

PS 4 Methodology of teaching literature and culture



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I. INTRODUCTION

In the following term paper I have designed English lessons for lower and upper classes. I have tried to create a book project for younger students and therefore used the picture book "*The very hungry caterpillar*" written by Eric Carle. For the upper class project I decided to make a food project including the film "*Supersize Me*" produced by Morgan Spurlock.

In this term paper, I will first give some general descriptions and some theoretical background information of the topics I have chosen to give an insight into what will be covered. Then I will present the practical worksheets I made to support my lesson plans. This is done for both projects, the book project for the younger pupils and the film project for upper classes. Each project is designed for 2 to 4 sessions. Therefore, lesson plans, an aim analysis and lesson outlines are also attached in detail.

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Book project



II. LOWER CLASS BOOK PROJECT

II.1 The very hungry caterpillar: background

The story of *The Very Hungry Caterpillar* by Eric Carle, first published in 1969, is a picture book narrating and illustrating the development of a caterpillar into a beautiful butterfly after having eaten its way through a great variety of food. The book is an excellent source for teaching English to language learners at the very beginning (level A1) as it is simple, short, makes use of repetitive vocabulary and contains well illustrated pictures.

Some Austrian students in an EFL classroom might already know the German version of it under the name *Die kleine Raupe Nimmersatt* and thus would be able to understand the whole story in English even if they have very little knowledge of that language. However, students who have never heard of this book before will also understand and benefit from listening to or reading it. In fact, the picture book can be used from the first form of secondary school and should be followed up by activities that are appropriate to the students' current language level.

The main benefit of this picture book is definitely in terms of vocabulary learning because the words that are obviously intended by the author to be learnt are organized in the form of lexical sets in a meaningful context. The book can be used to introduce students to the English names of the days of the week starting with Sunday, the numbers, fruits and different pieces of food. Additionally, it even provides some learning in the field of biology in terms of the stages of development of a butterfly. The beautifully illustrated pictures and the extent to which words are repeated as well as the story of what the caterpillar does each day facilitate understanding and vocabulary learning. The repetition can, for example, be seen in "On Monday he ate through one apple. But he was still hungry. On Tuesday he ate through two pears, but he was still hungry. On Wednesday he ate through three plums, but he was still hungry." etc. (Carle 1987).

Additionally, the language of this picture book employs strong use of contrast in the story: At the beginning there is a “tiny and very hungry caterpillar”, which later on turns into a “big, fat caterpillar that wasn’t hungry anymore”. This development as described in the text corresponds with what is shown in the pictures. Thus, the story will be easily understood by everyone.

II.2 Lesson progress

II.2.1 Instructions

To read the story to students it would be best to arrange them in a sitting circle around the teacher and ensure that every student is able to see the picture book. This can either be done at the back of the classroom, in the school library, the gym or even outside in order to offer the students some variation. However, any other suitable location is possible.

The story should be read to students slowly, in a clear and articulate manner with a certain intonation and accentuation. While reading one could point at certain items in the pictures to enhance understanding or ask the students questions to ensure understanding. After the story has been read to the students the first time, the teacher shows them the first activity, ‘The Eating Plan of the Very Hungry Caterpillar’ , and asks them if they have managed to remember the names of the fruit, their corresponding number and day of the week. Depending on the answer of the majority of students the story could either be read again or the activity could be started immediately. Working in pairs or small groups students should fill in the caterpillar’s eating plan.

For another activity, groups of two or three are formed. Each group gets a cut up copy of the ‘Memory game’ and is asked to play the game in the same way as the game of ‘memory’ as it is widely known. However, any time a student uncovers some written text she should read it aloud to her fellow-students. In the meantime the others try to correct

any pronunciation mistakes or ask the teacher if they really are not sure about the pronunciation of a word.

Another after-reading activity (adapted from Ellis and Brewster 1991: 131-4) that could be carried out is a class interview in which the students ask each other about their eating habits in relation to the food the hungry caterpillar ate herself and accordingly fill out the boxes of their 'Interview sheet' (Figure 3.3). In doing this they should use phrases such as "Do you like...?", "Which food do you like the most?", "How often do you eat...?" etc. These and others could be written on the blackboard to assist the students while asking questions. For homework the students could be asked to write a short report based on the findings of their interviews in the form: "Four out of five pupils like chocolate cake. Only one student likes/hates pickles. etc." Additionally worksheets, a domino game and a story review should be done by the pupils.

