

PHASE V - 2015 Year End Report

Prepared for the Canada-Yukon Growing Forward 2 Project Evaluation Committee

Kids on the Farm

**A program to help cultivate the knowledge, appreciation
and awareness of agriculture among Whitehorse students
through experiential learning**

**A Growers of Organic Food Yukon Project
Funded by the Canada-Yukon Growing Forward 2 Agriculture Education Program
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Introduction

The Kids on the Farm program aims to increase the knowledge, appreciation and awareness of agriculture among Whitehorse students and teachers through experiential learning on farm tours.

Growers of Organic Food Yukon (GoOFY) developed the Kids on the Farm program, with funding from the Canada-Yukon Growing Forward 2 Agriculture Education Program. GoOFY is a registered not-for-profit organization based in the Yukon, which promotes organic practices and provides support, education, and advocacy about organic growing and processing.

In 2015, the Kids on the Farm program facilitated school field trips to local farms for the third year in a row by providing resources to connect teachers with farmers, resources to help farmers lead high-quality school tours, and demonstrating how farm tours fit into the BC/Yukon curriculum guide. The program also provided subsidies to the participating school groups to help cover transportation costs, remuneration to farmers to compensate them for their time preparing for, leading and cleaning up after farm tours, and funds for a program coordinator.

PROJECT ACTIVITIES

Work Accomplished

Work completed in 2015, the first of three years of Phase V, included:

- Identification of farmers who wanted to host school tours and the collection of farm information through a Farmer Application Form.
- Hosting a Farmer Meeting to explain the details of the program, the farmers' responsibilities with regards to farm safety, and to share and generate lots of ideas on how to lead a high-quality farm tour. A representative from the Agriculture Branch was present at this meeting.
- Update of a *Farmer's Handbook*, complete with details on how to plan and lead a high-quality farm tour for school groups.
- Identification of educators interested in participating in farm tours in 2015.
- Update of a detailed *Teacher's Handbook*, complete with farm descriptions, ideas on how to link a farm tour to classroom activities, examples of ways farm tours meet curriculum goals, and a list of resources.
- Creation of a poster and a letter to promote the Kids on the Farm program in school staff rooms.
- Printing and distributing promotional materials to all Whitehorse area schools.
- Emailing Whitehorse area teachers and the Yukon Teachers' Association to promote the Kids on the Farm program and to encourage farm tour requests.
- Coordinating farm tour bookings between teachers and farmers for the spring and fall tour seasons.

- Distributing, explaining and receiving farm tour Payment and Evaluation Forms from teachers and farmers, as well as sending reminders and requests for submissions from those that were late.
- Distributing cheques for transportation subsidies and farmer remunerations.
- Submitting a Request for Funding and attending two meetings to procure financial support from Yukon Education throughout the remainder of Phase V (2016 and 2017).
- Requesting an interim payment to complete farmer remunerations, transportation subsidies and pay the coordinator for work done in May through September before the completion of the final year-end report.
- Requesting changes in the Transfer Payment Agreement with Canada-Yukon GF2 to have funds available to make payments at peak times, particularly in May/June.
- Compiling and analyzing all of the Teachers' and Farmers' evaluation forms.
- Completing this 2015 Year End Report and a GF2 Project Evaluation.

RESULTS ACHIEVED

Tour Season Outcomes

The Kids on the Farm program is designed for all Whitehorse school children, from Kindergarten to Grade 12. Funding was received for up to 20 farm tours in 2015, the first of three years of Phase V. The tour season took place from May 1st to September 30th, not including the schools' summer holidays. A total of 17 farm tours took place in the spring season and another 2 in the fall, for a total of 19 farm tours (Figure 1).

All Whitehorse-area farmers were invited to participate in the Kids on the Farm program as hosts through an open-solicitation process. Eleven farms participated this year. They were:

Circle D Ranch	Little Fox Farm
EarthShare Farms	Midnight Sun Alpaca Farm
Elemental Farm	Northern Spirit Alpaca Farm
Grizzly Pig Farm	Rivendell Farm
Grizzly Valley Farms	Wheaton River Gardens
Lendrum Ross Farm	

In all, 392 registered students toured a local farm through the Kids on the Farm program in 2015. Students in Kindergarten, grades 1 to 4 and 7, as well as special education groups participated in farm tours. In addition, the Yukon Home Education Society participated in two tours and included children in Kindergarten to grade 11.

