

NAME:

**Instructions:**

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

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What are the benefits of Farm to School?

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

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

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

NAME:

#### Instructions:

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

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

Tips for preparing your elevator speech:

- 100 words long. Aim for a one minute or less presentation
- Questions to get you started:

- What is Farm to School?
- What are the benefits for the students, farmers and the local economy?
- Why should people care?

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

NAME:

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

### FARM TO SCHOOL FOOD PRODUCTION TERMS

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

Food Production Term

Definition

Heirloom/Heritage

High Tunnels & Hoop Houses

Integrated Pest Management

Pasture-based Farming

Sustainable Agriculture

Vine Ripened/Tree Ripened

Wild Foods

# FARM TO SCHOOL FOOD SYSTEMS TERMS

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

**Food System Terms**

**Definition**

Farmers Market

Food Desert

Food Forager

Food System

Local Food/Locally Grown

Supply Chain

Surplus

**Food System Terms**

**Definition**

Value-Added Product

**FARM TO SCHOOL FOOD SERVICE TERMS**

**Farm to School Food  
Service Terms**

**Definition**

Bids or Bidding Process

Distributor/Distribution

Farm to School

Food Processing

**Farm to School Food  
Service Terms**

**Definition**

Food Service Director

Food Service Management  
Company

National School Lunch  
Program

Prime Vendor

Procurement

Farm to School Food  
Service Terms

Definition

Produce Distributor

Transportation

NAME:

#### Instructions:

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

#### GROUP DISCUSSION:

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

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

#### LIST POTENTIAL ACTIVITIES:

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

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

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

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

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

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

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

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

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

NAME:

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

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

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

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

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

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

NAME:

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

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

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

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

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

NAME:

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

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

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

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

**ADDITIONAL ACTIVITY**

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

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

How do you define “local” food?

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

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

What items do you purchase locally?

How much locally grown food do you purchase?

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

**INSTRUCTIONS:**

Cut out the cards and arrange the steps of each food type in the proper order "from field to plate," representing the trip the food item makes through the various parts of the food system.

Bottling Plant Milk	Grocery store/ school Milk	Tanker truck Milk	Milking cow Milk
Truck Milk	Milk stored in bulk tank in milk house on farm Milk	Distributor warehouse Milk	Cow in pasture Milk
Distributor truck Milk	Transported to packing house Apple	Made into applesauce Apple	Put into boxes Apple
Growing on trees Apple	Put on a truck Apple	Put on a truck Apple	Packed into boxes in packing house Apple

Delivered to grocery store <b>Apple</b>	Transported to processing facility <b>Apple</b>	Harvested by hand into bin <b>Apple</b>	Delivered to a distributor <b>Apple</b>
Put into jars <b>Apple</b>	Transported to processing center by truck <b>Radish</b>	Sorted by machine and hand into different sizes <b>Radish</b>	Put on a truck <b>Radish</b>
Harvested by hand or by specialized tractor <b>Radish</b>	Delivered to a distributor <b>Radish</b>	Bunched by hand and placed in bins <b>Radish</b>	Packaged into bags <b>Radish</b>
Delivered to grocery store/school <b>Radish</b>	Greens removed by machine <b>Radish</b>	Bags put into boxes for transport <b>Radish</b>	Growing in the field <b>Radish</b>
Transported by truck <b>Radish</b>	Washed by machine <b>Radish</b>	Milled to flour at mill <b>Grain (wheat)</b>	Made into bread <b>Grain (wheat)</b>

Wheat harvested by tractor and fed into bin on tractor	Wheat in field	Delivered to bakery	Harvested wheat trucked to mill
Grain (wheat)	Grain (wheat)	Grain (wheat)	Grain (wheat)
Put on truck	Bagged at mill	Chicken frozen	Boxes delivered to school
Grain (wheat)	Grain (wheat)	Chicken	Chicken
Chicken processed	Chicken on farm	Boxes on truck	Chickens on truck to processing facility
Chicken	Chicken	Chicken	Chicken
Delivered to school	Chicken packed into boxes		
Chicken	Chicken		

NAME:

### Instructions:

For this activity, students will use their detective skills to find out which food products are grown nearby. You can define “nearby” however your class decides: within your county, state, region or a definition that better suits your community. Use printed guides provided by the instructor or search online for a seasonal food guide to complete this worksheet.