II.2.3 Exercise overview

It is very important that the exercises can be done individually by the students in a kind of "activity centers". Therefore, the exercises can be done in an arbitrary order. By the end of the three lessons the students should have done all the exercises. Therefore each student will get an exercise checklist.

All the worksheets will be collected in a map and the teacher has to correct them after the three lessons.

nr.	exercise	social form	aim
1	eating plan	Individual work	<ul style="list-style-type: none"> • writing practice • fruit, numbers, colors, days of the week
2	memory	group work	<ul style="list-style-type: none"> • food • reading
3	sorting	individual work	<ul style="list-style-type: none"> • reading practice • remember the story
4	interview	partner work	<ul style="list-style-type: none"> • oral practice • writing practice • asking questions
5	story review	individual work	<ul style="list-style-type: none"> • creative work
6	worksheet	partner work	<ul style="list-style-type: none"> • writing practice • fruits, number 1-10
7	numbers domino	group work	<ul style="list-style-type: none"> • speaking practice • reading practice
8	days of the week worksheet	individual work	<ul style="list-style-type: none"> • writing practice • days of the week

II.3 Lesson plan

Time	Content	skill	organisation	Material	aims
5 min	go together into a circle welcoming		teacher/class		let students know what the courses will be about
30 min	Storytelling	listening	teacher reads out students are actively involved	picture book	get to know the story
15 min	start of activity centres	writing reading speaking listening	individual, pair and group work	worksheets on the activity centres	get familiar with the new vocabulary, grammar and the story heard before
50 min	activity centres			worksheets	
30 min to 50 min	activity centres			worksheets	

II.4 The story



In the light of the moon a little egg lays on a leaf.

On Sunday morning the warm sun comes up and – pop! – out of the egg comes a tiny and very hungry caterpillar.

She starts to look for some food. On Monday she eats one apple, but she is still hungry. On Tuesday she eats two pears, but she is still hungry. On Wednesday she ate three plums, but she is still hungry. On Thursday she eats four strawberries, but she is still hungry. On Friday she eats five oranges. That night she has a stomach ache! The next day is Saturday. The caterpillar eats one nice green leaf, and after that she feels much better.

Now she isn't hungry anymore – and she isn't a little caterpillar anymore. She is a big, fat caterpillar. She builds a small house, called a cocoon, around herself. She stays inside for more than two weeks. Then she nibbles a hole in the cocoon, pushes her way out and...she is a beautiful butterfly!

II.5 Class material











II.5.1 Exercise 1: eating plan

The Eating Plan of the Very Hungry Caterpillar








Fruit	Name of the fruit	On which day	How many	Colour
				
				
				
				
				

II.5.2 Exercise 2: memory game

	<p>a slice of watermelon</p>		<p>a piece of cherry pie</p>
	<p>cupcake</p>		<p>sausage</p>
	<p>lollipop</p>		<p>chocolate cake</p>
	<p>a slice of swiss cheese</p>		<p>ice-cream cone</p>
	<p>pickle</p>		<p>a slice of salami</p>











II.5.3 Exercise 3: sorting**Bring it into the right order...**

On Monday she eats ...	two pears 
On Tuesday she eats ...	four strawberries 
On Wednesday she eats ...	one apple 
On Friday she eats ...	three plums 
On Thursday she eats ...	five oranges 

II.5.4 Exercise 4: interview

Eating habits of me and my classmates

1. Fill in your eating habits about the following pieces of food in the first row.
 2. Ask four of your classmates about their eating habits and fill out the other rows.
- Questions: Do you like/dislike the food? How often do you eat it? When do you eat it? Do you eat it on its own? etc. ...

