

Proudly Presenting Pigs

This guide has been put together to help the hundreds of volunteers who are dedicated to agricultural awareness and education. Whether it's your first event, or time to refresh an existing program, you should find this guide useful.

Send people home from your display or presentation with a message about pork producers and the environment, animal care or food safety with the many tips in this guide. **The suggestions can be adapted for classroom visits, farm tours, fairs, 'farm comes to town' events, or any agricultural awareness activity.**

You only have a few minutes to make an impression with the public, so let's make it great!

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Thank you...

As a member of the farming community, the service you provide not only raises the awareness level for all participants, but it accentuates the impact that agriculture has on every community. Your dedication and contributions to such valuable events are both appreciated and acknowledged by many. Although at times you may wonder if it's worth it, we can guarantee you that your contribution to learning is tremendous and valued. On behalf of all of us who are fortunate enough to have had the opportunity to visit your exhibit, we thank you for your tremendous contribution of bringing aspects of agriculture into our world.

You are making a difference!

Educational Presentation Techniques

Goal Setting by the Presenter

Generally, there are principles that apply regardless of the age of the student.

Whenever kids are on an out-of-school experience you want to:

- include and meet the Ontario curriculum expectations so that the experience will directly relate to classroom topics that must be completed.
- make the experience an enjoyable one that could not occur in the classroom.
- leave the participants with something that can be transferred to a real life situation.
- leave the teachers and students with probing questions, challenging follow-ups and cross-curricular connections that will entice them to continue with this topic when they return to their classroom environment.

If you are able to plan with these goals in mind, you will be offering a rewarding and fulfilling experience for all participants. Teachers will be able to expand the presentation to the classroom and students will be able to make connections to their own lives.

Steps to a Successful Presentation:

- ◆ Know your audience: Plan your activities and messages to suit a specific audience or age group. Don't use the same questions for kindergarten to grade 8! Generally kindergarten to Grade 2, Grades 3-5, Grades 6-8, and high school/adult can be categorized by level and topics of interest.
- ◆ Pick a Message: Make your display and your presentation memorable with a key message. Think about what the students will tell their parents about when they go home. Pick a different message each year to help change the pace. Examples: environment, animal care, health, nutrition, food safety.
- ◆ Don't try to cram too much in! The biggest challenge in agricultural education is to streamline messages and information. We can't give them a lifetime experience on the farm in a 10-minute visit!
- ◆ Animals attract attention: At times it can be difficult to arrange for pigs to be on site. The animals are definitely the stars of any display, and pigs are particular crowd pleasers! A static display cannot compete with live pigs for popularity.

- ◆ Fit the curriculum: Teachers' time is at a premium, as they try to meet curriculum demands. It is very important that your presentations meet curriculum expectations for the groups you are speaking to. There are curriculum expectations in Section Four of this guide. Teachers will be looking for these when they visit your exhibit. If you want to be an instant success with the teachers, then pick three to five of these expectations for your presentation and post them. Expectations are written according to the age group, so be sure that you know the grade of your audience. The teachers will be delighted that the expectations are on display and can now evaluate the children when they go back to class. Posting the expectations specific to your presentation will enhance the learning and improve the quality of your presentation.
- ◆ Hand out enough materials for each child to the teacher at the end of the presentation. Don't give 'take back to the classroom' materials to children - chances are good they will never make it there!
- ◆ Fill out an event plan (there's one included in this binder). What is your backup plan if something happens that you cannot attend? Give a copy of your plan to another volunteer who could take your place or arrange for someone else to help out. It's also a great record for planning future events. Have your plan on hand when you call Ontario Pork to order resources.
- ◆ Make it interactive and fun! A dry lecture isn't very memorable. Getting the students involved with a smile is the key to success!

Best Practices for Presentations

If you are a facilitator for a 10-20 minute presentation, either in the classroom or at an event, there are some best practices that assist in making the experience both enjoyable and educational.

Here are the main components of an effective presentation:

- A. Opening activity
- B. Tell them what you're going to tell them
- C. Materials
- D. Lead the activity
- E. Summarize
- F. Leave the station

A. Opening activity

Open with a motivator that makes the kids **want** to pay attention. This might be a joke, a riddle, story, music, rap or chant. If you get the kids **actively** involved, you increase the interest level. If you don't capture their interest in the first few minutes, your presentation will suffer.

Example: Print this riddle/rhyme/rap on a paper and leave the last line out. Have the kids come up with an ending. Decide which ending fits best and record their 'final answer' on a piece of paper that you will attach to the bottom of the rhyme. Mark their school name down. Now you have something to show the other groups as they travel through. Don't show them any responses before they try it first. Show different groups some of the results. The kids love to compare and note differences in creativity. You can make up your own, add claps or sound effects too. Have fun with this one!

*"There was a pig who got too big and started to chase Rover (or a car, dog, cat)
I saw this pig and ran after him but..."*

Don't forget to introduce yourself, who you are, where you are from, and why you are happy to speak with them.

B. Tell them what to expect

If you let the kids know what your key message is and what they will know when they leave, then you have provided them with appropriate expectations. You also provide the teacher with the necessary assessment info (see curriculum expectations in Section Four).

C. Materials

Hands-on materials, charts, diagrams and posters appeal to all participants. Any time that you can actively engage students in putting charts together or matching puzzle pieces increases learning. Get the kids involved in any of the materials you will be using. The more engaged, the better the retention!

Example:

If you have any pictures that you can add a piece of velcro to the back, then do so. They can be attached to a display board or a poster that has velcro pieces that can be matched. Even if you cut out pictures from a poster and have them place them where they belong, then they are manipulating materials. That way you don't just talk to the kids about it but actually have them move the items around and fit into place. Remember every time the kids are actually involved and moving and not just told to listen, their learning will increase.

D. Leading the activity

When you are presenting the facts and details to the students, be sure to **include the audience** in the discussion. **Do not lecture.** Lecturing does not provide a climate conducive to learning for most age groups. Ask the kids to repeat names or call out answers - anything that keeps them involved. They are on a school outing and not in the classroom, so let them enjoy freedom of expression. Inform them right from the start how you want them to respond so that you do not run into discipline problems during such an activity.

Example:

"Girls and boys, now that you know what the names are of these farm tools (or pig items), I am going to give you a difficult test. No one ever passes it. (really stretch this one...anticipation is a great motivator!) Do you want to try? I'm going to put these items in this sack and when I pull them out one at a time only: the girls get to call out what it is; or the boys; the supervisor/teacher; students who live on a farm; students with brown eyes/hair/clothes...etc."

