

Ekka

EDUCATION

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

RURAL DISCOVERY DAY EXCURSIONS

*The Week of May 20th, 2024
Brisbane Showgrounds - Home of the Ekka*



FOUNDATION TO 6

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EXCURSION OVERVIEW

A world of discovery awaits city students at Rural Discovery Day!

The engaging, educational day brings the country to the city to teach primary school students that food and fibre comes from farms, not shopping centres, by guiding them through six immersive agricultural activities, linked to the Australian curriculum.

This exciting hands-on day will see students go through an amazing sensory experience as they touch and taste their way through informative interactive sessions.

RURAL DISCOVERY DAY SESSIONS

Dairy Industry & Products

First Nations Agriculture

Grain Production

Farming & Horticulture, presented by Pick of the Crop, an initiative developed by Health and Wellbeing Queensland

Animal Nursery

Sheep & Fleece

Morning Tea - Farming Drone Talk

Lunch - Educational Show

IMPORTANT DATES

Expressions of Interest Now Open

Bookings Close: Friday 19 April 2024

Rural Discovery Day Excursions: The week of May 20th, 2024



DOCUMENT INFORMATION

These resources are purpose built for students in Foundation to Grade 6, who attend Rural Discovery Day excursions to encourage pre- and post-excursion learning.

Each session at Rural Discovery Day has corresponding videos, activities and worksheets for teachers and students from agricultural industry experts that highlight the value of exploring agriculture in the classroom. The included links provide teachers with direct access to numerous learning opportunities, all with curriculum alignment and grade accessibility information. The resources supplied have both digital and hands-on materials for students to build connections between the importance of food and fibre and their everyday lives.

IMPORTANT CONTACTS

Rural Discovery Day Enquiries

Mel McGrath | Competitions & Event Planner
mmcgrath@royalqueenslandshow.com.au

Education Content Enquiries

Aimee Snowden | Education Coordinator
education@royalqueenslandshow.com.au

Ekka School & Group Bookings Enquiries

Syafiqah Raimee | Group Sales & Marketing Coordinator
sraimee@royalqueenslandshow.com.au

CURRICULUM ALIGNMENT

The following pages identify the links to Version 8.4 and Version 9 of the Australian Curriculum, as well as the relevant General Capabilities and Cross-curricular Priorities.



SCIENCE ALIGNMENT TO RURAL DISCOVERY DAY ACTIVITY SESSIONS

The Dairy Session will explore the ruminant digestive systems of cows, the importance of pasteurisation and students will have the opportunity to hand milk a dairy cow.

The First Nations Agriculture Session will explore the food and fibre sources of First Nations people and the benefits to be learned from their customs, traditional farming practices, and connections to the land.

The Grain - Harvest Time Session takes students through the production cycle of grains, from wheat grains to bread. Students will learn about how grains are grown, what different products can be produced from grains and they will have the opportunity to mill some grain.

The Farming and Horticulture Session, presented by Pick of the Crop, an initiative developed by Health and Wellbeing Queensland, will delve into the properties of plants and the process of photosynthesis, which supports a plant's growth by transforming water, sunlight, and carbon dioxide into energy which the plant uses.

The Animal Nursery Session identifies the various animals you can have on a farm, their role in agriculture as well as future careers working and caring for animals in agriculture.

The Sheep and Fleece Session experiments with woollen fibres from sheep and identifies the various products we receive from sheep like clothes and lanolin.

AIMS FOR STUDENTS TO DEVELOP

- An interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in.
- An ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions.
- An understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

***AIMS SOURCED FROM AUSTRALIAN CURRICULUM**



FOUNDATION

VERSION 8.4

Science as a Human Endeavour: Nature and Development of Science

Science involves observing, asking questions about, and describing changes in objects and events ([ACSH013](#))

Science Inquiry Skills: Planning and Conducting

Participate in guided investigations to explore and answer questions ([ACSI011](#))

VERSION 9

Science as a Human Endeavour: Use and influence of science

Explore the ways people make and use observations and questions to learn about the natural world ([AC9SFH01](#))

