



ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

LEARNING TRAIL



Foundation - 6

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LEARNING TRAIL OVERVIEW

An Ag-Venture Awaits!

The 2026 Ekka Learning Trail is a self-guided experience designed especially for primary students, bringing classroom learning to life through 10 interactive trail points located within the Ag Education Hall.

Students can collect a Learning Trail Passport and gather stamps as they explore engaging, curriculum-linked activities. From making butter and sorting wool to discovering where food and fibre come from, students will gain a deeper understanding of Queensland's agricultural industries - and even learn how to become a backyard farmer.

Passport booklets can be collected during Ekka from Guest Services or the Learning Trail Information Booth in the Ag Education Hall. Schools booking an Ekka excursion can request Learning Trail Passport Booklets ahead of their visit, allowing students to start planning their ag-venture before arriving at Ekka.

Don't miss this exciting opportunity to immerse your students in Queensland's largest agricultural classroom.



IMPORTANT CONTACTS

Education Content Enquiries

education@ekka.com.au

Group Bookings

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DOCUMENT INFORMATION

The following document has been developed to help teachers plan their Ekka Excursion through the Ekka Learning Trail activities with pre and post-Ekka activities. These resources are purpose built for students in Prep to Grade 6, who are attending our sensory experiences at the Ekka. Each Learning Trail activity is aligned to Australian Curriculum with grade accessibility information.

Each trail point at Ekka has corresponding videos, activities and worksheets for teachers and students from agricultural industry experts that highlight the value of exploring agriculture in the classroom.

Our Ekka Learning Trail is a self-guided Ekka Excursion activity that provides students with their own 'passport booklet' and encourages them to journey around Ekka's Ag Education Hall to collect stamps from each of the eleven learning trail points.

The trail is packed with opportunities to see, touch and learn, helping kids connect classroom learning with real-world agriculture in a fun and engaging way.



LEARNING TRAIL POINTS



Cotton by Cotton Australia

Learn how cotton is grown on farms and transformed into clothing and many of the products we use every day.



Fire Ants by Fire Ant Eradication Program

Become a biosecurity detective and find out how we can help protect farms, animals, and the environment from fire ants.



The Butter Barn presented by Norco

Churn your own butter and discover how milk from dairy cows becomes delicious dairy products.



Goats supported by MLA Good Meats Education

Meet the G.O.A.T.'s and learn how farmers care for them and produce red meat for families around Australia and the world.



Bees by Queensland Beekeepers Association

Visit the bees, find the queen, and taste their delicious honey while learning how they help plants grow.



Flower & Garden

Create a flower crown or add to the Wings of Wonder and discover what plants need to grow and bloom.



Strawberry Sundae Lane

An educational activation that brings one of the Ekka's most iconic treats - the Strawberry Sundae - to life through engaging and interactive experiences.



Beef Detective by AgForce SIPP

Explore how modern technology helps farmers care for animals, and produce safe food.



Wool Workshop presented by Toy Farm

Meet the sheep and make your own colourful wool bracelet from fleece you've spun and dyed yourself!



Little Backyard Farmers presented by Somerville House

Dig, plant, and compost as you learn how to grow your own food and care for the earth!

AG ED HALL MAP



**1 COTTON
BY COTTON AUSTRALIA**

**2 FIRE ANTS
BY FIRE ANT ERADICATION
PROGRAM**

**3 BUTTER BARN
PRESENTED BY NORCO**

**4 G.O.A.T
SUPPORTED BY MLA GOOD MEATS
EDUCATION**

**5 BEES
BY QUEENSLAND BEEKEEPERS**

6 FLOWER & GARDEN

7 STRAWBERRY SUNDAE LANE

**8 BEEF DETECTIVE
BY AGFORCE SIPP**

**9 WOOL WORKSHOP
PRESENTED BY TOY FARM**

**10 LITTLE BACKYARD FARMERS
PRESENTED BY SOMERVILLE
HOUSE**



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



CURRICULUM ALIGNMENT

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





CURRICULUM ALIGNMENT

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](#))

