



# Reach for the Stars with Farm to Preschool

Aligning Early Childhood Environment Rating Scale, Revised Edition and Infant/Toddler Environment Rating Scale, Revised Edition with Farm to Preschool



NC FARM to  
PRESCHOOL  
NETWORK

SECOND EDITION

Published by  
North Carolina Farm to Preschool Network  
c/o Appalachian Sustainable Agriculture Project  
306 W. Haywood Street  
Asheville, NC 28801  
[www.asapconnections.org](http://www.asapconnections.org)

[www.growing-minds.org/nc-farm-to-preschool-network](http://www.growing-minds.org/nc-farm-to-preschool-network)

© 2020 North Carolina Farm to Preschool Network  
Second Edition

Some rights reserved.  
You may freely distribute this manual electronically with no alterations.  
To download a free pdf visit [growing-minds.org](http://growing-minds.org).

First published in 2016.

NC Farm to Preschool Network. 2020.  
Reach for the Stars with Farm to Preschool:  
Aligning Early Childhood Rating Scale, Revised  
Edition and Infant/Toddler Environment Rating  
Scale, Revised Edition with Farm to Preschool  
(Second Edition). Asheville, NC.

# Reach for the Stars with Farm to Preschool

## NC FARM to PRESCHOOL NETWORK

The *NC Farm to Preschool Network (NCFPN)* connects, educates, develops, and shares resources between community and state partners, farmers, early childhood educators, and families to spark the local food movement in early childhood education environments. Since its launch in 2015, this Network of stakeholders has been committed to supporting and promoting farm to preschool programming across the state of North Carolina.

This resource, *Reach for the Stars with Farm to Preschool*, was created by NCFPN in 2016. While this publication initially addressed only the Early Childhood Environment Rating Scale® (ECERS), it was revised in 2020 to include the Infant/Toddler Environment Rating Scale®, Revised Edition (ITERS-R) as well. Its purpose is to help child care centers and family child care homes integrate farm to preschool activities into their curriculum while simultaneously addressing the ECERS-R and ITERS-R. We hope this resource will benefit early childhood programs in North Carolina and across the country.

*Reach for the Stars with Farm to Preschool* is organized by four farm to preschool activities:

Activity 1: Edible Gardening with Young Children

Activity 2: Farm Field Trips/Farmer Visits with Young Children

Activity 3: Local Food Classroom Cooking/Taste Tests with Young Children

Activity 4: Local Food Served in Meals and/or Snacks

In each of these activity components, the ITERS-R and ECERS-R subscale, items, and indicators are aligned with suggested farm to preschool activities, providing ideas and prompts for early childhood educators. In addition to enriching the educational experience, this resource clearly demonstrates how star ratings can be achieved through farm to preschool programming. The indicator is not spelled out, only referenced by the number, and in the place of the indicator language is the suggested farm to preschool activity.

### References:

Harms, T., Clifford, R.M., & Cryer, D. (2006). *Infant/Toddler Environment Rating Scale – Revised Edition*. New York: Teachers College Press.  
Harms, T., Clifford, R.M., & Cryer, D. (2005). *Early Childhood Environment Rating Scale – Revised Edition*. New York: Teachers College Press.

