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San Antonio High School Food Justice Program: A Handbook and Evaluation of Edible Education

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San Antonio High School Food Justice Program: A Handbook and Evaluation of Edible Education

Katherine Tenneson



A thesis submitted in partial fulfillment of a Bachelor of Arts Degree in
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Pitzer College – Claremont, California
Readers: Professors Brinda Sarathy and Nancy Neiman Auerbach



“Each meal contains a thousand little divine mysteries. Who figured out that some beets should be golden, some red and others colored like candy canes? What blessed entity invented sugar and cacao pods and vanilla beans or figured out that salt can preserve and brighten anything? What are we to make of a hundred little lettuces and gnarled apples with so many names you can’t remember them all? ...Can the cold facts of the natural world explain that magic moment that comes when everyone at the table has just settled in to eat? Or the one that comes just when the delirious rush of sharing a good meal has ended? ... You can’t create that kind of communion alone, and you can’t create it without food. That one moment ought to be proof to anyone that something greater than us is at work.”

Kim Severson, *Spoon Fed*, 150-151

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I have enjoyed this entire experience immensely.

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INTRODUCTION

This senior thesis delineates my experience with the Food Justice Program at San Antonio High School in Claremont, California, chronicles its history, and assesses its outcomes. My interest in hands-on learning and education that engages the senses and my concern about serious environmental problems initially attracted me to the program; however, my personal connection and relationship with each of the students in the program has kept me coming back. I became involved the first semester that the Food Justice Program started as an after-school class, and have since managed the calendar, written the semester course plans, and facilitated class sessions.

The goal of this thesis project is two-fold: to create a useful resource for future program coordinators and to complete a thorough program assessment. This thesis begins with an **introductory essay** to establish context for the program. The history of the edible education movement and the establishment of the Edible Schoolyard in Berkeley, California presented in this section link the San Antonio program to a larger network of garden and food education projects across the nation. The introductory essay demonstrates how and why food is a powerful educational tool, as it connects to numerous seemingly separate issues.

A **program handbook** constitutes the second element of this thesis. An explanation of the program's history and a description of the campus and student body of San Antonio High School provide the background of the program. Each subsection within this chapter explains the purpose and functioning of each element of the Food Justice Program, including information on gardening, cooking, field trips, and the annual fundraiser dinner. The role of Claremont Colleges student interns and San Antonio teacher-supervisors is also defined. In addition to describing

how each component works in a general sense, the handbook includes an appendix of documents pertinent to each subcategory. These can be re-used or revised in future years. The handbook section, including all documents and photographs, has been developed into a website to increase the material's accessibility. It is available online at:

http://pzacad.pitzer.edu/ktenneso/San_Antonio_High_School_Food_Justice_Program/Home.html.

The third and final component is an **evaluation** of program outcomes for participating students and their parents, San Antonio High School teachers and administrators, and the larger San Antonio High School community. Interviews from nine San Antonio students and seven teachers and administrators provide support for my conclusions about the program. In addition to describing results for each involved group, this assessment explains the difficulties the program has faced and the issues related to its development and improvement. I conclude by proposing new ideas for the future of the program.

This thesis project, like the Food Justice Program itself, is of great personal significance to me. I have been involved in the Food Justice Program for two years and four of my seven semesters at Pitzer College. Through sharing my passion for food and gardening in this class, I have learned that the enchanting quality I see in food is held by others as well.

MANIFESTO ON FOOD AND EDIBLE EDUCATION

“Food is our common ground, a universal experience.” James Beard

Food relates to everyone in an intimate way, as every person depends upon it regardless of his or her level of interest in it. Everyone needs to eat in order to survive, but food also has the unique quality of almost always being accompanied by some level of choice; therefore, the emotional component emanates from the murky distinction between need and want. Food has the power to nourish and to heal, to fulfill the human needs of beauty and of joy, to unite people to each other through shared experience, and to increase understanding of the human connection to the environment. Since everyone has a personal relationship with food, it is a vehicle to discuss many issues and an ideal motivator for change. Food, in short, is evocative, political, and nourishing.

In recent years, media in the United States has turned its attention towards analyzing and critiquing the food system. Numerous food politics books, including Michael Pollan’s *The Omnivore’s Dilemma* and Eric Schollosser’s *Fast Food Nation*, have been published within the last eight and quickly become popular. The internet has greatly increased access to social, political, nutritional, and environmental information related to food, as blogs, photos, recipes, news, and interviews can be shared and accessed instantly and without cost. The current focus is simultaneously on the overwhelming issues of childhood obesity and diet-related illness in the Global North, and problems of starvation and famine in the Global South. While threatening environmental concerns of global climate change, oceanic dead zones, soil erosion, and air pollution tied to food production and consumption are significant worldwide, a growing number

of solutions, such as alternative agriculture and school garden programs, are gaining momentum. In terms of government, media, and public opinion, food has captured the United States' attention, and the topic of how and what children learn about food is becoming increasingly significant.

While children are limited in their ability to make their own decisions about what they eat, choices made for them are formative, as they have the potential to engrain food habits and preferences that will often stay with them through adulthood. As Hetherington et al. explain, healthy eating habits are not innate, but learned and practiced patterns ("Feeding Infants and Children"). From their studies of school food worldwide, Morgan and Sonnino conclude that, "A disposition for healthy eating is a socially acquired faculty, rather than something inscribed in one's genes or history; it is the result, in short, of learning with family and friends, at home and in school" (171). Thus, childhood presents a unique window of learning that can cement healthy patterns and a holistic understanding of food. Since many children go to public school and all children eat, school programs present an enormous opportunity for positive education about nutrition and food. Schools can teach healthy eating patterns and values through mealtimes and edible education, and reinforce them with each subsequent grade.

Edible Education

Chef and sustainable foods advocate Alice Waters founded the concept of edible education, or the idea that an entire curriculum surrounding food can be an effective learning tool for schoolchildren. She describes the ideology as, "an experience, a long-term proposition. It is an integration of a school garden and kitchen and cafeteria into the very core of the teaching mission, from kindergarten forward" ("Edible Schoolyard" 40). Waters denominates the

principals of edible education as follows: food is an academic subject and integral to learning that must be taken seriously; schools should provide healthy lunches for all students daily; school lunch programs should be linked to and support local, organic farms; children learn best through participation and hands-on education; and schools should be beautiful, engaging environments for learning (“Edible Schoolyard” 43). Waters aims to revolutionize the food component of public schooling by transforming what is taught about food and how students relate to it. Waters believes that edible education should be a part of every child’s academic experience. She states, “If we don’t start at our last truly democratic institution, the public schools, if we don’t begin in kindergarten, we’re going to leave people out. So we have to begin in that place so that we can touch every single child” (University of California Berkeley 37:00). Through considering food an academic pursuit, edible education teaches children healthier eating habits, thereby reducing rates of diet-related illnesses, increasing overall academic participation, and applying classroom learning to the physical world. Although the original model was implemented in a middle school, Waters believes that edible education is a powerful teaching and learning tool that can be applied and adapted to fit any age group.

The idea for edible education first began in 1995 when a Berkeley newspaper quoted Alice Waters stating that she believed Martin Luther King Jr. Middle School exemplified misuse of public land. Covered in graffiti and with countless broken windows, the outward appearance of the school paralleled its struggling condition and, to Waters, indicated a failure in the public educational system (Edible Schoolyard). King had a center for English as a second language and large immigrant, non-white, and low-income populations. Then-Principal Neil Smith faced serious challenges of truancy, violence, and low performance among his students. He contacted Waters, a proponent of public education, to brainstorm solutions and alternatives to the problems

he faced. Both of them sought to transform the school into a place where children, parents, and teachers wanted to be. Waters' belief in experiential learning, coupled with her background in teaching and Montessori education, galvanized her to take action and initiate a school garden program at King. Through the beautification of school grounds, the improvement of students' health, and the deepening of education and learning, Waters believed that teaching children about food would enrich students' overall school experience.

In 1996, one year after this conversation, nearly an acre of asphalt was removed from the school grounds and replaced by cover crop, formally establishing the Edible Schoolyard. The Chez Panisse Foundation, a non-profit organization created by Alice Waters to commemorate the twenty-fifth anniversary of her restaurant, provided financial support for the Edible Schoolyard. Zenobia Barlow of the Center for Ecoliteracy contributed funding for the project to hire David Hawkins, the first full-time Garden Director. Neil Smith gave institutional support for the project, and teachers saw it as a powerful experience for their students. In its third year, the program hired Esther Cook as the Kitchen Director to plan classes and manage the new kitchen classroom. This implementation linked cooking projects to students' garden work. Other projects included the addition of cisterns to collect rainwater, and the design and construction of a chicken coop.

Edible Schoolyard staff continued to expand the program. Kitchen and garden classes became longer and more frequent. Several years after the establishment of the Edible Schoolyard, the rest of King's curriculum became linked to the garden and the kitchen. Teachers designed lesson plans and activities that involved hands-on learning in those settings. The Edible Schoolyard foundation gained enough support and momentum to add summer educational programming and, eventually, a course for educators interested in adopting the principles of edible

education into their own classrooms. Today, children participate in the entire process of growing food – from planting seeds to mulching and weeding, to harvesting and preparing dishes with garden ingredients, and composting whatever is left over. By actively engaging in all tasks from the garden to the kitchen, students gain a complete understanding of the cycle of growing food. This type of education can revolutionize not only the content students learn, but also how they relate to food and education at large.

All 950 students at Martin Luther King Jr. Middle School participate in the Edible Schoolyard program; it is not an elective option but an integrated component of each child's education. All students have the same total number of experiences at the Edible Schoolyard, participating in the program on a rotating schedule during both fall and spring in order to understand seasonality. Lessons progress and build upon previous knowledge and experience in the garden and kitchen over the course of the three years of middle school. Accompanied by their regular classroom teacher, students visit the garden as a part of their science classes and the kitchen as an element of their humanities curriculum. A member of the Edible Schoolyard staff leads classes with lessons consistently linked to the topics students are studying in their regular class period. Edible Schoolyard staff aim to direct fifty percent of each lesson's material explicitly towards what students are learning in the traditional classroom and fifty percent of material towards Edible Schoolyard values and skills (Carroll). The program always supports and connects to state-mandated common core standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and Mathematics. Edible education programming can be successfully integrated into traditional academic curriculums and support state-mandated learning.

School Meals

In 2003, Martin Luther King Jr. implemented a third component of Waters' initial vision for edible education in Berkeley's Edible Schoolyard: revitalization of school meals. In addition to creating a garden and a kitchen classroom, the Edible Schoolyard project remodeled the school's lunchroom. Through the School Lunch Initiative, the Chez Panisse Foundation transformed the Dining Commons into the central kitchen for the entire Berkeley Unified School District. This location now prepares, delivers, and serves 8,000 meals per day to seventeen schools throughout the district (Edible Schoolyard). This decision was based on the belief that the meals served in the school's cafeteria should mirror the ideas of sustainability and health taught in edible education classrooms. Waters explains that only with edible education "will our children feel for themselves why saving open space for farming isn't just a nice idea, and why the upside of a global economy doesn't extend to food – which should travel the shortest distance possible before being sold" ("Edible Schoolyard" 40). Berkeley District Director of Nutrition, Ann Cooper, who was hired in 2005, eliminated all non-local, processed foods, transitioning the entire system from heat-and-serve to meals prepared entirely from scratch. Healthy dishes use primarily organic ingredients, food waste is composted on-site, and real tableware is used at all meals. The changes and improvements implemented through the School Lunch Initiative connect the lunchroom to the rest of students' learning experiences at school.

Combining both private and public sectors, the Chez Panisse Foundation, the Center for Ecoliteracy, and the Berkeley Unified School District provided initial funding for this district-wide school lunch reform program. Thus funding enabled the program to hire a new chef, retrain existing staff, resource ingredients, and build updated cooking facilities. Now well established, the Berkeley Unified School District lunch program currently runs independently

from the Edible Schoolyard and the Chez Panisse Foundation, without the financial support it previously depended upon. Despite upfront costs of innovations, the district saw reductions in overall cost of the school lunch program since implementation of the new model. Nutrition Services Chef Bonnie Christensen noted that since the Commons stopped serving heat-and-serve meals, they no longer “have to pay for packaging, warehousing fees, and external delivery costs” (Carroll). Local, organic, and whole food costs are admittedly higher than mass-produced premade meals; however, Christensen emphasized that with proper and close management overall expenses have lowered.

Recent research on this reform has provided conclusive evidence that healthy school food programs, such as that of Martin Luther King Jr. Middle School, can positively alter children’s perceptions of and relationships to the world of food. In 2012, the University of California Berkeley released a three-year study titled *Changing Students' Knowledge, Attitudes, and Behavior in Relation to Food: An Evaluation of the School Lunch Initiative*, to assess the impacts of the recent changes in the Berkeley Unified School District’s lunch program. Among the findings, the study revealed that of parents with children involved in “highly developed” programs such as the Edible Schoolyard in Berkeley, sixty percent believed that “school had changed their child’s knowledge of healthy food choices... forty-two percent said school changed their child’s attitudes about food... and thirty-five percent said school improved their child’s eating habits” (Atkins Executive Summary). Among the concrete findings of this study, researchers discovered that children involved in these “highly integrated” programs consumed more servings of vegetables than those not involved. Although this study did not confirm an increase in test scores, researchers believe that this correlation could be proven in a longer-term study with a larger sample size that controls variables such as school and home resources (39).

Furthermore, they note: “In exploring associations with academic performance, the use of the state’s academic test scores limited the evaluation’s ability to track changes over time, as the tests are not designed to compare test score results from one grade to the next” (40). Although the association between test score performance and edible education has not yet been measured, perceptible educational benefits have been observed since the implementation of the Edible Schoolyard, validating the premise that it is a useful educational tool.

Other Edible Education Projects

The diverse edible education projects of Berkeley’s Edible Schoolyard, and the concrete findings about them, have initiated what is now a powerful movement across the United States. Programs ranging from in-school classes, after-school programs, community gardens, and educational summer camps demonstrate that edible education is gaining momentum. Waters rejects the idea that this type of project is only realistic in a fairly affluent, food-oriented community with temperate climate, like Berkeley, by citing the implementation of other models throughout the nation. Edible Schoolyard affiliate programs exist in Los Angeles, Brooklyn, New Orleans, Greensboro, and San Francisco. Furthermore, many similar programs across the country have been designed based on the original Edible Schoolyard in Berkeley. The applicability of this type of programming in a diverse range of schools and environments indicates that edible education can be effective and beneficial on a large scale (Edible Schoolyard). The Edible Schoolyard Foundation is currently in the process of creating a nationwide network of organizations and programs that revolve around the concept of edible education. In addition to establishing a system of collaboration and support, it will provide access to

resources, curriculum ideas, and advice. This recent component of the Edible Schoolyard expands the scale of the project, making its objectives accessible to all.

Cost Critiques of Edible Education

The edible education movement, characterized by Waters' optimistic vision, is often critiqued for being pretentious and dependent on wealth and social mobility. In an article titled "Cultivating Failure," *The Atlantic Magazine* writer Caitlin Flanagan calls Waters' method the "let them eat tarte tatin approach." Flanagan critiques the movement as being elitist, ineffective, and led by an "agglomeration of foodies and educational reformers" ("Cultivating Failure"). School garden programs are often expensive to create and maintain, Flanagan argues, which is particularly problematic considering existing school funding shortages. She adds that their implementation requires an investment of time, volunteer hours, and parent involvement, which are often only possible in wealthy communities.

Anytime something is new, it is expensive. That argument has not entirely prevented the addition of computers to classrooms or the integration of arts and music programs into curriculums across the United States, both of which are now commonly accepted as academically enriching. Edible education is not just an extracurricular activity, a nice idea, or a superfluous program to benefit the wealthy; it is a tool for all children to learn about food and a medium for integrating all academic subjects. Instead of focusing only on the upfront monetary cost, a larger analysis of price that factors in a program's social effects and environmental costs must be considered. Until inequalities in government subsidies and tax benefits for commercial agriculture are addressed and redistributed, and the market price of food reflects its full cost, dismissing edible education on the grounds of expense is shortsighted. Cost must be examined in

a more holistic sense. Waters acknowledges these claims and responds that, “Real elitism is having six or eight corporations run our whole food system” (Wall Street Journal Digital Network 10:30). She argues that these companies are not interested in the nourishment of children and the preservation of the land. With laws and regulations directed towards benefiting large-scale producers, the consolidation of the food system in the United States makes it increasingly challenging and financially disadvantageous to be a small-scale producer. Before rejecting the notion of edible education, Waters demands that elitist critiques of edible education be considered in the larger context of federal agricultural spending and the overall patterns of food production are evaluated.

While it is often expensive for one school to implement a garden, considering the price of educating children about food without situating it in the comprehensive framework of federal spending is imprudent. The Farm Bill, a piece of legislation passed every five years, allocates ninety billion dollars annually to subsidies, with about thirty-five percent going towards price supports for commodity crops. Of that thirty-five percent, in 2008 “more than eighty percent went to the production of just five crops: corn, cotton, wheat, rice, and soybeans” (Imhoff 59). Subsidies allocated by the Farm Bill also fund the Federal School Lunch Program, spending seven billion dollars annually on feeding children at school. In his seminal work *Food Fight: The Citizen’s Guide to a Food and Farm Bill*, Dan Imhoff highlights that, “The Federal School Lunch Reimbursement is \$2.32 per meal. Approximately 95 cents is spent on food and 97 cents on labor” (89). This limited budget forces school lunch programs to rely primarily on these subsidized crops. The economic cost of edible education becomes much more manageable when these other variables are considered.

Farm Bill policies present further costs to the consumer through the detrimental health effects associated with the consumption of processed foods. On the relationship between health and monetary costs, Imhoff writes, “The U.S. Surgeon General reports that Americans spend 110 billion dollars annually on illnesses caused by obesity, with taxpayers footing an increasingly large percentage of these costs” (inner sleeve). In addition to the money allotted for subsidies and the high price of healthcare, other associated costs are not factored into the consumer price of food. These externalities include diet-related illness, pesticide residues in food and water, healthcare expenses for farm workers, fuel costs and pollution, energy costs associated with the production and distribution of agrichemicals, and expensive environmental cleanup, all of which tax payers support through federal subsidy programs.

In the United States, subsidized items enter most people’s diets, including those of schoolchildren at lunchtime, in the form of processed foods. The “cheap food policy” of the current Farm Bill, as Imhoff denominates (46), filters into school food and greatly contributes to the growing public health crisis. As Imhoff notes, nutritional guidelines and the food guide pyramid determined by the Food and Drug Administration (FDA), an executive department of the United States Federal Government, do not correspond with the breakdown of federal Farm Bill expenditures. Although five daily servings of fruits and vegetables are recommended for optimal nutrition, Farm Bill spending does not go towards the diversified cultivation of produce that would make this possible for the majority of consumers (Imhoff 59). Instead of funding nutritious lunches and in-school programs that instill values of health, wellness, and sustainability in children, subsidies support mega-farms and overproduction of five commodity crops. Current food and agriculture federal policies are expensive in more ways than one. Reallocating funds from commodity crops to finance edible education would counter problems

that result from heavily subsidizing crops not beneficial to human and environmental health. Subsidies should be appropriated to support diversified growers that supply school food programs with a variety of nutritious produce. Thus, investing in edible education serves as a solution to larger systemic problems.

Food as an Integral Social Link

Food and Education

Waters lists food as an academic subject in and of itself (“Edible Schoolyard” 42), a premise central to the theory of edible education. Not only is it an entire subject, but food serves as a vehicle for the teaching and learning of academic subjects, including history, biology, social science, math, chemistry, and art. Author, farmer, and photographer Michael Ableman reiterates this idea: “Gardens are great teachers. Kids instinctively understand what they are learning when they grow things. The garden provides a learning environment where biology, botany, math, even physics come alive. The garden puts it all into context. It’s not disconnected, free-floating information, but part of real life-problem solving” (27). Within edible education, learning is cemented through doing. Because of their multidimensionality, gardens are effective teaching tools that encourage critical thinking and engagement with the surrounding world. Bucklin-Sporer and Pringle of the San Francisco Green Schoolyard Alliance list numerous lesson plan ideas that link garden experience to state standards. Among their noted examples, they write that compost and recycling can address the California state science standards “2.c. Decomposers recycle matter from dead plants and animals” and “6.d. Conduct trials to test a prediction and draw conclusions” (91) through maintaining compost bins and observing soil decomposition. They draft lesson plans that test different objects’ decomposition rates while recording comments

and reflections. Students acquire skills, concepts, and concrete knowledge from their garden experience that compliment classroom, standards-based learning.

Additionally, varying the physical environment in which structured learning takes place is beneficial to the overall educational experience, as it helps synthesize knowledge and allows for contextualization of learning. Author and educational consultant Dr. Thomas Armstrong believes this is particularly significant for children diagnosed with attention deficit disorder (ADD), which he believes to be a category of “under aroused” learners in need of more stimulation from their surroundings (28). Instead of having a disorder, he emphasizes that children with ADD have a different learning style that can be accessed through alternative educational models and new influences. The strategies he lists include: “Provide opportunities for physical movement” and “frequent changes in activities,” (24) “Provide a variety of stimulating learning activities,” (28) and “Provide hands-on activities” that use contact and experience with the physical world (37). Armstrong lists gardens as a potential method of tactile and sensory stimulation. Although he focuses specifically on children who experience difficulty concentrating in the classroom, these approaches and tactics can engage and optimize all students’ learning by providing stimulating educational environments. Multisensory by nature, food and gardening programs actively teach to a variety of learning styles.

Howard Gardener’s Multiple Intelligences theory supports the value of multi-sensory educational models such as edible education. In calling for a broader definition of the term, and thereby pluralizing what is often considered singular (Gardener 34), Gardener characterizes intelligence as: “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (33-34). He believes that, “Intelligences are not things that can be seen or counted. Instead, they are

potentials - presumably, neutral ones - that will or will not be activated, depending upon the values of a particular culture, the opportunities available in that culture, and the personal decisions made by individuals and/or their families, schoolteachers, and others” (Gardener 34). His theory predicates the belief that different people have different strengths, implying that intelligences and cognitive abilities are expressed in varying forms. Because no method is inherently superior to another, the standard concept of intelligence is extended to include more people.

Gardener’s theories translate to edible education programming, as gardens cater to each of the seven categories of intelligence that he delineates. These sub-intelligences or “cores” include essential sets of skills and abilities that have largely been ignored by society in the classification of intelligence. Linguistic intelligence, which emphasizes sensitivity to both written and spoken language as well as adeptness to learning language, is expressed through verbal communication in the garden and learning names of plant species and crop varieties. Math problems and science experiments based on activities in the garden and the kitchen address Logical-Mathematical learners, who are able to think reasonably and rationally with ease. Garden education allows Musical learners, or those who are sensitive to rhythm, tone, and sound, to succeed through auditory learning, lectures, and conversations in the garden. Songs about the garden can be used to solidify lessons for students in this group. The physical nature of edible education allows Visual-Spatial learners to easily conceptualize information, imagine learning, and promote awareness of direction, design, and space. Well-coordinated Bodily-Kinesthetic students, who learn by doing and use movement to solve problems, thrive with the ability to interact physically in the garden and use it as an active, participatory learning space. Interpersonal skills, which denote the ability to “understand the intention, motivations, and

desires of other people, and consequently, to work effectively with others” (Gardener 34), are cultivated through the partner work, group projects, and relationships that are built through edible education. Lastly garden programs promote self-discovery and exploration, benefiting Intrapersonal learners who are characterized by the ability to understand the self and knowledge of the workings of that respective individual. With their use of sound, visuals, printed words, tactile experience, color, instruction, and replication, garden education programs solidify learning by using a variety of mediums that appeal to many learners, engaging students beyond just their strengths.

