

Fast Food Advertisements

Pillar: Healthy Eating

Division: II

Grade Level: 3-6

Core Curriculum Connections: English Language Arts

I. Rationale: Ideally, we should all eat healthy, well-balanced, home-cooked meals the majority of the time. Realistically, due to modern technology, convenience, and a fast-paced, busy lifestyle, families often eat meals on the go, frequently at fast food establishments. Therefore, the objective of this lesson is not to promote eating fast food, but rather to equip children with the knowledge they require to make healthier choices when eating out. This will allow them to exercise more control over 'what' they eat at times when they may not have control over 'where' they eat. This activity enables students to learn more about the nutritional value of fast food by researching nutrition information from local fast food restaurants. Based on this research, students will compare menus for nutritional values and create healthy and unhealthy meal advertisement posters. Students will analyze nutrition data from fast food restaurant menus in conjunction with a teacher-led discussion about healthy foods. Students will use this background information and Canada's Food Guide to create healthy and less healthy meals. Instead of planning healthy meals for families at home, fast food restaurants can be a way to motivate students to make wise decisions when they are eating away from home, because it is an experience they all can relate to. This lesson could be incorporated into a thematic unit on advertising, making choices, nutrition, or included on its own as a way to meet the language arts outcomes based on researching, compiling, and presenting information in a pre-determined format.

II. Activity Objectives:

The students will be able to:

- develop an awareness of healthy eating.
- recognize the connection between healthy eating and well-being.
- understand the nutritional value of foods available to them, so that they can make healthier choices.

III. Curriculum Outcomes: Language Arts (Grades 4-6)

Outcomes	Grade 4	Grade 5	Grade 6
General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information 3.1 Plan and Focus Determine information needs	<ul style="list-style-type: none"> · ask relevant questions, and respond to questions related to particular topics 	<ul style="list-style-type: none"> · identify categories of information related to particular topics, and ask questions related to each category 	<ul style="list-style-type: none"> · decide on and select the information needed to support a point of view

Plan to gather information	<ul style="list-style-type: none"> · develop and follow a class plan for accessing and gathering ideas and information 	<ul style="list-style-type: none"> · develop and follow own plan for gathering and recording ideas and information 	<ul style="list-style-type: none"> · develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation
3.2 Select and Process Use a variety of sources	<ul style="list-style-type: none"> · locate information to answer research questions using a variety of sources 	<ul style="list-style-type: none"> · locate information to answer research questions using a variety of sources 	<ul style="list-style-type: none"> · locate information to answer research questions using a variety of sources, such as printed texts and the internet
Access information	<ul style="list-style-type: none"> · use a variety of tools, such as indices, legends, charts and glossaries, to access information 	<ul style="list-style-type: none"> · use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information 	<ul style="list-style-type: none"> · use a variety of tools, such as electronic searches and technology, to access information · skim, scan and read closely to gather information
3.3 Organize, Record and Evaluate Organize information	<ul style="list-style-type: none"> · organize ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions · record ideas and information that are on topic · organize oral, print and other media texts into sections that relate to and develop the topic 	<ul style="list-style-type: none"> · use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding · organize ideas and information to emphasize key points for the audience · add, delete or combine ideas to communicate more effectively 	<ul style="list-style-type: none"> · organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence · organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions
Record information	<ul style="list-style-type: none"> · make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically 	<ul style="list-style-type: none"> · record ideas and information in relevant categories, according to research plan 	<ul style="list-style-type: none"> · make notes on a topic, combining information from more than one source; use reference sources appropriately
Evaluate information	<ul style="list-style-type: none"> · examine gathered information to identify if more information is required; review new understanding 	<ul style="list-style-type: none"> · connect gathered information to prior knowledge to reach new conclusions 	<ul style="list-style-type: none"> · evaluate the appropriateness of information for a particular audience and purpose
3.4 Share and Review Share ideas and information	<ul style="list-style-type: none"> · communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters · select visuals, print and/or other media to add interest and to engage the audience 	<ul style="list-style-type: none"> · communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues · select visuals, print and/or other media to inform and 	<ul style="list-style-type: none"> · communicate ideas and information in a variety of oral, print and other media texts · select appropriate visuals, print and/or other media to inform and engage the audience

