



FOOD ADVERTISEMENTS ACROSS DIFFERENT NEIGHBORHOODS

INTRODUCTION

Food advertisements are all around us: on television, on websites and social media and on the streets. But do they differ in different neighborhoods?

Are students exposed to different kinds of food advertisements depending on what neighborhood they live in?

In this Open Learning Scenario, students are going to explore food advertisements in different neighborhoods and discuss it with societal actors.

THE ISSUE

1. Watch the video “Food advertisements” with your students.
2. Ask your students which issues are being addressed in the video.
3. Ask your students if they have ever noticed any food advertisement close to where they live.
4. Discuss with your students the perception they have about how the advertisements could differ between different neighborhoods.
5. Tell your students that they are going to explore the food advertisements in different neighborhoods.

INTO THE COMMUNITY

6. Discuss with your students the best methodology to explore the food advertisements in different neighborhoods. One possible methodology would be:
 - Divide students into groups.
 - Allocate to each group a neighborhood in the city with different characteristics (considering e.g., residence, parks, youth recreation centers etc.).
 - Ask each group of students to photograph all advertisements they can see in their neighborhood.

AIMS

- To draw attention to different kinds of food advertisements.
- To explore and evaluate if the type of food is advertised in different kinds of neighborhoods.
- To work together with societal actors to get a deeper understanding of food advertising.
- To raise awareness among the school community on the type of food advertised in different neighborhoods.

SUSTAINABILITY COMPETENCES

- Critical thinking
- Developing creative solutions
- Collaboration and connecting

SOCIETAL ACTORS

- School community
- Local politicians
- Producers

KEYWORDS

Food advertisements, marketing, food environment

AGE RANGE

13-16 years old

THE CO-CREATION PROCESS

7. Back in the classroom, download the pictures and other information gathered by the students into a common online platform, allowing access for all students.
8. Let the groups analyze the food advertisements in their allocated neighborhood. Divide the advertisements into one of the two categories: “ultra-processed food” (fast food, sugary drinks, artificially sweetened beverages, energy drinks) or “fruits, vegetables, berries and seafood”.
9. Discuss with students if the proportion of the two categories differs between the different neighborhoods. Write down questions that come up during the discussion.
10. Plan with your students the interviews with the societal actors, ensuring that all questions and doubts of the students will be transposed into the interviews.
11. Help your students to conduct the interviews and edit the collected information.

THE (SUGGESTED) SOLUTION

12. Help your student to write an article about food advertisements across different neighborhoods.
13. Share the article with the rest of the school community, by publishing it in the school journal or website. The article can also be sent to local or regional information agencies.
14. If possible, advertise the article to the people living in the neighborhoods.

SUBJECTS

Citizenship / Civic participation

TOPICS

Citizenship / Civic participation:
Sustainable development

SETUP

Part of the activity will be developed outside school, and the other part inside school. Depending on the societal actors that are going to be interviewed the location can differ.

MATERIALS

- Camera or cell phone
- Registration form (with columns to register information about each advertisement: e.g., the name of the company, the food advertised and its characteristics)
- Interview forms (questions selected by the students)