

## Ideas for exploring "Cycling Together" by Trace Balla

- Changes that happened in the story include...
- Explore the differences in similar pages in the story
- The unexpected gifts of the story include...
- New toilets at school were important in the story because...
- Things the characters in the story enjoyed doing were...
- Things they did that improved life on the planet included...

What mattered to them?

What was hard for them?

What was better for them?

What things inspired you in the story?

-Explore the meaning of the title

-How might you celebrate and honor changes in your life.



### Think about your own growing up story.

- One day I will look back at this time and remember...
- Some of the things I've appreciated at this time are...
- What concerns me most at this time is...
- One of the highlights of this time has been...
- Some of the things that have changed that I would like to see continue are...
- What has it been like for you and others at this time
- What ways does the story inspire appreciation of your own life

### Make mini cartoon stories about a change using "what if " in your thinking

- Who are your main characters
- Feel free to exaggerate and invent stories
- Catch stories from all over the place, maybe interview people you know
- Will it be realistic or imaginary, will there be a superhero, will it be from the perspective of outer space, an ant, a bird...
- Maybe try from multiple perspectives
- Maybe try more than one ending like in Cycling Together.

### Mixing it up

- Using: words and pictures together, narrator, place, labels, speech and thought bubbles, sound effects, movement and drawings to enrich the story
- Make a rough storyboard of your book first with stick figures
- Think about before, during and after to structure the story
- Do the cover title and picture last
- Do a blurb and a sentence about yourself as the author.

## **Classroom Activities:** kindly created by Keitha Theodore

### Think, Pair, Share...

- What are your initial thoughts after reading/being read 'Cycling Together'?
- Can you imagine your life in Aditi's shoes before the different end to the story?
- Write a letter to your local politician or Municipal Council about the importance of sanitation- toilets in schools; access to period products; access to disposal units in all toilets.
- Write a paragraph in response to the story - how do you relate to Aisha and Aditi?
- Create a 'Sticky Note Wall Art Mural' with all your class responses to the story - arrange them in the shape of a toilet (if you can).

### Debating Topics

- Schools should prioritise toilet improvements over sporting equipment.
- All toilets in schools should have access to a disposal unit
- Hand soap is better than soap dispensers

### Conversation Starters:

- Menstrual taboo
- Environment period products (cost vs ease)



# **Classroom Activities by Subject: Ideas**

## **Health and Wellbeing + Social/Cultural**

- Research diseases/illnesses caused by poor sanitation
- Discuss menstrual awareness and menstrual taboo
- Source numerous period products (single use and environmental)

## **English + Social/Cultural**

-Debating Topics: use the 4C's to present your teams argument

- Write a letter
- Write a paragraph in response to the story
- Think, pair, share
- Conversation starters
- Create a 'Sticky Note Wall Art Mural'

## **History + Social/Cultural**

- Find out about the History of the toilet - put your findings into a visual timeline
- What are the different types of toilets?

## **Science**

- Research the 'science' behind water treatment/sewage treatment.
- Visit your local water treatment facility

## **Geography**

- Create a map or download a Google map of your school
- Mark out all the toilets for both staff and students and those toilets that have disposal units
- Display final map in your classroom and make copies for your schools

## **Mathematics**

- Go around your school and collect data on all the types of toilets in your school i.e staff, male/female, unisex, accessible
- Make a note of those with disposal units
- Create a Histogram or Pie Chart to show the results.
- Calculate the ratio of toilets to students in your school - compare to other countries
- Calculate the ratio of toilets to staff in your school - compare to other countries



## Art and Craft

-Make reusable cloth pads - look into 'Days for Girls'  
[www.daysforgirls.org](http://www.daysforgirls.org) for a pattern

- Find a natural soap recipe and make some soap with your teacher/parent/guardian  
Make your own Menstrual Bracelet in support of Menstrual Hygiene Day (28th May)  
[www.menstrualhygieneday.org](http://www.menstrualhygieneday.org)  
- see the last page of the book for more crafty ideas



## Fundraising - Leadership and community service

- Sell your handmade soap and donate funds raised to [www.operationtoilets.org.au](http://www.operationtoilets.org.au) (see below for more)
  - Organise a fundraising event at your school
  - If you are inspired to find out more, spread the work, take action, fundraise, etc to support this story, follow the links below:
  - [toiletwarrior.net.au](http://toiletwarrior.net.au)
  - [operationtoilets.org.au](http://operationtoilets.org.au)
  - <http://www.facebook.com/wecannotwait/>
  - [daysforgirls.org](http://daysforgirls.org)
  - [sharethedignity.org.au](http://sharethedignity.org.au)
- <https://traceballa.com/cyclingtogether>



**“Cycling Together” by Trace Balla – Australian Curriculum based Classroom Activities [Grades 4 to 7]**

Classroom Activity by subject area	Link to Australian Curriculum
<p><b>ENGLISH – Interacting with others sub-strand.</b></p> <p><b>Year 4</b>            Interpret ideas and information in spoken texts and listen for key points to carry out tasks and use information to share and extend ideas and information (ACELY1687)            Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch, and volume to speak clearly and coherently (ACELY1688)            Plan, rehearse and deliver presentations incorporating learned content and considering the purposes and audiences (ACELY1689)</p> <p><b>Year 5</b>            Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699)            Use interaction skills, for example paraphrasing, questioning, and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)            Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</p> <p><b>Year 6</b>            Participate in and contribute to discussions, clarifying and interrogating ideas, developing, and supporting arguments, sharing, and evaluating information, experiences, and opinions (ACELY1709)            Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch, and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)            Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</p> <p><b>Year 7</b>            Identify and discuss main ideas, concepts, and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)            Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)            Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</p>	
<p>Think, Pair, Share</p> <ul style="list-style-type: none"> <li>• What are your initial thoughts after reading / being read “Cycling Together?”</li> <li>• Can you imagine your life in Aditi’s shoes <b>before</b> the different ending to the story?</li> </ul>	<p>ACELY- 1687, 1699, 1709, 1719            ACELY- 1688, 1796, 1816, 1804</p>
<p>Write a paragraph in response to the story – how do <b>you</b> relate to Aisha and Aditi?</p>	<p>ACELY- 1687, 1699, 1709, 1719</p>

