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## **BUSINESS**

**TITLE:** The Popcorn Package

**SUBJECT:** Business (Design, Technology, Math, Science)

**GRADE LEVEL:** 9-12

**MATERIAL(S):** Varies according to team assignments

**OBJECTIVE(S):** This exercise aims to give students an insight into real-life business situations. It focuses on the development and launch of a new popcorn snack food, including design and production tasks

### **OVERVIEW:**

Four team assignments outline key elements of the marketing strategy for a new product, namely:

1. The Product Development Team
2. The Package Design Team
3. The Graphics Design Team
4. The Advertising and Promotions Team

Tasks for each team focus on important aspects of the syllabus such as role play, investigation and research, report writing and communication of ideas. Identifying needs and opportunities, generating designs, planning and making, and evaluation form the central core objectives of the project.

Each team assignment comprises an introduction to the specific tasks as well as background information on the subject area as a useful starting point. The remainder of the card provides the students' assignments, outlining tasks for students to fulfill.

The team assignments can be allocated to separate groups in the class so that their findings can be communicated to the whole class, arriving at an end result produced by the efforts of the individual teams. In this way, the teams interlink with each other to form a comprehensive, well-rounded project that echoes the needs of business.

Alternatively, each team assignment can be studied by several groups in the class simultaneously, to arrive at different solutions to the same tasks. Results can then be compared and evaluated across the different groups.

Popcorn is the central theme to the project. It has a young image to which students will readily relate. Popcorn kernels are inexpensive to buy and extremely quick to make, providing a simple, useful and amusing demonstration of a technological process in the classroom.

There are opportunities for extension work within the project. Students could determine the viability of selling the finished popcorn product in school. This could be a theoretical exercise, or be developed into a fund raising enterprise.

The flexibility of The Popcorn Package offers scope for a number of activities, adjusted to fit the needs of students of wide-ranging abilities, and tailored to fit the curriculum. It also helps to link and adapt to the cross-curricular approaches and the variety of themes and contests that schools are adopting. By focusing on a food with which students can easily identify, the project can be fun as well as educational.

## **PROJECT OVERVIEW: INSTRUCTOR**

### **TEAM 1 ASSIGNMENT: PRODUCT DEVELOPMENT**

This team assignment is to develop a new snack food based on popcorn. Students will have to look at the processes required to create a new product. The work required takes into account the need for market research and asks students to identify new opportunities for snack foods within a real-life situation. Students will learn about procedures involved in recipe tasting, development and evaluation, based on a basic understanding of the nature of the product and its preparation.

The following notes outline the framework of product development procedure.

Opportunities must be identified within the market for the development of new products or extensions of established product lines. Manufacturers often produce new lines to imitate competitors' successful products, to capitalize on new consumer markets (known as "me too" lines in marketing). Opportunities for new products are isolated after extensive consumer research. Market researchers study buying habits, changing eating patterns, new and existing shopping methods and other trends that might influence the acceptance of new products. Research can also involve structured interviews with consumers, to gain more detailed insight into changing consumption patterns.

New product development, within food companies, involves the input of several members of a team bringing together a range of skills--brand managers, food technologists, consumer scientists--to test and develop recipes, as well as members of the marketing team to decide how the product will be sold and promoted.

Essentially, the new food product must have overall appeal and be attractive, with a good flavor. It must meet the criteria of the team objectives and fit into the product category within which it will be sold. For a snack food, this could mean that it is light, easy to eat, convenient, transportable, tasty and fun, especially if the product is for children, where the novelty value makes it more attractive to the customer and gives a basis for the advertising and promotional strategies.

### **TEAM 1 OBJECTIVES**

The tasks outlined require students to have a basic knowledge about popcorn before conducting recipe development, in order to give them insight into its natural flavor and behavior when popped. The popcorn kernels provide an opportunity to study a food technology process involving their unique ability to "pop."