## ACTIVITY 1: Edible Gardening with Young Children

	<b>Infant Toddler Environment Rating Scale (ITERS-R)</b>	<b>Early Childhood Environment Rating Scale (ECERS-R)</b>
<b>SUBSCALE</b>	<b>SPACE AND FURNISHINGS</b>	<b>SPACE AND FURNISHINGS</b>
<b>Scale</b>	<b>Item #5—Display for children</b>	<b>Item #6—Child-related display</b>
<b>Indicators</b>	<p><b>5.1/5.2</b> Children display art and mobiles that reference experiences in the garden and include pictures of themselves in the garden.</p> <p><b>7.1</b> Photos of children in the group doing gardening activities.</p>	<p><b>5.1</b> Children display art that references experiences in the garden. Display includes pictures of children in the garden.</p> <p><b>7.1</b> Creative and individualized displays depicting the garden are created by at least 50% of the children.</p>
<b>Scale</b>		<b>Item #7—Space for gross motor play</b>
<b>Indicators</b>		<p><b>7.1</b> Children utilize gross motor skills in the garden (weeding, digging, using a wheelbarrow) on a variety of surfaces (soft: dirt, wood chips/mulch, grass; hard: concrete surface).</p>
<b>Scale</b>		<b>Item #8—Gross motor equipment</b>
<b>Indicators</b>		<p><b>3.1</b> Children have access to gross motor equipment (wheelbarrows, shovels, hoes, buckets) in the garden.</p> <p><b>5.1</b> Numerous gross motor equipment (wheelbarrows, shovels, hoes, buckets) are made available to children in the garden.</p>
<b>SUBSCALE</b>	<b>PERSONAL CARE ROUTINES</b>	<b>PERSONAL CARE ROUTINES</b>
<b>Scale</b>	<b>Item #7—Meals/snacks</b>	<b>Item #10—Meals/snacks</b>
<b>Indicators</b>	<p><b>3.2</b> Fresh, local produce picked from the garden is served as part of a meal and/or snack.</p> <p><b>7.1</b> Locally grown food (from school garden or local farm) is served family style.</p> <p><b>7.1</b> Staff and children discuss where their food comes from, who grew it, how it gets from the field to their plate, how it grows (on a vine, underground), and if it is or is not growing in the school garden.</p>	<p><b>3.2</b> Fresh, local produce picked from the garden is served as part of a meal and/or snack.</p> <p><b>7.1</b> Locally grown food (from school garden or local farm) is served family style.</p> <p><b>7.3</b> Staff and children discuss where their food comes from, who grew it, how it gets from the field to their plate, how it grows (on a vine, underground), and if it is or is not growing in the school garden.</p>

<b>Scale</b>	<b>Item #10—Health practices</b>	<b>Item #13—Health practices</b>
<b>Indicators</b>	<p><b>5.3</b> Staff eat fresh, local produce picked from the garden.</p> <p><b>7.1</b> Children have gloves (and/or aprons) on when working in the garden and children wash their hands after working in the garden.</p>	<p><b>5.2</b> Staff eat fresh, local produce picked from the garden.</p> <p><b>5.1/5.3</b> Children have gloves (and/or aprons) on when working in the garden.</p> <p><b>7.1</b> Children wash their hands after working in the garden.</p>
<b>Scale</b>	<b>Item #11—Safety practices</b>	<b>Item #14—Safety practices</b>
<b>Indicators</b>	<p><b>5.2</b> Staff model putting away garden tools when not in use.</p> <p><b>7.1</b> Small groups of children take turns working in the garden to avoid many children using garden tools at the same time.</p>	<p><b>5.1</b> Staff put away garden tools when not in use.</p> <p><b>5.2</b> Safety rules for work in the garden are explained to the children.</p> <p><b>7.1</b> Small groups of children take turns working in the garden to avoid many children using garden tools at the same time.</p> <p><b>7.2</b> Children demonstrate the safe use of garden tools.</p>
<b>SUBSCALE</b>	<b>LISTENING AND TALKING</b>	<b>LANGUAGE-REASONING</b>
<b>Scale</b>		<b>Item #15—Books and pictures</b>
<b>Indicators</b>		<p><b>3.2</b> Staff selects and reads a seasonally-appropriate garden-related book to children.</p> <p><b>7.1</b> Rotate books each season through activity centers to feature books that highlight seasonal garden related information and stories.</p> <p><b>7.2</b> Garden books based on a seasonal theme (planting the garden, insects of the garden, harvesting from the garden, food from the garden, cooking from the garden) are made readily available to children.</p>
<b>Scale</b>	<b>Item #12—Helping children understand language</b>	<b>Item #16—Encouraging children to communicate</b>
<b>Indicators</b>	<p><b>7.1</b> Staff shares appropriate garden terminology with children.</p> <p><b>7.2</b> Children dictate a variety of garden topics to staff: garden rules, garden tasks, garden questions to a local farmer, garden discoveries, amount of produce harvested, etc.</p>	<p><b>7.1</b> Staff and children talk about what they are experiencing in the garden, balancing time between staff and children.</p> <p><b>7.2</b> Children dictate a variety of garden topics to staff: garden rules, garden tasks, garden questions to a local farmer, garden discoveries, amount of produce harvested.</p>

