Ekka
EDUCATION

G.O.A.T.
GREATEST OF ALL TIME
COMPETITION

Supported by MLA Australian Good Meat Education

CURRICULUM ALIGNMENT &
CLASSROOM RESOURCES

PREP - YEAR 6

Ekka
EDUCATION

COMPETITION OVERVIEW

The G.O.A.T. (Greatest Of All Time) Competition provides a fun and interactive way for students to learn about food and fibre production through use of the curriculum-linked Australian Good Meat Education resources, while also exploring what makes their local region - showcasing why it is the 'greatest of all time.'

Students are to use the template provided to create a design that celebrates their local region showcasing why it is the greatest of all time.

Each student will have the opportunity to submit one design. Entries will be judged with 19 finalists selected to receive a life-sized, fibreglass goat (7kg) to display their design. Specifically, the student – with the help of their classmates – will replicate their submitted entry by painting it onto the goat. The 19 goat finalists will be representative of the 19 goats that arrived in Australia on the first fleet back in 1788.

All 19 painted goats remain the property of the RNA and will be returned to the RNA Showgrounds for display at this year's Ekka.

Students can take inspiration from their family, school, town or local agricultural industry to influence their design. The design must be accompanied with a 20 –100 word explanation to support their artistic direction.

IMPORTANT INFORMATION

NO ENTRY FEE - ONE ENTRY PER STUDENT
COMPETITION OPENS: Tuesday 16 April 2024
SUBMISSIONS DUE: Tuesday 14 May 2024
FINALISTS ANNOUNCED AND FIBREGLASS GOATS SENT OUT: Monday 20 May 2024
FIBREGLASS GOAT COLLECTION: Friday 5 July 2024
WINNERS ANNOUNCED: Friday 9 August 2024

CONTACTS

Education Content and Competition Enquiries
education@ekka.com.au

Ekka School & Group Bookings Enquiries
groupbookings@ekka.com.au

Ekka
EDUCATION

COMPETITION DETAILS

STAGE 1
Students download the template of a goat to create a design that aligns with celebrating their local region, showcasing why it is the 'greatest of all time.' Teachers utilise the recommended Australian Good Meat Education resources contained on the following pages for students to learn about food and fibre production in the classroom.

STAGE 2
Template designs will be judged and 19 finalists will be selected to receive a life-sized fibreglass goat (7kg) to paint their selected design with help from their class. We would encourage the use of non-toxic paint and varnish when completed. A $50.00 deposit (via bank transfer to the schools bank account) will be supplied by the RNA to cover the cost of paint and varnish.

PRIZE DETAILS
The winning school will receive a virtual "Meet a Goat Farmer Experience" and hamper of goat products.

First Prize: $500.00 Cash Prize, Trophy and Sash
Second Prize: $300.00 Cash Prize, Trophy and Sash
Third Prize: $200.00 Cash Prize, Trophy and Sash

Prizes, resources and transport have been sponsored by MLA Australian Good Meat Education.

Australian
Good Meat Education
is an initiative of

mla
MEAT & LIVESTOCK AUSTRALIA

Queensland
GOAT
Producers Inc

RESOURCE: GROWING AND CHANGING ON THE FARM

Lesson Objective

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

A baby goat is a kid.

A young female goat is a doeling and a young male goat is a buckling.

An adult female is a doe.

An adult male is a buck.

Goat names
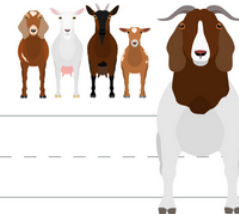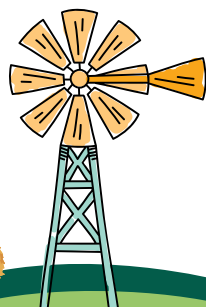
RESOURCE: WHO LIVES ON THE FARM

Lesson Objective

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!

RESOURCE: LIFE CYCLES ON THE FARM

Lesson Objective

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

RESOURCE: MODELLING CHANGES ON THE FARM

Lesson Objective

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

3–4 | WORKSHEETS

Worksheet 5.3a

Modelling the life cycles of livestock

In pairs, use playdough, plasticine or other craft materials to build four different models of cattle, sheep or goat at each life stage, including an adult male and female (paying close attention to differences and similarities at each stage). Label, then paste or upload a picture of your model in the below area.

calf	lamb	kid
yearling or vealer	hogget	doeling or buckling
cow	ewe	doe
bull	ram	buck

goodmeat.com.au/education | 16

3–4 | WORKSHEETS

Stimulus 5.3a continued

Stimulus 5.3a

A baby goat is a kid.

