

## Making choices


**Strand**

Media

**Possible links**

English

Health and Physical Education

Mathematics

### Purpose

Students build their understanding of media language by exploring and creating food packaging and displays, and examining advertising and marketing for food and shopping.

### Overview

Activities are based on a learner-centred approach and are organised into the planning phases of Orientating, Enhancing and Synthesising.

Media	Health and Physical Education	English	Mathematics
<b>Phase 1 — Orientating</b> <b>Food glorious food!</b> Explore product packaging and displays.	Explore information texts about healthy eating and food preparation.	Explore multi modal texts to examine the written, auditory and visual language.	Describe and distinguish 2D shapes from 3D.
<b>Phase 2a — Enhancing</b> <b>Let's go shopping!</b> Examine representations of shopping and products.	Examine representations of services and food products.	Identify ways in which representations of shopping are selected.	Identify and present conceptual understanding of money and exchange.
<b>Phase 2b — Enhancing</b> <b>Position, position!</b> Investigate how audiences are targeted.	Examine media messages in food advertising.	Examine the selection and layout of language and the relationship to the audience.	Sort, classify and construct 3D shapes.
<b>Phase 3 — Synthesising</b> <b>It's a wrap!</b> Create food packaging and displays.	Examine informational texts promoting personal health. Promote healthy food product lines to an audience.	Apply layout considerations — written, auditory and visual elements in the production of student media texts.	Examine the concepts of measurement, patterning and algebra. Engage in reasoning and creation with numbers and tessellations.

## Using this module

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### Focus and links

This module provides suggestions for planning, teaching and assessing with selected core learning outcomes and core content from the *Years 1 to 10 The Arts Syllabus*. *Making Choices* offers one way of planning for the outcomes to provide opportunities for students to create and present media texts and respond to meanings within the media. Activities and teaching strategies should encourage students to revisit and consolidate Level 1 Media concepts as well as work towards the demonstration of Level 2 concepts. The activities in each session may be adapted to suit a particular school context. Some students with physical, hearing or vision impairment may need assistance with some of these activities. Obtain advice from their support teachers.

This module also identifies possible links to other key learning areas. These links provide opportunities for students to demonstrate outcomes in English, Mathematics, and Health and Physical Education (HPE). Allow for additional time to include activities from these key learning areas to enable students to demonstrate the identified core learning outcomes. Refer to elaborations of the stated outcomes in the relevant Sourcebook Guidelines to plan learning experiences relevant to this module.

Activities also contribute to learning in literacy, numeracy, lifeskills and a futures perspective, and can be used for gathering evidence about students' development in these cross-curricular priorities. Students are engaged with the operational dimension of literacy as they develop the ability to recognise and use the systems of signs and patterns of codes related to packaging. By exploring the contexts surrounding packaging, and asking questions about design and target markets, students are also developing the cultural and critical dimensions of literacy.

Numeracy is included in many of the activities involving the sorting and construction of 3D shapes for packaging, and the concepts of measurement, patterning and algebra. Students are also developing numeracy as they identify and present conceptual understanding of money and exchange.

Lifeskills included are personal development skills, social skills and self-management skills. These skills are developed when students engage in collaborative practical tasks, group discussions, oral and visual presentations to the class, and individual creative projects.

An activity promoting a futures perspective of shopping is included to encourage students to imagine possible and probable future shopping experiences, explore options and consider what the consequences may be.

The following Studies of Society and Environment module can be used to complement this module:

*2.5 Goods and services in the community* — Students explore their local community to understand how goods and services are produced and consumed, compare this to a different community and consider issues of access for various groups.

The following Level 2 Health and Physical Education modules can be used to complement this module:

*School lunches: a world of choice; Breakfast is cool and Keeping clean.*

**Module organisation**

Activities are based on a learner-centred approach and have been organised into the planning phases of Orientating, Enhancing and Synthesising. These three phases correspond to sequences for responding to meanings, constructing media and producing meaning for audiences. The activities in the Orientating phase allow students to familiarise themselves with the use of media languages and draw on their implicit knowledge, before applying this knowledge in the creative processes of packaging design and construction in the Synthesising phase. The Enhancing phases focus on students' critical readings of the images, sounds and words in food packaging, displays and advertising, to develop an understanding of media languages and provide students with ideas for their own creations.

At the end of the activities in each phase, you will find Teaching considerations. These provide ideas, suggestions and clarification relevant to the activities.

**Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Core learning outcomes

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This module focuses on the following core learning outcomes from the Media strand of the *Years 1 to 10 The Arts Syllabus*.

### Level statement: Media Level 2

Students apply their understandings of media languages as they create media texts to communicate shared meaning to familiar audiences.

Students work individually and with others to make selections about elements of media languages, such as still and moving images, sounds and words, and employ basic display techniques to familiar audiences.

Students identify the way the media represents people, places and experiences in particular ways that relate to the nature of the form in which they appear.

- ME 2.1 Students select and combine images, sounds and words in sequences, to create media texts for familiar audiences.
- ME 2.2 Students use display techniques to present media to a familiar audience.
- ME 2.3 Students identify ways in which representations are created in media forms.

### Other key learning areas

#### English

The core learning outcomes in this key learning area were in development at the time of publication. The activities described in this module could contribute to learning in the English key learning area.

#### Health and Physical Education

- PHIC 2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.
- PHIC 2.2 Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious foods in their diets.
- PHIC 2.4 Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services.

#### Mathematics

The core learning outcomes in this key learning area were in development at the time of publication. The activities described in this module could contribute to learning in the Mathematics key learning area.

## Core content

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This module provides a learning context for the following concepts and skills, which are developed from Level 2 core content from the syllabus, in addition to the core content from Level 1:

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|---|--|
| <b>media languages</b>                    | <ul style="list-style-type: none"><li>• camera frames</li><li>• composition</li><li>• costume/props</li><li>• narration</li><li>• headline</li><li>• logo</li><li>• slogan</li></ul> |
| <b>media technologies</b>                 | <ul style="list-style-type: none"><li>• crop</li><li>• display</li><li>• sequence</li></ul>  |
| <b>audiences</b>                          | <ul style="list-style-type: none"><li>• classification codes</li><li>• position and location</li></ul>   |
| <b>institution — purpose form context</b> | <ul style="list-style-type: none"><li>• narrative as a form, information, representation</li><li>• familiar media in society</li><li>• familiar social contexts</li></ul>            |
| <b>representations</b>                    | <ul style="list-style-type: none"><li>• people — gender, occupational groups</li><li>• unfamiliar places, objects and animals</li><li>• familiar events</li></ul>                    |

## Assessment

The following table provides examples of opportunities in this module for gathering evidence and making judgments about student demonstrations of The Arts core learning outcomes. When making an on-balance judgment about demonstrations of the learning outcomes, consider all the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

Activities described in pages 10 to 15 could also provide opportunities for gathering evidence for making judgments about students' demonstrations of the core learning outcomes of the key learning areas of English, Health and Physical Education and Mathematics if sufficient time and focus have been provided in the planning and assessment of the identified strands. To develop appropriate learning approaches and assessment strategies for other key learning areas, refer to the syllabus materials available on the Queensland School Curriculum Council website.

