



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

## Food Advertisements

**Grade Levels & Subjects:** Grades 9-12 English Language Arts

**Learning + Food Objectives:**

Students will learn how food behaviors are influenced by external and internal factors by writing an argumentative piece about the regulations there should be around marketing food to children.



**Common Core Standards:**

Common Core English Language Arts

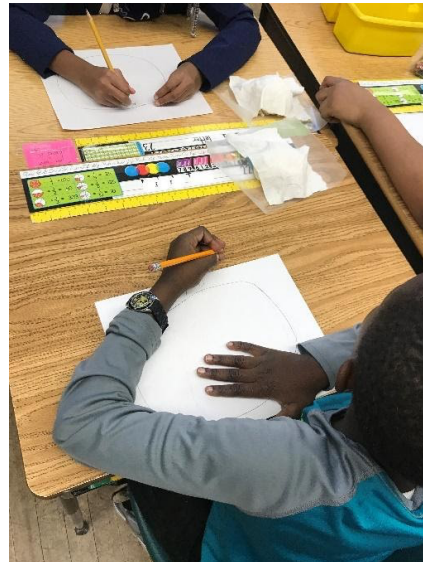
Writing Argumentative Piece from Research

CCSS.ELA-LITERACY.W.9-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



### MATERIALS NEEDED

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

### CLASSROOM PROCEDURE

**INTRODUCTION (5 minutes)**

1. Ask students to list what factors influence their choice of food.
2. Discuss what types of advertisements they have seen around food and include the following prompts:
  - Who are these advertisements targeted to? How do you know?
  - What is effective about the advertisements?

- How does the effectiveness of the advertisements depend on the audience?
- Should there be any regulation of who views these advertisements?

## INSTRUCTION (60 minutes)

1. Share a document including pictures and links to food advertisements. (Be sure to include at least two cereal advertisements – one that is advertising to an audience of children and one that is advertising to an audience of adults to compare approaches.)
2. 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.
3. Ask students to analyze 4–5 other advertisements.
4. Have 3–4 students share their findings.
5. Ask students to complete their reflection of the advertisements.
6. Have 3–4 students summarize their reflections.
7. Ask students to think about questions they had when looking at the advertisements.
8. Put students in small groups to discuss the questions they have about the advertisements.

Give students the following questions in their discussion of advertisements:

- What were the ways advertisers got your attention?
    - Why was that effective?
  - Did the advertisement include any nutritional information?
    - Why do you think that was?
  - How do you know who the advertisement was directed to?
    - Why would this be important to consider?
9. Bring groups together and discuss the audience of the advertisements. Pose the research question: What regulations should be in place when marketing food to children?  
Be sure to discuss:
    - Parent’s role vs. media’s role
    - Persuasion techniques and their effectiveness on young children
    - Availability of fresh or processed foods advertised to children
  10. Inform students that today they will be writing an argument piece answering the question “What regulations should be in place when marketing food to children?” Remind students to have clear claim(s), sufficient evidence, and analysis of sources.
  11. Give students time to do additional research (optional: provide students with resources in the “additional resources” section) and draft their argument piece.
  12. Pair students to share their drafts and provide feedback. Ask students to document the changes they will be making to their piece.
  13. Give students time to rewrite their final copy based on their peer’s feedback.

## CLOSING (teacher discretion)

1. Put students in small groups and ask students to share their argument piece.

## 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/>
- Resources for regulation of food marketing to children:
  - “Food Marketing to Kids” by Public Health Law Center - <https://www.publichealthlawcenter.org/topics/healthy-eating/food-marketing-kids>
  - “Food Advertising and Marketing to Children” by the American Heart Association - <https://www.heart.org/-/media/files/about-us/policy-research/fact-sheets/healthy-schools-and-childhood-obesity/food-marketing-and-advertising-to-children-fact-sheet.pdf?la=en>
  - “Food Marketing to Children and Adolescents” by Federal Trade Commission - <https://www.ftc.gov/food-marketing-to-children-and-adolescents>

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 and write an argumentative writing piece about the regulations that should be in place surrounding marketing food to children.

### Introduction

What factors influence the foods you choose to eat?

<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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Analyze food advertisements using the chart below.

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



## Draft of Writing

After looking at food advertisements and discussing with your class, continue with your own research to answer the question:

*What regulations should be in place when marketing food to children?*

Consider what factors have influenced *your* food choices when drafting your piece. Be sure to include clear claim(s), sufficient evidence, and analysis of sources.

## Peer Feedback

Share your first draft of your writing with a peer. Record notes below of the feedback you will be implementing for your final draft.

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## Final Draft