

A photograph of three children wearing black gloves and working in a raised garden bed. They are sifting dark soil through a mesh screen. The child on the left has brown hair and is wearing a red shirt. The child in the middle has long blonde hair and is wearing a blue and white striped shirt. The child on the right has long blonde hair and is wearing a red shirt with an American flag design. The garden bed is made of wooden planks and is filled with dark, rich soil. A blue plastic container is visible in the background.

F2SBC 2019

Three overlapping circles in green, purple, and red colors, arranged vertically on the left side of the page.

# Evaluation Summary Report



## Acknowledgements

The Public Health Association of BC (PHABC) contracted Howegroup Public Sector Consultants to conduct an external evaluation of Farm to School BC (F2SBC) in the 2018/19 school year. The Farm to School BC evaluation was led by Wynona Giannasi, MPA, Jennifer Hystad, MSc., and Cheryl Stetsko. The evaluators acknowledge the following stakeholders:

- **F2SBC Leadership:** Richard Han, Provincial Manager F2SBC; Shannon Turner, Executive Director, Public Health Association of BC.
- **F2SBC Community Animators:** Aaren Topley, Marcus Lobb, Margo Peill, Samantha Gambling, Bonnie Klohn, Lauren Bernardi, Claudia Paez and Addie de Candole.
- **BC Centre for Disease Control:** Rola Zahr, Manager, Provincial Healthy Eating Programs.
- **BC Ministry of Health:** Christie Docking, Manager Healthy Schools.
- **BC Ministry of Education:** Katy Winship, Senior Policy Analyst, Strategic Priorities; Scott Beddall, Director, Student Wellness and Safety; and, Nick Poeschek, Education Officer, Social Studies, and Humanities.
- **Regional Health Authorities:** Nadia Guirguis (Fraser), Simone Jennings (Interior), Janelle Hatch (Island), Emilia Moulechkova (Northern), Vanessa Lam & Meghan Molnar (Vancouver Coastal)
- **First Nations Health Authority:** Kathleen Yung, Food Security and Healthy Eating Specialist.
- **Evaluation Working Group:** a subset of the above stakeholders who guided the development of the evaluation framework that clearly identified the evaluation participants, evaluation questions, evaluation approach, data collection, analysis, and reporting.



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# Program Overview

Farm to School BC brings healthy, local and sustainable food into schools and provides students with hands-on learning opportunities that develop food literacy, all while strengthening the local food system and enhancing school and community connectedness.



## Program Objectives

F2SBC aims to:

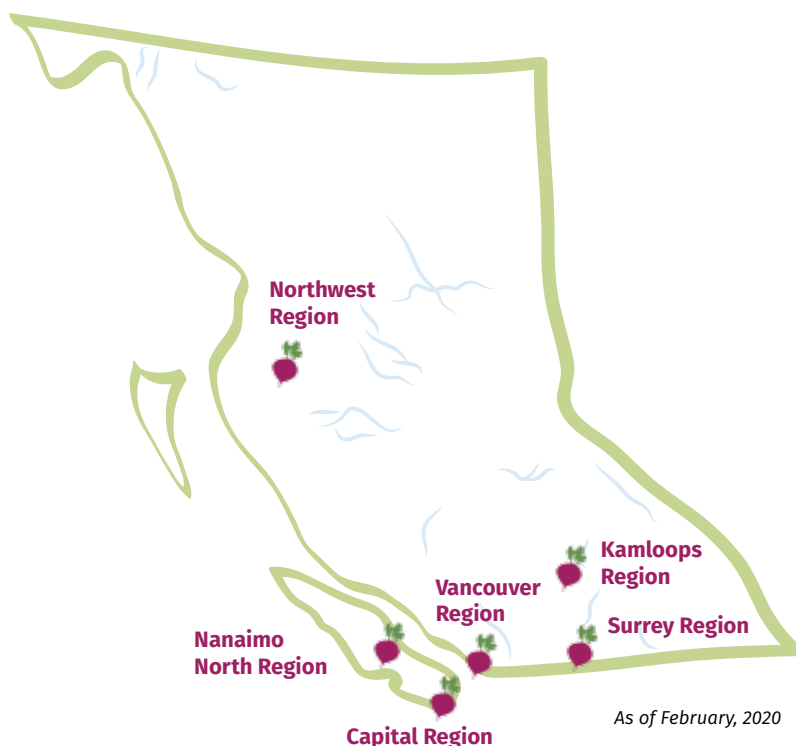
1. **Increase fruit and vegetable consumption** among participating school aged children (K-12).
2. **Increase student knowledge** about the local food system, local foods, and nutritional health.
3. **Enhance student skills** in the areas of food procurement, processing, and cooking.
4. **Strengthen local farm, school, and community partnerships.**
5. **Develop promising practice models** that are self-financing, eco-friendly, and have the potential to be implemented elsewhere.

## Regional Hubs

Farm to School BC is organized into six regional hubs, each coordinated by a local community animator and supported by a network of stakeholders:

- **Capital Region** (School Districts 61, 62, 63, 64)
- **Kamloops Region** (School District 73)
- **Nanaimo North Region** (School Districts 68, 70)
- **Northwest Region** (School Districts 54, 82)
- **Surrey Region** (School District 36)
- **Vancouver Region** (School Districts 38, 39, 44, 45)

School and community connectedness is achieved by creating a diverse team to support school programming through administration, management, and coordination of activities. These teams may include a community animator, school teachers, staff and administration, public health dietitians, and community partners.