### Resources for Finding Locally Grown Foods

Your state likely has a guide to food products grown or raised in your area. Some examples of local food charts are listed below. Search your Department of Agriculture website or your Cooperative Extension resources for a guide to your area. You can also conduct a web search using a combination of the following search terms: “Your State Name” or “The name of your region within a state”

AND “Food or Agricultural Seasonality Chart” or “Local food seasonality chart”

### Examples of Seasonal Guides:

- Minnesota Grown: A Seasonal Look at Fresh Produce  
<http://www.mda.state.mn.us/~media/Files/food/minnesotagrown/producecalendar.ashx>
- Nebraska: Seasonality of Foods in Nebraska  
<http://toolkit.centerfornutrition.org/wp-content/uploads/2012/04/Seasonality-Chart.pdf>

- North Carolina: Make it Local for All Seasons (English and Spanish)  
<http://www.ncsu.edu/project/nc10percent/seasonality.php>
- New York: Pride from A(pples) to Z(ucchini)  
<http://www.agriculture.ny.gov/fzs/documents/HarvestChart.pdf>
- Oregon: What Local Products Are in Season?  
<http://oregonfresh.net/local-products/whats-in-season/>

Sometimes these charts only include information about local fruits and vegetables, but do not include local meat, dairy products or beans and grains. Some charts only show information about when products are harvested and do not include information about products can be stored and thus remain available far beyond their harvest time (for example: potatoes, beets, other root vegetables, apples or winter squash). To get a fuller picture of your local foods scene, search for a local foods directory for your area and look at the websites of your local farmers markets, which often have information about what products are available when.

When you find helpful resources, answer the following questions:

Which products are included in the seasonality chart? Are fruits, vegetables, meat, dairy and grains included?

During which month are most products harvested locally?

What is your favorite food grown during each season (summer, fall, winter, spring)?

List one food that is grown or available during the winter.

List at least one food from each group that is grown locally:

Fruit:

Vegetable:

Meat:

Grain:

Dairy:

Is there a food you love that is not grown locally according to the resources you found? If so, can you identify an alternative to your favorite food that is local?

Are there any foods on the chart that you have never eaten?

Is there anything about the chart that surprises you?

List some foods grown in your region that you would like to see on your school lunch or breakfast menu:

NAME:

### PART 1:

The instructor will assign students to act as the following community members and business entities with funds as specified:

*Reprinted with permission from Kentucky Department of Agriculture Farm to School Program and UK Cooperative Extension Nutrition Education Program.*

School board .....	\$100,000	Teacher .....	\$2,000
Grocery store .....	\$50,000	Grocery store worker .....	\$900
Restaurant, sit down .....	\$10,000	Waitress .....	\$500
Restaurant, fast food .....	\$12,000	Shoe store clerk .....	\$1,000
Caterer .....	\$2,000	Book store clerk .....	\$1,000
Shoe store .....	\$25,000	Pharmacist .....	\$3,000
Book store .....	\$25,000	Medical doctor .....	\$4,000
Drug store .....	\$40,000	Dentist .....	\$3,500
Movie theatre .....	\$30,000	Gas station attendant .....	\$500
Clothing store .....	\$30,000	Factory worker .....	\$1,000
Hotel .....	\$50,000	Bank .....	\$100,000
City government .....	\$100,000	TOTAL: .....	\$822,400
Hardware/appliance store .....	\$40,000		
Church .....	\$35,000		
Roller skating rink .....	\$35,000		
Factory .....	\$90,000		
Gas station/convenience store .....	\$25,000		
Dairy farmer .....	\$2,000		
Beef cattle farmer .....	\$2,000		
Vegetable farmer .....	\$2,000		

Complete the following transactions in order, balancing the checkbook as you go. Record of Transactions may be used to track payments and deposits.

