Lesson Title: Helping Hands – Children at home on the farm

Subject Area: Geography
Year: Foundation

TEACHER NOTES

Year level:
Foundation (5-6 year olds)

Resources/Materials:

- Interactive Whiteboard
- www.allabouteggs.com.au
- 3 -Dimensional globe

Language/Vocabulary:
Farm, farmer, hen, chicken, eggs, feed, collect, raise, store, world, food, water, place, people, children, pets, jobs, daily, care, check, help, shed

Higher Order Thinking Skills (Blooms Taxonomy):

- Knowledge
- Comprehension
- Application

Extension/Open-Ended Questions:
What would happen on an egg farm if people didn't work together to look after the hens?

OVERVIEW

In this lesson students will learn about the places people live in and belong to. They will learn about children living on farms and the important daily roles they play. They will be able to identify familiar features on a farm and why egg farms are important to people.

AIMS & OBJECTIVES

Upon completion of this lesson students will demonstrate a basic understanding of:

- Different people live and belong to different places in our world
- The roles that children play in farm life
- Familiar features of egg farms
- Why egg farms have an important role in day to day Australian life

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AUSTRALIAN CURRICULUM

Key Learning Area

Geography: Geographical Knowledge and Understanding
Code: ACHGK002
The places people live in and belong to, their familiar features and why they are important to people.

Drama (Still in draft)
Code: 2.1 *Explore role and dramatic action in dramatic play, improvisation and process drama.*

Cross-curriculum Priorities

Sustainability

General Capabilities

- Literacy
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding

Lesson Introduction:

1. Conduct the pre-test Pop Quiz.
2. Begin with the matching game Children From Around the World on the interactive whiteboard. Students will understand that children live in and belong to different places based on the clothes they wear, the foods they eat and the activities and responsibilities they engage in. Students participate in the matching game where they drag pictures of children helping on traditional farms in their country to the matching country on the map e.g. India – wheat, China – fish, Australia – eggs, America – Corn, New Zealand – sheep, Thailand – Rice.
3. Using a 3-Dimensional globe, spend a few minutes locating where students were born and discussing their cultural background. Explain that the world is a very big place and people live in different countries.
4. Brainstorm a list of jobs at home that children are expected to help with e.g. make beds, tidy toys, clean rooms, walk pet etc. Ask the students whether they have any responsibility to care for pets at home. Add these suggestions to the existing list Helping My Pet (feeding and providing clean water, engaging in exercise by walking/playing, giving a bath etc.). Discuss why it is important to look after pets.

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Main Body of Teaching:

1. Show students the image of a child Helping on an Egg Farm. Ask the students to describe where they think the child is and what they are involved in.
2. Students view the online video titled Egg Farming that shows where eggs are farmed in Australia. Explain that there are 301 egg farms and many of these are owned, managed and run by families where the boys and girls help with the daily jobs. Link to their personal experience from the previous activity Helping My Pet (with particular emphasis on taking care of pets).
3. On the interactive whiteboard, students complete the Jobs on an Egg Farm matching activity. A series of photographs are displayed that illustrate the different jobs that children living on an egg farm are often expected to help with. Such as feeding the hens; collecting and packing the eggs; incubating the eggs and checking that the eggs/hens are healthy. Students need to drag and drop the image to its correct statement.
4. Divide the class into four groups assigning each group a role. Decide on an appropriate action as listed below:

   Group 1: Feeders (spreading seeds and giving water to the chickens)

   Group 2: Collectors (kneeling down gathering eggs and placing them in a basket or egg carton)

   Group 3: Checkers/Inspectors (holding the chickens and checking their beaks, feet, feathers etc.)

   Group 4: Carers (Holding the chickens and patting them)

5. In a large space group 1 forms in centre stage. Play the song Old MacDonald Had a Farm as the students act out their role with actions and dialogue. When the song stops, students freeze in position and the rest of the students need to guess what task the students were acting out. Proceed through the groups and if time allows, students can role-play different jobs.

Conclusion:

1. Pose the questions: 'Why is it important that children help out on an egg farm?' and 'Why are eggs farms important in Australia?' Lead a discussion with the aim that students understand; the importance of people working together to ensure that egg laying hens are taken care of; and that eggs are healthy for people to eat since happy, healthy chickens lay healthy eggs-a nutrient rich food for all Australians.

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2. Conduct the post assessment Pop Quiz.

Homework:

1. Design and make a miniature herb/vegetable garden at home in which all family members have a responsibility to maintain e.g. parent/caregiver plant the herbs, children water every day etc.
2. Use the produce to include in egg-based recipes e.g. spinach in a quiche, parsley and chives in an omelette etc.
3. Students take photographs and share with class to create a communal recipe book.

Assessment:
Conduct this online in the interactive lesson.

Pre-Lesson Q&A	
Question	Answer
1. People live in different places and have different jobs.	True
2. There are farms in Australia that keep hens that lay eggs.	True
3. Only adults do jobs on an egg farm.	False
4. Children look after hens on an egg farm by: Feeding Collecting eggs Caring for them	True

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5. Egg farms are not important in Australia.	False
Post-Lesson Q&A	
Question	Answer
1. People live in different places and have different jobs.	True
2. Children are too young to help feed, bathe and take their pets for walks?	False
3. There are only 80 egg farms in Australia.	False
4. Many egg farms are run by families.	True
5. Children on egg farms can help by feeding the hens, collecting their eggs and caring for sick birds.	True
6. Healthy, happy hens lay eggs.	True
7. Egg farms are important. They send eggs to the supermarket for us to buy.	True
8. Farmers do not need to feed their hens every day.	False
9. An animal doctor is called a 'vet'?	True

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10. Egg farmers have different workers to keep the hens safe and healthy.	True

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