



Powell River Landed Learning @ School

VOLUNTEER MANUAL



2020-21

Adapted by Vanessa Sparrow for the School District 47 Food Literacy Program,
with permission from the Intergenerational Landed Learning Program, UBC

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Welcome and Contact Information

Welcome to Landed Learning @ School! We are so happy that you will be assisting us with the program during the 2020-21 school year. We depend on volunteers like you to make this program a success. LL@School is part of Powell River School District's Food Literacy Program, which works with schools to get local food onto the plates and minds of students via hands-on garden and kitchen-based learning. COVID-19 has highlighted the importance of teaching our children how to grow and prepare food, and care for themselves and their communities, making programs like this especially valuable.

As part of the LL@School program, you will be joining a community of Garden Friends – the volunteers who work most closely with the children in the project. Along with one or two partner Garden Friends, you will be assigned to a group of five or six children, with whom you will work throughout the school year. You will learn and practice caring for land and community as you inquire, explore, grow, harvest, cook, and eat together. We hope you will learn new things and have fun while helping us to help school children to develop the knowledge, skills and attitudes they need to care for themselves, those around them, and the environment we share. You don't need to be an expert!

We hope you will find this Volunteer Manual useful. It is intended to help introduce and orient you to the program. It includes information you need as you begin your volunteer role and particular information that is intended to support you in your ongoing participation. Feedback is welcome.

Thank you for sharing your time and talents with the Landed Learning community!

Project Staff Contact Information

Vanessa Sparrow, Food Literacy Coordinator (SD47): 604-414-7437; vanessa.sparrow@sd47.bc.ca

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Garden Friend Partner Contact Information

My Partner/s:

Contact info:

Landed Learning Guiding Principles

The Landed Learning @ School program is a unique teaching and learning initiative that was originally developed at the UBC Faculty of Education and located at the UBC Farm. In recent years, the program has been adapted for use on-site at elementary schools. Each region and school has different needs, and as this is only the second year that LL@School is being offered in Powell River, there are sure to be adaptations made along the way. However, there are guiding principles common to all Landed Learning programs:

Promoting a love of learning

- Learning through problem solving and inquiry*
- Learning through intergenerational, relational, collaborative and cooperative experiences
- Fostering holistic learning -- practical, aesthetic, moral, social, emotional, physical, intellectual, embodied, cross-curricular ways of knowing, being, and doing
- Wondering, contemplating, exploring and playing – and experiencing the delight of growing food for ourselves from seed!

Supporting human physical, emotional, and social health and wellbeing

- Developing the food literacy skills to make healthy decisions for ourselves, our community and the environment
- Experiencing the taste and nutrition of fresh, whole and local foods
- Sharing in preparing and eating healthy food in community
- Celebrating diversity in human life and the larger ecosystem
- Challenging ourselves and supporting one another to try and accomplish new things

Caring for the environment

- Sharing responsibility for the health of the land and understanding the relationships that support it
- Respecting and showing appreciation for our food, the people who grow and prepare it, and the land it comes from
- Learning in, with, and from the environment as a teacher

*See page 11 if you would like to read more about inquiry-based learning

Volunteer Roles, Rights, Responsibilities and Opportunities

Roles

Mentorship

Volunteers who serve as Garden Friends in the Landed Learning program play a very important role by guiding small groups of students in caring for nature, gardening, cooking, and exploring the environment. This includes leading the children through observation and inquiry, decision-making, and hands-on outdoor investigations. Mentorship also involves acknowledging students' learning and contributions to the group through verbal praise.

Previous Landed Learning programs have found that a strong relationship often develops among children and their Garden Friends, and that this bond is one key to children's positive learning experiences in the program. Children come to look forward to working with their Garden Friends. We encourage you to build these relationships through a friendly interest in the children and their activities at school, their hobbies and other events in their lives. The children in your group can be disappointed if you are absent so, if possible, try to let them know when you may be away.

Due to the complex dynamics that can develop between adults and children in informal settings, and to avoid any potential conflicts or misunderstandings, excessive hugging or touching between adults and children is not acceptable.

