



Erasmus+



The origin of everything

The cultural roots of a commercial product



Image caption: the image is from “Eggshibition”, a collective exposition of art and food revolving around eggs presented in March 2019 by [DesignMarch](#).



Erasmus+



Index

General overview	2
The chocolate eggs business model	3
Activity overview	3
Descriptive activity sheet	4
Stage 1	4
Stage 2	5
Stage 3	7
Eggs in art	8
Activity overview	8
Resources	9
The chocolate eggs business model	9



Erasmus+



General overview

The idea for the design of this exercise comes from a visit to the Icelandic artist Rán Flygenring's exhibition: "Eggshibition" and from the words by which the artist presented her work.

"It can seem such a random thing to think of, something you look past at the supermarket, but as we say in Icelandic 'all birds come from eggs.' They're the origin of everything, they're a symbol of birth, life and resurrection. They are food and they are home, but there are also so many instances of eggs in the art and pop culture that one never thinks about, like the Fabergé eggs, Kinder eggs, the surprise Easter eggs or the golden egg."

As in the words of the young Icelandic illustrator, the exercise swings among the spaces of myth, economy and art in a mutual contamination that underlines the complexity of the issue and reveals its cultural charm.

The exercise can be exploited in courses that include economics lessons, as well as in the HORECA sector.

The exercise presents in detail one activity and outlines one more that teachers and trainers will be able to finalise following the model.

The chocolate eggs business model

Activity overview

The activity asks the students to reflect on the symbolic meaning of the egg, to outline an overview of the role of this primordial element in history and in different cultures and to explore its hidden meanings in one product of great commercial success. As a final product the activity asks students to report on the case story (Ferrero Kinder surprise) using the Canvas business model.

The activity has been designed for students of the HORECA sector.

Final product

- Canvas business model analytical report



Erasmus+



Specific knowledge

- Relationship between symbolism and marketing
- Canvas business model

Level of difficulty

The exercise, as a whole, has a medium-high level of difficulty as it presupposes an intermediate entry level for the skills and knowledges on which it works:

- Multilingual competence
- Literacy
- Cultural awareness and expression
- Entrepreneurship competence

Descriptive activity sheet

Stage 1

Description

This phase is for the whole class. Guide your students to comment on the Rán Flygenring below mentioned assessment by a group discussion. As an example, to deepen the topic, we invite you to present the following resources to your students, asking them to get resources for a classroom debate: [Eggs as a symbol of life](#); [Eggs as a symbol of mourning](#); [Eggs in Hinduism](#).

The suggested resources are in English, but there are plenty of resources on this topic in many different languages.

Objectives

- Increase the students' ability to understand spoken messages, in English (Multilingual competence).
- Increase the students' ability to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral arguments in a convincing way appropriate to the context (Literacy).
- Increase the students' knowledge of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions



Erasmus+



can influence each other as well as the ideas of the individual (Cultural awareness and expression)

Key competences

- Multilingual competence
- Literacy
- Cultural awareness and expression

Resources

- Teacher contact person for the activity
- The group of teachers we suggest is composed by: teachers of the linguistic axis.
- Some printed copies of the mentioned Resources

Duration

- 60 minutes - suggested resource analysis
- 30 minutes - debate

Stage 2

Description

This phase is for two class groups. Ask your students to do a research on Ferrero's product: kinder surprise, trying to understand how the symbolic meaning of the egg is commercially exploited, what are the characteristics of the product, what are the sales channels, what are the target groups.

In the research, ask your students to identify the information needed to answer the following questions:

- What are the customer segments of the product (Who are the customers?)
- What are the value propositions of the product (Why do customers buy the product?)
- What are the product's promotion and sales channels (How is the product advertised and sold)
- What are the relationships with the customer (How does the company interact with the customer?)
- What are the income flows
- What are the key activities (What are the strategic activities that the company does to sell the product?)



Erasmus+



- What are the key resources (What are the strategic assets the company must have in order to be competitive?)

By way of example we propose a hypothetical research path to answer the first question of the list:

To get started we recommend you watch the Kinder surprise [promotional video](#). Watching the video you can collect some basic information: you will discover that the product is for children over three years old, while buyers are mainly parents who are looking for something special for their children. Continuing your online search you may discover that there is a Ferrero app collection on [Google Play](#), available for children from 6 to 12 years old or that [Kinder surprise toys](#) are also appreciated by adults and there is a real circuit of collectors.

Objectives

- Increase the students' ability to understand spoken messages, to read and understand text ,in English (Multilingual competence).
- Increase the students' abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context (Literacy).
- Increase the students' knowledge that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise (Entrepreneurship competence).
- Increase the students' knowing and understanding approaches to planning and management of projects, which include both processes and resources (Entrepreneurship competence).

