**Plan and hold a food and   
globalization summit**

Student guide A

## Step 1 Plan the summit

## Software: Microsoft® Office Word 2007, Microsoft Expression® Web or Microsoft Office Publisher 2007, Microsoft Office OneNote® 2007

## What to do: Set plans in motion now for the Food and Globalization Summit that will wrap up all your work at the end of this project

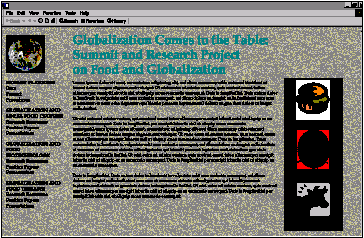
As a whole class, come together to seek nominations (at least three) for the summit planning committee. Students who play this role should be willing to put aside their own views on globalization issues to ensure a well-run, meaningful meeting of the minds when the summit convenes in Step 4.

When the candidates have been identified, hold a vote. Everyone should vote for only one person, but the top three vote-getters will all work on the planning committee. The number-one choice will serve as chair.

While the rest of the class goes on to Steps 2 and 3, the summit planning committee should:

* Review the setup and proceedings of recent world summits to select best practices for this one. Microsoft Office OneNote can help you collect and organize your resources and ideas.
* Review Web sites for summits to identify the information you want to provide on your Web site and the way you want to organize and design it.
* Create the overall Web page that will provide up-to-date information about the summit schedule and format and that will serve as a place for the issue teams to post the work they complete in Steps 2 and 3.

Microsoft Expression Web can help you build a professional Web site with great design and interactive features. If you don’t have access to Expression Web, you can use Microsoft Office Publisher to help you create the Web site.



Plan for a process that will result in a set of recommendations approved by a majority of summit participants.

## Step 2 Defining the issues

## Software: Microsoft Office Word 2007, Microsoft Office OneNote 2007, Microsoft Expression Web

## What to do: Begin with research about your globalization focus

Your teacher has assigned everyone in class (except for the Summit Planning Committee) to a focus group that will look at one of three issues:

* Globalization and local food culture
* Globalization and food biotechnology
* Globalization and food diseases

Meet with your focus group, and open the Word document with specific guidelines for your group that your teacher prepared. Discuss the document to make sure everyone on the team understands the broad implications of the issue that you will focus on.

Divide up the initial research work. Everyone in the group should work together to find resources on the Internet and in print that include:

* News stories that will help you understand the timeline of events.
* Opinion pieces from many sides.
* A collection of links and other resources for deeper research.

After this first research period, meet to share your findings and discuss them. Your aim is to clearly define the pro- and anti- globalization aspects of your focus area. What are the key arguments from both sides? What do the different sides hope to achieve?

By volunteer, vote, or lottery, divide your group into two issue teams: One group will develop a pro-globalization stance on your focus area and the other an anti-globalization position.

Assign two members—one from each team—to serve as archivists of your collective research and writings. These two members should use Expression Web or Microsoft Publisher to add team pages to the Web site that the Summit Planning Committee created.

Brief your teacher and/or classmates on your issue and the two sides of it that you will explore.

## Step 3 Developing positions

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|  | Software: Microsoft Office Word 2007, Microsoft Office PowerPoint 2007, Microsoft Expression Web, or Microsoft Office Publisher 2007 |

## What to do: Each pro- and anti-globalization issue team builds its case

Check the latest information on the summit Web page, and then review the guidelines document that your teacher provided. You will see several specific goals for each pro- and anti-globalization team. These goals are:

* Conduct thorough research on your topic so that you can cite at least two substantial resources (such as reports, in-depth features, and databases).
* Write a two- to three-page position paper that uses both persuasion and facts (including one table or chart with statistics and one photograph or illustration) to advance your point of view.
* Prepare a five- to seven-slide PowerPoint presentation that summarizes your argument and evidence.

Within your team, everyone should conduct and share research, but you may want to assign one or two members to write the position paper and another one or two to develop the PowerPoint presentation.

As you tackle your research, draw on the work of your larger focus group as a starting point. While digging more deeply into your topic and your particular position on it, be sure to examine the source of each new research find. You want resources that are credible even if they take an advocacy position.

When you have crafted your position paper and PowerPoint presentation, submit them to your teacher for review. Then post the revised versions on your focus group Web site so that the opposing team and your whole class can stay abreast of your arguments.

## Step 4 A meeting of the minds

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|  | Software: Microsoft Office Word 2007, Microsoft Office PowerPoint 2007, and Microsoft Expression Web or Microsoft Office Publisher 2007 |

## What to do: The entire class brings all the food-related globalization issues to the table

When the summit begins, each team will have a chance to present its position (following guidelines set up by the Summit Planning Committee) and then participate in the development of overall recommendations.

To prepare for the summit, work within your team to polish your position paper and practice delivering your PowerPoint presentation.

In addition, read through all the position papers that will be presented by the other teams. Look for points of common concern as well as particular lines of reasoning from the other side. Do some last-minute research, if necessary, to respond to likely arguments.

You should also decide, as a team, what your objective should be in the give-and-take of the summit session and the recommendations your team will deliver. Will you insist on endorsement of your entire position—or are there some points that seem more crucial than others?

Once the summit begins, your team may want to form voting blocs with other teams that have similar concerns, conduct additional on-the-spot research to bolster a position, or make trade-offs to assure that the most important issues are well represented.

When the summit has concluded, the Summit Planning Committee will post documentation of its proceedings on the Web site. Your team should develop a set of comments on the summit's outcome—are you pleased with the results? Disappointed? Of mixed mind?—to also post on the site.

Together, the whole class should review the Web site, with all its research resources, position papers, and presentations, and fine-tune it. Then, invite others in your community—which includes your school, your town, the nation, and the world—to visit the site as well.