Campus Sustainability Grant Application – Cover Sheet

PROPOSAL INFORMATION
Project Title: The Lunchbox Garden Project

PRINCIPAL STUDENT INVESTIGATOR (PROPOSER) INFORMATION
Name: Sophie Giberga
Email: shgiberga@gmail.com
Phone: (985) 237-8076
Degree Program / Graduation Date: A.B. Political Science/2015

FACULTY / STAFF SPONSOR INFORMATION
Name: David Williams
Email: dwilliam@uga.edu
Phone: (706) 542-0532
Title / Department: Associate Provost and Director of the Honors Program

ADDITIONAL PROPOSAL INFORMATION
The proposal includes the following fields (check all that apply):

- [ ] Academics / Education
- [ ] Research
- [x] Service & Outreach
- [ ] Campus Operations

Summary of Budget:

<table>
<thead>
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<tr>
<td>Equipment</td>
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<tr>
<td>Supplies / General Expenses</td>
<td>$ 2,305</td>
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<tr>
<td>TOTAL</td>
<td>$ 2,805</td>
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</tbody>
</table>
The Office of Sustainability
Grant Proposal

The Lunchbox Garden Project

Sophie Giberga, Matt Tyler, and Smitha Ganeshan

October 21, 2012
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I. Proposal Overview

Project Description

The Lunchbox Garden Project is an afterschool garden-based nutrition education program currently operating at Barnett Shoals and Chase Street Elementary Schools in the Clarke County School District. Lunchbox Garden seeks to address key, interrelated problems affecting Athens: food illiteracy and nature-deficit disorder. Research has shown that experiences outside of the home are what often change people’s attitudes regarding behavior within a community; the Lunchbox Garden strives to create a community of healthy and environmentally-conscious youth through an efficacious afterschool curriculum that instills an appreciation for food, healthy eating, and environmentalism.

We currently have twenty eager volunteers from UGA involved with The Lunchbox Garden Project who work at each of our schools twice a week for one hour. Our twenty-five young gardeners-in-training are split into three groups: The Roots, The Leafy Greens, and The Cabbage Patch Kids. Each group is responsible for one section of the garden. During each Lunchbox Garden session, we follow a lesson plan that begins with what we call “opening circle.” From there, we do our garden chores, which can include watering, weeding, and fertilizing. Each Lunchbox Garden session has a “Master Gardener” who leads the class for the day. Our lessons, which begin with an explanation of background information and core knowledge, are hands-on and interactive. The activity that follows is designed to reinforce the lesson taught in the classroom. Studies have shown that students that experience gardening and food production first hand instead of just being taught in a classroom setting have a greater appreciation for food.

Intended Outcomes and Goals

The Lunchbox Garden’s preeminent goal is to help students recognize the relationship between healthy eating, sustainability, and acting responsibly. Students help to take care of plants while interacting with their surroundings; they learn about the importance of reducing, reusing, recycling, and composting while learning about the interconnectedness of humans with their surroundings; and they learn about the relationship between where their food comes from and how healthy they are.

The majority of our expenses are for necessary supplies for our day-to-day lessons and activities. We spend approximately $100 a month on supplies like vegetables for demonstrative purposes, seeds, paint and bricks for a garden markers, watering cans, and garden tools. Currently, the Lunchbox Garden Project is funded entirely by its volunteers; this obviously creates limitations on what can pragmatically be achieved in a hands-on environment. Using lesson plans from The Edible Schoolyard and National Wildlife Foundation’s Schoolyard Habitat program and by collaborating with professors from the College of Education and volunteers from UGA’s master gardener program, we hope to improve the quality of our lessons,
to expand our reach into other schools, and to incorporate more experiential, outdoor education into the normal curriculum at our current schools.

Our goal for The Lunchbox Garden Project is to make it something that is lasting and has lasting influence in the Athens community. A greener UGA community must also incorporate a greener Athens community and a new generation of students who will have a sense of environmental, civic responsibility. Right now, the Lunchbox Garden has incredible potential; we have enthusiastic people behind us, kids who are excited to learn, and a social atmosphere that wants this to succeed. We are excited to get our hands dirty; all we need are the necessary resources. With a Sustainability Grant, we can begin to make our goals and our vision for the future of this organization a reality.

**UGA’s 2020 Strategic Plan**

In an effort to maintain an improve its standing as a model institution of higher education in the United States, The University of Georgia has set strategic goals that it hopes to achieve by 2020, as described in *Building on Excellence: University of Georgia 2020 Strategic Plan*. As a community project based around sustainability, The Lunchbox Garden Project addresses the 2020 Strategic Plan in two pertinent ways. Under Strategic Direction IV, the University says that it hopes to “[p]rovide outreach programs that focus on the application and provision of institutional resources for community use with benefits to both campus and community” and to “[p]rovide teaching, learning and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration” (12). These should “address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution” (12). By engaging both students and faculty in curriculum development and project implementation, The Lunchbox Garden Project hopes to address the problem of food literacy that afflicts children; by addressing this at the elementary school level, we hope to make lasting impacts on the lives of these students in a manner that utilizes the talents of volunteers within the UGA community. By using an approach that incorporates these talents, the Lunchbox Garden also addresses Strategic Direction VII:

In the effort to prepare students for effective leadership on campus and beyond, sustainability should be infused into formal and informal educational opportunities throughout the University (16).

UGA students benefit from the project by learning about pragmatic community development while students at the local elementary schools benefit from robust programming; in this way, the Lunchbox Garden provides experiential learning for both the volunteers and the elementary school students in a manner that promotes learning about responsibility in sustainability. Moreover, the nature of experiential learning allows students to understand why their individual acts are important and how these play a larger role in the global environmental community.
II. Campus Sustainability Grant Application – Compliance Form

Please answer all of the following questions, and explain in full where required.

