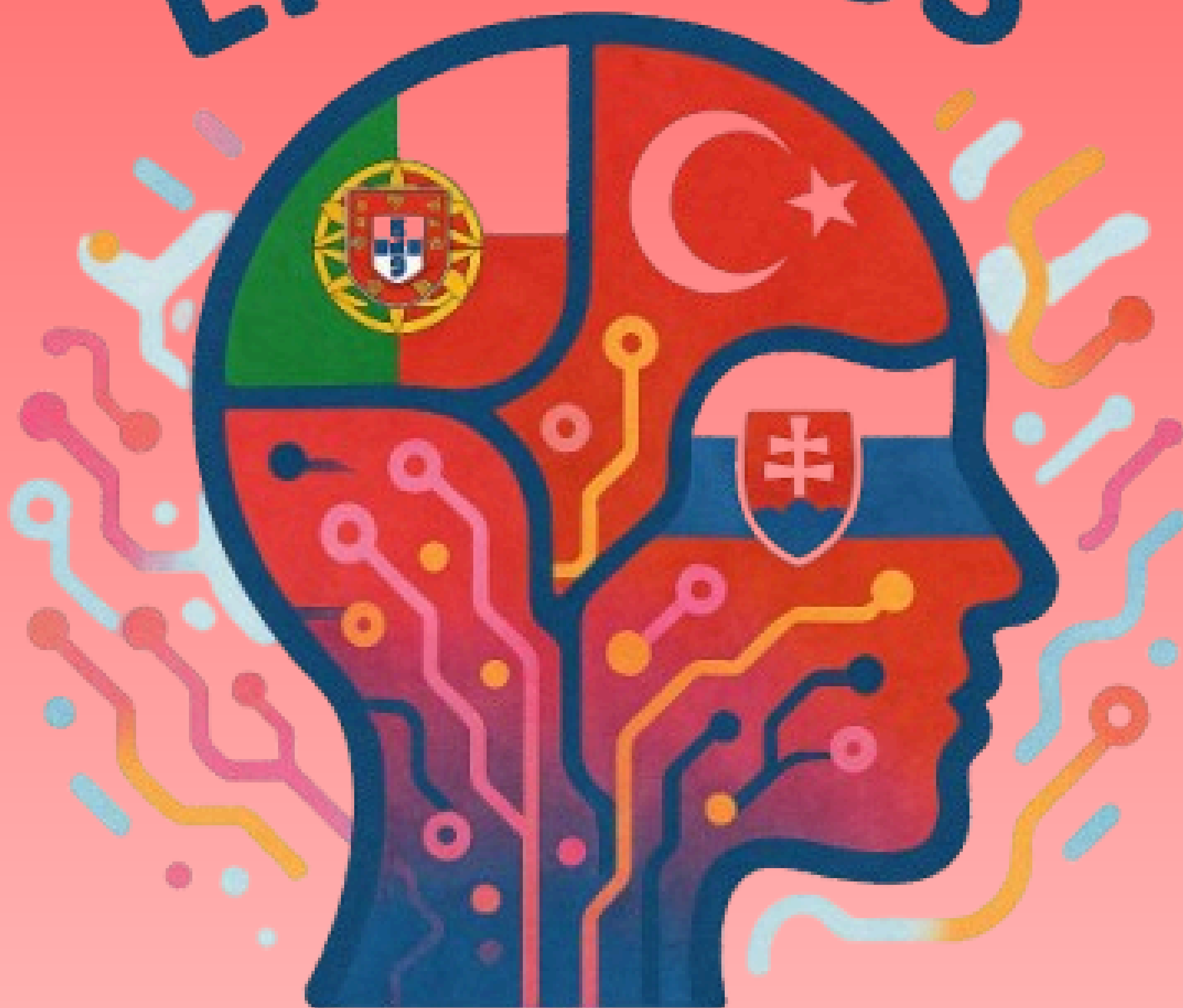
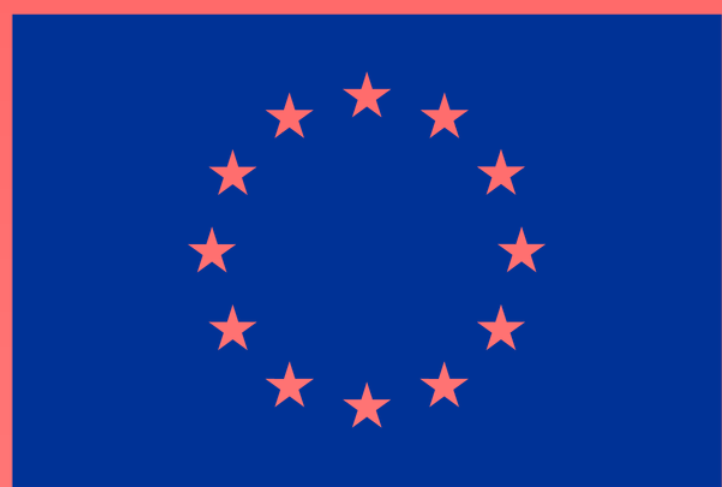


