

THE VERDICT

One idea must land: a judgment is not a feeling written down — it is criteria, evidence, and the other side faced fairly. And there is no right verdict.

WE ARE LEARNING

To write an individual, evidence-based recommendation — the year's major analytical task — applying criteria we built to a proposal we heard argued.

CURRICULUM · IN PLAY

Both Y7 liveability descriptors, applied + HASS skills: Analysing ·

EVALUATING

· Communicating and reflecting — Revised WA Curriculum (SCSA, implementation 2026).

SPARK

THE GAVEL + THE EQUIPMENT CHECK

- **Show:** the gavel in the shed. Let it sit. **Say:** “Today the talking stops. Every judge writes alone.” The tone shift IS the lesson opener — quieter, heavier, real.
- **Equipment check, run like a ritual:** radar, test questions, ledger, marked briefing, tracker — all on the desk, all ticked. Four lessons of work, physically assembled. “This is what a prepared judge looks like. Nothing you made was wasted.”
- **The reckoning:** gut-lock → post-hearing → now, plus the honest two sentences. Collecting this beside the verdict later shows you each student's whole thinking arc.

CORE

THE FIVE MOVES + TRAINING THE HARDEST ONE

- **Teach the five moves once, out loud,** pointing at the starters. Stress move 1: the ruling is the FIRST sentence — professionals don't bury the answer. And flag the third option: **YES WITH CONDITIONS is not fence-sitting — it's how most real approvals actually work.**
- **Judge A vs Judge B:** 90 seconds solo, then hands. B wins because it states the other side at full strength AND answers it with a checkable condition; A dismisses (“they are wrong”) and leans on an untested promise. Name the difference: **fair beats loud.**

WORKSHOP

THE WRITING

- **Plan first** (the judge's map, handout p3) — no device or pen on the verdict until the map is full. Then **silent individual writing**, about one page, evidence desk open: briefing, ledger, radar beside them. Open-book is the point — real analysts don't write from memory.
- **Circulate with one question only:** “which move are you on?” It keeps the structure alive without touching their ruling.

LAND IT

THE GAVEL MOMENT

- **Stage it:** around the room, one word per judge — yes, no, conditions — tally building on the board. No comments between words; the discipline makes it electric.
- **Then the unit's last question:** “same facts, same five criteria — why did we still split?” Let them find it: different weightings. Different values. **Perception — Lesson 1's word — closed the loop.** Exit ticket, then collect everything.



■ THE MARKING RULE THAT MAKES THIS UNIT HONEST

There is no right verdict. A well-argued NO scores identically to a well-argued YES — and the rubric never mentions which ruling a student chose. Say this to the class before they write, in exactly those words. It changes what they write from “what does the teacher want” to “what does my evidence show” — and that shift is the entire point of the unit.

■ PROBING QUESTIONS WHILE YOU CIRCULATE

- “Which move are you on?” (The only question you need during writing.)
- “Is your ‘other side’ the strongest one — or just the easiest one to beat?”
- “Who checks that condition? A promise nobody checks is just a sentence.”
- “Would the Shire President understand your first sentence with no help? Read it to yourself as them.”

■ COLLECTING THE ARC

Staple (or scan) each student's tracker, judge's map and verdict together. That bundle is their whole thinking arc — gut, evidence, movement, ruling — and it's gold for reporting, moderation, and the parent conversation that starts “show me what they actually did in HASS.”

■ AFTER THE GAVEL — WHERE THIS GOES

The class tally and the “why did we split?” line are a ready-made newsletter paragraph. And the bridge to Unit 4 writes itself — say it as they pack up: “You just spent five lessons judging this industry. Next term, it starts offering you jobs. Same world. New seat at the table.”

■ DIFFERENTIATION

Support: the five starters become a full writing frame (one box per move); requirement drops to two criteria and two facts — the structure stays whole. **Extend:** the minority report — if the class tally splits heavily, dissenting judges write a half-page on what the majority missed. It's a real judicial tradition, and Year 7s rise to it.

■ RUNNING SHORT — THE CUT LINE

Trim the Judge A/B compare to a show of hands with one harvested reason. Never cut the equipment check, the silent write, or the gavel moment — they are the unit's spine. The verdict can finish next session if writing needs more time; the gavel moment waits for the last word.

■ MISCONCEPTIONS TO WATCH

“Longer = better” (one tight page beats three loose ones) · “the class majority = the right answer” (the tally measures the room, not the truth) · “conditions = sitting on the fence” (a condition with a named checker is the most professional ruling on the board).

