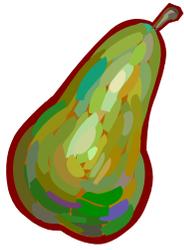


Classroom Activities



Fruit and Veggie Classroom Activities

Activity	What You Need	What You Do
Fruit and Veggie Mystery Box/Bag/Can	<ul style="list-style-type: none"> • Cardboard box, “feely” bag or large can with a hole just big enough for child’s hand • Fruit and veggie items 	Place a produce item in the box, bag or can. Pass it around and have children guess what the item is.
Fruit and Veggie Picnic Basket	<ul style="list-style-type: none"> • Plastic food modules - fruits, vegetables and others if desired • Small picnic basket 	First child puts in an item and says “I’m going on a picnic and I am taking an apple.” Next child says I’m taking an apple and a pear.” Game continues with children adding items and repeating all foods.
Fruit and Veggie Circle Markers	<ul style="list-style-type: none"> • Pictures of fruits and vegetables • Tape 	Use pictures of fruits and vegetables as markers for circle area or put them on nametags. Assign children to an item or let them choose different produce items.
Fruit and Veggie Flannel Board Sorting	<ul style="list-style-type: none"> • Flannel board • Fruit and vegetable flannel pieces 	Let children sort pieces into fruits and vegetables on different sides of board, or sort produce pieces, by color, shape or texture.
Fruit and Veggie Identification	<ul style="list-style-type: none"> • Food models, food cards or stickers (e.g., 3-D plastic, flannel board or cards from Dairy Council) 	Work with children to name all the different fruits and vegetables. Discuss different forms of same item (e.g., apples, apple sauce and apple juice).
Fruit and Veggie Finger Puppets	<ul style="list-style-type: none"> • Fruit and vegetable finger puppets • Paper • Crayons or markers 	Use puppets to introduce new foods in a circle and let children see puppets sing songs, do plays and make up stories about fruits and vegetables.

Promoting Fresh Fruits and Veggies: Story Time Follow-up Activities

Children learn in a variety of ways. Following fruit and veggie story time with an activity enhances student learning by going beyond listening comprehension alone. For educators, follow-up activities reinforce key story messages and can be used to complement lessons in math, art, science and more. Included below are ideas for story time follow-up activities. A multitude of other activities and resources also can be found at www.fruitsandveggiesmorematters.org, www.fruitsandveggiesmatter.gov, www.pbhfoundation.org and www.dole5aday.com.

From Field to Plate



- Develop a class plan for growing a garden as you read along with *Blue Potatoes*, *Orange Tomatoes*. Students also will be motivated to garden after listening to *No More Vegetables!*, *From Seed to Plant*, *Vegetable Dreams*, or *How Does Your Salad Grow?*
- Discuss what part of the plant we are eating when we crunch and munch on fruits and veggies. Is it the flower, stem, fruit, root, leaves, seeds, seed pods or tuber?
- Have each student bring in a designated fruit or veggie to make a salad or soup after reading *The Ugly Vegetables*, *Growing Vegetable Soup* or *How Does Your Salad Grow?* Salads can be made using virtually any veggie or fruit. A soup recipe can be found in *Growing Vegetable Soup*.
- Bring in different fruit and veggie seed packets purchased at a store or have students bring in the washed seeds of fruits and veggies they have eaten. Discuss how to care for a seed so that it grows into a plant and produces fruit. Use *The Carrot Seed* or *How Does Your Salad Grow?* for younger students and *Blue Potatoes*, *Orange Tomatoes* or *From Seed to Plant* for older students. Compare and contrast the seeds' shapes and sizes.
- After reading *Apples, Apples, Apples* or *Picking Apples & Pumpkins*, have students bring in different varieties of apples. How many varieties can they find as a class? Make an apple snack, such as apple slices with peanut butter, apple slices with cheese cubes or homemade applesauce*. The possibilities are endless – students also could sing an apple song*, make apple prints* or go apple picking as part of a field trip to a local orchard!
- Arrange for a local farmer to speak to the class about his or her role in sustaining our communities with fruit and veggie production.

