

AG HERITAGE RESOURCE KIT

SOCIAL STUDIES CURRICULUM



LEVELS 1- 6



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TIME, CONTINUITY & CHANGE



AIM Students will understand:
Relationships between people and events through time
Interpretations of these relationships

LEVEL 1 Ways in which time and change affect people

WASH DEMONSTRATION

Discuss equipment and tools for washing, time taken, physical effort, one day a week washing, heating the water, drying. Interactive demonstration.

Compare with today's appliances, time factor, physical effort, daily washing, driers.

KITCHEN

Discuss aspects of the kitchen that have changed over time:

- coal range for heating water, cooking, and warmth.

- no electricity - heat water, candles, lamps, iron, refrigeration, food storage.

- no indoor plumbing (bathtub).

What differences between then and now - implications (eg more time, convenience).

PARLOUR / STUDY

Discuss equivalent room in today's home (family room), and changes between then and now.

- organ for entertainment (TV, stereo, computer games).

- newspaper (radio, TV, newspaper).

- ink quills and pens, typewriter (computer).

BEDROOM

No indoor plumbing - commode chair / chamber pot, pitcher and bowl

What would this mean in terms of time? of comfort?

DINING ROOM

No electricity - gas light. Technology - gramophone, barometer. How is this different to today?

SCHOOLHOUSE

What things are similar to today? (cloakbay, desks). What is different?

What aspects of school life would have been more fun then? less fun?

CHURCH

Role of church - is this different to today? How?

GARAGE

Spot the things that are the same today - brands, pumps.

Changes in technology and terms.

JAIL

Imagine what it would be like to be put in jail / stocks.

What things are different today?

HOSPITAL

Spot the things that are the same or similar today. What things are different?

TRANSPORT

What are today's equivalents? (farm cart - tractor - work cart - farm bike - truck - gig - family car)

DAIRY MUSEUM

Spot the differences - (this will depend on children's experience with modern farming):

- Hand milking

- Churning butter

- Transport - horse and cart

- Ploughs

TIME, CONTINUITY & CHANGE



AIM Students will understand:
Relationships between people and events through time
Interpretations of these relationships

LEVEL 2 How past events changed aspects of the lives of communities
How and why the past is important to people

WASH DEMONSTRATION

Discuss equipment and tools for washing, the progression from wooden tub, washboard and copper to hand plunger, washtub and mangle, through to early electric machines and wringers, through to today's washing machines and driers. What did these changes mean in terms of time, effort, facilities?

SCHOOLHOUSE

Note heating - students responsible for chopping firewood.
Slate and chalk - what are the disadvantages c.f. paper and pencil today?
Hand bell - a student's task to ring it. What do we use today?

KITCHEN

Discuss changes and what they would have meant for everyday life:
- coal range - firewood, cooking, heating water, warmth.
- no electricity - heat water, candles, water heating, lamps, cooking.
- no indoor plumbing - outside pumps, sharing bath water.
- food storage - stone jugs and jars, preserving and salting, lack of refrigeration.
- (today's appliances - more time and convenience, less physical effort).

PARLOUR / STUDY

Similarities between now and then:
- newspaper, music, gramophone, typewriter, chocolates, fireplace, writing equipment.
Discuss the similarities in people's needs for entertainment, education, relaxation.

DINING ROOM

Gas lighting introduced, gramophone - what do you think these changes meant for people?

BEDROOM

Note no indoor plumbing - what would this have meant for the people in 1915?
- (pump, cart, empty water, empty commode).

TIME, CONTINUITY & CHANGE



AIM Students will understand:
Relationships between people and events through time
Interpretations of these relationships

LEVEL 3 How the ideas and actions of people in the past changed the lives of others
How the past is recorded and remembered in different ways

WASH DEMONSTRATION

Discuss equipment and tools for washing, the progression from wooden tub, washboard and copper to hand plunger, washtub and mangle, through to early electric machines and wringers, through to today's washing machines and driers. What did these changes mean in terms of time, effort, facilities?

KITCHEN

Discuss aspects of workload for women and children (early rising, milking cow, chopping firewood, coal range, food storage). Discuss changes between then and now - how might these changes have evolved (wanting to make tasks quicker, more convenient) and how might they have come about?
How would the advent of electricity have altered life in the kitchen?