**Transaction 1:**

The city government collects \$13,748 in taxes: 2 percent from everyone except from the church and themselves (city government).

**Transaction 2:**

The school food service (school board) orders food for the following week:

- \$2,000 meat from distributors in another city
- \$1,000 milk from a national dairy chain
- \$2,000 fruits and vegetables from a national food distributor
- \$1,000 bread from a national distributor

**Transaction 3:**

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant, and factory worker pay \$10 to the school board for their kids' lunches.

**Transaction 4:**

The grocery store orders \$40,000 food from out-of-state distributors.

**Transaction 5:**

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant and factory worker spend \$120 each on food for the week at the grocery store.

**Transaction 6:**

The hotel is the site of a dental association conference.

- A. They order \$5,000 in food from out-of-town distributors.
- B. The hotel earns \$16,000 in room rental.

**Transaction 7:**

The dentist wants a new pair of shoes for the conference. He purchases a \$120 pair of shoes from the shoe store.

**Transaction 8:**

The dentist has friends coming to town for the conference. He plans a small party at his home and pays the caterer \$500 to cater it.

**Transaction 9:**

The caterer spends \$200 at the grocery store on food for the party.

**Transaction 10:**

Professionals attending the conference spend \$400 on gas at the gas station, \$60 at the movie theatre, \$300 at the clothing store, \$70 at the book store, \$120 at the sit-down restaurant, \$80 at the fast food restaurant and \$25 at the drug store

**Transaction 11:**

The church collects \$85 in offering. (\$15 each from the dairy farmer, the beef cattle farmer, and the teacher, \$10 from the factory worker, the shoe store clerk, and the pharmacist, and \$5 from the waiter/waitress and the gas station attendant.)

## PART 2

Continue to act as community members and business entities with funds as specified at the beginning of part 1. Then complete the new transactions, balancing the checkbooks as you go:

### Transaction 1:

The city government collects \$13,748 in taxes: 2 percent from everyone except the church and themselves.

### Transaction 2:

The school food service (school board) orders food for the following week:

- \$1,000 beef from the local beef farmer and \$1,000 meat from distributors in another city
- \$1,000 milk from the local dairy farmer
- \$1,500 fruits and vegetables from the local vegetable farmer and \$500 from a national distributor
- \$1,000 bread from a national distributor

### Transaction 3:

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant and factory worker pay \$10 to the school board for their kids' lunches.

### Transaction 4:

The grocery store orders \$7,000 beef from the local beef farmer, \$8,000 milk from the local dairy farmer, \$10,000 fruits and vegetables from the local vegetable farmer and \$15,000 food from out-of-state distributors.

### Transaction 5:

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant, and factory worker spend \$120 each on food for the week at the grocery store.

### Transaction 6:

- A. The dairy farmer decides to expand his farming operations. He borrows \$70,000 from the bank.
- B. He pays an interest rate of 4%, and the bank sells his loan to another investor for \$71,000.

### Transaction 7:

The dairy farmer pays the gas station attendant \$5,000 to provide part of the labor for framing up the expansion on his barn. The farmer also spends \$11,000 at the hardware store on supplies and lumber.

### Transaction 8:

The hotel is the site of a dental association conference. They order \$1,500 worth of beef, \$2,000 worth of vegetables and fruits and \$500 milk from the local farmers and \$1,000 food from out-of-town distributors and make \$16,000 in room rental.

### Transaction 9:

The dentist wants a new pair of shoes for the conference. He purchases a \$120 pair of shoes from the shoe store.

### Transaction 10:

Business is good, so the shoe store clerk is given a raise of \$0.50 per hour. This is about \$80 per month.

### Transaction 11:

The dentist has friends coming to town for the conference. He plans a big party at his home and pays the caterer \$2,000 to cater it. The caterer spends \$550 on food and supplies at the grocery store and pays the waitress \$200 to help serve.

