



Background Information /Research brief on Gardening/Healthy Eating in Schools

CR 40: School Gardening is Good For You

THAT Conference asks the Executive Committee to call on the Government to study how best gardening can be introduced into schools and to investigate working with, and campaigning with, groups such as the Royal Horticultural Society, who already have the Campaign for Schools Gardening which schools can join.

Conference also urges the Executive Committee to lobby the Government to put forward plans to bring gardening into the primary school curriculum so as to educate pupils about the need to eat healthy foods and the benefits and enjoyment of growing such foods which may also help to combat obesity.

Proposer: Andrew Bradley

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1.

RHS Campaign for Schools Gardening

The RHS Campaign for School Gardening inspires and supports schools to provide children with gardening opportunities to enhance their skills and boost their development.

Work with schools has shown that the direct benefits of gardening for children are wide ranging:

- Improves physical and mental well-being
- Builds life skills such as confidence, teamwork and communication
- Enhances literacy, numeracy and oracy skills
- Enriches the entire curriculum from science, maths and geography, to art, design and languages
- Encourages a better and healthier lifestyle
- Teaches about the environment and sustainability
- Helps young people engage with their surroundings better and develop a sense of responsibility

Why register?

- Registration is free

- Receive a free welcome pack containing seeds, plant labels, stickers, posters and more
- Receive great rewards, certificates and support as you progress through the School Gardening Awards
- Gain access to free, downloadable resources including information sheets, practical activities and lesson plans to help you make the most of your school garden
- Discover our programme of school gardening training courses designed to give you the confidence to create learning experiences that impact children's achievement, health and well-being
- Take part in our competitions for a chance to win great gardening prizes
- Receive regular newsletters containing the latest news, offers and advice
- Read our School Stories and get inspiration from what other schools are doing their garden
- Log in and find news, training courses and information specific to your local area

The site has lesson plans, information sheets, guides on different aspects of how to plan gardens and how to grow, school gardening awards at different levels, links to careers in gardening, etc

<https://schoolgardening.rhs.org.uk/resources>

The site also contains stories from schools who have signed up and how they have benefitted.

One example is:

St Peter's C of E (VA) Junior School
 Thornhill Road
 Littleover
 Derby
 DE23 6FZ

The 40-strong gardening team of St Peter's C of E Junior School go out in all weathers, all year round, growing soft fruit, vegetables and flowers and, undaunted by the lack of a greenhouse, even took over part of the bike shelter in order to grow almost everything from seed.

There are two lunchtime gardening clubs for all year groups, working on seasonal tasks such as re-making paths, weeding, mulching, making/repairing fencing, watering and planting.

At other times, other children or classes also work in the garden. Year 5 pupils recently participated in Bushcraft Sessions, building shelters and discovering that starting a campfire with a bow drill is extremely difficult! 12 Year 6 students used the garden for their John Muir Awards whilst gardeners (and others) use their outdoor and gardening activities to work on their RSPB Wildlife Action Awards, as well as citizen science projects such as OPAL and the Big School Birdwatch. The garden contains a composting area and several wildflower and minibeast hotel areas, all made by pupils and providing opportunities to bring learning out of the classroom. For fun, a new Magic Garden has also been transformed from a bare patch of grass.

The team shares their ideas and experiences with others in and out of the school. Recently they invited the local MP to the garden to tell him about the work they had done and why they believe more should be done to look after nature. They use the garden as inspiration for whole school assemblies too on subjects such as the pond, habitat conservation and how their garden is protecting nature. The St. Peter's School strawberry jam isn't just enjoyed by the gardeners either; Year 3 recently had a lot of fun making jam sandwich fractions with it! There is also an outdoor oven that can be used for pizza making.

Frequent displays on a special noticeboard share news about current or completed projects – recent displays have shown their new, local variety apple tree, pond dipping and digital images of what they found.

A dedicated garden website is updated weekly with help from the pupils and is also used to document their varied projects.

The team have to fundraise to buy anything they need and are adept at coming up with various ways of doing this – making and selling chutney and cakes, selling saved seed and school-grown plants, making Christmas decorations using natural materials found in the garden and collecting old clothes for Bags2Schools.

The gardeners' work won the regional final of the Co-op Green School's revolution competition and the award money bought a tipi to be used as an outdoor classroom/ project space. Other accolades have included a Silver Gilt RHS Britain in Bloom Schools Award in 2014, a certificate of commendation in the Cultivation Street 2014 competition (some of the gardeners were then invited to write a piece in David Domoney's Sunday People gardening section), and most recently a Highly Commended award in 2015's RHS School Gardening Team of the Year.

Their successes have fed their enthusiasm, which has now spilt into the local community - planting up some beds in nearby streets for Littleover in Bloom, and competing in the local in Bloom Scarecrow Competition. They were also invited to use their flowers to create a display for their church's flower show and have exhibited produce, flowers and 'vegetable monsters' in their local Littleover Hall Grange horticultural show.

The school hosts a weekly community gardening club, The St Peter's Garden Poets, for families who have their own mini-allotment in the grounds. On the last day of term they stayed on enthusiastically until 6pm harvesting lettuce, potatoes, redcurrants, blackcurrants, dill and flowers, and they also contribute to the maintenance of the whole garden, which can be particularly useful during the school holidays.

<https://schoolgardening.rhs.org.uk/school-stories?stype=&ageGrpID=undefined&ageGrp=&page=2>

2.

Countryside Classroom UK

Partners to the scheme benefit from:

- enhanced visibility amongst teachers
- opportunities to collaborate on new projects
- a common strategy aligned with national policy
- access to information about what teachers are looking for

Partners commit to:

- offering resources, places to visit or people to ask
- participating in the promotion and development of Countryside Classroom
- making an in-kind contribution towards the development of Countryside Classroom, worth £5,000 over two years

Countryside Classroom is the largest ever partnership of organisations committed to helping children learn about food, farming and the natural environment. Led by Farming and Countryside Education (FACE), the founding Consortium members first came together in 2012 with the shared ambition of maximising their reach and impact through long-term collaboration.

By providing a single, easy-to-use source of school support, Countryside Classroom raises the awareness, motivation and ability of teachers to incorporate food, farming and the natural environment into their everyday teaching practice. This helps us to achieve our overall goal for every child to have the opportunity to learn about and experience these essential topics.

The Countryside Classroom Consortium creates an amplified voice that can be heard by both schools and policy makers, increasing the reach, visibility and influence of all partners. It also offers a unique opportunity to exchange knowledge, expertise and networks, to collaborate in new ways and to address shared challenges with like-minded organisations.

