



GUIDING PRACTICES



Acknowledgements

Grow Eat Learn is co-developed by Nourish Nova Scotia & Ecology Action Centre.



Ecology
Action
Centre

We are all Treaty people. Nova Scotia is in Mi'kma'ki, which is the unceded traditional territory of the Mi'kmaq people. Those involved with SFGs recognize the Mi'kmaq stewardship of this land and will work towards relationships of peace and friendship.

Thank you to all the garden leaders and volunteers who have provided their input and wisdom through various consultations, surveys and evaluations. Your expertise is invaluable! Thank you to Acadia University and Chaiti Seth who conducted the baseline assessment as part of her Master's practicum. We are also grateful for the passion, time and energy of the Grow East Learn Advisory who have helped guide and shape the foundations of the program.

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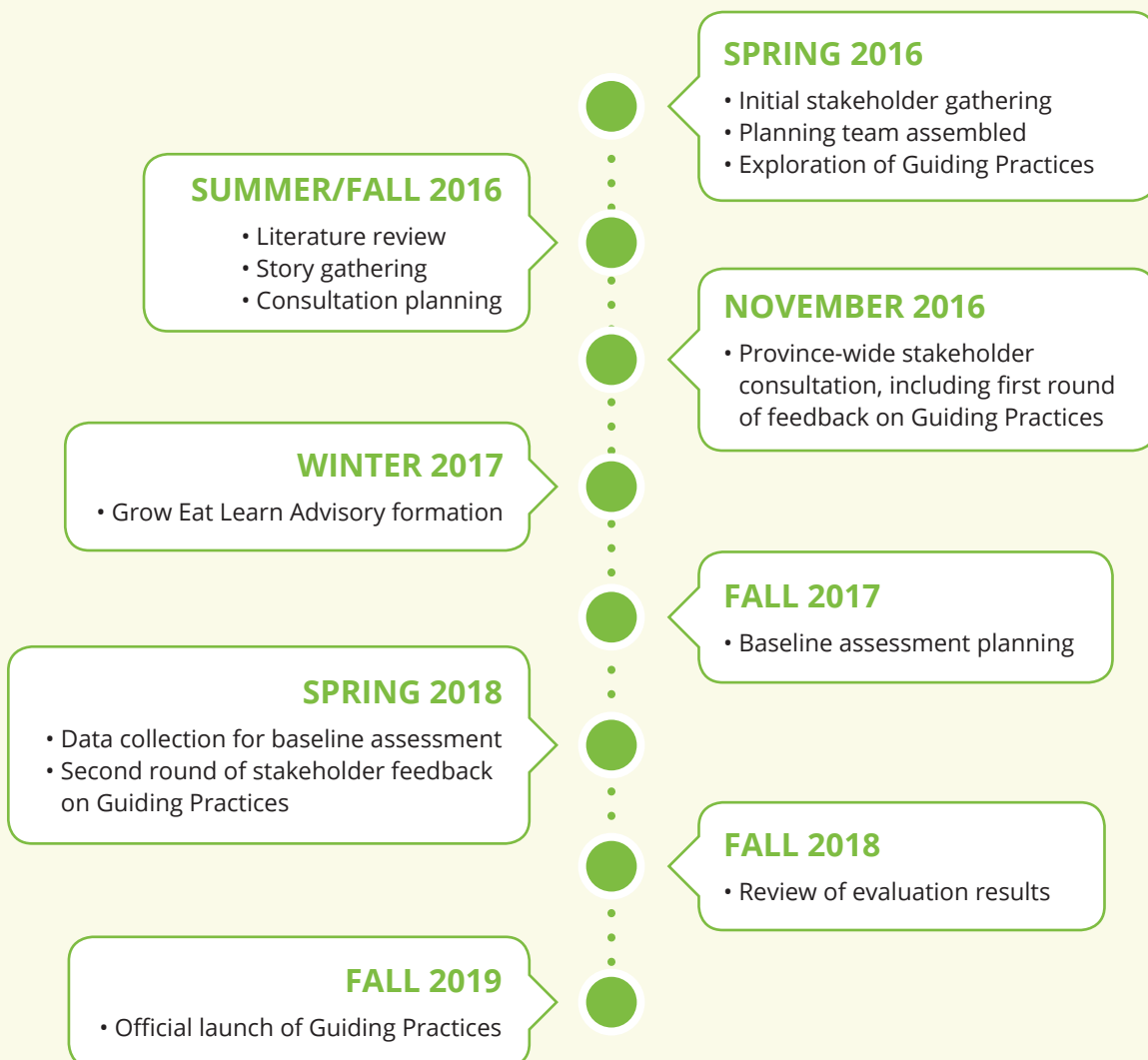
Nourish receives core funding from the province of Nova Scotia.

