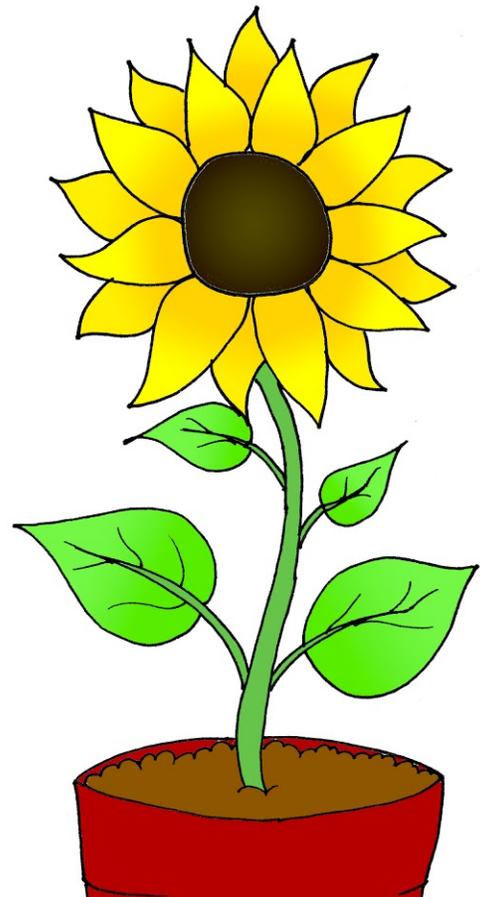
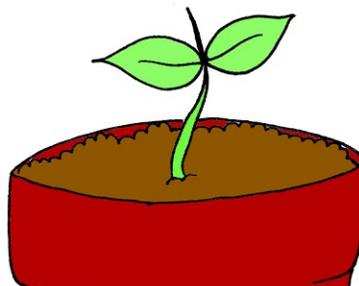


Final Report

**Growing Food on School Land:  
Tupper Hub of Schools**

LFS 350 Winter 2015 Term 1  
University of British Columbia

Group 5



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## SUMMARY

Over the past four months, Group 5 had been working with Little Mountain-Riley Park Neighbourhood Food Network coordinator, Joanne MacKinnon, on building a garden at Sir Charles Tupper Secondary (SCT). The Farm to School grant received by the secondary allows the school to start a garden. The upcoming school garden is hoped to benefit not only Tupper Secondary but also the six neighbourhood elementary schools. The aim of Group 5 project was to assess the utilization of existing gardens in neighbourhood elementary schools, and to identify their interests and expectations on the upcoming school garden at SCT. The group distributed an online survey to school principals, teachers, parents, and Society Promoting Environment Conservation (SPEC) coordinators. The survey consisted of ten quantitative questions revolving around school gardens with options to strongly disagree, disagree, neutral, agree, strongly agree to the statement. The group started off their survey with an assessment whether the school has a school garden, then followed with specific questions such as “if your school has a garden, students and parents are enthusiastic about the garden.” and “if you do not have a school garden, the school is interested in building a school garden.”. To get a sense of school's’ expectations on SCT garden, a question on how the elementary schools would like to participate in SCT garden was also addressed. Group members then compiled the data and presented them as pie charts and bar graphs. Based on the results gathered, the group was able to identify that four schools have a garden and two do not. The survey results also showed that there is high enthusiasm in existing school gardens and schools without a garden are interested in building one. All schools showed interests in participating in SCT garden through after school gardening activities, culinary projects, and internships; however, one school mentioned that due to its distance from Tupper, the students may not benefit as much from the garden. The group was also able to identify two drawbacks: lack of funding and support from experienced gardening team. In order to maximize garden utilization at Tupper and elementary schools, the group recommended allocating more funding towards school gardens, promoting possible gains of school gardens to parents, teachers, and other school members, and getting experienced gardeners and students to be involved in the garden.

## INTRODUCTION

At Little Mountain neighbourhood in Vancouver, British Columbia many changes occurred due to the Olympic redevelopment in 2010 (J. McKinnon, personal communication, September 2015). Much of the infrastructure that held sentimental value and gave rise to a sense of community at Little Mountain, such as Riley Park community centre and social housing, were fenced off and eventually demolished; this resulted in a sense of community loss in the neighbourhood (J. McKinnon, personal communication, September 2015). As such, these events lead to the creation of the project; the original idea was to spread awareness of the community garden that was being developed in Little Mountain, and identify the community's needs by reaching out to schools and thereby integrate them into the garden. However, due to a \$4,000 farm to school grant given to Sir Charles Tupper Secondary (SCT) the scope of the project changed. Instead of focusing on the community garden, the plan was to reach out to SCT feeder elementary schools and investigate whether they had a garden and identify their interests and future use of the garden. As such, the school garden could strengthen children's food security by engaging them in hands-on activities to educate them on where food comes from and the benefits of healthy eating. In addition, the school garden can contribute to community food security since children can influence their parents and adults in their life to take part in similar activities that can also lead to bettering social inclusion in the community. Moreover, the objectives for this project: Growing Food on School Land are to assess the utilization of existing school gardens, collect input on how a garden at SCT can support neighbourhood elementary schools, and to integrate the perspectives of school members into the upcoming garden. Through this paper the methods and results of the project will be described, followed by an in-depth discussion about the project's significance, limitations and modifications.

## METHODS

A series of approaches were evaluated prior to the development of the final survey. Initially, the project was to evaluate the strengths, weaknesses, opportunities and threats (SWOT) to a community garden. In order to recognize key members and interactions, a systems diagram was created that provided a brief understanding of the components within the Little Mountain/Riley Park area (Appendix, Figure 1). This was followed by a meeting with Joanne MacKinnon, the group's community partner, who provided sufficient background information

which included history and reasons for community development. Through this meeting, the group was directed to survey local school administration about the development within Little Mountain.

