

Facilitation Guide: Build-a-Brand Logo Challenge

Challenge

Students will showcase a business or brand's identity and unique value through a creative logo. They will design a logo that communicates the business or brand's product or service offerings and excites customers.

Rationale

Learning how to design a logo for a business is an essential skill as it incorporates the design process, requires creative and critical thinking, provides opportunities for storytelling, and helps students learn how a business or brand meets their customers' needs:

- As part of the design process, students will research, ideate, prototype, test, and refine their logos until it effectively communicates the brand's or business's values and identity.
- By creating a logo, students will use their imagination to design something that is both visually appealing and meaningful.
- Designing a logo teaches students how to tell a story through visuals, as they will communicate the business's brand, message, and values through their design.

With its laser cutting, engraving, and scoring functions, Glowforge can help bring any logo design to life! With Glowforge, students can explore a wide range of design tools, experiment with 2D and 3D capabilities, and work with a wide variety of materials to create their logo exactly as they envision it.

Standards

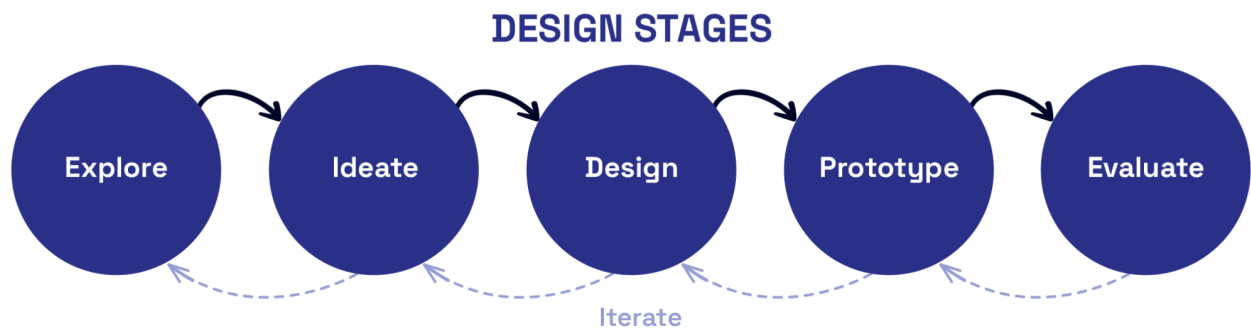
Common Career Technical Core Standards

- AR 3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- AR 4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- AR-PRT 2. Demonstrate the production of various print, multimedia or digital media products.
- AR-VIS 2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.

ISTE Standards for Students

- Innovative Designer 1.4c: Students develop, test and refine prototypes as part of a cyclical design process.
- Innovative Designer 1.4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Facilitation Steps



Explore

In this stage, students will focus on researching and investigating logos, businesses, or brands. Individually or in small groups, students will explore how logos communicate the unique value and product and/or services for specific businesses and brands. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Ask students to consider aspects of successful logos and brands that matter to them.
 - Help students generate a list of the brands that they support as customers or follow on social media.
 - Provide students with an article like [Evolution of Famous Logos Over Time](#), which features many popular brands and logos.
2. Provide students with question prompts from the Explore stage of the challenge to help inspire their research and consider how to design their logo.
3. Provide guidance to inspire students' research and help them better understand their chosen business or brand.
 - Encourage students to explore the business or brand's website to discover helpful resources about their values, mission, or products and/or services.
 - Help students generate a list of words that describe their business or brand. This list will be helpful in upcoming stages.
4. Ask students to share their findings and discuss what they learned during the Explore stage.

- Encourage students to share both in small and large groups. If students are working in groups to complete this design challenge, have different groups partner together to discuss what they discovered.

At the end of this stage, students will have an understanding of how businesses use branding and logos to connect with their customers. Additionally, students will better understand businesses and brands' values, products and/or services, and branding guidelines.

Before moving on, have students consider if there are any other aspects of their chosen business or brand that they want to explore. Once they are finished, students will continue to the Ideate stage where they will brainstorm logo designs.

Ideate

In this stage, students will generate as many ideas as they can for their logo. Continually encourage students to return to their research from the Explore stage as it will guide their brainstorming and can act as a guidepost in future stages. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with question prompts from the Ideate stage to help them brainstorm.
2. Encourage students to brainstorm ideas using one or more methods:
 - Have students brainstorm individually or in small groups to utilize multiple perspectives.
 - Provide students with examples of different ideation strategies to help them begin.
 - For students who need help with the brainstorming process, share IDEO's "[Rules of Brainstorming](#)" video or "[7 Simple Rules](#)" infographic for ideas on how to help establish norms for a collaborative, safe, and creative brainstorming process.
3. Inspire students to experiment with digital tools like [the Glowforge app](#) or other design software during the ideation stage to help spark more ideas.

At the end of this stage, students will have generated multiple ideas for their print and be able to narrow their focus in order to develop a design that brings their vision to life.

Before moving on, students should reflect on how effectively their brainstormed ideas will convey their chosen business or brand's identity, values, and products and/or services to its customers. Once they are finished, students will continue to the Design stage where they will develop one or two of these ideas further with elements like text, images, symbols, and color.

Design

In this stage, students will develop their ideas from the Ideate stage to draft a detailed plan for their logo design. Students should focus on one or two ideas to better understand their needs and final design before printing. Encourage students to consider how color and various design

techniques will add depth and texture to their logo. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with question prompts from the Design stage of the challenge to help them design.
2. Introduce, review, or model available design software options, including [the Glowforge App](#).
 - Assist students as they create sketches or digital mockups of their logo design.
 - Students can import a hand drawn or digital design to be etched using Glowforge's [trace feature](#).
 - Review page 28 in the [Glowforge Educator Guide](#) for more software tools and information.

