Sample virtual program: Stage 5 Agriculture, animal production, egg enterprise

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| Guiding question |  |
| What are your students going to learn? (Objectives) | A student:**AG5-3** explains the interactions within and between the agricultural sector and Australia’s economy, culture and society**AG5-4** investigates and implements responsible production systems for plant and animal enterprises**AG5-5** investigates and applies responsible marketing principles and processes**AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices  |
| How are they going to learn it? (Resources and Strategies) | **Resources**Worksheet 1: <https://www.primezone.edu.au/resources/pdf/Eggs/6.%20Learning%20Experience%202%20Worksheet%201.pdf>Worksheet 2: <https://www.primezone.edu.au/resources/pdf/Eggs/7.%20Learning%20Experience%202%20Worksheet%202.pdf>Video link for production systems, Australian Eggs’: <https://www.australianeggs.org.au/farming/>Cage eggs or free range?: <https://www.youtube.com/watch?v=jsJzU3-q0VM>Free range eggs for free range living advertisement: <https://www.youtube.com/watch?v=62B5BcSfkTM> Sustainably and ethically produced and labelled eggs matter! <https://www.australianeggs.org.au/dmsdocument/868-year-9-and-10-sustainably-and-ethically-produced-eggs-pdf> Eggsplainer <https://www.australianeggs.org.au/assets/australian-eggs/Uploads/Free-range-eggsplainer.pdf>Animal welfare- what it is all about <https://www.australianeggs.org.au/education/primary/animal-welfare-what-it-is-all-about/>**Strategies** Students will use a range of online worksheets and videos to investigate the three primary egg production systems in Australia and identify the advantages and disadvantages of each system for the farmer, the hen and the consumer. Each system will be evaluated based on its animal welfare standards. Students will also assess a current marketing campaign for one of these production systems based on key audience appeal, techniques used and the overall effectiveness of the campaign.  |
| Target date for completion | Within 2 weeks (6-7 X 60 minute lessons)  |
| How are you going to know that they learned it? (Success criteria) | Lessons 1. Egg production farming systems
2. Marketing egg production systems
3. Extension/HPGE- Egg production and the law, OR
4. Differentiation- Interactive lesson, all about eggs
5. Assessment
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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:* Written definitions for each of the egg production systems
* Worksheet 1 completed
* Worksheet 2 completed
* Analysis of an egg production advertisement
* ‘Delve Deeper’ questions and answers
* Table of advertisements on egg production and their analysis
* Diagram that reflects the egg production systems researched
* Extension/HPGE- Mind map/concept map depicting changes in the egg industry animal welfare standards over time, OR
* Differentiation- activity notes from interactive lesson on animal welfare and biosecurity
* Completed assessment task
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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.  |

**Resources**:

Worksheet 1: <https://www.primezone.edu.au/resources/pdf/Eggs/6.%20Learning%20Experience%202%20Worksheet%201.pdf>

Worksheet 2: <https://www.primezone.edu.au/resources/pdf/Eggs/7.%20Learning%20Experience%202%20Worksheet%202.pdf>

Video link for production systems, Australian Eggs’: <https://www.australianeggs.org.au/farming/>
Cage eggs or free range?: <https://www.youtube.com/watch?v=jsJzU3-q0VM>

Free range eggs for free range living advertisement: <https://www.youtube.com/watch?v=62B5BcSfkTM>

Sustainably and ethically produced and labelled eggs matter! <https://www.australianeggs.org.au/dmsdocument/868-year-9-and-10-sustainably-and-ethically-produced-eggs-pdf>

Eggsplainer <https://www.australianeggs.org.au/assets/australian-eggs/Uploads/Free-range-eggsplainer.pdf>

## Lesson sequence

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|  | Title | Overview |
| 1 | Egg production farming systems  | * Teachers can deliver a synchronous discussion about different egg production systems available in Australia, or for non-synchronous platforms, teachers can set this task as a research activity for students.

Eggs come from three different production systems, cage, barn and free range. All eggs sold in Australia come from Australian farms, there is no import of shell eggs and very little export of Australian egg products. * Develop a definition for each of the following production systems in your own words, include a picture for each:
* Cage
* Barn
* Free-range
* Organic
* Read [worksheet 1](https://www.primezone.edu.au/resources/pdf/Eggs/6.%20Learning%20Experience%202%20Worksheet%201.pdf) and watch the videos in the link.