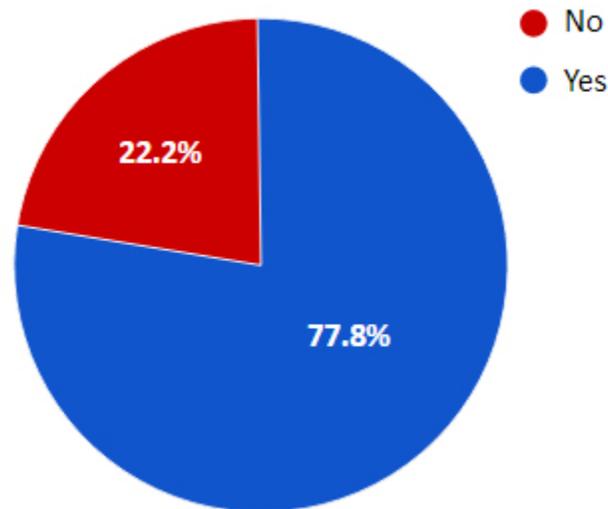
This was followed by a proposal presentation to the LFS 350 teaching team at the University of British Columbia. The proposal included a multi directional approach that could not realistically be completed within the given timeframe. Therefore, the first scope change was implemented where SWOT analysis was abandoned in exchange for a greater focus of local school utilization and opinions on the new community garden being developed. In response to the scope change, school administrations were contacted. A total of fourteen schools were called and introduced to the project as well as determined if the school was interested in participating in the project. Furthermore, Joanne provided some school contact information to provide a wider array of contacts.

The survey was then developed which consisted of ten open ended questions that were hosted on SurveyMonkey.com. The survey addressed questions revolving around school garden such as *“What are your expectations on the upcoming community garden?”* The questions were then submitted to the community partner. These questions faced critique due to the lack of quantitative data. Following this feedback, a second scope change occurred to shift focus from community gardens into school gardens. This was a realistic modification because the survey was directed at school administrations and individuals involved with the school gardens. Secondly, the qualitative questions were considered ambiguous; therefore, they were replaced with quantitative questions based off the Likert scale: a numerical scale measuring the positives or negatives of a phrase. For example, *“Parents and students are enthusiastic about the garden”* which could be rated from *“strongly agree”* to *“strongly disagree”*, wherein each answer would be assigned a numerical value. This would be accompanied by a comment section if the participant would like to expand. The revised survey was sent once again to the community partner for approval.

The community project was modified in order to evaluate the development of SCT garden development. This new focus was chosen due to the recent \$4000 grant given to the school in order to develop their own school garden. This change of scope also affected how many schools were surveyed which was restricted to SCT and its neighbourhood elementary schools. Once the survey was approved, the survey was emailed to the contacts with an attached

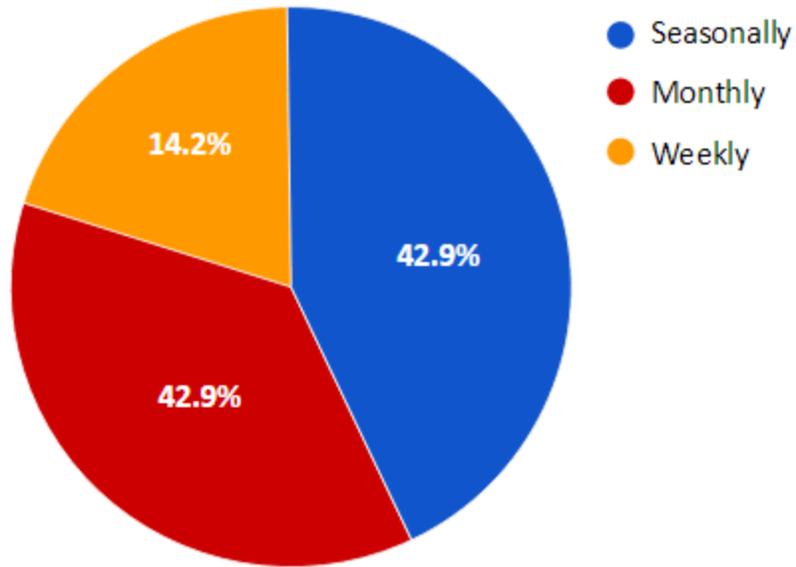
consent form that outlined the community project and privacy concerns. Responses were collected, analyzed and were compiled into pie charts and diagrams.

## RESULTS



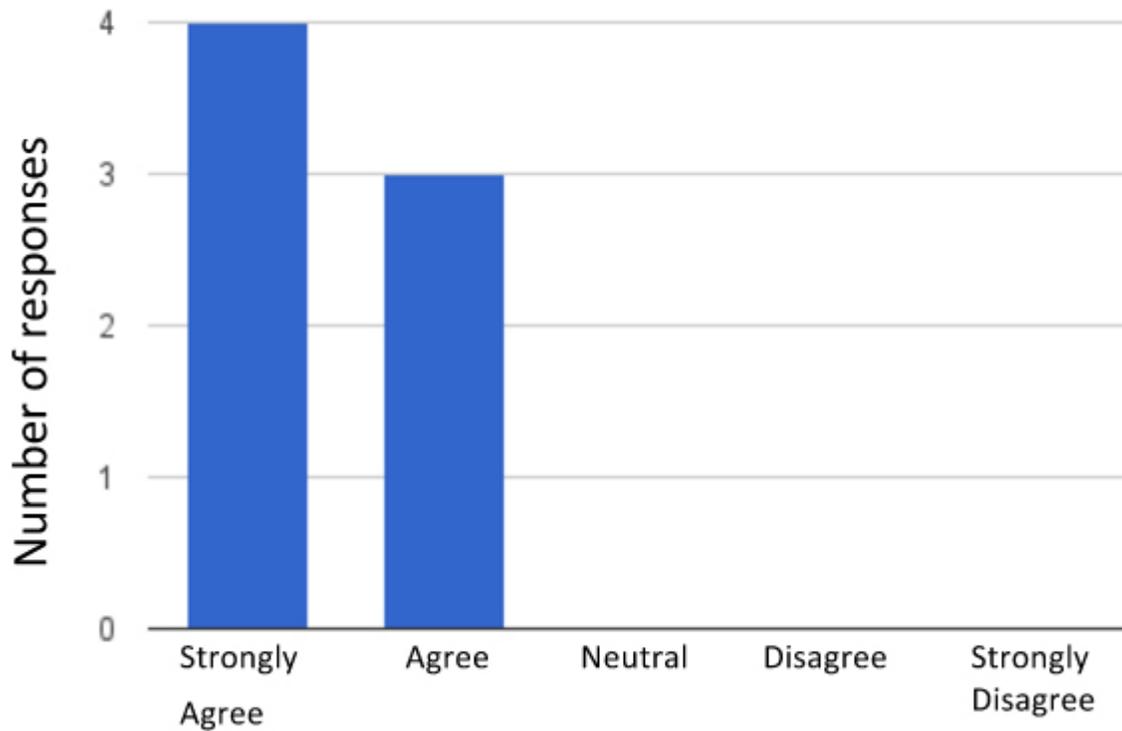
**Figure 1. Responses to “Does your school have a garden?”**

A total of nine responses were collected, from these seven responses indicate that they had a school garden in relation the the two who did not. The schools that did have gardens are Livingstone Elementary, General Wolfe Elementary, Florence Nightingale Elementary and General Brock Elementary. The schools that did not have a school garden are SCT and McBride Elementary. This represents a total of nine responses from six separate schools. Further information on school contacts is located in the Appendix, Table 1.