<p>Create a 'Sticky Note Wall Art Mural' with all your class responses to the story. <i>Display them in the shape of a toilet?</i></p> <p>Write a letter to your local Politician OR Municipal Council about the importance of sanitation i.e., adequate toilets in schools; access to appropriate period products; access to disposal unit in ALL toilets.</p>	
<p>Debating Topics <i>[use the 4C's to draft your teams argument - <u>critical thinking, collaboration, creativity, and communication</u>]</i></p> <ul style="list-style-type: none"> <li>Schools should prioritize toilet improvements over sporting equipment.</li> <li>All toilets in schools should have access to a disposal unit.</li> <li>Hand soap is better than soap dispensers.</li> </ul> <p>Conversation Starters What is Menstrual Taboo? Discuss the cost versus ease of environmentally sustainable period products.</p>	<p>ACELY- 1688, 1796, 1816, 1804 ACELY- 1689, 1700, 1710, 1720</p> <p>ACELY- 1687, 1699, 1709, 1719</p>
<p><b>MATHEMATICS – Data representation and interpretation &amp; Real Numbers [Year 7 only]</b></p> <p><b>Year 4</b> Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)</p> <p><b>Year 5</b> Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) Describe and interpret different data sets in context (ACMSP120)</p> <p><b>Year 6</b> Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) Interpret secondary data presented in digital media and elsewhere (ACMSP148)</p> <p><b>Year 7</b> Recognise and solve problems involving simple ratios (ACMNA173) Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169) Construct and compare a range of data displays including stem and-leaf plots and dot plots (ACMSP170) Describe and interpret data displays using median, mean and range (ACMSP172)</p>	

<p>Go around your school and collect data on all the different types of toilets in your school i.e., staff, male / female, unisex and accessible.  → make a note of the toilets that provide a disposable unit.  → create a histogram OR pie chart to display the results.</p>	ACMSP in all year levels
<p>Calculate the ratio of toilets to students in your school and compare this value to other countries.</p>	ACMNA173
<p>Calculate the ratio of toilets to staff in your school and compare this value to other countries.</p>	ACMNA173

### **SCIENCE [Year 7 only]**

#### **Science Understanding**

*Chemical Sciences* – Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)

→ investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography, and distillation.

→ exploring and comparing separation methods used in the home.

*Earth and Space Sciences* – Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)

→ investigating factors that influence the water cycle in nature.

→ exploring how human management of water impacts on the water cycle.

#### **Science as Human Endeavour**

*Use and influence of Science* – Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)

→ considering issues relating to the use and management of water within a community.

→ considering decisions made in relation to the recycling of greywater and blackwater.

*Use and influence of Science* – People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)

→ investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products, and cleaning up oil spills.

→ investigating how advances in science and technology have been applied to the treatment of water in industrial and household systems.

#### **Science Inquiry Skills**

*Questioning and predicting* – Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124)

→ recognising that the solution of some questions and problems requires consideration of social, cultural, economic, or moral aspects rather than or as well as scientific investigation.

*Planning and conducting* – Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125)

→ developing strategies and techniques for effective research using secondary sources, including use of the internet.

Research the 'science' behind water treatment / sewage treatment. [*Key terms: wastewater, sewage water, storm water, septic tank, flocculation, and filtration*]

ACSSU- 113, 116 & AC SIS-124, 125

Visit your local Water Treatment facility OR Water Board

ACSSU116, ACSHE- 120, 121 & AC SIS125

## **HEALTH AND PHYSICAL EDUCATION**

### **Changes and transitions**

#### **Year 4**

Explore strategies to manage physical, social, and emotional change (ACPPS034)

#### **Year 5-6**

Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)

#### **Year 7**

Evaluate strategies to manage personal, physical, and social changes that occur as they grow older (ACPPS071)

### **Making healthy and safe choices**

#### **Year 4**

Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036)

#### **Year 5-6**

Plan and practise strategies to promote health, safety, and wellbeing (ACPPS054)

#### **Year 7**

Investigate and select strategies to promote health, safety, and wellbeing (ACPPS073)

### **Health literacy**

#### **Year 4**

Discuss and interpret health information and messages in the media and internet (ACPPS039)

#### **Year 5-6**

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions, and behaviours (ACPPS057)

#### **Year 7**

Evaluate health information and communicate their own and others' health concerns (ACPPS076)

### **Community and health promotion**

#### **Year 4**

Describe strategies to make the classroom and playground healthy, safe, and active spaces (ACPPS040)

