

# The Royal Agricultural Society of NSW Primary Schools Program

Did you know? Each Australian farmer produces enough food to feed 600 people; 150 at home and 450 overseas.

## Welcome

The **RASedu Primary Schools Program** will help you plan a series of successful lessons exploring food, fibre and farming. You can use the eight units as the basis of a term's work or you may choose to dip into any of the units or resources to integrate into your own teaching/learning cycle. This program can be used to enhance and reinforce students' learning combined with a school excursion to your local Agricultural Show, Field Day, Farm or Processing Plant Visit. If in Sydney, the Sydney Royal Easter Show will give students an opportunity to participate in dedicated school sessions and hands-on activities that are all part of Australia's largest ticketed annual event and an important part of Australia's culture and tradition. Alternatively, your students may like to take part in one or our other excursions outside of the Easter Show. Visit our website for more information: [www.rasnsw.com.au/education](http://www.rasnsw.com.au/education).

The Royal Agricultural Society of NSW (RAS) is a 190+ year-old not for profit society, whose main aim is to forge the future of agriculture through competition, education and events. Our education goals are;

- To build awareness, understanding and respect for agriculture and the fundamental role our farmers play.
- To increase the engagement and participation of young people in Australian agriculture, with a particular focus on metropolitan audiences.
- To showcase modern and sustainable agriculture and its use of innovation and technology.

## Program Rationale

The **RASedu Primary Schools Program** provides a learning opportunity where students can develop knowledge, skills, values and attitudes about people and their environments and some of the technologies and innovations used in Australian agriculture over time.

The program meets NSW Syllabus Outcomes across all Stages, with particular emphasis on **Science & Technology, English and Geography**. The program also provides opportunities to pursue learning outcomes in **History, Mathematics**, and **Creative Arts**.

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The **RASedu Primary Schools Program** is organised into eight units of work with suggested activities for each Stage (ES1-S3). Each unit of work allows you to select the appropriate resources to differentiate teaching and learning, catering for students' special needs or to extend students' learning experiences.

<b>Unit One</b>	Where does our food and fibre come from? (Pre-testing for teachers to tailor their programs)
<b>Unit Two</b>	The Farming Story (shared reading/viewing of a text to build background knowledge with a focus on seasons)
<b>Unit Three</b>	What types of farms are in NSW? (Focus on farming regions/climate)
<b>Unit Four</b>	Farm Animals (Focus on livestock needs and the technologies used to care for animals)
<b>Unit Five</b>	Fruit, Vegetable and Crop Farming (Focus on growth cycle)
<b>Unit Six</b>	Farm Resources (natural & man-made, focus on stewardship, relationship between resources and change)
<b>Unit Seven</b>	Farm Products ( <i>Paddock to Plate</i> and <i>Field to Fibre</i> stories and the processes to meet the needs of consumers)
<b>Unit Eight</b>	The Sydney Royal Easter Show (Focus on heritage, culture, competitions and artefacts)

Throughout the **RASedu Primary Schools Program**, you will find links to electronic resources to allow for student-based research and in-depth explanations for teachers along with a huge assortment of interactive games, fact sheets, multimedia presentations, student activities and print resources. There is an emphasis on internet research and summarising skills. This program encourages group work for students to share, explain and justify answers and validate their learning through presentations to the class.

### Assessment Tasks, STEM & Project Based Learning

Assessment tasks with a focus on STEM and Project Based Learning is embedded throughout the program, one for each year group with an attached rubric. They are designed to motivate and engage students, allowing them to demonstrate their research skills and design & make abilities to show their learning. They can be individual or group based depending on the needs of your class.

- **Kindergarten & Year One:** Fruit & Vegetable Collage
- **Year Two:** Paddock to Plate Story
- **Year Three:** Thank a Farmer Poem
- **Year Four:** Make a Chook House Model
- **Year Five:** Track where my food came from
- **Year Six:** Plan a farm using wind and water sustainable practices

## Excursions, Incursions & Teacher Professional Development

Experiences outside the formal classroom can lay the foundation for shaping a child's growing knowledge, confidence and identity. An excursion to a local agricultural show, field day or another farm related activity, integrated into your Program, provides a balance between what children can learn and do in classrooms and what they are exposed to and experience outside the classroom.

The RAS annually hosts up to 15,000 school students at the Sydney Royal Easter Show and a further 1000 Primary school students the day before the Show officially opens for Primary School Preview Day. Engagement is maximised on these days with interesting, relevant **Schools Sessions** such as each child milking a cow or feeling the lanolin in the wool that they just watched being shorn off a sheep's back. Real world and experiential learning are models that emphasise children's problem solving and critical skills. Booking into any of the free Schools Sessions offers some real life experiences and problems beyond the classroom walls which are indicative of current teaching/learning practices.

Throughout the year, the RAS hosts Farm Days at Sydney Showground, Dairy Incursions for Sydney Metro schools and teacher professional development in both Sydney & rural areas. Check out our Incursions, Excursions and Teacher PDs on line: <http://www.rasnswn.com.au/education/>

## NSW Syllabus Links

This program is syllabus-linked and provides STEM, Project Based Learning and Assessment tools. Outcomes are from the latest Syllabi released by NESA up to November 2018.

## SCIENCE & TECHNOLOGY

### WORKING SCIENTIFICALLY

- STe-4WS: explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas.
- ST1-4WS: investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.
- ST3-4WS: investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations.

### WORKING TECHNOLOGICALLY

- STe-5WT: uses a simple design process to produce solutions with identified purposes.

## NATURAL ENVIRONMENT

- STe-7NE: observes, using their senses, how daily and seasonal changes in the environment affect them and other living things.
- STe-8NE: identifies the basic needs of living things.

## MADE ENVIRONMENT

- STe-9ME: identifies that objects are made of materials that have observable properties.
- STe-10ME: recognises how familiar products, places and spaces are made to suit their purpose.

## EARTH AND SPACE

- ST1-8ES: identifies ways that people use science in their daily lives to care for the environment and the Earth's resources.
- ST2-9ES: describes how relationships between the sun and the Earth cause regular changes.

## LIVING WORLD

- ST1-10LW: describes external features, changes in and growth of living things.
- ST1-11LW: describes ways that different places in the environment provide for the needs of living things.
- ST2-10LW: describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features.
- ST3-11LW: describes some physical conditions of the environment and how these affect the growth and survival of living things.

## BUILT ENVIRONMENTS

- ST1-14BE: describes a range of places and spaces in the local environment and how their purposes influence their design.

## INFORMATION

- ST1-15I: describes a range of familiar information sources and technologies and how their purposes influence their design.
- ST2-15I: describes ways that information solutions are designed and produced, and factors to consider when people use and interact with information sources and technologies.

## PRODUCTS

- ST1-16P: describes a range of manufactured products in the local environment and how their different purposes influence their design.
- ST2-16P: describes how products are designed and produced, and the ways people use them.
- ST3-16P: describes systems used to produce or manufacture products, and the social and environmental influences on product design.



## GEOGRAPHY

### PEOPLE LIVE IN PLACES

- GEe-1: identifies places and develops an understanding of the importance of places to people.
- GEe-2: communicates geographical information and uses geographical tools.

### FEATURES OF PLACES/PEOPLE AND PLACES

- GE1-1: describes features of places and the connections people have with places.
- GE1-3: communicates geographical information and uses geographical tools for inquiry.

### PLACES ARE SIMILAR AND DIFFERENT

- GE2-2: describes the ways people, places and environments interact.
- GE2-3: examines differing perception about the management of places and environments.
- GE2-4: acquires and communicates geographical information using geographical tools for inquiry.

### THE EARTH'S ENVIRONMENT

- GE2-2: describes the ways people, places and environments interact.

### FACTORS THAT SHAPE PLACES

- GE3-1: describes the diverse features and characteristics of places and environments.
- GE3-2: explains interactions and connections between people, places and environments.
- GE3-3: compares and contrasts influences on the management of places and environments.
- GE3-4: acquires, processes and communicates geographical information using geographical tools for inquiry.

### A DIVERSE AND CONNECTED WORLD

- GE3-2: explains interactions and connections between people, places and environments.

## ENGLISH

### SPEAKING AND LISTENING 1

- ENe-1A: communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.
- EN1-1A: communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.
- EN2-1A: communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

### SPEAKING AND LISTENING

- EN3-1A: communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.

### WRITING AND REPRESENTING 1

- ENe-2A: composes simple texts to convey an idea or message.
- EN1-2A: plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- EN2-2A: plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.

### WRITING AND REPRESENTING 2

- ENe-7B: recognises some different purposes for writing and that own texts differ in various ways.
- EN1-7B: identifies how language use in their own writing differs according to their purpose, audience and subject matter.
- EN2-7B: identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.

### WRITING AND REPRESENTING

- EN3-2A: composes, edits and presents well-structures and coherent texts.

### READING AND VIEWING 1

- EN1-4A: draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.
- EN2-4A: uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

### READING AND VIEWING 2

- ENe-8B: demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.
- EN1-8B: recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

## READING AND VIEWING

- EN3-3A: uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

## RESPONDING AND COMPOSING

- EN3-5B: discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.

## SPELLING

- EN2-5A: uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.
- EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.

## GRAMMAR, PUNCTUATION AND VOCABULARY

- ENe-9B: demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.
- EN1-9B: uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts.
- EN3-6B: uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.

## THINKING IMAGINATIVELY AND CREATIVELY

- ENe-10C: thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.
- EN1-10C: thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

## THINKING IMAGINATIVELY, CREATIVELY, INTERPRETIVELY AND CRITICALLY

- EN3-7C: thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

## EXPRESSING THEMSELVES

- ENe-11D: responds to and composes simple texts about familiar aspects of the world and their own experiences.
- EN2-11D: responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.
- EN3-8D: identifies and considers how different viewpoints of their world, including aspects of culture, and represented in texts.

## THINKING IMAGINATIVELY, CREATIVELY AND INTERPRETIVELY

- EN2-10C: thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.

## HISTORY

### PRESENT AND PAST FAMILY LIFE

- HT1-1: communicates an understanding of change and continuity in family life using appropriate historical terms.

### COMMUNITY AND REMEMBRANCE

- HT2-1: identifies celebrations and commemorations of significance in Australia and the world.
- HT2-2: describes and explains how significant individuals, groups and events contributed to changes in the local community over time.

### FIRST CONTACTS

- HT2-4: describes and explains effects of British colonisation in Australia.

### THE AUSTRALIAN COLONIES

- HT3-1: describes and explains the significance of people, groups, places and events to the development of Australia.

### AUSTRALIA AS A NATION

- HT3-3: identifies change and continuity and describes the causes and effects of change on Australian society.

## MATHEMATICS

### MEASUREMENT AND GEOMETRY - Position

- MA1-16MG: represents and describes the positions of objects in everyday situations and on maps.
- MA2-17MG: uses simple maps and grids to represent position and follow routes, including using compass directions.
- MA3-17MG: locates and describes position on maps using a grid-reference system.

### STATISTICS AND PROBABILITY - Data

- MAe-17SP: represents data and interprets data displays made from objects.
- MA1-17SP: gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results.

## CREATIVE ARTS

### Making

- VAES1.1: Makes simple pictures and other kinds of artworks about things and experiences
- VAES1.2: Experiments with a range of media in selected forms
- VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things
- VAS1.2: Uses the forms to make artworks according to varying requirements
- VAS2.1: Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter
- VAS2.2: Uses the forms to suggest the qualities of subject matter
- VAS3.1: Investigates subject matter in an attempt to represent likenesses of things in the world
- VAS3.2: Makes artworks for different audiences, assembling materials in a variety of ways

# What do you know about where our food and fibre comes from?

**Main idea:** Pre-test students' prior knowledge and understanding of the origins of the food they eat daily or fibre to make textiles to tailor your program to meet the individual needs of each student.

Stage	Learning Experiences	Resources and Outcomes
<b>ES1 &amp; Stage 1</b>	<ul style="list-style-type: none"> <li>Brainstorm how students think food gets to their table</li> <li>Teacher scribes class mind map of all ideas and students record ideas using '<b>Think About Food Mind Map</b>' master.</li> <li>Teacher leads a discussion and lists what students want to discover about food origins to display on a class poster and progressively add to throughout the Program.</li> </ul>	<p>'Think About Food Mind Map' activity</p> <p><b>S&amp;T:</b>STe-10ME, ST1-16P  <b>ENG:</b>ENe-1A/ENe-7B, EN1-1A/EN1-7B</p>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>Using the '<b>Paddock to Plate &amp; Field to Fibre Flow Chart</b>' with 'Paddock or Field' as the first box and 'Plate or Fibre' as the last box, use as many boxes as needed in between to show how they think food and fibre is processed. Encourage students to draw and label each step.</li> <li>Students complete '<b>Farming – Is It True?</b>' to obtain a broader understanding of students' prior knowledge.</li> <li>Teacher leads a discussion and lists what students want to discover about food and fibre origins to display on a class poster that is progressively added to throughout the Program</li> </ul>	<p>'Paddock to Plate &amp; Field to Fibre Flow Chart' activity</p> <p>'Farming – Is It True' activity</p> <p><b>S&amp;T:</b>ST2-16P  <b>ENG:</b> EN2-1A/EN2-7B</p>

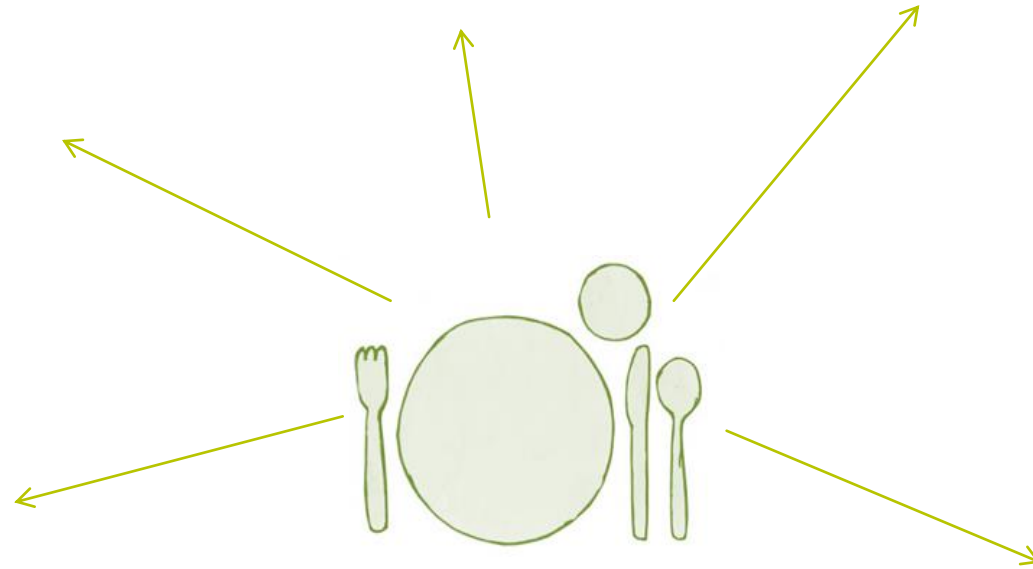
Stage	Learning Experiences	Resources and Outcomes
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>To model recording methods, discuss the wool, fleece &amp; cotton (Field to Fibre) process and demonstrate three methods of recording information (mind map, flow chart or matrix).</li> <li>Lead class discussion on the process of food from 'Paddock to Plate' and allow students to choose a method of recording information using '<b>Think About Where Our Food Comes From</b>'. Encourage students to think about all food groups.</li> <li>Students complete '<b>Farming – Fact or Fiction</b>' to obtain a broader understanding of students' prior knowledge.</li> <li>Teacher leads a discussion and lists what students want to discover about food origins to display on a class poster and added to throughout Program.</li> </ul>	<p>'Think About Where Our Food Comes From' activity</p> <p>'Farming–Fact or Fiction' activity</p> <p><b>S&amp;T:</b> ST3-16P  <b>ENG:</b> EN3-1A/EN3-8D</p>



# Think About Food Mind Map

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Where does my food come from?



Name\_\_\_\_\_

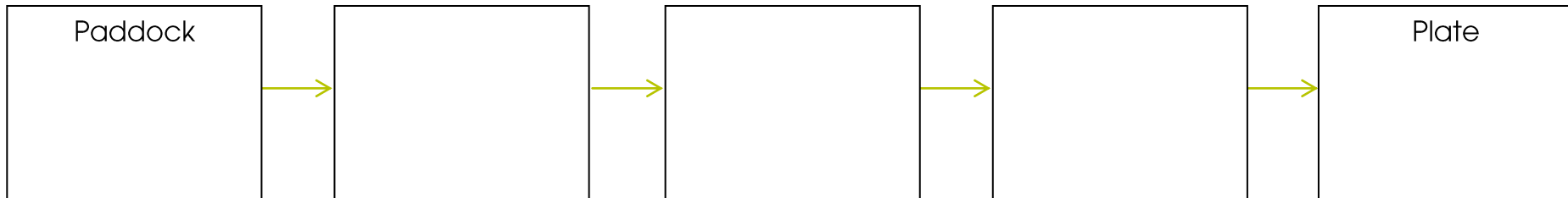
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# Paddock to Plate & Field to Fibre Flow Chart

Draw and label pictures to show the Paddock to Plate and Field to Fibre stories of three farm products you use every day.



Name\_\_\_\_\_

Date\_\_\_\_\_

# Farming - Is It True?

## What do you know about farms and what farmers do?

1. What do bees make from the nectar they gather?

\_\_\_\_\_

2. Does yoghurt grow on trees?

\_\_\_\_\_

3. Where do eggs come from?

\_\_\_\_\_

4. Which animal gives us milk?

\_\_\_\_\_

5. Is a baby cow called a lamb?

\_\_\_\_\_

6. Where do apples grow?

\_\_\_\_\_

7. Does meat grow on trees?

\_\_\_\_\_

8. What animal gives us bacon?

\_\_\_\_\_

9. Is bread made from wheat?

\_\_\_\_\_

10. Can women be farmers?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Answers

1. Honey
2. No, yoghurt is made of milk that comes from cows.
3. Chickens or hens
4. Cows
5. No, a baby cow is called a calf
6. On trees
7. No, meat comes from animals like cattle and sheep.
8. A pig
9. Yes
10. Yes

# Think about where our food comes from.

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After brainstorming the Paddock to Plate story, organise your ideas into a mind map, matrix or flow chart to show the process that happens to a variety of products from the time it leaves a farm to being served on a dinner plate.

Name\_\_\_\_\_

Date\_\_\_\_\_

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# Farming – Fact or Fiction

Does yoghurt grow on trees or does cotton come from a sheep?

Answer the following questions using True or False.

