

# Ekka

ROYAL QUEENSLAND SHOW

## CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

### RURAL DISCOVERY DAY



*Foundation - 6*

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# EXCURSION OVERVIEW

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

The engaging, educational program 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.

# 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*

[BAlexander@rna.org.au](mailto:BAlexander@rna.org.au)

*Education Content Enquiries*

[education@ekka.com.au](mailto:education@ekka.com.au)



# RURAL DISCOVERY DAY SNEAK PEAK

Come with us on an exciting ag-venture! Our Ekka TV from the 2025 and 2024 Rural Discovery Day showcases the amazing, sensory opportunities for students at this excursion. Please Note: the sessions are changed year on year!

*Milking a Cow: Dairy & Cream Edition* 🐄🥛🌟



*Students Build a Scarecrow* 🧑🌾



*Students Learn About Agriculture | Ekka TV Rural Discovery Day 2024*



# PROPOSED ACTIVITIES

Rural Discovery Day includes six immersive agricultural activities linked to curriculum with classroom resources. The sessions are QLD Beef, Wool Workshop, Journey of an Egg, Horticulture, Sugarcane and Worms - Composting.

## RURAL DISCOVERY DAY SESSIONS



### *QLD Beef Up Close Session*

Students will explore different cattle breeds, gain insights into farming practices, and enjoy hands-on opportunities to connect with the animals and the people in the industry.



### *Wool Workshop Session*

Students will explore the journey of wool from sheep to yarn in this hands-on workshop. They'll meet the animals, sort fleece, and try traditional techniques like carding, spinning, and weaving on a hand loom, finishing with a colourful wool bracelet to take home.



### *Journey of an Egg Session*

Students will discover the nutritional benefits of eggs, from their high protein content to essential vitamins and minerals. They'll experiment with flavours and ingredients to create a simple, open-faced sandwich that's both healthy and uniquely their own.



### *Funky Food - Horticulture Session*

Students will explore essential water conservation techniques for farming and have the opportunity to try some Funky Fruit & Vegetables, giving them a hands-on reminder of sustainable practices and the importance of responsible food sourcing.



### *Sugarcane Session*

Students will explore the sweet journey of sugar—from paddock to packet—tasting, touching, and discovering how sugarcane is grown, processed, and reused. They'll learn how every part of the plant is valued and plant their own sugarcane to take home.



### *Worms - Composting Session*

Students will explore how composting with worms helps improve soil health and contributes to sustainable farming. They'll learn practical steps for composting at home or in the school garden.



# CURRICULUM ALIGNMENT

## FOUNDATION

### *Achievement Standard*

Students recognise the features of familiar places, why some places are special to people and the ways they can care for them. By the end of Foundation students group plants and animals based on external features. They describe the observable properties of the materials that make up objects. They share questions, predictions, observations and ideas about their experiences with others. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They follow steps and use materials and equipment to safely make a designed solution. They demonstrate personal and social skills to interact respectfully with others. Students identify the benefits of being physically active and how rules make play fair and inclusive.

### *HASS*

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

### *Science*

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

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

### *Design and Technologies*

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

### *Health and Physical Education*

Practice personal and social skills to interact respectfully with others ([AC9HPFP02](#))

Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active ([AC9HPFM03](#))



*Creative and critical thinking*



*Ethical understanding*



*Sustainability*



*Personal and social capacity*



*Literacy*





# CURRICULUM ALIGNMENT

## YEAR 1

### *Achievement Standard*

They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people. By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. Students develop and apply rules while collaborating with others in a range of movement contexts.

### *HASS*

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 Australians ([AC9HS1K04](#))

### *Science*

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](#)).

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

### *Design and Technologies*

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

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

### *Health and Physical Education*

Co-construct and apply rules to promote fair play in a range of physical activities ([AC9HP2M04](#))

Apply strategies to work collaboratively when participating in physical activities ([AC9HP2M05](#))



*Creative and critical thinking*



*Ethical understanding*



*Sustainability*



*Personal and social capacity*



*Literacy*





## YEAR 2

### *Achievement Standard*

They identify the effects of changes in technologies on people’s lives. They identify how people and places are interconnected both at local and broader scales. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. Students develop and apply rules while collaborating with others in a range of movement contexts.