Key competences

- Multilingual competence
- Literacy
- Entrepreneurship competence

Resources

- Teacher contact person for the activity



Erasmus+



- The group of teachers we suggest is also composed by: teachers of the linguistic axis; an expert of marketing
- Internet connection, computer

Duration

- 60 minutes - Internet research
- 60 minutes - processing answers

Notes

We selected one specific brand but, according to your experience and to specific national context, it is possible to select different brands. The suggested resources are in English, but it is possible to find resources in some different languages.

Stage 3

Description

We suggest introducing this phase of the activity by presenting the Canvas business model in its overall structure and in its individual components to the class. It is then suggested to divide the students into two groups and ask them to systematize the data collected in the previous phase using the model and producing a brief final report.

The document should be implemented digitally (using, as an example, the Google Drive tools).

Objectives

- Increase the students' critical thinking and ability to assess and work with information (Literacy).
- Increase the students' abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context (Literacy).

Key competences

- Literacy

Resources

- Teacher contact person for the activity



Erasmus+



- The group of teachers we suggest is also composed by: teachers of the linguistic axis; an expert of marketing
- Equipment: Internet connection, computer, blackboard, pen and pencil, some printed copies of the Canva model.

Duration

- 60 minutes - presentation of the Canva business model
- 60 minutes - final report

Eggs in art

Activity overview

Starting from a desk research on eggs as an element widely represented in art, the activity invites students to virtually visit some famous museums and art galleries all over Europe to search for artworks of past and present time in which eggs are represented in their different meanings. The activity is a sort of treasure hunt by which students would discover both famous artworks and art places.

The suggested steps of the activity are the following:

1. Divide your students into groups and ask them to explore European museums and art galleries to find examples of artworks in which there is one (or more) eggs.

As an example we suggest you the following:

- Brera Pinacoteca (Milan) where your students would find a famous Madonna, by [Piero della Francesca](#).
- [Fabergé Museum](#) (St. Petersburg) where students will find the Easter eggs by Fabergé.
- The National Galleries of Scotland (Edinburgh) where students will find “[An Old Woman Cooking Eggs](#)” by Diego Velazquez).
- [Art-Eggcident by Henk Hofstra](#) - Spray paint and synthetic materials - Wilhelmina Square, Leeuwarden, Netherlands, 2008. On the Internet you can find many pictures of the environmental art project. The hyperlink we suggest you is from [My Modern Met](#)



Erasmus+

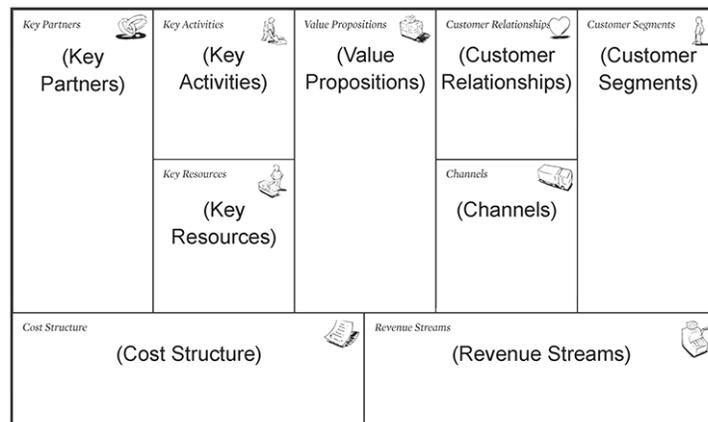


2. Give your students 30 minutes of time to search the maximum possible number of artworks; ask them to write down a short identity card of the selected works including the meaning eggs have in each artwork. Just to name some, you can name the following artists: Hieronymus Bosch, Paul Cézanne, Man Ray, René Magritte, Salvator Dalí, Lucio Fontana.
3. Ask each group of students to present their work.
4. Create a Google form and involve your students in voting for the best work.

Resources

The chocolate eggs business model

1. The hyperlink takes you to the DesignMarch website ([DesignMarch](#) is Iceland's annual design festival) where you can find the presentation of the exhibition.
2. The below mentioned resources are from [Alimentarium Foundation](#)
 - Eggs as a [symbol of life](#)
 - Eggs as a [symbol of mourning](#)
 - [Eggs in Hinduism](#)
3. The hyperlink takes you to the [Ferrero Kinder surprise official webpage](#), specifically focused on the product
4. The hyperlink takes you to a [video](#) by Alexander Osterwalder explaining the basics of the Business Canvas model
5. The printable model of Alexander Osterwalder Business Canvas Model



www.businessmodelgeneration.com The templates here are made available on the same CC license terms as the original canvas. ©



Erasmus+



6. The kinder surprise [promotional video](#).
7. The hyperlink takes you The Ferrero app collection on [Google Play](#), available for children aged 6-12.
8. The hyperlink shows you how [Kinder surprise toys](#) are valued not only by children.