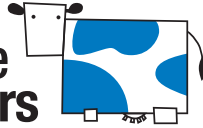


Cows
create
careers



Dairy
Australia

FARM MODULE

Teacher Handbook

Contents

Introduction and Project Outline	2
How to Get Started and School Resource Kit	3
Overview	4
Curriculum Connections (Years 5 - 10)	5 - 11
Student Evaluation Process and Weblinks	12
Teacher Evaluation Form (Exit)	13 - 14
Teacher Judging Rubric	15

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Introduction

Thank you for participating in the Cows Create Careers project.

Aims of the project are to:

- Introduce the dairy industry to secondary school students
- Introduce students to pathways in the dairy industry and its many related career and educational opportunities
- Give students a hands-on experience working with calves
- Provide industry advocates and farmers to inform, encourage and support students
- Involve students in research and provide online support
- Motivate students to submit assessment tasks and outline their learning the Dairy Day for your Diary for the region
- Provide incentives through a Cows Create Careers competition
- Celebrate student performance and reinforce career opportunities at the Dairy Day for your Diary.



Project Outline

Cows Create Careers is an innovative way to introduce the dairy industry to secondary students. It aims to cater for students and schools at many levels.

The following considerations took priority in the project's design:

- The project must be highly motivational
- The project must cater for many learning styles and allow for differences in student entry levels
- Salient curriculum features of the project must be made explicit
- Evaluation and assessment opportunities must exist for all aspects of the curriculum
- The project must present a 'smorgasbord' of learning opportunities that allows teachers and students freedom of choice
- The rich context for the project will ensure integration across Key Learning Areas, especially Science, English, Maths, Humanities and ICT (Information Communication Technology)
- The project will provide a broad range of thinking skills, from transference and comprehension of knowledge through to higher order skills such as analysing and synthesising data, forming judgments and making predictions
- Beyond evaluation/assessment at school level, the criteria for selecting winning teams and awarding prizes must be clearly stated. Such criteria should link strongly to project aims and student learning.



Please refer to the CCC memory stick for 'project samples' and an electronic copy of the Cows Create Careers Handbooks - this is a good way to get the students started!

How To Get Started

In schools, the preparation should begin well before the calves arrive (first week of term). If students start early on their assessment tasks, it makes the timelines easier to achieve!

During this preparation, students will work together to learn about caring for calves. Details on how to prepare for the arrival of the calves in school appear on page 6 of the Student Handbooks. The calves are provided by local dairy farmers and will be in schools for a 3-week period. Industry advocates and/or dairy farmers are asked to demonstrate handling techniques and provide personal background about the dairying industry.

Cows Create Careers aims to involve students in active learning. In groups, students can research selected topics and present their findings to the class. It is intended that students work in teams of 2 - 5, for the duration of the program.

When the calves are in schools, it is expected that 'lessons' will move between the classroom and outdoors. Much of the lesson content will be driven by what is happening with the calves. During this time, students will be gathering data, recording data on class checklists, taking photographs and movies for their assessment tasks and continuing to learn about the animals and the industry. Depending on classroom resources, time inside might be spent with the teacher using a data projector to 'research' topics with the whole class.

School Resource Kit

The Cows Create Careers School Resource Kit aims to place an inquiry approach to learning at the students' fingertips. This approach motivates students to inquire, and places all the necessary resources within reach. Through co-operative group work, and the support of teachers, industry advocates, online industry advocates and online resources, teams work towards goals that are worthwhile and achievable. Built into the project are opportunities for evaluation and assessment of student learning. There are also opportunities for teachers and students to evaluate the Cows Create Careers project itself.

The School Resource Kit consists of:

- **Memory Stick**

- Student handbooks - years 5 & 6, years & 8 and years 9 - 11
- Teachers handbook
- Education and training information
- Project logos and information
- Helpful tips for letters, e-mails and movie maker
- Multi-media publishing tools
- Project samples
- Project timelines and terms & conditions
- Helpful tips for Movie Maker / multi-media publishing tools
- MaxCare - Win \$1,000 - What a Great Idea!