Figure 1: Farm Tour Details

Tour Date	School	Grade	No. of students	No. of chaperones	Transportation cost (\$)	Transportation subsidy (\$)	Participation fee paid to farmer (\$)	Tour duration (hours)	No. of farmer hosts	Paid prep/clean-up time (hours)	Total paid hours per tour	Total farmer remuneration @ \$50/hour	Farmer remuneration paid by KotF (\$)
6-May	Holy Family Elementary	3 & 7	44	4	162.50	81.25	220	4.5	1	3	7.5	375	155
20-May	Golden Horn Elementary	K & 1	19	8	300	150	110	3.5	2	3	10	500	390
22-May	Grey Mountain Primary	1, 2 & 3	37	7	390	175	195	4	2	3	11	550	355
25-May	Hidden Valley Elementary	2 & 3	16	4			85	4	1	3	7	350	265
25-May	Vanier Catholic Secondary	Special Ed	8	4			40	3.5	2	3	10	500	460
26-May	Takhini Elementary	4	25	2	300	150	125	3.5	2	3	10	500	375
27-May	École Émilie Tremblay	K	17	4	393.75	175	85	3.5	2	3	10	500	415
29-May	Selkirk Elementary	1	18	3	400	175	90	4	2	3	11	550	460
1-Jun	Whitehorse Elementary	K	15	11			125	3.5	2	3	10	500	375
2-Jun	Grey Mountain Primary	K	26	5			130	3.5	2	3	10	500	370
6-Jun	Yukon Home Education Society	K-10	28	13			200	4	1	3	7	350	150
8-Jun	Hidden Valley Elementary	1 & 2	15	6	60	30	75	3	2	3	9	450	375
9-Jun	Jack Hlland Elementary	Special Ed	3	4			25	4	1	3	7	350	325
9-Jun	Holy Family Elementary	1	15	3			95	3.5	2	3	10	500	405
9-Jun	Jack Hlland Elementary	7	21	4			105	2	2	2	6	300	195
10-Jun	Holy Family Elementary	K	19	4			105	3.5	2	3	10	500	395
10-Jun	Holy Family Elementary	3 & 7	38	4	162.50	(81.25)	190	4.5	1	3	7.5	375	185
8-Sep	Yukon Home Education Society	K-11	23	8			155	4	2	3	11	550	395
8-Sep	Vanier Catholic Secondary	Special Ed	5	4			25	3	1	3	6	300	275
19 tours	11 different schools	6 different grades, plus 3 Special Ed groups and 2 mixed groups (Home Education Society)	392	102	2,168.75	936.25	2,180.00	69	1.68 (average)	56	170	8,500.00	6,320.00

Eleven different Whitehorse-area schools went on at least one Kids on the Farm tour to 6 of the 11 participating farms. If we consider the teachers, parent chaperones and young children who also visited these farms, approximately 500 people toured and learned about a local farm through the Kids on the Farm program in 2015.

Teachers' Feedback

The teachers' feedback clearly states their appreciation for and support of the Kids on the Farm program. The quantitative results and comments from the evaluation forms (Appendices 1 and 2) were very positive and many teachers wrote that they would participate again in the future and would recommend the program to colleagues.

Teachers recognize the inherent value of farm visits and appreciate the quality of Kids on the Farm tours. One teacher commented that "all of the experiences were hands on and meaningful to my students," and 94.1% of teachers agreed the students learned valuable information during the farm tour. Furthermore, 95.3% of teachers stated the farmer was well-prepared and led a high-quality farm tour. One teacher proclaimed "the students LOVED their visit to the farm."