### *HASS*

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](#))

Develop questions about objects, people, places and events in the past and present ([AC9HS2S01](#))

### *Design and Technologies*

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

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

### *Health and Physical Education*

Co-construct and apply rules to promote fair play in a range of physical activities ([AC9HP2M04](#))

Apply strategies to work collaboratively when participating in physical activities ([AC9HP2M05](#))



*Creative and critical thinking*



*Ethical understanding*



*Sustainability*



*Personal and social capacity*



*Literacy*





## YEAR 3

### *Achievement Standard*

By the end of Year 3, students describe the causes, effects and contributions of people to change. Students propose actions or responses. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions.

### *HASS*

Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes ([AC9HS3K01](#))  
The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features ([AC9HS3K05](#))

### *Science*

Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals ([AC9S3U01](#))  
Compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources ([AC9S3U02](#))

### *Design and Technologies*

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs ([AC9TDE4K01](#))  
Describe the ways of producing food and fibre ([AC9TDE4K03](#))  
Describe the ways food can be selected and prepared for healthy eating ([AC9TDE4K04](#))  
Explore needs or opportunities for designing, and test materials, components, tools, Equipment and processes needed to create designed solutions ([AC9TDE4P01](#))  
Sequence steps to individually and collaboratively make designed solutions ([AC9TDE4P05](#))

### *Health and Physical Education*

Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours ([AC9HP4P09](#))  
Participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation ([AC9HP4M05](#))



*Creative and critical thinking*



*Ethical understanding*



*Sustainability*



*Personal and social capacity*



*Literacy*





# CURRICULUM ALIGNMENT

## YEAR 4

### *Achievement Standard*

Students describe the importance of environments, and sustainable allocation and management of resources. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment.

### *HASS*

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 Australians have for Country/Place ([AC9HS4K06](#))

### *Science*

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

### *Design and Technologies*

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

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

Describe the ways food can be selected and prepared for healthy eating ([AC9TDE4K04](#))

Explore needs or opportunities for designing, and test materials, components, tools, Equipment and processes needed to create designed solutions ([AC9TDE4P01](#))

Sequence steps to individually and collaboratively make designed solutions ([AC9TDE4P05](#))

### *Health and Physical Education*

Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours ([AC9HP4P09](#))

Participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation ([AC9HP4M05](#))



*Creative and critical thinking*



*Ethical understanding*



*Sustainability*



*Personal and social capacity*



*Literacy*





## YEAR 5

### *Achievement Standard*

By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth's surface. They explain the nature of resources, and how they meet needs and wants. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities. By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability.

### *HASS*

The influence of people, including First Nations Australians 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](#))

### *Science*

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

### *Design and Technologies*

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

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

explain how the characteristics of foods influence selection and preparation for healthy eating ([AC9TDE6K04](#))

### *Health and Physical Education*

investigate different sources and types of health information and how these apply to their own and others' health choices ([AC9HP6P09](#))

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities ([AC9HP6P10](#))



*Creative and critical thinking*



*Ethical understanding*



*Sustainability*



*Personal and social capacity*



*Literacy*





## YEAR 6

### *Achievement Standard*

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. They explain the geographical diversity of places and the effects of interconnections with other countries. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. By the end of Year 6 students explain how changes in physical conditions affect living things. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions.

### *HASS*

Australia's interconnections with other countries and how these change people and places ([AC9HS6K05](#))

Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices ([AC9HS6K08](#))

### *Science*

Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions ([AC9S6U01](#))

### *Design and Technologies*

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

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

explain how the characteristics of foods influence selection and preparation for healthy eating ([AC9TDE6K04](#))

### *Health and Physical Education*

investigate different sources and types of health information and how these apply to their own and others' health choices ([AC9HP6P09](#))

analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities ([AC9HP6P10](#))



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# CLASSROOM RESOURCES

## QLD BEEF EXPERIENCE

### *Meet John a Beef Cattle Farmer / Meet a Farmer w/ Sammie O'Brien*

Join our host Sammie O'Brien as she introduces you into the lives of one of Queensland's unspoken heroes – John a farmer from Kandanga Valley Stud in the Mary Valley, Queensland.