In return, Consortium members commit to supporting Countryside Classroom by providing content, participating in promotion and development and making an in-kind contribution of £5,000 over two years.

You can also contribute on the web page as a contributor providing details of places to visit such as Whitethorn Farm, Old Risborough Road, Stoke Mandeville, Buckinghamshire, HP22 5XJ where Creature Curriculum delivers the farmyard to the schoolyard to provide hands-on learning activities for school children. The activities help children learn where their food comes from by placing them in the role of farmers. All activities are led by a real farmer and use live farm animals. The learning outcomes are aligned to the National Curriculum and are designed to form a memorable, fun and educational experience.

<http://www.countrysideclassroom.org.uk/>

3.

Garden Organic UK

From growing pots of herbs and food for the school canteen to opening a farmers' market in your playground, gardening offers exciting new ways for children of all ages to learn and grow. Garden Organic has been bringing the benefits of gardening to schools, big and small, for over 20 years. Their education programmes help teachers and school professionals to develop gardening projects that teach children where their food comes from, develops their scientific and environmental awareness and encourages them to eat more fruit and vegetables.

The most effective food growing schools achieve significant learning, skills, health and well-being outcomes for children and young people. Food growing in schools has a positive impact on the schools, communities, organisations and businesses involved - This site has plenty of case studies. Garden Organic's online resources are packed with expert and engaging gardening information specially created for schools. It includes teaching materials, growing cards, handy guides to gardening, educational games and activities. These have been developed as part of the Soil Association Food for Life Programme and include the food growing manual, packed with practical advice to help you get to bronze and beyond.

Garden Organic is able to run a range of training sessions in regional locations and individual schools or clusters of schools. Many of our courses can be run as whole day events with practical activities, or half day or twilight sessions as more of a general overview.

Garden Organic UK has numerous examples of places to visit such as:

Educational visits to Ryton Organic Gardens

Ryton Gardens demonstrates a wide range of organic gardening methods, where young people will see a thriving site where vegetables, flowers, shrubs and trees live in harmony with wildlife. This is a

great opportunity for an educational day out in Warwickshire, the gardens are a place where many aspects of school learning (science, design and technology, geography, maths) are brought to life in the natural environment.

The Growing Enterprise Project was established by Garden Organic at Ryton Organic Gardens in September 2013. The project provides opportunities for young people with Special Educational Needs (SEN) and/or challenging behaviour to learn about organic gardening and making horticultural related products for sale within a small enterprise.

<https://www.gardenorganic.org.uk/education>

4.

NFER/RHS Research: The Impact of school gardening on learning

(Rowena Passy, Marian Morris and Frances Reed , August 2010)

Following the launch of the Campaign for School Gardening in 2007, the Royal Horticultural Society (RHS) commissioned NFER to assess the impact of school gardening on children's learning and behaviour. This report presents the findings from the qualitative study of a representative sample of ten schools participating in the Campaign.

Key Findings:

- The overarching aim of the Campaign is to raise the profile of gardens as a natural, sustainable resource that has the capacity to offer curricular, social and emotional benefits to pupils. The findings show that the Campaign can support schools in addressing these issues in a whole-school context.
- The RHS Campaign for School Gardening has been successful in recruiting 11,500 primary schools. Its most noteworthy contributions have been the ways in which it has provided a focus and structure for the organisation of (often preexisting) gardens in schools, facilitating progress and recognising and rewarding their efforts. Schools have particularly welcomed the support and training that the Campaign has made available.
- Outcomes from involving pupils in school gardening were reported as including:
 - Greater scientific knowledge and understanding
 - Enhanced literacy and numeracy, including the use of a wider vocabulary and greater oracy skills
 - Increased awareness of the seasons and understanding of food production
 - Increased confidence, resilience and self-esteem
 - Development of physical skills, including fine motor skills
 - Development of a sense of responsibility
 - A positive attitude to healthy food choices
 - Positive behaviour
 - Improvements in emotional well-being.
- School gardens have proved to be a source not only of learning outcomes for pupils, but also for other wider outcomes around both the Every Child Matters agenda and the wider duty of community cohesion. Schools had used the gardens to promote the development of active citizens as well as independent learners and had observed changes not only in the children, but in attitudes to the school within the local community.
- Schools reported a number of key ingredients to embedding gardening into the curriculum. These included the active support of the headteacher, a key member of staff who drives the work in the garden, ensuring the amount of work is manageable, and giving the garden a high profile within the school.

•Challenges with managing the garden within schools included the time and effort involved in developing and managing the site, funding, and involving the whole school community. Schools reported a range of both strategic and practical responses to these challenges.
(Full research on RHS web site)

https://www.nfer.ac.uk/publications/RHS01/RHS01_home.cfm

5.

Gardening with Children

Gardening with Children is a website specially designed to be an interactive classroom, allotment plot, and hobby garden of 21st century.

You can join the Schools Gardening Club and reap the benefits of regular news and discounts on gardening equipment. The Gardening With Children Gardening Club is becoming a worldwide club as schools join from all over the globe.

Furthermore, Gardening with Children has been developed to encourage schools to communicate with each other by submitting news and pictures to the site.

School gardening supports many government priorities like sustainability, healthy eating, food in schools and Eco schools.

Contact with the natural world can also be wonderfully nurturing for children, as they make connections with natural environment, learn about the cyclic nature of the seasons, and begin to find out more about where their food comes from. It is often the children who find it hard to engage in the classroom, who really come into their own and are able to shine in the physical activity of the outdoors.

The website provides details of a whole myriad of ways in which the national curriculum can be delivered through school gardening. It provides a flavour of what's possible and includes some useful links to more resources.

Examples of Gardening Based Activities as part of the curriculum

English:

Reading & writing seasonal stories and poems

Making a gardening scrap book

Producing a school garden newsletter

Mathematics:

Counting seeds, plants, flowers per plant etc

Using fractions & percentages i.e. Number of seeds that germinate

Measuring plant heights

Collecting rainfall measurements

Science:

Investigating what plants need in order to grow

Observing the life cycle of a plant

Watching and recording changes in the garden through the seasons

Creating habitats for wildlife and watching the results

Making weather observations through the seasons

Geography:

Studying the water cycle

Making scale drawings and maps of the garden

Food Technology:

Harvesting food and learning how to cook it
Discovering which foods can be eaten raw - peas from the pod etc

Art & Design:

Making collages using natural materials
Taking inspiration from the outdoors for drawing & painting projects
Creating posters to publicise the garden for fundraising
Photographing the gardening year

<http://www.gardeningwithchildren.co.uk/school-zone/>

6.

