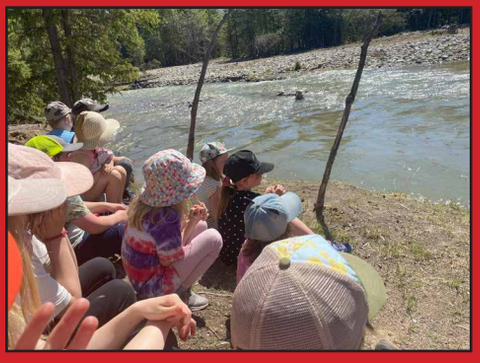
Cultivating knowledge, appreciation and awareness of agriculture through experiential learning

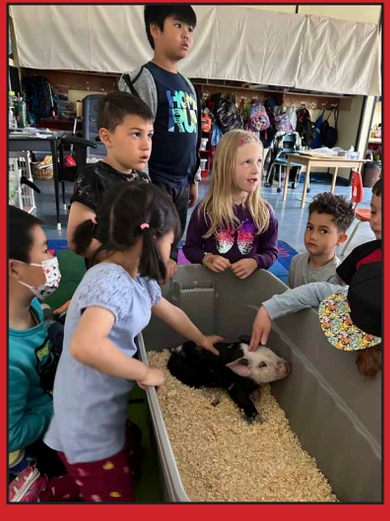
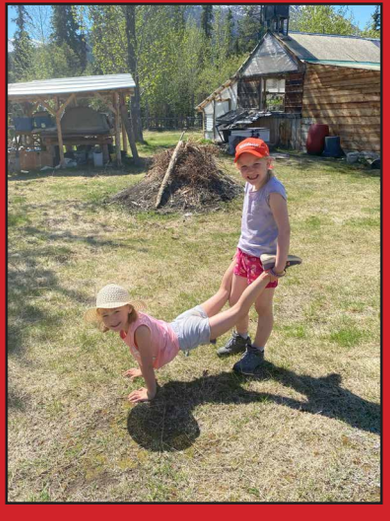
Kids on the Farm Program

Farmer's Handbook 2024/2025

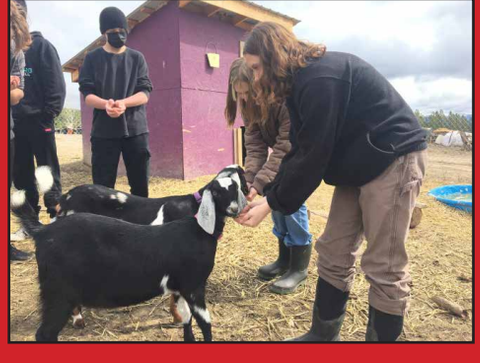




Farm tours & Classroom Visits for K-12


Demonstrated curriculum connections



www.kidsonthefarm.yukonfood.com

Sustainable Canadian Agricultural Partnership

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What You Need to Know

Online Booking

Each participating farm has its own online calendar where it can block off days and times it's unavailable to lead farm tours or classroom visits. Farmers can also add, modify or cancel any bookings. To avoid unnecessary cancellations, farmers are urged to keep their availability up to date as their schedules take shape over the tour season. Bookings start April 1 for spring and August 1 for fall/winter.

Farm Tours

Tour dates: The spring tour season is from May 1st - last day of school (mid June); the fall tour season is from the first day of school (mid August) - September 30th.

Pay: Farmers will be paid at a rate of $50/hour for the duration of each tour. In addition, time is paid for tour planning, preparations and clean-up equal to the length of the tour, up to 3 hours maximum.

Evaluation Form: After a tour is complete, the farmer will send the *Farmer's Tour Evaluation Form* to the program coordinator. Failure to submit this form by the seasonal deadline will result in non-payment. **Please make a habit of filling out this form immediately after your tours so that you have all of the relevant information handy (e.g. # of students, # of chaperones, etc.)**

$7 Student Fee: A fee of $7 will be charged for each student on the tour, plus any chaperones in excess of the Department of Education's required levels of supervision. Host Farmers are responsible for reporting the number of students and chaperones participating in each tour in their Farmer's Tour Evalution. **New this year: the schools will pay student fees directly to the Kids on the Farm program, allowing farmers to be paid in full via one cheque from Kids on the Farm.**

Transportation Subsidy: Every Kids on the Farm tour is eligible for a transportation subsidy of 50% of bussing costs. The teacher is responsible for making transportation arrangements. **New this year: teachers must notify Standard Bus that their tour is through the Kids on the Farm program when booking their transportation in order to recieve the discount.**

What to Discuss with the Teacher

After each booking, contact the teacher and go over the following information together.

