



Teaching activities: AI debate

Level:

B2

Skill:

Speaking

Interaction:

Individual, small group

Time:

55–85 minutes

Learning objective:

By the end of the session, learners will be better able to politely disagree and give alternative points of view in a debate about artificial intelligence (AI).

In this lesson learners debate the advantages and disadvantages of using artificial intelligence in education. They look at useful language for politely disagreeing and giving an alternative point of view and debate in roles with four differing opinions. They then discuss again giving their own opinions.

Find out about using AI to support learning in [this webinar](#).

Learn further ways to develop oracy skills with secondary learners in [this webinar](#).

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Teacher's notes and answer key

Activity and suggested timing	Notes	Answer key
Lead-in, 5'	<p>Write these letters on the board:</p> <p>A A C C E E E F G I I I I L L L N N R T T</p> <p>Say: 'This is an anagram of today's topic. Can you guess what it is?' Put learners in pairs to try and work out the phrase, then start to give them clues. Encourage them to ask: <i>Can we have a clue? Can we have another clue?</i></p> <p>Tell learners not to shout out and give it away when they think they know but to write their answer so you can check.</p> <p>Possible clues:</p> <ul style="list-style-type: none"> • It has two words. • It's connected to technology and learning. • This thing can 'think' or 'learn'. • Students sometimes use it for homework. • The first word means 'not natural'. <p>Extra support: Give learners the initial letters of the two words and/or split into two anagrams: A A C F I I I L R T C E E E G I I L L N N T</p>	artificial intelligence (abbreviated to AI)
Activate prior knowledge, 5'	<p>Ask learners to think when and how they have used AI recently. Elicit a few examples: <i>searching for information and reading AI results, help with schoolwork, etc.</i></p> <p>Put learners in pairs to think of specific examples of using AI to help with schoolwork/learning, e.g. <i>planning an essay, summarising texts, creating revision questions.</i></p> <p>Elicit some ideas in open class. Ask learners to think of some of the pros and cons of using AI in school. Monitor the discussion and help with any vocabulary and specific terms learners may need for later in the discussion.</p>	
Objective, 5'	Share the learning objective with the class, explaining what you are going to do. Give learners a couple of minutes to check	



Activity and suggested timing	Notes	Answer key
	understanding with their partner then clarify any questions in open class.	
Speaking preparation, 5'	Explain they're going to discuss the question 'To what extent should AI be used in education?' but they'll have different roles and opinions. Give out one role card to each learner and give them a few minutes to read their role and think about what they might say.	
Useful language, 10' <u>a.</u>	<ol style="list-style-type: none"> 1. Put learners into groups with others with the same role card: AAAA, BBBB, CCCC, DDDD 2. Model two ways of disagreeing and elicit which they prefer, e.g.: <ul style="list-style-type: none"> - I believe using AI just helps students cheat. - Rubbish! I think it's great. <p>OR</p> <ul style="list-style-type: none"> - I believe using AI just helps students cheat. - I see your point, but actually if we teach students how to use it responsibly, it can help them learn more. 3. Elicit which version they prefer and why, e.g. <i>The second one because it's more polite and counters the argument.</i> Ask if they noticed what words you used to politely disagree – <i>I see your point, but actually ...</i> – can they think of other ways to politely disagree? 4. Give out the worksheet. Elicit an example argument from a role card and write it on the board, e.g. <i>AI can help with ideas when you're writing an essay.</i> <p>Demonstrate disagreeing and countering using the phrases in the table, e.g. <i>That's a good point but my concern is that some students will use it to write the whole essay.</i> Show that you can combine the phrases in different ways to politely disagree and give a different point of view.</p> <p>Elicit another counter argument, e.g. <i>I understand your concern. However, we need to show students how to use AI responsibly.</i></p>	