Will this project require compliance review in any of the following areas?
Please place an “X” on the appropriate line to indicate “Yes” or “No” for all three compliance areas.

1. Animal Use
   ___ Yes
   _X_ No

   If “Yes,” please reference the section and page number in the proposal describing animal use:

   For more information contact:
   706-542-5933

2. Biohazardous Materials
   ___ Yes
   _X_ No

   If “Yes,” please reference the section and page number in the proposal describing biohazardous material use:

   For more information contact:
   706-542-9876

3. Human Subjects
   _X_ Yes
   ___ No

   If “Yes,” please reference the section and page number in the proposal describing human subject use:

   See “Implementation Plan” page 8

   For more information contact:
   706-542-5318

Name: Sophie Giberga
Title: The Lunchbox Garden Project
Date: 21 October 2012

_X_ By placing an “X” on this line, I certify I will fulfill all requirements pertaining to compliance if this grant is approved.
## III. Campus Sustainability Grant Application – Budget Sheet

Complete all sections.

### I. Personnel **

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<td>3. Gloves (30)</td>
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<td>8. Environmental Education training</td>
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</tr>
<tr>
<td>9. Cooking Cart</td>
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<td>10. Notebooks</td>
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<td>12. Printing/Copying</td>
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IV. Implementation Plan

Project Description

The Lunchbox Garden Project began at Barnett Shoals Elementary in February 2012 and has since expanded to Chase Street Elementary. Currently, the Lunchbox Garden Project has twenty-five volunteers, each of whom are assigned to one of the schools for a specific day. The volunteer schedule is designed so that each volunteer is going to the same school on the same day each week and works with the same group of students to facilitate relationship building between the volunteers and the students.

The Lunchbox Garden Project goes to each school twice a week for one hour. We have found that an hour is the ideal length of time because it allows enough time to accomplish our goals for the day but is not so long that the students lose interest or attention. Each day at The Lunchbox Garden is structured the same way. When we get out to the garden, the students split up into their groups, each of which is led by two volunteers, and go into opening circle. The purpose of opening circle is to focus everyone’s attention back to the garden, remind the students of what we did in the last class, and discuss what will be accomplished on that day. Opening circle is a time in which everyone is encouraged to contribute.

After opening circle, the students water and weed the garden. This is the time during Lunchbox Garden when hands-on interaction with the garden is essential. Volunteers point out interesting things in the garden beds and ask questions to encourage discussion and discovery. Students are taught what a seedling looks like in comparison to a weed, what they can and cannot pull up, and how much water is too much water for a plant. Here, they are encouraged to get their hands dirty and experience all that the garden has to offer.

Opening circle and garden maintenance takes about twenty minutes to complete. Once completed, the class leader calls the students back into one big group for the lesson and activity of the day. Each class period focuses on one central lesson, which could be on anything from soil quality and composting to plant parts and herbs. The goal of The Lunchbox Garden is to develop a curriculum in which each lesson builds on the ones previous so that the students are receiving comprehensive garden education. The class leader spends about fifteen minutes teaching the lesson, making sure to ask open-ended questions to engage the students and facilitate class discussion. He or she completes the lesson by asking one final question on the topic, which the students will find the answer to during the activity. The class leader explains the activity that accompanies the lesson and the students break up into their groups to complete it. The activities are all designed to be fun but also instructional. See Appendix A for a sample Lunchbox Garden activity.

Lunchbox Garden ends for the day with closing circle, during which the students and volunteers recap what was accomplished that day and discuss any lingering questions, comments, or ideas. At this time, any last minute reminders or announcements are made.
Specific Aims/Future Goals

• *Develop a lasting curriculum.* An effective school garden program requires a set curriculum with lessons that build on one another. Ultimately, the goal of The Lunchbox Garden Project is to achieve results and to have an impact on the food and environmental literacy of children in the Athens community. Achieving that requires building a strong program that is curriculum-driven. Lessons compiled into the curriculum will come from a variety of sources such as *Edible Schoolyard New Orleans*, *Edible Schoolyard Berkeley*, and *Georgia Organics* as well as some designed specifically for The Lunchbox Garden Project. We have had communication specifically with a member of the *Edible Schoolyard New Orleans* team who has provided us with access to their lesson plans. See Appendix A for a sample lesson that would be used in The Lunchbox Garden Project.

• *Establish The Lunchbox Garden Project as a reputable school gardening program.* To be as effective as possible, The Lunchbox Garden Project also needs to be enduring, which comes from a strong group of leaders who share the same vision for the organizations and by gaining legitimacy within the Clarke County School District (CCSD). With a great team already, we are now working on establishing a relationship with Clarke County Schools. We have been in communication with Paula Farmer, the Nutrition Director for CCSD, Stacy Smith, School Garden Network Coordinator, and the ASP Directors at both Barnett Shoals and Chase Street. Working with leaders in the CCSD helps to establish Lunchbox Garden as a reputable program. See Appendix B for records of communication with CCSD leaders.

• *Increase parent involvement with The Lunchbox Garden Project.* Making a real difference in the food and nutrition knowledge of the students in The Lunchbox Garden requires that the lessons we teach at school be reinforced at home. To keep the parents involved in what we are doing, a monthly Lunchbox Garden newsletter called “Something to Sprout About” is sent home that includes a summary of the month’s activities, a recipe using the vegetables we are growing, and reminders and announcements for the parents. See Appendix C for a sample “Something to Sprout About.” To further increase parent involvement, we plan to print the students’ favorite recipes from home into a Lunchbox Garden cookbook and sell our harvested vegetables in our own “farmer’s market” at the school.