Science Inquiry Skills: Planning and Conducting

Engage in investigations safely and make observations using their senses ([AC9SFI02](#))

GRADE ONE

VERSION 8.4

Science Understanding: Biological Sciences

Living things have a variety of external features ([ACSSU017](#))

Science as a Human Endeavour: Use and Influence of Science

People use science in their daily lives, including when caring for their environment and living things ([ACSH022](#))

VERSION 9

Science Understanding: Biological Sciences

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs ([AC9S1U01](#))

Science as a Human Endeavour: Use and Influence of Science

Describe how people use science in their daily lives, including using patterns to make scientific predictions ([AC9S1H01](#))



GRADE TWO

VERSION 8.4

Science as a Human Endeavour: Use and influence of science

People use science in their daily lives, including when caring for their environment and living things ([ACSHE035](#))

Science Inquiry Skills: Planning and Conducting

Participate in guided investigations to explore and answer questions ([AC SIS038](#))

VERSION 9

Science as a Human Endeavour: Use and influence of science

Describe how people use science in their daily lives, including using patterns to make scientific predictions ([AC9S2H01](#))

Science Inquiry Skills: Planning and Conducting

Suggest and follow safe procedures to investigate questions and test predictions ([AC9S2I02](#))

GRADE THREE

VERSION 8.4

Science Understanding: Biological Sciences

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([ACSSU044](#))

Science as a Human Endeavour: Use and Influence of Science

Science knowledge helps people to understand the effect of their actions ([ACSHE051](#))

VERSION 9

Science Understanding: Biological Sciences

Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals ([AC9S3U01](#))

Science as a Human Endeavour: Use and Influence of Science

Consider how people use scientific explanations to meet a need or solve a problem ([AC9S3H02](#))



GRADE FOUR

VERSION 8.4

Science Understanding: Biological Sciences

Living things depend on each other and the environment to survive ([ACSSU073](#))

Science as a Human Endeavour: Use and Influence of Science

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

VERSION 9

Science Understanding: Biological Sciences

Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships ([AC9S4U01](#))

Science as a Human Endeavour: Use and Influence of Science

Consider how people use scientific explanations to meet a need or solve a problem ([AC9S4H02](#))

GRADE FIVE

VERSION 8.4

Science Understanding: Biological Sciences

Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

Science as a Human Endeavour: Use and Influence of Science

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE083](#))

VERSION 9

Science Understanding: Biological Sciences

Examine how particular structural features and behaviours of living things enable their survival in specific habitats ([AC9S5U01](#))

Science as a Human Endeavour: Use and Influence of Science

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions ([AC9S5H02](#))



GRADE SIX

VERSION 8.4

Science Understanding: Biological Sciences

The growth and survival of living things are affected by physical conditions of their environment ([ACSSU094](#))

Science as a Human Endeavour: Use and Influence of Science

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE100](#))

VERSION 9

Science Understanding: Biological Sciences

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions ([AC9SU01](#))

Science as a Human Endeavour: Use and Influence of Science

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions ([AC9S6H02](#))

GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES



Creative & Critical Thinking



Literacy



Personal & Social Capability



Numeracy



Intercultural Understanding



Information & Communication Technology



Ethical Understanding



Sustainability



Aboriginal & Torres Strait Islander Histories & Cultures



ALIGNMENT TO RURAL DISCOVERY DAY

The Dairy Session demonstrates the significance of developments within agricultural technology such as machine milking which assists in producing enough milk for all Australians. Students will also explore food and fibre technology by making different milk-based products with milk straight from the dairy cow. The dairy industry is also committed to sustainable practices which will be examined by the students.

The First Nations Agriculture Session will explore the food and fibre sources of First Nations people and the benefits to be learned from their customs, traditional farming practices, and the importance of caring for the land.

The Grain - Harvest Time Session takes students through the production cycle of grains, types of grains, the environments in which they're grown, and their uses. Students will understand the source of the food and product that is supplied to us by grain growers.

The Farming and Horticulture Session, presented by Pick of the Crop, an initiative developed by Health and Wellbeing Queensland will identify plant properties, as well as the environmental benefits of plants and the various products that are derived from plants and horticulture.

