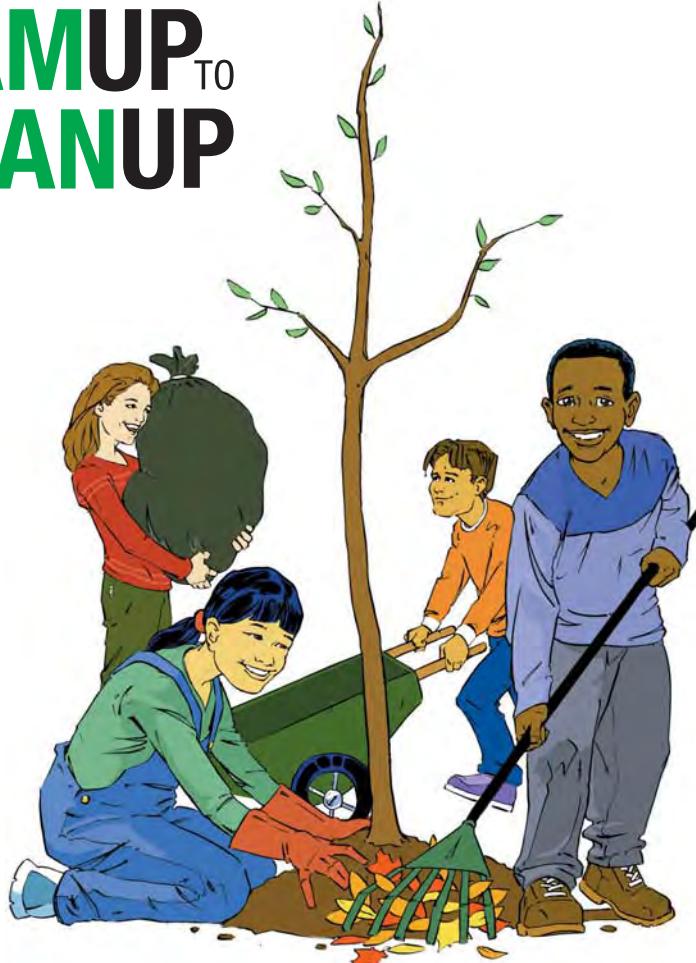


TEAM UP^{TO} CLEAN UP



Citywide Runner-Up
Elementary Division

PS 29
John Harrigan

2016 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful
Department and City in recognition of your school's efforts to help make New York City shine.

City of New York
Department of Sanitation
nyc.gov/zerowaste



GOLDEN SHOVEL



MASTER SCHOOL COMPOSTER



Brooklyn Winner

PS 29
John Harrigan

2016 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



School Information

- School Number: PS 29
- School Name: John Harrigan
- School Address: 425 Henry Street
- School City: Brooklyn
- School Zip Code: 11201
- School Population: 900

Contact Information:

- Principal Name: Rebecca Fagin
- Coordinator Name: Tina Aprea Reres
- School Phone Number: (718) 330-9277

Contest Entry:

- Contest Grade Division: Elementary
- Contest Entry Title: PS 29 Childrens Garden
- Contest Entry Summary: Our garden serves as an outdoor classroom and is instrumental in teaching about the life cycle of plants, nutrition, and the relationship between plants, animals and people. Students learn the benefits of growing their own food. They always take pride in what they have grown and are eager to sample and share vegetables with their school community. The science curriculum comes alive in the garden and it has given a purpose to our learning. Students learn about insects and particularly the relationship between pollinators and the food we grow.

PS 29 CHILDREN'S
GARDEN
WHERE STUDENTS
PLANT
GROW SHARE



EXPLORE

DIG

OBSERVE

TASTE

EXAMINE

Team Up To Clean Up

Step 1: Describe and document each cleanup, beautification, reclamation, or gardening project your school initiated.

Cleanup and Gardening Projects Implementation

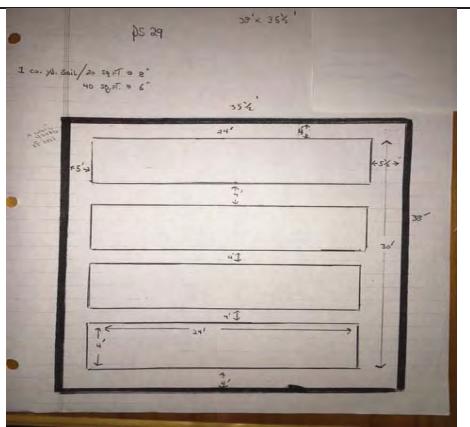
Explain. Why you chose this project.

Our garden serves as an outdoor classroom and is instrumental in teaching about the life cycle of plants, nutrition, and the relationship between plants, animals and people. Students learn the benefits of growing their own food. They always take pride in what they have grown and are eager to sample and share vegetables with their school community. The science curriculum comes alive in the garden and it has given a purpose to our learning. Students learn about insects and particularly the relationship between pollinators and the food we grow.

What did you do? Describe and include photos of the site before, during and after your efforts.



Our first plans included finding the best location in the schoolyard. We took pictures at different times of the day to track the sun and shade patterns.



Our first planters were made from untreated wood donated by one of our families. The soil came from Green Thumb



Our garden was fenced in by a thin chicken wire.



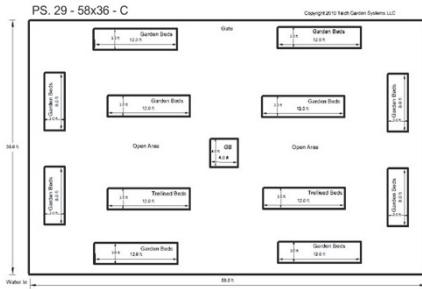
In their art class, students created a sign to proudly label their garden.



The Grow to Learn grant helped us purchase grow lights to continue our plant study when our school yard was under construction.



Students offered the plants we grew inside to our PS 29 Community. They learned about what plants need to survive and thrive.



Our new garden was now going to be fenced in, Planters were built by an outside company with the help of several grants and donations.



Parents built our garden shed with recycled pallets and clear plastic to let light in. Garden tools and science materials are stored in the shed. The shed also serves as a green house.



Our garden includes a vegetable and pollinator garden.



New, taller beds are built and planters are moved closer together.



Our rain water catchment system is almost fully restored.



Some beds hold perennials we enjoy year after year.

Project Planning. What were your objectives, and the planning and organization that drove this project?

VISIONING MEETING 2007

In the fall of 2007, teachers, parents, administration, custodial staff and school chefs came together to envision what food and farming would look at PS 29. They shared values which included; access to and an appreciation for healthy food; social action and responsibility; wellness and nutrition; stewardship to the Earth and farm to table. They talked about learning being hands-on and with a connection to the community. This core group of 30 adults was asked to envision what they would see in place in five years that expressed the shared values articulated above.

Here is an excerpt from their notes

We see...

- A. P.S. 29 has a direct connection to local farms
- B. P.S. 29 incorporates children growing food into curricula, school activities and wellness policies
- C. P.S. 29 has a "farm" on campus
- D. P.S. 29 kids eat what they grow
- E. P.S. 29's Cafeteria staff and parents working together to provide healthier meals and snacks
- F. P.S. 29 practices environmental stewardship
- G. P.S. 29 has a strong and meaningful connection to the local community

Backpacked flyer before visioning meeting in 2007

Food and Farming at PS 29

You are invited to join parents and teachers from 6 p.m. - 8 p.m. on Thursday, October 25th, 2007 for a facilitated meeting to create a vision for PS 29's Food and Farming Initiative.

Work with other parents and teachers to envision a bold future for PS 29 that incorporates healthy food in our cafeteria, our curriculum, our schoolyard, and our community.

Imagine an edible landscape that engages our children's every sense and inspires their artistic and academic endeavors.

Imagine a cafeteria where children are served and learn to prepare nourishing meals prepared from locally-produced, fresh whole foods.

Imagine science, history, reading and math lessons that incorporate principles of ecology, bio-diversity, and cultural diversity through hands-on cultivation of vegetables, herbs and other plants.

What do you imagine?

Student Involvement. Describe student efforts to plan and implement the project. Include activities conducted by classrooms, clusters, grade, school wide, team, club, or afterschool program.

Our goal for the PS 29 Children's Garden is to increase student's understanding of agriculture, nutrition and the food system. Our garden is an outdoor classroom, where students learn through observations, experimentation, hard work and at times trial and error. Students learn about the life cycle of plants and insects. They learn how to plant seeds, how to care for them, and how to harvest them when ripe. Ultimately students get to sample what they grow immediately after the harvest.

Students, throughout the school year, care for the P.S. 29 Children's Garden and P.S. 29 volunteer families during summer months. Throughout the school year students learn about nutrition and healthy lifestyle choices during their science classes, enrichment classes and after-school courses. Some lessons include: learning about the five food groups and journaling their meals using the MYPLATE template. They learn how to read food labels and use that information to make healthier choices. When planting season begins, we discuss what to plant based on our nutrition lessons. We also choose vegetables that may be new to some children, but we find are more appealing to try after watching the plants grow. Our produce is also incorporated into our school lunch program. The lettuce, carrots and cucumbers we grow are added to our salad bar, as part of our school lunch program. Students harvest and deliver the vegetables to our school chefs. In addition, we have harvested spinach, squash, escarole and broccoli rabe for our kitchen. The students who directly work in the garden also have the opportunity to clean a small portion of their harvest and enjoy it in their classroom. For instance, this past year we did not harvest enough peppers to add to our salad bar, but there were enough peppers for each second grader to try a few pieces.

