

Lesson Overview

This guide encourages students to use virtual reality to learn more about Australian farming practices and the importance that the egg industry has in our society. They will apply their new knowledge and participate in discussions through the activities set out in this guide. Before commencing, it is suggested to allow students access to the [Virtual Reality Farm Tour](#) as a stimulus for creative thinking. Instructions have been provided and linked to this guide for students to make their own personal VR video viewer where they can then explore the video on their own devices.

The guide aligns with the Australian Curriculum key learning area of Business and Economics for Stage 4 students. It also allows opportunities for cross-curricular links with agriculture including; sustainable farm practices, and animal health and welfare. Teachers may choose to present some or all of the suggested learning experiences or modify them, depending on student needs. All activities contain suggestions for differentiation to allow all students to access the material.



Year 7 Australian Curriculum links

Business and Economics

ACHEK017 The ways consumers and producers interact and respond to each other in the market

ACHEK018 Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives

ACHES022 Gather relevant data and information from a range of digital, online and print sources

ACHES025 Apply economics and business knowledge, skills and concepts in familiar and new situations

Humanities and Social Sciences (Geography)

ACHGK047 Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

Science

ACSHE223 Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures

ACSHE121 People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity

Year 8 Australian Curriculum links

Business and Economics

ACHEK029 The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making

ACHEK030 Types of businesses and the ways that businesses respond to opportunities in Australia

ACHEK031 Influences on the ways people work and factors that might affect work in the future

ACHES033 Gather relevant data and information from a range of digital, online and print sources

ACHES036 Apply economics and business knowledge, skills and concepts in familiar and new situations

Science

ACSHE135 Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations

ACSHE136 People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity

Teacher Notes

To access the supporting resources for this guide follow the links below. Before embarking on the activities presented in this guide, it is recommended that students have the opportunity to explore the Virtual Reality video available at the link below. This could be done in class or as an individual learning experience.

When constructing a personal VR viewer, students should follow the instructions on the resource below. Students will also need a pair of biconvex lenses to have full access to the VR features of the resources. These can be purchased online, or, for a further challenge, students can create their own lenses by recycling a plastic drinks bottle. Instructional videos for this can be found on various video streaming platforms.

Download instructions for making a personal VR viewer

Download VR video for personal devices

Access VR video on a browser

Suggested Teaching and Learning Opportunities

1 Watch the VR videos and make notes on each farm you explore. Identify the differences between the three businesses. Using the following headings, compare the choices that each farmer has made and how these choices may have impacted their business:

- Use of technology
- Human resources (manpower)
- Production systems

Present your findings in a table.

2 Choose one of the egg farms from the Virtual Reality video and identify some of the farmer's possible short and long term financial goals, with reference to the farm's resources and chosen production system.

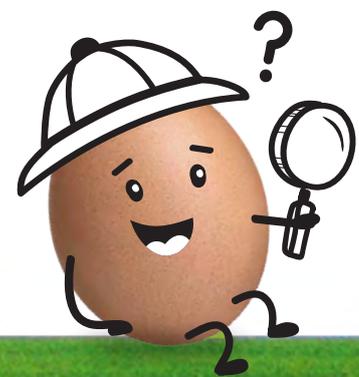
Consider your own future plans. What are your own short- and long-term financial goals? How will you reach them?

Support: Discuss with students the differences between each of the three farms shown in the VR resource and identify the differences between them. Encourage students to consider the ways in which these egg farmers might have replaced workers with technologies, and what impact this might have had on their finances.

Extend: Challenge students to consider ways in which the three egg farmers may use outsourced labour in their businesses and how this may affect them financially.

Support: Create a budget and savings plan to reach your identified financial goals.

Extend: Use your own financial goals to create a short business plan to produce a product or service for your local community and maximise opportunities to increase your income.



Suggested Teaching and Learning Opportunities

- 3 Consider the vision and goals of Australian Eggs below:

Vision

Proactively support egg farmers to increase eggs consumption and ensure industry sustainability

Goals

Value for Money

Increased Consumption

Sustainability Production

Effective Engagement

How are the farms in the VR videos working towards the four goals and overall vision?

How might Australian Eggs research and development (R&D) put affiliated egg farmers at an advantage over small independent producers?

Support: Compare each of the farms in the VR video and discuss how the business supports increased egg consumption and industry sustainability in Australia.

Extend: Generate a list of potential business opportunities gained from being part of a large extended group of producers, such as egg producers affiliated with Australia Eggs; for example; increasing your personal network of other egg producers. Consider why an independent egg producer might choose to be part of this group.



- 4 Brainstorm a list of possible 'stakeholders' in the egg production industry.

Explore the 'Meet our Egg Farmers' page on the Australian Eggs website and compare egg farms of different sizes by watching the videos. Consider how a small, family-run egg farm like Rachel Wilson's in WA, might respond to changing consumer needs in their local area. How might this experience be different for a large commercial egg producer such as John Sattler at Pure Foods in Tasmania?

Support: Consider the types of businesses in your local area and create a table with the following headings and information:

Type of business	Name	Product or service offered	Competitors
Sole Trader			
Partnership			
Corporation			
Cooperative			
Franchise			

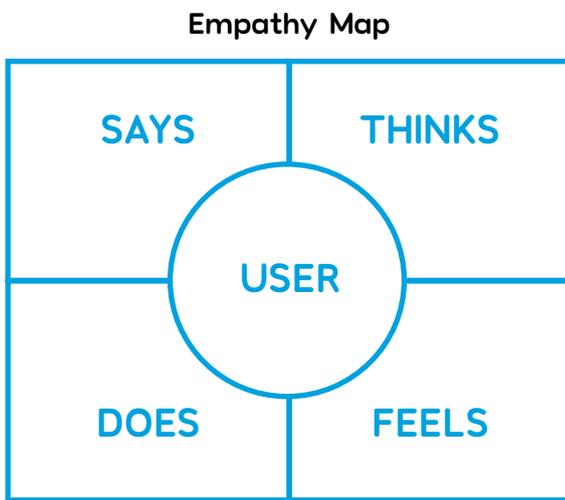
Extend: Consider your rights and responsibilities as a consumer in Australia and use the [Australian Competition and Consumer Commission website](#) for further research. Create a table to display your ideas under these two headings:

Rights	Responsibilities

Consider the rights and responsibilities of food producers in Australia. How might they be different?

Suggested Teaching and Learning Opportunities

- 5 Access the 'Marketing' page on the Australian Eggs website and read about the Get Cracking campaign. Why might Australian Eggs have chosen these three groups to focus their campaign on? Choose one of the groups and create an empathy map for them, with the aim of understanding them as a consumer of eggs. Use the template below or create your own.



Support: Research a marketing campaign for a business in your local area. Answer the following questions;

1. Who is the intended audience for the campaign?
2. What is the main message?
3. What is the unique business selling point?
4. What is the main 'Call to Action'? (i.e. what does the business want people to do?)
5. How might a different audience respond to this campaign? What could be changed to suit a different audience?

Extend: Choose a new audience and create a script and storyboard for a new Get Cracking social campaign, encouraging them to eat more eggs.