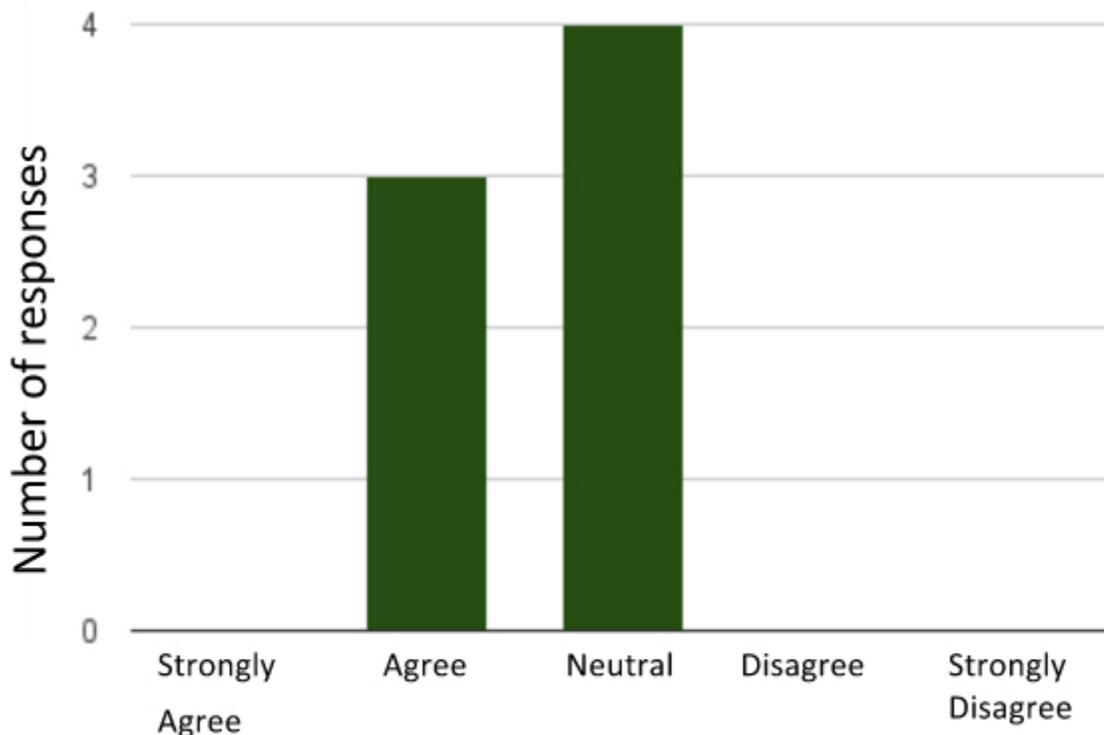
**Figure 2. Responses to “How often is your garden used?”**

The seven responses which indicated that they had a school garden were then further asked the frequency in which the garden was used. Resulting in three responses indicated seasonal and monthly uses, in comparison to one response indicated weekly usage. No response indicated daily usage.



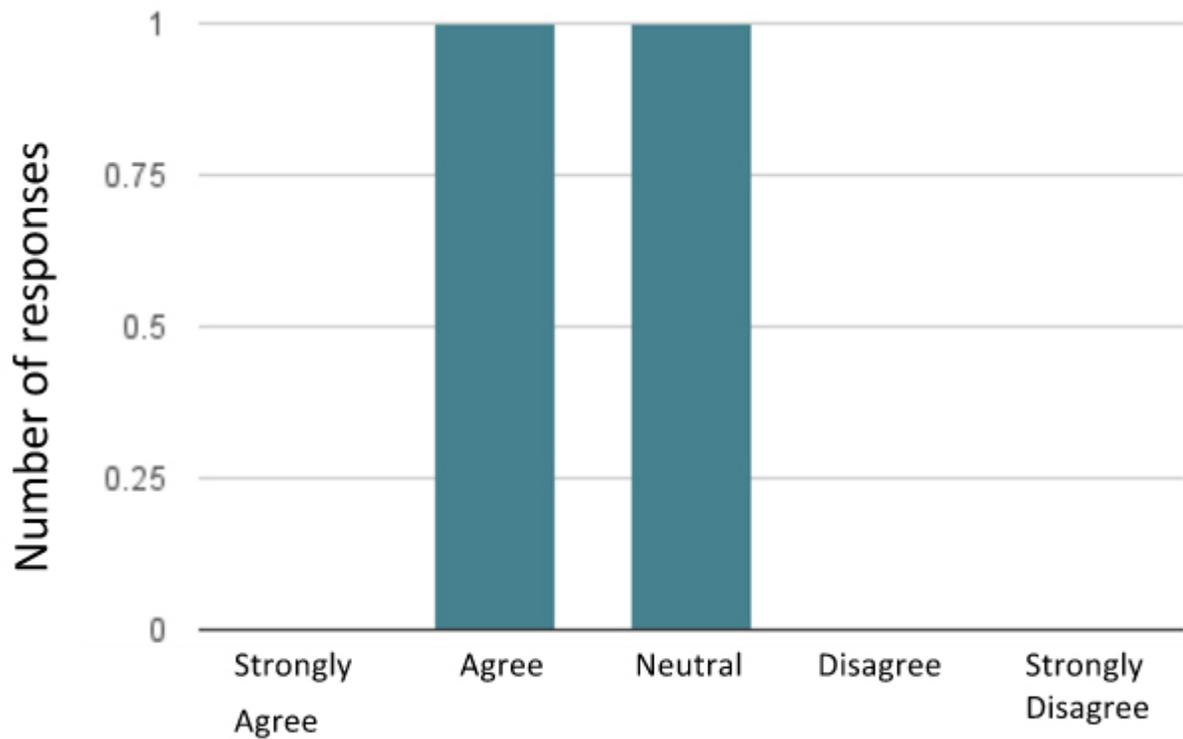
**Figure 3. Responses to “Students and parents are enthusiastic about the school garden...”**

Of the seven responses, four indicated that they ‘strongly agree’ that parents and students are enthusiastic about the garden. Similarly, three of the seven responses indicated that they ‘agree’ that parents and students are enthusiastic about the school garden.



