



SELF-DRIVING CARS DILEMA DEBATING ACTIVITY

LESSON OBJECTIVES:

- To understand debating and some of the key skills needed for it
- To talk part in a classroom debate addressing an ethical dilemma

RESOURCES REQUIRED

- PowerPoint slides
- Access to YouTube to play embedded video

WHEN IS THIS RESOURCE TO BE USED?

This activity is aimed at students KS3 and above and can be used anytime to suit your students. This is a debating activity that addresses an ethical dilemma and therefore could be used in a variety of subject lessons where this transferable skill is beneficial such as; English, Religious Studies or PSHE.

This activity can be adapted to take between 45-60 mins depending on the optional tasks, how long you give the students to plan their arguments, and for the debate itself. You can facilitate the debate with prompts and caveats depending on how long you would like the debate to last.

STARTER:

Slides 1-4: Introduction and aims and objectives – go through the opening slides 1-4. These slides set up the activity aims and objectives.

Go through the definition on slide 3 and introduce the mini task. You can get students to do this independently or in pairs/small groups and feed back after a few minutes depending on your timings for the session.

***OPTIONAL*:** If you would like to expand this activity you can ask students to write their own definition of debating before going on to slide 3 where we give a definition.

SUGGESTED TIMES:

10–15 mins

MAIN:

Slide 5: Introduce the Debate- Explain that we are now going to watch a video that will introduce us to an ethical dilemma that will be the source of our classroom debate.

***WARNING*:** Do make sure to give a warning before that the dilemma addresses issues including car accidents and life and death, and be aware whilst this debate is not meant to be graphic or upsetting, some in the room may find this triggering (more notes in slide).

Slide 6: The Video – Play the video and ask the students to make notes of anything they're unsure of.

Slide 7: Planning arguments - Start by giving the students a few minutes to think alone – What are the pros and cons for each option (1. hitting the truck with your car head on with 2 passengers 2. going into the SUV with 2 passengers, 3. going into the motorcycle with 1 person). Remind students that this is a Self-Driving Car that is being programmed to make the decision and not the human driving the cars responsibility.

Slide 8-9: Split the class into three groups (depending on the size of the class, you could split the class into more groups and hold multiple debates) and assign each group a view to argue (1. 2. Or 3. As listed as above) and talk through the points on the slide.

Once the groups have discussed and have points written down go through Slide 9: The Manners of the Debate (keep this slide open throughout the debate to remind students of the rules)

Slide 9: The debate – Begin the debate picking one team to go first and argue their points, you can give them a set time eg.2 mins depending on your timings for the session. Go around until each group has put forward their points.

Slide 10: Counter Arguments- Once each group has put forward their points ask if anyone has any feedback/points to challenge other groups.

Go through Slide 10 and ask groups to respond to other groups points with a counter argument and sum up their argument with a final statement.

Once you have gone through each group you can ask the groups to chat amongst themselves whilst you pick a winning group. Your winners should be the group who considered the most points, had the best teamwork and listened and respected others.

2 mins

4 mins video
10–12 mins planning

20 mins debate

PLENARY:

Slide 11: Ask for a quick hands up of who is now for or against the idea of self-driving cars.

Ask students if they have any questions. Explain that debating is used frequently used in humanities/essay based subjects such as English, History and Philosophy. Ask students to write a few sentences addressing how confident they are with today's aims and objectives.

5 mins

SLIDE 12: EXTENSION/HOMEWORK TASK: 'SHOULD THE VOTING AGE BE LOWERED TO 16'

You can set the above statement as a homework task and ask students to write an argument for and against the statement with a conclusion. When the homework is due you can ask for volunteers to read out some of their points and host another mini debate.