**ETHICAL UNDERSTANDING**

Step 1

Form a group with a maximum of 6 people. This activity can be done with uneven numbers or with just 2 people but it will be easier with 6 or an even number. **On your response sheet list the members of your group in column 1.**

Step 2

In your group choose one of the following topics related to ethical issues.

* Euthanasia should be allowed for the terminally ill.
* Animals should be produced to provide organs for organ transplants.
* Cigarettes should be banned in Australia
* Abortions should be legal for those who want to terminate the pregnancy when a foetus is obviously deformed or retarded.
* People should have a license to keep a dog
* Genetically Modified food should be sold in Australian supermarkets.
* Nuclear waste from a medical research facility should be dumped in country South Australia.
* The culling of Australian wildlife should be allowed.
* Child beauty pageants should be banned
* We should continue to spend money on keeping endangered species alive.
* People should be able to choose the sex of their offspring.
* Windfarms should be allowed in residential/semi-urban areas.
* Capital punishment should be brought back for those found guilty of murder in Australia.
* Your own topic- formulate or modify a topic and check with a 10AIL teacher to make sure it is appropriate before continuing

**On your response sheet against step 2 write your proposition and have an AIL teacher sign it to verify its suitability. Then answer the opinion question that follows on the sheet.**

Step 3- RESEARCH

Through research find out what is the current situation about the chosen issue. Find factual information from at least 2 sources, using the CAMPER guidelines to help you. Try to find sources which provide differing opinions or biases. You may wish to share information with other members of your group. This research can be “cut and pasted” from websites but try to include only the information which is critical to your question. Make sure you *reference* each source either at the end of individual sections or at the end of your research. **Save this research as an electronic copy which can be submitted to your advisory teacher.**

Step 4- ANALYSIS (group activity)

Work in your group to decide the positive and negative viewpoints, or the “pros and cons” of the issue. Discuss the issues arising from both opinions and form an ethical understanding of the topic. Be prepared to present a solid argument for both viewpoints regardless of your own personal opinion.

As a group, form a list of evidence or viewpoints which support the proposition (Pros or positive points), and also those that support the opposition (cons or negative points). You will need at least 3 strong points for each argument. **On your response sheet list these against step 4.**

Step 5

As a group, decide who is going to support the proposition and who will oppose it. Try to have the same number of people on each side. **On the response sheet add a P or an O to the initial table identifying who is doing what.**

Step 6

Individually, using the list of points from step 4 for your chosen viewpoint write an analysis outlining all of the issues relating to your topic. Each argument should have its own paragraph detailing how the argument supports your viewpoint. Document the evidence from your research, including the source where possible, that supports the argument. Each paragraph should be about 150 words. **This task must be labelled Step 6, with your name added, and then printed or submitted electronically.**

Step 7

Get together with the other members of your debate team (those with a common viewpoint). You will all have individually analysed the various arguments that support your viewpoint. Share this information and then decide who is going to present which sections in the actual debate.

Normally there are 3 speakers- the first introduces the basic argument and gives the general reasons for supporting this viewpoint. This person also gives information about one of the arguments.

The second speaker presents the argument that most strongly supports the viewpoint, but will also need to try to “rebut” the previous speaker from the other team.

The third speaker also provides a “rebuttal” against the last speaker for the opposing team, then details another argument. This speaker then summarises the main points and finishes off.

**As a group, you will need to decide which arguments are going where in the debate and who is presenting as which speaker. Next to each name on the response sheet table add speaker 1, 2, and 3 for your group.** (Don’t worry about the opposing team).

Step 8

Prepare for the debate

The best debaters are those who know their information well and have a good understanding of the whole issue, not just their small section. You will need to prepare for several things

1. The first, and easiest, is your own speech. In this speech you deliver the argument including the research and sources that your group chose for you to prepare. If you are the first speaker you also need to give a very clear overview of the whole debate, using persuasive language.
2. If you are the 2nd or 3rd speaker you will need to respond or provide a “rebuttal” to the last speaker from the opposing team. This requires you to listen to their speech and find weak points you can pick on. You will need to prepare for this by using your research to predict what the opposition might say.
3. As the 3rd speaker, you may want to “rebut” another speaker’s “rebuttal”. You will present your own argument, but your summary will be more effective if it provides information which refutes that of the other team. You will need to prepare a basic summary, but if you have prepared well you can give a very solid closing statement that argues against the other team.