Question	True or False
1. We use products from primary industries every single day.	
2. Nylon, polyester and acrylic are all natural products.	
3. Farmers use the Earth's entire surface to produce food.	
4. Cotton used in socks comes from a plant.	
5. New paper is made from trees.	
6. Fish can be farmed.	
7. Lamb chops come from a young cow.	
8. Wool is grown on trees.	
9. The only product we get from cows is milk.	
10. The only product we get from poultry is eggs.	
11. Bacon, ham and pork are all produced from pigs.	
12. Scarves, jumpers and rugs can be made from alpaca fibre.	
13. Vegetables can be grown underground, in the dark.	
14. Sheep provide us with wool & meat	
15. Sugar comes from cows.	
16. Pasta is made from a grain called wheat.	

Name \_\_\_\_\_

Date \_\_\_\_\_

## Answers

- 1: True
- 2: False
- 3: False
- 4: True
- 5: True
- 6: True
- 7: False
- 8: False
- 9: False
- 10: False
- 11: True
- 12: True
- 13: True
- 14: True
- 15: False



# The Farming Story and the Seasons

**Main idea:** Shared reading or viewing of text to build background knowledge and technical language. Focus on seasons in the context of farming in NSW.

Stage	Learning Experiences	Resources and Outcomes
<b>ES1 &amp; Stage 1</b>	<ul style="list-style-type: none"> <li>Read '<i>A Year on our Farm</i>' by Penny Matthews &amp; Andrew McLean you're your class which shows the passing of seasons through the eyes of the children for whom the farm and all its animals are home.</li> <li>Lead a class discussion on the cyclic nature of activities on a farm due to the seasons and have students complete '<i>A Year on our Farm Story Map</i>' showing seasonal activities to reinforce the scientific concept of seasons.</li> <li>To reinforce seasons view the '<i>Annual cycle of a tree - YouTube</i>' and have students complete '<i>The Year of an Apple</i>' activity.</li> </ul>	<p>'<i>A Year on our Farm</i>' by Penny Matthews &amp; Andrew McLean.</p> <p>'A Year on our Farm Story Map' activity</p> <p><a href="#">'Annual cycle of a tree'</a> YouTube</p> <p>'The Year of an Apple' activity</p> <p><b>GEO:</b>GEe-1, GE1-1/GE1-3  <b>S&amp;T:</b>STe-7NE, ST1-11LW  <b>ENG:</b>ENe-2A,ENe-8B, EN1-2A/EN1-8B  <b>CA:</b> VASE1.1/VAS1.1</p>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>Read '<i>My Farm</i>' by Alison Lester, a narrative of a young girl's chores over a year of growing-up on a farm giving a picture of a child's life on the land.</li> <li>As a class, summarise the text with focus on seasons. Students then complete '<i>Seasons on My Farm</i>' to demonstrate their understanding of how seasons effect farm activities.</li> <li>To reinforce seasons view the '<i>Annual cycle of a tree - YouTube</i>' and have students complete '<i>The Year of an Apple</i>' activity.</li> </ul>	<p>'<i>My Farm</i>' by Alison Lester</p> <p>'Seasons on My Farm' activity</p> <p><a href="#">'Annual cycle of a tree'</a> YouTube</p> <p>'The Year of an Apple' activity</p> <p><b>GEO:</b>GE2-2/GE2-3  <b>ENG:</b>EN2-2A  <b>S&amp;T:</b>ST2-9E  <b>CA:</b> VAS2.2</p>


Stage	Learning Experiences	Resources and Outcomes
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>Read '<i>Red Dirt Diary</i>' by Katrina Nannestad, a novel about an 11 year-old girls diary of the year's events on her property near Dubbo.</li> <li>Watch '<i>I'm Farming and I Grow It</i>', a parody music video promoting agriculture showing a modern image of farming. Discuss farming activities seen in clip. Have students work in groups to create their own rap about where they live that is in contrast to the YouTube and perform to the class.</li> <li>Students locate on a map and research an orchard in NSW to write an Explanation on how the season's effect when we can buy fresh fruit that has been grown in NSW. Visit '<b>Aussie Apples</b>' (<i>click the ABOUT tab</i>) to learn more.</li> <li>Research how the physical conditions of a local environment, e.g. temperature, slope, wind speed and amount of light and water affect an orchid.</li> <li>Students create an artwork showing the four seasons of an apple tree. Watch an example on YouTube '<b>A Tree in Seasons</b>' for inspiration.</li> </ul>	<p>'<i>Red Dirt Diary</i>' by Katrina Nannestad</p> <p><a href="#">'I'm Farming and I Grow It'</a> YouTube</p> <p><a href="#">'Aussie Apples'</a> Web Page</p> <p><a href="#">'A Tree in Seasons'</a> YouTube</p> <p><b>S&amp;T:</b>ST3-11LW  <b>ENG:</b> EN3-73  <b>GEO:</b> GE3-2/GE3-3  <b>MATH:</b>MA3-17MG  <b>CA:</b>VAS3.1/VAS3.2</p>

\*Texts and multimedia are suggestions only and teachers should source a wide variety of fiction and non-fiction texts, along with a variety of multimedia resources for students to research throughout the Program.

# A Year on Our Farm Story Map

List the three months that fall in each season and then, in the boxes below, list the farm activities that happen during each of the four seasons.


Summer



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Autumn



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Winter



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Spring



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

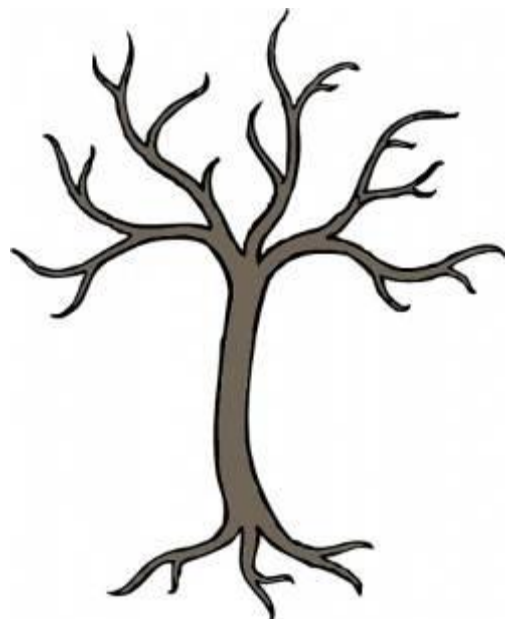
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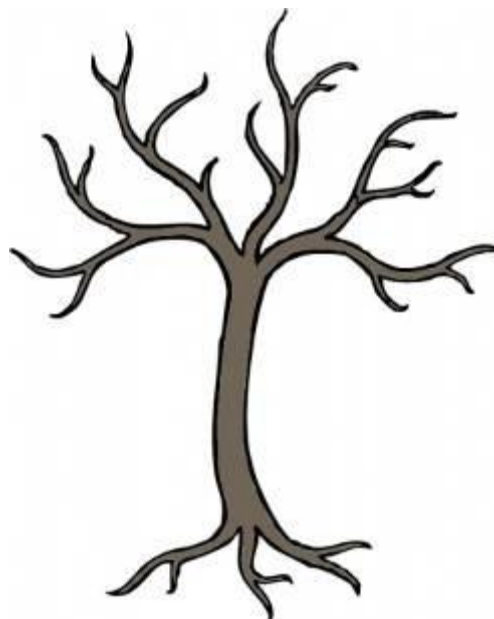
# The Year of an Apple

Use coloured pencils to show how the four seasons affect an apple tree. Think about what you could add to the background to show the season.

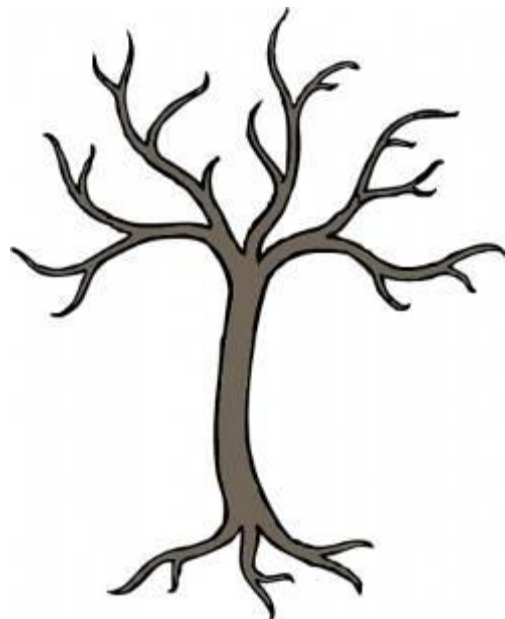
Summer



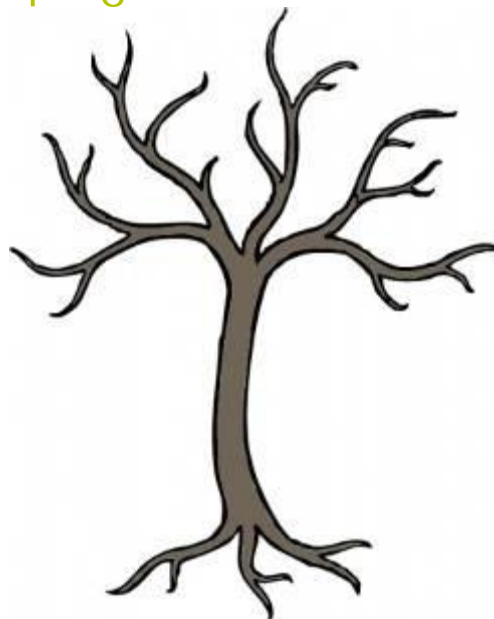
Autumn



Winter



Spring



Name \_\_\_\_\_

Date \_\_\_\_\_

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# Seasons on My Farm

Some farm activities need to be done every day yet others only happen in certain seasons. List ten activities in each of the boxes below. Once complete, draw appropriate clothing for each season and the three months that fall in each of the four seasons.

Daily Farm Activities	Activities in Summer	Activities in Autumn	Activities in Winter	Activities in Spring
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
Any day clothes	Summer clothes and months	Autumn clothes and months	Winter clothes and months	Spring clothes and months

Name \_\_\_\_\_

Date \_\_\_\_\_

# What types of farms are in NSW?

**Main idea:** Compare and contrast a variety of farms through group research. Focus on locations of farms in NSW and farming regions. Build technical language and knowledge.

Stage	Learning Experiences	Resources & Outcomes
ES1 & Stage 1	<ul style="list-style-type: none"> <li>Show a range of 'farming images', mixed with city images through the link '<a href="#">LandLearn Images</a>'. Have students classify images by looking for similarities and differences in building materials and land use. Discuss reasons for both.</li> <li>Discuss where you find farms and explore the reasons for not having farms in the city. Locate NSW on a map of Australia and highlight your local region.</li> <li>Students draw and label a 'Farm Scene v/s City Scene' to reinforce learning.</li> </ul>	<p>'<a href="#">LandLearn Images</a>' Flickr</p> <p>'Farm Scene v/s City Scene' activity</p> <p>S&amp;T: STe-7NE, ST1-11LW GEO: GEe-2, GE1-3 ENG: ENe-10C, EN1-10C MATH:MA1-16MG</p>
Stage 2	<ul style="list-style-type: none"> <li>Define Farm (noun): An area of land and its buildings used for growing crops and rearing animals, typically under the control of one owner or manager OR (verb): Make one's living by growing crops or keeping livestock.</li> <li>Introduce 'Glossary' to review language such as urban &amp; rural.</li> <li>Visit the '<a href="#">Bureau of Meteorology</a>' site to discover the different regions in NSW. Students draw regions onto a blank map and label. Students research the location of the Great Dividing Range, 'wheat belt' and Riverina to include on map. Through discussion, establish how location effects climate.</li> <li>View '<a href="#">NSW Produce Map</a>' (p 14-15). Discuss reasons for location farms e.g. 80% of perishable goods are grown close to cities.</li> </ul>	<p>'Glossary' activity</p> <p>'<a href="#">Bureau of Meteorology</a>' web site</p> <p>'<a href="#">NSW Produce Map</a>' on-line publication</p> <p>GEO:GE2-3/GE2-4 ENG:EN2-5A MATH:MA2-17MG</p>

Stage	Learning Experiences	Resources & Outcomes
Stage 3	<ul style="list-style-type: none"> <li>Have students locate a definition of a farm and in pairs, discuss.</li> <li>Introduce '<b>Glossary</b>' and review language such as agriculture &amp; horticulture and identify common suffixes and origins.</li> <li>View '<b>NSW Produce Map</b>' (pages 14-15). Explore the agricultural regions of NSW to establish what the map symbols and icons represent.</li> <li>Identify a variety of farms in NSW and their location from 'NSW Produce Map'.</li> <li>Locate the '<b>Sydney Markets</b>' produce information to discover which season fruit &amp; vegetables are at their best. Research climate regions in NSW from '<b>Bureau of Meteorology</b>' site before groups investigate how location and seasons influence food production. Present your finding to the class.</li> </ul>	<p>'Glossary' activity</p> <p><a href="#">'NSW Produce Map'</a> on-line publication</p> <p><a href="#">'Sydney Markets'</a> web site</p> <p><a href="#">'Bureau of Meteorology'</a> web site</p> <p>S&amp;T:ST3-11LW GEO:GE3-1/GE3-4 ENG:EN3-4A MATHS:MA3-17MG</p>



# Farm Scene vs. City Scene

---

Draw a farm scene and city scene below to show what is different and what is the same.

Farm Scene

City Scene

Name \_\_\_\_\_

Date \_\_\_\_\_

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# Glossary

Add your own agriculture words and dictionary definitions.

Word	Definition
agriculture	the practice of cultivating the land or raising livestock
aquaculture	the farming of marine plants and animals
by-product	something of value that is produced along with the main product
climate	a pattern of weather over a long period of time
commercial	grown or farmed to be sold for profit
cultivating	to prepare and work on the land in order to raise crops
drought	to be short of water for a long time
economy	the movement of money as goods and services are bought and sold
export	to send goods or animals to other countries for sale
farm	workplace consisting of farm buildings and cultivated land
farming	working the land as an occupation or way of life
fibre	a single piece of a given material, often twisted with other fibres to form thread.
free-range	chickens that are allowed to roam outside
horticulture	the growing of plants including fruit, vegetables and flowers
irrigation	supplying water from a body of water such as a river to farmland to grow crops
livestock	farm animals such as cattle and sheep
mixed farming	growing crops and feed and livestock all on the same farm
muster	gather together livestock in one place
paddock	a small enclosure or field used to keep livestock or to grow crops
pesticide	a chemical spray that kills insects
poultry	birds, such as chickens, geese or turkeys raised for meat or eggs
Primary Industries	industries that supply us with food, energy and the raw materials to manufacture other products
process	a series of actions, changes, or functions bringing about a result
regional	relating to or typical of a particular area of a country or the world
rural	found in or living in the country
sustainable	able to continue indefinitely
urban	relating to towns and cities, or happening there

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[illegible]

# Farming Animals

**Main idea:** Research livestock farming. Focus on animals needs and the technologies used to care for animals.

Stage	Learning Experiences	Resources & Outcomes
ES1 & Stage 1	<ul style="list-style-type: none"> <li>Introduce collective nouns &amp; animal naming words and guide students to complete 'Farmyard Nursery' to build language.</li> <li>Survey the class &amp; record data 'Graph Favourite Farm Animal'.</li> <li>Arrange toy farm animals from smallest to largest.</li> <li>Discuss needs of cows, sheep pigs and chickens (fencing, water, food, sheds, shelter/trees). View 'LandLearn Images' to see images of these animals to discover what common needs and special needs each has?</li> <li>With class, construct simple sentences with illustrations to record findings.</li> <li>Complete 'Farm Animal Find-a-Word'.</li> </ul>	<p>'Farmyard Nursery' activity 'Graph Favourite Farm Animal' activity 'LandLearn Images' Flickr 'Farm Animal Find-a-Word' activity</p> <p><b>S&amp;T:</b>STe-8NE, ST1-11LW <b>ENG:</b>ENe-9B, EN1-9B <b>MATHS:</b>MAe-17SP, MA1-17SP</p>
Stage 2	<ul style="list-style-type: none"> <li>View 'From Farm Gate To Your Plate' and tour a piggery from birth to the fattening shed. Have a group discussion about the use of technology in video. (NB: video shows piglet being born)</li> <li>Discuss needs of a variety of livestock. Groups research how and why farmers use technology to care for livestock and consider how to keep predators (foxes, birds, rabbits) out. DEC 'keeping animals in schools' link has some very practical information about livestock needs.</li> <li>Complete 'Livestock Needs – Two Animals', a Venn Diagram to show common needs and special needs of two chosen animals.</li> <li>Challenge students to complete 'Farm Animals Thinkers Keys'</li> <li>Stage 2 &amp; 3: <b>Project/STEM ASSESSMENT TASK:</b> Make a Chook House Model</li> </ul>	<p>'From Farm Gate To Your Plate' YouTube 'Livestock Needs – Two Animals' activity 'Farm Animals Thinkers Keys' activity 'Keeping Animals in Schools' web site</p> <p><b>Project/STEM &amp; ASSESSMENT TASK</b> <b>STAGE 2 &amp; 3:</b> Design &amp; Make a Chook House Model</p> <p><b>S&amp;T:</b> ST2-16P/ST2-10LW</p>

ENG:EN2-11D

Stage	Learning Experiences	Resources & Outcomes
Stage 3	<ul style="list-style-type: none"> <li>View "<b>Farm It Maybe</b>" showing a young farm boy performing a rap depicting how much he loves his life growing up on a dairy farm in the US. List daily events on a dairy farm and illustrate.</li> <li>Introduce the needs of livestock with '<b>Mapping a Sheep Property</b>'. Discuss the use of map icons and symbols.</li> <li>Groups investigate livestock needs and the use of technology used to raise animals and report back to class. Include some more challenging livestock e.g. oysters, goat, alpaca, salmon.</li> <li>Complete '<b>Livestock Needs – Three Animals</b>' Venn Diagram to demonstrate students understand the needs of farmed animals.</li> <li>Stage 2 &amp; 3: <b>Project/STEM ASSESSMENT TASK</b>: Make a Chook House Model</li> </ul>	<p>'<a href="#">Farm It Maybe</a>' YouTube</p> <p>'Mapping a Sheep Property' activity</p> <p>'Livestock Needs – Three Animals' activity</p> <p><b>Project/STEM &amp; ASSESSMENT TASK</b> <b>STAGE 2 &amp; 3</b>: Design &amp; Make a Chook House Model</p> <p>ENG: EN3-5B MATH: MA3-17MG</p>

