



ROYAL QUEENSLAND SHOW

SCARECROW OUTLAWS AND GARDEN GUARDIANS

SCHOOL SCARECROW COMPETITION



Foundation - 6

West Network
 Australia's Leading
 Friends of the Farm Team Years 3-6
 2023
 Wood of the Week - Copping Star
 Recycled and upcycled parts
 • White fabric tube
 • Doll eyes
 • Up-cycled twine
 • Spooled fabric, red and coral
 • Industrial water container
 • Paper and wood scraps
 • Recycled and upcycled parts
 • Recycled twine
 • Old clothes for shoes
 • recycled water hose
 • up shop bag

Ekka
 FIRST PRIZE
 RNA
 FRIENDS OF THE FARM TEAM YEARS 3-6
 2023
 Terry the Tennis Champion
 Recycled and upcycled parts
 • White fabric tube
 • Doll eyes
 • Up-cycled twine
 • Spooled fabric, red and coral
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COMPETITION OVERVIEW

School Scarecrow Competition

Building a scarecrow offers a creative and engaging learning opportunity for Queensland primary school students.

This activity touches on various curriculum areas such as Humanities and Social Sciences (HASS), The Arts, English, Science, and Mathematics, allowing students to explore cultural, environmental, and artistic themes while developing practical skills. This activity fosters creativity, collaboration, and problem-solving while also connecting students to Queensland's agricultural heritage.



IMPORTANT CONTACTS

Competition Enquiries

entries@rna.org.au

Education Content Enquiries

education@ekka.com.au

Ekka School & Group Bookings Enquiries

groupbookings@ekka.com.au



2026 THEME

“Scarecrow Outlaws and Garden Guardians”

This year's School Scarecrow competition invites students to explore the imaginative world of Scarecrow Outlaws and Garden Guardians. Drawing inspiration from the whimsical and mysterious characters that might roam gardens or protect them, students are encouraged to create scarecrows that embody either mischievous outlaws or noble guardians of the garden realm. Whether it's a rogue scarecrow with a wild backstory or a heroic figure defending the veggie patch, this theme invites creativity, storytelling, and a touch of fantasy.

Using a "Scarecrow Outlaws and Garden Guardians" theme for the school scarecrow competition aligns with several aspects of the Queensland Primary School Curriculum, particularly in areas related to The Arts, English, Humanities and Social Sciences (HASS), and Design and Technologies. It encourages students to explore character development, visual storytelling, and sustainability through hands-on creation.





CURRICULUM ALIGNMENT

FOUNDATION

Achievement Standard

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They demonstrate personal and social skills to interact respectfully with others.

Science: Science Understanding

Describe how objects move and how factors including their size, shape or material influence their movement ([AC9SFU02](#))

Design and Technologies: Designing and Making

generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose ([AC9TDEFP01](#))

English: Creating Literature

retell and adapt familiar literary texts through play, performance, images or writing ([AC9EFLE05](#))

English: Analysing, interpreting and evaluating

Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently ([AC9EFLY05](#))



Creative and critical thinking



Literacy



Personal and social capability



Sustainability



Aboriginal and Torres Strait Islander histories and cultures



CURRICULUM ALIGNMENT

YEAR 1

Achievement Standard

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts. Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.

Visual Arts: Developing Practices and Skills

Experiment and play with visual conventions, visual arts processes and materials ([AC9AVA2D01](#)).

Visual Arts: Creating and Making

Use visual conventions, visual arts processes and materials to create artworks ([AC9AVA2C01](#)).

Design and Technologies: Technologies and Society

Use materials, components, tools, equipment and techniques to safely make designed solutions ([AC9TDE2P02](#)).

Design and Technologies: Collaborating and Managing

Sequence steps for making designed solutions cooperatively ([AC9TDE2P04](#)).

English: Literature

Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators ([AC9E1LE01](#)).



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CURRICULUM ALIGNMENT

YEAR 2

Achievement Standard

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts. Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.

English: Literature

Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators ([AC9E2LE01](#))

English: Literacy

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning ([AC9E2LY05](#))

Design and Technologies: Technologies and Society

Use materials, components, tools, equipment and techniques to safely make designed solutions ([AC9TDE2P02](#)).

Design and Technologies: Collaborating and Managing

Sequence steps for making designed solutions cooperatively ([AC9TDE2P04](#)).



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CURRICULUM ALIGNMENT

YEAR 3

Achievement Standard

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe how stories are developed through characters and/or events. They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts.

HASS: History

Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals ([AC9HS3K02](#))

HASS: Geography

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning ([AC9HS3K03](#))

English: Literature

discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators ([AC9E3LE01](#)) create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts ([AC9E3LE05](#))



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Intercultural understanding



CURRICULUM ALIGNMENT

YEAR 4

Achievement Standard

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments.

