



JONES VALLEY TEACHING FARM



Farm Lab Rules
1. ASK before picking
2. Weigh & Record produce
3. Walk on pathways
4. Look for hazards
5. Respect all wildlife

Welcome to Farm Lab!

WHAT DRIVES US

- 1 EDUCATION SHOULD BE HOLISTIC AND STUDENT CENTERED. EVERY STUDENT'S VOICE MATTERS.
- 2 PUBLIC SCHOOLS ARE COMMUNITY HUBS CAPABLE OF GREAT THINGS.
- 3 INVESTING DIRECTLY IN TEACHERS MAXIMIZES IMPACT ON STUDENTS.
- 4 HANDS-ON, EXPERIENTIAL, AND PROJECT-BASED EDUCATION IMPROVES STUDENT RETENTION AND ATTITUDES TOWARDS LEARNING.
- 5 DESIGN-THINKING STRATEGIES CAN BE USED IN EDUCATION TO PROTOTYPE, TEST AND REFINE IDEAS QUICKLY TO DISCOVER THE BEST SOLUTIONS.

OUR WORK

URBAN FARMING

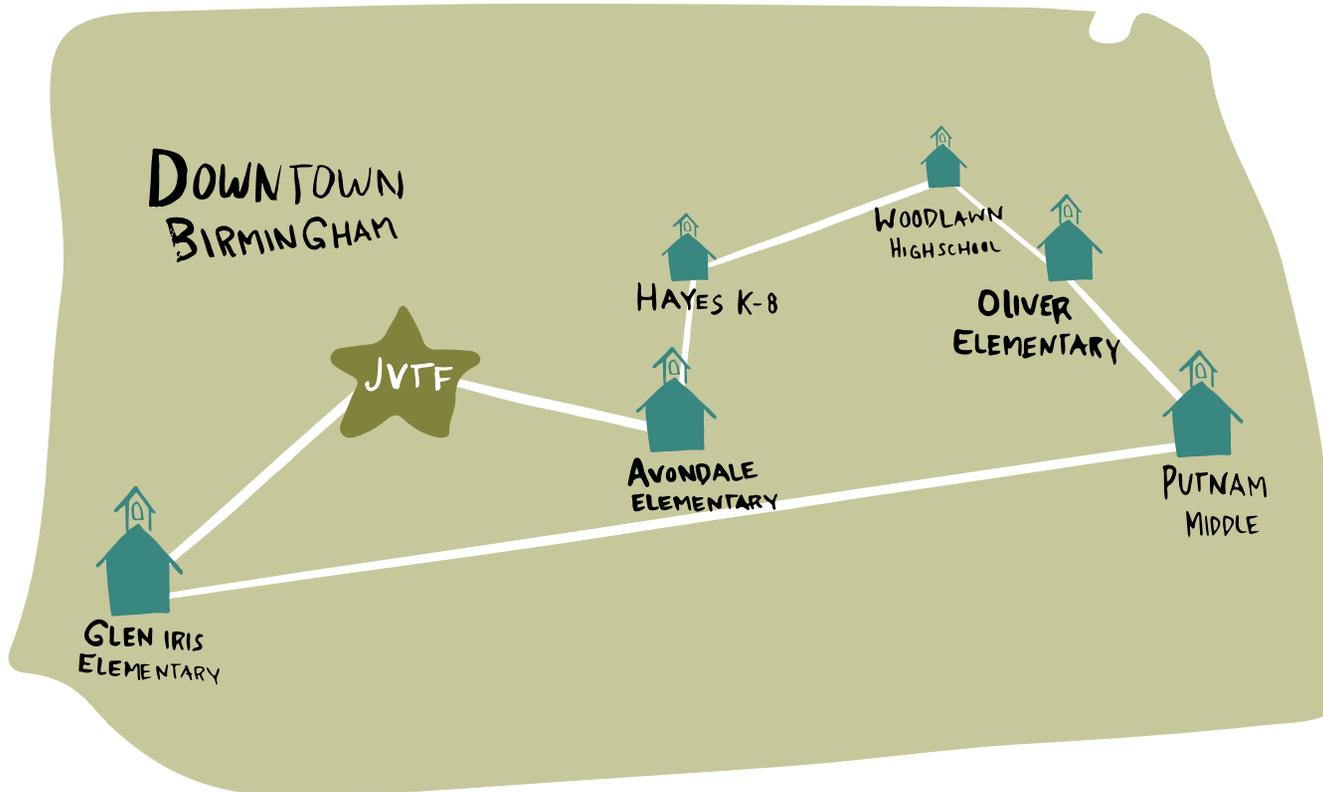
JVTF designs and builds urban teaching farms and outdoor classrooms (Farm Labs) on Birmingham City School campuses to engage students with fresh food every day. These food production spaces exist so that students have ongoing opportunities to learn by doing, to exercise their curiosity, to ask critical questions about food issues within their community, and to experiment with solutions and answers to those questions.

