

UNIT 1

DETERMINE INFLUENCES ON PERSONAL FOOD CHOICES

Practical Problem:

How does my heritage, community, family, and personality influence my food choices and eating habits?

Missouri Family and Consumer Sciences Competencies:

- (A-1) Examine cultural influences (ethnic, religious)
- (A-2) Explore family and social influences
- (A-3) Examine psychological influences
- (A-4) Investigate environmental influences (economic, political, geographic, media)
- (A-5) Research technological influences

Enabling Objectives for Competency Mastery:

1. Describe the various influences on your food choices.
2. Identify types of cultural influences.
3. Compare the physical food needs with psychological food needs.
4. Explain various environmental influences that affect your food choices.
5. Explore how technology influences what foods options are available.

Teacher Background Information

Rationale

Food choices and eating habits are influenced by factors other than hunger. Hunger is the body's way of signaling it is time to eat, not what to eat. Many people eat when they are not actually hungry. Students should understand the variety of factors that influence food choices so that they are prepared to make good decisions and develop good eating habits to maintain health.

Background

Not only is food necessary for life, it is one of life's great pleasures. Food sustains us emotionally and physically. We often talk of 'comfort' foods, and most of the special events in our lives are celebrated with food as a centerpiece. For example, birthdays, holidays, or events such as weddings, sports, and graduations all include food as part of the celebration. These are all related to the psychological comfort that food provides rather than the physical need for energy.

People eat food to satisfy many needs. They eat to satisfy their physical needs when they are hungry. They sometimes eat to satisfy their psychological needs when they are stressed, bored, anxious, frustrated, happy, frightened, or wanting to enjoy companionship over a meal. Food provides a sense of security, a feeling of belonging,

and psychological pleasure or enjoyment. Appetite is the *psychological desire* to eat; hunger is the *physical need* to eat.

Culture includes the shared customs, traditions, and beliefs of a group of people. This culture is part of what makes the group unique and helps to define its identity. Culture can be defined by geography, heritage or ethnic origin, or religion. Food customs are found in virtually every culture. In some cases the food customs are influenced by the climate or geography.

Family, friends, and the community also influence an individual's food choices. Families often develop rituals or customs. For one family, birthdays may be celebrated by cake and ice cream parties with family members only. Another family celebrates birthdays by allowing the "birthday person" to select the foods for the dinner menu. Another family tradition might include eating brunch out every Sunday.

Some communities have food customs such as chili suppers, pancake breakfasts, founder's day celebrations, or festivals to feature a food harvested locally. Friends also influence food choices. Since we spend a great deal of time in social groups, friends influence when, where and what we eat.

Technology and the media also influence food decisions. Advertising, television cooking shows, and in-store marketing using product samples are all ways the media influences our decision-making process regarding food choices. Food additives that prolong shelf-life, enhance flavor, or improve nutritional value are all ways that technology can influence our food choices.

References:

- Holmes, S. R. (2001). GE Foods - Friend or Foe? An Internet WebQuest on GE Foods. Retrieved December 2004 from <http://home.earthlink.net/~spcemonk/webquest.html>
- Katz, D. L. & Gonzalez, M. H. (2002). *The way to eat: A six-step path to lifelong weight control*. Naperville, IL: Sourcebooks, Inc.
- Kowtaluk, H. & Kopan, A. O. (2000). *Food for Today*. Peoria, IL: Glencoe/McGraw-Hill.
- Starr, L. (2003). Creating a WebQuest: It's Easier than You Think! *Education World*. Retrieved December 2004 from http://www.educationworld.com/a_tech/tech/tech011.shtml.
- Storrer, I. (1996, March). *Personal and family wellness*. Topeka, KS: Kansas State Board of Education.

Instructional Strategies

1. **Describe the various influences on your food choices. (Competencies A-1, A-5)**
 - a. Ask students as a class to create a list of all their favorite foods. Name anything from hot dogs to macaroni and cheese to lasagna to tacos. Go over the list and discuss what factors might influence the food listed. For example, what factors might influence someone to like tacos? What factors might influence someone to choose beef stew as their favorite food.

Questions for Discussion/Formative Assessment

- *Why did you select that food as your favorite? Does your grandmother always prepare that dish when you visit, or do you always have this food as part of a favorite family tradition?*
- *When, or how often, do you eat that food? Does it remind you of someone special or a special time?*
- *What memory does this food trigger when you think of it?*

- Bring a variety of foods to class that may be less familiar to students (e.g., artichokes, starfruit, plantains, macadamia nuts, or an unfamiliar type of fish). Identify the foods and describe where in the world the food originates. Explain why you are not as familiar with this food item. Is it because the food is not from your geographic area, not a part of your ethnic background, or some other reason?
- Identify three traditions in your family that involve food. What is the tradition? How is food related to this tradition? Are only certain foods included in this tradition? How would the family tradition be different if some of the foods were no longer available?
- Use Activity Sheet #1: **Thinking It Over** to reflect on the factors that influence food choices.

