

# Ekka

EDUCATION

## CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

2024 RURAL DISCOVERY DAY  
*Brisbane Showgrounds - Home of the Ekka*



FOUNDATION TO 6

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## EXCURSION OVERVIEW

A world of discovery awaits students at Rural Discovery Day!

The engaging, educational day brings the country to the city to teach primary school students that food and fibre comes from farms, not shopping centres, by guiding them through six immersive agricultural activities, linked to the Australian curriculum.

This exciting hands-on day will see students go through an amazing sensory experience as they touch and taste their way through informative interactive sessions.

## RURAL DISCOVERY DAY ACTIVITIES

Dairy Session

Grain & Milling Session

presented by [AgForce Queensland](#)

Farming & Horticulture Session

presented by [Pick of the Crop](#)

an initiative developed by [Health and Wellbeing Queensland](#)

Sheep & Fleece Session

Poultry & Egg Session

First Nations Agriculture Session

Drone Talk during Morning Tea

Educational Show during Lunch

\*\* Activities are subject to change \*\*

## IMPORTANT DATES

Expressions of Interest Now Open

Bookings Close: Friday 19 April 2024

Rural Discovery Day Excursions: Monday 20 to Friday 24 May 2024



## DOCUMENT INFORMATION

These resources are purpose built for students in Foundation to Grade 6, who attend Rural Discovery Day excursions to encourage pre- and post-excursion learning.

Each session at Rural Discovery Day has corresponding videos, activities and resources for teachers and students from agricultural industry experts that highlight the value of exploring agriculture in the classroom. The included links provide teachers with direct access to numerous learning opportunities, all with curriculum alignment and grade accessibility information. The resources supplied have both digital and hands-on materials for students to build connections between the importance of food and fibre and their everyday lives.

## IMPORTANT CONTACTS

### *Rural Discovery Day Enquiries*

Mel McGrath | Competitions & Event Planner  
[mmcgrath@royalqueenslandshow.com.au](mailto:mmcgrath@royalqueenslandshow.com.au)

### *Education Content Enquiries*

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

### *Ekka School & Group Bookings Enquiries*

Syafiqah Raimee | Group Sales & Marketing Coordinator  
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# CURRICULUM ALIGNMENT

The following pages identify the links to Version 8.4 and Version 9 of the Australian Curriculum, as well as the relevant General Capabilities and Cross-curricular Priorities.



## SCIENCE ALIGNMENT TO RURAL DISCOVERY DAY ACTIVITY SESSIONS

The Dairy Session will explore the ruminant digestive systems of cows, the importance of pasteurisation and students will have the opportunity to hand milk a dairy cow.

The Grain & Milling Session presented by AgForce Queensland takes students through the production cycle of grains, from wheat grains to bread. Students will learn about how grains are grown, what different products can be produced from grains and they will have the opportunity to mill some grain.

The Farming & Horticulture Session, presented by Pick of the Crop, an initiative developed by Health and Wellbeing Queensland, where students will meet a Queensland grower who will explain how they harvest veggies and fruit in innovative ways prior to transporting produce.

The Poultry & Eggs Session will explore the lifecycle of chickens from eggs to adult hens.

The Sheep & Fleece Session experiments with woollen fibres from sheep and identifies the various products we receive from sheep like clothes and lanolin.

The First Nations Agriculture Session will explore the food and fibre sources of First Nations people and the benefits to be learned from their customs, traditional farming practices, and connections to the land.

