

5-2019

Educating Second Graders about Food Marketing Tactics

Arlene Sanchez
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Sanchez, Arlene, "Educating Second Graders about Food Marketing Tactics" (2019). *Capstone Projects and Master's Theses*. 496.

https://digitalcommons.csumb.edu/caps_thes_all/496

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Educating Second Grade Students about Food Marketing Tactics

Arlene Alejandra Sanchez

A Capstone project for the Bachelor of Arts in Human Development and Family Studies

Educating Second Grade Students about Food Marketing Tactics

Introduction

Nowadays, many children spend hours in front of a screen, which may expose them to unhealthy consumer commercials about unhealthy foods. Since marketers use tactics like repetition and bright colors to attract viewers and persuade them into consuming their products, children may then believe what the advertiser is claiming. To educate the children on unhealthy marketing products, I have created a lesson about healthy foods choices and the different marketing tactics used in popular food advertisements for a class of second graders at Virginia Rocca Barton Elementary in Salinas, California.

Needs Statement

Many children nowadays may spend hours in front a television screen. These children are not only exposed to inappropriate content, but commercials about unhealthy foods as well. The food industry spends billions of dollars each year in marketing their products to younger audiences (Bruce, Pruitt, Ha, Bradley, Cherry, Smith, Bruce, Lim, 2016). However, the amount of time that children spend watching unhealthy food commercials can be compensated by time they spend at school learning about healthy food choices and the risks of not eating properly. With children's little or no knowledge about food marketing tactics, they become more susceptible to food advertisements.

In a recent study, children who were exposed to televised food commercials preferred to eat the brands they saw on TV unlike the children who were not exposed to commercials (Bruce et al., 2016). In other words, the more commercials they see, the more likely they will want to eat the food that is televised to them. This is an example of the impact that food advertisements have

on children's eating choices. A common issue with food advertisements is that children also tend to overeat while watching television because of the tactics that marketers use.

One common marketing tactic that marketers use is appealing to the viewers emotion. Emotions like ; fun, happiness, and play followed by fantasy and imagination are what really appeal to children. To appeal to happiness marketers will use cartoon characters and children consuming the food that is being advertised with huge smiles on their faces (Page, Brewster, 2007). They will also use terms like "super charged" to appeal to the product's taste (Page, Brewster, 2007). Given that they use these terms the children assume they will have energy and actually benefit from eating the marketed product.

Using toys as an incentive has also turned into a risky marketing tactic. Sugary cereals like Lucky Charms, Trix, Froot loops, and etc have incorporated toy giveaways in their cereals to get the attention of children. Chain restaurants are the largest spenders in toy giveaways since they spend an average of 360 million dollars a year to include toys in their meals (Otten, Hekler, Krukowski, Buman, Saelens, Garder, King, 2012). The meals that chain restaurants offer toys in have a high caloric intake which correlates to the high obesity rates (Otten et al., 2012). Out of the 3009 kids meals that the restaurants offer only 12 of those meals were nutritionally balanced for pre-school children and 15 meals met them for older children (Otten et al., 2012). This is an example of how toys make an impact of children's food choices.

Given that children are vulnerable to unhealthy food commercials it is essential that they are educated on that tactics that marketers use to persuade them. In order to help them make better food choices I intend to teach a 3-day lesson on nutrition for the second-graders at Virginia Rocca Barton Elementary School.

Theory Application

According to Bandura's social learning theory, school aged children are constantly learning from their peers and role models. The social learning theory has four key processes which are: attention, retention, reproduction, and motivation (Hammersley, Jones, & Okely, 2017). For my project, I will be focusing on only two key processes which are attention and retention. For the attention aspect, I will appeal to the children's attention by showing them fun and colorful visionaries which will attract them. The retention element is fundamental because the children should be able to retain the information provided to them. In my project, I will have them complete different activities , which will require them to retain the information. In order to help the children learn, I am going to start a discussion about their favorite food advertisements which will grab their attention. In order to have the children retain the information I will put them into groups so they can interact with their peers and have social learning interactions. Being in groups will help the children complete that activities with information that they will need to have retained.

Consideration of Diversity

My project will be conducted in a second grade bilingual classroom at Virginia Rocca Barton Elementary in Salinas, California. The ethnic composition of the student participants will reflect the students at Virginia Rocca Barton Elementary. According to the Student Accountability Report Card (SARC; 2018), Virginia Rocca Barton Elementary is 95% Hispanic or Latino, 0.4% White, and 0.1% Asian. Additionally, 89.2% of the students are considered socioeconomically disadvantaged. As a result, it is possible that the participants may be eating lower cost foods that may be unhealthy. I will be discussing healthy food choices but some of the students may not be able to afford them because of their low income status. The children's

parents may also be regulating the food they eat in order to spend less money too. Another issue is that the children may only know fruits that are commonly eaten in the hispanic culture and American fast food because of their income. Because I will be conducting the lessons in Spanish, the participants will need to be fluent in Spanish to fully understand the information I talk about. The activities that I have prepared are targeted towards school aged children and would not be appropriate for much younger children or for much older children.

Learning Outcomes

I intend to provide three, 50- minute lessons to second grade students enrolled in a bilingual class at Virginia Rocca Barton Elementary.

By the end of the project, participants will:

1. Identify one marketing tactic in food commercials
2. Indicate two? Three? healthy snacking choices
3. Demonstrate a nutritionally balanced healthy meal using all five food groups

Method

Day 1

First, I will reintroduce myself to the student participants. I will let them know about why I am there after 2 months of my absence and the reason for my project. First I will draw a chart with the different food groups. I will then ask the children to give me different responses like “What are some names fruits that you like to eat ?” “What are some of your favorite veggies?” and etc. I will then proceed to show them a presentation (See Appendix A). I will ask the children if they see any fruits, veggies, grains, proteins, and dairy items that they did not include in the chart. After reviewing the charts, I will show them a short video on the benefits of healthy eating https://youtu.be/GTqnk_kqmWU . I will then hand out a blank “MyPlate” worksheet, and

the children will then be put into groups of four and will be asked to create the healthiest plate for breakfast, lunch and dinner (see Appendix B). I will provide the children with the different food group images to put on their plates (See Appendix C). I want to make this activity very interactive which is why they will work into groups. The length of this lesson will be 50 minutes.

