**Swine FarmChat - Terrace Elementary 1st Grade with Brad Moeckly**

Theme: Job of a farmer and raising pigs (Social Studies Communities Unit – Rural vs. Urban/Community

Helpers)

Date: Thursday, November 7

Contact Teacher: Mrs. Erica Blocker

Arrive at barns by 8:15 to test reception and review outline with Brad

Go live at 9 a.m.

End by 9:20

**Total Talking Time: 12 minutes Total time for Questions: 8 minutes**

**Cindy’s General Introduction and overview** ***-*** (Camera to Cindy at first, and then show barns and surrounding fields) **– 1 minute**

* Introduce self
* Remind class how question breaks will work
	+ Teacher will call on students. Both come up to computer quickly. Look into camera, say your name and ask question. Return to seat.
* Where are we? About 8 miles NE of the school
* Show barns and surrounding fields
* Introduce Brad

**Brad’s Introduction -** (Close to Brad with barn in background) **– 2 minutes**

* Overview of your farm – crops, livestock, etc.
* How long have you farmed?
* Why did you decide to become a farmer? How did you learn how to become a farmer?
* What do you enjoy most about farming?
* What is a typical day like?

**Overview of Barns** – (Showing barns at first and then close-up of Brad) - **2 minutes**

* How big are the barns?
* How many pigs in each?
* Point out features such as curtains, etc.
* Why are pigs in barn rather than outside? (Focus on temp, comfort, and protection)
	+ Mention temp inside & out (Compare building temp. to classroom)
	+ Describe how cold it is outside now by mentioning clothing, gloves, etc.
* How did the pigs get here?
* How long will the pigs live here?

***Break for 1-2 Questions about Brad’s farm & barns – 2 minutes***

**Bulk Bin/Feed** (Showing Bulk Bins and then close-up of Brad) - **2 minutes**

* What do pigs eat?
* What is it made of? (Show ear of corn, soybeans & mixed feed)
* How is it stored?
* How is the feed brought to the farm and put in bulk bin?
* How do you feed the pigs? How does the feed get to the pigs?
* How often do you feed them?
* How much do they eat?

***Break for 1-2 Questions from Students about feed – 2 minutes***

**Inside Building** - **3 minutes**

(Start by showing wide shot of pigs with Brad by Cindy’s side – talking near mic. Then show close up of pigs, feeders etc. Can show brad close-up when answering questions)

* Talk about pens and space pigs need
* Temperature – Show glasses fogged up
* Show and talk about pigs (showing pigs)
* Waterers (close up)
* Feeders (close up) – show feed
	1. ***Questions about pigs & inside of barns*** *(inside or outside depending on noise)* ***– 2 minutes***

**Brad’s Wrap-up** - **2 minutes** *(inside or outside depending on noise)*

* Pork Products & anything not covered yet.

**Final Questions & Good bye** **– 2 minutes**

**Questions from 1st Grade Students – Gathered by teacher in advance**

What jobs does the farmer have?

What tools does he use?

Do you like your job? Is it fun?

Do you live on the farm?

What is a typical day like?

What crops do you grow?

What do you do to care for the pigs?

What do pigs do for fun?

What do pigs eat and drink?

Do they eat mud?

Why do they like the mud?

What do pigs have for a snack?

How many baby pigs do they have?

How do you wash the pigs?

Why do you call baby pigs?

When do pigs have babies?  Do all pigs have babies?

What do pigs live in?

Are there other pigs than just pink pigs?

Do pigs ever get hurt or sick?

Why do you raise pigs?

**Harvest FarmChat - Horizon Elementary**

Theme: Harvest, Corn

Date: Friday, November 1

Grade: One 3rd grade class (24 students)

Contact Teacher: Kendra Elliott

Time: Connect at 2:30 pm, End between 2:55 & 3 (Arrive at field by 2 p.m)

**Total Talking Time: 15 minutes Total time for Questions: 10 minutes**

***Cindy Introduction*** (At distance from Steve - showing field) **– 1 minute**

* Describe field location (distance from school) – Show surrounding fields
* Introduce Steve

**Steve Introduction/Overview** (Standing by corn in front of combine) – **3 minutes**

* Overview of farm operation
* Why do you farm, how did you learn to farm?
* Overview of a day during harvest
* How big is the field, How big is an acre?
* How long will it take to harvest this field? All of your crops?
* Describe corn plant
	+ How tall, how many ears, how close together are plants?
	+ Show ears, where corn is cut off, and stubble left on ground
* What do you do to care for the land? – soil conservation, water quality, etc.