- Confirm school, grade level, # of students, teacher's and school's phone #s, tour date and time/duration.
- Do any students have special needs?
- At what time do students usually eat snack or lunch?
- What is the objective or focus of the tour?
- Discuss tour activity options to meet the objective(s).
- Appropriate number of chaperones (too many or too few can create problems).
- Appropriate gear: runners or rubber boots, rain gear, sun hats, water, etc.
- Bus or personal vehicle needs to stay on site.
- No electronic games, phones, etc.
- Group is expected to pack out its own garbage.
- Ensure travel directions are clear.

Classroom Visits

Farmers can now visit classrooms to share their expertise and engage with students throughout the school year. Each farm decides if they want to offer Classroom Visits and can manage their availability via their online calendar independently of their farm tour availability.

No seasonal restriction: A farmer can be invited into a classroom anytime during the school year (except the month of March).

Pay: Farmers will be paid at a rate of $50/hour. For the first hour of teaching, two hours of prep time will be allocated. For each additional hour of teaching on the same day, an hour of prep time will be added. (e.g. For two hours of school visits in the same day, a farmer would be paid two hours teaching plus three hours prep time)

Transportation: The farmer's transportation costs will be covered at the rate of 65 cents/km for travel from the farm, to school and back (up to 100km).

No Student Fee

Materials: The farmer should notify the teacher of any material costs in advance, and invoice the teacher for the costs after the visit.

What to Discuss with the Teacher

After each booking, contact the teacher and go over the following information together.

- Confirm school, grade level, # of students, teacher's and school's phone #s, visit date and time/duration.
- Do any students have special needs?
- What is the objective or focus of the visit?
- Discuss visit activity options to meet the objective(s).
- Decide on necessary materials, who will provide them and cost.
- If anything will be left in the classroom (chick incubator, sauerkraut to ferment etc.), either book a follow-up visit or plan a time when materials will be picked up.

Ideas Classroom Activities (or Take-Home Activities to do at the Farm)

- Bring a chick incubator into a classroom, and then invite the class to visit the chickens on your farm.
- Plant a seed into a pot or recycled container for students to take home or watch grow in their classroom.
- Process or preserve fall vegetable harvest by making sauerkraut, relish or other recipes.
- Bean/pea seed necklaces: Soak seeds overnight. Wrap a seed in soaked paper towel, slip this into a tiny zip lock bag and tie a long piece of string or yarn through a hole in the top of the bag to make a necklace. Students can wear their seed necklaces and peek inside to watch the seeds sprout and grow!
- Chia pets: Fill a paper coffee cup with soil, sow chia or wheat grass seed, cover with cheesecloth, draw a face on the cup and watch the "hair" grow.
- Make flower presses and press wildflowers, weeds or other plants with the students.
- Make weed bouquets to take home.
- Make "seed bombs": Puree moistened recycled paper and mix in seeds, or make a mixture of clay, compost, water and seeds. Shape into 1" balls and allow to dry.
- Build a vermicomposter with students for their classroom.

Getting Ready

Make a Plan

Create an Outline for your tour. Consider the following:
- What will you talk about? Include all the topics you agreed to during your discussion with the teacher.
- What activities will you do with the group and what materials do you need to get ready?
- Where will you take the group and what areas do you need to get ready?

Prepare a Few Extra Activities or discussion questions in case some activities take less time than expected.

Reuse the Same Plan for different groups and modify the discussion topics or activities based on the group's age and learning objectives.

