



# STUDENT BOOK

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## **A RECIPE FOR ACTION: DECONSTRUCTING FOOD ADVERTISING**

Middle School Unit

**STUDENT NAME:**

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**TEACHER NAME:**

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**SCHOOL:**

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**START DATE:**

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**FINISH DATE:**

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**CML** [www.medialit.org](http://www.medialit.org)

*Mission: Media Literacy*

# **A RECIPE FOR ACTION: DECONSTRUCTING FOOD ADVERTISING**

## **Introduction**

This workbook contains worksheets that are central to learning to deconstruct food advertising in the media: the Five Key Questions and Core Concepts of Media Literacy, Q/TIPS, and the Empowerment Spiral.

These worksheets are contained at the beginning of this book, on pages 3-5 for your convenience.

The Journal Pages are not only for class notes but also to provide an opportunity to express your own ideas and feelings about media and nutrition.

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## NORMS

1. Be respectful of one another, the ideas shared and our learning community.
2. Listen to understand.
3. Be open to new ideas.
4. Do not share inappropriate personal stories.
5. Actively participate in all lessons and activities.



**Center for Media Literacy**  
**Key Questions/Core Concepts Overview *Deconstruction***

**Five Key Questions of Media Literacy**

	<b>Keywords</b>	<b>Key Questions</b>
<b>#1</b>	Authorship	Who created this message?
<b>#2</b>	Format	What creative techniques are used to attract my attention?
<b>#3</b>	Audience	How might different people understand this message differently?
<b>#4</b>	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
<b>#5</b>	Purpose	Why is this message being sent?

**Five Core Concepts of Media Literacy**

	<b>Keywords</b>	<b>Core Concepts</b>
<b>#1</b>	Authorship	All media messages are 'constructed.'
<b>#2</b>	Format	Media messages are constructed using a creative language with its own rules.
<b>#3</b>	Audience	Different people experience the same media message differently.
<b>#4</b>	Content	Media have embedded values and points of view.
<b>#5</b>	Purpose	Most media messages are constructed to gain profit and/or power.



CML's FIVE KEY QUESTIONS AND CORE CONCEPTS (Q/TIPS) FOR CONSUMERS AND PRODUCERS

**Media Deconstruction/Construction Framework**

#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	<b>Authorship</b>	Who created this message?	All media messages are constructed.	What am I <b>authoring</b> ?
2	<b>Format</b>	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in <b>format</b> , creativity and technology?
3	<b>Audience</b>	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target <b>audience</b> ?
4	<b>Content</b>	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my <b>content</b> ?
5	<b>Purpose</b>	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my <b>purpose</b> effectively?



## The Empowerment Spiral

Choices are a part of every-day life. Even deciding to do nothing is a choice! The Empowerment Spiral shows a way of thinking about ideas, media and choices so that you understand more, evaluate more and finally make judgments that will be more successful for you. The following will describe each of the steps involved in making choices:

### **Awareness**

In this step of learning, you will see things in a different way. You will become “aware” of ways of looking at familiar things in a new way. You will experience “ah ha” moments in this stage of learning. When you apply this step to thinking about media in your life, you will become aware of all of the kinds of media and messages you experience every day.

### **Analysis**

This part of your learning will be where you begin to look at the different aspects of an issue. You will begin to understand the “how” and the “what” of experiences to learn the meaning and significance of what you see, hear and read. When you apply this to media, you will learn how different techniques, camera angle, music, dress of the characters, color etc. that media creators use will affect you differently. You will learn that people who make the media you experience have specific ways that they use deliberately to have a specific effect on you.

### **Reflection**

At this stage of your learning you will begin to understand the values of what you are seeing and hearing and begin to personally evaluate events for yourself, and understand the effect they have on you as a person. You will learn to ask the question, “so what”. What does this mean for me and my behavior?

### **Action**

This is the stage of your learning where you will continue to expand your learning by making choices and by doing. You will begin to apply what you have learned in the first three stages to your own actions in your own life. In this stage of your learning, you will determine what you may want to do that will make your life with the media different. You may decide to take big actions to change your life or very small actions to improve your awareness, your exposure or the effect of media in your own personal life.

