

the **ARCHIBULL** PRIZE



THE PROGRAM

“ Farmers and the community working together for a sustainable future. ”

**To yield a nourishing masterpiece,
we must first experience all the
glorious colours and textures on
the farming palette.**

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Wheat production
for NSW
Agriculture
Supports jobs for
Weed and pest
Management

INTRODUCTION

Welcome to The Archibull Prize 2022 – a no bull art and design challenge!

Thank you for investing in you and your students.

The Theme

The theme for 2022 is **Connect, Collaborate** and **Communicate**.

The theme reflects the research by Corteva Agriscience in the “[The Future of Food and Farming](#)”. It shows young producers and young consumers share many common concerns and hopes for the food system they are inheriting. They have a strong desire to be involved in securing its future. Your Archie project will bring these two important groups of people together to **Connect, Collaborate** and **Communicate** their big ideas for a bright future.

Background

We are living in interesting times. Young Australians have experienced drought, flood, fire and a pandemic.

Young people will be the ones most affected by an uncertain and changing future. They are also in the prime position to define and champion that future.

Whilst young people have the most to gain and the most to lose, their voices are not prominent. The Archibull Prize seeks to enable and empower students to work together to identify and solve problems and take actions that will help them build a better world.

The Archibull Prize’s 21st century learning design empowers teachers to help students master traditional learning such as reading, writing and arithmetic alongside the capability skills, such as creativity, critical thinking, communication, and collaboration, most valued by employers.

What is it

The Archibull Prize sees students research a [United Nations Sustainable Development Goal \(Global Goal\)](#), through the lens of agriculture, that is important to them and their community

Students will:

1. Design, deliver and report on a Global Goal Community Action Project.
2. Express their Global Goal Community Action Project findings through:
 - a. Art on their life size fibre glass cow
 - b. A Global Goal Community Action Project Report
 - c. A Digital Learning Journal that follows the exploration of the Global Goal and Artwork design

“This is a great initiative to encourage students to learn and build confidence around farming and natural resources, how the food they eat can be impacted by challenges like climate variability and biosecurity threats and to find out more about future career opportunities.”

Professor Niall Blair,
former NSW Minister for Primary Industries, Lands and Water.

Now in its 14th year the Archies, as they are affectionately known, have reached over 300,000 students and chalked up some impressive successes.

