Ekka

ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

G.O.A.T. COMPETITION



Foundation - 6

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SUPPORTED BY

The RNA wishes to thank MLA Australian Good Meat Education who are sponsoring the competition with prizes, freight services, and by providing teacher resources for Ekka Education's G.O.A.T Competition.

Australian Good Meat Education is an initiative of MLA MEAT & LIVESTOCK AUSTRALIA



COMPETITION OVERVIEW

G.O.A.T (Greatest of all Time) Competition

The G.O.A.T. (Greatest Of All Time) Competition provides a fun and interactive way for students to learn about red meat production through the use of curriculum-linked Australian Good Meat Education resources.

Each student will have the opportunity to submit one design. Entries will be judged with 20 finalists selected to receive a life-sized, fibreglass goat (7kg) to display their design. The student – with the help of their classmates – will replicate their submitted entry by painting it onto the goat.

All 20 painted goats remain the property of the RNA and will be returned to the Brisbane Showgrounds for display at this year's Ekka.

The design must be accompanied with a 100 word explanation to support their artistic direction and learning outcomes.



IMPORTANT CONTACTS

Competition & Education Content Enquiries

education@ekka.com.au

Ekka School & Group Bookings Enquiries

groupbookings@ekka.com.au



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. Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past. Students use play, imagination, arts knowledge, processes and/or skills to create and share artworks in different forms.

HASS

Pose questions about familiar objects, people, places and events (AC9HSFS01)
Sort and record information including pictorial timelines and locations on pictorial maps or models (AC9HSFS02)
Share a perspective on information, such as stories about significant events and special places (AC9HSFS03)
Share narratives and observations, using sources and terms about the past and places (AC9HSFS05)
The features of familiar places they belong to, why some places are special and how places can be looked after (AC9HSFK03)
The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located (AC9HSFK04)

Visual Arts

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AMAFD01 & AC9AVAFD01)
Create artworks that communicate ideas (AC9AMAFC01 & AC9AVAFC01)

Creative and critical thinking

Literacy

Personal and social capability

Intercultural understanding

Ethical understanding





CURRICULUM ALIGNMENT

YEAR 1

Achievement Standard

Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

HASS

Develop questions about objects, people, places and events in the past and present (AC9HS1S01)
Discuss perspectives related to objects, people, places and events (AC9HS1S04)
Develop narratives and share observations, using sources and subject-specific terms (AC9HS1S06)
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)

Design & Technologies

Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)
Explore how food can be selected and prepared for healthy eating (AC9TDE2K04)
Generate and communicate design ideas through describing, drawing or modelling, including using digital tools (AC9TDE2P01)

Visual Arts

Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01)
Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)
Share artworks and/or visual arts practice in informal settings (AC9AVA2P01)

Creative and critical thinking

Literacy

Personal and social capability

Intercultural understanding

Ethical understanding

Sustainability



CURRICULUM ALIGNMENT

YEAR 2

Achievement Standard

Students identify the significance of a local person, group, place and/or building. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

HASS

Develop questions about objects, people, places and events in the past and present (AC9HS2S01)
Discuss perspectives related to objects, people, places and events (AC9HS2S04)
Develop narratives and share observations, using sources and subject-specific terms (AC9HS2S06)
A local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance (AC9HS2K01)
The interconnections of First Nations Australians to a local Country/Place (AC9HS2K04)

Design & Technologies

Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)
Explore how food can be selected and prepared for healthy eating (AC9TDE2K04)
Generate and communicate design ideas through describing, drawing or modelling, including using digital tools (AC9TDE2P01)

Visual Arts

Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01)
Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)
Share artworks and/or visual arts practice in informal settings (AC9AVA2P01)

Creative and critical thinking

Literacy

Personal and social capability

Intercultural understanding

Ethical understanding

Sustainability





CURRICULUM ALIGNMENT

YEAR 3

Achievement Standard

Students describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities. Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

