

DESCRIPTION

Students will explore and identify various advertising techniques used to sell foods by critically evaluating food and drink advertisements. Students use these strategies to develop their own advertisements for a close to the source food.

TIME: 45 minutes

SUBJECTS: Health, Language Arts, Social Studies

LEARNING OBJECTIVES

After this lesson students will be able to:

- Explain at least two ways that advertisements can influence food choices.
- Identify at least three advertising techniques that are used to sell foods.
- Describe how subtle advertising techniques catch their attention.
- Utilize various advertising techniques to develop their own ads for a close to the source food.

ACADEMIC STANDARDS*

HCPS III: HE.3-5.4.1, HE.6-8.4.1, HE.6-8.7.1, HE.6-8.7.2, LA.6.6.3, LA.6.6.9

*A detailed list of the Academic Standards can be found in the Unit Overview document.

LESSON OUTLINE

- I. Introduction (3 minutes)
- II. Marketing 101 (12 minutes)
 - Advertisements
 - Target Market
 - Logos
 - Product Placement
 - Advertising Techniques
- III. Critical Evaluation of Advertisements (10 minutes)
- IV. Media Blitz Brainstorm (15 minutes)
- V. Close to the Source Snack (3 minutes)
 - Make-Your-Own Trail Mix
- VI. Closing (2 minutes)



KEY TERMS AND CONCEPTS

Advertisement – A message designed to persuade people to buy or support something

Logo – An image designed to create brand recognition and memory of a product

Product Placement – The featuring of a branded product in movies, TV shows, videos, video games, and songs

Target Market – Who an ad is targeted at; the age, gender, and/or socioeconomic group to which advertisements are targeted



LESSON MATERIALS

Core Supplies:

- 'ĀINA In Schools apron with name tag
- Kōkua Hawai'i Foundation cloth bag
- Laminated 'ĀINA Food Guide Poster
- Copy of 'ĀINA In Schools Student Workbook
- Non-latex gloves
- Garbage/compost bag



Sample Food Advertisement Sign



Marketing 101 Student Worksheet

Lesson Supplies:

- Vocabulary Cards
- Sample Food Advertisement Signs (10): Wheaties Cereal, Apple Jacks Cereal, Cambell's Soup, Popsicles, Coca Cola, McDonald's Happy Meal Website, Cocoa Crispies Cereal, Honeycomb Cereal, Eggo Waffles, Chips Ahoy
- Baby Carrots Advertisement Visual Aid
- Large blank paper (1 sheet per team; up to 10 per class)
- Tasting cups (3 oz.) for trail mix

Teaching Team to Provide:

- Serving tray (or use top of bin as tray)
- Snack ingredients* in separate containers
- Small spoons or measuring cups for self-serving

ACCOMPANYING DOCUMENTS

- Student Worksheet: Marketing 101
- Student Worksheet: Media Blitz Brainstorm
- Take Home Letter: Media Blitz

ADVANCE PREPARATION

- Lead docent to contact teachers to confirm date/time of the lessons.
- Ask teachers to prepare to break students into teams of 3-4. These groups will work together to develop their food ads.
- Recommend that teachers give students additional time between Lesson 7 and Lesson 8 to develop their advertisements. Teachers who wish to may have their students develop video advertisements.
- Ask teachers to have "Elmo" projector ready.
- Review lesson content, roles and shopping needs with docent team.
- Shop for snack ingredients and review materials needed for lesson.



INGREDIENT QUANTITIES NEEDED FOR SNACK

How much to buy	Up to 20 students	Up to 30 students	Up to 40 students
Dried locally grown fruits* (banana, coconut, papaya, star fruit)	1.5 pounds total	2.25 pounds total	3 pounds total
Macadamia nuts**, pumpkin seeds, sunflower seeds	1 pound total	1.5 pounds total	2 pounds total

***Due to allergy concerns please do not choose mango or any nuts other than macadamia nuts.** Look for organic and sulfur dioxide-free dried fruits and purchase locally grown products whenever possible.

BACKGROUND INFORMATION

Marketing to Children

Kids are bombarded with advertisements on food packaging, TV commercials, websites and the radio. Even though most kids don't have their own income yet, much advertising is aimed directly at them. Advertisers spend billions of dollars a year advertising low quality foods to children.



