



How to Start a Slow Food in Schools Project



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Introduction

This guide is designed to help project leaders, both emerging and established, develop Slow Food in Schools (SFIS) projects in a way that best suits the communities involved, the resources available, and the goals of the participants.

These guidelines provide information on how to conceptualize a project; details for laying groundwork; ideas for different types of projects; suggestions for budgeting and funding; resources for curriculum, activities, and assistance; and a section of “model projects,” existing SFIS projects which exhibit excellence through their successes, both in their stated goals and their ability to self-sustain and grow to meet the needs of the school system and the larger community.

Please keep in mind that this guide is purposefully broad, covering many diverse aspects of implementing and maintaining a SFIS project. Some projects will grow well beyond the scope of this guide and others will only make use of bits and pieces. In either case, please use this information as best as you see fit. This guide is meant to be used in conjunction with communication with Slow Food USA (SFUSA). Please share your ideas, plans, and questions with SFUSA staff. This type of communication helps us improve the entire SFIS initiative as we work to provide the projects with as many materials and resources as possible. Use SFUSA as a source for sample curricula, SFIS literature and models, and general assistance. Slow Food USA can also help you contact other SFIS project coordinators to share ideas, hear experiences, and for consultation.

All the best,

The Slow Food in Schools Team



Cesare Casella, Dean of Italian Studies at the French Culinary Institute, teaches students from Harvest Time in Harlem at the Children's Storefront School.

Getting Started

In this section:

A general step-by-step guide for initiating, planning, funding, evaluating, and ensuring the longevity of your SFIS project.

What is a SFIS project?

Slow Food in Schools projects are based on the three building blocks of pleasure, tradition, and sustainability. SFIS projects are diverse, yet all involve the fundamental principles of Slow Food itself; namely to provide healthy, nutritious, and delicious foods to children while simultaneously educating them about the ecological and cultural traditions of the foods they

are eating and enjoying the pleasures of taste. They are a celebration of locally grown, nutritiously delicious foods! All projects create a direct connection between students and their food source, emphasizing the pleasures of taste and the table. Projects are hands-on, and range from small playground gardens where lettuce is grown by kindergarteners

to cooking classes with local youth to reinventing cafeteria food by incorporating foods from local farms. Lots of SFIS projects are run in conjunction with partner organizations, and collaboration can be a great

way to make the most of resources. However big or small, a SFIS project combines eating with education and involves community members, school administration, teachers, and food service workers.

Why start a SFIS Project?

Our children spend the majority of their day in school, where they are ideally being educated not only about math and history, but also about healthy choices for their mind and body. SFIS projects are based on the idea that knowledge of food—how it is grown, who grows it, how it is prepared, its connection to tradition, and its influence in shaping the future of society—is integral to a healthy education. By starting a SFIS project, you are helping to address important health issues while also teaching children about how food choices can impact the health of community, environment and economy, and taste great at the same time.

All projects create a direct connection between students and their food source, emphasizing the pleasures of taste and the table.



Nine Steps to Starting a Slow Food in Schools Project

1. *Assemble a SFIS Committee*
2. *Target the need in your community*
3. *Draft a proposal*
4. *Establish a relationship with the school*
5. *Write a timeline*
6. *Raise local funds*
7. *Implement the project*
8. *Evaluate*
9. *Look to the future*

How do I start a SFIS project?

Below is a step-by-step guide, from conceptualization to implementation, for a SFIS project. This guide will need to be tailored, depending on the type of project. For example, a project that sources cafeteria foods from local farms will need to identify and secure contracts from local farmers as part of the process, while a schoolyard garden must consider a location for the garden with adequate sunlight and access to water. In either case, the structural organization of the project and its leaders are a key component to success. Also important is to start small, allowing your project to grow over time. Start with one cafeteria product sourced from a local farmer, or a garden that works with one class at the outset. This will help both the volunteers and the school work through any problems on a small scale as well as establishing a successful foundation on which to grow.

Step 1: Assemble a Slow Food in Schools committee.

