

# LESSON OUTLINE

## Lesson #5: Kids and Advertising

**Lesson Objective:** Students identify different advertising techniques used to sell lower-quality foods and use this knowledge to create their own advertisement for a fresh fruit or vegetable.

### Classroom Lesson Outline

#### **1. Advertising** (8 minutes)

- a. Different ways companies advertise
  - i. Print ads, internet, TV and radio commercials, billboards
- b. Different techniques
  - i. Gimmicks, give-a-ways, music, songs or jingles, famous people, catchy tag lines, characters created with lots of bright colors, claims that stretch the truth
- c. Money spent on advertising foods to kids
  - i. \$11 billion for low-quality food versus \$5 million for 5 A Day campaign

#### **2 Activity** (20 minutes)

- a. Kids create an advertisement
  - i. Read “Fun Facts”
  - ii. Name and color in character
  - iii. Tag line
  - iv. List 3 Fun facts
  - v. Complete the sentence

#### **3. Review** (2 minutes)

#### **4. Optional Food Sample** (4 minutes)



#### **Recommended Reading**

- Tom Harkin: “Harkin Calls On Food Industry To Limit Junk Food Advertising Aimed At Kids”
- Kids and Advertising: Statistics

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#### **California State Standards met by grade**

##### **3rd grade:**

##### **Comprehension and Analysis of Grade-Level Appropriate Text**

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Follow simple multiple step written instructions

##### **4th grade:**

##### **Organization and focus**

1.1 Select a focus, an organizational structure, and a point of view based on purpose, audience, length, and format requirements,

##### **5th grade**

##### **2.0 Writing Applications (Genres and Their Characteristics)**

**Using the writing strategies of grade five outlined in Writing Standard 1.0, students: write persuasive letters or compositions**

- a. State a clear position in support of a proposal
- b. Support a position with relevant evidence
- c. Follow a simple organizational pattern
- d. Address teacher concerns

# SCRIPT

## Lesson #5: Kids and Advertising



*Docent note: Students will use their colored markers, pencils or crayons during this lesson.*

Today is our last GrowingGreat lesson for the year! I hope you have enjoyed the lessons so far and learned information that will help you make better choices with the foods you eat. We also hope GrowingGreat has inspired you to try new and different, high-quality foods that are whole and close to the source.

Today's final lesson is about advertising. For example, the commercials you see on TV.

Companies use advertising to get you to buy different products such as food, toys, games, movies... And, they do this in a lot of different ways because they want you to see their ads no matter where you are.

**Question:** Where are the different places you see advertisements?



*Docent note: call on 2 kids, then list the ones they don't say*

**Answers:**

- Print ads found in magazines and newspapers
- Internet ads found on various web sites
- TV commercials shown during programs
- Radio
- Billboards

Having the advertisement in the right place is only one part of their job. They also have to create an advertisement that captures your attention and makes you want to buy their product.

There are many different ways advertisers help you remember their advertisement so you are excited about buying their products.

Some different ways they do this is through:

- Gimmicks: clubs, prizes, games
- Give-A-Ways: Toys in cereal boxes or with fast food meals
- Music, songs or jingles



*Docent note: optional – hum some of the current popular commercial jingles and see if the class can identify the company or you can ask the class to hum some of their favorites*

- Famous people (Athletes, celebrities)
- Catchy tag lines (Docent Note: You say the phrase, the kids name the product)
  - "Silly Rabbit! \_\_\_\_\_ are for kids."
  - "They melt in your mouth, not in your hand."

"They'rrrrre GR-R-REAT!"

- Characters created with lots of bright colors
  - Tony the Tiger
  - Toucan Sam
  - Nestle Quick bunny
- Claims that stretch the truth
  - Part of this nutritious breakfast...
  - Suggesting you will be a better athlete or have more energy if you drink their sports drink

All these strategies used by advertisers work! Everyday, people like you and me buy products we see or hear advertised.

**Question:** All of you have seen commercials or advertisements on TV, in a magazine or heard them on the radio. Who can name a food you asked your parents to buy because you saw or heard the advertisement telling you how great it is?



*Docent note: Call on a maximum of 2 kids.*

Advertisements for food are the most common type of advertisements we see each and everyday.

Last year companies spent billions on advertising low-quality foods to kids like you.

**Question:** Who can name a highly-processed food that is lower in quality and is often advertised in commercials?



*Docent note: Call on a maximum of 3 kids.*

**Answers:** Name different kinds of breakfast cereals, candy, sugary drinks, fast food, sodas...

We can think of a lot of advertisements and commercials for lower-quality foods but not many for foods that are high quality and close to the source.



