



Project R.E.D.

RURAL EDUCATION DAY



***A How-To Guide for Planning
and Hosting Your Event***

Agriculture Education Field Trips

What is Project R.E.D.?

Project R.E.D. (Rural Education Day) brings agriculture to school children through field trips. Launched in 1990 in Washtenaw County, it was the first event of its kind. Since then, over 20 county Farm Bureaus across the state have hosted Project R.E.D. or similar events like Agriculture Awareness Day or Farm Day. These outreach activities efficiently educate hundreds of children in just one day, reaching over 2,000 students on various agriculture and natural resource topics. In this guide, we will refer to these Agriculture Education Field Trips as Project R.E.D.

How Does the Program Work?

Each county Farm Bureau should determine the best Project R.E.D. format for their volunteers and school attendees. These events typically take place in late spring or early fall at large venues like county fairgrounds. Upon arrival, students, usually third or fourth graders, are welcomed and divided into appropriately sized groups. Educational stations are set up throughout the facility, with multiple presentations happening simultaneously. Each station lasts 10 to 15 minutes, after which groups rotate. Some programs allow students to bring their lunches, providing a designated lunch break.

How to Use this Planning Guide

IF YOUR COUNTY FARM BUREAU CURRENTLY HOSTS A PROJECT R.E.D.:

- Check out template station sessions for ideas to update current programming
- Update your session objectives with Project Red station formula template
- Review updated resources for volunteer recruitment, teacher/school recruitment, sponsor thank yous, etc.

IF YOUR COUNTY FARM BUREAU IS STARTING A PROJECT R.E.D.:

- Review this book for resources that can make your planning easier
- Looking for insight and recommendations, contact your state P&E staff or a county near you that hosts a Project R.E.D.

Access this how to guide electronically on the P&E SharePoint site. From there, download template documents you can customize for your events. Email educationandleader@fbinsmi.com to join the SharePoint or contact the Promotion & Education Department.

Involve Other Groups and Stakeholders in Planning

- County Promotion and Education Committees
- MSU Extension / 4-H clubs
- FFA Chapters
- Master Gardeners
- Local Conservation Districts
- Local Agribusinesses
- Farm Bureau Insurance Agents within your county
- Agricultural councils and/or other organizations interested in educating about agriculture.

Planning Considerations

LOCATION TO HOLD THE EVENT:

- Identify a suitable venue (fairground, career center, farm) with alternatives for bad weather.
- Ensure the facility is central for invited students; determine the number of stations and required space for groups.
- Decide if there will be a lunch area for volunteers; consider whether students will bring sack lunches and need seating.
- Confirm space for managing bus arrivals and pick-up simultaneously.

SCHOOLS:

- Determine the target number of students and grade level.
- Contact the intermediate school district for grade-specific student numbers.
- Research other events for school children; consider collaborating and offering content that meets educational standards.
- Assess if scholarships are needed for school transportation.

TIME OF YEAR:

- Identify the best time of year for schools and volunteers.
- Consider modifying the sample school request letter included in this guide.

Suggested Planning Timeline

NINE MONTHS BEFORE THE EVENT:

- Mail first letter to local commodity organizations and agribusinesses, soliciting donations for student bags.

SEVEN MONTHS BEFORE THE EVENT:

- Reserve facilities.
- Mail first letter to schools asking for participation; request replies for number of students/classes.

SIX MONTHS BEFORE THE EVENT:

- Determine stations, presenters, and schedule for the day.
- Mail or email letters to presenters asking for participation; include a form for special arrangements (electrical, etc.).
- Hold committee meeting to set job duties and discuss the overall event.

FIVE MONTHS BEFORE THE EVENT:

- Mail letter to county businesses soliciting monetary donations.
- Send confirmation letters to schools about arrangements for Project R.E.D.
- Send confirmation letters to responding presenters.
- Check status of commodity donations; follow up if needed.
- Contact FFA and/or 4-H for student volunteer participation.

FOUR MONTHS BEFORE THE EVENT:

- Coordinate with MFB to design or order signage for the event; contact P&E Department for Project R.E.D. specific signs.
- Outline station seating; determine and order any additional tables and chairs.
- Coordinate/order tables and chairs for the lunch area.

THREE MONTHS BEFORE THE EVENT:

- Check in with volunteers on job duties and progress.
- Recruit additional station presenters or supplies as needed.

TWO MONTHS BEFORE THE EVENT:

- Send important reminders to volunteers and presenters.
- Set deadline for donations for student bags and schedule packing date.
- Remind FFA and/or 4-H advisors of volunteer arrangements.