Graphic design by Dean Gallant from Pinwheel Communication Design.

BACKGROUND

Since its founding in 2012, Nourish has recognized the growing momentum and desire for school food garden (SFG) support. In 2016, an opportunity arose to partner with the Ecology Action Centre's Our Food Project prompting the collaborative co-development of Grow Eat Learn (GEL), a province-wide program to support, enhance and grow school food gardens in Nova Scotia. Many consultations, surveys and activities have informed Grow Eat Learn, as highlighted in the timeline. The Guiding Practices are the cornerstone of Grow Eat Learn and have been informed by the wisdom, local knowledge, diverse skills and experience of garden leaders, teachers, community groups as well as best practices and evidence from the literature.

Our hope for the Guiding Practices is to provide a practical framework of support for school food gardens to be successful and sustainable, ultimately helping schools and their communities to Grow Eat and Learn together!



WHAT ARE THE GUIDING PRACTICES?

The Guiding Practices focus on various areas of the school food garden, from learning opportunities to physical safety. Each of the seven Guiding Practices support school food garden success and sustainability and are meant to strengthen and integrate gardens into the school community and learning environment. These are not prescriptive, one-size fits all instructions, rather they are a set of guidelines that are adaptable to each unique school environment and over time can form the foundation for a long-lasting, impactful SFG.

You may be surprised at how broad the Guiding Practices are and that's okay! First and foremost, school food gardens are sites of learning, however through our consultations and research, we also learned that school food gardens are uniquely positioned to:

- connect people, community and nature
- provide opportunities to teach, practice and foster healthy eating for physical and mental well-being of students and staff
- cultivate healthy and vibrant school communities
- offer supportive environments where students' food choices and eating habits are positively influenced through role modelling, informal education opportunities, and healthy food selection
- connect students to culture and different ways of understanding food and land

Each of the above components are integrated into the Guiding Practices to showcase the many ways a school food garden can benefit students, staff, and the broader school community.



USING THIS RESOURCE

The front page of each section showcases the Guiding Practice along with quotes from garden leaders. The back page includes resources and inspiration to help integrate each practice into the school food garden, including:



Stories and quotes - Experiences from the field showcasing practices in action. Most of these stories were originally shared at our province-wide stakeholder engagement in November 2016 while some have been provided by our community partners. Other quotes were collected through our baseline assessment.



Curriculum Connection - Suggestions to inspire ideas and activities for class lesson plans. Adapted from the Nova Scotia School Garden Resource Guide¹.



Tips and tools - A collection of resources that support the Guiding Practices. Cited and/or included with permission from the named sources.

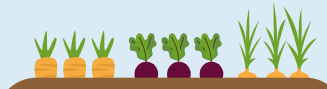
Each Guiding Practice is designed to serve as a section in a binder. This allows garden committees to collect and store resources, lesson plans and build a library of supporting documents (contact lists, planting schedules, supply inventories, teaching tools and resources) all in one place. This helps with garden “memory”, making sure garden knowledge is passed on to future garden leaders to ensure the sustainability of the school food garden.

