

TIPS • FOR • FAIRS

Tips for Agricultural and Educational Displays



Agriculture and
Agri-Food Canada

Agriculture et
Agroalimentaire Canada

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Introduction



As more people are drawn to life in the city they rely on the country fair to reconnect them to their rural roots. The fair has become the main interface where those still involved in agriculture can tell their story.

Attendees of the fair expect a high quality educational and entertaining experience. To insure repeat visits it is up to the fair organizers and their volunteers to provide the best possible exhibits and displays that reflect positively on the agriculture industry.

The following resource is intended to give some helpful tips on creating both entertaining educational displays and activities that will help fairs get their messages to the public.

Knowing Your Audience

Tip: During the Fair supervision may not always be available for your exhibits. Be sure to post rules for safety around animals, machinery

Knowing your audience will help you to plan your display or activities accordingly in terms of:

- signage and vocabulary
- depth and breadth of information

To provide you with some preliminary assistance:

Age	Student Behavior	Materials/Activities
4-7	Warm, receptive, excitable, short attention span	Visuals important, tactile, puzzling objects grab attention
8-10	Intense, strive to achieve, self-motivated zeal to acquire skill	High interest in making things, enjoy symbols, songs
11-13	Organizers, self-reliant, touchy, moody	Motivated by money, prefer even competition
14-16	Sometimes lively, social, not inclined to ask questions	Informal, cooperation activities, need chance to show their skills
17-21	Young adults, oriented to the future, complex thinkers, interested in people	Problem solving, like to teach

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Creating Quality Educational Displays

Purpose

An educational display is a visual method of presenting information quickly. It is an educational exhibit of objects, pictures, lettering, etc., which when viewed, should:

- Stop the viewer
- Hold his/her attention
- Give him/her a lasting impression

The obvious purpose of building an educational display is to provide a message. Educational displays can develop the interest of those who see them, influence their attitude, increase their knowledge and stimulate their action.

Planning

SELECT A PURPOSE

Define the purpose of your exhibit. What do you wish to accomplish – arouse interest, seek support, give information, promote action?

SELECT A TOPIC

An educational display should present “one idea” to the viewer. Remember that you have only about ½ to 1 minute to get your message across!

GATHER MATERIAL

There are many sources of materials and information for your educational displays. Some resources are listed in the chapter on Agriculture Content Resources. You should review your material and decide what is useful and what is not. Be selective and use only pertinent, factual information.

CHOOSE A TITLE

People at a fair are in a hurry – they have only a little time to see many things. To have them stop, view and understand your exhibit, you must have a catchy title. (Examples in the resources section.)

TYPES OF DISPLAYS

Your design attracts the viewer to your educational display and guides his/her eyes to what's important in the exhibit. There are several "standard" types of displays and these are:

CONTRAST AND COMPARISON

- This type contains two ideas—the old and new, before and after or the good and the bad. Remember to make all situations realistic and don't go to opposite extremes.

RELATED SERIES OF PANELS

- This type of display lends itself to telling the important steps in a process or a series of consecutive steps.

MINIATURES AND ENLARGEMENT

- Though life size objects are preferable, they are often not too practicable. Miniatures (in proportion) can be used effectively and enlargements can attract attention and bring out detail.

Your panel can use any of these types individually or combine them to produce a more original exhibit.

Topics for Displays

Tip: Try to keep in mind that the public knows very little about agriculture. Take a look at things that are familiar to you. Would someone from the city know what they are or what they do. Label as much as you can.

People who come to your fair are looking for the experience and are seeking information about agriculture. You must keep in mind that most, including the adults, will have never been on a farm before. They have come to see, hear, smell, touch and in some cases taste the bounty from the farm through the fair. Making sure that each of the senses is actively involved will give your participants a relaxing and fulfilling fair experience.

Seek out an early childhood educator, an elementary school teacher and a high school teacher to help you with ideas for the fair. They can be full of hints on making your fair educational. Gather ideas from young people. Ask them what they would like to do at your fair and have them help with the implementation of their ideas. The more ownership they have the more they will promote the fair to their friends.

What questions would people outside of agriculture in your area like answered by their visit to the fair?

Is food grown locally safe to eat? Why is it important to buy food that is produced locally? What is organic food? Do farmers recycle? Are farmers trying to use fewer and fewer pesticides? Why do I have to pay so much for tomatoes?

Try to incorporate answers to these questions and any others that you feel are important to your area of agriculture in the displays you create.

