Lesson 1

Topic: Product packaging

Reviewing persuasive techniques

Lesson concepts

Text and purpose — Complexity and technicality of texts

Visual language — Composition communicates meanings in still images: framing, placement, salience

Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features

Comprehension strategies — Expanding content knowledge, integrating and linking ideas

Handwriting style — Automaticity

Lesson notes

In this lesson students will examine the persuasive techniques used on the packaging of a cereal box **(Sheet 1)**. They will describe the effect these techniques have on the target audience. Students will also discuss and identify how products use sustainable materials and ingredients to promote a product.

Lesson answers

1. Think about these questions:

   • **What types of products are targeted at children?**

   Personal response required. For example: toys, food, drinks, clothes.

   • **Where do you find advertisements that target children?**

   Personal response required. For example: on television, in books or magazines, on billboards.

2. Write answers to these tasks.

   a. **List some products that target children and have packages featuring persuasive techniques in their composition.**

   For example: toys, video games, DVDs, breakfast cereals, junk and snack foods, chocolate bars, drinks.

   b. **What types of persuasive techniques are featured on these packages? List some examples.**

   For example: colourful images, large bold colourful print, images of characters/children/ the product, persuasive language including nonsense words, commands and persuasive factual information.

3. Open Sheet 1 — Dawn Breaks cereal package.

   a. Find examples of persuasive techniques used in Sheet 1.

   b. Write your findings in the table below.

Persuasive language or visual techniques	Persuasive examoles on the breakfast cereal package on Sheet 1
product name	Dawn Breaks Fibre Flakes
slogans	Wake up to Dawn Breaks Fibre Flakes
logos	Australian made. Packaging made from recycled materials
characters	Dawn
personalities	—
prize offers	free Dawn Breaks fibre flakes bag
recipes	Dawn Breaks bikkies
ingredients list	raw sugar barley rye oats
nutritional information	energy 75 fat 5 saturated fat 0 sugar 7 sodium 9 fibre 65
product weight	450 g
sustainability information	Sustainability logo and information: • Recycle this package when empty. • We believe our Earth should be kept as pristine as possible.

4. Discuss with another person some reasons why the creators of packages use such features on packages.

   For example: To grab the attention of the audience (children), to give the viewer factual information which will persuade them that the cereal is healthy, to encourage the viewer to buy the product because of the chance to win a prize, to use the recipe to make a new dish, to encourage the viewer to think that the endorsement by a famous personality means it must be a good/healthy product, to show you this is a good product because the packaging is recycled and sustainable.

5. The breakfast cereal package on **Sheet 1** contains many persuasive language and visual techniques.

   a. **Find one feature on the breakfast cereal package on Sheet 1 and record it below.**
      For example, some persuasive language, an image or some print.

      Personal response required. For example: A command on the package tells the buyer to 'be quick and help save the planet'.

   b. **Write a sentence to explain why the creators of the breakfast cereal package chose to include that feature on the package.**

      For example: The creators of the package have included this command to make the target audience feel that they will be missing out on something, or not be part of a group if they do not buy the product.

   c. **Write a sentence using clearly-formed, joined letters to explain what effect the feature had on you when you viewed the package.**

      Personal response required. For example: When I read the command 'be quick and help save the planet' it made me want to hurry up and buy it so that I could do the right thing.

Lesson 2

Topic: Product packaging

Examining language and visual techniques

Lesson concepts

Sentences — Meaning enriched through noun groups/phrases, prepositional phrases

Visual language — Composition communicates meanings in still images: framing, placement, salience

Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features

Text processing strategies — Cross checking, reviewing

Comprehension strategies — Expanding content knowledge, integrating and linking ideas

Lesson notes

In this lesson students will analyse the persuasiveness of a product's packaging by identifying the persuasive language features and visual elements used on the packaging of the cereal Berry-blasters (**Sheet 2**).

Lesson answers

1. Read the information below.

   No answer required.

2. Discuss with another person examples of products that you know that use the persuasive language features and techniques in the above box.

   Personal response required. For example: toys, food product packaging, television shows.

3. **Look at Sheet 2 — Berry-blasters.** Read all the text and study the images. Think about these questions:

   - Who is the target audience of this breakfast cereal package?
     For example: children.

   - Why has the designer of this breakfast cereal package used particular language features and visual elements in the design?
     For example: to persuade the audience to purchase the product, to capture the target audience's attention.

   - Can you see some persuasive language and visual techniques in the packaging?
     For example: Yes, there are facts, repetition, bright colours, contrasting colours, the Berryblaster strawberry fl akes are shown in a large bowl on the front of the cereal packaging, which makes this product packaging very p ersuasive.