PARLOUR / STUDY

Discuss Goldie painting and importance of art works in recording history. Newspapers, vacuum cleaner - what would this invention have meant to the housewife?
Organ for music and entertainment.

DINING ROOM

Discuss importance and formality of family mealtimes and compare them with today.

TIME, CONTINUITY & CHANGE



AIM Students will understand:
Relationships between people and events through time
Interpretations of these relationships

LEVEL 4 Causes and effects of events that have shaped the lives of a group of people
How and why people experience events in different ways

WASH DEMONSTRATION

Discuss equipment and tools for washing, the progression from wooden tub, washboard and copper to hand plunger, washtub and mangle, through to early electric machines and wringers, through to today's washing machines and driers. What did these changes mean in terms of time, effort, facilities? How could these changes have evolved into today's laundries?

KITCHEN

Discuss changes in the kitchen between then and now - how might these changes have evolved (wanting to make tasks quicker, more convenient, labour saving, hygienic) and how might they have come about? How would the advent of electricity, indoor plumbing, refrigeration, and labour saving devices have altered life in the kitchen?

PARLOUR / STUDY

Discuss the changes in family living. Vacuum cleaner - what would this invention have meant to the housewife? Organ for music and entertainment. What clues are there that there is more spare time, the standard of living is higher - how would these changes have come about?

TIME, CONTINUITY & CHANGE



AIM Students will understand:
Relationships between people and events through time
Interpretations of these relationships

LEVEL 5 How past events have influenced relationships within and between groups of people and continue to influence them
How the ideas and actions that have shaped the lives and experiences of people are viewed through time

WASH DEMONSTRATION

Discuss equipment and tools for washing, the progression from wooden tub, washboard and copper to hand plunger, washtub and mangle, through to early electric machines and wringers, through to today's washing machines and driers. What would these changes mean in terms of time, effort, facilities? How would family life have been improved / not improved? What aspects of pioneer life seem primitive to us today?

KITCHEN

Discuss changes in the kitchen between then and now - how might these changes have affected daily life? How have things improved / not improved? How has the role of the housewife changed? What would this mean in terms of roles and relationships within the family?

PARLOUR / STUDY

What evidence is there that family life has changed? What things do you see that resemble activities that we do in family life today? What events have caused these changes? (Advent of electricity, more leisure time, less physical work).

SCHOOLHOUSE

What aspects of school life in these days seem out-dated and archaic to us today?

CHURCH

Religion is still important to many people today. What are the changes that have occurred over the years? (The church no longer the focal point of society, fewer people attend church, variety of different religions and faiths in NZ due to many other cultures coming to live here, etc).

PEAT

Why do some of the methods used in the early years of farming peat seem archaic to us today? (Increased technology and scientific knowledge).

JAIL

Why would the conditions of this jail and the process of how someone ended up there seem out-dated to us today? (More complex justice system, better facilities and conditions - issue of basic human rights etc).

HOSPITAL

Name some of the risks associated with medical care then that we would not be likely to experience today.

DAIRY MUSEUM

Describe the progression from pioneer subsistence-type farmer to multi-national conglomerates. What are some of the disadvantages of the large scale intensive farming that we have today? Some people advocate and indeed have returned to subsistence-type farming. What might be some of their reasons for doing this?

TIME, CONTINUITY & CHANGE



AIM Students will understand:
Relationships between people and events through time
Interpretations of these relationships

LEVEL 6 Beliefs and ideas that have changed society and continue to change it
How people find out about the past and how records of the past reflect particular experiences and points of view

WASH DEMONSTRATION

Discuss the role of the housewife and the skills and attributes required.
How have views and roles changed?
Are different skills and attributes required of men and women today or are they just used in a different way?

KITCHEN

As above.

PARLOUR / STUDY

What evidence is there about the importance and role of a family? How have things changed for the family between then and now? What things in the display reflect the family's values? Are these different or similar to today's family values?

DINING ROOM

What aspects of the dining room reveal the early settlers' past and culture from their country of origin?
What aspects of the dining room indicate that a new identity and culture are developing?

