



# Farm-to-Fork (F2F)

Mrs. McAllister



# Erosion

F2F2 Week 1

# 1/20 Farm to Fork

Obj. TSW learn about the reasons for Farm to Fork P. 8 NB



1. Describe Farm to Fork in your own words.
2. Name a Cold Season Vegetable.
3. Name a Warm season fruit or vegetable.

## 8/21 Soil Erosion

Obj. TSW learn about soil erosion and damaging impacts on farming and the environment. P. 10 NB



1. Look at the picture, how would you describe soil erosion?
2. What problems could this create for farmers?
3. What problems could develop down stream?

# The Unfortunate Homeowner

- View the following picture taken off the coast of Nantucket, near Boston, Massachusetts. Clearly, the homeowner was not happy at the time the photo was taken. In your notebook, title a page “The Unfortunate Homeowner” and attempt to identify the factors that led up to the unfortunate situation. How did the house end up in the ocean? What did the homeowner fail to understand? How could situations like the one in the picture be avoided? Should people be allowed to build homes in similar conditions? Why? Why not? Upon what type of soil do you think the house was built upon

## The Unfortunate Homeowner



# Farm-2-Fork

- Movement strongly supported in Sacramento and spreading throughout the country to eat food grown & raised locally. (50 - 100 miles)
- Your average food travels 2000 miles before you eat it. That creates a lot of pollution.
- Eating Food grown locally:
  - Supports local economy's
  - Is fresher, more nutritious
  - Less pollution created
  - Pride in food grown and raised in area
  - People become more aware of issues concerning their food
    - Pesticides
    - Water regulation
    - GMO's Genetically Modified Organisms





# Safety

- If anyone ever gets hurt you always tell McAllister.
- There are Bees at the garden. Allergies?
- Tools. Sharp – Do not Run with tools.
- Water. Do not spray each other.
- Cat Feces. Toxoplasmosis – Wear gloves, always wash your hands after working in the garden and before eating food.
- Be constructive in your criticism. No Put Downs.
- Wash garden vegetables 3 times before eating.



# Introductions

- Stan Mojsich – Principal
- Kristin Rodriguez– Vice Principal
- Sedikeh Yusufi – Electronics Teacher
- Rosie Huizar – Cafeteria Manager
- Cheryle Sutton – Culinary Arts Teacher



# 3x5 card

- Front: First & Last Name
- Back: Goal for Farm to Fork
- Something interesting about yourself
- Favorite Sport/ Singer/ Hobby/ Food





# The Goal of Farm-to-Fork Class

- Grow organic, wholesome food for the Cafeteria at RCHS and Culinary program at Bryte High School.
- Educate Family, Friends, and fellow students about F2F.
  - Rosie Huizar – Head of RCHS Cafeteria
    - Introduce Rosie
    - Tour Cafeteria
  - Cheryle Sutton – Culinary Arts Teacher
    - We will grow food for Events
- RCHS Garden will be a demonstration sight for the community. Walk out to the garden. Set goals, Routines, Duties, Leadership roles.

# Ice Breaker

- Squishy Name game.
- I love my Neighbor who...





## Your mission:

- Create healthy productive soil from the salvaged soil
- Produce healthy fresh food for RCHS & Culinary
- Learn how to harvest summer crops and start, transplant, fertilize and grow winter crops.

# Planting Seeds for the garden

- Choose what you would like to plant in a container.
- Use only 2 seeds
- Read how deep they are planted.
- Water



## Leadership Offices

- **President**- Organize Officers and communicate objectives, carry through with goals set by class.
- **Vice President** – Support the president in organization of class meetings, communication throughout the class & school/ board with overall goals, achievements.
- **Secretary** – Written documentation of class meetings with goals, achievements. Communicate with all levels of officers and class members.
- **Treasurer** – Keep track of donations and expenditures, be present at all fundraisers.
- **Videographer**- Develop, create, & document our adventures.
- **Publicist** – Advertise F2F achievements, goals.

# To the Garden...

- Harvest for the Cafeteria
- Pull Weeds
- Water
- Plant seeds for Spring crop:
- Fertilize
- Collect Marigold Seeds.
- Harvest Coriander Seeds.
- Create bouquet of flowers for the front office. – Weekly
- Turn compost, & water
- Move garden tools to shed.





