



# Volunteer Manual

## MISSION:

To provide Alberta Grade 4 and 5 students with quality, comprehensive agriculture learning experiences, aligned with the Alberta Programs of Study.



## INTRODUCTION

Our sincere thanks for being a volunteer for the Classroom Agriculture Program (CAP).

Traditionally, Albertans who didn't themselves live on a farm had grandparents or relatives who did. As society has become more urbanized, that situation no longer exists, and people are becoming more and more removed from agriculture—making CAP all the more important in helping the students connect with agriculture and food.

As a volunteer, you now have the opportunity to speak to our future consumers and educate them on the importance of the agriculture and agri-food industry. Almost all of our everyday experiences can be traced back to agriculture, from food to clothes to the tires on our automobiles. This is your chance to open children's eyes to agriculture!

## NEXT STEPS

1. Ensure you have logged into the Agriculture in The Classroom (AITC) Dashboard.  
<https://aitcdashboard.ca/dashboard/> This is where you'll be matched with your schools and teachers, and where you can schedule your CAP presentation at a time that works for both you and the teacher. If you have any questions or difficulties, reach out to the CAP Coordinator.
2. **Presentations occur between March and June.**
3. Complete any volunteer security clearances. Please check with the teacher to see if this is required at their school. Checks usually take a couple of weeks to go through and must be done before your session.
4. Remind the teacher to fill out the evaluation form online once the CAP presentation is complete on their AITC dashboard.
  - <https://aitcdashboard.ca/dashboard/>
5. Complete the online Volunteer Evaluation. Your input will be very influential in the growth and further development of CAP. This can be found through the AITC Dashboard.
  - <https://aitcdashboard.ca/dashboard/>

Thank you for your commitment to talk about what you do and your passion for spreading the story of agriculture to students across Alberta. Your time and effort is greatly appreciated.

## PRESENTATION

Your presentation should be about **one hour** in length (but check with the teacher on the time you will have to present).

**The teacher is to remain in the classroom throughout your entire presentation. It is very important you are not left alone with the students at any time.**

The key to a good experience is student involvement. Reading a prepared speech involves only the reader and not the students. The time and energy put into the preparation of your presentation will directly influence your success.

You are encouraged to develop your own presentation, using your personal knowledge and experiences of agriculture, as well as some of the information supplied in this manual. The material in this manual isn't intended to be used verbatim—but as a resource.

Volunteers are encouraged to:

- Follow the CAP theme of “**Grow with Agriculture**,” which suggests agriculture is a part of students’ daily lives and a key contributor to their growth and to the growth of Alberta’s economy.
- Talk about the opportunities in agriculture and the economic and environmental impact of agriculture in Alberta.
- Explain where food comes from; help students connect to agriculture and food. Use at least one example of “Where Food Comes From” — explaining the path the food product takes from farm to table.
- Utilize the following presentation to complement the video and provide a great overview of agriculture in Alberta:
  - <https://www.classroomagricultureprogram.ca/volunteer-resources>
  - At the end of your presentation, ask the teacher to hand out one CAP Activity Booklet per student. These booklets will be mailed to each teacher prior to your visit. This booklet complements the Grade 4 and 5 curriculum and provides students with a wide range of valuable agriculture-related learning opportunities. If you are short on activity booklets, please contact the CAP Coordinator in the Agriculture for Life office.
- Encourage students to discover more about agriculture following your presentation.

Volunteers are required to:

- Use the “Grow with Agriculture” video as part of your presentation. Although it is only nine minutes long, the video contains thought-provoking, agriculture-related content. (Make sure to check with your teacher about the technologies available in the classroom well in advance of the presentation.)
  - [https://www.youtube.com/watch?v=t3\\_eislj3WU&t=2s&ab\\_channel=AgricultureforLife](https://www.youtube.com/watch?v=t3_eislj3WU&t=2s&ab_channel=AgricultureforLife)