The Sheep and Fleece Session represents how wool is turned into clothing that students wear every day, its benefits as a natural, sustainable fibre and how lanolin is used in cosmetic products.

AIMS FOR STUDENTS TO DEVELOP

- Investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society



RELEVANT SUSTAINABILITY CROSS-CURRICULAR PRIORITIES

- The role of world views (sets of attitudes, values and beliefs) that shape individual and community ideas about how the world works and our role in the world
- The role of innovation and creativity in sustainably designed solutions, including products, environments and services, that aim to reduce present and future impacts or to restore the health or diversity of environmental, social and economic systems
- Ways of thinking and acting that seek to empower young people to design action that will lead to an equitable, sustainable and inclusive future

AIMS SOURCED FROM AUSTRALIAN CURRICULUM

FOUNDATION TO YEAR TWO

VERSION 8.4

Design and Technologies: Knowledge and Understanding

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs ([ACTDEK001](#))

Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating ([ACTDEK003](#))

VERSION 9 (FOUNDATION)

Design and Technologies: Knowledge and Understanding – Technologies and Society

Explore how familiar products, services and environments are designed by people ([AC9TDEFK01](#))

VERSION 9 (GRADE 1 TO 2)

Design and Technologies: Knowledge and Understanding – Technologies and Society

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability ([AC9TDE2K01](#))

Design and Technologies: Knowledge and Understanding – Food and fibre production

Explore how plants and animals are grown for food, clothing and shelter ([AC9TDE2K03](#))



GRADE THREE & FOUR

VERSION 8.4

Design and Technologies: Knowledge and Understanding

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs ([ACTDEK010](#))

Investigate food and fibre production and food technologies used in modern and traditional societies ([ACTDEK012](#))

VERSION 9

Design and Technologies: Knowledge and Understanding - Technologies and Society

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs ([AC9TDE4K01](#))

Design and Technologies: Knowledge and Understanding - Food and fibre production

Describe the ways of producing food and fibre ([AC9TDE4K03](#))



GRADE FIVE AND SIX

VERSION 8.4

Design and Technologies: Knowledge and Understanding

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use ([ACTDEK019](#))

Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy ([ACTDEK021](#))

VERSION 9

Design and Technologies: Knowledge and Understanding – Technologies and Society

Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments ([AC9TDE6K01](#))

Design and Technologies: Knowledge and Understanding – Food and Fibre Production

Explain how and why food and fibre are produced in managed environments ([AC9TDE6K03](#))

GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES



*Creative & Critical
Thinking*



Literacy



*Personal &
Social Capability*



Numeracy



*Intercultural
Understanding*



*Information &
Communication
Technology*



*Ethical
Understanding*



Sustainability



*Aboriginal & Torres
Strait Islander Histories
& Cultures*



ALIGNMENT TO RURAL DISCOVERY DAY

The First Nations Agriculture Session explores connection to Country, the weather and seasons, and First Nations perspectives on the use of environmental resources.

The Farming and Horticulture Session, presented by Pick of the Crop, an initiative developed by Health and Wellbeing Queensland, looks at the importance of Australian and Queensland horticulture and vegetation for animals and people.

The Grain - Harvest Time Session will identify the importance of specific grains as a historically important crop harvested throughout Queensland and Australia.

AIMS FOR STUDENTS TO DEVELOP

- An understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- The capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- Dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics

AIMS SOURCED FROM AUSTRALIAN CURRICULUM



FOUNDATION

VERSION 8.4

Humanities and Social Sciences: Geography

The places people live in and belong to, their familiar features and why they are important to people ([ACHASSK015](#))

The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples ([ACHASSK016](#))

VERSION 9

Humanities and Social Sciences: Geography

The features of familiar places they belong to, why some places are special and how places can be looked after ([AC9HSFK03](#))

The importance of Country/Place to First Nations people and the Country/Place on which the school is located ([AC9HSFK04](#))

GRADE ONE

VERSION 8.4

Humanities and Social Sciences: Geography

The natural, managed and constructed features of places, their location, how they change and how they can be cared for ([ACHASSK031](#))

