

Super Snack

Teacher's Guide



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Duration: 3 weeks

Super Snack

Project level: intermediate

Primary Cycle 3 Intensive Learning & Evaluation Situation

Goal: To enable students to develop an appreciation of how food is portrayed in media

Broad Area of Learning

↻ Media Literacy

Focus of Development

Understanding of the way media portray reality

Cross-Curricular Competencies	ESL Competencies	
	1	2
<p>Intellectual CCC 4 ↻ To use creativity</p> <p>Communication-Related CCC 9 ↻ To communicate appropriately</p>	<p>↻ To interact orally in English</p> <ul style="list-style-type: none"> • The student reacts to messages using strategies • The student takes the initiative to transmit oral messages using strategies • The student maintains oral interaction using strategies 	<p>↻ To reinvest understanding or oral and written texts</p> <ul style="list-style-type: none"> • The student prepares to listen to and read texts using strategies • The student demonstrates understanding of oral and written texts using strategies • The student carries out meaningful tasks using strategies
<p>Evaluation Criteria</p> <ul style="list-style-type: none"> • Originality of connections among the elements • Coherence of the message • Observance of codes and conventions 	<ul style="list-style-type: none"> • Use of functional language • Use of strategies • Participation in exchanges • Pronunciation 	<ul style="list-style-type: none"> • Use of strategies • Demonstration of key elements and overall meaning • Carrying out tasks

Essential Knowledge

- Functional language for identifying, expressing agreement and disagreement, expressing ideas, offering assistance, expressing needs, making requests and rejoinders, using theme-related vocabulary, promoting harmonious exchanges and teamwork
- Vocabulary related to food and advertising
- Strategies: Inferencing, Use of prior knowledge, Resourcing, Asking for help or clarification, Attention, Cooperation
- Intonation and pronunciation
- Key elements and overall meaning: person, character, object, place, setting, storyline, sequence of events
- Overall meaning and contextual cues: titles, illustrations, key sentences
- Cultural products: media

Overview

Super Snack

		Handouts	Teacher References	Picture Cards	Interaction Posters	Materials Needed
	Preparing the Task	0.1 0.2	0.1			10 food wrappers with the brand names hidden
1	Comparing Cereal Boxes	1.1 1.2, 0.2	1.1		#1 #2	Cereal boxes supplied by students
2	Comparing Words	2.1 2.2	2.1			3 chocolate bars of different sizes
3	The Taste Test	3.1 3.2 0.2		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7		Small containers, different kinds of snacks *Computer
4	Creating a Cereal Box	4.1	4.1		#1 #2	*Computer
5	My Top Secret Contraption	5.1 5.2				Television Video tape of commercials
6	TV Commercials	6.1 0.2				
7	Homework: Catching Commercials	7.1				Television Same video tape of commercials
8	A Crystal Clear Snack	8.1	8.1		#3	Kettle, mason jars, measuring cups, string, pencils, spoons
9	Super Snack Sing-a-Long	9.1	9.1			
10	The Task	10.1 10.2 10.3 10.4 10.5	10.1 10.2 10.3		#1 #2 #3	
	Assimilation & Transfer of Learning	11.1 0.2				

* Computer activities are suggested.

PREPARING THE TASK

Teacher's Role	Students' Role	Ongoing Evaluation
<ul style="list-style-type: none"> • Collect 10 different food wrappers from popular snacks and cover the brand name of each product. • Post the food wrappers around the class. • Identify each wrapper with a number using Super Snack Teacher Reference 0.1. • Distribute Super Snack Handout 0.1. • Draw students' attention to food wrapper number 1. • Ask a few students what they think the brand name is. • Draw students' attention to the column "My Guess!" on Super Snack Handout 0.1 and have them write down their guess for food wrapper number 1. • Reveal the real brand name of food wrapper number 1 and have students write the name in the appropriate box on the handout. • Ask students compare their guesses with the real brand name and write whether or not they guessed correctly. • Elicit from students the visual clues they used to make their guesses and write them on the board. • Ask students to choose 4 of the visual clues listed and write them on their handout in the "Visual Clues" column. • Tell them that using the clues in context to make intelligent guesses is a useful strategy called <i>Inferencing</i>. • Invite students to practice using this strategy to guess the name of the other 9 products. • Reveal the brand names of the 9 products. • Invite students to write down the real brand name. 	<ul style="list-style-type: none"> • Observe the food wrapper number 1. • Guess the brand name. • Write their guesses in the appropriate space. • Complete the "Brand Name" box with the real name of the product. • Write "yes" or "no" in the "Same?" column. • Name the visual clues that helped them guess the name of the product: <i>colour, size, shape, material, texture, picture, mascot/character, etc.</i> • Write 4 visual clues they used to guess the name of the first product. • Write down their guesses and the visual clues for each food wrapper. • Complete the grid with the real brand names. 	<ul style="list-style-type: none"> • Observe students' participation. • Observe their level of motivation. • Circulate and observe students' use of visual clues to guess. • Circulate and monitor, helping out where necessary.

