



Lesson 1

Getting to Know Farm to School



FARM TO SCHOOL

YOUTH LEADERSHIP CURRICULUM

Lesson 1
Farm to School Youth Leadership Curriculum: 11th & 12 Grades

Authors:

Erin McKee VanSlooten, Institute for Agriculture and Trade Policy (IATP) and JoAnne Berkenkamp with Natasha Mortenson, Agriculture Education Instructor and FFA Advisor, Morris Area High School and Vanessa Herald, Great Lakes Region Farm to School Coordinator, University of Wisconsin – Madison’s Center for Integrated Agricultural Systems

This curriculum was published with the support of the Center for Prevention at Blue Cross and Blue Shield of Minnesota, the John P. and Eleanor R. Yackel Foundation, the Minnesota Agricultural Education Leadership Council and the Minnesota Department of Agriculture.

Published March 2014

The Institute for Agriculture and Trade Policy works locally and globally at the intersection of policy and practice to ensure fair and sustainable food, farm and trade systems.

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FARM TO SCHOOL YOUTH LEADERSHIP CURRICULUM

The high school level Farm to School Youth Leadership Curriculum is designed to empower youth, teach them about their local food system, engage them in meaningful, hands-on learning activities that also strengthen their school's Farm to School program and link them directly with farmers in their community. Implementation of the curriculum in a high school setting simultaneously gives students ownership and commitment to their school's Farm to School program, while reducing the amount of legwork and research required of teachers or food service staff to establish or expand a farm to school program.

The curriculum is comprised of 6 Lessons, each containing a lesson summary, a list of lesson activities, lesson outcomes, facilitator preparation notes, a materials and equipment list, additional resources, detailed facilitator descriptions of core activities, additional recommended activities, a chart of the lesson's alignment to national and Minnesota academic standards and worksheets and handouts for students. The lessons can be taught consecutively over a semester or facilitators can choose to use single lessons or activities as a complement to their classes. Activities are interdisciplinary, and may fit into classes focused on Agriculture, Family and Consumer Sciences, Social Studies, Economics, Health, Science or other subjects. The curriculum was developed with the 11th and 12th grade high school classroom setting in mind, but could also be used by educators teaching about Farm to School or local foods systems in other settings. Occasional connections with external farmers or food service professionals deeply enrich the lessons; when these connections are recommended, this is indicated in the introductory notes to give the facilitator time to prepare.

Farm to School programs link children to nearby small and mid-size farms and ranches that produce fresh, healthy and minimally processed foods that are served at their schools. Aimed at educating children about where and how their food is grown, strengthening local economies and supporting healthy eating habits, the Farm to School movement is rapidly growing.

Farm to School advances the following goals:

- Promote children's health by providing fresh, healthy and minimally processed foods in schools and supporting the development of healthy eating habits
- Enhance children's "food literacy" by familiarizing them with foods grown nearby, teaching them how and where their food is grown, building knowledge about how to prepare healthy foods, and educating them about the health, nutrition, social and environmental impacts of food choices
- Strengthen local economies by expanding markets for small and mid-size agricultural producers and food entrepreneurs whose products have typically been unavailable in school meal programs
- Build vibrant locally oriented food systems by fostering positive relationships and increase understanding of local food systems among children, farmers, parents, educators and school districts, healthcare professionals, and other community members
- Advance environmental stewardship, where practicable, by supporting more sustainable food production methods, reducing reliance on long distance transportation, and reducing food waste

We hope that this curriculum will be useful in engaging students to start or expand a Farm to School program, and we welcome feedback and stories of how it works for you!

LESSON SUMMARY

In this lesson students will be introduced to the concept of Farm to School as a foundation for the curriculum. Through vocabulary, reviewing different models of Farm to School and beginning to converse about food production and food systems, students will become comfortable with the basic concepts of Farm to School.

ACTIVITIES

1. An Introduction to Farm to School
2. Thinking on Your Feet: A Farm to School Elevator Speech
3. Learning the Lingo: Farm to School and Food System Vocabulary
4. Brainstorm Your Own Farm to School Program
Additional Activity: Local Purchasing Within Your Community
Additional Activity: Vocabulary Matching Cards

LESSON OUTCOMES

Students will be able to:

1. Define Farm to School
2. Summarize the benefits of Farm to School programs
3. Identify vocabulary related to Farm to School
4. Describe different models of Farm to School

MATERIALS AND EQUIPMENT

- Copies of Worksheets and Handouts for each student:
 - Worksheet 1-1: Farm to School Introduction Video
 - Worksheet 1-2: A Farm to School Elevator Speech
 - Worksheet 1-3: Farm to School Lingo Scavenger Hunt
 - Worksheet 1-4: Brainstorming Your Farm to School Program
 - Worksheet 1-5: Local Purchasing in Your Community (*optional additional activity*)
 - Handout 1-1: Getting to Know Farm to School
- Internet access or DVD version of one of the Farm to School informational videos
- Student journals. These can be bound notebooks or loose leaf paper held in folders or ring binders. Students will be collecting Worksheets and Handouts throughout this curriculum, and completing reflective writing tasks. A centralized

location to collect these items will help students

track the evolution of their project and will help instructors with evaluation.

ADDITIONAL RESOURCES

■ NATIONAL FARM TO SCHOOL NETWORK BROCHURE

- www.farmtoschool.org/files/publications_198.pdf

Summary brochure from the National Farm to School Network including participants, activities and benefits of Farm to School (pdf).

■ USDA FARM TO SCHOOL PAGE

- <http://www.fns.usda.gov/farmtoschool>

Links to fact sheets, Farm to School Census results, resources for schools, farmers, and communities, and more (website).

■ FARM TO SCHOOL BENEFITS: THE ARKANSAS GROW HEALTHY STUDY

- <http://cnn.k12.ar.us/programs/FarmToSchoolOrg/F2S-Benefits.aspx>
<http://growhealthy.uark.edu/Farm%20to%20School%20Benefits7-23-12.pdf>

A summary of National and Arkansas Farm to School benefits for food service, student wellness, and local producers (online and pdf).

■ AG IN THE CLASSROOM

- <http://www.agclassroom.org/>

Links to agriculture education resources, state by state agriculture fact sheets and information as well as a “Teen Scene” section aimed toward a youth audience (website).

