

















## Academic Controversy Lesson Plan

Course: Foods for Life Unit: Nutrition  
Lesson: Fast Food and Daily Nutrition Choices (10 – 13 days) Practical Problem: How do we choose nutritious foods when we eat out of the home?

### Objectives:

- 1) Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and difference in a verbal debate and written format (Cognitive / Application)
- 2) Use data and evidence to support or refute a thesis (Cognitive / Application)
- 3) Analyze an issue and make decisions (Cognitive / Analysis)
- 4) Evaluate relationship between psychological and social needs and food choices (Cognitive / Evaluation)
- 5) Analyze impact of media on food choices (Cognitive / Analysis)
- 6) Identify reliable nutrition resources (Cognitive / Analysis)
- 7) Identify cultural, ethnic, and family traditions and values in relation to food (Cognitive / Analysis)
- 8) Identify how peer pressure affects food choices (Cognitive / Analysis)
- 9) Identify strategies to promote optimal nutrition and wellness of society (Cognitive / Analysis)

### References:

-  Nutrition and Wellness Textbook
-  Movie: Super Size Me, Morgan Spurlock, Original release date 2003 (PG-13)
-  Nutrition Action Newsletters
  -  *10 Supermarket Trends* in May 2005, Volume 32/Number 4
  -  *Fast-food Roundup* in March 2005
  -  *Restaurant Roulette: Rolling the Dice on "Diet" Menus* in Jan/Feb 2005
  -  *Eating Out – Kids' Cuisine: "What Would You Like With Your Fries"* in March 2004
  -  *Untangling the Web: How to Find Useful Nutrition & Health Information On-Line* in May 2003
  -  *Slimmer Kids? We're Trying* in December 2002
-  *Weighty Matters*, NEA Today, March 2005
-  Nutrition and Wellness Textbook: chapters 1, 3, 4, 11, 13
-  Ohio Resource Guide: Nutrition and Wellness, p. 155, 156, and 163
-  Fast Food Nation: the dark side of the All-American Meal by Eric Schlosser, 2002 Perennial, New York
  -  Chapter 5: "Why the Fries Taste so Good"
  -  Chapter 9: "What's in the Meat"
  -  "Epilogue: Have it Your Way"



### Introduction or Approach (10 min.):






Think – Pair – Share answers to the following questions:

1. How often do you eat out/order in during the week (includes pizza, fast food to go, Olive Garden-type restaurants, etc.)
2. How do the foods you eat at restaurants/fast food places meet your daily nutritional needs?
3. Do you think fast food or any food you do not prepare should come with a health warning label?

### Concepts:









Why you eat what you do (Nutrition and Wellness Textbook, chapter 1, 3, 4, and 11)

-  people around you
-  cultural connection





-  available food supply
-  schedules, energy, budget (personal resources)
-  food advertising
-  knowledge about food, nutrition, and wellness
-  your desire, age, attitude, emotion, health, goals

Finding Nutrition Facts (Nutrition and Wellness Textbook chapter 11 and 13; and Ohio Resource Guide: Nutrition and Wellness, p. 155, 156, 163)








#### Advertising

-  Health Fraud: false and probably harmful approaches to personal health care
-  Quack: people who promote products by making false health claims
-  Keywords to watch for:
  -  Magic bullet
  -  Secret
  -  Break-through
  -  Exaggerated claims
  -  "Good" or "Bad" foods







#### How to check

-  ask nutrition experts, Dr., ADA, etc.
-  look for repeated tests with the same results
-  look at who paid for tests
-  who did the research







Fast Foods/Media influence on our culture (Fast Food Nation; Nutrition and Wellness Textbook chapter 11)







-  Children see over 10,000 food advertisements every year
-  Fast food chains sponsor playgrounds, movies, toys, clothing lines
-  Media use images of skinny people to equal beauty and success, while heavy people are often portrayed as weak
-  Every food on the market has a variation for special "desires" – more energy, decreased stress, improved memory, increased metabolism, etc.
-  Eating at certain restaurants = a level of status in SES
-  Food is integrated into all daily activities
  -  Wal-Marts have McDonalds, gas stations have a variety of restaurants


Myths about foods (Nutrition and Wellness textbook)