<b>Scale</b>	<b>Item #13—Helping children use language</b>	<b>Item #17—Using language to develop reasoning skills</b>
<b>Indicators</b>	<p><b>5.2</b> Staff and children talk about what they are experiencing in the garden, balancing time between staff and children.</p> <p><b>7.1</b> While gardening, teachers talk with children about concepts like big/little, alike/different, cause and effect, leaf or root, taking turns to let children share their thoughts.</p>	<p><b>3.1</b> While gardening, teachers talk to children about concepts like big/little, alike/different, cause and effect, leaf or root.</p> <p><b>5.1</b> Take sequence photos (ex. steps of plant growing) and use for games or books.</p> <p><b>7.1</b> Children are encouraged to connect what they learned in the garden to the food they are consuming at snack or a meal.</p> <p><b>7.2</b> Children are asked to help figure out how many seeds or transplants to plant, how much space a vegetable needs to grow, how much water is needed for plants in the garden.</p>
<b>Scale</b>		<b>Item #18—Informal use of language</b>
<b>Indicators</b>		<p><b>5.3</b> Staff help children fill in their understanding of how a plant grows in the garden (ex. what plant comes from what seed, what plants need to grow, what plants grow under or above ground).</p> <p><b>7.1</b> Individually, children explain and show staff their favorite part of the garden or favorite garden task. Teacher could use time working in the garden as a time to have one-on-one conversations with children.</p> <p><b>7.2</b> Open-ended questions dominate the conversation in the garden, with children responding to questions such as “why do you think earthworms are helpful in the garden?” or “why do we need to provide water for the plants?”</p>
<b>SUBSCALE</b>	<b>ACTIVITIES</b>	<b>ACTIVITIES</b>
<b>Scale</b>	<b>Item #17—Art</b>	<b>Item #20—Art</b>
<b>Indicators</b>	<p><b>7.2</b> Children draw pictures about their time in the garden and create a class book about the garden.</p>	<p><b>7.2</b> Children draw pictures about their time in the garden and create a class book about the garden.</p> <p><b>7.3</b> Children are encouraged and provided space to extend their garden art project (garden mural, seed mosaic, building garden castle, etc.) for an extended period of time.</p>

<b>Scale</b>	<b>Item #20—Dramatic play</b>	<b>Item #24—Dramatic play</b>
<b>Indicators</b>	<p><b>7.2</b> Caps, overalls, garden tools, wheelbarrow, hay, cornstalks, buckets, pumpkins/gourds are all props that can be used for “life on a farm” dramatic play outdoors in the garden.</p> <p><b>7.3</b> Staff pretend with children in play (ex. farmers, gardeners, chefs, cheese makers, spinners, scientists, etc.).</p>	<p><b>7.3</b> Caps, overalls, garden tools, wheelbarrow, hay, cornstalks, buckets, pumpkins/gourds are all props that can be used for “life on a farm” dramatic play outdoors in the garden.</p> <p><b>7.4</b> A visit to a local farm or garden, in addition to stories and pictures, are used to enrich dramatic play as children pretend to be farmers, gardeners, chefs, cheese makers, spinners, scientists, etc.</p>
<b>Scale</b>	<b>Item #22—Nature/science</b>	<b>Item #25—Nature/science</b>
<b>Indicators</b>	<p><b>3.1</b> Garden photo books created by class and developmentally appropriate books about gardening topics are available.</p> <p><b>3.3</b> Children visit the garden daily, and/or are invited to bring in natural materials from their home gardens or yards to examine in the classroom.</p> <p><b>5.3</b> Produce grown in the garden is used for cooking activities, predictions are made about what will happen in the garden (how many squash will grow, how big a watermelon will get, etc.).</p> <p><b>7.1</b> Staff make observations about what is going on in the garden (weather, seasons, plant growth, observing insects/birds, etc.).</p>	<p><b>3.3</b> Children bring in materials from their home gardens or yards.</p> <p><b>5.4</b> Children make observations about what is going on in the garden (weather, seasons, observing insects/birds).</p> <p><b>7.1</b> Produce grown in the garden is used for cooking activities, children make predictions about what will happen in the garden (how many squash that will grow, how big a watermelon will get, etc.).</p> <p><b>7.2</b> Photo books that document the school garden and children’s books about gardening topics added to the classroom library.</p>
<b>Scale</b>		<b>Item #26—Math/number</b>
<b>Indicators</b>		<p><b>3.1/5.1</b> Have materials like scales and measuring tapes for counting and measuring.</p> <p><b>5.4</b> Children engage in counting items that are picked from the garden.</p> <p><b>7.1</b> Children make charts to compare heights, weights, days it takes to grow, etc. from items in the garden.</p>
<b>Scale</b>	<b>Item #23—Use of TV, video, and/or computer</b>	<b>Item #27—Use of TV, video, and/or computers</b>
<b>Indicators</b>	<b>7.2</b> Videos about gardens, farms, insects, etc. are used to support garden learning.	<b>7.2</b> Videos about gardens, farms, insects, etc. are used to support garden learning.

