Unit Learning Objective:
To investigate the techniques and influences of food media and marketing and learn to critically analyze it more effectively for future decision-making.

Recommended Materials:
Types of Advertisements:
- Magazine cut outs showing food & teens (could be done in class)
- Various food packaging for demo’s and discussions (can be collected by students)

You Can’t Judge a Food By Its Cover:
- Breakfast Cereal Comparisons: Two or more boxes, we use Lucky Charms & Vector
- Raisin Tastings: ‘No Name’ raisins and Brand name raisins
- Sugar Detectives: Sample drink containers and printed advertisements

Available as Supporting Documents:
- Name That Brand. Name That Food. Slides
- Food Packaging & Advertising Slides
- Health Claims & Nutritional Information Slides
- Portion Distortion Slides
- You Sure You Want to Drink That? Slides

Advertisements for “Real Foods”:
- Resources for creating colourful advertisements

Drink Your Greens:
- Smoothie Ingredients (see page 13 for ideas)
- Drinking cups, cutting board, knife, water jug
- Blender

Workshop updated in January 2017
If you require this information in an accessible format, please contact brooke@foodshare.net.
**Equity, Diversity & Social Justice Notes:**

Overall, consider families living in food deserts that may not have ongoing access to fresh, nutritious foods. Sometimes “fast foods” or packaged items are the only realistic option to get food on the table. Avoid causing any discomfort or embarrassment around this.

For the question, “Why is it so hard to recognize real foods and the tools needed to prepare real foods?” on page 4, we decided NOT to provide any example answers to ensure we weren’t making assumptions that may not reflect the reality of participants. Choose this inquiry model for any questions you think may be leading or mis-leading (and report back to us!)

Throughout this workshop, be cautious that conversations about health and nutrition do not enter the territory of “fat shaming” (you can read more about this on the internet). The main point here is: many types of bodies can be healthy, beautiful, and vibrant.

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**Assess Advertising Knowledge: (30mins)**

1. Ask students to name all the places they see food advertisements and make a list.
   
   *Television, magazines, radio, the internet, posters, bulletin boards, movie theaters, FaceBook, on television shows…*

2. Ask what foods and drinks they usually see advertised in these places and add the corresponding picture card to the board/chart paper as they come up (in any order).


3. Ask students which 10 foods they think are the most advertised foods to children and youth in order from most to least. Rearrange the pictures cards on the board to reflect the following order.

   1. (Restaurant) Fast Foods
   2. Soft Drinks
   3. Juice and non-carbonated drinks
   4. Snack Foods
   5. Breakfast Cereals
   6. Prepared Foods and Meals
   7. Candy and Frozen Desserts
   8. Dairy Products
   9. Baked Goods
   10. Fruits and Vegetables

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**Educator Note:**

Television remains the primary promotional vehicle for measured media marketing, but a shift is occurring toward unmeasured sales promotion, such as marketing through product placement, character licensing, special events, in-school activities, and “advergames”.

In fact, only approximately 20% of all food and beverage marketing in 2004 was devoted to advertising on television, radio, print, billboards, or the Internet.

*(www.nap.edu)*

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*FoodShare*

*www.foodshare.net*
Show students the advertising visuals you’ve collected, or collected together in class to explain the amount and range of advertisements they experience on a daily basis.

*Do you know how many TV food advertisements you are exposed to? For children it’s about 5000 per year, and closer to 6000 for teenagers!* (Food & Water Watch, 2006)

Note here that there are teams of experts trained to study children and youth and directly market products to them!

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**Introduction: (20mins)**

Now that students are engaged, give a brief outline of the subject matter for this workshop (how the media and marketing influence our food choices) and what it means to you.

Begin by defining these three main concepts:

- **Media**: Could be TV commercials, radio ads, internet “pop-ups”, billboards, newspapers, and magazines… *(generate a list)*
- **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”)*

Share any 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.*

For a more interactive introduction, you can play **Step into the Circle** – stand in a circle with students, give prompts, ask them step into the circle if the prompt resonates with them, take a moment and then let them step back out.

**Sample prompts:** “Step into the circle if you have ever made your own lunch… Step into the circle if you’ve ever been tempted by a fast food commercial… Step into the circle if you can sing any fast food jingles… Step into the circle if you love smoothies” etc.