[youtube.com/watch?v=U9I8\\_RK4ZK4](https://www.youtube.com/watch?v=U9I8_RK4ZK4)



### *Australian Good Meat Education*

Discover Australian Good Meat Education school resources supporting Foundation to Year 12 classrooms with curriculum-linked learning! Free to access these innovative materials will spark student curiosity as they explore real-world practices and gain an up-to-date understanding of the paddock to plate supply chain, sustainable production, technology and innovation, careers, advertising and marketing, health and nutrition and more!

[www.goodmeat.com.au/educational-resources/](http://www.goodmeat.com.au/educational-resources/)



Australian Good Meat Education is an initiative of





# CLASSROOM RESOURCES

## QLD BEEF EXPERIENCE (CONT.)

### *Visiting the Farm - Foundation - 2*

Years F - 2 'Visiting the farm' is a cross-curriculum unit, focused on the Design and Technologies, Science, Mathematics, English, HASS and associated elaborations. Sustainability as a cross-curriculum priority is emphasised, valuing the importance of environment in supporting and maintaining human life. Topics include Living things on the farm; Life cycles on the farm; Depending on each other; Livestock on the farm; Modelling changes on the farm; and Technology and food from the farm.

[goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/f-2/gme-teacher-f-2-lesson-overview-v1.pdf](http://goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/f-2/gme-teacher-f-2-lesson-overview-v1.pdf)



Australian Good Meat Education is an initiative of



### *Life on the Farm - Year 3 - 4*

This resource is a cross curriculum unit, focused on Design and Technologies, Science, and many other areas of the curriculum. Sustainability as a cross-curriculum priority is also emphasised. Topics include Living things on the farm; Life cycles on the farm; Depending on each other; Livestock on the farm; Modelling changes on the farm; and Technology and food from the farm.

[goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/3-4/gme-teacher-3-4-lesson-overview-v1.pdf](http://goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/3-4/gme-teacher-3-4-lesson-overview-v1.pdf)



Australian Good Meat Education is an initiative of



### *From the Paddock to the Plate - Year 5 - 6*

This resource is a cross curriculum unit, focused on Design and Technologies, Maths, and some other areas of the curriculum. Sustainability as a cross-curriculum priority is also emphasised. Topics include All about adaptations; From paddock to plate; Safety, sustainability and technology; The farming environment; Safe food preparation; and Healthy eating and nutrition.

[goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/5-6/gme-teacher-5-6-lesson-overview-v1.pdf](http://goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/5-6/gme-teacher-5-6-lesson-overview-v1.pdf)



Australian Good Meat Education is an initiative of





# CLASSROOM RESOURCES

## WOOL WORKSHOP

*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.



*Learn About Wool - Accessible for All Ages*

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

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





# CLASSROOM RESOURCES

## WOOL WORKSHOP (CONT.)

### *Sam the Lamb - Does Wool Burn - Accessible for All Ages*

Have you ever compared the flammability of different fabrics? Join Sam the Lamb in our science lab to test which fabrics burn easily and which fabrics are the most flame resistant. Sam and his science team, Professors Madeleine and Daisy, test the flammability of a range of synthetic and natural fabrics including polyester, polar fleece, cotton and wool.

[youtube.com/watch?v=J-GGYNmklKw](https://www.youtube.com/watch?v=J-GGYNmklKw)



### *Sam the Lamb - Properties of Wool - Accessible for All Ages*

Join Sam the Lamb to discover the amazing properties of wool — a versatile, renewable and biodegradable natural fibre people have been using for thousands of years to make textiles, clothing and insulation. Explore how wool can stretch and return to its natural shape when you are wearing it, can keep you warm when it's cool and keep you cool when it's hot. Discover why wool is safe to wear around campfires and in the sun, and how wool can manage moisture from your body to keep you dry and odour free when you play sport. Wool is even stain resistant, making it an easy care option for Mum and Dad.

[youtube.com/watch?v=jbfTmJ1ldRo](https://www.youtube.com/watch?v=jbfTmJ1ldRo)



### *Sam the Lamb - What is Wool - Accessible for All Ages*

Where does wool come from? Take a trip to the farm with Sam the Lamb to discover how sheep produce wool, just like we grow hair on our head. Find out how wool protects sheep from all kinds of weather. Explore how wool looks and feels and how woolgrowers harvest their sheep's woolly fleece each year...and how it grows back again!

