

Field Study Planner

Overview

Study:	Sensational Senses at the Farm	Conceptual Lens:	Senses
Overview:	In the Farm Field Study students will use their sense of touch, hearing, smelling and seeing as they participate in this Farm Field study. Our goal is to sense and respond to our environment as we learn about the animals on the farm and as we learn about some of their sensational senses. As you visit the animals, students will observe and interact with the animals while they learn about how the senses of these animals compare to our senses.		
Duration:	4	Season:	Spring
Duration:	2 hours	Season:	Spring

Stage 1 – Desired Results

Big Ideas

Students will sense and respond to their environment (Science 4).

Core Competencies

Communication: Students will use scientific language to exchange ideas with peers

Inquiry: Students will ask & answer questions through observation.

Care, Awareness & Responsibility: Students will participate in citizen science by sharing data with other field study groups.

ents will explore and make observations about the farm animals.

idents will ask questions that can be answered through observation.

: Students will explore the role of a farm and farm animals in their community and how they, themselves, might use farm products in their daily

➔ **Alignment Check:** ➔

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies

Content

Students will be skilled at...

- demonstrate curiosity about the natural world
- ask and pose questions that lead to investigations
- use appropriate tools to make observations and measurements
- make observations about living & non-living things in the local environment
- collect and analyze sample data
- describe & interpret the local environment
- use First Peoples perspectives & knowledge as sources of information
- explain the simple environmental implications of their & others' actions
- demonstrate care for self, others, & community through personal or collective approaches
- reflect on personal, shared, others' experience of place

Students will know that...

Sensing & responding: humans (5 senses), the ways that the Outdoor Science students use their animal sense and respond to their environment, structures and functions of the parts associated with each of the 5 senses.
 Environment: Interdependence and adaptation: structural, behavioral, responses to changes in habitat, aboriginal worldview with respect to environment (e.g. interconnectedness of all things and responsibility to care for natural world)

Stage 2 – Evidence: Assessing for Understanding

Assess: Field Study

Formative:

Opportunities for students to show their knowledge and skills during the field study

Teachers should consider how formative assessment in outdoor learning is informal, varied, and ongoing throughout the field study.

Summative:

Final assessments of knowledge and skills at the end of the Field Study

Teachers should consider how summative assessments revisit essential questions, involve self-reflection, and builds towards Final Task

• prior knowledge:

• talk to the farm:

• what is a farm? What role does a farm have? What are domestic versus wild

• what are some questions you have about farms and the animals that live

Final group circle question options:

1. What is a farm?
2. How did I notice (observe) the senses of the farm animals?
3. What did I notice (observe) in this field study?
4. How do goats, pigs and chickens sense and respond to their environment?

Stage 3 – Executing the Learning Plan

Learning events/activities are suggested activities. Teachers should add, revise, and adapt based on the needs of their students, their own personal resources, and a variety of instructional techniques.

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Walk to the teaching farm at the Outdoor School Program at the Cheakamus Centre. There are four main components to the study: the introduction/lesson and three experiential learning sections for chickens, goats and pigs. The theme of the Grad study is “The Senses”. Encourage your students to notice their own senses as they sense and respond to the farm and the farm as they participate in this field study. Students will also learn about some of the sensational senses of the farm animal at the Outdoor School (chickens, pigs and goats) and how they use these senses to sense and respond to their environment.

There is a set of teacher keys to access all the farm areas, which can be obtained from staff onsite at Cheakamus Centre. The room for the Farm Field Study is called the “Farm Lab” and is located upstairs in the barn. In this area you will find: chalkboards and a class set of chairs; instructional posters; animal sense cards; and a Farm Study binder with instructional resources. There are no washrooms at the farm. The closest washrooms are located inside Melody Hall.

Walkway to the Farm:

A great opportunity to have your students Walk and Talk about their background knowledge about farms and farm animals. Pair up to pair up and as they walk to the farm, have them talk about: What is a farm? What role does a farm play in their community? How do you know where the closest farm is located to where they live? Share their answers as you arrive at the farm.