Highlight the cycling of nutrients and the circle of life by leading your farm tour in the following way:

Animals → Manure → Compost → Fields/Crops → Humans and Animals

Be Prepared

- Ensure that the farm yard is safe and ready for the school group.
- Get all materials ready for the activities you have planned.
- Have materials ready to make a campfire during lunchtime, if desired - especially good on a cold day.
- Set up a hand washing station (or two) for students to use before snack and lunch breaks.
- Get in the right frame of mind: Be prepared to share your knowledge, passion and enthusiasm for farming with energetic and inquisitive students!

Farm Risks

Yukon Education conducts a Risk Assessment (RA) of each farm that participates in the Kids on the Farm program. The RA will only need to be done once, unless significant changes take place on a farm. The outcome will be a list of potential hazards specific to each farm. Your farm's list of potential hazards will be shared with each teacher who makes a booking to tour your farm. Hazards on your farm may include:

animals	open hay barn	open water
beehives	electric fence	campfire
farm tools and equipment	barb wire fence	allergens

Ways to Mitigate Risks

- Set boundaries and rules, e.g. Stay with your group. Listen to adults. Be calm around animals.
- Clean up the farm yard and put hazards away, wherever possible.
- Provide a hand washing station or two.
- Allow only small groups of students around large animals, e.g. Maximum 3 students at a time.
- Teachers are required to have first aid training. They should be aware of any serious health concerns and ensure any child with a life-threatening allergy carries his/her EpiPen.

Farm Tours

Beginning your Farm Tour

- **Welcome Circle:** Once off the bus, ask the group to form a circle so that you can properly welcome them to your farm.
- **Introductions:** Yourself, your farm and the key members of your farm. If your dog(s) need to be loose to protect your livestock, explain this to the group. Ask the students to introduce themselves and state something he/she hopes to learn that day or is excited to see.
- **Safety:** Establish boundaries, talk about farm safety and appropriate behaviour, especially around animals and moving equipment. E.g. Speak softly, walk slowly, no chasing animals, no climbing.
- **Tip:** Use a maximum of five general rules for young children. These 3 rules may be enough:
  Stay with your group. Listen to adults. Be calm around animals.

Leading a Farm Tour

- Start very basic, unless you know the students have been studying agriculture in-depth in the classroom.
- Speak to the students, rather than to the adults, since the tour is ultimately for them.
- Keep students moving and don't talk too much at one spot.
- Speak clearly, audibly and with confidence - *you* are the expert!
- Ask questions and invite questions to lead an interactive experience.
- Don't just talk - demonstrate how things work wherever possible.
- With enthusiasm and the right approach, farm "work" can become a game! Students are often happy to get involved and get their hands dirty, so let them be farmers for a day and do tasks that help you.
- Leave time for bathroom/snack/lunch breaks, as needed. Check with the teacher about the group's needs. The group may need a break when they first arrive, before the tour even begins.
- Let teachers and chaperones know how they can help you. Give them specific jobs or directions, such as choosing volunteers, leading certain activities, or splitting the class into smaller groups.
- If the students are losing focus, ask the teacher to help get their attention. The teacher is ultimately responsible for behaviour management.
- Consider reserving "unstructured" time at the end of your tour for students to re-visit animals or areas of your farm of their choice (with supervision).

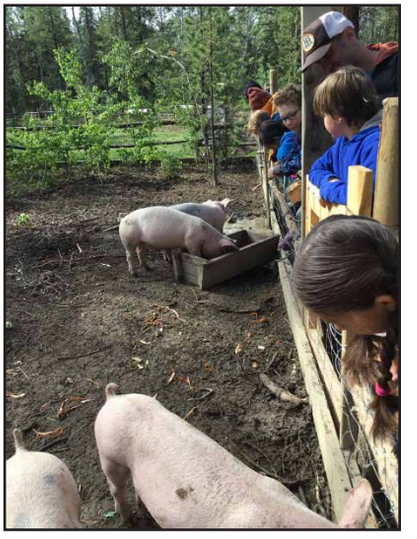
Animal Activities

- Touch, brush and/or hold animals.
- Feed and give water to animals.
- Collect eggs.
- Move chicken/rabbit tractors.
- Take animals for a walk.
- Demonstrate how you milk a cow/goat/sheep.
- Observe, compare and identify different domestic or wild animal tracks.
- Discuss animal needs, behaviours, domestication, husbandry, etc.

Farm Tours cont.

