

TEACHER RESOURCE PACK

SCIENCE WEEK IN SCHOOLS 2021

STEM IS THE FUTURE FOR FOOD

What is
Sustainable Agriculture?

How Tech Innovation drives
Sustainable Food Production



Food Resilience and Security
in a COVID-impacted World

Laboratory Food and the
Unintended Consequences
of Food Tech

TIME FOR TECH



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LIVE-IN-SCHOOL PERFORMANCE

TEACHER STEP-BY STEP GUIDE

BEFORE THE PERFORMANCE:

TEACHER RESOURCE PACK: Please copy or email and distribute this pack to all relevant teachers PRIOR to the date of your incursion.

STUDENT NUMBERS: Please prepare IN ADVANCE the number of students attending so you can inform our Team Leader at the conclusion of the performance.

ON THE DAY OF THE PERFORMANCE:

SAFETY: Please ensure your school venue is clean and clear for the safety and wellbeing of both your students and the performers. To ensure we provide a COVIDsafe incursion to your school, our performers have been trained with appropriate procedures, and they are ready and able to attend to any school specific procedures you may require.

TABLE REQUEST: The performance will require one table of medium size. Please pre-set a table in the performance venue at least 40 minutes before the scheduled performance start time.

PERFORMER ARRIVAL TIME: Performers will arrive approximately 30 minutes before the scheduled performance start time. Please make sure the venue is clear to ensure we can setup and start on time.

START TIME: Please ensure students are lined up outside the performance venue 5 minutes before the commencement of the show to guarantee a prompt start. We are not able to work within your school bell times if the performance cannot start on time.

PERFORMANCE SPACE REQUIREMENTS: Access to power is required in the room so we can operate sound for the presentation.

The performers require an area of approx. 5m x 5m for the staging area. Students should be seated in front of this stage area and can be on seats or sitting on the floor as long as a good view of the performers.

PAYMENT: A tax invoice for the balance of payment will be forwarded to your school the day after the incursion. We have instructed our performers not to handle any money or financial issues. These should all be directed to our office. Please refer to your Booking Confirmation for details on pricing terms and conditions. If you require a copy, call our office on 1300 652 470.

Please note: a small or medium sized room such as a multipurpose room or small hall is more effective acoustically and atmospherically than a large space such as a gym. Please make the performance area available at least 30 minutes prior to the commencement of the show so that the performers can prepare the space to start on time.

TEACHER PRESENCE: We request teacher presence and support for the performers at all times during the performance.

AFTER THE PERFORMANCE:

STUDENT NUMBERS: Please provide the total number of students that have attended the performance to our Team Leader before they depart your school.

EVALUATION: Go to **performteachers.com** and click on the name of this program to evaluate and be in the draw to **WIN \$200!**

CLASSROOM ACTIVITIES: Share with teachers any of the classroom activities in this pack and use in your own follow up lessons.

STUDENT DIGITAL ACTIVITIES: Direct students onto our website **RESOURCES** page where they can access the digital games, videos, and downloadable student activities.

RESERVE A DATE FOR NEXT YEAR: Contact us and reserve a date NOW for National Science Week 2022 to lock in the **early bird special!**

MANY THANKS FOR YOUR ASSISTANCE AND SUPPORT!

LIVESTREAM PERFORMANCE TEACHER STEP-BY STEP GUIDE

BEFORE THE LIVESTREAM:

TEACHER RESOURCE PACK: Please copy or email and distribute this pack to all relevant teachers PRIOR to the date of your incursion.

STUDENT NUMBERS: Please prepare IN ADVANCE the number of students attending so you can inform our Team Leader at the conclusion of the performance.

LIVESTREAM LINK: We will send you an email with instructions and your private school login password to access your Livestream Event, share with all staff and students/parents who may be remote learning at home.

ON THE DAY OF THE LIVESTREAM:

LIVESTREAM ACCESS: Your school contact teacher will have been emailed in advance your private school login password to access your Livestream Event. This will include all instructions how to access the Livestream. Make sure to share with all staff and students/parents who may be remote learning at home.

START TIME: Ten minutes before your scheduled start time, go to www.performlivestream.com and enter your private school password which will take you directly to your Livestream performance.