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**Key Words (To Get You Started):**

Media
Marketing
Branding
Medium
Slogan
Jingle
Advertisement
Logo
Target Audience
Health Claim
Nutrient Claim
Nutrition Label
Portion
Serving Size
As a group, review the pictures labeled Name That Brand, Name that Food included in the workshop resources.

Use this series to introduce the personal affects that advertising has had on us, our knowledge of “food” and the choices we make when it comes to what we buy, cook and eat.

Discuss these questions with the group:

- **Why were you able to identify the logos, brands and convenience foods so much more easily than the other items?** Example answers:
  - We’re used to seeing them in the store or on advertised
  - It’s what we usually eat
  - Many of the other foods don’t come in packaging or have branding attached to them

- **How important is recognition, repetition and popularity when choosing foods?** Example answers:
  - It’s common to choose foods we recognize
  - It’s important to know what to expect when choosing foods for those that aren’t adventurous eaters, those that are “picky”, or those on a tight budget
  - Sometimes we eat foods because everyone else is (e.g. our peers)
  - Some foods are important because of culture and traditions

- **Why is it so difficult to recognize “real” foods and the tools needed to prepare them?**
  Generate some ideas on the board.

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**Answers for Educators:**

**Know Your ABC’s? Name These Popular Food Brands:** Kraft, Campbell's, Cadbury, McDonald's, Burger King, KFC

**Name These Popular Convenience Foods:** Kraft Dinner, Tim Bits, Subway Footlong, Big Mac Meal

**Name These Logos:** Starbucks, Taco Bell, Pepsi

**Name These Ontario-Grown Vegetables:** Celeriac, Daikon Radish, Soy And Kale

**Name These Ontario-Grown Fruits:** Mulberry, Local Kiwi, Apricot

**What Are These Plants Growing?** Garlic, Strawberries

**What Are These Whole Grains?** Quinoa, Wild Rice And Steel-Cut Oats

**What Are These Kitchen Utensils?** Garlic Press, Turkey Baster, Pastry Brush
You Can’t Judge a Food By It’s Cover… Can You?

Breakfast Cereal Box Comparison: (20mins)

Use two different cereal boxes (or more, if you choose) to discuss different advertising techniques used in food marketing. You need the whole box for this activity. Remember, breakfast cereal is in the top 5 food products advertised to children and youth. Can you identify any of the following and how do they differ between the two brands?

1. Who is the target audience and how can you tell?
   • Think about the font, the colour scheme, the images, what’s on the back of the box, the placement in the supermarket, the price and any additional text on the box.

2. Which of the two companies/brands do you think spent more on their advertising? Explain why.

3. What “health claims” are evident? (e.g. “Cheerios May Reduce Your Cholesterol!”)
   • Health Claims are when there is a suggested relationship between the food and reducing/improving a specific disease or health-related condition.

4. What “Nutrient Content Claims” are evident? (e.g. “Fat-Free”)
   • Nutrient Claims are when there is a statement about the amount (or, lack of) a nutrient in the food. They do not mention diseases or health-related conditions.

5. What “hooks” are present to draw consumers into buying the product?
   • For children, there might be free toys, games on the back or competitions to be won.
   • For adults, there might be competitions, recipe ideas, “bargain” deals (e.g. 20% more!)

6. What might the advertising, health claims, nutrient claims and “hooks” be trying to distract the consumer from seeing/recognizing?
   • For example, if a product is “low in fat”, check the sodium and sugar levels!

With skills, knowledge and little know-how, there's actually quite a bit of information you can gather from food packages! But, does that mean you can judge the food by its cover alone?

Breakfast of Champions?

A study conducted by Yale University has shown that the cereal that is advertised to children generally contain 85% more sugar, 65% less fibre and 60% more sodium than the cereal advertised to adults.

Raisin Taste Testing: 20mins

Test the theory by doing an eyes-closed taste test of two types of raisins (we like using raisins because they’re easy to find, cheap and last ages in the cupboard). We usually use “No Name” brand and “Sun Maid” brand.

