BUY LOCAL

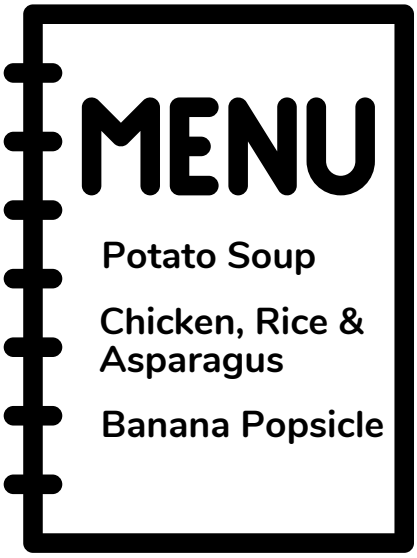
Why do you think it is important to eat locally grown food?

_____

_____

How far do you think the ingredients in an average three-course meal would travel to get to your plate? _____

Let's find out how far this three-course meal traveled!



Potato Soup

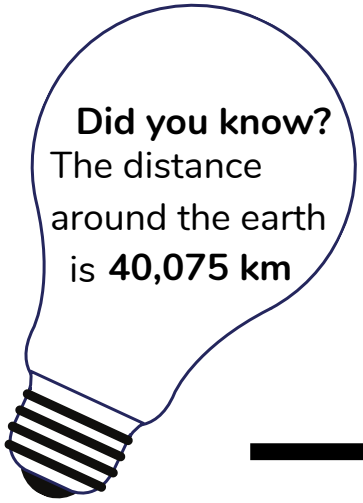
Green Onion	USA	5,100 km
Potatoes	Local Farm	50 km
Cheese	Ontario	4,700 km
Dried Herbs	India	11,800 km

Chicken, Rice and Asparagus

Chicken	Local Farm	50 km
Rice	Cambodia	13,500 km
Asparagus	USA	6,000 km

Banana Popsicle

Banana	Brazil	6,600 km
Sugar	India	11,800 km
Milk	Local Farm	50 km



Total Distance = _____ **KM**

Why could this be considered bad for the environment?_____

_____

_____

What could be a solution?_____

_____

_____

_____

_____

What ingredients in the meal above could been have been grown locally?

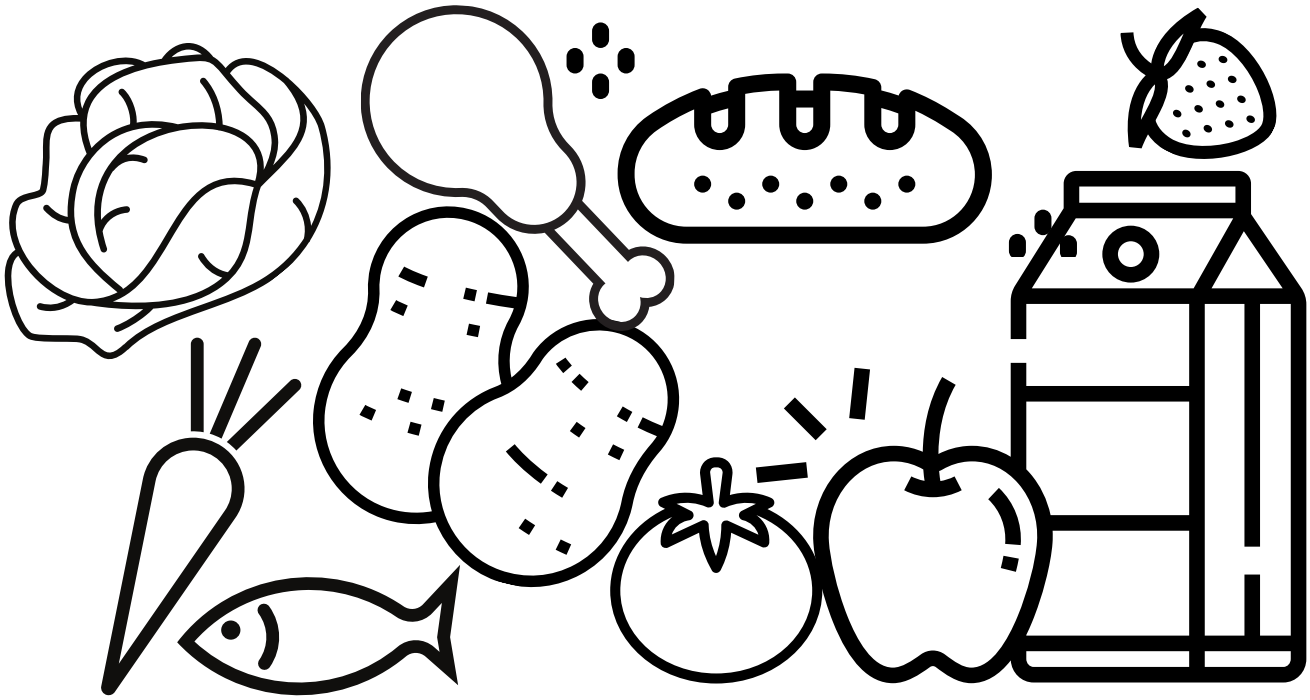
_____

_____

By growing the above items locally how many km travelled would you save?