Food and garden programs encourage children to draw larger connections between what they learn in class and the world that surrounds them. Garden and kitchen work makes students ask thought-provoking and sophisticated questions. For example, while I was teaching a summer program called “City Farmers” at the Brooklyn Botanic Garden, one six year-old student made a concerned observation about two cucumber plants growing in his plot. Although both plants were quite large in size, they were still not producing any fruit. After he hypothesized potential and imaginative reasons for the problem, I eventually explained to him that the two plants were spaced only several inches apart. They had not been staked properly or early enough and were climbing on top of each other for support so the plants were too stressed to begin producing cucumbers. Their first priority was to out-compete the other for resources. Experiencing first-hand competition between two vining cucumber plants led to not only a deeper understanding the importance of staking and of proper spacing, but also an increased awareness of relationships, competition, and interaction in the natural world. These realizations and lessons were made possible because of the child’s personal investment in the success of his plot and his experience in observing the cycle of growing. The process of gardening provides a

clear example of cause and effect, showing children how their actions influence the world.

Passion and interest are cultivated through pleasure and personal experience.

Some critics question the academic and social ramifications of food and agriculture education for students. Flanagan argues that integrating a garden into a school's curriculum detracts time from other classroom learning and academic development and could potentially lower scores on state tests. She believes it to be a passing fad that will not sustain actual change. In light of the school budget crisis and the high cost of education, Flanagan demands that standards-based education take precedence over what she considers to be an extra-curricular program. Flanagan fails to address that garden programs are, by their very nature, part of and integrated into the academic setting. A conduit for the teaching of all subjects, gardens and kitchens are tools to get students engaged in what they are learning in other academic classes. Planting heirloom¹ varieties of plants can be a lesson about culture and history, understanding the processes of compost and photosynthesis are demonstrations of chemistry and biology, and grinding flour and baking are possible vehicles for practicing math and fractions. The garden allows for traditional academic skills to be developed in different ways and solidified through active participation.

Furthermore, garden programs go beyond applying only basic academic skills. The experiential learning that takes place through garden education engages students in the critical and abstract thinking of which they are capable. They are able to connect important issues from the grounded perspective of things they can see and touch. Test taking and standards-based education are both implicitly and explicitly addressed. Although no studies have conclusively proven that edible education increases test scores, programs like the Edible Schoolyard in

¹ Heirlooms are open-pollinated crops that have been cultivated and saved for many generations, and have not been modified by conventional agriculture.

Berkeley directly center lessons on state standards. Through these active learning models, students gain critical reasoning skills that translate to test taking and overall academic success.

Food and Politics

The active learning of edible education programs demonstrates to students that every political issue passes the plate, encouraging them to take part in the food system. As farmer and food activist Wendell Berry famously emphasized in his essay *The Pleasures of Eating*, “Eaters... must understand that eating takes place inescapably in the world, that it is inescapably an agricultural act, and that how we eat determines, to a considerable extent, how the world is used” (“Pleasures of Eating” 231). The political component of food arises when the irrevocable element of its effect on the surrounding natural and social systems is acknowledged. Even for those who fail to recognize the political nature of food or are ambivalent towards it because they perceive that it does not directly affect them, it is impossible to depoliticize food.

The questions of access, affordability, and availability linked to food make it inherently political. As the Food and Agriculture Organization of the United Nation stresses, food is a basic and inalienable human right (Small). The inability for some groups to access quality, healthy food indicates systematic failure. Eating transcends the personal and, as Johnston and Bauman emphasize in their book *Foodies*, is “interlarded with relationships of power and privilege,” and reflects “power divisions of economic and cultural capital” (128). Personal choices have social ramifications that extend far beyond the individual. As Waters affirms, only with edible education will “the next generation of Americans know that we don’t just vote in the ballot box, we vote for the kind of world we want every time we choose what to eat” (“Edible

Schoolyard” 40). Edible education can elucidate the political nature of food, empowering children to become active in the systems that produce it.

Although it appears that food choices are made independently and freely, in reality, overarching political and economic structures largely determine those choices and the contexts that they are made in. Since these systems determine accessibility to healthy, quality foods more than personal choices, food both relates to and represents power structures. Wendell Berry elaborates, “There is, then, a politics of food that, like any politics, involves our freedom.... We cannot be free if our food and its sources are controlled by someone else. The condition of the passive consumer of food is not a democratic condition. One reason to eat responsibly is to live free” (“Pleasures of Eating” 229). The current food system in the United States is largely shaped by the desires of those who control it, namely global retailers, fast-food corporations, and multinational food processors, as Robert Gottlieb and Anupama Joshi note in their book *Food Justice* (15). These enterprises determine land use practices, decide workers’ rights and wages, and influence what types of foods are served to children at school. As previously noted, federal subsidies significantly shape the food system and its involved groups.

Some deliberately use food as a way to express political views. Through embodying beliefs about ideal land use practices, pesticide and agrichemical use, or the ideal healthy human diet, food presents an opportunity to exercise opinions about the world. Not all people have the social mobility and level of choice in using food as a political medium. Privilege is implicit in this perspective; however, even for those who do not view food as a part of their political identity, much can be determined about who they are and the system that they come from by examining their eating patterns and behaviors. Which foods are available to them and the nutritional content of these items demonstrate governing rules and social patterns. Regardless of

whether or not the political underpinnings of food are realized or expressed, the political nature of food extends to every person who eats.

The concept of food justice emerges from this acknowledgement of unequal access to food. It counters the dominant industrial paradigm of food production and consumption. Gottlieb and Joshi define the term as “ensuring that the benefits and risks of where, what, and how food is grown and produced, transported and distributed, and accessed and eaten are shared fairly” (15). They emphasize that current, powerful inequities initiated the movement, which calls for immediate and paradigmatic change in terms of food, health, and the environment. Food justice demands that the public considers the social and political issues often not visible in food, such as farmworkers’ rights, that lie at the core of food justice advocacy. The movement aims to address current inequities as well as inspire systematic transformation based on equitable food access.

The term ‘food deserts’, which are increasingly prevalent throughout the industrialized world, describes the patterns of inequitable access and disproportionate distribution of healthy foods that food justice addresses. Food deserts are low-income areas that are characterized by a lack of access to full-service grocery stores, a limited availability of fresh fruits and vegetables, supermarket flight, denser concentration of fast-food restaurants, and increased availability of junk food. Food deserts become perpetual cycles. Lack of availability of fresh foods in low-income areas prevents their consumption, thereby generating little incentive for producers to enter that market. Furthermore, when fruits and vegetables can be found in food deserts, costs are usually higher because of the lower demand. Rates of diet-related illness directly correlate to the availability of fresh produce. Each element further reinforces the existing inequalities of food access. There is an explicit connection between food justice and edible education, as its long-term goals parallel one another.

Although food directly reflects social and structural inequalities, edible education programs act as a source of empowerment. They create a bridge for doing work that crosses race, gender, and class lines in an unparalleled way; garden and kitchen programs are incredible vehicles because eating relates to everyone. Edible education makes the political implications of food evident to students by bringing attention to the well-masked structures underlying it. Through tangible opportunities to engage with food in an educational setting, the connection between individuals and political systems is elucidated. Edible education classrooms become an arena for discussions of the political nature of food, encouraging informed, critical thinking, and enriching civic culture.

Food and Environmental Awareness

Much of the political nature of food stems from its relationship with the environment; food is political because the issues of sustainability are intrinsically linked to its production. The general public now commonly accepts the environmental and social problems associated with the industrial food complex and monoculture-based production. These serious concerns connected to agriculture and food systems include the issues of soil loss, groundwater contamination, air quality degradation from the spraying of agrichemicals, biodiversity loss, multinational corporations privatizing and patenting genetic information, fossil fuel dependence, and increased food miles.² Edible education solidifies for children the human relationship with the environment. Through hands-on experience with the entire process of growing food, children gain a deeper understanding of cause and effect. Personally observing changes in the garden demonstrates that children's actions cause repercussions in the world that surrounds them.

² The term food miles describes the distance that produce travels between its origin and destination.

Students begin to understand the global and ecological implications of their food choices through witnessing and partaking in the gardening process.

Gardens serve as a bridge between nature and culture, helping children to understand that the environment is not a separate entity or unconnected from society. Wendell Berry elaborates: “The idea that we live in something called “the environment” is utterly preposterous... The world that environs us, that is around is, is also within us. We are made of it; we eat, drink, and breathe it; it is bone of our bone and flesh of our flesh” (“Conservation is Good Work” 34). Unlike other environmental education programs, the environmental awareness gained through participatory garden education programs is not merely hypothetical. The ability to engage in the entire process, from growing to waste, allows children to closely experience the entire lifecycle of a system. Staggering environmental problems such as global climate change can easily seem abstract; however, a problem like nutrient deficiency in a plot of soil provides immediate and visible evidence in a plant to an observer. Gardens provide a tangible way for children to interact with the natural world and frame environmental issues as approachable subjects.

Through observing the cycles of growing while working in the garden, children’s awareness of seasonality deepens through edible education programs. Studying planting calendars, reading descriptions on seed packages, and planting based on time of year all give students first-hand understanding of the importance of seasonality, which is increasingly hard to decipher in the current globalized food system. The kitchen component of edible education programs furthers awareness of season, as children witness that different crops are available at varying times of the year. Within its specific lifecycle, each plant has its own different time frame for planting and harvesting. Children grow to understand that climate and season are connected,

and that geographic characteristics determine what will grow and when. In addition to increases in environmental awareness, gardening skills, and plant knowledge through food education programs, edible education can instill in children a sense of respect for and value of the environment.

Food, Values, and Culture

Through communally growing, sharing, and eating, edible education programs can illuminate dominant cultural values of food to children. Both food-specific and overarching cultural ethics can be inferred from mealtimes, as attitudes, practices, and rituals surrounding meals and dietary choices provide insight into essential beliefs and behaviors. Anthropologist Sydney Mintz writes that food is “a powerful vehicle for moral considerations” (“Food and Eating” 27) that “overflows with symbolic significance” (“Food and Eating” 28). Food choices send powerful messages about individual identity, cultural ethics, and collective philosophy, and are symbolic of social status and political divisions. Mintz writes that eating simultaneously unites and divides groups, explaining that, “Social groups characteristically employ food to draw lines, confirm statuses, and separate those who do, and no not, belong” (“Food and Eating” 26). Mintz notes that food is emblematic of membership and belonging to social groups and networks.

In addition to representing ideologies, growing and eating food transfers and teaches values and morals to children. Ideals and interpretations are not the same everywhere; each culture has its own priorities surrounding food. Fast food, as Waters notes, serves as an excellent example of the perverse, mainstream messages of food. With fast food culture taking root worldwide, McDonald’s has become the global symbol of American eating. Fast food teaches

children that food is cheap, abundant, and inexhaustible; that its sources, methods of production, and quality are irrelevant; that it should be uniform everywhere; and that work related to preparing food is to be avoided at all costs (“Ecological Literacy” 49-55). Waters believes that when someone eats, they are “also eating a set of values that comes with that food” (Wall Street Journal Digital Network 16:33). Food extends much farther than the physical item itself.

Relationships are often expressed through food and shared through mealtimes. From birthdays and weddings to religious holidays and cultural celebrations, ritual foods and ways of dining are associated with festivities. The act of eating together strengthens social bonds and deepens relationships. Diner emphasizes, “Food in most places has been squarely associated with sociability, and within families it provide[s] a common expression of love and affection. These moments [express] community and family cohesion” (5). Since it has the ability to define circumstances and to shape experiences, food is situational; the questions of context and meaning are always linked to it. Family meals in particular solidify healthy eating habits and transfer values. Researchers find that better nutritional intake, as defined by greater consumption of fruits and vegetables, can be cultivated through communal mealtime (Larson et al.). As Fulkerson et al. explain, sharing food as a family can be a “useful mechanism for enhancing family togetherness” (“Adolescent and Parent Views”). It increases connections and can improve the overall quality of adolescents’ lives (Larson et al.). Parents transfer wisdom and values around the table, explicitly through conversation, and implicitly by the mere act of sharing a meal. Mealtimes are a venue “for modeling behaviors that parents would like their children to emulate” (“Adolescent and Parent Views”), explains Fulkerson. Meals together can develop a sense of belonging, cultivate “family unity,” and deepen connectedness, giving children a sense of stability, safety, and security (Fulkerson et al.).

Edible education can create a similar communal setting of gathering to eat, instilling the value of sharing experience over food. Since children absorb the ideas demonstrated around them, what they think and feel about food can be reshaped through school programs. Working in gardens and kitchens provides a venue in which students can examine what values they have in addition to developing a deeper appreciation for health and wellness. Considering not all children experience this at home, edible education programs serve as an opportunity for all children to engage in cultivating positive and healthy values surrounding food.

Food and Health

Health problems, chronic disease, and diet-related illness are now serious concerns for children. The proliferation of fast food franchises and the devolution of diets to ones based on empty calories³ have caused people in the United States to be simultaneously obese and nutritionally deficient, hungry and overweight, overfed and undernourished. Starvation and excess, paradoxically, increasingly occur together. This is not just a problem in the United States. The United Nations Food and Agriculture Organization characterizes the current weight gain, rates of diet-related illnesses, and overall health declines as “globesity” (Gottlieb and Joshi 111). This term indicates that these problems are occurring both on a global scale, and as a result of an increasingly globalized economy. These issues and patterns are now affecting the world and globesity has quickly become a public health crisis.

As previously noted, eating patterns are not innate, but learned. Because of the malleability of diet and food habits, behaviors are passed on, shared from person to person. Parents, who largely determine what and when their children eat, can either instill positive habits

³ Empty calories are high calorie foods with low nutritional value.

or transmit their own potentially unhealthy tendencies. The ways in which one person eats influences those around them, occasionally inducing others to adopt and practice the exhibited behavior (Hetherington et al.). This information has ramifications for children's learning and performance in school. Cooper's research and experience show that healthy diets are undeniably related to learning capacity; poor nutrition affects children on many levels. In addition to increased rates of diabetes and obesity, highly processed, additive-laden foods are also connected to behavioral disorders. In several studies examining these links, it was found that seventy-three percent of children fed a diet free of chemical additives, dyes, and artificial sweeteners showed a reduction in hyperactivity as well as increased attention spans (Cooper and Homes 3). This data reinforces the importance of serving healthy foods in schools and underscores the significance of teaching the skills necessary to making healthy choices.

Similar to acknowledging the dangers of unhealthy eating, the severity of smoking is now commonly recognized. It is socially unacceptable, and often outlawed, to smoke in public places and many restaurants. In addition to harming the smoker, second hand smoke is linked to grave problems such as lung cancer and brain damage in nonsmokers. The taboos and problems associated with cigarette smoking easily translate to food and eating, as serious and harmful repercussions can result from both. Like smoking, eating is not strictly individualized. In the same way that one person's choice to smoke is known to be harmful and will negatively affect the health of those around them, one person's eating habits also have consequences for others. Children in particular assimilate behavior modeled by adults and absorb the values typified in their surroundings. "Second Hand Eating" could characterize this same pattern of appropriation. This comparison is particularly significant for children, who have far less power in determining the foods they eat.

Even the sense of taste is adaptable and subjective. As Mintz notes in *Sweetness and Power*, “What constitutes ‘good food,’ like what constitutes good weather, a good spouse, or a fulfilling life is a social, not biological, matter” (8). Feelings, thoughts, and ideas influence and are related to perceptions of taste; therefore, cerebral processes and thought patterning actually alter how the physical sensation of taste is understood. This shows that taste is at least partially culturally conditioned, as it is possible to learn to appreciate food and intellectualize it. With this understanding, edible education teaches children the importance of health and the value of sustainable food. Working in a garden and cooking from it brings greater understanding of where food comes from and improves students’ ability to make healthy choices. Through cooking segments of edible education programming, children gain an understanding of nutrition. They learn, at least in a basic sense, the properties of different food groups and how to have a balanced diet by preparing simple and healthy meals in school. Real and useful life skills are transferred in edible education classrooms through teaching children how to cook. In some cases, particularly in programs for high school age students, this can also teach vocational skills and expose youth to potential fields of work. Edible education provides the experience necessary to understand that preparing food and the principles of health rely on basic, standard, easy-to learn skills. Cooking healthfully is not predicated by an elusive, challenging set of rigid rules and unchanging recipes.

Perhaps most importantly, edible education teaches students an entire healthy philosophy surrounding food. Children learn the value of eating together, of taking the time to sit down, and of sharing food. Appreciation of food is developed through learning to acknowledge, understand, and enjoy the entire experience that food offers. Actively participating in the process of mealtime provides clear connection between the theory and the practice of healthy living, and even potentially political engagement around such issues.

Recent data further supports the overall efficacy of edible education by proving that student participation results in improved health. A Los Angeles study monitoring health of Latino elementary school students provides conclusive evidence that garden programs have beneficial health impacts for involved students. The study, conducted by the Keck School of Medicine and the University of California at Los Angeles (UCLA) School of Public Health, followed “100 mostly low-income Latino fourth and fifth graders” (Ridgeway 4) through twelve weeks of participation in a ninety-minute after-school gardening program. Their behaviors were compared to a group of seventy control students. The study’s findings included: “Compared to controls, the LA Sprouts kids charted a five percent decrease in diastolic blood pressure and a twenty-two percent increase in consumption of dietary fiber. Importantly, participating overweight children saw a one percent decrease in BMI compared to a one percent increase in BMI in the control group” (Ridgeway 4). This data proves significant because it indicates that garden programs serve as one component of a solution to some of the health problems youth currently experience. Scientific data provided by these types of studies confirms the viability of edible education by demonstrating that garden programs alter students eating habits and food attitudes.

Community and the Pleasure of Food

Food has the power to bring people together. Through participating in the processes of growing and sharing, food unites people, creates community, and deepens connections. In the same way that food acts as an entry point into a variety of issues, garden projects and edible education draw a network of people together, all working towards one larger goal. Gardens and kitchens serve as social centers and places to gather where collective effort and vision create and

solidify relationships. School gardens and food education programs are less about designing a perfect garden and more about establishing a positive dynamic around food. As food activist Mark Winne recognizes in his book *Closing the Food Gap*, the ability of gardens to create community is far more important than the amount of food that they physically produce. He emphatically believes that gardens make the personal become the communal (53). Their power, he states, “is not found so much in the rate of return to the food supply but in the rate of return to society. And while the contribution of these alternative enterprises to food security might be marginal, their ability to build and even rebuild communities deserves note” (62). Food brings people together for physical sustenance, but also for the nourishment that comes from sharing and being together. The conversations and communities that develop around food exemplify the idea that the sum is greater than the total of its individual parts.

Through blooming flowers, speckled forellenschluss lettuce leaves, or garnishing dishes with lively curly parsley, edible education fulfills the human need for beauty, proving that it is not merely an abstract concept. Students learn that beauty is abundantly around them and that it comes in many forms. Participating students learn to not only appreciate and value it, but also to create it themselves. Waters believes that “Food can teach us the things that really matter – care, beauty, concentration, discernment, sensuality, all the best that humans are capable of – but only if we take the time to think about what we’re eating” (“Ecological Literacy” 53). In terms of food, Waters stresses the importance of aesthetics and emphasizes that the enrichment of life comes through these values; however, that richness depends on an awareness of its sources. At the Edible Schoolyard in Berkeley, students carry out this conviction by designing tableware, selecting a centerpiece for the table, and garnishing dishes they cook themselves. They learn first-hand that food can bring beauty into their lives.

Evocative and enticing, food speaks to our senses and our basic humanity. The pleasure of food is much greater than merely the pleasure of eating; it is something to be grateful for and something to be conscious and joyful about. Berry writes, “A significant part of the pleasure of eating is one’s accurate consciousness of the lives and the world from which food comes. The pleasure of eating, then, may be the best available standard of our health” (“Pleasures of Eating” 234). The entire process of cooking and food in all of its forms are enticing prospects that engage students and draw them to get involved. Adler writes, “We feel, when we exert tiny bits of our human preference in the universe, more alive,” (2) demonstrating that food and food choices relate to our sense of self. One of food’s most magical qualities is its process of transformation. Witnessing change in food is a good teacher because it mirrors exactly what education is trying to produce in students. The word transform indicates a metamorphosis or a dramatic change in appearance or substance over a period of time. Education aims to do just that: catalyze transformation in the way that students think, interact with each other, and relate to the world around them. The inspiration, delight, and satisfaction of food originate in experiencing that alchemy. Good food, and the love of it, is contagious. From the taste and captivating pleasure of cooking, eating, and feeding others, to the deep feeling and motivation food stirs for political and environmental reasons, food is a powerful educational tool.

SAN ANTONIO HIGH SCHOOL FOOD JUSTICE PROGRAM HISTORY AND HANDBOOK

Introduction

The Food Justice Program at San Antonio High School is much more about process than outcome. While the tangible products that result from the program, such as garden vegetables and research projects, are both intended and beneficial, they are secondary to the individual gratification and sense of community for students that arise from daily participation. Teaching in the Food Justice Program has solidified my conviction that food education is both important and deeply gratifying. Photos from Fall 2010 of rows of completely empty beds compared with hundreds of recently-taken images of gorgeous dishes prepared in class, heirloom varieties of beans climbing hand-built trellises, and students holding melon-flavored Armenian cucumbers as wide as their shoulders, unites the program's work in a powerful way, solidifies how much the class has done, and confirms how satisfying, necessary, and fun the program is. This program handbook section outlines the main components of the Food Justice Program and aims to be a useful resource for future student coordinators and interns. In addition to each section description, a compilation of pertinent documents is included at the end of this thesis. Furthermore, an online version of this chapter and appendix has been created to increase the accessibility of the material.

Description of San Antonio High School and its Students

San Antonio, the continuation high school in the Claremont Unified School District, draws students throughout the Inland Empire who are considered at risk of not graduating on a

standard academic track. Although credits and requirements are identical to those of a comprehensive high school, the flexible scheduling of continuation schools allows students to earn credits at an accelerated rate. Low-income, minority, and at-risk youth constitute the majority of the student body at San Antonio. Over half participate in the free or reduced-price lunch program, which offers almost no nutritional food choices. For example, typical lunches include frozen burritos and chocolate milk. More than eighty percent of the 100 to 120 students are racial or ethnic minorities, with Latinos making up nearly sixty percent of the student body. A large number have had contact with the criminal justice system and many initially failed the state-mandated high school exit exam. Numerous students have unstable family situations, face homelessness, and confront academic challenges or behavioral issues. Almost no students have worked in a garden or have visited a farm prior to the Food Justice Program. Understanding of health and healthy eating is also generally limited among the student body.

The Food Justice Program was the first-ever after school program introduced at San Antonio High School. Due to the small size of the school, the Food Justice Program has reached a higher percentage of the student body than it would be able to at a comprehensive high school like Claremont High. The stigma surrounding continuation educational institutions often renders the school invisible in the larger Claremont community and the district allocates far fewer resources to San Antonio than it does to other schools. As one teacher noted, other schools are often reluctant to share or loan basic supplies like books. Because the school has fewer resources, less funding, and limited opportunities for students, the Food Justice Program plays a particularly significant role. The characteristics of the school and the student body make San Antonio an appropriate setting for a high school garden project that can improve health, work habits, and sense of self worth among at-risk youth.

