

HAPPY 100TH BIRTHDAY



YOUR SCHOOL IS INVITED TO CELEBRATE
OUR NATIONAL ICON
IN 2023 VEGEMITE TURNS 100!

Join the party and toast our much-loved Aussie favourite

We have all grown up with Vegemite but did you know there is a fascinating story behind its success? When scientist Cyril Callister first invented Vegemite in 1923 Australians hated it. It took another 15 years of perseverance before we embraced it.

The story spans the Gold Rush, the Depression and two world wars and opens a fascinating window both on the evolution of modern Australia and the quiet achievements of one man.





THE OPPORTUNITY

Jamie Callister the grandson of the man who invented Vegemite, wants to share the story of his grandfather's invention with Australian students. In 2023, Murdoch Books/Allen and Unwin are going to release a centenary edition of his grandfather's story, Vegemite: The True Story of the Man Who Invented an Australian Icon.

Jamie can visit your school and share this inspiring yet largely unknown story which offers an insight into contemporary Australian history and advances in science and technology that align with the Australian curriculum standards.

ABOUT JAMIE

Jamie Callister is the author of The Man Who Invented Vegemite (2012 Murdoch Books/Allen and Unwin). It was shortlisted for the Qld Book of the Year in 2013. A revised centenary edition called Vegemite: The True Story of the Man Who Invented an Australian Icon will be printed in 2023 to celebrate 100 years of Vegemite.

Jamie attended school and university in Melbourne. He graduated with a Bachelor of Arts from Latrobe University studying history and politics.

He has worked in television media and advertising, teaches English as a second language and is finishing his second book.

Jamie is President of the Cyril Callister Foundation which offers financial support for tertiary education in science for regional youth and operates a pop-up museum in Beaufort celebrating Cyril Callister's legacy.

Jamie has three children and lives in south east Queensland with his wife, Libby, a journalist.

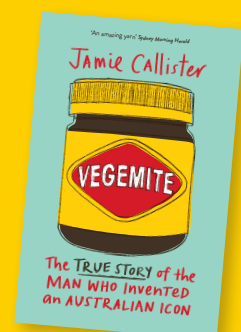
Jamie has the appropriate qualification for working with children in your state. To find out more about Jamie go to:

www.jamiecallister.com.au



IN VEGEMITE'S
CENTENARY YEAR IT'S
TIME TO TELL THIS
INSPIRATIONAL STORY

JAMIE CALLISTER





PROGRAM OUTLINE



The Vegemite Story is a fun, highly interactive and engaging presentation that meets the Learning Outcomes of the Australian Curriculum Standards

- ✓ Supported by a digital presentation
- ✓ Q&A with students
- ✓ Worksheet/discussion topics appropriate to year level
- ✓ Some Vegemite product taste testing
- ✓ Happy Little Vegemite sing-a-long

We are looking to travel to your region and this is your chance to book in for an AM or PM session.

Talk to us about how we can support your daily school timetable and students' needs.

COST: \$995 (plus GST)

EXTRA ACTIVITIES

If you want to include further Vegemite celebrations into your curriculum, ask us about:

- ✓ Painting with Vegemite for students with artist, Julie Gould (Digital Delivery) facilitated by Jamie
- ✓ Vegemite recipe ideas to enjoy a Vegemite party

MEETING THE CURRICULUM

Vegemite is already a part of students' everyday lives so celebrating how one of our greatest scientists invented Vegemite offers students a fun, interactive and relatable way to learn.

Students get an understanding of the trials and tribulations of developing a new invention from scratch, the science behind the invention, the early development and understanding of vitamins particularly vitamin B, as well as the development of processed cheese. Set against the tumultuous backdrop of two world wars, a depression and a polio epidemic, students will get an understanding of how such qualities as determination, resilience, integrity and perseverance contributed to the success of Vegemite and the making of an icon.

This presentation meets integrated units of the curriculum and the Australian School Curriculum Learning Outcomes.