Garden and Greenhouse Activities

- Prepare a garden bed for planting.
- Plant seeds in spring: Peas, onion sets and potatoes work well.
- Water plants in the greenhouse or garden.
- Transplant hardy seedlings, such as kale or cabbage.
- Identify seeds, seedlings or mature vegetable plants, according to the season.
- Identify, harvest and taste edible weeds: Chickweed, plantain, lamb's quarters, etc.
- Harvest and taste vegetables in fall: Potatoes, beets and carrots work well.
- Shuck dry fava beans or peas to demonstrate seed saving.
- Touch and smell compost, hold red wiggler worms and/or observe them with hand lenses.
- Build a compost pile, take temperatures of an active compost pile and/or screen finished compost.
- Spread mulch or compost in the garden.
- Observe soil erosion on a slope with bare soil versus one that's vegetated.
- Pick rocks, sticks or weeds: This can be a fun competition! Split the group up into teams, establish boundaries, give each team a bin or bucket, then ask the students to pick as many rocks, sticks or weeds out of your garden as they can in a limited time. You can also do this activity for harvesting root vegetables.
- Taste tests are always popular! Let students sample veggies, edible weeds or fresh milk. Note: The teacher must obtain parental consent to offer students unpasteurized milk, so let the teacher know this is an option during your discussion prior to the tour.



Farm Yard Activities

- Go on a nature hike.
- Smell, touch and/or felt with wool.
- Watch clouds and predict the weather.
- Identify and pick herbs to make tea on a cold day.
- Play "Predator and Prey Game" - see page 8.
- Identify animal bones, if you have skulls or other bones around your farm.
- Observe and identify birds.
- Observe, catch and identify bugs and other pollinators.
- Make sauerkraut or other ferments.
- Make simple bird feeders: Smear empty toilet paper rolls with lard, roll in bird seed and slide them onto tree branches.
- Discuss food issues: Ask questions about the journey of food grown locally versus the food at the grocery store, e.g. What's in your lunch? Where did it come from? What could be produced locally?
- Sing "Dirt Made My Lunch" with students (www.youtube.com/watch?v=MwgP2gCzSC4).
- Animal Charades: A student acts like an animal without making any sound, while classmates guess which animal the actor is imitating. This game can be done as a class or in smaller groups.

Activities to Split Class into Smaller Groups

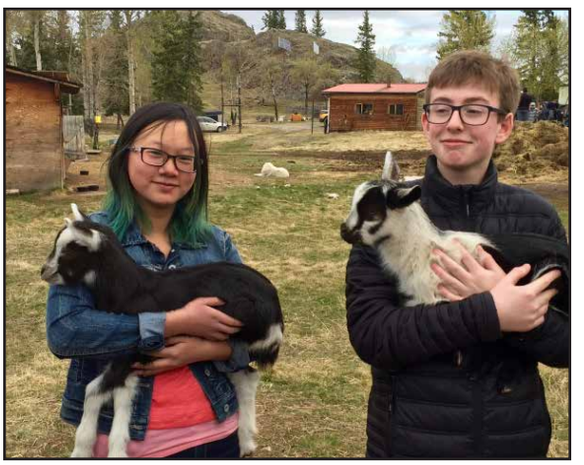
You can ask the teacher to split the class into smaller groups for you, or try one of these activities.

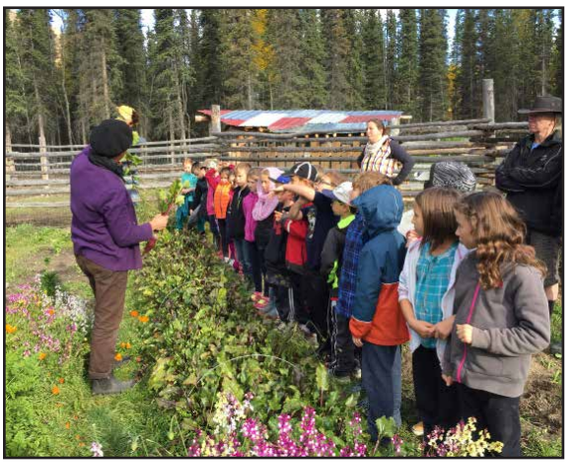
- **Animal Calls:** Think of as many farm animals as you want groups (e.g. 20 students into 4 groups: cow, chicken, pig and sheep). Whisper one of these farm animals into each student's ear or let each student pick one out of a hat (there should be 5 of each animal). Tell the students that when you say the magic word, they should make their animal call and form their groups.