- **Posters**

- Hygiene & Facility Check Poster
- Health Check Poster

- **Cows Create Careers**

- Brochure, notepad, pen and memory stick

- **Checklists**

- Daily and Weekly Checklists

- **Resources / Documents**

- Cows Create Careers
- Careers in the Dairy Industry
- DA Fact Sheets & Information
- Letter / E-mail Writing Tips
- Some Tips for using Movie Maker

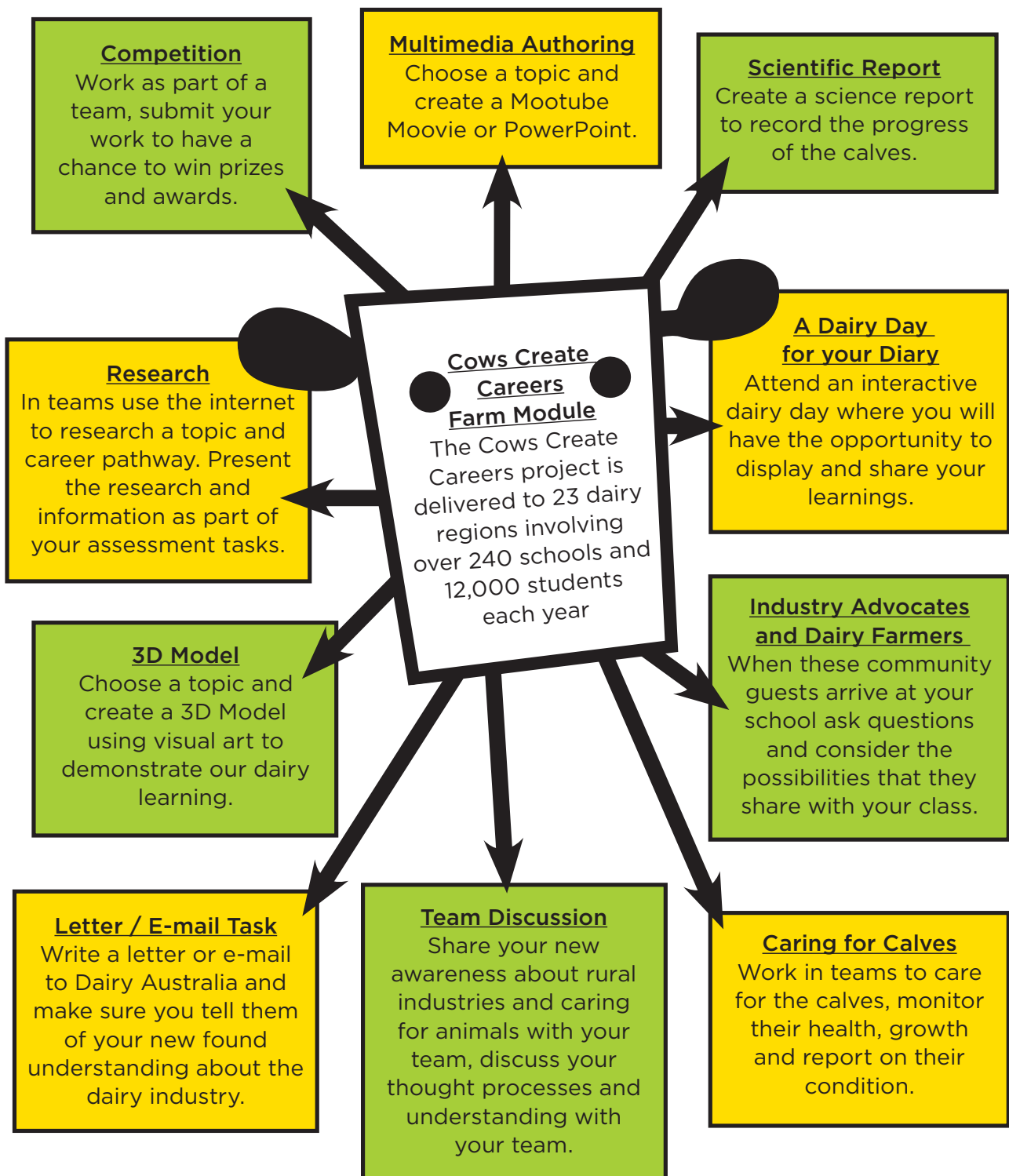
- **The Project**

- The Project timelines at a glance
- The Project 'What you should submit'
- Project Timelines & Roles and Terms and Conditions of Entry
- Calf Facility School Checklist
- School Questionnaire

NOTE: The information on the memory stick should only be used under the supervision of the Cows Create Careers teacher.

