

## DESCRIPTION

Students will review the advertising techniques discussed in Lesson 7 to critically evaluate sample advertisements. Student teams will complete and present their close to the source advertisements using the various marketing strategies they discussed.

**TIME:** 45 minutes

**SUBJECTS:** Health, Language Arts, Social Studies

## LEARNING OBJECTIVES

After this lesson students will be able to:

- Describe the advertising techniques that are used to sell foods.
- Critically evaluate food advertisements.
- Use various advertising techniques to develop their own ads targeted at other kids for a close to the source food.

### ACADEMIC STANDARDS

**HCPS III:** HE.6-8.1.9, HE.6-8.4.1, HE.6-8.6.1,  
HE. 6-8.7.1, HE. 6-8.7.2, LA.6.6.3,  
LA.6.6.9, LA.6.7.2

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

## LESSON OUTLINE

- I. Introduction (3 minutes)
- II. Marketing 101 - Recap (5 minutes)
  - Advertising Techniques
  - Critical Evaluation of Advertisements
- III. Continuation of Media Blitz Activity (30 minutes)
  - Final Touches on Ads (10 minutes)
  - Team Presentations (20 minutes)
- IV. Close to the Source Snack (2 minutes)
  - Poi Smoothies
- V. Closing (5 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 branded product in movies, TV shows, video games, and songs

**Target Market** – 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
- Measuring cups
- Measuring spoons
- Non-latex gloves
- Napkins
- Garbage/compost bag



Marketing 101  
Student  
Worksheet

### Lesson Supplies:

- Sample Food Advertisement Signs (10): Wheaties Cereal, Apple Jacks Cereal, Cambell's Soup, Popsicles, Coca Cola, McDonald's Happy Meal Website, Cocoa Krispies Cereal, Honeycomb Cereal, Eggo Waffles, Chips Ahoy
- Disposable tasting cups (3-4 oz.)

### Teaching Team to Provide:

- Blender
- Serving tray (or use top of bin as tray)
- Snack ingredients: apple bananas (locally grown), frozen mixed berries including blueberries, poi, organic soy milk (vanilla), coconut milk, honey (locally produced), Ice\*



\*Ice may be obtained from the cafeteria if arranged ahead of time or on your way to the school. Crushed ice is best.

## ACCOMPANYING DOCUMENTS

- Student Worksheet: Marketing
- Take Home Letter: Media Blitz
- Family Activity: 'ĀINA In Schools Simple Snack Recipe Challenge

## ADVANCE PREPARATION

- Lead docent to contact teachers to confirm date/time of the lessons.
- If teachers have had their students create video advertisements, discuss with the teacher how these will be presented during the class and have them ensure appropriate equipment will be available. Adjust timing of lesson elements if necessary.
- Ask teachers to have "Elmo" projector or other appropriate equipment ready.
- Review lesson content, roles and shopping needs with docent team.
- Shop for snack ingredients and review materials needed for lesson.



Sample Food Advertisement Signs

## SNACK PREPARATION

### POI SMOOTHIE

This recipe includes close to the source ingredients from each food group of the ĀINA Food Guide: Protective (banana & berries), Energy (poi), Body-Building (soy milk), Brain (coconut milk), and Caution (honey).

#### Fill blender with ingredients in this order:

- 1 ripe locally-grown banana
- 2 cups frozen organic berries
- 1 cup poi
- 2 cups organic soy milk (low-fat vanilla)
- 1/4 cup coconut milk
- 3 Tablespoons Hawaiian honey
- 1 cup crushed ice

Place all ingredients in a blender and cover. Blend until well combined and smooth.

**Makes approximately 1 blender full (10 4-ounce or 15 3-ounce servings)**

*Poi Smoothie recipe adapted from: Armitage, K. and Odom, S.K., Hāloa, Kamehameha Schools 2006*



#### NUTRITION FACTS

Serving Size: 4 oz (1/2 cup)  
Calories: 106  
Total Fat: 2 g  
Saturated Fat: 1 g  
Trans Fat: 0 g  
Total Carbohydrate: 22 g  
Sugars: 3 g  
Dietary Fiber: 1 g  
Protein: 1 g

### INGREDIENT QUANTITIES NEEDED

Based on 4 oz servings:

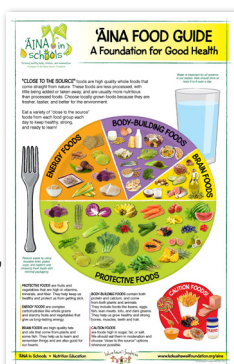
How much to buy	Up to 15 students	Up to 30 students	Up to 45 students
Poi	8 oz	16 oz	24 oz
Bananas	2 bananas	4 bananas	6 bananas
Blueberries	2 cups	4 cups	6 cups
Soy milk (low fat)	16 fl oz	32 fl oz	48 fl oz
Honey	1 TBSP	2 TBSP	3 TBSP
Coconut milk	One 13 oz can (use 1/4 cup)	One 13 oz can (use 1/2 cup)	One 13 oz can (use 3/4 cup)
Crushed ice	1 cup	2 cups	3 cups

## REVIEW OF LESSON KEY CONCEPTS

In Lesson 8 students will build on information learned from all the previous lessons to create advertising presentations for a close to the source food. Here is a quick review of the lessons:

### LESSON 1: 'ĀINA IS...A Foundation for Good Health

Students identified close to the source foods as a component of good health and used the 'ĀINA Food Guide to classify foods into five food groups including: Protective (fruits & vegetables), Energy (complex carbohydrates), Body-Building (protein & calcium), Brain (high quality fats) and Caution Foods (foods high in sugar, fat or salt).