As of February, 2020

## Growth of F2SBC

Total number of schools involved in F2SBC activities since inception



## F2SBC Activities

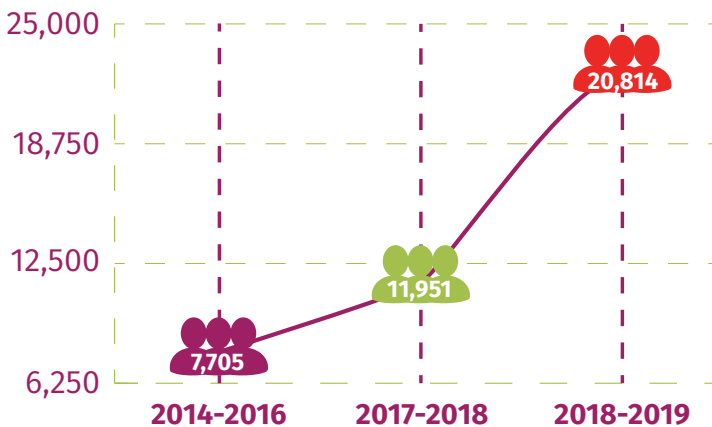
- school & community gardens
- microgreens
- tower gardens
- hot lunch programs
- salad bars
- greenhouses
- school farms
- farm visits
- cooking classes
- fruit gleaning programs
- tool/equipment purchases

## Farm to School BC Grants

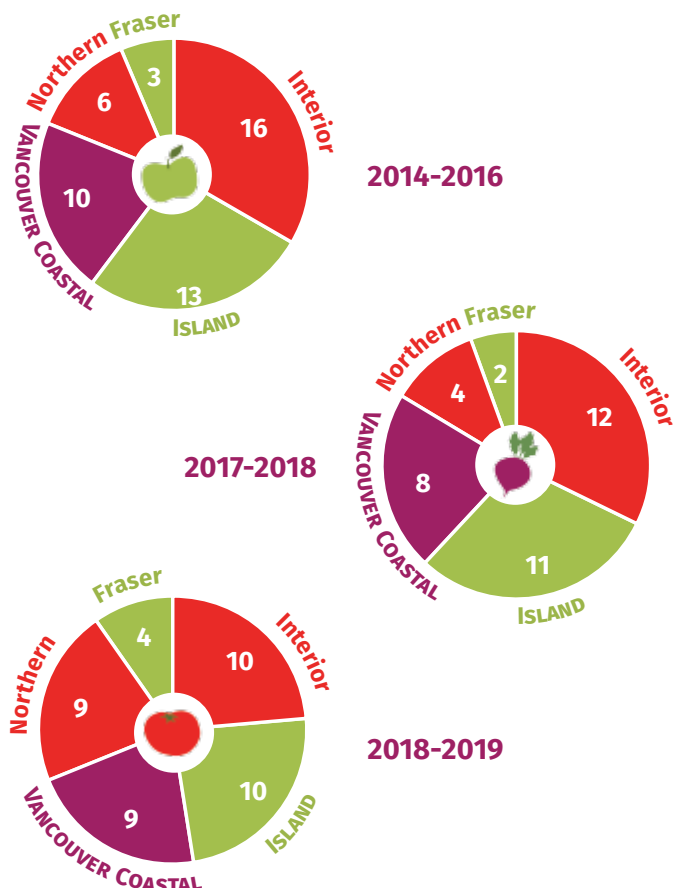
Farm to School BC provides grants to schools across the province to implement and sustain school-based activities that reflect their needs, interest, capacity, local food systems and community support.

### Farm to School BC Program demographics by granting year

NUMBER OF STUDENTS REACHED



### Farm to School BC grants distribution by regional health authority



NUMBER OF F2SBC GRANT RECIPIENTS



# 2019 Evaluation: Objectives & Methodology

## Evaluation Objectives

1. Determine the impact of F2SBC on evidence-based healthy eating indicators and health & learning outcomes.
2. Determine the extent to which the Farm to School BC model is effective at achieving its stated objectives.
3. Identify success factors and address barriers to implementation.

## Scope

Schools who received F2SBC grants between 2014 and 2019 :



2014 - 2018 (previous grantees)

93

2018-2019 (new grantees)

43

The evaluation was designed to respond to two overarching questions:

### #1 Is F2SBC impacting students' health and learning outcomes?

- **Is F2SBC** changing attitudes, knowledge and behaviour regarding healthy, local food?
- **Is F2SBC** impacting students' core competencies?
- **Is F2SBC** supporting school-community connectedness and social well-being?

### #2 To what extent is the F2SBC model effective at achieving its stated objectives?

- **What are** the barriers to implementation? How may these be overcome?
- **What are** the success factors for implementation (i.e. opportunities, assets and resources)?
- **How are** activities impacted by support/absence of a community animator/hub?
- **How is F2SBC** connected to curriculum delivery?
- **To what extent** did F2SBC reach vulnerable students?
- **To what extent** did F2SBC reach rural and remote students?
- **What is necessary** for programs to be sustainable instead of grants?
- **How does the F2SBC** experiential approach impact students' learning?
- **How is F2SBC** impacting the school environment and community (i.e. food policy, curriculum, use of BC grown food)?

## Recruitment

Evaluation participants were recruited from within the F2SBC network with the assistance of F2SBC's Provincial Manager and Community Animators. Community Animators and evaluators worked together to ensure a distribution of participants representing rural schools, vulnerable schools, and various levels of F2SBC implementation and success with the program as well as regional representation across BC.

### Primary evaluation participants

- students (grades 3-12)
- teachers/administrators
- community partners
- parent and community volunteers within the five regional hubs established at the time (Capital Region, Kamloops, Nanaimo North, Northwest and Vancouver Region Hubs).