Show students the packaging of two different raisin products and ask which one they think is “better” and why? Do a similar analysis to what you did with the breakfast cereals.

• **Who is the target audience for each?**
• **Why is one more appealing than the other?**

Explain to students about the many different companies selling the same product and how they may use advertising to outsell their competition. Compare the advertisement on the two packages.

• **Do they make any “claims”?**

Compare the ingredients.

• **Are they the same? Do you know what everything on the ingredients list is?**

Explain to students one product is sold for less because it spends less money advertising its product and on its label (e.g. ‘No Name’ Brand) while the other is higher priced some due to its advertising costs.

**Conceal the two boxes of raisins and have students do a taste test of the products.**

Ask students to place their heads down on desk with their eyes closed when voting for their favourite; this will avoid students being influenced by others.

• **Can you tell the difference in taste? Textures? Aftertaste?**

Make a graph or chart on the board to show their preferences. Any surprises?
**Sugar Detectives: (60mins)**

Students will learn about what's really in those heavily advertised “health drinks” and be better equipped to make decisions about what they fill their cup with in the future.

1. We’ve included a few examples in this workshop but take a poll of your students to see what kind of sweet, flavoured drinks they regularly enjoy. A quick online search will reveal its corresponding advertisement and nutritional information. Find out the sugar content per serving and compare this to the actual serving size of the product. Commercial drinks are usually much bigger than their suggested serving sizes. Print the advertisements and collect empty drink bottles/cans if you can. Cover the nutrition panel with tape.

2. Calculate ahead of time the number of teaspoons of sugar in an actual serving size (full bottle/can) of the drinks by dividing the total sugars (natural and added) by 4. For example, 20g of sugar = 5 teaspoons. This can easily be shown by literally using five teaspoons of sugar, or five cubes (which are easier to stack in this activity and store to use again later). Keep these answers a secret for now.

**Sugar Guessing Activity:**

3. Ask students to observe the empty bottles (nutrition panels concealed) and advertisements of the drinks you analyzed. Some discussion points for small groups:

   - Do the drinks look good? How are they made to look appealing?
   - Who are their target audience? How can you tell?
   - Do they look “healthy” in the ads? Why or why not?
   - What do you think the serving size is for this drink?
   - How much sugar do you think is in this drink? (Note: 4g = one teaspoon)
   - What’s a “good” amount of sugar for a drink? Explain your answer.

2. Ask students to collect the number of cubes of sugar (4g each) they think is in their drink and stack them up. Remember, the nutrition panel has been covered so they can’t cheat!

3. Reveal the actual amount of sugar in each drink. How did they compare? Discuss why they may have been way off in their estimates. What was it about that drink that made them high in sugar (e.g. added ice-cream or sorbet, sugar/glucose/fructose/syrup added, large serving sizes). What are the effects of drinking this amount of sugar? (More on sugar on page 11)
Sugar Detectives - Example Drinks:

Use these examples to guide investigations in your classroom, or take a poll and create your own drink cards! Remember to leave the (bolded) answers blank for the activity.

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**Arizona Lemon Iced Tea**

Can: 680ml  
“Serving Size”: 240ml  
Sugar per serving: 24g  
Sugar per can: \( \frac{680}{240} \times 24 = 68g \)  
Teaspoons of sugar/can: \( \frac{68g}{4} = 17 \text{ tsp} \)

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**Starbucks “Evolution Fresh” Cold-Pressed Sweet Greens Juice Smoothie**

Serving Size: 709ml  
Sugar per serving: 52g  
Teaspoons of sugar: \( \frac{52g}{4} = 13 \text{ tsp} \)

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**Bolthouse Farms KIDS Strawberry Meets Banana Smoothie**

Bottle Size: 177ml  
“Serving Size”: 177ml  
Sugar per serving: 17g  
Sugar per bottle: 17g  
Teaspoons of sugar/bottle: \( \frac{17g}{4} = 4.25 \text{ tsp} \)
Food Marketing Analysis: (45mins)

As a class or in small groups, ask students to review and discuss the following food advertisement visuals using lived experience and the knowledge gained so far in this workshop. Think of these breakout sessions as knowledge consolidation. There are four to choose from and they can be printed more than once if needed.

