



## Lesson 6

Increasing Student  
Awareness and  
Engagement in  
Farm to School



---

# FARM TO SCHOOL

---

## YOUTH LEADERSHIP CURRICULUM

---

*Lesson 6*  
*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.

More at [iatp.org](http://iatp.org)

## 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 draw on information learned in all previous lessons to communicate about Farm to School with the school and larger community. Students will learn techniques to communicate with their community, and will create a campaign to promote and engage fellow students in Farm to School issues. Lastly, they will take stock of how Farm to School issues have evolved at their school over the time of this course and will make recommendations for future Farm to School activities.

Note: Even if your school does not currently have an active Farm to School program students can reflect on their experience and make recommendations for the future.

### LESSON ACTIVITIES

1. Develop a Slogan and Logo for your Farm to School Program
  2. Create a Farm to School Communications Plan
  3. Engage Your School Community in Farm to School
  4. Share Farm to School with the Larger Community
  5. Take Stock and Look Ahead
- Additional Activity: Plan a Farm to School Month event
- Additional Activity: Plan a farm field trip or invite a farmer to visit your school
- Additional Activity: Taste tests for priority food items

### LESSON OBJECTIVES:

Students will be able to:

1. Develop a communications strategy.
2. Identify the basic principles of logo and slogan design.
3. Compose persuasive arguments about Farm to School for internal and external audiences.
4. Reflect and build on previous lessons.

### MATERIALS AND EQUIPMENT

- Copies of worksheets and handouts for all students.
  - Worksheet 6-1: Designing a Farm to School Logo and Slogan
  - Worksheet 6-2: Developing a Communications Plan: In Your School
  - Worksheet 6-3: Developing a Communications Plan: In Your Community
  - Worksheet 6-4: Taking Stock and Looking Forward
  - Handout 6-1: Ideas for In-school Communications

- Handout 6-2: Ideas for External Community Engagement

- Handout 6-3: Farm to School and Local Foods Resources

## ADDITIONAL RESOURCES

---

- “WISCONSIN LOCAL FOOD MARKETING GUIDE”

- [http://datcp.wi.gov/uploads/Business/pdf/MK-DM\\_17\\_LFMG\\_Second\\_Edition\\_Final\\_Book\\_for\\_website.pdf](http://datcp.wi.gov/uploads/Business/pdf/MK-DM_17_LFMG_Second_Edition_Final_Book_for_website.pdf)

- “UNIVERSITY OF MINNESOTA EXTENSION FARM TO SCHOOL TOOLKIT”

- <http://www1.extension.umn.edu/food/farm-to-school/toolkit/promoting-food/>

Provides information on individual food items for educational and marketing purposes. FOR EXAMPLE: If you click on the Apple at the bottom

on the homepage it will give you promotional ideas like fun facts, newsletters, and curriculum ideas.

- Check with organizations or agencies working in your state to support Farm to School to see if marketing materials, logos and other materials are available for your area.
- The Appalachian Sustainable Agriculture Project in North Carolina has good ideas for organizing visits to nearby farms:
  - <http://growing-minds.org/FarmFieldTripBooklet.pdf>

## LESSON INITIATION

---

Before the class begins, write the words “Communication” and “Plan” on the board or overhead projector. Gather the class as a full group and first ask students to ponder the word “Communication.” Ask students to provide a definition or synonym for the word, and write student responses on the board around the word “Communication.” The formal definition, according to Merriam Webster Dictionary is “A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.”

Next ask students to list different types of communication we use today, and list them on the board or overhead projector. Examples include verbal, non-verbal, written, sign language, newspapers, radio, television, conversation, advertisements, internet, e-mail, etc. The goal is for students to think broadly about how (and why) we communicate.

Next, ask students to think about the word “Plan.” Ask students to offer synonyms or definitions of the word, or to present the class with examples when they have created a “plan.” Again, write the student ideas on the board. Last, ask students to put the two words together and think about a “Communications Plan” and how it may relate to sharing information or engaging the school and community about Farm to School.

Ask students if they can share examples of people getting involved in a cause or spurred to some kind of action through communication of information. Ask students what methods they think would be effective in communicating around Farm to School in their school? What about in the wider community? Encourage discussion.