*Docent notes*

- Assistant hands out matching advertisement templates to seat partners (they each receive a copy of the same fruit or vegetable template)
- Hand out the corresponding fun facts that match their template

We know how creative and smart all of you are and since few people are making advertisements for high-quality foods, we decided to have each of you create an advertisement for a fresh fruit or vegetable.

For this activity you may use your colored markers, crayons or colored pencils. It is your choice. Take them out now if they aren't already on top of your desk.

You should have a blank page with a picture of your fruit or vegetable which you will use to create your ad, and a "Fun Facts" sheet which tells you all about your fruit or vegetable.

You may work with your seat partner, but please fill out your own advertisement sheet.

We are going to work on each section of the ad as a class, so PLEASE don't work ahead! Wait for my instructions.



*Docent note:*

- *During the advertisement activity, you may have to repeat the directions and walk around to keep them on task.*
- *Use your advertisement to show them your example for each section.*
- *Remind kids there will be time at the end if they cannot finish a particular section.*

- 1.** First I want you to take a minute to read through your fun facts to yourself. This tells you about your fruit or vegetable and will be helpful as you create your ad.

*Timing for reading through fun facts: 1 minute.*

*At the end of 1 minute, or sooner if everyone is finished, continue to the next set of instructions*

You should be finished reading your fun facts.

- 2.** Next, work on your character. Think of a catchy name for your food character or if you have more than one, the group of characters. Think of a name that people will remember. Write the name on the line at the very top of the page, above the picture of your character. You can use your fun facts sheet for ideas.

For example, my fruit/vegetable is \_\_\_\_\_ and I named it \_\_\_\_\_.  
Make sure you use a bold color so the name really stands out.

When you are finished with the name, color in your character. Remember, advertisers use lots of bright colors to get people to notice and read their ads.

*Timing for naming character, coloring in picture: 3-4 minutes*

*At the end of 5 minutes, or sooner if everyone is finished, continue to the next set of instructions*

OK, your fruit or vegetable character should now be named and colored. Don't worry if you didn't finish coloring in your character.

- 3.** Now I want you to work with your seat partner to create a tag line. A tag line is a catchy phrase which mentions the product or tells about it.

Remember the other examples of tag lines we talked about earlier:

"Silly Rabbit! \_\_\_\_\_ are for kids."

"They melt in your mouth, not in your hand."

"They'rrrrre GR-R-REAT!"

Your tag line does not need to be a complete sentence but it should tell us about your food and it can rhyme, or all the words can start with the same letter sound. For example, I said \_\_\_\_\_ . You are going to write this tag line on the three lines next to the picture of your character.

*Timing for tag line: 2 minutes*

*At the end of 2 minutes, or sooner if everyone is finished, continue to the next set of instructions*  
Everyone should be finished writing in your tag line.

- 4.** Now we are going to use the fun facts again. Choose 3 fun facts from your sheet and write them in the large box with lines in the center of the page. You may copy them the way they are written or put them into your own words.

*Timing for naming fun facts: 3-5 minutes*

*At the end of 5 minutes, or sooner if everyone is finished, continue to the next set of instructions*

You should be finishing up with your fun facts.

- 5.** The last thing we are going to do is finish the sentence at the bottom of the sheet. Again you may work with your seat partner. This is what you tell people about your food so they want to run out and buy it. For example, I said \_\_\_\_\_.

Think about those claims that advertisers use that stretch the truth. They might actually be true for your fruit or vegetable:

Part of this nutritious breakfast

Suggesting you will be a better athlete or have more energy if you eat fresh fruits and vegetables.

*Timing for naming finish the sentence: 1-2 minutes*

*At the end of 2 minutes or sooner if everyone is finished, continue to the next set of instructions*

Don't forget to put your name and grade at the bottom of the page!



*Docent note:*

- *if you have time before the review, call on kids to stand and share their ads with the class*
- *Instruct any child who is finished to work on the review activity*
- *If a child was unable to finish a particular section, instruct them to finish it now as the lesson continues*

This is our last lesson of the school year! You have all learned so much. Thank you for your participation and cooperation – it's been so much fun being in your classroom.

Please take your Grill Me home and share it with your family.



*Docent note: the completed ads can be put on display in the cafeteria or other locations throughout the school to remind and encourage students to choose fresh fruits and vegetables more often.*