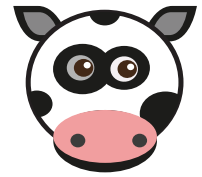
Overview

Over the next few weeks you will be significantly involved in the lives of two calves. Caring for and monitoring the calves will be central to your learning about the dairy industry and what it entails. **Cows Create Careers - Farm Module involves you in:**



Curriculum Connections – Year 5

Cows Create Careers - Farm Module provides the creative teacher with ways to ensure the following ACARA outcomes are being addressed. We provide the opportunity, but now following is the “how”...



Mathematics

- Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108).
- Pose questions and collect categorical or numerical data by observation or survey (ACMSP118).
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119).
- Describe and interpret different data sets in context (ACMSP120).

Science

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081).
- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS090).
- Compare data with predictions and use as evidence in developing explanations (ACSIS218).
- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093).
- With guidance, pose clarifying questions and make predications about scientific investigations (ACSIS231).
- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS086).

Humanities

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095 & ACHASSI123).
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096 & ACHASSI124).
- Evaluate evidence to draw conclusions (ACHASSI101 & ACHASSI129).
- Work in groups to generate responses to issues and challenges (ACHASSI102 & ACHASSI130).
- The environmental and human influences on the location and of a place and the management of spaces within them (ACHASSK113).
- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094 & ACHASSI122).

Health and Physical Education

- Plan and practise strategies to promote health, safety and wellbeing (ACPPS054).
- Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053).
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058).

The Arts

- Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064).
- Develop and apply techniques and process when making their artworks (ACAVAM115).
- Plan the display of artworks to enhance their meaning for an audience (ACAVAM116).

Technologies

- Investigate characteristics and properties of a range of materials, systems, components, tools, equipment and processes to achieve intended designed solutions (ACTDEK023).
- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024).
- Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021).
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028).

English

- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707).
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704).

Curriculum Connections – Year 6

Cows Create Careers - Farm Module provides the creative teacher with ways to ensure the following ACARA outcomes are being addressed. We provide the opportunity, but now following is the “how”...

Mathematics

- Connect decimal representations to the metric system (ACMMG135).
- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147).
- Interpret secondary data presented in digital media and elsewhere (ACMSP148).

Science

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098).
- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS107).
- Compare data with predictions and use as evidence in developing explanations (ACSIS221).
- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multimodal texts (ACSIS110).
- With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS232).
- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS103).

Humanities

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094 & ACHASSI122).
- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095 & ACHASSI123).
- The reasons businesses exist and the different ways they provide goods and services (ACHASSK151).
- Work in groups to generate responses to issues and challenges (ACHASSI102 & ACHASSI130).

Health and Physical Education

- Plan and practise strategies to promote health, safety and wellbeing (ACPPS054).

The Arts

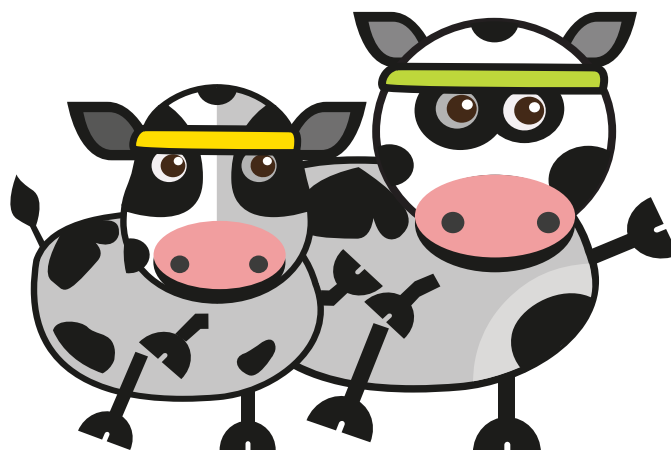
- Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064).
- Develop and apply techniques and process when making their artworks (ACAVAM115).
- Plan the display of artworks to enhance their meaning for an audience (ACAVAM116).

Technologies

- Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016).
- Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021).
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028).