4. **Look at Sheet 2** as you write notes about the language features and visual elements used in the Berry-blasters packaging on **Sheet 3 — Language features and visual elements: Product packaging (answers attached).**

5. Look at the Berry-blasters breakfast cereal design on **Sheet 2** again. Read the questions below and write each answer in a sentence in your English exercise book.

   a. What do the language features and visual elements used in the Berry-blasters packaging tell us about the product?
   For example: The noun groups in the Berry-blasters package are telling us that they are delicious *(yummy strawberry flavoured)* and nutritious *(crispy flakes — full of goodness)*. The commands are telling us that you will get a lot of energy from eating Berry-blasters, for example, *'Run like an ironman. Bounce all day!'*

   b. What do the visual elements (images, print, layout, colours) used in the Berry-blasters packaging show us about the product?
   For example: The visual elements such as Strawberry Sam, the mechanical cow, the tiny strawberries in the background and the free Berry-blaster, show us that Berry-blasters are fun product to eat.

   c. How do the language features and visual elements used in the Berry-blasters packaging work together to contribute to the persuasive effect of the packaging?
   For example: The language choices and visual elements work together by reinforcing each other, for example, the strawberry image is repeated everywhere and makes up the design of the words 'Berry-blasters'.

6. Share your findingsandopinionsabouttheBerry-blasterpackagingwithanotherperson.

   Explain why you think it is an effective and persuasive package.

   Personal response required.

Lessons 3—4

Topic: Product packaging

Preparing and presenting findings

Lesson concepts

Language and social interactions — Exploring and clarifying ideas, summarising students' own views, reporting views

Visual language — Composition communicates meanings in still images: framing, placement, salience

Author and context — Authors representing similar storylines, ideas and relationships

Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features

Comprehension strategies — Expanding content knowledge, integrating and linking ideas

Lesson notes

In this double lesson students will examine the packaging of a product that targets children. They will identify the persuasive language features and visual elements. Students will write and present a short presentation on the persuasive features used and the effectiveness in persuading an audience.

For this lesson students will require access to a cereal package or other food product packaging that targets children.

Lesson answers

1. List five different techniques that designers of product packages use to persuade you to buy a product:

   For example:
   - slogans
   - logos
   - characters
   - personalities endorsing the product
   - prize offers
   - recipes
   - ingredients list
   - nutritional information
   - product weight
   - sustainability information

2. Find a breakfast cereal or food package that targets children.

   No answer required.

3. Look at the breakfast cereal or food package you found, looking at all sides of the package.

   Think about:

   Responses in to this task are based on the product Ruby's Jubies.

   - What stands out on the package?

     For example: The different-shaped, brightly coloured jubes.

- What features add impact to the package?

  For example: The nonsense word LEMON + GRAPE = LEMGRAPPO captures my attention because I want to know more about this new nonsense word.

- What effect do the features have on you when you view the package?

  For example: The bright colours make me think that this product is going to be fun and exciting.

4   **Complete Sheet 4 — Language features and visual elements: Your package.**

See **Sheet 4** answers for examples to include in response to this sheet.

5.   Complete the table by writing sentences about the food product package you have chosen to examine.

These sentences will be the main part of a short presentation about your chosen food package.

Personal response required. See the example in Task 6 in the lesson plan for ideas.

6.   Read the example one student completed about a packet of Ruby's Jubies.

No answer required.

7.   View the Video — Dawn's findings as she reports to the audience about the food package she chose to examine.

No answer required.

8.   Report your findings to another person.

No answer required.

9.   Read the information below to help with ideas on how to respond to the discussions of others.

No answer required.

Lesson 5

Topic: Product packaging

Researching cereal box design features

Lesson concepts

Language and social interactions — Exploring and clarifying ideas, summarising students' own views, reporting views

Expressing opinions — Differences between expressions of opinion and statements of fact

Visual language — Composition communicates meanings in still images: framing, placement, salience

Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features

Text purpose — Characteristic features to meet purpose

Lesson notes

In this lesson, students will design packaging for a breakfast cereal. They will gain ideas by researching different product packaging to identify the characteristic persuasive features used in their designs.

Lesson answers

1. Prepare for your task now by reading through **Sheet 5 — Design a breakfast cereal package.**

2. Discuss with another person the different persuasive features used in product packaging.
    Read the following to review these types of features. Tick each one as you discuss it, provide an example and consider how you could incorporate it into your own design.

    Personal response required.

3. Open Sheet 5 and complete Part A.

    Personal response required.

