



The Influence of Product Construction on Product Choice

Emma Johnston
Teacher Designer



How do we choose to buy it?

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This Learning Element is published by Common Ground Publishing for the Teacher as designer project, a joint project of Common Ground Publishing, The Le@rning Federation, the Primary English Teaching Association and RMIT, Victoria. The Teacher as designer project, brought together 12 primary teachers from Queensland, NSW, ACT, Victoria, Tasmania and South Australia to write learning elements. Teachers integrated new digital content from The Le@rning Federation into their learning elements using the Learning by design approach to pedagogy developed by Mary Kalantzis and Bill Cope. Learning elements resulting from the project are available on the partner websites:

Common Ground: <http://.tad.CGPublisher.com>
The Le@rning Federation: www.thelearningfederation.edu.au
Primary English Teaching Association (PETA): www.peta.edu.au

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LEARNING FOCUS



Knowledge Domain

Communicating (Being Literate), Thinking (Inquiry), Personal Futures (Maintaining Wellbeing)

Scope of Learning

What is packaging? How is packaging constructed? How can packaging influence our choices?

Learning Level

Grade 2/3

Prior Knowledge

Students are involved in a Discovery Framework 'Living Long Lives' which is focussing on making positive choices with regards to their health. Students are exposed to different cereals in their everyday life and will be able to discuss those familiar to t

WHAT WE'RE LEARNING



Our Subject

Being Happy and Healthy, Communicating, Thinking

Our Topic

What is a package? How are packages made? What makes a good package?

Our Class

Grade 2/3

What We Already Know

We know about different cereals we can buy and eat. We are able to recognise familiar cereal boxes. We can read familiar information on cereal boxes and can recall words, phrases or pictures used to remind us of different cereals.

KNOWLEDGE OBJECTIVES



As a result of completing this Learning Element, students will be able to:



- To identify the form of advertisement used in the packaging of products
- To explore the purpose of different forms of advertising used in real life situations



- To identify the components of a successful package



- To identify how the purpose of a package is altered to suit differing target audiences
- To identify and reflect on how packaging influences students choices and/or knowledge about products



- To construct appropriate packaging for a 'new' product for a given audience
- To use knowledge gained about packaging to construct a package for a target audience about a 'new' product

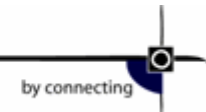
FINDING OUT



As a result of completing this Learning Element, students will be able to:



- Find examples of packaging we see around us, particularly cereal boxes
- Investigate why advertising is being used



- Investigate how packaging is made



- See how packaging is made to attract different people
- Reflect on which packaging are created for children



- To design and create a successful packaging for a 'new' product



Learning Activity 1: Off we go

experiencing the known

experiencing the new

Task 1.1: Travel to the local supermarket to look at the way products are presented for sale.

analysing critically

Task 1.2: While walking around, each student is prompted to reflect on

- What do we see?
- How do we notice products?
- What products do we notice the most?
- What attracts us to them?
- What messages do we get?
- Would our family members think the same as we do?

Task 1.3: Using recording sheets and photos taken on the excursion record student experiences, comments and thoughts in a reflective big book.



Learning Activity 1: Off we go

experiencing the known

by being: in new worlds

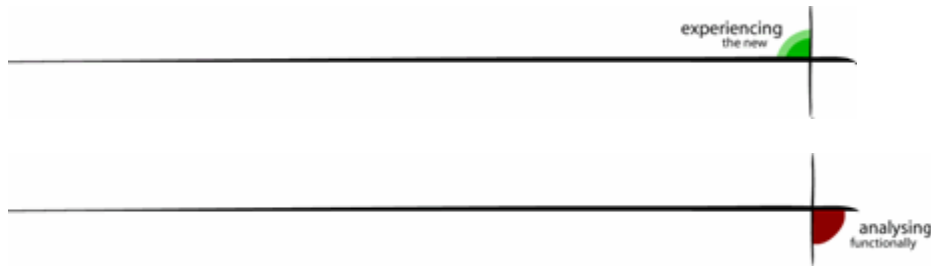
Task 1.1: Go on an excursion to a local supermarket.

by thinking about who something is for

Task 1.2: Use the recording sheet to record notes about what you see and why you notice them.