**Transaction 12:**

The caterer buys an \$80 pair of shoes from the shoe store. The teacher, the doctor and the pharmacist are all invited to the party and pay \$135 each for new clothes.

**Transaction 13:**

The vegetable farmer's daughter celebrates her 11th birthday with a party at the skating rink. The party costs \$240. Guests spend \$25 at the bookstore, \$45 at the clothing store, \$15 at the drug store and \$15 at the movie theater on gifts.

**Transaction 14:**

Increased trucking from farms to institutions increases the demand for gasoline. The vegetable farmer spends \$120 on gasoline, while the beef farmer spends \$105 and the dairy farmer spends \$70.

**Transaction 15:**

Professionals attending the conference spend \$400 on gas at the gas station, \$60 at the movie theatre, \$300 at the clothing store, \$70 at the book store, \$120 at the sit-down restaurant, \$80 at the fast-food restaurant and \$25 at the drug store.

**Transaction 16:**

The shoe store clerk takes his girlfriend, the grocery store worker, out to celebrate his raise. They spend \$35 at the sit-down restaurant.

**Transaction 17:**

The church collects \$125 in offering. (\$20 each from the dairy farmer, the beef cattle farmer and the teacher, \$15 from the factory worker, the shoe store clerk and the pharmacist, and \$10 from the waitress and the gas station attendant.)

# HOMETOWN CITY EXERCISE

Community Member/Entity	Beginning Funds	T1	T2	T3	T4	T5	T6	T7	T8	T9	T1-	T11	Balance
School board	\$100,000												
Grocery store	\$50,000												
Restaurant, sit down	\$10,000												
Restaurant, fast food	\$12,000												
Caterer	\$2,000												
Shoe store	\$25,000												
Book store	\$25,000												
Drug store	\$40,000												
Movie theater	\$30,000												
Clothing store	\$30,000												
Hotel	\$50,000												
City government	\$100,000												
Hardware/ Appliance store	\$40,000												
Church	\$35,000												
Roller skating rink	\$35,000												
Factory	\$90,000												

Community Member/Entity	Beginning Funds	T1	T2	T3	T4	T5	T6	T7	T8	T9	T1-	T11	Balance
School board	\$100,000												
Grocery store	\$50,000												
Restaurant, sit down	\$10,000												
Restaurant, fast food	\$12,000												
Caterer	\$2,000												
Shoe store	\$25,000												
Book store	\$25,000												
Drug store	\$40,000												
Movie theater	\$30,000												
Clothing store	\$30,000												
Hotel	\$50,000												
City government	\$100,000												
Hardware/ Appliance store	\$40,000												
Church	\$35,000												
Roller skating rink	\$35,000												
Factory	\$90,000												

## Lesson 2: Getting to Know Your Local Food System

### Worksheet 2-3: The Benefits and Challenges of Locally Grown Foods

Name:

#### Instructions:

Read the article given to your group by your instructor. Read the article silently to yourself, and then discuss what you have read with your small group. As a group, answer the questions in this worksheet and select one person in your group to report back to the classroom.

You will read one of the following articles:

- “Is local Hamilton food better for you?” CBC News
- “Local Foods – Are they more Nutritious?” Cornell University
- “Is local more nutritious?” Harvard University School of Public Health
- “An Interview with Economist Michael Shuman” on Community Food Enterprises, Wendy Wasserman, Civil Eats
- “Buying Local Helps to Boost the Economy” Bernadette Logozar, Cornell University Cooperative Extension
- “L.A. Unified’s local food push is healthy for area economy too” Teresa Watanabe, Los Angeles Times

From this article, what do you think are the benefits of buying or eating locally grown food?

From reading this article, do you think there are any downsides or challenges to eating or buying locally grown food?

Does this article change any ideas you had about locally grown food previously?

Name something from this article that you would like to know more about? Name something from this article that you would like to know more about?

How can local foods and Farm to School programming encourage students to develop healthy eating habits?

