



# Agricultural Shows: Opportunity for Enriched Learning in Queensland Schools – Prep to Y10

Bridging the Australian Curriculum and Teaching Practices with Proposed and Current Opportunities Offered by Agricultural Shows for Student Engagement and Learning



# Queensland Ag Shows

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## How can participating at a local show improve student learning?

### *Bloom's Taxonomy*

Rather than just engaging in standard curriculum content, excursions such as Ag Shows can be utilised to engage students and differentiate not only lessons, but also teaching strategies. For example, excursions have beneficial value to students' learning in line with all levels of Bloom's Taxonomy, in the examples below and many more cases:

- **Remembering**
  - *Young Judges & Paraders*: Students recall facts about different livestock breeds, agricultural practices, and judging criteria.
  - *Third Party Competitions*: Recall specific information about goat breeds, equestrian standards, and agricultural challenges.
  - *Ag-Ed Programs & Displays*: Remember key concepts related to agriculture, animal care, and sustainable practices.
- **Understanding**
  - *Young Judges & Paraders*: Understand the principles behind judging criteria, breed standards, and the importance of sustainable farming.
  - *Third Party Competitions*: Grasp the broader concepts of animal care, agricultural challenges, and the significance of various competitions in real-world applications.
  - *Ag-Ed Programs & Displays*: Understand the importance of sustainable agriculture, animal welfare, and environmental conservation.
- **Applying**
  - *Young Judges & Paraders*: Apply judging criteria and standards to evaluate livestock. Apply knowledge of animal care in practical settings such as presentation and care while on the showgrounds.
  - *Third Party Competitions*: Apply knowledge of equestrian or other judging to make informed decisions. Apply problem-solving skills in the Young Farmer's Challenge.
  - *Ag-Ed Programs & Displays*: Apply principles of sustainable agriculture in creating school displays. Apply cooking skills in cook-offs and food demonstrations, learned barista skills in barista competitions, etc.
- **Analysing**
  - *Young Judges & Paraders*: Analyze the strengths and weaknesses of different livestock breeds. Assess the impact of breeding decisions on stock animal quality.
  - *Third Party Competitions*: Analyze the strengths and weaknesses of different livestock. Assess the impact of breeding decisions on animal quality. Reflect on participation in previous competitions to analyse mistakes and foster improvement. Analyse reasons for uncalibrated coffee equipment in barista challenge, and apply understanding to rectify it.
  - *Ag-Ed Programs & Displays*: Analyze the environmental impact of farming practices. Evaluate the effectiveness in communication of ideas of different agricultural displays.



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- **Evaluating**
  - *Young Judges & Paraders*: Evaluate the weighting and reasonings of judging decisions. Assess the ethical considerations in livestock breeding and care.
  - *Third Party Competitions*: Evaluate the outcomes and reasonings of outcomes of goat or equestrian competitions.
  - *Ag-Ed Programs & Displays*: Evaluate the sustainability of agricultural practices. Assess the educational value of different displays.
- **Creating**
  - *Project-Based Learning Exhibitions*: Students create projects such as arts and crafts, cookery displays, or historical exhibits, integrating knowledge gained from various subjects. They demonstrate creativity, innovation, and the application of sustainable practices in their projects.
- (Ruhl, 2024)

## Student Wellbeing Framework

- **Leadership:**
  - Principals and school leaders can demonstrate leadership by actively supporting and promoting agricultural show activities as valuable opportunities for student learning and wellbeing.
  - By organizing and participating in these activities, school leaders contribute to building a positive learning environment where students feel included, connected, safe, and respected.
  - Leaders can encourage teachers to incorporate agricultural show activities into the school curriculum as a part of differentiated learning, recognizing the holistic benefits they offer to students' development.
- **Inclusion:**
  - Agricultural show activities provide opportunities for all members of the school community to participate and contribute, regardless of background or ability.
  - Encouraging participation from diverse student groups, such as students with disabilities or those from culturally and linguistically diverse backgrounds, promotes inclusivity and celebrates the unique contributions of every individual. Programs like Ability Agriculture provide a platform for inclusivity not only in agricultural events, but also the industry itself.
- **Student Voice:**
  - In agricultural show activities, students can actively participate in their own learning and wellbeing by engaging in hands-on experiences and decision-making processes.
- **Partnerships:**
  - Agricultural show activities provide opportunities for families and communities to collaborate as partners with the school in supporting student learning, safety, and wellbeing, fostering a sense of belonging and shared responsibility for student success.
  - Collaborating with local farmers, agricultural organizations, and other community stakeholders strengthens connections between the school and broader community,



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enriching students' learning experiences and expanding their understanding of industry practices.

- Support:
  - Teachers can model positive behavior and provide guidance and encouragement to students as they navigate challenges.
  - By recognizing the connections between student wellbeing, positive behavior, and effective teaching and learning, educators can utilise agricultural show activities to promote holistic development and academic success.
- (Department of Education, 2023)

## *Development Theories*

- Cognitive
  - Piaget's
    - Piaget emphasized the importance of allowing children to discover concepts through hands-on experiences rather than direct instruction. In agricultural show activities, students learn essential skills such as observation, critical thinking, and decision-making through active participation. By providing opportunities for reflection and discussion, educators can help students articulate their observations and reasoning, further enhancing their cognitive development.
    - Concrete Operational Stage (7-11 years old):
      - Piaget identified this stage as a time when children begin to utilise logical thinking and reasoning about concrete events. Agricultural show activities and competitions, such as young judges competitions, provide concrete, authentic, real-world contexts for students to apply such skills.
      - Teachers can facilitate discussions about the criteria used in judging different types of animals, breeds, or even soils or grains, encouraging students to analyze and compare observable characteristics.
      - Linking these activities to cross-curricular priorities such as sustainability allows students to explore complex issues within a concrete context.
    - Formal Operational Stage (12+ years old)
      - Abstract criteria can be considered in judging competitions, such as the implications of body structure characteristics in genetics and breeding, or in analysing soils, creating hypotheses on how crops would perform within the soils.
      - The multi-disciplinary knowledge inherent in the many aspects of agricultural show activities offer opportunities for students to apply knowledge from subjects such as biology, chemistry, economics, and environmental science.



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- Formal operational thinkers are capable of critical analysis and building arguments, quite necessary in Young Judges & Paraders competitions, as they have a order placing element as well as an oral reasoning segment, drawing on evidence and logical reasoning to support their arguments.
- (McLeod, Piaget's Stages: 4 Stages of Cognitive Development & Theory, 2024)
- Vygotsky's
  - Zone of Proximal Development
    - The differentiated level of competitions offered in Young Judges & Paraders in age groups allows experience and instruction to be tailored to the individual's needs, offering additional explanation or demonstration for entrants who are younger and thus more inexperienced, to grow their learning and knowledge.
    - In such competitions being used as a method of formative assessment, teachers can observe students observations, oral reasonings, and performance in the competition and later giving feedback on these aspects of their participation to grow their confidence and knowledge. Teachers can scaffold students' understanding of breed standards and evaluation criteria by modeling the process of assessment and offering feedback on students' judgments.
    - Cooperative learning and social interaction was emphasised by Vygotsky in cognitive development, with activities in groups at agricultural shows providing prime opportunity to for students to collaboratively learn and interact with one another. An example of this would be in a Young Farmer's Challenge, requiring the students to collaborate in teams to complete tasks requiring not only physical skills, but also abstract ones such as problem-solving, communication, and leadership.
    - Vygotsky emphasized the importance of considering cultural and social contexts in learning. Educators can connect agricultural show activities and visits to students' cultural backgrounds and local communities, fostering a sense of relevance and belonging. Additionally, students can explore the social and economic dimensions of agriculture, considering issues such as food security, sustainability, and rural livelihoods within the Australian context.
  - (McLeod, Vygotsky's Theory of Cognitive Development, 2024)
- Physical
  - Participating in agricultural show activities such as Young Paraders competitions can support the development of gross and fine motor skills in children. Tasks such as grooming animals, leading them around the show ring (which is enough of a nuanced activity in that it can be a competition), or completing obstacle courses in



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Young Farmer's Challenges require coordination, balance, and strength, which contribute to physical development.

- Many agricultural shows promote agricultural education programs, many of which focus on food and nutrition. Exploring these concepts in field trips to shows, which are seen as very trustworthy sources of aged information, encourage students to make informed choices and learn about topics such as diet and nutrition, linking to HPE and Design & Technology – Food Specialisation curricula.
- (Cleveland Clinic, 2023)
  
- Psycho-social
  - Erikson's
    - Industry vs. Inferiority (School Age):
      - School-age children strive to master new skills and achieve competence in academic and extracurricular activities. Agricultural show activities, such as participating in judging competitions or hands-on agricultural exhibitions (i.e. presenting/parading animals, creating projects for pavilion displays, etc.), offer opportunities for children to develop skills, individual expression, and a sense of accomplishment.
    - Identity vs. Role Confusion (Adolescence):
      - Adolescents explore their personal identity and develop a sense of self-identity and belonging. Agricultural show activities, such as involvement in youth leadership programs, agricultural clubs, or community service projects related to agriculture (like volunteering at the show), provide opportunities for adolescents to explore their interests, values, and aspirations.
      - Encouraging adolescents to participate in activities that help them explore and align their interests in passions foster a sense of belonging and connection, in rural areas especially seen in the agricultural community.
    - (McLeod, Erik Erikson's Stages of Psychosocial Development, 2024)
  - Self-esteem and self-awareness
    - Showcasing student's projects or skills at the show celebrate their achievements and efforts in competitions or exhibitions, boosting self-esteem and sense of accomplishment.
    - As it stands outside the usual curriculum, engaging with agricultural shows encourages students outside of comfort zones to trial new experiences, learn from both successes and failures, as well as emphasise the importance of resilience, adaptability, and problem-solving skills. This assists students in developing strategies to promote self-confidence and emotional well-being, managing stress, overcoming obstacles, and bouncing back from adversity.
    - Opportunities for students to express themselves creatively through storytelling or forms of artworks allow them to share their perspectives, values, and aspirations with others, and such artistic expression encourages



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students to reflect on experiences and areas for growth, thus deepening self-awareness and self-understanding.