2. Identify types of cultural influences. (Competency A-1)

- Use Activity Sheet #2: **Understanding Culture** to define culture and list the characteristics that describe or differentiate one culture from another.
- Define heritage. Use a Mind Map graphic organizer to create a list of cultural or ethnic groups.
- Name some countries or regions of the world and identify some of the foods that relate to those areas (e.g., Latin America, Africa, the Middle East, France, England, Italy, the Mediterranean, Germany, Scandinavia, Southeast Asia, Asia, Australia, India, and Canada).
- Name regions of the United States and identify particular foods that come to mind (e.g., New England, the South, the Midwest, the Southwest, the Pacific Coast, the Northwest, and the Hawaiian Islands).
- Select a modern religion and research food traditions related to this religion. Some traditions include serving specific foods, other traditions involve fasting. Make a short presentation to the class on your findings.

Questions for Discussion/Formative Assessment

- *What food traditions are a part of this religion?*
- *Are there any foods that are forbidden or restricted? Why?*
- *How does fasting affect health and wellness?*
- *How might a person's health be affected by observing this religious practice?*

- f. Use the FoodNavigator.com website to review articles related to eating habits. One example is an article titled, "Fast food consumption increases obesity risk," May 24, 2004.

**3. Compare the physical food needs with psychological food needs.
(Competencies A-2, A-3)**

- a. Invite a guest speaker to class from the local food bank, Meals on Wheels, or similar community organization that provides food for those in need. Discuss the physical needs of those with poor nutrition or those who are hungry. Describe the psychological feelings of security related to food.
- b. Divide into groups of five and using Activity Sheet #3: **My Favorite Foods**, have each group member write one of his or her favorite foods in the appropriate section. Groups should discuss their food choices.

Questions for Discussion/Formative Assessment

- *Why do you think you choose the foods you wrote on the list? (e.g., habit, familiar, family favorite, taste, easily available)*
- *Did you select your favorite foods based on the foods your body needs for health, or on your taste preferences?*
- *Which is better, foods that are healthful or foods that taste good?*
- *Are there some healthful foods that also taste good?*
- *Could you eat foods that you don't care for and still be healthy?*
- *How do you make decisions about which foods to eat? Do you choose only foods that are healthful or only foods that taste good?*
- *Do you ever eat what you don't like because you know that the food is good for you?*

- c. Define 'comfort foods.' Describe times when you want the comfort of familiar foods.

Questions for Discussion/Formative Assessment

- *Were you trying to satisfy your body's need for food, or your psychological needs for security, acceptance, or pleasure?*
- *What happens if your psychological needs become too great and you rely on food to satisfy these needs?*
- *How can you determine if your psychological desire for food is healthy or unhealthy?*
- *Who can help someone who has unhealthy psychological desire for food?*

**4. Explain various environmental influences that affect your food choices.
(Competency A-4)**

- a. Suggest reasons why there are no coconut trees or banana trees in Missouri. Would one expect to find fresh lobster in Missouri? Why or Why not? Make a list of other foods that are not native to Missouri. Next, make a list of foods that are native to Missouri, but are not readily available year around. What environmental influences affect the availability of these foods?

- b. Create a classroom display or bulletin board from magazine or newspaper clippings to demonstrate the role of the media in food choices. The bulletin board could feature only food advertising to illustrate the types and amount of advertising that reach consumers, or it could focus on food topics in the news.

5. Discover how technology influences what foods options are available. (Competency A-5)

- a. The mission of the International Food Information Council (IFIC) is to communicate science-based information on food safety and nutrition. IFIC is supported primarily by the broad-based food, beverage and agricultural industries. This website provides an extensive list of agencies with various responsibilities for ensuring food quality and safety especially related to new technology. Work individually or in pairs to view this website and provide a brief report to the class on one agency or organization listed and its role in one of the following four functions: Establishment of Safety Standards, Monitoring and Inspection, Enforcement, or Tracking Food Safety Problems. <http://www.ific.org/food/safety/index.cfm>
- b. Divide students into groups to complete the *WebQuest on Genetically Engineered Foods*. Details on organizing a WebQuest are included in this unit along with detailed instructions for completing this activity.