AFTER THE LIVESTREAM:

EVALUATION: Go to **performteachers.com** and click on the name of this program to evaluate and be in the draw to **WIN \$200!**

CLASSROOM ACTIVITIES: Share with teachers any of the classroom activities in this pack and use in your own follow up lessons.

STUDENT DIGITAL ACTIVITIES: Direct students onto our website **RESOURCES** page where they can access the digital games, videos, music and downloadable student activities.

LIVESTREAM RECORDING: You will receive a recording of your school's Livestream performance - so share with staff and students to watch again year-round.

RESERVE A DATE FOR NEXT YEAR: Contact us and reserve a date NOW for National Science Week 2022 to lock in the **early bird special!**

PAYMENT: A tax invoice for the balance of payment will be forwarded to your school the day after the incursion. Please refer to your Booking Confirmation for details on pricing terms and conditions. If you require a copy, call our office on 1300 652 470.

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ABOUT THE COMPANY

Perform! Education is a multi award-winning educational production company and part of the largest educational producers operating across New Zealand, Australia, and the USA.

The company specialises in touring curriculum aligned, educational musicals, theatre and sketch comedy into schools and has been operating for twenty years. Every year we tour to over 250,000 students and in all, the company and its writers have toured our specialty educational programs to **over three million students** across the world.

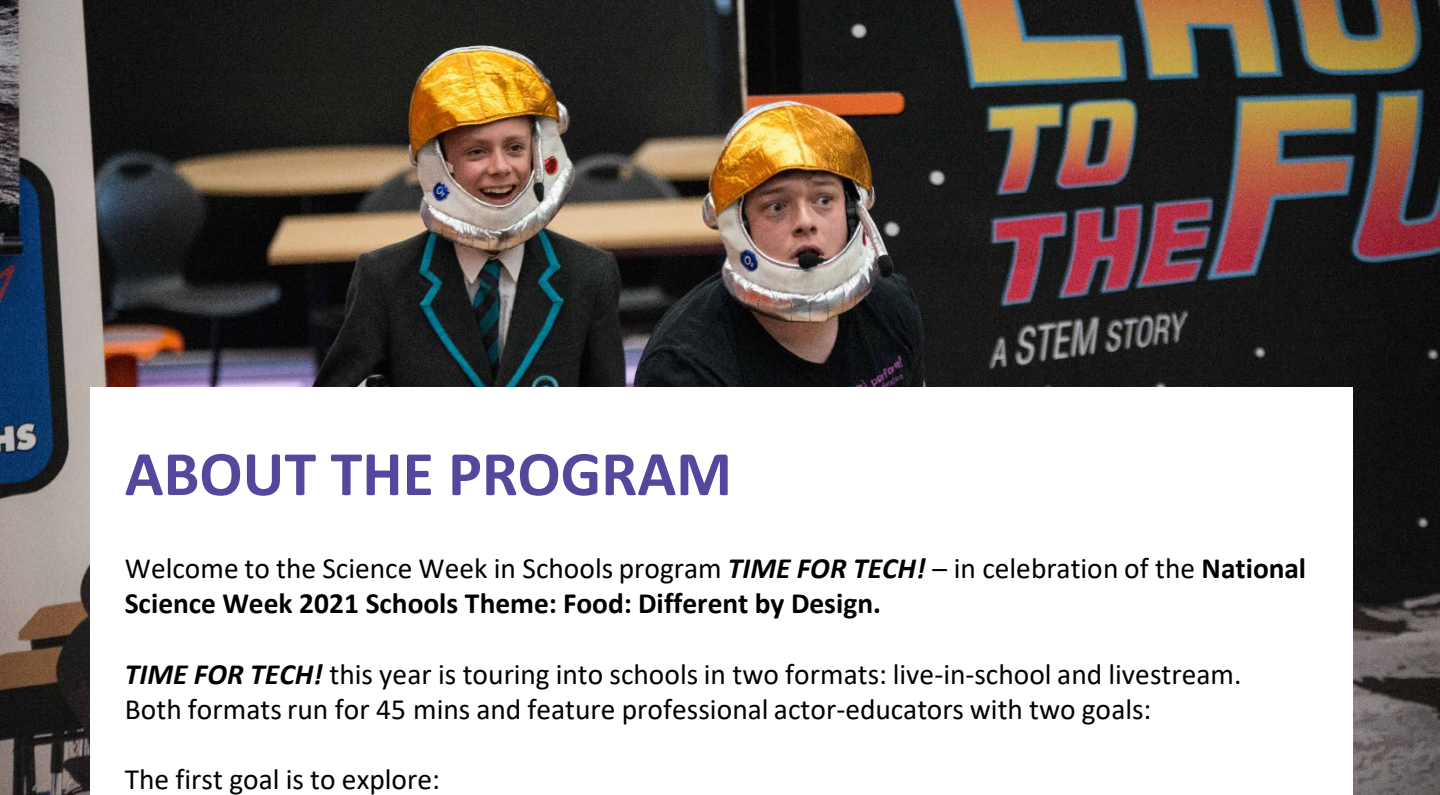
In Australia, we tour an annual **Science Week In Schools** educational sketch comedy program in conjunction with National Science Week, as well as a **Book Week In Schools** literacy program in partnership with The Children's Book Council of Australia. Our **Science/STEM** program inspires students with the limitless fun and possibilities offered by Science, Technology, Engineering & Maths – while promoting how science impacts our everyday lives and future careers.