### AIMS FOR STUDENTS TO DEVELOP

- An interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in.
- An ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions.
- An understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

**\*AIMS SOURCED FROM AUSTRALIAN CURRICULUM**



## FOUNDATION

### VERSION 8.4

#### *Science as a Human Endeavour: Nature and Development of Science*

Science involves observing, asking questions about, and describing changes in objects and events ([ACSH013](#))

#### *Science Inquiry Skills: Planning and Conducting*

Participate in guided investigations to explore and answer questions ([ACSI011](#))

### VERSION 9

#### *Science as a Human Endeavour: Use and influence of science*

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

#### *Science Inquiry Skills: Planning and Conducting*

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

## GRADE ONE

### VERSION 8.4

#### *Science Understanding: Biological Sciences*

Living things have a variety of external features ([ACSSU017](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

People use science in their daily lives, including when caring for their environment and living things ([ACSH022](#))

### VERSION 9

#### *Science Understanding: Biological Sciences*

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](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

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



## GRADE TWO

### VERSION 8.4

#### *Science as a Human Endeavour: Use and influence of science*

People use science in their daily lives, including when caring for their environment and living things ([ACShe035](#))

#### *Science Inquiry Skills: Planning and Conducting*

Participate in guided investigations to explore and answer questions ([ACsIS038](#))

### VERSION 9

#### *Science as a Human Endeavour: Use and influence of science*

Describe how people use science in their daily lives, including using patterns to make scientific predictions ([AC9S2H01](#))

#### *Science Inquiry Skills: Planning and Conducting*

Suggest and follow safe procedures to investigate questions and test predictions ([AC9S2I02](#))

## GRADE THREE

### VERSION 8.4

#### *Science Understanding: Biological Sciences*

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([ACSSU044](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

Science knowledge helps people to understand the effect of their actions ([ACShe051](#))

### VERSION 9

#### *Science Understanding: Biological Sciences*

Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals ([AC9S3U01](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

Consider how people use scientific explanations to meet a need or solve a problem ([AC9S3H02](#))





## GRADE FOUR

### VERSION 8.4

#### *Science Understanding: Biological Sciences*

Living things depend on each other and the environment to survive ([ACSSU073](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

### VERSION 9

#### *Science Understanding: Biological Sciences*

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

#### *Science as a Human Endeavour: Use and Influence of Science*

Consider how people use scientific explanations to meet a need or solve a problem ([AC9S4H02](#))

## GRADE FIVE

### VERSION 8.4

#### *Science Understanding: Biological Sciences*

Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE083](#))

### VERSION 9

#### *Science Understanding: Biological Sciences*

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

#### *Science as a Human Endeavour: Use and Influence of Science*

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions ([AC9S5H02](#))



## GRADE SIX

### VERSION 8.4

#### *Science Understanding: Biological Sciences*

The growth and survival of living things are affected by physical conditions of their environment ([ACSSU094](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE100](#))

### VERSION 9

#### *Science Understanding: Biological Sciences*

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions ([AC9SU01](#))

#### *Science as a Human Endeavour: Use and Influence of Science*

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions ([AC9S6H02](#))

## GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES



*Creative & Critical Thinking*



*Literacy*



*Personal & Social Capability*



*Numeracy*



*Intercultural Understanding*



*Information & Communication Technology*



*Ethical Understanding*



*Sustainability*



*Aboriginal & Torres Strait Islander Histories & Cultures*



## DESIGN AND TECHNOLOGIES ALIGNMENT TO RURAL DISCOVERY DAY ACTIVITY SESSIONS

The Dairy Session demonstrates the significance of developments within agricultural technology such as machine milking which assists in producing enough milk for all Australians. Students will also explore food and fibre technology by making different milk-based products with milk straight from the dairy cow. The dairy industry is also committed to sustainable practices which will be examined by the students.

The Grain & Milling Session presented by AgForce Queensland takes students through the production cycle of grains, types of grains, the environments in which they're grown, and their uses. Students will understand the source of the food and product that is supplied to us by grain growers.

The Farming & Horticulture Session, presented by Pick of the Crop, an initiative developed by Health and Wellbeing Queensland, will allow students to meet a Queensland producer to discuss innovative technologies used on-farm, and participate in a hands-on activity planting seeds.

The Sheep & Fleece Session represents how wool is turned into clothing that students wear every day, its benefits as a natural, sustainable fibre and how lanolin is used in cosmetic products.