Students learn about composting in our science classroom as well as in the garden. We have worm compost bins in our science classroom, and larger tumbler compost in our garden. Throughout the year we add leaves, dead plants and vegetable food scraps to our outdoor bin and then harvest the soil twice a year. Our students also compost food waste in the cafeteria daily. During a pilot program in the spring of 2015, thirty families dropped off their compost from their home as a way of preparing for the neighborhood food waste collection. Students helped weigh the compost and calculate how much trash these families were diverting from landfills. Our purpose was also to educate families about how to compost food waste properly to ensure the minimum contamination.

Some other environmental concepts we cover include: water quality and conservation through the Trout in the Classroom program; recycling through school-wide paper and bottle recycling initiatives; and sustainability by visiting our local farmers market and discussing the benefits of a local food system as part of our garden program

Second Grade Science Garden Class

		
<p>Students learn how to harvest carrots</p>	<p>Students transplant yellow pear tomatoes they grew in their science room</p>	<p>Students turn the soil, adding compost we sifted and prepare beds for planting</p>
		
<p>Students sell extra radishes to our community after school</p>	<p>Students harvest kale for our salad bar</p>	<p>Students collected Aster seeds from our pollinator garden.</p>
		
<p>Students spread hay on our fall seedlings to extend the planting season</p>	<p>During our share in our meeting area, we celebrate the basil we will bring to the cafeteria</p>	<p>Students cleaned and packaged the seeds we collected in the garden. Our plant life cycle continues!</p>

GROWING A WILD NYC!



Students learned about native plants with Ranger Dan at Jamaica Bay Wildlife Refugee



Students transplant our primrose seedling, stepping them into larger planters, learning plants need space.



A bee is spotted drinking nectar from our common milkweed plant.

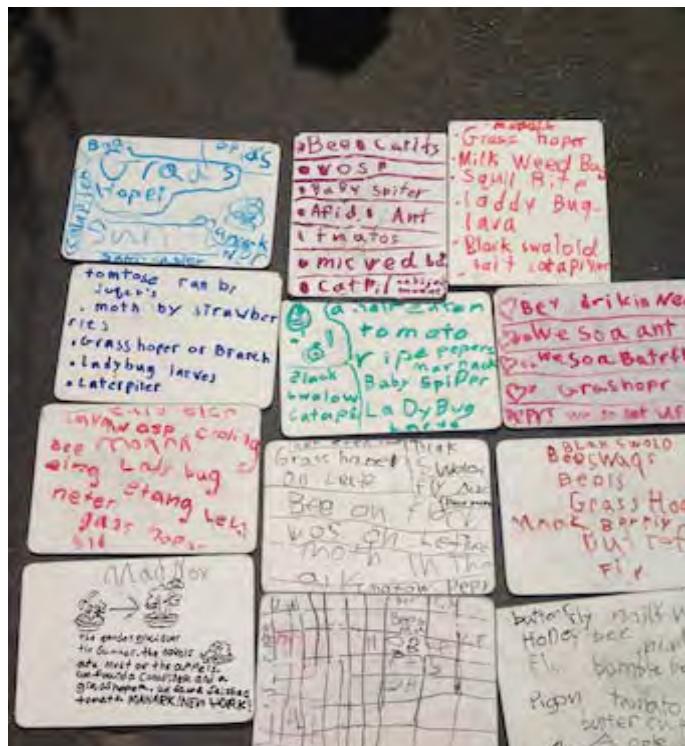


Students observe bees and caterpillars on our primrose and milkweed plants

This is our second year participating in the Growing a Wild NYC. This program enlists the help of schoolchildren to restore pollinator habitat in New York City while teaching children about their environment. The program introduces students to beautiful native plants, which are essential to the livelihood of many of our treasured pollinators in the garden. Students learn about the interaction between people, plants and animals. Throughout the program students visit the Jamaica Bay Wildlife Refuge collecting seeds they then plant in our science classroom. As the plants grow they transplant them and then transfer them to our garden and back to the Refuge. As a result of our student's efforts, we have been fortunate enough to see monarch butterflies and bees in our garden.

INSECT STUDY

First Grade students learn about insects in their science room and in their classrooms. The garden provides an outside observatory for them with more than 10 insects at one given time during our planting season. One activity we do is to track insects and observe what they are doing.



Students learn that some insects are not often welcomed on a farm. This allows for an opportunity to talk about beneficial insects and pest. The conversation becomes more interesting when they realize their beautiful black swallowtail butterfly eat all the parsley during their larva stage. We discuss ways farmers can problem without harming butterflies with chemicals.



Black Swallowtail Caterpillar
Pest (eats parsley, dill and fennel)



Ladybug larva
Beneficial Insect (eat aphids)

As a Garden to Café School we can bring our harvest directly into the cafeteria for our chefs to prepare.



Salad Bar



Fifth Grade students and parents volunteer at the salad bar everyday.

AFTERSCHOOL CLASSES

1. Garden To Kitchen After School Class

During an eight-week session students prepared a pasta dish, made soup, pizza, cookies, and a salad using ingredients from our garden. Four recipes are shared below.

Herbed Pizza

Ingredients

For the dough

$\frac{1}{2}$ cup warm water	2 cups bread flour, plus more for dusting
1 $\frac{1}{2}$ teaspoons active dry yeast	$\frac{1}{4}$ cup olive oil, plus more for coating
$\frac{1}{2}$ teaspoon of sugar	$\frac{1}{2}$ teaspoon of salt

For the toppings

$\frac{1}{2}$ cup fresh basil	$\frac{1}{4}$ cup fresh thyme
$\frac{1}{4}$ cup fresh rosemary	$\frac{1}{4}$ cup fresh sage
$\frac{1}{2}$ cup grated parmesano cheese	garlic powder or fresh minced garlic

Step 1

Pour the water into a medium bowl. Stir in the yeast, sugar, and salt. Set the mixture aside until it is foamy, about 5 minutes. In a separate bowl add the flour; make a well in the middle. Add the mixture and the olive oil in the center. With a fork gently mix in the flour. Stir until dough begins to form.

Step 2

Gather the dough into a ball. On a clean, dry work surface dusted with flour, knead the dough until it is smooth and elastic, about 10 minutes. If the dough gets too sticky, add flour 1 tablespoon at a time. Form the dough into a ball.

Step 3

Rub the inside of a large bowl with olive oil. Put the dough in the bowl and turn to coat it with the oil. Cover the bowl with plastic wrap and set in a warm place until the dough's bulk has doubled, about 1- $\frac{1}{2}$ hours.

Step 4

Heat the oven to 450 degrees. Chop up all the herbs and mix them together. Lightly grease an 11-by 17-inch baking sheet with olive oil. Transfer the dough to the sheet. Use your fingertips and palms to dimple and press the dough into a 10-to- 11-inch circle. Evenly spread the herbs over the dough, leaving 1/8-inch border. Sprinkle some parmesano cheese and garlic. Drizzle some olive oil over the pizza.

Step 5

Bake the pizza, rotating the pan halfway through, until the crust is lightly browned, the cheese has melted, about 20 minutes. Enjoy with a fresh salad.

Zucchini Muffins

Ingredients

3 cups flour	2 eggs
1 Tbs baking powder	$\frac{1}{2}$ cup whole milk
1 tsp salt	$\frac{1}{2}$ cup vegetable oil
$\frac{1}{2}$ tsp. baking soda	$\frac{3}{4}$ cup sugar, plus extra for sprinkling
1 $\frac{1}{2}$ tsp. cinnamon	2 cups shredded zucchini
$\frac{1}{2}$ tsp. nutmeg	(about 2 medium zucchini)

Step 1

Preheat oven to 375 degrees. Butter and flour a 12 muffin tin pan.

Step 2

In a large bowl, stir together the flour, baking powder, salt, baking soda, cinnamon and nutmeg

Step 3

In a bowl, beat eggs with electric mixer for 1 minute. Beat in milk, oil, and sugar. Stir in zucchini until well blended. Add flour mixture to batter a little at a time and stir to mix-it should be a little lumpy. Spoon the batter into muffin tins. Sprinkle muffins with a sugar/cinnamon mixture (1Tbs of each).

Step 4

Bake for 20 minutes, or until muffin tops are golden brown and spring back when you touch them. Cool muffins on a rack.

Pasta with Pesto

Ingredient

1 bunch of basil, about 4 cups of leaves	Box of Bowtie Pasta
2 garlic cloves	
½ cup olive oil	
¼ cup water (if needed)	
1tsp salt	
½ cup of parmegiano cheese, plus more for pasta	

Step 1

Fill a large pot with water and bring to a boil. Add the pasta and salt to taste. Add a box of bowtie pasta in the boiling water. Reserve a cup of pasta water then strain the pasta when cooked. Place back in the pot.

Step 2

As the pasta is cooking prepare the basil pesto. Separate the basil leaves from the bunch. Rinse well under cold water. Dry by hand or in a salad spinner. Mince the garlic in a food processor or blender. Add two cups of basil and the olive oil. Continue to add the basil one cup at a time. Mix in the salt and parmegiano cheese. Puree until smooth.

Step 3

Pour half the pesto sauce into the pasta, add the pasta water and mix well. Place pasta in bowls and sprinkle with parmegiano cheese. Add fresh cherry tomatoes or mozzarella if desired.

2.Gardening Class

Throughout our 15 sessions, students pressed flowers, made herb sachets, created garden journals, planted bulbs, made terrariums and more.

3.Garden Art

Throughout these 15 sessions, students created art for our garden and their home. Projects included Lego birdhouses, vegetable wood tiles, bottle flowers, seed mosaics, and string planters.



Garden Enrichment Cluster

Our Garden Enrichment Cluster helped us create a garden club in the spring of 2015. Students in the club listed rules for the garden, made activities for the garden and created a power point presentation for 3-5th graders inviting them to interview to be a Garden Club leader. The Garden Club meets in the garden at lunch where they invite younger students to complete tasks like weeding, watering and turning soil. Leaders also help students complete fun scavenger hunts around the garden.