Gather a diverse and cohesive group of people to help launch and maintain the project—community members, professionals, parents, teachers, Slow Food members, school officials, experts. At least one member of your committee should be a school official. By building a large base of community support, you help ensure a life outside of the school. Engage local chefs, farmers, graphic designers, business leaders... anyone who is interested in the project and can offer

a useful set of skills. Establish clear roles and expectations among the members of the committee, including an outline of realistic time commitments for both volunteers and school employees. The committee exists to help launch, guide, and maintain the project, and full investment must be a requirement for participation. Keep in mind that the committee should be composed of people who have a variety of skills/strengths to bring to the table—i.e. someone may be particularly good at fundraising, another may be experienced in logistics and infrastructure. SFIS projects are meant to be well integrated into the community, which will help to develop consistency and longevity, even if the project is small and may only meet once a month, or per season.

By building a large base of community support, you help ensure a life outside of the school.

Step 2: Target the need in your community for a Slow Food in Schools project and identify what type of project will most address that need.

Locate a school or youth group that is in most need, and would be most receptive to a SFIS project. It is important to locate a school that not only could benefit greatly from the presence of a SFIS project, but has the desire to host one as well. Your SFIS project may make use of off-site land or buildings, such as

community gardens, culinary schools, farmer's markets, or nearby farms.

Conduct a basic needs assessment, or a survey of the proposed site to gain as much information as possible about what exactly would benefit the school most. Some questions to think about: What is the average household income? What percentage of the children exhibit signs of poor eating habits? What is the quality of school lunch? Is there any form of food curriculum already in place? What is the present knowledge base of the faculty, children, and parents about food and farm issues? Is there already space for a school garden? What is the condition of the kitchen (if there is one) and who is in charge of creating school meals?

Using the information developed above, determine which element of a SFIS project would be most relevant to your location and makes the most sense

for your volunteers—i.e. after school cooking program, school garden, farm-to-cafeteria, integrated food curriculum. Remember that there is always room to grow, so start small and set goals that can be accomplished. This will not only motivate participants, but also lay a foundation of success on which to build.

Keep in mind that a project most in need may be one that already exists. Explore collaborations with other organizations or programs to see if joining forces could be more beneficial for both the programs and the

participants. When joining up with an existing project, be creative in how you incorporate the values of Slow Food into the programs. For example, one convivium joined with a youth community garden to provide cooking classes based on the foods that the kids had cultivated.

Learn about other projects similar to yours (check the Resource List or contact Slow Food USA to find out about other projects). Use their successes and difficulties to guide the formulation of your own project.

Step 3: Draft a proposal.

Once your committee has determined the need within a school for a SFIS project, and the best type of SFIS project to address that need, write a proposal. Keep in mind that this will change enormously as the project evolves, so keep it simple.

- Start with a **mission** that clearly and concisely states the conceptual and philosophical goals of the project. Put words to your vision for the project.
- Define the **type of project** (i.e. farm to cafeteria, schoolyard garden, taste education), tailoring the overall structure to meet the specific school and resources available.
- Describe the **scope of the project**. What grade levels will be included? How often and when will the project operate? What sort of body will oversee

Remember that there is always room to grow, so start small and set goals that can be accomplished.

Identify members of the administration, school board, faculty, and food services who would be interested in learning more about your ideas.

the project [What roles are needed and who will fill them?]? Who will be involved from the school?

- Assess what **materials** you will need. Identify the resources already in place and list those that you will need, both the physical (tools, seeds, kitchen equipment, etc.) and the less tangible (curriculum guides, volunteers, etc.).
- Draft a **budget**. Be creative about possible sources and determine what could be donated (i.e. tools, seeds, time, etc.).
- Plan a small and simple **fundraiser**. Not only will this help build financial support, but it will also introduce the project to the larger community. Make it fun and social to attract a wide variety of attendees.

Step 4: Establish a relationship with the school (this should happen concurrently with drafting a proposal).

Be sure to engage school officials and administrators to ensure reciprocation and cooperation. At least one representative from the school should already be on your committee, but it is important to maintain a relationship with a variety of school personnel. Identify members of the administration, school board, faculty, and food services who would be interested in learning more about your ideas. Your school district should have a Wellness Committee in place that is in charge of writing, overseeing and implementing federally mandated Wellness Policies. This committee can be

a great ally in supporting your project and possibly folding it into the existing policy. It will be important to nurture support within all areas of the school, as these will be some of the people most integral in implementing and fostering the project. Hold a meeting and invite these identified people. Propose your ideas and ask for their feedback, but be clear about the nature and goals of the project, especially in the beginning stages. Also discuss school policies regarding volunteers, photography, and liability in order to avoid future delays.