- Ask students to look at their guesses and determine whether or not they guessed correctly.
- Place students in groups of 4.
- Invite students to take turns sharing how they used the strategy *Inferencing* to make their guesses.
- Inform students that food companies use these visual clues to make their products easily recognisable so that people will buy them.
- Tell students that food companies spend a lot of time and money promoting their products in a variety of ways.
- Inform students that each team of four students will create an original snack and an advertising campaign to promote it.
- Explain the task.

The Task

Creating and Advertising a New Super Snack

- Tell students that their advertising campaign should use convincing promotional techniques adapted to their target audience. Their ad campaign must have a product profile which includes:
 - a name
 - the ingredients and/or recipe
 - packaging
 - the target audience
 - advertising techniques
- Inform students that in order to do this task, they will need to:
 - know expressions for identifying, describing, and preparing food
 - use functional language for daily interactions
 - work harmoniously in a team
 - know how to use a storyboard
 - use their imagination in new ways
- Distribute [Super Snack Handout 0.2](#).
- Draw students' attention to the **class** goals, making sure students understand how they can be attained.
- Inform them they will reflect on their goals throughout the project.

- Write "yes" or "no" in the "Same?" column.
- Share with their team mates which visual clues they found useful.

- Become aware of why visual clues are important in media.

- Listen and mentally prepare for the task.

- Think of what they know and need to learn.

- Refer to [Super Snack Handout 0.2](#) and take note of class goals.

- Take note of students' understanding of how to use the strategy *Inferencing*.

<ul style="list-style-type: none"> • Go over the list of personal goals and invite students to choose one for themselves. • Point out the competencies that will be developed in this task: ESL 1: To interact orally in English ESL 2: To reinvest understanding of oral and written texts CCC 4: To use creativity CCC 9: To communicate appropriately BAL: Media Literacy • Inform students that this will be done through activities that promote understanding of the way media portray reality. 	<ul style="list-style-type: none"> • Set a personal goal. • Colour the appropriate star. • Become aware of the competencies that will be developed. • Become aware of the context in which the competencies will be developed. 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed.
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CARRYING OUT THE TASK

Teacher's Role	Students' Role	Ongoing Evaluation
<p style="text-align: center;">Activity 1: Comparing Cereal Boxes</p> <ul style="list-style-type: none"> • Ask each student to bring in an empty cereal box from home. • Collect the boxes and divide them into two categories: adult-oriented cereals and child-oriented cereals. • Tell students they will team up and observe 2 different cereal boxes and write down their observations. • Post Interaction Poster #1 and Interaction Poster #2 on the board. • Draw students' attention to the language they will need to use for this activity. • Model the language with the students. • Form cooperative groups of four. • Distribute a copy of Super Snack Handout 1.1 to each student. • Inform students they will observe and take note of visual clues on cereal boxes. • Draw students' attention to the list of characteristics to be observed. 	<ul style="list-style-type: none"> • Become aware of the nature of the activity. • Take note of helpful expressions for the discussion. • Practice the expressions. • Get into groups. 	