The First Nations Agriculture Session will explore the food and fibre sources of First Nations people and the benefits to be learned from their customs, traditional farming practices, and the importance of caring for the land.

### AIMS FOR STUDENTS TO DEVELOP

- Investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society



## RELEVANT SUSTAINABILITY CROSS-CURRICULAR PRIORITIES

- The role of world views (sets of attitudes, values and beliefs) that shape individual and community ideas about how the world works and our role in the world
- The role of innovation and creativity in sustainably designed solutions, including products, environments and services, that aim to reduce present and future impacts or to restore the health or diversity of environmental, social and economic systems
- Ways of thinking and acting that seek to empower young people to design action that will lead to an equitable, sustainable and inclusive future

**AIMS SOURCED FROM AUSTRALIAN CURRICULUM**

## FOUNDATION TO YEAR TWO

### VERSION 8.4

#### *Design and Technologies: Knowledge and Understanding*

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs ([ACTDEK001](#))

Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating ([ACTDEK003](#))

### VERSION 9 (FOUNDATION)

#### *Design and Technologies: Knowledge and Understanding – Technologies and Society*

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

### VERSION 9 (GRADE 1 TO 2)

#### *Design and Technologies: Knowledge and Understanding – Technologies and Society*

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

#### *Design and Technologies: Knowledge and Understanding – Food and fibre production*

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



## GRADE THREE AND FOUR

### VERSION 8.4

#### *Design and Technologies: Knowledge and Understanding*

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs ([ACTDEK010](#))

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

### VERSION 9

#### *Design and Technologies: Knowledge and Understanding - Technologies and Society*

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

#### *Design and Technologies: Knowledge and Understanding - Food and fibre production*

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



## GRADE FIVE AND SIX

### VERSION 8.4

#### *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](#))

### VERSION 9

#### *Design and Technologies: Knowledge and Understanding – Technologies and Society*

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

#### *Design and Technologies: Knowledge and Understanding – Food and Fibre Production*

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

## GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES



*Creative & Critical  
Thinking*



*Literacy*



*Personal &  
Social Capability*



*Numeracy*



*Intercultural  
Understanding*



*Information &  
Communication  
Technology*



*Ethical  
Understanding*



*Sustainability*



*Aboriginal & Torres  
Strait Islander Histories  
& Cultures*



## HUMANITIES AND SOCIAL SCIENCES ALIGNMENT TO RURAL DISCOVERY DAY ACTIVITY SESSIONS

The Grain & Milling Session presented by AgForce Queensland will identify the importance of specific grains as a historically important crop harvested throughout Queensland and Australia.

The Farming & Horticulture Session, presented by Pick of the Crop, an initiative developed by Health and Wellbeing Queensland, looks at the importance of Australian fruit and vegetables and how they are grown and harvested.

The First Nations Agriculture Session explores connection to Country, the weather and seasons, and First Nations perspectives on the use of environmental resources.

### AIMS FOR STUDENTS TO DEVELOP

- An understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- The capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- Dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics

**AIMS SOURCED FROM AUSTRALIAN CURRICULUM**



## FOUNDATION

### VERSION 8.4

#### *Humanities and Social Sciences: Geography*

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

The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples ([ACHASSK016](#))

### VERSION 9

#### *Humanities and Social Sciences: 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 people and the Country/Place on which the school is located ([AC9HSFK04](#))

## GRADE ONE

### VERSION 8.4

#### *Humanities and Social Sciences: Geography*

The natural, managed and constructed features of places, their location, how they change and how they can be cared for ([ACHASSK031](#))

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them ([ACHASSK032](#))

### VERSION 9

#### *Humanities and Social Sciences: 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 people ([AC9HS1K04](#))





## GRADE TWO

### VERSION 8.4

#### *Humanities and Social Sciences: Geography*

The connections of people in Australia to people in other places in Australia and across the world ([ACHASSK050](#))

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place ([ACHASSK049](#))

### VERSION 9

#### *Humanities and Social Sciences: Geography*

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](#))

