



- Students to read one or more of the fact sheets and answer the questions on the corresponding comprehension sheet: **‘Technology on farms’**, **‘Caring for the environment’**, **‘Feeding the future’** or **‘Looking after the animals’**.

## Mathematics

- Students to use their coordinate skills to answer the questions on the **‘Where on the farm?’** activity sheet.
- Students to practise their coordinate plotting skills to complete the **‘Cow’ordinate drawing’** activity sheet.
- Students to collect data about the price of various meat cuts (using the internet, catalogues or a visit to a supermarket/butcher). Order the different items from least to most expensive.
- Students to collect data about the types of meat that their classmates, friends or family like to eat. This can be as simple as beef, lamb etc. or could include specific cuts of meat. Discuss the results. Are there animals or cuts that are much more popular than others? Why do students think this is the case?

## Science

- Students to explore the role of the various living things in a farm environment (e.g. plants, insects, livestock, humans). What are the producers, decomposers and consumers and how do they contribute to the ecosystem?
- Students to explore the term ‘sustainable farming’. What does it mean to them? After some time to research, students to give a short (two-minute) presentation explaining their findings (in their own words).
- Students to select one aspect of sustainable farming to research further and create a group presentation for the rest of the class. This could include water, soil management, animal welfare, pest and weed management, waste product management or energy use.
- Students to collect soil samples from various areas and use a testing kit (available at hardware stores) to assess its level of health. What role does soil health play in livestock farming?
- Students to test their knowledge of the cuts of meat from beef or sheep by completing the **‘The whole cow’** or **‘The whole sheep’** activity sheets. You may wish to get students to write down as many cuts as they can think of before they look at the sheets. Enlarging this sheet to A3 size might make this task easier.

- Students to learn about the life cycles of cows, sheep or goats and create a cycle chart that depicts the various stages. These could be presented as posters, hanging mobiles, clay models or digital pieces.
- Students to brainstorm all the things that might be found on a cattle or sheep farm. Consider animals, staff, equipment, buildings, plants etc. Once they have completed their list have them sort the items into living and non-living things and provide justification.

## Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)

- Students to debate the farm 'balancing act': how to feed the world while still being environmentally responsible. Students to consider issues from both perspectives and devise ways that farmers can do both.
- Certain cuts of meat are more popular than others. Students to discuss the implications of this and consider how we could change this view in our society by encouraging a 'nose to tail' philosophy.
- Students to cut out the events on the '**Australian farming through history**' activity sheet and put them in chronological order to create a timeline. Now, discuss the milestones in Australian farming. In small groups, choose an event (or two) and remove it from the timeline. How could this change the course of the farming industry?
- Students to research the farming practices of Aboriginal and Torres Strait Islander people, particularly their methods of land and resource management, then discuss their findings.
- Students to investigate the projected population growth (in Australia and the World) over the coming decades. How does this affect food supply and production? What might the impacts be for population distributions and food security?
- Students to research Sir Sidney Kidman, also known as Australia's 'Cattle King'. They should present their information in an autobiography format, writing as if they were Sir Kidman.
- Students to research early farming technology (e.g. shovels, hoes, horse-drawn ploughs) making a list of as many types of tools/machinery as they can. Students to write a sentence for each tool/machine explaining its function and whether there is still a place for it today? Why, or why not?

## The Arts (Dance, Drama, Media Arts, Music, Visual Arts)

- Students to envisage their 'ideal' farm and use water colour paint to create their farm artwork. Display all artwork around the class and ask students to go on a 'gallery walk' to view them. As a class discuss the similarities and differences of their interpretations.
- Students to use the templates and instructions on the '**Quad bike paper model**' sheet to make their own 3D quad bike.

## Technologies (Design and Technologies, Digital Technologies)

- Students to watch the 'Innovative Cattle Stations in Australia' video then discuss the types of technology they saw used on the farm. What surprised students? What do they already know about technology and farming? What questions do they have?
- Australian farmers are always trying to increase food production through measures that are 'cost efficient', 'ethical' and 'sustainable'. What do students think this means?

## Health and Physical Education

- Students to keep a food diary for a few days then identify which of the foods contain protein. Are these mostly meat-based foods? Students then research to find out how much protein they should be having each day and see if they are meeting that recommendation.
- Invite a dietitian to come and speak to the class about the importance of red meat protein in a healthy balanced diet. Students to brainstorm questions to ask him/her.