The **Science Week in School** performances, whether live or livestream, are **highly interactive** and feature comedic sketches, appealing and identifiable characters, loads of **comedy**, fun scientific facts and student interaction that captivates and engages all audiences from ages 10 to 15 years old (as well as their teachers!).

Question/Discussion is included which reinforces the learning outcomes, and this specially designed **Teacher Resource Pack** along with the **Digital Teacher Toolkit and Student Resources** offer a comprehensive selection of classroom exercises for both before and after the performance.

To find out more about **Perform! Education** or to contact the company, please log onto our website at www.performeducation.com

If you or any of your students would like to find out more details about our company please visit our website: www.performeducation.com



ABOUT THE PROGRAM

Welcome to the Science Week in Schools program **TIME FOR TECH!** – in celebration of the **National Science Week 2021 Schools Theme: Food: Different by Design.**

TIME FOR TECH! this year is touring into schools in two formats: live-in-school and livestream. Both formats run for 45 mins and feature professional actor-educators with two goals:

The first goal is to explore:

- **What is sustainable agriculture?**
- **How tech innovation drives sustainable food production**
- **Laboratory food and the unintended consequences of food tech**
- **Food resilience and security in a COVID impacted world**

The second goal is to make your students laugh so hard that they forget they're learning!

LEARNING AREAS:

Science, Technologies (Design & Technologies), HASS (Geography), The Arts (Drama)

GENERAL CAPABILITIES:

Critical and Creative Thinking, Ethical Understanding, Personal & Social Capability, ICT Capability, Literacy

CROSS CURRICULUM PRIORITIES:

Sustainability

THEMES:

Sustainable Agriculture, Biosecurity, Food Technology and Innovation, Laboratory Developed Foods, Waste Management, Food Security.

LEARNING POINT BREAKDOWN:

- **What is sustainable agriculture:** preserves natural resources, protects biodiversity, conserves fresh water, saves soils. Technology is helping advance sustainable agriculture.
- **How tech innovation drives sustainable food production:** innovation, agrobots, Artificial Intelligence and Deep Learning to preserve fish populations, satellites, drones, genetic modification.
- **Laboratory food and the unintended consequences of food tech:** lab grown meat, genetic modification, turning food waste into animal feed, deforestation.
- **Food resilience and security in a COVID impacted world:** definitions of food resilience and security, ways in which COVID-19 impacts global food systems (food shortages, affordability, unemployment, panic buying), new global initiatives to improve food resilience and security, Australia's stable food supply, STEM careers in food science, considering your Foodprint.



SCENE BREAKDOWN

SKETCH 1 – WHAT IS SUSTAINABLE AGRICULTURE?

It's the first day on the job for an eager new pizza store worker. Basic training with her boss however equips her with more knowledge than she bargained for. Her boss might have questionable social skills, but you can't argue with his passion for sustainable agriculture. Who would have thought where those pizza toppings came from, let alone how they were grown? Turns out there's way more to making and eating a pizza now - and in the future - that she ever would have thought.

SKETCH 2 – HOW TECH INNOVATION DRIVES SUSTAINABLE FOOD PRODUCTION

It's the school science fair and the competition is running hot! Moe thinks his food robot is going wow the judges but Norma isn't so sure – there's something fishy about that robot. Moe has to convince Norma that his robot is the real deal and together they explore how technological innovation like robotics, artificial intelligence, satellites and drones is driving our sustainable food future.

