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Agribusiness in Schools Paddock to Plate Card Game

NEW ZEALAND CURRICULUM CONTENT

This resource links to the NZC learning areas of social studies, technology, and science. The context provides opportunities to explore the values of the curriculum, especially community and participation, and innovation, inquiry, and curiosity, the principles of future focus, and to develop and observe students' key competencies when participating and contributing, relating to others, and using language, symbols, and texts.

Level 4 Curriculum Objectives.

Science - Nature of Science.

Understanding about science

Students will appreciate that science is a way of explaining the world and that science knowledge changes over time.

Investigating in science

Students will build on prior experiences, working together to share and examine their own and others' knowledge. Students will ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.

Understanding about science

Students will appreciate that science is a way of explaining the world and that science knowledge changes over time.

Communicating in science.

Students will begin to use a range of scientific symbols, conventions, and vocabulary.

Participating and contributing

Students will use their growing science knowledge when considering issues of concern to them.

Social studies

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. Understand how exploration and innovation create opportunities and challenges for people, places, and environments.





Technology

Characteristics of Technology: Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

The New Zealand Curriculum identifies five key competencies as capabilities required for living and lifelong learning. All are practised throughout this resource:

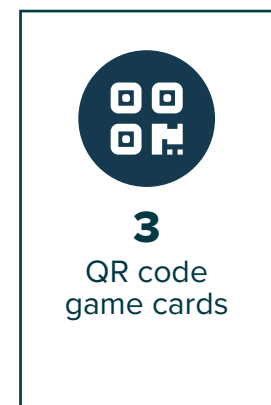
- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing

GAME OBJECTIVES

By participating in a series of engaging, hands-on card games, students will learn to sequence the process of converting 'on-farm' food into a product, suitable for retail sale. Additionally, they will gain an understanding of the careers involved in the supply chain of red meat from paddock to plate.

PACK CONTENTS

Total: 22 Agribusiness in Schools paddock to plate game cards





Resources and equipment

GAME 1 – The paddock to plate flowchart

1. 2–3 players.
2. Butcher's paper and markers.
3. Computer/digital device access.
4. [Australian Beef Paddock to Plate Story | 360° video \(6.22\)](#).
5. [Australian Lamb Paddock to Plate Story | 360° video \(7.10\)](#).
6. Agribusiness in Schools paddock-to-plate game cards should be removed from the pack.
7. Extension: Computer/digital device access.

GAME 2 – Time challenge

1. 2–3 players.
2. Completion of Game 1 - The paddock to plate flowchart.
3. Agribusiness in Schools paddock to plate game cards (sustainability and QR code game cards should be removed from the pack).
4. Timer.

GAME 3 – Classroom shuffle

1. 19 players (additional class members as facilitators).
2. Completion of Game 1 - The paddock to plate flowchart.
3. Agribusiness in Schools paddock to plate game cards (sustainability and QR code game cards should be removed from the pack).



GAME 1 instructions

The paddock to plate flowchart

REQUIRED

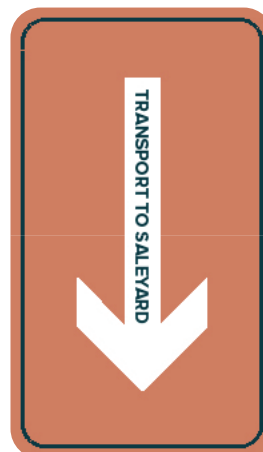
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4. [Australian Beef Paddock to Plate Story | 360° video \(6.22\)](#).
5. [Australian Lamb Paddock to Plate Story | 360° video \(7.10\)](#).
6. Agribusiness in Schools paddock-to-plate game cards (sustainability cards should be removed from the pack).
7. Extension: Computer/digital device access.

OBJECTIVE

To create a flowchart of the paddock to plate supply chain in the correct order.

