

BENEFITS OF NUTRITION COMMERCIAL

GRADE LEVEL 9-12

INTRODUCTION TO NUTRITION UNIT

SUPER BOWL THEME

Time to complete: 4-5 days (50 minute class periods)

Objectives

Upon completion of this lesson, students will be able to:

- Explain the benefits of proper nutrition in a healthy lifestyle
- Collaborate with peers in a group project.

Body

Note to teacher: Before beginning the commercial lesson, gather a group of teachers (2-3) to act as the commercial judges. The drama and health teachers would make a good addition to the judging panel.

1. Provide each student with an index card as they walk through the door.
2. Ask students to answer the following questions on their index card: “Why should people eat healthy?” and “What does it mean to eat healthy?”
3. Ask students to share what they have written.
4. Discuss the definition of nutrition and some of the benefits of eating healthy.
5. Ask students if they have watched the Super Bowl before.
6. Pass out the Commercial Kickoff handout to students.
7. Read through the handout and discuss the assignment. Pass out the rest of the handouts for the assignment, including The Snap: Advertising Techniques, Commercial Countdown!, The Playbook (storyboard), The End Zone, Touchdown! Evaluation Rubric, and Team Member Evaluation rubric.
8. Tell students that their final commercials will be judged by judging panel. The winning commercial will receive a prize. Let the class vote on what they would like the winning prize to be.
9. Discuss the advertising techniques in class and show sample commercials from the following website: <http://www.superbowl-ads.com/>
10. Split students into groups and begin group work on the commercial. Allow students to spend one day researching the benefits of nutrition.
11. Check student progress along the way. Approve the Commercial Countdown! handout. Then approve the storyboard and script.
12. Tape the commercials once they are complete.

Conclusion

To complete this activity, host a Super Bowl Party in class. Have students prepare healthy snack foods and watch a movie relating to food.

Assessment

Have students complete the Group Member Evaluation Rubric for every member of their group. Once the group member evaluations have been reviewed, complete the final Super Bowl Commercial Rubric for each student.

Materials

Commercial Kickoff handout
The Snap: Advertising Techniques handout
Commercial Countdown! handout
The Playbook
The End Zone
Touchdown! Evaluation Rubric
Team Member Evaluation Rubric
Video camera
Internet access

Resources

Think-Share: Lesson Plans for and by Teachers:

<http://thinkpairshare.wordpress.com/?s=commercial>

National Football League:

<http://www.nfl.com/superbowl>

US Census Bureau- Facts for Features Super Bowl XLI:

http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/009486.html

Advertising Techniques:

http://www.foothilltech.org/rgeib/english/media_literacy/advertising_techniques.htm

Super Bowl Ads:

<http://www.superbowl-ads.com/>

Commercial Kickoff

	Total Points Earned
79	Total Points Possible for Entire Project
	Percentage

The Super Bowl is the most-watched U.S. television broadcast. It is also the second-largest U.S. food consumption day, following Thanksgiving. The Super Bowl has become advertising's big contest as well. It is believed that close to 58% of people watching the Super Bowl would rather take breaks during the game than miss the commercials! Companies pay the price for advertising their products, though. In 2013, the average cost for a Super-Bowl commercial (that is an average of 30 seconds long) was \$3.7-3.8 million. Obviously, companies believe that Super Bowl advertisements will persuade people to buy or use their product.

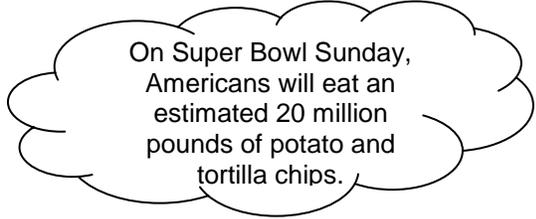
There could not be a better time to advertise proper nutrition and healthy eating habits to the U.S. population than during the Super Bowl. Therefore, you are going to create commercials for the next Super Bowl. These commercials must advertise the benefits of proper nutrition and eating habits that lead to a healthy lifestyle.

