

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 1.27

Invent Your Own Cereal

Unit:
FIELD TO FORK

PRECEPTS

- C. Vision
 - C2. Conceptualize ideas
 - C5. Persuade others to commit



Lesson Type:
One-on-One

NATIONAL STANDARDS

- CS.01.03.02.a. Use various conceptualizing tools.
- FPP.03.01.07.b. Plan and create a new food product.
- NL-ENG.K-12.4 – Communication Skills
- NSS-EC.K-4.7 – Markets and Market Prices
- NSS-EC.K-4.8 – Supply and Demand
- NSS-EC.K-4.9 – Competition in the Marketplace

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Discuss the process of new product research and development.
- Name three ways that new products are promoted.





TIME

Instruction time for this lesson: **30-45 minutes.**



RESOURCES

Video - “From Concept to Consumer: Food Product Development” 21:40 min.,
Institute of Food Technologists (IFT).

“Food Fight!” The Science Behind Our Food. Available at:

http://apps.caes.uga.edu/sbof/main/lessonPlan/DevCompGuidelines_Teacher.pdf.

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Empty cereal box
- ✓ Construction paper
- ✓ Brightly colored markers
- ✓ Glue
- ✓ Scissors
- ✓ 3 to 5 examples of cereal *advertisements* (*ads, commercials, etc.*)



KEY TERMS

The following terms are
presented in this lesson
and appear in ***bold italics***:

Product promotion
Advertisement



CONTENT OUTLINE

Objective 1. | New product research

- A. Product research—before developing a new product, researchers measure the needs and wants of their consumers. This is called the demand. The demand for certain products is determined by several things:
 - 1. Culture—a consumer’s background and family experiences can affect their need or want for products
 - 2. Location—a consumer’s location also affects their demand for certain products. Some foods, such as collard greens, are popular in the southern portion of the United States but rarely found in grocery stores in the northern portion of the United States
 - 3. Cost—the cost of a product will change the amount of demand for that product. Oftentimes, consumers choose alternative products that are fairly similar (but may be less expensive) rather than name brand products (which may be more expensive)
 - 4. Personal taste—each person has unique preferences and tastes.
- B. Production—there are several steps in the process of producing a new product that include:
 - 1. Research—researchers measure the demand of consumers for certain products
 - 2. Design—next the product is created. This may take many attempts to ensure the ingredients, container design and overall product is just right
 - 3. Testing—before a new product is released, the developers test the product for safety and taste
 - 4. Promotion—as a new product is released, promoting the product to consumers is very important

Objective 2. | *Product promotion*

- A. **Product promotion** is efforts that attempt to convince customers to purchase a product
- B. Marketing is an organized campaign to encourage customers to take action. This action may include purchasing a new product
- C. A variety of marketing methods are used to promote a new product including:
 - 1. Television commercials
 - 2. Printed ads
 - 3. Free trials
 - 4. Coupons
 - 5. Packaging design

INTEREST APPROACH

Prepare for today's lesson by organizing all of the art supplies and sample advertisements needed to conduct today's activities. Greet your PALS and express your appreciation for the time you have to spend with him/her today.



Good morning. I am so happy to have the opportunity to work with you today. How are you today?

Let's get started. First, I have a question for you. What is your favorite cereal?

Allow your PALS to share their favorite cereal(s) with you. Discuss why this is their favorite. You may also share with your PALS what your favorite cereals are and why.



Wow! We have a lot in common; I love those cereals too! Today we are going to create our own delicious cereal. Have you ever created your own recipe to make a special treat?

Allow student to share short stories of any times they have baked, cooked or made their own food recipes.



Great! It sounds like we have some experienced chefs. I am very excited about designing our very own cereal. Are you ready?

Isn't cheese delicious? I don't usually make cheese, we buy it from the store, but I have always been curious about how cheese is made. Do you know?

Allow time for you PALS to share their thoughts on the ingredients needed to make cheese and the basic process of making cheese.



Those are all great ideas. Let's get started and discover how this delicious snack was made.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Discuss the process of new product research and development.



Our goal today is to create a cereal that everyone will love and buy so that we can sell as many boxes as possible. Before we can create our new cereal, we need to do a little research. First, let's think about whom we want to sell our product to; we call this the consumer. Different people have different tastes, different needs and different opinions. Think about how your favorite foods or your favorite cereal is different from your parents' favorite foods or favorite cereals. What are your thoughts?

Allow students to share their thoughts about the difference between adult and child food preferences.



Great! Usually kids love sweet and colorful cereals. Adults may prefer healthy cereal. We have to plan carefully so that we create a cereal our consumer will like.

Discuss with your PALS who your target consumer will be. Examples of consumers may be your PALS' peers, moms who are trying to be healthy, sports fans or any specific group of people.



Great! Now that we know who we want to create our product for, we need to think about what type of cereal our consumer will want.

Discuss the characteristics that affect a consumer's wants and needs.



Many things affect what we like, what we buy and what we eat. As product designers, we need to know what these things are. First of all, our family background and personal experiences, which is called culture, affects our likes and dislikes.

Name other examples of things that affect the foods you like and the foods your parents buy.

Allow PALS to share their thoughts on the factors influencing consumer preferences. Discuss each of the factors listed below as a group.

I. New product research

A. Product research—before developing a new product, researchers measure the needs and wants of their consumers; this is called the demand.

The demand for certain products is determined by several things:

1. Culture—a consumer’s background and family experiences can affect their need or want for products
2. Location—a consumer’s location also affects their demand for certain products. Some foods, such as collard greens, are popular in the southern portion of the United States but are rarely found in grocery stores in the northern portion of the United States
3. Cost—the cost of a product will change the amount of demand for that product. Often times, consumers choose alternative products that are fairly similar but may be less expensive rather than name brand products, which may be more expensive
4. Personal taste—each person has unique preferences and tastes

After discussing the factors affecting consumer demand, help your PALS think of at least three things your targeted consumer would be looking for in a cereal.



