

Lesson Plan - The Real Stuff?

Grade Level: Grade 9

Learning Objectives:

- to learn about the effects of advertising
- learn about the marketing of maple syrup and it's positive aspects as well as area for improvement
- have the opportunity to work cohesively as a group and come up with a finished product together

Expectations: Consumer Awareness

- Describe the influence of marketing and advertising on personal food choices

Materials:

- Bristol board
- Scissors
- Glue
- Markers
- OMSPA approved maple syrup
- Maple syrup that is not approved
- Plastic dishes and spoons

Procedure/activities:

- Find out what the students know about Maple Syrup and it's production.
- Set out two different types of Maple Syrup in front of the students. Make sure one is approved by OMSPA and the other is not.
- Ask them to compare and contrast the labels. If they were to choose one from which they could have a taste, which one would it be? Why?
- Give them all a chance to taste both syrups, one is the real deal and one isn't. Can they tell by the label which one is the real stuff and which one isn't? Looking at the bottle and seeing the advertising, would you want to buy it?
- Have the class get into groups and give them each an advertising ad/poster or product for marketing maple syrup in Canada and overseas. Have them record the positive aspects of the advertisement as well as the areas of improvement.
- Have the students share their results with the rest of their class.
- While presenting their results, ask the students if the advertising is good enough to convince them to buy maple syrup.
- Have the groups get back together and design their ad or label with a catchy slogan that they believe draw people to buy their product, maple syrup.

Assessment:

- assess the finished advertisement
- peer evaluation
- self-evaluation

Extension Activities:

- Have a judge (i.e. another teacher or a principal) to judge the ads and have the winning team receive prize (could even be a maple syrup product).

Self-Assessment – The Real Stuff?

NAME: _____

DATE : _____

| | 1 NOT AT ALL | 2 A LITTLE | 3 ALMOST ALWAYS | 4 ALL THE TIME |
|---|-------------------------|-----------------------|--------------------------------|-------------------------------|
| I PROVIDED INPUT TO MY GROUP | | | | |
| I ENCOURAGED MY GROUP MEMBERS TO PROVIDE INPUT | | | | |
| I LISTENED ATTENTIVELY AND WITHOUT INTERRUPTION | | | | |
| I PROVIDED POSITIVE FEEDBACK | | | | |
| MY GROUP STAYED FOCUSED | | | | |
| MY GROUP WORKED WELL TOGETHER | | | | |

WHAT WAS YOUR ROLE IN THE GROUP?

WHAT DID YOU LEARN MOST WORKING TOGETHER WITH YOUR GROUP?

WHAT DO YOU THINK YOUR GROUP COULD HAVE DONE DIFFERENTLY?

Peer Assessment – The Real Stuff?

Date: _____

Your Name : _____

Group Members

1. _____

2. _____

3. _____

Decide on a letter that best describes each of your team members based on the guidelines listed below

| A | B | C | D |
|---------------------|----------------------------|------------------|--------------|
| All the time | Almost all the time | Sometimes | Never |

| Guidelines | Group Member 1 | Group Member 2 | Group Member 3 |
|--|-----------------------|-----------------------|-----------------------|
| Was open to the ideas of others | | | |
| Supplied valid input | | | |
| Encouraged and listened to the other group members | | | |
| Provided positive feedback and constructive criticism | | | |