



ROYAL
AGRICULTURAL
SOCIETY
of WA

PERTH
ROYAL
& SHOW

FREE
ENTRY

Your primary school is invited to compete!

Shearing Shed Shenanigans

Perth Royal Show 2025 Scarecrow Competition

Did you know that farmers have grown sheep
in Western Australia for nearly 200 years?

This year's theme is all about celebrating one of
the State's oldest industries – sheep and wool.

Entries Open: Friday 9 May 2025
Entries Close: Friday 12 September 2025



**TWO AGE
GROUPS:**

K-2 & years 3-6

Schools can enter
either group or both

Shearing Shed Shenanigans

Perth Royal Show 2025 Scarecrow Competition



The Competition

Did you know that farmers have grown sheep in Western Australia for nearly 200 years?

This year's Scarecrow Competition theme is all about celebrating one of the State's oldest industries – sheep and wool. Think shearers, roustabouts, sheepdogs, Merino sheep, fashion designers, woolly suits, woolly hats and more!

- Open to Primary Schools within Western Australia.
- Free to enter.
- There are two competition classes based on age group: K- year 2 and years 3 - 6
- Restricted to one (1) entry per competition class (K - 2 and 3 - 6) per school.
- For each class that enters, each student and the teacher will receive a free ticket to the show, up to a maximum of 35 tickets.

Competition Rules

Each school is to provide one (1) scarecrow that is self-supporting and freestanding. Scarecrow dimensions must not exceed 1.5m in height and 1m in width. Scarecrows should be strongly constructed to withstand moving and potential robust interaction from excited patrons. Scarecrows must be delivered on Wednesday 24 or Thursday 25 September 2025 between 8am and 5pm.

Delivery location to be advised. Exhibits must be collected on Sunday 5 or Monday 6 October 2025 between 9am and 1pm, unless pre-arranged with the Competition and Event Coordinator. Uncollected exhibits will be recycled.

Judging and Results

Judging will take place on Friday 26 September 2025.

All entrants, along with their families, teachers and classmates are invited on the morning of the first day of the Show, Saturday 27 September at 11.00am, when the results will be announced and awards and prizes for 1st, 2nd, and 3rd distributed to the winners.

How to Enter

If you wish to enter your school in the Scarecrow Competition, please ensure you submit your entry application online by **Friday 12 September 2025** at <http://entries.perthroyalshow.com.au>

Should you have any queries please do not hesitate to contact the Competition and Event Coordinator via email at education@raswa.org.au

How to build a scarecrow

1. Get creative and design your scarecrow on paper

2. Gather your materials

- Sticks for the body and arms
- Straw, hay, or crumpled paper to stuff your scarecrow
- String and zip ties
- Scissors
- A sack or pillowcase for the head
- Old clothes to dress your scarecrow
- Paint, markers and decorations

3. Build the frame

- Use a longer stick as the body and cross a shorter stick horizontally to form the shoulders and arms of your scarecrow.
- Secure the two sticks together using string or zip ties.

4. Build the body

- Dress your scarecrow by putting a shirt over the T-frame and pulling pants up the longer, vertical stick.
- Stuff the clothing with straw, hay or crumpled newspaper to form a body shape.

5. Add the head

- Stuff the sack or pillowcase and tie it at the bottom with string or zip ties.
- Pull the head down onto the top of the vertical stick and secure.

6. Decorate

- Add a hat, accessories and decorations to your scarecrow.
- Ensure your scarecrow is able to stand independently.

Resources about wool and shearing

Learn About Wool Resource Kit

A free resources kit for schools provided by AWI and the Woolmark Company that includes factsheets, posters and samples of fibre, yarn and fabric. Order from <https://www.learnaboutwool.com/resource-kit/>

Video Resources

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| What is wool? | https://www.youtube.com/watch?v=HanHqOauWNU&list=PL5RtYO7DUrmouVWQprDirNGORHk0iNjcA&index=65 |
| Properties of wool | https://www.youtube.com/watch?v=jbfTmJ1ldRo&list=PL5RtYO7DUrmouVWQprDirNGORHk0iNjcA&index=68 |
| The needs of sheep | https://www.youtube.com/watch?v=vCxl1eQKD-o&list=PL5RtYO7DUrmouVWQprDirNGORHk0iNjcA&index=66 |
| Shearing | https://www.youtube.com/watch?v=rs8iSboJ4Y8 |
| Wool production and processing | https://www.youtube.com/watch?v=YwRbyTCqQQY |
| Careers in the wool industry | https://www.youtube.com/watch?v=ZQGfK1YZVFE&list=PLYy4ZTvFPBW3j-f3ygZQ1Hyy1t5DnOKyd7&index=216 |
| How a suit is made | https://www.youtube.com/watch?v=ZySuCv_sUbQ&list=PL5RtYO7DUrmouVWQprDirNGORHk0iNjcA&index=38 |
| Behind the News: Shearing Kid | Shearing Kid - Behind The News |

