Springboard 6

Do You Like Fast Food?

Written by Paula Slack

Fact			
Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

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We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.
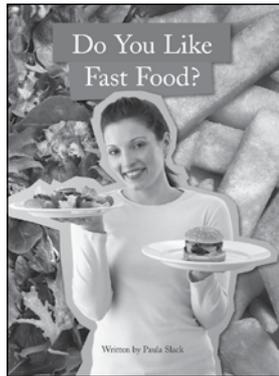
DO YOU LIKE FAST FOOD?

Lower level fact
Text type: Discussion
Reading age 10.5–11
Word count 2400–3000

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students to brainstorm the different ways information can be presented in books, magazines, or web pages.

Explain to students that one way of presenting information is through a discussion. A discussion presents more than one point of view about a topic. When a book is written as a discussion, different points of view are presented to the reader, and the reader can make up his or her own mind about the topic.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book is about. *What kinds of food are on the plates? Why is the woman holding one plate higher than the other?*

Encourage students to brainstorm their favourite foods. Discuss which are considered to be fast foods.

Read the blurb and discuss what kind of book this is. *What are pros and cons?* Explain that this book is a discussion. *Different points of view will be presented so that the reader sees the discussion from both sides.*

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. What can you expect to learn from this book?

What special features does this book have? Discuss the terms *glossary* and *index*. Ask students to explain what each term means and to predict some of the words they would expect to see in the glossary in this book. Have students visit the index and glossary. Clarify that the glossary provides meanings for new or unusual words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Discuss the term *introduction*. *What does this mean?* Guide students to understand that an introduction provides general information about the topic, which will help us read the book. *Do you think this might be a useful place to start?*

INTRODUCTION

Before Reading

Read the caption and discuss the photo.

Read this page and think about the questions asked. Be ready to discuss your thoughts about these questions.

After Reading

Clarify the meaning of the word *criticize*. Revisit the questions posed and encourage students to contribute responses.

What do you expect to learn as you read this book?

Remind students that this book is a discussion, and that means that the positive and negative issues around fast food will be presented.

Before we read this book, think about your stance on fast food. Tell a friend what you think are the pros and cons of fast food.

Do You Like Fast Food?

WHAT IS FAST FOOD?

Before Reading
What kind of food is fast food? What are some of the most popular fast foods? Can you think of any less common fast foods?

Direct students to read this page and to be ready to discuss what they learn about fast food.

After Reading
Invite students to add any foods they omitted during the pre-reading conversation. *What is meant by the term* processed*? What might be meant by* highly processed*?*

What does precooked *mean?*

WHY DO PEOPLE LIKE FAST FOOD?

Before Reading
Invite students to walk through the idea web, photos, and captions to build content knowledge for this chapter. Along the way discuss the glossary words. Have students predict their meanings and then check the glossary.

Read this chapter and be ready to share what you learn about this topic. What are some of the pros and cons of fast food? Be prepared to share your thoughts.

After Reading
Ask students what they think about the pros of fast food. Prompt them to provide reasons for their answers.

What does it mean that fast food is predictable*?*

Why is fat added to lots of fast foods?

What is a fast food chain*? What are some fast food chains you know? What do some of these offer to entice children?*

Why do you think lots of children like fast food?

Do You Like Fast Food?

PROBLEMS WITH FAST FOOD

Before Reading

Have students predict the possible problems with fast food. Invite students to flick through this chapter to view photos, and read captions, tables, and diagrams. Discuss each briefly. Discuss the terms *kilojoules*, *saturated fat*, *obesity*, *cardiovascular*, and *sedentary*, and have students share their understandings of these words. Direct students to the glossary to check the meanings.

Read this chapter and be ready to share the ways fast food negatively affects children's health. Jot down some notes to help you remember.

After Reading

Invite students to share what they have read.

What are some of the problems associated with fast foods?

Why are these things problems? How do they contribute to weight gain?

What did you learn about obesity rates in Australia?

What other health problems are linked to obesity?

How does obesity affect children?

Describe how lack of exercise plays a part in obesity.

What did you learn about fast food advertising? How do you feel about this?

BETTER FAST FOOD?

