

# Advertising Locally Grown and Produced Food

Shannon Rigby-Jones

Summer Institute 2010



Edited by Gale Smith

## Resource Synopsis

This teaching activity allows teachers to integrate marketing and advertising with agriculture. Students will first explore various types of marketing tactics and then use these tactics to create an ad for a locally grown or produced product in their area. Students will consider which products are advertised most, and be encouraged to think critically about the advertising process as well as the influence marketing has on our individual purchasing choices. This lesson is designed for Foods and Nutrition Grade 10 but could easily be adapted for other grades and subject areas.

### Rational For this Project

Marketing and advertising plays a huge influence in our purchasing choices. As Berry (2000) explains, “They buy what they want — or what they have been persuaded to want” and it is this persuasion that is an important thing for students to consider. We live in a consumer society and are continuously encouraged to purchase the newest and the greatest product. Often times, we choose to buy the product that is the most familiar, without considering the impact our purchase. This familiarity comes from media influences and as teachers we need to give students the skills to deconstruct and critically consider media. To be able to encourage students to develop the skills to critically deconstruct advertising and media influences allows students to develop critical thinking skills and a critical awareness for the world around them. Alvermann, Moon, and Hagood (1999) believe in “the importance of developing within children and adolescence a critical awareness of the social, political, and economic messages emanating from popular fiction, music, movies, comics, magazines, videos, computer games and other popular culture forms” (p.4). Children and teenagers as well as the general public have become so far removed from where food originates. We need to give them opportunities to explore their local environments.

As the BC Ministry of Agriculture noted in *Growing a Healthy Future for BC Families*, “the tremendous regional differences in B.C. from a climatic, geographic, economic and demographic perspective have resulted in the most diverse agricultural production of any province in Canada” (p. 10). We are truly blessed to live in a province that supports such a wide variety of products. But yet so many of us are not even aware of what is out there. Lessons that encourage students to explore the rich diversity of our local area are important. Local agriculture is a wonderful resource just waiting to be tapped into. The Grade 10 Foods and Nutrition Prescribed Learning Outcomes clearly state that students should be able to “describe a variety of food marketing techniques (BC Ministry of Education, 2007, p. 22).

## Outline of Lesson - Advertising Locally Grown and Produced Food

### Learning Outcomes

Students will be able to:

- identify agricultural products produced in their local area
- describe a variety of marketing techniques
- classify a variety of advertisements using the marketing learned techniques
- create an advertisement demonstrating their understanding of marketing techniques

### Materials

- copies of the map - Agriculture, Fish and Food in BC Poster Size Map available from BC AITC - <http://www.aitc.ca/bc/index.php?page=resource-order-form>
- information on locally grown and produced food products – your local tourist bureau is a good source – print the product index at Farm Fresh BC - <http://www.bcfarmfresh.com/> - and the list of local produce on the BC Farmers' Markets website - <http://www.bcfarmersmarket.org/inseason.htm>
- a selection of magazines that have advertisements for food products [in advance of the class you could ask students to bring in magazines with food ads]
- copies of the Analysis of Food Ads – one per group
- class set of Marketing to Teens - Advertising Strategies
- class set of Create an Advertisement for a Local Food Rubric

### Introduction

- **roll call** - during attendance students are asked to name one food product grown or produced in their community – a list is created on the board, overhead or on a flip chart
- **distribute** copies of the map and other information on locally grown and produced food products and have students in small groups determine what additions could be made to the list
- **discussion** - have you ever seen these products advertised? where? when? What the products that do get the advertising dollar? What techniques do advertisers use to get us to buy their products?

### Activity #1

- Break students up into groups of 2-4, depending on the number of magazines you have been able to obtain. You need at least one magazine per group.
- Direct students to go through the magazine and identify all the food ads (if possible allow them to tear them out of the magazine).
- Have them fill in the chart – Analysis of Food Ads (consider assigning roles: tabulator, recorder, calculator). Review terminology for the third column: natural refers to food that has no processing (e.g., an egg or apple); some or slightly processed would include some processing but little loss of nutritional value (canned/frozen/dried with few or no additional ingredients added); processed food has undergone a lot of transformation, many of additional ingredients, lots of packaging). Review the terminology for the fourth column - hand out Student Worksheet #1 Marketing to Teens- Advertising Strategies

and go through the list of strategies listed briefly

- Have groups report their conclusions. Discuss: Which foods get the most advertising? What advertising tactic was used the most? Which one was most effective? Did you see many ads for the foods we listed at the beginning of class?

