

## **Early Childhood Program Options**

*All Early Childhood Programs are great for toddler, preschool, and TK groups and are differentiated to meet age-appropriate developmental needs. Please be sure to share the ages of your students upon registration.*

### **Play, Explore, and Grow!**

Come explore and play at the Farm! Our littlest visitors will have the opportunity to experience the wonder of exploring outdoors on the Farm.

#### Students might...

- Taste a rainbow of farm-fresh produce
- Explore the many colors of our growing Farm
- Create an art masterpiece
- Sing and dance on the Farm

### **Plants and Animals at the Farm**

At Coastal Roots Farm, we have plants AND animals! Come meet some of the little critters who live at the Farm and learn about how plants grow.

#### Students might...

- Meet our Farm chickens
- Explore vermicompost (worms!)
- Taste the parts of a plant in the fields
- Plant seeds

## Elementary School Program Options

### **Welcome to the Farm | Recommended: K – 2<sup>nd</sup> Grade**

Enjoy an exciting day on the Farm, digging into how food is grown and learning more about who grows it.

#### Students might...

- Taste produce grown on the Farm
- Search for critters in our garden spaces
- Visit the chickens and learn how they help us grow food
- Deepen their curiosity as they explore nature

#### 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 – 2<sup>nd</sup> 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 might...

- Observe pollinators in action
- Play a game to understand how bees play a part in plant pollination
- Prepare a pollinator-inspired snack
- Investigate pollinator adaptations

#### Associated NGSS:

- K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
- 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.

## **Adaptation Investigation | Recommended: 3<sup>rd</sup> – 5<sup>th</sup> Grade**

Learn about what plants and animals need to survive and thrive on the Farm! Discover different organisms' adaptations and how we can work with nature to grow our food.

### Students might...

- Observe and draw different plant structures
- Learn each plant part's main function
- Meet the chickens and investigate their role in our farming practices
- Prepare and enjoy a farm-fresh, plant-part lettuce wrap

### Associated NGSS:

- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.
- 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.

## **Dirt Made My Lunch | Recommended: 3<sup>rd</sup> – 5<sup>th</sup> Grade**

There's a whole world happening right underneath our feet! Dig into soil health on the farm and experience first-hand how soil can impact what grows.

### Students might...

- Meet our vermicompost worms and learn how they benefit the soil
- Plant a seedling to start their own gardens
- Make a clay pinch pot to investigate soil texture
- Taste farm-fresh produce and understand how soil helps it grow

### Associated NGSS:

- 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.
- 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.

## Middle & High School Program Options

### Farming for the Future

The agriculture industry has a profound opportunity to change the fate of our climate destiny. The Farm will showcase regenerative growing methods that prioritize thriving ecosystems and societies.

#### Students might...

- Compare regenerative and conventional agricultural practices
- Explore and record data on the Farm's compost operation
- Identify soil building practices, including crop rotation, integration of chickens, and mulching
- Calculate food miles and practice making food with local, seasonal produce

#### Associated NGSS:

- **MS-LS2-3.** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- **HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

### Grow Your Way into a Career

California by itself is the 5<sup>th</sup> largest supplier of food in the world! The food system at large offers a spectrum of career opportunities that students will explore throughout this work-based learning experience.

#### Students might...

- Be exposed to a number of food systems career options in a hands-on way
- Reflect on the training and social-emotional competencies needed to pursue a food systems career
- Hear Farm staff's personal experiences about their employment journey
- Discuss how workplace decisions can be made with the environment in mind

#### California Environmental Principles and Concepts:

- **Principle V** – Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

## **Food Justice: Every Action Matters**

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 and community scale.

### Students might...

- Understand the concepts of food inequality and justice
- Prepare a farm-fresh snack with a thought-provoking twist
- Identify food justice solutions they can promote in their own communities
- Take action through volunteer tasks to help CRF feed community members

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.

## **Volunteering at Coastal Roots Farm**

Work alongside the Coastal Roots Farm Education Team in helping maintain our production spaces as we fulfill the Farm's mission of "nourishing community".

### Students might...

- Complete farm tasks relevant to the season
- Get dirty working as a farmer for the day to feed local food insecure communities
- Give back to their community

## **Jewish-Rich Program Options**

### **Grow Jewish | Recommended: K – 5<sup>th</sup> Grade**

Enjoy an exciting day on the Farm, celebrating Jewish values, fresh produce, and our responsibility to the earth and to each other.

#### Students might...

- Learn about soil health and why Judaism prioritizes it
- Grow their sense of wonder and amazement
- Practice caring for chickens and the Jewish teachings surrounding that
- Taste produce grown on the Farm with gratitude and blessings

### **Pursue Justice! | Recommended: Middle & High School**

Our Farm is committed to pursuing “food justice.” What does that mean and why is it a Jewish value? Students will engage in conversations grounded in Jewish inspiration on how to promote fair access to fresh food on an individual and community scale.

#### Students might...

- Understand concepts of food inequality and justice from a Jewish perspective
- Identify food justice solutions they can promote in their own communities, starting with their synagogue or home Jewish community
- Take action through volunteer tasks to benefit food insecure communities connected to the Farm
- Explore core Jewish teachings surrounding our responsibility to community members and why the earth is on loan to us all

### **Celebrate Sacred Time on the Farm | Recommended: 4<sup>th</sup> grade – High School**

Passover, Shavuot, and Sukkot – the three pilgrimage festivals in Jewish tradition – are rooted in farming, harvesting, and gratitude for the bounty the earth provides. Students will explore the three holidays and their ties to agriculture.

#### Students might...

- Explore the roots of pilgrimage and what it can mean for them today
- Identify ways they can enrich their own communities’ celebration of these festivals through earth-based Jewish teachings
- Learn why none of us can own the earth. We can only steward it
- Practice basics of stewardship as we practice it in our CRF farming techniques