Group members should take the following steps when creating the commercial:

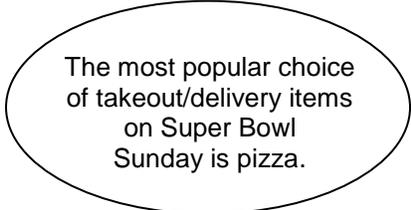
1. Research benefits of proper nutrition
2. Brainstorm ideas for the commercial
3. Determine the advertising technique and target audience for the commercial
4. Complete the Commercial Countdown! worksheet and turn it in
5. Create a storyboard and script for the commercial
6. Approve the storyboard and script with the teacher
7. Create and gather any necessary props for the commercial
8. Practice and tape the commercial



Sales for antacids increase by 20% on Super Bowl weekend.



On Super Bowl Sunday, Americans will eat an estimated 20 million pounds of potato and tortilla chips.



The most popular choice of takeout/delivery items on Super Bowl Sunday is pizza.

The Snap: Advertising Techniques

1. Bandwagon

This technique tries to persuade everyone to join in and do the same thing. This form of propaganda exploits the desire of most people to join the crowd, be on the winning side and avoid winding up the losing side.

Example:

2. Testimonial

An important person or famous figure endorses a product.

Example:

3. Transfer

Words and ideas with positive connotations are used to suggest that the positive qualities should be associated with the product and the use. *i.e. a textile manufacturer wanting people to wear their product to stay cool during the summer shows people wearing fashions made from their cloth at a sunny seaside setting where there is a cool breeze.*

Example:

4. Repetition

The product name or keyword or phrase is repeated several times. *i.e. an infomercial uses this technique*

Example:

5. Avant Garde

The suggestion that using this product puts the user ahead of the times *i.e. a toy manufacturer encourages kids to be the first on their block to have a new toy.*

Example:

6. Facts and Figures

Statistics and objective factual information is used to prove the superiority of the product *i.e. a car manufacturer quotes the amount of time it takes their car to get from 0 to 100 mph.*

Example:

7. Wit and Humor

Customers are attracted to products that divert the audience by giving viewers a reason to laugh or to be entertained by clever use of visuals or language.

Example:

8. Plain Folks

The suggestion that the product is a practical product of good value for ordinary people *i.e. a cereal manufacturer shows an ordinary family sitting down to breakfast and enjoying their product.*

Example:

9. Snob Appeal

The suggestion that the use of the product makes the customer part of an elite group with a luxurious and glamorous life style e.g. a coffee manufacturer shows people dressed in formal gowns and tuxedos drinking their brand at an art gallery.

Example:

Commercial Countdown!

Group Members:

	Total Points Earned
10	Total Points Possible
	Percentage

Advertising Technique:

Target Audience:



Storyline or Overview of Commercial:

