

Eating with your eyes!



Do Labels Trick Children's Taste buds?



To make the lesson real to the students have the kids taste test the exact same thing first...but have it in two different packages...ex. generic Doritos vs. Doritos.

Empty the generic Doritos bag and put half of the Doritos chips into the generic bag. Using gloves pass out one chip from the generic bag to the students (on a napkin to their left) and one chip from the Doritos bag (on a napkin on their right) and have them taste the chips. Then have the students vote on which chip tastes better. Tally the votes. Talk about the results and tell them that the chips were actually the same, see if that matches the data. Have a discussion about why they tasted different to the students and why the results came out the way they did. If students thought they tasted the same, why didn't they say so?



Then discuss the following: In another recent taste test young children were given identical snacks in two distinct packages. Some of it was in an unmarked wrapper and the rest was wrapped in a McDonald's label. In each and every test, the children said that the food in McDonald's wrappers tasted better than the food that was wrapped in unmarked wrappers. *(Ask students why they think this happened, why did the children think that the exact same food tasted differently? What happened to them during their own taste test? Which one did they want to eat? Kids see the McDonald's labels and start salivating (drooling). Why?)*

The people doing the study said the kids' tongues actually reacted differently to the food because of the label they saw. *(Do your students think that happened with them?)* What they saw changed the taste. The study included chicken nuggets, hamburgers, and fries, as well as grocery store carrots, milk, and juice. Children were asked whether one tasted better or if they tasted the same.

Advertisers have tried to do exactly what this study is talking about — to have children recognize their products and make them want only a particular name-brand product. *(Ask the students why a company would want children to recognize their label and want only products with that label. Why do we think certain products are “better?” Why does McDonald’s want you to start drooling when you see the big M? Ex. Money, the child will grow up wanting only that brand and will spend their money on that brand, etc)* The goal of marketing or advertising something is to sell products and get you to spend your money on their product.



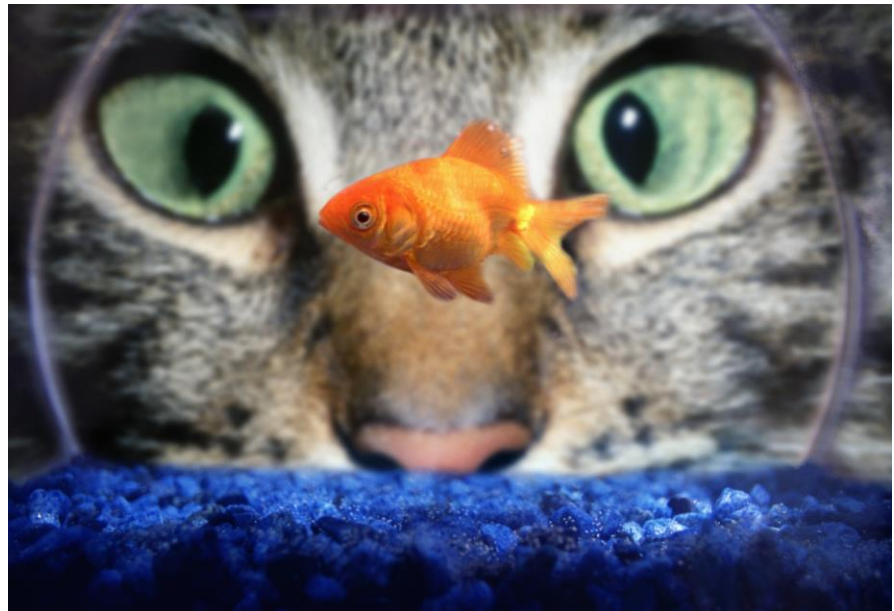
Are your students influenced by taste or by advertising?

Ask the students if they think they are affected by labels or brands of products. Do they choose something because of its name or because of its taste? What happened during their taste test?

Do they recognize products from their advertisements? Show them the included store brand and brand-name brand logos. Which ones do they recognize? Do they know what that brand is, what types of products it has? Which ones do they recognize the fastest? Why do they think they recognize those more quickly? Ask students to tell you their reasons.

The Future of Marketing, Today.

Tell students they have now started an advertisement business and they are in charge of selling a product (game, food, clothing, etc, have them choose). How are they going to do it? How do



companies sell to them? Have students guess how many advertisements they see per day. What do they consider to be an advertisement?

Discuss: Where do students see ads? What do they think of? Have students look around, they'll probably see a few right now. They might even be wearing one, or more. Where else do they find advertisements?

Discuss: How do students think companies could make advertising more personal for people? What kind of information would they need? What would they do to get it?