Outcomes	Gathering evidence	Making judgments
<p><b>ME 1.1</b> Students combine images, sounds and words to communicate.</p> <p><b>ME 2.1</b> Students select and combine words, sounds and images in sequences to create media texts for familiar audiences.</p>	<p><b>Students may:</b></p> <ul style="list-style-type: none"> <li>• create a short visual sequence</li> <li>• create packaging</li> <li>• create promotional texts.</li> </ul> <p><b>The teacher may use:</b></p> <ul style="list-style-type: none"> <li>• focused analysis</li> <li>• peer- and self-assessment</li> <li>• teacher observation.</li> </ul> <p><b>recorded in:</b></p> <ul style="list-style-type: none"> <li>• criteria sheets</li> <li>• checklists</li> <li>• anecdotal records</li> <li>• reflection sheets.</li> </ul>	<p><b>Level 1</b></p> <p><b>When creating media, do students:</b></p> <ul style="list-style-type: none"> <li>• combine words, images and sounds in ways that make the packaging appealing, utilising such media languages as colour, voice, gesture, facial expression, speech bubbles, music and symbols?</li> <li>• communicate the essential information about the product, such as its use/purpose, size, brand, cost and ingredients or contents?</li> <li>• use words, sounds and pictures, such as characters' faces, adjectives, endorsements, slogans or jingles, to attract consumers attention?</li> <li>• communicate their experience or feelings through the images, sounds and words?</li> </ul> <hr/> <p><b>Level 2</b></p> <p><b>When creating media, do students:</b></p> <ul style="list-style-type: none"> <li>• create captions, jingles and slogans to attract consumers' attention or encourage them to buy the product?</li> <li>• position languages on packaging to emphasise some information over others and make the product stand out such as centring an image and bold, large lettering?</li> <li>• make selections that are appropriate for packaging, displays and visual sequences?</li> <li>• make selections in their design that will appeal to the familiar audience?</li> <li>• sequence images in a way that communicates their experience or feelings?</li> </ul>

*This table is continued on the next page...*

Outcomes	Gathering evidence	Making judgments
<p><b>ME 1.2</b> Students communicate their personal responses to familiar texts and experiences.</p> <p><b>ME 2.2</b> Students use display techniques to present media to a familiar audience.</p>	<p><b>Students may:</b></p> <ul style="list-style-type: none"> <li>• create designs for shop displays</li> <li>• present and display food and promotional media texts.</li> </ul> <p><b>The teacher may use:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• focussed analysis.</li> </ul> <p><b>recorded in:</b></p> <ul style="list-style-type: none"> <li>• checklists</li> <li>• anecdotal records</li> <li>• criteria sheets.</li> </ul>	<p><b>Level 1</b> <b>When presenting their responses or texts, do students:</b></p> <ul style="list-style-type: none"> <li>• communicate their ideas or feelings about familiar texts?</li> <li>• describe a variety of aspects of the experience or text?</li> <li>• include all essential information about the presentation of ideas or texts?</li> </ul> <p><b>Level 2</b> <b>When presenting their responses or texts, do students:</b></p> <ul style="list-style-type: none"> <li>• utilise the appropriate display techniques for the text being presented?</li> <li>• consider what will appeal to the familiar audience?</li> <li>• explain their reasons for the selection of languages and techniques?</li> </ul>
<p><b>ME 1.3</b> Students describe the differences between their own experiences and media representations of similar experiences.</p> <p><b>ME 2.3</b> Students identify ways in which representations are created in media forms.</p>	<p><b>Students may:</b></p> <ul style="list-style-type: none"> <li>• examine how words, sounds and images create representations of food, animated characters and people in packaging</li> <li>• respond to media images of shopping</li> <li>• respond to each other's packaging design.</li> </ul> <p><b>The teacher may use:</b></p> <ul style="list-style-type: none"> <li>• focused analysis</li> <li>• observation</li> </ul> <p><b>recorded in:</b></p> <ul style="list-style-type: none"> <li>• criteria sheets</li> <li>• checklists</li> <li>• anecdotal records.</li> </ul>	<p><b>Level 1</b> <b>When responding to media, do students:</b></p> <ul style="list-style-type: none"> <li>• describe the differences between the images of food/products on packaging and real food/products, such as, 'It looks bigger and more colourful on the packet?'</li> <li>• describe the differences between the real experience and the mediated experience of shopping? For example, 'We always have to wait in a line for a long time at the check out and the people on television never do'.</li> <li>• include comments about images and sounds as well as words? For example, students may comment on how the words on packaging make the food sound delicious and yet when they taste it, they don't think it is.</li> <li>• describe the essential features of the media representation of shopping? For example, in a magazine advertisement, the students may describe the words, colours, images of people and food, symbols and gestures of the people in the images.</li> </ul> <p><b>Level 2</b> <b>When responding to media, do students:</b></p> <ul style="list-style-type: none"> <li>• identify the use of written words in product names, logos, slogans, speech bubbles, nutrition tables, through the media forms of displays and packaging?</li> <li>• identify the use of camera frame, composition, colour, symbol, illustration, gesture and facial expression in images that appear on product packaging and displays?</li> <li>• identify the use of voice, spoken words, sound effects and music that are included in product packaging and displays?</li> <li>• identify the use of words, sounds and images in representing the product as appealing?</li> <li>• use learned media vocabulary from the core content in descriptions of representations?</li> <li>• identify the elements which construct representations of products, shopping experiences, and shopping sites in media texts?</li> </ul>

## Background information

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This module allows teachers to develop students' understanding of the media concepts of media languages, representations and audiences through the everyday texts of product packaging. It is important to recognise the role that everyday texts can play in students' learning.

Shopping experiences for children involve exposure to a variety of eye-catching graphics, displays, product promotions, food samples and competitions. Marketing companies recognise that children of all ages play an influential role in consumer choices and frequently include children in their target markets, creating and designing packaging especially for them. Children are drawn to these visual texts and, as part of the learning process, it is important for them to understand the creative process, the selections involved and the purposes for it.

Students' awareness of the techniques used to target them will be promoted and their understanding of how media languages create meaning will be deepened when they create their own packaging and are given opportunities to explore possibilities for design and construction. Where critical and practical work can be integrated fully and systematically, the value of critical analysis will become more apparent to the students as they learn to purposefully deploy the codes and conventions of packaging. This in turn enriches their understanding of how these media languages are used by other people.

### Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

audience	graphic artist	placement
advertising	jingle	position
brand	location	promotion
catalogue	market	shopping network
consumer	marketing technique	slogan
cooperative	market research	target market
font	online shopping	

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Media can be found at [www.education.qld.gov.au/corporate/doem/sindex/m-ind.htm](http://www.education.qld.gov.au/corporate/doem/sindex/m-ind.htm).

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at [www.qcec.qld.catholic.edu.au/www/index.cfm](http://www.qcec.qld.catholic.edu.au/www/index.cfm).

### Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another's efforts
- become empowered to take on roles
- negotiate and accept change
- become empowered to communicate freely.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.



## Support materials and references

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The following resources may be helpful additions to your professional library. Review material before using it with students. Resources referred to in this module are identified with an asterisk (\*).

Information relating to copyright issues can be found at the Australian Copyright Council's *Online Information Centre* at [www.copyright.org.au/index.htm](http://www.copyright.org.au/index.htm). Please note the licence conditions that apply to downloading and printing information sheets from this site.

### Print

#### Picture books

Allen, P. 1993, *Mr McGee and the Blackberry Jam*, Viking, Ringwood.

Appleton, J., Rowe, F. and Patterson, C. 1999, *Food Lets Do It*, Queensland Dairy Authority, Brisbane.

Browne, E. 1995, *Handa's Surprise*, Walker Books, London.

Day, B. and Edwards, Y. 1997, *Going for Kaltai Hunting for Sleeping Lizards at Yalata*, IAD Press, Alice Springs.

Esphyr, S. 1968, *Caps for Sale*, Scholastic, New York.

Hutchins, P. 1978, *Don't Forget the Bacon*, Penguin Harmondsworth, Brisbane.

Kerr, J. 1988, *The Tiger Who Came to Tea*, Picture Lions, London.

Munton, G. 1998, *Breakfast Around The World*, Wayland, Sussex.

Vaughan, M. 1984, *Wombat Stew*, Scholastic Australia, Sydney.

Vaughan, M. 1987, *Wombat Stew: A Classroom Pack*, Ashton Scholastic, New York.

Zamorano, A. 1996, *Let's Eat*, Omnibus Books, Norwood.

#### Teacher resources

\*Bishop, M. and Evans, A., 1995, *Lunch Box*, Curriculum Corporation, Carlton.

Burningham, J. 1988, *Shopping*, Walker Books, London.

\*Cranitch, C. 1997, *Woolworth's Supermarket Safari, Teacher's Resources Kit*, Woolworths Queensland, Brisbane.

Department of Education Queensland, 1994, *Media Curriculum Guide for Years 1 to 10 Constructing Realities*, Publishing Services, Brisbane.

Education Queensland, 2000, *Why Wait — A Way into Teaching Critical Literacies in the Early Years*, Publishing Services, Brisbane.

