

# The Hayride

*A Resource for Educational  
Farm Field Trips*



**GROWING MINDS**  
2016



## **About Growing Minds**

Growing Minds is ASAP's farm to school program, part of a national Farm to School initiative. Growing Minds strives to cultivate mutually beneficial relationships between farms and schools that create dynamic, wellness-focused learning environments for children. We do this by working with farmers, educators, and communities to serve local food in schools and expand opportunities for farm field trips, experiential nutrition education, and school gardens.

## **About ASAP (Appalachian Sustainable Agriculture Project)**

**Our vision** is of strong farms, thriving local food economies, and healthy communities where farming is valued as central to our heritage and our future.

**Our mission** is to help local farms thrive, link farmers to markets and supporters, and build healthy communities through connections to local food.



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## **About this Guide**

*The Hayride* serves as a guide for educators who wish to incorporate farm field trips into their classroom and curriculum. *The Hayride* includes information about farm field trip logistics, how to connect field trips to classroom curriculum, and other resources that Growing Minds offers. If you have questions about the guide or farm field trips please contact the Growing Minds staff at ASAP.

## **The Importance of Farm Field Trips**

Children come away from farm field trips forever connected to local food and farms. As students harvest sugar snap peas, grind dried corn, and feed pigs, they make long-lasting and life-changing memories. On the farm, classroom lessons about soil, life cycles, community, and storytelling come to life. Students form relationships with the people who grow their food and gain a deeper understanding of rural ways of life. Through the hands-on experiences of farm field trips, children explore new ideas, discover their own strengths, and awaken new interests.

## **Understanding the Farmer Perspective**

Opening their farm to students and school groups is a daunting concept for many farmers. In addition to the time, planning, and organization involved in hosting a group, issues of insurance and liability are usually at the forefront of farmers' considerations. What happens if a child twists their ankle or gets stung by a bee? Can the farmer count on the teacher and chaperones for help during the field trip? What activities will the farmer do with the students? How much time will the farm field trip require and how can the farmer juggle everyday farm duties with an added activity?

Farmers ask themselves many questions when considering farm field trips and spend many hours preparing for school groups. They calculate the cost per child for the farm field trips based on the time and energy they devote. Often, a farmer's set charge for field trips includes a large discount for school groups. Farmers who open their land to students believe in the power of education and are devoted to giving back to the community.

When teachers and students venture onto a farm, it is important to remember that the rows of crops, groups of animals, and even the farm infrastructure are all a part of the farmer's livelihood, home, and business. Farm field trips become a useful and effective opportunity to help your students understand the importance of being respectful and considerate on farms and in new environments.

**PLANNING YOUR FARM FIELD TRIP**



## **Guided Questions for Planning Your Trip**

Unsure of which farm to visit? Here are a few questions to help you choose a farm that fits your classroom and goals.

### **Initial Questions and Logistics**

- How many children will be going on the field trip and what activities does the farm offer?
- How many chaperones do you need?
- Is there anything in particular you want the children to see? A certain agricultural practice or a type of farming or animal?
- What is your budget? How will you fund the field trip?
- How will you integrate the farm trip into your classroom studies?

### **Travel and Timing**

- How far are you willing to travel to a farm?
- How will you travel (carpool, vans, bus)?
- What are the dates you are considering for the trip? What you will be able to do and see on the farm will vary widely depending on the season. It is a good idea to have a few dates in mind before contacting the farmer.
- How long would you like to spend at the farm?

### **Special Accommodations**

- Do you have any children in wheelchairs or with other special needs that the farm would need to accommodate?

### **Preparation**

- What will you do in the case of inclement weather? It's a good idea to discuss this with your farmer before the trip.
- Do you have a first aid kit to take with you? Do you have a field trip emergency plan?
- Do you need to get release forms signed?
- Will you take a snack or lunch with you to the farm?

