VISITING A FARM/RURAL AREA

Levels: 5 & 6
Activity: 1

Overview

Farms rely on water to grow their crops and feed their livestock. However, overuse of water from our river systems can cause significant damage to the environment. During this activity, students will investigate some of the issues surrounding water usage on farms and then debate the statement 'Farms should be given unlimited water allocations in Australia'.

Resources

- Projector or SmartBoard
- Computer access for students

Activity

ENGAGE

Ask students to reflect on the expedition to Bella and Will's family farm, as well as any of their own prior experiences on farms. Discuss:

- What is water used for on farms? Make a list.
- What sources of water can be found on farms? Make a list and ask students to sort them into *'natural'* and *'man-made'*.

EXPLORE

As a class, watch the *Drought Doco* video followed by the *Basin Plan Problems* video. Ask students to discuss with a partner the pros and cons to unlimited water usage on farms.

EXPLAIN

Explain to the class that students will be debating the statement *'Farms should be given unlimited water allocations in Australia'*. Split students into teams and briefly revise the standard debating format (eg. first speaker, second speaker, third speaker, rebuttals).

ELABORATE

In teams, students write their arguments, researching further as necessary. They might like to use this *Persuasion Map* from ReadWriteThink to help organise and plan their arguments.

EVALUATE

Teams perform their debates. Invite students from the audience to score and give feedback.

Victorian Curriculum
Foundation–10

Level 5		
ENGLISH	Speaking and Listening: Interacting with others	Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)
GEOGRAPHY	Geographical Knowledge: Factors that shape places and influence interconnections	Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places(VCGGK094)
		Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)
Level 6		
ENGLISH	Speaking and Listening: Interacting with others	Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis(VCELY367)
GEOGRAPHY	Geographical Knowledge: Factors that shape places and influence interconnections	Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places(VCGGK094)
		Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)

Sample Report Comments

{Name} participated in a debate, arguing {for/against} unlimited water allocations for Australian farms. {He/She} was well-prepared and spoke clearly and confidently. {His/Her} arguments were very convincing and supported by researched evidence.

{Name} demonstrated a good understanding of how water usage on farms can influence the surrounding environment. {He/She} investigated this complex issue from two opposing perspectives.

References

ABC Behind the News, 2015. *Drought Doco.* [online video] Available
at: https://www.abc.net.au/btn/classroom/drought-doco/10526964 [Accessed 02 June 2019]

ABC Behind the News, 2017. *Basin Plan Problems.* [online video] Available
at: https://www.abc.net.au/btn/classroom/basin-plan-problems/10522718 [Accessed 02 June 2019]

ReadWriteThink. *Persuasion Map.*
http://www.readwritethink.org/files/resources/interactives/persuasion_map/ [viewed 02 June 2019]