A Recipe for Action:  
Deconstructing Food Advertising  
**LESSON ONE**

## Worksheet: Fact vs. Opinion

*For purposes of this exercise, consider the given information to be verifiable fact. Based on the information given, determine what is fact or opinion.*

### Circle only the **FACTS**

1. *The boy was reading a book on the bus.*

- A) The boy is very smart.
- B) The boy rides the bus.
- C) He does his homework on the bus.

2. *The movie star appeared in an advertisement for milk.*

- A) The movie star drinks milk with every meal.
- B) Milk must be good because a movie star drinks it.
- C) The movie star advertises milk.

3. *The internet is one way for people to access news stories.*

- A) It is better to get news from the internet than the TV.
- B) It is more fun to read on a computer screen than to read newspapers.
- C) The internet provides news.

4. *A crowd gathered to watch the clown ride a unicycle.*

- A) The clown rides a unicycle
- B) The kids were excited to see a clown
- C) Clowns are always happy

Answers:

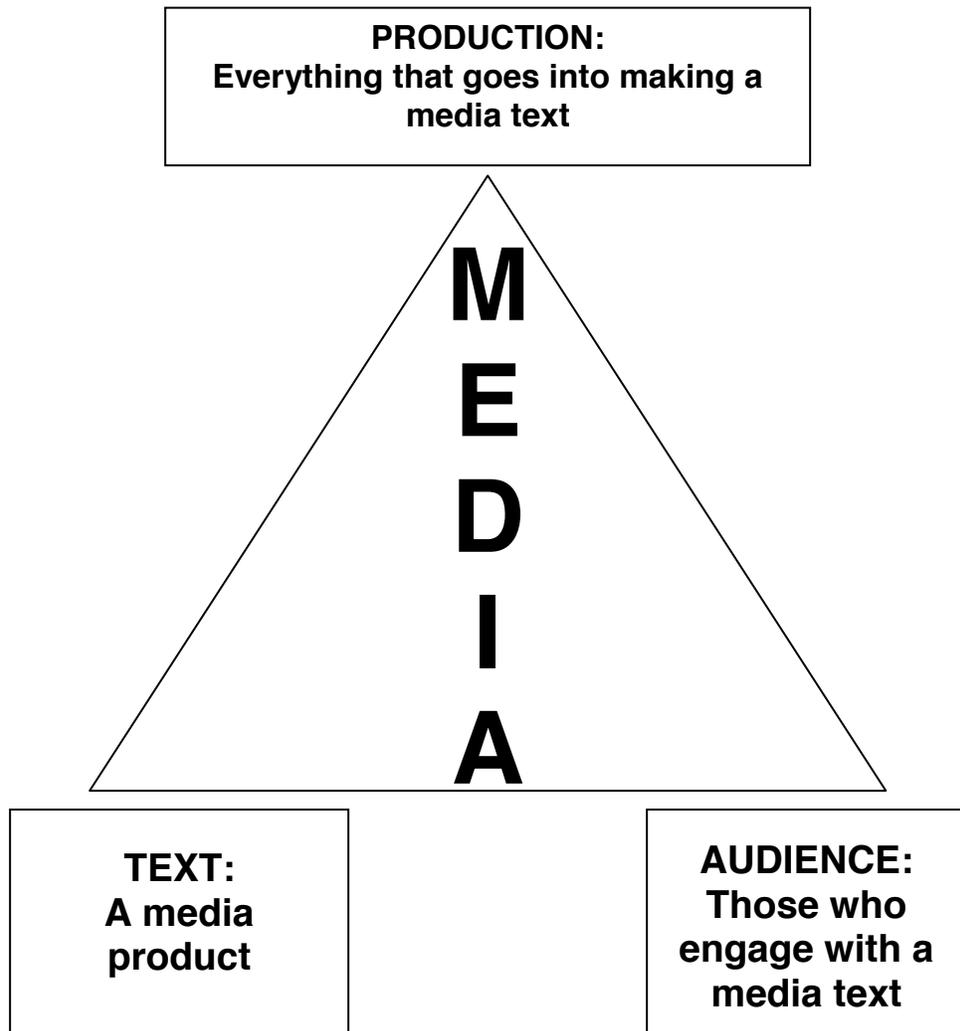
B, C, C, A. All other choices include information that does not exist in the given statement and, therefore, cannot be verified.



## KWL: What Do You Know?

<b>K</b> What do you <b>KNOW</b> ?	<b>W</b> What do you <b>WANT</b> to know?	<b>L</b> What have you <b>LEARNED</b> ?