Explain how forces affect movement ([AC9S4P01](#))

Explain how natural processes impact Earth's surface ([AC9S4E01](#))

Pose questions, plan investigations, record observations, compare results and communicate findings ([AC9S4I01-AC9S4I05](#))

Digital Technologies

Investigate how data is collected, represented and interpreted by digital systems ([AC9TDI4K01](#))

Explore how digital systems use hardware and software to process data ([AC9TDI4K02](#))

Define problems with given design criteria and describe how digital solutions can address them ([AC9TDI4P01](#))

Design and implement simple algorithms involving sequence, branching and iteration ([AC9TDI4P02](#))

Acquire, store and validate data ([AC9TDI4P03](#))

Test and debug digital solutions ([AC9TDI4P04](#))



Creative and critical thinking



Ethical understanding



Sustainability



Personal and social capacity



Literacy



CURRICULUM ALIGNMENT

YEAR 3 (CONT.)

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](#))

Investigate how people design and produce products, services and environments to meet needs ([AC9TDE4K01](#))

Explore the suitability of materials and components for a purpose ([AC9TDE4K02](#))

Generate and communicate design ideas for a purpose ([AC9TDE4P01](#))

Produce designed solutions using materials and components safely ([AC9TDE4P02](#))

Evaluate designed solutions based on criteria ([AC9TDE4P03](#))

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](#))

Explain how forces affect movement ([AC9S4P01](#))

Explain how natural processes impact Earth's surface ([AC9S4E01](#))

Pose questions, plan investigations, record observations, compare results and communicate findings ([AC9S4I01-AC9S4I05](#))

Digital Technologies

Investigate how data is collected, represented and interpreted by digital systems ([AC9TDI4K01](#))

Explore how digital systems use hardware and software to process data ([AC9TDI4K02](#))

Define problems with given design criteria and describe how digital solutions can address them ([AC9TDI4P01](#))

Design and implement simple algorithms involving sequence, branching and iteration ([AC9TDI4P02](#))

Acquire, store and validate data ([AC9TDI4P03](#))

Test and debug digital solutions ([AC9TDI4P04](#))



Creative and critical thinking



Ethical understanding



Sustainability



Personal and social capacity



Literacy



CURRICULUM ALIGNMENT

YEAR 4 (CONT.)

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](#))

Investigate how people design and produce products, services and environments to meet needs ([AC9TDE4K01](#))

Explore the suitability of materials and components for a purpose ([AC9TDE4K02](#))

Generate and communicate design ideas for a purpose ([AC9TDE4P01](#))

Produce designed solutions using materials and components safely ([AC9TDE4P02](#))

Evaluate designed solutions based on criteria ([AC9TDE4P03](#))

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 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](#)).

Investigate how energy can be transferred and transformed ([AC9S6P01](#))

Explain how forces affect motion and stability ([AC9S6P02](#))

Describe how human activity influences environmental sustainability ([AC9S6E01](#))

Plan investigations, collect and analyse data, identify variables, evaluate methods and communicate conclusions ([AC9S6I01-AC9S6I06](#))

Digital Technologies

Investigate how digital systems represent and transmit data ([AC9TDI6K01](#))

Examine the role of hardware and software in managing and controlling data ([AC9TDI6K02](#))

Define problems and refine design criteria for digital solutions ([AC9TDI6P01](#))

Design algorithms involving branching and iteration ([AC9TDI6P02](#))

Implement and modify programs with user input and variables ([AC9TDI6P03](#))

Evaluate digital solutions for efficiency and effectiveness ([AC9TDI6P04](#))



Creative and critical thinking



Ethical understanding



Sustainability



Personal and social capacity



Literacy



CURRICULUM ALIGNMENT

YEAR 5 (CONT.)