■ NATIONAL AGRICULTURE LIBRARY GLOSSARY, UNITED STATE DEPARTMENT OF AGRICULTURE

- <http://agclass.nal.usda.gov/glossary.shtml>

This glossary is a collection of definitions of agricultural terms developed by the USDA (website).

■ GOOGLE SCHOLAR

- www.scholar.google.com

Provides a search of scholarly literature across many disciplines and sources, including theses, books, abstracts and articles (website).

■ FOODCORPS

- <https://foodcorps.org/about>

If there are FoodCorps programs in your state, they can be a great resource of information and support for gardens and other Farm to School activities.

LESSON INITIATION (10 MINUTES)

Gather students for discussion in the classroom. Ask students to quietly reflect on what they ate for lunch, or what they plan to eat for lunch. Challenge the students to think through the following questions:

- Who prepared the meal?
- Was there a main course, side dishes, a beverage?
- Have the students ever thought about where those foods came from?
- Where were the ingredients grown?

- How were the ingredients used in the foods they ate?

Ask students if they would like to share their thoughts. Call on a few students to briefly share their responses. Note that student responses will vary depending if they bring a lunch, go off campus for lunch or eat in the school cafeteria. Be sure to validate all student meal experiences, and affirm that no one is better or worse than another. Some students may be sensitive about their lunch options. Encourage students to keep open minds and practice their detective/research skills moving forward.

LESSON AND CURRICULUM INTRODUCTION (20-40 MINUTES)

➔ Handout 1-1: Getting to Know Farm to School

STEP 1: Give an overview of the curriculum to students.

For the next X weeks we are going to learn about Farm to School and become leaders within our school. We will learn about sourcing local food and think about how to apply what we learn here at our own school. Ask students if they have any questions.

STEP 2: Introduce Farm to School

Pass out Handout 1-1 and ask students to read the definitions and benefits of Farm to School. Explain to students that the actual wording of definitions may vary between states, school districts or programs but that the concept of “Farm to School” is generally the same and typically includes

1. purchasing of locally grown fruits, vegetables, grains, meats and other foods for school meals,

2. hands on activities like school gardens,
3. food system and nutrition education, and/or
4. community engagement in Farm to School activities. Ask students if they can think of anything like this going on at their school right now.

STEP 3: Explain different ways to define Farm to School and create your own Farm to School program.

STEP 4: Introduce students to the Farm to School Journal.

Students will keep their Handouts, Worksheets, notes and reflective writing in this journal. Explain to students that the activities in this curriculum build upon each other, and that they will be referring back to work they have done as the lessons continue.

ACTIVITY 1: AN INTRODUCTION TO FARM TO SCHOOL (15-45 MINUTES)

- ➔ Internet access or DVDs of Farm to School videos
- ➔ Videos chosen from the options outlined below
- ➔ Worksheet 1-1: Farm to School Video Introduction

Present one or two of the following videos to students. Before watching the video(s), ask students to read the instructions and questions on Worksheet 1-1 and to take notes while watching the video(s). After watching the video(s), lead the class in a discussion of the questions they took notes on. (The instructor may also choose to offer extra credit to students who choose to watch additional videos for more background information.)

- “NATIONAL FARM TO SCHOOL NETWORK” VIDEO (3:11 MINUTES)
 - <http://www.youtube.com/watch?v=ayvdX9s1mxw&feature=related>
- “FARM TO SCHOOL: GROWING OUR FUTURE” DOCUMENTARY FROM THE UNIVERSITY OF MINNESOTA EXTENSION
 - <http://www.extension.umn.edu/farm-to-school/documentary/> (30 minutes)
 - <http://www.extension.umn.edu/farm-to-school/documentary/12-minute-video.html> (12:00-minute version)

- “FARM TO SCHOOL IN NORTH CAROLINA: BRINGING FARMS AND SCHOOLS TOGETHER” (8:34 MINUTES)
 - <http://video.farmtoschool.org/video/66/farm-to-school-in-nc-bringing->
- “FARMER IN THE CLASSROOM - SAN DIEGO CA” (4:00 MINUTES)
 - <http://video.farmtoschool.org/video/74/farmer-in-the-classroom-san-di>
- “VERMONT FEED (FOOD EDUCATION EVERY DAY): CAFETERIA” (6:00 MINUTES)
 - <http://video.farmtoschool.org/video/82/vermont-feed-food-education-ev>

ACTIVITY 2: THINKING ON YOUR FEET: A FARM TO SCHOOL ELEVATOR SPEECH (20-45 MINUTES)

- ➔ Worksheets 1-2: A Farm to School Elevator Speech

In this activity, students will prepare an elevator speech to succinctly convey the basics of Farm to School. Students will use Worksheet 1-2 to help organize their thoughts.

Divide the students into groups of four (or pairs if your class is small) and present the following scenario to your class:

You enter a building in your community and get into the elevator with a person. You both push the button for the top floor, so you have about 30 to 40 seconds of time in the elevator together. Your shirt says “Farm to School in my School.” The person in the elevator

asks you what the shirt is for. In the next 5 minutes, work together in your group to create an “elevator speech” explaining what Farm to School is and its benefits. It should be short, but insightful!

Have each group read its elevator speech to the class when the time is up. Have students vote on their favorite, or post all the groups’ speeches in the room so students can learn them. Encourage the students to use their elevator speeches to spread the word on Farm to School to their families and to other students in your school. The

instructor can choose to offer extra credit to students who share their speech with three people outside your class and report their reactions.

The following example is only for the instructor's use. (Do not provide this particular example to the students, as it often decreases their own brainstorming ideas. If you want to give an example to the students, provide an elevator speech about technology, a sporting team, a student organization, etc.)

Farm to School at our high school includes providing fresh, locally grown fruits and vegetables for lunch and muffins made with locally grown grains for breakfast to our students. These foods are rich in nutrients and are very fresh because they haven't travelled far from the farm to our students' trays. Some students also work in our school's garden. This program is great for students and great for farmers in our area.