Sheep and Goats: To split a class into 2 groups, ask students to pair up (likely to go with his/her best friend). Then ask them to quickly decide who will be the sheep and who will be the goat in each pair (change sheep and goat to anything). Get all the sheep to group up and all of the goats to group up. There you have it - two groups of students who may not often work together.

Ending your Farm Tour

- **Closing Circle:** Get the students to circle up to thank them for coming and say goodbye.
- Ask the students to express their favourite part of the tour or something new they learned that day.
- **Make notes** for yourself to help improve your next farm tour: What worked well? What would you or wouldn't you do again? Write down all new activity or discussion topic ideas you have for your next tour.





Curriculum Connections

Grades K/1/2 Science: Plants, Animals and Life Cycles

Use your 5 senses to explore life cycles on the farm

* Plants: Sow seeds in spring or harvest vegetables in fall; learn plant parts and their functions.
* Farm animals: Feed, brush, touch and/or hold farm animals; learn basic structures and functions.
* Weather, seasonal change and the water cycle on the farm.

Big Ideas
K: Plants and animals have observable features and behaviours. Daily and seasonal changes affect all living things.
1: Living things have features and behaviours that help them survive in their environment. Observable patterns and cycles occur in the local sky and landscape.
2: Living things have life cycles adapted to their environment. Water is essential to all living things and it cycles through the environment.

Tips for Farmers

- Focus on the sensory experience: Let students observe, listen, touch, smell and taste things on the farm.
- Have students identify and compare the basic needs of plants and animals.
- Have students identify, describe and compare the basic structures and functions of plants and animals. E.g. Compare chicken to pig; adult livestock to offspring; plant to animal.
- Where does food come from? Trace food back to soil, water, sun and air.
- Have students identify which plant parts we eat. E.g. Compare carrot, kale, broccoli and pea.
- Highlight the water cycle on the farm. The water cycle is driven by the sun and includes evaporation, condensation, precipitation and runoff. It's also a major component of weather.
- Ask students to mimic animals. E.g. Have students build nests with sticks for "goose eggs" (white sponge balls). Ask them to walk, honk and sit on their eggs like geese.
- Sing songs: *Dirt Made My Lunch* (https://www.youtube.com/watch?v=MwgP2gCzSC4); *Garden Song* (https://www.youtube.com/watch?v=y1oiVEWFHrs); *Farmer Plants the Seeds* (https://www.youtube.com/watch?v=cRhGOdqWIIo).
- Play 'Duck Duck Goose' (or change to 'Pig Pig Goat' or any animals) to fill extra time.

Grade 3 Science: Biodiversity on the Farm

Explore the diversity of plant, animal and soil life

* Plants: Local and non-native plants; learn plant parts; plants are producers, the foundation of food pyramids.
* Animals: Farm animal characteristics; basic structures and functions of body systems; animals are consumers.
* Soil biology: Healthy soil ecosystems; bacteria and fungi are decomposers; different soil particles; compost.
* Food chains and food webs on the farm and in nature.

Big Idea: Living things are diverse, can be grouped and interact in their ecosystems.

Tips for Farmers

- Where does food come from? Trace foods back to soil, water, sun and air.
- Ask students to identify 5 foods in their diet, or in their food chain, found on the farm.
- Activity from Calypso Farm and Ecology Center's *The Living Classroom Manual*:

Predator and Prey Game

* Producers (2 students): Remain stationary at the end of a rectangular playing area. Give each student a large handful of rubber bands that represent energy.
* Carnivores (5 students): Move around and try to tag the herbivores.
* Herbivores (all remaining students): Give them each 4 rubber bands to wear on their wrists. Herbivores move around the designated playing area and try not to get tagged by the carnivores. If an herbivore is tagged by a carnivore, the herbivore must surrender 2 rubber bands to the carnivore. Herbivores can restock their supply of rubber bands by running to the producers.
* Optional - Death and Decay (2 students): Any herbivore or carnivore who is tagged by death and decay must surrender all of his/her rubber bands.
* At the end of the game, discuss the transfer of energy and matter that took place in the game. Make connections to the transfer of energy that takes place on the farm and in nature.

