PILOT LIGHT Anywhere

Food Advertisements

Grade Levels & Subjects: Grades 6-8 English Language Arts

Learning + Food Objectives:
Students will learn how food behaviors are influenced by external and internal factors by creating a flyer to persuade others to make a more informed food choice.

Common Core Standards:
Common Core English Language Arts

Short Research Project using Food Advertisements

[CCSS.ELA-LITERACY.W.6-8.7](#)
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-LITERACY.RI.6-8.2](#)
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
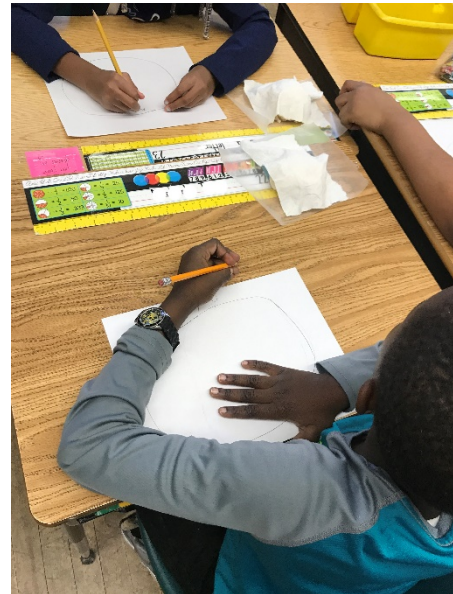
MATERIALS NEEDED

- Food advertisements gathered by students or teacher
- Student Worksheet (Attached below)

CLASSROOM PROCEDURE

INTRODUCTION (20 minutes)
1. Ask students to list what factors influence their choice of food.
2. Discuss what types of advertisements they have seen around food.

3. Share a document including pictures and links to food advertisements.
4. As a class, look at one of the advertisements and model how to analyze advertisements using the chart in the student worksheet. Discuss how to use images and word choice to analyze the central message of ads.
5. Ask students to analyze 4–5 other advertisements.
6. Have 3–4 students share their findings.
7. Ask students to complete their reflection of the advertisements.
8. Have 3–4 students summarize their reflections.
9. Ask students to think about questions they had when looking at the advertisements.
10. Put students in small groups to discuss the questions they have about the advertisements.
    a. Give students the following questions in their discussion of advertisements:
        * Did the advertisement include any nutritional information?
            - Why do you think that is?
        * How do you know who the advertisement is directed to?
            - Why would this be important to consider?
        * What were the ways advertisers get your attention?
            - Why is that effective?
        * What was ineffective about the advertisements you analyzed?

INSTRUCTION (45 minutes)
1. Inform students that today they will be creating a flyer to advertise a more informed food choice to replace one of the foods advertised. Review with students what an informed food choice is including:
    * What are components of food that makes them healthy?
    * Why are healthy food important?
    * What are some barriers to people choosing healthy foods?
2. Ask students to choose a new food to advertise that would be a more informed food choice than one of the foods advertised in the chart above.
3. Ask 4–5 students to share the food they are going to advertise.
4. Put students in small groups to discuss what questions they could research about the food before creating the advertisement.
5. Ask 4–5 groups to share out some of the questions their group discussed.
6. Give students time to research and create their flyer using Google Docs or other platform.

CLOSING (teacher discretion)
1. Ask 5 students to share out their advertisement.
2. As a class, discuss who the intended audience is as well as the central message of the students' advertisements.
3. (OPTIONAL: Have students share their advertisement with another peer. Ask peers to give feedback on the effectiveness of their advertisement in the goal of persuading an audience to make a more informed food choice.)

ADDITIONAL RESOURCES

- Examples of food advertisements
    - o "Food Advertising Examples of Creative Ads" by GourmetAds - https://www.gourmetads.com/articles/food-advertisement-examples/
    - o "Food" by Daily Commercials - https://dailycommercials.com/category/food/
- Resource about nutrition for children: "Nutrition for Kids: Guidelines for a Healthy Diet" from The Mayo Clinic: https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335
- Resource for research of healthy options/fruits and vegetables:
    - o "Fruits & Veggies" by Have A Plant - https://fruitsandveggies.org/fruits-and-veggies/

The student worksheet below can be printed or copied onto
any online learning platform.

Food Advertisements

Today you will learn how food behaviors are influenced by external and internal factors by creating a flyer to persuade others to make a more informed food choice.

Introduction

What factors influence the foods you choose to eat?

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-
-
-
-

Analyze food advertisements using the chart below:

Food Being Advertised	Type of Advertisement	Intended Audience	Central Message

Reflection

After looking at food advertisements, consider the following questions and **write a reflection** of your takeaways from your analysis.

- What are some common themes of the central message of the food advertisements?
- What was effective about the ads?
- What was ineffective about the ads?

Questions you have about the advertisements:

-
-
-
-

Research

After reviewing what healthy and informed choices mean to your class, choose one food from the advertisements above and select an alternative with more health benefits.

Food from advertisement: _____

Alternative food option: _____

What do you need to research about your alternative food option in order to advertise its benefits?

-
-
-
-

Research

Food Advertisements

Make Your Own

Now that you have researched your healthy and informed alternative, make your own flyer advertisement attempting to persuade the audience to consume your food option.

Things to consider:

- How can you appeal to your audience?
- Why is your choice a more healthy and informed choice?
- What are other factors that would persuade your audience to choose your food?

Flyer