Day 2

On the second day, I will begin by asking the children some of their favorite food advertisements. I will ask the children to describe the advertisements and explain why do those commercials appeal to them. I will then show them a presentation about the different ways that food marketers commercialize different food products (see Appendix D). After viewing the presentation I will ask the children to tell me what they saw on the presentation. I will show the students two short commercial compilation videos one will be of Cheeto snacks <https://youtu.be/wkCgTzetrnk> and other will be a mix of different commercials https://youtu.be/xk_hkdGf1tc . I will ask them to tell me the different tactics they saw on the videos. This will prepare them for the activity for the last day. The purpose of analyzing these videos is to get them to recognize the marketing tactics. The length of this lesson will be approximately 50 minutes.

Day 3

On the third day I will begin the lesson by reviewing the tactics that they remembered. I will leave their responses on the board so they can use it as reference. I will have the children do an activity in groups with some of the snacks that I believe use the marketing tactics (see Appendix D). I will display the images on the projector and ask the children to describe the specific marketing tactics like bright colors, favorite cartoon characters, super strength, prizes, and etc. that are used for each image. After working on each image for 5 minutes, I will ask one

person from each group to go up to the white board and circle the specific marketing tactic for the image displayed on the projector. I will take pictures of each groups responses and the circled marketing tactics. I will close the lesson by reviewing the benefits of healthy eating with the children and thanking them for their participation.

Results

Learning outcome 1 was that the participants would indicate two or three healthy snacking choices. I believe this learning outcome was met. The reason for this is because they were able to indicate healthy snacking choices after I showed them the presentation about the 5 different food groups. The children were able to name eight different types of fruits they liked to eat as snacks. As for the vegetable section, they were able to name seven different vegetables they enjoyed eating. See Table 1 for what they said.

Learning outcome 2 was that participants would demonstrate a nutritionally balanced healthy meal using all five food groups. I believe this learning outcome was met. They met it because not only were they able to make one nutritionally balanced meal but three different meals. They used one item from each of the food groups to create a meal that would be ideal to eat for breakfast, lunch, and dinner. Each group of students was able to create a balanced meal. Prior to the activity I had the children watch a short video on the benefits of healthy eating so it served as a motivation. See Table 2 for their meal creations.

Learning outcome 3 was that participants would indicate one marketing tactic in food commercials. I believe this learning outcome was met. The participants were able to remember the marketing tactics the second day after the topic was introduced to them. The marketing tactics that they remembered were; bright colors, cartoon characters, toys, prizes, emotions of happiness. They demonstrated this by circling the tactics on the advertisements I showed on a

projector. See figure 5 for their responses. The participants were also able to point out different marketing tactics used on food advertisements and food items. See Table 3 for the marketing tactics they remembered. See Figure 1,2,3, & 4 for the tactics they identified on the advertisements.

Discussion

I believe my project was successful. The participants were engaged in the activities that I had created for them. This project was also a great learning experience for me because it is the second time I actually taught this group of participants. My project did not only educate the children on different marketing tactics but also taught them how to make better snacking choices. I believe the children were able to understand the concept I introduced to them because of the way I taught it. According to Albert Bandura, children learn through observation and modeling behaviors which is what I used to develop the activities. I was able to get the children's attention by making the activities interactive and appealing. The presentations and videos I showed to the participants were something different that they would not normally see in the classroom setting. The participants worked in groups which helped the participants learn new content like the marketing tactics. The two elements of Social Learning Theory, attention and retention, were used throughout my project to make it successful.

In terms of diversity, I think my project included everyone, except students that are not fluent Spanish speakers. The reason for this is because all my project was done in Spanish. I assumed that all students were fluent, except some students that may have been placed in the classroom for knowing some Spanish. The terms that I used in the presentations may have been a bit difficult to understand for the students who were not completely fluent. I would have also practiced more terms in Spanish at home because there was instances that I would get stuck on

pronouncing proper terms. As for the images, I should have included more celebrities that the participants were familiar with like Latin celebrities. When I presented celebrities like One Direction and David Beckham the children had difficulty recognizing them.

Overall, I enjoyed teaching the kids about the different marketing tactics. I believe the children will now be involved when buying groceries with their parents. They will also make better snacking choices instead of going for sweets and fried potato chips. Incorporating food education in all grade levels would be very beneficial for students.

References

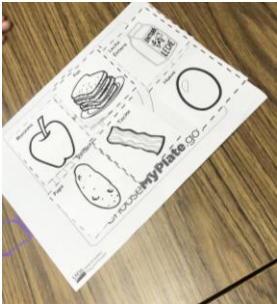
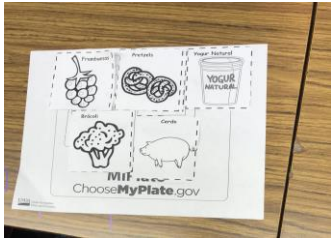
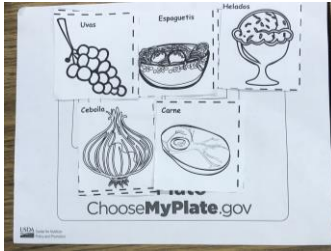


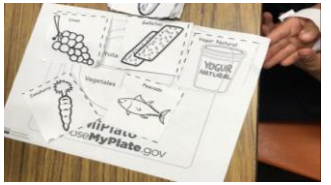
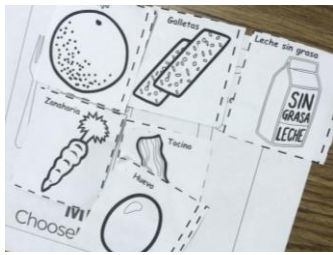





