

SUPER SIZE ME

A Discussion Guide For Educators

Ontario Society of Nutrition Professionals in
Public Health
Super Size Me Working Group



Discussion Guide

The *Super Size Me* Discussion Guide was prepared by the Ontario Society of Nutrition Professionals in Public Health (OSNPPH) *Super Size Me* Working group.

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This discussion guide has been developed in response to educators requesting a tool to help with the use of the movie *Super Size Me* in the classroom. We are not encouraging the use of, or endorsing this movie and we recommend that *Super Size Me* only be shown in classrooms with guided discussion around the sensitive and controversial subjects presented. Be aware of stereotypes and discriminatory attitudes presented and be sure to address these in your classroom discussion. We do not feel *Super Size Me* is appropriate for students below the grade 6 level.

Super Size Me touches on a variety of important topics. This guide provides educators with discussion questions that make use of teachable moments in the movie. There are no “right” or “wrong” answers, but we have included a Glossary to assist you with discussion of key terms.

For ease of use, the *Super Size Me* Discussion Guide has been divided into 5 main topic areas: Healthy Eating, Active Living, Body Image, Social Environment and Physical Environment. This guide does not have to be used in its entirety, however each topic is inter-related and students may benefit most from discussing all sections. A well-guided discussion can encourage students to examine and better understand their own eating and activity habits, societal changes in food consumption and activity patterns and the roles and responsibilities of food corporations.

Before showing the movie to your students, consider the following:

- What do you want your students to learn from the movie?
- What key messages do you want to convey?

The purpose of the *Super Size Me* Discussion Guide is:

1. To provide support to educators intending to use *Super Size Me* as an educational tool.
2. To raise awareness of controversial issues presented in the movie and encourage discussion of these issues when showing the movie to students in the classroom.
3. To provide suggested topics and questions to guide appropriate discussion following the viewing of the movie in the classroom.
4. To guide educators to convey consistent healthy messages to students.

Please contact your local public health unit to obtain more information about any of the discussion topics, recommendations, resources and programs in your area.

Objectives for Discussion Topics

Healthy Eating Objectives:

1. To emphasize *Canada's Food Guide to Healthy Eating (CFG)* and its key messages.
2. To encourage recommended portion sizes and servings from *CFG*.
3. To encourage discussion surrounding the perceived barriers to healthy eating.
4. To highlight health risks and chronic diseases associated with overweight and obesity and unhealthy eating habits.
5. To discourage diet-related behaviours and practices and unhealthy weight loss strategies.

Active Living Objectives:

1. To emphasize *Canada's Physical Activity Guide* and its key messages for each age group.
2. To encourage 30- 90 minutes of daily physical activity as recommended by *Canada's Physical Activity Guide*.
3. To guide discussion on ways to increase daily physical activity.
4. To examine the health benefits of physical activity for chronic disease prevention.
5. To identify the societal changes and perceived barriers limiting daily physical activity.

Body Image Objectives:

1. To define body image and identify barriers to promoting a positive body image in our society.
2. To guide discussion regarding promotion of positive body image.
3. To identify characteristics of appropriate role models that reflect a positive body image.
4. To guide discussion on ways students can role model healthy practices that promote a positive body image.
5. To guide discussion on appropriate measures of good health.

Social Environment:

1. To identify stereotypes and discriminatory attitudes displayed in the movie.
2. To identify social factors that effect health, such as social status and income.
3. To identify social barriers to good health.
4. To encourage discussion about social issues raised in the movie.

Physical Environment

1. To increase awareness of the role of the environment in the choices students can make.
2. To identify environmental factors that can influence energy in and energy out.
3. To guide discussion on ways students can influence a move towards a healthier environment at home, at school and in the community.
4. To increase awareness of the media/advertising students are subjected to on a daily basis at home, school and in their community.
5. To encourage students to think critically about the intentions of the media they are exposed to and how it influences their choices.

Healthy Eating:

Discuss the meanings of the key words listed:

● addiction ● binge ● calorie ● diet ● dietitian ● fad diet ● nutrition
● obese ● organic ● overweight ● portion size ● serving size
● vegan ● vegetarian

Discuss *Canada's Food Guide to Healthy Eating* and its key messages... Variety, Balance, Moderation. What is healthy eating? What are healthy behaviours? What is moderation? Remember that there is no ONE food or nutrient responsible for causing or solving all problems.

Lisa Young, PHD, Registered Dietitian and Professor of Nutrition at NYU discussed recommended portion sizes and the difference in sizes of French fries and drinks at McDonald's from early years to present. What are appropriate portion sizes? What are the recommended serving sizes in each food group according to *CFG*?

By December 2005, new mandatory nutrition labelling guidelines will be enforced in Canada. Discuss what kind of information you can find on a nutrition label, including the ingredient list, Nutrition Facts table and Nutrition Claims.