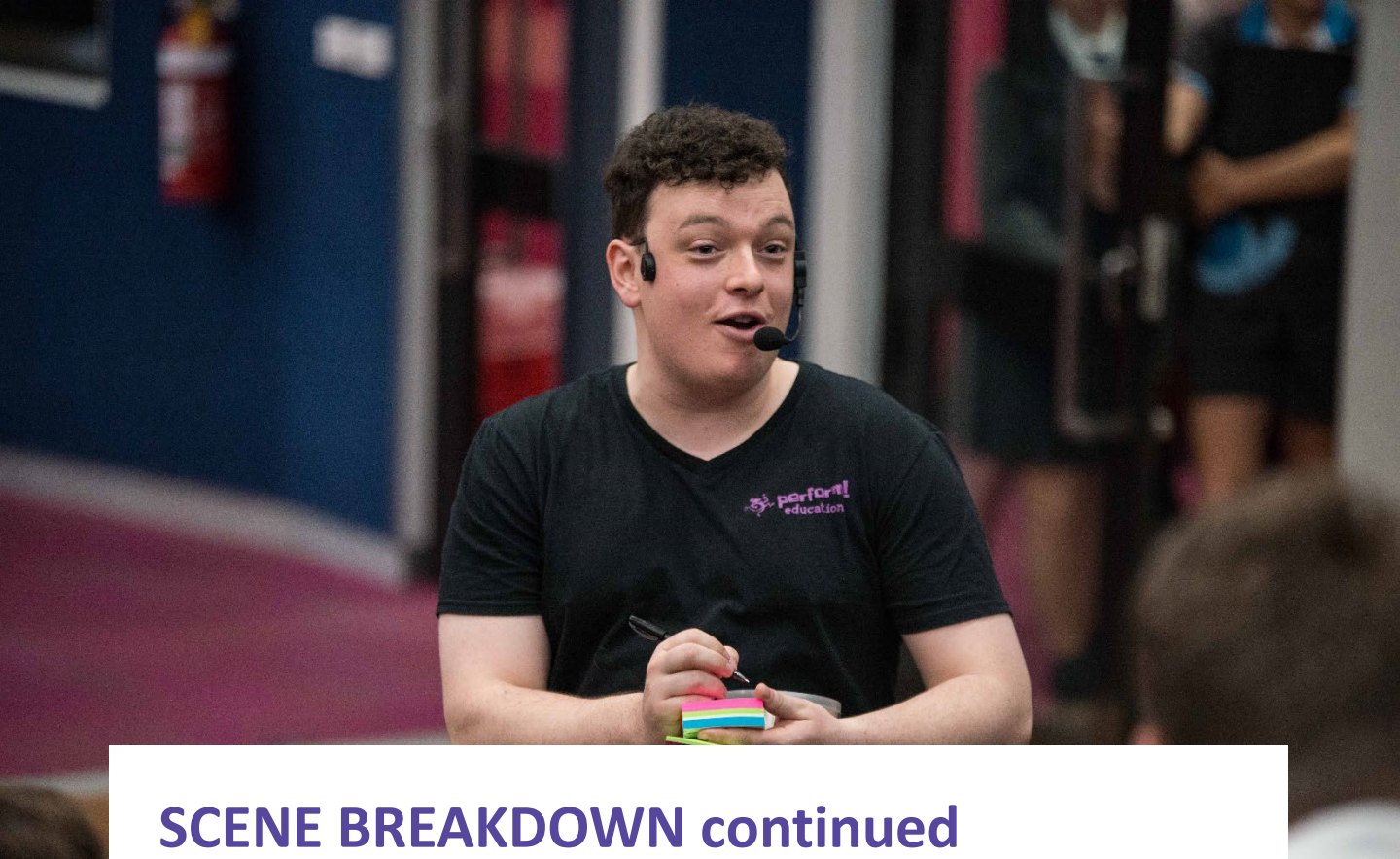
SKETCH 3 – LABORATORY FOOD AND THE UNINTENDED CONSEQUENCES OF FOOD TECH

Students compete in a quiz show highlighting ways in which new food technologies such as genetic modification and lab grown meat can give rise to unintended obstacles. For instance, lab grown meat could increase food supply for a growing world population whilst reducing dependence on natural resources (all without harming animals), however this would negatively impact the livelihoods of countless agricultural workers and their families and contribute to existing plastic pollution issues. Students are invited to Keep Asking Questions!

