



EMPLOYEE ACTIVITY

Packaging Matters

OBJECTIVE

Students will innovate a current consumer packaged good, complete with new packaging intended to attract more customers.

MATERIALS

- My Schedule handout (2 pages), one per student
- CPG Design handouts (3 pages), enough for half the class
- Coloring/art supplies (crayons, markers, colored pencils, etc.), for the class to share

ENGAGE

- Distribute one My Schedule handout to each student. Read through the sample schedule together and ask students if their weekday schedules are similar (or were similar when they had school in-person).

If there is something important that students do on a daily basis (such as a particular sport, a lesson, etc.) that is not on the list, encourage them to add it in the “other” category.

- Then bring students' attention to the handout's second column. Help students understand that consumer packaged goods (or CPGs) are items that people (or consumers) use on a daily basis and replace frequently. Examples of CPGs include food, beverages, toiletries, school supplies, clothes, makeup, over-the-counter medicine, and cleaning products. Write these categories on the board to help students as they complete their schedule.

Explain that CPGs are different from another category of products called durable goods. Durable goods are more expensive than CPGs and are meant to last for years. Examples of durable goods that students or their families may use include toys, sporting goods, jewelry, appliances, cars, and electronics.

- Then ask students to go through the schedule and jot (in words or pictures) any CPGs that they may use at each point during their day.

Tip: It may be helpful to begin filling out the handout together. You can acknowledge that while “Waking Up” may not use any CPGs, “Getting Dressed!” certainly does! Socks, underwear, pants, shirts, etc., are all examples of CPGs!

EXPLORE

- Once students have completed their schedule, encourage them to share some of the CPGs that they use or *consume*. As they share, jot it on the board under the corresponding CPG category (e.g., food, beverages, toiletries, etc.)
- Next, encourage students to turn to a partner and select one category of CPGs that they use frequently.
- Pass out one CPG Design handout to each pair, and explain that pairs will brainstorm ways to innovate (or improve) products in this CPG category.
- Tell the class that pairs will begin by working on Part 1: Product. Take a moment to review the directions together, and read through each of Part 1's questions. Once students understand their challenge, give them time to complete it.
- When most students have finished Part 1, regroup and invite a few pairs to share. Encourage them to explain the different products that they brainstormed, the one that they decided to move forward with, and why.
- Conclude the discussion by asking students to consider:
 - Why may customers *need* this product?
 - Why may customers *want* this product?

APPLY

- Now that students have identified a product to innovate, discuss the importance of packaging.
- Ask students to think of a CPG they use frequently—whether it's toothpaste, a shampoo, or a type of cereal. Then encourage them to close their eyes and picture what the product looks like.
- As students have their eyes closed, explain that they are picturing the product's **packaging**. The packaging is what a product looks like on the outside when it is bought in a store or online. It includes the material(s) the packaging is made of, the kind of container or wrapping it has, and its colors, designs, words, and images.
- Then instruct students to open their eyes. Select a couple students to share a clue about the CPG they pictured (such as: "You use this to wash your hair") and then describe its packaging in as much detail as possible. Is anyone able to guess which brand/product they are describing?
- Tell the class that CPGs are usually packaged in easily-recognizable packaging that people know and recognize. This helps the brand stand out to new customers and helps old customers easily recognize it! The goal of packaging is often to protect the product and help it sell!
- Explain that the class will now have two new challenges:
 1. To design packaging that will hold and protect their new product.
 2. To design packaging that will catch customers' attention and make them want to buy the product!
- Review the steps under Part 2: Packaging on the CPG Design handout, and then encourage students to begin working with their partners.

- When there are five minutes left in the session, wrap up by encouraging pairs to partner with another pair and form groups of four. Guide groups in sharing their product idea and packaging with each other, and probe them to share:
 - What is your innovative product?
 - Who do you think is likely to buy your product?
 - How will your packaging design help your product sell?
 - Do you have any suggestions to help improve your partners' CPG and make it more successful?

K-2 CONSIDERATIONS

- Keep the age level of the students in mind as you explain concepts and substitute simpler words as needed.
- Try to model sample responses to open-ended questions before you ask students to brainstorm or respond on their own.
- Select just a few questions from each category for students to answer on the CPG Design handout.
- Develop a model CPG product first as a class, or walk the students through the handout's directions step-by-step before or while pairs create their own.

| Daily Activities | Do you use any CPGs? If so, which ones? |
|--|---|
| Wake up | |
| Get dressed | |
| Eat breakfast | |
| Brush teeth and hair | |
| Go to school | |
| Morning classroom activities | |
| Lunch & Recess | |
| Afternoon classroom activities | |
| Afterschool activities and/or homework | |
| Dinner | |
| Evening activities | |
| Shower/Bath | |
| Brush teeth | |
| Sleep | |
| Other: | |
| Other: | |
| Other: | |
| Other: | |

Part 1—Product

1. My CPG category:

2. Brainstorm two or three CPGs in this category. Then fill in the chart below:

| CPG name | Describe: What does this CPG look like? What is it used for? | Improve: How could you make this CPG better? |
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3. Now choose your favorite idea from above...and think about it even more!

- How would your new CPG be the *same* as the old CPG?

- How would your new CPG be *different* from the old CPG? In other words: How would you innovate or improve it?

- Who would want to buy or use this new product?

- Why may these people like your new CPG better than the old CPG?

Part 2—Packaging

Now think about how you would *package* your product. What would the product look like on the shelf of a store?

1. Picture your new CPG. Then answer:
 - What shape is your CPG? What shape should its packaging be?

 - What size is your CPG? What size should the packaging be?

 - Is your CPG breakable? Does the packaging need to protect it?

 - What material could the packaging be made out of?

2. Once you have a package idea in mind, sketch its shape on the Packaging Design page.

3. Then think about what the packaging will look like. Remember: You want your packaging to be eye-catching so people buy your product!
 - What color(s) could it be?

 - What words could it have?

 - What pictures could it have (if any)?

4. When you are ready, add these ideas to your sketch! Be sure to use color and add lots of detail.

Part 3—Packaging Design Sketch

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