English

- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1717).



Curriculum Connections – Year 7

Cows Create Careers - Farm Module provides the creative teacher with ways to ensure the following ACARA outcomes are being addressed. We provide the opportunity, but now following is the “how”...

Mathematics

- Investigate, interpret and analyse graphs from authentic data (ACMNA180).
- Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169).
- Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170)
- Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171).
- Describe and interpret data displays using median, mean and range (ACMSP172).

Science

- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (AC SIS124).
- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (AC SIS129).
- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125).
- Summarise data, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (AC SIS130).
- Use scientific knowledge and findings from investigations to evaluate claims based on evidence (AC SIS132).
- Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS133).

Humanities

- Why individuals work, types of work and how people derive an income (ACHEK020).
- Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021 & ACHES032).
- Gather relevant data and information from a range of digital, online and print sources (ACHES022 & ACHES033).
- Interpret data and information displayed in different formats to identify relationships and trends (ACHES023 & ACHES034).
- The influence of environmental quality on the liveability of places (ACHGK045).

Health and Physical Education

- Investigate and select strategies to promote health, safety and wellbeing (ACPPS073).
- Evaluate health information and communicate their own and others’ health concerns (ACPPS076).
- Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077),
- Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078).

The Arts

- Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068).
- Plan, structure and design media artworks that engage audiences (ACAMAM069).
- Practise techniques and processes to enhance representation of ideas in their art making (ACAVAM121).

Technologies

- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025).
- Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026).
- Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032).

English

- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728).
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725).



Curriculum Connections – Year 8

Cows Create Careers - Farm Module provides the creative teacher with ways to ensure the following ACARA outcomes are being addressed. We provide the opportunity, but now following is the “how”...

Mathematics

- Investigate techniques for collecting data, including census, sampling and observation (ACMSP284).
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206).
- Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207).

Science

- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS139).
- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS140).
- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (ACSIS144).
- Summarise data, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS145).
- Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSIS234).
- Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS148).

Humanities

- The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027).
- Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021 & ACHES032).
- Gather relevant data and information from a range of digital, online and print sources (ACHES022 & ACHES033).
- Interpret data and information displayed in different formats to identify relationships and trends (ACHES023 & ACHES034).
- Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026 & ACHES037).
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054 & ACHGS062).

Health and Physical Education

- Investigate and select strategies to promote health, safety and wellbeing (ACPPS073).

The Arts

- Plan, structure and design media artworks that engage audiences (ACAMAM069).
- Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068).
- Practise techniques and processes to enhance representation of ideas in their art making (ACAVAM121).

Technologies

- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025). Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026).
- Critique needs or opportunities for designing and investigating, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP35).
- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032).
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033).
- Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032).

English

- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1738).
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1736).

Curriculum Connections – Year 9

Cows Create Careers - Farm Module provides the creative teacher with ways to ensure the following ACARA outcomes are being addressed. We provide the opportunity, but now following is the “how”...

Mathematics

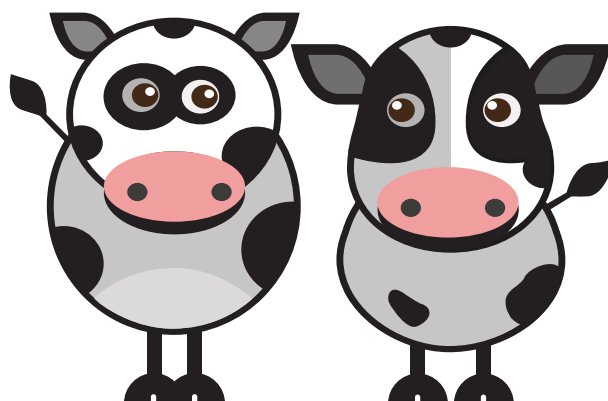
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228).
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’ (ACMSP282).
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283).

Science

- Formulate questions or hypotheses that can be investigated scientifically (AC SIS164).
- Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (AC SIS165).
- Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (AC SIS169).
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (AC SIS170).
- Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (AC SIS171).
- Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (AC SIS172).
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (AC SIS174).

Humanities

- Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038).
- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043 & ACHES055).
- Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045 & ACHES057).
- Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047 & ACHES059).
- Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048), (ACHES060).
- The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067).
- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071 & ACHGS080).
- Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses and climate change, for Australia and other areas of the world (ACHGK063).
- Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044 & ACHES056).