Garden Club Member Interview Questions

- 1-Why do you want to be in the Garden Club?
- 2-What is one good trait you think garden club members should have?
- 3-Do you have any experience with gardening?
- 4-What do you have to be able to do if you are gardening?
- 5-Do you really want to be a gardener?
- 6-What are some feelings gardening stirs up in you?
- 7-Do you feel we should change anything?

WELLNESS IN THE SCHOOLS (WITS)

"Wellness in the Schools (WITS) inspires healthy eating, environmental awareness and fitness as a way of life for kids in public schools. Through meaningful

public/private partnerships with school leadership, teachers, chefs, coaches, parents and kids, WITS develops and implements programs that provide healthy foods, healthy environments and opportunities for regular play to help kids learn and grow. “
<http://www.wellnessintheschools.org/index.php/home>

Except from WITS Newsletter by our WITS Lab instructor and parent Victoria Baluk

WELLNESS IN OUR SCHOOL

FALL 2015 October was an exciting month for healthy food at PS29!

The first of four **WITS Labs*** were conducted in early October. 1st, 2nd and 3rd graders filled the halls with sweet, tempting smells of cinnamon and warm apples as we worked together to make **Chunky Applesauce**. Together we discussed what “apple season” meant and the benefits of eating these delicious fruits during the fall months. We laughed over some crazy names like Mizuna and Diva; we celebrated NY’s place as the 2nd largest grower of apples in the US complete with our own “Empire” apple; by vote we determined that Honeycrisp is the hands down favorite. The children learned that not only do we *not* need to add sugar to make delicious apple sauce but that eating fiber (healthy tummy), Vitamin C (healthy skin) and antioxidants (healthy heart) can be delicious. And simple.

The next WITS Lab will feature beans and it will be a chance for 4th and 5th grade to learn about how this versatile and inexpensive food can be easily made into a simple snack that is tasty and satisfying. The rest of the details are a secret until December!

In addition to labs, the entire school kicked off Harvest Week with a spectacular **seasonal lunch tasting!** WITS and the PS29 Wellness Committee organized a special treat with School Food’s Garden to Cafe Program offering an apple and arugula salad tasting while WITS Chef Partner and PS29 parent Chef Chris Deluna of Patina Group spoiled us with Grassfed Meatballs with PS29 tomato sauce ([recipe link here](#))! All these **scratch made foods** included a variety of herbs from **our own school garden.**

Winter 2016

It is hard to believe that we find ourselves halfway through the school year

with the winter break now behind us! Um, can anyone tell me what happened in December? I think I missed it.

During these (occasional!) cold days I hope you and your children have found time to make and *feed your muscles* with the protein found in the beans in **WITS bean chili** made by 4th and 5th grades in the winter WITS Lab. Or, perhaps, you've fought off the gray winter days with the scent of **cinnamon and warm apples** – *with the apple skin on for maximum nutrients* – simmering on the stove?

In addition to labs, this winter I was happy to have been asked to teach a one of the Parent Cooking Circle classes in January. Along with 20 guests, I made ribolitta, a Tuscan stew that, like all of our WITS Lab recipes, is healthy, simple, inexpensive, vegetarian and easy. Recipes with those qualities are the ones I search for to make home cooking possible in this busy world!

Spring Cafe Day 2016

On Wednesday, April 20 we had a second visit this year from WITS Chef Partner Chris DeLuna, who is a PS29 parent and Executive Chef for the Patina Group. You may remember him from the meatball tasting he held back in the fall! The kids certainly do!

Chef DeLuna had a special sweet treat made from scratch with a surprise ingredient: rainbow carrots! A tasting of Rainbow Carrot Cake Blondie with coconut and golden raisins took place during lunch on Wednesday. Chef DeLuna and WITS handed out the blondies and talked about surprising ways to use vegetables, the value of a carrot and that a little sweet treat once in a while is good for our soul.

Yours in Health – Victoria Baluk | Wellness in the Schools (WITS) Lab Instructor
**WITS Labs will be held four times during the school year for a total of 500 children per lab. We will rotate the grade's participation with every class having a minimum of two labs this year.*

Link to WITS entire newsletter letter

<http://www.ps29brooklyn.org/wits-labs/>

Promotion. Describe your efforts to promote this project: Include samples of relevant announcements, memos, flyers, posters, letters, web pages, skits, songs, assembly programs, media coverage, or other specific events.

Flyer sent out to families in the fall of 2012.

Wellness at P.S. 29: A New Direction

Wellness is an active process through which people become aware of, and make choices toward, a more successful existence. – The National Wellness Institute

Background: For the 2012-2013 school year, PS29's Food and Farming Committee will expand. The seven-year-old committee has been the driving force behind such initiatives as the annual Harvest Week, the school garden, the salad bar in the cafeteria, as well as playing a big role in Super Science Saturday. In addition this committee has been the supporter of our healthy lunch program and food labs in partnership with WITS (Wellness in the Schools). All these efforts to promote healthy eating, environmental sustainability and overall wellness have proven effective. *A natural next step to promoting and broadening our understanding of wellness is to fold in physical activity!*

Introducing the Wellness Committee! What we have known as the Food & Farming Committee of the P.S. 29 PTA is now one sub-team of the newly-formed **Wellness Committee**. The Wellness Committee's purpose and activities will be rooted in the following tenets of positive health and a sense of well-being:

- Wellness is a conscious, self-directed yet community-supported and evolving process of achieving full potential;
- Wellness is holistic, encompassing lifestyle, mental and spiritual well-being, and the environment;
- Wellness is positive and affirming.

PS 29's Wellness Committee will include the following subcommittees, highlighting several dimensions of wellness:

Wellness: Farm On!
Wellness: Eat Up!
Wellness: Move it!
Wellness: Go green!

Farm On! will focus on the growth and sustainability of the school garden, food

production as a hands-on tool for teachers in meeting their grade-specific learning objectives, and will organize and promote Harvest Week to help students get rooted in our region's agricultural cycle.

Chair: Alison Cohen,

Eat Up! will focus on the promotion of healthy eating by partnering with the cafeteria staff to improve the nutrition and quality of food in the cafeteria and in school-wide events, incorporating cooking in the classroom, organizing the egg CSA, in addition to helping to organize and promote Harvest Week.

Chair: Jessica Delaney,

Move it! will work to encourage children and their families to participate in various offered activities with a goal to empower and educate them further on the fitness aspect of healthy living *all while having fun with their friends!* According to the Department of Health and Mental Hygiene more than 20% of students in NYC public schools are obese; the obesity rate in NYC is higher than that of the rest of the nation (21% v. 17%). At PS29 we are already offering extra programming to support the concept of eating healthy, fresh food. Now it's time for us to offer additional support of the importance of daily exercise. *Move it!* wants to get our kids moving more in fun and imaginative ways.

Chair: Victoria Baluk,

Go Green! will help establish and solidify recycling initiatives within the school day for students, teachers and staff as well as during all school-related events for parents. We have begun using compostable trays one day a week in the cafeteria and are involved in advocating for the elimination of styrofoam trays city wide. We plan to organize a Green Team of 5th grade students to begin building good recycling habits and mentoring skills as they monitor recycling initiatives and help teach other students the good habits we establish. Recognizing the school as part of the larger community, we offer opportunities for the school community and neighbors to re-use, re-purpose and recycle difficult-to-recycle household items by holding regular recycling events. We hope to be able to host panel discussions for the community about such topics as Carbon Sequestration around the BQE, Greening our Neighborhood's Roofs, and Passive House Renovation. In the near future we hope to partner with local parks by creating our own pilot program to compost our cafeteria waste.

Chair: Ariane Ben Eli,

Harvest Week

Harvest day began as a way to bring the vegetables we grew in the PS 29 Children's Garden into the cafeteria and introducing students to farmers in our neighborhood. From there we have made it a week long event where children learn about locally grown food, the amazing work it takes bees to make honey, the importance of eating healthy freshly prepared meals and what it takes for farmers to grow vegetables. We believe an education about local sustainable food can positively impact children's choices in the future.

Harvest Week 2010 Letter to Staff

Dear Teachers,

Next week your class will participate in several activities around food and farming. Most grades will have two visits in their classrooms. Parent volunteers or invited guests will be leading these activities. Please join your students in the fun and take lots of pictures. Below is a list of activities also going on during specials.

***Research and Technology- Exploring where our food comes from and how far it travels**

****Art with Jeannie- Harvest Time Art**

****Art with Kristin - Cultural Harvest Holidays**

****Science -Exploring Food Pyramids**

I hope you can join students for lunch on Wednesday. The lunch will include dishes prepared with fresh produce from Added Value and Green Market.

There will also be a cheese tasting table set up in the outer cafeteria.

Tom Chapin and Michael Marks will once again entertain us with their music.

The assemblies will be held Thursday afternoon.

Grades Pre-K through 2nd 1:30-2:10

Grades 3-5 2:10-3:00

**Thank you,
Tina and Abe**



Harvest Week Flyer 2013

We're celebrating the power of food.

In 2007, the PS29 garden began as a brainstorm within the school community – teachers, school chefs, administration and parents - and has since literally *grown* into our own unique food community. Once the garden beds were built and the veggies were sprouting, the bounty of this “Seed to Plate” effort merged with Harvest Day, a project originally brought to our school in 2008 with the support of the Garden to Café program, funded by the Mayor’s Fund.

This year marks the 5th Annual Harvest Celebration. Parents, teachers, and students alike have come together to make our garden thrive with more than 20 different vegetables and herbs. Throughout the year the garden also continues to serve as inspiration for teachers who design math, science and reading lessons to be carried out in the garden. The garden provides fresh ingredients for our ongoing healthy cafeteria initiatives, giving our children access to healthier food and exposure to gardening and nature in our distinctive urban setting. Together, we are celebrating the power of food.

