



Georgia Farm to Early Care and Education

# Georgia Farm to Early Care and Education Crosswalk- Preschool (3-5 years)

Aligning Farm to ECE to the Early Childhood Environment Rating Scale - 3 (ECERS-3)

Table of Contents

GEORGIA FARM TO EARLY CARE AND EDUCATION CROSSWALK ..... 2

EDIBLE GARDENS..... 4

    CHECK OUT THESE RESOURCES ON CREATING AN EDIBLE GARDEN WITH PRESCHOOLERS ..... 9

COOKING WITH YOUNG CHILDREN ..... 11

    CHECK OUT THESE RESOURCES ON COOKING WITH YOUNG CHILDREN..... 17

TASTE TESTS ..... 18

    CHECK OUT THESE RESOURCES ON TASTE TESTING..... 21

FARM OR COMMUNITY GARDEN FIELD TRIPS AND FARMER VISITS ..... 22

    CHECK OUT THESE RESOURCES ON FARM OR COMMUNITY GARDEN FIELD TRIPS AND FARMER VISITS  
    ..... 25

# GEORGIA FARM TO EARLY CARE AND EDUCATION CROSSWALK

## Aligning Farm to ECE to the Early Childhood Environment Rating Scale - 3

Farm to Early Care and Education (FTECE), formally known as “Farm to Preschool,” is a new initiative that grew out of the Farm to School movement and encompasses a wide range of activities and initiatives. It describes food-based activities and strategies that support healthy development and learning goals in all types of early care and education (ECE) settings (e.g., preschools, child care centers, family child care homes, Head Start/Early Head Start and programs in K-12 school districts).

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) formally established a Farm to School Program within USDA to improve access to local foods in schools. The USDA Farm to School Program is operated by the Department’s Food and Nutrition Service (FNS). The term “farm to preschool” encompasses efforts to serve local or regionally produced foods in early child care and education settings; provide hands-on learning activities such as gardening, farm visits, and culinary activities; and integrate food-related education into the curriculum.

Farm to Early Care and Education (ECE) initiatives connect young children with healthy locally-grown foods and support farmers in their communities. Farm to ECE activities are a collaboration between educators, parents, administrators, cafeteria staff, farmers, and community members.

Farm to ECE core components:

- Serving locally grown foods in meals and snacks
- Offering food, garden, and farm-related educational activities for children
- Organizing food and farming-related family engagement activities

Farm to ECE strives to encourage young children to like eating fresh fruits and vegetables while their preferences are still forming. It also encourages healthy choices in children throughout their lives by offering experiences with good nutrition and hands-on education through cooking and gardening. Farm to ECE also improves access to healthy food at home and in the community.

Farm to Early Care and Education Activities Include:

- 🌱 Edible Gardens
- 🌱 Cooking with Young Children
- 🌱 Taste Tests
- 🌱 Farm Field Trips and Farmer Visits
- 🌱 Nutrition Education
- 🌱 Involving Parents and the Community

Farm to ECE activities not only integrate seamlessly with the learning style of young children, but are also an evidenced-based approach to meeting educational standards and improving the quality of early care and education environments.

DECAL endorses Farm to Early Care and Education and encourages programs participating in Quality Rated to engage in FTECE activities as an enhancement and complement to a center's Quality Rated goals.

In 2016, strategic planning was undertaken in collaboration with the Georgia Department of Public Health, Georgia Shape, and Bright from the Start: Georgia Department of Early Care and Learning. The Georgia Farm to Early Care and Education Overview and Strategy 2017 – 2020 was an outcome of this collaboration, providing for a:

- General overview of Farm to Early Care and Education national and state goals and status
- Review of the “Spectrum of Opportunities” for Georgia Farm to Early Care and Education
- Three-year strategy for the Georgia Farm to Early Care and Education Coalition

Click the following link to view the strategic plan:

<http://georgiaorganics.org/wp-content/uploads/2013/08/FINAL-GAF2ECE-Strategic-Plan.pdf>

Another result of the collaboration was the development of this Farm to Early Care and Education Crosswalk, developed as a resource for Quality Rated Technical Assistant Consultants (TAs) and child care learning center staff.

The crosswalk examines how the first four FTECE activities can align with indicators in the Early Childhood Environment Rating Scale – 3 (ECERS-3), the instrument used in child care learning centers to assess process quality in preschool classrooms (3 – 5 years). The Crosswalk is a tool for Quality Rated TA's and child care learning center teachers to reference to ensure that children are receiving evidenced-based, high quality care. Utilizing Quality Rated standards and FTECE activities, it is possible, based on observation, for programs to achieve positive scores on many different items and indicators throughout the scale.

Engaging in FTECE activities can help programs improve quality and provide fun and enriching experiences for children. In addition to promoting health, wellness and high-quality learning, farm to ECE expands healthy food access for our most vulnerable children, encourages family engagement, provides additional market opportunities for farmers, and supports thriving communities.

For more information from Bright from the Start about Farm to ECE in Georgia, click the following link: <http://dec.al.ga.gov/Wellness/FarmToPreschool.aspx>

## Early Childhood Environmental Rating Scale-3 (ECERS-3)

### EDIBLE GARDENS

Edible gardens are wonderful outdoor classrooms. They are places where children learn core standards through experimental hands-on learning. Gardens can be all shapes and sizes; even a few pots growing herbs can be a school garden! Preschool gardening engages children by providing an interactive environment to observe, discover, experiment, nurture and learn. School and child care gardens are living laboratories where interdisciplinary lessons are drawn from real life experiences, encouraging children to become active participants in the learning process. Lessons in the garden can teach about science, math, social studies, and language and literacy. Studies have shown that school gardens encourage preference and consumption of fruits and vegetables, increase parental support and involvement, and improve children’s enthusiasm about preschool/child care, teamwork skills, and self-understanding.

Programs that create edible gardens and engage children in activities like the ones listed below will generate exciting and meaningful experiences for the children, while at the same time have the potential to meet some specific indicators within the rating scale. Credit may be given in many different areas within the scale when the teachers are observed to engage children in such ways.



### Space and Furnishings

#### Item 5. Child Related Display

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>5.1- Recent photographs of the children in the garden or eating healthy food they picked from the indoor/outdoor garden are observed in the display.</p> <p>5.2- Topic of children’s interest included in the display: edible garden, food displays, child dictated charts of their gardening experiences.</p> <p>5.4- Teachers heard to talk about the edible garden and healthy food displays with the children.</p> <p>7.2- Teachers observed talking about gardening display with children to engage in <b>conversation</b> about nutrition, healthy food, gardening, etc.</p> |
|---------------------------------|---|

## Personal Care Routines

### Item 8. Meals and Snacks

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>3.2- Healthy food provided from edible garden, local farm, or local source that meets the USDA 5.2- requirements are observed being served.</p> <p>5.4- Children assist with washing fruits and vegetables and cutting with safe knife (when needed).</p> <p>5.5- Teachers heard to talk with children about healthy food, where the food comes from, what it tastes like, and their gardening experiences growing the food during meal times.</p> |
|---------------------------------|---|

