Introduction to the Poultry Industry C. Kohn, Waterford WI

Group Names (F&L):

Hour Date: Why late? Score: + ✓ - If your project was late, describe why

**Introduction**: In this project, you will work in teams of 3-4 and use credible print and/or internet sources to acquire information about the topics below in one class period. You should develop your findings into a presentation (such as PowerPoint). You will provide an oral presentation on these topics on the second day. Because time is very limited, it is ok to copy and paste as long as you cite your source (for this assignment, it is ok to limit your citation to just author/agency and website; include the date of publishing if you can find it). Use your time wisely! If you have 3 people, this means that each person needs to research 4 topics, which equates to less than 10 minutes per topic for a standard-length class.

You will be asked to select a topic of your choice to present to the class as a whole on the second day. Your grade will be either partially- or totally-dependent on your oral presentation to the class, so choose your topics wisely and be sure that your entire group is prepared to present and speak professionally and accurately about that topic. You may use printed or written notes to make your presentation.

Be aware that no group should present on an item if another group has already presented on that topic. For example, if a group presents about breeds of beef and beef genetics, no other group should use that topic for their presentation. It is therefore in your best interests to volunteer to present as early as you can so that you can focus on the topics for which you have the most preparation and material.

If time allows, you may present on multiple topics; the best score of the two topics will be used for your grade.

**Topics:** The topics on which you will need to prepare a presentation include the following:

1. The difference between raising and harvesting laying hens (for eggs), broilers (chickens raised for meat), and other kinds of poultry (turkeys, ducks, etc.).
2. Raising and housing of broilers (facilities, methods, etc.) and input costs of raising poultry (feed, medical care, waste management, etc.).
3. Poultry Reproduction.
4. Use of antibiotics, hormones, and/or steroids in poultry.
5. USDA regulation of the poultry and egg industry and animal welfare guidelines for poultry from hatch to harvest.
6. The economic impact of the poultry and egg industry.
7. A day in the life of a chicken farmer: walking through the barns looking for signs of sickness; consulting with veterinarians; complying with environmental and state/federal environmental regulations; making sure the birds have 24 hour access to feed and water; checking to make sure the barn is at the proper temperature; ventilation systems are working properly; testing for Salmonella; testing the air for ammonia levels, etc.
8. The vertically integrated structure of the industry.
9. Food safety measures taken all the way from the breeders, to the hatchery, to the farm, to the processing plant, to the store.
10. Marketing of poultry and eggs: niche markets, impact of local and organic movements, etc.
11. Sustainability of the poultry industry.

*List provided by Thomas Super, National Chicken Council and Gwen Venable, US Poultry & Egg Association*

**Grading:** Your grade will be determined using the following considerations:

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | *Plus (100%)* | *Check (70-90%)* | *Redo (0%)* |
| **Accuracy** | No errors were detected in this presentation | This presentation contained a few errors, but overall was very accurate. | This presentation contained considerable errors.  |
| **Thoroughness** | No important information was omitted.  | A few more details would have enhance this work.  | Major topics were omitted that should have been included.  |
| **Professionalism** | This presentation could be effectively delivered to a group outside of the school. | This is acceptable work for high school students but room exists for improvement.  | The professionalism of this group needs significant improvement.  |
| **Group Involvement** | Every member was involved with the development of the presentation as well as its delivery.  | At least one more group member could have been more involved than they were.  | Multiple group members clearly could have been more involved.  |
| **Effort**  | Effort exceeds what would be expected of a high school student.  | Effort is acceptable for a high school student but room exists for improvement.  | Level of effort could have been much greater than what was presented.  |

**Remember** – your grade is partially- or completely-dependent on your oral presentation, so if you run out of time before you research all your topics, it will probably be ok. However, no two groups can present on the same topic, so make sure that you cover as many of these areas as possible in case other groups present before you. It is also in your best interests to volunteer to present multiple times because your instructor will use your best score.

Please provide your instructor with this sheet when you present so that they can use it to record your grade.