Summative Assessments

Paper and Pencil

1. Divide the class into teams or 'regions.' Draw or use a prepared map of the United States with the boundaries of each state drawn in. Each team is to research its region's food customs. The team is to fill in the states in its region with information about food customs pertinent to its region. Teams may use photos cut from magazines, original drawings, or other methods to illustrate the geographic, ethnic, and religious influences. (Competency A-1)
2. Interview at least two different adults and ask what food traditions they remember from their childhood. Ask why these traditions are memorable, and whether the traditions were influenced by geography, ethnic origins, or religious practices. Write a one-page summary comparing their responses. Use the *Writing Assignment Scoring Guide* in this unit to assess the paper. How are the food traditions similar between these two people? How are the food traditions different? (Competency A-2)

Classroom Experiences

1. Use the *WebQuest Scoring Guide* in this unit to assess the WebQuest activity related to the influences of technology on food choices. (Competency A-5)

Application to Real Life

1. Plan and host a cultural food fair. Divide into teams to research and select one menu from one of the ethnic groups identified in Instructional Strategy #2. Prepare one dish from the menu to allow the class to sample foods from this ethnic group. Provide a display or poster with other information about this ethnic

group. What factors influence the foods that are represented by this group?
(Competency A-1)

Competencies A-1, A-5
Activity Sheet #1

Name _____

Thinking It Over

The Facts Say... Food choices are influenced by:

After Thinking It Over, I say...

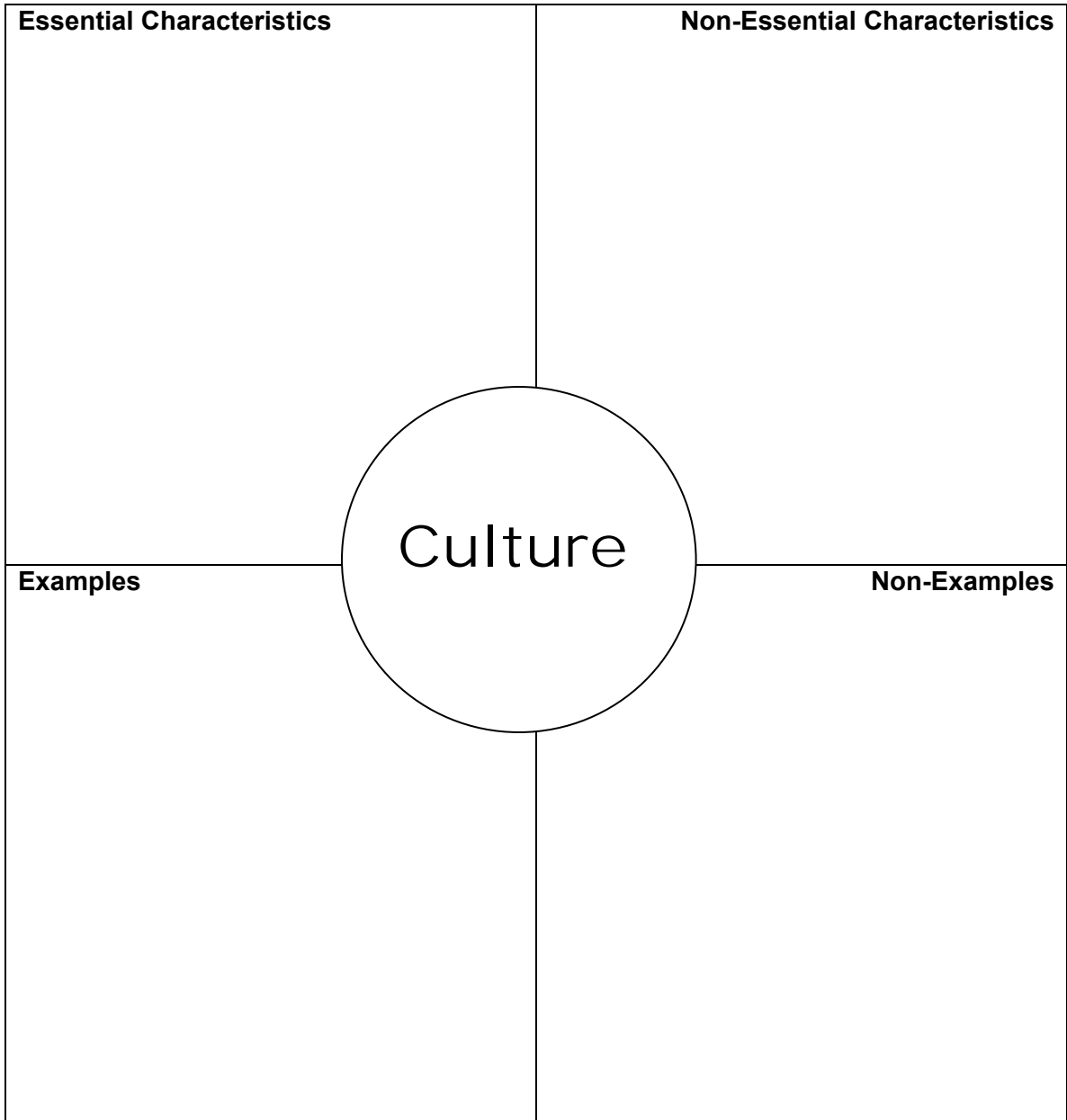
The most important influence on my food choices is:

Competency A-1
Activity Sheet #2

Name _____

Understanding Culture

Use the Chart below to help you describe the word “culture.” By identifying what culture is and is not, you will learn more about yourself and your community.