- Social & Emotional Learning (SEL)
  - Self-Awareness:
    - Encourage students to reflect on their strengths, interests, and personal values as they engage in agricultural show activities. Provide opportunities for self-assessment and self-expression through feedback and project-based learning.
    - For example, students participating in Young Judges and Paraders competitions can reflect on their own biases, preferences, and techniques as they evaluate or lead animals, fostering self-awareness of their own perspectives and judgments versus those of the over-judge.
  - Self-Management:
    - Provide clear expectations and guidelines for behavior, emphasizing the importance of responsibility and accountability in agricultural show settings, especially while representing a school.
  - Responsible Decision Making:
    - Engage students in discussions and ag show-led education about ethical considerations in agriculture, such as animal welfare, sustainability, and food security, encouraging critical thinking and empathy.
    - For example, students can learn about and discuss the implications of various diets and nutritional habits, or farming practices.
  - Relationship Skills:
    - Foster positive relationships and collaboration among students, educators, and community members involved in agricultural show activities. Emphasize communication, problem-solving, and teamwork
    - Provide opportunities for students to work cooperatively in groups, share responsibilities, and support one another in achieving common goals.
  - Social Awareness:
    - Encourage students to develop empathy and understanding of diverse perspectives within the agricultural community. Explore the social, cultural, and economic dimensions of agriculture, highlighting the contributions of farmers, Indigenous land stewards, and rural communities.
    - Engage students in discussions about issues related to agriculture, such as access to resources, rural mental health, and equitable food distribution.
    - For example, students can learn about the cultural significance of traditional farming practices or explore the socio-economic impacts of agricultural policies on rural communities.
  - (CASEL, 2023)





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## Ways to participate:

### *Young Judges & Paraders Competitions*

Young Judges and Paraders competitions are open to all ages of students, with an age range of up to 25 years old. Shows usually hold junior and senior classes, with the senior class (15-25 years) eligible to move onto Sub-Chamber, State, and even National finals should they win at their local show, or wish to compete. QLD Ag Shows Competitions such as Dairy Young Judges & Paraders, Poultry Young Judges, Merino Sheep Young Judges, and Merino Fleece Young Judges start at a State level for any interested participants.

The following is an excerpt from the Ag Shows Australia *Teaching Young Judges Handbook*:

*“The National Agricultural Shows Australia (ASA) Young Judges and Paraders Championships are a series of Competitions that provide education and experience for young people with an interest in a career or hobby in agriculture through judging and handling.*

*Young judging and parading competitions and training programs provides young people with the opportunity to develop lifelong skills in visually assessing and handling agricultural commodities, plus public speaking and networking skills through the Competition process.*

*Young Judges and Paraders develop a better understanding of - and make a valuable contribution to- agricultural industries.*

*Judging is a skill that incorporates the visual assessment of agricultural products and public speaking. Agricultural producers, breeders, feeders and buyers all judge and evaluate livestock and commodities for their potential as either breeding or market stock. Through the Young Judges competition, young people will learn to consider the production purpose of the animal or commodity, and how different form and function will contribute to increased productivity. In Australia, examples of different livestock purpose includes wool production, meat production, milk production, egg production or breeding progeny.*

*Parading is a skill in preparing, presenting and handling livestock. Livestock producers, breeders, feeders and buyers will visually assess livestock prior to purchase or service. Young people will learn skills to showcase and handle livestock to display the best characteristics for the market to a judging ring or potential buyer. In Australia, examples of different presenting requirements includes bull sales, fairy cow judging, working horse performances, progeny sales, etc.*

*Students start their judging at local competitions, progress to Group group/sub chamber finals and then to the State finals at the State Royal Show. Winners from each State then can progress to the National Finals. The National ASA Young Judges and Paraders Championships rotate around the Royal Shows held in each state in Australia.*

*Agricultural Shows across Australia host young judging or parading competitions nearly every weekend of the year. A school excursion to a local show offers a range of benefits to both students and the local community. Specific to judging and parading competitions, local shows offer students a friendly, encouraging environment in which to start their agricultural career. There are often a number of competitions being held at the one location on the same day for students to focus in on their own interests, and there is the opportunity to progress to a higher*



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level in the same competition category. Most shows often host their competitions in a relaxed environment to encourage participation, support first-time participants and give advice and instruction during the competition.

To get your students started, contact your local Show Society to see if they conduct Young Judges or Paraders Competitions. When offering these competitions to your students, consider the agricultural sectors (and relevant competitions) that: 1. Suit your school program 2. Suit your students interests, and 3. Are relevant to your local district." (ASA, 2018)

These competitions are great opportunities to apply the wide range of skills learned in school-based Ag groups such as Cattle or other Livestock Clubs. The Ag Shows Australia Handbooks for competitions can be found at the links below:

[YJP-Teachers-Handbook-FINAL.pdf \(agshowsaustralia.org.au\)](https://www.agshowsaustralia.org.au/files/YJP-Teachers-Handbook-FINAL.pdf)

[FINAL-YJP-Teacher-Grains-Handbook.pdf \(agshowsaustralia.org.au\)](https://www.agshowsaustralia.org.au/files/FINAL-YJP-Teacher-Grains-Handbook.pdf)

## Competitions held at Shows in Queensland:

### Young Judges

- Stud Beef
- Prime Beef
- Dairy Cattle
- Meat Sheep
- Merino Sheep
- Merino Fleece
- Alpaca
- Soils
- Grains

### Young Paraders

- Stud Beef
- Dairy Cattle

### Third Party competitions

- Goat judging
- Equestrian judging
- Young Farmer's Challenge
- Fashion Parades
- Barista Competition

### Ag-Ed Displays & Programs

- Ag-Ed Displays
- Animal Nursery
- Apiculture (Beekeeping)



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- Caged Birds or Poultry
- Cook-offs or Food Demonstrations
- Cow Milking
- Farmer's Feature Displays
- Fashion Parades
- Historical Displays
- Horticulture Displays
- Reptile Displays
- Sheep Displays
- Sheep Shearing

## *Project-Based Learning Exhibitions*

PBL fosters a student-centric approach to learning, one that fosters active engagement, critical thinking, problem solving, and other 21<sup>st</sup> Century skills relevant to the curriculum. In immersing students in real-world projects, they develop deeper understanding of subject matter while gaining practical, applicable real-world knowledge, providing relevance and authenticity to learning. In planning course content or assessment, teachers could engage their students with projects to be exhibited at a local show, many of which have Junior segments for their pavilion exhibitions and contests. Some examples of categories are as follows:

- Arts & Crafts
- Cook-offs
- Cookery Displays
- Horticulture Displays
- Crop Growing Exhibitions
- Photography
- School Bands & Choirs
- Woodworking
- Metalworking
- School work essays





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## Australian Curriculum P – 10

Curriculum Link	Ag Show Link
<h3>General Capabilities</h3>	
<p><b>Critical &amp; Creative Thinking:</b></p> <ul style="list-style-type: none"> <li>• <i>Generating</i> <ul style="list-style-type: none"> <li>○ Create possibilities</li> <li>○ Consider alternatives</li> <li>○ Put ideas into action</li> </ul> </li> <li>• <i>Analysing</i> <ul style="list-style-type: none"> <li>○ Draw conclusions and provide reasons</li> </ul> </li> <li>• <i>Reflecting</i> <ul style="list-style-type: none"> <li>○ Transfer knowledge</li> </ul> </li> </ul> <p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• <i>Speaking and Listening</i> <ul style="list-style-type: none"> <li>○ Speaking</li> </ul> </li> <li>• <i>Writing</i> <ul style="list-style-type: none"> <li>○ Creating Texts</li> <li>○ Handwriting and keyboarding</li> </ul> </li> </ul> <p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• <i>Number sense and algebra</i> <ul style="list-style-type: none"> <li>○ Number and place value</li> </ul> </li> </ul> <p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p> <p><b>Personal and Social capability:</b></p> <ul style="list-style-type: none"> <li>• <i>Self-awareness</i> <ul style="list-style-type: none"> <li>○ Personal awareness</li> <li>○ Reflective practice</li> </ul> </li> <li>• <i>Self-management</i> <ul style="list-style-type: none"> <li>○ Perseverance and adaptability</li> <li>○ Emotional regulation</li> </ul> </li> <li>• <i>Social awareness</i> <ul style="list-style-type: none"> <li>○ Community awareness</li> </ul> </li> </ul>	<p><b>Critical &amp; Creative Thinking:</b></p> <p>Participation in Young Judges and Paraders competitions at local agricultural shows cultivates critical and creative thinking in students. By engaging in judging activities for various categories such as Stud Beef, Dairy Cattle, and Grains, students are prompted to think critically about their placements in judging while analyzing different breeds, agricultural practices, and produce quality allows them to draw conclusions and provide reasons for their judgments. Additionally, reflecting on the judging experience encourages the transfer of knowledge gained to different contexts, such as curriculum content or relevant industry skills, fostering a deeper understanding of agricultural processes and practices.</p> <p><b>Literacy:</b></p> <p>The speaking component of the Speaking and Listening strand in Literacy is enriched through activities like Young Judges and Paraders and schoolwork displays at agricultural shows. Entrants must showcase their oral and written communication skills, articulating information about reasons for placements in judging, or writing an essay on how the show affects the local community. This develops their speaking and writing abilities, contributing to building confidence in public communication.</p> <p><b>Numeracy:</b></p> <p>Engaging in competitions such as Judging involves aspects of numeracy, specifically in the area of number sense and algebra. Students may need to assess and compare numerical data related to the characteristics of goats, such as weighing criteria for judging. This application of numeracy skills in a real-world context contributes to a more practical and tangible understanding of number sense and algebra.</p> <p><b>Personal and Social Capability:</b></p> <p>Engaging in activities like Historical Displays or Fashion Parades fosters collaboration,</p>