The interconnections of First Nations people to a local Country/Place ([AC9HS2K04](#))

## GRADE THREE

### VERSION 8.4

#### *Humanities and Social Sciences: Geography*

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places ([ACHASSK069](#))

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human ([ACHASSK066](#))

### VERSION 9

#### *Humanities and Social Sciences: Geography*

The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features ([AC9HS3K05](#))

The ways First Nations people in different parts of Australia are interconnected with Country/Place ([AC9HS3K04](#))



## GRADE FOUR

### VERSION 8.4

#### *Humanities and Social Sciences: 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](#))

### VERSION 9

#### *Humanities and Social Sciences: Geography*

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

## GRADE FIVE

### VERSION 8.4

#### *Humanities and Social Sciences: Geography*

The environmental and human influences on the location and characteristics of a place and the management of spaces within them ([ACHASSK113](#))

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places ([ACHASSK112](#))

### VERSION 9

#### *Humanities and Social Sciences: Geography*

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



## GRADE SIX

### VERSION 8.4

#### *Humanities and Social Sciences: History*

The contribution of individuals and groups to the development of Australian society since Federation ([ACHASSK137](#))

### VERSION 9

#### *Humanities and Social Sciences: History*

The motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region ([AC9HS6K03](#))

## GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES



*Creative & Critical Thinking*



*Literacy*



*Personal & Social Capability*



*Numeracy*



*Intercultural Understanding*



*Information & Communication Technology*



*Ethical Understanding*



*Sustainability*



*Aboriginal & Torres Strait Islander Histories & Cultures*

# CLASSROOM RESOURCES

The following pages include pre-excursion and post-excursion classroom resources that should be used to enhance the learning outcomes for your students.



## PRE-EXCURSION VIDEO

### *Meet John a Dairy Farmer / Ekka Meet a Farmer with Sammie O'Brien*

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. [youtu.be/VXLG3zoeMxs](https://youtu.be/VXLG3zoeMxs)



## POST-EXCURSION ACTIVITIES

### *Dairy Australia's Initiative - Discover Dairy Life as a Dairy Cow - Foundation to Grade 2*

Life as a dairy cow will spark curiosity in your students so they can investigate and understand more about raising and caring for cows on dairy farms. This inquiry-based learning unit has a series of activities based on content descriptors from the Australian Curriculum in the Science and Design & Technologies learning areas, alongside suggested assessment tasks. [www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-foundation--year-2](http://www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-foundation--year-2)



*Technology from Farm to Plate – Grade 3 to 4*

‘Technology - from Farm to Plate’ invites students to explore the role that technology has on dairy farms, including food technologies and production. This inquiry-based learning unit has a series of activities based on content descriptors from the Australian Curriculum for Year 3 and Year 4 Science & Design Technology learning areas. [www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-technology-from-farm-to-plate-year-3-and-4](http://www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-technology-from-farm-to-plate-year-3-and-4)



*Sustainable Dairy Farming – Grade 5 to 6*

‘From farm to plate: Sustainability’ provides students with the opportunity to explore the farm’s dependence on the rest of the environment to produce milk and care for animals. Students will explore the various farm systems that support this using a project plan to research and present on farm sustainability issues, such as biodiversity, land and water management or solar energy. The goal is for students to make meaning of their learning while using information about dairy farming as a stimulus along the journey. [www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-sustainable-dairy-farming-year-5-and-6](http://www.dairy.edu.au/resources/inquiry-unit-resources/farm-to-plate--inquiry-unit-sustainable-dairy-farming-year-5-and-6)



**ADDITIONAL RESOURCES - ACCESSIBLE FOR ALL AGES**

*Australian Dairy Cows*

There are many breeds of dairy cows in Australia. Holstein, Jersey and Aussie Red are the most popular, all have distinctive characteristics.