SKETCH 4 – FOOD RESILIENCE AND SECURITY IN A COVID IMPACTED WORLD

LIVE VERSION:

A window into the ways in which the COVID 19 pandemic has been a global wakeup call for food security and resilience. Student volunteers are invited to help the actors depict ways in which the pandemic has impacted food supply systems, such as market supply and panic buying. The focus then turns to new global strategies to ensure food security and resilience, as well as how students can play an essential part by choosing a STEM based career in food science.



SCENE BREAKDOWN continued

SKETCH 4 – FOOD RESILIENCE AND SECURITY IN A COVID IMPACTED WORLD

LIVESTREAM VERSION:

Our actors participate in an improvisation game where they must change the performance style of the scene as it goes along. The scene begins naturalistically in a supermarket storeroom, with 2 workers marvelling at the amount of pasta suddenly being sold during the pandemic. The actors are then ordered to continue the in Wild West style. This is followed by Film Noir, Horror movie satire, and TV news style - all the while exploring the ways in which the COVID 19 pandemic has been a global wakeup call for food security and resilience. Global strategies to ensure food security and resilience are also covered, as well as how students can play an essential part by choosing a STEM based career in food science.

QUESTION TIME

Here the actors will recap the major points in the performance and quiz the audience on some facts about gravity and light. It's also an opportunity, if time permits, for the students to ask questions of the actors and open up discussion to be taken back to the classroom. The post show question time, in conjunction with this Resource Pack, is designed to extend the theme by encouraging students to investigate further and make **STEM** something they see in everything they do.

POST INCURSION

DISCUSSION POINTS – CLASSROOM OR GROUPS



CLASSROOM ACTIVITIES Brought To You By COOL AUSTRALIA

In this pack we have provided you with some Classroom Activities from our friends at Cool Australia.

You can become a Teacher member of Cool Australia for FREE!

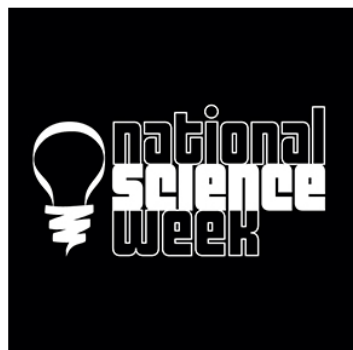
And access these resources at: <https://www.coolaustralia.org/event/national-science-week/>

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National Science Week

[◀ All Events](#)

August 14 - August 22



The school theme for National Science Week 2021 will be *Food: Different by Design*. It will honor the United Nations International Year of Fruits and Vegetables and the International Year of Creative Economy for Sustainable Development. Check out the resources below to help your class celebrate Science Week.

[+ Google Calendar](#) [+ iCal Export](#)

CLASSROOM ACTIVITY #1

WAR ON WASTE

Years: 5 & 6

Topic: Waste, Sustainability.

Time required: 60 mins.

Learning intentions:

- Students understand what food waste is and what the sources and causes of food waste are
- Students understand some of the social and environmental issues associated with food waste
- Students recognise actions we can all take to reduce food waste.



Quick summary:

In this lesson, students explore the concept of food waste and the associated environmental and social impacts. Students begin by participating in an activity to help them define food waste before exploring different sources and causes of food waste. They then work collaboratively to analyse and share facts about food waste before exploring how the organisation [Food Bank](#) is helping to address supermarket waste and food insecurity. Students then work in groups to research ideas and create a poster or flyer that describes how households and individuals can take action to reduce food waste.

Resources required:

- Device with internet and presenting capability
- [Food Waste Facts](#) – for paired work
- [Food Waste Images](#)
- Student Worksheet – one copy per student.

Method, Resources & Curriculum Links:

<https://www.coolaustralia.org/activity/war-on-waste-finding-out-about-food-waste-years-4-to-6/>

Keywords:

War On Waste, food waste, supermarkets, households, bananas, water usage, food production, food insecurity.