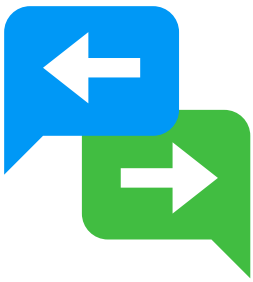
_____

Colour the items that are grown or produced in your community:



INDOOR VS OUTDOOR GROWING DEBATE

Indoor growing and outdoor growing each have their own sets of pros and cons, both of which are necessary for the health of the planet and the people occupying it. While it is important to learn different growing methods that can be applied to different situations, it is equally important to understand and promote the value each method brings to the table. That is why, for the purposes of this exercise, the class is going to be split in half: one half will be Team Indoor Growing, the other will be Team Outdoor Growing. Based on what team students are on, they will be arguing which of the two growing methods are better. They will need to research in partners to form a well-rounded debate on which growing method is better.



Debates have different formats but most follow the same general rules. These are a few items that you may want to take a few classes to go over, whilst students also research their debates.

The preparation for the debate will last about three classes (60 minutes each, starting with one of the below activities before students are able to research on their own.

Basic Terms

- **Debate:** a game in which two opposing teams make speeches to support their arguments and disagree with
- **Resolution:** the opposing teams make speeches to support their arguments and disagree with thoese of the other team
- **Affirmative team:** agree with the resolution
- **Negative team:** disagrees with the resolution
- **Rebuttal:** explains why one team disagrees with the other team
- **Judges:** decide the winner

DAY 1: STRONG VS. WEAK REASONS

A Strong reason has the A strong reason has the following qualities

- it logically supports the opinion
- it is specific and states the idea clearly
- it is convincing to most people

DID YOU KNOW?

Environmental scientists have genetically enginered special varities of crops that can be grown outside to withstand harsh weather conditions, such as extreme hot or cold!

For example: Dos are better than cats because...

- They just are
- Dogs like to cuddle
- Dogs are extremely loyale and known for helping humans achieve exercise and companionship

The bottom reason is the best reason as it gives strong support for the original argument and contains reasoning that the majority of people would agree with.

Think of three strong reasons for the debate: Students should be allowed to use cellphones in school. (Remember, you don't necessarily need to agree with the subject to find strong arguments.) Share your reasons with a partner, then the class.

1. _____

2. _____

3. _____

DAY 2: GIVING SUPPORT FOR YOUR REASONS

Support consists of evidence. Four types of support are:

- Example: from your own experience or what you have heard or read
- Common Sense: things that most people know
- Expert Opinion: research of expert's opinions
- Statistics: research on numbers

Using your computer, find one of each type of support for the debate:

Why should we recycle more?

Example:

_____

_____

Common Sense:

_____

_____

Expert Opinion:

_____

_____

_____

Statistics:

_____

_____

DAY 3- REBUTTALS

Rebuttals occur after the first set of arguments, where team members can disagree with the other team's statements. An example of constructing a rebuttal:

STEP 1: "They say..."

- Take notes about what the other team specifically said and refer to that in your rebuttal
- Example: "I disagree with that statement..

STEP 2: "But I disagree.." Or "That may be true, but.."

- Follow up by contradicting their point and using evidence to support your claim
- Example: "I disagree with that statement..

STEP 3: "Because..."

- Use evidence to support your new claim
- Example: "As many people own very cuddly cats and

STEP 4: "Therefore.."

- Conclude your rebuttals by refocusing on your side of the debate and convincing you audience that you claim is correct:

WRITE A REBUTTAL FOR EACH OF THE FOLLOWING:

"Students need homework in order to further apply what they have learned in school. This allows students to have a better understanding of what they are learning in class."

"It should be mandatory that each household has a pet because it allows families to create a bond with and respect animals."

"There should be fast-food restaurants in every school because it helps families that are unable to prepare lunches for their children everyday

TEAM INDOOR GROWING

Introduce Topic

Argument One

Argument Two

TEAM OUTDOOR GROWING

Introduce Topic

Argument One

Argument Two