



Guidelines and Didactic Concept for Training from “Field to School”



These guidelines will support users in the preparation and implementation of Field to School projects and give instructions on accessing the project website and online resources.

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Chapter 1: Information about Field to School

The project partners have developed the website titled 'Field to School'. It offers online resources and examples of best practice to teachers, farmers, coordinating agencies, NGO staff and any other individuals involved in delivering farm-based educational activities in schools.

Field to School learning opportunities

Learning about food and farming provide an inspiring opportunity to teach children about food production, environmental issues and the intangible cultural heritage of food. Rather than leave that learning experience on the farm after a school visit, these practical learning experiences can be built on back in the school and classroom. Research on school-farm co-operations has shown that farm visits are most effective if they are followed up in the classroom before and after the visit and regularly referred back to during the school year.

Often the farm visit is seen as a summer outing with little thought about how it can play an integral role in delivering learning and wellbeing outcomes in school. The onus here is on the teacher having the skills and knowledge to further develop the learning, and often they are not confident in doing this. Best practice examples and teaching tools can encourage teachers to build on the initial farm visit and embed the learning into the school year. These include mini school-farms that may grow vegetables or keep chickens; schools that have a regular link with a nearby farm to grow vegetables, or schools that invite producers in to hold a farmers' market.

The Field to School project is based around a number of key areas:

Digital learning for teachers

Field to School aims to provide innovative and high-quality tools to help the Continuing Professional Development of educators so that they can develop and demonstrate best practice in their countries. We have developed a number of best practice examples demonstrating how farm experiences can be continued and embedded into the school curriculum. The project will support schools in extending their farm experiences by developing free to access resources for use by schools. These resources will explore a range of subjects from food and farming enterprise learning, through to how the farm can be an ideal venue for educators and their pupils to use digital technology to record their experiences, as well as exploring food culture and investigating environmental and social issues.

Integration of disadvantaged youth

Practical, real-world learning offers particular benefits to those individuals who sometimes struggle in mainstream education. Groups of children and young people with special educational needs, such as those with learning disabilities or those at risk of exclusion from mainstream education, can often benefit from learning in a new environment. One of the core aims of this project is to re-engage young people by providing alternative experiences to mainstream schooling and to approach learning from a broader perspective. Often in cases where practical farm-based activities have been offered, teaching staff and education officers have identified profound improvements in physical and mental health, as well as educational development.



Integration of refugee children

Over the last few years, European countries have had to face the challenge of integrating large numbers of refugees into their societies. Field to School activities offer refugees new perspectives on life outside the refugee camps that many have lived in and an insight into European life and its associated food culture. It also enables them to share their food culture and traditions with other children in their host country. Refugees will have the opportunity to ask questions about society, whilst at the same time providing incentives to learn new vocabulary that is connected with food and farming activities. Additionally, enterprise learning can provide refugees with an insight into future job opportunities in the food industry.



Food heritage

The intangible cultural heritage of food is an enormous resource to promote sustainable food production and consumption, tourism, environmental sustainability and social integration. This food heritage includes gastronomic traditions, farming and food production skills and techniques, cultural traditions and events related to food and histories of a countries and regions. The website's resources will provide new teaching opportunities to education and training professionals in both formal as well as informal educational settings.



Education for Sustainable Development

Field to School projects enable all aspects of Education for Sustainable Development to be addressed. This includes the economical, ecological, social and cultural issues that will have an effect on our future. By developing ongoing farm link projects in the school, the complex nature of sustainable development will become more evident and understandable for pupils and teachers.

Methodology:

Through access to an online collection of best practice examples of Field to School education in various EU countries, as well as a range of teaching resources, the project will support target groups in delivering and embedding the food and farming experiences into formal and informal teaching and learning.

The project will investigate and showcase examples of best practice in partner countries where the farm visit connection is maintained with the school. This could be through a variety of methods:

- A) where the school has a regular and ongoing relationship with a farm
- B) where enterprise learning around food happens in school (e.g. school farmers' markets)
- C) where the school has a school garden, either on a nearby farm or on the school premises and where they are engaged in food production. (eg growing or chicken keeping)
- D) where food from the farms is served or sold in the school
- E) where the school undertakes cultural food activities to engage disadvantaged communities and migrant populations
- F) digital learning tools (e.g. filming activities on the farm)

Field to School will be undertaking the following activities in order to develop inspiring online resources to support the work of teachers and educators:

- investigating the best practice examples that partner organisations are involved with
- developing case study information and films to demonstrate best practice examples to others
- sharing the background information required for running these farm links projects through a web-based platform, translated into the partner country languages.
- provide open source educational resources on the EU Erasmus e-twinning and/or the School Education Gateway



Chapter 2: Information about the online resource portal

The Field to School partnership has put together a range of inspiring case studies, films, activity sheets and links to interesting sites in order to support teachers in delivering messages about growing, food and farming in the classroom. Each of the course sections looks at a different aspect to learning about food and farming. Within each section, teachers will find lots of ideas for fun and engaging classroom projects and everything they will need to support their delivery.

The resource portal is divided into 6 project types:

1. **Enterprise Projects:** In this section, you will find resources to support you in running your own farm related enterprise project in school.
2. **Growing Projects:** In this section, you will find resources for projects that will allow you to get growing in your school grounds.
3. **Farming Projects:** Here you will find resources that support you in bringing the farm experience into the school.
4. **Food Projects:** Here, you will find resources that use food and cooking as a means to learn more about farming.
5. **Social Projects:** This section offers guidance on how different cultures and age groups can learn about farming from each other.
6. **Digital Projects:** Here, you will find resources that look at how technology can be used to learn about food and farming.

The resource portal is available in English and 6 other languages and national versions: Austrian, Czech, Danish, German, Norwegian and Polish.



Chapter 3: How to use the online resource portal

Navigation

The project partners have created website titled 'Field to School' with online resources to support teachers in delivering food and farming related education in school and school gardens.

The online portal can be found by following the link below:

<http://www.fieldtoschool.eu.server.jerewan.cz/>

For those wishing to access the website's resources, the content can be reached by navigating to the 'Resources' section or by following the link below:

<http://www.fieldtoschool.eu.server.jerewan.cz/resources>

After navigating to the resources, website users can browse through the six project areas to access free downloadable resources, case studies, short films and links to other relevant websites. The six project areas are titled:

- **Enterprise projects**
Where enterprise learning around food happens in school (e.g. school farmers' markets). In this section, users will find resources to support them in running their own farm related enterprise projects in school.
- **Growing projects**
Where the school has a school garden either on a nearby farm or on the school premises and where they are engaged in food production. (eg growing or chicken keeping). In this section, users will find resources for projects that will allow them to get growing in their school grounds.
- **Farming projects**
Where the school has a regular and ongoing relationship with a farm. Here users will find resources that support them in bringing their farm experiences into the school.
- **Food projects**
Where food from the farms is served or sold in the school. Here, users will find resources that use food and cooking as a way of learning more about food and farming.
- **Social projects**
Where the school undertakes cultural food activities to engage disadvantaged communities and migrant populations. This section offers guidance on how different cultures and age groups can learn about food and farming from each other.
- **Digital projects**
Digital learning tools (e.g. filming activities on the farm). Here, users will find resources that look at how technology can be used to learn about food and farming.

