

Debate: the promise and the pitfalls of AI

40 minutes

Publishing Online

Outcome 4.6

WHAT THIS LESSON DOES

Debate whether the advantages of AI for young people outweigh the disadvantages. Draw on AI-answer audits, media judgement, and image or pose models you trained or tested to argue both sides. End by starting one personal rule to keep AI as a tool you think with.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.6	debate the advantages and disadvantages of new and emerging technologies including AI

WHAT STUDENTS SHOULD BE ABLE TO DO

- Debate the advantages and disadvantages of new and emerging technologies including AI (LO 4.6)
- Ground arguments in AI answers you audited, media you judged, and what happened when you trained or tested an image or pose model
- Set one personal rule so AI stays a tool you think with, not one that thinks for you

BEFORE THE BELL

- Review the debate motion and the single opinion-line statement.
- Decide how you will split the class into two sides by counting off, and read both the promise and pitfalls lists on step 4's screen so you know what each half will be working from.
- No specific physical preparation is required.

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
8 min	activity	Hands-on: take your stand
15 min	activity	Hands-on: argue both sides
3 min	content	Make sense
4 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model placing a marker using a concrete example from an AI-answer audit, media judgement, or image/pose model training.
- Hold the debate to its timings so that Reflect still gets its full 4 minutes; cut the if-time extras rather than the personal-rule close.
- After the opinion line, take brief reasons from both ends of the line only.
- Each side nominates one opener and a different replier, and you call only those four speakers.
- Every student must finish the personal-rule sentence with a partner before any whole-class share.

WHAT TO WATCH FOR

- Students offer vague feelings rather than concrete examples: remind them to reference a specific audit, media judgement, or model-training moment.
- Participants argue only their preferred side: ask for the strongest fair version of the case they were assigned.
- Schoolwork discussion turns into confessions or policy arguments: acknowledge school rules, redirect to honest personal use that still requires thinking.
- Markers remain static: encourage students to adjust positions if a reason actually changes their view.
- Free-for-all speeches overrun the clock: hold to the one-opener and one-replier rule.

DIFFERENTIATION

- Support: Provide sentence starters such as 'From the AI answer we audited...', 'From the synthetic-media tell we judged...', or 'From when we trained or tested the image / pose model...' for grounding reasons.
- Extension: Invite a second reply round or a draft one-line classroom norm if time remains.
- Support: Pair less confident speakers with a partner for the debate preparation phase; the Point 1 / Point 2 / Evidence starters lower the load.