Gilroy, K. 1996, *Advertising: The Hard Facts Not the Hard Sell*, The Advertising Federation of Australia, Sydney.

Hamston, J. 1994, *To Market To Market: Local and International Markets*, Macmillan Education Australia, South Melbourne.

Hamston, J. et al. 1995, *To Market*, Curriculum Corporation, Carlton.

Kellet, E. Smith, A., and Schmerlaib, Y. 1998, *The Australian Guide to Healthy Eating*, Commonwealth Department of Health and Family Services, Canberra.

\*Home Economics Institute of Australia, 2000, *The Colourful World of Vegies*, The Queensland Fruit and Vegetable Growers of Queensland, Brisbane.

Quin, R., McMahon, B. and Quin, R. 1996, *Teaching Viewing and Visual Texts — Primary*, Curriculum Corporation, Carlton, Vic.

## **Electronic**

### **Audiovisual**

\*Queensland School Curriculum Council, 1997, *Hand-in-Hand*, Queensland School Curriculum Council, Brisbane.

Ken Gilroy, 1996, *Advertising: The Hard Facts Not the Hard Sell*, The Advertising Federation of Australia, Sydney.

McEwan, G. 1991, *The Tiger Who Came to Tea*, Westwood Sound (cassette tape), London.

### **Websites**

(All websites listed were accessed in May 2002.)

Eco-Banana: [www.oz-e.com.au/eco-banana/index.html](http://www.oz-e.com.au/eco-banana/index.html)

Cadbury's: [www.cadbury.com.au/](http://www.cadbury.com.au/)

Uncle Toby's Cereal: [www.uncletobys.com.au/](http://www.uncletobys.com.au/)

Sanitarium Products: [www.sanitarium.com.au/](http://www.sanitarium.com.au/)

Queensland Fruit and Vegetable Growers: [www.qfvg.org.au/](http://www.qfvg.org.au/)

Australian Children's Television Foundation: [www.actf.com.au/](http://www.actf.com.au/)

Australian Teachers of Media Queensland: [www.pa.ash.org.au/atomqld](http://www.pa.ash.org.au/atomqld)

Queensland School Curriculum Council: [www.qscc.qld.edu.au/](http://www.qscc.qld.edu.au/)

## Activities

### Phase 1 — Orientating: Food glorious food!

#### Students:

- explore packaging and displays to discover their prior knowledge of these texts
- investigate the purpose and audience of packaging and displays
- use words, sounds and images in the construction of packaging to make it appealing to buyers.

Outcomes	Activities	Gathering evidence
<p><b>ME 2.3</b> Students identify ways in which representations are created in media forms.</p> <p><b>Health and Physical Education</b> <b>PHIC 2.2</b> Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious foods in their diets.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• visit the tuckshop or local shop, or explore catalogues or magazines to identify ways food is packaged and displayed for customers.</li> <li>• discuss, with teacher guidance, the purpose of food packaging and displays.</li> <li>• collect different packaging and/or advertisements (print and television) for familiar products.</li> <li>• cut out, sort and list pictures of products that are familiar/unfamiliar, liked/disliked, snacks/meals.</li> <li>• explore the categorisation by others and discuss similarities and differences.</li> <li>• record reasons for their category choices.</li> <li>• work in small groups to compile a healthy lunch box, from empty product packaging, magazine images or their own replications of food and packaging, using the 'Australian guide to healthy eating'.</li> <li>• present their 'lunch box' to the class.</li> <li>• investigate the packaging and display of a specific product, e.g. fruit. <ul style="list-style-type: none"> <li>– Is your fruit labelled with a sticker or tag?</li> <li>– What information is it giving to consumers?</li> <li>– What is the purpose of the sticker or tag?</li> <li>– What types of packaging protects soft or delicate fruit during transport or handling?</li> <li>– How is the fruit displayed differently to other foods?</li> </ul> </li> <li>• are assisted to examine how the elements of media languages are used in packaging and displays to target the attention of consumers, by considering: <ul style="list-style-type: none"> <li>– packaging — size, shape, colour, materials</li> <li>– words — size, shape and colour of fonts or logos</li> <li>– words — funny words, rhymes or slogans</li> <li>– images — food, adults, children, families, places, characters' facial expressions, animals. (See Student resource 1.)</li> </ul> </li> <li>• choose a food package or advertisement and describe to a partner the message it is presenting to the consumer, by considering: <ul style="list-style-type: none"> <li>– Is it a healthy/fun food product? Why? Why not?</li> <li>– Is the food product easy to eat or pack? Why? Why not?</li> <li>– Is it a meal or a snack?</li> <li>– Who should be eating it?</li> </ul> </li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Explore multi-modal texts such as product catalogues or advertisements to examine the written, auditory and visual elements.</li> </ul>	<p><b>ME 2.3</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>focused analysis</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• identify the use of words, sounds and images in representing the product as appealing?</li> <li>• describe the way media languages construct representations of food, people, characters, and places in packaging?</li> </ul>

*This table is continued on the next page...*

Outcomes	Activities	Gathering evidence
	<p><b>Year 2 Diagnostic Net literacy validation text</b></p> <ul style="list-style-type: none"> <li>• If this module is taught during the validation period, read 'Lunch box' to explore food labels and/or a recipe from a child's cookbook. Collect food packages to match the recipe.</li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Students investigate the food selection model 'Australian guide to healthy eating' by examining diagrams, pictures and information texts.</li> <li>• <b>Refer to HPE module <i>School lunches — a world of choice</i>.</b></li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Explore 3D packaging:             <ul style="list-style-type: none"> <li>– name and sort 3D shapes</li> <li>– function of a 3D shape</li> <li>– copy and trace around a 3D shape</li> <li>– identify features of a 3D shape (edge and face)</li> <li>– compare sizes of objects</li> <li>– compare which 3D object holds more by pouring/packing.</li> </ul> </li> </ul>	

### Teaching considerations

Be sensitive to issues arising from discussions about food purchases that relate to socioeconomic circumstances and cultural beliefs of students. The classroom environment needs to be a supportive environment where students are encouraged to value diversity of experience and cultural beliefs.

Choose products that are familiar and culturally appropriate to the group of students. For example, fresh fruit may not be appropriate for some geographical locations. Include information about the various ways communities order and purchase products. For example, in some rural and remote areas, products are delivered by road, air or rail and purchased by mail order through catalogues, online retail stores, shopping networks or cooperatives.

Model appropriate media vocabulary, encouraging students to use terminology to describe the media languages and techniques that are used in the construction of packaging and advertising of products, such as typeface/font, layout, logo, slogan, graphics, consumer, symbol, speech bubble or gesture.

## Phase 2a — Enhancing: Let's go shopping!

### Students:

- examine the representations of people shopping in media texts to compare and contrast with their own experiences
- construct sequences for 'shopping experiences'
- explore possible, probable and preferred futures for shopping.

Outcomes	Activities	Gathering evidence
<p><b>ME 2.1</b> Students select and combine images, sounds and words in sequences, to create media texts for familiar audiences.</p> <p><b>ME 2.3</b> Students identify ways in which representations are created in media forms.</p> <p><b>Health and Physical Education</b> <b>PHIC 2.4</b> Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• are introduced to images of shopping in catalogues, magazines, television advertisements, cartoons, picture books or video sequences. Suggested examples: John Burningham's 'Shopping Basket' and Hand in Hand video sequence of father shopping with children.</li> <li>• list everything in the framed images: words, characters/people, products, settings, and objects.</li> <li>• discuss, with teacher guidance, the reason why those elements have been included, referring to the purpose of the image or the product featured.</li> <li>• explore with the teacher what these texts are telling them about shopping and whether it is a positive or negative message.</li> <li>• work in small groups to compare the different messages across a selection of different media texts and media forms, about shopping.</li> <li>• describe, in words or images, their own personal experiences of shopping. Students could consider <ul style="list-style-type: none"> <li>– who goes shopping</li> <li>– what they see and do when shopping</li> <li>– what type of shops they visit</li> <li>– what other activities happen when they go shopping</li> <li>– whether the experience is enjoyable or unpleasant.</li> </ul> </li> <li>• work in small groups to create a chart that identifies media representations of shopping that are similar to, and different from, their own experiences.</li> <li>• are introduced to camera frames and composition. (See Student resource 2.)</li> <li>• are guided by the teacher, with the aid of comics and cartoon strips, to explore camera shots, visual sequences and demonstrations of emotion. They explore close-ups of facial expressions, speech bubbles, use of colour, e.g. red cheeks, and use of line, e.g. eye brows raised in anger. (See Student resource sheets 4 and 5.)</li> <li>• construct a short visual sequence to produce a recount of a shopping experience and how they felt, e.g. when they were refused an item or when something funny happened.</li> <li>• display sequences on large pieces of card and present them to peers.</li> <li>• are guided to reflect on their use of media languages to communicate stories and emotions to the audience, and revise their sequences to communicate the recount and emotions more clearly.</li> <li>• imagine possible or probable future shopping experiences and present their imagined experience in a written recount or a visual sequence.</li> <li>• discuss the future sequences and decide which is their preferred future for shopping.</li> </ul>	<p><b>ME 2.3</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>teacher observation</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• identify ways the shopping experience is represented?</li> <li>• describe the way words, sounds and images have been used to construct the different messages about shopping?</li> </ul> <p><b>ME 2.1</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>focused analysis</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• communicate their feelings or ideas about a recent or future shopping experience?</li> <li>• position images in a logical sequence to produce a chronological order?</li> </ul>