Name																
Me																

II.5.5 Exercise 5: story review

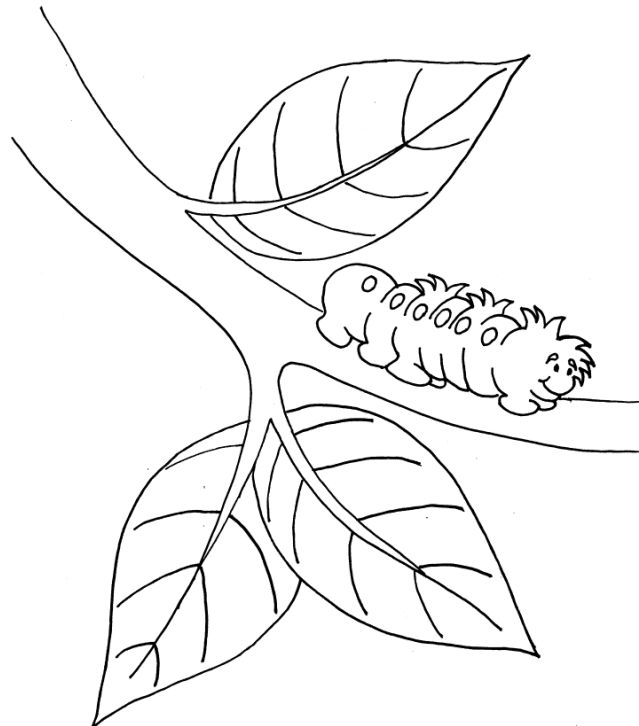
In this worksheet you should create your own page about *"The very hungry caterpillar"*. You can use the drawing pattern given or draw your own little caterpillar. On this page everything is allowed: writing, drawing, colouring, rhyming etc. Maybe you could also make a short plot on the line, just to remember the stages of a caterpillar ;-)



Example (suggestion)

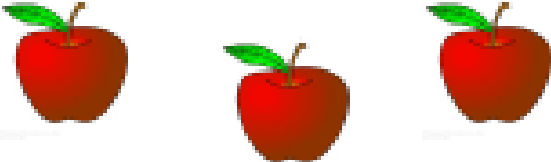
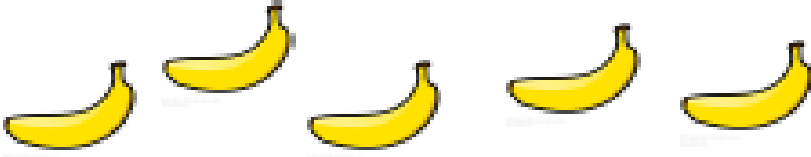
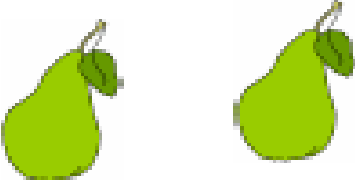

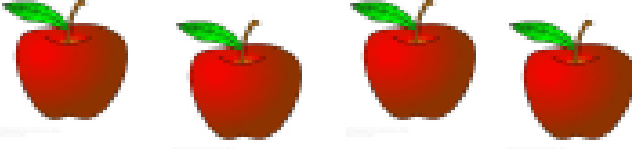


**One hungry caterpillar went out for a treat
He spotted some leaves and began to eat.
Well he ate and he ate
And when he was done
He was a bigger caterpillar than when he begun.**

(taken from an Eric Carle web site submission by Leigh Wiley March 24th, 1998)














II.5.6 Exercise 6: learning fruit and numbers

Fill in the correct number and the name of the fruit!