No registration or login is necessary to use the website or to access resources.



4. The advantages of farm education in the school environment

If you were to ask those teachers who have experience in outdoor learning what the benefits were, they might say the following:

“Our pupils are more active and curious when they are learning outdoors.”

“The children use all of their senses whilst out in the garden”

“Pupils often demonstrate different talents whilst working practically outside. “

“There is no subject in the school curriculum that cannot be linked to food and farming.”

“Oral work, written texts and maths is easier when they have experienced something in the garden.”

“Sharing outdoors tasks gives pupils a chance to form new relationships in addition to those formed in the classroom.”

“Mastering practical work in the garden or on the farm gives the pupils more self-confidence and belief in what they can manage.”

“Working outside and taking responsibility for the school garden gives the students a chance to learn to love the natural world and believe that they can contribute to taking care of it.”

Benefits to children

There are many benefits that children can gain from outdoor learning, both educationally and physically. Outdoor learning stimulates all of the senses and these experiences engage children and can leave long lasting impressions upon them. Practically, outdoor learning can offer opportunities for physical work, which can have a wide range of positive physical and mental health benefits. In addition, farms and gardens expose learners to a wide range of vegetables, fruits and animal products, allowing children to develop a fuller understanding of their eating habits. The principles of gardening and farming, as well as ecological principles and other aspects of the natural world can



also all be taught and learnt about through direct observation and involvement.

Tasks such as feeding animals, planting food in a school garden, harvesting the produce and then cooking food from this produce, immediately become more meaningful when children have been given ownership of the process. It is when these tasks have a meaning and a purpose, children often feel more compelled to contribute and to take ownership of the work.

These type of projects also provide opportunities for follow up work back in the classroom. Teachers have noted how a child’s passion for their outdoor work often shows through in written assignments and other classroom-based projects.

Some children, particularly those in urban areas, may not have access to the natural world. School gardens and school farms, offer unique opportunities for children to have regular contact with nature. This contact allows children to develop a relationship with the natural



world and allows them to start to understand the positive benefits of creating a partnership with nature and producing food for themselves. Martin Luther is quoted as saying, “if I knew the world would perish tomorrow, I would still plant an apple tree today.” The opportunity to contribute in a school garden or on a school farm offers a unique chance to experience the joy of working with nature.





Chapter 5: Target groups

The Field to School project aims to offer advice, information and support to anyone who is interested in delivering food and farming education within a school setting. This support is offered through the production of case studies and resources that can be used by a wide range of practitioners and target groups. These resources will be accessed through the Field to School online platform. Field to School has developed its online platform as a place where all target groups can come to access the educational resources. Project partners will use their existing networks, as well as dissemination seminars and activities to raise awareness of the platform and the free to access resources.

Teachers and training professionals in formal and informal settings

Outdoor spaces within the school grounds offer teachers and other educators specific opportunities for the delivery of outdoor learning. Experience from previous partnership projects shows that there is much to be gained from a school developing a close and ongoing link with a farm, and then following up on any visits with additional learning when back in school. Empowered teachers can build on inspiring ‘wow day’ farm visits by developing follow up projects and activities that can be run back in school over the course of the academic year.

Farmers and growers

Many farmers and growers are interested in the Field to School model as a way of creating closer and ongoing links with schools. The trend to use outdoor education as a strategy for farm diversification is progressing in a number of European countries, and this form of diversification can help to preserve or generate jobs within the farming and industry. The supporting resources produced by the Field to School project hopes to give those farmers and growers who are interested in developing their education offers, more confidence when going into schools and working with young children.

Coordinating Agencies and staff

There are a number of coordinating agencies, such as charities that work in the outdoor sector, who are connecting farms and farmers with schools and teachers. These coordinating will use a wide range of materials and links to the outdoor learning network to be able to support and advise farms and schools. The Field to School website will be accessible to these agencies as a supporting resource. The case studies, films and resources that have been produced will be used by these agencies to inform, advise and support any schools and farms that they work with.

Vocational students and trainee teachers

Students of vocational schools, vocational colleges and teaching colleges are one of the target groups who may benefit from the opportunity to find out more about food and farming education. Farm diversification is a module that is often taught at vocational, agricultural colleges. This project has been developed so that anyone interested in diversification and or outdoor education, can find out more and gain inspiration from the opportunities that are offered. In addition, the Field to School project partners believe that student teachers are important target group who can help to achieve the project’s aim of bringing food and farming education into schools. Giving graduate teachers the skills and confidence to deliver farm-based education is a key target of the partners within the Field to School project.



Special Educational Needs teachers

These school centric learning opportunities can also create particular benefits for those teachers or educators who care for and educate pupils with special educational needs. Classes that include children with specific needs, such as those with learning difficulties, social needs and / or children with a migrant background, may often benefit from outdoor and practical learning experiences that sit outside conventional patterns of learning. Not only do these experiences help to build up knowledge and motivation but they also offer therapeutic opportunities whilst also developing fine motor skills and creative abilities.

Headmasters and senior management

It is important that teachers have the support of headteachers and other members of senior management when planning and launching new projects within the school. Access to the online resources created by Field to School provide headmasters with the opportunity to discover more about food and farming education and the benefits that it can offer within their schools.





Chapter 6: The importance of outdoor education for the inclusion of disadvantaged groups

What do we mean by “disadvantaged”?

The term disadvantaged may refer to an individual or group who is at some form of social, economic or educational disadvantage. Researchers may define those young people as disadvantaged who have little or no family support, who are not familiar with the local language, who belong to an immigrant background or who have low personal resources such as no school qualifications (Policy review of the Youth Research Cluster on Social Inclusion, 2012). Individuals from disadvantaged groups may struggle in the education system. Within this education system, the following groups are often regarded as disadvantaged: young people not yet ready for education, , young people with learning disabilities and formally low-skilled, socially disadvantaged young people who have not been admitted or have not completed their training (Hofmann et al, 2017).

Benefits of the Field to School approach for disadvantaged groups

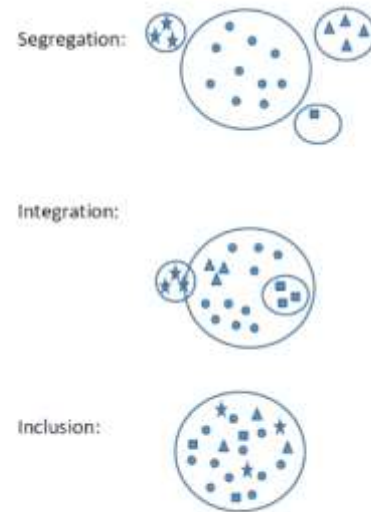
Research has shown that when outdoor learning is combined with more traditional learning methods, it can lead to a deeper level of knowledge and understanding of topics, than if either methods are used on their own. Much of the academic research that has been carried out suggests that when combining theoretical learning with real-world experiential learning, outdoor learning can help with learning skills such as improving academic achievement, supporting cross-curricular learning, as well as improving critical thinking (Fisher-Maltese, Fisher and Ray, 2018; McCarty, 2013; Smeds, Jeronen, and Kurppa, 2015). Softer skills may also be developed, helping with problem-solving skills such as teamworking and leadership. A study by Smeds, Jeronen, and Kurppa (2015) about farm-based learning found that low academic performers showed higher than average test results even five months after undertaking their farm-based learning sessions. This points to the hypothesis that such learning methods can have long term positive impacts and specifically, as previously mentioned, for those who struggle in mainstream education. Such individuals may have become disengaged with education and outdoor learning often provides opportunities to re-engage young people through learning in new ways; helping to create new roles and identities from those that have previously been established in the in the classroom (Camasso and Jagannathan, 2018).

