**FARMING THE FUTURE**

**Past**

1. Team introductions…………………….(**Hannah**) Slide 1

**(15 seconds)**

Hello Everyone!

Thank you all so much for taking the time to listen to us today! As most of you know, my name is Hannah Swanson, this is Cassie Swanson, Andrijka Holton, Taylor Young, and Brittany Jacobs. So, after working on our “Farming the Future” project this semester, this is what we have crafted.

1. Project name/research/brief overview………………………(**Cassie**) Slide 2 DEFINE/EMPATHIZE

**(1.5 minutes)**

* This project originated in my ENS 201 class where me and three other students were given the task to find a problem and create a solution related to agriculture or food systems at the local level
* We realized that there was a lack of awareness about the SAP in the GVSU population outside of the environmental studies/sciences field
* After speaking with Youseff (the sap farm manager), it was confirmed that not only do a small population of GVSU students know about the SAP but also there is little awareness in the surrounding community
* **State the problem statement**
* We chose younger students from local public schools for a few reasons
  + We felt that getting children excited about the sap would induce parent involvement
  + Potential to get GVSU Ed majors out to the SAP and be involved with the children on the farm
  + Various research shows that children benefit from outdoor activity especially gardening
    - Dorthy Blair- getting children interested in sustainable agriculture and nature at a young age increases the chances they will grow up to be environmentally conscious adults (increases the chances they will attend grand valley in the future too)
    - Susan Jenks and Dorth Matthews- Mycobacteria in soil found to reduce anxiety
    - Marth Micheals- notes that increased physical health= increased mental health, and increased social reactions= increased sense of well being
  + By choosing to form a mutually beneficial relationship between young students and the SAP our idea of “farming the future” was born

1. Problem analysis (fishbone, GAP, systems diagram, or other visual representation)...................................(**Hannah**) Slide 3

**(1 minute)**

So looking at the scope of this problem, it’s fairly complex- there are many grooves and facets of problems that are attached to it, definitely. On a smaller scale, some reasons why there isn’t very much awareness of the S.A.P. is location, it’s kind of on the outskirts of campus and it isn’t very near to student housing, transportation because there isn’t a bus stop next to it nor is there a walking or biking path, some people don’t know that the SAP is growing year round even with our intense seasons, and there is a lack of promotion because most of the people that know about it found out through their majors and minors.

On a much bigger scale, the population of the greater grand rapids area is pretty large. If we match that with how many people are aware of the Sustainable Agriculture Project, there really isn’t much of a comparison because the awareness of the S.A.P. is so small. So we are confronted with the question of how do we create something that is non-traditional, creative, effective, welcoming and radical? How do we create connections that foster beautiful partnerships with the Sap and community organizations? And by inviting more community members to the SAP, it would mean we are exposing them to experiential based learning in terms of sustainable food systems and environmentally conscientious living. These are ways of life that are not dominant in our culture, so it would mean cultural changes and new lifestyles. This problem also feeds into the other complex problems like our food system, education, poverty, hunger, racism, etc.

1. Action statement………………………………..(**Hannah**) Slide 4

**(15 seconds)**

However, in fueling and energizing ourselves for this project, we crafted an action statement that pushes us to make something happen or at least really try. “We are going to make the S.A.P. a focal point for environmentally conscientious learning by providing experiential based workshops so that learning can continue throughout the summer for students at GRPS schools.” So there is that accountability piece and it has been pushing us to get in, and stay in motion. But first thing was first, we had to create a partnership with our community partner.

1. Info on the SAP…………………………………....(**Brittany**) Slide 5

**(30 seconds)**

SAP = Sustainable Agriculture Project

Located on Luce St. – just south of the GVSU campus, started from a group of GVSU students in 2008.

Mission statement has 4 components of purpose – Seeding sustainable food practices, cultivating leadership and learning, nurturing place, and growing community.

1. Community partners……………………………..(**Brittany**) Slide 6

**(30 seconds)**

Community Partners – Youssef: Farm Manager at the SAP, Yumi: Sustainability Coordinator, and Amy McFarland: Sustainable Food Systems.

1. Connections…………………………………………(**Hannah**) Slide 7

**(30 seconds)**

So we kind of ran into a bump because we had a hard time figuring out the best school that houses the students we want to be the first to test out the workshop. After a lot of discussion, we were finally able to think of the Grand Rapids Public Museum School which just began this past year, and only has 6th graders. The classes at this school are interdisciplinary, project-based, and experiential based. They utilize the design thinking process and they also believe that the community is their classroom. So we reached out to them, we had a meeting, pitched our idea, they love it, and now we have crafted workshops that we believe to be incredibly beneficial for their students/ and future students who wish to utilize them. So first, we will present the learning objectives for the workshops.

