

# Visiting a Farm

## Activity 1

View the 'Visiting a Farm' VR tour at <https://lsv.com.au/vr/>

LEVELS 5 & 6



## Curriculum

### Speaking and Listening

*Interacting with others*

Level 5

- Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements ([VCELY338](#))

Level 6

- 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*

Levels 5 & 6

- 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](#))



## Key Learning

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



## 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](#) to help organise and plan their arguments.



## Evaluate

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

## References

ABC Behind the News, 2015. *Drought Doco*. [online video] Available at: <https://www.abc.net.au/btn/classroom/drought-doco/10526964> [Accessed 31 August 2021]

ABC Behind the News, 2017. *Basin Plan Problems*. [online video] Available at: <https://www.abc.net.au/btn/classroom/basin-plan-problems/10522718> [Accessed 31 August 2021]

ReadWriteThink. *Persuasion Map*. [http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/) [viewed 31 August 2021]