### Communicating With Farmers: What to Discuss

Once you have chosen a farm to visit, it is important to establish good communication with the farmer so that you each know what to expect from the field trip. Have a thorough conversation with the farmer and follow up with an email to make sure communication is clear. Clarify the timeframe and logistics of the trip and how you can work together to create hands-on activities. Have the discussion well in advance of the visit so that both of you have time to prepare. Laying out expectations and clarifying details will make field trips run more smoothly and be more enjoyable for everyone involved. Farmers, like teachers, are busy and often hard to reach by phone. Ask the farmer what the best number to reach them is and when the best times are to call.

It is useful to discuss the following issues with the farmer:

- **Number of students visiting:** Discuss the number of students the farm can accommodate and if there are any students with special needs.
- **Age of students:** Tell the farmer the age of the students so that they can prepare appropriate activities for the age or grade level. Give the farmer an idea of what the students can handle.
- **Number of adult chaperones and small groups:** How many adults will need to be present? Often when the students are divided into smaller groups it allows for more hands-on time and it is easier to move around the farm.
- **Role of adult chaperones:** Discuss what the expectations and roles are for the adults and how they can help.
- **Rules on the farm:** Discuss any rules or guidelines of the farm. Share these with all the adults and students.
- **Travel time and directions:** Discuss the length of the visit and how long travel time will be. Make sure you get clear directions from the farmer to pass along to the drivers.
- **Parking:** Discuss where the bus or cars can turn around and park.
- **Facilities:** Is there a bathroom that groups can use? Is there a clean site for hand washing (mandatory if children are petting animals or eating while on the farm)? Is there a covered space out of the sun and rain?
- **Lunch and snacks:** Clarify what the group's needs are for lunch and snacks, and schedule breaks accordingly. Ask if the farmer will offer snacks of fresh produce or farm products.
- **Costs:** Farms typically charge per student and/or per adult. Discuss the total costs so that you can arrange for funding for the trip.
- **Planned activities:** What activities does the farmer have planned?
- **Special interests:** Are there specific interests or curricular goals that you have for this trip? Discuss possible themes or activities that could fit these goals.
- **Rain and emergency plan:** Have a plan for rain and emergencies. Make sure there is a first aid kit available.

# PLANNING YOUR FARM FIELD TRIP

## **What to Bring**

Ask your students to bring the following:

- Sun hat
- Sturdy shoes (no open toes)
- Water bottle
- Wind parka or rain gear (if rain is likely)
- Notebooks, art paper, pens
- A bag lunch (minimal waste please)
- Layers -children should be prepared for both hot and cool weather

Teachers should pack:

- First aid kit – including any medications a student might need (for allergies, for example)
- Sunscreen
- Extra water
- Blankets for picnic



## **Lunch, Water, and Snacks**

Encourage reusable containers for the students' lunches to minimize waste, and bring garbage bags to carry your lunch waste out with you. Ask farmers about bathrooms, hand washing stations, and where the best place would be for the class to eat. Many farms do not have picnic tables, so be prepared to bring blankets for a picnic. Bring water and make sure to double check with farmers that there will be drinking water available for refills. If a farm is able, it is great to have a fresh farm snack for students. When contacting farms, ask about this possibility and make sure to compensate farmers for whatever they provide.

## **Name Tags**

Have your students make name tags so that the farmer, farm staff, and chaperones can easily communicate with them. If everyone (students, teachers, parents, farmer, and chaperones) has name tags, the day will go smoother.

## **Weather**

Be sure students are prepared for all types of weather. Determine if you will schedule a rain day for the visit or cancel the trip altogether. Make sure to determine who is responsible for making calls on the weather: you or the farmer. Advise students to bring a rain jacket if there is a high probability of precipitation.

## On-Farm Activities

Farm field trips are opportunities for unique activities for students. It is important to discuss planned activities with the farmer as well as have backup activities to bring along if weather or other unexpected events change the plan. See the last section of this guide for specific examples of activities.