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](#))

Analyse how technologies shape people's lives and communities ([AC9TDE6K01](#))

Investigate the suitability of materials, systems and components ([AC9TDE6K02](#))

Generate and refine design ideas considering sustainability ([AC9TDE6P01](#))

Safely produce designed solutions ([AC9TDE6P02](#))

Evaluate solutions against design criteria including sustainability and functionality

([AC9TDE6P03](#))

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



CURRICULUM ALIGNMENT

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](#))

Investigate how energy can be transferred and transformed ([AC9S6P01](#))

Explain how forces affect motion and stability ([AC9S6P02](#))

Describe how human activity influences environmental sustainability ([AC9S6E01](#))

Plan investigations, collect and analyse data, identify variables, evaluate methods and communicate conclusions ([AC9S6I01-AC9S6I06](#))

Digital Technologies

Investigate how digital systems represent and transmit data ([AC9TDI6K01](#))

Examine the role of hardware and software in managing and controlling data ([AC9TDI6K02](#))

Define problems and refine design criteria for digital solutions ([AC9TDI6P01](#))

Design algorithms involving branching and iteration ([AC9TDI6P02](#))

Implement and modify programs with user input and variables ([AC9TDI6P03](#))

Evaluate digital solutions for efficiency and effectiveness ([AC9TDI6P04](#))



Creative and critical thinking



Ethical understanding



Sustainability



Personal and social capacity



Literacy



CURRICULUM ALIGNMENT

YEAR 6 (CONT.)

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](#))

Analyse how technologies shape people's lives and communities ([AC9TDE6K01](#))

Investigate the suitability of materials, systems and components ([AC9TDE6K02](#))

Generate and refine design ideas considering sustainability ([AC9TDE6P01](#))

Safely produce designed solutions ([AC9TDE6P02](#))

Evaluate solutions against design criteria including sustainability and functionality

([AC9TDE6P03](#))

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



CLASSROOM RESOURCES

COTTON

Cotton with George the Farmer

Join George the Farmer and his mates Simone and Shaun as they take you on an exciting adventure on Merced Farming's Farm near Narrabri in north western New South Wales. Discover the fascinating cotton plant and learn how everyday products like denim jeans, shirts, and sheets are made from its fibre. From the fields to your wardrobe — and even the kitchen, you'll be amazed at the incredible versatility of cotton and the many products it creates.

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



Cotton Activities for Primary School Students - Accessible for All Ages

This set of six activities are all hands-on STEM-inspired projects that can be carried out at home or in the classroom. Projects target the three primary school stages and include a cotton hunt, design and make, scientific investigation and deconstructing a plant to study its features.

<https://cottonaustralia.com.au/assets/general/Education-resources/CA-resources/Cotton-activities-for-primary-students-at-home.pdf>



CLASSROOM RESOURCES

COTTON (CONT.)

Water and irrigation technology on a cotton farm in Central Queensland - Accessible for All Ages

A presentation for primary school students about water use on cotton farms in Australia. It includes information and images about what water is used for, where the water comes from, how the water is stored and how it is used to water the cotton crop. It also features a comparison of how water is conserved in schools and on cotton farms and a video link showing how to start a syphon.

<https://cottonaustralia.com.au/assets/general/Education-resources/CA-resources/Primary/Water-and-Irrigation-Technology-on-a-Cotton-Farm-in-Central-Queensland.pdf>



Cotton Australia: Introduction to Cotton - Accessible for All Ages

This lesson is a great introduction to cotton from growth to end product with least emphasis on spinning and weaving. This lesson looks at how the cotton plant grows, the needs of the plant (e.g. sunlight, water, nutrients) and helps students understand how their daily needs are being met.

<https://cottonaustralia.com.au/assets/general/Education-resources/CA-resources/Primary/Introduction-to-cotton-lesson-plan-K-2.pdf>



Cotton farmers love ladybirds - Year 1 - 2

This five lesson mini-unit uses ladybirds for students to gain an understanding about beneficial insects and their vital role on a cotton farm. Once prior learning is identified, students focus on the insects lifecycle and anatomy, habitat where their needs are met and to end the unit, look at how farmers use science in their daily lives which include caring for their environment and living things.

https://cottonaustralia.com.au/assets/general/Education-resources/CA-resources/Primary/Stage1_Science_FARM_LADYBIRD.doc



Introduction to Cotton - Year 3 - 6

This lesson is a great introduction to cotton from growth to end product with least emphasis on spinning and weaving. The lesson touches on how the natural environment has been modified to suit our needs (e.g. land cleared, channels dug to divert water, laser levelling), environmentally friendly practices (e.g. water use recycling) and the end use for a variety of cotton products. There are worksheets and extension activities.