Popcorn is a wholegrain maize product, grown extensively in the Midwest, where the majority of popcorn sold worldwide is grown. It resembles corn-on-the-cob (sweetcorn) in appearance and cultivation, although only popcorn kernels have the ability to pop. Popcorn can be ear-harvested, where the whole ear of corn is cut and stored for 8-12 months, until the moisture levels in the kernels reach optimum levels. At this point, the kernels are stripped from the cobs and graded to eliminate ones that are too small to pop efficiently.

Alternatively, popcorn can be harvested by the combine method where the corn cobs are picked and shelled simultaneously. The kernels are then dried with hot forced air, packed and distributed for sale.

1) Ask students to find out where popcorn is sold, both ready-to-eat and as kernels. Grocery stores, movie theaters, video stores, convenience stores, ball parks, fairgrounds, mall food courts and other fast-food outlets for ready-to-eat popcorn; grocery stores for kernels.

2) Popcorn's ability to pop lies in the fact that the kernel contains a small amount of water stored in a circle of soft starch inside the hard outer casing. When heated, the water expands, creating pressure within, until eventually the casing gives way and the kernels explode and pop, allowing the water to escape as steam, turning the kernels inside out. This process can be demonstrated in the classroom very quickly. Popcorn kernels are inexpensive to buy and the "popping" process takes about five minutes from start to finish.

To make popcorn, heat 1 tablespoon of vegetable oil in a large saucepan that has a lid. The oil is hot enough when 1 or 2 kernels added to the oil spin. Add 2 oz (50 grams) of popcorn kernels or enough to cover the bottom of the pan. Put the lid on and place the pan over a medium-high heat. Within a few moments the kernels will begin to pop. To enable as many kernels to pop as possible, the pan can be shaken to distribute them. Students must use caution if doing this themselves.

Kernels that do not pop are known as "old maids." They do not have sufficient water contained within the starch to create the buildup of pressure needed to pop the kernel.

3) Ask students to develop ideas for flavoring popcorn. They could be asked to investigate the suitability of different salts and seasonings, herbs and spices, flavored butters to drizzle onto hot popcorn, sweet flavorings such as caramel or brown sugar, or "trail mixes" with dried fruit and nuts.

4) Ask students to devise a method of testing their finished popcorn flavors by means of a taste panel. They need to develop a "score sheet" which will evaluate qualities of flavor, texture, color, crunchiness, etc. They should conduct their market research by surveying their own group, members of other teams or other individuals.

### **TEAM 2 ASSIGNMENT: PACKAGE DESIGN**

This team assignment is to design and construct a package for the new popcorn product. It involves looking at the purposes and function of packaging. Then it requires students to physically construct a package for the product, but does not require them to produce the graphics or design for the labeling (that is performed by the graphics design team).

The following information summarizes the functions of packaging:

It must contain, carry, protect, preserve, identify, display and sell all aspects of the product. It should do so in a way that links the creativity of design with the functions of modern technology to fit the practical requirements of the goods to be packed.

Increasing demands for convenience foods, in a society that has rapidly taken on self-service food shopping, has placed greater demands on the requirements of packaging.

For food in particular, packaging must: Protect the food, act as a container to transport the food, provide vital information about the contents, and act as a means for display and storage in shops and supermarkets.

Packaging protects food by preserving it and preventing it from spoilage. It forms a barrier against the atmosphere, protecting the food from air, dust, heat, light, moisture and bacteria. It must also transport the product to multiple destinations and thereby be capable of protecting the contents from damage. This is true for many food items, but especially for delicate foods such as eggs, delicate soft fruits and luxury items.

Packaging has the fundamental role of conveying information about the product. The packaging has to communicate facts about the name of the food, its weight, ingredients, nutritional information, where and how long to store the food and in what conditions, how the food must be prepared or cooked, the name and address of the company responsible and the country of origin, if applicable.

Many food packages include bar coding which is a vital tool for food retailers, as electronic scanners “read” bar codes at checkout, providing information to improve inventory control and assist with market research. It also helps the customer by reducing time spent at the checkout.

