



School and Group Visit Options

Program activities are subject to change due to seasonal availability and weather conditions.

Farm Exploration & Play (recommended: Pre-K)

What: See, feel, smell, and taste all the joys Coastal Roots Farm has to offer. Students will find thrills in interacting with nature and exploring where their food comes from.

Students will...

- Make environmental art
- Play fun farm-focused games
- Interact with farm chickens and compost worms
- Participate in a color match nature hunt

Why: Understanding and caring for the environment, food, and our communities begins at a young age through joyful interactions that inspire curiosity. In order to raise a generation of kids that care for the world, they must first fall in love with it!

(Source: *Cultivating Joy & Wonder*)

Welcome to the Farm (recommended: K-2nd Grade)

What: Enjoy an exciting day 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
- Gain a basic understanding of agriculture
- Taste produce grown on the Farm and graph class favorites

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

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- 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-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)

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

Students will...

- Observe pollinators in action
- Understand how animals play a part in plant pollination
- Compare the reproductive structures on different farm flowers
- Create flower press art

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

- 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.
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose
- 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Produce Plant Parts (recommended: 3rd-5th Grade)

What: Learn the importance and function of each plant part and how we can enjoy all of them in a tasty farm fresh treat.

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
- Prepare and enjoy a snack from farm fresh produce

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

- 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.
- 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-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once 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.

Seed Detective (recommended: 3rd-5th Grade)

What: Using a critical eye and careful observations, compare how seeds move and function differently on the farm than in nature.

Students will...

- Observe the ways different types of seeds travel in nature
- Use critical thinking to solve a fun "traveling seed" problem
- Help with seed saving *or* plant seeds on the farm
- Make and take home a "seed ball"

Why: To understand that plants have adapted specialized traits due to environmental conditions in order to help them disperse seeds.

- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.
- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 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-5th Grade)

What: Practice being a soil scientist for the day and experiment with different types of soils around the farm. See how different soil characteristics impact what grows and how farmers influence the soil.

Students will...

- Interact with soil and compost hands-on
- Conduct an experiment with soil to test water holding capacity
- Observe different organisms that live in diverse soils
- Plant a seedling to start their own gardens

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

- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Pursuing Justice through the Corners of our Field (recommended: 6th-8th Grade)

What: 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 food justice solutions they can promote in their own communities
- Cultivate or harvest produce to benefit food insecure communities

Why: 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.
- **Respect** – Regard, value, admire, and appreciate. Special esteem or consideration in which one holds another person or thing. To show regard for yourself, others, and the world around you.
- **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.

Recipes from the Sun (recommended: 6th-8th Grade)

Why: While preparing and enjoying a farm-fresh recipe, students will analyze the differences between eating local, seasonal produce and conventional produce from the grocery store.

Students will...

- Participate in a seed to table activity
- Recognize the importance of food choice on overall health and wellbeing
- Discuss the impact our food system has on the environment and available resources
- Harvest culinary herb bundles to take home

Why: To understand the process and resources utilized in producing food from seeds in a field to meals on a plate while practicing basic culinary skills.

- MS-LS4-5. Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.
- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.