### LESSON 2: Off to a Great Start!

Students discussed the importance of eating a balanced breakfast everyday. Students identified the components of a balanced breakfast which includes whole fruits and vegetables, complex carbohydrates, minimally processed proteins and high quality fats. Students used the 'ĀINA Food Guide to create a close to the source balanced breakfast from all the food groups.



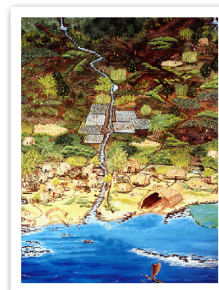
### Label Detectives

Students investigated food label ingredients list to determine whether or not a food is close to the source. Students identified red flag ingredients such as hydrogenated oils, added salt, added sugars and artificial colors and flavors. Students discussed the negative health effects of consuming foods high in these red flag ingredients.



### LESSON 4: Food Choices for Your Environment

Students recognized the ahupua'a system as a sustainable food system that fostered environmental stewardship. Students evaluated the environmental impacts of different modern day food systems and identified the nutritional benefits of eating locally grown foods. Students compared different food systems and described the interdependent relationships between our food systems, health and the environment.



### LESSON 5: Body Talk

Students identified body signals associated with hunger, satiety and fullness by playing a game of charades. Students discussed the importance of reading body signals to make healthier food choices like eating when hungry and stopping when satisfied. Students defined and practiced mindful eating.



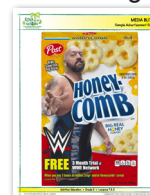
### LESSON 6: Portion Distortion

Students described how calories measure the food energy converted by their bodies into physical energy. Students identified the recommended servings for each food group based on their age and activity level. Students learned to use the Nutrition Facts label to find serving size information and recognized many foods are packaged in sizes exceeding one serving.



### LESSON 7: Media Blitz

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



## INTRODUCTION

3 MINUTES

*"Hello again, we are...(state docent names).*

*"Welcome to your eighth and last nutrition lesson as part of the 'ĀINA In Schools program!"*

*"You've done a great job this year!"*

*"All of our lessons have centered on close to the source foods and why they are important for us."*

*"We have explored many different topics for our health including:*

- *Choosing close to the source foods in all the food groups (protective, energy, body-building, brain and caution foods),*
- *Eating a balanced breakfast,*
- *Reading food labels and looking for red flag ingredients,*
- *Listening to our body signals,*
- *Watching out for portion distortion, and*
- *Making smart food choices for the environment."*

*"Do you remember our last nutrition lesson? You analyzed several food ads targeted specifically at kids using a variety of advertising techniques. You began to create your own food or beverage advertisements in teams. We'll be presenting these ads today."*

*"Can anyone give me an example of an advertising technique?" Call on a couple of students.*

- Product placement
- Giveaways
- Logos
- Product endorsements by movie stars or athletes
- Claims of health, happiness, popularity

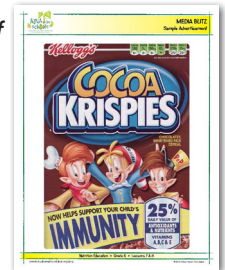
*"Right!"*

*"We know that advertising influences us in many ways. Besides the different techniques we just mentioned, there are different delivery methods such as TV, radio, newspaper, internet, or even at the grocery store."*

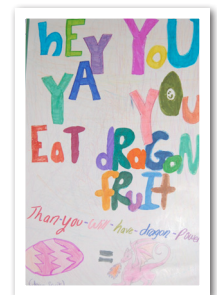
*"Today each team will present their ad to the rest of the class."*

*"And at the end of our lesson we'll also get a chance to sample a close to the source snack!"*

*"Let's get started!"*



Sample Food Advertisement Sign



# MARKETING 101 REVIEW

5 MINUTES

## Advertising Techniques

*"Who remembers some of the different ways advertisers try to make you want buy their products?"*

Ask for a couple of answers and fill in the blanks with those listed below.

