

# All about B.C. (Elementary)

# Chicken



For this activity you'll want to refer to the "All About B.C. Chicken" poster and slides from the [Feed BC in K-12](#) website.



Draw a circle on the map showing where you live in B.C.



After learning more about B.C. chickens, draw a chicken where our featured farmer is located! Then, shade or colour in where the majority of chickens are produced in the province.

1) Draw a line to match the word with its meaning:

**Hen**

a) A young, newly hatched chicken

**Rooster**

b) A chicken that is bred and raised for meat production

**Chick**

c) An adult male chicken

**Broiler**

d) A farm specialized in hatching chicks

**Hatchery**

e) An adult female chicken



- 2) Circle **3 things** chicken farmers do to make sure their birds stay healthy.
- a) Give chickens access to fresh food and water anytime they want
  - b) Read them a book before bedtime
  - c) Provide fresh, comfortable bedding with lots of space to move around
  - d) Ensure the barn is clean before each new flock
  - e) Wear dirty boots into the barn

3) If you could create a new chicken recipe, what would it be called? What ingredients would you use? Draw a picture of your recipe and describe it below.

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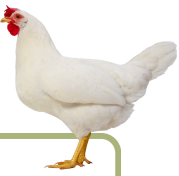
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# All about B.C. Chicken - Teacher Resources



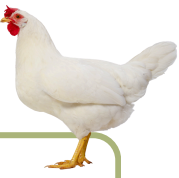
## Background Information:

- [All About B.C. Chicken Poster](#)
- [All About B.C. Chicken Scrolling Slideshow](#)
- [Buy BC Chicken](#)
- [Poultry in Motion Educational resources](#)
- [High Animal Care Standards | Chicken Farmers of Canada](#)
- [Meet Your Farmers | Chicken Farmers of Canada](#)
- [Virtual Barn Tour](#)
- [Farm & Food Care - Chicken Farm Tour 360](#)

## Answer Key:

- 1) a) Chick, b) Broiler, c) Rooster, d) Hatchery, 3) Hen
- 2) 3 things chicken farmers do to make sure their birds stay healthy:
  - a) Give chickens access to fresh food and water anytime they want
  - c) Fresh, comfortable bedding with lots of space to move around
  - d) Ensure the barn is clean before each new flock
- 3) Answers will vary.

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## Curriculum Connections - Elementary

### Applied Design, Skills and Technologies - Food Studies

- Basic food handling and simple preparation techniques and equipment (6,7)
- Factors that influence food choices, including cost, availability, and family and cultural influences
- Generate ideas from their experiences and interests (K-3)
- Identify and use sources of information (6,7)

### Science

- Adaptations of local plants and animals (K)
- Structural features of living things in the local environment (1)
- Names of local plants and animals (1)
- Biodiversity in the local environment (3)
- Basic Needs of plants and animals (K)
- Transfer and apply learning to new situations (K-8)
- Express and reflect on personal, shared, or others' experiences of place (K-6)

### Social Studies

- Relationships between people and the environment in different communities (1-2)
- Ask questions, make/corroborate inferences, and draw conclusions about the content and features/origins of different types of sources (K-6)

### Physical Health and Education

- Relationships between food, hydration, and health (K-1)
- Identify and explore a variety of foods and describe how they contribute to health (K-1)
- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention (2)
- Explore strategies for making healthy eating choices (2,3)
- Explore and plan food choices to support personal health and well-being (6)
- Identify factors that influence healthy choices (4) and explain their potential health effects (7)

### English Language Arts

- Strategies and processes; reading strategies; oral language strategies; writing strategies (K-5)
- Use sources of information and prior knowledge to make meaning (K-3)
- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding (4- 6)
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text. (3-5)
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world (K-5)
- Respond to text in personal and creative ways (K-7)