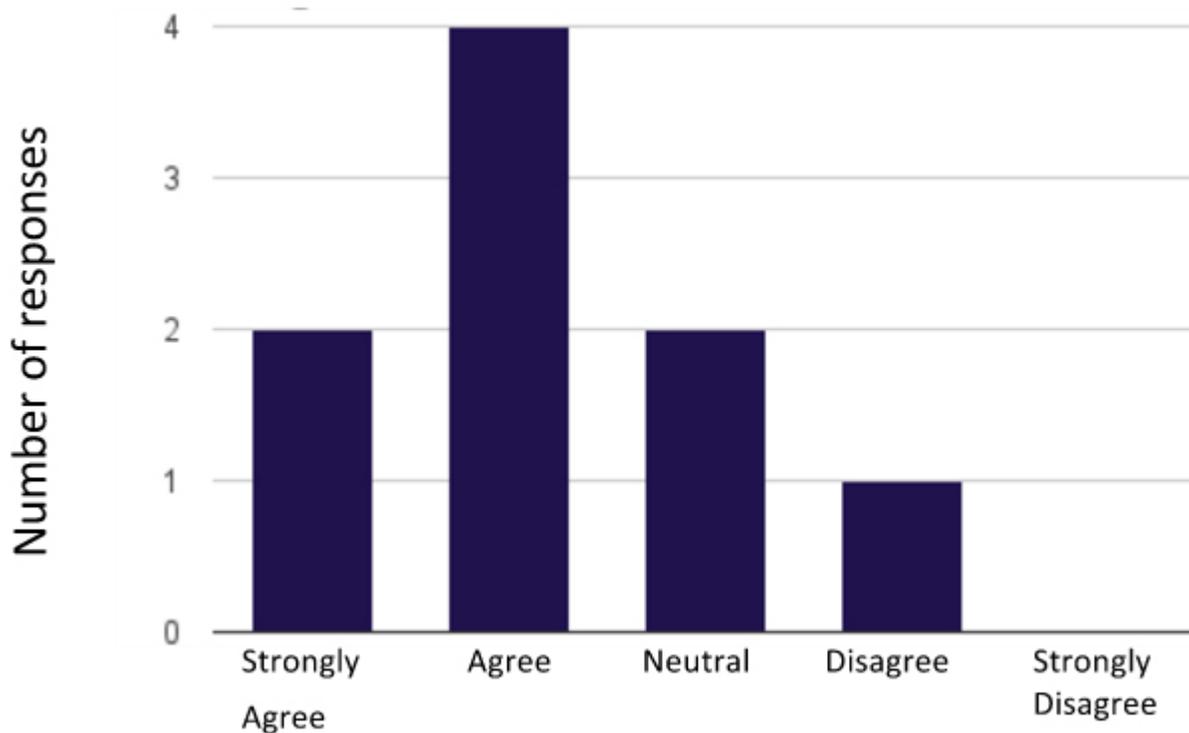
**Figure 4. Responses to “Your garden is sustainable...”**

Responses indicated that three of seven responses believed the school garden to be sustainable. In relation to four of seven to consider a neutral position for sustainability. Furthermore, responses indicated a rift between ecological and administratively sustainability. For example, one response indicated “a few aspects about the school garden makes it difficult to run in a totally ecological manner”. Furthermore, another response indicated that they “need more 'green' teachers to come forward to keep up the planning”. To see the all the comments made for this question, please refer to the Appendix, Table 2.



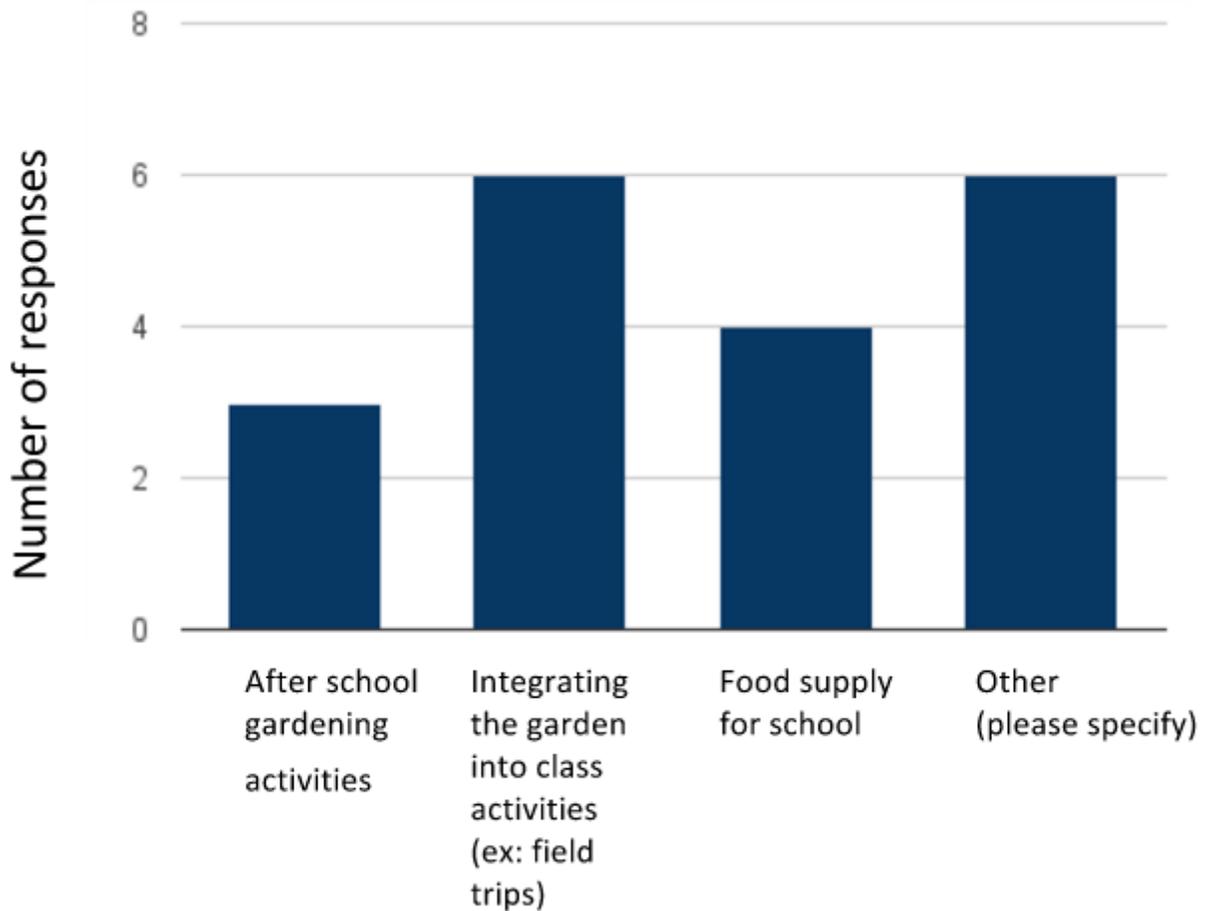
**Figure 5. Responses to “If your school does not have a garden, you are interested in building one”**

