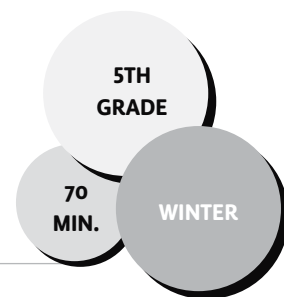


# The Secret Strategies of Food Advertising

**THEME:** MAKING NOURISHING FOOD CHOICES

Can be split into two sessions



## 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.

### CONCEPTS

ads   advertising  
claim   persuade   strategy

### ENGAGING THE CLASSROOM TEACHER

- If using a gallery walk during Action Step 2, suggest that the teacher ensure students are moving through the space responsibly.
- During Action Step 5, suggest that the teacher support and encourage students while they're creating their Fruit and Veggie Advertisements.

## 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. This lesson can easily be split into two sessions,

one to introduce and discuss advertising strategies and the other for students to create their own fruit and veggie advertisements.

## MATERIALS

- 5–10 food advertisements or food packages (or video ads)
- Nutrition labels for the same 5–10 foods, if possible
- A chime or other noisemaker to indicate when it is time for students to rotate in the gallery walk (optional)
- Food Advertising Strategies Chart (p. 532)
- Nutrition facts for 15 or more common fruits or vegetables that your students might be familiar with
- Paper for each pair of students
- Markers and colored pencils

## PREPARATION

- Gather age-appropriate food advertisements that represent a variety of student interests, ages, and preferences 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. Alternatively, if you have access to a computer and projector, create a slideshow of video ads from YouTube that adhere to these parameters to show students during Action Step 1.
- Post food advertisements and packages in

various locations throughout the room, each one paired with its associated nutrition label, where possible. Alternatively, set up a computer and projector, and cue up the video ad slideshow.

- › Photocopy or prepare to project the Food Advertising Strategies Chart.
- › Project or post the following gallery walk guiding questions where all students can read them:

#### GALLERY WALK GUIDING QUESTIONS

- Who is the audience the company wants to see this advertisement? (for example, kids? parents? people who like sports?)
- How is the ad trying to convince you to buy the product?
- What does the ad promise, or claim, about the product?
- Do its claims reflect the information on its Nutrition Facts label?

## ACTION STEPS

### 1. Viewing Food Advertisements Gallery

**Walk:** Explain to students that today you'll be considering how food companies market, or get people to buy, their products. Explain that you've posted advertisements (or ads, for short) 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 ad and should discuss the guiding questions with their partner. When the minute is up, they'll hear a bell and move to the next advertisement, traveling clockwise around the room. If you're using a video ads slideshow instead, still give students one minute per ad to discuss with a partner. **(10 min.)**

**2. Discussion:** After the gallery walk or slideshow, have students regroup and discuss the guiding questions as a class. Ask students how the advertisements make them feel. **(10 min.)**

**3. Introducing Strategies:** 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 companies market to kids to buy their products, students will create their own food advertisements. Say, *You can use the same strategies food companies 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 Fruit and Veggie Advertisements:

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.)**

### Social and emotional learning

- *How did it feel to learn about how food companies have been marketing to you?*
- *How did it feel to create your own food advertisement? What strategies did you use?*

### Check for understanding

- *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?*
- *Why do we see more advertisements for food products than we do for whole fruits and vegetables?*
- *If you want accurate information about food, where can you get it?*

## ADAPTATIONS

**Tasting Extension:** Have students sample each fruit or vegetable they'll create advertisements for.

**Cafeteria Connection:** Have students create advertisements for fruits and vegetables in the cafeteria's salad bar. Then, ask nutrition services and the administration if you can post these ads in the cafeteria.

**Garden Connection:** Have students create advertisements for crops you have growing in your school garden.

**Media Literacy Extension:** Have students note and record every food advertisement they see in one day, identifying what strategy each uses.

## 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 the product's value seem more believable.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Fruit and Veggie Advertisements

**Task:** Create an ad for your fruit or vegetable that persuades people to eat it!  
Include the following:

**A slogan.** A slogan is a catchy phrase that makes you remember the product.  
Create a slogan for your fruit or vegetable.

**A claim.** A claim is a promise. What do you claim your fruit or vegetable will do?

**A visual.** Create a picture (or scene) that makes your fruit or vegetable appealing.