The cost of the Kids on the Farm program seems to be reasonable, according to most teachers. The expenses for a class to participate in a farm tour include transportation to and from the farm, in addition to a \$5 student participation fee. The Kids on the Farm program offers a transportation subsidy of 50% transportation costs, up to \$175 per tour (conditional upon receipt of the teacher's evaluation form). When compared to 2014, more teachers remarked the \$5 participation fee for students was not a barrier to participating (92.9% compared to 82%), and fewer teachers stated the transportation subsidy was an incentive to participate (72.9% compared to 78%). Surprisingly, only seven teachers claimed the transportation subsidy this year, out of 19 tours. One teacher commented, "It would be a problem if we couldn't get a free bus." The free buses provided by Yukon Education, though in limited numbers, could help explain why so few teachers took advantage of the transportation subsidy this year. Another teacher wrote, "The tour was affordable and well worth the small cost." It is believed, as was noticed last year, that the cost of the program seems large to some schools, and very affordable to others. In an effort to remain a reasonably priced program attainable for all schools, the Kids on the Farm transportation subsidy and student participation fee should stay the same for the remainder of Phase V.

When asked if they were interested in having a farmer visit their classrooms to teach students about agriculture, 84.7% of teachers responded positively. One grade 7 teacher predicts "that if the farmer was able to come into the school first to do some activities, then the students go to the farm, student engagement might increase." Another special education teacher commented her "class is wanting to incorporate gardening into the curriculum and would find it a great help to have a local farmer walk us through the process." However, a grade 1 and 2 teacher laments, "I would hate to see the farm tour be replaced by having a farmer in the class[room], as the students

learned so much by being there and seeing the animals in action." While there is clearly support for farmers in the class room, in-school visits should not replace farm tours.

The vast majority, 98.8%, of teachers considered participating in the Kids on the Farm program a worthwhile experience. One teacher stated "this program is extremely valuable," and another teacher wrote that her class' farm visit "was one of the highlights of [the] school year." Evidently, teachers want to continue to participate in the Kids on the Farm program.

Farmers' Feedback

Feedback from farmers demonstrates their satisfaction with and commitment to the Kids on the Farm program (Appendices 3 and 4). Farmers enjoy sharing their knowledge with students and one farmer remarked that at the end of a tour with grade 4 students, "many kids expressed a desire to work on a farm. One girl offered me two days a week!" Overall, 94.7% of farmers agreed participating in the Kids on the Farm program was a worthwhile experience. The majority of farmers are also interested in visiting classrooms to teach students about agriculture (88.4%).

Farmers are learning how to improve their farm tours. One farmer realized that "30+ children was too many for my farm." Another farmer suggested it would "have been useful to have [had] a back-up activity to make use of extra available time." These are good lessons and support the plan to hold a Farmers' Meeting every spring to share experiences, ideas and recommendations for managing groups and leading high quality, safe, fun and engaging farm tours.

A major safety concern for farmers hosting tours is transportation in the event of an accident. Although teachers are supposed to have the buses stay on-site for the duration of the farm tours, the buses frequently leave. Takhini Transport said they charged an hourly rate and a teacher has to request the bus stay on site at the time of booking. The requirement for the bus to stay at the farm for the duration of the tour should be emphasized and made more clear to teachers.

Farmers seem satisfied with the current pay structure for the program. Farmers have been paid an equal number of hours for tour preparations as for tour delivery, up to a maximum of 3 hours, at a rate of \$50 per hour. Additionally, up to 2 farmers have been paid for the duration of each tour, at a rate of \$50 per hour each. When asked if they feel they've been fairly compensated for their time setting up, preparing for, leading and cleaning up after their farm tours, 94.7% answered affirmatively. Also, the same percentage of farmers stated the payment from teachers (\$5 per student) and the completion of the Payment Form went smoothly. These results suggest the amount and method farmers are paid should stay the same for the remainder of Phase V.

PROJECT FINANCIAL ACCOUNTING

The GF2 Project Evaluation Committee approved funding for the Kids on the Farm program for \$23,000.00 in 2015/2016. Actual GF2 funding spent in 2015 was \$19,330.10. This total includes administration costs, coordinator costs, expenses from the farmer meeting in March, farmer remuneration and transportation subsidies for schools. See Figure 2 for the complete 2015 Phase V Budget details.