Points to share: People are exposed to around 6,000 marketing messages today, according to researchers. Look around, every time a person gets on the computer they see hundreds, glance around the room you're in and you'll probably see another one--a label on a bottle, a logo on a t-shirt or shoes, a billboard outside the window, but as pervasive (everywhere) as it is now, marketers are working hard behind the scenes to make sure advertising is much, much more personal in the future.

Tracking Every Site You Browse and Every Show You Watch

How do students think about how companies know what people want? What do they think they do? What is good and bad about companies approaches?

Points to share: Companies do something called market research and it used to be pretty simple. If they were a food company, they would put their new hamburger in front of a group of people and have them fill out a survey asking if they liked it, didn't like it, and whether they'd buy it. The problem of course was nobody tells the truth on those things. For instance, they'll fill out surveys saying they want healthier food on the menu, then will continue to buy the hamburgers and French fries they crave.



Discuss with Students: How is a market researcher supposed to know what they need to advertise next or what new products to make? How do they know what people want? How would students get that information? What are their ideas?

Points to share: This is how some companies do it. They collect the data of your

personal habits without you ever knowing. Every time you click on something, that information is kept track of. Google is already working on customizing its search results based on your personal browsing history, which requires only that it maintains a comprehensive database of every single thing you've ever tried to find on the web, everything you've ever looked at and every game you've ever played.

Discuss with students: What would your mom go to look at? What would you look at? What kinds of ads would your mom like, what would she not like? What kind of ads would you, as a kid, like and click on? How would a company know who's on the computer at that time?

Points to share:

- AOL owns a company called Tacoda which does what they call "behavioral targeting." That means that Tacoda's technology is used on around 4,000 websites (which reach around 70 percent of the total internet audience) and watches what everyone does while on that website. Every letter typed, every click or move of the mouse on the websites they're on is tracked.
- BuzzMetrics watches blogs, Facebook pages, message boards, chatrooms, Usenet groups--anywhere the internet users can post their opinions--are being monitored (watched). The conversation is then fed into programs that calculate what people are most interested in RIGHT NOW, in other words trends. Yes, believe it or not, that crazy online debate between your cousins on whether Batman could beat up Iron Man will help dictate what next year's marketing campaign/advertisements will look like.

If You Think It's Bad Now...

Discuss with students: Ask students if there are different commercials in the middle of the day during soap operas, than there are on Saturday mornings during cartoons and different ones yet during late night TV. What about on different channels? Why are they different. Ask students to give an example of a product that some people may be interested in that others won't want.

Points to share: Pretty soon, that technique for tracking your habits will become just as common in the real world. Advertising in a sense already works this way. Advertising makes the assumption (belief) that different people buy different goods and services.

Discuss with students: How else might companies collect information? What about a restaurant that wants to know how often you come and what you like to drink and eat? What about a grocery store that wants to know what brands you like to buy, how often you use something, and when you're likely to come back

again? What are student's ideas? How would they get that information for their company?

Points to share: What some companies do:

- Those awesome GPS boxes built into your cars that prompt you with turn-by-turn directions? They also keep track of where you're going. **What could that lead to?** One future possibility is that the government may use the data to tax drivers, according to their driving habits, so it's not just for companies.
- They've developed (created) refrigerators with the super-handy feature that tracks what you have inside, reminds you when you're out, and lets you order more without leaving the house. That's great isn't it? **What else might it be good for?** It's also great for retailers, it lets them track every single thing you buy, and what brands, and how often, all via RFID chips (trackers) embedded (put) in the product packaging.
- Some retailers are even developing a wide range of "smart clothes" with computer functions built in that can track all of your bodily functions.



Discuss with students:
What about when you aren't on the computer?
How could a company get information about what you like to talk about? What are students ideas?

Points to share: How they want to do it:

- Well web browser companies realize all that data (information) they're collecting is limited to just the time you spend on the internet. You do more than that, so why should researchers stop there? Luckily they've got a prototype (brand new) system that they hope to eventually use. They want to use your built in microphone to listen to the conversation going on around your computer and add it to their database. It's all research!

Living Breathing Ads

Discuss: Can people become advertisements? How? Are any of the students advertisements right now? How do companies do it?