***1-2 questions from students about Steve’s farm and corn – 2 minutes***

**Combine** (start at front and walk to back) – **2 minutes**

* Show a cut off corn stalk – show parts and how it goes into the combine
* Describe it from front to back – main parts, how it works
* How big is the combine, how much does it weigh?
* How much corn does it hold? Describe a bushel.

***2-3 questions from students about outside of combine and how it works? – 3 minutes***

**Inside Cab** (Steve sitting in cab. Cindy standing at door) – **2 minutes**

* Describe inside (seats, controls, monitors, hopper window, radio, air conditioning, etc)
* Describe how you operate the combine

***1-2 questions from students about inside of combine? – 2 minutes***

**Ride-along** (Cindy in cab with Steve) – **2 minutes**

**Watch from outside combine** (Stop, Cindy climbs out of combine, watch from field) **– 5 minutes**

* Watch Steve finish row, turn around and come back
* Cindy answer questions form students while Steve finishes row and comes back again
* Watch Steve and his son unload on the go
* Cindy explains how corn transported, stored, and sold; what it is used for; etc

**Cindy and Steve answer final questions - 3 minutes**

**Student Questions:**

***Farming/About Steve***

How long have you been a farmer?

Did you go to college to be a farmer?

Is a farmer's life easy?

What other things do you do?

Where is your farm?

What are your work hours?

What time do you get up?

What do you grow?

Do you grow any popcorn?

***About Corn/Field***

How tall did your corn get this year? (Show corn plant)

What is the area and perimeter of your field?

How long will it take to harvest this field?

How many fields do you have?

How much corn can you harvest in a day?

How many days does it take you to harvest?

**About Combine:**

How many pounds is the combine?

How do you get the kernels to separate from the cob?

How much does a combine cost?

How often do you use the combine?

How many gallons of corn can your combine hold? – Explain Bushels

How long does it take to harvest a field?

How many pounds is the combine?

How many seats are in the combine?

How many people can be in a combine at once?

What does the inside of the combine look like?

Do you ever get hot in the combine?

How do you work the combine?

How many combines do you have?

**Other:**

Do you have other machines than a combine?

How many gallons of corn can your combine hold? – Explain Bushels

Do you have any helpers?

Where do you put all of your corn?

Does your combine ever break down?

**Winter FarmChat – GHV Elementary 4th Grade with Brent Renner (North Central Iowa AITC)**

Theme: What Farmers do in the Winter

Date: February 25,

Teachers: Mrs. Jolivette, Mrs. Hopp, Mrs. Schmitz (3 classes)

Farmer: Brent Renner

Arrive at farm by 1p.m. to test reception in buildings.

Go live at 1:30

End by 2 p.m.

**Total Talking Time: 10 minutes Total time for Questions: 16 minutes**

**Cindy’s General Introduction and overview** ***-*** (Camera to Cindy at first, and then farm) **– 1 minute**

* Introduce myself & Brenda, and Leah
* Remind class how question breaks will work
	+ Teacher will call on students. Rotate between classes. Both come up to computer quickly. Look into camera, say your first name and ask question. Return to seat. Be quick!
* Where are we? About 10 miles southeast of school
* Pan round to show farm from the door of the shop.
* Introduce Brent

**Brent’s Introduction -** (Close to Brent with barn in background) **– 2 minutes**

* Overview of your farm – crops, livestock, etc.
* How long have you farmed?
* Why did you decide to become a farmer? How did you learn how to become a farmer?
* What is a typical day like… anytime and in the winter?
* Overview of what you do in the winter
	+ Equipment Maintenance
	+ Livestock care
	+ Grain marketing & transport
	+ Business side of things - Computer/paperwork

**Equipment Maintenance – 3 minutes**

* Overview of equipment you have and what maintenance and repairs you do in the winter?
* Why do you have a shop? What tools/equipment do you use?
* Show an example of what you are working on.