*This table is continued on the next page...*

Outcomes	Activities	Gathering evidence
	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Integrate and combine representations of:             <ul style="list-style-type: none"> <li>– shopping</li> <li>– food preparation from read and viewed texts that deal with subject matter related to student experiences.</li> </ul> </li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Students identify:             <ul style="list-style-type: none"> <li>– images, words and sounds that represent types of products that are advertised:</li> <li>– ‘fresh’ and ‘fast’ food.</li> </ul> </li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Examine a range of strategies involved in shopping:             <ul style="list-style-type: none"> <li>– counting</li> <li>– estimating the time it takes to shop</li> <li>– sequence of events when shopping</li> <li>– mental computation</li> <li>– identifying coins and notes</li> <li>– recording money</li> <li>– money exchange</li> <li>– data collection (who buys specific products or is attracted by product packaging).</li> </ul> </li> </ul>	

### Teaching considerations

The *Woolworth's Supermarket Safari Teacher's Resource Kit* contains ideas on excursion activities in large supermarkets. Refer to your school's policy on excursion procedures and safety considerations. However, while this kit provides some valuable ideas, students should experience a variety of representations that are inclusive of cultures, contexts, ages, genders and social class, and the different consumer patterns and packaging 'requirements' that may emerge because of these differences. Bartering, exchanging or shopping in markets, local shops, co-operatives or online environments should be included where possible. Students should be supervised when accessing online material and only have access to sites that been previewed by the teacher.

The texts should contain the different media languages used across different forms of the media, including illustrations, photographs, animated images, filmed images and recorded soundtracks. The differing effects of these should be explored, particularly in relation to the mass marketing techniques used by large supermarket corporations.

## Phase 2b — Enhancing: Position, position!

### Students:

- develop an understanding of how different audiences are targeted through packaging and display techniques
- investigate how they and their families are targeted in retail spaces with these techniques.

Outcomes	Activities	Gathering evidence
<p><b>ME 2.1</b> Students select and combine images, sounds and words in sequences, to create media texts for familiar audiences.</p> <p><b>ME 2.2</b> Students use display techniques to present media to a familiar audience.</p> <p><b>ME 2.3</b> Students identify ways in which representations are created in media forms.</p> <p><b>Health and Physical Education</b> <b>PHIC 2.1</b> Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.</p> <p><b>PHIC 2.2</b> Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious foods in</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• introduce the concept of competition among products by discussing how, when we buy an item, we often have to make a decision about which brand or size to buy.</li> <li>• brainstorm techniques used by companies to get more people to buy their products, including packaging, lower prices, advertising and displays.</li> <li>• explore their local community, shopping centre, library, museum, or community facility to investigate the location, position and placement of information to people. They create a map of the space or area and mark on it the location of signs, billboards, flags, banners, posters or notices.</li> <li>• visit a supermarket or local store to investigate: <ul style="list-style-type: none"> <li>– product position in a shop layout</li> <li>– shelf height and position, e.g. lower level to attract children</li> <li>– style and size of display, e.g. posters, recipe cards</li> <li>– display and marketing techniques, e.g. signage, packaging, free samples, labels, glass cabinets, bottling etc.</li> </ul> </li> <li>• identify where selected advertising is positioned and located to target an audience and suggest possible reasons why, e.g. it is advertised on a billboard across the road from the school so the children and parents are reminded to buy the product. For information about market research activity, see Teacher resource 2.</li> <li>• examine a product that uses slogans and/or jingles to target them as consumers.</li> <li>• work in pairs to create a slogan or jingle for a known or imaginary healthy product, e.g. Crunchy Cool and Crazy, carrots won't make you lazy!</li> <li>• present and share these slogans and jingles with peers, in the form of audio recordings or oral presentations, and explain their language choices in terms of what they have learnt.</li> <li>• interact with a teacher or guest speaker presenting information about the processes and people involved in the design and production of food packaging.</li> <li>• work in small groups examine a food packet, noting the position of words, images and sounds. Each group suggests why the package has been designed that way and the type of people it is targeting as consumers.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Continue to examine the selection and layout of elements, and the relationship of these to the audience.</li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Examine media messages in food advertising regarding healthy eating, food packaging and promotion.</li> </ul>	<p><b>ME 2.3</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>observation</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• identify ways the products are displayed?</li> <li>• describe the use of colour, words and images in the displays and signage?</li> </ul> <p><b>ME 2.2</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>focused analysis</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• create a slogan or jingle that will appeal to the consumer?</li> <li>• communicate a message about the product and its positive features?</li> </ul>

*This table is continued on the next page...*

Outcomes	Activities	Gathering evidence
	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• construct and mould a 3D shape</li> <li>• draw and label significant features of their 3D shape</li> <li>• explore space: location and movement of products on shelves</li> <li>• explore mass of items: heavy items on the bottom of the shelf.</li> </ul>	

### Teaching considerations

Familiarise students with product display techniques that position and locate them or their families as consumers using examples that are relevant and culturally appropriate. For example, if there is no supermarket in the community using examples from television, videos and the Internet may be appropriate if parallels are made between the media examples and the use of marketing, display and presentation of goods at the local shop or in catalogues and online shopping.

Make students aware of the role the supermarket or mall environment plays in consumer spending and how that differs from a trip to the local shop/tuckshop or market by exploring different ways that items may be positioned and packaged in these different contexts, and the differential impacts they may have on consumers.



## Phase 3 — Synthesising: It's a wrap!

### Students:

- create packaging and displays
- promote a food sale at the school.