E. Follow Up

After your presentation, ask leading questions that make the kids think. You want to get them to not just summarize but analyze, predict and infer. These are higher-level thinking skills. Determine if you have time for questions and, if so, how many questions you will entertain. If there isn't time for all the questions, invite the teacher/supervisor to record them for follow up in the classroom. If there are no questions, yet you have time left over, than this is how the session may look:

Summarize...

"I bet you have a lot to think about and remember after seeing so much today. I'm sure you have lots of questions and you will probably think of things later. If everyone doesn't get a chance to ask their question, your supervisor will write it down so you can discuss it when you go back to school. If you can't find the right information, then your teacher has a place to call and web sites to explore. Right now I have time for 2-5 questions and I will pick the students who are listening and polite."

F. Leaving the station

Before the children get up to leave, tell them the way you expect them to leave the station. Don't wait until they are on their feet and moving. Why not make moving away from your station fun?

Example: "When you leave here for the next display at the end of this presentation, here is what I expect from you. Your teacher told me that you were smart and that you follow directions well. But I didn't believe her/him. So I said that this next exercise would prove it. How quietly/mimicking animals/wiggly/ tiptoe/ rubbery/ straight backed... can you be before you get to the next presenter?"

What to do if...

If the students do not have questions...

Have these kinds of probing questions ready:

- ◆ What do think would happen if there were no more pigs left in the world?
- ◆ How are pigs different (or the same as) than your pets?
- ◆ How is taking care of a pig different (or the same as) than taking care of your pet?
- ◆ Tell me in one sentence what you learned at this presentation that you didn't know before you came here.
- ◆ Who likes animals? (Ask them to raise their hands.) Why do you think it's important that a farmer who raises pigs likes animals?

If the students interrupt you...

Set out the rules for answering very clearly. If it's ok to shout out the answers, let them know that. Otherwise ask them to raise their hands. If they're interrupting with questions all the time, ask them to save their questions until the end of the presentation.

If the students start telling stories ...

Politely re-direct their focus to the question YOU asked. Children often get caught up in their own little world and you will begin to lose the attention of the rest of the group if you engage in an "anything goes" policy. You can reduce this response from happening with statements like this: " I need to stop you now. Although that is interesting, we are on a short time line and I would like you to re-think how you can respond to my question. Let's listen to_____ and see if he/she can do it." Now repeat your question and see if that student can respond appropriately.

If students aren't listening ...

Ask their name, and use it in a sentence. "Do you agree with that, Tim?" Get them involved in the activity: "Tim, can you help me find the feed that the sow might eat?" If you find a lot of students aren't listening on a regular basis, maybe you should re-evaluate your presentation. You may be lecturing for too long or using information at an inappropriate level for that age group.

If students are talking ...

Don't compete with them and try to talk louder than they are. Pause and look right at the 'talkers' until they stop talking. Ask, "Can I have your attention please?" If they continue to disrupt, ask the teacher/supervisor to help out.

If the students are misbehaving

Since you are with the students for such a short time, let the teacher/supervisor be the disciplinarian. If a student misbehaves, ask them to please stop. If the behaviour continues then ask the student to sit or stand with the teacher/supervisor as you would like all the other children to enjoy the presentation.

If the students are not interested...

Ask them what they would like to learn about. Ask them to think of questions or ideas they would like to discuss. This works best with an older group.

Think about your presentation and how to make it more fun and interactive. Ask someone else to objectively evaluate your presentation or display area on how to make it more exciting or attractive. Evaluate what messages the students can relate to and how it affects them or what they care about directly. Technical details and stats will bore even the most attentive group.

Asking Appropriate Questions

The ability to ask good questions is the cornerstone of establishing dialogue with a group. Effective questioning is a skill that develops with practice, but here are some general guidelines:

- ◆ prepare a list of questions you might ask.
- ◆ prepare a list of general questions, progress to the specific.
- ◆ avoid calling on a person before asking the question. This excludes others from participation.
- ◆ avoid questions that can be answered with a simple 'yes' or 'no', unless you want to encourage the entire group to shout out an answer.
- ◆ pose one question at a time
- ◆ instruct students to raise their hands if they wish to respond to a question.
- ◆ use good question starters (see next page)
- ◆ give as many students as possible the opportunity to participate.
- ◆ when you want them to respond in unison, design a way to signal them when to start and finish.

Question Starters

1) To find out if the students **know the information**, use question starters like **record, list, name, collect or identify**. Some examples of good questioning techniques would sound like this:

- ◆ *List all the different things pigs eat ...*
- ◆ *Identify the most important reason why the sow is in this pen...*
- ◆ *Collect two things from the table that are made from a pig...*
- ◆ *Name three things that we get from a pig besides food...*
- ◆ *When you go back to your classroom, record....*

2) To find out if the students **understand the information**, use question starters like **describe, explain, classify, compare, interpret, combine**.

- ◆ *Using the pieces displayed, sort and classify the pieces into a correct order...*
- ◆ *Combining all of the information you now have, what would happen if...*
- ◆ *Describe what it would be like if pigs lived in the mud in Canada...*
- ◆ *How is your nose (feet etc.) different than a pig's nose?*
- ◆ *Explain why the sow is kept in the farrowing pen.*
- ◆ *Combine a pig name with a food name and create a new word. (e.g.sowapple)*

3) To find out if the students **use the information** use question starters like **apply, rate, choose, judge, predict**. Some examples of good questioning techniques would sound like this:

- ◆ *Choose the correct item that matches....*
- ◆ *Predict what would happen if...*
- ◆ *Rate in order of importance the items needed for.....*
- ◆ *Compare how much a pig weighs to what an adult weighs...*
- ◆ *Identify the things your pet needs that a pig needs ...*
- ◆ *Explain the process of....*

Presentation Planner

Event: _____

Date(s): _____

Target audience: _____
(Age/Grade Level)

Number in attendance: _____

Arrival and departure times: _____

Presenter(s): _____

Contact number(s): _____

Presentation theme: _____

Main message: _____

Curriculum Expectations:

- 1.
- 2.
- 3.

The Presentation and Activities:

1. Opening and motivator: _____

Presentation: _____

Closure: _____

Classroom follow up suggestions: _____

DISPLAY AREA NEEDS

Signs: _____

Backdrops/Display Boards: _____

Materials: _____

Handouts: _____

Call Ontario Pork at 1-877-ONT-PORK to order displays and signs!

Program Evaluation

Event: _____

Date(s): _____

Target audience: _____
(Age/Grade Level)

Number in attendance: _____

What went well?

