

Teacher note:

██████ decided to share his interest in chickens. This had a real-life application for ██████. ██████ shared his planning for the chickens and even some pictures (and videos) of his new chickens. He gathered information from his own knowledge and checked with his family. ██████ enjoyed sharing this with the class. ██████ edited the slides and utilised ICT options, such as Grammarly and spell check, to support editing and creation. ██████ took the photographs with his phone to support the presentation and to share his interests.

Chickens - Sharing an interest



History

In the past we had chicken.

We had over 70 chickens and about 30 ducks.

We had chickens and ducks since I was little. My dad has had them since before I was born.

Over time the numbers slowly reduced, mainly due to foxes.

Since I was 10 we haven't had them.

Why now?

- We have always wanted to get more but there were a number of considerations
 - Dad was always going back and forwards so didn't have someone to care for them
 - Some of the chicken coop area needs to be rebuilt.
 - Now that I am older I can take more responsibility for looking after the chickens.

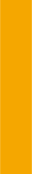


What needs to be done?

- More wall and roof plates need to be placed on the coop.
- The coop already has tin that is dug into the wall and floor to stop the foxes.
- Dad has also suggested putting in a cement trench to stop the foxes.
- Once the roof and walls are redone, the coop needs to be cleaned out.
- We already have an auto-feeder that is OK. Dad made it himself.
- We also need to arrange a trough that has a float.
- The coop will have to be OK for chickens as well as chicks.
- We will need to get a rooster so we can build up our flock. This will also save costs as we can get chicks. Some people give away roosters for free as they can't have them in town.

Planning for the future...

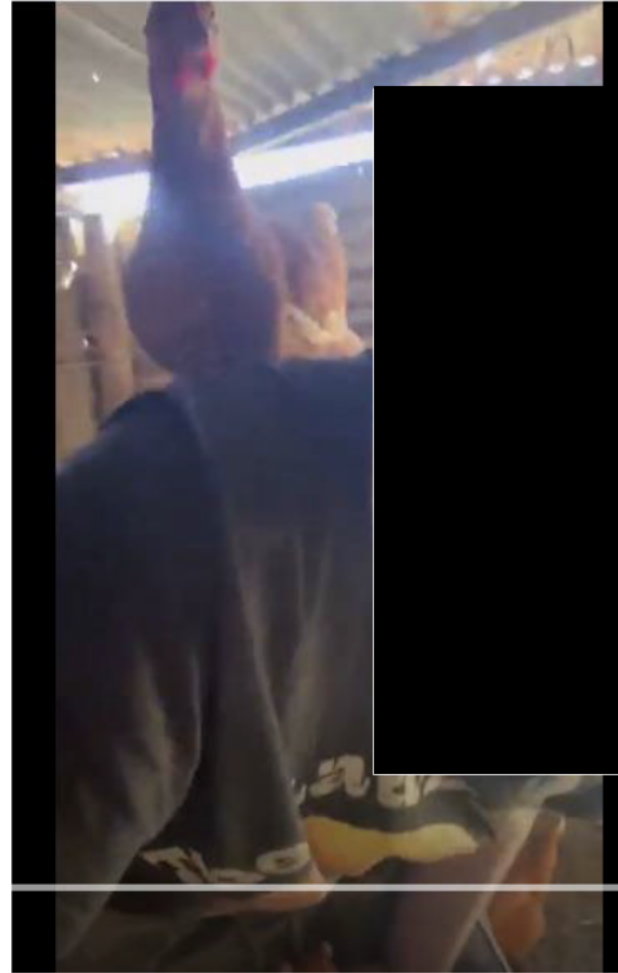
- I am planning on making sure I have areas for the little chicks as well as the chickens.
- I am looking into options of where I will be able to get the straw for the coop. Currently there is a small amount nearby but when that is finished I will have to look somewhere else.



Why I want chickens?

- Because I want eggs. Eggs are expensive at the moment (about \$10-\$12 a dozen).
- I use a decent amount of eggs.
- Chickens can be a hassle when they are smaller but when they get bigger they are easier to look after.
- This a bit of a long-term project.
- Fixing the roof of the coop is dangerous and needs special skills, time and attention.
- I think I would be reliable and responsible enough to have chickens.

[Video.782261324.572079.
mp4](#)





Chook having fun!

[Video.782261629.069685.mp4](#)



Dogs and chooks.

- [Video.782263680.414831.mp4](#)





Update...We got chickens!

- We got 10 chickens from someone we know.
- I was down at the Cape when we got them. I wasn't staying as much at the farm so they stayed at the Cape with me.
- The chickens are now at the farm.
- 8 of the chickens are laying.
- 1 of the chickens lay on top of the nesting box. I think the other chickens have settled in well.
- We usually get about 7 or 8 eggs a day.