ACTIVITY 3: LEARNING THE LINGO USED IN LOCAL FOOD AND FARM TO SCHOOL (30-45 MINUTES)

➔ Worksheet 1-3: Farm to School Lingo Scavenger Hunt

Ask students to form small groups. Hand out the *Lingo Scavenger Hunt Worksheet (1-3)* and assign a section of terms to each group in your classroom.

Give the students 15 minutes to conduct internet research to find and write down definitions to their assigned section of terms on Worksheet 1-3 in their own words. Circulate among the class as the groups are working and offer assistance if a group is struggling to define a certain term. When the time is up, have each group share the definitions they wrote down for their assigned terms with the rest of the class. As students listen to their classmates' definitions, have them fill out the other groups' sections of Worksheet 1-3 with the rest of the definitions.

Allow time for facilitated class discussion where students can ask questions of each other, clarify definitions and/or share examples of where they have heard of these concepts

before. For each term, make sure the definition the group reports to the class includes all the key concepts you find in the Instructor Reference list of definitions and tell the class (including the group that was assigned the terms initially) about any important points they should add to their official Worksheet. Once it is filled out, encourage the students to keep the Worksheets handy for the remainder of the Farm to School project so they can refer to them as needed. These vocabulary terms will be used throughout the Lessons.

The Worksheets can be scored as an evaluation tool. Discuss with the students that understanding the terminology used in Farm to School is important for them to be able to speak knowledgeably, especially later in the curriculum when they will interact with farmers and school food service staff.

ACTIVITY 4: WHAT FARM TO SCHOOL ACTIVITIES COULD YOUR SCHOOL CONSIDER DOING? (20-45 MINUTES)

➔ Worksheet 1-4: Brainstorm Your Own Farm to School Program

In this activity students will investigate different kinds of Farm to School activities, and brainstorm what activities they would like to see at their school, taking into account their interests and their school community.

- Divide students into small groups, and give each group the *Brainstorming Your Farm to School Program Worksheet (1-4)*.

- Explain that Farm to School programs vary greatly based on the resources and interests within a school community, but Farm to School activities in schools usually fall into three major groups:
 - 1.) purchasing locally grown food for school meal programs,
 - 2.) hands-on educational activities and
 - 3.) nutrition and food system education.

- Have students review Handout 1-1 to remind themselves of the definition and goals of Farm to School. Ask the students to use the questions listed on their Worksheets to discuss with their groups which Farm to School goals they would most like to achieve at their school, and to think about what activities would achieve the desired benefits they identify. Keeping those Farm to School goals in mind, what activities would be part of their ideal Farm to School Program? What activities do they think would be possible, based on the infrastructure and resources at your particular school? Encourage students to think up activities in all three categories and to take notes on what they come up with.

Depending on your experience with Farm to School and/or your classroom resources, point students to www.farmtoschool.org to research different Farm to School programs throughout the country by clicking on a state

and selecting “Existing Programs” from the menu in each state. Ask students to use the questions listed on their Worksheets to have a discussion about the details of how different activities would work. ut the details of how different activities would work.

Examples for instructor use only:

Local Purchasing	Hands-On Learning	Curriculum
<ul style="list-style-type: none"> ■ Locally Grown Salad Bar Fixings ■ Harvest of the Month ■ Taste Testing 	<ul style="list-style-type: none"> ■ School Garden ■ Farm Tours ■ Field trips to farmers’ market ■ Chef classroom visits ■ Farmer classroom visits ■ Iron Chef contest ■ Taste tests ■ School composting 	<ul style="list-style-type: none"> ■ What nutrients are in what foods? ■ Writing recipes ■ Researching heirloom and heritage plants and livestock

ADDITIONAL ACTIVITY:

1. Local Purchasing Within Your Community

Where are locally grown foods available in your community? Possibilities include: grocery stores, farmers markets, your home garden, community gardens, other schools that have gardens or buy locally, restaurants, colleges, hospitals, etc.? Brainstorm a list of other institutions in your community that might be purchasing locally grown food. Institutions are organizations, such as other schools, colleges, hospitals, municipal buildings, prisons or large businesses that have a cafeteria for employees. These organizations host a lot of people every day and purchase large quantities of food. Conduct online research or make phone calls to learn if these institutions purchase food grown locally and gather details about how they do it. Write down the information you learn in your Farm to School Journal. The *Food Purchasing in Your Community Worksheet (1-5)* can be used for this additional activity.

2. Vocabulary Matching Cards

Research Farm to School programs in schools in your state or in nearby states using the National Farm to School website or your state’s Farm to School website. Compare and contrast different approaches to Farm to School and how they play out in the cafeteria, classroom and community.

NATIONAL COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.SL.11-12.1B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THE COMMON CORE MATH STANDARDS

None identified

THE MN MATH STANDARDS (2007)

None identified

THE COMMON CORE SCIENCE STANDARDS

None identified

THE MN SCIENCE STANDARDS (2009)

9.4.4.1.1 Describe the social, economic and ecological risks and benefits of biotechnology in agriculture and medicine.

9.4.4.1.2 Describe the social, economic and ecological risks and benefits of changing a natural ecosystem as a result of human activity.

THE MN SOCIAL STUDIES STANDARDS (2011)

9.2.4.5.2 Describe the role of markets in the movement of resources, goods and services, and money in an economy.

9.3.3.5.1 Describe the patterns of human population distribution in the United States and major regions of the world.

9.3.2.4.3 Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Bourlaug, have impacted regional patterns of crop and livestock production.

9.3.4.9.1 Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

FARM TO SCHOOL DEFINITION AND GOALS

The wording of the definition of “Farm to School” may vary between states, school districts or programs but the general concept remains the same. The National Farm to School Network defines Farm to School broadly as

“a program that connects schools (K-12) and local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing agriculture, health and nutrition education opportunities, and supporting local and regional farmers.”

