

Academic Year Program Manual

Greg Gale and Mike Evans



Lincoln and Roxbury, Massachusetts

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Our Vision:

Creating personal and social change through sustainable agriculture.

Our Mission:

The Food Project's mission is to create a thoughtful and productive community of youth and adults from diverse backgrounds who work together to build a sustainable food system. Our community produces healthy food for residents of the city and suburbs, provides youth leadership opportunities, and inspires and supports others to create change in their own communities.

Foreword

The Food Project started in 1991 in Lincoln, Massachusetts, on two and a half acres of farmland. It was a small, noisy, and energetic community of young people from very different backgrounds and races, working side by side with adults growing and distributing food to the hungry.

In the process of growing food together, we created a community that bridges the city and suburbs, is respectful and productive, and models hope and purpose. We teach how one can love the land and its bounty and how to care for and respect the rich matrix of life to which we all belong. In doing this we, as individuals and as a society, grow and develop in healthy and sustainable ways.

We have grown since 1991 and now we farm on thirty-one acres in Lincoln and on two and a half acres of remediated land in Roxbury, a low-income neighborhood in Boston. We provide year-round stipended program for 125 youth, and with the additional help of 1,800 volunteers, grow 250,000 pounds of food for fifteen shelters, our two farmers' markets in low-income neighborhoods, and over 220 Community Supported Agriculture shareholders. Alumni interns are agricultural apprentices, support our technology, pilot food enterprise with our chef, and play pivotal roles in outreach and education. Alumni are also Food Project staff, trustees, and advisors.

The Food Project's inspiring model addresses critical national issues: the need for race reconciliation, the decline in local agriculture, a growing concern for the well being and productivity of youth, and the need to create sustainable and healthy inner-city neighborhoods and metropolitan areas. The Food Project addresses these issues with an integrative model that allows young people to develop communication, teamwork, and leadership skills, find meaningful employment, and make a connection to the land and to the natural environment that will stay with them for a lifetime.

Ahead of us are exciting challenges and opportunities. We are committed to expanding our local food production and distribution network and collaborations while creating materials and workshops for those who wish to create similar programs around the country and the world. This manual is one of many publications we created to share our work with those committed to a similar vision.



Pat Gray
Executive Director
The Food Project, Inc

Acknowledgements

Thanks to all my friends, mentors, and role models at The Food Project who have touched my life and made a difference in the lives of young people. Especially Greg Gale, without whose thoughtfulness, caring, and hopefulness, I doubt the Academic Year Program would be as successful as it is. And Ward Cheney whose vision and determination are legendary but whose kindness and compassion has always meant the most to me.

Thanks to Pertula George, Bayo Owolewa, Jose Teixeira, Veronique Latimer, and Meg Coward, my fellow Coordinators, Administrators, and Supervisors, who I have learned a great deal from, been inspired and supported by, and who have been wonderful friends.

Thanks to all the young people I have had the privilege of working alongside who have inspired me with their sincerity, character, and hard work.

Thanks to those who have laid the foundation for other dynamic, intelligent, responsible teenagers to flourish:

1995		Martha Boyd and Malcolm Mitchell
1996-1997	DIRT I	Meg Coward and Tony Rosa
1997-1998	DIRT II	Kyle Johnson and Manny Alves
1998-1999	DIRT III	Carlene Dorcena
1999-2000	DIRT IV	Meg Coward and Zach Drennen
2000-2001	DIRT V	Jose Teixeira
2001-2002	DIRT VI	Jose Teixeira
2002-2003	DIRT VII	Mike Evans
2003-2004	DIRT VIII	Mike Evans
2004-2005	DIRT IX	Adebayo Owolewa
2005-2006	DIRT X	Wil Bullock and Dominique Powell

And to those who will continue on the tradition.

Thanks to those who work for respect and understanding, food security and sustainable agriculture, and opportunities for all young people.

Mike Evans

Austin, TX, August 2005

Acknowledgements

Few things are as satisfying in life as sharing a common vision with others and working together with dedication and purpose. Over the past fourteen years, hundreds of young people and adults have shaped and developed both The Food Project and the Academic Year Program. This manual, like most things at The Food Project, was a collaborative effort. I was asked to work on behalf of our community to share the philosophy, methods and practices of our Academic Year Program.

The writing has been a privilege and a challenge. I thank my wife, Maria, and children Jonah and Phoebe for supporting me in this endeavor. They were always interested in the progress and patient with the late nights required of me to complete this and other Food Project publications.

I want to acknowledge all the current and former staff, as well as all the talented and committed young people who make The Food Project and the Academic Year Program possible. It is truly a group effort and it enriches youth and adults alike. I particularly want to thank Mike Evans who ran two Academic Year Programs and agreed to re-write this manual so that it captures the current best practices. Adebayo Owolewa and Pertula George also deserve thanks for helping Mike with this writing project while they kept up with ongoing program demands.

We are grateful to the W. K. Kellogg Foundation for supporting us to create this publication. The Foundation's resources allowed our staff the time to document the organization's knowledge and commit our vision and practices to paper through this and other publications.

Finally, we give tribute to the farmers, activists, educators, philosophers, writers, and social experimenters whose lives demonstrated a vision of community and stewardship. We carry forward their tradition.