HASS

Develop questions to guide investigations about people, events, places and issues (AC9HS3S01)
Interpret information and data displayed in different formats (AC9HS3S03)
Analyse information and data, and identify perspectives (AC9HS3S04)
Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes (AC9HS3K01)
Why people participate within communities and how students can actively participate and contribute to communities (AC9HS3K07)

Design & Technologies

Describe the ways of producing food and fibre (AC9TDE4K03)
Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)
Generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools (AC9TDE4P02)
Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)
Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

Visual Arts

Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01)

Creative and critical thinking

Literacy

Personal and social capability

Intercultural understanding

Ethical understanding

Sustainability

Numeracy





CURRICULUM ALIGNMENT

YEAR 4

Achievement Standard

Students describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity. Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

HASS

Develop questions to guide investigations about people, events, places and issues (AC9HS4S01)
Interpret information and data displayed in different formats (AC9HS4S03)
Analyse information and data, and identify perspectives (AC9HS4S04)
The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place (AC9HS4K01)
Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place (AC9HS4K06)
Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity (AC9HS4K09)

Design & Technologies

Describe the ways of producing food and fibre (AC9TDE4K03)
Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)
Generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools (AC9TDE4P02)
Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)
Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

Visual Arts

Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01)

Creative and critical thinking

Literacy

Personal and social capability

Intercultural understanding

Ethical understanding

Sustainability

Numeracy





CURRICULUM ALIGNMENT

YEAR 5

Achievement Standard

Students explain the influence of people on the characteristics of places and in the management of spaces. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

HASS

Develop questions to investigate people, events, developments, places and systems (AC9HS5S01)
Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5S02)
Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5S03)
Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS5S04)
The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)

Design & Technologies

Explain how and why food and fibre are produced in managed environments (AC9TDE6K03)
Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE6P03)
Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Visual Arts

Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes and materials (AC9AVA6D01)
Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01)

Creative and critical thinking

Literacy

Personal and social capability

Intercultural understanding

Ethical understanding

Sustainability

Numeracy





CURRICULUM ALIGNMENT

YEAR 6

Achievement Standard

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. They suggest conclusions based on evidence. Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

HASS

Develop questions to investigate people, events, developments, places and systems (AC9HS6S01)
Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS6S02)
Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS6S03)
Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS6S04)

Design & Technologies

Explain how and why food and fibre are produced in managed environments (AC9TDE6K03)
Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE6P03)
Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Visual Arts

Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes and materials (AC9AVA6D01)
Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01)

Creative and critical thinking

Literacy

Personal and social capability

Intercultural understanding

Ethical understanding

Sustainability

Numeracy





CURRICULUM ALIGNMENT

RESOURCE: SEASONS ON THE FARM (FOUNDATION - 6)

Lesson Objective

Students will learn about the features of seasons on farms and the jobs that occur because of the changing conditions.

Teacher Resources

Australian Good Meat Education offers an extensive range of free, curriculum-aligned and classroom-ready primary resources. The Teachers guide offers a range of activities and suggested topics of discussion on farming.
Link to Teacher Guide: Seasons on the Farm

A Year on our Farm

After students have had the opportunity to contribute their ideas, as a class, read the story 'A Year on our Farm' by Penny Matthews and Andrew McLean or watch the video clip reading of A Year on Our Farm. Students should listen for any jobs that the people in the story perform during the different seasons.
Link to Video: A Year on our Farm

Australian Good Meat Education is an initiative of MLA Meat & Livestock Australia

Why are there Seasons

The team at SciShow walks kids through why there are seasons.
Link to Video: Why Are There Seasons?

The Four Seasons throughout the Year

This video the four seasons throughout the year explores why we have distinct periods, what the seasons involve and why we have them.
Link to Video: The Four Seasons for Kids | Learn about the four seasons throughout the year





CURRICULUM ALIGNMENT

RESOURCE: GOATMEAT ACTIVITY (FOUNDATION - 6)

Lesson Objective

By the end of this lesson, students will be able to analyse and summarise key information from the Goats and Goatmeat Fact Sheet, demonstrate understanding through completing the Student Quiz, and engage in reflective learning using the KWL chart to identify what they know, want to learn, and have learned about goats and goatmeat.