# Farmyard Nursery

1. Draw a line to match baby farm animals with their mums

sheep  
cat  
chicken  
goat  
dog  
pig  
duck  
horse  
cow

kid  
chick  
puppy  
lamb  
calf  
kitten  
foal  
duckling  
piglet

2. Draw a line to match groups of farm animals and people

flock of  
school of  
herd of  
pack of  
swarm of  
group of  
litter of  
mob of  
bed of  
nest of  
gaggle of

oysters  
kangaroos  
piglets  
people  
dogs  
snakes  
sheep  
fish  
cows  
geese  
bees

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## Answers

1.

sheep --- lamb  
cat --- kitten  
chicken --- chick  
goat --- kid  
dog --- puppy  
pig --- piglet  
duck --- duckling  
horse --- foal  
cow --- calf

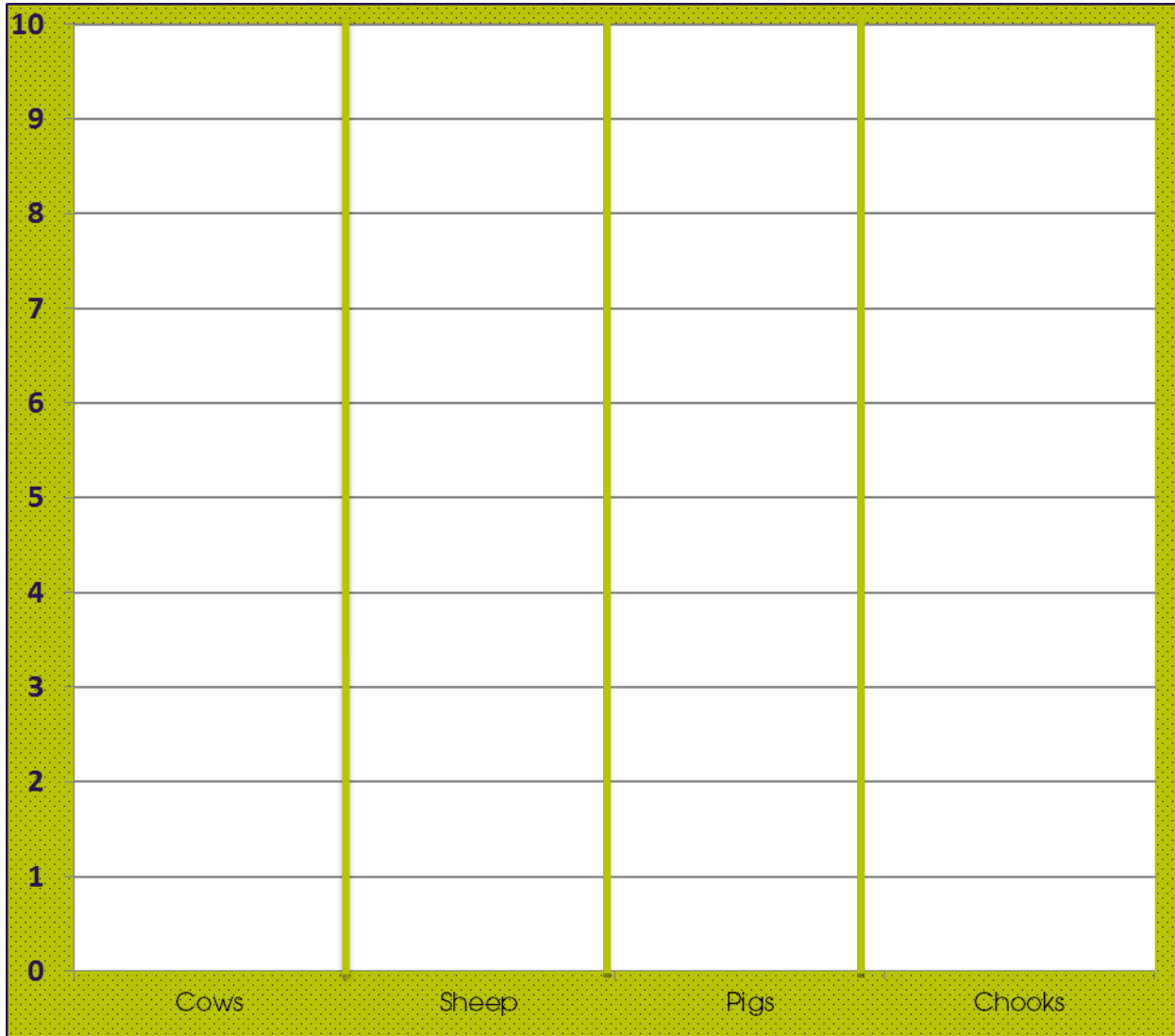
2.

flock of sheep  
school of fish  
herd of cows  
pack of dogs  
swarm of bees  
group of people  
litter of piglets  
mob of kangaroos  
bed of oysters  
nest of snakes  
gaggle of geese



# Graph Your Favourite Farm Animal

Survey your class to discover which Farm Animal is the class favourite. Once you have surveyed everyone, write your answers in the boxes below to discover the largest number.



How many like cows?



How many like sheep?



How many like pigs?



How many like chooks?



The \_\_\_\_\_ is our class' favourite farm animal.

Name \_\_\_\_\_

Date \_\_\_\_\_

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# Farm Animal Find a Word

Locate the following farm animals in the find-a-word. Look carefully, they can be found in any direction.

CATTLE  
GOATS  
FISH  
DOGS

SHEEP  
POULTRY  
ALPACA

PIGS  
FENCES  
BUFFALO

A	M	F	P	F	P	U	I	Q	V
Y	Y	B	E	O	F	I	S	H	C
G	S	B	U	N	U	D	A	G	E
M	O	H	U	F	C	L	T	Z	Z
H	P	A	E	M	F	E	T	I	W
D	F	I	T	E	B	A	S	R	O
O	N	L	G	S	P	D	L	T	Y
G	S	F	A	S	L	J	V	O	S
S	G	H	C	A	T	T	L	E	B
A	L	P	A	C	A	Q	K	Q	O

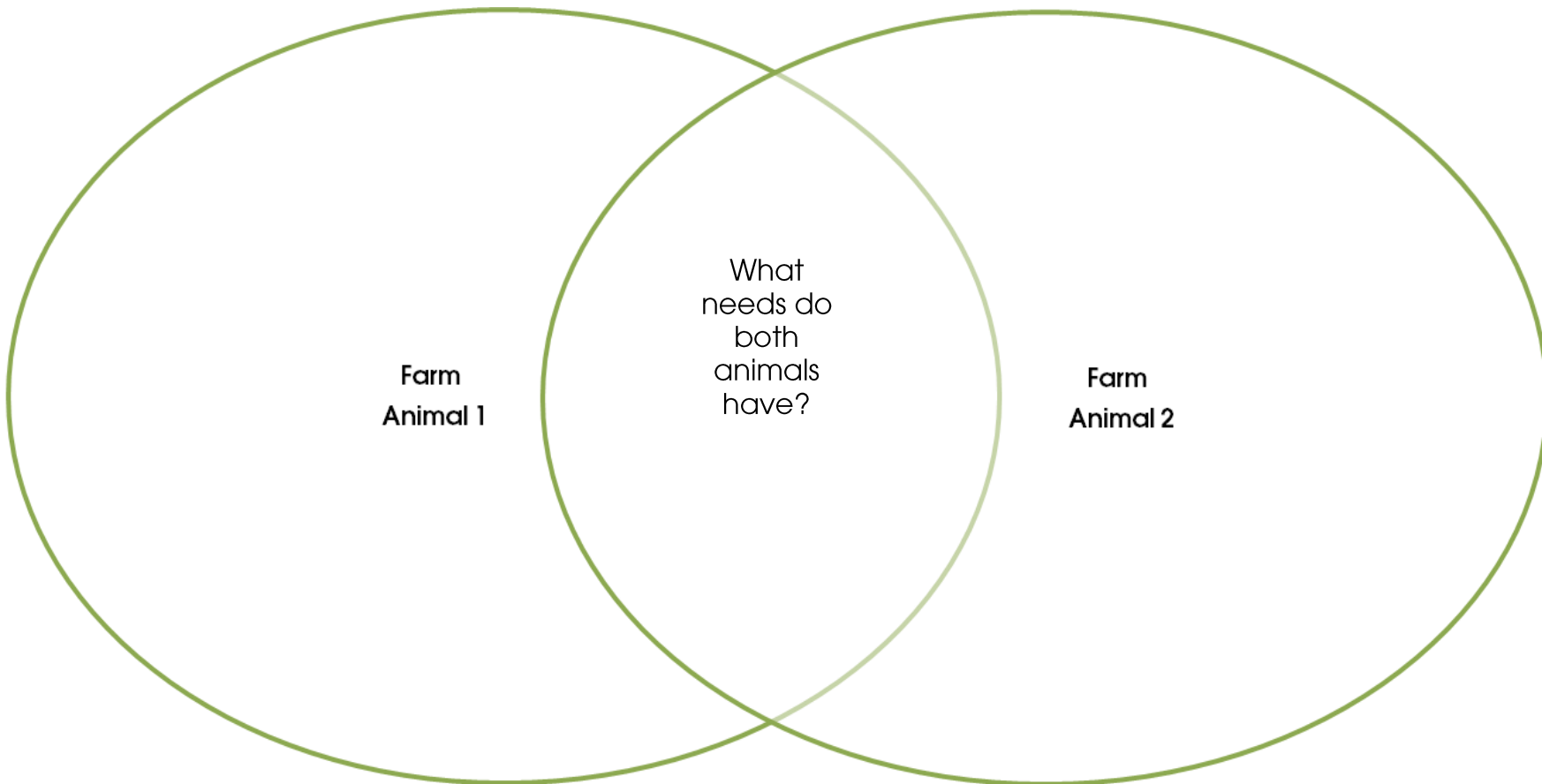
Can you think of any other animals that live on a farm?  
Write their names or draw them below.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Livestock Needs – Two Animals

Research two farm animals and take note of the needs for each animal that a farmer must provide. Consider food, shelter, health, fencing, shade, water and area needed.



Name\_\_\_\_\_

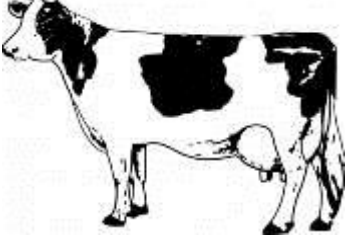
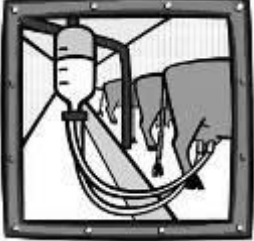

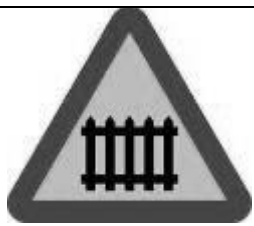







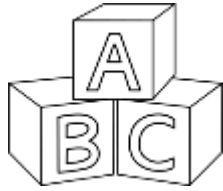
Date\_\_\_\_\_

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# Farm Animals Thinkers Keys

Colour in each square as you complete the task.

		
Variations Key	Different Uses Key	Question Key
		
Interpretations Key	What If Key	Picture Key
		
Disadvantages Key	Reverse Listing Key	Construction Key
		
Alternatives Key	Invention Key	Alphabet Key

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## Variations Key

How many ways can you help a farmer look after their Dairy cows?  
Describe them below and draw pictures.



## Different Uses Key

Choose ONE of these to do...

List five (5) <i>different uses</i> for a milking machine.	List five (5) <i>different uses</i> for cows.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



## Question Key

The ANSWER is CHOOKS.

Write five questions that give that answer.

1.

2.

3.

4.

5.



## Interpretation Key

Please CLOSE the Farm Gate! Give 5 reasons for this sign. Choose one idea and draw a picture below.

1.
2.
3.
4.
5.

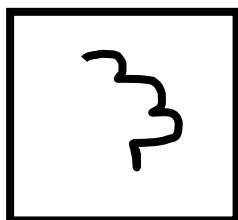




## What If Key

What if tractors were not invented? Could we still feed all Australians?  
Write your ideas below and draw diagrams to show your ideas.

## Picture Key



Finish the picture, colour and describe it below.  
Remember it must have something to do with farms.



## Disadvantage Key

Write down all the problems a farmer might have raising animals.  
Draw pictures to help you explain.



## Reverse Listing Key

Name ten (10) things that **WOULD NOT** happen on a farm. Draw pictures.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



## Construction Key

As a GROUP select ONE of the construction activities below.

1. Collect materials available in the classroom and around your school environment to build a mini chook house.

**OR**

2. Use the materials provided to construct a basket to carry six eggs without getting broken.

Draw your construction below and describe the building process.



## Alternatives Key

Work out three (3) ways to catch a sheep from your school playground. Draw diagrams to help you explain.



## Invention Key

Invent a way to help keep pigs clean. Write and draw your answer.



## Alphabet Key

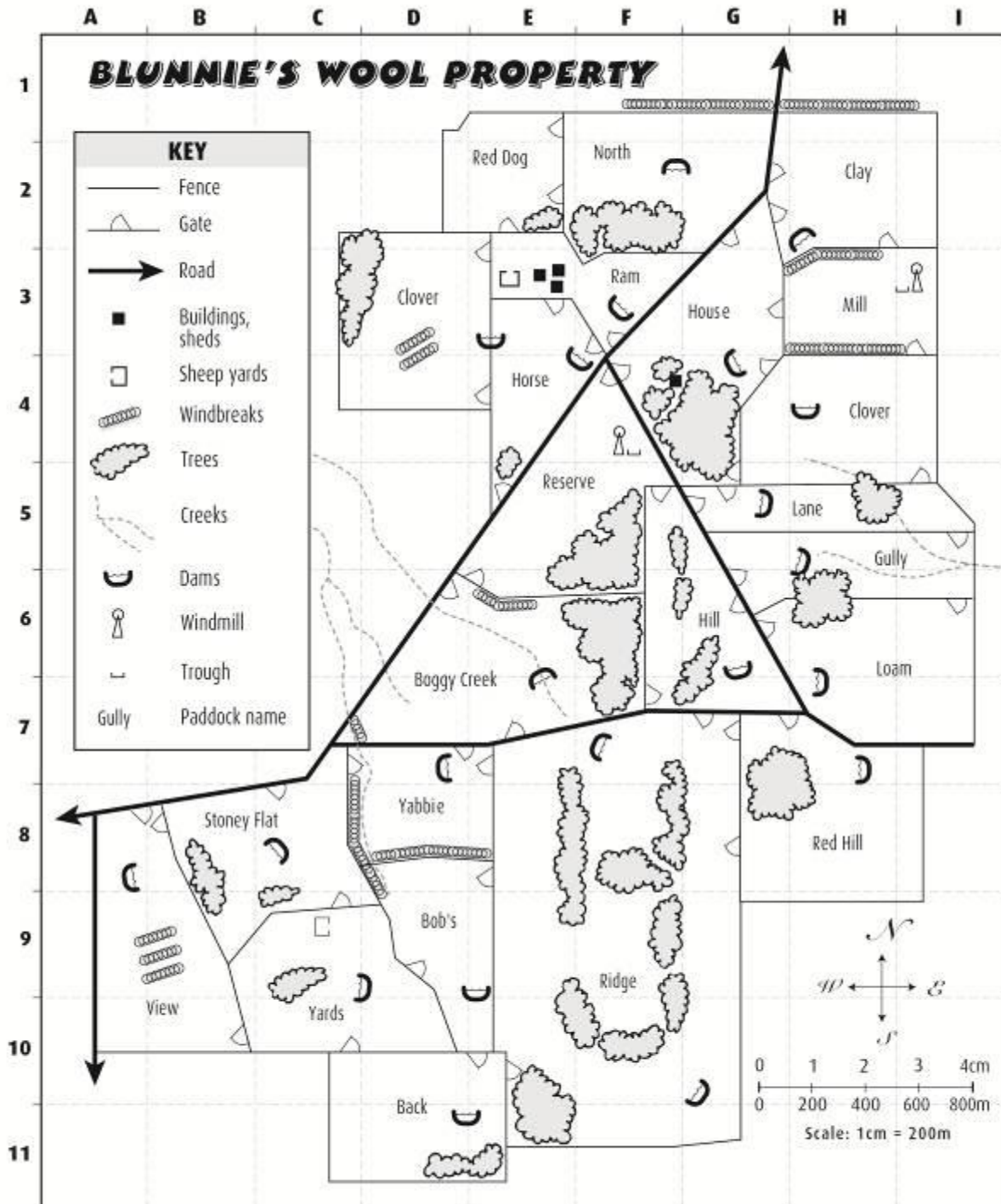
Alphabet – Think of farm words, descriptions, sounds and feelings. Use a dictionary to help you.

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	



# Mapping Blunnie's Wool Property

Study the map of Blunnie's wool property taking note of the key, scale and compass before completing the worksheet.



Adapted from The Workbook Series

[www.kondinin.com.au](http://www.kondinin.com.au)

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1. List some natural and human made features on the map.

Natural Features	Human Made Features

2. Locate and write what you see in E6.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Give the grid coordinates for the two sets of sheep yards.

\_\_\_\_\_

4. Draw a windmill and trough in H2.

5. Use the scale to measure the perimeter of the wool property in metres.

\_\_\_\_\_

6. Study the Livestock Records table.  
How many sheep are there on the whole property?

\_\_\_\_\_

7. What number and type of sheep will you find in the Back Paddock?

\_\_\_\_\_

8. Are there more 2, 3 or 4 year old ewes on the property?

\_\_\_\_\_

9. If the wool producer needs some quick cash and decides to sell some older sheep, which paddock would they be taken from?

\_\_\_\_\_

Livestock Records		
Number	Type (yo = year old)	Paddock Name
400	2 yo ewes	Hill
300	3 yo ewes	Gully
240	4 yo ewes	Reserve
500	2 yo ewes	Clay
200	3 yo ewes	Back
400	4 yo ewes	Red Hill
438	5 yo ewes	Ridge
25	Rams	Ram
170	Lambs	Loam

10. If wool producers are receiving \$110 per lamb, how much will the wool producer get if 50% of the lambs from the Loam paddock are sold?

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11. Study the scale to discover how far would it be in metres to muster sheep from the gate into Red Hill paddock to the gate into Clay paddock using the road?

---

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12. Ridge paddock has an area of 200 hectares and has been recently planted with lucerne and clover. You can now run 10 sheep per hectare. How many sheep could you now put into Ridge paddock? \_\_\_\_\_

13. If 80% of ewes are likely to have a lamb, calculate how many lambs (no twins) the pregnant ewes are likely to have in the Hill paddock? \_\_\_\_\_

14. What are the benefits of having trees in paddocks?

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15. Why might the paddock in D3 be empty?