<b>Scale</b>	<b>Item #24—Promoting acceptance of diversity</b>	<b>Item #28—Promoting acceptance of diversity</b>
<b>Indicators</b>	<p><b>3.2</b> Signs in the garden (welcome sign, rules, plant labels, etc.) are presented in multiple languages.</p> <p><b>5.1/7.1</b> Include books with images of non-traditional gardeners (images of women and people of color).</p> <p><b>7.2</b> Plant fruits/vegetables in the garden that celebrate ethnic diversity of children.</p> <p><b>7.2</b> Include activities such as taste tests representing different cultures, or children building a plate of food that represents what they see in their house.</p>	<p><b>3.2</b> Signs in the garden (welcome sign, rules, plant labels, etc.) are presented in multiple languages.</p> <p><b>5.1</b> Include books with images of non-traditional gardeners (images of women and people of color).</p> <p><b>7.1/7.2</b> Plant fruits/vegetables in the garden that celebrate ethnic diversity of children.</p>
<b>SUBSCALE</b>	<b>INTERACTION</b>	<b>INTERACTION</b>
<b>Scale</b>	<b>Item #26—Peer interaction</b>	<b>Item #33—Interactions among children</b>
<b>Indicators</b>	<p><b>5.1</b> Children are provided opportunities to work collaboratively in the garden (preparing the garden for spring planting or fall harvesting, mulching the garden, watering the garden, etc.).</p>	<p><b>7.2</b> Children are provided opportunities to work collaboratively in the garden (preparing the garden for spring planting or fall harvesting, mulching the garden, watering the garden).</p>
<b>SUBSCALE</b>	<b>PROGRAM STRUCTURE</b>	<b>PROGRAM STRUCTURE</b>
<b>Scale</b>	<b>Item #29—Schedule</b>	<b>Item #34—Schedule</b>
<b>Indicators</b>	<p><b>5.1</b> Create a garden calendar with children that can provide flexibility for lengthened activity in good weather.</p>	<p><b>5.1</b> Create a garden calendar with children that reflects ongoing maintenance needs and can also provide flexibility for lengthened activity in good weather.</p>
<b>Scale</b>	<b>Item #30—Free play</b>	<b>Item #35—Free play</b>
<b>Indicators</b>	<p><b>5.1</b> Children are allowed time for garden exploration as part of free play.</p> <p><b>7.2</b> Different materials are added to the garden periodically (magnifying glasses for closer observation, scarecrows, trellis, different plants, etc.); new experiences are added (insect and weed identification cards, looking for footprints in the snow, color hunt, etc.).</p>	<p><b>5.1</b> Children are allowed time for garden exploration as part of free play.</p> <p><b>7.2</b> Different materials are added to the garden periodically (magnifying glasses for closer observation, scarecrows, trellis, different plants, etc.); new experiences are added (insect and weed identification cards, looking for footprints in the snow, color hunt, etc.).</p>



