



Appendices



Slow Food USA®

CHAPTER LEAD:
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A Gardening with Young Learners



Slow Food USA®

Slow Food Denver and the Seed to Table Program

Slow Food is an idea, a way of living and a way of eating. It is a global, grassroots movement with thousands of members around the world that links the pleasure of food with a commitment to community and the environment. Slow Food Denver is a chapter of Slow Food USA, which is a member of a world-wide food movement, Slow Food International.

Slow Food seeks to create a dramatic and lasting change in the food system. We reconnect Americans with the people, traditions, plants, animals, fertile soils and waters that produce our food. We seek to inspire a transformation in food policy, production practices and market forces so that they ensure equity, sustainability and pleasure in the food we eat.

Slow Food Denver's Seed to Table program supports school gardens and taste education classes in schools across the metro area. We empower learners to become enthusiastic supporters of good, clean, fair food.

Programs support:

- Construction and maintenance of school gardens
- Taste education, food preparation and cultural-culinary programs
- Teacher professional development and community-based education
- Garden-to-cafeteria and school composting/recycling programs
- Farm-to-school programs, guest chef programs and school-to-community markets

Slow Food Philosophy

According to Slow Food International, “education will embrace slowness, pleasure, diversity and community. Put into practice, this means activities that engage people’s senses, mind and passion in discovering ‘real’ food — from taste test games, to planting school gardens or organizing cooking lessons — as this is one of the strongest opportunities we have to improve our food systems. Without creating the desire for ‘something else’, the industrial food system will always have a captive audience.”

Therefore, Slow Food School garden curriculum must include the following elements:

1

Activities and instruction regarding growing food

2

Activities that center around cooking and eating

3

Promoting the enthusiastic enjoyment of good, clean and fair food for all

Slow Food provides a unique contribution to school gardens. By engaging students on experiential and emotional levels, our garden programs provide a meaningful context to learning. Our holistic approach allows the learner to understand the network of relationships between humans and the natural environment from a personal point of view.

School gardens are used for many other purposes, from STEM education, to nutrition, to food production, sensory learning and social connections. These are all praiseworthy efforts to link students and the school community to the natural environment. A Slow Food school garden may include these activities, but its primary purpose is to fulfill the Slow Food mission; a Slow Food school garden will link the pleasure of food with a commitment to community and the environment.

Overarching Goals and Principles

Gardening activities should:

1

Deepen learners' understanding of and appreciation for the foods they eat.

2

Increase the consumption of and willingness to try fresh foods, fruits and vegetables.

3

Develop an understanding of the food system including growing, harvesting, preparing — and in some cases, marketing fresh foods.

4

Teach learners about the relationships between their diet, bodies and health.

5

Encourage experiential scientific inquiry in life, earth and social sciences.

6

Provide a safe environment where students are free to develop and refine their taste preferences, learn basic food preparation techniques, and explore the relationships between the food system and their community.

7

Embrace multidisciplinary, hands-on learning that engages learners and their community.

Gardening in Colorado

Colorado gardening is unique and sometimes tricky. **Here are some important things to remember:**

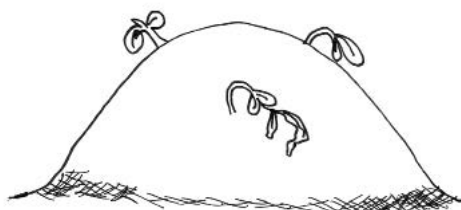
Short growing season: Select varieties of plants and seeds that have a short growing season, preferably under 90 days. The frost free dates are May 15 – September 15th (although you may be caught by an early snow). There are many techniques, including row-cover, that can extend the growing season.

Low levels of nitrogen: Colorado soils often are low in nitrogen and organic matter, which most vegetables need to thrive. Supplement your soil with compost, coir or peat moss, leaves and organic fertilizer or well composted manure.

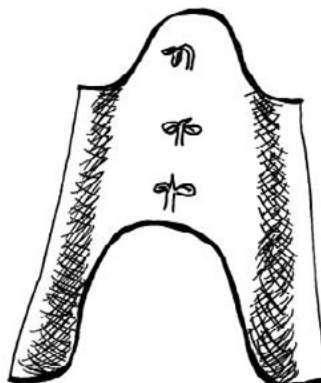
Dry Climate: Do everything you can to keep moisture in the soil. Protect plants by mulching or planting in afternoon shade, especially tender plants including those with large leaves (delicate lettuces, celery) or high humidity requirements (okra).

In many parts of the world, gardeners make furrows or mounds and plant on top. These designs allow water to run off and increase evaporation from soils, which leads to water loss. Those designs are not recommended for Colorado gardens. Instead, form deep bowls for large vegetables like squash. For smaller plants, form furrows that will hold water.

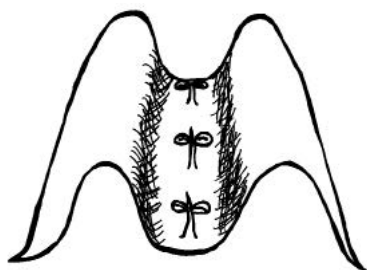
These recommendations apply to all gardens that are hand watered or have an overhead sprinkler system for irrigation. If the garden has a drip system, it may be more important to maintain an even slope so that the water is evenly distributed throughout the system.



