

## Showing Livestock question matrix

### Task description

Students select topics related to showing livestock (sheep, beef cattle, dairy cattle, pigs, poultry, goats or alpacas) from the question matrix following the parameters set for the class. Options could include:

- Students must select at least one activity from each row or column
- Students must select a set number of tasks eg 10
- Students negotiate with the teacher to set their own learning goals from this matrix

They present responses in suitable formats of their choice.

### Skills checklist

- technical language used appropriately
- clear communication using a variety of formats eg written, models, diagrams, images
- detailed responses with justification and explanation
- different perspectives considered
- accurate information
- logical, evidence based analysis
- sources acknowledged with in text referencing and a bibliography

<b>Technologies Achievement standards</b>	<b>accomplished</b>	<b>competent</b>	<b>satisfactory</b>	<b>developing</b>	<b>limited</b>
Explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures.					
For the food and fibre production context, explain the features of technologies and their appropriateness for purpose					
Create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability.					
Communicate design ideas, processes and solutions to a range of audiences, including using digital tools.					
Independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary					
Select and use technologies skilfully and safely to produce designed solutions					

*Disclaimer: This curriculum resource is designed to support schools in delivering quality food and fibre content to students. It has been developed by Lead Ag Teacher Sue Pratt, AgCommunicators – a registered teacher with more than 30 years' experience in teaching agriculture and science. Prior to using this resource, teachers should conduct a risk assessment in line with their site's curriculum and safety guidelines and check all links are appropriate to the school's online policies. The risk assessment may include provision of specialised Personal Protective Equipment and review of the school's policies and procedures on chemical use*

## Showing livestock question matrix

	<b>Is? does? Present</b>	<b>Has? Did? Was? Past</b>	<b>Can? Possibility</b>	<b>Should? Opinion</b>	<b>Would? Could? Probability</b>	<b>Will? Prediction</b>	<b>Might? Imagination</b>
<b>What? Event</b>	What is the age requirement for the Show livestock?	What was the best result our school has had at the Adelaide Show?	What skills can I develop by being part of the Show program?	What should the Show organisers do to improve safety for students and the general public in the livestock areas?	What could we do to improve the welfare of our Show animals? (Hint - think <i>Five Freedoms</i> )	What will the final weight be for each of our show animals?	What problems or challenges might we need to deal within our Show program?
<b>Where? Place</b>	Where on the Adelaide Showgrounds is the shed for our livestock?	Where did our show animals come from?	Where can we show our animals, other than the Adelaide Show?	Where should we store the feed for our livestock at school?	Where on the internet could we find information about showing livestock?	Where will the animals go after the Adelaide Show?	Where might the school get their animals from next year?
<b>When? Time</b>	When is the main judging for our class at the Adelaide Show?	When did this livestock competition start at the Adelaide Show?	When can we unload our animals during Show week?	When should we contact our breeders?	When could we start handling and leading our animals?	When will Show entries close for our class of livestock?	When might be the best time to take our animals off feed and water before we transport them to the Show?
<b>Which? Choice</b>	Which breed is the best?	Which breed or type was the most successful at the Adelaide Show last year?	Which behaviours or signs can let us know our animals have a health problem?	Which feed should we use for our livestock?	Which show classes could our animals be entered in?	Which one of our Show animals will put on the most weight?	Which of our Show animals might be worth the most money at the end of our Show program?
<b>Who? Person</b>	Who is more important – the breeder or the feeder?	Who has helped us in the past with show preparation?	Who can lead and handle the animals in the judging section of the Adelaide Show?	Who should we invite to our pre-Show exhibition day?	Who could we ask for advice if we are worried about our animals?	Who will judge the animals at the Adelaide Show?	Who might be interested in reading about our Show team results?
<b>Why? Reason</b>	Why is biosecurity so important at the Adelaide Show?	Why was livestock showing started at the Adelaide Show?	Why can livestock lose weight while being transported to the Adelaide Show?	Why should schools show livestock?	Why could the judge ask the handlers questions about the animals?	Why will we have to complete a National Vendor Declaration and Animal Health Statement for our livestock?	Why might stressed animals be an issue we need to plan for and manage at the Adelaide Show?
<b>How? Meaning</b>	How does showing livestock help the agricultural industry?	How did the breeder select the livestock we are showing this year?	How can we increase the chance of our Show team doing well in the Most Professional Show Team award?	How should we set up and manage our stall/pen/area at the Adelaide Show?	How could we calculate the costs of feeding and showing our animals?	How will the judge decide which are the best animals at the Show?	How might show equipment for livestock (such as halters) be improved?