<ul style="list-style-type: none"> • Model with one team of four students in the following manner: <ul style="list-style-type: none"> – Distribute two different cereal boxes: 1 box geared towards adults and 1 box geared towards children. – Students A and B pair up and observe box 1. – Students C and D pair up and observe box 2. – Partners discuss about the characteristics and complete their corresponding columns on Super Snack Handout 1.1. – Students A and C pair up, share their information, and complete the other column. – Students B and D pair up, share the information, and complete the other column. • Distribute two different cereal boxes to each team: 1 box geared towards adults and 1 box geared towards children. • Have pairs engage in the activity. • Ask teams to discuss the question “<i>Who is attracted by these boxes?</i>” and come to an agreement, giving their reasons for their choice. • Have them complete the bottom of the handout. • Invite teams to share their choices and reasons with the class. • Inform students that a Venn diagram is a tool for comparing items. • Draw a blank Venn diagram on the board (see Super Snack Handout 1.2). • Explain how to use a Venn diagram: similarities are shown in the overlapping parts of the two circles and differences are shown in the other parts of the circle. • Elicit from students one characteristic on one of the 	<ul style="list-style-type: none"> • Observe the modelling. • Pair up. • Observe the boxes. • Discuss. • Write down their observations. • Change partners. • Share their information. • Complete the grid. • Express their opinion and give their reasons: <i>I think that children like this box because there is a game in it; etc.</i> • Circle their answers. • Sign their handout. • Listen and observe how and why to use a Venn diagram. • Name 	<ul style="list-style-type: none"> • Monitor students’ use of the expressions to agree and disagree, express an opinion, and come to a consensus. • Monitor students’ ability to express their opinions.
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challenges with their learning up to this point.

- Invite them to continue working toward their goals.

Activity 2: Comparing Words

- Prepare ahead of time 3 sizes of the same popular chocolate bar (one mini chocolate bar as found at Halloween time, a regular sized chocolate bar as found at a corner store, and a mega chocolate bar as found in large chain stores).
- Show students the two smaller items and ask them to vote for the one they prefer.
- Elicit their reasons.
- Explain how comparatives are formed in English using “big” and “bigger” as an example.
- Show students the largest chocolate bar and ask them which one they prefer.
- Elicit their reasons.
- Explain how comparatives and superlatives are formed using “big”, “bigger”, and “the biggest” as they apply to the chocolate bars.
- Write these adjectives on the board.
- Inform students that superlatives are frequently used as an advertising technique.
- Point out to the students that they will need to use the comparative and superlative forms in order to do the task.
- Distribute [Super Snack Handout 2.1](#) and [Super Snack Handout 2.2](#).
- Draw students’ attention to the word *long* (#10) on [Super Snack Handout 2.2](#).
- Elicit the comparative form and have them complete the appropriate space.
- Draw students’ attention to the rules for comparing words on [Super Snack Handout 2.1](#).
- Point out that rule #1 was used for the word *long*.
- Have students write the rule number in the grid on [Super Snack Handout 2.2](#).
- Go over the other rules on [Super Snack Handout 2.1](#).
- Invite students to use this resource to complete the

are working and learning.

- Focus on their goals.

- Reflect on which chocolate they prefer.
- Demonstrate their vote by a show of hands.
- Explain their vote: *it is big*, etc.
- Learn how comparatives are formed.
- Explain their vote: *it is very big*.
- Learn how comparative and superlatives are formed.
- Become aware of the use of superlatives in advertising.
- Follow the modelling and fill in the appropriate spaces.
- Examine the rules and complete the grid on [Super Snack Handout 2.2](#).

- Circulate and monitor, helping out where needed.

- Observe students’ motivation.

- Take note of students’ understanding of the modelling.

grid.

- Correct with the class, using Super Snack Teacher Reference 2.1.
- Ask students to write down which strategy they used to help them do this activity.

Activity 3: The Taste Test

- Prepare ahead of time 3 different kinds of snacks in small containers for each group of 4 students. The snacks can be pieces of cookies, granola bars, raisins, fruit rolls, or any other type of snack.

*** Special care should be taken to choose ***
snacks without nuts.

- Identify the containers: Snack A, Snack B, and Snack C.
- Inform students they will analyse the look, the smell, the texture, and the taste of these popular snacks.
- Post the corresponding picture cards: [Super Snack Picture Card 3.1](#), [Super Snack Picture Card 3.2](#), [Super Snack Picture Card 3.3](#), and [Super Snack Picture Card 3.4](#).
- Distribute 3 containers (Snack A, Snack B, and Snack C) to one group.
- Draw students' attention to the look of the three snacks.
- Invite one student to observe and analyse the look of the snacks using the word *nutritious*.
- Write his/her judgment on the board.

