



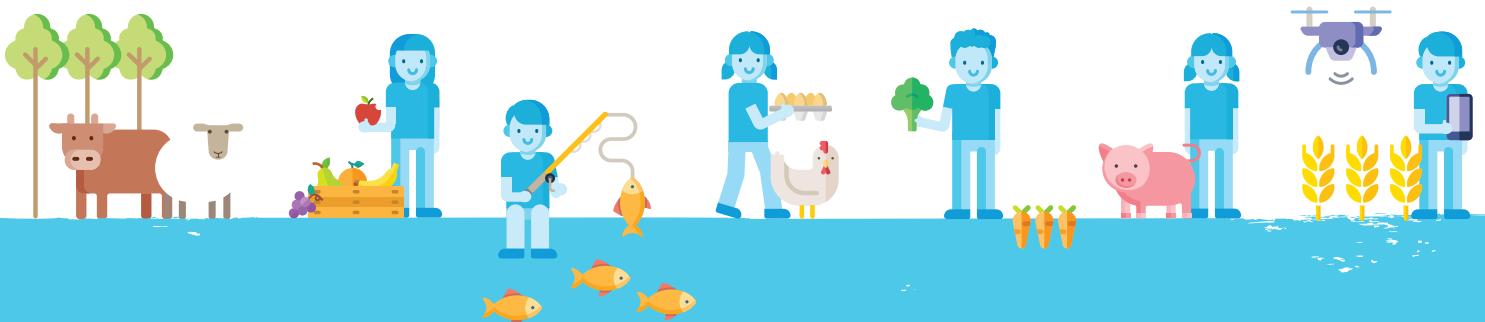
Features and Fun on the Farm

Level: F/2

Lesson One: Features and Needs on the Farm

Time: 60 mins

Key Vocabulary: Characteristics, features, needs, fibre, cotton, wool, alpaca, combs, wattles, claws, beak, feathers.



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➤ Lesson Overview:

Throughout this lesson, students will have the opportunity to hear from a Victorian farmer about the operations that occur on her egg farm. The farmer will highlight the features of the animals as well as the ways that food is selected, prepared safely and hygienically for distribution to consumers. Through sensory learning experiences, students will develop a greater understanding of the different fibres used in daily life and the features of the plants or animals that produce them. Students will learn about chicken growth and changes, and will apply their design skills to create a craft egg carton chicken.

➤ Students Will Learn To:

- Engage with a Victorian farmer to learn about food and fibre production.
- Make observations about different fibres using our senses.
- Identify the characteristics of living things.
- Observe characteristics in organisms and their fibres.
- Identify the needs of living things.

➤ Victorian Curriculum Outcomes:

VCSSU041, VCELY174, VCELY210, VCELY244, VCSSU042, VCSSU044, VCDSTC015, VCDSTC016, VCSIS050, VCSIS054, VCSIS055



Learning Tasks

ACTIVITY ONE

Touch and Feel Fibres (15 mins)

This activity is designed as a provocation to capture the interest of students and introduce them to different materials produced on a farm. Students will use sensory resources to develop an understanding of different fibres produced on a farm.

- a) Prior to the activity, the teacher will prepare four zip lock bags containing different samples of fibres for each student. Victorian Farmer Time Education Officers can supply fibre samples – please get in touch to make arrangements.

Zip lock bags should contain the following:

- **Zip Lock Bag One:** A sample of alpaca fleece
- **Zip Lock Bag Two:** A sample of sheep fleece. Alternatively, 'Learn About Wool Kits' can be ordered at the Learn About Wool website.



SOURCE: *Learn about Wool From Fibre to Fashion*, Australian Wool Innovation Limited

