

# PRODUCT BRIEF OPTION 1:

Unilever have developed a new premium **antibacterial 2in1 shampoo/body wash**. Unilever feel there is a strong case to put the hygiene product into the market for several reasons:

- The COVID-19 pandemic has caused consumers to become **more conscious of personal hygiene in relation to germs/viruses**
- The 2in1 uses **gentle cleansers and moisturisers**, as a result of the pandemic there has been an increase in skin irritation, especially for Healthcare Workers who have needed to wash more frequently
- The formulation is **100% biodegradable**

However, the formulation does come with some challenges:

- It is more **expensive** than current options on the market
- It has a **lower performance for the hair** than other, more nourishing hair products on the market

The product is very effective in killing germs/viruses – but this is not very consumer friendly language for beauty/personal care products so creative communication of the benefits will be key

There are no rules on who the product should be sold to or where. Consider the region and target consumer that you are choosing to sell to & tailor the most appropriate communication – for example - in some markets, there may still be a requirement to educate on cleansing and why it is important.

Consider the after-effect of the pandemic and if there are any brand initiatives/advertising campaigns that could help to have a positive impact on people

Consider if there are any **additional ingredients** you would want to include in your shampoo that could help to communicate 'hygienic' and 'moisturising' e.g. for a calming product, a brand might choose to include lavender

**An example of communicating good hygiene practice through sanitiser products:**



# PRODUCT BRIEF OPTION 2:

Unilever are seeking to launch a new Haircare brand. The first product will be a shampoo formulation that is **designed for inclusivity**. This could be brought to life in several ways, the following are a few examples:

- Producing **packaging that is easier to use** for consumers with health conditions
- Building a more inclusive world by **representing and celebrating diversity** through brands and advertising
- Creating brands that have a **positive social impact** through their messaging and/or partnerships this could be related mental health, sexuality, race and/or a range of diverse abilities

The shampoo is a standard formulation that cleanses the hair

Unilever would like to launch a new Haircare brand that drives inclusivity within society

The advertising/brand plan will be crucial in driving positive messaging

Consider brand partnerships with charities that could help you to make a positive difference in communities and product solutions that are designed to be more accessible for everyone

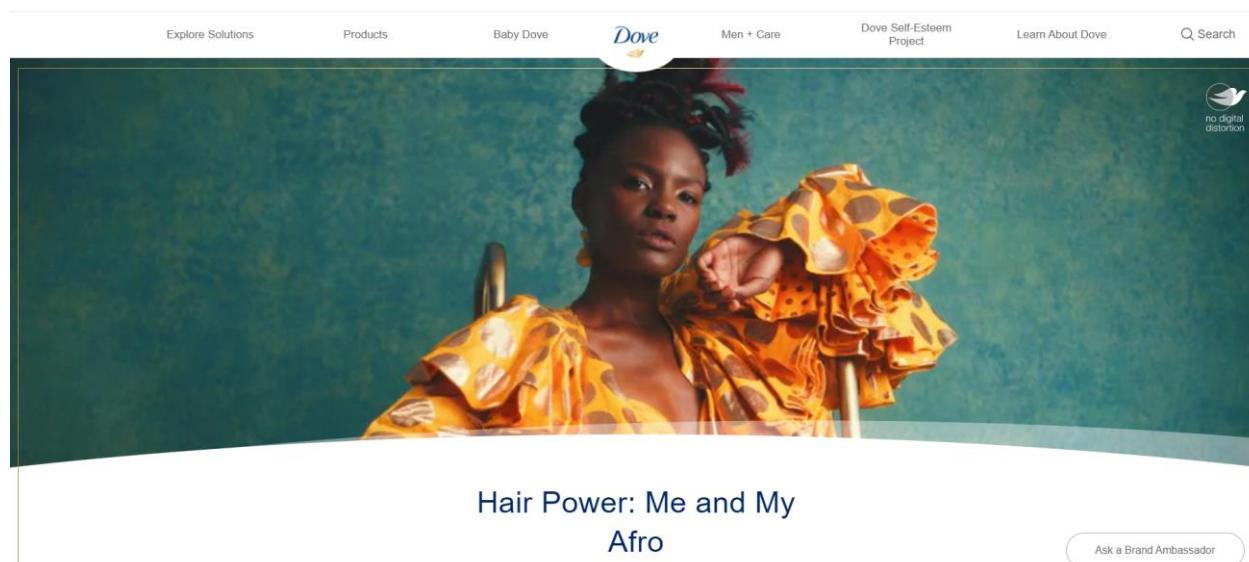
Consider if there are any **additional ingredients** you would want to include in your shampoo that could add additional benefits for consumers or help to build your brand story

## Examples of Design for Inclusivity:



### Switchboard

A range of our beauty and personal care brands have partnered with Switchboard, an LGBT+ Helpline, to help raise awareness of the life changing support they offer to people across the UK. In addition to a donation to help fund their helpline, you can find Switchboard's logo and helpline number on limited edition Pride packs sold in Superdrug all year.