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them ([ACHASSK032](#))

VERSION 9

Humanities and Social Sciences: Geography

The natural, managed and constructed features of local places, and their location ([AC9HS1K03](#))

How places change and how they can be cared for by different groups including First Nations people ([AC9HS1K04](#))



GRADE TWO

VERSION 8.4

Humanities and Social Sciences: Geography

The connections of people in Australia to people in other places in Australia and across the world ([ACHASSK050](#))

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place ([ACHASSK049](#))

VERSION 9

Humanities and Social Sciences: Geography

How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales ([AC9HS2K03](#))

The interconnections of First Nations people to a local Country/Place ([AC9HS2K04](#))

GRADE THREE

VERSION 8.4

Humanities and Social Sciences: Geography

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places ([ACHASSK069](#))

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human ([ACHASSK066](#))

VERSION 9

Humanities and Social Sciences: Geography

The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features ([AC9HS3K05](#))

The ways First Nations people in different parts of Australia are interconnected with Country/Place ([AC9HS3K04](#))



GRADE FOUR

VERSION 8.4

Humanities and Social Sciences: Geography

The importance of environments, including natural vegetation, to animals and people ([ACHASSK088](#))

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability ([ACHASSK089](#))

VERSION 9

Humanities and Social Sciences: Geography

The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent ([AC9HS4K05](#))

Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations people have for Country/Place ([AC9HS4K06](#))

GRADE FIVE

VERSION 8.4

Humanities and Social Sciences: Geography

The environmental and human influences on the location and characteristics of a place and the management of spaces within them ([ACHASSK113](#))

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places ([ACHASSK112](#))

VERSION 9

Humanities and Social Sciences: Geography

The influence of people, including First Nations people and people in other countries, on the characteristics of a place ([AC9HS5K04](#))

The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences ([AC9HS5K05](#))



GRADE SIX

VERSION 8.4

Humanities and Social Sciences: History

The contribution of individuals and groups to the development of Australian society since Federation ([ACHASSK137](#))

VERSION 9

Humanities and Social Sciences: History

The motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region ([AC9HS6K03](#))

GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES



Creative & Critical Thinking



Literacy



Personal & Social Capability



Numeracy



Intercultural Understanding



Information & Communication Technology



Ethical Understanding



Sustainability



Aboriginal & Torres Strait Islander Histories & Cultures

CLASSROOM RESOURCES

The following pages include pre-excursion and post-excursion classroom resources that should be used to enhance the learning outcomes for your students.



PRE-EXCURSION VIDEO

Meet Chris an Avocado Farmer / Ekka Meet a Farmer w/ Sammie O'Brien

Sammie visits Chris from Costa Farms in Childers to learn all about what goes into growing delicious and creamy avocados. <https://www.youtube.com/watch?v=NwGRDxCi1dM&list=PLvJbE6Ug2bkT-mJ-5pYKWXwz-eujdHLMn&index=4>



POST-EXCURSION ACTIVITIES

*Pick of the Crop, an initiative developed by Health and Wellbeing Queensland:
Food and nutrition programs and resources for schools - Accessible for all ages*

There are many food and nutrition programs and resources available for Queensland primary schools to support teaching and learning. The information included can assist primary schools select programs and resources suitable for implementation across the five components of Pick of the Crop. https://hw.qld.gov.au/wp-content/uploads/2023/05/HWQld_Pick-of-the-Crop_Programs-for-schools_May-2023.pdf



Pick of the Crop, an initiative developed by Health and Wellbeing Queensland: Fun and nutritious – activities and ideas for Under 8’s day – Accessible for all ages

Promoting a positive food culture in schools, this Under 8's Day resource will assist you with providing fun but nutritious activities to support Pick of the Crop integration into your events and classroom. https://hw.qld.gov.au/wp-content/uploads/2023/04/HWQld_Pick-of-the-Crop_Factsheet_Under-8s-day_2023.pdf



ABC Education: Kids in the Garden / How seeds become plants – Accessible for all ages

Tiny or huge, prickly or smooth, seeds contain everything a plant needs to start a new life. Watch this clip and find out how seeds get around, and what they need to start growing. Presenter Nick Hardcastle will even show you how to grow your own plants from seed. <https://www.abc.net.au/education/kids-in-the-garden-ep-2-how-seeds-become-plants/13633088>



ABC Education: Kids in the Garden / Why Plants Make Fruit – Accessible for all ages

Have you ever wondered why plants make them? Discover an amazing variety of fruits. Learn the secret of these little plant packages and the treasures they protect.

