



Australian
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Hats and boots game

Students work in teams to play hats and boots, a tic-tac-toe-style game featuring questions about sustainable Australian red meat production and red meat nutrition. All questions draw on key themes from the Australian Good Meat Education resource suite – available at goodmeat.com.au/teacher-resources

The primary and secondary versions are differentiated and align to the Australian Curriculum, covering themes including sustainable practices, the needs of livestock, people and places, supply chains, marketing, nutrition and more.

The hats and boots game is supported by year-level-specific, projectable teacher presentations containing game questions and answers. This dynamic, multifunctional tool can be used as an engaging standalone task, as an introduction to a unit, or as a review tool to consolidate learning from the lesson sequence.



Resources and equipment

ACTIVITY 1– Hats and boots

1. Projector or interactive whiteboard
2. [Hats and boots: Teacher presentation](#) (Choose the appropriate year level)
3. [Worksheet 1a - Hats and boots grid](#) (preferably laminated)
4. [Worksheet 1b - Hats and boots cards](#) (preferably laminated and cut out)

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Lesson guide

ACTIVITY 1 – Hats and boots

- a. Divide the class into approximately five groups of six students. Within each group, allocate students into two smaller teams: three students to Team 'Hats' and three to Team 'Boots'.
- b. Explain that during the activity, students will play a tic-tac-toe-style game to test their knowledge about the Australian red meat industry.
- c. Provide each group with one printed, laminated [Worksheet 1a - Hats and boots grid](#) and one set of pre-cut, laminated [Worksheet 1b - Hats and boots cards](#). Assign each team either the Hats or the Boots cards to represent their team during gameplay.
- d. Display the [Hats and boots: Teacher presentation](#) appropriate to the class year level using a shared screen or interactive whiteboard.
- e. Explain the rules of the game to the class, outlining that each team - Team 'Hats' and Team 'Boots'- will take turns answering questions from the presentation. When a team answers a question correctly, they will place one of their cards (a hat or a boot) onto the grid. The first team in each group to place three of their pieces in a row, either horizontally, vertically or diagonally, wins the game.
- f. Read the questions from the presentation aloud, one at a time, and allow the selected teams time to discuss their response before sharing their answer with the groups.
- g. Navigate to the following slide to reveal the correct answer. If the team's response is correct, they may place one of their cards onto the grid.
- h. Repeat the process, with each team taking turns answering questions. When a team places three cards in a row and wins the game, clear the grid and start gameplay again, using the remaining questions in the presentation.

Answers

ACTIVITY 1 – Hats and boots

Answers are provided in each [Hats and boots: Teacher presentation](#).

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Australian Curriculum content

Foundation – Year 6

Design and Technologies

- Explore how familiar products, services and environments are designed by people. (AC9TDEFK01)
- Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. (AC9TDE2K01)
- Explore how plants and animals are grown for food, clothing and shelter. (AC9TDE2K03)
- Explore how food can be selected and prepared for healthy eating. (AC9TDE2K04)
- Describe the ways of producing food and fibre (AC9TDE4K03)
- Describe the ways food can be selected and prepared for healthy eating. (AC9TDE4K04)
- Explain how and why food and fibre are produced in managed environments. (AC9TDE6K03)
- Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments. (AC9TDE6K01)
- Explain how the characteristics of foods influence selection and preparation for healthy eating. (AC9TDE6K04)

English

- Interact in informal and structured situations by listening while others speak and using features of voice including volume levels. (AC9EFLY02)
- Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. (AC9E1LY02)
- Use interaction skills to contribute to conversations and discussions to share information and ideas. (AC9E3LY02)

Mathematics

- Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning. (AC9MFM01)
- Compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning. (AC9M1M01)
- Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary. (AC9M2M01)
- Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates. (AC9M3M01)

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Science

- Observe external features of plants and animals and describe ways they can be grouped based on these features. (AC9SFU01)
- Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs. (AC9S1U01)
- Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. (AC9S1U02)
- Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals. (AC9S3U01)
- Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships. (AC9S4U01)
- Examine how particular structural features and behaviours of living things enable their survival in specific habitats. (AC9S5U01)

Year 7 – Year 10

Design and Technologies

- Analyse how people in design and technologies occupations consider ethical and sustainability factors to design and produce products, services and environments. (AC9TDE8K01)
- Analyse how food and fibre are produced in managed environments and how these can become sustainable. (AC9TDE8K04)
- Analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating. (AC9TDE8K05)
- Analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises. (AC9TDE10K04)
- Analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating. (AC9TDE10K05)