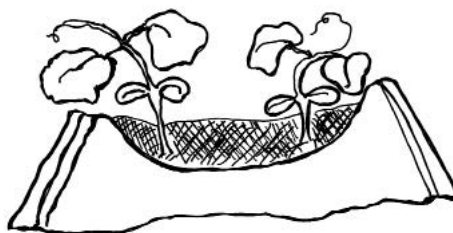
Not recommended



Not recommended



Recommended



Recommended

Garden-Based Activities

Use the Plant Cultivation Guide (www.sfdseedtotable.org/stt-documents/plantcultivation/) for activities for exploring your schoolyard, investigating soil types, planting and transplanting the garden. Along with these basic activities to get your garden started, you can also do the following:

Take a tour of the schoolyard and see what is growing. Are the plants happy? Do you see any evidence of insects or other damage? What growth stage are they in? Harvest fruits and vegetables that are ripe. Use them in a cooking or tasting class. Make garden signs that include the edible part of the plant, the Latin name, or the plant family. Play memory games to learn the names of the plants and their plant families. Use the journal page to record what is happening in the garden. Add new words and develop learners' vocabulary.

Safety Concerns

Outdoor safety:

- Encourage garden activities in the morning, before it is hot.
- Bring water to the garden for learners to drink.
- Make sure all participants are wearing sunscreen.
- Remove all puncture vine (goat head) or other thorny weeds before learners use the garden.
- Keep first aid kit with bandages and antiseptic on hand.

Tool safety:

- No running in the garden.
- No children under aged 10 will be allowed to use long-handled tools (shovels, hoes, rakes).
- Children will be encouraged to use their hands (as opposed to tools) as much as possible when gardening.
- Children will be provided with gardening gloves if exposed to thorns or other dangerous plant material.
- Shoes must be worn at all times, no flip flops.
- All participants will be instructed as to proper handling of tools, including no running and carry tools face downward at their side.
- Children must be supervised when gardening.
- Participants who do not follow safety rules will not engage in gardening.

Food safety issues:

- No use of chemical fertilizers or pesticides in the vegetable garden.
- No use of raw manure as fertilizer.
- Soil testing will be done each year for lead (as part of science education).
- All produce will be washed before being eaten or sold.
- All participants will wash hands, using proper handwashing techniques, after being in the garden.

Weeding and Identification

One of the main tasks in the garden is weeding. New gardeners are often unsure which plants are weeds and which are vegetables. This is a good reason for always planting vegetables in rows. Since weeds usually do not grow in a straight line, it will be easy to tell them apart.

Use journals to have learners draw weeds in detail, including new leaves, roots, seeds and flowers. Notice how the weeds spread, if they are connected to each other by their roots and how their seeds disperse. All of these observations will help you design a way to remove them better. **Turn weeding into an opportunity for learning by having participants answer the following questions:**

What kind of place does the weed like to grow?

What kind of roots does it have? Do you need a shovel to remove it?

Does it grow in loose soil or compacted soil?

Does it look like any of the vegetables that are growing? Does it have a similar flower or seed?

Is it an edible plant? Can we use it in some way?

Weeding tips:

- Pull up the weed close to the base to ensure removal of the entire plant.
- Do not spend time removing bind weed roots; when they break off, they just create new plants. Just pull them from the top as soon as they appear and they will lessen over time.
- If there are no flowers or seeds, you may leave the plant on the edge of the plot to dry out and become mulch.
- If there are flowers or seeds, do not add weed plants to the compost pile. Throw them away.

Resources

Here is a guide to common Colorado weeds from CSU extension:

www.ext.colostate.edu/sam/weed-pocket.pdf.

Please note that herbicides are not allowed for school gardens.

Also, here are fact sheets for individual weeds and suggestions for control:

www.colostate.edu/Depts/CoopExt/4DMG/Weed/weeds.htm.

From the National Gardening Association, a weed library of common garden weeds:

www.garden.org/weedlibrary/

Suggested Garden Supplies

MINIMUM REQUIRED FOR SMALL GARDEN

TOOL	AMOUNT*	EQUIPMENT	AMOUNT*
Clippers	2	Compost Bin	1
Digging fork	2	First Aid Kit	1
Round Point Shovel	4	Garbage Can	1
Rake–leaf	1	Garden Gloves–kids	30
Rake–flat headed	1	Garden Gloves–adults	4
Hoe	2	Wheelbarrow	1
Trowels	24	Hose	1
Totes for tools	4	Water wand	1
Watering can–1 qt	4	Hanging scale	1
Hose	1	Tubs for harvest	4

SUGGESTED FOR LARGE GARDENS

TOOL	AMOUNT*	EQUIPMENT	AMOUNT*
Clippers	12	Compost Bin	1
Digging fork	6	First Aid Kit	1
Round Point Shovel	6	Garbage Can	1
Rake–leaf	4	Garden Gloves–kids	30
Rake–flat headed	6	Garden Gloves–adults	4
Hoe	6	Wheelbarrow	1
Trowels	24	Hose	1
Totes for tools	4	Water wand	1
Watering can–1 qt	4	Hanging scale	1
Cultivator–hand	12	Hose	1
Cultivator–long handle	12	Tubs for harvest	4
Dandelion puller	6	Broom and dust pan	1
Kid garden spade	6	Garbage cart	1
Long handled spade	6	Stools, mats for sitting	24
Clippers	12	Composter	1

NON ESSENTIAL

TOOL	AMOUNT*	EQUIPMENT	AMOUNT*
Loppers	2	Bird feeders	2
Pruning saw	1	Bird bath	1
Pruners	1	Bird seed	1

*Suggestions based on class size of 24

Colorado Front Range Fruit and Vegetable Cultivation Table

HOW TO USE THIS CHART

Planting decisions: This chart on the following page contains information to help you decide which plants to start indoors, which to plant outside and when to do it. The “Succession” column indicates whether or not you can sow the crop more than once in a season. In the “Water” and “Fertilizer” columns, you should know that all vegetables require a fair amount of water, sun and fertilizer. “Heavy” refers to those plants that need more than the normal amount.