* Found in *Apples, Apples, Apples*

Play on Words



- Try a "story starter" with older students. Have them write their own story ending based on an introductory sentence from the book read during story time. Offer a sentence from *The Little Mouse*, *the Red Ripe Strawberry*, and *the Big Hungry Bear*, for example.
- Have students write an acrostic or create rhymes or riddles about their favorite fruit or veggie in a story.
- Ask students to write a summary about the main character in a story, such as Erin in *Vegetable Dreams* or the old landlord in *Under the Cherry Blossom Tree*.
- As a class, design a class book of "Our Favorite Fruits" or "Our Favorite Veggies". Have each student describe and draw their favorite fruit, then compile and bind the work of all the students.
- After reading *I Will Never NOT EVER Eat a Tomato*, have students create their own euphemisms for fruits and veggies they do AND do not like.

Eating Smart, Moving More

- After reading *School Lunch* or *Why Should I Eat Well?*, have students talk about what foods make them feel good after eating them? Are there other foods that make them feel bad?
- Photocopy for students a copy of the school cafeteria menu. What foods would Monica have chosen before she met Rachel (from *Why Should I Eat Well?*). What foods would she have chosen after meeting Rachel? Similarly, use the cafeteria menu to select the foods that Harriet would or would not have cooked for her students (from *School Lunch*).
- Pick out several fresh fruits and veggies for students to pass around and touch. Use the vivid photos and graphics of *An Alphabet Salad* or *Fruits and Vegetables* to highlight the fruits and veggies in the classroom. How does the fruit or veggie feel? Is it soft? Hard? What does it smell like? Ask the children which fruits and veggies are new to them. After story time, wash and eat!
- Invite the school cafeteria manager into the classroom. Have students tell her/him why they like certain fruits and veggies.
- After reading *Eat Your Peas, Louise!, I Will Never NOT EVER Eat a Tomato* or *Why Should I Eat Well?*, ask students if anyone has ever tried to make them eat a fruit or veggie that they did not want to eat? What is one new fruit or veggie they are willing to try? Have students bring in that fruit or veggie. How does it taste? Is it sweet? Crunchy? Juicy?
- Promote movement in the classroom. Have students sing and dance to the song in *Apples, Apples, Apples*, or look for other fruit and veggie songs at www.dole5aday.com.



Arts and Crafts

- Following story time with *Fruits and Vegetables*, have students draw and color their favorites.
- Have students make puppets using pre-printed cartoons of fruits and veggies. They will need white paper, crayons, scissors, a craft stick and glue.
- *Why Should I Eat Well?* inspires children to think about their own meal habits. Have them draw and describe their favorite meal. Does their meal include any fruits or veggies?
- Build familiar objects, such as animals, out of fruits and veggies. This activity could be completed as a contest between classes competing against each other to make one designated object.
- Create a kid's coloring and activity sheet that promotes fruits and veggies and doubles as a placemat. Or, have students create their own using a fruit or veggie print, such as that demonstrated in *Apples, Apples, Apples*. Use the placemats during the fresh fruit and veggie snack time, or when students make a salad or soup as a class.
- Make felt cut-outs of fruits and veggies. Use them on a felt board during story time to emphasize the colors and shapes of the fruits and veggies that appear in the story.
- Use the inspiration of story time books to design fruit and veggie baskets for other classes. *An Alphabet Salad* offers colorful ideas!

Numbers and Counting

- After reading *From Seed to Plant*, cut open different fruits and veggies and have students count the number of seeds they see. How are seeds' shapes and sizes different? How are they similar? Try using watermelons, peaches, strawberries, oranges and cucumbers, for example, to demonstrate a variety of seed types.
- Use fruit and veggie story time as the motivation for fruit and veggie tracking. Tracking sheets are available at www.fruitsandveggiesmorematters.org or www.pbhfoundation.org. After students have tracked their intake for one week, have them count up the number of servings they have eaten. Award a prize to the student with the most servings!
- Coordinate a counting lesson with *Eating Pairs*, or a more complicated math assignment with *The Grapes of Math*.
- Have students count the number of fruits or veggies it takes to fill up measuring cups to their personal fruit and veggie goal. Use melon balls, grapes, blueberries, peas or corn, for example. Girls and boys four to eight years old need 1½ cups of fruit and 1½ to 2 cups of veggies each day. Girls nine to 13 years old need 1½ to 2 cups of fruit and 2 to 2½ cups of veggies each day. Boys nine to 13 years old need 1½ to 2 cups of fruit and 2½ to 3 cups of veggies each day.





