



Tiny

Debate Partner

Using Tinybots to develop students' thinking
in any subject



tiny.school/en/teacher-materials

Prepared by: Anna Rosová
Consultant: Eva Nečasová
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These teaching materials were translated using Claude.
Please note possible imperfections in the expressions or wording.

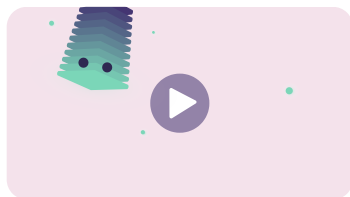
Using Tinybots to Develop Thinking

Introduction

The goal of meaningfully integrating generative AI (GenAI) into teaching is to use chatbots as guides for students' thinking and learning. Rather than handing out ready-made answers, the chatbot should lead students to think, ask questions, make connections, and build arguments. That is why we created Tinybots. This teaching material walks you step by step through using Tiny to bring chatbots into your lessons in a way that truly supports students' growth and thinking. We wish you every success!

The activities in this teaching material require registration in Tiny, an AI app developed by the nonprofit AI for Children. Please register in the app. If you need help, we have prepared video tutorials for you.

teacher.tiny.school

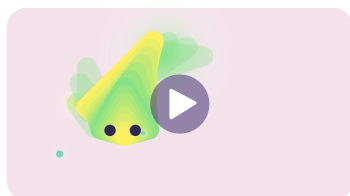


How to Register for Tiny

Registering for Tiny is quick and easy. We have prepared two video tutorials for you:

+ teacher registration: tiny.school/en/how-to-sign-up-as-a-teacher

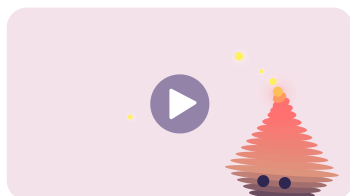
+ student registration: tiny.school/en/how-students-sign-up



Getting Started with Tiny

From a blank app to a live activity: create a class, set up a lesson, pick one of the eleven Tinybots, and give it a topic. Then just share the four-digit code with your students.

+ Video tutorial: tiny.school/en/how-to-work-with-tiny

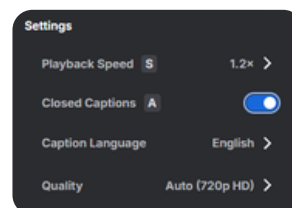


How to Create a Lesson in Tiny

Three ways to prepare a lesson: with the Tiny Guide, from the Lesson Library, or from scratch.

+ Video tutorial: tiny.school/en/how-to-create-a-lesson-in-tiny

Please note that the videos are in Czech. English subtitles are available. To turn them on, click the gear icon (Settings) in the bottom right corner of the video, switch on Closed Captions, and select English under Caption Language.



Debate Partner

The “Debate Partner” chatbot helps students form opinions, defend positions, and work with arguments. This is not a debate where one side has to win at all costs. The goal is to teach students to think through their own positions, look for evidence, respond to counterarguments, and build critical thinking.

Unlike the Error-Prone Chatbot, Debate Partner is not mainly about spotting errors or inaccuracies in a given text. Its job is to build students' ability to form opinions, justify them, and respond to counterarguments. While the Error-Prone Chatbot leads students to critically assess claims and verify information, Debate Partner leads them to defend their own position and consider different perspectives.

Debate Partner at a Glance

- + Leads a structured debate-style discussion,
- + helps students form and defend opinions,
- + asks follow-up questions,
- + offers counterarguments,
- + builds critical thinking,
- + encourages the use of evidence and sources.

When It Works Best

It works especially well when we want students to back up their opinions with arguments, work with evidence, and consider other points of view. It helps them resist the urge to accept the first opinion they hear without thinking it through. Debate Partner mainly supports analyzing, evaluating, and building arguments.

What It Works Well For

- + civics and social studies,
- + media literacy,
- + ethical and social issues,
- + preparing for debates and discussions,
- + exploring controversial questions,
- + building critical thinking,
- + practicing argumentation in any subject,
- + reflecting on different views of a problem.

What It Is Not Suited For

- + memorizing facts,
- + introducing new material,
- + clear-cut questions with only one right answer,
- + topics with no room for debate or interpretation.

In such cases, Review Buddy, Quiz Chatbot, or Discover Together is a better fit.

How Debate Partner Works

This is neither a traditional oral quiz nor casual conversation. The chatbot leads students to explain, justify, and defend their opinions. It asks why they think so, weighs the strengths and weaknesses of their arguments, and offers counterarguments. It flags unsupported claims, encourages students to use examples and evidence, and presents alternative views on the issue.

The chatbot first introduces a topic or question and asks the student to state their position. Next come follow-up questions and counterarguments, which the student responds to while gradually sharpening and expanding their reasoning. The conversation ends with a reflection and a summary of the main arguments.

