



AGRICULTURAL WINTER FAIR

Summary of Suggested Activities and Guiding Questions Grades 1-12

The Royal Agricultural Winter Fair provides opportunities for experiential learning. This document outlines example activities and guiding questions to engage students during a visit to The Fair that connect to the overall expectations of the Ontario Curriculum.

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Grades 1-3: Language

Example Activities and Guiding Questions at The Fair:

- Get to know an animal at The Royal by speaking to its caretakers. Write a story about that animal's life, and its 'Road to The Royal'. What steps in what order did the animal take to come to The Fair?
- Create an online review of your trip to The Fair.
- Become the "expert" for 1 Education Centre at The Fair by reading their display information. Share your knowledge with another "expert".
- Collect new vocabulary words you learn at The Fair.

Grade 1:

Health and Physical Education

- Visit the education centres to learn more about specific foods and the nutritional content.
- Visit different education centres and list different foods choices for healthy varieties of food
- Review rules of behaviour for outside of school, traveling by bus, safe behaviour around animals and rules at The Fair.
- At The Fair, listen with respect, be helpful, show manners and respect boundaries.
- At The Fair, speak to animal caretakers about their animals hunger and thirst cues. How are they different, or the same, as your own?
- Create a safety plan for at The Fair. Explain what to do if a student gets separated from the group. Locate First-Aid and Security locations on The Fair's map.
- Describe smells, touch and sights experienced at The Fair – record how you are using all your senses?

Social Studies

- Where in your community do you get your food? Where does that food come from?
- In what ways are farmers part of your community and your daily life?
- Does food bring people together in your community? (community gardens, farmers markets, etc.)

Science

- Talk to real life farmers and ask about the needs of their animals or plants.
- Observe all the different animals at The Fair – how do their different bodies help them meet their needs?

- At The Royal, what do you smell? See? Hear? What parts of your body are connected to each sense?
- Investigate how plants grow. Where do they get their energy
- At The Fair, investigate some jobs that serve others in the community. Can you name the jobs or describe their roles?

Grade 2:

Health and Physical Education

- Visit different education centres and list different foods choices for healthy food options.
- Show respect of other's people choice in food.
- When at The Fair, you will be in a busy place with lots of people and animals. What can you do to ensure your and the community's safety? At The Fair, practice good safety measures: be cautious when approaching farm animals, ask for permission before touching, and more!

Science

- Talk to real farmers about the machines they use to help them do their work! What kinds of simple machines do you see at The Fair?
- Observe all the different animals at The Fair – compare their different stages of life and their different bodies.
- Investigate how all living things depend on water. Where can you observe water at The Fair? Speak to animal caretakers about their animals' water needs.

Grade 3:

Health and Physical Education

- Visit the Farm to Table Discovery Zone to understand where food comes from, what is sustainability and importance of buying local foods .
- Visit different education centres to find out nutritional values in different foods and which ones are better for oral health.
- View the Vegetable Competition display to view a variety of different vegetables grown and consumed in Ontario.
- At The Fair, have guidelines for proper use of hand sanitizers and follow rules for behaviour around farm animals.

Social Studies

- Speak to farmers at The Fair. What features of the natural environment make their communities ideal for agriculture?

- What kinds of employment opportunities are available in rural communities and in the agri-food system? What sorts of jobs are connected to agricultural land use? Investigate at The Fair.
- Explore the environmental impact of land use in rural communities. Compare to the impact of land use in a big city.
- At The Fair, gather information on how different stakeholder groups are working to minimize their environmental impact.

Science

- Talk to real farmers about the machines they use to help them do their work! What kinds of machines do you see? What forces make them work? How do farmers stay safe?
- Observe all the different plants - compare their different stages of life and their differences.
- Investigate how all things depend on soil.