Program History

The Food Justice Program began in the spring of 2010 as a component of Professor Nancy Neiman Auerbach's course, the Political Economy of Food, at Scripps College. Auerbach wanted to ground the theory taught in her course with meaningful and concrete work. Interested in the justice and equity issues related to food, Professor Auerbach aspired to create food politics internships that worked with marginalized populations within the generally affluent community of Claremont. Alongside the Meatless Mondays program at Crossroads,⁴ Professor Auerbach contacted San Antonio administrators to establish an internship to link to her Scripps political studies class. Both the San Antonio and Crossroads programs intended to "bring resources to the community partners and to provide students to work," she emphasized.

Professor Auerbach started by contacting the San Antonio office and Principal Steven Boyd, proposing integration of a garden into the school. Although Professor Auerbach wanted to involve Claremont Colleges students and resources, she stressed the intention was to work with, not for, San Antonio students. Furthermore, the infrastructure already existed to support the type of program Professor Auerbach envisioned: Several years prior, a teacher built multiple garden beds in the south end of the campus behind the academic buildings. When that teacher left the school, the garden was abandoned. Midway through spring semester, a PE class during the last period of the day began working in the garden with the help of several Claremont Colleges students; however, the San Antonio students in that class had not self-selected to be involved, and thus were not necessarily interested in gardening. At this time, the area was abandoned and many students remember being unaware that a garden even existed. Since she was simultaneously developing the Meatless Monday Crossroads program, Professor Auerbach was

⁴ Crossroads is a transitional home for previously incarcerated women in Claremont.

not physically present during these initial garden class sessions. Her interns, she explained, “got to experience the craziness that it is to set things up.” Although little gardening work was done overall, the program began to take shape.

The following summer the school offered community service hours to a student to weed and maintain the garden over the vacation in anticipation of a more formal program in the coming school year. Another San Antonio student joined, and together the students pulled weeds and planted summer crops based on their previous gardening experience. That summer more beds were constructed using donated repurposed scaffolding. Cal Poly Pomona students planted a garden of fruit trees and drought-tolerant herbs north of the garden and installed drip irrigation systems in the existing beds as well. Completely separate from the Food Justice Program, the group coordinated their work through Rick Cota, the Director of Nutrition Services for the Claremont Unified School District.

Initial funding, provided by an employee giving program through Fiji Water Company in the Spring of 2010, allowed Professor Auerbach to purchase seeds, plant starts, and other necessary gardening supplies. Auerbach and Jean Schroedel, the Dean of the School of Politics and Economics at Claremont Graduate University (CGU), were awarded the BLAIS grant, a CGU internal fund of \$26,000 in August 2010. Among other program necessities, the BLAIS grant helped supplement the funding disparities in the Claremont Unified School District. The grant has provided stipends for five teachers to stay after school hours to help coordinate the program over the course of the last two years. Since BLAIS is an internal CGU grant, it required Professor Auerbach and Schroedel to hire a CGU research assistant to take care of the garden and use it for academic research. Overall, the funding provided through the grant gave the resources to support the ideas and enthusiasm surrounding the program.

From the beginning, the program has addressed the unequal resource distribution throughout the Claremont Unified School District by providing essential services. Under Cota's new leadership, the Claremont Unified School District lunch program was transformed through the implementation of a salad bar into every school; however, as Professor Auerbach highlighted, "Every school meant every school – except San Antonio. They were not slated to get a salad bar." Although the district released no public statements or explanations, potential reasons for this decision could be the small size of the school and the early dismissal time of 2:05 p.m. Professor Auerbach and Schroedel ordered a salad bar through Rick with the assumption that eventually produce grown in the San Antonio garden could be served at lunch time. Because the produce had to go to the district kitchen first, was often redistributed to other district-schools, and had to meet certain standards, the application of this idea has been, as Professor Auerbach emphasized, "almost impossible." Instead, students involved in the program are encouraged to harvest as much as they would like, whenever they like, from the garden to share with their families. Students relay positive feedback from their parents about the produce they take home. The structure and development of the Food Justice Program has been affected by district policies; yet it also has managed to operate relatively independently, allowing the program greater flexibility.

In Fall 2010, the program began meeting twice weekly for ninety minute after-school classes, awarding students five academic credits for their involvement. The group initially fluctuated between six and ten students, but by the end of the first year, grew to upwards of thirty. The ideal number of students is approximately fifteen. Professor Auerbach and Claremont Colleges interns, from her courses Political Economy of Food in the spring and Food Justice Practicum in the fall, plan and facilitate classes, receiving academic credit for their involvement.

The student coordinator, or the lead student intern, manages the calendar, organizes class sessions, coordinates speakers and volunteers, drafts the curriculum, and communicates plans with Professor Auerbach and the interns.

Current Class Structure

San Antonio's garden has three sections: The thirteen narrow raised beds at the north end, the outdoor classroom (still in construction as of publishing) in the central area, and the three large raised beds in the south end. The garden area totals 3,200 square feet. As of Spring 2012, the Food Justice Program meets twice weekly for an hour and a half each session. One day generally focuses on education and discussion and one day concentrates on harvesting ingredients and preparing a dish. Gardening activities and maintenance are important components of both sessions. Activities constantly change depending on what care the garden needs. For example, the group brings out dozens of four-ounce mason jars for saving the seeds of summer's last overripe tomato hanging heavily from the vine for future seasons. To deal with pest problems, circular holes in the brassicas indicate cabbage moth larvae and remind students to either pull out infected plants or to apply an insecticidal soap spray. For cooking and harvesting, dozens of varieties of lettuces and arugula mean the class makes salad and reviews how to prepare a basic and delicious dressing. Regularly changing class plans ensures garden maintenance, involves student in all areas, and transfers more garden-related knowledge and skills.

General course plans for each semester are included in the appendix that follows (see Appendix 1a-d). While they are not detailed lesson plans and not all entirely complete, they provide an overall understanding of the curriculum used in the past and can give a sense of the

amount of material covered in a day, a week, and a semester. The plans demonstrate class themes, program content, and overall time management. This thesis was published before the end of Spring Semester 2012; therefore, the corresponding document is unfinished. The program's start and end dates are based on the Claremont Colleges schedules and students sign up in the San Antonio office.

Projects and Field Trips

Students involved in the Food Justice Program participate in many special projects and field trips, which give them a broader perspective on local food industries and provide experiences different from what they usually encounter in the program garden. In February 2011, students made marmalade in the district kitchen to take home and to distribute with invitations for the upcoming program fundraiser dinner (see Appendix 2a for instructions). Students visited Amy's Farm, a local operation in Chino, in May 2011 and Drake Family Farms, a goat cheese producer in Ontario, in September 2011. In February 2012, the Food Justice Program hosted Los Angeles-based artist collective Fallen Fruit for a public fruit jam. Community members gathered and made marmalade from publicly harvested local fruit.

These past projects and field trips were popular among San Antonio students and can easily be replicated. In planning a field trip, cost should first be evaluated and aim to be under \$300. The Food Justice Program fund covers the cost of the field trip itself while the Claremont Unified School District funds transportation. Arrangements for bus rentals can be made through Steven Boyd, the school's principal, and must be done at least one month in advance. The Field Trip Permission Form (see Appendix 2b) must be filled out with pertinent details, distributed,

and signed by parents or legal guardians prior to field trips. As an example for possible events, the Public Fruit Jam Flyer has been included (Appendix 2c).

Gardening Information

The best educational gardening technique is to have students do as much of the work as possible and to ask them questions about the purpose of each task. This engages them, encouraging students to become observers of the garden. Garden activities are incorporated into each class period. Through their active involvement in each segment of the growing cycle, students gain a deeper understanding of the source of food and begin to take ownership of the garden as a whole. Not all activities are equally exciting, but all are equally essential for the maintenance of a healthy garden.

Tasks shift depending on season and what else the class is doing. Generally, the student coordinator delegates jobs based on all of those factors. For example, while three people harvest sun gold cherry tomatoes and another three plant arugula seeds, six students shovel compost and apply it as a soil amendment where needed. Each individual group can be coordinated by a Claremont Colleges student intern or may be carried out exclusively by San Antonio students, but all should be actively involved. Not all tasks require the same amount of time and work; therefore, groups will complete their jobs at different intervals. When students finish, they can select a new task to focus on. In addition to a greater likelihood that the student will enjoy what they are doing, letting students select their work also encourages them to take more ownership of the garden.

Planting at San Antonio High School begins with seeds. While starts are occasionally purchased, beginning the process of growing plants with seeds allows students to witness the

entire process of growing. This also has gardening benefits because it gives the gardener greater control over the factors of soil quality, water, and weeds. Starting from seeds allows greater mobility, as trays can be transported from inside a greenhouse to out in open air, or from a shaded zone to an area that gets more sun. Since trays are not on the automated irrigation system, watering schedules must be established with students willing to volunteer during the school day. The student coordinator or another college intern can water over the weekend.

When planting, it is always best to give a demonstration, particularly in the beginning of the semester. Even though some students will certainly be proficient in the garden, reiterating and giving a visual example solidifies the concept and process for the entire class. Asking a more experienced student to describe the process to the rest of the class or explaining through posing questions actively engages students. Demonstrations and explanations should emphasize the importance of taking each plant's needs into account. This means attentiveness towards spacing between plants, water requirements, seasonality, temperature preferences, and depth in the soil. When giving a demonstration, it is best if students gather around in a circle so that everyone can see. Each step, its purpose and significance, should be clearly explained. Planted seeds should always be marked with a stake indicating the plant variety and sowing date.

Weeding can always be done. Before students pull anything, ensure that they are confident in their plant and weed identification skills. Students should be encouraged to pull out the weed's entire root system, to put them in piles or buckets, and take them to the compost as soon as they are finished. Hoes are also useful for weeding. Weed problems can be avoided by planting crops fairly close together so that the leaves of wanted vegetables overcrowd and shade-out unwanted plants.

The compost bins could be significantly improved from their current state and require constant maintenance. Ideally, they should be turned regularly and watered frequently. The ratio between carbon matter (dry material like leaves and hay) and nitrogen matter (food scraps, still-green plant material, and animal waste) should remain equally balanced. Pitchforks to turn the compost and clippers to cut larger pieces into smaller ones are available in the tool cabinet.

Students also participate in fairly physically demanding tasks, such as applying compost, particularly with nitrogen-rich animal manures, mulching pathways to block weeds and reduce flooding ground in the rainy months, and filling in the outdoor classroom floor with sand and leveling it before laying bricks in a decorative pattern. Students lift rocks, removing them from the ground and arranging them into winding pathways in the larger beds. While it may be hard to motivate students to do these physical jobs, they often result in students expressing pride and gratification from completing a project.

As a student coordinator, it is sometimes useful to type an explanatory list of all of the tasks that should be accomplished in class. Distributing this description can provide clear instructions without requiring the student coordinator to be present. The Sample Garden Tasks document (see Appendix 3a) serves as a sample for a class period's garden work. As always, students should be encouraged to harvest anything from the garden, whenever they want and to take produce home to share with their families.

Cooking Information

“When you acknowledge, as you must, that there is no such thing as perfect food, only the idea of it, then the real purpose of striving towards perfection becomes clear: to make people happy, that's what cooking is all about.” Thomas Keller

The class devotes one of its two weekly periods to cooking a dish based on what is growing in the garden. Although many exciting moments happen in the garden and thought-provoking, engaging discussions occur in the classroom, food preparation and eating are often the students' favorite activities. Even students reluctant to get their hands dirty to transplant lettuce starts are willing to have beet-dyed, garlic-stained fingertips in order to participate in the cooking and eating process. Cooking activities vary greatly. Some days, the student coordinator invites professional chefs or avid cooks to come lead demonstrations and teach workshops (see List of Speakers and Volunteers in this chapter for contacts). Past subjects covered include proper knife skills, mastering the basics of salad dressing, and fermenting lemon-ginger soda. Even on days without a guest-led workshop, incredible things come out of the kitchen: candied citrus peels from local Seville oranges; spring rolls with garden vegetables, pickled radishes, and three different dipping sauces; and crostini with mint-laced English pea purée and goat cheese. The class has pickled garden vegetables, fermented sauerkraut, made ricotta from local goats' milk, and preserved fruit marmalade. Students have also developed and written their own recipes, some of which originated from favorite family dishes. Class cook-offs, in which all students create something using the same ingredient at home and bring their dishes to share in class, are always popular cooking activities (see Appendix 3b for reference).

Sometimes the class follows a recipe and sometimes it does not. Professional chefs have brought in detailed instructions, teaching students to follow a recipe and emphasizing the value of reading it all the way through before beginning. Cookbooks provide both instructions and

inspiration for potential dishes. Often the most delicious dishes emerge as the group creates its own recipe. What is available, and in what quantity, contributes to what the group cooks. A recipe can be used for reference or for inspiration; however, it is not necessary to always follow it precisely. As former Chez Panisse chef Tamar Alder emphasizes in her modern adaptation of *How to Cook a Wolf* called *The Everlasting Meal*, what is most important is that the experience of food is pleasing. She writes, “You don’t need to know what it’s supposed to taste like: what anything is supposed to taste like, at any point in cooking, is good” (7). The Food Justice Program follows a similar philosophy. Recipe or not, the experiences of creating and eating food must be, and always are, pleasurable ones.

Although necessary ingredients will vary depending on the dish, it is good to always have the basics on hand. In the beginning of the semester, a bulk purchase should be made for items like olive oil, sea salt, balsamic vinegar, garlic, flour, walnuts, Parmesan cheese, and pasta. Then, even if a recipe has not been planned, the group will be able to create something delicious from the combination of what is available in the pantry and what is growing in the garden. When specific items need to be purchased for other dishes, such as rice paper wrappers for spring rolls or Rancho Gordo beans for soup, receipts should be saved and given to Ana Avilez (the Office Manager at San Antonio High School) in the San Antonio office for reimbursement through the school’s program account.

The basic skills of cooking are cultivated through active participation. Observing the leader of the class hold a knife and deliberately slice a radish into even rounds gives students an example of how to replicate that action themselves. The process of listening to verbal instructions, watching someone else do an action, and then recreating it independently solidifies learning. As students chop, slice, sauté, melt, and garnish under the guidance of a more

experienced cook, they acquire the skills necessary to prepare a meal. In addition to learning from others, tasting throughout the process teaches students to both learn when something is done and to trust their own instincts about food. Again, cooking is not about following another's predetermined measurements and ratios, but about creating a dish that is pleasing to the chef. Adler also encourages mastering cooking by frequently testing: "You must taste and taste. Taste everything, and often. Taste even if you're scared" (64). The Food Justice Program encourages students to follow this idea in the kitchen. While learning how to make citrus vinaigrette, students sampled five or six times before finalizing the combination. Drips of balsamic and red wine vinegar are sampled from spoons and flavors are tasted individually and together so that students can understand how flavor profiles change and interact.

The temptation to sit down and socialize at the back of the classroom instead of actively participating is a strong one for this group; students often need to be reminded to take part. Cooking works best if the class divides into several sections: while half the class works outside in the garden, the other half gathers around the table to begin cooking. As with gardening, groups should be self-selected and rotate when necessary so that every student gets a chance to try each activity. Limiting the number of students in the classroom at once increases the likelihood that each student will get to participate. When the dish is finished, everyone should gather to share the meal. Before eating, it is beneficial to have the chefs explain the dish and how it was prepared.

Washing dishes and cleaning, inevitable elements of preparing food, should be shared responsibilities. This also often takes encouragement and reminders. The cleanup should not rest on one person. Rather, ask each student to wash his or her own bowl or plate, and to take turns cleaning communally used dishware.

The Research Project

Students complete an independent or small-group research project on a topic of their choice in the class during the fall semester. The student coordinator should pass out a handout explaining the assignment in the beginning of the class; see Appendix 4a for a model. The Research Project – 5 Paragraph Template (Appendix 4b) is useful for encouraging students to write clearly and organize their ideas and can be given to students once they have chosen their topics. While the subject matter must pertain to food politics, students have a great deal of flexibility in selecting a focus that is of interest to them. In the past, presentations have included workers' rights and public murals, alternative and sustainable fast food, and the relation between fast food and food deserts. Throughout the course of the semester, students work in class, approximately 45 minutes per week, on their projects. They may use San Antonio classroom computers for internet research, but are also greatly encouraged to research their subject via interviews, books, and first-hand experience. The student coordinator, college interns, and San Antonio teachers can help students to find articles, develop their ideas, and craft arguments. Length of the project varies greatly; it is more important that the student demonstrates sincere interest and effort than that they reach a specified page requirement. Students give a complete rough draft to the student coordinator, revise it based on those edits, and submit it to be graded pass/fail. At the end of the semester, students present their work orally to the rest of the class.

Compared to the active and engaging work of planting and preparing food, students often express resistance to the class's academic component; however, the research project presents an opportunity to engage in a subject of personal interest, and, more importantly, to connect the active work done in the garden to current events and the surrounding community. The research project links their physical work to the theoretical discourse of food politics, which they are

largely unfamiliar with. The ability to study new material and articulate thoughts and ideas are cultivated through the research, giving students useful academic skills.

The Fundraiser Dinner

At the end of the spring semester, the Food Justice Program hosts an annual seed-to-table fundraiser dinner. The event is either on the last Sunday in April or the first Sunday in May. It begins at 5:00 pm with garden tours and hors d'oeuvres and ends with dessert around 8:30 pm. Including set-up and cleanup, students are asked to be available beginning at 10:00 in the morning until 10:00 that evening. Under the guidance of local chef Reed Herrick, San Antonio students help to harvest, prepare, and serve dishes that highlight what is growing in the garden. Professor Auerbach organizes bands and musical entertainment. The fundraiser dinner provides a solid, internally sustainable fundraising system and gives focus to the spring semester Food Justice Program classes.

Preparation for the event begins several months in advance with creating invitations to hand-deliver and drafting a flyer that can be shared and circulated via email. Sample invitations and flyers from past years are available for reference in Appendix 5a-c. Essential information includes location and time of the event, a description of the evening and of the Food Justice Program, RSVP contact information, cost of the dinner, and photographs to make it visually appealing. In addition to advertising the event in person and via email, a brief article was written by the student coordinator and was published in the Claremont Unified School District Nutritional Services newsletter in the Spring Semester of 2012. The document, Event 2012 – Write-up, (Appendix 5d), may be used as a model for future drafts.

After invitations have been sent, a Google document should be started to record the RSVPs. The information recorded should include the first and last name of attendees, the number of tickets they have reserved, their email address or another method of contacting them, and whether their payment has been received. The benefit of managing this information via Google documents is that it can be shared. In the past, the student coordinator, Professor Auerbach, and Ana Avilez have had access to the document. The student coordinator and Professor Auerbach typically recorded RSVPs and Anna submitted payment information as checks came in the mail to San Antonio.

After evaluating what will be available for harvest from the garden, Reed, Professor Auerbach, and the student coordinator plan the menu. Students then begin testing these recipes during class periods. In addition to maintaining the garden and testing recipes, students practice leading garden tours and writing speeches that they will present at the event. Samples of both student documents are included in Appendix 5e-f. In both years, the event was multiple courses and included drinks, hors d'oeuvres, a garden salad, several main dishes, and a dessert, (see Appendix 5g for reference). In addition to setting the menu, ingredients need to be donated and/or purchased. In 2011, a donations letter was sent to Trader Joe's, Sprouts, and Wolf's Market (Appendix 5h). Although their donations were minimal, the sample is included as an example of language and material that should be covered when asking other companies or campus organizations for donations. In both years, Claremont Colleges dining halls provided significant quantities of bulk food items. In 2011, Sodexo (the meal service provider for Scripps College) donated flour, sugar, pasta, oil, nuts, and ice cream. In 2012, Pitzer College provided staple ingredients; a list of donated items is included in Appendix 5i. Cooking equipment (Appendix 5j) was provided by the Claremont Unified School District kitchen in 2011 and from

friends in 2012. Ron Mittino loaned dishes and linens. Lastly, a program should be given to guests as they arrive; the document included can be used as a reference (Appendix 5k).

Teacher Involvement

The Food Justice Program depends upon San Antonio High School teacher support and engagement. Teacher involvement is not only beneficial for the program, it also allows teachers and students to interact in a setting outside the classroom. They get to know each other in different ways, expand how they relate to each other, and hopefully deepen their connections to one another. One teacher explained that the Food Justice Program “allows [her] to see a completely different side of the students that [she] would not normally see in [the] classroom.” In the 2010-2011 school year, two of seven teachers participated in the program; in 2011-2012 three of seven were involved. The level of engagement and type of partnership depends on the teacher. In general teachers help coordinate classes, gather students when it is time to meet, and continue classes when Claremont Colleges students are not available. They can facilitate classes over vacation and in the period of time between the Claremont Colleges summer break and the San Antonio summer break through continuing garden work, showing a film, or supervising independent work on research projects. Each is given a small stipend per year through the program’s budget (which is now generated by the fundraiser dinner). The student coordinator should communicate clearly and frequently with collaborating teachers about class plans, ideas, and schedules.

Claremont Colleges Student Involvement

As noted in the history section, involvement from Claremont Colleges interns is a mutually beneficial and essential component of the Food Justice Program. Through working together, both groups' perspectives shift. The purpose of including Claremont Colleges interns, Professor Auerbach explained, is two-fold. The first is instrumental, to "leverage the resources of this very elite institution [the Claremont Colleges] to promote the education of marginalized youth." Involving Claremont Colleges students increases donations and allows access to college club funds. Secondly the internships allows for unstructured mentoring and beneficial relationships between high school and college students. The internship opportunity provides Claremont Colleges students with teaching, gardening, and cooking experience, as they learn how to facilitate a classroom and operate a garden. Their active participation in the Food Justice Program complements food politics discourse and theory covered in the Political Economy of Food course. Although most interns become involved through this class, other interested Claremont Colleges students are also welcome to volunteer. Interns are encouraged to come to both class sessions to be consistent with the work covered in class and to build deeper relationships with students.

San Antonio students benefit from the mentor-mentee relationships with Claremont Colleges students. Many San Antonio students otherwise lack an older role model. As an administrator explained, "I think for many of these kids, the only adult they see is either their teacher, their principal, or their parent, and they don't have a role model closer in age to them." Teachers, administrators, and San Antonio students expressed that exposure to college students and their lifestyle contributes positively to student perspectives. Since not all San Antonio students assume they will attend college after graduation, the opportunity to work with college

students and visit the Claremont Colleges campuses for fairs and events demonstrates to them that college is not out of reach, but a viable possibility for them. Through the relationships built in the program, both groups of students learn that they have much in common.

The college internship works best if the student coordinator gives clear and frequent directions and tasks to do. Interns should be involved as much as possible. They can facilitate small group work in the garden (assuming they are comfortable and familiar with the task), lead educational class sessions, and present cooking demonstrations in the kitchen. In the past, the student coordinator emailed weekly descriptions of class plans to keep everyone informed and to delegate weekly tasks. When an intern other than the student coordinator leads a class, his or her lesson plan should be sent to either the student coordinator or Professor Auerbach for review. Ideally Professor Auerbach will be in class during that period to give the intern feedback and to help facilitate the discussion.

The number of college interns fluctuates with the semester and depends on the amount of work and projects the Food Justice Program takes on. While fewer interns and a smaller overall size can lead to a closer and stronger dynamic, having more interns allows the class to take on more projects, accomplish more work, and break down into smaller groups. The number of college interns has fluctuated between two and nine, though about five or six is the ideal number.