		engage the audience	
General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication		<p>4.1 Enhance and Improve</p> <p>Enhance artistry</p> <ul style="list-style-type: none"> · experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis 	<p>4.1 Enhance and Improve</p> <p>Expand knowledge of language</p> <ul style="list-style-type: none"> · choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose <p>Enhance artistry</p> <ul style="list-style-type: none"> · experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information
4.3 Present and Share Present information	<ul style="list-style-type: none"> · present to peers ideas and information on a topic of interest, in a well-organized form 	<ul style="list-style-type: none"> · organize ideas and information in presentations to maintain a clear focus and engage the audience 	<ul style="list-style-type: none"> · use various styles and forms of presentations, depending on content, audience and purpose
5.2 Work Within a Group Cooperate with others	<ul style="list-style-type: none"> · take responsibility for collaborating with others to achieve group goals · ask for and provide information and assistance, as appropriate, for completing individual and group tasks 	<ul style="list-style-type: none"> · accept and take responsibility for fulfilling own role as a group member · discuss and decide whether to work individually or collaboratively to achieve specific goals 	<ul style="list-style-type: none"> · assume a variety of roles, and share responsibilities as a group member · identify and participate in situations and projects in which group work enhances learning and results
Work in groups	<ul style="list-style-type: none"> · share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions · use brainstorming, summarizing and reporting to organize and carry out group projects 	<ul style="list-style-type: none"> · formulate questions to guide research or investigations, with attention to specific audiences and purposes · contribute ideas to help solve problems, and listen and respond constructively 	<ul style="list-style-type: none"> · contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations · address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative

IV. Materials:

- nutrition information from local fast food restaurants
- advertisements for fast food restaurants
- poster board
- markers
- calculators

Technology resources:

- Teachers may want students to create healthy meal electronic advertisement posters using KidPix, Hyperstudio, or other presentation software instead of using poster board.

V. Procedure:

Pre-activities: Students should have a basic understanding of Canada's Food Guide and be able to perform basic addition using a calculator.

1. Show students advertisements from fast food restaurants. Brainstorm a list of positive information and descriptors about the food they find in the advertisements. For example: hot, juicy, crispy, biggie size, grilled, flame-broiled.
2. Students will be assigned to work in a cooperative group of 3–4 students. Each group will be given one nutrition information guide from a fast food restaurant, poster board, markers, and a calculator. Have groups predict which foods and drinks at their restaurant are healthy and which are less healthy.
3. Groups will be instructed to analyze the nutrition data on the menus to create one healthy meal combo and one less healthy meal combo. Then groups will create posters to advertise their healthy and less healthy meals.
4. Review strategies and techniques that advertisements commonly use to attempt to convince consumers to buy their product.
5. Each poster will include illustrations and labels of the food items. Also, the calculated nutrition information will be noted on the poster (total calories and total fat, for example). Each poster will also include a name for their healthy/less healthy combo and a slogan to help sell their combo to customers.
6. Groups will share completed posters, presenting their advertisements to the class.
7. Posters can be displayed in the classroom, hall, or canteen for information purposes.

VI. Extensions and Variations:

- Students could make graphs in math class to analyse the nutrition information further and compare the healthy meal options that each group created to identify the healthiest meal overall.
- Similarly, students could repeat the graphing activity for the less healthy meal options to determine the least healthy combo or meal option of all.

VII. Assessment Ideas:

- Each group's completed poster should be evaluated for understanding of the calculation of nutrition content information. Also, a rubric that assesses appropriate word choice, context, audience, and purpose, and effectiveness of written and visual communication could be developed.