

# SHOULD GALACTIC PARK BE CLOSED?

## RADIO ANNOUNCER

Many of you are concerned that the redeveloped Galactic Park is now facing closure. So this morning we have with us in the studio Mr Willis — the managing director of Galactic Park. If you have anything that you would like to discuss with Mr Willis, here's your chance. The lines are open, so ring us now.

Good morning Johanna. Do you have something to say to Mr Willis?

## JOHANNA

Well yes. Mr Willis, the Big Dipper has caused a lot of noise and unrest for the people of North Park. And now it looks like Galactic Park will close at great expense to the public. How can you justify what has happened?



## MR WILLIS

Johanna, I understand what you are saying, but all you have to do is put it in an historical context. Galactic Park is an Australian icon which has been a part of our history for as long as people can remember. The smiling face has greeted millions of people, both Australians and tourists. The Park has also provided millions of people with hours of enjoyment.

## RADIO ANNOUNCER

We now have Russell from Aqua Bay on the phone. Go ahead Russell.

## RUSSELL

It is all very well for Galactic Park to be an Australian icon, but I—and the other residents of Aqua Bay—don't get any sleep. We lie awake all night listening to the noise of the Big Dipper, and to the screams of the people on it. Why wasn't any thought given to this problem? In my opinion, the park must be closed. The sooner the better.



**MR WILLIS**

Russell, I understand your concerns. As a result of many complaints we have restricted the use of the Big Dipper so that it now only operates between certain hours. In addition to this, we are providing sound proofing for the houses which we feel are affected. We have spent two years and ten million dollars ensuring that this Park is right for everyone.

**RADIO ANNOUNCER**

Thanks Russell. We now have Martin from Middle Bay. Hi Martin. What are your thoughts?

**MARTIN**

I've been to Galactic Park a couple of times since it opened. It's fantastic. At last there's a place for young people to go and have a cheap, fun night out. We don't have to go into the city. I don't have a problem with the Park except for the price of the rides—they're so expensive.

**MR WILLIS**

Thanks Martin. It's great to hear that we have some support. Galactic Park is an important Australian icon. I just ask that everyone gets behind us and supports the smiling face.

**RADIO ANNOUNCER**

Do you support Galactic Park? We've set up two listener hot lines so that you can vote for saving the Park—or for closing it down. Here are the numbers to register your vote...



# Teaching notes for Should Galactic Park Be Closed?

**Text form:** Talk back radio  
**Medium:** Radio  
**Field:** Pros and cons of an amusement park  
**Tenor:** Informal  
**Mode:** Written representation of spoken discussion

## OTHER RESOURCES

Art materials.  
Draft paper.

## INTRODUCING THE UNIT

Ask students if they have ever been to an amusement park. Share experiences about rides, games and the general atmosphere. Ask for volunteers to take on the roles in the text and read it aloud.

## WHOSE OPINION IS THAT?

Explain to students that this text is a discussion where different people are offering their opinion about a particular issue. Talk with students about what an opinion is. Discuss how people often have different opinions about the same issue. Tell students that connecting words are used to signify disagreement or a change in opinion, for example 'I understand what you are saying *but...*'

## WHAT DO YOU THINK?

Encourage students to formulate their own opinions, giving reasons or evidence to support them. Discuss the use of verbs in expressing opinions, for example I believe, I think and I feel. Encourage students to listen to, accept and value the opinions of others.

## POLARISED DEBATE

Explain the procedures for a polarised debate on the topic: The Big Dipper should be closed. Have students work with a partner to brainstorm a list of points in favour of, and against, the topic. Students could then use these points to formulate their own opinion. If they agree with the topic, they sit on the right hand side of the horseshoe. If they disagree, they sit on the left side. If they are undecided, they sit at the top of the horseshoe. Give students the opportunity to speak one at a time. Start with a student who agrees with the topic, followed by one who disagrees, and then one who is undecided. Continue in this way. Give students the opportunity to

move position in the horseshoe if they change their opinion. Tell students that they can move any time but must not interrupt another speaker. Encourage students to record their thoughts during the debate, particularly when they have changed their opinion.

## COMIC RECOMMENDATIONS

Discuss the structure of a discussion. It usually includes an opening statement presenting the issue, arguments for different points of view, and a concluding recommendation. Have students identify the concluding recommendation in the text. Encourage students to work with a partner to revise all the arguments presented in the polarised debate and to use these arguments to formulate their recommendation about the Big Dipper. Discuss how this may be represented in visual form, for example one box to present the issue, a new box for each different point of view and a box for the concluding recommendation. Encourage students to use speech bubbles and thought clouds in their comic strip.

## CONNECTING WORDS

Discuss the functions of connectives that add an idea, express a cause, compare ideas or create a time connection. Ask students what type of connectives they would expect to see most of in a discussion. Suggest that connecting words which add an idea, express a cause or compare ideas are most common in discussion texts. Connecting words found in the text are: so; and; but; now; in addition; at last; except.