## General Guidelines

- Be flexible – While it is important to have activities planned throughout the trip, you want to allow for flexibility in your schedule – spend more time on activities that the students are enjoying and move on from activities that students aren't engaged with. Leave time for play!
- Hands-on activities – One of the most important aspects of farm field trips is the opportunity for hands-on experiences. Put the students to work and let them get dirty! Explain how each farm activity fits into the bigger picture of farm production and operation. If the students are able to understand the purpose of their work, they will make even stronger connections.

## Activity Ideas

- Journals or notebooks – Having notebooks for each child offers a huge range of options on a field trip, from sketching and observations to data collection or reflection.
- Children's literature – A few books that are connected to the trip are worthwhile to haul in your daypack. Reading books can fill in ten minutes while the group waits for an activity to begin or can be stretched to an hour with reflection activities. Consider having the farmer read the book(s) to the group.
- Scavenger hunt – Print copies of the scavenger hunt below and bring brown paper bags for children to use in collecting items. Make a scavenger hunt specific to the farm you'll be visiting. What might the students spot on a farm? See examples of more farm scavenger hunts on our website.

## Scavenger Hunt

Collect only things that you can handle safely.

- a feather
- 3 different kinds of seeds
- something round
- something beautiful
- something that makes a noise
- something that reminds you of yourself
- something soft
- something that does not belong



### **Curriculum Connections: Activity Ideas**

There are many ways of linking your field trip into classroom curriculum. The following section contains ideas for activities to use with your students during and after farm field trips. You will also find an expanded section for activities that directly connect to science standard course of study.

#### **English Language Arts**

- Work with students to develop a list of questions they would like to ask the farmer. During the farm field trip, interview the farmer and record his/her answers. Students can also connect this project with technology by adding video or photography components to the interview.
- Create a field trip journal with expectations, observations, ideas, stories, feelings, questions, thoughts, memories, drawings, etc.
- Study agricultural terms with students in the classroom before the field trip, and identify them later on the farm. You can then use the terms as spelling words in the classroom.
- While on the field trip, teach students to use field guides to identify plants, birds, insects, etc.
- Go on a letter hunt during the farm field trip. What do students see that starts with A, B, C, etc.?
- Go on a syllable hunt on the farm—find five things that are two syllable words, five things that are three syllable words.
- Take photographs of different things on the farm. Use the photos to put together a class newspaper or newsletter about the farm and farm field trip.
- Back in the classroom, guide students in writing a report on something learned during the farm field trip and present it to the class.
- Read a children’s book that relates to the farm field trip. Ask students to recall information from the book and relate it to the farm.
- Teach students one simple farm task such as feeding an animal, digging potatoes, or starting seeds in the hoop house. Break the task into three or four clear steps. After the students complete the task, give them four or five pieces of paper and ask them to illustrate and/or write out the steps of the task.

#### **Healthful Living**

- Introduce students to food groups. Ask students to identify the food groups they see on the farm (if you are on a vegetable farm that has a cover crop of barley or buckwheat, you can explain that they might look like a vegetable, but when processed are a grain!). Can the students find all of the food groups on the farm?
- Cook with students on the farm. Connect the cooking lesson to states of matter and state changes, tools used, temperature, or parts of a plant. (Carrots have leaves, but we eat the root!)

## CONNECTING YOUR FIELD TRIP TO THE CLASSROOM

### Mathematics

- Have students estimate lengths and heights of things on the farm. Bring along measurement tools to get actual numbers and compare them to their predictions.
- Measure wind speed, temperature, and humidity on different parts of the farm. How would these things impact what farmers grow or raise in different locations?
- Chart temperatures of things on the farm (the weather, pond water, creek water, puddles, compost pile) in Fahrenheit and Celsius.
- Work with students to determine weight and volume of wet and dry soil samples from the farm.
- Make seed tapes using paper towels, glue made from corn starch, and seeds. Use rulers to measure space between seeds and then plant the whole thing.
- Harvest and weigh vegetables using proper tools for weight measurement. Compare one pound of spinach to one pound of broccoli. What difference or similarities do students see?
- Have students harvest vegetables and sort them by size, color, or variety.
- Have students ask the farmer how many eggs their chickens lay in a day. Then, ask students to calculate how many they lay in a week/one month. Do the same activity with gallons of milk produced.