Total project costs were \$27,790.10, which included student participation fees (\$2,180.00 paid directly to farmers), the schools' transportation costs (after the subsidy, estimated at \$2,000.00) and in kind contributions (volunteer time). It should be noted that the student participation fees covered 25.6% of the farmers' total remuneration (\$8,500.00).

The project is currently under-budget because actual costs were less than estimated costs for several budget lines. Since May, coordinator hours have been less than what was budgeted, mostly because of increased experience with the program and improved booking, payment and evaluation processes. Fewer farmers attended the farmer meeting, which resulted in reduced costs associated with that event. Transportation subsidies totaled \$936.25, only 46.8% of what was budgeted. Actual farmer remuneration for tours, as well as actual administration costs, are very similar to the estimated costs (92.7% and 99.0% of estimated costs, respectively).

The Transfer Payment Agreement (TPA) was amended in November, 2015 to help alleviate financial burden on the Growers of Organic Food Yukon (GoOFY). Previously, GoOFY had to cover \$8,000.00 of expenses before being reimbursed, which was unmanageable for the not-for-profit organization. The new TPA schedule provides a \$10,000.00 advance on April 1st, in time to cover the farmer remunerations and transportation subsidies in the spring tour season.

The Kids on the Farm program is very pleased to have Yukon Education's financial support, in addition to GF2, for the remainder of Phase V (2016 and 2017). Yukon Education will contribute \$10,000 per year and GF2 has committed \$15,000 per year. This partnership demonstrates GF2's and Yukon Education's commitment to agricultural education for the benefit of students, teachers and farmers.

Figure 2: 2015 Phase V Budget

COSTS	Additional Information	Estimated Hours	Estimated Costs (\$)	Actual Hours	Actual Costs (\$)
Administration					
Office supplies, printing, copying, mailing, etc.			200		130.40
GoOFY oversight and administration	8% of GF2 funding requested		1,840		1,840
Printing handbooks and promotional materials			350		378
Coordination					
	\$35/hour				
Solicit farmer hosts, update forms and handbooks	January/February	80	2,800	80	2,800
Print handbooks, hold Farmer Meeting, distribute promotional materials	March/April	80	2,800	80	2,800
Fuel for distribution of program materials to all Whitehorse and area schools; mileage rate \$0.64/km	100 km		64		0
Maintain list of booked tours; receive forms; request cheques	May, June, September	55	1,925	35	1225
Respond to teachers' and farmers' inquiries; promote program to encourage fall tour bookings	July, August	14	490	12	420
Compile evaluation results, make recommendations for the following year, write an annual final report.	October, November, December	55	1,925	40	1,400
Farmer Meeting					
Farmers in attendance (estimate 12)	3 hours, \$35/hour	36	1,260	27	945
Catering			175		135.45
Farmers					
	\$50/hour, 20 tours				
Tour preparation/clean-up	3 hours per tour	60	3,000	56	2,800
Leading tours	20 tours x 3.39 hours per tour x 1.78 farmers x 1.02 (in case average 2014 values increase)	123	6,150	114	5,700
Schools					
Transportation Subsidy	\$175 maximum per tour, estimate \$100 claimed per tour for 20 tours		2,000		936.25
TOTAL COSTS			24,979.00		21,510.10

Figure 2: 2015 Phase V Budget (continued)

COSTS	Additional Information	Estimated Hours	Estimated Costs (\$)	Actual Hours	Actual Costs (\$)
OTHER CONTRIBUTIONS					
Schools					
Transportation costs (after the subsidy)			2,000		2,000
Student participation fees (to farmers)	\$5/student, 20 students per class on average		2,000		2,180
IN KIND CONTRIBUTIONS					
	\$35/hour				
Volunteered time by GoOFY members, directors, educators, farmers and others involved in similar projects	Editing, brainstorming, resource sharing, etc.	60	2,100	60	2,100
TOTAL OTHER CONTRIBUTIONS			6,100		6,280
TOTAL PROJECT COSTS			31,079		27,790.10
TOTAL GF2 FUNDING			22,979.00		19,330.10

RECOMMENDATIONS FOR 2016 (second year of Phase V)

Based on the positive outcomes in 2015, most budget lines and processes will remain the same. These include administration expenditures, farmer remunerations, as well as tour booking, payment and evaluation procedures. The student participation fee and transportation subsidy offered should also stay the same. However, it could be assumed that less money will be needed for transportation subsidies than was estimated (\$2,000). The coordinator costs may also be less than estimated in 2016, as they were this year. If the Kids on the Farm program budget and procedures don't change, a budget surplus is anticipated.