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<ul style="list-style-type: none"> <li>• <b>Social management</b> <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Collaboration</li> <li>○ Decision-making</li> </ul> </li> </ul> <p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p>	<p>communication, and decision-making, while participating in competitions like Young Judges encourages effective communication, collaboration, and decision-making skills. Additionally, competitive environments are good learning grounds for self-management skills such as emotional regulation and perseverance and adaptability. Self-reflection after these allow for the critical awareness and development of skills.</p>
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## Cross-Curricular Priorities

<p><b>Sustainability:</b></p> <ul style="list-style-type: none"> <li>• <b>Futures:</b> <ul style="list-style-type: none"> <li>○ <b>SF1:</b> Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.</li> <li>○ <b>SF2:</b> Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.</li> </ul> </li> </ul> <p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p>	<p>Students engaged in competitions like Young Judges and Paraders or Third-Party Competitions like Goat Judging and Equestrian Judging can develop a deep understanding of sustainable agricultural practices. Through these experiences, they learn to assess the quality and characteristics of livestock, recognising the importance of ethical and sustainable practices in animal husbandry.</p> <p>Additionally, students involved in project-based learning for exhibitions, such as creating displays on Ag-Ed, Arts &amp; Crafts, or Horticulture, have the opportunity to delve into sustainable solutions. They can explore topics such as environmental conservation, responsible farming methods, and the importance of biodiversity in their projects. By actively participating in these activities, students not only gain practical knowledge but also cultivate the skills needed to contribute to informed individual and community action for sustainable futures as outlined.</p>
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## Science

<p><b>Foundation Years:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9SFU01</b> – Observe external features of plants and animals and describe ways they can be grouped based on these features</li> <li>• <b>AC9SFH01</b> - Explore the ways people make and use observations and questions to learn about the natural world</li> <li>• <b>AC9SFI02</b> - Engage in investigations safely and make observations using their senses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9SFU01:</b> Engaging in agricultural shows allows students to observe external features of plants and animals firsthand, such as different breeds of livestock or varieties of crops and flora, and describe how they can be grouped based on these features.</li> <li>• <b>AC9SFH01:</b> Agricultural shows provide opportunities for students to make observations and ask questions about the natural world, such as how different farming practices affect plant growth or how animals are bred for specific traits.</li> <li>• <b>AC9SFI02:</b> Students participating in agricultural shows learn to engage in investigations safely by following protocols</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>AC9SFI03</b> - Represent observations in provided templates and identify patterns with guidance</li> <li>• <b>AC9SFI05</b> – Share questions, predictions, observations, and ideas with others</li> </ul>	<p>for handling animals, and they make observations using their senses to explore agricultural exhibits and demonstrations.</p> <ul style="list-style-type: none"> <li>• <b>AC9SFI03:</b> Students represent their observations from agricultural shows in provided templates, such as characteristics of animals or plants they saw, and they identify patterns in the information collected with guidance from teachers or mentors.</li> <li>• <b>AC9SFI05:</b> Through agricultural shows, students share questions, predictions, observations, and ideas with others, such as sharing their experiences judging or observing livestock or presenting findings from agricultural education exhibits to peers and judges.</li> </ul>
<p><b>Years 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S1H01 &amp; AC9S1H01</b> - Describe how people use science in their daily lives, including using patterns to make scientific predictions</li> <li>• <b>AC9S1I03 &amp; AC9S2I03</b> – Make and record observations including informal measurements ...</li> <li>• <b>AC9S1I06 &amp; AC9S2I06</b> - Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S1H01 &amp; AC9S2H01</b> - Engaging in agricultural shows showcases how science, such as breeding practices and soil analysis, influences farming decisions.</li> <li>• <b>AC9S1I03 &amp; AC9S2I03</b> - Students observe and measure features of animals and plants at agricultural shows, like the height of crops or the weight of livestock.</li> <li>• <b>AC9S1I06 &amp; AC9S2I06</b> - Students write about their agricultural show experiences or communicate reasons for judging for example, using scientific language to describe what they saw and learned.</li> </ul>
<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S3U01</b> - Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals</li> <li>• <b>AC9S3U02</b> – Compare the observable properties of soils, rocks and minerals ...</li> <li>• <b>AC9S3I03</b> - Follow procedures to make and record observations ...</li> <li>• <b>AC9S3I05</b> – Compare findings with those of others ... and draw reasoned conclusions</li> <li>• <b>AC9S3I06</b> - Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S3U01:</b> Engaging in agricultural shows allows students to compare characteristics of living (e.g., livestock, crops) and non-living (e.g., machinery, tools) things, while observing the differences between the life cycles of plants (e.g., from seedling to maturity) and animals (e.g., from birth to adulthood).</li> <li>• <b>AC9S3U02:</b> Students can compare the observable properties of soils (e.g., texture, color), rocks (e.g., hardness, composition), and minerals (e.g., luster, cleavage), as they explore different agricultural environments and examine the materials used in farming practices.</li> <li>• <b>AC9S3I03:</b> Students can follow procedures to make and record observations of agricultural phenomena, such as plant growth, animal behavior, or soil characteristics, during their participation in agricultural shows and related activities.</li> <li>• <b>AC9S3I05:</b> By comparing their observations and findings with those of their peers and</li> </ul>



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	<p>experts at agricultural shows, students can draw reasoned conclusions about agricultural practices, environmental factors, and the relationships between living organisms and their surroundings.</p> <ul style="list-style-type: none"> <li>• <b>AC9S3I06:</b> Students can write and create texts (e.g., reports, posters) to communicate their findings and ideas about agricultural topics to different audiences, using scientific vocabulary and digital tools (e.g., multimedia presentations) as appropriate.</li> </ul>
<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S4U01</b> - Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships</li> <li>• <b>AC9S4U04</b> – Examine the properties of natural and made materials including fibres ... and consider how these properties influence their use</li> <li>• <b>AC9S4I03</b> – Follow procedures to make and record observations...</li> <li>• <b>AC9S4I05</b> – Compare findings with those of others ... and draw reasoned conclusions</li> <li>• <b>AC9S4I06</b> - Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S4U01:</b> Students observe different animals and plants showcased at agricultural shows, understanding how they play roles as consumers, producers, or decomposers in their habitats. For example, they learn how plants produce food, which is consumed by animals, and how decomposers break down organic matter.</li> <li>• <b>AC9S4U04:</b> At agricultural shows, students explore various natural and man-made materials used in farming and animal husbandry. For instance, they examine the properties of wool fibers from sheep, learning how they are utilized to make clothing and other products.</li> <li>• <b>AC9S4I03:</b> Children follow instructions to conduct simple experiments or observations during agricultural shows, such as recording the behavior of animals.</li> <li>• <b>AC9S4I05:</b> Students compare their observations and findings with those of their peers during agricultural shows. For instance, they might compare the characteristics of different plant varieties or discuss the behaviors of different animal breeds, drawing conclusions based on their shared experiences.</li> <li>• <b>AC9S4I06:</b> Children write reports or create presentations to communicate their findings from agricultural shows, using scientific vocabulary and digital tools as appropriate. For example, they might write about the life cycle of a plant they observed or create a digital presentation about the importance of agricultural practices.</li> </ul>
<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S5U01</b> - Examine how particular structural features and behaviours of living things enable their survival in specific habitats</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S5U01:</b> Children learn how animals' physical features and behaviors help them survive in different habitats by observing and comparing various livestock showcased at agricultural shows.</li> </ul>