Children's Food Trust

This is a charity whose aim to share the skills, knowledge and confidence to cook from scratch, helping anyone who provides food for children to do a great job and encouraging industry to help families make better food choices. They believe every child has a right to nutritious food. When children eat better, they do better. By getting children eating well today, we're creating the healthier adults of tomorrow. Their work not only benefits the children and families they are working with now, it will also cut costs to the NHS, create a more productive workforce and inspire better food habits in future generations. We know children aren't eating enough fruit and veg, but are eating too much saturated fat, sugar and salt. Teachers tell us children are coming to school hungry and yet around one in three children leave primary school overweight or obese. This is a huge challenge.

The website has a section for schools, offering advice for headteachers, food plans, training, etc., healthy eating plans, etc.

What they have achieved:

Since starting out in 2005, they have played a pivotal role in the transformation of school food and got millions of children and adults cooking and supported and trained professionals and parents to ensure children in their care get tasty and nutritious food. Some highlights are:

- leading the launch of the first national school food standards and guidelines on healthy food in childcare for England
- creating the Let's Get Cooking club network across the country
- supporting schools in England to get ready for Universal Infant Free School Meals
- teaching thousands of children and parents to get cooking in the school holidays across the UK.

The website also has link to research reports on a wide variety of subjects such as: childhood obesity, can breakfast clubs help attainment?, etc.

<http://www.childrensfoodtrust.org.uk/>

7.

School gardens: growing greener kids

(article in the Telegraph, 27 July 2012)

Traditionally, children are said to hate eating their greens, but a school garden can transform their attitude to cabbage, worms – and the world.

Astonishing things have been happening in and around our fridge in recent weeks. Crumpled plastic sandwich bags crammed with curly lettuce leaves, rocket or radishes have been appearing on the top shelf and, within a matter of hours, disappearing again.

They've been eaten, of course – no mystery there. What is extraordinary, however, is just who has eaten them; namely my 10-year-old daughter, a child who has never knowingly (or at least willingly) eaten a mouthful of salad in her life.

But this isn't just salad, as the M & S adverts might breathily intone... this is salad planted by her, grown by her, tended, watered (occasionally sung to) and, most crucially of all, cherished by her. Nor is she alone; her entire class, in fact her entire school, has been bitten by the gardening bug. It's been fabulous to witness her blossoming interest, and not just in vegetables. One moment she's (slightly overvigorous) dead heading my pot marigolds in the herbaceous border, the next inquiring whether an old Belfast sink could be given fresh purpose with a bag of fresh compost and some courgette seeds.

Gardening is spreading through the nation's schools, seizing children's imaginations more firmly than an incursion of bindweed. Waitrose, Asda, Honda, even The Sun newspaper and, of course, the RHS, have all mounted campaigns to cultivate young minds outside the classroom, while Jamie Oliver has launched his Kitchen Garden Project, which links the growing and cooking of fruit and veg to the curriculum.

Jo Wood, ex-wife of Rolling Stone Ronnie, who has reinvented herself as an organic gardener and restaurateur, has sponsored a school garden; television gardener Diarmuid Gavin has shared his expertise with primary school kids. Like world peace, it's pretty much impossible to be against gardening in schools. It's a feel-good, uncontroversial cause; but is it just a fad, however earnest?

Will its moment pass, as fashions change?

Not if the ecological principles and practice are allowed to take root, says Paul Clarke, professor of education at St Mary's University College, London, and director of sustainable leadership at Cambridge Education, a consultancy which works closely with schools. "Forty per cent of children who leave primary school have no idea where even the most basic fruit and vegetables come from; what's grown in the UK and what is imported," says Clarke. "Gardening gives children an understanding of, and a connectedness with, the natural environment and the cycles of nature. Growing things also gives them an insight into managing resources, especially water, much more thoughtfully and efficiently."

Clarke's work has the support of the Prince of Wales, with whom he regularly meets, in particular to update him on the Pop-Up-Farm project in Burnley (pop-up-farm.com). Here, in conjunction with The Prince's Trust, he has set up a pilot scheme where 34 local primary schools use their outdoor space to grow vegetables and fruit in a "dispersed orchard".

Instead of each school being self-contained, they have planted seeds, sponsored by Asda, in co-ordination with each other. Later in the year there will be a Pop-Up-Harvest and the crops will be marketed together. Heritage and local varieties of fruit are being grown.

"It's quite possible to develop multi-school sites and think of them as a collective garden," says Clarke. "It's not a difficult concept, it's just never been done before."

The philosophy behind the Pop-Up-Farm is that by learning to nurture vegetables, herbs and fruit in the corners around them – beside the canteen, over by the bike shed – children acquire the ability to

think creatively about all the green spaces in their community and how these can be usefully pressed into service in growing food that is as local as it gets.

Moreover, far from being an add-on to the curriculum, it can be central to it. Recording the GPS coordinates of fruit trees and calculating potential yields provides a practical application for maths. Ecological audits of the flora and fauna, examining microclimates and soil quality similarly provide ample scope for geography and science.

There are Pop-Up-Farms in Uganda, Canada, Australia and Hong Kong which are linked to the Burnley project.

“Pop-up farms challenge us in unexpected ways and in unexpected places,” says Clarke. “They show us how easy it is to make little changes that make a big difference, so that we start to change our behaviour and tread more gently on the earth.”

While treading gently on the earth is one goal, another is persuading children to get their hands dirty in the first place, and perhaps discover the joys of horticulture as a future career.

Recently, the RHS has highlighted a “green skills gap”, which means that jobs in Britain are being filled by better qualified candidates from abroad.

“It is quite staggering that while youth unemployment is at an all-time high, the horticultural industry has more skilled vacancies than it can fill in the UK, despite the recession,” says the RHS director general, Sue Biggs.

“The current education policy is not helping raise awareness of horticultural careers to young people. Today there is a lack of specialist technical skills, especially at higher levels, yet horticulture is not included within the school curriculum, and university degree courses with horticulture are decreasing.”

The RHS Campaign for School Gardening (rhs.org.uk/schoolgardening) aims to address this imbalance by enabling young people to get involved from an early age.

“Thousands of young people are missing out on incredible career opportunities – from gardening and garden design, the science of climate change and researching new pests and diseases to looking after the turf at Wimbledon,” says Biggs.

Back at my daughter’s school, there has been a flurry of activity before the summer break begins. A plant sale raised some funds to be ploughed back into the project and, according to school gardener and garden designer Helen Birch (helenbirch.com), the children’s passion for getting outdoors and wielding a trowel is undiminished by the unseasonal weather.