And finally, packaging helps sell the product. New products are constantly introduced into the market. This increases the selling functions of packaging design, which becomes a vital aspect of marketing the product. The packaging is often referred to as “the silent salesman.” At this stage, the packaging design often determines whether the product is purchased.

## **TEAM 2 OBJECTIVES**

1) Ask students to research types of packaging used for food. They could collect and bring to school empty cans, bottles, cartons, etc.

Materials used for food packaging include:

Paper and board – the packaging material with the longest history, made from wood pulp and recycled paper. Its advantages are that it is light, easy to handle, store, fold and crease. It can be combined with other materials to make laminates and allows for high quality printing.

Plastics--made from oil-based polymers--are used extensively for packaging and include such materials as polystyrene (ps), polyvinylchloride (pvc), polyethylene (pe) and polypropylene (pp). They are used for yogurt containers, soft drink bottles, margarine tubs, milk cartons, microwave dinners, etc.

Metals--aluminum and tin plate (sheet steel covered with a thin layer of tin)--are used extensively to produce cans, foil containers and foil wrap, metal closures and aerosols. The advantage is that the canning process preserves food in sterile conditions. As the use of plastics

increases, the use of metals for packaging decreases. Developments in metals include producing lighter cans to reduce the excessive use of raw materials.

Glass--another early form of packaging materials--is made from silica or sand, limestone and soda, heated together until they melt and fuse together to form a molten liquid which can be molded. Because glass is impermeable and nonporous, it is often used for carbonated beverages. Glass does not deteriorate, corrode, stain or fade. It is 100% recyclable, thus reducing environmental waste.

Combinations of materials are frequently used for packaging, such as glass with metal tops, and plastic containers with foil lids and cardboard sleeves.

2) Ask students to consider environmental issues, such as the disposal of their package. Ask them to think about garbage, garbage collection and recycling. Students may consider that recycled materials could be used for their package or that their package could be recycled. Ask them to research waste disposal and collection; to find out where the local recycling centers are and how the different materials (glass, paper, metals, plastics, etc.) are sorted. Ask them what happens to waste which is not recycled. For example, most is transferred to land-fill sites, i.e., holes in the ground. The remainder – about 10 percent – is burned. Sometimes the energy from this process is used for heating or electricity.

3) Ask students to devise ways to test prototype packaging, including methods for testing strength and pressure, resistance to knocks and effects of heat or sunlight.

### **TEAM 3 ASSIGNMENT: GRAPHICS DESIGN**

This team assignment is to design the graphics for the package being developed. It involves looking at the requirements of food labeling and related legislation. Students are asked to develop the label and a style that is suitable for the image and proposed “target market” for the product, taking the food labeling laws into account.

Food labeling laws exist to protect the consumer and have been amended over the years as our understanding of food and nutrition grows. Increased consumer awareness and understanding of nutritional issues led to mandatory nutritional labeling on their products, thus helping consumers to achieve and maintain a healthy diet. Armed with this knowledge, consumers can avoid certain ingredients if they wish, which is especially important if they are following a specific diet.

The following points summarize the functions of food labeling:

It must convey information to the consumer, giving details of the product that will enable them to make informed choices, thereby helping consumers to decide between brands and package sizes, consider health consequences, value for money, etc.

Food labeling laws require the labeling on packaged food to fulfill a number of important functions. Where applicable, labeling should:

- Show the name of the food
- Show the amount of the food in the package
- List the ingredients used to make the food, in weight order

- List the nutritional content of the food and serving sizes
- State the name and address of the manufacturer, packer or distributor
- State the country of origin
- State how long the product can be stored and under what conditions
- Give information on how to prepare and cook the food
- Give a date mark to indicate when the product must be “used by” or is “best before” which is critical on items that are highly perishable and could easily cause a food safety risk
- Give a warning if the food is self-pressurized; on some protein-based weight reduction products and dietary supplements; or if the food contains saccharin
- Give accurate statements regarding the healthy or nutritional nature of a product using specific FDA guidelines
- Give an accurate representation of the food contained in the package if photography is used

For a complete overview of the labeling requirements for foods under the Federal Food Drug and Cosmetic Act and its amendments, visit <http://www.cfsan.fda.gov/~dms/flg-toc.html> and <http://www.cfsan.fda.gov/label.html>.