The anticipated budget surplus could be used to grow the Kids on the Farm program in two ways. Firstly, given that teachers are interested in having farmers visit their classrooms to teach about agriculture and farmers are interested in visiting classrooms, the Kids on the Farm program could develop in this way. Secondly, linking farm tours to specific learning objectives for all grades could provide an incentive for more teachers to go on a farm tour. In 2015, classes of kindergarten, grades 1 to 4 and 7 participated in farm tours. A kindergarten/grade 1 teacher noted her farm tour "was a great way to conclude our unit on living things." Another grade 1 teacher commented, "the activities lined up nicely with the curriculum and provided hands-on experience to supplement the learning." This is the reason farm tours are so valuable! However, a few teachers who did not participate in a farm tour explained that they had difficulty making connections between their curriculum goals and a farm tour; they felt they couldn't justify a Kids on the Farm field trip. To reduce this challenge for teachers and to try to get more uptake from higher primary grades and high school classes, examples of ways a farm tour can support and achieve specific learning objectives could be provided in the Teacher's Handbook. If required, requests to alter the Kids on the Farm budget will be made in the new year.

Yukon Education's Summer Academy for teachers will take place August 25th and 26th, 2016. The Kids on the Farm coordinator has been invited to attend. This will be a terrific opportunity to promote the program to teachers and should result in a greater number of fall farm tours.

CONCLUSION

The Kids on the Farm program has grown and flourished over the last three years. It is very exciting to have the financial support from GF2 and Yukon Education to continue with Phase V over the next two years. Undoubtedly, exposing students to farms and teaching them about the many facets of agriculture will demonstrate our interdependence on the natural world, help them make more informed choices about their food and fibre purchases, and possibly pique their interest in farming as a hobby or career. Farmer hosts, teachers, students and Yukon agriculture as a whole will all benefit from the continuation and growth of the Kids on the Farm program.

Appendix 2: Comments from Teachers' Evaluation Forms

All comments are listed below. If no comment was provided, the tour number was omitted. No evaluation forms were received for tours 15 and 17.

A. List the activities you enjoyed most during your farm tour.

1. Planting, talking about the importance of Yukon farms, local produce, farm management logistics, greenhouses.
2. Interacting with the various animals
Seeing the compost system
Participating in planting part of Sheila's garden
Walking down by the water
3. The best activities were interacting with the animals. The students were able to pet both the pigs and alpacas. They really enjoyed making the alpaca wool balls.
4. Planting the potatoes
Putting the cover on the tipi
5. Planting, animal tour, lunch by campfire
6. I enjoyed all activities:
 - Greeting
 - Sheep milking and tasting
 - Sheep feeding
 - Demonstration of wool making
 - Animals: 3 dogs, a cat, sheep, lambs, a ram, a horse, geese, chickens, and a llama
 - Cheese making
 - Lunch
 - Compost pile
 - Soil preparation
 - Gardening
7. The children enjoyed being with animals (feeding/milking the sheep, touching and brushing the horse, playing with the dogs and geese, seeing the llama). I enjoyed planting and composting, but the children were less interested. Kindergarten students are much more engaged when with animals.
8. Holding and feeding the baby goats
Feeding the chickens
Planting flowers and vegetables

9. Loved the milking of the sheep (kids too!).

Compost explanation

Worms examination

Garden planting

Wool making/felting

Roots digging

10. Milking sheep and drinking milk

Planting

Tour

11. Spending time with the Alpacas, walking with them, kids playing on the grounds.

12. Holding the baby goats was a strong favourite of the class! They also liked watching the milking, seeing the goats all leave, tasting the goat milk. Some students really liked feeding the chickens.

