FOOD FIELD TRIPS

Planning Overview

Food field trips provide students with hands-on learning experiences that deepen their understanding of where food comes from, how it is produced, and who their local food producers are. By engaging directly with producers, plants, and animals, students can gain insight into food security and sovereignty, agriculture, and ecology. Additionally, they can get a first-hand look at the social, livelihood, and career considerations of food production. Food field trips bridge classroom learning with real-world applications, empowering students to make informed choices about food and sustainability while also playing a part in ensuring the future of food security in BC.

Timeline

**Adapt as needed for food field trips at different times of the year*

Item	Timeline	Notes
Secure funding for field trip	January-March	If needed, apply for grants, discuss with PAC, school admin, or consider fundraising.
Research field trip locations	January	Research local farms that offer educational visits, NGOs, community gardens, university farm programs, First Nations educational sites and programs, locally relevant traditional harvesting sites, fish hatcheries, etc.
Confirm administrative approval and budget	January/ February	Confirm trip objectives and budget; propose to supervisor, principal, or district.
Reach out to on-site hosts	March or earlier	Propose visit and learn about field trip site, set date and time, consider logistics of bus, bathrooms, learning ideas, and safety; discuss budget (outlined in Appendix A: Pre-trip Organizing and Communication Checklist).
Reserve bus	March	Book the bus for the field trip. Consider sharing a bus with another class to reduce costs.
Plan a preliminary visit to the field trip site	April	If needed, meet with producer or host on-site; get an idea of what they offer and consider the logistics needed. Confirm day-of activities (materials, budget). A phone call or virtual meeting could also work to confirm details.
Obtain necessary forms and documents	April	Trip information to parents/guardians, photo consent forms, medical forms, insurance, permission slips, waivers and any additional forms needed.
Confirm volunteers and chaperones	April	Confirm volunteers and chaperones for tallied student numbers (e.g., parents, NGO partner, farm staff).
Pre-trip preparations	Early-Mid May	Send reminders and packing lists, confirm details and weather with the site host, prepare instructional materials, determine how many stations and groups will be needed.
Host food field trip	May-June	See *Day Of Sample Schedule* on page 14. and *Station Activities* on page 15.
Reflection and thank you	May - June	Reflection activities with students; send thank you card(s) to site hosts (from students!).
Budget follow-up and evaluation	May-June	Ensure honorariums are sent out, transportation paid, volunteer hours accounted for; follow up with administrators on trip evaluation.

Pre-trip: Things to Consider

Use the *Pre-trip: Organizing and Communications Checklist* in Appendix A to guide your planning and communications with the food field trip site host.

- ✓ When you are planning the field trip, be mindful of the time and capacity of site hosts and food producers, as farm and food visits often coincide with producers' busiest seasons in the spring and fall.
- ✓ If the field trip site does not have a set field trip fee, be sure to offer an honorarium to recognize their time and effort.
- ✓ Strong communication with the site host in the weeks leading up to the visit is essential—discuss safety protocols, necessary clothing and equipment, liability considerations, and logistical details like parking, scheduling, and budget. Use the Pre-trip Organizing and Communication Checklist in Appendix A as a guide.
- ✓ Look for ways to extend the learning beyond the field trip, such as bringing back foods to prepare in the classroom or connecting with community partners for ongoing engagement.
- ✓ If the field trip site does not already have a practice of incorporating local and Indigenous land history, consider incorporating a land acknowledgment, such as those found in the Learning from the Land Toolkit, to recognize the Indigenous lands being visited and the traditional knowledge that informs food systems.

Student Groups:

- ✓ Depending on the size of each class, breaking out into sub-groups of 5-8 students will allow for deeper engagement at each educational activity or station.
- ✓ Keep in mind that as more students are separated into subgroups, more chaperones and on-site educators will be needed.
- ✓ Before the field trip, determine:
  - How many stations to prepare
  - The size and number of subgroups
  - The number of chaperones needed

Chaperones:

Parent volunteers—especially those involved in school garden initiatives—and volunteers from local organizations can help facilitate activities. To create a celebratory and community-driven experience, consider inviting local partners, school district representatives and/or parents. Check your school or district requirements around volunteers completing Criminal Record Checks to have on file well ahead of time.

You can use the checklist in Appendix A to prompt your pre-trip organizing and considerations to confirm with site hosts.