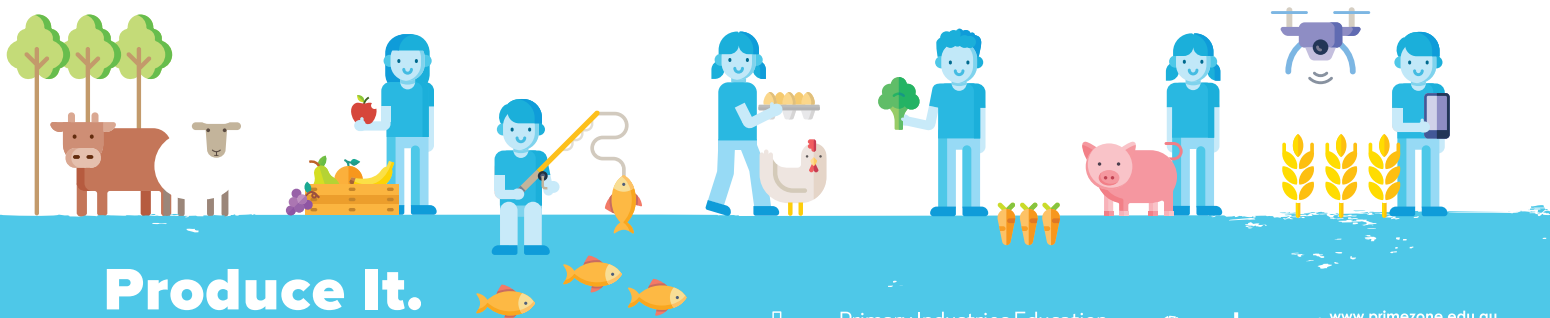
URL: https://www.woolwise.com/wp-content/uploads/2017/03/GD0607-Learn-about-wool-kit-flyer6_lr.pdf

- **Zip Lock Bag Three:** A sample of chicken feathers (coloured craft feathers can be used for this activity)
- **Zip Lock Bag Four:** A sample of raw cotton (found in the Cotton Education Pack. Order at the Cotton Australia website).



SOURCE: *Cotton Australia Education Kit*, Cotton Australia, 2021

URL: <https://cottonaustralia.com.au/education-kit>



➤ **EXAMPLES OF RESOURCE SAMPLES:**



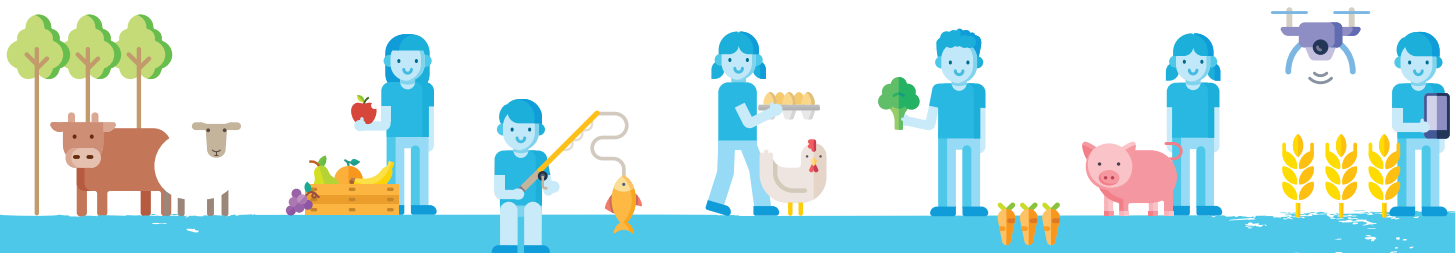
i FOR INFORMATION: regarding ordering stimulus materials contact:

Victorian Education Officer: Allison Arnott

Email: Allison.arnott@piefa.edu.au

Mobile: 0483 869 592

- b) Prior to the lesson, the teacher will place a copy of the [*Where Did That Fibre Come From?, worksheet \(1.1\)*](#) along with the four fibre sample zip lock bags on each students' desk.
- c) The teacher will explain that during this activity, students will be required to feel some mystery items and guess which plant or animal they might have come from.
- d) The teacher will model taking out one of the fibre samples and feeling it, asking students to use their senses of sight and touch to guess what plant or animal on the farm might have produced this fibre. The teacher will model attempting to match the fibre with one of the plants or animals on the [*Where Did That Fibre Come From?, worksheet \(1.1\)*](#).



