Come to Consensus is unique among EBA activities in that it asks a group to resolve potential conflict and agree on a particular claim, rather than asking them to take a position and defend it *against* another group or individual. This activity uses the EBA skills as a preliminary step to a task, and requires students to practice collaboration rather than competition. The activity requires students to weigh evidence for and against a claim *before* they advocate for a position – a key skill in the real world!

To prepare for this activity, the teacher should create a situation in which a group of students is charged with the task of choosing whether or not to take a particular action. The teacher provides a texts or texts containing evidence that could be used for or against the proposal. As pre-work, students read the text(s) and use yellow and green highlighters to identify evidence for and against. Then, students are divided into groups of 4. The teacher reviews the rules of the game and then posts the claims (the 2 choices) for the class to see.

Each group then assigns specific roles for members (see role sheet). Timers are set for 20 minutes, and the group (led by the facilitator) discusses the three questions provided, make a decision to support or oppose the proposal, and provide evidence to support their decision.

Come to Consensus helps students use the tools of argumentation to consider both sides of a debatable issue. It reinforces the idea that this is a crucial step toward making an informed decision as a group.

| **Step** | **Teacher Move** | **Student Move** |
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| **1** | Before class, prepare a situation and debatable question, and choose texts. | Complete pre-work of highlighting texts.  |
| **2** | Divide students into groups of 4 and provide them with the role sheet.  | Choose roles. |
| **3** | Briefly review the claim (proposal) and procedures.  |  |
| **4** | Supports student groups by rotating around the room. | Students work on their task for 20 minutes.  |