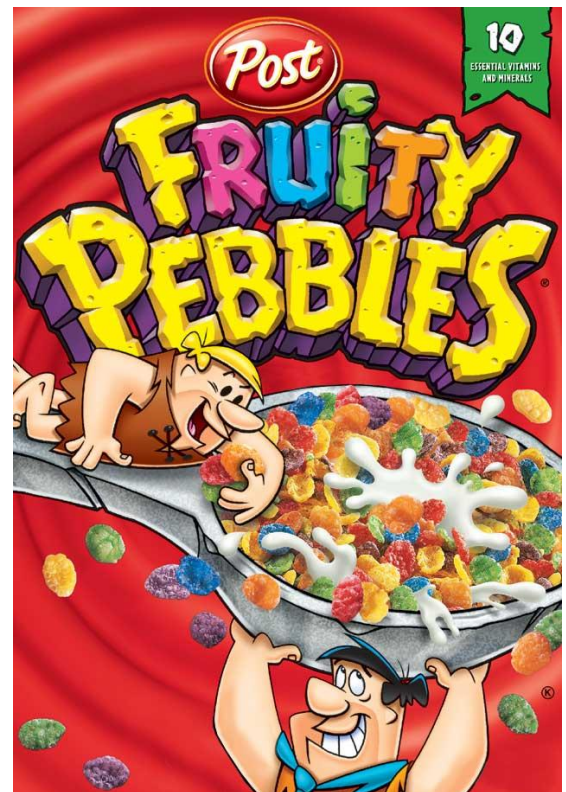
Points to share: By selling a particular brand as popular or cool, then putting their label across the front of a shirt, they have millions of advertisements walking around, every time you wear their shirt or hat or shoes, etc. Ever wonder why so many clothing companies have their names all over their clothes? Now you know. And you paid them money in order to be their advertisement!

Discuss: How else, and who else can be an advertisement for a company? How would students get someone to be their ad? Who would they want to pick? How would they do it?



What's the difference anyway?

Store-brand or “Generic” (like Walmart’s “GreatValue” brand, Foodland’s “FoodClub,” or BI-Lo’s “Southern Home” brand), refers to products that are sold by a store under their own name. (*Show several examples of a national brand vs. a store brand ex. Dole fruit cocktail and Great Value fruit cocktail. Have students try them.*) Sometimes, these products are less expensive than the national brands like Lays, Dole, etc. Why? Because they don't advertise them. (*Ask students what is advertising? Why wouldn't a store have to advertise a product they make when a national brand would have to.*) The generic brands don't usually advertise because the store that you are shopping in sells it as well as the national brand. They know you are going to walk



in their store no matter what, so why advertise? They hope that when you see the price difference, you'll pick up the store-brand. Spending money on advertisements would only force their price up.

Much of the money you pay when you buy a national brand is for advertising. (*Where do companies advertise? Newspaper, TV, radio, magazines, shirts, hats, etc.*) They have to compete against other brands, so they put commercials on television, pay famous people (like athletes) to say that they like that product, pay people to write jingles that you'll remember (*Ask students if they know any jingles or phrases and have them **tell** you those they remember. Get them thinking with a few suggestions of ones you remember yourself.* Examples: 1. *I'm lovin' it.*, 2. *Sometimes you feel like a nut, sometimes you don't,* Almond Joys have nuts, Mounds don't! 3. *"My bologna has a first name. It's O-S-C-A-R. My bologna has a second name. It's M-A-Y-E-R. Oh, I love to eat it every day and if you ask me why I'll say... 'cause Oscar Mayer has a way with B-O-L-O-G-N-A.* 4. *Silly Rabbit, Trix are for kids* 5. *L'eggo my Eggo!* 6. *Snap! Crackle! Pop! Rice Krispies.*) and buy billboards so that you recognize and trust their brand first. Sometimes they even have to pay to put pictures on the front. A great example here is cereal. You know how Fred Flintstone and Barney Rubble are on every box of Fruity Pebbles? Fred and Barney belong to Hana Barbara Productions- NOT to Post Cereals (who makes Fruity Pebbles). That means that Post must pay Hana Barbara to put the picture of Fred and Barney on the front of the box, and that you have to pay a little more to see them too.

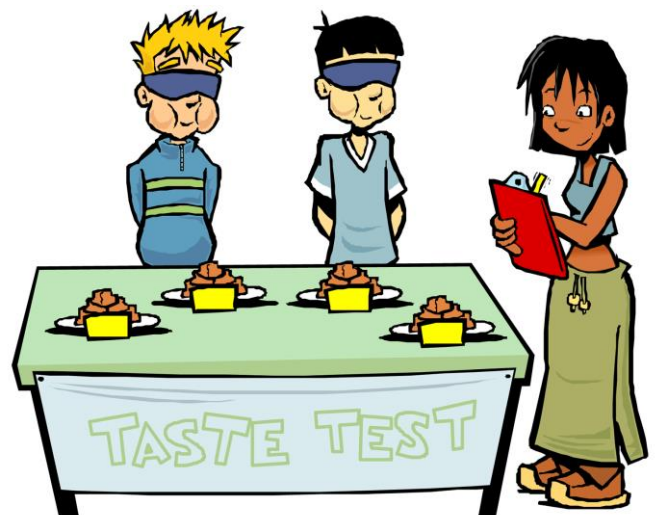


Next: Conduct a blind-brand taste test to test if they are affected primarily by taste or by labels.