***Break for 3 Questions about Brent’s farm & Equipment maintenance – 4 minutes***

**Move to Hog Barn – showing hay storage on the way – 2 minutes**

**Overview of Barn** – (Showing barn at first and then close-up of Brent) – **1 minute**

* How big is the barn?
* How many pigs does it hold?
* Point out features such as curtains, etc.
* Why are pigs in barn rather than outside? (Focus on temp, comfort, and protection)
	+ Mention temp inside & out (Compare building temp. to classroom)
	+ Describe how cold it is outside now by mentioning clothing, gloves, etc.
* How did the pigs get here?
* How long will the pigs live here?

**Bulk Bin/Feed** (Showing Bulk Bins and then close-up of Brent) - **1 minute**

* What do pigs eat? (Show feed in Classroom)
* How is feed stored?
* How is the feed brought to the farm and put in bulk bin?
* How do you feed the pigs? How does the feed get to the pigs? (show feed lines from bin to barn)
* How often do you feed them?
* How much do they eat and drink/day?

***Break for 1-2 Questions from Students about Barns & Feed – 4 minutes***

**Inside Barn** - **2 minutes**

(Start by showing wide shot of pigs with Brent by Cindy’s side – talking near mic. Then show close up of pigs, feeders etc. Can show Brent close-up when answering questions)

* Talk about pens and space pigs need
* Temperature – Show glasses fogged up
* Show and talk about pigs? (showing pigs)
* Waterers (close up)
* Feeders (close up) – (show feeder, feed, and lines from wall of barn to feeders)

***3 Questions about pigs & inside of barns*** *(inside or outside depending on noise)* ***– 4 minutes***

**Final Questions & Good Bye** **– 4 minutes**

**Environmental Day FarmChat - Cowles Elementary - Friday, April 19**

Theme: Conservation

Date: Friday, April 19, 2014

Contact Teacher: Mrs. Heather Anderson

Grade: 2, 4-6 grade sections (55 students) during each session

**Session 1**

9:00 – Start of 1st Session – begin intro discussion in classroom

9:10 – Start Skype

9:35 – End Skype. Wrap-up discussion in classroom

9:40 – Switch groups

**Session 2**

9:45 – Start of 1st Session - begin intro discussion in classroom

9:55 – Start Skype

10:20 to 10:25 – End Skype. Wrap-up discussion in classroom

10:35 – Switch groups

**Discussion *Before* Farm Skype:**

* What words come to mind when you hear the word Agriculture
* What’s grown in Iowa (crop and animals)?
* What are crops grown in Iowa used for?
* What do you think of when I say “Water Quality and Farmers” or “Farmers and the Environment” – (Pre-Skype Assessment)

**Discussion *After* Farm Skype:**

* What do you think of when I say “Water Quality and Farmers” or “Farmers and the Environment” (Pre-Skype Assessment)
* List Agriculture Careers

**Skype Outline:**

* Overview of where we are & Introductions (Cindy) **2 minutes**
* NRCS Introduction and Overview Nutrient reduction (Jason) **2 minutes**
	+ VERY Brief Overview of what you do (more covered later)
	+ Why is conservation on farm land important?
	+ What is nutrient reduction and the Nutrient Reduction Strategy?
* *Break for 3 Questions from Students*
* Overview of Engler Farm, Candi’s family farm, and why conservation and water quality are important to her (Candi) **3 minutes**
	+ Background of growing up on a farm Candi’s family farm –
		- Why are you in Agriculture? - John Deere & farming
		- Background on your operation
		- Overview of this property
			* When & why purchased?
			* Size?
			* Show picture
			* What do you raise/will you raise here?
* *Break for 3 Questions from Students*
* Conservation projects at Engler Farm (Candi) **4 minutes**
	+ Explain Nutrient Reduction and why it is important to you and your family.
		- Nutrients make plants grow. We want to keep them where the plants grow. As a result of that we keep them out of the water. Ie: Clean drinking water. Fresh water for fish, and creek life.
	+ Overview of what you’ve done.
		- Waterway project
		- Dry Dam Structure
* *Break for 3 Questions from Students*
* *Walk down to Creek, Show clear water (Cindy)*
* NRCS Prospective **2 minutes** (Jason)
	+ Recap why is conservation on farm land important?
	+ How do you work with farmers? – Info resource and advice, funding available, etc?
	+ Any stats on farmer’s contributions to protecting natural resources
* *3-5 Questions from students*
* Cindy Wrap Up

**Total Talking Time: 13 minutes Total time for Questions: 10-15 minutes**