments from both sides. Use the space below to explain your own opinion using supporting facts.

DEBATE OBJECTIVES:

- To practice debating and discussing topics and ideas
- Think about different points of view
- Use facts to support opinions
- To structure and argument using points and explanations
- Understand debates have a for/against structure

KEY VOCABULARY:

Fact – a thing that is known or proven to be true.
Opinion – a belief or attitude about something that isn't provable.
Point – a short sentence that explains why you support your position.
Explanation – how and why your point is true.

Teacher Guide provides objectives, benefits, and options for a successful debate

NOW YOU'RE READY TO START THE GREAT DEBATE:

Choose your debate style (options next page). Each debate character card has a position for/against the topic being debated. This position is a point that helps the student to understand the other side when they find facts to support their point. This is a question which they will use to engage with the other side of the debate and opposite points of view.

Students Actively Debating:

If students are actively debating, they will fill out their character information and research and find three facts to support the other side of the debate. What might they plan to come up with potential rebuttals?

When prep and research are completed, students present first.

Students As Audience:

If your debate option includes having students as audience members, have articles or websites ready for them to research the controversy of the topic. Audience members can come up with questions to ask both debate teams.

After Debate:

After the debate is completed, have students reflect on the information presented during the debate. Was there anything they agreed on? Find out what they just heard using supporting facts.

Assessment:

- A grading rubric has been provided for each team.
- A peer assessment has also been provided for the behavior of each team.

DEBATE OPTIONS:
THREE QUESTION DEBATE (ONE CLASS PERIOD)

Divide the class into two teams. Small groups focus on their character cards.

Alternate which team delivers main points first.

15 minutes: Prep/Research

3 minutes: Team A Main Points from character cards

3 minutes: Team B Main Points from character cards

2 minutes: Team A Rebuttal (Q1, Q2, Q3)

2 minutes: Team B Rebuttal (Q1, Q2, Q3)

Debrief

SMALL GROUP DEBATE (ONE CLASS PERIOD)

Generate two debate teams of 2-4 students (cards assigned).

Often done multiple times per semester until each student has had a chance to debate a topic

5-10 minutes: Prep/Research

5 minutes: Opening Statement (Team A)

5 minutes: Opening Statement (Team B)

5 minutes: Rebuttal (Team A)

5 minutes: Rebuttal (Team B)

15 minutes: Audience ("media reporters") questions both teams

Debrief

TOWN HALL (ONE CLASS PERIOD)

Assign some students roles to represent.

Introduce topic.

5-10 minutes: Prep/Research

2 minute persuasive speeches (pro)

2 minute persuasive speeches (con)

2 minute: Q and A each side

10 minutes: Audience ("citizens") question both teams

"Citizens" vote



Debate Team Name: _____

GRADING RUBRIC:

Criteria	4
Organization & clarity	Completes clear arguments
Main argument outlined in a clear and orderly way	

Use of evidence
Reasons are given that are supported by cited facts

Use of rebuttal
Ability to uphold position against questioning from opposing side

Presentation style
Ability to clearly express opinion & persuade audience

Comments

There are two Assessment Rubrics provided—one for the teacher to grade and one for students to assess debate teams based on their behavior in debate.

Debate Team and Position: _____

Speaker Behavior	Tally	Points	Subtotal
Speaks directly to the topic		+1	
Uses "because" statements to support their side		+1	
Makes good eye contact		+1	
Showed good listening skills		+1	
Builds on or adds to statements of team		+2	
Disagrees using appropriate responses		+2	
Speaks off topic		-1	
Repeats information without adding own statements		-1	
Interrupts or deliberately disrupts discussion		-2	
Negative, demeaning, or rude		-3	
Total points			

Name of Assessor: _____

Debate Team and Position: _____

Speaker Behavior	Tally	Points	Subtotal
Speaks directly to the topic		+1	
Uses "because" statements to support their side		+1	
Makes good eye contact		+1	
Showed good listening skills		+1	
Builds on or adds to statements of team		+2	
Disagrees using appropriate responses		+2	
Speaks off topic		-1	
Repeats information without adding own statements		-1	
Interrupts or deliberately disrupts discussion		-2	
Negative, demeaning, or rude		-3	
Total points			



I'd like to take issue with what you just said.

According to the other side, opponent

USEFUL DEBATE TIPS

Classroom posters also included!

There are two



KEYS TO A SUCCESSFUL DEBATE

Speak calmly and politely



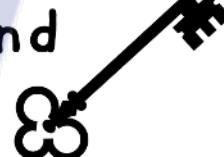
Listen carefully to your opponent and ask questions



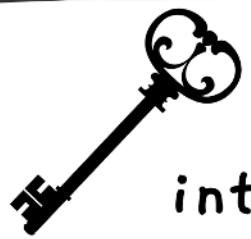
Do not raise your voice



Keep answers short and concise



Do not interrupt when others are speaking





Thank you for sharing NGS Magnified with your students!

Terms of Use

Copyright © NGS Magnified, LLC (formerly Nitty Gritty Science, LLC.) All rights reserved by author Dr. Erica Colón. This product is to be used by the original downloader only. Copying for more than one teacher, classroom, department, school, or school system is prohibited. This product may not be distributed or displayed digitally for public view. Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA). Clipart and elements found in this PDF are copyrighted and cannot be extracted and used outside of this file without permission or license. Intended for classroom and personal use ONLY.

Contact Information:

Email: admin@nittygrittyscience.com

Website: www.NGSmagnified.com

TPT: <https://www.teacherspayteachers.com/Store/Nitty-Gritty-Science>