Grades 4/5/6 Science: Senses, Responses and Body Systems of Farm Animals

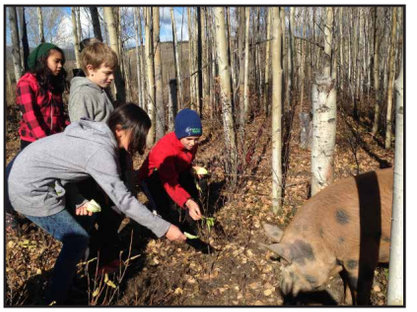
Learn about the basic structures and functions of body systems of farm animals

* Plants, farm animals and humans sense, respond and adapt to seasonal changes.
* Compare the basic structures and functions of body systems of different farm animals.
* Examine the internal body systems of a dead farm animal.

Big Ideas
4: All living things sense and respond to their environment.
The motions of Earth and the moon cause observable patterns that affect living and non-living systems.
5: Multicellular organisms have organ systems that enable them to survive and interact within their environment.
Earth materials change as they move through the rock cycle and can be used as natural resources.
6: Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

Tips for Farmers

- Plants, animals and humans sense and respond to light, temperature, water, etc.
- Ask students to identify the different parts of an animal involved in the digestive, musculoskeletal, respiratory and circulatory systems; highlight the differences in fowl (e.g. crop to hold food, gizzard to chew instead of teeth) and ruminants (e.g. stomachs have 4 compartments, bacteria in the rumen aid in digestion).
- Let students examine, identify and touch the internal organs of a dead animal.



Grade 7 Science: Diversity of Plants and Animals in Agriculture

Explore the survival needs and diversity of plants and animals on the farm

* Survival needs of plants and animals and how wild vs domesticated individuals satisfy those needs.
* Diversity of farm animals and crops has changed over time; heritage breeds, heirloom crops and seed saving.
* Compare monoculture vs polyculture and natural vs artificial selection in farm animal and plant breeding.
* Impacts of climate change on food production; sustainable agricultural practices, e.g. water conservation, crop rotation and composting.

Big Idea: Evolution by natural selection provides an explanation for the diversity and survival of living things.

Tips for Farmers

- Help students understand that plants, animals and soils are interconnected: animals need plants, plants need soil, animal waste makes soils fertile, etc.
- Biodiversity in agriculture: Discuss monoculture vs polyculture and natural vs artificial selection with respect to food sustainability. E.g. Highly specialized crops and farm animals are susceptible to pests and diseases; mono-cropping without crop rotation depletes soil fertility; heritage animal breeds and heirloom crops have greater genetic diversity and are better able to withstand disease, survive in harsh environmental conditions and to live on pasture; etc.

Curriculum Connections cont.

Grade 8 Science: Micro-organisms on the Farm

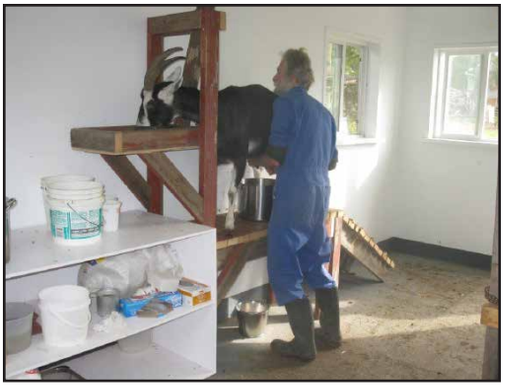
Explore the roles of "good" and "bad" microbes on the farm

* Decomposers: Micro-organisms in soil and compost are key to nutrient recycling.
* "Good" micro-organisms can help in making cheese, sauerkraut and salami, and are critical for digestion in cows, sheep and goats (ruminants).
* "Bad" micro-organisms can harm by causing infections or diseases, and making food spoil.

Big Idea: Life processes are performed at the cellular level.