Fruit and Veggies with Art and Music

Activity	What You Need	What You Do
Fruit and Veggie Placemats	<ul style="list-style-type: none"> • Blank paper placemats or paper cut to placemat size • Sponges cut into various fruit and veggie shapes • Paint • Laminating machine (optional) 	Have children create a placemat for themselves or a family member with sponges and paint. Let paint dry and laminate (if desired) for longer use.
Design-A-Meal Plates	<ul style="list-style-type: none"> • White paper plates • Pictures of foods from magazines or other sources • Glue 	Have children design a meal on their plate. See how many fruits and veggies they can find to fit into their meal.
Fruit and Veggie Stamps	<ul style="list-style-type: none"> • Fruit and veggie stamps • Non-toxic stamp pads • Paper 	Allow children to create designs with stamps for an art project. Stamp kids' hands whenever they taste a new fruit or veggie item.
Fruit and Veggie Collage	<ul style="list-style-type: none"> • Old magazines, seed catalogs or garden catalogs • Paper • Scissors • Glue 	Cut out pictures of fruits and veggies. Make a collage.
Fruit and Veggie Rainbow	<ul style="list-style-type: none"> • Old magazines, seed catalogs or gardening catalogs • Paper • Glue • Scissors 	Find pictures of all yellow, green, red, orange, blue, purple and white fruits and veggies. Make a rainbow with all the colors found in the fruits and veggies.
Fruit and Veggie Mobile	<ul style="list-style-type: none"> • Cut-out pictures of fruits and veggies that children have drawn • String or yarn • Plastic hangers or wooden dowels • Glue 	Cut various lengths of string or yarn. Glue the cut out pictures at the end of each string. Tie the other end of the string to the hanger or wooden dowel.



Fruit and Veggie Cooking and Tasting

Activity	What You Need	What You Do
Fruit and Veggie Meal Planning	<ul style="list-style-type: none"> • Pictures of fruits and veggies • Food models • Plastic or paper plates and cups 	Encourage children to plan meals that include fruits and veggies.
Make Ants on a Log	<ul style="list-style-type: none"> • Celery • Peanut butter • Raisins • Plastic knives for children to spread peanut butter 	Stuff celery with peanut butter and dot with raisins. Have an adult scoop the peanut butter out onto wax paper to keep children's hands out of the jar.
Make Citrus Juice	<ul style="list-style-type: none"> • Citrus fruit of choice (lemons, limes, oranges, grapefruits) • Fruit juicer • Knife for teacher's use 	Squeeze citrus fruits. Look at seeds, drink the juice and talk about the taste. Each child must prepare his/her own.
Friendship Salad	<ul style="list-style-type: none"> • Each child brings in a piece of fruit • Knife for teacher's use • Large bowl • Small paper bowls • Spoons 	Discuss the fruits, cut in pieces and put together to make a Friendship Salad.
Banana Crunch	<ul style="list-style-type: none"> • Bananas • Orange juice • Granola or crunchy cereal • Knife for teachers use • Individual bowl • Paper plates 	Cut bananas in slices. Dip in orange juice and granola or cereal. Eat and enjoy. Be sure each child eats only his/her own creation.
Stuffed Cherry Tomatoes	<ul style="list-style-type: none"> • Cherry tomatoes • Small scoop or spoon • Stuffing of choice - cottage cheese, egg salad, yogurt dip, salad dressing • Plastic spoons and paper plates 	Teacher scoops out hole in well-washed tomatoes. Each child puts in the stuffing.
Fruit Smoothies	<ul style="list-style-type: none"> • Fresh, frozen or canned fruit of choice. • Vanilla yogurt • Apple juice • Blender • Cups 	Mix all ingredients in a blender. Pour into small paper cups for tasting.
Compare Textures	<ul style="list-style-type: none"> • Raw, diced carrots • Cooked, diced carrots • Paper plates 	Present the two textures of carrots for the children to explore, touch and taste. Talk about how the same food can be prepared in different ways. Ask the children to volunteer other ways they might eat carrots.