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<ul style="list-style-type: none"> <li>• <b>AC9S5I05</b> – Compare methods and findings with those of others, recognize possible sources of error ... select evidence to draw reasoned conclusions</li> <li>• <b>AC9S5I06</b> - Write and create texts to communicate findings and ideas for specific purposes and audiences, including selection of language features, using digital tools as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S5I05:</b> Students compare their observations and findings about with those of others, identifying possible errors and selecting evidence to draw conclusions for specific conditions, such as Young Judges competitions.</li> <li>• <b>AC9S5I06:</b> Through participating in agricultural shows, students create presentations or write reports to communicate their findings and ideas about farming practices or livestock, selecting language features and using digital tools to reach specific audiences, such as farmers or the general public.</li> </ul>
<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S6U01</b> - Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions</li> <li>• <b>AC9S6I05</b> – Compare methods and findings with those of others, recognize possible sources of error ... select evidence to draw reasoned conclusions</li> <li>• <b>AC9S6I06</b> - Write and create texts to communicate findings and ideas for specific purposes and audiences, including selection of language features, using digital tools as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S6U01:</b> Students explore how different agricultural show environments mimic natural habitats, investigating how factors are controlled at ag shows during expositions to support the survival of plants and animals in agricultural displays.</li> <li>• <b>AC9S6I05:</b> Students compare their observations and findings from agricultural show competitions with those of others, considering factors such as different farming practices or variations in environmental conditions. They recognize potential sources of error, such as differences in measurement techniques, and use evidence to draw conclusions about the effectiveness of agricultural methods.</li> <li>• <b>AC9S6I06:</b> Students write reports or create presentations to communicate their findings from agricultural show activities, tailoring their language and content to specific audiences. They may use digital tools such as multimedia presentations or online platforms to showcase their observations, analysis, and conclusions to peers, teachers, or community members.</li> </ul>
<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S7U02</b> - Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations</li> <li>• <b>AC9S7H03</b> - Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S7U02:</b> Engaging in agricultural shows helps understand ecosystems; for example, seeing different animals and plants interacting showcases how energy and matter flow within ecosystems.</li> <li>• <b>AC9S7H03:</b> Participating in agricultural shows allows exploring scientific responses to contemporary issues like sustainable farming or animal welfare, considering ethical, social, and economic impacts.</li> <li>• <b>AC9S7I03:</b> In agricultural shows, students use equipment to collect data accurately, like measuring tools to record animal</li> </ul>





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<ul style="list-style-type: none"> <li>• <b>AC9S7I03</b> - Select and use equipment to generate and record data with precision, using digital tools as appropriate</li> <li>• <b>AC9S7I06</b> – Analyse methods, conclusions, and claims for assumptions, possible sources of error, conflicting evidence, and unanswered questions</li> <li>• <b>AC9S7I07</b> – Construct evidence-based arguments to support conclusions or evaluate claims...</li> <li>• <b>AC9S7I08</b> - Write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate</li> </ul>	<p>weights or testers to identify pH of soils, etc.</p> <ul style="list-style-type: none"> <li>• <b>AC9S7I06:</b> Analyzing agricultural show judging criteria and conclusions helps identify assumptions and errors, such as considering factors affecting livestock judging decisions.</li> <li>• <b>AC9S7I07:</b> Constructing arguments based on evidence from agricultural shows supports conclusions, like presenting reasons for selecting a particular crop or livestock breed for specific conditions, or judging criteria for Young Judges.</li> <li>• <b>AC9S7I08:</b> Writing reports or creating presentations about agricultural shows communicates findings and arguments effectively, addressing different audiences' needs using appropriate language and digital tools.</li> </ul>
<p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S8U02</b> - Analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual</li> <li>• <b>AC9S8H03</b> - Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations</li> <li>• <b>AC9S8I06</b> – Analyse methods, conclusions, and claims for assumptions, possible sources of error, conflicting evidence, and unanswered questions</li> <li>• <b>AC9S8I07</b> – Construct evidence-based arguments to support conclusions or evaluate claims...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S8U02:</b> Understanding how plants and animals thrive at agricultural shows helps us see how their different cells, tissues, and organs work together to keep them alive and healthy, or how their genetic evolution and passing of traits enables the survival or selective breeding of the species.</li> <li>• <b>AC9S8H03:</b> Exploring scientific responses to issues like sustainable farming or genetically modified crops at agricultural shows lets us think about how these ideas might affect our society, environment, and economy.</li> <li>• <b>AC9S8I06:</b> When we look at the methods used to breed livestock or grow crops at agricultural shows, we can analyze how scientists reach their conclusions and consider any mistakes or uncertainties.</li> <li>• <b>AC9S8I07:</b> By observing and comparing different agricultural practices at shows, we can gather evidence to support our ideas about judging criteria for competitions, or how to address challenges like food security or climate change.</li> </ul>
<p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S9U01</b> - Compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism</li> <li>• <b>AC9S9U02</b> – Describe the form and function of reproductive cells and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S9U01:</b> Engaging in agricultural shows allows students to observe and compare how different body systems, such as digestive or respiratory systems, respond to stimuli like feeding or exercise, showcasing the operation of negative feedback mechanisms.</li> <li>• <b>AC9S9U02:</b> Agricultural shows provide opportunities to learn about the</li> </ul>



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<p>organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species</p> <ul style="list-style-type: none"> <li>• <b>AC9S9H02</b> - Investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering</li> <li>• <b>AC9S9H03</b> - Analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society</li> <li>• <b>AC9S9I03</b> - Select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate</li> <li>• <b>AC9S9I05</b> - Analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies</li> <li>• <b>AC9S9I06</b> – Assess the validity and reproducibility of methods and evaluate the validity of conclusions and claims, including by identifying assumptions, conflicting evidence and areas of uncertainty</li> <li>• <b>AC9S9I07</b> – Construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims...</li> </ul>	<p>reproductive cells and organs of animals and plants through exhibits like livestock reproduction explanations or demonstrations on plant propagation, highlighting the importance of sexual and asexual reproduction for species survival.</p> <ul style="list-style-type: none"> <li>• <b>AC9S9H02:</b> Exploring agricultural technologies showcased at shows, such as precision farming equipment or genetic engineering techniques, demonstrates how advances in science drive innovations in agricultural practices, contributing to technological developments.</li> <li>• <b>AC9S9H03:</b> By interacting with scientists, farmers, and industry professionals at agricultural shows, students gain insight into the factors that influence the adoption of scientific knowledge and practices in society, fostering an understanding of science's broader impact.</li> <li>• <b>AC9S9I03:</b> Students use equipment like soil testing kits or data loggers to collect precise data on factors like pH levels or temperature, utilizing digital tools for accurate measurements and data recording during agricultural experiments or demonstrations.</li> <li>• <b>AC9S9I05:</b> Analyzing data from agricultural experiments or industry presentations at shows allows students to identify patterns, trends, and relationships, such as the correlation between irrigation practices and crop yield, enhancing their data interpretation skills.</li> <li>• <b>AC9S9I06:</b> Students critically evaluate the validity of agricultural methods and conclusions by considering factors like experimental design or sample size, assessing the reproducibility of results and identifying areas of uncertainty, fostering scientific inquiry.</li> <li>• <b>AC9S9I07:</b> Engaging in debates or discussions on agricultural practices based on evidence from shows helps students construct arguments supported by scientific data, allowing them to evaluate claims about topics like sustainable farming or food security.</li> </ul>
<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>AC9S10U01</b> - Explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9S10U01:</b> Participating in livestock judging competitions at agricultural shows allows students to observe patterns of genetic inheritance in animals, such as coat color, body structure, dietary requirements,</li> </ul>



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<p>heredity and predict patterns of Mendelian inheritance</p> <ul style="list-style-type: none"> <li>• <b>AC9S10U02</b> - Use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory</li> <li>• <b>AC9S10H02</b> - Investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering</li> <li>• <b>AC9S10H03</b> - Analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society</li> <li>• <b>AC9S10H04</b> - Examine how the values and needs of society influence the focus of scientific research</li> <li>• <b>AC9S10I03</b> - Select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate</li> <li>• <b>AC9S10I06</b> - Assess the validity and reproducibility of methods and evaluate the validity of conclusions and claims, including by identifying assumptions, conflicting evidence, and areas of uncertainty</li> <li>• <b>AC9S10I07</b> – Construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims...</li> <li>• <b>AC9S10I08</b> – Write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate</li> </ul>	<p>providing real-world examples of Mendelian inheritance principles.</p> <ul style="list-style-type: none"> <li>• <b>AC9S10U02</b>: Exploring the diversity of agricultural breeds and crops showcased at agricultural shows provides evidence for evolution by natural selection, illustrating how environmental pressures shape genetic variation over time.</li> <li>• <b>AC9S10H02</b>: Engaging with agricultural technologies, such as precision farming equipment or genetic engineering tools, at agricultural shows demonstrates how scientific advancements drive innovations in agriculture and engineering.</li> <li>• <b>AC9S10H03</b>: Investigating the adoption of sustainable farming practices or biotechnologies showcased at agricultural shows offers insights into how science knowledge influences societal decisions and practices.</li> <li>• <b>AC9S10H04</b>: Analyzing the focus of scientific research presented at agricultural shows reveals how societal values, such as food security or environmental sustainability, influence research priorities in agriculture and related fields.</li> <li>• <b>AC9S10I03</b>: Using equipment like soil testing kits or digital data loggers during agricultural show competitions allows students to collect precise and replicable data, enhancing their understanding of scientific measurement techniques.</li> <li>• <b>AC9S10I06</b>: Critically evaluating agricultural research methods and conclusions presented at shows enables students to assess validity and reproducibility, identifying potential biases or limitations in experimental design.</li> <li>• <b>AC9S10I07</b>: Constructing arguments based on evidence from agricultural demonstrations or research findings at shows helps students develop scientific reasoning skills and communicate their conclusions effectively to support or challenge scientific claims.</li> <li>• <b>AC9S10I08</b>: Creating informative posters or multimedia presentations about agricultural innovations showcased at shows allows students to practice effective communication skills, selecting appropriate content and digital tools to engage specific audiences.</li> </ul>
<p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p>	



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## Design & Technologies

### Formative Year:

- **AC9TDEFP01** – Generate, communicate, and evaluate design ideas, and use materials, equipment, and steps to safely make a solution for a purpose

- **AC9TDEFP01:** Engaging in project-based learning activities like creating cookery items for display at agricultural shows allows kindergarten students to generate design ideas and communicate their concepts through their creations, such as decorating cupcakes or creating food animals.