Design Your Display

SKETCH A PLAN

Take time to sketch the “idea” for your display. You don’t need to be an artist to make a sketch. Use stick figures for people. Circles, squares and simple outlines are enough to provide a general outline. The important point is to put your ideas down on paper to help and let the sketch stimulate continued thought and suggestions for improvement.

MATERIALS

You can choose from hundreds of materials to build your educational display. Wood, wood products and cardboard usually provide the basic structure. Remember to include some activities that include an experience where by participants can touch things. Make it interactive! Make sure your materials and your design compliment reinforce your message. Some of the interesting materials you might consider are:

- enlarged photographs
- sample pamphlets
- posters and charts
- music or sound device
- maps and graphs
- push buttons
- paintings
- small animals (rabbits, chickens)
- cartoons, coloring books
- green growing plants
- styrofoam
- models and miniatures
- dyed sawdust
- lights and flashers
- coloured sand
- plasticene
- moss
- paper mache
- trees of painted sponge or cotton batton
- toys and dolls
- paint and wallpaper
- mirrors
- cellophane

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- clear plastic sheets
- turntables
- fans

CENTRE OF INTEREST

A good design has a focal point called “a center of interest”. In an educational display this center of interest is the heart of the message and every other object is secondary. Remember to start with the center of interest **and then** place the other objectives or lettering in the display.

SPACING

Give yourself lots of room. Don’t “crowd” your display. The viewer usually looks first at the focal point, and then the right and finally the left. Use lines, pointers, arrows, ribbons, etc. to lead the eye towards the center of interest.

ATTRACTIVENESS

Use an orderly, neat arrangement with clear lettering, clean charts and pictures. Leave large amounts of open space so the display is easily viewed and read.

BALANCE

Arrange the objects in your educational display so that the design is balanced. Balance can be:

- Formal—One half is balanced the same as the other half.
- Informal—Is used to balance shapes and objects that are not alike. Informal balance allows for more creativeness and is usually more interesting.

PROPORTION

Printing and pictures should be in keeping with the size of the display. Objects should be the right size in relation to each other and to the space of the exhibit.

HARMONY

There should be harmony in all visual aids, between the theme or idea, printing and colour, size and shape. When all objects and materials used seem to belong together and have a feeling of unity, then they are in “harmony”.

RHYTHM

Good rhythm means that the design carries the eye easily through the display. Rhythm can be achieved by repetition of colour and shapes or through lines, arrows, pointers, etc.

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UNITY

Stick to one idea; don't wander away from your message. This is unity of purpose.

Choose objects to display that go well together, not only colour wise, but in size and shape. This is unity of design. Wagon wheels go well in an exhibit of livestock or flowers, but not so well with kitchen appliances. Light, soft-looking letters are appropriate for food and clothing displays; heavy letters for displays in farm machinery and safety displays.

SIMPLICITY

Before you jam your educational display with armloads of this and that or with too much lettering, stop a moment and take note—there is nothing wrong with empty space. The less clutter in your display, the more likely the viewer will see what you want him/her to see.

If five jars of canned goods can make the point as well as fifteen, settle for five. If you can tell the story of dairying in your community just as well without displaying trophies won by your Dairy Breeders, leave them out. Before putting an object into your display, ask yourself “does it help tell the story?”.

LETTERING

Lettering is a visual part of most educational displays. It is very important that it be easy to read. A few well-chosen words can effectively speak the message of the display to the viewer. Certain things to note in lettering:

Capital Words Are Much Easier To Read If The First Letter Of Each Is Capitalized And The Rest Are Small Letters. Capitals look more important and forceful than small letters—COMPARE THIS LINE WITH THE NEXT LINE FOR EASE OF READING. All capitals are more difficult to read than small letters.

Raised letters of cardboard, wood, styrofoam, etc. attract the eye.

Variation in the lettering, e.g. block style, slant, written, etc. can emphasize certain key words. Keep your variations to a minimum for effectiveness.

If you use stencils, choose one that is large and easy to read. Stencils that have divided or broken letters are hard to read and should be filled in to be solid.

Letter size for visibility assuming good light, good eyes, and good colour.