Learning botany: Use the chart and the worksheets to make up botany games, teaching learners the plant families or edible parts of a plant.

Making signs: Use the chart to make garden signs organized by plant families or by plant parts. Make each plant family a different color. Draw a plant part on each sign to show which parts are edible.

PLANT FAMILIES

Legumes-Fabaceae

Cabbage-Brassicaceae

Nightshade-Solanaceae

Sunflower-Compositae or Asteraceae

Beets-Chenopodiaceae

Cucumber-Cucurbitaceae

Lily-Liliacea

Parsley-Apiaceae

Grasses-Poaceae

Buckwheat-Saxafrage

Morning Glory-Convolvulaceae

Rose-Rosaceae

PLANT PARTS

Roots

Stems

Leaves

Flowers

Fruit

Seeds

NOTES:

*The edible portions of rhubarb and celery form the petiole, the part of a leaf where it joins the stem. The true stem in the plants is in the middle, where it flowers.

**The edible portion of the kohlrabi is a swollen stem.

NAME	FAMILY	PLANT PART	SOW INSIDE	WARMING MAT?	SOW OUTSIDE	TRANSPLANT	HARVEST	SUCCESSION	WATER	FERTILIZE
Artichoke	Sunflower	Flowers	Jan	No	No	May	Sep	No	Med	Med
Arugula	Cabbage	Leaves	No	No	Early Apr	n/a	June	Yes	Med	Med
Asparagus	Lily	Stems	No	No	Early May	n/a	2 yr	No	Heavy	Heavy
Beet	Beets	Roots	No	No	Late Apr	n/a	Jul-Nov	Yes	Med	Med
Black bean	Legumes	Seeds	No	No	Mid May	n/a	Sep	No	Med	Med
Broccoli	Cabbage	Flowers	Feb	No	Late Apr	May	Jul-Oct	Aug	Heavy	Med
Cabbage	Cabbage	Leaves	Feb	No	Late Apr	May	Sep	Aug	Heavy	Med
Cantaloupe	Cucumber	Fruit	Mar	No	No	Late May	Sep	No	Med	Med
Cardoon	Sunflower	Leaves	Jan	No	No	Late Apr	Sep	No	Heavy	Med
Carrot	Parsley	Roots	No	No	Early May	n/a	Aug-Nov	Yes	Med	Med
Cauliflower	Cabbage	Flowers	Feb	No	Late Apr	May	Jul-Oct	Aug	Heavy	Heavy
Celery	Parsley	Leaves*	Jan/Feb	No	No	Late Apr	Aug-Oct	No	Heavy	Heavy
Corn	Grasses	Seeds	No	No	Late May	n/a	Aug-Sep	No	Med	Heavy
Cucumber	Cucumber	Fruit	April	Yes	Mid May	n/a	Jul-Sep	No	Med	Heavy
Eggplant	Nightshade	Fruit	Feb	Yes	No	Mid May	Sep	No	Med	Med
Fava bean	Legumes	Seeds	No	No	Early Apr	n/a	Sep	July	Med	Med
Fennel	Parsley	Leaves	Feb	No	Feb	Late Apr	Sep	No	Heavy	Heavy
Garlic	Lily	Roots	No	No	Oct-Nov	n/a	July	No	Med	Heavy
Kale	Cabbage	Leaves	Feb	No	Late Apr	May	Jul-Nov	Aug	Med	Med
Kohlrabi	Cabbage	Stem	Feb	No	Late Apr	May	Jul-Sep	Aug	Med	Med
Leek	Lily	Roots	Jan	No	No	Late Apr	Sep-Oct	No	Heavy	Heavy
Lettuce	Sunflower	Leaves	No	No	April	n/a	Late May	Yes	Heavy	Med
Onion	Lily	Roots	Jan	No	No	Late Apr	Sep-Oct	No	Heavy	Med
Parsnip	Parsley	Roots	No	No	Early May	n/a	Aug-Sep	No	Med	Med
Peanut	Legumes	Seeds	April	Yes	No	Late May	Sep-Oct	No	Heavy	Med
Pea	Legumes	Seeds	No	No	Early Apr	n/a	June	Aug	Med	Med
Pepper	Nightshade	Fruit	Feb	Yes	Late May	n/a	Aug-Oct	No	Heavy	Med
Potato	Nightshade	Tuber	No	No	April	n/a	Sep-Oct	No	Med	Heavy
Radish	Cabbage	Roots	No	No	April	n/a	June	Yes	Med	Med
Rhubarb	Buckwheat	Leaves*	No	No	April	n/a	2 yr	No	Light	Light
Rutabaga	Cabbage	Roots	No	No	April	n/a	Sep-Oct	No	Heavy	Heavy
Shallot	Lily	Roots	Jan	No	No	April	Sep-Oct	No	Heavy	Heavy
Spinach	Beets	Leaves	No	No	Early Apr	n/a	Jul-Sep	Yes	Heavy	Heavy
Squash-Winter	Cucumber	Fruit	No	No	Mid May	n/a	Sep-Oct	No	Med	Med
Strawberry	Rosacea	Fruit	No	No	April	n/a	2 year	No	Heavy	Heavy
Green beans	Legumes	Fruit	No	No	Mid May	n/a	Jul-Sep	Yes	Med	Med
Sweet Potato	Morning Glory	Tuber	No	No	No	Late May	Sep	No	Heavy	Heavy
Swiss Chard	Beets	Leaves	No	No	Late Apr	n/a	Jul-Nov	Yes	Med	Med
Tomatillo	Nightshade	Fruit	Feb	Yes	No	Late May	Sep-Oct	No	Med	Heavy
Tomatoes	Nightshade	Fruit	Feb	Yes	No	Late May	Aug-Oct	No	Med	Heavy
Turnip	Cabbage	Roots	No	No	Late Apr	n/a	Jul-Oct	No	Med	Med
Zucchini	Cucumber	Fruit	No	No	Mid May	n/a	Jul-Sep	No	Med	Med

Herb Cultivation Chart

NOTE: Tender perennials must be overwintered inside. They cannot survive freezing temperatures. Most herbs will grow in any well drained soil. Annual herbs with large leaves often require richer soil with more nitrogen.

