



Farmer Time

[How to incorporate and successfully run a Farmer Time lesson in your classroom.](#)

Farmer Time is best used when incorporated into a larger teaching program. It can be used to introduce topics and concepts, consolidate learning or both.

Units of work that you could incorporate Farmer Time into can be found on the Primezone website.

Below are just some examples of what you could use.

1. **A Year on a Farm**

<https://www.primezone.edu.au/resource/a-year-on-a-farm/> is targeted at Year 1 students covering Design and Technologies, Mathematics, Science and Geography.

2. **All about Eggs**

<https://www.primezone.edu.au/resource/all-about-eggs/>, is a series of interactive lessons targeted at K-6 and covering Science, Technologies and Geography content.

3. **Amazing Apples**

<https://www.primezone.edu.au/resource/amazing-apples/> is a unit of work targeting upper primary students. This is a comprehensive unit of work that covers content across all curriculum areas.

4. **Cotton Activities for Primary Students**

<https://www.primezone.edu.au/resource/cotton-activities-for-primary-school-students/> is a set of six activities that are hands-on STEM-inspired projects targeting year 1-6 and covering Mathematics and Science content.

5. **Farms and people's connection to them**

<https://www.primezone.edu.au/resource/farms-and-peoples-connections-to-them/> is a unit of work targeted at junior primary classes to help them explore Australian farms as places defined differently by diverse groups of people. It covers both the geography and technologies content strands.

[There are many more units and resources available on the Primezone website.](#)



Preparing for Farmer Time

1. Establish contact with Luciano Mesiti, CEO | Primary Industries Education Foundation Australia (PIEFA) at ceo@piefa.edu.au, who will be able to connect you with a farmer that links closely with the content in your unit of study.
2. Contact the producer you have been given. Introduce yourself and work out the best form of communication to be used for connecting for your Farmer Time experience. There are a variety of methods such as FaceTime, Zoom, Skype, Facebook and Google Meets, that could be used.
3. Prepare the students by compiling at least 5 questions for your farmer. Encourage the students to create the questions.
4. Pass on the questions your class has compiled to your producer, to ensure that they are prepared. Organise a time for the Farmer Time experience to take place that is suitable for both parties.
5. Do a test of your video conferencing method with your producer prior to your Farmer Time experience to ensure success on the day.
6. If possible, streaming your experience through a large screen with a camera works best, so that the producer can see your class.
7. Keep on track and aim for a call lasting no more than 30 minutes.
8. If you would like to be able to re visit your Farmer Time experience, ask your producer if they are happy for you to record it.



Lesson 1

Time	Activity- Pre Farmer Time Experience preparation
9.30am	Discuss with the students that you have organised for the class to speak with a primary producer. Brainstorm what they understand about the words 'primary' and 'producer'. What do they mean? Create a mind map about what they already know about primary producers. What types of food or fibre do they produce and why is this important?
9.45am	Introduce to the class the primary producer who you will be chatting with. Tell them their name and explain to them what type of producer they are, e.g. cotton, beef or grain. Ask them what they might know about this type of primary production already.
10.00am	<p>Provide the class with information or have the students explore the Primezone website to investigate more about the type of primary production that their producer is involved in. Depending on the age and ability level of your class, the students can independently or in small groups present the information that they have found OR the class does this investigating together.</p> <p>Encourage the students to find out WHAT the product is that they farm, HOW it is farmed, WHEN the produce is collected/ planted etc, WHERE they produce it and WHO can do this type primary production.</p>
10.30am	Using the collective data gathered by the students create a word wall, mind map or short information report about the area of primary production they have researched.
10.45am	Based on the research, as a class, or on small groups, students create questions that they would like to ask their primary producer. Ensure that the questions are relevant and that they will extend the knowledge of the students and their overall understanding of the industry.
11.00am	<p>Record the questions and then email these to your allocated primary producer to view prior to the Farmer Time experience.</p> 