List of Speakers and Volunteers

Many speakers and volunteers have led Food Justice Program classes over the past two years. Subjects covered ranged from the principles of permaculture design to the basics of plant breeding and seed saving. Cooking demonstrations, lectures, and workshops are also included in this category. Visitors present different ideas and embody ways that students could make a living

in the fields covered in class, providing a real world connection for the Food Justice Program.

The presence of visitors also increases San Antonio student interaction with adults.

Local Volunteers

- Reed Herrick, professional chef and employee at the Cheese Cave

Reed has generously led countless phenomenal cooking demonstrations and has been essential for the fundraiser dinner. Reed is also very popular with San Antonio students. Reed should be contacted at least one week in advance, and can be reached via cell phone at (909) 720-2600 or email at reed@claremontcheese.com.

- Lance Biggers, Drake Family Farms

Lance has led several chef demonstrations as well as coordinated and organized the field trip to Drake Family Farms. Lance can be contacted via cell phone at (909) 489-5765 or via email at lbiggers04@gmail.com.

- Liisa Primack, Master Gardener and Master Food Preserver

Liisa included the program's garden in the Claremont Community Foundation's 2012 Urban Farm tour and facilitated ginger ale making in class. Liisa can be contacted via cell phone at (909) 721-5798 or email at liisa.primack@gmail.com.

- Karen May, Director of Development at the School of Politics and Economics at Claremont Graduate University

Karen is knowledgeable about public art. She came into class to give a presentation on local, urban murals, and emphasized ones related to the farm workers' rights movement. She is enthusiastic about getting involved in painting the mural in the outdoor classroom once construction is complete and should be contacted to help facilitate this project. Her email address is Karen.May2@cgu.edu.

- Roberto De La Cruz, Assistant Area Director of the Services Employees International Union

Roberto organized with Cesar Chavez during the campaign for farm workers' rights in the 1960s. Roberto can be contacted via cell phone at (213) 479-1864 or email at rdlc20002000@yahoo.com

- Zenia Gutiérrez, Grove House Food Services Manager at Pitzer College

Zenia has led very popular cooking demonstrations, including ice cream making. Zenia can be contacted via cell phone at (909) 461-9642 or email at Zenia_Gutierrez@pitzer.edu.

- Ron Mittino, Chair of the School's Action Group of Sustainable Claremont

Ron is a local community member, active in Claremont school gardens, and involved in local sustainability initiatives. With the help of his Italian mother, he taught the class to make semolina pasta from scratch and coordinated the program's table at the Claremont Earth Day Festival. He can be contacted at mittino@aol.com

- Rishi Kumar, Founder of the Growing Home and Learning Center in Diamond Bar

Rishi Kumar gave an excellent talk about the principles of permaculture gardens. He can be contacted via cell phone at (909) 660-3514 or email atrishi@thegrowinghome.net.

Specialty Presenters

- David King, the Learning Garden at Venice High School and Chair of the Seed Library of Los Angeles (SLOLA)

David King is a master gardener and gave a very engaging talk about plant biology, plant breeding, and seed saving.

- Oran Hesterman, President and Chief Executive Officer of Fair Food Network

Oran Hesterman came to speak at Claremont McKenna College. During his visit to Southern California, he also attended the Food Justice Program class at San Antonio. As with Hesterman, if a speaker is presenting at the Claremont Colleges on a topic related to program content, he or she could be contacted and asked to come to San Antonio as well.

- David Burns of Los Angeles-based artist collective Fallen Fruit

Fallen Fruit has been commissioned worldwide to map fruit trees growing on public property. Their projects include working with fruit as a material or a media, examining the relationship between public and private space. Fallen Fruit hosted a public fruit jam on the San Antonio campus in February 2012 and came into class to give a slideshow presentation.

Supplies and Materials

Wood chips: Tom Day Tree service will deliver free wood chips as soon as the truck fills from a site where the company worked. Specify that eucalyptus and pine should be avoided, as they extract nitrogen from the soil. Wood chips can be used for walking areas or to mulch beds. The company can be reached at (909) 214-6773.

Compost and soil: Amy's Farm in Chino donates soil and compost as long as San Antonio interns can arrange for pick-up. In addition to providing a much-needed resource for the garden, this relationship links the project at San Antonio to a larger local food network and provides a connection between the farm and the program garden for students when field trips are arranged.

Plant Starts: Ideally all crops are started from seeds; however, when needed, plant starts can be ordered through the Scripps College grounds services and purchased at wholesale prices.

Professor Auerbach should be notified and will order them directly through Lola Trafecanty, the Head of Grounds.

Seeds: At the beginning of each semester, a seed inventory is done in order to assess which varieties, and in what quantities, the program has. Professor Auerbach then places an order through Seed Savers Exchange, which sources heirloom, non-GMO varieties. Often seeds are shared between all Food Politics internships, linking the Crossroads and San Antonio programs.

Managing the Facebook Page

The Food Justice group maintains a Facebook page. This is a great way to post pictures from class and program events, share descriptions of what the group has done in class, and spread awareness about the program. In the past, only the student coordinator has had access to the Facebook page. Although it has been this person's responsibility to maintain and share what the group is doing, students are encouraged to post pictures on the page.

The login information for the Facebook page is as follows:

Email address: plantandfoodjustice@gmail.com

Password: sahsf00d

Applying for Grants

Applying for grants is an essential component of the Food Justice Program both to secure funds for future semesters and to give San Antonio and Claremont Colleges students' skills and experience in this area.

General Information

The same user ID and password should be used for all grant applications.

Program Title: San Antonio High School Food Justice and Gardening Program

User ID: SAHS garden

Password: FoodJustice

Basic Description to Use

San Antonio, the continuation high school in the Claremont Unified School District, draws students throughout the Inland Empire who are considered at risk of not graduating on a standard academic track. Low-income, minority, and at-risk youth constitute the majority of the

student body at San Antonio. Over half participate in the free or reduced-price lunch program, which offers almost no nutritional food choices. For example, typical lunches include frozen burritos and chocolate milk. More than eighty percent of the 100 to 120 students are racial/ethnic minorities, with Latinos making up nearly sixty percent of the student body. A large number have had contact with the criminal justice system and many initially failed the state-mandated high school exit exam. Numerous students have unstable family situations, face homelessness, and confront academic challenges or behavioral issues. Almost no students have worked in a garden or have visited a farm prior to the Food Justice Program. Understanding of health and healthy eating is also generally limited among the student body. The Food Justice Program was the first-ever after school program introduced at San Antonio High School. The characteristics of the school and the student body make San Antonio an appropriate setting for a high school garden project that can improve health, work habits, and sense of self worth among at-risk youth.

The group of approximately 25 high school and college student interns maintain approximately 3,200 square feet of raised beds, producing a variety of fruits, vegetables, and herbs. The program consists of harvesting, planting, cooking, and food justice education. The cross-curricular education program includes writing, research, agricultural science, economics, and entrepreneurship. The group is currently constructing an outdoor classroom under the guidance of a master mason, further developing technical career education taught in Regional Occupational Program (R.O.P.) coursework (masonry, tile work, murals, and basic construction).

Previously-Applied for Grants

Below is a list of all the grants previously applied for with their respective links. In the past, one Claremont Colleges intern has teamed up with one or two San Antonio students to

complete the application. Special attention should be paid to application deadlines. Drafts of each application should be reviewed by Professor Auerbach or a San Antonio teacher at least one week prior to the deadline.

1. Cal Fertilizer

http://www.calfertilizer.org/Grant_Winners.htm

2. Autozone Inc.

http://www.autozoneinc.com/about_us/community_relations/index.html

3. Annie's

http://www.annies.com/grants_for_gardens

4. Captain Planet

<http://www.captainplanetfoundation.org/default.aspx?pid=3&tab=apply>

5. The Lawrence Foundation

<http://www.thelawrencefoundation.org/>

6. Lowe's

<http://www.toolboxforeducation.com/>

7. National Gardening Association

<http://assoc.garden.org/grants/>

8. Mantis

<http://www.kidsgardening.org/grants/mantis.asp>

9. Welches

<http://www2.scholastic.com/browse/article.jsp?id=3752777>

Resources for Planning Classes

Useful websites

These websites publish articles and video clips that are useful to discuss in class. In general, choose a shorter, straightforward article. Before presenting it, identify any vocabulary words that may be unfamiliar to San Antonio students, write down a summary of the article, and draft a list of questions. Once in class, project the article and have students take turns reading aloud, one paragraph per person. At the end of each paragraph, have a student other than the one who read summarize the main idea. Engage students by posing questions and encourage them to link the material to their own lives.

- Ted Talks: <http://www.ted.com/talks>
Particularly: “Ann Cooper talks school lunches,” “Mark Bittman on what’s wrong with what we eat,” “Carolyn Steel: How food shapes our cities,” “Ellen Gustafson: Obesity + Hunger = 1 global food issue,” and all by Michael Pollan.

- Civil Eats: <http://civileats.com/>
- The Atlantic’s Food section: <http://www.theatlantic.com/health/category/food/>

Books

These books offer excellent gardening advice and can be used as a reference to address specific issues in the garden. If the student coordinator finds a section relevant and helpful, bringing the book in to share with the class can be a useful teaching tool.

- Bucklin-Sporer, Arden and Rachel Kathleen Pringle. *How to Grow a School Garden: A Complete Guide for Parents and Teachers*. Portland: Timber Books, 2010.
- Jeavons, John. *How to Grow More Vegetables*. Berkeley, Ten Speed Press, 2006.

Films

These films can either be borrowed from Professor Auerbach or checked out from the Claremont Colleges Library. The General Movie Handout (Appendix 6a) is very basic and encourages students to take notes on whatever interests them during the film. Since it does not ask specific questions, it is useful for generating responses and ideas. Students generally take fewer notes when more defined questions have been posed. For more detailed film discussion questions to pose orally in class, see the class plans documents for all semesters.

- Food, Inc.
- Fresh
- King Corn
- The Future of Food
- The Power of Community

Other Important Documents

Flyers should be made and posted around the San Antonio campus at the beginning of fall semester to advertise the program; see Appendix 6b-c for previous models. Additionally, the Important Dates Form 2012 (Appendix 6d) was sent home to families of involved students in January 2012 to explain upcoming events, informing parents of what to anticipate in the coming semester.

Tips for Working with San Antonio Students*Things to do with this group*

- Include everyone and encourage participation in the classroom and the garden. Make sure each student has a clear task to do. Allowing students to pick jobs increases their involvement, but students should be encouraged to rotate groups and try new tasks as

well. Although many students will stand around, remind them to take part and find what interests them. When groups have split up based on their work, remember to consistently check in with each one, ensuring everyone is involved.

- Ask questions about everything. Phrasing teaching points in the form of a question engages students and encourages participation. It invites students to think about the material in a larger context. Always ask students to describe the importance of the task at hand. For example, when planting broccoli seeds and considering spacing, ask students to imagine potential outcomes of sowing seeds too close together. In the kitchen, ask students to hypothesize reasons for de-stemming chard. In the classroom, ask students to consider the repercussions of loss of genetic diversity of seeds. Instead of merely presenting information, posing it as a question leads to deeper thought and engagement with material.
- Make the class as multi-sensory as possible. In the classroom, project articles on the board. Bring in photos or printed documents. Play audio recordings and show videos. Ask questions, and encourage student discussion as well as independent reflection. In the garden and the kitchen, tactile, sensory learning is more obvious. Give all methods of learning equal time.
- Rephrase constantly. Even if it seems redundant, it is likely that the information will be new for at least one student. Whether giving planting instructions or defining a term in the classroom, restating important ideas reinforces learning and solidifies important classroom concepts.
- As previously stated, define any vocabulary words that may be unfamiliar. Give synonyms for common-but-challenging words, even if students do not ask for the

definition. Have students sound out long words and use any unknown words in new sentences to reinforce learning.

- Cook often. Encourage students to harvest and eat from the garden as much as possible. Encourage students to taste and try everything, to compare flavors of different plants, and imagine dishes to cook. Engage them in the process, making sure cooking and eating are enjoyable.
- Talk through everything. Tell students not only the plan for the day, but also the purpose of each activity. This will involve them more fully and give them a sense of ownership over the group's work.
- Respect the students. View them as important and as smart as they are. They are not much younger than a college student, and have just as much to teach as they do to learn. Mutual respect can create incredible friendships between San Antonio and Claremont Colleges students.

Things not to do with this group

- Do not talk *at* San Antonio students for too long. In general, they prefer active and participatory learning. Keep classroom learning engaging through discussion and presenting information as questions that students can respond to.
- Do not forget how different their levels may be in terms of reading and writing than those of Claremont Colleges students. This is particularly apparent during the research project. Address disparities in knowledge by adapting the assignment to meet students at their level. Although some students may be prepared to discuss content and read academic papers, others may need help focusing on learning the basic elements of writing an essay

(such as clarifying an introduction, stating main points in body paragraph, and summarizing with a conclusion).

- Do not forget that students are capable of real work. Even if it takes asking several times, students can accomplish a lot of projects in a class session. Always thank them for their work and congratulate them on their successes.

Recognition and Press

The accomplishments of the Food Justice Program have been recognized numerous times by the larger community. Scans of articles published in the Claremont Courier, titled *Great food makes event a garden variety fundraiser*, *SAHS garden project shines for Sustainable Claremont*, and *Fruit jam event creates new relationships, marmalade*, are included in Appendix 7a-c. The Pomona College newspaper, The Student Life, published an article entitled *Claremont Community Jams for Sustainability* after the Fallen Fruit public jam event in February 2012 (Appendix 7d). The program was featured in the Claremont Community Foundation's urban farm tour of 2012, (Appendix 7e) and the Claremont Nutritional Services Newsletter (Appendix 7f). Additionally, the program received the "Best School Garden Award" in 2011 from the Sustainable Claremont Group and was included in SHFT.com's online video series entitled "Young Farmers." A permanent link to the clip can be found at: <http://www.shft.com/watching/young-farmers-katie/> and is listed in the Sources Cited section of this thesis. The program is listed through both the Fair Food Network and Edible Schoolyard listservs.

ANALYSIS OF SAN ANTONIO HIGH SCHOOL FOOD JUSTICE PROGRAM

Introduction

I have witnessed attitudinal shifts among students in the Food Justice Program. Students who showed up with McDonald's milkshakes in their hands can now name twelve varieties of greens and will ask to add chive blossoms as garnishes to pasta recipes they created themselves. One student who used to angrily slouch in the back of the class, unengaged and ear buds blasting, now freely expresses himself, eagerly volunteers to help with group activities, and regularly weeds for fun during his lunch break. Some students persuaded their parents to plant gardens at home, and one even got a summer internship at an urban farm studied in the program. These students exemplify some of the many successful changes sparked by involvement in the Food Justice Program. In this Program Evaluation, I discuss the following positive outcomes that have resulted: perception and attitude shifts, increased knowledge and understanding of food politics, increased overall involvement in school, healthier eating, cooking and gardening skills, and improved social skills. Additionally, interviewees noted that the program has improved the reputation of San Antonio in the Claremont community. The transferable skills cultivated through the program are ultimately more valuable than the concrete and daily work done in the garden and the kitchen. My research also revealed that the program faces challenges of consistent student attendance and participation, and could improve teaching skill sets to all participants instead of only those who choose to participate in a given activity. In spite of these issues, my interviews confirmed that the program has had a profoundly positive effect on involved students and on San Antonio High School at large.

Methodology

The analysis and results described in this section are based on interviews with nine of the twelve registered San Antonio students and seven teachers and administrators. Of the sixteen total interviewees, ten were male and six were female. I interviewed participants on campus during the school day with the assumption that they would feel comfortable in this familiar environment. I tape-recorded (audio only) all of my conversations. Interviewees are not identified by name throughout my analysis. In addition to interviews, this program evaluation includes my own observations from two years of experience.

My initial interview questions focused on gaining an understanding of subjects' impressions of the Food Justice Program and their opinions on how it has affected them. I purposefully asked open-ended questions so that interviewees would feel comfortable discussing whatever they felt was pertinent to the program. Instead of getting manufactured answers, I wanted to begin a dialogue and engage in a conversation with each person. The questions I asked students included the following:

- Why did you initially join the program?
- Has the program met your expectations?
- What have you particularly enjoyed?
- What would you change?
- What have you learned through the program?
- How would you use what you have learned in the program in other areas of your life?
- Has your involvement in the program inspired any personal changes? If so, what changes?
- Have your eating habits changed since you joined?
- Has your involvement affected your academic life?
- What do you think about getting credit for the class?

Teachers and administrators were generally much more forthcoming and articulate in their responses than the San Antonio students interviewed. Perhaps their distance from the

program allowed them to have a more observant and critical perspective. The questions I asked this group included the following:

- Why did you get involved in the Food Justice Program?
- Have you witnessed changes, either academically or socially, for students involved in the Food Justice Program? If so, what changes?
- Have you witnessed larger changes in the school's overall social dynamic and/or students' willingness to participate in the classroom?
- What outcomes have you witnessed for involved students?
- Have you observed any repercussions in the larger San Antonio community?
- Do you think the Food Justice Program translates to student involvement or performance in the rest of their academic lives?
- Have you heard any feedback from parents about the Food Justice Program?

From these conversations, themes and trends emerged, from which I was able to draw conclusions and identify common outcomes. Although many interviewees articulated similar ideas, my data was hard to quantify, as there is an intangible element of program outcomes. An administrator agreed: "That's what's hard about asking for [quantitative] data, but I know I can feel it. I know I can see it." It is possible to measure these types of improvements through increased attendance rates or improved grades, but even those indications are only aspects of a much larger transformation that has taken place. As the same administrator remarked, "You can see it in what they have done with their lives and [in] attitude changes at school." Future research could follow up with comparative questions that address more specific topics. For example, students could be asked a series of yes or no questions such as, 'Did you learn science skills?' and 'Did you learn cooking skills?' This would allow the researcher to measure, in a more concrete and quantifiable manner, if students perceive they have developed skills in addition to the overall personal transformation this research demonstrates.

Outcomes for Students

Students each listed multiple reasons for deciding to join the Food Justice Program. Three of the nine students interviewed were attracted to it because of a preexisting interest in food and a curiosity about the subject of food justice. Previous experience gardening at home, in school, or at summer camp attracted two students to the program. Two had friends already involved and heard from them that the program was fun. As students emphasized, the cooking focus of the program drew many students. One student noted, “A lot of people who were just like, ‘no I’m not touching anything we’re cooking here, and then they try like a salad or something, and that’s half the reason they come now, [because] they like the food so much. It’s not really anything they get at home.’” Four mentioned they met new friends through the program in their discussion of why they joined. Six said they joined the program because it offers academic credit or community service hours. Regardless of their intention in enrolling, all students who mentioned credit said that once enrolled, they enjoyed the program and gave it their own personal meaning.

Students expressed overwhelming satisfaction with the program overall. Many described it as “fun.” Statements like “It has taught me a lot” and “[It gave me] a new feel of how to eat food, and how to live off of really good food” demonstrate that the program has transferred knowledge and helped develop new ideas. The program has cultivated real, transferable skills that will be useful to students for the rest of their lives, and it has fostered a strong sense of community among the group. Students summarized that the experience was meaningful by noting, “It blew me out of the water” and “I’m really grateful for this program, like super grateful.” In terms of the size of garden, the hands-on and participation-based nature of the classes, the variety of activities, and the emphasis on seed-to-table cooking, many students expressed that the program has “exceeded [their] expectations.”

Perception and Transformation

The Food Justice Program has significantly impacted students' perceptions about their lives, their relationships to health, and their approaches to eating. Teachers and administrators stated that they have observed significant, positive shifts in overall attitudes about life, in addition to increased motivation and accountability for several involved students. One teacher said, "I have seen a young woman, who was assigned a parole officer by the court for committing a violent act, digging happily in the garden's dirt and planting seedlings. She used to be disgusted by earthworms, but after being exposed to the garden, she treated them with care and safely relocated the worms whenever they were accidentally dug up." In addition to changing this student's overall attitude, the garden has created an outlet and a reflective space for her. Another teacher commented, "I have seen some students go from typically angry and easily agitated to more poised, calm, and focused on grasping achievements that benefit their lives." Yet another described the transformation she has witnessed in multiple students: "Several of the students in the Food Justice Program have changed from being quiet and insecure to being outgoing and confident." Not only has the Food Justice Program positively redefined the way that students relate to their surroundings and to each other, it has increased students' level of motivation and has improved their outlook on the world.

An administrator noted that one student's participation in the program encourages their attendance at school. He stated that he saw this student "go from not coming to school and being in trouble, to being so dedicated and wanting to be here because the garden is something that he has taken ownership of." Another administrator confirmed this student's transformation. He expressed that this student has taken a "180-degree turn here at school. There were times when I couldn't get him to school. Didn't know where he was; couldn't find him. Now, he may be late

sometimes, but he's here at school. This is his spot, and I don't think it's anything that we've done. I think the gardening has helped that a lot for him." He concluded that several people have become "totally different students from when this whole thing started to now." These examples confirm that the program has inspired personal development and character transformation. If students know who they are in the context of the Food Justice Program, they may have a firmer sense of self in other circumstances as well.

Teachers and administrators explained that they believe the transformation sparked by the Food Justice Program has improved students' overall opinion about education. An administrator summarized: "Individual students have bought into school much better." He measures this by attendance and involvement. He stated that students have become "more consistent in coming to school and being at school; they participate more in school." He added, "It's not that they're excelling, but there's incremental change." One teacher stated, "I think their overall attitude toward coming to school in the first place has become more positive. Their attendance seems to have improved, and because their attitude toward school has changed, they have become more actively involved in succeeding academically." Several administrators relayed stories of the previously described student who, after going to jail, now comes to school so that he can participate in the program at the end of the day. The Food Justice Program has had a powerful effect on several students' academic lives. These overall changes are visible to teachers and administrators and are significant because attendance contributes to overall scholarly improvement and engagement in learning.

Several students stated in interviews that the garden has given them a sense of purpose and has made them "feel important." One student emphasized that sharing lunch with chef and sustainable foods advocate Alice Waters last fall during her visit to Scripps College particularly

contributed to this feeling, explaining that it made him feel like he “really did something.” He added, “I got to speak.... I had this voice, and people are listening.” He reflected that participating in a meal with her made him feel validated and valuable. Considering what a “pioneer” Waters is, he expressed that he felt particularly important that day. Furthermore, the opportunity to meet Waters connected the work of the Food Justice Program to a whole network of similar projects across the nation, making it seem like part of a bigger movement instead of just one independent project. More general statements about the program at large paralleled this student’s feelings. Other interviewees added that the program “ended up defining me,” “[made] me feel like I have a purpose,” and “[made me] feel like I’ve found myself in this, in gardening, in working.” Their statements about their participation in the program demonstrate that the Food Justice Program has positively contributed to students’ sense of identity and direction.

The feelings of “empowerment” and “accomplishment” that students frequently expressed when describing how they have benefited from the program arise from the gratifying experience of physically taking part in a project. One philosophized that caring for a garden is “a metaphor for how to take care of yourself,” adding, “If you nurture something really good, then you must feel good about yourself. And you’re just kind of taking what you have within and bringing it out.” Many interviewed students linked the sense of empowerment they developed with self-sufficiency and knowing the sources of their food. They expressed that the program has made them feel accomplished with statements such as “We did that and it feels amazing,” “We grew that. That’s *ours*. And I love that. I love saying that,” and “We all put a lot into it and it came out better.” Students said that their investment in the program and personally witnessing the productivity of their efforts has been empowering. San Antonio teachers and administrators have noticed that the students who volunteer to care for the garden during the summer, over

vacations, and on the weekends take “big pride [in] what they do.” One teacher noted, “Considering so many students here struggle to take ownership of their work in class, it is refreshing to see them engaged and proud [of the work they do in the garden].” This commitment translates to the ability to follow any life goal, establishing that the outcomes of involvement have extended far beyond the program itself.

