

# PEOPLE IN PRIMARY INDUSTRIES



# PEOPLE IN PRIMARY INDUSTRIES

These activities are aimed at helping students to appreciate how broad and valuable Australian primary industries are as well as how many people in different parts of the country, from rural areas to cities, play their part in food and fibre production.

The activities complement the Lego character careers cards available on the NSW DPI School Program website (<https://www.dpi.nsw.gov.au/education-and-training/school-resources>). The original set of characters was produced for a pulse education kit developed with Little Brick Pastoral® and support from Pulse Australia. The kit was distributed in 2016 – the International Year of the Pulse.

Additional images and videos are available on the Schools Program website and more will be added so make sure you bookmark our page and check

back on the range of careers and primary industries represented!

If you live in a farming area you can adjust the activities to place the characters in a particular industry be it horticulture, livestock production, dairying, viticulture, grains or fibre – to make sure your students' learning is connected to their everyday lives.

Some of the careers activities refer to the 'supply chain'. This includes the steps that food and fibre go through on the way from farms to us. The Royal Agricultural Society of NSW have some example of supply chains in food production on the website (<https://www.rasnsw.com.au/globalassets/document-library/rasnsw/education/career-stepping-stones-posters.pdf>)





# SUGGESTED ACTIVITIES



The activities can be used for students working towards outcomes from Early Stage 1 to 3. They will help students work towards the outcomes of a number of syllabuses including the objectives from the following syllabuses:

- Science and Technology:
  - » design and production processes in the development of solutions
  - » the built environment including food and fibre production
  - » digital technologies
- Geography :
  - » develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
  - » develop knowledge and understanding of interactions between people, places and environments
- History
- As well as a range of outcomes from the English, Maths and Arts syllabuses (depending the way you choose to implement them in your classroom).



# SUGGESTED ACTIVITIES



## FARMS as places:

- Look at some images of Australian farming on the internet or in books. Talk about the items that are shown in the images eg tractors, crops, houses, dogs, sheds etc
- What do farms produce that we rely on every day? Talk about the different foods produced on the different farms that you have seen in your research.
- Discuss with students the types of things that they have at their homes - are they different or the same as those found in the images of farms?
- Make a farm map. Students can represent this by either drawing or cutting out and placing images of things found on farms onto a blank page or old map.



## FARM TOOLS

- Compare different pieces of farm equipment and how they are designed for different purposes (consider your student's current level of understanding of farming practices).
- You can compare harvesters from different food or fibre production processes eg wheat harvesting, compared to citrus harvesting or harvesting wool! or you might consider the differences between harvesting equipment and planting equipment. Make sure you check out some videos of autonomous vehicles and the ways that drones are being used to collect data for use in autonomous vehicles.
- There are a lot of images and diagrams available online for you to use to stimulate discussion and as inspiration for students to write about their findings.
- Ask students to record their observations and research.
- Ask students to design a new piece of farm equipment? Which job on the farm could it help with?

# SUGGESTED ACTIVITIES



## WHO MAKES THE FOOD?

- Consider the different roles involved in primary industries in Australia using the set of characters. For each of the roles, students will be able to suggest why they are located where they are (or where they are likely to live). Each of the roles can be located on the map of NSW.
- Find a 'day in the life of ...' video online to show students what farming life is like.
- Discuss with students what a day in the life of some of the primary industries characters might be like. What are the tools and knowledge they would need to do their job?
- Have students write about, or draw a day in the life of one of the characters in the cards. Students could perform a play about a day in the life of some of the characters.



## FARMING AND THE EARTH'S SURFACE

- Discuss with students their understanding of farming activities. View some images of farming to help students deepen their understanding of farm activities.
- How do they think these activities change the Earth's surface?
- How does that compare to the way new residential areas change the Earth's surface?
- View aerial images from farming regions online to help with the discussion.



# SUGGESTED ACTIVITIES



## PRIMARY INDUSTRY CAREERS

- Discuss with students the different careers represented by each of the characters.
  - » Where would these roles generally be found?
  - » Would they be likely to be in your local area?
- Ask students to imagine what the different characters homes are like. They could compare the home of a character that has a city based career with one of the characters that lives in a rural area.
- Describe what their commute to work might be like - what do they see out the window compared to your trip to school?
- Record and display students' findings and comparisons to their home life.



## WE ALL NEED EACH OTHER...

- Look at the set of careers cards. Discuss with students where each of the careers fit into the supply chain or the production system.
- Research where and how each of the links in the supply chain work together.
- Ask students to consider what would happen to the supply of food and fibre if any of the links failed.
- Can they design a replacement or improvement on the current way of achieving that part of the system?



## FOOD FOR ALL OF US

- Research the range of food and fibre available to purchase in Australia.
  - » Are they all grown here? Why or why not?
  - » Where do they come from? Is all the food grown in Australia consumed here?
  - » Why or why not?
- How does the import and export system meet the needs of people?