Outcomes	Activities	Gathering evidence
<p><b>ME 2.1</b> Students select and combine images, sounds and words in sequences, to create media texts for familiar audiences.</p> <p><b>ME 2.2</b> Students use display techniques to present media to a familiar audience.</p> <p><b>ME 2.3</b> Students identify ways in which representations are created in media forms.</p> <p><b>Health and Physical Education</b> <b>PHIC 2.1</b> Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.</p> <p><b>PHIC 2.2</b> Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious foods in their diets.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• select an existing product or create a new one, and design the packaging. See Student resource 5 for instructions.</li> <li>• present their design ideas and prototype packaging to their peers and explain their selections of text, colour, shape, size, position and graphic design.</li> <li>• evaluate each other's designs for the ability to attract attention, be appealing and give information about the product.</li> <li>• incorporate feedback into designs and construct the packaging.</li> <li>• create designs for shop displays and consider product location, position and placement.</li> <li>• explore with teacher the use of cartoon characters and comic strips in packaging that targets children, and discuss reasons for use.</li> <li>• create a comic strip of four to six frames to use on their packaging or display materials, that involves two characters talking about the product and how good it is.</li> <li>• share their sequences with a small group or the class as part of the oral/visual presentation.</li> <li>• decide on a food product, such as a vegetable snack or popcorn, that the class can make and promote through a range of media texts, considering: <ul style="list-style-type: none"> <li>– the purpose of making popcorn, e.g. raising money for a charity</li> <li>– the target market for the popcorn</li> <li>– types of media forms that will reach the target market, such as newsletter, posters and leaflets</li> <li>– the use of media languages to attract the consumer to the packaging eg. slogans, jingles.</li> <li>– types of information regarding the popcorn sale such as day, date, time, venue and cost</li> <li>– the positive messages about popcorn to be promoted, e.g. healthy snack food, easy to eat</li> <li>– packaging for popcorn — foam cups, brown paper bags or other materials.</li> </ul> </li> <li>• adopt roles, assigned by teacher for the promotion, such as photographer, graphic artist, marketing team and printer and create a class reference chart of jobs, responsibilities and timelines.</li> <li>• design texts to promote the sale prior to the day, such as packaging, signage, notices, posters, newsletter advertisements, loud speaker messages, slogans and jingles.</li> <li>• construct media texts for the day of sale, e.g. signs, labels, notices, packaging and leaflets.</li> <li>• cook, package and sell popcorn.</li> <li>• are guided by teacher to reflect on their role as a media creator or promoter and the success of the popcorn sale. They consider how they could have improved the media texts and their displays to promote the sale and improve the outcome.</li> </ul>	<p><b>ME 2.1</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>focused analysis</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• combine words, images and sounds in ways that make the packaging appealing, utilising: colour, voice, gesture, facial expression, speech bubbles, music and symbols?</li> <li>• communicate the essential information about the product such as use or purpose, size, brand, cost and ingredients or contents?</li> <li>• use words, sounds and images to attract a consumer.</li> </ul> <p><b>ME 2.2</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>observation</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• utilise display techniques?</li> <li>• consider what will appeal to the familiar audience?</li> <li>• explain their reasons for the selection of languages and techniques?</li> </ul> <p><b>ME2.1</b> <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <li>• <i>peer- and self-assessment</i></li> </ul> <p>Do students:</p> <ul style="list-style-type: none"> <li>• combine words, images and sounds in ways that make the packaging appealing, utilising: colour, voice, gesture, facial expression, speech bubbles, music and symbols?</li> <li>• include information about the product, such as use or purpose, size, brand, cost and ingredients or contents?</li> <li>• use words, sounds and images to attract a consumer?</li> </ul>

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Outcomes	Activities	Gathering evidence
	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Apply layout considerations and written, auditory and visual elements in the production of their media texts.</li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Examine media messages in food advertising regarding:               <ul style="list-style-type: none"> <li>– healthy eating, food preparation, food storage.</li> </ul> </li> <li>• Promote a healthy food product to an audience. (Refer to <i>The colourful world of vegies</i> in resource list.)</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• explore the function of 3D shapes</li> <li>• describe and distinguish the terms of 3D shapes such as corner, edge, curved, flat and face</li> <li>• use comparative language to describe 3D shapes, e.g. this is larger or smaller</li> <li>• location and movement: placement of information on packaging</li> <li>• transformation: effective use of size on packaging</li> <li>• compare the prices of products</li> <li>• apply knowledge of numbers</li> <li>• apply problem solving strategies involving familiar contexts, product pricing and money exchange.</li> </ul>	

### Teaching considerations

Comic strips are useful texts for introducing students to shot types and visual sequences. Choose short sequences, such as those that appear in newspapers, to model for students the way a narrative can be structured using drawn images and a minimum number of words.

It is important for students to construct media texts for a real purpose and context that replicates industry techniques. Ensure that students have an understanding of the link between their decision-making and creative process and how those same decisions are made in the industry. This can be achieved through guest speakers, video sequences or excursions to media industries.

## Media classroom management

## Teacher resource 1

### The role of the media teacher

- Encourage students to collect and share their own media, such as photographs, picture books, CDs, toy catalogues.
- Utilise the prior learning and implicit knowledge that students bring to the classroom, such as their knowledge of television formats and structures.
- Create a classroom environment in which students feel comfortable responding to meanings by offering personal opinions and ideas.
- Provide students with authentic purposes and contexts for the construction of their media, such as creating radio plays for students from other schools.
- Model different ways of responding to media utilising the written, oral, visual and combinations of these modes, including thoughts expressed through audio and video recordings and digital imagery.
- Encourage students to think and respond to open-ended questions by prompting them to explain their responses.
- Teach students to respect each other's perspectives and work, and to value diversity through collaborative creation and reflective sessions.

### For a media lesson to be a positive experience for all, consideration needs to be given to:

#### Active student involvement

- The most effective way for students to learn about the media is to work individually and/or collaboratively to create media texts for particular audiences and purposes.
- Any responding to media will be more meaningful to students if they can reflect on their own processes of constructing and producing media.
- Valuable learning in practical exercises can be achieved through low-tech activities that use scissors, tape, glue, paper, pencils, paint and magazine images.
- All practical activities should include an emphasis on understanding what is being learnt about the media, such as the decisions about what to include and what to omit that occur when media is created.
- The purpose of practical activities is for students to learn about the processes of constructing media, producing for audiences, exploring the potential of a variety of technologies and how to create meaning, rather than the creation of professional-looking texts or developing industry skills in students.

#### Provide students with experiences by making available a variety of technologies

- visual art materials and tools
- a photocopier or scanner that reproduces and/or manipulates images
- a word processing package with a variety of tools and functions
- cassette recorder with a microphone
- disposable camera, 35mm camera or carousel slide projector
- still or moving digital camera
- information technology software for image and sound manipulation, mixing and editing.

#### Active viewing

Active viewing by students can be achieved when a teacher uses a TV monitor and VCR with pause button and search facilities, to focus the students' attention on specific elements within the text.

#### Storage

- Consider where ongoing projects will be kept. Three-dimensional works may be kept on shelves or lighter works may suspend by lines or nets.

#### Physical environment

- Arrange desks, preferably in clusters, so students can share tools, equipment and materials easily.
- Allow for movement between desks.

#### Display

- Provide adequate display space and noticeboards for regular display of students' work and sample media texts.
- Keep media texts in students' learning environment, i.e. eye level.

#### Safety

- Encourage the wearing of protective clothing such as closed-in shoes.
- Allocate student tasks and allow sufficient time for cleaning up.
- Have soap and water available.
- Ensure leads are secured.

## Researching media

## Teacher resource 2

Research is an important aspect of media studies and media industries. Many creative decisions are based on the research that is gathered. For students to develop an understanding of audiences and the important role they play in the creation of media, they need to undertake some audience research of their own. The form of research that is most commonly used is market research. Surveys and focus groups are two methods that could be used by students investigating shopping and packaging.

### Surveys

Surveys involve students in creating questionnaires and recording responses. Surveys are a useful technique for involving students in the real life contexts of audience research, and help build their self confidence. It is an activity they may participate in as adults. Through this activity, they will learn more about the process.

### Focus groups

Focus groups are a technique of market research that involves bringing together a small group of people from the product's identified target market to discuss the product or ideas for the product with them to gain information about how best to sell the product. Focus groups allow for a much more casual approach than surveys and can accommodate unpredicted responses from audiences. Focus groups involve a small group of people being asked questions about products and their marketing by a researcher. The questions are usually much more open than in surveys and the participants can respond to each other. Consider using focus groups with the whole class and comparing the results between the focus group method and the survey method.

### Teaching hints

- Create a scenario for the students to work in, or identify roles for them in using strategies from the Drama strand of the Arts, e.g. you are from a marketing firm that has been employed by a food company, *Food for Kids*, to find out what food kids like to eat for breakfast.
- Make the focus narrow — one product or one idea to be tested.
- Keep the number and length of questions to a minimum.
- Have students consider different ways of researching consumers (face-to-face, telephone or focus groups) and weigh up the positives and negatives of each.
- Students could work in pairs and simulate telemarketing research approaches by facing back-to-back and going through the process of asking questions and recording responses.
- Have students represent their research in a visual way with bar graphs or pie graphs, and/or write a short paragraph summarising what they discovered.