<https://cottonaustralia.com.au/assets/general/Education-resources/CA-resources/Primary/Introduction-to-cotton-lesson-plan-3-6.pdf>



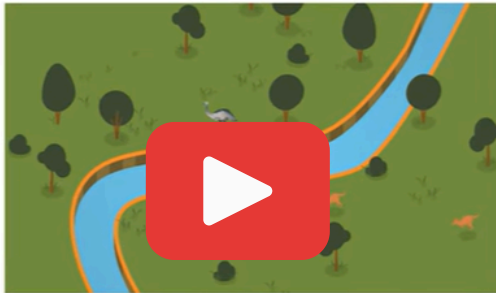
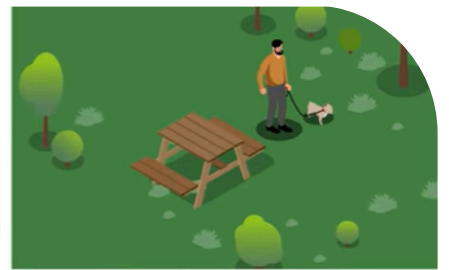
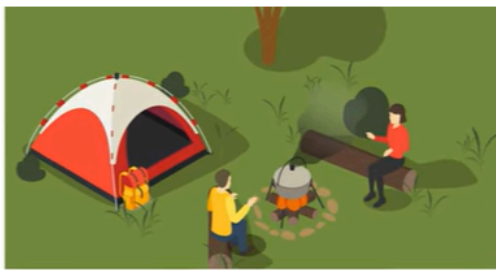
CLASSROOM RESOURCES

FIRE ANTS

Fire ants in Australia: A national effort to protect our future

Fire ants are one the world's most invasive pests, posing a major threat to Australia. In this animation, we explain the impacts fire ants can have on our health, environment, economy, and way of life, and what we're doing to stop them in their tracks.

https://www.youtube.com/watch?v=1UQXxda_uv0



Fire Ant Eradication Program - Accessible for All Ages

Fire ants were first found in South East Queensland in 2001. Since then, people from around Australia have worked together to stop them from spreading. The National Fire Ant Eradication Program is one of the most successful fire ant control programs in the world. This important work helps protect our plants, animals, farms, and communities from this invasive pest.





CLASSROOM RESOURCES

THE BUTTER BARN

Meet John a Dairy Farmer

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>



Discover Australian Dairy

From early morning milking to feeding calves and keeping cows happy, Aussie dairy farmers do it all. Explore life on the farm, how milk is made and the people (and animals!) who make it all happen.

<https://www.dairy.com.au/education/students/about-australian-dairy>





CLASSROOM RESOURCES

THE BUTTER BARN (CONT.)

Dairy Products

Milk is pretty amazing stuff. Not only is it good for you, it also turns into some of your favourite foods! From cheesy snacks to frozen treats, milk helps make it all happen. Let's explore the delicious world of dairy?

<https://www.dairy.com.au/education/students/about-australian-dairy/dairy-products>



Dairy Games - Foundation - 5

Designed to bring learning to life. Each game complements the inquiry units and activity ideas on Discover Dairy, helping you actively engage with key concepts in a fun way. Perfect for electronic whiteboards, computers, or mobile devices.

<https://www.dairy.com.au/education/students/dairy-games>



Dairy Farming and How Milk is Made - Accessible for All Ages

Most of the dairy we consume in Australia comes from cows. On average, each Australian consumes more than 100 litres of milk and 13 kilograms of cheese per year. Learn about the dairy industry and the technologies used on the farm, and find out how milk gets from cows to the supermarket.