### Item 10. Health Practices

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>5.3- Teachers eat the healthy food grown in the garden or food from the kitchen provided by a local Farm or source in front of the children, thus modeling healthy practices to the children.</p> <p>7.2 - Children are taught to manage health practices when working in the garden. An example would include observing the children washing hands correctly after working in the garden.</p> |
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### Item 11. Safety Practices

|                                 |  |
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| Indicators Potentially Impacted | <p>1.1 } Teachers seen to make the garden free from safety hazards (sharp objects, poisonous substances and plants etc.) gardening tools are safe and age appropriate for the age group of children.</p> <p>3.1 }</p> <p>5.1 }</p> <p>7.1 }</p> <p>5.2- The teacher makes attempts to keep the garden area safe and move equipment so children do not trip over them.</p> <p>5.3- Children are taught to handle the equipment safely, teachers seen to actively supervise children</p> <p>7.3- to prevent any misuse of equipment and tools while in the garden.</p> |
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## Language and Literacy

### Item 12. Helping children expand vocabulary

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>5.1- Teachers heard talking to the children about the garden and what the children are doing. Names items growing, talking about the colors, shapes, and sizes of the plants growing, and describes the tools explaining their use.</p> <p>5.2- The teachers are heard to introduce new words to children and explain the meaning – for</p> <p>5.3- example: germination, vegetation, harvest, fertilizer, soil, precipitation etc.</p> |
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### Item 13. Encouraging children to use language

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>5.1- } Teachers ask the children questions about their gardening experiences, the foods they are growing, their favorite foods, etc. They engage children in back and forth conversations in which children are interested. Teachers engage in open ended questions that require the children to have longer answers. For example, they ask “How, what if, why, and where” questions. Conversations are heard while children are working in the edible garden as well as during other times while inside the classroom.</p> <p>5.2- }</p> <p>5.3- }</p> <p>7.1- }</p> <p>7.2- }</p> <p>7.3- Teachers are heard to talk to the children about home gardens or experiences that they have had with their families visiting gardens or farms.</p> |
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### Item 14. Staff use of books with children

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|------------|---|
| Indicators | <p>3.1- Teachers are seen to read books about gardening with interest and enthusiasm.</p> |
|------------|---|

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|----------------------|--|
| Potentially Impacted | <p>7.1- Books selected directly relate to the gardening/garden experience that the children are having.</p> <p>7.2- Teachers and children observed talking about gardening books with interest and in ways that</p> <p>7.3- holds the children’s engagement during informal times.</p> <p>7.4- Teachers use reference/resource books to help answer children’s questions about their gardening experiences during the observation.</p> |
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**Item 15. Encouraging children’s use of books**

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| Indicators Potentially Impacted | <p>3.1- } Books featuring the gardening process, or different produce grown in the garden or on farms, are accessible to children and are in good repair. Teachers and children make and use books about their own school gardening experiences.</p> <p>5.1- }</p> <p>7.1- }</p> <p>3.2- } Factual gardening books are accessible in the library and science centers, pictures show images of real fruits and vegetables.</p> <p>5.3- }</p> <p>7.2- }</p> <p>5.2- Children choose to look at the books about gardening, including those that they have made to document their experiences with their edible garden, during the observation.</p> <p>5.4- Teachers show interest when children <u>independently</u> look at gardening/farming books.</p> |
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**Item 16. Becoming familiar with print**

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| Indicators Potentially Impacted | <p>5.1- Gardening photos and posters displayed in the room have picture with word labels.</p> <p>3.2- } Teachers cook with children using foods grown in their garden, they are observed to point and read from a picture-word recipe chart as the children help prepare the food.</p> <p>5.2- }</p> <p>7.4- }</p> <p>5.3- Teachers dictate children’s words to create charts about their gardening experiences, or writes down what a child says when drawing pictures about their gardening experiences. Children are seen to be encouraged to create word/picture labels for the growing foods to help identify the plants in the garden.</p> <p>7.2-</p> <p>7.1- Pictures with labels identifying the items currently growing in the garden.</p> |
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**Learning Activities**

**Item 18. Art**

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| Indicators Potentially Impacted | <p>3.2- } During the observation, children are encouraged to use art materials of their choice to freely express themselves and represent their experiences in their preschool garden.</p> <p>5.2- }</p> <p>7.2- }</p> <p>3.3- While children engage with art materials to express their experiences with the edible garden, teachers talk to the children about their art work. Teachers also write dictated words and captions at the children’s request.</p> <p>7.3-</p> |
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**Item 21. Dramatic Play**

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| Indicators Potentially Impacted | <p>5.1- Gardening props are added to the dramatic play center so children can re-create their gardening experience indoors for at least 1 hour during the observation.</p> <p>5.3- The teachers talk with children about where food comes from, healthy food choices, and ask what healthy foods they like as the children play with the gardening props, during the observation.</p> |
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|  | <p>7.2- Teachers create recipe charts and menus using the foods grown in the edible garden, the children use the charts and menus in dramatic play. Teachers heard to talk to children as they pretend to prepare the foods.</p>   |
| <p><b>Item 22. Nature/Science</b></p>                |  |
| <p>Indicators Potentially Impacted</p>               | <p>3.1- Materials indoors relate to the edible garden, i.e.: books show pictures of real healthy foods, 5.1- gardening/farming themes, real seeds growing, indoor herbs, real gardening tools, magnifying glasses to look at plants and insects. Include natural objects from the garden like seed pods, different types of leaves, or dried gourds etc. Materials are accessible for 1 hour during an observation.</p> <p>3.2- Teachers talk with children about their gardening experiences, while in the garden and during other times in the classroom. They might talk about how the weather helps their plants grow, or talk about the healthy foods they are growing and will be able to eat.</p> <p>3.3- Gardening tools and sterilized potting soil added to sand/water play and is accessible to the 5.1- children for 1 hour during the three-hour observation.</p> <p>5.3- While in the garden teachers show concern for the environment in different ways such as talking about how different insects can be helpful, for example: teachers heard to talk about how bees pollenate plants, recycled rainfall is used to water the garden, or how a compost pile from food scraps help plants grow.</p> <p>7.1- Teachers initiate activities in the edible garden or with the harvested foods that engage children in activities that involve measuring, comparing, or sorting. For example, they are seen to chart amounts of water needed to help the plants grow, they could measure the rainfall or use measuring cups or jugs to ensure an adequate supply. After harvesting the foods, they could arrange produce by size, or children can use balance scales and predict which food items will be heavier or lighter.</p> <p>7.2- Children observed actively involved in planting and caring for the plants growing in the edible garden.</p> |
| <p><b>Item 23. Math Materials and Activities</b></p> |  |
| <p>Indicators Potentially Impacted</p>               | <p>3.1- Teachers and children observed using measuring materials in the edible garden and with the harvested foods. For example, using a tape measure or ruler when planting to check the soil depth and distance of seeds or seedlings, using a kitchen scale to weigh the produce that is harvested, or using a balance scale to compare the weights of different foods, using measuring cups to give the plants the correct amount of water.</p> <p>5.2- Teachers observed to show children how to use the measuring tools correctly as children use 5.4- them with the foods grown in the edible garden. For example, measuring the correct amount of water, measuring and charting the length of the green beans and cucumbers.</p> <p>7.1- Teachers observed to relate math activities to the experiences in the edible garden, create charts and graphs about the different foods grown, count and chart which foods the children like, count the number of produce as they are harvested.</p> <p>7.2- Teachers are heard to ask questions that stimulate children’s math reasoning, such as “What do you think will happen if we put the potato on one side of the scale and the cucumber on the other?”</p>   |



