

FARM TO SCHOOL LESSON PLAN

HIGH SCHOOL ART CLASS

TOPIC: Food Marketing



Lesson Summary:

Food Marketing is a tool that can be used in ways that either promote or harm health. Students will learn that marketing is a priority for the success of any business, from small-scale, independent farms to multinational food manufacturers. Food marketing takes many forms and can involve building relationships with customers, raising brand awareness, developing new products, promoting them through advertising, and even paying grocery stores for prominent shelf space, all with the goal of promoting sales. In this lesson, students will design a new food product/item/flavor/drink and create food packaging for this item through an art project.

Objectives: Students will be able to...

- Define food marketing and how it affects them and their choices
- Understand tactics that companies use to increase sales of a food product
- Analyze food advertisements and their impact
- Identify their own awareness of food brands and food marketing
- Brainstorm and design a new food product and its packaging

Time Required: 3-5 class periods, about 30-45 minutes each (This can vary on how much time you would like to give your class to work on the food packaging/art project)

Background Information:

All businesses, from small-scale farms to multi-national food manufacturers, depend on marketing to promote their products and build relationships with customers. Food marketing takes many forms, including advertising, raising brand awareness and paying stores for shelf space.

In the United States, food manufacturers, restaurants and stores spend roughly \$11 billion annually on direct advertising, including television, magazine, radio and internet ads.

Most food advertisements promote products that Americans already consume in excess, such as convenience foods, candy, snacks and soft drinks. In contrast, food manufacturers spent only 2 percent (\$159 million) of their direct advertising budget to promote sales of fruits, vegetables, grains and beans, while the USDA spent only \$300 million annually on nutrition education. The sales of a product increase with the visibility and repetition of the advertisements promoting it, raising questions of how advertising efforts are affecting consumers' health.

Marketing campaigns are carefully tailored to appeal to specific groups. Children, in particular, make attractive customers: In 1997, American children spent close to \$8 billion of their own money on food and beverages. In addition buying products

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themselves, in 1997, children influenced (through asking or “nagging”) over \$100 billion of spending on foods and beverages by their parents. Most of these purchases were for carbonated beverages, candy and salty snacks. To put these values in context, total annual food and beverage sales in the U.S. approached \$900 billion.

Food companies spend an estimated \$10 billion annually marketing to youth in America. For better and for worse, food marketing may have a powerful effect on what people eat—and ultimately their health.

Materials:

- Each student will need pen/pencil and paper
- Art supplies/drawing supplies
- Each student will need a small poster or large paper for their project
- Optional: Students will need access to computer and internet, magazines, newspapers, or any articles or media sources with food marketing and food advertisements

Procedures:

- 1) Explain that building brand recognition is one of many marketing tactics.
 - a. Provide a definition of food marketing: the activities involved in distributing, promoting, and selling a food product.
 - b. Ask: Imagine that you are a marketing director for a food company. What tactics would you use to increase sales of your products?
 - c. If students need prompting, explain that marketing includes:

☐ Advertising

☐ Building relationships with customers

☐ Developing “new and improved” versions of products

☐ Designing attractive packaging and labeling

☐ Attracting celebrity endorsements

☐ Paying stores for prominent shelf space

- 2) To deepen their understanding of corporate food marketing tactics, students will analyze food advertisements. Divide the class into small groups. Assign each group one of the following food categories:

☐ Breakfast foods

☐ Soda

☐ Juice

☐ Fast food

☐ Meat

☐ Candy/snacks

☐ Vegetables

☐ Dairy

☐ Fruit

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- 3) Instruct each group to research several advertisements promoting products in their selected category. For example, a group assigned to breakfast foods might find ads for Kellogg's cereals, Quaker Oats, or McDonald's breakfast sandwiches. Groups may look through newspapers, magazines, or websites, such as food commercial compilations on YouTube, and Google.
- 4) Have each group choose one ad and present it to the class, answering these questions:
 - ☐ What is the product being advertised?
 - ☐ What type of ad is this (e.g., TV commercial, magazine, Internet)?
 - ☐ Why would the company choose this type of ad?
 - ☐ What methods does the company use to draw attention to its product (e.g., loud music and bright lights, a likable cartoon character, or a celebrity endorsement)?
 - ☐ Who is the target audience for the ad?
 - ☐ Why do you think the ad might be successful?
 - ☐ How, if at all, would you modify this ad to make it more effective?
- 5) Individual assignment: Imagine you are in charge of a marketing campaign for a new food product. Briefly imagine what your new product might be, and list some of the qualities that might appeal to consumers. The product might be a new type of breakfast cereal, a beverage with a new flavor, or a packaged meal that has been made easier to prepare.
 - a. Brainstorm a list of all the activities you would recommend to increase sales of this product.
 - b. Consider both short- and long-term strategies.
 - c. Instruct students to jot down ideas on paper and to think about "advertising," "raising brand awareness," "product placement" and "building relationships with consumers."
- 6) Art project: Each student (after brainstorming, sketching, and researching if needed) should create (draw, design, color, etc.) their new food product packaging. This food product cannot be a food product that already exists. Or if it does already exist, it must be a new flavor, new type, etc.
 - a. Remind students: How will this food packaging market your product? What marketing strategies will you use on your food packaging?

Assessment: Students can turn in their art assignment for a grade. If there is extra time, have students present their new food packages to the class and/or hang and display in the hallway.

Supporting Materials:

- N/A

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References/Resources:

www.foodsystemprimer.org/food-and-nutrition/foodmarketing-and-labeling/

https://www.palmbeachschools.org/wppannualreport/wp-content/uploads/sites/210/2017/12/Marketing_and_Labeling_Lesson.pdf

Adapted From:

http://www.foodspanlearning.org/_pdf/lesson-plan/unit3/lesson11-marketing-lessonplan.pdf