NAME	LATIN NAME	TYPE	SOIL	SUN/SHADE	CULINARY	MEDICINAL	EDIBLE FLOWERS
Basil	Ocimum basilicum	Annual	Rich	Sun/pt.shade	Yes	Yes	
Bay	Laurus nobilis	Tender perennial	Any	Sun	Yes		
Bee Balm	Monarda didyma	Perennial	Any	Sun	Yes	Yes	Yes
Borage	Borago officinalis	Annual	Any	Sun	Yes		Yes
Calendula	Calendula officinalis	Annual	Rich	Sun	No	Yes	Yes
Chervil	Anthriscus cerefolium	Annual	Rich	Pt.shade	Yes		
Chives	Allium schoenoprasum	Perennial	Any	Sun	Yes		Yes
Cilantro	Coriandrum sativum	Annual	Rich	Sun/pt.shade	Yes		
Dill	Anethum graveolens	Annual	Any	Sun	Yes		
English Lavender*	Lavandula angustifolia	Perennial	Sandy	Sun	No	Yes	No
Epazote	Chenopodium ambrosioides	Annual	Any	Sun	Yes		
Fennel	Foeniculum vulgare	Biannual	Any	Sun	Yes	Yes	Seeds
Garlic Chives	Allium tuberosum	Perennial	Any	Sun	Yes		Yes
Gem Marigold	Tagetes Tenquifolia	Annual	Rich	Sun	No		Yes
Horseradish	Armoracia rusticana	Perennial	Any	Sun	Yes	Yes	
Johnny jump-ups	Viola tricolor	Annual	Rich	Pt.shade	No		Yes
Lemon Balm	Melissa officinalis	Perennial	Any	Sun/pt.shade	Yes		
Lovage	Levisticum officinalis	Perennial	Any	Sun	Yes		
Marjoram	Marjorana hortensis	Tender perennial	Any	Sun	Yes		
Muirhead Lavender	Lavandula angustifolia	Perennial	Sandy	Sun	No		Yes
Mint, all varieties	Mentha species	Perennial	Any	Sun/pt.shade	Yes		
Nasturtium	Tropaeolum majus	Annual	Rich	Sun	Yes		Yes
Oregano	Origanum vulgare	Perennial	Any	Sun	Yes	Yes	
Parsley	Petraoselinum crispum	Biannual	Rich	Sun	Yes		
Purslane	Portulaca oleracea	Annual	Any	Sun	Yes		
Rosemary	Rosmarinus officinalis	Tender perennial	Sandy	Sun	Yes	Yes	
Rue	Ruta graveolens	Perennial	Rich	Sun/pt.shade	No	Yes	
Sage	Salvia officinalis	Perennial	Sandy	Sun	Yes	Yes	
Sorrel	Rumex	Perennial	Rich	Pt.shade	Yes		
Summer savory	Satureia hortensis	Annual	Any	Sun	Yes		
Tarragon	Artemisia dracunculus	Perennial	Any	Sun	Yes		
Thyme, all varieties	Thymus vulgaris	Perennial	Any	Sun	Yes	Yes	
Violets	Viola	Perennial	Rich	Pt.shade			Yes
Winter savory	Satureia montana	Perennial	Any	Sun	Yes		
Yarrow	Achillea millefolium	Perennial	Any	Sun	No	Yes	
Scented geraniums	Pelargonium graveolens	Tender perennial	Rich	Sun	Yes		Yes
Sweet woodruff	Gallium odoratum	Perennial	Any	Shade	No	Yes	

Edible Perennial Cultivation Chart

NAME	LATIN NAME	WILD/ DOMESTICATED	SOIL	SUN/SHADE	HARVEST	RECOMMENDED VARIETIES
Apple	Malus	Domesticated	Garden	Sun	Fall	Delicious, Honeycrisp, Jonagold, Harlan
Asparagus	Asparagus officinalis	Domesticated	Rich	Sun	Spring	
Blackberry	Rubus	Domesticated	Any	Sun	Summer	Chester, Triple Crown
Currants, clove scented	Ribes odoratum	Wild	Lean	Sun/pt.shade	Summer	
Currants, golden	Ribes aureum	Wild	Lean	Sun/pt.shade	Summer	
Currants, red	Ribes rubrum	Domesticated	Garden	Sun	Summer	Red Lake
Currants, white	Ribes album	Domesticated	Garden	Pt.shade	Summer	
Elderberry	Sambucus nigra	Domesticated	Any	Sun	Late Sum	Thornless, Captivator, Pixwell
Gooseberry	Ribes grossularia	Domesticated	Garden	Sun/pt.shade	Summer	
Grape	Vitis vinifera	Domesticated	Garden	Sun	Fall	Himrod, Canadice, Lakemont, Suffolk Red
Jerusalem Artichoke	Helianthus tuberosus	Domesticated	Any	Sun	Fall	
Jostaberry	Ribes nigrolaria	Domesticated	Garden	Sun/pt.shade	Summer	
Kinnikinnick	Arctostaphylos uva ursi	Wild	Lean	Sun	Fall	
Peach	Prunus persica	Domesticated	Garden	Sun	Late Sum	Elberta, Haven, Reliance, Polly
Plum	Prunus cocomilia	Domesticated	Garden	Sun	Late Sum	
Raspberry	Rubus ideaeus	Domesticated	Garden	Sun	Sum/Fall	Latham, Boyne, Heritage, Goldie
Rhubarb	Rheum palmatum	Domesticated	Garden	Sun	Spring	
Sand cherry	Prunus pumila	Wild	Lean	Sun	Summer	
Service berry	Amelanchier Alnifolia	Wild	Any	Sun/pt.shade	Summer	
Sour cherry	Prunus cerasus	Domesticated	Garden	Sun/pt.shade	Early Sum	Montmerency, North Star, Carmine Jewel
Strawberry	Fragaria virginiana	Domesticated	Rich	Sun	Varies	Everbearing
Strawberry, alpine	Fragaria vesca	Wild	Garden	Pt.shade	Varies	

