Oxplore Teach 10-Minute Challenges: Session Leader Notes

What are Oxplore Teach 10-Minute Challenges?

10-Minute Challenges are built around one of the Oxplore Big Questions which can be found here.

There are a series of four 10-Minute Challenges per Big Question (please note that 10-Minute Challenge resources have not yet been created for all the Oxplore Big Questions – it's a work in progress!).

Each series of four Challenges has 1 x worksheet (blue), 1 x argumentation helpsheet (yellow) and 1 x presentation.

What is the purpose of the Oxplore Teach 10-Minute Challenges?

The 10-Minute Challenges are designed to build students' key skills through the exploration of interesting questions covering a wide range of topics. The four key skills are: adventurousness, critical thinking, argumentation, and speaking and listening (oracy).

How do I use the 10-Minute Challenges?

The 10-Minute Challenges are designed to be used flexibly by teachers and other educators. For example, you could select one challenge for students to complete during a daily tutor time session and complete the series of four over four days. Alternatively, you could use 40 minutes of a lesson to complete all four Challenges back-to-back. There is also the option of setting up the Challenges as a formal class debate in which students advocate for or against the question. Below are some pointers for each of the 4 types of challenge per Big Question.

Challenge 1: Our Brainstorming	• Hand out the worksheet (blue) at the beginning of the session. • Before beginning the challenge, you can ask students to raise their hands to show whether their first impulse is to agree or disagree with the Big Question. • Encourage students to use the questions and statements on slide 3 of the presentation to brainstorm their initial ideas in response to the Big Question. • At the end of the challenge, ask students to raise their hands if they agree they have practised the skill of adventurousness. They could close their eyes to do this, or could place a tick or cross on a hidden piece of paper. ALTERNATIVE: If delivering all 4 challenges as a single block, you can do all four self-assessments at the end of the session.
Challenge 2: Our Mind Map	• Before students begin to create their mind maps, give out the argumentation helpsheet (yellow) and encourage students to use one colour pen to circle statements supporting the Big Question and another colour for statements challenging it. • Encourage students to include as much detail as possible in their mind maps. • At the end of the challenge, ask students to raise their hands if they agree they have practised the skill of critical thinking. They could close their eyes to do this, or could place a tick or cross on a hidden piece of paper.
Challenge 3: Our Position	• Students need to agree on their position in their groups or pairs. At this point, stress that you do not need to actually agree with the argument your group is making, and that you may in fact believe that this is not a question that can be answered with a simple "yes" or "no". However, the

	point of this exercise is to practice building an argument, so we are asking your group to adopt a yes or no position for now. • Ask students to use their brainstorm and mind map notes, together with the argumentation helpsheet from last session, to pick their two most powerful points in support of their position. For each point, they need to provide some evidence and explanation. • You might want to encourage students to bring in some complexity and nuance to their arguments by using words and phrases such as "however", "but", "it depends on" and "in most cases". • At the end of the challenge, ask students to raise their hands if they agree they have practised the skill of argumentation. They could close their eyes to do this, or could place a tick or cross on a hidden piece of paper.
Challenge 4: Presenting the Arguments	• Before the groups/pairs of students present their arguments to each other, ask them to read through the table on page 5 of the worksheet, so they know what to be listening out for and critiquing. • After groups/pairs have presented to each other, they should fill in the table on page 5 of the worksheet. • Ask students to raise their hands to show whether they agree or disagree with the Big Question. Has this changed from the poll conducted at the start of challenge 1? • Discuss with the students whether or not they think this question can be answered with a straight yes or no or whether it requires a more complex/nuanced response. • At the end of the challenge, ask students to raise their hands if they agree they have practised the skill of speaking and listening (oracy). They could close their eyes to do this, or could place a tick or cross on a hidden piece of paper. • To round off the set of 4 challenges, ask students to raise their hands if they agree they have practised the 4 key skills: adventurousness, critical thinking, argumentation, and speaking and listening (oracy). They could also circle, tick or stick stickers on the grey images of the badges provided at the end of the worksheet.

Tell us what you think

We are very interested to find out how teachers are using our resources, so if you'd like to share your thoughts and experiences with us, please email Oxplore Teach.