Resources

Link to Fact Sheet - Goats and Goatmeat Fact Sheet
Link to KWL Chart - Goats and Goatsmeat KWL Chart

Student Worksheets

Link to Student Quiz - Goats and Goatmeat Student Quiz
Link to L1 Activity - Goats and Goatmeat L1 Activity
Link to L2 Activity - Goats and Goatmeat L2 Activity

Student Worksheet Answers

Link to Student Quiz Answers - Student Quiz Answers
Link to L1 Activity Answers - L1 Activity - Answers
Link to L2 Activity Answers - L2 Activity - Answers

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CURRICULUM ALIGNMENT

RESOURCE: GROWING AND CHANGING ON THE FARM (FOUNDATION - 2)

Lesson Objective

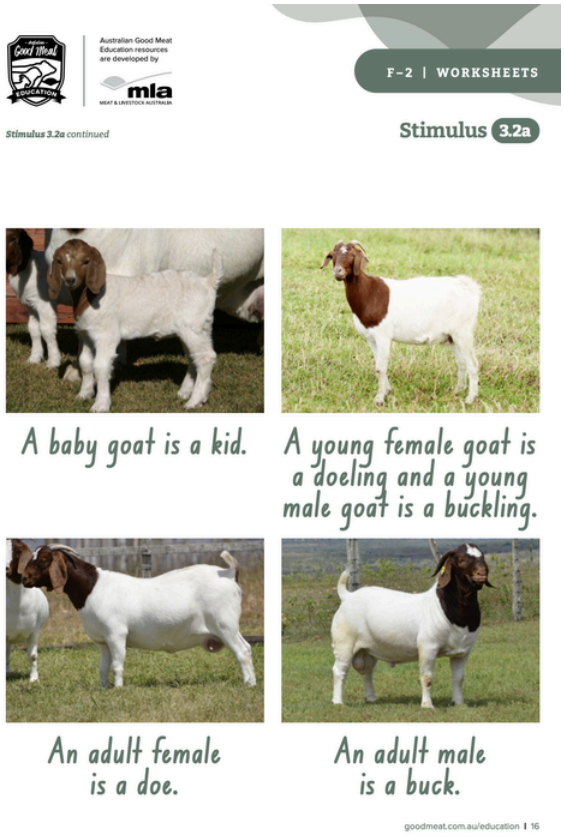
Students will learn about how farm animals can grow and change over time, focusing on naming, modelling and measuring these changes through hands-on activities.

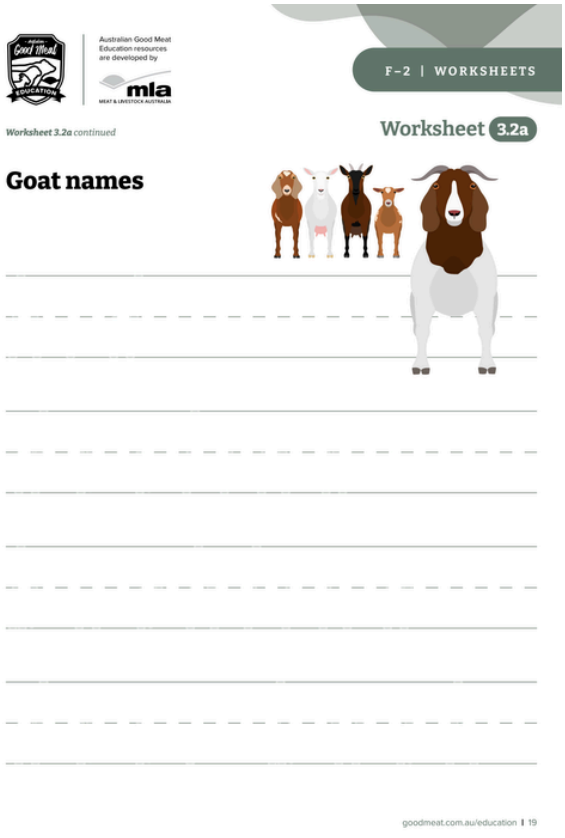
Link to Poster Goats: Growing and changing

Link to Teacher Guide Activity 3.2 Living thing on the farm grow and change

Link to Student Stimulus 3.2a How does my name change as I grow?

