Ekka

ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

EKKA'S STRAWBERRY SUNDAE

Foundation - 10

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DOCUMENT OVERVIEW

Ekka's Strawberry Sundae

The Ekka champions Australian farmers by bringing together multiple agricultural industries to create the iconic Strawberry Sundae. This beloved treat highlights the exceptional quality of locally sourced strawberries, dairy, and other ingredients, showcasing the hard work and dedication of Australian farmers across various sectors. By celebrating these industries, the Ekka not only offers a delicious experience but also supports and promotes the diverse agricultural communities that are essential to our food production.

IMPORTANT CONTACTS

Education Content Enquiries

education@ekka.com.au

Ekka School & Group Bookings Enquiries

groupbookings@ekka.com.au

THE ANATOMY OF EKKA'S STRAWBERRY SUNDAE

Strawberry Industry

The hero ingredient of the sundae is locally grown strawberries, freshly cut and layered over strawberry ice cream.

Queensland is Australia's largest strawberry producer, with key growing regions including Sunshine Coast, Moreton Bay / Caboolture and Bundaberg.

Grains Industry

The waffle cone begins with wheat grown by Queensland grain farmers on the Darling Downs, Central Highlands (Emerald region) and Southern Downs (Goondiwindi).

Queensland produces approximately 2.2 million tonnes of grain each year.

Sugarcane Industry

The sugar that sweetens the ice cream and cream comes from sugarcane grown in Mackay, Burdekin and Far North Queensland.

Australian cane farmers grow 30-35 million tonnes of sugarcane each year.

Dairy Industry

The creamy ice cream and whipped cream are made using milk sourced from dairy farms across the Darling Downs, Scenic Rim and North Queensland.

Queensland produces around 280 million litres of milk annually.

CURRICULUM ALIGNMENT

FOUNDATION

Achievement Standard

Students recognise the features of familiar places, why some places are special to people and the ways they can care for them. By the end of Foundation students group plants and animals based on external features. They describe the observable properties of the materials that make up objects.They share questions, predictions, observations and ideas about their experiences with others. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context.

HASS

The features of familiar places they belong to, why some places are special and how places can be looked after (AC9HSFK03)

Science

Explore the ways people make and use observations and questions to learn about the natural world (AC9SFH01)
Engage in investigations safely and make observations using their senses (AC9SFI02)

Design and Technologies

Explore how familiar products, services and environments are designed by people (AC9TDEFK01)

Creative and critical thinking

Ethical understanding

Sustainability

Personal and social capacity

Literacy

CURRICULUM ALIGNMENT

YEAR 1

Achievement Standard

They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people. By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life.

Creative and critical thinking

Ethical understanding

HASS

The natural, managed and constructed features of local places, and their location (AC9HS1K03)
How places change and how they can be cared for by different groups including First Nations Australians (AC9HS1K04)

Sustainability

Science

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01)
Describe how people use science in their daily lives, including using patterns to make scientific predictions (AC9S1H01)

Personal and social capacity

Design and Technologies

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01)
Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)

Literacy

CURRICULUM ALIGNMENT

YEAR 2

Achievement Standard

They identify the effects of changes in technologies on people's lives. They identify how people and places are interconnected both at local and broader scales. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.

HASS

How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales (AC9HS2K03)
Develop questions about objects, people, places and events in the past and present (AC9HS2S01)

Design and Technologies

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01)
Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)

Creative and critical thinking

Ethical understanding

Sustainability

Personal and social capacity

Literacy

CURRICULUM ALIGNMENT

YEAR 3

Achievement Standard

By the end of Year 3, students describe the causes, effects and contributions of people to change. Students propose actions or responses. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions.

Creative and critical thinking

Ethical understanding

Sustainability

Personal and social capacity

Literacy

HASS

Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes (AC9HS3K01)
The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features (AC9HS3K05)

Science

Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01)
Compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources (AC9S3U02)

Design and Technologies

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)
Describe the ways of producing food and fibre (AC9TDE4K03)
Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)
Explore needs or opportunities for designing, and test materials, components, tools, Equipment and processes needed to create designed solutions (AC9TDE4P01)
Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

CURRICULUM ALIGNMENT

YEAR 4

Achievement Standard

Students describe the importance of environments, and sustainable allocation and management of resources. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment.

