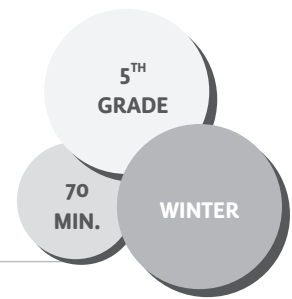


# The Secret Strategies of Food Advertising

**THEME:** MAKING HEALTHY FOOD CHOICES



## ESSENTIAL QUESTION

*What influences our food choices?*

## LEARNING OBJECTIVES

- ✓ Students will be able to analyze food advertisements and identify marketing strategies.
- ✓ Students will be able to create persuasive advertisements for fruits and vegetables.

## LESSON DESCRIPTION

In this lesson, students think critically about food advertising strategies, analyze a range of food advertisements, and create their own persuasive fruit or vegetable advertisement.

## MATERIALS

- 5–10 food advertisements or food packages
- Nutrition labels for the same 5–10 foods
- Nutrition facts for 15 or more common fruits or vegetables that your students might be familiar with
- Paper for each student
- Markers and colored pencils
- Food Advertising Strategies Chart (p. 508)
- A chime or other noisemaker to indicate when it is time for students to rotate in the gallery walk (optional)

## PREPARATION

- › Gather age-appropriate food advertisements that represent a diverse group of ethnicities from magazines or packaging, incorporating a wide range of food advertising strategies

from the chart below and ideally including one advertisement or package that is straightforward and accurate in its portrayal of the food. You may want to laminate them, mount them on thicker paper, or put them in sheet protectors to reuse.

- › Post food advertisements and packages in various locations throughout the room, each one paired with its associated nutrition label, where possible.
- › Project or post the following gallery walk reflection questions where all students can read them: *Who is the intended audience for this advertisement? What strategy is the advertisement using to persuade their intended audience to purchase their product? Do its claims reflect the information on its Nutrition Facts Label?*
- › Photocopy or prepare to project the Food Advertising Strategies Chart.

## ACTION STEPS

**1. Gallery Walk:** Explain to students that today you'll be considering how food corporations market their products. Explain that you've posted advertisements around the room that you'd like them to observe and think about critically in pairs. Explain that they'll have one minute at each food advertisement to discuss the following guiding questions with their

partner: *Who is the intended audience for this advertisement? What strategy is the advertisement using to persuade their intended audience to purchase their product? Do its claims reflect the information on its nutrition facts label?* When the minute is up, they'll hear a bell and move to the next advertisement, traveling clockwise around the room. **(10 min.)**

**2. Discussing:** After the gallery walk, have students sit down and discuss the guiding questions as a class. **(10 min.)**

**3. Marketing:** Display the Food Advertising Strategies, and have students discuss examples they've seen of each, including television and internet ads. Discuss the concept of honesty with students. Ask, *Are any of these advertisements being completely honest?* **(10 min.)**

**4. Explain the Activity:** Explain that now that they understand how food corporations are marketing to kids to buy their products, students are going to create their own food advertisements. Say, *You can use the same strategies food corporations use to promote their products, or you can choose to be completely honest about your fruit or vegetable! You'll work in pairs to create a persuasive food advertisement for, let's say, strawberries.* **(5 min.)**

**5. Making Garden Veggie Ads:** Hand out nutrition facts for the fruits or vegetables they'll be promoting. Have students work with partners to create an advertisement for the fruit or vegetable they got. You can focus everyone on making visual advertisements, or give the option for theatrical ones as well. Circulate through the room, and check in with students, asking clarifying questions. Give students a

three-minute warning before asking them to clean up. **(20 min.)**

**6. Sharing:** Create a second gallery walk with their advertisements. Have students place their finished work on their desks for classmates to walk around and observe. After everyone has seen each other's work, have students sit down, and have them (those who choose to) create a theatrical advertisement to perform. **(10 min.)**

## REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *How has considering food marketing influenced your thinking about food?*
- *What were the differences between the class's veggie advertisements that were completely honest versus those that used marketing strategies? Which was more persuasive to you?*
- *Why do you think companies work so hard to market foods?*
- *If you want accurate information about food, where can you get it?*
- *How did it feel creating your own food advertisement? What strategies did you use?*

## ADAPTATIONS

**Extension:** Have students note and record every food advertisement they see in one day.

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

**CCSS.ELA-LITERACY.RI.5.7**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**CCSS.ELA-LITERACY.RI.5.5**

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**CCSS.ELA-LITERACY.L.5.5**

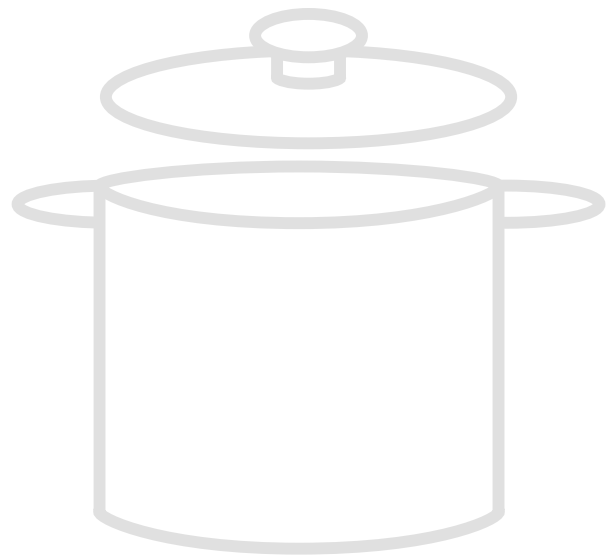
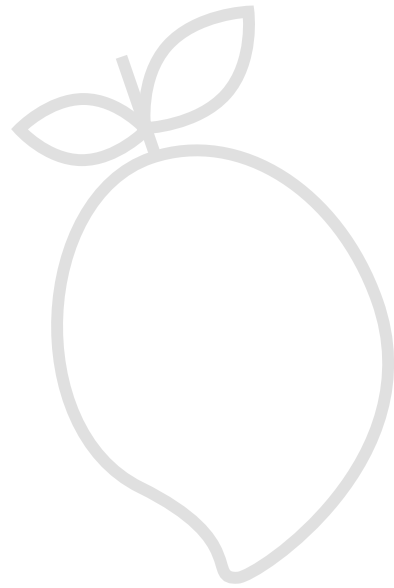
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.RI.6.8**

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.



# Food Advertising Strategies

## **COOL FACTOR**

The ad makes it look like you're really cool if you use the product.

## **CARTOON CHARACTERS**

There's a cartoon character who you identify with the product.

## **HEARTWARMING**

Kids and families in the ad look perfect, and/or people are sharing a sweet moment, making it seem the product brings them together.

## **CELEBRITIES**

Sports or TV stars are paid to promote the product.

## **SNEAKY LANGUAGE**

Advertisers try to make their products seem healthier than they are with words like "all natural" or "part of a balanced breakfast."

## **INSULTS**

Advertisers put down the competition to make their product look superior.

## **FACTS AND FIGURES**

The ad includes statistics like "95% of people who used..." to make their product's value seem more believable.