Tips for Farmers

- Ask students what are the characteristics of living things: they respire, grow, take in nutrients, produce waste, respond to stimuli and reproduce.
- Have students feel the heat and/or take the temperature of an active compost pile (heat and carbon dioxide are the bi-products of aerobic decomposition).
- Discuss how humans, plants, animals and micro-organisms interact: basic functions of the immune system, vaccination and antibiotics, impacts of epidemics and pandemics in human or animal populations.



Grade 9 Science: Nutrient Cycles on the Farm

Investigate nutrient, water and energy cycles on a local farm

* Nutrient cycles, soil health and compost.
* Solar radiation and the greenhouse effect.
* Water cycle and water conservation practices.
* Sustainable agriculture maintains a healthy ecosystem on the farm.

Big Idea: The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them.

Info for Farmers

- **Solar radiation** provides the energy required for most life on Earth; it's the root cause of wind and ocean currents, which distribute energy and nutrients around the planet; and is the energy source for the water cycle.
- **Carbon Cycle**: Carbon exists within Earth systems in different forms, such as limestone (rock), carbon dioxide (gas), carbonic acid (water) and animals (life); different forms or carbon can be beneficial or harmful to humans (e.g. carbon is a key factor in climate change, the greenhouse effect and the water cycle).
- **Nitrogen Cycle**: Nitrogen gas is the largest constituent of Earth's atmosphere, but it's unusable by plants. Chemical processing or natural fixation by rhizobia is necessary to convert gaseous nitrogen into compounds such as nitrate or ammonia, which can be used by plants. The abundance or scarcity of this "fixed" nitrogen frequently limits plant growth in both managed and wild environments.
- **Phosphorus Cycle**: Phosphorus does not enter the atmosphere and remains mostly in rock and soil minerals. Weathering of rocks and minerals release phosphorus in a soluble form where it is taken up by plants. Phosphates from fertilizers, sewage and detergents can cause water pollution and algae blooms.
- **Bioaccumulation**: As organisms are exposed to pollutants during their cycles, some pollutants stay in their bodies and accumulate over the period of their lives; these pollutants can become more concentrated further up the food chain as a result of biomagnification with detrimental effects.

Grade 10 Science: Animal Husbandry, Plant Breeding and Genetics

Explore the impacts of domestication on the diversity of life.

* Basic Mendelian genetics, animal husbandry and plant breeding.
* Consider the impacts of mutation, mono/polyculture and natural/artificial selection on food sustainability.
* Learn about heritage animal breeds, heirloom crops and seed saving.
* Discuss ethical considerations of genetically modified organisms.

Big Idea: DNA is the basis for the diversity of living things.

Tips for Farmers

- Discuss monoculture vs polyculture and natural vs artificial selection with respect to food sustainability. E.g. Highly specialized crops and farm animals are susceptible to pests and diseases; mono-cropping without crop rotation depletes soil fertility; heritage animal breeds and heirloom crops have greater genetic diversity and are better able to withstand disease, survive in harsh environmental conditions and to live on pasture; etc.
- Natural vs artificial selection: Discuss the risks and benefits of cross-breeding vs pure-breeding; animal husbandry, timing and birthing; genetic variations and mutations; monoculture vs polyculture; etc. E.g. Highly specialized crops and farm animals are susceptible to pests and diseases; mono-cropping without crop rotation depletes soil fertility. Heritage animal breeds and heirloom crops have greater genetic diversity and are better able to withstand disease, survive in harsh environmental conditions, and to live on pasture.

Grade 10/11/12 Food Studies: Food Security

Compare local food production methods to global food systems.

* Explore a local farm to learn about the tools and technologies used produce foods in the Yukon.
* Compare local, small-scale farming practices to large-scale, conventional food systems.
* Discuss food justice issues (e.g. food security, food sovereignty, workers' rights, animal ethics) in the local and global community.

Big Ideas:
10: Consumer needs and preferences inform food production and preparation. Social, ethical and sustainability considerations impact design.
11/12: Tools and technologies can be adapted for specific purposes.