“Gardening is much more than growing food,” she says. “It’s much more holistic. When I take the children out, in small groups, we look at the different ways that plants grow – from seed, from cuttings (such as strawberries) and from bulbs.”

Within a very confined space, Birch, who is about to start work on a rooftop “science” garden for one of London’s new academies, has transformed the school into a green oasis. Aside from fruit and veg, she has managed to create a wildlife garden, with a pond, which is home to newts, leeches, pond skaters and frogs, a “prayer garden” for quiet contemplation, raised beds, banks of fragrant herbs and a willow arbour.

And I'm certainly not the only parent who pilfers the odd handful of bay leaves when I'm making a béchamel sauce.

"While children get their hands dirty, they also learn why, for example, we love worms and loathe slugs and snails; why aphids are bad for plants and ladybirds good," says Birch. "They begin to look at the world around them in a different way and hopefully respect and value it."

In the autumn, Birch plans to get the children making crab apple jelly from the school's trees. When I held up a jar to my daughter at a local farmer's market and explained what it was, she melodramatically screwed up her face in distaste – yet I have a feeling that when she fills her own jar, with her own crab apples, her response will be very different.

<http://www.telegraph.co.uk/gardening/9428891/School-gardens-growing-greener-kids.html>

8.

Running a school gardening club (Advice on how to set one up)

This advice article describes some of the many ways of setting up and running a gardening club in schools and states that if the club is to be rewarding and enjoyable, a number of questions need to be addressed before you get started such as who, how and where, what is available etc.

<http://www.gardenstrusts.org.uk/docs/Education-Gardening-Club.pdf>

9.

Healthy Eaters, Strong Minds: What School Gardens Teach Kids

(SALT article, August 10, 2015, Gardening in the States)

Tall brick walls conceal a colorful garden at Eastern Senior High School in Washington, D.C., where students like Romario Bramwell, 17, harvest flowers and produce. The program is run by City Blossoms, a nonprofit that brings gardens to urban areas.

School is still out for the summer, but at Eastern Senior High School in Washington, D.C., students are hard at work — outdoors.

In a garden filled with flowers and beds bursting with vegetables and herbs, nearly a dozen teenagers are harvesting vegetables for the weekend's farmers market.

Roshawn Little is going into her junior year at Eastern, and has been working in this garden for three years now. "I didn't really like bugs or dirt," Little says, thinking back to when she got started. "Well, I still don't really like bugs, but I like the dirt," she laughs. She gathers a handful of greens, yanks from the stem and pulls up a baseball-sized beet.

During the summer, Little gets paid to work Tuesday through Saturday from 9 a.m. until 2 p.m. with City Blossoms, a nonprofit that brings community gardens to schools, community centers and other places where kids gather in urban areas.

Little believes that working in the garden has taught her to try all sorts of new things — like eating different kinds of vegetables more often. And she's taken those healthy behaviors home with her. Little brings home vegetables from the garden, and she says her eating habits have encouraged her family to buy more fruits and vegetables.

"We're a chubby family and we love to eat. Well, I do," she adds with a laugh. "We mainly live around liquor stores and snack stores. There aren't that many grocery stores. They're way out, and you have to drive so far" — a common problem in low-income urban areas. "It seems so pointless, when there are snack stores right there," she says.

City Blossoms is one of many groups across the country teaming up with local communities to install school gardens, like the one at Eastern, in areas with low access to fresh, healthy foods. These gardens, advocates say, are really outdoor classrooms where kids learn valuable lessons — not just about nutrition, but also about science and math, even business skills.

Many of these groups have big ambitions to tackle complex problems. But there is research that shows the benefits of school gardens can be real and measurable, says Jeanne McCarty, the executive director of REAL School Gardens.

"There's a trend across the country where kids are not spending enough time outdoors, period,"

To counter that, the nonprofit, which operates in Texas and Washington, D.C., Maryland and Virginia, works with schools to create "learning gardens" and trains teachers on how to use them to get students engaged and boost academics. For example, the gardens can be used for math lessons — like calculating the area of a plant bed — or learning the science of how plants grow.

McCarty says REAL School Gardens — which has built nearly 100 gardens — is constantly evaluating the outcomes of its programs, and the numbers are encouraging.

She says partner schools have seen a 12 to 15 percent increase in the number of students passing standardized tests — not just those in the garden program, but schoolwide.

And 94 percent of teachers in the REAL School Garden programs reported seeing increased engagement from their students, according to an independent evaluation conducted by PEER Associates and funded by the Rainwater Charitable Foundation.

She says the benefits don't end with the students, either. Schools that installed learning gardens saw less teacher turnover, McCarty says.

Principal Margie Hernandez tells us she's seen the effect firsthand among her teachers.

"They start realizing that they need something to invigorate themselves, so they can invigorate their classrooms and invigorate their students," she says. Her school, Pershing Elementary in Dallas, has worked with REAL School Gardens since 2011.

And for her students — who come from predominantly low-income backgrounds — the experience can be a nutritional eye-opener, Hernandez says. "It totally changed my kids' perceptions of where food comes from, and what it takes to produce food."

If They Grow It, They'll Eat It

Many studies have found that kids are more likely to eat fruits and vegetables if they help garden them. That's part of the motivating principle behind Colorado-based Denver Urban Gardens, or DUG, a school garden program that puts a heavy emphasis on having kids taste the produce they grow. DUG has 13 garden programs at schools where more than 90 percent of the students qualify for free and reduced-price lunches. Some of the produce that students grow then gets sold to the school cafeteria. That way, kids can recognize the fruits (and vegetables) of their labor in the lunch line.

DUG has found that 73 percent of the students who work in the school garden reported increasing their actual consumption of produce.

Rebecca Andruszka, who works with DUG, says her friend's children will only eat vegetables from the garden at school — not from the grocery store.

"I think it's just that it seems less foreign when you're a part of the growing process," Andruska says. In D.C., the kids of City Blossoms are also part of the business process: They take their produce to farmers markets.

On a recent weekend at the Aya farmers market in Southwest D.C., the kids' table is decorated with handmade signs that read "onions" and "garlic," with little pictures drawn beside them. The kids greet customers warmly, shaking their hands and calling them "sir" or "ma'am."

Roshawn Little mans the table, inviting people to try their herbed salt with bread. Working at the market has helped her practice her public speaking skills, she says. Plus, it teaches her business and money skills.

"I used to spend money on anything, mainly junk food," Little says. "Now, as I'm working here, I learned how to use my money more responsibly."