This document is the beginning of what will become a comprehensive online toolkit that will be available in printable formats. As new resources are developed under each practice they will be made available online.



nourishns.ca/grow-eat-learn

¹Nova Scotia Department of Agriculture. (2014). Nova Scotia school garden resource guide. Retrieved from: https://novascotia.ca/agri/documents/education/program_schoolgarden-guide.pdf



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PLAN, EVALUATE AND SHARE



Each Guiding Practice includes elements of planning that will help a SFG put down roots for years to come. Whether it's a new or a long standing garden, planning for growth helps envision not only the physical space but how the SFG can serve the needs of the school and school community. Similarly, evaluation begins as gardens start. Monitoring and evaluation informs the development and delivery of each SFG program. Tracking outcomes and illuminating successes engages stakeholders and builds garden sustainability. Throughout the life of a garden it's important to create opportunities to reflect on challenges, successes and opportunities.

Evaluate for Improvement and Sustainability:

Schools work progressively through the SFG Guiding Practices with the goal of deepening each practice over time.

- SFGs integrate opportunities to explore what's working and not working with their SFG.
- SFGs collect information on core elements that will contribute to shared measurement and evaluation.
- SFGs participate in provincial monitoring and evaluation of the SFGs Program in Nova Scotia.

Share:

Sharing stories is an important way of inspiring others and transferring knowledge and practices while supporting the growth and sustainability of SFG programs in Nova Scotia.

- SFGs invite individuals and groups to share their stories, experiences, and learnings with school communities and stakeholders and through the Nourish NS SFG network.
- SFGs celebrate successes with the broader school community.

“Students have obtained knowledge and practical life skills that I observe and hear them sharing with other students within the school. Students have taken their knowledge and planted gardens at their homes as well.”





Celebrating the Harvest

The harvest is a great time for celebration and reflection. We take pictures of what has grown throughout the season and note any veggies that may not have come up as planned. Grade four students and grade six mentors will work together on the harvest and preparation for a school wide harvest meal, that will be prepared by teachers and served by volunteers of all ages in mid-October. The school garden has been a real gift to and we look forward, with support, to maintaining it for many years to come. Hoping for the best in the fall, and through next year to do more pre-learning and research about zones, and start seedlings or shopping for seedlings with students.

- Garden Lead



Curriculum Connection

Time for Reflection: Write reflection pieces on successes and challenges of the growing season, allowing students an opportunity to practice how to communicate information and ideas clearly and effectively.

Dig into Data: Have classes develop a series of questions about the garden. Explore how students define success in the garden. Is it number of students involved in planting, amount of produce grown? Explore science, technology, engineering and mathematic themes (and more!) through monitoring and evaluation of plant growth, garden size and development.



Tips and Tools

Share your story with us! Whether it's about your garden beginning, a cool lesson plan, how you use the food you grow, or just what you love most about having the garden at your school. We'd love to hear about it. Sharing is simple - you only need a few sentences about why you love your garden and a photo!



Get in touch at nourishns.ca/your-story

Principals, teachers, educational assistants, parents, students and community members are people who can support a garden committee in different ways. If beginning a garden, the Nova Scotia School Garden Resource Guide (available online) outlines some first steps to form a garden committee, gather a volunteer base, define the purpose of the garden and decide what resources are needed for the garden to flourish.



LEARN IN THE GARDEN



SFGs positively contribute to academic outcomes by enabling teachers to offer experiential learning opportunities that align with emerging teaching approaches across all grades. Participation in experiential learning activities, such as gardens, has been shown to enhance student engagement and positively impact behaviour and academic performance. Gardens also offer an environment where students' food choices and eating habits are positively influenced through role modelling, informal education opportunities and healthy food selections.

Link and Integrate:

Connecting the garden to curriculum not only allows for unique and memorable lessons, but it also encourages students to become stewards of the garden by helping plan, plant, maintain, and sustain it.

- SFG lessons can be delivered across all subjects and grades, including but not limited to: math, science, English, social studies, health, economics, environmental studies, treaty education, family studies, Mi'kmaq studies, cultural studies, physical education, technology, and art.

Food Literacy:

SFGs provide a natural opportunity to engage students in important discussions of food literacy by having them in the planning, growing, harvesting and preparation of fresh produce.

- SFGs offer opportunities to start conversations about food systems, food production and the broader impact of our food choices.
- SFGs may supply food from the garden to a breakfast program, cafeteria, cooking club, a community event or other healthy eating initiatives, bringing theory into practice.

Student-centred Approach:

Engaging students in the school food garden fosters a sense of leadership and pride—from seed to harvest.