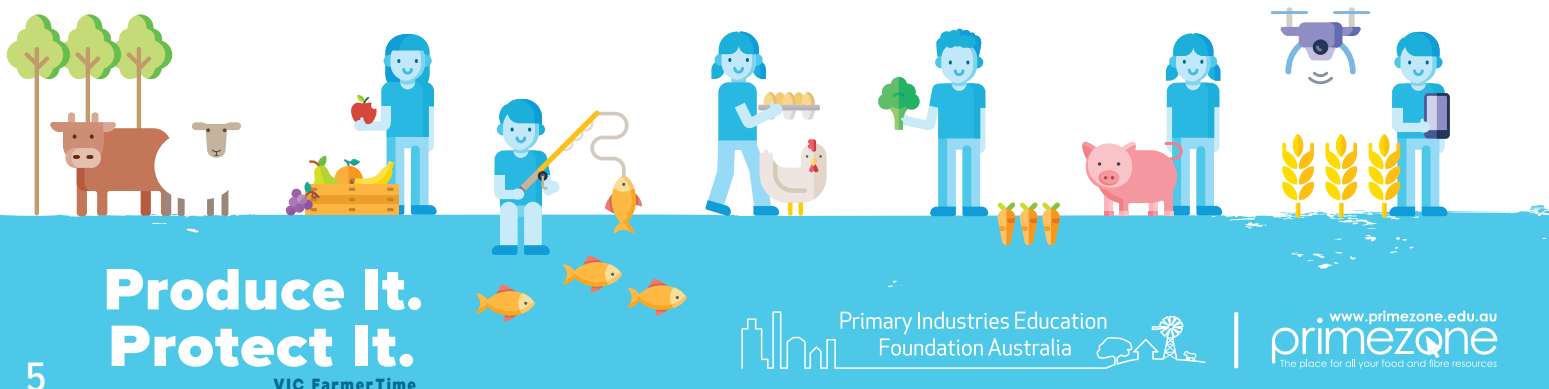
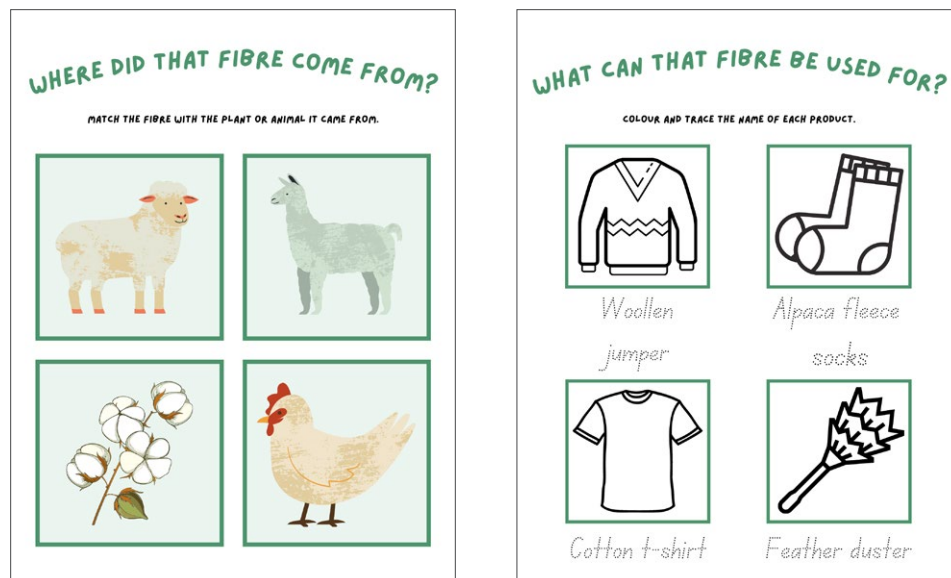
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- e) The teacher will ask students to move to their tables to begin the sensory matching task.
- f) When students have completed the matching activity at their desks, the teacher will ask them to share their answers, explaining why they matched each fibre to a particular plant or animal.
- g) The teacher will explain that the raw materials that the students observed can be used to make different products that we use in our daily lives.
- h) The teacher will ask students to move to the floor before showing them a series of products that have been made from different materials produced from these fibres (eg. a cotton t-shirt, a woollen jumper, alpaca fleece socks, a feather duster).
- i) The teacher will ask students to guess what fibres from the selection they have just felt, might have been used to make each of the products.
- j) The teacher will reveal the fibres used to make each product to the students, before modelling completing the tracing and colouring task on the back side of the [Where Did That Fibre Come From?, worksheet \(1.1\)](#).
- k) The teacher will ask students to move to their tables to complete the back side of the [Where Did That Fibre Come From?, worksheet \(1.1\)](#).