Only two responses were collected for this question, one of which was SCT which was given the \$4000 grant. One response indicated a neutral position and the other agreed that they were interested.



**Figure 6. Responses to “Feeder students for Sir Charles Tupper Secondary will benefit from a garden at Sir Charles Tupper”**

Nine responses were collected for this question. Two of which strongly agreed and were neutral that feeder students would benefit from a garden at SCT. Another four responses indicated that they would agree, and one response disagreed. Written responses indicated interest in “internships” as well as implementing a “buddy class at Tupper”. For the full list of responses, please see Table 3 in Appendix.



**Figure 7. Responses to “The garden would be used for...”**

Nine responses were collected to indicate what the garden would be used for. Of which, it was possible to answer in more than one area. Three responses showed interest for after school gardening programs. Six of which showed interest for integrating garden and class activities. Four responses indicated that they would use the garden as a food source. Six responses indicated that they would use it for other purposes such as “connect the students together.” or promote “a greater sense of how easy it is to grow food nearby”. Many comments also recommend specific workshops, such as tea or soil. For the full comment section, please refer to Appendix, Table 4.

## DISCUSSION

The survey results are significant as they act as a primary step in the development of the new school garden. By assessing the usage of existing school gardens, key factors that restrict the usage of gardens can be identified. Furthermore, the survey gathered each school's perspective and insights of the new garden. Using these perspectives, recommendations can be made on what potential programs to include in the new garden and several factors that need to be addressed in order to ensure its sustainability.

To interpret the findings for schools with existing gardens, students and parents are generally enthusiastic about it. However, the garden usage is not maximized as most are being utilized monthly or seasonally. Such result may due to Vancouver's weather condition such as cold winter and rainy season, which could limit students' participation in outdoor gardening activities. In terms of sustainability, which can be defined as the ability to continually carry on an activity with minimal environmental impact, schools have identified several key factors that could affect it. Lack of funding can definitely limit sustainability, and reflects that parents are not putting gardens as their priorities. Meanwhile, a passionate team, which could include parents, teachers and volunteers, helps build a more sustainable garden. As for schools without gardens, the results are not quite representative since only two schools participated in the survey. Based on the results, one was interested in building a new school garden while the other one was neutral. Some possible reasons for schools not being interested in having a garden could be insufficient funding or lack of teaching resources.

Based off the inputs of all schools, they would use the new school garden for garden-based learning, food supply, and after-school gardening activities. Moreover, they would like to gain several benefits through this upcoming garden. Firstly, schools hope to teach students a few basic gardening skills and to show them how easy it is to grow food. They would also like to incorporate garden-based learning in their curriculum. This coincides with several research findings, that garden-based learning not only improves educators' practical skills, but also enhances students' eating habits towards more vegetables and fruits (Dart,2010; Nolan et.al., 2012). Meanwhile, this upcoming garden may connect gardening to cooking and eating which applies the concept of "people will eat what they grow" from one of the course videos by Ron Finley (2013). For example, students may start drinking tea as they plant the seeds themselves. Lastly, schools hope to build a sense of community between neighbourhood schools through

developing food supply chain or partnering students from different schools for gardening activities.

Although most schools filled out the survey questionnaire and the results collection was a success, there were several limitations that were encountered throughout the project. One of the main limitations that stood out was time restraint. The multiple changes made in terms of scope and survey questions resulted in a significantly slower progress. Additionally, it was difficult to directly communicate with school principals as they had busy schedules and were unable to attend to phone calls. This also resulted in a slow response rate as the survey might not have been seen as a top priority. Since only 1 to 2 responses were collected per school, this also led to an inaccurate representation of the school population. Furthermore, the main garden managers were not included in the survey. This limits the usefulness of the data collected as the garden managers would have a better understanding of the garden. Lastly, it was also noted that the survey questions were lacking in specificity. For instance, schools interpreted the meaning of sustainability differently and expressed their uncertainty in the question. This led to a variation in the type of responses obtained and the lack of specific details in some responses.