### Sample survey questions for Phase 3 of this module:

1. What makes you decide to buy a product?
  - a) the display?
  - b) the packaging?
  - c) the advertising?
  - d) the brand?
2. When did you last buy a product from the bottom shelf of the supermarket?
  - a) one day ago?
  - b) one week ago?
  - c) one month ago?
  - d) one year ago?
  - e) never?
3. What attracts you to a new product?
  - a) the colour?
  - b) the advertising?
  - c) the brand or name?
  - d) a free sample?
4. Can you remember a billboard that you saw on the way to school? What was it advertising?

Responding to product packaging

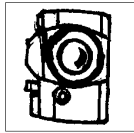
Student resource 1

Look at a product or advertisement

List the media languages (words, images and sounds) and the display techniques that attract your attention



**WORDS** e.g. big red letters at top of box  
Consider: colour, size, position, slogan and rhyme



**IMAGES** e.g. close up of a character  
Consider: colour, space, size and camera shots (long, middle and close-up)



**Words that Represent SOUNDS** e.g. loud catchy jingle. Consider words: 'Snappy Slogans'



**WRITE/LIST** where you have seen or heard about this product or advertisement

## Framing and camera shots

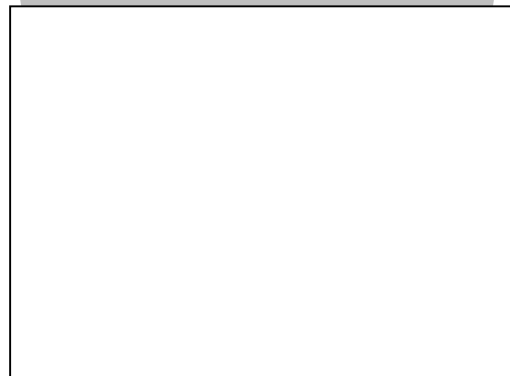
## Student resource 2

Created by you, **A frame** is the edge placed around an image. You can liken it to the frame of a picture on a wall. Shot sizes are related to how much of the frame is filled by the subject. When the person, object or scene fills the frame, it is a *closer* shot, even if the camera is a long distance away. When the subject, object or scene is just a small element in the frame, it's considered to be a *longer* (further away) or *wider* shot.

There are standard shot sizes which people use when making films. By selecting frames and camera shot sizes, you decide what is shown and not shown.

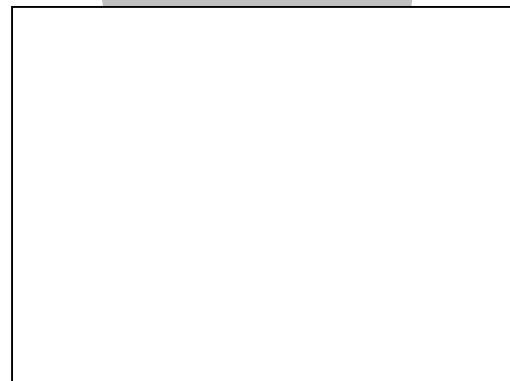
### Long shot

Establishes setting for the audience as it shows the whole scene, person or object.



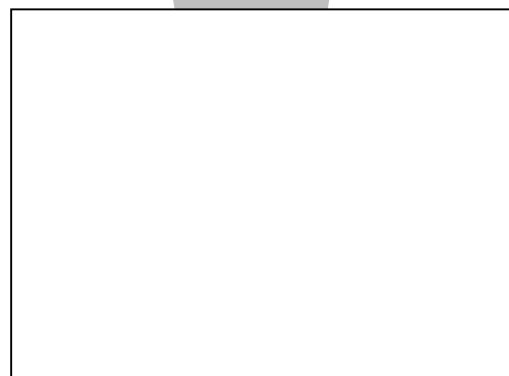
### Medium shot

Allows the audience to see the person from the waist up, showing the person's actions and reactions, or part of the object or scene.



### Close-up

Shows the audience the detail of an object, scene or person, for example, an eye or a mouth.



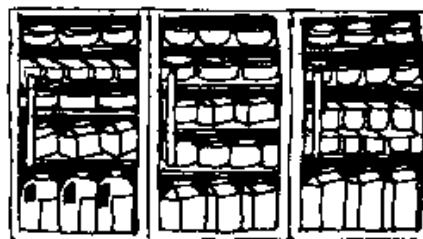
**Food products — position, placement and location**

**Student resource 3**

**Location:** is where you can find the product on a floor plan of a local shop, specific shopping aisle, or grouped with similar types of products, e.g. milk in the dairy section.

**Placement:** of words, images, graphics, product name or slogan on product packaging.

**Position:** is where the product is positioned within that display, such as shelf height or eye level for specific audience, e.g. children or adults.



<p><b>Consider:</b> colour, shape, position, display, packaging of fruit such as the colour, visual attractiveness, width, height, labels, pricing, stickers and audience.</p>	<p><b>Consider:</b> shelf height, colour, shape, positioning of milk types and products, e.g. skim milk, cheeses, yoghurt, pricing and audience.</p>
<p><i>Design your own:</i> <b>Fruit display</b> in a bowl, basket or shelves</p>	<p><i>Design your own:</i> <b>Milk product fridge</b></p>

**Where is the location of this display and why?**

**Where is the location of the milk product and why?**

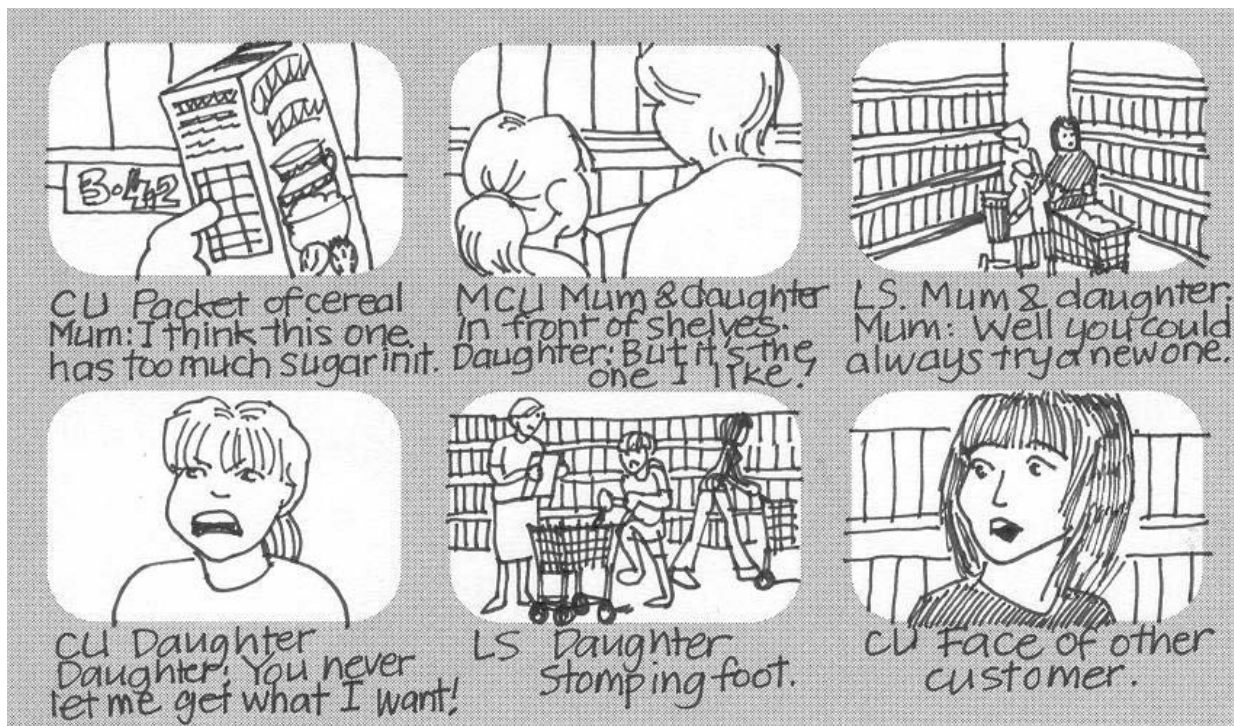
**Describe the target market for your fruit display.**