SOIL NOTE: Garden soil means general fertile, loamy soil. Rich means that the soil requires some extra fertilizer. Lean means that the soil should not be amended. Domesticated plants generally require more care and have larger fruits than wild plants.

NAME	ORIGIN	BOTANIC NAME	SPANISH	FRENCH	ITALIAN
Apple	Caucasus	Pyrus malus	Manzana	Pomme	Mela
Artichoke	Mediterranean	Cynara scolymu	Alcahofa	Artichaut	Carciofi
Arugula	Mediterranean	Eruca vesicaria		Roquette	Rucola
Asparagus	Europe	Asparagus officinalis	Espárago	Asperge	Asperago
Beet	Mediterranean	Beta vulgaris	Betabel	Beterave	barbabietolo
Black bean	N.America	Phaseolus vulgaris	Frijol negro	Haricot noir	fagiolo nero
Broccoli	Italy	Brassica oleracea	Brécol	Broccoli	Broccolo
Cabbage	Europe	Brassica oleracea Capitata	Repollo	Chou	Cavolo
Cantaloupe	Egypt/Iran	Cucumis melo	Melon	Melon	Melone
Carrot	Afghanistan	Daucus carota	Zanahoria	Carotte	Carota
Cauliflower	Near East	Brassica oleracea Botrytis	Coliflor	Chou fleur	Cavolfiore
Celery	Europe/W.Asia	Apium graveolens	Apio	Celeri	Sedano
Corn	Mexico	Zea Mays	Elote	Mais	Granoturco
Cucumber	India	Cucumis sativa	Pepino	Concombre	Cetriolo
Eggplant	India	Solanum melongena	Berenjena	Aubergine	Melanzana
Fava bean	Mediterranean	Vicia faba	Haba	Feve	Fava
Fennel	Europe	Foeniculum vulgare	Hinojo	Fenouil	Finocchio
Garlic	Middle East	Allium sativum	Ajo	Ail	Aglio
Jeusalem Artichoke	N.America	Helianthus tuberosus	Topinambur	Topinambour	Carciofo gerusalemme
Kale	Europe	Brassica oleracea Acephala	Col	Cou frisé	Cavolo
Kohlrabi	Europe	Brassica oleracea Gongylodes	Colinabo	Chou rave	Cavolo rapa
Leek	Mediterranean	Allium porrum	Porro	Poireau	Porro
Lettuce	Middle East	Lactuca sativa	Lechuga	Laitue	Lattuga
Onion	Iran or India	Allium cepa	Cepolla	Oignon	Cipollo
Parsnip	Europe/W.Asia	Pastinaca sativa	Pastinaca	Pastenaque	Pastinaca
Peanut	Africa	Arachis hypogaea	Cacahuete	Cachuete	Arachide
Pea	Near East	Pisum sativum	Chicharo	Pois	Pisello
Pear	Caucasus	Pyrus	Pera	Poire	Pera
Pepper	Latin America	Capsicum annum	Chile	Poivron	Pepperoncino
Potato	Peru	Solanum tuberosum	Papa	Pomme de Terre	Patata
Radish	W.Asia	Rhaphanus sativus	Radice	Rave	Rafano
Raspberry	Europe	Rubus idaeus	Frambuesa	Framboise	Lampone
Rhubarb	Asia	Rheum rhabarbarum	Ruibarbo	Rhuiharbe	Rabarbaro
Rutabaga	Europe	Brassica napus	Rutabaga	Rutabaga	Navone
Shallot	Europe	Allium cepa	Chalote	Éshallotte	Scalogno
Spinach	Iran	Spinacia oleracea	Espinaca	Épinard	Spinacio
Squash-Winter	N.America	Cucurbita	Calabaza	Courge	Zucca
Strawberry	N.America	Fragaria	Fresca	Fraise	Fragola
String beans	N.America	Phaseolus vulgaris	Ejote	Haricot vert	Fagiolo
Swiss Chard	Babylonia	Beta vulgaris cicla	Acelga	Bette à carde	Bietola
Tomatillo	Mexico	Physalis ixocarpa	Tomatillo	Tomatillo	Tomatillo
Tomatoes	Mexico	Lycopersicon esculentum	Tomate	Tomate	Pomodoro
Turnip	Europe	Brassica rapa	Naba	Navet	Rapa
Zucchini	N.America	Cucurbita pepo	Calabaza	Courgette	Zucchini

Colorado Front Range Simplified Garden Calendar

March 1-April 5 Start seeds indoors

April 1-May 25 Depending on weather, plant trees, shrubs, and herbs.
Do not plant during a heat wave.

