

## Lesson Overview

In this lesson, students will learn about the places people live in and belong to. They will learn about children living on farms and the important daily roles they play. They will be able to identify familiar features on a farm and understand why egg farms are important to people. **Please note that as students will be handling eggs during this lesson we encourage students to wash their hands before and after handling eggs. In addition to that, we encourage you to refer to your school's health and safety policies, and follow any individual allergy action plans.**

## Learning Intentions

- Understand that people live and work in different places in our world
- Understand the roles involved in farm life
- Understand why egg farms in Australia are important
- Identify some features of egg farms

## Teacher Notes

### Resources and Materials

- Interactive whiteboard (IWB)
- Supporting Interactive Lesson available at <https://www.australianeggs.org.au/education/primary/helping-hands-children-at-home-on-the-farm/>
- Globe or map of the world
- Selection of age-appropriate books exploring farming, animals, eggs and food (*please see Lesson Activities section for recommended titles*)
- Range of dramatic play equipment relevant to farming (*please see Lesson Activities section for recommended items*)
- Imaginative play stimulus cards (*available at the end of this lesson plan*)
- Hard boiled egg shells (enough for 1 shell per 4 students)
- Cotton wool for each student
- Cress seeds for each student (or other, similar, fast-sprouting seeds)
- Water
- 20 hard boiled eggs numbered from 1-20
- 20 egg cups

### Differentiation

Teachers are encouraged to modify the activities as required in order to cater to diverse student needs.

### Assessments

There are a number of informal assessment opportunities throughout this lesson including:

- Group discussions
- Group work
- Self assessment activities
- Peer assessment activities

## Curriculum Links

### Humanities and Social Sciences (HASS)

**Strand:** Knowledge and Understanding

**Sub-Strand:** Geography

The places people live in and belong to, their familiar features and why they are important to people  
(ACHASSK015)

### The Arts

**Strand:** Drama

Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)

## Cross Curriculum Priorities

Sustainability

## General Capabilities

- Literacy
- Numeracy
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding



## Lesson Introduction

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1. Gather the students as a group. Explain that this lesson will help us explore farm life in Australia and encourage students to share their own experiences and ideas about farms.
2. Conduct the **pre-lesson quiz** and discuss student responses to each question as a class. This is a good opportunity to assess students' prior knowledge about farm jobs and responsibilities and where our food comes from.
  - The food we eat comes from different places around the world. **True**
  - We get our eggs from farms that only have cows. **False**
  - Children living on farms can help with the jobs that need doing. **True**
  - Egg farms are not important in Australia. **False**
  - Looking after farm animals is similar to looking after our own pets. **True**
3. On a three-dimensional globe, or an interactive map of the world such as *Google Earth*, spend a few minutes locating where students were born and discussing their cultural background. Look at places that have drastically different climates, i.e. a desert, a rainforest, mountains, urban areas, etc. Explain that people live in different places around the world and our food comes from the farms in these different areas. For example, rice is often grown in Thailand because the climate is good for growing rice. It is hot and wet in Thailand and rice plants grow well in this kind of weather.
4. Explain that some farms have animals on them and ask the students for their own ideas and experiences around animals on farms. Explain that farmers must look after their animals and ask the students to share their ideas about how they look after their pets. Record their responses on the **Looking After My Pet** slide.
5. Display the picture of the **Child On The Egg Farm**. Ask the students to answer the questions displayed on the slide. Reinforce the idea that children who live on egg farms also have jobs to do.
6. Watch **The Journey of an Egg** video. Discuss the different stages of the process and the different jobs that might be involved at each stage. Ask the students to consider whether these jobs would be done by an adult or a child.
7. Complete the activity on the **Jobs On An Egg Farm** slide by asking the students to assist in dragging and dropping each text box to match the corresponding picture.
8. Choose a selection of cross-curricular activities (listed below) to set up around the classroom and encourage students to explore each activity to further develop their understanding around farm life, egg farming and chickens. Ensure students have adequate time to explore each of the proposed activities.