Promoting wellbeing by being a role model

Volunteers are expected to support students in following these guidelines:

Respect yourself

- Follow tool rules. We will go over safety with tools at visits when you will be using tools. Only use materials you have permission to use
- Be open to trying new foods, but only eat what you or a Garden Friend can identify as edible
- Always let an adult know if you have been hurt
- Dress appropriately. (We may have raincoats available for children who need them)

Respect your community

- Build positive relationships with Garden Friends.
- Make sure your Garden Friends know where you are at all times!

Respect this place

- Watch where you walk! (Vines, uneven ground, and tools can all be obstacles)
- Show respect and gratitude in caring for our places. Remember we share this space with other people
- Clean up materials you have used and ask before using materials that may not belong to the program

Rights

As a volunteer, you have the right to be heard, recognized, appreciated, and respected by everyone; and to be treated as a colleague. We try to make your work interesting through a variety of experiences. We will support your work and learning through written materials such as this Manual, through providing you with detailed information on each day's activities in advance (including information about the gardening tasks and other activities of the day), and through opportunities to hone skills and prepare for and debrief each LL@School day.

Responsibilities

Attendance and communication

As a volunteer, you have the responsibility to arrive on time and attend training opportunities including morning meetings and debrief sessions. We provide a partner/partners for each Garden Friend so that together there are two or three volunteer adults to work with five or six children. This enables you to plan any necessary absences with your partner/s so that at least two of you are always present to work with the children.

This program requires that you take some time to get to know your partner/s as well as the children, and together decide how you will work together as a group. Please share any concerns regarding the program or a child with the Coordinator or a teacher. Be respectful of other volunteers, staff, children, and guests. Have fun!

If for any reason you will be absent or you are unable to make it to an LL@School Day on time, please notify Vanessa in advance and your partner(s) as soon as possible. If you know in advance that you will miss one or more visits, please also inform your students to help them mentally prepare for your absence.

Health and safety

COVID-19 guidelines

At the time of writing, it is not known exactly what the return to school will look like in September 2020. The situation is ever-changing and public health safety guidelines are changing with it. Rest assured, that whatever policies and procedures are put in place to keep everyone safe in schools, the Landed Learning program will strictly adhere to them. We are fortunate to be able to engage in much of our learning outdoors, where risk of transmission is minimized, and we are able to maintain healthy distances. If you have any concerns or questions, please don't hesitate to contact Vanessa (information is on page 3).

Food Safe guidelines

These are listed separately on page 12.

Appropriate clothing

Gardening and cooking can get dirty, and the program runs in all kinds of weather. Rubber boots, waterproof pants, a raincoat, and waterproof gloves are highly recommended for the winter season. Umbrellas can be a hazard in the garden and are discouraged. During the winter months several layers of clothing (long underwear, toque, gloves, etc.) and some woollens are recommended. Shoes must be worn during programming.

General

As a volunteer you have the responsibility to:

- Positively identify any garden plants before eating or sharing with others. If unsure, ask first!
- Wash hands before cooking food or eating
- Follow instructions of FoodSafe-certified staff
- Be aware of food allergies in your group/the class, and avoid bringing nuts
- Contact a teacher if you or a member of your group has been hurt
- Dress for the weather!
- Exercise judgment on appropriate clothing for working with children
- Practice self-care (i.e. ask for help or breaks if needed, bring a water bottle and sunscreen, etc.)
- Always let your partner/s know if you are leaving the group and ensure students do the same
- Complete a Criminal Record Check (see page 15 for details)
- Share emergency medical information with staff
- Say “no” to any request outside your comfort zone (i.e. lifting, tool use)
- Let staff know if an area or material is unsafe
- Inform teacher and staff if you suspect abuse or neglect of a child
- **You are not permitted to give medication to children or to work alone with children**

Opportunities

Skill development

Landed Learning offers volunteers opportunities to further develop their knowledge and skills in gardening, outdoor learning, environmental knowledge, and mentorship. Morning meetings and debrief sessions will provide additional opportunities to reflect on our practice and experiences as learners and mentors in food literacy education.