CLASSROOM ACTIVITY #2

INTRODUCING PERMACULTURE

Years: 7 to 10

Topic: Sustainability

Time required: 60 minutes

Learning Intentions:

- Students will know about the principles of permaculture.
- Students will understand how ethics relate to permaculture.
- Students will understand how permaculture differs from conventional forms of agriculture.



Quick Summary:

In this lesson, students will explore the ethics and principles of permaculture. They will begin by looking at how permaculture evolved to address some of the environmental and social challenges of conventional agriculture. Students then work to create a Venn diagram that incorporates the ethics and principles of permaculture, after which they will work in groups to investigate one principle in depth. They will then share their knowledge of this principle with the class. Although this lesson can be taught by itself, it also forms the first part in a [unit of 6 lessons](#) that can be delivered in sequence to take your students through a complete permaculture project design process.

Resources Required:

- Students' workbooks
- Equipment to show a short clip
- Student Worksheet – one copy per student

Method, Resources and Curriculum Links:

<https://www.coolaustralia.org/activity/creative-sustainability-introducing-permaculture-design-technology-years-7-to-10/>

Keywords:

Permaculture, gardening, food, fibre, agriculture, principles, ethics, Venn diagram

CLASSROOM ACTIVITY #3

LOVE FOOD? LOVE BEES! – FOOD SECURITY & SUSTAINABILITY

Years: 9 & 10

Topic: Biodiversity, Consumption.

Time required: 90 minutes

Learning Intentions:

- Students know the key features of food security in Australia.
- Students understand a range of challenges to improving food security with a focus on food production.

Quick Summary:

In this lesson, students will be introduced to food security in Australia and globally. A class discussion is used to identify key aspects of food security before students work in groups to critically analyse a range of clips about food production and food security. Groups then move between stations around the classroom contributing answers to a range of questions related to what they have seen. During student-led class discussions at each station the class completes mind maps to summarise their learning. Finally, students connect food security to the produce on their plates by create a supermarket cheat sheet that can be used by their families to make more informed food choices.

Resources Required:

- Six internet-enabled devices capable of playing online clips.
- Six large sheets of butchers paper or whiteboards and markers.
- A piece of string or masking tape at least five metres long.
- Three pieces of A4 paper.
- Student Worksheets – one copy per student.
- One copy of the [Food Security Stations Worksheets](https://www.coolaustralia.org/activity/love-food-love-bees-introduction-food-security-geography-years-9-10/) (cut along the dotted lines).

Method, Resources and Curriculum Links:

<https://www.coolaustralia.org/activity/love-food-love-bees-introduction-food-security-geography-years-9-10/>

Keywords:

Bees, food security, food insecurity, physical access to food, economic access to food, food desert, biodiversity, pollinators, sustainability, land degradation.



ONLINE ACTIVITIES

FURTHER CLASSROOM ACTIVITIES – THE NATIONAL SCIENCE WEEK TEACHING RESOURCE BOOK

Download the **National Science Week Teacher Resource** on our website at:

<https://www.performeducation.com/sw-aus-teacher-toolkit>

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GLOSSARY

- **Agrobot:** Robots or drones that help farmers with agricultural tasks.
- **Biodiversity:** Short for biological diversity. Refers to the variety of all living things in a given place.
- **CSIRO:** Commonwealth Scientific and Industrial Research Agency – the Australian government agency responsible for scientific research.
- **Deforestation:** The clearing of forests for human purposes like farming and housing.
- **Deep Learning:** An application of Artificial Intelligence where we give machines access to data and let them use that data to learn for themselves.
- **Foodprint:** The ways in which the food you eat impacts the environment, animals and communities.
- **Food resilience:** When food supply is constant over long periods of time, despite crises such as the COVID 19 pandemic.
- **Food security:** When all people in a food supply system have enough good food to eat, every day.
- **Genetic modification:** Technology that changes the genes of plants and animals for specific purposes.
- **Innovation:** Using something in a way no-one ever has before. Making a connection between two objects or ideas.
- **Lab grown meat:** Meat grown in a lab using cells from live animals.
- **Natural resources:** Things we take from nature to use, like water, plants, animals and minerals.
- **Overfishing:** When so many of one species of fish is caught that the species is unable to recover to normal quantities.
- **Soil erosion:** The washing or blowing away (by wind or water) of the top layer of soil.
- **Sustainable Agriculture:** Producing food in a way that ensures there is enough for people today and in the future.
- **Technology:** The tools, skills and methods used to make things or get things done, to make our lives easier.



