



## Lesson 7: Be Media Smart

### Nutrition Objectives:

1. Students will become aware of how the media can impact what they eat.
2. Students will recognize that they choose name brand (popular) products over similar no-name products because of advertising.

### Supplies/Materials:

- Food Brand cards (for teacher)
- Top 10 Reasons to Eat More Fruits and Vegetables (reference sheet for the teacher)
- Add Up The Ads worksheet (half sheet for each student)

### Lesson:

**Ask**→ Has anyone tried a new fruit or vegetable this week?

**Ask**→ Has anyone been able to persuade members of their family to eat more fruits and vegetables?

**Say**→ Today we are learning about food advertising and how it can affect what you eat.

**Ask**→ What does the word “media” mean? (*a way of communicating information to a large number of people*)

**Say**→ Advertising is an important form of media.

**Ask**→ Where are some places that you see or hear ads for food? (*television, computer, tablet, cell phone, billboards, busses, at the movies, on the radio*)

**Say**→ These are all forms of media.

**Ask**→ Can anyone guess how many ads you see a year? (*40,000*)

**Say**→ That is roughly 100 adds per day. They are everywhere! Companies use ads to get your attention and try to convince you to buy something.

**Ask**→ What kinds of foods do you usually see ads for?

**Say**→ Most advertising money is spent to promote unhealthy foods like fast food, soda, sugary cereals, and candy. Most of these ads are aimed at children and teenagers. The food companies are trying to influence the types of foods you and your families buy.

### Activity #1 a: Food Brands

- Food Brand cards are included with this lesson.
- Present the food pairs one at a time and ask students which food they would prefer to eat or drink- item A or item B? Tally the votes on the board and circle the winner.

**Ask**→ What do the A items have in common? (*They are all brand names with big advertising budgets. The B items are made by lesser known companies and have little or no advertising.*)

(continued)

**Ask**→ Do you think the brand of a food affects what you eat? (*Most people are not even aware that they choose highly advertised foods more often than less advertised foods. Advertisers spend a lot of money to make you think their food is the best choice.*)

**Ask**→ Do you ever see advertising for fruit or vegetables? (*Very little money is spent on ads for healthy foods like fruits and vegetables because they are not owned by large companies the same way processed food products are.*)

**Ask**→ Do you think people would eat more fruit and vegetables if there was more advertising for them?

**Activity #1 b: Add up the Ads** - Ask students to carry the worksheet around with them for one day and record all of the advertisements they see for food products. Remind them that we see ads on TV commercials, the internet, in movies, and on the radio. The next day, ask: *Did anyone see an ad for fruits or vegetables?*

**Activity #2: Classroom Connections (Language Arts/Writing)** Continue the discussion about the power of persuasion and how businesses and organizations rely on market research and clever marketing tactics to entice consumers to purchase their products. Instruct the students to write a persuasive letter to their families encouraging them to eat more fruits and vegetables. Brainstorm a list of ideas with the students using the “Top 10 Reasons to Eat More Fruits and Vegetables” as a guide.

**Activity #3: Create a Poster** - Have students create their own posters and catchy slogans that persuade their peers and the school staff to eat more fruits and vegetables. Display them in the school hallways. (Refer to the example.)