## **Tips and Tricks**

1. Use visual aids and hands-on/engaging materials whenever possible.
2. Ask some questions to find out the students' knowledge level, e.g. "What do you think of when you hear the word 'farm' or 'agriculture'?"
3. Keep agricultural and scientific terminology to a minimum so students don't feel overwhelmed or confused by terms they may not understand or relate to.
4. Wear a name tag or write your name on the board, so students can call you by name.
5. Some topics that might come up and that you should prepare for:
  - a. Environment (e.g. climate change, world hunger, destruction of the rainforest...)
  - b. Animal Welfare (e.g. horses that died at Stampede, animals in cages...)
  - c. Food vs. Fuel (e.g. why are you using crops for fuel rather than feeding those who are hungry?)
  - d. Food Safety (e.g. use of steroids, antibiotics, pesticides...)
6. Remember, it's okay to say to the students: "That is something you should research yourself."
7. If you find you are getting off topic with questions, do not be afraid to say "we are getting off topic and have a time limit."
8. Be confident. Children, being the perceptive critters they are, realize instantly when someone enters the room confidently. (So even if you are feeling like you'd like to bolt—fake it.)
9. State attention rule (e.g. when you clap once to gain attention, the class should respond by clapping twice and then remaining quiet).
10. Before starting, remind students to raise their hands and wait their turn; however, if hands go up while you are talking and you find it distracting, do not be afraid to ask them to put their hands down until you are finished.
11. Take only one classroom at a time. Any more than thirty students can cause discipline problems, plus it is more difficult to show visual aids and answer questions. If they ask you to combine classes, you can suggest that two presentations will need to be done. Or if you are comfortable with a larger group that is up to you.
12. Bring kids to the front of the room around you or to the carpeted corner of the classroom. This makes for better contact with students; you sit on a chair and the students on the floor. Have the teacher help you get the students organized. RULES to be stated before you begin to speak:
  - a. Hands must be kept to themselves
  - b. They must sit on the floor, not kneel or sprawl
  - c. If they don't cooperate, they will be asked to go and sit at their desk

## RESOURCES

### Where to Find Information about Alberta Agriculture

TOPIC	AGENCY	CONTACT INFORMATION
Barley/Wheat	Alberta Grains	<a href="http://albertagrains.com">albertagrains.com</a>
Beef Cattle	Alberta Beef Producers	<a href="http://albertabeef.org">albertabeef.org</a>
Canola	Alberta Canola Producers Commission	<a href="http://canola.ab.ca">canola.ab.ca</a>
Chickens	Alberta Chicken Producers	<a href="http://chicken.ab.ca">chicken.ab.ca</a>
Dairy	Alberta Milk	<a href="http://albertamilk.com">albertamilk.com</a>
Eggs	Egg Farmers of Alberta	<a href="http://eggs.ab.ca">eggs.ab.ca</a>
Irrigation	Alberta Irrigation Districts Association Eastern Irrigation District	<a href="http://albertairrigation.ca">albertairrigation.ca</a> <a href="http://eid.ca">eid.ca</a>
Potatoes	Potato Growers of Alberta	<a href="http://albertapotatoes.ca">albertapotatoes.ca</a>
Pulses (dry peas, beans, lentils, & chickpeas)	Alberta Pulse Growers	<a href="http://albertapulse.com">albertapulse.com</a>
Seed Growers	Alberta-British Columbia Seed Growers (ABCSCG)	<a href="http://abcseedgrowers.ca">abcseedgrowers.ca</a>
Veterinarians	Alberta Veterinary Medical Association	<a href="http://abvma.ca">abvma.ca</a>

## Food Recipe Ideas

### **Dirt for Dessert** (Feeds 30 students)

***Before bringing this to the class, check with the teacher for any peanut or other allergies. If needed, substitute the peanuts with chocolate wafers.***

#### **Materials needed:**

- 1 Glass bowl
- 1 Serving spoon
- 1 Spatula
- 30 Cups and spoons (one for each student)

#### **Ingredients needed:**

<ul style="list-style-type: none"><li>● Crushed graham wafers (sand)</li><li>● Jellybeans (rocks)</li><li>● 2 packages instant chocolate pudding (organic matter)</li><li>● 2 (250 mL) containers of milk (rain)</li><li>● Gummy worms (worms)</li><li>● Multi-coloured Chipits (fungi and bacteria)</li></ul>	<ul style="list-style-type: none"><li>● Peanuts (beetles) *Allergen alert</li><li>● Crushed Oreo cookies (dry topsoil)</li><li>● Yellow coloured coconut (straw)</li><li>● Canned whipped cream (snow) (or use vanilla yogurt or marshmallow creme)</li></ul>
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**Before the talk:** Package, label, and seal small quantities of graham wafers, jellybeans, gummy worms, peanuts, Chipits, crushed Oreo cookies, and coconut. Hand these packages out to groups of students and tell them not to let the worms, bacteria, etc. escape. Keep the milk, chocolate pudding, and whipped cream at the front with you.