Check out these statistics:

- 34% of all food ads targeting children or teens are for candy and snacks, 28% are for cereal, and 10% are for fast foods. 4% are for dairy products and 1% for fruit juices. Of the 8,854 ads reviewed in a 2007 study, there were none for fruits or vegetables targeting children or teens.
- Obesity: Rising levels of childhood obesity correspond with an increased number of junk food ads in recent years.
- Children as young as age three recognize brand logos, with brand loyalty influence starting at age two.
- Children's toys oftencarry product placements such as Barbie dolls with Coca Cola accessories.
- Databases of child customers are being built from information gathered on internet sign-up forms from electronic toy registries at stores like Toys 'R' Us, and from kids' magazine subscriptions.
- Children aged 6-11 years who watch TV regularly are exposed to about 11,000 food advertisements annually.
- Children up to age 8 do not differentiate between a television show and a commercial, therefore cannot identify misleading information.
- Although companies claim to have reduced their TV marketing to kids, they have significantly increased their online presence and have specific websites, videos, and online



ads targeted at children from preschoolers to adolescents.

- Many food companies offer "advergames" on their sites or as mobile apps that blur the line between entertainment and advertising.
- Food companies are also growing their social media

Constant exposure to fast-food and junk food marketing ads helps to normalize the experience of unhealthy eating habits, making oversized portions seem normal and encouraging snacking. A 2010 study from Yale University revealed that 40% of parents reported that their child asked to go to McDonald's at least once a week, and 15% of preschoolers' parents got requests to go to a fast-food restaurant every day. Studies also show that food marketing not only increases the consumption of fast and processed foods but also changes the child's palate increasing their likelihood to prefer foods with high fat, sugar and salt content.

By exposing children to messages about what, when, why, and how to eat, powerful and sometimes confusing messages about health behaviors are conveyed. In teaching them to critically examine advertisements, we are giving students the skills needed to make wise food choices in spite of the marketing messages they are faced with.

References:

- "Brand Logo Recognition by Children Aged 3 to 6 Years: Mickey Mouse and Old Joe the Camel." doi.org/10.1001/jama.1991.03470220061027
- "Children, adolescents, and advertising." pediatrics.aappublications.org/content/118/6/2563
- "Fast Food FACTS." fastfoodmarketing.org/
- "Food for Thought: Television Food Advertising to Children in the United States." kff.org/other/food-for-thought-television-food-advertising-to/
- "Food Marketing and Labelling." foodsystemprimer.org/food-and-nutrition/food-marketing-and-labeling/
- Kids as Customers: A Handbook of Marketing to Children* by James McNeal
- "Report of the APA Task Force on Advertising and Children." citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.459.1736&rep=rep1&type=pdf

INTRODUCTION

3 MINUTES

Hello again, we are... (State docent names.)

“Welcome to your seventh nutrition lesson as part of the ‘ĀINA In Schools program!”

“Who remembers what we discussed in our last lesson?” Desired answers: Portion distortion, calories, empty calories.



“Yes! It’s important to eat the right amount of servings of close to the source foods and not overfill our plates with empty calories.”

“For a quick review, can anyone give me an example of a CLOSE TO THE SOURCE food?” (Call on a couple of students.)

“Right! And what makes foods CLOSE TO THE SOURCE?” Call on a couple of students.

Desired answers: Whole or minimally processed foods; don’t contain added ingredients; grown locally.

“Today we’re going to talk about some of the ways we make decisions about what we eat, such as what influences our decisions to eat a close to the source food or not.”

“There are lots of reasons we eat the foods we do. One of the reasons could be that we saw something advertised on TV, in a magazine or newspaper, saw it at the grocery store, on the internet, or saw one of our friends eating it.

ADVERTISEMENTS – or “ADS” – can influence whether or not people choose to buy certain foods.”



“In our final two ‘ĀINA In Schools lessons, you’ll get to learn about advertising techniques that influence your food decisions. And you’ll also get to make your own advertisements for a close to the source food to display in the cafeteria!”

“And at the end of our lesson we’ll also get a chance to sample another close to the source snack!”