NAME:

**Instructions:**

Working in your group, choose a meal from the school menu to examine together. List all the menu items in the meal, and then list all of the ingredients you can identify in each food item.



Once your group has identified as many ingredients as you can in your meal, try to identify where each ingredient came from. Think back to what we learned about Food Systems. Can you tell a story about how each food item travelled through the food system from field to plate?

Lesson 3: School lunch: How does it really work?  
Worksheet 3-2: An In-depth Look at  
School Lunch Origins

NAME:

In this assignment, you will do internet research on a school lunch food item to see how it came to your lunch tray. Three common steps for most food items are: 1.) production and harvest; 2.) processing and manufacturing; 3.) distribution and sale (retail, foodservice, etc.). Keep these steps in mind as you answer the following questions about your food item.

In what areas of the U.S. is your food item grown or raised?

“Food processing” includes when food items are washed, peeled, steamed, pureed, sliced, marinated etc. and how they are packaged. In what way was your food item processed into the form it takes on your tray?

Can you identify any information about where and how the ingredients of your food item were grown and processed by looking at the food manufacturer or source’s website? What information is available about ingredients’ sources and how it was processed? What information isn’t available? If time allows, contact the provider of the menu item and ask them these questions.

How did your food item travel from farm to processor to distributor to school? How far did it travel? Use an online maps website (e.g., Google Maps) to trace the distance from farm to fork when possible.

What are the pros and cons of how this food item reached your tray?

Could Farm to School foods address the cons identified?

NAME:

### Instructions:

Explore the MyPlate website to find out what you should see on your school lunch tray!

Look at [www.choosemyplate.gov/food-groups/](http://www.choosemyplate.gov/food-groups/) and click on “How much is needed?” to see a chart of how much of each group you should eat. For the following groups, what is the recommended amount for your age group? (K-5, 6-8, 9-12)

Fruits:

Vegetables:

Grains:

Proteins:

Dairy:

Oils:

Do you eat the recommended amount of each category? Are there some categories where you eat less than the recommended amount? Are there some categories in which you eat more than the recommended amount?

Do you think it's easy to eat the recommended amounts of all the food groups? Which ones are the most difficult? Which ones are the easiest?

NAME:

### Instructions:

Answer the questions in this worksheet to the best of your ability. Use your food service vocabulary cards, your class interview with your school food service professional, school kitchen tour, school district website and your own observation to answer these questions. After answering the research questions, take time to answer the thoughtful wrap-up questions at the end.

### GENERAL INFORMATION:

School District Name:

School Name:

Grades:

Number of Students:

Average Number of Students participating in the National Lunch Program per day:

### FOOD SERVICE:

Name of your Food service professional:

Who operates your school/district's food service program? Does the school operate it themselves, or does an outside food service company?

Is food for your school meals prepared on-site in a kitchen at your school or in a central kitchen facility somewhere else in your school district?

What equipment is available in your school kitchen?

Does your school participate in the USDA National School Lunch Program?  Yes  No

Does your school serve breakfast?  Yes  No

Does your school serve a snack program?  Yes  No

Does your school serve dinner?  Yes  No

Does your school offer a salad or fresh fruit bar?  Yes  No

What distributor(s) does your school/district use?

How is most of the school's food purchased?

How and where is food delivered to the school?:

How much refrigerator or freezer space is available in your school kitchen?

Where do your school food ingredients come from now?

How many food service staff work in your school's kitchen and what are their roles?

What form do fruit and vegetable need to come in to be used in your school's kitchen (eg. Whole, fresh; fresh, precut; canned; frozen; dried)?

How is your school menu developed? Does your school have a cycle menu that repeats every 4 or 5 weeks, or does it take a different approach to planning menus?

What are some of the biggest challenges faced by your school's food service program?

What changes have taken place in the last 3-5 years?