**Story: Today we will be making dirt.** When the Earth was a lot younger than it is now, in fact over 10,000 years ago, there was what was called an ice age. Just one of many, but the last one we had was around then. There were huge blocks of ice that fell down into where we live and as this ice and water tumbled along and crushed the gravel and rocks, it made sand. Later more erosion was caused by wind, heat, cold, and water. The rocks were worn down, forming minerals, sand, silt, and clay. Grass grew and dried, tree leaves fell, forming organic matter. But they didn't do this all by themselves. They had help from worms, beetles, fungi, and bacteria. As the leaves and grass pass through these creatures, they change and come out as enriched soil—the organic matter.

1. "Let's all imagine it's a beautiful, sunny day to start farming. Let's begin making our soil by adding rocks and sand (graham crackers and jellybeans)." Have students add these ingredients to their cups.

2. "Next, we need to add air and water (rain) to our soil to help create organic matter. Today, we'll use milk to represent both air and rain." In the glass bowl, pour the milk into the pudding and stir with the spatula. As the chocolate powder transforms into pudding, encourage the students to observe how the moisture changes the "soil."
3. Using the serving spoon, add this on top of the students' rocks and sand.
4. After the rain stops, the soil on top will dry first. Have students add the crushed Oreo cookies to their cups.
5. "Now the plants have everything they need to grow (soil, air, water, and light)! In our field, we planted straw, so now we start to see it grow." Have the students add the coconut to their cups. "Even after the straw is cut and harvested, the bottom stubble can be left on the ground to help the farmer keep his/her soil from blowing away in the wind or washing away in the rain or melted snow during the colder months when plants aren't growing."
6. "Over the winter, worms, beetles, fungi, and bacteria in the soil break down leftover plant material into organic matter, which is very healthy for our soil." Have the students add gummy worms, peanuts, and multi-colored Chipits to their cups.
7. "In winter, snow covers the soil, giving it more moisture and helping to keep the soil warmer." Spray the whip cream on the students' cups, then have the students put their cups aside to "decompose." This creates healthy soil again for the next growing season.
8. Explain to the students that the farmer and his/her partners are concerned caretakers of the environment and value its natural resources. Every day is Earth Day for a farmer or rancher, because his/her living depends on it.
9. The grand finale: everyone gets to eat the dirt!

### **Other Food Ideas**

Please check ahead of time for any student allergies.

1. Grind your own wheat and then make buns or pancakes using the resulting flour.
2. Make butter from cream. (Contact AB Milk for details — Kelsie Gilks, [kgilks@albertamilk.com](mailto:kgilks@albertamilk.com).)
3. Provide muffins using ingredients from Alberta (barley flour, canola oil, oats, rhubarb, carrots, Saskatoon berries, granulated sugar, or pumpkin seeds).
4. Analyze a cheeseburger from a local fast food restaurant. What Alberta ingredients were used?
5. Analyze a pizza. What Alberta ingredients were used?

## **Games**

### **A Slice of Soil**

#### **Supplies:**

- A large apple or a large orange
- A paring knife section cutter (Instead of cutting through the whole orange, section off skin and peel in front of class)

#### **Introduction:**

One of the most important natural resources that covers much of the Earth's land surface is soil. All living things depend on it as a source of food, either directly or indirectly.

Our food-producing land remains the same and yet the world population continues to grow. Consequently, each person's food portion becomes smaller and smaller. It is the responsibility of this generation to use the soil wisely to ensure the future. The following demonstration will show how little of the Earth's surface is actually used for food production as compared to the growing population.

#### **Procedure:**

1. Cut the apple or orange into four equal parts. Three of the 1/4 pieces represent the oceans of the world. Remove these parts. The remaining 1/4 piece represents the land area.
2. Cut the land section in half lengthwise. Now you have two 1/8 pieces. One section represents land such as deserts, swamps, Antarctica, Arctic, and mountain regions, where food cannot grow. Remove this piece. The other 1/8 section represents land where humans can live.
3. Slice this 1/8 section lengthwise into four equal parts. Three of these 1/32 sections represent the areas of the world which are too rocky, too wet, too hot, or where soils are too poor to produce food, as well as areas developed by humans. (Humans can grow gardens in the city, but gardens won't feed the entire world.) Remove these parts.
4. Now we're left with the last section of Earth, but we can only grow food in the topsoil of this area. Carefully peel the last 1/32 section. This final small bit of peel represents the soil of the Earth — on which mankind depends for food production.
5. Questions for class discussions:
  - a. What if this valuable topsoil, which humans depend upon, should suddenly disappear? What then?
  - b. What will happen if the world's population continues to grow, while our Earth's topsoil remains the same?
  - c. What ways can you and your family help conserve precious soil in your own backyard?