Homemade signs decorate the table at the Aya farmers market, where the kids of City Blossoms sell their produce on Saturdays.

Nadine Joyner of Nutrition Synergies LLC, a nutrition education company, has a booth next to the kids at the market. She often buys produce from them to incorporate into her quiches. She says she's constantly impressed by the kids' knowledge of what they're selling — they know how to grow it, how to prepare it, and how to cook it.

"It's a very impressive thing to see young urban entrepreneurs," Joyner says, looking over at the kids. "It's a refreshing thing."

Joyner believes that teaching young people the importance of healthy eating will have long-term payoffs.

"The payoff is exponential, because they'll be young mothers or young fathers someday, and they'll feed their children based on what they've learned now," she says.

But the kids aren't thinking of that bigger picture. Instead, they're just enjoying the little things, like the way their hands smell after harvesting herbs, or the satisfying crunch of a freshly picked carrot.

<http://www.npr.org/sections/thesalt/2015/08/10/426741473/healthy-eaters-strong-minds-what-school-gardens-teach-kids>

10.

School Gardens Promote Healthier Eating and Better Learning (News Article)

Hands-on learning provides students with the know how to apply their lessons to real-life situations.

Nutrition education may be a component of your school's wellness policy, but have you considered a hands-on approach? School gardens have been shown to increase both fruit and vegetable preference and consumption as well as improve academic achievement (Klemmer 2005) (Parmer

2009). A school garden can serve as a multidisciplinary “living laboratory” that actively engages children in nutrition education and horticulture.

One study looked at children’s fruit and vegetable preference, knowledge, and consumption in schools that adopted a school garden as a part of their nutrition program (Klemmer 2005). The study found that nutrition education alone proves to be effective in improving children’s preference for fruits and vegetables. However, when paired with a school garden program, students are even more likely to prefer and consume more fruits and vegetables. Students that helped to grow the fruits and vegetables not only indicated a greater preference, but also rated them higher on a taste scale. It is well known that well-nourished bodies lead to more able students. In addition, not only do school gardens provide an environment of experiential learning that leads to better eating habits, they have also proved to increase overall science scores in middle school students. Another study found that the science achievement of students who participated in school garden program was significantly higher than their non-gardening peers (Parmer 2009). Nutrition education is fundamental to fostering healthy learners, plus, students achieve more and eat healthier when participating in a school garden. It’s a win-win!

<http://articles.extension.org/pages/68819/school-gardens-promote-healthier-eating-and-better-learning>

11.

Ready, steady, cook: The Oval school wins national recipe competition

(Guardian, 8 July)

Camelia Paton-Devine, food technology teacher at The Oval primary school in Birmingham, is bursting with pride for some of her pupils after their recent success in WWF UK and Alpro’s competition to create a recipe from plant-based and school-grown vegetables and produce. Her enthusiastic team of 10 swept the board with their “allotment cottage pie”, which contains a myriad of vegetables grown at school, including potatoes, carrots, kale, chard, aubergine, runner beans and small plum tomatoes. “We’re very passionate about growing food – we grow from seed to plate – anything from kohlrabi to watermelon,” she enthuses.

Inspired by traditional home-cooked meals, and particularly one-pot dishes, the children in the School Nutrition Action Group (SNAG) chose the ingredients themselves and oversaw the whole process from harvesting and prepping the produce to writing and tweaking the recipe, and cooking it up for regular tasting panels. “They voted cottage pie as a dinner-time favourite and adapted it to include the vegetables – this was entirely the creative inspiration of the children,” she says.

A number of different pies were tried before the final recipe was settled on. “We used Quorn mince, supplemented by beans and pulses, for a vegetarian option, but also made one using lean beef mince,” says Paton-Devine, explaining that the recipe needed to be as healthy and sustainable as possible.

“We also looked a different toppings – sweet potato makes a lovely alternative, especially if you’re making the pie in the autumn, using seasonal veg such as parsnips and swedes – the beauty of the recipe means you can add different things to it, depending on what you’ve got in your garden or in the fridge,” she adds. “The King Edwards we grow on the allotment made the best topping, though,” she laughs.

With an established kitchen in the school, Paton-Devine had plenty of harvest from the previous year’s growth to help experiment with the recipe. “I think the judges probably liked the fact that we’d shown how we blanched and stored vegetables from the harvest glut last year,” she says.

Each member of the kitchen team had a different role to play, with older ones taking on some of the vegetable preparation and younger ones picking and snipping herbs to add to the mix. All honed their kitchen prep skills and worked well as a team. "Creating the recipe was great fun and they all worked independently as well as collaborating on things, such as developing the creamy top," explains Paton-Devine.

Alpro's Kate Arthur loved the use of organic vegetables in the pie – and the fact that they were grown in the school allotment. "We had so many fantastic entries so it was a difficult choice," she says. "We chose the allotment cottage pie because it championed plant-based produce grown in their allotment to make a healthy and delicious plant-based meal for the whole school to enjoy." The school will celebrate their £1000 win with a visit from WWF and a cooking session with Kate and the Plant2Plate team. "We'd like to buy some new outdoor trugs, as well as develop the allotment, replace the shed and stock up on gardening tools." The school also has a kitchen for early years learning and Paton-Devine has plans to help foster the next generation of growers and cooks. "It's wonderful that they've won – it reinforces all we've been saying about the benefits and rewards of growing and cooking and shows that their ideas are brilliant ones."

She says she really can't imagine not having the plant to plate ethos within the school. "Growing food and cooking are life skills. It's crucial that children are encouraged to form healthy, life-long habits," she says. "The allotment gets them out in the fresh air, doing lots of physical jobs. They get a sense of wellbeing from being outside in all weathers – they just pop on the wellies and waterproofs and get out to tend their crops."

Working together in the kitchen now could also have an impact on these children's lives in the future. "We're taking them to University College Birmingham's food department to show the children what a professional kitchen looks like. Some of the children have already said they'd like a career in food, which is wonderful," says Paton-Devine. "I'm so proud to be part of the chain which has inspired them to get growing and cooking."

<https://www.theguardian.com/wwf-education-partner-zone/2016/jul/08/ready-steady-cook-the-oval-school-wins-national-recipe-competition>

12.