- Sense Appeal (saying it tastes good, looks good, or smells good)
- Claims to Improve Health and Happiness (If you eat this, you will 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, movie stars with milk mustaches)
- Songs, Jingles, and Slogans ("Eat Fresh" at Subway, "I'm Lovin' It" at McDonald's, and "Think Outside the Bun" at Taco Bell)



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

*"Some ads are powerful because they are subtle. Subtle means that something can be hard to detect, like PRODUCT PLACEMENT and some LOGOS."*

*"And LOGOS are everywhere."*



*"What about PRODUCT PLACEMENT?"*

*"PRODUCT PLACEMENT means that a company has paid money to have their products placed in TV shows, movies, video games, books, toys, events, or even social media!"*



Sample Food Advertisement Sign

## Critical Evaluation of Ads

*"You also looked critically at several food ads aimed specifically at kids."*

Quickly go through 3 of the Sample Advertisement Visual Aids and ask the students *"Who is the target market for the ad? Which advertising techniques were used?"*

*"Today we'll get to see which advertising techniques you and your teams used for your close to the source food or drink advertisements."*

## MEDIA BLITZ PRESENTATIONS

30 MINUTES

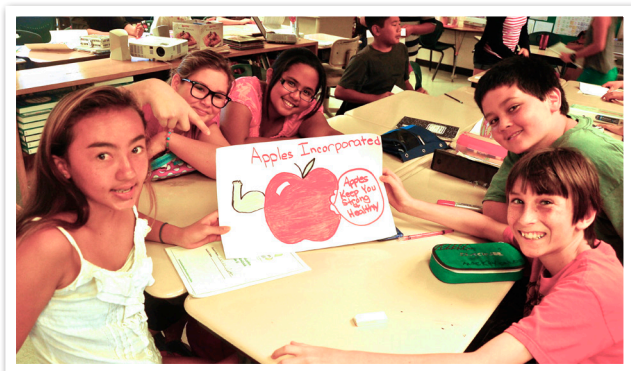
### Finishing Touches - 10 Minutes

Each team will get to spend 10 minutes putting the finishing touches on their advertisements and prepare for their team presentation. Have them work quickly and remind them to ensure they have addressed the following questions listed on the Media Blitz Brainstorming Worksheet from Lesson #7:



- What is the name of our company?
- What is the food product or food group that we will advertise?
- Who is our audience? Whom do we want to eat our food product?
- What is our main message?
- What advertising techniques will we use to sell our product? (Catchy song, sense appeal, give-a-ways, endorsements by famous people.)
- Will we have a logo for our product? What will it look like?

As each team is working, walk around the room to check in with each one. Ensure that they are answering each question and that each team member has a role in the presentation.



### DOCENT NOTES

Assistant Docent: To allow the most time for team presentations, smoothies should be prepared while the students are completing their ads. Do not run the blender during presentations.

### Presentations - 20 Minutes

Provide 2-3 minutes for each team to share their advertisement with the class. All team members should stand together and each member should participate in the presentation. They should give a brief overview of their product, sing their jingle if they have one, display their logo if they have one, and address these questions:



- What is our food product?
- What is our main message?
- What is our logo for our product?
- What advertising techniques are we using to sell our product?

Have the audience guess the target audience for each presenting group. Praise each team as they complete their presentations and congratulate the class on a job well done!

*"Your advertisements will be displayed in the cafeteria\* for the rest of the students at school to see and hopefully they will persuade some kids to try the healthy food!"*

\*Or where appropriate



## CLOSE TO THE SOURCE SNACK

2 MINUTES

### DOCENT NOTES

- To allow the most time for team presentations, smoothies should be prepared while the students are completing their ads. Do not run the blender during presentations.
- 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!

Explain that today the students will get to try a close to the source snack!

Serve a smoothie to each student and let them know that this is another snack that's easy to make at home with their families.

If there is time, challenge the students to come up with catchy slogans or jingles that could be used to promote the poi smoothie as a healthy snack.

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](http://kokuahawaiifoundation.org/ainavideos)



## CLOSING

3 MINUTES

Provide a quick review of the lesson and what we’ve covered over the year:

- “There are several techniques that food advertisers use to try to get you to buy their products. We need to look at ads critically to determine what the ads are really saying and whether the product is something we really want to buy.
- In our first lesson, we learned what close to the source foods are and how we can use the ‘ĀINA Food Guide to help choose a variety of foods.
- In Lesson 2, we created a balanced breakfast to start the day.
- In Lesson 3, we were label detectives looking for red flag ingredients.
- In Lesson 4, we looked at traditional Hawaiian food systems and how our food choices impact the environment.
- In Lesson 5, we listened to our body signals and practiced mindful eating.
- In Lesson 6, we became aware of portion distortion.
- When we put all of these lessons together, you all have become experts in taking responsibility for choosing good foods for our bodies and the environment.”

**Review the Take Home Letter and follow-up activities:**

- “Share the Take Home Letter with your family and teach them about advertising. When you see an advertisement on TV or hear one on the radio, talk about what techniques are being used and whether you think the ad is being truthful.”
- “The letter also includes a link to an online survey. Please have your family fill it out to share what they think about the program.”
- Encourage students to create their own close to the source recipe and an ad to go along with it. 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.
- Teachers may have students complete the Reflection Worksheet as classwork or homework.



## 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, sampling cups and any leftovers.
  - Banana peels may be composted if composting is available on campus.
  - 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 ≠ Coordinator if applicable.
- Ask Teachers to save and submit samples the year-end Reflection Worksheet to Kōkua Hawai‘i Foundation.