<b>Scale</b>	<b>Item #31—Group play activities</b>	<b>Item #36—Group time</b>
<b>Indicators</b>	<p><b>3.1/3.2</b> Small groups of children work together in the garden and/or provide opportunity for children to self-select time in the garden.</p> <p><b>7.2</b> Staff take time with individual child, small groups, or whole group to provide educational interaction in garden (educational interaction could be looking for different colors in the garden, reading “Tops and Bottoms” book and finding tops and bottoms in the garden, sorting leaves, identifying insects, planning next year’s garden).</p> <p><b>7.2</b> Gardens provide many opportunities for children to be part of self-selected groups based on their interests and abilities (planting group, weeding group, watering group, harvesting group, weather station group, insect monitoring group, etc.).</p>	<p><b>3.1/3.2</b> Small groups of children work together in the garden and/or provide opportunity for children to self-select time in the garden.</p> <p><b>7.2</b> Staff take time with individual child, small groups, or whole group to provide educational interaction in garden (educational interaction could be looking for different colors in the garden, reading “Tops and Bottoms” book and finding tops and bottoms in the garden, sorting leaves, identifying insects, planning next year’s garden).</p> <p><b>7.3</b> Gardens provide many opportunities for children to be part of self-selected small groups (planting group, weeding group, watering group, harvesting group, weather station group, insect monitoring group, etc.).</p>
<b>Scale</b>	<b>Item #32—Provisions for children with disabilities</b>	<b>Item #37—Provisions for children with disabilities</b>
<b>Indicators</b>	<b>7.2</b> Modifications are made in the garden that allow for the easy participation of children with disabilities (bed raised to level of wheelchair, garden paths smooth for wheelchair/walker access, etc.).	<b>7.2</b> Modifications are made in the garden that allow for the easy participation of children with disabilities (bed raised to level of wheelchair, garden paths smooth for wheelchair/walker access, etc.).
<b>SUBSCALE</b>	<b>PARENTS AND STAFF</b>	<b>PARENTS AND STAFF</b>
<b>Scale</b>	<b>Item #33—Provision for parents</b>	<b>Item #38—Provision for parents</b>
<b>Indicators</b>	<p><b>3.3/3.4</b> Parents and family members are involved in all aspects of the garden; signage in the garden (plant identification, garden rules, etc.) is in languages that reflect children’s families.</p> <p><b>5.2</b> Parents are made aware that the garden program is a vital piece of experiential education and that it is used as a teaching tool to bolster creativity and discovery.</p>	<p><b>3.3/3.4</b> Parents and family members are involved in all aspects of the garden; signage in the garden (plant identification, garden rules, etc.) is in languages that reflect children’s families.</p> <p><b>5.2</b> Parents are made aware that the garden program is a vital piece of experiential education and that it is used as a teaching tool to bolster creativity and discovery.</p>
<b>Scale</b>	<b>Item #39—Opportunities for professional growth</b>	<b>Item #43—Opportunities for professional growth</b>
<b>Indicators</b>	<p><b>5.2</b> Staff are provided regular in-service trainings on how to best use the garden as an instructional tool (guest speakers could be area farmers, Cooperative Extension).</p> <p><b>7.1</b> Staff are allowed opportunities to attend the National Farm to School Network conference, Children and Youth Gardening Symposium, as well as local and regional farm to school conferences.</p>	<p><b>5.2</b> Staff are provided regular in-service trainings on how to best use the garden as an instructional tool (guest speakers could be area farmers, Cooperative Extension).</p> <p><b>7.1</b> Staff are allowed opportunities to attend the National Farm to School Network conference, Children and Youth Gardening Symposium, as well as local and regional farm to school conferences.</p>

## ACTIVITY 2: Farm Field Trips/Farmer Visits with Young Children

	<b>Infant Toddler Environment Rating Scale (ITERS-R)</b>	<b>Early Childhood Environment Rating Scale (ECERS-R)</b>
<b>SUBSCALE</b>	<b>SPACE AND FURNISHINGS</b>	<b>SPACE AND FURNISHINGS</b>
<b>Scale</b>	<b>Item #5—Display for children</b>	<b>Item #6—Child-related display</b>
<b>Indicators</b>	<b>5.1</b> Photos displayed on walls about current farm field trips or farmer visits.	<b>5.1</b> Photos displayed on walls about current farm field trips or farmer visits. <b>5.2</b> Drawings children created about current farm field trips or farmer visits are displayed.
<b>SUBSCALE</b>	<b>LISTENING AND TALKING</b>	<b>LANGUAGE-REASONING</b>
<b>Scale</b>	<b>Item #14—Using books</b>	<b>Item #15—Books and pictures</b>
<b>Indicators</b>	<b>5.1/5.2/7.2</b> Age appropriate books about farms are read with children and are available at all times.	<b>5.1/7.1</b> Books about farms and farmers are available at all times, and rotated to maintain interest. <b>7.2</b> Class creates a book about recent farm field trip or farmer visit.
<b>Scale</b>	<b>Item #12—Helping children understand language</b>	<b>Item #16—Encouraging children to communicate</b>
<b>Indicators</b>	<b>5.2</b> Teacher asks open-ended questions about what the children learned during their farm field trip or farmer visits. <b>7.1</b> Teacher uses descriptive words about farmer field trip or visit (ex. we saw pigs, cows; the farmer grows corn, peas).	<b>5.1/7.2</b> Children create drawings about farm field trips or farmer visits and the teacher dictates stories from children about their experience. <b>5.1</b> Teacher asks open-ended questions about what the children learned during their farm field trip or farmer visits. <b>5.2</b> Farming supplies (hats, shovels, produce, baskets, etc.) added to the dramatic play area, or things you would see on the farm (animals, food, tractors, etc.) added to the block area.
<b>Scale</b>		<b>Item #17—Using language to develop reasoning skills</b>
<b>Indicators</b>		<b>3.1</b> During farm field trips or farmer visits, teachers talk to children about concepts like big/little, alike/different, cause and effect, leaf or root. <b>5.1</b> Take sequence photos (ex. steps of plant growing) or photos of flowering plants and matching produce items, then use them for games or books. <b>7.2</b> When on a field trip to a farm, children are asked to reflect on how much space a vegetable needs to grow, how much water is needed for plants, etc.

