

KEY STAGE 3:

Session Three – Soft Drinks Marketing & Peer Advocacy

Learning objectives:

- To understand the role of the marketing strategies of the food and drink industry used to influence consumer choice in children and young people.
- To understand the role and scale of marketing strategies / lobbying efforts employed by the soft drinks industry to influence consumer choice in children, young people and families
- To consolidate learning from session 1 and 2 and consider a peer advocacy approach to cascade key messages on the negative health effects of consuming excess sugary drinks.

Resources:

- **PowerPoint Presentation;** to be delivered alongside the online resources including information covering; slides on the soft drinks industry, marketing approaches used by industry, rationale for a sugary drinks levy
- Interactive online Q and A and short animated films
- On-line post-learning knowledge and awareness questionnaire for pupils
- Ensure that audio is currently working to support two short videos within the presentation

LESSON PLAN

PART ONE: INTRODUCTION [5 MIN]

- Introduction to the lesson and recap of previous session
 - Recap: Quick round of questions to start the lesson off; what have you learnt about sugary soft drinks so far, has any of the information been new, surprising? Have you practised any of the skills yet? Reading labels in shops, making healthier choices, cutting down on consumption?

PART TWO: POWERPOINT PRESENTATION [20 MIN]

Slide	Information
2	• Show the pupils how much soft drinks the UK consumes every year using the table on the slide. • 13,474 million litres is the equivalent of 5.3 Olympic Swimming Pools (which hold around 2,500,000 litres) • Per person, that accounts to over a bathtub full of sugary drinks every year. • Whilst levels have remained relatively steady over the past five years, point out that in 2018, there was a 4% increase in million litres consumed, and per person a 7% rise.
3-6	• Show the slides and point out the key information.

7	• Why does Coca-Cola and Diet Coke spend different amounts of money on outdoor advertising? What effect does that have? • Ask the pupils whether they can think of any examples of outdoor advertising of sugary drinks. Hints include: bus stops, side of buses, on telephone boxes and on gigantic billboards! • Point out that 'The Coca-Cola company' represents all three varieties of Coke – Coca-Cola, Coke Zero and Diet Coke.
8-10	• Ask the pupils whether there are any surprises here? • Ask the pupils to think about why drinks companies invest so much money in marketing and advertising and share with the class.
11-12	• Can the students give any examples of the types of advertising they've seen and any that have been appealing? Think about all types of sporting events, theme parks, rides, celebrities, TV programmes and more. • Ask the pupils which types of advertising appeals to them the most as young people and why. • Explain to the pupils that new forms of advertising such as social media and mobile are becoming more popular as our media use changes – particularly for young people, of which many now spend more time of the internet every day than watching TV.
13	• Show the pupils the information in the table. • Point out that restrictions only apply to programmes aimed specifically at children, what about family programmes that children may watch, such as X-Factor? • Ask them whether they think such restrictions should be extended to general audience viewing.
14-15	• Show the two short films and then ask the students to brainstorm as many words and phrases they can think of that came to mind when watching the two films. Scribe these on a whiteboard or flipchart or ask the students to write them on post it and add them to a piece of flipchart paper. You'll be using these later in the session. Think of how the films made you feel- want to join in, cool, lifestyle, trendy people, fun, friends, celebrities etc.
16-17	• Ask the pupils whether they have heard of the Sugar Tax and to explain what they think it involves. • Show the pupils the detail on the slides which detail the aims of the tax • Note that it was not aimed to be a tax on shoppers, but a tax on soft drink companies to challenge them to reduce the content of sugar in their drinks – so what happened next?
18-19	• Show the pupils the details on the slides. • Ask the pupils whether any of them drink these drinks and if they have noticed a difference in the taste.
20	• Explain to the pupils that not all soft drink companies decided to reduce their sugar content, such as Coca-Cola and Pepsi. • Ask the pupils whether they have noticed a difference in the price and whether these increases in price would put them off buying them. • Some brands have also introduced smaller cans, including Coca-Cola who reduced their 330ml can to 250ml to help avoid the tax.
21	• Show the pupils the information. Ask them whether they think this is good use of the money.

22	- Explain that the UK is not the first country to introduce a tax. Mexico introduced a tax in 2016 and has seen a fall in the sales of sugary drinks and increase in the sales of bottled water. - Note that we need more evidence to show whether the tax has had any impact on helping to reduce the consumption of sugar and improvements to health.
23	Show the pupils the information on the slide, taken from the GULP online sugary drinks calculator.
24-25	- Show the pupils the information on the slide, which details the balanced argument and why industry did not like the tax. - Ask the pupils what they think of these arguments.
26	Summarise the session.

PART THREE: MARKETING ACTIVITY [30 MIN]

Step 1: Put the students into small groups of four or five.

Step 2: Explain that they are going to create a campaign for a new, cool drink called WATER. It must appeal to young people so as the marketing teams for the WATER they are going to create an online buzz about it. They will plan a YouTube vlogger campaign for WATER. Groups must think of their favourite type of YouTube vloggers and devise a short piece of drama (no longer than say four or five minutes at most) starring the vloggers and WATER. For example, a beauty vlogger might talk about being sent a new beauty product that will make their skin glow and keep them healthy and they're going to keep an online diary or perhaps some YouTube pranksters will play a hidden camera prank where they replace people's sugary drinks with WATER.