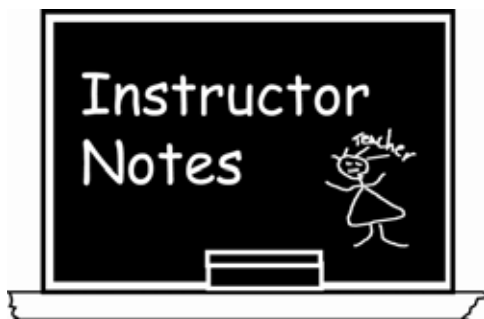
Competencies A-2, A-3
Activity Sheet #3

Group _____ Date _____ Period _____

My Favorite Foods

Divide the class into groups of five students. Pass this sheet around the group and each person write in one of his/her favorite foods for each food group.

<p><i>Bread, Cereal, Rice and Pasta</i></p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><i>Milk, Yogurt, Cheese</i></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Vegetables</i></p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><i>Fruit</i></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Meat, Poultry, Fish, Dry Beans, Eggs and Nuts</i></p> <hr/> <hr/> <hr/> <hr/> <hr/>	



WebQuests:

Using Classroom Technology to Expand Learning

In this unit we introduce using technology in the classroom with a WebQuest activity. A WebQuest allows students to explore the web for information and it is an excellent way to integrate the Internet into the classroom. WebQuests were developed by Dr Bernie Dodge in 1995.

Short Term WebQuests

The instructional goal of a short term WebQuest is knowledge acquisition and integration, described as Dimension 2 in Marzano's (1992) *Dimensions of Thinking* model. At the end of a short term WebQuest, a learner will have reviewed a significant amount of new information and made sense of it. A short-term WebQuest is designed to be completed in one to three class periods.

Critical Attributes

WebQuests of either short or long duration are deliberately designed to make the best use of a learner's time. There is little educational benefit for students to surf the Internet without a clear task in mind, and most schools must limit student connect time. To achieve that efficiency and clarity of purpose, WebQuests should contain at least the following parts:

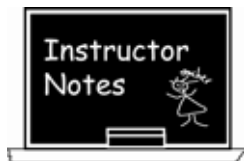
1. An introduction that sets the stage and provides some background information.
2. A task that is doable and interesting.
3. A set of information sources needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or real-time conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through web space completely adrift.
4. A description of the process the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some guidance on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams (examples of each type of graphic organizer is included in Section 4 of the Implementation Handbook for Family and Consumer Sciences) available online at:
http://dese.mo.gov/divcareered/facs_curriculum.htm#Implementation_Handbook_for_FCS



WebQuest

Activity Continued.....

6. A conclusion that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.
7. An evaluation or assessment of student growth.



WebQuest Activity

Technology and Genetically Engineered Foods

Introduction

Imagine this...an orange that contains all the nutrients in a multivitamin, a tomato with more flavor as well as cancer fighting substances; sweeter strawberries; a potato that produces healthier french fries; allergen-free peanuts; a rice high in beta-carotene; as well as bananas that deliver needed vaccines.

Is this science fiction or real science? It's real science and it is happening in laboratories today as genetically engineered foods. To many scientists this is a very exciting time to enter a new frontier called food biotechnology.

But now, what about fruits and vegetables that contain a gene from a bacterium that makes these crops more insect resistant? Would you want to eat these foods? What if these crops found their way into our food supply right now? This actually happened in September 2000!

Many people are afraid of this new technology and are calling these new genetically modified foods 'Frankenstein' foods. Should we be concerned? Are these foods safe to eat? How would these new crops affect the environment? Are these genetically modified foods everything they promise to be by their proponents? Or are they something to fear according to several advocacy groups? Are you ready for the new foods of the 21st century? Are you ready to explore the risks and benefits of genetically engineered foods? Should we consider food biotechnology a friend or enemy?

What are genetically engineered foods and are they dangerous to our health and to the environment?

The Task

In this WebQuest you will be working together with a team of students in your class. Each team of students will complete assigned tasks that will assist them in answering "The Quest."