- Bruce, Amanda S., Pruitt, Stephen W., Ha, Oh-Ryeong, Cherry, J. Bradley C., Smith, Timothy R., Bruce, Jared M., & Lim, Seung-Lark. (2016). The Influence of Televised Food Commercials on Children's Food Choices: Evidence from Ventromedial Prefrontal Cortex Activations. *The Journal of Pediatrics*, 177, 27-32.e1.
- Hammersley, Jones, & Okely. (2017). Time2bHealthy – An online childhood obesity prevention program for preschool-aged children: A randomised controlled trial protocol. *Contemporary Clinical Trials*, 61, 73-80.
- Otten, J., Hekler, E., Krukowski, R., Buman, M., Saelens, B., Gardner, C., & King, A. (2012). Food marketing to children through toys: Response of restaurants to the first U.S. toy ordinance. *American Journal of Preventive Medicine*, 42(1), 56-60.
- Page, R. M., & Brewster, A. (2007). Emotional and rational product appeals in televised food advertisements for children: analysis of commercials shown on US broadcast networks. *Journal of Child Health Care*, 11(4), 323–340.
- <https://doi.org/10.1177/1367493507082758>

*Table 1**The students responses to indicating healthy snacking choices*

<u>Fruits</u> <ul style="list-style-type: none">● Apples● Strawberries● Oranges● Bananas● Mangoes● Grapes● Plums● Papaya
<u>Vegetables</u> <ul style="list-style-type: none">● Broccoli● Carrots● Lettuce● Tomatoes● Onion● Squash● Cauliflower

Table 2

The students' example of a healthy breakfast meal using all five food groups

Breakfast	Lunch	Dinner	Met all five food groups	Did not meet all five food groups
			✓	
			✓	
			✓	
			✓	

*Table 3**The students responses to different marketing tactics*Food Marketing Tactics

- Bright colors
- Easy to eat
- Toys or Prizes
- Cartoon characters
- Famous celebrities
- Cereal box activities
- Funny
- Happy children