NAME: DATE:

Is a robot a person?

CHALLENGE 1: OUR BRAINSTORMING

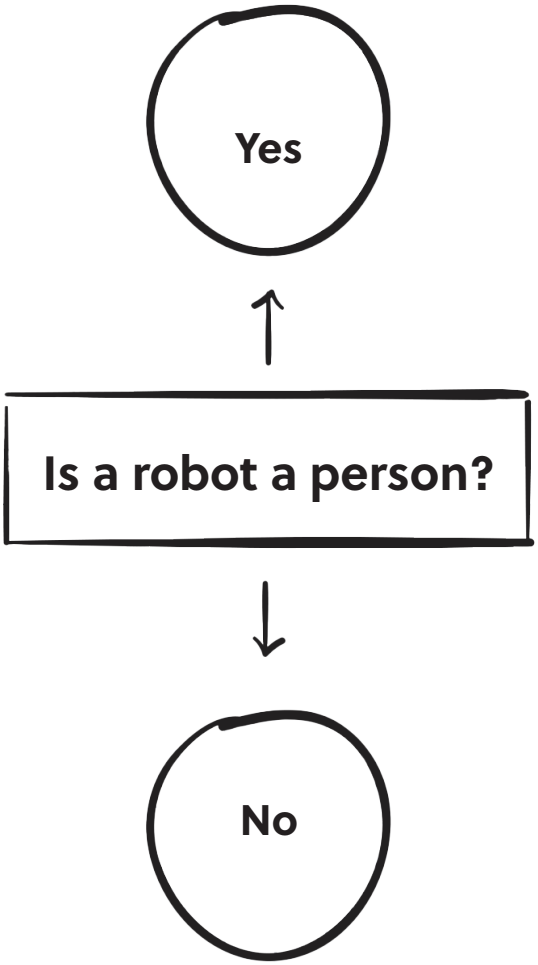
Use the space below to note down your group's initial ideas and thoughts. e.g. What is a robot? Can you think of examples? What is a person? How is a robot similar and/or different to a person?

CHALLENGE 2: OUR MIND MAP

Use the argumentation helpsheet to further explore your initial ideas and thoughts. Think about arguments for and against the big question.

- What evidence could you use to support or challenge the arguments?
- Where could you look for more information?
- What further questions are raised?

Add your ideas to the mind map below.



CHALLENGE 3: OUR POSITION

Your group must now decide a position to take. You must all agree!

Colour or tick the statement which shows your position.

Yes, a robot is a person	OR	No, a robot is not a person

We think this because...
Write down your two strongest arguments. For each one, you will need to provide the point that you are arguing, some evidence to support it, and an explanation of how the evidence supports your point.

Argument 1

Point:

Evidence:

Explain:

CHALLENGE 3: OUR POSITION CONTINUED

Argument 2

Point:

Evidence:

Explain:

CHALLENGE 4: PRESENTING THE ARGUMENTS

Present your arguments and then listen to the arguments of another group. Then make some notes in the boxes below.

What was the other group's most convincing point?	
What argument or evidence could you use to challenge one of their points?	
One thing that was good about the other group's presentation.	
One thing that could make the other group's presentation even better.	
Can the question be answered with a definitive yes or no? Why/Why not?	

CHALLENGE SKILLS

Tick the skills you have practised.

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HELPSHEET

You can use the statements below to get your discussions going. Decide if they support or challenge the big question.

AI has advanced very rapidly in the past ten years and many researchers think that this will speed up even more in the coming decades.

If a robot commits a crime, who gets in trouble? The manufacturer who made the parts? The programmer who created the intelligence? Or perhaps the robot itself?

Some AI can engage in conversation but does that mean they are actually conscious? Or self-aware? And what about emotions? Will robots ever be able to genuinely love another being or feel angry, sad or confused?

If people and animals have rights, should robots have them too?

Robots can deliver parcels, perform surgery and do the jobs that humans do not want to do. If robots take on more human jobs, what will happen to humans? Will we work alongside robots? Will they be our friends and work colleagues?

Some people argue that for a robot to be a person, it must be self-aware. The "Mirror Test" checks if an entity recognises itself in the mirror - a test that most AI currently fail.