### Years 1 & 2:

- **AC9TDE2K02** – Explore how technologies including materials affect movement in products
- **AC9TDE2K03** – Explore how plants and animals are grown for food, clothing, and shelter
- **AC9TDE2K04** – Explore how food can be selected and prepared for healthy eating
- **AC9TDE2P01** – Generate and communicate design ideas through describing, drawing, or modelling...
- **AC9TDE2P02** – Use materials, components, tools, equipment, and techniques to safely make designed solutions
- **AC9TDE2P04** – Sequence steps for making designed solutions cooperatively

- **AC9TDE2K02:** Engaging in creating cookery or fabric & fibre projects for agricultural show exhibitions allows students to explore how different materials affect the movement of products, such as how the texture of fabrics affects the drape of clothing.
- **AC9TDE2K03:** Participating in agricultural shows provides opportunities for students to explore how plants and animals are grown and used for food, clothing, and other purposes, as they observe various exhibits showcasing agricultural products and processes.
- **AC9TDE2K04:** Creating cookery projects for display at agricultural shows allows students to explore how food can be selected and prepared for healthy eating, as they learn about nutritious ingredients and cooking methods that promote health and well-being.
- **AC9TDE2P01:** Students can generate and communicate design ideas for their cookery or fabric & fibre projects by describing their concepts, drawing sketches of their designs, or creating models or prototypes to visualize their ideas before creating the final product for display.
- **AC9TDE2P02:** Engaging in hands-on making of cookery or fabric & fibre projects for agricultural show exhibitions allows students to use materials, tools, and techniques safely to bring their design ideas to life, as they prepare dishes or create fabric items following their planned designs.
- **AC9TDE2P04:** Collaborating with peers to create cookery or fabric & fibre projects for display at agricultural shows involves sequencing steps for making designed solutions cooperatively, as students work together to plan and execute the





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<p><b>Years 3 &amp; 4:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9TDE4K03</b> – Describe the ways of producing food and fibre</li> <li>• <b>AC9TDE4K03</b> – Describe the ways food can be selected and prepared for healthy eating</li> <li>• <b>AC9TDE4P03</b> – Select and use materials, components, tools, equipment, and techniques to safely make designed solutions</li> <li>• <b>AC9TDE4P05</b> – Sequence steps to individually and collaboratively make designed solutions</li> </ul>	<p>preparation or creation of their projects in a coordinated manner.</p> <ul style="list-style-type: none"> <li>• <b>AC9TDE4K03:</b> Engaging in creating cookery or fabric &amp; fibre projects for agricultural show exhibitions allows students to describe the ways food and fibre are produced, such as growing vegetables or raising animals for food, or harvesting and processing fibres from plants or animals.</li> <li>• <b>AC9TDE4K03:</b> Participating in cookery projects for agricultural shows involves selecting and preparing food for healthy eating, where students learn about choosing nutritious ingredients, balanced meal planning, and safe food handling practices to promote health and well-being.</li> <li>• <b>AC9TDE4P03:</b> Creating cookery or fabric &amp; fibre projects for agricultural shows involves selecting and using materials, tools, and techniques safely to make designed solutions, such as preparing recipes, sewing garments, or crafting textiles for display.</li> <li>• <b>AC9TDE4P05:</b> Students learn to sequence steps to individually and collaboratively make designed solutions for agricultural show projects, from planning and preparation to execution and presentation of their cookery or fabric &amp; fibre creations.</li> </ul>
<p><b>Years 5 &amp; 6:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9TDE6K03</b> – Explain how and why food and fibre are produced in managed environments</li> <li>• <b>AC9TDE6K04</b> – Explain how the characteristics of foods influence selection and preparation for healthy eating</li> <li>• <b>AC9TDE6K05</b> – Explain how characteristics and properties of systems, components, tools, and equipment affect their use when producing designed solutions</li> <li>• <b>AC9TDE6P03</b> – Select and use suitable materials, components, tools, equipment, and techniques to safely make designed solutions</li> <li>• <b>AC9TDE6P05</b> – Develop project plans that include consideration of resources to individually and collaboratively make designed solutions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9TDE6K03:</b> Engaging in project-based learning by creating cookery or fabric &amp; fibre items for agricultural show exhibitions allows students to understand how food and fibre are produced in managed environments, as they learn about the ingredients used and the agricultural processes involved in their production.</li> <li>• <b>AC9TDE6K04:</b> Participating in cookery demonstrations or fabric &amp; fibre projects at agricultural shows enables students to learn about the characteristics of foods and textiles, informing their selection and preparation for healthy eating and sustainable fashion choices.</li> <li>• <b>AC9TDE6K05:</b> Exploring ag-ed displays at agricultural shows exposes students to different systems, components, tools, and equipment used in food production, textile manufacturing, and agricultural practices, helping them understand how these characteristics and properties affect their use.</li> <li>• <b>AC9TDE6P03:</b> Creating cookery or fabric &amp; fibre projects for display at agricultural</li> </ul>



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	<p>shows involves selecting and using suitable materials, tools, and techniques to safely make designed solutions, allowing students to apply their knowledge and skills in practical contexts.</p> <ul style="list-style-type: none"> <li>• <b>AC9TDE6P05:</b> Developing project plans for cookery or fabric &amp; fibre projects at agricultural shows requires consideration of resources such as ingredients, fabrics, tools, and time, fostering both individual and collaborative decision-making skills in students as they plan and execute their designs.</li> </ul>
<p><b>Years 7 &amp; 8</b></p> <ul style="list-style-type: none"> <li>• <b>AC9TDE8K04</b> – Analyse how food and fibre are produced in managed environments and how these can become sustainable</li> <li>• <b>AC9TDE8K05</b> – Analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating</li> <li>• <b>AC9TDE8K06</b> – Analyse how characteristics and properties of materials, systems, components, tools, and equipment can be combined to create designed solutions</li> <li>• <b>AC9TDE8P03</b> – Select, justify, and use suitable materials, components, tools, equipment, skills, and processes to safely make designed solutions</li> <li>• <b>AC9TDE8P05</b> – Develop project plans to individually and collaboratively manage time, cost, and production of designed solutions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9TDE8K04:</b> Engaging in project-based learning at agricultural shows, such as creating cookery or fabric &amp; fibre projects, allows students to analyze how food and fibre are produced in managed environments, fostering understanding of sustainable practices in agriculture.</li> <li>• <b>AC9TDE8K05:</b> Participating in cookery projects at agricultural shows enables students to analyze the properties of foods and how they influence preparation and presentation techniques, promoting healthy eating solutions.</li> <li>• <b>AC9TDE8K06:</b> Working on woodworking projects at agricultural shows provides opportunities for students to analyze the characteristics and properties of materials, tools, and equipment, and how they can be combined to create designed solutions.</li> <li>• <b>AC9TDE8P03:</b> Selecting materials and tools to create cookery or fabric &amp; fibre projects for display at agricultural shows allows students to justify their choices and use suitable resources safely to make their designed solutions.</li> <li>• <b>AC9TDE8P05:</b> Developing project plans for woodworking or other project-based learning activities at agricultural shows helps students manage time, cost, and production effectively, both individually and collaboratively.</li> </ul>
<p><b>Years 9 &amp; 10:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9TDE10K04</b> – Analyse and make judgements on the ethical, secure, and sustainable production and marketing of food and fibre enterprises</li> <li>• <b>AC9TDE10K05</b> – Analyse and make judgements on how the sensory and functional properties of food influence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9TDE10K04:</b> Engaging in project-based learning at agricultural shows, such as creating cookery or fabric &amp; fibre items, allows students to analyze and make judgments on the ethical, secure, and sustainable production of food and fibre enterprises, considering factors like sourcing ingredients or materials and waste management practices.</li> </ul>



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<p>the design and preparation of sustainable food solutions for healthy eating</p> <ul style="list-style-type: none"> <li>• <b>AC9TDE10K06</b> – Analyse and make judgements on how characteristics and properties of materials, systems, components, tools, and equipment can be combined to create designed solutions</li> <li>• <b>AC9TDE10P03</b> – Select, justify, test, and use suitable technologies, skills, and processes, and apply safety procedures to safely make designed solutions</li> <li>• <b>AC9TDE10P05</b> – Develop project plans for intended purposes and audiences to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes, and production of designed solutions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9TDE10K05</b>: Participating in cookery projects at agricultural shows enables students to analyze how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating, considering aspects like taste, texture, nutritional value, and presentation.</li> <li>• <b>AC9TDE10K06</b>: Working on woodworking or metalworking projects for display at agricultural shows provides opportunities for students to analyze and make judgments on how characteristics and properties of materials, systems, components, tools, and equipment can be combined to create designed solutions, considering factors like strength, durability, and aesthetics.</li> <li>• <b>AC9TDE10P03</b>: Engaging in hands-on projects such as woodworking or fabric &amp; fibre creations at agricultural shows allows students to select, justify, test, and use suitable technologies, skills, and processes, applying safety procedures to safely make designed solutions, considering factors like tool usage, material handling, and assembly techniques.</li> <li>• <b>AC9TDE10P05</b>: Developing project plans for woodworking or metalworking projects intended for display at agricultural shows enables students to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes, and production of designed solutions, while also considering the audience and purpose of the project.</li> </ul>
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(Australian Curriculum Assessment and Reporting Authority, 2022)