• *Create a better-developed cooking curriculum.* One of the major goals of The Lunchbox Garden Project is to incorporate food preparation and culinary appreciation into the curriculum so that students can experience the transition of food not only from seed to vegetable, but also from seed to table. At present, the extent to which we can incorporate cooking into our curriculum is limited by our lack of kitchen facilities and kitchen...
utensils. We would, therefore, like to invest in a “cooking cart” which includes a worktable, tabletop stove, blender, pots, pans, bowls, and other essential kitchen utensils. See Appendix D for the list of utensils in the cooking carts used by Cobb County and an estimated expense report.

- **Incorporate environmental education into curriculum.** At present, the Lunchbox Garden Project curriculum focuses on garden education. We would like to expand the environmental education portion of the curriculum by incorporating lessons on composting, soil erosion, water conservation, and local farming. See Appendix E for a sample lesson on composting. We would especially like the students in The Lunchbox Garden Project to appreciate the importance of locally grown produce. Clarke County Schools Nutrition Services has implemented a program in which they serve a different selection of Georgia-grown produce with school lunches each month. We plan to incorporate that program into our lessons by having the Lunchbox Garden students map out where their school lunch food is coming from on a map to be hung in the cafeteria. This accomplishes two of the specific aims of The Lunchbox Garden Project: incorporating lessons on local farming and connecting The Lunchbox Garden Project to the entire student body.

**Measurable Operational Outcomes**

The overall goal of The Lunchbox Garden Project is to increase the food and environmental literacy of children in the Athens community. The outcomes of our efforts with The Lunchbox Garden Project are difficult to measure quantitatively. The activities and their effect on the students will be measured qualitatively, however, by daily journaling by the students. A garden journal will be purchased for each student and passed out at the beginning of each semester. The students will use their journal to reflect on the lessons and activities done during Lunchbox Garden, to record the progress of the garden and the changing seasons, and to illustrate the changes in the garden, compost bins, and soil. At the end of the semester, the journals will be collected and used as a means of measuring changes in the students’ understanding of the garden. They will then be returned to the students so that they can share them with their parents and families and chart their own growth during their participation in The Lunchbox Garden Project.

**Merit and Feasibility**

Implementing all of the specific aims and goals of The Lunchbox Garden Project is entirely feasible with additional resources, funding, and time. To work on curriculum development, we are communicating with experts on school gardens and environmental education as well as with other University of Georgia students in the College of Education, the College of Agricultural and Environmental Sciences, the College of Family and Consumer Sciences, the College of Environment and Design, Franklin College of Arts and Sciences, and
the School of Public and International Affairs. Working with a group of individuals with a broad range of backgrounds allows us to create a varied curriculum that covers topics related to gardening, sustainability, environmental education, food preparation, and culinary exploration. With additional monetary resources, we will be able to more effectively incorporate into cooking into our curriculum with the purchase of a cooking cart and kitchen utensils.

The Lunchbox Garden Project is already on its way to becoming a reputable after school program through the connections we have made in the Clarke County School District. Stacy Smith, the School Garden Coordinator and Program Assistant for Keep Athens Clarke County Beautiful, has been an invaluable resource in connecting The Lunchbox Garden to new schools and after school programs.

Increasing parent involvement will require additional monetary resources to be able to do things like print a monthly newsletter and assemble a cookbook to send home with the students. It is our hope that having regular communication with parents will encourage the parents to reinforce the lessons we teach in Lunchbox Garden at home.

**Timeframe for Implementation**

- October 2012- Send home second edition of “Something to Sprout About” to parents
- October 31, 2012- Final date for students to bring in their favorite recipes from home to be printed into the Lunchbox Garden Cookbook
- November 2012- Assemble and print the Lunchbox Garden cookbook. Send home with students by the end of the month.
- November 2012- Integrate composting program into the Barnett Shoals curriculum, beginning with a visit from a Master Composter who will do a lesson and demonstration for the students on composting.
- December 2012- Harvest fall/winter vegetables and sell in a farmer’s market for the rest of the school during carpool.
- January 2013- Return to both schools after winter break the week of January 21.
- February 2013- Plant late winter/spring vegetables thee week of February 11.
- February 2013- Begin to integrate the cooking cart lessons into the curriculum.
- April 2013- The Lunchbox Garden year finishes the week of April 22. During that week, the spring vegetables should be harvested and sold or cooked to share with the rest of the school or parents.
- May-June 2013- To prepare for the summer, the garden beds should be cleared out and the whatever steps deemed necessary for keeping the soil healthy (compost, new soil, etc.) should be taken. Soil should be tested at the beginning of the summer and the end before planting again.
V. Communications Plan

Part of our vision, mission, and strategic plan for Lunchbox Garden is to strengthen our outreach both in the Athens community and on our campus at the University of Georgia. We recognize that parents are an integral part of the equation when it comes to promoting food literacy among youth so we have developed several avenues of communication with parents. We hope to strengthen these lines of communication with the help of funding from the Office of Sustainability. We also plan to build relationships with other student organizations on campus like Real Food UGA, UGarden, and Campus Kitchen to recruit volunteers and pool resources for various events and projects.

At Barnett Shoals Elementary School and Chase Elementary School, our two established program sites, we send newsletter updates to parents about the various activities at Lunchbox Garden. We have also asked all the kids to collect one or two recipes from home and share them with everyone at Lunchbox Garden. We will compile these recipes into a bound book that the kids can sell to parents at PTA meetings or during “carpool time” right after school. This helpful recipe book would give the kids a sense of ownership of the program, while also extending nutrition from the fresh garden into the kitchen. Apart from selling the recipe book, the kids have decided to sell the vegetables from the garden to parents at the last PTA meeting at the end of the year and during carpool time after school. By communicating with parents more frequently and more directly we can help ensure that food literacy and nutrition become a natural and integrated part of the children’s lives.