## LESSON INTRODUCTION

---

In this lesson students will reflect on all the information and skills they have learned in this curriculum and apply it to one final set of activities. This lesson is flexible and allows the class to build off of the Farm to School work completed in previous lessons of the curriculum. To begin, students will learn about developing a communications plan to spread the word about Farm to School inside and outside of school using different techniques. Students will also develop a logo and slogan to promote Farm to School activities. Lastly, students will assess the progress their Farm to School program has made through the semester or year, and set future program goals (which will extend

beyond when they are in the class). Activities 3 and 4 use similar skills to engage different communities; the instructor can determine if students will complete both activities or just one. This lesson includes two additional activities which can be done in conjunction with this lesson or when the time is appropriate. These include planning a Farm to School Month event, which is celebrated in October in many states, and organizing a farm tour or farmer visit. As student leaders, the class will combine their knowledge of Farm to School with communications skills to encourage the growth of different Farm to School activities on campus and in their wider community.

## ACTIVITY 1: DEVELOP A SLOGAN AND LOGO FOR YOUR FARM TO SCHOOL PROGRAM (45 MINUTES)

### ➔ Worksheet 6-1: Designing a Farm to School Logo and Slogan

In this activity students will develop a “brand” for their school’s the Farm to School program by designing a logo and creating a slogan. Students will work in small groups and present their logos and slogans to the whole class. At the end of the presentations students can vote on a favorite slogan and logo, or work cooperatively to combine existing ideas into a final version that will be used to promote Farm to School in their school.

**STEP 1:** Have a brief discussion with students about outreach. Ask students to define advertising, and provide a few examples that they may see in their daily lives. What are some examples of advertisements or marketing for products they use every day? What about marketing campaigns for things that aren’t objects, like a public service announcement? Ask students if they can think of advertising examples for any non-object, like an emergency preparedness advertisement or a campaign to encourage kids to exercise. Ask students if they can think of the logo or slogan for any products that they use. Define the terms if necessary.

**Logo:** “A symbol or other small design adopted by an organization to identify its products. The symbol may be placed on a uniform, vehicle, advertisement, etc.” Adapted from Oxford Dictionary

**Slogan:** “A short and striking or memorable phrase used in advertising. A motto associated with a political party, social movement or other group.” Adapted from Oxford Dictionary

**STEP 2:** Pass out Worksheet 6-1: Designing a Farm to School Logo and Slogan. Explain to students that, working alone or in small groups, they will design a slogan and logo for the Farm to School program. Let students know that at the end of their work time, one representative from the group will share the logo and slogan with the entire class.

**STEP 3:** Students share their logos and slogans with the entire class. If the classroom goal is to develop one slogan and logo for the program, the class can then vote or collectively re-design a final product. Alternatively, students can create multiple promotional campaigns that will all be used at the same time. The final logos and slogans can be used in Activities 2, 3 and 4 that follow.

---

## ACTIVITY 2: CREATE A FARM TO SCHOOL COMMUNICATIONS PLAN (45 MINUTES)

### ➔ Worksheet 6-2: Developing a Communications Plan: In Your School

### ➔ Worksheet 6-3: Developing a Communications Plan: In Your Community

### ➔ Handout 6-1: Ideas for In-School Communications

### ➔ Handout 6-2: Ideas for External Community Engagement

In this activity, students will develop a communications plan to share information and engage school and community partners in Farm to School. The communications plan will outline student projects for Activity 3 & 4.

**STEP 1:** Ask students to form small groups or work individually. Remind students about the communications plan talked about in the Lesson Introduction. Explain

to students that in this activity, students will develop their own communications plan for sharing Farm to School messages and engaging partners inside and outside the school. Pass out Worksheet 6-2: Developing a Communications Plan: In Your School and Worksheet 6-3: Developing a Communications Plan: In Your Community

to each student. Also, pass out Handout 6-1: Ideas for In-School Communications and Handout 6-2: Ideas for External Community Engagement.

**STEP 2:** Ask students to fill out Worksheets 6-2 and 6-3 based on what they have learned, implemented and would like to see in their Farm to School program. In Activities 3 and 4, students will have the opportunity to complete the communications plan to further engage their school and community in Farm to School.

