

READY

Children learn about advertising techniques, then write creative jingles or slogans that promote eating fruits and vegetables or getting more power play.

SET

- Review the Advertising Power worksheet.
- Copy one Advertising Power worksheet for each group.
- Create a videotape or audiotape with advertisements from television or radio, or bring in magazines and/or newspaper ads to aid in the discussion of advertising techniques. Look for ads that use the techniques discussed in the Advertising Power worksheet.

GO

1. Talk with the children about advertising. Ask them the following:
 - What is an advertisement?
 - Where can you find advertisements? (*Television, radio, magazines, newspapers, billboards, buses, bus stops, sports scoreboards, product packages, etc.*)
 - How many advertisements do you think people usually see or hear in one day? (*The average person sees and hears hundreds of ads every day.*)
 - What kinds of things do you think are advertised to kids the most? (*Products often advertised to children include sweetened cereals, candy, fast food, and toys.*)
 - Do you think advertisements change the way that you think or act? Do they convince you to buy something? (*Studies have shown that children who see an ad for a snack ask for that snack more than children who have never seen the ad.*)
2. Using the Advertising Power worksheet, briefly discuss advertising techniques. Show the sample advertisements that you prepared to aid in your discussion.
3. For each advertising technique, ask the children to provide an example. Write the examples on a flip chart, chalk board, or butcher paper. Products often advertised to children include sweetened cereals, candy, fast food, and toys. Children will most likely remember ads from these categories.
4. Discuss the following questions:
 - What is your favorite advertisement? What is it that you like best about it?
 - What is your favorite advertisement for food? What is it that you like best about it?
 - What makes a good advertisement for someone your age?
 - Do you remember seeing advertisements for fruits or vegetables?
 - Do you remember seeing advertisements encouraging power play?

Advertising Power



TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- Flip chart, chalk board, or butcher paper and marker
- Copy of one Advertising Power worksheet for each group
- Advertisements from television, radio, magazines, and/or newspapers
- Pencils or pens for each group
- Paper for writing for each group



Advertising Power

- After the discussion, divide the children into advertising teams of 3-4 children. Each team should pick one of the following topics and develop a slogan, jingle, or advertisement to promote it to their friends.
 - Eat 2½ to 5 cups of fruits and vegetables every day
 - Get 60 minutes of power play every day
 - A fruit
 - A vegetable
- Review the Advertising Power worksheet with the children. Each group should answer the questions on the Advertising Power worksheet before developing the slogan, jingle, or advertisement.
- Give the children time to develop their slogans, jingles, or advertisements.
- Have each group present its slogan, jingle, or advertisement to the rest of the group.
- Conclude the activity by telling the children that when they see or hear ads, they should think about these things:
 - What is the advertisement selling?
 - Who are they selling the product to?
 - What advertising technique is being used?
 - Is the ad believable?
 - Are they telling the truth?

Modifications for Younger Children

- Briefly discuss advertising using the following questions:
 - What is an advertisement?
 - How can you tell the difference between an advertisement and a television show?
 - Have you seen ads on TV?
 - What is your favorite advertisement? What is it that you like best about it?
 - Have you seen advertisements for fruits and vegetables? If so, what have you seen?
 - Have you seen advertisements promoting power play (physical activity)? If so, what have you seen?
 - What is your favorite advertisement for food? What is it that you like best about it?

- Review why it's important to eat 2½ to 5 cups of fruits and vegetables every day. Also review what “get 60 minutes of power play every day” means—to be active for a total of 60 minutes or one hour a day (not all at once, but when you add up all the time that you are active during the day). Review what power play means. Power play is a game, sport, exercise or other action that involves moving your body.
- As a group, make up a slogan or jingle about fruits and vegetables or power play that sells the idea to their friends. Sing the jingle.

GO FARTHER

- Each team can develop variations on their ad or slogan/jingle to suit different audiences such as parents, friends, teachers at school, grandparents, etc.
- Each advertising team can develop a full advertisement that uses the slogan or jingle they have created.
- Plan a talent show for children to showcase their slogans or jingles with movement (see Activity 15: Movin' and Groovin'). Invite parents and community members. Serve fruits and vegetables as appetizers.
- Check out the Don't Buy It: Get Media Smart Web site sponsored by PBS at <http://pbskids.org/dontbuyit/>. This site and others can help children become more media literate.

BRING IT HOME

- Send home the Advertising Power sheet for children to share with their families.
- Encourage children to share their slogan or jingle with their families and friends.
- In the next week, ask each child to track the food advertisements that appear in 1 hour of television, or all the advertising messages that they see in one day. Ask them to record what was advertised, a brief description of each ad, and the time of day each ad appeared. Hold a discussion when the children are together again. How many ads did they see? Who was the ad talking to? How many of the ads promoted healthy foods and/or physical activity? Was one advertising technique used more than others? What are their reactions to what they have learned?



Advertising Power

- 1** What are you trying to sell? _____
- 2** Who are you selling it to? _____
- 3** What are some of the good things about it? _____

- 4** Why wouldn't people want to eat it or do it? _____

- 5** What might change their minds? _____

Circle the ideas from numbers 3, 4, and 5 that you want to use when you create your slogan, jingle, or advertisement.

Advertisers have many ways to try to get kids to buy their products. You might want to try some of these.

Jingle/Slogan: a song or phrase that helps you remember a product.

Cartoon Characters: an animated character that promotes a product.

Star Power: a celebrity (like a movie star, a model, a football player) who says he or she uses the product.

Wannabe Appeal: "wannabe" means "I want to be." The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

Latest Greatest: everybody loves it and wants it. Don't be left out!

Sensory Appeal: it tastes good, looks good, smells good, or feels good.

Better Than: this product is better than other brands of the same product.

Dollar Power: you will save money or get something free if you buy this product.