Grades 1-8: Science Areas of Cross-Curricular Learning

- **Skilled Trades.** The Royal highlights how professionals in the skilled trades apply science and technology concepts as they build and maintain essential agricultural infrastructure and keep the agri-food industry moving. The Royal is an opportunity to learn about technology and innovation related to the skilled trades, providing students with hands-on experiences and activities that connect directly to their own lives and communities through the foods they eat. The Royal also provides students with opportunities to connect with role models with diverse lived experiences.
- **Climate Change.** The Royal aims to foster hope and optimism in teaching and learning about climate change through connecting students with sustainability initiatives in the agri-food system. At The Royal, students can develop the skills and knowledge needed to understand potential innovative solutions and mitigation strategies related to climate change and other environmental issues.
- **Food Literacy.** The Royal develops understanding of where food comes from, including the importance of locally sourced food. At The Royal, students learn how food is grown and prepared, and can investigate the importance of biodiversity in agriculture.

Grades 1-8: Science Strand A. STEM Skills and Connections

Example Activities and Guiding Questions:

- How is farming a skilled trade? List the ways in which farmers and producers you encounter at The Fair use STEM, coding, and emerging technologies in their everyday lives.
- What other skilled trades uphold the Agri-Food industry?
- What STEM skills are applied in the world of Food and Farming? What careers are available there? What are the pathways to achieving these careers?

Grades 4-8: Language

- Write a news article about The Royal.
- Get to know an animal at The Royal by speaking to its caretakers. Write a story about that animal's life, and its 'Road to The Royal', and/or create a poem about your animal.
- Create a Facebook fan page for the top 5 things to see and do at The Royal for your school friends.
- Evaluate the texts you see at The Fair – for whom were they created? What strategies do they use to communicate their message? (Imagery, graphics, literary devices, questions and answers, etc.). Why might these methods and strategies be effective for the intended audience?
- Write a reflection piece and/or create a piece in a digital medium on the question: why is it important to communicate effectively about our food and where it comes from? (Food is a fundamental human need, is a commonality across cultures, is an area that faces challenges and requires innovative solutions, etc.)
- Research a particular commodity at The Fair to become an 'expert' at one education centre. Create a digital presentation about what you learned to share with the rest of your class, including your thoughts on how the information was communicated to you.
- Make a word bank of new words you see and learn at The Fair! Back at school, look up the words in a dictionary. Create your own class dictionary with the new vocabulary words you learned at The Fair.

Grade 4:

Health and Physical Education

- **Suggested activity:** [Healthy Eating Skills](#)
- When at The Fair, you will be in a busy place with lots of people and animals. What can you do to ensure your and the community's safety?

Social Studies

- At The Fair, investigate where in Ontario, and in other regions of Canada, different forms of agricultural producing take place. How does the natural environment of those places impact what can be produced there?
- What are some key actions you see at The Fair that different groups and organizations in the Agri-Food sector are taking towards sustainable solutions?

- After visiting The Fair and learning all about food and farming in Ontario, reflect on the ways in which we can balance the human need for food with environmental stewardship.
- What economic sector does Agriculture fall into (primary, secondary, tertiary, quaternary) and why? What connections to other sectors do you see at The Fair (technology/research, banking, transportation, etc.)?

Science

- Talk to real farmers about the machines they use to help them do their work! What kinds of machines do you see?
- Investigate how food gets to your table. How are we all interconnected in a food web?
- Categorize all the different organisms you see at The Fair as one of the following: Producer, Consumer, Decomposer, Herbivore, Omnivore, Carnivore.

Grade 5:

Health and Physical Education

- **Suggested activity:** [Healthy Eating Skills](#)
- Explore the nutritional information of various food groups by asking experts and producers at The Royal's education centres in the Farm to Table Discovery Zone.
- When at The Fair, you will be in a busy place with lots of people and animals.
- Before your visit to The Fair, study The Fair's map and explore the website. Locate emergency services, and any useful numbers or contact information. Discuss what you will do in case of emergency when you visit.