---

### ACTIVITY 3: ENGAGE YOUR SCHOOL COMMUNITY IN FARM TO SCHOOL (45, 90, 130, OR 180 MINUTES, DEPENDING ON LEVEL OF ENGAGEMENT)

- ➔ [Worksheet 6-2: Developing a Communications Plan: In Your School](#)
- ➔ [Handout 6-1: Ideas for In-School Communications](#)

In this lesson, students will fully develop and carry out their ideas from Worksheets 6-2: Developing a Communications Plan: In Your School. Students will work in small groups to solidify their goal, audience, message and channel and then create the materials and relationships required to carry out the communication. Allow sufficient time for planning and implementation. If teacher and student capacity is limited, students can vote on one project to undertake collectively and work on different aspects of the project. Students will log the details of their project in their Farm to School journals. The instructor may choose to ask students to develop and submit promotional materials as an assessment tool.

For example (for teacher use only): A group of students may select their goal to be “Planning a Successful Farmer Assembly” on campus. The students determine their audience to be the entire high school, faculty and staff that usually attend a Friday morning assembly. The message they would like to convey is “What it’s like to be a farmer,” and the farmer they invite as a speaker will help share that message. The determined channel will be the regular Friday assembly. Students will then continue to plan the execution of their project by using the skills they have learned in these lessons, such as: finding a farmer, scheduling an assembly day and time with school administration, creating advertising posters and notices for the newsletter, etc.

Note: This type of activity may be appropriate for your school even if the school doesn’t currently have a Farm to School program.

## ACTIVITY 4: SHARE FARM TO SCHOOL WITH THE LARGER COMMUNITY (45, 90, 135, OR 180 MINUTES, DEPENDING ON LEVEL OF ENGAGEMENT)

- ➔ Worksheet 6-3: Developing a Communications Plan: In Your Community
- ➔ Handout 6-2: Ideas for External Community Engagement

In this lesson, students will fully develop and carry out their ideas from Worksheet 6-3: Developing a Communications Plan: In Your Community. Students will work in small groups to solidify their goal, audience, message and channel and then create the materials and relationships required to carry out the communication. Allow sufficient time for planning and implementation. If teacher and student capacity is limited, students can vote on one project to undertake collectively and work on different aspects of the project. Students will log the details of their project in their Farm to School journals. The instructor may choose to ask students to develop and submit promotional tools as an assessment tool.

For example (for teacher use only): A group of students may select their goal as “sharing the benefits of Farm to School with members of the community.” They determine their audience to be people in the community under a certain age. The message they want to convey is that Farm to School is good for students, farmers and the community. They have determined their channel to be the local radio station that caters to young people. They have decided to record and edit a public service announcement in class that they can send to the radio station to play on air. As with Activity 3, students will use the skills they have learned in the previous lessons to carry out the details of the communication plan, such as writing a script outlining the benefits of Farm to School and contacting the local radio station.

---

## ACTIVITY 5: TAKE STOCK AND LOOK AHEAD (90–135 MINUTES)

- ➔ Farm to School Journals
- ➔ Past worksheets and handouts
- ➔ Worksheet 6-4: Taking Stock and Looking Ahead

In this lesson, students will both reflect on their Farm to School achievement and look forward to what they would like to see in the future. It may be helpful to invite your school’s food service professional to part of this activity. The instructor may ask students to develop and write up analysis and recommendations for future Farm to School programming at your school as an assessment activity.

Ask students the following questions: How have our school’s Farm to School planning and activities evolved over the course of our class? What should happen in the future to start or expand Farm to School efforts given everything you have learned and heard from students, farmers, foodservice staff and other stakeholders?

**STEP 1:** Provide time for students to reflect by looking through their Farm to School Journal, Farm to School Assessment materials, worksheets, handouts, lists of Farm to School programs in other communities and interviews with farmers. Ask them to think about all they have learned, and what, if anything, has changed within their school since beginning this curriculum.

**STEP 2:** Students will work individually to fill out Worksheet 6-4: Taking Stock and Looking Forward. When students have completed the worksheet, ask them to share their answers with the class. When talking about goals for the future of Farm to School, work together to identify potential barriers or challenges that may limit the school in reaching those goals and strategies for addressing them.

**STEP 3:** Encourage and help students organize interviews with the people they have listed at the end of Worksheet 6-4: Taking Stock and Looking Forward. If possible, invite your food service professional to return to the classroom and talk about what, if any, changes have been made through the students' work. Have they have done anything new with buying or menu building, acted on the farmer connections presented to them earlier in the semester by students or changed their practices for sourcing food? The timeline for changes in food procurement will probably be longer than a class semester, so some of the initial changes may include expanded knowledge and awareness about Farm to School among student and school staff. Emphasize the importance of these shifts of mindset are the first steps toward action.