### **TEAM 3 OBJECTIVES**

1) Ask students to find out what information needs to appear on a package. They can do this by collecting examples from empty food packaging and information about the legal requirements for food labeling from the Food and Drug Administration’s Web site, the library or indeed, the notes above.

2) Ask students to write “copy” (words) for the new popcorn product label, taking into account their findings. They should list the nutritional content of the food. They can make rough deductions by computing the nutritional content of the ingredients used to make this new product. They also may wish to list nutritional details of any flavorings added as part of the product development exercise.

3) Ask students to create a design style for their label, taking into account the image conveyed by the popcorn. Suggestions for the “product feel” could be young, fun, trendy, or nostalgic, giving qualities of a bygone era, even though the product may be brand new. Ask students to discuss the implications of design styles – the hidden qualities and attributes that good design communicates. Students should be asked to look at current and past designs to study how effective designs have been produced.

Students should discuss the use of typefaces, color, format, photography and illustration, and decide how these methods can be brought together to convey a particular message to meet the project goals. Consider the importance of putting together the elements of design to achieve a well-balanced, informative, and effective label. They should consider the appropriate “feel” for the product.

4) Ask students to design a logo or emblem for the label that will link the company with the product. The logo acts as an embodiment of the company’s style and can be a visual

representation of the product or process, but could be completely separate. It may echo the style of specific pieces of design or a particular art movement.

Ask students to collect examples of company logos and discuss which ones have become “classics,” which reflect the inherent qualities of the products they represent, e.g., clothing, soft drinks, restaurants, etc. Well-established logos give a product a strong corporate identity, so that they can be instantly recognized by the consumer.

#### **TEAM 4 ASSIGNMENT: ADVERTISING & PROMOTIONS**

This team assignment is to plan and develop the strategy for advertising and promotions campaigns for the new product. It involves looking at the criteria required for successful advertising and promotional activity. The following notes summarize the functions of successful advertising.

Primarily, whatever medium is used--radio, television, newspapers, magazines, direct mail, Web, billboards--the advertisement must grab the consumer's attention. To do this, it must be sufficiently different from other advertisements to be noticed and attract the attention of the listener, viewer, or reader. To be a success, the advertisement must communicate to the consumer, conveying the name of the product and its positive attributes.

It must convince the consumer that the product is worth purchasing and entice them to try something new. Most importantly, the advertisement must be memorable so that at the time of purchase the consumer is able to recall the name of the product.

For the advertisement to be successful, it must suit the product that it is trying to sell. For example, a luxury item may be advertised in a sumptuous, sophisticated setting, or a new fizzy drink could be portrayed with a young, “up-beat” production style.

The advertisement must be appropriate to the “target market” that it aims to address. In other words, the potential consumers must be able to relate to the advertisement and feel that they have something in common with it.

Advertisements may be presented in a manner to which people aspire. They may portray a “life-style” that people would like for themselves, so by buying the product that is advertised, they feel as if they are participating in that life-style in a small way. Many advertisements take this approach – from athletic shoes to luxury automobiles. Students could be asked to identify advertisements to which they aspire.

Promotional campaigns are frequently closely linked to the advertising themes. For example, a product may feature a competition which is giving away cash prizes. The consumer may have to buy the product to enter; therefore sales of that product will be enhanced. The accompanying advertising campaign could be used to inform people about the competition and its prizes. There are many types of promotions, ranging from special offers; money-off coupons (possible cut out of newspapers or magazines advertising the product); direct mail promotions where brochures and information are delivered direct to the home; back-of-pack offers; and sampling of products,



possibly by direct mail or in stores and supermarkets. Once the consumer has tasted the product, they may be encouraged to buy it.