Before Reading

What does the heading suggest this chapter may be about? Direct students to look at the diagrams, photos, and captions in this chapter. Read the captions and discuss. *What does the caption on page 22 mean? What are transfats?* Invite responses and have students check the glossary. Prompt students to notice the word *cholesterol* on page 21, and have them offer ideas on what this means. Check the glossary. *What do you think the main idea is in this chapter?*

Read this chapter and be ready to share any interesting information you learn.

After Reading

What are some fast food chains doing to offer healthier choices? What is the Australian Heart Foundation? What do you think the word standards *relates to?*

What are other fast food outlets doing to make their foods healthier?

Why do you think some fast food chains use transfats? What does it mean to extend the shelf-life *of products? Why are these fats harmful?*

What else could fast food chains do to make healthier food choices more enticing for children? Would you eat a healthier meal if you knew the health benefits, or were given a toy or gimmick?

What have you learned from this chapter?

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WHO IS RESPONSIBLE?

Before Reading

Invite students to discuss the photos and captions on pages 28 and 29. *How could people take responsibility for their own health? Why do you think some people don't exercise or make healthier food choices?*

Read this chapter and be ready to discuss your thoughts.

After Reading

What issues does this chapter raise for us to consider? Invite students to share their responses about who is responsible for the food people choose.

Do you think fast food chains should be offering more healthy options?

Do you think that the person buying the food should take responsibility?

Who should take responsibility for children's diets, given that many children are unaware of how fast food is affecting their health?

SUPPORTING THE COMMUNITY

Before Reading

What do you think this page will be about? What does it mean to support the community? Read the caption and discuss what a charity is, and how fast food chains can support charities that help sick children.

Read this chapter and be ready to share your thoughts.

After Reading

What are some of the good things fast food chains do?

Why do you think they do it? What is in it for the fast food chain? What is in it for the community? Who benefits?

Do You Like Fast Food?

OTHER ISSUES

Before Reading

Invite students to walk through this chapter and discuss the photos to build content knowledge. *What are low wages? What sorts of packaging do the fast food places you know use? Why might this be a problem?*

Read this chapter and be ready to share some of the other issues about fast foods.

After Reading

Invite students to share some of the other issues associated with fast foods.

What does it mean to buy in bulk?

How do fast food chains damage local businesses?

Would you work for low wages?

What is the argument to support fast food chains paying low wages?

What is the problem with packaging?

What are your thoughts on these issues?

WHAT CAN YOU DO?

Before Reading

Walk through the photos and support material before reading to build knowledge of the content. Invite students to share some of the things they can do to make healthier choices. *How often should we have fast food?* Invite inferences.

Read this chapter and find out more. Jot down some ideas ready for the discussion.

After Reading

How often should we eat fast food?

How much fast food do Australians eat on average?

What does in moderation *mean?*

How can you take steps to make better food choices when you go to a fast food outlet?

What other unhealthy foods are available?

What are your thoughts on this discussion after reading this book?

Do You Like Fast Food?

⬣ CODE BREAKER

This book tells us that there are pros and cons to fast food. Revisit the book and make a list of all the words or phrases that are used to associate fast food with negative things, such as poor health *and* overweight*. Make another list of words that are used to associate fast food with positive things, such as* cheap *and* predictable*.*

⬤ MEANING MAKER

Work with a friend to make two lists:

· fast foods that are high in fat and low in nutritional value

· fast foods that are more healthful choices

Discuss foods that can be prepared at home that are:

· quick to prepare

· easy to make

· healthy

◈ TEXT USER

There are lots of tables, graphs, and other support material such as idea webs in this book. These are used to help us to get the information we need and to understand the information being presented. Walk through this book and discuss how the support material helps the reader.

Guide questions may include:

How does showing this information on the table help us to find it quickly? What else does showing information in this manner make easy to do? Support students to understand that it is easy to compare and contrast information on a table, and that it is easy to show different types of information, etc.

◉ TEXT CRITIC

This book gives us some information about fast foods. The author also gives us a lot of things to think about as we move through the book. Finally, the author explores some ways for people to take responsibility for their own choices. Why does she do this?

Besides giving us the facts, do you think the author of this book had another reason for writing this book? What is it? The author presents this discussion to give the reader two sides of this issue, but did you feel that the author represents one side more than the other?

Discuss these questions with a friend.

Do You Like Fast Food?