From garden to plate: how schools benefit from growing their own produce

(Guardian, 15 March 2016)

Harvesting fruit and vegetables is both educational and rewarding. We talk to schools that are digging in and offer ideas to get you started

Harvesting fruit and vegetables is both educational and rewarding. We talk to schools that are digging in and offer ideas to get you started

When Chris Collins left school aged 16 in the early 1980s, he wasn't sure where his life was heading. "I just couldn't sit still in the classroom," he says. "All I knew was that I wanted to be outside." Today, Collins has come full circle, dedicating much of his time to championing gardening in schools after jobs including rainforest work in west Africa, garden design in Japan and head gardener at Westminster Abbey. He was also Blue Peter's resident gardener from 2004-13. "It's vitally important that kids understand where food comes from," he says. "Learning is about so much more than being at a desk."

One of the schools Collins works with is Charlton Manor, a large inner-city primary in south-east London. Pupils grow figs, oranges, tomatoes, kiwis and grapes. They also have allotment space at nearby Woodlands Farm where they grow what headteacher Tim Baker refers to as “abundant food” such as potatoes and rhubarb for the school canteen.

There are chickens and three beehives (with fully trained beekeeper pupils) and the school has a campaigns team made up of year 5 and 6 pupils who raise awareness about healthy diets. They recently met with Tesco representatives to talk about sugar.

“Charlton is a brilliant example of a school bringing together gardening and healthy eating,” says Collins. “With vision and a bit of dedication, any school can get growing.”
So how do schools that want to experiment with growing fruit and vegetables get started?

Good things to plant

Quick crops such as lettuce, rocket, radish, potatoes and courgettes require little maintenance, making them a perfect starting point for a school vegetable patch. Tomatoes add colour; while garlic, spring onions, mint and rosemary are great for adding flavour to school meals.

Once students are comfortable with the basics, they can go on to experiment with more exotic produce. Kelsall primary school in Cheshire grows strawberries, gooseberries and blueberries. “They’ve taken three years to produce fruit,” says headteacher David Wearing, “but the wait has been worth it.”

The growing cycle

Gardening is seasonal, so you will need to work out a basic planting timetable. There is a huge amount of information out there, but most of it is not very child-friendly. For teachers based in the UK, however, this Royal Horticultural Society (RHS) veg planner should be useful.

An important part of the growing cycle lies in ensuring the soil is well nourished. The ideal solution is to set up an on-site composting system, using food scraps from the kitchens (if possible) as well as leftovers from packed lunches, garden detritus and coffee grounds from the staffroom.

“Food makes up a huge proportion of what schools throw away,” says Devon-based schools composting officer Melissa Harvey. “After reducing food waste as much as possible, composting can help reduce what schools throw into landfill.”

“If you’re gardening with kids you need a trowel because the truth is they want to dig, dig, dig – and I entirely sympathise,” says Collins. “There’s something very special about soil.”

Collins also recommends sourcing decent watering cans to avoid watering from the hose, which can damage a plant and prevent you from “bonding” with it. You’ll also need gardening gloves, little water sprayers for seedlings, secateurs (taking care who has access to them) and propagators or polytunnels if you want to extend your growing season.

David Wearing has avoided the pound shop in favour of higher-quality tools that he hopes will save the school money in the long run. The same principle is applied to his school’s raised beds, which are made from reclaimed train sleepers. “We had to go for something high end or they’d just fall apart,” he says. “There’s no point growing great produce if the structure won’t last.”

Finding the time

Schools are busy places, and with so much going on it can be hard to find people available to give growing projects the ongoing attention they need. Some get around this by employing a full-time gardener or integrating gardening duties into the school caretaker’s role. Both also bridge the gap during the summer holidays when students and teachers are not around.

Another solution is to turn to volunteers, a project the Soil Association is exploring with its Grandparent Gardening Week (14-18 March). The aim is to help schools get support from their community to kickstart their gardens into action after winter, while recognising the positive role schools can play by engaging grandparents and local residents in their activities.

Claire Custance, RHS skills development manager, points to the example of 82-year-old Peter Edwards who won the accolade of school gardening champion of the year last year for his voluntary work at the Rosary Catholic primary school in Middlesex. She also highlights the invaluable work of teaching assistants in helping support school gardens across the UK.

Funding

Potential staff costs aside, school gardens can be a low-cost activity. To get started, it is worth sending an email to parents and carers to see if anyone has spare seeds, seedlings, pots and tools at home that they are happy to donate. Also keep an eye out for competitions and offers for free seeds or garden centre vouchers.

The parent-teacher association (PTA) may also be able to support your project. The Soil Association's Food for Life project also has advice on how to set up school farmers' markets to sell your produce.

Getting support

It is key to have senior staff buy-in for growing projects, and the best way to do that is to highlight the benefits of growing, both for the wellbeing of young people and for the way it supports the curriculum – everything from maths and science to art, geography and history.

With surveys suggesting that young people think strawberries grow inside the fridge and cheese grows on plants, it's clear there is a wider need to support young people's understanding of food. Combine this with the opportunity to grow fresh food on site and develop teamwork and entrepreneurship skills, as well as friendships, and there is a strong case for supporting growing projects in schools.

<https://www.theguardian.com/teacher-network/2016/mar/15/schools-benefit-growing-produce>

13.

Outdoor learning: the secret to improving behaviour in schools

(Guardian, 2 June)

Building gardens, collecting recycling or sowing seeds can help empower pupils and works wonders as a discipline aid

"When the children are outside, they're motivated," says Karen Brownrigg, outdoor learning co-ordinator at Percy Main primary school in Tyne and Wear. "They're inspired and they want to learn."

It used to be a very different story. Brownrigg, who's been at the school since 1975, first saw the benefits of outdoor learning when the school was tackling problems with bullying at playtimes. "We changed the outdoor environment, installed play equipment and added structure to those times, and watched the problem disappear," she remembers.

Now, after many years of continual development, the school grounds have become just as valid a learning area as inside the classroom – fruit trees have been planted, flower and veg plots tended, bug hotels built and a forest school garden established. "The children have daily interaction with

nature now, and have learned to care and achieve in different ways. The antisocial behaviour we used to see is now gone,” says Brownrigg.

There’s a wide body of evidence to show that the more time children get to spend outdoors at school, the more positive their behaviour. A 2008 report by Reading University and WWF-UK, set out to explore what effect learning about sustainability had on schoolchildren (pdf). It showed that it had far more benefits to the children and school than just the education alone.

Children felt empowered by newly-formed school eco councils and enjoyed making decisions about what activities to take part in, be it building gardens, collecting recycling or sowing seeds. They liked the “break” in normal school routines by being outside, and teachers found concentration levels back in the classroom were improved. They worked better together, and when they did well on a project, felt good about it when it was praised by teachers and peers.