On the Day: Things to Consider

Before you leave school:

- **Confirm bus schedule:** The day before or early on the day of the event, call the bus driver and confirm the schedule, route, and parking. Confirm a point person for communication with the bus driver throughout the day if needed.
- **Confirm materials:** Confirm that students have all of the materials they need for the day, especially any medications, proper clothing, etc. Ensure that a first aid kit and a list of emergency contacts go with each group, along with any educational or station materials required (markers, posters, etc).
- **Collect last-minute materials:** Collect any last-minute pre-trip learning activities, parent permission slips, and photo consent forms.
- **Split up the class:** Divide the class into subgroups that will move through the activity stations on-site. Ideally no more than 5-8 students per group. Name the groups by a vegetable in advance to make things flow more smoothly, once on site.

Arriving at the field trip site:

- **Logistics:** Establish safety protocols and rules, a call/whistle system for communication, and review the agenda for the visit. Establish a meeting location for the end of the visit to return to the bus together.
- **Welcome Circle:** In collaboration with the on-site host, welcome students onto the farm for the day. This could include an introduction circle with the students, territory acknowledgement, and/or the history of the site or organization. Ask the site host if they have a tradition for welcoming people onto the land. Consider including a grounding exercise to help students get settled.
- **Tour:** Point out washrooms, water sources, any safety hazards or boundary lines, and safe areas for students to step away if they need space.

Activities and stations:

- **Stations:** Groups will rotate around the site with their chaperone from station to station. Have a timekeeper who will blow a whistle when the groups are to move. This is a great time for photos!
- **Closing:** Meet back at a central meeting point once all students have rotated through the stations and the visit is complete. Consider having a closing exercise with the site hosts, such as each student sharing one thing they learned.

On the Day: Sample Schedule

To facilitate a smooth day, consider creating a schedule to ensure responsibilities are clear and the day runs on time. Below is a sample schedule. See Appendix B for a blank template to complete your own.

Time/Duration	Activity	Details
9:10am - 9:20am (10 mins)	In-class pre-trip meeting	Gather students at school, pre-trip overview, arrange into groups, answer any questions, ensure students have all their personal supplies (water bottles, jackets, etc.)
9:30am	Load bus at school	Complete head count and ensure you have all materials and supplies
9:40am - 10:00am (20 mins)	Drive to farm or food production location	
10:00am - 10:20am (20 mins)	Welcome Circle and ground rules	Overview of rules, schedule, introductions, welcome circle, and territory acknowledgement
10:20am - 10:35am (15 mins)	Snack break	
10:35am - 10:50am (15 mins)	Stations (round 1)	Have small groups rotate through stations
10:50am - 11:05am (15 mins)	Stations (round 2)	Have small groups rotate through stations
11:05am - 11:20am (15 mins)	Stations (round 3)	Have small groups rotate through stations
11:20am - 12:00pm (40 mins)	Tour	Food producer to lead tour of farm/ food production site
12:00pm - 12:20pm (20mins)	Lunch break	
12:20pm - 12:45pm (25 mins)	Stations (round 4) or group activity	Complete another station or do an activity as a group
12:45pm - 1:15pm (30 mins)	Reflections and closing circle	Come together to share reflections from the day and close out the field trip visit.
1:15pm	Load bus at site	Complete head count and ensure you have all materials and supplies
1:15pm - 1:35pm (20 mins)	Drive back to school	
1:35pm - 2:00pm (25 mins)	Debrief and Thank you notes	Debrief the day and have students write thank you notes to the producer and chaperones

On the Day: Educational Activities and Station Ideas

Remember that educational activities and stations will be site-dependent - they will vary based on the type of site, production type and practices, season, and size of the property. Communicate with your site host in advance of the event to determine which activities will best suit their context. If you are working with a site or organization that often hosts educational groups, they may already have a list of activities they like to use. Ensure that site hosts, chaperones, and educators are clear on their roles and responsibilities for each activity.

Tips and Tricks

- Stations of no more than 15-20 minutes are ideal to keep the students' attention.
- Designate someone to manage the time and flow of the students.
- Ensure each station is tended to by one adult at minimum, and that they stay at that station to ensure consistency.
- Aim for 5-8 students per station.