Participation in the Food Justice Program has also broadened students’ overall perception of food. Interviewees expressed willingness to try new and unfamiliar foods, such as sauerkraut and pickled vegetables, and described feeling increased receptivity to vegetarian dishes. Through exposure to the garden and continued involvement in the program, students’ attitudes about trying new foods have shifted. Although students may not have consistently participated without being asked and reminded, they vocalized that they have benefited and changed through the program. One student explained: “They are going to be telling me to try it every single time, so I might as well just do it one time to see how I like it.” Another said, “I think that some vegetables are just like disgusting, but I like how you can make them into something really, really good to eat. I never thought that was possible,” adding, “I’m very picky, and this program helped me try new things. Like in both ways, with people and with food.” These statements demonstrate that exposure to the ideas presented in the program has made students more willing to try new things and take a risk for something they view as important.

Increased Knowledge, Academic Involvement, and Educational Success

The Food Justice Program has transferred knowledge and increased awareness of food politics through the academic component of class. While it has been a struggle to keep students consistently engaged and attentive during class, all nine student-interviewees said they gained a

deeper understanding of “where food comes from” and the industrial agricultural complex that produces conventional food. One student said, “There’s a lot more to it than that. Like I just thought they grew it and then brought it here. I didn’t know what the process was. I just never really thought about where my food came from, and now I know and I’m more concerned about what I eat.” Class presentations and discussions, coupled with the physical work students have done in the kitchen and the garden, have given concrete knowledge about the sources of food. When asked what other new subjects they learned about, students’ answers included animal husbandry, the environmental problems associated with food production, and the definition of the term organic.

Many students emphasized that the hands-on, active learning in the garden and the kitchen has complemented the program’s more formal educational component. One student said, “As I do stuff, I learn.” Another said, “You guys make it interesting. You show us videos, and talk about it, and ... everyone’s included, so I don’t feel like it’s boring.” These students’ quotes establish that time spent in the garden and kitchen settings has led to engaged learning. Many added that the knowledge they gained in the program has motivated them to share what they learned with others around them. Some described it as a way to spread awareness and as a form of activism. One student said: “It’s a facet for change, to make a difference right where I’m already dwelling. I didn’t have to go anywhere or go find it. It’s right here.” Many students linked their new knowledge to a sense of empowerment and activism tied to food. As with the increased sense of confidence described earlier, the program has fostered awareness and impetus to take action in areas students believe to be important.

The program has motivated students to think in new ways and, as one student stated, about “things they wouldn’t think about.” Many students said the program “helps open minds.”

In describing the academic component of the program, one student said, “It [the Food Justice Program] really like opened my mind... Sometimes when I hear about things, my mind opens more, like I start thinking outside the box.” In discussing the larger effects of the Food Justice Program, another student added, “Thinking is a spark and it leads to new thoughts and ideas.” The information and the political awareness the Food Justice Program encourages has inspired students to think in new ways. In a broader context, the program has helped students draw connections on a wider scale by making them consider the larger associations of the program.

The knowledge and perspective gained in the Food Justice Program has affected how students relate to one another in the classroom and has influenced some students’ attitudes towards school. Teachers and students described that students felt more skillful and empowered, which has given them more confidence in their ability to complete schoolwork. Students emphasized that the garden has given them a “sense of accomplishment” and made them feel “like [they] can do something.” One teacher’s observation paralleled this student’s comment: “[Students] also have a willingness to share with their peers what they learn in the Food Justice Program.” Another teacher said that students now interact more with each other. She stated, “They are more actively engaged in cooperative learning and class participation. These students have also become more tolerant of each other’s differences. They are both encouraging and inspiring to other students.” She added, “Instead of being reluctant to participate and do their work, they are more eager and engaged.” Another teacher observed that “the students who are most invested in the gardening project are happier and more academically responsive.” Teachers noted that these students “[have] become more driven [and] academically motivated” and “have also become more willing to speak up and participate in class.” Furthermore, students have seen links between the Food Justice Program and the material taught in their other academic classes,

allowing them to integrate it into their other work. One said, “Any time we have to write a paper, I can refer back to Food Justice, whether it has to do with science, or English, or anything, because I have learned so much.” These comments affirm that students’ participation in the Food Justice Program has manifested in the classroom through an increased interest in each other and a greater interaction with learning and participation.

Above all, the Food Justice Program, like San Antonio High School, has provided “an alternative to a traditional program in a school,” explained an administrator. As stated in the Program Handbook section, students come to San Antonio High School because they are considered at-risk and were not successful in a traditional academic setting. Many struggled with attendance, had poor grades and test scores, did not complete homework, or had a negative attitude about education in general. As a school, San Antonio has provided an alternative setting in which they can improve and excel. The Food Justice Program has greatly contributed to that redefined sense of success, change, and ownership. An administrator stated, “There are some really bright kids here who don’t fit the mold of Claremont High School or a traditional high school that need something different. And we’re able to offer them something different, and the garden is part of that.” He expressed that the Food Justice Program has given some students “a purpose to be here at school, other than the academic piece.” Another administrator added, “Students who have gone through [the Food Justice Program] have felt [that] ‘this is *our* campus, this is *our* garden.’” He stated, “I think there’s more ownership to the school now; they see it more as theirs.” In discussing this idea, an administrator said, “Maybe success for these kids is, ‘I feel comfortable and have a goal in life. I can be happy in what I do everyday and have a purpose in life.’” The Food Justice Program has shown students that there are additional venues in which they can be successful, productive, and happy.

Furthermore, the garden has created a different setting than most students' home environments. An administrator commented that many students involved in the Food Justice Program have challenging family situations, and the garden is "kind of like a healing process... They [San Antonio students] have enough troubles in their lives...but when they are here at school and doing the gardening, it's something that takes them away from that." He stated that students are able to "shrug it [their trouble] off when they are doing gardening." He noted that, more than other extra curricular activities, the garden has been able to do this because it is "more of a holistic thing." He said, "Most kids can be involved in the garden and still come out with 'hey, there's a positive here' ... It allows them to be somewhere where they're not used to being, almost like an escape for some of the kids." The multiple components and diverse curriculum of the Food Justice Program have appealed to many students, giving them empowering knowledge and experience, and helping them redefine the way they personally relate to the concepts of success and achievement.

Health Awareness

The Food Justice Program has given students a basic understanding of health, wellbeing, and nutrition. Interviews often indicated much more than change in food choice and consumption. Many students emphasized this shift with statements such as, "My whole perception of food changed," "My eating habits have completely changed," and "I am more concerned about what I eat." Students often still come to class with Flamin' Hot Cheetos in hand, but expressed in interviews that their thoughts about food and health are shifting. The backgrounds and lifestyles of these students make their statements even more significant. One said, "I was always surrounded by a food desert, by fast food restaurants, not what's healthy for

me.” This context makes the Food Justice Program particularly relevant: students learn valuable information that helps them understand their position in a larger political system and realize that their individual choices are made within this structure. Statements indicated that the program has shifted students’ overall relationship to food and has improved their behaviors by giving them the information needed to make healthier choices. One student summarized his shifted perspective: “It has clicked in my mind now: Yes, cheaper is easier, but healthier would help me out in the future.” In addition to changing food choices, the Food Justice Program has given students a wider perspective on how food affects their lives and has reshaped their overall priorities.

Of the nine students interviewed, eight said that their eating habits improved with their involvement in the program. The other student said that she already had a healthy diet with lots of vegetables. Students defined their improved, healthier food choices by greater consumption of fruits and vegetables, reduced intake of fast food and processed food, more frequent preparation of meals at home, greater involvement in family food choices, and more flexibility in willingness to try new foods. This is particularly compelling because many students expressed that they and their families’ diets consisted primarily of fast food and processed food like sodas and frozen meals. One student explained, “I was like a junk food kid, like full-on junk food, all the time.” Students noticed significant health shifts and improvements from this decision, including feeling “more alert” and being “more on top of everything.” One student had no grades lower than a B on his report card and attributed it to his improved diet. Whether or not this was the case, this student connected his academic success to his health, his experience in the program, and his new understanding of food, demonstrating he views his participation as important.

All eight students said they consumed more fruits and vegetables, sometimes “by far,” after participating in the Food Justice Program. The program has given students knowledge of how to add more vegetables into dishes and prepare entirely vegetable-based meals through in-class cooking demonstrations for students who choose to participate. One student said: “My mom does put salad in all our meals, but now I get seconds of salad, whereas before I was very dreadful about it. I [didn’t] want salad, but now I ask for more salad.” Students who were previously hesitant to try anything they harvested themselves, no matter how many times it was washed, will now freely pick vegetables and eat them in the garden. Students explained that their role in the garden, as well as their participation in the preparation of numerous dishes from it, has both increased overall vegetable consumption and convinced them that locally grown and freshly picked produce taste superior, they explained. One student stressed in the SHFT video: “When you eat this food, the food that they [the school cafeteria] give us from the grocery stores, [it] doesn’t even taste half as good as the food that you grow” (“Young Farmers” 2:30). Others added that they now seek out organic, instead of conventional, produce. In addition to broadening ideas about food, the program has inspired students to shift their priorities and values surrounding it.

Many expressed that the program has motivated them to take more interest in food in general, leading them to be more concerned about their families’ eating patterns. For some, this meant cooking more for or with their families. Others told their parents they no longer wanted to eat fast food. One described his increased activity in family food choices through going “to the supermarket with [his] mom and tell[ing] her what [he] wants more of.” He reiterated that he never went before and that the program alone made him want to accompany her. Since they take produce home, many students in the program noted that the garden is a true source of food for

them and their families, fulfilling a very basic human need. One student summarized, “We’re all seeking food. We all need food.” He recalled an experience where the garden provided food for him: “I was hungry. I didn’t have food. I passed by the school and remembered that we had watermelons, so I ate one and it filled me up. I didn’t have to go anywhere else; I had food here.” Another student shared this perspective, and said that the garden has provided “free food... it helps a lot.” Food insecurity is rarely brought up as an argument to support implementation of school garden programs; however, these comments show that in addition to supplementing diets and improving health, the food component of the program has connected families to their students’ involvement. Furthermore, students’ eagerness to visit the garden outside of school hours has demonstrated that they feel as though they have a sense of community and ownership over it.

Cooking and Gardening Skills

Students learn solid and applicable cooking skills through the Food Justice Program. Although not all students chose to actively contribute, those who did have gained nutritional awareness, acquired cooking vocabulary, and increased their abilities in the kitchen. Lessons have included knife skills, such as how to hold and maneuver them; cooking methods, such as steaming, sautéing, and boiling; and cutting techniques, such as “on the bias,” “chiffonade,” and segmenting citrus. Students have learned basic and essential preparation techniques such as washing lettuce, dressing a salad, roasting vegetables, and boiling pasta. Even though students’ families do not typically eat the same types of foods prepared in the Food Justice Program, the skills students have learned have often been transferred to the home, as some students described that they have recreated dishes with their families. One student said, “We have made the salsa

that we made the first time that I loved, that I convinced my sister that we should make some more.” Through learning to cook a new vegetable-based recipe every week, students have had an opportunity to include their families in the cooking process and to adopt new skills.

Whether students actively or passively sought gardening skills and plant knowledge, they expressed that they have gained them through their work in the program. These skills included planting, seed saving, composting, caring for a worm bin, fertilizing, double digging, and harvesting. One student noted, “I learned how to plant. Like I didn’t know there was so many steps. I thought you just put it in the soil. My mind opened because I thought everything was so simple... [I learned] there’s a lot more to it.” Students have developed an increased ability to observe healthy plant growth, as demonstrated by recognizing an infected or diseased plant; if a plant is ready for harvest; or if there is adequate spacing between crops. Experiencing first-hand the lifecycle of a plant, discerning the consequences of too much water or too little sunlight, and observing the benefits of applying nutrient-rich compost to garden beds have solidified learning. Students have gained a general understanding of the proper ratios for compost, seasonality, nitrogen fixation, and soil composition. For example, the previously quoted student stated, “When you describe, like this is ready this is not. I would never know that [before joining the program].” Considering they were previously generally unfamiliar with the material, it was often challenging to fully engage students in class; however, through encouraging direct participation, the program’s gardening element has given students a holistic understanding of how to care for a garden and what it means to grow vegetables organically.

Working in the garden has grounded the theoretical food justice political issues discussed in class and has given students a tangible sense of where food comes from. In the SHFT video, one student emphasized that the garden allowed him to “bridge the knowledge that you can grow

your own food. You don't have to go out to the grocery store, you can just go to your backyard" ("Young Farmers" 2:54). Many students noted that they either have started a garden at home since joining the program, or intend to do so in the future. According to one student, "I want to get my *own* land, grow my *own* garden, [and] grow my *own* food." One student said, "When I *do* get a house, I know for sure that I will grow my own vegetables and stuff because it just tastes more better than the store bought vegetables." Yet another student emphasized, "I want to be self-sustained and that's a lot of good experience working in the garden with all of these different types of plants." Observing plants grow and caring for them has indicated in a very real sense that food is not exclusively a product purchased at a supermarket.

Gardening has enabled students to further hone their science skills and has complemented classroom science lessons. Students, teachers, and administrators noted that some students learn more science skills through observation of and participation in the garden than they do in a classroom. Identifying plant species and plant physiology gives students a fundamental understanding of botany and plant science. The kitchen component of the Food Justice Program has further reinforced science skills through chemical and visual transformations that occur through the processes of cooking, fermenting, and preserving food. Through gardening, students have learned about cause and effect. Students expressed this with statements such as, "I see why I'm doing something [because] I can see it happening before my eyes." By understanding that every action has a consequence and that actions have a sequential nature, students have learned that everything is interconnected. This idea has transferred to social and academic relationships as well. Many students noted that although they anticipated that the garden work would be "boring" and "hard," in interviews they overwhelmingly described it as "fun."

In addition to gardening, the Food Justice Program has transferred basic construction skills to students who choose to engage in building projects. Students described that creating an outdoor classroom under the guidance of a master mason, building new wooden raised beds, designing tomato and pea trellises, and moving wood chips taught them construction skills. One student said, “It [the Food Justice Program] has also been a construction project.” Another noted, “I learned how to *build* gardens.” Construction and building have also reinforced math skills through measuring angles, reading a level, and translating a two-dimensional design into a three-dimensional structure.

Students noted that their involvement in the Food Justice Program has influenced their post-high school plans. Although not an explicitly vocational program, students have developed skills that will be useful in careers, such as public speaking, accountability, and the ability to work collaboratively. Speakers, chefs, and master gardeners who have presented to the class give students ideas of jobs connected to work done through the Food Justice Program. Students noted increased interest in composting businesses, farming, environmental jobs, and educating others about the food system as potential careers. Furthermore, involvement in the program has given students experience to add to their resumes. Many students emphasized that the material covered in class connected to the rest of their lives and introduced them to new interests that they want to continue pursuing. One student said the program has “redirected [his] life” and introduced him to his “main passion.” He now studies agriculture in a local college and plans to work on a site listed through World Wide Opportunities on Organic Farms (WWOOF). Several other students expressed that they intend to minor in agriculture and have improved existing family composting systems. Another even interned at a successful urban farm studied in class. Although not all

students have engaged with the material this deeply, the program has connected its work to a larger network of projects and careers.

Statements such as, “I honestly can’t see myself doing anything else” have been a testament to some students engagement and interest in the new material. Administrators and teachers have noticed that the garden has introduced new interests that students will sustain. Pointing at a pair of students, an administrator stated, “I think those two out there will probably be involved in a community garden or some type of sustainable, or any type of garden. I have an honest-to-God feeling that they’re going to move on [in] that way.” The newfound passions students have discovered and cultivated through the Food Justice Program are clearly palpable and will likely connect to future activities in this arena.

Social Skills

The garden has provided students with many opportunities to further develop leadership skills. An administrator expressed that it “has given some of these students a chance to be leaders where they no way in the world [would] get that same chance at a regular high school... it’s allowed a lot of people to step up into that type of role. Even the ones that are involved in the garden, they might not be leaders, but they’re developing that leadership piece. They’re involved, where [as] if they were at a traditional high school, they’d be hiding in the back of the class.” More experienced students have demonstrated leadership by taking initiative and responsibility for the garden outside of class. One student emphasized: “I got the skills to lead, and the skills to work, and the motivation I find to be a skill.” Even though not all students have taken ownership of the garden and actively engaged in maintaining it, those who did have developed both leadership skills and a sense of pride for their work. This has translated to an

overall sense of self-confidence and decision-making abilities, fostering essential life skills that students will carry with them to other contexts.

The mentorship-style relationships cultivated between San Antonio and Claremont Colleges students have further bolstered the leadership focus of the program by giving students additional positive contact with adult role models. An administrator stated, “I think it has encouraged students to think ‘I want to go to college, where [as] they may not have thought about it if they were at a regular high school.’” He added, “I really think there’s a huge mentor piece in that, in the class coming down from the [Claremont] Colleges. That has been a huge benefit to this whole thing.” Interviewed students agreed, confirming that they have enjoyed and valued these relationships as well. When asked to describe his favorite component of the program, one student cited the college-high school collaboration. He said, “You guys [Claremont Colleges students] have a whole different perspective on life. And you coming in and sharing some of your knowledge with me has changed *my* perspective on life.” When asked why this connection has been successful, he added, “It’s almost like a partnership. We’re working together.” In addition to establishing relationships that broaden both groups’ perspectives, the mentorship component has familiarized San Antonio students with the college environment.

The participatory, active nature of the garden has built community and has encouraged students to work together, regardless of social differences. Many students expressed that the Food Justice Program has changed overall social dynamics in the school and has established friendships that otherwise would not exist. One student expressed in the SHFT video that the garden has “brought us all together, [because] we’re not all part of the same scene” (“Young Farmers” 2:45). Another summarized that “food brings people together.” Yet another described the unique relationships among the students by stating that “a lot of the people in the gardening

class hang out, where as in school, they don't usually. Like they might talk here and there, but they wouldn't sit down together." Students have learned to express themselves, to respect each other, and to listen to their classmates' ideas. The garden has provided a positive way to be together, a new social context, and a new dynamic of relating to one another. One student noted that the program has transformed the way she relates to others socially. She said: "I was always the person who would stay home and never do anything. I really made a lot more friends, and I met my best friend in that class." Although she described that she previously "was distant from people," she said her participation in the program has made her "more, I don't know how to say, like, socializing. I never really had a lot of friends." She expressed that her involvement in the program has both facilitated relationship building and made her feel more comfortable socially. Though these students are socially, socioeconomically, and racially diverse, the common goal of caring for the garden has united them.

The students involved in the Food Justice Program have developed special bonds with each other; five out of nine students interviewed used the word "family" to describe the connection they have felt for one another. Their statements included, "I feel like I have a family. The garden club means family to me" and "I feel like I'm part of something." Another student noted, "Even the groups who aren't necessary connected out here (pointed to school courtyard) are always connected in there (pointed to program's kitchen classroom). It's another common ground." A San Antonio administrator has also observed this pattern. He said, "They have something in common in a special group. It's different than, yeah, 'we both take history together or math or English. We're just classmates.' But the ones who are in the garden, it's like a sense of family I think. Everybody is very proud of what they do. It gives them a different kind of sense of 'we are classmates.'" The Food Justice program has made existing friendships stronger,

developed new friendships, made individuals more social, and, most importantly, established a unique and positive social dynamic within the class. Feeling accepted in a group has bolstered students' sense of self-confidence and purpose.

Many expressed that they believe these special bonds have formed because students work together in small groups, solidifying relationships. When asked why he thought the garden has facilitated deepening of connections and creation of new friendships across social groups, one student said he believes the program's activities are unique. He stated, "I wouldn't see us going and doing this on our own, trying to find a garden and participate in it." One student expressed that the structure of the program has inherently encouraged students to build relationships with classmates they did not know. She said, "When we're cooking, like how we kinda like all sit together, and then when we harvest things, you'd like put us into groups and different people want to do different things, so each time, I'd go to a different one and I would meet new people." The "close knit group" that students, teachers, and administrators described has been built and developed through common ground and shared experience.

Student Conclusion

Students concluded that the program has significantly impacted their lives overall. Statements such as, "It [the Food Justice Program] changed my entire life, really," confirm that students' experiences working together in the kitchen, the garden, and the classroom have been powerful. Even administrators have observed this impact. One stated, "For several kids, it [the Food Justice Program] has made a big change in their lives." In an interview, one student described writing about the program for an English assignment on "something that had changed his life," explaining that, "[the] Food Justice [Program] has changed the way I think." When

asked what the program meant to him, he emphasized, “The program means everything to me. The program means everything to me. I’m going to come back and visit you when I graduate from high school this summer. I’m definitely going to come back and visit. The program means everything to me. I’m never going to forget the Food Justice Program, never in my entire life, ever.” Although not all participants were as enthusiastic as this student, the group has shared the sense of purpose and overall satisfaction this student described.

Family Involvement

The Food Justice Program has influenced and benefited not just student participants, but also their parents. When asked what their families thought of their involvement, students’ responses included that they were “happy,” “excited,” “supportive,” and “glad I’m doing something after school.” An administrator said, “Some of the parents are just happy that the students have changed so much and that school has meaning for them now.” Students added that their families were particularly excited when produce was brought home. One student said her family was pleased because of the taste of the vegetables from the garden. She said, “My mom agrees with me. Everyone in my family says the salad [from the garden] tastes like ten times better.” In interviews, students described taking their parents on a tour of the garden over the weekend and recreating recipes cooked in class for their parents and grandparents.

Parents have attended events hosted by the Food Justice Program, including the fundraiser dinner and the Fallen Fruit public jam. The program also made two dishes for the school’s annual Thanksgiving event, hosted the Friday before Thanksgiving during lunch, which allowed all San Antonio parents who attended to sample produce from the garden. Some students said their parents have even reevaluated their own eating patterns after their children became

involved in the program. One student said his mother became a vegetarian and another explained that his mother intends to start her own garden. Not only do these statements express that parents support their child's involvement in the program, they also demonstrate that students have talked about the program at home and outside of school. These findings are particularly important because, as a teacher who has worked at both San Antonio and traditional schools emphasized, "it's very rare that you get a lot of parent support, encouragement, or involvement [in continuation education]. It's rare to find a parent asking questions like, 'what did you do at school today?'" Not only have parents and students communicated about the program, but families have also become involved, participating in the garden and related events.

Influence in the School and Community

The overall atmosphere at San Antonio High School has shifted since the initiation of the Food Justice Program. Teachers, students, and administrators listed numerous positive outcomes for the San Antonio community, namely: overall reduction in violence, better general social interaction among San Antonio students, even those not involved in the garden, and an altered perception of San Antonio High School in the Claremont community.