SCHOOLHOUSE

The early settlers placed value and importance on education but the extent of the education that their children received was often limited by lifestyle factors. Name these factors.
Do we have limitations on the extent of children's education today? Are there lifestyle factors which influence the extent or effectiveness today of our children's education?
How are these lifestyle factors similar or different to pioneer times?

CHURCH

What are the differences in the role of the Church then and now?
How has society changed in the way it views the role of the Church?

CULTURE AND HERITAGE



AIM Students will understand:
The contribution of culture and heritage to identify:

LEVEL 1 Features of the culture and heritage of their own and other groups

PARLOUR / STUDY

Goldie painting - record of times.
Newspaper - local news (no TV / radio).

BEDROOM

Clothing—English - would we call it practical today?

DINING ROOM

China / silverware from England.
Artwork.

CHURCH

NZ materials.
Religion from England.

GARAGE

Brand names same as today.

JAIL

English system of stocks.

TRANSPORT

Horses originally imported.

DAIRY MUSEUM

Adapted to NZ needs - innovation.

CULTURE AND HERITAGE



AIM Students will understand:
The contribution of culture and heritage to identify:

LEVEL 2 Ways in which communities reflect culture and heritage of their own and other groups
How people interact within their cultural groups and with other cultural groups

☐ KITCHEN

Discuss roles of men and women and how these would have originated from country of origin but have to be adapted to meet conditions in NZ.

☐ PARLOUR / STUDY, DINING ROOM

What evidence is there of English culture? (China, organ, chaise longue, gas lamp).
What evidence is there of NZ culture? (Newspaper, paintings).

☐ CHURCH

Talk about settlers bringing their christian heritage with them to a new land and the importance to them of their church community.

CULTURE AND HERITAGE



AIM Students will understand:
The contribution of culture and heritage to identify:

LEVEL 4 The impact of the spread of new technology and ideas on culture and heritage

**WASH DEMONSTRATION, KITCHEN, PARLOUR /
STUDY, BEDROOM, DINING ROOM**

Discuss changes in technology - refrigeration, running water, indoor plumbing, electricity that have occurred and their impact on lifestyle in terms of time and convenience, changing roles within the family, and quality of lifestyle.

SCHOOLHOUSE

Discuss changes that have occurred in terms of schooling and methods - technology, resources.

PEAT

Discuss implications of progress in discovering how to farm the peatland - what was once unproductive land beset with difficulties is now quality farmland. Note the impact of technology.

GARAGE

What are the technological changes that have occurred since then?

JAIL

What are the differences between this jail and modern correctional institutions?

HOSPITAL

How have our lives improved in terms of technology?

DAIRY MUSEUM

NZ is a huge exporter of dairy products today. What technological changes have brought this about?
(Refrigeration, transport - milk tankers, refrigerated ships, communications, export / import with other countries, etc).

CULTURE AND HERITAGE



AIM Students will understand:
The contribution of culture and heritage to identify:

LEVEL 5 Ways in which cultural and national identity develop and are maintained

**WASH DEMONSTRATION, KITCHEN, PARLOUR /
STUDY, BEDROOM, DINING ROOM, SCHOOLHOUSE,
CHURCH**

What qualities would people have needed to be successful pioneers?

Are these same qualities valued in our society today?

In what ways ?

What values have our pioneer forefathers passed onto our generation?

What qualities are Kiwis known for in other countries today?

How could the qualities our forefathers had have developed into the qualities Kiwis are known for today?

DAIRY MUSEUM

List the impressions you think people overseas have of New Zealand and New Zealanders.

Group them into misconceptions and truths.

In what ways does the Dairy Industry contribute to:

(a) the economy?

(b) tourism?

(c) the cultural makeup of New Zealand?

SOCIAL ORGANISATION



AIM Students will understand:
People's organisation in groups
The rights, roles, and responsibilities of people as they interact within groups

LEVEL 1 Why people belong to groups
The different roles people fulfill within groups

WASH DEMONSTRATION

Whose job? Children's role (carting water etc).

KITCHEN

Whose job? Children's role (carting water etc). Clearly defined roles of men / women.

PARLOUR / STUDY

Importance of local newspaper.

SCHOOLHOUSE

Children work at home and on the farm as well as attending school.

PEAT

Importance of farmers facing same struggles and working together to find a solution.