Our strategic plan for communication involves the UGA community as well. We have a Facebook page (www.facebook.com/TheLunchboxGardenProject) and a website (thelunchboxgarden.weebly.com) on which we upload pictures and blog about our educational activities. Through both our website and Facebook page we have started to spread our message and promote nutritional awareness on our own campus. With funding we would be able to create promotional materials including a tri-fold board to feature at student activities fairs and presentations that we could give at other student organization meetings including Roosevelt Institute, Volunteer UGA, and Real Food UGA. With funding we might also be able to provide stipends for UGA professors who would like to come to Lunchbox Garden and lead an interactive activity. We have reached out to the Department of Education and have opened lines of communication to transform these ideas into reality. We could also provide a newsletter to send alongside the Honors Alumni newsletter, which reaches out to hundreds of UGA alumni all around the country. This newsletter would help galvanize support for Lunchbox Garden and nutritional sustainability even away from our campus in Athens.
October 20, 2012

University of Georgia Office of Sustainability
108 E. Broad Street
Athens, GA 30602

To Whom It May Concern:

I am writing in strong support of The Lunchbox Garden Project. I am excited about this organization and its goals, since I believe it will make a very positive impact not only on the lives of the elementary students it engages with, but also on the UGA campus and the Athens community at large. I have already discussed the project with several campus and local leaders and entities, including UGA’s Office of Service Learning and the local School Garden Network associated with Keep Athens Clarke County Beautiful. I am anxious to connect the organization to UGA’s Obesity Initiative as well.

One of the goals of The Lunchbox Garden Project is to teach young students about sustainability, as well as the importance of developing and maintaining a relationship with the natural world. Using hands-on, interactive lessons, it will connect students to the garden and teach important lessons such as composting, water conservation, and organic farming. As they age and mature, the students will pass along these lessons to others. By promoting these ideas and skills in young students—and through them to others—The Lunchbox Garden Project will make a very positive contribution to helping make UGA and Athens a more environmentally-conscious community.

I will remain connected with this project in an ongoing basis. My role will primarily be to connect The Lunchbox Garden Project with resources, offices, and people who can assist them and help them to achieve their goals.

Sincerely,

David S. Williams, Ph.D.
Associate Provost and Director of the Honors Program
University of Georgia
VII. Report of Grant Project Expenses and Metrics

- As previously described in the Implementation Plan, the impact of The Lunchbox Garden Project on the students will be measured qualitatively through weekly journaling and evaluation of those journals.
- As the project progresses, the progress will also be recorded and charted through regular photographic evidence taken during Lunchbox Garden.
- Regular blog posts will be updated on the Facebook page and website page to maintain public records of the goings on in The Lunchbox Garden.
- All expenses will be recorded and receipts will be saved to keep the overall expenses of The Lunchbox Garden Project within the budget.
- All correspondence with retailers, experts, and volunteers will be kept for future reference.
VIII. Appendix A: Sample Activity and Lesson

LESSON PLANS FROM THE EDIBLE SCHOOLYARD NEW ORLEANS

PLANT PART SCAVENGER HUNT

Objectives: Students will locate, identify and describe the five basic plant parts (roots, stems, leaves, flowers, fruit/seeds).

ESY Objectives: Seasonality – specific connections between each season and the foods, plants, and activities associated with each season.

Louisiana Standards and Strands:
SCIENCE:
Characteristics of Organisms
Describe structures of plants (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3)

Teacher Background: Almost all plants have five basic parts, roots, stems, leaves, flowers and fruit. There are some exceptions such as ferns, algae, and ocean dwelling plants. This lesson will cover the majority of terrestrial plants.

Plant roots typically grow below the ground giving the plant an anchor. The roots also serve to gather water and absorb soil nutrients such as nitrogen.

The stem serves to support the majority of the plant above ground. It is a conduit for moving food produced in the leaves down to the roots and transporting water up to the leaves.

Leaves are the food factories of plants. Plants use chlorophyll (the substance that makes plants green) to combine CO₂, water and sunlight to produce sugar that is used for energy. Plants are unique in that they are the only type of organism that can produce their own food. They form the basis of all ecosystems on earth.

Once the plant has reached maturity, a flower will begin to grow. Flowers are the reproductive organs of plants. Once pollinated (fertilized) by an insect, bird or the wind, a seed will begin to grow in an ovum deep within the flower. Many plants grow fruit around their seeds to make them more appealing to animals. The eating of the fruit by animals helps to spread the seeds.

Materials: For each group, a white board or large sheet of paper, masking tape, markers or crayons.

Preparation:
Familiarize yourself with the space you plant o use. Try to choose a location that has a nice variety of plants with all of the plant parts represented. The location you choose should have at least a few plants that can be pulled up so as to examine the roots. Grass or weeds are excellent resources. If some plant parts are not well represented in your space, consider

**Question of the Day:**
When we look around our garden we see lots of different kinds of plants. What are some ways that the plants are different? What are some ways that those plants are the same?