**Describe the target market for your milk product.**

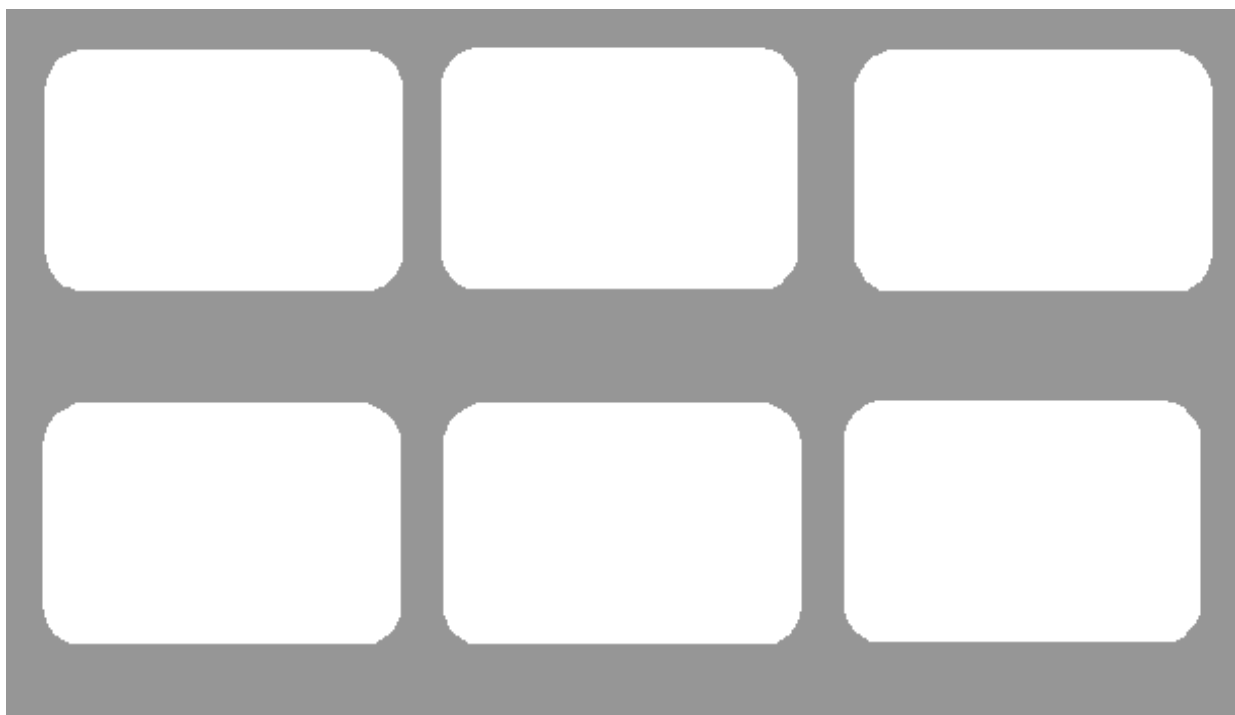
# Simple sequencing

# Student resource 4

1. Identify and list the camera shots used in this short comic strip.



2. Create your own short comic strip using different camera shots (long, middle and close-up).





**Create a product and make a packet****Student resource 5****Task**

Your job is to create a new product, a new healthy snack that everyone wants to buy because it looks great. Before you begin, find out about snacks on the market. Look closely at the packaging for many different snacks to get ideas.

Do a survey of friends and family to find out what healthy snacks they buy and why.

Follow these steps to put your ideas into action.

**Step One — Target market**

Who do you want to buy it? Who do you want to eat it?

When will they eat it? Will they eat it at home or somewhere else?

Why will they want to eat it? What ingredients will it have?

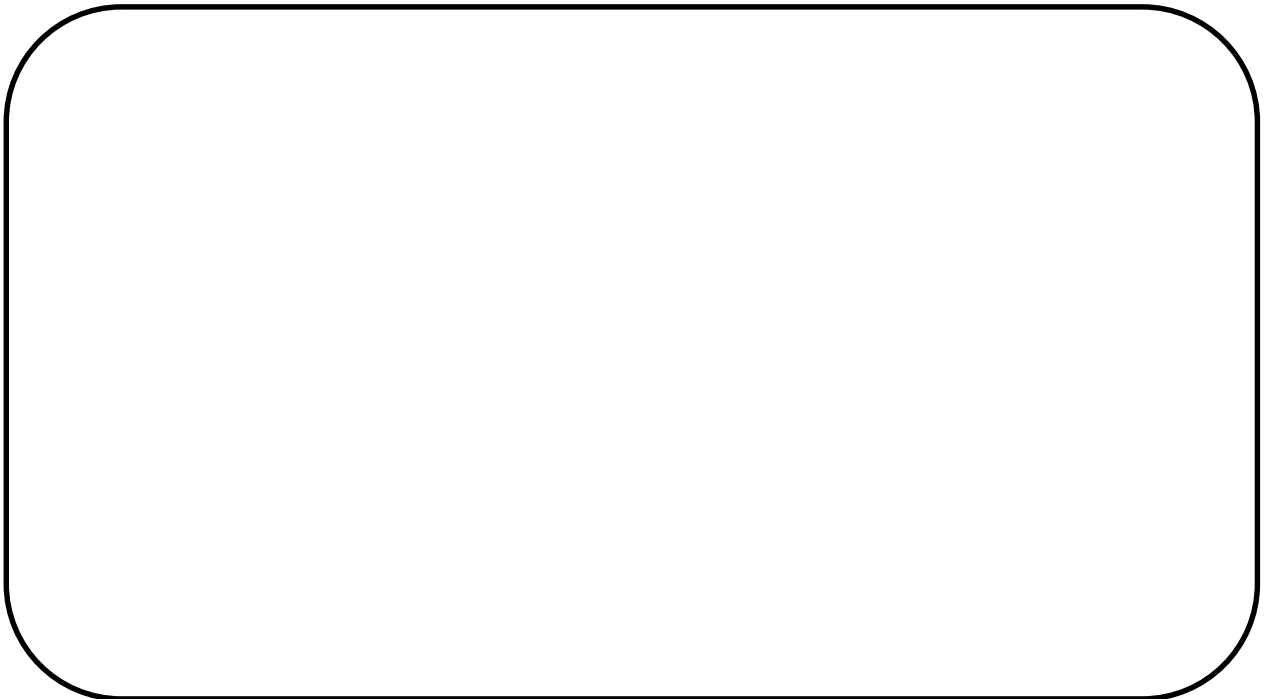
**Step Two — Size and shape**

Draw the size and shape for your snack.

Hint: It may be in the shape of an object, animal or your favourite cartoon character.

How big?

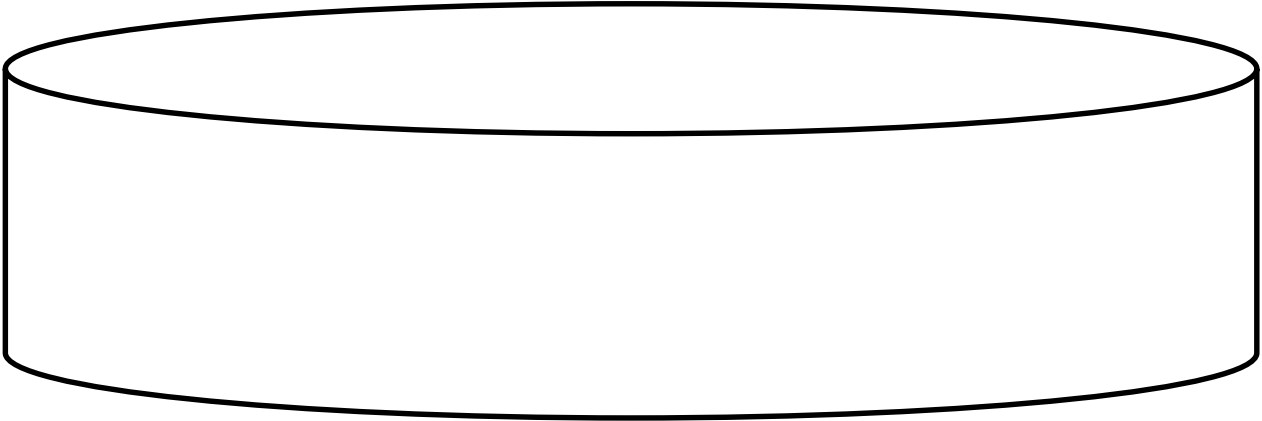
Hint: Decide if it needs to fit into a fridge, lunch box, or shirt pocket.



