



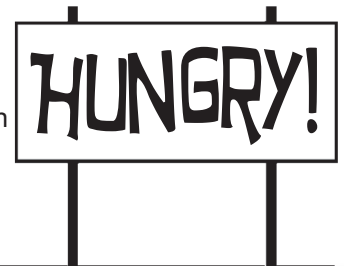
# LESSON 2

# Don't Be Tricked by Advertising

Student Learning Objectives:	National Health Education Standards:
1. Identify strategies used to advertise food products.	• Analyzing Influences
2. Analyze how food advertising impacts eating behaviors related to eating when not hungry.	• Analyzing Influences

## Lesson Synopsis

Identify favorite television commercials and introduce the topic of advertising influence on food selection. Identify and discuss advertising strategies and tricks used by television, printed advertisements, food packaging, and grocery store displays. Explore the impact of advertising on food selection and eating habits. Analyze when and why people snack when they aren't hungry. Reinforce nutritious choices by creating an advertisement for a healthy snack using advertising strategies. Identify advertising strategies to watch for and healthy snacks to choose.



Activity	Time in Minutes	Materials Needed
Introduction	3	• None
Teacher Input	12	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Advertisements for foods or beverages</li> <li>• Video-taped food and beverage commercial (Extension Activity)</li> <li>• Packages of foods or beverages with appealing labels, such as juice boxes</li> </ul>
Application or Skill Practice	20	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Teacher Reference—Assessment: “Assessment Rubric for Skill Development: Creating Advertisements for Healthy Snacks”</li> <li>• Teacher Reference: “Family Letter: Healthy Snacks” (Extension Activity; from Lesson 1)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pens or pencils</li> <li>• Art supplies</li> <li>• Video camera (Extension Activity)</li> <li>• Healthy snack (Extension Activity)</li> <li>• Magazines with pictures of different healthy foods (Extension Activity)</li> </ul>
Closure	5	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Family Resource Sheet: “Snacking: Hungry or Not”</li> </ul>
<b>TOTAL</b>	<b>40</b>	

## Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A rubric is provided for you to use at the end of this lesson, “Assessment Rubric for Skill Development: Creating Advertisements for Healthy Snacks.”
- **Bring magazines** that contain pictures of healthy foods for students to use as they create collages. (Extension Activity)
- **Videotape** food and beverage commercials from children’s television programs. (Extension Activity)
- **Decide** if you want to offer healthy snacks for students to try. Ask students’ families or your school’s Child Nutrition Services to help supply foods. Try to plan healthy foods that may be new to students. (Extension Activity)
- **Personalize and duplicate** the teacher reference, “Family Letter: Healthy Snacks,” requesting healthy snacks and permission for students to participate. **Distribute** the letter and send it home with each student if you did not do it after Lesson 1. (Extension Activity)

For Teacher Input:

- **Be prepared to describe** a television commercial designed to promote a food product.
- **Select a print advertisement** for a food or beverage from magazines or newspapers to use for demonstration.


For Closure:

- **Duplicate** the family resource sheet, “Snacking: Hungry or Not,” to send home with each student.

## LESSON PROCEDURE

**Introduction:** Review the importance of eating healthy foods and being physically active. Identify advertising as an influence on eating behaviors.



Approximately 3 minutes


Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the importance of eating healthy foods and being physically active.	<p><b><i>Who remembers the magic numbers and what they mean?</i></b></p> <p>Answer: The magic number 5 reminds us to eat foods from the five food groups. The magic number 60 reminds us to be physically active for 60 minutes each day.</p>	
Identify advertisements students remember.	<p><b><i>Stand up and stretch your arms toward the ceiling if you watch television.</i></b></p> <p><b><i>If you have a favorite television commercial, run in place.</i></b></p> <p><b><i>Who would like to tell the class about your favorite commercial?</i></b></p> <p>Call on several students to briefly describe their favorite commercial.</p>	 <p>Remind students that stretching is one form of physical activity that increases flexibility and that running builds endurance.</p>

Discuss the purpose of commercials.	<p><b>Why do you think we have commercials on television?</b></p> <p>Answers: to get people to buy products, to pay for television programs</p> <p><b>Touch your toes if you have seen commercials about food.</b></p>	
Introduce the topic of this lesson.	<p><i>Today we will explore how advertising influences our food choices...sometimes by trying to trick us.</i></p>	