According to one teacher, general violence has declined within the last six years at San Antonio High School. He said that when he began working there in the 2006-2007 school year, "there were a lot of gangs, a lot of animosity towards one another's clique." From the 2006-2007 school year to the current one, Principal Steven Boyd and Assistant Principal Felipe Delvasto reduced violence through increasing selectivity and lowering the acceptance rate of the school. This teacher expressed that the Food Justice Program has "brought more of a community-feel to the school." He explained, "It [San Antonio High School] was already on the right track to get

better, but having a program like that [the Food Justice Program] put it over the top [and] made that happen a lot faster.” Teachers agreed that there has been a “very positive” overall change with how students have interacted with each other across the whole school. They noted that students have “[felt] more comfortable crossing clique boundaries” and have become “a lot more interested in each other.” Another teacher added, “I think that the gardening club has been a tremendous force in bringing together diverse students and creating a peaceful environment on campus.” These statements support the premise that food and gardening education programs can positively influence the overall school environment.

The Food Justice Program has also shifted the perception of San Antonio High School in the Claremont community by attracting positive attention and recognition. Continuation high schools, including San Antonio, are often stigmatized. A teacher said, “The Food Justice Program has been an essential force in combating this [negative] stigma and reinventing how [the] larger community views San Antonio High School.” Public events, such as the fundraiser dinner and the fruit jam, and articles published in local newspapers have increased community awareness and have shifted negative points of view about San Antonio High School. One administrator expressed that he believes that these public events have been “the biggest part that we have that is positive for us.” He stated, “Having something like the garden that is publicized, that everybody is proud of, that we brag about, has created such a positive role model for everybody in the city. Every time I bump into someone from the city who knows that I work here, they ask me, ‘hey, how is the garden? I heard it’s great.’” A teacher expressed, “This influences the social dynamic of the school tremendously. When students begin to have a sense of pride in their school, they also take ownership of their education.” Another student echoed this idea, stating that the program “lets people look at us and see something other than they

previously expected.” The effects of this program have stretched far beyond just the students directly involved. School board members, the Sustainable Claremont group, students at the Claremont Colleges, and other local residents have become interested in and have taken note of the program and its impact on the San Antonio community.

Program Development

The Food Justice Program has been different each of its four semesters. The turnover rate of San Antonio and Claremont Colleges students and the involvement of different San Antonio teachers have meant that the program must be flexible and adapt to the changing group. Whether they have attended only one community event sponsored by the program or are fully committed to the class, approximately one quarter of the student body at San Antonio has had contact with the Food Justice Program over the last two years. One element of the program’s sustainability can be measured in terms of its flexibility and continuity despite change. Since the program is still very new, many of its components still need evaluation. These include awarding students academic credit, attendance, class structure, and improving the curriculum.

Students involved in the Food Justice Program receive five credits per semester, the same amount as they would for a regular academic class. Although a full course load at a standard high school, such as Claremont High, is thirty credits, San Antonio students traditionally take thirty-five so that in order to catch up and graduate on time. Participation in the Food Justice Program and the after-school guitar program (established in the Spring of 2011 by the Claremont Colleges) gives students forty-five credits per semester and accelerates the rate at which they earn them; therefore, these additional programs allow San Antonio students to earn as many credits in one year as a student at Claremont High would receive in a year and a half. This is

particularly significant because, as previously noted, many students are behind in credits when they arrive at San Antonio.

Although some students were sincerely interested in the content and material covered in the class, others were attracted solely because of the credits. In attempt to draw a more focused, interested, and accountable group of students, limiting the class size and eliminating rewarding academic credit was contemplated; however, considering the context of alternative education, the credit option is beneficial, as it motivates students to join and guarantees high participation in the program. Many now-committed students noted in interviews that they would not have joined the program without this incentive. One student said, “I don’t think I would have even thought about doing it. My mom was just telling me, you know you need the credits, and I was like fine I’ll just go for the credits.” Although this encouraged the student, she has since grown to enjoy the program. She added, “But now I like forget sometimes that I’m even getting credits. It’s just like something fun to do after school.” Students expressed that even if the credit influenced students to join, they continued to participate because they genuinely enjoyed the hands-on work with their peers in the kitchen and the garden. Furthermore, the program arguably has greater success when it reaches students who were not previously interested in the subjects of food, politics, health and sustainability.

Ideas for Future Direction and Improvement

An interview and application process for admittance to the program could increase selectivity and guarantee a group of committed and interested students. Asking students to explain why they want to join the class, even if it is merely for credits, would not only draw a more involved group of students, but it would also establish the mindset that the class is

something to take seriously. Asking graduating San Antonio students enrolled in the program to advertise the class to others and to serve as spokespersons would also attract new recruits.

Hearing something from a peer is particularly powerful for high school students, as they appreciate a first-hand account. These students could explain the program and advocate for it in an effective manner.

Other challenges the program has faced include issues of inconsistent attendance, tardiness, and overall commitment. Even though the class is an elective, it often seemed that students considered it an obligation. Although students eagerly expressed their satisfaction with the program in interviews, like many high school students, it has been challenging to motivate them to participate in an after-school activity. This can be partially explained by the context of San Antonio High School and that many of its students have a different set of priorities than an average student at a school like Claremont High. One possible solution to the problems with consistent attendance and active participation would be to integrate the program into the regular school day. This would make students consider the Food Justice Program an academic endeavor equivalent to their regular classes. Considering that the San Antonio school day ends at 2:05 p.m., the after-school element of the Food Justice Program has kept students occupied for some of their extra time in productive and positive ways. The program could be offered at two different times: once during the school day incorporated into the regular schedule, and twice weekly as an after-school session. The class period during the day could focus on the academic component of the Food Justice Program, with one or two weekly led classes on an educational subject and the others used for independent research, watching films, or supervised project work time. The program could also offer its traditional two after-school classes. In this new model, one day could be devoted entirely to gardening and the other to cooking. This arrangement would

solve several issues. The resistance to academic material and research projects that the program has met may reduce if it were considered part of the school day, and students could view the after-school component as entirely extra-curricular.

This new model could also improve the teaching component of the program facilitated by Claremont Colleges student interns. The academic element of the program has become noticeably more concrete over the course of the last two years; however, the program could be much more explicit about teaching skill sets and related vocabulary. Although the content and material taught is fairly comprehensive, the program could be more consistent with teaching all involved students the same skills, instead of only the ones who choose to participate in a given activity. Ideally every student should leave the class with concrete gardening skills, cooking experience, and related vocabulary (such as what it means to julienne a vegetable and how to define a food desert). Incorporating the program into the school day would allow interns to cover more ground, to be more explicit about teaching, and to distribute handouts with relevant terms. Furthermore, creating a permanent, paid internship position that Claremont Colleges students could apply for would attract not only consistent college participation, but it would also draw motivated student leadership.

Lastly, some students and administrators said in interviews that they would like to see the garden expand, both in terms of size and in its overall visibility on campus. Located behind the academic buildings, the garden is currently invisible from the central campus courtyard. One teacher expressed that he believes not all students even know the garden exists, let alone the impressive size of it. Many mentioned that the orchard area implemented by Cal Poly Pomona could be better utilized. Adding seating between the various trees, applying compost, and planting more crops in the beds surrounding them would make this section more appealing to

students. Furthermore, a sign could be added to either the north entrance or above the cement courtyard in the central section of the garden to increase visibility and awareness of the garden. An administrator added that using the Food Justice Program garden as a field trip site for other elementary schools in the Claremont Unified District could link curriculums and increase overall community awareness of the program. It could also give San Antonio students further chances to hone in on leadership skills and teaching experience.

Conclusion

This research demonstrates that many positive outcomes have arisen from the Food Justice Program at San Antonio High School. Students noted improved understanding of health, higher consumption of fruits and vegetables, and reduction in fast food consumption. In addition to a greater understanding of the political issues linked to food, students expressed that they learned concrete cooking, gardening, and construction skills through class sessions. They described feeling more comfortable socially, empowered by their accomplishments, and engaged in important work. Teachers also observed significant, positive shifts in students, including increased academic motivation, classroom participation, and collaboration. Some students stated that the program has given them a sense of purpose and reshaped their identity. Most significantly, the program has sparked transformation on many levels. Individual students' overall attitudes have shifted, their perception of school has dramatically changed, and their social dynamic on campus has become more positive. The program also has created something for the entire San Antonio High School community to feel proud of and has altered the perception of the school within Claremont.

These interviews affirm the power of edible education and demonstrate the value of experiential learning. Programs such as San Antonio's provide alternative venues for student success, engaging and benefiting all types of learners. This data indicates that the new information and experience provided by working in a kitchen and a garden has shifted the way students perceive and interact with the world that surrounds them. When considered from this context, school gardens and food education programs are much less about the physical work and tangible outcomes; rather, their intention should be to inspire and engage students on many levels, cultivating in them a sense of purpose and a feeling of belonging.

It is fairly easy to gather enough volunteers to construct raised beds and implement a garden, but long-term, sustained involvement like that of the Food Justice Program takes dedication and demonstrates true success. In order for a program to last, it needs institutionalized support, organizational ties, and formal structure. San Antonio and Claremont Colleges students maintain the garden year-round and classes meet for eight months out of the year, meaning that the structure is in place for students to experience multiple seasons and the entire growing process. Its sustained continuity demonstrates true accomplishment.

APPENDIX: HANDBOOK OF RELATED DOCUMENTS

Appendix 1a Class Plans, Fall Semester 2010

SEPTEMBER 21st:

DISCUSSIONS -

Introductions of ourselves

Icebreakers - two or three?

Class overview for the semester & questions

Ask them what they want to learn, expectations, input

Planting plan

Discuss what can be planted in fall, preparing for winter

Tour the garden - get them to offer up wish list of what to plant

Ask what they want to plant – compile a list of seeds and starts

Make a map of the garden, measuring space, to make estimates of how many seeds and starts to order

Fill in amounts to the original list

Goals & guidelines (what do you, as an individual in this group, need to feel like you can do your best work) - grade will be participation

ACTIVITIES -

Introduce the journal concept

Journals:

-Weekly journaling assignments, responding to a specific but open-ended prompt

-Turned in (optionally) at the end of the course, and will be able to get them back

-Additionally, hopefully the journal will ALSO be a place for students to free-write, pose questions/concerns/things they want to learn, other observations

Do a writing exercise in class - reflect on food (what's your favorite food memory? earliest food memory?)

Share journal responses - lead into a discussion about how you feel about food, what it means to you, your relationship with it, WHY ARE WE PLANTING A GARDEN? Why are you in this?)

-Give a tool demonstration [how to handle tools, where to put them when we are finished, do we run with tools?] and a planting demonstration before planting begins

HOMEWORK -

Think about a food that is important in your family, your family's traditions with that food, and where that food comes from. What do you associate with this food? Bring in a recipe and/or story about that specific food.

SEPTEMBER 23rd:

Finish planning out the garden, choosing what will go where

Plant seedlings (from Armstrong's)

Watch novella carpenter video about urban farming

Make a Facebook page for our food and justice class

Eat pomegranates from Pitzer garden

SEPTEMBER 27th:

Watch the video about gardens making LA county schools greener
Built the trellis, using twine, wire, bamboo

SEPTEMBER 29th:

Talk about seeds as a political act, direct seeding vs. sowing in flats, how to direct seed
Make seed packets for cross roads
Direct seed and plant chard seeds in flats - will monitor to see which grows fastest
Water in seeds

Harvest basil to make pesto
Brainstorm cooking suggestions for the future
 Pizza with pesto and veggies
 Bruschetta
 Salsa and chips

OCTOBER 4th:

Make pizza dough for Thursday
Plant seeds directly in the garden, divided by plant type
Go over how to direct seed, spacing, and depth

OCTOBER 6th:

Make the pizza
Watch the first half of "Fresh"

OCTOBER 12th:

Garden check - see if seeds have come up
Watering schedule - see about timer
Handout sheets with discussion questions
Finish watching "Fresh"
Make Focaccia dough?

OCTOBER 14th:

Garden check - see if seeds have come up
Discuss "Fresh", reviewing notes from last class
 What was the film about? Recap for those who missed segments.
 Go over their notes and questions.
More questions for discussing the film:
 What was your opinion of fast food as a child? How has it changed now?
 What is important to you when making food choices?
 How do you define 'healthy'?
 What is our responsibility as individuals? What do you think about the idea of 'voting with your dollar' as compared to government responsibility?

Bake Focaccia bread, with herbs from the garden

OCTOBER 19th: FALL BREAK - NO CLASSOCTOBER 21st:

- Fast food discussion:

Article: <http://civileats.com/2010/10/04/if-fast-food-went-local-and-organic-would-you-eat-it/>

Ad: http://www.youtube.com/watch?v=zUxIXQza-dM&feature=player_embedded

What do you think about fast food? Would you be more inclined to eat it if it was "sustainable"? Have them read the article and watch the ad. Talk about how vegetarianism fits into this. Discuss the idea of food deserts

- Introduce the idea of a research project with Nancy, following up Food Inc.
- Design and paint stepping-stones with Colin for the south end
- Garden check. See if new things have come up. Thin existing sprouts and discuss thinning briefly. Examine what needs trellising. Remove any dead leaves. Make a final list for starts to buy from Weston and bring from the Scripps garden. Depending on weather, run irrigation.

OCTOBER 26th:

- Discuss Mara Farm video from last week. Does anyone have any comments? Is it successful?
- Assign recipe development for Claremont Farmers' Market cookbook. Brainstorm ideas, things we have made, or create our own. Recall the things we have made previously for some ideas. Come up with recipes in groups of three to four, make them on your own, and bring them in NEXT Tuesday for a "taste-off". Perhaps form groups and start brainstorming in class.
- CONSUMER RESPONSIBILITY DEBATE

Watch the videos: <http://civileats.com/2010/09/28/11-year-old-describes-broken-food-system-in-five-minutes-video/>

"With all the things I'm learning about the food system, it seems to me that we can either pay the farmer or pay the hospital."

Last video: (Pollan emphasizes consumer's choice) <http://civileats.com/2010/01/29/we-need-a-food-revolution-oprah-with-michael-pollan-video/>

Ask some questions: what is the role of the consumer dollar? What is our responsibility as individuals? What do you think about the idea of 'voting with your dollar' as compared to government responsibility?

- Assign the research project - give handout
- Paint the stepping-stones
- Check on the garden and make a list of what and how many starts we want

OCTOBER 28th:

- Remind everyone to cook his or her dish for Tuesday!
- Plant starts in the garden
- Watch videos
- Make salad and pumpkin seeds

NOVEMBER 2nd:

- "Taste Off" for Claremont Farmers Market cookbook, with Betty Crocker and Rick Cota as the judges

15 minutes to set up and organize. Make sure you have a title and recipe (with instructions and ingredients) written out

30 minutes to taste each item

5 min to cast votes

...Announce the winner

- Check in about research projects; make sure everyone has a solid topic
- Garden: move the herbs that need less water
- Water by hand and pull any weeds

NOVEMBER 4TH:

- Review of Alice Water's lunch. Make sure everyone has rides. Reminder for the talk at 8 pm
- Watch Jamie Oliver's ted talk http://www.ted.com/talks/lang/eng/jamie_oliver.html

Discuss Jamie Oliver's ideas for changing the food system:

- Put food “ambassadors” in supermarkets to inform buyers about cooking and to help consumers make good choices
 - Big brands should put food education at the heart of their business
 - Fast food should be part of the solution by working with government to help wean people off excess fat, salt and sugar
 - Better labeling
 - Fresh food should be cooked on site at schools
 - Every child should learn how to cook ten simple recipes by the time they leave school
 - Corporate responsibility should include a plan for making sure employees are fed well
 - Cooking should be passed on in the home as a vital philosophy
 - Re-instate local institutions like community kitchens that teach cooking lessons
 - Identify the experts and “angels” already doing this work and help them get access to resources
 - Businesses in America should support what First Lady Obama is doing at the White House
- Edit the winning recipe from Tuesday, making adjustments, and finalizing it for submission. Have each person type up their recipe individually, and then collectively make them uniform.
 - Garden check in. Release ladybugs

NOVEMBER 9th:

- 2:00 to 3:00: project research time
- 3:00-3:30 in the garden: thin carrots and lettuces, pull weeds in beds and out of beds, replant lettuces in the garden (SEEDS!), and talk about successional planting

NOVEMBER 11th: no class

NOVEMBER 16th:

- Check-in about projects individually. See how they're doing, if they have questions, need ideas. Write down notes for them. Encourage interviews, and help develop emails and interview questions.
- Make a salad with radishes, bell peppers, arugula, and mixed lettuces
- Replant lettuces

- Thin seeds in south end
- Add another layer of string to the trellis for the peas
- Harvest radishes
- Pull any weeds

NOVEMBER 18th:

- Collect absolute last draft of the recipes and MAIL them into the Claremont Farmer's Market cookbook
- Set up worm bin, pour worm tea over garden beds
- Place stepping-stones in the south part of the garden
- Loosen soil in south part of the garden
- Plant starts from Wes - REMEMBERING that new seeds were planted in the north part of the garden
- Make a pesticide to apply to the garden (dr. bronners, garlic, chili)
<http://www.aselfsufficientlife.com/homemade-insecticide-garlic-and-chilli-soap-sprays.html>

NOVEMBER 23rd:

- Use the dehydrator to dry persimmons
- Replant radishes in a new area, reminding about crop rotation
- **Get radish seeds
- Make spring rolls
- Harvest salad greens for Thanksgiving celebration at San Antonio

NOVEMBER 25th: THANKSGIVING - NO CLASS

NOVEMBER 30th:

- Individual project check-ins
- Make a salad
- Watch the Future of food

DECEMBER 2nd:

- Garden work
- Finish future of food

DECEMBER 7th:

- Project presentations

DECEMBER 9th:

- Celebration/cooking activity
Citrus tasting, making ice cream, guessing what they are

Appendix 1b

Class Plans, Spring Semester 2011

JANUARY 18th:

Mason video, meet the master mason, check on the garden, and plan rough sketches for outdoor classroom area

JANUARY 21st:

- Introductions (meet new college interns, new san Antonio students)
- Make arugula pesto: harvest arugula in the garden, cook in the kitchen.
- Talk about seeds – direct seed carrots and radishes
- Have final sketches for the masonry work and decide on final center design

JANUARY 25th:

- More introductions (assuming there will be new college and SAHS people)
- Talk about the fundraiser event – ask opinions of what they'd all like to see and have happen
- Plant seeds in flats, direct seed carrots and radishes
- Make stir-fry (what do we need for this that isn't growing? let me know if I can pick anything else up that we may need)
- Talk about the earth oven and plan with Andrew
- Finalize the design for the center of outdoor classroom area
- Discuss this article: <http://civileats.com/2011/01/07/creating-a-label-for-fair-food> discussing creating a label for fair food. Might be interesting to bring up the concept of labeling and worker's rights. Might be a bit too long to read out loud? What do you think?

FEBRUARY 1st:

- TALK about the fundraiser event. Ask their opinions about what they'd like to have happen.
 - Remind everyone to bring a plastic bag on Friday to take home harvest
 - Make labels for what we will plant
 - Show video about Will Allen: <http://www.youtube.com/watch?v=3EpTWQWx1MQ>
- Discuss his model and emphasis on community engagement
- Prepare beds for planting
- Add any worm tea, or compost
- Loosen soil
- Pull and compost any weeds, bolted plants, straggling radishes...
- LABEL what we plant - especially if it's direct-seeded
- Plant: Direct seed things like radishes, carrots, beets, etc
- Start trays: greens, etc.

FEBRUARY 4th:

- Garden tasks: plant potatoes, radishes, beets, carrots, lettuces, and chard, garlic
- Pull pea plants
- Pull weeds and yellowing leaves
- Pull flowers off arugula
- Talk about the grants - spend 45 minutes on this. Individual groups and computers
- Read aloud NPR article about food and psychology

FEBRUARY 8th:

From 2:00 to 3:00

- Group One (those who gardened Friday): Write grants with college mentors
- Group Two (those who wrote grants on Friday): Split into two groups
 - 6-8 students dig sand in the outdoor classroom area with Ace. Then move sand to South part of the garden
 - 4 students harvest. Using harvest checklists, complete harvests for classroom cooking AND for the district kitchen. For the district, collect bin, bunch everything listed, and gently wash using the outdoor sink, and include the harvest sheet in the box.

From 3:00 to 3:30

Cook: Everyone meet in the kitchen to make pasta.

Make two types: one with arugula pesto, one with broccoli and olive oil

... Nancy, will you bring ingredients? Anything I should pick up?

FEBRUARY 11th:

Make marmalade labels

Make an invitation to the work party

Harvest herbs

Move rocks

Make focaccia bread

FEBRUARY 15th:

-Watch video: Mark Bittman's ted talk

(http://www.ted.com/talks/lang/eng/mark_bittman_on_what_s_wrong_with_what_we_eat.html)

-Finish label making for marmalade jars

-Move rocks/continue work prepping the outdoor classroom area

-Pull bolted broccoli plants (replant lettuces? Any other seeds we have?)

-Tell students to bring in bags on Friday to harvest

FEBRUARY 18th:

-Watch video: chef and activist Bryant

Terry: <http://www.youtube.com/watch?v=UPBpHJUorEM> and <http://vimeo.com/14396791>

-Bread tasting day – Katie will bring yeast-started bread, challah from Scripps student, we'll make focaccia in class, encourage students to bring in bread (am I missing anything? maybe I could bring in my yeast starter? any other presentation type thing I should do here?)

-Remind students that class on Tuesday BEGINS at 1:50, so that we can arrive at El Roble at 2:00.

-Harvest greens and whatever is ready for people to take home

-Assign cook-off for next week, give details and a handout!

FEBRUARY 22nd: Marmalade making at the Claremont Unified School District kitchen

FEBRUARY 25th:

COOK-OFF (1 hour)

-Garden work (30 minutes), TBD based on garden state

MARCH 22nd:

Test drink recipes: Cucumber water, basil/mint lemonade, and strawberry lemonade

Plant additional spring crops in the garden

MARCH 25th: Cooking skills demo with Reed

MARCH 29th:

Weeding, harvesting

Folding origami boxes

Test Bruschetta Recipes: Goat Cheese and Minted Pea Puree & White Bean and Roasted Garlic Puree

Finish Planning & Gather Materials for Scripps Festival

Start drafting fundraiser dinner program

APRIL 1st:

Testing recipes with Reed

Scripps Festival Booth

APRIL 5th:

- Tomato work group – 5 people

Build tomato trellises, transplant summer crops, and water in transplants

- Other garden work group – 2 people

Weed, pull bolted plants (such as broccoli), and check for bug infections and spray gently with insecticidal soap

- Outdoor classroom work group – 5 people

- Event Planners – 6 people

4 work on garden tours and 2 keep work on the program document

APRIL 8th:

- Start together in the classroom. Project the following article on the screen:

<http://civileats.com/2011/03/29/mapping-global-food-spending-infographic/>

- Then divide into groups

- Outdoor classroom work group – 5 people

- Cooking group – 8 people

Test pazzo recipe with Reed

APRIL 16th: Optional field trip to Amy's Farm, Saturday

APRIL 29th: Garden Work and event Prep – Harvest all needed items

APRIL 30th: Saturday Claremont Earth Day Festival

Cook for the Fundraiser Dinner at El Roble Kitchen

MAY 1st: Sunday Fundraiser Dinner

Appendix 1c

Class Plans, Fall Semester 2011

OVERALL INFO:

EVENT/PARTY: THANKSGIVING

Contribute to the Thanksgiving event by adding one or two vegetable dishes to the main meal. Have kids develop recipes to hand out to all attendees. Integrate the garden program. Do garden tours

CHEF DEMO:

Chef asks for help, sitting in a semi-circle, taking turns helping - not everyone has to help every single time, but no one should be just standing around. One or two should transcribe what Reed is saying, then send them to type the recipe.