Greg Gale
Lincoln, August 2005

Additional Resources from The Food Project

French Fries and the Food System:

A Year-Round Curriculum Connecting Youth with Farming and Food— From Seed to Market to Table

This agricultural curriculum features powerful, original lessons written and developed by The Food Project's growers and educators. Organized by season, the material teaches youth how to develop a deep understanding of and appreciation for the land and for local food systems. Personal, first-hand stories of learning in the field complement each lesson and encourage further exploration. Lessons can be done both indoors and outside and can be easily adapted by instructors working in school-based plots, urban food lots, community gardens, rural farms, and environmental education programs.

Growing Together:

A Guide for Building Inspired, Diverse and Productive Youth Communities

This resource book is designed for communities of all ages and in almost any field. Designed as a comprehensive, practical and lively guide, it shares The Food Project's three-part model that encourages all members of a community to grow together through meaningful work, shared standards, and interactive learning. The book describes the role of meaningful work within communities, outlines a complete process of establishing and maintaining shared standards within a community, offers over 100 exercises that bring learning, reflection and energy to any program, provides tips for facilitating groups, processing activities and building inclusion, and includes rich photographs and inspiring stories to complement the text.

Program Manuals

These manuals describe the nuts and bolts of running all areas of The Food Project. Together, these resources describe in detail the implementation and management of The Food Project. These manuals will assist those who want to develop similar work in their own communities. Titles include:

- Summer Youth Program, Volumes I, II, and III
- Academic Year Program
- Urban Agriculture
- Youth Interns and Fellows
- Volunteer Program
- Farmers' Market
- Rural Agriculture
- Management
- Urban Education and Outreach

D.I.R.T.: The Next Generation

This video is the story of a diverse group of teenagers who break through their stereotypes about one another to become a close-knit community learning leadership, public speaking and farming skills. The 22-minute video is a glimpse into the spirit of The Food Project from the eyes, words and voices of the young people who have experienced the program. An ideal way to learn more about The Food Project, this youth-produced video will also serve as a springboard for discussion about a model that is thoughtfully and creatively challenging youth to build a better future for themselves and their communities.

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How To Use This Manual

The Academic Year Program is the part of The Food Project that bridges the long months between the growing seasons. During this program, young people spend their Saturdays developing social and technical skills that sustain The Food Project.

This manual describes the Academic Year Program in great detail, and is intended to provide practical guidance and motivation to a leader who wishes to organize a similar program.

The “attachments” at the back of the manual are a complete set of documents and forms for the Academic Year Program and are the foundation on which this manual is built. They are the actual documents used in the recent years by The Food Project in Lincoln and Roxbury. By reading through them, you will get an idea of what is required for a project like this. Then you can modify and develop these documents to suit your own program.

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Introduction

- Welcome
- History of the Program

Welcome

The Academic Year Program offers youth and adults an opportunity to continue to learn and serve together after the Summer Program has been completed. Participants can continue the mission of The Food Project throughout the school year. The program strengthens our ability to share our work as we train youth to speak and lead others on the land. The curriculum spans many activities from planning a garden to learning about hunger and homelessness.

Young people describe this program as one that deepens their skills and knowledge of themselves. Many describe it as a positive refuge from their family, school, and community environments. It pushes young people to discover more about themselves, about others, and about the land. This program is intimate, potent, fun, and vital to the life of The Food Project as a whole. It demands great commitment from all involved.

The Academic Year Program presents you with an opportunity to make a difference in the lives of young people. The current program is the outcome of many people's thinking, experimentation, and implementation over many years. This manual is designed to help you effectively create and re-create excellence within this program. Here you will find documentation of the processes, protocols, and approaches we are using to make the Academic Year Program successful for all involved.

This manual is addressed to the person who plans to lead an Academic Year Program. In running this program, you have a unique opportunity to give fully of yourself and to create a loving, challenging, rewarding community with young people. These young people may never again have an opportunity like this to test themselves inside a community this strong and supportive. Your energy, disposition, preparedness, organizational skills, and ability to care for and set fair boundaries for young people will make a tremendous impact on those young people you work with and you will provide them with the opportunity to realize their potential.

"The Food Project is like a home away from home. Once you enter this atmosphere you enter a totally different world. In the Food Project everyone is equal. The nature absorbs you and allows you to grow on her land. This is a world that allows you to speak and not be criticized for your thoughts. You aren't categorized in age, class or race. The Food Project is a place for everyone to come together, forget about the difficulties of life, and work for something important."

– Brittany Iris-Scott, 1996 AYP Program



Office work during the first winter of the Academic Year Program.

History of the Program

The Academic Year Program began in the snowy January of 1996. For three-and-a-half years before that, we had fully invested ourselves in creating the Summer and Volunteer Programs. These two programs were demanding, fulfilling, and well matched to the demands of the farm. However, after three years of watching our youth leave the Family Feast at the end of the summer, perhaps never to be heard from again, we understood there was a gap in our programs. We realized that young people could contribute more to and gain more from The Food Project. So we decided to provide our youth with a way to be continually involved with The Food Project through the school year.

"I realize that since the summer I have learned so much. I understand how to motivate and encourage people who are my age or twice my age! I realize that if I have learned this much in two seasons there is so much more to be learned in the seasons to come."