➤ ACTIVITY AT A GLANCE:



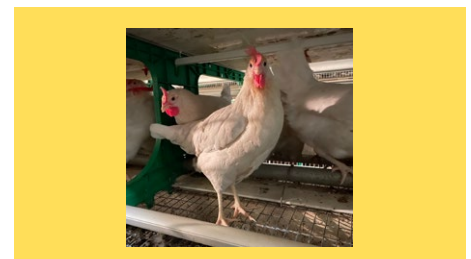
ACTIVITY TWO

VIC Farmer Time and The Features and Needs of Chickens (15 mins)

During this activity, students will have the opportunity to hear from a Victorian egg producer about life on her farm. Students will explore the features and needs of the chickens on the farm and the ways Farmer Danyel ensures her chickens are healthy and productive.

- The teacher will show students the [VIC Farmer Time – Egg Production, presentation \(2.1\)](#), explaining that students are about to hear from an egg farmer in Werribee South, Victoria. They will learn about the features and needs of the chickens on her farm. The teacher will show students the images of the chickens on the farm and ask them to consider what special features or parts they have, that make them different to other living things. (eg. feathers, beaks, claws, combs and wattles, wings, etc.).
- The teacher will access the link to the [VIC Farmer Time – Egg Production, \(Farmer Danyel\)](#) Zoom recording.
- After watching the Zoom recording, the teacher will ask students to turn and talk to the person next to them to answer the following questions: *(these can be found on the final slide of the [VIC Farmer Time – Egg Production, presentation \(2.1\)](#)).*
 - What were some of the features (parts) of the chickens on the farm?
 - What were some things that chickens on the farm needed in order to be healthy?
 - How does farmer Danyel care for her chickens?
 - How many eggs are produced on the farm each day?
- The teacher will ask some student pairs to share their ideas with the rest of the group.

ACTIVITY AT A GLANCE:



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ACTIVITY THREE

Egg Carton Chicken Craft (20 mins)

During this activity, students will apply their design skills using different materials, equipment and techniques to create their own egg carton chicken craft.

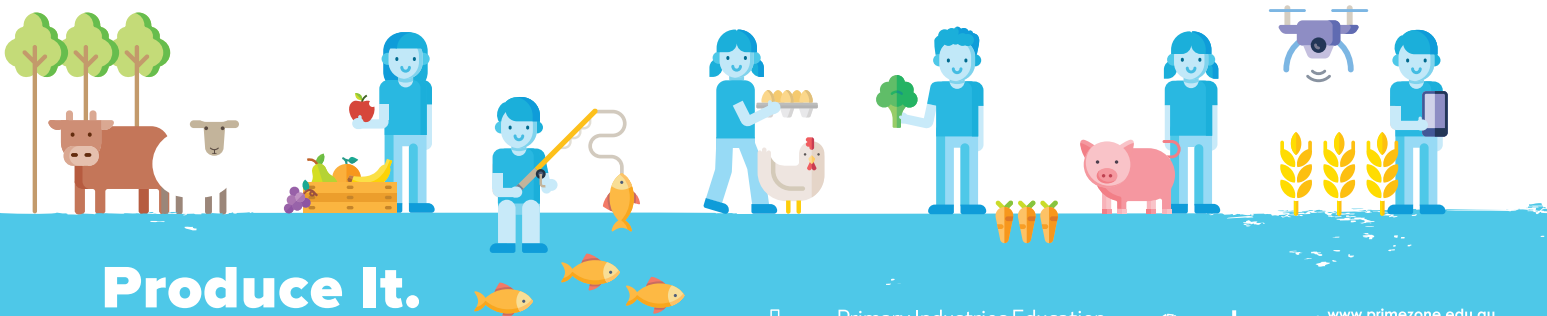


RESOURCE LIST:

- Red paper with wattles and comb template printed
- Yellow paper with beak template printed.
- Googly eyes
- White feathers
- Egg cartons (pre-cut)
- White paper with wings template printed

Printable templates for the wings, beaks and feet can be accessed using the [Chicken Craft, templates \(3.1 a\), \(3.1 b\), \(3.1 c\)](#). (Note: Click on numbers separately for each individual templates).