## Visual Arts

<p><b>Formative Year:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9AVAFD01</b> – Use ... imagination, arts knowledge, processes, and/or skills to discover possibilities and develop ideas</li> <li>• <b>AC9AV AFC01</b> – Create arts works that communicate ideas</li> <li>• <b>AC9AVAFP01</b> – Share their arts works with audiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AVAFD01</b>: Engaging in agricultural show exhibitions like Arts &amp; Crafts allows students to explore their imagination and creativity by working with various artistic mediums such as sewing, painting, or LEGO art, fostering the discovery of new possibilities and the development of artistic ideas.</li> <li>• <b>AC9AV AFC01</b>: Participating in Cookery Displays enables students to create food art displays, communicating ideas and expressing themselves through the</li> </ul>
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	<p>presentation of visually appealing artworks made in the medium of food.</p> <ul style="list-style-type: none"> <li>• <b>AC9AVAFP01:</b> Sharing their artwork with audiences at Arts &amp; Crafts exhibitions provides students with opportunities to present their creative works to a wider community, fostering communication and connection as they showcase their artistic talents and express themselves through visual storytelling.</li> </ul>
<p><b>Years 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9AVA2D01</b> – Experiment and play with visual conventions, visual arts processes, and materials</li> <li>• <b>AC9AVA2C01</b> – Use visual conventions, visual arts processes, and materials to create artworks</li> <li>• <b>AC9AVA2P01</b> – Share artworks and/or visual arts practice in informal settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AVA2D01:</b> Engaging in agricultural show exhibitions of project-based learning, such as Arts &amp; Crafts or Photography, allows children to experiment and play with various visual conventions, processes, and materials, fostering creativity and exploration in artistic expression.</li> <li>• <b>AC9AVA2C01:</b> Children use visual conventions, processes, and materials such as paint, fabric, or digital media to create artworks, showcasing their imaginative interpretations and personal expression through their creations.</li> <li>• <b>AC9AVA2P01:</b> Children share their artworks and creative processes with others in informal settings at agricultural shows, gaining confidence in presenting their work and receiving feedback from peers and community members, fostering a sense of pride and accomplishment in their artistic achievements.</li> </ul>
<p><b>Years 3 &amp; 4:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9AVA4D01</b> – Experiment with a range of ways to use visual conventions, visual arts processes, and materials</li> <li>• <b>AC9AVA4C01</b> – Use visual conventions, visual arts processes, and materials to create artworks that communicate ideas, perspectives, and/or meaning</li> <li>• <b>AC9AVA4P01</b> – Share and/or display artworks and/or visual arts practice in informal settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AVA4D01:</b> Engaging in agricultural show exhibitions like Arts &amp; Crafts allows students to experiment with various artistic techniques and materials, such as sewing, painting, or LEGO art, fostering creativity and exploration in visual arts.</li> <li>• <b>AC9AVA4C01:</b> Students use visual conventions and artistic processes to create artworks, communicating their ideas and perspectives through their artistic expression.</li> <li>• <b>AC9AVA4P01:</b> Students have the opportunity to share their artworks with others by displaying them at agricultural shows, providing a platform to showcase their visual arts practice in informal settings and receive feedback from a wider audience.</li> </ul>
<p><b>Years 5 &amp; 6:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9AVA6D01</b> – Experiment with, document, and reflect on ways to use a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AVA6D01:</b> Engaging in exhibits such as cookery displays at agricultural shows encourages experimentation with food as an artistic medium, documenting different</li> </ul>



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<p>range of visual conventions, visual arts processes, and materials</p> <ul style="list-style-type: none"> <li>• <b>AC9AVA6C01</b> – Use visual conventions, visual arts processes, and materials to plan and create artworks that communicate ideas, perspectives, and/or meaning</li> <li>• <b>AC9AVA4P01</b> – Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings</li> </ul>	<p>techniques and reflecting on the creative use of ingredients and presentation.</p> <ul style="list-style-type: none"> <li>• <b>AC9AVA6C01</b>: Participating in exhibitions such as horticulture displays allows students to use visual arts processes such as arrangement and composition to plan and create botanical artworks that communicate ideas about nature, growth, and beauty.</li> <li>• <b>AC9AVA4P01</b>: Selecting and presenting photographic or other visual art mediums provides opportunities for students to showcase their visual arts practice in formal or informal settings, such as in pavilion display at agricultural shows.</li> </ul>
<p><b>Years 7 &amp; 8:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9AVA8D01</b> – Experiment with visual conventions, visual arts processes, and materials to develop skills</li> <li>• <b>AC9AVA8C01</b> – Select and manipulate visual conventions, visual arts processes, and/or materials to create artworks that represent ideas, perspectives and/or meaning</li> <li>• <b>AC9AVA8P01</b> – Curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate exhibits of their artworks to communicate ideas, perspectives, and/or meaning to audiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AVA8D01</b>: Participating in agricultural show exhibitions of project-based learning like Arts &amp; Crafts allows students to experiment with various artistic techniques and materials, such as sewing, painting, or LEGO art, enhancing their visual arts skills through hands-on practice.</li> <li>• <b>AC9AVA8C01</b>: Students can select and manipulate visual conventions and artistic processes to create artworks inspired by themes or elements showcased at agricultural shows, such as nature in Horticulture Displays or culinary creativity in Cookery Displays, expressing their own ideas and perspectives through their artistic interpretations.</li> <li>• <b>AC9AVA8P01</b>: Students can curate and present their artworks created for agricultural show exhibitions, such as photography, allowing them to communicate their ideas and perspectives to audiences and showcase their artistic achievements.</li> </ul>
<p><b>Years 9 &amp; 10:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9AVA10D01</b> – Experiment with visual conventions, visual arts processes, and materials to refine skills and develop personal expression</li> <li>• <b>AC9AVA10C01</b> – Select and manipulate visual conventions, visual arts processes, and/or materials to create artworks that reflect personal expression, and represent ideas, perspectives and/or meaning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AVA10D01</b>: Engaging in agricultural show exhibitions like Arts &amp; Crafts allows students to experiment with different artistic techniques and materials, such as sewing, painting, or LEGO art, honing their skills and discovering their personal artistic style.</li> <li>• <b>AC9AVA10C01</b>: Participating in Cookery Displays or Horticulture Displays at agricultural shows provides opportunities for students to select and manipulate visual elements such as color, texture, and composition to create visually appealing food art displays or arrangements of plants,</li> </ul>





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	reflecting their personal expression and creative ideas.
(Australian Curriculum Assessment and Reporting Authority, 2022)	
<b>Music</b>	
<b>Years 1 &amp; 2:</b> <ul style="list-style-type: none"> <li>• <b>AC9AMU2C01</b> – Select and combine elements of music when composing and practicing music for performance</li> <li>• <b>AC9AMU2P01</b> – Sing and play music in informal settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AMU2C01:</b> Performing music in a school band or choir at an agricultural show allows students to select and combine elements of music when composing and practicing music for their performance, enhancing their understanding of musical structure and expression.</li> <li>• <b>AC9AMU2P01:</b> Singing and playing music in an informal setting, such as an agricultural show, provides students with opportunities to showcase their musical skills and talents to an audience of show-goers, fostering confidence and enjoyment in musical performance.</li> </ul>
<b>Years 3 &amp; 4:</b> <ul style="list-style-type: none"> <li>• <b>AC9AMU4C01</b> – Manipulate elements of music to communicate ideas, perspectives, and/or meaning when composing and practicing for performance</li> <li>• <b>AC9AMU4P01</b> – Sing and play music they have learnt and/or composed in informal settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AMU4C01:</b> Performing music in a school band or choir at an agricultural show allows students to manipulate elements of music to convey emotions, stories, or themes to the audience, enhancing their understanding of musical expression and communication.</li> <li>• <b>AC9AMU4P01:</b> Singing and playing music in front of an audience at the agricultural show provides students with opportunities to showcase their musical skills and repertoire, gaining confidence and experience in performing music they have learned or composed in informal settings.</li> </ul>
<b>Years 5 &amp; 6:</b> <ul style="list-style-type: none"> <li>• <b>AC9AMU6C01</b> – Manipulate elements of music and use compositional devices to communicate ideas, perspectives, and/or meaning when composing and practicing music for performance...</li> <li>• <b>AC9AMU6P01</b> – Perform music in a range of forms they have learnt and/or composed in informal and/or formal settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AMU6C01:</b> Engaging in agricultural show performances with a school band or choir allows students to manipulate elements of music to communicate the emotions, themes, and ideas of the music to the audience, enhancing their compositional skills and expressive abilities.</li> <li>• <b>AC9AMU6P01:</b> Performing music in a school band or choir at agricultural shows provides students with opportunities to showcase their musical skills and repertoire in formal settings, gaining confidence and experience in live performance while entertaining and engaging show-goers with their musical talents.</li> </ul>
<b>Years 7 &amp; 8:</b> <ul style="list-style-type: none"> <li>• <b>AC9AMU8D02</b> – Reflect on their own and others’ music to inform choices</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AMU8D02:</b> Participating in agricultural show exhibitions by performing music in a school band or choir allows students to reflect on their own performances as well</li> </ul>