— Megan Kell, 1996 AYP Program

We began work on a program based on the academic year schedule, with support from the Massachusetts Service Alliance, which had launched a grant initiative aimed at youth development in the out-of-school hours. However, our funding began in January, so we had to begin the program in the dead of winter and work three long months indoors before heading out to farm. We had decided to involve the youth in farmers' market planning and outreach, but we had serious problems to overcome.

We had no urban office and had just moved into a garage office in Lincoln. Every Saturday, we huddled with a dozen or so young people around a table in the freezing office. The cement floor drew the heat from our legs as fast as the gas heater could fire it onto our heads. We involved the youth in planning and administration— hours of sitting, thinking, talking, and writing. It was like an extra day of school, but it was even earlier in the morning than school, much farther from home, and in an uncomfortable building.

We made it through the winter (although we lost some staff interns and young people) and began field work with volunteers in the spring. Now, at last, the program was energized by curiosity about planting, the challenge of leading volunteers onto the fields, and the enjoyment of physical labor. By June we saw how the Academic Year Program could work in the spring and the fall when the farm was in operation.

Each season we extended the length of youth involvement. When volunteers finished because of cold weather around Halloween,

we continued working outdoors, even though we had not arranged for rain gear, hats, or gloves. In the winter we did not meet every week but instead tried a monthly work project and a late winter retreat at a farm in New Hampshire. Eventually we realized that hands-on service was critical to the success of the winter program, and we began to work at family homeless shelters, taking care of children.

Finally, a year later, we realized that it made sense to serve food in the same shelters that we served in the Summer Program. Each year we expanded our activity between fall and spring until, in 1997-1998, the Academic Year Program went year-round.

In the fall of 1996, participant Adam Seidel suggested the name for his crew in the Academic Year Program: DIRT (Dynamic, Intelligent, Responsible Teenagers). This name has been adopted and become a hallmark: "We are in the Academic Year Program; we call ourselves the 'DIRT Crew'." Each year we add a Roman numeral to the name and, if a crew wants to, they create their own name to go with it. In 1999 the DIRT crew called itself "Soul DIRT IV."

What exists now is a dynamic, challenging, deep, enjoyable, and rich program that year after year receives the highest praise from its funders, participants, volunteers, staff, parents, and evaluators. Several of the attachments at the back of this manual will help you understand the program. They are:

- Attachment 1: Operating Principles, which proclaim the values we hold for all youth programs.
- Attachment 2: The 2005 AYP Cost Center Plan Annual Plan, which outlines the initiatives for the Academic Year Program.
- Attachments 3-8: Matrices (also known as Grids), which provide time lines and task lists and clearly assign responsibilities to staff members to complete an initiative.

The budget for the program and any grant text that further explains the initiatives are kept on the server.

"Leadership is getting up in the morning at 7:00 to work on a farm. And for less than minimum wage!

Missing my Saturday morning cartoons; to pick vegetables, meet people, and learn about life. Taking responsibility isn't all its cracked up to be, but in the long run it will be the best kind of experience to help me develop. I'm still learning.

That's what leadership is about. Learning from others and helping other people learn. Though sacrifice is hard, it's harder to face having to quit. Leaders aren't quitters."

– Jenny Huynh, 1997 AYP Program

Attachments 1-8

Recruitment

- *Participants*
- *Recruiting*
- *Selection Criteria*
- *Orientation and Training*
- *Parental Involvement*

Participants

The Academic Year Program is intended for graduates of the summer program and builds directly upon the skills and activities introduced during the summer.

Recruiting

Recruiting youth into the Academic Year Program is of central importance and is one of your most important responsibilities. Whenever any of our programs are under-enrolled, their fundamental nature begins to shift. Staff and youth need to know that there are other young people waiting to fill a position; otherwise, concern about losing youth and having a smaller program causes us to lower our standards and fail to respond consistently to violations of those standards. In the first few years of the program, we could not fill it exclusively with the most recent graduates of the Summer Program. The handful of open positions were filled by young people who participated in a previous summer or, we thought, could have been offered to alumni to return for a second Academic Year Program experience. (In the nine years of this program's existence, we have never had a person repeat the Academic Year Program, though we think the option could be worthwhile. If you deem a young person could have plenty to gain from a second go-round and would contribute positively as a DIRT crew veteran, it might be worth considering. See the 2000 version of this manual for the "Returning Worker Application.") In the event that the roster could not be filled by graduates of earlier programs, we hired youth who were new to The Food Project.



Between Jahera (left) and Meg (right), these two staff worked with The Food Project over the years as:

Grower's Assistant, Academic Year Program Coordinator, Offices Intern, National Youth Network Coordinator, Divinity School Intern, Summer Program Coordinator, Crew Leader and Summer Youth Participant, DIRT Crew Member and Advisor!

Fall Recruitment

To avoid under-enrollment in the Academic Year Program, you, a key staff member in the Summer Program, need to be fully prepared to recruit continually from the Summer Program interviews in May until the week of the first retreat in September. Applications have to be ready prior to the Summer Program, because there is no time to process them during the summer. (See Attachment 9: Recruiting Schedule and Attachment 10: Winter Recruitment Plan.)