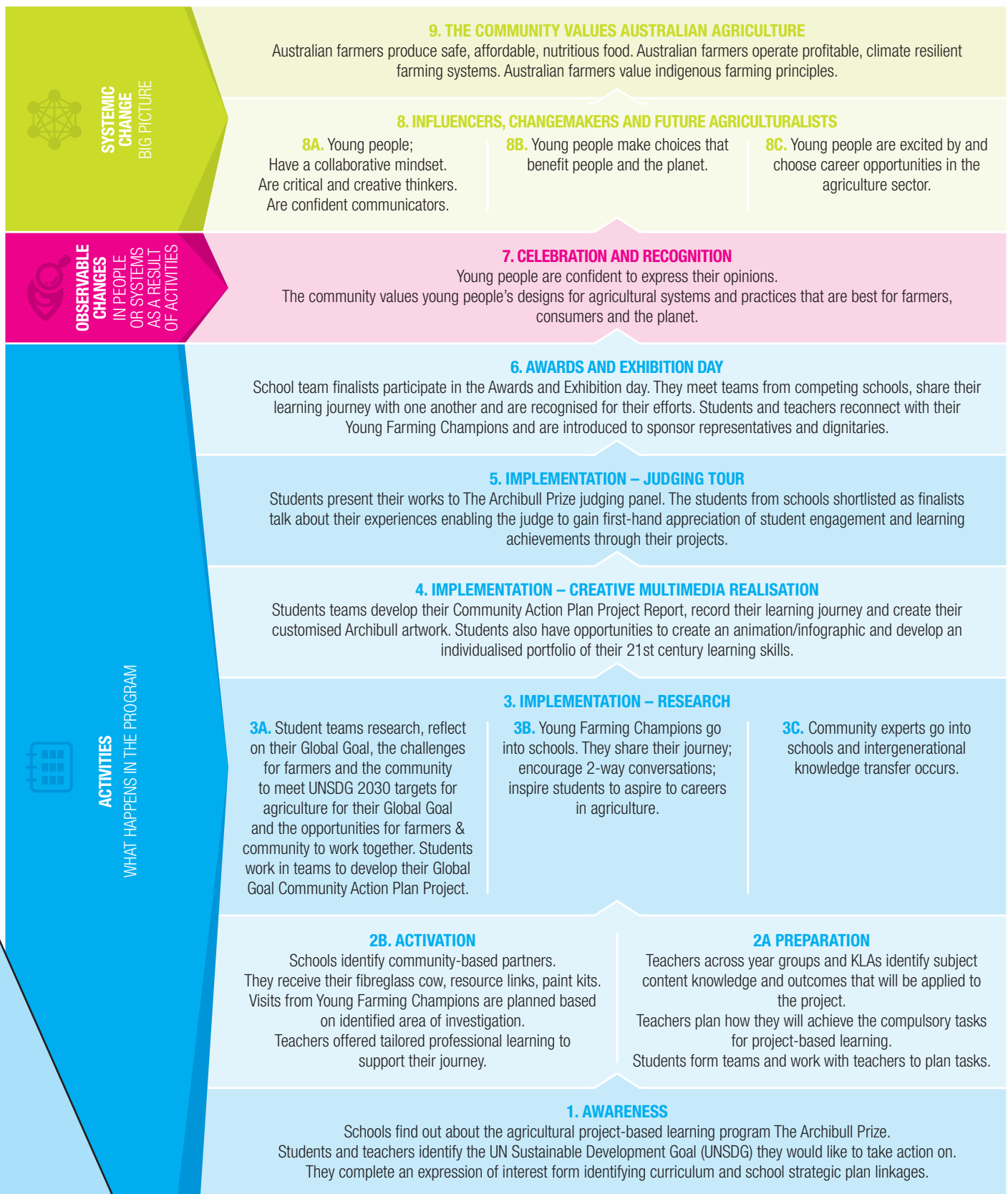
Winners from previous years have been showcased in locations across the country including Flemington and Randwick Racecourses and the NSW Minister for Primary Industries’ offices in Martin Place in Sydney.

The Archibull Prize matches Young Farming Champions (YFC), enthusiastic young people working in the agriculture sector to each school. The YFC supports the students and opens their eyes to the diversity of careers available within the agricultural industry. The YFC, with the support of community champions and experts, assist the students to follow the journey to feed, clothe and power an ever-increasing population, and to understand the challenges facing farmers and the communities they support.

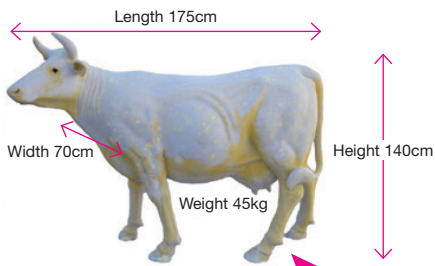
The 2022 competition theme ‘**Connect, Collaborate** and **Communicate**’ encourages students and teachers to have courageous conversations about the greatest challenges to Australian agriculture and their communities.

The program design also invites the students to be part of the solution by sharing their ideas on how to tackle these challenges as individuals, as a community and as the mums and dads of the next generation.

HIERARCHY OF INTENDED OUTCOMES



MEET ARCHIE



STUDENTS RECEIVE A LIFE-SIZE FIBREGLASS COW

HOW DOES THE PROJECT WORK?

The Archibull Prize will engage secondary school students in agricultural and environmental awareness through art, design, creativity, teamwork and project development by:

- Inviting each school to investigate a [Global Goal](#) important to them and their community.
- Designing and delivering a Global Goal Community Action Project and report on their findings
- Providing a blank Archie for students to create an artwork on or to use as the subject of an artwork which focuses on the theme - '**Connect, Collaborate and Communicate**' and is reflective of their Global Goal Community Action Project findings.
- Giving each school a Young Farming Champion mentor.
- Supplying an Archibull Prize e-resource kit with curricula connections.
- Providing web links, access to experts and research institutions.
- Supplying Matisse paints.



