

# IT ALL "ADS" UP



**THEME:** Balance Your Day with Food and Play

**NUTRITIONAL FOCUS:** Cereal

**GRADE LEVEL:** 5

## **OBJECTIVES:**

1. Students will gain an understanding of the *Dietary Guidelines for Americans* and the *Food Guide Pyramid* by reading, participating in class discussions, and completing activities.
2. Students will demonstrate their understanding of facts and opinions by analyzing advertising techniques and completing activities.
3. Students will develop an understanding of economic concepts by reading, class discussions, and completing activities.
4. Students will demonstrate writing skills by writing a description of advertisements.
5. Students will become familiar with the information included on food labels by completing charts based on food labels of cereal boxes.
6. Students will demonstrate their understanding of advertising techniques used to persuade consumers to buy products by creating a cereal box design.
7. Students will demonstrate problem-solving ability by completing a chart based on the cost per ounce of different cereals.
8. Students will demonstrate their understanding of advertising techniques and the importance of physical activity by writing a paragraph and creating a radio advertisement.
9. Students will make smart decisions about food choices as a result of learning to read food labels and analyze advertisements.

**CURRICULUM CONNECTION:** Art, Economics, Health, Math, Music, Physical Education, Reading, Writing

## **Economics Standards**

The students will:

3. describe examples of various institutions that make up economic systems, such as households, businesses, banks, government agencies, labor unions, and corporation.

## **Fine Arts Standards:**

**Art — Standard One:** Students will understand and use visual arts as means for creative self-expression and interpersonal communication.

### **Health Education Standards**

**Standard One:** Students will understand health promotion and disease prevention concepts and strategies.

**Indicator One:** Students will evaluate how personal behavior can impact the health of self, peers, and family.

**Standard Three:** Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**Indicator Two:** Students will evaluate strategies for achieving and maintaining personal health goals.

**Indicator Three:** Students will evaluate the role of personal responsibility in health-related decisions.

### **Listening and Viewing Standards**

The students will:

6. analyze media as information provider, entertainer, persuader, informer, and/or transmitter of culture.
7. distinguish between fact and speaker opinion.
8. identify and analyze persuasive techniques used in oral presentations and media messages.
9. identify ways to determine the reliability of information.

### **Number Sense Standards**

The students will:

12. select and use appropriate arithmetic operations for multi-step problem situations.
17. understand relative size of whole numbers, commonly used fractions, decimals, and percent.

### **Patterns, Relations, and Functions Standards**

The student will:

1. solve problems involving variables of speed, unit, cost, or unit weight.

### **Physical Education Standards**

**Standard Three:** Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

### **Reading Standards**

The students will:

3. use different reading strategies to comprehend text.
4. locate information in text to support opinions, predictions, and conclusions.
18. draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience.

### **Statistics & Probability Standards**

The students will:

1. collect, organize, and display data in a variety of forms.
2. use statistical data about life situations to make predictions and justify reasoning.

## Speaking Skills

The students will:

2. deliver presentations that describe a situation and establish connections between cause and effect.
5. exchange information in various formal and informal settings.
7. choose grammar and sentence structures appropriate to the audience and purpose.
9. choose the appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance.

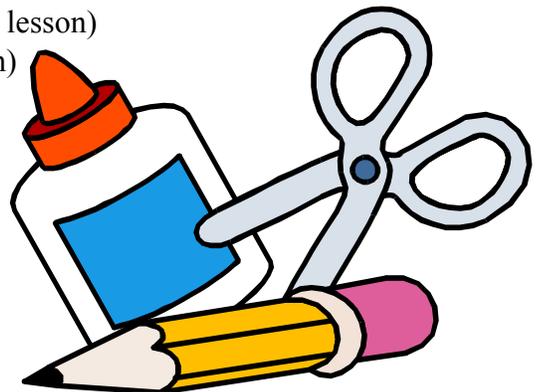
## Writing Standards

The students will:

5. select words that are expressive, content appropriate, and precise to provide clarity and focus for the reader.
6. use correct grammar in writing.
9. write expository texts which speculate on the cause and effects of various situations.
10. compose persuasive writings which include valid and reliable evidence.
11. write to inform, to entertain, or to provide explanations to specific audiences.
17. write in response to ideas, thoughts, and information presented in various content areas.
20. edit for capitalization, punctuation, and spelling.