MARKETING 101

12 MINUTES

Have students turn to the Marketing 101 Student Worksheet in their workbooks and take notes during this discussion.

“Every year, food companies spend billions of dollars trying to get you and your families to buy their products. MARKETING is the action or business of selling. The main way they do this is through ADVERTISEMENTS.”

Advertisements

“What is an ADVERTISEMENT?” Entertain a few student responses.

Desired answer: An ADVERTISEMENT is a message designed to attract people’s attention and persuade them to buy, do, or support something.

“Food advertisements are aimed at getting you to buy or ask for a specific brand of food.”

“There are several different advertising techniques that are used to sell products or ideas. Food companies do this in a lot of different ways because they want you to see their ads no matter where you are.”

“Where are some of the different places you see advertisements?” Entertain a few student responses.

Desired answers: Magazines, Newspapers, Internet, TV, Movies, Radio, Grocery Store, Food Packaging, Buses, Social Media, ... even Phones!

“Having the advertisement in the right place is only one part of their job. Advertisements also must capture your attention and make you want to buy their product.”



Target Market

“Does anyone know what a “TARGET MARKET” is?” Entertain a few responses.

“A TARGET MARKET is a segment of the population for whom advertisements are directed at. Marketing companies do a lot of research to figure out how to make different groups of people want things and many advertisements are targeted at kids.”

Logos

“What is a LOGO?” Entertain a few student responses.

“A LOGO is a symbol used by a company for a product and it is something that makes you recognize a product. Raise your hand if you can give an example of a recognizable logo.” Examples: Nike “swoosh,” McDonald’s “M,” or a surf company logo.



“Sometimes the use of logos can be subtle, which means they are not very noticeable.”

Explain that you are going to say a few statements about logos. When one of the statements applies to them, they are to stand up quickly and sit back down (not remain standing.)

Read the statements from the list below. Allow time between statements for students to stand up and sit down.

- “If you have a logo on your shirt, stand up.”
- “If you have a logo on your shoes, stand up.”
- “If you have a logo on your backpack or school bag, stand up.”

“Did you know when you wear a logo you are actually advertising for a company?”

“That’s right - LOGOS are advertisements and companies want to get their logos as many places as they can.”

MARKETING 101

CONTINUED

Product Placement

“Now let’s talk about another form of subtle advertising – PRODUCT PLACEMENT.”

“PRODUCT PLACEMENT is an advertising practice that is sometimes sneaky and you might not notice it right away. Food companies pay to have their products featured in TV shows, movies, and even songs! They think that if you see a character on a TV show eating their food, or their product sitting on their kitchen shelf, you’ll want to eat it.”

“Have you ever seen a movie and noticed that they keep drinking the same type of soda? Or maybe they spend a little extra time on a candy bar’s logo. That’s because those brands have paid to have their products prominently featured. Does that seem pretty sneaky to you?”

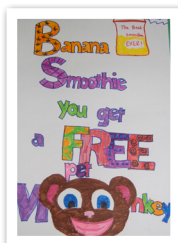


Product placement of M&Ms in *Smurfs*

Advertising Techniques

“There are many different ways advertisers try to make you excited about buying what they are selling.”

Call upon student volunteers to read the bulleted list of advertising techniques on their Marketing 101 Student Worksheet.



- Sense Appeal (saying it tastes good, looks good, or smells good)
- Claims to Improve Health and Happiness (If you eat this, then you’ll be...)
- Bandwagon (everybody else has it)
- Give-A-Ways (toys with kids’ meals or prizes in cereal boxes)
- Cartoon Characters (Nestle Quick Bunny, Shrek Fruit Snacks)
- Endorsements (famous athletes with Gatorade, singers with pizza, celebrities and influencers on social media)
- Songs, Jingles, and Slogans (“Eat Fresh” at Subway, “I’m Lovin’ It” at McDonald’s, and “Think Outside the Bun” at Taco Bell)

“All of these strategies used by advertisers work! Every day, people like you and me buy products that are advertised this way.”

“Let’s summarize what we’ve learned:

- Advertisements are everywhere: buses, magazines, newspapers, TV, movies, internet games and phone apps, and even social media.
- Marketing companies also use logo and product placement to get you to buy things.
- There are several advertising techniques such as claims of health and popularity, give-a-ways, celebrity endorsements, and slogans.”