Food Day

Monday, Oct 24

Food Day is an effort to bring together Americans from all walks of life to push for healthy, affordable food produced in a sustainable, humane way. To learn more & urge Congress to support the Eat Real agenda visit foodday.org

Tom Chapin

Wed, Oct 26

Grammy winning singer/songwriter will visit the school and perform songs about “Good Food and Green Earth,” urging us all to “Give Peas A Chance!”

Harvest Lunch

Friday, Oct 28

Special Café Day menu will include Pesto Chicken prepared using PS29 garden's basil, roasted sweet potatoes and carrots*, salad bar and NY apples.

Activities/Visits

CLASSROOM

Pre-K –Angora Bunny and Spinner,
Pamela Peterson

Kindergarten – Hummus Making with Food + Farming members & parents

1st Grade – Beekeeper Ryan McCullough

2nd Grade – Mozzarella Making with Ms. Reres

3rd Grade – NY Apple Tasting

4th Grade – From Concrete to Farm with Sara Aprea-Alcoff

5th Grade – BK Farmyards

TAKE HOME

Daily handouts with healthy food tips, and family-friendly recipes with affordable, fresh ingredients! All recipes inspired by this week's school lunch menu.

HARVEST LUNCH FOOD TASTINGS
Focaccia - fresh made bread with herbs from the PS29 garden, dough prepared and donated by *The Famous House of Pizza & Calzone*

***Roasted Sweet Potatoes and Carrots made with produce from Phillips Farms (NJ) through Borough Hall Greenmarket**

Food tastings available to all students.



HARVEST WEEK 2010

Monday, October 25 through Friday, October 29

This year PS 29 is celebrating an entire *week* of Harvest activities. Students will enjoy diverse, fun and educational activities around food and farming, including:

*Up-close observation of live chickens (Pre-K)

*In-class visit with a beekeeper (Pre-K + 1st grade)

*Visit with an Angora Bunny—and see how her fur is spun into wool (Kindergarten)

*Herb Window Boxes (Kindergarten)

*Cheese Tasting, courtesy of Stinky Cheese (1st grade)

*Making Fresh Mozzarella with Ms. Reres (2nd grade)

* Visit to Added Value Farm in Red Hook (2nd and 3rd grade)

*Q+A with Ian Piedmonte, a farmer from Balsam Farm in Amagansett (3rd grade)

*Wilklow Orchards Apple Tasting (3rd and 5th grade)

*Composting with Worms (4th grade)

*Making Harvest-fresh chewy granola bars with Chef Lindsay Raau and Carroll Lee(4th,5th grade)

Amagansett Wheat Farmers visit November 17(4th and 5th grade)

*Cultural Harvest Holidays with Ms. Adamczyk (several grades)

*Halloween Extravaganza gross motor skill challenge with Ms Nobles (all grades)

*Harvest Time Art with Ms Flewell (all grades)

*Exploring Food Pyramid with Mr. Ammary and Ms. Reres (all grades)

*Exploring -Where our Food Comes From with Ms Sperry (all grades)

*Sing-along with Tom Chapin and Micheal Mark (all grades)

*Garden to Café Lunch and Tasting Tables on Wednesday (all grades)

Note: Activities are still being confirmed, so this list is subject to change and may include even more.

We need parent volunteers for most of the activities, so please consider volunteering!

Harvest Week 2015 Flyer to Families

<http://www.ps29brooklyn.org/ptacommitteeswellnessfarm-on-2/>

Some of our photos from Harvest Week activities



Beekeeper Ryan shares his hive with our first graders and teaches them how honey is made.



Sara shares with fourth grade students how to design a square foot garden.



Second graders sift through our garden compost bin to find our hard working red worms.



5th graders prepare potato and apple salad with Carroll and Jessica



Our cafeteria sample table is decorated with our garden harvest while the kitchen prepares pasta with pesto, roasted carrots and kale salads



Farmer Fred shares his knowledge of apples and offers apple tastings

Harvest Week 2015 Photos

<http://www.ps29brooklyn.org/a-peek-at-ps-29-parent-coordinators-blog/>

Sample Harvest Week Schedule

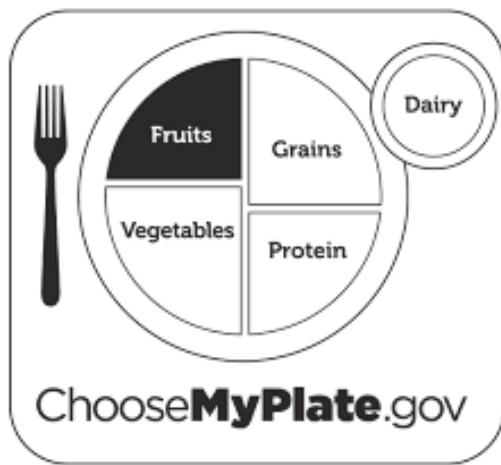
6th Annual PS 29 Harvest Week: November 6 - 8, 2012

Classroom Activities	Grade	Day/Time	Point person and contact info	# volunteers needed
Fiber (angora bunny, book reading and spinner)	Pre-K (3 classes)	THURSDAY Pre-K-223 (8:50-9:30) Pre-K 113 (9:50-10:30) Pre-K 311 (10:40-11:20)	Alison Cohen	Michelle McGoldrick and Natalee (Pre-K 311)
Cooking – tortillas	K (6 classes)	WEDNESDAY K-211 (9:35-10:20) K-216 (10:30-11:20) K-204 (12:30-1:10) FRIDAY K-232 (9:35-10:20) K-220 (10:30-11:20) K-200 (12:30-1:20)	Monica Gutierrez Jessica Delaney Anya Sacharow	Elliott Simian (K-211) Jen Miller, Jenara Prieto, Brendan Greer (K-216) Shanna Hill, Henry Martuscello, Kamila Otcasek (K-220)
Food Waste	1 st (5 classes)	WEDNESDAY 1-304 (8:50 – 9:30) 1-324 (9:35-10:10) 1-303 (10:30-11:10) FRIDAY 1-300 (8:50-9:30) 1-306 (9:35-10:10) 1-305 (10:30-11:10)	Tina Reres Rhonda Keyser	Maura Sheehy and Sarah Sullivan: 1-324 Melanie Mullen, Michelle Tammes (1-304) Patricia and Carla (1-300) Megan Osterman (1-306) Allison, Varsh and Laighah (1-305)
Apple Tasting	2 nd (5 classes)	FRIDAY 2-309 (9-9:40) 2-410 (9-9:40) 2-414 (10:30-11:10) 2-308 (10:30-11:10) 2-307 (11:20-12:00)	Elizabeth Seay Victoria Baluk	Elizabeth has arranged for volunteers.
Food miles activity	3 rd (4 classes)	WEDNESDAY 3-404 (11:30 – 12:20) 3-425 (1:20 – 2:10) THURSDAY 3-400 (11:30 – 12:20) 3-405 (2:10 – 3:00)	Brigitte Burgler Tina Reres	None needed
Square foot garden	4 th (4 classes + special ed)	THURSDAY 4-507 (8:50-9:30) 4-521 (9:40-10:20) 4-524 (10:30-11:10) 4-508 (11:20-12:10)	Tina and Sara Alcoff	4-507 Maura Sheehy
Seasonal vegetable and fruit juices (nutrition focus)	5 th (3 classes + special ed)	FRIDAY 5-500 (9:35-10:20) 5-504 (10:30-11:15) 5-506 (11:30-12:10) 4/5-527 (1:20-2:00)	Carroll Lee Emmanuelle Chiche	Needed: 2 per class

Letter to Parents during Harvest Week

Dear Families,

As part of Harvest Week students explored how to make healthy food choices and be physically active. In the science room we learned about **MyPlate**.



The icons remind us we need to eat and drink foods from the five food groups. **Fruits, Vegetables, Dairy, Grains, and Protein Foods** are important for good health. **MyPlate** shows the food groups in different sections of the plate and the portions recommended. This however does not always mean that foods need to be separate on our plate. Some of our favorite healthy foods are a mix of food groups. A taco, for example, may include foods from different groups.

To help students think about the food they eat, I am including a copy of a blank **MyPlate**. I am asking all Kindergarten students to fill each food group with images or drawing of their favorite foods. Once students complete the assignment please have them return the sheet to their classroom teachers by Monday, October 27.

I have included two web sites, which might help continue the conversation at home. <http://www.fns.usda.gov/sites/default/files/MyPlateAtHome.pdf>

<http://www.choosemyplate.gov>

Thank you,
Tina Reres

Directions Give to Kindergarten Parents volunteering for the Tortilla Lesson during Harvest Week

Good morning kindergarteners, we are here with you this morning to celebrate Harvest Week at PS 29. Does anyone know what a “harvest” is?

A “harvest” is when farmers gather a crop that has ripened – did anyone go apple picking with their families this fall? Or pick something from a garden? You helped to harvest!

Why do we celebrate Harvest Week at PS 29? For years now the students, teachers, parents and everyone who works at PS 29 have enjoyed having our very own garden. Have you all seen our garden? During this week we like to celebrate having a garden here and the healthy vegetables we get from it, but we also celebrate all the farms and the yummy fruits and vegetables we get from them too.

Today we are going to talk about a kind of vegetable that is very important all over the world: corn. Corn is grown in NY State and in many places all over the world, but do you know where corn came from? Mexico.

Does anyone know where Mexico is? (Map) Well ears of corn have been found in Mexico that are 8,000 years old! Corn, or Maize as it is known in Mexico, was brought to what is now the United States 1000 years ago and planted here by Native Americans.

We are lucky to have some people with us here today who are from Mexico and can tell us about corn and how important it is to their culture.

Monica discusses corn lore and introduces the kids to how to make tortillas.