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Distance	Letter Size	Line Thickness
10 feet	$\frac{1}{2}$ inch	$\frac{3}{32}$ inch
20 feet	$\frac{3}{4}$ inch	$\frac{1}{8}$ inch
50 feet	2 inches	$\frac{5}{16}$ inch
100 feet	3 $\frac{1}{2}$ inches	$\frac{11}{16}$ inch
300 feet	11 inches	2 inches

COLOUR

Colour affects everyone—it adds interest, beauty, emotion and appeal to your educational display. Choose a colour “scheme” that is effective and appropriate for your display. A colour “scheme” is a combination of two or more colours:

- that go together, and
- that are appropriate to the subject

Colours can make objects appear larger or smaller, closer or farther away. These colour combinations will make the lettering stand out.

Colour combinations ranked from most visible to least visible:

1. Black on yellow
2. Black on orange
3. Yellow-orange on navy blue
4. Bottle green on white
5. Scarlet-red on white
6. Black on white
7. Navy blue on white
8. White on Navy-blue
9. Yellow-orange on black
10. White on black
11. White on bottle green
12. White on scarlet red
13. White on purple
14. Purple on white
15. Navy blue on yellow
16. Navy blue on orange
17. Yellow on black
18. Scarlet-red on yellow
19. Yellow on navy blue

20. Purple on yellow
21. Purple on orange
22. White on emerald green
23. Bottle green on yellow
24. Scarlet-red on orange
25. Emerald green on white
26. Yellow on purple
27. Orange on purple
28. Bottle green on orange
29. Emerald green on yellow
30. Orange on yellow

Dark rich colours are appropriate for industry, livestock, and safety. Light soft colours are best for domestic subjects. Yellow, greens and browns work well for agricultural subjects.

Some colours are “warm”, aggressive, stimulating, cheerful, exciting and loud, such as yellow, orange and red. They are advancing colours and make things appear larger. Other colours are “cool”, calm, restful and depressing, such as violet, blue and green. They are receding colours and make things appear smaller. In nature colours are “softened” by mixing with brown. “Soft” greens, blues and browns appear in large masses in nature. Bright bold intense colour dots the landscape in small amounts. A good rule to follow is to use “soft” colours for backgrounds and large masses in your educational display. Use bright, intense colours for smaller areas and possibly for the center of interest.

When combining colours, there is no hard and fast rule to follow. Colour should be balanced, light and dark, warm and cool, bright and dull. Two or three colours are enough.

Improving Your Fair's Educational Content

A Forword About Signs

Good signs are simple, easily read and colorful. They should be placed in strategic places around the fair, including children's play areas and rest areas. They should be informative or directional, humorous when possible, and similar in theme and style.

HELPFUL SIGNS MAY INCLUDE:

- "Recycling Material" or Organic Fertilizer" on the manure bins
- "Welcome to the Fair" "Enjoy the Experience"
- Farm Animal Display—"Critter Corral", "Bunnyville", "Three Little Pigs" (look to story books for ideas to name area at your fair)
- "I spy with my little eye...1 chicken, 2 goats, 3 big rocks, 4 white birds, 5 bales of hay. Can you see them?" (In the farm animal display)
- "Please be gentle with our babies" "To these horses your fingers look like carrots—Please do not touch"
- "Help keep our fair udderly clean—place your garbage in the cans"
- On the washroom doors create signs that say
(Women)—ewes,cows,heifers,chicks,hens, fillies,mares
(Men)—rams, bulls, roosters, stallions, (You may want to include pictures beside each one so people know which is which.)
- "Farm Animals are not pets—they might bite, kick or scratch you."
- "Tours Meet Here"
- "ShSh – Cows at Work"
- "Please Touch!"

Tip: Large images can be traced onto acetate and projected onto plywood with an overhead projector. Wonderful images can be purchased from the Internet or found in clip art.

Tip: If you are looking for agricultural facts for signs around the fair then check out "Grow BC" or "All About Food" in the resource section.



EDUCATIONAL SIGNS

Example Farm Facts– to be placed strategically around the fair ie signs, sandwich boards, back of bathroom stalls, above stalls or in the concession areas, etc.

Farmers–We Feed the World–in 1900 one farmer fed 15 people– Today one farmer feeds 329 people.

Agriculture in the 3rd largest resource based industry in BC. It provides jobs for over 250,000 people in the province.

Only 3 main crops feed the world. Wheat, rice and corn provide $\frac{3}{4}$ of the calories and protein for the human diet.

We are adding 1 billion people to the planet every 11 years. Ever wondered how we are going to feed them all?

On the farm you give and you get. We take care of the plants and the animals. It is a big responsibility. We give them food and water and make sure they stay healthy. The animals provide us with food and other things that we use everyday.