ELEMENTARY

Activity / Station	Curricular Competencies	Content
Seed Bombs Activity from Hands on Food that teaches about pollination through making wildflower seed bombs with clay. Schoolyard Friendly Activity!	**Science:** • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Identify First Peoples perspectives and knowledge as sources of information (Gr.3-6) **First Peoples' Principles:** • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). **Social Studies:** • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Gr.K-7) • Explain the significance of personal or local events, objects, people, or places (significance) (Gr.K-3) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) (Gr.K-3) • Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) (Gr.K-1)	**Science:** • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Biodiversity in the local environment; the knowledge of local First Peoples of ecosystems (Gr.3) • Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5) **Social Studies:** • People, places, and events in the local community, and in local First Peoples communities (Gr.K) • Characteristics of the local community that provide organization and meet the needs of the community (Gr.1) • How people's needs and wants are met in communities (Gr.2) • Relationships between a community and its environment (Gr.1-3)

ELEMENTARY

Activity / Station	Curricular Competencies	Content
Seed Saving Lesson plan with activities from Farm to School BC about the importance of seed saving and how to practice saving seeds from garden produce. See: "Dry-Seeded Crops" p. 8 and "Wet-Seeded Crops" p. 14 Short-form lesson plans from FarmFolk CityFolk on how to save wet (tomatoes and cucumbers) and dry (kale and arugula) seeds.	**Science:** • Experience and interpret the local environment (Gr.6-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6) • Discuss observations (Gr.K); compare them (Gr.1); make and record observations (Gr. 2-7)	**Science:** • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Survival needs; natural selection (Gr.7)
Berry Picking and Painting Resource guide from the First Nations Education Steering Committee (FNESC), section teaches about picking berries and painting with them. See: "Berry Picking" p. 85-87 Schoolyard Friendly Activity!	**Arts:** • Experience, document and share creative works in a variety of ways (Gr.K-3) • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Gr.K-7) • Apply learned skills, understandings and processes in new contexts (Gr.3) • Reflect on creative processes and make connections to other experiences (Gr.4-5) **Science:** • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6) • Identify First Peoples perspectives and knowledge as sources of information (Gr.3-6) **First Peoples' Principles:** • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). • Learning involves patience and time.	**Arts:** • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (Gr.K-7) • Symbolism as expressions of meaning (Gr.K-3); Symbolism and metaphor to explore ideas and perspective (Gr.4-7) **Science:** • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Local First Peoples knowledge of the local landscape, plants and animals (Gr.1) • Biodiversity in the local environment; the knowledge of local First Peoples of ecosystems (Gr.3) • Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5)

ELEMENTARY		
Activity / Station	**Curricular Competencies**	**Content**
Nature Scavenger Hunts ***Option 1:** Bring an egg carton for each student, or one for each small group of students. Have a volunteer or chaperone walk around the site upon arrival and put an item in each of the egg carton compartments. Have students complete the scavenger hunt by finding the same items around the site to fill their own egg cartons. ***Option 2:** Assign a category, i.e., 'something fluffy or something blue', to each egg carton compartment or on a scavenger hunt list to put in their container. ***Option 3:** Have a group work together to locate a list of items (without collecting), and draw/colour a picture of the items when they are located to complete their scavenger hunt. Schoolyard Friendly Activity! **Ensure you have the site host's approval and permission before selecting items for the scavenger hunt to collect.*	**Math:** • Estimate reasonably (Gr.K-7) • Model mathematics in contextualized experiences (Gr.K-7) • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving (Gr.K-7) • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures (Gr.K-7) **Arts:** • Experience, document and share creative works in a variety of ways (Gr.K-3) • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Gr.K-7) • Apply learned skills, understandings and processes in new contexts (Gr.3) • Reflect on creative processes and make connections to other experiences (Gr.4-5) **Science:** • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6)	**Math:** • Fractions (Gr.3-7) **Arts:** • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (Gr.K-7) • Symbolism as expressions of meaning (Gr.K-3); Symbolism and metaphor to explore ideas and perspective (Gr.4-7) **Science:** • Sensing and responding: humans, other animals, plants; biomes (Gr.4) • Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5)
Dirt Detectives Activity from PBS Kids – Sid the Science Kid on investigating, observing, and describing samples of soil(s).	**Science:** • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6) • Discuss observations (Gr.K); compare them (Gr.1); make and record observations (Gr.2-7) • Identify a question to answer or problem to solve through scientific inquiry (Gr.3-7) • Make predictions based on prior knowledge (Gr.3-4)	**Science:** • Sensing and responding: humans, other animals, plants; biomes (Gr.4) • Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5) • Effects of balanced and unbalanced forces in daily physical activities (Gr.6) • Survival needs; natural selection (Gr.7)