In relation to those refugee and migrant children who originate from rural backgrounds, the farm or garden can provide these children with opportunities to link learning to their existing knowledge and experiences. This can create new opportunities for these students, to share their experiences from their countries of origin with their contemporaries in their new host countries.



Integrative vs inclusive education

Integration assumes that a society consists of a relatively homogenous majority group and a series of smaller external groups that needs to be integrated into the existing system. Inclusion regards all people as equal individuals within the society (Güngör, 2013). In terms of the education system, this means that instead of the pupil attempting to integrate into an existing system, it is the school's mission to practice a system of inclusion to ensure that all students are able to participate with their respective skills and talents (Schöb, 2013). In an inclusive education system, children from all communities and with a range of abilities learn together. Inclusive education acknowledges that all children can learn and respects the differences between individual children.



Graphic: gutessen consulting

Special educational needs (SEN)

Education of pupils with special educational needs (SEN) is an integral part of the education system in most of the European countries. Support for young people with special educational needs (SEN) aims at stimulating pupils' psychological and physical development and enhancing the effectiveness of learning. Such support is intended to relieve the causes and symptoms of disorders, including behavioral disorders, and to support pupils in gaining the most from their education. It is crucial to prepare children and young people for life as full members of society (within the family, local community and labor market) by ensuring through special methods, that an individual's potential is enhanced as much as possible. In order to ensure the effectiveness of their educational support, it is necessary to first identify the pupil's needs and to then provide the most suitable types and methods of support.

Inclusion of hard to reach groups

Practical, real-world learning offers particular benefits to all children but specially to those individuals who sometimes struggle in mainstream education. Children and young people with special educational needs, such as those at risk of exclusion from mainstream education, can often benefit from learning in a new environment. One of the core aims of this approach to learning is to re-engage young people by providing alternative experiences to mainstream schooling and to approach learning from a broader perspective. Often in cases where practical farm-based activities have been offered, teaching staff and education officers have identified profound improvements in physical and mental health, as well as educational development.

Inclusion of refugee children

Over the last few years, European countries have had to face the challenge of integrating large numbers of refugees into their societies. Field to School activities offer refugees new perspectives on life outside the refugee camps that many have lived in, and an insight into European life and its associated food culture. Some of these refugee children may come from agricultural families or communities and may indeed have a better understanding of these issues than their EU contemporaries.



The Field to school website also provides case studies of projects that have enabled immigrant communities to share learning around their food culture and traditions with children in their host country. Food festivals, customs and recipes provide a readily available window into understanding more about the culture of the host country, as well as the origins of immigrant communities. Additionally, enterprise learning can provide refugees with an insight into future job opportunities within the food industry.

Many of the benefits of school links with farms have been described in the project 'Learning on Biofarm' (<http://www.learningonbiofarm.eu>)

Food Literacy for teenagers – An Austrian Case Study

Eating habits are often closely related to social demographics. Studies suggest that disadvantaged young people may sometimes practice a food culture that can lead to nutrition related disease. In the Austrian project 'Food Literacy', cooking workshops were run for young people. The program was run in Vienna by Gutessen Consulting in cooperation with T.I.W., an organization, which offers barrier-free qualification programs and training for about 3000 disadvantaged young people per year. The cooking-program started in 2014 and this led to the creation of a toolbox for trainers with 20 step-by-step easy understandable cooking instructions. Target group were teenagers (age 16 to 21), who did not finish school for different reasons – mental health issues, lack of support from home, no family, lack of language skills because of immigration etc.

The aim of the initiative was to build up competence in self-determined nutritional action (purchasing, growing and cooking food). In cooking classes, the young people identified what they wanted to eat and to cook. They then prepared their meals together as a group. There were varying levels of skill within the group. Some had never been in a kitchen before, whilst others had cooking experience. The work with written instructions (recipes) was a challenge for some, because of a lack of reading skills and understanding about units of measurement.

All in all, the teenagers had great fun in cooking and eating together. Producing food gave them a sense of achievement. Currently we still run cooking workshops with these young people and in 2019 a cookbook in simple language and with image-guided cooking instructions for this target group (cooperation T.I.W. and Gutessen Consulting) will be completed.

Findings from the courses:

- * The topic of food was motivating.
- * Through eating, positive group dynamics were created.
- * The topic of nutrition helps to deal positively with cultural and social differences.
- * Each participant contributed something to the topic of food.
- * Food works! Eating and drinking has a positive effect on health, well-being and the environment.
- * Through the contents, self-confidence, self-responsibility were developed.
- * Eating strengthens community links and promotes tolerance towards others.



Chapter 7: Practical advice

There are a number of things to think about when establishing a Field to School programme in the school. Here are a few tips that might help you when setting up your project:

1. Establish a link with a suitable local farm or growing area

- Find a local farm to visit to create the inspiration for your field to school activities.
- Plan the day with the farmer to ensure you get the most out of this real-world experience, leaving work books, quizzes and questionnaires in the classroom.
- Think about how your farm visit can form a platform for future learning in the classroom.
- Consider a programme of link ups with your chosen farm / growing area throughout the year to see the changes in season.

2. Use enterprise learning projects as a way of raising funds to support your outdoor learning

- Farms and growing areas are businesses, so these links can be an ideal way to start thinking about enterprise learning projects.
- Consider selling food on a stall at school, being a drop-off point for a vegetable box scheme or even set up a regular farmers' market in the school hall.
- Involve the pupils with marketing, business planning and selling produce as a learning experience and involve parents and the wider school community.

3. Use your school grounds to develop a farm link project

- The school premises can provide an ideal opportunity for small-scale growing, even using window boxes and plant pots if space is limited.
- Think about areas in the school grounds that could be used for vegetables, or even chicken keeping and bee-keeping.
- Consider how to look after these enterprises during school holidays and weekends, and plan what to grow accordingly.
- Make the best of the skills and contacts of staff and parents at the school, you may find there are keen farmers and growers amongst them!

4. Link your projects to the school curriculum

- Field to school projects can be a valuable way to deliver the curriculum through real-world learning approaches, and this will help justify why you are running them in school.
- Consider what areas of the curriculum you could deliver through a farm link project, be creative and don't just think about science. Maths, design and ICT can all be delivered through field to school activities.
- Develop a plan to link the field to school projects to the curriculum throughout the year, and with different age groups.