[www.dairy.edu.au/information/australian-dairy-cows](http://www.dairy.edu.au/information/australian-dairy-cows)



*Milk Cycle*

Follow the animated journey of how dairy cows make milk. The system of organs and processes involved in the digestion and lactation of a dairy cow are fascinating. How much milk can a dairy cow produce in a day? This animation is designed to compliment the inquiry units and activity ideas

on Discover Dairy. [www.dairy.edu.au/resources/interactive-resource/milk-cycle](http://www.dairy.edu.au/resources/interactive-resource/milk-cycle)



## PRE-EXCURSION VIDEO

*Primary Industries Education Foundation Australia / Stories about people who produce our food and fibre*

Discover different types of grains that are farmed in Australia, how they're produced, and where they end up. [www.youtube.com/watch?v=iipJdcpseUs](http://www.youtube.com/watch?v=iipJdcpseUs)



## POST-EXCURSION ACTIVITIES

*Grains Research & Development Corporation / Learning Tools - Accessible for all ages*

Australian Grains, Oilseeds, and Pulses Poster

[ezrwbvk28gx.exactdn.com/wp-content/uploads/2022/11/PIEFA-Aust-Grains-A0-poster\\_HR28.pdf](http://ezrwbvk28gx.exactdn.com/wp-content/uploads/2022/11/PIEFA-Aust-Grains-A0-poster_HR28.pdf)



Grain Facts for Schools: WHEAT Factsheet

[grdc.com.au/\\_data/assets/pdf\\_file/0022/367042/Grain-facts-for-schools-wheat.pdf?utm\\_source=website&utm\\_medium=download\\_link&utm\\_campaign=pdf\\_download&utm\\_term=National&utm\\_content=Grain%20Facts%20for%20Schools:%20Wheat](http://grdc.com.au/_data/assets/pdf_file/0022/367042/Grain-facts-for-schools-wheat.pdf?utm_source=website&utm_medium=download_link&utm_campaign=pdf_download&utm_term=National&utm_content=Grain%20Facts%20for%20Schools:%20Wheat)





## ***ABC Education / ABC Open: Barooga at harvest time - Foundation to Grade 2***

Harvest is one of the busiest times for farmers who grow crops. Watch this video to learn about a machine used during harvest and what it does. What happens to the grains after they've been harvested? Why do the farmers need to harvest their crops before the rain comes?



[www.abc.net.au/education/abc-open-barooga-at-harvest-time/13963786](http://www.abc.net.au/education/abc-open-barooga-at-harvest-time/13963786)

## ***Grains Research & Development Corporation / Introduction to Grains, Oilseeds, and Pulses - Grade 3 to 6***

Produced by the GRDC, the Introduction to Oilseeds, Grains and Pulses is a self study or classroom based netquest that sends students on an internet based research quest for answers. Students are challenged to find answer to questions about oilseeds, popular grains, what pulses are, and facts about growing them within Australia.



[primezone.edu.au/resource/grains-oilseeds-pulses-netquest/](http://primezone.edu.au/resource/grains-oilseeds-pulses-netquest/)

## ***Grains Research & Development Corporation / Sunflower Stories - Grade 3 to 4***

This exciting and interactive unit of work offers a unique perspective on one of Australia's most fascinating crops – sunflowers. From understanding what sunflowers are and how they are farmed, to exploring the lifecycle of a seed and the process of producing sunflower oil, this lesson plan has it all.



[ezrbvk28gx.exactdn.com/wp-content/uploads/2021/04/Sunflower-Stories-34.pdf](http://ezrbvk28gx.exactdn.com/wp-content/uploads/2021/04/Sunflower-Stories-34.pdf)



## *The GiST / Engineering from Farm to Table - Grade 5 to 6*

Students are invited to become food and fibre engineers to research how wheat, the largest agricultural crop in Australia, gets from the farm to the table. They will build and improve models of key agricultural or production technologies.