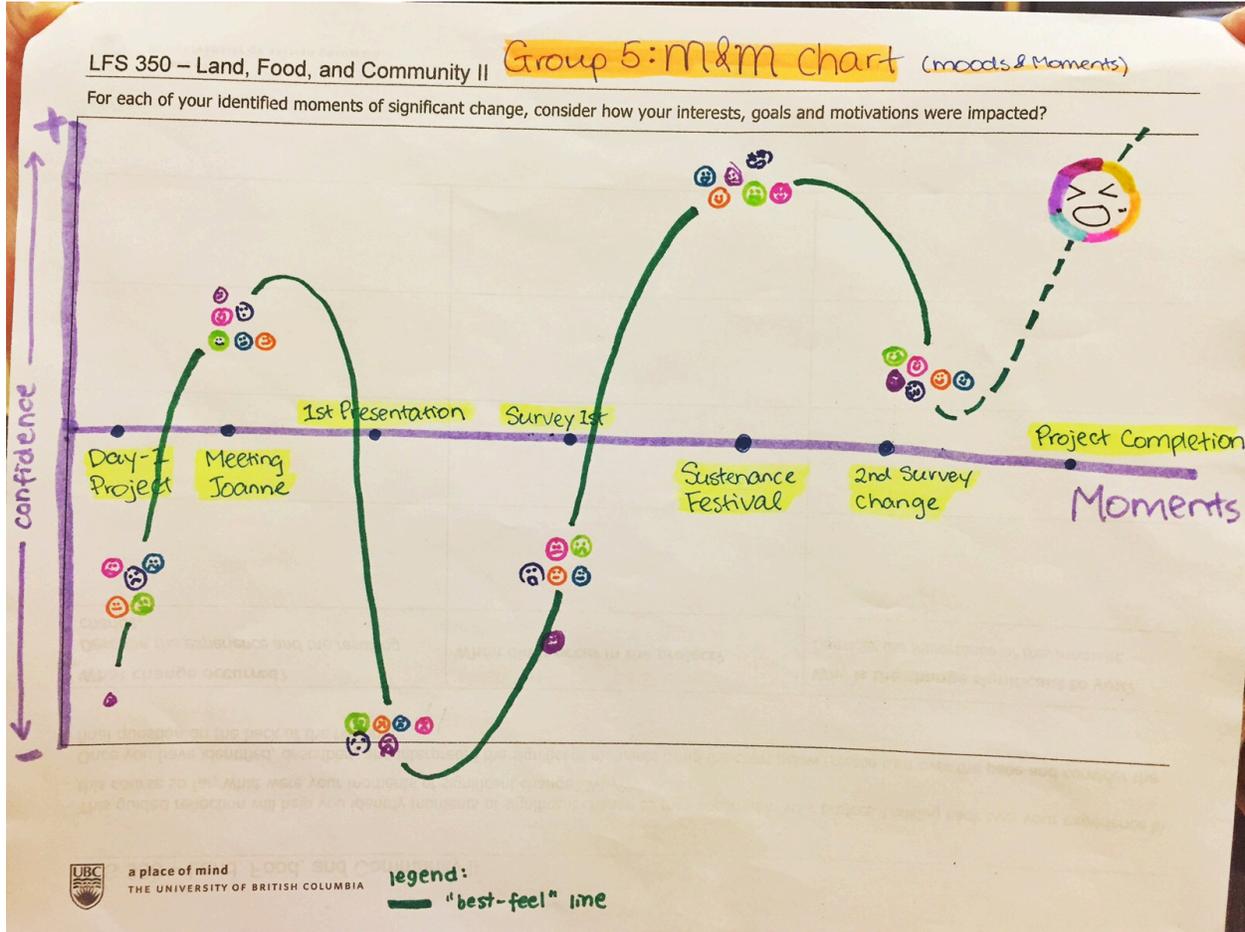
In order to overcome these limitations, there are several modifications that can be made. An in-person interview can be conducted as this creates a direct form of communication. To obtain a more accurate result, the sample size can be increased and broadened to include teachers, volunteers, students and garden managers. By doing so, the results obtained would be more representative of the school population, which allows greater depth and insight in the analysis of the results. Lastly, the survey questions can be modified to increase its specificity. For example, certain definitions can be given to allow a better understanding of the response required.

## CONCLUSION

Our project had received satisfying responses from Tupper and its five neighbourhood elementary schools meanwhile only one neighbourhood elementary school did not respond. Four elementary schools currently have a school garden while SCT and another elementary school do not own a garden; however, the existing gardens are used only monthly or seasonally. Parents and students have shown great enthusiasm about gardening activities. Most school principals and teachers who participated the survey agreed that building a garden in SCT could create

opportunities for students to enhance their social relationship through the incorporation of garden-based learning activities into their classes and networking opportunities with parents and other high school students. Moreover, using the food grown in the school gardens, teachers could partner with community associations and run a culinary project with their students to facilitate students' healthy dietary habits and choices as well as educating them the nutrition of foods. Besides, two drawbacks including the lack of funding and supports from experienced gardening team were identified impeding this project. To overcome these drawbacks and maximize garden utilization at SCT and elementary schools, schools are recommended to allocate more fundings, reach out to experienced community gardeners and students, and promote the potential gains of gardens to parents and other stakeholders to support garden development projects. Lastly, further research and survey questionnaires should be conducted and distributed to more teachers, parents, Eric Hamber Secondary and its elementary schools for a more comprehensive understanding of perspectives on constructing a school garden. Group 5 hopes that the survey findings and suggestions will be helpful for Little Mountain Riley Park Food Network in developing their community, enhancing local food security, and improving sustainability through growing foods in schools.

## PROJECT REFLECTIONS



**Figure 8.** Group 5 M&M (Moods and Moments) chart showing a timeline of significant moments encountered in our project.

Figure 8 represents how our group felt throughout the project. The journey to project completion was filled with many ups and downs. Reflecting back to the beginning of this project, our group was confused and unclear about what our project was about. After we met Joanne, we had a better understanding of our project. However, we felt a bit down as our proposal presentation did not go well as expected. However, the feedback provided by our course instructor and teaching assistant helped us to get back on track. The scope changes and survey changes were some of the challenges we had to face. Although we felt a bit lost due to the constant changes, we managed to pull through and constructed a good survey. The lowest point for all of us was when we weren't able to distribute our survey and our slow response rate. We felt hopeless and worried as we did not want to end the course without successfully completing the project. Through our

constant hard work and regular group meetings, we were able to solve both obstacles and achieve a successful outcome. We are happy with the results we accomplished and would like to thank our community partner (Joanne MacKinnon), LFS 350 course instructors (Will Valley and Eduardo Jovel), and our teaching assistant (Latika Raisinghani) for guiding us throughout the process. Now that the project had been completed, each group member reflected back to what this community-based experiential learning (CBEL) project has taught each of us.

