

LESSON PLAN

01

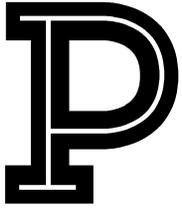
FOCUS

Argumentative Writing

READING MATERIAL

PP #2 Essay 1 – pg 12-16

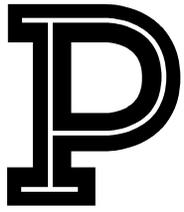
ACTIVITY	DESCRIPTION
<p>Hooks</p>	<p>Students are to watch videos on <i>Fast Food Nation</i> and <i>Supersize Me</i> and discuss the cons of fast food as suggested by the films.</p> <p><i>Fast Food Nation</i> trailer: https://www.youtube.com/watch?v=NUHJywgGBCE</p> <p>First 5 minutes of <i>Supersize Me</i>: https://www.youtube.com/watch?v=gbnnVCXPKml</p> <p>Based on what they have just discussed, students are to share their experiences eating fast food and what they have observed about its impact on the wider world, whether in terms of health, social bonds, labour issues and commerce.</p>
<p>Pre-activity (Think)</p>	<p>Having discussed the growing awareness of fast food and its pitfalls, students are to brainstorm on a possible defense for it.</p> <p>Teacher to jot down these points on the board for further reference.</p> <p>Teaching resource to aid discussion: The Case for Fast Food - http://www.mcgilldaily.com/2008/03/the_case_for_fast_food/</p>
<p>Main Activity (Collaborate)</p>	<p>Students are to consider the question “Fast Food is God’s Gift To Mankind” and to analyse the statement.</p> <p>Teaching Points:</p> <ul style="list-style-type: none"> • Unpacking key words and their implications. • Examining the assumptions behind the statement and what contexts and beliefs could have given rise to it. • Note that it is a problematic assertion based on specific words chosen. <p>Students are to read the essay “Fast Food is God’s Gift To Mankind”, identifying at least two essay-writing strategies that were employed to present a clear and persuasive argument.</p>



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**Post-Activity
(Assess/ Reflect)**

Students are to consider whether the organic and slow food movements are good antidotes to fast food and whether they have changed their minds about fast food.



LESSON PLAN

02

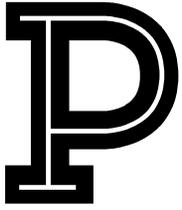
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Personal Recount

READING MATERIAL

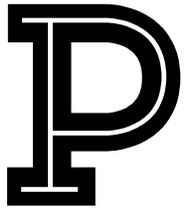
PP #2 Essay 2 – pg 17-19

ACTIVITY	DESCRIPTION
Hooks	<p>Teacher to organise students into two groups to play charades involving common foods and snacks.</p> <p>Students are encouraged to be as inventive as possible when they are describing the foods to their groups.</p>
Pre-activity (Think)	<p>Students are to list their favourite food and describe why they like it above all others in pairs or a group.</p> <p>Beyond taste and texture, students are to note if their descriptions involve specific memories and emotions related to their favourite food and jot them down.</p> <p>Teacher to ask students to share some of these stories/memories and also brainstorm on a list of words describing food taste and texture.</p>
Main Activity (Collaborate)	<p>Students are to read the Personal Recount "Talk About Your Favourite Food" and note how the author structured the story to create a compelling narrative.</p> <p>Paragraph 1: Story begins in the present and the ice cream, Paddlepop, is introduced as the author's favourite food.</p> <p>Paragraph 2: Paddlepop triggers memories about the author's childhood, bringing us into the author's past.</p> <p>Paragraph 3: How ice cream, be it Paddlepop or ice cream sandwiches, continues to be a fixture in the author's life as she grew older and became associated with happy memories involving her father.</p> <p>Paragraph 4: How Paddlepop has been replaced by other brands of ice cream but continues to feature in pivotal moments in the author's life.</p> <p>Paragraph 5: Conclusion affirms the place of ice cream in the author's heart and highlights that role it has played in solidifying relationships and accentuating our experiences.</p>



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Main Activity (Collaborate)	<p>Students are to discuss what worked particularly well in terms of essay structure and the evocation of memory of emotion.</p> <p>To illustrate how food and memory have a strong tradition in Literature, teacher can opt to introduce students to one of Literature's most famous moments from Marcel Proust's <i>Swann's Way</i>, where the narrator involuntarily recalls an episode from his childhood after tasting a madeleine dipped in tea:</p> <p><i>"And as soon as I had recognised the taste of the piece of madeleine soaked in her decoction of lime-blossom which my aunt used to give me (although I did not yet know and must long postpone the discovery of why this memory made me so happy) immediately the old grey house upon the street, where her room was, rose up like a stage set to attach itself to the little pavilion opening on to the garden which had been built out behind it for my parents (the isolated segment which until that moment had been all that I could see); and with the house the town, from morning to night and in all weathers, the square where I used to be sent before lunch, the streets along which I used to run errands, the country roads we took when it was fine."</i></p> <p>For full excerpt, see: http://acerminaro.blogspot.sg/2009/08/famous-madeleine-scene.html</p>
Post-Activity (Assess/ Reflect)	Students to attempt to write their own personal recount on their favourite food based on the given task.



LESSON PLAN

03

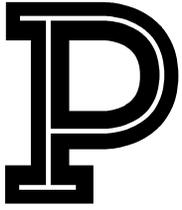
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Situational Writing

READING MATERIAL

PP #2 Essay 3 – pg 23-25

ACTIVITY	DESCRIPTION
Hooks	Students are to consider the quote “I eat, therefore I am” and discuss whether it is an apt description of Singaporeans’ relationship with food, stating reasons for their stance.
Pre-activity (Think)	<p>Students are to run through the format of a letter and discuss the kind of tone and words one should adopt in connecting with a friend.</p> <p>Letter Format:</p> <ul style="list-style-type: none">• Sender’s address• Date• Salutation• Body Paragraphs• Sign off <p>Students are to watch “The Best Makan in Tiong Bahru” (Food in Your ‘Hood Ep 2.1) https://www.youtube.com/watch?v=IOkXQrGYAro</p> <p>and note how interviewees describe why they are drawn to Tiong Bahru Wet Market and why they like the food there, earmarking points that might be useful in writing a letter recommending local food.</p>
Main Activity (Collaborate)	Students are to read three reviews pre-selected from Burpple.com by the teacher and explain to the class which two restaurants out of the three they would choose as recommendations to a foreigner visiting Singapore.



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**Post-Activity
(Assess/ Reflect)**

Students are to write a **letter** based on the given task.

OR

Discuss how they feel about the future of Singapore food, given the fact that a lot has been said about its impending demise.

Teaching resources to aid discussion:

Singapore's Cuisine: The Past, Present and Future of Singaporean Food:

<https://www.citynomads.com/singapores-cuisine-the-past-present-and-future/>

In Singapore, A Lively Food Culture, A Dying Heritage

http://www.huffingtonpost.com/kf-seetoh/singapore-food-culture_b_2192023.html