GAME PLAY

1. Players watch one, or both Paddock to Plate Story 360° video clips. *(These clips can be accessed using the QR codes from the card pack or the links in Resources and Equipment)*.
2. During the clip, players draw a flowchart on butcher's paper, showing the journey of red meat from the farm (paddock) to the plate (consumer).
3. Players include the name of the step in the supply chain and use arrows between each step to show the path of the product.
4. Players should also record the name of any careers they observe throughout the footage in the correct position on their flowchart.
5. Players place all the Agribusiness in Schools paddock to plate game cards *(sustainability and QR code game cards should be removed from the pack)* face up and sort them into three piles,





GAME 1 instructions *continued*

GAME PLAY

6. Players collaborate and organise the cards into a supply chain by placing the step game cards into their sequential order and arranging the arrow game cards in between each step to create a flowchart.
7. Players then place the career game cards adjacent to the step they are associated with to finalise their flowcharts.
8. Players check answers with their teacher.

EXTENSION

Using a computer/digital device, access the template [Agribusiness in Schools paddock to plate sustainability sample game card](#).

Alternatively, templates can be printed and hard copies provided to students. Players research a sustainable practice that is used in any part of the paddock to plate supply chain and design their own sustainability card by filling in the provided areas of the template. Players can use the Maintaining ground cover game card as a model for their design. They should include: the sustainability focus; a description of the focus; a picture of the sustainable practice; and a consideration/ point about why the sustainable practice is advantageous. The cards should be then printed and placed in the correct location on their teams flowchart.

Agribusiness in Schools
DELIVERING AGRIBUSINESS TO NZ SECONDARY SCHOOLS

mla
MEAT & LIVESTOCK AUSTRALIA

Adapted and printed by
Agribusiness in Schools
New Zealand. Developed
by Australian Good Meat
Education resources

6-7 | CARD GAME

Agribusiness in Schools Paddock to Plate Card Game - sustainability sample game card template
PLEASE NOTE: This activity requires single-sided printing

<p>Name of sustainability focus:</p> <p>Description:</p> <p>Picture or drawing:</p> <p>Why the sustainability focus is needed:</p>	<p>Name of sustainability focus:</p> <p>Description:</p> <p>Picture or drawing:</p> <p>Why the sustainability focus is needed:</p>	<p>Name of sustainability focus:</p> <p>Description:</p> <p>Picture or drawing:</p> <p>Why the sustainability focus is needed:</p>
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GAME 2 instructions

Time challenge

REQUIRED

1. 2 - 3 players.
2. Completion of Game 1 - The paddock to plate flowchart.
3. Agribusiness in Schools paddock to plate game cards (*sustainability and QR code game cards should be removed from the pack*).
4. Timer.

OBJECTIVE

To create a flowchart of the paddock to plate supply chain in the correct order - in the fastest time.

GAME PLAY

1. Players complete Game 1 - The paddock to plate flowchart to practise ordering the supply chain of red meat.
2. Teams place the cards into a single deck and shuffle them (*sustainability and QR code game cards should be removed from the pack*).
3. Teachers set a timer and start the game.
4. Teams race to recreate the flowchart, arranging all of the cards into the correct order in the fastest possible time.
5. The winner is the team that completes the task correctly in the shortest time.



GAME 3 instructions

Classroom shuffle

REQUIRED

1. 19 Players and facilitators (additional class members).
2. Completion of Game 1 - The paddock to plate flowchart.
3. Agribusiness in Schools paddock to plate game cards (*sustainability and QR code game cards should be removed from the pack*).

OBJECTIVE

To challenge players to create a 'human/card' paddock to plate supply chain for red meat production.

GAME PLAY

1. Players complete Game 1 - The paddock to plate flowchart, practising ordering the supply chain sequence.
2. Teachers hand out either a step, arrow or career card to different players, until all 19 cards have been distributed. Additional players in the class assume the role of facilitators and assist in organising players holding game cards into the correct positions.
3. Players should collaborate and organise themselves into the supply chain for red meat, starting with the player holding the 'farm' game card at the start of the line and ending with the player holding the 'consumer' game card at the end of the chain. Players with arrow game cards position themselves in between players holding step game cards. Players with career game cards should move to stand adjacent to the step in the supply chain that they are associated with.
4. Players read their cards to the class in order from farm (paddock) to consumer (plate) to confirm if their supply chain is correct.