## MEDIA TRIANGLE



**The meaning of a media text or product is determined by the relationship between the Audience, the Text and the Production.**

**Model developed by Eddie Dick, Media Education Officer for the Scottish Film Council.**

## Media Literacy Terms

What is “Text?”

- ✓ The media product message or content
- ✓ Words, music and images used in a commercial or ad.

What are the different types of media texts?

- ✓ TV commercials, magazine ads, billboards, radio ads, etc.

What is “Production?”

- ✓ Everything that goes into making the media text.

Who decides what to put into the media text?

- ✓ An advertising agency may write scripts for TV commercials or choose pictures to use in magazine ads, etc.
- ✓ The company that makes the product or provides the service uses media to sell the product or service.

Who is the “Audience?”

- ✓ Those who engage with a media text – they see it or hear it or smell it or touch it.
- ✓ Everyone who experiences the media text.

In advertising, what does the term “product” mean?

- ✓ The item being sold.

What does the term “brand” mean?

- ✓ The name, logo, slogan or design of a specific product.

What is corporate identity?

- ✓ The name, logo, slogan or design of a specific company that made the product.



## TV Commercial Log Friday/Saturday/Sunday

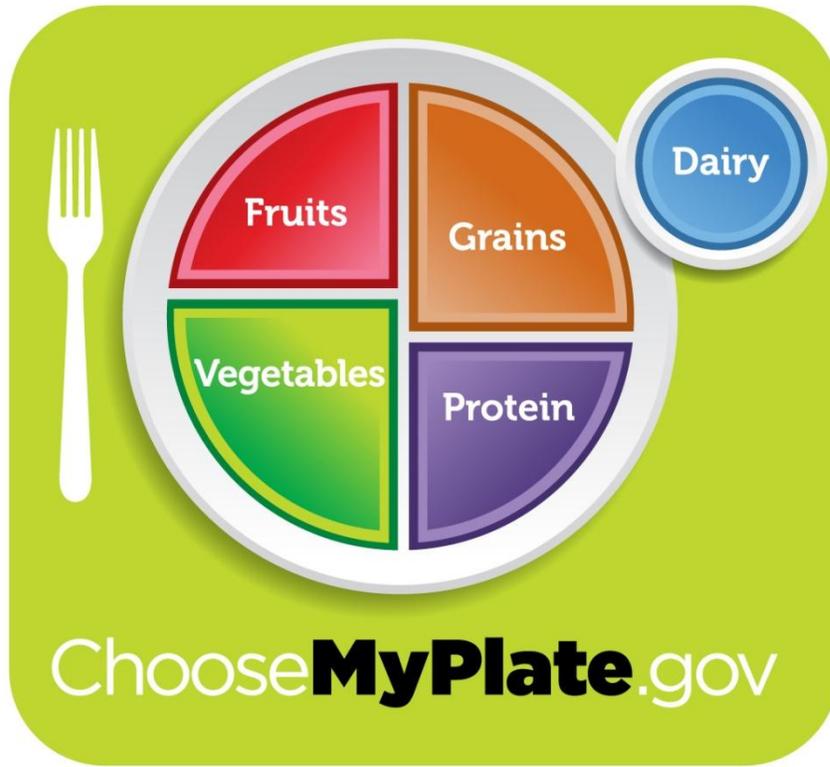
Friday	<u>TV Show(s)</u>	<u>Food/Drink Ads</u>	<u>Activity in Ads</u>	<u>Total # Ads</u>
Saturday	<u>TV Show(s)</u>	<u>Food/Drink Ads</u>	<u>Activity in Ads</u>	<u>Total # Ads</u>
Sunday	<u>TV Show(s)</u>	<u>Food/Drink Ads</u>	<u>Activity in Ads</u>	<u>Total # Ads</u>

# MY JOURNAL

Date \_\_\_\_\_

A Recipe for Action:  
Deconstructing Food Advertising  
**LESSON TWO**

# MyPlate



				
<a href="#">Grains Group</a>	<a href="#">Vegetable Group</a>	<a href="#">Fruit Group</a>	<a href="#">Dairy Group</a>	<a href="#">Protein Foods Group</a>
<b>Make at least half your grains whole.</b>	<b>Vary your veggies.</b>	<b>Focus on fruits.</b>	<b>Get your calcium-rich foods.</b>	<b>Go lean with protein.</b>