## **MATERIALS NEEDED:**

- Collection of empty cereal boxes
- Letter to Parents (included in lesson)
- Student Handout *Food Guide Pyramid* (included in lesson)
- Student Handouts for *It All “Ads” Up* booklet (included in lesson)
- Scissors
- Stapler
- Student Handout *It’s a Fact* (included in lesson)
- *The Go-Around Dollar* by Barbara Johnston Adams
- Student Handout *Find the Ad* (included in lesson)
- Student Handout *Advertising Target* (included in lesson)
- Student Handout *It’s on the Box* (included in lesson)
- Student Handout *Design a Box* (included in lesson)
- Art paper, crayons, and colored markers
- Student Handout *Label Information* (included in lesson)
- Student Handout *Consumer Cost Reporting* (included in lesson)
- Student Handout *Nutrition Reporting* (included in lesson)
- Parent Survey (included in lesson)



## **BACKGROUND INFORMATION:**

### **Economics Vocabulary**

**consumer** — a person who uses goods and/or services

**demand** — how much consumers want a good or service as determined by the amount they are willing to pay

**market** — any place where goods and/or services are bought and sold

**money** — a medium of exchange

**price** — the amount of money that people pay when they buy a good or service

**product** — something made

**profit** — money left over after paying expenses

**wants** — desires that can be satisfied by the consumption of a good or service

See *It All “Ads” Up* student booklet pages

## **PROCEDURES:**

1. Begin a collection of cereal boxes by asking each student to bring at least one empty cereal box to class. This should be assigned at least a week in advance so the collection can be used to complete activities in this unit.
2. Send home the letter to parents to share information about the *It All “Ads” Up* unit.
3. Provide students a *Food Guide Pyramid* and discuss the five major food groups. Since the *Food Guide Pyramid* provides recommendations based on facts, identify reasons why people do not always make smart choices when selecting foods.
4. Recognize advertising as influential in consumer decisions. Lead the class in discussing forms of advertising: TV, radio, magazines, newspapers, billboards, and computers. Why are products advertised?
5. Define and discuss the economic concepts listed in the Background Information. Ask students to relate the concepts to advertisements.
6. Challenge the class to collect data for the number of advertisements for food or beverages and identify which foods are advertised the most. What conclusions can be drawn from the data?
7. Lead the class in comparing the recommendations of the *Food Guide Pyramid* to foods that are advertised. Which food group is advertised more? Why?
8. Distribute *It All “Ads” Up* booklet pages to students. Ask students to cut each sheet on the dotted line and assemble the pages to make a booklet. The booklet should be stapled together on the left edge.

9. Divide the class into pairs. Assign each pair of students to read the booklet aloud to each other. After reading the selection, allow each pair of students to share some information from the booklet with the class. Allow time for discussion of questions:
  - A. Why is it important to learn about advertising?
  - B. How is competition in the market similar to competition in sports?
  - C. How do consumer households and businesses work together in a market economy?
  - D. What methods do businesses use to advertise?
  - E. Why is attention paid to the packaging of products?
  - F. What effects does advertising have on food choices?
  - G. Why is the food label important?
  - H. What are the effects of advertising on how we use our time?
  - I. Why is advertising included in *Eat Smart. Play Hard.*<sup>TM</sup> in *South Dakota* nutrition lessons?
10. Discuss *facts* and *opinions*. Lead the class in discussing advertisements from television or radio that include *facts* and *opinions*. Assign students to complete page 11 of the booklet determining which statements are factual and which are opinion.
11. Provide students *It's a Fact* to complete using any cereal box. After the completion of the activity, allow time to students to read and share their answers.
12. Discuss the profit motive for business. Identify money as a medium of exchange between consumers and businesses who market a product.
13. Read *The Go-Around Dollar* by Barbara Johnson Adams to the class. Discuss the circular flow of money.
14. Provide students *Find the Ad* for a homework activity. This activity will require several days to complete. When all students have completed the assignment, display the print advertisements on a bulletin board with the caption "Learn About Ads." Allow time for the class to share their findings.
15. Explain to the class that the packaging of a product can create a demand for the product. For example, many cereal boxes show cereal and milk on the cover. Share with the class that the milk in the picture is not milk at all. It is white glue. Advertising photographers use white glue in the picture instead of milk because makes a better picture! Challenge the class to find cereal boxes in the class collection or at home that have milk pictured.
16. Discuss targeted group of consumers for different products. Lead the class in providing examples of products that are advertised for special groups of people. Distribute *Advertising Target* to students. Assign students to use cereal boxes from the collection to complete the chart.