A young female goat is a doeling and a young male goat is a buckling.

An adult female is a doe.

An adult male is a buck.

Stimulus 5.2a continued next page

goodmeat.com.au/education | 15
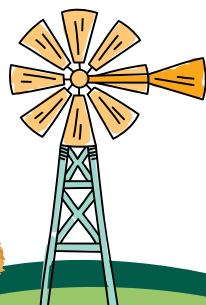
RESOURCE: ALL ABOUT ADAPTATIONS

Lesson Objective

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 Brafords?

5–6 | ONLINE LEARNING TASKS

Lesson 1 continued

Lesson 1

When a Brahman bull is crossed with a Hereford cow, the offspring of these animals have mixed characteristics.

These include: smooth sleek coats, a hump, droopy ears, hooded eyes and good pigmentation around the eyes, providing protection and resistance to eye cancer. The cross breed is also more heat–tolerant than Herefords and is relatively tick–resistant. These are some of the reasons why producers farm the mixed breed of animals.

2. View the video clip Goat Genetics – Going into Goats (3.53). Listen carefully to the information about the cross breed goats from Allambie Station in QLD and fill in the gaps about these breeds.

Distribution

The Rangeland goats would not grow [   ] enough.

They cross the Rangeland with a Kalahari to produce a [   ] breed.

The Rangeland goats are hardy, and have an [   ] factor.
The Kalahari brings in excellent [   ] quality.

Kalahari are also camouflaged with their environment, and therefore are less susceptible to [   ].

The Nubian breed offer extra height for extended walking and feeding, and can reach [   ] for browsing, and have a good milk capacity.

goodmeat.com.au/education | 4

RESOURCE: WHERE DOES AUSTRALIAN RED MEAT GO?

Lesson Objective

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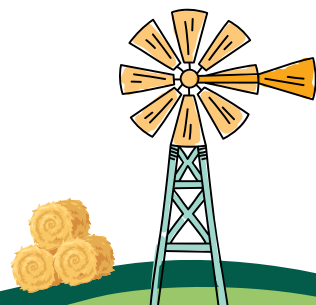
Link to Student Lesson 4 (pages 9-10) Online Learning Task: Goatmeat

---

7–8 | ONLINE LEARNING TASKS

Lesson 4

Goatmeat

Goatmeat is widely consumed around the world but remains a largely niche part of many consumers' diets.

The value of Australian goatmeat exports totalled $145.5 million dollars in 2020.

Australia remains the largest exporter of goatmeat, despite accounting for approximately 1% of global production.

1. View the video clip Introduction | Going into Goats (7.05) to learn about the goatmeat industry in Australia.

2. Identify two advantages of farming goats that are discussed in the clip.

Boer goats have appealing traits, in terms of production, fertility, maternal qualities and ease of management.

Boer goat traits include:

- High fertility
- Heavier than other breeds
- Higher dressing percentage than other goat breeds
- Reach slaughter weight more quickly than other goat breeds
- Meat is low in saturated fat and cholesterol[1] (see references).

Lesson 4 continued next page

goodmeat.com.au/education | 9
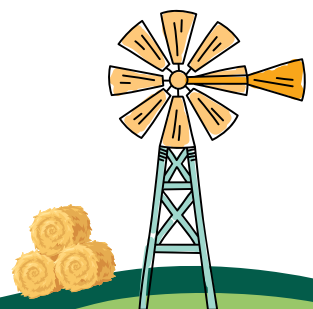

7–8 | ONLINE LEARNING TASKS

Lesson 4 continued

Lesson 4

3. Research the Boer breed and insert a picture in the space below. Label the picture to show the external characteristics of the breed.

goodmeat.com.au/education | 10

VERSION 9

Achievement Standards

Students recognise the features of familiar places, why some places are special to people and the ways they can care for them. Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past. Students use play, imagination, arts knowledge, processes and/or skills to create and share artworks in different forms.