ERASMUS



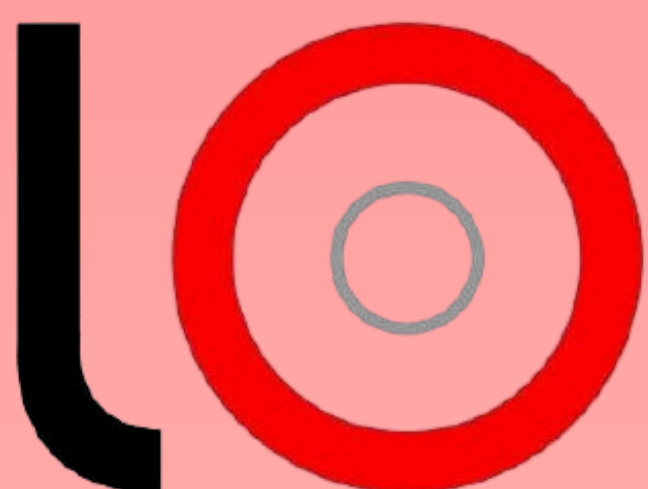
THE USE OF ARTIFICIAL INTELLIGENCE IN FORMAL EDUCATION



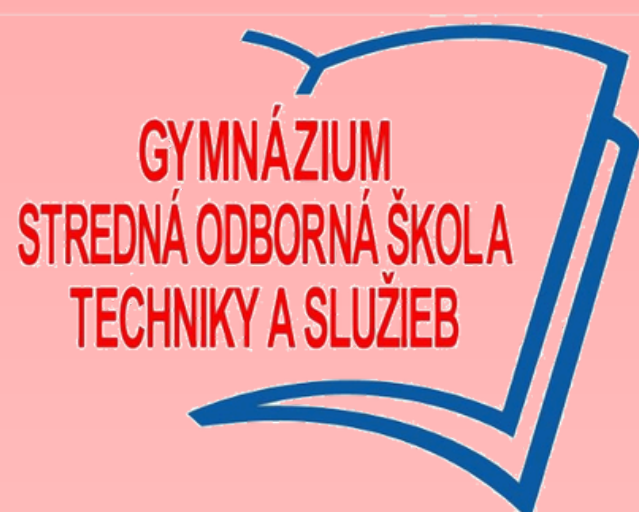
Funded by
the European Union

The use of AI in languages

2024-2-PL01-KA210-SCH-000265684



LICEUM OGÓLNOKSZTAŁCĄCE
IM. POWSTAŃCÓW WIELKOPOLSKICH
W ŚRODZIE WIELKOPOLSKIEJ



SPOJENÁ ŠKOLA
Kollárova 17 SEČOVCE



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Foundation for the Development of the Education System. Neither the European Union nor the granting authority can be held responsible for them.