For each of the types of animals have signs that show the young, the adult male and the adult female. Call them baby, mother and father. Underneath write the proper term for each.

Bees are the Champions – they are the Master Pollinators Who needs bees? You do and so does everybody else. Take a bite and thank a bee. For every 3rd bite you take thank a pollinator. Over $\frac{3}{4}$ of the crops that feed the world must be pollinated by insects or other animals. Without pollination we would lose 90% of the wild plants on this planet.

Every pound of honey requires over 80,000 kilometers of flight and 2 million flowers. A teaspoon of honey would fuel a bee's flight around the world.

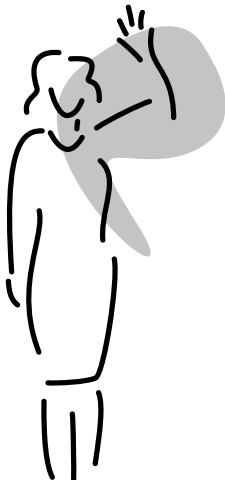
MOO FACTS–(on signs shaped like cows) ie the average well fed cow produces 30 litres of milk a day or a dairy cow drinks $\frac{3}{4}$ or a bathtub full of water each day, etc. Have the daily ration out on display so the public can really see what they consume.

Cow Foods–Have the different types of cattle feed displayed in a series of ice cream pails, wooden boxes or even baskets. Indicate what each feed is.

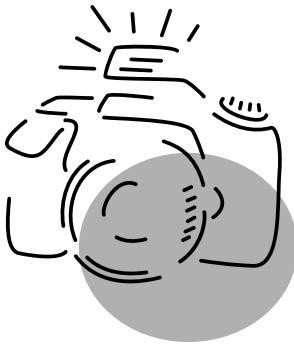
Decorating Ideas for Your Fair

Start early in the year with this. Trying to do it all at the last minute is a mistake.

- Choose a theme for your fair or for individual areas and stick with that theme wherever you can. The theme will be in your signs, your fences, your activities, your advertising and your brochures. (Country and Western, storybook characters, the seasons, harvest, animals in the movies, etc)
- The entrance is the first impression of the fair. It should be well signed including the fair name and directional signs. A map of the grounds should be at the entrance and in strategic places around the fair. Make it big and easily read. It should be neatly landscaped and decorated with ie: flowers, well-painted antiques, pumpkins, produce, fences, trees, scarecrows, stuffed burlap sacks.etc. If possible your entrance should reflect the chosen theme of the fair.
- The exit is the last impression of the fair. It should have signs saying things like “Thanks for coming – See you next year” or characters waving goodbye. It too should be well decorated.
- Cut signs in the shapes of farm animals or plants
- Paint wrapped bales and place them in strategic places around the fair. They can have smiling pumpkins, directions, farm characters, welcome signs etc.
- Use corn stalks wherever possible – bundled and tied around posts, poles, fence lines
- Look for decorating ideas at your local grocery stores, garden centres, municipal buildings, museums, and shopping malls
- Horse shoes on the walls of stalls. Go from small to large, place them in a circle, etc.
- Involve local high school students to help you create your displays– they have wonderful imaginations and they know what their peers want to learn about.



Activities



On stage “Dress a Cow”—somewhere dress a child or and adult as a cow or other farm animal. Use a fly swatter for the tail. Big felt ears stuffed with batting; rough tongue (sandpaper), big wet nose that covers the entire front of the face (sponge), udder – baby bottle nipples poking out of a milk jug, 4 balloons for the chambers of the stomach). Socks that have felt patches for the two hooves. When you add each part to the costume discuss with the audience how and why the parts of the animal are different.

- Old-fashioned water pump that works – it can recycle the water. Signs can indicate how water is so important to agriculture.
- Hoe a piece of ground - now imagine an entire field. Why would we have created pesticides. What are alternate ways to control weeds?
- Photo opportunity. Create a cut out that children can stand behind with heads poking through that will show the farm experience. A field of pumpkins, a herd of cows, cowboy and cowgirl– look to colouring books or story books for ideas (Use the overhead projector from a local school to draw the picture)
- Have pretend animals in a small corral. Have small plastic buckets, shovels and rakes available for the children to rake up straw or hay and feed to the animals.
- Baby Animal Holding Time – make it an event where people can come and sit down and then hold either a bunny, duckling, kitten or a chick. Be sure to get them to wash their hands afterwards.
- Compost– Create a compost pile with straw, vegetable scraps and worms. Enclose the pile with bricks, wooden planks or even bales. Keep the pile low and accessible. Using plastic shovels have the students hunt for worms.
- Churn butter at special times throughout the fair. Don’t offer samples-just show people what you have made. Be sure to know how butter is made today so you are prepared to answer questions.
- Have young people in the community tell stories. They should be dressed in the costumes of the characters in the stories.
- Tractor or horse drawn hayride around the fair.