Snack A	Snack B	Snack C
<i>more nutritious</i>	<i>the most nutritious</i>	<i>nutritious</i>

- Invite another student to observe and analyse the

- Participate in the correction.
- Name a useful strategy: *Resourcing*.

- Observe a classmate judging the look of the snacks:
- *Snack C is/looks nutritious, Snack A is/looks more nutritious, and Snack B is/looks the most nutritious.*

- Observe a classmate

- Circulate and monitor, helping out where needed.
- Observe students' comprehension of the comparative and superlative forms.
- Observe students' ability to identify appropriate strategies.

look of the snacks using the word *crispy*.

- Add his/her judgment to the grid on the board.

Snack A	Snack B	Snack C
<i>more nutritious</i>	<i>the most nutritious</i>	<i>nutritious</i>
<i>crispy</i>	<i>the crispiest</i>	<i>crispy</i>

- Distribute [Super Snack Handout 3.1](#) to each student.
- Distribute the containers to each group.
- Invite students to analyse the snacks and complete the grid following the example on the board.

- Inform students they will use their Taste Test results to create a graph.
- Distribute [Super Snack Handout 3.2](#) to each student.
- Go over the rating scale, making sure students understand how to form the comparative and superlative of *good*.
- Invite students to grade the look, the smell, the texture, and the taste of their snacks using their information from [Super Snack Handout 3.1](#).
- Have them add up the number of points for each snack and write the totals in the last column.
- Draw students' attention to the bar graph at the bottom of the page.
- Have them use their data to create their own graph.

* You may wish to use this Internet site which allows students to create their own graph online: <http://nces.ed.gov/nceskids/Graphing>. Otherwise, programs such as Excel or Appleworks can be used.

- Invite all students who gave the highest score to snack A to post their completed graphs together on the board.
- Invite all students who gave the highest score to snack B to post their completed graphs together in another area on the board.
- Invite all students who gave the highest score to snack C to post their completed graphs together in another area on the board.
- Draw their attention to the largest number of graphs

judging the look of the snacks:

- *Snack A is/looks sweet, Snack C is/looks sweeter, and Snack B is/looks the sweetest.*

- Look at, smell, touch, and taste 3 different snacks.
- Complete the grid with the appropriate form of the adjective.

- Become aware of another way of rating their snacks.
- Analyse and rate the various snacks.
- Calculate the total number of points for each snack.
- Recall how graphs work.
- Create their own graph.

- Post graphs according to their highest score.

- Become aware of

- Circulate and monitor, helping out where needed.
- Observe students' participation.

and post [Super Snack Picture Card 3.5](#) above it.

- Draw their attention to the smallest group of graphs and post [Super Snack Picture Card 3.7](#) above it.
- Draw their attention to the last group of graphs and post [Super Snack Picture Card 3.6](#) above it.
- Ask a few students to name 2 new things they learned during the activity.
- Ask them to take out [Super Snack Handout 0.2](#) and complete the second column for the **class** goals.
- Have students complete the second column for the **personal** goals.
- Lead a class discussion on their successes and challenges with their learning up to this point.
- Invite them to continue working toward their goals.

Activity 4: Creating a Cereal Box

- Inform students they will look at cereal boxes as examples of packaging and then create their own.
- Pair up students.
- Distribute one copy of [Super Snack Handout 4.1](#) to each pair.
- Elicit from students the four categories that they will use to create their box.
- Draw their attention to the colour section.
- Tell students that advertising agencies have studied people's reactions to colour and discovered how they make people feel.
- Invite pairs to choose a colour for their box.
- Remind students they may refer to [Interaction Poster #2](#) to help them come to agree and disagree politely.
- Invite them to continue in the same manner for the other categories.

what the class thinks is *the best* snack.

- Become aware of what the class thinks is a *good* snack.
- Become aware of what the class thinks is a *better* snack.
- Think about what they have learned.
- Write the date.
- Draw and colour the appropriate happy faces.
- Talk about how they are working and learning.
- Focus on their goals.
- Circulate and monitor, helping out where needed.
- Encourage students to focus on areas that need improvement and to identify ways of better attaining their goals.
- Name the four categories: *colour, description, character, name*.
- Read and become aware of how people react to colours.
- Discuss and come to an agreement on a colour for the box.
- Read the information, discuss, and choose the other characteristics that they will use on their box.
- Create their cereal
- Observe students' ability to come to an agreement politely.