### “W”

As the main objective of our CBEL project is to conduct and analyze survey questions for Little Mountain Neighbourhood schools, our group encountered several difficulties including unable to send survey link through email, lack of responses and time constraints for collecting responses. The main reason for these dilemma could be that only school principals were targeted but not general teachers or gardening managers. Besides the busy schedule of school principals, some principals do not have a good awareness towards school gardens. To solve these challenging issues, flexible learning has been greatly helpful for us to brainstorm solutions as a cohesive group. Compare to tutorial meetings, which has specific time period and meeting content, flexible learning time allow us to set up everything based on our schedule and progress of project, and our work were more efficiently done. For instructors to follow up on our progress, blog post has been a great tool for explaining our work. However, I think that it is relative tedious to follow the “What, So What, Now What” framework every time as it limits our creativity on the format of blog posts. The CBEL project has also brought me with positive changes. As group work has been intensively incorporated in this project, I have become more comfortable with teamwork and started to include it in individual assignments by small group discussion and peer-review of each other’s paper. Overall, this CBEL project is valuable to me as it gives me positive changes and opportunity for community-based work.

### “C”

Having the opportunity to participate in the CBEL project is a unique experience that not many undergraduate students get to be part of. Most of the projects in university revolve around set deadlines, research and a lot of time spent in the library. However through this project, I was able to go out into the real world without structured instructions and interact with members of society

in a professional manner. This project made me realize the importance in time management and allowed me to become more efficient due to the amount of work and commitment it required. The flexible learning periods were of great help that allowed us to work together as a team and combine our strengths to overcome some of the setbacks we encountered throughout our journey. The best part about this whole experience was the freedom that it gave us to build on our own ideas and let us take the project into our own hands that allowed us to be independent and get us ready for real life experiences that we will soon be pushed into once we receive our diploma and become UBC graduates. Working in groups can be challenging, however I feel that our group had a great dynamic where we were able to express ourselves without any judgement and have each others backs whenever situations became complicated. I wanted to thank my group for being amazing throughout this process and for the amount of effort we all put in to make this course memorable and end up with a successful project.

#### **“D”**

Being a part of this CBEL project was a valuable and unexpectedly enjoyable experience. Being a food science student, many of the courses that I took were lab related or based on academic research. This project introduced a different learning experience, where we were able to apply the lessons learnt in class in the community project. Interacting with the community in Little Mountain was such a refreshing experience that allowed me to see the connection between the course readings and the community itself. Although our group was satisfied with the results we obtained, the process of achieving such results was not an easy one. Throughout the project, we were faced with challenges such as the change of scope, communication barriers and slow response rate. However, it was through these hardships that I was able to learn and grow so much more than I expected. As we struggled to collect the survey responses, I realized that time management was crucial in the success of this project and the flexible learning times were very helpful in enabling us to plan our time well. More importantly, these challenges also tested our ability to stay united as a team. I felt truly thankful for having such wonderful team members who were supportive and encouraging throughout the project.

## **“D”**

Being able to participate in a community-based experiential learning project was a valuable experience. With the scope changes and difficulties in distributing our survey, our group had been through successes and challenges. These challenges taught me to persevere in order for our group to achieve a successful outcome. As a communication representative of the group, I also learned to communicate with our community partner in a professional manner. There was a time when this role became overwhelming, especially when we were faced with difficulties, as I had to keep up with the emails and make sure that group members were updated. When our group encountered a problem in distributing our survey, we communicated back and forth with our community partner and our teaching assistant to find a solution. Our group utilized flexible learning sessions to come up with several solutions and we never gave up until the survey was successfully distributed to school members. When our survey had been distributed, we expected a high response rate. However, this was not the case for us. I remember our group spent one hour before LFS 350 lecture to phone and email each individual to remind them to fill out our survey. My biggest worry was that we weren't able to collect responses and we would let down our community partner. However, with all of our perseverance and hard work, our group was able to successfully complete this project. I would like to sincerely thank my group members for putting their best effort into everything that we did from the beginning to the end of this project.

## **“H”**

Throughout my experience of participating in this CBEL project, I think the most striking moments were those of extreme uncertainty. A vision was so easily created during the first weeks of our project that it seemed that there would be no difficulties achieving our goals. However, I quickly realized how equally easy it is for the previous vision to no longer seem feasible. This led to my group and I to make decisions in moments that were ambiguous and often I was hesitant to push forward. This was primarily due to my unwillingness to modify our original plan, and while I eventually would change, it was always difficult to abandon a previous vision. However, I realize now that the changes to scope we had to undergo, ultimately benefitted the project and would provide stronger information for our community partner and project. I believe that managing uncertainty was the most beneficial, valuable, and challenging component of this course. The flexible learning components were vital for my group's activities,

as it provided a significant portion of a day to organize, discuss and deliberate our future activities. The LFS 350 blog was also incredibly useful in preparing for the upcoming class as well as providing a simple method to organize and retrieve accessible content. Ultimately, I feel that my group has succeeded in overcoming the uncertainty throughout the project largely in part to the flexible learning and online components of this course, and have resulted in a satisfying conclusions for our members.

“C”

Being a part of this CBEL project on building a school garden, I realized that social capitals (community relationships, linkage, and people's well-being) are indeed as important as physical capitals and economic status. Different from what I have learnt in the lectures or read from academic papers, things occurring in a community or the reality are changing and unpredictable; for example, when the project scope shifted in the midterm and the school principals were difficult to approach, these made me really discouraged. Reality is a very complex system that involves many people, their interests, the benefits they are anticipating, the challenges of addressing people's requests, and the limitations of how much a project can achieve for improvement. Facing many uncertainties, I understood and appreciated the importance of my team where we solved problems together and shared moments of happiness as we accomplished the established weekly objectives and moments of frustration when uncertainties overwhelmed us. Being through ups and downs throughout this CBEL project, teamwork has demonstrated as the key in success. That being said, one day, a sense of community and social inclusion could be retrieved by gathering people together in school garden activities in Little Mountain Neighbourhood; then, these could further develop a stronger and improved food security community.



