

Virtual School and Group Visit Program Options

Welcome to the Farm | Recommended: K – 2nd grade

Enjoy a sneak peek of operations on the Farm, digging into how food is grown and learning more about who grows it.

Students will...

- Participate in an “Ask a Farmer” Q&A session
- Identify different fruits and vegetables and what they need to grow
- Explore plants growing around them in a fun scavenger hunt

Transfer Goal: To understand that humans interact with plants and the natural world through agriculture in order to obtain basic needs.

Associated NGSS:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Pollination on the Farm | Recommended: K – 2nd grade

Can you imagine a world without fruit, flowers, chocolate or honey?! Learn how pollination works and the role of pollinators in producing many of our favorite foods.

Students will...

- Observe pollinators and use materials found at home/school to act as one
- Compare the reproductive structures of farm flowers under a microscope
- Create flower press art

Transfer Goal: To understand that pollination is an essential process in plant survival and reproduction, a process we rely heavily on in food production.

Associated NGSS:

- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

The S-coop on Farm Chickens | Recommended: K – 6th grade

Meet our farm's favorite ladies to learn the values that drive our humane treatment of animals as they provide an integral service in our sustainable agricultural system.

Students will...

- Watch a farmer feed chickens and collect eggs
- Learn how to humanely take care of pasture-raised chickens
- Participate in a chicken meditation

Transfer Goal: To understand the human's interconnected-ness with the natural world and the necessity of protecting it while utilizing its resources as an informed consumer.

Associated NGSS:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
- 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Produce Plant Parts | Recommended: 3rd – 6th grade

Learn the importance and function of each plant part and how we can enjoy all of them in the foods we eat each day.

Students will...

- Observe and draw different plant structures
- Learn each plant part's main function
- Identify fruits and veggies that represent each of the plant parts

Transfer Goal: To understand different plant structures, their specialized roles in the plant system, and how humans utilize them.

Associated NGSS:

- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that support survival, growth, behavior, and reproduction.
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was energy from the sun.
- MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

Dirt Made My Lunch | Recommended: 3rd – 6th grade

Experience the importance of soil health and how farmers influence the soil to impact what grows.

Students will...

- Participate in a water run-off experiment
- Observe compost worms and chickens in action as they promote soil health
- Create an art masterpiece with soil

Transfer Goal: To understand the role of soil in producing food and how nutrients cycle in and out of a soil system.

Associated NGSS:

- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms survive well, some survive less well, and some cannot survive at all.
- 4-ESS2-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Pursuing Justice through the Corners of our Field | Recommended: 3rd – 6th grade

Food is culture, family, health, and life. Students will engage in intentional conversations on how to promote fair access to fresh food for all on an individual, community, and global scale.

Students will...

- Understand the concepts of food inequality and justice
- Identify justice solutions they can promote in their own communities
- Observe how to harvest produce and learn the values behind CRF's donations

Transfer Goal: To understand food inequality as a problem within the food system and feel empowered to find and implement positive change.

Character education guiding principles touched on, as stated in California *Education Code* Section 233.5(a):

- **Compassion** – Kindness. The desire to help others in distress. To show kindness and concern for others in distress by offering help whenever possible.
- **Initiative** – Eagerness to do something. To take responsible action on your own, without prompting from others.
- **Responsibility** – Accountability. To consider oneself answerable for something. To demonstrate that you consider yourself to be accountable for your actions and that you follow through on your commitments.