“For example, who do you think the TARGET MARKET is for this product?” Hold up the Campbell’s Soup sign on it.

Answer: Young kids. Also, parents who will buy it for their kids!

“Right! Kids—specifically girls who might be in preschool or lower elementary school—are the TARGET MARKET for the makers of this product. What techniques are they using?”

Answers: Logos (Campbell’s and Disney), tie-in with movies; cartoon characters, etc.

You can also point out that the ad encourages people to “Collect all 7” of the different soup cans!

“What message do you think they are trying to convey to the young girls who see this box?”

“And do you think this is a close to the source food?”

Desired answer: No. While it’s not as far from the source as some of the foods we’ll be looking at today, these do have a lot added salt and may have preservatives as well.



Sample Food Advertisement Sign

MARKETING 101

CONTINUED

“Who can name another highly processed food that is far from the source and often advertised in commercials?” Entertain a few student responses.

Possible answers: fast food, sugary drinks, candy, snacks.

“Right! We can think of a lot of advertisements and commercials for lower quality processed foods but not many for foods that are high quality and close to the source. That’s because there aren’t many advertisements and commercials for things like fruits and vegetables.”

“Now, you’ll get to use what you just learned to critically evaluate some real advertisements and pictures of food packaging. Then, you will get to create your own close to the source advertisement!”

“Each of your ads will be for a CLOSE TO THE SOURCE food and will be displayed in the school cafeteria. You can refer to your ‘ĀINA Food Guide (hold it up) for healthy food ideas.”

“Let’s get started on our first activity.”



Example of an online “Advergame.”



Student-created ads for close to the source foods.

CRITICAL EVALUATION OF ADVERTISEMENTS

10 MINUTES

Have teachers separate students into teams of 3-4 students each. These groups will work together on the current activity and will remain in together to develop their advertising projects.

Pass out one sample advertisement to each team.

Explain that groups will evaluate the advertisements for about 3 minutes. They are to find every advertising technique they can and be prepared to share their evaluation with the class. Students should use their Marketing 101 Worksheets and check off the advertising techniques used in their ad.



Sample Food Advertisement Signs

DOCENT NOTES

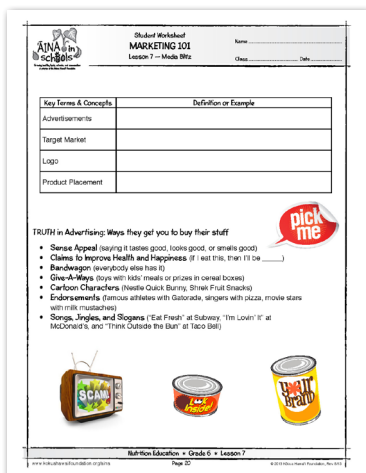
Questions to ask the groups to evaluate and present to the class:

- Who is the **TARGET MARKET** (audience) for the ad?
- Is there a **LOGO**? What is it?
- What advertising technique is being used?
- Who is portrayed in the ad? (boy or girl, both or neither)
- If there are people in the ad, what does their facial expression tell you?
- What, if anything, are they doing in the ad? How does their action relate to the product?
- Does the ad make the food/snack look appealing? How?
- Are there any recognizable cartoon characters, famous movie stars or athletes in the ad?
- Does the ad claim to make you healthier? How?

Presentations

After 3 minutes, have each team summarize their findings in 1 minute or less. Where appropriate, prompt them with questions from the Docent Notes box.

Congratulate each team on their fantastic critical evaluation skills!



Key Terms & Concepts	Definition or Example
Advertisements	
Target Market	
Logo	
Product Placement	

TRUTH in Advertising: Ways they get you to buy their stuff

- **Sense Appeal** (saying it tastes good, looks good, or smells good)
- **Claims to Improve Health and Happiness** (if eat this, then it's OK)
- **Bandwagon** (everybody else has it)
- **Give-A-Ways** (give with kids' meals or prizes in cereal boxes)
- **Cartoon Characters** (Heinz Ketchup, Betty, Street Fruit Drinking)
- **Endorsements** (famous athletes with Gatorade, singers with pizza, movie stars with their products)
- **Songs, Jingles, and Slogans** ("Eat Fresh" at Subway, "I'm Lovin' It" at McDonald's, and "Think Outside the Box" at Taco Bell)

pick me

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Marketing 101 Student Worksheet



MEDIA BLITZ BRAINSTORM

15 MINUTES

“Now that you are familiar with some of the techniques advertisers use to try to sell foods to you, it’s your turn to become an advertising executive!”