#### **Year 5-6**

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

#### **Year 7**



Plan and use health practices, behaviours, and resources to enhance health, safety, and wellbeing of their communities (ACPPS077)	
Research diseases / illnesses caused by poor sanitation.	ACPPS- 036, 054, 073 & 040, 058, 077
Discuss the concept of Menstrual Awareness and how to remove the stigma around Menstrual Taboo.	ACPPS- 034, 052, 071 & 039, 057, 076
Have a look at the numerous Period Products available [ <i>single use &amp; environmentally sustainable</i> ]	ACPPS- 036, 054, 073
<b>HUMANITIES AND SOCIAL SCIENCE</b>	
<b><u>History [Year 7 only]</u></b>	
<b><i>Knowledge and Understanding:</i></b>	
The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)	
<b><i>Chronology, terms, and concepts:</i></b>	
Sequence historical events, developments, and periods (ACHHS205) & (ACHHS148)	
<b><i>Explanation and communication:</i></b>	
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214) & (ACHHS157)	
<b><u>Geography [Year 7 only]</u></b>	
<b>Key Inquiry Question – What effect does the uneven distribution of resources and services have on the lives of people?</b>	
<b><i>Water in the world:</i></b>	
The quantity and variability of Australia’s water resources compared with other continents (ACHGK039)	
<b><i>Collecting, recording, evaluating, and representing:</i></b>	
Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) & (ACHGS057)	
Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050) & (ACHGS058)	
<b><i>Interpreting, analysing, and concluding:</i></b>	
Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns, and trends, and infer relationships (ACHGS051) & (ACHGS059)	
Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) & (ACHGS060)	
History: Find out about the history of the toilet → put your findings into a visual timeline. What are the different types of toilets?	ACHHS- 205, 148, 214, 157 ACDSEH029
Geography: Create a map OR download a Google Map of your school grounds. → Mark out all the toilets for both staff and students + the toilets that have appropriate disposal units.	ACHGK039 ACHGS- 049, 057, 050, 058, 051, 059, 052, 060

→ Display the final map in your classroom and at various locations around your school grounds.

## THE ARTS & SUSTAINABILITY

**Visual Arts: Manipulating and applying the elements/concepts with intent & developing and refining understanding of skills and techniques.**

### Year 4

Use materials, techniques, and processes to explore visual conventions when making artworks (ACAVAM111)

### Year 5-6

Develop and apply techniques and processes when making their artworks (ACAVAM115)

### Year 7

Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies, and processes (ACAVAM119)

Develop planning skills for art making, by exploring techniques and processes used by different artists (ACAVAM120)

**Sustainability: Through the priority of Sustainability, students develop the knowledge, skills, values, and world views necessary to contribute to more sustainable patterns of living.**

### Key concepts

The Sustainability priority has been developed around the three key concepts of systems, world views and futures.

The first key concept explores the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing.

The second concept enables a diversity of world views on ecosystems, values, and social justice to be discussed and recognised when determining individual and community actions for sustainability.

The third concept is aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to promote reflective thinking processes in young people and empower them to design action that will lead to a more equitable and sustainable future.

Have a look at the numerous Period Products available [*single use & environmentally sustainable*]

Cross-curriculum learning

Find a natural soap recipe and make soap with your classroom teacher / parent / guardian.

ACAVAM- 111, 115, 119 & 120

Make reusable cloth pads → 'Days for Girls' <https://www.daysforgirls.org> for possible template OR pattern.

ACAVAM- 111, 115, 119 & 120

Make your own Menstruation Bracelet in support of Menstrual Hygiene Day – 28<sup>th</sup> May OR 28 / 5

ACAVAM- 111, 115, 119 & 120

→ visit <https://www.menstrualhygieneday.org>

## PERSONAL AND SOCIAL CAPABILITY

### Social Awareness

This element involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe, and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary

society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students: *appreciate diverse perspectives; contribute to civil society; understand relationships.*

### **Social Management**

This element involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. They develop the ability to initiate and manage successful personal relationships and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students: *communicate effectively; work collaboratively; make decisions; negotiate and resolve conflict; develop leadership skills.*

Leadership and Community Service:

Sell your handmade soap and donate the funds raised to <https://www.operationtoilets.org.au>

Organise a fundraising event at your school.

If you are inspired to find out more, spread the word, act, fundraise etc. to support the 'Cycling Together' story, follow the links below:

- <https://www.toiletwarrior.net.au>
- <https://www.operationtoilets.org.au>
- <https://www.facebook.com/wecannotwait/>
- <https://www.daysforgirls.org>
- <https://sharethedignity.org.au>
- <https://whatsyour2040.com/>

Social Management

Social Management

Social Awareness

### **Reference:**

Australian Curriculum, Assessment and Reporting Authority [ACARA]. (2014). *Foundation to year 10 curriculum*. Downloaded July 2021. <http://www.australiancurriculum.edu.au/>

## “Let’s Debate” English Lesson

**Year Level:** 7      **Time:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Learning Area:** English Year Level 7

**Students’ Prior Knowledge:**

If done well, debates contribute to the development of communication skills, teamwork skills, and analytical skills.

If combined with other approaches, information literacy and problem-solving skills may also be developed and enhanced.