Acknowledgement

Garden Friends are acknowledged with invitations to special events, the respect and gratitude of children, and special certificates and gifts at the end of the school year.

References

If you have volunteered for at least six sessions, you may request a reference letter. Please give the Coordinator at least 2 weeks’ notice.

LL@School Schedule and Year Overview

This year's program will take place on Wednesday mornings, with most visits following this schedule:

8:30 - 8:45	Volunteers arrive and socialize: tea, coffee and snacks in the kitchen/meeting room
8:45 - 9:15	Volunteer morning meeting and preparation for the day
9:15 - 9:45	Students connect with volunteers and are given overview of the day
9:45 - 10:30	Rotation 1: Groups A, B and C in the garden; groups D and E in the kitchen
10:30 - 10:45	Recess
10:45 - 11:30	Rotation 2: Groups D and E in the garden. Groups A, B and C in the kitchen
11:30 - 11:45	Clean up and gather around for closing circle
11:45 - 12:15	Volunteers debriefing meeting (snack usually provided, bring lunch from home)

LL@School is was piloted in 2019-20, which was of course interrupted by COVID-19, so it is still a new program and we will likely be making some small changes throughout the year. However, we will follow the same seasonal themes as we explore the overarching theme of caring for self, community and land through growing and preparing food.

Here is an overview of what we're likely to be doing at each visit, and proposed dates:

Visit	Date	Themes and core activities (Activities listed as "other" are supplementary and may or not take place depending on time, groups, etc.)
Visit 1: Getting to Know You	Sep 23	<ul style="list-style-type: none"> ▪ Community/place ▪ Safety ▪ Observation and identification ▪ Harvest <p>Garden: Leaf ID Kitchen: Veggie tasting (from garden harvest) *Other: Mindful tasting</p>
Visit 2: Seeds and Nature's Cycles (at Terra Nostra Farm)	Oct 14	<ul style="list-style-type: none"> ▪ Observation ▪ Cycles/Systems ▪ Seed-saving <p>Garden: Observe and collect seeds Kitchen: Roast pumpkin seeds Other: Adopt a tree/plant and journal</p>
Visit 3: Preparing for Winter	Nov 18	<ul style="list-style-type: none"> ▪ Planting from bulbs ▪ Food preservation ▪ Cold compost, cover crops and mulch <p>Garden: Seed cover crops, plant garlic and mulch Kitchen: Dehydrate apples Other: Compost activity (possibly with LTT Team)</p>
In-class preparation activities (participation optional for Garden Friends)	Feb 10 - 17	<ul style="list-style-type: none"> ▪ Plan beds with West Coast Seed catalogues ▪ Set up micro-green kits and plant seeds ▪ Taste veggies that we can grow
	Feb 24	<ul style="list-style-type: none"> ▪ Seed structure

Visit 4: Planting		<ul style="list-style-type: none"> ▪ Germination ▪ Observation <p>Garden: Plants seeds in paper pots Kitchen: Make micro-green smoothies Other: Spring scavenger hunt</p>
Visit 5: Supporting Living Things	Mar 17	<ul style="list-style-type: none"> ▪ Needs of living things ▪ Seasonal food ▪ Observation and inquiry <p>Garden: Remove mulch, check cover crops, direct sow radish and carrots, transplant peas Kitchen: Make “green dip” Other: Make trellises for peas</p>
Visit 6: Observing and Responding to Changes in the Garden	Apr 7	<ul style="list-style-type: none"> ▪ Plant development ▪ Direct seeding vs. transplanting ▪ Invertebrates in the garden <p>Garden: Potting up and transplanting Kitchen: Kale pesto Other: Critter detectives: find organisms in soil, compost, air, on plants, etc. and record</p>
Visit 7: Pollination for Plenty (at Terra Nostra Farm)	Apr 21	<ul style="list-style-type: none"> ▪ Plant anatomy ▪ Pollination ▪ Observing the abundance of spring <p>Garden: Farm talk (Aaron), flower anatomy Kitchen: Fruit smoothies Other: Pollinator observation, visiting and observing adopted plants</p>
Visit 8: Water is Life	May 12	<ul style="list-style-type: none"> ▪ Water carries nutrients ▪ Plant nutrients ▪ How to water our garden effectively <p>Garden: Complete “Garden Check-up Sheet” and water as necessary Kitchen: Seasonally flavoured lemonade Other: Make rain gauges and bee watering station</p>
Visit 9: Field to Fork	May 26	<ul style="list-style-type: none"> ▪ Food cycles – harvest to meal ▪ Local food ▪ Processing grain <p>Garden: Harvest crops that are ready, add compost, plant beans and greens Kitchen: Make bread Other: Process grain</p>