REWARD FOR EFFORT

This year The Archibull Prize will have a cash pool of **\$3000**.

The two schools with the highest points total will be awarded the Grand Champion and Reserve Grand Champion Archibull. The winner of the Grand Champion Archibull will receive a cash prize of \$1000 and the Reserve Champion will receive a cash prize of \$500.

A presentation and awards day will be held in November 2022 (TBC) at the conclusion of The Archibull Prize.

YOUR ARCHIE IS COMING

The Archibull Prize is a highly motivational project, which caters for many learning styles and differences in student entry levels, encouraging the development of big ideas through co-operation and teamwork.

It is time to dust off the art box, put on your creative hat and turn the drab into fab. Go deep into the back paddock and find those big ideas because it doesn't matter how old you are or how much you think you know, your Archie is going to take you on a journey of discovery.

'Archie' has broken out of the farm and has decided to roam free in your local community.

And that is exactly where you need to go. Immerse yourself deep into your local community to discover a Global Goal that is important to you and your community to focus your Global Goal Community Action Project on.

Ask Archie some tough questions like:

How does your chosen Global Goal impact on your local area?

How does it impact on the world?

How does your Global Goal look after your local community/world?

What is the one thing that sticks in your head about your Global Goal?

What challenges are present in your area that is impacting on your Global Goal?

Crystallise those ideas, challenge your pre-conceptions and be original!

Archie wants to tell the story about your Global Goal and he needs your help. You are the designer, the creator, the artist and the presenter, and Archie is the messenger.

When your Archie is ready, he's going to stand tall to tell the world about your Global Goal, your community and your ingenuity. Get thinking, get researching and get creative.

The Challenge... Create an artwork and a Case Study action project that incorporates your chosen Global Goal and why it is important to you, your family and the community.

Your artwork will be part of an exhibition so that your insights are passed on to the community.

HOW IT WORKS

The Challenge Snapshot

Your challenge is broken up into 2 Modules.

Please note in order to successfully meet the design brief Module 1 and 2 must be submitted.

Module 1

This model has TWO elements and is a major part of the journey, documenting collaborative learnings through a:

1. **A Global Goal Community Action Project Report outlining the findings of your project.**

The format is a 10 page or less report of your community project outcomes including:

1. Project big idea
2. What happened.
3. How you defined success
4. What was excellent, unfortunate, or surprising.
5. Pictures that showcase the project

2. **Digital learning Journal** such as a web blog or a video which documents the journey of your Artwork and your Global Goal Community Action Project learnings. Your digital learning journey may include photos, text, video, and other multimedia. Creativity and variety are encouraged. Some great examples from our 2020 Kreative Koalas Primary Schools can be found here:

- [St Brigid's Catholic Primary School](#)
- [Annangrove Public School](#)

Note: There will also be a \$250 prize for the school who creates the best video animation Call to Action.

See the winning animation from the 2020 Kreative Koalas program [here](#)

See the winning animation from 2019 Kreative Koalas program [here](#)

Module 2

The module has TWO elements.

1. Use the blank fibreglass Archie to create an artwork that reflects on your big ideas for a bright future through your Global Goal Community Action Project.
2. Create an Artwork Analysis. A template will be provided for you to create your artwork analysis.

COW-SPIRATION AND FOOD FOR THOUGHT...

We believe the key to identifying practical solutions for sustainable communities, responsible production and consumption now and in the future, is collaborative partnerships between the community and farmers, and an understanding of the economic, ecological and social importance of farming to the health and well-being of all Australians.

Background

In Australia, farmers make up less than 1% of the population, yet they provide 93% of food consumed here. This is even though Australia is the driest inhabited continent with 35% of the country receiving so little rain it is classified as desert.