TWO WEEKS BEFORE THE EVENT:

- Mail or deliver school packets with name tags and instructions.
- Work with MFB communications staff to coordinate media outreach; send pre-event press releases.

ONE WEEK BEFORE THE EVENT:

- Follow up with presenters regarding arrangements.
- Check in with volunteers handling food, facility, and packet coordination.
- Pack student bags and place them in classroom boxes.

DAY BEFORE THE EVENT:

- Pick up extra tables and chairs for the lunch area.
- Set up stations and organize the lunch area.

R.E.D. DAY:

- Ensure all tasks are managed by delegated volunteers.

DAY AFTER R.E.D.:

- Send out a post-event press release with pictures.

ONE WEEK AFTER R.E.D.:

- Hold a committee meeting to debrief and recap the event's pros and cons.

TWO WEEKS AFTER R.E.D.:

- Mail thank you notes to volunteers, commodity organizations, sponsors, etc.

COUNTY ANNUAL MEETING:

- Recognize volunteers for their contributions.





Program Cost

This varies from county to county. Some have been successful in getting local businesses and agribusinesses to donate to keep costs down. Consider the following for your budget:

- Presenters: Cost to participate, cost for materials?
- Will we need to pay someone to haul animals?
- What will we provide the volunteers? (Lunch, t-shirt, recognition, etc.)
- Facility rental fees
- Sound system/microphones
- Tables & chairs
- Postage & copy costs
- Busing scholarships
- Committee meeting costs
- Teacher/student packets: copying costs, snacks, tote bags, lesson materials, etc.
- Startup costs for a new event may also include: signage, storage containers, re-usable lesson materials, etc.

Choosing Stations and Recruiting Presenters

Choose station topics based on your county's demographics and available volunteers. Project R.E.D. events across the state feature various stations, such as sheep shearing, horticulture, dairy, bees, forestry, and livestock or commodities produced in Michigan. Consider seeking assistance from other agricultural organizations and agencies. Some ideas may include:

- County Promotion and Education Committees
- Extension
- FFA Chapters
- Soil Conservation
- Forester
- Universities
- Commodity groups
- Equipment dealers
- Natural Resource groups
- Veterinarians
- Beekeepers
- EMS/Fire Departments (Rural Safety/First Aid)
- Local Museums/Historical Societies
- Farm Bureau Insurance Agents
- Farmers: exotic animals, dairy, sheep, horses, pigs, chickens
- Anyone who is interested and is able to communicate with elementary students

[For more detailed ideas on station content and <.....>](#)

Volunteer Recruitment: “Just Ask”

Recruiting volunteers is crucial for the success of Project R.E.D. A diverse range of volunteers is needed to effectively share the positive message of agriculture, so there's likely a role that aligns with each volunteer's interests. Your county has many potential volunteers, including those from 4-H and FFA groups. Volunteers can serve as presenters, tour guides, and assist with lunch, registration, traffic control, and more. (Refer to the attached sample job descriptions.) Communicating to potential volunteers through a broad request as well as individual contacts is important in securing the volunteer base needed for a successful Project R.E.D.

Preparing Volunteers

Preparing your volunteers is just as important as recruiting them. You may have experienced presenters alongside those who are new to talking with students about farming and agriculture. We've included commodity fact sheets in the appendix, which provide talking points about various segments of Michigan's agriculture industry, developed through research and input from commodity organizations. It's essential to hold a briefing for your volunteers on the day of the event, but we also recommend meeting with them about two weeks beforehand.

ADDITIONAL CONSIDERATIONS:

- Volunteers should sign the county volunteer waiver form. Your County Administrative Manager should have access to this and be able to provide in print or digital version for ease of your volunteers.
- Discipline of students is the responsibility of teachers and school volunteers. Any issues should be reported to them by Project R.E.D. volunteers.
- Use talking points when faced with tough questions. If unsure of an answer, volunteers should admit they don't know or suggest discussing it after the group presentation. Expect questions like, "Where does the baby come from?" or "Does that hurt the animal?"
- For tough questions, respond: "Good question; let's discuss that one-on-one after we're done."
- Compare shearing to haircuts and hoof trimming to nail clipping.
- Ensure volunteers keep animals at a safe distance from students and supervise interactions with cages or pens.
- When asking volunteers to bring animals, ensure these animals are accustomed to handling and comfortable outside their usual environment.
- Encourage volunteers to prepare how to present their personal agriculture stories in relation to their station's topic

Emergency Preparedness

Before your event, ensure your county Farm Bureau has contacted its insurance provider for proper coverage. County Farm Bureaus can secure an event umbrella for the day. Additionally, consider these safety plans and resources:

Lost Child Procedure: Designate a primary contact and establish how announcements will be made to reunite the child with their teacher or adult volunteer.