[youtube.com/watch?v=HanHq0auWNU](https://www.youtube.com/watch?v=HanHq0auWNU)



### *Sam the Lamb - The Needs of Sheep - Accessible for All Ages*

Meet Dougal, Jock and Lucy and their pet sheep 'Twinkletoes'. Join this wool-producing family as they show where their sheep live, what they eat and drink and how they 'chew their cud'. Find out what a herbivore is, and how many stomachs sheep have...you'll be amazed. Learn about rotational grazing and how farmers look after their sheep and their pastures and ensure they have plenty of shelter in their paddocks.

<https://www.youtube.com/watch?v=vCx11eQKD-o>





# CLASSROOM RESOURCES

## WOOL WORKSHOP (CONT.)

### *Posters - Accessible for All Ages*

From farm to fashion: [learnaboutwool.com/globalassets/law/resources/posters](https://www.learnaboutwool.com/globalassets/law/resources/posters)

From the Yarn: [learnaboutwool.com/globalassets/law/resources/posters](https://www.learnaboutwool.com/globalassets/law/resources/posters)

LEARN  
ABOUT  
WOOL

### *Fact Sheets - Accessible for All Ages*

Properties of wool: [learnaboutwool.com/globalassets/law/resources/factsheets/](https://www.learnaboutwool.com/globalassets/law/resources/factsheets/)

Wool is biodegradable: [learnaboutwool.com/globalassets/law/resources/factsheets/](https://www.learnaboutwool.com/globalassets/law/resources/factsheets/)

LEARN  
ABOUT  
WOOL

### *Worksheets - Accessible for All Ages*

My Sheep Paddock: [www.learnaboutwool.com/globalassets/law/lesson-plans/](https://www.learnaboutwool.com/globalassets/law/lesson-plans/)

Properties of Materials: [learnaboutwool.com/globalassets/law/lesson-plans](https://www.learnaboutwool.com/globalassets/law/lesson-plans/)

LEARN  
ABOUT  
WOOL





# CLASSROOM RESOURCES

## KIDS GET COOKING - EGGS!

### *Meet a Chick / Ekka Animal Nursery w/ Laurel Edwards*

Laurel Edwards sits down for a chat with Farmer James about tiny and fluffy baby chicks in the Animal Nursery.

[youtu.be/N\\_dtdHy37ws](https://youtu.be/N_dtdHy37ws)



### *Helping Hands - Foundation*

In this lesson, students will learn about the places people live in and belong to. They will learn about children living on farms and the important daily roles they play. They will be able to identify familiar features on a farm and understand why egg farms are important to people.

[australianeggs.org.au/education/primary/helping-hands-children-at-home-on-the-farm](https://australianeggs.org.au/education/primary/helping-hands-children-at-home-on-the-farm)





# CLASSROOM RESOURCES

## KIDS GET COOKING - EGGS! (CONT.)

### *Looking After Hens and Chicks - Foundation - 2*

This short video explores how John the farmer looks after the hens on his farm to produce delicious eggs for people all over Australia! Students will learn what hens and chicks need to stay healthy plus why eggs are so good for our bodies and a sneak peek into what happens on an egg farm. Consider using the Teachers Notes questions below the video to provoke student curiosity and encourage further thinking about the egg industry.

[australianeggs.org.au/education/primary/looking-after-hens-and-chicks](http://australianeggs.org.au/education/primary/looking-after-hens-and-chicks)



### *Eggs-actly where do eggs come from? - Year 1*

In this lesson students will learn to describe displays by identifying categories of animals and the quantity and appearance of their eggs. They will represent data relating to hens and eggs laid on farms in Australia.

[australianeggs.org.au/education/primary/eggs-actly-where-do-the-eggs-we-eat-come-from](http://australianeggs.org.au/education/primary/eggs-actly-where-do-the-eggs-we-eat-come-from)



### *What's inside an egg? - Year 2*

In this lesson students will identify the parts of an egg and the nutrients within. They will explore the different life stages of animals, such as the process of egg laying. Students will learn about how hens grow, change and have offspring similar to themselves. They will be able to determine the difference between unfertilised and fertilised eggs.