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| <b>Item 24. Math in Daily Events</b>                 |  |
| Indicators   | 3.1- While serving the foods grown in the edible garden, teachers use math words during meals “Would you like 2 or 3 of our baby carrots?” or “How do the little and big tomatoes taste?”, or teachers can help children identify and count the foods served that were grown in the edible garden – “Lets count all the strawberries we grew as we share them”.  |
| Potentially Impacted                                 | <p>3.2- } Teachers and children observed to count seeds or seedlings as they plant them, count food grown in the garden as it is harvested, count the number of children who like certain foods while creating graphs or charts, or engage in discussions about using measuring cups or jugs to water their plants</p> <p>5.2- }</p> <p>7.3- Teachers are heard asking questions directly related to the garden or foods grown in the garden that require more complex math tasks, for example when helping to plant the garden teachers ask, “How do you know if you have enough seeds for everyone?” or “How will we know how far apart we need to plant these seedlings?”</p>   |
| <b>Item 26. Promoting acceptance of diversity</b>    |  |
| Indicators Potentially Impacted                      | <p>3.3- Gardening props are provided for male and female use and both genders encouraged to engage in gardening activities, during the observation.</p> <p>3.1- } Books and pictures show photos of both males and females, people of color, and people of differing ages and abilities engaging in farming or gardening activities are accessible to the children during the observation.</p> <p>5.2- }</p> <p>5.3- }</p>   |
| <b>Interaction</b>                                   |  |
| <b>Item 29. Individualized teaching and learning</b> |  |
| Indicators Potentially Impacted                      | <p>5.3- When teachers are engaging children in the edible garden they plan activities that allow children to be successful. For example, tasks are not too challenging or too easy for the age and abilities of the children, children are seen to be able to come and go as they please and are not forced to take part in the gardening activities unless they are interested. The teachers ask questions and engage in meaningful conversations with the children during the observation.</p> <p>7.1-</p>   |
| <b>Item 30. Staff-Child Interaction</b>              |  |
| Indicators Potentially Impacted                      | <p>3.1- } While working in the edible garden the teachers frequently interact with children in a positive and respectful way. They guide children’s use of gardening tools in a gentle and helpful manner and show patience and understanding, answering children’s questions about the activity with warmth and enthusiasm.</p> <p>3.3- }</p> <p>5.1- }</p> <p>7.1- }</p> <p>7.3- Teachers are responsive to children’s needs and respond appropriately to children who may be sensitive or hesitant about the gardening process. For example, some children may object to touching the soil and getting their hands dirty or they may object to tasting the foods they grew.</p> |
| <b>Item 31. Peer Interaction</b>                     |  |
| Indicators Potentially Impacted                      | <p>3.3- While working in the edible garden, the teachers model good social skills in that they do not demand children to participate and are not bossy. Rather, they are seen to encourage children’s participation and are patient and follow the children’s lead.</p> <p>7.3- Teachers provide multiple opportunities for children to work together at the same time in the garden to achieve the goal of growing their healthy foods.</p>   |

## Program Structure

### Item 34. Free Play

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>5.1- Children have access to gardening props and real objects from the garden that have been added to interest centers during free play for 1 hour during the observation. Children have free access to the garden area while outdoors after they have had the minimal time to engage in gross motor play.</p> <p>3.2- Teachers seen to engage with children using gardening props during free play. Have conversations about the use of the props and ask children questions about healthy foods they can grow.</p> <p>5.2- Teachers relate the children's play to their gardening experiences in the edible garden and at home, adding more words and increasing children's vocabulary.</p> |
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### Item 35. Whole-Group Activities for Play and Learning

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>3.1- }<br/>5.1- } If gardening activities take place with a whole group the teachers ensure that children are interested in the activity and engaged with the gardening process. Teachers are responsive and flexible, if some children lose interest, they are not forced to participate.<br/>5.3- }<br/>7.1- }<br/>7.3- }</p> <p>3.2- }<br/>3.3- } Teachers set up the gardening activities to ensure that all participating children can be actively engaged. The garden is large enough for all the children who wish to use it at one time and there are enough tools so that no one must wait with nothing to do, or the teacher carries out the gardening activities with smaller groups of children.<br/>5.2- }<br/>7.2- }</p> |
|---------------------------------|---|

CHECK OUT THESE RESOURCES ON CREATING AN EDIBLE GARDEN WITH PRESCHOOLERS

*(Click on each link to view)*

#### Edible Gardens

- [VIDEO: Using the Garden as an Educational Tool](#)
- [VIDEO: Building a Garden for Preschoolers](#)
- [Planting Guidelines from Bright from the Start.](#)  
Georgia's Bright from the Start child care licensing rules indicate that child care facilities must be free of plants and shrubs which are poisonous or hazardous, such as the plants on this list.
- [Creating a School Garden](#)  
If you're just getting started putting in a school garden, these resources can help you plan, build, and budget for long term success.
- [Planting & Harvesting](#)  
Seed packets will tell you how deep to plant each type of seed, and how much room to leave in between seeds.
- [Georgia Planting Guide for School Gardens](#)  
This guide from Georgia Organics will tell you what to plant, when, and how much.
- [Sustaining a School Garden](#)  
Once you've got your garden started, you want to keep it going!
- [Using Garden Produce](#)  
Once students have grown delicious food, they should eat the literal fruits of their labors!

#### Books

- <http://www.preadyssetgrow.org/book-list/>  
The Food Trust's multicultural collection of farm to ECE books highlights children's books that feature characters from underrepresented racial and ethnic groups, many of which are authored by writers of

color. The list also includes a number of books that are either bilingual or written exclusively in Spanish. These books cover a wide variety of farm to ECE related topics including gardening, farms, cooking, family meals, farmers markets, shopping for food and more.

### **Teaching Outdoors**

- [Tips and Techniques for Teaching Outdoors](#)
- [What's Keeping you inside? Tips for Leading Groups Outdoors](#)

### **Invest in an Edible Garden**

CACFP funds can be used to purchase items for gardens such as seeds, fertilizer, watering cans, rakes, and more as long as the produce grown in the garden will be used as part of the reimbursable meal and for nutrition education activities. Centers using garden produce in their CACFP reimbursable meals should document the weight and/or volume of the produce.

## COOKING WITH YOUNG CHILDREN

Cooking encourages children to try something new and expand their food preferences. Cooking allows children to explore their world and try new tastes and textures. It also teaches children how important it is to wash hands and use clean tools when helping in food preparation. Teachers should strive to use locally sourced foods or those grown in their school garden when cooking with children. Local food is fresh and healthy and helps sustain the local economy through purchases from small to mid-sized farms. Children are more likely to eat fruits and vegetables when they are fresh and sourced locally or using school grown foods, and this helps children learn about food systems and how food is grown.