Morgan's girlfriend is a vegan chef. What is a vegan diet? What is a vegetarian diet?

Discuss lower fat, higher fibre, and lower sugar options in fast food restaurants. Which restaurants offer healthier options? What are some of the healthier choices? Morgan had a hard time finding nutrition information in the McDonald's restaurants. Can you find nutrition information in your local fast food restaurants or online? Do you think all restaurants should be required to have nutrition information available? Why or why not?

What are some of the things that people perceive as barriers to eating healthy? (Common responses include cost, time, convenience, commitment, enjoyment/pleasure, skills/knowledge) What can be done to make healthy choices easier?

Morgan consulted with a Registered Dietitian and the *Haelth Clinic*. Clarify the difference between a Registered Dietitian and a nutritionist.

At Morgan's first weigh-in he had gained 8 ½ lbs in one week. His dietitian advised him that gaining or losing a significant amount of weight in a short period of time is not good for your body. Why do you think that is?

See Glossary

🔗 Health Canada www.hc-sc.gc.ca
Click on Food and Nutrition > *Canada's Food Guide to Healthy Eating*
or contact your local public health unit

🔗 Discover Healthy Eating: A Teacher's Resource for Grades 1-8
www.toronto.ca/health/dhe_index.htm

🔗 Healthy Eating is in Store for You
www.healthyeatingisinstore.ca for more information and resources about nutrition labelling.

🔗 For more information check out the College of Dietitians of Ontario
<http://www.cdo.on.ca>

🔗 For information check out Dietitians of Canada www.dietitians.ca

See Glossary

Risk Factors for Coronary Heart Disease:

- Family history of coronary heart disease (esp. before age 50)
- Male gender
- Age (65 and greater)
- Tobacco smoking
- High blood pressure
- Diabetes
- High cholesterol level (high LDL & low HDL)
- Lack of physical activity or exercise
- Obesity
- High blood homocysteine levels
- Menopause in women
- Infection that causes inflammatory response in the artery wall

People spend over 30 billion dollars annually on diets and weight loss fads, including supplements, pills and books that promise weight loss without the need to exercise. Discuss different dieting practices. Do you think these diets work? If these diets actually worked, would people need to do them again and again?

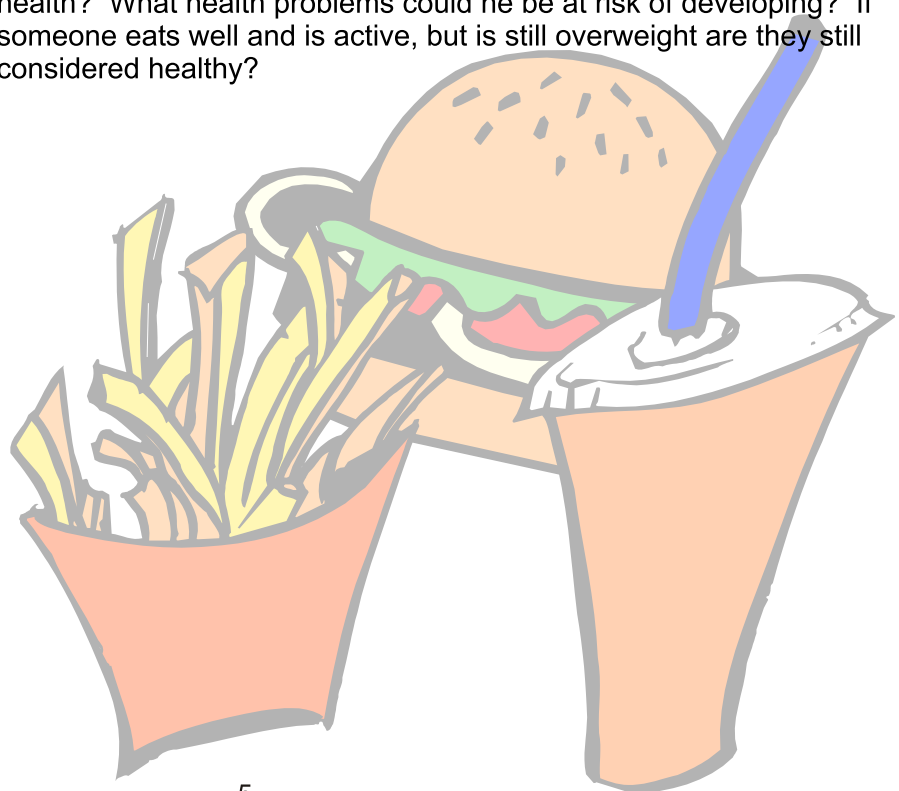
Discuss the diet industry and the amount of money spent on food and weight loss strategies. Jared Fogle from Subway talked about how he lost 235 lbs by strictly eating Subway sandwiches for lunch and supper meals. Do you think this is a healthy way to lose weight? Is this a realistic weight loss option for most people? Can you suggest any other healthy solutions to achieving a healthy body weight?