Mystery Brand Taste-Test

Materials:

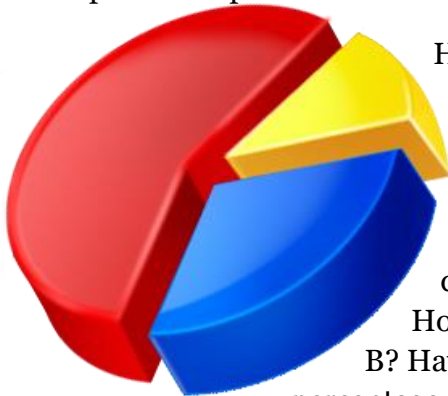
- White board/sheet of posterboard/paper (for a tally board)
- Markers
- Printed out student tally sheets
- Several sets of similar products for students to taste test (make sure the products look very similar, as identical as possible)
- Blank containers
- Permanent marker to label the containers
- Doritos and Generic version, Lays Potato Chips and generic version, Ritz Crackers and generic version, Dole Fruit cocktail and generic version. Cheetos and generic version.



Get several identical products, taste tests can include popular foods and drinks such as soft drinks, potato chips, chocolate chip cookies, chocolate milk mixes, French fries—just be sure to include cheaper, generic brands along with the assorted name brands.

Then, having already prepared, pass out samples of one brand from a blank bag labeled A and a blank bag labeled B. Have students taste them and then write down which product they preferred. (*Make sure to tell students to write down two reasons for their decision.*) Tally the votes and write them up on the board. Have students read the results, which one was the favorite. Was there a clear winner?

Show the students the two packages they tested (ex. Lays Potato Chips vs. Store Brand) and ask students which they brand they prefer. (*Have students tell you the reasons they prefer that brand. Write the numbers of students that prefer each type and those who have no preference on the board, posterboard, or tally sheet. Write their reasons on the board.*) Have students read the board or tally sheet and compare the two tallies and see if they match. Did students actually prefer the one they thought they would? Have students read their own sheets, what reasons did they give for liking, not liking the products they tasted. Have students share reasons. Did they match the reasons they gave for wanting to buy a particular product?



Have students compare the prices of the two products. Which one cost more? Why do they think it costs more? Have students read the ingredient lists on the containers and compare them, are they the same? Or, are they different? By how much?

If pie charts or graphs are age-grade appropriate: Change the data from the charts into pie charts. How many people tasted? How many of them preferred Sample A? How many preferred Sample B? Have students divide the pie chart into sections based on what percentage of people preferred A or B. Repeat with the other data from the brand preference vote. (Ex. 10 people equals 10 sections, 2 prefer A and 8 prefer B? 2/10 of the chart is one color, 8/10 another color)

Repeat the process with several more products. Use one of the following response sheets per student per round.

Ask the students again if they think they are affected by labels or brands of products and have students tell their reasons. Do they choose something because of its name or because of its taste? Why do they think that? Will that change? Why or why not?

Mystery Brand Taste-Test

Round # _____

Sample A:

Describe what the food looks like: _____

Describe what the food tastes like: _____

Please give two or more reasons why you liked or did not like this food. _____

Sample B:

Describe what the food looks like: _____

Describe what the food tastes like: _____

Please give two or more reasons why you liked or did not like this food. _____

Did you prefer Sample A or Sample B? _____

Why? _____



Now, Talk to Me!



Tell students they are now going to write a radio advertisement for their favorite food out of the ones they taste tested. Radio advertisements can't use any pictures, so they have to make pictures in your head through the words they use, in a short amount of time, most radio advertisements last only 15-30 seconds! Have students look at the packages of the food they tasted. Do the companies use any words that make pictures in your mind to describe their foods?