Our landscapes are fragile, and our natural resources are fixed, so we must learn how to harness them without depleting or degrading them. Now it is easy to turn a blind eye and to carry on with business as usual without taking note of the resources being consumed and the waste we are generating.

But farming on without taking stock of our resources, is like flying a plane without a fuel gauge. That's pretty risky business. And there is no denying bringing European farming practices to Australia has had a huge impact on our precious natural resources.

Excitingly, our farmers are rising to the challenge and are successfully addressing the call for innovation and change. Australian agriculture has also led the nation in reducing greenhouse gas emissions – by a massive 40% in the last 40 years. Extensive research by Australian scientists has delivered drought resistant and water and fertiliser efficient crops.

It is exciting to see new technologies, new breeds of plants, new management practices revolutionizing the way Australian farmers produce food and fibre. And this is happening out in our paddocks today! In the future, sensors, automation, engineering and genetics are only going to be more impressive.

This world is calling out for us to have a collective mindset. The challenge is how do we foster this. The spirit of problem solving runs deep within agriculture. Give a farmer a pair of pliers and some wire, and they can fix almost anything! But we cannot tackle the challenges of the 21st century and beyond, with 20th century thinking and technology.

There is a reason that the Picture You in Agriculture team works with young people – young farmers and young people in our schools. After all young people, may only be 20% of the population but they are 100 % of the future, and with young people, farmers and the community working together just imagine how much progress our lifetime could contain.

Visit The Archibull Prize website for more information www.archibullprize.com.au

“The future is not some place we are going to, but one we are creating. The paths are not to be found but made. The activity of making them changes both the maker and the destination.”

John Schaar



GETTING STARTED

Using insights from teachers who have participated in the program in the past we have created a series of Case Studies and YouTube videos to provide you with some tips and tricks for enjoyable outcomes for you and your students. Visit teacher insights page [HERE](#).

Once you have identified your Global Goal to focus your 'Archibull Artwork' and Community Action Project on, your outputs should embrace the theme **Connect, Collaborate** and **Communicate**.

Meet the Young Farming Champion

A [Young Farming Champion](#) (YFC) will be paired with your school. The YFC will come to your school (COVID permitting) and talk to the students and share their agricultural experiences. The YFC will also be available over the internet to work with your students.

We suggest that you use this opportunity to write about your YFC and their career journey in your Digital Learning Journal.



THE CHALLENGE IN DEPTH

Module 1

This Module is where your team takes a deep dive into the Global Goal that your students have identified that impacts on their local community.

The objective is to design and deliver a Global Goal Community Action Project that is fun, innovative and brings out students' creativity and touches many people.

Following best practice principles your students will start with the big global problem, then logically drill down to identify realistic actions they can really do to make a real difference in their school or community. This should be backed up with research, including data collection via surveys and audits. Once they have identified the strategic actions, they will follow through with real life efforts.

This module is a collaborative learning module (contributing 60% of the overall mark) incorporating the following.

1. Global Goal Community Action Project Report.

The format is a 10 page or less report of your community project outcomes including:

- Project big idea.
- What happened.
- How you defined success.
- What was excellent, unfortunate, or surprising.
- Pictures that showcase the project.

Start by reviewing the "[Community Action Project Design Kit](#)".

This guide (can you spot some of our Young Farming Champions) will help ensure you have a well-designed action project.

An 'action project' is one that aims to influence the choices and actions of human beings. The starting point for an action project is PRELIMINARY RESEARCH with the people we hope will act.

That research then helps us select a mix of SYSTEMIC and BEHAVIOURAL STRATEGIES (our 'theory of change'). Once we have the theory of change, we creatively design face-to-face activities and communications.

Ideally, these will include TRANSFORMATIVE MOMENTS. When communicating, it's important to think about using VALUES, not just facts. Lastly, before rolling out our project, we FIELD TEST our critical engagement tactics and tools, to test whether they work in the real world and discover ways to improve them. And then we REFLECT on the lessons learned.

The project is all about giving students the skills they need to drive the change they want to see.

It is turning an idea into action which can have ripple effects through your community.

