**Introduction: The Purpose Behind this Activity**

This activity was used during the second unit of WRTG 120 in which my students explored how genres function rhetorically as a response to specific contexts and rhetorical situations. Their unit project asked them to create a genre profile describing a genre’s conventional characteristics and analyzing how those conventions work in response to the rhetorical situation that invites the use of the selected genre. When we began the unit, many of my students struggled to grasp the relationship between genre and rhetoric. In response to this situation, I designed the following activity that allowed students to 1) draw from their prior knowledge of genre and 2) practice the fundamental analysis skills that they’d be incorporating in their project.

**Getting Started: A Guide to Facilitating this Activity**

Materials needed: construction paper, markers or colored pencils, scissors, tape

1. I divided students into six groups of four.
2. I projected the following prompt on the projector, intentionally leaving it vague to force students to consider their knowledge of cereal boxes as a genre:

“Using the materials provided, design a cereal box. You only have 15 minutes, so your group might consider the different conventions that need to be included—divide and conquer. Have fun!”

1. After students constructed their cereal boxes, a spokesperson from each group came to the front of the class to present their group’s cereal box. These students displayed their group’s cereal box on the document camera and briefly discussed the conventions they included in their design.
2. Once each group was able to share, the class discussed the rhetorical situation that cereal boxes serve. As students articulated the exigency, purpose, and audience that the genre responds to, I typed their notes in a PowerPoint that would be circulated to them after class.
3. Next, the class discussed the genre conventions we saw consistently across all of their designs. I added their notes to the PowerPoint.
4. Finally, we finished the activity by discussing how each of the conventions worked as a response to the articulated rhetorical situation.