What about words like "crispy," "crunchy," "cheesy," "chocolatey," "refreshing," or "ice cold?" *Have students look back at their response sheets from during the taste test, what words did they use to describe the foods they liked? What about the ones they didn't like?*

What words might make them want to buy something? *(Ask students: If you were hot and thirsty during the summer, what words would make you want to buy something? Crunchy? Dry? Chewy? What about cool, cold, thirst-quenching, icy, refreshing? What if you were cold in the winter time? What words would make you want to buy something? Toasty? Steaming hot? Warms you all over?)*

Would a parent want to hear different words than a child? *(Ask students which words a parent would rather hear? Yummy vs. nutritious? Healthy vs chocolatey?)*

Can students come up with a quick slogan or jingle to help people remember their product? *Yummy, yummy, yummy, my chips are in your tummy...*

Have students use the included sheet to write their own radio advertisement for their favorite food out of the taste test, convincing people that it is the best food to buy. *(Write your own advertisement and read it to them in your best "radio announcer" voice. Are they convinced?)*

For younger students: Put them in pairs or groups with an older student and have them dictate what they would want to say in their advertisement with the older student writing it down.

With a group of younger students: Work together as a group to write an advertisement for the food that won the most votes out of your taste test.

Ask for volunteers to read their groups advertisement. Is anyone convinced? Taste the items described in the advertisements, did they describe it accurately? Would their audience want to buy it?



I'm SOLD!

What food are you going to advertise?

Is this advertisement going to be during summer, winter, spring, fall, or any time during the year? How would you make it different for another time of year?

Are you trying to sell the food to parents, children, teenagers, adults, or anyone?

What does your food taste like? What is your favorite part about it?

Why is your brand better than other brands? How much does it cost? Is it on sale?

Now, put it all together! Write what you want your advertisement to say. And remember, it all has to fit in, within 15-30 seconds.

Don't forget your jingle!





That looks good!

As a picture-perfect hamburger flashes across a television screen, mouths water at the sight of the three-inch high handful. *(Show your students pictures of burger advertisements, ask them if their hamburger has ever looked just like those pictures. Why do they look different?)* But the flat, dry burger that appears on your plate looks nothing like what was advertised on television. Most of us watching a hamburger commercial on TV have probably never thought about how the commercial *(Ask the students what a commercial is. Do they like commercials, why or why not? Have them write their reasons on the board or on a piece of paper)* was made, but learning about construction or knowing how something was made or done is a big part of understanding media and what you are seeing in front of you. Most of us see what is “on the screen” but don’t think about what is “behind the screen,” in other words: what happened before the camera was ready to record the commercial or take the photo. *(Ask students if they think anything special might have to be done to the food in the burger advertisements before the camera takes the video or photo? Have them take turns to write their ideas up on the board, for comparison later.)* So what happened, why do the two burgers, the one in the commercial and the one you bought, look so different? Well, that's where food stylists come in.



Food stylists are the miracle workers behind food advertisements. They keep ice cream from melting, meat from looking dull and sesame buns from getting soggy. Their job is to make food look good, to make the person hungry for it and to make them want to buy it.

Even though food stylists want to create a "more natural look" in their advertisements, they still may fall back on a few tricks to help make the food look even better.



The ideal burger

So what's the real truth about that delicious looking burger seen in the advertisements? Well, it is raw and takes hours to prepare. We are about to go “behind-the-scenes” of “the making of” a hamburger commercial.

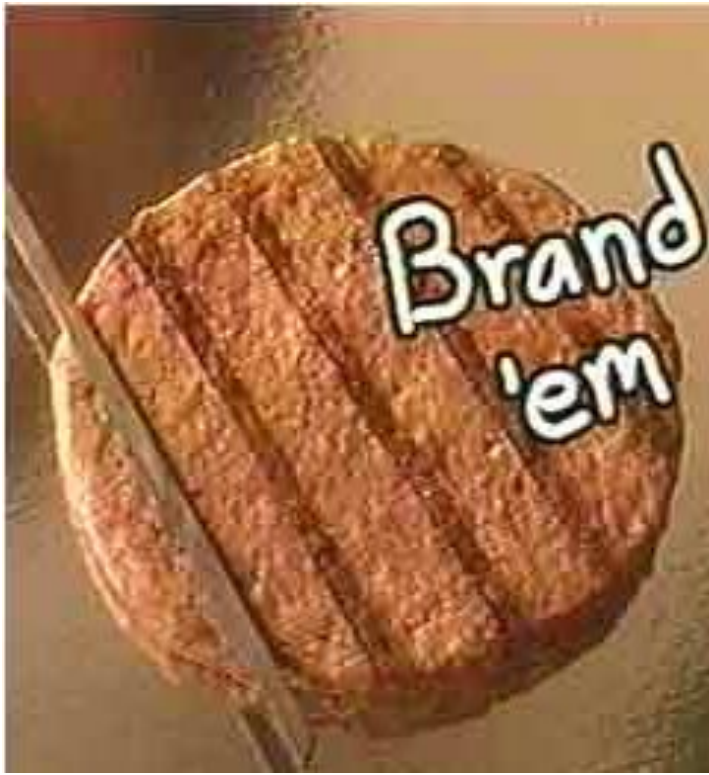
The process begins with the bun. Food stylists carefully look at hundreds of buns before they find the unblemished, unwrinkled, not too dark, not too light bun they want. Sometimes it takes them a whole day to go through hundreds of buns to find the perfect one! They then glue sesame seeds on, with super glue, in a seemingly random pattern, something most of us never notice.