The Institute for Agriculture and Trade Policy (IATP) specifies that Farm to School initiatives should link children to nearby **small and midsize farms and ranches that produce fresh, healthy and minimally processed foods.**

GOALS OF FARM TO SCHOOL

1. Promote students’ health by providing fresh, healthy and minimally processed foods in schools and supporting the development of healthy eating habits
2. Enhance students’ “food literacy” by familiarizing them with foods grown nearby, teaching them how and where their food is grown, building knowledge about how to prepare healthy foods, and educating them about the health, nutrition, social and environmental impacts of food choices
3. Strengthen local economies by expanding markets for small- and mid-sized agricultural producers and food entrepreneurs whose products have typically been unavailable in school meal programs
4. Build vibrant locally oriented food systems by fostering positive relationships and increased understanding of local food systems among students, farmers, parents, schools and other community members
5. Advance environmental stewardship by supporting environmentally sustainable food production methods, which include reducing reliance on long-distance transportation, reducing energy use for food processing and packaging, and reducing food waste

NOTE: Schools can use their own definition of “Farm to School,” but most Farm to School programs emphasize:

- Foods that come from nearby (How nearby depends on each school’s unique community and region, so each school must decide where “Farm to School foods” can come from—from within a certain number of miles? From within the school’s county? From within the state?)

- Whole foods or minimally processed foods that don’t include extra ingredients like preservatives or additives
- Environmentally sustainable foods where possible (see Goal #5 above for definition)

BENEFITS OF FARM TO SCHOOL

The National Farm to School Network (<http://www.farmentoschool.org/aboutus.php>) identifies the following benefits of Farm to School:

1. Strengthen children’s and communities’ knowledge about, and attitudes toward, agriculture, food, nutrition and the environment
2. Increase children’s participation in the school meals program and consumption of fruits and vegetables, thereby improving childhood nutrition, reducing hunger, and preventing obesity and obesity-related diseases
3. Benefit school food budgets, after start-up, if planning and menu choices are made consistent with seasonal availability of fresh and minimally processed whole foods
4. Support economic development across numerous sectors and promote job creation
5. Increase market opportunities for farmers, fishers, ranchers, food processors and food manufacturers
6. Decrease the distance between producers and consumers, thus promoting food security while reducing emissions of greenhouse gases and reliance on oil

NAME:

Instructions:

While watching the Farm to School videos, think about the following ideas and take notes. After watching the video, the class will discuss Farm to School concepts together.

What are the benefits of Farm to School?

Are there any Farm to School activities taking place at our school?

Are there Farm to School activities that you think our school could start or expand doing?

What would be the challenging aspects of Farm to School at our school? What barriers would we face?

NAME:

Instructions:

Imagine you enter a building in your community and get into the elevator with a person. You both push the button for the top floor, so you have about 30–40 seconds of time in the elevator together. Your shirt says “Farm to School in my School.” The person in the elevator asks you what the shirt is for.

In the next 5 minutes, create an “elevator speech” explaining what Farm to School is and its benefits. It should be short, but insightful!

Tips for preparing your elevator speech:

- 100 words long. Aim for a one minute or less presentation
- Questions to get you started:
 - What is Farm to School?
 - What are the benefits for the students, farmers and the local economy?
 - Why should people care?

Write notes about your elevator speech here, and then practice it when you are ready. Students will have a chance to share their speech with the class.

The vocabulary terms listed here include definitions for instructor use. Use this reference sheet to check the definitions that student groups share with the class, and make sure to update the class with any key information they have missed in their own research.

If your class does not have access to the internet, these definitions can be cut out and given to student groups to present to the class.

There is a quiz of these terms with an instructor answer key included in this curriculum. The instructor can choose to give one quiz covering all the terms, or can divide the terms into three parts for smaller quizzes.

The following terms are adapted from:

- *Local and Regional Food Systems: An index of initiatives and resources related to local and regional food systems*
 - <http://guides.library.cornell.edu/content.php?pid=84833&sid=645798>
Cornell University Library Guide
- *Farm to School in the Northeast Toolkit Glossary*
 - <http://farmtoschool.cce.cornell.edu/toolkits.html>
Cornell University, Farm to School Extension and Research Program
- *USDA National Agriculture Library: Glossary of Agricultural Terms*
 - <http://agclass.nal.usda.gov/glossary.shtml>
United State Department of Agriculture
- *USDA Farm to School Website*
 - <http://www.fns.usda.gov/cnd/f2s/default.htm>
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 - <http://farmtoschool.cce.cornell.edu/toolkits.html>
Cornell University, Farm to School Extension and Research Program
- *USDA National Agriculture Library: Glossary of Agricultural Terms*
 - <http://agclass.nal.usda.gov/glossary.shtml>
United State Department of Agriculture
- *USDA Farm to School Website*
 - <http://www.fns.usda.gov/cnd/f2s/default.htm>
United State Department of Agriculture Farm to School Program

FOOD PRODUCTION DEFINITIONS

Food Production Term	Definition
Agriculture	The science, art, or practice of cultivating the soil, producing crops, and raising livestock, including the preparation and marketing of the resulting products.
Certified Organic	“Certified Organic” is an official, regulated United States Department of Agriculture designation that must be earned through an application and inspection process. It describes an agricultural production system, which avoids or largely excludes the use of synthetic fertilizers, pesticides, genetically engineered seeds, growth regulators, and livestock feed additives. Organically grown foods are often raised with agroecological methods such as crop rotation and the use of composted animal manure.
Food Safety Plan	A written guide created by a farmer outlining food safety practices on his or her farm, and serving as a guideline for employees of the farm. A Food Safety plan can help buyers understand the steps a farmer is taking to keep food safe.
Good Agricultural Practices (GAP)	Guidelines and methods for farmers, growers and food producers to produce the basic environmental and operational conditions necessary for the production of safe, wholesome food products. They involve practices like hand washing, clean spaces for handling produce and a plan to make sure all farm employees follow good practices.
Heirloom/Heritage	Heirloom crop varieties have been developed by farmers through years of cultivation, selection, and seed saving, and then passed down through generations. Generally speaking, <i>heirloom</i> refers to varieties of plants that have been in existence for a minimum of fifty years. <i>Heritage</i> refers to livestock breeds that have been traditionally raised in the past and passed through generations.
High Tunnels & Hoop Houses	High tunnels are temporary outdoor structures often built from metal piping and covered by materials like translucent plastic. In hoop houses, crops can be grown beyond the normal outdoor growing season due to the cover provided. Hoop houses protect crops from the weather (rain, wind, cool or warm temperatures) and, in some cases reduce pest pressures.
Integrated Pest Management (IPM)	Integrated Pest Management uses a systematic approach in which pest populations (insect and weed) are closely monitored to determine if and when action is required to control the pests. IPM uses biological, chemical, physical, environmental and/or genetic control methods in order to minimize synthetic pesticide use, reduce production costs, and protect the environment.
Pasture-based farming	Grass-based production relies on pasture or rangeland to supply the protein and energy requirements of livestock. Livestock graze on pasture grasses and other plants in the summer, and on dry forage, like hay, in the winter if they cannot be outside. The producer focuses on pasture plant and soil management, proper stocking density and rotational grazing. This diet is closer to animals’ natural diets. Animals raised this way are labeled “grass fed.”