### Science

- Take soil samples from around the farm—in the field, around a forest, next to a stream. Analyze and compare the soil from each location.
- Talk with students about insects on the farm. Which are beneficial? Which are harmful? What are the insects' life cycles? Go on an insect hunt on the farm and then analyze the insects.
- Show students the farm compost pile. With the farmer, let students add a layer of hay or other material and explain what they added to the compost and why. Introduce decomposition.
- Talk with students about pollinators. Ask them to identify pollinators as they tour the farm.
- Lead students in collecting seeds from plants on the farm.

## CONNECTING YOUR FIELD TRIP TO THE CLASSROOM

### Social Studies

- Learn about how food gets from the farmer to the consumer. Identify people in the community involved in getting food to community members (include seed producers, truck drivers, grocery store attendants, etc).
- Talk with students about the roles of family members and workers on the farm. Does the farmers' entire family work on the farm? What role/task would the students want?
- Glean food from the farm and take it to a local food bank. Talk with students about people in need and how farms can help.
- Talk with students about historic planting and harvesting rituals and folklore. Ask the farmers if they follow any traditions on their farm and why.
- Allow students to talk with the farmer about how they have seen farming practices change on the family farm. Does the farmer work with their parents or grandparents? What does he/she remember about farming as a young person?
- Trace the histories of familiar plants – where they originated, who brought them to this country, the impact they have had on our diets, and how the original plants have been altered. Ask students to make up a fable about one fruit or vegetable on the farm. Where did it come from?



### Visual Arts

- Make drawings, sketches, and paintings of things on the farm.
- Make leaf poundings. Gather leaves and arrange them on watercolor paper. Cover with a layer of paper towels or wax paper. Pound lightly, but thoroughly, with a hammer. Remove the paper towels and the leaf matter. The color and shapes of the leaves will transfer to the paper.
- Make vegetable and fruit prints. Cut the vegetable or fruit in half and paint it with watercolors. Make a print of the shape onto paper.
- Design and create a scarecrow.

## CONNECTING YOUR FIELD TRIP TO THE CLASSROOM

- Make rubbings using plant leaves and bark. Use the rubbings to make a collage, bookmark, or journal cover.
- Make a color wheel with objects from the farm.
- Put together a photo essay of the farm.
- Create and use natural dyes made from plants.

### Music and Theatre Arts

- Put together a puppet show to share your farm experience with others.
- Write parodies of well-known songs, turning them into farm songs.
- Write farm/food poems and set them to music.
- Listen to the music of composers inspired by nature.



### Curriculum Connections: Science K - 5

#### Kindergarten Science Goals

- Students observe and study animals that live on the farm or in the soil, comparing and contrasting worms, cows, turtles, chickens, dogs, humans, etc.
- Students observe the weather on the farm. Bring along a thermometer to measure the different temperature in different places on the farm. Have the farmer read *The Year at Maple Hill Farm* or describe the changes in the seasons and how it affects their farm. Compare the weather at the farm to the weather at the school.
- Students participate in a farm scavenger hunt, sorting their discoveries by color, size, shape, and texture, using their senses.
- The class discusses and/or reads books about how different things on the farm are used as natural resources, or were made from other resources.
- Students create art from natural materials they find on the farm, creating a sensory experience.
- Students measure plants or other items on the farm using hands (how horses are measured) and feet (compare a child's foot to a ruler). These measurements are compared to measurements taken with other tools (pencils, crayons, etc.). These non-standard units are compared with standard units of measurement.