HASS: Inquiry and Skills

Pose questions about familiar objects, people, places and events (AC9HSFS01)
Sort and record information including pictorial timelines and locations on pictorial maps or models (AC9HSFS02)
Share a perspective on information, such as stories about significant events and special places (AC9HSFS03)
Share narratives and observations, using sources and terms about the past and places (AC9HSFS05)

HASS: Geography

The features of familiar places they belong to, why some places are special and how places can be looked after (AC9HSFK03)
The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located (AC9HSFK04)

Media Arts & Visual Arts: Developing Practices and Skills

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AMAFD01 & AC9AVAFD01)

Media Arts & Visual Arts: Creating and Making
Create artworks that communicate ideas (AC9AMAFC01 & AC9AVAFC01)

Creative & Critical Thinking

Literacy

Personal & Social Capability

Intercultural Understanding

Ethical Understanding
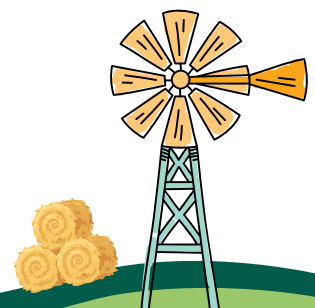
VERSION 8.4

HASS: Inquiry and Skills

Interpret data and information displayed in pictures and text on maps (ACHASSI007)

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)

Present narratives, information, and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)

HASS: Geography

The representation of the location of places and their features on simple maps and models (ACHASSK014)

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

The reasons why some places are special to people and how they can be looked after (ACHASSK017)

Creative & Critical Thinking

Literacy

Personal & Social Capability

Intercultural Understanding

Numeracy
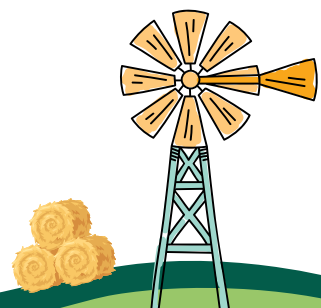
VERSION 9

Achievement Standards
Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

HASS: Inquiry and Skills
Develop questions about objects, people, places and events in the past and present (AC9HS1S01)
Discuss perspectives related to objects, people, places and events (AC9HS1S04)
Develop narratives and share observations, using sources and subject-specific terms (AC9HS1S06)

HASS: Geography
The natural, managed and constructed features of local places and their location (AC9HS1K03)
How places change and how they can be cared for by different groups including First Nations Australians (AC9HS1K04)

Creative & Critical Thinking

Literacy

Personal & Social Capability

Ethical Understanding
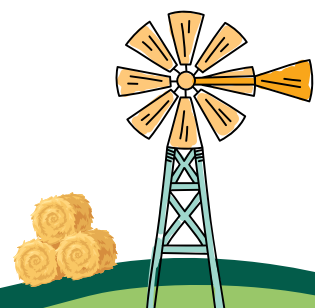
VERSION 8.4

HASS: Inquiry and Skills

Explore a point of view (ACHASSI022)
Interpret data and information displayed in pictures and text on maps (ACHASSI024)
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025)
Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027)

HASS: Geography

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)
Activities in the local place and reasons for their location (ACHASSK033)

Creative & Critical Thinking

Literacy

Personal & Social Capability

Numeracy
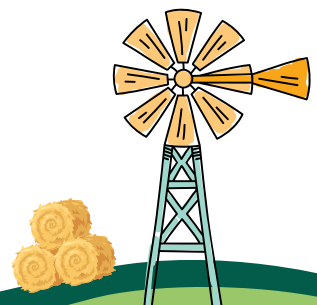
VERSION 9

Achievement Standards

Students identify the significance of a local person, group, place and/or building. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

HASS: Inquiry and Skills

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

Discuss perspectives related to objects, people, places and events (AC9HS2S04)

Develop narratives and share observations, using sources and subject-specific terms (AC9HS2S06)

HASS: History

A local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance (AC9HS2K01)

HASS: Geography

The interconnections of First Nations Australians to a local Country/Place (AC9HS2K04)

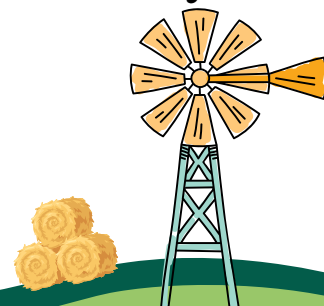Creative & Critical Thinking

Literacy

Personal & Social Capability

Ethical Understanding

Intercultural Understanding

VERSION 8.4

HASS: Inquiry and Skills
Explore a point of view (ACHASSI038)
Interpret data and information displayed in pictures and text on maps (ACHASSI040)
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041)
Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043)

