



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



FROM THIS LAND: HONORING NATIVE FOODS OF WINTER

ARTWORK BY **WILLOWPAWNEE DAWN M. SPEARS NARRAGANSETT**

One Iroquois legend tells of Woksis, an Indian chief, pulling his tomahawk from a maple tree.

The weather was warm and the gash dripped sap into a bark vessel.

The chief's wife needed water to cook so she used the water from the tree to save a trip to the spring.

When the chief neared home, he smelled the odor of the sweet syrup and when he ate his meal he found the meat very tasty.

Indians began tapping maple trees to secure this tasty source of sweetening.

NATIVE AMERICAN FOODWAYS
S.UCONN.EDU/NATIVEFOODWAYS

Logos for UConn, CT, and CSDE are visible at the bottom.

FIND AND COLOR THE FOODS IN THE PANTRY.

EXPLORE THE BORDER FOR FOODS EATEN DURING WINTER TIME.

I SPY...

WORD BANK

- SQUASH
- POTATOES
- JAMS
- CARROTS
- TOMATO
- ONION
- PUMPKIN
- BEANS
- PEARS
- APPLES
- MAPLE
- DRY CRANBERRY

MAPLE SYRUP - WEEKÁPAHEEK

Did you know that many, many moons ago, the maple trees here were filled with maple syrup? Not sap, but a thick syrup called Weekápaheek, meaning "sweet soup". The people could get Weekápaheek anytime of year. It was the sweetest gift from the Creator and All the people had to do was drill a hole in the bark, pound a tap, and place a bucket under the flow of Weekápaheek.

TRANSLATIONS

- WEEKÁPAHEEK - MAPLE, SWEET SOUP (MASHANTUCKET PEQUOT)
- WUYEEWEEK - SWEET HOUSE (MASHANTUCKET PEQUOT)
- MASHANTUCKET - MUCH WOODED LAND (MASHANTUCKET PEQUOT)
- PEQUOT - THE FOX PEOPLE (MASHANTUCKET PEQUOT)
- AHKI - LAND, EARTH (MOHEGAN)
- PUPPON - WINTER (MASHANTUCKET PEQUOT)
- ÁSCOT - PUMPKIN (MOHEGAN)
- POCUMNOSH - CRANBERRIES (MOHEGAN)

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

Honoring & Celebrating JUNETEENTH with Red Drinks...

This day, celebrated for many decades by African Americans, commemorates the liberation of African Americans who had been enslaved in the United States.

¡La comida y la bebida rojas tienen una larga historia en la cultura afroamericana y se celebran especialmente el 19 de junio!

Learn more uconn.edu/kidsjuneteenth

Make your own / Haz el tuyo kale strawberry smoothie

Es temporada de frescas y las granjas de Connecticut están repletas de col rizada, espinacas, yogur y leche!

Celebrate with a delicious CT Grown smoothie!

Recipe:

Ingredients: 1 cup kale, 1 cup strawberries, 1 cup yogurt, 1 cup milk, 1/2 cup spinach, 1/2 cup kale, 1/2 cup strawberries, 1/2 cup yogurt, 1/2 cup milk.

Cranberry Thanksgiving The Last Fresh Fruit of the Season

Día de Acción de Gracias de Arándanos: Último Fruta Fresca de la Temporada

Native Americans celebrate many "Thanksgivings" throughout the year to honor what nature provides each season. For example, the Cranberry Thanksgiving is celebrated by many tribes in New England including the Mohegan, Narragansett, Mashpee and Aquinnah Wampanoag. Cranberries can be used either fresh or dried for eating, and the plant was also used as medicine and dye for rugs and blankets.

Cranberries are traditionally the last fresh fruit of the season, and rich in antioxidants and vitamin C, E, and K.

Native people gathered wild berries by hand! Cranberry bog harvesting was created by colonial farmers.

Cranberries, like corn and sunflowers, were only found in the Americas before colonization.

Harvest Johnnycake
by Tomaquag Museum Director Silvermoon LaRose

Johnnycakes or journeycakes are a traditional traveling food that is made from cornmeal and water. Similar to pancakes, they were traditionally cooked over hot coals or on hot stones. Try making this simple, delicious Cranberry Journeycake recipe at home with these native ingredients.

You will need:

- Cornmeal
- Maple syrup
- Fresh or dried cranberries
- Cooked or canned pumpkin
- Sunflower seeds or other optional ingredients!

For full recipe and instructions visit the link below!

What is Your Favorite Veggie and Dip?!

1st grade Littleton School says they love onion dressing!

2nd grade Littleton School says they love ranch dressing!

3rd grade Littleton School says they love ketchup!

4th grade Littleton School says they love hummus!

5th grade Littleton School says they love pesto!

6th grade Littleton School says they love aioli!

HELP THE TOMATO GET TO THE SALSA

Dip Into Summer!

AVION EL TOMATE LLEGAR A LA SALSA

CT Farm to School Directory

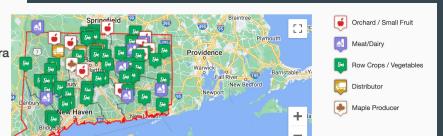
Use this curated map to find farms that have expressed interest and like help contacting farms or to recommend a farm for this directory

Fill out this short form to LIST YOUR FARM ON THE DIRECTORY!

FORM NOW AVAILABLE IN SPANISH/FORMULARIO AHORA DISPONIBLE EN ESPAÑOL

¡Use este mapa selección encontrar granjas que han expresado interés y ayudar a las escuelas! **Con Emmanuel** si desea obtener ayuda para comunicarse con las granjas o recomendar una granja para este directorio.

Complete este breve formulario para LISTAR ¡TU GRANJA EN EL DIRECTORIO!