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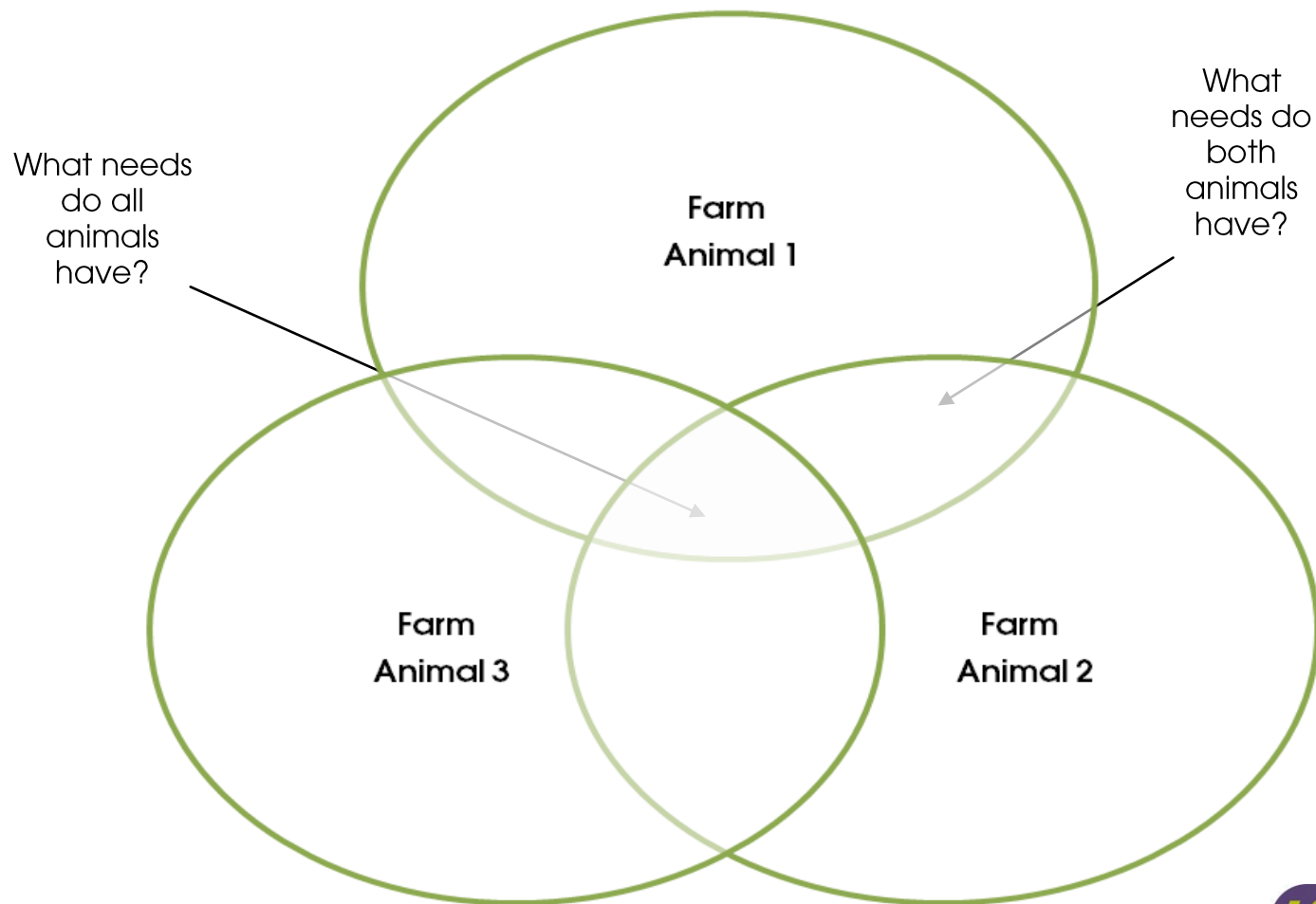
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## ANSWERS

1.
  - (a) Trees & creeks
  - (b) Windmills, troughs, buildings, dams, windbreaks, fences, gates, roads, sheep yards.
2. Windmill, creek, fence, gate, dam trees.
3. C9 and E3
4. See map
5.  $75\text{cm} \times 200$  (scale:  $1\text{cm}=200\text{m}$ ) =  $15,000\text{m}$
6. 2673 sheep
7. 200 3yo ewes
8. More 2 yo
9. Ridge
10.  $85 \times \$110 = \$9350$
11.  $13\text{cm} \times 200\text{m} = 2600\text{m}$
12. 2000
13. 200
14. To prevent erosion from wind and water, provide shelter for sheep, birds and other animals, and to encourage biodiversity.
15. Because the producer is using rotational grazing to allow the pasture to regrow.

# Livestock Needs – Three Animals

Research three farm animals and take note of what a farmer must provide for each animal. Consider food, shelter, health, fencing, shade, water and area needed.



Name\_\_\_\_\_

Date\_\_\_\_\_

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# RASedu Primary School

## Project/STEM & Assessment Task

### Design & Make a Chook House

#### Stages 2 & 3

Students design and make a model chook house suitable for their school community. Students can work individually or in groups but all work must be completed during school hours.

The completed chook house model must not be larger than 300mm x 300mm x 500mm and be constructed with recycled or re-used products where possible. Each chook house must be accompanied by a written explanation highlighting the features incorporated in the design and a brief explanation of on-going care and safety of the chooks (maximum word count = 400 words).

### Assumed Prior Knowledge

Students have prior knowledge that farmers raise and care for livestock providing appropriate food, shelter and water. They understand that farmers must check their animals regularly to keep them healthy. Farmers should create environmentally sustainable farms and keep dangerous predators away from their livestock.

### Background & Research for Poultry Industry

In Australia, three different types of systems are used in the commercial production of eggs;

- Cage
- barn laid
- free range

In terms of current consumer popularity, around 55% of all eggs sold are cage produced; about 9% are barn laid; and approximately 34% are free range. (Organic and other specialty eggs make up the other 2%).

- **The Australian Egg Corporation Limited** has new student resources available on line for research at <https://www.australianeggs.org.au/learn-about-egg-farming/>
- **Animals in Schools: Poultry Standards and Guidelines** (Dept. of Education) <http://nswschoolanimals.com/>
- **City Chicks** – quality backyard chickens and Australian Made aluminum chicken coops for sale <https://citychicks.com.au/>



## STEM Teaching and Learning Activities

Groups investigate and report back to the class how the school community would care for poultry.

- Area (how much space does the animal need?)
- Nutrition (feed & water requirements)
- Behavioural characteristic (dust baths, flight zone)
- Shelter (shade, trees and protect from rain & wind)
- Predators (Foxes, birds, insects can all cause harm)
- Fencing (appropriate to keep out predators)
- Buildings (ventilation, ease of cleaning)
- Technology (power or water points)
- Products (What is the end product the animal is farmed for?)
- Life cycle and best breed for producing eggs
- Health (any vaccinations or medications)

Individuals or groups choose the best chook house system for their school which will be sustainable. The chook house should be suitable for the school environment and house a minimum of six chooks.

Draw draft plans to construct their chook house model. Thought must be given to correct scale of all the elements and plans should include measurements. Consider drawing the model from three different views; side view, front view and aerial. Label all elements explaining the purpose for every inclusion.

Investigate materials that are recycled or can be re-used and a variety of joining methods to construct the model of the chook house. Create a list of materials to be used and source all materials and products ready for construction.

The construction process will involve problem solving and encouragement should be given to amend draft plans and enhance their plan along the way to improve their initial design.

Produce a final plan of the completed chook house model with accurate measurements and detailed notes and labels.

Students write an explanation suggesting how the school community would then care for the chooks both during school terms and during holidays. The inclusion of pictures or charts is appropriate.

Detail how the produce, eggs, may be used.





Students will be assessed on their ability to logically sequence information using appropriate language.

## Key Inquiry Questions

**What is the best location for the chook house?** Take students for a walk around the school grounds to identify potential areas. Discuss access for students, availability of water, shade and sunlight.

**Which system of keeping chooks would best suit our school?** Research each system considering available space and the positives and negatives for each system applicable for your school grounds.

**How will the school community care for the chooks both in school term and throughout the holidays?** Guide students to think about a school community project and the importance of a farm manager, timetables and guidelines.

What building materials and joining techniques would work for my model?

**How will you record the details of your structure so that you or someone else can build it?** Encourage students to record their design ideas with sketches and annotations. They may wish to take photos and label their photos. This may be done using computer software. Diagrams showing shapes and accurate measurements are important. Some students may be able to create scale drawings.

**What modifications have you made to your design plan? Who did you feel they were necessary?** Testing, making modifications and retesting provide important learning opportunities. Perceived 'failure' should be taken as opportunities to analyse why the structure did not work. Then productive modifications can be made. If students are able to complete the task without refinement, the task is not challenging enough or the product does not do everything it should be doing.

**What do you think is preventing your chook house from doing what it needs to do?** How can you change it? Trial and error is encouraged and failures are celebrated. It is through the failures and resulting modifications that students learn to work technologically. Students should use the design criteria and results from testing to explain the changes and how they arrived at the solution.





## Vocabulary List

**Agriculture** – The science and practice of farming

**Carbon Footprint** – the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organisation or community

**Centimetre, millimetre, metre** – measures length

**Cubic centimetres, cubic metres** – measures volume

**Justification** – support your ideas

**Millilitre, litre** – measures liquid

**Nutrition** – the process of providing or obtaining the food necessary for health and growth

**Poultry** – domestic fowl, such as chickens

**Predators** – an animal that naturally preys on others

**Produce** – agricultural and other natural products

**Square centimetre, square metre** – measures area

**Sustainable Agriculture** – the production of food, fiber, or other plant or animal products using farming techniques that protect the environment, public health, human communities and animal welfare

## Physical Resources for Design & Make

Materials that could be used for chook house construction in the classroom. The below are suggestions only and any suitable materials and joining methods may be applied.

- Cardboard
- Balsa wood
- Paddle pop sticks
- Netting used as chicken wire
- Shredded paper or small bark chips as bedding
- Dowel, straws or sticks as roosts
- Plasticine as eggs
- Recycled cups as water tank/feed tubs
- Glue, tape, staples, scissors, hot glue gun

NOTE: Check relevant Work, Health and Safety guidelines when using tools or hot glue guns.



## NSW & Australian Syllabus Outcomes

### Stage 2

#### Science & Technology

Working Technologically	ST2-5WT	(ACTDEK010/012-017)
Living World	ST2-11LW	(ACSHE051)
Built Environments	ST2-14BE	
Working Scientifically	ST2-4WS	(ACSI5053-054/086)

#### Mathematics

Working Mathematically	MA2-1WM	
Measurement and Geometry	MA2-9MG	(ACMMGo84/108)
Three-Dimensional Space	MA2-14MG	(ACMMGo64/089)

#### English

Reading and Viewing	EN2-8B	(ACELA1793)
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### Stage 3

#### Science & Technology

Working Technologically	ST3-5WT	(ACTDEK019/021-027)
Living World	ST3-11LW	(ACSSU094)
Built Environments	ST3-14BE	
Working Scientifically	ST3-4WS	(ACSI5086/093)

#### Mathematics

Working Mathematically	MA3-1WM	
Measurement and Geometry	MA3-9MG	(ACMMG108/136)
Three-Dimensional Space	MA3-14MG	(ACMMG111)

#### English

Reading and Viewing	EN3-3A	(ACELY1702)
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## Design & Make a Chook House for your School Rubric

Criteria	1	2	3	4	Points
Design & Problem Solving	Basic needs of six chooks not met. No design feature to deter predators.	Basic needs of feed and water are met. Limited design features to deter predators.	Most needs, including roosts and nesting boxes are included. Model shows good technology to deter predators.	All needs for six chooks are met and are sustainable. Model shows innovative technology to deter predators.	/12
Technology Concepts & Joining Methods	Model is incomplete and shows limited use of joining methods.	Model is unstable and shows the use of one joining method.	Model is stable and shows two or more suitable joining methods.	Model is very stable and shows a variety of suitable joining methods.	/12
Understanding & Complexity	Written explanation is incomplete and shows little understanding of the task. Word count is well under or over.	Written explanation is poorly structured and few design features of on-going care of chooks are detailed. Word count is more than 20% under or over.	Written explanation is well structured yet design features or on-going care of chooks is not explained in detail. Word count is slightly under or over.	Written explanation is well constructed and presented showing a well-developed understanding of subject content and concepts. Kept to word limit.	/12
Creativity & Selection of Materials	Very simple idea showing little thought of presentation. Recycled and re-used materials not evident.	Simple idea showing some thought of making model appealing. Some materials are recycled or re-used items.	Good idea showing thought to make model interesting, but some aspects not well done. Most materials are recycled or re-used items.	Creative idea showing thought of making model interesting and well presented. All materials are recycled or re-used items.	/12
Identification	No identification attached	Own name only attached	Own name & school name and address attached	Own name & school name and address clearly attached	/2
Total Points					/50



# Fruit, Vegetable & Crop Farming

**Main idea:** Research fruit, vegetable and crop farming in pairs or groups. Focus on growth cycle.

Stage	Learning Experiences	Resources and Outcomes
ES1 & Stage 1	<ul style="list-style-type: none"> <li>View '<b>Watch broad beans grow</b>' and discuss the growth of roots and their function. Have students water, label and complete interactive quiz on '<b>Growing Plants</b>', an on-line interactive game.</li> <li>Conduct a Scientific Investigation '<b>Grow a Potato</b>' to observe over 8 weeks.</li> <li>View '<b>LandLearn Images</b>' of a variety of crops to discover what common needs and special needs each has?</li> <li>With class, construct simple sentences to record findings and have students illustrate the facts.</li> <li>Complete '<b>Crops Find-a-Word</b>'.</li> </ul>	<p><a href="#">Watch broad beans roots grow –'Landlearn'</a> Flickr '<a href="#">Growing Plants</a>' web site</p> <p>'Grow a Potato' activity</p> <p>'<a href="#">LandLearn Images</a>' Flickr</p> <p>'Crops Find-a-Word' activity</p> <p><b>S&amp;T:</b>STe-4WS/STe-8NE, ST1-4WS/ST1-10LW <b>ENG:</b>EN3-4A, EN1-4A</p>
Stage 2	<ul style="list-style-type: none"> <li>Read cropping, fruit &amp; vegetable pages in '<b>JFH Activity Book</b>' and students complete activities.</li> <li>View '<b>Cotton from Field to Fabric</b>' and discuss growth cycle. Choose a different product to explain and illustrate its growth cycle.</li> <li>Research the '<b>Canning Process</b>' and students create a flow chart showing the canning process of a product. Discuss how and why people use this technology. '<b>Kondinin Workboot Series</b>' will assist research.</li> <li>Teacher reads '<b>Think About Vegetables</b>' then questions students to check understanding of concepts and language before answering questions.</li> </ul>	<p>'JFH Activity Book'</p> <p>The Aust. Cotton Story '<a href="#">Cotton from Field to Fabric</a>' web site</p> <p>'<a href="#">Canning Process</a>' web site</p> <p>'<a href="#">Kondinin Workboot Series</a>' web site</p> <p>'Think About Vegetables' activity</p> <p><b>S&amp;T:</b> ST2-10LW/ST2-16P <b>ENG:</b> EN2-4A</p>

Stage	Learning Experiences	Resources and Outcomes
Stage 3	<ul style="list-style-type: none"> <li>View 'Paddock to Plate - Sugar Cane' and 'Harvesting Wheat' before creating a series of diagrams with labels to explain their growth cycles.</li> <li>Research variety of crops, fruit &amp; vegetables and choose one product to discover the time it takes to grow from a seed to the end product (seed to table). Present this information to your class.</li> <li>Research controlled environments e.g. hydroponics or greenhouses. Conduct a scientific investigation on controlled environments (water, chemicals and sunlight). Choose a fast growing plant e.g. basil or bean sprouts.</li> <li>Publish an Information Report to demonstrate their observations, including labelled diagrams and scientific language.</li> </ul>	<p>'<a href="#">Paddock to Plate – Sugar Cane</a>' YouTube</p> <p>'<a href="#">Harvesting Wheat</a>' YouTube</p> <p><b>S&amp;T:</b> ST3-4WS/ST3-11LW <b>ENG:</b> EN3-2A/EN3-3A</p>

# Growing Potatoes Scientific Investigation

The following experiment will help you discover what potatoes need to grow.

## You will need:

1. Four large pots
2. Four saucers
3. Bits of broken plant pots
4. Soil and compost
5. Seed potatoes (from a nursery or hardware store)
6. Plastic bag
7. Wire twists or elastic bands
8. Cardboard box



## What to do:

1. Leave your potatoes in a warm, dry, light place to sprout.
2. Prepare your pots for planting by placing the broken pot pieces in the bottom of your pot and then half fill with soil and compost. Place half-filled pots on saucers.
3. Place four seed potatoes in the pot so that most of their shoots are pointing upwards.
4. Cover the potatoes with more soil.
5. Label your pots with your group name and number them 1, 2, 3 and 4.
6. Water Pot 1 and leave it on the classroom windowsill as the control pot. This pot has everything it needs, including sunlight, oxygen (in the air), water and food (compost).
7. Water Pot 2 and place a plastic bag over the top of it and secure with a wire tie or elastic band to keep air out.
8. Water Pot 3, put it in a cardboard box and keep it in a dark cupboard.
9. Leave Pot 4 on the windowsill but don't water it.
10. Observe your potato plants for eight weeks, making sure you water each of them regularly except Pot 4.
11. Record your observations each week on Activity page 'Our potato plants'. You may also like to include illustrations and photos.

Name \_\_\_\_\_

Date \_\_\_\_\_

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Observe your potato plants for eight weeks as they grow under the different conditions. Fill in the table below with your observations each week. Describe how your plants look as they grow and include drawings or photographs if you like it.



	Pot 1	Pot 2	Pot 3	Pot 4
Week1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				

Which potato plant grew the best?

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Did any fail to grow?

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What conclusions can you make about the things potato plants need to grow?

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# Crops Find a Word

Locate the following crops in the find-a-word. Look carefully, they can be found in any direction.

WHEAT  
OATS  
BARLEY  
CORN

COTTON  
MAZE  
CHICKPEAS

HARVESTER  
PLANT  
RICE

F	M	O	A	T	S	P	L	P	C
H	A	R	V	E	S	T	E	R	H
P	L	A	N	T	Y	X	S	X	I
N	N	B	A	R	L	E	Y	J	C
C	X	M	I	T	V	D	C	K	K
O	O	W	A	D	E	J	O	V	P
C	L	T	H	Z	A	M	R	V	E
T	H	N	T	E	E	N	N	Q	A
R	I	C	E	O	A	D	S	N	S
U	R	N	U	R	N	T	K	L	C

Can you think of any other crops that grow on a farm?  
Write their names or draw them below.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Think About Vegetables

Read the information report below and answer the questions.

Vegetables are plants that are grown for food.

