



Lesson Title: The Big Egg Debate

Subject Area: English

Year Five

TEACHER NOTES

Year:

Year Five (10-11 year olds)

Resources/Materials:

- Interactive Whiteboard
- www.allabouteggs.com.au
- Printed pages with information about the different egg farming systems in Australia

SCoT Terms:

Reasoning, oral presentations, decision making

Language/Vocabulary:

Source, consumer, producer, produce, product, stored, location, sustainable, impact, rural, urban, development, conflict, vaccination, environment, economy, practices, livestock, industry, argument, rebuttal, effective, ineffective, debate



Higher Order Thinking Skills (Blooms Taxonomy):

- Knowledge
 - Comprehension
 - Application
 - Analysis
 - Evaluation
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OVERVIEW

In this lesson students will review the three main types of commercial egg farm systems used throughout Australia. They will formulate arguments for and against types of egg farming systems and take part in a debate with their classmates.

This lesson can be used as a follow-up to the Year Five lesson entitled 'Consumer Choices: A fit for everyone'.

AIMS & OBJECTIVES

Upon completion of this lesson students will demonstrate a basic understanding of:

- The different methods of egg farming and why there is consumer choice in Australia
- The main benefits and disadvantages of cage, barn and free range egg farming in Australia
- How to formulate arguments and rebuttals, taking into account other perspectives and opinions



AUSTRALIAN CURRICULUM

Key Learning Area

ENGLISH

Language

Language for interaction

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

Literacy

Interacting with others

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

SCIENCE

Science as Human Endeavour

- 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



Introduction (5 minutes):

1. (IWB new slide): Use the interactive matching activity, 'What Am I?' to recap the three different types of egg farming practices that exist in Australia.
2. (IWB new slide): Explain to the students that they are going to take part in a debate about which egg farming system in Australia is most beneficial for the consumer.
3. Inform students that shortly, you will split them into three teams, one for each type of egg farming system, and they will need to work together to prepare their arguments.

Main Body of Teaching (35 minutes):

4. (IWB new slide): Select two students to represent the egg characters of Flip and Florentine, and ask them to read the speech bubbles on the interactive slide, 'Debating Dos and Don'ts' as though they are taking part in a debate.
5. Ask remaining students to decide whether Flip and Florentine are showing effective or ineffective debating styles, and discuss why they think so. Remind students that they will need to show effective debating styles in order to help their team win today's debate.
6. (IWB new slide): Show students the slide, 'The Big Egg Debate' and pose the question, 'Which egg farming system in Australia has the most benefits for the consumer?' Split the class into three teams, each one arguing for a different type of egg farming system. Explain that each team needs two or three speakers (depending on class size) who will be scored on their argument, presentation and structure.
7. (IWB new slide and printed pages about the three egg farming systems): Allow students 15 minutes to read through the information provided on their particular system and prepare their arguments, asking them to focus on the issues of cost, efficiency, animal welfare, food safety and environmental impact.
8. (IWB new slide): Conduct the debate using the structure provided on the interactive slide, 'The Big Egg Debate'. Use the timer so that each speaker is given an equal amount of time to present their arguments and rebuttals. Give each speaker a score according to argument (50 points), presentation (30 points) and structure (20 points).



Conclusion (5 minutes):

9. Ask each group to evaluate their arguments. What do they did well? What could they do next time to sound more convincing? Groups could also evaluate the arguments in other teams.

10. (IWB new slide): Conclude the debate and complete the interactive slide, 'Who won?'. Give your feedback as adjudicator.

Homework:

Ask students to complete the following self-reflective questions:

1. What type of eggs do you purchase at your home?
2. What are the effects of your household purchasing on:
 - famers?
 - hens?
 - other consumers?
3. If you were in charge of the purchasing decisions in your household, which type of eggs would you purchase and why?

Extension:

Investigate the farming systems of other egg producing countries (e.g. China, US, India) and compare and contrast to Australia's egg farming practices.