USING MULTIPLE INTELLIGENCES

Pair or group task

Plan: Plan a daily menu of nutritious foods. (V)

Plan: Plan a daily menu of foods low in nutritional value. (V)

Draw/Paint/Model: Draw, paint, or model two people: one who lives on nutritious meals and regular exercise, and one who eats lots of fast food and exercises rarely. (S)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/ reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence – body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

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Do You Like Fast Food?   Name_____

Graphic Organizer (before and during reading)

As you read, record the advantages and disadvantages of regularly eating fast food.

Advantages	Disadvantages

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Do You Like Fast Food?   Name_____

Multiple Intelligences
Spatial, Verbal-linguistic

Think of your two favourite meals: one healthy and one less healthy. Write the names of these meals in the idea webs below. In the idea web for the healthy meal, write all the positive elements of this food. In the idea web for the unhealthy meal, write all the negative elements of this food.

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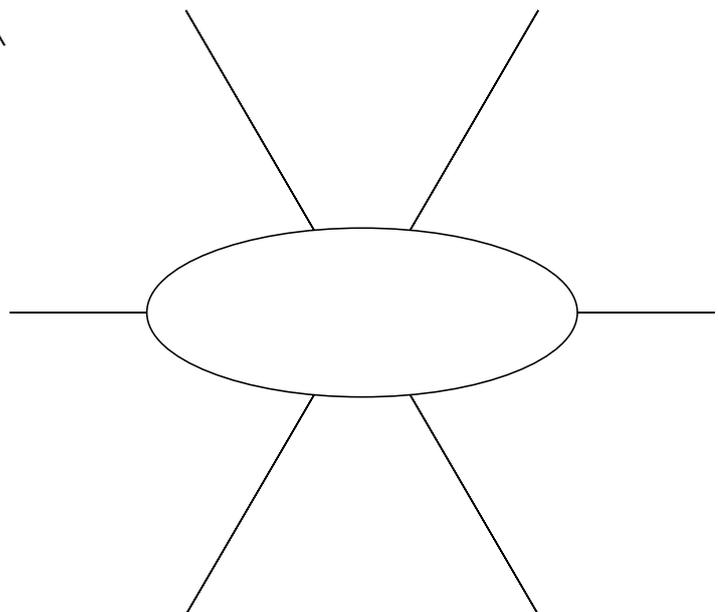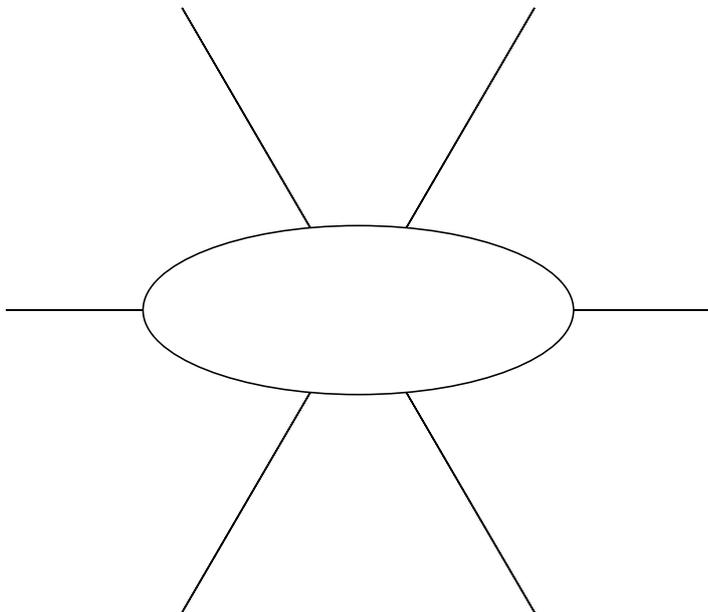
Do You Like Fast Food?   Name_____

▲ Code Breaker

A synonym is a word with the same or similar meaning as another word. For example, hot/warm. An antonym is a word that means the opposite of another word. For example, happy/sad.

Think of synonyms for:

bully	_____	salt	_____
meal	_____	prepared	_____
nutrition	_____	flavour	_____
obese	_____	male	_____

Think of antonyms for:

bully	_____	healthy	_____
exercise	_____	fast	_____
salty	_____	obese	_____
meal	_____	male	_____

Unjumble the topic words from the book.

fibre	kilojoules	obese	sodium	transfats	vitamins

eseob	_____	rebif	_____	snartftsa	_____
iumdos	_____	snimativ	_____	jouleskilo	_____

Choose two topic words from the book and use them in sentences.