April 1-April 30 Depending on weather and snow conditions, plant peas,
fava beans and arugula
Weed, turn over soil and prepare plots

April 15-May 1 Plant Cold Season vegetables outside (potatoes, carrots,
beets, cruciferous vegetables, chard, radishes, turnips,
rutabagas, parsnips, onions, lettuce). If using seedlings,
make sure they are 6-8 weeks old and hardened off.
See Plant Cultivation chart for individual vegetable varieties
Start watermelon, gourd, canteloupe and peanuts inside
(these require a long growing season, but must be
transplanted when fairly small)

May 15-June 15 Plant summer and winter squash, cucumbers, beans,
corn from seed

May 20-June 15 Nights must be consistently over 55°F to plant tomatoes,
chiles, tomatillos, eggplant
Nights must be consistently over 55°F to plant tomatoes,
chiles, and tomatillos.

June 1 - First Frost Pull weeds before they go to seed. Tie up tomato and other
climbing plants. Water compost and turn it over every week.

September Plant trees, herbs and shrubs if you have winter water

September 15-First frost Harvest dry corn, beans and winter squash

October 15-November 20 Garden cleanup, cover plots with leaves, compost,
well-rotted manure
Plant garlic

Succession: Plant a row of beans every 2 weeks May 10-June 15
Plant a row of lettuce every 2 weeks April 15-May 15 and
again August 15-September 10, depending on frost
Plant peas, broccoli, greens in late August if it is not too hot,
or give shade and plenty of water to germinate

Resources

Books

Bean and Plant by B. Watts

Botany for All Ages: Discovering Nature Through Activities for Learners and Adults by Jorie Hunken

Botany for Gardeners by Brian Capon

The Family Kitchen Garden: How to Plant, Grow and Cook Together by Karen Liebreich

The Growing Classroom: Garden-based Science by Roberta Jaffe

Herbs and Spices: The Cooks Reference by Jill Norman

How to Grow a School Garden: A Complete Guide for Parents and Teachers by Arden Bucklin-Sporer and Rachel Pringle

I Am a Seed by Jean Marzolla

A Kid's Herb Book: For Learners of All Ages by Leslie Tierra

The Moosewood Restaurant Kitchen Garden: Creative Gardening for the Adventurous Cook by David Hirsch

Passover: Celebrating Now, Remembering Then by Harriet Ziefert

The Passover Seder by Emily Sper

Seeds by Ken Robbins

A Seed is Sleepy by Dianna Hutts Aston

Starting From Seed edited by Karan Davis Cutler

Soil: Lets Look at a Garden by Angela Royston

Soil (Geology Rocks!) by Rebecca Faulkner

The Tiny Seed by Eric Carle

The Vegetable Gardener's Bible by Edward C. Smith

Seed Sources

www.botanicalinterests.com

They are a local source of seeds from Longmont, Colorado with large variety of flowers and vegetables. They also offer fundraisers for schools.

www.cooksgarden.com

Cooks Garden is one of the first seed sources for market garden seeds, especially European and French varieties

www.growitalian.com

Grow Italian imports seeds from Italy. Look for unusual Italian varieties of vegetables and greens. They have an excellent garden newsletter.

www.highmowingseeds.com

They offer 100% organic seeds since 1996, with over 600 heirloom, open-pollinated and hybrid varieties of vegetable, fruit, herb and flower seed.

www.johnnysseeds.com

An employee owned company that sells and develops a large variety of seeds and plants

www.reneesgarden.com

Renée's Garden offers organic, gourmet and cottage garden seeds from around the world. Packages include good growing information.

www.nativeseeds.org

Native Seeds/SEARCH conserves and distributes the diverse varieties of agricultural seeds and their wild relatives from the American Southwest and Northwest Mexico.

www.rareseeds.com

Baker Creek carries one of the largest selections of seeds from the 19th century, including many Asian and European varieties.

www.seedsavers.org

Seed Savers Exchange is a non-profit organization dedicated to saving and sharing heirloom seeds. They offer all types of heritage seeds and old varieties

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

Southern Exposure Seed Exchange offers more than 700 varieties of vegetable, flower, herb, grain and cover crop seeds. They emphasize seeds that grow well in the Southeast.

www.territorialseed.com

Territorial Seeds is a family owned business since 1979 producing seeds in the west.

NAME OF PLANT OR FOOD

What did you see today?

I notice... I wonder... That reminds me of...

Favorite Words

_____	_____	_____
_____	_____	_____
_____	_____	_____



B Cooking with Young Learners



Slow Food USA®

Slow Food Philosophy

According to Slow Food International, “education will embrace slowness, pleasure, diversity and community. Put into practice, this means activities that engage people’s senses, mind and passion in discovering ‘real’ food — from taste test games, to planting school gardens or organizing cooking lessons — as this is one of the strongest opportunities we have to improve our food systems. Without creating the desire for ‘something else’, the industrial food system will always have a captive audience.”

Therefore, the Slow Food School garden curriculum must include the following elements:

1

Activities and instruction regarding growing food

2

Activities that center around cooking and eating

3

Promoting the enthusiastic enjoyment of good, clean and fair food for all

Slow Food provides a unique contribution to school gardens. By engaging students on experiential and emotional levels, our garden programs provide a meaningful context to learning. Our holistic approach allows the learner to understand the network of relationships between humans and the natural environment from a personal point of view.