### Secondary evaluation participants

- F2SBC staff
- Community Animators

## Data analysis

- Retrospective qualitative data analysis for focus groups, interviews, self-reflections, and observations, using a 'theme and explore' approach to better understand how F2SBC has impacted students, schools, and communities.
- Quantitative analysis of student survey data to determine if there were changes in health and learning outcomes among participating students and whether some factors influenced these outcomes.

*Only statistically significant findings ( $p < 0.05$ ) are reported.*

## Data collection methods

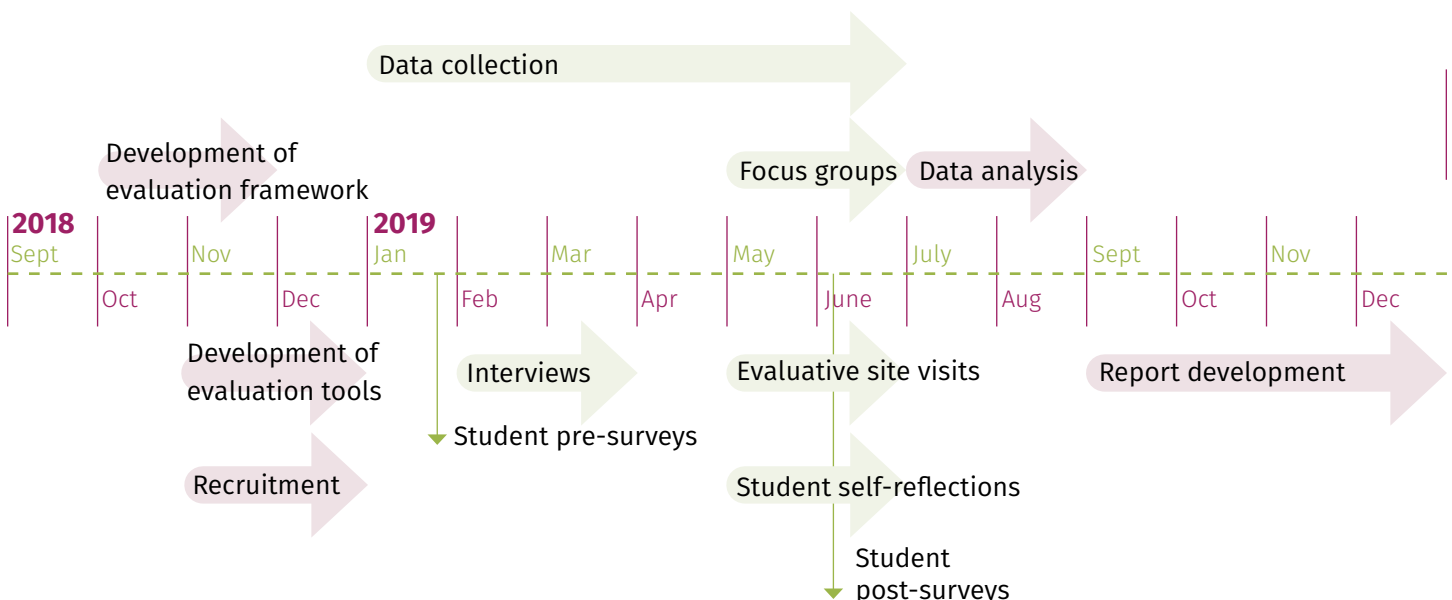
-  27 telephone interviews
-  6 focus groups with community partners (35 participants)
-  125 student self-reflections from 5 schools
-  Student pre and post surveys with new grantees:
  - 391 grade 3-5 students from 15 schools
  - 375 grade 6-12 students from 12 schools
-  10 site visits
-  69 progress reports from grantees

## Limitations

- Duration between pre and post student surveys (5 months)
- Participants not randomly selected
- Student responses self-reported

## Evaluation timeline

The Farm to School BC evaluation was carried out between September 2018 and June 2019.





# Effectiveness of the F2SBC Model

The F2SBC model with community animator support is working well. Specifically, the flexible approach allows schools to adapt activities to meet local needs and interests of students and teachers.

## History of the model

F2SBC understands that successful programs depend on school community buy-in, adaptation to local context while leveraging existing partnerships and capacity for sustainable and long term impact. In 2014, the first F2SBC Regional Hubs were established in three regions (Capital, Kamloops, and Vancouver). Since then, three additional Regional Hubs have been developed (Nanaimo North, Northwest, and Surrey) with plans for further expansion in other regions.

## Community Animators

Community Animators existed in five regional hubs across BC at the time of the evaluation.

**Community animators contribute to the successful delivery of F2SBC within their region:**



*Every school needs to have champions – Someone who is confident and passionate about it.*

– Teacher

*F2SBC strengthened our connections with the local grocery store and police force.*

– Teacher

*Our animator provides the sense of connection between schools; pollination of ideas across schools and technical assistance.*

– Teacher

## Support for rural communities

Farm to School BC is reaching and supporting rural communities\* with community animators credited for creating an environment for rural schools and communities to thrive. To support rural schools, community animators:

- prioritize face-to-face opportunities and relationship-building
- are more involved in hands-on activities and have more touch points as compared with urban schools that tend to have more supports from community organizations.

