



ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

SCHOOL SCARECROW COMPETITION



Foundation - 6

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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



HOW TO MAKE A SCARECROW GUIDE

Here's a simple, summarised version of how to make a basic scarecrow:

Step 1: Gather materials

- Old clothes (shirt, pants, hat)
- Two wooden sticks (one longer for the body, one shorter for the arms)
- Straw, hay, or crumpled newspaper for stuffing
- String or zip ties
- Scissors
- A sack or pillowcase for the head
- Markers or paint for the face

Step 2: Build the frame

- Cross the shorter stick horizontally over the longer stick to form a “T” shape.
- Secure them together with string or zip ties.

Step 3: Dress the scarecrow

Put the shirt over the “T” frame (the horizontal stick will be the arms).

- Put the pants on the vertical stick (the longer stick forms the legs).
- Stuff the shirt and pants with straw, hay, or crumpled newspaper to give them shape.

Step 4: Make the head

- Fill the stocking, sack or pillowcase with stuffing and tie it securely at the bottom.
- Draw or paint a face on the head.
- Attach the head to the top of the vertical stick.

Step 5: Add finishing touches

- Put a hat on the scarecrow's head or accessorise with gloves, scarf, or other decorations.
- Place the scarecrow in the hay bale by securing the bottom of the vertical stick in the bale of hay.

Done! You now have a simple scarecrow.



EDUCATIONAL INFORMATION ABOUT STRAW

for Queensland Primary Schools

What is Straw?

- Straw is the dry stalk left over after harvesting grain crops like wheat, barley, or oats. It is different from hay, which is used as animal feed. Two wooden sticks (one longer for the body, one shorter for the arms)
- Straw is commonly used for bedding, mulching, and, in this case, stuffing scarecrows. Difference between hay and straw: Hay is dried grass used for animal feed, while straw is the byproduct of grain crops like wheat and is typically used as bedding for animals or as a stuffing material.

Queensland Regions for Growing and Harvesting Straw:

- Darling Downs, Southern Queensland, and parts of the Burnett region are known for wheat production, which provides straw as a byproduct.
- Queensland Statistics: Wheat production in Queensland contributes significantly to the state's agriculture, with thousands of hectares harvested annually. For instance, the Darling Downs alone produces around 400,000 tonnes of wheat, yielding large amounts of straw.

Benefits of Straw in Scarecrow Making:

- Lightweight and Easy to Use: Ideal for stuffing and shaping scarecrows because it's lightweight, durable, and easy to mold into shape.
- Sustainable: Using straw in scarecrows highlights sustainable practices of recycling in agriculture, as it is a byproduct of grain crops.

This information helps students understand the role of straw in agriculture and its local significance in Queensland.





CURRICULUM ALIGNMENT

FOUNDATION

Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Visual Arts: Exploring and Responding

Explore how and why the arts are important for people and communities ([AC9AVAFE01](#))

Visual Arts: Developing Practices and Skills

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas ([AC9AVAFD01](#))

Visual Arts: Creating and Making

Create arts works that communicate ideas ([AC9AV AFC01](#))

Visual Arts: Presenting and Performing

Share their arts works with audiences ([AC9AVAFP01](#))



Creative and critical thinking



Literacy



Personal and social capability



Sustainability





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](#)).



Creative and critical thinking



Literacy



Personal and social capability



Sustainability





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.

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](#)).

Design and Technologies: Producing and Implementing

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



Creative and critical thinking



Literacy



Personal and social capability



Sustainability





CURRICULUM ALIGNMENT

YEAR 3

Achievement Standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

Visual Arts: Developing Practices and Skills

Experiment with a range of ways to use visual conventions, visual arts processes and materials ([AC9AVA4D01](#)).

Visual Arts: Creating and Making

Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning ([AC9AVA4C01](#)).

Design and Technologies: 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: Collaborating and Managing

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



Creative and critical thinking



Literacy



Personal and social capability



Sustainability





CURRICULUM ALIGNMENT

YEAR 4

Achievement Standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

Visual Arts: Developing Practices and Skills

Experiment with a range of ways to use visual conventions, visual arts processes and materials ([AC9AVA4D01](#)).