- Craft time – paint a pumpkin, make a scarecrow, face painting, crazy hats. Place the scarecrows around the fair – place a sign around its neck. “Made by...”
- Theme maze– create a maze with bales, panels, whatever. At stops in the maize use the opportunity to learn something ie follow the path to learn how a potatoes grow and end up in a potato chip bag or how can we save water. Use children’s drawings where possible.
- Have young 4-H cowboys show others how to rope a pretend calf.
- Have a display for blind children where they can feel things from the farm ie sheep’s wool, straw or hay, grain, leather, suede, flour, water, boots, cowboy hat.
- Toss hay–see how far you can through hay. Have a sign indicating how hay was moved in the old days.
- What is this material? (sign over top of display)samples of materials are placed on a board. Each board can be easily lifted to reveal the information about the material below, i.e. in the sheep barn what is wool? Silk? Cotton? Man-made fabric?
- How much is? A bushel of grain. A Bale of hay. An acre of land. Have an entire display that tells people about the measurements they may have heard of that have come from farming.
- “How Tall Are You?” Make a graduated sign showing the height of a pony, donkey, mule, horse and a draft horse. Indicated how many hands high each of them is. People can stand near the sign to find out how many hands high they are.
- What is it? Farm Tools and what they are for/old and new.
- Agriculture Passport. Place signs around the fair that have good agricultural information. Make up a passport of questions that can be answered only after finding and reading the sings. Offer a stamp for completion of the passport. Place the passport in a barrel for a prize draw.
- Create a riddle tree. Riddles available from AITC.
- Use the *Farmer for a Day Exhibit* or *Mabel the Milking Cow* available from BC Fairs.
- Community Groups Challenges–Tug of War, Sheaf toss, Bale races.

Interactive Farm Animal Display – “Critter Corral”

Choose only healthy animals that you can trust with the children. Examples are dehorned pygmy goats, rabbits, ducks and chickens. Equines, calves and pigs should not have access to children.

You may choose to have visitors feed the animals. Profits can be made from dispensers offering **low protein** feed. (Feeders Available from www.boardinghousefarms.com) Remember that animals may become aggressive in looking for food from little hands.

If feeding does not work for you then purchase small brushes from the dollar store and have children groom the animals instead of feeding them.

Remember that all children should wash after being with the animals. Directions to the wash up facility should be at the exit of the farm animal display.

Children’s Play Area

Children are very active. They love to explore, jump and climb. Keep this in mind when creating children’s play areas at the fair.

- Sink old tractor tires or a culvert pipe half way into the ground –paint with bright colours or cow spots.
- Create a climbing pyramid with straw bales. They can also be place in a row, a stack or even in a circle.
- Create a maze with round bales, panels, posts on the ground. Place tricycles in the maze and let children go two at a time
- Create a large pile of loose hay and let children jump in it. Use something plastic to indicate the needle in the haystack.
- Use an old small tractor as a climbing toy. Take any dangerous parts off the tractor, paint it all a bright color, place hay bales all around it, leave the steering wheel and metal seat on and watch the children climb all over it.
- Swings can be made of strong rope or chains and rubber tires. Keep them low so that all can access them.



Rest Areas

Tip: Take advantage of the space to have a few farm facts or riddles posted.

Well placed, clean and solid picnic tables, benches or even bales mean that your participants will feel they can stop and rest to take in the smells and sounds of the fair. Music to these areas will help them to relax. Garbage cans should be strategically placed and emptied often.

Old wooden reels can be placed for tables. Plant a flower bed (label the types of flowers used)– headboard and all. Have a fictional character asleep in the bed – The Big Bad Wolf.

Above all keep the grounds spotless and that includes the washrooms. Everyone needs to go to the washroom so take advantage of their time there to educate them about agriculture. Even signs on the back of the stall doors can be effective.

Tip: Put a vase of flowers in the ladies washrooms. Be sure to keep them fresh and above all tell what type of flowers they are.