Creative and critical thinking

Ethical understanding

Sustainability

Personal and social capacity

Literacy

HASS

The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (AC9HS4K05)
Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place (AC9HS4K06)

Science

Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01)

Design and Technologies

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)
Describe the ways of producing food and fibre (AC9TDE4K03)
Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)
Explore needs or opportunities for designing, and test materials, components, tools, Equipment and processes needed to create designed solutions (AC9TDE4P01)
Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

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CURRICULUM ALIGNMENT

YEAR 5

Achievement Standard

By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth's surface. They explain the nature of resources, and how they meet needs and wants. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities. By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability.

Creative and critical thinking

Ethical understanding

Sustainability

Personal and social capacity

Literacy

HASS

The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)
The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences (AC9HS5K05)

Science

examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)

Design and Technologies

explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01)
explain how and why food and fibre are produced in managed environments (AC9TDE6K03)
explain how the characteristics of foods influence selection and preparation for healthy eating (AC9TDE6K04)

CURRICULUM ALIGNMENT

YEAR 6

Achievement Standard

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. They explain the geographical diversity of places and the effects of interconnections with other countries. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. By the end of Year 6 students explain how changes in physical conditions affect living things. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions.

Creative and critical thinking

Ethical understanding

Sustainability

Personal and social capacity

Literacy

HASS

Australia's interconnections with other countries and how these change people and places (AC9HS6K05)

Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K08)

Science

Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)

Design and Technologies

explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01)

explain how and why food and fibre are produced in managed environments (AC9TDE6K03)

explain how the characteristics of foods influence selection and preparation for healthy eating (AC9TDE6K04)

CURRICULUM ALIGNMENT

YEAR 7

Achievement Standard

They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information. They process data and information and analyse it to describe patterns, trends and relationships.

Science Understanding: Chemical Sciences

Use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures (AC9S7U06)

Science Inquiry: Planning and Conducting

Plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place (AC9S7I02)

Select and use equipment to generate and record data with precision, using digital tools as appropriate (AC9S7I03)

Design & Technologies: Food and Fibre Production

Analyse how food and fibre are produced in managed environments and how these can become sustainable (AC9TDE8K04)

Creative and critical thinking

Numeracy

Digital literacy

Ethical understanding

Aboriginal and Torres strait islander histories and cultures

Sustainability

CURRICULUM ALIGNMENT

YEAR 8

Achievement Standard

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information. They analyse data and information to describe patterns, trends and relationships and identify anomalies. They identify assumptions and sources of error in methods and analyse conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims.

Science Understanding: Chemical Sciences

Compare physical and chemical changes and identify indicators of energy change in chemical reactions (AC9S8U07)

Science Inquiry: Planning and Conducting

Plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place (AC9S8I02)

Select and use equipment to generate and record data with precision, using digital tools as appropriate (AC9S8I03)

Design & Technologies: Food and Fibre Production

Analyse how food and fibre are produced in managed environments and how these can become sustainable (AC9TDE8K04)

Creative and critical thinking

Numeracy

Digital literacy

Ethical understanding

Aboriginal and Torres strait islander histories and cultures

Sustainability

CURRICULUM ALIGNMENT

YEAR 9

Achievement Standard

They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected. Students plan and conduct safe, reproducible investigations to test or identify relationships and models. They select and use equipment to generate and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims.

Science Understanding: Chemical Sciences

Model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass (AC9S9U07)

Science Inquiry: Planning and Conducting

Plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/Place (AC9S9I02)

Select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate (AC9S9I03)

Design & Technologies: Food and Fibre Production

Analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises (AC9TDE10K04)

Creative and critical thinking

Numeracy

Digital literacy

Ethical understanding

Aboriginal and Torres strait islander histories and cultures

Sustainability

CURRICULUM ALIGNMENT

YEAR 10

Achievement Standard

Students analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. They analyse the key factors that influence interactions between science and society. Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models. They select equipment and use it efficiently to generate and record appropriate sample sizes and replicable data with precision. They select and construct effective representations to organise, process and summarise data and information. They analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies. They evaluate the validity and reproducibility of methods, and the validity of conclusions and claims. They construct logical arguments based on analysis of a variety of evidence to support conclusions and evaluate claims.

