

# Same and Different

## JOBS ON THE FARM

### ESSENTIAL QUESTION

# What do kids do during a typical day on a dairy farm?

#### WHAT ARE WE LEARNING?

- What kids who live on a farm do during a typical day
- How different people have different lives
- Sequencing of events

#### TRY THIS WITH

- Years 1-3
- Students who have an interest in comparisons
- Students who love to show their learning visually

## FIND

- Define
- Identify
- Discuss
- Find
- Compare
- Infer

Use a think-pair-share activity to ask the students about their day. What do they do? (Start from wake up and continue to going to bed at night.)

Use a clock shape to group the class responses into different sections of the day. Breakdown the answers. Do people do more in the morning, afternoon or evening? Is this different for boys and girls? Adults and children?

Include occupations (e.g. teacher, works in a store, works in a bank, bus driver etc.) as well as jobs that are done around the house.

Repeat the clock activity, again breaking down the responses into the different sections.

## APPLY

- Apply
- Link
- Question
- Connect
- Establish
- Examine

Watch the 'Kids on Farms' cow cam. Divide the class into small groups. Choose one of the children (Ben, Katelin or Tom) and complete a mind map around their daily tasks.

Discuss the different jobs that the students have to do with the ones the Cotter children to every day.

Which jobs are the same? Which jobs are different?

Ask the student to make a list of the roles different family members have.

Include the jobs the adults in the family have and conduct the exercise again to include the whole family.

## PRODUCE

- Create
- Discuss
- Consider
- Develop
- Invent
- Opinion

Discuss the difference between living in the city (urban) and living on a farm (rural).

Contact a country school (or vice versa) and organise to ask prepared questions to the students in each class.

Complete the interview, recording the answers in detail. Use a buddy system if need be and have one student act as the scribe while the other asks the questions

Ask for further explanations to clarify understanding.

Podcast or blog the findings. Make sure a copy is sent to the classroom the students spoke to.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Checking the comparison of their daily jobs with the Cotter children
- Being able to justify their position regarding life on a farm
- Conducting a conversation with a country school and reporting back their findings

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Community engagement Learning to learn	Innovation, inquiry and curiosity Community and participation Diversity	Thinking Managing self Relating to others	English Social Sciences	Roles Responsibilities Rural Urban	Kids on Farms TED-Ed Rosie's Education YouTube