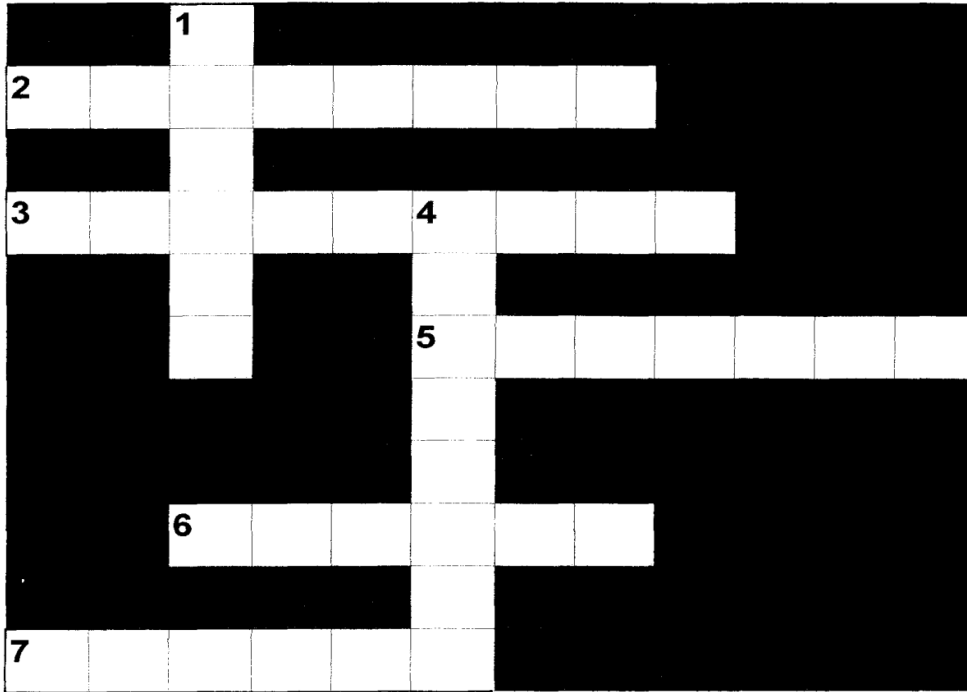
	
	
	
	
	
	
	

II.5.7 Exercise 7: numbers domino

<p><u>Start</u></p> <p>NUMBERS</p> <p><small>bee</small></p>		zero		one	
two		three		four	
five		six		seven	
eight		nine		ten	<p><u>Ende</u></p> <p><small>http://vs-material.wegerer.at/</small></p>

II.5.8 Exercise 8: days of the week worksheet

Days of the week



Across: →
2 ⇒ Th
3 ⇒ W
5 ⇒ T
6 ⇒ M
7 ⇒ F

Down: ↓
1 ⇒ Su
4 ⇒ Sa

Monday

Thursday

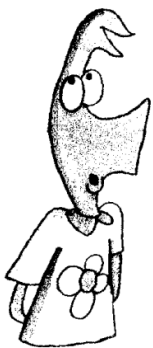
Sunday

Wednesday

Tuesday

Saturday

Friday



II.6 Student's checklist

CHECKLIST



Name: _____

type	topic	with whom?	✓	teacher
eating plan	food, days of the week, numbers	☺		
memory	food	☺ ☺ ☺ ☺		
sorting	The very hungry caterpillar	☺ ☺		
interview	eating habits	☺ ☺		
story review	The very hungry caterpillar	☺		
domino	numbers 1-10	☺ ☺		
worksheet	days of the week	☺		

☺ ☺ = group work (4 people)

☺ = on your own

✓ = self-control

☺ ☺

☺ ☺ = pair work

teacher control

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Film project



III. UPPER CLASS FILM PROJECT

III.1 Supersize Me: background

III.1.1 The food project

SUPER SIZE ME is a documentary film, which is in my opinion very useful as an input for discussions of the topic nutrition, fast-food, food advertising and obesity among children. It should be thought provoking and should encourage students to rethink their eating habits and start changing their food consumption into a more healthy way.

I, therefore, prepared a three to four lessons food project, where the children should get encouraged to think about their eating habits and for this reason I took the film "*Supersize Me*" to give them an input. As my experiences have shown, this project works very well at the fifth or sixth form. If the film is shown in a fourth class, which is possible as well, an English subtitle is needed in order to guarantee that the kids understand the film as it is a documentary film and full of information and facts.

III.1.2 Supersize Me – the film

Super Size Me is a 2004 documentary film directed by and starring Morgan Spurlock, an American independent filmmaker. Spurlock's film follows a 30-day time period (February to beginning of March 2003) during which he limits himself to only eat McDonald's food. The film documents this lifestyle's drastic effects on Spurlock's physical and psychological well-being, and explores the fast food industry's corporate influence, including how it encourages poor nutrition for its own profit.

III.2 Lesson progress

III.2.1 Instructions

The worksheets are divided into pre-, while- and post viewing tasks. Most of them can be done at school but some will have to be finished at home as homework. For some exercises computers and internet access is necessary, therefore, a computer room should be organised.

During these prepared three lessons the students should keep a kind of portfolio where they collect all the material and texts they write and the worksheets they work on.

Therefore, a checklist for the students is prepared where they can tick off the exercises they have already done and get an overview of what is still missing.

By the end of the fourth lesson the teacher should collect all the portfolio maps and correct them in order to guarantee a correct language progress and give feedback to the students.

