

News

2010 Cream of the Crop competition

Entry is easy. Secondary & tertiary students studying topics related to environmental science, primary industries, agriculture and natural resource management simply create a PowerPoint about their studies to enter. Great cash prizes on offer. See all the details plus 2009 winning entries at: www.dairyouthaustralia.com.au/competition

National curriculum

LandLearn NSW is working with the Primary Industries Education Foundation and other groups to comment on the draft Australian curriculum to ensure students have access to information on the production, consumption and management of primary products and natural resources. Have your say at: <http://www.acara.edu.au/default.asp> Consultation closes May 23.

New presentation for download

Timber production in NSW State Forests – the pine plantation rotation is now available for download. From seed to sawlog discover how crops of pine trees are grown, harvested, processed and regrown. <http://www.slideshare.net/LandLearnNSW>

Spotlight: Get Hooked its Fun to Fish



This program has it all - i hands-on helpers, classroom resources and the opportunity to take your class fishing.

The program features interactive and discovery based games and activities designed for primary school students and covers topics such as fishing safety, habitat protection, fishing rules and responsible fishing.

<http://www.dpi.nsw.gov.au/fisheries/recreational/info/get-hooked>

Websites

Focus on climate change

LandLearn NSW

<http://www.landlearnnsw.org.au/sustainability/climate-change>

Australian Government Bureau of Meteorology

<http://www.bom.gov.au/climate/change/>

NASA's Eyes on the Earth

<http://climate.nasa.gov/>



Meet Simone Fuller

What do you do? Lots of cool stuff and its different everyday. I look after the short course program at Murrumbidgee Rural Studies Centre at Yanco in the Riverina. We train people in rural areas, helping them learn new skills like using 4-wheel-drive vehicles and tractors safely; we also provide lots of information about how to use land and water more efficiently. I also work with school teachers and students to develop camp programs which help them to learn more about primary industries and about themselves as leaders. We look at stuff like bugs in vegetables, what's in soil, how to handle sheep safely and careers - there's lots more than just farming! I work with businesses to develop new training courses so that their staff can learn the things they need to know so that they can work smarter not harder.

Best part of my job? Learning new things all the time. When I first started in this job 7 years ago I knew very little about managing land, water, plant and animal resources. Everyday I pick up more information by talking to people in industry and working with other people from my organisation. I also like having the freedom to explore new opportunities. Working on different projects lets me develop new skills and knowledge and explore different people's perspectives. I enjoy working alone but also get to work with teams of people, clients range from school students to retired farmers.



Activity

Tasting Passports

Summary: Students use food passports each time they taste a new food - just like visiting other parts of the world.

Objectives: To introduce students to the wide range of foods produced in Australia; to investigate how and where they are grown and their impacts on the Australian economy and environment.

Materials:

- 3 x A5 sheets of paper per student
- Coloured pencils or crayons
- A photo (or drawing) of each student
- Glue for attaching photos
- Stamps or stickers for the passport
- A range of raw/prepared foods to taste: fruit and vegetables, grains, dairy foods etc. Some suggestions: artichokes, asparagus, honey dew, lychee, nashi, eggplant, rhubarb, swede, grapefruit, bok choy, leek, collard, papaya, spinach, sesame seeds, chickpeas, kidney beans, different types of cheese or yoghurt. Alternatively, ask students to bring something to school they haven't tasted before.

Discussion and activity: Many different foods are grown and eaten in the world. The foods used, the ways they are prepared and their place in local and regional cultures varies between different countries and regions. Within NSW, lots of different foods are grown and available for our use, and we are not all familiar with that variety. Over the next few days or weeks you are going to be trying some of these foods, so you will need a tasting passport.

Each time you taste a new food, your passport will be stamped.

Have you ever travelled to another country? Do you know what a passport is? Ask your teacher or your parents to show you their passports. When you travel to other countries you need to have a passport. When you visit another country such as England, Thailand or Brazil, your passport is stamped when you arrive and when you leave.



Tropical fruit, Lychees.

2. To make the passport:

(a) Place the 3 x A5 pieces of paper together and fold all 3 in half with a sharp crease down the middle;

(b) Staple on the crease;

(c) Glue your photo to the front of your passport; add your name and decorate. Alternatively, create a digital passport;

3. Start tasting;

4. Record the new foods you taste. Describe: e.g. the taste, appearance, was it fresh or cooked or pre-packaged and processed, did you like it?

5. For each new food tasted, you will receive a stamp or sticker.

Suggestions:

- Try to eat a food every colour of the rainbow, or letter of the alphabet.
- Investigate the nutritional value for each food you have tasted.
- Draw a picture in your passport of each food you have tasted.

Student connections and extension:

- Draw a map of Australia depicting where each food is grown.
- Choose three foods to investigate. Describe the environmental requirements each food needs to grow (climate, soils, growing conditions, etc.); list the forms or ways the food is used; investigate ways it is transported and marketed; draw a flow chart to show the "paddock to plate" process.
- Investigate jobs associated with some of these foods (include growing, processing, marketing, value adding, etc).
- Explore the contributions different cultures have made to the food industry in Australia. Discuss with members of your class who have different cultural backgrounds.
- Investigate the Australian food export industry. Which foods are exported? Who buys NSW/Australian food? Locate these countries on a map. Have NSW food exports increased over time? Which NSW food industry is the largest exporter?

Resources:

- **National Farmers Federation Farm Facts**
<http://www.nff.org.au/farm-facts.html>
- **LandLearn NSW**
<http://www.landlearnsw.org.au/>
- **The Workboot Series** - published by Kondinin: Vegetables, Rice, Honey, Dairy & Wheat.
- **Delve** – published by NSW Government. Short stories about NSW produce and producers. Download at:
<http://www.dpi.nsw.gov.au/aboutus/resources/delve>