Vegetables are seasonal, which means different vegetables grow best at different times of the year. Because Australia's climate varies so much across the country, Aussie farmers can provide an assortment of vegetables for us all year round! Plant breeders have used science to help them develop new vegetable varieties that are suited to the Aussie climate. This means we can have the best quality vegetables possible at all times.

Vegetables grow in a variety of ways. Some, including zucchini and pumpkin, grow on vines that spread out across the ground, some like lettuce and broccoli, grow like flowers out of the soil and others, like potatoes and carrots, grow their edible part underground, these are called root vegetables. Vegetables need lots of water, excellent soil, sunlight and lots of care from farmers to grow well.

## Questions

1. What are vegetables?

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2. What does 'seasonal' mean?

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3. List two reasons why it is possible for Australians to have lots of different vegetables all year round.

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4. List three things that vegetables need to grow well.

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Name \_\_\_\_\_

Date \_\_\_\_\_

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5. Name two root vegetables. Can you think of any others?

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6. List three vegetables you have eaten this week and describe how each grows.

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7. Why do you think some vegetables spread out across the ground when they grow?

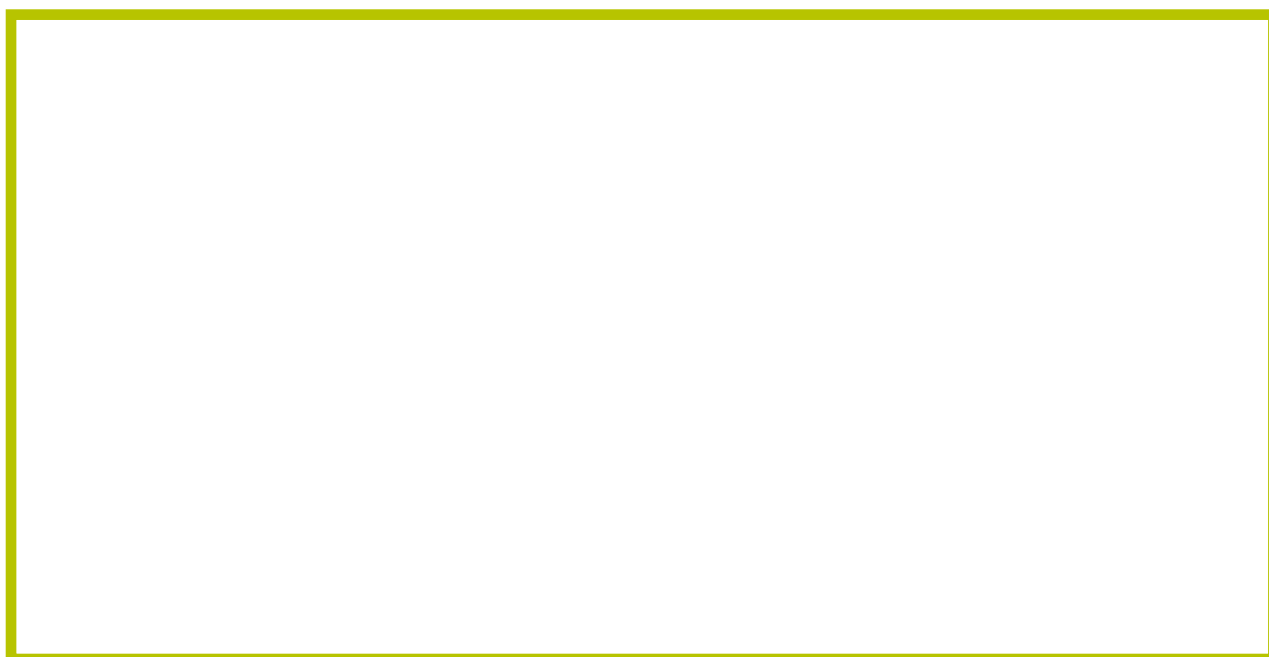
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Extension: Draw and label a garden bed with two vines, two leafy vegetables and two root vegetables growing.



# Farm Resources

**Main idea:** Investigate natural & human made farm resources (water, soil, machinery, people, technology, buildings, roads, communities). Focus on relationships between all resources and how they change over time and farmers stewardship of the land. Establish the importance of having enough food and fibre for everyone. The food must also be safe and good to eat.

Stage	Learning Experiences	Resources & Outcomes
ES1 & Stage 1	<ul style="list-style-type: none"> <li>Discuss the difference between natural &amp; human made resources. Students complete 'Natural or Human Made?' to show understanding.</li> <li>View a range of 'machinery images' (including transport) via 'LandLearn Images'. Encourage students to sort into categories and explain their reasons.</li> <li>Complete 'Farm &amp; City Resources' to show understanding of resources that are only used in one setting. Discuss resources that are used in both.</li> <li>Compare and contrast images of old farming machinery with today's and explore the idea that innovative design by Australians since colonial times has improved production.</li> </ul>	<p>'Natural or Man-Made?' activity</p> <p>'<a href="#">LandLearn Images</a>' Flickr</p> <p>'Farm &amp; City Resources'</p> <p>HIST:HT1-1 S&amp;T:STe4WS/STe10ME, ST1-11LW/ST1-14BE ENG:ENe-1A, EN1-1A</p>
Stage 2	<ul style="list-style-type: none"> <li>Complete the 'Apple Activity' (page 29) to demonstrate the small proportion of land available for food and fibre production.</li> <li>Establish that farmers today use less land to produce more food and fibre than ever before and that this is due to new and innovative farm machinery.</li> <li>Students research the first garden at Sydney Cove, the livestock that arrived on the First Fleet and early farming around Parramatta that saw the beginning of the Merino Sheep and McArthur's role. Students then research current sheep livestock facts and discuss how technology has increased the wool quality and quantity produced off each sheep.</li> <li>Read and discuss 'Food for Pioneer Settlers'. Establish that farming has changed from self-sufficiency to feeding the nation.</li> </ul>	<p>'<a href="#">Apple Activity</a>' on-line downloadable publication</p> <p>'Food for Pioneer Settlers' activity</p> <p><b>ASSESSMENT TASK/Project Based Learning</b> Y3-Poem to Thank a Farmer</p>

- Year 3 **ASSESSMENT TASK**: Thank a farmer for working the land
- Discuss climate v/s weather to understand climate is about long-term records, trends and averages but weather is the day to day experience. Locate current and historical climate data on one chosen area from the '**Bureau of Meteorology**' site to demonstrate the changing climate.

['Bureau of Meteorology'](#) web site

HIST:HT2-1/HT2-4


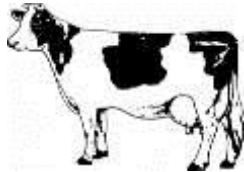












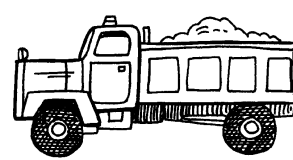
S&T:ST2-9ES

ENG:EN2-1A

Stage	Learning Experiences	Resources & Outcomes
Stage 3	<ul style="list-style-type: none"> <li>• Complete the '<b>Apple Activity</b>' to demonstrate the small proportion of land available for food and fibre production.</li> <li>• Research a definition for '<i>sustainable farming</i>', with a focus on wind &amp; water technologies.</li> <li>• Watch YouTube: '<b>The Greatest Story Never Told</b>' about Australian Agriculture from Year of the Farmer which gives statistics about Aust. Farmers' productivity and Agriculture's contribution to GDP.</li> <li>• Review '<b>History of Dairy</b>' and '<b>GPS Auto-steering Guidance</b>' to see how technology has changed and then investigate a variety of Australian inventions such as the Stump Jump plough from 1846, the Aboriginal featured on the \$50 note with his sheep shearing clippers, how fences replaced shepherds, how the tractor replaced horses, electric fencing and the Sunshine Harvester.</li> <li>• Choose one <b>Australian agricultural invention</b> of interest to research the inventor behind the product and the improvement to society from its production.</li> <li>• Allow students time to visit the 'Farming Simulator 2012 Silage'.</li> <li>• Year 6 <b>ASSESSMENT TASK: Farming Innovation over Time</b>. Create a PowerPoint showing how one farming industry has changed over time due to technology. Look at how quality and quantity of products has changed at the same pace and discuss why. Consider the sustainable practices evident in these industries.</li> </ul>	<p><a href="#">'Apple Activity'</a> on-line publication</p> <p><a href="#">'The Greatest Story Never Told'</a> YouTube</p> <p><a href="#">'History of Dairy'</a> web site</p> <p><a href="#">'GPS Auto-steering Guidance'</a> YouTube</p> <p><a href="#">'Farming Simulator 2012 Silage'</a> YouTube</p> <p><b>ASSESSMENT TASK/Project Based Learning: Y6 Farming Innovation over Time -PowerPoint</b></p> <p>HIST: HT3-1/HT3-3 S&amp;T: ST3-16P ENG:EN3-8D</p>

# Natural or Human Made

Colour the pictures that are **natural in green** and the pictures that are **human made in red**.

tractor 	cow 	bus 	sign 	sky scraper 
hay bale 	restaurant 	computer 	windmill 	wheat 
vegetables 	tree 	highway 	hen 	truck 

Write one interesting fact about a natural made picture you have coloured in **green**.

Name \_\_\_\_\_

Date \_\_\_\_\_


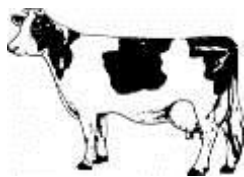







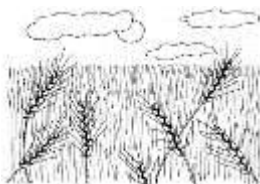




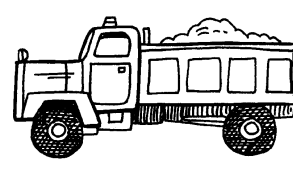
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# Farm and City Resources

Colour the pictures that you would find on a **farm in green** and the pictures that you would find in a **city in red**. If they can be found in both a farm and a city, colour them in **blue**.

tractor 	cow 	bus 	sign 	sky scraper 
hay bale 	restaurant 	computer 	windmill 	wheat 
vegetables 	tree 	highway 	hen 	truck 

Choose a picture you coloured in **blue** and explain why it is used in cities and on farms.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Feeding the Pioneer Settlers

### Read the text and create a graphic timeline.

Mothers of pioneer families often had to make meals from very little. All too often if food was insufficient, mother did without. So far as possible, food was home-grown. Flour was ground from wheat by a hand-mill. Family food might include vegetables, perhaps eggs. Occasionally, a sheep or pig was killed. Rabbits or kangaroos might vary the diet. If tea supplies ran out, bread was sometimes charred, with hot water poured over the crumbs. Henry Lawson wrote that as a boy he had bread and treacle, or bread and dripping, tea and perhaps pumpkin pie.

In 1877, Ann Currie, at Lardner near Drouin, made cheese and butter. She grew vegetables and fruit. Among her fruits were apples, melons, gooseberries, currants, strawberries, pumpkins and cucumbers. She exchanged what she did not need with neighbours and sold butter and cheese to shops in Drouin. The Bussell family at Cattle Chosen near Busselton in Western Australia sold butter, cheese and potatoes at the Swan River settlement (Perth) and to American whaling ships in Geopraphe Bay.

Men working hard in bush camps ate bread and jam, bread and honey and bread and dripping. They rarely had fresh meat as squatters would not sell it. Golden syrup or treacle was often eaten if jam cost too much. Old Ned Edwards of Baradine in New South Wales said wild goat was 'awful'. It tasted of gum leaves. The men cooked salt meat, potatoes and pumpkin with water in a camp oven, and piled more coals on the lid. Damper, their usual bread, was cooked in another camp oven. They mixed flour, salt, cream of tartar and bicarbonate of soda with water on a shovel or sheet of bark. The dough was dusted with flour, then put in a camp oven and baked for half an hour. Before camp ovens came into use the damper was cooked in hot ashes.

Many pioneers had a poor diet, lacking fresh food. Flies and lack of cleanliness caused illness, and people had to live under difficult conditions.

### How has food production changed?

Compare Australia's Pioneer population with current population figures and think about the importance of having enough food and fibre for everyone that is safe and good to eat. Discuss Food Security.

Design and make a graphic timeline showing how technology has developed on farms to demonstrate how farming has changed over time from self-sufficiency to feeding the nation.

You can choose one industry, such as dairy or grain to investigate. Start with noting the livestock that arrived with First Fleet and/or the first garden at Sydney Cove. Along the way, note advances in machinery, technology, scientific inventions and change in farm size. You may also want to look at changes in transport, processing and packaging to show your understanding of changing technology in farming.



# RASedu Primary School

## Assessment Task

### Write a Poem to Thank a Farmer

#### Year 3

Every day of your life is a great day to thank a farmer for the food you eat, the clothes you wear and the home you live in. And it's not just the milk in your glass or cereal in your bowl. Without farmers you would not have toothpaste to clean your teeth, shampoo to wash your hair, sheets on your bed or socks on your feet.

So, if farmers did not work hard to care for animals or look after their crops, life as we know it would stop.

Brainstorm other products that a farmer could be thanked for; such as noodles, ice cream or cake. Then discuss what jobs farmers do to produce those products e.g. plant seeds to grow crops, harvest wheat, milk dairy cows or collect eggs from hens they care for every single day of the year.

Analyse the structure of a variety of poems such as cinquain, limerick and haiku. Discuss the characteristics of each style of poem and the use of rhyme, syllables, rhythm and similes to create the mood and meaning of each poem.

#### The Task

Choose one product to discover how a farmer helped produce it or think about lots of different jobs a farmer does.

Write and edit your own poem to thank a farmer for producing the raw products for food and caring for our land. You may choose any style of poem such as limerick or simple rhyming.

Decorate your page with images to support your poem and ensure the text is large enough to be read from 2 metres away. Your entry must be suitable for children aged 7-12 years old.

Poem and decoration must be students own work and must be hand written.  
Maximum size: A3 and backed on cardboard.

See Thank a Farmer Poem Rubric for Assessment Criteria  
Competition Rules and Guidelines form part of the Assessment Criteria



## Thank a Farmer Poem Rubric

Criteria	1	2	3	4	Points
<b>English:</b> Structure & Organisation Relevant information which is on topic and appropriate for 7-12 year old audience.	Poem structure not defined. All information not present. Not appropriate for audience.	Poem structure shows some organisation. Some information is present but not on topic.	Poem structure is neat and organised. Most information is present and on topic.	Poem structure is neat and well organised. All information is present, on-topic and well balanced.	/12
<b>English:</b> Language Features Uses a range of grammatical features, correct spelling and punctuation for poem type.	No use of grammatical features. Many spelling errors.	Some use of grammatical features. Some spelling or punctuation errors.	Good use of grammatical features. 2-5 spelling or punctuation errors.	Excellent use of grammatical features. 0-2 spelling or punctuation errors.	/12
<b>HSIE</b> Describes ways people cooperate and depend on each other. Identify responsible ways people interact with the environment.	Communicates irrelevant information	Some elements relate to main topic yet little understanding is shown	Most elements relate to main topic showing sound understanding but no elaboration	All elements relate to main topic with insight and encourage interest of audience	/12
<b>Creativity &amp; Graphics</b>	Not visually engaging or balanced. Font too small, large or illegible for display. No pictures or diagrams.	Some visually engaging elements with some thought of balance and font size for display. Pictures or diagrams do not match text.	Visually balanced Good use of colour and fonts are appropriate size for display. Good use of illustration to support text.	Visually balanced, engaging and stimulating Good use of colour. Font appropriate size for display and shows imagination. Creative illustrations to support text.	/12
Identification	No identification on back	Own name only on back	Own name & school name and address on back	Own name & school name and address clearly on back	/2
Total Points					/50

NSW Syllabus Outcomes: ENG EN2-1A HIST HT2-1/HT2-4



# RASedu Primary School

## Project & Assessment Task

### Farming Innovation over Time - PowerPoint

#### Year 6

Human civilization relies on agriculture. When our ancestors thought of settling and growing our own food, farming was born. Because of agriculture, not only towns and cities flourished, but also knowledge and technology. Today, farming has changed from self-sufficiency to feeding the nation and beyond, highlighting the importance of having enough food and fibre for everyone. The food must also be safe and good to eat. Research some innovative farming technologies that have revolutionised sustainable farming practices and improved productivity over time; such as GPS Auto-steering, the Stump Jump plough from 1846, David Unaipon who is an Aboriginal man featured on the \$50 note with his sheep shearing clippers, how fences replaced shepherds, how the tractor replaced horses, electric fencing or the Sunshine Harvester. Choose one invention or industry that interests you and conduct in-depth research. Organise your information into a matrix, timeline or flow chart. Suggested headings could be;

- How was the product farmed before technology
- Early technology in the industry
- The change of technology over time
- Who invented or adapted new technology and why
- The benefits of the industry or invention to the community
- How technology has changed jobs in agriculture
- The effect of technology on quality and quantity of product
- Why the technology has improved sustainable farming

### The Project

Create a PowerPoint showing how one farming industry has changed over time due to technology. Investigate and report on individuals or groups who have invented or modified farming technology that has improved farming practices and productivity. Look at how quality and quantity of products has changed at the same pace and discuss why. Consider the sustainable practices evident in these industries due to new technologies. PowerPoint must be individual work – Maximum length 12 slides.

See Farming Innovation Over Time Rubric for Assessment Criteria.  
Competition Rules and Guidelines form part of the Assessment Criteria.



## Farming Innovation over Time Rubric

Criteria	1	2	3	4	Points
<b>English - Structure &amp; Organisation</b> Detailed subject matter showing extent of knowledge and timeline of events using well-structured text and language for intended audience	Little or no information on subject matter. Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes some essential information with few facts or details. Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes essential information and enough elaboration to give readers an understanding of the topic. Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Covers subject matter completely and in depth. Encourages readers to learn more. Grammar, spelling, punctuation, capitalisation and sentence structure are correct.	/12
<b>Science &amp; Technology</b> Concepts and language relating to sustainable farming practices and contribution of individuals and groups in food production technology	No science specific sustainable farming connection. No scientific language. No individual or groups identified.	Inaccurate science connection to sustainable farming. Some scientific language. One individual or group identified with no supporting facts.	Science connection to sustainable farming accurate but scientific language could be further developed. One individuals or groups identified with supporting facts.	Science connection to sustainable farming properly explained using scientific language. One individual or group identified with in-depth facts and evaluation.	/12
<b>HSIE</b> Explains motivating factors for innovation over time. Examines how new technology has influence in the workplace.	Does not identify motivating factors for innovation and shows no connection to change in workplace due to new technology.	A straight-forward explanation of some motivating factors for innovation over time but little connection is shown on the influence of technology in the workplace.	A clear, logical explanation of the motivating factors for innovation over time and the influence of technology in the workplace but no elaboration.	An in-depth accurate explanation of the motivating factors for innovation over time with insight on how technology has influences the workplace.	/12



<b>Creativity &amp; Graphics.</b> Assemble pictures and text in a PowerPoint to show the influence of farming technology over time in a fluent & legible style that captures the audience's attention.	Not visually engaging, no variability. Few graphics that do not go with the accompanying text or appear to be randomly chosen. Text too small, large or illegible. No imagination shown in slide transition or timing.	Some visually engaging elements. Graphics go well with text, but there are too few or too many. Some thought of colour and text size. Basic slide transitions and timing.	Visually balanced. The graphics go very well with the text, and provide supporting information. Good use of colour and text is appropriate size. Slide transition or timing too fast, slow or distracting.	Visually balanced, engaging and stimulating. The graphics go very well with the text, and there is a good mix of text and graphics. Creative use of colour and text appropriate size that shows imagination. Good use of colour, slide transition and timing.	/12
Identification	No identification on back	Own name only on back	Own name & school name and address on back	Own name & school name and address clearly on back	/2
Total Points					/50

NSW Syllabus Outcomes: HIST HT<sub>3</sub>-1/HT<sub>3</sub>-3 S&T ST<sub>3</sub>-16P ENG EN<sub>3</sub>-8D



# Farm Products

**Main idea:** Paddock to Plate, Field to Fibre stories and the processes in between the raw and the end products. Focus on by-products and meeting the needs of consumers. Agriculture brings everyone together because we all rely on **Food Security**.