Task 1.3: Work as a group to record your thoughts in our Big Book.

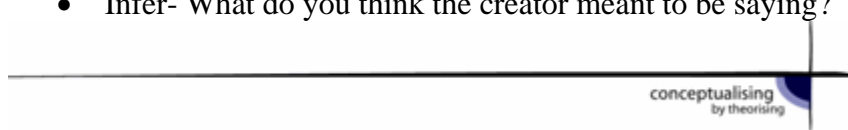




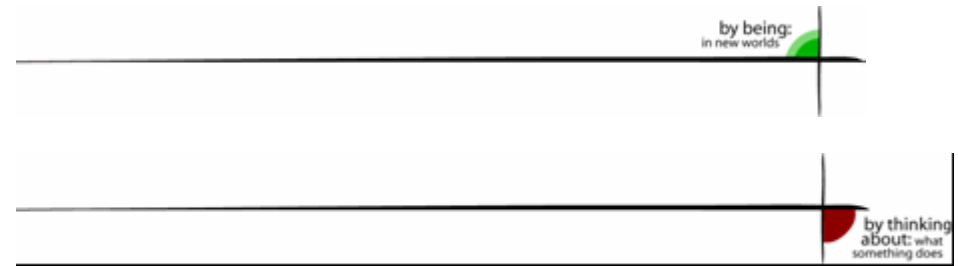
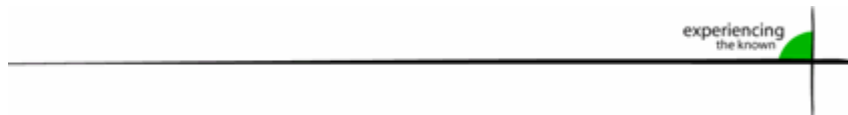
Learning Activity 2: What does the box say?

Task 2.1: Each member of the group takes on a specific role while looking specifically at the collection of cereal boxes collected. Each member has the responsibility to present their findings to the group.

- Describe- What are the key features of the multimodal text?
 - What stands out as its main points?
- Examine- Which bits are not-so-obvious or confusing?
- Perceive- How can we figure out the meaning of the parts that are not-so-obvious?
- Infer- What do you think the creator meant to be saying?

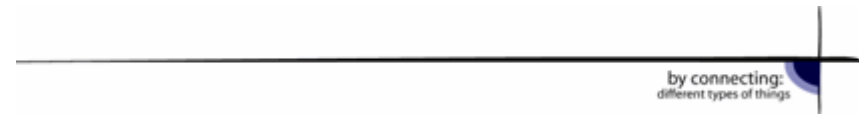


Task 2.1: Each person presents as the 'expert'. Time is given at the end to collectively record their findings in the group in the Big Book.

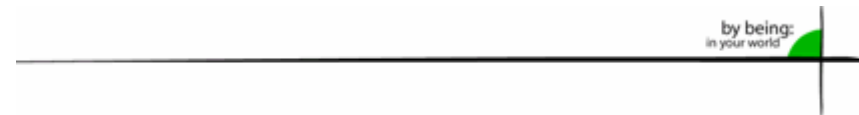


Learning Activity 2: What does the box say?

Task 2.1: Look at our collection of cereal boxes. Using the cue cards, take on a role in the group to describe, examine, perceive and infer the packaging of cereal boxes. Take turns to tell the group about your observations.

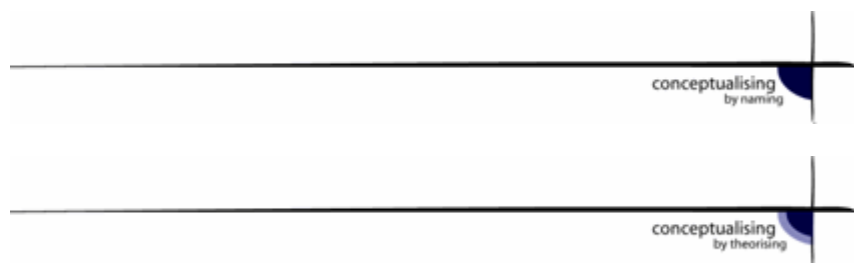


Task 2.2: Record what your group has talked about in the Big Book.
Task 2.3: Work as a group to create an 'expert' observation of a Weet-Bix box.
Work as a group to observe each of the roles.