5. Make a link to the food in your school lunches

- ‘Walk the talk’ and consider the food that children eat in school – can this be from local producers?
- Think about a healthy tuckshop where pupils can produce healthy snacks, or offer a bowl of school-grown tomatoes on the dinner table.
- Talk to your caterer about serving more local, seasonal and organic produce.

6. Link your Field to School activities to cultural events

- Look at the calendar and think about food-related cultural activities that can be celebrated through a field to school activity.
- As well as traditional events such as harvest festivals and Christmas, consider other celebrations of migrant communities to bridge awareness and learning.

7. Investigate digital opportunities to create a Field to School link

- Perhaps maintain an ongoing link with the farm or growing site through email, social media or FaceTime/Skype to keep up to date with what is happening on the farm.
- Consider filming or recording elements of the visit that you can then use in class to create a news-story for other pupils and parents, or as a documentary record.
- Use the internet to discover more about farming and growing, and to promote your own school enterprise projects.



Chapter 8: Case Studies

Austria - Organic fruit & snack scheme in primary schools

Summary of project:

In many primary schools in Austria, pupils usually bring their snacks from home. This is an additional job for parents to organise and sometimes, they are not always nutritious. Because of this, the primary school Meissnergasse decided to do something to address this. Together with an organic farmer and a bakery, they arranged to serve high quality organic fruit and other snacks in their school. The aim was that each class would get its own snack-box and each day, pupils would get a different organic snack. Through this, it was hoped that pupils would start to understand where their food comes from, get know to local food producers and be inspired to start growing their own herbs and fruits in the school garden.

Who is involved

All of the teachers, pupils, parents and the headmaster of the school were involved. Also the farmer who delivered the fruit and vegetables and a local bakery were involved. Austrian organisations Ja! Natürlich, Support for landscaping schoolgarden: die umweltberatung and the vocational college for gardening in Kagran were involved in the set up and Gutessen Consulting offered additional project design input and support.

Key steps

Initially, the PTA and teachers discussed the need for the project. A survey of typical snacks and drinks at school was carried out and asked the question “what do pupils, teachers and parents want?” After that, a “snack plan” was made with the bakery and the farmer. Pupils tried and assessed all of the proposed new snacks. Organic fruits were the most popular. The popularity of the fruits led to the school being a pilot for the Vienna School Fruit Scheme, where free school fruit is offered to all pupils in primary and secondary schools in Vienna once a week).

Most of the pupils in Meissnergasse school had never been to a farm and 80 percent are children of migrants. Therefore, the second important step was to make the pupils more aware of Austrian agriculture and food production. The school hosted workshops in the classroom with nutritionists and with a farmer, as well as visiting the bakery that produced their own rolls. They also visited their link farm.



Assessment of snack assortment



Visit to bakery Geier



How are the children involved?

Children played a vital voice in the creation of the snack scheme. They created a project-logo "VITAMINI" and wrote articles for the school-newspaper promoting the project. They planted their school-garden, ran activities during the summer school-festival and had workshops and visits with farmer and the bakery.



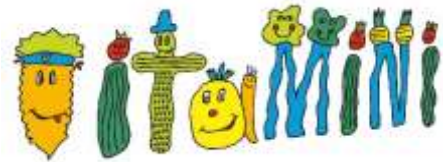
Girls bringing their Snack-Box to the classroom

How is the project linked to food and farming?

The subject of the project was based around local, healthy and organic food. All pupils had the chance to grow food in the school garden, as well as visiting the farmer and the bakery.

How is the project linked to the school curriculum?

The project linked to biology, gardening, nutrition, handicrafts and involved lots of team work skills.



For further information: www.gutessen.at



Austria - Seminarbäuerinnen

Summary of the project:

“Experience is learning that sticks” - That’s the motto of “Seminarbäuerinnen”, a group of educationally trained Austrian farmers who visit schools and early years settings and run a wide range of interactive activities for pupils. The activities are based around the themes of nature, the landscape, food and agriculture. “Seminarbäuerinnen” were first formed in 1994 when hundreds of farmers were trained to work with children and teenagers. experienced “Seminarbäuerinnen” farmers are available for visits to kindergartens and schools throughout Austria. Each farmer offers activities that link to their own farms. So a dairy farmer may offer milk based activities, while a chicken farmer may talk about animal welfare and fertilisation.

Who is involved

“Ländliches Fortbildungswerk” is an organisation that develops the certified training for farmers. The course is divided into four modules: personality development, presentation techniques, session planning and ideas for activities. Farmers who have completed the training get a certificate and are then able to offer their programs to schools and early years settings.

Key steps

“Seminarbäuerinnen” are invited by teachers to come into the school setting and work with the children on shorter activities (around 2 hours long), half day or for a longer term projects. In all cases, the farmer will demonstrate the food process from field to plate. They will use interactive activities in order to tell their story as farmer. The programs in schools are varied and adapted to the level of the respective classes and are therefore suitable for all school levels and types.

“Seminarbäuerinnen” also organise school project days where several farmers will visit the school and develop, in cooperation with the teachers, a customised program with learning stations covering different topics.

How are the children involved?

Pupils will work with the farmer in their classroom, school garden or the school kitchen. Often, they might also they also visit the farm of their “Seminarbäuerin” link.

How is the project linked to food and farming?

For many children, the only awareness they have of farming is through the media and advertising. This is why the dialogue between agriculture and society is becoming increasingly important. The “Seminarbäuerinnen” are active farmers, who are producing food and using their knowledge to work with pupils and discuss the role that agriculture plays in wider society. They also discuss with students where they can access, prepare and cook good quality food.



How is the project linked to the school curriculum?

The programmes in schools are adapted to all school grades – pre-school, primary, secondary and higher education. The programmes also link to wider school subjects such as biology, chemistry, geography and economics. Further information can be found by following the link below:
<https://www.landwirtschaftundschule.at/>

Positive outcomes

Through projects like this one, thousands of Austrian school pupils are getting the opportunity to meet, chat and have their questions answered by farmers every year.



Czech Republic - Semínko kindergarten: the best school food in the Czech Republic?

Summary of project

Organic eggs, fresh, seasonal and local ingredients, no additives or processed food in the school canteen. School gardening, cooking classes, visits to local farmers...All that, plus many more similar activities have led to Seminko kindergarten being awarded a golden certificate in the Skutečně zdravá škola program. Seminko in Prague is the only kindergarten in the Czech Republic who can boast this achievement.

Who is involved?

Seminko Kindergarten is based in the Toulcův dvůr environmental educational centre.

The school garden covers over 1,000 m² and was awarded the Natural Garden Certificate in 2015. It is quickly being recognised as a model of best practice for outdoor education for children. Its rugged terrain was specially modelled to suit the needs of children and the environmental education programme.



The children, together with their parents and teachers, planted several trees and shrubs (pine, hazelnuts, currants, blackberries, apple, pear and berries) in the outdoor space, as part of its design. There is also a willow house where children can sit and play. There are also raised beds where the children can sow salad, carrot and kohlrabi seeds, as well as beds for herbs and ornamental flowers.