#### **TEAM 4 OBJECTIVES**

1) Ask students to select advertisements from newspapers and magazines and, if possible, to record some from the radio or television. They must then evaluate them and discuss why they found the material noticeable – was it the visual images, the clever graphics, witty dialogue or “copy” (words), the filming and location, the actors, the photography? Ask them to analyze the different factors that made them notice the advertisements. Also ask them to evaluate advertisements that they thought were unsuccessful.

2) Ask students to pinpoint the “target market” for the new product, based on research, which could take the form of a questionnaire or structured interviews with a wide range of people. They must then decide to whom they should aim their campaign.

At this point, students are asked to plan the media campaign, that is, decide when and through which media their advertisements could be shown. Remind them of the different options available, and point out that their choices need to be appropriate to the product and its likely consumers. For example, if the product is for children, perhaps it could appear in a children’s magazine, or be broadcast during the periods of children’s television.

3) Ask students to design the actual advertisement. The group could be divided into “creative teams” – usually comprising two people – one to be responsible for the words of the advertisement, the other to develop the design concepts. Then groups would be emulating the procedure of an advertising agency.

4) Ask students to think about suitable promotional ideas for the product that could be linked to their advertising plans. They may wish to design ideas for promotional merchandise – tee shirts, caps and stickers – or other items appropriate for the launch of the new popcorn product. A “brainstorming” session could be held to think of new ideas, and then students could discuss and evaluate them, progressing to the most viable suggestions.

## **PROJECT OVERVIEW: STUDENTS**

### **PRODUCT DEVELOPMENT TEAM 1**

Imagine that you are developing a new snack food based on popcorn. As the PRODUCT DEVELOPMENT TEAM, you will be responsible for generating new ideas, and selecting the best ones for development and production. First, you need to know something about popcorn itself before you start your own investigations. Read the background notes below to help you to start, and then read below for your assignment.

### **BACKGROUND INFORMATION**

Popcorn is a grain product, grown in a similar way to corn-on-the-cob (sweet corn). Popcorn kernels are stripped from the husk and used to make popcorn as we know it. There are several types of corn, but only popcorn kernels ‘pop’, so never attempt to make popcorn from anything but popcorn kernels.

How does popcorn pop? You’ve probably seen popcorn poppers at movie theaters, shopping malls, amusement parks, festivals, and in your home, but have you ever wondered how it works? It’s pretty simple.

Popcorn kernels are unique because of their ability to pop. Each kernel contains a small amount of water stored in a circle of soft starch. When the kernels are heated, the water inside expands, causing a build-up of pressure. The hard outer casing of the kernel resists this pressure for a while, and then eventually gives way. The water – now steam – creates so much pressure that the kernel explodes and turns inside out. The result – popcorn!

Popcorn is a simple wholegrain food that can be bought as kernels to pop at home, or as ready-to-eat corn, available flavored in several ways – both sweet and savory. It has great potential for development, and this is where your investigation starts.

### **READ BELOW TO LEARN MORE ABOUT YOUR ASSIGNMENT!**

- 1) Find out where popcorn is sold, both as kernels and as ready-to-eat popcorn. List the available range of flavorings. Create a questionnaire to find out when and where people eat popcorn, and their favorite flavors. Write a report on your findings.
- 2) Make some popcorn to see how it works. Follow the instructions below carefully. Record the volume of the kernels before and after popping. To do this, put enough popcorn in a pan to cover the bottom. Transfer the popcorn to a measuring cup and note the amount. Once you’ve popped the popcorn, you’ll measure it again.

To make popcorn, heat 1 tablespoon of vegetable oil in a large saucepan with a lid, until one or two kernels spin in the oil. Add the popcorn kernels, put the lid on and place the pan over a medium-high heat. When you hear the kernels popping, gently shake the pan back and forth until you hear the popping sound subside. Remove from the heat and remove the lid. The whole process takes about five minutes.