# MY JOURNAL

Date \_\_\_\_\_

A Recipe for Action:  
Deconstructing Food Advertising  
**LESSON THREE**

## What is a Brand?

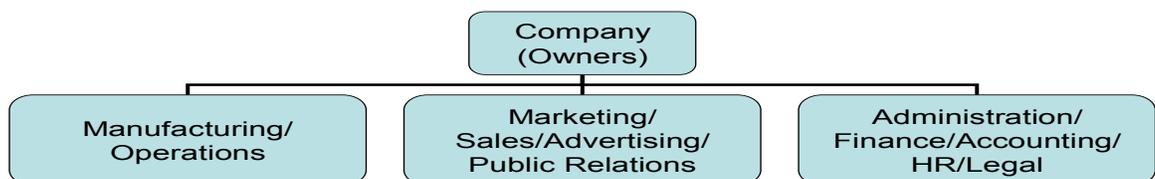
A *brand* is a collection of images and ideas representing organizations as well as products, services or individuals. It refers to the concrete symbols such as a name, logo, slogan and design scheme as well as the associations and expectations people have about the owner of the brand.

### Examples of Brand Names:

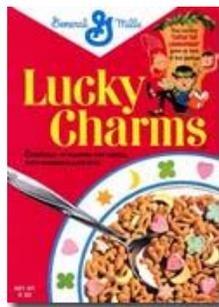
***Brand names reflect how companies/organizations are organized:***

<u>Product Description</u>	<u>Marketing Name</u>	<u>Company Name</u>
Breakfast cereal	Frosted Flakes	Kellogg's
Sweetened Drink Mix	Kool-Aid	Kraft Foods
Chocolate Candies	M&M's	Mars, Inc.
		
<u>Operations/Manufacturing</u>	<u>Marketing/Sales/ Advertising/PR</u>	<u>Owners/Executives/ Administration</u>
<b>Make the product or provide the service</b>	<b>Sell the product or service</b>	<b>Finance and manage the company</b>

### Company Organization Chart Showing Structure/Responsibility:



## Graphic Examples of Brands



Mars, Inc.

## Company Organization Chart Vocabulary

**Company/Owners:** Those who own and finance the company and product.

**Manufacturing/Operations:** All of the people and steps that go into making the product.

**Marketing:** A team of people who design ways to introduce, promote and sell the product.

**Sales:** Those whose job it is to sell the product.

**Advertising:** The people who design, make, and place advertisements of the product.

**Public Relations:** The part of the company that focuses on establishing good connections with the public and interacts with the local media.

**Administration:** Those who handle the office and paper work for the company.

**Finance:** The people who are in charge of the company's money and expenses.

**Accounting:** The part of the company that keeps track of the money and pays the bills.

**Human Resources:** The department that finds, recruits, and trains job applicants. Also manages employee benefits such as medical insurance and vacation time.

**Legal:** The department that ensures all company acts are lawful, and deals with any legal issues that arise.

## Job Descriptions for Media Production Credits

A **credit** recognizes by name a person contributing to a media production.

### Examples of job titles and job descriptions:

**Producer:** oversees each project from the beginning to the end and may also be involved in the marketing and distribution of media products. Producers attract the money to fund each project and are responsible for keeping the project within budget.

**Director:** responsible for the creative vision and overall style of the media product.

**Screenwriter:** researches, develops, writes and delivers the script.

**Production Designer:** responsible for creative vision for all locations and sets.

**Costume Designer:** responsible for creative vision for all clothing, jewelry, footwear, hosiery, wigs, millinery and corsetry.

**Director of Photography/Cinematographer:** gives the product its unique visual identity or look.

**Composer:** writes appropriate music in line with the director's vision.

**Actor:** works with the director to create believable, natural characters expressing appropriate emotions, based on scriptwriter's words.

**Editor:** works closely with the director after the video work is shot to select shots and connect them into a series of scenes, ensuring that the story flows from beginning to end.

# MY JOURNAL

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A Recipe for Action:  
Deconstructing Food Advertising  
**LESSON FOUR**

## 10 TECHNIQUES OF PERSUASION

The following is a list of various strategies that advertisers use to entice us to want the product being advertised.