The centre also includes an eight hectare farm with animals. The kindergarten curriculum is based on environmental an educational program with an emphasis on education in sustainable development and healthy and sustainable lifestyles. Children spend large parts of every day outdoors, doing educational activities based on learning about plants and animals. Parents regularly come to help with the landscaping and this is an ideal opportunity to strengthen the links between parents, school, children and local nature.

How are the children involved?

Part of leading a healthy lifestyle is learning about food and a respect for nature. Children learn where the food on their plates comes from, about the ingredients that go into their food and how to avoid food waste. They regularly visit the farm and learn how the farm animals live. They are also involved in cooking classes, flour milling and baking. Seasonal food harvesting in the garden are also regular and favourite activities.



How is the project linked to food and farming?

In the outdoor 8 hectare area of Toulcův dvůr there is a pet farm, a riding hall, a kitchen and ornamental garden and orchards. Children visit these on regular basis and messages around food is embedded into their curriculum subjects.

How is the project linked to the school curriculum?

The school cooks and teachers consider healthy nutrition as an important part of a child's development. Healthy nutrition is therefore part of the school curriculum. Talking about diet and its importance to good health is part of the educational activities.



Children learn about the journey of food from farm to plate, how agriculture influences the landscape and farm animals, and how agricultural methods affect the environment. Practical examples of how we approach healthy food include cooking, baking, juicing, cultivating and subsequently using the various food items in the kitchen. Teachers also talk about school food with the parents, provide contact to the food suppliers and provide recipes for their children's favourite meals.

Positive outcomes

Magdalena Kapucianová, the head teacher says:

“A strong parent community naturally formed within our kindergarten. Parents ask for recipes and are always happy when their children eat new things like lentils in kindergarten. We share recipes at various family events, providing parents with new, inspirational ideas for cooking back in home.”





Czech Republic - Grandparents Gardening Week in the Czech Republic

Summary of project

Grandparent Gardening Week has become an annual activity organised by the Skutečně zdravá škola program in the Czech Republic. It takes place in early May every year. The goal of the event is to help schools and kindergartens to revitalise their school gardens after winter and to allow parents and grandparents to get involved in purposeful gardening activities with children.



Who is involved?

Turning a school plot into a garden or just preparing a garden for sowing and planting is much easier if parents or grandparents help. It is great fun for all generations and an opportunity to learn together in the garden. Grandparents bring, not only their experience and knowledge to the garden, but also their enthusiasm to help develop their grandchild's school.

How are the children involved?

Every school creates a "garden team", which includes older children or pupils, teachers, parents and also the school cooks. It's the pupils' role to help with organising the event. They talk to the school cooks to find out what herbs to be planted, then select the best place in the garden to grow it. Pupils also select suitable vegetables to be sown, that can then be used in the cooking classes. Pupils are also involved in preparing and serving snacks and refreshments to the event guests.



How is the project linked to food and farming?

Children learn the basic rules and skills of food growing. They learn first-hand how to sow seeds, take care of the seedlings, maintain the garden during all seasons and enjoy the harvest.

Playing and learning in the school garden has many positive influences on children. Movement in the garden increases children's mental and physical resilience. Being in the outdoor space also provides a healthy level of managed risk that supports the development of a range of skills and abilities, pupil's motor skills, creativity and self-confidence.





How is the project linked to the school curriculum?

There is a learning guide on garden planning and maintenance available for teachers. Teachers can use the gardening event as an educational activity. Together with pupils they can create a garden plan and allocate plots and beds for classes to take care of.



Through its development, it is hoped that the garden will become a communal place, where pupils are involved in decision making and thus learn the art of discussion. In the garden, pupils learn about the laws of nature and the food chain and subjects such as these can be linked to science.

Positive outcomes

In the last two years more than 30 schools participated in the event with great success and positive responses from all parties involved. This type of intergenerational gardening work helps to strengthen the community, as the garden becomes a meeting place for children, parents and grandparents.



Czech Republic - Mateřinka Brno farm boxes

Summary of project

Materinka Brno is a pre-school educational centre with a Montessori educational program. Nutritional, sustainable meals and food education play a large part of their curriculum. Once a week the centre receives a vegetable farm box from a local farm food distributor.

Who is involved?

The school receives a farm box from Farmářské bedýnky, a local farm food distributor, every Wednesday as part of their educational and catering services. Parents can join in and order a farm box delivery every Wednesday directly to the educational centre, where they can then collect it. Farmářské bedýnky also delivers fresh seasonal farm sourced produce to places in and around Brno in the Czech Republic.

How are the children involved?

The farm box contains seasonal fruits and vegetables. The children help with cleaning, peeling and cutting these vegetables, which then go into the school meals. Also, some of the fruits from the boxes are juiced and drunk by the children. The children are also involved in gardening activities in the school, where they learn about growing berry bushes and different types of vegetables and herbs.

How is the project linked to food and farming?

The farm box distributor visits the centre every week. Children are made aware of this and are encouraged to chat to the distributor. They also visit the farms that the distributor sources produce from.

How is the project linked to the school curriculum?

Teachers use the fresh produce to discuss messages around seasonality, while also teaching children about the importance of fresh produce and a healthy diet.

Positive outcomes

- Children learn where their food comes from.
- Children receive fresh seasonal produce.
- Children are involved in food cleaning, cutting and peeling – practical life skills development.



Denmark – LOMA: LOKal MAed (Local Food)

Summary of project

Nymarkskolen in Svendborg is part of the LOMA project (LOkal MAed = local food). The purpose of the LOMA project is to support learning, health, wellbeing and sustainability through integrating food and meals into teaching in the participating schools. Students in grades 7 and 8 are involved in food preparation, in planning the menu and selling the food. At the same time, food preparation is integrated into the school curriculum. Furthermore, each class have one week of teaching related to the LOMA concept and food preparation, which is integrated within school curriculum. As part of the teaching, schools must cooperate with local food suppliers e.g. through school visits or inviting them in as guest lecturers at school.

The school has eight food suppliers, of which six are small local producers and suppliers (one supplier of fish, one of eggs, one of beef, apples and apple juice, one of meat, one cereals and flour and one vegetables). Besides delivering products to the school kitchen, they participate in different activities, such as hosting school classes on visits or coming to school as guest lecturers. Each year, a festival is held where all of the food suppliers are also invited to have a stall where they exhibit their products and tell about themselves, inspired by 'the farmers' markets' in the United Kingdom. Furthermore, the local slaughterhouse is also involved and pupils often visit to watch the slaughtering of cows, and participate in cutting and packaging.

Learn more here: <http://lomaskole.dk/in-english/>

Who is involved?

From the school: Management, administration and kitchen staff. A LOMA coordinator from the school liaises with kitchen staff and local food suppliers, who then work with pupils from year 7 and 8 (secondary school).

Outside the school: local food suppliers, a local slaughterhouse, the local authority, a large network of other LOMA schools in Denmark and the university college Lillebælt (who carries out the research on the LOMA concept and has been part of its creation and dissemination).

Key steps

The LOMA schools have to follow the same procedures as other public procurement contracts by putting in a tender. The LOMA tender is formulated as a separate document under the local authority tender where it is specified that suppliers are obliged to participate in the educational aspects of the project - school excursions, guest lecturers and the festival / market.