Camelia Paton-Devine is the food technology teacher at The Oval primary school in Birmingham, and runs a lunchtime cooking club using ingredients grown in the school allotment well as curriculum lessons. “There’s no doubt that being outdoors helps the children concentrate and engage better. Being given ownership of something is part of that. One group have worked out that if we plant seedlings in our plastic-bottle greenhouse, they’re totally protected from slugs – they got a real kick out of showing us these absolutely pristine vegetables.”

Cooking inside too, she says the children are so focused that passing teachers will put their heads round the door to see them in rapt engagement. “It’s incredibly rewarding, to see children so entirely involved – and I feel it’s directly related to the time they’ve spent on outdoor projects,” she says.

The break from convention – putting learning in a different, outside, context – can also be a great way to encourage challenging pupils to engage. “All schools have children who find it hard to come to school,” says Linda Marshall, a teaching assistant (TA) at St Columba’s Catholic primary school in Bradford. She helped spearhead outdoor learning in the school’s quad by building some raised beds which the children were soon clamouring to be allowed to look after. Now the school has a wildlife area and a bulb memory garden as well as its veg patch, and has signed up to WWF’s Plant 2 Plate scheme.

“It gives children who find school a challenge – for all kinds of reasons – somewhere to come and learn in a different way,” she explains. “I’ve found that they’ll follow the garden rules, become calmer, engage with whatever learning we’re doing, and then, crucially, take those attributes back to the classroom.”

It’s important, though, for outdoor learning to be as well-structured as lessons inside, says Lynne Rashleigh, a class teacher from St Dunstan’s Catholic primary school in Woking. “It’s all about purpose. Simply letting a class of 30 outdoors for a lesson does not make it learning. The children need boundaries, to be channelled with some clear tasks – but the difference is that nearly all of them will respond to being outside,” she says, remembering a time when her year 5 pupils spent time outdoors measuring angles on playground equipment and learning simple algebra using leaves and twigs. “Afterwards, every single pupil knew their angles and the basic premise of algebra – it was wonderful to see.”

Giving a focus outside the classroom can help challenging pupils shine socially too. Marshall has seen friendships forged in her lunchtime gardening club and normally withdrawn children talking freely with their peers, hands deep in soil planting seeds or weeding. Ian Keith Jones, head of San Sior primary in Wales, picks out an example of how taking ownership and responsibility for the school’s thriving chicken population helped one pupil. “We had a child who’d been excluded many times from another school – he came to us, and we couldn’t get him out of the chicken coop. He loved being

involved with the hens and took a real pride in it," he recalls. After what had been a troubled time at school socially, the child became deputy head boy.

Sometimes, going outdoors works wonders as a discipline aid. Mark Wildman, head at Wicor school in Hampshire, is a big advocate of getting children outdoors to work out an issue. "If I've got an older child who needs to be removed from a situation for whatever reason, there's usually nothing better than giving them a spade and getting them to do some vigorous digging, forking or compost-turning," he explains. "In almost all cases, the combination of fresh air, exercise and headspace gets them back on track," he laughs. "And it's so much more useful and positive than a conventional detention."

<https://www.theguardian.com/wwf-education-partner-zone/2016/jun/02/outdoor-learning-the-secret-to-improving-behaviour-in-schools>

14.

Plant2Plate proves there's plenty of appetite for learning about food

(Guardian, 7 July 2016)

The latest schools initiative from WWF, which helped children learn why food is such a hot environmental issue, has inspired action, change and pride

"Most children have a natural connection with nature – a need to explore it and a desire to care for it. But society can sometimes teach it out of them," says Cherry Duggan, WWF's head of schools and youth relations.

"At WWF we think every child has a right to an education which supports them to explore the natural world, build their understanding of environmental issues, and develop their skills and confidence in making a positive difference. And it's the responsibility of each of us to help this happen so it's been brilliant to have so many teachers involved in Plant2Plate," she adds, as the conservation charity looks back on an inspiring six months of their latest schools initiative.

Launched in January 2016, some 2,000 schools signed up for Plant2Plate, which helped children learn why food is such a hot environmental issue, and then encouraged and supported them to have a go at growing their own fruit and vegetables at school, as well as devising recipes and cooking them. "The level of interest has been phenomenal and is testament to how much of an appetite there is for learning about how what we eat impacts on the environment." This is great because our food – what it is, how it is produced, and how it gets to us – contributes massively to climate change, habitat destruction and biodiversity loss.

A real challenge is that some environmental issues can seem overwhelming and it can be particularly difficult to see what children can do to help. That's where schemes such as Plant2Plate come into their own – by offering ready-made classroom resources to help teachers explore the issues with their pupils, but also engaging ways in which to encourage children to apply some of what they've learnt – like our recipe competition and Easy Peasy Pea Challenge.

"There's something for everyone," says Duggan, "whether a school is already up and running with their green work, or thinking of having a go." What's more, WWF likes to start them young, as foody themed storybook "Smith and the Healthy Meter" shows.

Another challenge is that some people view environmental education as being a bit like "motherhood and apple pie" – all very nice but with a question mark over what it achieves. "But if

you look at an initiative such as Plant2Plate, you can see real learning and change in action,” says Cherry. And there are lots of inspiring school stories showing how these and other such environmental projects can be fantastic at helping children’s motivation, behaviour and achievement.

There’s also an inbuilt sustainability in schemes such as Plant2Plate. Growing and learning about food is something which doesn’t just stop. There’s a legacy that schools – and children – can build on. “Once children get the bug, then it really is something which carries on in their lives, and can act as a touchpoint to which they can return.” So with a bit of luck we can avoid another “lost generation” like those growing up amidst an explosion of fast and processed foods, unaware and uncaring of its effect on us and our planet.

Duggan acknowledges the huge pressure faced by schools and understands that for some, environmental and sustainability issues may not feel like a top priority. So as someone who’s worked in the environmental education arena for several decades, Duggan continues to be amazed by the energy and passion of teachers who push the environmental agenda in schools. “They’re absolutely crucial for giving these opportunities to children,” she stresses. “I don’t think their enthusiasm has waned one bit in the past 30 years – there are always the committed and visionary individuals there.

“However, what is great to see is more support from senior figures in schools. It can be lonely if you’re the only one banging the drum.” She says that usually the most exciting work is happening where the agenda is supported right across the school – by the head, governors and parents.

It’s support – for teachers and schools, as well as the children themselves – which is key in the success of projects such as Plant2Plate. “And that’s what we’re here for,” she reflects. “Plant2Plate is just one example of many projects which can give schools some vision, great activities, and access to the experiences and ideas of other schools. And with our Green Ambassadors Awards, we can reward pupils, teachers and schools for their enthusiasm and hard work too.”