**Strand/Topic from the Australian Curriculum – Interacting with others LITERACY.**

*Identify and discuss main ideas, concepts, and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)*

*Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)*

*Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)*

**General Capabilities**

<b>Literacy</b>	<b>Numeracy</b>	<b>ICT competence</b>	<b>Critical and creative thinking</b>	<b>Ethical behaviour</b>	<b>Personal and Social competence</b>	<b>Intercultural understanding</b>
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**Cross-curriculum priorities**

<b>Aboriginal and Torres Strait Islander histories and cultures</b>	<b>Asia and Australia’s engagement with Asia</b>	<b>Sustainability</b>
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**Lesson Objectives**

*As a result of this lesson, students will be able to:*

- *Identify and discuss main ideas, concepts, and points of view, for example the strength of an argument.*
- *Use interaction skills when discussing and presenting an argument, select body language, voice qualities and other elements to add interest and meaning to their presentation.*
- *Plan, rehearse and deliver presentations / arguments, select and sequence appropriate content to promote a point of view or enable a new way of seeing.*

**Teacher’s Prior Preparation/Organisation:**

Introduce the students to the structure of debating.

Introduce the students to the topics on offer for class debating.

Debating Topics

*[use the 4C’s to draft your team’s argument - critical thinking, collaboration, creativity, and communication]*

- Schools should prioritize toilet improvements over sporting equipment.
- All toilets in schools should have access to a disposal unit.
- Hand soap is better than soap dispensers.

**Provision for students at educational risk:**

As per individual learning plan [ILP]

## LESSON EVALUATION

### Assessment of Lesson Objective / Suggestions for Improvement / Teacher self-reflection & self-evaluation

Evaluate how the teaching, learning and assessment provided opportunities to develop depth and breadth of student learning.

Consider:

- Was the teaching, learning and assessment effective?
- Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, where, and how?
- Were there any common student misconceptions that need, or needed, to be clarified?
- How does student progress and achievement in this unit affect the planning of subsequent units with the year/band of years?

## LESSON DELIVERY

Time:	Motivation and Introduction:	Resources/References
<p>3-4 lessons OR 3-4 x 60 mins</p>	<p>Students need to read through the Debate Task Sheet and once they have read through this document, allocate group teams, debate topics and whether their team is the affirmative and negative team. Allow the students to bring one piece of research from the internet, book, magazine, or newspaper with them to the next lesson – preparation lesson. This piece of research should help the student teams to build their argument.</p> <p><i>Debating Topics:</i> <i>[use the 4C's to draft your team's argument - <u>critical thinking, collaboration, creativity, and communication</u>]</i></p> <ul style="list-style-type: none"> <li>• Schools should prioritize toilet improvements over sporting equipment.</li> <li>• All toilets in schools should have access to a disposal unit.</li> <li>• Hand soap is better than soap dispensers.</li> </ul> <p><b>Lesson Steps:</b></p> <p><b>Debate Format: [Groups]</b> Three [possibly four] people per team (affirmative and negative). Each person to speak for 1-2 minutes.</p> <p><u>Speaker 1</u> Start by stating your side's argument. The rest of your opening statement should summarise why your position is the strongest. Focus on three solid points that appeal to the audience's sense of reason and emotion.</p> <p><u>Speaker 2</u> Your job is to gather as much evidence as you can to support your team's argument. Consider the possible arguments that your opponents might use against you. Rely on expert opinions, quotes, and facts to support your argument.</p> <p><u>Speaker 3</u> You oversee the concluding remarks. Start by summarising the reasons why your argument is the best and restate the three main points your team has made. Include the audience in your remarks and end on a strong emotional point.</p>	<p>Debate Task Sheet</p>

	<p><b>Debate Format: [Planning]</b>  Researching topic  Preparing arguments  Preparing cue cards  Rehearsing speech</p> <p><b>Research:</b>  Students research their arguments using reliable sources. They will need their REAL Structure of Arguments handout.</p> <p>Using the REAL Structure of Arguments -  Ideally, each speaker should have two points to argue. There should be evidence to support their argument.  Further, each team needs to anticipate their opponents' arguments and develop a rebuttal to them.</p> <p><b>Prepare Arguments:</b>  A poor debate is little more than a series of individual speeches. A good debate is a clash of ideas. In the words of a famous debate coach, debating "is a brutal non-contact blood sport".</p> <ul style="list-style-type: none"> <li>- Consider the language of the debate.</li> <li>- Defend your arguments.</li> <li>- Attack your opponents' arguments.</li> <li>- Expose their logical flaws.</li> <li>- Destroy their credibility.</li> <li>- Take down their evidence, points, premise.</li> </ul> <p>It is the language of war and competition. In the politest possible way, destroy your opponents' arguments (never resort to personal attacks)</p> <p>REMEMBER - Have strong arguments (reasonable premise, explanation, relevant evidence). Rebut effectively (show the flaws in your opponents' points – they always exist). Rebut their rebuttal (show why your arguments are strong).</p> <p><b>Prepare Cue Cards</b></p> <p><b>Rehearse Speeches</b></p> <p><b>Debating Lesson:</b> One to two periods / lessons to complete with all groups to adjudicate [See Adjudicator Sheet]</p> <p><b>Lesson Closure: Possible class discussion</b></p> <ul style="list-style-type: none"> <li>• Comparing the effectiveness of your class debate.</li> <li>• Suggesting future questions that can be answered by a class debate.</li> </ul> <p><b>Assessment:</b>  <u>Students:</u> Write sentences to demonstrate an understanding of the debating process.  <u>Teacher:</u> Collection of arguments presented by students. Feedback provided upon completion of adjudicator sheets. An external adjudicator can also provide constructive feedback.</p>	<p>REAL Structure of Arguments [handout]</p> <p>Debate Cue Cards [template sheet]</p> <p>Adjudicator Sheet</p>
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SEE BELOW FOR HANDOUT SHEETS...

# THE DEBATING CHEAT SHEET

## Manner, Matter, Method

Debating is all about three things – Matter, Manner and Method. These are the three criteria against which you will be scored, and this score determines who will win the debate.

