



Lesson Plan

Unit 6: Lesson 2 of 3

Anatomy of a Logo

Created: 08/2022 by the National FFA Organization

This lesson will help students understand logo creation in food science. Students will create their own logo in this lesson.

Student Learning Objectives:

After completing these activities, students will ...

1. Describe a food logo.
2. Identify the purpose of a food logo.
3. Develop a food logo.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 30 to 60 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Website: AgExplorer (2019), [AgExplorer.FFA.org](https://www.agexplorer.org)
2. Video: Introduction TED Talk, <https://www.youtube.com/watch?v=rzbXht7MJVM>

Equipment and Supplies Needed:

1. Student worksheet "Logo Game," one per student
2. Student worksheet "Activity 1: Tyson Foods: Logos Throughout the Years," one per student
3. Computer with internet and projector
4. Students need access to internet
5. Coloring supplies (colored pencils, markers, etc.) for Exit Ticket activity

Vocabulary:

1. Logo
2. Brand

Cross-Curricular Connections:

English/Language Arts	Technology
Students will design their own logo using information they learned in the lesson.	Students will utilize technology (computer and internet) to discover answers to specific questions.

Virtual Instruction Ideas:

This lesson can be taught 100% online or virtually. Students need access to a computer with internet and coloring supplies.

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/yaxbiffar32mpz3m9oyba56fu72lvtig> (Word)

<https://ffa.box.com/s/0v5mvjvyfibx8g64kwewr1xel5z2ckzg> (PDF)

<https://ffa.box.com/s/9ttlqr87i27li6esyes1m7ld9ivvw7iv> (Non-Designed)

<https://docs.google.com/document/d/1cfltKnTFegFf5LslaHKDywrEkH8QN1fVTJH0ELPO-YE/copy> (Google)

These Activities are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA-CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core – Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.

Partnership for 21st Century Skills

- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Implement Innovations
- Information Literacy
- Productivity and Accountability
- Think Creatively

Lesson Plan:

1. Bell Ringer:

- a. Have a copy of the “Logo Game” on students’ desks as they enter the room OR give students a copy as they enter the room. As students complete the game, be sure they do not use resources to find answers. They must complete the game on their own.
- b. Once the bell rings and/or all students have completed the game, ask, “With a show of hands, how many of you knew the answer to every logo?” Go over the answers with the class. Students may keep their papers unless a grade is to be taken.
- c. Ask students, “What is the definition of a logo? What is a brand?” Allow students to answer. (A logo is text and/or images that identify a business or person. A brand is an identifying mark or label that represents a specific person or company.)
- d. Move into the Introduction section of this lesson.

2. Introduction:

- a. Show the following TED Talk clip: <https://www.youtube.com/watch?v=rzbXht7MJVM>.
- b. Tell students: *Today, we are going to learn about the evolution of the Tyson Foods logo throughout their history. This will help us understand a little more about the Tyson Foods company as well as logo creation.*
- c. Ask students, “Why do you think logos are important? How did you know so many of the answers to the logo game we just completed?” Allow students to answer. Support answers as needed: quick way to advertise, people associate logos with brands or products, easier to remember products with simple/creative logos, can create catchy phrases or marketing material with good logo (Think: NIKE: Just do it. SUBWAY: Eat Fresh).
- d. Tell students: *As we continue to learn the components of creating our own food product, we are going to learn how to create a food logo first.*

3. Activity 1:

- a. Each student needs a copy of the handout “Activity 1: Tyson Foods — Logos Throughout the Years.”
- b. Have the students utilize the Tyson Foods website to complete the handout, <http://www.tysonfoods.com/our-story/heritage/logo-timeline>.
- c. Allow students time to complete the handout. Be sure to offer guidance where needed by circling about the classroom and checking student progress.
- d. Students should put their pencils down and sit quietly when they are finished.
- e. When all students are finished, go over answers together. Worksheets may be collected for a grade if desired.
- f. Move into the Follow-up section of the lesson.

4. Follow-up:

- a. At the completion of the activity, have students share what they discovered about the Tyson Foods logo with a partner, then have the pair share with the entire class.

5. Optional – Extended Learning Opportunities (Not factored into time requirement):

- a. Show the following video clip on how to make a free, online logo: https://www.youtube.com/watch?v=f-jopUTj5_Y (approximately 7 minutes).

6. Exit Ticket:

- a. Students will create personal logos using the handout “My Logos.”
- b. After completing their logos, have students share their logos with the class. Be sure to have coloring supplies available for students to use. Logo papers may be collected for a grade if desired.

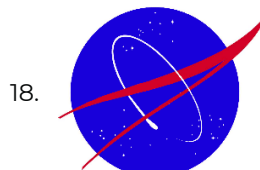
NAME: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PG-J; FFA-CS-M; FFA-CS-N; Making; CCSS.ELA.RI.9-10.6; CCSS.ELA.SL.9-10.1.C; CCSS.ELA-.WHST.9-10.4; CRP.02; CRP.04; CRP.05; CRP.06

LOGO GAME

Directions:

Write the correct company name with its logo.