JAIL

Need for law and order - police. Primitive conditions.

HOSPITAL

Community doctor / hospital to meet local needs.

DAIRY MUSEUM

Organisation of farmers to transport and manufacture products.

SOCIAL ORGANISATION



AIM Students will understand:
People's organisation in groups
The rights, roles, and responsibilities of people as they interact within groups

LEVEL 2 How and why groups are organized within communities and societies
How participation within groups involves both responsibilities and rights

WASH DEMONSTRATION, KITCHEN

Discuss organisation of and different roles within the family - husband, wife, children.
Why was it necessary for each person to have a role to play?

SCHOOLHOUSE

Discuss why it was important to have a local school. Who would organise the setting up of the school? Discuss the roles of teacher and children.

CHURCH

What made church life important to people then? Are we different today?

JAIL

Discuss reasons for having law enforcement then and now.

HOSPITAL

Discuss why it was important to have a local doctor / hospital.
Who would organise the setting up of the hospital?
Discuss the role of doctor in the community.

DAIRY MUSEUM

Discuss reasons for farmers combining to sell their products, first locally then overseas.

SOCIAL ORGANISATION



AIM Students will understand:
People's organisation in groups
The rights, roles, and responsibilities of people as they interact within groups

LEVEL 3 How leadership of groups is acquired and exercised
How and why people make and implement rules and laws

**WASH DEMONSTRATION, KITCHEN, PARLOUR /
STUDY, BEDROOM, DINING ROOM**

Discuss different roles within family - husband, wife, children.
Note how clearly defined the roles were.
Advantages / disadvantages?

SCHOOLHOUSE

Discuss the fact that the community would have instigated the local school, in all probability building the schoolhouse and appointing a teacher themselves. Note the value the local community placed on obtaining an education for their children, the fact that children would rise early to complete their chores in the home and on the farm, walk or ride some distance to school, then return home to more chores. Note that children were needed to help on the farm during harvesting and the busy times when they would be unable to attend school.

CHURCH

Note the community focus on the church as a place of worship and a meeting place / centre of social activities.

JAIL

Discuss the need for law and order in a community.

HOSPITAL

Discuss why it was important to have a local doctor / hospital.
Who would organise the setting up of the hospital?
Discuss the role of doctor in the community.

DAIRY MUSEUM

Discuss reasons for farmers combining to sell their products, first locally then overseas.

SOCIAL ORGANISATION



AIM Students will understand:
People's organisation in groups
The rights, roles, and responsibilities of people as they interact within groups

LEVEL 4 How people organize themselves in response to challenges and crisis

WASH DEMONSTRATION, KITCHEN

Discuss organisation needed within the family for the following: obtaining and storing firewood, obtaining water, food preservation, regular weekly wash day, baking of daily bread, etc.

PEAT

Discuss the need for farmers to pool ideas and equipment when learning to farm the peat land effectively.

HOSPITAL

Discuss why it was important to have a local doctor / hospital.
Who would organise the setting up of the hospital?
Discuss the role of doctor in the community.

DC 3

Aerial topdressing - farmers would work together to share expenses.

DAIRY MUSEUM

Discuss reasons for farmers combining to sell their products, first locally then overseas. Advantages of co-operatives?

SOCIAL ORGANISATION



AIM Students will understand:
People's organisation in groups
The rights, roles, and responsibilities of people as they interact within groups

LEVEL 6 The effects of changes in society on people's rights, roles and responsibilities

- WASH DEMONSTRATION
- KITCHEN
- PARLOUR / STUDY
- BEDROOM
- DINING ROOM
- SCHOOLHOUSE

Use the above exhibits to consider your answers to these questions:

List the rights, responsibilities, and roles of each of the following in pioneer times:

Husband / father
Wife / mother
Children
Teenagers

List the rights, responsibilities and roles of each of the following today:

Husband / father
Wife / mother
Children
Teenagers

Compare the two. Are there any rights, responsibilities that are the same? Different?

List the advantages and disadvantages for each family member then and now.

Which time period has more disadvantages?
More advantages?
Why do you think this is?

Which list did you find more difficult to compile? Why?

Which time period would you rather live in in terms of rights, roles and responsibilities? Give your reasons.