Learning Activity 3: How do we remember?

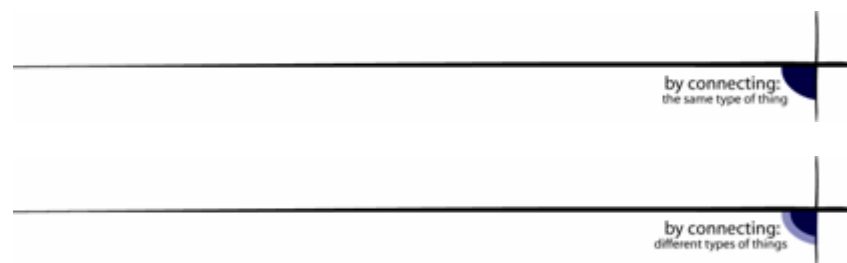
Task 3.1: Brainstorm the cereals that are remembered.
Record why they are remembered.



Task 3.2: Introduce the advertising form of ‘slogans’ and ‘jingles’.
Discuss their purpose. Record the slogans and jingles recalled in the Big Book. Return to the class group and as a group of ‘experts’ share what has been learnt. Ask members of the class to help collect jingles and slogans. Begin a whole class display showing slogans and jingles in different colours.

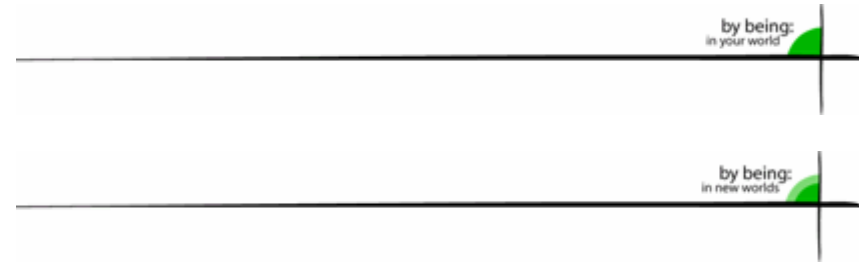
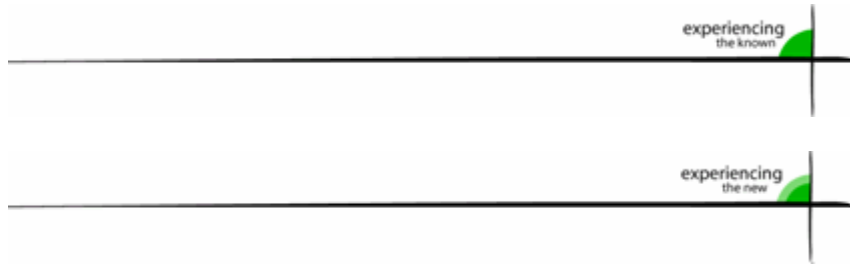
Learning Activity 3: How do we remember?

Task 3.1: Work in your group to brainstorm all the cereals you can remember. Next, go back over your list and record why you remember them.



Task 3.2: ‘Sayings and Songs’ are used to help us recall or associate a product with a ‘slogan or jingle’, eg. Coco Pops- ‘just like a chocolate milkshake only crunchy’. These are used to sway us to buy the ‘known’ product.

- Close your eyes while saying a slogan or jingle and you will probably be able to recall other pictures or information from the ad you are thinking of eg. Nutrigrain- muscly boy or man
- Record these new concepts in our Big Book. Report back to the class.
- Ask the class to help you collect slogans or jingles for cereals or other products they know. Display in the classroom.

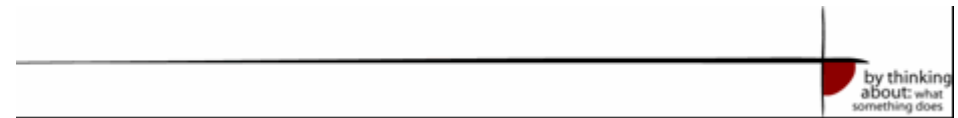


Learning Activity 4: Legal Matters

Task 4.1: Revisit the collection of cereal boxes.
Using a venn diagram work to compare cereal boxes.