Discuss the meaning of the key scientific words listed:

- blood sugar ● BMI (Body Mass Index) ● cardiologist
- coronary disease ● diabetes ● gastroenterologist
- general practitioner ● gastric bypass surgery ● homocysteine
- liver enzymes ● risk factor ● saturated fat ● triglycerides
- unsaturated fat

Morgan's doctors couldn't believe that a high fat, fast food diet affected blood values that drastically. Discuss the risk factors for coronary heart disease listed in the movie. Discuss positive aspects of healthy eating other than a change in shape or size. Discuss "sick care" compared to "health care".

Morgan interviewed Mr. Gorske, who eats Big Macs every day of his life. Do you think this diet affects his health? Considering he is not overweight, do you think weight is always the best indicator of good health? What health problems could he be at risk of developing? If someone eats well and is active, but is still overweight are they still considered healthy?



Active Living:

Discuss the meanings of the key words listed:

- activity ● body fat percentage ● caliper ● exercise physiologist
- pedometer ● physical fitness

Discuss *Canada's Physical Activity Guide* and its key messages. How much activity is recommended for your age group? Are you meeting that recommendation? What are some of the barriers to including physical activity in your daily routine? How could you include more activity as part of your daily routine?

List the ways people are less physically active than they used to be. Survey parents and other adults to find out how physical activity has changed over the last 20 to 30 years. Do you think that television, computers, and video games have contributed to weight gain in our society? How and why? What can you do about this? What can society as a whole do about this?

Morgan met Phil Lawler, a physical education instructor in Illinois, the only state in the US that makes physical education mandatory for Kindergarten through Grade 12. Mr. Lawler states that, "daily physical education is the only place out there that is really offering a solution" to the country's weight problem. Do you agree with this statement? Why or why not?

Being physically active throughout your life can help prevent chronic diseases. How does physical activity help control or prevent diseases such as diabetes, heart disease, hypertension, osteoarthritis, and obesity?

The *Haelth Clinic* that Morgan attended closed. Spurlock stated that the public obviously does not put much value on health; however, they annually spend over 30 billion dollars on diets and weight loss fads that promise weight loss without the need for physical activity. Can you achieve good health without physical activity? Does weight loss lead to improved health? Do you think it is true that the public does not value health?

Why do you think people are unwilling to pay for proper nutrition and physical activity advice? How much do you think an appointment with a Registered Dietitian/nutritionist or exercise physiologist/personal trainer costs? What price would you put on good health for a lifetime?

See Glossary

Public Health Agency of Canada
www.healthcanada.ca/paguide
to view Canada's Physical Activity Guide

Ontario Physical and Health Education Association www.ophea.net for information on physical activity programs, resources and curriculum support.


Active 2010 www.active2010.ca for information about opportunities for quality sports activities in Ontario.


EATracker www.eatracker.ca to track and assess your eating and activity routines.

Canadian Fitness and Lifestyle Research Institute www.cflri.ca for extensive research on the importance of a physically active lifestyle.

Body Image:

See Glossary

 www.healthymeasures.ca

 For information about size acceptance www.size-acceptance.org/esteem/

The Body Image Coalition of Peel 1997:
Every Body is a Somebody Facilitators Guide available from your loc

Discuss the meanings of the key words listed:

● body image ● media ● objectify ● role model ● self esteem


Discuss factors that influence body image? Do you think magazines, television, and movies affect how people view their bodies? Do you think images displayed in the media are realistic? What societal changes need to be made in order to encourage positive body image? How can you help others feel positive about their bodies?

People with a negative body image sometimes perform unhealthy practices in an attempt to improve the “look” of their bodies. Jared Fogle spoke to a 14 year old girl and her mother. The girl referred to ways she had tried to lose weight that hurt her body. What could she be referring to? The mom also discussed the girl's struggle with her weight and said that “kids are not always kind”. What do you think she meant by that statement? Discuss the impact of unkind words on body image.