-  Grease ≠ Pimples
-  Sugar ≠ hyper
-  Bread ≠ fattening
-  Vitamins ≠ make up for bad food
-  Eat protein ≠ build muscles
-  Eating fat ≠ make a person fat

Selecting Reliable Resources (Ohio Resource Guide: Nutrition and Wellness, p. 155, 156, 163; Nutrition and Wellness textbook chapter 11)






-  Information should:
  -  be logical
  -  be unemotional
  -  use federal agencies, universities, and related studies to make a point
  -  recommend seeing a doctor rather than self-diagnosis
  -  make no "cure all" or "miracle claims" for a food, brand name product, specific nutrient, or diet for diseases or conditions not proven medically to have easy cures.

-  be supported by research that is available to the public in libraries – especially in professional journals
-  recommend a well-balanced diet (including all foods groups) in addition to exercise for purpose of weight reduction
-  recommend vitamin doses in line with Recommended Dietary Allowances (RDA's), except for certain conditions (such as pregnancy, serious illness, or under a doctor's supervision)
-  Example:
  -  Nutrition Action Newsletter
  -  Journal of Family and Consumer Sciences research articles










 Watch out for information that:

-  appeals to emotion through fear
-  is vague or general
-  criticizes federal regulatory agencies
-  recommends self diagnosis
-  claims that a food or drug is a “cure all”
-  uses testimonials or hearsay evidence to back up claims
-  recommends the elimination of a food group or a type of nutrient from the diet for purpose of weight reduction or as a cure
-  recommends doses of vitamins or minerals greater than the RDA's
-  examples:
  -  Advertisements in magazines for the Hollywood Juice Diet, Adkins Diet, or other extreme diets
  -  TV commercial clips (video clips of the Jump Start plan, Chromotrim, etc.)






Choosing where to eat out (Nutrition and Wellness textbook, chapter 15)

-  Weigh price, speed, service
-  Cleanliness
-  Where can you get good, nutritious foods
  -  don't look at restaurant – look at menu and preparation
  -  can you use the dietary guidelines and make a nutritious meal

Making Menu Choices

-  Get nutrition information – leaflets, posters in restaurant, server, on menu, company websites
-  Boost nutrition and variety
  -  consider how often you eat out
  -  ask for whole grain breads
  -  add lettuce, tomato, and other veggie toppers
  -  choose a veggie or fruit as a side dish
  -  order milk or water to drink with your meal
  -  have fresh fruit or low fat frozen yogurt for a tasty dessert
  -  consider preparation method

Creating A Persuasive Argument/Paper

-  In persuasive writing, a writer takes a position FOR or AGAINST an issue and writes to convince the reader to believe or do something.
-  Persuasive writing is often used in advertisements to get the reader to buy a product.
-  It is also used in essays and other types of writing to get the reader to accept a point of view.
-  In order to convince the reader, you need more than just an opinion; you need facts or examples to back your opinion. So, be sure to do the research!
-  Persuasive writing follows a particular format.

🍏 It has an:



### Introduction



The introduction has a “hook or grabber” to catch the reader’s attention.



Some “grabbers” include



Opening with a quotation



Opening with a fact or statistic



Opening with a strong statement



Opening with a question



Introduction should also have a thesis or focus statement



It tells the reader the specific topic of your essay



It imposes manageable limits on that topic



It suggests the organization of your paper



It should tell the reader that you have thought about this topic, you know what you believe, and this is how you will organize it



### A body



Where the argument is developed



The writer then provides evidence to support the opinion offered in the thesis statement in the introduction.



A good persuasive writer tries to anticipate opposing viewpoints and provide counter-arguments along with the main points in the essay.



The body should consist of at least three paragraphs.



Each paragraph is based on a solid reason to back your thesis statement



The writer may use the following tactics to develop their argument



**Elaboration** – Use statistics or research, real life experiences, or examples. You want the reader to see a different point of view. Use cues for the reader. (e.g., suppose that..., what if...)



**Clarifying a position** – Think about what needs to be explained and what can be assumed.



**Drawing comparisons** – Choose something similar to what is being explained. End with a conclusion.



**Drawing an analogy** – Use an analogy to explain or elaborate an idea by identifying significant likenesses between two objects or ideas when otherwise, they are quite different.



