

## Lesson Overview

In this lesson students will be participating in a debate around the features and benefits of the three main egg production systems in Australia, and the importance of consumer choice and environmental impact when farmers make decisions about their egg production.

## Learning Intentions

- Identify and describe the three main production systems of egg farming
- Understand the concept of supply and demand with reference to limited resources
- Understand and describe the choices and decisions made by farmers and consumers around egg consumption
- Understand how to justify and present a point of view using evidence
- Deliver a short oral presentation identifying a particular point of view

## Teacher Notes

### Resources and Materials

- Interactive Whiteboard (IWB)
- Supporting Interactive Lesson available at <https://www.australianeggs.org.au/education/primary/eggs-actually-where-do-the-eggs-we-eat-come-from/>
- Student devices with access to the internet
- Graphic Organiser activity sheet (1 per group, located at the end of this lesson plan)

### Differentiation

Teachers are encouraged to modify the activities as required in order to cater to diverse student needs.

### Assessments

There are a number of informal assessment opportunities throughout this lesson including:

- Group discussions
- Group work
- Peer assessment activities

## Language/Vocabulary

affirmative, argument, conflict, consumer, debate, development, economy, effective, environment, evidence, impact, industry, ineffective, justify, livestock, location, negative, perspective, practices, produce, producer, product, production, rebuttal, rural, speaker, source, sustainable, urban

## Year 5 Curriculum Links

### English

**Strand:** Language

**Sub-Strand:** Language for interaction

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view  
(ACELA1502)

**Strand:** Literacy

**Sub-Strand:** Interacting with others

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements  
(ACELY1700)

### Science

**Strand:** Science as a human endeavour

**Sub-Strand:** Use and influence of science

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

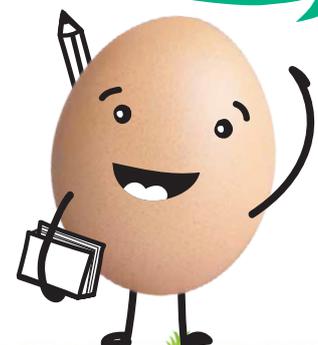
## Cross Curriculum Priorities

Sustainability

## General Capabilities

- Literacy
- Critical and Creative Thinking
- Ethical Understanding

Follow me, let me Eggsplain!



## Lesson Introduction

1. Gather the students as a group. Explain that students will be taking part in a debate about the features of the three main egg production systems in Australia and consumer choices around egg purchasing.
2. Play the **What Am I?** game on the IWB to revisit the features of each of the three main egg production systems.
3. Play the sorting game **Benefit or Hint?** to identify why debates are a great experience to support the development of literacy skills and self-confidence and to find out some handy hints to support students in their debate practice throughout this lesson. Discuss each statement with students and decide whether it is a benefit of participating in a debate or a tip to improve personal debating skills.

## Lesson Activities

### Activity 1

1. Explain that students will warm up their debating skills with a practice topic to encourage them to use the tips in the previous activity and become more familiar with debating style and format.
2. Display the **Debate Warm-Up** topics on the IWB and choose one to practice with, or construct your own. Warm-up topics should be related to content that is familiar to students, to encourage them to use their own experiences as evidence to support their views.



## Lesson Activities *(continued)*

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3. Once the topic for the warm-up debate has been identified, split the class into two teams. One team will be arguing FOR the statement as the affirmative team and the other team will be arguing AGAINST the statement as the negative team.
4. Give the students appropriate time to prepare their arguments. Encourage them to contribute ideas to the group and choose the most relevant. Students may use the **Graphic Organiser** template to organise their arguments appropriately.
5. Set up the warm-up debate with the teams sitting on separate tables, choosing one speaker at a time to present their argument and supporting evidence. When individual speakers have completed their presentation, the opposition team has an opportunity to ask questions to gain further insight or clarify information.
6. With the teacher acting as an adjudicator, use the following format to guide the debate:
  - Affirmative Speaker 1 presents their opening reason and supporting evidence
  - Negative Speaker 1 presents their opening reason as a rebuttal with supporting evidence
  - Affirmative asks any follow up questions
  - Affirmative Speaker 2 presents their second reason and supporting evidence
  - Negative asks any follow up questions
  - Negative Speaker 2 presents their second reason as a rebuttal with supporting evidence
  - Affirmative asks any follow up questions
  - Repeat the above steps until each side has presented all their pre-prepared arguments
  - Open the floor to both teams to present any further supporting evidence
  - Affirmative presents their closing statement
  - Negative presents their closing statement
7. Encourage students to evaluate their performance as a team in the warm-up debate with the following questions:
  - What did your team do well?
  - What could your team do better next time?
  - How could your team use the debate tips better?
  - In your opinion, which team had the most convincing argument?
  - How do you feel after participating in a debate?
8. Direct students to apply their evaluation feedback to their performance in The Big Egg Debate in the activity below.

## Lesson Activities *(continued)*

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### Activity 2

1. Display **The Big Egg Debate** statements on the IWB and encourage students to vote for which statement they will explore in their main debate, or construct your own statement as a class.
2. Split the class into the affirmative and negative teams.
3. Allow students appropriate time to research and prepare their arguments, using the **Graphic Organiser** template attached to this lesson plan to assist during the planning process. Teachers may choose to encourage students to focus on certain aspects of egg farming, for example, cost and efficiency of each production system, hen welfare, consumer choice, etc, or allow students to follow their own preferences, depending on the available time period for this activity.
4. Set up the debate and use the format indicated above in Activity 1 to guide the debate.
5. When both teams have presented their closing arguments, teachers should conclude the debate by thanking both teams and celebrating the effort put into the event.
6. Using the same questions as in Activity 1, direct students to individually assess their team's performance in the debate.
7. Invite volunteers to present their evaluations to the class, celebrating two things they feel went well and one thing they felt could have gone better.
8. Encourage peer assessment to suggest ways in which each team could improve in a future debate.

## Lesson Closure

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1. Using new knowledge stemming from the debate, as well as individual experiences, ideas and opinions, direct students to create a persuasive text encouraging their local community to buy eggs from a chosen production system. Students should make reference to specific arguments and evidence from The Big Egg Debate and allude to factors such as the cost and efficiency of production systems, hen welfare, environmental impact and consumer choices.

## Going Further

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1. Encourage students to conduct research about their family's egg consumption habits. Encourage reflections on the effects of their household purchasing habits on farmers, hens and other consumers.
2. Arrange an incursion or excursion where students can interact with real farmers and ask any questions that arose during The Big Egg Debate.