**Counterarguments and Refutations**

Alcohol should be banned.

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| --- |
| Reason |
| Counter-argument |
| Refutation |

**Counterarguments and Refutations**

Eating meat is cruel.

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| Reason |
| Counter-argument |
| Refutation |

**Counterarguments and Refutations**

Wind power is the future of energy production.

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| --- |
| Reason |
| Counter-argument |
| Refutation |

**Counterarguments and Refutations**

Tourism is beneficial to a country.

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| --- |
| Reason |
| Counter-argument |
| Refutation |

**Counterarguments and Refutations**

The Internet does more harm than good.

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| Reason |
| Counter-argument |
| Refutation |

**Counterarguments and Refutations**

Family size should be limited to 2 children worldwide.

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| --- |
| Reason |
| Counter-argument |
| Refutation |

**Counterarguments and Refutations – Teacher’s Notes**

1. PowerPoint (1)

Follow the PP to introduce counterarguments and refutations and remind sts about the topic of *in vitro* meat.

1. Worksheet (Ex. 1-7)

Follow the worksheet. Use a digital version of the worksheet to highlight key points and answers.

Worksheet Answers:

1. There are technological and commercial obstacles to *in vitro* meat and there are better alternatives

The production of in vitro meat regularly generates media interest because of the contribution it could, at first glance, make to the issue of feeding humankind while also protecting the environment and respecting animals. However, the majority of experts considers that there are still numerous technological obstacles that have to be overcome to produce in vitro meat. In addition, even if in vitro meat could eliminate the supposed lack of well-being of livestock and has the potential to free up cultivable land, other supposed advantages are questionable and not always agreed upon by the scientific community. However, another major problem for the commercialisation of in vitro meat would be its acceptance by consumers, even if some consumers are ready to taste it at least once. In particular, the artificial nature of the product goes against the growing demand for natural products in many countries. The consumption of in vitro meat will depend on a conflict of values at an individual or collective level. The reality is that a range of other complementary solutions already exist which meet the challenges of food supply in our society, but which are less saleable to the media.

1. b
2. 1c, 2b, 3d, 4a
3. c
4. a – i, b – iii, c – iv, d – ii
5. a and e
6. PowerPoint (2)

Follow the slides on the PowerPoint (Are these good…)

1. Point out that the example is bad because the counterarguments and refutations are not sufficiently linked to the reason. Explain the fruit metaphor. Reveal the better example.
2. Explain that the sts are going to creating their own counterarguments and refutations. Go through the example as a whole class, eliciting various ideas and gaining a consensus on the best ones.
3. Counterargument/Refutation ‘Consequences’
4. Divide the class into six groups. Give each group one Counterarguments and Refutations sheet and ask them to write a reason for the opinion at the top (even if they disagree with it).
5. Ask the students to pass the sheets to the next group who now have to write a counterargument. Make sure they are related to the reasons.
6. Ask the students to pass the sheets around again and write a related refutation.
7. This can be repeated, ensuring the students don’t do the same sheets as before.
8. PowerPoint (3)

Reveal the ‘Phrases for Counter-arguments/Refutations’ slide and ask the sts to write a paragraph or two about one of the lines of argument they have (collectively) created.

1. Homework

Ask the students to access ‘The Ethics of Producing *In Vitro* Meat’ (from the reading list) and highlight any counterarguments and refutations. Ask them to be ready to compare their findings with other students in the next lesson.