Attachments 9-10

All people in summer leadership roles (Crew Leaders, Assistant Crew Leaders, and Site Supervisors) need to understand the power of the Academic Year Program and talk to the young people throughout the summer about their possible enrollment. These leaders are given a brochure and short introduction during Summer Program training (see Attachment 11: DIRT Brochure). They are told stories that illustrate the depth and opportunity this program offers young people.

Attachment 11

"I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble."

– Helen Keller

During the summer, the leadership team needs to talk about the Academic Year Program and the your responsibility is to keep the topics alive in conversation. Recruitment conversations with a young person should focus on the potential that young person has to participate in the program and the possibility of internships that young person would be interested in in future summers. (Make it clear that young people have a better chance to get an internship if they participate in the Academic Year Program, although participation does not secure them an internship and does non-participation does not preclude them from getting an internship.) These conversations differ according to the young person but need to happen periodically so that young people have time to think through the commitment and adjustments it would take for them participate in the program.

Summer Program Assistant Crew Leaders and former DIRT crew members make good speakers about the Academic Year Program and can be invited to speak at a morning meeting. They should be coached to take full advantage of the opportunity. They need to compose a talk that would have attracted them to the Academic Year Program when they were in the Summer Program.

Three weeks before the Family Feast, all crew members are given application forms and they are invited to approach you if they need more information (see Attachment 12: DIRT Crew Member Application). Specify a deadline, designate a person to hand the application to, and encourage youth to apply as soon as possible.

Attachment 12

A week and a half before the Family Feast, you should get a sense whether or not the Academic Year Program will be under-enrolled by asking the Summer Program Crew Leaders to get a tally of the number of people in each crew likely apply to the program. If the number is lower than the desired Academic Year Program enrollment, mail out applications to past Summer and Academic Year Program participants who are between the ages of 14 and 17. This mailing needs to go out by June 15 (see Attachment 13: New Worker Application).

Attachment 13

By the Summer Program's Family Feast, if recruitment is successful, you should have more completed applications than available positions. For example, if the program accommodates 18 young people, then there should be at least 24 applicants. You need to have a backup list at all times, especially at the onset of the program because there will be attrition in the fall and throughout the year. Without a backup list, the program will become under-enrolled. Create a list of applicants in order to keep careful track of all people applying (see Attachment 15: List of Applicants).

Attachment 15

After the summer program ends, meet with every youth applicant for an interview. If it's impossible for a young person to be present for an interview, you can conduct one over the phone. Phone interviews are not optimal, so do not advertise this option. Before the interview, go over their application and assess their fit with the program. The interview needs to include a realistic conversation about the demands of the program and the commitment level of the young person. (For interview questions see Attachment 16: DIRT Interview Form.) Furthermore, treat this as a formal job interview so as to give youth more experience in that setting. Go over what youth will be expected of doing in the DIRT crew during the interview. (See Attachment 110: DIRT Basics.)

Attachment 110



Check in with the program staff before the DIRT Crew arrives for the day.

Winter and Spring Recruitment

You are responsible for maintaining full enrollment for the length of the program. You need to be in conversation with backup candidates at the end of each trimester once it is clear who will be continuing and who is leaving from the core group. Alumni events generate excitement about The Food Project as past crew workers are reminded about what a fun and safe place it is; be sure talk to youth at alumni events to see who might be interested in joining the crew if a spot opens up. If internal recruiting and word of mouth do not produce enough candidates, then do a(nother) mailing to alumni.

Attachment 9

You interview applicants throughout the trimesters based on the time line (see Attachment 9: Recruiting Schedule). Meet with the Program Director before making final hiring decisions.

Selection Criteria

A crew should be balanced in gender and urban/suburban participation (both approximately 50%-50%). It should also have some young people who are strong leaders and communicators who can meet the demands of public speaking early in the fall.

Acceptance

We accept Food Project alumni (once young people graduate from the Summer Program, they are considered alumni) based primarily on their interest and commitment rather than their skills or ability. Someone who is committed to showing up every Saturday and doing the work at hand is a strong candidate. Our belief is that commitment and heart make anything possible and that we can teach the required skills.

When taking young people new to The Food Project, select those with related experience or a high degree of maturity and personal initiative. Attempts to hire youth without these qualifications have ended in young people quitting or getting fired in 90% of the cases. The challenges of buy-in and acculturation are simply too difficult for many.

Once a young person is accepted for any trimester, call them to tell them that they are accepted and then send them an acceptance packet, which includes information about:

- orientation,
- the retreat that begins every trimester,
- an agreement concerning the terms of their acceptance,
- a general parent/guardian consents and agreements form.

These consent and agreement forms formalize their intention to abide by the terms of the program and must be turned in to you by the beginning of the first event. (See Attachment 18: Fall Acceptance Letter, Attachment 19: Winter Acceptance Letter, and Attachment 20: Spring Acceptance Letter.) Be sure to include in the packet, not only the acceptance letter but also the Parent/Guardian Consents and Agreements form. (See Attachment 21: Parent/Guardian Consents and Agreements.)