Learning to take action that will result in you helping create sustainable local communities is the central learning, as the acquisition of knowledge and skill has little meaning if it does not lead to effective action.

Some ideas of global and local community projects will be shared throughout the duration of the program through visits with your Young Farming Champion and the expertise you reach out to.

Depending on your Global Goal you may choose to use a Sustainability Framework like [this](#) for support which includes the Sustainability Action Process (SAP).

SAP involves:

- Making a case for change—exploring the Global Goal issue, assessing the current situation, investigating sustainability concepts and ideas, and stating a case for change.
- Defining the scope for action—exploring options for making a change, identifying available resources and constraints, seeking consensus, and developing a statement of the agreed direction for action.
- Developing a proposal for action—generating and selecting ideas, developing and modifying these to make them ready for implementation, and preparing, communicating and agreeing upon the proposal.
- Implementing the proposal—turning the proposal into action.
- Evaluating and reflecting—assessing the degree of success of the action and the efficiency of the processes used, identifying possible future directions and the learning that has resulted from the action.

2. Digital Learning Journal.

Creating your Global Goal Community Action Report and your artwork will be the final act in a process that involves planning, teamwork, learning about your identified Global Goal. The process will be recorded in a digital learning journey journal using digital photography, student reflective writing through blogging, or creating animations or infographics. Your digital learning journey journal can take any format you like, as long as it can be loaded on the web. For example, it can be a web blog, a digital book, a Facebook page, or an animation, or an infographic, anything that your students identify that draws on their collective expertise as long as it meets the criteria.

St Brigid's Catholic Primary School chose an animated PowerPoint as their vehicle to share their 2020 Kreative Koalas journey. Watch it [here](#).

Annangrove Public School used video to share their journey. Watch it [here](#).

Medowie Christian School blogged their 2020 Kreative Koalas journey [here](#).

See judging rubric document on page 18.

Blogging Tips

Blogging is an ideal way to create a digital learning journal and learn skills that will be unbelievably valuable in the workplace.

Blogging is our gathering place outside the classroom where you can write about ideas you have researched and then comment on each other's writing in a free-flowing environment for sharing and exchanging ideas and relevant information.

Begin the Archibull journey by discussing what relevant topics the students would like to blog about, what they know about the craft of blogging, and what blogging entails.

Explain the blog's registration and log-in process (if it requires one), draft a class agreement for maintaining the blog, and define the goals you would like to achieve with it.

To foster participation, explain that you require all students to contribute a comment on the blogging entries.

Blog regularly to keep your blog readers engaged and excited about your journey.

Visit [HERE](#) and [HERE](#) to read how the winner and runner up of the 2018 schools blogged their way to success. Some tips from the web on how to write great web content can be found [HERE](#).

Don't forget – Remember the three 'E's... Your job is to educate, engage and most importantly entertain your audience.

What could you blog about?

- Blog the arrival of your Archie and how you engaged with the school, the community and the local media to share your Archie's story.
- Blog about the ways students and teachers are creating a buzz about the program, including any events or activities you have run, places your Archie has been, and school visitors you've spoken to about the program and introduced to your Archie. Have you heard anyone around the school or in the community talking about your Archie and The Archibull Prize? Share it on the blog!
- Blog your understanding of the range of issues that must be balanced and managed by farmers and agricultural professionals in your local community when producing food, fibre and energy. Refer [Sustainability Circle](#).
- Blog about your Global Goal and introduce it to the wider community.
- Blog what you know about the sustainable and ethical production of food, fibre and energy. Consider the differences between 'environmental sustainability', 'economic sustainability', 'social sustainability' and 'political sustainability'.
- Blog about your ideas on how you believe the community and farmers can build closer relationships to ensure there is a bright future for food and fibre production in this country.
- Blog about sustainable living and what you and your friends, family and your school can do to reduce waste and carbon footprint.