- Students are provided opportunities to lead, collaborate, innovate, and to develop skills that will facilitate their well-being.

“There are science outcomes at every level that can be enhanced by using the garden. Science integration is most common in our school, but there are rich language opportunities especially for the younger students, which teachers take advantage of as well. [...] And of course, there are health outcomes at every level about healthy food and sustainability, which are perfect garden topics.”

“The fact that they completed a task, as a cohesive group will give them something tangible they can eat and of which they can be proud.”





Gardens have the potential to be the heart of learning in a school, providing endless opportunities for curriculum connections.

Image: National Garden Association



Food Literacy in Action

Our school garden allows the students to participate in hands-on learning experiences which allow them to see the garden to table connection. Food that is grown in the garden is harvested and taken into our classroom where we can taste test and/or cook with different fruits and vegetables. Students are able to peel, chop, mix, stir, cook and bake as they try different recipes. They are all encouraged to try “3 little nibbles” of the food item and oftentimes, students will ask for additional servings! The best part is when parents write and tell me that their child asked to go to the grocery store to buy certain items so that they could make something we had cooked in class.

- Elementary School Teacher



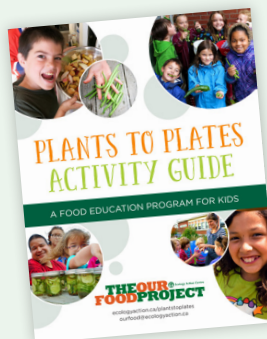
Curriculum Connection

Visual Arts: Have students work individually and with others in the creative art process. Experiment with different mediums to create garden themed artwork. Students can draw and photograph plants, film a short garden documentary (see our website for garden video inspiration) or paint garden signs on paper, wood and rocks.

Collect & Analyze: Gardens are the perfect setting for scientific exploration. Have students count vegetables or blossoms, measure plant growth, calculate area to determine harvest yields and test soil pH and mineral levels. SFGs allow for opportunities to observe, gather, record and analyze information that can be applied to several key curriculum outcomes.



Tips and Tools



Plants to Plates, a resource from the Ecology Action Centre, includes 8 structured food education modules that use gardens as a foundation for building food and cooking skills. Activities are aimed at children 8-12 but can be adapted for older students!



CONNECT WITH NATURE



SFGs help us to deepen our appreciation and understanding of our physical, emotional, and spiritual connections with nature. SFGs promote cooperative learning and stimulate students' curiosity about the natural world, helping them to become stewards for whole and healthy ecosystems and the people that live in them. Additionally, participation in outdoor and garden activities have been shown to contribute to cognitive development, psychological growth and social skill learning, positively affecting physical, mental, emotional, and spiritual health.

Garden Ecologically:

Healthy food comes from healthy environments. SFGs use practices that enhance ecological health and illustrate our interdependence and the interconnections with the natural environment.

- Nurture the diversity of organisms that live in and support the garden.
- Conserve resources by using water wisely and composting garden waste.
- Consider seasonality and climate zone in plant choice.
- Work to improve soil health.
- Choose non-toxic building and gardening materials and pest management options.

Experience Nature:

- Offer opportunities to explore traditional Mi'kmaq knowledge about these lands and waters.
- Relate to personal health and wellbeing and spirituality.
- Tap into the creative and the sacred through nature.

“The connections made to curricula concerning ecology and eco-systems, looking after our planet and being responsible and mindful citizens of earth are immeasurable.

“Beyond the food aspect, just being outside in nature and getting up close with worms and beetles and slugs is so valuable for [students]. They won't protect what they don't understand, or what they fear. Understanding that all these creatures matter and need to be respected is a huge life lesson, especially in the face of climate change.





Connect with Community

The vegetable beds at our school are a great addition to the natural playground. The students get to see the connections between the growing, harvesting, and eating firsthand. It becomes part of their daily experience-right at our backdoor! The students' hands-on contributions inspire their ownership of the project. The connection between the community kitchen at our school and the garden creates a positive synergy that is rooted in stewardship-taking care of ourselves, taking care of others and taking care of the world.