**Teacher Input:** Identify strategies used to advertise food products and how advertising influences food choices.




Approximately 12 minutes




Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Identify and discuss television advertising strategies.</p>	<p>Using the advertising examples suggested by students in the Introduction, discuss how advertisers try to get people to buy their product. If possible, use one or more examples of food products.</p> <p><b>You suggested _____ as one of your favorite commercials. What do you like about it?</b></p> <p>Answers: attractive young people in the commercial, fun music, colorful, young people having fun and being happy, famous people in the commercial, etc.</p> <p>Record the answers on the board.</p> <p>Repeat the above question for two or three other commercials. If commercials for foods or beverages are not mentioned, be ready to describe one or two for the students to discuss.</p> <p><b>Raise your hand if you have watched a food commercial and wanted to eat the food being advertised.</b></p> <p>Title the list of students' ideas "Advertising Tricks."</p> <p><i>Commercials are designed to get you to buy something or do something. They want to trick you into thinking that, if you buy or use what they are advertising, you will be attractive, be happy and have fun, too.</i></p>	 <p>Tape several food and beverage commercials from children's television programs and analyze them.</p>
<p>Identify strategies used by printed advertisements.</p>	<p>Hold up a magazine advertisement for a food or beverage.</p> <p><b>What do you think this advertisement is trying to get you to do?</b></p> <p>Answer: buy the product</p> <p><i>Advertisements in magazines or newspapers also try to get you to buy and eat or drink certain products.</i></p>	 <p>Have enough advertisements for food that students or small groups of students can analyze them and suggest how the ads try to get consumers to buy the food.</p>

	<p><b>How do they try to influence you to buy the product?</b></p> <p>Answers: looks like it would taste good, young people look happy and appear to be having fun, bright colors, famous people in the advertisement, etc.</p> <p>Add any additional ideas to the list of “Advertising Tricks.”</p>	
<p>Identify grocery store advertising and product packaging as additional ways advertisers try to influence a person to purchase a product.</p>	<p><i>One more way advertisers try to get you to buy their food or beverage is how they package it and display it in the grocery store. Some packages are colorful, easy to open, and claim health benefits. Sometimes the packages don't tell the whole truth.</i></p> <p>Display an example, such as juice boxes that contain a low percentage of juice.</p>	 <p>Bring in several packages of foods or beverages for students to examine, looking for ways the package promotes purchasing the food or beverage.</p>
<p>Discuss whether or not a person should make food choices based on advertisements.</p>	<p><i>Some advertisements on television, in magazines or in the grocery store give you accurate information, and others trick you by giving you only part of the information.</i></p> <p>Provide a negative example, such as soft drink commercials that do not mention that the beverage does not contain nutrients the body needs to grow and be healthy.</p> <p>Provide a positive example, such as a milk commercial.</p> <p><b><i>If you are tempted to ask for a food you see advertised, what could you do to be sure it is a healthy food choice?</i></b></p> <p>Answers: Ask a parent, caregiver or other trusted adult. See if the food is in one of the five food groups.</p> <p><i>Eating three meals a day and foods from all of the food groups are important health habits. Snacks are okay, too. Snacks are mini-meals eaten in-between breakfast, lunch, and dinner. Just be sure to eat healthy snacks that give your body what it needs to grow and be active. Choose healthy snacks only when you are hungry, rather than when an advertiser has tried to trick you into eating more than you need.</i></p>	
<p>Identify the signs of hunger.</p>	<p><b>How do you know when you are hungry?</b></p> <p>Call on several students to suggest signs of hunger.</p> <p>Answers: Your stomach “growls.” You feel tired or weak. You have a headache. You may find it hard to concentrate or think.</p>	

**Application or Skill Practice:** Analyze the influence of advertising on food consumption. Apply advertising techniques to promote healthy snacks.




Approximately 20 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Divide the class into five groups. Analyze the influence of advertising on eating when a person isn't hungry.</p>	<p>Assign one student in each group to be the recorder and a second student to be the spokesperson.</p> <p><b><i>Rub your stomach if you sometimes have snacks when you aren't hungry.</i></b></p> <p><i>Let's analyze when and why we sometimes eat when we aren't hungry.</i></p> <p><i>On a piece of paper, write times when your group members snack when they aren't hungry.</i></p> <p>Gather ideas from the spokespersons for the groups. Some examples are:</p> <ul style="list-style-type: none"> <li>• after going to the grocery store</li> <li>• after looking at the candy in the grocery check-out aisle</li> <li>• while watching television</li> <li>• on special trips where there are concession stands, such as the zoo or a carnival</li> <li>• after visiting a convenience store</li> <li>• when friends are eating</li> <li>• when snack foods are easily accessible</li> <li>• when feeling bored or sad</li> </ul> <p>Select several of the students' ideas and discuss possible reasons.</p> <p><b><i>Why do you think people snack at these times or in these locations when they aren't hungry?</i></b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Television commercials encourage people to eat.</li> <li>• It is a habit to eat while watching television.</li> <li>• The candy in the grocery check-out aisle looks appealing, and you are waiting to check out.</li> <li>• The advertisements on packages in the grocery store make the food look good or have cute sayings or characters.</li> <li>• The signs on concession stands make the foods and beverages look appealing.</li> </ul> <p><i>Advertising is pretty powerful! Commercials and advertisements promoting foods and beverages can encourage us to eat when we aren't hungry, to eat more than we need to in order to stay healthy, and to eat foods that do not help the body stay healthy.</i></p>	<p> Use the rubric provided at the end of the lesson if you want to assess students' skill development.</p> <p></p> <p> To encourage physical activity, have students signal by doing jumping jacks or another type of movement.</p>