Learning Activity 4: What's on the box?

Task 4.1: Revisit your collection of cereal boxes.
Work with a partner to use a venn diagram to compare two cereal boxes.



Task 4.2: Examine the construction of the packaging,

- What is common about the boxes/packaging?
- Where information is on the boxes?
- How 'expert' do you have to be to read the box?
- What is legally required on the boxes?
- What is not on the boxes?
- What do we read the boxes?

Can we generalise about what is needed on each box? As a group list the components of a cereal box.

(possibly collect more expert information from appropriate websites or real life marketer)

Task 4.2: Use your common things on the Venn diagram to compare with other groups.
Make a list of things you think cereal boxes need to have on them. Why would this information be on it? What skills do you need to read this information?

Relook at the boxes- discuss as a group what might be 'legally' necessary on the boxes. Why would they be needed?

Can you find an 'expert' who knows more about these 'legal' requirements? Would this information be true or false? Why?

Task 4.3: Use the list of requirements as a checklist by exploring different cereal boxes.

Learning Activity 5: True or False?

Task 5.1: Read the collection of cereal boxes. Revisit the checklist of requirements collated about cereal boxes.

Discuss:

- What information is on the box?
- Who is this information for?
- Where is the information from?
- Who may have written it?

Task 5.2: Work in pairs to investigate different cereal boxes, recording information in the table provided. Share back to the group and discuss as a group the purpose of each of the requirements. Introduce terms such as the audience and purpose of different requirements of the packaging, eg. What is the intended audience of the competition on the packaging?

Relate back to the advertising done through jingles and slogans.

Learning Activity 6: Learning Object

Task 6.1: In pairs work through TLF Learning Object #413 'Marketing and Advertising' - Selling soft drinks.

Learning Activity 5: True or False?

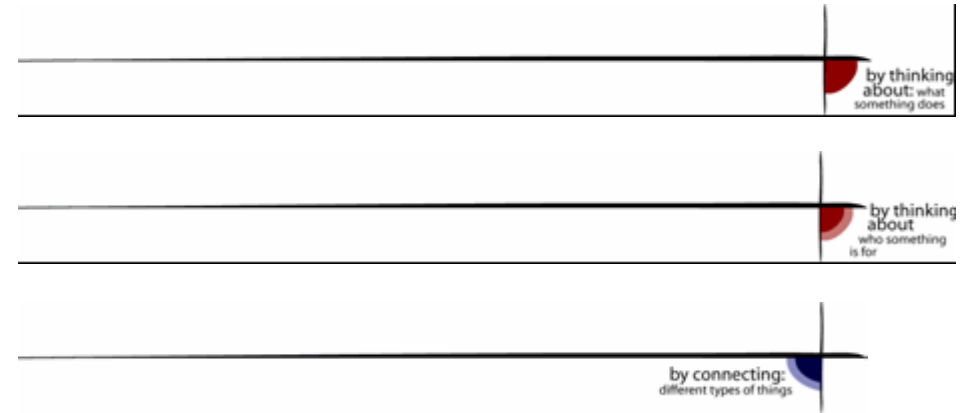
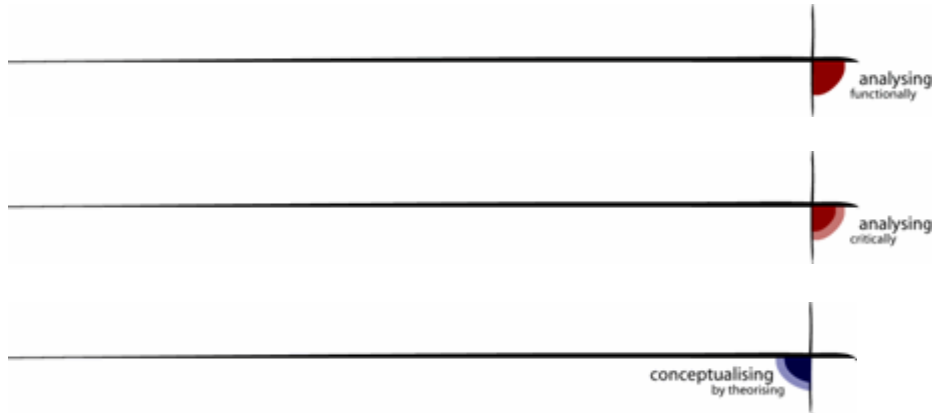
Task 5.1: Revisit our collection of cereal boxes. Think about the information which is legally required on cereal boxes. Would this be true or false? Why?