### **Activity #2 - Create your Own Ad**

- Assign students to create their own original advertisement for a locally grown and produced food. Hand out the Advertisement Rubric and review the criteria for the project. Return to list from the roll call to help students who made need assistance finding products

### **Closure or summary:**

Have students complete a gallery walk a-bout after the advertisements are completed. Each advertisement can be numbered and students can explore each others' products and note what advertising strategy is being used.

### **Extensions**

- Complete the same activity using television ads.
- Research the "Buy BC" ads



## Part 2 Analyze the Data

1. Determine the percentage of ads that are for BC grown/produced products

$$\frac{\text{Number of ads for BC grown/produced food products}}{\text{Total number of ads}} \times 100 = \underline{\hspace{2cm}}\%$$

What conclusions can you make? \_\_\_\_\_

2. a) Determine the percentage of ads that are for natural food products

$$\frac{\text{Number of ads for natural grown/produced food products}}{\text{Total number of ads}} \times 100 = \underline{\hspace{2cm}}\%$$

b) Determine the percentage of ads that are for grown/produced products with some processing.

$$\frac{\text{Number of ads for slightly processed food products}}{\text{Total number of ads}} \times 100 = \underline{\hspace{2cm}}\%$$

c) Determine the percentage of ads that are for highly processed grown/produced products

$$\frac{\text{Number of ads for highly processed food products}}{\text{Total number of ads}} \times 100 = \underline{\hspace{2cm}}\%$$

What conclusions can you make? \_\_\_\_\_

3. What advertising tactic was used the most? \_\_\_\_\_

What conclusions can you make? \_\_\_\_\_

4. What ad was most effective? \_\_\_\_\_

Explain Why

---

---

## Create an Advertisement for a Local Food Rubric

Name: \_\_\_\_\_

Criteria	At Risk	Approaching	Good	Wow
Local Food Product Content	Inaccurate or incomplete information; no message	Information is accurate; message is unclear	Information is accurate; clearly conveys the intended message	Information is accurate; clearly and creatively conveys the intended message
Marketing Strategies	Little to no understanding of marketing tactics demonstrated	Demonstrates some understanding of marketing tactics through the beginning use of one of the advertising strategies	Demonstrates a good understanding of marketing tactics through the use of one or more advertising strategies	Demonstrates an excellent understanding of marketing tactics through the use of one or more advertising strategies
Originality	Substitutes many words in a familiar advertisement	Substitutes a few words in a familiar advertisement	Revises familiar advertisement uses own words	Completely original, does not copy a familiar advertisement
Layout and Graphics	Includes no colour and/or inadequate use of space No Graphics	Includes some colour; adequate use of space Few graphics that do little to enhance the product	Good use of colour and space; good organization Graphics Enhance the product	Excellent use of color and space; exemplary organization High quality carefully chosen graphics enhance the product
Mechanics of Language	Number of spelling/grammar errors make difficult to read/understand	Several spelling/grammar errors; does not show evidence of proofreading	Very few glaring spelling/grammar errors	No Glaring spelling/grammar errors; near publishable quality

How does this project connect with what I have learned?

---



---



---



---

## Marketing - Advertising Strategies

Advertisers have many methods to try and get you to buy their products. Lots of times, what they are selling is a lifestyle, or an image, rather than the product. Here are some tricks of the trade.

**Ideal Kids (or families)** - always seem perfect.

The kids are really hip looking, with the hottest fashions, haircuts and toys. Ideal families are all attractive and pleasant looking—and everyone seems to get along! Ideal kids and families represent the types of people that kids watching the ad would like themselves or their families to be.

**Family Fun** - a product is shown as something that brings families together, or helps them have fun together; all it takes is for Mum or Dad to bring home the “right” food, and a ho-hum dinner turns into a family party.