Tips for Farmers

- Ask students to identify factors that influence the production and supply of food on your farm and across Canada. E.g. Weather, production & fuel costs, growing conditions, local economy, organic production and location.
- Environmental and health implications of food production include transportation/fuel costs, pest control, biotechnology, fertilizer, soil erosion, global warming and fair trade.
- Global environmental and health implications of food production include poverty, world hunger, food security, food banks, quotas, access to safe food, biotechnology, fair trade and farming practices.
- 'Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.' (Definition from *Canada's Action Plan for Food Security*.)
- Use the Yukon Anti-Poverty Coalition's *Our Food in Place* booklet to get a discussion started.

Curriculum Connections cont.

Grade 11/12 Environmental Science: Regenerative Agriculture

Regenerative farms use sustainable practices that increase ecosystem health.

* Soil organisms, plants, animals and humans are interdependent.
* Critically assess water use and conservation practices on the farm.
* Consider how global warming affects farmers and our food security in the Yukon.

Big Ideas
11: Human practices affect the sustainability of ecosystems. Humans can play a role in stewardship and restoration of ecosystems.
12: Human actions affect the quality of water and its ability to sustain life. Human activities cause changes in the global climate system. Sustainable land use is essential to meet the needs of a growing population. Living sustainably supports the well-being of self, community and Earth.

Tips for Farmers

* Discuss the impact of your farming system, your inputs, yields, and land use. Invite a discussion on how this affects the greater ecosystem, and comparing your system to other methods of farming.
* Highlight the cycling of nutrients and the circle of life on the farm:

soil + sun + water → plants → animals/humans → decomposition → soil

Grade 11/12 Social Justice: Food Justice Issues

Explore food justice issues in the local and global community.

* See first-hand how a local, small-scale farm operates and evaluate the local and global impacts of small-scale versus industrial agriculture.
* Explore the interconnections of social justice issues related to food and agriculture (i.e. poverty, access to land, food security, food sovereignty, workers' rights, animal ethics, environmental and ecological justice).

Big Ideas
11/12: Social justice initiatives can transform individuals and systems.
12: Social justice issues are interconnected. The causes of social injustice are complex and have lasting impacts on society.

Grade 12 Anatomy and Physiology: Anatomy and Physiology of a Farm Animal

Examine the organ systems of a farm animal.

* Hands-on exploration of the digestive, cardiovascular, lymphatic, respiratory, urinary, reproductive and/or nervous systems of a farm animal.
* Identify the structures and functions of the major organ systems.
* Compare the structures/functions of organ systems of specific farm animals to humans.

Big Idea: Organ systems have complex interrelationships to maintain homeostasis.

More Curriculum Connections

A Kids on the Farm tour can achieve curriculum connections for the following subject areas, from K-12:

- **Core French, Français langue première ou seconde** - Tours are available in French on certain farms.
- **Arts Education** - Learn about fibre-producing animals and felt with local wool.
- **Physical and Health Education** - Do physical activity and learn about healthy food choices.
- **Career Education** - New experiences expand students' career skill set and options.

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About the Kids on the Farm Program

The Kids on the Farm Program facilitates school field trips to local farms by providing resources to connect teachers with farmers; this handbook and other resources to help farmers lead high-quality farm tours; and by demonstrating how farm tours can achieve curriculum goals for students in Kindergarten to Grade 12. From 2013 to 2023, over 7,250 school students and 1500 chaperones participated in more than 370 farm tours.

The Kids on the Farm program supports the Local Food Strategy for Yukon by effectively increasing the knowledge, appreciation and awareness of agriculture among students and teachers through experiential learning. Teacher feedback confirms that Kids on the Farm tours support school curriculum objectives for students in K-12. At the same time, farm tours increase community support for buying local, enhance Yukon farms' brand recognition, and contribute to the financial stability of Yukon farmers by providing an important opportunity for them to diversify their farm income. From 2013 to 2023, farmers collectively earned over $137,000 for delivering hands-on, interactive and educational tours of their farms. Feedback from farmers, teachers and students continues to be overwhelmingly positive.

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 since 2013, as well as funding from the Government of Yukon Department of Education since 2016. The Yukon Agricultural Association made a vital and timely financial contribution in the spring of 2017 to help the program meet unprecedented demand for farm tours. 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.

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Sustainable Canadian Agricultural Partnership

GROWERS of ORGANIC FOOD YUKON

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