**Action:**
1. Ask the question of the day and take answers.
2. If possible, split the class into three groups that can work independently
3. Move into the garden and ask students to name the five basic plant parts and quickly list them on the chart paper/white board.
4. Ask pairs or small groups of students to be on the lookout for each kind of plant part. Remind students to ask permission before picking anything.
5. When a student finds a plant part, ask the group if they can identify the part and identify its function. If the group cannot identify the part or are having trouble explaining its function, lead them to the correct answer.
   a. *What do you think the plant uses that part for?*
   b. *Why do you think it looks the way it does?*
   c. *This plant has long/short roots. Why do you think it grew like that?*
   d. *This plant has a very small/large flower. Why do you think that is?*
6. This is an excellent opportunity to taste and eat plant parts if possible.
   a. *What plant part are we eating?*
   b. *Why did the plant make this part?*
   c. *Do you think we can eat any other parts of this plant?*
7. Collect several examples of each plant part; after a good variety has been found use the masking tape and white board/chart paper to build a Franken-plant.
8. As the group to choose roots, stems leaves, fruit and flowers to tape down to the board. As the parts are added students can label them and write down their functions.
9. Return to the whole group and share Franken-plants, review plant functions, interesting observations and any lingering questions.
IX. Appendix B: Communication with Clarke County School District Leaders

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Yes, I can. We can meet in my office @ 145 Paradise Boulevard. Please let me know if you need directions. See you Monday.

Sent from my iPhone

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From: Paula Farmer
Subject: Re: The Lunchbox Garden Project
Date: September 5, 2012 6:18:53 PM EDT
To: Sophie Giberga <shgiberga@gmail.com>

Sophie,

Yes, I am definitely interested. When would you like to get together to talk about the Lunchbox Garden Project?

I look forward to meeting with you.

Paula

Sent from my iPhone

---

On Sep 5, 2012, at 11:51 AM, Sophie Giberga <shgiberga@gmail.com> wrote:

Ms. Farmer,

My name is Sophie Giberga and I am a second-year Political Science student at UGA. I was given your name and email by Stacy Smith, who I believe mentioned to you an after-school gardening program I started last year at Barnett Shoals Elementary called The Lunchbox Garden Project. While now The Lunchbox Garden is primarily garden-based, I envision one day being involved in the cafeteria and nutrition programs as well, which is why Stacy suggested I talk with you. If you think this is something Clarke County Schools would be interested in, I would love to sit down with you one day and tell you about The Lunchbox Garden Project and what we are doing and talk about how we can work with the Nutrition Program at the schools.

Thank you so much for your interest. I look forward to hearing from you!

Best,
Sophie Giberga
I am fairly open next week. Thursday might be good in the morning or late afternoon. Friday afternoon. OR the first Tuesday in Sept. If you thought you could wait until Friday afternoon or Tuesday, that would give me time to meet with the rest of the school garden committee and get a good feel for where Project FOCUS is already planning on holding after school nutrition classes. I am co-acting Anne Shenk, who is a primary contact on that project. It might be good if we can all meet together so that you two don’t overlap.

Stacy Smith
Program Assistant, Keep Athens Clarke County Beautiful
T25 Handbox Industrial Way
Athens, GA 30605
706-613-3501 x 309
www.keepathensbeautiful.org
www.facebook.com/kacsb
www.cecenschools.org
Litter Hotline 706-613-3508

From: Sophie Giberga <sgiberga@gmail.com>
To: Stacy-Smith@athensclairecountyschools.com
Date: 08/23/2012 04:11 PM
Subject: School Garden Program

Ms. Smith,

My name is Sophie Giberga and I am a second year Political Science student at UGA. We briefly corresponded last year when I was looking to volunteer with a group of students in a school garden in Athens. Since that time I have had some success setting up an after school gardening program at Barnett Shoals Elementary. Working with my kids in the garden last year was one of the most rewarding things I have done thus far, and I have realized that food literacy and nutrition education is something I am truly passionate about. My goal for this year, therefore, is to expand beyond just Barnett Shoals Elementary and make our garden club into something lasting that will have a real impact on students in Athens.

Thus, I am working to start an organization that I have named The Lunchbox Garden Project. The overarching goal of The Lunchbox Garden Project is simple: food literacy. I want kids to understand food; where it comes from, how to prepare it, the difference between good and bad quality food, the difference between healthy and unhealthy food, the importance of fresh fruits and vegetables. I want kids to reach for an apple instead of a bag of Doritos. I want want kids to understand the relationship between food and health. I know that many schools in the Athens Clarke County School District are interested in starting such initiatives, so we are eager to help wherever we can.

Which is why I am contacting you. I was hoping you may have some advice or could connect me to someone that does. What I really need are people who share my vision and are willing to embark on this mission with me, but I also need someone that is connected to the schools and can help me communicate with them. I have UGA students that are eager to be a part of The Lunchbox Garden; I really just need schools. If you have any ideas or advice you could give me, I would really appreciate it. I really hope you can see how passionate I am about this project and how excited I am to delve into it.

Please feel free to either call me at (985) 237-8076 or return my email at sgiberga@gmail.com. Thank you so much for all of your help!

Best,
Sophie Giberga
X. Appendix C: Sample Newsletter

**Something to Sprout About**

**The Lunchbox Garden Project**

At the Lunchbox Garden Project, we believe in slow food, aromatic herbs, and warm-from-the-sun vegetables. We enjoy the food experience and want to share it.

**September 2012**

**Heard Around the Watering Can**

Some announcements and things to come in the world of food and gardening:

- NationWide Food Day (Oct 24) – We are excited to celebrate healthy, affordable, sustainable food.
- Washington Farms is getting ready for fall with a farmers market and corn maze! They have a pumpkin patch. Support local grown goodness! Happy fall!

**Connect with us!**

**Facebook:** facebook.com/TheLunchboxGardenProject

**Website:** thelunchboxgarden.weebly.com

**Have We Been Up To?**

The Lunchbox Garden is in full bloom! The Lunchbox Garden Project’s main goal is to educate elementary school–age students on exactly where their food comes from. We hope to instill in them an appreciation and fascination with food that we share. We embarked on our garden journey by learning what parts of a plant we eat. With this focus in mind, we assigned the kids to different groups with which they plant and nurture vegetables that fall in their category. The Leafy Greens, The Cabbage Patch Kids, and The Roots, set to work planting in their raised beds. The Leafy Greens planted spinach and collards. The Roots group planted beets and carrots. The Cabbage Patch kids planted both cabbage and purple cabbage. As they tend to the garden and eagerly await the first sign of growth from their seeds, the kids continue to learn and taste fresh vegetables.

