

OVERVIEW

This learning extension allows students to put on their “Big Bad Boss” hats and engage in friendly competition. Students will work in groups to lead the marketing campaign for a fictional food product. Let the competition of Marketing Deception begin!

LEARNING TARGETS

- Students will be able to create a deceptive marketing campaign for a food product using strategies learned during the marketing unit: bright colors, celebrities, cartoons, prizes/games, and health claims.
- Students will be able to connect the different marketing strategies to a specific target audience (kids, teens, adults, athletes, etc.).

ASSESSMENTS

In groups, students will present their marketing campaigns to the class, explaining the strategies used and the target audience they aim to reach.

KEY VOCABULARY

- Marketing Strategies: Tactics that companies use to promote or sell their products.
- Target Audience: The specific group of consumers toward which a product or marketing strategy is aimed.
- Health Claims: Statements on packaging that suggest health benefits, which may or may not be true.
- Branding: The practice of using bright colors, images, prizes/games, or an identity (e.g., mascot) to make a product more appealing.
- Deceptive Marketing: Strategies used to mislead consumers about the quality or benefits of a product.

MATERIALS

- Optional Review: [Slideshow](#) featuring popular food products with various marketing strategies.
- Teacher Example: Example of “Deceptive Marketing” in [supplemental pdf](#)
- Group Activity: Paper and art supplies or laptops to create a poster or digital presentation for their “Deceptive Marketing” campaign.

INTRODUCTION

- Begin with a brief discussion on favorite food products and what attracts students to them.

- Ask: "What do you think makes a food product appealing when you see it in a store?"
- Show examples of food products with different marketing strategies (e.g., mascots on cereals like Trix, celebrities on drinks like Gatorade, health claims on snacks like granola bars).

OPTIONAL: REVIEW OF MARKETING STRATEGIES, TARGET AUDIENCE, GUIDED PRACTICE (SEE SUPPLEMENTAL SLIDESHOW)

- Explain various marketing strategies using examples from popular food products in slideshow:
 - Bright colors and prizes/games attract children's attention.
 - Celebrities influence buying decisions.
 - Health claims persuade parents.
- Discuss how these strategies target specific audiences.
- Address the importance of thinking critically when we see marketing messages; clarify that marketing claims must technically be true, but often exaggerate or misrepresent to appeal to customer's emotions.
- Explain how companies spend significant amounts (\$2 billion dollars annually) on marketing food to kids. Ask students why companies would spend so much money.
- Review Froot Loops, Gatorade, Cheetos, and Special K in slideshow
- Have students identify the marketing strategies used and discuss their effectiveness using the following scaffolded questions:
 - What colors are used and why?
 - Are there any prizes/games being marketed?
 - What health claims are listed?
 - Are there any celebrities, cartoons, or mascots?
 - Who is the target audience for this product?
 - Does the marketing match the ingredients?
- Monitor by circulating among groups and offering support.

GROUP ACTIVITY

- Show a teacher-made example of a “Deceptive Marketing” campaign (see example in supplementary pdf).
- In groups, students will compete to create the most deceptive marketing campaign for a fictional food product. The winner will be voted on by the class.
- Each group will select a product type (e.g., cereal, snack, beverage) and develop a campaign that incorporates at least 3 out of 5 marketing strategies discussed in class.
 - 5 strategies: Bright colors, cartoons/mascots, celebrities/athletes, health claims, prizes/games
- As an option, you can have each group draw their food product type from a hat and then pick 3 marketing strategies out of a hat.
- Groups will design a poster or digital presentation showcasing their campaign, including slogans, jingles, or other creative marketing tactics.
- Set expectations for creativity and teamwork, encouraging critical thinking about marketing's influence on consumer decisions.

CLOSING

- Have groups present their marketing campaigns to the class.
- Conduct a vote for the favorite “Deceptive Marketing” campaign.
- End with a reflection: "What did you learn about marketing strategies today?" and "Which campaigns were the most creative and why?"

LEARNING STANDARDS

Common Core Learning Standards:

1. **Reading Literature:**
 - **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. **Reading Informational Text:**
 - **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - **RI.4.2:** Determine the main idea of a text and explain how it is supported by key details.
3. **Writing:**
 - **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4. **Speaking and Listening:**
 - **SL.4.1:** Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

- **SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner.

5. **Language:**

- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

NCTE Learning Standards:

- **Standard 1:** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world.
- **Standard 2:** Students write a variety of texts for different purposes and audiences.
- **Standard 3:** Students communicate effectively in a variety of ways.
- **Standard 4:** Students use language to communicate effectively with others.
- **Standard 5:** Students use a variety of strategies to comprehend, interpret, evaluate, and appreciate texts.