**STEP 4:** As a class, or in small groups, ask students to summarize the progress the Farm to School program has made and suggest recommendations for where the

program can go in the future. Remind them of what they have learned during this course regarding the cafeteria, classroom and wider community. The timeline for future action will be beyond when the students are in this course. Emphasize to students that their work on Farm to School can have a lasting impact on their community. Ask students to think of this summary as a final report; they should make recommendations for a specific audience like the school's administrative leadership, foodservice staff, teachers, students or parents.

If this class will be offered next semester or next year, students could also make recommendations to future students about how they could focus their energies to expand Farm to School programming, improve student awareness of locally grown food and farming, build deeper relationships with farmers in your community and any additional recommendations they may have.

This final report will be the culmination of the project.

---

## **ADDITIONAL ACTIVITY: PLAN A FARM TO SCHOOL MONTH EVENT**

There are many different ways to celebrate and promote Farm to School, both on the big and small scale. In 2010, Congress approved a resolution officially designating October as National Farm to School Month. This is a great way to celebrate Farm to School. Some states, districts or schools have their own week or month to celebrate Farm to School. Do some research online to see when your region celebrates Farm to School. If National Farm

to School Month, or the time your school celebrates Farm to School, falls during this curriculum, students can plan a special Farm to School event. The National Farm to School Network provides resources and ideas for Farm to School Month online at [www.farmentoschoolmonth.org](http://www.farmentoschoolmonth.org). Spend time with your students planning a small or large Farm to School event for your school during your Farm to School Month (or week).

## **ADDITIONAL ACTIVITY: PLAN A FARM FIELD TRIP OR FARMER VISIT**

If time and resources are available, the instructor or students can plan a field trip to a local farm. This can be coordinated through a farmer the students met during their research, or a local farmer already affiliated with the school. See the resource section for information on

planning a successful farm fieldtrip. If resources for a field trip are not available, invite a farmer to visit the school and talk with your Farm to School students or the entire school.

## ADDITIONAL ACTIVITY: TASTE TESTS FOR PRIORITY FOOD ITEMS

Working with the Family and Consumer Science (FACS) Department or your current food service department you may be able to develop taste test days utilizing different Farm to School foods that students haven't tried before. Students could be in charge of promoting the event with posters and announcements, and creating signage for the foodservice to use when serving samples. If your school has a garden, featuring foods grown there may be an option. Make sure to coordinate closely with your school's foodservice professionals.

You can also have students vote on recipes for different locally grown foods, allowing students to choose their favorite preparation style out of a variety of methods. This could include giving each student a sticky dot to place on a board listing each item or having students vote on a slip of paper. Students can create an announcement for the school system announcements or have a poster or white board in the cafeteria to post results after the taste test.

The following resources have various recipes using popular Farm to School Foods:

- <http://www.extension.umn.edu/farm-to-school/using-food/recipes.html>
- [http://www.mass.gov/agr/markets/Farm\\_to\\_school/docs/farm\\_to\\_school\\_cookbook.pdf](http://www.mass.gov/agr/markets/Farm_to_school/docs/farm_to_school_cookbook.pdf)
- <http://www.health.state.mn.us/schools/greattrays/pdfs/NowCooking.August22.pdf>
- [http://food-hub.org/files/resources/FEED\\_TasteTestGuideFINAL\\_lores.pdf](http://food-hub.org/files/resources/FEED_TasteTestGuideFINAL_lores.pdf)
- <http://www.okfarmtoschool.com/pdf/Taste-testing-new-foods.pdf>

### NATIONAL COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

**CCSS.ELA-LITERACY.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**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.11-12.4** 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.

**CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-LITERACY.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### 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)

None identified

### THE MN SOCIAL STUDIES STANDARDS (2011)

**9.1.3.4.5** Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.

NAME:

**Instructions:**

Use the sheet below to create a logo and slogan for your Farm to School program. Before you start writing or drawing, brainstorm with your group and identify key words and images that fit your vision for Farm to School.

---

**SLOGAN DEFINITION AND TIPS:**

---

A slogan is

“a short and striking or memorable phrase used in advertising. A motto associated with a political party, social movement or other group.”

*Adapted from Oxford Dictionary.*

Think up a creative phrase that will get attention! Revisit your Farm to School journal for vocabulary, themes or ideas you have collected that may be helpful here.