4. Think about the features you identified and the persuasive effects they had on you.

    Choose one of the packages and complete the following tasks.

    a. Choose one product package you have researched. Write the name of that product.

        Personal response required.

    b. In your opinion, what is the most effective persuasive feature on this packaging?
        Explain why you think the feature is effective.

        Personal response required.

    c. In your opinion, what is the least effective persuasive feature on this packaging?
        Explain why you think the feature is not effective.

        Personal response required.

    d. How was colour used to appeal to the audience?

        Personal response required.

    e. How was the print made to look appealing?

        Personal response required.

Lessons 6–7

Research and planning

Planning breakfast cereal package design

Lesson concepts

Language and social interactions — Exploring and clarifying ideas, summarising students' own views, reporting views

Expressing opinions — Differences between expressions of opinion and statements of fact

Visual language — Composition communicates meanings in still images: framing, placement, salience

Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features

Presentations — Accounting for purpose and audience

Text structures and language features that create texts — Providing key information and supporting details

Lesson notes

In this double lesson students will plan the design for their persuasive breakfast package. They will then share their design and discuss how it can be improved to create a more persuasive design.

Lesson answers

1. Discuss with another person examples of persuasive features in popular breakfast cereal packaging including:

   - persuasive language features (noun groups and prepositional phrases)
   - persuasive language devices (commands, exaggeration, repetition, facts, nonsense words, alliteration)
   - visual elements in the composition (images, positioning, colours, print/image size, framing, camera angle)

   See Sheet 3 answers for examples of persuasive techniques

2. Open your saved copy of **Sheet 5 — Design a breakfast cereal package.**

   No answer required.

3. **Complete Part B: Plan the design, Task 2 of Sheet 5.** Write notes in the table about the persuasive language features, language devices and visual elements you will include in your package.

   Personal response required.

4. Share your written plan with another person.

5. Use the cereal package template on Sheet 5 (Part B, Task 3) to design your package.

   Personal response required.

6. Before you share your design again, write three questions in your English exercise book using clearly-formed, joined letters that you would like the other person to consider about your work.

   For example: Did you remember to use contrasting colours so the colours stand out?
   What persuasive language did you use? Did you include facts, commands or alliteration?

7. Share your design and discuss your planned questions.

   Personal response required.

8. Incorporate any feedback into your breakfast cereal design on **Sheet 5.**

   No answer required.

9. With another person, ask and respond to the following questions

   - What is the most effective design technique?
   - What is the least effective design technique?
   - How could I improve the design

   Personal response required.

Lesson 8

Design

Using word processing software

Lesson concepts

Language and social interactions — Exploring and clarifying ideas, summarising students' own views, reporting views

Visual language — Composition communicates meanings in still images: framing, placement, salience

Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features

Constructing and editing texts — Using a range of software applications: placement of visual, print elements

Lesson notes

In this lesson students will practise using word processing software to create different visual effects. They will understand the effects of salience, framing and placing of images or text on the overall composition of their cereal box design.

Lesson answers

1. Tick the following features you know how to use.

   Personal response required.

2. Decide which tool is the best to create each part of your design.

Features of cereal packages	Word processing tool
Cereal name in large decorative font	WordArt or type modification tool
Large picture of cereal	image — change size and position
Cartoon character behind cereal name	order: bring to front
Nutritional information	table
Collectible toys	text box
Healthy eating tips	text box/bullet points

3. Open a new page on your computer. Create a frame to use as the border for one side of your cereal box.

    For example: Students may choose to draw a rectangle shape on the page.

4. Create or import the following visual elements onto your page:

    - the cereal name
    - a picture of the cereal
    - a character for the cereal
    - a table for nutritional information
    - a recipe.

    Personal response required.

5. Use the elements on your screen and experiment with your own ideas.

    Personal response required.

6. Reflect on your ability to use word processing software by answering the following questions:

    a. What was easiest to do?

        For example: Changing the appearance of the cereal name using WordArt.

    b. What was difficult?

        For example: Moving images around on the page.

    c. What word processing tools will you use to design your breakfast cereal package?

        Personal response required.

    d. How does digitally creating designs and products compare with creating a design or product by hand? Which do you prefer?

        Personal response required.

Topic: Design

Designing a breakfast cereal package using software

Lesson concepts

Language and social interactions — Exploring and clarifying ideas, summarising students' own views, reporting views

Expressing opinions — Differences between expressions of opinion and statements of fact

Visual language — Composition communicates meanings in still images: framing, placement, salience

Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features

Text structures and language features that create texts — Providing key information and supporting details

Constructing and editing texts — Using a range of software applications: placement of visual, print elements

Lesson notes

In these lessons students will create an effective persuasive design for a breakfast cereal package using software applications. They will share their design with others and act on any feedback received in the sharing process.