Next comes "cooking" the burger. If you cook the burger too much it'll shrink and then it won't be as big as the bun. To prevent this from happening, food stylists only cook burgers partially, 20 seconds each side, so that they appear plump and juicy. The outside is brown and crunchy, but the inside is still raw so that it appears to be plump. If they cooked it longer it would shrink and be smaller than the bun, and might look too dark. Using a hot metal skewer, the food stylist brands grill marks (dark lines that help it look like it was made on a backyard grill) into the meat and then paints the burger with vegetable oil and brown food coloring (or brown shoe polish) and then gives it final coat with Vaseline (petroleum jelly) to give it a juicy appearance.

Then, they cut a slit in one side of the burger, and spread it out wide so it looks even bigger. The camera only shoots from the "good side" of the burger, so you'll never see the split.

The arduous search for the perfect burger accessories then continues — this time for the perfect lettuce leaf and tomato slice, which should compliment the burger's size perfectly. They cut hundreds of tomatoes to find that perfect slice and go through tons of boxes of lettuce, pulling the lettuce apart, leaf by leaf.

Finally, food stylists are ready to put the burger together. First, they'll use some paper towels to make a diaper for the bottom of the meat so no juices from the burger leak onto the bun and make it soggy. The tomato slice and lettuce leaf are then sprayed with water and glycerin (glycerin is a syrupy, sweet liquid made from oil) to give them a fresh look, plastic is put under the tomato so it's juice doesn't get into the bun and make it wet, and little wads of paper towel hold the edges of the lettuce up to make them look perfect and curly. The bun is placed on top and then a tiny pin is stuck through the entire thing to keep it all together.



You gotta love that chicken...



It's hard work to achieve the perfect roasted chicken, but advertisements always show a perfectly roasted chicken, don't they? (*Ask students what they think might be done to a chicken or what they might do to make it look perfect for the commercial. Write their ideas on the board.*) Food stylists use a lot of similar tricks as those used for the hamburger. Chicken is kind of tricky because if it's cooked all the way through the skin gets very wrinkly and they don't think that's pretty enough for a commercial.

To prevent this the chicken is washed clean of fat using lots of hand soap/detergent. (*Ask students what soap does to fat or grease on skin.*) The skin is then sewed tight and stuffed with wet paper towels to keep it fat and make steam. The bird is roasted only until the skin is dry and bumpy, but, just like the burger, the inside is still raw. Food stylists then spray the roasted chicken with a paint mixture made with ivory soap or brown shoe polish to make it look yummy and perfectly cooked. The final touches are made with a blowtorch, which is used to brown the legs, wings and any other pale parts of the breast. Use a little stuffing to hide the paper towels and Voilá, you have the perfect roasted chicken! But would you want to eat it?

भारतीय करी का स्वाद आपके स्क्रि में



¡Póngale lo sabroso!



<http://www.stillad.com/mccormicks-your-food-will-get-prettier-2973.htm>

TU COMIDA SE VA
A PONER MÁS BUENA

¡Póngale lo sabroso!



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TU COMIDA SE VA
A PONER MÁS BUENA



¡Póngale lo sabroso!



Δάφνη: Ελληνική Γεύση σου Ψάρια



¡Póngale lo sabroso!



الكمون: النكهة المصرية في قطعة اللحم الخاصة بك



¡Póngale lo sabroso!





A not-so-frozen treat

One thing that tastes great on a hot summer day is an ice cream cone, but as soon as the cone is brought out into the sun, (*ask the students what happens to ice cream when it gets hot in the sun, or in their hands*) the ice cream starts to melt slowly into a sticky puddle. So how does ice cream last under the heat of the spotlights? (*Ask the students what they think that the commercial makers do to the ice cream to stop it from melting.*) The truth is that, sometimes, the ice cream seen in advertisements is not really ice cream. If they're selling hot fudge or whipping cream, it's okay to fake it.