REGULAR MONDAY:

Meet in classroom at 2:00

2:00-2:40 Project profile [odd weeks] OR news topic [even weeks], alternating weekly (whole group)

2:40-3:30: split into groups

GROUP A: Work with Raoul in the outdoor classroom

GROUP B: Planting (weekly) and garden maintenance

REGULAR WEDNESDAY:

Meet in classroom at 2:00

2:00-2:30: Project work time

2:30-3:30: either all together if it's a chef demo/workshop/cook-off or split into groups

3:30: All do personal harvest to take produce home to families

SEPTEMBER 12th: Introductions, explanation of the structure of the class and the semester, questions, walk through of garden, expectations for the class; introduce the harvest plan for the semester.

Make chopped tomato salad with balsamic, olive oil, and sea salt

Start "Food Inc."

SEPTEMBER 14th: Finish "Food Inc."

Discussion [why this film? Setting the tone for the semester]

-- Presentation from Max Merkin

Make green bean salad

SEPTEMBER 19th: SEEDS & SEED SAVING

Nancy comes in

2:30-2:50 - Write on the board everything that they say, then categorize it, project the catalogue on the board, send a specific amount and varieties to Nancy to place order.

SEEDS: snow peas, English peas, sugar snap peas, 10 packets of lettuces

2:50-3:10 - break into small groups -- Start chard seeds that were saved from last semester in flats from Wes, plant all the other seeds from Nancy either in the ground or in flats, crop-specific

Nancy will do tomato seed-saving workshop
 Decorate chard seed envelopes
 Make a poster for Sustainable Claremont tabling event
 Harvest corn seeds
 After movie: pull out dead plants, cut grape vines, and pull weeds
 Assign research project & announce field trip (sign up!)
 3:10-3:30 – Watch Food Inc.

SEPTEMBER 21st:

2:00-2:30 Assign research project
 Finish food Inc.
 2:30-3:30 Cooking - Zenia

SEPTEMBER 26th:

****Due Date: pick research project topic (tell Katie as you're getting on the bus)
 ----- FIELD TRIP to Drake Family Farms (2:00-5:00)

SEPTEMBER 28th:

Assign research project
 QUICK inside seed demo by Katie - How to transplant and how to seed flats
 Cooking: something with Rancho Gordo beans with Reed

OCTOBER 3rd:

Recap: Rancho Gordo project profile

Project Xoxox project -- http://www.ranchogordo.com/html/rg_xoxoc.htm

Map of Oaxaca: <http://maps.google.com/maps?q=map+of+oaxaca&oe=utf-8&rls=org.mozilla:en-US:official&client=firefox-a&um=1&ie=UTF-8&sa=N&hl=en&tab=wl>

Beans are cheap, good source of calories and nutrition. Delicious too.

Beans are getting good media - importance good & bad of what is in the media relating to food.

Beans in many cultures - maybe bring some ethnic cookbooks from library & let them search for recipes.

Mexican beans & rice

Italian, borlotti & canelli with pasta & bread

French lentils

Indian -red beans & ginger

China- japan -soybeans

Greek - chickpeas

Discuss the whole concept of "heirlooms" and the issues around biodiversity.

-- What is an heirloom?

-- How does it relate to biodiversity? Why grow heirloom beans like Rancho Gordo?

Not used in large-scale agriculture often climate-adapted,
 increases/preserves gene pool

Beans fix nitrogen in soil so they are good for soil.

How to dry them -- harvest and dry our own?

Divide into groups.

1. Inside:

Finish decorating envelopes and make sure everything is together for the Sustainable Claremont event

Organize seeds

2. Gardening --

Direct seed starts (MAKE LABELS!)

Harvest stuff

3. Finish seed saving with Nancy

OCTOBER 5th:

****Due Date:** name topics for research project

Finish Food Inc.

1. One thing that made you mad

2. One thing that made you hopeful

3. One connection between what we are doing in class and what you saw in the film

Decorate harvest bags

Quick cooking activity -- beans with herbs, tomatoes, and walnuts

OCTOBER 10th:

2:10-2:45 – Work on projects. At the end of the class period, tell topic and show me research

2:45-3:30 Cooking and gardening – split into groups

- Group 1: cook (10 people)

Pull out the entire bean plants along the fence in the garden

Pull off the bean pods from the plant

Separate the still-purple bean pods from the dry brown ones

Shell the dry brown ones, keeping the beans inside and discarding the dry shell

Go into the kitchen. Bring 2 pots of water to a boil

Once boiling, boil the dry beans in one pot for 20 minutes, or until soft.

- Group 2: Planting (5 people)

Clip grape leaves

Direct seed & make labels (the ones that still need to be planted)

Thin flats – choose the strongest one plant in each section

- Group 3: garden maintenance (5 people)

Pull the entire plant out of the ground for the tomatoes – the pear ones, and the large ones

Pull all green tomatoes off the plant and make it into a pile

Fertilize the bed, add more soil, and make sure it's flat and even so that it's prepared for planting

- Group 4: Worm bin set up

Soak coconut hull in water using the hose

Take worms out of the bag and put them below

Add garden debris and food scraps

OCTOBER 12th:

Announce work party
Reminder about research project due date
2:10-3:30 Cooking - Chef Demo with Lance Biggers

OCTOBER 17th: NO CLASS -- FALL BREAKOCTOBER 19th:

Rick -- presentation on the Claremont School District meatless Mondays program 2:00-3:00
Gardening:
Planting last seeds for winter
Transplant the starts

OCTOBER 24th:

30 minute gardening: start more flats
Finish transplanting
Weeding
More wood chip spreading
Worm bin maintenance

OCTOBER 26th: Second Due Date for project

2:00-3:00 De La Cruz - 1 HOUR presentation
**Due Date - do a journal entry/opinion piece - how does this topic relate to your life?
Cooking: in keeping with Fallen Fruit, some kind of fallen fruit item (pie? Dried persimmons?)
** See about getting fruit trees donated [Tree People? Fallen Fruit?]

OCTOBER 31st:

Work on 2nd part of the project -- make an outline
GARDENING: redo the big bed with fertilizer, loosen soil, and make pathways
Plant more peas and take out the tomatoes

NOVEMBER 2nd:

2:30-3:30 Cooking: Reed

NOVEMBER 7th:

Presentation: Karen May on murals and public art
Start more seeds; garden maintenance
Outline due. Make sure you have your articles. It will be DUE on the 16th, which is Wednesday.
If you don't have it done you will work on it instead of cooking.

NOVEMBER 9th:

COOKING ---- Ice Cream making with Zenia
OR: garden with Katie

NOVEMBER 14th:

News Topic: Samantha Meyer from Pomona College Dining Services
WORK TIME on project
Gardening

NOVEMBER 16th:

****Due Date:** write a mock newspaper article about your topic [one page]

Gardening

Cooking: making two dishes for the Thanksgiving Event-- Reed

NOVEMBER 18th: Thanksgiving event

NOVEMBER 21st: NO CLASS, THANKSGIVING

NOVEMBER 23rd: NO CLASS, THANKSGIVING

NOVEMBER 28th:

Work on your project (mandatory) until you are finished and have a rough draft handed to Katie

***** Show everyone the peas**

In the garden: Clip the grape vines, weed the beds in the South End of the garden, water the fig starts, take out the cherry tomatoes in the North End, lay out woodchips, fill in the peas, and take out the dead chard plants

NOVEMBER 30th:

Making spring rolls:

Cut all cilantro, leeks, radishes (pickled) and radish greens

DECEMBER 5th:

2:10-2:30 Break into several groups and read article or articles about seeds and seed saving from Nancy. Come back together and discuss them.

DECEMBER 12th:

****Due Date:** Interview (recorded, notes on paper, transcript)

News Topic: Second Film: *The Power of Community*

Movie: 53 minutes - Discuss 15 minutes

Quick garden planting

DECEMBER 14th:

Final presentations of all projects to the class

Final Party

Appendix 1d

Class Plans, Spring Semester 2012

REGULAR WEDNESDAY:

Meet in classroom at 2:15

2:15-3:00 News Brief* until March 8th; followed by event prep**

3:00-3:45: garden work

REGULAR THURSDAY:

Meet in kitchen classroom at 2:15

2:15-3:45: Either all together with chef demo/workshop OR split into groups to work on group projects***

*Nancy, Katie, or a college intern will facilitate news Briefs. Each week the facilitator will rotate. Facilitators are responsible for choosing an article, ted talk, video, or radio show to project on the board and discuss that is relevant to the week's focus.

**Event Preparation will be divided into three groups. Everyone will be involved in planning something. Students will either work on leading garden tours with Katie, writing and practicing speeches with college students, or coordinating music/etc.

***Group Projects will be selected in the 2nd week of classes. Each group will focus on one activity throughout the course of the semester. Two college mentors will lead each section.

Project choices are as follows:

- Compost System: build a third section to the compost with existing pallets, cut compostable materials into smaller pieces, turn compost over into the subsequent bin each week
- Building a small greenhouse to start seeds in

WEEK 0: INTRODUCTION TO THE CLASS

Thursday, January 19th: All "prospective" SAHS students and college interns meet in the garden for a walk through of the garden, overview of the class and its structure, and individual introductions. After Q & A, all will finish spreading the wood chips throughout the garden.

JANUARY 25th: WHAT IS ORGANIC?

Meet in classroom

News Brief: *Katie*.

Read "Genetically Modified Corn May be losing toxic magic" from the Seattle Times

FIRST: define terms (write them on the board) Genetic Modification [history, pros & cons] and Organic. Then discuss

Garden Tasks: one college intern to each task

Finish wood chips (4?), weed all beds, clip back bolted plants, make sure all peas are trellised, and cover potatoes

JANUARY 26th:

Cooking: Julian will lead making stir-fried broccoli with teriyaki sauce

Gardening Tasks:

Select 3-4 to take on the greenhouse (with college students) - begin research on the computer
Select 3-4 to take on event invitations. Begin bagging seeds and making labels for them on the computer

FEBRUARY 1st: SEEDS & SEED SAVING

News Brief: *Seeds*

1. What is seed saving? Ask who has done it before (through our program). Discuss briefly.
 2. Watch seed saving clip, followed by GMO clip from the video "Nourish"
Clarify the connection between the two of them. Define "terminator gene" - patenting life forms, owning genetic diversity - takes it from a shared resource available to anyone to a commodity that is bought and sold
 3. Read seed saving articles in small groups.
 4. Come back together to discuss the articles.
 5. Discuss seeds in our own garden and how seed saving is a political act. Make a list of any seeds we need to order.
- Discuss seasonality, what can be planted now, and what we need to get in the ground now for May's fundraiser dinner.

Pass out harvest bags

Pass out important dates sheets

Garden tasks:

In keeping with class discussion, plant seeds. Gather around for a demo with Katie for both seeding trays and direct seeding. Divide up and direct seed what we have
Harvest lettuce greens and brocoletto leaves
Weeding in the south end

FEBRUARY 2nd:

** Katie will be gone at the Eco Farm Conference

Cooking: Reed will come in to prepare something with cabbage

ALSO: assign 3-4 to work on researching the greenhouse. Ideally, develop the plan by the end of the day. Give to Nancy so she can pick up materials.

FEBRUARY 8th: SEEDS, CONTINUED

News Brief: Discuss seed articles (from last week)

Show seeds from Eco Farm

Garden Tasks: 3 work on greenhouse

Plant eco farm seeds

Check on peas

Weeding in the south end

Harvest brocoletto leaves to take home

FEBRUARY 9th:

Cooking: Spring rolls with dipping sauces

FEBRUARY 15th: PUBLIC/FALLEN FRUIT

News Brief: In preparation for Fallen Fruit, discuss Fallen Fruit as an organization and the concept of Public Fruit as well as mapping of it.

Bio of fallen fruit: <http://www.fallenfruit.org/index.php/about/>

Videos of fallen fruit: <http://www.fallenfruit.org/index.php/media/video/> #s 1 and 3

Images of fallen fruit: <http://www.fallenfruit.org/index.php/media/images/>

Their website: <http://www.fallenfruit.org/index.php/news/>

Public Fruit of Claremont map by them: http://www.fallenfruit.org/wp-content/uploads/FallenFruit_Claremont_California.pdf

NPR radio show: <http://www.npr.org/templates/story/story.php?storyId=4967131>

What is public space? (Parks and sidewalks vs. churches and hospitals) Do you think of vacant lots as public space? What are they saying about public property vs. private property? About communal resources?

Gardening Tasks:

Julian: 3 work on green house

3-4 start flats of summer crops

Katie: 5 make Sauerkraut

Discuss: what is Sauerkraut? What is the process of fermentation?

- Lactic acid bacteria ferment the sugars in cabbage; bacteria present naturally
- Sugars (fructose, sucrose) are converted into cellular energy, producing a byproduct

(lactate)

- Cellular respiration inhibited, oxidation changes
- Stage one: anaerobic (beginning phase of fermentation, begins producing acidic environment, without oxygen)
- Stage two: becomes more acidic
- Stage three: ferments any remaining sugars, lowers the pH

Acidic enough to prevent the growth of harmful bacteria, healthy bacteria cause the process of fermentation

- Health benefits
- Culture: fermented cabbage dates back 2,000 years ago in China, made all over Eastern Europe, fermented foods part of all cultures
- There are many other vegetables that are preserved by a similar process.

- *Korean kimchi*
- *Japanese tsukemono*
- *Chinese suan cai*
- *Filipino atchara*
- *Salvadoran Curtido*

-- Made by sprinkling salt over chopped cabbage. The salt pulls the water out of the cabbage, creating a salty brine, inhibits the growth of organisms that would soften it, should be submerged under brine at all times to prevent oxygen from getting in the cabbage which continues the process of anaerobic fermentation

Harvest green and red cabbages (pull out the whole plant, compost unusable parts)

Find a rock

Bring a pot of water to boil, boil rock

Pour boiling water into glass jar

2-3 weed in the south end

1-2 write summary of fruit jam; go to Boyd and record phone call to announce it

FEBRUARY 16th:

Cooking: something with public fruit

Fruit pancakes -- BREAKFAST IDEA: lemon ricotta pancakes (Emma will take this on)

Watch video <http://vimeo.com/35444471>

Make banner for the fallen fruit event

Ask about tables and chairs from Boyd

Weeding in the south end

FEBRUARY 19th: PUBLIC FRUIT JAM with Fallen Fruit

San Antonio High School, 11 am to 3 pm

FEBRUARY 22nd: MEAT PRODUCTION

Danielle: guide and a video

Gardening:

-Fill in wood chips

-Mulch

-Weed

-Pull out bolted broccoli

Thursday, February 23rd:

Cooking: pickles with reed

-Start flats of summer crops and put them in the greenhouse

FEBRUARY 26th: Sunday garden work party with Shabbat group, 9 am to 12 pm

Build third compost bin

Reapply wood chips

Outdoor classroom work

FEBRUARY 29th: FAST & PROCESSED FOODS

News Brief: *Bailey* -

First off, we're going to begin by watching clips from *Supersize Me*. I'm going to ask the students if they have ever seen the movie, and if there are students that have then I'll invite them to explain the premise. If not, then I'll give it a shot myself (he decides to eat McDonald's for 30 straight days, only things sold at McDonald's).

- Does anybody think this will be a problem? What problems do you think will occur?

First clip, begin at 2:57 and end at 8:30:

<http://www.youtube.com/watch?v=C9OagZL9upw&feature=fvwrel>

- How much do you think that eating fast food is a personal choice?
- One of the lawyers pointed out that the only playgrounds available in some neighborhoods are at McDonald's. What do you think these neighborhoods are like? Rich? Poor? Somewhere in between? Why do you think this is a problem?

Second clip, begin at 3:41 and end at 8:05:

<http://www.youtube.com/watch?v=acjXrFbhCDk&feature=related>

- What happened to the guy in the film after eating just thirty straight days of McDonald's?
- Do you think fast food companies should make their food healthier, or is it the consumer's choice?
- Do you think the two girls who sued McDonald's should have won, or lost? Why or why not?

Show them this image: <http://grist.org/list/2011-11-09-map-shows-how-hard-it-is-to-escape-mcdonalds/>

- Ask for initial reactions from students.

Garden tasks:

Weeding in the South End

Watering all flats

Continue mulching the beds in the south end

Spread wood chips anywhere that weeds are coming through

MARCH 1st:

Cooking: Making marmalade with Nancy

Use left over citrus from the public fruit jam

MARCH 7th: GMOs

*** Check with Anna about the Google document

Start marmalade using Professor Auerbach's emailed instructions:

There are two pitchers full of halfway complete marmalade in the teachers' frig. They need to be put together in the large pot, which Danielle will bring (she held on to my pot). The whole thing should be brought back to a boil for 30 minute and then the chilies should be removed. While still at a boil, stir in the 18 cups of sugar, which are in two separate Ziplocs in our cabinet. Boil hard for 15 minutes stirring occasionally. Now you can ladle into the little jars that are all stacked on top of the cabinet. They went through the dishwasher on high heat and then we stuck the lids back on, so I don't think they need to be sterilized before filling. Fill until 1/4 inch from top and cover and screw on tops to finger tightness. The jars then need to be put in a pot covered with boiling water for 10 minutes. If you have another big pot that you could bring and use to boil water that would be ideal. If you put the water on the heat when you start the other stuff, it will be boiling and ready to go when you fill the cans. I would do this all on Wednesday preferably.

Then there are the orange peels, which are all in a Ziploc in the teachers' frig as well. Those have been boiled for 10 minutes in a big pot of water. They need to be boiled again for 10 minutes in a big pot of water, and then repeat the process one more time rinsing them after each boil. Then you fill a pot with as many cups of sugar as you have orange peels. You add one cup of water for

every cup of sugar and bring the simple syrup to a boil. Then throw in the orange peels and turn down to a low boil for about two hours. When cool, remove from syrup and put the peels into a covered container and put back in the frig. I'm thinking maybe one or two of the college students might be willing to do this part at home on Wednesday night? So then on Thursday, the class could dredge in sugar (some could be left un-dredged as well) and load up the dehydrator, which I could bring down on Thursday (I can stay until 2:30). It takes a couple of hours. The end of class could do them if they get loaded right away. We can also try drying some in the oven, which takes less than an hour.

Gardening: stake fava beans
3 people work on layering compost
Woodchip check
Weeding in the south end
1 person thoroughly water the flats
Remove cabbage that has bugs
Harvest chard, lettuces
Direct seed some kale

Taste sauerkraut: is it ready yet?

MARCH 8th:

Cooking: Reed will come in
Try pickles from the other week

MARCH 14th: NO CLASS -- SPRING BREAK

MARCH 15th: NO CLASS -- SPRING BREAK

MARCH 21st: FUNDRAISER PREPARATION BEGINS

Garden tasks: Spread compost on the south end (from the pile in the north end)
Water flats
Talk from Oran Hesterman at 2:30 from Fair Food

MARCH 22nd:

Get volunteers for speaking and garden tours
Ask about 2-liter bottles
Earth day festival - get volunteers and explain
Cooking with Reed.

MARCH 28th: PRINCIPLES OF PERMACULTURE

** Reminders about upcoming events
** Describes Scripps Food Justice Fair - pass around sheet for sign ups - give to Boyd
** Ask for more 2-liter bottles
** Mention the work party
Talk and demonstration from Rishi Kumar of the Growing Home in Diamond Bar

Garden:

Spread more compost
Plant new stuff in the south end
Take out broccoli
Harvest peas
Tie up peas in the North beds
Replant kale, lettuces
Cut back lettuces
Water compost

MARCH 29th:

Workshop with Liisa Primack on homemade ginger beer
Make salad dressing for the garden tour

APRIL 4th:

Cooking with Reed, make grilled potatoes with asparagus relish in preparation for the fundraiser dinner

APRIL 5th:

Event prep:
Identify speakers and garden tours. Break into groups and begin drafting them with college interns and Nancy
Others make a flyer for the Scripps fair on Friday

Gardening: spread more compost on beds
General garden maintenance
Take out the peas
Plant summer beans

APRIL 6th: Friday Scripps College Green Fair, meet on campus to set up table

APRIL 11th: CUSD SPRING BREAK -- NO CLASS

APRIL 12th: CUSD SPRING BREAK -- NO CLASS

APRIL 18th:

Pasta making demonstration with Ron Mittino and his grandmother – test recipe for the fundraiser dinner (all students)

Fundraiser speakers break off and go to the classroom -
Katie: write speeches with Tevin and Lance
Kate, Megan: practice garden tours

APRIL 19th:

Fallen Fruit demonstration 2:00 to 3:00
Garden 3:00 to 3:30

3-4 make a poster and gather supplies for the earth day booth (ie, seeds, starts, photos, fundraiser dinner sign ups - is the poster from last week still in Melissa's room?)

Gardening Tasks: apply compost, transplant tomato starts, pull out old cabbages, harvest arugula and fava beans

APRIL 21st: SATURDAY EARTH DAY FESTIVAL

Emma and Kate take the first shift, from 10:00 am to 12:30 pm, and then Megan and Danielle take the second, from 12:30 to 3:00.

APRIL 25th:

Fundraiser Preparation:

Project work time:

APRIL 26th:

Cooking:

Gardening Tasks:

APRIL 27th: Make pasta and pick up dishes from Ron Mittino

APRIL 28th: Saturday cooking preparation for the fundraiser dinner at Nancy's house from 2:30 to 5:00

APRIL 29th: FUNDRAISER DINNER, 10 am arrive to prepare
5-8 pm dinner

MAY 2nd: FUNDRAISER DEBRIEF

MAY 3rd:

MAY 9th: FINAL WEEK OF CLASS

MAY 10th: FINAL WEEK OF CLASS

Appendix 2a
Marmalade Instructions

Four stations of five people each. For each station:

- 1 large pot filled with water brought to boil w/ rack on bottom. Put 25 jars and lids in and let boil for 15 minutes. When done, take out jars and lids with lifter and put on towels. Repeat w/ last 25 jars.
- 1 large pot to cook 28 cups of marmalade
- 14 cups of fruit cut into marble-sized pieces
- 1-2 cups of peel (no pith) cut into small pieces
- 14 cups of sugar
- Place peel in pot first followed by sugar and then fruit. Bring to boil. Let bubble for a few minutes and then add 4 boxes of pectin. Stir and let bubble for about 10 minutes. Shut it off and stir in mint or lavender.
- Fill boiled jars using funnel leaving a bit of room at the top. Screw on tops, but not too tightly.
- Start placing all the filled jars back into the boiling water. Let boil for 10-15 minutes and then remove with lifter.
- Place jars back on towels to let dry.
- Clean up as you go and we're done!

Appendix 1b

Field Trip Permission Form

Exhibit 6153 (f)

CLAREMONT UNIFIED SCHOOL DISTRICT
 170 West San Jose Avenue
 Claremont, California 91711-5285
 (909) 398-0609

PERMISSION TO PARTICIPATE IN SCHOOL FIELD TRIPS OR EXCURSIONS

 Date of Distribution

Dear Parent:

Your signature below will give permission for your son/daughter to participate in the following school activity:

Name of School San Antonio High School

Class or Group Attending _____

Name/Description of Event _____

Destination _____

Purpose of Field Trip _____

Supervising Staff Member(s) _____

Mode of Transportation (check) ☐ **School Bus** **Private Car:** ☐ **Adult Driver**
☐ **Charter Bus** ☐ **Student Driver** *(Must have valid California Driver's License; provisional license not allowed)*
☐ **Other** _____

Date(s) of Event: _____ **Departure Time:** _____ **Return Time:** _____

Special: _____
Instructions: _____

My student shall be directed to comply with the directions and instructions of school personnel in charge of the field trip/excursion.