1. Food Packaging and Advertising
2. Health Claims and Nutritional Information
3. Portion Distortion
4. You Sure You Want To Drink That?

While groups are reviewing and discussing their cards, you can prompt them with these discussion topics or knowledge of your own about these issues.

General discussion prompts may include:

• Who is the intended audience of the advertisement?
• What marketing techniques have been used to sell the product?
• What health claims are being made about the product?
• What is the underlying message of the advertisement?
• Have any assumptions been made about the viewer? e.g. Trying to sell to women using the colour pink and pictures of high heeled shoes, assuming that all women care about these things.
Inquiry Questions: 1 - Food Packaging and Advertising

1. What was misleading about each of the ads?
   • The advertised appearance/ quality of the product
   • The health benefits
   • The use of famous people eating/drinking the product
   • The “distractions” using bright colours and cartoons

2. How do the marketers get the food to look so different on some of the packaging?
   • Making the food from scratch, instead of using the processed version
   • Using non-food items to make the colour/texture look better (e.g. spray paint, glue)
   • Re-arranging the food in an unrealistic way (e.g. using tweezers to make sure that the colours are distributed evenly)
   • 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! Kind of like food make-up!

Extras:
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.

Inquiry Questions: 2 - Health Claims and Nutritional Information

1. Were you lead to believe the Cookie Crisps were a healthy breakfast food? Is it? Why or why not?
   • The term “whole grain” leads you to believe it’s healthier than it is
   • The “Front of Package” labeling looks official but they’re not regulated at all
   • This IS NOT a healthy food. It’s practically eating cookies for breakfast.

2. Do you know the 5 components of the nutrition table?
   • Title, Serving Size, % Daily Value based on a 2000 calorie diet, Macro Nutrients, Vitamin and Mineral content.

3. If you created your own nutrition label – what information would it have?
   • Generate some ideas on paper (either written or drawn).

4. The Fat Free Salad Dressing has MANY ingredients. Three of which are sugar.
   • Can you list no more than 4 or 5 ingredients to make a salad dressing from scratch? (You can make a salad dressing with oil, vinegar and/or citrus and salt and pepper!)

Extras:
For more on nutrition labeling, follow up with “What Canada’s Nutrition Facts Really Mean”, available: www.readersdigest.ca
Inquiry Questions: 3 - Portion Distortion

1. How have portions changed over time?
   • They’ve gotten bigger (and then bigger again)

2. What effect would this have on someone’s intake?
   • Eating more becomes normalized

3. What effect does this have on our ability to stabilize a healthy body weight?
   • We might be trying to eat “three square meals a day” for example, but it’s difficult to maintain a healthy body weight when those meals are twice the size of what we actually need nutritionally!
   • Even though portions are bigger, the types of foods we choose to eat can still be low in essential nutrients… meaning that we can be both regularly overeating and malnourished at the same time.

Inquiry Questions: 4 - You Sure You Want To Drink That?

1. Why is it important to highlight the sugar, fat and calories in drinks specifically?
   • Because drinks are easy to drink! Many people would drink one of these in addition to eating a meal or snack.
   • Some don’t have labels, so people may not be aware of what’s actually in them.
   • There’s such a focus on fat, that sugar is often ignored.

2. Why did they choose to represent the sugar as different foods in these photographs?
   • It makes more of an impact, or “shock value”.
   • You can’t imagine eating that amount of those foods in one sitting - but drinking that amount of sugar might seem easy and normal.

Need More On Sugar?

Some students may not be aware of the harmful effects of too much sugar so this lesson may not have the desired impact. Expand your lesson plan with some additional points about a diet too high in added sugars. Talk about the effects of excess energy in the body (calories), increased risk of chronic illness such as Diabetes (which can lead to kidney, eye sight, nerve and heart problems), dental cavities, poor nutrition (if fresh vegetables and fruits are replaced by sugary low-nutrient foods/drinks), and the effects that sugar can have on mood and behaviour in the short and long term.
Advertisements of “Real Foods”:

Students are to create their own catchy, colourful advertisements or marketing campaigns for “real” foods. But first, what is a “real food”?

Some examples might be: fruits, vegetables, whole grains, sustainability produced animal products, foods made from scratch, foods that promote health and well being...