Curriculum Connections – Year 9 (cont)

Health and Physical Education

- Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095).
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096).
- Critique behaviours and contextual factors that influence and wellbeing of diverse communities (ACPPS098).

The Arts

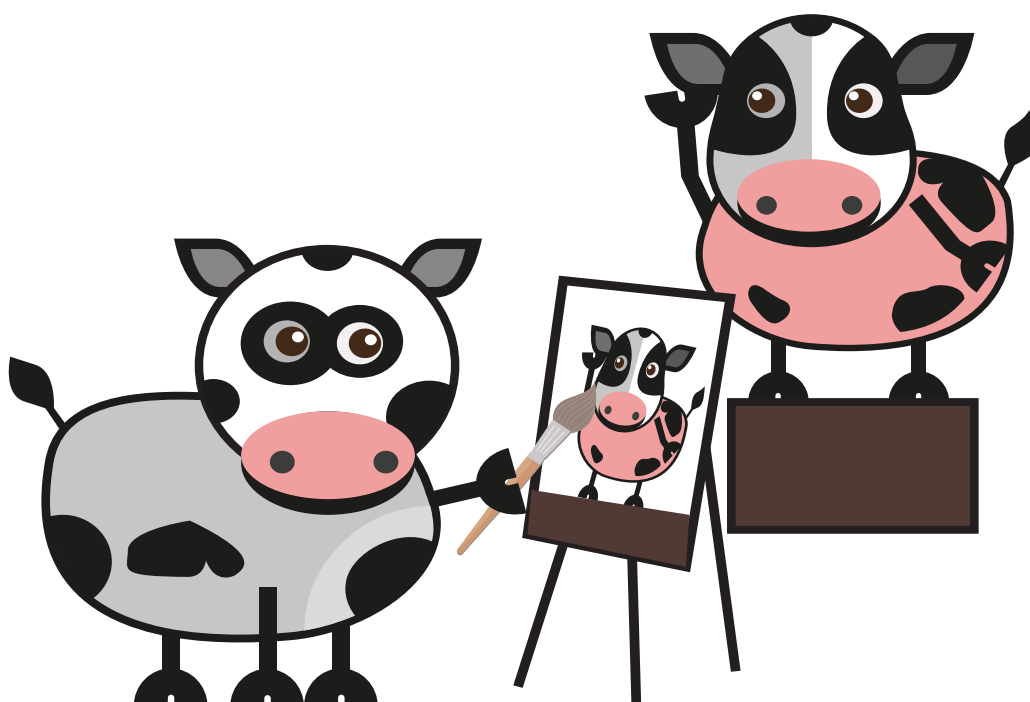
- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073).
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075).
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126).
- Plan and design artworks that represent artistic intention (ACAVAM128).

Technologies

- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037).
- Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044).
- Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045).
- Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049).
- Investigate and make judgements within a range of technologies specialisations on how technologies can be combined to create designed solutions (ACTDEK047).
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051).
- Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043).

English

- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748).
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746).



Curriculum Connections – Year 10

Cows Create Careers - Farm Module provides the creative teacher with ways to ensure the following ACARA outcomes are being addressed. We provide the opportunity, but now following is the “how”...

Mathematics

- Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253).
- Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation (ACMSP279).

Science

- Formulate questions or hypotheses that can be investigated scientifically (AC SIS198).
- Communicate scientific ideas and information for a particular purpose, including constructing evidence based arguments and using appropriate scientific language, conventions and representations (AC SIS208).

Humanities

- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043 & ACHES055).
- Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045 & ACHES057).
- Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044 & ACHES056).
- Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048 & ACHES060).
- Factors that influence major consumer and financial decisions and the short and long term consequences of these decisions (ACHEK053).
- The application of systems thinking to understand the causes and likely consequences of the environmental change being investigated (ACHGK073).

Health and Physical Education

- Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095).
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096).
- Critique behaviours and contextual factors that influence and wellbeing of diverse communities (ACPPS098).

The Arts

- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073).
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075).
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126).
- Plan and design artworks that represent artistic intention (ACAVAM128).