Link to Student Worksheet 3.2a Goat names







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CURRICULUM ALIGNMENT

RESOURCE: WHO LIVES ON THE FARM (FOUNDATION - 2)

Lesson Objective

Students will learn about the needs of living things on farms and the features of some important farm animals that make them suited to particular areas.

Link to Teacher Guide Activity 2.3 The features of animals on the farm

Link to Student Worksheet (pages 25-26) 2.3c Match me!



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F–2 | WORKSHEETS

PLEASE NOTE: This activity requires single-sided printing

Worksheet 2.3c

Match me!

Cut out the cards below. Match the animal with the description and paste them on the template.

Nubian goats have long ears. They may or may not have horns. They can be many different combinations of colours, including speckled. They are able to tolerate hot conditions.

Brahman cattle are suited to hot conditions. They have loose skin with a dark pigment under their coats. They have a hump near their neck.

Hereford cattle are rusty brown in colour with patches of white. They can be horned or polled (no horns).

Border Leicesters are white sheep with a long bodies. They have large ears that point upwards and a large wide roman nose.

Boer goats are generally white coloured with red or brown heads. They have a pair of long and pendulous ears.

Merino sheep are adapted to most conditions. They are medium–sized sheep with valuable wool. Their ears are small and point out from the side of their head.

Worksheet 2.3c continued next page



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F–2 | WORKSHEETS

Worksheet 2.3c continued

Worksheet 2.3c

Match me!

Match the animal with the description and paste them on the template.

Nubian goats	Hereford cattle	Boer goats
Paste Nubian goat picture here	Paste Hereford cattle picture here	Paste Boer goat picture here
Paste Nubian goat description here	Paste Hereford cattle description here	Paste Boer goat description here
Brahman cattle	**Border Leicesters**	**Merino sheep**
Paste Brahman cattle picture here	Paste Border Leicester picture here	Paste Merino sheep picture here
Paste Brahman cattle description here	Paste Border Leicester description here	Paste Merino sheep description here





CURRICULUM ALIGNMENT

RESOURCE: LIFE CYCLES ON THE FARM (YEARS 3 & 4)

Lesson Objective

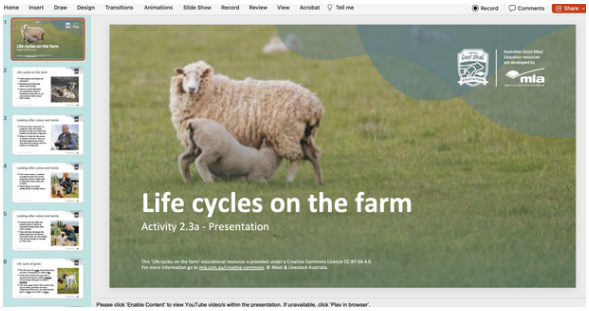
Students will learn about the life cycles of different living organisms and have the opportunity to sequence and create their own representations of life cycles on a farm.