## FARM TO SCHOOL:

Does your school currently have a Farm to School Program?  Yes  No

### Procurement and School Meals

Does your school or district currently purchase fruits, vegetables, meat, grains or other products that are grown or raised on local farms?  Yes  No

If yes, what foods are purchased from local farmers/ranchers/fishers etc.?

If yes, how does your school/district find local farmers?

If yes, are there signs in your cafeteria or eating space highlighting local foods?  Yes  No

If no, what types of local products are desired?

## Gardening

Does your school have a garden or greenhouse?  Yes  No

If yes, what is grown in the garden or greenhouse?

If yes, is food from the garden or greenhouse used in your cafeteria or classroom?

If no, does your school have a space for a greenhouse or garden?

## Nutrition and Agriculture Education

Does your school or classroom conduct any of the following activities?

Local food taste testing in the cafeteria:  Yes .  No

Cooking in the classroom:  Yes  No

School or classroom visits from chefs or farmers:  Yes  No

Field trips to farms, farmers markets, restaurants, grocery stores or something similar:  Yes  No

Farm to School curriculum:  Yes  No

Provide supporting materials for parents, staff or community about food and nutrition:  Yes  No

Have a chef in the classroom or cafeteria program:  Yes  No

### Wellness Policy

Is Farm to School mentioned in your school/district's Wellness Policy?  Yes  No

## WRAP UP SECTION FOR CLASSROOM DISCUSSION

What did you learn from this School Food Assessment?

What surprised you most about what you learned?

With this new information, how do you think you can help Farm to School start or expand at your school?

Lesson 4: Identify Opportunities and Make a Farm to School Plan  
Worksheet 4-1: Venn Diagram of Locally Grown Foods and School Meal Foods

NAME:

Instructions:

Use pencil to begin this project. Fill the two circles below with names of appropriate food items. To determine the list of products available in your area, refer back to the resources and information you gathered in Lesson 2, Activity 2. You can supplement this information with your personal experience or any other research you would like to undertake. To identify foods commonly used in your school meals, refer to school menus from the previous year and the information you have learned through your talk with the food service professional and through the Farm to School Assessment. For any products that appear in both lists, write them in the middle space where the two circles overlap called “Priority Foods” for possible inclusion in your school’s Farm to School program.

In what areas of the U.S. is your food item grown or raised?

GROUP MEMBERS' NAMES:

Priority Food Item(s):

Why we selected this as our Priority Food Item (Be sure to include anything you discussed in Activity 2):

Where the Priority Food Item fits into the existing school menu:

Concerns or drawbacks to this specific Priority Food Item:

Other notes to your food service professional:

Recipe Name:

Source of Recipe:

Web Address (Include a print out or photocopy if possible):

Average Number of Students eating lunch each day:

Quantity of Priority item listed in recipe:

Quantity of Priority Item needed for recipe scaled to feed average number of students:

Quantity of product to be purchased to meet needs of recipe:

Please provide additional notes to your food service professional including the tools you used to make your calculations and any estimates that you made.

NAME: \_\_\_\_\_

### Instructions:

Working in your small group, research and identify at least 5 local farmers who grow or raise the specific products students identified as priority items in Lesson 4. Reference Worksheet 4-2: Priority Local Food Item and Recipe Suggestions to refresh yourselves on the product and quantity of product you are trying to source and transfer that information into this worksheet.

### General list of resources that may provide leads for finding local foods:

1. Friends and family who are farmers
2. General, online farm locating websites
3. Local farmers market
4. University extension office
5. State Department of Agriculture
6. Ask other institutions in your area who they purchase from
7. Your school's current distributor
8. State Farm to School Directory
9. Local food guides specific to your area
10. Master Gardeners
11. Local FFA chapter
12. Farmer membership organizations

13. Non-profit organizations that support healthy eating

14. Local food systems development organizations

### Websites to kick-start your research:

Remember, not all online resources are created equal! Look for recently updated and well-maintained resources.