My jobs for the chickens.

Daily

- Collect eggs
- Make sure autofeeder is working.
- Check hay in nesting boxes is OK.
- Check and count how many chickens and make sure none are missing and that they are safe.
- Give chickens any of the scraps from the bucket.

Ongoing

- Water is by a big trough. When the trough is full it lasts at least 3 days. If it is a hot day they drink more.
- There is an autofeeder that is still being filled.
- We get the feed from somewhere down in Yankalilla.

The eggs.



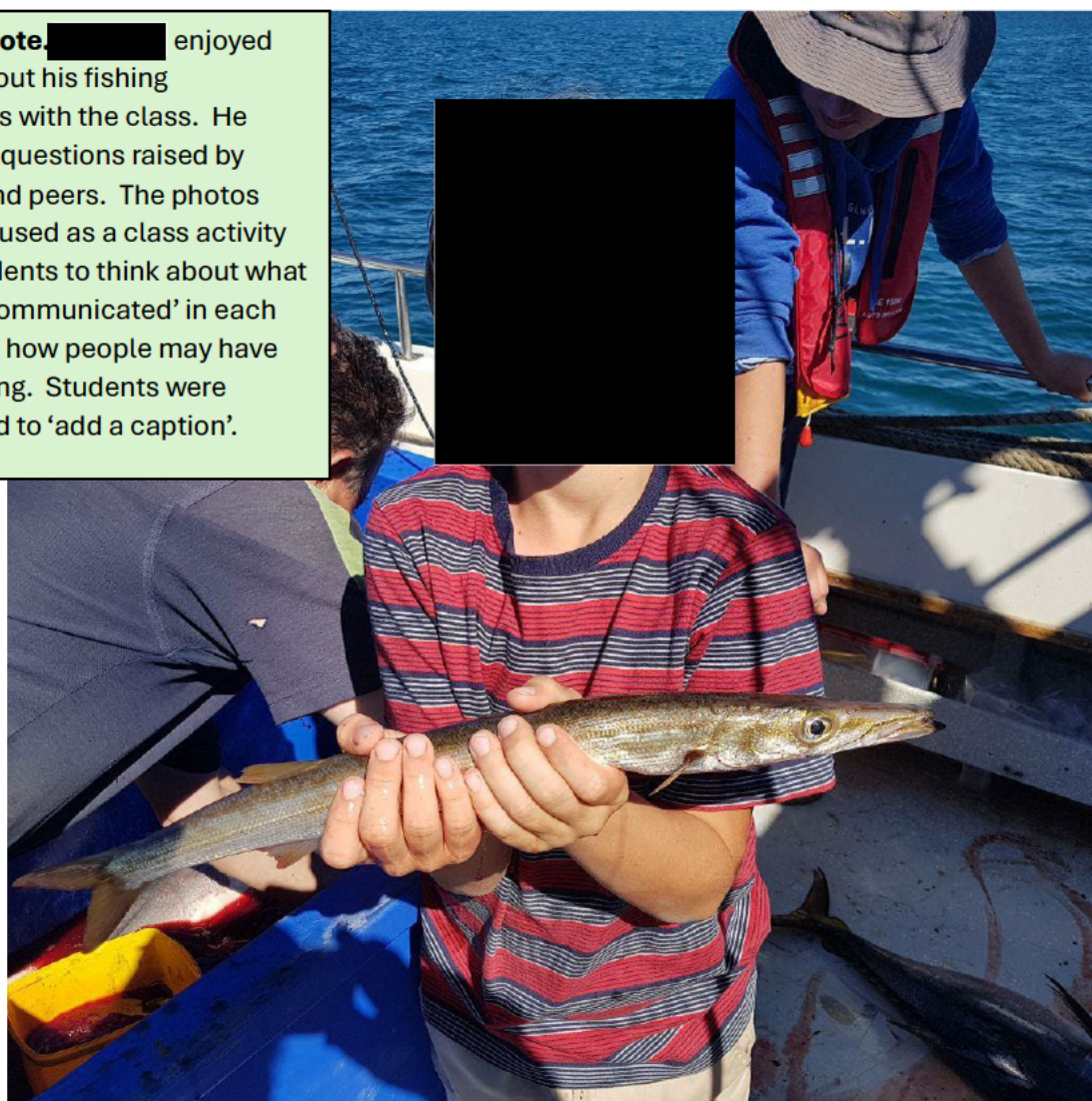
- We have lots of eggs in the fridge.
- We plan on eating the eggs.
- We are planning on taking some of the eggs with us when we go to the Barossa.
- I often use the eggs in Bacon and Egg sandwiches.
- My favourite things with eggs is curried/devilled eggs.
- Overall the chickens are not that much work and I am glad that I got them.
- I like the chickens. It is fun.