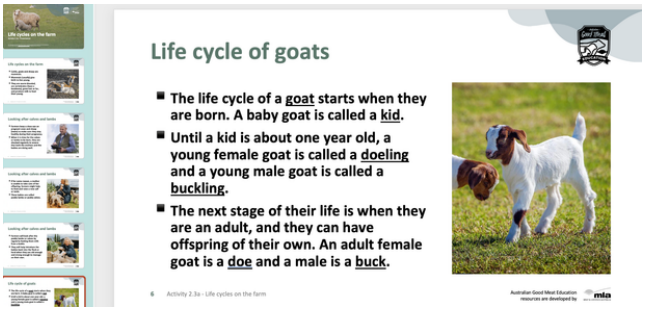
Link to Poster Goats: Growing and changing

Link to Teacher Guide Activity 2.3 Life cycles on the farm

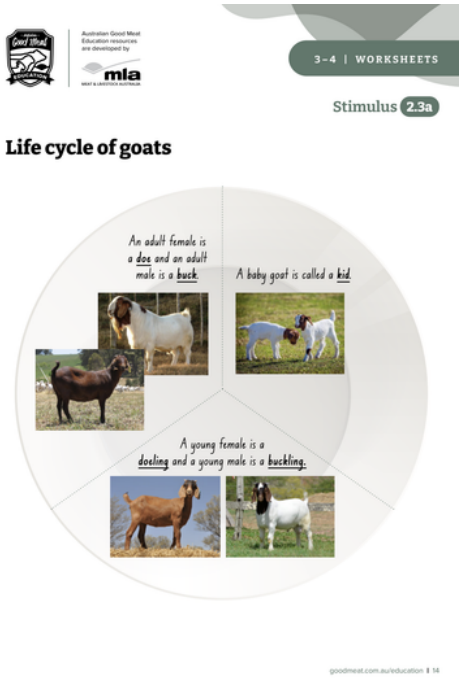
Link to Student Presentation 2.3a Life cycles on the farm

Link to Student Worksheet and Stimulus 2.3a Life cycle of goats













CURRICULUM ALIGNMENT

RESOURCE: MODELLING CHANGES ON THE FARM (YEAR 3 & 4)

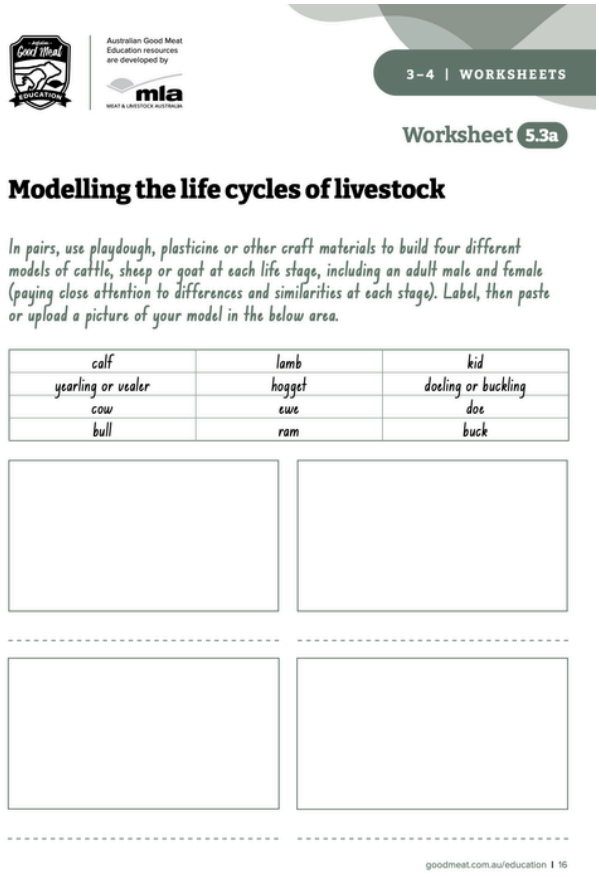
Lesson Objective

Students will learn about animal life cycles. They will also build models to represent changes over time and show relationships and patterns between the life phases of cattle, sheep and goats.

Link to Teacher Guide Activity 5.3 Modelling the life cycles of livestock

Link to Student Stimulus 5.3a How does my name change as I grow?