13. Feeding the alpacas

Playing on the farm, sand pit, mini golf

14. Lots to do and see

16. Interacting with the animals and having the opportunity for hands on activities with the animals. All the activities were engaging

18. Everything! They did an awesome job!

19. Interacting with the animals

Harvesting carrots, potatoes and cooking them

Cranberry picking

B. List the activities you would prefer not to have included on future tours.

1. I think the students would have been more engaged in there were more hands-on activities and less sitting and talking. Farmers should not be afraid to get the kids to do some work.

7. I think every activity was wonderful. Even though the kindergarten students were less interested in planting, they were able to connect it to their prior knowledge in terms of our classroom activities.

8. The class thoroughly enjoyed all of the activities. I would not change anything.

9. Loved it all!

C. Please provide more comments on any aspect of your experience with Kids on the Farm. For example: your experience communicating with the program coordinator or farmer; your thoughts on having a farmer visit your class to teach agriculture instead of or in addition to a farm tour; the quality of the tour; the usefulness of the Teachers' Handbook; activities you would like to see added to future tours; the costs to participate in the Kids on the Farm program; students' feedback from the tour; etc.

1. Our experiences with communicating with the program director and farmer were decent and professional. The only issue was that the farmer was not ready for us on our second trip. I think that if the farmer was able to come into the school first to do some activities, then the students go to the farm, student engagement might increase. The Teacher's Handbook was helpful and clear. The activities that could be added are listed above in the second question. The cost was inexpensive - thank you! The main feedback from the students was that at times, it was a lot of sitting and listening, instead of hands-on learning. Once again, thank you from Holy Family for providing us with this opportunity.

2. Our visit to Sheila's farm was one of the highlights of our school year. It was a great way to conclude our unit on living things. Sheila was great with the children and had them all engaged all day. There was an appropriate amount of down time and all of the experiences were hands on and meaningful to my students. I would definitely recommend the program to other teachers I know.

3. The farmer was very good about communicating with me prior to our visit. I found that the amount of time booked (4 hours) was too long. The students were done after 3 hours - this included a long lunch break and a long walk with the students which was self-directed as they were getting restless with not enough to keep them occupied. Overall, it was a very pleasant experience that the students enjoyed.

4. Rolland was very knowledgeable and well prepared. It would be a problem if we couldn't get a free bus.

5. We look forward to returning in the fall to harvest what we planted. This program is extremely valuable.

6. It was a beautiful day out on the land. The host, Sheila, and her apprentice were very welcoming and knowledgeable. The quality of the tour was excellent. The program coordinator was very straightforward. My students were well behaved. The animals were amazing. The weather was pleasant. Thank you for the wonderful opportunity.

7. The farmer is very organized and has a fantastic, safe environment for young kids. She was very helpful and has a lot of experience when dealing with teachers and our

objectives. The Handbook was very useful to me, especially since I am a new teacher in the area. Clear and well organized. The kids had a great experience learning and being with the animals. Having the farmer visit the classroom would be very good, but not as engaging as visiting the farm. At this age, they need to discover for themselves and be integrated into the environment for the best learning opportunities. Thank you very much!!

8. The farmer was easy to talk to and provided a clear outline of what our tour would include. The activities lined up nicely with the curriculum and provided hands-on experience to supplement the learning. The tour was affordable and well worth the small cost. I would definitely book this tour again next year!

9. So far, I've done farm tours only. I would find useful to have a farmer come to the class. I will definitely use more of the program services this year to come. I am very pleased with all you offered as of now. Looking forward to using your program this school year!

10. I was wondering if it would be possible for the children to make something to take home. It would enable students to talk about their trip at home with their families and make a connection.

11. It was really nice and everyone had a blast! The only thing I would have liked to have had a little more of was a bit more info on the alpacas in general (where do they come from, what kind of animal they are, etc.), which I am sure Sharon could have easily provided while she was talking about them. She did give us a lot of information otherwise and it was a very enjoyable day.

12. The students LOVED their visit to the farm. The parent volunteers thought it was wonderful, too. I like the SurveyMonkey form as it is quicker and easier to submit this evaluation. I liked the email reminder to fill out the form, too. I would hate to see the farm tour be replaced by having a farmer in the class as the students learned so much by being there and seeing the animals in action. Brian and Susan's farm is lovely. They were wonderful hosts, and my students had a great time that they will remember for a very long time.