What needed improvement?

Great ideas for next year:

Displays & Signs... with a Mission!

It's your job to get a message out to your audience even if they just walk by your display area. Some people will stop to talk, many others will not. An interesting display area should attract attention and make people want to stop and find out more!

Displays work best when you:

- Use colourful signs with clearly labelled words.
- Use big, bold signs and display items for maximum impact.
- Clearly state your message on the sign itself (e.g. caring for pigs is an important job). Find ways to reinforce your message on the display and throughout your presentation.
- Refer to the signs during your presentation. If it is for a young group, then design ways for your sign to become a manipulative so that the children can become involved during your presentation. Individual pieces could be attached with velcro for easy movement.
- Have the kids read what the sign says in unison, in partners, individually or as a group. Expand the message of the sign to other areas.
- Include something that the children can touch, smell, see or taste. A multi-sensory experience lasts longer and is more enjoyable for all learning styles.
- Feature pigs!

Effective Animal Displays

A sow and her piglets in a farrowing unit is a huge attraction. This display should be manned and have good signage to explain why the animals are kept in there, and for how long. **People can leave this display with a negative impression if their questions and concerns are not addressed.**

Possible questions:

Can she stand up? Why does she lay down all the time?
How long is she in there?
How long are the piglets with her?
How often do the piglets eat?
Why can't they go outside?
Why don't they have any straw?

- ❖ Market weight hogs should be displayed to illustrate how quickly pigs grow and the size of a market weight animal. They also help point out that the piglets don't stay 'so cute' for so long!
- ❖ Display or show pictures of research-based alternative designs of farrowing pens or housing. Explain the pros and cons of different systems.

The following is a list of suggestions for animal presentations from the Ontario Farm Animal Council's "Animals on Display" Guide.

Although the animals are on display for public education, their well-being should not be jeopardized. Human and animal safety are top priorities. Your job is to minimize stress, injuries, and animal aggression.

- **People:** Keep in mind who your visitors will be. Assume they have little or no experience with farm animals. People will walk up directly behind animals or put their fingers in pens and cages to pet or feed them. Even the quietest animal can only tolerate this for so long before they start to bite, kick, or peck in defence. Prepare for this by planning where you want people to walk and to have access to the animals. Use ropes, barriers, and double penning to control access to the animals.

- **Access to the animals:** Signs and volunteers should discourage visitors from feeding, petting, or picking up the animals. Young animals, like piglets, seem to be the most inviting.

Examples: "In the interest of animal health and safety, please do not feed the animals." "Be careful ~ this animal may bite".
- **Quiet animals:** Use animals that are accustomed to human interaction. Animals should be kept as calm and unstressed as possible. Animals should arrive at the location ahead of the event's opening. This will allow the animals time to acclimatize to new surroundings.
- **Animal health:** A sick animal reflects badly on the exhibit, the home farm, and on agriculture in general. If any animals begin to show signs of illness or stress, they should be removed immediately and/or returned home for care. Have a plan in place in case an animal gets sick or dies, including an emergency list of phone numbers with a veterinarian and a transporter who could come on short notice.
- **Code of Practice:** Pen size, number of animals per pen, food and water requirements should meet the guidelines set out in the Recommended Code of Practice for the Care and Handling of Pigs. Think about extreme temperatures (hot or cold), and try to position pigs away from drafts.
- **Pens:** Keep animals in appropriate pens. Use strong penning with no sharp edges that will keep animals in and humans out! Separate different types of animals and provide plenty of space. The Old MacDonald's farm atmosphere is created if a number of different animals are close to each other or all in the same pen.
- **Feed and Water:** Always have a constant supply of water available whenever possible. If pails are used, they should be secured to avoid spillage. **Visitor complaints about animals on display are most frequently about the animals having no feed or water.** Set up displays of what each animal eats, how often, and in what quantity in a day.
- **Bedding:** Use similar bedding methods to those on the farm. If conditions require no bedding, explain why. Keep pens clean and dry by removing urine soaked bedding and manure frequently each day.

Designing Displays: Commonly Asked Questions

Source: Ontario Farm Animal Council, Animals on Display Guide

1. What is the most common mistake in agricultural awareness activities?

The most common mistake is to try to give the visitor a lifetime experience in one short visit. Start with the basics. For example, “Did you know a pig can grow to weigh more than you in just 5 months?” instead of a session on all the breeds of pigs and genetic improvement. If your visitor leaves with one new idea and a positive feeling about farming, then your task has been accomplished!

2. I only have a small space and a limited budget, where do I begin?

One person can make a difference! Putting educational signs around a livestock exhibit barn is a great start. The two most education packed animal exhibits that can fit in a 10' x 10' space are: a sow in a farrowing pen, and a dairy calf in a hutch. Both displays will attract attention and get out important messages on animal housing, health, and nutrition. Good signs and volunteers are critical at both of these displays.

3. Should we promote food at the animal displays?

The objective of an education area is to build understanding and appreciation of agriculture. This should not be confused with selling a product. As soon as you switch from ‘educating’ to ‘selling’, you will lose credibility with the public. Farmers are consistently ranked as one of the most believable sources for information. If the public thinks you are just telling them the animals are treated well so they will buy a pork chop, your objectives will not be met. You are not trying to avoid the important connection of ‘where our food comes from’. However, you are remaining credible by talking about what you know: farming. Keep recipes and food related information at a food stand, preferably staffed by someone who is qualified to answer questions on issues such as nutrition or food preparation.

4. **Should we allow people to pet the animals?** Children of all ages enjoy petting the animals. It is important, however, to convey the message that farm animals are not pets. Health, safety, and stress of both humans and animals need to be considered. Do not allow people to pick up the piglets!!! Post hand-washing signs near the animals and bath rooms or hand-washing stations at the event. It's not uncommon to see a child with an ice cream in one hand while petting an animal with the other. You can also have waterless wash towellettes available.
5. **How do we make "Old MacDonald's" farm educational?** Many fairs and events have had petting zoos or "Old MacDonald's" farm displays in the past. The focus in these areas has changed from 'pet the animals' to 'learn about farm animals'. This is a much-needed change as we try to bridge the gap between the average consumer and the agri-food industry. Display animals as they would be on a working farm. Don't give them pet or human characteristics. Choose an educational message suitable for your audience and focus displays and signs on getting that message out.
6. **How do we deal with complaints?** Be positive and proactive. Invite the local humane society or other appropriate officials to tour through the area before the event begins. Keep your barn in order: ensure pen sizes and stocking densities conform to the Code of practice. Display clean, healthy animals with appropriate feed, water, and housing to prevent problems before they occur. Ask complainants to put their grievances in writing. Prepare to deal with legitimate concerns immediately. The most important aspect of dealing with a complaint is your attitude. Take all complaints seriously, and take the time to educate the person if the situation should not be a cause for concern.
7. **How do we know if we're successful?** It's important to measure if you are indeed meeting the needs of your chosen audience as well as your own objectives. Comment books can be set out at each display as a valuable tool for people to express their opinions in. These books are particularly important for gathering criticisms that visitors may not feel comfortable telling a volunteer. Survey visitors, exhibitors, and volunteers to find out their ideas for improvement. Evaluating your event is key for measuring your success and building towards the future.