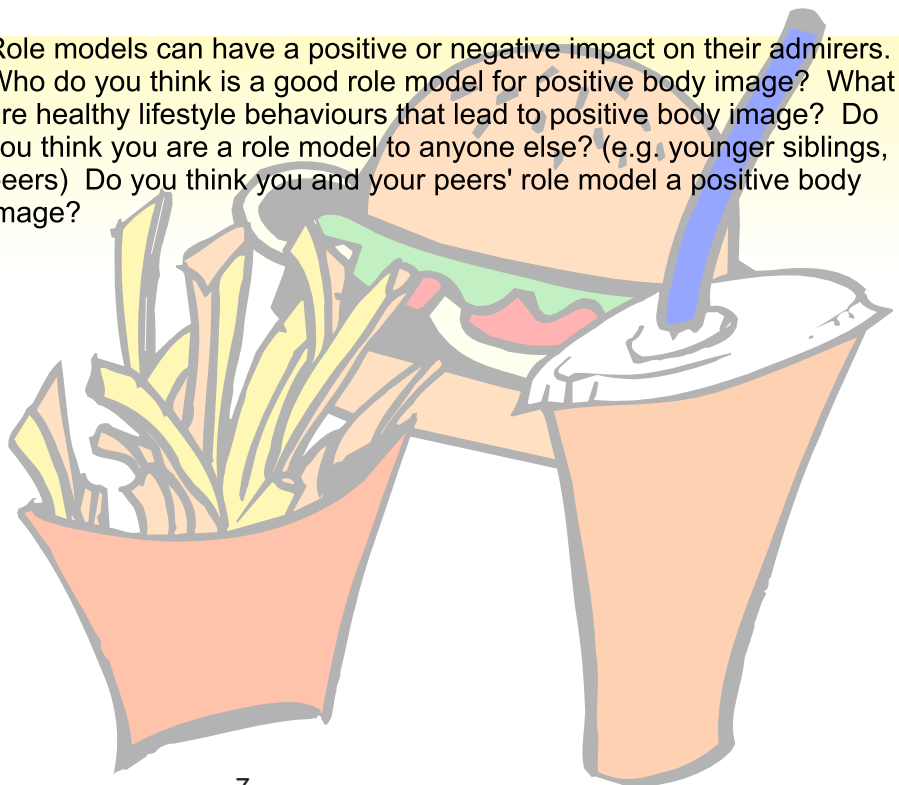
Objectification

Throughout the movie, they showed people with overweight bodies with their faces blurred, or blacked out. Do you think of these bodies as people? Are they individuals, with names? Can you imagine them as someone you might be friends with?

Caitlin, a teenage girl in the movie spoke about models in *Cosmo Girl* and *Teen People*. She asked the question: “Aren't I supposed to look like that?” but then stated that it is not realistic. Do you agree with her statement? Can you relate to how Caitlin is feeling? Do you think these models/celebrities are a realistic representation of how most people look? What can be done to encourage the media to reflect more realistic body shapes and sizes?

 For more information on role modeling, check out the Call to Action: Creating a Healthy School Nutrition Environment, Section 5.0 www.osnpnh.on.ca

Role models can have a positive or negative impact on their admirers. Who do you think is a good role model for positive body image? What are healthy lifestyle behaviours that lead to positive body image? Do you think you are a role model to anyone else? (e.g. younger siblings, peers) Do you think you and your peers' role model a positive body image?



Social Environment:

Discuss the meanings of the key words listed:

- determinants of health ● discrimination ● energy-density
- environment ● food security ● social assistance ● social exclusion
- stereotype ● social assistance

Income and Social Status

There are many things that determine our health, including the environment, genetics, and most significantly, income and social exclusion. Why do you think income and social exclusion have such a big impact on health?

Healthy eating and physical activity are also determinants of health. How do you think income and social exclusion affect how healthy someone can eat and how physically active they can be? How do you think working long hours or shift-work impact healthy eating and physical activity?

Research suggests that low income and less education are associated with poorer health, even in people who are eating well and being active. How do these factors contribute? How does stress affect your health?

Spurlock suggested throughout the movie that McDonald's food is unhealthy, yet affordable. Despite knowing that it is unhealthy, why do people continue to eat fast food? Research seems to link growing obesity rates with energy-dense foods, including junk food, fast food and soft drinks. Many families living on a low budget may consume these energy-dense foods, but few vegetables, fruits and whole grains. Why do you think this is? Discuss ways people can eat healthy on a limited income.

Gender Stereotypes and Women's Changing Roles

Morgan talked about his mother, and how all his early memories are of her in the kitchen. Do you think it is a stereotype to show women in the kitchen, cooking and preparing food? Why or why not? Whose responsibility do you think it is to provide healthy food for the family?

Do you think women's roles in our society have changed over the years? Do many women work outside the home? Do you think it is difficult to work a full-time job, or shift-work, and still make sure your family is eating healthy? What help and support might make it easier for all families to eat healthier?

