

BUY KIWI & WE'VE GOT IT MADE



Real-Life Economics from:



TEACHER NOTES

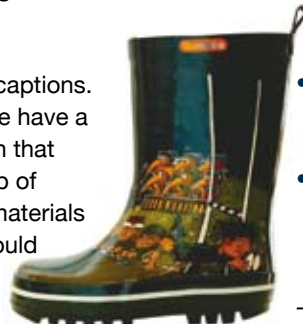
Recent publicity about major manufacturers relocating offshore has given many people the impression that our New Zealand manufacturing sector is in sharp decline. This in fact is not so. At present there are over 20,000 manufacturing firms in New Zealand (about the same as 20 years ago) who employ over 250,000 people – and this does not count the thousands of further jobs for people who provide goods and services to these manufacturers.

The recently launched Buy Kiwi Made Campaign is much more than promoting New Zealand products, it is about understanding and finding out how manufacturing has changed to allow New Zealand to compete in the global market. We have become innovators and trade on quality. In this unit, students will explore and celebrate the work of New Zealand manufacturers in an economic context.

TUNING IN TO THINGS WE BUY AND USE

- Introduce the idea that a product is something that is made to be sold – rather than simply grown – and bought by people to use. Have students list all the products they and their families use during a typical day.
- Challenge students to come up with categories that these products best fit into, **eg**
 - clothing
 - household appliances
 - food /beverages
 - transport ...

Make into a wall chart and add pictures and captions.
- Tell students that many products we purchase have a label that tells where they were made. Explain that New Zealand made products can be made up of entirely local materials or can contain some materials from overseas, **eg** a car navigation system could contain computer chips from overseas but the whole product is manufactured here.
- Have students identify products that they and their families use that are manufactured in New Zealand. What logos or words tell us this? Do they use the kiwi in a triangle logo?
- Encourage students to start thinking about how a business and what it makes will have a positive effect on their town and community. Brainstorm and list first ideas.
- Do the students know of any products that are made in their local community and local district. How will they find out? Invite a representative for the local **Employers and Manufacturers Association** to talk to the class and



Curriculum Focus

Social Sciences: The Economic World

- Exploring how people participate in economic activities in a community and in a nationwide context.
- Gaining an understanding of the economic interrelationship between producers of goods and the wider community.
- Examining the reasons why people make personal choices for the goods that they buy.
- Discovering ways that New Zealand manufacturers can compete successfully in an increasingly global economy.

English Links: Listening, Speaking, Viewing, Reading, Presenting
Best Suited to Curriculum Levels 3-5

help identify the manufacturers of these products. Begin building a growing list of all local and wider district manufacturers and the products they make. Two websites for further research are:
www.buynz.org.nz/Search/search.html
www.yellowpages.co.nz

SIMPLE ECONOMICS

- Introduce students to the concept of goods, **eg**
 - goods are products we buy for our use with the money we earn
- Tell students that we also purchase services, **eg**
 - things that people do for us such as a doctor, plumber, gardener ...
- To further emphasise the positive effect that businesses have on our towns and communities, guide students through a simple money circulating exercise, **eg**
 - the business employs people and pays wages
 - people spend their wages buying products and services from other people
 - they spend their income/wages on other goods (or services) in the community.
- Tell students that this is a simple example of how money moves (circulates) around a community.
- Using a manufacturer of wooden furniture as an example, challenge the students to mind-map and list all of the people who make all or part of their living because of that manufacturer and what they do to make their living.

Celebrating Innovation and Quality

FURNITURE MANUFACTURER SAMPLE MIND-MAP

- Forestry workers cut the trees
- Truck drivers take logs to the mill
- People work at the mill and treat the timber
- Manufacturers provide woodwork tools
- Drivers deliver timber to the factory
- Workers at the furniture factory
- Factory cleaners and food providers
- Packaging sold to manufacturer
- Designers who design the furniture
- Sales/Advertising people sell the furniture
- Graphic designers: brochures/websites
- Furniture shops sell furniture ...



- Emphasise the importance of manufacturing to the community and the district – the interrelationship of a community and how it makes a community stronger.

BUILDING STRONGER COMMUNITIES

- Have students make contact with local manufacturers (letters, email, phone) to find out the following information:
 - what products they manufacture
 - where they sell their products and who buys them
 - the number of people they employ.

Display results as a growing wall chart as replies come in.

- Assign groups the task of students inviting several local manufacturers to talk to the class. Students brainstorm and list questions they will ask (a visit to the website will help), **eg**
 - the process from raw materials to finished product
 - the skills necessary to produce the product
 - the machinery or tools used
 - how is the product marketed
 - are these products sold in New Zealand or overseas? ...
- Each group writes a short report for the wall chart.
- Introduce the idea that many people – especially in smaller communities, always try to shop locally – even though it may cost a little more. Why would they decide to do this? Discuss this idea by relating it back to the mind-map and money circulation concept.
- Expand this idea to a New Zealand wide context – that by buying products that are New Zealand made we are helping our New Zealand community. Ask students for ideas about how this helps our country, **eg**
 - providing jobs for New Zealanders
 - helping people learn new skills ...

CONCENTRATING ON WHAT WE DO BEST

- Introduce the idea that it is not always sensible to manufacture some goods in New Zealand, **eg** if we tried to manufacture cars in New Zealand, they would be too expensive and some countries can make them more efficiently at a far better price. This is why we concentrate on what we do best.

- Do students know that we bring in (import) lots of raw materials from overseas to turn into finished products, **eg** rubber for shoes and precious gems for jewellery. Ask local manufacturers for further examples
- Tell students that 80% of all food and beverage products we make are sold overseas – products such as canned fruit, biscuits, chocolates and wine. These are good examples of something that New Zealand does better than many other countries in the world. Help students understand that even though these products are not necessarily the cheapest ones, people in other countries buy them because of their high quality – and this is a good example of ‘doing what we do best’.

INNOVATION AND QUALITY

- Tell students that manufacturing earns us millions of dollars in overseas exports. Discuss why we need to earn money overseas.
- Introduce the idea that New Zealand has a reputation for coming up with new ideas for products and that we call this innovation. Examples include inventing the electric fence and the jet boat. Have students research New Zealand’s invention of refrigerated shipping and what it meant for New Zealand and for the world. Conduct research at: http://en.wikipedia.org/wikDunedin_%28ship%29

BUY NEW ZEALAND MADE ACTIVITIES

- Have students keep a media watch from mid August on the nationwide Buy Kiwi Made campaign (radio, television, magazines, billboards). Have students analyse and list the positive messages we are getting from the campaign and add to the growing wall display.
- Conduct a survey to find out reasons family members would buy Kiwi Made rather than products made overseas. List reasons, **eg** ‘if the price is similar and the quality is as good’.
- Have students read, share and discuss the Kiwi Made stories of innovation in the ‘We’ve Got it Made’ insert included with this magazine or download pdf at: www.teachingonline.org/kiwi.pdf
- Plan a celebration and display of Kiwi Made products at school. Include a Buy Kiwi Made slogan competition.

