

Video 4: Summarizing Students' Positions

Here we see the teacher summarize the students' various opinions. The discussion has raised awareness of the complexity of the situation, and there are now more factors that need to be considered. Things are not as simple as they seemed.

INT: So it sounds like a portion of the population would say, yes, I want good food, and if that food is grown for the farmer to have a better life or economy about it, and if it has more nutrition, sure, I'll eat it. We hear some folks saying, there needs to be a choice. You need to ask the consumer.

MALE: Like I don't really get like the bad thing about like genetically modified, because kind of -- because like organics like -- you're not putting any chemicals in it. So you're pretty much like facilitating like an evolution -- like man-made evolution. So it's not like organic -- like if -- like the plants like beat the other plants out it's pretty much like nature, so.

FEMALE: Are we already eating genetically modified food

without knowing? Like I don't know. From the article --

FEMALE: Watermelons without seeds.

FEMALE: Yeah. From the article, it seems like a lot of foods are genetically modified, and obviously we don't fill out a survey, like, yes, we would like to eat GMOs or no, like no thank you. So I don't know. I think that's also an interesting question. Like right now, it seems like a lot of -- from the article and what we've talked about, it seems like a lot of foods that we eat are genetically modified already.

FEMALE: But like also personally like I don't want to be eating something that has toxin sprayed on it, even if like -- because maybe like you -- like they're saying they're not harmful for us because they did research on it, but like maybe that's just clinical research and like you don't like know like a hundred percent that that's not going to affect you in a negative way, and you don't know how that's going to be like ten years from now, like how it's going to affect you. And I feel like the research we've done just isn't sound enough for us, if we are financially able to afford it, to be taking a risk like that.

MALE: At the same time, I kind of see where Natasha's coming from. There's an impact -- there's an impact with these things that we can't really foresee. But I also see

that like GMOs are like potentially a lot better for us than just the normal food. And that we -- like we're -- we're intelligent, so we -- we can obviously figure out a way to minimize like environment's impact. Like there's artificial like -- we could have -- we could have the genetically modified plants grown away from -- from away from other plants so that they don't like interfere with the biodiversity.

INT: Is there -- is there a set of conditions that you guys would propose, or a recommendation that would be acceptable to accommodate all these sides of the issue? If a school were trying to consider offering these potatoes and had some good reasons for wanting to do that, and yet had the response that we're having here, what would be some conditions you'd propose for that? Turn to your neighbor and come up with one.

AUDIENCE: (Group talking over each other - inaudible)

INT: Real quick, the sound byte. What would be the one condition you'd propose? We'll just go around. Okay?

FEMALE: We can't, do you want to do yours first?

MALE: Cost, cost efficiency.

INT: Cost is the primary concern.

FEMALE: Like consumer awareness.

FEMALE: We wanted to make sure that there was always a choice between two.

INT: Okay.

MALE: (Inaudible phrase)

INT: Okay. Do you agree?

MALE: Yeah.

INT: Yes?

MALE: Cost as well.

INT: Cost or choice?

FEMALE: Well we thought choice and awareness of what
you're eating.

INT: Okay.