Fruit and Veggie Taste Testing

Often just one taste is enough to encourage someone to be a lifetime consumer of a fruit or veggie. Taste tests in classrooms or school cafeterias can be a simple way to introduce students and staff to new fruits and veggies. If you plan to hold a taste testing of new fruits and veggies, **please send a note home with students the week before a taste test is planned to avoid potential problems for children with allergies.**

Key Elements

- ◆ Capture the attention of students, teachers and staff
- ◆ Use colorful signs and have the servers wear colorful aprons
- ◆ Use simple messages - see below for quick themes and suggested activities
- ◆ Choose a location where students and staff can easily stop, sample and talk to the servers
- ◆ Give something to take home (recipes, tip cards or fruit and veggie promotional items)

Tips

- ◆ Consider the time of day/week/year when planning - offer seasonal produce
- ◆ Arrange the taste test during a time that fits best in the school day
- ◆ Decide on a memorable message and communicate it to every taster
- ◆ Show students and staff something new and different
- ◆ Tie it into a promotion in the cafeteria (such as a fruit or veggie of the week)
- ◆ Use the chart on the back to capture students' opinions

Supplies: serving dishes and utensils, napkins and toothpicks

Common Sense

- ◆ If experimenting with exotic fruits and veggies, always sample them yourself first
- ◆ Never leave the samples unattended
- ◆ Have individual servings so that tasters don't "double dip"
- ◆ Serve the food yourself; don't let tasters help themselves
- ◆ Be careful with electricity and cords
- ◆ Maintain cleanliness and proper sanitation

Quick and simple messages to encourage tasting

Message	Suggested Activity
Drink 100% juice at breakfast for a quick and tasty serving of fruit	Sample a variety of 100% fruit or veggie juices
Try a new fruit or veggie in your salad	Sample a variety of new and different salad ingredients with low-fat dressings
Enjoy a healthy snack of fruits or veggies	Sample dried fruits, applesauce, cut veggies with low-fat dip or dressing, exotic fruits (kiwi) and new types of canned fruit
When you want something sweet for dessert, try fruit - it's naturally sweet	Sample fresh, canned or frozen fruit served with low-fat frozen yogurt or angel food cake

Fruit and Veggie Taste Testing

Name _____

Date _____

Fruit or veggie to taste	I tasted it	What did I think of it	I will not taste it now



Fruit and Veggie Challenge

The *Fruit and Veggie Challenge* is an activity that encourages participants to eat more fruits and veggies each day. This activity could be done on many different levels, either as a challenge for one classroom at a time or as a competition (between classrooms, grades or even entire schools!). Don't forget to include parents, faculty and staff. The steps below would help organize a challenge for the entire school. Steps could be easily modified for fewer participants, such as a classroom-only activity.

Two months ahead

- ◆ Get the endorsement of the principal and administration.
- ◆ Designate a *Fruit and Veggie Challenge* coordinator.
- ◆ Develop a team: teachers, school nurse, foodservice director and staff, parents/PTA, community agencies (Cooperative Extension, local hospitals, health department staff). Include all school departments, especially physical education, the library/media center, music and art teachers.
- ◆ Brainstorm for ideas that focus on fruits and veggies.
- ◆ Schedule the event.
- ◆ Solicit participation from parents and community health organizations, such as the American Cancer Society, American Heart Association, YMCA or local hospitals.
- ◆ Arrange for prizes. Many local businesses are willing to donate prizes.
- ◆ Gather recipes, educational resources and other materials.

One month ahead

- ◆ Promote the challenge with posters and flyers distributed to parents, faculty and staff.
- ◆ Work with teachers to encourage students to create slogans.
- ◆ Elicit parent participation by inviting parents for a school lunch that features new fruits and veggies.

The week of the Challenge

- ◆ Provide students and staff with a copy of the *Fruit and Veggie Challenge* chart.
- ◆ Have students perform fruit and veggie-related songs during an assembly.
- ◆ Demonstrate ways to prepare fruits and vegetables that are easy and tasty.
- ◆ Set up a taste-test and/or other fruit and veggie activity in the cafeteria.
- ◆ Decorate the hallways with posters of fruits and vegetables.
- ◆ Guide the students through the *Fruit and Veggie Challenge* chart each day.
- ◆ Remind them to complete the form each night with their family.