Figure 1

The students circled different marketing tactics used for food advertisements



Food marketing tactics identified

- Bright colors
- Cartoon character
- Silly
- Bright cereal pieces

Figure 2

The students circled different marketing tactics used for food advertisements

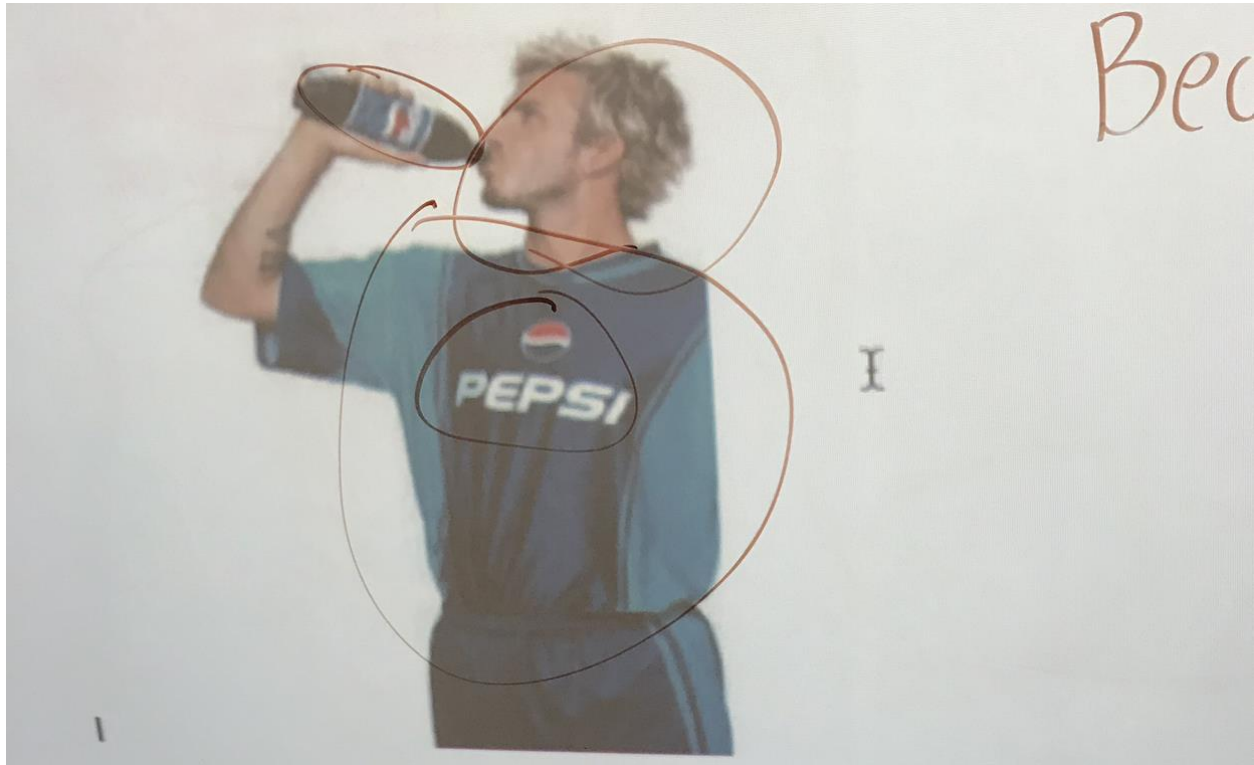


Food Marketing tactics identified

- Bright colors
- Cartoon characters
- Easy to eat

Figure 3

The students circled different marketing tactics used for food items

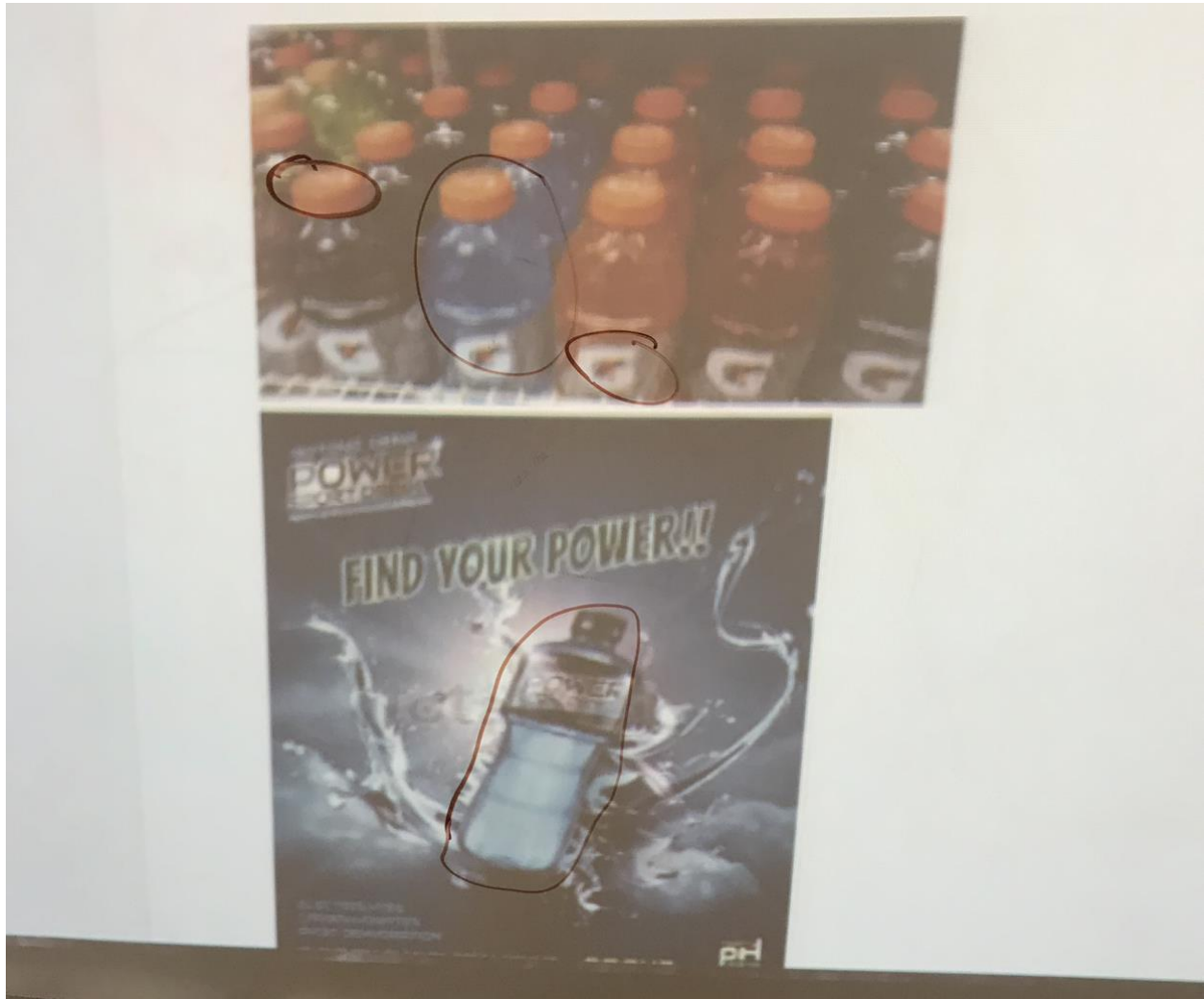


Food marketing tactics identified

- Famous celebrity
- Bright colors
- Easy to drink
- Super powers

Figure 4

The students circled different marketing tactics used for food items



Food marketing tactics identified

- Bright colors
- Easy to drink
- Super powers

*Appendix A**Presentation on five food groups*

Lacteos

- Queso swiss
- Leche 2%
- Leche Entera
- Crema Agria
- Yogur Natural
- Leche sin grasa
- Queso Azul
- Yogur Congelado



Granos

- Arroz Integral
- Pan de Arroz integral
- Tortillas de Arroz integral
- Alforfón
- Bulgur (trigo partido)
- Farro / Emmer
- Linaza
- Avena
- Pan de avena
- Cereal de avena
- Harina de avena
- Palomitas de maíz