## Other Soil Ideas

1. Invite a local soil conservation person to join you in the classroom to discuss what special things are being done to save the soil.
2. Watch the “Cap Apple — Taking Care of Our Soil,” which is based on the “Slice of Soil” lesson.
  - o [https://www.youtube.com/watch?v=R5SZxFP04bc&ab\\_channel=AgricultureforLife](https://www.youtube.com/watch?v=R5SZxFP04bc&ab_channel=AgricultureforLife)

## Name that Tool

A popular way of introducing something new to students is to present them with some “Mystery Objects.” Bring farm tools, safety equipment, and/or small components of farm machines to the classroom. Encourage small groups to brainstorm about how the tools might be used. From what type of farm did they come? Do they relate to any of the other tools? Could they be used for something else? Questions like these can help students develop observation and problem-solving skills. Despite the title above, the actual name of the object is rarely important, although it may give some insight into how a tool is used.

A single tool can also be put on display, with students invited to submit suggestions as to its use. Students can also be encouraged to provide items to stump their friends.

A classroom version of “Bluff” allows students to invent possible uses for a tool and present each of them to the class, along with the correct use. Class members vote for the most convincing explanation.

### Sample Items:

The majority of the following list of sample items can be found at farm equipment or supply stores. As you purchase or borrow a tool, get a full description of how it is used. Talk to the manager and tell him what you are using it for; they will often give you a discount.

- Fence insulator
- Teat dip
- Chick waterer
- Salt lick
- Soil thermometer
- Soil depth seeder
- Curry comb
- Drawbar pin
- Bugs sweep net
- Moisture tester
- Hoof pick
- Rain gauge
- Slow moving vehicle sign
- Ear protectors (noise reduction)
- Wrenches
- Rubber gloves

## By-Products

Make a poster listing parts and by-products or bring in as many of the following by-products as you can.

By-products are used in all sorts of mechanical items. Chemical manufacturers use numerous fatty acids from inedible beef fats and proteins for all sorts of lubricants and fluids such as:

- Animal feed
- Cement blocks
- Explosives
- Fertilizers
- High gloss for magazines
- Industrial cleaners
- Lubricants
- Molds for plastics
- Printing inks
- Whitener for paper

Edible By-products include the following:

- Candies
- Chewing gum
- Clarification agent
- Juice, wine and beer
- Consommé
- Pet food
- Cookies
- "Light" products
- Marshmallows
- Mayonnaise
- Oleo shortening
- Doggie treats
- Pate
- Sausage casings
- Yogurt
- Gelatin for salads
- Ice cream

The medical world also relies on this resource for the pharmaceuticals it produces and uses. Some of these products are:

- Sodium levothyroxine (thyroid medication)
- Heparin (blood thinner)
- Trypsin (digestive enzyme)
- Chymotrypsin (digestive enzyme)
- Corticotropin
- Deoxyribonuclease
- Fibrinolysin
- Parathyroid hormone (regulates calcium levels)
- Pancreatin (pancreatic enzymes)
- Thrombin (anticoagulant)
- Thyroxine (thyroid hormone)
- Glucagon (blood glucose)

Inedible By-products include the following:

- Bone china
- Bone meal biscuits
- Boots and shoes
- Candles
- Cosmetics
- Crayons
- Shampoo/conditioner
- Doggie chews
- Textiles
- Glue
- Leather sporting goods
- Luggage
- Paints
- Violin strings
- Photographic film
- Plastics
- Detergents
- Soaps
- Floor wax
- Upholstery
- Asphalt
- Car polishes and waxes
- Hydraulic brake fluid
- Rubber tires
- Textiles for car upholstery
- Deodorants
- Shaving cream
- Fabric softeners
- Toothpaste
- Insecticides

The **Canola By-products** Tupperware Kit can be borrowed from the Alberta Canola Commission. You will need to contact Alberta Canola well ahead of time. These kits could include the following items:

- Plastic tubing

- Lip balm
- Bath oil
- Soap
- Hand cream
- Oil lubricant
- Fertilizer sample in sealed container
- Plastic wrap like Stretch & Seal
- Biodiesel additive
- Biodiesel

### **Sample Volunteer Presentation #1**

***by John Portail***

My approach is to introduce the students to the crops and livestock produced in Wheatland County.

I also explain the responsibilities of Alberta Agriculture, Food and Rural Development specialists and how they strive to help rural clients help themselves in their everyday activities.