Most paperwork a young person fills out is good for one full year. Young people who were in the Summer Program but do not work in the fall or winter trimesters should be current. Check their paperwork just to be sure they are in good standing. You will also need to get parents to, again, sign the general release form they signed at the beginning of the summer. This ensures that they are aware of the risks inherent with The Food Project and are willing to allow their child to participate.

Attachment 18-21

“Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertion and passionate concerns of dedicated individuals.”

– Martin Luther King, Jr.

Rejection

Food Project applicants wanting to do the Academic Year Program for the first time are turned down for the following reasons:

- Not being ready or able (according to your judgment and that of the Program Director) to meet the minimum expectations and demands of the program
- Past performance in the Summer Program (especially if they quit or did not fulfill the basic commitments)
- Not following through on all steps of the application process
- Not being able to clear their schedule to make the time commitments

Food Project applicants wanting to repeat the Academic Year Program are turned down for all the of above reasons and:

- Already having gotten what they can get from the program and thus taking the position of a first-time applicant

Youth new to The Food Project are turned down for the following reasons:

- Not following through on all steps of the application process
- Not being able to clear their schedule to make the time commitments
- Lack of perception of required commitment
- Lack of commitment to the goals of the program

“Those who contemplate the beauty of the earth find reserves of strength that will endure as long as life lasts. There is symbolic as well as actual beauty in the migration of the birds, the ebb and flow of the tides, the folded bud ready for the spring. There is something infinitely healing the repeated refrains of nature – the assurance that dawn comes after night, and spring after winter.”

– Rachel Carson

Young people rejected for the reasons stated above are not necessarily denied access to all three trimesters. Many times a young person who is turned down will do what it takes to gain entry (clearing their schedule, submitting the application again and on time, and so on).

If someone is clearly wrong for the program and you see no possibility of them ever participating, call and reject them from the program. All others should go on the backup waitlist, ranked from first position to last position, based on your judgment of their readiness for the program. Notify backup candidates with a call and, if appropriate, do the young person a favor and utilize this phone conversation to help them think about how they could grow and be a better candidate.

Orientation and Training

Orientation and training for participants are essential to their success in the program. Youth who start at the beginning of a trimester are invited to a retreat where time is programmed for welcome, orientation, and training of new members. New participants who begin at any point after the first trimester are paired with an Assistant Crew Leader who shares responsibility with you for the new participant’s orientation. Prior to beginning work, the new member must have all medical, work, and payroll forms completed.

Everyone who begins a trimester of the Academic Year Program receives a notebook. This notebook contains the critical information that all participants need to succeed. The notebooks take time and attention to assemble well, and are created in the week prior to the retreat with help from the ACLs. Most of the documents in the notebook appear as attachments throughout the manual. Some do not. (See Attachment 22: AYP Notebooks for a list of everything that should be included in the notebooks.) The attachments that are included in the notebooks are listed below:

- Attachment 23: Fall Roster
- Attachment 24: Vision/Mission Sheet
- Attachment 25: Emergency Procedures
- Attachment 26: Commuter Rail Schedule
- Attachment 27: September Calendar
- Attachment 28: Fall/Spring Transportation Schedule
- Attachment 30: Absence Form
- Attachment 31: Fall/Spring Lateness Protocol
- Attachment 90: Team Captain/CL Schedule
- Attachment 33: DIRT Crew Birthdays
- Attachment 34: Typical Fall/Spring Saturday Agenda
- Attachment 35: Pay and Transportation Sheet
- Attachment 39: Youth Office Protocols
- Attachment 40: Stand and Deliver Format
- Attachment 46: Fall Curriculum Schedule

**Attachments 22-28, 30-31
33-35, 39-40, 46, 90**



A personal goal setting workshop held during the fall retreat.

Go over all the above attachments at the retreat. Most of them are self-explanatory but still review them with the DIRT crew. The Absence Form needs a little explanation. During each trimester, DIRT Crew members are allowed to take one Saturday off. Youth are encouraged to work every Saturday, but we realize that certain critical events, such as tests and family events, require that they be able to take a day off. To do this, youth must turn in an Absence Form with the stated reason for their absence, youth signature, and parental signature to you one week prior to their absence.

At the retreat, hand these papers out and tell the DIRT crew to put them in the front pocket of their notebooks, fill them out later that week, and have them return the papers to you by the following Saturday:

Attachments 36-38, 106

- Attachment 36: TFP Staff's Personal Vehicle Permission Slip
- Attachment 37: Non-TFP Participant/Parent Vehicle Permission Slip
- Attachment 38: Equipment Contract
- Attachment 106: Equipment Order Form
- Copy of a recent Academic Year Program grant proposal (Ask Development for a copy of the most recent.)

At the Fall Retreat, you lead the DIRT crew in a two goal-setting workshops. Afterwards, you or an ACL should type these goals up and make copies of them for each DIRT member for their notebooks.

Attachments 41-43

- Attachment 41: Crew Goals Fall 2004
- Attachment 42: Ideal Community Fall 2004
- Attachment 43: Personal Goals 2003

Attachments 32, 50, 54

Papers to give them at the Winter retreat:

- Attachment 32: Winter Lateness Protocol
- Attachment 50: Winter Saturday Agenda
- Attachment 54: Winter Transportation Schedule

Attachment 29

Additional Papers that you should create for yourself each trimester:

- Attachment 29: Fall Pickup Schedule

Before the Fall Retreat get a copy of a recent concise Academic Year Program grant proposal. Make photocopies for everyone in the DIRT crew. Go over this proposal at the Fall Retreat to show the DIRT member the promises we have made to funders regarding the Academic Year Program. (You can liven up the reviewing of this document by making a quiz out of it.)