#### First Grade Science Goals

- Students make a diagram about what the farmer grows/raises on their farm and what they give those plants/animals for them to grow.
- Students read the book *What's This?* by Caroline Mockford in which a little girl finds an unknown seed that she plants and cares for, illustrating basic needs of the plant. Students then plant a mystery seed in a pot that they take home. Over several weeks, they care for it and eventually discover what it is.
- Students compare the basic needs of plants with those of humans.
- Students examine a cup of soil from the farm and sort out different components of the soil, such as rocks, shells, insects and worms. Students then record their findings in their journal using descriptive language.
- Students collect several soil samples from different areas of the farm or bring a soil sample from their own yard or garden. Students work with a partner to compare and contrast their soil samples.
- Students cook with foods from the farm using a recipe with steps that change the foods' state of matter. Students learn about the different properties of solids, liquids, and gases, sorting out ingredients and describing how they were changed by heat or blending.
- Students explore different ways to move mulch, compost, or dirt on the farm. Is it easier to push a bucket, pull a bucket, or maneuver a wheel barrow? Are buckets or wheelbarrows easier to balance? How does the amount of material in the wheelbarrow, or where it is piled, affect balance and movement?

### Second Grade Science Goals

- Students explore what lives on a farm and how different animals affect the garden over their entire life cycle.
- Students collect, observe, or identify different insects on the farm – explore which ones are beneficial to the farm or not. Compare different life cycles of insects.
- Students observe, measure, record, and graph the weather on the farm versus the weather at school. Take measurements at the school before you leave for the trip, noting the time. Do the same at the farm.
- Students cook using ingredients from the farm, observing and exploring changes in properties.

### Third Grade Science Goals

- Students plant seeds at the farm. Discuss how variables such as nutrients, light, and water will affect the growth of the seeds.
- Students observe how insects move through the farm. They then write a story describing an insect's farm adventure.
- Students participate in a pollination game in which they kinesthetically learn how and why bees pollinate flowers.
- A beekeeper/farmer talks with students about their work and the importance of pollinators.
- Collect different types of soil at the farm and at school. Set up a percolation demonstration and have a water race. Students feel the difference between sand, silt, and clay and discuss soil particle size. Students will try to predict which soil the water will flow through the fastest and the slowest.
- Students observe a compost pile and help the farmer add different materials and turn the pile. What do they see and smell? What is the temperature of the compost pile?
- Students help construct a scarecrow for the farm, comparing and contrasting its skeleton, joints, and muscles with their own.

### Fourth Grade Science Goals

- Students observe and examine animals that live on the farm and in the garden (worms, birds, turtles, etc.) and describe how their lives are influenced by other animals, plants, weather, and climate. Students then write a creative fictional story about the life of the animal they observed.
- Students observe and touch different farm animals such as chickens, hens, goats, cows, and horses. Where do these animals live on the farm and what things do they need to survive? Have the students describe differences between the same animals and then compare different animals.
- Students help prepare two different recipes using things grown on the farm, categorizing all ingredients as carbohydrates, fats, proteins, water, vitamins, or minerals.

### Fifth Grade Science Goals

- Have an eco-system scavenger hunt. Students gather a soil sample from each of the three eco-systems: forest, creek, and agriculture, and compare and contrast the texture, color, moisture, and particle size.
- Students measure the circumference of several trees in the farm's forest eco-system. Calculate the average circumference of the farm's trees.
- Students ask the farmers how/where water flows on the farm. Using this information, they make a map showing the farm and its water flow when it rains and when it is dry.
- Students build several different types of landforms with soil, rocks, and vegetation on the farm. Watching how water moves over their creations, students note what type of canyons, valleys, meanders, and tributaries are created. Erosion is discussed as a soil-forming factor and students write about where the soil started and where it ended, comparing their created land forms with real life situations.
- Students collect weather data at school in preparation for field trip. Collect more data on the farm and compare. Have the farmer describe the climate on the farm – how does geography affect the weather and climate on their farm?



