



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

MODELED AFTER PPS [WABANAKI STUDIES DOS 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" "better" "clean" "cheap" "fake" "bad" "junk" "poison" - including foods with 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.



<p>Carrot by FoodCorps Service Members</p>	
<p>Please do teach about vitamins, minerals, and food categories, and how they help our bodies in unique ways</p>	<p>Please don't overemphasize food as "fuel" Resource: Let's Normalize Comfort Eating</p>
<p>Please do include food's value related to culture, tradition, and celebration. Provide opportunities for students to make connections to their own food cultures in the classroom Resource: Cultural Appreciation vs. Appropriation: 12 Os on Difference</p>	<p>Please don't allow students to pass judgment or tease about differences in food culture Resource: My "Lunch Box Moment" and Why it's Important</p>
<p>Please do encourage kids to try new things, and give positive reinforcement for trying something, even if they do not like it. Allow students to use other senses to explore food as well (e.g. touch it to your tongue, smell it, squish it with your fingers)</p>	<p>Please don't pressure or require students to try a food, or associate any punishments with not trying new foods Resource: "Ellen Sattyr's Division of Responsibility"</p>
<p>Please do focus on helping students understand where they have agency and decision making power over their food (i.e. the lunchroom) Resource: Our Cafeteria Project, a project based learning guidebook from FoodCorps</p>	<p>Please don't focus on changing students eating habits outside of school where they may not have agency</p>
<p>Please do build inclusive recipes and lessons that take into account economic challenges or transitional states students might be experiencing Resource: Why Judging People for Buying Unhealthy Food is Classist</p>	<p>Please don't assume that students have access to blenders, ovens, stove, other appliances, adult supervision, or specific ingredients when outside of school</p>
<p>Food Systems & Gardening</p>	
<p>Please do acknowledge the long history of racism and slavery in the food system Resource: 4 Not-So-Easy Ways to</p>	<p>Please don't ignore or downplay students comments if they relate growing food or gardening to slave labor or exploitation</p>



<p>Dismantle Racism in the Food System Resource: African Diasporic Wisdom for Farming and Food Justice</p>	<p>Resource: Green Thumbs and Black Youth: The Complexity of Urban Gardening</p>
<p>Please do acknowledge the history and current impacts of colonization, genocide, and land theft which have attempted to erase Indigenous food ways and agriculture practices Resource: Native Farm to School Resource Guide</p>	<p>Please don't tokenize Indigenous growing practices, or erase Indigenous knowledge from gardening, agriculture, and land stewardship Resource: Wabanaki Studies Do's and Don'ts</p>
<p>Please do acknowledge the origin/source of different foods, including the people who have stewarded the food and been involved in the growing process Resource: Mano en Mano</p>	<p>Please don't erase farm worker & migrant labor from the narrative of how our food is produced. Resource: Narrative Strategy and the Power of Story</p>
<p>Please do develop an awareness of students and families relationship to food and agriculture Resource: An Afro-Indigenous Approach to Food Sovereignty</p>	<p>Please don't assume students have no connections to agriculture, gardening, migrant farm labor, fishing, foraging, hunting, meat processing, the service industry and/or subsistence growing Resource: Cultivating Failure</p>
<p>Please do teach food systems ranging from local to global. Focus on concepts and facts. Include the end of the process: food waste and disposal. Allow for critical thinking and deep exploration of different types of agriculture practices</p>	<p>Please don't characterize any food system as "good" or "bad" and/or encourage specific consumer practices</p>
<p>Please do center the interconnectedness of all living things and ecosystems, and how that relates to growing food. Practice reciprocity and gratitude Resource: Podcast: Robin Wall Kimmerer: The Earth Calls us to Reciprocity Resource: The Honorable Harvest</p>	<p>Please don't teach that the land is a resource to be extracted from for human consumption and economic gain</p>
<p>Please do design an accessible garden space that takes into account the Universal Design Model so that all students feel welcome. (E.g. width and</p>	<p>Please don't assume all students can access spaces and activities the same way. Remember to include stakeholders from different learning communities in the</p>



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material of pathways, height of beds, and signage that includes pictures or translations)

Resource: [Making Garden Signs Accessible to All](#)

Resource: [The Essentials of Accessibility: School & Community Gardens](#)

school to plan a garden.