As a member of the group you will explore the topic of "Genetically Engineered Foods" from various resources on the web. You will be reading pages from the web, which may have vocabulary words you do not know. Please feel free to use the on-line Webster dictionary or one in your classroom.



WebQuest Activity Continued.....

Information Sources

Here is some background information for everyone. Use the Internet information links below to explore the basic questions on the topic:

- 1) What is food biotechnology?
- 2) What are genetically engineered foods?
- 3) What are the potential benefits of genetically engineered foods overall?
- 4) What are the potential risks of genetically engineered foods overall?

<http://ific.org/food/biotechnology/index.cfm>

“Background on Food Biotechnology” May 2004

<http://www.whybiotech.com/index.asp>

The Council for Biotechnology Information communicates science-based information about the benefits and safety of agricultural and food biotechnology. Its members are the leading biotechnology companies and trade associations.

<http://ific.org/foodinsight/2004/ma/biotechfi204.cfm>

“Updating the Facts on Agricultural Biotechnology” March/April 2004. This is an article from the International Food Information Council Foundation which describes the benefits of food biotechnology and genetically engineered foods.

<http://ific.org/publications/other/biotechexperts.cfm>

“What the Experts Say About Food Biotechnology” May 26, 2004. Also from the International Food Information Council Foundation, this article features excerpts from national and international non-biased experts.

The Process

1. Each individual from your team will play one of the roles listed below. (Environmentalism, Scientist, Consumer Advocate or Legislator)
2. Read the articles assigned to your role.
3. If you print out the articles, then underline the section of the article that you feel are the most important.
4. If you look at the articles on the computer, then copy the sections you feel are important by copying and pasting it into a word processor.
5. Cite all references by remembering to write down or to copy and paste the URL of the files you used to complete this project.



WebQuests:

Here are the roles you may choose to play

Environmentalist

You are a world-renowned environmentalist from a major advocacy group. You have been asked to assess the risks and benefits of food biotechnology from an environmentalist point of view for an upcoming conference.

Your main concern is that crops developed from genetic engineering may overcome or destroy the balance of nature. You are also concerned with the need to feed the world's population while balancing the needs for the environment.

Your task is to collect and analyze information from multiple viewpoints and then formulate a statement to present at the World Food Conference on Food Biotechnology.

Your topic at the conference is:

“Are genetically engineered foods destroying our environment?”

You, as the environmentalist will develop this statement based on informed decision making skills.

Use the Internet information linked below to answer these questions specifically related to Environmentalist:

- 1) What are the potential benefits of food biotechnology to the environment and to the issue of world hunger?
- 2) What are the potential risks of food biotechnology to the environment and to the issue of world hunger?
- 3) Are the benefits worth the risks and why?

Remember:

These web sites provide viewpoints from both sides of this hot issue. Please keep an open mind as you develop your opinion regarding genetically engineered foods and the environment/world food issues.

<http://ific.org/foodinsight/2001/ja/iacpbiotechfi401.cfm>

“IACP ON TOUR: Exploring the Issues of Food Biotechnology.” August 4, 2003. This article highlights some of the views expressed at discussions conducted by the International Association of Culinary Professionals (IACP) in early 2001.

<http://www.foe.org/safefood/geplants.html>

“Environmental Hazards of Genetically Engineered Plants.” This article was found on the Friends of the Earth web site. It outlines the possible hazards to the environment.

<http://www.whybiotech.com/index.asp?id=1805>

“Environmental Benefits: More Studies Show How Biotech Crops Help Wildlife, Environment.” The Council for Biotechnology Information reports that evidence continues to accumulate from around the world about how biotech crops are helping to preserve the environment.



WebQuest *Roles Continued.....*

Scientist

You are a world-renowned scientist from a major university. You have been asked to assess the risks and benefits of food biotechnology from a scientist's point of view for an upcoming conference.

Your main belief is that food biotechnology, if used in a responsible way, can solve a multitude of world food issues.

Your task is to collect and analyze information from multiple viewpoints and then formulate a statement to present at the World Food Conference on Food Biotechnology.

Your topic at the conference is:

"Are genetically engineered foods the cure for world food issues?"

You, as the scientist will develop this statement based on informed decision making skills.

Use the Internet information linked below to answer these questions specifically related to Scientist:

- 1) What are the benefits of genetically engineered foods?
- 2) What are the risks of genetically engineered foods?
- 3) Do the benefits outweigh the risks and why?

Remember:

These web sites provide viewpoints from both sides of this hot issue. Please keep an open mind as you develop your opinion regarding genetically engineered foods and science.