- Principal



Curriculum Connection

Exploring Ecosystems: Foster care and understanding of garden ecology. Have students explore, describe and report on biotic factors and conditions for growth. Gardens provide an opportunity to study structures and interactions in a natural system.

Nurturing Exploration in Nature: Many poets and writers draw inspiration from nature, as can students. Provide opportunities for reading and creative writing in the garden, or bring the garden to the classroom! Through classic and contemporary literature, students can explore themes of the natural world and be encouraged to reflect, meditate and nurture their own spirituality and creative potential.



Tips and Tools

The Earth Walk Kit from Hike Nova Scotia can be adapted and provide inspiration for activities that can be used to explore the school food garden. Available at various locations throughout Nova Scotia, these kits provide activities and materials to help youth ages 5 - 12 explore and connect with nature. Two kits provide enough materials for 28 kids to participate in activities. Visit our website for the link to locations renting kits.



CO-CREATE WELCOMING AND INCLUSIVE SPACES



SFGs come in many shapes and sizes, reflecting and respecting the specific needs, resources, capacity, and uniqueness of each school community. SFGs should be accessible, inclusive and inviting spaces that allow for people of all ages, cultures, abilities, and backgrounds to participate to their fullest potential. SFGs can be part of our commitment to honouring the principles of Truth and Reconciliation with Indigenous peoples. All involved in the garden are able to contribute ideas, knowledge and wisdom and to find solutions to challenges.

Embrace Diversity:

Each school community is different and requires a unique approach to building and maintaining a successful garden.

- Students, staff and community volunteers, provide input on the activities and garden structure to ensure that these reflect community values and capacity.
- Respect and showcase diversity through the variety of food grown in the garden and through cultural celebrations surrounding food.

We are all Treaty People:

SFGs acknowledge and examine the historical Mi'kmaq stewardship of the land and waters and the ongoing relationship with the Mi'kmaq to the land.

- SFGs explore our mutual roles and responsibilities to each other and this land as treaty people.

Inclusive and Inviting Spaces:

Use garden spaces to design interactive learning opportunities that are fun and engaging for all types of learners. The diversity of the school community should be reflected in the garden. Gardens can be more welcoming and inclusive by taking into consideration:

- Adaptability. The design of the garden takes into account that people have different physical needs, so that people of all ages, abilities and cultures can participate.
- Ease of Access. Post signage in different languages and with clear pictures, ensuring information about the garden is welcoming to all.

“Our garden is along a well-traveled footpath used both by students and their families, as well as people who live in the neighbourhood. Much of the food we grow is for picking and eating on the spot (peas, beans, small tomatoes, berries). We taste herbs as a group and students stop by when they like, to sample produce.”





Growing Respect

Our Outdoor Classroom and Community Garden has become an active space that is utilized by the community most of the year. From early spring start-up activities, outdoor movie nights, to late fall harvest and clean-up, this space has become a community centerpiece for activity and interaction. Children, families, schools and other community groups are coming together to maximize the use of this space by focusing on community spirit and pride in the project. Before the Outdoor Classroom and Community Garden there was an abundance of criminal activity taking place at the school. There hasn't been a broken window at the school, nor has there been any visible crime taking place on the school grounds since the project has been completed. And now, instead of chowing down on chips and chocolate bars, the youth are very eager to fill up their baggies with fresh beans, peas, cherry tomatoes, spinach, etc. The youth then go home with the fresh vegetables which then encourages the parents to partake in the Community Garden.

- Garden Leader



Curriculum Connection

We are all Treaty People: Through principles of Treaty Education, students can explore the interconnections and relationships the Mi'kmaw people have with the land, water and animals. How do sharing and cooperation contribute to positive relationships in the garden? Invite an Elder or Knowledge Keeper or Water Protector to the garden to explore Mi'kmaq stewardship of the land through storytelling and sharing. Every day is an opportunity to learn about and uplift Mi'kmaq culture and traditions. However, there are opportunities throughout the year to make an extra effort to learn about and acknowledge our shared history; Treaty Day (Oct 1), Mi'kmaq History Month (October) and National Indigenous Peoples Day (June 21). For information and resources about Treaty Education curriculum in Nova Scotia, visit novascotia.ca/treaty-education/



Tips and Tools

The physical accessibility of the garden is an important element to consider when planning the garden. With a few small considerations, gardens can be made accessible for people of all abilities and ages.

