

**2.2      Module:                      Food and Drink**  
**Unit:                              Food Packaging****Creative Thinking Tools**

Brainstorming\*

Mind mapping\*

S.C.A.M.P.E.R. techniques\*

**Activity Description*****New Packaging for a Healthy Snack***

The teacher helps pupils organise their ideas about attractive food packaging using a mind map. Building on their knowledge about food packaging, pupils are guided to see how food companies use the S.C.A.M.P.E.R. techniques to improve food packaging. They then work in groups and apply the techniques to improve the packaging for a healthy snack to promote healthy eating habits at school.

\* Please refer to Chapter 1 for the introduction to brainstorming, mind mapping, the S.C.A.M.P.E.R. techniques and other creative thinking tools.

**Materials**

- LT 2.2.1 – LT 2.2.3
- A tin of condensed milk, a tube of condensed milk and some healthy snacks

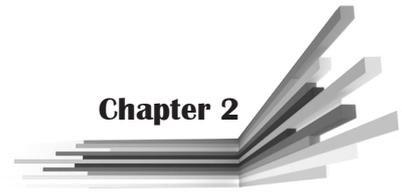
**Procedures*****New Packaging for a Healthy Snack***

1. Introduce the context – the school is promoting healthy eating habits. Pupils have to improve the packaging for some healthy snacks to make them more attractive to children.



2. Brainstorm with pupils different aspects of attractive food packaging (e.g. size, shape, material, container and use). Organise their ideas using a mind map (LT 2.2.1).

3. Use the packaging for condensed milk as an example to illustrate how food companies make creative changes to the packaging for a product.



Example: Condensed Milk



(a) Show pupils a tin of condensed milk. Ask them how it is usually served, if they like the packaging and why (LT 2.2.2 Part 1).

(b) Introduce the S.C.A.M.P.E.R. techniques using pictorial clues (LT 2.1.2 on pp. 20-21) and explain that it is common for food companies to apply the techniques to product design.



(c) Show pupils the new packaging for condensed milk (a tube). Guide them to see how the S.C.A.M.P.E.R. techniques are applied to the new packaging. Ask them to list the good and bad points of the new packaging in a table and write sentences to describe and explain the changes made to the packaging (LT 2.2.2 Part 2).



4. Show photos or realia of healthy snacks (e.g. raisins, nuts and energy bars) to stimulate pupils' thinking. Have them work in groups to create a new packaging for one of the snacks. Ask pupils to evaluate the pros and cons of the original packaging (LT 2.2.3 Part 1) and then apply the S.C.A.M.P.E.R. techniques to create a new packaging. Ask them to draw the new design and write sentences to explain the changes (LT 2.2.3 Part 2).



5. Ask pupils to take turns to present their new design to the whole class. Give feedback to pupils and ask the class to decide on the best design.