Then we break up the kids into groups of 6 and have them head to make the tortillas. I will discuss “don’t yuck my yum”.

SCIENCESCIENCESCIENCESCIENCESCIENCESCIENCE

May 8, 2012

Dear Pre-K Families,

This week your child will be bringing home the plants we have been growing in our science lab. During the first week of our unit on plants, students learned about seeds and made observations in their Plant Journals. They learned about how to “wake up a seed” by placing their seeds in a wet paper towel and putting it in a plastic zip-lock bag. During the second week, we made observations on our sprouted seeds and planted the seeds in cups. This week they observed how their plants grew. It was very interesting to watch students begin to question why some seeds did not grow. They wondered if maybe they added too much water, some said they might not have put the seed in correctly or maybe there was not enough light in the classroom. Throughout this project they have been amazing scientists. As they bring home their plants this week, please encourage them to think about where their plants should go in your home and how they can care for them. We have talked about our plants needing water, light and air to live.

During the remainder of the year we will be learning about the life cycle of different insects and other small animals. They will learn how to care for the animals and how to handle them when they see them in nature. In addition, each Pre-K teacher has ordered Painted Lady caterpillars for their classroom. Please feel free to leave me a note in my mailbox if you have any questions.

Thank you.

Sincerely,

Tina Reres

Collaboration. What other schools, professionals, businesses, or community organizations did you work with on this project? How did you solicit donations or help?

Letter Sent Home to Parents asking for volunteers during the summer. We now have parents sign up on line.



Food and Farming at PS 29
Volunteer Gardeners Needed for the Summer!

Have you been watching our garden grow? We've harvested broccoli rabe, radishes, escarole, and lettuce already this spring. Carrots, spinach and onions are on the way; basil is around the corner!

As school draws to an end, we are proud of what the children, teachers and parents have been able to accomplish together in a few months time. We're looking forward to what more we can accomplish together over the summer and into the fall when we welcome our children and families back.

We are looking for volunteers for the summer to water, harvest and plant. We want to keep the garden thriving in anticipation of a PS 29 harvest festival in the early fall. If you're available for even a day here and there to water the garden, then please sign up.

Indicate your availability below. We encourage you to involve your children. The farm chores most days will take no more than one hour. When planting is required, we'll organize several families and volunteers to pitch in.

Please leave your hand-written response in Tina Reres' mail box in the Main Office by Monday, June 22. Once we are able to work out a schedule we will contact you to re-confirm your availability and assign you a specific day(s) of the week with instructions about caring for the garden.

Name: _____

Address: _____

E-mail: _____

Phone: _____

I am available/prefer to tend to the garden on the following days during the week:

Sunday Monday Tuesday Wednesday

Thursday Friday Saturday

I will be unavailable/out of town the following weeks/weekends or days (so please don't schedule me during that time!) _____

This photo is from a dinner in the Garden to thank families for caring for our garden during the summer months. Of Course we needed to serve pasta with pesto with cherry tomatoes all from our garden.



Earth Day Work Day

During our workday Saturday parents, grandparents, teachers and students come together to prepare our garden for spring planting. Beds are fixed, new soil is added and mixed in, artwork is created and hung, shed is emptied and cleaned up.



Earth Day Work Day 2014



Earth Day Work Day 2016

Here is the link to the Earth Day Work Day email we sent out

<http://eepurl.com/bWNxc5>

Trips in connection to our school Garden have included

Brooklyn Botanical Garden

http://www.bbg.org/learn/school_group_guided_workshops

Added Value Farm in Red Hook -

<http://www.added-value.org>

Brooklyn Grange Farm Visit –

<http://www.brooklyngrangefarm.com>

COLLABORATION WITH GOTHAM GREENS

On April 20th, 2015, in celebration of Earth Day and healthy eating, second grade classes participated in the first PS 29 garden planting of the season. Wellness in the Schools (WITS) brought our school together with Whole Foods Third Avenue and Gotham Greens for the planting of 200+ donated herb and mixed green seedlings. Volunteers conducted a planting lesson with students in the classroom comparing plants grown in soil and hydroponics. Students also talked about what sustainability meant to them and completed writing pieces, which were displayed at Whole Foods Third Avenue.

Below is a letter we sent to Gotham Green after the event.

Good Morning and Happy Earth Day!

The Earth Week Celebration this week was such a gift. Not only was it a treat for our second graders to have guests and a hands on experience, this was a wonderful way to connect the learning we do in our classroom back to our community.

In science class the children have discussed planting seeds, they've watched plants grow and have seen our garden thrive; we've talked about sustainability, taking care of our Earth, eating locally. In WIT'S labs and WIT'S Bits lessons we've also discussed the importance of eating locally, we've talked about nutrition (specific to beans!), and eating the rainbow, the importance of fresh food, amongst many other concepts. And while we were disappointed to not have had the chance go in the garden on Monday, we really feel the classroom lesson presented by you all validated all the educational seeds we'd planted (sorry, couldn't refuse the pun!). You gave the children a fresh way to look at these concepts, brought it outside of the classroom walls and into their community.

You all, along with those beautiful seedlings, sparked an interest in our students about how differently plants can grow. This week we are planting those beautiful greens and herbs and, in addition to being able to watch them grow, they will serve as a constant reminder of our day together and the lessons learned. We will surely keep you informed of their progress.

We hope this is the beginning of a relationship that PS29 can continue with Gotham Greens and Whole Foods! Please extend our sincere thanks to the entire team.

Warm Regards,

Tina Reres and Victoria Baluk

The PS 29 Children's Garden helped us earn a Green Flag award for our school.

-PS 29 earned the Green Flag through the National Wildlife Federation's Eco School for conserving natural resources and integrating environmental education into the curriculum. To earn the Green Flag PS 29 students and staff completed sustainability initiatives. They developed action plans for three Eco-School program pathways chosen by the school to qualify for the Green Flag award: Energy conservation, Consumption and Waste and School Ground.

For the School Ground pathway students assisted in planting, caring for and harvesting more than 20 different kinds of vegetables and fruits, as well as many different kinds of flowering plants from the school garden. They created a pollinator garden, planting milkweed, primrose and aster to attract bees and butterflies. They also planted host plants for butterflies. To help our wildlife they have a birdbath, birdhouses, and bird feeders.

<http://schools.nyc.gov/NR/rdonlyres/BBEDE161-A065-4FF7-90D6-6638D2930793/180726/10DOESustainabilityInitiativeNewsletterFebruary252.pdf>

Agriculture Literacy Week 2016

We have participated in many of the Agriculture literacy Week for the past 9 years. Below is the letter from the director of the program.

Dear PS 29,

Welcome to Agriculture Literacy Week 2016 (ALW) in conjunction with Cornell University's Ag Extension! We are thrilled to have you on board this year's program and look forward to visiting your school tomorrow, **WEDNESDAY, APRIL 13TH**. Over 1,000 community members around the state will be volunteering to read *The Apple Orchard Riddle* by Margaret McNamara to second grade classrooms. This fun and exciting story shares the journey of Mr. Tiffin's class on a field trip to an apple orchard. The students learn about every aspect of the farm from how apples are harvested, the process of making cider, and the many different varieties of apples. While the class picks their apples and experiences the farm, Mr. Tiffin gives them all a riddle to ponder.

Supply boxes containing all the materials your second grade students and classes to have a successful program were delivered last week. Just add apples!

Please have all materials ready for the Spoons Across America volunteer or educator to teach in your classroom. Students should be seated at classroom desks/tables prior to the beginning of the session. We will begin with an experiment and will then transition to the reading or meeting area for the story.

Emily Abruzzo and Ziyi Liu will be visiting your school according to the following schedule

EACH participating classroom should have the following prior to the session. These materials will be used by our volunteers and educators. Please do not open materials.

- ♦ **ONE** storybook (will be left in the classroom for teachers)
- ♦ **ONE** Educators Guide
- ♦ **ONE** Bag of Program Materials
- ♦ **CLASSROOM SET** of Journal Pages (yellow)- To be distributed following program for student reflection/writing/drawing
- ♦ **CLASSROOM SET** of Newsletters (yellow)- To be distributed following program for students to bring home

Please have **AT LEAST THREE APPLES** in each classroom prior to start of program.

Please collect media/allergy information (sent in prior email) to children. Send information to Spoons in mail or ali@spoonsacrossamerica.org. I have included a media/allergy summary for each teacher with your materials.

Please note, our curriculum is aligned with Common Core, **ELA** Standards and **NY** State Science Standards:

...

We look forward to working with you again this year!

Best,

Ali

Alexandra Weisman McDowell
Director of Programs and Partnerships
Spoons Across America

PS 29 Web page
<http://legacy.ps29brooklyn.org>

Articles

<http://www.nydailynews.com/new-york/brooklyn/school-yards-school-gardens-article-1.426620>
<http://www.brooklyneagle.com/articles/2015/3/2/green-sweep-cobble-hills-ps-29>
<https://www.nwf.org/News-and-Magazines/Media-Center/News-by-Topic/Get-Outside/2015/03-6-15-PS29-John-Harrigan-School-in-Brooklyn-Awarded-Eco-Schools-USA-Green-Flag.aspx>
http://www.huffingtonpost.com/emily-freund/rachael-ray-gives-nycs-sc_b_601191.html
http://www.brooklynpaper.com/stories/33/21/dtg_bb_rachelrayatps29_2010_05_20_bk.html

Educational components. Include learning standards met, lesson plans, and exemplary samples of student work.
Standards Met

LESSON PLANS

Edible Schoolyard NYC
<https://edibleschoolyard.org/resources-tools>

Sowing the seeds of Wonder-Discovering the Garden in Early Childhood Education – Life Lab
<http://www.lifelab.org/for-educators/professional-development/gcworkshops/ece/>

Roots, Shoots, Buckets & Boots: Gardening Together with Children by Sharon Lovejoy

The Power of Questioning by Julie V. McGough and Lisa M. Nyberg

Growlab: Activities for Growing Minds

Learning Standards Met: NYS

Science, LE 3.1b,c: Describe how plants must be adapted to their living environment in order to survive.