DEBATE SKILLS – BUILDING STRONG ARGUMENTS

Warm-Up (5 min)
Quick vote:Argument Building
“Should homework be banned?”

OBJECTIVES:

Students will:
Construct clear arguments with evidence
Identify counterarguments
Use AI to test argument strength
Develop speaking confidence

TARGET GROUP:

14–17 years

TIME AND SPACE:

80 minutes
Beykoz Art and Science
Center – Innovation Lab

METHODS:

Structured debate
AI-supported argument testing
Peer feedback

TOOLS:

Smart board
Debate topic cards
Tablets/computers

AI TOOLS:

Claude
Perplexity AI

Warm-Up (10 minutes): What Makes an Argument Strong?

Write on the board:

Topic: “School uniforms should be mandatory.”

Ask:

Do you agree or disagree?

Why?

Write 2–3 student responses and compare:

Example

Weak Argument:

“Uniforms are bad because I don’t like them.”

Strong Argument:

“School uniforms should not be mandatory because they limit students’ ability to express their individuality.”

Discuss:

Which one is stronger? Why?

Lead to idea:

A strong argument needs:

A clear claim

A reason

Support (evidence or explanation)

Mini Teaching (15 minutes): Structure of an Argument

Teach the Formula:

CLAIM + REASON + EVIDENCE = STRONG ARGUMENT

Example Breakdown:

“School uniforms should be optional (claim) because they allow students to express their identity (reason). For example, clothing choices can reflect personality and culture (evidence).”

Introduce Counterargument:

“Some people believe uniforms reduce bullying, but students can still judge each other in other ways.”

Key Terms:

Claim

Evidence

Counterargument

Rebuttal

-
-
-
-

Guided Practice (15 minutes)

Give Topic:

“Students should have less homework.”

Students write:

1 claim

1 reason

1 example

Sample Answer:

“Students should have less homework because too much homework causes stress. For example, many students feel overwhelmed and have less time to relax.”

AI Activity (25 minutes): Building Arguments with AI

Step 1: Use Perplexity AI

Prompt:

“Give me 3 arguments for and against school uniforms.”

Students:

Review answers

Highlight strongest argument

Step 2: Use Claude

Prompt:

“Improve this argument and add evidence: Students should have less homework because it is stressful.”

Example AI Output:

“Students should have less homework because excessive academic pressure can negatively affect mental health. Research shows that high workloads are linked to increased stress and reduced sleep among students.”

Step 3: Evaluation Task

Students answer:

Which AI gave better arguments?

Were the ideas clear or too general?

Did AI include real evidence or just explanations?

Debate Practice (15 minutes)

Divide class into groups:

Topics (choose one):

School uniforms

Homework

School start times

Technology in class

Task:

Each group prepares:

1 main argument

1 counterargument

1 rebuttal

Mini Debate:

Group A presents

Group B responds

Reflection (10 minutes)

Discussion Questions:

Did AI help you think of better ideas?

Can AI create perfect arguments?

What are the risks of using AI in debates?

Example Strong Argument (Model)

Yazma

Students should have less homework because too much academic work can harm their mental health. Many students experience stress and lack of sleep due to heavy homework loads. For instance, studies show that students with excessive homework often report higher levels of anxiety. Although some people believe homework improves learning, too much of it can reduce motivation and lead to burnout.