Technologies

- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037).
- Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044) Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045).
- Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049).
- Investigate and make judgements within a range of technologies specialisations on how technologies can be combined to create designed solutions (ACTDEK047).
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051).
- Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043).

English

- Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776).
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756).

Student Evaluation Process

Cows Create Careers - Farm Module provides many opportunities for teams and individuals to be assessed. As the project is activities based and involves many hands-on learning activities, it is important that student processes, as well as product (work produced), are evaluated.

Processes that can be assessed through observation, interview, check-listing and anecdotal recording include:

- Measuring
- Speaking and Listening
- Taking responsibility
- Critical-thinking skills
- Reading for information
- Writing factual texts
- Data collection and analysis
- Working in teams
- Creativity
- Internet skills
- Summarising
- Research skills
- Independence
- ICT skills
- Letter writing
- Report writing

Products that students in teams will submit for assessment include:

- 3D Model **OR** Mootube Moovie / PowerPoint Task
- Letter / E-mail Task **OR** a Scientific Report Task
- Student Evaluation (Entry and Exit) - Survey Monkey link
- A Funny Photo of their Team with the Calves
- The Final Team Checklist

Weblinks

Department of Primary Industries

www.dpi.nsw.gov.au
www.dpiw.tas.gov.au
www.depi.vic.gov.au
www.agric.wa.gov.au
www.daff.qld.gov.au
www.pir.sa.gov.au

Careers and Training Pathways in Dairy

Total College
www.tocal.com

Dairy Australia

www.dairyaustralia.com.au
www.eme.org.au
www.thepeopleindairy.com.au/steppingstones

Other Recommended Sites

www.cowtime.com.au
www.adhis.com.au

The following online support will prove useful to students and teachers.



Teacher Evaluation Form

TEACHER NAME _____

SCHOOL NAME _____

EXIT SURVEY

Program Evaluation by the Co-ordinating Teacher

For the purposes of evaluating Cows Create Careers, we appreciate your feedback in the following areas.

As a result of this program, please identify the key outcomes for your students.

In what areas did you find the resource package effective?

What further resources should be added?



Teacher Evaluation Form

What information was not provided at the start of the program that would have improved the program's success?

How did you find the support provided by the:

Cows Create Careers organisers?

- FAIR GOOD VERY GOOD EXCELLENT

Industry Advocate?

- FAIR GOOD VERY GOOD EXCELLENT

Farmer?

- FAIR GOOD VERY GOOD EXCELLENT

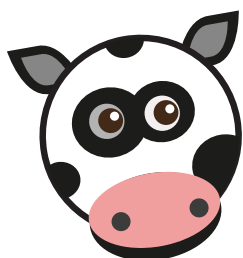
Given a similar dairy program, would you be involved next year? YES / NO

Comments

Please provide us with a quote that sums up your experience

Don't forget by teachers submitting their judging rubrics and teacher evaluation, your school will gain an additional 5 points towards the final school score.

Teacher Judging Rubric



This is the official judging sheet for Cows Create Careers teams. Teachers must fill in the school assessed section for each competing team, then submit with the team's work for judging by CCC judges.

TEAM NAME _____

SCHOOL NAME _____

School assessed (*IMPORTANT: SEE BELOW)

Process	Description	Maximum	Score
Teamwork	Work together co-operatively, share the work, get along	10%	
Attitude to task(s)	Have a go, aim high and work tough	10%	
Research and class talk	Teamwork related to accessing and sharing information	10%	
Organisation	Work completed on time (as result of teamwork)	10%	
			/40

CCC judged

Process	Description	Maximum	Score
3D Model OR Mootube Moovie Task	Design and layout, quality of information, writing skills displayed Visual appeal, information and content, timing (170 - 190 sec) and scientific experiment	30%	
Letter / E-mail Task OR Scientific Report Task	Presentation, quality of written information and scientific processes	20%	
Funny Photo of Team with Calves	A fun and innovative picture of the student team with their calves	5%	
Student Evaluation	Student Evaluation (Entry & Exit)	5%	
			/60
			Total Score

*Teachers are required to fill in the school-assessed section and return it with the student work (per team). It is strongly recommended that, for the school-assessed section, teachers score their best team/s 40/40, then scale their marks for the following teams accordingly. This will ensure the best performed team for each school will have maximum chance of winning when competing across schools.



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