III.2.2 Exercise overview

nr.	exercise	social form	aim
1	Introduction: food habits	individual work	<ul style="list-style-type: none"> • getting to know one's own food habits • improvement of writing skills
2	Introduction: an experiment and ABC-list	class work individual work	<ul style="list-style-type: none"> • vocabulary collection
3	Pre-viewing task: homework sheet	partner work individual work	<ul style="list-style-type: none"> • interviewing people • writing skills • speaking skills
4	Pre-viewing task: information sheet	partner work	<ul style="list-style-type: none"> • reading improvement
5	Pre-viewing tasks: worksheet	partner work	<ul style="list-style-type: none"> • writing improvement • vocabulary work
6	While-viewing tasks: Worksheet	individual work and partner work	<ul style="list-style-type: none"> • listening improvement
7	Post-viewing tasks: worksheet	partner work and group work	<ul style="list-style-type: none"> • internet work • writing improvement • speaking improvement • reading improvement • listening improvement
8	Summary	individual work	<ul style="list-style-type: none"> • writing improvement

III.3 Lesson plan

Time	Content	skill	Material	Contents
20 min	introduction	writing speaking	food pieces for the experiment worksheet (1)	getting to know one's own food habits;
30 min	pre-viewing tasks	writing speaking reading	worksheets (3-5)	interviewing people reading information about food internet research
100 min	DVD watching and While-viewing tasks	listening	DVD Supersize ME worksheet (6)	DVD listening
50 min	post-viewing tasks	writing speaking reading listening	worksheets 7	information discussion
HW	Summary	writing speaking	worksheet 8	film review

INTRODUCTION

Portfolio instructions



During the next few sessions you have to keep a film portfolio about the film “*Supersize Me*” and the topic nutrition. Generally, you have to include all the materials (worksheet, information sheets, homework...). This portfolio contains more or less material you will work on in class. But there is also homework to do before we start watching the film in school and you will have to finish all the worksheets you won’t be able to finish in class.

You will get a work plan with all contents that have to be in the portfolio and should be used as a checklist but you may also search for extra texts, material that matches the topic healthy nutrition and fast food and put it into your map.

E.g.: Make a personal profile about eating habits. And write a short text about what you expect of this film and the topic fast food as well as eating habits.

PRE-VIEWING ACTIVITY

An experiment



- a) To start with and get a good start right into the topic food and fast food a kind of “blind taste testing” would be a very nice thing to do: Different food pieces have to be guessed by the students.

The aim of this exercise is to illustrate the children how good fresh food can taste and how reduced their tasting skills already are because of the enormous amounts of convenient food and fast food they normally eat.

- b) Make an ABC-list and write a word that comes to your mind when you think about food and nutrition in general. Leave out the letters you don't know. After watching the film try to finish your ABC-list and write down words to the missing letters in a different colour. Do you know now more words than before and can you now finish the list?

Example (how it could look like)

A

BURGER

CHOLESTEROL

DIABETES

E

FAST FOOD

G

HEALTHY FOOD

I

JUNK FOOD...

Food

Junk Food

Junk food is

.....

.....

for example

.....

.....

Fast Food

Fast food is

.....

.....for

example

.....

It's bad for you because

.....

My favourite dish:

.....

.....

Healthy Food

Vegetables, like

..... Fruit, like.....

..... Other healthy food :

.....

Why do many people eat fast food?

Because

Because.....

Because

Because

Because

Why do children like Mc Donald's etc.?

.....

.....

.....

.....

PRE-VIEWING ACTIVITY

Homework sheet



As homework you have to make your own investigation! Your job is it to ask your friends and family members about their fast food eating habits. You have to interview at least three different people.

Try to ask them the following questions and write a short report on what they told you.

1. What is fast food?
2. Where do you buy your fast food?
3. What's your favourite fast food chain?
4. How often do you eat fast food?
5. Would you say that you eat fast food too often?
6. What do you think how often people should eat fast food?
7. What is your favourite drink and what's your favourite meal?

After interviewing the people try to make a short essay where you summarise what all the people told you. The worksheet FOOD will help you with doing so.

PRE-VIEWING ACTIVITY



Information sheet

Read the text about fast food and junk food. Then answer the questions below.

Is fast food always junk food?