GOOD SCHOOL FOOD (GSF)

GSF is a Pre-K–12 food education model that connects students to real-world food issues through cross-curricular, standards-based content during the school day. GSF is unique in its approach to food-based education in public schools in that we provide our partner schools with full-time instructors, known as GSF Leads. Our GSF Leads work alongside school faculty to develop programs and curricula that align with learning goals in math, science, social studies, engineering, and language arts.

The outcome of this model is improved student learning and direct access to healthy food at the school level.

OUR PARTNER SCHOOLS



GLEN IRIS

K-5, FOUNDED 1923
848 STUDENTS
FARM LAB EST. IN 2013

OLIVER

PRE-K-5, FOUNDED 1959
437 STUDENTS
FARM LAB EST. IN 2014

AVONDALE

PRE-K-5, FOUNDED 1923
546 STUDENTS
FARM LAB EST. IN 2014

PUTNAM

6-8, FOUNDED 1962
309 STUDENTS
FARM LAB EST. IN 2015

HAYES K-8

PRE-K-8, FOUNDED 2012
802 STUDENTS
FARM LAB EST. IN 2015

WOODLAWN HS

9-12, FOUNDED 1916
838 STUDENTS
URBAN FARM EST. IN 2015

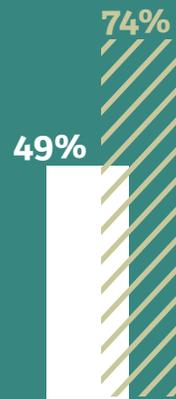
WHAT WE ASSESS

1. Student learning of core standards through Farm Lab instruction
2. The change, growth, and social-emotional development of students
3. The development of student's 21st Century Learning skills
4. Student attitudes and perception of healthy and unhealthy foods
5. What new healthy foods students are trying and the healthy foods they like to eat
6. Change in consumption habits and access to healthy foods

GSF IMPACT



FARM LAB



PROJECT-BASED
LEARNING



GSF GROWTH



NUTRITION

97%

of students try fruits
and vegetable through
GSF instruction

69%

of students report liking
these fruits and
vegetables

STUDENT MARKET

100

students will run
over 100 markets
during the 2015-2016
school year

CONFIDENCE

70%

of students reported that
they grew in confidence
through Farm Lab and
Student Market clubs