Injury/Incident Report: Ensure you have a standard form for volunteers and teachers to fill out in case of injuries. These records will be invaluable for ongoing situations.

Local EMS Notification: Have you notified or invited your local emergency medical services?

Teacher and Student Packets

TEACHER PACKETS:

There are various approaches to creating teacher packets aimed at enhancing agricultural education. These packets provide teachers with lesson plans to use before and after the event, maximizing its educational impact. Materials for the packets can include Michigan Farm Bureau lesson plans available at www.miagclassroom.org, as well as commodity-specific lesson plans and activity sheets from several Michigan commodity groups whose contact information can be found at the back of this guide.

STUDENT PACKETS:

Students can receive a packet the day of the event. Each packet is filled with activity sheets and educational materials from commodity groups. Unless children are using the materials at your event, it may be best to plan for the materials to be dispersed upon departure or delivered to the buses.

Resources Available from Michigan Farm Bureau

- Mentoring, guidance and volunteer assistance from State Promotion and Education Committee members
- Staff assistance from Regional Managers and the Promotion and Education Department
- Media/promotion assistance
- Graphic design assistance with logos, signage or t-shirt design
- Assistance with aligning program to Michigan's educational standards
- Lesson resources can be found at www.miagclassroom.org and ordered through our store by County Administrative Managers.

Project R.E.D. Station Ideas

The following station ideas are compiled from various county Farm Bureau Project R.E.D.s and have been aligned with educational content standards. For each station, if the speaker incorporates the listed, applicable talking points into their presentation, the following standards will be met. For specific content standards that can be shared with teachers or administrators, check out the information on the P&E SharePoint site or contact the MFB P&E Department. Email educationandleader@fbinsmi.com for access to the site or to reach the P&E Department.

Dairy/Milking

- Compare and contrast the differences between a dairy cow's anatomy and a beef cow or other mammal's anatomy to explain that it has the function for producing milk.
- Explain the structure of the udder as it relates to how the milker attaches to the cow and how the milker extracts the milk from the cow in a safe, clean and comfortable manner.
- Describe a cow's behaviors based on their different senses, (i.e. "feelers" on their nose, herd mentality, sight path-what are their blind spots) and how this affects their behavior.
- Describe the milking routine at this farm and how the cows' begin to sense the routine, looking forward to being milked at these times.

Corn/Soybean/Plant Health

- Observe and discuss plant characteristics that support each plants' function, survival, growth and reproduction.
- Observe and describe plant structures which help them gain nutrients, grow, exhibit different behaviors (i.e. flowers close to conserve energy at night, etc.) and reproduce (seeds and seed function)
- Identifying like characteristics, comparing patterns in figures and models.
- Describe ways field crops can be used as sources of renewable energy. (consider discussing local wind energy initiatives)
- Students should have learned about habitats, environmental change and common characteristics of species in third grade, which might also connect to this station.

Animal Care

- X-rays (electromagnetic radiation) and their properties—describe how images are created, show examples of x-rays
- Ultrasound technologies—describe how this technology is used, how it works (as it relates to sound waves)
- Describe how RFID tags work (how information can be transmitted over long distances and decoded using technology)
- Observe and discuss animal characteristics which support each animal's function, survival, growth and reproduction. (i.e. differences between ruminants and non-ruminants physically, different dietary needs and different products produced)
- Observe and describe how animals receive information through their senses based on their physical differences and their responses (i.e. eye position, fight or flight response, herd animal characteristics, etc.)

Water Quality/Soil Conservation

- Compare different landforms/types of geography on Earth's surface.
- Describe natural impacts on the earth's surface (erosion, flooding, etc.)
- Describe human impacts on the earth's surface (pollution, erosion due to construction, agriculture, landscaping, etc.).
- Make observations about the cause-and-effect relationships between these impacts (i.e. inclement weather causes a flood, which then causes erosion which then decreases farmland).
- Compare multiple solutions to reduce the impacts of humans on Earth's surface.
- Technologies being used to reduce human impact on Earth's surface.

Michigan Commodities

- Discuss agricultural products grown in Michigan.
- Explain how many different commodities are grown in the state, and how Michigan's unique "microclimates" help this diversity (i.e. fruit and veggies in SW, field crops in the Thumb and Central areas, forestry up north, etc.).
- Make connections between raw commodities and processed products sold at the store, highlighting the steps the products take to get there.



