

CONTENTS

FOREWORD	5
AUTHOR'S NOTE	6
A MODEL LESSON SEQUENCE	7
LESSON NOTES – HOW TO RUN THE LESSONS (Notes to accompany the CoRT student workcards)	8
• EBS	9
• EVIDENCE: TYPE	13
• EVIDENCE: VALUE	17
• EVIDENCE: STRUCTURE	21
• ADI	25
• BEING RIGHT 1	29
• BEING RIGHT 2	32
• BEING WRONG 1	36
• BEING WRONG 2	40
• OUTCOME	44
TEACHING POINTS	48
STANDARD LESSON FORMAT	55
Time	55
Introduction	55
Practice	55
Output	56
Prompting	56
CoRT THINKING IN SCHOOLS	57
Aims	57
Value	58
How CoRT Works	58
Thinking Without CoRT	60
What to Expect: Students	61
What to Expect: Teachers	62
CoRT in Schools	63

TEST MATERIAL

64

EXPERIMENTAL RESULTS

69

Experiment 1

72

Experiment 2

74

A MODEL LESSON SEQUENCE

ONE

Do not mention the subject of the lesson, but start with a story or an exercise which illustrates the aspect of thinking that is the subject of the lesson.

TWO

Introduce the TOOL or SUBJECT of the lesson and explain simply what it does. You can use the introduction in the student workcards.

THREE

Carry out an open class example by setting a task and asking for individual responses. ALWAYS repeat the letters of the tool as often as you can. Make sure it is seen as a TOOL.

FOUR

Divide the class into groups of 4, 5 or 6. Assign a practice item from the student workcards. Allow about three minutes.

FIVE

Get feedback from the groups, for example by getting one suggestion from each of the groups.

SIX

Repeat the process with another item. Repeat practice items in this manner.

SEVEN

At the end of the lesson, allow some time for discussion of the subject of the lesson.

HOW TO RUN AN **EBS** LESSON

EBS: Examine Both Sides

The purpose of the lesson is to establish **EBS** as a definite operation or tool that can be used deliberately – or asked for. This is similar to the use of the **PMI**. A student may be asked to “do an **EBS**” on a question.

This is a vital lesson because it is unnatural to examine both sides of a question. It may seem an obvious thing to do, and indeed many people claim that it is something they do naturally. But how many people will have examined the other side so well that they could take over and carry through the opponent’s argument? It is an unnatural thing to do because in an argument people are anxious to prove their point. They know that they are right so why should they bother to listen to the other side? They may listen enough to be able to score debating or courtroom points, but not enough to see the question from the other side (and even beyond the other person’s presentation of it). Alternatively, one may be under such heavy attack that one does not have the time or inclination to examine the other side. That is why a deliberate effort must be made to examine both sides. This deliberate effort is crystallized in the **EBS** operation.

An **EBS** requires one to examine both sides. People taking part in the argument are required to examine the opponent’s side (since it is assumed they know their own). One might assume that people generally do an **EBS** anyhow, but in practice this is not so. An **EBS** means more than a general awareness of the other side’s arguments - it means being able to take them over and argue them oneself in a switch of sides.

The **EBS** should be introduced as a definite operation, or even a game, without too much philosophy as to its value. Any question on which there are two points of view can be used as an example, or the example given in the student workcards can be elaborated. Though there is some overlap, an **EBS** is not the same as an **OPV**, since an **EBS** examines the other side of the question in full, and not just the other person’s view of it. (If no one raises this question it is best to leave it out since it might be confusing.)

The general usefulness of doing an **EBS** is self-evident. In an argument situation it can help one to win an argument or to lose it (if you realize the other side does have a better case); to reach agreement or compromise; and not to argue aimlessly just because you have never listened to what the other side is actually saying.

PRACTICE

(See *Practice* section in inset of student workcard)

A debating format is arranged (see Standard Lesson Format for some alternatives). For instance, one student may be asked to present Side A of the argument in practice item 1 and another student to present Side B. The rest of the class acts as observers, but it is made clear to them that at any moment they might be asked by the teacher to give arguments for either Side A or Side B.

An alternative format is to divide the class into A and B halves. Individuals in the A half give arguments on the A side of the question and in the B half on the B side. Then the sides are deliberately switched, and the students have to give arguments for the opposite side (in doing this they are at least expected to give all the arguments previously given by the other side).

There will probably be time for only two items and these can be selected from the four items given in the student workcards.

Suggested points for practice items:

PRACTICE ITEM 1. Side A

- People cannot really know all the possible dangers.
- If cigarettes were not around people would not be tempted.
- There is no real need to smoke – if one never starts.
- The present system does not work – deaths are too high.

PRACTICE ITEM 1. Side B

- People should be free to take risk if they want to.
- Alcohol, car driving, skiing also are dangerous – you cannot ban everything that involves risk.
- The government needs the taxes and would otherwise have to raise taxes elsewhere.
- Better education about dangers, especially at school, should be enough.

PRACTICE ITEM 2. Side A

- There would be a loss of jobs and high unemployment.
- Revenues from local workers and local industry would decrease.
- Foreign competition is often unfair.
- Foreign workers are often exploited.
- The standard of living of foreign workers is often very low.
- There may be a need for protection when a local industry is remodeling.

PRACTICE ITEM 2. Side B

- If we restrict imports other countries will restrict our exports.
- Consumers will have to pay higher prices.
- Consumers will not get such choice or quality.
- The best producers should do the producing.
- There is no point keeping alive for a while longer an industry that will eventually die.
- Free competition spurs improvement and modernization.

PRACTICE ITEM 3. Side A

- People would talk to their friends and family more.
- People would develop their own interests and achievements and not be passive.
- There would be less advertising and pressure to buy things.