Fertile Question: *How can I create my preferred future?*

Core Content Area 2: Work for justice

**TOPIC 2.3: Justice and peace in Australia and the Asia Pacific**

**Depthing Understanding: Violence in sport, language and youth culture**

In this lesson students will debate the connection between viewing violence and being violent.

---

**Teachers: Before You Start!**

1. Decide how best to conduct a class debate. See below for one example.
2. Consider setting up a TodaysMeet for class contributions.

---

**STUDENTS**

For students to debate the connection between viewing violence and being violent, complete the following activity:

1. Conduct a debate about viewing violence and being violent.
   a. Conduct a class debate in order to discuss the claim by the media that viewing violence leads to violent behaviour.
      i. Select one (or more) of the following topics or construct your own for a class debate: playing violent computer games causes anger and violence in its players and should be banned; swearing directly at someone is an act of violence; associating with negative, violent people will lead you towards becoming the same; sports such as boxing and wrestling promote violence and should not be in the Olympic games; downloading music and movies without paying for them should not be illegal.
      ii. Decide how the debate will run. One example given here is based on the *Half class debate strategy*. Set up two TodaysMeet rooms for students to share their ideas. Divide the class randomly in half and allocate one side as negative and the other as affirmative, and provide them (discreetly) with the URL for their chat room. The affirmative side is arguing for the topic as it is, and the negative side is arguing against the topic. (Usually putting the word ‘not’ in or taking it out of the topic is enough). Divide each side into three smaller groups and give them time to research and discuss arguments for their side. Put the final ideas for arguments into the TodaysMeet room for your side. Each group nominates one speaker who will present their arguments. The three chosen speakers get together, read through the TodaysMeet room and finalise their arguments. Usually the third speaker is not allowed to present new material, but rather sums up their team’s argument and rebuts the other team’s arguments, but you can set whatever rules work for your class. Decide what the appropriate length of time should be for each speaker, eg 2 – 4 mins. Nominiate who will decide the winner of the debate. (Invite a guest judge perhaps).
      iii. Conduct the debate. The speakers take turns to speak, beginning with the first speaker for the affirmative. While each speaker is speaking, the rest of the class is listening and can offer ideas for rebuttal to their team via their TodaysMeet room.
      iv. Complete a SWOT analysis on using new technologies to share diverse positions on an issue.