Programs that engage children in cooking activities generate exciting and meaningful experiences for the children, while at the same time they could meet some specific indicators within the rating scale. Credit can be given in many different areas when the assessors observe teachers engaging with children as seen in the examples below.



### Space and Furnishings

#### Item 3. Room Arrangement for Play and Learning

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>3.2- Teachers may set up a specific learning center for cooking activities to occur on a regular basis. There will be enough space for the designated number of children to use at one time, limit to small groups; adequate furniture and storage for the cooking supplies and Equipment; and there are enough tools and supplies, organized by type and stored for easy use, to allow children to be engaged in the cooking process (pots, pans, utensils, mixing bowls, measuring cups and spoons, small appliances etc.) Surfaces are easily cleaned and a sink is close by for easy clean up.</p> <p>5.2-</p> <p>7.2-</p> |
|---------------------------------|---|

#### Item 5. Child Related Display

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>5.1- Photographs of the children cooking and preparing healthy food they picked from their edible garden or other locally sourced foods are displayed during the observation.</p> <p>5.2- Topic of Interest in the display: cooking, food displays.</p> <p>5.4- The teacher is heard to talk about the cooking and the healthy food displays with the children.</p> <p>7.2- Teachers are observed talking about the cooking display with children to engage in <b>conversation</b> about nutrition, healthy food, gardening, food preparation, taste/texture, etc.</p> |
|---------------------------------|---|

## Personal Care Routines

### Item 8. Meals and Snacks

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>3.2- Healthy food grown in the garden or locally sourced is used in some observed cooking activities.</p> <p>3.3- During the observation the children are taught correct handwashing procedures and engage in these prior to any cooking activity. They also wash their hands after the cooking activity. Cooking surfaces are seen to be cleaned and sanitized prior to and after any cooking experiences.</p> <p>5.3- these prior to any cooking activity. They also wash their hands after the cooking activity. Cooking surfaces are seen to be cleaned and sanitized prior to and after any cooking experiences.</p> <p>5.4- Children observed to assist with washing fruits and vegetables and preparing healthy snacks.</p> <p>5.5- Teachers talk with children about healthy food, where food comes from, what it tastes like, gardening/farming while children are preparing and eating the foods for snack or meals.</p> |
|---------------------------------|---|

### Item 10. Health Practices

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>5.3- Teachers eat the food prepared or cooked by the children, share the prepared food with others, and only eat healthy food in front of children.</p> |
|---------------------------------|--|

### Item 11. Safety Practices

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>3.1- } During cooking activities, teachers make sure the tools used for cooking are safe and supervised, stoves or microwaves with hot surfaces or containing hot food is supervised, food used for cooking is prepared and sized so it is not a choking hazard.</p> <p>5.1- }</p> <p>7.1- }</p> <p>5.2- The teacher makes attempts to keep the food preparation and cooking are safe, moves dangerous items from the children’s reach and closely supervises the tools used. Child-sized utensils and equipment are used during the observed cooking activities.</p> <p>7.3-</p> |
|---------------------------------|--|

## Language and Literacy

### Item 12. Helping children expand vocabulary

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>3.1- } Teachers frequently name foods/meals that the children are cooking/preparing.</p> <p>5.1- } They also name the tools, supplies, and equipment used in the cooking activity. They include size, shape, and color words to specify what they are naming.</p> <p>7.1- }</p> <p>3.2- } Staff use descriptive words to describe the experiences the children are having, as well as describing their actions. Teachers also introduce new words to children and explain the meaning – for example: grate, dice, broil, baste, puree, slice, aroma, menu, recipe, etc. As the staff are using the materials there could be discussion, “This is a colander it is for...” or “This is called a whisk and it is used for...”</p> <p>5.2- }</p> <p>5.3- }</p> |
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### Item 13. Encouraging children to use language

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>5.1- } Teachers ask the children questions as they engage in cooking activities, the foods they are making, their favorite foods, etc. They engage children in back and forth conversations in which children are interested.</p> <p>5.2- }</p> <p>5.3- }</p> <p>7.1- Teachers ask open ended questions that require the children to have longer answers. For example, they ask “How, what if, why, and where” questions. Conversations can occur while children are preparing the foods as well as during other times in the classroom.</p> <p>7.3- Teachers are heard to talk to the children about home cooking or experiences that they have as a family cooking together or sharing large meals.</p> |
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|---|--|
| <b>Item 14. Staff use of books with children</b>    |  |
| Indicators Potentially Impacted                     | <p>3.1- Teachers seen to read books that involve cooking with interest and enthusiasm, this could include using a recipe book with the children to select what they would like to make.</p> <p>7.1- Books selected directly relate to the cooking experience that children are having.</p> <p>7.2- Teachers and children heard to talk about cooking books with interest and in ways that holds the</p> <p>7.3- children’s engagement in groups as well as during informal readings.</p> <p>7.4- Teachers use reference/resource books, including recipe books to help answer the children’s questions about their cooking experiences during the observation.</p>   |
| <b>Item 15. Encouraging children’s use of books</b> |  |
| Indicators Potentially Impacted                     | <p>3.1- } Books featuring cooking experiences, whether real or fictional, are accessible to children<br/>5.1- } and are in good repair. Teachers and children make and use books created about their<br/>7.1- } own cooking experiences. Recipe books are accessible to the children.</p> <p>3.2- } Factual cooking books are accessible in the library and science centers, pictures show<br/>5.3- } images of real fruits and vegetables and other healthy foods.<br/>7.2- }</p> <p>5.2- Children choose to look at the cooking books, including those that they have made to document their experiences cooking foods from their edible school garden.</p> <p>5.4- Teachers show interest when children <u>independently</u> look at cooking and recipe books.</p>        |
| <b>Item 16. Becoming familiar with print</b>        |  |
| Indicators Potentially Impacted                     | <p>3.2- } Teachers cook with children using foods grown in their garden or locally sourced, they are<br/>5.2- } seen to point and read from a picture-word recipe chart as the children help prepare the<br/>7.4- } food.</p> <p>5.3- Teachers dictate children’s words to create charts about their cooking experiences, or write<br/>7.2- down what a child says when drawing pictures about their cooking experiences.</p> <p>5.1- There are pictures of cooking activities displayed in the room with word labels of the items in the display.</p> <p>7.1- Pictures of school cooking with labels identifying items prepared or children assisting with the cooking activity are displayed during the observation.</p>   |
| <b>Learning Activities</b>                          |  |
| <b>Item 18. Art</b>                                 |  |
| Indicators Potentially Impacted                     | <p>3.2- } Children are encouraged to use art materials of their choice to freely express themselves<br/>5.2- } and represent their experiences cooking with the foods they grew in their edible garden,<br/>7.2- } or with healthy foods that were locally sourced.</p> <p>3.3- While children engage with art materials to represent their cooking experiences, teachers talk to<br/>7.3- to the children about their art work. Teachers also write dictated words and captions on the children’s pictures and paintings at their request, during the observation.</p> <p>5.1- Play dough or clay and cooking utensils, muffin pans etc., are added to the art center to allow children to experiment and pretend to re-create the foods they made during their cooking</p> |

experiences.