Step 5: Write a timeline for implementation.

Timelines are instrumental for executing projects that involve volunteers from different sections of the community. Key events included should be: expected approval from the governing school body; realization of start-up funds; formation of an oversight committee and schedule of meetings of this committee; finalization of curriculum or educational plan; and, last but not least, the opening ceremony and your plan for the school year!

After the program is in effect, keep meeting as a committee regularly to oversee the progression of the program and to keep pursuing funding. An important step will be to assess the impact of the program,

Your local Slow Food chapter can be a great resource and partner for events in the community.

building on your successes and making improvements to less successful areas. Begin to think ahead and realistically plan for the upcoming years. Many programs may take months or years from conception of an idea to actual implementation. Once your program is up and running, evaluate the resources of the committee and involved volunteers, as well as the health of the project. Use the findings to plan goals for upcoming years.

Step 6: Raise Local Funds.

The overall goal of fund raising is for the project to sustain itself and not exist on a “check to check” basis. Funds should not be sought right when they are needed, but rather on a consistent, steady basis so as to create a cushion.

Engage Slow Food members, the school community, local businesses, and organizations in fundraising efforts to provide enough seed money for the project to get off the ground. Raising funds in the community can be conducted in a number of ways. Some examples are: events, solicitation letters, raffles, and in-kind donation drives. Your local Slow Food chapter can be a great resource and partner for events in the community. Some questions to help guide you where to target funds: Who are the stakeholders in your SFIS project? How could helping your project benefit the donor? Who are the people who care most about

the project and the larger issues at hand? Who can be convinced? Depending on the nature of your project, contact local farms, nurseries, restaurants, garden centers, food markets, cultural associations, and non-profit organizations. Invest in the community as much as possible and get them excited about the project. The more diverse your support network, the greater the chance for success! See the funding section for more detailed guidelines.

Step 7: Implement the project.

Start small. Try out different ideas/lessons/plans slowly over time, so as to test the effectiveness and feasibility of each concept. Maintain the planned focus of the project in stages, so as not to get overwhelmed with the project’s progress, or “get ahead of yourself.” For example, if the original model of the Slow Food in School project in your area is to build a school garden that will be visited by students on a weekly basis, do not try to implement a cooking program until the first stage proves to run smoothly.

Consistently engage with committee members, participants, and school officials to gauge the progress, success, and struggles of the project. It is important to communicate at all times with each participating party.





Step 8: Evaluate.

Use assessments from the Resource List, from Slow Food USA, or create your own to gauge the effectiveness of your program. What are the strengths and weaknesses of the program? What goals were met and where did the program fall short? What are ideas for future growth? Send evaluation forms to parents, teachers, and involved members of the community. Don't forget to have the students evaluate the program as well! Also, look to non-communicated forms of improvement, such as healthier school lunches, an increased interest in nutritious food among the kids, or more involvement from parents and the community. Determine your successes and how to continue them, as well as what could be improved. For example, after the first year of an after-school cooking class, evaluations helped leaders realize that the connection between the class, the students, and their families was the weakest link. As a result, parents are now encouraged to attend the classes with their kids, making the program stronger and bridging the gap between the class and the home. The Farm to School Project (www.farmtoschool.com) has a list of evaluations available to download in their resources section. They mostly concern Farm to School projects, but can easily be amended to suit your program.

Step 9: Look to the Future.

Upon achieving a comfortable level of efficiency, look to where improvements/changes need to be made to

ensure the longevity of the project. Ask yourselves questions like: Does a permanent staff person need to be hired? How much money needs to be raised to keep the project going at the same level? Do you want to introduce other elements to the program? What would that take?

Document! Take pictures, chart progress and highs/lows, and create fact sheets and promotional materials that can be distributed. Promote yourself. Let the community know what you're doing! This is crucial for funding and building awareness.

