

Sequencing Events

A DAIRY FARMER'S LIFE

ESSENTIAL QUESTION

What jobs does a dairy farmer do each year on their Farm?

WHAT ARE WE LEARNING?

- The different roles and responsibilities that farmers have
- The differences between working on a farm and working in an urban job
- How to sequence information to show understanding
- The seasonal jobs on a dairy farm

TRY THIS WITH

- Years 1-4
- Students who have an interest in a farming as a career
- Students who love working collaboratively

FIND

- Recall
- How
- Listen
- Find
- Locate
- Match

Introduce the word 'seasons' – complete a bubble map for each of the four seasons that demonstrates an understanding of what happens each season.

Discuss the school year in seasons and ask what happens in summer (swimming sports), autumn (all the leaves fall on to the field), winter (the heaters are all turned on) and spring (all the daffodils and spring flowers start to grow in the school garden).

Invite the school caretaker in to the classroom for a chat with the class.

Create a Wunderlist that has all the jobs that the caretaker says need to be done around the school each season.

APPLY

- Interview
- Represent
- Examine
- Demonstrate
- Order
- Arrange

Revisit the kids on farms video. Discuss what is different between the lives of the Cotter children and themselves.

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

Brainstorm what students think a farmer would do during the day on a dairy farm an list suggestions.

View 'a Day in the Life of a Farmer.'

Add any jobs that the students may have missed off the list.

Discuss the four seasons and ask do you think the jobs would be the same in winter as in summer?

View the webpage a year on a farm and discuss.

PRODUCE

- Compile
- Decide
- Conclude
- Discuss
- Select
- Simplify

Using the information gathered in the list create a book that shows the day in the life of a farmer.

Divide the class into groups. Using the information gathered in earlier discussions, each group is responsible for creating jobs for a different season.

If you are lucky enough to have visited a farm then why not produce a book using the photos you took at the farm, and email a copy to the farmer who hosted you? If you have a local farmer we are sure they would love a copy as well.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Ensuring they have the correct sequence of events
- Checking that the correct identification of jobs done is specific to the seasons
- Making sure all the jobs that a farmer does are included in the book



PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Community engagement High expectations	Excellence Innovation, inquiry and curiosity Community and participation	Thinking Relating to others Participating and contributing	Social Studies English Technology	Season Differences Sequence Weather	A Day in the Life of a Farmer Factsheet A Year on a Farm Factsheet