



TOPIC: HUMANS VS ROBOTS



THE GREAT DEBATE

SCIENCE MATTERS



Support opinions with facts

Develop communication skills

HAROLD
Risk Manager

While robots may be an efficient way to work, they lack essential characteristics that humans possess in the workplace. Robots lack creativity and the ability to think outside the box. They also lack common sense. Robots are programmed to perform specific tasks and cannot adapt to new situations or changes. They become more of a liability than an asset if they become more than just a tool.

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

Probing Question: Shouldn't we consider the potential risks robots pose in the workplace?

VIVIANNE
Customer Service Representative

I spend a lot of time on the phone with customers dealing with their problems. Unfortunately, robots lack emotional intelligence needed in the field. If you have a specific problem, you need someone to listen and provide a solution. A robot programmed to answer specific questions can't handle the nuances of a customer's problem. People don't want a robot; they want an actual person to solve their problem.

Point: Robots can negatively impact customer satisfaction and performance.

Probing Question: Wouldn't it be better to have a human on the phone to solve a customer's problem?

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



Can and should robots replace humans in the workplace?

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Can and should robots replace humans in the workplace?

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© NGS



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Student worksheets for students actively debating OR for students in audience

Character Name: _____

Supporting Evidence:

Read your characters arguments and write your evidence below:

1. _____

2. _____

3. _____

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

Position

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. _____

Both sides agree that

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

Both sides agree that

Those who are against 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. _____

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
- Think about different points of view
- Use facts to support opinions
- To structure and argument using points and expl
- 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
Point – a short sentence that explains why you support
Explanation – how and why your point is true

TEACHER GUIDE

NOW YOU'RE READY TO START THE GREAT DEBATE:

Choose your debate style (options next to character cards). Each debate character takes a position for/against the topic being debated. A point is a short sentence that helps the student to understand when they find facts to support their point. An explanation is a question which they will use to engage with the other side of the debate. What might they plan to come up with potential responses?

Students Actively Debating:

If students are actively debating, they will be using their character cards. First, they will fill out their character information. Then, they will research and find three facts to support their position. The other side of the debate. What might they plan to come up with potential responses?

When prep and research are completed, the student presents first.

Students As Audience:

If your debate option includes having students as an audience, have articles or websites ready for them to read. Audience members should have questions to ask both debate teams.

After Debate:

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

Assessment:

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

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

TEACHER GUIDE

E:

Great Debate mindset, begin by modeling a topic on the board like "Homework should be

these terms: fact, opinion, point, explanation, each term and its meaning.

TEACHER GUIDE

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: _____

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.

GRADING RUBRIC:

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

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'm afraid I

**Classroom posters
also included!**

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

There are two

KEYS TO A SUCCESSFUL DEBATE

According to
other side,
opponent

USEFUL D

Speak
calmly
and politely



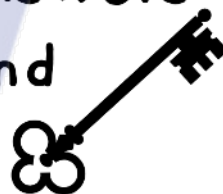
Listen
carefully
to your
opponent and
ask questions



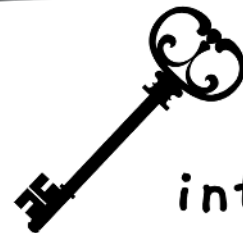
Do not raise
your voice



Keep answers
short and
concise



Do not
interrupt
when others
are speaking





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