Show Rings

Announcing at an agriculture show ring will enable the public to discover what is going on as well as to highlight those who are showcasing agriculture commodities in the ring. The public can be both entertained and informed by a well-prepared announcer.

The announcer should be prepared to keep the crowd informed throughout the show time and announce the activities of the day during breaks of the ring show. Generally, the public will stay ringside for about 3 minutes then move on to the next point of interest. (Members of the public who stay around ringside longer probably have an interest either in the livestock or know the exhibitors showing.)

The announcements should continue throughout the show. Dead air time should be no more than 3 minutes. The announcer should not be afraid to repeat him/herself every 30 minutes since there is a large turn over of the audience.

Following is a list of the type of things that should be a part of the standard information an announcer needs to have in his/her repertoire:

- Introduce the class and what the judge is looking for (be careful not to compromise the competition in the class that is being judged). The competitors can be introduced as they enter the ring in order, mentioning their town and name.

- Introduce the judge and mention experience with the project and with agriculture/farming where they come from. After the class has been judged be sure to give the judge an opportunity to make comments.
- Explain the system of judging happening in the ring, the ribbons being awarded, the standards expected and the value of the awards.
- Explain the breeds of the animals in the ring, where they come from originally, major producers in the area.
- Interview 4-H members or producers from the area that could tell the public about raising that particular type of animal, feeding, cost of the animal, etc.
- Interview farmers or producers about a day in the life of a farmer, what still goes on back at the farm when they are at the fair.
- Explain about Farmers Institutes, Breed Associations and Short Courses where farmers and producers share ideas and learn about the changing agriculture industry.
- Talk about the many careers in agriculture, and youth programs like 4-H that give opportunities in agriculture education.
- Notice interesting people at ringside (Fair staff, local dignitaries, and Agriculture leaders) let them speak briefly about the fair or the class in the ring.
- Be aware of interesting displays, activities in the barns and direct the public to check these things out.
- It would be good to have some small fair give aways for some one in the crowd who has been coming to the fair the longest or the youngest farmer, oldest farmer, etc.

Safety

BARN AND SHOW BUILDING SAFETY:

Keep in mind that your fair is unfamiliar territory to be discovered by urban children and their parents. They are likely not to be fully aware of any potential dangers.

To prepare the fair for visitors, both for safety and a good image, the following are some examples of safety tips to insure a successful and safe visit to the fair:

- Hose down all walkways. Keep them clean and uncluttered throughout the fair;
- Keep all passages and stairways safe and unobstructed—where possible install railings
- Check the barns for nails, loose railings, sharp tools, loose tin/siding etc.
- Rope off areas where you do not want the public to go. But do not rely on the rope to keep them out. Have spotters there if necessary
- Never leave any toxic products open and accessible
- Sign all animals that are not people tolerant.

WASHING UP!

Bacteria is found almost everywhere. One of the most common bacteria is Ecoli. It is found in the intestines of all animals and humans and plays an important role in digestion.

The bacteria Ecoli 0157:H7 has the potential to be a problem. It can be contracted from manure and, though less likely, from the mouths (saliva) of farm animals. This special strain of ecoli produces a toxin that damages the cells lining the intestine causing loss of water, salts and eventually blood –lots of blood. It is especially lethal to small children and the elderly because they cannot tolerate excessive losses of fluids. Severe cases can lead to kidney failure and even death.

Since the general public does not have regular contact with farm animals and is more susceptible to bacterial infection.

How can problems be avoided?

Place signs not only above the sinks in your washrooms but in the areas where the public may come in contact with animals or manure.

Use such signs as a sheep saying:

- “Germs are Baad”–Please wash your hands” or a cow saying
- “Holy Cow–You’ve got to wash up!” or even a horse saying
- “After Horsing Around you had better wash”.

Provide warm water, soap and paper towels for proper wash up.

Indicate that if you have been near farm animals then you could be at risk. So take the time to wash you and your children’s hands after meeting the animals and before you indulge in the delicious fair food.

People in pathways should not have to walk in manure. Keep all areas clean at all times– if you can’t keep an area clean rope it off from public traffic.

There could even be a “Last Notice Before You Go Home! Be sure to Wash Up! Sign at the exit to the fair.

Resources

Be prepared prior to the show with some extra material that can be used for interest and education. Remember the things that agriculture people know are taken for granted and are new and interesting to the public.

This list is not intended to be comprehensive nor should it be construed as endorsement of any particular resources. It is simply a starting point for the reader seeking further resources.

