

INFORMATION SHEET – for use with Round 3 topics

The information contained in the following articles is intended to ensure all teams enter Round 1 preparation with a base line of knowledge. We encourage all Debating TICs to share this information with coaches and debaters so that they might engage with the information in advance of the next debate. Our intention is:

- To ensure that all teams have a baseline knowledge when they enter debates.
- To allow students to build a body of knowledge for use in their points.
- To (hopefully) ease some nerves about unseen topics.

How to use this sheet

- **NO debaters are to bring the information sheets into the room.**
- Topics will be based on this subject, but no team will know the specific topic until they enter short prep.
- All debaters should be familiar with the information on these sites. They are welcome to read beyond this, conducting their own wider reading.
- Use these websites as a starting point for conversations and team discussions.
- Try not to spend time 'guessing' the topic – rather this information is to ensure that debaters establish points from an informed position.

JUNIOR DIVISION

[Regional Australia's Population Nudges 10 Million People](#)

INTERMEDIATE DIVISION

Word doc on next page

SENIOR DIVISION

[Collective action - Wikipedia](#)

EMPIRICAL TOPICS

This week, the **Junior** division will debate an empirical topic. You can find information on this style of topic in the handbook and online:

[Types of Debates Part 1: Policy and Empirical Debates](#)

REGRET TOPICS

This week, **Intermediate and Senior** divisions will debate regret topics. You can find information on this style of topic in the handbook and online:

[Types of Debates Part 2: Regret, Prefer, and Actor Debates](#)

[Inter information sheet](#)

Source: <https://www.sciencefocus.com/the-human-body/does-taking-pictures-help-us-remember-things>

Sometimes, but it can also do the opposite. Photography can spoil our memories if we rely on having pictures to take home instead of enjoying life as it happens.

Tourists who hold their phones or cameras up all day cannot look properly at the sights, let alone engage deeply with people and emotions. A specific 'photo-taking-impairment effect' was recently discovered when students photographed 15 objects in a museum and just looked at 15 others. They remembered less detail of the photographed items. However, the effect was fragile. If they zoomed in on specified areas of the objects, they recalled more details not fewer, even recalling details that were not in the photos.

Indeed, photographs can help memory in other ways. Concentrating while choosing a shot requires attention which in turn aids memory. And looking at photos later helps us remember more about the context and the events we chose to record.

Source: <https://www.sciencedirect.com/science/article/abs/pii/S2352250X2200046X>

The impact of technology on mindfulness is theoretically and practically important. We propose that photo-taking can naturally promote mindful attention to visual aspects of experiences. Such mindful photo-taking can increase enjoyment of and memory for experiences, generate positive mood, and heighten life-satisfaction. When people adopt a social or temporal outward-focused perspective, threats to mindful photo-taking may negate these positive consequences. A social outward-focus can arise when considering others' evaluations of shared photos. A temporal outward-focus can arise with the principal objective and outcome of photo-taking: creating durable visual representations of experiences. Ultimately, reviewing photos provides visual memory cues, can improve memory, and allows people to reminisce, although these benefits depends on the stock of accumulated photos.