[australianeggs.org.au/education/primary/its-gooey-but-what-is-actually-inside-an-egg](http://australianeggs.org.au/education/primary/its-gooey-but-what-is-actually-inside-an-egg)



### *From Farm to Fridge - Year 3 - 4*

Help your students understand what goes on behind the scenes at an Australian egg farm with this video featuring egg farmer John from Tasmania. Students will learn more about each stage of the farm to fridge journey, and who is involved in getting eggs from the hen to our houses, including how he implements quality control. Consider using the Teachers Notes questions below the video to provoke student curiosity and encourage further thinking about the egg industry.

[australianeggs.org.au/education/primary/from-farm-to-fridge](http://australianeggs.org.au/education/primary/from-farm-to-fridge)





## CLASSROOM RESOURCES

### KIDS GET COOKING - EGGS! (CONT.)

#### *To lay or not to lay? - Year 3*

This lesson introduces the concept that living things can be grouped according to factors affecting reproduction. Students will predict physical and environmental variables connected to the reproductive output of a hen's unfertilised eggs.

[australianeggs.org.au/education/primary/to-lay-or-not-to-lay-what-makes-a-hen-happy](http://australianeggs.org.au/education/primary/to-lay-or-not-to-lay-what-makes-a-hen-happy)



#### *Sustainable Egg Farms - Year 4*

Every human activity affects the environment in some way. In this lesson, students will learn how Australian farmers work to create efficient and sustainable practices to ensure little impact upon their neighbours and the surrounding environment.

[australianeggs.org.au/education/primary/sustainability-egg-farmers-are-doing-their-bit](http://australianeggs.org.au/education/primary/sustainability-egg-farmers-are-doing-their-bit)



#### *A Day On The Farm: Farming Ethics & Farm Management - Year 5 - 6*

Explore the Australian egg industry's place within our country's food production and management with Farmer John Sattler from Pure Foods, an egg farm in Tasmania. This video shows how farmers consider the welfare of their animals in their daily practices, and how farmers may use technologies to make their farming more efficient and sustainable. John talks about how he manages his farm while ensuring the best quality and value eggs possible for his consumers and how natural disasters might affect the way he makes decisions.

[www.australianeggs.org.au/education/primary/farming-ethics-and-farm-management](http://www.australianeggs.org.au/education/primary/farming-ethics-and-farm-management)



#### *The Big Egg Debate - Year 5*

In this lesson students will review the three main types of commercial egg farm systems used throughout Australia. They will formulate arguments for and against each farming system and take part in a debate with their classmates.

<https://www.australianeggs.org.au/education/primary/the-big-egg-debate>





## CLASSROOM RESOURCES

### KIDS GET COOKING - EGGS! (CONT.)

#### *The Power of Choice. - Year 5*

In this lesson students will be introduced to the three main types of commercial egg farming systems used throughout Australia. They will learn about the challenges surrounding supply and demand and the importance of understanding consumer choices.

[australianeggs.org.au/education/primary/customer-choices-a-fit-for-everyone](http://australianeggs.org.au/education/primary/customer-choices-a-fit-for-everyone)



#### *What About Welfare? - Year 6*

In this lesson students will understand how the growth and survival of a hen is affected by the physical conditions of its environment. They will gain knowledge of the ways in which egg farmers care for their hens and how the Government enforces strict guidelines to ensure the safety and wellbeing of egg laying hens.

[australianeggs.org.au/education/primary/animal-welfare-what-it-is-all-about](http://australianeggs.org.au/education/primary/animal-welfare-what-it-is-all-about)





## CLASSROOM RESOURCES

### FUNKY FOOD - HORTICULTURE

*Meet Rob - A veggie farmer from Kalbar, QLD - Fresh stories from the farm*

Rob is a third generation farmer and founding director of Kalfresh Vegetables, one of Queensland's leading vegetable production companies. Rob is passionate about local produce and sustainability and established Kalfresh as a way to create a better farming future for our community, consumers and the environment. Kalfresh products can be found in your local supermarkets.

<https://www.youtube.com/watch?v=QOeulejTAgA>



*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.