### Item 21. Dramatic Play

Indicators Potentially Impacted

- 5.1- Teacher provides cooking props, including samples of healthy play foods, in a dramatic play Center for 1 hour during the observation.
- 5.3- The teachers talk with children about cooking and food preparation, ingredients used, safe use of tools and materials while using the dramatic play materials.
- 7.2- The teachers talk with the children about cooking displays, counting items in the display, amounts of ingredients needed for a cooking activity displayed in the dramatic play area, costs of foods or cooking tools.

### Item 22. Nature/Science

Indicators Potentially Impacted

- 3.1- Factual cooking, recipe books with healthy foods that people eat, books about restaurants or
- 5.1- showing cooking tools, seeds, plants, or thermometers used when cooking, etc. are accessible to the children in the science center. Made accessible for 1 hour during an observation.
- 3.2- Teachers talk about science concepts while cooking with children. For example, discuss temperatures needed to cook or cool foods as they use a thermometer, talk about the healthy foods they are using and how they help the body grow, explain how some foods transform their states from liquids to solids etc.
- 5.2- }
- 3.3- Cooking accessories added to the sand/water table for play, (measuring cups, utensils,
- 5.1- measuring spoons, funnels, whisks, bowls, muffin pans, etc.), and are accessible to children for 1 hour during a three-hour observation.
- 7.1- Teachers initiate cooking activities with the harvested foods or the locally sourced foods and involve the children in measuring, comparing, or sorting. For example, they use measuring spoons and cups when preparing their own snacks. After harvesting the foods, they could arrange produce by size, or children can use balance scales and predict which food items will be heavier or lighter. They could sort the foods into different food groups as they plan recipes and cook their ingredients.

### Item 23. Math Materials and Activities

Indicators Potentially Impacted

- 3.1- Teachers and children use measuring materials while cooking with the harvested foods from their garden. For example, using measuring cups and spoons when following a recipe, using a kitchen scale to weigh the ingredients to add to their recipes, or using thermometers or kitchen timers during the observation.
- 5.2- Teachers show children how to use the measuring tools correctly as children use them with the
- 5.4- foods grown in the edible garden. For example, measure the correct amount of ingredients, or teach children how to read a kitchen scale or thermometer when engaging in cooking activities.
- 5.3- While engaged in a cooking activity the teacher is seen to encourage children to use their fingers to represent numbers when counting. For example, as a child reads a recipe chart or adds 3 spoons of water to a recipe the teacher encourages the other children in the group to hold up their fingers as they all count together.
- 7.1- Teachers observed relating math activities to the experiences the children had with their cooking activities. For example, they could create charts and graphs about the different foods prepared, count and chart which foods the children like, count the different types of foods in different food groups.

|  |   |
|--|---|
|  | <p>7.2- Teachers ask questions that stimulate children’s math reasoning, such as “What do you think will happen if we put the potato on one side of the scale and the cucumber on the other?”</p> <p>7.3- Teachers are observed engaging in cooking activities with children that involve measuring or weighing activities.</p> |
|--|---|

**Item 24. Math in Daily Events**

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>3.1- Teachers count during transitions and routines such as handwashing and preparing foods for meals and snacks. For example, when preparing snacks using foods grown in their garden the teachers and children count when hand washing before/after handling food, or count how many minutes are left on the timer or until food is ready. Helping count out place settings at the table, numbers of plates/napkins/cups needed, using a measuring cup when cooking or to serve portions of meals.</p> <p>3.2- While engaging the children in cooking activities the teacher counts the tools used for cooking, counts the number of children present to know how much food to prepare, counts number of items cooked, names the order of cooking events when following a recipe chart (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>), counts how many pieces of the food will fit on the pan or plate, counts as children add the ingredients, etc. If using measuring cups for cooking, staff discuss measurements needed for the recipe, how much of an ingredient will be used (length, weight, size, quantity).</p> <p>7.1- While engaging in cooking activities, teachers help children to connect printed numbers or shapes with everyday use. For example, they point out numbers on the timer or clock when cooking, point out numbers on the measuring cup, talk about the shapes of the food that is prepared (round, square, etc.), point out the numbers in the recipe (2 cups of tomatoes, 1 tsp of oregano, etc.)</p> <p>7.2- Teachers ask questions while cooking with children that encourage children to explain their own math reasoning. For example, they could ask, “How do you know if we made enough food for everybody?” “What would happen if the food stayed in the oven after the time beeped?” Count the number of children to know how many napkins/plates to pass out or how much food to prepare, totals of ingredients when preparing meals.</p> |
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**Item 25. Understanding written numbers**

|                                 |   |
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| Indicators Potentially Impacted | <p>3.1- Displays used in cooking show print numbers accompanied by pictures. For example, a recipe chart shows three measuring cups next to the number 3, or a picture of two eggs next to the number 2. Poster showing children cooking shows the number 1 next to a child cooking, the number 2 next to two children cooking and the number 3 next to three children cooking.</p> <p>3.4- Teachers are observed to relate the print numbers on a recipe chart to the corresponding ingredients as it is added to the recipe while cooking or preparing food with the children. They are seen pointing to the number as a child counts and pours to match the number.</p> <p>7.4- While engaged in a cooking activity, the teacher is seen to encourage children to use their fingers to represent numbers when counting. For example, as a child reads a recipe chart or adds 3 spoons of water to a recipe the teacher is observed to encourage the other children in the group to hold up their fingers as they all count together.</p> |
|---------------------------------|---|

**Item 26. Promoting acceptance of diversity**

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>3.1- } Healthy foods to cook with from various cultures are represented in the play materials<br/> 5.1- } found in the dramatic play center, also seen are different cooking utensils associated with<br/> 5.2- } different cultures. Books and displays also reflect healthy foods and people from different<br/> 5.3- } cultures engaging in cooking activities. Accessible for 1 hour during the observation.</p> |
|---------------------------------|---|



|          |   |
|----------|---|
| Impacted | <p>3.3- Both genders are seen to be encouraged to engage in cooking activities during the observation.</p> <p>5.3- Books and pictures show photos of both males and females engaging in cooking activities, men and women chefs are pictured in the displays seen during the observation.</p> <p>7.1- Children observed cooking healthy foods from different cultures with ingredients from the garden or local farm and they use different utensils associated with specific cultures for eating and food preparation.</p> |
|----------|---|

**Interaction**

**Item 29. Individual Teaching Practices**

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>5.2- Teachers are observed to talk with children in various centers with cooking props and have discussion about cooking activities.</p> <p>5.3- When teachers cook with children they plan recipes and activities that allow children to be successful. For example, tasks are not too challenging or too easy for the age and abilities of the children, children can come and go as they please and are not forced to take part in the cooking activities unless they are interested, and the teachers ask questions and engage in meaningful conversations with the children while they are cooking during the observation.</p> |
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**Item 30. Staff-Child Interaction**

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>3.1- } While cooking with children, the teachers frequently interact with children in a meaningful, positive and respectful way. Guide children’s use of cooking utensils in a gentle and helpful manner and show patience and understanding, answering children’s questions about the activity with warmth and enthusiasm.</p> <p>3.3- }</p> <p>5.1- }</p> <p>7.1- }</p> <p>7.3- Teachers are responsive to children’s needs and respond appropriately to children who may be sensitive or hesitant about the cooking process. For example, some children may object to touching certain foods or getting their hands messy, or they may object to tasting the items they have created.</p> |
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**Item 31. Peer Interaction**