“While most food advertisements you see are for junk foods and FAR FROM THE SOURCE foods, there are some exceptions. This is a picture of a package of baby carrots, a CLOSE TO THE SOURCE food that is being marketed to kids.”



Baby Carrots
Advertisement Sign

Show the students the Baby Carrots Advertisement Sign.

“Today, each of your teams is going to be an advertising company and will be developing an ad for a CLOSE TO THE SOURCE food.”

Students will answer questions on their worksheets before starting their advertisements. Each student must complete their own worksheet, but the team will produce only one advertisement.

Media Blitz Planning
Student Worksheet

Have students turn to the Media Blitz Brainstorm Student Worksheet and give them 10 minutes to work together to plan their ad. Students should answer the following 5 questions:

1. What food will you advertise?
2. Who is your TARGET MARKET?
3. What is your main message?
4. What advertising techniques will you use to sell your product?
5. What will your LOGO look like?

The teams may also start creating their ads on the back side of their worksheets. When they have finished their brainstorm sketch, give the students a large piece of blank paper to start illustrating.



Explain that the students are not expected to finish their advertisements today and they will get a chance to complete and share them during the next lesson.

Congratulate each team on a great start to their ad!

DOCENT NOTES

Write the 5 questions each team should be working on on the board.

As each team is working, walk around the room to check in with each one. Be sure that they are answering each question and working together (no one should be left out of the activity). Remind the students of these guidelines for their ads:

- The ad has to be “clean.” No bad words or negative statements.
- The ad has to be for kids at your school (you can choose your own “target market” within this group).

Help the teams manage their time; remind teams of the time and keep them on track with their tasks.

Check in with the teacher on whether students will be given any time between lessons to further develop their ads. While there will be time to complete the ads in Lesson 8, some teachers may wish extend the activity, creating more developed multi-media ad campaigns.

CLOSE TO THE SOURCE SNACK

3 MINUTES

Explain to students that they will get to make their own close to the source snack--trail mix.

Distribute tasting cups to each student, teacher and classroom aid and allow them to make a trail mix combination of their choosing, from the selection of dried fruits and nuts purchased for this snack.

"All of these ingredients are close to the source! They contain only natural sugars, oils, and the colors they came with and no red flag ingredients."

Encourage the students to try the samples. Remind them of the "no yuck" rule: they can choose not to try any foods they wish, but if they do try them, they must keep their personal opinions to themselves.

ĀINA VIDEOS

Check out the ĀINA Videos for discussions on key concepts and directions to make the ĀINA Close to the Source Snacks:
kokuahawaiifoundation.org/ainavideos

DOCENT NOTES

- Point out that anyone with a known allergy to any of the food items should not touch or sample it. By this age, kids should know this about themselves, but please bring it to the attention of the teacher who can make sure that any students with known allergies or intolerances do not receive a snack.
- You may use the Lesson Supply Bin lid as a serving tray.
- Give a snack to the teacher and any other classroom aides.
- Please refrain from verbalizing your own food preferences and be aware of your body language and facial expressions. These subtle cues have a big impact on a child's willingness to try foods!



CLOSING

2 MINUTES

Provide a quick review:

- *"Food ADVERTISEMENTS are everywhere.*
- *Marketing companies use LOGOS and PRODUCT PLACEMENT to get you to buy things.*
- *There are many more advertising techniques used to influence our food choices."*

Review the follow-up activities:

- *"Talk with your family about today's lesson and teach them to look critically at advertisements."*
- Encourage students to create their own close to the source recipes. Students may use the 'ĀINA Recipe Challenge form at the end of their 'ĀINA Nutrition Student Workbooks to share their creations. Kōkua Hawai'i Foundation will select recipes to feature in future blog posts, newsletters, and cookbooks.
- *"You're off to a good start with your advertisements. In our final 'ĀINA lesson, you'll be finishing your ads and presenting them to your classmates."*

Thank the students for doing such a great job!