While colored mashed potatoes are commonly used to replace ice cream food (*ask students why stylists would use mash potatoes, can they be easily shaped, ingredients added or easily colored?*) stylists may also use a mixture of ingredients to form a clay-like substance that can be easily shaped and will not melt. Fake ice cream is a food stylist's best friend. It looks just like the real thing, but it never melts. (*Make fake ice cream with the students, divide them into pairs or teams (depending on your amount of ingredients) have them read a recipe card you've either written up on the board or on 3x5 cards, find their ingredients, and mix them according to the directions.*)

Recipe

- Shortening or margarine
- Powdered sugar
- Corn syrup

Mix the ingredients together until evenly combined. This fake ice cream is smooth like clay, but it crumbles just like real ice cream when scooped. Best of all, you can keep it for months in a plastic bag and it will still look good. But how will it taste?

But if the ad is selling ice cream, the real ice cream must be used, not an imitation product. In this case they have to work very quickly when



working with the ice cream because it melts quickly.

If food stylists need to work with the actual ice cream, (*Ask students what they think food stylists might do if they have to work with the real ice cream*) they deep-freeze it so that it will remain frozen for longer periods of time. They then fashion a collar around the ice cream scoop, which is also kept cold, and move very quickly. Sometimes they'll make over 20 different "sundaes" which they'll keep frozen, and carefully choose the one that looks the best..

To top this ice cream mixture with the perfect splotch of chocolate sauce they cut out a piece of towel in a random shape and then pour the sauce, slowly, onto it. This way the sauce stays in the desired shape by sticking to the towel.

Why can they do that and not be in trouble?

Food-ad tricks are not considered false advertising — as long as the food they're actually selling you is real. (The glue milk couldn't be in a milk ad, and the athlete's-foot-sprayed peach couldn't be in a fruit ad. But they both could be in a cereal ad!)

Why do they do that?

When you first learn about the tricks used in food photography, it all sounds a bit strange! But, if we think about how movies are made and what they are trying to do we can understand a little better. (*Ask students if everything they see in a movie is real. Why or why not?*) The food companies are trying to sell you an idea that their food is delicious and fresh, etc, and they want it shown in the best possible way. Just like in movies, lots of fake things and behind the scenes tricks are used to create the finished images that we enjoy. Those actors didn't actually jump out of a spaceship or shoot webs from their wrists and that food isn't perfectly real. But it is fun to get a glimpse of just what they do to convince us it is! (And to know better than to expect our hamburgers to look like theirs.)

Ask the students how do they feel now about food commercials, after seeing the food ad tricks? Do they think it's deceptive, right, or wrong to make food look better--for advertising? Why do they think they've never heard about "food stylists" before? Would food look just as good on television without food artists/food stylists?

So the next time you see an advertisement on T.V. or in a magazine be a food detective and look for signs that maybe that picture perfect food, needed a little help to be so perfect.

Here are some more tricks that food stylist

use:

Cake: hairspray keeps the cake looking fresh

Cereal: glue, cream cheese, or even white hair gel is used instead of milk, otherwise the cereal would quickly get mushy

Hot cocoa: If it won't stay bubbly on set, they'll squirt in some dishwashing liquid and get the bubbles back.

Chicken: to achieve that perfect drumstick shape, inject mashed potatoes under the skin

Fruit: spray with spray deodorant and give it a frosty look

Strawberry milk shake: just like other ice cream a milk shake would melt under hot lights. So they mix up a blend of shortening, red jello, and confectioners sugar. Drink up!

Whipped cream: if it's not what they are trying to sell the whipped cream may actually be shaving cream!

Soups: in order to keep the heavy vegetables at the top of the bowl they'll fill the bottom of the bowl with cornmeal mush or they'll put marbles in the bottom.

Steam: for those hot foods, soups and drinks they want a just cooked look, so, they'll heat up some water soaked cotton balls in the microwave and hide them in the food, the hot water and the cool air steam it up!

Peaches: When they want to make a commercial with peaches, and it's winter so peaches aren't ripe and can't be found, they'll take a nectarine and spray it with athletes foot spray.

Pancakes: spray with fabric protector to prevent syrup from soaking in and fruit topping is pinned in place

Pie: stuff with instant potatoes and then the filling is pinned in place on the tops and sides

Seafood: paint with glycerin to look juicy

Spaghetti: toss with liquid glucose to give it that glossy sheen

Swiss cheese: It can be really hard to find the perfect slice of swiss cheese, so holes are sometimes reshaped or added by punching them in with straws

Syrup: motor oil is used sometimes instead of syrup

Tomato sauce: thicken with tomato paste and then placed with a syringe

Water: plastic ice cubes are used in glasses, which are given a frosty look by spraying them with a dulling spray and then water

Grapes: think those cool frosty grapes just came from the refrigerator? Not really, spray deodorant is what gives grapes that desirable frosty veneer.