Food Production Term	Definition
Sustainable Agriculture	Sustainable agriculture uses farming practices to produce food and fiber which enhance environmental quality and the natural resources on which farming depend. Sustainable agriculture supports sustained economic profitability, sustained quality and well-being of the environment, efficient use of natural resources, and the overall quality and availability of food and fiber. There is no official certification for sustainable agriculture, and it uses many different practices such as rotating crops, diversifying crop production and minimizing synthetic fertilizers and pesticides.
Vine-Ripened/ Tree-Ripened	Fruit that has been allowed to ripen on the vine or tree. Many fruits that are shipped long distances are picked while still unripe and firm, and later treated with ethylene gas at the point of distribution to “ripen” and soften them.
Wild Foods	Items gathered growing wild in fields, woods or other non-agricultural settings. These include ramps (wild leeks), dandelion greens, morel mushrooms, fiddlehead fern heads, wild asparagus, wild berries, and a variety of nuts, among others.

FOOD SYSTEMS DEFINITIONS

Food System Terms	Definition
Aggregation	The act of collecting agricultural products from multiple farmers at one, central location. Delivery to customers from an aggregation hub can be more efficient than point-to-point distribution from farms to customers.
Community Food Assessment (CFA)	A collaborative and participatory process that investigates a broad range of food issues and assets within a defined community. A CFA is undertaken in order to change the current systems to create a more food secure community.
Community Supported Agriculture (CSA)	Community supported agriculture is a mutually beneficial form of agriculture where growers and consumers provide mutual support and share the risks and benefits of food production. Members pledge in advance to cover the anticipated costs of the farm operation and farmer salary. In return, members receive ‘shares’ in the farm’s bounty throughout the growing season. In this model, the farmer is provided with seed money before the season begins, and is guaranteed a market for their product. Members receive fresh product throughout the season and build a relationship with their farmer.
Direct-to-Consumer Marketing	Methods used by growers to market and sell products directly to consumers, enabling them to compete outside of wholesale market channels. This includes farmers’ markets, farm stands, roadside stands, community-supported agriculture, pick-your-own farms, internet marketing and Farm to School.
Food Security	Food security is defined by the United States Department of Agriculture as, “Access by all people, at all times to sufficient food for an active and healthy life. Food security includes at a minimum: the ready availability of nutritionally adequate and safe foods, and an assured ability to acquire acceptable foods in socially acceptable ways.”

Local Food System	A local food system is a collaborative effort that integrates food production, processing, marketing, distribution and consumption within a given geographical area or community. Local food systems may be characterized by certain distribution channels such as farmer’s markets; community supported agriculture (CSA); farm-to-institution programs; community and home gardening; and gleaning programs. Often the goal of local food systems is to preserve local farmland, support local farmers, build community economic vitality, increase food security and offer the consumer the freshest food.
Farmers’ Market	A common facility or area where several farmers or growers gather on a regular, recurring basis to sell a variety of fresh fruits, vegetables and other locally-grown farm products directly to consumers.
Food Desert	Geographic areas that lack convenient and affordable access to a range of healthy foods, including fruits, vegetables, whole grains, and high quality sources of protein.
Food Forager	A person hired by a food service operation in a K-12 school district, or more commonly by a college dining service, whose responsibility it is to find and keep in regular communication with local farmers. This person may also keep records of available local products, consult with the food service director on the district’s weekly menu needs and facilitate the ordering and delivery process. Alternately, outside of the farm to school model, a forager is also someone who finds and harvests wild foods.
Food Miles	The total distance a food item travels from where it is grown or raised to where it is ultimately purchased by the consumer or end-user.
Food System	A food system includes all of the interdependent processes that work together to provide food. This includes the growing, harvesting, storing, transporting, processing, packaging, marketing, retailing, and consuming of food products. The term may also include “waste management” activities like composting or landfilling food scraps. Some or all of the steps in the food system may take place near the consumer, or they may be part of the global or regional system instead.
Local Food/Locally Grown Food	Food and other agricultural products that are produced, processed, and sold within a certain region, whether defined by distance, state border, or cultural boundaries. There is no official definition of ‘local’ when it comes to food, and many institutions have created their own. For example, a rural school that is surrounded by a lot of different farms in the same county may define ‘local’ as product grown within their county. However, a very urban school that is not near any farms may define “local” more broadly. In general, food defined as local is usually grown within a specific, pre-defined geographic area such as a county, a state a region or specific mile radius of a the eating community.
Supply Chain	The network of farms, processors, distributors and others that produce agricultural products and deliver them to the marketplace. This includes the farmers that produce raw food materials, the processors who wash and pack it, the distributors who deliver it and the retailers that offer finished products to consumers. Economic value is added through each stage of the chain.
Surplus	Extra agricultural product that remains unsold.
Value-Added Product	A raw agricultural product that has been modified or enhanced to add value. Examples include fruits made into pies or jams, meats made into jerky, and tomatoes and peppers made into salsa.