### Sample Journal Prompts

Journaling is a great pre-, post-, or on-site activity for farm field trips. Here are some ideas for journal questions and prompts:

- *Write about a farmer you know. What do you admire about them? If you don't know a farmer, write about a gardener or what you admire about farmers in general.*
- *Why do you think farming is important?*
- *Would you want to be a farmer? Why or why not?*
- *Write about one thing that surprised you about the farm you visited.*
- *What will you want to tell your family about the farm?*
- *What do you think a farmer needs to know to be a good farmer?*
- *Describe the farm as if you were an insect or animal living there.*
- *What two senses did you use most at the farm? Describe.*
- *Why do you think farmers like to farm?*
- *What did you like most about the farm? Least?*
- *Write about the food grown on the farm and how your family eats it/cooks it.*
- *What do you think farmers do in the winter?*
- *What insects did you see today? Why are some insects good and some bad for farmers?*
- *What do you think would be the hardest part about farming?*
- *If you were a farmer what would you like to grow? Why?*
- *Write step-by-step directions for something you saw on the farm, such as how to plant potatoes, how to harvest apples, how to make sorghum molasses, how to care for a chicken.*
- *Write a poem inspired by your trip to the farm.*



### **Farm-Related Children's Books**

***A is for Appalachia! - The Alphabet Book of Appalachian Heritage*** by Linda Pack – This book is about Appalachia, the people, the geographic region, and the culture. (All ages)

***All the Places to Love*** by Patricia MacLachlen – This book builds children's appreciation of place and home and offers a child's unique perspective on farm life. (K-2)

***Bring Me Some Apples and I'll Make You a Pie*** by Robbin Gowley - This book takes readers on a family's journey of collecting fruits and vegetables from the woods, orchards, and garden all year long. (K-2)

***Cabbage and Kings*** by Elizabeth Seabrook – Two spring crops, Albert the asparagus and Herman the cabbage, make unlikely friends in farmer John's vegetable garden. Students will enjoy following the garden through the growing season from a plants' eye view and finding out the fate of these friends as fall approaches. (K-2)

***An Edible Alphabet: 26 Reasons to Love the Farm*** by – With Happy Herefords Hiccapping Home and Tip Top Tasty Tomatoes, alphabet books are not just for little kids anymore. A great mix of fiction and non-fiction, this alphabet book is fun for a variety of age groups. (pre-k-3)

***Farmer's Alphabet*** by Mary Azarian – This ABC book all about farms includes wood cuts that should be framed. (pre-k-2)

***Farming*** by Ann Love and Jane Drake– Nick thinks farming beef cattle must be easy compared to all of the work that goes into growing onions on his family's farm. Two farm kids share with each other the day to day work that goes into two very different farms. Full of facts and detail, this book helps you appreciate all of the different work that goes into a hamburger on your plate. (3-5)

***Growing Vegetable Soup*** by Lois Ehlert –This is a great book for introducing children to gardening and includes a recipe for vegetable soup. (pre-k-2)

***Harvest of Color - Growing a Vegetable Garden*** by Melanie Eclare – This book is full of realistic photographs coupled with growing tips from kids. (K-2)

***Jack's Garden*** by Henry Cole –Jack starts a garden from scratch in his backyard. We explore with the garden with Jack week by week and discover that it is made up of much more than flowers! This book is a miniature field guide for naturalists of all ages. (K-2)

***Jamberry*** by Bruce Degen – One berry two berry pick me a blue berry. Combining counting, rhyming, and berries for jam, this book is a great addition to planting berries, a field trip to a u-pick farm or a visit from a Grandma telling the story of making jam. (pre-k-2)

***Jody's Beans*** by Malachy Doyle – Through spring, summer, and fall, Jody and her grandpa watch her scarlet runner beans grow. (K-2)

***Oliver's Milkshake*** by Vivian French – Join Oliver as he visits a farm to buy ingredients for a different kind of milkshake. (pre-k-2)