Science, PS 1.1a

Observe and describe weather conditions that occur during each season.

Science LE 1.1b: Leaves help plants utilize sunlight to make food for the plants.

Science, 1. 1b: Plants require air, water, nutrients and light in order to live and thrive.

Science, LE 3.1b: Identify and compare the physical structure of a variety of plant parts(stems, leaves, roots, flowers, seeds)

Science, 1.1b.1.2a, 5.1a Describe the basic life functions of plants

Science, LE 4.1a,b,c,d: Observe plant life cycles and life spans

Science, LE 6.1 Describe how plants and animals, including humans, depend on each other and the non-living environment

Social Studies, 2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods of history and in different parts of the world.

Common Core State Standards

ELA, Writing 2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELA, Grade 1, SL 5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings

Math 2. MD 1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Student Work-2nd Grade-Worksheet adapted from Edible Schoolyard Materials

Debk

ABOUT WEEDING AND WATERING

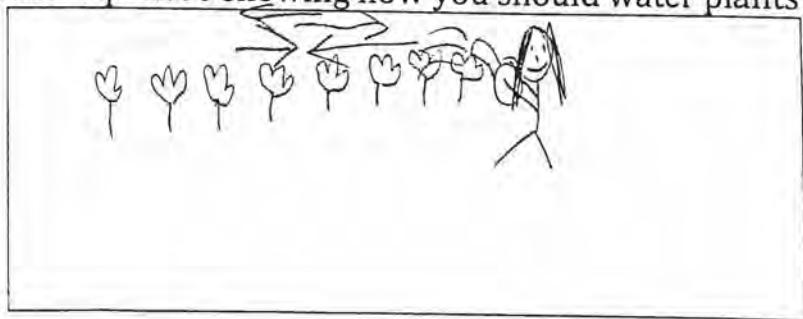
Explain why we need to take weeds out of our beds with our vegetables?

Because the weeds take all the nutrients and kill the plants and take up a lot of room

How do you know which plants are weeds? Weeds are usually longer than the plants and have little leaves.

When is the best time to water the garden? The crack of dawn, or afternoon.

Draw a picture showing how you should water plants?



Eve

HOW TO TRANPLANT A BABY PLANT

How does a gardener Transplant a plant outside? Write all the steps.

STEP 1 Bring the plant out side,

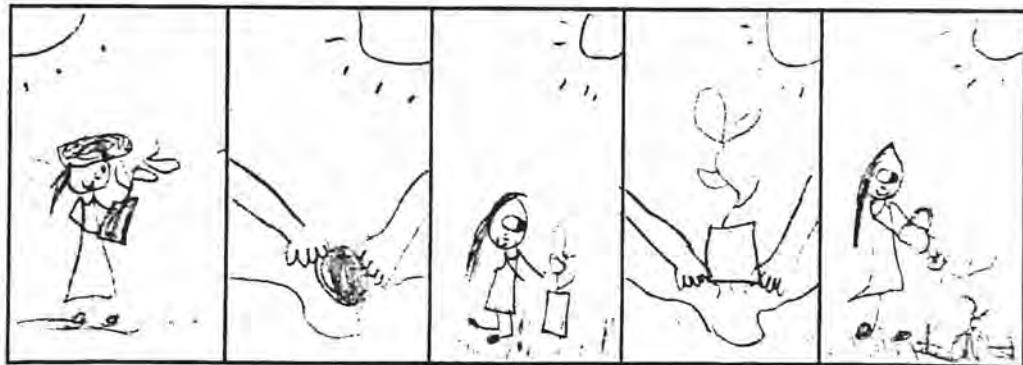
STEP 2 Dig a hole in the dirt.

STEP 3 Gently take out the plant from the pot.

STEP 4 Put the plant in the hole. And cover it.

STEP 5 Then, give it water and sun.

Draw the steps for planting a seed below.



What does a gardener need to do to be sure that the plant grows outside?

To water every day. But you don't
water it when it is raining. Make sure it
gets sun light.

HOW TO PLANT A SEED

How does a gardener plant a seed indoors? Write all the steps.

STEP 1 The gardener has to dig a hole

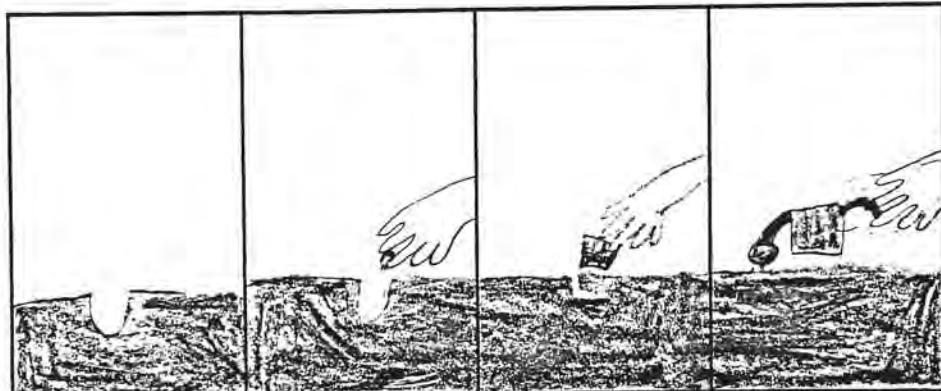
STEP 2 The gardener has to put the seed in the hole

STEP 3 The gardener has to cover the hole with soil.

STEP 4 The gardener has to water the seed.

STEP 5 The gardener tries to put the plant in sunlight.

Draw the steps for planting a seed below.



What does a gardener need to do to be sure that the seed grows?

The gardener needs to make
sure that the seed has water
and sunlight

C

ABOUT WEEDING AND WATERING

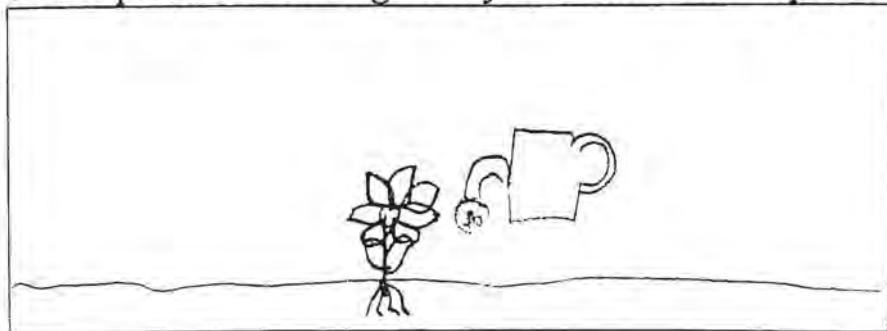
Explain why we need to take weeds out of our beds with our vegetables?

because the weeds will kill
the plants by taking away
the nutrients.

How do you know which plants are weeds? _____

because most weeds look
different than other plants
When is the best time to water the garden? Early
in the morning or late afternoon

Draw a picture showing how you should water plants?



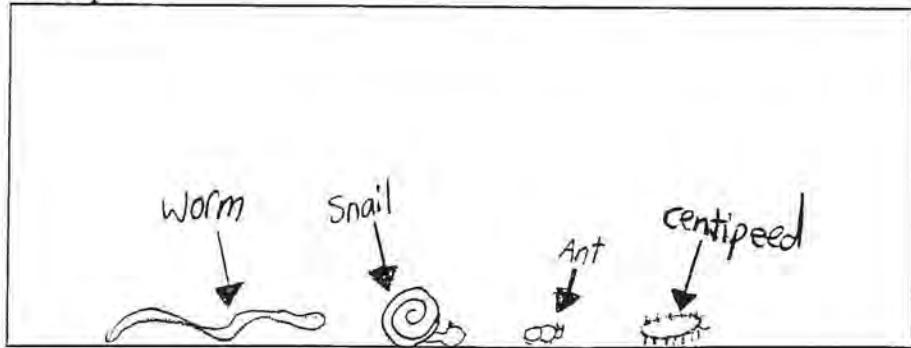
ABOUT SOIL AND COMPOST

What are some things that we put into the compost?

Name three

Apple cores, peach pits, left over
lettuce, watermelon, corn on the
cob.

In the box, draw any creatures that you saw in the
compost.



Why do plants need soil? Give two reasons.

1. It holds up the plant.

2. It gives the plant nutrients.

HOW TO TRANPLANT A BABY PLANT

How does a gardener Transplant a plant outside? Write all the steps.

STEP 1 A gardener has to dig a hole.

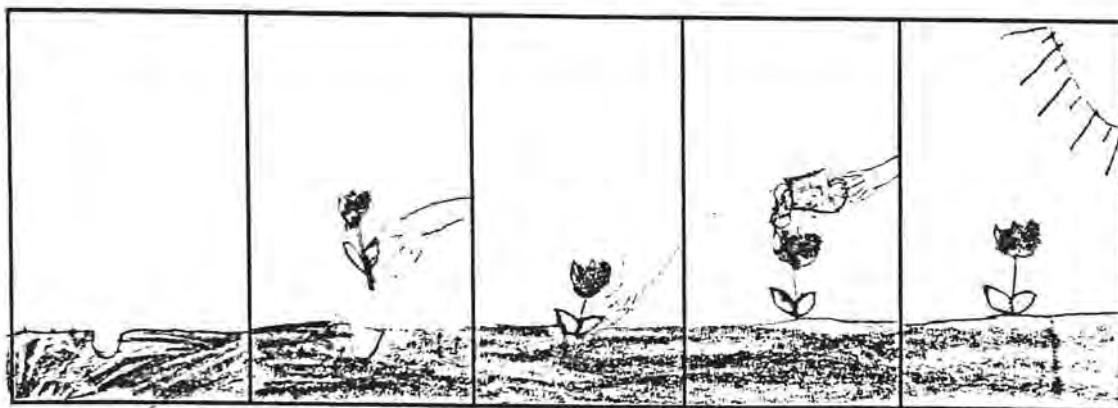
STEP 2 A gardener has to put the plant in the hole.