**Excitement** - who could ever have imagined that food could be so much fun? One bite of a snack food and you’re surfing in California, or soaring on your skateboard!

**Star Power** - your favorite sports star or celebrity is telling you that their product is the best! Kids listen, not realizing that the star is being paid to promote the product.

**Bandwagon** - join the crowd! Don’t be left out! Everyone is buying the latest snack food: aren’t you?

**Scale** - is when advertisers make a product look bigger or smaller than it actually is.

**Put Downs** - when you put down your competition’s product to make your own product seem better.

**Facts and Figures** - when you use facts and statistics to enhance your product’s credibility.

**Repetition** - advertisers hope that if you see a product, or hear its name over and over again, you will be more likely to buy it. Sometimes the same commercial will be repeated over and over again.

**Heart Strings** - ads that draw you into a story and make you feel good, like the McDonalds commercial where the dad and his son are shoveling their driveway and the son treats his poor old dad to lunch at McDonalds when they are done.

**Sounds Good** - music and other sound effects add to the excitement of commercials, especially commercials aimed at kids. Those little jingles, that you just can’t get out of your head, are another type of music used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the sound for the program that follows?

**Cartoon Characters** - Tony the Tiger sells cereal and the Nestlé’s Quick Bunny sells chocolate milk. Cartoons like these make kids identify with products.

**Weasel Words** - by law, advertisers have to tell the truth, but sometimes, they use words that can mislead viewers. Look for words in commercials like: “Part of...” “The taste of real....” “Natural....” “New, better tasting.....” “Because we care...” There are hundreds of these deceptive phrases—how many more can you think of?

**Omission** - where advertisers don’t give you the full story about their product. For example, when a Pop Tart claims to be “part” of a healthy breakfast, it doesn’t mention that the breakfast might still be healthy whether this product is there or not.

**Are You Cool Enough?** - this is when advertisers try to convince you that if you don’t use their products, you are a nerd. Usually advertisers do this by showing people who look uncool trying a product and then suddenly become hip looking and do cool things.

Source: Some of the above information was adapted, with permission, from the Center for Media Literacy.

## Bibliography

- Alvermann, D. E., Moon, J.S. & Hagood, M. C. (1999). *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Georgia: University of Georgia.
- BC Ministry of Education (2007). Home Economics Foods and Nutrition 10 Available at: [http://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Applied\\_Skills&course=Home\\_Economics:\\_Foods\\_and\\_Nutrition\\_8\\_to\\_12&year=2007](http://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Applied_Skills&course=Home_Economics:_Foods_and_Nutrition_8_to_12&year=2007)
- Berry, W. (2000). The pleasure of eating. Center for ecoliteracy. Available at <http://www.ecoliteracy.org/essays/pleasures-eating>
- Media Awareness Network (2010) Packaging Tricks. Available at: [http://www.media-awareness.ca/english/resources/educational/lessons/elementary/advertising\\_marketing/packaging\\_tricks.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/advertising_marketing/packaging_tricks.cfm)
- Media Awareness Network (2010). Looking at Food Advertising. Available at: [http://www.media-awareness.ca/english/resources/educational/lessons/elementary/advertising\\_marketing/food\\_advertising.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/advertising_marketing/food_advertising.cfm)
- Media Awareness Network (2010) Marketing to Teens: Advertising Strategies. Available at: [http://www.media-awareness.ca/english/resources/educational/handouts/advertising\\_marketing/mtt\\_advertising\\_strategies.cfm](http://www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm)
- Media Awareness Network (2010). Marketing to Teens: Marketing Tactics. Available at: [http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising\\_marketing/mtt\\_marketing\\_tactics.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising_marketing/mtt_marketing_tactics.cfm)
- Ministry of Agriculture and Lands. Growing a Healthy Future for BC Families. Available at [http://www.al.gov.bc.ca/Agriculture\\_Plan/growing\\_future.html](http://www.al.gov.bc.ca/Agriculture_Plan/growing_future.html)
- St. Cloud Area School District 742 (2004) Social Studies Resources. Magazine Advertisement Rubric. Available at: <http://isd742.org/StaffNET/TandL/SSCurriculum/MagazineAd.pdf>