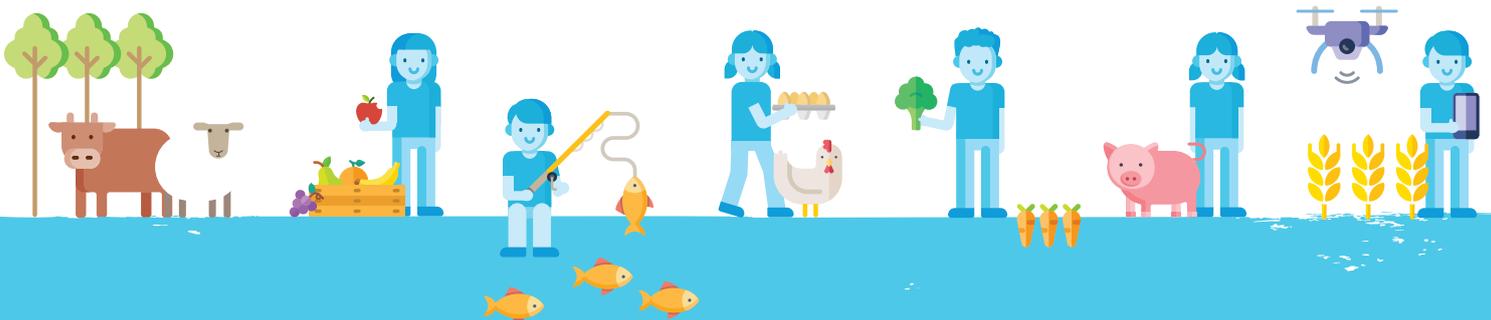




# Unit Overview:

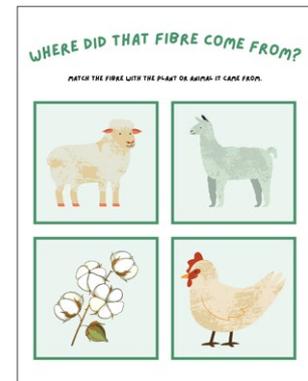
## Features and Fun on the Farm

The following unit focuses on developing a basic understanding of some of the external features of farm plants and animals. Teachers can follow this short unit to engage with a selection of food and fibre and use resources from Produce It. Protect It. to discover features of fibre that is produced by agricultural industries, such as: wool, cotton and fleece. The unit features a VIC Farmer Time segment and students will hear first-hand about the requirements of animals in a specific production system. The lessons explore the needs and growth of farm animals and promotes skills in sequencing, discussion and design.



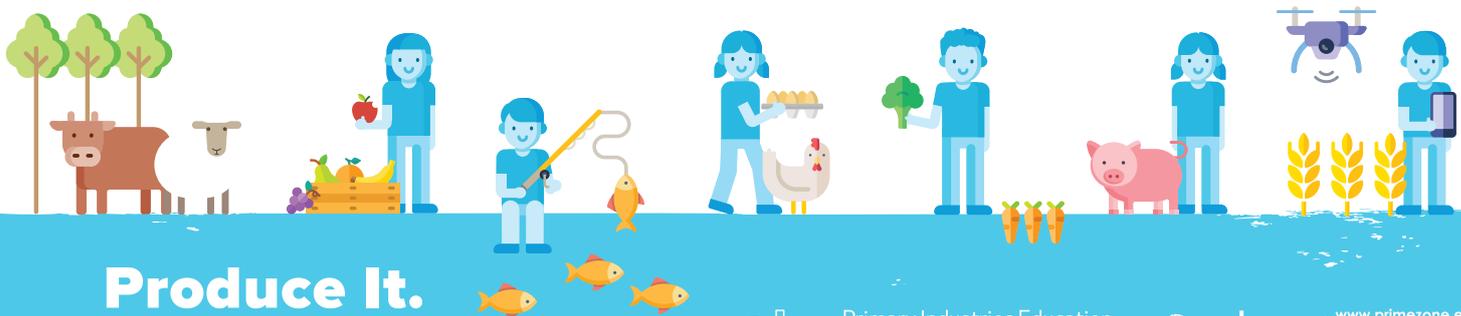
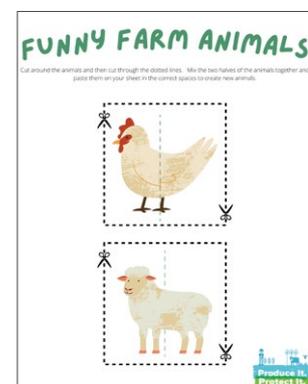
## ➤ LESSON ONE: Features and Needs on the Farm (60 minutes)

Throughout this lesson, students will have the opportunity to hear from a Victorian farmer about the operations that occur on her egg farm, highlighting the features of the animals and 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 the way chickens grow and change and will apply their design skills to create a craft egg carton chicken.