ELEMENTARY		
Activity / Station	**Curricular Competencies**	**Content**
General Tour Take a group on a tour of the site and other areas that are not part of the stations. Use this to tell the story of the producer and/or regional food system. Students can discuss, draw, or write about their favourite part or something new they learned at the site or back in the classroom.	**English Language Arts:** • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (Gr.K-3) **Physical Health Education:** • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) **Science:** • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6)	**English Language Arts:** • Strategies and processes: oral language strategies (Gr.K-7) • Language features, structures, and conventions: features of oral language (Gr.2-7) **Physical Health Education:** • Hazards and potentially unsafe situations (Gr.K-1); strategies and skills to use in potentially hazardous, unsafe, or abusive situations (Gr.2-4); strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings (Gr.5-7) **Science:** • Sensing and responding: humans, other animals, plants; biomes (Gr.4) • Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5)
Planting Seeds or Transplanting Seedlings In-ground/seedlings – Use larger seeds and have students plant a section that has been agreed upon with the producer. Teach about the spacing and timing of the crops.	**Math:** • Estimate reasonably (Gr.K-7) • Model mathematics in contextualized experiences (Gr.K-7) **Physical Health Education:** • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) • Participate daily in physical activity at moderate to vigorous intensity levels (Gr.K-7) **Career Education:** • Work respectfully and constructively with others to achieve common goals (Gr.K-3) • Demonstrate effective work habits and organizational skills appropriate to their level of development (Gr.K-3) • Make connections between effective work habits and success (Gr.4-5) • Demonstrate safe behaviours in a variety of environments (Gr.4-5) • Demonstrate leadership skills through collaborative activities (Gr.6-7)	**Math:** • Fractions (Gr.3-8) • Multiplication and division (Gr.3-7) • Measurement (Gr.3-7) • Time (Gr.3-5) • Percentages (Gr.8) • Surface area and volume (Gr.8) • Numerical proportional reasoning (Gr.8-9) **Career Education:** • Emergent leadership skills (Gr.4-5) • Safety hazards and rules at school, at home, and in the community (Gr.4-5)

ELEMENTARY		
Activity / Station	**Curricular Competencies**	**Content**
Feeding Animals (if applicable and approved by producer) Feed animals on a farm and have the host discuss how digestion works for different animal species.	**Science:** • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6)	**Science:** • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Sensing and responding: humans, other animals, plants; biomes (Gr.4) • Survival needs; natural selection (Gr.7) **Physical Health Education:** • Relationships between food, hydration, and health (Gr.K-2) • Practices that promote health and well-being (Gr.K-7) • Nutrition and hydration choices to support different activities and overall health (Gr.3)
Tool Tour Safely tour tools and machinery used on a farm or a food processing site.	**Physical Health Education:** • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) **Applied Design, Skills, and Technology:** • Explore the use of simple, available tools and technologies to extend their capabilities (Gr.K-5) • Select and learn about appropriate tools and technologies to complete a task (Gr.6-7) **Career Education:** • Recognize the basic skills required in a variety of jobs in the community (Gr.K-3) • Identify and appreciate their personal attributes, skills, interests, and accomplishments, and their growth over time (Gr.K-5) • Question self and others about the role of technology in the changing workplace (Gr.4-5) • Appreciate the influence of peer relationships, family, and community on personal choices and goals (Gr.4-5) • Demonstrate safe behaviours in a variety of environments (Gr.4-7)	**Physical Health Education:** • Hazards and potentially unsafe situations (Gr.K-1) • Strategies and skills to use in potentially hazardous, unsafe, or abusive situations (Gr.2-4) • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings (Gr.5-7) **Career Education:** • Goal-setting strategies (Gr.K-7) • Risk-taking and its role in self-exploration (Gr.K-3) • Problem-solving and decision-making strategies (Gr.4-7) • Jobs in the local community (Gr.K-3) • Safety hazards and rules at school, at home, and in the community (Gr.4-5) • Cultural and social awareness (Gr.K-7) • Factors affecting types of jobs in the community (Gr.6-7) • Technology in learning and working (Gr.6-7)