What to Watch Out For

Debate Partner is not meant to persuade students that there is one right opinion. Its job is to improve the quality of their reasoning and their ability to work with different perspectives. It is most valuable when a topic allows for several viewpoints or solutions. It works well, for example, with social, ethical, environmental, or technological questions.

It helps to remind students that the goal is not to “win the argument” but to learn to think through their opinions, justify them, and revise them in light of new information. With younger students, we recommend choosing age-appropriate topics that are close to their own experience.

Recommended Follow-Up Activities

To make Debate Partner more than a one-off activity and a meaningful step toward your learning outcome, we recommend planning a follow-up task. Here are a few ideas for building on it:

- + debates in pairs or groups,
- + working with a text or information source,
- + finding evidence for each position,
- + creating an argument map,
- + a written reflection or essay,
- + reflecting on how their views changed during the discussion.

How to Set Up the Activity in Tiny

For the most relevant results, we recommend including the following information in the system prompt in Tiny:

- + the discussion topic or problem,
- + students' age or level,
- + length of the activity,
- + expected outcome or goal,
- + optionally, the role the chatbot should play in the discussion,
- + optionally, a source students use (article, video, data, chart, post).

It also helps to specify whether the chatbot should argue the opposing side or act more as a discussion moderator, and whether it should work with evidence, examples, or ethical dilemmas.

Example of a Good Prompt

"Lead a debate with a 9th grade student on banning cell phones at school. Have the student state their own position first, then present counterarguments and ask them to back up their reasoning with specific examples. Focus on: concentration in class, safety, communication, and personal responsibility."

Example of a Poor Prompt

"Talk with the student about cell phones."

Sample Prompts

Civics

Topic: Should the voting age be lowered to 16?

Age: 15 to 17

Length: 10 minutes

Learning outcome: The student defends their position on whether the voting age should be lowered to 16 with at least three arguments and responds to counterarguments.

Enter this prompt into the chatbot:

Have the student first state their own position on the question: Should the voting age be lowered to 16? Then present counterarguments one at a time and challenge the student to rebut them with specific examples and reasons. Focus on the quality of arguments, evidence, and responding to counterarguments. Avoid moralizing or pushing a single "correct" opinion.

History

Topic: Did Columbus's voyages benefit humanity overall?

Age: 13 to 15

Length: 15 minutes

Learning outcome: The student compares the benefits and harmful consequences of Columbus's voyages to the Americas and justifies their own position.

Enter this prompt into the chatbot:

Have the student share their view on the question: Did Columbus's voyages benefit humanity overall? Then present arguments from different perspectives: Europeans, Indigenous peoples, trade, culture, and the natural environment. Encourage the student to weigh multiple viewpoints.

Focus on different perspectives and historical context.

Avoid black-and-white judgments.

Geography

Topic: Should cities limit car traffic?

Age: 15 to 16

Length: 10 minutes

Learning outcome: The student evaluates how different transportation solutions affect city life and defends their position.

Enter this prompt into the chatbot:

Lead a discussion with a 9th grade student on the question: Should cities limit car traffic? Present arguments about the environment, transportation, the economy, and quality of life. Encourage the student to look for compromise solutions.

Focus on weighing different impacts and evidence-based reasoning.

Avoid a one-sided view.

Media Literacy

Topic: Should social media platforms remove misinformation?

Age: 15 to 17

Length: 10 minutes

Learning outcome: The student weighs freedom of speech against responsibility for spreading information on social media.

Enter this prompt into the chatbot:

Lead a discussion with a 9th grade student on the question: Should social media platforms remove misinformation? Have the student take a position first. Then present arguments from the perspectives of users, news media, platforms, and society, and ask the student to evaluate them.

Focus on working with different perspectives and the quality of reasoning.

Avoid partisan advocacy.

Science

Topic: Should zoos be part of modern wildlife conservation?

Age: 12 to 14

Length: 10 minutes

Learning outcome: The student evaluates arguments for and against zoos.

Enter this prompt into the chatbot:

Have the student share their view on zoos and their role in modern wildlife conservation. Then present arguments about species protection, public education, animal welfare, and ethical questions.

Focus on using evidence and ethical reasoning.

Avoid emotional arguments without supporting reasons.

More Tinybots

Tiny offers eleven chatbots that don't hand out ready-made answers but guide students' thinking.

To keep things clear, we have grouped them into categories based on the revised Bloom's Taxonomy. The flower diagram shows the cognitive levels (labeled at the bottom), with the individual Tinybots branching out from them (at the top). This grouping helps Tiny set the right learning outcomes and rubrics, which we use to give you and your students feedback on their conversations. You'll find a description of each Tinybot type, along with its teaching material, here: tiny.school/tinybots