<p>Discuss healthy snacks.</p> <p>Create advertisements to promote healthy snacks.</p> <p>Distribute art supplies to the small groups and explain the task.</p>	<p><b>If healthy snacks are okay, what are some healthy snacks?</b></p> <p>Answers: carrots, celery, slices of fruit, grapes, low-fat yogurt, raisins, bananas, low-fat cheese, bagels, peanut butter, etc.</p> <p><i>Probably the most frequent time people eat when they aren't hungry is when they are watching television. Let's advertise some healthy snacks we could choose if we are hungry when watching television.</i></p> <p>Have the person to the left of the spokesperson become the new spokesperson.</p> <p><i>In your group, decide on a healthy snack you would enjoy eating while watching television, or playing a board game, or reading, or listening to music, or playing computer games. Use the same advertising tricks to create an advertisement on poster board or chart paper for your group's healthy snack.</i></p> <p>When the groups are finished, have the spokespersons show and describe the advertisement their group created.</p>	 <p>Invite parents to bring in a variety of healthy finger foods for students to try.</p>  <p>If time permits, have students create a commercial to perform or videotape for the class.</p>  <p>Have students create collages of healthy snacks using hand-drawn illustrations or pictures from advertisements or food magazines.</p>
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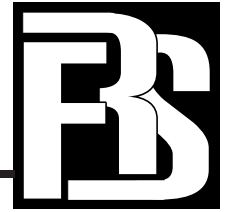
**Closure:** Summarize the influence of advertising on food selection.

Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Summarize advertising tricks and identify healthy snacks.</p>	<p><b>What advertising trick will you watch for on television, in magazines, or at the grocery store?</b></p> <p>Call on several volunteers.</p> <p><i>Knowing the advertising tricks will help you choose foods and beverages that help you stay healthy and avoid eating foods because the advertisement has tricked you.</i></p> <p><b>Name a healthy snack you could ask for the next time you are hungry between meals.</b></p> <p>Call on several volunteers. As students suggest different foods and beverages, have the class identify the food group in which the food or beverage belongs.</p>	 <p>Make a list of snacks mentioned by students for each of the food groups.</p>  <p>Create a graph illustrating the number of snacks mentioned in each food group.</p>
<p>Distribute the family resource sheet, "Snacking: Hungry or Not."</p> 	<p><i>Be sure to share this information with your families tonight so they will know the importance of snacking only when we are hungry.</i></p>	
<p>Introduce the topic for the next health lesson.</p>	<p><i>In our next health lesson, we will review the different types of physical activity and get ready to create a personal plan for being active.</i></p>	

# SNACKING:

FAMILY  
RESOURCE  
SHEET



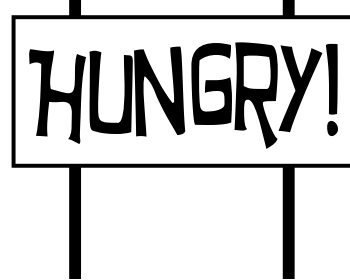
## Hungry or Not!

Many people snack between meals. Snacks can boost energy and prevent between-meal hunger. However, many people snack when they aren't hungry. Other people eat a larger snack than needed.

Help your child understand the signs of hunger and when it is important to reach for a healthy snack!

### Signs of Hunger

- Your stomach “growls.”
- You feel tired or weak.
- You may have a headache or feel light-headed.
- You may have trouble concentrating or thinking.



### Reasons Why We May Not Know or Notice the Difference Between Full and Hungry\*



- Eating too fast can make it harder to sense the message of fullness.
- Scolding, arguing, or other unpleasant mealtime situations may cause a child to eat faster to escape.
- Overeating may be a response to an emotional issue that needs attention.
- Getting too hungry may cause unhealthy snacking or unintentional overeating.
- Distractions, such as TV or computer games, may contribute to overeating.
- Thirst can be mistaken for hunger.