Proteina

- Huevos
- Tofu
- Carne
- Nueces
- Semillas de Girasol
- Cerdo
- Pollo
- Pescado



Vegetales

- Jicama
- Chayote
- Nopales
- Elote
- Apio
- Cebolla
- Pepino



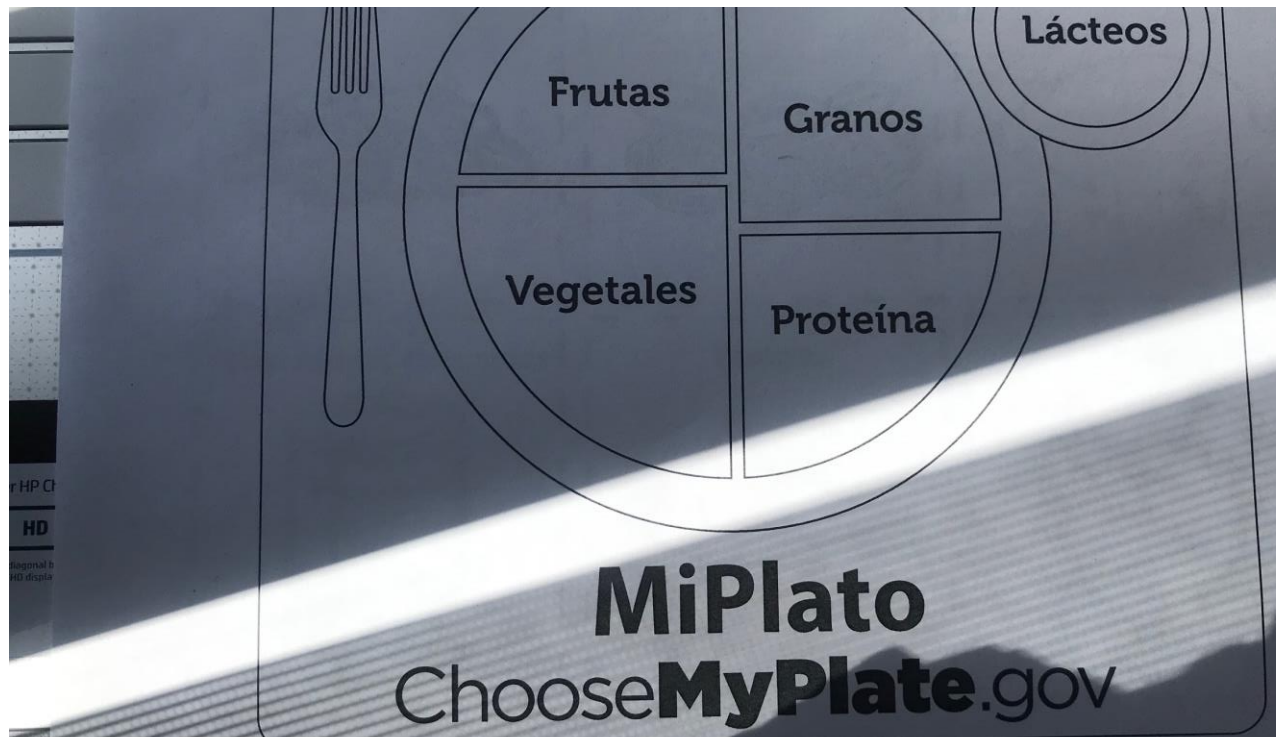
Frutas

- Sandia
- Melon Chino