**Matter:** What you say. Matter is all about your material – what your arguments are, whether or not they are thought-out properly, and the evidence you can provide to back them up. In order for matter to be accepted, it must pass two tests: (1) is it **LOGICAL** (i.e. does it make sense), and (2) is it **RELEVANT** (i.e. can it be fully linked back to what your team should be arguing). It also includes the quality of your rebuttal.

**Manner:** How you say it. Manner is how you deliver your speech. It will include anything that enhances your presentation and makes it more engaging: the tone and volume of your voice, how quickly you speak, hand gestures, eye contact, your stance, and how you use your notes (always use palm cards – NEVER an A4 sheet of paper!).

**Method:** How you organise it. Method refers to how you structure your speeches, both individually and as a team. Have you split up your material appropriately between speakers? Does your speech have a beginning (introduction), middle and end (conclusion)? Did you use signposting to highlight your arguments? Do you have a team line? Is everyone on your team have the same understanding of the topic? Ultimately it comes down to this: are you, and your team, ORGANISED?

How you are scored:

	Matter	Manner	Method	Total
Average Mark	30	30	15	75
Total Marks	40	40	20	100

## Speaker Roles

**First Speaker (Affirmative):** The first affirmative must introduce the debate as a whole, not just their team's side. This means that they need to provide a DEFINITION (that is, defining the key terms and the topic as a whole in the MOST REASONABLE way). Secondly, they must introduce your TEAM LINE, which is the overarching argument that your team will be pursuing (try and summarise it in a catchy line). Thirdly, they must show break down what each speaker will be saying in a TEAM SPLIT. Finally, they must introduce at least one POSITIVE ARGUMENT for their team. They will also need to introduce any models you want to use.

**First Speaker (Negative):** The first negative does not need to provide a definition, UNLESS the affirmative fails to do so or if you disagree with a fundamental aspect of their definition (in the case of a disagreement, the MOST REASONABLE DEFINITION will win). However, they will need to REBUT the substantive points made by the first speaker. Other than this, their role is the same as the first affirmative.

**Second Speaker:** The second speaker begins with rebutting any important points that the other team has made. Whilst this should not take up more than 25–30% of your time, you MUST rebut. However, you then need to introduce the main arguments for your team. The second speaker will be in charge of

delivering the majority of your team's substantive material, and will need facts, statistics, examples, or other evidence to back up what they are saying.

**Third Speaker:** The third speaker has to do four things. Firstly, they REBUT. Secondly, they REBUT. Thirdly, they REBUT. And fourthly, they SUM UP. Rebutting should take up most of the third speaker's time. They must rebut the WHOLE of the other team's argument, ideally by grouping together similar arguments and picking them apart all at once. Finally, they must summarise your team's case, reminding the audience of what you have been arguing and why you are right. However, they CANNOT introduce new evidence (unless they are using it to directly rebut an opposing argument).

## Rebuttal

Rebuttal is essential to debating, and everyone except the first affirmative will need to rebut. Rebuttal is where you explain the flaws in the other team's arguments. The most effective rebuttals will attack the core of an opposition's argument as being ILLOGICAL or IRRELEVANT to the topic, and it is always better to attack the argument itself rather than the example or evidence they use to back it up. However, you don't always have to argue that the other team is completely wrong: you can also argue that their argument is correct but should be awarded little weight, that the positive outcomes are outweighed by the negatives, that your team's arguments are more likely, and so on. Always remember that you are attacking the points the other team makes – not the opposition speakers themselves – and NEVER use insults.

## Dos and Don'ts

- DO plan out your speeches for prepared topics – it is very obvious who has and hasn't done research.
- DO make eye contact, DO use palm cards, and DO use dot points.
- DO use signposting to make it clear what your arguments are.
- DO pass notes to each other during the debate if you come up with a good idea/rebuttal/etc.
- DO sound serious or passionate: your conviction can be very engaging.
- DO pause between arguments: it adds emphasis and makes it easier to follow your arguments.
- Do NOT tell us your names: they will already be on the mark sheet.
- Do NOT say 'and our third speaker will rebut'. We already know that.
- Do NOT use large sheets of paper: they are extremely distracting.
- Do NOT read out your speech: try to memorise main points and use palm cards.
- Do NOT mention Hitler or Mother Theresa: come up with some interesting, more relevant examples.
- Do NOT attack the other team personally. Criticise the argument, not the speaker.

## Some of the most useful websites ever:

**Debaters' Association of Victoria:** <http://dav.com.au> ← Includes heaps of information on debating, speaker roles, and tips to improve manner, matter and method scores.

**Debatatabase:** <http://www.idebate.org/index.php> ← Scroll down. See the orange box? That's the debatabase, and it will become your best friend. It has a huge collection of debating topics with a breakdown of affirmative and negative arguments. HOWEVER, you MUST look elsewhere for evidence, examples, statistics, and facts to back up your case.

**Debatapedia:** <http://debatepedia.idebate.org> ← Wikipedia for debaters. Includes a huge database of topics with pros and cons, evidence and resources.



# YEAR 7 ENGLISH: "LET'S DEBATE"

## **Debate Format**

Two teams of three/four students will compete against each other to convince the adjudicators (teacher and other groups) that their argument is better.

