

Primary/Junior/Intermediate Planning Template

Grade(s): 5 Date(s): Duration: 45 min		Lesson Topic/Title: Investigating Food Advertisements	
Subject(s): Health and Physical Education		Strand(s): Healthy Living	
<p>RATIONALE: <i>Why am I teaching this lesson?</i> This lesson will introduce students to the ways in which media advertising influences their food choices. Students will analyze advertisements in a variety of media formats and create their own healthy food advertisement.</p>			
<p>CONTENT STANDARDS & PERFORMANCE STANDARDS: <i>What are students expected to learn? Which Achievement Chart Category(ies) will be addressed?</i></p>			
Overall Expectation(s):		Specific Expectation(s):	
<p><u>Physical and Health Education</u></p> <p>C. 3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> <p><u>Language and Literature</u></p> <p>Media Literacy</p> <p>1. demonstrate an understanding of a variety of media texts</p> <p>2. identify some media forms and explain how the conventions and techniques associate with them are used to create meaning.</p> <p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>		<p><u>Physical and Health Education</u></p> <p>C 3.1 describe how advertising and media influences affect food choices (<i>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</i>), and explain how these influences can be evaluated to make healthier choices (<i>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</i>) [CT]</p> <p><u>Language and Literature</u></p> <p>Media Literacy</p> <p>1.2 use overt and implied messages to draw inferences and construct meaning in media texts (<i>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;</i></p>	
		Achievement Chart Category(ies): K T C A	
		<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> Knowledge of conventions and techniques advertisers use to engage children in their food products. <p><u>Thinking</u></p> <ul style="list-style-type: none"> Use planning skills to create a food advertisement. <p><u>Communication</u></p> <ul style="list-style-type: none"> Express ideas and information in a food advertisement. <p><u>Application</u></p> <ul style="list-style-type: none"> Applies knowledge of advertising conventions and techniques to create a food advertisement. 	

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)

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (*e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photo- graphs with captions, and graphics to add human interest and impact; photographs of columnists to signal that they are expressing a personal opinion*)

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

LEARNING SKILLS AND WORK HABITS: Which LSWH(s) will be addressed? Responsibility Independent Work Collaboration Organization Initiative Self-Regulation

Independent work, Collaboration, Organization

ASSESSMENT: How will I know students are learning?

LEARNING GOAL(S) <i>Describe the curriculum expectations & LSWH in student friendly language</i>	ASSESSMENT TASK /STRATEGY <i>Describe what students will be doing to address the learning goal(s) Specify the intended Purpose and Nature of the task</i>	SUCCESS CRITERIA <i>Describe what successful attainment of the learning goal(s) looks like for the assessment task</i>	ASSESSMENT TOOL(S) <i>Identify & create the tool to record & analyse information from the task</i>
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LEARNING GOAL(S)
 I can identify and describe the media features and techniques that advertisers use to influence children’s food choices.
 I can use the direct and indirect messages in advertisements to make meaning.
 I can create my own food advertisement using media-appropriate styles and techniques.

ASSESSMENT TASK /STRATEGY Observation/Conversation/Product PURPOSE: For/As/Of NATURE: Diagnostic/Formative/Summative

AAL- Teacher meets with each group while they are analyzing the advertisement and assesses their ability to answer questions about the conventions and techniques that the advertiser uses to sell their food products. Record the information on an observation sheet. Discuss with students the next steps for learning.

AOL- Completed advertisements are graded according to the success criteria on a rubric. Provide feedback to the students and discuss next steps.