1. Humor                      Funny or crazy images.
2. Tough                      Macho Strong, tough, powerful – usually males. May carry weapons or be pictured in dangerous situations, e.g. Superheroes.
3. Friends                      Groups of people enjoying each other and doing things together. Buddies, pals and friendship.
4. Family                      Mother, father, children or a family. May also be intergenerational group.
5. Fun                          Everyone is happy – smiling and laughing. Often images of people doing fun things and having a good time.
6. Nature                      Outdoor settings – mountains, ocean, desert, snow, flowers, etc. May or may not have people included.
7. Sexy                          Emphasis on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.
8. Cartoon                      People or animals portrayed as drawing or animation, often humorous.
9. Celebrity                      Someone most people recognize – athlete, musician, politician, or movie star.
10. Wealth                      Expensive and elegant places and things. Big houses, new cars, jewelry, designer clothing, etc.

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A Recipe for Action:  
Deconstructing Food Advertising  
**LESSON FIVE**

**Key Question #3: How might different people understand this message differently?**

What did you **see**?



What did you **hear**?



What did you **think** about the message?



How did the message make you **feel**?



# MY JOURNAL

Date \_\_\_\_\_

A Recipe for Action:  
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**LESSON SIX**

# MY JOURNAL

Date \_\_\_\_\_

A Recipe for Action:  
Deconstructing Food Advertising  
**LESSON SEVEN**

# MY JOURNAL

Date \_\_\_\_\_

A Recipe for Action:  
Deconstructing Food Advertising  
**LESSON EIGHT**

# What's in an Ad?

<b>1. Motive</b>	Always the same	Profit and/or Power (Key Question #5)
<b>2. Form of Communication</b>	Can be different	Persuade Inform Entertain Involve
<b>3. Structure</b>	Always the same	Problem Solution Call for Action

Problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

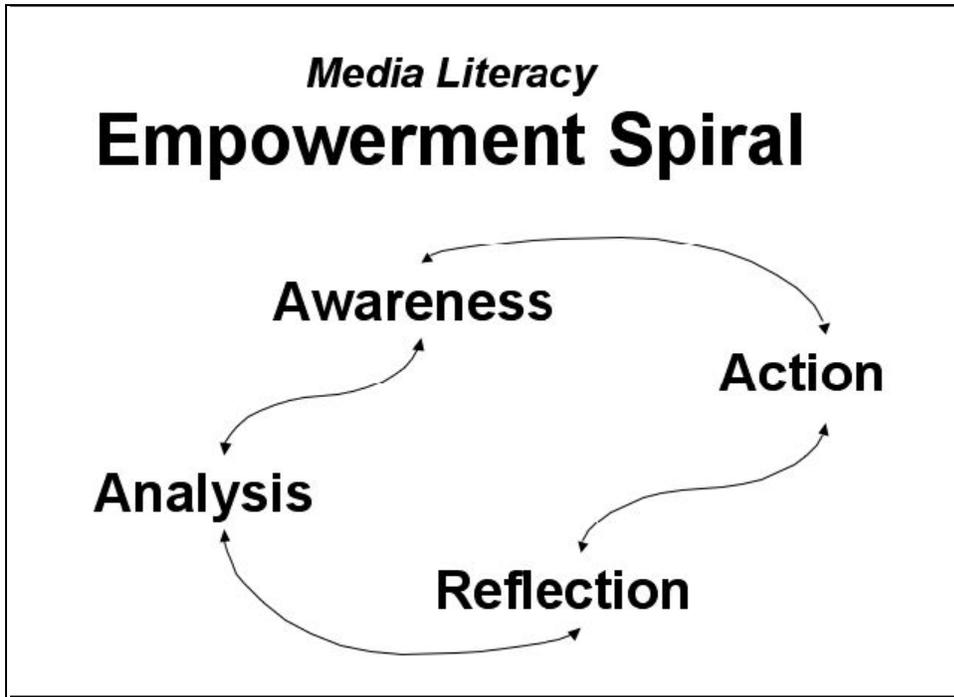
\_\_\_\_\_

Call to Action: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Empowerment Spiral



Analysis \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Awareness \_\_\_\_\_

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\_\_\_\_\_

Reflection \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action \_\_\_\_\_

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A Recipe for Action:  
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**LESSON NINE**

## CLOSE ANALYSIS: Video Excerpts #1 - #5

Video Title: \_\_\_\_\_

<b>Viewings:</b>	<b>Observations, Examples, Ideas</b>
1. Viewing #1 (General)	What is happening?
2. Viewing #2 (No Sounds)	What did you notice about lighting, camera angles, and editing?
3. Viewing #3 (ONLY Sound, no picture)	What did you notice about dialogue, music, and sound effects?
4. Viewing #4 (Number of times food is shown)	How many times did you see the food depicted in the ad?