<https://www.abc.net.au/education/kids-in-the-garden-ep-6-why-plants-make-fruit/13605862>



ABC Education: Kids in the Garden / How plants work - Accessible for all ages

Plants are the only living things that can make their own food. They do this during the day while it's light, using a process called photosynthesis, which uses carbon dioxide and produces oxygen. During the day and night plants take in oxygen and release carbon dioxide through respiration. Discover just how important plants are to life on Earth. Find out how we can help plants survive and thrive. <https://www.abc.net.au/education/kids-in-the-garden-ep-5-how-plants-work/13633124>



Junior Landcare: Sow a seed, grow a feed - Accessible for all ages

Engage young learners' senses as they grow food from a seed. They can learn about caring for a living thing, experience the joy of watching something grow and harvesting healthy food. The activity provides opportunities for development of science, sustainability and maths concepts.

https://juniorlandcare.org.au/learning_activity/sow-a-seed-grow-a-feed/



Education Services Australia - Plant Scan - Accessible for all ages

Show an alien how much you know about plant life on Earth. Answer a quiz on plant structure and function. Identify labels for plant parts. Match each plant part with its function.

<https://www.scottle.edu.au/ec/viewing/L31/index.html#plant-parts>



Fresh for Kids / Activities & Games - Accessible for all ages

Access a range of fruit-based colouring in pages, anagrams, dot-to-dot drawings, word searches, and mazes.

<https://www.freshforkids.com.au/kids-corner/activities-and-games.html>



PRE-EXCURSION VIDEO

Primary Industries Education Foundation Australia / Stories about people who produce our food and fibre

Discover different types of grains that are farmed in Australia, how they're produced, and where they end up. <https://www.youtube.com/watch?v=iipJdcpseUs>



POST-EXCURSION ACTIVITIES

Grains Research & Development Corporation / Learning Tools - Accessible for all ages

Australian Grains, Oilseeds, and Pulses Poster

https://ezrwbvk28gx.exactdn.com/wp-content/uploads/2022/11/PIEFA-Aust-Grains-A0-poster_HR28.pdf



Grain Facts for Schools: WHEAT Factsheet

[https://grdc.com.au/_data/assets/pdf_file/0022/367042/Grain-facts-for-schools-wheat.pdf?](https://grdc.com.au/_data/assets/pdf_file/0022/367042/Grain-facts-for-schools-wheat.pdf?utm_source=website&utm_medium=download_link&utm_campaign=pdf_download&utm_term=National&utm_content=Grain%20Facts%20for%20Schools:%20Wheat)

[utm_source=website&utm_medium=download_link&utm_campaign=pdf_download&utm_term=National&utm_content=Grain%20Facts%20for%20Schools:%20Wheat](https://grdc.com.au/_data/assets/pdf_file/0022/367042/Grain-facts-for-schools-wheat.pdf?utm_source=website&utm_medium=download_link&utm_campaign=pdf_download&utm_term=National&utm_content=Grain%20Facts%20for%20Schools:%20Wheat)



ABC Education / ABC Open: Barooga at harvest time - Foundation to Grade 2

Harvest is one of the busiest times for farmers who grow crops. Watch this video to learn about a machine used during harvest and what it does. What happens to the grains after they've been harvested? Why do the farmers need to harvest their crops before the rain comes?



<https://www.abc.net.au/education/abc-open-barooga-at-harvest-time/13963786>

Grains Research & Development Corporation / Introduction to Grains, Oilseeds, and Pulses - Grade 3 to 6

Produced by the GRDC, the Introduction to Oilseeds, Grains and Pulses is a self study or classroom based netquest that sends students on an internet based research quest for answers. Students are challenged to find answer to questions about oilseeds, popular grains, what pulses are, and facts about growing them within Australia.



