

Peddling Garden Produce

Standards

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Overview

Students use their newfound “advertising savvy” to market fresh fruit and vegetable fare to the school community.

Laying the Groundwork

1. Ask students to generate a list and/or bring in samples of ads for fresh fruits and vegetables. (They just might come up empty!)

2. Launch a discussion. Ask, *Which advertisements for fresh vegetables can you recall seeing in magazines, television, or other media? How about ads for fast foods, sugary cereals, or snack foods? Ask, How would you explain the difference in the number of ads for produce vs. other food categories?*

(**Note:** If students bring in produce ads, see if they can figure out who produced them. Chances are, fruit or vegetable ads are from nonprofit groups such as [Fruit & Veggies More Matters](#) or the American Cancer Society.)

Exploration

1. Assuming your students have raised a garden, visited farms, or otherwise pondered produce, create a class list of the virtues of fruits and vegetables. Ask, *Do you think other friends or students would have an easy time doing this? Why or why not?*

2. Present this challenge to the class: Use what you’ve learned about food marketing to create an advertisement for one of the following.

- Your school garden produce.
- A single fruit, vegetable, or other healthful plant-based item.
- A plant-based dish you’ve created or cooked in class.
- Fruits and vegetables on the cafeteria menu.

3. Give groups time to research and take notes on how the products they’ll pitch can keep people healthy.

4. Tell students they'll also need to do some *market research*. After all, in order to peddle goods and services, advertisers spend lots of money getting to know their audiences. Then they can decide what "pitch" to make. Ask, *Who is your audience (e.g., other students in school, younger siblings, teachers, parents)? What do you want to know about your audience? (What would help you pitch your product to them?) How can we get that information?*

5. Consider a conducting a survey. (If you don't have time or inclination to do one, have students try to answer some of the survey question, below, on their own.)

Discuss the format of the survey. For instance, it could be based on interviews, multiple choice questions, written responses, or a blend of formats.

Come up with questions. Find ones that you think can help you pitch your product to this group. Here are some samples:

- What do you care about? What's important to you (e.g., sports, family, being cool or thin)?
- What makes you choose the foods you eat?
- What's your favorite food ad? Why do you like it?
- What fruits and vegetables do you like?
- What might make you decide to try new fruits and vegetables? (You might offer some possibilities, e.g., apple slices with dip rather than whole apples.)
- What are your feelings about healthful foods?

6. Decide how to gather, organize, and interpret survey information. Once teams have reviewed results, they should use what they've learned to inform their ads. Ask, *How else could we use the information? (Students could share it with food service staff, for instance.)*

7. Give groups time to develop ads. Explain that the ads must be truthful and include some nutritional information. Students can choose a poster or magazine format or they can act out a TV ad. Pass out copies of the Advertising Fresh Food Planner handout (attached) along with art materials such as markers, chart paper, magazines, scissors, and so on.

Making Connections

- Give each group two minutes to present its ad to classmates. Allow time for the rest of the class to identify the persuasive strategies used. Ask, *How effective might this be at getting you to try the food(s)? What might make it more effective? What did you learn about fruits and vegetables?*
- Finally, share ads or presentations with your target audience. For instance, groups might visit other classrooms, post ads in the cafeteria or hallway, or present them at a parent event.

Assessment

Check that students' conversations, ad creation process, and final products reveal growth in these areas:

- Understanding of some of the strategies food marketers use to persuade people to buy products.
- Inclination to ask questions about food ads and package claims.
- Ability to gather and make sense of data (if survey conducted).
- Ability to use a range of media to convey ideas to different audiences.
- Understanding of and appreciation for the nutritional value of fruits, vegetables, and other plant-based foods.

Advertising Fresh Food (Planner)

Group Members _____

Date _____

1. Who is your audience?
2. How will you use what you know about them to make ads that will "grab" and persuade them?
3. What do you want your audience to feel or believe about eating your product?
4. What visual techniques will you use to convey that (e.g., colors, characters, drawings, magazine photos, different sizes for words)?
5. What other kinds of techniques will you use (e.g., : "offers," claims, endorsements)?
6. How will you include nutrition information?