

FOOD AND FIBRE ON THE FARM

Science and Technology

Stage: 1 & 2

Outcomes: ST1-5LW-T, ST2-5LW-T



A working farm combines technology and the environment to meet our everyday needs. Students will discover ways that animals and plants are grown for food and fibre production including traditional Aboriginal and Torres Strait Islander, urban and commercial practices. This workshop also explores how the design features of our farm environment ensures a happy producer and a healthy meal, while discovering the many ways that animals help meet our fashion and functional needs.

SUGGESTED ACTIVITIES- TEACHER RESOURCE

Pre- or Post-Zoo Visit

LEARNING INTENTIONS

- Understands the ways that plants and animals are grown for food and fibre production
- identifies Aboriginal and Torres Strait Islander practices in regards to food and fibre

SUCCESS CRITERIA

- I can list 3 ways that plants or animals have been used for food and fibre
- I can list at least 2 Aboriginal and Torres Strait Islander practices of food and fibre



DESIGN, PLAN AND PRODUCE



A product that supports the growth of a farm animal. You can choose one that you saw at the zoo, or another one that you know of. Think about the water bowls, feeding troughs and trays, and enclosure design such as the bee hives, chicken coops, alpaca yards etc.

Use an app like Book Creator to record your research and annotated designs, plus a photo of your prototype!

Share your book with a local farmer, vet, bee keeper, animal carer or Aboriginal Elder to get their expert opinion!



SUGGESTED ACTIVITIES- TEACHER RESOURCE

Pre- or Post-Zoo Visit

YOUR MISSION....

Go around the Zoo to

1. Find a primary producer.
HINT: Think about what Aboriginal and Torres Strait Islander people traditionally used for food and fibre.
A great place to start is the Australian walk-about!
2. Take a close look at the menu in one of the food outlets at Taronga.
List all the primary producers needed to allow that dish to exist, and what they provided.
3. Take a photo of an animal shelter, a water bowl, or a feeding device that ensures the animal gets all the things it needs to be healthy and happy. Use this photo as research to design your own back at school.



CREATE YOUR OWN INDIGENOUS FOOD AND FIBRE JOURNAL

The flower-cones were soaked in water in bark or wooden containers to extract the nectar to make sweet drinks.



Banksia



©Taronga Zoo Institute for Science and Learning 2018

These sheets may be reproduced for teaching purposes. Permission to reproduce them for other purposes may be obtained from the Taronga Zoo Education Team.

STUDENT WORKSHEET

Pre- or Post Zoo Visit

WHAT DO YOU KNOW ABOUT FOOD AND FIBRE ON THE FARM

List the animals or plants that could be found on a farm and what they need to be happy and healthy.

K.W.L CHART

Name of living thing found in schoolyard: _____

K What I Already Know	W What I want to know	L What I have Learned

STUDENT WORKSHEET

Pre- or Post Zoo Visit

MAKE SOME VANILLA CUPCAKES!

Beside each of these items list which animal or plant is the primary producer!

Ingredients	Primary Producer
2 cups flour	
½ teaspoon salt.	
2 teaspoons baking powder.	
½ cup butter, softened	
¼ cup sugar	
2 eggs	
1 cup milk	
1 teaspoon vanilla essence (optional)	

STUDENT WORKSHEET

Pre- or Post Zoo Visit

ANALYSE YOUR LUNCHBOX!

Lunchbox item	Primary Product	Primary producer needed to provide that item
<i>EXAMPLE</i> Strawberry Jam Sandwich	<i>Strawberries in the jam</i>	<i>Bees that pollinate strawberry flowers</i>
Cupcake	Eggs for cupcake mixture	Chickens that lay eggs