Stage	Learning Experiences	Resources & Outcomes
ES1 & Stage 1	<ul style="list-style-type: none"> <li>Class reads 'Yum Yum Where Does It Come From' and has a discussion about the origins of food products listed in the text.</li> <li>View and discuss '<b>Do you know where our food comes from</b>' with short clips featuring lamb, wheat, milk and tomatoes.</li> <li>Teacher reads '<b>Do you know that milk comes from cows?</b>' and assist students to complete questions.</li> <li>Students brainstorm all the products produced from a Dairy Cow or Wheat Crop and record on the '<b>I Know Where It Comes From</b>'</li> <li>Kindergarten &amp; Year 1 <b>ASSESSMENT TASK &amp; COMPETITION:</b> Fruit &amp; Vegetable Collage showing relationship to where grown</li> <li>Year 2 <b>ASSESSMENT TASK &amp; COMPETITION:</b> Paddock to Plate Flow Chart</li> </ul>	<p>'Yum Yum Where Does It Come From' by Cathie Colless and Emily Colless.</p> <p><a href="#">'Lamb'</a> YouTube  <a href="#">'Wheat'</a> YouTube  <a href="#">'Milk'</a> YouTube  <a href="#">'Tomatoes'</a> YouTube</p> <p>'Do you know that milk comes from cows?' activity</p> <p>'I Know Where It Comes From' activity</p> <p><b>ASSESSMENT TASK/Project Based Learning:</b>  K &amp; Y1: Fruit &amp; Vegetable Collage  <b>ASSESSMENT TASK/Project Based Learning:</b>  Year 2: Paddock to Plate Flow Chart</p> <p><b>S&amp;T:</b> STe-9ME, ST1-16P  <b>ENG:</b> ENe-8B, EN1-8B  <b>CA:</b> VAES1.1/VAES1.2/VAS1.1/VAS1.2</p>



Stage	Learning Experiences	Resources & Outcomes
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>• View and discuss <b>'Do you know where our food comes from'</b> with short clips featuring beef, wheat, tomatoes, milk and lamb.</li> <li>• Discuss the Paddock to Plate story of a hamburger and students complete the <b>'Hamburger Paddock to Plate'</b> activity.</li> <li>• In groups – research a chosen product and create a poster showing its 'Paddock to Plate' or 'Field to Fibre' journey. Present information to class using the poster.</li> <li>• Reinforce understanding of Paddock to Plate story by students discussing with each other where the food in their lunch boxes was grown and how produced.</li> <li>• Create your own 'From Farm to Plate' limerick following the structure in examples at <b>'Poetry Soup'</b>.</li> <li>• <b>ASSESSMENT TASK</b> Year 3: Write a Poem to Thank a Farmer</li> </ul>	<p>'Do you know where our food comes from?'</p> <p><a href="#">'Lamb'</a> YouTube</p> <p><a href="#">'Wheat'</a> YouTube</p> <p><a href="#">'Milk'</a> YouTube</p> <p><a href="#">'Tomatoes'</a> YouTube</p> <p>'Hamburger Paddock to Plate' activity</p> <p><a href="#">'Poetry Soup'</a> web site</p> <p><b>ASSESSMENT TASK/Project Based Learning:</b> Year 3: Write a Poem to Thank a Farmer</p> <p><b>S&amp;T:</b> ST2-15I, ST2-16P <b>ENG:</b> EN2-1A, EN2-2A</p>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>• Discuss Paddock to Plate story of milk and brainstorm all the products we make from milk. Students complete <b>'Origin of Food'</b> to discover which agricultural industry was the source.</li> <li>• Visit <b>'Cotton processing, exporting and marketing'</b> and students individually research the cotton field to fibre story and present findings as a poem or rap.</li> <li>• Research interesting facts about agriculture and its links to: footballs, toothpaste, glue, medicine, kitty litter, shampoo, perfume, suntan lotion, fireworks, shaving cream etc. Visit <b>'What products do we get off cows'</b> as a starting point.</li> <li>• Discuss exports, imports and Agriculture's contribution to the GDP. View <b>'The Greatest Story Never Told'</b> and discuss facts presented in the YouTube.</li> <li>• Year 5 <b>ASSESSMENT TASK:</b> Food Trail: Track where your food for one meal comes from.</li> </ul>	<p>'Origin of Food' activity</p> <p><a href="#">'Cotton processing exporting and marketing'</a></p> <p><a href="#">'What products we get off cows'</a> web site</p> <p><a href="#">'The Greatest Story Never Told'</a> YouTube</p> <p><b>ASSESSMENT TASK/Project Based Learning:</b> Year 5: Food Trail</p> <p><b>S&amp;T:</b> ST3-16P <b>ENG:</b> EN3-1A/EN3-7C</p>

# Do you know that milk comes from cows?

Read the information report below and answer the questions

The cows that give us milk are called dairy cows.

Farmers breed dairy cows on dairy farms.

Farmers milk their cows every day to give us fresh milk.

Then the milk is taken to the factory by large refrigerated trucks that keep it fresh until it is made ready for us to drink.

Some of this milk is then used to make butter, cheese, yogurt and even ice-cream!

So next time you are eating ice-cream remember to think of the cow that helped make it.

1. What type of cow gives us milk?

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2. Why do farmers breed dairy cows?

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3. What do you think farmers feed their cows?

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4. Where is the milk taken after it leaves the farm?

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5. Why does milk need to be in the refrigerator?

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Name \_\_\_\_\_

Date \_\_\_\_\_

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6. What can milk be made into?

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7. What is your favourite milk product? Why?

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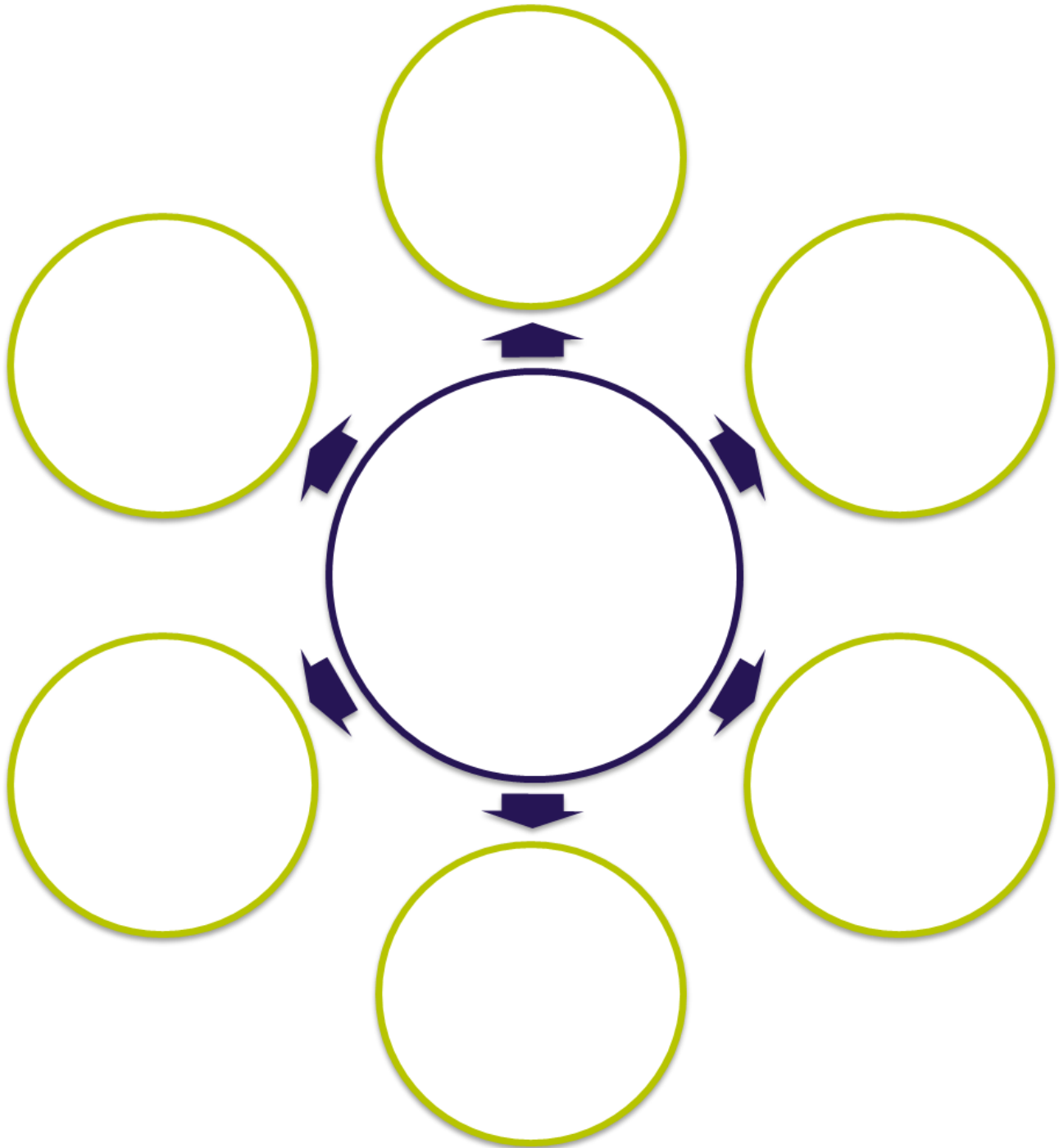
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**Extension:** Draw pictures to show the paddock to plate story of milk.

# I Know Where It Comes From

Draw a dairy cow or wheat in the middle circle and the products from the cow or wheat in the smaller circles. Label your drawings.



Name \_\_\_\_\_

Date \_\_\_\_\_

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# Hamburger Paddock to Plate

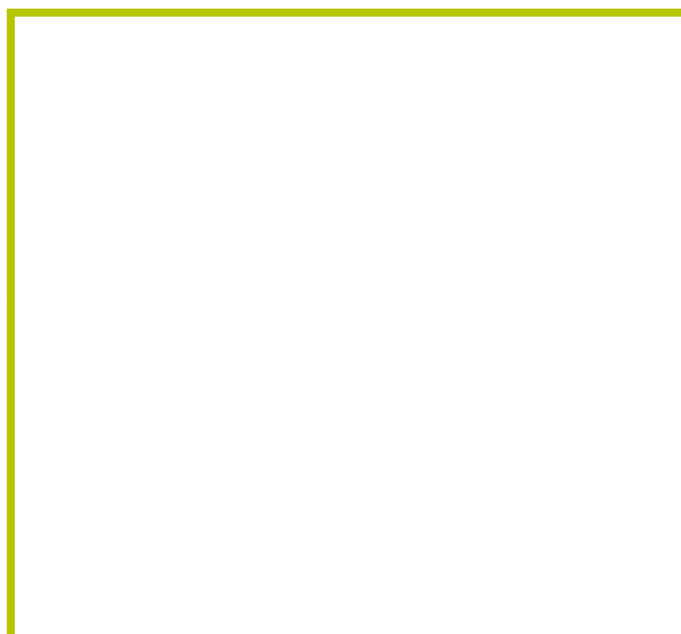
Use the words from the box to show where the ingredients to make a hamburger come from.

Bread rolls	leaf	tomato	egg	
meat	root	seed	milk	fruit

1. \_ \_ \_ \_ \_ are usually made from wheat.
2. Different types of cattle are farmed for different end products. Dairy cattle produce \_ \_ \_ \_ to make butter and cheese for the burger.
3. The \_ \_ \_ \_ patty comes from beef cattle.
4. The sauce is made from which fruit? (hint – this fruit is often mistaken for a vegetable) \_ \_ \_ \_ \_.
5. A hen laid the \_ \_ \_.
6. Which part of these plants are you eating?

Lettuce                    \_ \_ \_ \_  
 Beetroot                \_ \_ \_ \_  
 Sesame                 \_ \_ \_ \_  
 Tomato                 \_ \_ \_ \_

Draw your favourite  
hamburger in the box



Name \_\_\_\_\_

Date \_\_\_\_\_

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# Origin of Food

Complete the table by writing down everything you ate yesterday.  
Which agricultural industry provided the components of these meals?

Meal	Agricultural Industry
Breakfast e.g. toast/butter/peanut butter cereal milk	Grain/dairy/horticulture Grain Dairy
Lunch	
Dinner	

Name \_\_\_\_\_

Date \_\_\_\_\_

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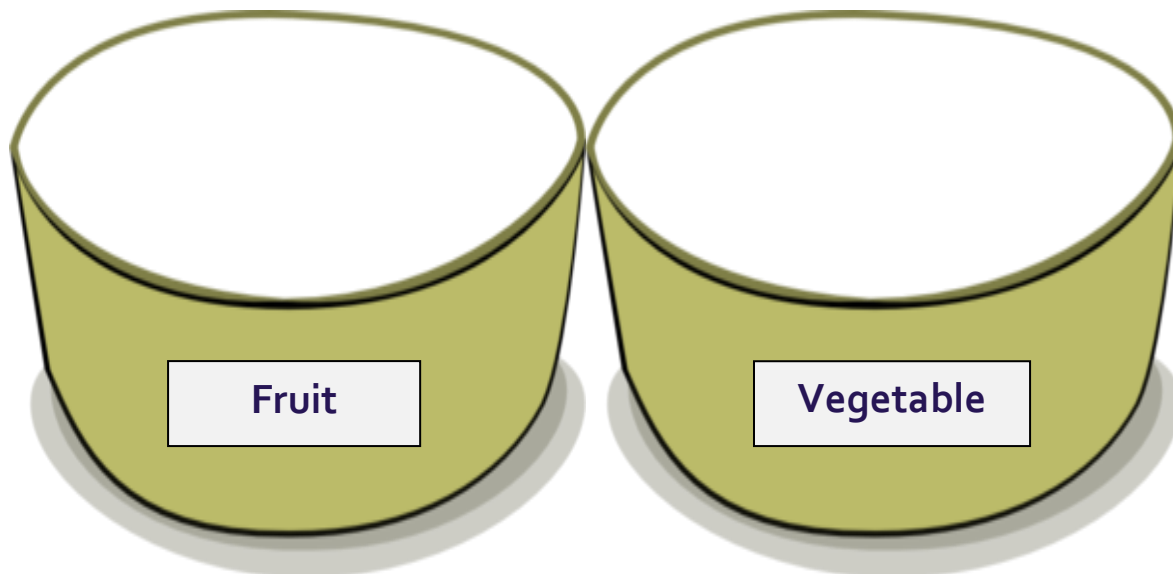
# RASedu Primary School

## Assessment Task

### Fruit & Vegetable Collage

#### K & Year 1

Draw some of your favourite fruit and vegetables in the bowl below and colour them in.



Choose one fruit or vegetable and find out which season it is ready to eat if grown in NSW.

My chosen fruit/vegetable is: \_\_\_\_\_

It is best eaten in: (circle one answer)

Summer

Winter

Autumn

Spring

### The Task

Create a collage that shows when your chosen fruit or vegetable is in season and ready to eat. Include a sentence to name the fruit or vegetable and the season it is best eaten in NSW.

Individual work – Maximum size A4

See Fruit & Vegetable Collage Rubric for Assessment Criteria



## Fruit & Vegetable Collage Rubric

Criteria	1	2	3	4	Points
Structure & Organisation	Layout not defined All elements not present	Layout shows some organisation Some elements are present	Layout is neat and organised Most elements are present	Layout is neat and well organised All elements are present and well balanced	/12
Science Concepts & Language	No science specific connection No scientific language	Inaccurate science connection Some scientific language	Science connection accurate but scientific language could be further developed	Science connection properly explained using scientific language	/12
Understan-ding & complexity	Communicate s irrelevant information	Some elements relate to main topic yet little understanding is shown	Most elements relate to main topic showing sound understanding but no elaboration	All elements relate to main topic with insight and encourage interest of audience	/12
Creativity & Graphics	Not visually engaging or balanced Font too small, large or illegible for display No imagination shown	Some visually engaging elements with some thought of balance and font size for display	Visually balanced Good use of colour and fonts are appropriate size for display	Visually balanced, engaging and stimulating Good use of colour Font appropriate size for display and shows imagination	/12
Identification	No identification on back	Own name only on back	Own name & school name and address on back	Own name & school name and address clearly on back	/2
Total Points					/50

**NSW Syllabus Outcomes: S&T:** STe-gME. ST1-16P **ENG:** ENe-8B, EN1-8B **CA:** VAES1.1/VAES1.2/VAS1.1/VAS1.2



# RASedu Primary School

## Assessment Task

### Paddock to Plate Flow Chart

#### Year 2

Choose a farm animal or cereal crop grown in NSW to research. Gather information under the following headings;

- Location of property or region where grown
- Growth cycle
- Resources needed to produce the product (machinery, fences, sheds, water, chemicals, workers)
- Where does the product go when it leaves the farm?
- What transport is needed and how far does the product need to be transported?
- What processes does the food need to undergo and where does this happen?
- Any further processing or by-products?
- Is any packaging required and what is it?
- Where in the supermarket would you find the product?
- How is the product eaten (raw, cooked)?

Once you have gathered the information, pull out the important facts and steps for your product and summarise the information.

### The Task

Create a Flow Chart or diagram using pictures and words to show the Paddock to Plate story of your chosen product.

All text and pictures are to be done by hand. Flow Chart must be students own work.

