

Thank you for participating in our Fall Virtual Food Farm Program! While we look forward to seeing you and your students in-person again soon, we are pleased to offer a safe and accessible option for this year. We couldn't do it alone, many thanks to our partners who have invested time and effort to keep the Food Farm program running!

You get to decide how you complete the Food Farm program! Whether you work through all the stations in one special day or over the course of a few days, we hope your students have fun and get engaged!

If you did not receive a Food Farm Learning Kit, you will have to provide supplies to complete four of the stations. The supplies required can be found under the 'Kit Includes:' heading for each station and compiled in a list at the end of this document.

As always, we value your feedback to help us improve our programs. We would appreciate if you would make time to complete the surveys included on the Virtual Food Farm webpage for a chance to win a prize for your classroom. If there is interest, we hope to continue to offer virtual program options even once we are back to safely gathering in-person.

## STATION 1 – WHEAT

**Thanks to our partner: Agriculture and Agri-Food Canada**

Students will learn about wheat through the video provided!

**Kit includes:** Wheat seeds, plates

**Teachers Supply:** Paper towel

**Activity: Wheat Germination Test** - Split your class into groups of 3 or 4 students and have the students count out 100 seeds per group. Place a folded paper towel on a paper plate and lay the 100 wheat kernels on top and sprinkle daily with water. Soon the kernels will begin to sprout. After several days, have students count the seeds that have sprouted. Have students pretend they are farmers and decide if they want to plant this type of wheat, based on the number of seeds that germinated. Plant some kernels of wheat in the classroom so students can watch the growth and development. Consider doing *Station 6 – Pulses* at the same time to compare seeds.

## STATION 2 – CANOLA

**Thanks to our partner: South West Terminal**

Watch the two videos to learn more about canola!

**Kit includes:** Canola seed, 100 seed counter, paper strips, tape

**Teachers Supply:** Cookie sheet or tray, rolling pin/water bottle/marker

**Activity: Canola Crush** - Pour the canola seeds onto a cookie sheet or another type of tray large enough for the 100 seed counter to fit. Have the students fill the 100 seed counter, cover the seeds with tape, remove the tape with seeds and put onto a strip of paper (sticky side down). Get the students to use a rolling pin, water bottle, marker or other object that can be rolled over the tape side to crack the seeds below paper, then flip over to see the oil that was released from the seeds. A canola seed is about 40% oil. If the students pull back the tape, they will see yellow flakes that were in the seed. That is called canola meal, it is not edible to humans, so we feed it to animals.

Please note: If you did not receive a 100 seed counter, get the students to place about 20 seeds on the tape. Make sure not to put them right next together or it will be harder to crush.

### STATION 3 – BEES

**Thanks to our partner: Prairie Field Honey**

**Activity:** Do the bee dance from the video on the website!

### STATION 4 - DAIRY

**Thanks to our partner: Farm and Food Care**

**Kit includes:** Small containers with lid

**Teachers supply:** 1 litre carton of 33-35% cream, salt (optional)

**Pre-Activity:** Take the cream out of the fridge a couple of hours prior to activity.

**Activity: Butter Making** - Give each student a container with a lid. Fill the container about half full of cream and make sure the lid is well secured. Let the students guess how long it will take to make butter by shaking the container of cream. Have students shake the container of cream vigorously until butter is formed. The cream will become very thick before it turns into butter and buttermilk. It is finished when a pale-yellow solid "lump" surrounded by a semi-translucent liquid is visible. The "lump" is butter, and the semi-translucent liquid is buttermilk. Carefully drain the buttermilk (or keep to use in a recipe) from each container. Allow students to add salt if they would like, then try the butter!



## STATION 5 – FARM SAFETY

**Thanks to our partner: Hessdorfer Farms**

The first video will help students stay safe while visiting a farm. The second video shows how dangerous a PTO is and potential risks.

**Kit includes:** Yarn

**Activity:** PTO stands for Power Take-Off. A ten-foot string would be wrapped around the PTO in only 1.5 seconds. Give a string to each of the students and see how long it takes them to wrap it around their arm.

## STATION 6 - PULSES

Learn all about pulse crops through this new, highly engaging e-learning module. Students can take part independently on a computer or tablet, or as a group on a Smartboard.

**Activity:** On a plate, place the pea seeds between two pieces of wet paper towel. Sprinkle them with water everyday. Once they start to germinate, compare them to the wheat seeds. Wheat is a monocot and peas are a dicot. Consider pairing this activity with *Station 1 - Wheat*.

## STATION 7 – HABITAT

**Thanks to our partner: Saskatchewan Ministry of Agriculture**

Watch the video to learn more about habitats!

**Activity:** The students will play musical chairs to learn more about habitats. You can use chairs or hula-hoops for this game. The chairs/hula-hoops represent grasslands that plants and animals use as their habitat. The students are the species of plants and animals. Have enough chairs/hula-hoops so the students all have a home, if you are using hula-hoops more than one student can belong to each hula-hoop.

1. Start playing music and encourage students to move around. When the music stops, they will all find a home. Ask students to think of one thing that humans do, or give an example of a natural disaster, that destroys habitats. Depending on your class size, you can then remove one or more chairs/hula-hoops.
2. Start the music again and have students move around. This time when the music stops, not all students will have a home. You can remove chairs/hula-hoops by thinking of one thing humans do to destroy habitats or add chairs/hula-hoops by

thinking of ways humans can create habitat.

3. Repeat game by adding or removing chairs/hula-hoops.

**Human activities that may destroy habitat:** pollution, city expansion, deforestation, floods.

**Human activities that may create habitat:** Garbage pick-up, recycling, save energy, planting native species in your backyard.

**Thank you for being a part of our Virtual Food Farm! Please complete the survey linked on the website to help us improve this program for future years!**

### Required Supplies Quick List (Included in Kit)

Station 1 – Wheat

- Wheat seeds
- Plates

Station 2 – Canola

- Canola seed
- 100 seed counter
- Paper strips
- Tape

Station 4 – Dairy

- Containers with lids

Station 5 – Farm Safety

- Yarn

### Required Supplies Quick List (Teachers Supply)

Station 1 – Wheat

- Paper towel

Station 2 – Canola

- Cookie sheet or tray, rolling pin/water bottle/marker

Station 4 – Dairy

- 1 litre carton of 33-35% cream, salt (optional)