HASS: History
The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK04)
The importance today of a historical site of cultural or spiritual significance in the local area and why it should be preserved (ACHASSK045)

HASS: Geography
The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)
The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)
The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

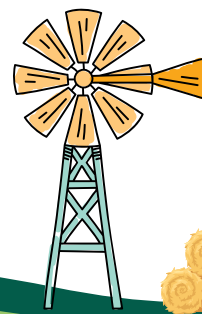Creative & Critical Thinking

Literacy

Personal & Social Capability

Ethical Understanding

Numeracy

Intercultural Understanding

VERSION 9

Achievement Standards
Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

Media Arts: Creating and Making
Use media languages and media technologies to construct representations (AC9AMA2C01)

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: Knowledge and Understanding
Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)
Explore how food can be selected and prepared for healthy eating (AC9TDE2K04)

Design and Technologies: Processes and Production Skills
Generate and communicate design ideas through describing, drawing or modelling, including using digital tools (AC9TDE2P01)
Use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE2P02)
Evaluate the success of design ideas and solutions based on personal preferences and including sustainability (AC9TDE2P03)
Sequence steps for making designed solutions cooperatively (AC9TDE2P04)
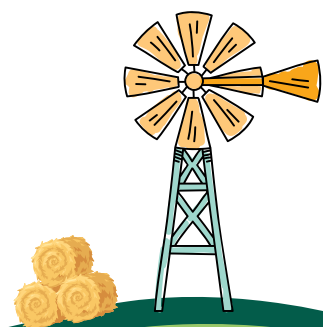
Creative & Critical Thinking

Literacy

Personal & Social Capability

Numeracy

Digital Literacy

VERSION 8.4

Achievement Standards

Students use media languages and media technologies to construct representations in media artworks. They share their work with audiences safely and in informal ways.

Media Arts

Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)
Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)

Visual Arts

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)
Create and display artworks to communicate ideas to an audience (ACAVAM108)

Design and Technologies: Knowledge and Understanding

Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)
Design and Technologies: Processes and Production Skills

Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)
Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)
Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for the environment (ACTDEP008)
Sequence steps for making designed solutions and working collaboratively (ACTDEP009)

Creative & Critical Thinking
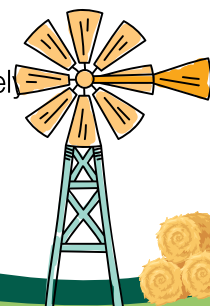
Literacy

Personal & Social Capability

Numeracy

Intercultural Understanding

Digital Literacy

Ethical Understanding

VERSION 9

Achievement Standards

Students describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions.

HASS: Inquiry and Skills

Develop questions to guide investigations about people, events, places and issues (AC9HS3S01)

Interpret information and data displayed in different formats (AC9HS3S03)

Analyse information and data, and identify perspectives (AC9HS3S04)

HASS: History

Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes (AC9HS3K01)

HASS: Civics and Citizenship

Why people participate within communities and how students can actively participate and contribute to communities (AC9HS3K07)

Creative & Critical Thinking

Literacy

Personal & Social Capability

Intercultural Understanding
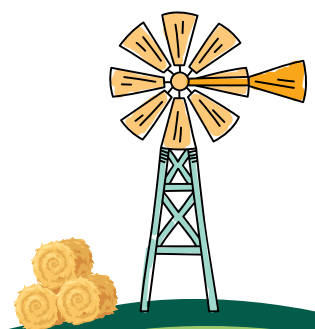
VERSION 8.4

HASS: Inquiry and Skills
Pose questions to investigate people, events, places and issues (ACHASSI052)
Locate and collect information and data from different sources, including observations (ACHASSI053)
Interact with others with respect to sharing points of view (ACHASSI059)

HASS: History
The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)
How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)

Creative & Critical Thinking

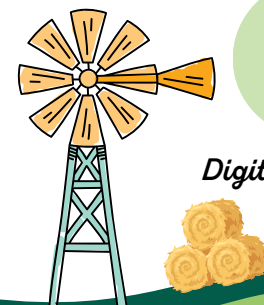Literacy

Personal & Social Capability

Ethical Understanding

Intercultural Understanding

Numeracy

Digital Literacy

VERSION 9

Achievement Standards

Students describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.
Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions.