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>3.3- While cooking with children, the teachers model good social skills in that they do not demand children to participate and are not bossy. Rather they encourage children’s participation and are patient and follow the children’s lead.</p> <p>7.3- Teachers provide multiple opportunities for children to work together to use a recipe to create the specified meal or snack, utilizing foods grown in their garden or locally sourced.</p> |
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**Program Structure**

**Item 34. Free Play**

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>5.1- Children have access to cooking props that have been added to interest centers during free play</p> <p>7.1- for 1 hour during the observation.</p> <p>3.2- } Teachers engage with children using cooking props during free play. Have conversations about the use of the props and ask children questions about healthy foods they are pretending to cook and eat. Teachers relate the children’s play to their cooking experiences in the classroom and at home, adding more words and increasing children’s vocabulary.</p> <p>5.2- }</p> <p>7.2- }</p> |
|---------------------------------|---|

### Item 35. Whole-group activities for play and learning

Indicators Potentially Impacted

3.1-  
5.1-  
5.3-  
7.1-  
7.3-

If cooking activities take place with a whole group the teachers ensure that children are interested in the activity and engaged with the cooking process. Teachers are responsive and flexible, if some children lose interest, they are not forced to participate.

3.2-  
3.3-  
5.2-  
7.2-

Teachers set up the cooking activities to ensure that all participating children can be actively engaged. The space is large enough for all the children who wish to use it at one time and there are enough tools so that no one must wait with nothing to do, or the teacher carries out the cooking activity with smaller groups of children.

CHECK OUT THESE RESOURCES ON COOKING WITH YOUNG CHILDREN

(Click on each link to view)

#### Cooking in the Classroom

- [VIDEO: Cooking with Preschoolers](#)
- [VIDEO: Seasonal Snacks for Preschoolers](#)
- [Find a chef in your area who will visit your center here.](#)
- [General information on cooking with kids.](#)  
This resource from the California Dept. of Public Health includes basic cooking abilities of young children, safety tips, and recipes.
- [Let's Cook with Kids!](#)  
This cookbook has tons of healthy recipes that are easy to prepare with kids. Kids and adults alike will love these!
- [Quick and Easy Child-Friendly Recipes](#)
- [Kids Can Cook—And Learning is the Secret Ingredient!](#)  
This resource from Pennsylvania includes simple recipes and tasks that are appropriate for children from babies to five year olds.
- [More resources about cooking with young children here.](#)
- [Cooking with Kids](#)  
Cooking in the classroom is a great way to get kids engaged with food, and to learn core subjects, too!



## TASTE TESTS

Taste testing is a tool that can be used to introduce children to the smell, texture, and flavor of food. Food samples can be served alone or combined with other foods in a recipe. Taste testing is a fun way to introduce children to new foods or recipes they may have never tried before. Learning about food and watching peers and teachers try new foods can help motivate children to taste foods that they may not have experienced at home or in school before.

Taste tests are small samples of food, served separately from lunch or snack, that introduce a food's flavor, texture, and smell. Children try a small bite of something, then vote on whether they liked it and would try it again. Offering encouragement to children with the "1 bite" rule and praising children for trying new things can broaden their palate. It can sometimes take 8-10 tries before children decide they like something.

Programs that engage children in taste testing activities generate exciting and meaningful experiences for the children while at the same time they could meet some specific indicators within the rating scale. Credit can be given in many different areas when the assessors observe teachers engaging with children as seen in the examples below.



### Space and Furnishings

#### Item 5. Child related Display

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>5.1- Children and teachers create charts and graphs of children tasting and sampling healthy food they picked from their edible garden or locally sourced farms. Photos of taste testing activities.</p> <p>5.2- Topic of Interest observed in the display: taste testing activities</p> <p>5.4- Teachers are heard to talk about the taste testing displays with the children.</p> <p>7.2- The teachers are observed talking about food taste testing displays and activities with children to engage in <b>conversation</b> about food tastes, nutrition, healthy food, gardening, etc.</p> |
|---------------------------------|--|

### Personal Care Routines

#### Item 11. Safety Practices

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>3.1- } Foods served for taste tests are not choking hazards or too hot for the children's consumption, taste test activities are seen to be supervised. Teachers show awareness of any food allergies before conducting a taste test.</p> <p>5.1- }</p> <p>7.1- }</p> |
|---------------------------------|--|

## Language and Literacy

### Item 12. Helping children expand vocabulary

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>3.1- Teachers heard to identify foods in taste test activity. “These tomatoes are from the garden”<br/>5.1- or “These strawberries are from Mr. Smith’s farm.”</p> <p>3.2- Teachers describe the foods by using colors, shapes, textures, “These are green peppers and these are red peppers” or “The fresh strawberries taste sweet” or “Raw carrots are hard and cooked carrots are soft.”</p> <p>5.2- Teachers introduce new words and offer explanation of terms such as “We use our taste buds to taste the flavors, taste buds are...” or “Texture describes what the food feels like in your mouth, does the apple feel crunchy?” During taste test activities, the teachers could talk about the process used to cook the foods, “We steamed the broccoli because it is healthier than frying, steaming means...”</p> <p>7.1- Teachers use less common words, instead of saying “Green lettuce”, teachers could include<br/>7.2- the shade of the color and say, “This lettuce is light green but the cabbage is a much darker green” or expanding on color ranges such as “These beets are golden.” When helping children to describe how foods taste they could use describing words such as “delicious, tasty, or scrumptious”, instead of good. Teachers can use words like pungent, spicy, or sour to describe how something smells.</p> |
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### Item 13. Encouraging children to use language

|                                 |   |
|---------------------------------|---|
| Indicators Potentially Impacted | <p>5.1- } Teachers ask the children questions as they engage in taste test activities, asking how the<br/>5.2- } foods taste, what the food feels like, etc. They engage children in back and forth<br/>5.3- } conversations in which children are interested. Teachers respond positively to the child’s questions.</p> <p>7.1- Teachers engage in open ended questions that require the children to have longer answers. For example, they ask “How, what if, why, and where” questions about food tastes, textures, and smell.</p> |
|---------------------------------|---|

### Item 14. Staff use of books with children

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>7.1- The teachers are seen to read books about tasting or trying new foods.</p> <p>7.2- The teachers discuss the contents of books regarding healthy eating and how healthy food tastes in a way that engages the children.</p> |
|---------------------------------|--|