Curried egg mix.

I make curried egg mix and use it in sandwiches.



Teacher note. [REDACTED] enjoyed talking about his fishing adventures with the class. He answered questions raised by teacher and peers. The photos were also used as a class activity to get students to think about what is being 'communicated' in each photo and how people may have been feeling. Students were challenged to 'add a caption'.





Career Portal

Career Investigator

The Career Investigator gets you to research different career choices/occupations and record what you discover about each one.

This will help you clarify your goals and plan the steps you need to take towards your future.

Select a career below to start investigating



Fish Farmer

Aquaculture Farmers plan, organise, control, coordinate and perform farming operations to breed and raise fish and other aquatic stock.

[Explore occupation](#)


45 years Avg
Age


Very High
Skill Needed


N/A Avg
Pay/Wk

[Add to career investigator](#) 

Aquaculture Farmer

Aquaculture Farmers plan, organise, control, coordinate and perform farming operations to breed and raise fish and other aquatic stock.

[Explore occupation](#)


45 years Avg
Age


Very High
Skill Needed


N/A Avg
Pay/Wk

[Add to career investigator](#) 

Farmer or Farm Manager

Mixed Crop and Livestock Farmers plan, organise, control, coordinate and perform farming operations to both grow crops and to breed and raise livestock.

[Explore occupation](#)


55 years
Avg Age

Learn About Myself

Career Personality Quiz

Move the slider left or right to the phrase you most agree with, or somewhere in the middle if you can't quite decide.

I make lists	<input type="range"/>	I rely on memory
I'm sceptical (I need proof to believe in something)	<input type="range"/>	I want to believe
I'm bored by time alone	<input type="range"/>	I need time alone
I like step by step instructions	<input type="range"/>	I like to figure it out myself
I keep my room neat & tidy	<input type="range"/>	I just put stuff wherever
I base decisions on logic (rational thought)	<input type="range"/>	I base decisions on feelings
I'm energetic	<input type="range"/>	I'm mellow (laid-back or 'chill')
I prefer to take multiple choice tests	<input type="range"/>	I prefer essay answers



Completed the online course

WorkPRO: Work Preparation Readiness Orientation

Completion date: 26-Aug-2025

This online course covered the below learning objectives:

- the purpose and goals of the workplace learning
- your right to undertake work placement in a child safe environment, including your right to feel safe and be safe from harm at all times
- your role, responsibilities and rights related to work health and safety (WHS) in the workplace
- how to identify and speak up about workplace hazards and hazardous manual tasks
- the procedure to follow if you experience any issue that makes you feel unsafe or uncomfortable, such as bullying, teasing, violence, sexual and racial harassment, alcohol or drug abuse



Teacher note

██████ engaged well with topics and themes, especially if they were related to something that he was aware of such as regional/rural topics, fishing (such as the algal bloom). ██████ was open about not being aware of many of the global topics. He listened and would read comments and responses of others. Usually ██████ would choose to use his microphone to express his ideas and thoughts but he also used the 'chat' feature to share images, screenshots and weblinks that he thought were relevant to the discussion.

Current Affairs and Topics

Topics included

- Hiroshima Anniversary
- Reality TV
- Political parties
- AI images
- Social media ban
- Gaza
- Propaganda
- Ukraine
- Protests
- Voting Age
- Space
- Toxic Algal Bloom
- Should we bring back extinct animals
- Global Child Labour
- Victoria Treaty
- Titanic Anniversary
- Housing problems
- NAIDOC
- Mental Health

Hiroshima Quiz

BTN – Quiz and Discussions

<https://www.abc.net.au/btn/classroom/hiroshima-anniversary/105612346>

Hiroshima Anniversary

By Jack Evans
Yesterday at 10:00am



Hiroshima Anniversary (The City of Hiroshima)

2025

August the 6th and 9th marks 80 years since atomic bombs were dropped on Hiroshima and Nagasaki — the only time nuclear weapons have been used in war.