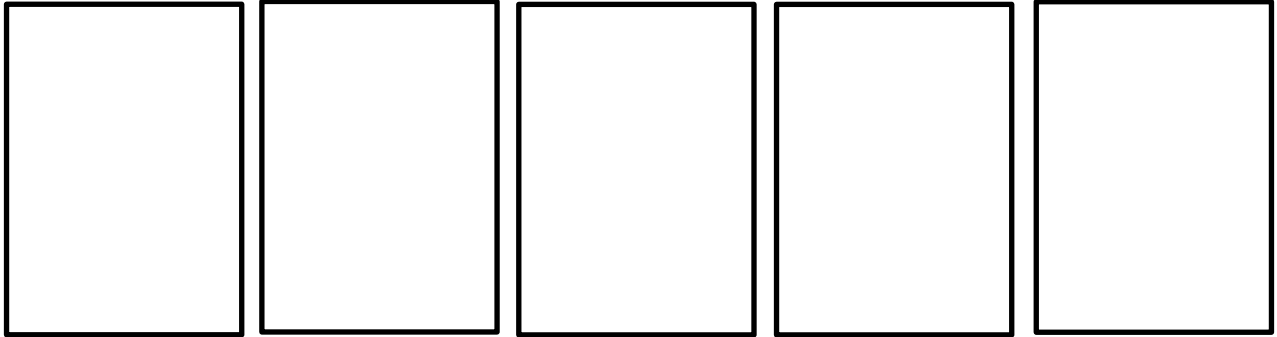
NAME: _____

Activity 1: Tyson Foods — Logos Throughout the Years

Directions:

Utilize the Tyson Foods website to complete the handout, <http://www.tysonfoods.com/our-story/heritage/logo-timeline>.

1. Draw and color the major progressions of the Tyson Foods logo.



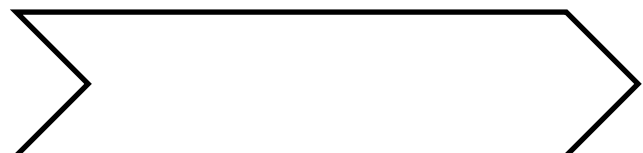
2. List the progression of the Tyson Foods name changes.



3. The first oval logo was designed to fit the _____ packaging.
4. Why did Tyson Foods change the logo colors between 1975 and 1978?



5. What is Tyson Foods' tagline, and why was it created?



Why would a logo need to be changed or updated over time?

NAME: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PG-J; FFA-CS-M; FFA-CS-N; Making; CCSS.ELA.RI.9-10.6; CCSS.ELA.SL.9-10.1.C; CCSS.ELA-WHST.9-10.4; CRP.02; CRP.04; CRP.05; CRP.06

Exit Ticket: My Logos

Directions:

Utilize the boxes below to create a logo that represents you for the specified time periods. You may use the logo creation tool found here: https://www.youtube.com/watch?v=f-jopUTj5_Y.

Elementary School

Today

Five Years in the Future

NAME: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PG-J; FFA-CS-M; FFA-CS-N; Making; CCSS.ELA.RI.9-10.6; CCSS.ELA.SL.9-10.1.C; CCSS.ELA-.WHST.9-10.4; CRP.02; CRP.04; CRP.05; CRP.06

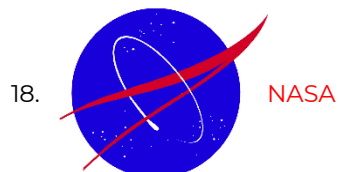
KEY: LOGO GAME

Directions:

Write the correct company name with its logo.

1.  Nike
2.  McDonald's
3.  Apple
4.  Olympics
5.  NBC
6.  Snapchat
7.  Target
8.  Pepsi
9.  Starbucks
10.  Instagram
11.  Amazon

Name: _____



Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PG-J; FFA-CS-M; FFA-CS-N; Making; CCSS.ELA.RI.9-10.6; CCSS.ELA.SL.9-10.1.C; CCSS.ELA-.WHST.9-10.4; CRP.02; CRP.04; CRP.05; CRP.06

KEY: Activity 1: Tyson Foods — Logos Throughout the Years

2. John W. Tyson Tyson Feed & Hatchery Tyson Pride Tyson Foods

3. The first oval logo was designed to fit the ____Cornish Hen____ packaging.

4. Why did Tyson Foods change the logo colors between 1975 and 1978?

To be more attractive in grocers' display cases

5. What is Tyson Foods' tagline, and why was it created?

Making Great Food. Making A Difference

To reflect the company's purpose