### Item 15. Encouraging children’s use of books

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | <p>3.1- Some of the accessible books contain topics on healthy eating and food tasting.</p> <p>3.2- Healthy food and food tastes/texture books are made accessible in the library and/or science center.</p> <p>5.2- Children choose to look at books about tasting, including those that they may have made to document their experiences tasting foods from their edible school garden.</p> <p>5.4- Teachers show interest when children <u>independently</u> look at tasting books.</p> |
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### Item 16. Becoming familiar with print

|            |  |
|------------|--|
| Indicators | <p>5.1- Displays in the room show photos of children tasting food with print added to identify details<br/>7.1- of the activity.</p> |
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| Potentially Impacted                                 | 5.3- Teachers dictate children’s words to create charts about their taste test experiences, or writes<br>7.2- down what a child says when drawing pictures about the activity.   |
| <b>Learning Activities</b>                           |  |
| <b>Item 21. Dramatic Play</b>                        |  |
| Indicators Potentially Impacted                      | 5.1- Teacher provides taste testing props, including samples of healthy play foods, in a dramatic play center for children to re-enact the taste testing experience during the observation.  |
| <b>Item 22. Nature/Science</b>                       |  |
| Indicators Potentially Impacted                      | 3.1- Teachers add books about the sense of taste and food tasting to the science center and they<br>5.1- are accessible for 1 hour during the observation.<br><br>7.1- Teachers engage children in activities that involve comparing or sorting, they can help children create prediction charts about how they think foods will taste and whether or not they will like them. They can create graphs and charts comparing who liked what foods.   |
| <b>Item 24. Promoting Acceptance of Diversity</b>    |  |
| Indicators Potentially Impacted                      | 7.1- Children involved with taste testing experiences get to try foods from different cultures with ingredients grown in the school’s edible garden or locally sourced if possible.  |
| <b>Interaction</b>                                   |  |
| <b>Item 29. Individualized teaching and learning</b> |  |
| Indicators Potentially Impacted                      | 5.3- When teachers conduct taste testing experiences with children, they plan the activity to allow<br>7.1- children to be successful. For example, children can come and go as they please and are not forced to take part in the activity unless they are interested, the teachers ask questions and engage in meaningful conversations with the children. Children are not chastised if they do not like the food or do not want to taste something.  |
| <b>Item 30. Staff-Child Interaction</b>              |  |
| Indicators Potentially Impacted                      | 3.1- }<br>3.3- } While doing a taste test with children, the teachers frequently interact with children in a<br>5.1- } meaningful, positive and respectful way. Guide children in a gentle and helpful way to<br>7.1- } encourage them to try new foods and show patience and understanding, answering<br>children’s questions about the activity with warmth and enthusiasm.<br><br>7.3- Teachers are responsive to children’s needs and respond appropriately to children who may be sensitive or hesitant about tasting a new food. For example, some children may object to to tasting something based on its smells, how it looks, or how it feels. |
| <b>Item 31. Peer Interaction</b>                     |  |
| Indicators Potentially Impacted                      | 3.3- While doing a taste test with children, the teachers model good social skills in that they do not demand children to participate and are not bossy. Rather they encourage children’s participation and are patient and follow the children’s lead.<br><br>7.3- Teachers provide multiple opportunities for children to work together to complete a taste testing experience, encouraging children to guess who will or will not like something.   |
| <b>Program Structure</b>                             |  |
| <b>Item 34. Free Play</b>                            |  |
| Indicators   | 3.1- During the observation, children can engage in taste testing activities freely as an activity<br>5.1- set up and supervised during free-play.   |

|                      |                      |   |
|----------------------|----------------------|---|
| Potentially Impacted | 3.2-<br>5.2-<br>7.2- | Teachers engage with children doing a taste test during free play. Have conversations about the healthy foods they are tasting, adding more words and increasing children’s vocabulary. |
|----------------------|----------------------|---|

**Item 35. Whole-group activities for play and learning**

|                                 |                                      |  |
|---------------------------------|--------------------------------------|--|
| Indicators Potentially Impacted | 3.1-<br>5.1-<br>5.3-<br>7.1-<br>7.3- | If taste test activities take place with a whole group, the teachers ensure that children are interested in the activity and engaged with the process. Teachers are responsive and flexible, if some children lose interest, they are not forced to participate.   |
|                                 | 3.2-<br>3.3-<br>5.2-<br>7.2-         | Teachers set up taste test activities to ensure that all participating children can be actively engaged. The space is large enough for all the children who wish to use it at one time and no one must wait with nothing to do, or the teacher carries out the activity with smaller groups of children. |

CHECK OUT THESE RESOURCES ON TASTE TESTING

(Click on each link to view)

**Taste Testing**

- [Taste Testing Resource Guide](#)  
 by Ohio Action for Healthy Kids | July 5, 2014  
 One way to encourage students to make healthier food choices is to offer taste testing events. Taste Testing in Schools is a resource guide developed by Ohio Action for Healthy Kids that provides tips for implementing a successful taste testing event.
- [Teacher Taste Testing Processing Guide](#)  
 by University of California, CalFresh Nutrition Education | January 1, 2012  
 This is a guide for taste testing and completing the evaluation form.



## FARM OR COMMUNITY GARDEN FIELD TRIPS AND FARMER VISITS

Field trips and guest speakers give the children opportunities to meet farmers, learn how food grows, understand what kinds of food grows in their community, and maybe engage in hands-on activities that let them learn even more. Farm or community garden field trips expose students to the wonders of urban and rural agricultural environments. Children can connect to local food and learn about where their food comes from through experiential learning. Through hands-on activities like hayrides and corn mazes, experiments, and exploration students learn about the roots of good nutrition. Some field trip topics include composting and the living soil, plant life and plant parts, the insect environment, urban agriculture and local food systems. For farmers, hosting a field trip provides students with a fun and interactive “field classroom” to learn about food and the local farms in their communities.

Taking children on field trips generate exciting and meaningful experiences for the children, while at the same time potentially meeting some specific indicators within the rating scale. If going on a field trip to a farm is not possible, providers may want to consider visiting local community gardens or inviting a farmer or speaker from the local agriculture extension or a master gardener to visit their program instead. Credit can be given in many different areas within the scale when assessors observe the teachers engage children in such activities.



### Space and Furnishings

| Item                            | 5. Child related Display  |
|---------------------------------|---|
| Indicators Potentially Impacted | 3.1- } Many photos of children visiting a local farm or engaging with a guest speaker on display.<br>5.1- } Topic of Interest display: pictures of field trips or pictures of visiting farmer.<br>5.2- }<br>5.4- Teacher talks about the farm visit while using the display as a springboard for the discussion.<br>7.2- Teachers observed talking about farm field trip displays with children to engage in informal <b>conversation</b> about nutrition, healthy food, farming, animals, etc. |

### Personal Care Routines

#### Item 8. Meals and Snacks

|                                 |  |
|---------------------------------|--|
| Indicators Potentially Impacted | 3.2- Healthy food, obtained from a local farm, is used in any snacks, meals, taste testing, or cooking<br>5.2- activities observed during the observation.<br>5.4- Children are observed to assist with washing fruits and vegetables from the farm before they eat them and help with cutting or preparing the foods. |
|---------------------------------|--|