Kahoot

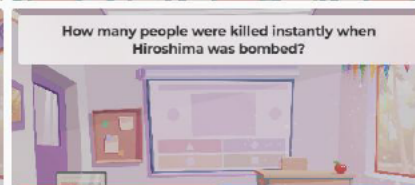
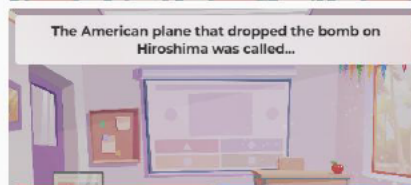
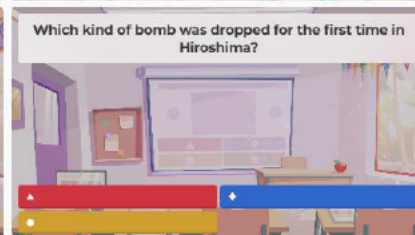
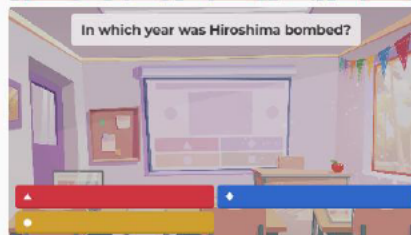
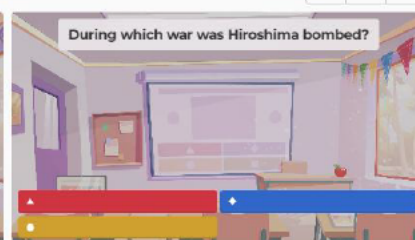
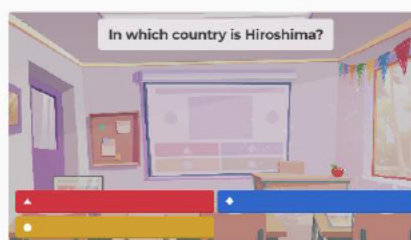
Duplicate of BTN Hiroshima Quiz

Questions from Behind the News August 2015 Hiroshima story.

0 plays 0 participants

Questions (11)