17. Provide students *It's on the Box*. To complete the assignment, students should select any cereal box from the collection and write at least one paragraph explaining how the package advertising uses one or more of the advertising techniques. Students should include an explanation of how the information presented in the advertising may persuade consumers to make a decision to buy the product and include the words *demand*, *consumer*, *persuade*, *advertising*, *decisions*, *fact*, *opinion*, and *product* in the explanation.
18. Allow students to create a design for the front of a cereal box. Provide *Design a Box* to students to complete.
19. Allow students to use boxes from the collection to complete *Label Information*. After the chart is completed, students should write at least one paragraph on their own paper which explains which of the four cereals listed in the chart they would choose as a smart choice based on facts.
20. Discuss cost as an important concern when buying products. Using a box of cereal for an example, instruct students in figuring the cost per ounce by dividing the total cost by the number of ounces. Point out that some grocery stores provide this consumer information on the shelf along with the total price of the product. Discuss how this information could be beneficial to the smart shopper.
21. Give both *Consumer Cost Reporting* and *Nutrition Reporting* to students as a homework activity. Students should collect actual prices and weights of the corn flakes and raisin bran to complete the activity. At the same time, they should collect the nutrition information from the cereals. This will require several days to complete since students will need to actually go to a grocery stores to collect the information. Parents will need time to do this at their convenience.
22. Conduct a taste-test survey to determine preferences in corn flakes. To conduct the survey, three different brands of corn flakes will be needed: two name-brand varieties, and one generic brand. Mark the bottom of each box with an "A", "B", or "C" and pour a sample of each on paper plates or napkins marked accordingly. (This should be done discreetly without letting the students know which cereal each letter represents.) Allow students to sample each of the corn flakes to determine their taste preference. Allow students to vote for their preferred corn flake and construct a class graph to visualize the results of the taste survey. Reveal the identities of each cereal. Did the most advertised brand receive the most votes? Is the most advertised brand always the one that tastes best?
23. Lead the class in a discussion that combines the results from *Consumer Cost Reporting*, *Nutrition Reporting*, and the taste-test survey to arrive at a conclusion. Are the highly advertised brands always the best? What conclusions would a smart consumer make?
24. Discuss the slogan "Balance Your Day with Food & Play" to recognize the importance of smart nutritional choices along with physical activity. Would it be smart to choose healthy foods and not be physically active? Kids need at least 60 minutes of physical activity each day along with good nutrition to be healthy.

25. Challenge students to write a paragraph describing their favorite physical activity, the required equipment, and the health-related benefits.
26. After writing the paragraph, assign students to revise and edit the information in the paragraph to make it appropriate for a radio advertisement. At least one advertising technique should be used in the ad. A connection should be made between the physical activity and good health.
27. Allow students to pretend to be on the radio and present their ad for a physical activity! Remind students to choose appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance.
28. Review the cafeteria menus planned for the school. Ask the class to agree on one menu and create a class advertisement for the meal. Divide the class into teams and let each team choose a different food from the menu. Each team will be responsible for designing and creating a poster-size advertisement of the food. The completed advertisements should be placed in the cafeteria for the school to enjoy.

#### **EXTENSION ACTIVITIES:**

1. Make a collage on a bulletin board by collecting ingredient lists from cereal boxes. Identify the first ingredient on each list using a highlighter. Place “Read First” on the board as a caption.
2. Divide the class into learning pairs. Allow each pair of students to select a cereal box from the collection. Instruct students to place a cereal box on art paper and trace the shapes. There will be three rectangular shapes from each box: back or front, top or bottom, and side. Using a ruler, instruct students to measure the sides of each of the three shapes to the nearer one-half inch and record the measurements on the shapes.
3. Define and discuss perimeters. Assign students to find the perimeter of a cereal box by using the back or front measurements. Students should find the perimeter of the box front or back to the nearer one-half inch.
4. Conduct a “Create a Cereal Box” contest. Students should design a cereal box by covering a cereal box with white paper and creating an original cover.
5. Repeat the taste-test survey using three different brands of raisin bran.
6. Use a tape recorder to record the radio ads presented to the class. Let students listen to their advertisements. Check to see if the advertisements could be played on the school intercom during morning announcements.
7. Assign students to select foods from the cafeteria menu and create a radio advertisement for the food. Check to see if the advertisements can be included with the menu announcements on the school intercom.

## EVALUATION:

### Participation

- Did students assemble and read the *It All “Ads” Up* booklet and participate in class discussion?
- Did students attentively listen to *The Go-Around Dollar* and participate in class discussions of the information presented?
- Did students complete the *Find the Ad* homework activity and share information with the class concerning the use of advertising techniques?
- Did students involve their parents in the unit by asking for their assistance in completing the *Consumer Cost Reporting* and *Nutrition Reporting* homework?
- Did students participate in the taste-test survey to determine taste preference?
- Did students write a paragraph describing their favorite physical activity?