For more information contact: Ontario Farm Animal Council (OFAC)

Phone: 905.821.3880 Fax: 905.858.1589

www.ofac.org

Activity Ideas

The most memorable experience for kids of all ages occurs when they get involved. To lecture is to see their eyes glaze over with boredom! Remember, we're competing with video games and television for entertainment and educational value. Keep it snappy and interesting, with the most 'hands on' and volunteer opportunities possible.

The following are a few ideas, each with a theme and a message. Position your activity to teach just one or two focused messages. This is just a start, the possibilities are endless!

Use this information as a model for your own display or presentation. The times and guidelines are suggestions only. Feel free to adapt the activity ideas to fit your target audience, for the classroom or a public event. If you come up with a great new activity or a modification of one listed in here, please inform Ontario Pork for future updates of this manual.

Don't give the students handouts at your station. Give them to the teacher or supervisor so they can be used as a follow up back in the classroom or for discussion at home with their parents. Anything that is given to students at the time of the presentation often gets lost or left behind. Let them know that their teachers will have something for them when they return to school.

Sections:

- A. All About Pigs & Farming
- B. Animal Care
- C. Environment
- D. Food & Food Safety

Activity:

Pig Basics

Theme: All About Pigs

Messages:

1. Pig Basics: names, breeds, stages of production
2. What pigs need: housing

Time required: 10 minutes

Target Audience: Kindergarten to Grade 3

Materials Needed:

1. Real pigs or pictures of pigs of various sizes
2. Labels for various pigs: sow, boar, piglet, gilt, barrow, weanling, grower, market hog, etc.
3. Pictures of different barns: farrow to wean; nursery; finisher; farrow to finish
4. Pictures of different breeds

Technique:

1. Ask different volunteers to put the correct label on the correct type of pig (either the pen and/or the picture).
2. Make it a game show, like the Price is Right. Once they have all the labels on the appropriate pens or pictures, tell them how many they have right. Ask them to try and figure out which ones they have wrong.
3. Go through the correct answers and explain the various stages of production. Use the pictures of the different types of barns to help your explanation of how some farms specialize in just one size of pig, while others have all different types and sizes.
4. Make a chart showing the stages of growth. Have the students velcro on the correct answers in order.

sow + boar = piglet ⇒ weanling ⇒ grower ⇒ market hog ⇒ pork

female = gilt ⇒ sow male = barrow or boar

Summary:

“Let’s review what we have learned today. What did we learn about pigs?”

How to make this activity great:

Make the answers a game. The content alone is fairly dry.

Activity:

Pigs = Pork and so much more!

Theme: All about Pigs ~ By-products

Messages:

1. Pigs provide us with pork.
2. Pigs and other animals provide us with many other important products.
3. Nothing is wasted.

Time required: 10 minutes

Target Audience: Grade 3 to Grade 5

Materials Needed:

1. Blue boxes or Rubbermaid type containers to hold items.
2. Variety of actual pork products and by-products and/or their packages.
3. List of products and by-products. (see next page)

Technique:

1. Ask volunteers for answers: "What do we use that comes from pigs?" {typical answers: ham, bacon, pork chops, etc.}
2. Hold up one of the by-products and ask, "Does this come from a pig?" Most students will say 'no'. Yes it does!
3. Ask volunteers to come up and pick up a product of their choice. Have the students arrange themselves according to their products in three categories: at home, at school, at play.

Summary:

"Let's review what we have learned today. What did we learn about what important things pigs provide us with?"

How to make this activity great:

Make the answers a game. The more volunteers involved the better!

Don't get too caught up in what part of the pig the product comes from, but have the list with those answers if it's asked.

Pigs = Pork and so much more!

Processed Products

Ham, bacon, canned meats, side bacon, back bacon, sausages, lunch meats

Fresh Pork Cuts

Pork chops, roasts, spareribs, back ribs, tenderloin

Fatty Acids

Weed killers, rubber, floor wax, crayons, makeup, plastics, chalk, toothpaste, floppy discs, antifreeze

Glands & Organs

Many important medicines, such as insulin; heart valves for special heart surgery; skin grafts; vitamins

Skin

Briefcases, jackets, hats, shoes, etc.

Hair

Artist brushes, dry wall, upholstery

Other

"Pig Ear" dog chews

Activity:

Mystery Tools

Theme: All About Pigs & Farming

Messages:

1. Farmers are educated and knowledgeable people, who use computers and technology.
2. Farmers can be male or female, and do not have the old 'hayseed' image.
3. Farmers care for their animals.

Time required: 10 - 30 minutes (dependent on number of tools)

Target Audience: Kindergarten to Grade 6 (varying tools)

Materials needed:

1. Feed bag or other container to hold the tools.
2. Assortment of farm related items such as:
 - ❖ Computer disk
 - ❖ Teeth clippers
 - ❖ Creep feeder
 - ❖ Nipple drinker
 - ❖ Lipstick or other makeup {particularly effective for female presenters!}
 - ❖ Heat lamp or pad
 - ❖ Small bags of feed, shavings, or minerals
 - ❖ Injectable iron, vaccines or vitamins
 - ❖ Artificial insemination equipment (for older students)
 - ❖ Textbook or educational materials about farming

Technique:

1. Assemble students in a horseshoe shape around you so all can see.
2. Invite one student to pick an item out of the bag.
3. Ask all the students to put up their hands with guesses as to what they think the item is and what it might be used for.

4. At the end of the session, sum up the major messages for the students, with references to some of the items they chose.

Mystery Tools Examples

Example 1: Computer Disk

Presenter: What do you think this is?

Students: Computer Disk

Presenter: Would a farmer use one of these?

Students: NO! {usual answer!}

Presenter: Hey, guess what? Farmers do use computers. They can keep track of all their expenses and income; records on individual pigs; they look up information on the internet; some farms have computerized feeders that know how much and what type of feed each pig eats.