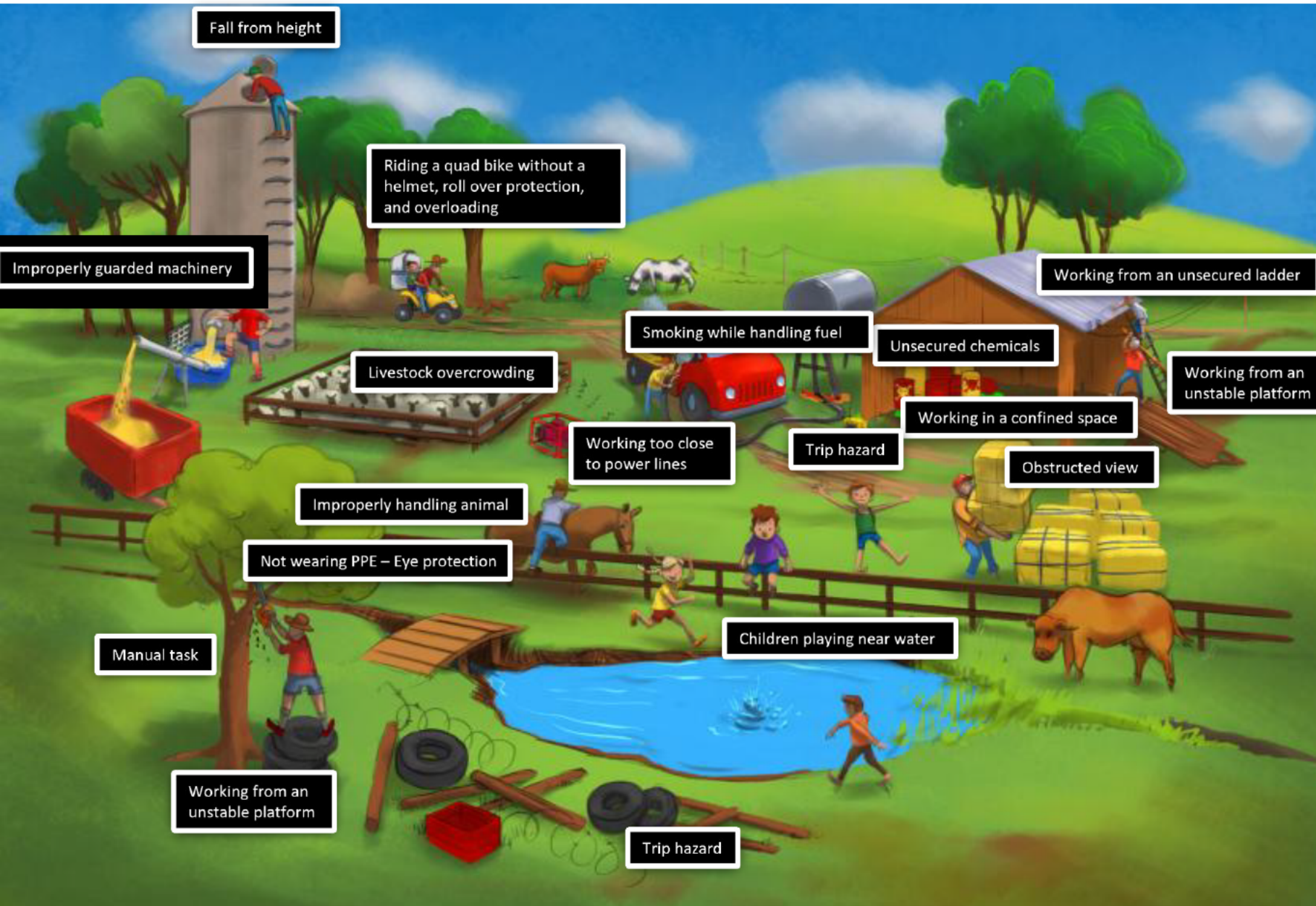
Show answers



Teacher note

██████ showed enthusiasm and willingness to engage in these activities – even if not originally familiar with the topic. ██████ showed critical thinking and was able to link themes, ideas and events to each other (with supports such as visual scaffolds).

Can you spot all the hazards on this farm?



Instructions:

Farms can be a lot of fun. They are not only a place where people live, but a farm is also a place of work. Health and safety is just as important on a farm as it is in any other workplace.

Drag the items below onto the image where you spot a workplace hazard. A person/group of people may be at risk of more than one hazard. At the end of the task you should have placed all hazards onto the picture.



Government of South Australia
SafeWork SA

Industry Connections Project: Farming

(steps to become a Farm Manager)

by



Capability

Drive different types of farm equipment

Literacy- read what is dangerous and what is not. Be able to read safety information.

Numeracy – bills, budgeting, profit/loss, measurements, area and shapes, ratios eg 2-stroke, chemicals.

Creative and Critical Thinking – plan out your day, prioritising, planning activities around available resources. Improvising.

Ethical understanding – looking after chickens, being a good neighbour, looking after stock

Personal and Social – Tough and resilient. Self reliant

ICT – livestock counting, budgeting, record keeping, tagging

Brainstorming

Types of jobs

- Driving different types of equipment
- Livestock care
- Operating a business with bills etc
- Vegetation and weed management
- Building and construction
- Mechanics



What training /education /study is required?

Entry requirements may vary, but employers generally require Year 10. Alternatively, you can become a farmer or **farm manager** by completing a degree in agriculture, agribusiness, animal science, agricultural science or rural science.

Where could you train/study/learn?

Bachelor of Agricultural Sciences

[Bachelor of Agricultural Sciences | Degree Finder](#)

[Roseworthy Campus](#)

[Waite Campus](#)



What skills does the job require?

Business

Outdoor

People contact

Problem solving

Top 12 Farmer Skills to Put on Your Resume

1. Crop Rotation
2. Precision Agriculture
3. Irrigation Management
4. Soil Health
5. Pest Control
6. Livestock Care
7. Sustainable Practices
8. GPS Technology
9. Drone Operation
10. Machinery Maintenance
11. Hydroponics
12. Aquaponics

What skills would be useful for you to develop?

I haven't done much of the business skills

Working out what equipment is needed and how to use it.

How to work with animals.

I have experience in doing hands on tasks around the farm.

I like working outdoors

I like working with animals

Problem solving

How have you demonstrated these skills in other areas of life?

I do some farm work around the property.

I have done gardening projects in various places such as Cape Jervis and at my grandparents.