See Glossary

For more information about the determinants of health
http://www.phac-aspc.gc.ca/ph-sp/phdd/_determinants/index.html

Active Living Alliance for Canadians with a Disability @ www.ala.ca

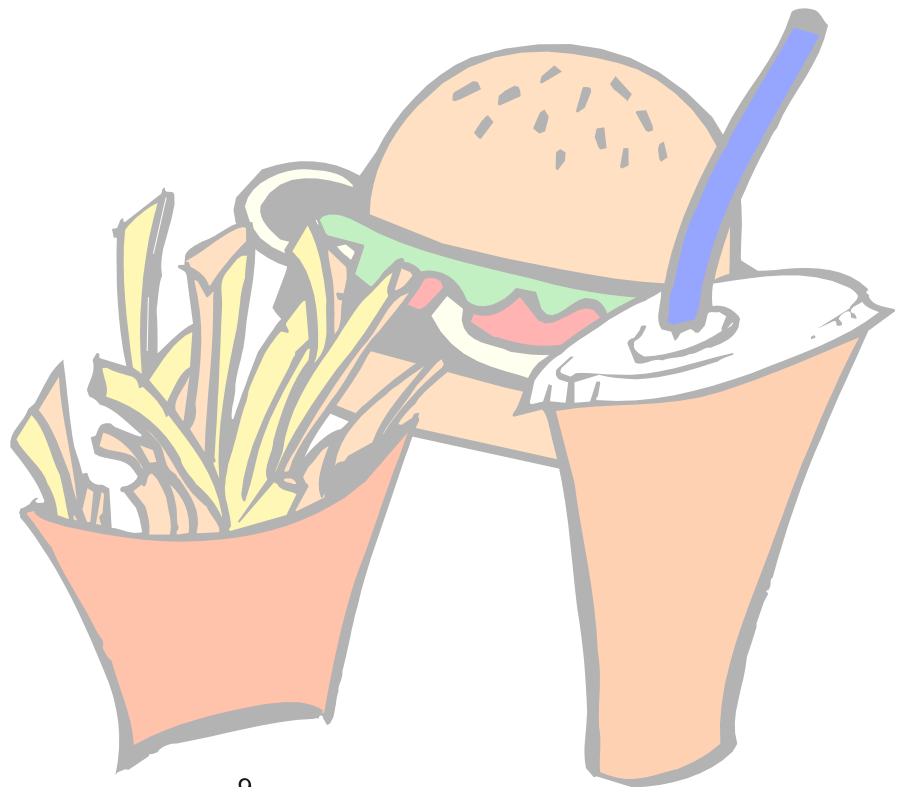
For more information about food security, Health Canada @ www.phac-aspc.gc.ca/ph-sp/phdd/overview_implications/08_food_e.pdf

Discrimination

In the opening credits of the movie, two people helped a large woman into a wheelchair. Later, an overweight person rode in an electric scooter while the background voice-over talked about our dependency on cars and other motorized vehicles for transportation. What assumptions are made about these people? Discuss reasons why some people may need a scooter or wheelchair.

Violence

Suprlock discussed how eating behaviour is learned by children. He joked that when he has kids, he will punch them in the face every time they drive by a McDonald's. How does this comment make you feel? Would this be an effective way of encouraging healthy eating?



Physical Environment:

Discuss the meanings of the key words listed:

- convenience food ● energy balance ● epidemic ● obesity epidemic
- obesogenic environment ● “Toxic environment”

See Glossary

Your physical environment is made up of the places you spend time everyday, like your home, school and community. Are there things about your physical environment that affect your ability to eat well and be active? Is healthy eating and being active only a matter of good education and knowing what to do?

Food Environment

Morgan talked about access to cheap “fat laden” food everywhere. How easy is it to access food in your environment at home? at school? in your community? Besides grocery stores and restaurants, where else can you get food? What types of food are easiest to access? Does easy access to foods affect what and how much you eat? Do you think easy access to food makes your environment “toxic”? If nutrition information is available, do you use it to help you make a choice? Why/why not?

Morgan spoke to a student that was having chips, a chocolate bar and a pop from the school cafeteria for lunch. What do you and your friends choose from the cafeteria? How many students in your school rely on the cafeteria for lunches and snacks? Discuss foods served in your school cafeteria. What are the most popular foods and why? Are there any healthy options offered in your school cafeteria? Do you think your cafeteria has a responsibility to offer healthy choices? Should all unhealthy foods be banned from your school? Discuss the use of vending machines in schools for fundraising. What can you and your teachers do to make your school a healthy environment?

Morgan talked about having family meals at home. How often do you eat meals with your family? What foods do you choose when you eat on your own versus with your family? Why is it important to eat meals as a family? How do you think family meals influence your food choices?

One reason families say they eat fast food is a lack of time to cook and eat together. How can these challenges be overcome? John Robbins spoke about how his father owning an ice cream store (Baskin-Robbins) influenced the way he ate as a child. How do the habits of people in your home influence the choices you make? What can you do to influence healthier choices at home?