Social Studies

- At The Fair, reflect on how you see *land* and our relationship to it discussed. Back at school, what connections you see to the beliefs and attitudes of Indigenous peoples and Europeans towards the environment and the land? In what ways do the practices you see at The Fair arise from these beliefs/attitudes? What impact did these practices have on the environment?
- Investigate where different forms of agricultural production take place in Ontario and in other regions of Canada. How does the natural environment of those places impact what can be produced there?
- What are some key actions you see at The Fair that different groups and organizations in the Agri-Food sector are taking towards sustainable solutions?
- After visiting The Fair and learning all about food and farming in Ontario, reflect on the ways in which we can balance the human need for food with environmental stewardship.
- What economic sector does agriculture fall into (primary, secondary, tertiary, quaternary) and why? What connections to other sectors do you see at The Fair (technology/research, banking, transportation, etc.)?

- At The Fair, speak with different stakeholder groups about an issue that impacts Canadian Food and Farming. Do they offer varying perspectives? How might their point of view be different to other groups and/or communities? Using what you've learned, draft a recommended response to the issue.

Science

- What kinds of energy does making your food require? Explore some ways people are working to make the Agri-Food industries more sustainable in terms of energy consumption.
- How do different foods impact your health and body?
- Learn about the nutrition in different kinds of foods in the Farm to Table Discovery Zone. How does knowing about different kinds of foods help you make healthy choices?

Grade 6:

Health and Physical Education

- Speak with farmers and educators at The Royal about their animals' hunger and thirst cues. What physical factors influence how much the animals need to eat and drink? How are *you* similar or different?
- While at The Fair, what is your responsibility to implement safety practices? It is a busy environment with people and animals – what safety procedures do you think should be in place?

Social Studies

- What are some symbols related to Agriculture that are key images of Canada? Look out for these symbols and imagery at The Fair. In what way does The Fair reinforce or challenge what you thought those symbols would be?
- Based on your visit to The Fair, in what ways does the Canadian climate and geography contribute to identities in and stereotypes of the country? To its global image?
- What do agricultural symbols and images imply about this country, and why might they be more significant to some groups than to others?
- At The Royal, the country comes to the city. How have rural economic communities in Ontario and in different regions of Canada contributed to the development of the country?

Science

- Talk to real life farmers and researchers and ask about how they are working to protect the biodiversity of the environment.
- Observe the poultry at The Fair. How do their bodies help them to fly?

Grade 7:

Health and Physical Education

- **Suggested activity:** [Healthy Eating Skills](#)
- Reflect on the information about Nutrition you see throughout The Fair, and how what you see might impact what you choose to eat.

Social Studies - Geography

- Before your visit to The Fair, research some ways in which agriculture impacts the environment. At The Fair, investigate how different stakeholders and organizations are working to minimize their environmental impact.

Science

- Talk to different food producers and researchers about how their approaches to agriculture and to harvesting food can impact an ecosystem, and their strategies that to maintain and/or restore balance to ecosystems.
- Explore the food system - how are you part of a larger food chain?

Grade 8:

Health and Physical Education

- **Suggested activity:** [Healthy Eating Skills](#)
- Observe the safety precautions on display to prevent concussions at The Royal, especially at The Royal Horse Show. Analyze what you see and make suggestions.
- What are some situations of potential danger you can see at The Fair? What strategies would you suggest to avoid them?

Social Studies - Geography

- **Suggested activity:** [The Royal Geography Assignment](#)
- Talk to real farmers at The Royal – where do they farm the land? Why?
- At different commodity organizations at The Royal, ask the experts: What about the landscape where their producers live is a good fit for producing that commodity?

Social Studies - History

- At The Fair, observe the ways in which life is similar and different for communities of farmers and those engaged in agriculture to similar groups in Canada in 1890-1914.

Science

- Explore how different commodity groups use cellular research in producing food.

- How does farming make use of automated systems?
- Visit the Dairy Education Centre to see automation in action in the food system!
- Through speaking with real producers, become an expert in the specific automation and machines required to produce a certain food commodity, and share with another expert.