### Skill/Knowledge

- Were students able to identify the fact and opinion statements on page 11 of the booklet?
- Were students able to complete the *It’s a Fact* activity using information from a cereal box?
- Were students able to understand the focus of advertising by correctly completing the *Advertising Target* activity?
- Were students able to write a paragraph describing the advertising techniques used on a box of cereal?
- Were students able to apply their understanding of advertising by creating a cereal box design?
- Were students able to accurately complete *Label Information* and write a paragraph based on the information?
- Were students able to apply their understanding of advertising by creating a radio ad for their favorite physical activity?
- Were cafeteria foods viewed more positively after the creation of a meal advertisement?

### Behavior

- Were there any noticeable changes in students’ behavior as determined by the parent survey?

## ACKNOWLEDGMENTS:

*Nutrition and Your Health: Dietary Guidelines for Americans*

U. S. Government Printing Office

Superintendent of Documents

Mail Stop: SSOP

Washington, D.C. 20402-9328

### **Eat Smart. Play Hard.™**

USDA Food and Nutrition Service

3101 Park Center Drive RM 1014

Alexandria, VA 22302-9943

*A Framework for Teaching Basic Economic Concepts*

National Council on Economic Education

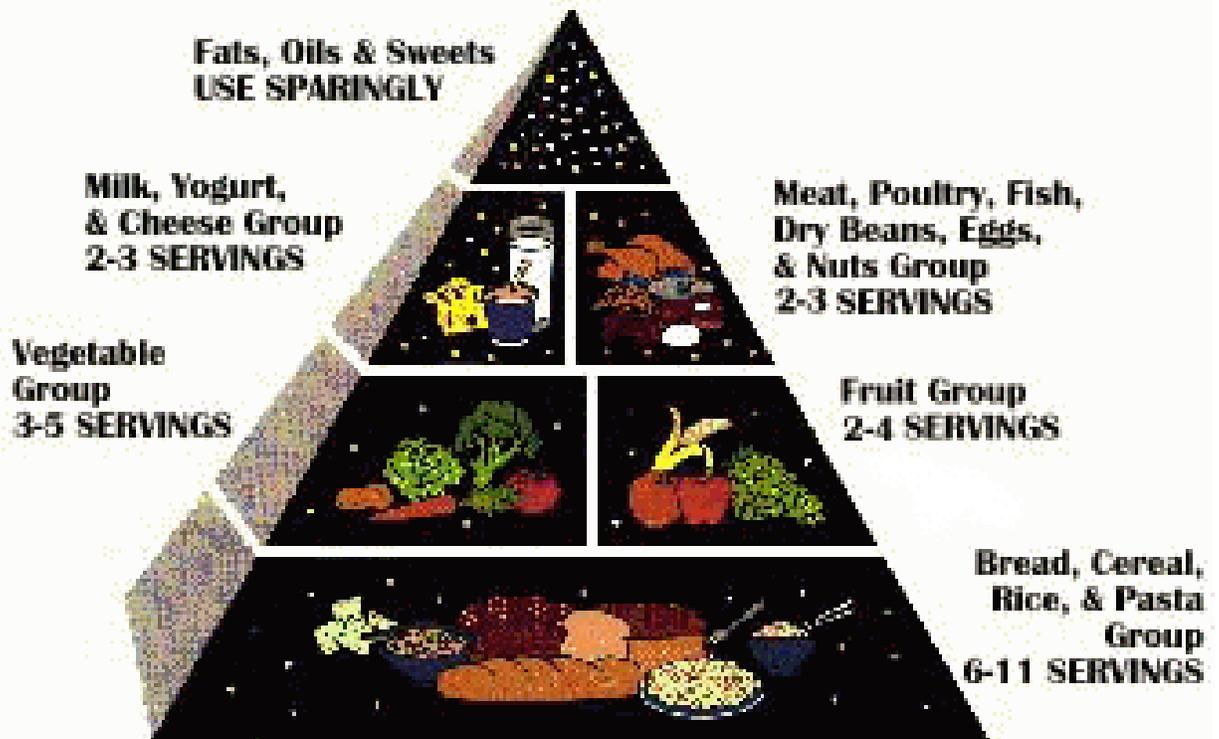
1140 Avenue of the Americas

New York, NY 10036



# Food Guide Pyramid

## A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

Dear Parents:

