

Lesson Developed by:



Lesson: Create a Label

Grades: Elementary-High School; elementary can draw, and more intensive high school can utilize adobe, or a graphic design software.

Lesson Description: Groups work in teams to select a value-added product, and design a marketing label.

Learning Objectives:

Students will...

- be able to create a label for a value-added product collaboratively.
- understand different roles and careers within the Maine food system and service industry as related to marketing a value-added product.

Essential Questions:

Why are labels important?

What three key parts do you need to include in your label?

How do you think real small Maine businesses go about coming up with their label, what steps are involved?

Have you considered the preservation method of your value-added product as part of your label? I.e. what kind of vessel you will be using, jar, bottle, etc.

Vocabulary List:

Maine Food System: 'A system in which policy, research, production, processing, commerce, nutrition, and food security and safety are integral and interrelated.' Coop Ext Website

<https://extension.umaine.edu/maine-food-system/farming/>

Value-added product: 'A change in the physical state or form of the product (such as milling wheat into flour or making strawberries into jam). USDA definition.'

<https://www.agmrc.org/business-development/getting-prepared/valueadded-agriculture/articles/usda-value-added-ag-definition>





Materials:

Examples of product labels along with vessel, i.e. jam jar, syrup container, etc.
Paper sticky labels
Markers
Pens
Pencils
Rulers
Whiteboard/Corkboard, something to write on, or place brainstorm information on
Paper
Scissors
Clear vessels that labels can be applied to
Parameters sheet, 1 per group.

Prep: Set up space so each table has a vessel with a label and a box or small container with the rest of the materials in it on each table but not opened.

Background Information:

This lesson and kit are part of the Growing Aspirations project, a collaboration between University of Maine Cooperative Extension, and the Maine Association of Family and Consumer Sciences to pair curriculum for the 'Growing Maine' video series. Please check out the other 'Growing Maine' videos in the series, as well as the other lessons in this curriculum.

Process:

Engage:

Firstly, begin by watching one of these 3 Growing Aspirations videos created by Extension Faculty Leslie Forstadt about the Maine Food System and small business owners:

<https://extension.umaine.edu/growing-maine/>

- Simply Macaroons
- Worcester's Blueberries
- Maine Maple Jillison Family Farm

Explain:

Discussion - After watching this video, let's think back in time where they started, do you think they had a plan all laid out for what their recipes and products were? Who they would market to? What their label would look like?



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We're going to begin a project that is oriented towards the beginning of a business venture within the Maine food system. We shall be looking to create an awesome label for a value - added product! Are you up for the challenge?

3-5 min - Hello everyone! Before we get started, please find yourself at a table and notice the container(s) on your table. Please spend the next few minutes talking with your group about the container, and in particular the label on the container. What do you notice? Does anything stick out to you? Does it stand out? Is it boring? How?

5 min - Great! Now that you've had some time to discuss in your group, let's bring everyone together and share what were some of the key things your group identified about the label?

3-5 minutes - You all have shared some great observations about the labels on your tables. In summary, you noticed that...
(Write down so that all can see)

Are there any other ideas people have about what makes an effective label? (Write down so that all can see)

Elaborate:

5 minutes - Let's take a moment to talk about what our goal is for today.

Each of your groups is a small business who makes different Value-Added Products, i.e. jams, syrups, chocolate, sauces, etc. You're almost to the point of having finished your product and are at the stage of needing to create a label. This label is really the face of your small business, it needs to be something that will make it stand out from all the other jams, syrups, chocolate, sauces, etc. For this label, we're not focusing on a business name, but rather the name of your product. Your goal, by the end of our time together is to work collaboratively as a team to create a product label.

You have some parameters you need to complete for the label:

1. A Product Name
2. A Product Description
3. A Product Image/Logo

Most labels you see in the store have a calorie chart, ingredient list, best by date, etc. For your project we're keeping it really simple, so focus on these 3 main parts of the label.

You'll have 15 minutes to brainstorm with your group before you need to get started working on a label. In the box on your table has all the materials you will need, pens, pencils, markers, labels, a



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ruler, scissors, and a vessel of some kind. You may open the box when you're ready. Any Questions so far?

Ready, Set, Go!

Brainstorm - 10-15 minutes; walk around and be of help if/when needed

Alright everyone, now that you've had time to brainstorm we're beginning the creation phase of the label. Another challenge is that everyone must contribute to the final outcome. I.e. one person draw with a pencil, one outline with a pen, and another to do the colors, etc. You have 20 minutes to create your label, including the three parameters we talked about earlier.

Creating the label - 20-25 minutes

Make sure to support all team members participation in the process and continue to move around for support if needed.

Share - 15 minutes

Now that each group has created your label, let's take a moment to pat yourselves on the back, great work! Now we're going to have each group present your label to the class, as well as point out the three necessary pieces your label needed.

5 minutes each group

Evaluate: 5-10 minutes

Sharing and also asking questions such as 'What was the most challenging part of this activity?' 'Is there anything you would do differently next time?' 'Were there any materials you wish you had that were not here?'

Also, in real life, do you think the label design process is similar to this? How so? How not?

Discussion around graphic designers working on labels, vs hand-drawn, etc.

So all in all, why are labels important for small businesses to sell their products? Will you ever look at a label the same way again!?

Discussion linking the experience to the 4-H life skills wheel -

Did you use skills in all 4 quadrants to complete this project? (Hands, Head, Heart, and Health) Why or why not?

Did this project help you focus on a quadrant or two in particular? Please elaborate

How do you feel these life skills were applied in this project?

How would you make this project or lessons better for the future?



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Additional Resources:

The Growing Aspirations STEM 4-H Toolkit, and the Growing Aspirations Curriculum
Maine Ag in the Classroom
FoodCorps
Maine School Garden Network

Standards:

National Family Consumer Sciences Standards

8.1 Analyze career paths within the food production and food services industry
8.5 Demonstrate food preservation methods and techniques to produce a variety of food products.



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