### A conclusion



Re-state your thesis or focus statement



Summarize the main points: The conclusion enables your reader to recall the main points of your position. In order to do this, you can paraphrase the main points of your argument.



End your essay with a powerful sentence, such as:



Write a personal comment or call for action



With a Prediction



With a Question



With Recommendations





With a Quotation

## Implementation of Strategy:




1. Introduction with Think – Pair – Share question/answer discussion
2. Watch Movie/Documentary: Super Size Me
  - a) Introduce movie with an introduction of Fast Food History (Information from Introduction and Part The American Way portions of the Fast Food Nation book)
    - 🍏 Death of railroads due to cars and highways = need for rest stops (fast food)
    - 🍏 Small food restaurants expanding using the Henry Ford assembly line model – Ray Kroc and brother shut down car hop and open McDonald's as a walk-in restaurant – slow to take off, but great success due to consistency in foods with different cooks
    - 🍏 Increase in childhood obesity is causing the medical condition referred to as adult onset diabetes (type II) to be renamed
  - b) Use moments like:
    - 🍏 Lawsuit of young girls to discuss the lawsuit over hot coffee and the ramifications of the verdict
    - 🍏 Jared speaking to the overweight middle school girl – he says, kids are mean...they won't change, you have to. Are we saying to be thin, or be healthy?
    - 🍏 School lunch programs that they observe in the two schools. Discuss changes being made in our program – al la carte, salad option, less pop available, etc...
  - c) At end of movie, have students write a short reaction to the movie – could use the exit slip, "Tell me 4" (4 interesting facts you learned in class)
  - d) Process the outtakes:
    - 🍏 The Fry – why didn't they go bad??
    - 🍏 Interview with Eric S. – author of Fast Food Nation
3. Create a controversy or debate issue
  - a) Students create a list of issues that were discussed in the movie. Teacher or scribe writes them on a visible location.
  - b) When students (and teacher) have exhausted their list of issues presented, students use light voting strategy to select a topic to debate in class

LIGHT VOTING is when you list the various topics to be voted on. Then have the students vote on which topic they are interested in by giving them the chance to vote by ranking them. Use different colored dots to designate first choices, second choices, and so on. Then, when voting is finished, each colored dot has a specific value (i.e. first choices is the red dots, they are worth 4 points, second choice is the blue dots, and they are worth 3 points, etc...). Tally up the number of points for each topic and the topic with the most points is the topic that will be debated.

c) Here is an example of a topic (broken down into “sides”) that may develop:










-  Those who believe Fast Foods should be sold as part of the school lunch program
-  Those who believe Fast Foods should not be sold as part of the school lunch program

d) Gather information regarding group’s Fast Food Position




-  Present article and worksheet to re-introduce content on how to check for a source’s validity or reliability – books, websites, etc. This worksheet is found in the Ohio Resource Guide on pages 155 and 156
-  Use examples pulled from CSPI, ADA, etc. to illustrate good examples
-  Short, direct instruction lesson to outline how to read and summarize a piece of information – use index cards  
For successful direct instruction, make sure the teacher goes through one example verbally detailing each decision and the thought process involved. Then have the students complete one with the teacher. The remaining ones should be checked by the teacher to ensure each student’s independent skill level.

Source title
Webpage address
Date last updated
Summary of article

e) Present Persuasive Essay Criteria

-  For this project, you will take a stand on the question: Should fast-food chains be allowed to supplement or replace the standard lunch program in local schools?
  -  You will write your essay to state and defend your position (See Persuasive Argument notes and outline worksheet)
  -  Target audience will be adults and civic leaders in your community
  -  Your essay may take one of two different forms:
    -  Letter to the editor
    -  Column in a newspaper
  -  You will select members of your team to write your essay as you prepare the debate material. Each of you will be responsible for evaluating and editing the final version before it is submitted.
  -  Follow the Preparation and Evaluation Checklist as a guide
  -  When your final version is prepared, you will exchange final essays with the other group. Using the Preparation and Evaluation Checklist, you will evaluate the essay.

f) Use library for time to research and write essays and note cards (2 – 3 days)

-  Each team must have 10 resources to support their argument
-  All resources will be collected each day in the team’s folder (at the end of each class period)
-  Print 2 copies of all sources’ information so that each team has the same information

🍏 May want to split into smaller teams

🌶️ Debate team

🌶️ Essay team (no more than 2 people)

g) Reading strategies to try with student(s) while they are gathering information for note cards:

🍏 Partner Reading

🌶️ Students pair up

🌶️ Each student takes a turn reading ONE paragraph

🌶️ The “listening” student has the reader summarize what was read

🌶️ The “listening” student adds missing details if needed

🌶️ Switch roles and continue until reading selection is finished

🍏 Text Tag

🌶️ Use post-it notes and a set of symbols such as:

? = This sentence/section makes me think of this question

! = This sentence/section is really true or I like that!