*F2SBC is important because often rural schools miss out on other opportunities. This way we can be involved in things that other bigger centres can have. Plus, we are around farms and families with their own gardens and they see the relevance and the importance of life skills, they are needed.*

– School Administrator

*Community groups want to be involved with schools, but if you don't know a teacher at the school, how do you do it? Farm to School BC is that vehicle that can connect schools and other community groups. It's about relationships. Having an animator that knows what the community is doing and what schools are looking for is invaluable.*

– Community partner



*F2SBC is important for our rural school because students are now able to participate in something that urban students can, it levels the playing field.*

– School Administrator




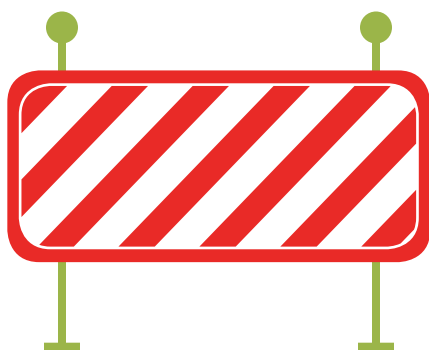
## Success factors

### 1. F2SBC model of delivery

- Community animator support** within a hub 
- flexible design and implementation** that, in collaboration with community partners, reflects local needs 

### 3. Multi-stakeholder support,

including school district support and a team within the school, with administrator support and teacher champion(s) 



## Barriers/Challenges for program delivery

### 1. Time

(e.g., teacher preparation time, requires volunteers, etc.)


### 2. Limited resources

### 3. School staff turnover

### 4. School administration barriers

(e.g., school district policy, lack of access to water, and overall support

### 5. Shorter growing season,

lack of convenient local food and large geographic area in the Northern Region 

### 6. Garden maintenance during summer



# Healthy Eating

**F2SBC is significantly impacting changes in attitudes, knowledge and skills related to healthy local food**

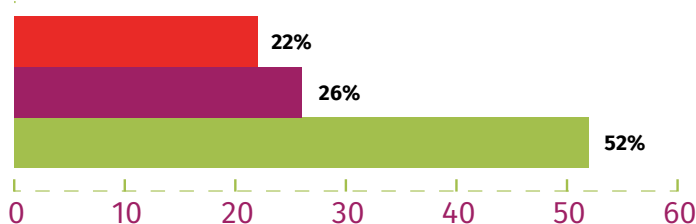
## Knowledge and attitudes related to vegetables and fruit

About half of students surveyed agreed that F2SBC helped them learn about healthy eating, introduced them to new fruits and vegetables, and helped them want to eat more fruits and vegetables.

### Impact of F2SBC on knowledge and attitudes

#### Grades 3-5 (N=275):

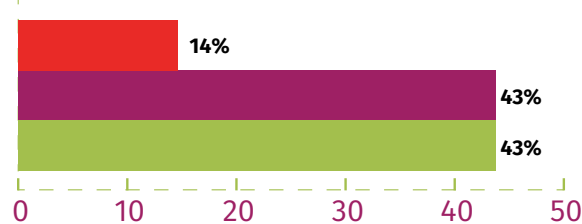
Farm to School BC helped me want to eat more fruits and vegetables



- Disagree
- In the middle
- Agree

#### Grades 6-12 (N=281):

Farm to School BC helped me want to eat more fruits and vegetables



- Disagree or strongly disagree
- No opinion
- Agree or strongly agree

## Student self-reflections

**Key themes emerged from student self-reflections (in order of most frequent mentions):**

#### Grades 3-5:

- Trying (new) fruits and vegetables;
- benefit of local food;
- paying attention to where food comes from;
- trying new foods and cooking/preparing fresh food;
- making soup and pies at home;
- gardening at home.

#### Grades 6-12:

- eating healthier;
- cooking/preparing more;
- using ingredients differently;
- using food safety every day;
- and cooking with fresher food.

## Food literacy\*

Surveyed students in all grades from new grantee schools (2018-2019) reported significant improvements in learning how to grow food, growing fruits and vegetables, learning how to prepare fruits and vegetables for eating (such as picking, harvesting, preservation/canning, composting) and learning about how food is grown in their communities.

## Changes in food skills

### Grades 3-5 (N=837):

**At school we grow fruits or vegetables**



**At school, I am learning how to prepare fruit or vegetables for eating (such as picking, harvesting, preservation/canning, composting)**



**At school, I am learning how to grow food**



● February 2019 (baseline) ● June 2019  
Means on a 3-point Likert Scale

### Grades 6-12 (N=693):

**At school, I am learning how to prepare fruit or vegetables for eating (such as picking, harvesting, preservation/canning, composting)**



**At school, I am learning how to grow food**



**At school, I am learning about healthy eating**



● February 2019 (baseline) ● June 2019  
Means on a 5-point Likert Scale

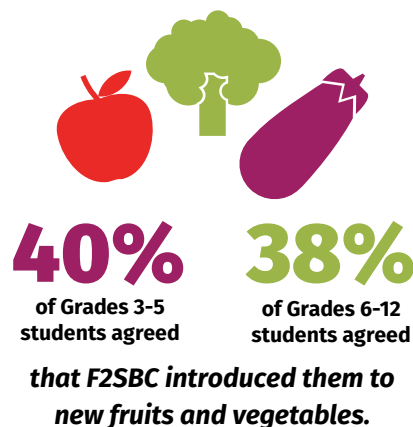
## F2SBC is influencing food choices

### Trying new vegetables and fruits

Qualitative data suggests that F2SBC is influencing students' food choices. During interviews and school visits.

Interviews with teachers and community partners and evaluative site visits with students who have been involved in Farm to School BC activities indicate that students are trying new fruits and vegetables.

Teachers commented that they have witnessed a visible difference in students' willingness to try vegetables.



### Fresh fruit and vegetable consumption

Student survey data from new schools did not yet reflect any significant changes in frequency of consumption of fresh vegetables and fruits, except for Grades 3-5 students in rural schools who reported eating more fresh fruit.