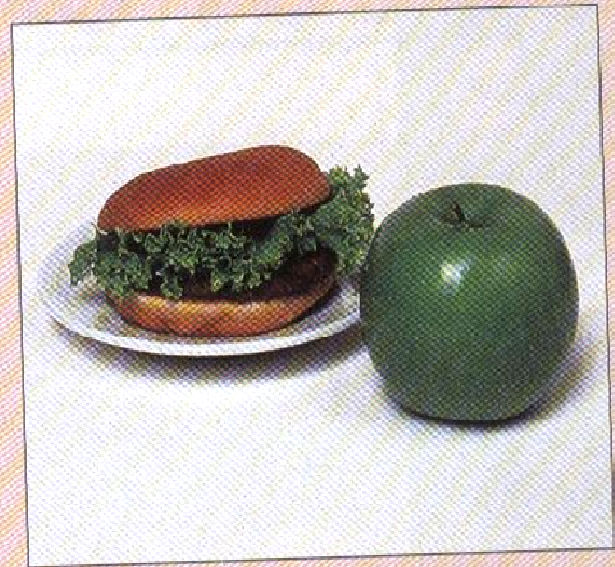
You've done your homework, you feel hungry, and you've got just half an hour before you go out to meet your friends. There's no time to cook a meal; what you need is some fast food.

Most people think that fast food is junk food. What is junk food? Food that contains too much of the wrong things and too little of the right ones. So there is too much sugar, salt and fat in it. Typical junk foods are: hamburgers, fried chicken, chips, cakes, sweets, ice creams, biscuits and crisps.

But fast food can also be healthy. What about a banana? An apple? A pear? A piece of cheese? Some yoghurt? A glass of milk?

You can kill your hunger with a bag of chips, but it's much healthier to have some fruit or a glass of milk. And these things won't make you fat.

So why do so many young people choose junk food? One reason is that they see so many advertisements for junk foods on television. Research shows that the more TV children watch, the more they ask for the advertised junk foods. As a result, they eat far too much sugar and



fat and not enough fruit and vegetables. Another reason is that they do not know much about food. They do not know what they are putting into their bodies, and what it is doing to them. If they did, they would not eat so much junk food. Don't forget that you are what you eat!

What's wrong with junk food?

The text gives examples of healthy fast foods. Can you think of any others?

What kinds of fast food do you eat?

How does TV influence what we eat?

Do you think TV influences what you eat? If so, how? If not, what influences what you eat?

What is your favourite meal?

What kind of meals can you cook?

You & Me 4th class

PRE-VIEWING ACTIVITY



Worksheet

a) In the film "*Supersize Me*" you will hear a lot of terms you probably don't know. Some of them are in the list below. Try to find appropriate explanations in dictionaries or with the help of the internet (in English!).

Term	Explanation
Diabetis	
Obesity	
Nutrition	
Overweight	
Calory	
Diet	
Cholesterol	
BMI	
Nutritionist	

b) Word search

f	l	n	f	Q	m	P	o	T	a	t	o	e	s	r	x	j	H	h	s
d	i	s	a	L	a	D	n	F	p	j	w	m	e	r	t	p	U	p	c
e	v	r	f	Y	b	B	u	J	m	d	d	e	b	s	n	o	S	f	h
m	t	t	e	S	k	X	t	C	q	s	a	l	k	h	z	i	U	s	i
k	t	h	j	W	a	L	y	D	q	j	c	e	c	l	r	y	O	m	c
z	f	j	k	H	o	N	n	D	n	z	o	x	r	c	l	s	B	t	k
s	m	e	f	i	u	r	d	B	n	t	u	i	z	u	r	x	W	k	e
d	y	u	s	k	h	s	k	W	a	e	e	n	s	k	c	h	Q	w	n
m	e	x	j	i	a	a	u	S	i	f	l	a	g	w	p	j	K	w	c
p	y	n	i	w	m	u	g	G	e	c	n	j	a	t	v	h	S	k	h
v	t	l	c	k	b	s	i	S	i	a	h	u	g	r	a	p	E	s	i
d	p	y	g	y	u	a	c	Z	n	q	p	e	x	o	g	w	B	l	p
t	g	j	k	n	r	g	h	A	p	e	f	c	s	x	c	q	X	g	s
y	w	l	m	u	g	e	b	V	d	p	o	p	c	o	r	n	J	f	i
k	d	q	c	f	e	s	n	A	e	z	m	a	l	h	t	b	X	v	e
c	a	d	j	e	r	z	n	W	p	s	d	g	a	v	u	u	U	i	l
o	u	o	f	f	s	o	j	O	m	e	a	l	i	n	l	t	O	b	o
f	z	y	z	v	m	k	u	Z	g	e	s	a	i	s	c	t	C	h	k
o	i	h	v	e	i	j	k	V	k	s	r	k	y	q	n	e	F	p	t
l	x	h	l	r	x	h	j	A	h	z	t	p	p	g	n	r	U	w	c

You have to find 15 words.