Stay involved with the larger Slow Food in Schools project. Keep the Slow Food USA office informed of your progress and dialogue with other leaders and projects to educate each other.

Let the community know what you're doing!

Some Types of Projects

In this section:

A description of a variety of potential project types ranging from schoolyard gardens, where students grow their cafeteria food, to cooking classes that develop culinary and cultural awareness.

One of the great things about the SFIS program is that the possibilities for size and type of projects are endless and can be tailored to the resources available. One thing to keep in mind is to start small. There is always room to grow, so find a project that is manageable while you lay the foundations for support. Also be sure to develop a project that fits both the needs of the school and the resources of the community and volunteers.

Farm to School

A Farm to School project involves contracting small, local farmers to provide food for school cafeterias. Farm to School projects vary widely, mostly depending on the agricultural season and types of produce grown. Schools in California may be able to source almost all of the produce from local farmers, whereas in Maine, they may need to focus more on root vegetables or perhaps

fish during the school year. There are great possibilities for building curriculum around a Farm to School program, including nutrition education, farm visits, and



cooking classes. Farm to School programs teach students not only how nutritious and delicious fresh local produce can be, but also how farms

play an important role in the community food system. Two great resources for additional information on Farm to School programs are the Community Food Security Coalition (www.foodsecurity.org), and The National Farm to School Program (www.farmtoschool.org).

Schoolyard Gardens

Schoolyard gardens are amazing opportunities for learning. Appropriate for all age levels, the same garden can offer lessons for kindergarteners about color and counting while high school students study photosynthesis and composting. They also, obviously, provide food that can be used for cooking classes, a salad bar, or perhaps a harvest meal, depending on the size of the plot. Beds are ideally located at the school and can be in-ground or raised depending on available space. Other considerations include exposure to sun, availability of water, and upkeep of the garden when it is not being used by students. The tools and



supplies, such as seeds or spades, can often be obtained through donation, perhaps from a local hardware store or nursery.



There are numerous garden-based curriculum plans available for all age levels to help plan activities. See the Resources section.

Community Gardens

Providing the same educational opportunities as a Schoolyard Garden, a community garden is a great way to engage the larger community with garden-based learning, as well as the possibility of reaching out to a greater number of students. Where community gardens already exist, they provide a perfect way to start a SFIS project with minimal funds. Volunteers can connect with teachers or after-school programs to initiate student visits to the garden, where they can engage in service-learning projects, academic lessons, or simply structured, outdoor play. Explore whether a plot in the garden can be used specifically for your project, creating an opportunity for ownership and investment for the students. Community gardens can also be a great way to connect students with other groups, such as the elderly. These opportunities can also be pursued through city property, such as parks or arboretums.

Cooking Classes/Taste Education

Cooking and Taste Education classes are a great way to start educating kids about different types of foods and how to prepare them. Focus on seasonal, local foods and simple recipes that the kids can replicate at home. Diversify the classes to include tastings (experiment with honey, cheese, or varieties of vegetables), visits to local farms, and guest chef teachers. They can meet once a month, or once a week, depending on time and resources. Invite parents and guardians to participate, and stress the



importance of continuing taste education and the use of fresh, local, healthy, delicious foods at home. Offering cooking classes and Taste

Education is also a great way for Slow Food convivia to collaborate with other organizations that may already offer an after-school program or sponsor health education.

After-School Activities

Be creative! For school districts hesitant to use class time for garden or food education, start with an after-school program. These can be very specific, focusing solely on a schoolyard garden, or very broad, incorporating farm tours, cooking classes, tastings,

ecology lessons, and art projects. Many school districts and community centers already have the resources and infrastructure in place for after-school programs, so these can be a great place to start. Contact your local community services office, or your school's after-school programs coordinator to find out how to organize a program.

Farm Tours/Farm Market Tours

Touring local farms and farmer's markets provides an excellent way to spark kids interest in food and food production. Aspects of the farm or farmer's market can then be integrated into the daily curriculum, such as cooking with vegetables grown on the farm, learning about the history of farming in the region, enacting a mock-farmers market in the classroom, or perhaps inviting the farmers to the school for a reciprocal visit. Some farms and farmer's markets have educational



outreach programs in place, so re-search your area to find the farms and markets that are most kid-friendly. Most farmers' markets have some

sort of point person or organizer who would be the most appropriate to contact for scheduling. If not, go once yourself and speak with the farmers directly about the best way to bring a group of children to the site.