<b>Item</b>		<b>Item #18—Informal use of language</b>
<b>Indicators</b>		<p><b>5.3</b> Staff help children fill in their understanding of what goes on at a farm (ex. what a typical day on the farm looks like, where the food goes after they grow it, etc.).</p> <p><b>7.1</b> Individually, children explain and show staff their favorite part of the farm field trip or farmer visit.</p> <p><b>7.2</b> Open-ended questions dominate the conversation during the farm field trip or farmer visit, with children responding to questions such as “what do you think the farmer does on a typical day?” or “where do you think the food they grow goes?”.</p>
<b>SUBSCALE</b>	<b>ACTIVITIES</b>	<b>ACTIVITIES</b>
<b>Scale</b>	<b>Item #15—Fine motor</b>	<b>Item #19—Fine motor</b>
<b>Indicators</b>	<b>3.1/5.1</b> Add puzzles, sorting items, beading items, and sewing cards that have a farm theme (animals on the farm, items a farmer grows, etc.).	<b>3.1/5.1</b> Add puzzles, sorting items, beading items, and sewing cards that have a farm theme (animals on the farm, items a farmer grows, etc.).
<b>Scale</b>	<b>Item #17—Art</b>	<b>Item #20—Art</b>
<b>Indicators</b>	<b>5.2</b> Children draw pictures about their farm field trip or farmer visit and create a class book about the experience.	<b>7.2</b> Children draw pictures about their farm field trip or farmer visit and create a class book about the experience.
<b>Scale</b>	<b>Item #18—Music/movement</b>	<b>Item #21—Music/movement</b>
<b>Indicators</b>	<b>7.3</b> During music/movement time children are encouraged to act like farm animals.	<b>7.3</b> During music/movement time children are encouraged to sing farm-themed songs and act like farm animals.
<b>Scale</b>	<b>Item #20—Dramatic play</b>	<b>Item #24—Dramatic play</b>
<b>Indicators</b>	<p><b>5.3</b> Farm prop box filled with produce items, overalls, baskets, plastic hoes and shovels, gloves, buckets, etc. that can be rotated in the center.</p> <p><b>7.2</b> Caps, overalls, garden tools, wheelbarrow, hay, cornstalks, buckets, pumpkins/gourds are all props that can be used for “life on a farm” dramatic play outdoors in the garden.</p>	<p><b>7.1</b> Farm prop box filled with produce items, overalls, baskets, plastic hoes and shovels, gloves, buckets, etc. that can be rotated in the center.</p> <p><b>7.3</b> Caps, overalls, garden tools, wheelbarrow, hay, cornstalks, buckets, pumpkins/gourds are all props that can be used for “life on a farm” dramatic play outdoors in the garden.</p> <p><b>7.4</b> A visit to a local farm or garden, in addition to stories and pictures, are used to enrich dramatic play as children pretend to be farmers, gardeners, chefs, cheese makers, spinners, scientists, etc.</p>