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TORY

USEFUL WEBLINKS

- **National Science Week Schools**

<https://www.scienceweek.net.au/schools/>

- **National Science Week Resource Book of Ideas**

https://www.scienceweek.net.au/wp-content/uploads/2021/03/Food_different_by_design_teacher_book.pdf

- **Cool Australia Science Week**

<https://www.coolaustralia.org/event/national-science-week/>

- **UN International Year of Fruits & Vegetables**

<http://www.fao.org/fruits-vegetables-2021/en/>

- **International Year of Creative Economy for Sustainable Development**

<https://en.unesco.org/news/international-year-creative-economy-sustainable-development>

- **CSIRO Education and Outreach**

<https://www.csiro.au/en/education>

- **Foodbank**

<https://www.foodbank.org.au/food-waste-facts-in-australia/?state=wa>

- **Career Harvest**

<https://www.careerharvest.com.au/>

If you or any of your students would like to find out more details about our company please visit our website: www.PerformEducation.com



CURRICULUM CONTENT

AUSTRALIAN CURRICULUM CONNECTIONS	
LEARNING AREAS	Science, Technologies (Design & Technologies), HASS (Geography), The Arts (Drama)
GENERAL CAPABILITIES	Critical and Creative Thinking, Ethical Understanding, Personal & Social Capability, ICT Capability, Intercultural Understanding, Literacy
CROSS CURRICULUM PRIORITIES	Sustainability, Aboriginal and Torres Strait Islander Histories and Cultures
THEMES	Sustainable Agriculture, Biosecurity, Food Technology and Innovation, Laboratory Developed Foods, Waste Management, Food Security



CURRICULUM CONTENT

SCIENCE

SCIENCE UNDERSTANDING

Sub-strand: Biological Sciences

Year Level	Curriculum Content Descriptions
Year 5	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)
Year 6	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)
Year 7	Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)
Year 9	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)

SCIENCE AS HUMAN ENDEAVOUR

Sub-strand: Use and Influence of Science

Year Level	Curriculum Content Descriptions
Year 5	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)
Year 6	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)
Year 7	Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)
Year 8	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)
Year 9	<p>People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160)</p> <p>Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)</p>

CURRICULUM CONTENT

SCIENCE

Sub-strand: Nature and Development of Science

Year Level	Curriculum Content Descriptions
Year 7	Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)

TECHNOLOGIES (DESIGN & TECHNOLOGIES)

Knowledge and Understanding

Sub-strand: Technologies and Society

Year Level	Curriculum Content Descriptions
Years 5 & 6	Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)
Years 7 & 8	Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)
Year 9	<p>Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)</p> <p>Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)</p>

Knowledge and Understanding

Sub-strand: Technologies and Society

Year Level	Curriculum Content Descriptions
Years 5 & 6	Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021)
Years 7 & 8	Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)
Year 9	Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)

CURRICULUM CONTENT

HASS - GEOGRAPHY

Sub-strand: Knowledge and Understanding

Year Level	Curriculum Content Descriptions
Year 5	<p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</p>
Year 6	<p>Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)</p> <p>The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)</p>
Year 7	<p>Unit 1 – Water in the world</p> <p>Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)</p> <p>The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)</p> <p>Economic, cultural, spiritual, and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186)</p> <p>Unit 2 – Place and liveability</p> <p>The influence of environmental quality on the liveability of places (ACHGK045)</p>





CURRICULUM CONTENT

HASS - GEOGRAPHY

Sub-strand: Knowledge and Understanding

Year Level	Curriculum Content Descriptions
Year 8	<p>Unit 1 – Landforms and landscapes Human causes and effects of landscape degradation (ACHGK051)</p> <p>Ways of protecting significant landscapes (ACHGK052)</p> <p>Unit 2 – Changing nations Management and planning of Australia’s urban future (ACHGK059)</p>
Year 9	<p>Unit 1 – Biomes and food security Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061)</p> <p>Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)</p> <p>Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)</p> <p>The capacity of the world’s environments to sustainably feed the projected future global population (ACHGK064)</p> <p>Unit 2 – Geographies of interconnections The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)</p>