[www.thegist.edu.au/educators/stem-lesson-plans/lessons-for-years-5-6/engineering-from-farm-to-table/](http://www.thegist.edu.au/educators/stem-lesson-plans/lessons-for-years-5-6/engineering-from-farm-to-table/)



## *Australia's Defining Moments Digital Classroom / 'Federation' Wheat - Grade 5 to 6*

Wheat was one of the first crops planted by colonists in Australia in 1788. At first, harvests were poor, but soon wheat became Australia's most important crop. However during the 1800s a destructive wheat disease called 'black stem rust' reduced harvests. William Farrer experimented in cross-breeding wheat to produce 'Federation' wheat, the first specifically Australian variety that was resistant to both rust and drought.

[digital-classroom.nma.gov.au/defining-moments/federation-wheat-distributed](http://digital-classroom.nma.gov.au/defining-moments/federation-wheat-distributed)

AUSTRALIA'S DEFINING MOMENTS  
**Digital Classroom**



## PRE-EXCURSION VIDEO

*Meet Chris an Avocado Farmer / Ekka Meet a Farmer with Sammie O'Brien*

Sammie visits Chris from Costa Farms in Childers to learn all about what goes into growing delicious and creamy avocados. [www.youtube.com/watch?v=NwGRDxCi1dM&list=PLvJbE6Ug2bkT-mJ-5pYKWXwz-eujdHLMn&index=4](https://www.youtube.com/watch?v=NwGRDxCi1dM&list=PLvJbE6Ug2bkT-mJ-5pYKWXwz-eujdHLMn&index=4)

[www.youtube.com/watch?v=NwGRDxCi1dM&list=PLvJbE6Ug2bkT-mJ-5pYKWXwz-eujdHLMn&index=4](https://www.youtube.com/watch?v=NwGRDxCi1dM&list=PLvJbE6Ug2bkT-mJ-5pYKWXwz-eujdHLMn&index=4)



## POST-EXCURSION ACTIVITIES

*ABC Education: 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/13633088](https://www.abc.net.au/education/kids-in-the-garden-ep-2-how-seeds-become-plants/13633088)



## ***ABC Education: Kids in the Garden / Why Plants Make Fruit - Accessible for all ages***

Have you ever wondered why plants make them? Discover an amazing variety of fruits. Learn the secret of these little plant packages and the treasures they protect.

[www.abc.net.au/education/kids-in-the-garden-ep-6-why-plants-make-fruit/13605862](http://www.abc.net.au/education/kids-in-the-garden-ep-6-why-plants-make-fruit/13605862)



## ***ABC Education: Kids in the Garden / How plants work - Accessible for all ages***

Plants are the only living things that can make their own food. They do this during the day while it's light, using a process called photosynthesis, which uses carbon dioxide and produces oxygen. During the day and night plants take in oxygen and release carbon dioxide through respiration. Discover just how important plants are to life on Earth. Find out how we can help plants survive and thrive. [www.abc.net.au/education/kids-in-the-garden-ep-5-how-plants-work/13633124](http://www.abc.net.au/education/kids-in-the-garden-ep-5-how-plants-work/13633124)



## ***Junior Landcare: Sow a seed, grow a feed - Accessible for all ages***

Engage young learners' senses as they grow food from a seed. They can learn about caring for a living thing, experience the joy of watching something grow and harvesting healthy food. The activity provides opportunities for development of science, sustainability and maths concepts.

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



## ***Pick of the Crop: School and Community Fruit and Veggie Education***

Connect your students and school community with local growers, producers and farmers to provide a great opportunity for students to experience all stages of 'paddock to plate'. Activities and ideas are provided for farm excursions, day events, and classroom activities, as well as supporting resources for school tuckshops.