Our class is beginning a study called *It All “Ads” Up*. We will be emphasizing decisions that consumers make concerning food choices and physical activity. Advertising or “ads” will be the foundation of our study. It is important that you become part of this study. There are several ways that you can help:

1. Send empty cereal boxes to school. We will use them in class assignments.
2. Your child has one homework activity that requires collecting cost and nutrition information from different brands of cereal. Your child will need to accompany you as you shop for groceries to collect the information.
3. Make grocery shopping a family affair. Allow kids to read food labels to determine which foods are smart choices. Encourage them to take a calculator along to determine which foods are smarter choices based on cost per ounce.
4. Ask your child to identify information on food labels.
5. Get kids moving! Encourage them to participate in physical activities.
6. Plan family times that include smart food choices and activity.
7. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work. By showing your interest in *It All “Ads” Up*, you will have a key role in making your child a winner for good health.
8. Kids copy adults, so eat healthy and be active every day!

**Balance Each Day With Food & Play**

- Healthy eating habits and physical activity work together for better health.
- Making healthy food choices helps kids to grow, develop, and be ready to learn.
- Being physically active is fun and helps you feel good, too!

We are looking forward this study. Thank you for being a part of our learning team!



Sincerely,

# IT ALL "ADS" UP

This book belongs to

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## IT ALL "ADS" UP

Our country is primarily a market economy. This means that the price of goods, services, and resources guides most of the economic activity. The price is the amount of money that people pay when they buy a good or a service. It is determined by the buying and selling decisions of consumers and producers. Consumers spend their money on things that they want and the amount of money they are willing to spend is determined by how much they want the goods or services. Likewise, businesses sell goods or services to make a profit. They make decisions on what price to sell goods and services to make the most money.

A market is any place where goods and/or services are bought and sold. There is competition in the market. Businesses compete to sell their goods and services. Each business must create a demand for their products and persuade consumers that they should buy their products instead of others. If consumers do not buy their products, the businesses will not make a profit. The household consumer and businesses that are marketing products have different motives. A consumer tries to buy the best product at the best price. Business wants to sell a product to the consumer to make a profit.

2

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One way for businesses to create a greater demand for products is by advertising. Advertising is telling about and praising a product in public. Media such as television, radio, billboards, newspapers, computers, and magazines are used to advertise. Advertisements, or *ads* as they are sometimes called, are designed by businesses to sell products to consumers. They attempt to change consumer tastes and preferences and increase the demand for a product.

Advertising is a business in itself. Many people are employed in advertising to design ads that will sell the most products for another business. Attention is paid to the color, words, design, and appearance of the packaging. Sometimes consumers buy products because the package is attractive.

3

There are many advertising techniques used to persuade consumers to buy a product:

- *Gimmick* — Clever ideas or devices
- *Glittering Generalities* — Presents luxury, wealth, and glamour in the advertisement
- *Bandwagon* — Displays the message that "everybody" is buying and using the product
- *Testimonial* — A well-known personality or a famous person like a sports or movie star makes a statement about the merit of some product
- *Just Plain Folks* — Portrays the product as traditional, old fashioned, and "homey"
- *Humor* — Funny, amusing, or absurd appeals
- *Statistical Approach* — Uses numbers or figures to convince
- *Expert Approach* — Uses a spokesperson who is or acts like a professional in the area

4

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Advertisements create a demand for products, but it is the responsibility of the consumer to determine the facts when making decisions about buying the products. Some of the information presented in advertising is *fact* and some information is *opinion*. A fact is a statement that can be proven true or false. An opinion is a statement based on belief or value. Distinguishing *facts* from *opinions* in advertising helps consumers make smart decisions.

Advertising has effects on maintaining a healthy and balanced diet. There is competition in the marketplace to sell food products. Consumers should not depend on advertisements to decide which foods to buy. When making decisions about choosing foods, it is important to rely on factual information. To make smart decisions, consumers must learn to look for the facts about foods by reading food labels and referring to the *Food Guide Pyramid*.

5

There are several parts of the food label: front panel, Nutrition Facts, and ingredient list. The front panel often tells if nutrients have been added. The ingredient list tells what's in the food, including any nutrients, fats, or sugars that have been added. A federal law, the Nutrition Labeling and Education Act, enacted in 1993, requires manufacturers of standard foods to list all ingredients. Food manufacturers are required to list ingredients using common names and in **descending order by weight**. This means that the first ingredient is the main ingredient in the food. Finally, the Nutrition Facts food label provides factual information about the nutrient content. This includes the serving size, the Percent Daily Values of nutrients and nutritional content of the product.