HASS: History

The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place ([AC9HS4K01](#))

The experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony ([AC9HS4K03](#))

The effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion ([AC9HS4K03](#))

English: Literature

Recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors ([AC9E4LE01](#))

Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions ([AC9E4LE03](#))



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Intercultural understanding



CURRICULUM ALIGNMENT

YEAR 5

Achievement Standard

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts.

HASS: History

The economic, political and social causes of the establishment of British colonies in Australia after 1800 ([AC9HS5K01](#))

The impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment ([AC9HS5K02](#))

The role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony ([AC9HS5K03](#))

English: Literature

Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters ([AC9E5LE03](#))

Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced ([AC9E5LE05](#))



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Intercultural understanding



CURRICULUM ALIGNMENT

YEAR 6

Achievement Standard

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts.

HASS: History

Significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government ([AC9HS6K01](#))

Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children ([AC9HS6K02](#))

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](#))

English: Literature

Identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors ([AC9E6LE01](#))



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CLASSROOM RESOURCES

Visual Storytelling - Foundation - Year 2

How do illustrations contribute to storytelling? In this K-2 lesson, students will examine how illustrations contribute to the telling of a story. Through picture books (without words), students will discuss and interpret details about the characters, setting, and plot. Students will create illustrations to accompany a text and then write text to accompany illustrations.

kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/k-2/visual-storytelling/



Aesop's Fables: Comedy & Tragedy Masks - Foundation - Year 2

How do characters from fables express their thoughts and feelings in comedy and tragedy plays? In this K-2 lesson, students will listen to and/or read Aesop's time-honored tales to create Greek-inspired theater masks and perform fables. Students will develop insights into human nature and make a connection between ancient Greek culture and their own contemporary culture.

kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/k-2/aesops-fables-comedy--tragedy-masks/



The Tale of Peter Rabbit - Foundation - Year 2

The quintessential cautionary tale, The Tale of Peter Rabbit warns naughty children about the grave consequences of misbehaving. When Mrs. Rabbit beseeches her four furry children not to go into Mr. McGregor's garden, the impish Peter naturally takes this as an open invitation to create mischief. He quickly gets in over his head, when he is spotted by farmer McGregor himself.

storylineonline.net/books/peter-rabbit/



Garden detective: Australian garden - Foundation - Year 2

Search for small creatures in an Australian garden. Find animals such as a scorpion, a lacewing and a cicada. Have a close look at their body parts. Identify groups of creatures that have similar body features such as wings or number of legs. Return all the animals to their habitats. This content is also suitable for use on tablet devices.

scootle.edu.au/ec/viewing/L699/index.html





CLASSROOM RESOURCES

The Bushrangers of Australia - Years 3 - 6

John Wayne, Bonnie and Clyde, Robin Hood, Han Solo . . . popular figures hailed as heroes, whether good or bad. How do we choose our heroes? Ride with some of Australia's past outlaws and folk heroes!

elephango.com/index.cfm/pg/k12learning/lcid/12289/The_Bushrangers_of_Australia



Defining Moments in Australian History - Years 3 - 6

This extensive web-based resource examines events, people and places of profound significance to the Australian people and their personal, community and national histories. The resource includes a list of 100 'defining moments' identified by historians supported by background information, images, video and links to the museum's collection. The resource also includes a process through which people can nominate other 'moments' in Australian history to be added to the collection. School users can navigate the collection via curriculum subject, year level as well as topics, places and timeline.

nma.gov.au/defining-moments



Patrick Brennan: the legend of Ned Kelly - Years 4 - 6

Play the role of a reporter in 1881. Produce a feature article for a newspaper about the life of Ned Kelly. Review a brief history. Interview his friends and enemies. Gather evidence of social and political influences that affected Ned Kelly's life. Compile an article that explores the myth and decide whether Ned Kelly was a hero, villain or something in between.

scottle.edu.au/ec/viewing/L363/L363/index.html#



Education
Services
Australia

Bushrangers - Years 5 - 6

Explore Australia's complicated relationship with bushrangers, and learn how bushranging changed across more than 100 years of history.

abc.net.au/education/digibooks/bushrangers/102761206



Were bushrangers villains or heroes? - Years 5 - 6

During the colonial period bushrangers committed serious crimes. However, to some people they might have seemed impressive.

mhnsw.au/stories/general/were-bushrangers-villains-or-heroes/



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learning to life through the Ekka experience.*



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ROYAL QUEENSLAND SHOW



INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) is recognised for its excellence, over many years, by winning numerous awards at the 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.



ekka.com.au