Science Understanding: Chemical Sciences

Identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates (AC9S10U07)

Science Inquiry: Planning and Conducting

Plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/Place (AC9S10I02)

Select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate (AC9S10I03)

Design & Technologies: Food and Fibre Production

Analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises (AC9TDE10K04)

Creative and critical thinking

Numeracy

Digital literacy

Ethical understanding

Aboriginal and Torres strait islander histories and cultures

Sustainability

CLASSROOM RESOURCES

STRAWBERRY FARMING & HORTICULTURE

Meet Gavin a Strawberrry Farmer / Ekka Meet a Farmer

Gavin Scurr from Piñata Farms shows Sammie O'Brien the process of growing strawberries, from planting to packing.
https://www.youtube.com/watch?v=XBZzBNrxg4s

Life Cycle of a Strawberry Plant - Foundation - 6

The video details how strawberries grow, covering germination, root and shoot development, flowering, pollination by insects, and the formation of runners for new plants. Finally, it explains how green strawberries mature into red fruits, completing the cycle.
www.bing.com/videos/riverview/relatedvideo/strawberry+horticulture+educational+resources

Meet the Exterminator: Ladybird - Foundation - 6

Ladybirds are beautiful and harmless, right? Not so fast!
https://www.abc.net.au/education/minibeast-heroes-ep-6-meet-the-exterminator-ladybird/13656954

Ladybugs in the Ecosystem - Foundation - 6

Contrary to popular belief, herbivores can sometimes be more dangerous than carnivores.
https://www.abc.net.au/education/gardening-australia-ladybugs-in-the-ecosystem/13823070

Bees and the Ecosystem - Foundation - 6

Most bees provide a free pollination service. While collecting pollen and nectar to make honey, they spread pollen from flower to flower, allowing them to reproduce.
https://www.abc.net.au/education/landline-bees-and-the-ecosystem/13910318

Why plants make fruit - Years 3 - 6

Fruits come in all shapes and colours. Have you ever wondered why plants make them? Discover an amazing variety of fruits. Learn the secret of these little plant packages and the treasures they protect.
https://www.abc.net.au/education/kids-in-the-garden-ep-6-why-plants-make-fruit/13605862

CLASSROOM RESOURCES

STRAWBERRY FARMING (CONT.)

Sow a seed, grow a feed - Foundation - 6

Engage young learners' senses as they grow food from a seed. They can learn about caring for a living thing, experience the joy of watching something grow and harvesting healthy food. The activity provides opportunities for development of science, sustainability and maths concepts.
juniorlandcare.org.au/learning_activity/sow-a-seed-grow-a-feed/

Primary Years Curriculum Resources - Foundation - 6

Access a range of fruit-based colouring in pages, anagrams, dot-to-dot drawings, word searches, and mazes.
freshforkids.com.au/kids-corner/activities-and-games.html

Strawberry: Best Soil, Water and Nutrient Management Practices

A guide to better soil, water and nutrient management practices for the southeast Queensland strawberry industry.
https://era.dpi.qld.gov.au/id/eprint/1441/1/strawb_final-web3.pdf

Strawberry Breeding and Genetics - Years 9 - 12

The Australian Strawberry Good Practice Guide offers practical advice on sustainable and profitable strawberry farming. It covers key topics like resource management, pest control, and post-harvest care, with clear steps, checklists, and links to additional resources. Developed by industry experts, the guide helps growers maintain high-quality production while promoting environmental sustainability.
https://www.horticulture.com.au/globalassets/hort-innovation/resource-assets/bs15002-strawberry-good-practice-guide.pdf

Strawberry Breeding and Genetics - Years 9 - 12

Students learn about DNA by extracting it from strawberries. Students also analyze the similarities and differences of their extraction process to those on Genetic Engineering: The Journey of a Gene. Students learn how genetic testing (including DNA extraction) is useful in breeding new varieties of strawberries. Grades 9-12.
https://minnesota.agclassroom.org/matrix/lesson/519/

CLASSROOM RESOURCES

GRAINS

Stories about people who produce our food and fibre

Discover different types of grains that are farmed in Australia, how they're produced, and where they end up.
https://www.youtube.com/watch?v=iipJdcpseUs

Grains Research & Development Corporation / Learning Tools

Australian Grains, Oilseeds, and Pulses Poster:
PIEFA-Aust-Grains-A0-poster_HR28.pdf