☀️ = This is a NEW idea/or way to look at the topic

🌶️ While reading the selection, the reader uses the symbols and writes the appropriate symbol on a sticky note and places it at the point of the reading selection that caused the reaction

🌶️ When done reading the selection, the student can use the text tags to create detailed note cards with personalized and extended thoughts for the debate or persuasive essay

🍏 Create a Content Web to organize information

🌶️ Place topic in center of page

🌶️ Each corresponding piece of information either becomes a line off main topic or a supporting line off the information

🌶️ Should resemble a spider’s web when finished

🍏 Fishbone Diagram to organize information

🌶️ Question would be written along backbone of fish

🌶️ As information is gained, it is written along a vertical line off fish backbone


🌶️ Information or examples that help with each piece of information become “bones” off the vertical line


h) Outline the rules of a debate


🍏 Each side must be educated on their facts and information to support their statements regarding their “belief”


🌶️ Use note cards with facts and statements, including sources, to enhance validity and reliability of information


🍏 Use active listening skills


 May need to create a Looks Like/Sounds Like chart so students can have a visual reminder during the debate


 Use Presidential debate set-up to incorporate social studies content (and at the time of lesson implementation it was the Presidential election)


 3-minute opening statement (one person)


 90-second statement


 30-second rebuttal

 30-second answer to rebuttal

 This continues for 6 rounds (for a total of 14 minutes)

 Each round must be “debated” by a different team member so that all members are included and represented (20 points)

 2-minute closing argument


 At end of debate day #1, have students complete a “Tell Me 4” worksheet


i) Each team must present a Persuasive Essay meeting the criteria listed on the Persuasive Essay Rubric (100 points)


j) Teams switch information and essays, then divide into their same groups and study the new material. Each team may need 1 – 2 days to assimilate new information and to gather new data if necessary.


***NOTE: This part of teams switching information and then debating again MUST occur so that each person leaves understanding both points of view.***


k) Return Fire Debate


 Use Presidential debate set-up again


 3-minute opening statement (one person)


 90-second statement


 30-second rebuttal

 30-second answer to rebuttal

 This continues for 6 rounds (for a total of 14 minutes)

 Each round must be “debated” by a different team member so that all members are included and represented (20 points)

 2-minute closing argument

 At end of debate day #2, have students complete a quick reflection of information learned and strategy used. Could use a “Tell Me 4” worksheet, but give students some guidelines.



## Closing/Generalizations:

### Teacher's closing statements:

There are so many factors that influence our food choices. Look back at the factors that influence your food choices at home, at school, or when eating out – take a second to think about whether or not you are getting all nutrients you need in a day. For school, your parents give you money for a lunch that they assume we are going to give to you. However, most parents do not realize what your money is actually spent on. With that piece of information comes a new argument for judiciary responsibility (simply put – schools have a responsibility to ensure your nutritional health while you are in our school and under our supervision).

It was my intention that each of you would re-evaluate your food choices over the past several days. As I have heard through our conversations in the room, many of you are or have already made some changes. Remember, enjoying food is about moderation. Even the richest dessert and the greasiest of French fries have a place in a balanced diet.

- 🍏 Listening to the arguments presented over the past several days, I would like for each of you to consider what your perfect school lunch would be. As you think about this, please write down some ideas on what we can do to reach that “perfect” lunch.

Place these suggestions on the poster board at the door when you leave.