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Lesson 2

Time	Activity- Farmer Time Experience
9.30am	<p>Review with your class the questions that you plan to ask your producer. Allocate a question to 5-6 different students to ask or the questions can be teacher guided.</p> <p>Explain to the students that at the end they will be able to ask additional questions based on what you have been talking about. Remind the students that the experience will last for approximately 30 minutes.</p>
9.45am	<p>Set up the laptop and screen and ensure that your technology is ready to go. Seat the children so that they can be seen by the producer once you have connected.</p>
10.00am	<p>Time to connect! Using your confirmed mode of communication, connect with your producer. Introduce your producer to the class and exchange greetings. Ask the producer to tell the class a little bit more about themselves before the formal questions begin.</p>
10.05am	<p>Students who have been allocated questions are asked to stand one at a time and address the producer with their question (or teacher asks). Ensure that time doesn't get away by keeping an eye on the clock and encouraging the question time to flow.</p> <p>Below are some examples of the questions that your students might ask</p> <ol style="list-style-type: none">1. What types of technology do you use to help you produce cotton?2. Have you always been a producer? Why do you think it is an important job?3. How do you ensure the sustainability of your farm?4. What changes have you seen in your time as a producer?5. Who can become a primary producer?
10.25am	<p>Time to finish up your Farmer Time. Ask if there are any other questions from students. Have an allocated student/s to stand and thank the producer for their time.</p> <p>Take some photos during Farmer Time if possible, PIEFA would love to show them in our newsletter and social media!</p>



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Lesson 3

Time	Activity- Post Farmer Time Experience
9.30am	Brainstorm everything that the students can recall from the Farmer time experience with their producer. Record key words, facts, comments and even questions that they might like to ask the producer, now that they know more about the industry.
9.45am	As a class, in pairs or individually have the students write some short recounts of their experience. Encourage they students to write down what they learnt and how they enjoyed the experience and if there is now more that they would like to know.
10.15am	Allow the students to read aloud some of their responses, write them out in published form to be displayed in the classroom and/or interview some of your students informally. This process will help to reinforce what they have learnt as well as allow you to assess the success of the Farmer Time experience.
10.30am	<p>Please send PIEFA two or three sentences about your experience or some of your written or annotated work samples.</p> <p>Please fill out the survey about your Farmer Time experience. We are constantly trying to improve and refine our Farmer Time experience and your feed back would be greatly appreciated.</p> <div data-bbox="384 1464 1388 1680">The logo for Primary Industries Education Foundation Australia features a stylized yellow outline of a city skyline on the left, the text 'Primary Industries Education Foundation Australia' in blue in the center, and a yellow outline of a farm scene with a windmill on the right.</div> <div data-bbox="555 1753 1214 1904">The logo for primezone features the word 'primezone' in a blue and green sans-serif font, with a blue mouse cursor arrow pointing to the 'o'. Below it is the tagline 'The place for all your food and fibre resources' in a smaller blue font.</div>



Survey Questions

1. Did you find the instructions on how to use Farmer Time in your classroom to be clear and concise?
2. Were you able to establish contact with PIEFA easily?
3. Did you find the response time from PIEFA to be reasonable?
4. Were you able to establish contact with your farmer quickly and easily?
5. What form of video conferencing did you use?
 - a. Zoom
 - b. Google meets
 - c. FaceTime
 - d. Skype
 - e. Face book
 - f. Other _____
6. Would you use this conferencing platform again? Why/ why not?
7. Did you use the lesson plans provided?
8. Were the lesson plans useful?
9. Did you incorporate your Farmer Time experience into a larger unit of work?
10. If so, did you source it from the Primezone website? Please state the name of the unit _____
11. Would you recommend Farmer time to your colleagues?
12. Would you participate in Farmer Time again? Please explain.

Thank you for completing this survey!

We are constantly trying to improve and refine our Farmer Time experience and your feedback is greatly appreciated.