Lesson answers

1. Think about all the word processing tools you know of to use over the next three lessons.
   List three of the most effective word processing features you will use in your design.

   Personal response required. For example:

   • big bold WordArt letters for the title of the product

   • bright contrasting colours for the background and words

   • large image of the product.

2. Create your breakfast cereal package on the computer to **complete Part B, Task 4** by using:

   • your design ideas on **Sheet 5**

   • the hard copy of your breakfast cereal design

   • the Slideshow — My design for a breakfast cereal package (if needed).

   Personal response required.

3. Share your design with another person. Consider the changes suggested by the other person about your design and make the changes you feel are necessary.

   Personal response required.

4. Answer the following questions.

   a. **What did you learn from designing a breakfast cereal package digitally?**

   Personal response required. For example: I learned that there were a lot of persuasive techniques that I could use in my design but it was important not to overcrowd the package.

   b. **What was easy to do?**

   Personal response required. For example: Using WordArt for the text.

   c. **What was difficult?**

   Personal response required. For example: Moving the images and words around the page so that they didn't overlap.

   d. **What digital techniques were the most beneficial in the design of your breakfast cereal package? Why?**

   Responses will vary. For example: I used framing to show close-ups of the important information on the package.

   e. **How did you use images and text to improve the effectiveness of the design?**

   Personal response required. For example: I used a white background to make the characters and text stand out clearly so that the buyer's eye was drawn straight to them.

   f. **Why do you think that designing the breakfast cereal package digitally is an effective way of creating it?**

   Personal response required. For example: By designing it digitally I was able to be more creative with the texts and the images. I was able to create close-ups and make the images appear to be 3D.

Sheet 3 Answers

Language features and visual elements: Product packaging

Identify the persuasive language features and visual elements used on the breakfast cereal package.

Write your responses in note form.

Breakfast cereal name: Berry-blasters

Target audience:		
Children under 10		
Language features and devices	**Language features and devices**	
Noun groups	- Berry-blasters - Strawberry Flakes - no added sugar - yummy strawberry - flavour - crispy flakes - free Berry-blaster!	- objects - characters - symbols - logos - other items	- cartoon character: Strawberry Sam - Australian made symbol (with kangaroo and sun) - made from recycled materials logo - radiating lines pointing to a big bowl of Berry-blasters - text boxes with nutritional information and ingredients - text box with information about how to get a free Berry-blaster - mechanical cow - tiny strawberries in the background - ticks against facts
Commands	- Run like an ironman!' 'Bounce all day!' - collect 5 specially marked packs of Berry-blasters Strawberry Flakes. 'Be berry quick!'	Placement of elements: Where are the objects, symbols and characters placed? - In the background? - In the middle?	- background of box is covered with tiny strawberries - sides of box contain text boxes with nutritional information, - ingredients and facts about the product - large bowl in lower half of front of box - large spoon in bowl

Target audience:			
Children under 10			
Language features and devices		**Language features and devices**	
Exaggeration	• 'Run like an ironman!' • 'Bounce all day!'	Colours: What colours are used?	• bright colours for front and back (purple, green) backgrounds • red and pink sides • pink strawberries background • pink/blue striped bowl with bright blue spoon • large red ticks against facts
Commands	• Run like an ironman!' • 'Bounce all day!' • collect 5 specially marked packs of Berry-blasters Strawberry Flakes. • 'Be berry quick!'	Placement of elements: Where are the objects, symbols and characters placed? • In the background? • In the middle?	• background of box is covered with tiny strawberries • sides of box contain text boxes with nutritional information, • ingredients and facts about the product • large bowl in lower half of front of box • large spoon in bowl
Repetition	• wholegrain • wholegrain goodness • full of wholegrain flavour • 98% wholegrain	Size: What size are the objects, characters and symbols?	• large face of Strawberry Sam cartoon character on front, back and side • large spoon and bowl
Facts/questions	• high in fibre • low in salt • wholegrain	Framing: • Are some objects close-up? • What is in the background?	• close-ups of bowl of Berryblasters, Strawberry Sam, big spoon and free Berry-blaster • background of little strawberries • Berry-blasters name made up of tiny strawberries
Nonsense words/ alliteration	• Strawberry Sam says	Camera angle: • What angles are used to show the items?	• camera angle from above, looking down on the bowl • Strawberry Sam's face and cow at eye level makes them look • directly at the audience