

Ekka

EDUCATION

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

SCHOOL SCARECROW COMPETITION



FOUNDATION - GRADE 6

COMPETITION OVERVIEW

Building a scarecrow offers a creative and engaging learning opportunity for Queensland primary school students.

This activity touches on various curriculum areas such as Humanities and Social Sciences (HASS), The Arts, English, Science, and Mathematics, allowing students to explore cultural, environmental, and artistic themes while developing practical skills. This activity fosters creativity, collaboration, and problem-solving while also connecting students to Queensland's agricultural heritage.

IMPORTANT CONTACTS

Competition Enquiries

entries@rna.org.au

Education Content Enquiries

education@ekka.com.au

Ekka School & Group Bookings Enquiries

groupbookings@ekka.com.au

HOW TO MAKE A SCARECROW GUIDE

HERE'S A SIMPLE, SUMMARISED VERSION OF HOW TO MAKE A BASIC SCARECROW:

STEP 1: GATHER MATERIALS

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

STEP 2: BUILD THE FRAME

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

STEP 3: DRESS THE SCARECROW

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

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

STEP 4: MAKE THE HEAD

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

STEP 5: ADD FINISHING TOUCHES

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

DONE! YOU NOW HAVE A SIMPLE SCARECROW.

EDUCATIONAL INFORMATION ABOUT STRAW FOR QUEENSLAND PRIMARY SCHOOLS

WHAT IS STRAW?

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

QUEENSLAND REGIONS FOR GROWING AND HARVESTING STRAW:

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

BENEFITS OF STRAW IN SCARECROW MAKING:

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

THIS INFORMATION HELPS STUDENTS UNDERSTAND THE ROLE OF STRAW IN AGRICULTURE AND ITS LOCAL SIGNIFICANCE IN QUEENSLAND.

HUMANITIES AND SOCIAL SCIENCES (HASS)

Learning Outcomes:

Community and culture: Scarecrows have historical and cultural significance in rural communities, where they were used to protect crops. Students can learn about the history of farming, rural life, and how agricultural practices have shaped Queensland communities. This helps students appreciate the role of the Ekka in celebrating Queensland's agricultural heritage.

Understanding contributions of individuals and communities: By creating a scarecrow for the Ekka, students can explore how rural communities have traditionally worked together to protect crops and how agricultural innovations continue to evolve.

Example Activity:

Students can research the history of scarecrows and how they were used in different cultures around the world, including their role in Queensland's farming heritage. This connects with ACHASSK072 (how events shape community identity) and ACHASSK093 (the contributions of individuals and groups to Australian society).

THE ARTS

Learning Outcomes:

Visual arts and design: Students will use visual art skills to design and create their scarecrow, focusing on form, texture, colour, and proportion. This involves planning and problem-solving as students decide how to create their scarecrow using a variety of materials.

Creative expression: Students will have the opportunity to express their creativity through the design of the scarecrow, incorporating themes such as farming, environmental awareness, or even a fun character to give their scarecrow personality.

Example Activity:

Students can work individually or in teams to design and build a scarecrow. They can sketch out their ideas, gather materials, and build a full-size scarecrow for submission to the Ekka. This aligns with ACAVAM111 (exploring visual arts techniques) and ACAVAM116 (representing ideas through visual art).



ENGLISH

Learning Outcomes:

Writing and storytelling: Students can write a short story or descriptive piece about their scarecrow, imagining its role on the farm or its journey to the Ekka. This helps students develop their narrative writing skills while encouraging creative thinking.

Oral presentations: Students could also present their scarecrow to their classmates, explaining how they made it, what materials they used, and the character or theme they chose to represent.

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SCIENCE

Learning Outcomes:

Biological and environmental understanding: Creating a scarecrow ties into agricultural science and the role of scarecrows in protecting crops. Students can explore how different plants and crops are affected by pests, and what solutions, like scarecrows, have been historically used to mitigate this.