Orientation, whether it happens at a retreat or mid-trimester with a small group or one-on-one, includes the activities below.

If multiple people join the DIRT crew in the winter or spring trimesters, consider scheduling a full-day or an afternoon after school to orient new members. Doing this on-the-fly at a retreat is difficult for both you and the new members. (See Attachment 44: Winter/Spring DIRT Orientation):

Attachment 44

- Introduction to DIRT goals
- Personal goal setting
- Standards and Straight Talk
- Logistics
- Schedules
- Review of notebook contents

Give new members the following items during the retreat (or at the separate orientation if you schedule it):

- Payroll and consent forms
- Notebook
- Equipment Order Form

Make sure the following forms are filled out and filed before a new member begins work in the Academic Year Program (see Business Manager to get blank forms):

- Medical Information Form
- Work Permit
- Health/Emergency Form
- Parent/Guardian Consents and Agreements Form
(see Attachment 21)
- I-9, W-4 and M-4 Tax Forms
- Youth and Parental Commitment Form (from Acceptance Packet)

Attachment 21

Observe these rules strictly:

- Young people must have all paperwork in order to begin their job.
- Young people who have been with us before may have paperwork already, but check very carefully to make sure that the paperwork is up-to-date and do not let them get away without updating their information or replacing any missing papers!
- It is very important to keep a list of the dates on which the paperwork is going to expire (especially medical forms, work permits, and the Parental/Guardian Consents and Agreements form) and check it frequently to remind members.
- Youth cannot get paid if they do not have paperwork in!

After the full orientation is complete, have the youth sign the Acceptance Terms Agreement and the Standards Sheet.



Paperwork is involved but crucial for the safety of all youth workers.

Parental Involvement

The most effective youth programs recognize the importance of parental support and involvement in young people's lives. The Food Project wants to foster parental understanding and commitment to the goals of our work. However, because we are a jobs program as well as a youth development agency, we need to be intentional about how we involve parents. Much of our success with young people's development comes because they feel a level of independence and entry into adulthood by having a job where they are personally responsible for their actions. If parents become over-involved, youth can lose their ability to learn important lessons within the safety of The Food Project programs. For example, one parent was concerned about the pick-up time for her daughter on Saturdays and began to call and double-check all details. When and if anything went wrong, she would call and speak on behalf of her daughter. This led to the continuation of what she called her daughter's "immaturity around handling details." The daughter had limited opportunity to learn through trial and error, and did not grow in personal responsibility to the degree she could have, if she had been given more independence from her mother at The Food Project.

On the other hand, if we under-involve and under-inform parents, we often miss an opportunity to partner with the parent in helping their child develop, or we can end up uninformed ourselves about other aspects of the young person's life. More than once we have informally spoken with a parent who has shocked us with the news that while their child has been thriving at The Food Project, he or she has been failing in school, or getting in trouble with the law. On one occasion, a parent called to inquire about a speaking engagement her daughter was about to participate in with us. The mother was upset that we had not informed her about the event and said if she had known the content of it earlier, she would have engaged her daughter in dialogue at home and furthered her daughter's learning and development.

Thus, we need to strike a balance where parents feel informed and are encouraged to contact us with any concerns they have about their child, but do not feel it is their personal responsibility to handle all the details of their child's involvement. When we strike the right balance, parents understand what we are offering to and expecting of their child, and they involve themselves in the programs through special events or by calling with concerns or questions.

In order to keep parents informed about the program, write a letter at the beginning of each trimester, describing what work and events are planned or have been accomplished, how the parent or guardian can support the young person's success and involvement, and at what upcoming events, if any, we hope to see them. This contact helps parents understand what their child is doing and can increase dialogue at home about the program. (For a sample letter, see Attachment 45: Letter to Parents.)



Keeping parents involved can only increase the power of the Academic Year Program.

Attachment 45

Implementation

- *Staffing*
- *Schedules*
- *Curriculum*
- *Special Events*
- *Retreats*
- *Saturdays*
- *Weekdays*
- *Standards and Straight Talk*
- *Payroll*
- *Public Speaking with Youth*
- *Winter Shelter Work*
- *Mentoring*
- *Equipment*

This section describes everything required to implement the actual program, from staffing to payroll to curriculum. Think of “Implementation” as the activity that begins after you have all participants in place and before you evaluate how it all went.

Staffing

You are the staff member who has accountability for the Academic Year Program. Everything that happens within the program is your responsibility. However, you have one or two youth Assistant Crew Leaders as part of the staffing team.

Assistant Crew Leaders

The Assistant Crew Leader (ACL) position evolved slowly within the program and has proven, when handled well, to be a great asset.