**Our Recipe Book Project**

Not only do we love to grow food, but also we love to eat it! We are putting together a Lunchbox Garden cookbook. Please talk to your child about what their favorite homemade food might be. Then, send them to Lunchbox Garden with the recipe! We will be putting this together this semester, so please send your recipe in by the end of October!
Dear Parents,

Hi! My name is Sophie Giberga and I am the founder and Executive Director of The Lunchbox Garden Project. Welcome to the first edition of Something to Sprout About! This will be our monthly newsletter designed to keep you in the loop about what is going on in The Lunchbox Garden.

First, a little bit about The Lunchbox Garden Project. The Lunchbox Garden is an educational gardening program during ASP. We come to Barnett Shoals twice a week on Tuesdays and Fridays for an hour. During that hour, we work in the garden, have a lesson on something food or garden related, and then have a fun activity for the kids to do in the garden that is related to the lesson. Our goal with The Lunchbox Garden is to teach your kids about food so that they have a deeper understanding and appreciation for it. We want them to know where it comes from, how to grow it, how to prepare it, and why healthy, yet delicious food is so great! We want to deliver hands-on, interactive garden learning.

To truly accomplish our goals, we really need your help as well, parents. We ask that you ask your kids about the garden; what they did that day, what they are growing, and why they are growing it. This helps us reinforce the lessons we are teaching and helps them connect what we do on a day-to-day basis in The Lunchbox Garden to what they are cooking and eating at home.

Finally, I want to thank you for signing up your wonderful kids to participate in Lunchbox Garden. We are having an incredible time getting to know them and we have learned so much from them already. We also hope you are as excited as we are about The Lunchbox Garden and so we want to hear your thoughts. Please, if you have any comments, questions, concerns, or ideas feel free to contact me. I want to hear your thoughts and incorporate them into what we do.

Thank you again for all that you do as parents to these incredible kids. We are so excited about the coming months in The Lunchbox Garden and happy you are a part of what we are doing.

Happy gardening!

Sophie Giberga
Executive Director, The Lunchbox Garden Project

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### Bring The Lunchbox Garden to your Kitchen:
### Oven Roasted Root Vegetables

**Ingredients**

- 1 large butternut squash, (1 1/2 to 2 pounds) halved, seeded and peeled
- 3 large Yukon gold potatoes (1 1/2 pounds), scrubbed
- 1 bunch medium beets, (about 1 1/2 pounds), scrubbed and tops trimmed
- 1 medium red onion
- 2 large parsnips (about 8 ounces)
- 1 head garlic, cloves separated, and peeled (about 16)
- 2 tablespoons extra-virgin olive oil, plus more for drizzling
- 1 1/2 teaspoons kosher salt
- Freshly ground black pepper

**Directions**

Place 2 baking sheets in the oven and preheat to 425 degrees F.

Cut all the vegetables into 1 1/2-inch pieces. Cut the onions through the base core to keep some of the layers in chunky pieces. Toss all the vegetables with garlic, olive oil and salt in large bowl. Season generously with pepper.

Carefully remove the heated baking sheets from the oven, brush or drizzle with olive oil. Divide the vegetables evenly between the 2 pans, spreading them out to assure they don't steam while roasting. Roast the vegetables until tender and golden brown, stirring occasionally, about 45 minutes to 1 hour.
XI. Appendix D

SEP 12, 2012

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**QUOTE**

**Project:**
Cobb County Mobile Kitchen Carts
6975 Cobb International Blvd
Kennesaw, GA
(770) 420-4983

**From:**
Jon Jacobs
Atlanta Fixture & Sales Co., Inc
3185 Northeast Expressway
Atlanta, GA 30341
(404) 680-5810 Fax: (530) 688-7238

**To:**
Cobb County Mobile Kitchen Carts
6975 Cobb International Blvd
Kennesaw, GA
(770) 420-4983

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<th>Sell Total</th>
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<td></td>
<td></td>
<td>Worktable, 30&quot;W x 24&quot;D, 18/430 stainless steel flat top with turned down edges, 2 hat channel design, galvanized legs and adjustable undershelf, NSF2</td>
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<td>Butane Fuel Lighter (NOT UPS/FED EX shippable)</td>
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<td>Centaur™ Blender, 32 oz. capacity, 2 speed toggle control, stainless steel container, rubber feet, 120V/60/1-ph, 1 hp, 750 watts, 6.5 amps, ETL</td>
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Campus Sustainability Grant Application Form (2012-2013)
Unique 1 hp (750 watts) power motor with 2 speed control provides excellent blending capabilities. Powerful motor benefits users in bars, restaurants, hotels, cocktail bars and juice stores to obtain perfect mixing and high quality drinks.