<b>Scale</b>	<b>Item #22—Nature/science</b>	<b>Item #25—Nature/science</b>
<b>Indicators</b>	<b>5.2</b> Add materials like seeds, fruit/vegetable plants, books showing farm experiences (animal, plants, etc.), simple games using real photos of fruit and vegetable plants or farm animals, puzzles with realistic photos of farm animals and plants to nature/science center.	<b>3.3</b> Children bring in materials from their home gardens or yards. <b>5.1</b> Add materials like seeds, fruit/vegetable plants, books showing farm experiences (animal, plants, etc.), simple games using real photos of fruit and vegetable plants or farm animals, puzzles with realistic photos of farm animals and plants to nature/science center. <b>7.2</b> Add photo books created and books about farming, farm field trips, or farmer visits to classroom library.
<b>Scale</b>		<b>Item #26—Math/number</b>
<b>Indicators</b>		<b>3.1/5.1</b> Have materials like scales and measuring tapes for counting and measuring to compare items observed during a farm visit.
<b>Scale</b>	<b>Item #24—Promoting acceptance of diversity</b>	<b>Item #28—Promoting acceptance of diversity</b>
<b>Indicators</b>	<b>5.1/7.1</b> Include books with images of non-traditional farmers (images of women and people of color).	<b>5.1</b> Include books with images of non-traditional farmers (images of women and people of color).

## ACTIVITY 3: Local Food Classroom Cooking/Taste Tests with Young Children

	<b>Infant Toddler Environment Rating Scale (ITERS-R)</b>	<b>Early Childhood Environment Rating Scale (ECERS-R)</b>
<b>SUBSCALE</b>	<b>SPACE AND FURNISHING</b>	<b>SPACE AND FURNISHING</b>
<b>Scale</b>	<b>Item #5—Display for children</b>	<b>Item #6—Child-related display</b>
<b>Indicators</b>	<b>5.1/5.3</b> Photographs of classroom taste tests of local produce (grown by children or by area farmers) are displayed for children at eye-level.	<b>5.1/5.2/5.3</b> Photographs or drawings of classroom taste tests of local produce (grown by children or by area farmers) are displayed for children at eye-level.
<b>SUBSCALE</b>	<b>PERSONAL CARE ROUTINES</b>	<b>PERSONAL CARE ROUTINES</b>
<b>Scale</b>	<b>Item #7—Meals/snacks</b>	<b>Item #10—Meals/snacks</b>
<b>Indicators</b>	<b>5.4/7.1</b> Conversation is encouraged among the children and staff during the snack/taste test (talk could be about time spent in the garden, where the food came from, etc.).	<b>7.1</b> Children help set up/clean up taste tests during snack times. <b>7.3</b> Conversation is encouraged among the children during the snack/taste test (talk could be about time spent in the garden, where the food came from, etc.).
<b>Scale</b>	<b>Item #10—Health practices</b>	<b>Item #13—Health practices</b>
<b>Indicators</b>	<b>7.1</b> Children taught to manage health practices independently (washing hands and putting on an apron before a cooking lesson, washing hands before participating in a taste test).	<b>7.1</b> Children taught to manage health practices independently (washing hands and putting on an apron before a cooking lesson, washing hands before participating in a taste test).
<b>Scale</b>	<b>Item #11—Safety practices</b>	<b>Item #14—Safety practices</b>
<b>Indicators</b>	<b>5.1/5.2</b> Staff anticipate and take action to prevent safety problems (moving hot dishes out of children’s reach, keeping knives away from children). <b>7.1</b> Cooking area is arranged to help children follow safety rules (food preparation equipment is sized appropriately; younger children prepare food at a separate time from older children). <b>7.2</b> Staff explain reasons for food preparation safety rules to children.	<b>5.1/5.2</b> Staff anticipate and take action to prevent safety problems (moving hot dishes out of children’s reach) and staff explain reasons for being safe to children while they are cooking. <b>7.1</b> Cooking area is arranged to avoid safety problems (food preparation equipment is sized appropriately; younger children prepare food at a separate time from older children). <b>7.2</b> Children understand the safety rules regarding food preparation and follow the rules.

<b>Subscale</b>	<b>LISTENING AND TALKING</b>	<b>LANGUAGE-REASONING</b>
<b>Scale</b>	<b>Item #14—Using books</b>	<b>Item #15—Books and pictures</b>
<b>Indicators</b>	<p><b>5.2</b> Books about mealtimes and food preparation are offered to provide a wide selection of books.</p> <p><b>7.2</b> Staff use books with children that relate to current classroom activities or themes (recipe books with picture instructions, books about children cooking and eating are displayed near the food preparation area).</p> <p><b>7.3</b> Books and other language materials about food preparation are rotated to maintain interest.</p>	<p><b>7.1</b> Books and other language materials about food preparation are rotated to maintain interest.</p> <p><b>7.2</b> Some books relate to current classroom activities or themes (recipe books with picture instructions, books about children cooking and eating are displayed near the food preparation area).</p>
<b>Scale</b>	<b>Item #24—Promoting acceptance of diversity</b>	<b>Item #28—Promoting acceptance of diversity</b>
<b>Indicators</b>	<b>3.3/7.2</b> Includes activities such as taste tests representing different cultures or children building a plate of food that represents what they see in their house.	<b>3.2/7.2</b> Includes activities such as taste tests representing different cultures or children building a plate of food that represents what they see in their house.