6

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To read the Nutrition Facts, start with the serving size. Remember, the serving sizes listed on Nutrition Facts may differ from those used in the *Food Guide Pyramid*. For example, a Nutrition Facts serving size for 2 ounces for dry macaroni yields about 1 cup cooked macaroni. This would be two servings according to the *Food Guide Pyramid*. This is important because it can be misleading. Watching serving sizes is important. If you consume too much food and don't get enough physical activity, the result is weight gain. It is important to balance what you eat with what you do. A healthy weight is key to a long, healthy life.

7

The next thing to review on the Nutrition Facts list is the amount of total fat, saturated fat, and cholesterol in the food. Saturated fat and dietary cholesterol tend to raise blood cholesterol and should be limited. Smart choices can be made by choosing foods that have 5% or less of the % Daily Value for these nutrients. Foods that have 20% or more of the % Daily Value are considered high in these nutrients. Remember to choose a diet that is low in saturated fat and cholesterol and moderate in total fat.

It is also important to locate the facts about the amount of salt in food. Salt contains sodium. Many studies have shown that a high sodium intake is associated with higher blood pressure. Choose foods with less salt by checking the % Daily Value. Smart choices can be made by choosing foods that have 5% or less of the % Daily Value for sodium. Foods that have 20% or more of the % Daily Value of sodium are considered high in salt.

8

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Another fact to locate on the Nutrition Facts is the amount of sugar in a food. This is listed according to the number of grams of sugar in one serving. It takes 4 grams of sugar to equal one teaspoon. This means that comparisons between foods should be made to determine which foods are higher in sugar and which are lower. Remember to choose beverages and foods to moderate the intake of sugars.

It is also important to read the Nutrition Facts label to determine the amount of Vitamin A, Vitamin C, calcium, and iron in the food. These are important nutrients that need to be included in a balanced and healthy diet. If a food has 5% or less of the %Daily Value for the nutrients, it is low in that nutrient. It would be a smart decision to choose foods that have a higher % Daily Value.

Finally, it is important to remember that adding or mixing foods changes the food values. For example, adding milk to cereal or adding meats to hamburger helpers will change the food value from what is on the package. Cereal boxes have the % Daily Value with and without milk but many other food packages do not provide this information.

9

There is competition in the market for time as well as money. Movies, video games, and television are examples of products sold for money that use a person's time. Making smart decisions about the use of time is equally important in maintaining a healthy lifestyle.

Be smart! Learn the facts to "Balance Your Day With Food & Play" and make smart choices about food and activity. It "ads" up in many ways:

- Helps maintain mental and physical fitness
- Helps maintain a healthy weight
- Helps reduce risks of serious diseases
- Helps kids grow and develop
- Provides energy needed to learn, work, and play

10

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### Fact or Opinion

**Directions:** Circle O if the sentence is an opinion. Circle F if it is a fact.

- O F 1. Businesses compete to sell their products.
- O F 2. A package that has flowers on it is the prettiest.
- O F 3. Sometimes consumers buy a product because the package is attractive.
- O F 4. There are many advertising techniques.
- O F 5. The Expert Approach is the best advertising technique.
- O F 6. There are several parts of the food label.
- O F 7. The Ingredient List gives the ingredients in descending order.
- O F 8. Foods that have wheat as the main ingredient taste better than others.
- O F 9. Salt contains sodium.
- O F 10. Watching television is more fun than going for a bike ride.
- O F 11. Basketball is a better game to play than baseball.
- O F 12. Consumers buy products.
- O F 13. The best fruit to buy is apples.
- O F 14. Kids need energy to grow, develop, learn, and play.
- O F 15. Milk is a good source of calcium.

11

**Fact or Opinion**

**Directions:** Circle O if the sentence is an opinion. Circle F if it is a fact.

- F 1. Businesses compete to sell their products.
- O 2. A package that has flowers on it is the prettiest.
- F 3. Sometimes consumers buy a product because the package is attractive.
- F 4. There are many advertising techniques.
- O 5. The Expert Approach is the best advertising technique.
- F 6. There are several parts of the food label.
- F 7. The Ingredient List gives the ingredients in descending order.
- O 8. Foods that have wheat as the main ingredient taste better than others.
- F 9. Salt contains sodium.
- O 10. Watching television is more fun than going for a bike ride.
- O 11. Basketball is a better game to play than baseball.
- F 12. Consumers buy products.
- O 13. The best fruit to buy is apples.
- F 14. Kids need energy to grow, develop, learn, and play.
- F 15. Milk is a good source of calcium.