Thank you! Wonderful program.

18. I would like to see the farmers get more money for this (but not in raising the fee per student!!!) as it is quite a lot of work and preparation for them.

19. Sheila is able to make connections well with the students and communicate in a basic and fun manner. We appreciate having the opportunity to visit the farm more than once as it allows the students to witness plant development from planting to harvest.

Our class is wanting to incorporate gardening into the curriculum and would find it a great help to have a local farmer walk us through the process. Thank you.

Appendix 3: Results from Farmers' Evaluation Forms

		Average response (out of 5)	Average response (out of 100)
	1 = Strongly disagree 2 = Disagree 3 = Neutral/NA 4 = Agree 5 = Strongly agree		
	It was easy to be a host farm with the Kids on the Farm program.	4.68	93.7
	The Farmer's Handbook clearly explained the Kids on the Farm program.	4.68	93.7
	You had a satisfying conversation with the teacher about goals and learning objectives in advance of your tour.	4.56	91.1
	The Farmer's Handbook was useful in the preparation of your tour.	3.47	69.5
	You are interested in visiting classrooms in the future to teach students about agriculture.	4.42	88.4
	You were well-prepared for leading your farm tour.	4.53	90.5
	The students had obviously discussed farming or agriculture at school prior to your farm tour.	4.26	85.3
	The students had obviously discussed farm safety at school prior to your farm tour.	4.05	81.1
	The teacher and students were well prepared (e.g. appropriate clothes and footwear, water, snacks, etc).	4.74	94.7
	The tour covered the topics and achieved the learning objectives and goals that were agreed to.	4.58	91.6
	You used activity ideas from the Farmer's Handbook during the farm tour.	3.05	61.1
	The payment (\$5 per student) and the completion of the Payment Form went smoothly.	4.74	94.7
	You feel you have been fairly compensated for your time setting up, preparing for, leading and cleaning up after your farm tour.	4.74	94.7
	Overall, participating in Kids on the Farm was a worthwhile experience.	4.74	94.7

Appendix 4: Comments from Farmers' Evaluations

All comments are listed below. If no comment was provided, the tour number was omitted.

A. List the activities you enjoyed most during your farm tour.

1. Everything went smoothly.
2. Kids with the animals: lambs, chickens, llama, horse.
3. Interacting with the children. Letting them see animals they had never been around before.
4. Putting up skin on tipi and talk about prevailing wilds and need for shelter. To be able to withstand them --> garden layout.
5. This is a group of challenged young adults who return each year. They know some of the animals and have established relationships, know their names, etc. They are so at ease now, compared to visit #1, and it is a real accomplishment to see their progress. My favourite group each year. We planted potatoes and watering was a huge hit!
6. As this was grade 4, I added a worm component and we did cheese making. The final circle was also really worthwhile, as many kids expressed a desire to work on a farm. One girl offered me 2 days a week!
7. Worm bin, recycle lesson! Looked at paper transplant pots I make from newspaper, then looked at the worm bin where it was all being turned into soil. Lots of worms, then I gave them all magnifying glasses. 6 week paper to soil recycling!
8. Introducing children to goats; play time on the beach; planting seeds.
9. Worms again, milking is always a hit, brushing the horse! Planting potatoes and rooting a bed to feed the chickens.
10. Edible wild plants, watering garden, animals and worms.
11. This group of students really liked the felting crafts and the nature walk with the alpacas.
12. Milking goats; introducing kids to goat kids; visiting garden; feeding chickens; beach picnic with goat milk tasting.

13. The students were inquisitive and asked a lot of questions. They seemed to be very interested in the farm experience.

14. We both planted and weeded an earlier onion patch. Weeding was great! They did a good job, engaged the whole class and took 4 buckets to sheep and chickens. Great satisfaction on the kids' part.

15. This group was tired (they arrived on bicycle). Wanted to hang out with the animals, so that worked the best. Weed harvesting and use a big hit. Also a Q & A at the end, around the fire was a good farm discussion. This works well with older groups.

16. Again, weeding to feed to chickens was great. The wild food/medicinals was really popular and so was brushing the horse.