Activity and suggested timing	Notes	Answer key
	<p>5. Do a couple more examples together as a group, writing them on the board.</p> <p>6. Give learners time to prepare like this in groups. Monitor and help with ideas where necessary. Collect examples of arguments and counter arguments to use in the pronunciation stage.</p>	
Pronunciation, 5'	Drill some examples focusing on polite intonation.	
Speaking, 10–15' <u>b.</u>	<p>Reorganise groups – ABCD, ABCD – to have their debate.</p> <p>Monitor and collect successful and less successful examples of language to use in feedback; include examples of intonation too.</p>	
Making a decision, 5–10' <u>c.</u>	Highlight the task and useful language. Give groups time to come to an agreement.	
Feedback, 5–10'	<p>Ask volunteers to share some of their ideas from the decision-making stage and why they thought these were particularly important.</p> <p>Show successful and less successful examples of language. Ask learners in pairs to identify which is which and correct as necessary.</p> <p>Model examples of intonation and get learners to identify which is better. Drill again as necessary.</p>	
Optional follow-up, (5')	Learners stand up. Assign one side of the room as 'Agree' and the other as 'Disagree'. Say some of the arguments you heard during the discussion and learners have to move to one side of the room or the other.	
Speaking 2, 5–10'	Put learners back into groups. They discuss the question again expressing their real opinions and using the phrases for disagreeing.	
Optional extension, (10')	Learners can create discussion questions in the style of B2 First Speaking Part 4 on the topic of AI. They could do this in class or as homework to be used in the next lesson.	



Student worksheet

Disagreeing politely

a. Think about how someone could argue with the ideas on your role card. Combine the phrases and use them to disagree and give a different point of view. Then think about how to disagree with that idea. For example:

- AI can help with ideas when you're writing an essay.
- That's a good point, but my concern is that some students will use it to write the whole essay.
- I understand your concern. However, we need to show students how to use AI responsibly.

Oracy tip: Think about how others might disagree with you. This helps you prepare stronger arguments in response.

That may be true, I see/take your point, I understand that, I understand your concern, I agree to some extent, That's a good point,	but however	my concern is (still) that ... I (still) think ... the problem is ... in my experience ...
	but	actually ...

b. Use the information on your role card to discuss the question: *To what extent should AI be used in education?* You can use the phrases above to disagree and give alternative points of view.

Making a decision

c. Decide how AI should be used in your school. Together, agree on:

- three rules for using AI (for example, when students can/can't use it)
- one advantage of using AI
- one risk you want to avoid.

Shall we all agree that ...?

Can we compromise on ...?

I think we should include ...

Materials: role cards

Ms Carter – high school teacher who uses AI

I believe AI can be a very useful tool in education. For example, I use it to mark simple tests, which saves me time. Then I can focus more on talking to my students and helping them with their learning.

Students can also use AI at home to give them extra support, especially if they don't understand something in class. I think it's important that students learn how to use AI responsibly now, because they will probably use it in their future jobs.

Another advantage is that AI helps me adapt my materials quickly. Some of my students have different learning needs, and AI tools can turn texts into audio or create simple summaries. This makes learning fairer and helps more students succeed.

How could you support students with different needs without AI?

Ji Yun – student who finds AI helpful

I really like using AI for school. If I don't understand something, I can ask a question and get an answer immediately. Sometimes it explains things more clearly than my teacher, especially if I need a simple explanation.

I also use it when I'm writing essays. If I don't have ideas, I can ask for suggestions, and then I choose what I want to use. It helps me get started, which is often the hardest part.

For me, it's like having an extra teacher. Everyone learns in a different way, and AI can explain things again and again without getting impatient. That really helps when I'm stuck.

But what if a student really needs extra help?



Maria – student who thinks AI is unfair

Personally, I don't think we should use AI in school. The main problem is that it makes cheating too easy. Some students just use AI to do their homework instead of thinking for themselves, and that's not real learning.

Also, AI isn't always reliable. Sometimes the information given is wrong, and not everyone checks it carefully. This can actually confuse students more.

Another issue is fairness. Not everyone has access to the same technology at home, so some students have an advantage. I don't think that's fair.

I feel that AI is making students more dependent on it and, honestly, a bit lazy.

How can you stop students from cheating?

Mr Ahmed – parent worried about AI in education

I believe that young people need to learn how to think for themselves at school. If they don't develop that skill now, when will they? I'm worried that children will rely too much on AI and won't learn how to think critically.

I also worry about creativity. School isn't only about passing exams – students need to develop their imagination and express their own ideas.

Another issue is screen time. My children already spend a lot of time on their phones and computers, and AI is another reason to be online. I don't think that's healthy: children need more real-life interaction.

Finally, AI is now so advanced that I can't always tell if their homework is really their own work. That makes it hard to know what my children can really do.

How can we make sure children are learning properly?