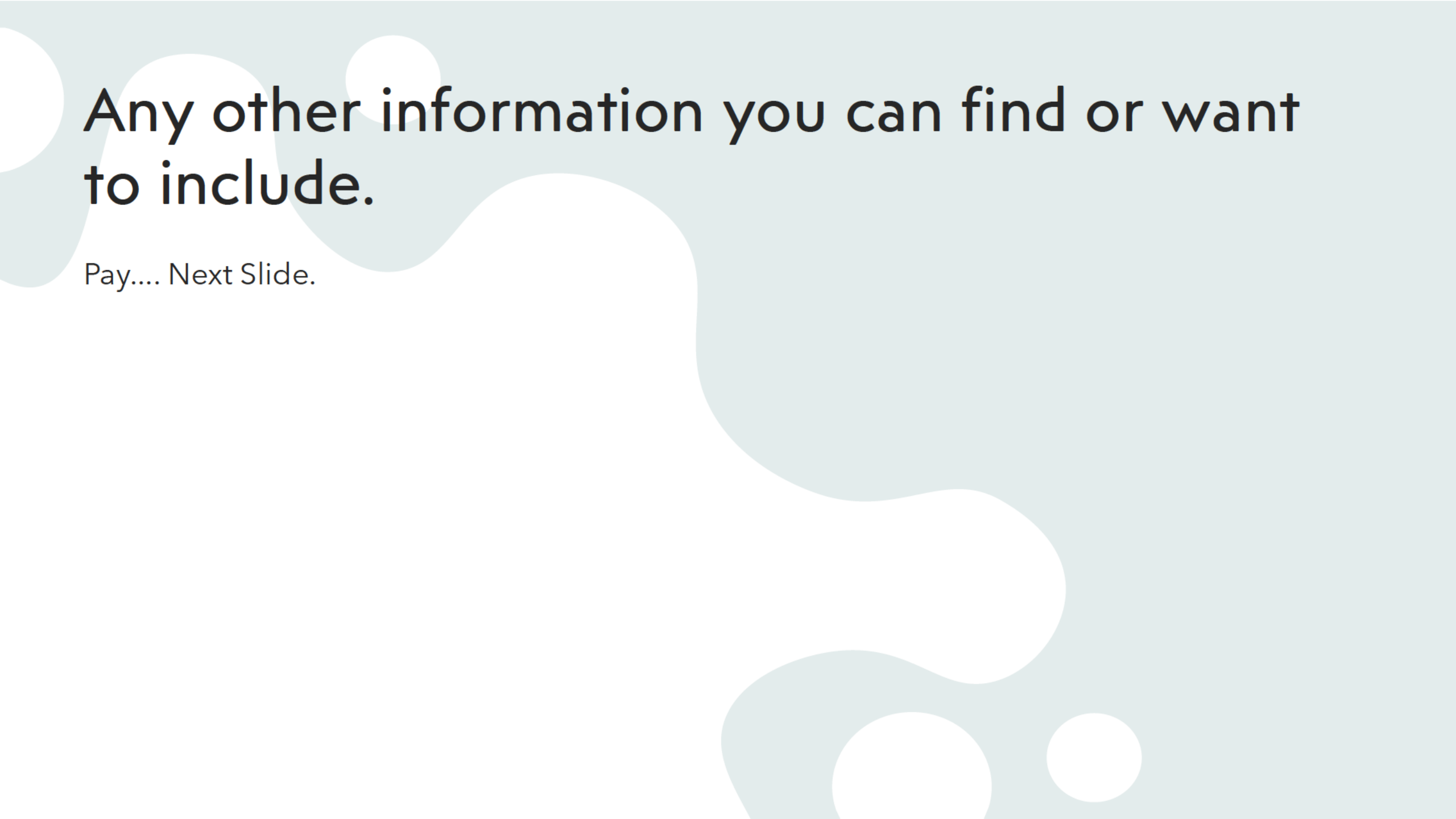
Organise my time. I arrange to get into the my lessons and do my tasks.

Be curious and willing to try to new things. I do this at school but also

What opportunities for people with disabilities are there in this industry?

<https://youtu.be/RVWj4yFTnus>





Any other information you can find or want to include.

Pay.... Next Slide.

Being a farmer...

The amount a farmer earns can vary a lot.

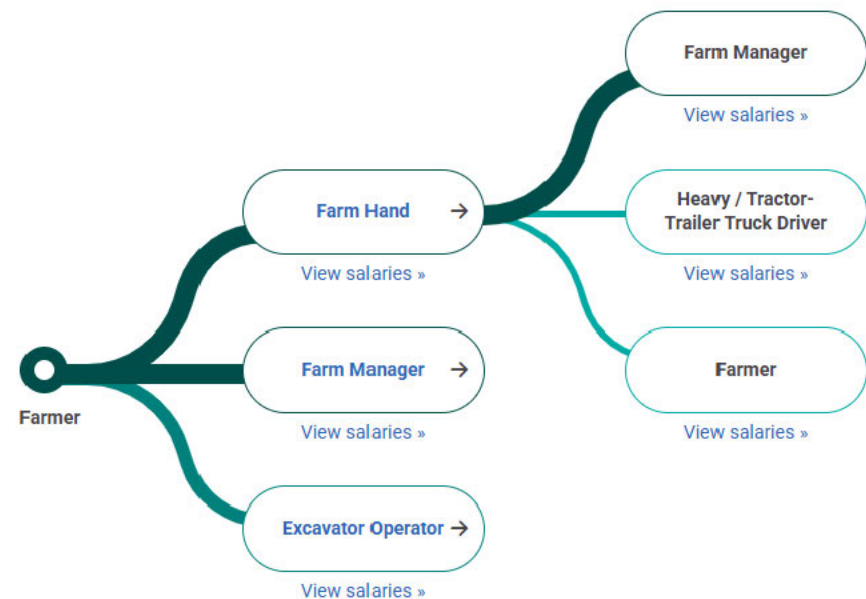
It can depend on the type of farm, size, weather, market factors

Farm worker average at \$65,000 to \$85,000

[Farmer Salary in Australia in 2025 | PayScale](#)

Popular Career Paths for Farmers

Explore the most common career paths for Farmer. Thickness and color of lines indicates popularity of movement from one job to the next. Visit our [career path planner](#) to research other job paths.