Qualitative data suggests that F2SBC is influencing fresh fruit and vegetable consumption. During interviews and school visits:

- School administrators provided examples of students 'grazing' in school gardens and choosing fresh fruits and vegetables (including smoothies) as snacks over sugary processed foods.
- Students, teachers, and community partners provided examples of children and their families actively seeking more fruits and vegetables at home and, in some cases, planting family gardens at home.

\*food-related knowledge, attitudes, and skills

*Students are staying at the school to eat the healthy food and smoothies from the garden instead of going to the store for unhealthy snacks.*

– School Administrator

# School Community Connectedness and Social Emotional Wellbeing

Students who participate in Farm to School BC (F2SBC) have an increased sense of belonging and pride in their school. Students reported that they are happy at school, particularly when they are engaged in F2SBC activities, and are forming stronger ties with other students and with teachers and community members.

## Sense of belonging and pride

Interview and focus group data indicates that teachers and students demonstrate a sense of pride in the garden. Students feel ownership that they are part of the school, requesting often to go out to visit the garden. During tours and in self-reflections, students discussed harvesting what they, themselves, have planted. Students are eating together and serving food to one another.

*“Our principal has found the garden projects have increased belonging and community. Students are all connected with the school and community members involved with all the different activities.” – Teacher*

*“Take a real pride in their garden and that’s their place, evidenced by no vandalism. Engagement in the classroom comes when snacks from the garden come in; the students are much more interested and engaged and proud of what they’ve created.” – School Administrator*

## Inclusion for vulnerable students

Community partners supporting schools, particularly in more vulnerable regions of the province, have highlighted the ways that F2SBC activities are promoting inclusion for students of all abilities.

Evaluative site visits at a community school saw students of all abilities working together in the garden and communicating with each other. Teachers explained that many of these students are often otherwise withdrawn and non-communicative. Working in the garden provided a shared sense of purpose of purpose which several teachers noted has transferred to the classroom environment.

*For students with challenges F2SBC enables hands-on learning. For students who don’t participate in the classroom, they are focused, engaged, involved and proud of themselves in the garden. Instead of running away from the camera, they take off their hood and they smile when they are in the garden. It’s providing accomplishment, self-worth, and a sense of belonging. – Teacher*

*I have a high school student who doesn’t attend school. He’s in grade 10 but went back to grade 9, then ended up in my foods class. We were standing in the garden, and he said, ‘you know [teacher’s name], you know that feeling when you are standing in your land, that feeling of accomplishment, that’s how I feel now’. That moment right there. That’s big deal for him to share those feelings with me.*

– Teacher



## Social-emotional wellbeing

Student self-reflections commonly saw students of all ages, as young as grade 2, reflecting that participating in F2SBC activities made them feel happy through spending time in nature, getting their hands dirty, and the smell of fresh plants. Students drew pictures of happy faces and wrote #behappy on what they now do differently because of their involvement in F2SBC.

Teachers also agreed that students are happy to be in the garden.

### Vulnerable students

Students in vulnerable schools were more likely to report an impact of F2SBC on their social emotional wellbeing than those in non-vulnerable schools:

- Grades 3-5 students in vulnerable schools were more likely to report being happy at school and helping each other out.
- Grades 6-12 students in vulnerable schools were more likely to report that they were learning to care for their mental health.



***“Mental and social health are impacted; students’ sense of belonging leads to greater sense of responsibility; students have a lot of pride; they serve the food they have grown.”***

– School Administrator

## School community connectedness

F2SBC increases social connections among students, teachers, and community members. Time in the garden and the kitchen gives teachers the opportunity for meaningful conversations and for deepening relationships.

***“The community sees the school in a different light; practicing having a garden and harvesting and eating. We are a small school; the whole community is aware of the garden and what we are doing. The community supports it and sees the value and it is good to have community support it.”***

– Teacher

***“We are seeing new social connections happening and relationships forming. For example, children that have never spoken before now have something in common and are engaging with each other.”***

– Teacher

***“The local Indigenous communities have access to several of their traditional foods in this garden. An elder explained that previously, in order to learn about the plants, students had to go to parks to learn plant identification but were not able to harvest the plants as they are in a park. Now students are connected to their foods. The Indigenous communities work closely with teachers in the school and learn about plants from this learning garden.”***

– Progress report submission



# Support for BC Curriculum

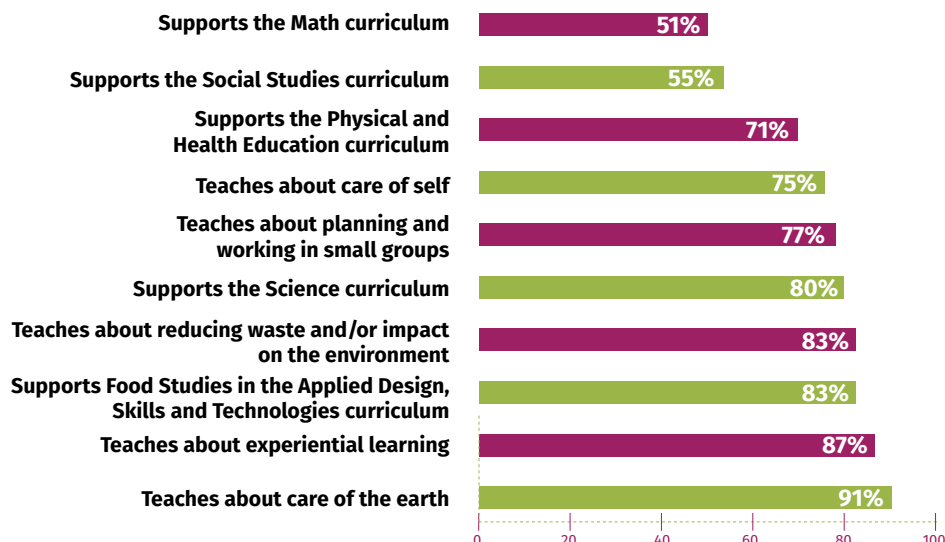
Schools participating in F2SBC activities are supporting core competencies by providing students with hands-on learning opportunities that are central to the BC curriculum and cross-curricular opportunities to meet various learning outcomes.