- 3) Discuss ingredients which could be used for making flavored popcorn – remembering that it can be flavored in a sweet or savory way. Decide which flavorings to try and write up the recipe ideas.
- 4) Create a method of testing your finished snack food. You will need to set up a taste panel to assess and record the results of a range of flavored popcorn. Make your samples of flavored popcorn, and then evaluate them by means of your taste panel. Come to a group decision about which variety is the right one to process.
- 5) Plan a presentation of your findings, so that you can communicate them effectively to the other groups working on different aspects of the project.

## **PACKAGING DESIGN TEAM 2**

You are the PACKAGING DESIGN TEAM working on the design and construction of a package for a new popcorn product. You will need to look at a wide range of possible materials and packaging of all shapes and sizes. Before you start, you need to discover the reasons why goods are packaged, looking at food in particular. Then you will be able to apply your new-found knowledge to the task. To help you start, read these notes about why foods are packaged. Then read below for your assignment.

### **BACKGROUND INFORMATION**

Packaging has four main functions. It acts as a container, a protector, a source of information and a means of selling the product – these functions apply to whatever goods are being packaged, not just food! For the purposes of this project, food is used as an example, as it is something with which we are all familiar.

Packaging is needed to carry, contain, display and store food. To prevent food from being spoiled or contaminated, it is packaged to form a barrier between the atmosphere, against dust, heat, sunlight, moisture and bacteria. Packaging also prevents foods from losing moisture and flavor, or absorbing flavors from other foods. It also protects foods from damage, so some types of packaging must be shock-absorbing, like egg cartons. The packaging itself must be safe and hygienic, so that it doesn't contaminate the food.

Packaging is used as a means of communicating to the consumer. It identifies the product and gives important information, such as the weight, ingredients, nutritional information and instructions for storing, preparation, cooking and serving. The package communicates to the customer, and gets the product noticed and recognized, thus helping to sell the product. The design and construction of the package is important for display – does it stack well on supermarket shelves? Will it be noticed among other products?

The cost of packaging is important too, as it affects the overall price of the product. Inexpensive packaging helps to reduce costs.

### **READ BELOW TO LEARN MORE ABOUT YOUR ASSIGNMENT!**

- 1) Collect examples of food packaging, particularly those used for snack foods and popcorn. Conduct a survey to study the range of materials used, or which could be used, for packaging popcorn. Write up your findings.
- 2) You are designing a package for a new popcorn idea developed by the product development team. Discuss your ideas with them to ensure that the package design suggestions are suitable. Have you thought about where popcorn is eaten? This may influence your design. Make drawings of your design ideas, discuss the best ones, then plan and construct prototypes.
- 3) Discuss environmental issues relating to packaging materials and their disposal. How will these findings affect your packaging design? Amend your design if necessary.
- 4) Devise a series of tests to assess the performance of your package. Will it fulfill the job that it is designed to do? Write a report describing the results and conclusions of your tests.
- 5) Plan a presentation to the other groups working on different aspects of the project to inform them of your findings.

### **GRAPHIC DESIGN TEAM 3**

As members of the GRAPHIC DESIGN TEAM, you are responsible for the words and graphic design that will be printed on the new popcorn product package. First, you need to know more about what must be printed on a package. Read the notes below and visit the Food and Drug Administration's Web site for a complete overview of the labeling requirements for foods under the Federal Food Drug and Cosmetic Act and its amendments (<http://www.cfsan.fda.gov/~dms/flg-toc.html> and <http://www.cfsan.fda.gov/label.html>). Then read your assignment.

### **BACKGROUND INFORMATION**

It is important that the package information helps to inform the consumer. The “copy” (the words) on packages helps people make informed decisions about products and choose between different brands.

To comply with food labeling regulations, the label must say what the package contains, the weight, and the manufacturer, packer or distributor. Ingredients must be listed in weight order, starting with the heaviest, and state any additives, such as flavoring or colorings. This helps us to choose foods we like and to avoid certain ingredients if we are allergic or following a special diet.

Labels must give nutritional information to the consumer. Increased consumer awareness and understanding of nutritional issues led to mandatory nutritional labeling, thus helping consumers to achieve and maintain a healthy diet. Armed with this knowledge, consumers can avoid certain ingredients if they wish, which is especially important if they are following a specific diet.