- 1) It is bread with cheese or ham and salad.: _ _ _ _ _
- 2) You can eat them at McDonalds.: _ _ _ _ _
- 3) There are bonfires and _____ at Guy Fawkes Night.: _ _ _ _ _
- 4) It is very sweet. You can drink it. : _ _ _ _ _
- 5) You can make chips out of them.: _ _ _ _ _
- 6) You eat it when you go to the cinema.: _ _ _ _ _
- 7) They are sweet, long and yellow.: _ _ _ _ _
- 8) You can eat _____ legs.: _ _ _ _ _
- 9) The German word for them is "Würstchen".: _ _ _ _ _
- 10) This is what you call "Chips" in German!: _ _ _ _ _
- 11) They are small and green. They are sweet. : _ _ _ _ _
- 12) I like peanut _____ on my sandwich.: _ _ _ _ _
- 13) In England lots of people eat fish and _____.: _ _ _ _ _
- 14) Its green and healthy (=gesund). It starts with an 's'.: _ _ _ _ _
- 15) Lunch is a _____, breakfast is a _____ and dinner is a _____,
too.: _ _ _ _ _

SUPERSIZE ME – THE FILM

Worksheet



a) When you read the following topics which get discussed in the film what do you expect what they will be about? Discuss it with your partner. Make notes during the film so that you are able to write about it afterwards! Compare what you expected and what it is really about.

1. The influence of advertisement and branding on little children.
2. Nutrition at school and school cafeterias.
3. Do children do less sports activities or exercises than in earlier days?
4. What is told about advertising and fast food in the film?

B) Try to fill in the missing words.

Morgan:

EVERYTHING'S BIGGER IN AMERICA

WE'VE GOT THE BIGGEST CARS THE BIGGEST HOUSES, THE BIGGEST COMPANIES, THE BIGGEST FOOD, AND, FINALLY, THE BIGGEST PEOPLE.

AMERICA HAS NOW BECOME THE NATION IN THE WORLD.

CONGRATULATIONS.

NEARLY AMERICANS ARE TODAY EITHER OVERWEIGHT OR OBESE.

THAT'S MORE THAN OF ALL U.S. ADULTS.

SINCE 1980 THE TOTAL NUMBER OF AND

AMERICANS HAS, WITH TWICE AS MANY OVERWEIGHT CHILDREN AND THREE TIMES AS MANY OVERWEIGHT ADOLESCENTS.

THE FATTEST STATE IN AMERICA?

..... WHERE ONE IN FOUR PEOPLE ARE OBESE.

I GREW UP IN WEST VIRGINIA CURRENTLY THE THIRD-FATTEST STATE IN AMERICA.

WHEN I WAS GROWING UP, MY MOTHER COOKED DINNER EVERY SINGLE DAY. ALMOST ALL MY MEMORIES OF HER ARE IN THE KITCHEN.AND WE NEVER ATE OUT, ONLY ON THOSE FEW, RARE SPECIAL OCCASIONS.

TODAY, FAMILIES DO IT ALL THE TIME, AND THEY'RE PAYING FOR IT NOT ONLY WITH THEIR WALLETS, BUT WITH THEIR WAISTLINES.

OBESITY IS NOW SECOND ONLY TO AS A MAJOR CAUSE OF PREVENTABLE DEATH IN AMERICA, WITH MORE THAN DEATHS PER YEAR ASSOCIATED WITH RELATED ILLNESSES.¹

¹ http://www.script-o-rama.com/movie_scripts/s/super-size-me-script-transcript.html

POST-VIEWING ACTIVITIES

Worksheet



a) In the film "Supersize Me" were a lot of maybe unknown measuring units. Go to the following homepage (<http://www.convert-me.com/en/>) and answer the questions below.

Masse: one pound = kilogram (kg)

Length: one Inch = centimetre (cm)

Volume: one Unze milliliter (ml)

eine Gallone = liter (l)

Energy: one calorie = Kilojoule (kJ)

1. When Morgan Spurlock began with the experiment he weigh 185,5 pounds. After the experiment 210 pounds. Calculate his body weight before and after the experiment.
2. Half a gallon lemonade contains 48 teaspoons sugar. How much litre are half a gallon?
3. The nutritionist of Morgan Spurlock said to him that he might not eat more than 2500 calories a day. How much kilojoules are this?

b) In the film they talk about the average amount of calories a person needs a day. Do you know how much you really need?