<http://vm.cfsan.fda.gov/~dms/fdbioeng.html>

U. S. Food and Drug Administration, January-February 2000. "Are Bioengineered Foods Safe?" by Larry Thompson. Since 1994, a growing number of foods were developed using biotechnology which have come onto both the domestic and international markets. Are these foods as safe as foods that have been developed using the more conventional approach of hybridization?

<http://usinfo.state.gov/journals/ites/0903/ijee/chassy.htm>

"The Role of Agricultural Biotechnology and World Food Aid" by Bruce M Chassy. September 2003. This article explains how biotechnology has the potential to play a key role in reducing chronic hunger throughout the world.

<http://www.whybiotech.com/index.asp?id=1973>

"Biotech and Better Health" This is an updated article explaining how plant biotechnology will help people lead healthier lives.



WebQuest *Roles Continued.....*

<http://www.ama-assn.org/ama/pub/category/13595.html>

This discusses the technology, safety, and regulation of genetically modified crops and foods. ... concern about genetically modified (GM) foods and the possibility of international trade ... voluntarily label their foods as made with or without the use of bioengineered ingredients ...

Consumer Advocate

You are a concerned consumer who wants to know more about genetically engineered foods and how these foods may affect the health of your family. As a concerned citizen you have posted a web page on the Internet to inform other families about genetically modified foods and the potential health issues associated with these foods. You have been asked to assess the risks and benefits of food biotechnology from a consumer's point of view for an upcoming conference.

Your task is to collect and analyze information from multiple viewpoints and then formulate a statement to present at the World Food Conference on Food Biotechnology.

Your topic at the conference is:

“What the consumer needs to know about genetically engineered foods.”

You, as the consumer advocate, will develop this statement based on informed decision making skills.

Use the Internet information linked below to answer these questions specifically related to Consumer Advocate:

- 1) What should the consumer know about genetically engineered foods?
- 2) What are the benefits of genetically engineered foods from the consumer's perspective?
- 3) What are the risks of genetically engineered foods from the consumer's perspective?
- 4) Do these benefits outweigh the risks and why?
- 5) Should genetically engineered foods be labeled?

Remember:

These web sites provide viewpoints from both sides of this hot issue. Please keep an open mind as you develop your opinion regarding genetically engineered foods and the consumer.

<http://www.cfsan.fda.gov/~lrd/biotechm.html#oga>

Background from the federal Food and Drug Administration with links to other websites related to bioengineering of foods and health.



WebQuest *Roles Continued.....*

<http://www.whybiotech.com/index.asp?id=consumers>

"Consumers See Advantages in Food Developed With Biotechnology," Two-thirds of consumers would buy biotech food made from crops that required less spraying.

<http://www.whybiotech.com/index.asp?id=4005>

"Plant Biotechnology Can Play a Key Role in Developing Healthier Functional Foods." Taste is number one for consumers, but health is becoming more important in food selection.

<http://www.cybergrrl.com/fs.ihtml?/views/hottopic/art5241/>

"Are Bioengineered Foods Safe to Eat?" by Stephanie Fairleigh. Cybergirl, Inc. Transforming Women's Lives Through Technology.

http://www.cspinet.org/nah/6_00/cspinews.html

"Biotech Foods: Friend or Foe?" by Michael F. Jacobson, Executive Director, Center for Science in the Public Interest, June 2000. Genetic engineering is a powerful technology. If used properly, it has great potential.



WebQuest *Roles Continued.....*

Legislator

You are a very powerful legislator on the Food and Agriculture Committee in Washington, D.C. Your constituents have asked you to sponsor a bill that would require the labeling of genetically modified foods. You have been asked to describe labeling requirements as outlined in your bill at an upcoming conference.

Your task is to collect and analyze information from multiple viewpoints and then formulate a statement to present at the World Food Conference on Food Biotechnology.

Your topic at the conference is:

“Should genetically engineered food be labeled and why?”

You, as the legislator will develop this statement based on informed decision making skills.

Use the Internet information linked below to answer these questions specifically related to Legislator:

- 1) Should genetically engineered food be labeled and why?
- 2) What are the benefits of labeling genetically engineered foods?
- 3) What are the risks for labeling genetically engineered foods?
- 4) Is there a need to label genetically engineered foods from the consumer's point of view?

Remember:

These web sites provide viewpoints from both sides of this hot issue. Please keep an open mind as you develop your opinion regarding genetically engineered foods and labeling requirements.

<http://www.whybiotech.com/index.asp?id=3993>

“Regulation of Biotech Crops and Food in the United States and Canada” All biotech crops grown in North America must go through years of rigorous testing before they are brought to market.

<http://www.whybiotech.com/index.asp?id=farmers>

“Biotech Acreage Continues to Increase, Says USDA.” U.S. farmers will likely plant more biotech crops in 2004 than ever before, according to a report released March 31, 2004, by the USDA's National Agricultural Statistics Service (NASS).