Should it be necessary for my student to have medical treatment while participating in this school field trip/excursion, I hereby give the school personnel permission to use their judgment in obtaining the necessary medical service. Further, in the event of illness or injury, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. I fully understand that all medical expenses not covered by medical insurance will be insured by the parent/guardian.

Under the provisions of California Education Code Section 35330, "all persons making the field trip or excursion shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion."

According to Education Code 35330(d), "no pupil shall be prevented from making the field trip or excursion because of lack of sufficient funds."

Date of Trip: _____ **Destination:** _____

School: _____ **Classroom:** _____

 Name of Student Signature of Parent, Guardian, or Student 18 Years of Age or Over

 Street Address City

 Home Telephone Number Daytime Telephone Number Date

PLEASE RETURN TO YOUR STUDENT'S SCHOOL BY _____

Appendix 2c

Public Fruit Jam Flyer



PUBLIC FRUIT JAM

with

FALLEN FRUIT

Sunday February 19th 11am-3pm
San Antonio High School
170 W. San Jose Ave, Claremont

The San Antonio Food Justice Program will host the art collective **Fallen Fruit** (David Burns, Matias Viegner, and Austin Young) on the grounds of San Antonio High for a public fruit jam.

This community-building event will bring folks together for a “jam session” using backyard fruit and Seville oranges from the Scripps College campus to make different kinds of marmalade. Participants will work in small groups, and are encouraged to work with people they don’t know. Jam-making supplies and some jars will be provided, and the public is asked to bring along any clean, empty jars they have at home as well as any backyard fruit they would like to donate. Each participant will take home a jar of marmalade.

This event is free and open to the public.

This event is co-sponsored by dozens of community organizations and businesses in Claremont and Pomona as well as college groups from Cal Poly Pomona and the Claremont Colleges.

For more information contact Nancy Auerbach at nneiman@scrippscollege.edu.

Appendix 3a

Sample Garden Tasks

*****MAKE LABELS FOR SEEDS BEFORE ANY OF THIS!**

Group One – North Beds, THINNING

Thin the pea vines. Some are looking quite crowded, and I noticed more vines and leaves than flowers. This could be a great teaching moment to explain "competition" - the plants are too stressed to start producing fruit and seeds, and are instead fighting to outgrow the other plants. Thin to 1 per inch plant on the bottom, and perhaps trim extra strands in areas that look overcrowded. Take extra thinnings home for harvest, or put them in the compost.

Group Two – South Beds, THINNING

Separate or thin the red onions, depending on what you think. Definitely do not take up the entire bulb, but pull out the surrounding plants so that only one is left. Use the onions to the left for examples of spacing and showing that each onion should be separate. Remember to visualize how big an onion will eventually get, and leave that much space. Perhaps use the thinned/pulled onions to replant as an experiment – Will they grow? How well? Plant some of the pulled onions in the furthest North Bed. Take others to the compost bin.

Thin the radish and pea area in the south part of the garden. Identify the plants, thin to correct spacing. Also check out what else is growing in the surrounding South Beds. Make sure there are no yellow leaves, and remove any bug-eaten plant parts.

Group Three – South Beds, WEEDING

Weed along entire alley between south beds and the fence and in the middle area that will be native plants garden.

Group Four – North Beds, BED PREP

Prepare beds for planting: pull any weeds or any straggler-plants (i.e. solo radishes) for harvest. Pour any worm tea on the garden and check on the worm bin. Add compost or fertilizer and work into the soil. Gently loosen soil in open areas where planting will happen.

Group Five – Center area, OUTDOOR CLASSROOM

Keep digging trench for the outdoor classroom area.

EVERYONE:

Plant seeds. Divide into two groups (one small, one larger)

Group one (bigger group): direct seed into beds. Pair up and get one type of seed. Plant in beds with your partner – and LABEL!

Group two (small group): seed flats. Read seed package for maintenance instructions. Water it in.

Cut lettuces and other greens and make salad in the classroom.

Appendix 3b Cook-off Instructions



IT'S TIME FOR ANOTHER COOK-OFF!!!

The rules: Create your own dish, featuring the seasonal ingredient of carrots. Bring in your dish with its corresponding recipe. You'll have a few minutes to finish prepping, and then we'll taste test each other's creations. Even though carrots are common, be as creative as possible! You could make roasted carrots, carrot bread, carrot salad, a soup, carrot curry... you could even ingredients from our garden!

When: Friday February 25th



IT'S TIME FOR ANOTHER COOK-OFF!!!

The rules: Create your own dish, featuring the seasonal ingredient of carrots. Bring in your dish with its corresponding recipe. You'll have a few minutes to finish prepping, and then we'll taste test each other's creations. Even though carrots are common, be as creative as possible! You could make roasted carrots, carrot bread, carrot salad, a soup, carrot curry... you could even ingredients from our garden!

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When: Friday February 25th

Appendix 4a

Assignment Handout

In pairs, choose a food justice theme to research and explore in more depth. You may choose from any of the topics listed below, or present your own idea:

- Fast Food & Food Deserts: What is a food desert? Who eats fast food? What are fast food restaurants? How and why can a neighborhood or an area, such as Claremont, ban fast food corporations? What are the political and social consequences of fast food?
- Meat Production: What are the food justice issues associated with eating, or not eating, meat? What are the environmental and social implications of industrial meat production? Can it be possible to eat meat in an environmentally and socially responsible way?
- Workers and Workers' Rights: Who works on industrial farms and in industrial meat packing plants? What are some of the food justice issues associated workers and food production?
- Community Gardens: How does this serve as one alternative model? What makes community gardening successful or not? Interview Director of Nutrition Services Rick Cota and others. Research other community gardens. You may include your own personal experiences and observations in your report.
- Public Art and Murals: What are the political implications of public art? Choose your favorite Los Angeles-area mural and research its social and political history.

With your partner, you will work to create a semester-long project about your topic.

Throughout the class there will be a series of deadlines:

Monday, October 5th: pick a topic

Monday, October 12th: research, bring in some notes

Wednesday, October 26th: do a journal entry or opinion piece – how does this topic relate to your life? [one page]

Wednesday, November 9th: write a mock newspaper article about your topic [one page].

Wednesday, November 30th: do an interview OR make a video (with a camera from the school) about your topic. Upload to the facebook site.

Wednesday, December 7th: compile all your previous work into a powerpoint presentation

The final project, a powerpoint compilation of all of the work you've done throughout the semester, should include facts, charts, and images. You will present your findings to the class at the end of the semester.

There are some cameras, and possibly video cameras, available for you to use as well. In your presentation, you are also encouraged to present and research solutions and alternatives to your chosen topic.

You may use any sources you like to thoroughly research your topic, including personal interviews, books, magazine articles, and internet sources. At least two of your sources must be either books or articles.

Most importantly, make it fun and interesting. Choose a topic that is appealing to you. You and your partner should find time to work on the project outside of class. We will provide some time to work on the projects during the class period as well. Mr. Tracey, Ms. Salter, Ms. Tamashiro and Katie will be available to answer questions whenever you need. Presentations will take place on **Wednesday, December 7.**

Appendix 4b
5 Paragraph Template**Introduction**

Hook:

Summary of topic/background info (min. 2 sentences):

(a) _____

(b) _____

(c) _____

THESIS (argument/the guide of what's to come...So what? Importance?):

Body Paragraph 1

Topic Sentence: _____

Supporting details/facts supporting your argument/context sentences (min. 2 sentences):

(a) _____

(b) _____

(c) _____

Introduce the quote....(Who's speaking/writing?—line 1)

Quote (Evidence)—generally, no more than 3 *typed* lines

(a) _____

Analysis sentences (min. 2 sentences)--1. explain quote, 2. tie it to topic & supporting details

(a) _____

(b) _____

(c) _____

Transition sentence (conclude this paragraph & tie it to next paragraph's topic):

Body Paragraph 2

Topic Sentence: _____

Supporting details/facts supporting your argument/context sentences (min. 2 sentences):

(a) _____

(b) _____

(c) _____

Introduce the quote....(Who's speaking/writing?—line 1)

Quote (Evidence)—generally, no more than 3 *typed* lines

(a) _____

Analysis sentences (min. 2 sentences)--1. explain quote, 2. tie it to topic & supporting details

(a) _____

(b) _____

(c) _____

Transition sentence (conclude this paragraph & tie it to next paragraph's topic):

Body Paragraph 3

Topic Sentence:_____

Supporting details/facts supporting your argument/context sentences (min. 2 sentences):

(a)_____

(b)_____

(c)_____

Introduce the quote....(Who's speaking/writing?—line 1)Quote (Evidence)—generally, no more than 3 *typed* lines

(a)_____

Analysis sentences (min. 2 sentences)--1. explain quote, 2. tie it to topic & supporting details

(a)_____

(b)_____

(c)_____

Conclusion

Restate topic sentences/Restate thesis/wrap it up: *don't bring in any new ideas!!*

Appendix 5a**Event 2011 – Invite**

This was attached to jars of marmalade made in class.

You are invited to a garden-to-table fundraiser dinner prepared by San Antonio students.

Sunday, May 1st, 5:00 pm

San Antonio High School

125 W. San Jose Avenue

RSVP to the SAHS office by April 8: (909) 398-0316

Minimum suggested donation of \$10.

You are invited to a garden-to-table fundraiser dinner prepared by San Antonio students.

Sunday, May 1st, 5:00 pm

San Antonio High School

125 W. San Jose Avenue

RSVP to the SAHS office by April 8: (909) 398-0316

Minimum suggested donation of \$10.

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Sunday, May 1st, 5:00 pm

San Antonio High School

125 W. San Jose Avenue

RSVP to the SAHS office by April 8: (909) 398-0316

Minimum suggested donation of \$10.

Appendix 5b

Event 2012 – Invite

This was attached to student-decorated envelopes of seeds saved in class.

San Antonio High School Food Justice Program
Garden-to-Table Fundraiser Dinner

Sunday, April 29th - 5:00 to 8:00 pm
\$75 dollars per plate

San Antonio High School
125 West San Jose Avenue
Claremont, CA 91711
RSVP to Katie Tenneson at (206) 920-8184

San Antonio High School Food Justice Program
Garden-to-Table Fundraiser Dinner

Sunday, April 29th - 5:00 to 8:00 pm
\$75 dollars per plate

San Antonio High School
125 West San Jose Avenue
Claremont, CA 91711
RSVP to Katie Tenneson at (206) 920-8184

San Antonio High School Food Justice Program
Garden-to-Table Fundraiser Dinner

Sunday, April 29th - 5:00 to 8:00 pm
\$75 dollars per plate

San Antonio High School
125 West San Jose Avenue
Claremont, CA 91711
RSVP to Katie Tenneson at (206) 920-8184

Appendix 5c
Event 2012 - Flyer

Garden-to-Table Fundraiser Dinner



San Antonio High School Food Justice Program

Please join us for a five-course vegetarian meal featuring organic produce harvested from the San Antonio High School Food Justice Program garden under the supervision of local Chef Reed Herrick of The Cheese Cave.



Sunday April 29th, 2012
5:00 to 6:00 Passed appetizers &
student-led garden tours
6:00 to 8:00 Dinner & entertainment

Performances by
Quartet Euphoria
and
The Sweet Nothings

San Antonio High School
125 West San Jose Avenue
Claremont, CA 91711

\$75 per plate

The San Antonio High School Food Justice program is a hands-on, interdisciplinary class focused on building community around sustainable food.

Since the fall of 2010, students have planted, maintained, and harvested over 3,200 square feet of raised bed garden.

The class educates students about healthy food choices and food justice politics by reading and discussing articles and watching videos related to current food justice, health, and environmental issues. San Antonio students partner with Claremont College interns, work with a professional chef to develop recipes and cooking skills, and a master mason to build an outdoor classroom. The program promotes skill and knowledge building, youth leadership development. Your generous support through the annual fundraiser dinner will help secure the future of the food justice program at San Antonio High.

Please R.S.V.P by April 15th to
kbtenneson@gmail.com

Send checks to: San Antonio High School
 Attn: Food Justice Program
 125 West San Jose Avenue
 Claremont, CA 91786

Appendix 5d

Event 2012 – Write-up

The Food Justice and Gardening Program at San Antonio High School will be hosting its second-annual fundraiser dinner in a few weeks, on Sunday April 29th beginning at 5:00 pm. Under the guidance of local chef Reed Herrick of the Cheese Cave, the event will be a seed-to-table five-course vegetarian meal featuring produce grown and harvested by San Antonio students, as well as music by Quartet Euphoria and The Sweet Nothings. Students will lead tours of the garden and give short speeches about the program.

The Food Justice and Gardening Program, an after-school program at San Antonio, began in the fall of 2010. San Antonio students partner with Claremont College interns in a hands-on, participation-based, interdisciplinary class focused on building community around sustainable food. In addition to maintaining 3,200 square feet of raised bed gardens, students cook weekly from what is available for harvest. Students learn about the food system and how their actions in the garden connect to larger issues through the discussion of articles and current events in the areas of food politics and sustainability.

The menu has been set, and students have already begun to develop and test recipes for the evening. Students made a batch of sauerkraut from cabbages harvested from the San Antonio garden, and pickled garden vegetables. From learning the basics of citrus salad dressing to preserving public fruit, the class consistently develops and deepens cooking skills.

Preparation has begun in the garden as well. Four varieties of peas, including flat golden varieties and large vibrantly green shelling pods, are climbing the fences and trellises. Started from seeds students saved by hand in September, Swiss chard with vibrant rhubarb-red stalks and crumpled green leaves is thriving. In early March, students transplanted hundreds of heirloom varieties of tomatoes, eggplants, and peppers for the summer season.

The event will be a reflection of the students' hard work, the progress of the garden, and a wonderful opportunity to celebrate as a community. Your generous support through attending the annual fundraiser dinner will help to secure the future of the Food Justice Program at San Antonio High School.

For more information or to reserve your spot, please contact Katie Tenneson at 206.920.8184 or kbtenneson@gmail.com. Tickets are \$75 per person.

Appendix 5e

Event 2011 – Garden Tour Script

Introduction:

Hello. My name is _____, and I am going to give you a tour of our Food Justice class's garden.
(HAVE THE OTHER PEOPLE IN THE GROUP INTRODUCE THEMSELVES)

We work here twice a week, maintaining and improving the garden. We do all garden tasks, from planting starts and seedlings, weeding and pest maintenance to harvesting.

Things to talk about during the tour

- Irrigation: We have drip irrigation in all of our garden beds. These plastic tubes slowly release water into the beds. This means that we don't have to use hoses and manually water the plants. In addition to saving time and energy, it greatly reduces the amount of water required for the plants. They are on a timer, so that it waters automatically. It lets us be lazy. :)
- Type of beds we have: We use a raised-bed style system here. The boxes are filled with manure and a sand-like soil that we mixed ourselves. 2200 square feet of raised beds
We have raised beds for ease, because there are lots of rocks in the ground
- Plants we have growing: The month of May is the transition between the end of spring crops, such as lettuces and arugula, and the beginning of summer crops, such as tomatoes and beans, cabbage, lettuce, potatoes, tomatoes, cauliflower, English peas, herbs
(be able to point out the different crops as you lead the tour)
- Many of the crops we have growing were planted from seeds
- Healthy foods, planting and eating together
- Outdoor classroom
- Your donations to the program will go towards creating a California Native's garden: lower water use, native flowers, etc, understanding of Native American medicinal plants

What it is like to work in the garden or be in the garden program:

"Being in the gardening program is a great learning experience, because before I joined, I didn't have a clue about gardening, and now I do!"

"I like the hands on experience that we do."

"We cook pastas and pizzas, we make drinks, we made marmalade, we made sauces and soups...and everything comes from our garden. Well, except the strawberries."

Stuff that we do:

- building an outdoor classroom
- building beds and garden infrastructure
- plant, harvest, cook, weed, pest maintenance
- plant ID/try new kinds of produce
- cooking, recipe creation
- learn about healthy food choices and food justice politics
- read articles and watch videos related to current food justice, health, and environmental issues
- we have a good time
- made marmalade in a district kitchen
- fundraise, grant writing

- produce goes to salad bar/school district meals
- work with a professional chef and master mason

- twice a week
- connected with the Claremont college students and Professor Nancy Neiman Auerbach
- afterschool, for academic credit or community service hours

Adjectives -

- interdisciplinary & cross-curricular
- fun
- active, hands-on
- practical, puts into practice other academic subjects
- public health
- very wonderful
- informative
- unique
- important
- has changed my perspective

Appendix 5f

Event 2011 – Sample Student Speeches

Amanda Wood

Thank you for coming to our garden-to-table dinner this evening. To start off the event, I'd like to introduce Principal Boyd, who has been very supportive of our Food Justice and Gardening program since the beginning. We greatly appreciate all of his help and encouragement.

Nathan James

Hello everybody. My name is Nathan James. I initially joined the Food Justice and Gardening program to get the extra credits I needed to graduate. I didn't anticipate the program to be interesting, because I thought gardening was just for old ladies. I had little gardening experience and my previous school had no programs at all like this one.

This program has changed the way that I think about the environment and my relationship to it. It's helped me learn the importance of gardening and it has changed the way that I eat. It's made me think critically about my food choices, and try to make decisions that are healthier for the environment and myself. Lastly, through the class, I've made great new friends that also care about these issues. To further discuss the significance and history of the garden, here's Benjamin Caughman.

Benjamin Caughman

Hello! I am Benjamin Caughman. I am 17 years old, a San Antonio graduate, and a founding member of the San Antonio food justice and gardening class.

Since the program started last year, the garden has dramatically transformed. What was once a small group and meager beds is now an amazing love-filled class and abundant garden.

In the beginning few even knew a garden existed. It was small, and run by CDS students, the middle school on campus. There was no curriculum or after-school program connected to it, making it not particularly well cared for.

Last summer, before my senior year, San Antonio asked me to take care of the garden while school was out. When I first laid eyes on it, I thought to myself... "What a mess!" The tomatoes were over grown and toppled over, and weeds were everywhere. I decided to take everything out and start a new. Although we had no idea how much the garden would grow, in no time at all the pumpkins and watermelons had exploded.

Soon we had a \$26,000 grant, which helped turn the garden in to what it is today! It allowed us to have a wonderful little baby orchard and 11 raised beds! Not only that, the grant also paid for our seeds and even the fundraiser you are at right now.

Our garden and class has expanded incredibly and become an integral part of life at San Antonio. Your donations will continue to support, sustain, and grow our unique, empowering program.

The donations will go towards more seeds, supplies for our outdoor classroom, cooking supplies, speakers, field trips, and other events that will come up. Thank you for coming and enjoy our garden and delicious organic food!!!!!!

Max

Hello. My name is Max Merkin, A participant in the San Antonio Food justice/Gardening program. Growing up, I was the only one who listened when my dad tried to teach my family how to cook. So now while my brother still needs help making scrambled eggs, I'm confident creating a fluffy soufflé. Though I've always loved food and preparing meals, it's been only recently that I've considered how food fits into the larger scheme of things.

The Food Justice and Gardening class has given me the knowledge and the tools to be able to feed my family in a way that's environmentally and socially responsible. Through this class, I've gained not only new culinary skills, but also the ability to discern between cheap, industrially-produced crops and sustainable, ecological alternatives. Through weekly cooking activities and workshops led by professional Chef Reed Herrick, I've learned really bomb recipes, knife skills, and the difference that quality ingredients can make in your meal. Your donations to the program tonight will go to further expand the cooking program and help those who are interested in perusing careers in culinary arts gain a foundation in it.

Nikki Gonzalez

Working with the gardening program has given me the opportunity to learn about food politics and the benefits of organic food. This program allows my peers and me to do great activities together and learn useful skills and knowledge. Watching short films and reading articles has taught me the difference between healthy local food and mass-produced food that is grown using pesticides and fossil fuels. Along with food justice, we learn how food relates to social justice, obesity, and food insecurity. During our class discussions we consider complex issues and express our personal opinions regarding food. The presence of college students provides an alternative perspective that helps broaden our knowledge. To talk more about our collaboration with the Claremont colleges, I introduce to you Katie Tenneson.

Appendix 5g
Event 2011 – Menu

Drinks

Basil and mint lemonade
Strawberry-infused Water

Appetizers

Crostini topped with Glogia burrata, honey, cracked pepper, and Meyer lemon
Crostini topped with Drake Family Farms goat cheese and fresh pea purée

Salads

Rancho Gordo bean and garden vegetable salad with citrus vinaigrette
Mixed garden greens, picked herbs, Point Reyes blue cheese, and almonds with red wine vinaigrette

Entrées

Wild arugula risotto
Pasta primavera with shaved pecorino, garden vegetables, and arugula pesto

Dessert

Strawberry pazzo with vanilla ice cream

Appendix 5h
Event 2011 – Donations Letter

20 April 2011

Dear James,

Thank you so much for your generous donation to the San Antonio High School Food Justice and Gardening Program fundraiser dinner on May 1st.

We would love to spend the 25\$ gift card on baguettes. Please let us know when we can come into the store to pick them out. We would love to be able to get them on the morning of Sunday, May 1st, just before our dinner, if that is convenient for you.

Our group of approximately 25 high school students and college interns maintain approximately 2,000 square feet of raised beds, producing a variety of fruits, vegetables, and herbs. The program consists of harvesting, planting, cooking, and food justice education. The cross-curricular education program includes writing, research, economics and entrepreneurship, and agricultural science. The group is currently constructing an outdoor classroom under the guidance of a master mason, further developing technical career education taught in Regional Occupational Program (R.O.P.) coursework, (masonry, tile work, murals, and basic construction).

The student base is predominantly low income, minority and at-risk youth. Over half participate in the free or reduced-price lunch program, which offers almost no healthy food choices. More than 80 percent of the 122 students are racial/ethnic minorities, with Latinos making up nearly 60 percent. A large number have had contact with the criminal justice system and many initially failed the state-mandated high school exit exam. These characteristics make SAHS an appropriate setting for a high school garden project that can improve the health, work habits, and self worth among at-risk youth.

For your records, the tax ID number for our school is 95-6000818.

Thank you again! We really appreciate your donation. We will mention it on our event program. Please feel free to contact me by phone or email.

Warmly,

Katie Tenneson
(206) 920-8184
kbtenneson@gmail.com

Appendix 5i
Event 2012 – Donations List

Dishes, Linens, and Decorations

12-white rectangular plus 100 napkins

100 settings (dinner plate, water glass, fork, knife, spoon)

Flowers and vases

Christmas lights

Menu and Food Donations

Asparagus – Amy's Farm

Eggs (12) – Pitzer Garden

Pickled vegetables (need Kolrabi, small peppers (hot and sweet), carrots, radishes) *also probably vinegar, sugar, salt*

Pasta w/ Fava beans (need ingredients for homemade pasta: semolina flour, eggs)

Rancho Gordo bean stew (need onions, garlic)

Green Salad (do we need anything here?) *Whatever is needed for vinaigrette*

Appendix 5j
Event 2011 – Borrowed Kitchen Supplies

Cutting boards - 5

Whisks (2)

Large skillets for risotto (2)

Knives

 Chefs

 Pairing

 Serrated knives

Appetizer platters (6)

Big serving bowls for the table - 14

Platters or large plates- 13 x 3

Serving utensils 13 x 3?

Chafing dishes (4)

Water containers/ pitchers (26)

Dessert dishes/cups? 100

Aprons

Measuring cups

Measuring spoons

Large Bowls for preparing salads (3)

Salad spinner?

... Dish washing buckets? (3)