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| <b>Lesson Topic</b> : Is it ever okay to steal?   |  |
| <b>Year Group</b> : Year 7 and 8  |  |
| <b>Learning Outcome</b>   | We are learning to share one side of an argument through debate  |
| <b>Links with the <a href="#">New Zealand Curriculum</a></b><br> | <ul style="list-style-type: none"> <li>ideas show increasing awareness of a range of dimensions or viewpoints.</li> <li>Select, develop, and communicate ideas on a range of topics.</li> <li>forms and communicates ideas and information clearly, drawing on a range of sources</li> <li>integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts</li> </ul>                               |
| <b><a href="#">Key Competencies</a></b><br>                     | <b>Thinking</b><br>Students will have to read a range of texts to explore the idea of stealing<br>Students will have to argue a viewpoint that may differ from their own.<br><br>Relating to others<br><br>The students will consider the different positions that may cause people to resort to stealing.   |
| <b>Prior knowledge</b><br>                                     | The students have only had one debate so far this year, so they are still learning the talk frames and protocol around debate.<br><br>They have previously discussed different values as our previous debate ended up being about the importance of success.   |
| <b>Lesson Sequence</b><br>                                     | <b>Session Outline</b> <ol style="list-style-type: none"> <li>1. First the students read some news articles about stealing, to give them factual information and ideas to draw upon</li> <li>2. Next they were split into two groups - for/against and were given time to come up with an argument.</li> <li>3. We then went on Google Meet to hold the discussion (this would usually occur in person but we are preparing for future lockdowns)</li> </ol> |

|   | <p>4. After the debate we discussed what worked well and what to change for next time</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%; text-align: left;">Student Activity</th> <th style="width: 50%; text-align: left;">Teacher Activity</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0f2f1;"> <b>Learn:</b> <ol style="list-style-type: none"> <li>1. Read the articles to get some ideas around the topic</li> <li>2. Discuss the prompt</li> <li>3. Choose a side and prepare an argument with the group</li> </ol> </td> <td rowspan="3"> <ol style="list-style-type: none"> <li>1. Introduce the topic and facilitate discussion about the prompt in general</li> <li>2. Split the students into two groups</li> <li>3. Explain the brief - each student needs to create a minute long argument</li> <li>4. Set up the google meet and remind the students of meet etiquette - mics off unless you are the speaker, positive responses in the chat</li> <li>5. Support the students in the debate through the chat - allow the students to respond to one another.</li> </ol> </td> </tr> <tr> <td style="background-color: #e91e63; color: white;"> <b>Create:</b> <ol style="list-style-type: none"> <li>1. Create a one minute argument about the topic</li> </ol> </td> </tr> <tr> <td style="background-color: #a1887f; color: white;"> <b>Share:</b> <ol style="list-style-type: none"> <li>1. Share your side of the argument in the debate and on your blog</li> <li>2. Reflect on the experience</li> </ol> </td> </tr> </tbody> </table> | Student Activity | Teacher Activity | <b>Learn:</b> <ol style="list-style-type: none"> <li>1. Read the articles to get some ideas around the topic</li> <li>2. Discuss the prompt</li> <li>3. Choose a side and prepare an argument with the group</li> </ol> | <ol style="list-style-type: none"> <li>1. Introduce the topic and facilitate discussion about the prompt in general</li> <li>2. Split the students into two groups</li> <li>3. Explain the brief - each student needs to create a minute long argument</li> <li>4. Set up the google meet and remind the students of meet etiquette - mics off unless you are the speaker, positive responses in the chat</li> <li>5. Support the students in the debate through the chat - allow the students to respond to one another.</li> </ol> | <b>Create:</b> <ol style="list-style-type: none"> <li>1. Create a one minute argument about the topic</li> </ol> | <b>Share:</b> <ol style="list-style-type: none"> <li>1. Share your side of the argument in the debate and on your blog</li> <li>2. Reflect on the experience</li> </ol> |
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| <b>Resources</b>  | <a href="#">Slides</a>  |                  |                  |   |  |  |   |
| <h2 style="margin: 0;">Reflection and Analysis</h2>   |   |                  |                  |   |  |  |   |
|   | <p><b>Lesson Content</b> - The students enjoyed the prompt and act of debating a lot. We could have got a lot deeper with our conversation, but the purpose of the lesson was more preparing for discussion in a lockdown</p> <p><b>Lesson Pacing</b> - The pace was perhaps too fast; I should have given the girls a bit more time to prepare their ideas and to discuss the prompt at the start. The lesson lasted under forty minutes, but I would usually spend far longer when teaching an argumentation board.</p> <p><b>Lesson Delivery</b> - I was quite quick to step in with this lesson as I could see my students were a little uneasy in front of the camera for the first time. Even I found it a little bit funny as we had just come out of a very disruptive time with lockdowns/ level 2 restriction so it was the first group I had taken in a month!</p> <p><b>Student Understanding</b>- The students did wonderfully on the google meet and I am confident that we could replicate it at home. They are starting to get the</p>  |                  |                  |   |  |  |   |

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|  | hang of debate protocol but we will spend more time on this in class, where it is easier to pick up on social cues. |
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