I've collected numerous specimens and used them to illustrate my talk. This fosters class participation as I encourage questions throughout my talk.

1. **Soils** — Bag a shovel slice of soil from a stubble field and a shovel slice of soil from a native range. Compare the root development and organic matter levels of each. Illustrate the impact of erosion by removing the stubble, which leaves bare soil prone to blowing away. Also, illustrate the thin layer of organic matter on the soil's surface. You can also illustrate sandy versus clay soils by putting them in different jars and pouring water on them to watch the different rate of moisture penetration. Irrigation and salinity can be discussed here as well.
2. **Crops** — Bag seed of major crops: wheat, barley, oats, canola, rye, triticale, flax, lentils, mustard, etc. Compare them, and have students match the seed to the plant form. Plants can easily be dried by inserting a sample in a file folder and placing it under a couple of heavy books. The sample will dry without losing its colour, and the leaves will show their configuration. The dried plant specimen is then ready to insert in a labeled plastic bag for showing to your CAP class for years to come. It is helpful to show plants in flower for further student recognition in the field.
3. **Canola and Triticale** — These are two examples of agricultural research achievements. This is a good introduction to the importance of supporting agriculture research. Also, it illustrates the importance of education. I ask the class "Where do scientists come from?" The answer of course is from schools, grade 4 and 5 students will eventually become scientists, lawyers, politicians, environmentalists, consumers, farmers, and ranchers. They all affect agriculture; therefore, it is important that they are informed about the impact of their actions on the future of the farm and of the food supply.
4. **Fertilizers** — Examples can illustrate Nitrogen (N), Phosphorus (P), and Potassium (K), the three main crop nutrients. Manure can also be mentioned, including green manure like alfalfa and inoculated legumes that fix nitrogen in the soil.

5. **Pest Control** — This follows naturally. I have numerous specimens of weeds, insects, and diseased plants that raise much interest. Particular “hits” include a tomato hornworm, bertha armyworm, diamondback insects, cutworms, black widow spider, rusty grain beetles, giant water bugs, boxelder bugs, strawberry root weevils, grasshoppers, and crickets. Canola taken from a field infested by armyworms illustrates their negative impact.

For the weeds, it's easy to show the significance of wild oats, green foxtail, Canada thistle, toadflax, quackgrass, kochia, to name a few.

Among the crop diseases, it is possible to find specimens of cereal affected by root rot, smutty or ergoty seed, crops deficient in nitrogen, canola affected by stem rot.

I also discuss the impact of hail destruction, by showing a hailed crop specimen.

I then discuss the various pest control methods, and it gives the class an opportunity to consider the pros and cons of chemicals. We usually have a short discussion about this.

### **The Unusual Attracts**

1. **Rat Specimen** — I have a specimen of a Norway rat that I have presented in a jar for many years. I find that it is a hit with my classes and a useful way to end my presentation. It's an opportunity to address this major pest and our good fortune that Alberta is rat free. I also show a preserved salamander, which enables a short discussion about amphibians. Teachers are most cooperative in my presentations. They enable me to encourage the class to form a horseshoe around my work table, where they can have a closer look at the samples that I show them.
2. **Farm Machinery** — Pictures of farm equipment can be shown throughout the talk as appropriate. They can be found at machinery dealers, in farm magazines, calendars, etc. I strive to give credit to my suppliers when I show their pictures. Machinery also leads to the numerous skills that a farmer must have to be successful. It can be expanded upon in the livestock sector.
3. **Livestock** — I have poster-sized pictures of the various beef breeds, a dairy farm, a ewe and her lamb, and a sow in a farrowing crate. Livestock associations are helpful in securing these pictures. Agricultural calendars are another source. Generally agribusinesses are very cooperative in putting together materials for a CAP talk. Materials to illustrate items made from beef and other livestock by-products are easy to find around the house.
4. **Feeds** — Feed cost is a major cost of livestock production. Samples of prepared feeds and their ingredient tags can be obtained from feed mills. One can also bag rolled barley, alfalfa hay, grass hay, silage, or native range (explain the various plants and their significance in feed value and growth persistence). I have a sample of a large round bale of barley greenfeed, which had been baled too wet and heated. There is a striking difference in the parts taken from the outside, the middle, and the central core of the bale. While the outside is yellow, the centre is chocolate brown and smells like tobacco. One can also talk about the importance of balanced rations and the ingredients which go into them.