- Local Dirt (website)  
*A website for finding, selling and buying local food online*  
<http://localdirt.com>
- Local Harvest (website)  
*A searchable website listing direct-to-consumer farms across the country*  
<http://www.localharvest.org>
- Pick Your Own (website)  
*A guide to farms and orchards etc. that allow consumers to pick their own product.*  
<http://www.pickyourown.org>

1. Group members' names \_\_\_\_\_

2. What local food item are you searching for? \_\_\_\_\_

3. How much do you need? Make sure that the quantity you enter is in a farm-ready measure like pounds, not in measurements like cups or quarts \_\_\_\_\_  
\_\_\_\_\_

4. In what geographic area are you looking for farmers?

5. List the names of five farms that grow the product you are looking for. Fill out one Worksheet 5-2: Farm to School Producer Profile for each farm.

1.) \_\_\_\_\_

2.) \_\_\_\_\_

3.) \_\_\_\_\_

4.) \_\_\_\_\_

5.) \_\_\_\_\_

NAME:

**Instructions:**

Identify local farms that grow the foods you have identified as priorities and fill out one Worksheet 5-2 for each producer. Try to find several farms that grow the product you are looking for, as not all farms listed will be able to provide the food item for a variety of reasons (such as delivery challenges, price, availability or quantity).

**Product:**

**FARM #1**

Farm name	
Farmer contact name	
Phone	
E-mail address	
Farm address	
Location	
Interested in Farm to School?	
Availability of Product	
Delivery options	
Date e-mailed	
Date phoned	

FARM #1

Notes:

**FARM #2**

Farm name

Farmer contact name

Phone

E-mail address

Farm address

Location

Interested in Farm to School?

Availability of Product

Delivery options

Date e-mailed

Date phoned

Notes:

Lesson 5: Communicating with Producers of Local Foods  
Worksheet 5-3: What Information Will You Need from Potential Producers?

NAME:

**Instructions:**

This is a time for you to brainstorm the information you may need to request from a local farmer or producer to determine if she or he may be able to sell a product to your school. The information is divided into five sections below. Refer to your vocabulary list or materials from previous lessons if you need ideas.

Note: Given the complexity of food safety requirements, students should leave the needed due diligence about on-farm food safety to school food service professionals to conduct.

**General Logistical Questions**

These are the big picture questions about the farm, its location, farm history and management, products raised and how food is grown.

**Procurement and Price**

These are questions that will help you meet needs for quantity, specifications, price and more. For each food, schools would need information covered in Lesson 5, such as parameters from the food service professional about the quantity needed (minimum and maximum) and info on the price typically paid for non-local product that is purchased whole by the case (i.e., uncut).

## Delivery

What do you need to know about delivery options?

## Farm to School Education

Farm to School is more than just selling local foods to schools. Are there other ways a farmer could participate at your school? Is this important to you?

NAME:

### Instructions:

Compare the questions on this worksheet with the questions you came up with on Worksheet 5-3: What Information Will You Need from Potential Producers? and add any important questions that are not already included in this worksheet. When talking to the producer, replace “product X” with the priority food item you are researching.

Farm Name:

Contact Name:

Address:

City, State, Zip:

Phone Number:

E-mail Address:

Website:

### General

Please tell me about your farm’s history.

What foods do you produce?

Have you supplied food to schools or other institutions in the past?  Yes  No

Do you have a greenhouse or hoop house to extend production season?  Yes  No

What months do you have *product X* to sell?

How much of *product X* do you typically have to sell?

Please describe your farm practices and any steps you use to minimize chemical fertilizer or pesticide use (e.g., IPM, green manure, compost) your pest-management strategies or anything else you would like to share about your farm operation?

Are there other products you could sell to schools?

Are you able to provide a listing what you have available, prices and ordering instructions?

How do you prefer that customers place orders?

## Delivery

Are you able to deliver to a school? (central location, multiple schools, etc.)

Do you have a minimum order requirement?

Are items needing refrigeration delivered in a refrigerated truck?

Can you deliver an invoice with the product?

Additional comments about delivery?

## Other Farm to School Activities

Are you able to provide materials about your business for promotional purposes?