- Each student needs to speak for 2-3 minutes only
- You will be assigned your group, your topic and which side you are on

## ***Order of speakers:***

- First affirmative
- First negative
- Second affirmative etc

## **Debates will be judged according to**

- Matter (content)
- Manner (how well you speak)
- Method (how well you work with your teammates, and how you respond to your opponents' arguments)

## ***Refer to adjudicator's sheet***

## **How to prepare for a debate**

See REAL Structure of Arguments

Ideally, each speaker should have two points to argue. There should be evidence to support their argument.

Further, each team needs to anticipate their opponents' arguments and develop a rebuttal to them.

## **Research**

Only use reliable sites

## **Further Hints**

Debate is a team sport. Work together closely from the moment you begin researching to the actual debate itself

## **How to debate**

A poor debate is little more than a series of individual speeches. A good debate is a clash of ideas. In the words of a famous debate coach, debating "is a brutal non-contact blood sport".

- Consider the language of debate
- Defend your arguments
- Attack your opponents' arguments
- Expose their logical flaws
- Destroy their credibility
- Take down their evidence, points, premise

It is the language of war and competition. In the politest possible way, destroy your opponents' arguments (never resort to personal attacks – that's just stupid and Trumpian).

## **How to win a debate**

- Have strong arguments (reasonable premise, explanation, relevant evidence)
- Rebut effectively (show the flaws in your opponents' points – they always exist)
- Rebut their rebuttal (show why your arguments are actually strong)

## Debating: The REAL Structure of Arguments

Topic:

Possible arguments for your topic:

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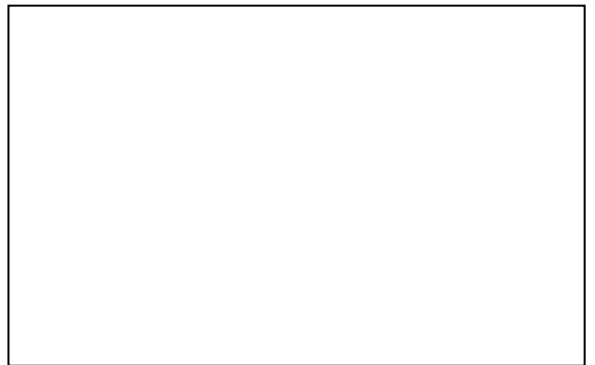
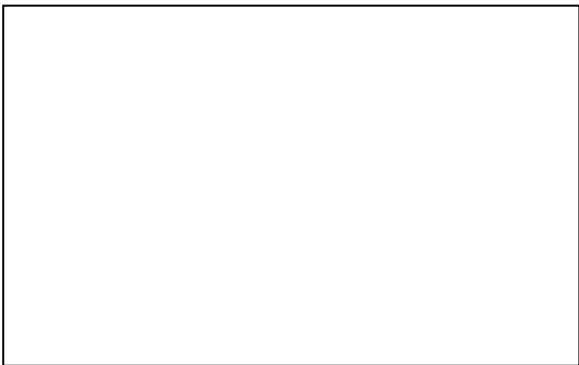
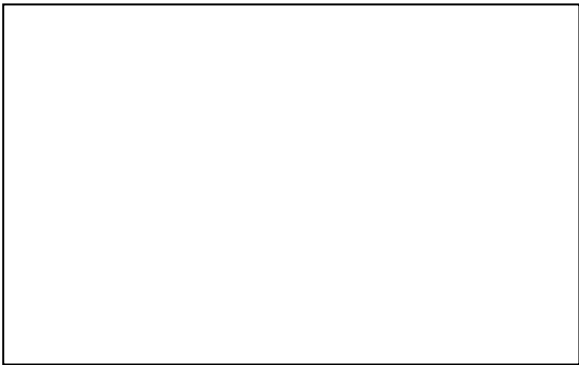
Choice of two that are fully developed:

<b>Reason</b> <ul style="list-style-type: none"><li>• What argument are you proposing?</li><li>• What are the grounds for your argument?</li></ul>	
<b>Evidence</b> <ul style="list-style-type: none"><li>• What examples from world events best illustrate your arguments?</li><li>• What backing do they offer your arguments?</li></ul>	
<b>Analysis</b> <ul style="list-style-type: none"><li>• What are the implications / consequences of these examples?</li><li>• What do they prove about your argument?</li></ul>	
<b>Link</b> <ul style="list-style-type: none"><li>• How does this link to your overarching contention / themes?</li></ul>	

