

FACILITATOR GUIDE: Seeds**GRADE:** 9th – 12th**CONCEPTS & SKILLS**

- Thinking critically about evidence includes deciding what evidence should be used and accounting for anomalous data. Specifically, students should be able to review data from a simple experiment, summarize the data, and form a logical argument about the cause-and-effect relationships in the experiment.

MATERIALS & RESOURCES:

- Iowa Public TV website: <http://www.pbs.org/wgbh/harvest/exist/>

PRESENTATION:

This activity is an opportunity to think critically and come to your own decision. The question is, "Based on what you now know, do you think we should raise genetically modified (GM) crops?" You will be provided information both for and against growing GM crops and then make your own decision.

DIRECTIONS:

1. Access the website- <http://www.pbs.org/wgbh/harvest/exist/>
2. Follow the instructions.

PROCESSING:

What did you learn from the Website.

Who thinks we should grow GM crops?

Who thinks we should not?

What are you basing your decision on?

Did anyone find anything to add to the Investigation Bulletin Board. Please add anything you have, for or against.

What do you think we can do about this issue for our service-learning project?
(Nothing is an acceptable answer)

If something, what? (Have someone in the group take notes)

If the group comes up with a service-learning project to address GM crops, the backward planning Facilitator Guide will be helpful for planning.

TIME: 45 minutes