School gardens are used for many other purposes, from STEM education, to nutrition, to food production, sensory learning and social connections. These are all praiseworthy efforts to link students and the school community to the natural environment. A Slow Food school garden may include these activities, but its primary purpose is to fulfill the Slow Food mission; a Slow Food school garden will link the pleasure of food with a commitment to community and the environment.

Goals:

- Deepen learners’ understanding and appreciation of the foods they eat.
- Increase learners’ consumption of fresh foods, fruits and vegetables.
- Increase learners’ willingness to try new foods and change food preferences.
- Develop an understanding of the food system including growing, harvesting and preparing of fresh foods.
- Encouraging experiential scientific inquiry and observation.
- Learners will understand the relationship between their diet and their bodies.

Teaching Principles

- Put learners in control of the way their food tastes and how it is prepared.
- Lessons reinforce one another and concepts are repeated throughout the program.
- Increase hands-on activity, experimentation and sensory experience while decreasing lecture time.
- Provide a safe environment (both physically and mentally) where students feel free to explore the lessons.

Learner-Driven Cooking Classes

Learner-driven cooking classes are those in which the novice cook chooses the ingredients, proportions, and final outcome of a dish without precise measurements or instructions. The instructor sets up the environment for the learner to be successful. These classes are especially well suited to introducing new ingredients, understanding the goal of cooking and developing a background intuition about combining flavors. They can also be useful to experiment with cooking techniques and food chemistry, such as in pancakes or biscuits.

Not all cooking classes will be learner-driven cooking classes. The ability to follow a recipe precisely is useful for all cooks, especially if one is interested in cooking a specific cultural dish or practicing reading comprehension. No matter what the recipe, learners should always be in control of the final flavor by adding salt and other seasonings to taste.

Benefits of Learner-Driven Classes

- Students are actively engaged in the class.
- Change the role of the learner from passive to active creator.
- Makes the learner responsible for the final result.
- Changes cooking from a results-oriented activity to a process oriented activity.
- Encourages critical thinking and evaluation.
- The instructor does not have to be a chef or expert cook.

Cooking Class Tips

SET UP

- Procure the use of a sink for washing dishes.
- The cooking area should be separate from the food preparation area and from the children, near an electrical outlet in the cafeteria.
- All surfaces must be cleaned with a disinfecting solution.
- Try to have students in groups no larger than 8, with one adult per group.
- Produce should be prewashed and placed in bowls.
- Have a bowl or tray for scraps to put in the compost at the end of class.
- Wait until AFTER you have talked about knife safety to pass out any knives.
- Each student who will be cutting should have their own cutting board.

CLASS INTRODUCTION

- Make sure students wash their hands before sitting down.
- Every class should start with a safety refresher and kitchen rules.
- Show the students where to put their scraps.
- Briefly explain what you are going to make. Then explain only the first step in detail.
- Before transitioning to a new task, make sure all students are quiet and paying attention.

INGREDIENTS FOR A SUCCESSFUL COOKING CLASS:

1

Hands-on activities as much as possible.

2

Every child should have something to do to, which means...

3

Recipes should be simple to cook, but labor intensive

4

Focus on one primary learning goal, with a few sub-goals that are less important

5

De-emphasize reading instructions and measuring, unless that is your primary goal

6

For picky eaters, encourage “tasting” or “experimenting” as opposed to “eating.” Do more taste classes.

7

Give the students an opportunity to be in control of the final flavor.

8

Give the students opportunities to choose ingredients.

Food Safety

We recommend that you do not cut raw meat or seafood products in order to minimize food safety concerns.

WASH SURFACES:

- Before the cooking class, make students wash their hands with soap and water for at least 20 seconds.
- Wipe down all counter and table surfaces with a disinfectant.

SAFE TEMPERATURES TO PREVENT GERM GROWTH:

- Do not let food sit at room temperature for more than 1 hour before class.
- Do not bring cooked food to the class. Cook all ingredients during or just before the cooking class.
- Do not bring leftovers home.

IF YOU WOULD LIKE TO ADD MEAT TO YOUR DISHES, YOU CAN TRY THE FOLLOWING:

- Used slices of ham, chicken or turkey cut into cubes for flavor in stir-fries, wraps and soups.
- Use a small amount of sausage for flavor in soups or stews.
- If you would like to use boneless chicken breast or pork, poach it gently while the students are chopping the rest of the ingredients. Let it cool, and then have the students cut the fully cooked meat.

Fire Safety Protocol

- Before each session, children shall have a safety lesson, including food, gardening and fire safety.
- The Fire Department will be invited to provide instruction and training.
- All cooking will take place in the cafeteria.
- As per Section 308.3 of the 2003 International Fire Code (IFC), no open flames will be used.
- Cooking equipment will be electric burner or magnetic induction burner. As per IFC Section 605.7, electrical appliances shall be listed by an approved agency and used in accordance with the manufacturer's instructions and conditions of the listing.
- When using extension cords, they will be grounded and in good repair per IFC Section 605.5.4.
- As per IFC Section 605.5.1, only one appliance will be plugged into an extension cord at a time.
- Instructors will have a Class B fire extinguisher and first aid kit at all times. Instructors will be trained on how to use both.
- All cords or wires will be taped down, to avoid tripping or upsetting electrical appliance.
- Paper, cloth, plastic and other flammable materials shall be kept a minimum of 3 feet – or as prescribed by the Fire Department – from the cooking equipment and vessels.
- There will be no deep frying. No more than 3 tablespoons of oil will be used for cooking.
- All cooking equipment will be locked in a heavy cart when not in use, denying student or other unauthorized access.
- Students will not use equipment at any time without parental permission and the focused guidance of qualified instructors.

