

Visiting a Farm

Activity 2

View the 'Visiting a Farm' VR tour at <https://lsv.com.au/vr/>

LEVELS 3 & 4



Curriculum

Health and Physical Education – Personal, Social and Community Health

Being healthy, safe and active

Levels 3 & 4

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([VCHPEP090](#))
- Identify and practise strategies to promote health, safety and wellbeing ([VCHPEP091](#))

Geography – Geographical Concepts and Skills

Data and information

Levels 3 & 4

- Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point ([VCGGC075](#))
- Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance ([VCGGC076](#))

Mathematics – Measurement and Geometry

Location and transformation

Level 3

- Create and interpret simple grid maps to show position and pathways ([VCMMG143](#))

Level 4

- Use simple scales, legends and directions to interpret information contained in basic maps ([VCMMG172](#))



Key Learning

During this activity, students will draw a map of a farm, revising their understanding of the important features of maps, and identify potential hazards as well as the safe play areas.



Resources

- Computer access for students
- Appendix A: *Farm map*



Engage

- Ask students if they have ever been to a farm.

Discuss:

- What type of farm was it?
- What did they do while they were there?
- Was there anything they needed to be aware of in order to stay safe.
- Explain to students that they will be designing a map of a farm. Brainstorm as a group any features that they might like to include. Encourage them to reflect on the farm from the expedition as well as their own experiences on farms.



Explore

- Give students a copy of Appendix A: *Farm map*. Point out the scale at the top. Ask students the approximate size of some of the features they came up with during the brainstorm. Discuss how many grid squares these features might take up on their map. Students now need to create a map of a farm. Encourage them to think about what type of farm it will be and what features it will have.



Explain

- Using one of the students' maps as an example, model describing the locations of some of the features using coordinates and compass directions. For example, '*The dam is located at C4*' or '*The house is located 500m north of the wheat silo*' etc



Elaborate

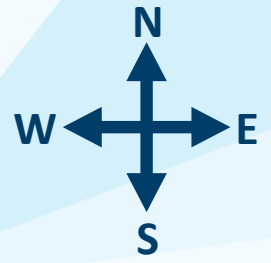
- Ask students to make a list of the locations of the hazards and the safe play spaces on their farm. Encourage them to use both grid coordinates and compass direction/distance relative to a central point, eg. the house.



Evaluate

- Ask students to pair up and check each other's work.

Appendix A
Farm map



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