5. **Marketing** — This is an important topic, but more difficult to illustrate. One can relate the various occupations involved in the marketing process, i.e. the auctioneer or the trucker, showing related pictures. One can also mention the export destinations of various agriculture products. A brief discussion of the economics of farming can be done, keeping in mind the level of student understanding.

## **Sample Volunteer Presentation #2**

*by Rich Smith*

### **Partners**

To make a connection between agriculture and the people involved, I wear multiple layers of clothing. On the bottom, I have jeans and a plaid shirt, clothes I often wear at work. The next layer is a suit to represent lawyers, bankers, accountants, and producers at meetings. On top of the suit, I wear a lab coat for veterinarians and scientists. The top layer consists of the coveralls and rubber boots worn by people working in livestock facilities or processing plants.

### **Land**

For the land segment, I created a Superman-like character called Super Soil. Super Soil is a hero who fights the evil force that would destroy our soils. I tell the children that I spend most of my time as Rich Smith, an environmental engineer, but when I talk about soils, I slip into the nearest phone booth (or behind a desk) and quickly change into Super Soil. My costume is very simple: a brown turtleneck, a black cape, a shirt with “Super Soil” pinned on it, and a cap with “soil conservation” on it. I mention that my costume is in soil colours, rather than the flashy red and blue of Superman. I cover most of the land material as Super Soil, talking about Wendy Water as my Lois Lane, pollution as my Lex Luthor, and manure as one of my favourite foods. I always get quite a reaction to the last comment. I am fairly bald and can use my own head to show the effects of erosion on soil (nothing grows).

### **Visual Aids and Presentation**

Since I move around a lot myself, I don’t use a large number of visual aids. I have a few pieces of toy farm equipment that I show the children, and I also pass around bagged samples of grains and oilseeds. My silage sample sparked a lot of interest, because the bag could not contain the smell.

I have a few lame jokes about cows that my son told me when he was in grade 2 or 3 — the kids groan, but enjoy the break. Last year, I added a “rap” about agriculture to my presentation. When I got to the end of the clothing removal activity, and the children had all agreed that I looked like someone involved in agriculture, I told them that they were wrong. I was actually a rap star: M.C. Agriculture, the CAP rapper.

## **Sample Volunteer Presentation #3**

*by Don George*

I begin by introducing myself and asking: "Why is agriculture important"?

- You may get some interesting answers, but eventually they come around to food.
- I then ask one or two of the kids what they had for breakfast or lunch that day. I then break that down to show that everything they eat comes from a farm or ranch. If a student says they had a peanut butter and jam sandwich, then I say, "Okay, let's look at that. Where does the bread come from?" They usually know this one. "Bread comes from wheat, the peanut butter comes from peanuts grown on a farm, and the jam comes from fruit grown on a farm or orchard."
- I finish this section by asking, "Can you name anything that you eat that does not come from a farm"? Most classes will say candy, to which I respond that candy is almost all sugar, and sugar is made in southern Alberta at the sugar factory in Taber from sugar beets grown on a farm.

Next I ask the kids if they like movies, and I show the "Grow With Agriculture" video. It's a good idea to tell the teacher ahead of time that you intend to show a video.

After the video, I divide the class into five groups — again a good idea to let the teacher know your plan for doing this.

- Each group is given a sample of grain. I use wheat, oats, barley, and canola. The grain samples can be obtained from most grain elevators. If you tell the manager why you want it, there is usually no cost. I also give each group a hand-held magnifying glass that I picked up at the dollar store.
- I have also picked and mounted a plant of each type of grain. Allow the students to try and guess which seed belongs to which plant. Once the students have had some time to look at the samples, I lead a discussion about what each grain crop is used for.

I finish the presentation with a bag of by-products from cattle.

- Items in my bag include lipstick, a football, dice, paint, gum, crayons, soap, an empty ice cream container, a bicycle tube, a box of Jell-O, a bag of marshmallows, and toothpaste.
- As I pull each item from my bag, I ask the students if this comes from cows. I put them in two piles depending on the consensus from the class. Once the bag is empty, I say, "Actually, everything here comes from cows!"
- I usually let each student have a couple of marshmallows.

### **Other Presentation Ideas:**

Make calf ear tags with students.



Have students sort products via where they came from.



Do some myth and truth questions with students.



***Thank you again for volunteering with the Classroom Agriculture Program.***

*Best wishes for every success with your presentation(s), and please feel welcome to call Ag for Life at any time.*



[WWW.AGRICULTUREFORLIFE.CA](http://WWW.AGRICULTUREFORLIFE.CA)