At the start of the project open meetings are held where local suppliers and producers are able to come and get information about the LOMA project and ask questions.

In addition, each year the school invites their food suppliers to a meeting where they inform them about the LOMA project, including new initiatives or ideas, as well as expectations and hopes for the collaboration with the suppliers. They finish the meeting with a meal. The suppliers generally do not make much profit on the collaboration, but rather they get involved because they understand the importance of educating future generations about food production. Therefore, it is important to



keep suppliers well informed and to ensure that they are part of the planning and feel appreciated for the work they do.

All communication with the suppliers has to go through the LOMA coordinator, thus teachers do not make arrangements on their own. This is in order not to over-use the suppliers and thereby risk that they run out of time or energy. The coordinator thereby makes sure that the suppliers are not asked to take too many visits and that the visits are distributed among the school classes.

How are the children involved?

Each class has two LOMA themed weeks in years 7 and 8 respectively (secondary school). These are organized as one week of teaching in LOMA related subjects, such as health and sustainability and this teaching is integrated into the school curriculum. Cooperation with local food suppliers is part of this teaching through excursions or suppliers as guest lecturers. In the second week, the pupils work in the kitchen and undertake practical tasks such as food preparation, serving and cleaning. In the second week, the pupils work in the kitchen where they participate in menu planning, food preparation, serving and cleaning.

How is the project linked to food and farming?

Local food suppliers are closely involved with the project. Pupils visit the farms that deliver produce to the school kitchen and/or food suppliers come to the school as guest lecturers. This provides pupils with the opportunity to ask questions and learn about where their food comes from.

Local food suppliers are close collaborators, and a pupil will typically meet one or more of the suppliers twice a year – once during a visit to or from the school and once during the festival at the end of the year. Pupils visit the farms that deliver produce to the school kitchen and/or food suppliers come to the school as guest lecturers.

Sometimes a school might order a full cow from the beef supplier, and pupils can be involved in the full process. This involves seeing the cow on the field, watching it being slaughtered and processed, and then coming back weeks later after the meat has hung to participate in the cutting and packing the meat.

Another successful collaboration is with the fish supplier. During visits, pupils watch and participate in sorting and preparing the fish that are bought by the supplier during the fish auction. At other times, the supplier comes to the school and brings different kinds of fish and talks about their differences, preparation and cutting techniques, or sustainability in relation to the marine environment.

In the kitchen they serve fish once a week and always order fish whole. Pupils are then involved in cutting and preparing the fish.

The cereal producer is less confident in teaching in class and is at the same time geographically placed away from public transport. It is therefore difficult to make excursions, but he has instead produced a row of small films that the school uses both in the kitchen and in class teaching.



How is the project linked to the school curriculum?

The farm visits, guest lecturers and the practical work are all combined with theoretical teaching that is linked with subjects such as biology, Danish, media and maths.

Students who participated in LOMA educational activities develop food and health-related action competence, practical skills related to food and health and experience enhanced motivation (Ruge et al 2016). Due to a close collaboration with the fish supplier, many pupils especially gain new knowledge and competence related to fish.

Positive outcomes

Students who participated in the LOMA educational activities developed food and health-related action competence, practical skills related to food and health and experienced enhanced motivation

References:

<http://nymarkskolen-svendborg.skoleporten.dk/sp/file/d8536e3a-87cb-4915-a6ba-623b78fe8512>

Ruge, Dorte; Nielsen, Morten Kromann; Mikkelsen, Bent Egberg; Bruun-Jensen, Bjarne (2016).

Examining participation in relation to students' development of health-related action competence in a school food setting: LOMA case study. Health Education Vol. 116, Iss. 1, 69-85.



Denmark - Copenhagen School Gardens

Summary of project

Copenhagen School Gardens is an association of six urban gardens located around Copenhagen, where children can participate in gardening as part of a school, day care, or leisure-time activity.

When part of a school or day care activity, children participate in a tailored programme that integrates practical gardening with theoretical learning. Schools have a choice of two programmes - the summer program running from May-October or the winter program running from November to March.



Who is involved?

The school teacher is responsible for the delivery of the theoretical learning before and after the visits to the gardens. Teachers are also encouraged to be actively involved in the visits. During the visits, gardening experts assist the teachers and help with the delivery of the sessions. Parents are also invited to visit the gardens with the children, to help maintain them during the summer holidays.

How are the children involved?

Children will visit one of the gardens at total of 15 times during the season. This equates to one visit per week, except in the school holidays. In the gardens, children are involved with soil preparation, seeding, fertilising, weeding, harvesting and cooking produce.

How is the project linked to food and farming?

The nature of the activities in the garden means that all aspects of the project are linked closely to food and farming.

How is the project linked to the school curriculum?

Each visit to the garden and the associated practical activities are linked with theoretically based teaching before and after the visits. These are linked to specific learning objectives in the school curriculum and involves subjects such as language, maths, nature and technology, home economics, arts and religion.

Positive outcomes

Children gain new knowledge about food and gardening. They also gain an enhanced understanding of their world, as well as experiencing themselves and each other in new ways. The project has proved to work particularly well with those children that sometimes struggle in the traditional classroom setting, as can contribute in new ways and develop new personal skills.



Germany - Green Professions

Summary of the project

The Green Professions project in Germany, provides school children the opportunity to, in the words of the project, “peek over the shoulders of an organic farmer”. This two day workshop was run by Ökomarkt e.V., for pupils of a vocational training school in Hamburg. On the first day, a theoretical session was run in the school and this introduced the concepts of organic farming and ecology. After this theoretical session, the second day involved a visit to Gut Wulksfelde, an organic farm in the north-east of Hamburg, to see and experience the different jobs that exist on an ecological farm.

Who is involved?

The participants from the vocational school included six pupils and three members of staff. One member of staff from the Ökomarkt ran the session.

Key steps

After having made links with the school, the member of staff from the Ökomarkt e.V. worked with the teaching staff to prepare the theoretical material which was to be used on day one of the two day workshop. The material was designed to be able to support the requirements of the school and the vocational students.

How are the children involved?

The children actively participate in both workshop days, using them as an opportunity to learn more about green professions and to answer any questions they may have. During the days, they get an insight into what types of jobs there are on an organic farm, as well as being able to explore the grounds of the farm and to see how things are run. Children also have the opportunity to come into contact with the farm animals and to learn about their needs and animal welfare.

How is the project linked to farming?

As one of the workshop days was held on the farm, the children had a direct insight into farming life. They got to talk with farm staff and developed a deeper understanding of how to manage a farm like Gut Wulksfelde.

How is the project linked to the school curriculum?

The children in this group were all part of a programme designed to prepare them for vocational training. As they haven't chosen a profession yet, they are presented with a variety of possible professions linked to the local economy. The aim of this programme was to give the group a better understanding of the food and farming industry.

Positive outcomes

The children were surprised by how many different professions, both trained and untrained, are necessary to manage Gut Wulksfelde. It is hoped that this kind of project will enthuse more children to consider jobs in the farming industry.



