

Hort Heroes – Onion Growers

Year 9 Work Studies

Electives: Agricultural Technology, Agriculture,
Food Studies



(Work Studies; Yr 9, ACWSCL006)

Investigate a wide range of occupations, and the skills and personal qualities required in these fields

(Work Studies; Yr 9, ACWSCL010)

Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise

(Work Studies; Yr 9, ACWSCL011)

Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community

(Work Studies; Yr 9, ACWSCL008)

Differentiate between work-related and personal use of social media

Hort Heroes – Onion Growers

Young farmers optimistic about family, community and the future

Hope Shadbolt and her brother Jake Shadbolt talk about what it's like growing up on an onion farm, choosing agriculture as a career, and specialising in different aspects of growing life. Plus things that make life great!



Duration:

30-45 minutes

Location:

The classroom

Notes:

Getting Started

👁 Watch the short video, **Hort Heroes, with siblings Jake and Hope Shadbolt.**



? Ask the class to tell you what struck them about what siblings Jake and Hope Shadbolt have to say about life on their family onion farm in Victoria.

- Make a class list of concrete facts and attitudes and approaches Jake and Hope talk about and display in themselves. For example, a fact might be that onions are planted in May and harvested in November. An approach might be that Hope says community and family are important. Both Jake and Hope are very optimistic in approach.

| Facts | Attitudes |
|--|---|
| e.g. They feed 100,000-200,000 families per week | e.g. optimism, resilience, community and family focus |



Entrepreneurial behaviours

- Discuss preconceived ideas about who entrepreneurs are and what they do.
- It's easy to think that the innovation that entrepreneurs are known for is purely technical or IT innovation. People sometimes often assume only certain 'types' of people are entrepreneurs. Explain that an entrepreneur is anyone who builds a business of any sort.
- As a class, visit and review a list of entrepreneurial skills, discussing each skill and relating it to something you saw in the video.
- Use the list below from the Australian Institute of Business or a list of skills you have been learning about already with your class.
- We have made a few notes about where each skill appears in the Hort Heroes video but you may spot more – there are many instances of each skill:

Fundamental skills for entrepreneurs – Australian Institute of Business

VISION

Not just your eyesight, vision is a clear idea of what your business sets out to achieve for people.

? Ask students what evidence of VISION they saw in the video?

Examples:

Jake touches on the vision when he talks of the satisfaction of feeding 100 or 200 thousand families.

Jake and Hope both refer to the ethos behind their vision, which is to run a strong community with family ties driven by their generation and the next.

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TENACITY

People talk about resilience, and tenacity is similar but a little more specific. It means keeping going even when things are hard, or difficult or not much fun.

? Ask students what evidence of TENACITY they saw in the video?

Examples:

Jake speaks of resilience and of the long game of the whole year, including sleepless nights worrying about the growing crop. To get through this and remain optimistic is to have tenacity.

KNOWLEDGE

A grower needs to know how to grow their crop, of course. But they also need lots of skills and knowledge across all areas of the business from planning to logistics, sales, marketing and production, many of which are evident in the video.

? Ask students what evidence of KNOWLEDGE they saw in the video?

Examples:

Driving tractors, knowing about the timing and planning of planting and harvesting, knowing how to sell and promote the product (presumably through large scale wholesale, not direct to consumers).

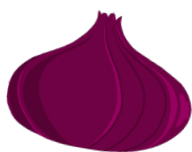
MARKETING ABILITY

Any entrepreneur needs to know who their customers are and what appeals to them. Another part of marketing is the skills and knowledge to reach and persuade those customers that your service or product is worth buying.

? Ask students what evidence of MARKETING ABILITY they saw in the video?

Examples:

Hope talks about her speciality in social media marketing. If the farm is selling to large wholesale customers, ask students how social media might help market the farm.



PROBLEM SOLVING

To run a business successfully, entrepreneurs need to be able to spot problems (sometimes before they start) and sort them out with the minimum of fuss.

? Ask students what evidence of PROBLEM SOLVING they saw in the video?

Examples:

Jake talks about efficient ways of doing things, new ideas and new approaches. This implies that some of these efficiencies solve problems of the past. Hope talks about social marketing being new to many farmers.

TIME MANAGEMENT

We've already mentioned efficiency, which is related to time management, but this skill also includes being able to multi-task and manage your time wisely.

? Ask students what evidence of TIME MANAGEMENT they saw in the video?

Examples:

Onions won't stop growing if you are running late organising the harvest or if a tractor breaks down. Both Jake and Hope talk about doing multiple tasks in one day, and about how their work in the field harvesting 'ensures the shed is supplied with onions'. In other words, if they failed to do their tasks, the production line would stop.



OPTIMISM

Attitude is key to success – being optimistic is not just being positive about the future but also being committed to a business and its vision in a way that ensures you put in the effort to make it work.

? Ask students what evidence of OPTIMISM they saw in the video?

Examples:

Both Jake and Hope (and a lot of the footage, e.g. of their cousins) embody optimism that makes them active and engaged in the management and daily running of the business.

Wrapping it up

- Write these skills on the whiteboard (or your own list) and ask students to silently consider the list.
- In their own notes, students choose TWO or THREE of these skills that they think they either can do or have the potential to learn (stress potential, it is very important here).
- Lead students in an activity to identify people in the school community who embody any one of these skills. Remember that people have these skills in all walks of business.
- Have students ask a person who has one of the skills they identified on their personal list, to come to the class and speak about ways they use this skill in their everyday working life.
- If needed, remind students of the beginning of the lesson where we discussed that not all entrepreneurs wear suits and work in high-tech. The pool of people in your wider community who have developed one or more entrepreneurial skills should be wide and diverse.