Link to Student Worksheet (pages 15–16) 5.3a Modelling the life cycles of livestock



3–4 | WORKSHEETS

Worksheet 5.3a

Modelling the life cycles of livestock

In pairs, use playdough, plasticine or other craft materials to build four different models of cattle, sheep or goat at each life stage, including an adult male and female (paying close attention to differences and similarities at each stage). Label, then paste or upload a picture of your model in the below area.

calf	lamb	kid
yearling or vealer	hogget	doeling or buckling
cow	ewe	doe
bull	ram	buck

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3–4 | WORKSHEETS

Stimulus 5.3a

Stimulus 5.3a continued

A baby goat is a kid.

A young female goat is a doeling and a young male goat is a buckling.

An adult female is a doe.

An adult male is a buck.

Stimulus 5.2a continued next page

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CURRICULUM ALIGNMENT

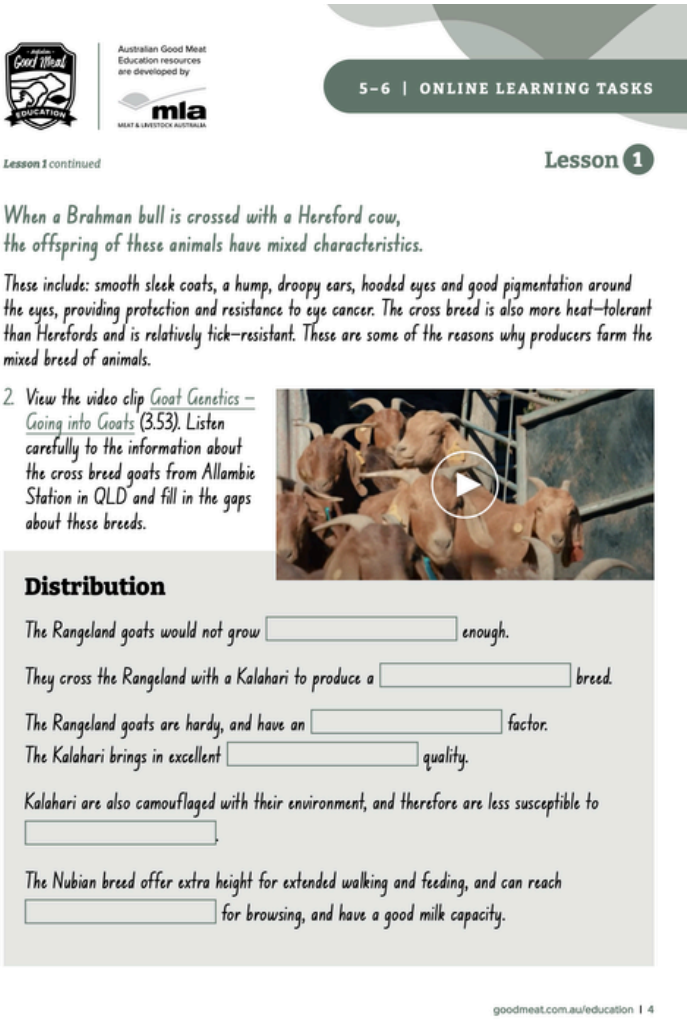
RESOURCE: ALL ABOUT ADAPTATIONS (YEAR 5 & 6)

Lesson Objective

Students will learn about the production of livestock in Australia, including the main regions of production, features and adaptations of common breeds and crossbreeds of cattle, sheep and goats.

Link to Teacher Guide Activity 1.4 Online Learning Task

Link to Student Lesson 1 (page 4) Online Learning Task: What's special about Brafords?



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5–6 | ONLINE LEARNING TASKS

Lesson 1 continued

Lesson 1

When a Brahman bull is crossed with a Hereford cow, the offspring of these animals have mixed characteristics.

These include: smooth sleek coats, a hump, droopy ears, hooded eyes and good pigmentation around the eyes, providing protection and resistance to eye cancer. The cross breed is also more heat–tolerant than Herefords and is relatively tick–resistant. These are some of the reasons why producers farm the mixed breed of animals.

2. View the video clip Goat Genetics – Going into Goats (3.53). Listen carefully to the information about the cross breed goats from Allambie Station in QLD and fill in the gaps about these breeds.