## YOUR TURN

Have students brainstorm a list of interesting issues that they could write about. Revise the structure of a discussion and encourage students to think about connecting words that could effectively link the arguments in their writing. Encourage the students to revise and edit their writing.

## FOLLOW-UP/EXTENSION

- Have students identify topical issues in the media. If possible, set up an 'Issues in the News' bulletin board. Encourage students to add to the board and to discuss the issues.
- Have students work in groups to discuss the concept of an Australian icon. What is an icon? What makes an Australian icon? Groups could then think of an interesting way to present their discussion to the rest of the class, for example as a television documentary, a talkback radio program, a bulletin or graffiti board, a taped conversation or a role-play.

## ***Whose opinion is that?***

Discussions present readers or listeners with different opinions on an issue.

Think about the opinions put forward in the discussion about Galactic Park. In the spaces below, summarise these different opinions.

Mr Willis:

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Johanna:

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Russell:

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Martin:

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## ***What do you think?***

What do you think about the issues raised in the discussion? What would you contribute to this discussion? Write down your thoughts and then share them with a partner.

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A 4.1 NSW 3.1 Communicates and interacts confidently for a range of purposes and a variety of audiences to express well developed, well organised ideas dealing with more challenging topics.

NA 4.5 NSW 3.5 Reads an extensive range of texts with fairly complex structures and features, justifying own interpretation of ideas, information and events in the response to themes and issues.

NA 4.7 NSW 3.8 Identifies the structures of different texts and with assistance discusses the grammatical structures and features that shape readers' and listeners' understanding of texts.

NA 4.10 NSW 3.13 Evaluates writing in terms of effectiveness of presentation of subject matter and adjusts to focus on context, purpose and audience.

Should Galactic Park Be Closed?



## Polarised debate

The Big Dipper should be closed.

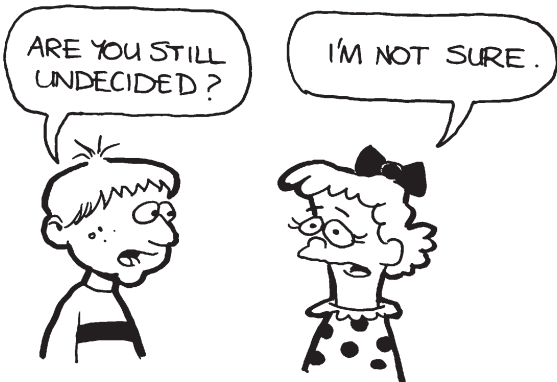
Work with a partner and brainstorm as many pros and cons as you can about

Pros	Cons

this issue.

Look at your chart. Decide on your opinion. Are you in favour of the Big Dipper shutting down, against it or are you still undecided?

Organise a polarised debate with the rest of your class. Your teacher will show you how. Keep a log of your opinions and feelings every time you change your opinion. Record these opinions and feelings in the space below.




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- NA 4.1 NSW 3.1 Communicates and interacts confidently for a range of purposes and a variety of audiences to express well developed, well organised ideas dealing with more challenging topics.
- NA 4.3 NSW 3.4 Controls and evaluates structures and features of spoken language. Interprets meaning and develops and presents ideas and information in familiar surroundings.
- NA 4.4 NSW 3.2 Interacts in different sized groups using effective communication skills and strategies and listening attentively.



## **Comic recommendations**

A discussion usually ends with a concluding recommendation. Create a comic strip which shows different people's opinions about the Big Dipper issue and then presents a concluding recommendation.



## **Connecting words**

Connecting words are important in a discussion because they link different ideas in an argument. They can show relationships that:

- add one thing to another using words such as: as well as, besides.
- give a time connection using words such as: at first, while.
- express how one thing is caused by another using words such as: therefore, because.
- compare or contrast things using words such as: or, whereas.

Find the connecting words in the radio discussion and then complete the table.

Adds an idea	Time connection	Expresses a cause	Compares ideas

*Should Galactic Park Be Closed?*



## Your turn

Write a discussion about an issue of interest to you. Use the chart below to help organise and structure your writing.

### Opening statement

### Arguments for

### Arguments against

### Concluding recommendation



- NA 4.9 NSW 3.9 Writes well structured literary and factual texts using challenging topics, ideas and issues for a variety of purposes and audiences.
- NA 4.10 NSW 3.13 Evaluates writing in terms of effectiveness of presentation of subject matter and adjusts to focus on context, purpose and audience.
- NA 4.11 NSW 3.14 Discusses and evaluates how texts have been constructed to achieve their purpose and shape readers' and viewers' understandings using grammatical features and structures.
- NA 4.12a NSW 3.10 Uses a range of strategies to plan, edit and proofread own writing.