

# 1 Planner for an appropriation

📅 Date

**METACOGNITION**

Group members:

## Step-by-step guide

**60 minutes to complete**

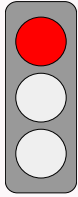
In this guide, you will use metacognition to plan an artistic appropriation of a mass-produced product.

# 01

### Session objectives

---

- 1.**  
Identify and explain which mass-produced product you want to appropriate and why.
- 2.**  
Formulate a clear artistic intention about what you want to communicate through the appropriation.
- 3.**  
Organize a visual plan that includes steps, resources, and possible obstacles.



---

**Stop! Before you begin, assign a role to each person in the group.**

# 02

## Group roles

---

- **Mission Leader**
- **Graphic reporter**
- **Consistency Detective**

## Responsibility

---

- Guide the conversation so that everyone participates and verify that the objectives are clear. Lead the final presentation.
- Records ideas, decisions, adjustments, and draws the visual plan. Write everything down, even discarded ideas!
- Constantly asks, "Are we meeting the objectives?" Reviews the guide, checklists, and rubric.

**\*All group members must participate throughout the activity. This means that everyone must listen, give their opinion, and help build the answers. In this guide, you will see that a role is mentioned in some parts.**

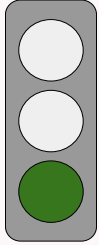
**When your role appears, you will be the person in charge of reading the questions aloud to the group and writing down the ideas or answers that arise during the conversation.**

**Although there is a role that leads each part, all decisions and answers must be built among all group members. No one works alone, and everyone contributes ideas.**

# 03

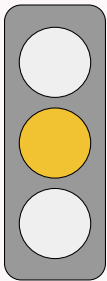
## Let's explore!

**Mission Leader:** The objective of this section is to choose a consumer product that “convinces” people. Read the questions below:



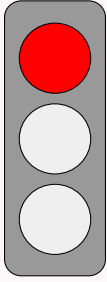
Green light!

1. What product do we see every day that “convinces” people to buy it? Each person will propose two consumer products that, in their experience, convince people to buy. Think about their design, colors, advertising, packaging, etc. The **graphic reporter** should take notes on the conversation in this space:



Time to slow down!

2. **Discussion:** Each member should explain the reasons why they chose these two products. Compare the proposals to choose the product that is most aligned with our statement of inquiry: “The audience's choices on consumption can be influenced by communication and product presentation.” At the end, you must choose ONE product to continue to the next phase. The **graphic reporter** should take notes on the conversation in this space:



Stop!

---

### 3. Product chosen by the group:

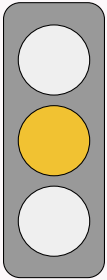
**Consistency Detective:** Are we meeting our goals? Review the guide, checklists, and rubric.

# 04

## It's time to get ready for appropriation!

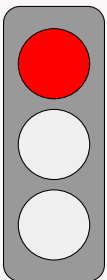
---

**Mission Leader:** *The objective of this section is to analyze the chosen product. Read the questions below:*



Yellow light!

1. How is this product presented visually? (Think about its colors, typography, slogans). The **graphic reporter** should take notes on the conversation in this space:
2. What emotions or messages does this product want to convey to the public? The **graphic reporter** should take notes on the conversation in this space:



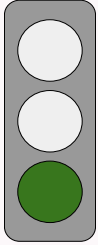
Stop!

**Consistency Detective:** Are we meeting our goals? Review the guide, checklists, and rubric.

# 05

## Time to transform the product!

**Mission Leader:** *The objective of this section is to choose how to transform or use the product to reveal or criticize its influence.*



Green light!

1. ¿What could we **reveal** and **criticize** about this product? ?

Revealing means showing what the brand does NOT want you to see (for example: the possible effects the product may have on your health, the environment, its production conditions, etc.).

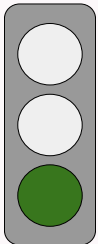
Criticizing in this context means showing something about the product that may generate debate or reflection among the public.

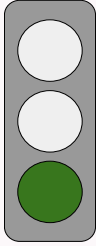
The **graphic reporter** should take notes on the conversation in this space:

**What** would we change in the product to reveal or criticize?

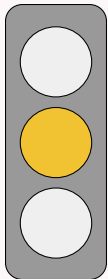
In this case, it is important to think about the technique you would use. For example, repeating part of the image, inverting the text, replacing one element with another, increasing/decreasing the scale, adding a contradictory slogan, transforming the elements of the artwork.

The **graphic reporter** should take notes on the conversation in this space:





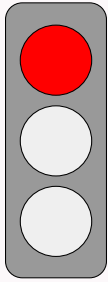
What effect do we expect each of these ideas to have on the audience? (For example, confusion, laughter, outrage, curiosity). The **graphic reporter** should take notes on the conversation in this space:



Time to slow  
down!

What materials do we need to make these proposals a reality? The **graphic reporter** should take notes on the conversation in this space:

What difficulties might we encounter in making this proposal a reality? The **graphic reporter** should take notes on the conversation in this space:



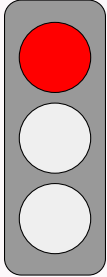
Stop!

---

**Consistency Detective:** Are we meeting our goals? Review the guide, checklists, and rubric.



# 06



## Time to discuss!

**Mission Leader:** The objective of this section is for the group to discuss at least two ideas from the previous section and evaluate them according to three aspects:

- **Resources** (how easy or difficult would it be to obtain what is needed?)
- **Expected impact** (how well could the idea work?)
- **Potential difficulties** (how complicated would it be to implement?)

### Steps to follow:

1. Discuss each idea as a group.
2. For each column (resources, impact, difficulties), assign a score: 1 point = Easy, 2 points = Medium, 3 points = Difficult

The **graphic reporter** writes the results in the table.

3. Add the three numbers to obtain the final difficulty level. Check what your result means using this scale:

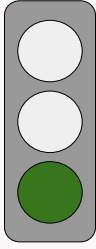
Total points	Level	What it means
--------------	-------	---------------

3–4 points	● EASY	The idea is efficient and low risk.
------------	--------	-------------------------------------

5–7 points	● MEDIUM	It's a good idea, but you will need to plan your resources well and overcome some obstacles.
------------	----------	--

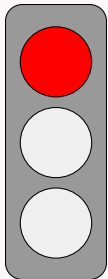
8–9 points	● DIFFICULT	Danger! It consumes a lot of resources or has risks. You may need to simplify or change it.
------------	-------------	---

---



Green light!

Idea	Resources	Expected impact	Possible difficulties	Add the scores to get the final level of difficulty



Stop!

**Final decision:** As a group, choose a final appropriation strategy and write it down using this format:

"We want to appropriate [product] by transforming it using [technique] so that the public [reaction/insight about consumption]."

---

---

---

---

---

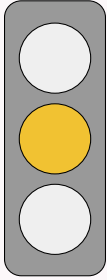
---

**Consistency Detective:** Are we meeting our goals? Review the guide, checklists, and rubric.

# 07

## Time to prepare the final plan!

**Mission Leader:** The objective of this section is for you to develop a plan to bring your idea to life. This plan should include steps, resources, and potential difficulties. The **graphic reporter** should fill in the information below:



Yellow light!

### Steps

1

---

---

---

2

---

---

---

3

---

---

---

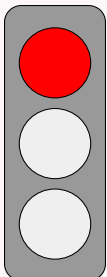
Resources and materials: Possible difficulties and how you would resolve them:

---

---

---

---



Stop!

**Consistency Detective:** Are we meeting our goals? Review the guide, checklists, and rubric.