[hw.qld.gov.au/pick-of-the-crop/school-resources/](http://hw.qld.gov.au/pick-of-the-crop/school-resources/)



## PRE-EXCURSION VIDEO

*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. [youtu.be/hKmf\\_HbOxUs](https://youtu.be/hKmf_HbOxUs)



## POST-EXCURSION ACTIVITIES

*Australian Wool Innovation: Learn About Wool – Accessible for all ages*

*Videos from the Woolmark Company*

This Is Wool: [youtu.be/3Jk3yZSk-XM](https://youtu.be/3Jk3yZSk-XM)

The Innovator: [youtu.be/ZtHZyJTfvHc](https://youtu.be/ZtHZyJTfvHc)



## *Posters from Learn About Wool*

From farm to fashion:

[www.learnaboutwool.com/globalassets/law/resources/posters/gd2139-a2-education-posters\\_7.pdf](http://www.learnaboutwool.com/globalassets/law/resources/posters/gd2139-a2-education-posters_7.pdf)

From the Yarn:

[www.learnaboutwool.com/globalassets/law/resources/posters/gd1477-sam-the-lamb-poster-2017.pdf](http://www.learnaboutwool.com/globalassets/law/resources/posters/gd1477-sam-the-lamb-poster-2017.pdf)

## *Fact Sheets from Learn About Wool*

Properties of wool:

[www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd3262-primary-fact-sheets\\_m.pdf](http://www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd3262-primary-fact-sheets_m.pdf)

Wool is 100% biodegradable:

[www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd3262-primary-fact-sheets\\_u.pdf](http://www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd3262-primary-fact-sheets_u.pdf)

## *Worksheets from Learn About Wool*

My Sheep Paddock:

[www.learnaboutwool.com/globalassets/law/lesson-plans/f/science/needs-of-sheep/my-sheep-paddock.pdf](http://www.learnaboutwool.com/globalassets/law/lesson-plans/f/science/needs-of-sheep/my-sheep-paddock.pdf)

Properties of Materials:

[www.learnaboutwool.com/globalassets/law/lesson-plans/y4/science/properties-of-wool/worksheets/properties-of-materials.pdf](http://www.learnaboutwool.com/globalassets/law/lesson-plans/y4/science/properties-of-wool/worksheets/properties-of-materials.pdf)



## PRE-EXCURSION VIDEO

*Meet a Chick / Ekka Animal Nursery with Laurel Edwards*

Laurel Edwards sits down for a chat with Farmer James about tiny and fluffy chicks in the Animal Nursery. [youtu.be/uQrtJ89xn44](https://youtu.be/uQrtJ89xn44)



## POST-EXCURSION ACTIVITIES

*Australian Eggs / All About Eggs*

*Eggs-actly where do eggs come from? - Grade 1*

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

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





***Australian Eggs / All About Eggs***

***What's inside an egg? - Grade 2***

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

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



***Australian Eggs / All About Eggs***

***To lay or not to lay? - Grade 3***

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

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



*Australian Eggs / All About Eggs*  
*Sustainable Egg Farms - Grade 4*

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

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

*Australian Eggs / All About Eggs*  
*The Big Egg Debate - Grade 5*

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

[www.australianeggs.org.au/education/primary/the-big-egg-debate](http://www.australianeggs.org.au/education/primary/the-big-egg-debate)



## PRE-EXCURSION VIDEO

The fruit of the majestic Bunya Pine has been an important part of indigenous culture for thousands of years. Landline looks at how those foods are becoming mainstream and First Nations farmers are part of modern agriculture. [www.youtube.com/watch?v=G0f6XNMDb64](https://www.youtube.com/watch?v=G0f6XNMDb64)



## POST-EXCURSION ACTIVITIES

*Junior Landcare: Love Letters to the Land - Accessible for all ages*

You're going to write a 'Love Letter to the Land'. In this activity, you and your students will participate in an observation and record-taking activity while celebrating the land, water, flora and fauna all around you – and the small actions we can take to protect our local environment.

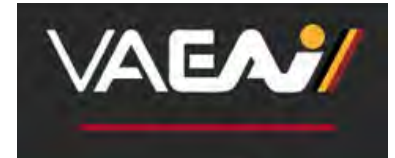
[juniorlandcare.org.au/learning\\_activity/love-letters-to-the-land/](https://juniorlandcare.org.au/learning_activity/love-letters-to-the-land/)



***Victorian Aboriginal Education Association Incorporated  
Aboriginal Food Diorama - Accessible for All Ages***

Make a diorama using materials from school, home and the outdoors. Before colonisation in Australia, Aboriginal people hunted, fished or gathered their food from the land, rivers and ocean, but they were always careful not to take too much.