Source	Title	Description
Agriculture Workforce Policy Board 2795 Grafton Ave. Qualicum Beach, BC V9K 1W8 Phone: (250) 752-1564 www.island.net/~awpb	Food for Thought-A Look at Potential Careers in Agriculture	Handbook and CD ROM introducing agriculture as a career potential
Agriculture Workforce Policy Board	A Guide for Agricultural Employers	Internet Resource
BC Agriculture in the Classroom Foundation 1767 Angus Campbell Road Abbotsford, BC V3G 2M3 Phone: (604) 556-3088 Fax: (604) 556-3030 www.aitc.ca/bc	"Grow BC" A Teacher's Handbook on BC's Agriculture, Fish and Food Business (\$18.95)	A comprehensive resource guide and poster sized map outlining the agricultural regions of the province and the commodities produced.
BC Agriculture in the Classroom Foundation	All About Food: Agri-Food Facts (\$2.50/1 booklet, \$20.00/10, \$50.00/30)	Booklet of facts about the Canadian agri-food system.

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Source	Title	Description
BC Agriculture in the Classroom Foundation	Tips for Tours	A comprehensive guide that will help teachers and producers plan and execute a successful farm tour.
BC Agriculture in the Classroom Foundation	Four Seasons on a Cattle Ranch (\$10.00)	Photos with accompanying text and activities, designed for those not familiar with ranching.
BC Agriculture in the Classroom Foundation	Soil Secrets (\$18.95)	A teacher handbook that introduces students soil (grades 4-8)
BC Agriculture in the Classroom Foundation	A Growing Appetite for Information (Free)	This booklet provides a basic introduction to food biotechnology in Canada.
BC Agriculture in the Classroom Foundation	Agriculture: The Foundation of Civilization (\$15.00)	A teacher's guide complete with illustrated student handouts (grade 7). Ten lessons on ancient civilization written for BC.
BC Agriculture in the Classroom Foundation	Where's Agriculture?	A brochure illustrating how agriculture touches many aspects of your life. A "Where's Waldo" of agriculture.
BC Agriculture in the Classroom Foundation	Cowfolks in Kindergarten (\$14.95)	A resource and song tape. Focus is on the beef cow, horse, dog and cowboy.
BC Agriculture in the Classroom Foundation	Beans and Their Buddies (\$15.95)	A teacher handbook on seeds. (k-3)
BC Agriculture in the Classroom Foundation	Butter Churns and Stern Wheelers (\$10.00)	A teacher's resource that is based on a farm boy's adventures in 19th century BC. (grades 4-5)
BC Cattlemen's Association Agri-Centre, #4-10145 Dallas Road, Kamloops, BC V2C 6T4 Phone: (250) 573-3611 Fax: (250) 573-5155 www.cattlemen.bc.ca	Meet Molly	Information on the BC cattle industry.
BC Cattlemen's Association	When is a Steer More Than a Steer?	Handout on by-products information
BC Dairy Foundation 3236 Beta Ave. Burnaby, BC V5G 4K4 Phone: (604) 294-3775, or 1-800-242-MILK Fax: (604) 294-8199 www.bc-dairy-foundation.org/bcdf	FoodTrack (\$0.10 to \$25.00, depending on the resource)	Brochures, overheads, wipe-off board, poster and a leader's kit to help individuals assess what they eat, compare this to recommendations, and plan changes when necessary
BC Dairy Foundation	Ethnic Foods List (\$0.25)	Chart of foods common to South Asian, First Nations, Chinese, Southeast Asian, and Latin American cultures, listed according to Canada's 4 food groups