- Container gardens are great for schools with small indoor/outdoor spaces and can be moved to various heights / locations to be tended to by students and volunteers.
- Table top and raised bed gardens can be constructed to allow space for built in seating and wheelchairs.
- Adding colorful, tactile garden markers, signs or posts can help people with low vision navigate the garden and find plants.
- Consider path surfaces and sizes - loose rock and mulch may be hard for wheelchair users. Packed dirt, grass and portable mats may be options more suited to wheel travel. The average space needed for most wheelchairs to turn around is 1- 1.5 metres wide.

Tips adapted from Ross & Popvic¹.

¹Ross, K. & Popovic, C. (n.d.). Barrier-free community gardening in Waterloo Region. Retrieved from <https://accessiblegardens.org/wp-content/uploads/2014/04/Barrier-Free-Gardens-Guide.pdf>



STRENGTHEN THE SCHOOL COMMUNITY



School Food Gardens are collaborative by nature and bring communities together. SFGs provide ideal opportunities for community development and engagement in an experiential learning environment. Gardens can support cross-aged buddies programs and function as intergenerational bridges, creating important opportunities for older adults and children to socialize and transfer ideas from one generation to the next. SFGs provide a perfect opportunity to apply this good practice to strengthen school communities, enhance food literacy across generations and cultures, and celebrate the contributions of all.

Develop Collaborative Partnerships:

Partnering within the school and broader school community is important for building a solid funding and volunteer base for SFGs. Diverse partnerships increase engagement to ensure the long-term sustainability of the garden.

- Create partnerships for the program in the early stages of planning by drawing on the unique assets of the school and surrounding school community.

Engage volunteers:

Volunteers are integral to every SFG. SFGs encourage and support volunteerism with clear ways to get involved. Effective recruitment, orientation and recognition of volunteers can increase retention and ensure program sustainability.

- SFGs recognize contributions made by volunteers and supporters in the school community through certificates of appreciation, thank you letters and school events.
- Volunteers are kept informed in appropriate and meaningful ways.

Value local:

Whether seeds, soil or building materials, the benefits of buying local and engaging local expertise extends beyond the garden.

- SFGs choose to support local people and products wherever possible to strengthen local economies.

“*[The garden] offered mentoring between older and younger students and fostered a sense of community with students and families. [The garden] strengthens and fosters cohesive team-building skills.*”

“*We offer teacher education sessions to show them that gardening is not hard, we provide specific grade by grade resources. We reward volunteers with lots of praise and try to split up the work so nobody has to carry too much load.*”





Growing Together

When we were finished doing the work and the kids were taking a break on the grass, we got a visit from a lady who lives across the street from the school. She came over with cherries and sliced watermelon for the kids. It was so wonderful, we sat on the grass and chatted, and had an impromptu picnic! She was a member of the local garden club and said she would keep an eye on the garden for us over the summer. We had left over manure and told her that we would leave it there for any of the members of her garden club to help themselves!

- *Community Volunteer*



Curriculum Connection

Valuing Volunteers: Explore the ideas of volunteerism and community with the class. Students can engage in a range of creative and purposeful writing activities, such as creating invitations and recruitment letters, writing volunteer role descriptions and penning thank you cards or poems to the community members that give their time to helping the garden grow.



Tips and Tools

Celebrate the garden with a fall harvest or preserving day. This is an opportunity to connect with the broader school community and can serve as a way to thank volunteers for all their hard work over the growing season. For more information on how to celebrate or preserve the harvest check out Green Schools Nova Scotia *Harvest Meal* support package and Ecology Action Centres *How to Can Your Harvest* guide.



CREATE A SAFE ENVIRONMENT



Providing a safe environment for school food gardens to operate encourages program participation and provides opportunities for students to build supportive relationships through positive social interaction with adults and peers.

Supervision:

SFGs have adult supervision to ensure a safe environment for students.