At the end of this stage, students will have a detailed plan for their logo design that conveys their chosen business or brand's unique value, products, and/or services and how they will print their logo using Glowforge.

Before moving on, students should consider if they would like to revisit their design further to change anything. Once they are finished, students will continue to the Prototype stage where they will select and test one of their fully developed design plans.

Prototype

In this stage, students will create a physical print, or prototype, of their logo. Students will select one of their fully developed logo designs, create the design on Glowforge, and test their techniques. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Model how to use Glowforge in a safe and efficient manner.
 - Review the [Glowforge safety guidelines](#).
 - Remind students of any applicable classroom or school policies.
2. Provide students with question prompts from the Prototype stage of the challenge to help them develop their prototype.
3. Give students the time and resources needed to produce Glowforge elements for their logo and test the creation of their prototype.
 - Provide students with access to Glowforge using a classroom print schedule to ensure that all students are able to produce the elements they need efficiently.
 - Remind students that Glowforge also works great with found materials, such as cardboard or cardstock, that may be collected or maybe even rescued from the recycle bin.
 - Provide students with art supplies to add elements of color to their prototype logo.

At the end of this stage, students will have a finished logo prototype specific to a business or brand.

Before moving on, students should review their finished logo prototype to ensure it conveys their chosen business or brand's unique value, product, and/or services. Students may need to test multiple times or return to earlier stages of the design process before moving on. Once they are finished, students will continue to the Evaluate stage where they will receive feedback on their finished logo.

Evaluate

In this stage, students will evaluate their logo design and receive feedback from others. Feedback can be provided in pairs, small groups, or as a whole class. Encourage students to reflect on their process and consider their alignment to their initial research. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with question prompts from the Evaluate stage to help them reflect on their print.
2. Encourage students to share and discuss their ideas to generate feedback and suggestions from their peers to refine and enhance their design.
 - Students can use the question prompts from the Evaluate stage to guide their discussions.
 - Use a peer feedback model, such as a gallery walk, affinity mapping, or a concentric circle discussion, to support students as they work in pairs, small groups, or as a whole class.
3. Provide students with question prompts to help them reflect on the feedback that they received. These might include:
 - How can you further improve and refine your design?
 - If making additional changes to your logo, which of the design process stages will you return to?
4. If applicable, provide students with time to complete a learning reflection, self-assessment, and/or peer critique.
 - Use the provided Assessment Suggestions for more ideas.

At the end of this stage, students will be able to reflect on the strengths and areas of improvement for their finished logo. Students should determine whether revisions are needed and return to the appropriate stage in the design process to adjust their design. Consider assessing student work using one of the Assessment Suggestions or extending the challenge using provided Extension Activities.

Supplemental Supports

- For newer Glowforge users, demonstrate how to use Glowforge and its design features, including the design software, engraving capabilities, and cutting functionality. Check out the [Glowforge Educator Guide](#) for more ideas.

- For students who struggle coming up with icons or symbols for their logo, use [Glowforge's Magic Canvas](#) to generate examples based on a provided prompt or existing artwork.
- For students who want ideas about how to receive feedback, introduce them to the [Critical Friends Tuning Protocol](#). This can be used with peers in the class or an authentic audience.

Assessment Suggestions

Overall Learning Reflection

Learning reflections allow students to reflect on their learning experiences, identify key concepts, and explain how they have grown throughout the process. Ask students to write or record a video about what they learned throughout the challenge and how their learning will impact future logo designs, including their experience connecting a business or brand's identity with visual design elements. Students can incorporate feedback elements from the Evaluate stage to describe their strengths and areas for improvement.

Self-Assessment

Self-assessments allow students to reflect on their learning through portfolios, presentations, or learning journals that involve evaluating their own progress and identifying areas for improvement. Consider providing criteria to students prior to beginning the challenge that can be used by the student to reflect on their progress throughout the challenge. The criteria may include:

- Expressing ideas visually: How well did I use visual arts elements and principles of design to communicate and express my business's brand?
- Use of digital tools: How well did I use design software to create my logo?
- Use of the design process: How well did I develop, test, and refine prototypes as part of a cyclical design process?

Educator or Peer Assessment

Educator or peer assessments allow educators or students to review the quality and effectiveness of the finished logo. The assessment can be based on specific criteria, such as visual design or messaging, innovation, and creativity, or use a more open approach like a gallery walk or artist showcase. Some criteria to consider may include:

- Messaging: Did the logo utilize color, texture, and depth to communicate a business or brand's unique value or identity?
- Design: Did the logo effectively utilize design software features?
- Creativity: Did the logo convey the business or brand's identity in a unique and compelling manner?

Extension Activities

Design challenges inspire students to think about what's next. For some, this could mean wanting to connect with people within the graphic design or marketing industries or applying their skills in new ways. Here are a few ideas for how you can help students extend this challenge:

- Now that your students have a logo, it's time to create unique promotional items. From common items like keychains or magnets to custom creations never seen before, students can use Glowforge to bring their ideas to life in minutes. Explore the [Swag that Stands Out](#) challenge to learn more.
- Entrepreneurs and creators of all ages can be business owners. Instead of creating a logo for an existing business, students can develop a branding strategy for their own business. Explore the [Marketing Magic Design Challenge](#) to learn more about branding.
- Engage with the school and local community by connecting students to school clubs, local organizations, or non-profits. Students can use the visual design and branding skills that they developed in the logo challenge to create promotional materials for a club or organization.

Ready to take students to the next level? Try the Capstone Challenge [Celebrating Arts and Community](#), where students plan and promote a Community Art Celebration that includes an art installation to showcase student work and engage with the community.