STEP 3 A gardener has to cover the bottom of the plant.

STEP 4 A gardener has to water the plant.

STEP 5 A gardener has to make sure the plant has sunlight.

Draw the steps for planting a seed below.



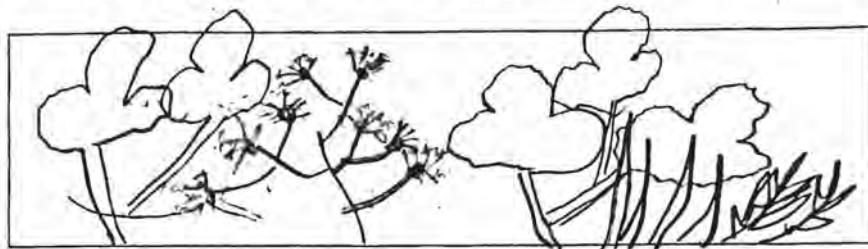
What does a gardener need to do to be sure that the plant grows outside?

A gardener has to make sure the plant has water and sunlight.

Name Sophie C. Class 4507 Date 6/16/10

What is Growing in Our Garden?

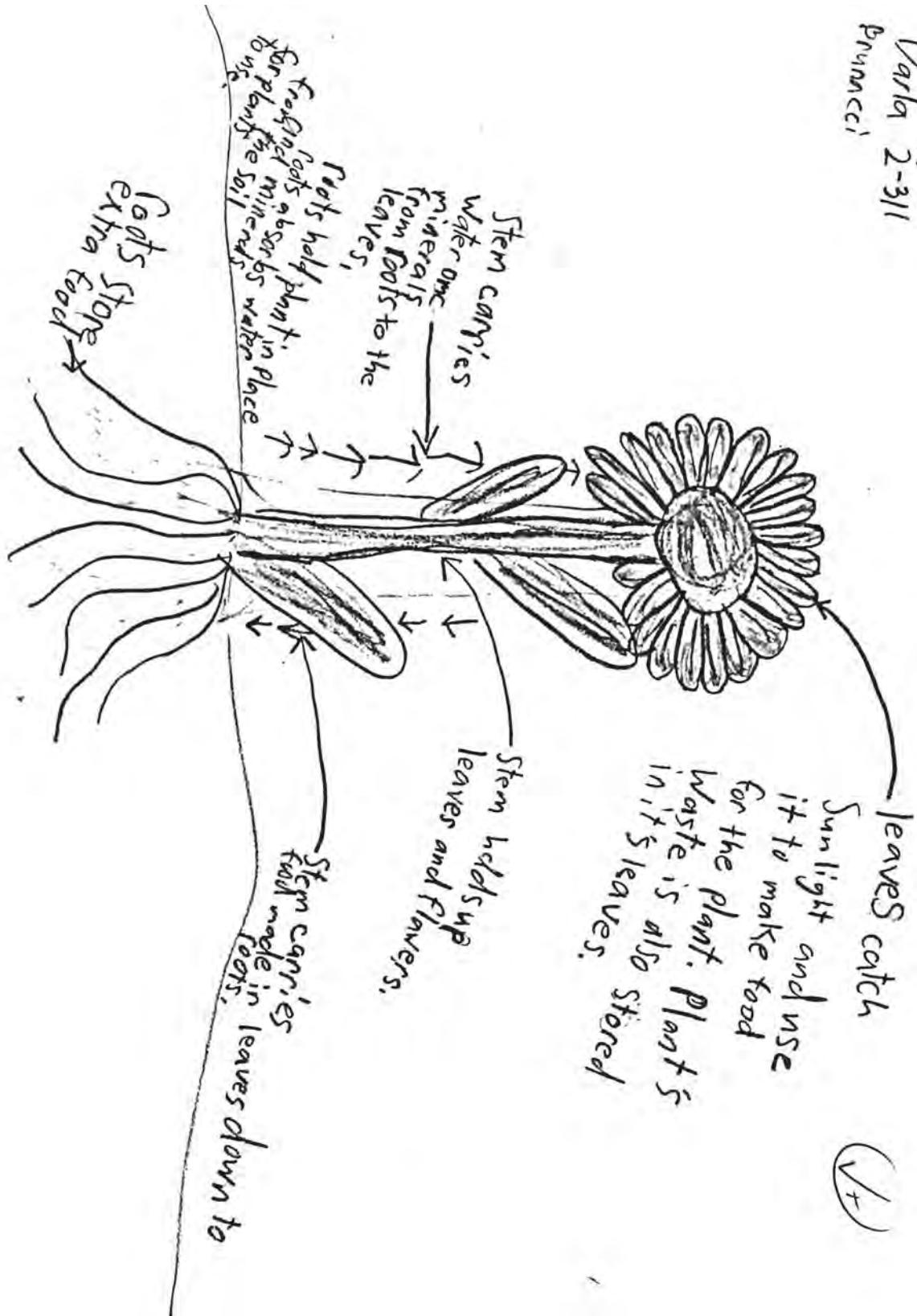
Draw a picture of your bed below. Draw at least one plant to size.

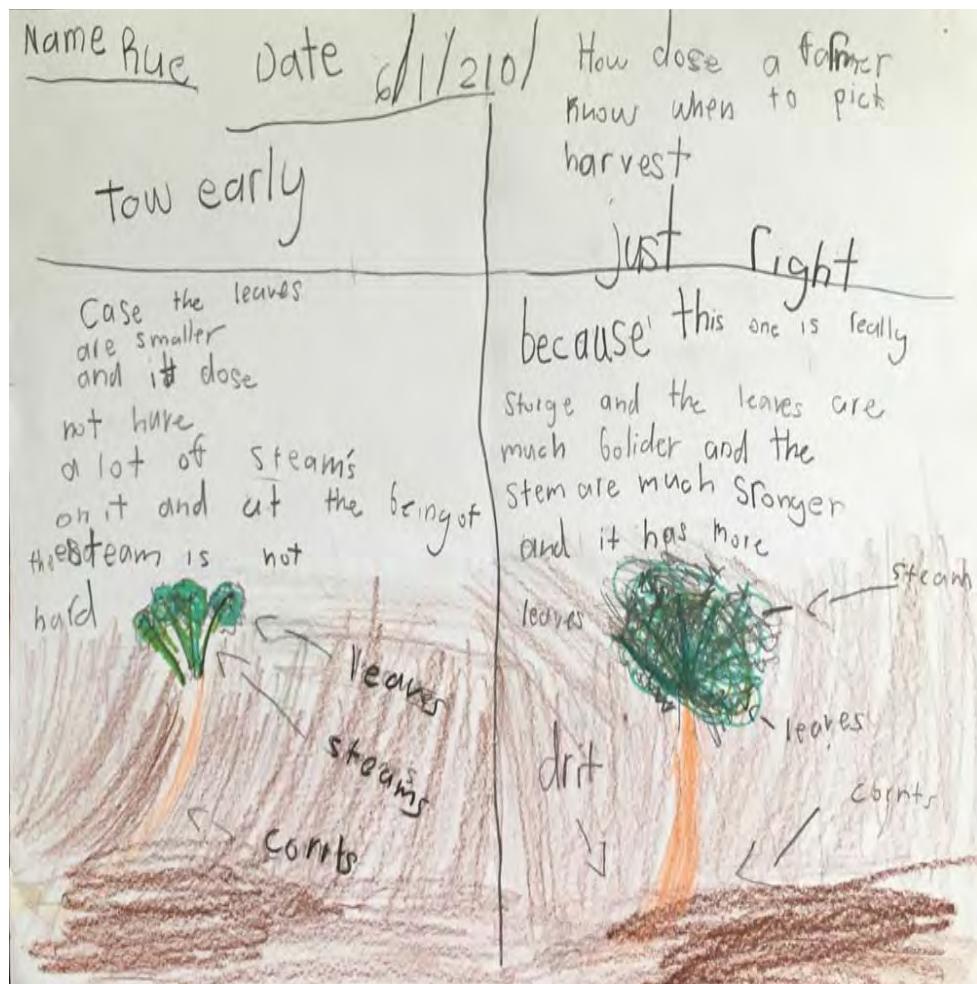


Weather Conditions (Sunny, cloudy, rainy)	Temperature	Soil is mostly (humus, clay, sand)	Soil feels (moist, dry)
cloudy	73° Fahrenheit	sand	dry

1. What is growing in your bed? Lavender, Golden sage, Onion grass
2. When were your seeds planted? a month ago
3. What do the leaves look like? Are they all the same? No they aren't the same because they thin and thick and they don't look the same.
4. Are all the plants the same size? NO they are not.
The tallest plant measures 28 1/2 centimeters.
The shortest plant measures 14 centimeters.
5. Are all the seeds that were planted growing? Why or why not? Yes because we water them when they need to be watered and we give them enough sunlight.
6. What other observations have you made? The shortest plant is a different plant than the tallest one. The tallest one has flowers. None of the other plants have flowers.

Darla
2-311
prunieri





Project Analysis

What worked? What were the most successful aspects of this project?

Our garden has provided students with hands on learning in an outdoor classroom. Our garden is a place where students enjoy growing plants and gaining an appreciation for nature. Students get to apply their skills learned in class and are rewarded with delicious results. The garden provides opportunity to make connection between knowledge they acquire in school and the world around them.

