Lesson 1.04 – (Relevant to National Health Education Standards 2, 5 & 7)
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Teacher’s Lesson Plan

Hey Good Lookin’!
When food looks beautiful, we think it will taste better and are willing to pay more for it.

**Objective:** To learn how the look of a food can trick you into paying more for it and thinking it tastes better.

**Warm-Up Questions:**
1. When sitting down to a meal, what helps you decide whether the food you're about to eat is going to taste good?
2. If you wanted to impress guests at a meal, what kinds of things could you do to make your food seem tastier?

**Blackboard Plan:**

<table>
<thead>
<tr>
<th>Not Tasty</th>
<th>Tasty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How tasty does brownie &quot;A&quot; look? 1-----2-----3-----4-----5</td>
<td></td>
</tr>
<tr>
<td>2. How tasty does brownie &quot;B&quot; look? 1-----2-----3-----4-----5</td>
<td></td>
</tr>
<tr>
<td>3. How much money would you pay for brownie &quot;A&quot;?</td>
<td></td>
</tr>
<tr>
<td>4. How much money would you pay for brownie &quot;B&quot;?</td>
<td></td>
</tr>
<tr>
<td>5. If the amounts you listed for questions #3 and #4 are different, which brownie would you pay more for? Why?</td>
<td></td>
</tr>
</tbody>
</table>

**Activity:**

**Materials:**
1. Brownie on paper napkin
2. Brownie dusted with powdered sugar placed on an attractive glass plate

**Procedure:**
1. Divide the class into two groups.
2. Have students in group one leave the classroom.
3. Show the students in group two the brownie on the paper napkin.
4. Have students in group two write down the maximum price they would be willing to pay for the brownie.
5. Have students in group one come back into the classroom, and ask the students in group two to leave the room.
6. Show the students in group one the brownie on the attractive glass plate.
7. Have students in group one write down the maximum price they would be willing to pay for the brownie.
8. Have students get into pairs (a student from group one with a student from group two) and explain the reasoning for their prices.
9. Have a class discussion and show all students both of the brownie set-ups.

**Discussion Questions:**
1. Other than the look of a food, what other things affect your opinion of a food?
2. If you wanted to help someone eat more healthy foods, how could you make the foods look tastier?

**Take-Away Facts:**
1. The more beautiful that a food looks, the more delicious you think it is.
2. The more beautiful a food looks, the more you are willing to pay for it.
3. People consider appearance more than taste when deciding how much a food is worth.


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* Wansink, Brian, Collin Payne, James E. Painter, and Jill North. “What is Beautiful Tastes Good... and is Expensive: Visual Cues, Taste, and Willingness to Pay.”

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