* You may wish to use this Internet site which allows students to easily create their own cereal boxes online: http://pbskids.org/dontbuyit/advertisingtricks/cereal_box.html or students can create their own real cereal boxes by covering and redecorating the empty cereal boxes from Activity 1.

- Lead a class discussion on the meanings of the elements they included on their boxes.

Activity 5: My Top Secret Contraption

- Inform students that they will each make a Top Secret Contraption to play a game with the whole class.
- Distribute one copy of [Super Snack Handout 5.1](#) to each student.
- Draw their attention to number 6 and inform them of the due date.
- Have them create their Top Secret Contraption as a homework assignment.

- Collect the cereal signs and the Top Secret Contraptions on the due date.
- Post the cereal signs on the board.
- Place the Top Secret Contraptions at random on the desks and number them.

- Inform students they are ready to play the Touchy Feely Game in order to discover some other strategies the food industry uses to encourage people to buy their products.

- Distribute one copy of [Super Snack Handout 5.2](#) to each student.

- Invite students to play the Touchy Feely Game in the

box.

- Share their understanding of what images and messages portray.

- Write the due date on [Super Snack Handout 5.1](#).
- Read the instructions very carefully.
- Build a Top Secret Contraption.
- Prepare a sign.

- Hand in their Top Secret Contraptions and their signs to the teacher.

- Become aware of why they are playing the game.

- Take note of students' understanding and reinvestment of advertising techniques using [Super Snack Teacher Reference 4.1](#).

following manner:

- put one hand in a Top Secret Contraption
 - feel the cereal
 - guess the name of the cereal by referring to the signs posted on the board
 - write their guess on [Super Snack Handout 5.2](#) below the corresponding number
 - circulate to the next Top Secret Contraption and repeat the procedure.
- Ask students to place their sign beside their Top Secret Contraption when everyone has completed the handout.
 - Invite students to circulate and verify their guesses.
 - Elicit from students which cereals were the easiest to guess and why.
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- Elicit from students the strategies they used for guessing the names of the cereals.
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- Inform students that the food industry has studied how people use these strategies to recognise popular food items. Food companies try to create and promote products that are easy for consumers to recognise.
 - Remind students to be conscious of the use of these techniques throughout the task.

- Listen to instructions of how to play the Touchy Feely Game.
 - Ask clarification questions if necessary.
 - Play the game.
 - Identify their cereals.
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- Confirm their guesses.
 - Name the cereals that were easiest to guess.
 - Explain why they were so easy to guess:
 - *They are popular, unique, and we have seen them before.*
 - *I remember it because of the size and the shape. I remember it is round.*
 - Name the strategies:
 - Use of prior knowledge and Inferencing.*
 - Become aware of the way media uses strategies to promote products.

- Observe students' understanding of the instructions and answer clarification questions.
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- Circulate and monitor, helping out where needed.
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- Observe students' ability to identify useful strategies.

Activity 6: TV Commercials

<ul style="list-style-type: none"> • Prepare ahead of time a videotape/DVD of 3 different food commercials. • Inform students that they will analyse TV commercials in order to become conscious of sound and visual clues used in media. • Distribute Super Snack Handout 6.1. • Draw students' attention to the list of sound clues in Part 1. • Turn the television so that students can not see the screen. • Ask students to listen to each commercial and to check off the sound clues as they hear them. • Invite them to guess what product is being promoted in each commercial and write their guesses in Part 2. • Turn off the volume on the television. • Turn the television so that students can see the screen. • Ask students to watch the commercials and write down the names of the products in Part 3. • Elicit from students which strategies they used for guessing the names of the products and how these strategies helped them. • Draw students' attention to the list of visual clues in Part 4. • Watch the commercials again and invite students to take notes about the visual clues used in each commercial. • Have students pair up to share and compare the sound and visual clues they noticed. • Inform students they will reflect on what they have learned and how they did it. • Ask a few students to name 2 new things they learned during the activity. • Ask them to take out Super Snack Handout 0.2 and 	<ul style="list-style-type: none"> • Become aware of the purpose of the activity. • Listen and check off the sound clues they hear. • Guess the name of the product. • Confirm their guesses. • Name the strategies: <i>Use of prior knowledge and Inferencing.</i> - <i>They helped me to make intelligent guesses.</i> • Watch and take notes about the visual clues (for example, "funny blue alien" beside the category "Mascot"). • Become aware of elements of media language. • Develop their understanding of the way media portray reality. • Think about what they 	<ul style="list-style-type: none"> • Observe students' ability to identify appropriate strategies. • Observe students' ability to identify elements of media language.
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complete the third column for the **class** goals.