ABOUT INDUCTION BURNERS:

The design of the ceramic plate creates instant heat, but only to induction-compatible vessels. Electric induction elements use magnetic waves to excite the iron in the cooking vessels causing them to heat themselves. These mechanisms provide the best control of cooktop performance, safety and efficiency. They provide precise temperature control and if a pan is accidentally removed from an active element it, in effect, instantly shuts itself off. The magnetic waves have no effect on skin or anything other than iron-based materials (e.g., steel).

The induction elements are:

SAFE - no fuel, flames or burners, eliminating the inherent danger associated with these types of cooking elements.

CLEAN – no fuel combustion fumes and offensive odors and buildup is prevented by easy cleaning with a damp cloth

CHEAP – induction heat costs 6 ~ 8¢ (vs. \$1.75 per hour for butane).

Suggested Cooking Supplies

MINIMUM REQUIRED FOR TASTING CLASSES WITH NO HEAT

UTENSIL	AMOUNT*	UTENSIL	AMOUNT*
Bread knives	1	Chef's knives	1
Steak knives	1	Paring knives	16
Butter knives	1	Flexible cutting boards	24
Colander	1	Plastic bowls	2
Large metal bowls	2	Metal bowls	2
Small metal bowls	4	Plastic platters	4
Wooden spoons	2	Box graters	4
Large tongs	1	Vegetable peelers	6
Serrated peelers	2	Julienne peeler	2
Kitchen shears	1	Serving spoons	2
Plastic dish tubs	2	Can opener	1

DISPOSABLES

Paper towels
Paper plates, small
Plastic forks
Plastic spoons
Napkins

STAPLES

Salt
Pepper
Olive Oil
Cider vinegar
Sugar or honey

CLEANING SUPPLIES

CLEANING SUPPLIES	AMOUNT*
Brushes, vegetable	2
Brushes, dishes	2
Cloths	4
Spray sanitizer	1
Dish soap	1
Dish gloves, pair	1
Wipes, Clorox	2
Garbage can	1
Compost container	1
Paper towels, roll	2

*Suggestions based on class size of 24

Suggested Cooking Supplies

FULL RANGE OF COOKING CLASSES

UTENSIL	AMOUNT*	UTENSIL	AMOUNT*
Bread knives	1	Chef's knives	1
Steak knives	1	Paring knives	16
Butter knives	1	Flexible cutting boards	24
Colander	1	Plastic bowls	2
Large metal bowls	2	Medium Metal bowls	2
Small metal bowls	4	Plastic platters	4
Wooden spoons	2	Box graters	4
Large tongs	1	Vegetable peelers	6
Serrated peelers	2	Julienne peeler	2
Kitchen shears	1	Serving spoons	2
Plastic dish tubs	2	Liquid measuring cup	2
Dry measuring cup sets	2	Measuring spoon sets	2
Mesh skimmer	1	Large tongs	2
Potato ricer	1	Can opener	1
Whisk	2	Soup ladle	1
Metal or plastic spatula	2	Cooking spoon	2
Rolling pins [†]	16		

DISPOSABLES

Paper towels
Paper plates, small
Plastic forks
Plastic spoons
Napkins

STAPLES

Salt
Pepper
Olive Oil
Cider vinegar
Sugar or honey
Flour

CLEANING	AMOUNT*	EQUIPMENT	AMOUNT*
Brushes, vegetable	2	Induction burners	2
Brushes, dishes	2	Flat bottom steel wok	1
Cloths	4	Large frying pan	1
Spray sanitizer	1	5 qt pot	1
Dish soap	1	1 qt pot	1
Dish gloves, pair	1	Extension cord	2
Wipes, Clorox	2	Cooking cart or storage bins	
Garbage can	1		
Compost container	1		
Paper towels, roll	2		

*Suggestions based on class size of 24

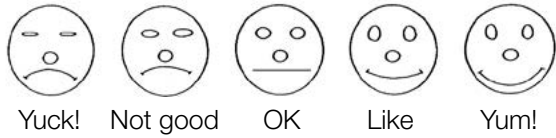
[†] Make rolling pins from 1.5-inch dowels, cut into 1 foot lengths, sanded at the ends.

Make sure all pots will work with induction burners

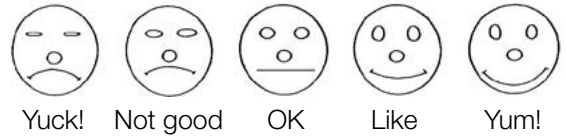
Tasting Worksheet

Name of food you are tasting _____

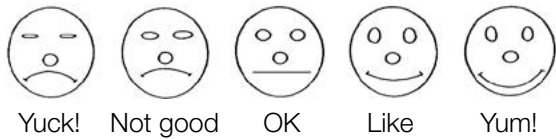
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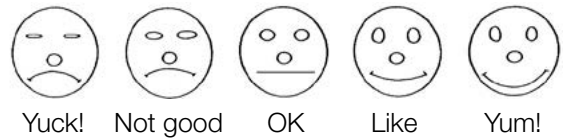
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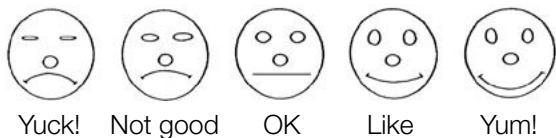
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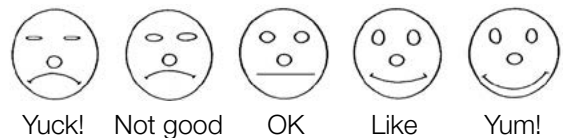
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NAME OF ACTIVITY

What did you do today?

Favorite Words

_____	_____	_____
_____	_____	_____
_____	_____	_____