Collaborations

Collaborating with an existing project or another organization is a great way to initiate a project without starting completely from scratch. Collaboration can be as simple as providing Slow Food Members as volunteers, hosting fundraising events, or offering member's professional skills pro bono. Other collaborations



include working with farms (and farmers) or restaurants (and chefs) to offer educational opportunities; engaging students at the local YMCA,

or similar after-school and summer programs, through cooking classes or field trips; working with community organizations on food and garden oriented service projects; and many more!

Please see the Slow Food USA education page on the website (www.slowfoodusa.org/education) for a growing list of actual Slow Food in Schools projects.

Suggestions to keep in mind:

Grant writing can be an arduous, time consuming process, but can also yield great results! Keep this in mind when choosing your committee, so as to include someone who has moderate experience writing grants.

Be creative about the grants for which you apply. Identify aspects of your program besides the educational, culinary or agricultural that might interest a grant-making organization. Are you highlighting foods important to a particular culture? Do your students identify predominately with a specific race, religion, or economic class? Some organizations without a dedicated grant-making program will be open to funding projects if asked. Write an inquiry letter to find out.

Be sure to report to sponsors and funders on an ongoing basis.

Funding Guidelines

In this section:

An outline of funding sources and protocol, and suggestions for applying for these funds.

Due to the wide range of programs and their correspondingly diverse needs in terms of financial support, Slow Food USA has developed basic guidelines for pursuing grants or sponsorship.

For requests under \$500, contact the SFUSA office. SFUSA gives annual micro-grants to SFIS projects across the country, and allocates funds to each project from national fundraising efforts for Slow Food in Schools. In addition to these funds, SFUSA often sends materials such as seeds and tools to SFIS projects, and works with national companies to secure sponsorship.

For requests from \$500-\$10,000, contact local businesses and community organizations, as mentioned in the Step 6: Raise Local Funds section above. Finding financial support within the community is a great way to get people involved, as well as providing concrete evidence of support for your project. The Foundation Center offers an amazing list of community foundations by state. Access the website at http://fdncenter.org/funders/grantmaker/gws_comm/comm.html. You can also research local organizations

through your library, local representative, or town/city hall.

For requests greater than \$10,000, please contact the SFUSA office. Slow Food USA has ongoing fundraising efforts with many national and international foundations and organizations, so please be in touch before applying for a grant to see if the organization fits our guidelines and/or has already been contacted by the national office. In addition, SFUSA has acted as a fiscal sponsor or a “pass through” grantor for some SFIS projects, which can help you access a greater range of foundations.

Please consult with a SFUSA staff person before moving forward, to see which method of grant application would best suit your project, and to make sure we are not doubling our efforts.

Model Projects

In this section:

Background, words of advice from the project organizers, and description of the success of some particularly effective existing SFIS projects.

Mála 'ai: The Culinary Gardens of Waimea Middle School

Big Island, Hawaii



Mála 'ai: The Culinary Gardens of Waimea School was conceptualized in 2002, with community leaders on Hawaii's Big Island

interested in creating a schoolyard garden that would not only integrate into the school's curriculum, but also bring youth and adults together for social interaction. They wanted to address issues of the health and well being of youth and their families through an activity that would promote a sense of pride and responsibility for the Waimea Middle School garden—on a small scale—and the community ecosystem—on a larger scale. Their primary goals were to provide middle school students experiential opportunities to grow, prepare

and share healthy food, cultivate environmental awareness and stewardship of the land, increase adult mentoring and team building, and provide opportunities for hands-on learning.

The project has grown from an idea to a 3/4-acre garden with two staff members and 100 students working in the garden every week. The success of this program is due to the diligent planning of the organizers, as well as their cooperation with a variety of community groups. They presented the project initially to the North Hawaii Healthy Community Forum in the fall of 2002, and then forged a strong relationship with Waimea Middle School. Two volunteers visited the Edible Schoolyard, a highly successful schoolyard garden in Berkeley, California, where they observed and participated in the program. This visit helped them set realistic goals for their own program. The advisory board, which meets every six weeks, began focusing on fundraising and partnerships with local organizations to increase support for the project. After writing grants, designing the garden, and finding a garden leader, the Ambrosia project began working in the school in February of 2005.