HASS: Inquiry and Skills

Develop questions to guide investigations about people, events, places and issues (AC9HS4S01)
Interpret information and data displayed in different formats (AC9HS4S03)
Analyse information and data, and identify perspectives (AC9HS4S04)

HASS: History

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

HASS: Geography

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

HASS: Civics and Citizenship

Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity (AC9HS4K09)

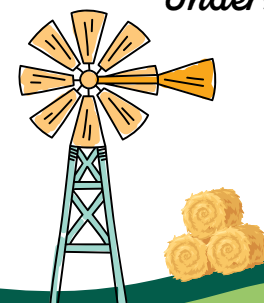**Creative & Critical Thinking**

Literacy

Personal & Social Capability

Intercultural Understanding

Ethical Understanding

VERSION 8.4

HASS: Inquiry and Skills

Pose questions to investigate people, events, places and issues (ACHASSI073)
Locate and collect information and data from different sources, including observations (ACHASSI074)
Interact with others with respect to sharing points of view (ACHASSI080)

HASS: Geography

The importance of environments, including natural vegetation, to animals and people (ACHASSK088)
The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)

HASS: Civics and Citizenship

The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

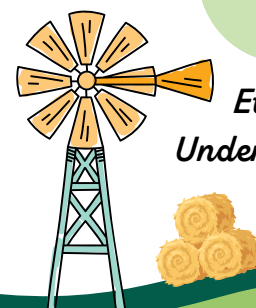Creative & Critical Thinking

Literacy

Personal & Social Capability

Numeracy

Intercultural Understanding

Ethical Understanding

VERSION 9

Achievement Standards

Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

Media Arts: Creating and Making

Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning (AC9AMA4C01)

Visual Arts: Developing Practices and Skills

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

Design and Technologies: Knowledge and Understanding

Describe the ways of producing food and fibre (AC9TDE4K03)
Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)

Design and Technologies: Processes and Production Skills

Generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools (AC9TDE4P02)
Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)
Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)
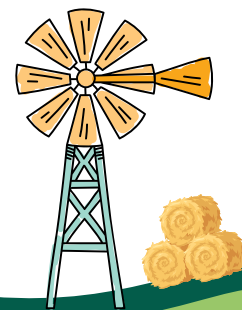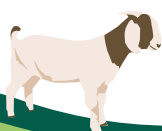
Creative & Critical Thinking

Literacy

Personal & Social Capability

Numeracy

Digital Literacy

VERSION 8.4

Media Arts

Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)

Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)

Visual Arts

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

Design and Technologies: Knowledge and Understanding

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

Design and Technologies: Processes and Production Skills

Generate, develop and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)

Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016)

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)

Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)

Creative & Critical Thinking
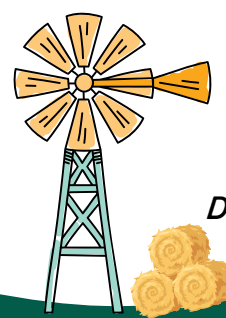
Literacy

Personal & Social Capability

Numeracy

Intercultural Understanding

Ethical Understanding

Digital Literacy

EKKA
EDUCATION

VERSION 9

Achievement Standards

Students explain the influence of people on the characteristics of places and in the management of spaces.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence.

HASS: Inquiry and Skills

Develop questions to investigate people, events, developments, places and systems (AC9HS5S01)

Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5S02)

Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5S03)

Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS5S04)

HASS: Geography

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)
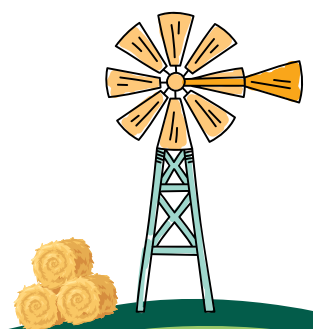
Creative & Critical Thinking

Literacy

Ethical Understanding

VERSION 8.4

HASS: Inquiry and Skills
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)
Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)
Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)

HASS: Geography
The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)
The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)
The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)
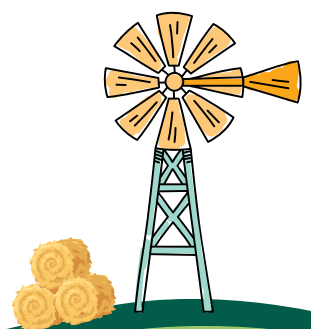
Creative & Critical Thinking

Literacy

Personal & Social Capability

Digital Literacy

Intercultural Understanding

VERSION 9

Achievement Standards

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions.