## LOGO DEFINITION AND TIPS:

---

A logo is

“a symbol or other small design adopted by an organization to identify its products. The symbol may be placed on a uniform, vehicle, advertisement etc”

*Adapted from Oxford Dictionary.*

Create a symbol, picture or other visual element that conveys the message of your Farm to School program and is easy for people to identify. The logo can include words or phrases too, like the name of your school or program or a call to action.

NAME:

### Instructions:

A plan is a good way to figure out what actions you need to undertake in order to achieve a certain goal. This worksheet will help you, your small group or your class to plan and share your Farm to School information with your school or community. To develop your communications plan, answer the questions below:

### What is your purpose or goal?

This is what you hope to accomplish through your communications with your school and community. Is it education? Persuasion? Advertising?

### Who is your audience?

Your audience is the people or group you want to communicate with. What people or group do you want to reach? Pick one group within your school and one group outside of your school. Examples include students, administrators, teachers, food service staff, parents, etc.

### What is your message?

Your message is what you want to communicate to your audience. What do you want to communicate about your Farm to School Program? Do you want to teach people what Farm to School is? Are you sharing profiles about the farmers you have interviewed through these lessons? Are you persuading your classmates to help

you start a school garden or try a local vegetable? Are you trying to advertise an upcoming field trip to a farm? Would you like to educate your school on the benefits of Farm to School? A message is usually short and sweet. Pick one or two messages to focus on.

### **What are your communication channels?**

This is the means by which you'll get your message across, and there may be a lot of different ways to do it. How does the audience you've selected communicate within your school? In the larger community? Brainstorm some ideas here like your school newsletter, morning announcements, smart boards in classrooms, lunchroom bulletin board, student assembly, town newspaper, local television station, etc. Think about who manages each communication channel, how you will get information to that person and how much lead time they may need.

### **Create a timeline of your communications plan.**

Make a list of the steps you would have to take in the order you would complete them. How long would each step take? Can you create a timeline for completing your communications plan?

The answers to these questions constitute your Farm to School communications plan. In the next lesson you will implement your plan by designing your message and distribute it to your intended audience.

\*Adapted from The Community Toolbox at: [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1059.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1059.aspx)

NAME:

A plan is a good way to figure out what actions you need to undertake in order to achieve a certain goal. This worksheet will help you, your small group or your class to plan and share your Farm to School information with your community. To develop your communications plan, answer the questions below.

**What is your purpose or goal?**

This is what you hope to accomplish through your communications with your school and community. Is it education? Persuasion? Advertising?

**Who is your audience?**

Your audience is the people or groups you want to communicate with. What people or groups do you want to reach? Pick one group within your school and one group outside of your school. Examples include parents, school neighbors, etc.

**What is your message?**

Your message is what you want to communicate to your audience. What do you want to communicate about your Farm to School Program? Do you want to teach people what Farm to School is? Are you sharing profiles about the farmers you have interviewed through these lessons? Are you trying to advertise an upcoming field trip to a farm? Would you like to educate your community on the benefits of Farm to School? A message is usually short and sweet. Pick one or two messages to focus on.

**What are your communication channels?**

This is how you want to communicate, and there may be a lot of different ways to do it. How do people communicate in the larger community? Brainstorm some ideas here like your town newspaper, local television station, etc. Think about who manages each communication channel, how you will get information to that person and how much lead time they may need.

**Create a timeline of your communications plan.**

Make a list of the steps you would have to take in the order you would complete them. How long would each step take? Can you create a timeline for completing your communications plan?

The answers to these questions constitute your Farm to School communication plan. In the next lesson you will implement your action plan by designing your message and distribute it to your intended audience.

\*Adapted from The Community Toolbox at: [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1059.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1059.aspx)

NAME:

What did you think or know about Farm to School before you started this project?

Name one aspect or type of Farm to School project that could take place each in the cafeteria, classroom and community.

What do you think has changed in your school food service department because of the work your class has done? Have you noticed any changes in the menu, purchasing of local foods, work with local farmers or in people's thinking about where to source foods?

If you had the chance, what questions would you like to ask your food service professional about the Farm to School program and any changes they have made?

What changes have you noticed within the classroom or community when it comes to Farm to School or local foods?

What Farm to School changes would you still like to see take place at your school? (This could be in the cafeteria, classroom, school education or your community.)

What can you do to make these changes possible?