DOCENT NOTES

- **Pack your trash!** Please leave the classroom cleaner than you found it by removing all lesson-based trash. We don't want to add any burden or extra trash for the teachers or custodians so please do not throw away any trash in the classroom garbage. Instead:
 - Collect napkins and any leftovers.
 - Use the garbage bag in the Lesson Supply Bin to remove all lesson-related food items from the classroom.
- Please do not leave any food in the supply bin. Perishable props have been known to get moldy and smelly when left in the bin after the last lesson.
- Please complete your online docent survey for this lesson. This is valuable feedback that helps to improve our program.
- Please collect student recipe submissions regularly and turn in to KHF staff or 'ĀINA Team Coordinator if applicable.

ADDITIONAL RESOURCES

Books

- ***Eat This!: How Fast-Food Marketing Gets You to Buy Junk (and how to fight back)* by Andrea Curtis**
This book empowers kids to see through the tactics used by junk food marketers so they can make smarter food choices.
- ***Kid Food: The Challenge of Feeding Children in a Highly Processed World* by Bettina Elias Siegel**
Written for parents, this book explores the challenge trying to raise healthy eaters in a society that encourages highly processed foods.

Lesson Plans & Curricula

- **Center for Media Literacy's MediaLit Kit:** medialiteracy.com/cml-medialit-kit
CML's MediaLit Kit provides a vision and directions for successfully introducing media literacy in classrooms and community groups from preK to college.
- **"The Claim Game" and "Don't be Phooled" Lessons, In Defense of Food Curriculum:**
Using a clip from *In Defense of Food* and photos of food packaging, students uncover five "tricky techniques" companies use to sell food products.
- **"Marketing: Under the Influence" Lesson in Foodspan Curriculum:** foodspan.org/_pdf/lesson-plan/unit3/lesson11-marketing-lessonplan.pdf
In this lesson, students examine common food marketing strategies, describe how food marketing influences food choices, and critically consider if and how food marketing should be regulated.

Videos

- **"ĀINA In Schools Close to the Source Snack Make-Your-Own Trail Mix," Kōkua Hawai'i Foundation:** kokuahawaiifoundation.org/ainavideos
This video shows how to make a customized trail mix with close to the source nuts, seeds, and dried fruit.

- **"Compilation of Junk Food Commercials Aimed at Children and Teens":** [youtube.com/watch?v=xk_hkdGf1tc](https://www.youtube.com/watch?v=xk_hkdGf1tc)
A four-minute collection of commercials that can be used for student analysis of ads as it does not include any commentary on the ads.
- **"Junk Food Ads and Kids":** commonsensemedia.org/blog/junk-food-ads-tips
This video and accompanying blog summarize the many ways food marketers target kids and how parents raising kids despite this barrage.
- **"Myth: We want the junk food and packaged products filling our shelves":** realfoodmedia.org/programs/food-mythbusters/
In this video, Anna Lappe of the Food MythBusters exposes the food advertising, particularly the marketing of soda and junk food to children.
- **We're Not Buying It: Stop junk food marketing to kids:** preventioninstitute.org/publications/were-not-buying-it-stop-junk-food-marketing-kids
Part of a campaign aimed at stopping food marketing, this video includes several examples of the tactics used to market junk food to kids.

Additional Resources

- **Fast Food F.A.C.T.S:** fastfoodmarketing.org
Website providing facts on fast food marketing aimed at children.
- **Food Marketing and Labelling:** foodsystemprimer.org/food-and-nutrition/food-marketing-and-labeling/
A comprehensive report on how food companies market to children and adults.
- **Food Marketing Workgroup:** foodmarketing.org/
Food Marketing Workgroup is a network concerned about the proliferation of marketing of unhealthy foods and beverages that targets children and adolescents. The "Hall of Shame" section features several examples of food advertising aimed at kids. The "Food Marketing 101" and "Food Marketing in Schools" pages are especially relevant to parents and educators.

Find more at
kokuahawaiifoundation.org/ainalessons