After the Challenge

- ◆ Tally the results and recognize students' efforts.
- ◆ Give a certificate to each student/adult who participated. Consider recognizing the student/class/ grade/school that ate the most fruits and veggies or that did the most minutes of physical activity or that tried the most new fruits and veggies.

Fruit and Veggie Challenge

Name _____

Classroom _____

Daily Number of Fruit and Veggie Servings

	Breakfast	Lunch	Snacks	Dinner	Total
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

- ◆ Aim for 5-9 servings of fruits and veggies every day. That equals 2½ cups of veggies and 1½ cups of fruit.
- ◆ You can eat fresh, frozen, canned or dried fruits and veggies.
- ◆ Pick lots of different colors of fruits and veggies - red, green, yellow, orange, blue, purple and white.
- ◆ Here are some ideas about what counts as a serving of fruits and veggies.



1 medium-sized piece of fruit (e.g. banana, apple, orange, pear)



1 cup raw, leafy veggies (e.g. lettuce, spinach) or salad



1/2 cup cut-up fresh fruit or canned fruit, canned in its own juices



1/2 cup cooked or canned veggies



3/4 cup (6 fluid ounces) 100% fruit juice



3/4 cup (6 fluid ounces) 100% veggie juice



1/4 cup dried fruit (e.g. raisins, dried apricots, prunes)



1/2 cup cooked or canned beans, peas or lentils



Fruit and Veggie Field Trip

Visiting a farmers' market or county agricultural fair can be a fun way to get kids interested in fruits and veggies. This handout will help you to plan a field trip. Contact your local Cooperative Extension agency for information about fairs and markets or visit www.agr.state.nc.us/markets for links to information about farmers' markets in your area.

Before your visit

- ◆ Contact the director of a local farmers' market or county fair to find out the best times for a visit.
- ◆ Find out which farmers will be present with which fruits and veggies for sale or on display.
- ◆ Ask for a map or diagram of the market or fair.
- ◆ Have the director alert the farmers of your field trip.
- ◆ Arrange for plenty of chaperones (parents).
- ◆ Gather supplies for your trip: pens or pencils, crayons or colored pencils; and paper.

Pre-visit preparation ideas

- ◆ Discuss and make charts related to these questions:
 - What do we already know about specific fruits and veggies at the market?
 - What do we predict we'll see at the market or fair?
 - What do we wonder about farmers, farmers' markets and agricultural fairs?
- ◆ Brainstorm a list of questions that might be asked at the market or fair. In order to help the children think of the questions, give them categories and record their ideas under the separate headings. Examples include jobs, people, machines, fruits, veggies and seasons; or who, what, when, where and why?

Pre-visit guest ideas

- ◆ Invite a local farmer or local extension agent to speak to your class on crops in your immediate area.
- ◆ Have the class interview your guest speaker or host. Have students write their questions in advance as a writing assignment. Sample questions could be:
 - How did he/she start farming?
 - Why is he/she growing/raising that particular commodity(s)?
 - How much land do they have under production?
 - What machines does he/she use?
 - How do they sell their product?
 - How do they determine price?
 - What factors determine price?
 - After the interview, have them write articles on it as a newspaper reporter would.

At the farmers' market or fair

- ◆ Set up a scavenger hunt on paper based on the map/diagram that you received.
- ◆ List items students need to find (animals, crops, commodities) in each area or exhibit.
- ◆ Have them list how much the biggest watermelon/pumpkin weighed.
- ◆ Have students find out where the fruits or veggies on display were grown.
- ◆ Have students make drawings of the grounds and displays.

After your visit

- ◆ Compare pre-visit predictions with on-location discoveries.
- ◆ Locate where displayed fruits and veggies were grown on a North Carolina map.
- ◆ Discuss nutrients found in the fruits and veggies seen at the market.
- ◆ Categorize where items are grown by region.
- ◆ Give reasons why these fruits and veggies are grown in these regions.
- ◆ Compare characteristics of regions (soil type, climate).
- ◆ Make a Jeopardy-type game with the information everyone has gathered.
- ◆ Make up a quiz to give parents, another class or the chaperones.
- ◆ Have a parents' night for taste testing fruits and veggies sold at the market/fair.
- ◆ Make a mural of the market or fair based on sketches.
- ◆ Make a diagram of a fruit or veggie finding its way from a farm to a lunch box.
- ◆ Have students write reports, articles or stories about the trip and their discoveries.
- ◆ Have students write thank you notes to the director and any guest speakers.