Individual work – Maximum size A3

See Paddock to Plate Flow-chart Rubric for Assessment Criteria



## Paddock to Plate Flow Chart Rubric

Criteria	1	2	3	4	Points
Structure & Organisation	Layout not defined All elements not present	Layout shows some organisation Some elements are present	Layout is neat and organised Most elements are present	Layout is neat and well organised All elements are present and well balanced	/12
Science Concepts & Language	No science specific connection No scientific language	Inaccurate science connection Some scientific language	Science connection accurate but scientific language could be further developed	Science connection properly explained using scientific language	/12
HSIE Understanding & complexity	Communicates irrelevant information	Some elements relate to main topic yet little understanding is shown	Most elements relate to main topic showing sound understanding but no elaboration	All elements relate to main topic with insight and encourage interest of audience	/12
Creativity & Graphics	Not visually engaging or balanced Font too small, large or illegible for display No imagination shown	Some visually engaging elements with some thought of balance and font size for display	Visually balanced Good use of colour and fonts are appropriate size for display	Visually balanced, engaging and stimulating Good use of colour Font appropriate size for display and shows imagination	/12
Identification	No identification on back	Own name only on back	Own name & school name and address on back	Own name & school name and address clearly on back	/2
Total Points					/50

**NSW Syllabus Outcomes:** **S&T:** STe-gME. ST1-16P **ENG:** ENe-8B, EN1-8B  
**CA:** VAES1.1/VAES1.2/VAS1.1/VAS1.2





# RASedu Primary School

## Assessment Task

### Food Trail: Track where your food for one meal came from Year 5

Most of our food has to be produced for us. Plants have to be grown and animals have to be caught. One hamburger will need a wheat farmer for the bread roll, cattle farmer for the meat, dairy farmer for the butter, poultry farmer for the egg and a vegetable farmer for the tomato, lettuce, onion and beetroot. And it does not stop there!

The 'paddock to plate' story of just the bread roll needs a farmer to plant, harvest and transport the wheat for sale. A flour mill will buy the wheat and process the grain into flour, a baker will buy the flour to make the bread roll.

Look at the food you have for lunch today and conduct some research to discover where your food for one meal came from. Brainstorm all the people, processes and transport needed for the food you eat that keeps you healthy and fit. For each food item gather information and record in a flow chart to show the movement and change to the food item over time.

#### The Task

Choose one balanced meal and create a poster to chart the Paddock to Plate story of each food product in the meal.

The poster should contain factual information to show the source of the raw product and what happens to the raw product from the time it leaves the farm to the time it is on your plate. The poster must be suitable for an audience of 7-12 year-olds.

Explore a variety of ways to display the information such as a flow chart, story board or use your imagination. Text is to be completed by hand and must give clear explanation of each process in an organised manner, showing how all the processes are connected. Graphics can be a mixture of hand drawn and computer generated images or diagrams.

Poster Size: A2 and backed on cardboard

See Food Trail Rubric for Assessment Criteria



## Food Trail Rubric

Criteria	1	2	3	4	Points
<b>English - Structure &amp; Organisation</b> Detailed subject matter showing extent of knowledge using well-structured text and language for intended audience	Little or no information on subject matter. Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes some essential information with few facts or details. Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes essential information and enough elaboration to give readers an understanding of the topic. Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Covers subject matter completely and in depth. Encourages readers to learn more. Grammar, spelling, punctuation, capitalisation and sentence structure are correct.	/12
<b>Science &amp; Technology</b> Concepts and language relating to function of technology in producing products	No science specific connection. No scientific language.	Inaccurate science connection. Some scientific language.	Science connection accurate but scientific language could be further developed.	Science connection properly explained using scientific language.	/12
<b>HSIE</b> Understanding & complexity Locate patterns of movement of products and their connection	Lists few processes in the food chain with no connection shown.	A straight-forward explanation of some processes in food production but little connection is shown.	A clear, logical explanation of the inter-connected processes in the food production but no elaboration.	An in-depth accurate explanation of the inter-connected processes in the food production chain with insight.	/12
<b>Creativity &amp; Graphics</b> Assemble pictures and text to show the 'Food Trail' story to educate 7-12 year olds.	Not visually engaging or balanced Text too small, large or illegible for display No imagination shown.	Some visually engaging elements with some thought of balance and text size for display.	Visually balanced Good use of colour and text is appropriate size for display.	Visually balanced, engaging and stimulating. Good use of colour. Text appropriate size for display and shows imagination.	/12
Identification	No identification on back.	Own name only on back.	Own name & school name and address on back.	Own name & school name and address clearly on back	/2
Total Points					/50

NSW Syllabus Outcomes: S&T ST3-16P ENG EN3-1A/EN3-7C CA VAS3.1/VAS3.2



# The Sydney Royal Easter Show

**Main idea:** The importance and relevance of Australia's largest annual ticketed event, the Sydney Royal Easter Show, with a focus on the 190 year heritage, culture and artefacts to the hundreds of thousands of people that attend each year.

Stage	Learning Experiences	Resources & Outcomes
ES1 & Stage 1	<p>Discuss a range of local community celebrations and events such as: sport presentation days, Australia Day, Anzac Day, Chinese New Year and a local fete. Identify the origins of each and discuss who attends these celebrations and why it is important to them.</p> <p>View <b>TVS coverage on District Exhibits, Show Food and Carnival Rides</b> to give students insight (or refresh memories) to their own and others' cultural experiences at the Sydney Royal Easter Show. Discuss some cultural activities of a farming community that are different to the culture of city communities (look at dress, skills, leisure). Students write and illustrate a short story 'The Easter Show is important because .....'.</p> <p>Investigate Showbags by viewing <b>Chan 10 Showbag History &amp; Showbag Ideas</b>. Discuss a variety of ideas and have students choose a theme to 'Create a Showbag' of their own and present to the class. Students complete 'Sydney Royal Easter Show Find-a-Word'.</p>	<p>'<a href="#">TVS District Exhibits</a>' YouTube</p> <p>'<a href="#">TVS - 2012 Show Food</a>' YouTube</p> <p>'<a href="#">TVS Carnival Rides</a>' YouTube</p> <p>'<a href="#">Chan 10 Showbag History</a>' YouTube</p> <p>'<a href="#">Showbag Ideas</a>' web site</p> <p>'Create a Showbag' activity</p> <p>'Sydney Royal Easter Show Find-a-Word' activity</p> <p>ENG: ENe-11D</p>

Stage	Learning Experiences	Resources & Outcomes
Stage 2	<p>Agricultural shows are an important part of cultural life in small country towns and a popular event in larger towns or cities. They are a public event showcasing the animals, crops and recreation associated with agriculture, including; livestock displays and judged events, competitions, entertainment and food. Royal Shows in cities may run for up to 2 weeks and combine elements of an amusement park with those of an Agricultural Show.</p> <p>To encourage lateral thinking, have students complete 'Easter Show Thinkers Keys'.</p> <p>View the 'Sydney Royal Easter Show Map' on-line and discuss icons, scale, service needs, access and use of colour. Students create a design for a new Showground for their local area and include features such as sheep shearing &amp; milking demonstrations, livestock judging, arts and craft displays, woodchop, carnival &amp; food outlets. Have students write questions about their map to ask a class member in order to assess their understanding of location, position, use of icons and appropriate inclusion of services.</p> <p>Discuss volunteers at your school and the contribution they make to help students and your school. Volunteers are an important part of the Show. The fun, excitement and community spirit draws volunteers back to the Show year after year. Without volunteers generously devoting their time to the Show, it wouldn't be the successful event that it is today. In 2015, nearly 300 volunteers helped in many ways, such as directing people, helping children in activities, issuing tickets and much more. Research a local volunteer or volunteer group and create a poster to show how they make a difference and display.</p> <p>Have students interview each other about what they could do as a volunteer to help in their own community.</p>	<p>'Easter Show Thinkers Keys' activity</p> <p>'<a href="#">Sydney Royal Easter Show Map</a>' web site</p> <p>'<a href="#">Definitions and Principles of Volunteering</a>' web site</p> <p>HIST: HT2-2 MATH: MA2-17MG ENG: EN2-10C</p>

Stage	Learning Experiences	Resources & Outcomes
Stage 3	<p>View an edition of the <b>Bush Telegraph</b>, both the printed version and the on-line version of the Sydney Royal Easter Show's newspaper. The printed version was superseded in 2015. Compare and contrast the changed layout, benefits and reason behind the change. Discuss the language features, when it was written, who it was written for and the purpose of each article. Groups take one article each and record the 5Ws (Who is it about, what happened, when &amp; where did it take place, why did it happen?). Identify what is fact and what is the reporter's opinion. Each group reports their findings back to the class.</p> <p>View <b>TVS coverage on District Exhibits, Show Food and Carnival Rides</b> and have groups write articles about these topics. Discuss the appropriate text types and their structure to decide which one will support each article's purpose and audience. Focus on the use of complex sentences and figurative language to create interest for the intended audience.</p> <p>View '<b>Scholastic: Writing your Article</b>' and discuss elements of a feature story compared to a news article. Students plan, design, write, edit and publish their own newspaper featuring the highlights of a day at the Show and the influence the Show has had on Australian culture and identity.</p>	<p>'Bush Telegraph – April 2014' activity resource</p> <p><a href="#">'TVS District Exhibits'</a> YouTube  <a href="#">'TVS – 2012 Show Food'</a> YouTube  <a href="#">'TVS Carnival Rides'</a> YouTube</p> <p><a href="#">'Scholastic: Writing your Article'</a> web site</p> <p>HIST: HT3-3  ENG: EN3-6B/EN-3-5B/EN3-2A</p>

## Design and Make a Showbag

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ShowBags are always popular. In the old days they were called 'sample bags' and had lots of free samples in them. Now we buy them. They can contain food or products.

Design a show bag that you would like to buy using junk materials (no real food). You can work alone or in groups. You can recycle a used paper gift bag with handles, make your own or use another suitable bag.

First mindmap or brainstorm ideas for the theme and name of your ShowBag and what you would like to include.

Your show bag must include at least 10 items.

Present the finished ShowBag to your class, outlining the special features of your bag and why someone might buy it.

Our suggestion would be to create a **Thank a Farmer Showbag** and below is a list of possible materials to include:

- Your favourite recipe
- Make a windmill out of pipe cleaners
- Chatterbox with questions about baby animal's names
- A farmer joke you have created (why did the chicken cross the road?)
- Draw a tractor and make it into a puzzle
- Make farm animal cards showing facts about what it eats and why it is farmed
- Create a map of a farm showing where crops, animals, machinery sheds, roads, dams and farm house are located
- Make weather measuring equipment from recycled products
- Draw pictures of things that come from farms
- Create a pamphlet for farm stays
- A list of Internet sites with fun farming activities links
- Write poem or song lyrics to thank a farmer for your favourite food
- Choose one food and make a flow chat about how it is made
- Write a set of questions you could use to interview a farmer.
- Make a diorama of a farm.
- Design an advertisement for the movie about kids growing up on a remote farm.



# Easter Show Find a Word

Locate the following Show words in the find-a-word.

ALPACA  
PAVILION  
BEEF  
POULTRY  
GOATS  
EASTER  
COTTON  
BREED  
DISPLAYS  
BIRDS  
SHOW

JUDGING  
WOODCHOP  
EXHIBITION  
FARMYARD  
HORSES  
PRIZE  
MAIN ARENA  
CARNIVAL  
DOGS  
CATS

LAMB  
SHOWBAGS  
SHEEP  
CALF  
CATTLE  
DAIRY  
RIBBON  
PIGS  
RIDES  
AGRICULTURE  
HORTICULTURE

Q	E	Z	V	R	I	D	E	S	X	I	O	L	M	H	G	B	J	U	D	G	I	N	G
A	S	D	F	B	D	Z	G	G	F	A	R	M	Y	A	R	D	L	S	J	A	E	K	D
P	O	N	I	T	P	A	V	I	L	I	O	N	R	O	Y	A	O	H	X	D	P	E	A
M	V	X	G	H	B	V	C	P	E	R	T	Y	A	S	C	P	I	O	E	A	A	N	M
T	B	A	G	J	R	K	L	O	P	I	U	Y	B	M	A	L	J	R	T	I	V	U	E
S	F	T	O	Y	E	O	C	N	K	J	H	D	F	B	T	B	H	T	G	R	I	A	N
G	F	G	A	I	E	N	C	O	T	T	O	N	A	D	S	P	A	I	B	F	P	L	H
A	V	O	L	K	D	E	S	A	C	J	L	A	V	I	N	R	A	C	P	E	O	H	J
B	I	R	D	S	S	H	Y	S	T	D	J	D	F	D	O	S	H	U	H	A	U	A	R
W	A	S	M	S	S	M	A	D	M	T	J	K	A	V	I	F	D	L	B	L	L	A	U
O	X	A	T	S	T	E	L	F	L	G	L	O	U	I	K	H	A	T	J	E	T	D	S
H	X	Y	D	A	A	L	P	K	U	P	I	E	I	A	R	C	V	U	A	G	R	O	H
S	F	H	K	D	O	G	S	Q	Y	S	A	Q	U	H	H	Y	P	R	E	I	Y	F	E
L	T	A	N	A	G	R	I	C	U	L	T	U	R	E	H	J	C	E	D	K	C	S	E
A	A	T	D	H	S	I	D	Q	A	U	L	D	E	B	J	U	A	F	I	J	A	A	P
N	N	A	A	P	S	B	X	H	D	R	M	M	F	U	E	D	T	V	V	D	R	P	Z
Y	E	K	E	H	F	B	W	O	O	D	C	H	O	P	P	G	E	A	A	A	V	O	G
G	R	F	G	G	S	O	F	R	D	S	G	J	K	L	H	C	L	A	G	H	I	H	H
D	A	I	Z	X	H	N	T	S	L	O	R	E	I	U	E	P	X	Y	E	Z	L	C	Y
C	N	B	E	S	B	Y	R	E	A	S	V	Q	E	R	A	T	N	N	E	C	T	A	O
A	I	S	E	W	X	V	Y	S	E	C	I	V	A	C	S	S	O	V	X	F	E	E	B
C	A	L	F	O	R	E	S	D	M	O	N	T	A	I	T	A	L	Z	A	N	N	S	N
V	M	S	W	L	X	T	A	L	Y	N	A	Z	D	A	E	G	A	B	J	T	Q	G	A
I	R	T	E	X	H	I	B	I	T	I	O	N	Z	P	R	I	Z	E	Y	E	U	S	L

Name \_\_\_\_\_

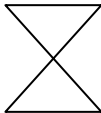
Date \_\_\_\_\_

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# Sydney Royal Easter Show – Thinkers Keys

<b>REVERSE</b> Name 10 things you would never do at the Easter Show	<b>THE WHAT IF?</b> What would happen if half the animals became sick?	<b>THE QUESTION</b> Find 10 possible questions to this answer: <u>Farmers</u>	<b>DIFFERENT USES</b> Find 5 different uses for a Blue Ribbon won at the Easter Show.	<b>THE VARIATIONS</b> How do we overcome the threat of terrorism at the Easter Show?
<b>THE BAR</b> (Bigger, Add, Remove) How would you improve one of the Showbags on offer?	<b>THE ALPHABET</b> List words that are associated with the Easter Show from A-Z	<b>THE INVENTION</b> Invent a way to reduce people getting tired whilst visiting the Show.	<b>THE COMMONALITY</b> What are the commonalities between a pumpkin and a sheep?	<b>THE INTERPRETATION</b> Give five possible reasons for the Easter Show to be cancelled.
<b>THE RIDICULOUS</b> Try to justify this statement: All gold medal winners must visit 3 schools and talk about their experience.	<b>THE BRICK WALL</b> Consider some alternatives to the fact that not all families can afford to visit the Easter Show.	<b>THE PREDICTION</b> What do you predict will be the 'new ride' at the 2050 Easter Show	<b>BRAINSTORMING</b> Brainstorm a list of solutions to the problem of fast food being the main food sold at the Show.	<b>DISADVANTAGES</b> What are some of the disadvantages of the Show being held in the school term instead of the holidays?
<b>THE COMBINATION</b> List 3 of the similarities and differences between two competitions at the Show. Create a new competition to combine them and list rules.	<b>THE PICTURE</b>  What could this picture have to do with the Sydney Easter Show?	<b>THE CONSTRUCTION</b> Solve the problem of breaking your shoes whilst at the Show using the contents of a school bag.	<b>THE FORCED RELATIONSHIP</b> Stop a runaway bull, by using: a set of tweezers an Australian flag and a water pistol	<b>THE ALTERNATIVE</b> Create two ways we could advertise eating only fruit that is in season if we had no money to spend on the project.

Name \_\_\_\_\_

Date \_\_\_\_\_



# The Bush Telegraph

ISSUE 1

THE ROYAL AGRICULTURAL SOCIETY OF NSW

APRIL 10, 2014

## IT'S SHOWTIME



Charlotte King

*Australian agriculture will be celebrated at this year's Show*

The iconic Sydney Royal Easter Show, Australia's largest annual event, is back for another year and promises to be bigger and better than ever.

Now in its 191st year, the Show continues its commitment to celebrating agriculture in a fun, engaging and family-friendly way. This year's event combines traditional favourites with exciting new attractions to ensure young and old alike take something away from their Show experience.

Sydney Royal Easter Show Chief Operating Officer Michael Collins said Sydney Showground was ready to welcome the crowds. "A trip to the Show truly is a feast for all the senses," Mr Collins said. "Be in awe of the District Exhibits, cuddle a cute piglet, learn to shear a sheep, taste award-winning produce and soak up the carnival atmosphere."

The new evening entertainment production, *Australiana In All Its Glory*, will captivate crowds with nostalgic stories told through projected images, oversized puppets and live performances in Spotless Stadium.

This year's Show also sees the debut of the Sydney Royal Talk & Taste experience, a gourmet food offering where showgoers can talk to producers, sample their award-winning products and listen to industry experts.

Youngsters can be transported to prehistoric times and encounter life-sized, roaring dinosaurs at the Dinosaur Adventures experience, or can watch in awe as the talented actors from *Goin' Ape* – Gorillas in Your Midst interact like real-life primates.

Other new Show additions include the intricately-decorated Double Decker Carousel and this year's new carnival food offering, the Waffle Dog.

The Bush Telegraph will be delivered daily and include event coverage, competition results, attraction reviews and interviews with unique characters from the Show family.

We encourage you to let your senses run wild when the gates officially open this morning.

## SENSATIONAL SHOWBAGS

Claire Fenwicke

Get ready to ignite your senses in the Showbag Hall at this year's Show. Boasting a record 336 showbags, the hall is packed with goodies for any budget. Searching for the ultimate bag is half the fun.

"There's nothing better than the shuffling of showbags, the unmistakable smell of the Showbag Hall and the sweet treats of Jelly Beans and Wonka Chocolate," Sydney Royal Easter Show Chief Operating Officer Michael Collins said.

There are 127 'bargain bags' under \$10 this year, including the always-popular Bertie Beetle Bag. The cheapest bags are the Blinky Bill Bag and Hiller's 'Flip the Tree Frog' Bag, selling for only \$1.