- SFG programs follow the Model Framework: Protection from Child Abuse, Discrimination and Sexual Abuse (Nova Scotia Department of Education 2003) on matters pertaining to volunteer recruitment and volunteer management.

First aid:

SFG programs follow established school protocols regarding the handling of medical emergencies.

Safety in the garden:

SFGs operate in a safe physical environment with participants receiving instruction regarding safe usage of tools and supplies, proper and safe practices for handling food and sun safety.

“Some students never get the opportunity to see the magic that happens from seed to vegetable so it's a wonderful opportunity to reach many and to showcase this wonderful process. I like to think that some might even be inspired to begin planting at home once they recognize how easy the process can be.”

Some students take garden safety very seriously. A teacher shared with us that:

“One of the grade Primary's showed up in a miniature version of an orange safety vest.”





Supervision in the Garden

Having adult staff and volunteers in the garden allow students to learn in a safe environment. Teachers and Resource Centre staff meet with each class beforehand to ask what they would like to plant in the garden bed. At planting time, Resource Centre staff take the students out in small groups of about three children to every adult, so that they each get to experience every step of gardening, from preparing the soil, planting different kinds of seeds and plants, watering and mulching. During the summer, the Dietetic Intern works with the Summer Day Camp leaders to take out small groups of children to care for the gardens and harvest. The children have fun and are safe, and get to fully participate.

- Community Garden Leader



Curriculum Connection

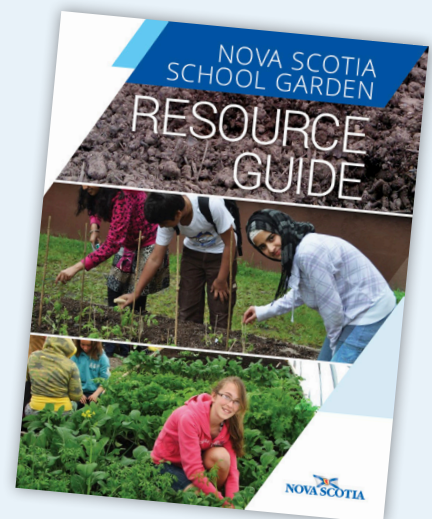
Safety First: Demonstrate understanding Have class create agreements on garden safety. What are the physical and community rules needed to make sure everyone feels welcome? Have students demonstrate their understanding of safety rules through health and physical education classes. Students can show proper physical form when moving heavy objects or create guidelines for clean working spaces.



Tips and Tools

One of the perks of school food gardens is, well, the food! For outdoor garden spaces, making sure soil is healthy and safe from high levels of contaminants to ensure fruits and veggies are safe to eat for mid-day snacking, family harvesting or use in the school cafeteria. The Nova Scotia School Garden Resource Guide lays out the how, why, where and costs of soil testing in Nova Scotia.

Safety protocols in the garden should be developed with the garden committee and align with the general safety protocols of the school with regards to the physical, mental and emotional safety of students, staff and volunteers.



SUSTAINING SCHOOL FOOD GARDENS



Successful school food gardens require ongoing collaboration and a thoughtful approach to planning. They are “larger than one person’s passion” and thrive when people come together to plan for the long-term, build and sustain resources, and engage the wider community for support. School food gardens take time to build and require a range of resources including money, people, knowledge, and skills.

Leadership:

SFGs are ideal environments to promote leadership development for students. Fostering leadership in the garden also promotes peer-to-peer learning and facilitates mentorship opportunities.

- SFGs establish a leadership team which includes representation from a diverse group of students, parents, school staff, and community members.
- SFGs pursue opportunities to orchestrate team-work, intergenerational learning, cross-age buddies partnerships and cross-cultural learning.

Manage and Plan Resources:

SFG teams identify early on the financial and human resources required to run a successful SFG and work to develop a plan to secure them.

- SFG programs have a system in place to ensure accountabilities for reporting are done in a timely manner.
- SFGs seek diverse funding partners to ensure financial sustainability.
- Successful programs build leadership, identify clear roles and accountabilities, and promote growth and learning among all participants.

