**Key Concepts (with classroom applications)**

1. Argue with the goal of understanding, not persuading or “winning.”

Hold a debate with two groups of students where the end goal will not be to “win” the debate, but to most accurately express their opponents’ arguments.

1. Different values and beliefs come from a different set of concerns (not from diametric opposition on the value).

Ask students to explain their opinions about certain controversial issues (such as athletes kneeling during the national anthem) and have them emphasize WHY they hold these opinions. Once the class has a list of different motivations, students can see how those competing concerns can lead to different conclusions without coming from opposing values.

1. Cognitive biases (such as asymmetric insight and confirmation bias) convince us that our opponents are arguing in bad faith.

Go over hypothetical situations involving in group and out group members and then ask students to explain the discrepancies in their assumptions about the two groups. Then introduce and define the psychological concepts of asymmetric insight and confirmation bias.