Physical Activity Environment

Discuss the issues of active living in the city vs. suburbs vs. country? How easy is it to use active transportation like walking or biking in your community? What are some challenges? Does your community have safe places to play? Do you have daily physical education in your school? What makes it difficult to be active at school? Is being active at school important to being healthy? How is your physical environment different from when your grandparents were in school? How many things can you name that used to be done manually and are now automated or done by a machine? How has this changed your environment for the better/worse?

For information on a walking school bus program www.goforgreen.ca

For resources for the workplace www.centre4activeliving.ca

Concerned Children's Advertisers
www.cca-kids.ca

Media Awareness Network
www.media-awareness.ca

Energy In and Energy Out

How do you think your physical environment affects “energy in” and “energy out”? A Registered Dietitian showed how portion sizes have increased over the years. Name factors from your environment, other than portion size, that lead people to take in more calories or energy. Morgan spoke with an expert about how driving to work, taking the elevator and sitting at a desk all day have decreased the amount of energy some people expend. Name other factors that lead people to expend less energy. What things can you do in your environment to help keep energy balance?

Media

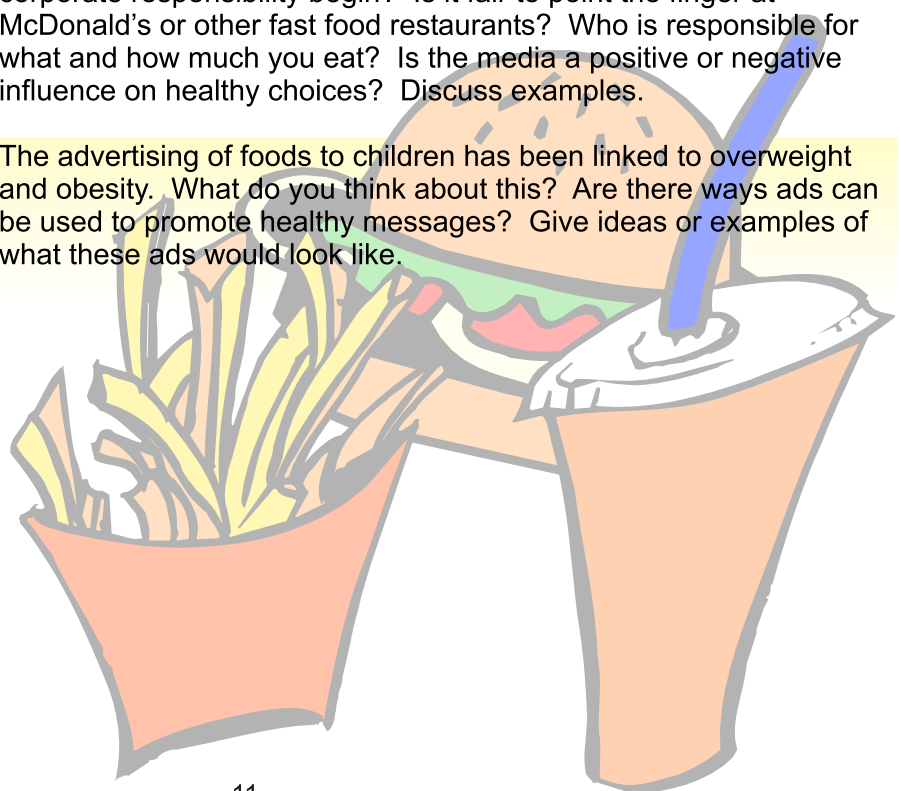
On average, children are exposed to 10,000 food ads per year and 95% of them are for soft drinks, sugar cereal, fast foods and candy. List places you see advertisements for fast foods, soft drinks, and snack foods.

John Banzahf talked about McDonald's “sucking kids in” with the clown, cartoons, playgrounds and happy meal toys. What do you think about the effect of advertising and brand imprinting on young children and teenagers? What brands are evident in your home? Around your school? Discuss ways companies advertise beyond the traditional radio, print and TV ads.

What examples from the movie demonstrate the impact of advertising? Can you think of images, slogans or jingles that stick in your head? What feelings or emotions do the media target?

Discuss how ads influence what you or your friends buy or other choices you make. Where does personal responsibility stop and corporate responsibility begin? Is it fair to point the finger at McDonald's or other fast food restaurants? Who is responsible for what and how much you eat? Is the media a positive or negative influence on healthy choices? Discuss examples.

The advertising of foods to children has been linked to overweight and obesity. What do you think about this? Are there ways ads can be used to promote healthy messages? Give ideas or examples of what these ads would look like.