Explain why the commercial advertises the benefits of nutrition

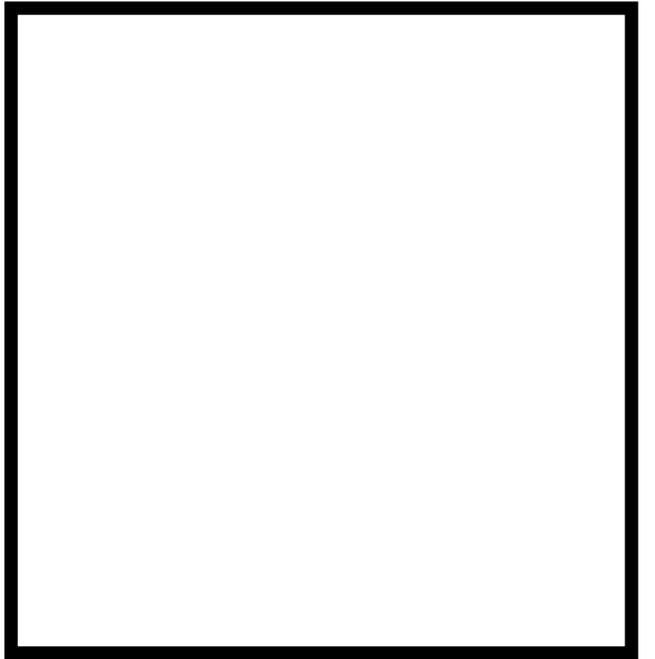
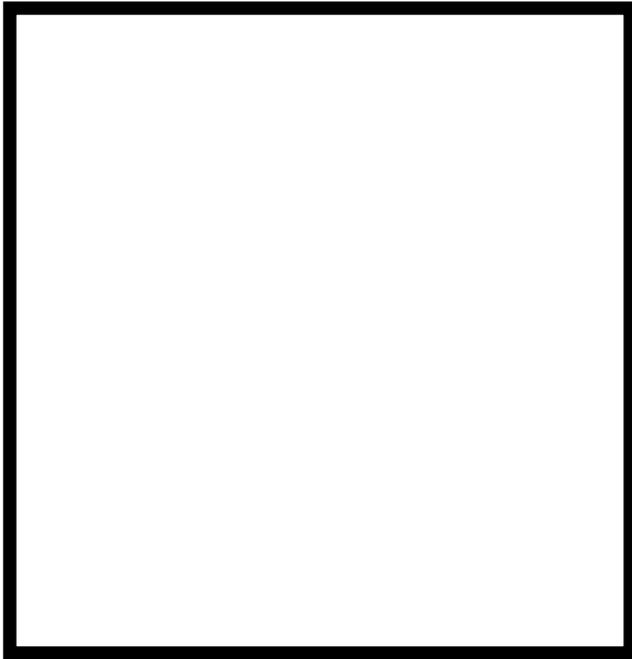
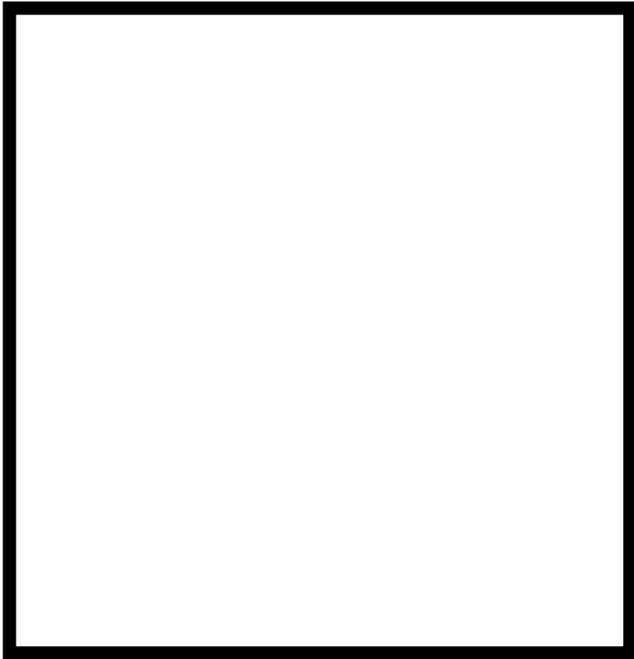
The Playbook

Directions: Complete a storyboard outlining the major scenes in your commercial.

A storyboard is a panel of rough sketches outlining the scene sequence and major changes of action or plot in a production to be shot on film or video.

Plot out your commercial in the panels below and write a short explanation in the spaces provided.

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The End Zone

Directions: You are entering the end zone! The script is the last part of the commercial planning phase. Each group will write a script for their commercial. The script is the outline of the commercial; it should tell what everyone in the commercial is saying and doing. Any music or props included within the commercial should be included within the script.

A Script is:

- a. The text of a play, broadcast, or movie.
- b. A copy of a text used by a director or performer.