CURRICULUM CONTENT

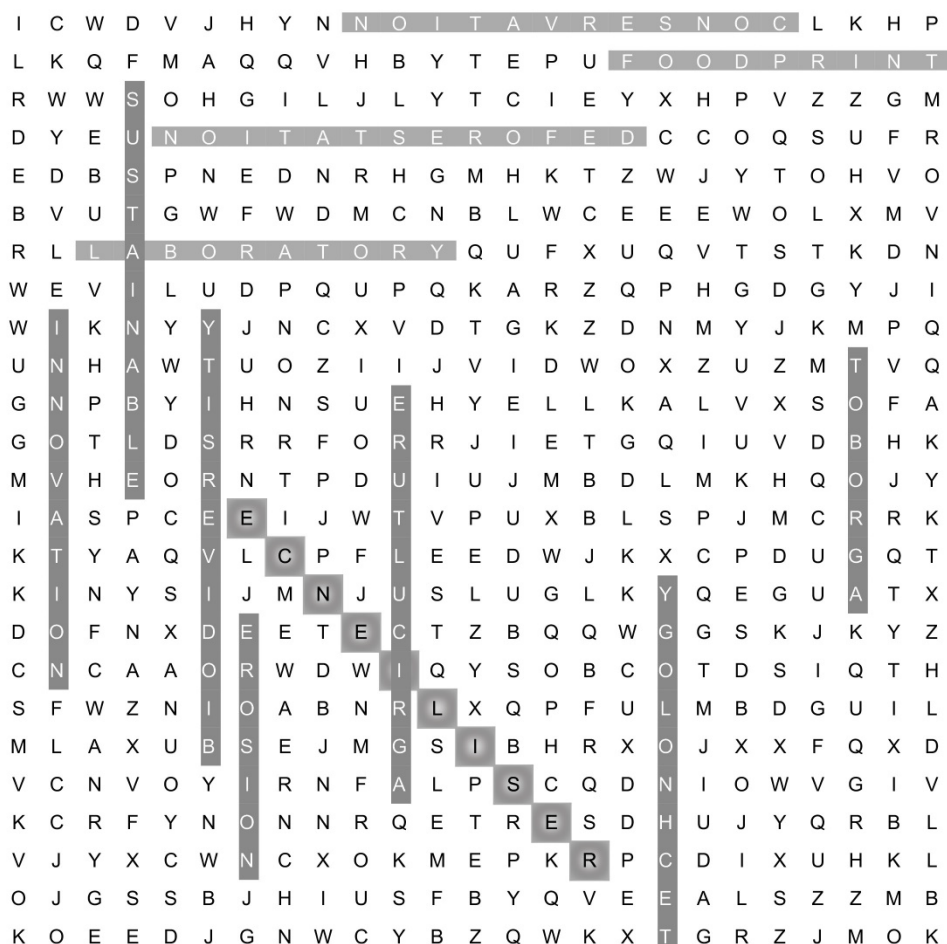
THE ARTS – DRAMA

Year Level	Curriculum Content Descriptions
Years 5 & 6	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)
Years 7 & 8	<p>Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)</p> <p>Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)</p>
Year 9	<p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</p> <p>Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</p>



PUZZLE SOLUTIONS

Word Find Solution:



Crossword Solution:

Vertical

1. WANDA is an example of _____ being used to help fisheries avoid overfishing. **(Artificial Technology)**
2. Lab grown meat is meat grown in a lab using _____ from live animals. **(cells)**
3. _____ is the idea that humans must interact with the environment in a way that ensures there'll be enough resources **(Sustainability)**
7. _____ helps us make agriculture more efficient and sustainable. **(Technology)**

Horizontal

3. The acronym for Science, Technology, Engineering and Maths is _____. **(STEM)**
4. Food _____ is when all people in a food supply system have enough good food to eat, every day. **(Security)**
5. In Australia, our national science research agency is called the _____. **(CSIRO)**
6. _____ are robots used by farmers to help with agricultural tasks. **(AgroBots)**
8. Technology that changes the genes of plants and animals for specific purposes is called _____. **(Genetic Modification)**
9. Food _____ is when food supply is constant over long periods of time, despite crises such as the COVID 19 pandemic. **(Resilience)**
10. We need to minimise soil _____ by being careful how we plough or till it. **(erosion)**