Here are some topics that students have identified they enjoyed blogging about in the past:

1. [Climate Action](#) is a shared responsibility - The challenges of feeding, clothing and powering a hungry nation in a warming world.
 - i. Investigate how climate change is impacting on your Global Goal and how farmers are adapting to and mitigating greenhouse gas emissions on their farms.
 - ii. Identify your role and the role of your community in reducing the impact of climate change.
2. [Biosecurity](#) is a shared responsibility.
 - i. Investigate how farmers are reducing bio-security risks and the management strategies they are using.
 - ii. What can you and your communities do to maintain our bio- security?
3. [Sustainable Communities](#) are a shared responsibility - it is up to each of us to make healthier choices, for our own sake, as well as for the environment that our children will inherit from us.
 - i. Investigate the role farmers play in supporting healthy communities by sustainably producing food and fibre to feed and clothe a hungry nation with a focus on your school's Global Goal.
 - ii. Investigate and reflect on how your school team can promote healthier diets and lifestyle choices whilst minimising food production and consumption impacts on the planet.
4. [Food Security](#): Blog about what you know about food security. Why it's important. What are the main threats to food security and who in Australia doesn't have reliable access to fresh, healthy food and what do you think we as individuals and as a community can do to ensure everyone in Australia is food secure?
5. [Careers](#) in agriculture are more than you think. Investigate the range of careers in the industry you are studying. Identify one that matches your interests and what you are good at and what career journey you would embark on to work in that career.

Blog about your artwork journey

- Develop an action plan of how you are going to approach the task.
- Highlight the big ideas – an outline of how you intend to pull your research together.
- Introduce the team – explore their farming background (if any), their preconceived notions about agriculture and their bright ideas.
- Identify the strengths and weaknesses of your team – Decide what expertise needs to be outsourced and identify people in the community who can help you.
- Explore the challenges you have faced on your Archibull journey.
- Show how ideas were shaped and decisions were made during your team meetings.
- Show the teams efforts and progress.
- Show what happens to the team as they interact socially.

Module 2: Create your Archibull

Creating your artwork will be the final act in a process that involves planning, teamwork, learning about food and/ fibre, farming and farmers, and the recording of the process using digital photography, student reflective writing and your Global Goal Community Action Project.

The photographs and student reflections form the core of the of Module 1.

So, what do you have to do?

Use the blank fibreglass Archie to inspire or create an artwork or design reflective of your local Global Goal Community Action Project findings.

Paint it, film it, project onto it, create an animation with it, drape it with things, photograph it, or create an installation or a sculpture. The possibilities are endless.....use your Archie as a canvas, film star, projection screen, billboard, hanger for wearable.

You decide.

While the Archibull will be an expression of student creativity, it **MUST** also communicate the team's awareness of, and strong messages about their Global Goal and the theme **Connect, Collaborate** and **Communicate**.

Remember, a major part of The Archibull Prize experience is students' ability to **Connect, Collaborate** and **Communicate** to develop big ideas. Your first ideas will not be your best ideas, and your final artwork will occur after much planning, designing, drawing, and discussing.

A separate [12 page Archibull template booklet](#) is provided to support the development of ideas, and to allow individual students to contribute to the final product.

The templates will allow teams of students to plan and refine ideas through several drafts. Students can work in teams to complete each section or take on the whole Archie.

Students should apply a range of skills and processes to plan, develop, refine, make and present artwork, communicating awareness and understanding of issues learnt as part of the project.

The Young Farming Champion's visit, resource materials and internet research will also provide opportunities for student learning.

Student understandings must be apparent in the artwork. Consideration of purpose and suitability must occur when planning and preparing the artwork for presentation to a wide audience.

A major ingredient for the production of your Archibull is teamwork. Working collaboratively, getting along, listening to other points of view and sharing ideas will all lead to a rich learning experience for all, and a significant contribution to the sustainable agriculture message.

See Previous Archibull Prize artwork finalists here: www.archibullprize.com.au/halloffame

We know we are sending mixed messages to the students by providing cows that are obviously not bulls. Please forgive us. The "Archicow Prize" just doesn't have the same cultural significance!!!

PS. Dont forget to give your Archibull a catchy name that relates to the industry that you are studying!

