

Activity title: Practical examination on-farm

Personal skills

- ☒ Creativity
- ☒ Communication
- ☐ Collaboration
- ☒ Critical thinking

Educational skills

- ☒ Entrepreneur
- ☒ Economic
- ☐ Digital
- ☒ Sustainability

Activity summary	Intended learning outcome
<p>At the end of the first school period, the ground level farm students have a practical oral examination in farm-related subjects. Previously we have experienced that examination in a classroom makes the student more nervous than having the exam in a more practical situation. And it is difficult to bring a tractor or a pig into the classroom.</p> <p>The examination starts with the student randomly choosing a piece of paper with 3 different exam questions. One in animals, plants and farm technology/work safety respectively.</p> <p>The student then uses 10 minutes at each station to answer/show the question. In total this takes 30 minutes followed by 5 minutes for evaluation. A teacher and censor follow the students around and listen, observe and ask guiding questions when needed.</p> <p>The exam is graded with passed or failed at the end.</p>	<p>The intended outcome of the practical exam is to evaluate the student's knowledge, skills and competences in an environment much similar to what they will meet in their working life.</p> <p>We also want to ensure that the students are evaluated for their craft skills and not only their ability to remember facts and figures.</p> <p>The goal is to ensure that farm workers can translate theory into practical work and thereby be valuable workers on farm.</p>

Time:	Setup and Materials:	Organizational mode:	Curriculum/level
35 Minutes in total per student.	Requires a farm, where it is possible to make at least 3 stations with plants, animals and technology	<input checked="" type="checkbox"/> Short activity <input type="checkbox"/> Long activity <input type="checkbox"/> Course outline <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Pair <input type="checkbox"/> Groups <input type="checkbox"/> Class	Ground level



Personal skills:			
Creativity	Communication	Collaboration	Critical thinking
Is stimulated in the problem solving occurring from the questions in the exam.	Fundamental during the examination. Both verbal and non-verbal communication is present.		This type of exam stimulates critical thinking and more importantly, it is possible to see if the critical thinking can be translated into safe actions.

Educational skills:			
Entrepreneur	Economic	Digital	Sustainability
Some of the questions requires that the students build/show small tasks, where their knowledge and hands are put to the test to show their entrepreneur skills.	Most of the questions have an economic twist.		Sustainability is a foundation for all teaching, learning and therefore also the examination.



Activity Plan	
Time	Steps
Before exam	If the school itself does not have a farm, find one where you are free to walk around. Preferably with both animals, fields nearby and a selection of farm equipment.
Before exam	Build three separate stations. One for plants, animals and technology respectively. At each station there need to be sufficient material for the students to answer all the possible asked questions.
Before exam	Make a wide selection of questions within the curriculum, adapted to the exam-farm. There must be enough questions so that the last student has at least three different papers to choose from.
Before exam	Invite censors for the examination day. Preferably someone with practical experience. We use local farmers. This ensures that our “teacher eyes” are provided with a reality check and makes good sense for the students.

Before exam	Make a time schedule and print the exam questions. Note that it is possible to have 3 students being examined at the same time with the suggested setup. If more is needed, build more stations and always one for each subject.
During the exam	Make a table where the students can draw a piece of paper with the 3 exam questions. When the students enter the room, they start with selecting the question, they read it, and the teacher asks if the questions are understood.
During the exam	Student teacher and censor then move to the first station, where the student show and tell for 10 minutes. The censor has the responsibility of taking notes during the exam while the teacher has the responsibility to assist the student and ask guiding/elaborate questions.
After the exam	The student is asked to step aside while teacher and censor votes. Within 5 minutes, the student is told the answer. Censor signs the grading and saves the notes in case of difference in opinions.

Sustainability development goals

SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Target 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

SDG 12: “Ensure sustainable consumption and production patterns”. Target 12.8 “By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature”.

Digital Resources

Example of draw card for the examination:



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Draw card for practical exam.

Name: _____ Class: _____

Your subjects and questions for the practical exam are:

Technology

5. Show and tell about the different parts of the plough, including proper adjustment for field work.

Field/plants

4. Describe the use of wheat, maize, and beetroot. If you have time left, you can describe how to store and/or grow the crops.

Animals

20. What can we do for a pig/sow that has fallen ill? How do we see that the animal is sick? Use the animals in the stable to visualize normal and abnormal behavior. What will YOU do?

Notes

Evaluation

The student has: ☐ Passed

☐ Failed

Signature:

Teacher

Censor