**Step Three — Taste**

What ingredients will you put in your snack? Remember who you said would be eating this new snack.

Hint: Think of healthy and yummy food that you like, and others will like, too.

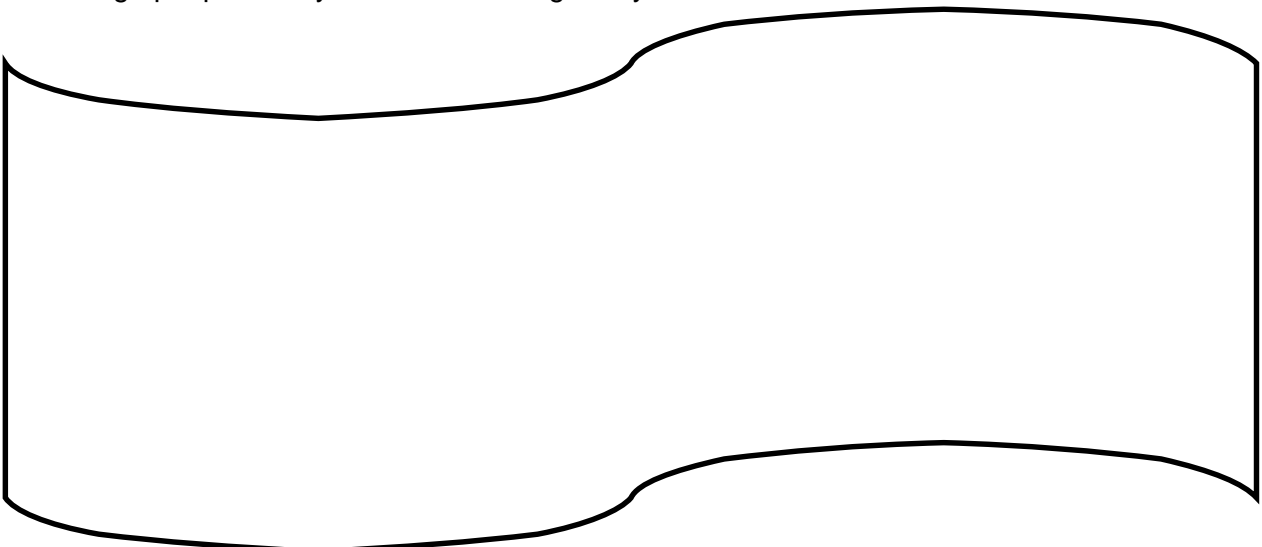
**Step Four — Look and feel**

Decide how you will package your snack. Will it be in a plastic wrapper, cardboard box, plastic packet, tin or cardboard cylinder? Will your packet have one or more products in the package? Draw the shape of your package. Think about why you would use one type of packaging.

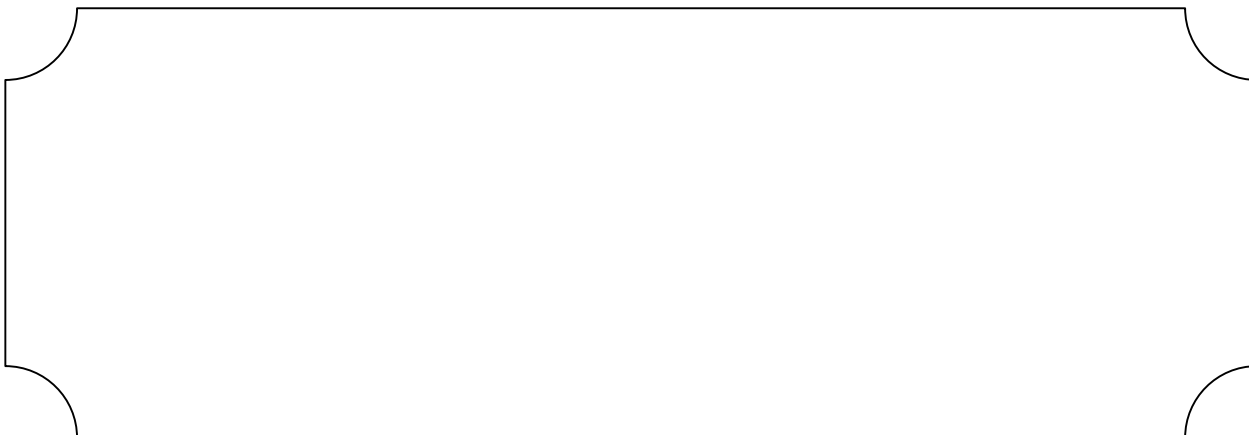
**Step Five — Name your product**

Give your snack a name and decide on colours and the look for the name. Choose a look that will suit the shape of your packaging and the material it is made from. Draw and colour the name.

Hint: Think about different ways to shape the letters to suit the ingredients in the snack, and to encourage people to buy it. Draw the design for your snack.

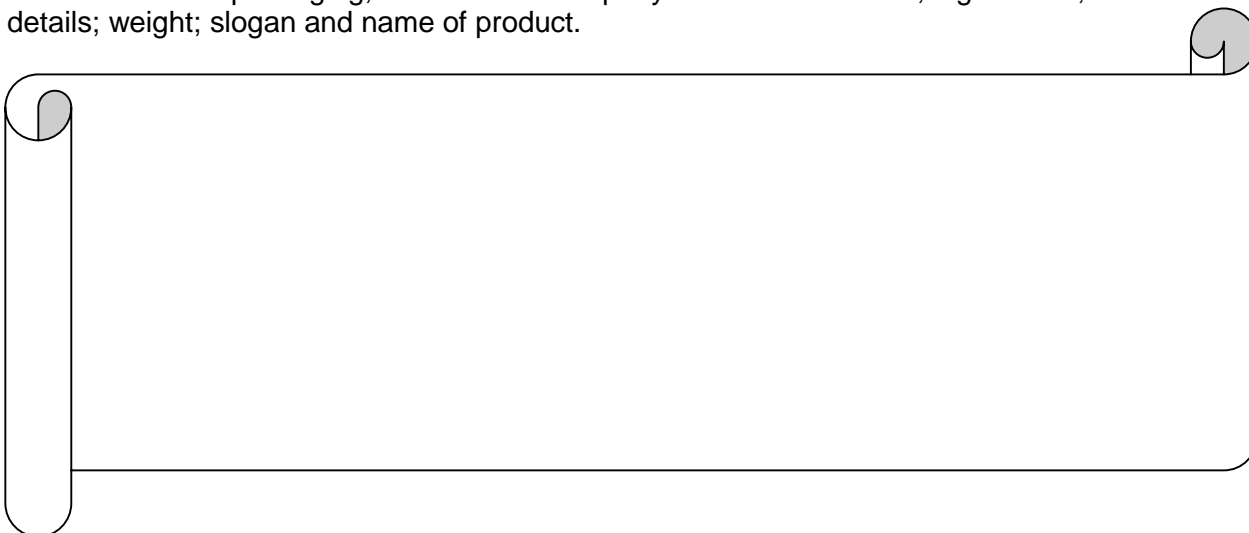


Decide on the colour for the background on the packaging and any images you want to put on it. Redraw your packet; add the name and any other elements you want to include. Hint: Remember whom you want to buy the snack and what ingredients are in your snack, so the packaging gives the buyer some clues. Do you want to have a clear section so the buyer can see the snack inside?



**Step Six — Product information**

Look closely at packaging of other snacks in shops and write down all the information you need to include on the packaging, such as: the company name and address; ingredients; nutritional details; weight; slogan and name of product.



**Step Seven — Create your product**

Construct your package to make your design come to life. Try to make your package feel and sound like the real thing. Use old packaging, recycled materials, gift wrap, bubble wrap, papier mâché, florist wire or chicken wire to make your packaging, and/or art materials, such as coloured card and puff paint.

Hint: For more fun, make an oversized version of the product.



# Acknowledgments

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**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 The Arts Syllabus***

***Years 1 to 10 The Arts Sourcebook Guidelines***

***The Arts Initial In-service Materials***

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