Each speaker has between **90 and 120 seconds** to talk. Once you have done the initial research, try to keep your opinions and information about your debate to just your team. If you let the other group members know what you will be presenting they will easily be able to prepare a solid rebuttal.

Learning intentions

* Understand the concept of ethics and how they relate to various situations
* Develop research skills and use these to inform and validate opinions
* Understand the format of a debate and develop skills in debating

Civics and Citizenship Curriculum Content Descriptors

* Identify, gather and sort information and ideas from a range of sources and reference as appropriate [(ACHCS096)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS096)
* Critically evaluate information and ideas from a range of sources in relation to [civics](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=civics) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=citizenship) topics and issues [(ACHCS097)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS097)
* Account for different interpretations and points of view [(ACHCS098)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS098)
* Present evidence-based [civics](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=civics) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=citizenship) arguments using subject-specific language [(ACHCS101)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS101)

Civics and Citizenship Curriculum Achievement standards

* Students account for and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) different interpretations and points of view on civics and citizenship issues.
* Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and present evidenced-based arguments incorporating different points of view on civics and citizenship issues.
* Students use appropriate texts, subject-specific language and concepts.

English Curriculum Content Descriptors

* Use organisation patterns, [voice](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=voice) and language conventions to present a [point of view](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=point+of+view) on a [subject](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=subject), speaking clearly, coherently and with effect, using logic, [imagery](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=imagery) and rhetorical devices to engage audiences [(ACELY1813)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1813)
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action [(ACELY1751)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1751)

English Curriculum Achievement standards

* Students make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

**Response Sheet Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Step 1 Step 5 Step 7

|  |  |  |
| --- | --- | --- |
| Group members | Proposition/Opposition | Role in debate |
|  |  |  |
|  |  |  |
|  |  |  |
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Step 2

Write your proposition below;

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AIL teacher signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your first response/ gut feeling as an answer to the proposition at this point before any research or further thought? Make sure you provide reasons for your thoughts. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Step 4

*Proposition arguments:*



*Opposition arguments;*



**PERSONAL RESPONSE** (Individual task)

Write a paragraph outlining your own personal opinion about the issues relating to your topic. You may have presented an opinion which is not yours in the debate. Justify your opinion with relevant evidence from the research you have undertaken as a group. Has your initial opinion changed after analysing the research?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You should have also electronically submitted your research and your response to Step 6 either on paper or electronically.

You will be given deadlines for different steps along the way and it is important that you keep to these as you will not be prepared for the debate if you haven’t done the preparatory work.

The debate will be presented to a staff member and a small group of students of your choice. You will be assessed according to the rubric for the debate, which will also include an assessment of the response sheet.

Part of your assessment will be based on the quality of your presentation. It is important to look confident and speak clearly, and if you can put some “personality” into your presentation to make it more compelling and interesting it will engage your audience more and make them more likely to choose your side.

|  |  |
| --- | --- |
| **Criteria for assessment** | **score** |
| *Argument is strong, using persuasive language* | 20 |
| *Content is correct verified by reliable quoted sources* | 20 |
| *Student shows the ability to show knowledge through responding to other speakers during rebuttal, or if first speaker clearly sets up the debate with strong themes and clear objectives.* | 10 |
| *Teamwork is shown through cohesive content/student contributes positively during the debate* | 10 + 10 |
| *Presentation is clear and confident with some stylistic elements to engage the audience* | 10 |
| *Student keeps to required time in debate* *and shows solid organisational skills in preparation* | 10 + 10 |
| Research is comprehensive and quotes reliable sources | 20 |
| The student’s personal opinion relating to the issue is clearly stated with reference to research | 20 |
| Step 6 demonstrates a strong argument using research and sources to support the chosen viewpoint | 30 |

Student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ overall grade /170

*Student marker* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grade for debate /90