## CLOSE ANALYSIS: Part 2

**Apply 5 Key Questions and 5 Core Concepts to analyze a video excerpt.**

Video Title: \_\_\_\_\_

5 Key Questions	Observations, Examples, Ideas	5 Core Concepts	Observations, Examples, Ideas
1. Who created this message?		1. All media messages are ‘constructed.’	
2. What creative techniques are used to attract my attention?		2. Media messages are constructed using a creative language with its own rules.	
3. How might different people understand this message differently?		3. Different people experience the same media message differently.	
4. What values, lifestyles and points of view are represented in, or omitted from, this message?		4. Media have embedded values and points of view.	
5. Why is this message being sent?		5. Most media messages are constructed to gain profit and/or power.	

## CLOSE ANALYSIS

**Apply 5 Key Questions and 5 Core Concepts to analyze a media product.**

Type of Media: \_\_\_\_\_  
(TV ad, video game, cereal box)

<b>5 Key Questions</b>	<b>Observations, Examples, Ideas</b>	<b>5 Core Concepts</b>	<b>Observations, Examples, Ideas</b>
1. Who created this message?		1. All media messages are 'constructed.'	
2. What creative techniques are used to attract my attention?		2. Media messages are constructed using a creative language with its own rules.	
3. How might different people understand this message differently?		3. Different people experience the same media message differently.	
4. What values, lifestyles and points of view are represented in, or omitted from, this message?		4. Media have embedded values and points of view.	
5. Why is this message being sent?		5. Most media messages are constructed to gain profit and/or power.	

## **DR PEPPER SNAPPLE GROUP, INC. CORPORATE INFORMATION**

### **DR PEPPER IS THE OLDEST MAJOR SOFT DRINK IN AMERICA.**

Originally made in Morrison's Old Corner Drug Store in Waco, Texas, the drink's unique flavor was a hit when it was first sold in 1885. Wade Morrison, the drug store owner, named it 'Dr. Pepper' after Dr. Charles Pepper, a Virginia doctor who was a father of a girl Morrison was once in love with. (The period after Dr was dropped in the 1950s.)

Dr Pepper was introduced to millions of visitors at the 1904 St. Louis World's Fair, where it was an instant success. Other major food products introduced at the exposition included the ice cream cone, hot dog rolls and hamburger buns.

Following this debut, Dr Pepper grew to be one of America's biggest refreshment treats.

Still one of the world's favorite soft drinks, Dr Pepper has always remained original, showing its appreciation and commitment to diversity by sponsoring multicultural programs.

In 2008, Dr Pepper Snapple Group, Inc., the parent company of Dr Pepper and Dr Pepper/Seven Up, Inc., was established following the spinoff of Cadbury Schweppes Americas Beverages (CSAB) from Cadbury Schweppes plc. It remains one of North America's leading refreshment beverage companies, manufacturing, bottling and distributing more than 50 brands of carbonated soft drinks, juices, teas, mixers,

*As*

*posted on [www.drpepper.com](http://www.drpepper.com)*

# Dr Pepper Snapple, bucking trend, ups advertising

By Paul Thomasch  
NEW YORK | Thu Apr 16, 2009 3:50pm EDT

**(Reuters)** - Dr Pepper Snapple Group Inc ([DPS.N](#)) is risking a different approach to the recession than other major advertisers: the soft drink maker is boosting its marketing budget, saying that's what worked best in the last big downturn.

Spending this year on everything from TV spots to print advertisements and more experimental Web campaigns will rise by up to 5 percent, the company's head of marketing, Jim Trebilcock, said in an interview. The company says its total marketing budget is about \$300 million to \$400 million.

The decision to spend more makes Dr Pepper Snapple an exception in a year when forecasters see overall U.S. advertising spending dropping by 8 to 10 percent, the steepest decline in more than two decades.