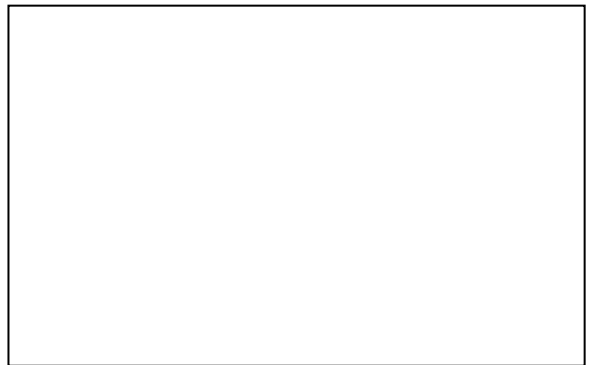
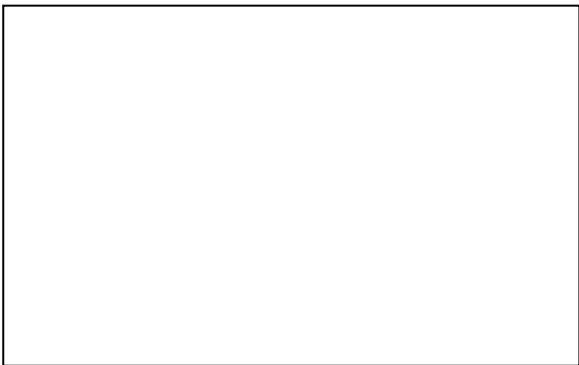
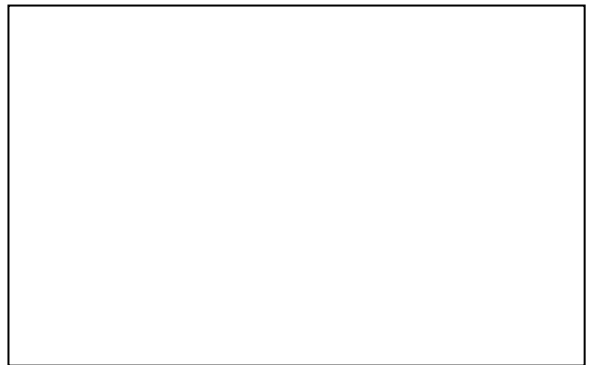
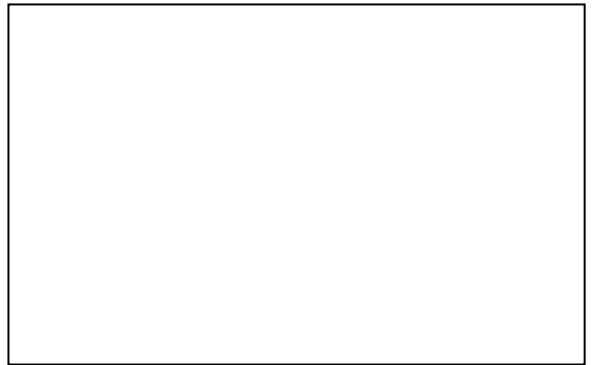
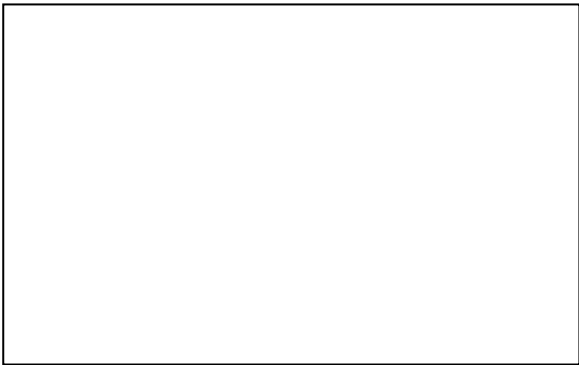
## Debating: The REAL Structure of Arguments

<ul style="list-style-type: none"><li>• Why does this demonstrate the strength of your claim?</li></ul>	
<b>Reason</b> <ul style="list-style-type: none"><li>• What argument are you proposing?</li><li>• What are the grounds for your argument?</li></ul>	
<b>Evidence</b> <ul style="list-style-type: none"><li>• What examples from world events best illustrate your arguments?</li><li>• What backing do they offer your arguments?</li></ul>	
<b>Analysis</b> <ul style="list-style-type: none"><li>• What are the implications / consequences of these examples?</li><li>• What do they prove about your argument?</li></ul>	
<b>Link</b> <ul style="list-style-type: none"><li>• How does this link to your overarching contention / themes?</li><li>• Why does this demonstrate the strength of your claim?</li></ul>	

# Debate Cue Cards (Palm Cards) Template



# Debate Cue Cards (Palm Cards) Template



**“LET’S DEBATE” – YEAR 7 ENGLISH  
ADJUDICATOR REPORT**

**TOPIC:**

<b>Affirmative Team</b>	<b>Matter /10</b> <ul style="list-style-type: none"> <li>• Introduced the argument well</li> <li>• Presented key points</li> <li>• Valid content – quotes, statistics, facts and evidence</li> <li>• Relevance and Logic shown</li> </ul>	<b>Method /10</b> <ul style="list-style-type: none"> <li>• Ability to use language effectively to persuade</li> <li>• Responds to the challenges of the opposition.</li> <li>• Use of evidence/argument to challenge</li> <li>• Structure of speech</li> </ul>	<b>Manner /5</b> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Voice volume and tone</li> <li>• Expression and vocal style</li> <li>• Overall manner</li> </ul>	<b>Comments</b>	<b>Total</b>
First Speaker:	/10	/10	/5		/25
Second Speaker:	/10	/10	/5		/25
Third Speaker:	/10	/10	/5		/25
Fourth Speaker: (if required)	/10	/10	/5		/25

<b>Negative Team</b>	<b>Matter /10</b> <ul style="list-style-type: none"> <li>• Introduced the argument well</li> <li>• Presented key points</li> <li>• Valid content – quotes, statistics, facts and evidence</li> <li>• Relevance and Logic shown</li> </ul>	<b>Method /10</b> <ul style="list-style-type: none"> <li>• Ability to use language effectively to persuade</li> <li>• Responds to the challenges of the opposition.</li> <li>• Use of evidence/argument to challenge</li> <li>• Structure of speech</li> </ul>	<b>Manner /5</b> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Voice volume and tone</li> <li>• Expression and vocal style</li> <li>• Overall manner</li> </ul>	<b>Comments</b>	<b>Total</b>
First Speaker:	/10	/10	/5		/25
Second Speaker:	/10	/10	/5		/25
Third Speaker:	/10	/10	/5		/25
Fourth Speaker: (if required)	/10	/10	/5		/25