These facts were found at <http://silverchips.mbhs.edu/story/6449>.

**Do a Bacon
Mushroom Melt
at Wendy's
Do it today..**



Do what tastes right.™

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**STOP STARING AT ME
LIKE IM SOME
PIECE OF MEAT.**



You can look but you can't touch. Oh, You can touch. But can you handle me? Check out my dimensions. Two all-beef patties and juicy all over.

ARE YOU MAC ENOUGH?™



i'm lovin' it.

BIG MAC.



**SILLY WHOPPER,
THAT'S A BIG MAC BOX.**



The Sham-Burger

Tell students they get to be food stylists today and make their own “faux food” they’ll actually want to eat!

Materials:

- Vanilla wafers
- Keebler Grasshopper cookies
- Red and yellow squirt icing
- Coconut
- Green food coloring
- Green gumdrops (optional)
- Sugar cookies
- Food container print-outs

Orange juice concentrate



1. Make the "lettuce." Place the shredded coconut into a plastic bag. Add a few drops of green food coloring, close the bag, and shake until the coconut has turned a light green.
2. For Hamburger: To build the hamburger, start with an upside-down vanilla wafer. Spread icing ketchup or mustard on the bottom bun, attach the Grasshopper cookie, then a squirt of yellow icing, a squirt of red icing, a sprinkle of tinted coconut, and 2 thin slices of a green gumdrop for pickles (optional).

Top with the second vanilla wafer cookie, right side up (glue on with red and yellow icing if needed). Rub the top "bun" with juice concentrate, then sprinkle with sesame seeds.

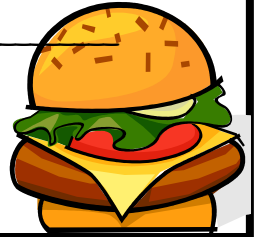
Note: Before you start baking make sure to have enough copies of the template for the miniature paper box tray and french fry holder from the fun with fast food pdf file. The pdf contains the tray template, french fry holder template (blank & with Happy Father’s Day).

Option: To make the “French fries” have the pre-made sugar cookies (ex. Wal-mart sells pre-baked plain sugar cookies) and have the students slice them into fry strips with a plastic knife. *(A great way to practice fractions!)*

My Recipe for a "Happy Meal!"

Name: _____

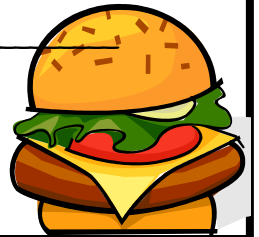
First, _____



My Recipe for a "Happy Meal!"

Name: _____

First, _____



Show Me What You've Got!

Ask students if they remember what kind of advertisement they made last time. A radio advertisement where they could only use words. This time they're going to make a magazine ad, and they get to use pictures and words.



Have students look at the magazine advertisements. Do the companies still use any words to describe their foods in magazines? Do they always show the food they want to sell clearly? *(Point out that on many spice advertisements it is hard to see the individual spices. The best place you can see it is in the small bottle in the corner. What are they trying to show with the food? What the spices could do? Where they would "take you" if you ate them?)* What words might make them want to buy something?

Would a parent want to see a different advertisement with different words than a child? *(Ask students which words a parent would rather read? Yummy vs. nutritious? Healthy vs chocolatey?)*

Are they going to give a coupon? Is their food on sale? Can students come up with a quick slogan to help people remember their product? *Can they find the company's slogan on their food ads?*

Have students use the included sheets to gather ideas and then create their own magazine advertisement for their favorite food, convincing people that it is the best food to buy. *Ask for volunteers to show their groups advertisement. Is anyone convinced? Did they show their food, or what their food could do? Would their audience want to buy it?*



AIM HIGH Magazine



I'm SOLD!

What food are you going to advertise?

Is this advertisement going to be in a magazine for grown ups or for kids?

Are you trying to sell the food to parents, children, teenagers, adults, or anyone?

What does your food do? What is your favorite part about it? Does it go well with any other foods? (ex. Cookies and milk, if you advertise a cookie, you may want a picture of milk or a happy cow eating your cookie!)

Why is your brand better than other brands? How much does it cost? Is it on sale?

Think of your picture. What are you going to draw? Describe it here:

Don't forget your slogan!