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<td>6</td>
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<td>MEASURING SPOON Deluxe Measuring Spoon Set, 4 piece set (1/4 tsp., 1/2 tsp., 1 tsp. &amp; 1 tbsp.) heavy gauge stainless steel</td>
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<td>HEAVY WEIGHT 18/10 STAINLESS STEEL MEASURING CUP SET Heavy weight 18/10 stainless steel measuring cup set. Volume measurements are stamped into the side of each cup in both English and metric scales. Integral spout helps make no-spill pouring easy. Dishwasher safe. Four cups include sizes: 1 cup, 1/2 cup, 1/3 cup and 1/4 cup.</td>
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<td>8</td>
<td>1 st</td>
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<td>SPOON, SERVING, SOLID Basting Spoon, 11&quot;, solid, 1.10-1.15 mm thick stainless steel</td>
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<td>SPOON, SERVING, SLOTTED Basting Spoon, 13&quot;, slotted, 1.10-1.15 mm thick stainless steel</td>
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<td>LADLE Ladle, 1 oz., 1-piece, 10-1/4&quot; handle, 0.9 mm thick stainless steel</td>
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<td>LADLE Ladle, 2 oz., 1-piece, 10-1/4&quot; handle, 1.0 mm thick stainless steel</td>
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<td>Bouncer® Pitcher, 54 oz., drip-proof spout, light weight, dishwasher safe,</td>
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<td></td>
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<td>polycarbonate, clear, NSF, S.O.S. (Special Order Smallwares) product;</td>
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<td>see SOS document for details</td>
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<td>MIXING BOWL</td>
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<td>Mixing Bowl, 8 quart capacity (7.6 liter), 13-1/4” dia., 4” deep, 0.40 mm</td>
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<td>green graduation, polycarbonate, dishwasher safe, resists stains &amp; odors,</td>
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### Cobb County Mobile Kitchen Carts

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<td>OVEN MITT Oven Mitt, 15, protects up to 200°, silicone</td>
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### Cobb County Mobile Kitchen Carts

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<td>Camwear® Food Pan Cover, full size, plain, polycarbonate, clear, NSF</td>
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<td>SAUCE PAN, INDUCTION</td>
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<td>SuperSteel® Sauce Pan, 2 quart, 6-1/2&quot; x 3-3/4&quot;, with cover, induction ready, stainless steel, NSF</td>
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### Cobb County Mobile Kitchen Carts

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<td>SAUCE PAN, INDUCTION&lt;br&gt;SuperSteel® Sauce Pan, 4-1/2 quart, 8&quot; x 5-1/4&quot;, with cover, induction ready, stainless steel, NSF</td>
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<td>BUN PAN&lt;br&gt;Bun Pan, half size, 18 ga. aluminum (must purchase in multiples of 12...minimum order 20 dozen)</td>
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<td>36</td>
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<td>DIGITAL POCKET THERMOMETER&lt;br&gt;Digital Pocket Thermometer, -40°-392° F</td>
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<tr>
<td>37</td>
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<td>MEASURING CUP, PLASTIC&lt;br&gt;Bouncer® Measuring Cup, 1 cup, -40°F/-40°C to 212°F/100°C temp. range, measurement markings in red &amp; blue, break-resistant polycarbonate, clear, NSF, S.O.S. (Special Order Smallwares) product; see SOS document for details</td>
<td>4.32</td>
<td>4.32</td>
</tr>
<tr>
<td>38</td>
<td>1</td>
<td>SCRAPER&lt;br&gt;Scraper, 13-1/2&quot;L, high heat, resists heat up to 500°F/260°C, Clean-Rest™, cool red touch handle, resists scratching and melting, stain resistant blade, NSF, S.O.S. (Special Order Smallwares) product; see SOS document for details</td>
<td>10.44</td>
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<td>39</td>
<td>1</td>
<td>TONGS, UTILITY&lt;br&gt;Tong, 9&quot;, coiled spring, heavy duty, stainless steel</td>
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<td>1.94</td>
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XIII. Appendix E: Sample Composting Lesson

Compost Stew

Goal: To understand the decomposition process.

Objectives: The kids will be able to:
- Study the role of organisms in the garden (S5L4)
- Understand that decomposition represents chemical & physical changes (S5P2)

Time: 30 minutes

Before the lesson: Split the kids into 3 groups (Carbon, nitrogen, and soil materials)

Materials
- Materials: compost component cards, thermometer, spray bottle

Background Information:
The students should understand from previous lessons that soil is a crucial part of the garden. They also learned that soil cannot be made, but in this lesson, they will learn that the decomposing process can be sped-up through the process of composting. They will simulate the creation of a compost pile.

Lesson Plan
1. Begin by asking students if they know what a compost pile is. Next, ask the students what goes into a compost pile. Split the students into their groups: carbon, nitrogen, soil components, and explain that we are going to use them to simulate making a compost pile. Each student will represent a component based on the card they are given.
   - Carbon= dried plant matter, nitrogen= fresh plant matter/animal waste, soil components= macro/microorganisms

2. Now, have the students form a large circle. Explain to the students that they represent ingredients in the compost pile just as there are many ingredients for making a stew.
   - 1st layer= carbon materials  2nd layer= nitrogen materials 3rd layer= soil microbes
   - The layers repeat, making the pile taller and taller
   - Have the carbon students stand around the perimeter of the circle & explain that the different components of the soil are active at different times & temperatures during the decomposing process (when active, those ingredients move to the center of the pile & then move back to the perimeter when they are no longer active)

3. Summary: Explain to the students that the process speeds up and slows down according to different things: spray some water on the pile & have the macroorganisms pretend to “breakdown” and move throughout the pile. Now, explain that since these kids are working hard, they are starting to get hot and release heat.
   - Pretend to take the temperature of the pile and have the psychrophiles move to the center of the pile @ 55°, the mesophiles move in at 75°, and the thermophiles move in at 110°.
   - End by explaining that the oxygen level is dropping now (anaerobes in who work very slowly!), what do we do? (stir the “stew” to introduce more oxygen & spray water) and relate their simulation to the real compost pile in the garden.