<https://primezone.edu.au/resource/grains-oilseeds-pulses-netquest/>

Grains Research & Development Corporation / Sunflower Stories - Grade 3 to 4

This exciting and interactive unit of work offers a unique perspective on one of Australia's most fascinating crops – sunflowers. From understanding what sunflowers are and how they are farmed, to exploring the lifecycle of a seed and the process of producing sunflower oil, this lesson plan has it all.



<https://ezrwbvk28gx.exactdn.com/wp-content/uploads/2021/04/Sunflower-Stories-34.pdf>



The GiST / Engineering from Farm to Table - Grade 5 to 6

Students are invited to become food and fibre engineers to research how wheat, the largest agricultural crop in Australia, gets from the farm to the table. They will build and improve models of key agricultural or production technologies.

<https://www.thegist.edu.au/educators/stem-lesson-plans/lessons-for-years-5-6/engineering-from-farm-to-table/>



Australia's Defining Moments Digital Classroom / 'Federation' Wheat - Grade 5 to 6

Wheat was one of the first crops planted by colonists in Australia in 1788. At first, harvests were poor, but soon wheat became Australia's most important crop. However during the 1800s a destructive wheat disease called 'black stem rust' reduced harvests. William Farrer experimented in cross-breeding wheat to produce 'Federation' wheat, the first specifically Australian variety that was resistant to both rust and drought.

<https://digital-classroom.nma.gov.au/defining-moments/federation-wheat-distributed>



PRE-EXCURSION VIDEO

Meet John a Dairy Farmer / Ekka Meet a Farmer w/ Sammie O'Brien

Join Sammie O'Brien as she takes you behind the scenes of Kenilworth Dairies, a working dairy farm and cheese factory. Kenilworth Dairies is owned by John and Margaret Cochrane, their son Kelvin and wife Ronnie. Dairy farmers for many generations, the Cochrane family are passionate about producing quality dairy products for Australians, including their award-winning cheese. <https://youtu.be/VXLG3zoeMxs>



POST-EXCURSION ACTIVITIES

Dairy Australia's Initiative - Discover Dairy Life as a Dairy Cow - Foundation to Grade 2

Life as a dairy cow will spark curiosity in your students so they can investigate and understand more about raising and caring for cows on dairy farms. This inquiry-based learning unit has a series of activities based on content descriptors from the Australian Curriculum in the Science and Design & Technologies learning areas, alongside suggested assessment tasks. <https://www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-foundation--year-2>



Technology from Farm to Plate – Grade 3 to 4

‘Technology - from Farm to Plate’ invites students to explore the role that technology has on dairy farms, including food technologies and production. This inquiry-based learning unit has a series of activities based on content descriptors from the Australian Curriculum for Year 3 and Year 4 Science & Design Technology learning areas. <https://www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-technology-from-farm-to-plate-year-3-and-4>



Sustainable Dairy Farming – Grade 5 to 6

‘From farm to plate: Sustainability’ provides students with the opportunity to explore the farm’s dependence on the rest of the environment to produce milk and care for animals. Students will explore the various farm systems that support this using a project plan to research and present on farm sustainability issues, such as biodiversity, land and water management or solar energy. The goal is for students to make meaning of their learning while using information about dairy farming as a stimulus along the journey. <https://www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-sustainable-dairy-farming-year-5-and-6>



ADDITIONAL RESOURCES - ACCESSIBLE FOR ALL AGES

Australian Dairy Cows

There are many breeds of dairy cows in Australia. Holstein, Jersey and Aussie Red are the most popular, all have distinctive characteristics.