[www.abc.net.au/education/kids-in-the-garden-ep-2-how-seeds-become-plants/](http://www.abc.net.au/education/kids-in-the-garden-ep-2-how-seeds-become-plants/)





## CLASSROOM RESOURCES

### FUNKY FOOD - HORTICULTURE (CONT.)

#### *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.

[www.abc.net.au/education/kids-in-the-garden-ep-6-why-plants-make-fruit/](http://www.abc.net.au/education/kids-in-the-garden-ep-6-why-plants-make-fruit/)



#### *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.

[www.abc.net.au/education/kids-in-the-garden-ep-5-how-plants-work/](http://www.abc.net.au/education/kids-in-the-garden-ep-5-how-plants-work/)



#### *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.

[scottle.edu.au/ec/viewing/L31/index.html#plant-parts](http://scottle.edu.au/ec/viewing/L31/index.html#plant-parts)



#### *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.

[juniorlandcare.org.au/learning\\_activity/sow-a-seed-grow-a-feed/](http://juniorlandcare.org.au/learning_activity/sow-a-seed-grow-a-feed/)



#### *Primary Years Curriculum Resources - Accessible for All Ages*

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

[freshforkids.com.au/kids-corner/activities-and-games.html](http://freshforkids.com.au/kids-corner/activities-and-games.html)





# CLASSROOM RESOURCES

## SUGARCANE - CANEGROWERS

### *Sugarcane - Paddock to Packet*

Join George the Farmer and his mates Simone and Shaun as they head north to sunny Queensland to learn all about sugarcane – one of Australia’s sweetest and most sustainable crops!

Discover how sugarcane grows, how it’s harvested and milled, and how Aussie farmers are using innovation and technology to protect the environment while producing one of the world’s most versatile plants. From sugar and animal feed to electricity, fuel and even biodegradable plastics, you’ll be amazed at all the incredible things that come from sugarcane!

<https://www.youtube.com/watch?v=VvCumaNqItU>



### *Learn About Sugarcane - Accessible for all Ages*

Sugarcane is an important rural industry for Australia, worth \$2.5 billion to the economy annually. Approximately 3,700 cane farm businesses grow 30 million tonnes of cane each year.

[canegrowers.com.au/information-hub/learn-about-sugarcane-2](http://canegrowers.com.au/information-hub/learn-about-sugarcane-2)



CANEGROWERS





# CLASSROOM RESOURCES

## SUGARCANE - CANEGROWERS (CONT.)

### *Educational Posters - Accessible for All Ages*

Features of the Sugarcane Plant:

[canegrowers.com.au/uploads/Education/Features-of-a-Cane-Plant\\_A2-poster.pdf](https://canegrowers.com.au/uploads/Education/Features-of-a-Cane-Plant_A2-poster.pdf)

One Plant Many Products – Supply Chain Poster:

[canegrowers.com.au/uploads/Education/One-Plant-Many-Products.pdf](https://canegrowers.com.au/uploads/Education/One-Plant-Many-Products.pdf)



CANEGROWERS

### *One Plant, Many Products - Grade 5 -6*

With the “Sugarcane: One Plant, Many Products” course by CANEGROWERS, students will embark on a journey of discovery, exploring the versatile nature of sugarcane.

[primezone.edu.au/resource/sugarcane-one-plant-many-products/](https://primezone.edu.au/resource/sugarcane-one-plant-many-products/)



CANEGROWERS

### *Canegrowers: Planet Shapers - Accessible for All Ages*

Queensland’s cane growers are celebrated for their ingenuity and innovation on Planet Shapers, a TV show sharing stories of innovation and adaptability from across Australia.

[youtube.com/watch?v=Qv63qg8LLDY](https://youtube.com/watch?v=Qv63qg8LLDY)



CANEGROWERS

### *Cane-mation - Accessible for All Ages*

This is a multi-plane stop-motion animated short film about the sugar cane industry and highlights changes in farming practices as part of the Reef Rescue program.

[youtube.com/watch?v=umr-Yk3i9o0](https://youtube.com/watch?v=umr-Yk3i9o0)



CANEGROWERS





# CLASSROOM RESOURCES

## WORMS - COMPOSTING

### *Kids Compost - Local Land Services NSW*

Composting is a vital practice that turns everyday waste into valuable resources. Discover how food scraps and garden waste can be transformed into nutrient-rich compost. Join experts Rob Niccol and Peter Conasch as they guide us through the process and share the benefits of composting in our communities and farms.

