

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

| | |
|----------------------------------|--------------------------------|
| School Code | |
| Practitioner Code | Q12 |
| Curriculum Area(s) | Health and Wellbeing/ Literacy |
| Level | First |
| Stage(s) | P4 |
| Specific subject (if applicable) | |

Experiences and Outcomes:

I am discovering the different ways that advertising and the media can affect my choices.
HWB 1-37a

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.
LIT 1-25a

Learning Intentions:

Lesson 1 – To discover the different ways that advertising and media can affect my choices.

Lesson 2 - To take notes under given headings showing how advertising affects our food choices.

Lesson 3 – To use words and images from food packaging to create a healthy advertising collage.

Success Criteria:

Lesson 1:

- I can identify at least one way in which food is advertised.
- I can recognise persuasive vocabulary.

Lesson 2:

- I can select relevant information to make notes.
- I can take notes under given headings showing how advertising affects our food choices.

Lesson 3:

- I understand that advertising can influence my food choices.
- I can demonstrate my understanding by creating a healthy food advertisement.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1: The children were introduced to the power of food advertising through a PowerPoint Presentation. This included reference to various ways of advertising, and contained celebrity endorsements e.g. use of Olympic medal winning athletes to promote 'healthy' food. The children watched an advertising video for Lucozade which contained persuasive language and images. A class discussion took place about the language used and the effects it had. The children were then given the opportunity to 'think, pair, share' about whether it was healthy or unhealthy.

Lesson 2: This lesson involved a trip to the Supermarket. The children were prepared before the visit and had a clipboard with a ' Supermarket Advertising Activity' to complete. Children were guided through the Store, paying close attention to examples of food advertisements and recording how these influenced them.

Lesson 3: The children were asked to collect food packaging, looking for images and words that promote health. They then worked in small groups, cutting out the images and words. They then worked within in their group to create their own Healthy Food Advertisement Campaign using the selected words and images. They had to name their food and list positive attributes about their healthy food, making reference to previous learning (food pyramid) Children then had to write a catchy slogan or mini rap that would make their target audience want to eat their healthy food.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Lesson 1

Say: Think Pair and Share activity – the child demonstrated an understanding of the persuasive language used in advertisements.

Lesson 2

Say: The pupil recognised foods that were colourful and used persuasive vocabulary and could say why they were appealing.

Write: Pupil recorded notes successfully under the correct headings.

Lesson 3

Make: Pupil made a Healthy food collage in a group, naming a food and advertising its positive attributes.

Say: The pupil then worked in their group to create a catchy slogan or rap that would make their target audience want to eat their food. **(Peer Assessed)**

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Lesson 1

During the lesson the pupils were encouraged to think about the different types of advertising. Pupils discussed with their partners different products that celebrities endorse. Oral feedback was given to the child with regard to successfully identifying the persuasive language used in the advertisement. The child demonstrated their first impression of whether the food was healthy and its influence by the power of the advertisement through the think, pair and share activity.

Lesson 2

During the walk around the Supermarket the pupils were encouraged to look for items that caught their attention and were then questioned as to why they were attracted to them, persuasive vocabulary etc. They then recorded their findings on their notes page. Written feedback was given and the child's completed activity was annotated. 'You have selected excellent information and examples of how advertising affects our food choices.' 'You have included excellent information which shows that you have linked this with your understanding of why some foods are healthy and good for us.' 'Your notes show a very good understanding of ways that the advertising and the media affect our food choices.'

Lesson 3

Oral feedback given to child during the selection of their words and images for their advertisement. The child was asked to justify their choice and explain why they had chosen and how it was being used to create their advertisement. The final presentation of the advertisement and 'Rap' were peer assessed by the class, with reference made to the Learning intention and success criteria.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

I know that advertising is a way of communicating with people. There are a lot of different ways to advertise. I know that advertisements aren't always true and sometimes they just want me to buy their product and that you really need to think about what you're buying. I learned that a lot of work goes into how to sell a product. I learned that some foods are sold as if they are healthy but they're not. Really to make sure something is healthy you need to look closely at the nutrition information and the ingredients. Also I know to look for good traffic lights colours on healthy foods.

I learned that sometimes if you go to buy something healthy that advertising can make you change your mind and make you buy something that's not healthy.


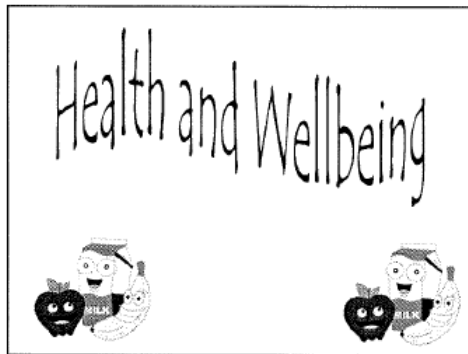
I developed an understanding of what is good for me and what is bad for me. I liked the homework task because I watched adverts with my sister and looked for adverts that made me want to buy things.

I enjoyed working in my group to make an advert because my group were very good at making up a rhyming 'rap.' At first I felt nervous about presenting a 'rap' but my group helped me by telling me not to be nervous.

Did the learner successfully attain the outcomes?


Yes, evident in from completed work and participation.

Learner Evidence



L.I. I am discovering the different ways that advertising and the media can affect my choices.

S.C. I understand that advertising can influence my choices.



Advertising

What is advertising?

- Advertising is a way of communicating with people.
- It tries to encourage or persuade people to buy or do something.
- Can you think of any types of advertising?

Here are some common types of advertising:

- Television adverts
- Newspaper and magazine adverts
- Billboard adverts
- Online advertising

Athletes and Advertising

Often big companies use famous people to advertise their products.

Sometimes athletes are used to advertise certain products.

Can you guess which kind of products athletes might be used to advertise?