Their words of advice:

1. Work sustainably and your capacity will grow. Only do what you can do well.
2. Reach widely. The more people involved, the stronger your foundation will be and the greater



potential you'll have. Involve the stakeholders in the vision and early planning. Partner with teachers, students, administrators, parents, community members, and other organizations: they are a rich resource.

3. Tailor your project to your environment, culture(s), school needs, student needs, soil, weather patterns, and resources.

Cultiva!: A project of Boulder Slow Food

Boulder, CO

www.slowfoodboulder.org



Slow Food Boulder's Cultiva! project is a collaboration with another local non-profit, Growing Gardens. Growing Gardens

operates a youth-run organic farm and farmer's market. Students learn about organic gardening, sustainable agriculture, and the "field to table" concept. Five years ago, a Slow Food member began teaching cooking classes out of his home to Growing Gardens participants, using the food they had grown. The partnership was a success, and quickly outgrew the house. Cultiva! focuses on teaching lifelong cooking skills, cooking with the seasons, and preparing meals from foods the students have grown.

For the past two years, Cultiva! has been operating out of a local church that provides a cooking space for free. Through a relationship with the Culinary School of the Rockies and local restaurants, guest chefs are invited to teach the classes and share their passion for food with the students. After executing a meal from start to finish, the students, chefs and volunteers all sit down to enjoy their labors and share food stories and memories while they eat.

Cultiva! boasts 20-30 students, 5-7 local guest chefs, and a host of Slow Food member/volunteers who keep the program running. The ingredients are sourced from the student's garden and are also locally purchased by Slow Food. The budget for each class is about \$100. Plans for the future include a prolonging of the classes past the harvest season, and a scholarship fund to send one student a year to culinary school.

Their words of advice:

1. Realize that most youngsters do not grow up in the same nuclear family environments that they did in the past, and have had totally different experiences with food.
2. Find people who are passionate about what you want to teach/share with the students and make sure that you all have the time necessary to dedicate to the program.
3. Have patience!

Work sustainably and
your capacity will grow.

Implement several programs that each reinforce each other

Food For Thought: The Ojai Healthy Schools Program

Ojai, California

www.foodforthoughtojai.org

Food For Thought focuses on teaching the children of the Ojai School District's public schools what good,



nutritious, locally-grown, seasonal food tastes like, why it is good for them, and how it is grown. This is achieved through five separate, but

integrated program elements: a farm-fresh salad bar, nutrition education, garden-based learning, agricultural literacy, and trash reduction. Each grade level (from kindergarten to 6th grade) focuses on a different element so that the lessons are continuous, integrated, and age-appropriate.

Food for Thought (FFT) began in March 2003 when three Slow Food leaders and members began to brainstorm ideas for a farm to school program for Ojai. They attended a Farm to School conference at UC Davis to learn more about these programs, and began meeting regularly with interested community members. With grant money secured, FFT began with a salad bar at Topa Topa Elementary School in September 2003.

It was a huge success... they ran out of food! The FFT leaders organized salad bars in other elementary schools in the district. In the spring of 2004 FFT initiated in-class nutrition and farm visit programs at all elementary schools and began hosting larger events in support of FFT.

Food For Thought Ojai's successful programs have even led to the development of a new SFIS project in O'ahu, Hawaii.



Their words of advice:

1. Research and apply for grant funding from numerous sources, early on.
2. Inform and raise awareness among the food service workers at each school, and try hard to establish good relations with them; they can be your best friends and worst enemies!
3. Implement several program elements that each reinforce each other (e.g. salad bars, taste-tests, garden-based learning, farm

field trips and nutrition education), and that are as user friendly for teachers (especially in public schools where time demands are very high on teachers) as possible. Market, market, market to raise awareness and get the message out to kids, teachers, parents and the community at large.

4. Evaluate your efforts. There is nothing quite as convincing to school officials as an increase in numbers of kids participating, teachers and parents eating the school lunch during salad bar days, and the increased revenue it provides to the District, as well as the increased awareness of what constitutes a healthy diet among kids.