Distribution

The Rangeland goats would not grow _____ enough.

They cross the Rangeland with a Kalahari to produce a _____ breed.

The Rangeland goats are hardy, and have an _____ factor.
The Kalahari brings in excellent _____ quality.

Kalahari are also camouflaged with their environment, and therefore are less susceptible to _____.

The Nubian breed offer extra height for extended walking and feeding, and can reach _____ for browsing, and have a good milk capacity.

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CURRICULUM ALIGNMENT

RESOURCE: WHERE DOES AUSTRALIAN RED MEAT GO? (YEAR 5 & 6)

Lesson Objective

Students will learn about the economic value of meat, features of the domestic and export markets, and study aspects of the Indonesian international market.

Link to Teacher Guide Activity 4.4 Online Learning Task

Link to Student Lesson 4 (pages 9-10) Online Learning Task: Goatmeat



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7–8 | ONLINE LEARNING TASKS

Lesson 4

Goatmeat

Goatmeat is widely consumed around the world but remains a largely niche part of many consumers' diets.

The value of Australian goatmeat exports totalled $145.5 million dollars in 2020.

Australia remains the largest exporter of goatmeat, despite accounting for approximately 1% of global production.

1. View the video clip Introduction | Going into Goats (7.05) to learn about the goatmeat industry in Australia.
2. Identify two advantages of farming goats that are discussed in the clip.

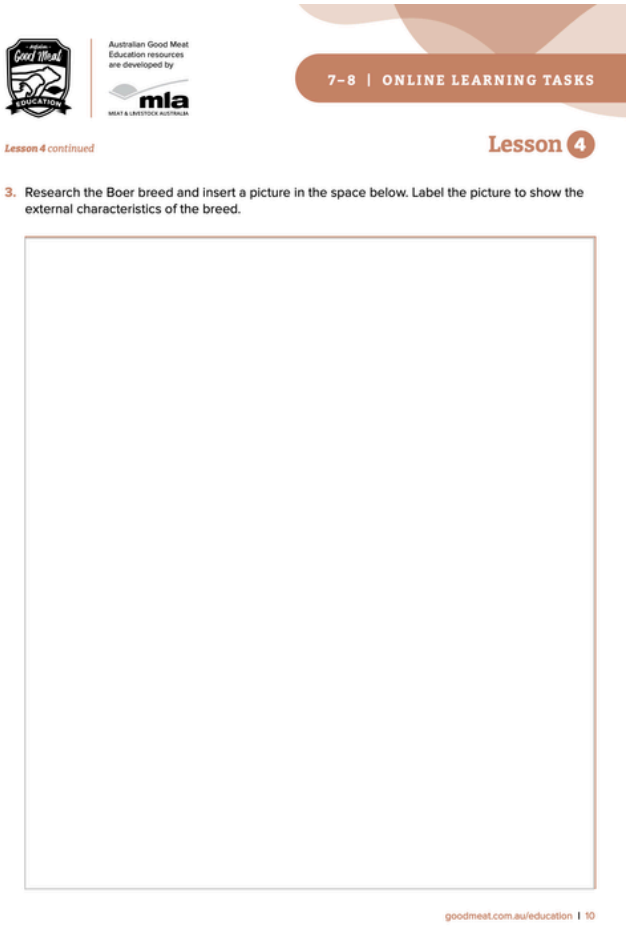
Boer goats have appealing traits, in terms of production, fertility, maternal qualities and ease of management.

Boer goat traits include:

- High fertility
- Heavier than other breeds
- Higher dressing percentage than other goat breeds
- Reach slaughter weight more quickly than other goat breeds
- Meat is low in saturated fat and cholesterol[1] (see references).

Lesson 4 continued next page

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7–8 | ONLINE LEARNING TASKS

Lesson 4 continued

Lesson 4

3. Research the Boer breed and insert a picture in the space below. Label the picture to show the external characteristics of the breed.

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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.



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