



Stage 5 Agriculture Technology

Deniliquin High School

Preamble – some pre-thinking

In order to optimise its relevance to Stage 5 students Agriculture Technology needs to be taught on an enterprise basis. It is important that in teaching it, however, that students are exposed to such things as agricultural and environmental science, management, plant and animal anatomy and physiology, soil science, digestion or plant breeding so that they recognize the interactive nature of farming. With this in mind, I asked the following questions before beginning the programmes:

1. What do I want to teach that isn't an enterprise as such? What could be included in the unit?
Examples include:
 - Animal production: characteristics of intensive versus extensive, reproduction or nutrition.
 - Plant production: erosion, irrigation or reading keys
2. What are the important features of this enterprise? For example,
 - inputs, outputs, management practices
 - limitations to production
 - where the enterprise can be found and why
 - markets and marketing
 - quality assurance.
3. What practical skills are associated with this enterprise?
4. What experiences should the students be exposed to?
5. What technologies are important to this enterprise?

I then set up a template so that I was able to put these key ideas and concepts on paper before beginning the actual programme. An example is shown overleaf.

From this start, I then set about putting it into a logical order on my programme template and then worked out ways of presenting the concepts. These were of course supported by the practical skills and experiences I saw as important.

