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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.

Communicating in science.

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

Social studies

Understand how cultural interactions impacts on cultures and societies.

Understand how economic decisions impact on people, communities, and nations. Understand how people's management of resources impacts on environmental and social sustainability.

Understand how people seek and have sought economic growth through business, enterprise, and innovation.

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: 38 Agribusiness in Schools paddock to plate game cards

 11 step game cards	 11 arrow game cards	 13 career game cards	 2 technology game cards	 3 QR code game cards
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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 (technology 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 (technology and QR code game cards should be removed from the pack).
4. Timer.

GAME 3 – Classroom shuffle

1. 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 (technology and QR code game cards should be removed from the pack).



GAME 1 instructions

The paddock to plate flowchart

REQUIRED

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 (technology 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 *(technology and QR code game cards should be removed from the pack)* face up and sort them into three piles,





GAME 1 instructions *continued*

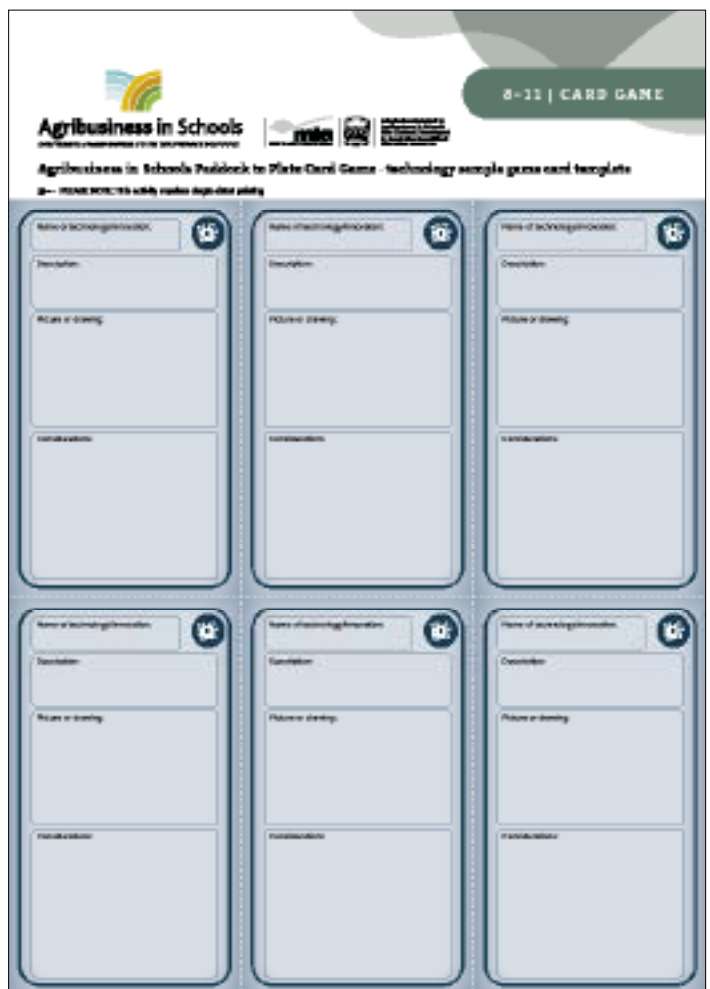
GAME PLAY

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 technology sample game card](#).

Alternatively, templates can be printed and hard copies provided to students. Players research a technology that is used in any part of the paddock to plate supply chain and design their own technology card by filling in the provided areas of the template. Players can use the National Animal Identification and Tracing (NAIT) game card as a model for their design. They should include: the name of the technology or innovation; a description of the technology; a picture of the technology; and a consideration/point about why the technology is advantageous. The cards should be then printed and placed in the correct location on their teams flowchart.





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 (*technology 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 (*technology 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. 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 (*technology 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 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.