Maine

- 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](#)



MAINE FARM & SEA TO SCHOOL NETWORK

EQUITY IN FARM TO SCHOOL: DO'S AND DON'TS OF FOOD-BASED EDUCATION

MODELED AFTER PPS [WABANAKI STUDIES DO'S AND DON'TS](#)

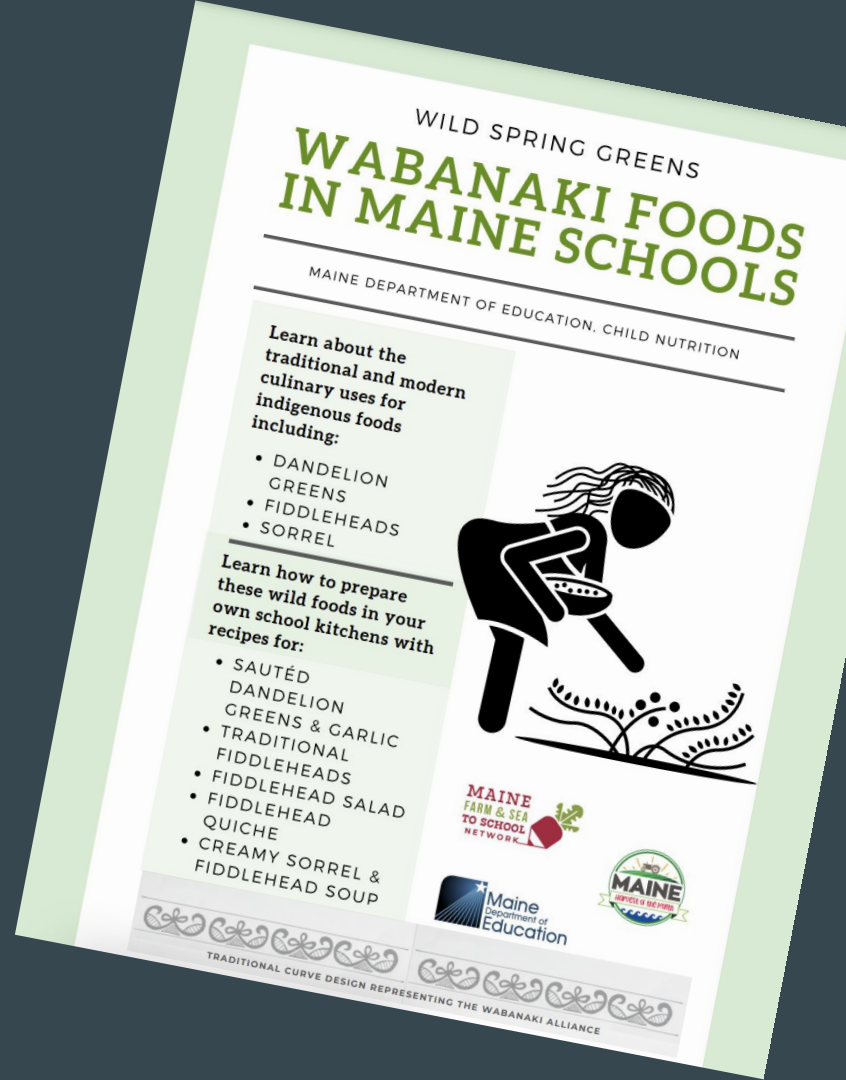
The recommendations below are meant to be used as **general guidelines** for implementing garden, food, nutrition, and land-based education through an equity, diversity, inclusion, poverty-informed, and trauma-informed lens. This following is not a comprehensive list or a substitute for your own personal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

PLEASE DO...	PLEASE DON'T...
Health & Nutrition	
Please do be open to the validity of all food choices given the complexity of our food system	Please don't shame any foods that students eat at home or school
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 nutrients by using language such as "sometimes foods"	Please don't use language that creates a moral hierarchy such as "good" "real" "junk" "clean" "cheap" "fake" "bad" sugar Resource: Why Food Positivity is Body Positivity
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) Resource: Health at Every Size Framework (HEAS) Resource: Body Activism Activity Guide Resource: How to Make Friends with a	Please don't teach that body size is an indicator of health or place emphasis on eating as a means of losing or gaining weight.



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”



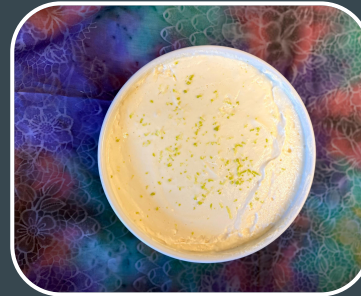
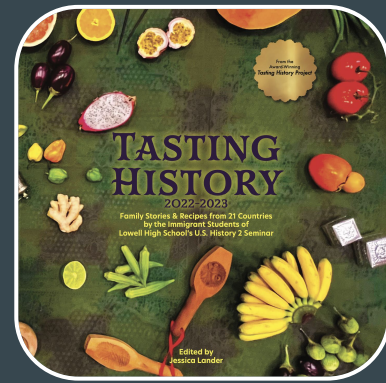
Massachusetts

[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.

Educator Jessica Lander



Students: Kelby, Azka,
Jamilly, Rebeca, and Moise





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
FARM TO SCHOOL &
EARLY CHILDHOOD
NETWORK

Vermont



Educator Aziza Malik's Inspiration



Photos: Sarah Webb, Karolina Grabowska



VERMONT
FARM TO SCHOOL &
EARLY CHILDHOOD
NETWORK

Vermont

Whose story is being told?

Who benefits from the telling and retelling of this story?

Whose voices are missing?



Vermont Harvest
of the Month

CELEBRATING OUR ROOTS

MULTICULTURAL RECIPE BOOK



BURLINGTON SCHOOL DISTRICT

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!

