Lesson Thirteen
We Are What We Eat

Objectives

After participating in this lesson students will
• Understand that our bodies are affected by the type of foods we eat.
• Track progress on their healthy eating and physical activity goals.

Time

50 minutes

Prep Time: 15 minutes

Activities

13.1 Review and Plan for the Day 3 minutes
13.2 Introduction to *Super Size Me* 5 minutes
13.3 *Super Size Me* 20 minutes
13.4 Discussion Questions 8 minutes
13.5 Tracking Progress 10 minutes
13.6 Closure 4 minutes

Materials

☐ *Super Size Me* DVD
☐ DVD player and TV
☐ *Super Size Me* (Activity Sheet 13.3)
☐ Tracking My Progress (Activity Sheet 13.5)

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Purchase or rent *Super Size Me* DVD.
• Put *Super Size Me* DVD in player on the chapter “Toxic Environment.”
• Make copies of *Super Size Me* (Activity Sheet 13.3), 1 for each student, and place in portfolios.
• Make copies of Tracking My Progress (Activity Sheet 13.5), 1 for each student, and place in portfolios.
13.1  Review and Plan for the Day  

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Introduction to *Super Size Me*
- *Super Size Me*
- Discussion Questions
- Tracking Progress
- Closure

Review the previous class. Direct students’ attention to the posters they made and ask what things they can do to eat better in general or when eating out.

Explain that today they will be watching and discussing a movie called *Super Size Me*, and then they will be looking at their goals and seeing what progress they have made on them.

Review the Objectives with students.

13.2  Introduction to *Super Size Me*  

**Materials:** Chart paper or dry erase/chalkboard, markers

Begin by asking students some questions about what they’ve learned in this class thus far.

- Ask students to tell you something specific they’ve learned pertaining to the Food Pyramid. Acknowledge their responses by writing them down on chart paper or the board.

- If student responses don’t include *balance, variety* and *moderation* within the Food Pyramid, have them look to the Key Terms chart to give them a clue of which words pertain to the Food Pyramid.

- When they do give answers around balance, variety and moderation, explain the importance of eating a variety of foods within each food group, getting a balance between all the food groups, and eating food in moderation because we need to expend the same or more calories in a day than we consume if we want to maintain or lose weight.
• Explain that today students are going to look at what happens to the body if we don’t include a variety of foods that are balanced between food groups or if we consume more than we expend in calories.

• Explain that they are going to be watching a segment of the movie Super Size Me. Ask if they have heard of or seen the movie. If some of the students have not heard about it or seen it, explain to them that it’s about a man who did an experiment by eating only food from McDonald’s for 30 days.

13.3 Super Size Me

Materials: Super Size Me DVD, DVD player and TV, Super Size Me (Activity Sheet 13.3)

Explain that students will be watching only part of the movie and the movie will be stopped so they can write their answers.

• Show the students the discussion questions on the Super Size Me activity sheet in their portfolios. Explain that while watching the movie you would like them to answer these questions:

  o What percent of the U.S. population is obese?
  o Why does the movie compare obesity to smoking?
  o What are some of the statistics in the movie about diabetes?
  o Do you think John Robbins has a point about his uncle dying of a heart attack from eating too much ice cream or high-fat foods?
  o How much weight does Morgan gain after 5 days of eating McDonald’s food?

• Start the movie on the Toxic Environment chapter. Put the movie on pause after the first question is answered to give the students time to record their answer on their activity sheet. Do this after each answer is provided. After Morgan’s weight is revealed on Day 5 turn the DVD off.

• When the movie is over, give the students an opportunity to finish answering the questions on the Super Size Me activity sheet.

13.4 Discussion Questions

Materials: Super Size Me (Activity Sheet 13.3), notebook paper

The goal of this activity is for the students to see that we, as a nation, are affected by what we eat and the activity we engage in. Students will also take a personal look at how
their actions in health may affect not only themselves, but also the other people in their lives.

- Once students have finished answering the questions on the Super Size Me activity sheet, review the answers. Then tell them you are going to now ask them to think about their personal health habits in relation to the other people in their lives. Draw from the movie the example of John Robbins—he became a “health nut” because of the early deaths of his father and uncle.

- Give each student a piece of notebook paper. Ask them to think of the people in the environment in which they live. Have them choose the top five people they spend the most amount of time with and write down the names of those people. Tell them to circle the people they might be a role model to. Have them pick one person and answer the following questions in terms of what they eat and their exercise habits:
  
  o How do you positively influence this person? For example, what healthy actions do you do for this person to see?
  
  o How do you negatively influence this person? For example what habits do you have that may influence this person in an unhealthy way?

- End by telling students that you don’t expect them to become a “health nut” like John Robbins, but they can make healthy choices not only for themselves but for the people who look up to them. They can be positive role models.

13.5 Tracking Progress 10 minutes

**Materials:** Tracking My Progress (Activity Sheet 13.5)

Tell students that a week has passed since the last time they tracked progress on their goals. It’s time again to see what they’ve achieved on their healthy eating and physical activity goals.

- Refer students to the Tracking My Progress activity sheet in their portfolios. Have them write in their goals for both healthy eating and physical activity.

- Then have them fill out the rest of the sheet addressing the goal they did not address last week.

- Ask students to share with a partner how they did on their goal this past week. What were the challenges? What did they do to meet their goal? How did they feel about working toward their goals?
13.6 Closure  4 minutes

Ask students what was something they learned from watching the video today. Ask:
What are some diseases that are directly related to obesity? (diabetes, hypertension,
heart disease) Ask which of these diseases you can see when you look at a person. The
answer is none of them. Therefore, make the point that people can look overweight,
which is unhealthy, and what’s going on inside of their bodies is not healthy either. On
the other hand, a thin person may also be unhealthy and have hypertension, heart disease
or other ailments.

Resources

*Super Size Me* DVD
1. What percent of the U.S. population is obese?

2. Why does the movie compare obesity to smoking?

3. What are some of the statistics in the movie about diabetes?

4. Do you think John Robbins has a point about his uncle dying of a heart attack from eating too much ice cream or high-fat foods?

5. How much weight does Morgan gain after 5 days of eating McDonald’s food?
Tracking My Progress

My **healthy eating** goal:

My **physical activity** goal:

**Date:** __________

**What I did to meet my goal:**

- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________

**What I learned this week:**

*Benefits* I enjoyed this week: _____________________________________________

____________________________________________________________________

*Challenges* I had: _____________________________________________________

____________________________________________________________________

Possible ways to *deal with challenges* if they come up again: ______________

____________________________________________________________________

What am I going to do toward my goal *next week*: ____________________________

____________________________________________________________________

Who could *help* me with my goal if I need support: ________________________

Adapted with permission from *HealthSmart* High School.