When making successful advertisements, make sure students consider everything they’ve learned about the skills and tricks of food marketing in this workshop so far. This is a great consolidation exercise for your Food, Media and Marketing workshop.

Consider:

- The target audience
- The medium (e.g. TV, radio, newspaper, magazines, billboards)
- Slogans (e.g. Ontario Grows the Most “A-Peeling” Apples!)
- Jingles (if making a TV or radio advertisement)
- Choice of colours, font, pictures or graphics to reach the target audience
- Any “hooks”
- Nutrition or Health Claims
- You might also choose to add a local food element to the project, asking students to research what is grown or produced locally in Ontario for their ad.

Real Life Case Study Example - Broccoli vs. Kale:

What would happen if an advertising agency marketed fruits and vegetables the way they do processed foods? New York Times’ Michael Moss finds out how ad agency Victors & Spoils tackles a ‘fresh’ new project… marketing broccoli instead of their usual brands, Coca-Cola, Quiznos and General Mills.

Watch the video with your students and find out the inner-most workings of major advertising agencies responsible for branding and marketing food and drinks to you!

DIY Drinks to Try

Here are some easy ways to make a healthier version of the drinks you analyzed earlier:

- Use water instead of juice
- Add more fresh fruit instead of sorbet or juice for sweetness and a frozen banana to thicken instead of ice-cream
- Add fresh, leafy greens to make a green smoothie - they’re low in sugar and will add loads of nutrients
- Add natural, food-based sweeteners if necessary (such as maple syrup or a dried date), instead of processed, refined sugar
- Keep portion sizes reasonable. Is this a meal or a drink? (one stands alone, the other is a snack or had with food)

Try this simple recipe to get you started and then let the students do some experimenting and blending of their own!

Miss C’s Green Smoothie Recipe

This award-winning green smoothie is a hit with learners of all ages!

**Ingredients:**

1 ripe banana
1 large handful of leafy greens
1 handful of berries, can be frozen
1 date or Tb honey/maple syrup
Water and/or ice to cover

**Method:**

Blend, pour, cheers, enjoy.

Bike not included... but available to rent!
Visit our website for more: foodshare.net
Smoothies vs. Juice… What’s the difference?

Labeling of “health” drinks, as we know, can be very confusing. Here’s some hints as we see it on the difference between smoothies and juices. Generate a list on the board and highlight the “pros” and “cons” of each with your students.

**Smoothies**

Blended fruits, (less starchy) vegetables, green leafy vegetables, herbs, spices, dairy, dairy alternatives, nuts.. anything really!

Requires a blender

All parts of the ingredients are kept, including the fibre, skins and protein. No edible by-products.

Takes a bit more effort for your body to digest, therefore sugars are released a bit slower than juices, but quicker than actual food.

Often used as meal “replacements”.

Can be very high in calories, depending on the ingredients and serving size.

**Juices**

Juiced fruits and vegetables.

Requires a juicer.

All fibrous parts or “pulp” are removed and become the by-product.

Digested quickly and very easily, therefore sugars are absorbed very quickly too.

Often used as part of “cleanses”.

Can be very high in calories, depending on the ingredients and serving size.

We prefer making smoothies with students for the high fibre content as well as absence of waste! Plus, blenders are easy to come by.
#SmoothieBowls (an extension idea)

For those of you with social media-savvy students, you may have heard them talking about the latest phenomenon, “smoothie bowls”.

Designed to be a complete meal, these smoothies require a spoon and have extra ingredients to make them higher in protein, fat and fibre than their drinkable equivalents.

Up for the challenge?

You could set up your own Instagram competition to see how many “likes” your students can get for their original, nutritious #smoothiebowl. This is a great follow-on activity from the media and advertising ground work in Drink Your Greens.

Need some inspiration?

Click onto sites like gramfeed.com to surf other people’s Instagram photos using the same hashtag (another important lesson for students that maybe didn’t realize how public their posted photos are). You could also try Pinterest. A simple search will provide endless serving suggestions... a budding food stylist’s heaven!

There are loads of interesting smoothie bowl recipes online to get you started, for example, this blog: minimalistbaker.com
Concluding Ideas: Strategies for YOU!

