

NEW USES FOR EXISTING PRODUCTS

FIDM's Just for Educators Classroom Projects & Activities



Objective:

To establish an understanding of the creative process and help students think “outside of the box” by discovering new uses for existing products. Students will use the creative process to create a new item or a new product from an existing one.

Suggested for: *Home Economics, Business Education, Social Studies*

Student Activities:

Working in teams of four, students choose one item to work with from an assortment of household products, kitchenware and utensils, clothing, tin cans, shoes, sporting equipment, and toys. They have 30 minutes to brainstorm and compose a new use for their chosen item. They create sketches to illustrate their new product.

The teams create a new name, purpose, target customer, and advertising slogan for the product. Each team presents their item and promotional campaign to the class. The class votes on which item would be most saleable and why. The teacher conducts a follow-up discussion.

Arizona State Standards:

• Marketing Management and Entrepreneurship:

- 8.0 Practice critical thinking, problem solving, and decision making skills applicable to marketing.
- 16.0 Demonstrate oral communication skills for the marketing field.
- 16.6 Prepare and deliver presentations.

California State Standards:

• Engineering Design Pathway:

- C10.0 Students understand the sketching process used in concept development.
- C10.3 Use freehand graphic communication skills to represent conceptual ideas, analysis, and design concepts

Washington State Standards:

• Essential Academic Learning Requirements: Communication:

2. The student uses communication skills and strategies to interact/work effectively with others.
- 2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.

• Essential Academic Learning Requirement: The Arts:

2. The student demonstrates thinking skills using artistic processes.

Materials Needed:

- Paper and pens
- Lots of reusable products (household products, kitchenware and utensils, clothing, tin cans, shoes, sporting equipment, toys, etc.)
- Poster boards
- Labels, pens, glue sticks, etc.

Warm-Up Exercise:

Have students think about how many ordinary items get redesigned (zippers on plastic bags, roller skates on sneakers, etc.). Discuss with the class about how existing products could be redesigned to meet new needs.

Project Guidelines:

1. Have students and educators bring in some unwanted, but reusable products such as those listed in the Materials Needed section. In teams of four, have students choose an item to work with for their project. Give each team 30 minutes to brainstorm and compose a new use for their chosen item. In this phase, have the students create sketches to illustrate their new product.
2. Ask the student teams to create a new name, purpose, target customer, and advertising slogan for the product. Have each team present their item and a promotional campaign to the class. Take a class vote on which item would be the most saleable and why. Conduct a follow-up discussion.

Possible Follow-up:

Arrange a class visit to a large retailer (e.g. Wal-Mart, Target, Sears, K-Mart, 99 Cents Only Store, Big Lots, Ikea, etc.). Have the students visually shop the store to locate ,new, items in the store that have been recreated from other products. Have them write a review of the product.

Possible tie-in to Project Based Learning:

Have teams of students work with the school Booster Club or Associated Students, Committee to conceive a new school spirit item that might be created and marketed in the campus Student Store or for a campus-wide fundraiser.