Visit 10: Harvest Celebration (parents, farmer, guest chefs invited)	Jun 16	<ul style="list-style-type: none"> ▪ Gratitude ▪ Sharing the bounty with your community ▪ Stewardship <p>Garden: Harvest and prepare salad Kitchen: Fruit crumble</p>
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Group rotations

Each day, your Landed Learning team will rotate through two locations, the garden and the kitchen.

Garden: Time spent here is a chance to get hands in the soil and experience the magic of making things grow! This includes plant identification, caring for soil and seeds, and planting and tending plants, but also emphasizes using the senses to explore and appreciate the natural world around us. Vanessa Sparrow, School Food Literacy Coordinator, will facilitate garden activities.

Kitchen: During this time students will prepare and taste seasonal foods from the school garden or local growers. Activities will be simple but will result in delicious treats to eat and share, often things that children won't have tried before. Occasionally, the food will not be ready to eat until the following day or week (such as dehydrated foods). When possible, we will prepare snacks for other classes to enjoy. Meghan Molnar, VCH Regional Dietician, and Linda Shaben, local chef and co-owner of Wild Scoop Ice-cream, will help to facilitate kitchen activities.

Inquiry-based learning

Inquiry-based learning is a type of learning in which children ask and answer questions that interest them, inspired by things they have discovered during explorations of their surroundings. Children build on what they already know and learn how to find out more about things that interest them. It is not as important that children to get the 'right' answer, as it is that they learn to think in ways that help them gain understanding.

At Landed Learning we strive to find more effective ways to help children learn to care for themselves, their communities and the environment. There is a significant amount of educational research that indicates that inquiry-based learning is highly effective for garden and nature-based programs, as it helps children to develop a love for the outdoor environment, and value the environment when they are adults themselves (Sobel, 2012). Inquiry-based learning gives children the freedom to explore topics of their choosing while providing pedagogically sound programming.

We have the privilege of allowing children's curiosity and wonder to blossom as they explore the outdoors, and of watching as they inquire, collaborate and devise in new and imaginative ways. You will help groups to conduct investigations, providing support and guidance where necessary, and most of all having fun learning with the children!

Your role is to support the children in their explorations, to help them articulate their questions; to aid them in thinking of ways to answer their questions, and to encourage them as they investigate, experiment and document the answers they find. For this reason, you don't need to be able to answer children's questions; in fact we encourage you not to! We can help children in their learning by asking them questions that encourage them to think more deeply, such as "why do you think that is happening?", "how do you think that got like that?", "what else could we do to find out?", and other open-ended questions to help children to expand their ideas.

This inquiry-based learning model is a learning opportunity for us all. There will be some uncertainty and times when none of us are quite sure what will happen next. This is part of the inquiry process. Asking questions and not knowing the answers is an important skill to learn, and we are important role models for the children in the program when we show that not knowing everything is perfectly alright.

References

Sobel, D. (2012). Look, Don't Touch. *Orion*.

