





<b>Lesson Topic : Is it ever okay to steal?</b>	
<b>Year Group : Year 7 and 8</b>	
<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> 	<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> 	<b>Thinking</b> Students will have to read a range of texts to explore the idea of stealing Students will have to argue a viewpoint that may differ from their own.  Relating to others  The students will consider the different positions that may cause people to resort to stealing.
<b>Prior knowledge</b> 	The students have only had one debate so far this year, so they are still learning the talk frames and protocol around debate.  They have previously discussed different values as our previous debate ended up being about the importance of success.
<b>Lesson Sequence</b> 	<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"> <thead> <tr> <th data-bbox="346 383 919 445">Student Activity</th><th data-bbox="927 383 1489 445">Teacher Activity</th></tr> </thead> <tbody> <tr> <td data-bbox="346 445 919 725"> <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 data-bbox="927 445 1489 725"> <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> </ol> </td></tr> <tr> <td data-bbox="346 725 919 983"> <b>Create:</b> <ol style="list-style-type: none"> <li>1. Create a one minute argument about the topic</li> </ol> </td><td data-bbox="927 725 1489 983"> <ol style="list-style-type: none"> <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> </ol> </td></tr> <tr> <td data-bbox="346 983 919 1229"> <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><td data-bbox="927 983 1489 1229"> <ol style="list-style-type: none"> <li>5. Support the students in the debate through the chat - allow the students to respond to one another.</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> </ol>	<b>Create:</b> <ol style="list-style-type: none"> <li>1. Create a one minute argument about the topic</li> </ol>	<ol style="list-style-type: none"> <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> </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>	<ol style="list-style-type: none"> <li>5. Support the students in the debate through the chat - allow the students to respond to one another.</li> </ol>
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<b>Resources</b>	<a href="#">Slides</a>								
<h2 style="text-align: center;">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>								

	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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