NOTE: Leave Post-It note packs of the same color on each table so the students can write anonymously and post their responses as they leave the room

- 🍏 Students complete the exit slip: “Help Me – Help You!” worksheet
  - 🌶️ If time remains in class, have all students share one of their comments on their worksheet in a Round Robin fashion so that each student may hear others’ thoughts and the sharing process may help escalate other students to higher-order thinking by listening to peers

### Assessment:

- 🍏 Exit slip that asks students to list 4 pieces of information they found informative from today’s class. To be done at the end of the Movie: Super Size Me, and Day #1 Debate
- 🍏 Classroom observation and discussion during movie segments as indicated and library research
- 🍏 Presidential debate – Day 1 and Day 2 participation
- 🍏 Persuasive essay
- 🍏 Exit slip at end of Day 2 debate – “Help Me – Help You!” worksheet

# LIBRARY RESEARCH

## FOODS FOR LIFE

Gather information regarding your Fast Food Position

🍏 Computer days are scheduled as follows:

- 🍏 Look for valid resources – consult worksheet reviewed in class
- 🍏 Use examples pulled from CSPI, ADA, etc. to model what is considered to be a good example of nutrition information
- 🍏 Fill out an index card for each resource that you want to use

Article title:

Webpage address:

Published on/Date last updated:

Summary of article –

- Include facts, numbers, figures, etc.
- Why was the article so important for your group?

🍏 Library is for time to research and write essay and note cards

- 🌶️ Must have 10 resources of information to support your argument
- 🌶️ Each resource must have a note card with a summarization on it
- 🌶️ All resources will be collected each day in the team's folder
- 🌶️ Print 2 copies of all sources' information so that those students writing the essay have a copy as well

Persuasive Essay

- 🍏 Team of 2 from original group will write this essay using resources found by the team
- 🍏 Follow information and rubric presented in class

## WEBSITES

Below are some websites that I use and find helpful. However, I would suggest you search your own, too, so that they are articles you understand and feel comfortable using in your debate as well as your writing. Some words to use or combine for your searches may be:

Fast Food  
Fast Food Facts  
Dietary Guidelines  
Fast Food Nation  
Soda / Pop

Obesity  
Teenagers  
Healthy Eating Habits  
McDonald's Lawsuit  
Soda / Pop Contracts with Schools

School Lunch Program  
Epidemic  
Super Size Me  
Junk Food

<http://www.fastfoodfacts.info/>

<http://www.fatcalories.com/>

<http://www.dietriot.com/fff/rest.html>

<http://www.catch22.com/~vudu/foodfacts.html>

<http://www.catch22.com/~vudu/slander.html>

<http://www.foodtimeline.org/>

<http://rover.nhlbi.nih.gov/chd/>

<http://www.healthyfridge.org/>

<http://pediatrics.about.com/b/a/048816.htm>

[http://pediatrics.about.com/cs/nutrition/a/blame\\_obesity.htm](http://pediatrics.about.com/cs/nutrition/a/blame_obesity.htm)

<http://pediatrics.about.com/gi/dynamic/offsite.htm?site=http://www.usatoday.com/news/health/2003%2D11%2D17%2Deuropeans%2Dobese%5Fx.htm>

[http://pediatrics.about.com/od/nutrition/a/05\\_fruit\\_veggie.htm](http://pediatrics.about.com/od/nutrition/a/05_fruit_veggie.htm)

<http://www.kidsnutrition.org>

[http://aappolicy.aappublications.org/cgi/content/full/pediatrics;113/1/152?fulltext=vitamin+D&searchid=QID\\_NOT\\_SET](http://aappolicy.aappublications.org/cgi/content/full/pediatrics;113/1/152?fulltext=vitamin+D&searchid=QID_NOT_SET)

<http://cspinet.org/schoolfood/>

[http://pediatrics.about.com/cs/nutrition/a/school\\_lunches.htm](http://pediatrics.about.com/cs/nutrition/a/school_lunches.htm)

# Persuasive Essay / Argument Outline

## **I. Introduction:**

- 🍏 Get the reader's attention by using a "hook."
- 🍏 Give some background information if necessary
- 🍏 Thesis or focus statement

SAMPLE Thesis statement: The potential benefits of serving fast food products like tacos from Taco Bell or submarine sandwiches from Subway in place of the traditional school lunch menu are: 1) more student participation in buying school lunches; 2) more students eating versus the current situation where many choose not to eat anything; 3) less staff needed to prepare lunch than is needed now for a traditional school lunch menu.