SECONDARY

Activity / Station	Curricular Competencies	Content
Soil Moisture Trial Have site host share knowledge on ideal soil conditions for agriculture. Compare drainage in a few different soil samples from the site to illustrate variation; connect to farm sustainability.	**Science:** • Identify a question to answer or problem to solve through scientific inquiry (Gr.8-9) • Make predictions about the findings of their inquiry (Gr.8-9) • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Gr.8-9)	**Science:** • Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8) • Sustainability of systems; First Peoples knowledge of interconnectedness and sustainability (Gr.9)
A Deeper Understanding of the Plants that Make our Food: Genetics, Phenotypes and Genotypes Short-form lesson plan and slides from FarmFolk CityFolk on the basics of plant genetics. Schoolyard Friendly Activity!	**Science:** • Identify a question to answer or problem to solve through scientific inquiry (Gr.8-9) • Make predictions about the findings of their inquiry (Gr.8-9)	**Science:** • Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8) • Sustainability of systems; First Peoples knowledge of interconnectedness and sustainability (Gr.9)
General Tour Take a group on a tour of the site and other areas that are not part of the stations. Use this to tell the story of the farmer. Students can discuss or write about their favourite part or something new they learned at the site or back in the classroom.	**English Language Arts:** • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Gr.8-9)	**English Language Arts:** • Story/text: forms, functions, and genres of text (Gr.8-9) • Strategies and processes: oral language strategies (Gr.8-9) • Language features, structures, and conventions: features of oral language (Gr.8-9)

SECONDARY		
Activity / Station	**Curricular Competencies**	**Content**
Planting Seeds In ground/seedlings – have students plant a section that has been agreed upon with the producer. Teach about the spacing and timing of the crops.	**Physical Health Education:** • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.8-9) • Participate daily in physical activity designed to enhance and maintain health components of fitness (Gr.8-9) **Career Education:** • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems (Gr.8-9) • Demonstrate safety skills and appreciate the importance of workplace safety (Gr.8-9)	**Physical Health Education:** • Movement concepts and strategies (Gr.8-9) • Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines (Gr.8-9) **Career Education:** • Recognize the influence of curriculum choices and co-curricular activities on career paths (Gr.8-9) • Workplace safety (Gr.8-9) **Science:** • Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8)
Transplanting Seedlings If seedlings are available, have students transplant them into the ground.	**Physical Health Education:** • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.8-9) • Participate daily in physical activity designed to enhance and maintain health components of fitness (Gr.8-9) **Career Education:** • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems (Gr.8-9) • Demonstrate safety skills and appreciate the importance of workplace safety (Gr.8-9)	**Physical Health Education:** • Movement concepts and strategies (Gr.8-9) • Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines (Gr.8-9) **Career Education:** • Recognize the influence of curriculum choices and co-curricular activities on career paths (Gr.8-9) • Workplace safety (Gr.8-9) **Science:** • Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8)

SECONDARY		
Activity / Station	**Curricular Competencies**	**Content**
Other Farm Chores/Activities Weeding, broad forking/ bed prep, harvesting, compost turning (arrange with the food producer in advance).	**Physical Health Education:** • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.8-9) • Participate daily in physical activity designed to enhance and maintain health components of fitness (Gr.8-9) **Career Education:** • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems (Gr.8-9) • Demonstrate safety skills and appreciate the importance of workplace safety (Gr.8-9)	**Physical Health Education:** • Movement concepts and strategies (Gr.8-9) • Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines (Gr.8-9) **Career Education:** • Recognize the influence of curriculum choices and co-curricular activities on career paths (Gr.8-9) • Workplace safety (Gr.8-9)

Additional Resources:

1. **Teach Food First:** Traditional First Nations Foods Lesson Plans
2. **FarmFolk CityFolk:** 13 Bite-Sized Lesson Plans all about Seed Saving
3. **Hands on Food:** Educator Resources on Preserving Fruits and Vegetables
4. **Farm to School BC:** Learning From the Land Toolkit - Engagement with Indigenous Plants and Pedagogy
5. **HCTF:** Educator's Guide to Outdoor Classrooms
6. **BC Agriculture in the Classroom:** BC Careers in Agriculture
7. **Agriculture in the Classroom Canada:** Educator Resource Library
8. **BC Dairy:** Lesson Plans Library