- Kiwis
- Manzanas
- Naranjas
- Peras
- Platanos
- Papaya



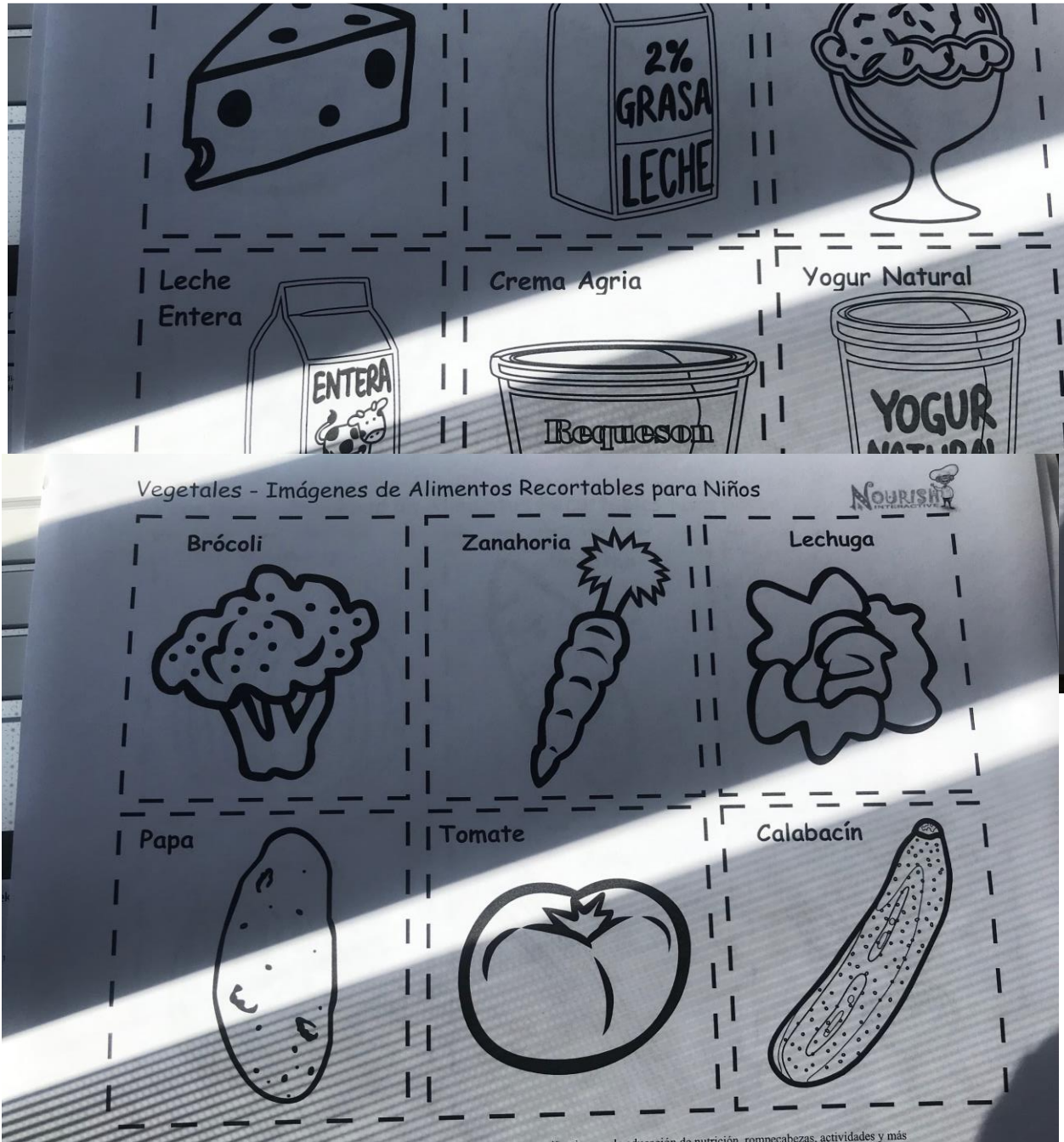
Appendix B

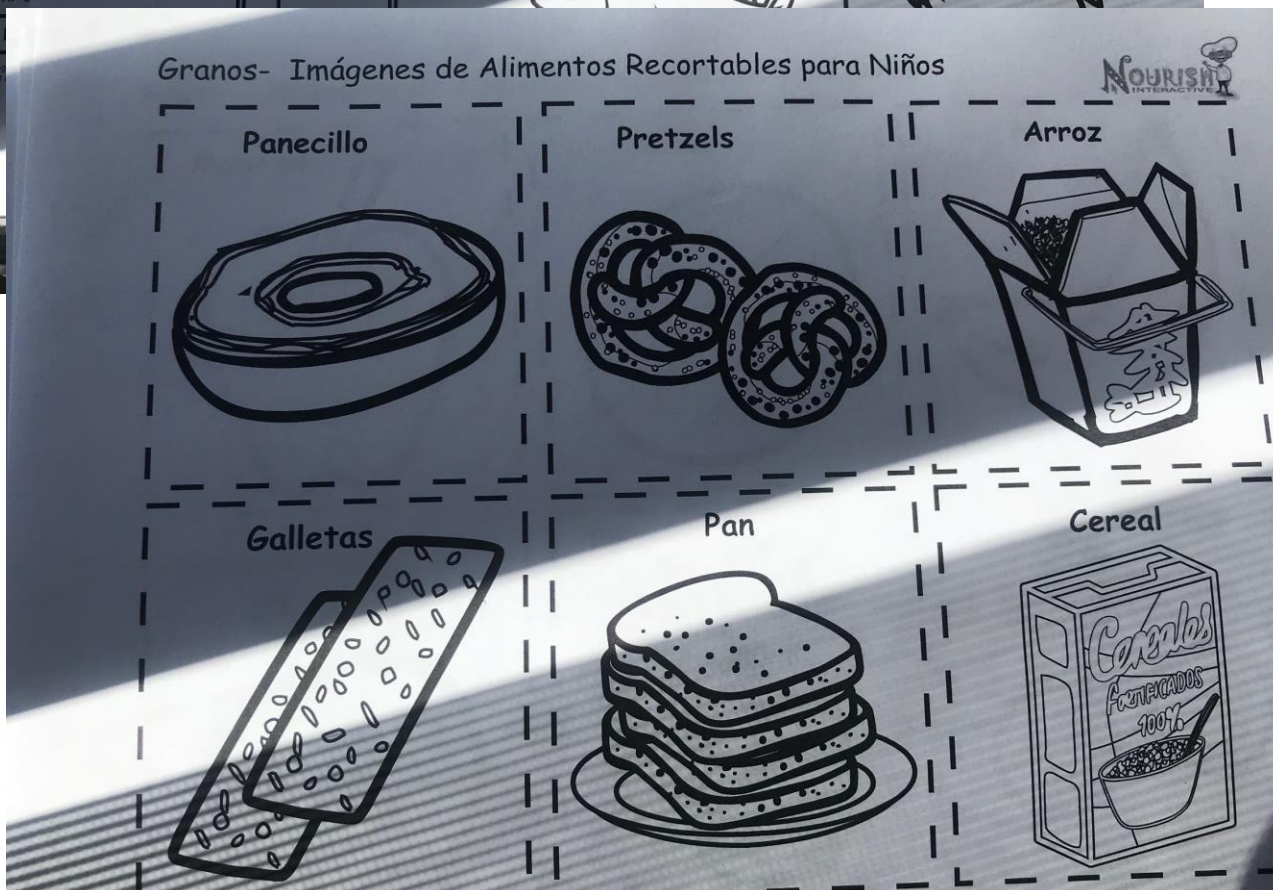
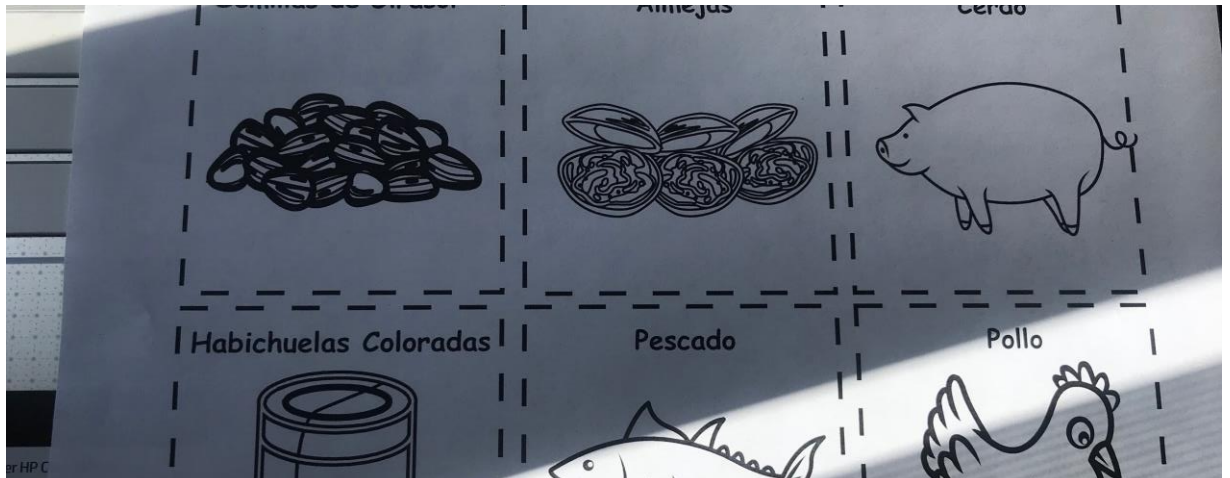
Worksheet for healthy meal activity