 * Complete the task on page two by recording notes onto the Plus, Minus, Interesting chart identifying the advantages and disadvantages of each system and something you find interesting. Finish with what system you would prefer.
* For synchronous capable lessons, hold a class discussion about personal preferences and why students have chosen these. For non-synchronous platforms, students identify one system they did not select and provide a reason why someone else may choose this system as their preferred choice.
* Read the graphic at the top of [Worksheet 2](https://www.primezone.edu.au/resources/pdf/Eggs/7.%20Learning%20Experience%202%20Worksheet%202.pdf) and watch the [video clip in the link](https://www.youtube.com/watch?v=jsJzU3-q0VM).
* Complete the question at the bottom of [Worksheet 2](https://www.primezone.edu.au/resources/pdf/Eggs/7.%20Learning%20Experience%202%20Worksheet%202.pdf)
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| 2 | Marketing egg production systems  | * Teachers can deliver a synchronous discussion recapping the main types of egg production in Australia and what types of promotion and advertising students have seen for each of these on the television, social media, in the supermarket, print media or labels. Discuss why a company would want to advertise or promote their products?
* For teachers without synchronous platforms, information to provoke thoughts about these questions is relevant, including the following: *Australian industries spend millions of dollars each year promoting their products. Often campaigns and programs are conducted in the belief that raising awareness of products, providing information about them and educating people to make informed decisions about their preferred choices will lead to increasing the demand for that product.*
* Watch the [advertisement on free range eggs](https://www.youtube.com/watch?v=62B5BcSfkTM) and discuss or write down information on the following:
* The wording chosen to promote the product
* Tactics and techniques used by the producer
* Read page 20 of [‘Sustainably and ethically produced and labelled eggs matter!’](https://www.australianeggs.org.au/dmsdocument/868-year-9-and-10-sustainably-and-ethically-produced-eggs-pdf) and answer the ‘Delve Deeper’ questions based on the advertisement video.
* Find 5 other egg advertisements for either barn, cage or free range production (can be video, print, radio, social media advertising) and complete the table shown on page 20 of [‘Sustainably and ethically produced and labelled eggs matter!’](https://www.australianeggs.org.au/dmsdocument/868-year-9-and-10-sustainably-and-ethically-produced-eggs-pdf)
* For teachers with synchronous platforms, hold a student discussion about whether the labelling and information in advertising should describe how eggs are farmed and produced. Is this important? Why or why not? For non-synchronous platforms, these questions could be answered in writing as an alternative.
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| 3 | Extension/HPGE Egg production and the law | * Use the links on page 22 of [‘Sustainably and ethically produced and labelled eggs matter!’](https://www.australianeggs.org.au/dmsdocument/868-year-9-and-10-sustainably-and-ethically-produced-eggs-pdf) in the ‘Read’, ‘Find’ and ‘Discover’ sections to create a list of features for each production system, including stocking densities, cage/shelter area etc.
* Create a diagram (drawn or digitally produced) to reflect what you think these systems look like, include annotations where possible about sizes and features of the systems.
* The *Model Code of Practice for the Welfare of Animals- Domestic Poultry was updated in 2007* and changed the ‘cage systems’ standards in the industry. The cage space went from 450cm² to 550cm², making many of the older cage systems illegal. This is in response to the animal welfare standards for the hens in these systems. In 2017, the Government introduced a new set of national standards for free-range egg farming under Australian Consumer Law. See the [‘Eggsplainer’](https://www.australianeggs.org.au/assets/australian-eggs/Uploads/Free-range-eggsplainer.pdf) document for further information. Collate your ideas about the industry, its production methods and standards, and how these have changed over time using a mind map/concept map.
* Answer the question, have the standards changed enough to accommodate the welfare of the animals housed as well as consumer expectations?
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| 4 | Differentiation Interactive lesson, all about eggs | * Use the following interactive lesson [‘Animal welfare- what it is all about?’](https://www.australianeggs.org.au/education/primary/animal-welfare-what-it-is-all-about/interactive/) to learn about animal welfare in the egg laying industry. While completing the activity, make notes on:
* What is animal welfare?
* What aspects of safety and wellbeing are important for egg laying hens and how can a farmer ensure these are met?
* What is biosecurity?
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| 5  | Assessment  | * Read the essential question and scenario section on page 17 of [‘Sustainably and ethically produced and labelled eggs matter!’](https://www.australianeggs.org.au/dmsdocument/868-year-9-and-10-sustainably-and-ethically-produced-eggs-pdf) and complete the activity using the information learnt from the previous lessons.
* A judging rubric can be found on page 11 for the task.
* Present the information as described by the classroom teacher.
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