# TEACHER GUIDE

## CHALLENGE 1: BRAND

### BACKGROUND/SUMMARY

Unilever makes some of the best known brands in the world. All of Unilever's brands are on a journey to reducing their environmental impact and increasing their positive social impact. Successful branding is key to selling products.

\*Before starting the brand task, make sure the students have selected which product brief they are going to work on (page 1 and 2 of the teacher guide).



### SESSION OUTLINE

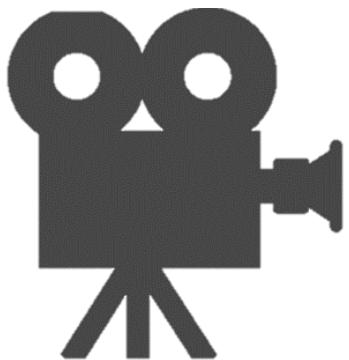
In this session, students will design their own brand and a “concept” for the product brief they choose. A concept is a document that summarises the opportunity for a new product and why a consumer would buy the product.

### ACTIVITY 1

Use pages 1-6 in the support materials to play the brand game. Ask students to guess whether they can guess the brand just from looking at the products. Then, as a group spend a few minutes asking the students if there are any brands that are iconic to them and why –use page 7 to support.

After playing the brand game, use page 8 to introduce the students to what a brand is and explain it is the job of the brand experts in the video to determine what makes a successful brand.

### PLAY VIDEO



# CHALLENGE 1 – BRAND

## ACTIVITY 2

Pause the video at 4:10. Use page 11 to explain what we mean by a concept. A concept is a summary of what the brand and product is offering the consumer.

Strong brands have a clear purpose. For example, the Dove brand is passionate about increasing body confidence & their purpose statement aligns to this: “We believe beauty should be a source of confidence not anxiety”.

## CONTINUE VIDEO

### ACTIVITY 3

Students will need to work in teams to create their new brand and concept. Before they do this they will need to decide which region they are designing their product for – as consumers from different regions have different needs and considerations. They will also need to define who their specific target consumer is and what need they are delivering to.

Students should spend 5 minutes using pages 15-17 to pick either Region 1, 2, or 3. This will be the region they are designing for throughout the programme.

### ACTIVITY 4: THE CHALLENGE

Students should use the template on page 18 to fill out their concept. This should include all of the elements previously introduced to them.

As well as explaining the problem e.g. “Consumers want to use cleansers that protect them against viruses” or “Consumers with a variety of abilities should be able to access products that are tailored to them”, students need to demonstrate how their products will satisfy this problem. Most importantly, students need to think about their target consumer, name of their brand, purpose statement and logo.

**NOTE there are some supporting materials on pages 19-20.**



# CHALLENGE 1 – BRAND

## ACTIVITY 5 (OPTIONAL ADD ON)

Now that students have created their concept, use slide 21 to introduce the task of creating a 30 second pitch of their product for TV, radio or digital.

## CRITERIA UNILEVER WILL BE LOOKING FOR -

- All of the elements that form a concept including:
    - Target Consumer & their needs
    - A logo
    - A brand name
    - A product name
    - A purpose statement
    - The benefit of their product
    - The reason to believe (the technology, packaging or ingredient which will help consumers to believe the product will work) – **students have the freedom to decide if they want to include 1 or more ingredients that helps to sell their brand e.g. a calming product may contain calming fragrance such as lavender\*. The inclusion of these ingredients could make their brand easier to sell. They can also consider if packaging is a key part of their concept, for example it could be textured packaging\* that is easier to hold for the consumer.**
- HINT: For Product Brief 2 (Designing for Inclusivity) – finding ways to appeal to the senses is a great place to start!**
- For submission, the concept can be presented in any desired format –for example these elements could be explained through a pitch via video, through a drawing or using the template as provided. The more creative the better!