Materials and design: Students can investigate how different materials (e.g., straw, wood, fabric) are used to create their scarecrow and which materials are most effective for the job. This links to understanding the properties of materials and their suitability for various purposes.

Example Activity:

Students can experiment with different materials to determine what would make the best scarecrow (e.g., waterproof materials or those resistant to wind). This aligns with ACSSU073 (biological sciences: living things and their environments) and ACSSU095 (properties of materials).



MATHEMATICS

Learning Outcomes:

Measurement and geometry: Students will need to measure materials for their scarecrow's design and construction, calculating dimensions and estimating proportions. This activity encourages the practical application of measurement skills.

Problem-solving and spatial reasoning: By designing the scarecrow, students engage in problem-solving activities, determining how to balance the structure, arrange the materials, and ensure that the scarecrow stands securely.

Example Activity:

Students can measure and plan the size and proportions of their scarecrow, calculating how much material they will need and using geometry ensure the scarecrow's balance and structure.

CROSS-CURRICULAR PRIORITIES AND GENERAL CAPABILITIES

Critical and creative thinking:

Students will engage in problem-solving as they design and build their scarecrow, deciding what materials to use, how to construct it, and how to make it visually appealing. They will also use creative thinking in designing unique characters and personalities for their scarecrow.



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Personal and social capability:

Working in teams to build a scarecrow helps develop students' communication, collaboration, and teamwork skills. They learn to work together to solve problems and achieve a shared goal.



*Personal &
Social Capability*

Ethical understanding:

Students can reflect on the role of scarecrows in sustainable farming practices and how they help protect crops from pests without the need for harmful chemicals.



*Ethical
Understanding*



VERSION 8.4

Visual Arts

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

Use materials, components, tools, equipment and techniques to safely make designed solutions ([ACTDEP007](#)).

Sequence steps for making designed solutions and working collaboratively ([ACTDEP009](#)).

VERSION 9

Visual Arts: Developing Practices and Skills

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

Visual Arts: Creating and Making

Create arts works that communicate ideas ([AC9AVAFD01](#))



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Literacy



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Sustainability



Scarecrow Dancing - NSW Department of Education

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

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

Scarecrow Printable Activities

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

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

Easy Scarecrow Craft for Kids

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

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



VERSION 8.4

Visual Arts

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

Use materials, components, tools, equipment and techniques to safely make designed solutions ([ACTDEP007](#))

Sequence steps for making designed solutions and working collaboratively ([ACTDEP009](#))



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Literacy



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VERSION 9

Visual Arts: Developing Practices and Skills

Experiment and play with visual conventions, visual arts processes and materials ([AC9AVA2D01](#))

Visual Arts: Creating and Making

Use visual conventions, visual arts processes and materials to create artworks ([AC9AVA2C01](#))

Design and Technologies: Technologies and Society

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

Design and Technologies: Collaborating and Managing

Sequence steps for making designed solutions cooperatively ([AC9TDE2P04](#))



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Design and Technologies

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

Use materials, components, tools, equipment and techniques to safely make designed solutions ([ACTDEP007](#)).



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Literacy



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Sustainability

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Visual Arts: Creating and Making

Use visual conventions, visual arts processes and materials to create artworks ([AC9AVA2C01](#))

Design and Technologies: 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: Producing and Implementing

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



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VERSION 8.4

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

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 the suitability of materials, systems, components, tools and equipment for a range of purposes ([ACTDEK013](#))



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VERSION 9

Visual Arts: Developing Practices and Skills

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

Visual Arts: Creating and Making

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

Design and Technologies: Technologies and Society

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

Design and Technologies: Collaborating and Managing

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



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ABC News / This robotic dog emits loud noises to scare birds from hazelnut orchards

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

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VERSION 8.4

Visual Arts

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

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

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

VERSION 9

Visual Arts: Developing Practices and Skills

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

Visual Arts: Creating and Making

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

Design and Technologies: Evaluating

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

Design and Technologies: Investigating and Defining

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



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Ekka

EDUCATION

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.