[youtube.com/watch?v=F9y64FLFYro](https://youtube.com/watch?v=F9y64FLFYro)



### *Junior Landcare: Creating Compost- Accessible for all ages*

You're going to create your very own compost! This activity will guide you through the simple steps needed to transform everyday waste into nutrient-rich soil.

[youtube.com/watch?v=G0f6XNMDb64](https://youtube.com/watch?v=G0f6XNMDb64)





# CLASSROOM RESOURCES

## WORMS - COMPOSTING (CONT.)

### *Soil - More than Just Dirt - Accessible for All Ages*

Explore different soil textures and uncover their unique properties! In this hands-on activity, children will engage in simple soil testing to understand how each type of soil contributes to plant growth. By learning about the characteristics of sandy, clay, and loamy soils, kids will gain a deeper appreciation for the vital role that soil plays in nurturing our plants and ecosystems. Let's dig in and discover the wonders beneath our feet!

[juniorlandcare.org.au/learning\\_activity/soil-more-than-just-dirt/](https://juniorlandcare.org.au/learning_activity/soil-more-than-just-dirt/)



### *Investigating the Soil Food Web - Accessible for All Ages*

In every square meter of soil, millions of organisms thrive, forming what we call the soil food web. This intricate system recycles nutrients, making them available for plant growth. For many children and educators, the concept of the soil food web might be a new and exciting discovery. This activity encourages hands-on exploration of soil samples to uncover evidence of these tiny organisms.

[juniorlandcare.org.au/learning\\_activity/investigating-the-soil-food-web/](https://juniorlandcare.org.au/learning_activity/investigating-the-soil-food-web/)



### *Creating a Worm Farm - Accessible for All Ages*

Food and gardening scraps thrown into household bins becomes landfill. When food waste breaks down in landfill, it emits greenhouse gases including methane gas which traps heat in our atmosphere. Diverting this organic waste from landfill and into a worm farm or composting system is great for your garden and for our planet. Worms can turn garden waste into rich fertilizer.

[juniorlandcare.org.au/learning\\_activity/creating-a-worm-farm/](https://juniorlandcare.org.au/learning_activity/creating-a-worm-farm/)



### *Primary Years Curriculum Resources - Accessible for All Ages*

Wormlovers provides primary schools with engaging, curriculum-aligned resources to teach sustainability. The offerings include classroom incursions, organic waste solutions, and teacher-led activities with notes, worksheets, curriculum links, and videos, making it easy for schools to integrate sustainability into everyday learning.

[wormlovers.com.au/7z060i](https://wormlovers.com.au/7z060i)





# CLASSROOM RESOURCES

## WORMS - COMPOSTING (CONT.)

***Gardening Australia: Want to build a worm farm or a chook shed? - Years 3 - 4***

Learn how to create a sustainable worm farm in your school yard! In this video, Josh Byrne demonstrates the construction of a worm farm and a chicken house, while sharing valuable composting techniques. Discover the importance of organic waste, the roles of worms in gardening, and practical tips for setting up and maintaining these systems. Join us on this exciting journey to enhance your school garden and promote recycling in nature!



[www.abc.net.au/education/gardening-australia-want-to-build-a-worm-farm-or-a-chook-shed](http://www.abc.net.au/education/gardening-australia-want-to-build-a-worm-farm-or-a-chook-shed)

***Asia Education: Reduce reuse recycle compost - Years 5 - 6***

This learning sequence focuses on waste management strategies—reducing, reusing, recycling, and composting. Students will begin by recording and analysing the waste generated from their own lunches and snacks, fostering awareness of their personal impact. To assess the effectiveness of their efforts, they will develop a rubric that evaluates the impact of their campaigns on both their sister school and the broader school community. This sequence promotes critical thinking, collaboration, and practical application of sustainability principles.



Asia  
Education  
Foundation



[asiaeducation.edu.au/curriculum/details/reduce-reuse-recycle-compost](http://asiaeducation.edu.au/curriculum/details/reduce-reuse-recycle-compost)



# Ekka

ROYAL QUEENSLAND SHOW

## DISCOVER QUEENSLAND'S BIGGEST CLASSROOM

*Join schools from across the state bringing  
learning to life through the Ekka experience.*



*Scan here to get involved!*



# Ekka

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](http://ekka.com.au)