Grain Facts for Schools: Wheat Factsheet
grdc.com.au/Grain-facts-for-schools-wheat.pdf

Barooga at harvest time: Foundation - 2

Harvest is one of the busiest times for farmers who grow crops. Watch this video to learn about a machine used during harvest and what it does. What happens to the grains after they've been harvested? Why do the farmers need to harvest their crops before the rain comes?
abc.net.au/education/abc-open-barooga-at-harvest-time/13963786

Introduction to Grains, Oilseeds, and Pulses - Years 3 - 6

Produced by the GRDC, the Introduction to Oilseeds, Grains and Pulses is a self study or classroom based netquest that sends students on an internet based research quest for answers. Students are challenged to find answer to questions about oilseeds, popular grains, what pulses are, and facts about growing them within Australia.
primezone.edu.au/resource/grains-oilseeds-pulses-netquest/

Sunflower Stories - Years 3 - 4

This exciting and interactive unit of work offers a unique perspective on one of Australia's most fascinating crops – sunflowers. From understanding what sunflowers are and how they are farmed, to exploring the lifecycle of a seed and the process of producing sunflower oil, this lesson plan has it all.
Sunflower-Stories-34.pdf

CLASSROOM RESOURCES

GRAINS (CONT.)

Engineering from Farm to Table - Years 5 - 6

Students are invited to become food and fibre engineers to research how wheat, the largest agricultural crop in Australia, gets from the farm to the table. They will build and improve models of key agricultural or production technologies.
thegist.edu.au/educators/stem-lesson-plans/lessons-for-years-5-6/engineering-from-farm-to-table/

Digital Classroom / 'Federation' Wheat - Years 5 - 6

Wheat was one of the first crops planted by colonists in Australia in 1788. At first, harvests were poor, but soon wheat became Australia's most important crop. However during the 1800s a destructive wheat disease called 'black stem rust' reduced harvests. William Farrer experimented in cross-breeding wheat to produce 'Federation' wheat, the first specifically Australian variety that was resistant to both rust and drought.
digital-classroom.nma.gov.au/defining-moments/federation-wheat-distributed

CLASSROOM RESOURCES

SUGARCANE

Sugarcane - Paddock to Packet

Join George the Farmer and his mates Simone and Shaun as they head north to sunny Queensland to learn all about sugarcane — one of Australia's sweetest and most sustainable crops! Discover how sugarcane grows, how it's harvested and milled, and how Aussie farmers are using innovation and technology to protect the environment while producing one of the world's most versatile plants.
https://www.youtube.com/watch?v=VvCumaNqltU

CANEGROWERS

Learn About Sugarcane

Sugarcane is an important rural industry for Australia, worth $2.5 billion to the economy annually. Approximately 3,700 cane farm businesses grow 30 million tonnes of cane each year.
canegrowers.com.au/information-hub/learn-about-sugarcane-2

CANEGROWERS

Educational Posters

Features of the Sugarcane Plant:
canegrowers.com.au/uploads/Education/Features-of-a-Cane-Plant_A2-poster.pdf
One Plant Many Products – Supply Chain Poster:
canegrowers.com.au/uploads/Education/One-Plant-Many-Products.pdf

CANEGROWERS

One Plant, Many Products - Grade 5 -6

With the "Sugarcane: One Plant, Many Products" course by CANEGROWERS, students will embark on a journey of discovery, exploring the versatile nature of sugarcane.
primezone.edu.au/resource/sugarcane-one-plant-many-products/

CANEGROWERS

Canegrowers: Planet Shapers

Queensland's cane growers are celebrated for their ingenuity and innovation on Planet Shapers, a TV show sharing stories of innovation and adaptability from across Australia.
youtube.com/watch?v=Qv63qg8LLDY

CANEGROWERS

Cane-mation

This is a multi-plane stop-motion animated short film about the sugar cane industry and highlights changes in farming practices as part of the Reef Rescue program.
youtube.com/watch?v=umr-Yk3i9o0