## CONNECTING YOUR FIELD TRIP TO THE CLASSROOM

***On the Farm*** by David Elliott – Meet the animals that live on the farm through simple poetry. (K-2)

***One Watermelon Seed*** by Cilia Barker Lottridge – More than just a counting book, Max and Josephine plant their garden and watch their hard work multiply. (K-2)

***Pick a Pumpkin Mrs. Millie*** by Judy Cox– A fun book to go along with a field trip to an orchard or pumpkin patch. Silly Mrs. Millie loves to play word games with her students. (pre-k-2)

***Pumpkin Circle - The Story of a Garden*** by George Levenson – A first-rate introduction to the growth cycle of pumpkins coupled with outstanding photos and rhythmic text that provide a wealth of information. (pre-k-2)

***Scarlette Beane*** by Karen Wallace – A fantastic tale of growing vegetables and seeing the miracles of the garden. (pre-k-2)

***This Year's Garden*** by Cynthia Rylant – As seasons change, so do the garden tasks for Uncle Dean, Granny, and Uncle Joe. Winter is a time for planning next year's garden, spring is for planting, and summer and fall are for harvesting. Reflecting on a full year of maintaining a family garden, this story emphasized the enthusiasm the family has during the winter for starting next year's garden. (K-2)

***Tiny Seed*** by Eric Carle – In autumn, the wind blows a tiny seed off a flower and the seed embarks on a long journey. Avoiding the hot sun and deep ocean, the tiny seed lands on the ground and grows into an enormous flower. Eric Carle's magnificent collages and inspiring message of perseverance teach a valuable lesson about the life of a seed. (pre-k-2)

***Tops and Bottoms*** by Janet Stevens - A trickster tale that also shows how differences vegetables grow. (pre-k-2)

***Tractor*** by Craig Brown – A simple story illustrating a tractor's work growing corn on a farm. This is a great story to introduce children to new vocabulary and start a discussion about how farms used to grow crops before tractors. (pre-k-2)

***Up We Grow! A Year in the Life of a small, Local Farm*** by Deborah Hodge – Beautiful real-life pictures tell the story of the seasons on a working farm. With so many things happening on a farm, you might want to read this book one season at a time. (K-2)

***When the Frost is on the Pumpkin*** by James Whitcomb Riley – An ode to autumn on the farm, featuring unique dialect and rhyme. (All ages)

***ASAP has these and many more farm to School- themed children's books available for check out from our lending library at our office.***



## **Additional Resources: What Does Growing Minds Offer?**

*ASAP's Growing Minds program offers farm to school resources, training and technical assistance to schools and preschools in the Southern Appalachians. Farm to school includes school gardens, local food cooking, farm field trips, and local food in the cafeteria. Available for consulting outside our service area.*

### **General Farm to School**

**Email updates** – Our monthly Farm to School email updates include information about grant opportunities, trainings, resources, and tips for implementing farm to school. Visit our website ([growing-minds.org](http://growing-minds.org)) to sign up for this monthly email.

**Training** – Our annual Farm to School Conference helps teachers and child nutrition staff understand how to use the school garden, cook in the classroom, incorporate and promote local food in the cafeteria, and use farm field trips as instructional tools.

**Lending library** – The Growing Minds' library, in ASAP's office, is full of children's literature and curriculums targeted for Pre-K and elementary schools – and are ready to be used in the classroom.

**'This Week in the Garden' newsletter** - Created for every week of the school year, this newsletter features farm to school recipes, children's books, and activity ideas. Download at <http://growing-minds.org/this-week-in-the-garden.php>

**National Farm to School Network SE Regional Lead Agency** - Growing Minds connects farm to school in the Southeast with national efforts. Visit [www.farmtoschool.org](http://www.farmtoschool.org) to become part of the national farm to school movement.

**PTO and School Board Presentations** – We can conduct presentations on a wide variety of farm to school topics at PTO / PTA and school board meetings around Western North Carolina.

