



Dear Teacher:

GrowingGreat Lesson #5 “Kids and Advertising”

Today’s lesson is about low-quality food advertising aimed at children. Your GrowingGreat Docent will lead the students through a brief lesson about the types of advertising children see most frequently and the different techniques advertisers use to encourage children to buy their products. The students will then create their own ads for a fresh fruit or vegetable. The completed ads can be put on display in the cafeteria or other locations at your school. All students will receive a “Grill Me About” handout to take home to their parents or it will be sent home via email.

Your packet includes:

- An **outline** of the lesson for you to follow
- Optional **enrichment activity “Be an Ad Buster”** and recommended reading you may offer to the students as extra credit
- A **survey** for your feedback, which you can return to _____

We hope you and your students enjoyed the lessons this year. Thank you!

Sincerely,

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

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



Enrichment Activities and Recommended Reading

Lesson #5: Kids and Advertising

BE AN AD BUSTER

1. Ask students to watch at least one hour of children's programming on Saturday morning (not public television). Instruct them to fill out the worksheet called "Be An Ad Buster."
 - a. In class, compare and contrast the goals of the advertiser with the consumer
 - Nutrition
 - Monetary
2. Create your own advertisement
 - Any student who loved the advertising activity can create their own ad for a whole, closest to the source food to be displayed with the other GrowingGreat lesson #5 advertisements



Recommended reading:

1. Advertising: Media Story, *Susan Wake*
2. Eating the Alphabet: Fruits and Vegetables from A to Z, *Lois Ehlert*

BE AN AD BUSTER

Enrichment Activity

A Closer Look at Saturday Morning TV

Name _____

DIRECTIONS:

To complete this activity, you will watch at least one hour of Saturday morning programming on a commercial television network, such as ABC, CBS, NBC, Fox or Nickelodeon. Once you decide on the channel, do not switch networks until you have finished this assignment.

Network Watched _____ What Time Did You Start Watching? _____
Date Watched _____ What Time Did You Stop Watching? _____

Every time you see a food commercial, make a tally mark beside the category below that best describes the food advertised.

_____ Candy	_____ Corn chips, potato chips, or other
_____ Pop	_____ fried snacks
_____ Sweetened beverages	_____ Cakes, cookies, or pastries
_____ (not 100% fruit juice)	_____ Sweetened fruit snacks
_____ Sweetened cereal	_____ Other sweetened foods

FOOD GROUPS:

_____ Grain (breads, low-sugar cereals, waffles, pasta, rice)
_____ Fruit (fresh, frozen, or canned, 100% fruit juices)
_____ Vegetables (fresh, frozen, or canned, vegetable juices)
_____ Protein (meat, fish, chicken, beans, eggs, peanut butter)
_____ Dairy (milk, cheese, yogurt)

OTHERS:

_____ Combination Meals (examples: pizza, children's frozen dinners)
_____ Fast food restaurants
_____ Public Service Announcements promoting good nutrition

How many total food advertisements did you see during the time you watched? _____

How many of these were for foods that you consider nutritious? _____

How many of these were for foods that are not the most nutritious? _____

Do you think there should be more advertisements for healthy foods on television?

Why or why not? _____
