**Food Safety Debate**

**Class activity for Chapter 12**

***Food, Farms and Community***

**Material Requirements: None**

**Time Requirement: 45-60 minutes**

For this activity, divide your class into two groups. One group will argue in favor of more strict food safety regulations, while the other will argue for more lenient regulations. How students are distributed among these opposing sides is up to you. You may poll students and assign them to the groups they want to be on, or you might assign them to the groups that are opposite to their views to force them to see food safety issues from a very different perspective. Or you may assign students randomly, increasing the likelihood that some on each group will agree with the position they are arguing for while others may not.

Give students a couple weeks to do research in or outside class before they come together to participate in an in-class debate. How you structure this debate is up to you, though I invite you to arrange things so that both groups have access to the ability to show presentation slides as some may wish to use graphics or even short video snippets as part of their presentations. You may formulate a list of questions to ask both groups, or you may invite them to challenge each other on various points in some sort of question-response framework.

After the debate ends, bring the class back together to discuss the experience. For those students who advocated for an opinion that differed from their own, how did their background research influence their opinion? Did students find their opinions on issues of food safety drifting more towards the center or more towards the extremes? Did they learn food safety facts about certain foods or certain sources of foods that caused them to reconsider whether to continue purchasing and eating that food? Did they find their broader political ideologies challenged because of the research they conducted to prepare for their debate?

It can also be useful to have students write up a reflection on this experience.