Example 2: Injectable iron or vitamins

Presenter: What do you think this is?

Students: Medicine

Presenter: Can someone read the label?

Student: Iron or vitamins

Presenter: Who here takes a chewable vitamin every day, maybe Flintstones?

Students: Raise their hands.

Presenter: Why do we take vitamins?

Students: To keep us healthy and growing strong.

Presenter: Farmers give their pigs vitamins and iron when they are very young to help keep them healthy too.

Example 3: Heat lamp {or pad}

Presenter: What do you think this is?

Students: Light.

Presenter: This is a special kind of light that gives off heat, called a heat lamp. It's the same idea as the heat lights that we see at McDonald's that keeps the french fries warm! How do you think this would be used on a farm? It is used for newborn piglets to help keep them warm. The sow or mother pig likes to keep cool, but her piglets need to stay warm. Farmers put heat lamps in the pens for the piglets to lay under.

Summary: Let's review some of the things we've learned here today. Can farmers be ladies or men? Do they use computers? Do farmers go to university or college? Why is it important that you like working with animals if you're a farmer?

Activity:

What do Pigs Need?

Theme: Animal Care

Messages:

1. Farmers care for their animals.
2. Pigs need: housing, feed, water, health care.

Time required: 10 minutes

Target Audience: Kindergarten to Grade 5

Materials Needed:

1. A mock- up or real pen measured to represent its actual size
2. Feed and waterer
3. Vaccine or vitamin or injectable iron bottles
4. Heat lamp, fan, or sprinkler {optional}
5. Bales of straw for sitting {optional}
6. Plastic boots and/or foot bath, biosecurity sign (or pictures)

Technique:

1. "Today we're going to pretend we're pig farmers. We need to figure out what our pigs are going to need. Let's start with where our pigs should live."
2. "Where did the three little pigs live? Where do real pigs live? Why do pigs live in barns in Canada?"
3. Show the heat lamp, fan or sprinkler to talk about keeping pigs cool in summer and warm in winter.
4. Have a real pen or mark out the actual size of a pen with bales of straw or rope. Have the children sit on the bales or stand around the perimeter of the pen.
5. "Now our pigs have a nice pen in a barn, what else do you think our pigs need?" Ask for volunteers to move the water and feed into the pen. Describe the feeding process and what pigs eat. "How is this process different from how you eat? Compare it to what and how your pets eat."

6. "What do we do to stay healthy? Why would a farmer want to keep their pigs healthy?" Explain herd health, and working with a veterinarian to prevent sickness whenever possible, and treatment when needed. Explain biosecurity to older students.

Summary:

1. "Let's review what we have learned here today. What do we need to know about pigs before we become a successful farmer?"
2. "What do pigs need to be healthy while they grow?"

How to make this activity great:

- ❖ The day in the life of a pig compared to a day in the life of a pet can be an interesting starting point that could be elaborated on in school.
- ❖ Invite the students to compare what **they** do to stay healthy and clean. It is a great catalyst to challenge the myths about the cleanliness and habits of pigs.
- ❖ With younger children, you could have a few children act out what habit he/she performs each day that aids towards health and cleanliness. (Caution: to avoid any embarrassment, let the students know that although we all need to use the bathroom daily, this is not the dramatization you would like demonstrated!) The children can show their dramatizations to the whole group.

Activity:

Featuring the Farrowing Pen

Theme: Animal Care

Messages:

1. Farmers care for their animals.
2. What pigs need: housing, feed, water, health care, temperatures.
3. Animal care involves trade-offs: sow movement vs. piglet safety

Time required: 10 minutes

Target Audience: Kindergarten to Adult

Materials Needed:

1. A mock-up or real farrowing pen measured to represent its actual size
2. Sow and piglets {or toys}
3. "The Farrowing Pen Story" sign from Ontario Pork
4. Heat lamp
5. Creep feeder and creep feed {optional}
6. 1 kg bag of flour or corn and weigh scale {optional}

Technique:

1. Let the kids have a chance to see the sow and piglet up close. For some, this may be the only chance they will ever get. They need to touch and smell. Let them talk to each other as they observe the pigs before you begin talking. They need to experience this one. No matter what you say, the pigs will be the star attraction!
2. You may need to have a different arrangement as you present, as they will only want to stare at the pigs. If your display forces them to put their backs to the farrowing unit, then you won't be trying to constantly get their attention.
3. "What's a mother pig called? How many piglets does this sow have?"
4. "A sow can give birth to 8-12 piglets in one litter. If they have 2 litters each year, what is the maximum number of piglets a sow can have?"
5. "Piglets weigh 1-2 kg when they are born. What item here weighs that much?"
Choose one child to pick and put flour or corn on the weigh scale.

6. "A full grown sow can weigh x kg. How many students would it take to weigh that much?"
7. "Why do you think sows are put in special pens like this to give birth and nurse their piglets?" "When pigs give birth, it's called 'farrowing', so this is called a 'farrowing pen'."
8. Heat lamp or pad: "What do you think this is? What is it used for?" Explain how it helps to keep the piglets warm, while the sow stays cool.
9. "Piglets are kept in this pen with the sow for approximately 3 weeks, until they are weaned from milk. What do you think they must be able to do before they can be weaned from the sow?" Show them the creep feeder as a hint! "Once piglets are eating this special solid food they can be weaned and moved into a different pen or a different barn."
10. **For older students:** "What are some of the advantages and disadvantages of putting pigs in a pen like this one?" Explain the animal welfare research on the farrowing pen, with oval and elliptical shapes and moveable sides to allow for more sow freedom.

Summary:

1. "Let's review what we have learned here today. What do we call this pen?"
2. "Can someone remind me of all the reasons why the sow and piglets are kept in this type of pen?"

How to make this activity great:

- ❖ Be flexible. Work with the sow and piglets. If they start nursing, stop and let the children watch.
- ❖ Farmers need to be "on-the-spot problem solvers". Encourage children to list any times they needed to make decisions "on- the- spot" when they return to school. Maybe they could list their results over the next week.
- ❖ Use a chart that includes any of the questions above to create a multi-sensory experience. Let the child who guesses correctly put the right answer up in the space and have him/her explain how he/she arrived at the solution.

1. What's a mother pig called? _____
2. How many piglets can one sow have in one year? _____
3. What keeps piglets warm? _____
4. How long do piglets stay with the sow? _____
5. What do piglets eat? _____

Activity:

Tracking The Nutrient Cycle

Theme: Environment

Messages:

1. Farmers care about the environment: their livelihood depends on it.
2. Manure is a valuable resource as part of the nutrient cycle.