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|  | 5.5- The teachers talk with children about healthy food that has been obtained from the local farm,<br>7.2- have conversations about the experience, what the food tastes like etc.  |
| <b>Language and Literacy</b>                         |  |
| <b>Item 12. Helping children expand vocabulary</b>   |  |
| Indicators Potentially Impacted                      | <p>3.1- In the classroom, after a field trip, teachers name the foods grown, equipment, tools, or<br/>5.1- animals at the farm that the children saw on the field trip.</p> <p>5.2- } The teacher introduces and explains the meaning of new words to the children related<br/>5.3- } to farm field trips, for example, soil, growing, harvesting, vegetation, irrigation, life cycle,<br/>7.2- } parts of plants, pollination, compost pile, recycle, etc.</p>  |
| <b>Item 13. Encouraging children to use language</b> |  |
| Indicators Potentially Impacted                      | <p>5.1- Teachers observed asking the children questions about the field trip or visitor, what foods did the children see growing? What animals did they see? What did the farmer do?</p> <p>7.1- Teachers ask questions about the farm and equipment/tools used at a farm, how the foods grew, etc., that require children to give longer answers. For example, “What if we didn’t have farmers?” “How does food get from the farm to our school?”</p> <p>7.3- Teachers talk to the children about any experiences that they have had with their families visiting local farms or orchards.</p>  |
| <b>Item 14. Staff use of books with children</b>     |  |
| Indicators Potentially Impacted                      | <p>3.1- } Teacher selects book about farms/farming to read to the children, including books<br/>5.1- } that they make with the children about their farm field trip experience.<br/>7.1- }</p> <p>7.2- The teacher and children talk about selected farming or farm field trips book with interest and<br/>7.3- in a way that holds their engagement.</p> <p>7.4- Teachers use reference/resource books to help answer children’s questions about their farm experience during the observation.</p>  |
| <b>Item 15. Encouraging children’s use of books</b>  |  |
| Indicators Potentially Impacted                      | <p>3.1- } Books featuring farms and farming, whether real or fictional, are accessible to children<br/>5.1- } and are in good repair. Teachers and children make and use books created about their<br/>7.1- } own farm field trip experiences.</p> <p>3.2- } Factual books about farms are accessible in the library and science centers, pictures show<br/>5.3- } images of real plants and animals.<br/>7.2- }</p> <p>5.2- Children choose to look at the farming books, including those that they have made to document their experiences on a farm field trip and from their own farming experiences with their edible garden.</p> <p>5.4- Teachers show interest when children <u>independently</u> look at farm and gardening books.</p> |



|  |  |
|--|--|
| <b>Item 16. Becoming familiar with print</b> |  |
| Indicators Potentially Impacted              | <p>3.2- } Teachers cook with children using foods obtained on the farm field trip, they are seen to point and read from a picture-word recipe chart as the children help prepare the food.</p> <p>5.2- }</p> <p>7.4- }</p> <p>5.1- Farming photos and posters with picture and word labels are displayed in the room.</p> <p>5.3- Teachers dictate children’s words to create charts about their farm field trip, or writes down</p> <p>7.2- what a child says when drawing pictures about their farm field trip experiences.</p>  |
| <b>Learning Activities</b>                   |  |
| <b>Item 18. Art</b>                          |  |
| Indicators Potentially Impacted              | <p>3.2- } Children are encouraged to use art materials of their choice to freely express themselves and represent their experiences on the farm field trip or create a thank you card for the guest speaker.</p> <p>5.2- }</p> <p>7.2- }</p> <p>3.3- While children engage with art materials to express their experiences on the farm field trip,</p> <p>7.3- teachers talk to the children about their art work. Teachers also write dictated words and captions at children’s request.</p>  |
| <b>Item 20. Blocks</b>                       |  |
| Indicators Potentially Impacted              | <p>3.1- } After the farm field trip the teacher adds small farm accessories to the block center. The accessories include small farm animals, fences, trees, farm vehicles etc. to enhance block play. The accessories are organized by type on open, labeled shelves.</p> <p>3.3- }</p> <p>5.1- }</p> <p>5.2 }</p> <p>3.4- While children engage with blocks and farm accessories to express their experiences with the</p> <p>5.5- farm field trip, teachers talk to the children about their experiences and comment on how they can use the blocks to create the farm buildings and roads.</p> <p>7.2- Teachers take photos of the children’s block play and write dictated words and captions at children’s request.</p> |
| <b>Item 21. Dramatic Play</b>                |  |
| Indicators Potentially Impacted              | <p>3.1- After a farm field trip, teachers add farm props to the dramatic play center that is accessible to</p> <p>5.1- children for 1 hour during the observation.</p> <p>3.2- Teachers talk with children about their farming experiences while using the dramatic play</p> <p>5.3- materials.</p> <p>7.2- When a local farmer visits or children go on a farm field trip, the staff add these pictures to dramatic play center, adding print words, and talk with the children about the experiences.</p>  |
| <b>Item 22. Nature/Science</b>               |  |
| Indicators Potentially Impacted              | <p>3.1- Factual farming books showing real plants and animals and farm themes, farm themed games,</p> <p>5.1- and natural objects collected while on the farm field trip are accessible to the children in the science center for 1 hour during the observation.</p> <p>5.2- Teachers talk about the farm field trip and the natural objects obtained from the farm with the children during the observation.</p>  |

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|  | 5.3- After the farm field trip the teachers are observed modeling concerns for the environment when they talk about how the farm recycled resources (compost pile – if observed), or how certain insects were helpful (bees pollinate crops) etc., and compares what they saw to things that they can do in the classroom or edible garden to show concern for their environment, just like the farmer. |
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**Item 26. Promoting acceptance of diversity**

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|---------------------------------|---|
| Indicators Potentially Impacted | 3.1- } Books and pictures show photos of both males and females, people of color, and people of<br>5.2- } differing ages and abilities engaging in farming activities are accessible to the children<br>5.3- } during the observation.<br><br>7.1- Children involved with local farm field trip talk about how food is grown in different cultures, regions, climates, etc. as these things effect the growth and availability of some foods. |
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**Program Structure**

|                                |   |
|--------------------------------|---|
| <b>Item</b>                    | <b>34. Free Play</b>  |
| Indicator Potentially Impacted | 5.1- Children have access to farm props that have been added to interest centers during free play<br>7.1- for 1 hour during the observation.<br><br>3.2- } Teachers engage with children using farming props during free play. Have conversations<br>5.2- } about the use of the props and ask children questions about their farm field trip<br>7.2- } experiences as they play, adding more words and increasing children’s vocabulary. |

CHECK OUT THESE RESOURCES ON FARM OR COMMUNITY GARDEN FIELD TRIPS AND FARMER VISITS  
 (Click on each link to view)

- [Georgia Organics Good Food Guide](#)  
Our Good Food Guide will help you find a farm to visit anywhere in Georgia.
- <https://www.georgiagrown.com>  
The Georgia Grown program is a marketing and economic development program of the Georgia Department of Agriculture.
- [The Hayride: A Resource for Educational Farm Field Trips](#)  
Developed by the [Appalachian Sustainable Agriculture Project](#), this guide gives good tips on planning a farm field trip.
- [VIDEO: Local Food Procurement in Child Care Centers](#)
- [Check out these tips for getting started in local food procurement.](#)
- [Find a local farm to connect with here.](#)
- [Check out this assessment of local food delivery models from a program in Washington.](#)  
It includes several types of delivery models, their successes and challenges, and considerations for future efforts.
- [Search these recipes for Child Care Providers](#)  
to find delicious, nutritious food to serve your children.
- [Farm to Childcare Curriculum Package](#)  
includes activity ideas and ways to highlight a new local food item every two week.