Teaching notes

How to use this resource

This resource, *Laptop wrap: Writing a discussion* is designed to support Digital Education Revolution – NSW (DER-NSW). The resources and tasks are aimed at supporting student use of the DER-NSW laptops in both online and offline classroom environments.

If you have difficulty viewing this resource on the DER-NSW laptop screens, you can switch your web browser to full screen mode. With your web browser open, press F11 to switch between normal and full screen mode.

For more detailed support on how to use the DER-NSW laptop software referred to in this resource please visit the TaLe Tools+ site. If you have a Department of Education and Training portal identity go to www.tale.edu.au > log in to the Secondary section > Tools+ is a link in the top right of the page. If not, visit the Parents & community section of TaLe and choose the quick link to DER-NSW laptop resources on the right side of the page.

This resource is part of a series on composing texts designed to support students in Stage 5 English. Discussions present both sides of an argument, supported by evidence, as well as the writer’s point of view on an issue. Discussions appear in various forms: essays, letters, debates, speeches and blogs are some of the more common ones. Discussions often deal with controversial issues such as capital punishment, cloning, drugs in sport, experimenting on animals and genetic engineering.

When students have completed using this resource, they will know how to compose a written and spoken discussion.

**Explore** – provides a link to the CLI resource *Worlds Collide. Text 1* in this resource explores conflicting views on an important social issue, homelessness. If you have a NSW DET login, click on Homelessness to go to the TLF interactive. Others can find The Learning Federation resource L1808 through their jurisdiction’s access point.
Your tasks

Students can click on either the icons or the hyperlinked text to view each task in a pop-up window.

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<th>Students learn about first, second and third person and then do a Captivate interactive in which they identify a writer’s use of first, second or third person.</th>
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<th>To familiarize them with the text type, students read and annotate a discussion on kangaroo culling. They are asked to identify the two sides of this argument and the writer’s point of view and decide which side they agree with.</th>
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Students prepare to look at differing views on an issue and to form their own opinion by looking at Text 1 in *Worlds Collide*. If they have a NSW DET login, they click on *Homelessness* to go to the interactive that examines the problem of homeless people in the community. They can then create a web page on homelessness and save it. Others can find The Learning Federation resource L1808 through their jurisdiction’s access point.

Students research a topical issue that has arguments for and against it, such as genetic engineering or human cloning. Using the Freemind software on their laptops, they create a mindmap that contains a range of arguments for and against the issue they have chosen. Using Microsoft Word, they write a discussion presenting both sides of the issue and supporting it by evidence and post it to a blog for others to comment on.

You will have to set up a class blog before the students can start blogging. A great place to set up a class blog is through *Edublogs*. This site also contains various video tutorials to guide you through setting up a blog. Another blogging site is [http://www.edmodo.com/](http://www.edmodo.com/) which is a free microblogging site for education.

For more information on blogging visit the *TaLe Tools*+ blogging section. The scaffold and checklist will help them plan, write and check their discussions.

They can use *SurveyMonkey* to create a survey for others to respond to, for example, how many people agree with their argument and how many agree with the course of action suggested. They can collate the responses and add them to their blog entry.

Students choose and research a topic then write a discussion in the form of a speech. They record their speech using the Audacity software on their laptops. They can add appropriate music and sound effects to enhance their presentation and then share it with the class.

They can create a podcast of their speech and upload it to share with others. The [create your own podcast](http://www.createyourownpodcast.com/) site explains how to do this.
Teaching resources

**TaLe (Teaching and Learning exchange)**

These resources look at both sides of the issue: **Koala control: points of view** is a multimedia interactive that enables students to explore facts and opinions about controlling populations of koalas. Search on TaLe using the title **Koala control: points of view** or the number L1285 (NSW DET only). Others can find The Learning Federation resource L1285 through their jurisdiction’s access point. **Save our bridge: presenting the arguments** is a multimedia interactive that enables students to look at reasons for and against building a new bridge. Search on TaLe using the title **Save our bridge: presenting the arguments** or the number L1289 (NSW DET only). Others can find The Learning Federation resource L1289 through their jurisdiction’s access point.

**Other resources**

These websites provide information on some topical and controversial issues. Students can read information that is for and against the issue before deciding which point of view they will support. It is always advisable to check websites before directing students to access them.

**Cloning humans:**

**Capital punishment:**
- [www.bbc.co.uk/ethics/capitalpunishment/](http://www.bbc.co.uk/ethics/capitalpunishment/)

**Sporting issues—drugs, cheating:**
- [www.bbc.co.uk/ethics/sport/](http://www.bbc.co.uk/ethics/sport/)

**Animal issues—biotechnology, hunting, experiments using animals:**
- [www.bbc.co.uk/ethics/animals/](http://www.bbc.co.uk/ethics/animals/)

**Genetic engineering:**
- [www.greenpeace.org/international/campaigns/genetic-engineering](http://www.greenpeace.org/international/campaigns/genetic-engineering)
- [http://online.sfsu.edu/~rone/GEessays/gedanger.htm](http://online.sfsu.edu/~rone/GEessays/gedanger.htm)

**Quality teaching framework**

This resource supports students to:
- develop deep knowledge and understanding of the language of discussion, argument and opinion
- use the metalanguage associated with argument and discussion
- integrate knowledge by making meaningful connections between texts.