- The teacher will show students images of chickens from the VIC Farmer Time presentation.
- The teacher will ask students to recall the features (comb, feathers, claws, beaks, etc.) and needs (grain, water, shelter) of the chickens on the farm that farmer Danyel mentioned in the VIC Farmer Time session.
- The teacher will show students the [Egg Carton Chicken Craft Procedure, presentation or model \(3.2\)](#) creating an egg carton chicken following the steps below:
 - Fold along the centre line of the yellow diamond to make a beak. Glue this to the middle of the egg carton.
 - Use glue to stick two googly eyes above the beak. (A marker could be used to draw the eyes on if teacher is unable to access googly eyes.)
 - Cut out the comb and wattles. Fold along the line of the comb template. Glue the flat part to the top of the egg carton chicken.
 - Stick the wattles on either side of the beak using glue.
 - Glue the two white wings to either side of the chicken.
 - Glue two feathers to the back of the egg carton chicken to make a tail.



- d) When the teacher has finished providing instructions, they will ask students to move to their desks to begin the activity. (It is suggested that teacher places the necessary craft equipment on each students' desk prior to commencing).

The teacher may wish to use the photos on the final slide of the Egg Carton Chicken Procedure Presentation to be used as stimulus for a procedural writing task.

> ACTIVITY AT A GLANCE:



ACTIVITY FOUR

How Chickens Grow and Change (10 mins)

During this activity, students will draw on their prior knowledge of the features of chickens and eggs to explore the way living things grow and change over time. Students will develop an understanding of the lifecycle of a chicken by watching a short video and playing a whole class ordering game.

- a) The teacher will show students a short video of chicks hatching.

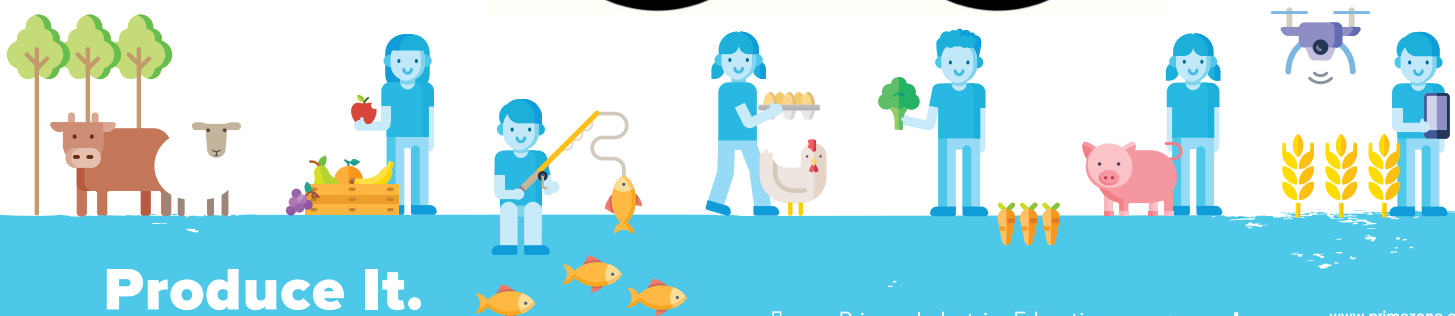


SOURCE: *Baby Chicks Hatching – Educational*, YouTube, TheKiwiGrower, 2018 (2.31)

URL: <https://www.youtube.com/watch?v=FWGZZ5U5cfs>

- b) The teacher will select four students to come to the front of the classroom, providing each student with one of the [Chicken Life Cycle Ordering Cards, \(4.1\)](#) to wear (these should be made into lanyards prior to the lesson).
- c) The teacher will explain that the rest of the students will help to order the life cycle of a chicken by instructing the selected students where to stand in the row, according to which stage of the life cycle they represent.
- d) The teacher will help students to read aloud the name of each of the stages.
- e) The teacher will ask the class to choose which of the stages they think should be first in the life cycle, instructing the selected student to move to the first position in the row.
- f) The teacher will ask the class to arrange the other three students in order, to show the life cycle of a chicken.
- g) When the row is in the correct order, teacher and students will say the names of each stage of the life cycle of a chicken aloud. (*egg, hatchling, chick, chicken*)

▶ ACTIVITY AT A GLANCE:



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