Field Trip to a Farm

Consider a class trip to a farm. Children will get the opportunity to see where fruits and veggies are raised for distribution and sale. The following tips will help your tour go smoothly and will stretch the value of the time you spend "in the field."

Before your visit

- ◆ Call the farm to make a reservation. Ask if there is a fee and how long the tour lasts.
- ◆ Request teaching materials they may have to aid in preparation.
- ◆ If possible, go to the farm on your own before you bring the whole class. Introduce yourself, pick up relevant information and try to watch another class having the tour.
- ◆ Begin your farm unit one week ahead and plan to continue at least one week after the visit.
- ◆ Prepare your class for inclement weather and field conditions.
- ◆ Don't forget bee kits if you have students who are allergic.
- ◆ Inquire about places to eat lunch or snacks.
- ◆ Gather supplies for your trip: pens or pencils, crayons or colored pencils; and paper.

Pre-visit preparation ideas

- ◆ Discuss and make charts related to these questions:
 - What do we already know about the specific fruits and veggies being grown?
 - What do we predict we'll see at the farm?
 - What do we wonder about farmers, farms, and fruits and veggies?
- ◆ Brainstorm a list of questions that might be asked at the farm. In order to help the children think of the questions, give them categories and record their ideas under the separate headings. Examples include jobs, people, machines, fruits, veggies and seasons; or who, what, when, where and why?

Pre-visit guest ideas

- ◆ Invite a local farmer or local extension agent to speak to your class about crops in your area.
- ◆ Have the class interview your guest speaker or host. Have students write their questions in advance as a writing assignment. Sample questions could be:
 - How did he/she start farming?
 - Why is he/she growing that particular commodity(s)?
 - How much land do they have under production?
 - What machines does he/she use?
 - How do they sell their product?
 - How do they determine price?
 - What factors determine price?
 - After the interview, have them write articles on it as a newspaper reporter would.

At the farm

- ◆ Find the tour guides and let them know how you have prepared the students.
- ◆ The tour may include some of the following:
 - A walk or ride in the fields.
 - An explanation of the growing process.
 - Viewing (if possible) of the harvest, handling and storage techniques.
 - A chance for students to pick their own fruit or veggie (supervised).
 - Viewing of processing the harvest into another commodity (like apples into cider).
 - A visit to the farm store and discussion of the market.
- ◆ Have students make drawings of the farm.

Please remember

- ◆ A farm is a busy place! While your hosts have made a commitment to teaching children about farming, this is not their primary job. Please be active in the control of your class and careful of equipment and workers who are rushing to get the crop harvested and stored. To assure your safety and quality of experience, your hosts have planned a route and presentation within this busy context. There may be other schools or classes nearby who are in a different part of the tour. Please help your students to experience the beauty of the farm and to recognize that it is not a playground.

After your visit

- ◆ Compare pre-visit predictions with on-location discoveries.
- ◆ Discuss nutrients found in the fruits and veggies grown on the farm.
- ◆ Make a Jeopardy-type game with the information everyone has gathered.
- ◆ Make up a quiz to give parents, another class or the chaperones.
- ◆ Have a parents' night for taste testing fruits and veggies grown on the farm.
- ◆ Make a mural of the farm based on sketches.
- ◆ Make a maze using a tractor going through the fields.
- ◆ Make a diagram of a fruit or veggie finding its way from a farm to a lunch box.
- ◆ Have students write reports, articles or stories about the trip and their discoveries.
- ◆ Have students write thank you letters to the farm.



School Gardens

School gardens are effective learning tools that create opportunities for our children to discover fresh food, make healthier food choices and become better nourished. Gardens also offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition and health. There are many types of plants that can be grown in a garden including those that produce edible fruits and veggies. The following tips will help you get started with your own project.