CLASSROOM RESOURCES

DAIRY

Meet John a Dairy Farmer / Ekka Meet a Farmer

Join Sammie O'Brien as she takes you behind the scenes of Kenilworth Dairies, a working dairy farm and cheese factory. Kenilworth Dairies is owned by John and Margaret Cochrane, their son Kelvin and wife Ronnie. Dairy farmers for many generations, the Cochrane family are passionate about producing quality dairy products for Australians, including their award-winning cheese.
https://www.youtube.com/watch?v=VXLG3zoeMxs

Discover Australian Dairy

From early morning milking to feeding calves and keeping cows happy, Aussie dairy farmers do it all. Explore life on the farm, how milk is made and the people (and animals!) who make it all happen.
https://www.dairy.com.au/education/students/about-australian-dairy

Dairy Products

Milk is pretty amazing stuff. Not only is it good for you, it also turns into some of your favourite foods! From cheesy snacks to frozen treats, milk helps make it all happen. Let's explore the delicious world of dairy?
https://www.dairy.com.au/education/students/about-australian-dairy/dairy-products

Dairy Games

Designed to bring learning to life. Each game complements the inquiry units and activity ideas on Discover Dairy, helping you actively engage with key concepts in a fun way. Perfect for electronic whiteboards, computers, or mobile devices.
https://www.dairy.com.au/education/students/dairy-games

Dairy Farming and How Milk is Made - Foundation - 10

Most of the dairy we consume in Australia comes from cows. On average, each Australian consumes more than 100 litres of milk and 13 kilograms of cheese per year. Learn about the dairy industry and the technologies used on the farm, and find out how milk gets from cows to the supermarket.
https://www.abc.net.au/education/dairy-farming-and-how-milk-is-made/14105418

CLASSROOM RESOURCES

DAIRY (CONT.)

On the Farm

What makes dairy farms in Australia so special? Let's take a closer look at how they work and the incredible farmers behind the scenes.
https://www.dairy.com.au/education/students/about-australian-dairy/on-the-farm

Caring for Cows

Dairy farmers know healthy, happy cows are key to great dairy. That's why they work closely with them every day, making sure they're well fed, comfortable and cared for from sunrise to sunset.
https://www.dairy.com.au/education/students/about-australian-dairy/caring-for-cows

Dairy Production

Explore how milk moves from the farm to the factory and into your fridge. Milk production relies on many factors, with technology playing a big role. But the real question is: how do we keep making the process more efficient so more Aussies can enjoy this powerhouse of nutrition? Let's break it down.
https://www.dairy.com.au/education/students/about-australian-dairy/dairy-production

Dairy Sustainability

Dairy farmers are deeply committed to the environment. Here, we'll explore the everyday practices helping to protect Australia's soils, water, biodiversity and future, one farm at a time.
https://www.dairy.com.au/education/students/about-australian-dairy/dairy-sustainability

Health & Nutrition

Always the overachiever, dairy gives us more than 10 essential nutrients that support healthy blood, nerves, eyes, muscles, and skin. It also helps the body build and repair itself. That's why the Australian Dietary Guidelines list dairy as a key food group for children.
https://www.dairy.com.au/education/students/about-australian-dairy/health-and-nutrition

CLASSROOM RESOURCES

DAIRY (CONT.)

Dairy Careers for Students

Curious about life beyond the classroom? Dairy farms are full of energy, animals and opportunity. From early starts to fascinating tech, it's a hands-on career that keeps you moving, learning and making a real difference.
https://www.dairy.com.au/education/students/about-australian-dairy/dairy-careers-for-students

How Farmers use Microchips on Dairy Farms - Years 3 - 10

Ear tags with microchips are used on farms to identify animals. Lachlan shows us how the microchips control the electronic gates and the amount of food a cow receives.
https://www.abc.net.au/education/how-farmers-use-microchips-on-dairy-farms/13633844

Ekka

ROYAL QUEENSLAND SHOW

DISCOVER QUEENSLAND'S BIGGEST CLASSROOM

Join schools from across the state bringing learning to life through the Ekka experience.

Scan here to get involved!

Ekka

ROYAL QUEENSLAND SHOW

INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) is recognised for its excellence, over many years, by winning numerous awards at the International Fairs & Expos (IAFE) Awards.

IAFE has more than 1,000 members representing agricultural fairs from the United States, Canada, the United Kingdom, and Australia.

These awards represent the continued dedication the Ekka plays in bridging the country city divide, and educating the next generation on the essential role farming and agriculture plays in their everyday lives.