If a product is highly perishable, the label must give storage information – telling consumers where and for how long to keep the food. “Use by” dates are necessary to make sure that highly

perishable foods are used safely. “Best before” dates give recommendations to eat foods at their best.

The design of food labels must take these factors into consideration and must also set a style which helps to give the product its own identity and an “image” or look that will make it appealing and add character. This “feel” may be fun, trendy, nostalgic or suggest that the product is a good value or healthy. Many packages also incorporate a “logo” – a trade mark or emblem that helps consumers recognize a particular manufacturer or brand.

### **READ BELOW TO LEARN MORE ABOUT YOUR ASSIGNMENT!**

1) Find out what information must appear on a package. Collect packaging examples to help you. Find out about the legal requirements for food labeling and write up a summary of your results.

2) Design your labeling for the new popcorn snack, devised by the product development team. Discuss their ideas with them and then work out the words and information that must appear on the popcorn package.

3) Look at a range of food packages and discuss the way they have been designed. Create a style for the graphic design of the new popcorn product, developing a theme or “image” that is appropriate. Produce initial design ideas, discuss them and then choose the best one to develop.

4) Design a logo for your popcorn package. Find out about popcorn itself, as your logo may be based on its growth or cultivation. Create some initial ideas, discuss them and then choose the best one to develop.

5) Plan a presentation of your finished work to the other groups and show them the designs for the popcorn package labeling and logos.

### **ADVERTISING AND PROMOTIONS TEAM 4**

The ADVERTISING AND PROMOTIONS TEAM has the job of advertising and promoting the new popcorn product, thus informing people that the new product exists, and helping to sell it. Your team will plan the advertising campaign and develop ideas for promoting the popcorn. First, you need to know more about what advertising and promotion involves. Read the notes below and then read the assignment for this section.

### **BACKGROUND INFORMATION**

A successful radio, television, newspaper or magazine advertisement grabs people’s attention. If it doesn’t do that, it fails. It must encourage you to read or listen to it. Because people quickly become familiar with advertisements, it is vital that new ideas are created that constantly attract attention.

Advertising must inform the consumer about the product, what it is and its benefits. An advertisement usually encourages the consumer to believe that their lives would be better if they bought the product, and that the product tastes better, looks better or performs better than similar

products. (Whether this is true or not becomes obvious when the item has been bought and tried.)

To be a success, an advertisement must persuade the consumer to buy the product. It must make the item appealing and memorable enough for a trial purchase, so that when consumers go shopping they can remember the product name. An advertisement is wasted if it not clear what product is being advertised.

Promotion involves ways of encouraging people to buy, through special offers, money-off coupons, back-of-pack offers, sampling in supermarkets, information leaflets at the “point of sale” (the place in the shop where the item is sold) and other ideas which help the product to sell.

### **READ BELOW TO LEARN MORE ABOUT YOUR ASSIGNMENT!**

1) Collect advertisements from newspapers and magazines, some of which are for food. Choose some that you think are successful and noticeable (possibly because they have enticed you into buying that product) and choose some that you think do not work. If possible, record television commercials and some from the radio. Discuss them, and then write up your findings and conclusions.

2) A new popcorn product is about to be “launched.” Plan an advertising campaign for it, deciding which groups of people are most likely to eat it, and then develop ideas based on these groups – the “target market.” Write up your ideas and decide which media--magazines, newspapers, billboards, television, radio, the Web, or a combination--to use.

3) Develop and plan the advertisement. Write the words and design the page for a newspaper advertisement, write the script or words for a jingle for radio, or produce a storyboard (small pictures with words that outline the sequence of shots) for television.

4) Consider promotional ideas to help sell the popcorn product. Link the ideas to the advertising plans. You may want to design tee shirts, caps and stickers to tie in with your theme. Think about where you would sell or offer these items. Make plans and designs of your ideas.

5) Present your advertisement and promotion ideas for the popcorn product to the other groups. Discuss and evaluate.