For enquires contact: Libby Callister 0418 151 685
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Supported by

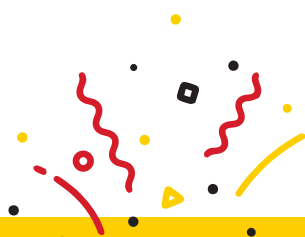
Cyril Callister
FOUNDATION

YEAR 5**SCIENCE****CURRICULUM CODES**

Nature and development of science	
✓ Examine why advances in science are often the result of collaboration or build on the work of others	AC9S5H01
Use and influence of science	
✓ Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions	AC9S5H02
Questioning and predicting	
✓ Pose investigable questions to identify patterns and test relationships and make reasoned predictions	AC9S5I01
Planning and conducting	
✓ Plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place	AC9S5I02
Processing, modelling and analysing	
✓ Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships	AC9S5I04
Evaluating	
✓ Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions	AC9S5I05
Communicating	
✓ Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate	AC9S5I06

HUMANITIES, ARTS & SOCIAL SCIENCES (HAAS)

History	
✓ The economic, political and social causes of the establishment of British colonies in Australia after 1800	AC9HS5K01
✓ The impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment	AC9HS5K02
✓ The role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony	AC9HS5K03



HUMANITIES, ARTS & SOCIAL SCIENCES CONT'D	CURRICULUM CODES
Civics and citizenship	
<ul style="list-style-type: none"> ✓ The key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives 	AC9HS5K06
Economics and business	
<ul style="list-style-type: none"> ✓ Types of resources, including natural, human and capital, and how they satisfy needs and wants 	AC9HS5K08
Questioning and researching	
<ul style="list-style-type: none"> ✓ Develop questions to investigate people, events, developments, places and systems 	AC9HS5S01
<ul style="list-style-type: none"> ✓ Locate, collect and organise information and data from primary and secondary sources in a range of formats 	AC9HS5S02
Interpreting, analysing and evaluating	
<ul style="list-style-type: none"> ✓ Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships 	AC9HS5S03
<ul style="list-style-type: none"> ✓ Evaluate primary and secondary sources to determine origin, purpose and perspectives 	AC9HS5S04
Concluding and decision-making	
<ul style="list-style-type: none"> ✓ Develop evidence-based conclusions 	AC9HS5S05
<ul style="list-style-type: none"> ✓ Propose actions or responses to issues or challenges and use criteria to assess the possible effects 	AC9HS5S06
Communicating	
<ul style="list-style-type: none"> ✓ Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions 	AC9HS5S07

YEAR 6**SCIENCE****CURRICULUM CODES**

Nature and development of science	
✓ Examine why advances in science are often the result of collaboration or build on the work of others	AC9S6H01
Use and influence of science	
✓ Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions	AC9S6H02
Questioning and predicting	
✓ Pose investigable questions to identify patterns and test relationships and make reasoned predictions	AC9S6I01
Planning and conducting	
✓ Plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place	AC9S6I02
Processing, modelling and analysing	
✓ Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships	AC9S6I04
Evaluating	
✓ Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions	AC9S6I05
Communicating	
✓ Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate	AC9S6I06
HUMANITIES, ARTS & SOCIAL SCIENCES (HAAS)	
History	
✓ Significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government	AC9HS6K01
✓ The causes of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region	AC9HS6K03

HUMANITIES, ARTS & SOCIAL SCIENCES CONT'D	CURRICULUM CODES
Civics and citizenship	
✓ The key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies	AC9HS6K06
Economics and business	
✓ The roles and responsibilities of the 3 levels of government in Australia	AC9HS6K07
Questioning and researching	
✓ Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices	AC9HS6K08
✓ Develop questions to investigate people, events, developments, places and systems	AC9HS6S01
✓ Locate, collect and organise information and data from primary and secondary sources in a range of formats	AC9HS6S02
Interpreting, analysing and evaluating	
✓ Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships	AC9HS6S03
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✓ Develop evidence-based conclusions	AC9HS6S05
✓ Propose actions or responses to issues or challenges and use criteria to assess the possible effects	AC9HS6S06
Communicating	
✓ Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions	AC9HS5S07

Some proceeds go towards the Cyril Callister Foundation supporting regional youth pursue studies in science.
www.cyrilcallisterfoundation.org