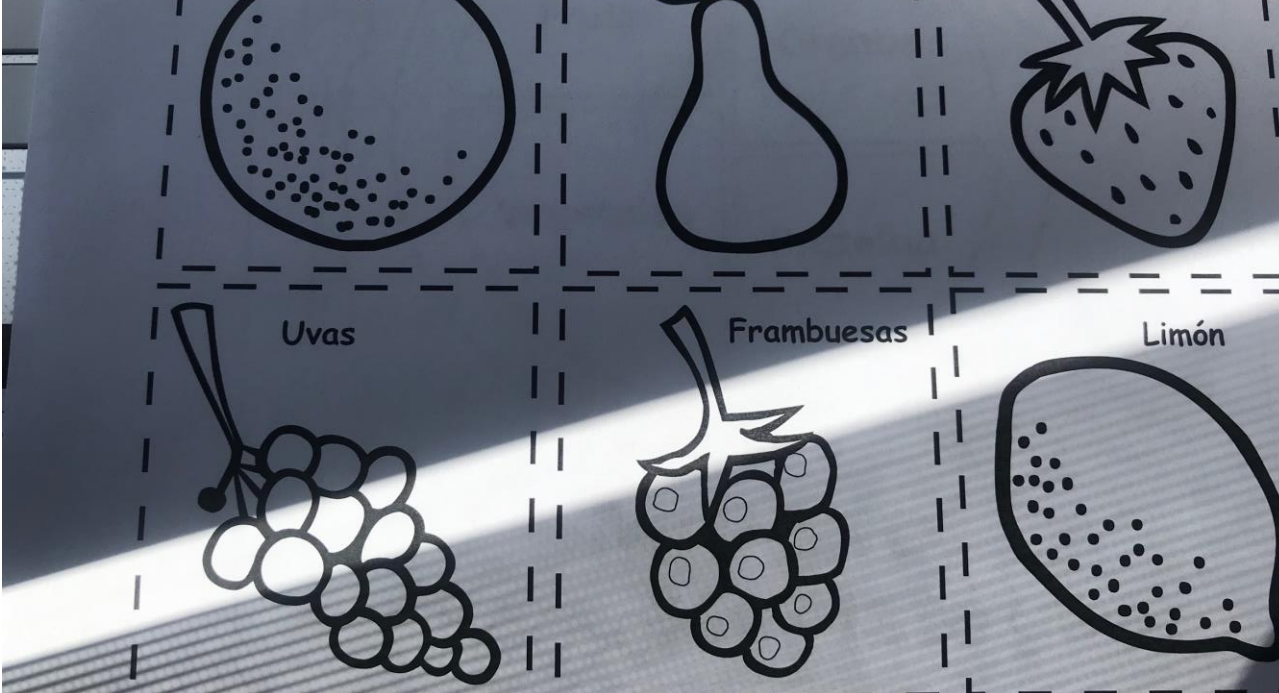


Appendix C

Picture cut-outs of the five food group foods







Appendix D

Powerpoint on food marketing tactics



COLORES FUERTES



PREMIOS/JUGUETES



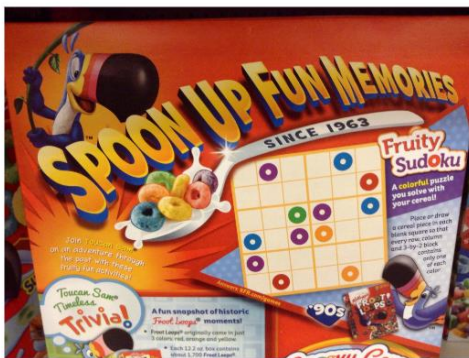
CARICATURAS DE PELÍCULAS



CARICATURAS FAMILIARES



ACTIVIDADES EN LAS CAJAS DE LOS CEREALES



Appendix E

Images used for identifying marketing tactics





Appendix F

Final Capstone Presentation

EDUCATING SECOND GRADERS ABOUT FOOD MARKETING TACTICS

Arlene Alejandra Sanchez

NEED

Children lack nutrition education and may be susceptible to advertising about unhealthy foods which leads to later health problems like obesity.

THEORY

Albert Bandura's Social learning theory

Attention

- In order to focus, the new concept must be interesting.

Retention

- Recall information that was taught in order to complete a task.

LEARNING OUTCOMES

By the end of my project students will...

1. Indicate two or three healthy snacking choices.
2. Demonstrate a nutritionally balanced healthy meal using all five food groups.
3. Indicate one marketing tactic in food commercials.

THREE DAY LESSON FOR SECOND GRADERS AT VIRGINIA ROCCA BARTON ELEMENTARY IN SALINAS, CA

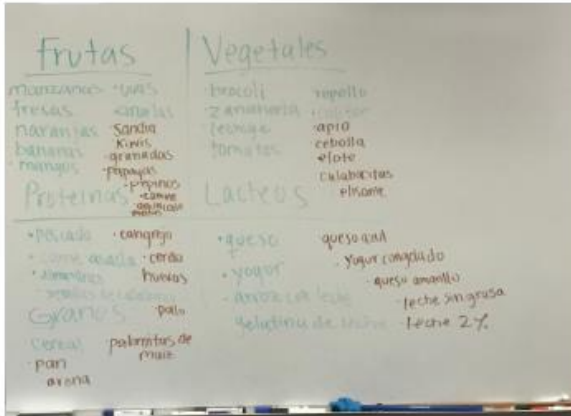
Project was done in Spanish

Day one - Healthy snacks and meals

1. The participants named their favorite fruit and vegetable snacks.
2. They saw a presentation on different fruits and vegetables.
3. They were then asked to create a healthy meal using picture cut outs.

DAY ONE : RESULTS

L.0 1 Indicate two or three healthy snacking choices

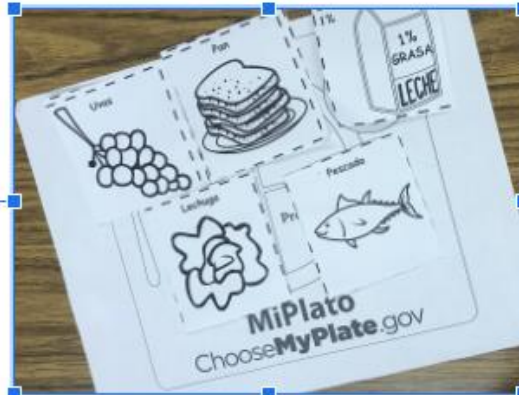


- Fruits
- Strawberries
 - Mangoes
 - Grapes
 - Plums
 - Apples
 - Oranges

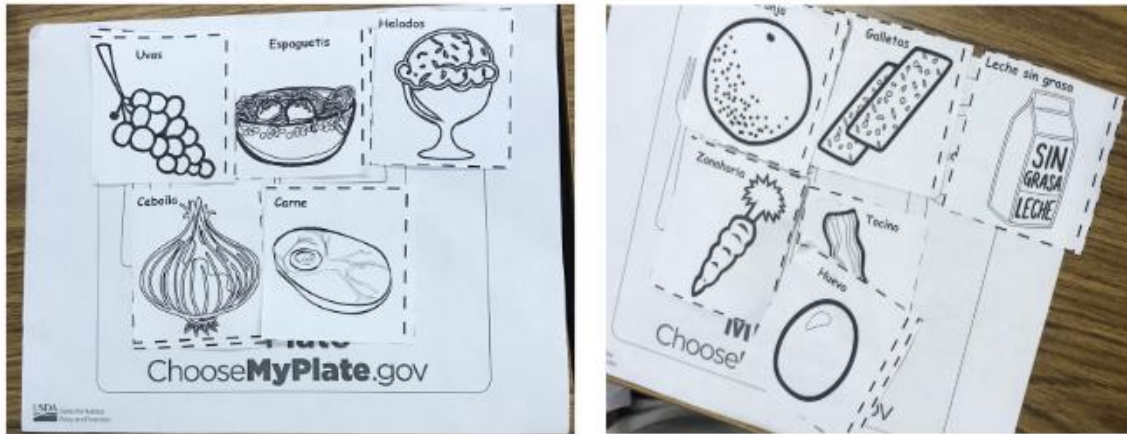
- Vegetables
- Broccoli
 - Carrots
 - Tomatoes
 - Lettuce
 - Cauliflower

DAY ONE: RESULTS

L.0 2 Demonstrate a nutritionally balanced healthy meal using all five food groups.