_____

_____

_____

_____

Do You Like Fast Food?   Name_____

◉ Meaning Maker

Think of a popular fast food chain that sells food with high fat and low nutritional value. On a separate sheet of paper, sketch a picture showing reasons why people visit these outlets. On the lines below, write some reasons why people visit these outlets.

_____

_____

_____

Choose food items for the table below. Use the table on page 37 to help you.

Healthy	Unhealthy

My favourite healthy food is:

_____

Some unhealthy foods I like are:

_____

Do You Like Fast Food?   Name_____

◉ Text User

Revisit the graph on page 17. Draw two pie charts to show the obesity levels in men and women for the years 1996 and 2006.

1996   2006
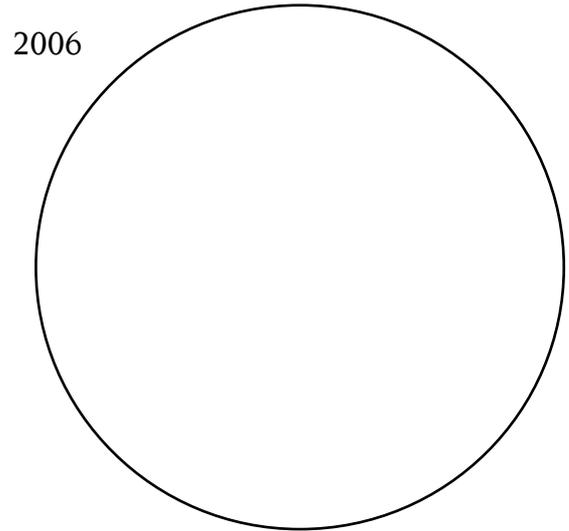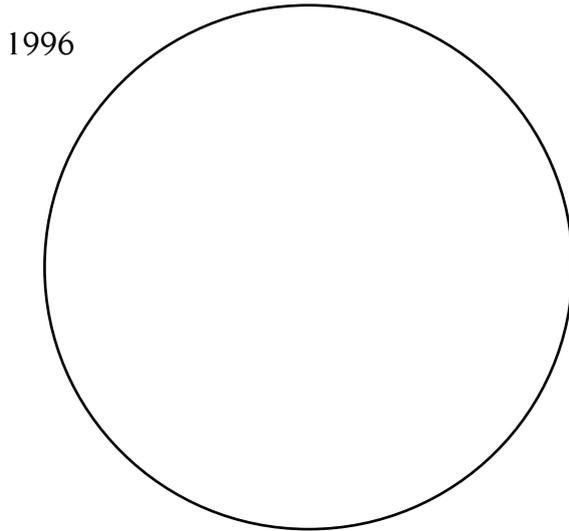
Write a list of all the foods you ate yesterday. Begin with breakfast and work through the rest of the day. Circle the unhealthy foods.

_____

_____

_____

_____

Rate your diet for yesterday:

Excellent: everything was high in nutrition and low in fat
Very good: mostly high in nutrition and low in fat
Good: many more healthy foods than unhealthy foods
Poor: more highly processed, high fat foods than healthy foods
Very poor: lots of highly processed, high fat foods

Things I can do to improve my diet:

_____

_____

_____

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Do You Like Fast Food?   Name_____

◉ Text Critic

Why do you think there is so much debate about diet and exercise?

_____

_____

Are there fast food outlets that your family visits regularly? Why do you think this is?

_____

_____

What are some fast food outlets that sell healthier choices?

_____

_____

What do some fast food outlets do to attract parents?

_____

_____

What do some fast food outlets do to aim their marketing at children?

_____

_____

Why do you think lots of children like fast food?

_____

_____

How often do you think is reasonable to visit fast food outlets? Why?

_____

_____

Do you think governments should make fast food outlets serve foods that are lower in salt and saturated fats? Why?

_____

_____

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Do You Like Fast Food?   Name_____

Discussion

What did you learn from the following support information?

Idea web (page 6)

_____

_____

Table (page 10)

_____

_____

Table (page 12)

_____

_____

Idea web (page 14)

_____

_____

Graph (page 17)

_____

_____

Pie graph (page 19)

_____

_____

Bar graph (page 23)

_____

_____

Diagram (page 25)

_____

_____

Table (page 37)

_____

_____