## ACTIVITY 4: Local Food Served in Meals and/or Snacks

	<b>Infant Toddler Environment Rating Scale (ITERS-R)</b>	<b>Early Childhood Environment Rating Scale (ECERS-R)</b>
<b>SUBSCALE</b>	<b>PERSONAL CARE ROUTINES</b>	<b>PERSONAL CARE ROUTINES</b>
<b>Scale</b>	<b>Item #7—Meals/snacks</b>	<b>Item #10—Meals/snacks</b>
<b>Indicators</b>	<p><b>5.2</b> Atmosphere at meal times and snack times is pleasant and social, with children talking about their garden, cooking, farm field trips, etc.</p> <p><b>7.1</b> Children are engaged in mealtime conversations about where their food comes from, how it was grown, if they cook at home with food from their gardens, etc.</p>	<p><b>5.2</b> Atmosphere at meal times and snack times is pleasant and social, with children talking about their garden, cooking, farm field trips, etc.</p> <p><b>7.3</b> Children are engaged in mealtime conversations about where their food comes from, how it was grown, if they cook at home with food from their gardens, etc.</p>
<b>Scale</b>	<b>Item #10—Health practices</b>	<b>Item #13—Health practices</b>
<b>Indicators</b>	<p><b>5.3</b> Staff model healthy eating habits by highlighting items in their lunch that could be grown nearby, if they grew it themselves or purchased it from a local farmer, and engaging children in this discussion.</p> <p><b>7.1</b> Children are taught to wash items from the school garden before they consume them.</p>	<p><b>5.2</b> Staff model healthy eating habits by highlighting items in their lunch that could be grown nearby, if they grew it themselves or purchased it from a local farmer, and engaging children in this discussion.</p> <p><b>7.1</b> Children are taught to wash items from the school garden before they consume them.</p>
<b>SUBSCALE</b>	<b>LISTENING AND TALKING</b>	<b>LANGUAGE-REASONING</b>
<b>Scale</b>	<b>Item #14—Using books</b>	<b>Item #15—Books and pictures</b>
<b>Indicators</b>	<p><b>7.3</b> Recipe books or photo books featuring foods that could be grown on local farms are rotated to maintain interest.</p>	<p><b>7.1/7.2</b> Recipe books featuring foods that could be grown on local farms are rotated to maintain interest.</p>
<b>SUBSCALE</b>	<b>ACTIVITIES</b>	<b>ACTIVITIES</b>
<b>Scale</b>	<b>Item #15—Fine motor</b>	
	<p><b>5.1/7.1</b> Food prep activities are one of the varieties of fine motor activities offered (snapping beans, shucking corn, picking seeds from plants, etc.).</p>	
<b>Scale</b>	<b>Item #22—Nature/science</b>	<b>Item #25—Nature/science</b>
<b>Indicators</b>	<p><b>5.3</b> Teachers discuss with children how local food is grown, harvested, and delivered to child care center (share how this is different from food coming from other states or countries).</p>	<p><b>5.4</b> Teachers discuss with children how local food is grown, harvested, and delivered to child care center (share how this is different from food coming from other states or countries).</p>
<b>SUBSCALE</b>	<b>PARENTS AND STAFF</b>	<b>PARENTS AND STAFF</b>
<b>Scale</b>	<b>Item #33—Provisions for parents</b>	<b>Item #38—Provisions for parents</b>
<b>Indicators</b>	<p><b>5.2</b> Parent handbook includes a statement about purchasing local foods—could include information about where they purchase and how frequently local food is served.</p>	<p><b>5.2</b> Parent handbook includes a statement about purchasing local foods—could include information about where they purchase and how frequently local food is served.</p>

NC FARM to  
PRESCHOOL  
NETWORK