

# Primary Lesson and Activity Ideas

## SOSE / Society and History / The Humanities / HSIE / Social Sciences / Civics and Citizenship

- ▲ Students to discuss logos. Why are they used? Which logos are most readily recognised by the students? Create a class wall of these logos and identify any companies that are AMAG certified.
- ▲ Students to investigate the benefits to the community and country of buying Australian made or grown products.
- ▲ Students to complete an Australian Made, Australian Grown audit of their home. How many products do they have or use that carry the AMAG logo?
- ▲ Students to debate the advantages and disadvantages of buying Australian made or grown products.
- ▲ Students to complete the **'Australian Made, Australian Grown KWL Chart'** student activity sheet.
- ▲ Students to complete the **'Australian v Imported Venn Diagram'** student activity sheet. As a class discuss any interesting findings.
- ▲ Students to complete the **'Products I Use'** student activity sheet and compare their results.
- ▲ Students to explore the website [www.australianmade.com.au](http://www.australianmade.com.au) to discover which regions around the world import Australian Made, Australian Grown products. On a world map, highlight or mark these regions and add a list of products.
- ▲ Students to observe which retail outlets in their local area stock products that are made or grown in Australia. Students to report their findings to the class.
- ▲ Students to investigate the environmental impacts of buying locally made or grown products versus imported products.

## English / English - Literacy

- ▲ Students to complete the **'Australian Made, Australian Grown Crossword'**. Students may also wish to create their own crossword and ask a friend to complete it.
- ▲ Students to complete the **'Australian Made, Australian Grown Word Search'**. When finished, students to create their own word search.
- ▲ Students to brainstorm questions they would like to ask the owner of an AMAG certified company. Go to [www.australianmade.com.au](http://www.australianmade.com.au), select an AMAG certified company, and write or email your questions to them.
- ▲ Students to locate a company or business in their area that is Australian Made, Australian Grown certified and invite a representative from it to come and speak to their class.
- ▲ Students to discover what the Australian Made, Australian Grown or Product of Australia descriptions mean. Students to write a short paragraph on each, outlining the differences.
- ▲ Students to formulate some questions and visit retailers in their local community to discover whether they stock Australian Made or Australian Grown products. Some questions could include: Do you stock AMAG certified products? Why/Why not? If yes, what AMAG products do you have in stock? Which are the most popular products?

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## Mathematics / Mathematics - Numeracy

- ▲ Students to use catalogues from home to identify Australian made or grown products. Students then research the price differences between Australian and imported products.
- ▲ Students to complete the **'How Familiar is the Logo?'** student activity sheet, surveying classmates, friends or family. Students to share their results with the class and collate the results.
- ▲ Students to complete the **'Buying Australian'** student activity sheet. As a class create a graph of the Australian made or grown products that were purchased. Analyse the results.
- ▲ Students to complete the **'Coordinate Picture'** student activity sheet. Students may also wish to create their own coordinate graph of an Australian made or grown product.

## Science / Science and Technology / Design, Creativity and Technology / Technology and Enterprise / Vocational and Applied Learning / ICT

- ▲ Students to design the layout of a store that only sells Australian made or grown products, decide which products they would stock and develop a mini marketing plan for their store.
- ▲ Students to design and make a brochure to encourage their classmates or family to buy Australian.
- ▲ Students to research an Australian invention that is still produced in Australia. Who invented the product and what impact has it had on modern life both in Australia and around the world?

## The Arts / Creative Arts

- ▲ Students to investigate what makes an effective logo. Students to provide examples of their favourite logos, with labels identifying their features.
- ▲ 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.
- ▲ Students to view other country of origin symbols. Discuss their designs, including the colours/layout and how they compare with the AMAG logo.

## LOTE / Languages

- ▲ Students to choose five countries to which AMAG certified products are exported. Students to find out the official language of each country and learn how to say the various products in their languages.
- ▲ 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.