Market, market, market
to raise awareness and
get the message out



Resources

In this section:

Websites, publications, funding sources, and curriculum to help support existing projects or spark new ones.

Garden/Garden Curriculum Resources

Websites

www.lifelab.org

A popular, hands-on science elementary school curriculum from Life Lab Science Program. Website also includes workshops, events, and project models.

K-5

www.kidsgardening.com

Major resource for youth gardening and school gardens including curricula, tool kits, supplies, grant information, and technical support. Great for teachers who already have established gardens and also for parents looking to support projects. Website hosts a registry of schoolyard garden projects across the country.

K-8

<http://jmgkids.us>

Website of the Junior Master Gardener Program, a wide-ranging resource for support, curriculum, and a nation wide youth gardening network. A good website for kids to access with interesting educational lessons.

K-8

www.agclassroom.org

This webpage is an amazing resource for teachers. This USDA run website provides an extensive resource list for agriculture in the classroom, K-8 educational materials, and downloadable curriculum guides.

K-8

www.communitygarden.org

National networking organization that promotes community gardens and offers online resources for starting a community garden.

K-12

www.hort.cornell.edu/gbl/

Resource for garden based learning, from seed to harvest, for youth and adults from the Cornell University Department of Horticulture. Great activities, lesson plans, publications, and evaluation resources.

K-12





www.cfaitc.org

Website for the California Foundation for Agriculture in the Classroom that provides free, downloadable lesson plans.

K-12

www.gardenmosaics.cornell.edu/

Garden Mosaics is a project that combines science education with gardening, intergenerational mentoring, multicultural understanding and community action. In addition, great science and action project resources as well as interactive components are also available.

K-12

www.ahs.org

A tremendous resource on youth gardening from the American Horticultural Society including curricula, supplies, grants, and educational materials.

3-8

www.edibleschoolyard.org/homepage.html

The Edible Schoolyard, in collaboration with Martin Luther King Junior Middle School, provides urban public school students with a one-acre organic garden and a kitchen classroom. Using food systems as a unifying concept, students learn how to grow, harvest, and prepare nutritious seasonal produce. Experiences in the kitchen and garden foster a better understanding of how the natural

world sustains us, and promote the environmental and social well being of our school community.

Publications and Curriculum

Earthfriends: The Whole Story of Food

Inquiries should be directed to:
Nutrition Education Resource Project
PO Box 1054 Cathedral Station 215 West 104th St.
NY, NY 10025

K-6

Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms

Visit www.ecoliteracy.org for more information

K-12

The Edible Schoolyard

Visit www.edibleschoolyard.org for more information

Food First Curriculum

Visit www.foodfirst.org for more information

School Yard Ecology Guidebook

Available at www.farmtoschool.org/tools.htm

The Growing Classroom

Available at www.lifelab.org/products/activity

K-12



Worms Eat My Garbage

Available at www.magicworms.com

K-12

LiFE: Linking Food and The Environment

Available through Teacher's College, Columbia University

Junior Master Gardener Teacher Leader Guide & Junior Master Gardener Health and Nutrition

Available at <http://jmgkids.com/>

K-12

The Kids Gardening website (www.kidsgardening.com) has a host of resources. Below are some of our favorites:

Cultivating a Child's Imagination Through Gardening

K-6

The Children's Kitchen Garden: A Book of Gardening, Cooking and Learning

K-8

Green Thumbs: Teaching Children the Joy of Gardening

K-8

Sowing the Seeds of Success: How to Start and Sustain a Kids' Gardening Project in Your Community

K-8

Digging Deeper: Integrating Youth Gardens Into Schools and Communities

K-8

GrowLab: A Complete Guide to Gardening in the Classroom

K-8

Beyond the Bean Seed

K-8

Steps to a Bountiful Kids Garden

K-12

Seeds of Change: Learning From the Garden

K-12

Farm to School/School Lunch Reform Resources (appropriate for all ages)

Websites

www.farmtoschool.org

A fantastic resource for developing a farm to school program. Website includes a resource pack, evaluation tools, links to established programs, events schedule, and funding opportunities.