- Have students complete the third column for the **personal** goals.
- Lead a class discussion on their successes and challenges with their learning up to this point.
- Invite them to continue working toward their goals.

Activity 7: Homework: Catching Commercials

- Use the videotape/DVD of the commercials from Activity 6.
- Create a reference sheet for yourself by filling in the grid for commercials A, B, C on [Super Snack Handout 7.1](#).
- Distribute one copy of [Super Snack Handout 7.1](#) to each student.
- Draw students' attention to commercial A on the grid.
- Invite students to write the name of the product.
- Elicit from them who could be attracted by the product: adults or children.
- Remind students that this is called the "target audience".
- Have them complete the grid for the target audience for commercials A, B, and C.
- Tell students they will watch the commercials again in order to become aware of the media techniques used to promote the products.
- Draw students' attention to *Visual Clues* in Part 2 and go over the questions.
- Invite them to watch the same three commercials with these questions in mind.
- Have students write the corresponding letter for the visual clue on the grid in Part 1.
- Ask them to share their answers with the class.
- Inform students of the names of each media technique and write them on the board.
 - A: social status
 - B: expert
 - C: traditional family values

have learned.

- Write the date.
- Draw and colour the appropriate happy faces.
- Talk about how they are working and learning.
- Focus on their goals.

- Recall the target audiences in Activity 1: *children / adults*.
- Write *children* or *adults* in the appropriate spaces.

- Focus on the Visual Clues to be observed.

- Name the visual clues they noticed in the commercials.
- Complete the column *Media Technique* in Part 2 with the corresponding information.

- Circulate and monitor, helping out where needed by encouraging students to focus on areas that need improvement.

- D: humour
- E: health
- F: mascot
- Have students write the name of the appropriate media technique used for commercials A, B, and C in Part 1.
- Tell them that their homework is to watch 10 other commercials and complete the handout in the same manner.
- Group students in teams of 4.
- Ask teams to compare their findings from Parts 1, 2 and 3.
- Encourage students to draw conclusions using questions such as:
 - *What kinds of products targeted children?*
 - *What visual clues attracted your attention?*
 - *Which media techniques were most popular?*
- Invite them to continue developing their ability to recognise these elements of media language.

Activity 8: A Crystal Clear Snack

- Prepare ahead of time the necessary material to make the crystals (see [Super Snack Handout 8.1](#)).
- Remind students that in the task their product profile should include the ingredients and a recipe.
- Inform them they will follow a sample recipe in order to make a snack.
- Distribute one copy of [Super Snack Handout 8.1](#) to each student.
- Invite students to scan the text, find the three ingredients used in the recipe, and write them down.
- Correct with the students.
- Place students in teams of four.
- Post [Interaction Poster #3](#).

- Watch 10 different TV commercials and take note of the product, the target audience, the message.
- Get into teams.
- Share and compare the information on their grids.
- Discuss and become aware of how media portray reality.

- Scan the text on [Super Snack Handout 8.1](#).
- Write down the three ingredients: *sugar, boiling water, and food colouring*.
- Participate in the correction.
- Get into teams of four.
- Observe the

- Observe students' growing awareness of advertising techniques.

- Observe students' motivation and participation.

- Draw students' attention to the functional language and model the dialogue.
- Invite teams to read the recipe carefully.
- Distribute the necessary material.
- Have teams make the Crystal Clear Snack.
- Ask students in how much time they think their snack will be ready.
- Invite teams to circulate and observe all the jars **after a few days**.
- Invite groups to carefully observe their own crystals and to complete the section *Observations* on their handouts.
- Lead a class discussion on the observations they made.
- Elicit from students the strategies they used for describing their Crystal Clear Snack.
- Tell students they will bring in a sample of their Super Snack for the class to taste on the day of their presentation.