RESOURCES AND ECONOMIC ACTIVITY



AIM Students will understand:
People's allocation and management of resources
People's participation in economic activities

LEVEL 1 Different resources that people use
Different types of work that people do

WASH DEMONSTRATION

What tools etc are different to what we use today? (Wash board / hand made soap, copper).

KITCHEN

List the things you would need to do to make this kitchen work. (Cut, stack, store, cart wood, light fire, pump and cart water, kill and preserve own meat, etc).

PARLOUR / STUDY

What did these people use for entertainment, relaxation, information?

BEDROOM

No indoor plumbing - commode chair / chamber pot, pitcher and bowl.

What does this mean in terms of work? (Pump, cart and empty water, etc).

SCHOOLHOUSE

What did children use for writing / reading? Games?

GARAGE

Spot the things that are the same today - brands, pumps. Changes in technology and terms.

HOSPITAL

Spot the things that are the same or similar today. What things are different?

TRANSPORT

What things would you need to do to look after your horses?

DAIRY MUSEUM

Think of changes c.f. today - horses for transport, hand milking, no refrigeration.

RESOURCES AND ECONOMIC ACTIVITY



AIM Students will understand:
People's allocation and management of resources
People's participation in economic activities

LEVEL 2 How and why people work together to obtain resources
How people participate in the production process

WASH DEMONSTRATION

List the tasks that need to be done for wash day from making of soap to lighting fire under the copper - which family members would do these tasks?

KITCHEN

List the tasks that need to be done in the kitchen to make it workable - lighting fire, chopping wood, etc.
Which family members would do these tasks?

PEAT

Discuss sharing of knowledge and experience that was necessary for farmers to learn how to farm the peat.

DC 3

Farmers shared costs of aerial top dressing their farms.

DAIRY MUSEUM

Progression from small holdings being self-sufficient, to selling products to towns, to development of co-operative dairy factories, to export overseas.

RESOURCES AND ECONOMIC ACTIVITY



AIM Students will understand:
People's allocation and management of resources
People's participation in economic activities

LEVEL 3 How and why people manage resources
How and why different systems of exchange operate

WASH DEMONSTRATION

What resources would the early settlers have used from their surroundings to meet their everyday needs? (Firewood - clearing the land, water supply - pump).

KITCHEN

What resources would the early settlers have used from their surroundings to meet their everyday needs? (Firewood - clearing the land, water supply - pump, garden for vegetables, fruit trees, dairy products from the house cow, chickens, pigs, sheep, cattle).

PEAT

Discuss sharing of knowledge and experience that was necessary for farmers to learn how to farm the peat.

DC 3

Farmers shared costs of aerial top dressing their farms.

DAIRY MUSEUM

Progression from small holdings being self-sufficient, exchanging surplus farm products like eggs and cheese at the local store in town for commodities that couldn't be produced on the farm like tea, sugar, flour. Development of co-operative dairy factories to export overseas.

RESOURCES AND ECONOMIC ACTIVITY



AIM Students will understand:
People's allocation and management of resources
People's participation in economic activities

LEVEL 5 Factors that influence people's access to resources, goods and services
The changing nature of work and the consequences of this for individuals and society

WASH DEMONSTRATION, KITCHEN, PARLOUR / STUDY, BEDROOM, DINING ROOM

What factors influenced the pioneers' access to goods and resources? (Need to have access to good water supply - distance from town - 1 trip every 3 months or more depending on location - no ducking down to the dairy for a loaf of bread - the need to make do with resources at hand - the need to supply all of the family's needs).

HOSPITAL

Discuss the fact that one doctor served a huge area at first by horse, with primitive operating conditions and lack of access to specialist services.

TRANSPORT

Discuss the progression from horse operated transport to tractors and trucks.

What did this mean in terms of labour force?

What changes in work did the advent of mechanisation bring about?

DAIRY MUSEUM

List the factors that influenced people's access to resources, goods and services in the early stages of the Dairy Industry.
Identify the major events that changed the nature of people's work throughout the development of the Dairy Industry.

