



PROCEDURES DAY FIVE

1. Write two brands that the class will recognize (such as “Coke” and “Pepsi” or “Burger King” and “McDonald’s”) on opposite sides of the chalkboard, white board, or a piece of chart paper.
2. Ask the class what they think of, what comes to mind, when they see these brands. What colors do they “see” in their mind’s eye? What flavors? What sounds or music do they hear? Is there an experience or memory that comes up when they think of this word? Allow for a quick free-association brainstorm, noting student responses as a word web.
3. Ask the class what they notice about the words that they listed. What sorts of associations, assumptions, and feelings do they attribute and equate to each of the brands? Why do they think this is the case? How has their perception of that particular food, beverage, activity, etc., been shaped by the branding?
4. Now, write the word “NATURAL” on the chalkboard, white board, or on chart paper. Again, ask the class what they think of, what comes to mind, when they see this word. Once again, allow for a broad, free-association brainstorm, noting student responses as a word web.
5. Allow for a brief discussion of how we establish associations, feelings, memories, and assumptions about certain words. Ask the class if there are any other words they can think of, that when they hear them, they have associations with feelings or experiences.
6. Count the class off in 4’s. Assign each number a different word:

1's – ECONOMICS

2's – EMOTIONS

3's – OPTICS

4's – NUANCE

Take a moment to define each term with the class so they have a full working meaning of each word.

7. Instruct students to take out a piece of notebook paper and a pen, and write their word on the top of the page. Explain that they will be viewing the next 20 minutes of the film FOOD EVOLUTION. As they watch, they should take special note of moments, examples, quotes, or scenes in the film that they could relate to their word. Encourage students to be creative in their analysis and explain that while they are watching the whole segment, they’re viewing it through the lens of their theme.



PROCEDURES DAY FIVE [CONT.]

NOTE:

For the purpose of this lesson, students should consider “economics” as money, global division of wealth, and how it relates to communities, nations, companies, and individuals. Students should consider “emotions” as a person’s feelings and responses about certain things and experiences, such as guilt, fear, disgust, trust, or confusion. Students should consider “optics” as perception, how things appear to people, what people assume about other people or things. “Nuance” should be considered the grey area between two extremes, where things are not black and white, right or wrong, one thing or the other—where understanding requires higher-level analytical thinking skills and can’t be boiled down to a simple yes or no.

8. Screen the next 20-minute segment of FOOD EVOLUTION, stopping at timecode 1:04:30.
9. Divide the class into their small groups so that the 1's are sitting with the 1's, the 2's with the 2's and so on. Give the class 10 minutes to discuss and compare their findings with the other members of their groups.
10. While the groups are convening, write the following question on the chalkboard, white board, or on chart paper:

**How are influences besides science affecting
the application of new technology to solve
the problem of feeding the world?**

11. Reconvene as a large group and pose this question to the group. Based on the segment they just watched, and the conversations they've been having, how are influences besides science affecting the application of GM and other new technology to solve the problem of feeding the world?
12. Distribute Student Handout: Influences and Influencers (page 49) to the class and instruct students to complete it for homework.

STUDENT HANDOUT



INFLUENCES AND INFLUENCERS

Directions: Based on the film FOOD EVOLUTION as well as the conversations conducted in class, complete this chart, listing how each influence across the top affects each of the stakeholders listed on the left. Then, on the back side of the paper, write 1-2 paragraphs that answer the following question:

How do all of these influences, combined with the actions of all of these stakeholders, affect the adoption and application of cutting-edge agricultural technologies like genetic engineering that, if adopted, could solve the problem of food security?

	ECONOMICS (the haves and have-nots; developing nations vs. the US; the cost of organic foods vs. fast foods; personal and corporate profits, etc.)	EMOTIONS (fear, guilt, anxiety, worry, shame, love, insecurity, trust, faith)	OPTICS (perceptions, confirmation bias, assumptions, associations, affiliation)	NUANCE (complicated information, subtlety, partial truths, analytical and critical thinking)
ACTIVISTS				
GOVERNMENTS				
SCIENTISTS				
CONSUMERS (FAMILIES)				
AGRICULTURAL INDUSTRY (CORPORATIONS AND FARMERS)				