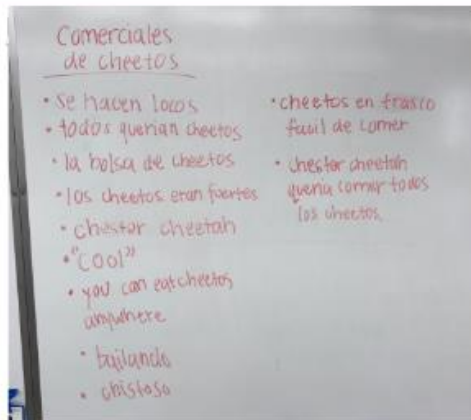
DAY ONE: RESULTS



DAY TWO (INTRODUCTION TO FOOD MARKETING TACTICS)

1. I asked the students what were some of their favorite food commercials on TV and to describe what made it appealing to them.
2. I then showed them a presentation on food marketing tactics which are; Bright colors, Cartoon characters, Prizes, Toys, Famous celebrities, Happy children, and etc.
3. After the presentation, they watched food commercial compilations and asked them to analyze the advertisements.

DAY TWO: RESULTS



Cheetos Commercials

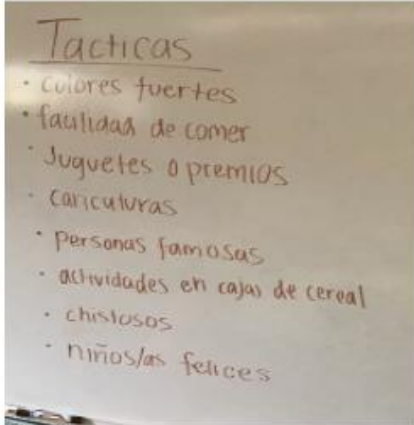
- "The cheetos are a bright color"
- "Dancing"
- "Silly"
- "The cheetos in a cup were easy to eat"

DAY THREE (IDENTIFYING MARKETING FOOD TACTICS)

1. I reviewed the marketing tactics one more time and I wrote down their responses so they could use as reference.
2. The children got into groups and I asked them to analyze different food advertisements.
3. After working as a group they would each went up to the board and circled a specific marketing tactic.

DAY THREE: RESULTS

L.O 3 Indicate one marketing tactic in food commercials.

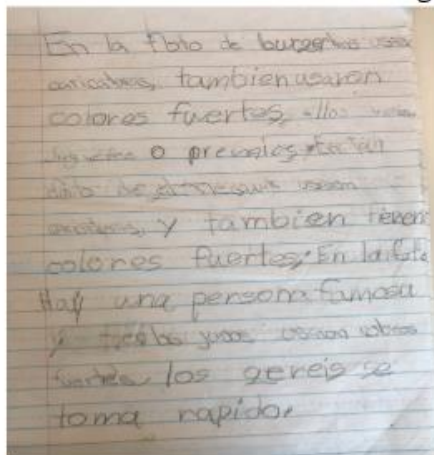


Tactics

- Bright colors
- Easy to eat
- Toys or prizes
- Cartoon characters
- Famous celebrities
- Cereal box activities
- Funny
- Happy children

DAY THREE: RESULTS

L.O 3 Indicate one marketing tactic in food commercials.

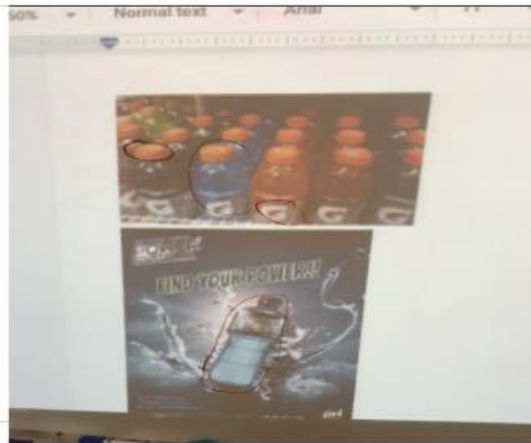
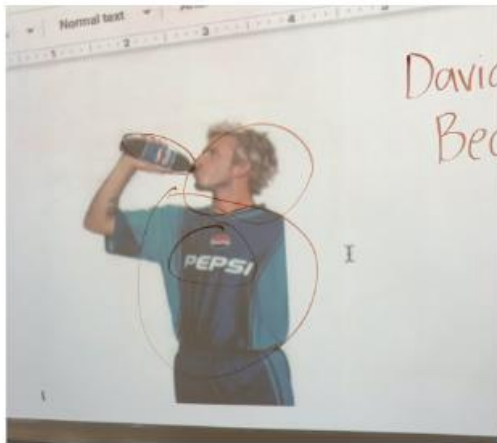


- “In the Burger King picture they are using cartoons and bright colors too”
- “They used toys or prizes”
- “In the Nesquik picture they used bright colors”
- “The gatorades are a bright color and are easy to drink”

DAY THREE: RESULTS



DAY THREE: RESULTS



DISCUSSION

- Overall the participants were able to understand the content and complete the activities.
- It was something new to them so they were able to focus.
- Minor setbacks like images and time.
- It was very interactive for the students and a great experience for myself.

Questions?

Thank you

Arlene Alejandra Sanchez

Educating Second Graders about Food Marketing Tactics