**Advertising, Marketing and Sponsorship**

**Learning Outcomes:**

* To become more aware of how marketing is used to change how we feel about food and drink.
* To understand that there is often a conflict between our health and making money from food.
* To become more conscious of and resilient to the promotion of sugary drinks and “junk food”.

**Key vocabulary:**

Sponsorship, marketing

This lesson plan looks at how marketing, advertising and sponsorship can be used to influence our food & drink choices, and make health & wellbeing harder to achieve. There is a ***”Sponsorship Vs Eatwell”*** powerpoint you can use to support this lesson. Use it late on in the lesson to help summarize the learning.

There is plenty of evidence that once people are more conscious that advertisers are trying to influence them, they become harder to influence! These lessons help develop critical thinking skills and better food and drink choices. There is an existing High 5 lesson plan available: “***Food marketing P4 to P7***”. You can use this lesson plan but the following can be added to it or used instead:

Watch the following 6 minute video from foodmythbusters, summarizing the many methods of marketing “Junk food” to children and young people:

[www.foodmyths.org/myths/marketing-advertising](http://www.foodmyths.org/myths/marketing-advertising)

Also take a look at the “***Gaming & Food Marketing”*** paper and the case studies on [www.digitalads.org](http://www.digitalads.org) (choose “How you are targeted” from the options across the top and choose case studies). Can pupils think of food brands that they have seen marketed like this?

Ask pupils to carry out an internet search to find out the **food and drink** company sponsors/partners for the following:

* FIFA World Cup
* Beyonce
* Commonwealth Games
* SPFL (Scottish football)
* IOC (Olympics).

Ask the students to reflect what they found by showing these brands on their own **“***Food Sponsorship plate***”.** They can compare this with the “*Eatwell Plate*”.

You could also ask the pupils to look at:

* The “***Junk Food Marketing***” report by the British Heart Foundation.
* The “***Olympic Infographic***”and the ***“Obesity Games”*** report on junk food sponsorship.
* The “***Beyonce Pepsi Shop”*** and ***“Beyonce Pepsi Face”*** pictures
* The **“*21st century gingerbread house*”** report on online junk food marketing to children.

You can easily develop lesson plans around the information in these resources. Pupils could be encouraged to discuss their views about the ethics of what they have read and found out:

* + Do they think government should try to stop these sponsorships?
  + Does it matter if these companies promote sport which is healthy anyway?
  + Should it be down to parents to educate their children to make healthy choices?

There are no right or wrong answers but just discussing it helps make students more aware and therefore less influenced by marketing of these products.

**Cross curricular opportunity:**

* You can link this lesson to PE and consider the best diet for sport. Slow release energy from high fibre starch foods, and inclusion of fruit and vegetables & oily to reduce post exercise inflammation.
* Looking at how we can be influenced by the way we are communicated with provides obvious links to English and Social Subjects.