Won by:
Best Speaker:
Adjudicator/s:

## “How many School Toilets?” Mathematics Lesson COLLECTING AND DISPLAYING DATA

<b>Year Level:</b> 4 <b>Time:</b> _____ <b>Date:</b> _____  <b>Learning Area:</b> Mathematics Year Level 4	<b>Students’ Prior Knowledge:</b> proficiency strands of understanding, fluency, problem-solving and reasoning.					
<b>Strand/Topic from the Australian Curriculum -</b> Statistics and Probability - Data representation & interpretation <i>Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)</i> <i>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)</i> <i>Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)</i>						
<b>General Capabilities</b>						
<b>Literacy</b>	<b>Numeracy</b>	<b>ICT competence</b>	<b>Critical and creative thinking</b>	<b>Ethical behaviour</b>	<b>Personal and Social competence</b>	<b>Intercultural understanding</b>
<b>Cross-curriculum priorities</b>						
<b>Aboriginal and Torres Strait Islander histories and cultures</b>		<b>Asia and Australia’s engagement with Asia</b>			<b>Sustainability</b>	
<b>Lesson Objectives</b> <i>As a result of this lesson, students will be able to:</i> <ul style="list-style-type: none"> <li><i>Select and trial methods for data collection using provided recording sheets.</i></li> <li><i>Construct a histogram and / or pie chart, with or without digital technologies, to represent the collected data.</i></li> <li><i>Evaluate the effectiveness of the displayed data as a histogram and / or pie chart.</i></li> </ul>						
<b>Teacher’s Prior Preparation/Organisation:</b> Introduce students to the concept of data collection. Generate a data collection sheet OR allow students to generate their own method of tallying data.				<b>Provision for students at educational risk:</b> As per individual learning plan [ILP]		

### LESSON EVALUATION

<b>Assessment of Lesson Objective / Suggestions for Improvement / Teacher self-reflection &amp; self-evaluation</b> Evaluate how the teaching, learning and assessment provided opportunities to develop depth and breadth of student learning. Consider: <ul style="list-style-type: none"> <li>Was the teaching, learning and assessment effective?</li> <li>Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, where, and how?</li> <li>Were there any common student misconceptions that need, or needed, to be clarified?</li> <li>How does student progress and achievement in this unit affect the planning of subsequent units with the year/band of years?</li> </ul>
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### LESSON DELIVERY

<b>Time:</b>  <b>3 lessons</b>  <b>OR</b>  <b>3 x 40 mins</b>	<b>Motivation and Introduction:</b>  Explain this activity to your school administration. If the students are not permitted to do this activity in offices and administration, allocate time for yourself or another member of the school staff to tally the toilets in these sections of the school to provide the data for students.  In this lesson sequence, students will conduct a school toilet audit and display their findings as a visual histogram and / or pie chart. Identify the areas in your school that have toilets. Prepare a suitable data collection sheet OR use the one provided. Possible audit areas within the school include:	<b>Resources/References</b>  Students to design a suitable data collection sheet OR provided.
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<ul style="list-style-type: none"> <li>• boys' toilets &amp; girls' toilets</li> <li>• staff toilets and administration offices</li> <li>• disabled/accessible toilets &amp; disposable units</li> </ul> <p><b>Lesson Steps:</b></p> <p><b>Task 1</b> – Introduce the activity to the students as a collective class. Discuss how the students will collect the data and in what format it will be collected. Assign groups to specific areas in the school to collect data.</p> <p><b>Task 2</b> – Students to use their data collection sheets to collect the data for their assigned area. Upon completion the students will organise their group data and collate results as a class group. This collated data will be utilised in each class group.</p> <p><i><u>Possible discussion questions:</u></i></p> <ul style="list-style-type: none"> <li>- <i>Since data can be collected and represented as text, images, or numerical values, how many ways can your data be represented?</i></li> <li>- <i>How could you present your collated class data to an audience?</i></li> <li>- <i>What are the best ways to show other people what you have discovered through data collection?</i></li> <li>- <i>How could you highlight different findings such as by number of items, toilet type, or location?</i></li> </ul> <p><b>Task 3</b> – After a final class tally has been created, each group will display their finding in an appropriate visual format [either histogram and / or pie-chart, or any other reasonable format as discussed with their teacher and group members].</p> <p><b>Task 4</b> – Students will analyse the collated findings and write sentences to demonstrate an understanding of data analysis after being exposed to the different displays created within the classroom – all using the same collated data.</p> <p><b>Lesson Closure: Possible class discussion</b></p> <ul style="list-style-type: none"> <li>• Comparing the effectiveness of different methods of collecting data.</li> <li>• Choosing the most effective way to collect data for a given investigation.</li> <li>• Exploring ways of presenting data and showing the results of investigations.</li> <li>• Suggesting questions that can be answered by a given data display and using the display to answer questions.</li> </ul> <p><b>Assessment:</b></p> <p><u>Students:</u> Write sentences to demonstrate an understanding of data analysis after being exposed to different displays in illustrating data features including variability.</p> <p><u>Teacher:</u> Work samples will be used to assess if students could create appropriate recording sheets that allowed them to gain an accurate sample of data. Work samples will also be used to assess if students could collate their data to create accurate displays as well as seeing if they can apply reasoning and evidence to support their findings.</p>	<p>Printed data collection sheets, clipboard per group, grey-lead pencils.</p> <p>Poster paper to display data findings.</p>
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