Sample virtual program: Stage 4 Agriculture, animal production

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| Guiding question |  |
| What are your students going to learn? (Objectives) | A student:**AG4-4** implements responsible production of plant and animal products**AG4-9** identifies aspects of profitability, technology, sustainability and ethics that affect management decisions**AG4-10** implements and appreciates the application of animal welfare guidelines to agricultural practices  |
| How are they going to learn it? (Resources and Strategies) | **Resources**NSW Animals in Schools website <http://nswschoolanimals.com/> **Strategies**Teachers tailor the lesson to meet the needs of the current animal enterprise being studied at school. Students research the applicable animal on the NSW Animals in Schools website to find information on the general environment requirements. Using this information they will develop a checklist to ‘audit’ the animals environment in regards to meeting animal welfare requirements.  |
| Target date for completion |  Within 2 weeks (4-5 X 60min lessons)  |
| How are you going to know that they learned it? (Success criteria) | **Specific tasks** 1. For the specific animal enterprise identified by the teacher, access the [NSW Animals in Schools website](http://nswschoolanimals.com/), go to the ‘environments’ tab to create a checklist that could be used to assess the schools facilities for keeping animals. Include the five most important environmental considerations for the animal, for example, space sizes, temperatures, bedding and use specific units of measurement where possible.
2. Using the checklist created above, assess your bedroom/house/backyard and determine if it would be a suitable space to have this enterprise. Explain why or why not using specific examples.
3. Using the [NSW Animals in Schools website](http://nswschoolanimals.com/), choose one other animal on the site that is not currently grown at the school. Develop a proposal to persuade the teacher to consider this animal for teaching purposes. Include information about housing/environment requirements for the animal that would need to be built or brought, where you would consider housing the animal/s, what products you could obtain from the animal for sale. Use a creative platform to present this proposal to your teacher virtually, for example, video, PowToon, PowerPoint presentation.
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| Collecting evidence of student learning (Verification) | Using the schools online platform of choice, students will be required to submit the following:* Checklist of environmental considerations, including units of measurement where possible, for the selected animal
* Completed checklist for the students bedroom/house/backyard, with a written explanation for why or why not the animal would be suitable to be grown there.
* Creative proposal identifying an animal not currently grown at the school site, with information on environmental requirements, where the student thinks it would be possible to house the animal and products obtained from the enterprise.
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| Feedback (Evaluation) | Format to be communicated clearly by teacher, whether it is by emailing comments or annotations on documents, upload of media/audio via online platforms or a blended approach.  |
| Communication | Teachers are able to gauge the progress of the tasks via the schools online platform. Submission dates for each task may be useful as opposed to one final due date. Students can pose questions/clarifications directly to teacher via email or online platform Scaffolds for each task may be posted by the teacher to help clarify specific requirements for each activity.  |