Activity 9: Super Snack Sing-a-Long

- Inform students that songs and movements are used in ads to attract attention to the product that is being advertised.
- Tell students that they will learn a song to develop creative ways of advertising Super Snacks.
- Distribute [Super Snack Handout 9.1](#).
- Sing the song to students.
- Have them sing along the second time.
- Group students and ask them to highlight or underline the differences between each verse.
- Ask teams to create a new verse and to add a choreography to help them remember the various parts of the song.

- Interaction Poster and practice the dialogue.
- Read the instructions carefully.
- Make the snack.
- Suggest times: *15 minutes, 24 hours, a few days*, etc.
- Observe all the jars.
- Write their observations on [Super Snack Handout 8.1](#).
- Participate in the discussion using their notes.
- Name the strategies: *Resourcing, Cooperation, Asking for help or clarification*, etc.

- Listen and follow along
- Join in the song.
- Get into teams.
- Highlight or underline the differences.
- Create a new verse.
- Invent movements to

- Circulate and monitor, helping out where needed with students' pronunciation.
- Take note of students' use of functional language and ability to follow instructions using [Super Snack Teacher Reference 8.1](#).
- Take note of students' use of appropriate strategies using [Super Snack Teacher Reference 8.1](#).
- Observe students' motivation and participation.

- Invite groups to present their creations to the class.
- Enjoy the song again.

The Task: Creating and Advertising a New Super Snack

- Tell students they are now ready to create and describe their new Super Snack.
- Inform them of the evaluation criteria and show them an acetate of the group evaluation sheet ([Super Snack Handout 10.5](#)) they will be using to evaluate their presentations.

Step 1

- Place students in groups of four.
- Distribute one copy of [Super Snack Handout 10.1](#) to each team.
- Invite students to look at the model of a new Super Snack.
- Sing the songs and have the students join in.
- Distribute one copy of [Super Snack Handout 10.2](#) to student.
- Go over the items of information necessary for creating a Super Snack.
- Have teams read [Super Snack Handout 10.1](#) in detail and complete the column *Model* on [Super Snack Handout 10.2](#).
- Correct with the students using [Super Snack Teacher Reference 10.1](#).
- Draw students' attention to [Interaction Poster #1](#), [Interaction Poster #2](#), and [Interaction Poster #3](#).
- Review the strategy *Resourcing*, reminding students to refer to
 - the Interaction Posters
 - their completed handouts containing relevant information.

- go with the words of the song.
- Present their creations to the class.
- Sing along and join in the actions.

- Take note of students' creativity and use of theme-related vocabulary using [Super Snack Teacher Reference 9.1](#).

- Take note of the evaluation criteria.

- Find their team mates.

- Observe the model.

- Sing along.

- Recall what they will need to do to create a new Super Snack.
- Find the necessary information and write it in the *Model* column.
- Participate in the correction.
- Ask clarification questions.