## Connections with BC Curriculum



Activities that link directly to the curriculum make program delivery and learning manageable for teachers.

## Farm to School BC's alignment with BC Curriculum (N=69) (reported by teachers in 2017/18 and 2018/19 progress report data)

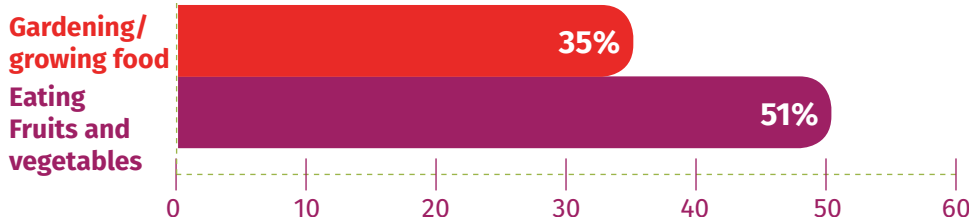


*Our teachers do the hands-on work with our young students (kindergarten to grade 2) like starting seedlings and hatch out eggs. The older students do the outside work. This year they will assemble a greenhouse. We explicitly instruct our students in seed saving and permaculture practices. We teach the students they have the power to secure our food source.*

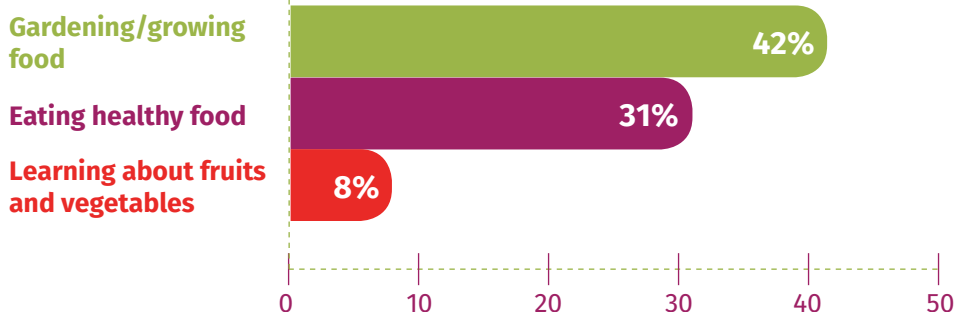
—School Administrator

## What students enjoy most about F2SBC

Grades 3-5 (N=80): Students enjoyed planting, growing, and eating fruits and vegetables.

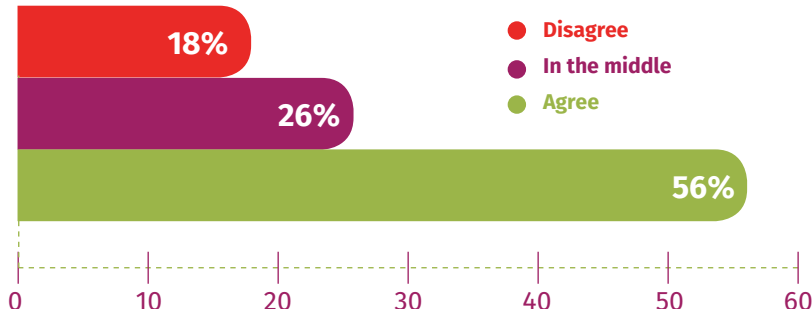


Grades 6-12 (N=211): Students primarily enjoyed gardening and growing food, as well as eating healthy food

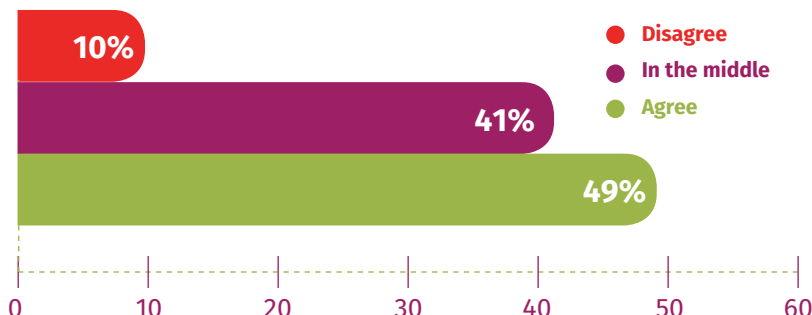


Farm to School BC helped me learn about healthy eating

Grades 3-5 (N=275):



Grades 6-12 (N=281):



## Learning to care for physical and mental health

Students reported in their self-reflections that they had a better understanding of the important link between healthy food and physical and mental health.

## Teacher time and support



Data from progress reports reveal that, in 2018-2019, on average, teachers spent (N=69):

Activity	# Hours
Prepping for F2SBC activities	24
Working with students	31
Class-time with students	98
<b>Total</b>	<b>153 hours</b>

Average of 15 hours per month, given a 10 month school year.