Mo Farah



This is Mo Farah.
Mo Farah is the UK's finest ever distance runner.

Mo competed in the London 2012 Olympic Games.

- Play Advert

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Learner Evidence

Pair and Share

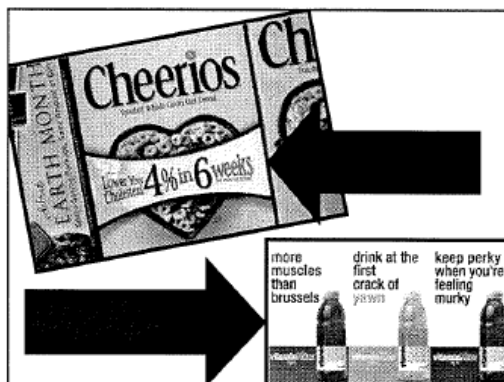
- What is Mo advertising?
- Do you think that advert shows us a drink that is healthy or unhealthy?
- If you think the drink is healthy then put both hands in the air.
- If you think the drink is unhealthy then put both hands on your head.

- What do we see in the advert that may make us think that the drink Mo is advertising is healthy?
- What do you think you would be able to do if you drank Lucozade?

The truth behind the advert...

- Lucozade is advertised as an energy drink.
- For many years it has used athletes to help advertise it.
- In one 500ml bottle of Lucozade there is 21 teaspoons of sugar (85 grams).
- In one day children should not have more than 85 grams of sugar. This means that if you drank one bottle of Lucozade you wouldn't be able to have any other sugar that day.

So, do you still think Lucozade is healthy?



Plenary

- What have you learnt today?
- Tell your shoulder partner one new thing that you have found out today.
- Children will be picked randomly to report back to the class, so be ready to share what you have found out with the whole class!

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Learner Evidence

'This Coca Cola is advertised as 'no calories, no caffeine'
'It's a new colour and it says 'Life' on it.'
'It has a competition on it.'
'I would like to try it.'



These look like little Smarties so I would like to try them.'
'The wee guy looks cool and it looks Christmassy'
'You can win a competition.'



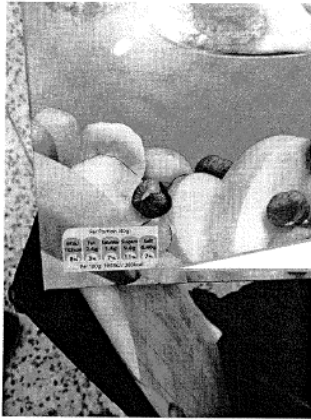
It says 'small and mighty.'
'All the sweets look like they are standing up on the snow.'
'It isn't a healthy food but I would still buy it.'



This is at the Bakery, it says 'Love the taste'
'Some things at the bakery are healthy like bread but there were lots of cakes and cookies which are yummy but aren't good for you.'

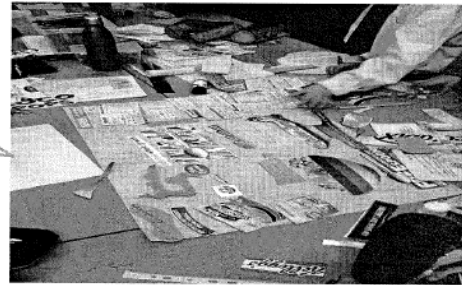


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There's not too much fat in these so that means they're good for you. They've got fruit too so they would be really nice and healthy.

We made an advert by cutting out lots and lots of main pictures and words from food packages. This lesson taught me how to make an advert for healthy food.



Supermarket Advertising For Food We Eat

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LI - To discover the different ways that advertising and media can affect my choices.

SC - I can take notes under given headings showing how advertising affects our food choices.



| Food Brand (draw or write the food branding) | They are trying to convince me to.... | Persuasive Words | Persuasive Images | Other ways they tried to persuade me | Do you think it is healthy food? | Does it make you want to try the food? |
|---|---------------------------------------|------------------------------|-------------------|--------------------------------------|----------------------------------|--|
| Chewit Selection Box! | Buy It! | A fun selection! | Chewit boxes! | They're all different flavours! | No! | Yes! |
| Penguin Wine gums! | Buy It! | Christmas Sweets! | Hat + glasses! | Penguin shaped! | No! | Yes! |
| Diet Coke! | Buy It! | No Calories! No Caffeine! | Santa! | It says diet! | Kind of! | Yes! |
| Frozen Advent Calendar! | Buy It! | Lights up! | The characters! | Being a chocolate Advent Calendar | No! | Yes! |

You have selected excellent information and examples of how advertising affects our food choices. You have included excellent information that you have liked this with your understanding of healthy food.

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Name: [redacted] Date: [redacted]

FOOD ADVERTS ON TV



For once we are going to ask you to watch TV (but only for about half an hour!) So... switch on the telly, relax and... watch a channel that has adverts such as ITV. You need to watch during Children's TV which is usually between 3.30 - 5.00 p.m. As you watch, choose three food adverts that you enjoy watching and fill in the chart below.



| | ADVERT 1 | ADVERT 2 | ADVERT 3 |
|--|----------------------------------|---|---|
| What food brand is the advert for? | Homepride, Piri piri sauce | Bo co pops porridge | Big Flaver wrap from Mc Donalds |
| What happens in the advert? | The children start cheering. | A monkey fights a rabbit and then he eats the food. | A woman shows you was is in it then makes it then sells it. |
| Does it make you want to try the food? | no | yes | no |
| Why/why not? | because I don't like spicy food. | because I like rabbit and porridge | because I don't like wraps |
| Do you think it is a healthy food? | ok 😊 | chocolit - no porridge - yes 😊 | BAD 😞 |

Your notes show a very good understanding of ways that advertising and media affect our food choices.