FARM TO SCHOOL & FOOD SERVICE DEFINITIONS

Farm to School and Food Service Terms	Definition
Bids or Bidding Process	Purchase of food by schools involves a bidding process where a food service director will request quotes from several suppliers or farmers. Food service directors must purchase the product that meets their requirements at the lowest price, and must make sure that enough vendors and farmers can submit a bid if they want to.
Distributor/Distribution	A distributor is a business or individual that purchases products from multiple farmers, collects it in one place, markets and sells the product and then delivers it to multiple customers. A distributor is often a private business, but it can also be a cooperative or food hub. Distribution is the act of aggregating and delivering food products to multiple purchasers.
Farm to School	The term Farm to School is generally understood to include efforts that connect schools with local or regional farmers in order to serve local or regionally produced foods in school cafeterias. USDA considers farm to school to be inclusive of many types of producers, such as farmers, ranchers, and fishermen, as well as many types of food businesses, including food processors, manufacturers, distributors and other value-added operations. In addition to procurement activities, food, agriculture and nutrition-based educational efforts that span a host of hands-on experiential activities, such as school gardens, field trips to local farms, and cooking classes, are also included in the concept of farm to school. Standards-based curriculum centered on food, agriculture, and/or nutrition is often integrated as well.
Food Processing	The stage in the food system where food is altered from its original state by processes such as cutting, freezing, boiling, canning, etc. For example, a processing plant may receive apples to process into applesauce or apple juice. A minimally processed product will have much of its inherent nature, such as nutrients or fiber, remaining at the end of the process.
Food Service Director	Food Service Directors (FSD) are responsible for the daily operations of school nutrition programs, like school lunches and school breakfasts. A FSD usually has many responsibilities including overseeing all kitchen staff, purchasing food, maintaining budgets and making sure schools comply with the requirements of the National School Lunch Program.
Food Service Management Company	A Food Service Management Company (FSMC) is an outside business or nonprofit organization that is contracted by a school to manage any aspect of the school food service.
National School Lunch Program	The National School Lunch Program (NSLP) is a federally managed meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in after school educational and enrichment programs to include children through 18 years of age. The Food and Nutrition Services of the United State Department of Agriculture administers the program at the Federal level. At the state level, the program is administered by state agencies, in agreements with school food authorities.

Prime Vendor	A prime vendor is a distributor that a school uses to provide many of the products needed to operate a school cafeteria. This includes food items like meats and canned fruits, but also non-food supplies like paper towels or trays for serving meals on the lunch line.
Procurement	Procurement refers to the acquisition of food that will be served in the school cafeteria at the best possible cost; in the right quantity and quality; and in the right time and place. Procurement of food by schools often involves a bidding process where a food service director will request quotes from several suppliers or farmers.
Produce Distributor	A distributor, usually local or regional, who focuses only on distributing fresh fruits and vegetables. These products are different than other products because they have a shorter shelf life.
Transportation	Transportation is the important step of moving products through the food system. Transportation can occur by truck, train, barge or airplane and carries food between the farm, storage facility, processing facility and the marketplace.

NAME:

Working in a small group or a pair, conduct internet research and then define the following terms in your own words. Use pencil so you will be able make changes once the class goes over the definitions together. Keep this completed worksheet for reference during the rest of your work on Farm to School.

FARM TO SCHOOL FOOD PRODUCTION TERMS

Food Production Term	Definition
Agriculture	
Certified Organic	
Food Safety Plan	
Good Agricultural Practices (GAP)	

Food Production Term

Definition

Heirloom/Heritage

High Tunnels & Hoop Houses

Integrated Pest Management

Pasture-based Farming

Sustainable Agriculture

Vine Ripened/Tree Ripened

Wild Foods

FARM TO SCHOOL FOOD SYSTEMS TERMS

Food System Terms	Definition
Aggregation	
Community Food Assessment (CFA)	
Community Supported Agriculture (CSA)	
Direct Marketing	
Food Security	
Local Food System	
Farmers Market	

Food System Terms

Definition

Food Desert

Food Forager

Food System

Local Food/Locally Grown

Supply Chain

Surplus

Value-Added Product

FARM TO SCHOOL FOOD SERVICE TERMS

Farm to School Food Service Terms	Definition
Bids or Bidding Process	
Distributor/Distribution	
Farm to School	
Food Processing	
Food Service Director	
Food Service Management Company	

Farm to School Food
Service Terms

Definition

National School Lunch
Program

Prime Vendor

Procurement

Produce Distributor

Transportation

NAME:

Instructions:

In this activity you will learn about different kinds of Farm to School activities. First, use the discussion questions below to identify your Farm to School goals. Then brainstorm with your group to identify different Farm to School activities you would like to establish within your school and take notes on your ideas for each category of activity.

GROUP DISCUSSION:

Review Handout 1-1 to remind yourself of the definition and goals of Farm to School. Discuss with your group:

- Which Farm to School goals would you most like to achieve at your school? What activities would achieve the benefits you want to see?
- Keeping those Farm to School goals in mind, what types of activities would be part of your ideal Farm to School Program?
- What activities do you think would be possible, based on the infrastructure and resources at your particular school?

LIST POTENTIAL ACTIVITIES:

Farm to School activities in schools usually fall into three major groups:

1. Cafeteria: purchasing locally grown food for school meal programs
2. Classroom: hands-on educational activities
3. Community: nutrition and food system education

Farm to School programs vary greatly based on the resources and interests within a school community.

Use what you learned in your group discussion to make a list of potential Farm to School activities you would like to see at your school. Try to think up activities to write in all three categories on the other side of this worksheet.*

For each activity you list, talk about the following questions with your group and take notes on important details:

- Why do we think it would be good for our school?
- Who would be involved in making this activity happen?
- When would this activity take place?
- How would we make this activity happen?
- What barriers or challenges could stand in the way?
- What other information would we need to design this type of Farm to School activity?

- Who else would we need to talk to (school food service, facilities managers, students, teachers, parents etc.)?

*If you have time and internet access, you may want to conduct online research about different Farm to School Activities for examples. Visit www.farmtoschool.org and research different Farm to School programs throughout the country by clicking on a state and selecting “Existing Programs” from the menu in each state. Look through the variety of programs and activities listed and write down the ones you like best and that may fit best at your school.