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Source	Title	Description
BC Dairy Foundation	Food Pictures (\$7.00 for 50 common foods, \$15.00 for 120 additional foods)	Colorful food photographs printed on cardboard
BC Dairy Foundation	Climbing the Rainbow: Food Fun for Preschoolers (\$10.00)	Collection of nutrition education activities for 3, 4 and 5 year olds
BC Dairy Foundation	Food, Fingers & Fun (\$0.50)	Booklet with healthy eating ideas for preschool and young school age children
BC Dairy Foundation	Brief Breakfasts (\$0.10)	Bookmark with recipes and breakfast ideas
BC Dairy Foundation	Cheap Eats (\$0.10)	Bookmark with recipes and ideas on how to save money on food
BC Dairy Foundation	Calcium fact sheets (\$1.00)	FAQ's about calcium
BC Dairy Foundation	Top 10 Reasons to Drink Milk (\$0.10)	Ten nutrients found in milk with a brief description of the function of these nutrients.
BC Dairy Foundation	Milk - Handle it Carefully (\$0.05)	Fact sheet on handling milk safely
BC Dairy Foundation	Today's Reference Guide to Dairy Foods (\$0.25)	Information booklet on dairy foods
BC Dairy Foundation	Serving Size Poster (\$3.00)	Poster of actual size food photographs
BC Dairy Foundation	Four Food Group Poster (\$3.00)	Foods arranged by food group with a corresponding agricultural scene
BC Dairy Foundation	Funtastic Food Poster (\$5.00)	Laminated poster of cartoon food pictures
BC Dairy Foundation	Milk, Your Window on Health Poster (\$1.00)	Dairy products.
BC Fruit Growers' Association 1473 Water Street Kelowna, BC V1Y 1J6 Phone: (250) 762-5226 Fax: (250) 861-9089		Fact sheets and Recipes
BC Land Reserve Commission 133-4940 Canada Way Burnaby, BC V5G 4K6 Phone: (250) 660-7000 Fax: (250) 660-7033 www.landcommission.gov.bc.ca/lrc/publications	Preserving Our Foodlands	Brochure detailing the ALR and the need to preserve BC's agriculture capable lands. Assorted materials and Internet resources.
BC Milk Marketing Board 2669 Deacon Street Abbotsford, BC V2T 6H3 Phone: (604) 556-3444 Fax: (604) 556-7717 www.milk-bc.com/bcmb.htm	Statistics for milk production, processing and pricing in BC TIPS • FOR • FAIRS	Internet resource.

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BC Ministry of Agriculture, Food and Fisheries Box 9120 Stn. Prov. Gov't Victoria, BC V8W 9B4 Phone: (250) 387-5121 Or your local BCMAFF office www.gov.bc.ca/afg/	The Countryside and You-Understanding Farming	Booklet outlining what non-farmers living near farmland can expect from farms and their day-to-day activities
BC Ministry of Agriculture, Food and Fisheries	Fast Facts	Booklet/Internet resource providing provincial agriculture facts
BC Ministry of Agriculture, Food and Fisheries	About the Industry	Internet resource providing information on the history, profile, significance, statistics, technology and products of BC agriculture
BC Ministry of Agriculture, Food and Fisheries		Assorted technical guides and factsheets
B.C. Pork 2010 Abbotsford Way Abbotsford, BC V2S 6X8 Phone: (604) 853-9461		Upcoming factsheet and Market information
BC Salmon Farmers' Association #408-1200 West Pender Street Vancouver, BC V6E 2S9 Phone: (604) 682-3077 1-800-661-7256 Fax: (604) 669-6974 www.salmonfarmers.org	Questions & Answers-British Columbia Farmed Salmon	Q & A brochure
BC Salmon Farmers' Association	Aquaculture in the Pacific Northwest	Poster of aquaculture facts Internet resource with industry profile, environmental information
BC Tree Fruits Ltd. Phone: (250) 470-4200 Fax: (250) 762-5571 www.bctree.com		Internet resource with facts, games, colouring
BC Vegetable Marketing commission 201-7560 Vantage Way Delta, BC V4G 1H1 Phone: (604) 940-0461 Fax: (604) 940-0088 www.bcveg.com/commission	Vegetable production statistics	Internet resource and Limited quantities of promotional and informational materials
Beef Information Centre Department INT 140 West 15th Street, Suite #100 North Vancouver, BC V7M 1R6 Phone: (604) 985-0113 Fax: (604) 985-8284 http://www.cattlemen.bc.ca/bic.htm		Nutrition, information and recipe information as available

Source	Title	Description
Delta Farmland and Wildlife trust #205-4882 Delta Street Delta, BC V4K 2T8 Phone: (604) 940-3392	Farmland and Wildlife	Newsletter
Greater Vancouver Regional District- Agricultural Advisory Committee Strategic Planning Department 4330 Kingsway Burnaby, BC V5H 4G8 Phone: (604) 432-6200 Fax: (604) 436-6251 www.gvrd.bc.ca	GVRD Farm Open House Day	Brochure about the annual GVRD Farm Open House Day
Greater Vancouver Regional District	Greater Vancouver's Agriculture	Farm facts from the 1996 Agriculture Census
Greater Vancouver Regional District	Celebrating Agriculture in Greater Vancouver	Agriculture awareness events calendar

