

Lesson: Debate

Phase of learning

Years 5 - 6, Years 7 - 8

WA Curriculum

K-10 English, K-10 Science

Region

West Coast, South Coast

Summary

Students will plan for and play a part in one side of a debate to either advocate for or argue against Costello's way of fishing.

Outcomes

- Students will learn about the structure and purpose of persuasive texts.
- Students will explore the complex language used to identify viewpoints and express greater precision of meaning in persuasive texts.
- Students will plan, rehearse and deliver one side of a debate.
- Students will understand the importance of scientific knowledge in informing personal and community decisions.

Duration

2-3x 30-45 minute lessons

Preparation

This lesson is part of a unit of work on the text Blueback. It assumes some previous study of the text has already been completed. View the full Unit [here](#).

Students will revisit Student resource sheet: [Exposition example](#) in this lesson.

Students will each require a copy of Student worksheet: [Exposition template](#).

Western Australian curriculum

LEARNING AREA	STRAND	SUB-STRAND	CODES
English	Language	Text structure and organisation	ACELA1531 , ACELA1504

English	Language	Expressing and developing ideas	ACELA1512
English	Literature	Literature and context	ACELT1619
English	Literature	Responding to literature	ACELT1621
English	Literacy	Interacting with others	ACELY1710 , ACELY1720
Science	Science as a human endeavour	Use and influence of science	ACSHE100

Steps

1. Introduce and explain the elements of a debate – one person/group will present an opinion and reasoning on a particular topic, followed by a response (opposition) on that same topic by the other person/group.
2. Revisit Student resource sheet: [Exposition example](#) discussing that this represents one side of the debate.
3. Split the class into an equal number of groups – half will advocate ‘for’ Costello’s way of fishing whilst the other half will be ‘against’ Costello’s way of fishing.
4. Provide students with Student worksheet: [Exposition template](#) to assist in the planning of their side of the debate. Students should prepare notes in the format – opinion, reason, explanation of reason and restate opinion.
5. Pair groups to debate against each other. Provide each group with a set time limit to present their argument either for or against. Students should actively listen to both sides of the debate to decide which group was more persuasive.
6. Engage students in a class discussion about which groups were more persuasive and why. Questions to consider –
 - What language/vocabulary did they use?
 - What reasoning made their argument more persuasive?
 - Did they provide any evidence to support their argument?

Related resources

[Student resource sheet: Exposition example](#)

[Lesson: Exposition](#)

[Unit: Blueback](#)

Keywords

debate, persuasive, Costello, Blueback, presentation, exposition, argument, advocate, argue