<http://www.orionmagazine.org/index.php/articles/article/6929>

The Laboratory School at The Dr. Eric Jackman Institute of Child Study. (2011). Natural Curiosity: Building Children's Understanding of the World through Environmental Inquiry - a Resource for Teachers. www.naturalcuriosity.ca

Food Safe Guidelines

General

- If you have been sick or have a cold, do not harvest or prepare food for others for 72 hours.
- If you have a cut on your hands, please wear gloves when preparing food.
- After working in the garden and before touching any food or preparing food for others, it is important that you and the children wash your hands thoroughly.

Before you begin

- If you have long hair, tie it back. Take off your jacket. Put on an apron. Roll up your sleeves.
- Wash your hands with very warm water and soap. Turn off the tap with a paper towel. Put your paper towel in the garbage.
- Make sure all of your work surfaces and kitchen utensils are clean.

Preparing food

- Wash your hands again if you touch your face or hair while preparing food or if you use the toilet.
- If you must sneeze or cough, move away from any food, sneeze or cough into your elbow and wash your hands before working again with the food.
- Wash fruits and vegetables. Do not use food beyond its expiry date.
- Always stand to cut food. This gives you more leverage and decreases the risk of slips and cuts.
- Use a clean cutting board and knife for each type of food.
- Using knives is a responsibility.
- Cut away from fingers and body. When using a peeler, peel away from your body.
- Place the food to be cut flat-edge-down so that it does not roll when cutting.
- Carry sharp tools point down and announce your presence
- Use your hand instead of a knife to scrape food off a cutting board
- When passing knives, hand the other person the handle, not the blade.

Cleaning up

- Wash all cookware and cutting boards thoroughly with soap and hot water.
- Wipe down all tables and cooking surfaces using a clean dishcloth and hot soapy water.
- If your apron is still clean, fold it and put it away. If it is dirty, put it in the laundry basket.

Characteristics of Middle Childhood (8-11yrs)

The children who participate in Powell River's Landed Learning @ School are in Grades 3-5 and are 8 to 11 years old. These ages are often referred to as *middle childhood*. While individual development does vary widely, there are some characteristics commonly associated with this stage. Becoming familiar with the following common physical, emotional, cognitive and social characteristics may help you understand the children you work with at Landed Learning.

Common physical characteristics

- Learn best if physically active
- Still awkward at some activities that require using small muscles, but have good large muscle activity and coordination
- May need to repeat an activity over and over to master it
- Like to be physically or mentally busy (or both together) as much as possible
- Beginning to be aware or conscious of body image issues
- Bodies begin to change as puberty approaches
- Brains are still undergoing growth and forming new neural connections constantly

Common cognitive characteristics

- Struggle with abstract thinking, and learn best through concrete directions
- Learn best if physically active, and using "hands-on", experiential methods
- Varying levels of literacy, from unable to read and write to able to read chapter books and spell multi-syllable words
- Beginning to understand the perspective of others
- Enormous curiosity and delight in discovery
- Are able to collect, sort, organize and classify physical objects
- Primarily concerned with the present: very focused on the activity they are participating in at each particular moment
- Brains are still undergoing growth and forming new neural and conceptual connections constantly

Common emotional characteristics

- Worry about failure or being criticized
- May claim tasks are too hard rather than admit being scared
- Primarily concerned with the present: generally optimistic when considering the future, as they do not think deeply about potential obstacles to their long-range plans
- Many legitimately feel depressed or stressed due to (mental) health conditions or troubling issues at school or at home
- Caring and supportive relationships at this time are crucial to building a healthy foundation for future success in life
- Begin to develop a sense of agency and autonomy

Common social characteristics

- Begin to form meaningful relationships with peers and other adults outside of their families and homes
- Often cooperative and helpful with adults rather than peers
- Often choose same-sex playmates and to develop friend groups among their peers
- Begin to develop friendships involving sharing secrets and possessions
- Increasing bullying and other hurtful, violent, or harmful behaviour begins to take place
- Learning about themselves through participating in various activities and relationships, which may cause them to behave in very different ways in different situations or at different times; they do not see this as contradictory, as they are experimenting with different ways to be themselves

References

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