Source: 2018-2019 Progress Report

Creating local and regional connections builds teachers' networks and increases their confidence in teaching and facilitating F2SBC activities. However, teachers would like more education, specifically learning opportunities during professional days and ready-to-use lesson plans, so they can incorporate F2SBC activities more easily into the curriculum.

## Alternative Learning Environment

The school gardens are providing a quiet, safe space for many students but particularly for those who cannot find this feeling in a traditional classroom. Gardens also provide an alternative learning environment, student-centred learning (building on strengths of students), and 'space' where students may contribute to growing and serving food.



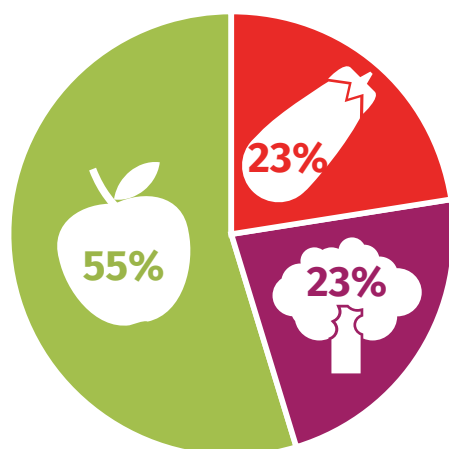
# Fruit and Vegetable Access and Agricultural Connections

About half of students reported that F2SBC increased their access to fruits and vegetables at school throughout the growing season.

## Fruit and Vegetable Access

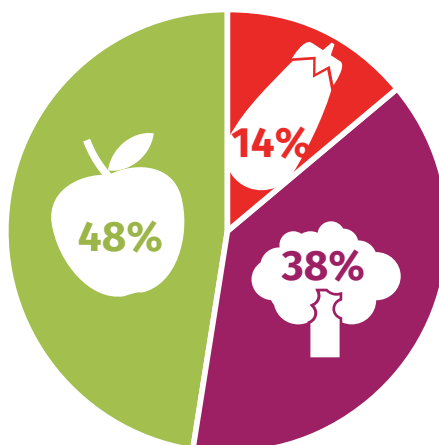
*"I got more vegetables and fruits at school because of F2SBC."*

Grade 3-5 (N=275):



● Strongly Disagree  
● In the middle  
● Agree

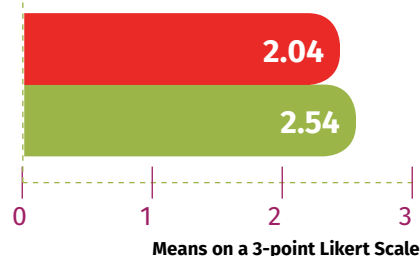
Grade 6-12 (N=281):



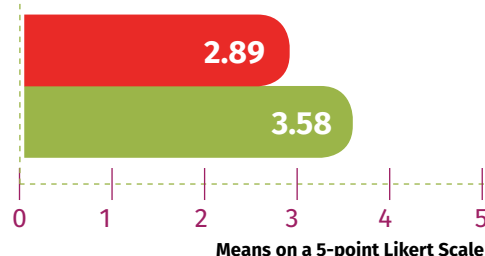
## Learning about the food grown in the community

Students reported in the surveys an increase in learning at school about the food they grow in the community.

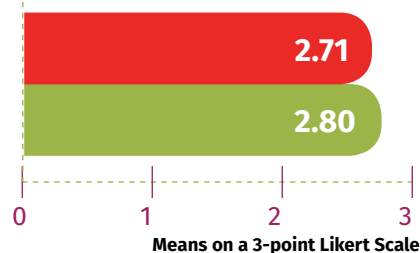
Grade 3-5 (N=837):



Grade 6-12 (N=693):



Grades 3-5 students were also more likely to agree that *"It is better to eat fruits and vegetables that were grown in BC"* at the end of the school year. (N=837)



● February 2019 (baseline) ● June 2019

*By students being part of growing food for our hot lunch program, this has increased food access and food availability, including locally grown food, to all the students in the school. This is powerful in terms of accessible gardening programs. Locally grown food is available to all the students in the school and the students get excited by this.*

– Teacher

## Building connections with local harvesters, food producers, and knowledge keepers in the community

Local harvesters, food producers and knowledge keepers are participating in F2SBC activities and creating new connections with students.

*We established relationships with local farmers to drop off extra apples, cherries, plums, etc. We use some of their excess food. Farmers come into school to talk about what they do.*

– Teacher

*F2SBC has enhanced our relationship with farmers and the First Nation community nearby. It has improved those relationships.*

– Teacher

## Learning about food systems

Grades 3-5 students reported in their self-reflections that Farm to School BC increased their knowledge about gardening including: planting seeds, weeding, watering, using a shovel/garden tools, caring for chickens, mason bees, trees, and learning about the food cycle.

Grades 6-12 students reported in their self-reflections that they had a better understanding of the food system including: what is a fruit/vegetable, what can grow at school and at home, what is grown on a farm, composting, gardens are good for sustainability and good for the earth.

Draw a picture of our school garden at Connaught Heights Elementary.