RESOURCES AND ECONOMIC ACTIVITY



AIM Students will understand:
People's allocation and management of resources
People's participation in economic activities

LEVEL 6 How and why individuals and organizations make decisions about the use of resources, goods, and services

□ DAIRY MUSEUM

List the resources, goods, and services

- (a) required
and
- (b) provided by dairy farmers

in the following 3 time frames:

- (1) 1800's
- (2) 1930-40's
- (3) Today

In what ways have the lists changed over the time frame?

Are we more or less self-reliant today?

Are we more co-dependent, interdependent, dependent or independent today?

Give reasons.

PLACE AND ENVIRONMENT



AIM Students will understand:
People's interaction with places and environment
The ways in which people represent and interpret place and environment

LEVEL 1 Why particular places are important to people
How and why people record the important features of places and environments

PARLOUR / STUDY

Newspaper as a record of life in the past.

DINING ROOM

Barometer.

SCHOOLHOUSE

Importance to the community - value put on education.

CHURCH

Importance to the community.

PEAT

The struggle farmers had to understand how to farm peat effectively.

DC 3

Need for aviation industry to provide aerial top dressing facilities - terrain of country, etc.

TRANSPORT

Use of animals in breaking in and working the land.

DAIRY MUSEUM

Breaking in the land, early maps.

PLACE AND ENVIRONMENT



AIM Students will understand:
People's interaction with places and environment
The ways in which people represent and interpret place and environment

LEVEL 2 How people's activities influence places and the environment and are influenced by them
How and why people describe places and environments in different ways

WASH DEMONSTRATION

Talk about the need for a water supply, hand pumps, drying clothes in winter (see pulley in kitchen).

KITCHEN

Discuss water / wood supply - where from? Discuss the need to preserve summer fruit and vegetables - how?
Lack of refrigeration - use of creek and safes.

PEAT

Talk about clearing the land, the nature of peat and how it was burnt, underground fires.

DC 3

Discuss the need for fertiliser and the advantages of aerial top dressing.

TRANSPORT

Discuss the use of Clydesdales and the advantages of their breed in terms of doing heavy, monotonous work.

DAIRY MUSEUM

Discuss clearing of land, development of farms. Progression and development of dairy sheds and their effect on the environment.

PLACE AND ENVIRONMENT



AIM Students will understand:
People's interaction with places and environment
The ways in which people represent and interpret place and environment

LEVEL 3 How different groups view and use places and the environment
How and why people express a sense of belonging to particular places and environments

WASH DEMONSTRATION

What resources would the early settlers have used from their surroundings to meet their everyday needs? (Firewood - clearing the land, water supply - pump).

KITCHEN

What resources would the early settlers have used from their surroundings to meet their everyday needs? (Firewood - clearing the land, water supply - pump, garden for vegetables, fruit trees, dairy products from the house cow, chickens, pigs, sheep, cattle).

PARLOUR / STUDY

Note the Weekly News and the local newspaper - importance of local and community news.

CHURCH

Note the community focus on the church as a place of worship and as the community's focal point .

PEAT

Note the failure of traditional farming methods on the peat - the need for new methods.

DC 3

Discuss the need for fertiliser to improve production, the benefits of aerial top dressing.

TRANSPORT

Discuss the different tasks of the work horse on the farm - the advantages over man-power.

DAIRY MUSEUM

Discuss early clearing of land and varying purposes for which it was used.

PLACE AND ENVIRONMENT



AIM Students will understand:
People's interaction with places and environment
The ways in which people represent and interpret place and environment

LEVEL 4 How places reflect the past interactions of people with the environment
Why and how people find out about places and environments

PEAT

Reflect on the changes in the land from when peat was first cleared to today.

What was learned back then about farming peat that is still applied today?

PLACE AND ENVIRONMENT



AIM Students will understand:
People's interaction with places and environment
The ways in which people represent and interpret place and environment

LEVEL 6 The implications of changes to places for people and for the environment

PEAT

List the changes that were made to the peat land over the years from when it was first broken in until today.

List the implications that these changes have brought about for peat farmers.

DAIRY MUSEUM

List the major changes in dairy farming from the late 1800's until now.

Link the changes with the implications and results that occurred as a result of each step of progress.

List any current changes that are taking place in the Dairy industry today and predict what the implications and possible outcomes will be as a result of these changes.

Can you see any patterns to change and consequences?

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