**Pre-Activities: Supersize Me**

In the weeks leading up to the movie:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Curriculum Expectations** | **Activity** |
| **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: *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 | **Minds On**Set up a piece of chart paper labelled “Healthy Eating” and give students a few sticky notes each or a marker to write down ideas. Ask them to write down anything that pops into their mind when they see the heading “Healthy Eating.” Have a discussion about their responses. Ask them then to brainstorm ideas they have about unhealthy eating, what does this mean to them? Do they automatically think of Fast Food? Eating candy or “junk,” eating too much of something, not caring what is eaten. **Activity 1: Debate (**adapted from Teach with Movies and Education World)The topic for debate is: *When a consumer eats fast food from a restaurant like McDonald's or Burger King or buys convenience food in a store, who is responsible for the deterioration in the consumer's health caused by eating that food? Is it the consumer or is it the company that runs the restaurant?* 1. Get students to fill out the **Opinion Piece for Debate** handout that has the two different positions listed: see which one they personally agree with, if there are equal numbers you could divide class based on these. If not split it up based on preference.
2. Divide the class in half. One half will represent the theory that it is the consumers’ responsibility, the other will represent the theory that it is the companies’ responsibility.
3. Explain to students that they may not be on the side they actually agree with, but they will still need to help provide a convincing argument for their side.
4. Look at **Classroom Debates** handout which gives you a possible debate format including marking other students can do while members of their group are debating. There is also a **Debate Rubric** which you may find helpful for your own assessment or peer assessment.
5. Check out the **Roles for Debate and Debate Strategies** handout to come up with some effective ways to have a debate with your particular students. The **Tag Team debate strategy** could be an effective way to involve everyone on the team.
6. After the debate ask them to fill out the **After Debate Opinion Piece** handout which asks the same question about which position they personally agree with and see if their opinion has changed due to the debate.

The following could be a good list for students to consider when preparing for the debate or to have on hand if they are stuck and do not know how/where to proceed.(1) Consumer Decides -- People are not forced to eat convenience food or to go into a fast food restaurant.(2) Advertising/Marketing -- Convenience food manufacturers and fast food restaurants try to sell as much food as they can. They use a number of marketing tactics including advertising aimed at children, pricing structures aimed at getting people to purchase food they don't need (a good example is super sizing, the increase in portion sizes for just a small increase in price), and advertising aimed at subconscious urges and desires (like the desire to be cool and with the "in crowd"). (3) Nondisclosure -- Convenience food manufacturers often do not fully disclose the dangers of the foods they serve. Frequently, they lie and dissemble to hide how unhealthy their food really is.(4) Ersatz Food -- Convenience food manufacturers manipulate the food to make it taste better, to make it less expensive, and to add to its shelf life in ways that make the food more dangerous and less healthy.(5) Cheap -- CF is often cheap, and there is a benefit to consumers in having inexpensive food available to them. (6) Tasty -- CF often tastes good, and consumers like that. (7) Profits -- The CF companies make a large profit on the food they sell. If the discussion stalls, the questions set out below may get the discussion going again. 1. When the industry creates the desire for the product through advertising, does it have some responsibility for what happens when people try to satisfy that desire? If so, what is the extent of that responsibility?B.   Advertising plays upon people psychologically in ways that are not immediately apparent to adults and to children, especially young children. Should the industry which benefits from that advertising, pay for some of the damage to which their advertising contributes? C.   The convenience food companies are not up front in their advertising about the dangers of their products: the trans-fat, the saturated fat, the sugar, the salt and the extra calories. For example, it is known that trans- fats clog arteries and cause heart disease. The trans-fat in convenience food is mostly man-made. A chemical process is used to convert unsaturated fat to saturated fat. If a fast food restaurant advertises heavily, trying to get people to buy its product, claiming that it tastes good, and then puts trans-fats into it to increase shelf life, doesn't that restaurant have a responsibility to warn the consumer that there are substances in the product that may be harmful? Is this also true of convenience food makers who put high amounts of salt, sugar, or fat in the food?D.   What about the fact that convenience food companies do not tell the truth about the health effects of their food? Remember what Mr. Spurlock found when he tested the data posted on the McDonald's website.E.   Who makes the final decision to purchase the food?F.   No one has time to check out the health benefits of all the food that they eat. How can the consumer be held responsible?

**Ask students to consider their opinions about the debate as they are viewing the movie and see if it changes the way they feel or if their opinions remain the same.** Ask students the following questions to prepare them to see the movie (if some students have already seen it they may not want to divulge too much information). They could record information in their Health book or discuss it as a class:1. What do you expect to see in the movie?
2. What is “fast food” to you? What could be classified as “convenience food” in your opinion?
3. What is your own personal opinion about fast food?
4. Do you regularly eat fast food? What would you consider “regular?”
5. Do you feel your opinion will stay the same or change after seeing a movie like this?

**Activity 2: Movie Worksheet**You may choose to have students answer some questions while watching the movie or directly after. The sheet labelled **SuperSize Me Questions** have some interesting points that may lead to discussion after watching the movie.  |