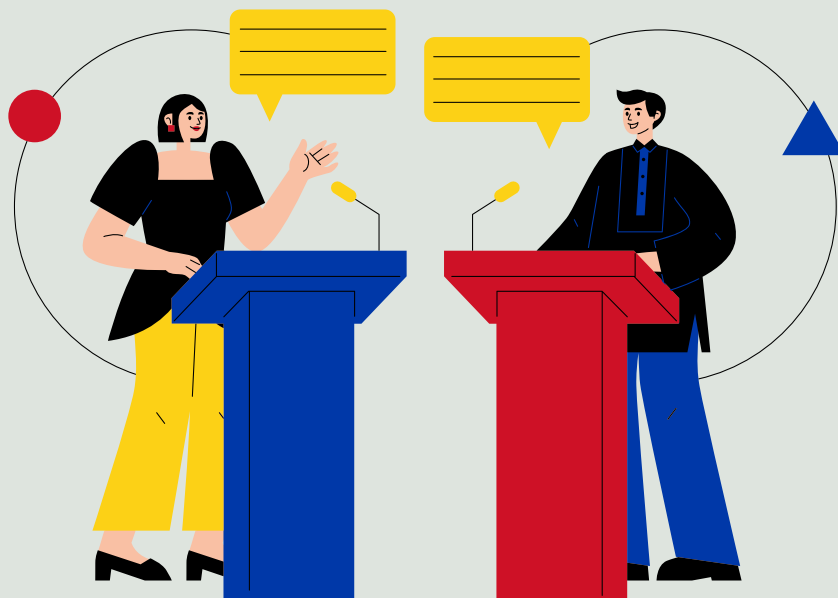


# EXERCISE 6 - CRITICAL THINKING AND COMMUNICATION - ABILITY TO ARGUE AND DEFEND ONE'S OWN VIEWS






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## Structure of the debate

-  Each group has 5 minutes to present their arguments
-  After each group has presented its arguments, the other groups may ask questions or present counter-arguments (up to 3 minutes for questions/counter-arguments)
-  The group which presented its position has 3 minutes to defend its position and answer questions

## Group tasks

-  Read the scenario and identify the main points to be included in the argumentation
-  Develop a clear thesis to be defended by the group
-  Prepare at least three strong arguments to support the thesis, using evidence, data and logical reasoning
-  Think about possible counter-arguments that may be presented by your opponents and prepare answers to them
-  Each group selects one or two representatives to present arguments during the debate

## Scenarios for analysis and debate

### SCENARIO I

#### Introduction of charges for plastic bags

The government is considering charging for plastic bags to reduce their use and pollution. Opponents say this will negatively affect consumers and small shops, while supporters believe it is a necessary step in the fight against plastic.

#### Task for the group

- ➔ Prepare arguments for or against the introduction of fees for plastic bags, taking into account economic, environmental and social aspects

## SCENARIO II

### **Investment in nuclear power as a source of green energy**

The country is considering building new nuclear power plants, arguing that it is one of the most efficient and low-carbon energy sources. Opponents are concerned about the risks associated with radioactive waste and potential disasters.

### **Task for the group**

- Develop arguments on the case for investment in nuclear energy as part of a green energy policy.

## SCENARIO III

### Development of electric transport in cities

The city is planning a major investment in the development of electric transport, including electric buses and charging infrastructure. Critics say the costs are too high and the benefits may be limited by the current state of technology.

### Task for the group

- Prepare arguments supporting or criticising the development of electric transport, taking into account ecological, economic and technological aspects.

## SCENARIO IV

### **Ban on the use of pesticides in agriculture**

A ban on pesticides in agriculture is proposed to protect biodiversity and human health. Farmers argue that without pesticides their yields will be lower, affecting food prices and the economic stability of farms.

### Task for the group

- ➔ Prepare arguments for or against the banning of pesticides, taking into account ecological, health and economic aspects.

### Materials

- Flipcharts or whiteboards to record the main points of the argument
- Examples of data and information that can be used in the argumentation (optional)