<https://www.abc.net.au/education/dairy-farming-and-how-milk-is-made/14105418>



On the Farm

What makes dairy farms in Australia so special? Let's take a closer look at how they work and the incredible farmers behind the scenes.

<https://www.dairy.com.au/education/students/about-australian-dairy/on-the-farm>



Caring for Cows

Dairy farmers know healthy, happy cows are key to great dairy. That's why they work closely with them every day, making sure they're well fed, comfortable and cared for from sunrise to sunset.

<https://www.dairy.com.au/education/students/about-australian-dairy/caring-for-cows>





CLASSROOM RESOURCES

THE BUTTER BARN (CONT.)

Dairy Production

Explore how milk moves from the farm to the factory and into your fridge. Milk production relies on many factors, with technology playing a big role. But the real question is: how do we keep making the process more efficient so more Aussies can enjoy this powerhouse of nutrition? Let's break it down.

<https://www.dairy.com.au/education/students/about-australian-dairy/dairy-production>



Dairy Sustainability

Dairy farmers are deeply committed to the environment. Here, we'll explore the everyday practices helping to protect Australia's soils, water, biodiversity and future, one farm at a time.

<https://www.dairy.com.au/education/students/about-australian-dairy/dairy-sustainability>



Health & Nutrition

Always the overachiever, dairy gives us more than 10 essential nutrients that support healthy blood, nerves, eyes, muscles, and skin. It also helps the body build and repair itself. That's why the Australian Dietary Guidelines list dairy as a key food group for children.

<https://www.dairy.com.au/education/students/about-australian-dairy/health-and-nutrition>



Dairy Careers for Students

Curious about life beyond the classroom? Dairy farms are full of energy, animals and opportunity. From early starts to fascinating tech, it's a hands-on career that keeps you moving, learning and making a real difference.

<https://www.dairy.com.au/education/students/about-australian-dairy/dairy-careers-for-students>



How Farmers use Microchips on Dairy Farms - Years 3 - 10

Ear tags with microchips are used on farms to identify animals. Lachlan shows us how the microchips control the electronic gates and the amount of food a cow receives.

<https://www.abc.net.au/education/how-farmers-use-microchips-on-dairy-farms/13633844>



CLASSROOM RESOURCES

GOATS

MEET A GOAT / Ekka Baby Animal Nursery

Laurel joins Farmer James to discuss goats and their families, their flock habits and fun facts.

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



Seasons on the Farm - Accessible for All Ages

Students will learn about the features of seasons on farms and the jobs that occur because of the changing conditions.

Link to Teacher Guide: [Seasons on the Farm](#)

Link to Video: [A Year on our Farm](#)

Link to Video: [Why Are There Seasons?](#)

Link to Video: [The Four Seasons for Kids | Learn about the four seasons throughout the year](#)



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CLASSROOM RESOURCES

GOATS (CONT.)

Growing and Changing on the Farm - Foundation - 2

Students will learn about how farm animals can grow and change over time, focusing on naming, modelling and measuring these changes through hands-on activities.

Link to Poster [Goats: Growing and changing](#)

Link to Teacher Guide [Activity 3.2 Living thing on the farm grow and change](#)

Link to Student Stimulus [3.2a How does my name change as I grow?](#)

Link to Student Worksheet [3.2a Goat names](#)



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Who lives on the farm - Foundation - 2

Students will learn about the needs of living things on farms and the features of some important farm animals that make them suited to particular areas.

Link to Teacher Guide [Activity 2.3 The features of animals on the farm](#)

Link to Student Worksheet (pages 25-26) [2.3c Match me!](#)



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Lifecycles on the Farm - Years 3 & 4

Students will learn about the life cycles of different living organisms and have the opportunity to sequence and create their own representations of life cycles on a farm.