Assessment Criteria

Clear argument structure (claim, reason, evidence)

Ability to evaluate AI-generated content

Participation in discussion and debate

Clarity and confidence in speaking

Optional Exit Ticket

Students write:

One strong argument they created

One thing AI helped with

One limitation of AI

Teacher Tips

Encourage students to question AI outputs

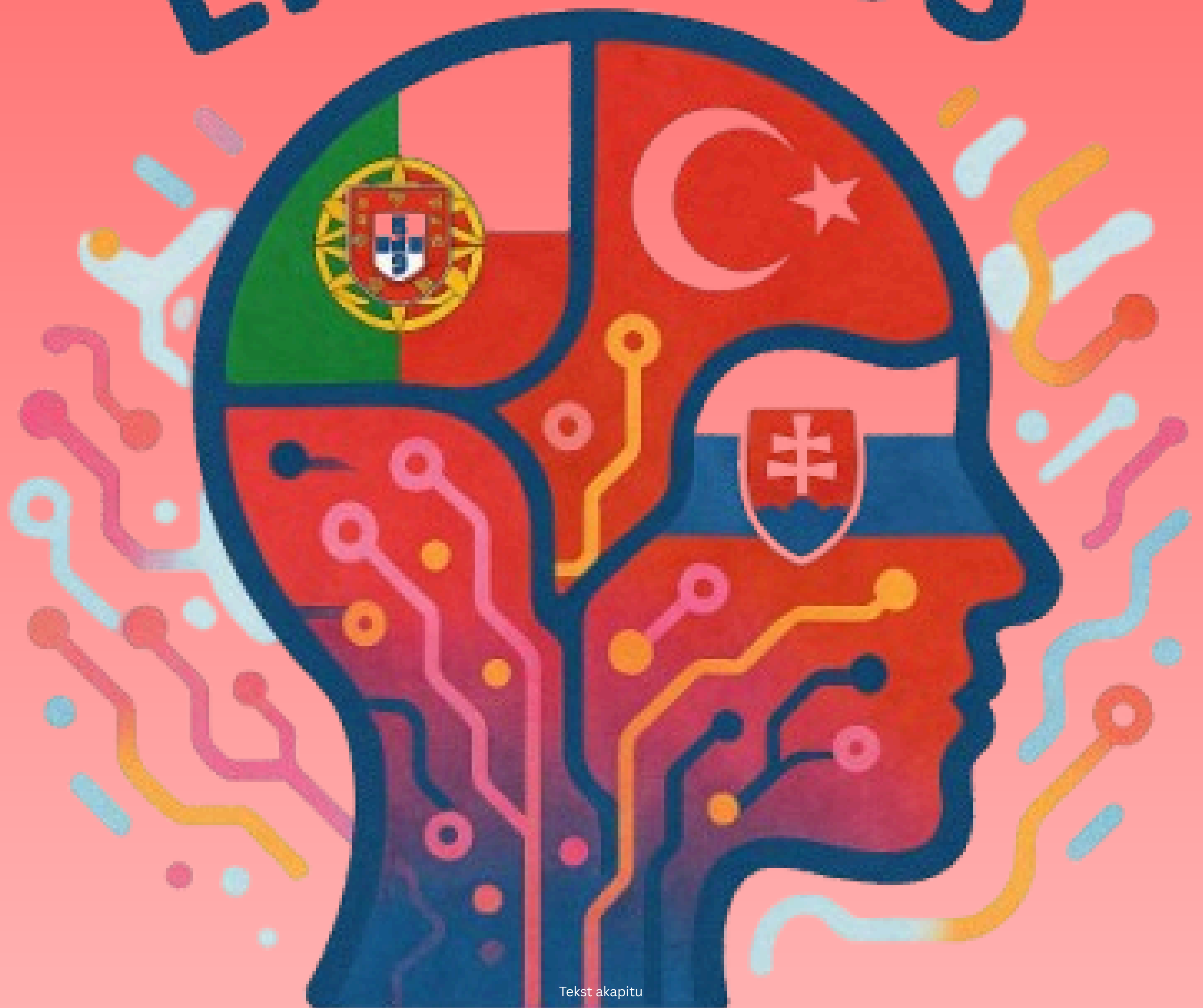
Remind them AI may:

Give general answers

Lack real evidence

Focus on improving student reasoning, not just AI use

ERASMUS



Tekst akapitu

THE USE OF ARTIFICIAL INTELLIGENCE IN FORMAL EDUCATION