Table 1. Contact information of garden managers at schools with a garden

School Representative	Response
<p><b>General Brock Elementary School</b></p>	<p><b>Nikoo Boroumand</b>, <i>Society Promoting Environmental Conservation coordinator</i>            Email: nikoo@spec.bc.ca</p> <p><b>Mary Lee</b>, <i>Teacher</i>            Email: mlee@vsb.bc.ca</p>
<p><b>David Livingstone</b></p>	<p><b>Ted Coombs</b>, <i>Teacher</i>            Email: ecoombs@vsb.bc.ca</p> <p><b>Julie Paris</b>, <i>Teacher</i>            Email: jparis@vsb.bc.ca</p>
<p><b>General Wolfe Elementary</b></p>	<p><b>Tamara Litke</b>, <i>Chair of Grounds Committee</i>            Email: tamaraelke@me.com</p> <p><b>Laura McCann</b>, <i>Master Gardener Community Project</i></p> <p>Garden is also managed with numerous parents:</p> <ul style="list-style-type: none"> <li>• Libby Taylor,</li> <li>• Lisa Scott,</li> <li>• Julia Steward, and</li> <li>• Many more watering families, teachers and volunteers</li> </ul>
<p><b>Nightingale Elementary</b></p>	<p><b>Gwyn Mcintosh</b>, <i>parent /PAC chair</i>            Email: Mcninos@gmail.com</p> <p><b>Katherine Bresweth</b>            Email: kbresweth@vsb.bc.ca</p>

Table 2. **Question of Interest:** “For schools with a garden, is your garden sustainable?”

School Representative	Response
<p><b>General Brock Elementary School</b></p>	<p><b>Administratively</b></p> <ul style="list-style-type: none"> <li>• SPEC helps to coordinate the garden by helping to obtain funding for lessons such as summer maintenance. If there is no funding support from school, summer maintenance cannot be continued in the future.</li> <li>• School PAC has not been supportive with allocating funding for it last year, and it looks like they might not be this year either. The continuation of the school garden program is uncertain at this point.</li> <li>• Enthusiastic teaching staff and parent group.</li> </ul> <p><b>Ecologically</b></p> <ul style="list-style-type: none"> <li>• A few aspects about the school garden makes it difficult to run in a totally ecological manner</li> </ul>
<p><b>David Livingstone</b></p>	<p><b>Ecologically</b></p> <ul style="list-style-type: none"> <li>• Organic garden</li> <li>• A compost set up on the grounds: plant material is composted then added to the garden</li> <li>• Vegetables are harvested throughout the spring, summer and early fall by teachers, students and parents.</li> </ul>
<p><b>General Wolfe Elementary</b></p>	<p><b>Administratively</b></p> <ul style="list-style-type: none"> <li>• Volunteer parents have older children, so we are concerned about the momentum of the younger families.</li> <li>• Need more '<b>green</b>' teachers to come forward to keep up the planning.</li> <li>• Need more <b>hands-on help</b> in the classes to adopt a bed.</li> <li>• Teachers at Wolfe are very supporting of the garden (Collins, Smathers, Beeman, Segers, Byrne, Andrews, Fenyedi)</li> <li>• All new garden beds built in 2014 were fully used in 2015. it was an ambitious project. For history, refer to <a href="http://www.generalwolfegardens.blogspot.ca">www.generalwolfegardens.blogspot.ca</a></li> </ul>
<p><b>Nightingale Elementary</b></p>	<p>We have had a garden for 10 yrs (approx) and a number of parties have been involved over the years.</p> <ul style="list-style-type: none"> <li>• Gwyn started the <b>Grub Club</b> 3 years ago with the students. The students come out at recess to work once a week in the garden and also did "canning " after school which was supported enthusiastically by parents and high school students from Gladstone. We need to have <b>more</b></li> </ul>

	<p><b>assistance</b> to maintain it as Gwyn will no longer be involved with the school once her children graduate.</p> <ul style="list-style-type: none"> <li>• <b>Kid Safe</b> took over the watering and maintaining the garden in the summer. Summer time is a difficult time to manage.</li> </ul>
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Table 3. **Question of Interest:** “Feeder students for Sir Charles Tupper Secondary would benefit from a garden at the secondary. How would your school like to participate?”

<b>School Representative</b>	<b>Response</b>
<b>General Brock Elementary School</b>	<b>Internships</b> for a few keen Tupper students to help maintain the Brock garden over the summer and spring break
<b>David Livingstone</b>	<ul style="list-style-type: none"> <li>• Having Tupper students work with Livingstone’s K-7 population on <b>teacher sustainability</b> and <b>idea of garden to kitchen</b></li> <li>• <b>Buddy class</b> at Tupper to do activities with them at their garden and ours.</li> </ul>
<b>Tupper Community School Team</b>	After school <b>gardening activities</b>
<b>McBride Elementary School</b>	Learning!
<b>General Wolfe Elementary</b>	<b>Culinary herb project</b> would be great for kitchen such as edible landscapes, tasting gardens. Fennel, oregano, mint, etc.
<b>Nightingale Elementary</b>	<b>Leadership</b> roles

Table 4. **Question of Interest:** “The garden at Tupper Secondary would be used for”

<b>School Representative</b>	<b>Response</b>
<b>David Livingstone</b>	<ul style="list-style-type: none"> <li>• A <b>real sense of community</b> between the two schools since we are so close together.</li> <li>• Opportunities for elementary students to <b>carry on the tradition and garden work.</b></li> </ul>
<b>Tupper Community School Team</b>	After school program activities and could <b>incorporate green themed activities</b> into the offerings.
<b>General Wolfe Elementary</b>	<ul style="list-style-type: none"> <li>• <b>Connect the students</b> together who are at different grade levels ie elementary &amp; secondary levels.</li> <li>• A greater sense of <b>how easy it is to grow food</b> nearby</li> <li>• Workshops on teas</li> <li>• A way to try new tastes: make the <b>connection between food tasting good and soil</b></li> <li>• For teachers: <b>interact with the garden</b> for any curriculum enhancement.</li> </ul>
<b>Nightingale Elementary</b>	<ul style="list-style-type: none"> <li>• After school activities run by Tupper Community School Team to <b>build the connection</b> from garden to school.</li> <li>• <b>Linking growing with cooking and eating</b> would be wonderful.</li> <li>• The garden at Tupper will be a good opportunity for Nightingale elementary students to participate and continue learning in the garden when they are attending Tupper.</li> <li>• Have high school students assist our students here, it would be an opportunity for <b>leadership, mentorship and building a stronger community.</b></li> </ul> <p><b>Difficulty:</b> Tupper is a distance from Nightingale. It is too far for the primary grades to walk.</p>

## REFERENCES

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