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<p>they make as composers and performers about how they will manipulate elements of music and/or compositional devices</p> <ul style="list-style-type: none"> <li>• <b>AC9AMU8P01</b> – Perform music using relevant vocal and/or instrumental techniques and performance skills</li> </ul>	<p>as those of their peers, informing their choices as performers about how to manipulate elements of music.</p> <ul style="list-style-type: none"> <li>• <b>AC9AMU8P01:</b> Engaging in musical performances at agricultural shows provides students with opportunities to demonstrate relevant vocal or instrumental techniques and performance skills, showcasing their abilities as musicians to the show-goers in attendance.</li> </ul>
<p><b>Years 9 &amp; 10:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9AMU10D02</b> – Reflect on their own and others’ music to inform choices they make as composers and performers about how they will interpret and/or manipulate elements of music and/or compositional devices</li> <li>• <b>AC9AMU8P01</b> – Rehearse and present planned performances of music they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9AMU10D02:</b> Performing music in a school band or choir at an agricultural show provides students with opportunities to reflect on their own performances and those of others, informing their choices as performers about how they interpret musical elements.</li> <li>• <b>AC9AMU8P01:</b> Rehearsing and presenting planned performances of music at agricultural shows allows students to showcase their vocal or instrumental skills, using techniques they have learned to deliver engaging and polished performances for the audience of show-goers.</li> </ul>
<p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p>	
<h2>Dance</h2>	
<p><b>Foundation Year:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9ADAFP01</b> – Share their art works with audiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9ADAFP01:</b> Provides students with a platform to share their dances to a audience, building confidence in a supportive real-world setting</li> </ul>
<p><b>Years 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9ADA2C01</b> – Use the elements of dance to choreograph dance sequences</li> <li>• <b>AC9ADA2P01</b> – Share dance sequences in informal settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9ADA2C01:</b> Students can choreograph simple dance sequences using basic elements, tailored to their capabilities for a public performance.</li> <li>• <b>AC9ADA2P01:</b> Performing at the show allows students to share their dance sequences in an informal, supportive setting, building confidence and communication skills.</li> </ul>
<p><b>Years 3 &amp; 4:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9ADA4C01</b> – Use the elements of dance to choreograph dance that communicates ideas, perspectives, and/or meaning</li> <li>• <b>AC9ADA4P01</b> – Practise and perform dances in informal settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9ADA4C01:</b> Performing at the show allows students practise in choreographing and showcasing dance routines that express ideas or stories, enhancing their ability to communicate through movement.</li> <li>• <b>AC9ADA4P01:</b> Shows provide an informal yet public setting where students can practice and build confidence in performing their dances.</li> </ul>
<p><b>Years 5 &amp; 6:</b></p>	<ul style="list-style-type: none"> <li>• <b>AC9ADA6C01:</b> Performing at the show allows students to choreograph and adapt</li> </ul>



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<ul style="list-style-type: none"> <li>• <b>AC9ADA6C01</b> – Manipulate the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning</li> <li>• <b>AC9ADA6P01</b> – Practise and perform dances using technical and expressive skills in informal and/or formal settings</li> </ul>	<p>dance elements that express their ideas and perspectives to a live audience.</p> <ul style="list-style-type: none"> <li>• <b>AC9ADA6P01:</b> Performing at the show helps students refine and showcase their technical and expressive dance skills in a real-world setting.</li> </ul>
<p><b>Years 7 &amp; 8:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9ADA8C01</b> – Choreograph dance by selecting and manipulating elements of dance and choreographic devices to communicate ideas, perspectives and/or meaning</li> <li>• <b>AC9ADA8C02</b> – Apply technical and expressive skills and/or genre or style-specific techniques to communicate ideas, perspectives and/or meaning</li> <li>• <b>AC9ADA8P01</b> – Rehearse and perform dance for audiences, using technical and expressive skill and, as appropriate, genre or style-specific techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9ADA8C01:</b> Performing at the show allows students to choreograph and refine their dance, using elements and devices to effectively communicate their chosen message or idea.</li> <li>• <b>AC9ADA8C02:</b> Students apply technical and expressive skills in their performance, tailoring their movements to fit the style and convey their ideas to the audience.</li> <li>• <b>AC9ADA8P01:</b> The show provides a platform for students to rehearse and perform, enhancing their ability to engage audiences with genre-specific techniques.</li> </ul>
<p><b>Years 9 &amp; 10:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9ADA10C01</b> - choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating elements of dance, choreographic devices and/or structure</li> <li>• <b>AC9ADA10C02</b> - Apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning</li> <li>• <b>AC9ADA10P01</b> - Rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9ADA10C01:</b> Students choreograph dances to express their chosen ideas and perform them.</li> <li>• <b>AC9ADA10C02:</b> Performing at the show encourages students to refine their techniques, effectively conveying their intended message to a live audience.</li> <li>• <b>AC9ADA10P01:</b> Rehearsing and performing at the show provides real-world experience in presenting dance to diverse audiences, enhancing their expressive and technical skills.</li> </ul>
<p>(Australian Curriculum Assessment and Reporting Authority, 2022)</p>	
<h2>English</h2>	
<p><b>Foundation Year:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9EFLY06</b> – Create and participate in shared editing of short written texts to record and report ideas and events...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9EFLY06:</b> Participating in agricultural show exhibitions by submitting written stories or narratives offers students the opportunity to create and share their own short written texts with a wide audience, recording and reporting their ideas and experiences.</li> </ul>



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<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9EF1Y06</b> – Create and re-read to edit short written... texts to report on a topic, express an opinion, or recount a real or imagined event...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9EF1Y06:</b> Engaging in agricultural show exhibitions by submitting written stories or narratives allows Year 1 students to create and re-read their short written texts, editing them to, for example, report on a topic related to agriculture, express an opinion about the show experience, or recount a real or imagined event they witnessed or participated in at the show.</li> </ul>
<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E2LY06</b> – Create and edit short imaginative, informative, and persuasive written... texts for familiar audiences...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E2LY06:</b> Submitting written stories or narratives to be displayed at agricultural show exhibitions allows Year 2 students to create short imaginative texts tailored for the familiar audience of show-goers, practicing their skills in storytelling and engaging with a real-world audience.</li> </ul>
<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E3LY07</b> – Plan, create edit and publish imaginative, informative, and persuasive written... texts...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E3LY07:</b> Participating in agricultural show exhibitions by submitting written stories or narratives allows Year 3 students to plan, create, edit, and publish imaginative texts, showcasing their storytelling skills and engaging with a real audience of show-goers.</li> </ul>
<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E4LY06</b> – Plan, create edit and publish written... imaginative, informative, and persuasive texts...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E4LY06:</b> Engaging in agricultural show exhibitions by submitting written stories or narratives allows students to plan, create, edit, and publish imaginative texts that capture the attention of show-goers, showcasing their storytelling skills and creativity.</li> </ul>
<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E5LY06</b> – Plan, create edit and publish written... texts whose purposes may be imaginative, informative, and persuasive...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E5LY06:</b> Engaging in agricultural show exhibitions by submitting written stories allows Year 5 students to plan, create, edit, and publish imaginative narratives for show-goers, showcasing their storytelling skills and creativity.</li> </ul>
<p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E6LY06</b> – Plan, create edit and publish written... texts whose purposes may be imaginative, informative, and persuasive...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E6LY06:</b> Engaging in agricultural show exhibitions by submitting written stories or narratives allows students to plan, create, edit, and publish their written texts for display to a wider audience, honing their skills in storytelling and communication.</li> </ul>
<p><b>Year 7:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E7LY06</b> - plan, create, edit and publish written... texts... to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E7LY06:</b> Participating in agricultural show exhibitions by submitting written stories or narratives allows students to plan, create, edit, and publish their texts, conveying information, ideas, and opinions to show-goers in imaginative, reflective, informative, persuasive, or analytical ways.</li> </ul>
<p><b>Year 8:</b></p>	<ul style="list-style-type: none"> <li>• <b>AC9E8LY06:</b> Participating in agricultural show exhibitions by submitting written</li> </ul>



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<ul style="list-style-type: none"> <li>• <b>AC9E8LY06</b> - plan, create, edit and publish written... texts... to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical</li> </ul>	<p>stories or narratives allows students to plan, create, edit, and publish their texts, conveying information, ideas, and opinions in imaginative, reflective, informative, persuasive, or analytical ways to engage and captivate the show-goers.</p>
<p><b>Year 9:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E9LY06</b> - plan, create, edit and publish written... texts... to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E9LY06:</b> Participating in agricultural show exhibitions by submitting written stories or narratives provides students with the opportunity to plan, create, edit, and publish their texts, allowing them to convey information, ideas, and opinions in imaginative, reflective, informative, persuasive, analytical, and/or critical ways to engage and communicate with the show-goers.</li> </ul>
<p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E10LY06</b> - plan, create, edit and publish written... texts... to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AC9E10LY06:</b> Engaging in agricultural show exhibitions by submitting written stories or narratives allows students to plan, create, edit, and publish their texts, conveying information, ideas, and opinions in imaginative, reflective, informative, or persuasive ways to captivate the audience of show-goers.</li> </ul>

(Australian Curriculum and Assessment Authority, 2022)

## Work Studies (v8.4)

<p><b>Year 9:</b></p> <ul style="list-style-type: none"> <li>• <b>ACWSCL006</b> – Investigate a wide range of occupations, and the skills and personal qualities required in these fields</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACWSCL006:</b> Engaging in agricultural show exhibitions and interacting with agricultural industry professionals allows students to investigate a variety of occupations within the agricultural sector, gaining insight into the diverse range of skills and personal qualities required for careers such as farmers, agronomists, veterinarians, agricultural engineers, or agricultural scientists.</li> </ul>
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(Australian Curriculum Assessment and Reporting Authority, 2018)