*Without the F2SBC we would not have had students in the garden this year. The students are so proud, the students (are) asking to add fresh garden food to their lunches and snacks.*


– School Administrator

*The animator strengthened our relationships with farmers, this was a key connection from the animator.*

– Teacher


# School Profiles

<b>School Name:</b> <b>Skeetchestn Community School</b>	<b>School Background:</b>  <p>Skeetchestn Community has a school garden, food forest, and hot lunch program. About two years ago the school began setting up a mini salad bar a few times per month giving the students the choice of what to put on their salad. Now the salad bar is part of their regular lunch. During Mother's Day, everyone came together to see the outdoor garden and planted flowers, and chat about the plans for the food forest, which was carried out later on the hillside facing the garden. The food forest fosters relationships in a non-threatening, productive, positive environment, and is an integral part of the curriculum, food security, and development of skills. The Skeetchestn First Nation plans to carry on more industrial growing operations and are looking to future plans for education facilities on the reserve in land stewardship, horticulture, and garden design. The school garden was a catalyst for these types of projects to become part of the Land Use Plan.</p>
<b>School District:</b> <b>#73, Kamloops, BC</b>	
<b>F2SBC Activities:</b> <b>School garden and celebration of traditional foods</b>	
<p><i>A student came up to our teacher having a bad day. He asked if he could come to water the garden. We set him up to do the watering for the rest of the year. He had a sense of ownership and attended the class all the time.</i></p> <p>– Teacher</p>	

<b>School Name:</b> <b>Margaret 'Ma' Murray Community School</b>	<b>School Background:</b>  <p>The tower gardens project is a relatively small but meaningful initiative, which allows the school to grow food year-round. Students are excited about the edible plants that they have been growing and have not tried before. Because of the long winters, they start growing plants indoors and later transplant outdoors. Most children are eager to taste-test each kind of produce from the garden. They have discussions in class about food and nutritious options, and frequently ask to visit the school fruit basket for extra snacks. The garden towers support several curriculums, and students are also involved in experiential learning, planning, and even requesting to grow specific fruits and vegetables. Through the tower garden project, they also have the opportunity to work in small groups, practice reducing waste and/or impact on the environment, care of the earth, and self-care. The tower garden offers a great opportunity for intergenerational learning: Parents and grandparents of students volunteer to come in and help with maintaining the garden and teaching children.</p>
<b>School District:</b> <b>#60, Fort St. John, BC</b>	
<b>F2SBC Activities:</b> <b>Tower gardens and curriculum support</b>	
<p><i>By students being part of growing food for our hot lunch program, this has increased food access and food availability, including locally grown food, to all the students in the school. This is powerful in terms of accessible gardening programs.</i></p> <p>– Teacher</p>	



<p><b>School Name:</b></p> <p><b>Ecole Mountain View School</b></p> <p><b>School District:</b></p> <p><b>#82, Terrace, BC</b></p> <p><b>F2SBC Activities:</b></p> <p><b>Food growing and preparation</b></p>	<p><b>School Background:</b></p>  <p>Ecole Mountain View is a French Immersion elementary school. Students from kindergarten to grade 5 participate in several F2SBC activities, including growing microgreens, hatching chicks, dehydrating fruit, and planting seeds in the classroom. “There is so much in the curriculum around healthy eating so it’s easy to incorporate into the classroom”, a teacher says. The way that F2SBC activities tend to take place in this school happens through the parent volunteer relationships. For instance, one parent provides fruit for dehydrating, and the eggs to incubate from their farm. This is an event that is always exciting for the children to observe. At the school there is also a strong desire for finding additional resources to support curriculum delivery and enhance Farm to School program at the local level.</p> <p><i>F2SBC connected us with the broader school district and really broadened our network, brought schools together.</i></p> <p>– Teacher</p>
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<p><b>School Name:</b></p> <p><b>Cheakamus Centre School</b></p> <p><b>School District:</b></p> <p><b>#44, North Vancouver, BC</b></p> <p><b>F2SBC Activities:</b></p> <p><b>School garden and greenhouse</b></p>	<p><b>School Background:</b></p>  <p>Cheakamus is an environmental education centre. The school offers overnight programs which include healthy and active living opportunities providing students the chance to change their food and activity habits at the school, and increasingly at home as well. Cheakamus blends students from different schools and school districts, so the garden is a wonderful space to make new friends, and to create a beautiful, productive growing and outdoor learning place. At Cheakamus, counsellors are mentors for the younger children to support positive, healthy behaviour, and healthy eating. The Centres’ food services consistently expose students to different foods, allowing them to experience and experiment with new fruits and vegetables and other healthy food choices. Students are involved in numerous hands-on activities in several gardens, including preparing the soil, planting the seeds, observing the growth of plants, and harvesting. The gardens help to create a connection to food and get students thinking about where their food comes from and what it takes to grow it. The F2SBC activities support several curricula such as Science, Food Studies in the Applied Design to Social Studies and many others.</p>
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<p><b>School Name:</b></p> <p><b>Bella Bella Community School, BC</b></p> <p><b>School District:</b></p> <p><b>#44, North Vancouver, BC</b></p> <p><b>F2SBC Activities:</b></p> <p><b>Upgrade the school garden</b></p>	<p><b>School Background:</b></p>  <p>Bella Bella Community School is a First Nations school located on the territory of the Heiltsuk First Nation, placed in a remote/rural community in the central coast of BC. Students, staff, and gardeners came together to support seasonal preparation of the school garden. The garden is located just outside the windows of the Home Economics room where Foods classes are taught, which generates more interest in the inclusion of vegetables within the food prepared in class. Students are enticed to go out to the garden and pick fresh veggies to bring in and use immediately in the preparation of their dishes. The opportunity to get their hands dirty by planting seeds and then harvesting the produce has improved the overall well-being of many students. They appreciate the ‘veggies of their labour’ more when they’ve taken the steps to grow them themselves. Many students have also developed a taste for veggies they normally wouldn’t eat. The school garden supports the Food Studies course in the Applied Design, Skills, and Technologies curriculum. It also provides a meaningful way for students to learn about waste management and their impact on the environment, and practice experiential learning.</p>
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