Grade 9:

Science (SNC1W)

- Explore the education centres, and attend speaker sessions in the Farm to Table Discovery Zone. How are STEM fields being applied to solve real-world problems in food & farming, towards creating a more sustainable food system?
- How do established and emergent agricultural practices reflect an understanding of the importance of the dynamic equilibrium of ecosystems?

English (ENL1W)

- Before visiting The Fair, prepare a set of questions about a particular issue in The Agri-Food sector to ask different stakeholder groups at The Fair. After visiting, write a news article or opinion piece on that issue based on the information you collect at The Fair.
- Write an opinion piece about your visit to The Fair. Should other people visit The Royal? Is The Royal important? Why or why not?
- Take pictures of the materials you see at a specific education centre in the Farm to Table Discovery Zone. Back at school, analyze the education centre's materials.
 - o What kinds of information did you see there?
 - o What strategies did they use to communicate?
 - o In your opinion, were those strategies effective?

Issues in Canadian Geography (GGC1D)

- **Suggested activity:** [The Royal Geography Assignment](#)
- Talk to real farmers at The Royal – where do they farm the land? Why?
- At different commodity organizations, ask the experts: What about the landscape where their producers live makes it a good fit for producing that commodity?
- Throughout The Fair, observe how the Canadian identity is tied to Agriculture. In what ways is this identity dependent on the physical landscape?

Family Studies – Food and Nutrition (HFN1O/2O)

- **Suggested activity:** Cooking Session
 - o During a cooking session at The Royal, ask the expert chef about kitchen and food safety, and practice your food preparation skills.

- Investigate nutritional information of the different food commodity groups present at The Royal. Record the information in a tracker. Does anything surprise you to learn? What foods are missing that you would like to learn more about?
- What information is present at The Fair about food. How does the way the information is presented impact the way you think about the different foods?
- Ask experts and farmers about the environmental impacts of their practices – and what they are doing to mitigate those impacts.

Grade 9-12: Healthy Active Living Education (PPL(1-4)O)

- **Suggested activities:**
 - o [Get to Know Your Nutrients](#)
 - o [Healthy Eating Skills](#)
 - Learn about how to read and use food labels, and the recommendations of Canada’s Food Guide.
- Investigate nutritional information of the different food commodity groups present at The Royal. Record the information in a tracker. Does anything surprise you to learn? What foods are missing that you would like to learn more about?
- How is the nutritional information of foods at The Royal communicated? Reflect on how the method of communication might influence your choices. How does the way the information is presented impact the way you think about the different foods?

Grade 10:

Career Studies (GLC2O)

- **Suggested activity:** [Growth Hub Stage Career Information Sheet](#)
- **Suggested activity:** [Careers in Agriculture Package](#)
- At The Fair, attend seminars and explore the various career pathways that utilize transferable skills and specialized training in the Agri-Food Industry.
- Profile a career in the Agri-Food industry. What is the pathway to achieving that career? What are the roles and responsibilities? Which stakeholder groups are involved?

Civics and Citizenship (CHV2O)

- Pick a civic issue that impacts the Agri-Food sector (e.g., the role of federal and provincial government in providing subsidies, carbon tax, etc.) and discuss the issue with different stakeholder groups.
- Consider how The Royal has been an ongoing tradition in Canada for over 100 years. How is agriculture part of a Canadian national identity? What symbols do you see at The Fair? What methods of celebration?

Canadian History Since World War I (CHC2D)

- Consider how The Royal has been an ongoing tradition in Canada for over 100 years. How is agriculture part of a Canadian national identity? In what ways is The Royal a reflection of a particular group and community in Canada during the period of the 1920s?

Science (SNC2D)

- At The Royal, attend seminars and explore the various career pathways that utilize STEM skills in the Agri-Food Industry: from soil science, to geneticist, meteorologist, and more.
- Ask exhibitors at The Royal how they use medical imaging technologies to care for their animals. How do these technologies improve their lives and the lives of the animals they care for? How do these technologies in turn support the Agri-Food system?
- At the Farm to Table Discovery Zone, become an 'expert' on the ways in which a particular commodity group is responding to climate change in the way they produce their product. Share your findings with another 'expert'. Together, evaluate the effectiveness of the solutions.
- What are the properties of light that make it a crucial part of the Agri-Food system? What are some technologies in the Agri-Food industry that make use of these properties? What are the social benefits of these technologies?