- Use the strategy *Resourcing* to come to an agreement on a new Super Snack

<ul style="list-style-type: none"> • Invite students to complete the column <i>It's Our Turn</i> on Super Snack Handout 10.2. <p>Step 2</p> <ul style="list-style-type: none"> • Tell students they are now ready to work on their ad campaign for their new Super Snack. • Draw their attention to the advertising techniques used on Super Snack Handout 10.1 and elicit them. <ul style="list-style-type: none"> • Inform students that for the presentation of their ad campaign a storyboard is a useful planning tool. It can be used for preparing skits, comic strips, digital slide shows, videos, puppet shows, etc. • Distribute one copy of Super Snack Handout 10.3 to each team. • Go over the text and the corresponding illustration for each scene. <ul style="list-style-type: none"> • Have students notice that both the text and the illustrations guide them in organising the sequencing of their ideas. • Distribute Super Snack Handout 10.4 to teams. • Invite students to use the blank story board as a planning tool to prepare their own presentation. • Announce the presentation date and the schedule for preparing their presentations. • Remind students to bring a sample of their Super Snack for the class to taste. • Invite teams to divide up the work and to prepare and practice their presentations. • Have students engage in the task. 	<p>new Super Snack.</p> <ul style="list-style-type: none"> • Discuss and fill in the <i>It's Our Turn</i> column. <ul style="list-style-type: none"> • Look at the model. • Name the advertising techniques used: <ul style="list-style-type: none"> - <i>music</i> - <i>singing</i> - <i>character / boy</i> - <i>graph</i> - <i>jingle</i> - <i>superlatives / the chewiest</i> • Discuss the advertising techniques they want to use. <ul style="list-style-type: none"> • Become aware of a useful planning tool. <ul style="list-style-type: none"> • Look at the sketches and read the corresponding texts. • Notice the sequencing. <ul style="list-style-type: none"> • Take note of the deadlines. <ul style="list-style-type: none"> • Discuss how they will present their new 	<ul style="list-style-type: none"> • Circulate and assess a few students' participation and ability to create and describe their new Super Snack, using the observation grid Super Snack Teacher Reference 10.2. <ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. <ul style="list-style-type: none"> • Circulate and assess other students' participation and ability to create and describe
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<ul style="list-style-type: none"> • Distribute Super Snack Handout 10.5. • Draw students' attention to the group evaluation criteria and model how to check off appropriate items using Super Snack Handout 10.1, Super Snack Handout 10.2, and Super Snack Handout 10.3. • Invite teams to take turns presenting their new Super Snack and their ad campaign. • Have the other teams complete one copy of Super Snack Handout 10.5 after each presentation. <p>* You may wish to use a video camera to film students' presentations. The video can be watched on a television or with a projector once all the Super Snacks have been filmed in order to help students complete their self-evaluations and their peer evaluations.</p>	<p>present their new Super Snack.</p> <ul style="list-style-type: none"> • Choose the advertising techniques they will use. • Prepare a storyboard using Super Snack Handout 10.4. • Agree upon how they will present their advertising campaign. • Make their Super Snack. • Practice their presentations. <ul style="list-style-type: none"> • Become aware of what to observe. • Watch and listen to their classmates' creations. • Share their opinions and come to an agreement on the evaluation of each presentation. • Give the completed group evaluation sheets, Super Snack Handout 10.5, to the corresponding teams. 	<p>to create and describe their new Super Snack, using the observation grid Super Snack Teacher Reference 10.2.</p> <ul style="list-style-type: none"> • Observe students' use of the strategy <i>Practice</i>. • Take note of students' ability to present their advertising campaign clearly and coherently, using Super Snack Teacher Reference 10.3. <p>* Completed group evaluation sheets may be used to support your own evaluation for objectivity purposes.</p>
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ASSIMILATION & TRANSFER OF LEARNING

Teacher's Role	Students' Role	Ongoing Evaluation
<ul style="list-style-type: none"> • Inform students they will reflect on and talk about what they have learned and how they did it. • Ask them to take out Super Snack Handout 0.2 and complete the final column for the class goals. * You may wish to help students visualize their efforts by creating a graph with the total number of the class' green happy faces for each class goal. • Ask students to name an advertising technique they have noticed in a television commercial that is not related to food. • Elicit from students the elements of these commercials that have attracted their attention and why. • Have students discuss their successes and challenges with these goals in their teams. • Invite a few students to share some of their team's observations with the class. • Elicit from students suggestions for overcoming any difficulties with class goals. • Have students complete the final column for the personal goals on Super Snack Handout 0.2. • Distribute Super Snack Handout 11.1. • Walk the class through each point. • Have students complete the self-evaluation sheet individually. • Ask them to set a personal goal for the next project. 	<ul style="list-style-type: none"> • Prepare themselves to reflect individually on their learning. • Draw and colour the appropriate happy face. • Respond, demonstrating their understanding of general advertising techniques and the influence on them. • Become aware of their strengths and weaknesses as a class. • Participate and search for solutions. • Reflect on their efforts. • Draw and colour the appropriate happy face. • Reflect on what and how they learned. • Complete the self-evaluation sheet. • Set a personal goal for the next project. 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Observe students' understanding of how the media portray reality in advertising. • Take note of common problems. • Circulate and comment on students' self-evaluation and goal setting. • All traces of the process, the final product and the evaluation tools may be saved for students' portfolios.

Analysis of What Took Place

Most Successful Activities:

Why?

Least Successful Activities:

Why?

Things I will do differently next time:

How?