



Food Education Standard 4: Food behaviors are influenced by external and internal factors.

Food Advertisements

Grade Levels & Subjects: Grades 3–5 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

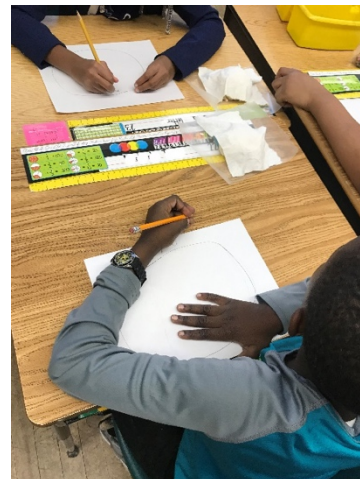
Short Research Project using Food Advertisements

CCSS.ELA-LITERACY.W.3-5.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.RI.3-5.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.



MATERIALS NEEDED

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

CLASSROOM PROCEDURE

INTRODUCTION (20 minutes)

1. Ask students to think about what factors influence their choice of food. Students can do a quick write of this using the worksheet provided. Make a list as a class using student examples. Prompting questions could include:
 - How do you decide what you will eat for breakfast/lunch/dinner?
 - Are there people that cause you to eat certain things or a certain way?
 - Are there things that you see like commercials or posters that make you want to eat something?
 - Think specifically about what you had for dinner (or lunch or breakfast) yesterday. Why did you eat that?

2. Tell students that today you will be investigating how food advertisements affect us – whether we realize it or not!
3. To activate prior knowledge, ask students if they remember specific food advertisements they have seen. If so, ask them why it was memorable.
4. Share several food advertisements with students – teacher can choose which ads to show students – several resources are provided in the Additional Resources section below if needed. Start with a cereal advertisement targeting children and a cereal advertisement targeting adults to start comparing advertisements.
5. 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. Chart can be adjusted depending on level of students.
6. Teacher can model additional examples and gradually release responsibility to students.
7. After student has completed at least one analysis independently, review to check for understanding.

INSTRUCTION (30 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. Students could also choose to create a flyer for one of their favorite healthy foods. If additional assistance is needed, teacher could provide one or two options of types of food and brainstorm with students the possible ways the food could be described through creating a word bank.
 - a. Review with students what an informed food choice is including:
 - What are components of food that makes them healthy?
 - Why are healthy foods important?
 - b. Review with students the things that should be included in an effective advertisement and research that they may need to do. Things to consider may include:
 - What should the ad say to convince the audience to eat it? Why should the audience eat it?
 - What should the ad look like to convince the audience to eat it?
 - What are other things that would appeal to the audience? Cost? Availability/where it can be found? Other people eating it (maybe a notable/well known person)?
2. 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. If asynchronous time is given, this could be done at a later time. Optionally, students can share out their thought process in creating their advertisement.
2. As a class, discuss who the intended audience is as well as the central message of the students' advertisements.

ADDITIONAL RESOURCES

- Examples of food advertisements
 - "Food Advertising Examples of Creative Ads" by GourmetAds - <https://www.gourmetads.com/articles/food-advertisement-examples/>
 - "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:
 - "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 or who causes you to eat certain things?

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-
-
-
-

Analyze food advertisements using the chart below.

Food Being Advertised	Type of Advertisement	Intended Audience	Central Message or Main Idea
Cereal		Children	
Cereal		Adults	



Research

Choose one food from the advertisements above and select an alternative with more health benefits or choose one of your favorite healthy foods.

Food from advertisement: _____

Alternative food option: _____

OR Favorite healthy food option you'd like to advertise: _____

Research

- What should the ad say to convince the audience to eat it?
- Why should the audience eat it?
- What should the ad look like to convince the audience to eat it?
- What are other things that would appeal to the audience? Cost? Where can it be found? Other people eating it (maybe a notable/well known person)?



Make Your Own

Now that you have researched your healthy food and thought about how it should be advertised, make your own flyer advertisement attempting to persuade the audience to consume your food option.