## ➤ LESSON TWO: Growing and Changing on the Farm (60 minutes)

Students will gain an understanding of how farm animals can grow and change over time and the needs of these animals as they grow. Students will specifically learn about the needs and growth of sheep through multimedia clips, hands-on engagement and modelling tasks. Students will engage with an interactive text, design their own 'funny farm animal', and suggest the characteristics and needs of their new animals. Students will also have the opportunity to listen to literacy material centred on the growing and changing of a special Alpaca.



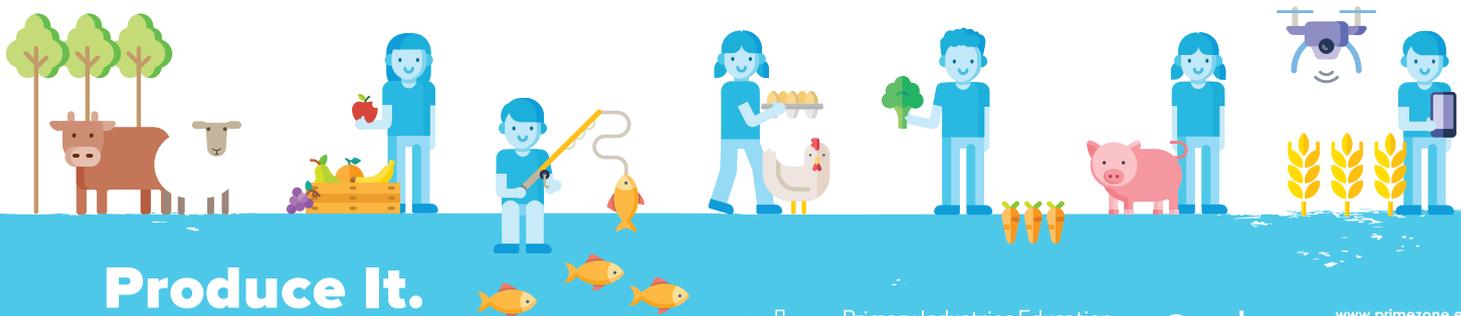
# Curriculum Outcomes

## LESSON ONE

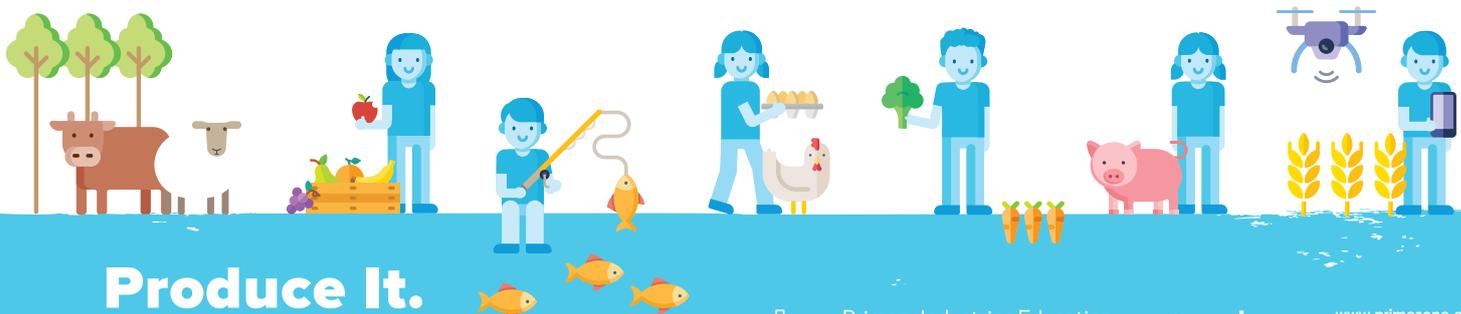
### Features and Needs on the Farm

Victorian Curriculum Content Descriptors:	Australian Curriculum Content Descriptors:
<ul style="list-style-type: none"> <li>• People use science in their daily lives (VCSSU041)</li> <li>• Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)</li> <li>• Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</li> <li>• Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</li> <li>• Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)</li> <li>• Objects are made of materials that have observable properties (VCSSU044)</li> <li>• Explore how plants and animals are grown for food, clothing and shelter (VCDSTC015)</li> </ul>	<ul style="list-style-type: none"> <li>• People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</li> <li>• Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</li> <li>• Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</li> <li>• Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</li> <li>• Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</li> <li>• People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</li> <li>• Living things have basic needs, including food and water (ACSSU002)</li> </ul>