Ultimately, Duggan says that the experience of such environmental projects in schools has to be fun. “Being green doesn’t have to mean hair shirts – it can be extremely life-enhancing for everyone involved. I’ve seen children – and their teachers – delighted with a tomato plant groaning with fruit on a window sill, or because their school’s being awarded for its fantastic allotment and burgeoning wildlife garden.

“It’s amazing to see the pride on the children’s faces. They’ll never forget it. And they can take heart that they are really making a difference right here and right now to our precious planet. Goodness knows what they’ll achieve in the future when they become teachers, parents, business people and voters themselves!”

<https://www.theguardian.com/wwf-education-partner-zone/2016/jul/07/plant2plate-wwf-plenty-appetite-learning-about-food>

15. Eight top tips for schools who want to get children growing (Highlights the WWF campaign’s Plant2Plate Campaign)

Neil Whitehead, founder of the Seed Pantry, offers his advice for teachers who want to get their hands dirty growing food in school

Neil Whitehead loved growing vegetables from seed when he was a child. In fact, he loved it so much that decades later he gave up a perfectly good job in marketing to set up a company he hopes will revolutionise food gardening in the UK.

His company, Seed Pantry sells seeds – plus all the kit you need to grow your own veggies from scratch in a space no bigger than the average windowsill – and has teamed up with WWF for its Plant2Plate campaign, which aims to get more schools growing their own food and helping children understand how important sustainable food is to our planet.

Each school signing up to Plant2Plate between Sunday 3 April 2016 and Saturday 30 April 2016 gets a free Easy Peasy Pea Seed kit, containing Sugar Ann seeds, a growing guide and a pea recipe card from Alpro. WWF is calling on schools to share their peas' progress during their 10-week growing cycle using Twitter and other social media.

“The children will see their plant growing and can find out how others are doing too – it’s great for them to see that vital cycle of sow and grow, from plant to plate,” Neil says. “We want to hear news of their first green shoots, when their peas begin to climb, first pea pods, how tall the peas grow and to hear the most unusual and inventive pea recipes.”

Neil and his team have worked hard to make growing from scratch easy. Things like dehydrated compost rounds and compostable pots, as well as full instructions about what to do – and just as crucially when to do it – make a Seed Pantry box an ideal way for schools to start growing.

“I know from the days when I grew veggies on the windowsill of my small flat in London that all you need is just that – a windowsill,” he remembers. Seed Pantry kits can be tailored for seasonality, and also for timing. “Sometimes you want plants to grow and crop quickly – but sometimes you might want a slower growth, but a more spectacular crop.”

“All schools should have a kitchen garden – no matter how small,” enthuses Neil. “There’s a general disconnect with food today, and schools have the power to change that.”

Here are Neil’s top tips for schools who want to get growing:

1. Start them young

Letting each child plant a seed and take ownership of it is a great way to get reception or nursery-age children engaged with planting. “Make the connection between planting a seed and eating the end result in a young child, and the chances are they’ll want to do it again and again.”

2. Start off small

You don’t need an allotment. Germinating seeds on a windowsill is easy, accessible and produces results very fast. “If every classroom has a different crop on the go, you can make growing competitive – and, importantly, habitual. Checking the seedlings, plants and then fruit or veg, will become a classroom routine.”

3. Choose quick-growing plants for youngsters

Small children appreciate fast results. “Crops like peas – which we’re giving to schools taking part in Plant2Plate – are ideal for younger pupils. They’ll be showing in a few days, and can be eaten really early, or left to develop for longer. And the sight of 30 small pots sprouting simultaneously is enough to put a smile on anyone’s face!”

4. Pick “grown-up” crops for older children

For older children, choosing crops with a more complex or longer growing period will work.

“Tomatoes work well – side shoots need pinching out and they’ll probably need potting on at least once. The different stages will engage pupils for longer.” Potatoes, grown outside, also fit the bill.

“You can see the leafy growth first, then they need earthing up, and then there’s the digging for treasure once they’re ready to harvest.”

5. Choose crops to feed the mouths

Consider the size of your class when you're growing your food. "Some plants produce really exciting results – pumpkins and squashes are fantastic. But they can't be eaten or shared raw." Cherry tomatoes, radishes, baby carrots and strawberries are all good choices if you've got 30 mouths to feed from your classroom crop.

6. Take it outdoors

Again, small spaces work just as well as a massive allotment. Give small groups of children ownership of a small plot – an old washing up bowl or filled tyre - to plant out seedlings you've started in the classroom. "Carrots and radishes are good choices here – they look impressive as they grow and are exciting to pull up."

7. Work with the seasons

You don't just grow produce in the summer. "There's no reason why you can't grow salad inside in the winter. Make a monthly harvest a ritual for the children – they'll love eating the results."

8. Gain confidence and build a habit

And remember that there's trial and error in growing food. "Sometimes things don't work. Sometimes they work brilliantly. You can learn from that. Whatever you do, keep sowing and harvesting – it's a great habit to get into."

Share your school's pea progress using the hashtag #Plant2Plate and tweeting a school selfie with the seed packet @wwf_uk.

WWF's free resources – Growing food at school: A Beginner's Guide and the Growing Guide Calendar are available to all schools who sign up to Plant2Plate.

<https://www.theguardian.com/wwf-education-partner-zone/2016/apr/03/eight-top-tips-for-schools-who-want-to-get-children-growing>

Note:

The Guardian has an education partner zone which also contains many examples of how schools use gardening/outdoor learning/healthy eating etc. and highlights the benefits. These can be accessed here as part of the above –described WWF campaign.

<https://www.theguardian.com/wwf-education-partner-zone>

Finally, an example of how a primary school website highlights its gardening campaign

16.

John Hellins Primary School (school website, which has a section highlighting their school garden)

Being the best we can be

We have been very busy in our gorgeous school garden, which provides each class with their own two 'plots' where they are able to grow fruit, vegetables and herbs –providing opportunities for learning about where food comes from, healthy eating and cooking healthy foods. Things are starting to grow and our greenhouse is full of seedlings that we have nurtured and will be planting into the raised beds soon. We are involving the wider community in the maintenance and development of our garden and enjoyed a visit from the Potterspurty Gardening Club. Here are some photos of our 'green fingered' projects:

'EGG'CITING NEWS!! Our new school chickens have settled in well. The children submitted ideas for names and the 2 that were selected are Butterscotch and Sparkle. The chickens are laying 2 eggs a day! Look out for pictures coming soon.

<http://www.johnhellins.co.uk/page/?pid=81>