- Analyze packaging thoroughly. What marketing techniques are they using? What are they trying to cover up? Are they targeting you especially?

- Don’t always buy the most expensive product thinking it’s going to be the better (in taste, texture and nutrition).

- Don’t be fooled by characters, celebrities or bright colours on ads. Celebrities are being paid to do a job – they might not really use or eat that product!

- Buy foods without packaging (fresh fruits and vegetables for example). Shop around the outside of the supermarket – this is where the less processed food is.

- Turn down the TV or radio during advertisements.

- Let your taste buds and food knowledge be the judge – don’t let other people influence you just because it’s “cool” or trendy.

- Feed your body well for the most energy, vitality, strength and brainpower!

Assessment Ideas For Educators:

✓ Demonstrate an understanding of Food and Media key words (see page 2)

✓ Active participation and demonstration of learned/ lived knowledge in discussions using the four Food Marketing Analysis visuals (see pages 9 -11)

✓ Demonstrate and understanding of the negative effects of a diet too high in sugar (see page 11)

✓ Creation of “Real” Food Advertisements (see page 12 for more). Did students take into consideration all of the knowledge and skills they have around marketing to a particular target audience?

✓ Personalized Tasting Graph for green smoothie recipes. See our website for more on Tasting Graphs: foodshare.net/program/student/
Additional Resources & Reading Suggestions:

Canadian Children's Food and Beverage Advertising Initiative - is a voluntary initiative by leading Canadian food and beverage companies. http://www.adstandards.com/en/childrensinitiative/about.html


Childhood Obesity Foundation - Food Advertising Directed at Children (January 2011): http://childhoodobesityfoundation.ca


With funding support from:
## Ontario Curriculum Connections:

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<th>Grade</th>
<th>Subject Area</th>
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| 5     | Health and Physical Education | C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]  
C3.1 describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada's Food Guide) [CT] |
|       | Language                      | 1.1 identify the purpose and audience for a variety of media texts (e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls; this CD-ROM contains information for people interested in sharks)  
1.2 use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message in an advertisement showing the product's user surrounded by friends: This product is so good that you and your friends will all like it; implied messages: Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things)  
1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message)  
1.4 explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music and suggest reasons for the differences)  
1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., publishers produce magazines for specific audiences to entertain, inform, and make money, using funds from sales and advertising; music companies produce CDs to entertain and make money, using funds from direct sales) |
| 6     | Health and Physical Education | C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating [CT] |

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<td>6</td>
<td>Language</td>
<td>1.1 explain how a variety of media texts address their intended purpose and audience (e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming)</td>
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<td>1.2 interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience; explain how advertisements for healthy food and those for fast food differ)</td>
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<td>1.4 explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, items of clothing)</td>
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<td>1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs' time slots)</td>
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<td>7</td>
<td>Health and Physical Education</td>
<td>C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines (e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices</td>
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<td></td>
<td>Language</td>
<td>1.1 explain how various media texts address their intended purpose and audience (e.g., this sports team uniform uses school colours and an image of the school's mascot to give the team a “brand” or “identity” to encourage fan loyalty; this music group's web page uses electronic graphics and intense colours to reflect the group's style and to encourage fans to buy its new CD)</td>
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<td>1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising)</td>
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<td>1.4 explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety of media texts (e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing)</td>
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<td>1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., films may be classified as “artistic”, “commercial”, “documentary”, and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives)</td>
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## Ontario Curriculum Connections (continued):