# Queensland Ag Shows

## Australian Professional Standards for Teachers

APST	Ag Show Link
<p><b>1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b></p> <p><i>Design and implement teaching strategies that are responsive to the learning <b>strengths and needs</b> of students from diverse linguistic, <b>cultural</b>, religious and socioeconomic backgrounds. (AITSL, 2017)</i></p>	<p><b>Inclusive Participation:</b> Encourage students from various linguistic, cultural, religious, and socioeconomic backgrounds to actively participate in the Young Judges and Paraders competitions, Third Party Competitions, and Ag-Ed Programs &amp; Displays.</p> <p><b>Diverse Topics:</b> Incorporate diverse agricultural topics and practices in the projects and exhibitions. For example, in the Young Judges category, students can enter into competitions for different breeds of animals, showcase diverse agricultural practices (e.g. horticulture or crop growing displays).</p> <p><b>Cultural Representation:</b> Emphasize the cultural significance of agriculture by finding information about traditional and contemporary farming methods, agricultural practices in different regions, and the cultural importance of certain crops or animals.</p> <p><b>Socioeconomic Considerations:</b> Acknowledge and discuss the socioeconomic aspects of agriculture. Highlight how different communities engage in farming, the economic impact of agriculture on various regions, and the role of farmers in society.</p> <p><b>Cultural Displays:</b> Historical or informational displays on the culture of agriculture will especially resonate with students from those backgrounds, as well as educating the other inexperienced students.</p> <p><b>Collaborative Learning:</b> Encourage collaborative learning where students from diverse backgrounds work together on projects or exhibitions. This fosters an inclusive environment and allows students to learn from each other's perspectives.</p>



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	<p><b>Reflection and Dialogue:</b> Facilitate reflective discussions about the diversity within agriculture. Students can share their family's farming traditions, cultural practices related to agriculture, or any unique experiences they bring from their backgrounds.</p>
<p><b>2.1 Content and teaching strategies of the teaching area</b></p> <p><i>Apply knowledge of the content and teaching strategies of the teaching area to develop <b>engaging teaching activities</b>.</i> (AITSL, 2017)</p>	<p><b>Subject Integration:</b></p> <ul style="list-style-type: none"> <li>• <i>Content Knowledge:</i> Incorporate the agricultural show activities into subjects like Science, Agriculture studies, and Design and Technologies.</li> <li>• <i>Teaching Strategies:</i> Design teaching activities that involve hands-on experiences, field trips to agricultural shows, and interactions with experts in the relevant fields.</li> </ul> <p><b>Engaging Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Young Judges and Paraders:</i> Encourage students to participate in judging competitions related to stud beef, dairy cattle, meat sheep, and other categories. Organize classroom discussions or presentations where students share their experiences and insights gained from these competitions, or have to utilise the knowledge gained in some way (e.g. projects, summative/formative assessment)</li> <li>• <i>Third-Party Competitions:</i> Integrate goat judging, equestrian judging, and other competitions into the curriculum or the school culture by creating clubs or groups to pursue such activities. Facilitate discussions on the judging criteria, animal care, and the importance of agriculture in the community.</li> <li>• <i>Ag-Ed Programs &amp; Displays:</i> Arrange visits to agricultural shows or invite experts to conduct workshops on beekeeping, animal husbandry, and horticulture. Students can create displays, projects, or reports based on their learnings from these programs.</li> <li>• <i>Project-Based Learning Exhibitions:</i> Allow students to showcase their arts and crafts, cookery displays, photography, and other projects related to agricultural themes. Integrate historical displays or essays about the agricultural history of the region.</li> </ul> <p><b>Real-World Applications:</b></p> <ul style="list-style-type: none"> <li>• Emphasize the real-world applications of the content learned at agricultural shows,</li> </ul>



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	<p>connecting theoretical knowledge to practical experiences.</p> <ul style="list-style-type: none"> <li>• Facilitate discussions on how the skills acquired through these activities can be applied in future careers opportunities or in addressing real-world challenges.</li> </ul> <p><b>Guest Speakers and Industry Connections:</b></p> <ul style="list-style-type: none"> <li>• Connect with professionals from the agricultural industry who attend Shows to share their experiences and insights with students.</li> <li>• Establish connections with local farmers, agricultural experts, and show organizers to enhance students' understanding of the subject matter.</li> </ul>
<p><b>3.3 Use teaching strategies</b></p> <p><i>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</i> (AITSL, 2017)</p>	<p><b>Problem Solving in Young Judges &amp; Paraders &amp; Other Competitions:</b></p> <ul style="list-style-type: none"> <li>• In activities like Young Judges and Paraders, students can develop problem-solving skills by critically evaluating and judging various aspects of agricultural exhibits such as livestock, grains, and soils.</li> <li>• Teachers can guide students to analyse and make informed decisions based on the criteria provided for each competition.</li> <li>• Competitions like Goat judging, Equestrian judging, and Young Farmer’s Challenge require students to think critically about the characteristics, qualities, and skills involved in each competition.</li> <li>• Teachers can encourage students to analyse different scenarios, make decisions, and justify their choices during these competitions.</li> </ul> <p><b>Creative Thinking in Project-Based Learning Exhibitions:</b></p> <ul style="list-style-type: none"> <li>• Arts &amp; Crafts, Photography, and Cookery Displays provide opportunities for students to express their creativity.</li> <li>• Teachers can encourage students to think creatively by designing and presenting unique projects that showcase their skills and understanding of agricultural concepts.</li> </ul> <p><b>Cross-Disciplinary Learning in Ag-Ed Programs &amp; Displays:</b></p> <ul style="list-style-type: none"> <li>• Ag-Ed Displays, Animal Nursery, and Apiculture involve a range of subjects,</li> </ul>



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	<p>including biology, environmental science, and agriculture.</p> <ul style="list-style-type: none"> <li>• These displays can be used to integrate different subject areas, fostering cross-disciplinary learning and helping students see the interconnectedness of various fields.</li> </ul> <p><b>Real-World Application:</b></p> <ul style="list-style-type: none"> <li>• Engaging in activities like Cow Milking, Farmer’s Feature Displays, and Reptile Displays allows students to apply theoretical knowledge in a real-world context.</li> <li>• Teachers can connect classroom learning to practical experiences, demonstrating the relevance of academic content to everyday life.</li> </ul> <p><b>Adaptability in Young Farmer’s Challenge:</b></p> <ul style="list-style-type: none"> <li>• The Young Farmer’s Challenge involves practical tasks that require adaptability and quick thinking.</li> <li>• Such activities can be used to teach students how to adapt to different situations, make decisions under pressure, and work collaboratively.</li> </ul>
<p><b>3.4 Select and use resources</b></p> <p>Select and/or create and use a range of resources, including ICT, to engage students in their learning. (AITSL, 2017)</p>	<p><b>Ag Ed</b></p> <ul style="list-style-type: none"> <li>• Finding relevant and engaging resources is a challenge for teachers, but one that can be assisted with in-person, hands-on resources such as visits to Agricultural Shows, especially in regards to the validity of information they hold in regards to Ag-Ed</li> <li>• Resources such as Ag-Ed displays or Animal nurseries are hard to find, and would be even harder to recreate within the school. So, utilizing local Ag Shows who offer such resources is beneficial to students’ learning and effective teaching.</li> </ul>
<p><b>7.4 Engage with professional teaching networks and broader communities</b></p> <p>Participate in professional and community networks and forums to broaden knowledge and improve practice. (AITSL, 2017)</p>	<p>Teachers can build strong relationships with local community organisations such as Show Societies, utilizing them for not only their own development, but also to engage students in learning and provide opportunities for all stakeholders.</p> <p><b>Professional Networks:</b></p> <ul style="list-style-type: none"> <li>• Encourage students to participate in young judges and paraders competitions related to livestock, agriculture, and soils. These competitions provide opportunities for teachers and students to engage with professionals in the agricultural industry,</li> </ul>



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including farmers, breeders, and judges. Students can learn from experts and gain insights into the industry's best practices.

- Competitions like goat judging, equestrian judging, and the Young Farmer's Challenge offer students exposure to a diverse range of agricultural practices. Teachers and students can interact with professionals in these fields, fostering connections and expanding their understanding of different aspects of agriculture.
- Engage with agricultural education displays and programs at the show. Encourage students to interact with professionals in beekeeping, animal husbandry, horticulture, and other areas. This exposure allows teachers and students to build connections with professionals and gain a broader perspective on the agricultural industry.
- Students participating in arts and crafts, cook-offs, historical displays, and photography exhibitions can showcase their work to professionals and the community. This provides opportunities for networking and receiving feedback from experts in relevant fields.

#### **Community Engagement:**

- Encourage students to actively participate in Ag-Ed displays, animal nurseries, and farmer's feature displays. This involvement allows teachers students to interact with the broader community, showcasing their knowledge and skills in agriculture-related activities.
- Students participating in young judges & paraders, fashion parades or barista competitions can engage with local businesses and professionals. Networking with individuals in the agriculture, fashion and hospitality industries can broaden students' understanding of various career paths related to agriculture.
- Attending local agricultural shows as a school group provides students with the opportunity to interact with professionals, farmers, and community members. Teachers can facilitate networking opportunities by arranging guided tours or meeting important people in the sector.





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