Time required: 10 – 30 minutes

Space required: 10 x 20 feet (minimum)
(for displays)

Target Audience: Grade 3 to Adult

Materials needed: {Pictures, toys and/or the real thing!}

1. Sow and piglets
2. Bags of manure or fertilizer
3. Blue recycling boxes or a wheelbarrow
4. Feed samples of corn and/or soybeans
5. Nutrient cycle signs and display boards from Ontario Pork
6. Toy manure spreader or tanker {optional}
7. Corn stalks, straw and/or ropes to make a maze {optional}

Technique:

The purpose is to physically walk the students through the nutrient cycle. The most fun option is to make a maze that students must go through to get to the next station. If space is limited, the four stations can be set up close together, without a maze in between.

Station 1: The Sow

1. Assemble students around the sow (or other animal) display so all can see.

2. Ask: "How many piglets do you think this sow, adult female pig, can have in one year?"
3. Take guesses. Answer: The average sow has 20 piglets in one year, in two litters.
4. If you have a display and time allows: Have the students velcro on and count 20 pictures of piglets onto the display.

Station 2: Manure

1. Explain, "Pigs, like all animals, produce manure every day. How much manure do you think those 20 pigs we just talked about would produce in one year?"
2. Take guesses. Answer: 20 pigs will produce 54,000 litres or 540 hectolitres in one year." Refer to actual samples of manure or fertilizers.
3. "That's a lot of manure. What do farmers do with it all? Let's find out!"

Station 3: Fertilize Crops

1. Explain, "Manure is a valuable fertilizer for plants and crops on farms and at our homes."
2. Ask, "How many people here have a vegetable or flower garden? Why do we put fertilizer on our gardens?"
3. "Remember those 20 pigs gave us 540 hectolitres of manure? Manure is applied to the land from manure spreaders or tankers like this one (show visual or toy spreader).
4. That much manure can fertilize enough land to produce 4700 kilograms of corn." (Based on the nitrogen requirements of corn).
5. "What do farmers do with all that corn? Let's find out!"

Station 4: Pig Feed

1. Explain, "What do you think pigs eat?"
2. "Remember that 4700 kg of corn we talked about at the last station? How many pigs do you think that much corn will feed?"
3. "4700 kg of corn can feed 17 pigs in a year, almost as many as where we started with 20."

Summary:

1. Now let's review the nutrient cycle: pigs produce manure, manure is applied to the land to help plants grow, pigs eat the plants, and the cycle continues!
2. How is farming like a recycling program?
3. Why is manure important on the farm?
4. If time allows: how are people part of the nutrient cycle?

Activity:

The Original Recycling Program

Theme: Environment

Messages:

1. Farmers care about the environment: their livelihood depends on it.
2. Farming is the original recycling program.

Time required: 5 - 20 minutes

Target Audience: Kindergarten to Grade 3

Materials needed:

1. Blue recycling box
2. Green compost box (Loblaws green boxes work well)
3. Various household recycling items such as: pop can, newspaper, cardboard box, plastic bottle.
4. Various compostable items: egg shells, banana peel, coffee grinds
5. One sow, 20 piglets (pictures or toys)
6. Manure or fertilizer (picture or small bag full)
7. Corn and/or soybeans (feed samples)
8. Corn and/or soybean products for people: can of corn, soybean oil, etc.
9. Pork product (pictures or real)
10. Houseplant

Technique:

1. "Let's talk about recycling. Why do we recycle some of our garbage?"
2. As a motivator, have the kids decide where the various items selected should go. Pick different children to put the items where they belong (e.g. a banana peel goes in a compost, a pop can goes in a recycling container etc.)
3. Expand their thinking and ask them what else is recycled in their day to day lives. (e.g. composts, plastics, hand-me-down clothing)
4. How is farming the original recycling program? Let's find out.

5. Pick different children to place the items from the nutrient cycle and the circle of life chart in order.

pigs ⇒ manure ⇒ crops ⇒ animal feeds ⇒ pigs & other animals
pigs ⇒ pork ⇒ people
pigs ⇒ manure ⇒ crops ⇒ people
pigs ⇒ manure ⇒ flowers & vegetables ⇒ people

How to make this activity great:

- ❖ Let them feel and smell the feed.
- ❖ Let them see the amount of manure a pig produces in one day. How much does it weigh?
- ❖ How much manure would that pig produce in one year?
- ❖ How much does a pig eat?
- ❖ Refer to the trader card with the flow chart demonstrating how farming is the original recycling program. You could duplicate that diagram so that each component is an individual piece so that the children could sort and order the circle of life.
- ❖ Have the children design their own charts demonstrating another cycle.
- ❖ Let the students, in partners, sort and classify the pieces in an appropriate order. What daily cycles take place in their classrooms?

Activity:

Dig for a Pig

Purpose:

The purpose of the Dig for a Pig activity centre is to feature a 'hands on' event which is both fun and educational for children of all ages.

Materials needed:

1. Feed tub or rubbermaid container: the larger the better!
2. Corn to fill feed tub.
3. Feed scoop.
4. Pig erasers.
5. Trivia questions.
6. Dig for a Pig signs
7. Prizes (pig erasers or trader cards)

Steps:

1. Fill feed tub with corn.
2. Hide pig erasers in the corn.
3. Post 'Dig for a Pig' signs around or on the feed tub.

How to Play the Game:

- The game works best if someone can staff it all the time.
- Have children line up to take a turn answering a fun pig trivia question (see examples on the following pages). Make up really simple questions for very young children (ie. what sound does a pig make).
- If they answer the question correctly, they win the opportunity to 'Dig for a Pig' with the feed scoop.
- If they find a pig eraser, they can keep that as their prize. If you don't have enough pig erasers, they can dig for a pig and get a trader card as a prize!
- The trivia questions can be copied onto 11"x17" paper, which can be folded to keep the answer a surprise. If there isn't anyone available to work there full-time, place the trivia questions on a wall near the feed tub. This isn't as effective as talking with the children directly.

Activity:

Pig Seeds

Theme: Fun!

Time required: 15 - 20 minutes, in a classroom setting

Target Audience: Kindergarten to Grade 3

Materials needed:

1. Small baggies (one for each student)
2. White beans (suitable for colouring on)
3. Pig Seed instructions (see next page).
4. Markers
5. Stapler

Technique:

1. Explain the activity. You can encourage some teaching around pigs with this activity, but the basic premise is to have fun!
2. Give each student a baggie, four or five seeds, and a Pig Seed instruction set.
3. Ask the students to colour their seeds (creativity is encouraged!). Explain
4. Fold and staple the instruction sheet to the baggie.