Step 3: The groups must plan their short 'video' to act out in front of the class. They can take different roles such as writer, actor, props person. Once the groups have their short dramas prepared and rehearsed they can show the rest of the class. After each short drama, talk about what worked, how well they group got their point across and whether it would persuade them to swap their sugary drinks for plain water.

Step 4 (optional): As a follow up, it would great to offer students the chance to actually film and edit their short dramas and to upload them to YouTube and show them to the rest of the school. Don't forget to send any films to info@foodactive.org.uk.

PART FOUR: CONCLUSION [5 MIN]

- Ask students how they feel about the way in which sugary soft drinks are marketed and promoted? How could the knowledge gained from the three sessions be utilised to cascade messages more widely within school, with peers or within the community?
- Ask the pupils to make a pledge to carry out in the following week with a specific target e.g.: to reduce intake to two cans per week from five; to take water to football practice rather than sports drink; to swap full sugar for diet version of a favourite drink.
- Ask pupils to complete the on-line post-learning knowledge and awareness questionnaire which will be accessible via email.

FURTHER INFORMATION

Reducing consumption of sugar sweetened beverages in adolescents

Advising young people to simply stop drinking soft drinks all together may not be an effective way of reducing consumption. Presenting healthy alternatives may be one method, however engaging young people in debate on public health issues may be another.

Making healthier choices; knowledge on reading labelling, understanding the different categories of soft drinks and their effects gained from L1 and L2 presenting healthier alternatives will help pupils make informed, healthier decisions when purchasing soft drinks.

Providing information on the marketing of soft drinks, some of the public health issues associated with their consumption and engaging in debate may empower young people to reconsider the attitudes and behaviours towards sugary drink consumption. Studies have demonstrated that their peers influence youth's health behaviours. This may lead to a peer education approach to support young people in developing positive group norms and in making healthy decisions. Research suggests that people are more likely to hear and personalize messages, and thus to change their attitudes and behaviours, if they believe the messenger is similar to them and faces the same concerns and pressures.

The marketing of soft drinks to children and young people

- The soft drink industry is worth £15.7bn in the UK, and £21m was spent on advertising by the top 10 biggest soft drink companies in 2014.
- Food and drink companies target this age group as they have immense purchasing power and influence on their parents/guardians and are the future adult consumers.
- The youth of today are surrounded by the media, which companies use to reach their target audience in so many different ways, 24/7.
- Advertising campaigns through television, radio, packaging and billboards often includes figures or celebrities that are popular with adolescents, advertising out of school hours when they are most likely to be watching the T.V and portraying desirable imagery.
- The marketing of energy-dense and nutrient poor foods has been linked to increased rates of overweight and obesity.
- As marketing of high fat, sugar and salt foods and drinks to children through traditional channels have been restricted; there has been a growth in digital marketing. An example being Fanta, whose sales have grown massively in recent years mainly down to internet games.

Arguments for and against the Sugar Tax

Arguments for the sugar tax	Argument against the sugar tax
Support from health officials, organisations, doctors, GP's and celebrity chefs; • Success reported from a 10% tax implemented in Mexico – a 6% fall in sale of SSB's in one year. This impact was seen greatest in low income households, which have some of the greatest consumption levels. Therefore proving a tax could help curb increasing consumption levels of SSBs. • Similar positive impacts have been seen in Berkeley, California, who have also introduced a tax on sugar drinks. More and more countries are starting to implement such taxes as the evidence base grows. • People of all ages in the UK consume over the recommended daily amount, with 11-18 year olds reporting the greatest consumption. • High consumption of SSB's has been strongly linked to greater incidences of obesity, type 2 diabetes and tooth decay. • Sugary drinks have been labelled as a catalyst for the global obesity epidemic. • Sugary soft drinks provide calories or also known as 'empty' calories as they have no nutritional value • Research suggests a 20% sugar tax in the UK could result in 2,400 fewer diabetes cases, 1,700 fewer stroke and coronary heart disease cases, 400 fewer cancer cases, and gain some 41,000 Quality Adjusted Life Years (QALYs) per year across England	Opposition from the food and drink industry claiming that: • The tax will penalise those who drink SSB's responsibly, however only if the manufacturers pass on the levy to consumers • Research by the Food and Drink Federation suggests that 6/10 Britons think the sugar tax is not an effective way of tackling obesity • Concerns over the decline in profits from the soft drink market. • Therefore concerns over potential job losses within the industry as a result of these losses • The soft drinks industry are already doing their bit to help reduce intake of sugar

References and further reading

- [Food Advertising and Marketing directed at children and youths](#)
- [The sugar tax debate](#)
- [GULP website](#)
- [Obesity Health Alliance](#)
- The British Soft Drinks Industry Annual Report 2015
http://www.britishsoftdrinks.com/write/MediaUploads/Publications/BSDA_Annual_Report_2015.pdf
- <http://digitalmarketingstrategy.ucd.ie/evolution-fanta-digital-marketing-strategies-finest/2/>

- Public Health England Press release PHE urges parents to cut sugary drinks from children's diets: <https://www.gov.uk/government/news/phe-urges-parents-to-cut-sugary-drinks-from-childrens-diets>
- National Obesity Observatory Slide Sets: <https://www.noo.org.uk/>
- The Grocer Soft Drinks Report 2015
<http://www.thegrocer.co.uk/reports/digital-features/soft-drinks-report-2015/life-flies-high-with-9-share-of-cokes-advertising-spend/516139.article>
- Soft Drinks Industry Levy: 12 things you should know
<https://www.gov.uk/government/news/soft-drinks-industry-levy-12-things-you-should-know>

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