<http://research.arc2.ucla.edu/keck/>

“FOODS FOR THE FUTURE: Genomics of Bioengineered Foods.” 2003 Symposium sponsored by the W. M. Keck Foundation, offered in cooperation with the Office of Continuing Medical Education, David Geffen School of Medicine at UCLA, and UCLA Extension.

Now, it's time to debate, discuss, and reach consensus about the issues regarding genetically engineered foods...



WebQuest *Instructor Roles*

Welcome to the World Food Conference on Food Biotechnology

The theme of this year's conference is:

"What are genetically engineered foods and are they dangerous to our health and to the environment?"

Our conference includes speakers from multiple points of view on this very hot issue. The purpose of this conference is to debate the risks and benefits of genetically modified foods.

The topics to be covered during this conference include:

- Are genetically engineered foods destroying our environment?
- Are genetically engineered foods the cure for world food issues?
- What the consumer needs to know about genetically engineered foods.
- Should genetically engineered food be labeled and why?

Task #1:

Your first task is to meet with other participants of like roles at the World Food Conference and to develop a statement, as a group, to present at this conference.

Group 1 - all environmentalists

Group 2 - all scientists

Group 3 - all consumer advocates

Group 4 - all legislators

This statement will be an opinion supported by facts that is reached by your specific group. It should illustrate the group's viewpoint concerning genetically engineered foods as it addresses the specific questions outlined for your role. The statement must address the specific topic assigned to your role for this conference. It will include a five to ten minute presentation as well as the written statement.

Your group is also expected to have visuals such as a poster, video, photographs or a PowerPoint slide show etc. as part of your speech at the World Food Conference. All team members of your group are expected to do a part of the five to ten minute presentation. Submit your team's written statement to your teacher upon the completion of this project.



WebQuest *Instructor Roles Continued...*

Task #2:

Your second task at the conference is to regroup with your original team (environmentalist, scientist, consumer, and legislator) and to come to a consensus as to:

- 1) Whether genetically engineered foods need to be labeled and if so what should be listed on that label?
- 2) Whether genetically engineered foods are a hazard to the environment and if so, should they only be allowed under strict government regulation? If stricter government regulations are needed, then what should be listed in these regulations?

Remember:

Your team may not leave this conference until a consensus can be reached on the issue outlined above.

Your team, as participants of this conference, will be issuing position papers from the World Food Association on these specific topics:

- “Should there be government regulations requiring genetically engineered foods to be labeled?”
- “Should there be government regulations to protect the environment from genetically engineered crops?”

Each team will write a position paper for each of the two topics as listed above. These position papers must address the questions above and be supported by facts as well as valid reasons for your team’s opinion on these two specific issues. Be prepared to present your position papers at the conference with all your team members participating. Submit your team’s two position papers to your teacher upon the completion of this project.

Conclusion

- *So, are genetically engineered foods facts or fiction, friend or foe?*
- *Would you eat genetically engineered foods now?*
- *Do you now know where to find them in the grocery store? Should they be labeled?*
- *Do they harm the environment?*
- *Are they ‘Frankenstein’ foods or the new foods of the 21st century?*

The next time you pick up a piece of fruit or snack on a taco chip you may be consuming a genetically modified food. Beware!

Adapted from a WebQuest created by Sandra R. Holmes, MS RD. July, 2001.

Name _____ Date _____ Class _____

Writing Assignment Scoring Guide

Quality of Work	Excellent	Good Work	Needs Work	Score
Ideas	The topic is clear; arguments and opinions relate to the topic; good use of detail to support ideas; reader questions are answered.	The topic is too broad or too narrow to be developed; lacks support for ideas; transition from general topic to detail is weak; may stay on track with the topic, though lacks focus; all reader questions are not answered.	Topic is unclear or several topics are addressed; ideas are not fully developed or supported with detail; does not meet length requirements; content is repetitious or rambling; most reader questions are not addressed.	
Organization	The introduction pulls the reader in; transitions are smooth and relevant; ideas are in sequence; conclusion is clear and concise.	The introduction is clear though not compelling; transitions at times are bumpy or stray from main topic; sequencing shows some logic; conclusion is present though weak.	The introduction is weak or lacking; sequencing of ideas is unclear or random; transitions are not present; conclusion is weak or lacking.	
Voice	Tone engages the reader in the topic; shows understanding and respect for intended audience; reader is challenged to consider writer's idea or opinion.	Tone is sincere, but does not fully engage the reader; lacks some understanding of the intended audience; writer sparks interest, but cannot sustain reader's attention.	Tone seems indifferent to the reader; writing is monotone or mechanical; writer fails to connect or spark reader's interest; work fails to present a point of view.	
Sentence Clarity	Each sentence relates to the topic, and further develops the topic; sentences vary in length and beginnings; good use of transitions to tie sentences together.	Sentences relate to the topic, though the flow may be rough; variety is attempted in length or beginnings; some transitions are used.	Sentences are poorly constructed or rambling; sentence beginnings are repeated too often; transitions are weak or not used.	
Appearance	Written paper is neat; margins, type size, type font, etc. are readable; good use of white space; easy to find title, subheadings, page numbers, bullets, etc.; charts, illustrations or graphics, if used, are integrated neatly and clearly.	Written paper is neat; type size, type font, etc. are readable; white space may be crowded or margins too tight; title, subheadings, page numbers, bullets, etc. may be lacking or inconsistent; charts, illustrations or graphics, if used, interrupt text.	Written paper lacks three or more of the following: neatness, margins, page numbers, bullets, title or subheadings; too many fonts are used or font size is difficult to read; charts, illustrations or graphics, if used, are confusing.	