Link to Poster [Goats: Growing and changing](#)

Link to Teacher Guide [Activity 2.3 Life cycles on the farm](#)

Link to Student Presentation [2.3a Life cycles on the farm](#)

Link to Student Worksheet and Stimulus [2.3a Life cycle of goats](#)



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Modelling Changes on the Farm - Years 3 & 4

Students will learn about animal life cycles. They will also build models to represent changes over time and show relationships and patterns between the life phases of cattle, sheep and goats.

Link to Teacher Guide [Activity 5.3 Modelling the life cycles of livestock](#)

Link to Student Stimulus [5.3a How does my name change as I grow?](#)

Link to Student Worksheet (pages 15-16) [5.3a Modelling the life cycles of livestock](#)



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CLASSROOM RESOURCES

GOATS (CONT.)

All about adaptations - Year 5 & 6

Students will learn about the production of livestock in Australia, including the main regions of production, features and adaptations of common breeds and crossbreeds of cattle, sheep and goats.

Link to Teacher Guide [Activity 1.4 Online Learning Task](#)

Link to Student Lesson 1 (page 4) [Online Learning Task: What's special about Braford's?](#)



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Where does Australian red meat go? - Year 5 & 6

Students will learn about the economic value of meat, features of the domestic and export markets, and study aspects of the Indonesian international market.

Link to Teacher Guide [Activity 4.4 Online Learning Task](#)

Link to Student Lesson 4 (pages 9-10) [Online Learning Task: Goatmeat](#)



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CLASSROOM RESOURCES

BEES

Creating a Bee Hotel

Explore the different types of bees common to Australia, their features including how they are different to flies and wasps. We will focus on native bees, specifically to learn about their nesting habitat.

https://juniorlandcare.org.au/learning_activity/creating-a-bee-hotel-research/



The Wonderful Story of Australian Honey - Accessible for All Ages

Find out how bees make honey and how man has learnt their secrets.

www.honeybee.org.au/pdf/wonderfull01.pdf



**Australian
Honey Bee**
INDUSTRY COUNCIL



CLASSROOM RESOURCES

BEES (CONT.)

How Honey is Made - Accessible for All Ages

Discover how honey is made, from flower, to hive to your home. It one of the great miracles of nature!

capilanohoney.com/learn/how-is-honey-made/



How to Create a Bee-Friendly Garden - Accessible for All Ages

Want to attract more bees to your veggie garden?

Are you looking to help support the sustainability of your neighbourhood bee population? With a few simple tips, your garden can become a haven for our littlest livestock. Read on to discover!

capilanohoney.com/learn/bee-garden/



Getting the buzz on bees and other beneficial insects - F - 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 area.

juniorlandcare.org.au/learning_activity/getting-the-buzz-on-bees-and-other-beneficial-insects/



ABC Education: Kids in the Garden: Discover Flower Power - F - 4

Can you imagine a world without flowers? Flowers add colour, scent and beauty to our world. But why do plants make them? Discover the real purpose of flowers and how they do their job.

abc.net.au/education/kids-in-the-garden-ep-3-discover-flower-power/13633096



Landline: Bees and the Ecosystem - F - 6

Most bees provide a free pollination service. While collecting pollen and nectar to make honey, they spread pollen from flower to flower, allowing them to reproduce.

<https://www.abc.net.au/education/landline-bees-and-the-ecosystem/13910318>



CLASSROOM RESOURCES

BEES (CONT.)

PrimeZone - Brilliant Bees - Year 3

A seven week literature based program for year 3, Brilliant Bees aims to engage students in learning elements around bees through literacy and interactive classroom activities. The program allows for flexibility, extension/remediation and contains ready-made worksheets as well as extra resources, useful web-sites and other programs to link with.

<https://primezone.edu.au/resource/brilliant-bees/>



Junior Landcare: Creating a beneficial garden - Years 3 - 6

Biodiversity has been perfected by nature over millions of years and invertebrates play an important role in maintaining a balanced, biodiverse ecosystem. Invertebrates provide services to food crops including pollination and protection from pests.

https://juniorlandcare.org.au/learning_activity/creating-a-beneficial-garden-investigation/



PrimeZone - Investigate Bees - Years 5 - 6

The Investigate Bees Science and Technology teacher resource is a unique and exciting opportunity for students to delve into the world of bees and their critical role in our environment and food production.