Visual Arts: Creating and Making

Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning ([AC9AVA4C01](#)).

Design and Technologies: 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: Collaborating and Managing

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



Creative and critical thinking



Literacy



Personal and social capability



Sustainability





CURRICULUM ALIGNMENT

YEAR 5

Achievement Standard

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures. Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.

Visual Arts: Developing Practices and Skills

Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials ([AC9AVA6D01](#)).

Visual Arts: Creating and Making

Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning ([AC9AVA6C01](#)).

Design and Technologies: Evaluating

Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions ([AC9TDE6P04](#)).

Design and Technologies: Investigating and Defining

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions ([AC9TDE6P01](#)).



Creative and critical thinking



Literacy



Personal and social capability



Sustainability





CURRICULUM ALIGNMENT

YEAR 6

Achievement Standard

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures. Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.

Visual Arts: Developing Practices and Skills

Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials ([AC9AVA6D01](#)).

Visual Arts: Creating and Making

Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning ([AC9AVA6C01](#)).

Design and Technologies: Evaluating

Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions ([AC9TDE6P04](#)).

Design and Technologies: Investigating and Defining

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions ([AC9TDE6P01](#)).



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CLASSROOM RESOURCES

Laser bird - Modern Day Scarecrow - Accessible for All Ages

For centuries, farmers have relied on scarecrows to keep birds away from their crops. While they may have worked in the past, the effectiveness of scarecrows was limited and inconsistent. Today technology has transformed how farmers protect their fields. This video explores how lasers are replacing scarecrows and revolutionising bird control in agriculture, making it more efficient and effective than ever before.

<https://www.youtube.com/watch?v=Ka-7AcC0rvs>



The Role of Scarecrows in Agriculture - Accessible for All Ages

Discover the role of scarecrows in agriculture with this article. Learn how these time-tested tools have been used for centuries to protect crops from birds and pests. From their ancient origins to modern-day innovations, the article explores how scarecrows work, how they've evolved, and why they remain an essential part of farming practices today.

<https://gardeningyards.com/do-scarecrows-really-work-the-truth-about-their-effectiveness/>



Scarecrow Printable Activities - Accessible for All Ages

This set of scarecrow printable classroom activities includes fun colouring pages, crafting templates, and vocabulary exercises, all designed to engage young learners. Students will explore the origins of scarecrows while developing creativity, fine motor skills, and language abilities in an interactive way.

<https://www.thingstoshareandremember.com/scarecrow-printable-activities/>



Easy Scarecrow Craft for Kids - Accessible for All Ages

Discover a delightful and simple paper craft that invites children to explore their creativity in the classroom. Engage in imaginative play as you create and bring your little scarecrow to life, providing joy during the crafting session and beyond!

<https://www.youtube.com/watch?app=desktop&v=Fs3-qgt56TM>





CLASSROOM RESOURCES

Scarecrow Dancing - NSW Department of Education - Foundation - Year 2

Exploring dance through scarecrow images and movements. Engage in creative play and create simple images.

<https://app.education.nsw.gov.au/rap/resource/access/65ebbc15-b0ed-447d-ba76-ef15455f2446/1>



ABC News / This robotic dog emits loud noises to scare birds from hazelnut orchards - Years 3 - 6

In this video, students are introduced to an innovative solution for protecting hazelnut orchards from bird damage a robotic dog that emits loud noises to scare away flocks. This high-tech device offers a modern twist on the traditional scarecrow, combining sound and movement to actively deter birds. The video explores how this robotic approach stacks up against the classic scarecrow in safeguarding crops, offering a glimpse into the future of agricultural protection. <https://www.abc.net.au/news/2024-11-04/robotic-dog-emits-loud-noises-to-scary-birds/104548890>



DISCOVER QUEENSLAND'S BIGGEST CLASSROOM

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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.



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