Local Purchasing	Hands-On Learning	Curriculum
<p><i>Example: Local fruit or vegetable salad bar</i></p>	<p><i>Example: School Garden Farm Tours</i></p>	<p><i>Example: What nutrients are in what foods?</i></p>

FARM TO SCHOOL FOOD PRODUCTION TERMS QUIZ

1. I. Sustainable Agriculture
2. D. Good Agricultural Practices (GAP)
3. A. Agriculture
4. E. Heirloom/Heritage
5. K. Wild Foods
6. F. High Tunnels & Hoop Houses
7. J. Vine-Ripened/Tree-Ripened
8. H. Pasture-based farming
9. C. Food Safety Plan
10. B. Certified Organic
11. G. Integrated Pest Management (IPM)

FARM TO SCHOOL FOOD SYSTEMS TERMS QUIZ

1. C. Community Supported Agriculture (CSA)
2. F. Food Desert
3. O. Value-Added Product
4. G. Food Forager
5. D. Direct-to-Consumer Marketing
6. I. Food Security
7. K. Local Food / Locally Grown Food
8. M. Supply Chain
9. E. Farmers' Market.
10. A. Aggregation
11. H. Food Miles
12. N. Surplus
13. B. Community Food Assessment (CFA)
14. L. Local Food System
15. J. Food System

FARM TO SCHOOL FARM TO SCHOOL & FOOD SERVICE TERMS QUIZ

1. H. Prime Vendor
2. B. Distributor / Distribution
3. E. Food Service Director
4. G. National School Lunch Program
5. J. Produce Distributor
6. D. Food Processing
7. K. Transportation
8. F. Food Service Management Company
9. C. Farm to School
10. I. Procurement
11. A. Bids or Bidding Process

NAME: _____

Instructions: Match the following terms to the definition description by putting the corresponding letter in the blanks provided.

- A. Agriculture
- B. Certified Organic
- C. Food Safety Plan
- D. Good Agricultural Practices (GAP)
- E. Heirloom/Heritage
- F. High Tunnels & Hoop Houses
- G. Integrated Pest Management (IPM)
- H. Pasture-based farming
- I. Sustainable Agriculture
- J. Vine-Ripened/Tree-Ripened
- K. Wild Foods

- _____ 1. Uses farming practices to produce food and fiber which enhance environmental quality and the natural resources on which farming depend. Supports sustained economic profitability, sustained quality and well-being of the environment, efficient use of natural resources, and the overall quality and availability of food and fiber. There is no official certification, and it uses many different practices such as rotating crops, diversifying crop production and minimizing synthetic fertilizers and pesticides.
- _____ 2. Guidelines and methods for farmers, growers and food producers to produce the basic environmental and operational conditions necessary for the production of safe, wholesome food products. They involve practices like hand washing, clean spaces for handling produce and a plan to make sure all farm employees follow good practices.
- _____ 3. The science, art, or practice of cultivating the soil, producing crops, and raising livestock, including the preparation and marketing of the resulting products.
- _____ 4. These crop varieties have been developed by farmers through years of cultivation, selection, and seed saving, and then passed down through generations. Refers to varieties of plants that have been in existence for a minimum of fifty years or livestock breeds that have been traditionally raised in the past and passed through generations.
- _____ 5. Items gathered growing wild in fields, woods or other non-agricultural settings. These include ramps (wild leeks), dandelion greens, morel mushrooms, fiddlehead fern heads, wild asparagus, wild berries, and a variety of nuts, among others.
- _____ 6. Temporary outdoor structures often built from metal piping and covered by materials like translucent plastic. Using them, crops can be grown beyond the

normal outdoor growing season due to the cover provided. They protect crops from the weather (rain, wind, cool or warm temperatures) and, in some cases reduce pest pressures.

- _____ 7. Fruit that has been allowed to ripen on the vine or tree. Many fruits that are shipped long distances are picked while still unripe and firm, and later treated with ethylene gas at the point of distribution to “ripen” and soften them.
- _____ 8. Relies on pasture or rangeland to supply the protein and energy requirements of livestock. Livestock graze on pasture grasses and other plants in the summer, and on dry forage, like hay, in the winter if they cannot be outside. The producer focuses on pasture plant and soil management, proper stocking density and rotational grazing. This diet is closer to animals’ natural diets. Animals raised this way are labeled “grass fed.”
- _____ 9. A written guide created by a farmer outlining food safety practices on his or her farm, and serving as a guideline for employees of the farm. These can help buyers understand the steps a farmer is taking to keep food safe.

- _____ 10. An official, regulated United States Department of Agriculture designation that must be earned through an application and inspection process. It describes an agricultural production system, which avoids or largely excludes the use of synthetic fertilizers, pesticides, genetically engineered seeds, growth regulators, and livestock feed additives. These foods are often raised with agroecological methods such as crop rotation and the use of composted animal manure.
- _____ 11. A systematic approach in which pest populations (insect and weed) are closely monitored to determine if and when action is required to control the pests. Uses biological, chemical, physical, environmental and/or genetic control methods in order to minimize synthetic pesticide use, reduce production costs, and protect the environment.

NAME:

Instructions: Match the following terms to the definition description by putting the corresponding letter in the blanks provided.

- | | |
|--|------------------------------------|
| A. Aggregation | I. Food Security |
| B. Community Food Assessment (CFA) | J. Food System |
| C. Community Supported Agriculture (CSA) | K. Local Food / Locally Grown Food |
| D. Direct-to-Consumer Marketing | L. Local Food System |
| E. Farmers' Market | M. Supply Chain |
| F. Food Desert | N. Surplus |
| G. Food Forager | O. Value-Added Product |
| H. Food Miles | |

- _____ 1. A mutually beneficial form of agriculture where growers and consumers provide mutual support and share the risks and benefits of food production. Members pledge in advance to cover the anticipated costs of the farm operation and farmer salary. In return, members receive 'shares' in the farm's bounty throughout the growing season. In this model, the farmer is provided with seed money before the season begins, and is guaranteed a market for their product. Members receive fresh product throughout the season and build a relationship with their farmer.
- _____ 2. Geographic areas that lack convenient and affordable access to a range of healthy foods, including fruits, vegetables, whole grains, and high quality sources of protein.

- _____ 3. A raw agricultural product that has been modified or enhanced to add value. Examples include fruits made into pies or jams, meats made into jerky, and tomatoes and peppers made into salsa.
- _____ 4. A person hired by a food service operation in a K-12 school district, or more commonly by a college dining service, whose responsibility it is to find and keep in regular communication with local farmers. This person may also keep records of available local products, consult with the food service director on the district's weekly menu needs and facilitates the ordering and delivery process. Alternately, outside of the farm to school model, also someone who finds and harvests wild foods.

