***Lesson 9: Poultry Meat Production Debate-Teacher’s Guide***

**Estimated Time for Completion- approximately 2 class periods**

Day1 –Build you case, Day 2- Debate your case

**Student Learning Objectives:**

* As a result of this lesson the student will…
	+ Evaluate current poultry meat production issues.
	+ Summarize thoughts regarding the viewpoints of individuals involved in the poultry industry.
	+ Debate a current issue associated with poultry meat production.

**Directions:** Access the commodities and products tab on the AgMRC website (http://www.agmrc.org) and find the link to Livestock (Poultry/ Chickens). Utilize information located here to answer the questions below.

Debate Topic: Free range poultry versus conventional poultry: Which is better for the consumer, the producer, and the chicken?

* + - 1. Divide the class into two (2) groups, Free Range and Conventional. You can assign students to each group or have them choose sides, but try to keep the sides as equal as possible.
1. After groups are assigned allow the rest of the class period for students to build their case for the debate utilizing the AgMRC website resources, or other available resources.

The following are content issues that should be addressed during the debate (These guidelines were adapted from the National FFA Agricultural Issues Debate Format).

1. What makes this an important issue?
2. Who is affected by the issue?
3. What are the historical trends associated with this type of livestock?
4. What are the risks?
5. What are the benefits?
6. Is there a strong disagreement as to how the issue should be solved?

Debate Format: Also adapted from the National FFA Agricultural Issues Debate Format.

1. Opening statements for both sides = 3 minutes each
2. Arguments for both sides = 3 minutes each
3. Rebuttal conference = 1 minute
4. Rebuttals = 2 minutes each
5. Closing statements for both sides = 3 minutes each

Debate Rules:

1. No put downs.
2. You must raise your hand if it’s not your time to speak.
3. Teams lose 1 point for each interruption.
4. Teams lose 1 point for whispering while another speaker is talking.
5. Teams gain 1 point for each argument that does not have a rebuttal.

Opening Statement: Students are to synthesize main arguments into an introductory statement. Limited supportive evidence is given here. Students simply cite reasons why the statement is true.

Statement

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Reason 1

Reason 2

Reason 3

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Topic Presenters: Students will present the main arguments for the team. This is where students go into detail about their previously stated reasons.

Reason Details 1

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Reason Details 2

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Reason Details 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rebuttal Presenters: Students will formulate answers to the arguments presented from the opposing side. The students will need to cite specific information to disprove arguments. This can take place multiple times until all arguments are exhausted. There will be a rebuttal conference between each round to discuss further arguments.

Round 1:

Rebuttal to Argument 1

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Rebuttal to Argument 2

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Rebuttal to Argument 3

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**Rebuttal conference**

Round 2:

Rebuttal to Argument 1

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Rebuttal to Argument 2

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Rebuttal to Argument 3

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**Rebuttal Conference**

Round 3:

Rebuttal to Argument 1

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Rebuttal to Argument 2

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Rebuttal to Argument 3

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**Rebuttal Conference**

Round 4:

Rebuttal to Argument 1

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Rebuttal to Argument 2

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Rebuttal to Argument 3

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Closing Statement: Students will present closing arguments for their team. They should reiterate the main ideas presented during their debate.

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**Sources:**

National FFA Organization. Agricultural Issues in Animal Agriculture - Middle School Food and Agricultural Literacy Curriculum. Retrieved from: https://www.ffa.org/Documents/learn/MS.AI.1.4.pdf