17. Tomato Transplanting demonstration

18. Digging up potatoes with the little kids (searching for buried treasure and pretending to be pirate farmers) and doing animal tours. Bart did quite an in-depth lesson on soil science with some of the older kids that was received well by some and not others. They were really more interested in playing and sharing a meal together (which was stated as the best part of their day).

19. We harvested vegetables and cooked them for lunch. It was a bed that this group had planted - very cool to have the full circle. We also gathered cranberries after lunch and talked about the forest ecosystems and wild foods.

B. List the activities you would avoid on future tours.

2. We went to find the geese at the spring and water was up due to run off. No problems, but in the future I would check first!

3. 30+ children was too many for my farm. Hard to keep everyone on track all the time, even though we were in groups. Also would need more help to manage this size group.

15. I ditched soil block making and planting because they were not into it. The teacher apologized, but the kids were fine and just really wanted to focus on the animals.

18. I don't think there were any, however, like I mention below, it was really hard to target our tours to such a vast age group - age 3 to 16. Their learning needs and attention spans were so different.

C. Please provide more comments on any aspect of your experience with Kids on the Farm. For example: interacting with teachers; usefulness of the handbook; setting up a farm tour; interest in classroom visits to teach agriculture instead of or in addition to farm tours; the preparedness of the group; recommendations to keep students engaged; activities you would recommend on future tours; students' and teacher's feedback from the tour; etc.

2. Lots of parents on this tour. Good, though effort to keep tour for "kids". Also, bus left!

Don't like this! They had 3 cars, so kids could be crammed in if needed. Bus took wrong turn, I will add one more sign.

5. I always look forward to this group. They are easy to tour, always glad to be here!

6. This teacher was good to work with, but arrived with 24 kids and just 2 teachers. No cars and the bus left. So 26 people with no transport. I talked to both bus driver and teacher, and no one was responsible for the situation. Not good!

7. When asked at the end, what was your favourite thing, many said everything. And a few really connected with certain animals. It's great to see when a kid realizes they really really love chickens! This group was a notch on the "energetic" side, but a day out on the farm is a good place to be energetic. Fun day. (Also was rainy to start, but everyone well prepared and very keen.)

8. We over-estimated the time each activity would take. Children had more free time than we expected, but no one seemed to mind that - more play time on the beach in the perfect sunshine.

9. Lynn is clear and easy to work with. Lots of parents, but all respectful of the tour and needed.

10. This group of 26 (10 parents) was a bit too big. It was 2 classes at once - with lots of boys full of energy. It was great, but I would split the classes to 2 days next time. They did not bring payment form and did not include the extra adults in the head fee. Apparently the secretary does all the paper work, so a word to her could be useful. All in all, a good day and fun.

12. This was a fairly small group. Though there were five activities, they were finished in less than three hours. The teacher chose to limit free time on the beach. It might have been useful to have a back-up activity to make use of extra available time.

13. The fibre felting activities can easily be offered in a classroom setting, especially in combination with knitting or spinning, but the real attraction is interacting with the animals the fibre comes from. That's what makes the Kids on the Farm program so awesome! :)

14. A lot of parents, mostly just visiting with each other. Ok, but didn't feel that they were really engaging in the activity. Had a small school bus from Holy Family, so left when they were ready. Great.

15. A bit rangatang, but good kids. I just adjusted the program.

16. Great group. Calm, attentive, good questions. Great teacher! During lunch hour, some kids come to see wool prep as they finish eating. Gives another activity while others finish lunch. I also do horse brushing (group of 5) over the lunch break, so some run around, some come see the horse, some do the wool tour.

18. Doing a tour with the home schoolers was quite challenging as we had kids from ages 3 to 16. The range in learning needs was almost too vast, although it seemed to work splitting the group in half and checking in constantly with kids and parents to see if everyone was content.

There was quite a vast array of experience on farms already, so it was challenging to find something 'new' to teach the kids.

We'd love the opportunity to get into classrooms or design pre-lesson plans for classes/students/homeschoolers so they can be more prepared in their trip to the farm and so parents can know what to expect too.

19. All good with this group, a long time "returnee".