<https://www.nswdpi-schools-program.com/investigate-bees>





CLASSROOM RESOURCES

FLOWER & GARDEN

Meet Sonia - Flower Farmer, Queensland

Sonia and her husband Jeremmy manage Currey Flowers – a family owned and operated flower farm in Karalee, Queensland. They supply florists and wholesalers locally and throughout Queensland. They are dedicated to producing the best quality flowers and are advocates for buying Australian made produce.

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



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/





CLASSROOM RESOURCES

FLOWER & GARDEN (CONT.)

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/



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/



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.

scootle.edu.au/ec/viewing/L31/index.html#plant-parts



Discover flower power! - Foundation - 4

Can you imagine a world without flowers? Flowers add colour, scent and beauty to our world. But why do plants make them? Discover the real purpose of flowers and how they do their job.

<https://www.abc.net.au/education/kids-in-the-garden-ep-3-discover-flower-power/13633096>



Sow a seed, grow a feed - Foundation - 6

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/



Primary Years Curriculum Resources - Foundation - 6

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





CURRICULUM ALIGNMENT

STRAWBERRY SUNDAE LANE

Meet Gavin a Strawberry Farmer

Gavin Scurr from Piñata Farms shows Sammie O'Brien the process of growing strawberries, from planting to packing.

<https://www.youtube.com/watch?v=XBZzBNrxg4s>



Strawberry: Best Soil, Water and Nutrient Management Practices

A guide to better soil, water and nutrient management practices for the southeast Queensland strawberry industry.

https://era.dpi.qld.gov.au/id/eprint/1441/1/strawb_final-web3.pdf



CURRICULUM ALIGNMENT

STRAWBERRY SUNDAE LANE (CONT.)



QUEENSLAND
STRAWBERRIES

Strawberry Industry

The hero ingredient of the sundae is locally grown strawberries, freshly cut and layered over strawberry ice cream.

Queensland is Australia's largest strawberry producer, with key growing regions including Sunshine Coast, Moreton Bay / Caboolture and Bundaberg.



Grains Industry

The waffle cone begins with wheat grown by Queensland grain farmers on the Darling Downs, Central Highlands (Emerald region) and Southern Downs (Goondiwindi).

Queensland produces approximately 2.2 million tonnes of grain each year.



Sugarcane Industry

The sugar that sweetens the ice cream and cream comes from sugarcane grown in Mackay, Burdekin and Far North Queensland.

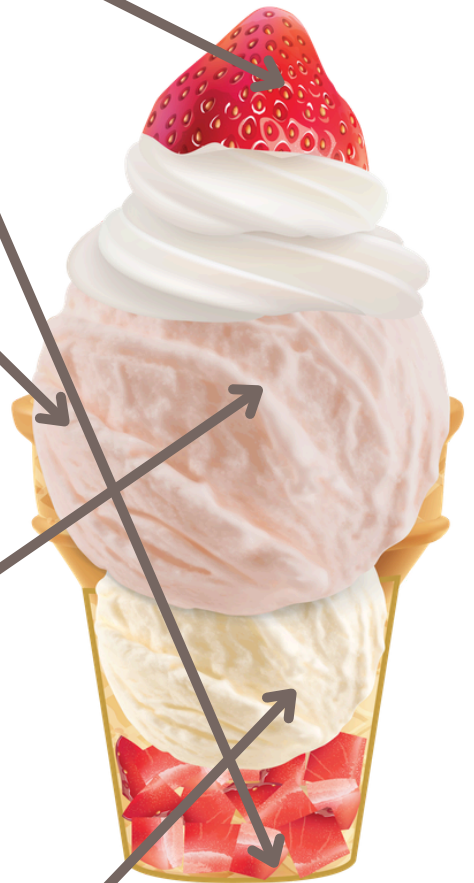
Australian cane farmers grow 30-35 million tonnes of sugarcane each year.