7. Learning Objectives……………………………………..(**Hannah**) Slide 8

**(30 seconds)**

**The First is:**

1. To genuinely, effectively, and creatively teach students various workshops in order to expose them to sustainable agriculture practices.

The Second:

2. To facilitate experiences that can stretch each students' thinking, creativity, and understanding of our environment.

The Third:

3. To help students keep a report on their S.A.P. explorations in order for them to grasp a better sense of living growth.

And the fourth:

4. To provide strategies so that students may take what they learn from the S.A.P. workshops and integrate it into their own daily practices.

**From there, we want to propose our solutions.**

**Present**

8. Proposed solutions..............................IDEATION/PROTOTYPE **(Cassie)** Slide 9

**(2 minutes)**

Teachers:

* Interns
* Volunteers
* Andrika
* GRPM science teacher
* Professor Mcfarland

Transportation from GVSU:

* Hay-ride
* Rent vans
* Car pool with volunteer/interns
* Bikes
* Walking
* Bio-department
* Parents dropping kids off
* Rental cars

9. Prototypes……………………………………………………(**Brittany**) Slide 10

Workshops:

* Fairy or character gardens
* Rain gardens (irrigation)
* Bug hotels
* Beeswax candles
* Compost
* Plant a flower
* Garden inspired yoga
* Garden inspired creative writing
* Farmers market/trading veggies
* Scavenger hunt
* Cooking class
* Harvest party
* Flower crowns
* Plant a crop, journal entries
* Nutrition / ugly foods
* Trellising

Materials (with little funding):

* News paper
* Terracotta pots
* Milk gallons
* 3 - 1 gallon ice cream buckets
* 2 liter bottles
* Twine
* Mason jars or used aluminum soup cans
* Toilet rolls

Endless possibilities - Serious Money: (What happens if this project gets some serious money?)

* Hiring teachers, grad-students to teach workshops
* Reaching out to more schools
* Guest speakers
* Implement projects that require more expensive materials (sub irrigated planters, Treehouse school, Build more hoop houses/greenhouses/tunnels)
* Have a SAP school bus
* Private mentors
* Compost area
* Free range chickens
* Solar powered greenhouse and wesley house

10. Floating Proposal…………………………………...…..**(Andrijka)** Slides 11-16

**(2 minutes)**

11. Budget……………………………………………………(**Andrijka**) Slide 17

**(1 minute)**

Start up cost for person and for 10 students. Flexible over time with goal of costing ZERO to attendee. Focusing on reusing/recycling materials and implementing different supplies and projects to have little to no cost. This layout allows us to see what a monthly cost would be, or single workshop fee for attendees not registered for entire program.

**Plan**

12. Flyer **(Taylor)** Slide 18

**(30 seconds)**

*Flyer*

*We have created this* ***flyer*** *that we plan to pass out to parents of GRPM students to attract participants. It goes over the reasons for the workshops, what workshops will be offered and why their children will benefit from our program. Also has information such as time and dates the workshops are offered.*

13. Next steps and barriers/limitations…………………………..(**Taylor**) Slides 19 & 20

**(1 minute)**

**Next steps…**

* Get Flyers to Students
* Visite GRPM and talk with students maybe do a presentation to spark some interest in our program
* Have Kim Tour the SAP
* Administer Partnership/ Contract
* Format internship for future students
* Contact Frost- expand to other schools

**Barriers:**

* Funding - the amount available
* Time - not enough time in the semester to start this program
* Communication - hard to keep in contact with 10 people and keep everyone in the loop. Also kind of going with time…. people at GRPM were really busy so took a while to respond to emails sometimes.
* Resources available - we have limited resources to build this program

14. Sources/Contact Information/thank you and questions **(Taylor)** Slides 21 & 22

**(15 seconds)**

**QUESTIONS: 2 minutes**

**Total: 13 Minutes**

Team introduction

This project first originated in an ENS 201 class and this is what we found. It transitioned into this course, fortunately, and we continued research which said:

So we recognize that environmental literacy is a problem and sustainability is a process that is essential for communities.

Which is why we talked to Youssef Darwich, the SAP farm manager, because we recognize that the SAP needs more “traffic” (THIS IS FOR A LACK OF BETTER TERM, USE SOMETHING ELSE!)

After he agreed that it would be incredibly beneficial, we reached out to a school that recognizes a need for experiential based

Which meant we developed our action and problem statements into this:

And from there we ideated, and come up with some prototypes.

Prototype: This is our first solid draft of one of our prototypes where………

However, in our ideation stage, our minds went in multiple directions… Here are the other possibilities with our prototype.

Problems/Plan Brief!