## Lesson Activities

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*Teachers are encouraged to select from the below activities to best suit the needs of their students and modify as required. Please note that some of the following activities will need to be set up prior to the lesson.*

### Literacy

Provide an area within the classroom for students to explore a range of books about farming, animals, eggs and food. Encourage discussions around the topics covered.

Suggested books include the following:

- **Let's Hatch Chicks!: Explore The Wonderful World Of Chickens And Eggs by Lisa Steele.** An introduction to the life cycle of chickens from the point of view of a hen who is laying an egg for the first time!
- **P. Zonka Lays An Egg by Julie Paschkis.** A funny story about a hen who finally decides to try laying an egg.
- **Eggs and Legs: Counting In Twos by Michael Dahl.** A funny book introducing counting in twos by counting the legs coming out of eggs.
- **The Odd Egg by Emily Gravett.** The story of a duck that finds and hatches a very odd-looking egg.
- **Guess What Is Growing Inside This Egg by Mia Polado.** A fun, rhyming exploration into all the different animals that hatch from eggs.
- **George the Farmer series by Simone Kain and Ben Hood.** Great educational stories depicting various jobs and problems on Farmer George's farm.
- **It's Milking Time by Phyllis Aldurf.** A lovely story of a girl helping her dad around their dairy farm.
- **How Did That Get In My Lunchbox? The story of food by Chris Butterworth.** A non-fiction book about how different foods get from the farm to our lunchbox.
- **Chicks and Chickens by Gail Gibbons.** All about chickens and eggs and how big and little farms take care of their birds.

### Dramatic Play

Create an area within the classroom where students can engage in imaginative play based around farming and chickens. Provide equipment and props such as straw hats (for farmers), buckets, bowls, chicken hats or masks, straw, hard boiled eggs and listen to music such as 'Old Macdonald Had A Farm'. Cut out and display the Imaginative Play Stimulus Cards attached to this lesson plan to encourage students to explore different farm roles and jobs on an egg farm.

## Lesson Activities *(continued)*

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### Science Exploration

Prior to this lesson, hard boil eggs and scoop out (or eat!) the centre to leave just the shells with the tops removed. In small groups, students fill a shell with cotton wool and add cress seeds (or similar, quick sprouting seeds) and water. Decorate the shell to look like a face and stand the shells in egg cups on a sunny ledge in the classroom to watch your eggheads grow hair as the seeds sprout! Measure how much the sprouts grow each day to record your experiment.

### Numeracy

Prior to this lesson, hard boil twenty eggs and write a number on their shells from 1-20. Provide an area with the same number of egg cups and corresponding numbers where students can explore the numbers and either match the number on the egg to the same number on the egg cup or create number bonds to 20 by matching corresponding numbers, i.e.  $3 + 17$ ,  $10 + 10$ ,  $15 + 5$ , etc.

## Lesson Closure

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1. Gather the students as a group. Ask students to reflect on the question, ‘*What jobs do egg farmers need to do?*’ Encourage students to use their own experiences and knowledge from the lesson to brainstorm answers to this question.
2. Establish an understanding that it is important for egg farmers and children living on farms to look after their hens and ensure that they are well looked after and healthy so they produce healthy eggs for us to eat.
3. Conduct the **post-lesson quiz**. This is a good opportunity to assess student learning from the lesson.
  - Children are too young to feed, bathe and take their pets for a walk. **False**
  - Children living on egg farms can help by collecting eggs and feeding hens. **True**
  - Hens that are healthy lay better eggs. **True**
  - Farmers do not need to feed their hens every day. **False**
  - Egg farms are important because they send eggs to the supermarket for us to buy. **True**

## Going Further

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1. Encourage students to write out family recipes which have eggs in the ingredients. Students can also add photos to their recipes and create a class recipe book. This could be done in collaboration with families to create a useful resource, or as a writing task in class.
2. Create a miniature herb or vegetable garden in the school grounds which students have a responsibility to maintain and care for. Any food produced by the vegetable garden could be used by the school’s catering team, or shared with the school community.



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