### What You Can Do!\*

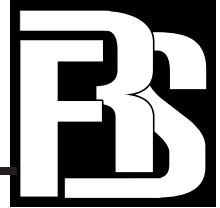
- Work with your child to eat slowly, take a break, and then return for seconds if still hungry.
- Relaxed surroundings and plenty of time to eat make it easier to sense hunger and fullness.
- Turn off the television and avoid other distractions when eating.
- A daily routine of regular mealtimes and snack times with a variety of healthy foods promotes good eating habits.
- Setting a good example allows your child to learn how to eat well.



### The Power of the Media

Commercials and advertisements can encourage us to snack when we aren't hungry. Ads are designed to get you to buy or eat a product by making it appealing or by making you think that you will look like the people in the ad if you use the product. Help your child understand how advertisements can influence a person's choice of foods and drinks. Visit the Public Broadcasting website, “Don't Buy It,” at [pbskids.org/dontbuyit/](http://pbskids.org/dontbuyit/) for more information.

\* Adapted from *Healthy Kids Healthy Weight*



# SNACK HABITS:

## Hard to Break and Hard to Start

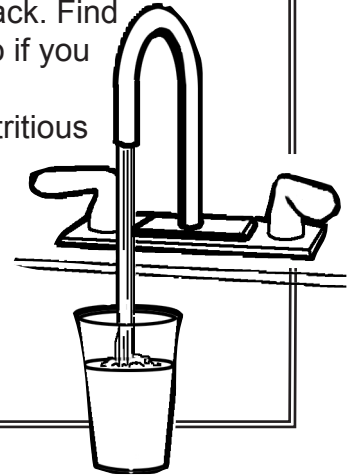
### Habits to Break



- Eating your favorite snack when you aren't hungry.
- Snacking every time you watch television.
- Eating snacks that are high in fat or sugar.
- Drinking sweetened drinks, such as soda pops, fruit punches, sport drinks, sweetened iced teas, and flavored fruit drinks or juice drinks.

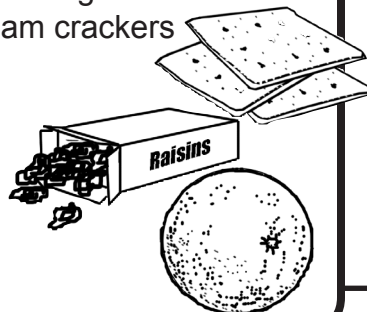
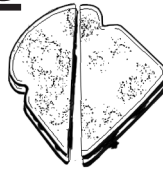
### Habits to Start

- Listen to your body. If you are hungry and it's not mealtime, choose a small snack from one of the five food groups.
- Notice when you snack. Find something else to do if you aren't hungry.
- Have a variety of nutritious snacks available.
- Drink lots of water and at least two or three glasses of milk a day.

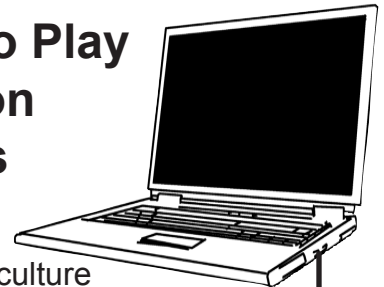


## Nutritious Snacks

- Low-fat microwave popcorn
- Peanut butter on whole grain bread
- Low-fat cottage cheese with fruit
- Fresh fruit with low-fat yogurt for dipping
- Snack-sized, low-fat pudding
- Fresh vegetables, such as baby carrots, with salsa or low-fat dip
- Unsweetened whole grain cereal with sliced fruit
- Lean meat and low-fat cheese sandwich on whole grain bread
- Baked chips with salsa
- Applesauce in a single serving container
- Animal crackers or graham crackers
- Whole fruit
- Small box of raisins
- Trail mix with dried fruit
- Pretzels or rice cakes
- Whole grain crackers
- Fig bars



## Take Time to Play Nutrition Games



The United States Department of Agriculture website has a section just for kids. Go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov).

Another website with nutrition games your child might enjoy is the National Dairy Council Nutrition Explorations. Go to [www.nutritionexplorations.org/kids.php](http://www.nutritionexplorations.org/kids.php).

Try this site for more fun! Go to the Center for Science in the Public Interest, "Smart-Mouth" at [www.cspinet.org/smartmouth/](http://www.cspinet.org/smartmouth/).



## Assessment Rubric for Skill Development: Creating Advertisements for Healthy Snacks

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

### Elements in the Lesson

- Decide on a healthy snack.
- Use advertising tricks to create an advertisement for the healthy snack.

1	2	3	4	Comments
The identified snack may not be healthy. The advertising strategy is ineffectively or inaccurately used to “sell” the healthy snack.	The identified snack is healthy. One advertising strategy is used to “sell” the healthy snack.	The identified snack is healthy. More than one advertising strategy is used to “sell” the healthy snack.	The identified snack is healthy. Numerous advertising strategies are convincingly used to “sell” the healthy snack.	

