**Post-Activities: Supersize Me**

In the days following the movie:

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| **Grade** | **Curriculum Expectations** | **Activities** |
| **8** | **Health: *Healthy Living*****C1.1** demonstrate an understanding of different types of nutrients (e.g., macronutrients and micro-nutrients) and their function**C2.1** evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients (e.g., fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens), preparation method, and other factors that can affect health and well-being **C3.1** identify strategies for promoting healthy eating within the school, home, and community (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices**Language: *Media Literacy*****1.1** explain how a variety of media texts address their intended purpose and audience**1.3** evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts**1.4** explain why different audiences (e.g.,with respect to gender, age, culture, race, income level)might have different responses to a variety of media texts**3.1** explain why they have chosen the topic for a media text they plan to create (e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations), and identify challenges they may face in engaging and/or influencing their intended audience**3.2** identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies) and explain why it is an appropriate choice**3.4** produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., • a multimedia presentation examining two or more elements of a narrative, such as theme,plot,setting,or character • a one-minute video advertising a class fund-raising project • a website based on the content of a unit of study • a report on school sports events to be presented during morning announcements • magazine advertisements for a particular product, aimed at different age groups among the students in the school • an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper • a public-service announcementon a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying • a storyboard for a video of a favourite song that is not available as a video)***Writing*****1.2** generate ideas about more challenging topics and identify those most appropriate to the purpose**1.3** gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic source**1.4** sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data**1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary**2.1** write complex texts of a variety of lengths using a wide range of forms**2.2** establish a distinctive voice in their writing appropriate to the subject and audience**2.3** regularly use vivid and/or figurative language and innovative expressions in their writing**2.5** identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate**2.8** produce revised draft pieces of writing to meet identified criteria based on the expectations | Discuss the answer to question 5 on the pre activity section. Ask students if their opinion about fast food did in fact change after seeing the movie. Finish the question on the **Supersize Me Questions** handout if started during the movie.**Activity 1: The Fight Against Fast Food** (adapted from Teach with Movies)**Option 1:**Tell students to imagine their class is a congressional committee responsible for recommending what the government should do to fight the obesity epidemic and to regulate the fast food industry. Tell the class that this will be somewhat like the government's campaign to reduce smoking. The plan should be based on the extent of responsibility that the consumer or the industry bears for the harm caused by eating at places like McDonald's and Burger King. It should be practical and effective. The following could be discussion points/possible way they could achieve their goal. See if they can come up with any others:* a sales tax on fast food to pay for PR campaigns to limit consumption, to defray the increased medical costs of those who eat convenience food, or to subsidize fresh food consumption; the problem with this approach is that it would be very hard to determine which restaurants served fast food, so the tax would have to be on all restaurants;
* limits on restaurant hours;
* limits on the age of customers;
* requirements that warning labels be placed on food wrapping and menus;
* requirements that alternative healthy choices be offered;
* discounts for students who choose healthy food;
* prohibition on advertising or limits on advertising, such as limits on advertising directed at children (see question #3 below);
* creation of a well-designed PR campaign to convince people limit their consumption of convenience food;
* prohibitions on super sizing and other marketing devices designed to increase consumption and therefor sales;
* limits on the calorie content, salt content, and fat content; and
* regulation of the way in which types of foods that can be sold, e.g., all meat must have a low fat content; all meals must have a salad, and a cooked green vegetable.

**Option 2:**The fast food industry spends billions of dollars each year in advertising. Should this be prohibited or limited in some way? Does your answer change for advertising geared toward children? Should Ronald McDonald be banned? 1. Ask students to write an opinion piece based on this question2. Alternatively you could also get them to design a poster or mixed media approach to this question such as a dramatic advertisement for or against the topicThe following are some way students could answer the question above, or you may want to share pieces of it to help them form an opinion for or against the question:*Points for regulation or prohibition of advertising by fast food restaurants:* It has been determined that too much fast food (even a moderate amount of fast food) is bad for your health. It is especially bad for children. The companies use advertising to create the desire for their food. The techniques used by marketers and advertisers are often subtle and based on subconscious drives that we are not even aware of. They do not disclose what is in the food (like trans fats and HFCS), and they don't warn of the dangers of eating their food. For this reason, the advertising should be regulated to require adequate disclosures and warnings about the dangers of fast food. The argument for prohibiting advertisements aimed at children is much stronger than for advertising aimed at adults. Children, especially young children, are very susceptible to advertising because, in their innocence, they can't critically evaluate what they are hearing and seeing. *Points against regulation or prohibition of advertising fast food restaurants:* If you distort the marketplace by too much regulation, the marketplace loses its efficiency. It is up to people to decide what they put in their bodies. It is not up to the government to tell them what to eat. (Note that the First Amendment does not stop the government from regulating the advertisement of commercial products. In other words, if society decides that advertising a product needs to be regulated for an important public good, the First Amendment does not prohibit that regulation. This is the basis for limits on tobacco advertising.) **Activity 2: Research Project** (Adapted from Teach with Movies)Research three of the health problems that Morgan Spurlock faced in his 30 day fast food marathon. Write an essay in which you present your findings and support your conclusions about how the problems he faced in his junk-food diet could possibly be mitigated by moderation. For example, is it safe to eat at a fast food restaurant once or twice a month?**Activity 3: Opinion Based Writing** (Adapted from Teach with Movies)Write an opinion essay evaluating one of the following statements:* Do you believe that people can have food addictions? Why or why not?
* The fast food industry (including fast food restaurants) should be held responsible for the health crisis faced in America today;
* Personal health is the responsibility of the individual and the convenience food industry (including fast food restaurants) has no responsibility for the health of people who eat its products
* The fast food industry (including fast food restaurants) should be taxed to help pay for the added cost to government health care programs caused by the consumption of its products
* Marketing techniques used by the fast food industry (including fast food restaurants) should be regulated by government legislation
* The government should offer a subsidy to help people with low income gain access to healthy food.

Use facts to support your conclusions. Cite your sources. **Activity 4: Reflective Writing**Reflect on your own eating habits. Look mindfully at what you eat in a given day and write about whether or not health factors play any role in your food choices. Conclude your reflection with comments about how your habits would change were you to take into account some of the ideas presented in the film. |