

Lesson 6: Food Advertisements

Common Core:

Next Generation Science Standards: Grades 6-8

NGSS.MS.LS2.1

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms, and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

Time: 1hr

Objectives:

To design packaging and advertisements to persuade people to buy the the fruits and vegetables.

Key words: Vocab Tree

Target audience; marketing; promotion

(Using Key words: Students can create a glossary, in books or on wall in classroom. Students are encouraged to practice using vocab in written or verbal sentences - perhaps writing example sentences and displaying them. Students could earn points for using the vocab in novel sentences each week)

Resources:

- A range of products for students to practice advertising
 - some easy and appealing, others not as easy for advanced purposes
- Access to youtube for a range of advertisements for students to evaluate
- Some examples

Activities:

Introduction

Ask students what their favorite food advertisement is. Ask them to describe why. Show some different food advertisements (real and processed) using youtube, from magazines, etc and have students evaluate what about that advertising makes the product look appealing. Compare and contrast real food advertisements and processed food advertisements (music, colors, characters, celebrities, certain words, smells, etc)

Group Activity

Introduce activity by first explaining what the class will do, before passing out “products.”

Give each group a product to advertise (*higher ability groups can be given more difficult*

advertisements to sell - a carrot; whereas lower ability students are given easier products - chocolate bar). In groups they can discuss how they can persuade people to buy their product.

Stimulate them to think about who their target audience is and thus what that audience would be attracted to? How much they will sell it for? What keywords do they need to get across? How will they make their advertisement memorable?

Their advertisements can be for radio, TV, magazine, etc.

After 10 minutes have groups pair up and present their ideas to the other group (not whole class). Each group gives feedback on their ideas thus far. (Teacher *may need to provide framework for this - What did you think of the content? How was it delivered? What was good? What could be improved? How?*) A further 10 minutes are given to work on these improvements, and then ideas are presented to the class.

Class Activity

Evaluation of advertisements. Class can vote for their favorite student advertisement.

Further Activity

What roles are needed for the successful selling of a product?

- Advertising Executive
- Packaging Executive
- Financial Executive
- Overall Manager

Split the class into groups, each has one role, what do they need to do to ensure their product sells successfully?

Recap

Healthy Growing Session (if participating):

Students develop and design advertisements for their Healthy Growing products/services.

Once produced, these can be taken home and handed out to family and friends, stuck up around school, presented at school assembly, to the staff at a meeting, to other classes, etc. Different groups in the class can have the job of preparing and delivering advertisements to different audiences.

Continue other preparation for Enterprise day.

Revisit Compost Bottles

Ask students to read the list of ingredients and recap on their predictions. Cut open the bottles. Carefully sift through the compost. Photograph items and compare to 'before' pictures. Refer to predictions as ingredients are found, then document findings on original table. Students draw conclusions on the changes that occurred. (*Further Discussion - what does this mean in terms of landfill / littering / dumping trash? Students design posters telling people why recycling is necessary / not to drop litter / cigarette butts. Posters could be*

specific to each item, describing what it is made of and therefore why it did or did not decompose).

Garden activity

Take small groups of students out to weed and explore the garden. Talk about how composting is related to gardening.