Glossary

Healthy Eating

Addiction	Habitual psychological and physiological dependence on a substance or practice beyond one's voluntary control. An uncontrollable compulsion to repeat behaviour regardless of its consequences.
Binge	Any act of extreme indulgence. To overeat or eat immodestly.
Blood sugar	Glucose in the bloodstream. The body's main source of energy. Circulates in the blood and is used by the body as fuel.
BMI (Body Mass Index)	A measure of body weight relative to height. Is used as part of a comprehensive health assessment to give a general indication if weight falls within a healthy range. Calculation is weight in kilograms divided by height in metres squared. For adults aged 18 years and older, excluding pregnant and lactating women.
Calorie	A unit of energy. The amount of heat required to raise 1 gram of water by 1 degree centigrade. A measurement of the energy provided by food. The sources of calories in a diet are carbohydrate, protein, alcohol and fat.
Cardiologist	A physician who is specially trained and certified to treat problems of the cardiovascular system the heart, arteries, and veins.
Cholesterol	A soft, waxy type of fatty particle (lipid) that circulates in the blood. Found in certain foods and also produced in the body. Too much cholesterol may cause fat to build up in the artery walls and cause a disease that slows or stops the flow of blood (arteriosclerosis). Found in food from animal sources, such as whole milk dairy products, meat, fish, poultry, animal fats, and egg yolks.
Coronary disease	Caused by a build-up of fat and plaque in the arteries, which restricts the flow of blood through the arteries. Leads to chest pain, shortness of breath, and heart attack.
Diabetes	A disease in which the body does not properly control the amount of sugar in the blood. As a result, the level of sugar in the blood is too high. Occurs when the body does not make enough insulin or does not use it properly. Symptoms include excessive thirst, frequent urination, unexplained weight loss, increased hunger, vision changes and fatigue. Type 1 diabetes occurs when very little or no insulin is produced. Typically occurs in childhood or adolescence. Requires injections of insulin. Type 2 diabetes occurs when insulin production is not enough to meet the body's needs or the insulin is not used properly. Typically occurs later in life. Treated using a combination of diet and lifestyle changes, pills and/or insulin injections.
Diet	What a person usually eats and drinks. Any type of eating plan. An organized plan of eating to lose weight.
Dietitian	A health professional who is a specially trained expert in food and human nutrition. Dietitians can use the designations RD, PDt or RDt. The titles "Public Health Nutritionist" and "Dietitian" are protected by law. The term "nutritionist" alone is not a protected title and therefore does not guarantee any qualifications.
Fad diet	Trendy and often widespread diets that promise dramatic weight loss in a short period of time. Tend to become widely popular for a short period of time and then fade out.
Gastric bypass surgery	A surgical procedure for weight loss for people who are extremely obese. The stomach is stapled to create a pouch to restrict food intake and cause food to bypass the section where absorption occurs.
Gastroenterologist	A physician who specializes in the digestive system.
General Practitioner	A physician who is not limited to a particular specialty.

Homocysteine	Homocysteine is an amino acid in the blood. Too much of it is related to a higher risk of coronary heart disease, stroke and peripheral vascular disease (fatty deposits in peripheral arteries).
Liver enzymes	Proteins produced by the liver (e.g., ALT, AST) that catalyze (mediate/speed up) chemical reactions in the body. Abnormally high blood levels may indicate liver damage.
Nutrition	A source of nourishment; food. The science or study of food and how it works in your body. The process by which a living organism uses food for health, growth, and replacement of tissues.
Obese	To have an abnormally high, unhealthy amount of body fat. An adult who has a BMI of 30 or higher is considered obese.
Organic	Foods produced without the use of fertilizers or pesticides or hormones, as in organic foods.
Overweight	Being too heavy for one's height. Body weight comes from fat, muscle, bone, and body water, therefore overweight does not always mean over fat. An adult who has a BMI between 25 and 29.9 is considered overweight.
Portion size	The amount of a food served in one eating occasion.
Risk factor	Activity or factor that may increase the chance of developing a disease, ill health or injury. May be social, economic or biological status, behaviours or environments. Risk factors do not cause the disease, and not everyone who has a risk factor will get the disease.
Saturated fat	Type of fat. Primarily in foods of animal origin. Solid at room temperature. Found in butter, meat, poultry, milk products, tropical oils, fast foods, many ready-prepared foods and snack foods. Excess saturated fat in the diet may raise cholesterol level in the bloodstream.
Serving size	A standardized amount of a food, such as a cup or an ounce. Used in providing dietary guidance or in making comparisons among similar foods. (Canada) Reference serving sizes are listed on the bar side of Canada's Food Guide to Healthy Eating.
Sugar	A class of carbohydrates that taste sweet. Sugar is a quick and easy fuel for the body to use. Common types of sugar are glucose (basic fuel of the body), fructose (found in fruits, honey and syrups, and certain vegetables), lactose (found in milk), and sucrose (white or table sugar).
Triglycerides	The chemical form in which most fat exists in food as well as in the body. The body's storage form for fat. Circulate in the blood to provide fuel for muscles to work. Extra triglycerides are found in the blood after eating a meal when fat is being sent from the gut to adipose (fatty) tissue for storage. Unusually high triglycerides may be a sign of a cholesterol problem.
Unsaturated fat	Type of fat. From plant and some animal sources. Liquid (oil) at room temperature. Found in vegetable oils, nuts, seeds, and fish. Unsaturated fats may help lower cholesterol levels in the bloodstream.
Vegan	(pronounced vee-gun) A strict vegetarian, who eats only foods of plant origin. A vegan avoids eating or using all animal products including eggs, dairy products and honey or products derived from animals like gelatine, wool, and leather.
Vegetarian	A person who does not eat meat, poultry, or fish. Some do not eat milk products or eggs.

