Decentering Whiteness in Harvest of the Month

How can materials for the Harvest of the Month program be created with a lens on equity and inclusion?

Drop in the chat: Name, role, and where you are zooming in from today!
Warm Up:

We will **SPIN A WHEEL**. When it lands on a category, please share in the Zoom chat what comes to your mind on each of these categories:

- Recipe that represents your culture
- Ethnicities
- Languages
- Family
- Food traditions
- Community partnership/connection
- Economic security (Food Justice/ Accessibility)
Project Goals

- De-center whiteness in Harvest of the Month curriculum and materials
- Build inclusive HOTM resources with an equity lens that emphasizes best practices
- Highlight a successful example from each state that models inclusivity in Farm to School in a case study with supplemental resources to share.
Process

Over the span of almost 2 years together we have:

- had rich conversations on the meaning of equity, how to build inclusive resources, and how to get those resources out to adapters and users.
- set a specific project time frame (fall 2022- spring 2023)
- set specific goals
- offered different ideas from each participating state highlighting one example of someone that is doing exciting work integrating equity in FTS.
- chosen to use a multimedia approach for greater engagement and access. A story theme that engages the audience with both audio and visuals that are woven into the sharing. This will give the audience a real life example of how and why the tool was created and also access to the tool itself.
- created a model that offers an opportunity to visit the website, listen, reflect, examine the resources, and download material to use and share.
Connecticut

We are committed to transforming our network with new partnerships with Native American-led organizations and communities, while shifting power to engage in authentic relationships with BIPOC leadership.

Special thanks to our partner, Dawn M. Spears, who co-created this new campaign.

https://putlocalonyourtray.uconn.edu/native-foodways-2/
small shifts Building to Deeper Shifts

- 2019, Budgeting toward Antiracism PD and trainings for all staff
- **2020 Commitment** to Anti-Racism Statement (ongoing and emergent)
- Ongoing Commitment to ‘diversify’ staff in all the areas we engage*
- 2021 integrating Spanish and English in our educational resources
- 2021 - New Campaign Development
- The work is never ‘done’...

*CT Farm to School Collaborative
Maine Farm to School Network
Equity Subcommittee worked with Equity and Education Consulting Firm to create a tool for including diverse perspectives in farm to school ed and reducing unintentional harm

- **Equity in Farm to School: Do’s and Don’ts of Food Based Education**

The recommendations below are meant to be used as general guidelines for implementing garden, food, nutrition, and land-based education through an equity, diversity, inclusion, poverty-informed, and trauma-informed lens. This following is not a comprehensive list or a substitute for your own personal learning. These guidelines are conversation starters/critical thinking tools for educators to interrogate curriculum with an aim to reduce unintended harm in food-based lessons. This is an evolving document as language and learning grows.

<table>
<thead>
<tr>
<th>PLEASE DO...</th>
<th>PLEASE DON’T...</th>
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<tbody>
<tr>
<td><strong>Health &amp; Nutrition</strong></td>
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<td>Please do be open to the validity of all food choices given the complexity of our food system.</td>
<td>Please don’t share any foods that students eat at home or school.</td>
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<td>Please do use language that reinforces the benefits of eating healthy foods such as “growing foods” and nutritious foods.” While also remaining inclusive of foods with less moments by using language such as “sometimes foods.”</td>
<td>Please don’t use language that creates a moral hierarchy such as “good” and “bad” “better” “clean” “cheap” “nourishing” and “junk” “processed” including foods with sugar.</td>
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<td>Please do teach yourself and your students through a body positive and/or body neutral lens for example using the principles of Health at Every Size (HAES).</td>
<td>Please don’t teach body size is an indicator of health or place emphasis on losing as a means of losing or gaining weight.</td>
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<td><strong>Resources:</strong> <a href="https://www.haes.org">HAES</a></td>
<td><strong>Resources:</strong> Why Food Choices are Tough Reality.</td>
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<tr>
<td><a href="https://www.nhlbi.nih.gov/health-topics/bmi-calculator">Body Mass Index</a></td>
<td><a href="https://haes.org">Health at Every Size</a></td>
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Maine

- Steph Cesario the former Maine Farm to School Network Coordinator and former Farm to School coordinator Robin Kerber of Maine Department of Education Child Nutrition, collaborated with Mikhu Paul, Wabanaki Food Expert, to create:
  - “Wabanaki Foods in Maine Schools: Wild Leafy Greens”
  - Wabanaki foods training videos

- This project attempts to avoid the “don’ts” From the Do’s and Don’ts tool:
  - “Please don’t tokenize Indigenous growing practices, or erase Indigenous knowledge from gardening, agriculture, and land stewardship”
The Tasting History Project, created by Lowell High School educator Jessica Lander, is a powerful classroom unit that works to connect the stories and experiences of immigrants of the early 20th century with the stories and experiences of her immigrant students in the 21st century. After a unit on US immigration history, students begin the project by exploring global food traditions. The students choose a favorite recipe and ask their family how to make it. They talk to family members at home and abroad and collect the recipe and family stories that go along with it. Students then write and edit, sometimes editing upwards of ten rounds, to make their writing stronger and more precise. For students still mastering English, this is a powerful opportunity to iterate, practice, and strengthen their writing. Next they write narratives about their journeys as immigrants. They trace the history of dishes, share stories about the connections between cultures and foods, and reflect on their own migration to the United States. Having already studied many of the journeys and experiences of the 19th century immigrants during the unit, students make connections between their stories and those they have explored from a hundred years ago.
New Hampshire

Our project focuses on the inclusion of culturally connected components in the NH Harvest of the Month program. Ingredients include:

- New food items like hot peppers, halal beef, and leafy greens like squash leaves
- Add additional varieties of foods like Armenian cucumbers and flint corn
- Herbs and spices like cilantro and ginger
- School cafeteria recipes that reflect the student population and cultural diversity
- Translation of materials into 5 languages-particularly on materials for families
- New curriculum and classroom activities reflective of different cultures
- Stories or videos from refugee or immigrant youth and families
- On-line training for educators on the new materials
New Hampshire

JANUARY: Parsnips, Dry Beans, Pulses and Legumes
FEBRUARY: Carrots, Beef
MARCH: Beets, Maple
APRIL: Grains, Mushrooms
MAY: Radishes, Chicken/Eggs
JUNE: Strawberries, Mixed Greens, Dairy
JULY: Berries (raspberries, blueberries, blackberries), Cucumbers, Summer Squash
AUGUST: Peaches, Corn, Leafy Greens
SEPTEMBER: Tomatoes, Hot and Sweet Peppers, Herbs and Spices
OCTOBER: Apples, Kale, Fish and Seafood
NOVEMBER: Winter Squash, Alliums
DECEMBER: Potato, Sweet Potato, Pork

Materials are being developed in collaboration with:

UNH Cooperative Extension
UNH Education Department
NH Food Bank
Sodexo/Higher Education
Two Hospitals
NH Food Hubs
Fresh Start Farms
Grow Nashua
Vermont

Educator Aziza Malik’s Inspiration

Photos: Sarah Webb, Karolina Grabowska
Whose story is being told?

Who benefits from the telling and retelling of this story?

Whose voices are missing?
Project Website

Multiple Perspectives in Harvest of the Month Resources
https://www.northeastfarmtoschool.org/hom-inclusivity

Anti-Racism in FTS Resources (in progress)
Thank You!

Time for your questions!