- _____ 5. Methods used by growers to market and sell products directly to consumers, enabling them to compete outside of wholesale market channels. This includes farmers' markets, farm stands, roadside stands, community-supported agriculture, pick-your-own farms, internet marketing and Farm to School.
- _____ 6. Defined by the United States Department of Agriculture as, "Access by all people, at all times to sufficient food for an active and healthy life. Includes at a minimum: the ready availability of nutritionally adequate and safe foods, and an assured ability to acquire acceptable foods in socially acceptable ways."
- _____ 7. Food and other agricultural products that are produced, processed, and sold within a certain region, whether defined by distance, state border, or cultural boundaries. In general, food defined this way is usually grown within a specific, pre-defined geographic area such as a county, a state a region or specific mile radius of a the eating community.
- _____ 8. The network of farms, processors, distributors and others that produces agricultural products and delivers them to the marketplace. This includes the farmers that produce raw materials, the processors who wash and pack it, the distributors who deliver it and the retailers that offer finished products to consumers. Economic value is added through each stage of the chain.
- _____ 9. A common facility or area where several farmers or growers gather on a regular, recurring basis to sell a variety of fresh fruits, vegetables and other locally-grown farm products directly to consumers.
- _____ 10. The act of collecting agricultural products from multiple farmers at one, central location. Delivery to customers from a hub where this takes place can be more efficient than point-to-point distribution from farms to customers.
- _____ 11. The total distance a food item travels from where it is grown or raised to where it is ultimately purchased by the consumer or end-user.
- _____ 12. Extra agricultural product that remains unsold.
- _____ 13. A collaborative and participatory process that investigates a broad range of food issues and assets within a defined community. Undertaken in order to change the current systems to create a more food secure community.
- _____ 14. A collaborative effort that integrates food production, processing, marketing, distribution and consumption within a given geographical area or community. May be characterized by certain distribution channels such as farmer's markets; community supported agriculture (CSA); farm-to-institution programs; community and home gardening; and gleaning programs. Often the goal is to preserve local farmland, support local farmers, build community economic vitality, increase food security and offer the consumer the freshest food.
- _____ 15. Includes all of the interdependent processes that work together to provide food. This includes the growing, harvesting, storing, transporting, processing, packaging, marketing, retailing, and consuming of food products. The term may also include "waste management" activities like composting or landfilling food scraps. Some or all of these steps may take place near the consumer, or they may be part of the global or regional system instead.

NAME: _____

Instructions: Match the following terms to the definition description by putting the corresponding letter in the blanks provided.

- | | |
|------------------------------------|----------------------------------|
| A. Bids or Bidding Process | G. National School Lunch Program |
| B. Distributor / Distribution | H. Prime Vendor |
| C. Farm to School | I. Procurement |
| D. Food Processing | J. Produce Distributor |
| E. Food Service Director | K. Transportation |
| F. Food Service Management Company | |

- | | |
|--|---|
| _____ 1. A distributor that a school uses to provide many of the products needed to operate a school cafeteria. This includes food items like meats and canned fruits, but also non-food supplies like paper towels or trays for serving meals on the lunch line. | _____ 4. A federally managed meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established in 1946. In 1998, Congress expanded the program to include reimbursement for snacks served to children in after school educational and enrichment programs to include children through 18 years of age. The Food and Nutrition Services of the United State Department of Agriculture administers the program at the Federal level. At the state level, the program is administered by state education agencies, in agreements with school food authorities. |
| _____ 2. A business or individual who purchases products from multiple farmers, collects it in one place, markets and sells the product and then delivers it to multiple customers. Often a private business, but it can also be a cooperative or food hub. The act of aggregating and delivering food products to multiple purchasers. | _____ 5. Usually local or regional, who focuses only on fresh fruits and vegetables. These products are different than other products because they have a shorter shelf life. |
| _____ 3. These people are responsible for the daily operations of school nutrition programs, like school lunches and school breakfasts, and have many responsibilities including overseeing all kitchen staff, purchasing food, maintaining budgets and making sure schools comply with the requirements of the National School Lunch Program. | |

- _____ 6. The stage in the food system where food is altered from its original state by processes such as cutting, freezing, boiling, canning, etc. For example, a plant may receive apples to make into applesauce or apple juice. A minimally altered product will have much of its inherent nature, such as nutrients or fiber, left afterwards.
- _____ 7. The important step of moving products through the food system. Can occur by truck, train, barge or airplane and carries food between the farm, storage facility, processing facility and the marketplace.
- _____ 8. An outside business or nonprofit organization that is contracted by a school to manage any aspect of the school food service.
- _____ 9. Generally understood to include efforts that connect schools with local or regional farmers in order to serve local or regionally produced foods in school cafeterias. USDA considers this to be inclusive of many types of producers, such as farmers, ranchers, and fishermen, as well as many types of food businesses, including food processors, manufacturers, distributors and other value-added operations. In addition to procurement activities, food, agriculture and nutrition-based educational efforts that span a host of hands-on experiential activities, such as school gardens, field trips to local farms, and cooking classes, are also included in this concept. Standards-based curriculum centered on food, agriculture, and/or nutrition is often integrated as well.
- _____ 10. Refers to the acquisition of food that will be served in the school cafeteria at the best possible cost; in the right quantity and quality; and in the right time and place. Often involves a process where a food service director will request quotes from several suppliers or farmers.
- _____ 11. Purchase of food by schools involves a process where a food service director will request quotes from several suppliers or farmers. Food service directors must purchase the product that meets their requirements at the lowest price, and must make sure that enough vendors and farmers can submit if they want to.

ADDITIONAL ACTIVITY

Brainstorm a list of local institutions that may be purchasing locally grown food. Institutions are large organizations, such as other schools, colleges, hospitals, municipal buildings or prisons that host a lot of people every day and purchase large quantities of food.

Research information online or conduct phone interviews to find out more about these programs. Interview questions:

How do you define “local” food?

Do you buy products from specific farms? If so, which ones?

Why do you purchase (or not purchase) locally grown food?

What items do you purchase locally?

How much locally grown food do you purchase?

What did you learn from your research that has implications for your school's Farm to School efforts?