



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 1 – Growth mindset

Method 4 – Structured debates

Class activities



Module 1 – Growth Mindset

Class activity 1. - Switch Sides

Related method: Structured Debates

Target group

Age: 20+

Gender: All

Level of studies: Secondary education, vocational training, or higher education

Status: Employed / unemployed / seeking employment

Fewer opportunities: Ideal for learners who struggle to understand opposing viewpoints or tend to hold rigid perspectives.

Learning outcomes

After finalising the activity, learners will be able to:

- Develop empathy by articulating an opposing viewpoint.
- Demonstrate flexibility in thinking when presented with new evidence.
- Strengthen communication skills through structured argumentation

Duration

90 minutes

Materials and resources

Debate topic cards relevant to learners' contexts, Timer, Debate rules handout

Whiteboard or flip chart for summarising arguments

Activity description

Learners first debate from their assigned position, then switch to argue the opposing side. This encourages mental flexibility and the ability to see value in differing perspectives — a core growth mindset skill.



Detailed Implementation Steps

Introduction:

Facilitator introduces the concept of “intellectual humility” and explains how practicing both sides of an argument helps break down fixed thinking patterns.

Main activity:

Topic Assignment – Divide participants into two teams (For/Against). Assign roles (opening speaker, rebuttal, closing).

Round 1 Preparation – Teams have approximately 10 to 15 minutes to prepare arguments (the time frame is flexible and it will depend on the context, the structure of participants, the general atmosphere, the number of participants, etc.)

Round 1 Debate – Conduct the debate following the structure: opening → rebuttal → closing.

Switch Sides – Teams swap positions and prepare again. This time they must argue for the side they originally opposed.

Round 2 Debate – Conduct the debate with switched positions.

Conclusion and reflection:

Facilitator asks: “How did your view of the topic change after arguing the opposite side?”
Participants share moments where they discovered valid points they had overlooked.

Assessment / Evaluation Method

Observation of adaptability in Round 2 arguments.

Peer assessment on clarity and respectfulness.

Self-reflection on perspective changes.

Adaptation Tips

For shorter sessions, use mini-debates (3 minutes per speaker).

For workplace contexts, focus topics on relevant policies or challenges.

For online groups, use breakout rooms and collaborative docs for preparation.



Module 1 – Growth Mindset

Class activity 2. - Evidence Over Opinion

Related method: Structured Debates

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Useful for learners who tend to argue based on emotion alone, helping them strengthen analytical and evidence-based reasoning.

Learning outcomes

After finalising the activity, learners will be able to:

- Support arguments with credible evidence rather than personal opinion.
- Recognise and challenge unsupported claims.
- Apply critical thinking when evaluating information sources.

Duration

75 minutes

Materials and resources

Debate statement, Access to research materials (internet or printed resources), Debate scorecards for evaluating evidence use

Activity description

This debate variation focuses on evidence. Teams earn points for citing reliable sources and lose points for unverified claims, promoting research-based reasoning.

Detailed Implementation Steps

Introduction:



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Facilitator explains the role of evidence in making persuasive arguments, and links it to professional and personal credibility.

Main activity:

Topic Selection – Select a topic that offers room for research (for instance, “Continuous learning should be mandatory in the workplace”).

Research Time – Teams gather supporting evidence for their position (15 minutes approximately, although the time frame should be flexible and depend on meaningful collaboration).

Debate Round – Present opening statements, rebuttals, and conclusions, with a focus on referencing sources.

Scoring – Judges or peers score each team on evidence quality, relevance, and integration into the argument.

Conclusion and reflection:

Discuss how evidence strengthened or changed the debate’s direction. Encourage learners to reflect on the importance of validating claims in daily decision-making

Assessment / Evaluation Method

Scoring sheets evaluating evidence use.

Peer feedback on persuasiveness.

Self-assessment on research skills applied.

Adaptation Tips

For less literate groups, provide pre-selected sources

For advanced learners, require evaluation of source credibility.

In corporate training, use internal reports or market data as sources.



Module 1 – Growth Mindset

Class activity 3. - Constructive Clash

Related method: Structured Debates

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Ideal for learners who avoid conflict, helping them practice respectful disagreement.

Learning outcomes

After finalising the activity, learners will be able to:

Engage in disagreement while maintaining respect and professionalism.

Identify and respond to logical flaws without personal attacks.

Demonstrate active listening during heated discussions

Duration

80 minutes

Materials and resources

Debate prompts designed to provoke discussion without hostility

Rules of respectful discourse handout

Observation checklist for constructive debate behaviours

Activity description

Learners engage in a debate where the emphasis is on how they debate, not just what they say. They are scored on active listening, politeness, and constructive engagement, fostering a growth mindset approach to conflict.



Detailed Implementation Steps

Introduction:

Facilitator outlines the concept of “constructive conflict” — disagreements that lead to better understanding and solutions.

Main activity:

Prompt Distribution – Topics are chosen to be thought-provoking but safe (e.g., “Failure is the best teacher”).

Team Preparation – Take some time (depending on the context) to prepare arguments and anticipate counterarguments.

Debate Round – Teams present and rebut arguments while demonstrating active listening (e.g., paraphrasing the other side before responding).

Observation Role – A small group of learners acts as “respect monitors,” tracking constructive behaviours.

Feedback Session – Observers share examples of respectful engagement and moments for improvement.

Conclusion and reflection:

Facilitator leads a discussion on how respectful disagreement builds trust and problem-solving capacity. Learners identify one technique they will use in future discussions

Assessment / Evaluation Method

Observation checklists from “respect monitors”.

Peer scoring on debate conduct.

Self-reflection on emotional control and listening skills

Adaptation Tips

For shy learners, start with written “mini-debates” before moving to verbal

For online groups, use chat-based rebuttals to reduce real-time pressure.

In workplace training, align topics with current team challenges.