SUCCESS CRITERIA	
<p>I can identify the techniques advertisers use to influence my food choices.</p> <p>I can explain the messages of advertisements.</p> <p>I can work co-operatively with my group members.</p> <p>I can create an advertisement that follows the format and techniques used for that medium.</p>	
ASSESSMENT TOOL(S) Anecdotal Record, Rating Scale, Checklist, Rubric, Other Rubric, Observation Sheet	
INSTRUCTIONAL LENS <i>What culturally sustaining pedagogy will I address? (e.g.; FNMI, Catholic Curriculum, Environmental Education, LGBTQ+)</i>	
When students are analyzing the provided advertisements they need to also consider the stereotypes that the ads are conveying. (e.g., females are often shown in yoghurt and salad advertisements which could discourage males from eating it.)	
PRIOR LEARNING <i>Prior to this lesson, students will be able to...</i>	
Prior to this lesson, students will be able to recognize healthy food choices.	
DIFFERENTIATED INSTRUCTION <i>What will I do to assist and/or differentiate instruction for individual learners?</i>	
<p>Learning Materials (Content)</p> <p>A variety of media advertisements with differing complexity will be provided.</p> <p>A chart with guiding questions will be placed in the classroom to help students identify various techniques used in the advertisements.</p>	
<p>Ways of Learning (Process)</p> <p>Group students according to complementary abilities.</p>	
<p>Ways of Demonstrating Learning (Product)</p> <p>Student can choose the media form of their choice for their advertisement: poster, iMovie, food package, Microsoft Paint</p>	
<p>Accommodations:</p> <p>Help student to read the advertisement.</p> <p>Have the student seated near the teacher to keep on task.</p>	<p>Modifications:</p> <p>The teacher will work with the student to complete the advertisement.</p>
MATERIALS / PREPARATION / SAFETY CONSIDERATION(S) FOR TEACHING <i>What do I need to prepare before I begin the lesson?</i>	
<p>A variety of advertisements in print, YouTube, food packaging, and websites</p> <p>iPads</p> <p>Observation sheet, Rubric</p>	

INSTRUCTIONAL TRAJECTORY: <i>How will instruction be organized for learning?</i>	CONNECTED QUESTIONS <i>To probe more deeply into students' thinking</i> <i>To encourage students to take risks</i> <i>To build on students' responses</i>
<p>MINDS ON Establishing a positive learning environment Connection to prior learning and/or experiences. Setting the context for learning.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Begins the lesson by asking students about food advertisements and what purpose they serve. • Groups the students and provides each group with an advertisement in a specific medium (print, video, food package and website ad). • Provides each group with chart paper and asks them to identify and list all the features and techniques that the advertisement uses to influence their food choices. • Points out the chart with guiding questions to help them. • Visits each group and asks questions to assess the students' learning and thinking and records as observational notes. • Asks each group to share their findings with the rest of the class. 	<ol style="list-style-type: none"> 1. What purpose do food advertisements serve? 2. Who benefits from the food advertisements? 3. How do the ads target you? 4. What makes the ads engaging? 5. Are the claims stated in the advertisements accurate? 6. What role do celebrities serve?
<p>ACTION Introducing new learning or extending/reinforcing prior learning Providing opportunities for practice and application of learning</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Instructs the students to create their own advertisement of a healthy food using the medium of their choice and following some of the features and techniques that they learned. • The teacher reviews the success criteria with the students. • Visits each student to offer assistance. 	<ol style="list-style-type: none"> 1. How did you select your healthy food? What makes it healthy? 2. Who are you targeting your ad towards? 3. What is your message? 4. Which techniques will help you to get your message across? 5. What claims will you state? Are they accurate?
<p>CONSOLIDATION AND CONNECTION Helping students demonstrate what they have learned Providing opportunities for consolidation and reflection Providing home connections where appropriate</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Asks the students to pair and share their advertisements and to provide feedback of their partner's work. • Collects the students' advertisements to complete the rubric and provide feedback based on the success criteria. 	<ol style="list-style-type: none"> 1. What can your partner do to better get across their message? 2. How did you decide what techniques to use? 3. What is the significance of the techniques you used?
<p>REFLECTION:</p> <ol style="list-style-type: none"> 1. Were my students successful in meeting the learning goals and success criteria? How do I know? 2. Did my instructional decisions meet the needs of all students? If not, what are my next steps? 	

3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?