www.foodsecurity.org

Website for the Community Food Security Coalition. Another great resource, providing support for establishing a farm to school program. Great list of organizing tools, as well as case studies and funding links.

www.chefann.com

Chef Ann Cooper is a “renegade lunch lady” who helps schools restructure their meal programs to offer more locally grown, sustainable, healthy foods. Her website contains links, information about her work and how to contact her.

www.frac.org

The Food Resource Action Center is a nonprofit and nonpartisan research and public policy center working to eradicate hunger in the United States. Lots of information about school lunch policy, as well as downloadable informational reports.

www.ecoliteracy.org/programs/rs1.html

The Center for Ecoliteracy presents a comprehensive guide, Rethinking School Lunch, for revamping school lunch programs by addressing issues of health, education, and well-being. Also available on the website is the Thinking Outside the Lunchbox series, an on-going collection of lectures extending the scope of the Rethinking School Lunch guide. A great resource!

www.localharvest.org

An online database of farms, farmers, food producers, and farmer’s markets searchable by location. A great way to connect with local producers in finding resources for a Farm to School program.

Publications and Curriculum

The Farm to School website (www.farmtoschool.org/pubs.htm) has an enormous database of materials ranging from case studies to evaluation tools to “how to” manuals to resources for connecting schools with farmers. A must visit website for any project leader!

The Community Food Security Coalition also has some great resources available on their website (www.foodsecurity.org/farm_to_school.html#publications).

Food-Integrated Curriculum/Cooking Resources

Websites

www.kidchef.com

A kid-friendly resource for cooking with kids including recipes and frequently asked questions. K-8



<http://schoolmeals.nal.usda.gov/Cooking/index.html>

This website, a part of the Healthy School Meals Resource System offers recipes and menus, as well as links to expert chef's ideas and chefs in your area who are interested in partnering with kids organizations. K-8.

www.foodchange.org/nutrition/cookshop.html

FoodChange's CookShop® Program is a nutrition education program designed to increase awareness and consumption of wholesome foods in the school community, and improve the health and well-being of New York's school-going population. The schools taking part in the program are all located in New York City's low-income neighborhoods, where the incidence of child malnutrition and obesity tends to be higher.

Publications

Healthy Food from Healthy Soils

A hands-on, creative curriculum guide spanning food production, taste education, food and culture studies, and waste management.

K-6. Available from Tilbury House Publishers, www.tilburyhouse.com, major textbook distributors, and Amazon.

Food is Elementary

A fantastic resource of lesson plans and activities

involving all five senses.

K-8. Visit www.foodstudies.org for more information and to purchase.

Kids Cook Farm Fresh Foods

A collection of recipes and activities based on seasonal produce.

Available from the California Department of Education, www.cde.ca.gov/cdepress.

Funding and Sponsorship

Please read the Funding Section of the Guidelines before contacting organizations for grants or sponsorship.

Less than \$500

Ask local businesses or start a letter-writing appeal. Also, contact Slow Food USA as we can offer some micro-grants to start-up programs.

Under \$10,000

Try to accumulate money through local businesses, non-profit organizations and events.

http://fdncenter.org/funders/grantmaker/gws_comm/comm.html

The Foundation Center offers a list of community organizations by state. This is a great place to start for funding projects.



www.fns.usda.gov/tn/Healthy/wellnesspolicy_funding.html

This website offers suggestions for grants focused mostly on Health and Nutrition.

www.k12grants.org/grant_opps.htm

Federal and State grant opportunities for schools as well as a connection to foundations around the country. This site is part of <http://www.school-grants.org>, a site set up to help, find, and write educational grants.

Many national businesses offer local grants or sponsorship through their individual store locations. For example, Patagonia, The Home Depot, and Whole Foods, all offer support to local endeavors through their retail stores. Contact the owner (for small businesses), or the marketing director (for large) to find out how they give back to their communities.

Over \$10,000

Please contact the Slow Food USA office before pursuing any grants larger than \$10,000. We are often writing grants for Slow Food in School programs as a National organization, and have a large database from which to draw. We can help determine which grants would be most appropriate

for your project and decide whether they should be pursued through the National office on your behalf, or through a collaborative effort.

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All Slow Food in Schools supporters, volunteers,
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