Germany - Por el Buen Vivir (for a good life)

Summary of project

The South American concept of **'good life'** (buen vivir) encompasses a closeness with nature and the reduction of social inequality. Central to this, is a return to the life philosophy of the indigenous peoples of South America. The Peruvian cultural youth group **'Arena y Esteras'** present these issues through their theatre plays **'Diálogos por el Buen Vivir'** and **'Caravana por el Buen Vivir'**.



Who is involved?

The cultural youth group **'Arena y Esteras'** come from Villa El Salvador in Peru. The group is part of the Children's Culture Caravan project. For more than 20 years, young artists from South America have been coming to Europe and presenting their theatre, music, dance and circus performances in schools and youth centres. As part of this work, the school pupils and teachers that they visit are encouraged to take part in the performances.



Background

'Arena y Esteras' developed and prepared their theatre plays back in Peru. NGOs in Peru, Germany and other European countries then helped to organise a tour, with the group carrying out performances in schools, youth centres and public places.

How is the project linked to food and farming?

A main focus of the theatre plays **'Diálogos por el Buen Vivir'** and **'Caravana por el Buen Vivir'** is the impact of industrialized agricultural production and the globalisation of agricultural and food culture. It demonstrates the potential negative effects that this level of production can have on more sustainable agricultural systems and food supply chains. The plays also look at the positive visions of **'Buen Vivir'** and explores how to achieve more sustainable farming systems.



How are the children involved?

The pupils / students attend the presentations and caravan in their schools or youth centres. After the performances, discussions on the topics of the play take place with the audience. As well as these performances and discussions, workshops between **'Arena y Esteras'** and the European pupils are arranged. During these workshops, common plays based on cultural presentations are developed. Workshops may examine issues such as the differences between farming systems in Peru and Germany. The project focusses on "peer-learning" as an educational method.



Positive outcomes

An innovative learning method is introduced the cultural peer-learning approach and it enables a new approach for pupils / students to learn about complex issues. The plays facilitate a discussion around both the positive and negative impacts of modern farming techniques upon sustainable agriculture and food supply systems. While also helping to develop positive visions and solutions.

More information:

<http://teatroarenayesteras.blogspot.com>

<https://caravanabuenvivir.blogspot.com>

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Erasmus+ Programme
of the European Union



**FIELD
TO SCHOOL**

Norway



Poland - Live healthy!

Summary of project

In the spring 2018, the Stanisław Karłowski Foundation in cooperation with the Koszalin branch of the National Centre for Agricultural ran an educational project called "Live healthy!" intended for students from regional primary schools. Since the start of the project, schools have received once a week, milk and vegetables for their lunches from chosen farms including the Stanisław Karłowski Foundation. The purpose of this state supported action is to develop healthy eating habits in children, which is extremely important during their intensive growth stages. The aim of the project was to create a link with school to enable children to understand where their food comes from.

During visit to the farms, have had the chance to discover places where healthy food is produced. They learnt how to look after animals, to provide them with decent living conditions and to make them happy. During the workshops, children developed new and existing transferrable skills that complemented their school knowledge. Science on the farm is a fascinating discovery, and the students learnt about farming ecology. Educational workshops were adapted to the age and needs of the participants.

Who is involved?

The two main partners are the Stanisław Karłowski Foundation and the Koszalin branch of the National Centre for Agricultural. A number of schools from the region have taken part in the project. The workshops were led by members of the education department of the Stanisław Karłowski Foundation.

Key steps

In April 2018, schools expressed their interest in the project to the National Centre for Agricultural. The visits were carried out in May and June 2018. The one day visits to the farm consisted of three educational workshops. During the first workshop titled "From grass to milk", students learned about plants growing in the meadow, went to see the cows, tasted their milk and talked about the role of dairy products in our daily diets. In the second workshop titled "From grain to bread", the children learnt about different types of cereals grown in their region, milled grain for flour and then each student baked their own bread roll. As part of the third workshop, "From field to table", the children visited the gardens and collected vegetables for lunch. The stay on the farm ended with a common lunch consisting of milk, cheese and vegetables from our garden, accompanied by their own freshly baked bread rolls.





How are the children involved?

Before the students came to the farm, they discussed with the subject of healthy eating at school. The children were involved in the workshops throughout and teachers were encouraged to follow up the learning back in the classroom after the visit.

How is the project linked to food and farming?

The focus of the project is entirely associated with the subject of agriculture and food. On the one hand, students receive milk and vegetables at school and on the other hand, by participating in the above described workshops they can learn about where their food comes from.

How is the project linked to the school curriculum?

The knowledge gained on the farm can be used in lessons of biology; including the science of animals, plants and the humans; environmental science and geography, including specific sections on agriculture and organic farming. Furthermore, the project complements a variety of educational additional content, such as healthy eating, eating culture, and a how to have a balanced diet.



Positive outcomes

The students and teachers who participated in the project were greatly impressed by what is happening on farm. They tasted organic vegetables, had the opportunity to cook their own food, as well as sample fresh milk straight from the cow!



Poland - Green Schools

Summary of project

For several years, the Stanisław Karłowski Foundation has been organising "Green Schools" programme for primary school pupils, on their biodynamic Juchowo Farm. One of the partners of this project is Janusz Korczak Waldorf School in Krakow. The students come to the farm for a whole week, carry out self-guided learning in different areas and explore how a farm functions and what it means to produce food with respect for the land, animals and plants. The aim of the project is to give young people the opportunity to



discover where their food comes from and to see how much human input is behind the food they eat. It is hoped that these insights will provide young people with a renewed respect for land and agricultural production, as well as encouraging considered eating habits.

Who is involved?

Students from the 7th grade of the Waldorf School in Krakow, their teachers and parents; as well as employees of the Karłowski Foundation's education department.

Key steps

Students live for 7 days on the farm. Every morning, they feed the animals and then later, during the day, they will be planting in the herb garden, cultivating and harvesting herbs (depending on the season and needs), as well as in the vegetable garden weeding and harvesting. In addition, every day the children have themed classes relating to organic farming and the processing of milk and vegetables. Students also learn how to prepare compost in a school garden; how to set up and run a school garden; how to



bake bread and cottage cheese back in school; as well as making salads from a variety of vegetables found on the farm. Dinner is always prepared by the students themselves from the farm products. This helps the children to understand the process of food production from the field to the table.

How are the children involved?

Children are the main focus of this project. They participate in everyday life on the farm, have direct contact with animals and plants, learn new life skills and start to understand more the importance of respect for the land and animals.

The project also links back to the work that is being done in school and aims to take their learning on the residential visit from field to school. One year before, in sixth grade, the children start gardening



lessons where, once a week, each child works two hours in a school garden. The skills that are learnt during the visit, such as composting and garden planning, are then taken back to the school and used in the school garden. Children have taken the learning from their visits and used it to develop their garden at the Waldorf School.

How is the project linked to the school curriculum?

Teachers of the Janusz Korczak Waldorf School in Krakow are directly using the knowledge gained by students in biology, geography, ecology, entrepreneurship and chemistry lessons.