■ More common (> 20%) ■ Somewhat common (8 - 20%) ■ Less common (< 8%)

Reflections.

I knew I wanted to be a farmer but I didn't know all the different roles and their name. I thought some people use farm hand and some use farm worker. I found out they were different jobs.

Farmhand and farm worker are usually employees of the farmer (owner).

I found that you need to have multiple skills to be able to work as a farm worker.

Work is outside of 'normal business hours' depending on weather and what needs to be done.

Pay can be inconsistent. Have to be able to get the work to get the money. Some years on farms are better than others (heatwave, drought, flood which drastically change the outcome on a farm).

Even with all the information that I found, I would still like to give it a go at being a farm worker.

I feel I could miss stuff if I was learning in the classroom but when I am learning on the farm I seem to be able to get stuff better.



The End

Motor Trade Association - Anthony

When we visited MTA there were a lot of students from different groups.

I was a bit nervous but I was willing to help someone else.

I hadn't used a rattle gun very much before.

I already know a lot about cars.

Industry visits

I enjoyed going on the industry visits.

I didn't enjoy the WOW tasks after the visits especially when there was only 15 minutes, especially as I am a slow typer.

The WOW tasks looked at

- Where we went, what they do there, types of jobs, would I work there.

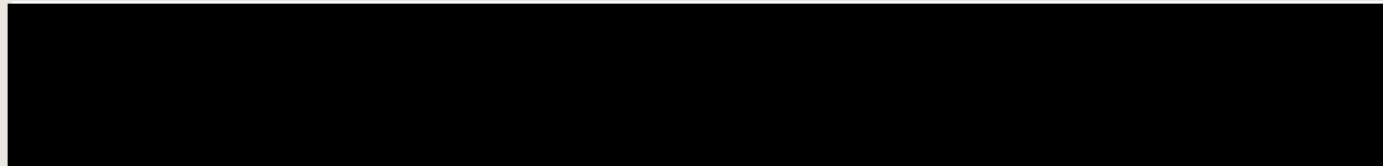
My favourite visits were the outdoor ones. Urimburra Wildlife Park. It was raining but I really liked it because I was hanging out with another student who had to look at every kangaroo. It was muddy so you had to be careful.

Some of them I couldn't go to because of other things. I tried to rearrange things so I could go

Congratulations for participating and contributing to the **TERM I 2025 CARE GROUP PROGRAM**

During the topic we discussed;

- Getting to know you
- Understanding and establishing group norms
- Sleep
- Procrastination
- KS:CPC including Group Norms. Focus Area: Right to be Safe
- Goals and goal setting
- Assemblies



TERM I 2025



Congratulations for participating and contributing to the **TERM 2 2025 CARE GROUP PROGRAM**

During the topic we discussed;

- Norms
- Online safety
- Wellbeing survey
- KS:CPC – Focus Area 2 (Relationships)
- Supports
- Consent
- Persuasion
- Assemblies



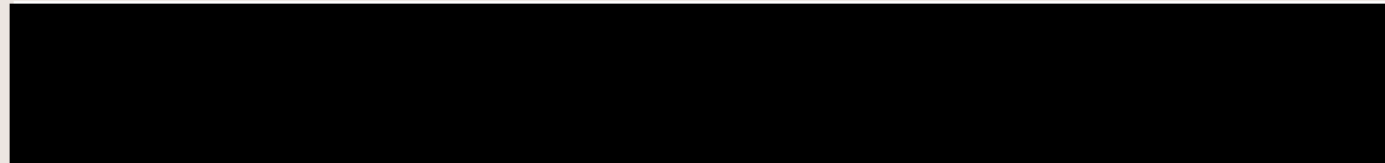
TERM 2 2025



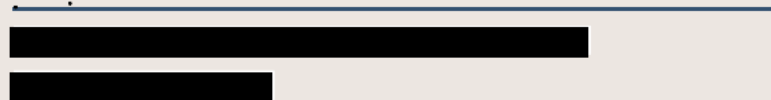
Congratulations for participating and contributing to the **TERM 3 2025 CARE GROUP PROGRAM**

During the topic we discussed;

- KS:CPC. Focus Area 3 (Recognising and Reporting Abuse)
- Antibullying
- Careers
- RUOK



TERM 3 2025



Understanding Communication ACTIVITY

Teacher note: This activity was completed with support of the teacher who talked through the scenarios with the student.