Grade 10-12: English (ENG2D, ENG3U, ENG4U)

- Before visiting The Fair, research and prepare a set of questions about a particular issue in The Agri-Food sector. After visiting, write a news article or opinion piece on that issue based on what you found at The Fair.
- Write a review on your visit to The Fair. Should other people visit The Royal? Is The Royal important? Why or why not?

Grade 11:

Biology (SBI3U)

- Select an animal that is represented at The Fair. Research its taxonomy and 'Scientific Name'. How many varieties of that animal species exist? Why?
- Consider the ways in which natural and artificial selection has impacted the state of Modern agriculture in Canada and beyond.
- Investigate the role of geneticists and genetic research in Canada's Agricultural sector – and the career pathways available in that field.
- Ask experts questions about animal and plant anatomy.

Family Studies – Food and Culture (HFC3M)

- **Suggested activity: Healthy Eating Skills**
 - o Learn about how to read and use food labels, and the recommendations of Canada's Food Guide. Research and compare what you learn to the food and nutrition guidelines from another country. Present your comparison to your peers.
- **Suggested activity: The Royal Geography Assignment**
 - o How does the geography of Canada influence the foods found and produced here?
- **Suggested activity: Cooking Session**
 - o During a cooking session at The Royal, ask the expert chef about kitchen and food safety, the cultural origin of the recipe you will be making, and practice your food preparation skills.
- Consider that The Royal has been an annual event for more than 100 years in Canada. In what ways is all you see at The Royal a representation of, and influence by, Canadian culture's/society's attitudes and relationship to food?
- Research how a specific food is produced and acquired at The Royal. Compare what you learn to food production and acquisition practices to those in another culture. Present your comparison to your peers.

Environmental Science (SVN3M)

- Discussing with various organizations and stakeholder groups, evaluate the impact of and role of the Agri-Food sector on: Canada's Economy, The Environment, and Human Health. Present your findings in a chart, and reflect on what you see. Does anything surprise you?
- At The Fair, investigate areas of research into future methods of food production from various stakeholder groups, especially with respect to soil health. Evaluate how new technologies can protect the soil and promote sustainable plant growth.

Grade 12:

Biology (SBI4U)

- At The Fair, investigate areas of research into future methods of food production from various stakeholder groups. Evaluate how new technologies and fields of research may impact the ecological footprint of a growing population.

The Environment and Resource Management (CGR4M)

- Investigate the environmental impacts of the local food system by talking to the experts of each of the education centres.
- At the end of the day, everyone needs food – reflect on how we should balance this need, and the current system to meet it, with questions of sustainable community development.

Living in a Sustainable World (CGR4E)

- Investigate how farming impacts Canadian ecosystems, and what different organizations and groups are doing to help.
- How is everything you see at The Royal about your local food system in Ontario made possible by the Earth's natural systems?
- Speak to government ministries and commodity and community organizations at The Fair to find out how agricultural production impacts the environment, and what is being done on an organizational and governmental level.

Family Studies – Nutrition and Health (HFA4U)

- **Suggested activities:**
 - o [Get to Know Your Nutrients](#)
 - o [Healthy Eating Skills](#)
 - o Cooking Session
 - During a cooking session at The Royal, ask the expert chef about kitchen and food safety, and practice your food preparation skills.
- Investigate nutritional information of the different food commodity groups present at The Royal. Record the information in a tracker. Does anything surprise you to learn? What foods are missing that you would like to learn more about?
- What information is present at The Fair about food. How does the way the information is presented impact the way you think about the different foods?
- Ask experts and farmers about the environmental impacts of their practices – and what they are doing to mitigate those impacts.