Take Your Class to an Agri-Food Adventure

Ideas For Teachers

Pre-Agri Event Ideas:

1. Motivate your students by telling them that you have a surprise for them. Tell them that you are thinking about planning a trip and that you will give them hints. See if they can guess. Once you tell them about the trip, collectively chart what the kids know about farming and animals. Now you have something to refer to as a reflective practice. Refer to this chart throughout the unit so that the kids will clearly see how much more they know each day. Keep that chart posted throughout the unit. Refer to it often. Tell them that they will be learning about farming and actually be touching, smelling and seeing animals, food, machinery and tools related to farming on their field trip. Let them know that the unit will be divided into themes. (e.g. **Junior : Animal Basics, Environmental Stewardship, Animal Care and Farm Life, Habitats and Communities**)
2. Post the expectations for the unit of study and discuss what it is you expect your students to learn. Examine the rubric with them. You will find many examples of assessment in Ontario Agri-Food Education resources.
3. Put the children on teams of 4 or 5. Decide on their roles and what it is they will be researching. Each team could be given a different aspect of agriculture to examine to report back to the group (using the themes mentioned above or the ones you design). Be sure to encourage students to write down questions they could ask the farmers at the event.
4. Allow some time for the children to examine books and resources from Ontario Pork. Ontario Agri-Food Education resources can be ordered from the flyer enclosed in the teacher package or by visiting www.oafe.org. Movies can be

ordered as well. There are links at this website to many agriculture related organizations.

5. If there is a teacher workshop planned before the event, be sure to attend. You will get valuable ideas and resources to assist you in planning.
6. Be sure to take a camera or a video camera for the outing. Get your film developed right away or ask for copies on a disk so students can see the pictures right away. Pictures are also great additions to student projects.
7. Enjoy your outing knowing that you have provided the best learning experience possible for your students. Real life hands-on experiences maximize learning. Well done!

Post Agri-Event Ideas:

1. Talk about the experience first thing the next day. Reflecting immediately makes for a more lasting experience so take the time to enjoy it even if you have to re-arrange a schedule.
2. Mark down the highlights from the outing. Compare this list to the original chart that was posted at the beginning of the unit. The children should be able to realize how much they have learned. Congratulate them on a job well done. Pat yourself on the back too!
3. Spend some time looking at the pictures or video. You will get spontaneous feedback. Discuss the idea of sensory experiences and how they help us to retain better. Take this into consideration for your next unit of study. Maybe you could put it to music or have different children write a running commentary.
4. What questions did the farmers themselves answer? What do the children still need to do to complete their work in teams? Discuss. Has their image of a farmer changed? How so?
5. Give out any handouts and expand on the information so that the students can incorporate it into their project work.
6. Have a showcase of your presentations. Invite another class to your Agri-Fair. Each team could present to groups of kids from the other class. Stage it similar

to the agriculture event you attended. Small groups of children could rotate from one presentation to the next. Everyone learns best by doing.

7. Culminate the presentations with a popcorn or pizza party (featuring great farm fresh products!). Invite the other class to stay and see your video or pictures.
8. Mark the presentations based on the rubric assessment established at the beginning of the unit of study. Keep the expectations, rubrics and assessment charts you designed for next years event!

Ontario Curriculum Connections

Every activity and presentation has many aspects of language and mathematics. The following list does not include those curriculum connections.

The expectations listed below examine each grade in the area of science, health & physical education and social studies. Teachers will be looking for connections in several areas. You will need to choose which expectations work best with your topic and the grade level attending. **It's better to change your focus to fit the curriculum and the appropriate grade level, then to try and stretch the curriculum to fit your existing program!**

Grade One

Science: Characteristics and Needs of Living Things

- ❖ compare the basic needs of humans with the needs of other living things
- ❖ describe basic changes in humans as they grow and compare with other living things
- ❖ identify ways in which individuals can maintain a healthy environment for themselves and for other living things
- ❖ ask questions about and identify some needs of living things, and explore possible answers to these questions and ways of meeting those needs

Health & Physical Education

- ❖ recognize that rest, food and exercise affect growth
- ❖ identify healthy eating habits

Social Studies: The Local Community

- ❖ identify how farmers' and animals' basic needs are met
- ❖ identify the occupations of some people in a farming community

- ❖ show an understanding of how these people are important to meeting their needs and ensuring their safety

Grade Two

Science: Growth and Changes in Animals

- ❖ identify constant traits and changing traits in animals as they grow, and compare the appearance of young and mature animals of the same species
- ❖ identify and describe the major physical characteristics of different types of animals
- ❖ describe changes in the appearance and activity of an animal as it goes through a complete lifecycle
- ❖ ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting those needs
- ❖ demonstrate awareness of ways of caring for animals properly

Health & Physical Education

- ❖ describe the importance of food to the body

Social Studies: Traditions and Celebrations

- ❖ demonstrate an understanding that traditions are passed down from parents and grandparents (e.g. name of your farm, family history)
- ❖ identify ways in which heritage and traditions are passed on (through community celebrations, special days like your yearly presentation, farm tours, harvest festivals)
- ❖ describe the contributions each family makes to the community (chores)

Grade Three

Science: Energy and Control-Forces and Movement

- ❖ identify objects, devices, and systems in every day life that are affected by forces and movement and explain in what ways they are useful to us (e.g. mystery tools, farm machinery)

Science: Structures and Mechanisms-Stability

- ❖ demonstrate an understanding of the factors that affect the stability of objects (e.g. a structure collapses when a load is too heavy; a latch on a gate opens when pressed.)
- ❖ describe, using their observations, the changes in the amount of effort needed to lift a specific load with a lever when the position of the fulcrum is changed

Social Studies: Urban and Rural Communities

- ❖ demonstrate an understanding of the characteristics of rural communities
- ❖ describe an interaction between people and the environment (environmental stewardship fits well here)
- ❖ identify some products that Ontario sells to other provinces or territories and buys from them (from grower to market idea; export numbers work well here)

Grade Four

Science: Habitats and Communities

- ❖ describe a way in which humans are dependent on plants and animals
- ❖ describe ways in which humans can effect the natural world
- ❖ identify, through observation, various factors that affect animals in a specific habitat
- ❖ formulate questions about and identify the needs of animals in a particular habitat, and explore possible answers to these questions and ways of meeting these needs