PRESENTATION DAY PRIZES AND AWARDS

Prizes will be awarded in the following categories

- Best Archie - \$500
- Best Community Action Project Report - \$500
- Best Multimedia Animation - \$250
- Best Digital Learning Journey - \$250

GRAND CHAMPION ARCHIBULL - \$1000

RESERVE CHAMPION ARCHIBULL - \$500

Other prizes

To be announced.

Bovine Billboards on Public Display

A public exhibition (where possible) is planned to coincide with judging day.

Please note: Each Archibull artwork will be displayed with an artwork analysis to be submitted with the Archibull Prize entry. This is to be a brief summary of what the artwork represents and how it links to the theme.

Please note cartage is a major cost of the program. Please check with the program manager and obtain design approval if your design size may have the potential to increase cartage costs.

When the Archies Come Home

The Archies will be returned to schools for display in a prominent place, or they can be auctioned as a school fund-raiser.

WHAT THE ARCHIBULL PRIZE JUDGES WILL BE LOOKING FOR

Archibull Prize 2022 Assessment Criteria

MODULE 1

Task	Criteria	Mark
1. Community project	<p>Following the sustainability action process, you will design and deliver a community project for change and write a short final project report as per supplied template.</p> <p>What we will be looking for:</p> <ul style="list-style-type: none"> • Making a case for change: presents a clear case for change based on reflection, discussion, and research into the issue related to the Global Goal (SDG). • Defining the scope for action: options for making a change have been explored, identifying available resources and constraints, seeking consensus, and developing a statement of the agreed direction for action. • Developing a proposal for action: a project proposal has been produced introducing the ideas and gaining agreements on the actions, allocating tasks and responsibilities. • Implementing the proposal: the project has been executed. • Evaluation process: how you propose to measure and review the impact of the project. 	/20
2. Community Project Report	<p>A ten page or less report of your community project outcomes including:</p> <ol style="list-style-type: none"> 1. Project big idea. 2. What happened. 3. How you defined success. 4. What was excellent, unfortunate, or surprising. 5. Pictures that showcase the project journey. 	/20
Total Points for Community Project		/40
3. Digital Learning Journey Journal Multimedia outputs	<p>This can be in the form of an online blog, infographic, short video, animation or any other creative way you see as possible which is sharable online.</p> <p>Aspects considered are:</p> <ul style="list-style-type: none"> • Research: Includes evidence of direct research and investigation into the SDG of choice. Correctly referenced. • Conveying the message: Presents a clear picture of the SDG you have chosen. • Creativity: The overall originality of the way you have used media to create your digital learning journal; use of original ideas, illustrations, and style. • Suitability: Suited to capturing the attention of a broader community audience. • Making the connection: Relevance to your SDG. • Originality: The content and ideas are presented in a unique and interesting way. • Collaboration: Evidence of students working as a cohort. • Acknowledgment: Correctly cited materials and acknowledgement of sources. 	
Total Points for Digital Learning Journal		/20

MODULE 2

Task	Criteria	Mark
1. Artwork	<p>Artwork on fiberglass cow to communicate the chosen Global Goal (SDG) and your big idea on how to act to meet or exceed Australia's SDG targets.</p> <p>Aspects considered are:</p> <ul style="list-style-type: none"> • Exploration of big ideas through teamwork and cooperation. • Expressions of student creativity and imagination. • Awareness of, and strong message about, the chosen SDG. • Consideration of purpose and suitability. • Connection of the ideas to the artistic expression of them. 	/25
2. Artwork Analysis	<p>In two pages or less to share with the artwork judges the following about your artwork:</p> <ul style="list-style-type: none"> • Theme • Concept • Stylistic influences and • What makes your Artwork unique 	/5
Total Points for Artwork		/30
Entry Exit Surveys	Two teachers and 15 students complete entry and exit survey. Please note the same teacher and students are to complete both the entry and exit survey.	/10
Total Points For Completion Of Survey		/10
GRAND TOTAL		/100

ACKNOWLEDGEMENTS

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