Farm:

1. Introduction

The Farm Lab classroom is a good location to begin the Farm Field Study. Here you can orient the students to the components of the farm. Explain that it is a teaching farm, not a working farm. This is also a good time to do any planned lessons or activities you have planned for your visit. For example, this is a great time to circle your students up to ask them to share their names and their favorite farm animal. You can ask students to identify which animals are domestic and which ones are wild. What is the difference?

During the visit, visit each of the animals, use the laminated farm animal sense cards to share information about the animals senses with students.

2. Chickens

There are two teaching areas for the chickens. The first is the chick habitat in the “Farm Lab” upstairs in the barn. Here you will find a chick washing station and instructions.

Place eggs back upstairs. The warmest egg should go in the incubator. Using the pencil on the fridge, write the current day's date. Using the calendar on the wall, count ahead 21 days and mark that date on the egg as well. Gently place the egg in the incubator, side down and round-side up. This will ensure the developing chick has access to the air sac inside the egg.

Other eggs should be washed and placed in the fridge. Washing instructions are printed out on the wall above the sink. To wash:

1. Boil very hot water.

2. Wash eggs individually under running water. Scrub off surface dirt using the green plastic scrubber kept beside the sink.

3. Dip eggs in a 10% bleach and water solution (instructions are located on the bucket beside the sink along with the bleach). Dip egg for 30 seconds and let air dry in egg crates.

4. Label dry, date eggs and place in fridge.

5. Mark the numbers on the chart on the fridge door.

When you have finished with the eggs, you can go outside and feed the chickens. The feed is located downstairs in the hen nesting area on top of the feed container. Fill the bucket up to the fill line on the outside of the container. This is not the chicken's main meal for the day; it is only a snack.

If there are two groups doing Farm Field Study at the same time, they should share the amount of feed. This will prevent the chickens from being overfed throughout the day.

When feeding the chickens, students should lay their hand out flat and let the chickens peck the feed from them. If at any points the chickens get agitated, they can drop the feed and walk away. If children are nervous, they can try feeding the hens first, as they are usually the least nervous. When you are finished, direct the chickens back into the pen where they came from.

3. Goats

The first section of the barn is labelled "La Grange". Immediately inside the door are some supplies for use for your activity:

Goat feed and measuring bucket

Brushes (6) in basket

Stethoscope (1)

When taking the students into the goat barn and showing them the facilities. The feed container is located inside the door on top of the feed barrel. Fill the bucket up to the fill line on the outside of the container. This is not the goat's main meal for the day; it is only a snack. If there are two groups doing Farm Field Study at the same time, they should share the amount of feed. This will prevent the goats from being overfed throughout the day.

The goats are extremely enthusiastic to receive the feed. To help keep things manageable, don't take the feed bucket into the goat pen. Instead, take the feed to the students at La Grange and put the bucket back on top of the feed barrel before heading over to the field. When approaching the gate, to cover the feed with their hands as they approach the gate, then walk directly into middle of the field before feeding the goats. Because of the bottleneck at the gate, the goats will crowd the students and some may leave the pen. When in the goat pen, students should be standing at all times.

When feeding the goats, students should lay their hand out flat and let the goats take the feed from them. If at any points the students get agitated, they can drop the feed and walk in the opposite direction of the goat. The goat's interest will be with the feed.

Students can also groom the goats using the brushes in the basket. There is also a stethoscope in the basket. One at a time, students should stand on the side of a goat and try to hear a baby goat's heartbeat inside. Both of these are good activities for students who may not want to feed the goats but still want to interact inside the pen.

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n Anatomy 101
nimal Info Sheets
acts
ted Farm Animal Senses Info Cards

Teacher: Field Study Reflection

pects of the field study went well?

id students struggle with?

id you struggle with?

ould you add/revise the next time you taught this field study?

onnections can I make back to my school learning community?

ate a plan of action to address a chosen (environmental) problem or issue (SS 4).