Organize a Garden Committee and Support Base

- ◆ Include administration, teachers, parents and students in the planning process.
- ◆ Get permission before planning to plant a garden on school property.
- ◆ Define specific talents and expertise of each member of the committee and support group. List specific needs/wants and have individuals commit to those areas.
- ◆ Establish a projects list, realistic timeline for completion of tasks and specific objectives for students in the garden. Visit successful school gardens to get ideas and ask questions.
- ◆ Enlist the expertise of your county's Cooperative Extension Service or a Master Gardener Program.

Select a Garden Site

- ◆ A good site is easily accessible, receives direct sunlight for 6 to 7 hours daily, is clear of trees and roots and has good water drainage.
- ◆ Check for the proximity of the water source.
- ◆ Call local utilities and the school district for existence and location of underground utilities.

Design Your Garden

- ◆ Start small to develop a general feel for the garden. Things to consider include: individual class beds, theme gardens, a tool shed, a greenhouse and fencing.
- ◆ Sketch out a plan for the entire area including: beds for annual crops of veggies and flowers; theme gardens for butterfly and larval plants; medicinal and culinary herbs; teas; edible flowers; an orchard area; and permanent areas to include native plants and berry patches (habitats for birds, insects, snakes and frogs).
- ◆ Be sure to include composting and worm bins, a tool shed, benches and a shaded outdoor classroom. If necessary, divide the project into phases as funds and energy permit.
- ◆ Make sure paths are wheelchair accessible - 36" wide.

Determine Cost of Labor and Materials

- ◆ Organic planting mix for raised planters. Multiply bed length times width times depth in feet and divide by 27 to get number of cubic yards of soil needed.
- ◆ Soil amendments for in-ground planting. Add 4 to 6 inches of compost to well-dug soil and mix with existing soil.
- ◆ Hardware cloth ($\frac{1}{4}$ inch wire mesh) to line raised beds where moles are a problem.
- ◆ Wood chips or other materials for garden paths. Most tree companies are glad to donate chips.
- ◆ Irrigation components and controllers. You can use simple, non-electrical timers, or battery operated controllers, costing \$20-\$30 and \$40-\$50, respectively.
- ◆ Seeds and plants.
- ◆ Suggested Tool List (minimum): small trowels - one per student; watering cans; 3-4 shovels; 3-4 turning forks; wheelbarrow; small buckets; 1-2 hoes; 1-2 rakes; plant labels are a good art project; hoses and gentle spray nozzles.

Fundraising

- ◆ Determine start-up and maintenance costs, and what funds are immediately available. Is there a system established with the school regarding accounting?
- ◆ Determine who will keep track of the budget.
- ◆ Make a list of needed items and a list of possible local resources - PTA, parents, local vendors.
- ◆ Obtain a list of grant proposals; determine who will research, write and facilitate the grant.

Garden

- ◆ Schedule and publicize community work days; follow up with a phone tree.
- ◆ Have students make posters to put around school with work dates.
- ◆ For building projects, identify an experienced carpenter or builder in the group to organize workers.
- ◆ Identify those with plumbing, electrical and irrigation knowledge and skills. Ask volunteers to bring needed tools, including saws, hammers, post hole diggers, wheelbarrows, shovels, spades, pickaxes, digging bars and spading forks (depending on tasks being done).
- ◆ Remove any unwanted current vegetation from the garden site. Move native plants or current landscaping to another appropriate site on school grounds. *DO NOT USE HERBICIDES* of any kind to kill weeds. They are toxic not only to weeds, but also to our watersheds and our children!
- ◆ If mole/vole control is needed, install ¼" hardware cloth 12 inches deep for in-ground planting or use raised planters with ¼" hardware cloth on bottom. If planting directly in the ground, turn over soil to a depth of 18", adding 4" to 6" of soil amendments as needed (based on soil type). If constructing raised planters, fill with organic planting mix.
- ◆ Install drip irrigation system and controller. Spread wood chips or other material on garden paths.
- ◆ Build fence and gate; install sign.
- ◆ Contact your local Cooperative Extension agency for advice on appropriate plants, planting schedules, seeds and seedling sources.
- ◆ Have students start planting. Make sure that the students are involved in each step of the process whenever possible!
- ◆ MOST IMPORTANT - Have Fun!