Would you host a visit from school food service staff or school representative?

Would you be interested in visiting the school lunchroom or classrooms as a guest presenter?

Would you be interested in hosting a classroom field trip to your farm/facility for students?

#### Resources Used

- Wisconsin Farm to School Toolkit for School Nutrition Directors: <http://www.cias.wisc.edu/toolkits/>
- Purchasing Michigan Products: A Step-by-Step Guide
- Website

#### **Food Safety and Liability**

Given the complexity of food safety requirements, students should leave the needed due diligence about on-farm food safety prior to purchasing to school food service professionals to conduct.

**Tips on Writing a Professional E-mail**

Reference from the University of North Carolina at Chapel Hill: <http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>

1. Fill in the subject line with a topic that the recipient will understand. Example: “Local foods for our school foodservice” or “Contracting of produce for our school.”
2. Include a formal greeting line such as “Dear Farmer Jane.”
3. Put your main point in the first sentence and try to keep your message shorter than two or three paragraphs.
4. Ask for a timely reply so your school can plan for the coming year.
5. Use correct grammar, punctuation and capitalization.
6. Do not use abbreviations or acronyms (LOL, BRB, etc.)
7. Be polite, and remember to say “please” and “thank you.”
8. Close the message with “Sincerely,” followed by your name and contact information, such as your school name, school address and phone number.
9. Spellcheck, edit and proofread before hitting “send.”

As a class you should develop a template together with the introductory paragraph, body (including details of what your needs are) and closing paragraph.

## DEVELOPING AN E-MAIL SCRIPT

NAME:

### Instructions:

Use this example as a starting point for drafting your own e-mail to the producers you have identified.

.....

E-mail Subject: \_\_\_\_\_

Dear \_\_\_\_\_,

My name is \_\_\_\_\_ and I am a student at your school name here School. Our class is working on a project to identify locally grown foods that could be served in our school cafeteria. Our class found your information in/on name of resources. We are interested in understanding more about your product offerings, and are specifically looking for information about priority product you identified. Would you be able to answer a few other questions about your farm's products?

Thank you for your consideration. Please reach me at your contact information. If I don't hear back from you, I will give you a call next week.

Student Name, Grade

School Name

School Address

Teacher's Name

Project E-mail

Draft your own e-mail in the space below.

NAME:

**Creating a Phone Conversation Script:**

Under each bullet point, write in your own script for a phone call with a producer.

- When someone answers the phone, say “hello” and ask to speak with your farmer by name.
- Introduce yourself. Tell your farmer who you are, what school you are from, and a one to two sentence description of why you are calling.
- Ask your farmer if you are talking to the right person, and if they are available to talk now. If your farmer cannot talk right now, ask what time is good to call back.
- In three to four sentences, describe to the farmer what school you are from, the Farm to School project and the product(s) and quantity you are looking to purchase. Then ask the farmer if they are interested.
- If the farmer says “yes” that they have the product and may be able to sell it to your school when the product is in season, ask follow up questions to collect the information you need to fill out Worksheet 5-4: Producer Questionnaire. Develop one question for each “blank” on Worksheet 5-4.

- After asking all your questions, thank your farmer and ask if there are any questions. Tell the farmer you will share all of the information with your food service professional.
  
- If the farmer says no, be sure to thank them for their time and ask them if they know of any other producers who may be able to provide that product.

---

**Possible Questions/Comments Producers might have (Prepare possible responses here):**

Be prepared to answer any questions the farmer may have. Write down answers to these questions below as preparation:

- I have never worked with schools before. How does that work?
  
- I couldn't provide the whole quantity that is needed. Would your school consider buying a smaller amount from me?
  
- What if I don't have the amount you need at the time of harvest because of bad weather or pests?

Brainstorm more possibilities as a class! Preparation is key!

- Prepare a short script to read in case you must leave a message and write it here. Include your name, contact information and a brief description of why you are calling.

After preparing script and practicing with classmates, run through how it went and read your questions out loud.

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:

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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.

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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.