Company executives said they decided on the strategy after research firm Nielsen produced a study for them that detailed ad spending patterns during the early 1980s, the last prolonged advertising downturn.

"We wanted to find out what were the brands that were successful in '83 and '84, coming out of the recession?" said Trebilcock. "What did they do differently than others during the middle of the recession? Uniformly, the thing that came back is they didn't retrench. They reinvested."

The upshot is "dollars this year from a marketing standpoint are actually increasing," he said. "We believe that if we invest now, then when we come out of this thing in a year or two we'll be in a much stronger position."

This year, Dr Pepper Snapple will divide its creative advertising duties chiefly among three agencies. Interpublic Group's ([IPG.N](#)) Deutsch L.A. will handle Dr Pepper, Diet Dr Pepper and Snapple; WPP Group's ([WPP.L](#)) Y&R San Francisco is responsible for 7UP, Sunkist and A&W; and Laird & Partners will work on the Mott's brand.

As part of the marketing push, Dr Pepper Snapple is running new advertising for A&W, Canada Dry and Mott's -- brands that were long excluded from fresh ad campaigns.

In addition, Dr Pepper Snapple, the third-largest soft-drink maker in the United States behind Coca-Cola Co ([KO.N](#)) and PepsiCo Inc ([PEP.N](#)), is investing more in the ongoing make-over of its Snapple brand.

Following its spinoff from Cadbury Plc CBRY.L nearly a year ago, Dr Pepper Snapple has set its sights on reversing slumping sales of Snapple.

Now, in trumpeting the drink's health benefits, the Snapple tea label stresses that it's "all natural" and is brewed from green and black tea leaves. It has begun producing the tea with sugar rather than high fructose corn syrup.

The company also tweaked the formula of A&W, and is marketing the soft drink with a campaign that emphasizes it is made with "real aged vanilla," said Trebilcock. "We wanted to communicate it almost like a craft beer," he said.

For all its brands, Trebilcock said, the company wants to remind consumers that the drinks are relatively inexpensive even when household budgets are tight, but plans to avoid "overtly hitting people over the head" with money-saving messages.

"What we believe is that consumers will recognize the relative value," he said. "It's about reminding consumers why they love the fun flavors and great taste of our products. In an environment where coffee is five bucks a shot, here's Dr. Pepper at 33 cents a can or Snapple at \$1.50."

As for the marketing mix, Trebilcock said it varies by brand but generally about 70 percent of ad spending occurs on TV, radio, and billboards, with another 20 percent spent online and the remaining 10 percent used for a variety of other promotions.

Within TV, Dr Pepper Snapple Group has experimented with more product placement, pushing back against consumers zipping through traditional TV commercials with digital video recorders. Recently, products have turned up on "Top Chef" and the "The Colbert Report."

"You have to be very selective in getting the right brand with the right integration," Trebilcock cautioned. "It can be very gratuitous. We've even asked the folks in some cases to dial back in what they were doing for us."

(Reporting by Paul Thomasch; Editing by [Gary Hill](#))

# MY JOURNAL

Date \_\_\_\_\_

A Recipe for Action:  
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**LESSON TEN**



## PSA CREATIVE CONCEPT WORKSHEET

1. What is your message? Write a one-sentence solution to one of the negative effects of food advertising that you have identified in class:

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2. What media would you like to use for your PSA message? (For example, radio, TV, internet, magazine):

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3. Who is the target audience for your message? (Make sure that your target audience matches the media you wish to use, so that the target audience will receive your message!)

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4. Who are the characters of your story and what do they look like?

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5. Write a paragraph illustrating the story you want to tell in addressing the effect and to lead up to your one-sentence message (For example, to combat obesity: *Johnny loved going to fast food restaurants because he liked the French fries and toys but he didn't feel good after he ate, and he gained weight. His doctor said he needed to eat a healthier diet. When his mom taught him to cook, he had lots of fun making healthy foods for the whole family. Learn to cook – it's good for you!*)

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6. Now use the Story Board sheet to draw out your story. You can make short notes on what's happening in the story, too.

## STORY BOARD

<b>#1</b> (Hook the Audience!) Establish character(s) and setting through "Establishing Shot"	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>	<b>#6</b> (Summary/Conclusion) One-sentence message
	NOTES:	NOTES:	NOTES:	NOTES:	NOTES:

