



# NJ Farm to School Conference

April 18, 2009

## Lawrenceville School

Session 1

**Mikey Azzara, School Garden Teacher, Lawrenceville, [mikey.azzara@gmail.com](mailto:mikey.azzara@gmail.com)**

- Is there a need? Yes, childhood obesity, diabetes, insufficient consumption of fruits and vegetables.
- History of School Gardens-date back to 1500's
- Potential of school garden-varies from district to district, can grow a large variety of items in any given area
- How it works-Mikey does 4 in-service training sessions, meets with students AND teacher twice a week for 25 minutes, harvest and enjoy
- Benefits-good for the environment, nutrition, self esteem, improves test scores, improves attitude towards school, students have responsibility for something, more likely to eat something they've grown

**Jessica Cuevas-William H. Ross School 4<sup>th</sup> grade, Margate, [jcuevas@margateschools.org](mailto:jcuevas@margateschools.org)**

- History of William H. Ross garden-garden is located 2 blocks away at the middle school
- A challenge is to teach without worrying about test scores
- The garden DOES teach: science-plant and animal life cycles, water cycle, soil profiles; Language Arts-journaling, observation, making inferences;
- Students are involved in every step of the garden from planning, turning soil, measuring, planting, watering, weeding, harvesting. Students develop an interest when they are involved in the whole process.
- Garden Gourmet-cook what you grow, samples only, not a meal; BYO salad dressing day; served eggplant parmigiana, baba ganouj, roasted eggplant ratatouille, Mexican dip; serve over rice or pasta to stretch out; student designed feedback ballot; once ballots are collected (smile, straight face, or frown) give to 3<sup>rd</sup> and 5<sup>th</sup> grade teachers who come up with something to do with them (bulletin board, bar graph, problem solving lesson, compare and contrast)
- Summer program-volunteer driven, harvested and participated in a farmer's market (accepted donations for the local food bank in exchange for produce the students grew)
- 2009 garden theme is super foods. Growing the 14 most nutritionally packed fruits and vegetables.
- Working on irrigation, pole frame, more tables, square foot gardening, canning and drying food

## **Mary Capoferri-Waldorf School, Princeton**

- History of Waldorf school
- Biodynamic Agriculture-create preparations, use homeopathic means to prepare land and veggies
- 25 years gardening
- Through physical work students learn we depend on each other
- Gardening classes are outside almost the entire year, use greenhouse when very cold,
- Students walk to garden or greenhouse depending on weather, greet each other and recite a verse about gardening or nature
- Discuss plans for this class
- Assign tasks and gather equipment
- 45-60 minutes work in garden
- Work in rhythm-middle to back of garden
- Clean-up
- Last 20 minutes draw the plant, write observations, poetry etc.
- In the fall they harvest and cook
- Winter-solar powered green house, clean and oil equipment, birdfeeders, wreaths, dye wool
- Spring- sow and prepare plants for greenhouse, clean up and shape beds, turn over cover crop
- Warmer weather pizza garden, cut flower garden
- All garden activities linked to curriculum and support classroom teacher
  - Maple syrup, broom corn, monocot/dycot, compost, harvest and have a market, tree study
- Parents can work the garden program in exchange for tuition

## **Dorothy Mullen ([dormullen@aol.com](mailto:dormullen@aol.com)), Princeton School Garden Cooperative**

### **“Getting to Yes”**

- Stakeholders-
  - Principal must be on board
  - Teachers-some on board
  - Steering team-must have
  - Parents-optional but important
  - Volunteers
  - Custodian
  - Cafeteria staff-must have
  - Librarian-nice to have on board
  - School gardens in neighboring towns a plus
- Non-negotiables
  - Must be in line with school curriculum (sneak in the side door to involve garden)

Location must meet needs of plants

Must meet state curriculum standards

Design lessons that are a priority for teachers

Have a mission statement-what is it about? The process will articulate the values that drive the garden.

Design-beds, wide paths, tables, compost, signs, protection, storage

- Types of gardens
  - Outdoor lab
  - Spontaneous learning
  - History-3 sisters
  - Shade garden
  - Native plants and grasses
  - Butterfly and pollinator garden
  - Heirloom garden
  - Nutrition and health
  - Flowers
  - Math garden
  - Food production
- Be ready with answers to challenges
  - Tell principal the exit story-what happens if it doesn't stay
  - Anticipate summer needs
  - Dodge the Purchase order system-run through the PTO
  - Deal now with conflicts over priorities regarding food service, health and curricular needs
- Challenges
  - Raised beds
  - Grants-should come from a non-profit so no conflict of interest
  - Differences in priorities
  - Space limitations
- Community outreach
  - Funding
  - Standards for involvement
  - Create news (press)
  - Communications with school community
  - ID local talent (4-H, master gardeners)