[www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/04/food-diorama.MM\\_FINAL.pdf](http://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/04/food-diorama.MM_FINAL.pdf)



***ABC Education: Back to Nature Series - Accessible for All Ages***

Country has spirit and is sacred: deserving of respect and love. This has been understood by First Nations people for millennia. All the stories in this series are connected by a unifying idea: the land is alive. The land is a being, a living entity.

[www.abc.net.au/education/digibooks/back-to-nature/101748144](http://www.abc.net.au/education/digibooks/back-to-nature/101748144)



***Junior Landcare: Local Seasons***

***Exploring First Nations Weather Knowledge - Accessible to all ages***

First Nations people observe the seasons change and they know when it is best to collect food such as fruits or seeds, what type of shelter they would need to make, what clothing they would need to keep warm and when to move from one place to another. This activity introduces children to going outside and experiencing the seasons.

[juniorlandcare.org.au/learning\\_activity/local-seasons-exploring-first-nations-weather-knowledge/](http://juniorlandcare.org.au/learning_activity/local-seasons-exploring-first-nations-weather-knowledge/)



***Australian Bureau of Meteorology***

***Indigenous Weather Knowledge Interactive Map - Accessible to all ages***

Aboriginal and Torres Strait Islander people have developed an intricate understanding of the environment over many thousands of years. Use the Australian Bureau of Meteorology's interactive Indigenous weather map to select Australian communities to view their seasonal calendars. [www.bom.gov.au/iwk/index.shtml](http://www.bom.gov.au/iwk/index.shtml)



**Australian Government**  
**Bureau of Meteorology**

Additional Resource:

Use this toolkit to work with the Australian Bureau of Meteorology and your community's First Nations Elders to create your own seasonal weather calendar.

[www.bom.gov.au/iwk/indigenous\\_weather\\_knowledge\\_toolkit.pdf](http://www.bom.gov.au/iwk/indigenous_weather_knowledge_toolkit.pdf)



**Australian Government**  
**Bureau of Meteorology**

***Aussie Childcare Network: Australian Bush Tucker Flashcards - Foundation to Grade 2***

First Nations people have been grazing on bush tucker for thousands of years and have a symbiotic relationship with the land, and have lived off the native flora and fauna for many generations. Access these free Australian bush tucker flashcards and quiz your class! [aussiechildcarenetwork.com.au/printables/downloads/category/940-download-bush-tucker-food-flashcards](http://aussiechildcarenetwork.com.au/printables/downloads/category/940-download-bush-tucker-food-flashcards)



***ABC Education: Bruce Pascoe***

***Aboriginal Agriculture, Technology, and Ingenuity - Grade 5 to 6***

By looking at scientific research, archival footage and the journals of early explorers, we learn about the vast agricultural fields, ingenious aquaculture systems, sophisticated use of fire and successful industries that existed in Australia prior to colonisation.

[www.abc.net.au/education/digibooks/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity/101734320](http://www.abc.net.au/education/digibooks/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity/101734320)



## PRE-EXCURSION ACTIVITY (MORNING TEA TALK)

*Department of Agriculture & Fisheries (DAF) - Drone: Exciting Times for Agriculture*

Marcus Bulstrode works with the Coastal Farming Systems team at DAF and has been using drones for a few years to assist growers to understand their farms better. Drones can help growers become aware of the differences within paddocks and by understanding variability within the paddock, growers are then able to selectively target poorer areas and use herbicides and nutrients to best effect, reducing run-off and costs.

[www.youtube.com/watch?v=zUhzHcL9ieA](https://www.youtube.com/watch?v=zUhzHcL9ieA)

 **Queensland Government**  
Department of Agriculture and Fisheries



# Ekka

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