# IT'S A FACT

**Directions:** Select a cereal box. Using complete sentences, write at least five *facts* found on the box and provide at least five *opinions* that you could have about the cereal. Example:

The cereal contains corn and wheat. **Fact**

The cereal tastes good. **Opinion**

It's a fact that —

- Some of the information presented in advertising is *fact* and some information is *opinion*.
- A *fact* is something that can be proven true or false.
- An *opinion* is based on preferences, belief, or value.
- Distinguishing *facts* from *opinions* in advertising helps consumers to make smart decisions.

**Name of Cereal:** \_\_\_\_\_

**Facts:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Opinions:**

- 1.
- 2.
- 3.
- 4.
- 5.

Write an explanation of how *facts* and *opinions* can influence consumer demand for a product.

## FIND THE AD

**Directions:** Read the information in the box. Find an example of each kind of advertisement. If the advertisement is in print, bring the advertisement to class. If the advertisement is on television, radio, computers, or a billboard, write a short description of the advertisement. Use the sample form in the box at the bottom of the page to describe the advertisement. Since your class will depend on you for a description of the advertisement, make sure you use descriptive words to create a “mind picture” for the advertisement.

Businesses try to create a greater demand for products by advertising. Advertising is telling about and praising a product in public. Media such as television, radio, computers, billboards, newspapers, and magazines are used to advertise. Advertisements are designed to sell products to consumers. They attempt to change consumer tastes and preferences and increase the demand for a product. There are many advertising techniques used to persuade consumers to buy a product:

- Gimmick — Clever ideas or devices
- Glittering Generalities — Presents luxury, wealth, and glamour in the advertisement
- Bandwagon — Displays the message that "everybody" is buying and using the product
- Testimonial — A well-known personality or a famous person like a sports or movie star makes a statement about the merit of some product
- Just Plain Folks — Portrays the product as traditional, old fashioned, and "homey"
- Humor — Funny, amusing, or absurd appeals
- Statistical Approach — Uses numbers or figures to convince
- Expert Approach — Uses a spokesperson who is or acts like a professional in the area

**Advertising Technique:**  
**Media Used to Advertise:**  
**Product Advertised:**  
**Description of Advertisement:**

## ADVERTISING TARGET

**Directions:** Complete the chart by examining the design, color, and appearance of four different cereal boxes. Determine the targeted group of consumers according to those listed in the table. Provide an explanation based on proof from the cereal box. Each cereal should have **at least one** targeted consumer group and some may have more than one. "Samson's Bran Flakes" has three targeted consumer groups.

**Targeted Consumer Groups**

**Health** — Consumers who have health and diet concerns  
**Kids** — Young consumers who like games, cartoons, and toys  
**Family** — Consumers who value the importance of a family  
**Budget** — Consumers concerned about the cost and price  
**Other Special interest groups**— Sports Fans, Older People, Women, Men

Brand Name & Kind of Cereal	Targeted Consumer Groups	Support or Proof Based on Package
SAMSON'S  Bran Flakes	1. Sports  2. Kids  3. Budget	1. The box has a picture of a weight lifter.  2. There is a game advertised on the back of the box.  3. It is not a name brand cereal.

# IT'S ON THE BOX

**Directions:** Select any cereal box. Write at least one paragraph explaining how the package advertising uses one or more of the advertising techniques. Include an explanation of how the information presented in the advertising may persuade consumers to make a decision to buy the product. Include the words *demand, consumer, persuade, advertising, decisions, fact, opinion, and product* in the explanation.

<b>Writer's Checklist</b>
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- |  |
|--|
| <ol style="list-style-type: none"><li>1. Have you used enough details to explain your writing?</li><li>2. Have you put your thoughts in order?</li><li>3. Have you used descriptive words that provide clarity to the reader?</li><li>4. Do you have sentences of different lengths?</li><li>5. Have you used correct grammar?</li><li>6. Did you edit the paragraph for punctuation, capitalization, and spelling?</li><li>7. Can others read your handwriting?</li></ol> |
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**DESIGN A BOX**

**Directions:** Use art paper, pencils, pens, crayons and colored markers to design a front for a cereal box. Create an original name for the cereal and use one or more of the advertising techniques. Include at least two facts about the product on the box and write the facts in *red*. Include at least one opinion about the cereal on the box and write the opinions in *yellow*. Be sure to consider color, words, pictures and nutritional information to be included on the cover. The design should feature a picture of you and should create a demand for the cereal by persuading a targeted consumer group to buy the cereal.