Print Resources

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| Sheep breeds | https://www.learnaboutwool.com/globalassets/law/resources/factsheets/secondary/gd3270-secondary-fact-sheet_2019_d.pdf |
| Follow the yarn and find out how wool is made | https://www.learnaboutwool.com/globalassets/law/resources/posters/gd1477-sam-the-lamb-poster-2017.pdf |
| Wool – the fibre | https://www.learnaboutwool.com/globalassets/law/resources/factsheets/secondary/gd3270-secondary-fact-sheet_2019_a.pdf |
| Sheep – the wool producers | https://www.learnaboutwool.com/globalassets/law/resources/factsheets/secondary/gd3270-secondary-fact-sheet_2019_b.pdf |
| Careers in the wool industry | https://www.learnaboutwool.com/globalassets/law/resources/factsheets/secondary/gd3270-secondary-fact-sheet_2019_l.pdf |
| Your Future in Wool: A Guide to Careers in the Wool Industry | https://www.learnaboutwool.com/globalassets/law/resources/gd4808-career-booklet_2024.pdf |
| Shearing | https://www.learnaboutwool.com/globalassets/law/resources/factsheets/secondary/gd3270-secondary-fact-sheet_2019_m.pdf |
| Moving sheep | https://www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd3262-primary-fact-sheets_l.pdf |

Activities

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| Finger knitting | https://youtu.be/enqMF24Lh_k |
| Fleecy friends template | https://www.learnaboutwool.com/globalassets/law/lesson-plans/y1/science/external-features-of-living-things/fleecy-friends-template.pdf |
| Wool processing activity | https://www.learnaboutwool.com/globalassets/law/lesson-plans/y1/science/from-farm-to-fashion/wool-processing.pdf |

Alignment to the Western Australian School Curriculum

| Year | Learning Areas | Curriculum |
|------------|--------------------------------|--|
| Preprimary | Technologies | Plant and animal products are used in everyday life for food, clothing and shelter (ACTDEK003) |
| | The Arts | Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture (ACAVAM106) Exploration of natural and man-made materials when creating artwork (ACAVAM107) |
| | Science | Living things have basic needs, including food and water (ACSSU002) Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) |
| | Humanities and Social Sciences | The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) (ACHASSK015) |
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| Year one | Technologies | Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection (ACTDEK003) Characteristics and behaviours of individual materials used in products (ACTDEK004) |
| | The Arts | Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture (ACAVAM106) Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107) Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience (ACAVAM108) |
| | Science | Living things have a variety of external features (ACSSU017) |
| | Humanities and Social Sciences | The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features (ACHASSK033) |
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| Year two | Technologies | Food and fibre choices for healthy living (ACTDEK003) Characteristics and properties of materials and individual components that are used to produce design solutions (ACTDEK004) |
| | The Arts | Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment (ACAVAM106) Experimentation with, and use of materials, media and/or technologies when creating artwork (ACAVAM107) Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience (ACAVAM108) |
| | Science | Living things grow, change and have offspring similar to themselves (ACSSU030) |
| | Humanities and Social Sciences | The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today (ACHASSK046) |
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| Year | Learning Areas | Curriculum |
|------------|--------------------------------|--|
| Year three | Technologies | Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them (ACTDEK012) |
| | The Arts | Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork (ACAVAM111) Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork (ACAVAM112) |
| | Science | Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044) |
| Year four | The Arts | Use of visual art elements and selection of materials, media and/or technologies to create specific artwork (ACAVAM111) Presentation of a message to an audience and reflection of the visual art elements and materials used in artwork (ACAVAM112) |
| | Science | Natural and processed materials have a range of physical properties that can influence their use (ACSSU074) |
| | Humanities and Social Sciences | Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations (ACHASSK120) |
| Year five | Technologies | People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural fibre products (ACTDEK021) Characteristics and properties of a range of materials and components, and the suitability and safe practice of their use (ACTDEK023) |
| | The Arts | Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork (ACAVAM115) Presentation and reflection of ideas, feelings and opinions in artwork, including consideration of audience and feedback (ACAVAM116) |
| | Science | Living things have structural features and adaptations that help them to survive in their environment (ACSSU043) |
| Year six | Technologies | Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products (ACTDEK021) Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the suitability of their use (ACTDEK023) |
| | The Arts | Application of visual art elements and selection of materials, media and/or technologies, to communicate an idea, belief or viewpoint (ACAVAM115) Development and application of artistic techniques and processes with: shape (exaggerated proportions; motifs; fonts) colour (colour wheel; tertiary colour) <ul style="list-style-type: none"> • line (lines that create an illusion) • space (focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry) • texture (real and simulated) • value (highlights; shadows; form) • to create artwork (ACAVAM115) Presentation and reflection of ideas, feelings, beliefs and viewpoints expressed in artwork, including consideration of audience and feedback (ACAVAM116) |