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| 8     | Health and Physical Education | C2.1 evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients (*e.g.*, fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens), preparation method, and other factors that can affect health and well-being [CT]  
C3.1 identify strategies for promoting healthy eating within the school, home, and community (*e.g.*, implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices) [CT] |
|       | Language                      | 1.1 explain how a variety of media texts address their intended purpose and audience (*e.g.*, this stage production based on a popular novel uses music and lighting to enhance the original and appeal to its fans; this commercial for a sports car uses fast-paced editing and rock music to appeal to the target audience – young, single men and women)  
1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (*e.g.*, compare the cover- age of a lead story in a morning newspaper to the coverage of that story on the evening news; compare the order in which news stories are reported on two different television channels and suggest reasons for the differences; compare the treatment of a historical figure in a movie to his or her treatment in a print biography)  
1.4 explain why different audiences (*e.g.*, with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts (*e.g.*, predict how a member of a particular age/gender/ethnocultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction)  
1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (*e.g.*, a music company’s interest in a recording may be different from that of the artist; the company that produces a video game and the game’s creator may have different views on how the game should be promoted) |
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| 9     | Healthy Active Living Education | C1.1 explain how active living and healthy eating contribute to a person’s physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health (e.g., provides more energy, helps body develop to full physical potential, increases self-esteem) [PS, CT]  
C3.1 analyse the influence of social and environmental factors on food and beverage choices (e.g., financial status, culture, religion, media influence, peer influence, family food traditions, accessibility of different kinds of food, restaurant choices, proximity to where food was produced, environmental impact of food production methods) [IS, CT] |
| 9/10  | Social Sciences and Humanities | Exploring Family Studies  
D3.2 describe the impact of marketing and advertising techniques (e.g., product placement, celebrity endorsement) on consumer decisions |
|       | Social Sciences and Humanities | Food and Nutrition  
C2.1 identify different factors that influence people’s food choices (e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, economic)  
C3.1 describe how various media (e.g., flyers, magazines, billboards, radio, television, the Internet) are used to promote the consumption of different types of foods (e.g., fresh produce, health foods, fast foods, energy drinks, restaurant meals)  
C3.2 analyse techniques that are commonly used to promote food products (e.g., celebrity endorsements, selective limiting of information, scare tactics, brand recognition, product placement, end-of-aisle displays)  
C3.3 analyse their personal food choices to determine the extent to which they are influenced by media and advertising/promotional techniques |
| 10    | Healthy Active Living Education | C2.2 assess the nutritional implications of a variety of dietary choices, including those reflecting current dietary trends, and explain how they can make personal choices that will provide the nutritional requirements for a healthy, active life [PS, CT]  
C3.1 demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community (e.g., promoting availability of healthy choices in restaurant and cafeteria menus and in grocery stores, raising awareness of ethical and environmental considerations related to food choices) [CT] |
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<td>11</td>
<td>Healthy Active Living Education</td>
<td>C3.1 identify current issues that involve food either directly or indirectly (e.g., issues involving food safety or quality, such as pesticide use, genetic modification of crops, the sale of non-pasteurized milk products; issues involving food marketing and advertising; environmental issues, such as climate change, packaging and waste reduction, water pollution, biodiversity, long-range transportation of food; issues involving agricultural practices, such as humane treatment of animals, labour and trading practices), and explain how healthy eating choices are related to these issues [CT]</td>
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<td>Health for Life</td>
<td>C1.3 describe factors that influence personal choices of health products and services (e.g., finances; peer, social, cultural, and media influences; government policies and programs; availability and accessibility of health services, facilities, and resources; environmental impact), and assess the impact of these factors on their own choices of health products and services C3.2 demonstrate an understanding of the concept of health promotion, and describe strategies and skills that can be used to promote healthy living in their school community</td>
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|       | Social Sciences and Humanities     | **Food and Culture**  
B1.1 explain how various factors (e.g., geography, religion, economics, culture, environment, values) influence personal and societal food choices |
|       | Canadian and World Studies         | **The Individual and the Economy**  
D1.2 assess the sources and quality of information available to consumers about products on the market in Canada |
| 12    | Social Sciences and Humanities     | **Food and Healthy Living**  
D3.3 describe and evaluate the effectiveness of common marketing and advertising techniques that are used to encourage consumers to buy (e.g., coupons, product placement, end-of-aisle displays, brand recognition, celebrity endorsements, scare tactics)  
D3.4 evaluate the reliability and credibility of nutrition claims from various sources (e.g., infomercials, health claims and nutrition claims on food labels, websites, blogs, public-service announcements) |
Fast Food

Soft Drinks

Juice & Other Drinks
Snack Foods

Breakfast Cereals

Prepared & Convenience Foods
Candy & Frozen Desserts

Dairy Products

Baked Goods
FRUITS & VEGETABLES