



25min Food, Media & Marketing Grade 9 Facilitator Notes

Objective: Students will identify media and marketing as powerful influencing factors on our food choices and be able to analyze both more critically.



Recipe Category: Food Outside the Box



Cooking Time: 25 mins



Level of Difficulty: Grade 9



Recipe Ingredients:

- Name That Brand. Name That Food.* picture cards
- Food Label* picture cards
- Portion Distortion* picture cards
- Sugary Drinks* picture cards
- Nutrition Labeling & Health Claims* picture cards



Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
9	Health and Physical Education	<p><i>Living Skills</i></p> <p>Use appropriate decision-making skills to achieve goals related to personal health. (O)</p> <ul style="list-style-type: none"> ▪ Demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living. (S)
	Social Science & the Humanities	<p><i>Food and Nutrition – Self & Others</i></p> <p>Identify the various reasons for the choices people make about food. (O)</p> <ul style="list-style-type: none"> ▪ Explain how families, peers and the media influence an individual's food choices and habits. (S)
		<p><i>Food and Nutrition – Personal and Social Responsibilities</i></p> <p>Identify consumer responsibility in the investigation of current food issues. (O)</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of Canada's food-grading practices and food labeling regulations and terms (e.g. nutrition information and claims, serving size, percentage of recommended daily intake). (S) ▪ Describe the influence of marketing and advertising on personal food choices. (S)

Introduction: (5 mins)

- Introductions (who you are and what you're all about)
- Give a brief outline of the subject matter for this workshop (Media and marketing influence on our food choices) and what it means to you. For example:
 - Defining key terms:
 - **Media:** Could be TV commercials, radio ads, billboards, newspapers, and magazines... (*Name a few food ads or jingles as a group*)
 - **Marketing:** The process involved in promoting and selling products (e.g. advertising)
 - **Branding:** A recognizable mark or logo indicating a product as being from a certain food producing company (e.g. McDonald's "golden arches")
 - **Health Claims:** any labeling that suggests eating that product, or an ingredient within that product, will have an affect on your health (e.g. "A diet low in saturated fat may reduce the risk of heart disease")
 - Telling personal stories about food and media or marketing. For example, *A time when you purchased a food that looked nothing like the packaging or advertising suggested*

You Can't Judge a Food by its Cover: (20 mins)

In groups of 3 (i.e. 5 groups), review and discuss some of the visuals around food and media. There is one set of picture cards for each group. Whilst groups are reviewing and discussing their cards, you can prompt them with these discussion topics or knowledge of your own about these issues.

I. Food Labeling.

- a. *What was misleading about each of the labels?*
- b. *How do the producers get the food to look so different on some of the packaging?*
- c. *Did you know that some people have the job of making food look good in ads? They use all sorts of tricks to do so – hair spray, glue, paint! Kinds of like food make-up!*

****For teachers, a good follow-up activity would be to watch the short video on food styling on You Tube: Food Ad Tricks: Helping Kids Understand Food Ads on TV**

2. Health Claims & Nutritional Information.

- a. Were you lead to believe it was a healthy food? Is it?*
- b. Why or why not?*

3. The Sugar Content of Drinks.

- a. Why is it important to highlight the sugar, fat and calories in drinks specifically?*
- b. Why did they choose to represent the sugar as different foods in these photographs?*

4. Portion Distortion.

- a. How have portions changed over time?*
- b. What effect would this have on someone's intake?*

5. Name that Brand. Name that Food.

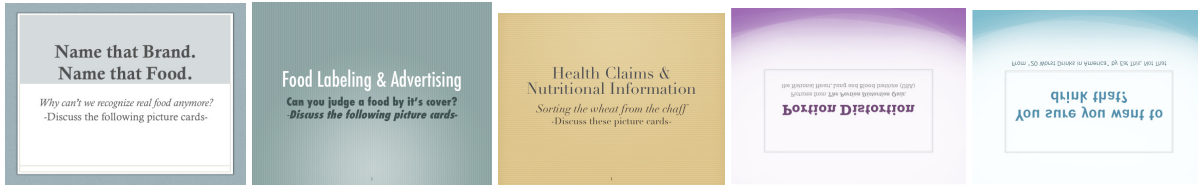
- a. Why were you able to identify the logos, brands and convenience foods so much easier?*
- b. How important is recognition, repetition and popularity when choosing foods?*
- c. Why is it so hard to recognize "real foods" and the tools needed to prepare real foods?*

Once groups have reviewed and discussed their topics, come back together and have one person from each group *briefly* explain what they looked at and any conclusions their group came up with.



Serving Suggestions:

Picture Cards for discussion -



Name that Brand. Name That Food. (answers for facilitators)

1. A, B, C's of food brands:
 - a. Kraft
 - b. Campbells
 - c. Cadbury
 - d. McDonalds
 - e. Burger King
 - f. KFC
2. Convenience Food:
 - a. Big Mac Meal
 - b. Kraft Dinner
3. Slogans:
 - a. Subway – Eat Fresh
 - b. Taco Bell – Bell
 - c. Starbucks - Mermaid
4. Vegetable cards (available in Ontario):
 - a. Kale
 - b. Celeriac or Celery Root
 - c. Heirloom carrots
5. Fruit cards (available in Ontario):
 - a. Honeydew melon
 - b. Gooseberries
 - c. Apricots
6. Food Plant cards:
 - a. Rhubarb
 - b. Zucchini
7. Whole Grain cards:
 - a. Quinoa
 - b. Wild Rice
 - c. Whole Oats
8. Kitchen Utensil cards:
 - a. Pastry brush or marinating brush: for spreading butter or egg wash onto pastry sheets or spreading sauce (e.g. bbq sauce) over meats
 - b. Baster: for keeping roasting meats moist by sucking up pan juices and squirting over the top during the cooking process
 - c. Garlic Crush: for crushing garlic cloves