## **II. First argument or reason to support your position:**

- 🍏 Topic sentence explaining your point
- 🍏 Elaboration to back your point

## **III. Second argument or reason to support your position:**

- 🍏 Topic sentence explaining your point
- 🍏 Elaboration to back your point

## **IV. Third argument or reason to support your position:**

- 🍏 Topic sentence explaining your point
- 🍏 Elaboration to back your point

## **V. Opposing Viewpoint:** (This is optional)

- 🍏 Opposing point to your argument
- 🍏 Your rebuttal to the opposing point
- 🍏 Elaboration to back your rebuttal

## **VI. Conclusion:**

- 🍏 Summary of main points or reasons
- 🍏 Restate thesis statement
- 🍏 Personal comment or a call to action

# Preparation / Evaluation Rubric

Additional requirements for the paper are:

- 🍎 Typed, size 12 font, double-spaced
- 🍎 Group name, Class period, Date in top, right-hand corner
- 🍎 1-inch margins

	Quality	Acceptable Quality	Should be Redone	Don't Turn In! Redo / Ask for help!
<b>PROVIDES BACKGROUND</b>	Clearly explains the problems schools/students have with their lunch programs with examples	Describes the problems schools/students have with lunch programs, no examples provided	Only mentions the problems schools/students have with lunch programs, no examples provided	No description of the problems schools/students have with lunch programs
<b>THESIS STATEMENT</b>	Clearly states the author's position on allowing fast food outlets in schools in introduction	Author's position on allowing fast food outlets in schools is present but not clearly stated in introduction	Author's position on allowing fast food outlets in schools is present after reading entire argument	Author's position on allowing fast food outlets in schools is not included in any part of argument
<b>EACH ARGUMENT / REASON</b>	Uses clear, logical reasoning to support the nutrition-based position taken for all 3 arguments / reasons	Uses logical reasoning to support the nutrition-based position taken for 2 of the 3 arguments / reasons	Uses no logical reasoning to support the nutrition-based position taken for 2 or more of the arguments/ reasons	Uses no logical reasoning to support the nutrition-based position taken for any of the arguments / reasons
<b>EACH ARGUMENT / REASON</b>	Provides facts to support the nutrition-based position taken with references available	Provides facts to support the nutrition-based position taken, but not all sources are identified	Provides facts to support the nutrition-based position taken , but no sources are identified	Provides no facts to support the nutrition-based position taken.
<b>COUNTER ARGUMENTS (OPTIONAL)</b>	Acknowledges and argues against nutrition- based counter-arguments	Acknowledges and provides information to argue against half of the nutrition-based counter-arguments presented	Acknowledges and provides opinion-based arguments against nutrition-based counter-arguments	Acknowledges nutrition-based counter-arguments, no argument against them present
<b>CONCLUSION</b>	Summarizes all points that have been made related to sound nutritional information and food choices	Summarizes more than half, but not all of the points that have been made related to sound nutritional information and food choices	Summarizes less than half of the points that have been made related to sound nutritional information and food choices	No summary of points that have been made related to sound nutritional information and food choices
<b>ORGANIZATION</b>	Information is in a logical and interesting sequence to follow	Information presented in logical sequence which can be followed	Reader has difficulty following because topic jumps around	Sequence of events is difficult to follow
<b>SPELLING / GRAMMAR</b>	Presentation has no misspellings or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Work has four or more spelling errors and/or grammatical errors

Name: \_\_\_\_\_

## Family and Consumer Sciences Department

### "Tell Me 4"

List 4 pieces of information from today's class that you found to be helpful in understanding how fast food choices influence your health and nutritional needs. EACH RESPONSE MUST INCLUDE DETAILS AND AN EXPLANATION.

1.

2.

3.

4.

## HELP ME – HELP YOU!

Below are several questions to help me plan for our next several chapters. Please answer them giving me as many specific details as possible.

1. Finish this sentence: One thing I learned doing this activity/learning strategy was...
2. How will this “thing” you learned help you later in life?
3. If you had to divide a dollar among your group members based on how much work they contributed to your goal – how would you divide it?  
(Example – If you think everyone in your group did equal amounts of work, you would give each person 25 cents)

Use the space below to tell me the +’s (things you liked about the class activity done over the past several days) AND the  $\Delta$ ’s (changes that need to be made to help you be more successful next time)

+	$\Delta$