

**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)	H&W & Literacy
Level	First
Stage(s)	Primary 4
Specific subject (if applicable)	n/a

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 texts. LIT 1-25a

Learning Intentions:

To identify different ways that advertising can affect my choice

To take notes under given headings

To use words and images from advertising packaging to create a new text

Success Criteria:

I can:

Identify at least one way in which food is advertised

To recognise persuasive vocabulary

To select relevant information to make notes

To take notes under headings

Recognise that advertising can influence my food choices

To 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. This included reference to various ways of advertising, and contained celebrity endorsements eg use of Olympic medal winning athletes to promote 'healthy' food. 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 that it had. The children were then given the opportunity to think, pair and share about whether they thought it was health 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 prior 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.

SAY – discussions think, pair and share

Create a slogan/rap

Write: notes under headings

Make – healthy food collage

Did the learner successfully attain the outcomes? YES

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

Oral feedback given when identifying persuasive language.

Written feedback given on notes from supermarket trip

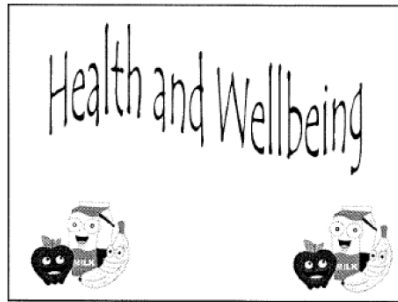
Peer assessment of rap with reference to LI and SC given on advert.

Pupil Voice:

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

'I now know that advertising is a way of communicating with people. There are a lot of different ways to advertise. I know that adverts are not always true and sometimes they just want me to buy their product and you really need to think about what you are buying. I learned that a lot of work goes into to how to sell a product. I learned that some foods are sold as if they are healthy but they might not be. To look for healthy food you should look at the nutrition information and the traffic light colours. I also learned that advertising can sometimes make you change your mind about products. I now understand what is good for me better than before. I liked the homework tasks 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.

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 fastest ever distance runner.

Mo competed in the London 2012 Olympic Games.

- Play Advert

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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.

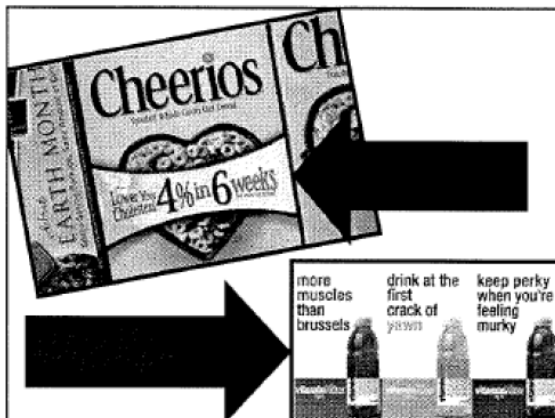
Learner Evidence

- 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.'

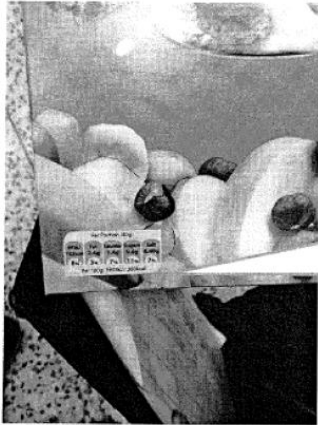


It says 'small and mighty.'
'All the sweets look like they are standing up on the snow.'
'It isn't a healthy food but I would still buy it.'

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.'

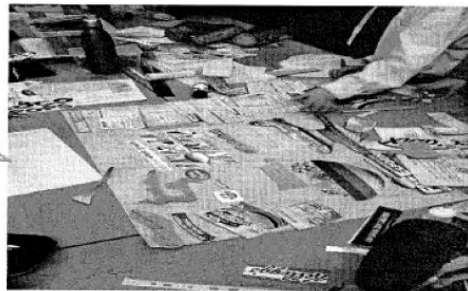


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There's not too much fat in these so that means they're good for you. They've got fruit too so they would be really nice and healthy.

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?
Chew-it Selection BOX!	Buy It!	A fun selection!	<u>Chew-it bars!</u> 	They're all different flavours!	No!	Yes!
Penguin Wine gums!	Buy It!	Christmas Sweets!	<u>Hat & glasses!</u> 	Penguin shaped!	No!	Yes!
Diet Coke!	Buy It!	No Calories! No Caffeine!	<u>Santa!</u> 	It says diet!	Kind of!	Yes!
Frozen Advent Calendars!	Buy It!	Lights up!	<u>The Characters!</u> 	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 linked this with your understanding of healthy foods.

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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, Pirij pirij sauce	bo co pops porridge	Big Flaver wrap from Mc Donalds
What happens in the advert?	The children start cheering.	A monkey fights a broccoli porridge 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 choolit and porridge	because I don't like wraps
Do you think it is a healthy food?	ok 😊	chocklit - no porridge - yes 😊	BAD 😞

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