HASS: Inquiry and Skills

Develop questions to investigate people, events, developments, places and systems (AC9HS6S01)

Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS6S02)

Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS6S03)
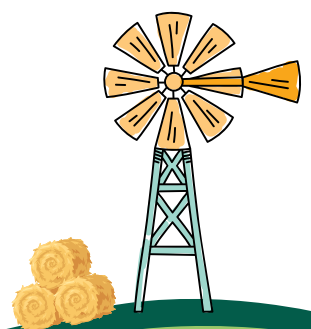
Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS6S04)

Creative & Critical Thinking

Literacy

VERSION 8.4

HASS: Inquiry and Skills

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)
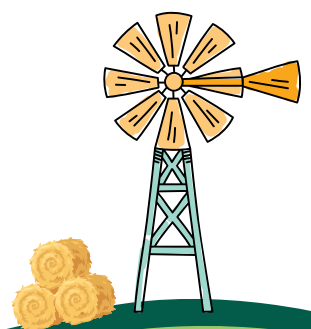
Creative & Critical Thinking

Literacy

Digital Literacy

VERSION 8.4

Media Arts

Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)

Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM064)

Visual Arts

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)

Develop and apply techniques and processes when making their artworks (ACAVAM115)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

Design and Technologies: Knowledge and Understanding

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

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

Creative & Critical Thinking

Literacy

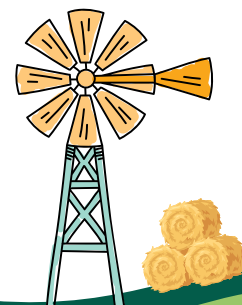Personal & Social Capability

Ethical Understanding

Intercultural Understanding

VERSION 9

Achievement Standards

Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice.

Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

Media Arts: Creating and Making

Use media languages, media technologies and production processes to construct media artworks that communicate ideas, perspectives and/or meaning for specific audiences (AC9AMA6C01)

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)

Creative & Critical Thinking

Digital Literacy

Personal & Social Capability
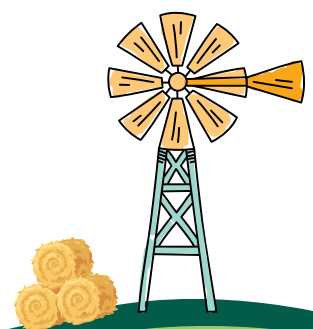
VERSION 9

Achievement Standards

Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

Design and Technologies: Knowledge and Understanding

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)

Design and Technologies: Processes and Production Skills

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01)
Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02)
Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE6P03)
Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions (AC9TDE6P04)
Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)
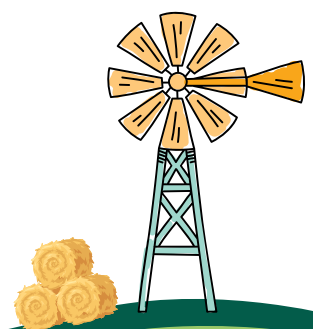
Creative & Critical Thinking

Literacy

Personal & Social Capability

Digital Literacy

VERSION 8.4

Design and Technologies: Processes and Production Skills

Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)

Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)

Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026)

Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)

Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

Creative & Critical Thinking

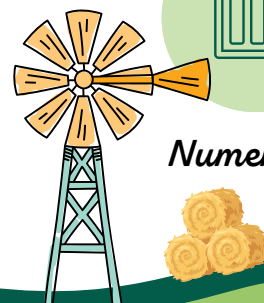*Literacy*

Personal & Social Capability

Ethical Understanding

Digital Literacy

Numeracy

EKKA
EDUCATION

CONTACTS

Education Content and Competition Enquiries
education@ekka.com.au

Ekka School & Group Bookings Enquiries
groupbookings@ekka.com.au

- Australian -
Good Meat
EDUCATION

Australian
Good Meat Education
is an initiative of

mla
MEAT & LIVESTOCK AUSTRALIA

Queensland
GOAT
Producers Inc

www.ekka.com.au

EDUCATION

INTERNATIONAL AWARD WINNERS

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

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

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

www.ekka.com.au