# Fundraisers Events

- Put Carpet under **Pumpkins**. Silent Auction Oct. 27<sup>th</sup> – 31<sup>st</sup>
- Salsa Tasting Fundraiser
- Flowers for Valentine's Day
- Flowers for Mother's Day
- Flowers for Graduation
- Taste our Garden Event
- Culinary Events
- Science is Awesome Night
- End of the Year seedling give away
- Plant flower seeds from Clare's funeral (family)

# Grading

- Projects 40%
- Notebook 20%
- Participation 20%
- Quizzes/ Tests 20%



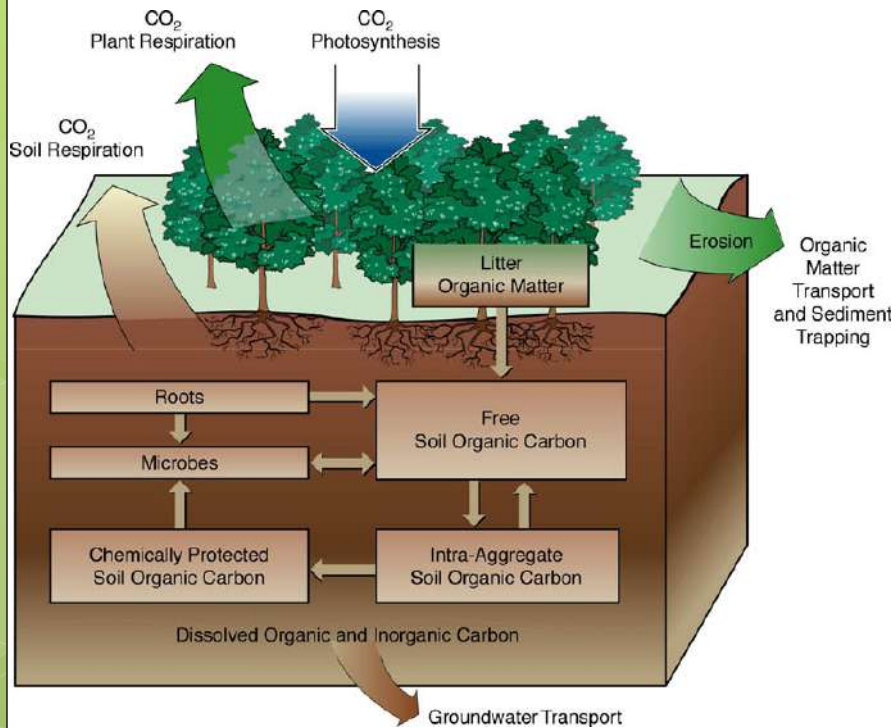
# Ideas for F2F Guest speakers

## ○ **Rainy Day speakers:**

- Mayor Cabaldon
- Kymberleigh Smith
- Broderick Roadhouse – Chris Jodroz
- UC Davis Master Gardeners
- Sustainable Farmer – Caypay Organics
- Rice Cooperative
- Yolo Bypass – Cosway Wetland
- Family run Farms?
- Jason Billington – ROP Construction

# 1/22 Soil – It's running away...

Obj. TSW learn about stream flow, soil erosion, and nutrient depletion during a Stream table activity. P. 12 NB



1. Describe the word conservation in terms of soil.
2. Describe the word deterioration in terms of soil.
3. Why is soil management important in agroecosystems

## Activity – Soil it's running away p. 13 NB

1. In your group at your table, fill your tray with 1, 1000 ml of sand poured into the shallow end of the tray.
2. Get a water bottle  $\frac{1}{2}$  - full of water.
3. Spray the shallow end of the sand and describe what happens in your NB, page 13.

4. Answer the following questions:

How does the soil erosion happen? Describe your observations in detail.

Why is erosion unhealthy for the agroecosystems?

What steps/ practices could prevent or reduce soil erosion?

# Activity- Nutrients – Where did they go? P. 15 NB

## ○ Introduction/ discussion:

- What are the main plant nutrients and where are they obtained?
- What can happen to plants if nutrients become depleted?
- How can nutrient depletion occur?

# Activity- Nutrients – Where did they go? P. 15 NB

## ○ Directions:

1. Apply food coloring (1 drop only) to three different areas of your tray of sand. On or under the sand. (describe different soil types).
2. Simulate rain with the hand sprayer.
  1. Describe your general observations of the demonstration.
  2. Explain how nutrient depletion can happen in relation to erosion.
  3. Hypothesize how crops planted year after year without any replenishment or rest become depleted of nutrients.