After 4-6 weeks of decomposition, the compost can be added to the garden!
Compost Fact Sheet:

- Ingredient Cards (1 will be given to each student & some student can have the same thing)

- Label cards with examples of each of these types of components (rectangles cut from colored construction paper work well for cards):
  - Carbon Materials:
    - Dead leaves, straw, newspaper, dead branches
  - Nitrogen Materials:
    - Kitchen scraps, coffee grounds, weeds/grass clippings
  - Soil Materials:
    - Macroorganisms:
      - Worms, mites, insects
    - Microorganisms
      - Psychrophilics
        - Bacteria and fungi that work best at 55°F
      - Mesophiles
        - Bacteria and fungi that work best between 70-90°F
      - Thermophiles
        - Bacteria and fungi that work best at 160°F
      - Anaerobes
        - Organisms that can work without oxygen
XIV. Appendix F: Correspondence with Facilities Management

From: P DEXTER Adams <dexadams@uga.edu>
Subject: Re: Facilities Management - Elementary School Environmental Education Program
Date: October 19, 2012 1:18:52 PM EDT
To: Matthew Telford Tyler <mttyler7@uga.edu>
Cc: Sophie Giberga <shgiberga@gmail.com>

Matt--
Plan on compost.
Good luck w/ application.
--DA
Connected by DROID on Verizon Wireless

-----Original message-----
From: Matthew Telford Tyler <mttyler7@uga.edu>
To: P DEXTER Adams <dexadams@uga.edu>
Cc: Sophie Giberga <shgiberga@gmail.com>
Sent: Fri, Oct 19, 2012 16:56:41 GMT+00:00
Subject: Facilities Management - Elementary School Environmental Education Program

Hey Dexter,

My name is Matt Tyler and I am a junior political science major at UGA. This semester, I have had the opportunity to work with the Lunchbox Garden Project, an after-school gardening program at Chase Street Elementary and Barnett Shoals Elementary. In an effort to expand and sustain our program, we are applying for a grant from the Office of Sustainability. After reviewing our pre-proposal, Kevin Kirsche recommended that we contact you to see if it would be possible to collaborate with the Grounds Department. We are currently working with the Master Gardener/Composter program to develop a sustainable plan for maintaining the garden and we are having soil testing done, but if there is any way in which we could receive small amounts of start-up compost or other in-kind support from your department to help maintain the gardens, that would be fantastic! If you have any other ideas as to how we could collaborate going into the future, we would love to hear them, too.

Thanks!

Matt
## XV. Appendix G: List of Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Position</th>
<th>Email</th>
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<tbody>
<tr>
<td>Mary Beth Gates</td>
<td>Chase Street Elementary School</td>
<td>ASP Director</td>
<td><a href="mailto:gatesm@clarke.k12.ga.us">gatesm@clarke.k12.ga.us</a></td>
</tr>
<tr>
<td>Reginald Willis</td>
<td>Barnett Shoals Elementary</td>
<td>ASP Director</td>
<td><a href="mailto:willisr@clarke.k12.ga.us">willisr@clarke.k12.ga.us</a></td>
</tr>
<tr>
<td>Adam Kurtz</td>
<td>Chase Street Elementary</td>
<td>Principal</td>
<td><a href="mailto:kurtza@clarke.k12.ga.us">kurtza@clarke.k12.ga.us</a></td>
</tr>
<tr>
<td>Chinami Goodie</td>
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<td>School Garden Coordinator</td>
<td><a href="mailto:chinami.goodie@gmail.com">chinami.goodie@gmail.com</a></td>
</tr>
<tr>
<td>Amanda Tedrow</td>
<td>Athens-Clarke County Extension</td>
<td>Agriculture &amp; Natural Resources Agent</td>
<td><a href="mailto:atedrow@uga.edu">atedrow@uga.edu</a></td>
</tr>
<tr>
<td>Ashley Calabria</td>
<td>College of Environment and Design</td>
<td>Associate Professor, Landscape Architecture</td>
<td><a href="mailto:calabria@uga.edu">calabria@uga.edu</a></td>
</tr>
<tr>
<td>Anne Shenk</td>
<td>The State Botanical Garden of Georgia</td>
<td>Director of Education</td>
<td><a href="mailto:ashenk@uga.edu">ashenk@uga.edu</a></td>
</tr>
<tr>
<td>Paula Farmer</td>
<td>Clarke County School District</td>
<td>Nutrition Director</td>
<td><a href="mailto:farmerp@clarke.k12.ga.us">farmerp@clarke.k12.ga.us</a></td>
</tr>
<tr>
<td>David Berle</td>
<td>UGA Horticulture Department</td>
<td>Associate Professor</td>
<td><a href="mailto:david.berle@gmail.com">david.berle@gmail.com</a></td>
</tr>
<tr>
<td>Margaret Beer</td>
<td>Edible Schoolyard New Orleans</td>
<td>Board Member</td>
<td><a href="mailto:msbeer@bellsouth.net">msbeer@bellsouth.net</a></td>
</tr>
<tr>
<td>Lauren Zeichner</td>
<td>College of Environment and Design</td>
<td>Associate Professor</td>
<td><a href="mailto:laurzeich@yahoo.com">laurzeich@yahoo.com</a></td>
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<tr>
<td>David Knauft</td>
<td>College of Agricultural and Environmental Sciences</td>
<td>Associate Dean, Graduate School</td>
<td><a href="mailto:dknauft@uga.edu">dknauft@uga.edu</a></td>
</tr>
<tr>
<td>Stacy Smith</td>
<td>Keep Athens Clarke County Beautiful</td>
<td>School Garden Network Coordinator</td>
<td><a href="mailto:Stacy.Smith@athensclarkecounty.com">Stacy.Smith@athensclarkecounty.com</a></td>
</tr>
<tr>
<td>Jamie Calkin</td>
<td>Barnett Shoals Elementary School</td>
<td>President, GROW</td>
<td><a href="mailto:jamiecalkin@gmail.com">jamiecalkin@gmail.com</a></td>
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