- Who is this information for?
- Where would this information be from?
- Does this need to be true or false?
- Can you think of information that is not included on your cereal boxes?

Task 5.2: Work in pairs to investigate different cereal boxes, record your information in the table provided. Share back with the group.

Learning Activity 6: Can You Sell The Soda?

Task 6.1: In pairs work on the computer on TLF Learning Object #413 'Marketing and Advertising' - Selling soft drinks.



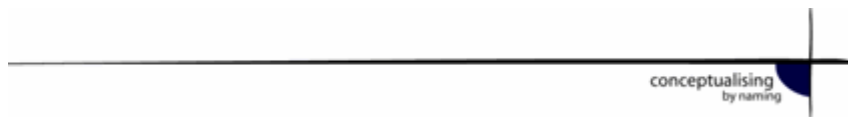
Learning Activity 7: Who really notices?

Task 7.1: Revisit the collection of cereal boxes. Ask students to sort the cereal boxes in groups according to who the packaging is trying to attract. Photograph the groups formed and question students about their choices,

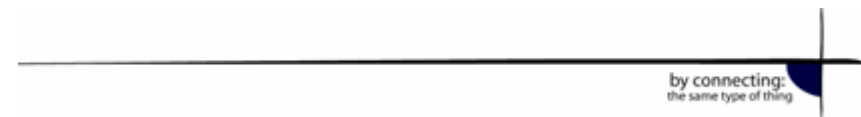
- What audience do the cereal boxes have?
- What decisions may have been made for the different audience?

Learning Activity 7: Who really notices?

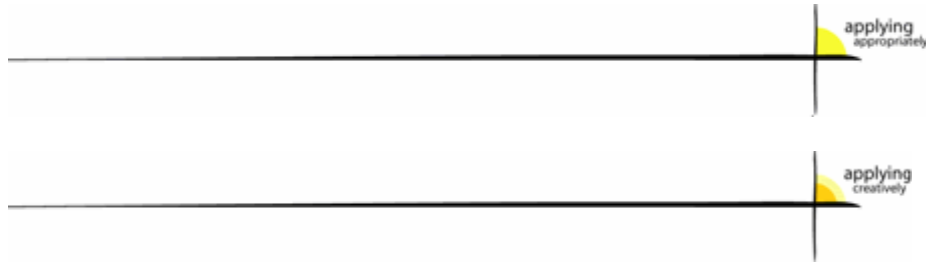
Task 7.1: Revisit the collection of cereal boxes in the classroom. Can you sort the cereal boxes according to the who the packaging is for? Are they for kids? Adults? Men? Women? Photograph your groups, and discuss what has been used to attract these people?



Task 7.2: Relate the design process of the packaging to the experiences students had with marketing a product in the learning object. Introduce the term marketing and discuss that the role that marketing has on the success of a product. Add marketing to the glossary in the Big Book. List marketing strategies used to sell the cereal they are investigating.



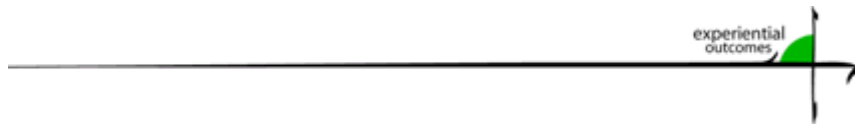
Task 7.2: What strategies have been used to attract these groups? Discuss the meaning of marketing and add this term in the Big Book.