<https://www.dairy.edu.au/information/australian-dairy-cows>



Milk Cycle

Follow the animated journey of how dairy cows make milk. The system of organs and processes involved in the digestion and lactation of a dairy cow are fascinating. How much milk can a dairy cow produce in a day? This animation is designed to compliment the inquiry units and activity ideas

on Discover Dairy. <https://www.dairy.edu.au/resources/interactive-resource/milk-cycle>



PRE-EXCURSION VIDEO

Meet a Kid / Ekka Animal Nursery w/ Laurel Edwards

Laurel chats to Farmer James about kids (baby goats) and their different climbing habits, what they eat, their fleece and more. <https://youtu.be/uQrtJ89xn44>



POST-EXCURSION ACTIVITIES

ABC Education: Pet Superstars – Accessible for all ages

Meet Larissa and her guinea pig called 'Superstar'. Learn how Larissa cares for her guinea pig pets and what her dream is.

<https://www.abc.net.au/education/pet-superstars-guinea-pig-superstar/13822884>



Junior Landcare: What's happening in the habitat? – Grade 1 to 2

We're going to identify animals in their habitats by exploring either your backyard, schoolyard, a local park or some other natural place. Investigate your surroundings to see which animals are sharing the local habitat with you. Use the field guide to help you identify animals in your community.

https://juniorlandcare.org.au/learning_activity/whats-happening-in-the-habitat/



Junior Landcare: Creating a habitat – Grade 3 to 8

Monitoring and care helps provide an understanding of how your garden grows. What does it need to be healthy, to support growth, and be a native habitat?

https://juniorlandcare.org.au/learning_activity/creating-a-wildlife-habitat-monitoring-and-care/



ABC Education: GOAT Maths – 5 different games to be accessible for all ages

ABC Education has a new, fun and exciting way for primary students to practise and extend their mathematical thinking and skills. The GOAT Maths games are perfect for teacher-guided group play, allowing students to play as a class or in small groups as they explore and discuss the maths and the antics of loveable goats.

<https://www.abc.net.au/education/these-maths-games-are-the-greatest-of-all-time/101946832>



Australian Good Meat: Teaching Resources – Accessible for all ages

Developed in collaboration with the Primary Industries Education Foundation Australia, each year band lesson suite includes an overview, six lessons, student activities and a teacher instructional video. There's also a range of fun and educational supplementary materials for use in the classroom.

<https://www.goodmeat.com.au/educational-resources/resources/>



PRE-EXCURSION VIDEO

Meet Nigel a Sheep Farmer / Ekka Meet a Farmer w/ Sammie O'Brien

Sammie pays a visit to Mount Acot Merino Stud in Mitchell, Queensland. There she meets Nigel Brumpton, a wool producer who's been breeding award-winning Merino sheep for all his life. https://youtu.be/hKmf_HbOxUs



POST-EXCURSION ACTIVITIES

Australian Wool Innovation: Learn About Wool – Accessible for all ages
Videos from the Woolmark Company

This Is Wool: <https://youtu.be/3Jk3yZSk-XM>

The Innovator: <https://youtu.be/ZtHZyJTfvHc>



Posters from Learn About Wool

From farm to fashion:

https://www.learnaboutwool.com/globalassets/law/resources/posters/gd2139-a2-education-posters_7.pdf

From the Yarn:

<https://www.learnaboutwool.com/globalassets/law/resources/posters/gd1477-sam-the-lamb-poster-2017.pdf>



Fact Sheets from Learn About Wool

Properties of wool:

https://www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd3262-primary-fact-sheets_m.pdf

Wool is 100% biodegradable:

https://www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd3262-primary-fact-sheets_u.pdf



Worksheets from Learn About Wool

My Sheep Paddock:

<https://www.learnaboutwool.com/globalassets/law/lesson-plans/f/science/needs-of-sheep/my-sheep-paddock.pdf>

Properties of Materials:

<https://www.learnaboutwool.com/globalassets/law/lesson-plans/y4/science/properties-of-wool/worksheets/properties-of-materials.pdf>



PRE-EXCURSION VIDEO

The fruit of the majestic Bunya Pine has been an important part of indigenous culture for thousands of years. Landline looks at how those foods are becoming mainstream and First Nations farmers are part of modern agriculture. <https://www.youtube.com/watch?v=G0f6XNMDb64>