(Continued following page)



Victorian Curriculum Content Descriptors:	Australian Curriculum Content Descriptors:
<ul style="list-style-type: none"> <li>• Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050)</li> <li>• Compare observations and predictions with those of others (VCSIS054)</li> <li>• Represent and communicate observations and ideas about changes in objects and events in a variety of ways (VCSIS055)</li> </ul>	<ul style="list-style-type: none"> <li>• Living things have a variety of external features (ACSSU017)</li> <li>• Explore products that can be grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)</li> <li>• Pose and respond to questions, and make predictions about familiar objects and events (AC SIS024)</li> <li>• Compare observations with those of others (AC SIS213)</li> <li>• Represent and communicate observations and ideas in a variety of ways (AC SIS209)</li> </ul>



## LESSON TWO

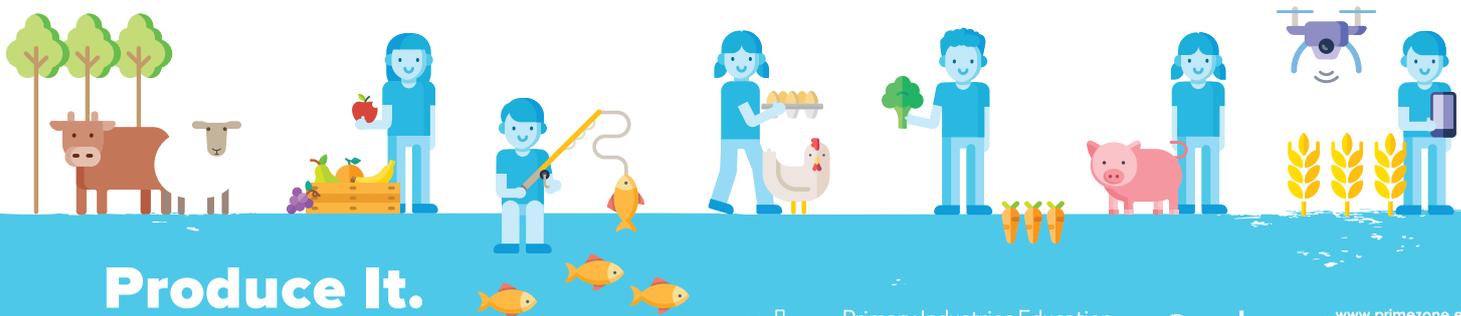
# How Living Things Grow and Change on the Farm

## Victorian Curriculum Content Descriptors:

- Living things grow, change and have offspring similar to themselves (VCSSU043)
- Explore how plants and animals are grown for food, clothing and shelter (VCDSTC015)
- People use science in their daily lives (VCSSU041)
- Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)
- Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050)
- Participate in guided investigations, including making observations using the senses, to explore and answer questions (VCSIS051)
- Compare and order the duration of events using the everyday language of time (VCMMG079)
- Represent and communicate observations and ideas about changes in objects and events in a variety of ways (VCSIS055)
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)
- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)

## Australian Curriculum Content Descriptors:

- Explore products that can be grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
- Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)
- People use science in their daily lives, including when caring for their environment and living things (ACSHE022)
- Living things have a variety of external features (ACSSU017)
- Living things grow, change and have offspring similar to themselves (ACSSU030)
- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)
- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)
- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)
- Compare and order duration of events using everyday language of time (ACMMG007)
- Represent and communicate observations and ideas in a variety of ways (ACSIS209)
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)



**Produce It.  
Protect It.**  
VIC FarmerTime

# Primezone Resources

Many of the resources found within these units are also available for access on:



## VICTORIAN KIDS TO FARM CONTACTS:

For more information regarding current programs focused on food and fibre education, contact the staff below. Victorian Education Officers are able to assist you with:

- Programming and curriculum development
- Lesson planning
- Resource development
- Conducting professional development at your school
- Contacting enterprises of interest
- Organising personal VIC Farmer Time sessions

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