Scenario 1: Eye Contact

Imagine you're talking to a friend about how your day went. Your friend doesn't look at you and keeps staring at their phone. How do you feel?

Question 1

What is the impact of not maintaining eye contact in a conversation?

1. A) It shows disinterest or distraction.
2. B) It makes the speaker feel their message is unimportant.
3. C) It enhances communication.
4. D) Both A and B.

Teacher note. The student thought that it would depend on what was being done at the time. The student mentioned that if they were using tools they should not look at the person they are talking to.

Scenario 2: Tone of Voice

During a group project, your teammate says, "I'll do my part!" but in a sarcastic tone. You feel unsure about what they mean.

Question 2

What does the tone of voice in communication influence?

1. A) The speaker's intentions.
2. B) The listener's ability to understand the meaning.
3. C) The overall message.
4. D) All of the above.

Teacher note. Explained sarcasm and the importance of thinking about 'how' things are said rather than just the specific words that are said.

Scenario 3: Body Language

You're explaining a story to a friend, but they keep crossing their arms and rolling their eyes.

Question 3

What does body language add to communication?

1. A) Clarity in the message being shared.
2. B) It could enhance or contradict the spoken message.
3. C) Physical signs that make intentions easier to judge.
4. D) Both B and C.

Teacher note. Broader discussion about body language in communication

Scenario 4: Clear Language

Imagine asking for directions and someone says, “Just go that way.” They point vaguely in a direction without further explaining.

Question 4

How does unclear language affect communication?

1. A) Confusion and misunderstanding.
2. B) It can make tasks harder to complete.
3. C) It doesn't impact communication negatively.
4. D) Both A and B.

Reflection:

Write down one thing you learned about communication today and how you can apply it to improve your interactions with others.

Important to think about the person you are talking to.

Scenario 5: Listening Skills

Imagine you are sharing an important story with your teacher, but they keep interrupting you every time you try to articulate a detail. You feel frustrated because you cannot finish what you're trying to say.

Question 5

What is the role of active listening in communication?

1. A) Ensures the speaker feels heard and understood.
2. B) Helps avoid misunderstandings.
3. C) Makes the conversation flow smoothly.
4. D) All of the above.

Teacher note. This student often interrupts others. The discussion resulting in him saying why he interrupts (such as he worries he might forget what he wants to say)

Scenario 6: Facial Expressions

Imagine sending a friend a funny image, and they reply with an expressionless face while saying, "That's so funny." You feel confused about whether they actually found it funny or not.

Question 6

Why are facial expressions important in communication?

1. A) They provide emotional context to the spoken message.
2. B) They help the listener understand the mood of the speaker.
3. C) They make the message less clear.
4. D) Both A and B.

Teacher note: Discussion was more focused on that the student thinks he doesn't have friends.

Scenario 7: Personal Space

Imagine someone stands very close to you while talking. You feel uncomfortable because they're invading your personal space.

Question 7

How does respecting personal space contribute to effective communication?

1. A) It helps maintain comfort in the interaction.
2. B) It shows respect for boundaries.
3. C) It decreases the chance of conflict.
4. D) All of the above.

Teacher note. Very little awareness of personal space.

Scenario 8: Volume of Voice

Imagine asking for help in a library, and someone answers loudly, catching everyone's attention. You feel embarrassed and hesitant to continue speaking.

Question 8

What does the volume of voice communicate in different scenarios?

1. A) It can influence whether the message is appropriate for the environment.
 2. B) It can change how the listener feels during the interaction.
 3. C) It has no impact on communication.
 4. D) Both A and B.
-

Scenario 9: Gestures

You are watching a presentation, and the speaker points aggressively at the audience while explaining a concept. You feel nervous and distracted.

Question 9

How do gestures affect communication?

1. A) They add emphasis to the message.
2. B) They strengthen understanding when used correctly.
3. C) Aggressive gestures can convey unintended emotions.
4. D) All of the above.

Teacher note: Student still developing understanding of the impact of tone, volume of themselves and others.

Scenario 10: Cultural Differences in Communication

Imagine you are meeting a new classmate from a different cultural background. They bow slightly when greeting you, but you're used to shaking hands. You feel unsure about how to respond.

Question 10

Why is understanding cultural differences important for communication?

1. A) It avoids misunderstandings.
 2. B) It shows respect for other people's norms.
 3. C) It doesn't matter as long as the message is clear.
 4. D) Both A and B.
-