Active Living

Activity	Muscular effort that increases endurance, flexibility and strength.
Body fat percentage	The estimated percent of body tissue that is made up of adipose (fat) tissue rather than muscle or water.
Caliper	A measuring device used to measure distances and thickness. A skinfold calliper is used to assess body fat.
Exercise physiologist	An expert trained in the science of the functions of the body, especially the performance activity of muscles.
Pedometer	An instrument that indicates number of steps taken while walking.
Physical Fitness	The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and meet unforeseen emergencies. The ability to withstand stress and persevere under difficult circumstances where an unfit person would quit. Implied in this is more than lack of illness; it is a positive quality that everyone has to some degree. Physical fitness is minimal in the severely ill and maximal in the highly trained athlete.

Body Image

Body image	The way you view and value your body.
Media	A forum on which expression of ideas takes place. News media: provide information to the public broadcast through television, radio and regularly scheduled printed publication. New media: unconventional ways to obtain information which includes websites; both official and un-regulated bloggers. Also, new emerging media such as mp3 and video files transferred via players, cell phones, handhelds, and electronic billboards in movie theatres.
Objectify	Depersonalize. Make impersonal or present as an object. Objectification refers to the way in which one person treats another person as an object and not as a human being.
Role model	Individuals that other people admire for specific reasons and/or characteristics.
Self esteem	Your opinion of yourself; how you value yourself.

Social Environment

Determinants of health	The range of personal, social, economic and environmental factors which influence or determine the health status of individuals or populations. Determinants of health include an individuals health behaviours and lifestyles but also factors such as income and social status, education, employment and working conditions, access to appropriate health services, and the physical environments.
Discrimination	Treating people in a different, usually bad, manner because of their class, race, gender or some other category instead of who they are as individuals.
Energy-density	Number of calories (energy) within a given amount (volume) of food - kilojoules per gram; kilocalories per gram. Some foods, such as desserts, candies and processed foods have high energy density. This means that a small amount of food has a large number of calories. Some foods such as vegetables and fruit have low energy density. This means a larger portion size provides a small number of calories.
Environment	The complex set of physical, geographic, biological, social, cultural and political conditions that surround an individual or organism and that ultimately determines its form and nature of its survival.

Food security	When all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Uncertain or limited availability of adequate supplies of nutritional and safe food is referred to as food insecurity.
Social assistance	A last resort system of income support administered by provincial and territorial governments to people meeting certain eligibility conditions. It is commonly known as welfare. Social assistance dollars are given to people who have no other income to meet their basic needs of food, clothing and shelter.
Social exclusion	The process whereby certain groups are pushed to the margins of society and prevented from participating fully. This distances them from job, income and education opportunities as well as social and community networks. They have little access to power and decision-making bodies and little chance of influencing decisions or policies that affect them, and little chance of bettering their standard of living.
Stereotype	A negative or limiting preconceived belief about a certain type of person that is applied to everyone in that group. Stereotypes are often hurtful and damaging.
Stigma	A negative image. Stigma exists when a person is identified by a label that sets them apart and links them to undesirable stereotypes that result in unfair treatment and discrimination. The amount of discrimination a person may experience may vary depending on the degree of undesirability of the label.

Physical Environment

Convenience food	Any packaged dish or food that can be prepared quickly and easily by thawing or heating. Convenience foods tend to be energy-dense, high in fat and salt and low in fibre.
Energy balance	When the energy or calories you get from the foods you eat (energy in) equals the energy your body uses or needs for healthy growth, body functions and daily activities (energy out). The right balance between energy in and energy out is important for having a healthy weight. When energy in is greater than energy out, weight gain results. When energy in is less than energy out, weight loss results.
Epidemic	The occurrence of more cases of disease than expected in a given area or among a specific group of people over a particular period of time.
Obesity epidemic	See epidemic. (Canada) Refers to the dramatic increase in both childhood and adult overweight and obesity that have occurred over the last 25 years.
Obesogenic environment	An environment that is conducive to gaining weight. Environment or conditions that actually promote or encourage obesity.
"Toxic environment"	(from the movie) "An environment that almost guarantees we become sick."

