



The Australian Made Campaign



Lesson Ideas

English

- Students to use the internet to view past Australian Made Campaign advertisements or launch videos. Discuss how students feel about the choices made for the ads (*e.g. music used, images used, celebrities used*). How do these choices contribute to the effectiveness of the ads?
- Students to debate the advantages and disadvantages of buying Australian Made and Australian Grown products.
- Students to observe which retail outlets in their local area stock products that are certified to use the Australian Made, Australian Grown (AMAG) logo. Students to report their findings to the class. Visit one of the retailers and ask the following questions:
 - Why do you stock Australian Made and Australian Grown products?
 - Which are the most popular products?
 - Why do you think people like to buy products that are certified to use the AMAG logo?
- Students to read the information on the 'Australian Made Campaign – What's it all about?', 'Australian Made, Australian Grown logo', and 'Fast facts' fact sheets (*available on the Australian Made Campaign website*) then complete the **Australian Made and Australian Grown Comprehension** activity sheet.
- Students to complete the **Products I Use** activity sheet and compare their results.
- Students to complete the **Australian v Imported Venn Diagram** activity sheet. As a class discuss any interesting findings.
- Students to complete one or both levels of the **Max's Cool Crossword** activity sheet. Students may also wish to create their own crossword and ask a friend to complete it.
- Students to complete one or both levels of the **Max's Wondrous Wordsearch** activity sheet. When finished, students to create their own word search.
- Students to brainstorm questions they would like to ask the owner of a company certified to use the AMAG logo. Go to www.australianmade.com.au, select a company, and write or email your questions to them. If possible, invite a representative from the company to speak to the class.
- Students to complete **The Australian Made Campaign Multiple Choice Quiz** activity sheet and compare their results.
- Students to write a short paragraph outlining the differences between the descriptors used with the AMAG logo.
- Students to discuss logos. Why are they used? Which logos are most readily recognised by the students? What benefits does a well-designed and recognised logo bring to a company? How do logos evoke emotion or encourage loyalty to a brand? Analyse the AMAG logo. Why do students think it is so effective?



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- Students to complete the **Australian Made and Australian Grown KWL Chart** activity sheet.

History

- Students to research the history of farming or manufacturing in Australia. When did it begin, which products do we farm/manufacture in Australia? How does the chosen industry contribute to Australia's national identity?
- Students to explore the origins of the Australian Made Campaign and record key events on a simple timeline beginning with the year 1930.
- Students to research an Australian invention that is still produced/manufactured in Australia. Who invented the product and what impact has it had on life in Australia or around the world?

Mathematics

- Students to use catalogues from home to identify Australian Made or Australian Grown products, then research the price differences between Australian and imported products.
- Students to complete the **How Familiar is the Logo?** activity sheet, surveying classmates, friends or family. Students to share their results with the class and collate the results in graph format.
- Students to complete the **Buying Australian** activity sheet. As a class create a graph of the Australian Made or Australian Grown products that were purchased. Analyse the results.
- Students to complete the **Coordinate Picture 1** or **Coordinate Picture 2** activity sheets. Students may also wish to create their own coordinate graph of an Australian Made or Australian Grown product.
- Students to complete an Australian Made and Australian Grown audit of their home. How many products do they have or use that carry the AMAG logo? Sort and classify the products.

Science / Technology

- Students to investigate the difference, in terms of energy consumption, between buying locally produced products versus imported products. What impact can this difference have on the environment?
- Students to research and list the types of produce that is farmed or grown in Australia? What is it about our climate or conditions that make it possible to grow/produce these foods?
- Students to design the layout of a store that only sells Australian Made or Australian Grown products, decide which products they would stock and develop a mini marketing plan for the store.
- Students to design and make a brochure to encourage their classmates or family to buy Australian.



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Geography

- Students to compare two similar products, one Australian Made and one imported using the **Product Comparison** activity sheet.
- Students to investigate the environmental impacts of buying locally made or grown products versus imported products. Consider raw materials, manufacturing processes, waste management and energy used for transportation.
- Students to discuss why they think Australians prefer to buy Australian Made or Australian Grown products. What are the benefits to local communities, states/territories or the country?
- Students to explore the website www.australianmade.com.au to discover which regions around the world import products that are certified Australian Made and Australian Grown. On a world map, highlight or mark these regions and include a list of products.

Health and Physical Education

- Students to organise an 'Australian Made and Australian Grown lunch day' which encourages students to only bring foods/products that are certified to use the AMAG logo.
- Students to create a 'Healthy menu', including entrée, main and dessert, using only products certified to use the AMAG logo.

The Arts

- Students to use the **Australian Made, Australian Grown Logo** descriptors template to make their own 3D AMAG logo triangular 'dice'.
- Students to discuss colour and its effective use in logos. Why are certain colours or combinations used regularly? Look at complementary colours and research colour psychology – what do different colours mean, alone or together? How do particular colours make you feel?
- Students to collect packaging that displays the AMAG logo and use it to create a collage.
- Students to design their own AMAG logo and then write a short explanation of the reasoning behind their design.

LOTE / Languages

- Students to choose five countries to which products certified to use the AMAG logo are exported. Students to find out the official language of each country and learn how to say the various products in that country's language.
- Students to brainstorm some products that they associate with Australia and collect pictures and labels for a class wall. Add pictures of products from other countries to the wall, labelling them in their languages.