Selection of ACLs

Each year, one to two youth are selected from the applicant pool to be Assistant Crew Leaders. This position is open to young people who have successfully completed the Academic Year Program. They apply at the same time in the Fall as crew workers apply for the Academic Year Program (see Attachment 14: DIRT ACL Application). Often Assistant Crew Leaders of the Summer Program make the best candidates for DIRT ACLs because of their



José Teixeira, 2000 Academic Year Program Coordinator works with a DIRT Crew Member on a writing exercise

Attachment 14

experience in the summer. But candidates who have not been ACLs should not be discounted. Other young people learn about this opportunity and call for an application when they receive the August alumni internship mailing from the Interns, Fellows, and Alumni Program Coordinator. The ACL role is best filled by someone who wants to take on a higher level of leadership and accountability and will be able to be a responsible mentor to a large group of peers. Interviews for Assistant Crew Leader candidates take place during the same week DIRT crew member candidates are being interviewed (See Attachment 17: ACL Interview Form). You make the selection with the Program Director.

Attachment 17



One of the two ACLs for DIRT V along with a whole lot of garlic left to plant.

Role and Responsibility

The Assistant Crew Leaders must be available during the week for regular hours in order to be of help. They have weekly meetings with you prior to Saturday to get advanced notice of the agenda, learn about their role for the day, and help you prepare. The ACL has the ability to powerfully impact the DIRT community by role modeling full commitment and coaching others in work the ACL did the previous year. Clear responsibilities are important or the ACL will feel they have a title but no way to demonstrate their leadership role.

Attachment 47

Going over the job description and work standards with the Assistant Crew Leaders is very important (see Attachment 47: ACL Job Description/ Agreement). The Assistant Crew Leaders are considered interns and are expected to attend the monthly intern meeting. The ACL job description attachment is consistent with other intern job descriptions in The Food Project. Also go over the “In the Academic Program, You Will...” sheet with the ACLs so they begin to understand what they will help the DIRT members accomplish (see Attachment 110: DIRT Basics).

Attachment 110

Working with ACLS

(Author’s note: For consistency’s sake, the manual is written always referring to the Assistant Crew Leader in the plural form. In the past five years, the Academic Year Program has had two ACLs three times and one ACL twice. Both have worked well at different times. Depending upon your hiring, you may have one ACL from the suburbs and one who lives in the city. You may choose to meet together in one location once a week, to meet with each

one individually once a week, to meet with each one individually on alternating weeks, or to try something completely different. It is up to you to determine the plan that works best and to be clear about your plan with the ACLs.)

To help ensure productive after school workblocks with your Assistant Crew Leaders, make sure YOU are well prepared! Preparation requires spending at least fifteen minutes thinking about and writing down what tasks you want to accomplish with your ACLs and what training that will entail. Remember, early on, you may need to spend substantial time introducing them to Excel, teaching them different Food Project-specific applications, or training them to type the agendas and work the photocopier. Keep in mind that the more thoroughly you train them in the beginning, the more productive they will be during the rest of the year.

When they arrive, take the first five, ten, or fifteen minutes to check-in about how they are, how school went, and anything else you or they may want to talk about. Make sure you don't hurtle right into work without checking-in, but don't spend too long doing so or you risk creating the feel of a drop-in-center rather than a highly productive workspace. After your check-in, go over with the ACLs what you'd like to accomplish that day and prioritize your list. Duties always include creating the agenda for the upcoming Saturday and sometimes includes brainstorming Straight Talk that you will give to the crew on alternating Saturdays, creating the next month's calendar, putting together more Academic Year Program binders, or giving your ACLs Straight Talk. Be sure to make clear which tasks you expect them to finish that day, which ones can be continued the following week, how long you expect each task to take, and the time all the work needs to be finished. Remember to check-in with them regularly, especially at the beginning of the program and when you give them a task they haven't done before. Remind them that you would rather they ask you lots of questions than do a whole task incorrectly. Be supportive and make sure they are completing tasks at an appropriate pace. End each workday with some sort of closure – even if you just ask them to bring you printed copies of everything they completed and to show you where they saved each item.

Historical Note: Graduate School Interns

For three of the first four years, an intern from Harvard Divinity School assisted with the program from September to June. This person provided critical support to the coordinator and the youth and allowed the Academic Year Program Coordinator to take on more roles and responsibilities than they do now. (During parts of the 1999-2000 school year, Meg Coward, the Academic Year Program Coordinator also coordinated the Summer Program, Volunteer program, and blossoming alumni network.) The graduate students we chose had relevant life and work experience and brought a commitment to reflection and youth ministry that greatly benefited the work. (See the first edition of this manual for more information about Harvard Divinity School interns.)

Schedules

The program uses four types of schedules:

- Trimester schedules
- Monthly schedules
- Daily schedules
- Transportation schedules



Trimester Schedules

The schedule for the Academic Year Program is broken into three trimesters. The trimesters are of nearly equal length. The fall and spring trimesters resemble one another because the Academic Year Program youth are primarily in the fields leading volunteers. The winter trimester is a time for shelter work and a series of workshops and smaller projects (landscape design, greenhouse, mural projects, etc.). Update and finalize the schedule for each trimester three months in advance, so that other staff can plan around the DIRT crew schedule and the youth have an opportunity to plan their other commitments around the Academic Year Program.