FAMILY KITCHEN

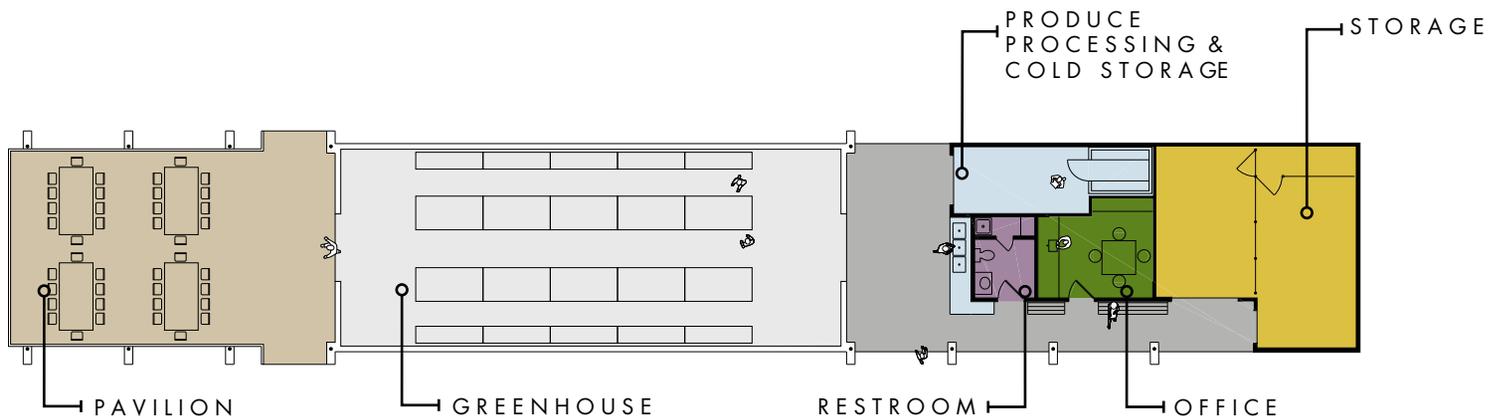
\$3.93

the average cost per
person/per meal for
custom Family Kitchen
recipes

WOODLAWN HIGH SCHOOL PROJECT



VIEW FROM ENTRANCE



FARM CENTER FLOOR PLAN

OUR PLAN

STEP 1: ESTABLISH

- We focused on human-centered design while developing new programs and school-level strategies. This means we started from a place of empathy, believing that every voice and story mattered and that design thinking was the best way to prototype, test, and refine ideas quickly so that we could discover the best solutions for students.
- We invested in the design/build of Farm Labs at our partner schools. These permanent outdoor learning spaces cost on average \$130,000.
- We hired curriculum specialists with classroom experience to integrate GSF with core curricula at our partner schools.
- We launched our Teaching Farm Fellowship in partnership with AmeriCorps VISTA to increase our staff capacity, which allowed us to place full-time instructors at each partner school.
- We implemented a student assessment plan to provide tangible evidence of our value to schools, demonstrating to teachers, parents, and administrators that JVTf is directly contributing to student growth and improvement.

STEP 2: REFINE

- **Project-Based Learning:** We will increase the number of opportunities for project-based learning (PBL) during the school day. PBL projects engage students with real-world issues as they investigate and respond to a complex question, problem, or challenge. Through PBL, students practice critical thinking, communication, creativity, and problem solving while also covering core standards. When compared to traditional teaching methods, PBL often leads to better content retention and improved student attitudes toward learning.
- **Youth Entrepreneurship:** Entrepreneurship is one of the most effective ways for young people to learn that they can lead social change. We will continue to expand the ways in which we use urban food production and sales to teach entrepreneurial principles to students.
- **Social-Emotional Development:** We will create more opportunities for students to learn about and practice characteristics like curiosity, empathy, grit, humility, and reliability. A growing body of research shows that these characteristics may be as much of a predictor for success as academic performance, as they improve student confidence and attitudes towards learning.
- **Nutrition:** Establishing high levels of nutritional literacy at a young age will always be foundational to our work in schools. We will create more opportunities for hands-on nutrition and cooking instruction during the school day.

STEP 3: GROW

- We will develop, launch, and grow a student-run food business at Woodlawn High School in conjunction with their new urban farm located behind the school.
- We will support a comprehensive research study conducted by the University of Alabama at Birmingham's Division of Preventive Medicine. The study will leverage our Pre-K-12 model to track student and family impact over time.
- We will work with the Birmingham City School System to develop shared opportunities for supporting GSF Leads working at schools, allowing us to increase the salary and competitiveness of the GSF Lead position.
- We will begin replicating our educational products and services for other school communities interested in hands-on, food-based education.
- We will leverage our food production spaces and community relationships to significantly increase investment in community-led solutions to food access problems.

WHAT WE'RE LEARNING & THINKING

- **INTELLECTUAL CURIOSITY & SELF WORTH:** re-establishing these two characteristics will carry us a long way.
- **EXPECTATIONS:** you're allowed to not like some things, but you are expected to try them.
- **FOOD IS PERSONAL:** retraining taste buds is a gradual process.
- **LANGUAGE MATTERS:** no one owns the locavore movement, it shouldn't be a boutique thing or in the control of people who talk a certain way.
- **NUTRITION EDUCATION / FOOD EDUCATION:** nutrition + food education can and should exist simultaneously with traditional academics. A student's personal relationship to food will not get in the way of the achievement gap movement. It will enhance it.



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www.jvtf.org