POST-EXCURSION ACTIVITIES

Junior Landcare: Love Letters to the Land - Accessible for all ages

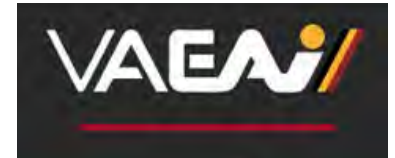
You're going to write a 'Love Letter to the Land'. In this activity, you and your students will participate in an observation and record-taking activity while celebrating the land, water, flora and fauna all around you – and the small actions we can take to protect our local environment. https://juniorlandcare.org.au/learning_activity/love-letters-to-the-land/



Victorian Aboriginal Education Association Incorporated: Aboriginal Food Diorama - Accessible for All Ages

Make a diorama using materials from school, home and the outdoors. Before colonisation in Australia, Aboriginal people hunted, fished or gathered their food from the land, rivers and ocean, but they were always careful not to take too much.

https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/04/food-diorama.MM_FINAL.pdf



ABC Education: Back to Nature Series - Accessible for All Ages

Country has spirit and is sacred: deserving of respect and love. This has been understood by First Nations people for millennia. All the stories in this series are connected by a unifying idea: the land is alive. The land is a being, a living entity.

<https://www.abc.net.au/education/digibooks/back-to-nature/101748144>



Junior Landcare: Local Seasons - Exploring First Nations Weather Knowledge - Accessible to all ages

First Nations people observe the seasons change and they know when it is best to collect food such as fruits or seeds, what type of shelter they would need to make, what clothing they would need to keep warm and when to move from one place to another. This activity introduces children to going outside and experiencing the seasons. https://juniorlandcare.org.au/learning_activity/local-seasons-exploring-first-nations-weather-knowledge/



Australian Bureau of Meteorology / Indigenous Weather Knowledge Interactive Map - Accessible to all ages

Aboriginal and Torres Strait Islander people have developed an intricate understanding of the environment over many thousands of years. Use the Australian Bureau of Meteorology's interactive Indigenous weather map to select Australian communities to view their seasonal calendars. <http://www.bom.gov.au/iwk/index.shtml>



Australian Government
Bureau of Meteorology

Additional Resource:

Use this toolkit to work with the Australian Bureau of Meteorology and your community's First Nations Elders to create your own seasonal weather calendar.

http://www.bom.gov.au/iwk/indigenous_weather_knowledge_toolkit.pdf



Australian Government
Bureau of Meteorology

Aussie Childcare Network: Australian Bush Tucker Flashcards - Foundation to Grade 2

First Nations people have been grazing on bush tucker for thousands of years and have a symbiotic relationship with the land, and have lived off the native flora and fauna for many generations. Access these free Australian bush tucker flashcards and quiz your class!

<https://aussiechildcarenetwork.com.au/printables/downloads/category/940-download-bush-tucker-food-flashcards>



ABC Education: Bruce Pascoe: Aboriginal Agriculture, Technology, and Ingenuity - Grade 5 to 6

By looking at scientific research, archival footage and the journals of early explorers, we learn about the vast agricultural fields, ingenious aquaculture systems, sophisticated use of fire and successful industries that existed in Australia prior to colonisation.

<https://www.abc.net.au/education/digibooks/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity/101734320>



PRE-EXCURSION ACTIVITY (MORNING TEA TALK)

Department of Agriculture & Fisheries (DAF) - Drone: exciting times for agriculture

Marcus Bulstrode works with the Coastal Farming Systems team at DAF and has been using drones for a few years to assist growers to understand their farms better. Drones can help growers become aware of the differences within paddocks and by understanding variability within the paddock, growers are then able to selectively target poorer areas and use herbicides and nutrients to best effect, reducing run-off and costs.



<https://www.abc.net.au/education/digibooks/back-to-nature/101748144>



Ekka

EDUCATION

INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) won 22 awards in the 2023 International Fairs & Expos (IAFE) Awards.

IAFE has more than 1,000 members representing agricultural fairs from the United States, Canada, the United Kingdom, and Australia.

These awards represent the continued dedication the Ekka plays in bridging the country city divide, and educating the next generation on the essential role farming and agriculture plays in their everyday lives.



www.ekka.com.au