What did not work? What were the least successful aspects of this project?

Fixing our water catchment system has been proven to be something of a challenge. We are hoping it will be working by the summer. We would like to see more teachers involved in the garden. Although we have a core of amazing parents who have helped make all this possible, we could always need more parents to volunteer throughout the school year in the garden.

Applicability to other schools. What advice would you give to other schools with similar populations who want to replicate your project?

Our garden was achieved through a collaboration of many. Schools need to come together as a community and share their values. Find those who are passionate about gardening and planting. They do not need to be expert gardeners. Form a committee and set goals. Start small but dream big. There are many resources available to help you achieve your goals. Attend all the professional development and community garden outings. Attend any workshop offered by Edible Schoolyard. Invite teachers to your school who have been successful and have a brainstorming session. Reach out to parents, they do not need to be there everyday but one day in the garden will keep them coming back. Apply for grants; there are many available out there.

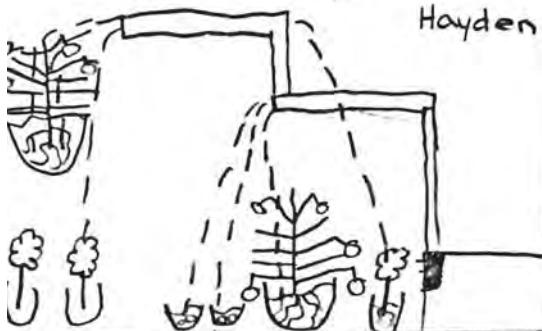
Measuring success. Describe how you measure the success of your project. Include charts, or graphs, if possible. Explain any impact on the students or community.

Cody

- I liked the experiment with the marble and the plants.
- I liked to go planting.
- Also I liked when we ate what we gardened.
- I did not like when I had to smell the stuff in the garden.

What I did like in science

I liked to go out to the garden and planting greens and flowers. I loved going outside.



Hayden

I liked when we worked with plants in the garden

Hallie
My favorite part of science was when we got to try samples from the garden.

I like science because we get to try new fruits, we get to go to the garden

What I don't like is that we see really weird and scary bugs that might be poisons.

What I liked about science is going out to the garden and taking care of the plants. But I wanted to learn more about insects.

I like that we can go out into the garden and plants. I wanted to go plant more.

I liked it because I learned so many new things and I really liked going in the garden. And I liked harvesting radishes. And my favorite is having an awesome teacher.

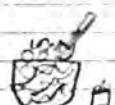
- Mia Pineda

I loved when we were planting in the garden and got to pick the plants we put in our bin.

Ana

What did I like?

I liked going into the garden and planting. I liked eating the salad from the farm greens. I also liked tasting the bowl from the garden. I also liked how we played with the marble on the track.



I think science was really fun because we got to plant outside

Kyi

I like science because you get to go in the garden and help plants but thing I don't like is staying in and doing experiments but I do like seeing the insects and planting inside so that's what I like about science.

Quote from teacher Kim Van Duzer Harvest Week 2014

Tina, just want to tell you that Harvest Week has been so great! Both of my daughters came home from their Harvest Week events raving about them and teaching me a whole bunch of stuff about beekeeping (Elena) and superfoods (Sophia). I felt so happy, and lucky, that my kids get to go to such an amazing school with such amazing science teachers who make this kind of thing happen.
Thank you, thank you!!

Hi Tina!

This is Toni, Eve Penner's mom.

If you get a moment, could you please send me the link to where I may be able to help watering your garden?

I would love to help in any way I could. I dearly miss my parents and memories of working in their garden literally come to me every day. Being trapped with no soil and only plants on my fire escape, I take Eve and her younger brother to classes at the Brooklyn Botanic Garden each season in their Children's Garden. They get to plant, harvest and cook with things they harvest each class. But it is not that same as stepping out your backdoor and digging in your own soil. Your garden at 29 is a dream and just sitting in it to enjoy what is blooming means so much to us.

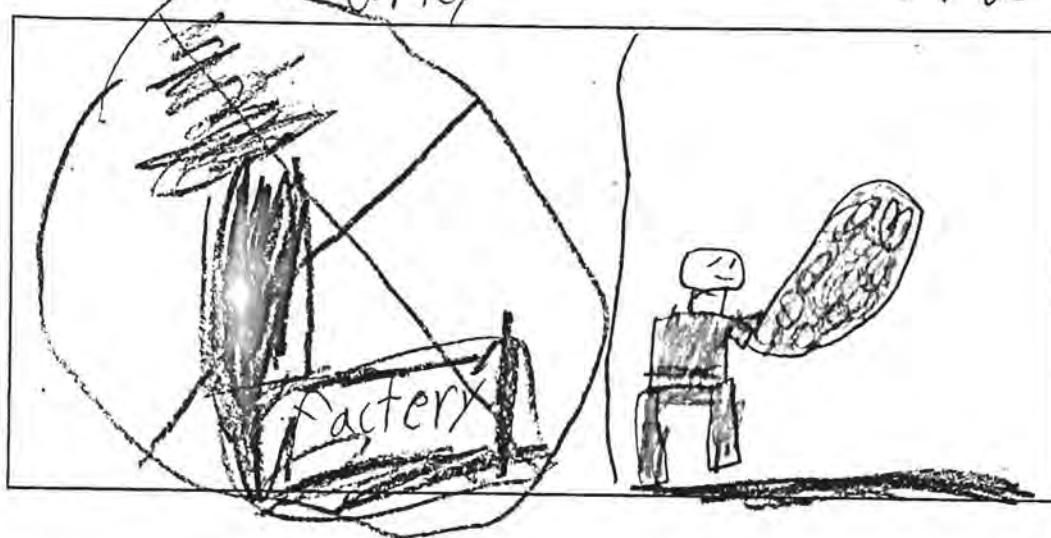
Thank you also for all the work that you do. Eve adores you! She loves your Science classes and had an amazing time in your Italian class! She already said that she hopes it will run again next school year. I wish I could help you in some way if you ever needed it for your after-school class, but my school lets out later than 29 and I am on 11th street in Manhattan.

Thank you so much for all of your effort and time and love of gardening that you give to Eve (and all the children of 29!)

Respectfully,
Toni Serratelli

Evan Farley

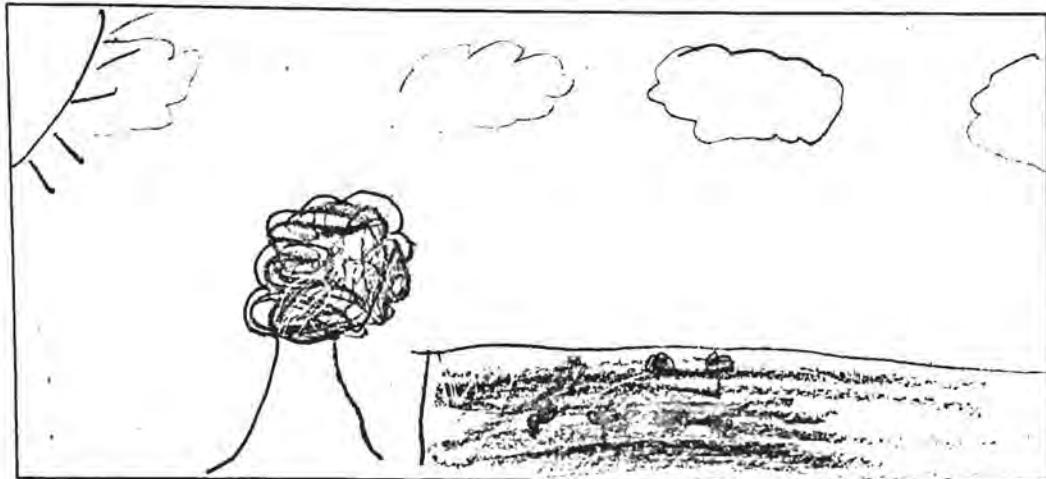
2-306.



I think every school should
have a garden because
the cafeteria will have
farm fresh fresh
non-travelling not even a
mite vegetables from Evan
Farley! ps. you would not
have to pay for the vegetables

Ophelia

2-306



What I like about the garden
is watching the plants grow. I
have planted a lot and picked
basil. Why I think gardening
should available to other schools
is it teaches kid to eat better
food that doesn't have chemicals.

Olga

2-308 12-18-09



like smelling the stuff
in the garden and seeing
the little bugs crawling
on the plants. I love the
garden outside in the
school. I also like that
the food in the garden goes
in the cafeteria.

This past January we had the gather with twenty members of our community, including parents, teachers and administration, to continue to build on all we have accomplished through Wellness education at our school. We had an opportunity to celebrate what we have achieved and shared our hopes for the future.



Here is a letter sent out by Dr. Rebecca Fagin to families.

Dear Families,

We need your voice and vision to help shape your children's Health and Wellness Education at PS 29.

What the PS 29 Community Has Achieved:

- A school garden that helps to provide farm to table
- Healthier food in our cafeteria and consciousness
- Recycling and composting across the building and events
- Move it! In the school yard and throughout our school days
-

All of these accomplishments are the legacy of the work of our extraordinary community over the years...

What's next for us? Help us continue to build on these accomplishments and dream big for the future of Heath and Wellness Education at 29.

Hope you'll join us this evening.

With gratitude,

Rebecca Fagin

Future plans. How would you use contest prize funds to further enhance your beautification project?

Our prize funds would help us enhance our outdoor classroom.

We would like to:

- install a drip system to help irrigate our garden and reduce the water used.
- build deeper beds, 18 inches, to maintain moisture in the beds and yield more vegetables
- purchase new tools for our garden.
- purchase a display case to include daily jobs to be completed by students
- purchase a waterproof display case to display student work
- add a weather station to our garden to help first graders record the weather
- build a retractable gazebo providing shade for students during outdoor lessons