Plan for the Future:

Educators, students/parents and volunteers ebb and flow through the school system. It’s critical to plan for long-term success by embedding school food garden programs into the school culture. Every SFG needs a succession plan, as well as ongoing training opportunities for participants.

- Keep records and orientation processes for new members to the garden team.
- Continually develop new SFG champions, internal and external to the school.
- Develop maintenance and curriculum plans that can be passed on.
- Educators, students, parents, and other volunteers who work within the SFG program participate in training and professional development opportunities.

“The most significant impact [of] the garden...is to teach [students] patience, responsibility, and resilience.”

“As a management class we are trying to problem-solve and build plans to move forward. We have tasked groups to build fundraising and fund management resources, suggested yearly schedules, contact list of people involved, developing gardening expertise, routines and project maintenance schedules.”

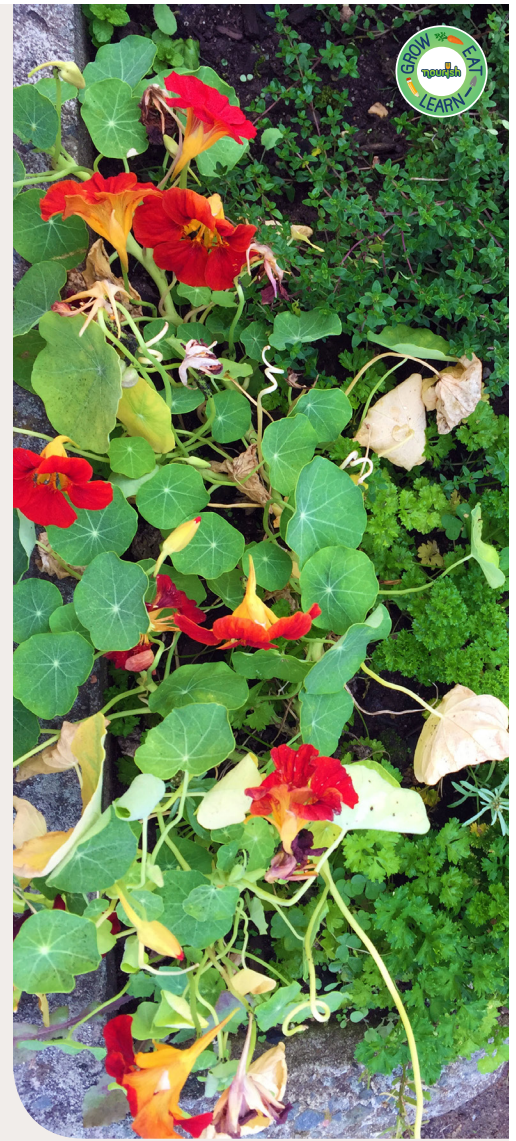




Putting Down Roots

The school garden is an important part of the school and community. The garden is integrated into school curriculum for grades primary to 4, with each grade having their own garden bed, with painted signs. Older grades are involved through the “Me to We Club”. During the summer, the gardens are incorporated into the Resource Centre summer day camp programming, and the community Bulk Buying Club uses the produce in bi-weekly food boxes. In the Fall, the produce goes to the school cafeteria, and extra produce goes home with students or is used in a variety of community programs. For our school garden, we use funding from a variety of sources. Having a few funding sources helps ensure the sustainability of the program. In-kind donations from the community each year, including straw for mulch, and well-composted manure, helps to keep costs down.

- Community Garden Leader



Curriculum Connection

Plan for the Future: Have students envision the school food garden 5 years in the future. Have conversations about what might still be growing in the garden. Are there seeds that can be planted today to ensure success in 5 years? What seeds can be saved from year to year and how do they need to be cared for? What perennial vegetables or fruit bushes can be established? Explore the science behind annual and perennial plants and seed saving. Report on the *5 year garden vision* with garden leadership to help inform plans for continued growth and spark ideas.



Tips and Tools

Store all resources, such as meeting notes and planning details in an easily accessible place (online or in binder/file folder) to support garden operations year after year and as new leaders take on garden management. Consider keeping track of: seeds (varieties, quantities, etc) ordered, planting, watering, weeding and harvesting schedules, budgets, donors, previous funding applications and reports, classes that use the garden, etc.

