



Exploring Ideas, Evidence, and Conclusions

Research Objective: Evidence and Conclusions

Description

In this activity, you will practice taking notes, listening to different ideas, using evidence, and making conclusions. You will work with a team to discuss a “Hot Take,” consider different perspectives, and use what you learn to support your conclusion.

Procedures

1. Your team will receive a question to discuss.
2. Write the Hot Take at the top of your chart.
3. Before discussing, record what you think and explain why you think it.
4. Work with your team to come up with reasons that support your opinion. Record your ideas on the chart.
5. Listen carefully as another team shares its opinion. Record at least one reason or idea from the other side.
6. Share your ideas respectfully and respond to the other team's reasoning. Remember to explain why you think something instead of simply saying you are right.
7. Look at the ideas and reasons from both sides of the debate.
8. Decide what you think after hearing the different perspectives. Record your conclusion and include at least one reason or piece of evidence that supports it.
9. Reflect: If your opinion changed, explain what new idea or evidence caused you to think differently.

Materials

- Debate Reflect Sheet

Tips

- Explain your thinking: Don't just say what you believe, explain why you believe it.
- Listen for new ideas: Pay attention to what others say. Their ideas may give you something new to consider.
- Use evidence: Support your opinion with facts, examples, observations, or logical reasons.
- Consider both sides: Try to understand why someone might have a different opinion.
- Be willing to change your mind: Scientists change their conclusions when they discover new evidence. It's okay if your conclusion changes!
- Respect different ideas: You can disagree with someone while still listening to and respecting their perspective.

Instruction Notes

Provide each student or team with a Hot Take to discuss. Choose questions that encourage students to consider multiple perspectives, explain their reasoning, and use evidence to support their conclusions.

Examples:

- What is better: chocolate or vanilla?
- Is cereal a soup?
- What is the best ice cream flavor?
- Is a hot dog a sandwich?
- Should humans bring back extinct animals if science makes it possible?

Group students according to whether they agree or disagree with the Hot Take. If one side has a large number of students, divide them into smaller groups to encourage participation and generate a variety of ideas and explanations.



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Student Investigation

Hot Take:

Do you agree, disagree? Explain your selection.

☐ Yes / I agree ☐ No / I disagree

Why do you agree or disagree?

Once you are placed in an agree or disagree group, work with your team to decide on your stance. Come up with 3 reasons that support your position. For each reason, record an example, observation, or evidence and explain how it supports your stance.

1.

2.

3.

After your team shares its ideas, listen carefully to the opposing group. Record what they think and write down one reason, example, or piece of evidence they used to support their position.

After listening to the other side, think about their ideas and evidence.
Did the other side change or strengthen your thinking?

What did you learn from the other side?

After considering both sides, what is your conclusion?