Safety/Equipment Station

Describe potential safety risks associated with operating or playing near an operating lawn mower/tractor/other machinery or share equipment that is used in agriculture

- How to basically operate age-appropriate equipment safely (lawn mower)
- Emphasize the need to ask an adult (parent or grandparent, etc.) not an older sibling for help, in most circumstances.
- Appropriate use of safety equipment (helmet, goggles, gloves, etc.)
- Emphasize equipment are not toys, and how not to “play” with them
- Tips for calling 911, including when to and when not to call 911.

Insect Station

- Observe and discuss insect characteristics which support each insects’ function, survival, growth and reproduction.
- Observe and describe how insects receive information through their senses based on their physical differences and their responses (i.e. eye position, etc)
- Identifying like characteristics, comparing patterns in figures and models.
- Students should have learned about habitats, environmental change and common characteristics of species in third grade, which might also connect to this station.

Apple Station

- Discuss purpose of plant structures including stems, roots, trunk, colored petals, etc. as they’re related to functions that support survival, growth, behavior and reproduction.
- Describe trellis systems and how this supports the existing plant structures for better growth/healthier trees
- Explain plant parts and function, including fruit/seeds

Ag Careers

- Discuss opportunities in agriculture
- Use examples with several different types of training, i.e. technical training, 2-year college, 4 year college and beyond.
- Have examples of equipment, tools, charts, daily tasks of types of careers displayed

Electricity

- Electricity creation and generation
- The faster an object is moving, the more energy it possesses
- Energy can be transferred to surrounding objects (downed wire safety)
- Electric currents are a form of energy
- Alternative ways to harness energy to generate electricity

Weather

- Weather patterns, mapping and climate trends in Michigan
- Michigan’s unique geography which creates microclimates providing for several different types of weather suitable for growing many different types of crops
- How our Great Lakes influence our weather patterns
- Weather safety

Sample School Request Letter

[Date]

[Superintendent and/or Teacher]

[_____ School]

[Address]

[City, State, Zip]

Subject: Invitation to Project R.E.D. – Rural Education Day

Dear [teacher or superintendent name],

We are excited to invite you and your [insert target grade] grade students to the [insert county] Farm Bureau Rural Education Day (Project R.E.D.) on [insert date] at [insert location]. This event, hosted by the [insert county] Farm Bureau in partnership with local agricultural businesses and sponsors, offers a fun-filled day of hands-on learning activities focused on agriculture and natural resources in our community.

The field trip is free for all students and chaperones. If needed, we can provide information on the educational standards met through our activities.

During Project R.E.D., students will rotate among several stations to learn about animals, horticulture, and natural resources. Each station lasts about 12 minutes, with the entire program running for approximately two hours. We plan to hold a morning session starting at [insert time] and concluding by [insert time], as well as an afternoon session from [insert time] to [insert time]. Detailed directions, times, and a schedule will be provided closer to the event.

As you know, many people are becoming increasingly disconnected from production agriculture. Events like this are excellent opportunities to teach both children and adults about the importance of agriculture and its everyday impact on our lives. Agriculture can also be a valuable tool for teaching subjects like science, math, and literature.

If your school would like to participate, please complete and return the registration form(s) by [insert deadline]. We will do our best to accommodate your preferred time slot, and please have one chaperone for every 10-15 students. Reservations are accepted on a first-come, first-served basis.

Feel free to reach out with any questions. You can contact me at [insert phone number].

Looking forward to your response!

Sincerely,

[Your Name]

[Your Title]

[Your Contact Information]

[Your County Farm Bureau]

Sample School Registration

CLASS REGISTRATION

PROJECT R.E.D.

[INSERT DATE OF EVENT]

We request that each teacher register his/her class separately and return this form by ***[insert deadline based on timeline]***. (This form may be copied.)

Please Return to: ***[insert county]*** Farm Bureau

Attention: ***[insert P&E chair or R.E.D. coordinator]***

Address: ***[insert address]***

Or fax to: ***[insert county fax number]***

Or email: ***[insert CAM email address]***

School Name: _____

Teacher Name: _____

Email address: _____

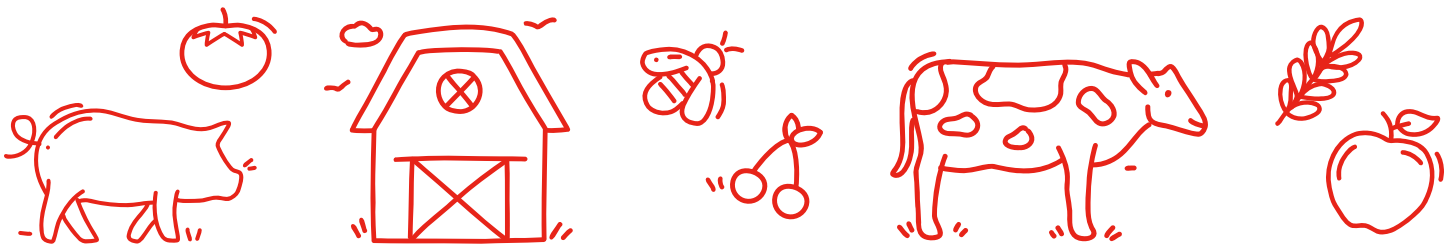
Number of Students: _____

Telephone #: _____

I request the AM session ____ I request the PM session ____ I can do either AM or PM ____

Do you have any students in wheelchairs or with ADA needs?

**This form can be easily converted to an online fillable form for ease of collecting and organizing teacher responses.*



Sample School Confirmation

Dear *[insert name]*,

The *[insert county]* Farm Bureau Project RED (Rural Education Day) is scheduled for *[insert date]*, and we are thrilled to have you participating! To help prepare for the day, we have attached a schedule, field rotation and station map. **Please bring your group's rotation schedule and map with you to the field day.**

Busses will arrive at **11:50am** and depart at approximately **1:40pm**. Drop off and pick up locations have been marked on the attached map. Please note these locations and share with the bus driver. The address for our Project RED is *[insert address]*.

Please be sure to emphasize that we will be outside for the day unless it is raining, so dress accordingly. Students **should not** wear flip flops. If it is raining the day of the event we will be inside *[insert location]* and will have signs marking the new drop off location and new maps for you upon arrival. Stations and numbers will remain the same.

- *[insert teacher name]* – your class will start at **Station 1**
- *[insert teacher name]* – your class will start at **Station 2**
- *[insert teacher name]* – your class will start at **Station 3**

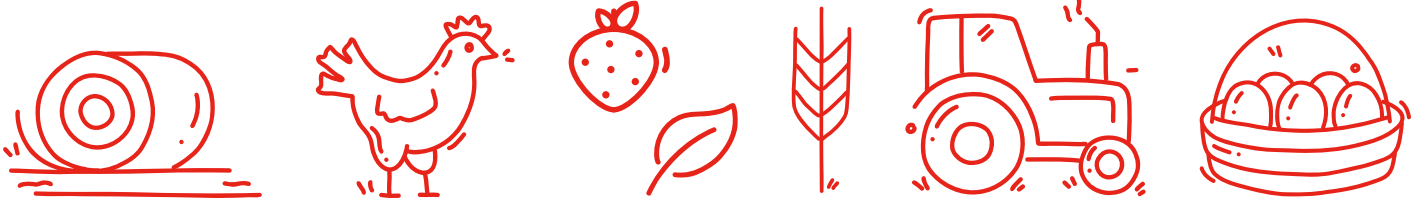
Please let your students know their starting station number before they arrive so that they can get to their first session as quickly as possible after the welcome. Sessions are 10 minutes each with a 2-minute rotation time between stations. We will rotate in a numerical order (i.e. 1 will go to 2, 5 will go to 6 and so on). Each station will be marked with a sign.

For bussing reimbursement please send invoices to *[insert location]*.

Again, we are excited to present this field day to your students and hope everyone has a great time. Please feel free to contact me if you have any questions at *[insert cell phone number for day of event]* or by email at *[insert email]*.

See you soon,

[P&E chair, project coordinator or county administrative contact]



Sample Volunteer Confirmation

Dear *[insert name]*,

The *[insert county]* Farm Bureau Project RED (Rural Education Day) is scheduled for *[insert date]*, and we are thrilled to have you as one of our presenters! To help you prepare for the day, we have attached a schedule, field rotation and station map.

Busses will arrive at 9:20am for the morning sessions and depart at approximately 1:45pm after the afternoon sessions. We have 30 minutes (11:20-11:50am) blocked off for lunch, which we will be provided along with water. You may park *[insert location]* marked on the attached map. The address for Project RED is *[insert address]*. Please plan to arrive with enough time to have your station **set up by 9:00am**. We will be at the location by *[insert time]* to greet you and assist as needed.

Please be sure to remember that we will be outside for the day unless it is raining, so dress accordingly. If it is raining the day of the event, we will be *[insert location]* and will have signs marking the new drop off location and new maps for you upon arrival.

We will provide the following for your station:

- 1 6ft table
- 1 chair
- Water
- Schedule
- Hand Sanitizer

If here is anything additional you need, please get the request to me by *[insert date]*.

Sessions are 13-15 minutes each with a 3-minute rotation time between stations. There will be six groups in the morning and six in the afternoon. We will rotate in a clockwise position (i.e. E will go to F, F will go to A and so on). Each station will be marked with a sign.

I am also needing to finalize the school schedule and need to know your station “name” or your presentation title by *[insert date]*.

Again, we are excited to have you as part of this awesome day and hope you are as well. Please feel free to contact me if you have any questions at *[insert cell phone number for day of event]* or by email *[insert email]*.

Have a fantastic day,

[P&E chair, project coordinator or county administrative contact]

Sample Project R.E.D. Job Descriptions

Tour Guide Duties:

1. Arrive on site by *[insert time]* for orientation.
2. Pick up assignment folder, name tag, and sign for group identification.
3. Meet small group of students and teacher at parking area.
4. Escort them to start point.
5. Greet them with “scripted introduction.”
6. Guide them through demonstrations.
7. Hand out “goodie bags” to be filled at stations (one per student).
8. Assist presenters, if needed to hand out “goodies.”
9. If a student needs to use the bathroom, please utilize the student volunteers/adult supervision to accompany them – don’t suggest bathroom breaks as a group as we are on a tight schedule for the day.
10. Please remain at each station until you hear the signal to move.
11. Interact with the group as you feel comfortable.
12. When sessions are completed, read “scripted closing.”
13. Lunch is at *[insert time]*, please pick up a box lunch. The next group will be arriving soon. I said it was a tight day!
14. At end of day, please turn in signs to the supervisor table.
15. Complete evaluation sheet.
16. Have fun and thanks!

Track/Barn Supervisor Duties:

1. Help set up tables and chairs, place signs.
2. Check to be sure you have all presenters, electricity, supplies.
3. Each station should have presenters and at least one station helper.
4. Check to be sure you have the “giveaways” for each station.
5. Attend orientation session to greet your volunteers.
6. Familiarize volunteers with your signal for changing stations.
7. Tell volunteers approximately how long they will have at each station, it’s your job to keep time and switch when ready.
8. Identify any volunteers who are not working afternoon group. Remind them to turn in their sign before leaving for the day. PM person will pick it up from you.
9. Do general supervision and jump into groups when you want. Participate with presenters as you’d like. Have FUN!
10. Thank volunteers and presenters.
11. Collect signs: group leader signs as well as station signs.
12. Help presenters “clean up” at end of day.
13. Fill out evaluation form.

Orientation/Check-In Desk Duties:

1. Arrive on site early. Be at desk until volunteers are checked in.
2. Set up tables and chairs.
3. Supplies needed: pencils/markers, volunteer packets, name tags/pins, evaluation sheets, day’s schedule/expected groups and times, other supplies (tape, stapler, etc.).
4. As volunteers arrive, give them their packet (their name should appear on the front). Check off on list; get current data if we don’t have it.
5. Conduct orientation session.
6. Assist as needed until end of sessions.
7. Collect signs.
8. Hand out and collect evaluation forms.
9. Say a lot of “thank yous.”



Agriculture Commodity Contacts

THESE GROUPS CAN BE HELPFUL IN PREPARING PRESENTERS, RESEARCHING INFORMATION FOR DISPLAYS AND FOR STUDENT AND TEACHER PACKETS.

Corn Marketing Program of Michigan	www.micorn.org
GreenStone Farm Credit Services	www.greenstonefcs.com
Michigan Ag Council	www.michiangrown.org
Michigan Agricultural Commodities	www.michag.com
Michigan Allied Poultry Industries, Inc	www.mipoultry.com
Michigan Apple Committee	www.michiganapples.com
Michigan Asparagus Advisory Board	www.asparagus.org
Michigan Bean Commission	www.michiganbean.org
Michigan Beef Industry Commission	www.mibeef.org
Michigan Beekeepers Association	www.michiganbees.org
Michigan Blueberry Growers Association	www.blueberries.com
Michigan Cherry Committee	www.choosecherries.com
Michigan Christmas Tree Association	www.mcta.org
Michigan Floriculture Growers Council	www.mifgc.org
Michigan Forest Resource Alliance	www.michiganforest.com
Michigan Fruit and Vegetable Growers Association	www.mfbga.org
Michigan Grape & Wine Industry Council	www.michiganwines.com
Michigan Horse Council	www.michiganhorsecouncil.com
Michigan Maple Syrup Producers Association	www.mi-maplesyrup.com
Michigan Pork Producers Association	www.mipork.org
Michigan Potato Industry Commission	www.mipotato.com
Michigan Soybean Promotion Committee	www.michigansoybean.org
Michigan Sugar Company	www.michigansugar.com
United Dairy Industry of Michigan	www.udim.org
Michigan Wheat Program	www.miwheat.org

Sample Day of Schedule

Customize this or another day of schedule to prepare your volunteers for the event. Include this in your pre-mailing to volunteers and have plenty of copies on hand for your day-of event.

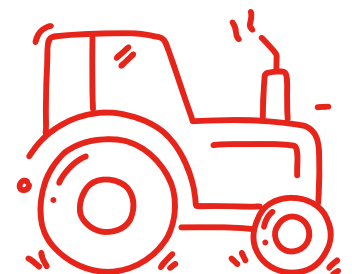
8:00am	Station presenters, tour guides/group leaders, check-in staff arrive Set up stations, distribute flags, check-in volunteers
8:40am	Coffee, milk and donuts for all volunteers and event staff Event briefing, final volunteer assignments
9:05am	Morning students arrive Tour guides/group leaders greet students and bring them to first station
9:15am	First stations start; 10 minutes per station; 3 minutes to rotate to next station
11:00am	As busses arrive for departure, check-in staff place student and teacher and student resources on appropriate bus
11:10am	Last rotation finishes and students depart
11:15am-12:00pm	Lunch for volunteers
11:55am	Tour guides/group leaders prepare for afternoon bus arrival Station presenters prep stations for group 2
12:05pm	Afternoon students arrive Tour guides/group leaders greet students and bring them to first station
12:15pm	First stations start; 10 minutes per station; 3 minutes to rotate to next station
2:00pm	As busses arrive for departure, check-in staff place student and teacher and student resources on appropriate bus
2:10pm	Last rotation finishes and students depart
2:15pm	Clean up
2:30pm	Quick debrief on event; Thank you!

Final Communication with Volunteers

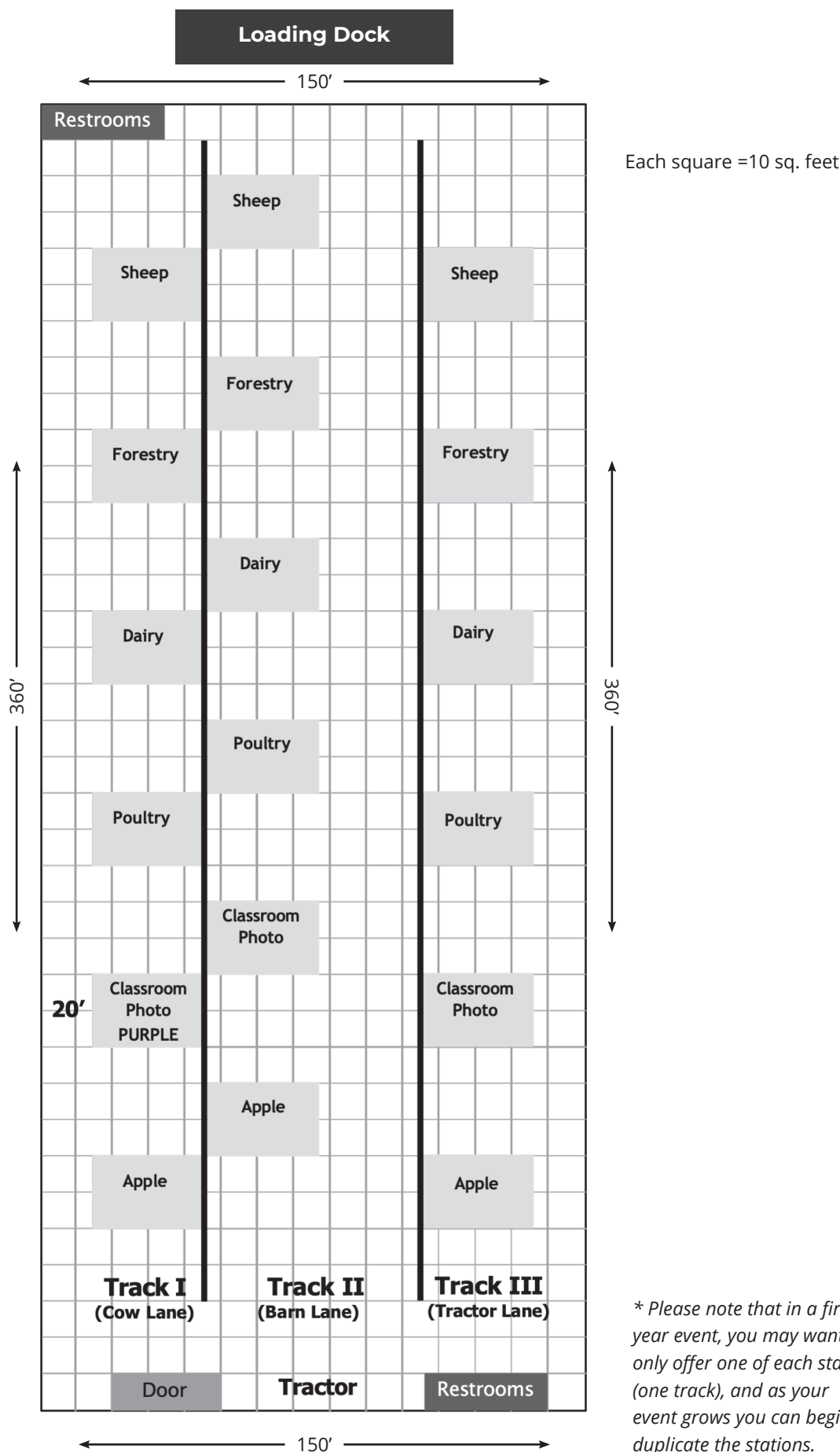
It is suggested that your customized schedule, along with pertinent event information, be emailed or shared out to volunteers within two weeks of the event.

BE SURE TO INCLUDE:

- Day of schedule
- Dress recommendation for event
- Key contact information for project leaders
- Job descriptions for volunteer roles
- Reminder of objective of event and expectations for delivering a great event



Sample Rotation/Sample Station Map



Project R.E.D. Teacher/Student Numbers

Sample Roster

Project R.E.D. Teacher/Student Numbers

SAMPLE ROSTER

School AM	Teacher	Students	Group*	Color*	Starting Station	Tour Guides
Shawmut	Kay Berk	33	Milk Bottle	RED	Apple	
Shawmut	Gloria Cangelosi	8	Milk Bottle	PURPLE	Photo	
Buchanan	Diogenes dela Cruz	19	Milk Bottle	PURPLE	Photo	
Buchanan	Tracy Mann	20	Milk Bottle	YELLOW	Poultry	
Buchanan	Sarah Garcia	9	Milk bottle	YELLOW	Poultry	
Buchanan	Sarah Garcia	18	Milk bottle	WHITE	Dairy	
Southeast Academic	Robin Obrenovich	24	Milk Bottle	WHITE	Dairy	
Southeast Academic	LaTonnia Harwick	18	Milk Bottle	ORANGE	Forestry	
Mulick Park	Patricia Allen	12	Milk Bottle	ORANGE	Forestry	
Mulick Park	Elizabeth Myslajek	23	Milk Bottle	BROWN	Sheep shearing	
Mulick Park	Lisa Bowerman	13	Barn	RED	Apple	
Dickinson	Susan Hall	14	Barn	RED	Apple	
Dickinson	Susan Hall	21	Barn	PURPLE	Photo	
Dickinson	Teresa Nickels	22	Barn	PURPLE	Photo	
North Park	Johanna Morrissey	26	Barn	YELLOW	Poultry	
Fountain	Barb Quist	23	Barn	WHITE	Dairy	
Aberdeen	David Dolphin	30	Barn	ORANGE	Forestry	
CA Frost	Ruth Millisor	27	Barn	BROWN	Sheep	

School PM	Teacher	Students	Group	Color	Starting Station
Madison Park	Stephanie Gaastra	24	Milk Bottle	RED	Apple
Jefferson	Eather Sutton	15	Milk Bottle	PURPLE	Photo
Jefferson	Kerrie Grotenhuis	15	Milk Bottle	PURPLE	Photo
Hamilton	Kelly Rector	30	Milk Bottle	YELLOW	Poultry
Hamilton	Mish Banks	30	Milk Bottle	WHITE	Dairy
Bowen	MaryKay Murawski	20	Milk Bottle	ORANGE	Forestry
Bowen	Lee Ann Bernard	12	Milk Bottle	ORANGE	Forestry
Bowen	Lee Ann Bernard	20	Milk Bottle	BROWN	Sheep Shearing
Bowen	Linda Montgomery	20	Milk Bottle	BROWN	Sheep Shearing

* You may choose to use different symbols for your groups; this pattern uses two die-cut shapes in different colors to differentiate.

Notes

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educationandleader@fbinsmi.com

(517) 679-5688

www.miagclassroom.org