This year isn't just about chocolate and candy, with the Royal Agricultural Society of NSW Foundation releasing its first showbag, 'That New Ag Bag'.

Overflowing with Australian agricultural products, including nut bars, rice and biscuits, all produce in the bag has been donated by Australian producers and food companies. The funds raised will go towards scholarships and grants for students in rural NSW. 'That New Ag Bag' can be purchased daily at the Food Farm.

For those after something different this year, there are 28 new showbags on offer, such as the Monopoly Showbag, which includes a cap, playing cards and a Monopoly game.

If sweet treats aren't to your fancy, there are also fitness, sports and games-themed bags up for grabs.

*Head to the Showbag Hall to get lost among the mountains of goodies on offer. Visit [www.eastershow.com.au/showbags](http://www.eastershow.com.au/showbags) to view a full list of this year's bags.*

## MEDIA MUST-SEES

Georgina Harris

Some of Australia's largest media outlets and a lucky bunch of Auburn Public School students were treated to a preview of the extravaganza that will be the 2014 Sydney Royal Easter Show.

Sydney Royal Easter Show Chief Operating Officer Michael Collins welcomed the special guests at yesterday's media preview. "The animals are in, the entertainment is ready and the food is prepped... it's Showtime," Mr Collins said.

Students got the unique opportunity to get up-close-and-cuddly with some furry four-legged friends at the Farmyard Nursery. The ever-popular Nursery plays host to a range of farmyard animals during the Show including goats, sheep, chickens and ducklings.

The media and school group then took a trip back in time and walked among some pre-historic beasts in the new Dinosaur Adventures attraction. The realistic dinosaurs towered overhead, moving and roaring at the crowd, as they made their way through the simulated rainforest.

Stepping out of the darkness and onto Spotless Stadium, the media was treated to a highlights package of the *Australiana In All Its Glory* entertainment production.

From the enormous dancing Vegemite jars to the youth whipcracking spectacle, the preview was capped off by an appearance from a larger-than-life, five-metre high puppet of Australian icon Dame Edna.

*Australiana In All Its Glory* Creative Director Di Henry said the evening entertainment program was a "light-hearted view of what makes Australia unique and a bit quirky".

The media preview finished at the all-new Sydney Royal Talk & Taste experience at The Daily Telegraph Park. The media was treated to some freshly shucked rock oysters and a glass of award-winning wine to showcase a selection of gourmet produce that will be on offer at this year's Show.



Media filming at the Sydney Royal Beer and Wine Garden

## The Bush Telegraph Editorial Team

The Royal Agricultural Society of NSW is proud to provide up-and-coming journalists studying at universities across the country with the opportunity to report on the Sydney Royal Easter Show.

**Editors:** Alexandra Malfroy and Louise Goodwin, RAS

**Journalism students:** Charlotte King, Claire Fenwicke,

Georgina Harris, Nicole-Irene Economos, Vicki Choh

**Photography:** Alexandra Adoncello, Elliot Toms

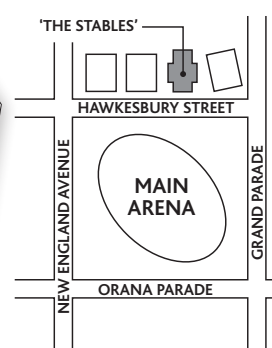
**Editorial phone:** 02 9704 1301



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# DISTRICT EXHIBITS ON DISPLAY



Charlotte King

A mirage of cream and brown wool forms a picture of the sky. Pairs of worn work boots, a long way from home, hang from peanut-encrusted trees. Speckled green pumpkins encircle a huge yellow one, each polished to a shine. A life-size merino ram crafted from wool, and shiny red apples placed in perfect rows.

Such is the scene inside the Woolworths Fresh Food Dome, which has been transformed into a sensory delight by the District Exhibits volunteers. Five teams of designers and helpers, under the careful gaze of five passionate Court Organisers, have had just ten days to assemble their masterpieces.

More than 10,000 pieces of fruit and vegetables, alongside mountains of grain and piles of wool, have travelled from the corners of New South Wales and South East Queensland as tributes to the labour of their local producers.

The District Exhibits have been a regular fixture of the Sydney Royal Easter Show since 1900, becoming an annual celebration of Australian agriculture.

Despite many districts experiencing drought conditions yet again, the 2014 District Exhibits are still of an incredibly high standard and promise showgoers an impressive visual display.

Final touches being made to the District Exhibits

More than 50 specialist judges have spent the past week scrutinising the consistency of the jams, the firmness of the creamed honey, the uniformity of pear sizes and the protein count of wheat grains, among other judging categories.

More than 11,200 gross points are up for grabs between the five districts (known as Courts), which represent Central, Northern, Southern and Western New South Wales and South East Queensland.

Three schools are also vying for prizes in the Schools District Exhibits Display Competition, with displays being showcased in the Dome foyer.

You can support your favourite display by visiting the Dome between 9.30am and 11.30am and casting a vote in the People's Choice Award.

Farmers' fresh produce from each District is on sale in the Dome from 9.30am to 8.30pm daily, with the display produce being sold off on the final day of the Show between 3.30pm and 5.30pm.

*The District Exhibit Awards Presentation will be held tomorrow at 10.30am in the Woolworths Fresh Food Dome.*

# A YARN WITH... KERRY PEARCE



Claire Fenwicke

One man rules the roost in the Steggles Poultry Pavilion, supervising all varieties of chickens, ducks, geese and turkeys.

Kerry Pearce organises the entire poultry section of the Sydney Royal Easter Show, coordinating the competitions and events over the crowing and squawking of hundreds of birds.

Growing up on a dairy farm in the Hawkesbury Valley, Kerry kept and bred Sussex chickens to exhibit in the local Hawkesbury Show.

Kerry was introduced to the Sydney Royal Show by a neighbour who was part of the Poultry Committee and began working casually in the poultry section in 1978.

He became the Coordinator of Poultry Competitions and Events eight years ago and is proud to work for the most prestigious poultry show in the country.

"The Sydney Royal Show has become the premier show, without a doubt, for poultry," Kerry said.

Kerry has always had a love for poultry. He could not recall a time when he did not love birds, and encouraged others to get enthusiastic about them too.

"Poultry are something that people can have in a small area, they don't need a lot of land and, basically, owning poultry encourages people to interact with animals," he said.

According to Kerry, there is plenty to see and do in the Steggles Poultry Pavilion this year, including chook washing, pat-a-chick and pat-a-chook sessions daily.

As "a bit of a fun attraction" the Pavilion will also play host to a rare chicken breed called the Transylvanian Naked Neck, which can be found roosting in a 'haunted house'.

Australian breeds of poultry are the feature breeds in the Pavilion this year. A limited-edition series of stamps featuring Australian breeds has been released by Australia Post and is available for purchase in the Pavilion.

*Make your way to the Steggles Poultry Pavilion today for the awarding of the Best in Show Bird at 2.30pm.*

# TASTE AWARD-WINNING PRODUCE



The Sydney Royal Talk & Taste setting (above left) and freshly shucked oysters at Talk & Taste

Nicole-Irene Economos

While traditional carnival treats will no doubt be a hit again at this year's Show, the latest gourmet offering promises to please a more discerning palate.

Food and wine lovers have the opportunity to get their gourmet fix at the all-new Sydney Royal Talk & Taste experience, which offers showgoers the chance to sample award-winning produce in a tranquil park setting.

The exclusive ticketed sessions will run four times a day in The Daily Telegraph Park precinct. Workshop participants have the opportunity to talk to producers, sample products and meet industry experts.

Featuring two producers and their products each day, the program will showcase award-winning products from the Sydney Royal Wine, Dairy and Fine Food competitions.

A diverse range of produce will be showcased, from freshly-shucked oysters and sparkling wines to boutique beer and gourmet pies.

Sydney Royal Talk & Taste Project Director Suzie Lew said

the aim of the sessions was to allow the public to celebrate excellence in Australian produce.

"It is a platform for champion winning producers to promote their products," she said.

A long communal table and alfresco seating will set the mood, with ticket-holders sitting alongside Sydney Royal medal-winners and judges to enjoy the fine selection of local produce, ask questions and participate in discussion.

Some of the sessions will be hosted by well-known food and wine personalities including Lyndey Milan OAM, Simon Marnie from ABC and Fast Ed from Better Homes and Gardens.

The Sydney Talk & Taste sessions offer a unique way to experience the best-of-the-best in Australian food and wine produce at this year's Show.

*Sessions will run daily at 11am, 1pm, 3pm and 5pm. Print at home tickets are \$15 per person (RAS members \$10) and can be purchased online at [www.eastershow.com.au/tickets](http://www.eastershow.com.au/tickets).*

## Sydney Royal

Experience the taste of a winner

### Sydney Royal Beer & Wine Garden

The Daily Telegraph Park

Open daily  
11:00am until 8:30pm



# The Bush Telegraph

ISSUE 14

THE ROYAL AGRICULTURAL SOCIETY OF NSW

APRIL 23, 2014

## A SENSATIONAL SHOW



Georgina Harris

Showgoers bask in brilliant autumn weather (above) and the Duke of Cambridge visits the District Exhibits (below)

As the 2014 Sydney Royal Easter Show draws to a close today, it's time to reflect on what a sensational two weeks it's been.

The Show certainly lived up to its Royal name this year, with the Show proudly welcoming the Duke and Duchess of Cambridge on Good Friday. The delightful Royal couple visited the District Exhibits, unveiled a plaque to officially open the new exhibition hall, admired craft and floral displays, and enjoyed a sheep shearing demonstration at the Sheep and Wool Pavilion.

The evening entertainment, *Australiana In All Its Glory*, celebrated Australian life and culture. A large Dame Edna puppet, dancing vegemites, evocative rural imagery, a fun soundtrack and an impressive 12-minute firework display dazzled crowds.

Showgoers devoured all the classic Show cuisines, including the all-new Waffle Dog. The Sydney Royal Beer and Wine Garden was once again popular with showgoers keen to escape the crowds and sample award-winning beer and wine. The new Sydney Royal Talk and Taste experience proved a hit, with visitors learning about produce ranging from oysters to hand-made chocolate.

Carnival attractions, including the new Double Decker

Carousel and Freak Out, spun showgoers in a fun frenzy.

The traditional favourites attracted bumper crowds, including the ever-popular woodchopping events, the District Exhibit produce displays and world-class competitions. Prestigious Sydney Royal ribbons were awarded to many exhibitors, representing supreme excellence in their field.

As the last fireworks burst into the air tonight signalling the end of the Show, *The Bush Telegraph* signs off for another year and thanks all those who have read our stories over the past two weeks.



## TELL US WHAT YOU THINK

Another Sydney Royal Easter Show is drawing to a close. Over the past two weeks, many wonderful stories have been uncovered and told.

The team that brings you *The Bush Telegraph* is considering ways of reviewing, changing and improving our communication to the 'Show family' during Showtime.

*The Bush Telegraph* is overseen by the Sydney Royal Easter Show Communications team, and written by journalism students from universities across the country.

We would love to know your feedback on *The Bush Telegraph*.

Do you read *The Bush Telegraph* and if so, how often during Showtime? What articles do you find most interesting and least interesting? What topics would you like to see covered in *The Bush Telegraph*? How do you rate the quality of the stories and the images? What suggestions do you have to improve communication during Showtime?

We would appreciate any feedback and suggestions you may have. Please email your feedback to [bushtelegraph@rasnsw.com.au](mailto:bushtelegraph@rasnsw.com.au) or call the editorial office on 9704 1301, by 30 April 2014.

## MINI DODGEMS DELIGHT

Claire Fenwicke

Kids rule the Sydney Royal Easter Show today, with special offers across the Show for the smallest visitors to celebrate Kids Day.

Children aged between four and 15, and school kids (16 to 18 with an ID card), can enter for \$13 before 5pm and enjoy a variety of discounts around the Show. Children under the age of three enter the Show for free.

Families with little ones can start their day at the Kids Carnival, which is full of rides and amusements for children. Get a photo taken with the characters from *The Wizard of Oz* and *How To Train Your Dragon*, before starring in a music video with *The Muppets*.

Kids can go for a spin on rides designed for tiny bodies, including a new attraction, *Cars 4 Kids*. This new dodgem car ride features half-sized cars for little rev-heads, which are small enough for them to ride solo. Ride operator Adrian said the cars were the perfect size for first-time drivers.

"It's for kids only, but parents can ride with them," he said. "Out at the Show you've got rides for all the big people, but this one is ideal for smaller kids."

Many children have already experienced the joy of driving the miniature cars. "It was so much fun, I got to drive by myself," said seven-year-old Emma Wilson. "I crashed into my sister, it was so funny."

Once showgoers have experienced everything at the Kids Carnival, there is the rest of the Show to enjoy, with special offers for rides at the Kids Carnival and Coca-Cola Carnival.

Two-for-one rides are available today, so showgoers can ride with a friend and let their senses run wild. The two-for-one offer excludes the *Sling Shot* and *Hollywood Horrors*.



Cars 4 Kids at the Kids Carnival

## The Bush Telegraph Editorial Team

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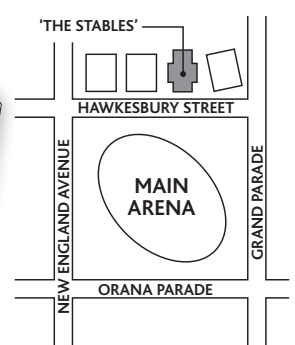
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# FAMOUS FROG ON SHOW



Charlotte King

Karen Russell with her Magnificent Tree Frog, Spotty

Visitors to the Domestic Animals Pavilion yesterday were treated to pets of the scaly kind, with everything from tiny geckos to imposing monitor lizards gathered for the Sydney Royal Frog & Reptile Show.

Judge Brad Walker had a tough job choosing winners in six open classes of lizards and frogs of different ages, species and sizes. Animals were assessed on how well they exemplified the traits of their breed, with points detracted for deficiencies such as tail kinks, battle scars or obesity.

“We also look at the general demeanour of the animal,” said Brad. “That can be a breed characteristic or it also can be how the owner’s gone about handling the animal and interacting with it.”

Brad said judges were also very aware of rewarding owners who bring something new to the hobby of herpetoculture, which is the keeping of live reptiles and amphibians in captivity.

“If we just always chose the same animal it wouldn’t generate an interest, it’s good to have something new and vibrant coming

through,” he said. “And the last factor that we look at is what’s called the ‘wow’ factor.”

One such animal with that ‘wow’ factor was ‘Spotty’, an aptly-named speckled Magnificent Tree Frog, who did his species proud by taking out the Open Tree Frog class for the second year in a row. Owner Karen Russell, of Sydney, keeps a variety of tree frogs in a large enclosure together, which brings out each species’ characteristics.

“The Gillens Tree Frogs are really shy and they like to hide,” Karen said. “The Magnificent ones, meanwhile, love getting out there and showing off.”

Spotty is used to the limelight, having previously featured in a grand final episode of Beauty and the Geek Australia, where he was kissed by a ‘beauty’ but luckily did not turn into a prince.

*The Sydney Royal Frog & Reptile Show continues today with the judging of pythons and the awarding of the Grand Champion in the Domestic Animals Pavilion from 9.30am.*

# GOODBYE FROM INTERNS



Nicole-Irene Economos

The Bush Telegraph journalism interns with photographer Elliot Toms

From Best in Show awards to the Waffle Dog, *The Bush Telegraph* interns came, wrote and conquered in covering this vibrant event.

While we leave the Show slightly exhausted, we are grateful for having participated in this unique experience. Interning at *The Bush Telegraph* over the past two-and-a-half weeks has been a strenuous, but extremely colourful and rewarding experience, and one that we will never forget.

Attending as a showgoer each year, my experience has always been spectacular, but this internship has given me an insight into the dedication of the people who work, volunteer, compete and exhibit each year.

At *The Bush Telegraph*, we truly learnt something new every day. We were also lucky enough to interview a diverse range of people, who all share one thing – a passion for the Show.

It was not only our journalistic skills that were honed and finessed, but also our ability to work as part of a team on a daily project. It many ways, it never really felt like work; not

because we didn’t work hard, but because the Show was such a fascinating and eclectic place.

Coming from different universities, each intern brought their own unique style and flair, which was immensely helpful to the newspaper’s production and always interesting.

In terms of guidance and editing, we extend our appreciation to editors Alexandra Malfroy and Louise Goodwin. Their tireless energy and feedback was paramount to producing the paper each day.

As I look back on my Show experience, it will be the little things I will miss. I’ll miss seeing smiles on the faces of showgoers, meeting the members of the Show family, the puns thrown around the office and the spirit that makes the Show so remarkable.

Where ever you are reading this final edition of *The Bush Telegraph* for 2014, I hope you have enjoyed the content as much as we have enjoyed researching and writing it.

# A YARN WITH... KEEGAN NYE



Vicki Choh

Managing the Farmyard Nursery, a classic favourite among showgoers, is not for the faint-hearted or the highly disorganised.

Keegan Nye, a self-professed time management addict, is the man responsible for ensuring that all runs smoothly at his family-run Farmyard Nursery and that nobody is “sticking their fingers into the mouths of sheep”.

There are hundreds of animals at the Nursery, including goats, sheep, ducks, geese and newly hatched chicks. He is also tasked with presenting at the fun-filled Wash-a-Pig and Pat-a-Pig demonstrations at the Pig Pavilion.

Keegan may be plagued by bouts of hay fever for as long as he could remember, but that does not prevent him from keeping a watchful and loving eye over his family’s business and animals for nearly 30 years.

As a schoolboy, he would feed the animals and clean the pens at his family-owned Golden Ridge Animal Farm at Dural, before going to school.

“My childhood was definitely a lot different to other kids’ who grew up in the city,” he said.

A lot of his work as a farmyard operations manager revolves around human interaction.

“We don’t just work with animals, we work with people,” Keegan said. “You’ve got to be very flexible and outgoing to work with both. You also have to be self-aware and aware of the people around you.”

For Keegan, seeing the heartfelt emotions that animals can bring out in people are a highlight of his working life. Keegan recalled a time when Magda, a mute patient at a senior’s home, begun to break out of her quiet shell through animal therapy.

“Magda couldn’t talk to anyone. But once we put a chicken on her lap, she started talking to it. She just sat there and talked to the chicken for hours,” he said. “That is something that will always stick with me.”

Keegan said showgoers could expect a Farmyard Nursery that is “bigger and better” next year.

“Hopefully we can enlighten everyone’s senses when they join us next year,” he said. “Expect the unexpected... you will not be disappointed.”

*Sydney Royal*

Sydney Royal Café

Serving a mouth-watering menu featuring Sydney Royal awarded produce

Arts & Crafts Pavilion

Breakfast, lunch and dinner served daily 8:00am until 9:00pm