Science: Pulleys and Gears

- ❖ demonstrate an awareness of the concept of mechanical advantage by using a variety of pulleys and gears
- ❖ demonstrate an understanding of the characteristics of pulleys and gears

Health & Physical Education

- ❖ use life skills to address personal injury prevention
- ❖ identify critical content information on food labels

Grade Five

Science: Properties of Change in Matter

- ❖ identify the properties that make different materials useful in everyday products and discuss the environmental impact of their use

Science: Structures and Mechanisms

- ❖ compare the force needed to lift a load manually with the force required to lift the load with a simple machine
- ❖ recognize the advantages and disadvantages of using various mechanisms with respect to the amount of energy they require to move or lift a given load

Science: Weather

- ❖ describe ways in which weather conditions affect the activities of humans and other animals
- ❖ understand and explain the importance of weather forecasts for people in certain occupations

Health & Physical Education

- ❖ analyze information that has an impact on healthy eating practices (e.g. food labels, food guides, care of teeth brochures)

Grade Six

Science: Life Systems- Diversity of Living Things

- ❖ demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among them
- ❖ investigate classification systems and some of the processes of life common to all animals (e.g. growth, reproduction, movement, response and adaptation)
- ❖ describe ways in which classification systems can be used in everyday life

Science: Structures and Mechanisms-Motion

- ❖ demonstrate an understanding of different kinds of motion (linear, rotational, reciprocating, oscillating)
- ❖ describe, using their observations, ways in which mechanical devices and systems produce a linear output from a rotary input (e.g. screw, crank and slider, rack and pinion, cam and cam follower)

- ❖ describe, using their observations, the purposes or uses of three simple levers (wheelbarrow, tongs, seesaw)

Health & Physical Education

- ❖ describe the benefits of healthy eating for active living

Social Studies: Canada and Its Trading Partners

- ❖ identify products that Canada imports and exports
- ❖ identify the countries to which Canada exports goods
- ❖ describe how sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians

Grade Seven

Science: Interactions Within Ecosystems

- ❖ identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats
- ❖ demonstrate an understanding of the interactions of plants, animals, fungi, and micro-organisms in an ecosystem

Science: Pure Substances and Mixtures

- ❖ identify a variety of manufactured products from mixtures or solutions and explain their functions(e.g. medicine, cosmetics, cleaning solutions..)
- ❖ identify the sources and characteristics of pollutants from manufacturing and agricultural systems
- ❖ investigate properties of different kinds of mechanical mixtures and solutions that make them useful in manufacturing products for particular purposes

Science: Structural Strength and Stability

- ❖ classify structures as solid structures, frame structures or shell structures
- ❖ describe, using their observations, ways in which different forces can affect the stability of a structure (e.g. certain forces may cause a structure to shear, twist or buckle.)
- ❖ measure the performance of a structure by comparing its mass with the mass of the load it supports

Geography-Patterns in Physical Geography

- ❖ describe the correlation between physical patterns and types of crops

- ❖ demonstrate an understanding of three types of agriculture (subsistence, commercial, specialized) and their relation to climate, topography and soil
- ❖ identify the six major factors which influence commercial agriculture: location, climate, raw materials, market labour and transportation
- ❖ investigate and describe how specialized forms of agriculture (e.g. beef, pigs, dairy farming) relate to world patterns of land-forms, climate and vegetation

Grade Eight

Science: Cells , Tissues, Organs and Systems

- ❖ demonstrate an understanding of the basic structure and function of animal cells and describe the hierarchical organization of cells in animals

Science: Mechanical Efficiency

- ❖ investigate and measure forces that affect the movement of an object
- ❖ identify the kinds of information that assists consumers in making a decision about buying a product (e.g. information on performance, durability, safety, benefits to health)
- ❖ recognize the importance of unbiased testing of control samples and independent evaluation of the test results before a product is manufactured

Health & Physical Education

- ❖ identify local support groups and community organizations that provide information or services related to health and well-being

History: Canada: A Changing Society

- ❖ demonstrate an understanding of factors contributing to change in a society
- ❖ identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world (e.g. contributions of inventors, innovators, entrepreneurs. See OAFE resource -*Outstanding Ontarians*)

Geography:

- ❖ demonstrate an understanding of how site and situation influence settlement
- ❖ identify and describe the types of land use.(e.g. residential, recreational, institutional, agricultural)
- ❖ demonstrate an understanding of employment patterns and trends

Secondary/Adult Expectations

Here are some general areas to highlight when dealing with an older group of people. Remember that no one is ever too old to enjoy a multi-sensory experience so all of the general principles for good presentation techniques still apply. This group, however, will need less information and more 'on the spot challenges' to their pre-conceived notions around agriculture and farming. However, don't be fooled or fear that you need to avoid 'older kids'. You are still the expert and have more life experience and skills than they could possibly have! Be confident, yet basic, when dealing with this group. Very few of them will have a farming background, and if they do, bring them on board as the expert. Give them their moment in the limelight if they will accept it. If not, then you are the expert. Remember, they pretend to know more than they really do and that they think they are much 'cooler' than they really are. Some areas for consideration are:

Guidance and Career Education. You can highlight the many possibilities and career choices in agriculture and food. The University of Guelph (Ontario Agricultural College) has information and even a computer disc free of charge that outlines a direction and focus for anyone considering aspects of agriculture as a career. Contact the OAC Dean's Office: (519) 824-4120

Health and Physical Education. Active living and physical activity are the components of this curriculum featuring the importance of being outside and staying fit by making healthy lifestyle choices. (e.g. healthy eating decisions, peer pressure, healthy growth and sexuality, engaged physical activity)

Business Studies. The strands in this curriculum consist of :

- The Role and Impact of Business
- Conducting Business in a Competitive Marketplace and in the Changing Workplace
- Entrepreneurship
- International Business
- Electronic Research and Ethical Issues

Science. Four disciplines including biology, chemistry, earth and space science and physics. Some of the topics are:

- Reproduction
- The Sustainability of Ecosystems

- Chemical Reactions and their Practical Applications
- Weather Systems

Canadian and World Studies. This work involves many ways to improve the balance between human needs and natural systems.(e.g. recycling, reducing pollution, urbanization, agricultural lands and wilderness) Some topics are directly related to agriculture issues.

- Global Connections (diversity and interdependence)
- Understanding and Managing Change
- Human Environment Interactions
- Communities: Local, National, and Global
- Citizenship and Heritage (environmental stewards)
- Personal and Social Responsibilities