Growing a School Garden
the Golden Hill Learning Center Experience

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Agenda

- Background on school gardens
- Cross-curricular garden program at Golden Hill
- Student views
At the end of the session the learner will be able to describe:

- Rationale for a school garden program
- Cross curricular uses for a school garden
- Helpful partnerships for successful school garden
- Impact on youth
Funding PartnerSHIP

Background

– Statewide Health Improvement Program (SHIP)

Funding for local public health to partner with schools, community, worksites and health care providers to implement strategies to prevent chronic disease

• Long Term Goals

  Reduce health care costs by reducing overweight and obesity through better nutrition and increased physical activity

• Short Term Goals

  – Implement Farm to School Programs
  – Improve nutritional content of snacks, ala cart and vending at schools
  – Establish school gardens
  – Build partnerships for local food sourcing
Partnerships

• School District Support
  – Leadership
  – Student Nutrition Services

• Site-based school support
  – Principal, Wellness committees, Parent Teacher Organizations, Science, Ag, FACS, Business, Art teachers, cafeteria staff, PE teacher

• Community support
  – Parents, neighbors, farmers, local growers, Master Gardeners, horticulture and garden businesses, health professionals
Why school gardens?

The benefits of school gardens

– Health and wellness
– Environmental impact
– Art and beauty
– Educational opportunities
– Youth development
Rationale for Gardens

• One-third of US children are obese or overweight.¹

• Fewer than 10% of children (age 4 to 13 years) meet MyPyramid recommendations for daily servings of fruits and vegetables.²

• In adolescents nationwide, 13.8% of students surveyed had eaten vegetables three or more times per day.³

• Eating more fruits and vegetables, can be an important part of a weight management strategy.⁴

• Up to 10 exposures to new foods are often required to increase acceptance.⁵

• Several studies have demonstrated that children participating in garden-based nutrition education programs increase fruit and vegetable intake, willingness to taste and preference for fruits and vegetables.⁶

4. CDC. “Can eating fruits and vegetables help people to manage their weight?”
Additional Research

School Gardens as a Strategy for Increasing Fruit and Vegetable Consumption

Using Nature and Outdoor Activity to Improve Children's Health

Growing Environmental Stewards: The Overall Effect of a School Gardening Program
Aguilar, Waliczek and Zajicek, Texas A&M University Study 2008

Nutrition to Grow On: A garden-enhanced nutrition education curriculum for upper-elementary school children
Morris et al, J of Nutrition Education and Behavior, 2002

First-grade Gardeners More Likely to Taste Vegetables

Garden-enhanced Nutrition Curriculum Improves Fourth-grade School Children’s Knowledge of Nutrition and Preferences for Some Vegetables
Local Youth Risk Behavior Survey

Percentage of students who ate fruits and vegetables five or more times per day (recommended daily intake) during the past seven days

Youth Risk Behavior Survey conducted 2007 and 2009 Rochester Public School District. Results compiled by Centers for Disease Control. Data used with permission.
Health and Wellness

Grow

Prepare

Taste

Learn

Access
Youth development and engagement

Opportunities for mentoring

Opportunities for success
Access to healthy food
Garden Produce
from school gardens in 2011

- Beets
- Broccoli
- Cabbage
- Cantaloupe
- Carrots
- Cauliflower
- Cucumbers
- Fresh herbs
- Kale
- Kohlrabi
- Lettuce and salad greens
- Onions
- Peas
- Peppers
- Potatoes
- Pumpkins
- Radishes
- Strawberries
- String beans
- Squash
- Sweet corn
- Swiss chard
- Tomatoes
- Cherry tomatoes
- Watermelon
- Zucchini

Coming soon: apples, pears, grapes, blueberries, raspberries
Cross curricular learning activities

- **Family and Consumer Science:**
  - Food preparation
  - Cooking
  - Preserving

- **Health**
  - Nutrition
  - Active living

- **Science**
  - Biology
  - Plant life, water cycle
  - Reproduction

- **Math**
  - Plot calculations
  - Costs, sales, profits

- **Agri-Business**
  - Planning
  - Buying selling
  - Promoting product

- **English**
  - Composition
  - Poetry
  - Journaling

- **Art**
  - Site beautification
  - Photography
  - Creations from the garden

- **Industrial Arts**
  - Building structures for the garden
Art from the Garden
Inspiration from the garden
Multi impact = greater support

Physical activity station

Nature’s mental health center

Curiosity courtyard
Determine a focus for the garden

• What is the goal of your school garden
  – Health and wellness
  • Food access vs. new food experiences
  – Education, science and environment
  – Art and beauty
  – Youth Development
Who’s at the table
Partnerships

• Build in sustainability with a strong committee
• Build on collaborative relationships
• Regularly review who is at the table, missing from the table
• Recognize the motivation for each member to be involved
• Involve kids early and often
What will make the garden experience have a lasting impact?

For students:
• Learning from teachable moments
• Fun
• Results from meaningful work, WIIFM
• Pride
• Building relationships

For the school:
• Connections, relationships
• Incorporating policy, system and environmental change
“Many things grow in the garden that were never sown there.”

Thomas Fuller, 1732
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