Answer these questions based on the completed cover:

**QUESTIONS ABOUT THE BOX**

1. What is the name of the cereal?
2. What is the targeted consumer group for this cereal?
3. What advertising techniques did you use?
4. What facts are listed on the box?
5. What is written on the box that is an opinion?
6. What colors did you choose to use?
7. What pictures are on the box?
8. What nutritional information is included on the front of the box?

## LABEL INFORMATION

**Directions:**

1. Use the Nutrition Facts label and Ingredient List from four different cereal boxes to complete the table.
  
2. Based on information provided in the completed table, which cereal would you recommend based on nutritional value? On your own paper, write an explanation defending your decision. The explanation should be at least one paragraph long and include facts from the table.

Advertisements create a demand for products, but it is the responsibility of the consumer to read labels to determine the facts when making decisions about buying the products. On foods, the Nutrition Facts food label provides factual information about the nutrient content. This includes the serving size, the Percent Daily Values of nutrients and nutritional content of the product. Additionally, the Ingredient List gives the ingredients of the product in order of content. This means the main ingredient is written first.

<b>Name of Cereal</b>				
<b>Main Ingredient</b>				
<b>Serving Size</b>				
<b>% Daily Value of Vitamin A in 1 serving</b>				
<b>% Daily Value of Vitamin C in 1 serving</b>				
<b>% Daily Value of Calcium in 1 serving</b>				
<b>% Daily Value of Iron in 1 serving</b>				

## CONSUMER COST REPORTING

**Directions:**

1. Ask your parents to take you with them when they shop for groceries. Look on the store shelves to find the prices of different brands of corn flakes and raisin bran cereals. Look on the cereal boxes to find the size of the box according to weight. Record this information in the first three columns of the chart.
2. Determine the cost per ounce by dividing using a calculator. The cost should be expressed in thousandths. Round off the price to hundredths in the last column.
3. Circle the "Best Buy" for each product according to the cost per ounce.

<b>Name of Product: Corn Flakes</b>				
<b>Brand</b>	<b>Size</b>	<b>Cost</b>	<b>Cost per ounce</b>	<b>Rounded to nearest cent</b>

<b>Name of Product: Raisin Bran</b>				
<b>Brand</b>	<b>Size</b>	<b>Cost</b>	<b>Cost per ounce</b>	<b>Rounded to nearest cent</b>

## NUTRITION REPORTING

**Directions:**

1. Ask your parents to take you with them when they shop for groceries. Look on the store shelves to find different brands of corn flakes and raisin bran cereals. Look on the Nutrition Facts label of the cereal boxes to find the % Daily Value of the nutrients in the chart. Record this information on the chart.
2. Circle the "Best Buy" for each product according to the nutritional content.

<b>Name of Product: Corn Flakes</b>				
<b>Brand</b>	<b>% Daily Value Vitamin A</b>	<b>% Daily Value Vitamin C</b>	<b>% Daily Value Calcium</b>	<b>% Daily Value Iron</b>

<b>Name of Product: Raisin Bran</b>				
<b>Brand</b>	<b>% Daily Value Vitamin A</b>	<b>% Daily Value Vitamin C</b>	<b>% Daily Value Calcium</b>	<b>% Daily Value Iron</b>

## Parent Survey

Our class has studied the importance of making smart choices concerning foods. We have also included some information on the importance of being physically active. We would appreciate your helping us determine the success of our study by completing this survey. Please complete the survey and return it to school with your child.

Please write *yes*, *no*, or *maybe* in the blank before each statement.

At the end of the *It All "Ads" Up* unit of study, I have noticed the following changes:

- \_\_\_\_\_ 1. My child has talked to me about making smart food choices.
- \_\_\_\_\_ 2. I have seen some changes in food choices made by my child.
- \_\_\_\_\_ 3. I have noticed that my child has read food labels.
- \_\_\_\_\_ 4. My child has more interested in physical activity.
- \_\_\_\_\_ 5. My child has mentioned or discussed advertising techniques.
- \_\_\_\_\_ 6. My child has paid more attention to what we eat at home.
- \_\_\_\_\_ 7. My child has talked about the importance of reading food labels.
- \_\_\_\_\_ 8. My child has expressed an interest in buying foods based on nutritional facts.
- \_\_\_\_\_ 9. My child has shared information from this study with me.
- \_\_\_\_\_ 10. I would recommend *It All "Ads" Up* for other fifth grade classes.

**Comments:**