Let’s think about our consumer. What are three things they would be looking for in a new cereal type?

Examples could be that a group of 9-year-old children would want a cereal that is sweet, colorful and comes with a toy. A health concerned mom would want a cereal that contains fruit, is sugar free and is made with whole grain.

Discuss with your PALS the steps involved in the process of producing new products.



The first step is research. New product designers work to determine what the consumers want. We just did this by making a list. What are other ways we could determine what the consumers want or need?

The second is to actually design the product. Now that we know who our consumer is and what they want, the next step is to design our product. We have an empty cereal box, markers, paper, glue and scissors to create our own cereal. Take a look at this example; we will try to make our cereal box as bright as this one, and we will also need to create a unique name for our cereal and list the cereal’s ingredients.

Show your PALS a sample of a popular cereal. Point out the vibrant colors, nutritional information and list of ingredients that are displayed on the box.



Great! Let's get started designing our one-of-a-kind cereal.

*Work with your PALS to develop a product title, list of ingredients and an appealing box for your cereal. As you work, explain to your PALS the next two steps, product testing and **product promotion**. Then as you continue to work drawing and designing the cereal box, discuss ways to promote your product.*

B. Production—there are several steps in the process of producing a new product that include:

1. Research—researchers measure the demand of consumers for certain products
2. Design—next the product is created. This may take many attempts to ensure the ingredients, container design and overall product is just right
3. Testing—before a new product is released, the developers test the product for safety and taste
4. Promotion—as a new product is released, promoting the product to consumers is very important



OBJECTIVE 2. | Name three ways that new products are promoted.



As we develop our new cereal, let's talk about how we plan to convince our targeted consumers to buy our product; this is called promotion. There are lots of ways to promote a product. Can you think of a few **product promotions** you have noticed?

Discuss with your PALS common marketing techniques used today. Also, show your PALS examples of television commercials, magazine ads, coupons and other promotional materials.



Great! There are many ways to promote a product. Some of the most popular methods include: television commercials; printed **advertisements** that you may see in a newspaper, magazine or on a large billboard; free trials; and coupons. Which form of **advertisement** do you notice the most?

Talk with your PALS about some of their favorite commercials, billboards or other promotional materials they can think of for some of their favorite products.



One of the most important ways to promote your product is by making the packaging appealing to the customer. Think about your favorite cereal; what about the box makes it interesting?

After discussing the characteristics of an interesting and informative cereal box, discuss whether or not your newly designed box meets the criteria.



Great! So, we know what we look for in a cereal box. Do you think our box would catch your attention if you saw it on a supermarket shelf?

Product Promotion

- D. **Product promotion** is efforts that attempt to convince customers to purchase a product
- E. Marketing is an organized campaign to encourage customers to take action; this action may include purchasing a new product
- F. A variety of marketing methods are used to promote a new product including:
 - a. Television commercials
 - b. Printed ads
 - c. Free trials
 - d. Coupons
 - e. Packaging design



Now, how could we promote our new delicious cereal?



Spend a few minutes sharing ideas about entertaining commercials or eye-catching magazine ads that would encourage your targeted consumers to try a new product. As you discuss, continue designing and decorating the cereal box.



REVIEW / SUMMARY



Yummy! Just looking at our box of cereal makes me hungry. I think we did a great job creating a one-of-a-kind cereal. To celebrate, let's enjoy a snack of some of my favorite cereals. What do you think?

Share a snack of cereals with your PALS. Then as a review, ask your PALS to look at the box and point out the major components that should be displayed.



Now, just to make sure we completed everything correctly, explain the important information found on our cereal box and why it is important.

PALS should discuss the catchy title, ingredient and nutritional information, and colors and pictures that attract a shopper to the box.



I had such a great time today. You are very creative. In fact, I think you would make a great food scientist so that one day you really can design a new food. Thanks for spending this time with me. I hope to see you again soon!

APPLICATION



Large Group Suggestion

*Allow each student in the large group to present his/her recently created cereal to the class using the format of a 30-second commercial or printed **advertisement**. Then allow the other classmates to vote on which cereal they would prefer to buy.*



Continued Discussion

*Continue discussion of **product promotion** and allow your PALS to design a magazine ad targeted at the consumer group chosen in this lesson.*



PALS1.27.ONE.ASSESS.A | EVALUATION ANSWER KEY

PALS may be evaluated based on their performance on the cereal box design activity and the discussion during the review/closure.

ANSWERS TO EVALUATION:

Evaluate students' cereal project using PALS1.27.ONE.RUBRIC.A.

PALS1.27.ONE.RUBRIC.A

Create Your Own Cereal: Rubric

Total Points Possible: 15 pts

	1-2 points	3 points
Creative Title	Cereal box design includes a title that is clearly labeled.	Cereal box design includes a clearly labeled title that is creative and promotes the cereal well.
Nutritional Information	Nutritional information is present on the cereal box and contains most of the important information.	Nutritional information is clearly labeled on the cereal box and contains all necessary information.
List of Ingredients	Ingredients are listed on the cereal box.	Ingredients are clearly listed on the cereal box and are appropriate for the overall concept of the product.
Color and Creativity	Cereal box contains color and pictures that tell the consumer more about the product.	Cereal box contains colors and pictures that create a visually appealing advertisement for the product.
Target Consumer Considered	The cereal is appropriate for the target consumer.	The student considered the specific needs and wants of the consumer and created a unique product that meets or exceeds these demands.