### Farm to School Signage in Food Service Line

Create labels or signs that the food service department can use to mark the Farm to School foods in the line so student can find them. It's great to include a photo and the name of the farmer who produced it if you can.

### Lunch Line Marketing

How could Farm to School foods be marketed in the lunch line? How will students know the origin of Farm to School foods? How can the students highlight certain foods or farmers?

### Educational Opportunities

Plan field trips, Agriculture in the Classroom sessions, farmer visits or trips to the Farmers' Market for younger students or your own class. Include students, staff and teachers in educational events.

### Taste Tests

Organize a taste test, or monthly taste tests, of different Farm to School foods. Design a plan to educate students about the new food items and encourage them to try new foods.

### School Lunch Menu

Mark all Farm to School items on the school menu and coordinate with foodservice staff to include educational information about some of the Farm to School products on the menu.

### School Morning/Afternoon Announcements

If your school has announcements in the morning or afternoon over the intercom, or you have a school news broadcast, share information about Farm to School each week or month. This could include the locally grown foods you are serving at lunch, short profiles of local farmers or readings or news about agricultural topics.

### Educational Opportunities in the Cafeteria

Make posters for other students in your school to learn about farming and food production. Hang posters in the cafeteria or other places around school.

### Educational Opportunities in the Classroom

On days when locally grown foods are served, provide a fun one-paragraph introduction to Farm to School for teachers to read to their first hour or to the hour they have right before lunch. This will create some dialogue in the classroom as well as make the students aware of what Farm to School foods to look for in the lunch line.

### Farmer Promotion

Highlight the local farmers who have been interviewed in this class, or who are selling products to your school. Have a whiteboard put up in the beginning of the lunch line that menu items can be written on. On Farm to School days you can list the farm's name, the farmer's name, the farm's location and which food item that they have provided. Include photos of producers and food items on the farm when possible. You could make Farmer Trading Cards (like baseball cards) with profiles of the farmers you have met. Or, make a farmer calendar, or feature farmers in your school newsletter.

Arrange for a farmer to visit your school. Ask him or her to do a presentation in class or at a school assembly or greet students as they enter the cafeteria.

Start or highlight school gardening activities. If you don't have a school garden, look to see if enough people are interested to start one. If you do have a garden, share the news about the garden with your school mates.

Highlight classroom activities in your school related to Farm to School themes like the impact of federal policies on local agriculture, weather and seasonality, growing food, food justice, health and nutrition, local economic development, etc.

Coordinate with FFA or other farm-related groups to have farm animals visit your school and advertise the event to the school community

Write an age-appropriate Farm to School lesson and share it with a classroom of students in elementary or middle school or a school club.

Create a Farm to School Facebook page for your school. Share highlights about what you are doing at your school and encourage others to participate.

Research local grocery stores, colleges, hospitals or other institutions that are working with local growers and serving local food. Write profiles about your research and share them with your school and outside community.

**Newspaper**

Work with your local newspaper to prepare a press release about your Farm to School program. This could include information on the farmers that sell to your school, the products you are featuring for school meals, sharing what you've learned about the benefits of Farm to School, your experience in the class or your Farm to School plan for your school. Many newspapers offer a free blog for groups and organizations. Students could write a weekly column about local farmers and Farm to School efforts.

**Radio**

Write and record Public Service announcements about Farm to School, local farmers or local food in general. This may be especially popular during the Farm to School Month. Students could be guests on a morning radio show to talk about Farm to School and about their connection with local farmers. Ask your local station if they would be interested recording a live interview with students at the school during lunch one day!

**Events**

If your Farm to School program is holding a Farm to School event, issue Invitations and Invite local Radio Stations, Newspapers, officials, business owners, parents and community members to food tastings or lunch on Farm to School days.

**Television**

Send a press release to your local television news channel and tell them about your Farm to School program.

**Local Grocery**

Partner with your local grocery store to highlight Farm to School. Ask if they will put your Farm to School banner up in the store, or highlight locally grown foods that are in the store and in your lunchline.

**Local Institutions**

Talk with local institutions that serve meals (hospitals, colleges, etc.) to see what they are doing with local foods. Ask if you can share your Farm to School newsletter, farmer profiles, logo or banner in their cafeterias to help raise awareness about local farms and food.

**Local FFA**

Partner with your local FFA or similar organization to share the message about Farm to School and create programming at your school or within your community. This may be a good way to reach out to students from other schools.