### **School Gardens**

**Free seeds for school gardens** – ASAP's office is stocked with a selection of seeds from Sow True Seed (a local company) that grow well during the school year. Stop by to pick them up for your classroom or school garden.

**Funding for school gardens** – We provide a limited number of gift cards to be used for school garden materials. In addition, twice a year we offer school garden mini-grants of up to \$100.

### **Farm Field Trips**

**Farm field trip mini-grants** – Hands-on local food and farm experiences are a big part of farm to school, and that is why ASAP offers farm field trip mini-grants to schools/preschools in our region (\$100 for the farmer, \$100 to cover travel and materials.) We also offer mini-grants to support farmer visits to the classroom. Visit [www.growing-minds.org](http://www.growing-minds.org) to find out how to apply.



## **Local Food in the Cafeteria**

**Sourcing and labeling local food** - In addition to resources for teachers and schools, Growing Minds works with Child Nutrition Directors who are interested in increasing local purchasing for school cafeterias or childcare settings.

## **Cooking in the Classroom and Local Food Taste Tests**

**Farm to School cooking resources** – To make cooking in the classroom and taste tests in the cafeteria possible, we offer stipends, recipes, and help make community chef connections. Contact us to learn more about our Farm to School cooking program and conducting school-wide taste tests.

## **Get Local @ School Materials**

**Free promotional materials** – Series includes our Get Local calendars (local harvest of the month calendars), Get Local book marks, "I tried local \_\_\_\_\_" stickers, and Get Local recipe cards can help create positive food environments at your school. All formats feature local products that are affordable for schools and educators.

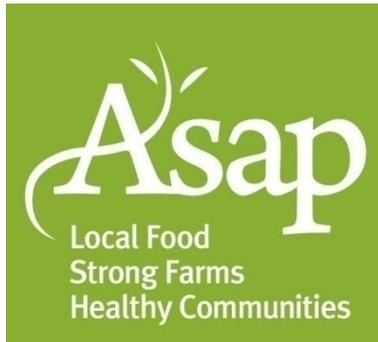
## **Special Projects**

*In addition to the resources we provide above for all educators in our region, Growing Minds engages in more in-depth special projects. Our current projects include:*

**Growing Minds @ University** – This project focuses on integrating local food activities and farm to school methods into the training of future education, nutrition, and healthcare professionals. We work with UNC Asheville's Health and Wellness Department to train and support students to facilitate local food and farm to school activities on campus and within the surrounding communities. In collaboration with Appalachian State University, Lenoir- Rhyne University, and Western Carolina University, we have made local food and farm to school training part of their Dietetic Internship programs.

**Consulting:** Our team of consultants brings an in-depth knowledge of local food systems, experience in creating and implementing programs, and a proven ability to successfully manage and evaluate projects of all sizes. We would be happy to speak with you directly about how ASAP can help you build your local food economy and implement a farm to school project.

**Get Local recipe cards and bookmarks** – These are available at our office to those in the Appalachian Grown region to be used in the classroom and sent home to parents. The bookmarks include a mini Get Local at School calendar, which lists monthly, seasonal products. The recipe cards include information and a recipe for each Get Local at School product.



ASAP helps local farms thrive, links farmers to markets and supporters, and builds healthy communities through connections to local food. Our vision is of strong farms, thriving local food economies, and healthy communities where farming is valued as central to our heritage and our future.

Farm to School is a large part of ASAP's commitment to reconnect people with the way that food is grown and to the farmers who are growing it. As a nonprofit organization, ASAP relies on the generosity of supporters like you to make this work possible.

To make a secure online donation, visit [asapconnections.org](http://asapconnections.org). Or, mail your check to ASAP, 306 W. Haywood St., Asheville, NC 28801. For more information about how you can sustain Growing Minds, contact Scott Bunn at [scott@asapconnections.org](mailto:scott@asapconnections.org) or 828-236-1282 ext. 104. All donations are tax-deductible.