Dairy Industry

The creamy ice cream and whipped cream are made using milk sourced from dairy farms across the Darling Downs, Scenic Rim and North Queensland.

Queensland produces around 280 million litres of milk annually.



CURRICULUM ALIGNMENT

STRAWBERRY SUNDAE LANE (CONT.)

Ladybugs in the Ecosystem - Foundation - 6

Contrary to popular belief, herbivores can sometimes be more dangerous than carnivores.

<https://www.abc.net.au/education/gardening-australia-ladybugs-in-the-ecosystem/13823070>



Life Cycle of a Strawberry Plant - Foundation - 6

The video details how strawberries grow, covering germination, root and shoot development, flowering, pollination by insects, and the formation of runners for new plants. Finally, it explains how green strawberries mature into red fruits, completing the cycle.

www.bing.com/videos/riverview/relatedvideo/strawberry+horticulture+educational+resources



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.

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



CANEGROWERS

Grains Research & Development Corporation / Learning Tools

Australian Grains, Oilseeds, and Pulses Poster:

[PIEFA-Aust-Grains-A0-poster_HR28.pdf](#)

Grain Facts for Schools: Wheat Factsheet

grdc.com.au/Grain-facts-for-schools-wheat.pdf





CLASSROOM RESOURCES

BEEF DETECTIVE

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



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/



Australian
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CLASSROOM RESOURCES

BEEF DETECTIVE (CONT.)

Beef production and reducing carbon emissions

In Australia, we farm lots of different animals for meat, including sheep, pigs and poultry, but beef production is our largest agricultural industry. Most of the beef produced in Australia is exported to countries all around the world. On average, each Australian consumes 25 kilograms of beef per year.

<https://www.abc.net.au/education/beef-production-and-reducing-carbon-emissions/14105424>



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



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



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





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=vCx1eQKD-o>





CLASSROOM RESOURCES

WOOL WORKSHOP (CONT.)

Posters - Accessible for All Ages

From farm to fashion: learnaboutwool.com/globalassets/law/resources/posters

From the Yarn: learnaboutwool.com/globalassets/law/resources/posters

LEARN
ABOUT
WOOL

Fact Sheets - Accessible for All Ages

Properties of wool: learnaboutwool.com/globalassets/law/resources/factsheets/

Wool is biodegradable: learnaboutwool.com/globalassets/law/resources/factsheets/

LEARN
ABOUT
WOOL

Worksheets - Accessible for All Ages

My Sheep Paddock: www.learnaboutwool.com/globalassets/law/lesson-plans/

Properties of Materials: learnaboutwool.com/globalassets/law/lesson-plans

LEARN
ABOUT
WOOL



CLASSROOM RESOURCES

LITTLE BACKYARD FARMERS

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.

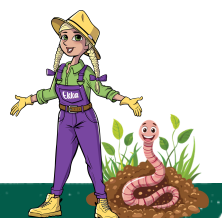
youtube.com/watch?v=F9y64FLFYro



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





CLASSROOM RESOURCES

LITTLE BACKYARD FARMERS (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/



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/



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.

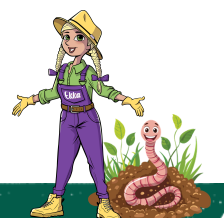
juniorlandcare.org.au/learning_activity/creating-a-worm-farm/



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





CLASSROOM RESOURCES

LITTLE BACKYARD FARMERS (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



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.

asiaeducation.edu.au/curriculum/details/reduce-reuse-recycle-compost



Food Education and Sustainability Training - Years 5 - 6

This unit uses a STEM lens and integrates both theoretical and practical learning. Students will investigate what goes into producing and preparing food and all the things we can do to avoid food waste.

https://education.ozharvest.org/wp-content/uploads/WebsiteFEAST_Primary-School-STEM-Lesson-Plans-2025.pdf-1.pdf



DISCOVER QUEENSLAND'S BIGGEST CLASSROOM

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



Scan here to get involved!





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.