

# Chicken Posts



## TEACHER NOTES

to accompany **Chicken Posts: Interesting and Insightful Posts on Chickens, Farming and Food in Alberta** for student learning. Find the interactive student **Chicken Posts** booklet at [www.chicken.ab.ca/education](http://www.chicken.ab.ca/education).









The *Chicken Posts* booklet is designed to be used to spark discussion, exploration and investigation of examples that illustrate ways of life and human activities involved in agriculture. The information and activities in the booklet can be used as distinct lessons, a mini-unit or as part of a project.

An inquiry question introduces different sections of the booklet. Select the inquiry questions and accompanying pages that are most relevant to your students. Invite students to work independently, in small groups or work directly with them to explore the pages and respond to the questions. Response boxes contain fillable fields that students can write in and save electronically.

The information is presented through a series of different social media “posts.” Students are invited to “like” the posts that they use for projects or learning assignments by shading the  that are included with each post. They are also invited to shade the  to highlight interesting information they can share with others. “Post Your Learning,” in the student booklet, provides students with some initial suggestions for independent or collaborative projects and activities.



Use suggestions such as those in the following teaching “posts” to integrate this booklet into your classroom learning activities. The posts are organized around competencies, including critical and creative thinking, problem solving, information management, communication, collaboration and personal wellness. They are designed to be used to support Science, Social Studies, Language Arts, Math, Wellness and Arts curriculum.

### Generate Questions

Explore the booklet as a class. Generate *I wonder* questions that focus on human activities in agriculture for Science, Social Studies and Wellness classrooms. Use the booklet's inquiry questions as a starting point:

- What comes from farms?
- Why is nutrition important?
- What's in a chicken barn?
- What about waste?
- Is biosecurity for the birds?
- What does responsibility mean to a farmer?
- How does a chicken grow?

Reflect on the following questions. How does agriculture in Alberta give you healthy food choices? What do you consider to be a healthy food? Why? Why are good food choices important to you?



### Think Creatively and Critically

Ask students to create a mind map around the word "food." Prompt and discuss with questions that relate to topics such as the following:

- Where food comes from
- How food moves from farm to plate
- Issues and trends that are associated with food, including eating local and organic

Challenge students to think specifically about how our food supply is kept safe.



### Build Vocabulary

Create a virtual or classroom word wall, with vocabulary that is connected with agriculture, chicken farming and food choices. Have students do a word search in the booklet and add the words to the wall. Work collaboratively to create text or visual definitions for each word.

Some vocabulary is highlighted in the booklet. Ask students to find the definitions that are provided with these highlighted words.



### Research and Manage Information

Discuss the definition of **sustainability** with students. Challenge students to identify sustainable practices in agriculture, drawing examples from the booklet.

Ask students to add to their research with examples from other types of agricultural activities. Create a Padlet or bulletin board display around the topic of sustainability. Find Padlet at [www.padlet.com](http://www.padlet.com).

Challenge students to connect the concept of sustainability to practices used to deal with waste in agricultural as well as urban environments.



### Make Comparisons

Have students investigate the growth cycles of other species and illustrate the growth cycles of at least two different animals. Use bubbles around the growth cycle illustrations to identify stages in the animal's growth.

Ask students to compare a chicken farm with another type of agriculture in Alberta or Canada. Use a graphic organizer, such as a Venn, to make their comparisons.



### Build Numeracy Skills

Have students use shapes and measurement skills to create a drawing of a chicken barn, based on the photos in the booklet.

Challenge students to find sentences in the booklet that reference numbers or statistics. Select one or more of these facts to create a simple infographic.



### Explore Career Interests

Have students create a list of questions about careers that they think are associated with agriculture and chicken farming. Start them off with questions such as:

- How often does a veterinarian visit a chicken farm?
- What role does a computer programmer play in chicken farming?
- How are nutritionists connected to agriculture?

Invite students to search for and identify other agricultural careers and highlight those that interest them most.



**Chicken Posts** was created for Alberta Chicken Producers by InPraxis Learning. Find more information and resources on the Alberta Chicken website at [www.chicken.ab.ca/education](http://www.chicken.ab.ca/education).



### Build Literacy Skills

Discuss what idioms are with students. An **idiom** is a phrase or expression that has a different meaning than its literal meaning. Use the introductory activity in the booklet to have students search for and find the words to the question, Why do chickens like to stay close to each other? *Birds of a feather flock together*

Ask students to share examples of chicken or other idioms with which they are familiar, such as *nest egg*, *flew the coop* and *don't count your chickens before they hatch*. Brainstorm the meaning of each idiom and then discuss how the idiom is used.

Challenge students to respond to questions such as the following with stories, poems, blog posts or articles.

- How are egg producers different from chicken producers?
- Can farmers take holidays while raising chickens? Why do you think this?
- Could you have a chicken farm in a city? Why or why not?