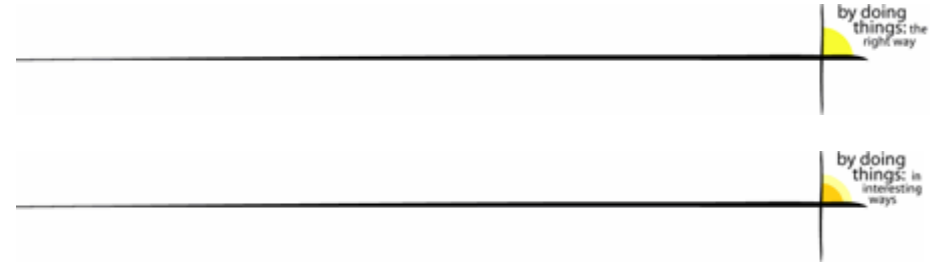
Learning Activity 8: On Your Own...

Task 8.1: Design new packaging for a cereal. Introduce a cereal in individual bowls for students to taste. Provide the following scenario for students, 'Explain that it is a new cereal being prepared for sale by Kellogg's for children who are eight and nine year olds. At this stage it is not named but the taste has been tested and liked by this age group. A survey has been conducted and it was found that children of this age group have the favourite colours of blue and green, and like mythical creatures such as dragons. Your job is to name, provide a catchy slogan or jingle and design the packaging for the new cereal.'

Use the jointly constructed list of requirements for a cereal packet to assist in promoting self-monitoring during the design process.



Revisit the collection of cereal boxes. Using a Venn diagram work to compare cereal boxes to create a list of requirements needed to make a cereal package.

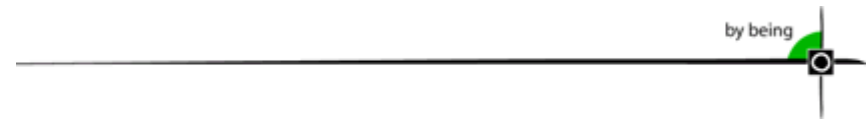


Learning Activity 8: On Your Own...

Task 8.1: Design new packaging for a new cereal being produced by Kellogg's for children who are eight and nine year olds. At this stage it is not named but the taste has been tested and liked by this age group. A survey has been conducted and it was found that children of this age group have the favourite colours of blue and green, and like mythical creatures such as dragons. Your job is to name, provide a catchy slogan or jingle and design the packaging for the new cereal.

Use your list of requirements for a cereal box to help you remember everything needed for your packet.

Try your packaging out on people you know to see if they are attracted to your package design along the way.



Revisit your collection of cereal boxes. Work with a partner to use a venn diagram to compare two cereal boxes. Compare your common list with other pairs to create a list of requirements needed to make a cereal package.



Revisit the collection of cereal boxes. Ask students to sort the cereal boxes in groups according to who the packaging is trying to attract. Photograph the groups formed and question students about their choices,

- What audience do the cereal boxes have?
- What decisions may have been made for the different audience?



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LEARNING PATHWAYS



Follow-on activities and learning experiences might include:

Ask students to develop a poster to inform their parents of a strategy of marketing or advertising used to make them choose a cereal product at the supermarket.

Negotiate a rubric used to assess the completed packaging of the new cereal. Ask students to present their new product and ask students to peer assess and give feedback about the new packaging.

MOVING ON



What might we learn about next?

Design a poster for your parents about a method used to sell cereal to them.

Work with the teacher to create a rubric which could be used to mark your new packaging. Present your new product to the class and ask them to give you some feedback about what they like or disliked about your packaging, slogan or name.



About this Learning Element

Description

These experiences are planned for an identified group of students within the class, to extend their understandings of how their choices can be influenced by marketing and advertising, specifically focussing on their experiences with popular breakfast cere

Knowledge Domain

Communicating (Being Literate), Thinking (Inquiry), Personal Futures (Maintaining Wellbeing)

Learning Level

Grade 2/3

About the Author

Author: Emma Johnston

Position: Primary School Teacher

Affiliated Organisation: Tasmanian Education Department

Short Biography: Emma is a grade 2/3 teacher at Waverley Primary School, Tasmania.



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