Parts of a Script

CHARACTERS: The *characters* are the actors in the commercial – they should all have names. A good script outlines descriptions of each *character* at the beginning.

STAGE DIRECTIONS: This is the instructions for the commercial. *Stage directions* explain who is doing what and where the action takes place. This also names the props used in the play.

DIALOGUE: The words that each character speaks in the commercial.

PLOT: The *plot* is the series of events that makes up the action of your commercial (the storyline). This is the meat of your script – the action and *dialogue* that takes place.

WRITE THE SCRIPT FOR YOUR COMMERCIAL ON A SEPARATE PIECE OF PAPER.

Touchdown!

Commercial Evaluation Rubric

Name: _____

Date: _____

Group Members: _____

Directions: The commercials will be graded according to the following rubric.

	Exemplary - 3	Satisfactory - 2	Unsatisfactory - 1	Rating	Weight	Score
Individual Participation	Student took initiative and used time well throughout the project to ensure things got done on time. The group did not have to adjust deadlines or work responsibilities because of this person. Student had a positive attitude and worked well with others.	Student did not use time well throughout the project and had to be told what to do. The group had to adjust deadlines or work responsibilities because of this person. Student did not try to work well with others.	Student did not make an effort to use time well during the project. The group had to adjust deadlines or work responsibilities because of this person. Student had a negative attitude and did not try to work well with others.		4	
Cooperation and Team Effort	There was clear communication between group members. Students worked well together. Group members took the initiative to help others. All team members contributed to a fair share of the work. All team members have a role in the making of the commercial.	There was little communication between group members. Students did not attempt to work well as a group. Group members had to be told to help others. Some team members did not contribute to a fair share of work. One team member did not have a role in the making of the commercial.	There was no communication between group members. Students did not work well as a group. Group members didn't try to help others even when told to do so. All work was completed by one or two team members. Two or more team members did not have a role in the making of the commercial.		4	
Efficiency and Time Management	Students used in-class work time well. Progress was made every day.	Students sometimes used in-class work time well. Slight progress was made every day.	Students did not use in-class work time well. Groups made little to no progress on their project everyday.		3	

Concept	Group members had a clear picture of what they were trying to achieve. Each group member could describe what the group was trying to accomplish and how his/her work contributed to the final product.	Group members had a vague picture of what they were trying to achieve. Group members described the goals of their project differently. Individuals were unclear on how their work contributed to the final product.	Group members spent little to no time brainstorming what they were trying to achieve. Group members have no goals regarding their final product.		3	
Storyboard	Storyboard is complete with sketches detailed notes for each scene. Storyboard reflects outstanding planning and organization.	Storyboard has evident omissions in scene planning. Sketches and notes are vague. Storyboard reflects attempts at planning and organization.	Storyboard is incomplete and could not be used as a general guide for the commercial. Storyboard reflects little to no planning and organization.		3	
Script	Script is complete and it is clear what each actor will say and do. Script is very professional.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	Script shows lack of effort. Actors are expected to invent what they say and do as they go along.		3	
Final Commercial	The final product is high-quality and reflects the group's best work and effort.	Students made an effort to make a quality product.	Students made no effort to create a quality final product.		3	
				Total Points Earned		
				Total Points Available		69
				Percentage		

Team Member Evaluation Rubric

Name of Group Member Being Evaluated: _____

Name of Evaluator: _____

Directions: Complete the following evaluation for each member of your group.

	Exemplary - 4	Average- 3	Satisfactory - 2	Unsatisfactory- 1	Rating
Contributions	Routinely provides useful ideas. A definite leader who contributes a lot of effort.	Usually provides useful ideas . A strong group member who tries hard!	Sometimes provides useful ideas. A satisfactory group member who does what is required.	Rarely provides useful ideas. May refuse to participate.	
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality	Provides work that usually needs to be checked/redone by others to ensure quality.	
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	

Additional comments regarding this group member: _____