Go to the following homepage

(http://www.medizinauskunft.de/checkup/energiebedarfs_rechner.php) and answer the questions below.

How much calories do you need every day to stay fit and be healthy?

Take your favourite meal from the McDonald's homepage and calculate how many times you can eat that meal in order to fulfil your average daily amount of calories.

c) Right at the beginning of the film Morgan shows us some pictures of his mother cooking in the kitchen in contrast to pictures with people eating in a fast food restaurant. Discuss the points above with your partner or in groups of 4. Make notes and then write an essay including the questions!

Discussion:

1. What do these pictures show us about American's eating habits?
2. Do you think this also fits to the Austrian's eating habits?
3. How often does your family eat a self-prepared meal together?
4. Do you think that some food to buy is healthier than other?
5. Ask your parents what has changed during the last few decades? Is their eating habit today different to the one when they were a child?
6. What do you think about the change of eating during the last few generations?

d) Facts about fast food appeared in the film:

Read the facts about fast food. Which do you find surprising? Discuss it with your partner!

- 🍔 Each day, 1 in 4 Americans visits a fast food restaurant
- 🍔 In 1972, we spent 3 billion a year on fast food - today we spend more than 110 billion
- 🍔 McDonald's feeds more than 46 million people a day - more than the entire population of Spain
- 🍔 French fries are the most eaten vegetable in America
- 🍔 You would have to walk for seven hours straight to burn off a Super Sized Coke, fry and Big Mac
- 🍔 In the U.S., we eat more than 1,000,000 animals an hour
- 🍔 60 % of all Americans are either overweight or obese
- 🍔 Left unabated, obesity will surpass smoking as the leading cause of preventable death in America

- 🍔 Obesity has been linked to: Hypertension, Coronary Heart Disease, Adult Onset Diabetes, Stroke, Gall Bladder Disease, Osteoarthritis, Sleep Apnea, Respiratory Problems, Endometrial, Breast, Prostate and Colon Cancers, Dyslipidemia, steatohepatitis, insulin resistance, breathlessness, Asthma, Hyperuricaemia, reproductive hormone abnormalities, polycystic ovarian syndrome, impaired fertility and lower back pain
- 🍔 The average child sees 10,000 TV advertisements per year
- 🍔 Only seven items on McDonald's entire menu contain no sugar
- 🍔 Willard Scott was the first Ronald McDonald - he was fired for being too fat
- 🍔 McDonald's distributes more toys per year than Toys-R-Us
- 🍔 The World Health Organization has declared obesity a global epidemic
- 🍔 Eating fast food may be dangerous to your health
- 🍔 McDonald's calls people who eat a lot of their food "Heavy Users"
- 🍔 McDonald's operates more than 30,000 restaurants in more than 100 countries on 6 continents
- 🍔 Most nutritionists recommend not eating fast food more than once a month
- 🍔 40% of American meals are eaten outside the home
- 🍔 McDonald's represents 43% of total U.S. fast food market

SUMMARY

Own final statement



As a conclusion try to sum up your thoughts and feelings about the film "*Supersize Me*". Therefore, you should write a letter to the boss of Mc Donald's. Ask him questions you would like to know about the company and write some statements and your opinion about fast food and Mc Donald's with reference to the film. Use as much facts as you remember and/or like to include into your letter about the film.



III.5 Student's checklist

PORTFOLIO CHECKLIST



Table of contents

Name: _____

type	topic	material	with whom?	✓	teacher
intro- duction	comment	<ul style="list-style-type: none"> personal profile expectations 	☺		
pre- viewing activity	nutrition in general	<ul style="list-style-type: none"> word search investigation term definitions 	☺ and ☺☺		
while- viewing activity	„Supersize me“	<ul style="list-style-type: none"> Film script: fill in exercise (missing words) critical essay 	☺ and ☺☺ ☺☺		
post- viewing activity	fast food	<ul style="list-style-type: none"> amount of calories discussion topics facts about fast food 	☺ ☺☺		
conclusion	summary: letter writing	<ul style="list-style-type: none"> statement and summary 	☺		

☺☺ = group work (4 people)

☺ = on your own

✓ = self-control

☺☺

☺☺ = pair work

teacher control

IV. BIBLIOGRAPHY

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