Positive outcomes

Teachers and parents are happy that children are involved in the project and that they are learning new practical skills such as growing plants, taking care for animals and preparing of meals.

Feedback from the children has been positive and they remember their experiences and impressions from the Juchowo Farm for a long time.



United Kingdom - Boston West Academy School Farmers' Market

Summary of project

Here at Boston West Academy in Lincolnshire, we decided to organise and run a school farmers' market. The plan was to use money raised at the market, to pay for visits to a local farm. Local food producers were invited to have pitches which cost £10 to hire. These were run alongside stalls run by the schoolchildren. The PTA also ran a tea and coffee stall. The market ran for two hours between 2.30pm and 4.30pm and raised in excess of £1000.

Who was involved

The children took a lead role in organising the project. Alongside the children, teaching staff assisted with the market planning and the production of things to sell on the stalls. Local food producers were invited to sell at the market and parents were invited to purchase produce.

Key steps

The preparations began with visits to our local Farmers' Market in Boston with a small group of enthusiastic Eco-Warriors touting for business amongst the stall holders with their invitations to our market. Letters were sent out informing our parents of the event and how they could be involved. Ideas for things to make and sell on the day flooded in from the children and class teachers decided what would be the focus product for each year group. Our Eco Warriors created a whole range of delightful gifts for several weeks at Eco Club time and produced posters for the event. Invitations were delivered to our local community inviting them to hire a stall and/or to come along on the day. Our School Council were involved in deciding the organisation and promotion of the event. Everyone was busy including several of our parents who helped on the morning as keen volunteers, moving tables, ticketing tombola and raffle prizes, then helping when our producers arrived to find their stall and set up. Staff and children were ready and set up on stalls for the grand opening at 2.30pm.

How were the children involved?

We invited the Marie Curie Cancer Charity in to have a stall as our children had decided that they wanted to make and sell the daffodil planters to raise money for them. There was a real variety at our market, including a successful café managed by children with the help of our TA's and lunch supervisors and a shiny tractor to sit on to have your photo taken!! We wanted to include a craft element as well as a food emphasis to our market as it was near Christmas. The staff worked with the children and produced an array of products to sell. These included: Mince pies, salt dough magnets and key-rings, gingerbread Christmas decorations, placemats and coasters, seed kits, recycled tea light holders, spring daffodil bulb planters, candy cane reindeers and glove puppets. People from our local community and beyond came to see and buy. At the end of the school day, wearing an advertising sandwich board, three of our children, with loud voices, directed the parents collecting children into our market. By 4.30pm we were sold out, tired out but over the moon with the success of our first Farmers' Market.



How was the project linked to food and farming?

There were a range of stallholders, all from the farming and local food community. Stalls included butchers, bakers and yes, a candle maker!!! As well as goats' cheese, jams and chutney, homemade cakes and pies, fresh veg, eggs, honey and home-craft makers. Our stall holders were varied and all were great with our children who visited them to talk to during the market and to learn about where the food on the stalls came from.

How was the project linked to the school curriculum?

Our staff at Boston West used many elements of the curriculum in the build up to the market. These included: DT/ART- designing, making and creating products to sell and posters for advertising and cookery. Maths - measuring, weighing, costing, percentages, problem solving, counting and number skills. English- reading, writing and so much speaking and listening. PSHE- Teamwork. Science- cookery, changes in materials, and growing plants. Geography- finding out where our producers travelled from.



“What an amazing journey with the children from start to finish this Farmers’ Market has been. The children’s enthusiasm for it has been infectious.”

Emma Schofield (Boston West Academy Teacher)

“I loved it all, it was so exciting meeting people, making and selling things. Can we do it again?”

Boston West Academy Pupil



United Kingdom - Latimer Primary School: Film a Farm

Summary of project

In October 2018, teachers and pupil from Latimer Primary School, visited Manor Organic Farm in Leicestershire. As part of their visit, they decided to use the Field to School 'Film a Farm' resource in order to document their trip and to feedback to the rest of the school.

Key steps

Before their trip to the farm and using the resource, the children planned out the story of what they wanted to film and who would be involved in the filming process. They also contacted the farmer by email, to explain what they would like to film on the day and the types of questions they would like to ask. They collected film footage and edited the final film back in school.

How are the children involved?

The children were given full ownership of the project from start to finish. They planned the project in school and were then responsible for arranging interviews and filming all of footage on the visit. When they returned to school, the children edited their footage to produce the final film, which they then presented to the rest of the school in assembly.

How is the project linked to food and farming?

The aim of the film was for the children to record their farm experience and to create a digital record of what they learnt about food and farming. The farm host, Amy, was fantastic and she showed immense patience in answering the children's questions but also in giving the children a complete and full knowledge about what goes into a working farm. The trip to Manor Organic farm provided the children with an invaluable experience for a number of reasons. The first being that an organic farm is an unusual attraction and a new experience for all of the children. The second being that it was their first time filming a trip and then editing using computing software. This made the trip more purposeful and also ensured maximum participation from all the children for the entire trip.

The trip had such a lasting effect on the pupils, that they will be using iPads to film other trips as the class teacher saw first-hand the way it enhanced the Manor Farm trip.

The third and final positive outcome was that it exposed the children to film editing and they discovered a number of impressive, hidden talents that they will continue to build upon. The trip also enabled the class teacher to engage other teachers into introducing filming to their trips as they could see the benefit of doing so.



United Kingdom - Earthwise

Summary of project

Working in partnership with [The Community Farm](#), an Organic, community-owned farm in Chew Magna, [Earthwise](#) deliver a programme of educational farm visits for school and community groups. Alongside these, they also offer food and farming themed assemblies and outreach visits in schools across Bristol, Bath and Somerset.

Who is involved?

Claire Rosling is the founder of Earthwise and leads the outreach visits to schools. She has been running farm visits and outreach days in schools for over six years. For more information about Claire and her qualifications please [click here](#).



How are the children involved?

Earthwise's outreach visits are very interactive, facilitating the children's learning about food and farming through hands-on activities and games. A few examples include picking veggies in the school garden to prepare into a seasonal snack; games exploring what plants need to grow healthily or how pollination works; and investigating the origins of recognisable food items at a mock dinner table, calculating food miles and sustainability implications.

How is the project linked to food and farming?

Through her close working relationship with The Community Farm, Claire has an in-depth understanding of Organic fruit and vegetable production, the importance of farming in harmony with wildlife and the challenges Organic farmers face in growing our food. Outreach activities with school groups span all of these topics and where possible we also get the children harvesting crops from their school garden to prepare into a seasonal snack in the classroom.

How is the project linked to the school curriculum?

All of Earthwise's outreach activities are Primary curriculum linked and they work closely with teachers to select activities that tie in with what children are exploring in class, thus reinforcing their learning.

Positive outcomes

Through their work with schools, Earthwise aims to provide children with a better understanding and connection to the food that we eat, where it comes from and how it is grown. Through getting hands-on with the whole journey of food - growing, picking, cooking and eating, children are often more open to trying something new and can start to develop a life-long healthy relationship with food.



For more information about Earthwise's work with schools please visit getearthwise.co.uk