Total _____

Name _____ Date _____ Class _____

WebQuest Scoring Guide

Task #1 Presentation of Position Statement at the World Food Conference

Quality of Work	Excellent	Good Work	Needs Work	Score
Teamwork	All presented parts of the presentation.	Some, not all presented parts of the presentation.	Only one person presented.	
Presentation Skills	Presented statement without reading from notes.	Read some from notes.	Read all from notes.	
Content of Statement	Well researched and answers all the questions required by the role and task.	Good research and answers some of the questions required by the role and task.	Weak research; answers only one question required by the role and task. Statement lacks an opinion or provides limited facts to support that opinion.	
Visuals	Each sentence relates to the topic, and further develops the topic; sentences vary in length and beginnings; good use of transitions to tie sentences together.	Sentences relate to the topic, though the flow may be rough; variety is attempted in length or beginnings; some transitions are used.	Sentences are poorly constructed or rambling; sentence beginnings are repeated too often; transitions are weak or not used.	
Written Statement	A written essay, with proper sentence structure, and no grammatical or spelling errors.	A written essay with some proper sentence structure and/or some grammatical or spelling errors.	A written essay without proper sentence structure and/or many grammatical or spelling errors.	
Deadlines	Did submit a complete written assignment on time.	Did submit a partially completed written assignment on time.	Did not submit any part of written assignment for this project on time.	

Total _____

Name _____ Date _____ Class _____

WebQuest Scoring Guide

Task #2 Position Paper on Labeling and Safety of Genetically Engineered Foods

Quality of Work	Excellent	Good Work	Needs Work	Score
Content of Position Paper on Food Labeling	Excellent position statement that addresses the questions fully.	Good position statement that fully addresses most of the questions, or partially addresses all of the questions.	Weak position statement that does not clearly address the questions.	
Content of Position Paper on Safe or Harmful Effects	Excellent position statement that addresses the questions fully.	Good position statement that fully addresses most of the questions, or partially addresses all of the questions.	Weak position statement that does not clearly address the questions.	
Ideas	The topic is clear; arguments and opinions relate to the topic; good use of detail to support ideas; reader questions are answered.	The topic is too broad or too narrow to be developed; lacks support for ideas; transition from general topic to detail is weak; all reader questions are not answered.	Topic is unclear or several topics are addressed; ideas are not fully developed or supported with detail; content is repetitious or rambling; reader questions are not addresses.	
Organization	The introduction pulls the reader in; transitions are smooth and relevant; ideas are in sequence; conclusion is clear and concise.	The introduction is clear though not compelling; transitions at times stray from main topic; conclusion is present though weak.	The introduction is weak or lacking; sequencing of ideas is unclear or random; transitions are not present; conclusion is weak or lacking.	
Sentence Clarity	Each sentence relates to the topic, and further develops the topic; good use of transitions to tie sentences together.	Sentences relate to the topic, though the flow may be rough; variety is attempted in length or beginnings; some transitions are used.	Sentences are poorly constructed or rambling; sentence beginnings are repeated too often; transitions are weak.	
Appearance	Written paper is neat; margins, type size, type font, etc. are readable; good use of white space; easy to find title, subheadings, page numbers, bullets, etc.; charts, illustrations or graphics, if used, are integrated neatly and clearly.	Written paper is neat; type size, type font, etc. are readable; white space may be crowded or margins too tight; title, subheadings, page numbers, bullets, etc. may be lacking or inconsistent; charts, illustrations or graphics, if used, interrupt text.	Written paper lacks three or more of the following: neatness, margins, page numbers, bullets, title or subheadings; too many fonts are used or font size is difficult to read; charts, illustrations or graphics, if used, are confusing.	

Total _____