

Visiting a Farm

Activity 2

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

LEVELS 5 & 6



Curriculum

Health and Physical Education – Personal, Social and Community Health

Being healthy, safe and active
Levels 5 & 6

- Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

Writing

Creating texts
Level 5

- 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 ([VCELY329](#))
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([VCELY332](#))

Level 6

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([VCELY358](#))
- Use a range of software, including word processing programs, learning new functions as required to create texts ([VCELY361](#))



Key Learning

During this activity, students will revise some of the hazards that might be found on a farm and the relevant safety precautions. They will then create a picture storybook for younger students about how to keep safe on the farm.



Resources

- Computer access for pairs/small groups
- Appendix A: *Storyboard*



Engage

- Give students two minutes to list as many of the hazards on Bella and Will's farm as they can remember. Share these as a class. Now ask students to suggest safety precautions for each of these hazards.



Explore

- In pairs or small groups, students need to choose one of these hazards and brainstorm ideas for a picture storybook for younger students that teaches about how to keep safe on the farm. Give pairs/groups a copy of Appendix A: *Storyboard* to begin planning their story. Give students time to share with another group and give feedback/suggestions.



Explain

- As a class, discuss:
- What makes a story engaging? (For example, interesting characters, creative use of language, rhyme, bold, colourful images etc.)
- How can we make sure that our story is appropriate for our audience? (For example, age appropriate language, a clear message that is easy to understand, characters they can relate to etc.)
- When publishing a story on the computer, what do we need to think about? (For example, leaving a margin for binding, using a clear/simple font, using an appropriate sized font, choosing colours that are easy to see etc.)



Elaborate

- Pairs/small groups can publish their stories using an appropriate publishing tool.



Evaluate

- Give students the opportunity to share their stories with a younger/buddy class. Pairs/small groups should get feedback from the younger students:
- Did you enjoy the story? What did you like about it?
- Did you learn anything new?
- If you visited a farm, how could you keep safe?
- Is there anything that would have made this story better?

Appendix A Storyboard

Use the template below to plan your story. Think carefully about your audience, as well as the message you are trying to convey, when choosing your images and drafting your text.

Page 1

Text:

Page 2

Text:

Page 3

Text:

Page 4

Text:

Page 5

Text:

Page 6

Text: