RRISD Food Services Can Help

The Food Services Team is your “go-to” source for all things school garden related. We can help get you the information you are seeking to start your own school garden and to keep your garden growing. We have personally met with several school garden experts and can help make sure your school garden is a success.

*A very special thank you to the following RRISD administrators, campuses, principals, staff and parent volunteers:*

- Dianna Gielstra, Ph.D. – Wells Branch Elem. Parent Volunteer
- Tara Munoz-Fisher - Wells Branch Elem. Parent Volunteer
- Wells Branch Elementary
- Laurel Mountain Elementary
- Blackland Prairie Elementary
- Forest Creek Elementary
- Teravista Elementary
- Robertson Elementary
- Trevor Hance, RRISD Outdoor Learning Specialist
- Canyon Vista Middle School
- Christine Jovanovic – RRISD Parent, State Healthy Lifestyles Chair & Healthy Kid Crusader
- Round Rock Opportunity Center (R.R.O.C.)
- Brushy Creek Elementary
- Sommer Elementary
- Purple Sage Elementary
- Tracy Rieger, Science Curriculum Lead Specialist

PROUDLY OFFERED BY: ROUND ROCK ISD FOOD SERVICES

“Gardens containing fruit and vegetables can also help to revise attitudes about particular foods. There is mounting evidence that active learning in less structured, participatory spaces like gardens, is more likely to transform children’s food attitudes and habits and that school gardening, especially when combined with a healthy lunch program or nutritional education, encourages more healthful food choices”

(Benefits of School Gardening)
FARM-TO-SCHOOL PILLARS

Procurement
purchasing of local foods to offer in the cafeteria or as a tasting

Education
student participation in nutrition education activities around food and health

School Gardens
students engaged in hands-on learning

“All kids deserve access to nutritious, high quality food. One-third of U.S. children are obese or overweight, and only 2% of children get the recommended serving of fruits and vegetables each day. Schools with a Farm to School program have seen increases in children’s participation in the school meals program and consumption of fruits and vegetables.” (Farm to School)

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Farm-to-School in Action

During the spring of 2014, Wells Branch Elem. began sampling the cafeteria’s monthly Discovery Day feature to students before it was offered in the cafeteria. In February of 2014, the cafeteria featured edamame and prepared 115 servings for lunch. By the end of lunch on February’s Discovery Day, 114 students had taken and consumed the feature!

Further Success

The campus’ Go Green team reports that as a result of sampling foods grown in their garden, parents are telling them that their children are asking for these foods. Can you believe the students love radishes?!

Wells Branch Elementary

Relax! Support is Available!

In this guide, you will see featured campuses that have not only successfully started a school garden but have had great success along the way.

There are a ton of resources in the area and even in our own school district to SUPPORT your school as you begin and then sustain. Please review the list of district campuses that have gardens as of May 2014. Take a tour of their garden for ideas, speak to those school garden leaders who have been successful and know that Food Services is happy to assist with putting you in contact with someone who can help!

CHECK OUT THEIR STUDENT-DRIVEN FARMER’S MARKET ON YOUTUBE

HTTP://WWW.YOUTUBE.COM/WATCH?V=ANC8EVVETAI&LIST=PLZLTNXIECHGNOR1ZBZ4IPZC8YPMAKJ
BEN&FEATURE=SHARE
OBJECTIVE: To establish school gardens, to use the garden as a platform for children to learn more about healthy foods, encourage children to eat healthy and to develop a strong enduring Farm to School program within the school district.

GOALS:
1) Form a district wide Farm to School Coalition consisting of Food Services, teachers, school staff and school garden leaders to strengthen and sustain the school garden program.
2) To create an internal ranking system for school gardens to determine campus resource needs and for use as a campus self-assessment tool. Provide support to the school garden program by partnering struggling school garden campuses with school garden campuses that have been successful.
3) To create and provide a Farm to School tracking tool with the pillars of School Meals, Nutrition Education/Curriculum, School Garden type and School Garden Activities to measure the program’s impact on fruit and vegetable take rates in the cafeteria and academic achievement.
4) To expand/sustain the school garden program.
5) To reflect what is harvested in the school garden in the cafeteria.

Round Rock ISD Food Services is proud to provide this resource for school gardens. There are several campuses that have gardens already and many campuses who are interested. Our team has worked diligently to tour the existing gardens, meet with those who run the gardens and with administration to ensure sustainability of the school garden program.

This guide provides information on how to get started, funding, best practices, contact information as well as a list of additional resources including organizations and business that offer grants for school gardens.

The Food Services Department is committed to being a resource for the school garden program. If you would like additional information on school gardens, please contact the Food Services office at 512-464-8381.

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One of the best ways to help children understand where food comes from and how plants grow is to have them participate in a school garden. School gardens can also help teach students why eating healthy is so important.

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School Gardens Can Be Broken Down Into Two Parts

Starting a School Garden

Planning
Forming a Campus Garden Committee
Type of Garden
Expenses & Funding

Sustainability

Volunteers/Year Round Care
Curriculum
Planning for the Future

Now, let’s get growing!
Starting a School Garden

Green Corn Project’s volunteers will physically help you start your garden and will provide other trainings on gardens
http://www.greencornproject.org/

Steps to Starting Your Garden

1) Create a Site Plan & Bulletin (Google Earth is helpful or just Google “site plan”)
2) Get approval from the campus principal
3) Meet with Maintenance to get approval
4) Meet with campus science teachers to discuss learning objectives
5) Use our list of resources to know what funding and donations are available, then apply for grants (garden expenses will be determined in your site plan)
6) Reach out for support. Form a school garden committee at your campus and create a volunteer pool
7) Begin installation of your garden (feel free to reach out to campuses with gardens and tour them for inspiration)

Don’t forget! Support is available.
Planning

If you would like to have a garden at your campus, we are here to help. Your campus can have a garden even if you have little space!

The following points to consider will help you as you begin planning a school garden at your campus:

- What is the goal of your project?
- Who are partners in the community that can help you implement and sustain your garden? (consider both volunteers and resources)
- How will the food grown in the garden be used?
- Think about what you would like the garden to look like
- Over the next few years? Do you have room for growth of the garden at your campus?
- What is your timeline? - consider when grant application are due and when any funding would be awarded. This will help you know when you would have funds to buy materials you may need. Then, you may consider planning during the summer, planting in the fall and teaching to the garden in the spring.
- Who will be the school garden leader at your campus and how will you communicate with everyone involved with your garden?
- Who will care for the garden during school breaks?
- What type of garden do you want?
- Are animals or would vandalism be a problem where your garden will be located? Do you have a space that will get plenty of sun that also has access to water? Is the space flat or on a hill?

See the Garden Planning Worksheet and other materials in the Appendix

Types of Gardens

Vegetable and fruit producing gardens are encouraged; however, you may choose to start with a flower/butterfly garden if you want to ease into a vegetable/fruit garden.

<table>
<thead>
<tr>
<th>Common Garden Types</th>
<th>Advantage(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional In-Ground</td>
<td>-Can use existing soil -More economical -Less start up work resources needed</td>
</tr>
<tr>
<td>Raised Bed/Square Foot</td>
<td>-Less plant damage/possible soil erosion -Better drainage -Students can have their own square to garden</td>
</tr>
<tr>
<td>Vertical</td>
<td>-Great for small spaces -Adds interest to landscape -Has most of the same benefits of container gardening</td>
</tr>
<tr>
<td>Interplanting</td>
<td>-Higher yields -Crops benefit each other -More efficient productivity</td>
</tr>
<tr>
<td>Container</td>
<td>-Portability -Great for beginners -Allows for the most flexibility</td>
</tr>
</tbody>
</table>

See more information on garden types in the Appendix
Expenses & Funding

Expenses (supplies per garden will vary depending on garden type)

See appendix section for a complete list possible expenses

Funding & Donations

National Farm to School Network
http://www.farmtoschool.org/
Whether you are in the planning phase, building phase or expanding the capacity and long-term sustainability of a farm to school program, funding is undoubtedly one of your top priorities. On this website there have a variety of resources for organizations, programs and ideas to help you fund farm to school initiatives.

Annie’s Garden Funder
http://www.annies.com/giving-back/school-gardens/
Annie’s has a number of resources to help build school gardens. Visit Annie’s to, apply for grants their Grants for Gardens program to receive funds for your school garden, start fundraising for your school garden with Annie’s Garden Funder, access free resources like their “How to Start a Garden” guide.

USDA Farm to School Grant Program
Every year, USDA awards up to $5 million in grants to help schools connect with local producers and teach children where their food comes from. Eligible grantees include schools and districts, non-profit entities and state and local agencies. There is a wide range of awards amounts and type of grants that you can apply for. This website also contains webinars about different grants and sample proposals for the grants.

Funding & Donations cont.

Seeds of change
Seeds of change have been around for almost 20 years, focusing on a mission of preserving biodiversity and promoting sustainable, organic agriculture. This website is full of information about how to start off your garden, what to plant, how to grow and when to harvest those plants.

Wisconsin School Garden Initiative/ Community Groundworks
http://www.communitygroundworks.org/what-we-do/wsgi
WSGI supports and connects schools gardens by offering free online resources. They have a “Got Dirt?” garden toolkit that explains how to plan and build a school garden. It includes lesson plans for a variety of garden activities. They also have a “Got Veggies” nutrition education curriculum that is available for free online.

Whole Food’s Whole Kids Foundation
https://www.wholekidsfoundation.org/
Whole Kids Foundation is especially focused on supporting Title I schools but can provide grants and other resources to all schools.

Sustainable Food Center
http://www.sustainablefoodcenter.org/grow-local/school-gardens
SFC’s Grow Local program has been helping to start and sustain school gardens for over 30 years by connecting people to the resources and education they need in order to act on behalf of their own school and community.

More funding is out there! Just perform a Google search for school garden grants.

School PTAs also may be able to help raise funds for school gardens – ask if they can add a Donate to School Garden button on their website!
Sustaining a School Garden

Volunteers

Building a pool of volunteers that can assist with your school garden is key to success. To get the message out that your school needs assistance, communicate through PTAs, school messenger, emails, newsletters, social media, etc. Think outside the box when trying to identify who can help. For example, grandparents are usually willing to help and have the time to assist.

For more information on getting a volunteer pool together, please the documents from Growing School Gardens in the Appendix.

Year Round Care

Gardens need year round care therefore, you must plan according. In the Growing School Gardens documents listed in the Appendix, you will find several documents and information to assist you in planning for the care of the school garden during any school breaks.

It is important to consider if access to the school garden is available during times of school breaks.
Curriculum

Junior Master Gardener
Website - http://jmgkids.us/

Campus Contacts:
Science Contact Teacher
Science Collaborative Teacher

Area Contact and Support:
Texas Agrilife Extension Agency
Junior Master Gardener

Jane Bowman
Junior Master Gardener Leader
512-630-7615
squarefoot100@gmail.com

Brooke Boyd
4-H Program Assistant
(512) 943-3300 x33819
brooke.boyd@ag.tamu.edu

Professional Library Resources:
The following professional resources for Outdoor Learning Experiences and Establishing Outdoor Learning Spaces are available in each elementary campus professional library:
- JMG Teacher/Leader Guide (JMG Publications)
- Literature in the Garden (JMG Publications)
- Wildlife Gardner (JMG Publications)
- Outdoor Science: A Practical Guide by Steve Rich

District Contact and Support:
Science Google Site - Outdoor Learning page
Tracy Rieger
Science Curriculum Lead Specialist
512-464-5962
tracy.rieger@roundrockisd.org

Amanda Phillips
Science Curriculum Specialist
amanda.phillips@roundrockisd.org

Local Gardening Resources

Beautification Committee at Brushy Creek
Contact: Kristin Rust, KKrisrinrust@gmail.com
- The Brushy Creek Beautification Committee has worked with schools in the area to beautify their campuses while employing math and science skills in the process.

Growing School Gardens
http://www.edweb.net/schoolgardens
- The community hosts free monthly webinars and live chats with leaders in the field that are highly engaging and interactive. Online discussions provide an easy way to continue the conversation and share ideas and experiences with peers across the country, and around the world.

The Edible Schoolyard Project
http://edibleschoolyard.org/
- The Edible Schoolyard Project supports the creation, growth, and enrichment of the edible education field. The website maps the movement and enables practitioners and supporters to exchange ideas and best practices. Representatives from thousands of programs across the country and around the world have joined together to build and share an edible education curriculum for all schools.

Sustainable Food Center
http://www.sustainablefoodcenter.org/
- SFC provides classes and trainings, consultation, informational resources, gardening materials and volunteer resources.

School PTAs can also assist by connecting you with contacts at your campus.
Tips & Support

Information from Successful RRISD School Garden Leaders

- Many businesses require employees to volunteer such as Target and Kohl’s – check out their websites or call your local store for more info
- Green Corn Project’s volunteers will physically help you start your garden and provides trainings [http://www.greencornproject.org/](http://www.greencornproject.org/)
- To manage garden “to-do” tasks for garden committees and volunteers during school and during breaks visit [http://www.signupgenius.com/](http://www.signupgenius.com/) Just enter your info and it’ll produce a schedule with tasks and send email reminders for you
- Communicate about your school garden utilizing PTAs/PTOs, campus eNews, campus website, newsletter and campus social media platforms
- View the success at Wells Branch Elementary’s garden and student-lead farmer’s market by visiting [http://youtu.be/Anc8EVVETaI](http://youtu.be/Anc8EVVETaI)
- Some existing district school garden leaders hold workshops on school gardens focusing on funding, support and fun activities for students
- Kiddie pools make great above ground containers for gardens and add mobility to your garden
- Do not use pre-treated lumber for an above ground bed; use limestone or cinder block instead
- Tons of great resources and communication templates can be found at [http://www.cias.wisc.edu/toolkits/](http://www.cias.wisc.edu/toolkits/)

Case for Support

The benefits of a school garden are numerous.

Schools gardens.....

- Serve as an outdoor learning environment
- Teach an appreciation of the environment
- Increases a child’s preference for healthy foods
- Increase understanding of being healthy
- Improve behavior in the classroom

Tip:
Reach out to students groups that may be able to support such as an art club to help design sign templates for garden identifiers or other signage for the garden. They can also paint rocks/stones for/with the younger kids to decorate the garden.

“Third and fifth graders showed a more positive attitude toward fruit and vegetable snacks after completing horticulture activities from a nutrition gardening curriculum.” [Junior Master Gardener](http://www.cias.wisc.edu/toolkits/)
Current RRISD School Garden Locations & Contacts (also see “curriculum” section)

- Wells Branch Elementary:
  Dianna Alsup Gielstra, Ph.D. - dlalsup@yahoo.com

- Laurel Mountain Elementary:
  Trevor Hance - trevor_hance@roundrockisd.org

- Canyon Vista Middle School:
  Christine Jovanovic - christine.jovanovic@gmail.com

- Brushy Creek Elementary:
  Christi Pepe - christi_pepe@roundrockisd.org

- Teravista Elementary:
  Stacy Rawlins - stacy_rawlins@roundrockisd.org
  Stephanie Sheridan - stephanie_sheridan@roundrockisd.org

- Purple Sage Elementary:
  Stephanie Thornburg - stephanie_thornburg@roundrockisd.org

- Blackland Prairie Elementary:
  Sarah Sellers - sarah_sellers@roundrockisd.org
  Karen Gustafson - karen_gustafson@roundrockisd.org

- Forest Creek Elementary:
  Cindy Loftis - cindy_loftis@roundrockisd.org

- Round Rock Opportunity Center (R.R.O.C.)

- Sommer Elementary:
  Sue Beardsley - sue_beardsley@roundrockisd.org

- Roberston Elementary:
  Shana Mcmillan - shana_mcmilan@roundrockisd.org

THANK YOU for all your help and input!! We wouldn’t have been able to assemble this manual without you!
Activities – Make It Fun

- Have students keep a garden journal
- Have students upload information and images from their garden on Flickr or Instagram
- If you use cinder blocks to edge your above ground garden, have a contest in which students paint their own cinder block
- Have students be responsible for the compost bin
- Have a farmer's market
- Have tastings and have students keep tasting logs
- Ask for parent recipes and create a cookbook
- Get parents and other community members to assist with samplings
- Hold “monster carrot” contests and have students vote
- Discover bugs in the garden and help students identify helpful and harmful garden pests
- Create themed gardens such as a pizza garden seen below

Image Source: http://lancaster.unl.edu/hort/youth/pizzagdn.shtml

Continuing Education Opportunities

Life Lab http://www.lifelab.org/

Drawing on over thirty years of work with young people in gardens, Life Lab, a nonprofit organization, has emerged as a national leader in the garden-based learning movement. Through workshops and publications, they have provided tens of thousands of educators across the country with the inspiration and information necessary to engage young people in gardens and on farms.

University of Texas Nutrition Institute http://utnibuild.wordpress.com/

This is the website for the Annual University of Texas Nutrition Institute conference. The conference is a comprehensive overview of the nutritional sciences and fine cuisine. They promote health and wellness by bridging nutritional science research, health care, and culinary arts.

Poughkeepsie Farm Project http://farmproject.org/

The Poughkeepsie Farm Project is a non-profit organization that works toward a just and sustainable food system. This website has many great examples for educational farming and improving access to local foods.
Planting for the Future

The Food Services Department plans to support Farm to School within RRISD in the following ways over the next several years:

- Each member of the Food Services Dept. Nutrition Education Committee will adopt an established school garden campus that meets requirements in key areas and pair them with schools that have just started or have not had the resources or support to be as successful. Together we can help bring those school gardens up to the level of success of the established school garden locations.
- Then the Department will continue to help more campuses start their own garden.
- Finally, once most of the campuses in the district have gardens in place and are stable, the Food Services team will collaborate with school garden officials on the scheduling of produce grown in the garden so that during the month that food is harvested it can be the monthly fruit or veggie feature in the cafeteria.

Additionally, the Food Services Department can support in the following ways:

- Assist with cooking classes for students and parents utilizing either the District’s own Executive Chef or utilizing other area chefs.
- Organize tastings.
- Providing nutrition education materials such as flyers with food facts.

- Help you to partner with high school Future Farmers of American (FFAs) and culinary department leaders.
- Be your main resource for all things school garden related.
- Our nutritionists and dietitians may be scheduled to speak with your garden groups/classes to help students make the connection between the garden and their health.
- Follow us on Twitter for Farm to School communications.
- Email us pictures from your school garden, and we will put them on our Flickr page.
- And more! Just let us know what you need.
Appendix & Sources
Canyon Vista Middle School

RRISD’s second longest sustained school garden site!

MONSTER CARROT CONTESTS, SAMPLINGS & MORE!
Appendix

Please note, all information found in the Appendix is intended to be used as a compilation of the school garden resources available to assist you. If you would like to print any of these resources, visit the Sustainable Food Center and Growing Gardens websites. Information for these organizations are listed in the Sources section following the Appendix. All items made available for review in the Appendix section have been provided with permission.
School Garden Leadership Training Resources

Resources
SFC Support for School Gardens

How SFC’s Grow Local program can assist with your school garden project:

Consultation
- Advise on steps of school garden implementation: organizing community members, planning, obtaining materials, site selection, using the garden, obtaining funding
- Share school garden grant opportunities and review grant applications (ASA schools are also encouraged to visit the ASA Office of Innovation & Development site)

Classes & Trainings:
- Offer School Garden Leadership trainings for school staff, parents, and volunteers several times throughout the year
- Offer Basic Organic Gardening (English & Spanish) and Citizen Gardener classes several times throughout the year

Informational Resources:
- Provide comprehensive information about planning, building, and using school gardens in our publication *The School Farm*
- Provide free *Starting Healthy Kids classroom lessons & afterschool activities* middle school level
- Lead tours about Texas gardening and gardening with kids from our resource lending library

Gardening resources:
- Provide free seeds, transplants, and compost through Spread the Harvest
- Assist ASD schools with applying for TEBI, state bricks, mulch, and decomposed granite (available through the district - click to download the Guidelines & Application)

Additional community resources:
- Free mulch - NWMF Foundation & other tree-trimming organizations, Austin Resource Recovery
- Low-cost/free lumber/materials - Habitat for Humanity Re-Store, Austin Craigslist, Austin Freecycle
- Free fruit trees & native shade trees - TreeFolks, Keep Austin Beautiful
- Discounts may be available at local nurseries, including The Great Outdoors & Natural Gardens
- Tools available for lending from Keep Austin Beautiful
- Volunteers - Green Corn Project, Travis County Master Gardeners, American Youthserves, Austin Permaculture
- Curricula - Junior Master Gardener
- Plant diagnostics and troubleshooting - Travis County Master Gardeners Help Desk (512) 854-960

Contact Blanca Blicke for more information
512-230-1067 | blanca@sustainablefoodcenter.org

Spread the Harvest

Growing your own food is fun and therapeutic, but sharing the food you grew with a friend in need is exhilarating. In Central Texas, many urban residents do not have access, either physically or financially, to nutritious food. Texas ranks 41 in the nation for household food insecurity, meaning that over 15% of Texans do not know how or where they will get their next meal. This deficiency is contributing to an epidemic of diet-related health problems, including diabetes and obesity. By sharing produce from your garden, you are helping a friend to thrive.

Spread the Harvest is a unique food-sharing project of Sustainable Food Center’s (SFC) Grow Local program that helps children and adults in Central Texas to grow healthy food for themselves and their families, and to share their food with others. Each year, thousands of gardeners participate in Spread the Harvest so that they can meet their personal food needs as well as local community food needs. Spread the Harvest gardeners are entitled to the following resources:

- Free vegetable, fruit, herb & cover crop seeds
- Free transplants & compost (1 cubic yard per year), as supplies last
- Free fish emulsion & liquid fish seaweed
- Access to SFC’s tool and book lending library
- Subscription to SFC’s Grow Local listserv, with info on upcoming gardening events, classes, workshops, and more
- Technical assistance from staff

In order to remain an active participant in the Spread the Harvest project, gardeners agree to track the amount of food harvested from their garden and shared with family, friends, or a nearby food pantry. Four times a year, in January, April, July, and October, Grow Local contacts gardeners via a survey to find out how their garden is growing. Collecting this information is necessary for us to receive funding for the Spread the Harvest project. It also helps us gauge the impact of our services in the community.

If you would like to be part of Spread the Harvest, fill out the enclosed application form and return it to: Sustainable Food Center c/o Spread the Harvest, 2921 E. 17th St., Building C, Austin, Texas, 78702; fax to (512) 236-0098; or email to vanessa@sustainablefoodcenter.org. For more information about Spread the Harvest, contact the Grow Local staff:

Sari Albomoz
Grow Local Director
(512) 236-0074 x110

Ellen Orabone
Grow Local Teaching Garden Coordinator
(512) 236-0074 x131
SPREAD THE HARVEST APPLICATION

All information provided on this form will remain confidential and will never be given out or sold.

GARDENER CONTACT INFORMATION

Primary Gardener Name: ___________________________ City: ___________________________
Mailing Address: ___________________________ State: ______ Zip Code: _______ E-mail address: ___________________________
Type: Home Work Cell
Primary phone #: ___________________________ Type: Home Work Cell
Secondary phone #: ___________________________ Type: Home Work Cell
Additional phone #: ___________________________ Type: Home Work Cell
Preferred contact method (check one): [ ] E-mail [ ] Phone

Partner Gardener Name (if applicable): ___________________________
Mailing Address: ___________________________ State: ______ Zip Code: _______ E-mail address: ___________________________
Type: Home Work Cell
Phone #: ___________________________

GARDEN SITE INFORMATION

Garden/Organization Name (if applicable): ___________________________
Garden Address: ___________________________
City, State, Zip: ___________________________ Garden Size (sq. ft.): ___________________________
If resources will be shared with more than one garden, please list information for all participating gardens on an extra page.

What do you plan to grow in your garden?
What will you do with the produce harvested from your garden?
How did you hear about SFC’s Spread the Harvest program?
Would you like SFC to contact you with volunteer opportunities? [ ] Yes [ ] No

By signing here, you indicate that you have read and agree to SFC’s Spread the Harvest Grievance Procedure (see second page of application): Written or typed signature ___________________________ Date ___________________________

Questions? Contact Sustainable Food Center at (512) 336-0074 x105. Thank you!

Last modified 7/29/13

There’s more, keep going...
Research on the Benefits of Youth Garden Programs

Over the past three decades, obesity rates have skyrocketed in the United States and now nearly a third of all adults are obese (Center for Disease Control 2011). Unfortunately, the statistics for children are following the same trend. The obesity rate among children has more than tripled since 1980 and now stands at 17 percent (Ogden et al. 2010). There are many factors contributing to this rise in obesity among adults and children, including sedentary lifestyles and poor eating habits (U.S. Department of Health and Human Services 2005).

Research shows that one solution to this problem could be instituting school gardening programs. Studies of school garden programs have shown many benefits, including (1) increased openness to, preference for, and intake of fruits and vegetables, (2) increased academic performance and attitudes toward learning, (3) improved behavior at home and at school, and (4) improved environmental appreciation and attitudes.

1. Increased openness to, preference for, and intake of fruits and vegetables

Robinson-O'Brien et al. (2009) found that “exposure to garden-based nutrition education is associated with increased fruit and vegetable intake.”

After a combined nutrition and gardening program among 6th graders, participants ate an average of 2.5 more servings of fruits and vegetables—more than double what they ate prior to the program (McAleen and Rankin 2007).

Pre and post surveys of the Delicious and Nutritious Gardening program participants showed a significant increase in their preference for vegetables (Henn et al. 2009).

Fourth graders who went through a gardening-nutrition program showed greater preferences for fresh vegetables and fruits than before the program, and were more willing to try new fruits and vegetables than fourth graders who only had the nutrition component (Morrison 2005).

Students who received garden and nutrition education were more likely to choose vegetables in their cafeteria meal and had a higher preference for vegetables than both students in the control group and students who only had nutrition education (Farmer et al. 2009).

Youth Farm Market Project participants were more open to trying food from other cultures and more willing to try and eat vegetables (Lautzenschläger & Smith 2007).

2. Increased academic performance and attitudes toward learning

Science achievement of students who participated in a hands-on (i.e., experiential) gardening program was higher than that of students who only engaged in classroom curriculum (Kramer et al. 2005).

Garden-based learning associated with increased scores in science achievement tests in a controlled study (Smith and Mortenbocker 2005).

Participants in a school garden program in California experienced significant gains in overall GPA in math and science, and improvement on a standardized psychosocial questionnaire. Teachers stated that gardening programs led to more conducive learning environments (Murphy 2003).

Environment-based education, of which school gardens were a part, increased attention and enthusiasm for learning (Lieberman and Hooy 1999).
3. Improved behavior at home and at school
Alexander and Hendrix (1998) found that a school garden program improved self-esteem, a sense of ownership and responsibility, and family relationships among participants. Having gardens at school can help to create an environment that supports healthy eating habits and students who are more connected to the garden tend to be more positively bonded to their school. In turn, students who are more connected to school "show lower levels of emotional distress, risk behavior, and aggression" (most likely because these students are more likely to develop the same prosocial values held by the school and their teachers) (Ozer 2007).

4. Improved environmental appreciation and attitudes
Leutenschlager & Smith (2007) found that participants of the Youth Farm Market Project had a greater appreciation for the environment than non-participants. Skelly & Bradley (2007) showed that after completing a garden program, the environmental attitudes of participants improved and were more than non-participants.

Bibliography
Laubach, J. L. Smith, E. Beliefs, knowledge, and values held by green city youth about gardening, nutrition, and cooking. Agriculture and Human Values. Vol. 24, 2007, p. 205.

GARDEN-BASED LEARNING WORKING GROUP - RESEARCH "BRIEFS"

ACADEMICS — For Teachers and Administrators

"Learning comes alive in a school garden! All subjects can be taught in this dynamic hands-on environment. From reading to science, math to nutrition, it’s all possible. With bales of straw as chairs, clipboards as desks, and the garden as their classroom, students' textbook lessons come to life as butterflies metamorphose, worms decompose, plant growth is recorded, fresh corn is eaten, and sensory poetry is created.

California Academic Content Standards are growing, too! Everything we know about good teaching is magnified in a school garden: student engagement, meaningful, relevant lessons, use of manipulative, cooperative learning, and exploration and discovery. There is no better environment than the garden in which to plant the seeds of knowledge, learn how to experience the joy of learning, and harvest a bountiful crop of lifelong learners."

— Martha Deijeler, former School Principal, Bureso Springs Elementary

"We don’t have time to garden. We need to use every available minute of class time to focus on meeting the standards." What’s often overlooked in our concern as educators in meeting the standards and facilitating a positive student performance on standardized tests is that garden-based education provides a superb vehicle to help us accomplish our vital work in these areas.

Numerous studies have proven that garden-based education improves academic performance and may lead to higher test scores in student populations. Some of the strongest academic gains appear to be in the areas of math and science, and overall improvement on standardized achievement tests has been well documented. Particularly important is the research that indicates that (educators) on learning may lead to significantly higher gains in science achievement that classrooms learning above. Research also confirms that garden-based educational programs can positively impact the learning environment and student attitudes toward learning, resulting in increased attention and enthusiasm for the educational process. Equally important is the research that suggests that garden-based education is vital to the psychosocial development of youth, and as a valuable tool in educational engagement.

Increased Academic Performance/Higher Test Scores
Research strongly supports that garden-based education increases academic achievement and often results in higher test scores.

- Science achievement of students who participated in a hands-on (i.e., experiential) gardening program was higher than that of students who only engaged in classroom curriculum (Kleiner et al., 2005).
- Participates in a school garden program in California experienced significant gains in overall GPA in math and science, and improvement on a standardized psychosocial questionnaire (Murphy 2003).
- Garden-based learning associated with increased scores in science achievement tests in a controlled study (Smith and Matzke, 2005).
- A broad study of 40 schools from across the U.S. shows that environment-based education curriculum results in better performance on standardized achievement tests (Sieber & Hoody, 2008).
- Involvement with school nature areas has direct relationships with improved academic performance (Bell, 2001).
- Involvement with Junior Master Gardener results in gains in academic knowledge in science, horticulture, and environment (Dicks & Orvis, 2005).

Learning Environment/Attitudes Toward Learning

Improved academic performance and higher test results aren’t the only benefits of garden-based education. Research and anecdotal reports from teachers strongly support the value of gardens in creating a positive learning environment.

- School programs based on environmental education and hands-on learning resulted in reduced classroom management and discipline problems. (Liebman & Hood 1998)
- Teachers stated that gardening programs led to more conducive learning environments. (Murphy 2003)
- Environment-based education, of which school gardens were a part, increased attention and enthusiasm for learning. (Liebman & Hood 1998)
- Curriculum based on hands-on, problem-solving strategies and interventions for learning (Walzak & Bradley 2000)
- Impact of outdoor education provides positive attitudes towards science. (Walzak et al. 2003)

Importance Perceived by Teachers

Gardens aren’t only valued by students, but by teachers as well. Research strongly supports the notion that teachers who are trained in the use of garden-based learning strategies think that gardens help student learning.

- 84.3% of teachers exposed to school garden think gardens help students learn more effectively. (Skelly and Bradley 2000)
- 73% of teachers surveyed think experiential learning in gardens is effective. (Skelly and Bradley 2000)

References Cited


School Garden Project
Planning Worksheet

This worksheet can be used by the garden team to plan out the details of your school garden project.

1. What is the purpose and/or mission of your garden?

How will the garden be used?

How will the garden benefit the students, the school, and/or the community?

2. Who will be invited to participate in the garden (e.g., school staff, after-school staff, students, parents, community members, community organization partners)? Who will help with garden coordination and who will maintain the garden?

List the names of the other members of the garden team that will be coordinating this garden, and note each person's specific role in regards to the garden.

Name & Title: ___________________  Garden role/responsibility: ___________________

Name & Title: ___________________  Garden role/responsibility: ___________________

Name & Title: ___________________  Garden role/responsibility: ___________________

Name & Title: ___________________  Garden role/responsibility: ___________________

Name & Title: ___________________  Garden role/responsibility: ___________________

3. Do you have permission from the school principal to implement a school garden program? If not, what is your plan for seeking permission?

4. Do you have a location chosen for the garden? Have you gotten input on the desired site from the school facilities/grounds person? Does it have the following components?
   - Level ground, away from drainage paths
   - Easy accessibility – by school staff (and community, if applicable). Must not block gates or access paths

5. Garden layout: How many beds do you plan to construct? What will be the approximate dimensions?

6. How will the garden be funded? What is the plan for securing funding?

7. Do you have a plan for how the garden will handle finances, including where to hold donations and awards?

8. Create a timeline and budget for the start-up phase of the garden.
   - The attached template can be used to chart out your plans for developing the garden and the supplies needed for these objectives.
   - Under “Funding Source(s)”, indicate whether items will be donated, purchased using garden funds, or purchased using grant funds.

9. Do you plan to create rules and/or guidelines for your garden?
How to Write a Grant Proposal

Grants are an effective way to secure funding for your project. Although writing a grant proposal may seem intimidating to those that have never been through the process before, if you can tell your story, you can write a grant. Typically grant proposals are requested by private or public foundations, government entities, and corporations. Some local businesses and even individuals may request that you submit a grant proposal as well.

The first step in writing a grant proposal is to make contact with the entity you are seeking funding from. Get on their radar. Let them know that you are interested in seeing their support.

Below is some information that is commonly required for grant proposals:

- **Cover Letter**
  A brief description of the proposal, including project title, amount requested, and how the project fits with the mission of the foundation.

- **Summary**
  A brief description, typically less than 1 page, of the project and request, including who, where, why, what, when, and how.

- **Agency Description**
  Description of your school: who you serve, noteworthy projects at your school, and accomplishments.

- **Problem Statement**
  Needs and issues of the community to be addressed by this project, including facts and numerical data. Problems addressed by a school garden could include but are not limited to: nationwide increases in childhood obesity, decline in physical activity, falling science and math scores, and hunger.

- **Project Description**
  Description of your proposed solution to the above problems and how you plan to meet the needs of community members. Include detailed information on activities and benefits: who will be served, what resources you have or community partners you will work with.

- **Goals and Objectives**
  A detailed description of what you plan to accomplish over the course of the project: who are you targeting and what will they accomplish. Be specific. For example, the goal of this project is to increase 5th grade science scores through hands-on learning experiences in the garden. Some key factors in accomplishing this goal include the development of a natural habitat garden.

- **Evaluation or Measures**
  This details how you plan to track or measure the services delivered, how you will determine if your project is successful, including information on measurement techniques, numbers measured, and expected outcomes. For example, 100 5th grade students will increase their consumption of fruits and vegetables by 25% by the end of the school year.

- **Budget**
  Detailed information on cost of project, including personnel and non-personnel expenses, request for funding, matching funds, and funding already received.

- **Future Funding**
  How do you plan to fund the program in the future?

- **Supporting Documents**
  Any extraneous documentation requested by funder, including letters of support from project partners, IRS designation letter, recent certified audit, financial statements, pictures, artwork, newspaper articles, or brochures.

Source: Banks, Janet; Evans, Mike and Emily Neiman. The School Farm: Sustainable Food Center, Austin, TX, 2007.
The Environmental Support Center aims to strengthen non-profit environmental organizations in areas of fund raising, organizational development and planning. They believe that organizations that analyze potential income growth and develop a multi-year "comprehensive fundraising plan" are more likely to be financially sustainable over time.

Award: $5,000 - $10,000

Eligibility: Regional, statewide, or local nonprofit organizations serving low-income or minority constituencies with environmental issues as a significant part of their organizations' agendas.

Deadline: Applications are accepted on a rolling basis

EPA Environmental Education Grants
http://www.epa.gov/enviro/ed/grants.html

Contact: Regional contacts can be found on this page
http://www.epa.gov/enviro/ed/grants/contacts.html

The Grants Program sponsored by EPA's Environmental Education Division (EED), Office of Children's Health Protection and Environmental Education, supports environmental education projects that enhance the public's environmental education. EPA grants are offered each year based on funding appropriated by Congress.

Award: Initial funding ranges between $2 and $3 million. More than 75 percent of the grants awarded by this program receive less than $19,000.

Eligibility: Applicants must represent one of the following types of organizations:
- Local education agency (but not an individual teacher)
- State education or environmental agency
- College or university
- Non-profit organization (501(c)(3))
- Commercial educational broadcasting entity
- Tribal education agency (which includes schools and community colleges controlled by an Indian tribe, band, or nation)

Applicant organizations must be located in the U.S.

Deadline: May 24th

Fiskars' Orange Thumb Project
http://www.fiskars.com/orchard/garden_en_us/Garden/Project/OrangeThumb/grantprogram

Contact: OrangeThumb@fiskars.com

EPA grants are available to support Project Orange Thumbâ€”a grant program that provides community garden groups with the tools and materials they need to reach their goals for neighborhood beautification and horticulture education. Award: Up to $5,000.00 in Fiskars' Garden Tools Project Orange Thumb T-shirts for garden members/volunteers, and up to $1,000.00 for other materials such as seeds, tools, etc.

Eligibility: Community garden groups, as well as schools, youth groups, community centers, camps, clubs, treatment facilities, etc., are encouraged to apply.

Deadline: December 31st

The Fruit Tree Planting Foundation
http://www.fruit.org/

Contact: 831-621-8076 or info@fruit.org and find the application here http://www.fruit.org/application.doc

The Fruit Tree Planting Foundation (FTP) is an award-winning international nonprofit charity dedicated to planting fruitful trees and plants to alleviate world hunger, combat global warming, strengthen communities, and improve the surrounding air, soil, and water. FTP programs strategically donate orchards where the harvest will benefit entire communities for generations, at places such as community gardens, public schools, city/town parks, low-income neighborhoods, Native American reservations, international hunger relief sites, and animal sanctuaries.

Amount: All plant material, equipment and staff to install orchard

Eligibility: Public community gardens with space for an orchard.

Deadline: Not listed

Katie's Krops
http://katieskrops.com/apply-for-a-grant.html

Contact: PotatoKrops@kateskrops.com

Katie's Krops is accepting applications from young individuals between the ages of 9-16 years old that live in the US to win a grant to start a vegetable garden to feed people in need in their community. The mission of Katie's Krops is to start and maintain vegetable gardens of all sizes and donate the harvest to help feed people in need, as well as to assist and inspire others to do the same.

Award: Gift card to a garden center in your area (up to $400)

Eligibility: All types of vegetable gardens - including container gardens, community, and school gardens

Deadline: December 5

Knight Foundation
http://www.knightfdn.org/grants/

Contact: Knight Foundation 22323 North Bayshore Drive, Suite 300, Miami, FL 33131 (305) 284-0860

As a national foundation with local roots, we seek opportunities that can transform both communities and journalism, and help them reach their highest potential. We believe nothing big happens without a big idea, nothing new without a new idea. In every project we fund, the idea comes first.

Award: dependent upon project

Eligibility: 501(c)(3) tax-exempt nonprofit organizations involved in one or more of the Knight Foundation's six funding priorities: Education, Well-being of children and families, Housing and community development, Economic development, Civic engagement or Vitality of cultural life.

Deadline: Ongoing

The Lorie Otto Seed for Education Grant Program
http://www.ftrwild.org/nendowox

Wild Ones is a not-for-profit organization dedicated to the use of natural landscaping with native plant species as an ecologically better alternative to traditional landscaping practices.

Award: Range from $100 to $2,500 each

Eligibility: Schools, nature centers, and other nonprofit and non-for-profit places of learning (including universities of worship) with a site available for this stewardship project may apply for an SFE grant.

Deadline: October 15th annually

Lowell's Charitable and Educational Foundation
http://www.cybergrants.com/lowers/start-apps.html

http://www.lowells.com/cdl-Corporate-Citizenship.374240009

Founded in 1952, the Lowell's Charitable and Educational Foundation (LCF) has a long and proud history of contributing to grassroots community projects. LCF awards more than $3 million annually to diverse organizations and schools across the United States where Lowell's operates stores and distribution centers. The Foundation's primary philanthropic focus areas include K-12 public schools and non-profit community-based organizations.

Award: $5,000 - $25,000

Eligibility: 501(c)(3) tax-exempt nonprofit organizations & public agencies in communities where Lowell's operates stores and distribution centers.

Deadline: Not listed

Nature of Learning Grant Program
http://www.cfww.org/natureoflearning/

The National Fish and Wildlife Foundation, in cooperation with the U.S. Fish and Wildlife Service National Wildlife Refuge System, the National Conservation Training Center, and the National Wildlife Refuge Association, is pleased to solicit applications from organizations interested in enhancing the Nature of Learning in their communities. The Nature of Learning is the FWS National Wildlife Refuge System’s community-based education initiative that seeks to: use National Wildlife refuges as outdoor classrooms to promote a greater understanding of local conservation issues, encourage an interdisciplinary approach to learning that seeks to enhance student academic achievement, utilize field experiences and student-led stewardship projects to connect classroom lessons to real world issues, and involve a partnership among local schools, community groups, nature resource professionals and local businesses.

Award: $10,000 start-up grants; $5,000 follow-up grants

Eligibility: Academic Institutions or non-profit organizations

Deadline: April 1st

Profiles in Caring: Ambassadors of Caring Awards
http://www.profilesincaring.com/amfau.asp
Contact: info@profilesincaring.org
Profiles in Caring is a nationally and internationally syndicated television show that is also a non-profit organization. It profiles non-profit humanitarian groups doing good work around the world. The Ambassador of Caring Award is a series of ongoing grants from Profiles in Caring and our title sponsor Equitable Life and Casualty. There is no deadline to apply.
Award: $10,000
Eligibility: Applicant must be a registered non-profit organization with 501(c)(3) status
Deadline: No deadline to apply.

II. Community Garden-Only Funding Opportunities

Sites that list current grant opportunities:
American Community Gardening Association - http://www.communitygarden.org/team/resources/funding_opportunities.php

A. Local Austin Opportunities

Austin Parks Foundation
www.austinparks.org
Contact: Ronnie Weaver, 477-1546, rweaver@austinparks.org
Austin Parks Foundation can send tools for volunteer events. They also help facilitate communication with the Austin Parks and Recreation Department.
Award: Austin Parks Foundation offers grants for community gardens on parkland for permanent amenities related to the project. For example, they support:
- permanent signage
- fencing
- artwork
- perennial plants to be installed outside the garden area, such as vines to beautify fences or trellis to shade portions of the gardens
- materials to build pathways and raised beds
- water lines where necessary
- benches inside or outside the gardens
They do not support:
- seeds
- educational programming
Grants are through the Neighborhood Park Grants program (for awards under $5,000) or Austin City Limits Music Festival Fund (for awards $5,000 and up). Grants require matching through volunteerism, cash fundraising, and/or in-kind donations. Applications are available by request.
Eligibility: APF funds projects on City parkland.
Deadline: Grants are accepted on an ongoing basis and reviewed twice a year; deadlines are May 30th and September 30th.

National Opportunities

Community Garden Starter Grants
http://www.greenspacesalliance.org
Contact: Green Spaces Alliance, P.O. Box 15677, San Antonio, TX 78212, 210-222-8430
Award: Non-profit organizations
Eligibility: Non-profit organizations
Deadline: Applications open April 1st and accepted on a rolling basis until October 1st, 2011
Note: For San Antonio, TX link on page listing other community garden funds

Kroger Company Foundation
http://www.thekroger.com/corpnews/corpinfo_charitablegiving_foundation.htm
Contact: Foundation Administrator, The Kroger Co. Foundation, 1014 Vine Street, Cincinnati, Ohio 45202; 1-866-221-4141; http://www.thekroger.com/contact/contactform.htm
The Kroger Co. Foundation was established in 1987 to support charitable activities in the communities where Kroger customers and associates live and work. In 2006, the Foundation awarded nearly $2.7 million to non-profit organizations. Grants are made to feed the hungry, support breast cancer initiatives, provide disaster relief and assist local grassroots organizations.
Award: Dependent upon project: up to $50,000
Eligibility: 501(c)(3) tax-exempt nonprofit organizations that feed the hungry, support breast cancer initiatives, provide disaster relief and assist local grassroots organizations.
Deadline: Accepted on a rolling basis.

Mott Foundation
http://www.mott.org/grantssearch.aspx
Contact: MFH, Mott Foundation Building, 503 South Saginaw Street, Suite 1200, Flint, Mich. 48502 (810)238-5651; fax (810)766-1753; info@mott.org
Grants for civil society, environment, poverty and projects local to Flint, Mich. Foundation mission: To support efforts that promote a just, equitable and sustainable society.
Award: $15,000 to $250,000
Eligibility: 501(c)(3) organizations; International only from above countries with equivalent tax exempt status
Deadline: 30 days from the time of application for consideration.

Public Welfare
http://www.publicwelfare.org
Groups that provide services to disadvantaged persons and work for meeting basic human needs. The Public Welfare Foundation supports efforts to ensure fundamental rights and opportunities for people in need. We look for carefully defined points where our funds can make a difference in bringing about systemic changes that can improve lives.
Award: $25,500
Eligibility: NGO groups
Deadline: Ongoing. Applicants should submit letters of inquiry four to six weeks before the full proposal deadline.

Tom’s of Maine Sponsorship Support for Community Projects
http://www.tomsfordmaine.com/community-involvement/project-sponsorships.aspx
Contact: 800-347-8667
Tom’s of Maine believes that small differences in the community can make a large difference in the world, so they want to support and encourage efforts to get involved.
Award: $20,000
Eligibility: Non-profit organization with 501(c)(3) status
Deadline: Check website

WHO Foundation: Women Helping Others
http://www.whofoundation.org/Funding/WHO_funding.asp
The WHO Foundation: Women Helping Others nationally supports grass-roots charities serving the overlooked needs of women and children. Grants are provided to organizations serving women and/or children in the United States and Puerto Rico. Specific projects and programs addressing health and social service needs are our priority. The Foundation recognizes the value of new programs created to respond to changing needs and will consider funding projects of an original or pioneering nature within an existing organization.
Award: Dependent on organization
Eligibility: Organizations must have 501(c)(3) non-profit status. Organizations must have been incorporated for a minimum of three years prior to application. If you have received a WHO Foundation Grant in the past, please wait three years before applying again. Preference will be given to organizations with an operating budget of $3 million or less, those not dependent upon government grants, and those with greater organizational program costs than personnel costs.
See http://www.whofoundation.org/Funding/WHO_fundingCriteria.asp for full criteria.
Deadline: Early September
III. School Garden-Only Funding Opportunities

Sites that list current school garden grants:
http://www.greenwomans.org/view/equipmentfunding/

Kids Gardening: http://www.kidsgardening.org/

Bonnie Plants 3rd Grade Kids Cabbage Program

Contact: Jamie Culppepper, National Cabbage Program Director at Jamie.Culppepper@bonnieplants.com

Each year, Bonnie Plants distributes free cabbage plants to third graders across the country to foster an interest in gardening and the environment. Cabbage is delivered to students whose teachers have signed up to participate. Students in these third grade classrooms each get their very own cabbage plant, take care of and harvest. The cabbages produce oversized heads, making the process even more exciting for kids.

Award: Oversized cabbage and the chance for students to win $1,000

Eligibility: 3rd grade classes in the U.S.

Deadline: 2011-2012 School Year
Class Registration: Before February 1st, 2012
Plants Delivered: Early Spring 2012
Classroom Winner Submission: September 10, 2012
State Winners Announced: By late December 2012

Brower Youth Awards
http://newyouthawards.org/article.php/list=browerawards-54

Contact: Earth Island Institute, 510-849-9444

The Brower Youth Awards is an annual national award recognizing six young people for their outstanding activism and achievements in the fields of environmental and environmental justice advocacy.

Award: The winners of the award receive a $3,000 cash prize, a trip to California for the award ceremony and wilderness camping trip, and ongoing access to resources and opportunities to further their work at Earth Island Institute.

Eligibility: Young activists, leaders, ages 12-32, living in North America are eligible to apply.

Deadline: Not listed. Until December 2011

Captain Planet Foundation Grants
http://www.captainplanetfoundation.org/default.aspx?oid=34&tab=apply

Contact: grants@captainplanet.org

The Captain Planet Foundation accepts applications four times each year for funding projects that help students' better grasp environmental issues.

Award: Grants range from $250 to $2,500.

Eligibility: Projects must promote understanding of environmental issues, focus on hands-on activities, involve children and young adults ages 6 to 18, promote interaction and cooperation within a group, help young people develop planning and problem-solving skills, include adult supervision, and commit to follow-up communication with the foundation.

Deadline: May 31st, September 30th, January 15th

Note: Grant cycles end in May, September and December.

Christopher Columbus Awards
http://www.christophercolumbusawards.com/

Contact: Stephanie Halman, 880-291-4200 x1, 3154, cchaling@nycmedia.com

The Christopher Columbus Awards is a national, community-based science and technology program for middle school students. The program challenges students to work in teams of three to four, with an adult coach, to identify a problem in their community and apply the scientific method to create an innovative solution to that problem.

Award: Eight finalists and their coaches will receive an all-expense-paid trip to Walt Disney World to attend National Championship Week and compete for valuable U.S. Savings Bonds, plus a $200 development grant to further refine their idea. More prizes are listed on website.

Eligibility: Open to all 6th, 7th and 8th graders.

Deadline: mail the entry by February 8th

DonorsChoose.org
http://www.donorschoose.org/

Contact: Go to this site for help http://hello.donorschoose.org/

DonorsChoose is a simple way to provide students in need with resources that our public schools often lack. At this not-for-profit website, teachers submit project proposals for materials or experiences their students need to learn. These ideas become classroom reality when concerned individuals choose projects to fund.

Award: A variety of materials and resources.

Eligibility: Full-time, 'front-line' educators at public schools (i.e., classroom teachers, librarians, guidance counselors) are eligible to participate by submitting projects on DonorsChoose.org. Administrators, part-time educators, assistants or student teachers, staff developers, and volunteers are not eligible to request materials at DonorsChoose.org.

Deadline: Ongoing

Increase Your Green School Competition
http://www.dosomething.org/yourgreen/school

Dosomething.org is calling on students to green their school. Students who make the biggest effort to reduce their school's carbon footprint could win up to $1,500 to further their efforts.

Award: Schools are eligible for a first place prize of a $1,500 grant and a banner, an eco-friendly gift bag, and a chance to be visited by the B-lobster bus. Three $500 second place prizes will also be awarded.

Deadline: October 1st

Kids In Need Teacher Grants
http://www.kinf.org/grants/index.php

Contact: 937.396.1230, info@kinf.org

The School, Home, & Office Products Association Kids In Need Foundation offers Teacher Grants for K-12 educators to provide innovative learning opportunities for their students.

Award: Grants range from $100-$500 each, and are used to fund creative classroom projects.

Eligibility: All certified K-12 teachers in the U.S. are eligible.

Deadline: September 30th

Note: Typically 300-300 grants are awarded each year.

Lowery's Toolbox for Education
http://www.lowerystoolboxforeducation.com

Lowery's recognizes the importance of parent involvement in education. To empower parents and further encourage their involvement in their children's schools, we have established the Lowery's Toolbox for Education grant program to fund school improvement projects initiated by parents. Launched in partnership with PTO Today, a leading organization serving parent-teacher groups, Toolbox for Education will provide grants for public school improvement projects initiated by parents.

Award: $3,000

Deadline: For the 2011-2012 school year, the first deadline is 5pm EST on October 14th, 2011, and the second deadline is 5pm EST on February 17th, 2012.

Eligibility: Any K-12 school or parent group with a group tax ID (E or official 501(c)3) status.

Melinda Gray Arda Environmental Foundation Grants
http://www.mgef.org/

Contact: info@mgef.org

The Foundation supports curricula that empower and encourage students to become involved in solving environmental and social problems as informed decision makers through the emphasis and application of basic ecological principles.

Award: Grants of up to $1,500 are offered each year.

Eligibility: Any organization eligible to apply... schools, non-profits, governmental agencies and others. The only criterion is that we can only provide funds to an organization not to an individual.

Deadline: pre-proposals are due Sept 20th; full proposals are due Sept 25th

National Education Association Foundation Student Achievement Grants

The NEA Foundation, in partnership with Nickelodeon and the Staples Foundation for Learning, offers Green
Grants for the development and implementation of ideas, techniques and approaches for teaching green concepts and to support projects that integrate green-related topics with various standards-based content areas.

Awards: Grants are worth up to $5,000.
Eligibility: Applicants must be U.S. public school pre-K-12 teachers; public school support professionals, or faculty or staff at higher education institutions.
Deadlines: Three cycles: February 1st, June 1st, October 15th

National Science Teachers Award Programs
http://www.nsta.org/about/awards.aspx

Contact: 703-418-1700; awards@nsta.org

Award grants for innovative science projects and additional grants are given for teaching performance and plans in the field of science.

Awards: 50 grants of up to $10,000.
Eligibility: Dependent on grant.
Deadline: November 30th

Project Learning Tree Green Works! Grants
http://www.plt.org/greenworks

Contact: Jackie Stallard, stallard@forestryfoundation.org, 207-407-3475

GreenWorks! grants engage Project Learning Tree educators, and their students, with their local community in "learning-by-doing" environmental projects. Student leadership, service-learning, and community partnership are the cornerstones to GreenWorks! Projects. These greenaction projects enable schools and youth organizations across the country to make a positive impact on their communities.

Awards: $1,000
Deadline: September 30th and October 28th (two different grants are available)
Note: check the website for the most recent grant list.

Richard C. Bartlett Environmental Education Award
http://www.neefusa.org/pedrictaward.htm

Contact: grantsadmin@neefusa.org

The Richard C. Bartlett Environmental Education Award is given annually by the National Environmental Education Foundation to an outstanding classroom teacher who has successfully integrated environmental education into the curriculum. The award is given to an educator who can serve as an inspiration and model for others.

Awards: A $5,000 cash award is provided for the recipient to continue his or her work in environmental education. Two merit winners will each receive $750.
Eligibility: Nominations are accepted from anyone on behalf of an outstanding teacher who is integrating environmental education into their curriculum.
Deadline: March 14th

Siemens We Can Change the World Challenge
http://www.wecanchangew.com/

The Siemens We Can Change the World Challenge is a sustainability challenge where students form teams, work with a teacher/mentor to identify an environmental issue in their community, research it, develop a plan, collect data, analyze that data, and share the results they've found so far. Teams may be made up of 2-3 students, each of whom is a U.S. resident enrolled in a public, private, parochial, or home school in the U.S., under the supervision of an adult.
Deadline: Ongoing (ends on March 15th, 2012)
Note: There are three different challenges depending on grade level so visit the website to learn more.

Texas Department of Agriculture Grant Program
http://www.texasagri.texas.gov

Contact: Ms. Mindy Fyter, Grants Specialist, at (512) 463-6908 or by email at Grants@TexasAgriculture.gov

This is an exciting agricultural-related grant program for urban elementary public schools in districts with an enrollment of 49,000 students or more. The program helps improve students' understanding of agriculture through projects, such as school vegetable gardens, which can offer lessons not only in horticulture, but also in water conservation and nutrition. Projects are limited to the extent of an applicant's imagination.

Awards: $2,500

Eligibility: Texas public elementary school from an urban school district with an enrollment of at least 49,000 students.
Deadline: May 1st

Texas America Foundation Grants for Math and Science Teachers
http://www.tafth.com/taf/

Contact: 212-594-0520

Texas America Foundation (TAF) grants support innovative projects designed by math and science teachers to make their classrooms more exciting and successful for students.

Awards: Grants for grades K-12 can be up to $5,000.
Eligibility: Any teacher in a public or private school in the U.S. is eligible.
Deadline: Yearly on October 1st
Note: TAF offers similar grants for teachers of grades K-5.

Toyota Tapestry Grants
http://tapestry.nsta.org

Contact: tapestry@nsta.org

Toyota TAPESTRY recognizes outstanding educators who are making a difference by demonstrating excellence and creativity in science teaching. Thanks to these teachers' tireless efforts to improve their skills and increase their effectiveness, students nationwide are gaining a better understanding of science principles and methodologies. Toyota and NSTA sincerely hope these grants continue to inspire teachers and serve as a catalyst for lifetime science learning.

Awards: Dependent on year
Eligibility: Science teachers
Deadline: March 1st

Volvo Adventure
http://www.volvoadventure.org/home.aspx

In partnership with the United Nations Environment Programme, the Volvo Adventure is an educational program that rewards environmental activities and the decision-makers of the future. Teams of 2 to 1 members aged 13 to 16 years perform environmental projects in their local communities. Projects are submitted online, and the best entries are asked to join an international competition to present their ideas in Sweden and compete for the final prizes. There is also a companion program for younger students.

Awards: Projects are judged and the best projects are selected for an all-expenses paid trip to Göteborg, Sweden, where they can win: 1st place = $10,000, 2nd = $6,000, and 3rd = $4,000.
Eligibility: Teams of 2-5 youths between the ages of 13-16 working on a practical action project that will improve their school or community environment.
Deadline: January 31st

Western Growers Foundation
http://www.wgf.org/default.php?id=0

Contact: Briana Lewis, Foundation Administrator, (949) 885-2259, Blevs@wga.com

Research shows that nutrition curriculum including school garden can improve a child's knowledge of nutrition, preference for fruits and vegetables, and willingness to try new fruits and vegetables. Our desire is for every child to have the opportunity to learn the extraordinary lessons that come from the garden experience.

Awards: May include up to $1,500, Irrigation kit, seeds, teacher resources, and more
Eligibility: Each school awarded will receive up to $1,500, a drip-tape irrigation system, seeds, books, and educational resources for teachers
Deadline: Fall applications by November 15th, Spring applications by June 1st

Whole Kids Foundation
http://www.wholekidsfoundation.org/garden_grants.php

Eligibility: To be eligible for a garden grant, applicants must be a 501(c)(3) nonprofit organization or nonprofit K-12 school that is developing or currently maintaining a school garden project that will help children engage with fresh fruits and vegetables. Garden projects may be at any stage of development: planning, construction or operation. For cases in which an applicant facilitates garden projects in more than one school, multiple garden grants may be requested under a single application, in occasional cases, additional funds may be awarded for...
special projects. In selecting grant recipients, priority will be given to both limited-resource communities and to projects that demonstrate strong buy-in from stakeholders. There is a limit of one garden grant per school.

Deadline: December 21

Engaging Youth
School Garden Curricula

TEXAS Specific

SFC’s The School Farm will help you bring the garden into your classroom. Filled with useful information on organic gardening in Central Texas, tips on community organizing, and fun activities, The School Farm will guide you on how to grow a successful food garden with elementary-aged children in Central Texas.

SFC’s Sprouting Healthy Kids curriculum and activity guide - geared toward the middle-school level. Download FREE at:
http://www.sustainablefoodcenter.org/sprouting-healthy-kids

Junior Master Gardener - The international youth gardening program of the University Extension network with partnerships with Texas A&M University System. Correlated to Texas TEKS, JMG’s many curricula serves children in elementary and middle school grades.
http://jjmgkids.us

Texas A&M University created a website to provide an introduction to school gardening. The website includes an outline of a year’s worth of weekly gardening lesson plans.
http://aggie-horticulture.tamu.edu/Kindergarten/nutrition/months/march.html

NATIONAL

Bon Appetit Management Company has written a thirty page guide, Student Gardens and Food Service, to help student gardeners establish a relationship between student gardens and their campus food service team. The guide is geared at college students but may be adapted for high school students, particularly under the guidance of faculty.
www.circleofresposibility.com/student-garden-guide

The Center for Ecoliteracy wrote Getting Started to provide an extensive guide for creating school gardens as outdoor classrooms.
http://www.ecoliteracy.org/downloads/getting-started

The Edible Schoolyard
http://www.edibleschoolyard.org/resources

Food and Culture: Exploring the Flavors of Your Community is a lesson plan written by the National Gardening Association designed to prompt students to think more deeply about the food they eat and why they eat it. This lesson does not require a garden.

The Food Studies Institute provides lesson summaries for elementary students as well as teaching tips for food education.
http://www.bookmasters.com/markids/10023.htm

Kids Gardening
http://www.kidsgardening.org/

A group of educators from Mansfield Middle School in Connecticut joined forces to create an extensive manual simply named School Composting: A Manual for Connecticut Schools. While there is a lot of information specifically related to Connecticut, the majority of the manual would be applicable anywhere. Included are strategies for initiating and developing a plan, promotional activities and lessons for curriculum connections.

The University of Minnesota’s Children’s Garden Research and Outreach Center has compiled a large amount of lesson plans and resources. Clicking on topics will redirect to a source. The site has information aimed at a wide array of subjects and age groups.
http://www.foodtimeline.org/food2a.html#pyramid

The Teacher’s Guide offers lesson plans focusing mainly on botany.
http://www.theteachersguide.com/plants/flowers.htm

The Sustainable Ag Research and Education program (SARE) provides a 14 page listing of more resources relevant to K-12 level sustainable agriculture lessons.

The University of Vermont has made resources for their Horticulture 6004 class Integrating Horticulture into the Elementary School curriculum available online. Among the information there is a long, clickable list of activities and experiments appropriate for elementary aged children in the garden.

Also see:
http://austinspn.org/programs_for_schools.htm
http://austinspn.org/resource_organizations.htm
## Developmental Characteristics of Youth: Implications for Experiential Learning

### Characteristics of Each Age Group

#### Ages 5 to 8
- Easily motivated—eager to try new things
- Experimental—likes to explore
- Learns best if physically active
- Short attention span—deal with here and now
- All new learning involves use of language
- Sensitive to criticism—do not accept failure well
- Strong desire for affection and attention of adults

#### Tips for the Experiential Learning Process

- **Experience**
  - Give clear and specific instructions
  - Plan a variety of activities where success can be experienced
  - Tailoring to this group is effective—and enjoyed
  - Plan activities that take a short time to complete—and build on previous experiences
  - Provide varied short and specific learning activities involving concrete concepts—focus on the doing instead of the finished product
  - Move quickly from one activity to another—alternate low and high activity with low
  - Set up situations that foster cooperation and teamwork rather than competition
  - Plan for small group activities with an adult for each three to four learners
  - Utilize field trips, role models, and hands-on experience
  - Provide activities that encourage physical activity such as running, moving, playing games, cutting with scissors, painting, pasting, brushing, and assembling
  - Help create opportunities for learners to share—say, time of an adult, time for other learners to speak, etc.
  - Plan for and encourage free time
  - Provide immediate positive encouragement and assistance

- **Share**
  - Consider alternative ways of expressing things learned, feelings felt, etc., during the activities—writing stories, drawing pictures, etc.
  - Ask learners what questions they have—help them predict answers to their questions
  - Ask learners to talk about how activities went for them—fun, boring, easy, hard, new, have done before
  - Think about things used in the activities—what things smelled the best, tasted the sweetest, felt the softest, etc.
  - If a sequential process was used, have learners name the steps completed in the process
  - Ask learners how caring for others was demonstrated in their group during the activities

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## Developmental Characteristics of Youth: Implications for Experiential Learning

### Characteristics of Each Age Group

#### Ages 5 to 8

### Tips for the Experiential Learning Process

- **Process**
  - Ask learners to tell you what they heard fellow group members say in the activities
  - If problems happened in the activities, ask learners why they occurred—and what could have been done differently to avoid them
  - Ask learners what surprises they observed in themselves and in others
  - If supplies were used in doing activities, ask learners what other supplies they could use when doing the activity again

- **General**
  - Include drama play to assist in clarifying how other people might feel or react in a similar situation
  - Ask learners what categories (if any) they used in the activities—ask them to tell you about other categories that exist in their group, family, etc.
  - Have learners tell you about other people who have gone through similar activities in real life
  - Congratulate ALL group members on completing the activities

- **Ample**
  - Ask learners to tell you what they will tell their parents about the activities they have just completed
  - If learners are going to attempt the activities at home on their own, talk about them from in doing that from you
  - If activities relate to job roles present in the community, help learners to make these connections through pictures, stories from family members, sharing of memories, role-plays, field trips, etc.
  - Have learners work with family members on follow-up related activities
## Developmental Characteristics of Youth: Implications for Experiential Learning

### Characteristics of Each Age Group Ages 9 to 11

<table>
<thead>
<tr>
<th>Characteristics of Each Age Group Ages 9 to 11</th>
<th>Tips for the Experiential Learning Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Very active with boundless energy</td>
<td>❑ Use detailed outlines of sequential learning experiences</td>
</tr>
<tr>
<td>❑ Easily motivated—eager to try new things</td>
<td>❑ Allow groups to develop parts of a larger plan</td>
</tr>
<tr>
<td>❑ Extremely curious—constantly ask “why?”</td>
<td>❑ Use hands-on learning-by-doing activities</td>
</tr>
<tr>
<td>❑ Enjoy hands-on activities</td>
<td>❑ Use activities where learners need to locate resources</td>
</tr>
<tr>
<td>❑ Use concrete thinking</td>
<td>❑ Build in activities where learners exchange resources for personal or group goals</td>
</tr>
<tr>
<td>❑ Learn to locate resources</td>
<td>❑ Plan activities that allow learners to move about and use their bodies—but vary activities for many interests (not just sports)</td>
</tr>
<tr>
<td>❑ Like to explore ideas</td>
<td>❑ Incorporate many brief learning experiences</td>
</tr>
<tr>
<td>❑ Like group activity</td>
<td>❑ Emphasize group learning experiences</td>
</tr>
<tr>
<td>❑ Learn about self through relationships</td>
<td>❑ Encourage learning experiences be done with learners of the same sex—it’s to be done with the opposite sex, avoid competitions between girls and boys (mix groups for these activities)</td>
</tr>
<tr>
<td>❑ Like to be with members of their own sex</td>
<td>❑ Use activities where learners achieve and produce a product</td>
</tr>
<tr>
<td>❑ Administer and arrange older boys and girls</td>
<td>❑ Keep written work simple—create forms and worksheets with the group step-by-step</td>
</tr>
<tr>
<td>❑ Has rapidly changing interests</td>
<td>❑ Give clear instructions with set deadlines</td>
</tr>
<tr>
<td>❑ Usually do best when work is laid out in small pieces</td>
<td>❑ Clarify and enforce reasonable limits for this group—provide the safety net of an adult who will maintain boundaries</td>
</tr>
<tr>
<td>❑ Guidance from parents and other adults important if learners are to stay in task and achieve optimum performance</td>
<td>❑ Do NOT play favorites—treat ALL learners fairly</td>
</tr>
<tr>
<td>❑ Do not like keeping records—do not see value in them</td>
<td>❑ InvolVe older teens in helping learners in this group plan and carry out activities together</td>
</tr>
<tr>
<td>❑ Find difficulty in delaying immediate pleasure for future goals</td>
<td>❑ Encourage group free time</td>
</tr>
<tr>
<td>❑ Like symbols and equals</td>
<td>❑ Be present for this group—visible and accessible in the background</td>
</tr>
<tr>
<td>❑ Need recognition and praise for doing good work</td>
<td>❑ Make recognition available to those who earn it—let learners know they will receive rewards for completing activities, and present recognitions in front of peers and parents</td>
</tr>
</tbody>
</table>

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## Developmental Characteristics of Youth: Implications for Experiential Learning

### Characteristics of Each Age Group Ages 9 to 11

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<tbody>
<tr>
<td>❑ Share</td>
<td>❑ Have learners share what interests, talents, abilities, and skills they developed in the activities</td>
</tr>
<tr>
<td>❑ Ask learners to share personal or group adjustments made during the activities</td>
<td>❑ Ask learners how teamwork, cooperation, friendship, and sportsmanship played out in activities completed</td>
</tr>
<tr>
<td>❑ Ask learners to verbalize and demonstrate opposing points of view they observed in the activities</td>
<td>❑ Ask learners to verbalize and demonstrate opposing points of view they observed in the activities completed</td>
</tr>
<tr>
<td>❑ Plan group time to talk about beliefs and values in relation to activities completed</td>
<td>❑ Ask learners to share opinions about activities completed—personal and group member performance, results of group work, etc.</td>
</tr>
<tr>
<td>❑ Ask group members to share opinions considered in the activities</td>
<td>❑ Ask group members to share opinions considered in the activities</td>
</tr>
<tr>
<td>❑ Ask learners to identify stressful and dangerous situations encountered in the activities completed</td>
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</tr>
</tbody>
</table>

### Process

| ❑ Ask learners to demonstrate sequential steps completed in the activities | ❑ If tools were used in the activities, ask learners how they shared the use of them in their groups |
| ❑ Ask learners what questions they still have about the activities just completed—encourage them to find some of the answers on their own, or encourage a few learners to find the answers and report back to the group | ❑ Have learners explain rationale for choosing some options over other ones in the completed activities |
| ❑ Help learners identify successes achieved in the activities—give positive feedback to the efforts and successes you see (and look for them) | ❑ Provide correction quietly—one on one—in a caring and encouraging manner |

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Wagman, Page 1, 2001
### Developmental Characteristics of Youth: Implications for Experiential Learning

#### Characteristics of Each Age Group

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<td><strong>Tips for the Experiential Learning Process</strong></td>
</tr>
<tr>
<td>- Avoid generalized praise—this group sees through it and feels manipulated</td>
</tr>
<tr>
<td>- Have learners generate alternative solutions to problems solved in the activities—or speculate other problems that could be solved in similar ways</td>
</tr>
<tr>
<td>- Ask learners what general categories were formed or needed to complete the necessary activities</td>
</tr>
<tr>
<td>- Ask learners to describe how the relationships that were formed or strengthened in the activities could be used in the future</td>
</tr>
<tr>
<td>- Provide active experiences that genuinely relate to or reinforce activity content presented such as nature walks, trips to significant sites, etc.</td>
</tr>
<tr>
<td>- Based on the context of activities completed, help learners form groups or clubs with common (collecting) interests or hobbies—hike, camp, model, sports, etc.</td>
</tr>
<tr>
<td>- Give related assignments for learners to manage and complete</td>
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<tr>
<td>- Encourage apprenticeship with teen volunteers in related activities</td>
</tr>
<tr>
<td>- Provide opportunities for parental involvement such as homework or &quot;to do&quot; lists—select the help of parents to assist learners with written work</td>
</tr>
<tr>
<td>- Build in ways parents, teachers, and other adults can help learners complete follow-up additional activities</td>
</tr>
<tr>
<td>- Provide opportunities to set two or three goals for a six-month period</td>
</tr>
<tr>
<td>- Encourage learners to incorporate technology into follow-up related activities</td>
</tr>
<tr>
<td>- Work with learners to identify and study related success</td>
</tr>
<tr>
<td>- Build in community service roles to reinforce content taught—help this group work on environmental issues in their community</td>
</tr>
</tbody>
</table>

#### Characteristics of Each Age Group

<table>
<thead>
<tr>
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<tbody>
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<td>Characteristics of Each Age Group Ages 12 to 14</td>
</tr>
<tr>
<td><strong>Tips for the Experiential Learning Process</strong></td>
</tr>
<tr>
<td>- Ready for in-depth, longer learning experiences</td>
</tr>
<tr>
<td>- Concerned about physical development—sometimes practice excessive grooming behaviors</td>
</tr>
<tr>
<td>- Self-conscious—many need help overcoming inferiority complexes</td>
</tr>
<tr>
<td>- Want to be liked by friends</td>
</tr>
<tr>
<td>- Interested in activities involving boys and girls together</td>
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<tr>
<td>- Interested in sports and active games</td>
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<tr>
<td>- Like fan clubs—many have adult idols</td>
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<tr>
<td>- Getting over the age of fantasy—beginning to think of what they will do when they grow up</td>
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<tr>
<td>- Often unclear of needs and values</td>
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<tr>
<td>- Desire independence—but want and need their parents' help</td>
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<tr>
<td>- Want to explore outside of their own community</td>
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<tr>
<td>- Concentrate on developing individual skills—help learners compare their skills to their own standards</td>
</tr>
<tr>
<td>- Encourage learning experiences related to understanding self and getting along with others</td>
</tr>
<tr>
<td>- Encourage active and fun learning experiences such as swimming, hiking, and environmental stewardship—but not weighted toward physical prowess</td>
</tr>
<tr>
<td>- Encourage learning experiences involving boys and girls—provide activities to be with the opposite sex in healthy ways such as planning groups, parties, field trips, etc.</td>
</tr>
<tr>
<td>- Provide hands-on and skill-centered experiences in specific subject matter</td>
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<tr>
<td>- Give learners a chance to choose whom and if they are &quot;on&quot; stage</td>
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<tr>
<td>- Allow chances for quiet time</td>
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<tr>
<td>- Tasks can be more difficult and of longer duration—making a model, keeping a journal, etc.—allow for creativity</td>
</tr>
<tr>
<td>- During activities, ask questions to encourage predicting and problem solving such as &quot;What if this doesn't work? What could then happen?&quot;</td>
</tr>
<tr>
<td>- Help learners find necessary information and support activities</td>
</tr>
<tr>
<td>- Encourage working with older teens and adults to complete learning experiences and apprenticesing</td>
</tr>
<tr>
<td>- Teen and adult leaders must be well-liked to be effective—teen leaders should be three or four years older than the learners and considerably more mature</td>
</tr>
<tr>
<td>- Encourage deeper exploration of leadership roles—provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences</td>
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<tr>
<td>- Encourage involvement in teen councils and planning boards</td>
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<tr>
<td>- Involve the group in setting roles for the group or for the program</td>
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<tr>
<td>- Provide realistic parameters—explain why they are necessary</td>
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</table>
### Developmental Characteristics of Youth: Implications for Experiential Learning

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<td>Ages 12 to 14</td>
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</tr>
<tr>
<td><strong>Share</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Do NOT use put-downs or “in-the-face” behaviors with this group</td>
<td></td>
</tr>
<tr>
<td>❑ Avoid singling learners out in front of others either to commend or criticize</td>
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<tr>
<td>❑ Provide learning experiences outside of the community</td>
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</tr>
<tr>
<td>❑ Ask learners to reflect on what they learned in the activities</td>
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<tr>
<td>❑ Ask learners to share feelings about any relational interferences they encountered during the activities</td>
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<tr>
<td>❑ Have learners prepare and give presentations on what they gained from their thought of the activities completed</td>
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<tr>
<td>❑ Ask learners to share how their personal values interfaced with the decisions of the group</td>
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<tr>
<td>❑ Ask learners to share any emotions they observed in the group</td>
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<tr>
<td>❑ Ask learners to define their leadership style based on their performance in the activities completed</td>
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</tr>
<tr>
<td>❑ Based on observations of the activities completed, ask learners to state what they think would be an appropriate symbol for the group</td>
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</tr>
<tr>
<td><strong>Process</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Ask learners to explain the plan of action undertaken to complete the activities—or the steps involved in creating the teaching product</td>
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<tr>
<td>❑ When activities result in a product, ask learners what could have been done to improve the product</td>
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<tr>
<td>❑ Ask learners to share observations they made of how different group members went through the same experiences</td>
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<tr>
<td>❑ Provide opportunities for learners to ask and question ways of doing things in the group</td>
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<tr>
<td>❑ Provide opportunities to explore the values and beliefs of the group—encourage them to articulate aspects of their group’s culture they can identify</td>
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<tr>
<td>❑ Have learners articulate or demonstrate in a creative way how they benefit from their association with the group</td>
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<tr>
<td>❑ Have learners list and examine varying points of view surfaced in the activities</td>
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<tr>
<td>❑ Have learners describe ethical dilemmas they observed in the activities and how they were resolved</td>
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<tr>
<td>❑ Pose abstract questions to help learners process major issues made during activities</td>
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<tr>
<td>❑ Present similar scenarios, and ask learners to predict results</td>
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<tr>
<td>❑ Provide honest information for the sexual issues and questions they have—listen to their fears and worries about their sexual development within judging or trivializing</td>
<td></td>
</tr>
<tr>
<td>❑ Find time to talk with them individually, to help them work through problems or to discuss personal issues</td>
<td></td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Present multiple alternatives in related situations, and ask learners to compare and choose the best possible option</td>
<td></td>
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<tr>
<td>❑ As a result of the activities, ask learners to set long-term goals and to plan strategies for reaching those goals</td>
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<tr>
<td>❑ Ask learners to develop complete budgets for much-stated goals</td>
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<tr>
<td>❑ Assist learners in identifying ways they can practice success-sequences around the results of the activities completed</td>
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<tr>
<td>❑ Ask learners to share, in detail, skills and education needed for related jobs</td>
<td></td>
</tr>
<tr>
<td>❑ Ask learners to explain actions or decisions that took place in the activities related to healthy or safe living</td>
<td></td>
</tr>
<tr>
<td><strong>Aims</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Have learners keep a journal of personal decisions and changes they make related to the activities experienced</td>
<td></td>
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<tr>
<td>❑ Encourage technological application of key concepts presented</td>
<td></td>
</tr>
<tr>
<td>❑ Help learners identify and perform personal and group community contributions that meet special needs within their community</td>
<td></td>
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<tr>
<td>❑ Relate activities completed to career choices</td>
<td></td>
</tr>
<tr>
<td>❑ Have learners shadow experienced workers in related fields</td>
<td></td>
</tr>
</tbody>
</table>
### Developmental Characteristics of Youth: Implications for Experiential Learning

#### Characteristics of Each Age Group: Ages 15 to 19
- Social needs and desires are high
- Interested in co-educational activities
- Want and need a strong voice in planning programs
- Want adult leadership roles
- Have interest areas that are more consistent with earlier ones—patterns of interest are emerging
- Beginning to think about leaving home for college, employment, marriage, or other relationships
- Developing community consciousness

#### Tips for Each Step of the Experiential Learning Cycle

<table>
<thead>
<tr>
<th>Step</th>
<th>Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Provide opportunities for self-expression—emphasize leadership skills related to social development. Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc.—avoid comments that criticize or compare stature, size, or shape. Provide activities to test out interactions with the opposite sex—such as trips, dances, work groups, etc. Provide opportunities for learners to talk about their own beliefs. Plan some group time where learners can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc. Involve learners in carrying out plans—they are ready to be active at a level of responsibility to do this. Plan activities where learners can experiment with different roles. Encourage greater in-depth study of leadership roles and life skills. Involve learners in more direct developmental activities such as tutoring, helping, coaching, leading groups, speaking to community groups, mentoring younger children, etc.—activities that place them “in front” of others. Encourage learners to plan programs—even social activities—with guidance and support from and involving adults. Support learners as they set, work to reach, and evaluate long-term goals. Encourage working with adult role models—emphasis: guidance and counsel from adults rather than controlling direction. Be willing to admit mistakes as an adult!</td>
</tr>
<tr>
<td>Share</td>
<td>Ask learners what new information they learned in the activities. Challenge learners to interpret and creatively communicate learnings through symbols, pictures, graphs, etc.</td>
</tr>
<tr>
<td>Process</td>
<td>Ask learners to share personal strengths accessed in the activities. Ask learners to share how they prioritized roles and functions in completed activities. Ask learners to share what constraints they encountered in the educational activities. Ask learners to share emotions and feelings witnessed in the activities. Ask learners to share personal and group risks associated with the activities completed. Ask learners to summarize how the group made decisions together throughout the activities. Ask learners to detail personal and group rections kept in the activities completed.</td>
</tr>
<tr>
<td>Generize</td>
<td>Ask learners to identify related instances where they need to convey personal opinions and ideas to persuade or convince others. Ask learners to speculate long-term consequences of results of the activities completed.</td>
</tr>
</tbody>
</table>

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Wagman, Page 1, 2001
Eat 5 A Day The Color Way
Eat your colors every day to stay healthy and fit!

Red
FRUITS
- Blood Oranges
- Cherries
- Cranberries
- Pitted Raisins
- Raspberry
- Red Apples
- Red Grapes
- Red Pears
- Strawberries
- Watermelon

Orange/Yellow
FRUITS
- Apricots
- Cantaloupe
- Cape Gooseberries
- Golden Kiwi
- Mango
- Papaya
- Pineapple
- Red Grapes
- Red Pears
- Yellow Pears
- Yellow Tomatoes
- Yellow Watermelon

White
FRUITS
- Bananas
- Breast Pears
- Donuts
- White Grapefruit
- White Nectarines
- White Peaches

Green
VEGETABLES
- Artichokes
- Arugula
- Asparagus
- Broccoli
- Broccoli Rabe
- Brussels Sprouts
- Celery
- Chinese Squash
- Cucumber
- Endive
- Escarole
- Green Beans
- Green Cabbage
- Green Onions
- Green Peppers
- Leek Greens
- Lettuce
- Mustard Greens
- Parsley

Blue/Purple
FRUITS
- Blackberries
- Blueberries
- Cranberries
- Dark Plum
- Plums
- Purple Grapes
- Raisins

VEGETABLES
- Black Radishes
- Potatoes (Purple Skinned)
- Purple Asparagus
- Purple Beet
- Purple Cabbage
- Purple Carrots
- Purple Peppers

What's a Serving?
- One medium-sized piece of fruit
- 1/2 cup raw, cooked, frozen or canned fruit (100% juice)
- 1/2 cup raw, cooked, frozen or canned vegetables
- 3/4 cup (8 fl oz) 100% fruit or vegetable juice
- 1 cup raw, leafy vegetables
- 1/4 cup dried fruit

©1995 Dole Food Company, Inc.
Garden Quesadilla 4 servings

Ingredients
2 large whole wheat tortillas
1 Tbsp olive oil plus additional oil for pan
1 small onion, diced
1/2 cup cabbage, grated
1/2 cup tomato, diced
1/2 cup lettuce, shredded
2 Tbsp fresh cilantro, chopped
1 tsp ground cumin
1/4 cup Monterey Jack cheese, shredded

Directions
Heat the olive oil over medium heat. Add the onions and cook, stirring occasionally, until they begin to turn translucent.
Add the carrot, tomatoes, and cumin and let cook for an additional 3-5 minutes. Turn off the heat, stir in the cilantro and lettuce and set aside.
Lightly brush oil on the bottom of a second large pan. Heat on medium.
Once hot, place one tortilla in the pan and sprinkle half the cheese evenly over it.
Add half the vegetable mixture, placing the vegetables on only one side of the tortilla. Once the cheese begins to melt, use a spatula to fold the cheese-only side of the tortilla over the other side and press down gently.
The quesadilla is ready once the cheese has melted into the vegetables. Repeat for the second tortilla. Serve immediately.

Hi-Roller* 1 serving

Ingredients
1 whole wheat or corn tortilla
1/2-2 Tbsp cream cheese
2 Tbsp cucumber, shredded
2 Tbsp carrot, shredded
2 Tbsp tomato, diced
1/4 teaspoon fresh dill

Directions
Spread the cream cheese over the tortilla.
Spread the cucumber, carrot, dill, and tomato on top of the cream cheese.
Roll up the tortilla and eat cold.
(Can also be rolled up, placed in the microwave, and heated on high for 15-30 seconds.)

See this recipe in A White House Garden Cookbook by Clara Silverstein

Quesadilla de la Huerta 4 porciones

Ingredientes
2 tortillas de harina de trigo integral
1 cdta de aceite de oliva y un poco más
1 cebolla pequeña, cortada en cubitos
1/2 zanahoria, rallada
1 taza de tomate, cortada en cubitos
1 taza de lechuga, rallada
2 cdas de cilantro fresco, picado
1/2 cdta de comino molida
1/2 taza de queso Monterrey Jack, rallado

Preparación
Caliente aceite de oliva en una sartén a fuego medio.
Agregue la cebolla y déje que se cocine, revolviendo de vez en cuando, hasta que la cebolla esté translúcida.
Agregue la zanahoria, los tomates, y el comino, y déje cocinar 3 a 5 minutos más.
Retire del fuego, agregue el cilantro y la lechuga, revuelva todo una vez más. Deje reposar a un lado.
Luego, agregue el queso, remueva y cocine hasta que el queso se derrita.
Cuando el queso se derrita, agregue la lechuga y la zanahoria.

Rollito de Verduras 1 porción

Ingredientes
1 tortilla de harina de trigo integral o de maíz
1 cdta queso crema
2 cdas de pepino ( rallado)
2 cdas de zanahoria ( rallada)
2 cdas de tomate ( picado)
1/4 cdta de ensalada fresca

Preparación
Extienda el queso crema sobre la tortilla.
Coloque el pepino, la zanahoria, el tomate, y el queso crema.
Enrolle la tortilla y coma a su gusto.
(Use esta receta en A White House Garden Cookbook Un Libro de Cocina de la Casa Blanca de Clara Silverstein)

*To make this recipe your own, use whatever vegetables are in season. Try cilantro and parsley. Use soy sauce or basil and lettuce in the fill.
**Media on Food, Farming and Health**  
(updated Summer 2009)

Please send suggestions for additional films, corrections, or reviews of these films to info@smallplanet.org.

To stay updated with work by the Institute, please join our mailing list at [www.smallplanet.org](http://www.smallplanet.org).

Thanks: Synopses are drawn from IMDb or Official Film websites, unless otherwise noted. Comments by Frances Moore Lapp (FML) and Anna Lapp (AL) in italics.

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**Feature-Length Documentaries (alphabetically by title)**

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<thead>
<tr>
<th>Title</th>
<th>Synopsis</th>
<th>Distribution Info</th>
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<tbody>
<tr>
<td><strong>Black Gold</strong></td>
<td>Ethiopia, the birthplace of coffee. Tadesse Meskela is one man on a mission to save his 74,000 struggling coffee farmers from bankruptcy. As his farmers strive to harvest some of the highest quality coffee beans on the international market, Tadesse travels the world in an attempt to find buyers willing to pay a fair price. Against the backdrop of Tadesse's journey to London and Seattle, the enormous power of the multinational players that dominate the world's coffee trade becomes apparent. New York commodity traders, the international coffee exchanges, and the double dealings of trade ministers at the World Trade Organisation reveal the many challenges Tadesse faces in his quest for a long term solution for his farmers.</td>
<td>Contact: <a href="http://www.blackgoldmovie.com/contact.php">http://www.blackgoldmovie.com/contact.php</a></td>
</tr>
</tbody>
</table>
| **Broken Limbs**   | The good times have vanished from the Apple Capital of the World. In the heart of the Pacific Northwest farmers by the thousands are going out of business and thousands more await the dreaded letter from the bank. To discover why, Guy Evans sets out on a small town journey and finds hope in a new breed of farmer with solutions applicable not just to apples and not just to farming, but to nearly any sector of the American economy troubled by the effects of consolidation and globalization. | Contact: [www.brokenlimbs.org](http://www.brokenlimbs.org)  
Contact: [jamie@brokenlimbs.org](mailto:jamie@brokenlimbs.org)  
Guy Evans: [guy@brokenlimbs.org](mailto:guy@brokenlimbs.org) |

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**FILMS ON FOOD, FARMING AND HEALTH**  
-- A WORKING LIST

- **Darwin's Nightmare**  
  167min, 2004  
  Dr. Hubert Sauper

  Darwin's Nightmare is a tale about humans between the North and the South, about globalization, and about fish. The film the social and ecological change of introducing the Nile Perch into Lake Victoria in Eastern Africa, which has destroyed the lake's ecology.

  Contact: [www.oodiad.com/darwin-s-nightmare](http://www.oodiad.com/darwin-s-nightmare)

- **Deconstructing Supper**  
  46 min, 2002  
  Dr. Marianne Lapham

  Renowned chef John Bishop takes viewers on an eye-opening journey behind the scenes of global food production. His quest, starting at a gourmet restaurant, leads to beach laboratories and farmlands, in attempts to show viewers where food comes from and the implications of our food choices.

  Contact: [www.bullfrogfilms.com](http://www.bullfrogfilms.com)

- **The End of the Line**  
  New Release  
  U: 2009  
  Dr. Rupert Murray

  The End of the Line is the first major feature documentary film revealing the impact of overfishing on our oceans. It examines the imminent extinction of bluefin tuna, brought on by increasing western demand for sushi; the impact on marine life resulting in huge overpopulation of jellyfish; and the profound implications of a future world with no fish that would bring an end to mass starvation.

  Filmed over two years. The End of the Line follows the investigative reporter Charles Clover across the world from the Straits of Gibraltar to the coasts of Senegal and Alaska to the Tokyo fish market as he confronts politicians and celebrity restaurateurs, top scientists, indigenous fishermen and fisheries enforcement officials.

  Contact: [http://endofthebluemarine.com/](http://endofthebluemarine.com/)
  Contact: [http://endofthebluemarine.com/things_to_download/](http://endofthebluemarine.com/things_to_download/)

- **Flow**  
  91 min, 2008  
  Dr. Irena Salina

  FLOW is an investigation into what experts label the most important political and environmental issue of the 21st Century - The World Water Crisis. The film exposes the growing privatization of the world's dwindling fresh water supply with an unflinching focus on politics, pollution, human rights, and the emergence of a domineering world water cartel. Interviews with scientists and activists intelligently reveal the rapidly building crisis, at both the global and human scale, and the film introduces many of the governmental and corporate culprits behind the water grab, while posing the question: CAN ANYONE REALLY OWN WATER?

  Contact: [www.flowthefilm.com](http://www.flowthefilm.com)  
  [waterius@flowthefilm.com](mailto:waterius@flowthefilm.com)

- **Food, Inc.**  
  New Release  
  94 min, 2009

  Food, Inc. reveals surprising -- and often shocking truths -- about what we eat, how it's produced, who we have become as a nation and where we are going from here...Dr. Robert: 'smells like the soil in our nation's food industry...exposing the highly mechanized underneath that's been hidden from the
<table>
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<tr>
<th>Film Title</th>
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<th>Contact Information</th>
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| Fresh                      | FRESH celebrates the farmers, thinkers and business people across America who are re-inventing our food system. Among several main characters, FRESH features urban gardener and activist, Will Allen, the recipient of MacArthur 2008 Genius Award; sustainable farmer and entrepreneur, Joel Salatin; and supermarket owner, David Bally, challenging our Wal-Mart dominated economy. | Email: Info@FreshThemovie.com  
Screenings:  
http://www.freshthemovie.com/call-to-action/  
www.thefutureoffood.com  
Contact: Lily Films  
P.O. Box 893  
Mill valley, CA 94942  
Tel: (415) 383-0553  
info@lilyfilms.org                                                                                                                                   |
| The Global Banquet: Politics of Food | Part 1: Who’s Invited? Giant corporations allowed to control the world’s food system through free trade policies. Timely and provocative, this video examines how the corporate globalization of food threatens the livelihoods of small farmers in the U.S. and developing countries, and how free trade is the route to mounting hunger worldwide, despite an oversupply of food.  
Part 2: What’s the Menu? Mass produced, low-cost food imports to developing countries is cash crop exports that deplete natural resources and render developing countries unable to feed themselves, and some genetically modified crops. Farmers, laborers, environmentalists, animal rights activists, church groups and students work to rewrite unjust free trade policies. | Contact: Maryknoll World Productions  
Tel: 1-800-227-8267  
info@maryknoll.org  
John Ankele  
Old Dog Documentaries, Inc.  
Tel: 212-929-9507  
johnankele@olddog.com  
www.cheapfooddocumentaries.com                                                                                                                       |
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<tr>
<th>Title</th>
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<th>Director</th>
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<tr>
<td>Growing Awareness</td>
<td>103 min. 2008</td>
<td>Dr. Jade Ajani</td>
<td>This feature-length documentary from the Pacific Northwest examines Community-Supported Agriculture (CSA), through which consumers buy shares of a local farm's harvest, receiving a weekly supply of fresh food throughout the growing season. Small-scale organic farmers and CSA members from around the South Puget Sound region share their views on the present reality of small-scale farming and its impact on farmers, consumers, and the local community as a whole. With issues of sustainability and food security coming to the forefront throughout North America and beyond, Growing Awareness illustrates the importance of local small farms to a community and critiques the emergence of an organic-industrial complex as well as the modern corporate-controlled and government-subsidized global food system. Director Ajani grew up on a small farm in the Independence &quot;valley&quot; and his passion for the subject is evident in the beautiful imagery and original music that accompanies the observations and insights shared in the film.</td>
<td><a href="http://www.inspireview.co.uk/growing_awareness/">http://www.inspireview.co.uk/growing_awareness/</a></td>
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<tr>
<td>Home</td>
<td>120 min. 2009</td>
<td>France</td>
<td>Yann Arthus-Bertrand</td>
<td>&quot;We are living in exceptional times. Scientists tell us that we have 10 years to change the way we live, avert the depletion of natural resources and the catastrophic evolution of the Earth's climate. The stakes are high for us and our children. Everyone should take part in the effort, and HOME has been conceived to take a message of mobilization out to every human being...&quot; - Yann Arthus Bertrand The film is entirely composed of aerial shots of various places around Earth. It shows the diversity of life on Earth and how humanity is threatening the ecological balance of the planet.</td>
<td><a href="http://www.home-2009.com/us/index.html">http://www.home-2009.com/us/index.html</a> <a href="http://www.goodplanet.org/en/">http://www.goodplanet.org/en/</a></td>
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<td>Contact: <a href="mailto:communication@goodplanet.org">communication@goodplanet.org</a></td>
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<td>Available online at: <a href="http://www.youtube.com/homeproject">http://www.youtube.com/homeproject</a> until 7/1/2009</td>
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<td>Hot Potatoes</td>
<td>87 min. 2001</td>
<td>Dr. John DeGroat (Previously broadcast on PBS)</td>
<td>Hot Potatoes reveals the little-known story behind a disaster that changed science forever—Ireland's Potato Famine in the 1840s. More than 150 years later, potato blight is still an immense global threat, especially since potatoes are now one of the world's three most important sources of nutrition. But the failure to heed the warnings of an exceptional scientist back in the 1950s is having dire consequences at the beginning of 21st century. Hot Potatoes tells the story of American plant geneticist, Dr. John Niederhauser, who discovered that the fungus that destroyed crops in Ireland a century before had likely come from the remote Toluca &quot;valley&quot; in Mexico. Daringly, he warned that blight might someday become resistant to many chemicals then available. Decades later, that prediction has come true. Hot Potatoes is also the story of Don McMorran, a third-generation potato farmer in Washington state who speaks honestly about the expense and uncertainty of using chemical sprays. It is also the tale of Rebecca Nelson, a tireless resource for thousands of peasant farmers fighting blight in the Peruvian Andes, birthplace of the potato.</td>
<td>Contact: Bullfrog Films P.O. Box 149 Oley, PA 19547 Tel: 803-543-3700 <a href="mailto:info@bullfrogfilms.com">info@bullfrogfilms.com</a> <a href="http://www.bullfrogfilms.com">www.bullfrogfilms.com</a></td>
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<td>Hybrid</td>
<td>92 min. 2002</td>
<td>Dr. M. McCollum</td>
<td>Hybrid is a portrait of one of the first men to experiment with the hybridization of corn, directed by his grandson.</td>
<td>Contact: DER <a href="http://www.der.org">www.der.org</a> Attn: Brittany Gravely</td>
<td></td>
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<tr>
<td>King Corn</td>
<td>88 min. 2007</td>
<td>Dr. Aaron Wolff</td>
<td>King Corn builds on a simple structure: two young guys from New York City return to the land, their great-grandfathers settled in northeastern Iowa and begin an investigation of America's food system with a simple act. They plant an acre of corn. But from there the journey is anything but simple. The acre of corn—which must eventually be sold—becomes a ticket into the world between farm and plate. Each segment of the film jumps from the narrative home-base of the Iowa farm to explore distant but ultimately connected corners of America's modern food system. Geology, elevators, small-town diners, gene laboratories, corporate boardrooms, robotic warehouses, gourmet kitchens, and the more we know of corn's kingdom, the more we knew about ourselves. King Corn aims to promote dialogue and provoke new thought on something most people aren't talking about: the way America farms and eats. I saw this film at a festival in Missouri and loved it for its exploration of the food system from the perspective of farmers. One of the most powerful scenes was classic on-the-fly documentary: the filmmakers, back in NYC, start the camera rolling with an articulate taxi driver, who breaks down the insanity of our food system, and sharing the pain of witnessing so many family members succumb to life-debilitating diabetes, while obeying all traffic laws. Runner up for favorite scene? When the city slickers try their hand at making high-fuctose corn syrup. It's enough to make you never want to gulp a Big Gulp again—A.L.</td>
<td>Aaron G Woolf Tel: 917-754-8857 <a href="mailto:aaron@kingcorn.net">aaron@kingcorn.net</a> <a href="http://www.kingcorn.net">www.kingcorn.net</a></td>
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| **Films on Food, Farming and Health**  
**A Working List** |
|-------------------------------------------------|
| **Life and Debt**  
*60 min., 2002*  
Dr. Stephanie Black  
(Previously broadcast on PBS) |
| Jamaica: a land of sea, sand and sun. And a prime example of the impact economic globalization can have on a developing country. Using conventional and unconventional documentary techniques, this searing film dissectsthe machinations of debt: that is destroying local agriculture and industry while substituting sweatshops and cheap imports. With a voice-over narration written by Jamaican novelist, adapted from her book A Small Place. Life and Debt is an unapologetic look at the triple world order. From the point of view of Jamaican workers, farmers, government and policy officials who see the reality of globalization from the ground up.  
[New Yorker Films](http://www.newyorkerfilms.com)  
65 Fifth Avenue, 11th Floor  
New York, NY 10003  
Tel: 212-645-4600  
Fax: 212-645-3030  
info@newyorkerfilms.com  
www.newyorkerfilms.com |
| **Mad City Chickens**  
*79 min 12 sec*  
Dr. Taisha Lovington, Robert Lughai |
| Mad City Chickens is a sometimes serious, sometimes whimsical look at the people who keep urban chickens in their backyards. From chicken experts and authors to a rescued landfill hen or an inexperienced family that decides to take the country plunge and even a mad scientist and giant hen taking to the streets: it's a humorous and heartfelt trip through the world of backyard chicken-keeping.  
Weaves multiple stories and contextual issues on city chickens and their keepers in a non-linear fashion that are rarely seen in a documentary. From leading experts to urban neophytes, experience the humor and heart of what's fast becoming an international backyard chicken movement.  
[www.taishal.com](http://www.taishal.com)  
presskit: [http://www.taishal.com/blog/?page_id=109](http://www.taishal.com/blog/?page_id=109) |
| **Mondovino**  
*125 min., 2004*  
Dr. Jonathan Neisler |
| Set in seven countries across three continents, Mondovino explores the impact of globalization on the world's different wine regions.  
Contact: [www.mondovinofilm.com](http://www.mondovinofilm.com) |
| **My Father's Garden**  
*56 min., 1995*  
Dr. Miranda Smith  
(Broadcast on the Sundance channel) |
| My Father's Garden is about the use and misuse of technology on the American farm. In less than fifty years the face of agriculture has been transformed by synthetic chemicals. These chemicals have also changed the farmers who have used them. This film tells the story of two such lives, different in all other, yet united by their common goal of producing good food. One of the farmers is Herbert Smith, a dedicated champion of the 'miracle' sprays of the 1950s who used these chemicals to fashion a man-made paradise; and his fate is the heart of this film. The other farmer, Fred Schaeffer of North Dakota, when faced with a shattered farm economy and devastating environmental effects of chemical farming, transitioned to organic farming. Twenty years later, the Schaeffer farm is a thriving testament to ingenuity, hard work, and a reverent understanding of nature.  
Contact: [Miranda Productions, Inc.](http://www.mirandaproductions.com)  
P.O. Box 2284  
Telluride, CO 81435  
Tel: 970-728-3662  
abigail@mirandaproductions.com  
[http://www.mirandaproductions.com/week2x2.html](http://www.mirandaproductions.com/week2x2.html) |
| **One Man, One Cow, One Planet.**  
*2007 56 min*  
New Zealand  
Dr. Barbara & Tom Bertran |
| The film follows Peter Proctor, an 80-year-old farmer from New Zealand, as he travels to India to help the small farmers there repair their soil and increase their food production using biological farming methods. The information explored about the health of our soil is something that should be of interest (& concern) to us here in the Northeastern United States.  
[http://waxtossavetheworld.co.nz](http://waxtossavetheworld.co.nz)  
index.php  
Contact: [http://waxtossavetheworld.co.nz/contact-us.php](http://waxtossavetheworld.co.nz/contact-us.php) |
| **One More Dead Fish**  
*56 min., 2005*  
USA filmmakers Stefan Forbes and Allan Forbes, Jr. |
| "From deadheads to radicals, six fishermen battle globalization."  
The sleepy town of Woods Harbor, Nswo Scotia explodes when six handline fishermen seize a Federal builking and barricade themselves inside to fight government regulations which are destroying the environment. This film has moved festival audiences to tears." from website  
In tense couplet of the men behind the barricade, and tasioning interviews with government officials, biologists and industry leaders, we learn about complex regulatory, legislative, and environmental issues. This film grounds the viewer in a clear historical context as it explains one of the world's greatest environmental disasters: the destruction of the Grand Banks fisheries. And in examining the often Orwellian language of the multinational fishing industry, One More Dead Fish exposes the media's failure to report on the true environmental costs of globalization. This film points the way toward saving the  
[http://interpositive.wordpress.com/](http://interpositive.wordpress.com/) |
Our Daily Bread (Unser täglich Bro)  
92 min., 2005  
Germany/Austria  
Dr. Nikolaus Geerhart

Welcome to the world of industrial food production and high-tech farming. To the rhythm of conveyor belts and immense machines, the film looks without commenting into the places where food is produced in Europe: monumental spaces, surreal landscapes and bizarre sounds - a cool, industrial environment which leaves little space for individualism. People, animals, crops and machines play a supporting role in the logistics of this system which provides our society's standard of living.

OUR DAILY BREAD is a wide-screen tableau of a feast which isn't always easy to digest - and in which we all take part. A pure, melancholic and high-end film experience that enables the audience to form their own ideas.

Contact/Distribution:  
http://www.cordaldybread.at/jp/  
projects/utp/website.htm?er=enk  
content=113064629427

The Real Dirt on Farmer John  
83 min., 2005  
Dr. Taggart Siegel

An epic tale of a maverick Midwestern farmer who transforms his traditional family farm with a revolutionary form of agriculture. Castigated as a pariah in his community, Farmer John bravely resurrects his farm amidst a failing economy, vicious rumors, and arson. He creates a bastion of free expression and alternative agriculture in the center of rural America.

I was barely done wiping my eyes when I had to give an after-film Q&A for this powerful documentary. You know the cliché, it will make you laugh, it will make you cry. That could easily be said for this film. A powerful story that traces one family's story, including decades-old archival footage, to tell a broader story of loss and renewal on our nation's farms. – A.L.

Contact:  
http://www.farmerjohnmovie.com

Super Size Me  
97 min., 2003  
Dr. Morgan Spurlock

Super Size Me, a tongue-in-cheek look at the legal, financial and physical costs of America's hunger for fast food. Filmmaker Morgan Spurlock hit the road and interviewed experts in 20 U.S. cities, including Houston, the 'Fattest City' in America. From Surgeon Generals to gym teachers, cooks to kids, lawmakers to legislators, these authorities shared their research, opinions and 'gut feelings' on our ever-expanding girth. During the journey, Spurlock also put his own body on the line, living on nothing but McDonald's for an entire month. It all adds up to a fat food bill. Now, living with the doctor, and compelling viewing for anyone who's ever wondered if man could live on fast food alone.

Evelyn Carrasco:  
Han Sharp,  idee  
Phone: 212-475-2888 x7048  
Fax: 212-475-5447  
geosuperized@hansharpvideo.com  
info@supersizeme.com  
www.supersizeme.com/

Sustainable  
This is a feature documentary that takes an unassorted look into the food you eat. What's on your plate? Where does it come from? What effects does it have on the environment and your body? What can you do to help? There are many questions about the sustainability of our current agricultural practices. This film tries to find some of the answers to problems that we face today and will face tomorrow.

http://www.sustainableplating.org/home.html

Table: what's on your plate?  
52 min., 2006  
Dr. Mischa Hedjes

What's on your plate?  
New Release!  
73 min., 2009  
Dr. Catherine Gund

WHAT'S ON YOUR PLATE! is a witty and provocative documentary produced and directed by award-winning Catherine Gund about kids and food politics. Filmed over the course of one year, the film follows two eleven-year-old African-American city kids as they explore their place in the food chain. Sadie and Salim take a close look at food systems in New York City and its surrounding areas. With the camera as their companion, the girl guesses talk to each other, food activists, farmers, new friends, storekeepers, their families, and the viewers, in their quest to understand what's on all of our plates.

http://www.sabinapictures.com/wyip/about.html

Contact:  
Aubin Pictures PO Box 214,  
New York, NY 10012  
info@sabinapictures.com
### Online Videos

<table>
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<th>Title</th>
<th>Synopsis</th>
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<tr>
<td><strong>Contaminated: The New Science of Food</strong></td>
<td>This fast-paced film explains biotech agribusiness: evolution and its potential dangers to the sustainability of the global food supply. Despite the highly publicized battle over genetically engineered food, many people are still unaware that many of the products they consume on a daily basis are GM. In Contaminated, Frédéric Capra, Paul Hawken and Vandana Shiva explain the evolution of the new biotech agribusiness and its potential dangers to the sustainability of the global food supply.</td>
<td>Available online at: <a href="http://www.mediasmatterfest.org/rrn_contaminated">http://www.mediasmatterfest.org/rrn_contaminated</a> - Josh Shore - Guerilla News Network: <a href="mailto:josh@bgn.tv">josh@bgn.tv</a></td>
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<tr>
<td><strong>The Matrix</strong></td>
<td>The Matrix is a humorous Flash animation that spoofs The Matrix films while drawing attention to the problems caused by factory farming. Instead of Keanu Reeves, The Matrix stars a young pig—Leo—who lives on a pleasant family farm... but he thinks Leo is approached by a trenchcoat-clad cow, Moophoo, who shows him the ugly truth about agribusiness, complete with a send-up of the Matrix movement: camerawork immortalized by the Matrix. At the end of the film, viewers are directed to an action page which provides additional information about factory farms and encourages consumers to support local family farmers and purchase sustainably-raised meats through the Eat Well Guide.</td>
<td>Available online at: <a href="http://www.mediasmatterfest.org/rrn_the_matrix">www.mediasmatterfest.org/rrn_the_matrix</a> - Diane Hatz - Global Resource Action Center for the Environment (GRACE): <a href="mailto:diane@grace.org">diane@grace.org</a></td>
</tr>
<tr>
<td><strong>Store Wars: The Organic Rebellion</strong></td>
<td>This entertaining spoof of the Star Wars films features Luke Skywalker, Princess Leia, Chewbacca and other organic rebels: played by real vegetables dressed as 'Star Wars' characters! battling it out with Darth Taster, the evil lord of the Dark Side of the Farm. The film seeks to educate consumers about the benefits of organic products. ‘If you think about it, a battle is currently being waged over food in America, and the direction agriculture will take in the future. We’re asking in a light-hearted way for people to think about the choices they make at the grocery store.’</td>
<td>Available online at: <a href="http://www.mediasmatterfest.org/rrn_store_wars">www.mediasmatterfest.org/rrn_store_wars</a> - Barbara Hauermann - Organic Trade Association: <a href="mailto:bhaumann@ota.com">bhaumann@ota.com</a></td>
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### The True Cost of Food

The True Cost of Food is an animated short, showing a family in a "Buy-It-All Man" raising to get food for dinner. At checkout, the cashier charges them "the true costs of everything" they’re buying and the family is shocked at the total. The cashier explains the cost, including the details of what goes into raising beef (ecological disasters, energy costs, antibiotic resistance) and vegetables (agricultural runoff, loss of topsoil, ever-increasingly toxic pesticides); and the pollution caused by transporting all these products across the country. The family then runs to a farmstand, where a farmer shows how the true cost of food is exactly what shows up on the cash register. It ends having ended out to a happy family dinner.

Available online at: [www.truecostoffood.com](http://www.truecostoffood.com) - Sierss Club - Tel: 415-977-5500: [truecostoffood@sierss.org](mailto:truecostoffood@sierss.org)

### Young Agrarians

Young Agrarians was created to introduce young people to a new way of looking at agriculture and food production. The project grew out of several concerns: the demise of family farms in America, the rising average age of farmers, and the fact that young people are unaware of the many opportunities in sustainable agriculture and local food systems. Shot during the spring and summer of 2003 on a road trip from Palmer, Alaska, to Tumacacori, Arizona, the film relates the stories of small-scale farmers, ranchers and market gardeners of all ages and backgrounds who have been drawn by their love for the land to undertake the most noble of occupations: growing food.

Available online at: [www.mediasmatter.org](http://www.mediasmatter.org) - Johanna Divine - Glory B Media: [johanna.divine@nau.edu](mailto:johanna.divine@nau.edu)

### Other Documentaries (shorts)

<table>
<thead>
<tr>
<th>Title</th>
<th>Synopsis</th>
<th>Distribution Info</th>
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<tbody>
<tr>
<td><strong>As We Sow</strong></td>
<td>As We Sow documents the stories of survival and failure in the real heartland, a struggle pitting family against family, neighbor against neighbor, citizens against their government, and small, independent farmers against the giants of global agribusiness. At the center is the land itself: who will control it and lose, and in what cost to people and</td>
<td>Contact: Jan Weber, WCREATIVE Solutions, Ltd. Tel: 718-230-8788: <a href="mailto:janweber@awewusa.com">janweber@awewusa.com</a></td>
</tr>
</tbody>
</table>
## FOOD, FARMING AND HEALTH

### A WORKING LIST

<table>
<thead>
<tr>
<th>Title</th>
<th>Duration</th>
<th>Year</th>
<th>Director/Producer</th>
<th>Description</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the Oceans Keep up with the Hunt?</td>
<td>36 min.</td>
<td>2005</td>
<td>(PBS)</td>
<td>This documentary is about the state of our seas and disappearing fish. Scientists estimate that 70% of the world’s commercially fished species have been fished or beyond the brink at which their populations can sustain themselves. This film tour will help students and the local community understand what is happening and why, and show them what they can do to stop the drastic decline in fish populations, said Jennifer Diaro of the Monterey Bay Aquarium.</td>
<td>Steve Cowan Habitat Media Tel: 415-456-1696 <a href="mailto:steve@habitatmedia.org">steve@habitatmedia.org</a> Maisie Ganster <a href="mailto:naspo@farmpco.com">naspo@farmpco.com</a></td>
</tr>
<tr>
<td>DIRT: The Next Generation</td>
<td>22 min.</td>
<td></td>
<td></td>
<td>This video is the story of a diverse group of teenagers who break through stereotypes to become a close-knit community, learning leadership, public speaking and farming skills. The video is a glimpse into the spirit of The Food Project from the eyes, words and voices of the young people who have experienced the program. This youth-produced video serves as a springboard for discussion about a model that is thoughtfully and creatively challenging youth to build a better future for themselves and their communities.</td>
<td>The Food Project <a href="mailto:outreach@thefoodproject.org">outreach@thefoodproject.org</a> <a href="http://www.thefoodproject.org">www.thefoodproject.org</a></td>
</tr>
<tr>
<td>The Greening of Cuba</td>
<td>28 min.</td>
<td>1996</td>
<td>Dr. Jaime Liibnen</td>
<td>When trade relations with the socialist bloc collapsed in 1990, Cuba lost 80% of its pesticide and fertilizer imports and half its petroleum—the mainstay of its highly industrialized agriculture. Challenged with growing food for 11 million in the face of the continuing U.S. embargo, Cuba embarked on the largest conversion to organic farming ever attempted. Told in the voices of the women and men—the campesinos, researchers, and organic gardeners—who are leading the organic agriculture movement, The Greening of Cuba reminds us that we can choose a healthier environment and still feed our people.</td>
<td>Food First 398 60th Street Oakland, CA 94618 Tel: 510-654-4400 <a href="http://foodfirst.org/node/1135">http://foodfirst.org/node/1135</a></td>
</tr>
<tr>
<td>Hidden Dangers in Kids’ Meals</td>
<td>28 min.</td>
<td></td>
<td>Dr. Jeffrey Smith</td>
<td>The video features numerous scientists and investigators describing the health dangers of GM foods and highlights shocking research results, inadequate regulations, and corporate control of government. The video points out that children are at risk from the potential allergies, toxins, nutritional, and other problems associated with GM foods, and from the</td>
<td>Jeffrey Smith Institute for Responsible Technology responsibletechnology.org</td>
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### NEW FIMS TO INFO@SMALLPLANETINSTITUTE.ORG

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<thead>
<tr>
<th>Title</th>
<th>Duration</th>
<th>Year</th>
<th>Director/Producer</th>
<th>Description</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>My Friends At The Farm</td>
<td>19 min.</td>
<td>2006</td>
<td>Farm Sanctuary</td>
<td>Corporate food industry treatment of billions of animals raised on factory farms is contrasted with the peaceful lives of sanctuary animals. This documentary interviews young school children as they express their reactions to the treatment of factory and sanctuary animals. Viewers are encouraged to think about the consequences of their food choices.</td>
<td>Available for purchase from Farm Sanctuary’s website: <a href="http://www.farmsanctuary.org/education/teach">www.farmsanctuary.org/education/teach</a>_ video.html</td>
</tr>
<tr>
<td>Tackling Child Labour in Agriculture</td>
<td>9 min.</td>
<td>2007</td>
<td>International Labour Organization</td>
<td>An estimated 70% of working children can be found in the agricultural sector. These 132 million girls and boys aged 5-14 are helping to produce the food and beverages we consume. Their labor is used in crops such as cereals, cocoa, coffee, fruit, sugar, palm oil, rice, tea, tobacco and vegetables. They also work in livestock raising and handling, and in the production of other agricultural materials such as cotton and cottonseed.</td>
<td>International Labour Organization 4 route des Morillons CH-1211 Geneva 22 Switzerland Email: <a href="mailto:foi@ilo.org">foi@ilo.org</a> <a href="http://www.ilo.org/global/About_the">www.ilo.org/global/About_the</a>_ ILO/Media_and_public_information/Broadcast_materials/institutional_video/lang en-WCMS-083017/index.html</td>
</tr>
<tr>
<td>The Pig Picture</td>
<td>14 min.</td>
<td></td>
<td></td>
<td>The Pig Picture highlights never-before-seen investigative footage, tracing the development of commercial pig rearing in America, from the small-scale family farms of yesterday to the corporate owned pig factories of today. This documentary details the suffering of factory-raised pigs, the industry’s reliance on antibiotics and drugs, and its environmental impact.</td>
<td>Humane Farming Association Tel: 415-771-2253 <a href="mailto:hfa@hfa.org">hfa@hfa.org</a> <a href="http://www.hfa.org/photo/video_01.html">www.hfa.org/photo/video_01.html</a></td>
</tr>
<tr>
<td>Time to Act for Family Farms</td>
<td>28 min.</td>
<td></td>
<td>Dr. Michael Stienel</td>
<td>This thoughtful analysis of the crisis in America’s small farms compares farming practices in soil conservation, animal husbandry, quality of product, and fair labor practices. There is also an excellent illustration of the new type of family farm run by multiple families, which generates a wide variety of sustainable cash crops all year. This is a sobering examination of the negative effects of industrial agriculture contrasted with the new and encouraging examples of sustainable and cooperative farming.</td>
<td>Center for Rural Affairs 101 S. Tallman St. PO Box 405 Watthill NE 68067 Tel: 402-846-5428 <a href="http://www.cfra.org/resources/public_affairs.html">http://www.cfra.org/resources/public_affairs.html</a></td>
</tr>
</tbody>
</table>
Recommended reading about food justice:

In Defense of Food: An Eatier’s Manifesto
Michael Pollan

Everything I Want To Do Is Illegal: War Stories From the Local Food Front
Joel Salatin

Food Politics: How the Food Industry Influences Nutrition and Health
Marion Nestle

Animal, Vegetable, Miracle: A Year of Food Life
Barbara Kingsolver

Closing the Food Gap: Resatting the Table in the Land of Plenty
Mark Winne

Fast Food Nation: The Dark Side of the All-American Meal
Eric Schlosser

Slow Food Nation’s Come to the Table: The Slow Food Way of Living
Alice L. Waters (foreword), Katrina Horm (editor)

Stuffed and Starved: The Hidden Battle for the World Food System
Raj Patel

The Omnivore’s Dilemma
by Michael Pollan

Harvest For Hope: A Guide to Mindful Eating
by Jane Goodall
Community Organizing & Community Gardens

American Community Gardening Association

10 STEPS TO STARTING A COMMUNITY GARDEN

The following steps are adapted from the American Community Garden Association’s guidelines for launching a successful community garden in your neighborhood.

1. ORGANIZE A MEETING OF INTERESTED PEOPLE
   Determine whether a garden is really needed and wanted, what kind it should be (vegetable, flower, both, organic), whom it will involve and who benefits. Invite neighbors, tenants, community organizations, gardening and horticultural societies, building superintendents (if it is at an apartment building)—in other words, anyone who is likely to be interested.

2. FORM A PLANNING COMMITTEE
   This group can be comprised of people who feel committed to the creation of the garden and have the time to devote to it, at least at this initial stage. Choose well-organized persons as garden coordinators. Form committees to tackle specific tasks: funding and partnerships, youth activities, construction and communication.

3. IDENTIFY ALL YOUR RESOURCES
   Do a community asset assessment. What skills and resources already exist in the community that can aid in the garden’s creation? Contact local municipal planners about possible sites, as well as horticultural societies and other local sources of information and assistance. Look within your community for people with experience in landscaping and gardening. In Toronto contact the Toronto Community Garden Network.

4. APPROACH A SPONSOR
   Some gardens “self-support” through membership dues, but for many, a sponsor is essential for donations of tools, seed or money. Churches, schools, private businesses or parks and recreation departments are all possible supporters. One garden raised money by selling "square inches" at $5 each to hundreds of sponsors.

5. CHOOSE A SITE
   Consider the amount of daily sunshine (vegetables need at least six hours a day), availability of water, and soil testing for possible pollutants. Find out who owns the land. Can the gardeners get a lease agreement for at least three years? Will public liability insurance be necessary?

6. PREPARE AND DEVELOP THE SITE
   In most cases, the land will need considerable preparation for planting. Organize volunteer work crews to clean it, gather materials and decide on the design and plot arrangement.

7. ORGANIZE THE GARDEN
   Members must decide how many plots are available and how they will be assigned. Allow space for stoning tools, making compost and don’t forget the pathways between plots! Plant flowers or shrubs around the garden edges to promote good will with non-gardening neighbors, passersby and municipal authorities.

8. PLAN FOR CHILDREN
   Consider creating a special garden just for kids—interesting them is essential. Children are not as interested in the size of the harvest but rather in the process of gardening. A separate area set wide enough to allow them to explore the garden at their own speed.

9. DETERMINE RULES AND PUT THEM IN WRITING
   The gardeners themselves devise the best ground rules. We are more willing to comply with rules that we have had a hand in creating. Ground rules help gardeners know what is expected of them. Think of it as a code of behavior. Some examples of issues that are best dealt with by agreed-upon rules are: dues, how will the money be used? How are plots assigned? Will gardeners share tools, most regularly, handle basic maintenance?

10. HELP MEMBERS KEEP IN TOUCH WITH EACH OTHER
    Good communication ensures a strong community garden with active participation by all. Some ways to do this are: form a telephone tree, create an email list; install a rainproof bulletin board in the garden; have regular celebrations. Community gardens are all about creating and strengthening communities.
A Sample Agenda for First Public Meeting

This list is a template into which you can fit your particular needs. Naturally, you can adapt the format to best suit your group.

For the first meeting of any group you may want to start a few minutes late in case anyone has difficulty finding the location. However, in the future, meetings should always start on time. The best way to get people to come on time is to start on time.

The Meeting

1. Welcome by the conveners or facilitator.
2. Purpose of meeting and agenda review.
3. Introductions. Attendees give names and what brought them here.
4. History. Someone other than the facilitator should outline the process so far, presenting a strong, clear vision for the project. Show the results of the asset survey. Use slides or other visuals if available. Help people see that a process has been started, but that the vision will develop with their participation. (Get several people to work together on this part.)
5. Vision. The group discusses the possibilities that a community garden holds. Show slides of several different community gardens to spark people's creativity in thinking about what they may want their garden to look like. Brainstorm elements and record on a flip chart (save all flip charts for future reference).
6. Getting Started. Folks at the meeting discuss what needs to be done to get started. Draw up a list of tasks to be accomplished—locating a site, obtaining materials, publicity and outreach, developing site design.
7. Dividing up Actions/Forming Committees. Group the tasks into three or four categories and title each category. These categories will become the basis for committees if there are enough people. If not, start as one group with individuals taking on jobs. The most important part of this step is that everyone have a clear task to work on whether you are in one group or in committees.

APPENDICES

Some commonly needed committees are:

- Coordinating. Organizes and oversees general operations. Members should have the most available time and energy. A core coordinating committee assumes the responsibility for overall operations of the project. The members can change over time, but to ensure continuity, a strong dedicated coordinating committee is essential.
- Fundraising/Materials. Solicits contributions. Site responsible for coordinating what goes on at the actual garden site. If there is not a site, this committee will look for land, identify the owner, check for fire for more hours of sunlight, check for water, check for soil nutrients and contamination, write a lease agreement with site owner and find insurance. Once the site is secured, this committee works on preparing and developing the site—clearing it, coordinating a design process with the whole group, organizing volunteer work crews, marking out plots, building storage areas, putting up bulletin board, preparing the soil by tillage (as appropriate), planting perennial areas, etc.
- Committees meet for 15 minutes to discuss the committee's purpose, designate a point person that will communicate with the coordinating committee, give each person a task and decide when the committee will meet again.
- Review. The whole group should then review each committee's discussion. On the flip chart, record each committee's priorities and tasks.
- Set a Date and Location for the Next Meeting. Identify a facilitator. Review specific tasks for each committee to complete by next meeting.

Between meetings, the coordinating committee works to develop the next agenda. The point person for the coordinating committee (who is now the lead coordinator) contacts the point persons for the other committees to give support and create accountability.

Tips for Effective Facilitation

The following is a list of helpful tips to keep in mind while facilitating a meeting:

- Consider seating arrangement (circle of chairs, tables to work at, etc.)
- Welcome people
- Go over the agenda – Ask for changes and time limits
- Do substantial introductions (appropriate to group size)
- Define your role as facilitator
- Explain the Guidelines for Discussion
- Explain the decision-making process
- Invite participation (ask for it before the session begins)
- Make eye contact
- Use first names
- Use humor
- Use various facilitative tools and methods (see next section)
- Trust the wisdom of each participant
- Change your position/move around the room
- Use visuals
- Record people's responses on a flip chart
- Avoid responding to each comment
- Give time for people to answer
- Don’t lecture
- Give positive feedback
- Respect differences of opinion
- Empower people to speak and express themselves
- Seek commitments from people
- End session with overview and follow-up coordination
- Use evaluations
- Thank people for their work
- Pass out material after discussions

Strategies for Effective Facilitation

The following is a list of strategies that can be employed by facilitators in order to assist with moving a topic forward:

- Introductions/re-introductions: Go around the room and give each person 30 seconds to summarize their feelings on a subject
- Icebreakers: Chapter 4, Passing the flamingo includes a list of icebreakers that can help energize and focus the group
- Brainstorming: Have participants write down their responses to a question or topic. There is no discussion on anyone’s ideas, all ideas are accepted and recorded on a flip chart. After a period of brainstorming, the group discusses individual points in more detail
- Small group discussions: Break the large group into smaller groups of 4-8. Give all participants an opportunity to get to know one another, share their ideas and concerns, and work on an activity
- Paired work: Divide the group into pairs of two to allow for a more intimate and non-threatening discussion
- Work alone/journaling: Give participants an opportunity for silent time to think about a subject before the whole group discusses it
- Report Backs: After breaking the group down into smaller groups, invite them to summarize what they discussed in the large group
- Red-flags: Solicit volunteers to act out the topic at hand
- Fish bowl: Used to flush out a complex or difficult issue. Ask two people who have very different points of view to discuss it while others listen. After the key points have been made, ask others to join in
- Popcorn: Typical type of discussion in which anyone in the group can raise his or her hand and be called on to speak
- Stacking: During discussions when several people have their hands raised, call on one person and then the names of the others in line to speak. This allows people who wish to speak to relax and listen to the speakers in line before them, knowing they will be called on in turn
- Time Out: If discussion gets too heated, then a break can be called to let things cool down
- Evaluations: Ask the group for ideas on what can be done to move the topic forward

Chapter 2
Meeting Facilitation and Group Decision Making
**Consensus Decision-Making Process**

- **State the issue.** What are we talking about?
  - The facilitator asks the person who brought the issue to the group to frame the issue.
- **Clarify the question.** What needs to be decided?
  - The facilitator or the leader states what needs to be decided.
- **Discussion.** What are all the viewpoints? The facilitator asks each person to speak to the issue.
- **Make a proposal.** The facilitator asks for proposals describing action the group can take that will incorporate all viewpoints.
- **Discussion.** The facilitator asks people to speak to proposals by asking clarifying questions or by expressing support or concerns.
- **Modify the proposal** by friendly amendments or withdraw the proposal and solicit new proposals.
- **Test for consensus.**
  - **Call for concerns.** The facilitator restates the proposal and asks if anyone still has concerns. If so, the person with concerns restates them and asks if others may speak to those concerns.
  - **Call for objections within consensus.** If people still have concerns, they have been thoroughly discussed then the facilitator asks if those persons with remaining concerns are willing to stand aside. ("I think I don't agree but I can live with it.")
  - **Call for blocks.** If persons with concerns cannot stand aside then the facilitator asks if they are blocking. If blocked, the proposal is dropped or discussed further or sent to committee.
- **Consensus reached.** If there are no blocks, ask everyone to show visual (finger waving) oral agreement.
- **The decision implemented.** Who does what when?

**Conflict Resolution**

People occasionally get into squabbles. A group can be prepared for difficult situations by discussing how they will handle them before they occur.

If members of a project are having difficulties with each other then some steps that may be helpful to agree on before any difficulties arise are:

1. **Speak directly to one another.** If a person is having an issue with another person, she speaks directly to the other person about the concerns. (This sounds obvious, but we know how much easier it is to talk about someone than it is to talk with someone.) During conversation, participants are asked to speak using "I" statements. (I feel hurt and unappreciated when not included in decisions that have to do with my project.) Participants are also asked to listen actively by setting aside personal opinions and hearing what another person is feeling. Active listening also asks us not to judge what we are going to say in response to the other person while they are speaking.

2. **Ask for third party support.** If a person can't speak directly to someone alone due to fear or difficulty articulating when they are upset, then they can ask a neutral third person to mediate a meeting. When the third person is not a family or close friend but rather a witness to the event. The act of witnessing can create an atmosphere of safety and honesty that can help people move through issues.

3. **Convene a conflict resolution committee hearing, if necessary.** If the third party meeting does not help move the issue, then the problem can be brought to a conflict resolution committee (a committee chosen by the whole group which can participate without conflicts of interest or bias) which "hears" both sides of the issue and gives recommendations for resolution.

4. **Implement a resolution.** The people engaged in the conflict can voluntarily implement the solutions offered by the committee. If they refuse, then the whole group must stop the complaint process and decide to require the implementation of the resolution steps by the ejection of one or all of the parties in conflict.

5. **Engage in whole group reflection.** If the resolutions succeed then the parties in conflict and perhaps the whole group can reflect on what they can do in the future to avoid such problems.
Five Categories of Assets

Individual Gifts — Identify the specific talents and skills and put those skills to work to build the community.

Associations — Small formal or informal groups of people working together for a common goal (including shared interests). The basic community organization for empowering individuals and mobilizing their capacities. An association is an amplifer of gifts, talents and skills of individual community members.

Institutions — Local government, businesses and community organizations have resources and knowledge which can be drawn on.

Land and Buildings — Ecology and infrastructure such as an elementary school with after-hours meeting space, open space for gardens, parks for meetings and celebrations, etc.

The Local Economy — Local businesses and lending organizations can donate, publicize, and support community work in a myriad of ways.

COMMUNITY GARDEN PLANNING WORKSHEET

Name of Garden:

Principal Garden Contact Persons
1. Name: __________________________  2. Name: __________________________
   Address: ________________________  Address: ________________________
   City: _________________________  City: _________________________
   Zip Code: ___________  Zip Code: ___________
   Phone: (home) ___________  Phone: (home) ___________
   (alternate) ___________  (alternate) ___________
   E-mail: ________________________  E-mail: ________________________

Visioning & Planning Questions

1. What is the goal of your project? Why do you wish to create a community garden?

2. Who do you envision utilizing this garden? Who are the stakeholders, i.e., who will the garden benefit, and who else will be affected by its presence? Who will maintain the garden?

3. What will the garden’s leadership and organizational structure be? Will an organization be sponsoring the garden?

4. List potential partners in carrying out your project. Have any of these people/entities been contacted? If not, what are your plans for getting in touch?

5. Where will the food from the garden go? Will gardeners who work their own plot take their harvest for their own use? Will gardeners grow food communally and share the harvest among them? Will some of the food produced at the garden be donated or sold?

6. Has the community expressed interest in having a community garden? How active and well organized are the neighbors in this area? How easy or difficult do you imagine it will be to garner buy-in from community members? Will they stick with it for the long haul? Is there an active neighborhood association or other entity in this area that could help organize the community?

7. What kinds of resources are available for creating this garden? Is there start-up funding currently available for the project? (expenses may include water meter and irrigation installation, a license agreement application fee for city land, bed-building materials, etc.) Do planners have the time or capacity to raise funds? What are some of the projected costs for the project?
8. Do you anticipate that garden participants or a supporting organization will be willing and able to cover ongoing costs for water and insurance? What is your plan for covering these costs?

9. Are you working on a particular timeline? When do you envision breaking ground?

Garden Site

Have you already located a site for your garden? If so, please complete the following:

Site Address:

Total Land Area Size: Size of Garden: length ______ width ______

Is there a current survey for the site?

What will be (or is) the source of water for the garden?

Describe any structures, pathways, or vegetation already onsite:

What are some of the site’s previous uses (this is useful to know to determine whether a soil test is necessary)?

It is a good idea to develop a detailed map of the existing site including structures, vegetation, and the source or potential location of water.

If you have not yet located a site, list characteristics you would find at an ideal site for your garden.

What efforts have been made or are planned toward securing a site?

Progress/Current Status of Plan

What work has already been carried out on this project? What are your next steps?

Good Luck & Happy Gardening!

For assistance, contact:

Sari Albornoz
Grow Local Co-Director
Sustainable Food Center
sari@sustainablefoodcenter.org
236-0074 ext. 110

Jessica Guffey
Grow Local Co-Director
Sustainable Food Center
jess@sustainablefoodcenter.org
236-0074 ext. 105
## Primary Gardener Information

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<thead>
<tr>
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<th>Gardening Partner</th>
</tr>
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<tr>
<td>Mailing Address:</td>
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## Plot Information

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<th>Amount Due for Labor:</th>
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<th>Total Due:</th>
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<table>
<thead>
<tr>
<th>Payment Information:</th>
<th>Check Number:</th>
<th>Date:</th>
<th>Total Paid:</th>
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## Costs for Starting & Sustaining a Community Garden

### Start up Costs
- Securing access to land
- Securing access to water
- Soil testing
- Fencing
- Material for pathways
- Compost
- Borders for raised beds
- Soil for raised beds
- Tools
- Materials for sign/communication board
- Tool shed
- Rainwater harvesting system
- Materials for community organizing & volunteer work days

### Ongoing Operating Costs
- Water costs
- Rent
- Tool/supply replacement/repair
- Site improvements

## Cost Estimates

### Start up Costs

- **Securing access to land**: Varies widely depending on ownership. To use City of Austin-owned land (except parkland):
  - Garden Permit Application Fee: $50
  - License Agreement Fee: $100
  - Liability Insurance (minimum $500,000 for City land): Free with JFL Sponsorship

- **Securing access to water**
  - Fees and cost of installation for water meter and tap
  - Varies widely depending on site. Some fees can be waived.
  - Total cost for water meter and tap installation on a City site: $500. On a non-City-owned site: between $1K and $16K.
  - Engineering plans for water meter and tap installation: About $2K. Free for City-owned sites.

**Note:** Many sites will have water meters and taps in place already. If building on an empty lot, meter and tap installation may be required. Fees vary greatly depending on distance from closest water line and obstacles (e.g., roads between waterline and garden). Contact SFC or City of Austin Sustainable Urban Agriculture and Community Garden Program for details.
| **Irrigation installation & supplies** | Varies depending on size of site and complexity of system.  
- Underground system of PVC pipes with sprinklers for hoses at every four plots in a 2 acre garden: $5,500-$8,835  
- Drip line irrigation in a 4,256 square foot garden installed by professionals: $250  
- Pre-packaged drip irrigation kits for an area approximately 100-250 square feet: $15-$500  
- Buying individual parts to design and install a do-it-yourself custom drip irrigation system in an area of 300 square feet: $200-$500 |
| **Soil testing** | Texas Plant & Soil Lab  
Heavy Metals Test: $140  
Topsoil Analysis: $30  
Micronutrient Analysis: $16.50  
Analysis of all of above: $186.50  
- AgriLife Extension  
Routine + Organic Matter + Micronutrients: $25 |
| **Fencing** | Price varies widely depending on type of materials, size of site.  
- Post and cattle panel fencing: About $8.50 per foot  
- Chain link: About $5 per foot  
- 4 foot wooden picket fence: about $9 per foot  
- Privacy wooden picket fence: About $13 per foot  
- Ornamental wrought iron fence: About $27-30 per foot  
- PVC fencing: About $17 per foot |
| **Material for pathways** | Mulch: Free from tree trimming companies  
- Decomposed granite: $27.95/5 cubic yard from The Natural Gardener |
| **Compost** | CompoSyst: $26.99/ea. yd.  
The Natural Gardener: $3.50/10 gallon bag  
- Geo Growers: $44.90/1 cu. yd. |
| **Borders for raised beds** | Cedar: $5.96 (12 x 6 x 2")  
- Composite Decking: $19.99 (12 x 6 x 2") |
| **Soil for raised beds** | Soil for raised beds: $44.50/50 cu. yd. at Geo Growers (one cu. yd. = one 4 x 8 x 1' bed) |
| **Tools** | - Spade shovel: $30  
- Square shovel: $35  
- Sharp shovel shovel: $40  
- Digging fork: $30  
- Pitch fork: $40  
- Hand trowel: $10  
- Hand cultivator: $10  
- Hoe: $15  
- Rake: $20  
- Hand planer: $20  
- Level: $25  
- Post hole digger: $40  
- Pick axe: $30  
- Garden rake: $20  
- Wheel barrow: $80 |

**Materials for sign/communication board**  
- Two 10" x 8" plywood boards from Home Depot: $90  
- One can chalkboard paint from Home Depot: $22  
- One can outdoor paint from Home Depot: $30  
- Tool shed: Depending on size, style, materials: $100-$4,000  
- Rainwater harvesting system: Depending on size, style, materials: $100-$4,000  
- Materials for community organizing & volunteer workdays:  
  - Ream of 8.5 x 11 paper: $14.56  
  - Photocopying capabilities for flyers: Varies  
  - 5-gallon beverage cooler for volunteer work days: $20  
  - Food/beverages for volunteer work days: Varies  

**Ongoing Operating Costs**  
- Water costs: Varies widely. Between $0.05 (Blackbear CG) and $0.50 per sq. ft. (Sunshine CG) per year. See Sample Water Usage Tables.  
- Rent: Varies.  
- Tool/supply replacement/repair: Varies.  
- Site improvements: Varies.
Intro & Acknowledgments

What is this?

This is a resource designed to help school garden coordinators effectively maintain their school gardens during the summers. Success during the summer starts by building strong relationships with volunteers during the school year, so many of our recommendations are applicable throughout the year and focus on how to best work with volunteers. Many school garden coordinators in the Portland area generously gave their time to discuss the successes and challenges that they have faced in their gardens during the summertime.

We developed this document based on the resources that interviewees shared with us and the needs they expressed. Our goal is to share tips and techniques that school garden coordinators use to successfully navigate the ins and outs of maintenance in the summer. Many coordinators put in unpaid hours, are strapped for time, and are really working from the heart to make things happen. For this reason, we have created planning and record-keeping forms and templates that are customized and ready for use by school garden coordinators. Additionally, we have provided signs which can be printed, laminated, and posted in the garden to help guide students and volunteers in the right direction.

We know that there is not a one-size-fits-all solution for school gardens, but we hope that these tips, templates, and signs are useful and that you are able to customize them to suit your needs. Good luck in your garden!

Who are we?

The co-authors of this resource are Pritha Golden and Karin Mefere-Hoyt. We are currently serving our 2011-2012 term as AmeriCorps members through the Confluence Environmental Center in the Portland Metro region. Summer is the most abundant time in gardens, yet it is also the most challenging for schools as they are not in session. Inspired to address the need for support at school gardens in the summer, we chose to create this document as our AmeriCorps service project. Artist Amy Roche, a Portland-based artist, generously donated her time to make all of the illustrations and signs for this document.

Thank you!

We greatly appreciate and would like to thank the following people: Caitlin Betheca, Julia Gray, Sarah Cantrilberry, Sarah Sullivan, Kathy Carris, Amanda Hart, Ashley Coth, Abbie Rankin, and Julie Baasch for taking the time to share their experiences, knowledge, and input with us. We also thank the Confluence Environmental Center staff for their support.

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This checklist will help you get everything in line to have a great work party.

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A thank you to the volunteers and a reminder to take care of the garden appropriately.

Volunteers are Worth Their Weight in Compost

Recruitment
- Be visible within the school community; get to know school families and community members.
- Build relationships and people will want to get involved.
- Identify the movers and shakers who support your program and ask them to help recruit volunteers.
- Table at PTA meetings and at Kindergarten Roundup.
- Advertise in the school newsletter and through email lists.
- Network with teachers; ask them to recommend parents who they think would be interested.
- Invite volunteers personally and always follow up by phone or email.
- Reach out to potential volunteers who may have language and/or cultural barriers. A great way to connect with these families is through the Parent Engagement Coordinator or other bilingual staff members at your school.

Coordination & Communication
- Find out what days/times work best for your volunteers and schedule accordingly.
- Consider the volunteers’ preferred mode of communication (in person, phone, email, google calendar, facebook, etc). Adapt your communication style to include people without email or computer access.
- Orientation and training are invaluable! Encourage volunteers to ask you questions.
- Let volunteers know what your summer availability is and how to reach out.
- Remind volunteers to bring any problems, questions, or concerns to your attention.
- Lay out expectations (both yours and theirs) from the beginning in terms of commitment level and garden ground rules.
Volunteers are Worth Their Weight in Compost (Cont.)

Engagement
- The more ownership a volunteer has, the more engaged and committed he/she will be.
- Include volunteers in the planning and decision-making process as much as possible.
- Work within your volunteers’ level of commitment and interest:
  - If you have volunteers with specific areas of interest and/or expertise, ask them to take the lead by starting a new project such as a “Herb Garden” or implementing the Adopt-A-Model, for example.
  - Create opportunities for casual and one-time participation (e.g., work parties, open hours, harvest events).

Follow up and appreciation
- Check in with volunteers at the end of their work period (either one-on-one or a group).
  - Ask “What went well?” Is there anything they would like to see done differently next time? Did they have everything they needed? Did they have fun?
- For increased volunteer engagement and retention, follow up with volunteers who attend work parties to encourage them to become regular volunteers.
- Personally invite back regular volunteers from one year to the next.
- Show appreciation for your volunteers so they keep coming back! Build it into your program, in everything from thanking volunteers at the end of work parties to giving awards or certificates at an appreciation event at the end of the season.

School District policies on volunteers
- Check with school administrators about your school district’s policies on volunteers (including liability waivers). The Portland Public School District, for example, requires that “volunteers who may have potential for abuse, unsupervised contact with students must be screened for a criminal background” (http://www.pps.k12.or.us/departments/security/services/cns.htm).

Summer Maintenance

All of the following methods can be combined or altered to suit your circumstances. All models require a willingness on behalf of the coordinator to step in and work independently when necessary as well as the flexibility to support your volunteers’ participation in the garden. As a coordinator, it is important to consider your availability and needs when developing your maintenance plan. Also consider the interests and commitment level of volunteers, as well as any barriers to participation they may face.

For success in the summer, it is important that you develop strong relationships with volunteers during the school year. Schedule work parties and drop-in hours before the school starts. Decide how you would like people to help so that you can invite volunteers face-to-face while school is still in session.

Host garden drop-in hours
- Have a set weekly schedule when volunteers can access the garden and the tools.
- Drop-in hours can be hosted by a coordinator or be unsupervised.

This model may work well with volunteer supervision if...
  - You can accommodate or prefer a consistent schedule.
  - You are free during hours when volunteers are available.
  - Volunteers may be new to the garden.
  - Volunteers may need supervision.

This model may work without volunteer supervision if...
  - You are not available when volunteers are available.
  - You are flexible with mistakes made in the garden.
  - Volunteers enjoy working in the garden either independently, with their family or with other families.
  - Volunteers are dedicated and very experienced working in the garden.
More Maintenance Models

Work parties and flexible volunteer help
- Host monthly work parties to finish the bigger, more labor-intensive jobs
- Call groups of dedicated volunteers as needed to help with smaller, more skilled tasks

This model may work well if:
- You have the support and supplies to host a monthly work party
- Apart from work parties, you enjoy or need flexibility in your schedule
- Volunteers enjoy flexibility and are often willing to assist when called as needed
- Volunteers may be new to the garden and need supervision

Kids summer programming to cover the basics
- Use kids' summer programs to keep the garden weeded and planted
- Organize volunteer assistance for watering and possible additional maintenance

This model may work well if:
- Your school has a summer program
- Students use the garden frequently and are old enough to do weeding and planting
- You and/or volunteers are able to water the garden and finish projects that kids start

Week-by-week maintenance
- Volunteers sign up for a week of watering, maintenance, harvest during the summer
- Phone calls are needed reminders—consider a volunteer phone tree

This model may work well if:
- You regularly check in on garden status and are available for backup
- You have the capacity to train volunteers on how to work in the garden
- Volunteers are experienced, dedicated and can commit to a set schedule

Even More Maintenance Models

Dedicated watering volunteer(s)
- Sometimes neighbors are willing to take on frequent or even fall watering responsibility
- This model may work well if:
- You are available for backup any time a volunteer is not available to water
- Volunteers are experienced or well-trained in watering in the garden
- Volunteers live within walking distance of the garden

Adopt-a-bed
- Have volunteers sign up to care for and harvest from a garden bed for the summer
- This model may work well if:
- You have limited availability to assist in the summer
- You are willing to accept if some beds are neglected or if plants die
- Volunteers enjoy ownership and are experienced gardeners or are mentored
- The garden, tools, and watering systems are accessible by combination locks

Lead volunteers take responsibility for maintenance
- Several volunteers each take the lead in maintaining a different part of the garden
- Lead volunteers check regularly to assess garden maintenance needs
- Lead volunteers coordinate other volunteers and host work parties as necessary
- This model may work well if:
- You are highly experienced with gardening and volunteer coordination
- Lead volunteers are very experienced with gardening and volunteer coordination
- Your program is mature in its development
Maintenance Nuts & Bolts

**Watering**

If you do not have an irrigation system, this is going to be one of the more time consuming and time sensitive tasks in your garden during the summer. Taking time up front to make your system as user friendly as possible will save you and your volunteers lots of time and frustration in the long run.

- Drip irrigation systems will greatly reduce your work in the garden—keep your eyes open for volunteers with irrigation skills as well as funding opportunities for your system.
- Develop a watering method so volunteer have a step-by-step process to follow.
- The best volunteers for watering often live as close as possible to the garden—start making it fun!
- Set a sprinkler in one part of the garden while hand watering in another to save time.
- Knowing when not to water is as important as knowing when to water. Encourage drought resistance in plants by irrigating more deeply and less frequently. Take tips from an expert!

**Weeding**

- To encourage a job well done, develop a basic weeding method to use in your garden.
- Provide an explanation of why this technique works well to serve your garden—the “why” will help move new local and help experienced folks understand what you are looking for.
- Never assume someone knows the difference between a weed and a vegetable. Always review what plants you would like to be removed and how.
- Expect that mistakes are part of the job and never forget that every volunteer has good intentions.

**Weeding Note:**

Save yourself tons of time by removing weeds when they are only 2–3 weeks old. At this point, scraping just below the surface of the soil with a sharp weeding tool will cut and uproot very small weeds, even those you can't yet eliminate the need for “pulling weeds.” Leave weeds on the surface and they will decompose. Great tools for this job are the hori hori and the spading fork.

**Irrigation Note:**

Drip systems save water by slowly re-creating water directly where it is needed, at the roots. By watering only garden beds, you will reduce your water usage and save yourself time weeding pathways.

- Timers are relatively inexpensive and will allow you to water the garden with the flip of a switch or by programming an automatic system.
- Once you have an irrigation system on a timer, most of the work is done for you except for routine system maintenance.

**Harvesting**

- Some folks are hesitant to eat veggies from the garden, while others may unknowingly help themselves to the last of your garden crops. To encourage volunteers to feel comfortable sharing the harvest and also to leave some for others, they must know how much they can harvest certain plants and why.
- If certain crops are still green, give clear explanations of what they are being saved for.
- Use signs to designate which beds can be harvested from and which beds cannot (see sign).
- Any fruit or flower will produce much more if harvested more frequently—these are good candidates for “help yourself” plants.
- If you have a scale, don’t forget to track your pounds of harvest and where it is going.
- If you have extra produce, find a weekly food donation outlet. This makes a great volunteer job.

**Locks and theft**

- Using combination locks in the garden will avoid issues of locked garden access and lost keys.
- Combination locks can be changed regularly to increase security.
- Have a lock box in the garden that is separate from your main toolshed with supplies that volunteers can access independently.
- In order to avoid rusting and vandalism, keep these items locked when not in use (hoses themselves do not seem to be a hot item to take).

**Vandalism**

- Know that people pick veggies from school gardens and that vandalism cannot always be prevented.
- Removing evidence of vandalism as soon as possible reduces the rate of reoccurrence.
- Put spiky plants along fences and less “poppable” plants near the periphery of the garden.
- Have a “community bed” or have boxes by the entrance to share harvest public.
- Post signs to indicate that the garden is a school project.
- The more eyes the better. Ask a neighbor to keep a look out and encourage lots of garden use.
School Garden Coordinator
Summer Checklist

Example Summer Harvest Goals:
- Recruit a volunteer to harvest all plants once a week and drop off produce donations.
- Donate surplus of produce to the Food Bank.
- Record the weight of every harvest and how it is used.
- Share produce with volunteers each time they help in the garden.
- Save all root crops for the school year.

1. Develop the Summer School Garden Vision
   (This is best done in the fall/winter)
   - Identify who has a stake in the summer garden
   - Determine the basic purpose and goals of the summer garden with a group (volunteers, teachers, kids, etc.)
   - Consider how to integrate the garden into the school or in the neighborhood
   - Get input and feedback from students and teachers
   - Check in with school administrators & maintenance staff
   - Get input and feedback from parents & community members
   - Check in with school neighbors; ask for their input and let them voice their concerns

2. Garden Logistics to Communicate with Volunteers
   - How and when to best contact you
   - Who to contact if volunteers can’t reach you
   - What a volunteer should do if they can’t follow through with their commitment
   - How to access the garden (including gate code or key location)
   - What times the garden is accessible
   - How to access tools
   - How to access watering and irrigation supplies
   - Bathroom access
   - Harvesting procedures or rules
   - Which areas (if any) are off-limits to summer garden volunteers
   - Where to put weeds
   - Where to put non-weedy green material
   - Where to put brown material (e.g., dried leaves)
   - Where to put recycling and trash
   - What are prohibited substances/activities in the garden

3. Develop and Conduct Volunteer Orientations
   - Determine when and how often you will conduct garden orientations, based on volunteer availability
   - At the orientation do a walk-through of the garden, including storage areas
   - Have volunteers fill out interest forms and any additional paperwork required by your school
   - Communicate all garden logistics (see checklist 3)
School Garden Coordinator Summer Checklist (Cont.)

- **Tracking**
  - Track harvest weight and how it was used
  - Log all volunteer hours
  - Document summer successes and lessons learned
  - Consider creating a garden legacy notebook to keep notes (see sidebar for more information).

- **Evaluation**
  - Develop program evaluation criteria
  - Build feedback opportunities into volunteer routine
  - Conduct a season evaluation by informal discussion or by survey

- **Volunteer Appreciation**
  - Plan an end of season party at the end of the summer to thank your volunteers
  - Create awards or certificates for volunteers
  - Announce total summer volunteer hours
  - Announce total pounds harvested
  - Tell a story to highlight good memories

Garden Legacy Notebook
Maintaining a Garden Legacy notebook is a great way to keep your program growing and improving from year to year. Use the notebook to record the contact information of both volunteers and garden partners, keep track of planting dates, archive garden maps (to make sure that you rotate crops from year to year), as well as notes about what worked and what didn’t in everything from volunteer management strategies to maintenance plans.

Work Party Checklist

1. **Pre-planning for Work Parties**
   - Set aside appropriate projects for larger groups
   - Prioritize tasks
   - Estimate the number of volunteers needed for each task
   - Assign a lead volunteer for each task
   - Do a walk-through of tasks with lead volunteers and offer them the opportunity to practice demonstrating tasks
   - Review how many tools will be needed at each station and any guidelines around their use
   - Gather all necessary tools and materials
   - Make reminder calls or send reminder emails
   - Create a sign with the day’s tasks in order of priority and include diagrams if appropriate
   - Mark stations to remove/leave with colored flagging or ribbons

2. **Work Party “Day Of” Checklist**
   - Make sure all volunteers have filled out necessary forms/ waivers
   - Welcome and icebreaker
   - Give an overview of the day’s goals
   - Give a tour of the site if there are new volunteers
   - Identify risks and point out safety info
   - Answer any questions volunteers have
   - Demonstrate tasks (or have lead volunteers do this, if applicable)
   - Regroup at the end of the day to thank your volunteers and discuss how the day went. Take notes on feedback and use it to improve future work parties!

3. **Work Party Follow Up**
   - Log volunteer hours
   - Make a list of the tasks that were completed/not completed
   - Document volunteer feedback
   - Write what worked well and what could improve in the future
   - Follow up with Thank You and send photos to volunteers
Maintenance Plan

This month-by-month template provides a structure for planning what you would like to complete in your garden over the course of the year. It is best to take time in the winter to sit down and fill out the year’s maintenance plan. If you are new to this you can reference forms that have already been filled out or sit down with someone who has experience and can help you fill it out. Taking the time to create a maintenance plan will do wonders for your garden, your students, your volunteers, and for you.

Included in the template are lists of vegetables you can direct seed and transplant each month. These plant lists are selected from the OSU Extension Service, *Educator’s Guide to Vegetable Gardening* and Portland Nursery’s *Veggie Calendar*. Check out these great resources to find more extensive plant lists, indoor seeding dates, and variations in planting dates with the use of season extension devices.

A sample maintenance plan from Abernathy Elementary is provided following this template. Reference the plan as you complete your own.

*http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/22454/emp9031.pdf
**http://www.portlandnursery.com/docs/veggies/veggie_calendar.pdf
Maintenance Plan

November

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<tr>
<th>Property #</th>
<th>Student Job</th>
<th>Work Party</th>
<th>My Job</th>
<th>Volunteer Job</th>
<th>Other</th>
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Notes/Supplies Needed:
Signs will last longer if you bring them under cover now!

December

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<th>Property #</th>
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<th>Work Party</th>
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Notes/Supplies Needed:

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Notes/Supplies Needed:

February

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Notes/Supplies Needed:
Direct Seed after the 15th: Fava beans, peas, arugula, radishes, and garlic.
## Maintenance Plan

### March

- **Direct Seed**: Peas, fava beans, parsley, cilantro, radishes, greens, beets, spinach, chard, and scallions. *After the 15th*: Jerusalem artichokes and potatoes.
- **Transplant after the 15th**: Parsley, cilantro, broccoli, kale, chard, collard, salad greens, lettuce, and onion.

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**Notes/Supplies Needed**

### April

- **Direct Seed**: Peas, carrots, parsley, cilantro, parsnips, turnips, radishes, greens, beets, spinach, chard, and potatoes.
- **Transplant**: Parsley, cilantro, cabbage, cauliflower, kale, chard, broccoli, lettuce, and onions.

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**Notes/Supplies Needed**

### May

- **Direct Seed**: Peas, carrot, parsley, cilantro, turnips, radishes, beets, spinach, lettuce, corn, and potatoes. *After the 15th*: Beans and all squash.
- **Transplant**: Cabbage, broccoli, cauliflower, greens, kale, lettuce, and summer squash.

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**Notes/Supplies Needed**

### June

- **Direct Seed**: Peas, beans, carrot, parsley, cilantro, parsnips, dill, turnips, radishes, greens, beets, spinach, chard, cucumbers, melons, and squash.
- **Transplant**: Broccoli, kale, lettuce, leeks, onions, and tomatoes. *After the 15th*: peppers and eggplant.

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**Notes/Supplies Needed**
## Maintenance Plan

### July

- **Direct Seed**: Parsley, tulips, spinach, chard, lettuce, and greens *Before the 15th*
- Beets, parsnips, carrots, bush and snap beans
- **Transplant**: Cabbage, broccoli, cauliflower, kale, greens, lettuce, and leeks *Before the 15th: Summer squash and cucumbers*

### August

- **Direct Seed**: Cilantro, spinach, chard, greens, and radishes
Use this as a reference when developing your own maintenance plan.

Abernathy School Kitchen Garden
2423 SE Orange St Portland, OR 97216

Abernathy School Kitchen Garden Maintenance Schedule

September
- Harvest with students. Harvest for eating and for taking to the kitchen.
- Harvest the rest of the potatoes
- Turn over the kitchen garden and plant for the fall. Salad greens and greens do best and are most easily integrated in the kitchen throughout the winter.
- Clear some space in the GOW to plant a bed (or a few spaces) of salad greens. These will be useful through the winter.
- Observations with students, especially 5th graders who planted the garden as 4th graders.
- Clear some spaces or a few beds, and plant starts of greens (kale, kohlrabi), radishes, turnips, and winter squash and winter greens (kale). Start them indoors.
- Harvest for kitchen when possible.
- Prune back plants in herb beds. Cover crop blank spots.
- Dig in soil.
- Dig out dead plants and replace them with new ones.
- Cover crop with compost.

October
- Clear beds and plant cover crops. Try to do this by end of Oct. Cover crop with mixture of field peas, clover, vetch, etc. Plant a mix or plant them is separate beds. These will come in handy for observations about soil and for demonstrating the nitrogen fixing bacteria colonies on the roots of the legumes.
- Clear crop new garden areas on the west side of the playground.
- Sheet mulch one or two of the beds.
- Wrap up hoops and hang in shed.
- Tidy up garden for Christmas season.
- Prune back plants in herb beds. Cover crop blank spots.
- Harvest for kitchen when possible.
- Prune back plants in herb beds. Cover crop blank spots.
- Winterize garden.
- Dig in soil.
- Dig out dead plants and replace them with new ones.
- Cover crop with compost.
- Plant garlic.

November
- Observe garden with student’s.
- Plant bulbs and garlic
- Dig in soil
- Cut back dahlias by month’s end. Leave a few inches of stem above ground. Cover with leaf mulch or compost
- Prune berry bushes. Cut back canes that fruited this year. Leave canes that only have leaves, these will fruit next year.
- Plan for winter pruning of fruit trees. This could be an educational community event or just someone volunteering time to prune the trees.
- Harvest for kitchen when possible.
- Check on compost and worms.

December
- Observe.
- Make sure tools are clean and away before the long holiday vacation.
- Turn compost if possible
- Make sure worms are good for the break.
- Harvest for kitchen from garden if possible.

January
- Make sure greenhouse is up to speed (lights, heat, soil, clean pots). Start seeds with classes and get them in greenhouse.
- Dig in garden.
- Observe.
- Take temperature readings of soil and soil. Watch for frozen spots! The garden is shaded through the winter and will often freeze in spots. This makes for good observation too.
- Harvest for kitchen when possible.
- Check on worms and compost.

February
- Fourth graders start planning for gardens! Make sure they have enough time to plan (look at lesson matrix) to see how many lessons they need before planting lesson so they can have their spring planting lesson right before spring break.
- Do a string that makes the square foot grid in the garden.
- Weed beds really well (especially bed with golden raspberries, it’s very weedy!).
- Start onions and shallots in greenhouse.
- Spring work party?
- Check on worms and compost.

March
- Check irrigation. Make sure all lines work properly and fix any leaks with electrician tape. Extra parts can be bought at Hardware and Hardware and 17th.
- Prune and clean-out herb bed.
- Weed and mulch around berry plants and fruit tree.
- Work party? Good time to get more wood chips for garden paths. We need about 5 cubic yards. Tommy can order from the district. Just let him know a few weeks before you want them and they can dump them by the plan tree beside the garden.
- Prune with 4th grade classes.
- Start plants in greenhouse - peppers, tomatoes, greens.
- Check on worms and compost.
- Get mint out!

This is a sample maintenance plan from Abernathy Elementary School.
April
-Plant greens and salad mix, radishes (lots!), turnips, brassicas. Wait for beans until late April.
-5th graders monitor and weed their beds, fill in empty spots.
-Weed strawberry patch.
-Weed around dillias.
-Work party?
-Start cucurbits and other fast growing crops in greenhouse.
-Check on worms and compost.
-Pull mint!

May
-Plant beans, early or late May depending on weather.
-Weed regularly.
-Watch rain levels. The end of May usually requires the first irrigation of the season.
-Plant with students in garden whenever possible (can also use the kitchen garden space).
-Plant with forethought to fill in garden gaps without students to create a bit of order to where things are placed.
-Observe bulbs as they grow and fade.
-Start fast growing seeds in greenhouse - cucurbits.
-5th graders maintain their beds.
-Weed strawberries, dahlias.
-Check on worms and compost.
-Pull mint!

June
-5th graders maintain beds, as will AmeriCorps member.
Fourth graders plant summer crops at beginning of May.
-Weed often.
-Irrigate when needed.
-Check on worms and compost.
-Pull mint!

July
-Start seeds in greenhouse for fall crops (brassicas, onions, greens).
-Check on worms and compost.
-Pull mint!
-Plant winter crops.

August
-Maintain garden. Weed, irrigate, harvest. Fill in gaps as needed.
-Manage greenhouse, start seeds for fall.
-Check on worms and compost.
-Pull mint!

This is a sample maintenance plan from Abernathy Elementary School.
Volunteer Interest Form

Thank you for your interest in volunteering with us! Whether you are just curious to learn about the garden or are interested in volunteering on a regular basis, everyone is welcome here. We want your experience in the garden to be the best it can possibly be, so we have a few questions for you to answer. Filling out this form is not a commitment to participate; it just helps us learn a little bit more about you.

Name________________________ Email________________________

Preferred phone________________________ Secondary phone________________________

Please mark the best ways to contact you in order of preference, with 1 as most preferable and 3 as least.
Phone call_______ e-mail_______ mail_______ other (please describe)________________________

What are the best days and times to reach you?
________________________

What days and times would you most likely be available to attend events or volunteer in the garden? Do you prefer to participate on a regular schedule or on occasion as you are available?
________________________

Mark your confidence in each statement with 1 indicating not at all confident, and 5 indicating highly confident.
1. I know how much and how often to water plants of different maturities during different times of the year.
2. I can identify weeds and know how to weed.
3. I know when most vegetables or fruits are ready to harvest.

Mark any skills or interests you could share with the garden program. All skills sets have a place here!
- Spreading the word
- Arts or crafts
- Irrigation systems
- Construction
- Fundraising
- Graphic design
- Bilingual (language)
- Other (describe)________________________

How do you see yourself participating in the garden program?
- General program help
- With student groups
- With my kids
- Working solo
- At work parties
- At planning meetings

Why are you interested in participating in the garden? What is your vision for the school garden?
________________________

If your photo or video is taken in the garden may we display the images publicly for outreach? ___Yes ___No

Signature________________________ Date________________________
# Volunteer Maintenance Log

Record del mantenimiento hecho por voluntarios

<table>
<thead>
<tr>
<th>Name/Nombre:</th>
<th>Date/Fecha:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Volunteered/ Horas trabajadas:</td>
<td></td>
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<tr>
<td>Tasks Completed &amp; Notes/ Trabajo hecho y notas:</td>
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Work Party Sign-In Sheet and Waiver

<table>
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<tr>
<th>Date:</th>
<th>Projects/Tasks Completed:</th>
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Notes/Observations: __________________________

Thanks for helping out! You must sign the waiver to participate. By signing below, I agree to release and hold harmless all staff, volunteers, and partner organizations any injury or accident that may result from my participation in volunteer events. I agree to listen to and follow any safety instructions presented to me. I agree to use good judgment based on physical ability and to immediately stop participating if it becomes too difficult.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Time In</th>
<th>Time Out</th>
<th>Phone/Email</th>
<th>Photo/Video OK?</th>
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### Planting Date Tracking Sheet

<table>
<thead>
<tr>
<th>Date planted</th>
<th>Vegetable and variety</th>
<th>Direct seeded or transplanted?</th>
<th>Notes/recommended dates for future years</th>
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### School Garden Harvest Log

Please use the following form to record harvest amounts so we can keep track of how much our garden produces. Thanks!

<table>
<thead>
<tr>
<th>Date</th>
<th>Vegetable</th>
<th>Pounds Harvested</th>
<th>How was the harvest used; where did it go? (Please note amount donated and where, if applicable)</th>
</tr>
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Signs

The signs on the following pages were created by Portland-based artist Briti Appleton. Larger, printable versions of these signs are available on the Growing Gardens website at http://www.growing-gardens.org. These images can be printed in color, laminated and attached to stakes for use in the garden.

Common Weeds

Harvesting

Water Shut-Off Reminder

Please turn the water off.
Por favor, no permita que se desperdicie el agua, cierre la llave.
Signs

Compost, Weeds and Waste

- Green Material: Materia Organica Fresca (Verde)
- Brown Material: Materia Organica Seca (Seca)
- Weeds Go Here: Malezas Aquí Por Favor
- No Weeds Here: No Malezas Aquí Por Favor

Signs

Recycling and Trash

- Recycling: Reciclaje
- Trash: Basura

Garden Farewell

Thank you for visiting the garden. Please come back soon! Don't forget to put everything away and turn off the water. Gracias por visitar el huerto. Por favor vuelva pronto. Guarde todo y cierre la llave del agua.


*Images for Laurel Mountain Elementary, Wells Branch Elementary and Canyon Vista Middle School provided by: RRISD Food Services.*