The trimesters are mapped out in terms of the major activities that need to occur. Exact dates of volunteer Saturdays, curriculum teaching by other staff, and shelter dates need to be figured out. When you develop the schedule, check with all program and production staff at a meeting and confirm dates. Once you have a draft, show it again to program and production staff and finalize it.

To make a schedule for each trimester, create a document that outlines all the important dates (see Attachment 48: Spring Curriculum Schedule). The schedule is photocopied and three-hole-punched for staff and youth notebooks. Schedule a time to go over the upcoming trimester in detail with the youth and staff.

Attachment 48

Monthly Schedules

Create monthly schedules with Food Project events, holidays (be vigilant about being inclusive), and DIRT members' birthdays. Note where the DIRT Crew will be working each Saturday. Leave space on the weekdays so DIRT members can write down their particular after school work assignments, should they choose to sign up. Creation of the next month's calendar is a good job for the ACL to tackle at the end of every month. (Attachment 49: Example February Calendar)

Daily Schedules

Each Saturday and any events where youth are involved for more than three hours requires a written schedule or agenda. The schedule gives everyone involved the knowledge of what is happening and when. The schedule, created in Microsoft Word, also helps you keep track of the many details and demands of any long work day at The Food Project. You facilitate the development of the agendas with the Program Director and other staff involved. The agenda is completed by the Thursday preceding the Saturday (see Attachment 34: Typical Fall/Spring Saturday Agenda or Attachment 50: Winter Saturday Agenda). The schedule for the upcoming Saturday is distributed on the Thursday or Friday before to Growers, Assistant Crew Leaders, and any other staff involved in the Saturday.

Attachments 34, 50

Typing up the agenda is another good task for the ACL. Make sure they understand how the agenda should be typed. Give them a note card that you've prepared with the curriculum pieces for that day, the appropriate starting times for each piece, and a list of after school work for the following week. Give them the following instructions:

- Find the previous week's agenda on the server and open it
- Save it as the upcoming Saturday's date
- Modify it according to the information you just gave them

- Fill in the Team Captains and Crew Leaders according to the Team Captain/CL Schedule that you created together earlier in the Fall and have the DIRT ACL assign ACLs-for-the-Day to each Crew Leader (these roles will be explained later in this manual)
- When they are finished, have them print it and bring it to you so you can check it over
- Print and photocopy final draft (copies for you, the ACLs, the Grower, the Program Director, and anyone else you think should have it)

Tell the ACLs to come to you with any questions at any time. Be sure to check on them while they are working on it, especially the first few times they are doing it or if they are taking a particularly long time completing it. Sometimes the ACLs work with you before staff members have requested workers for the following week. If this is the case, give the ACLs the task of tracking down the staff members who usually request DIRT crew workers to ask them if they need workers the following week.

Transportation Schedules

Transportation is complex in the Academic Year Program. Young people and staff come from many different communities and have to arrive at the site at the same time. Clarity around pick-up and drop-off times is essential. At the beginning of each trimester, give all participants a photocopied train schedule and a list of the exact pick-up and drop-off schedules (see Attachment 26: Commuter Rail Schedule, Attachment 28: Fall/Spring Transportation Schedule, and Attachment 54: Winter Transportation Schedule).

Attachments 26, 28, 54



Fall farmers' market at the Dudley Town Common in Roxbury.

Curriculum

The Academic Year Program Curriculum has grown organically over the length of the program. Wherever valuable work was taking place, we created a supporting curriculum to strengthen and inform the service work. For example, we had a farmers' market that had to be analyzed for social impact, profitability, and customer satisfaction. Staff and youth together created a survey and young people surveyed customers at the fall markets. All of the curriculum has a similar story of relevance to the work at hand. What distinguishes our work is the richness of learning

coupled with service and action. In both the Summer and Academic Year Programs we have spent years creating a blend of these two elements.

Over time the curricula have grown richer and more complete and now exist either in the social curriculum book, *Growing Together*, or the agriculture curriculum book, *French Fries and the Food System*. If they are not in either of these two books, the curriculum is still being developed and exists in the Youth Program's computer files. The learning units listed below are labeled as to where they can be found and who usually teaches them.

Implementation

Your role is to make certain that all learning units get placed in the schedule and implemented by a staff member at the appropriate time of year. Who teaches each unit changes with shifts in staffing and job responsibilities. Three months prior to the start of a trimester, you must get clear commitments from others as to what they will be teaching. Stay in close communication with that staff member until the curriculum piece is completed and evaluated by youth and staff (see Attachment 55: Winter Curriculum Schedule and Attachment 48: Spring Curriculum Schedule).

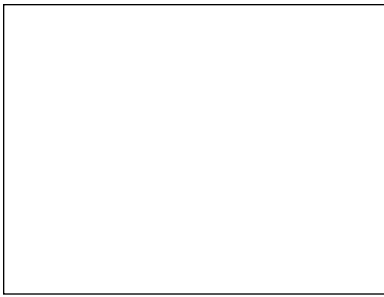
You have the opportunity to teach a number of sections of the curriculum, including leadership, service, communication, and hunger and homelessness. These units present challenges and require that you pre-study the material and bring it to life through your passion and understanding. The more hands-on, personal, interactive and real-life the curricula are, the better they go. Our teaching comes from a radically different place than classroom teaching and does not create for the youth a sense of being in class for the sixth day of the week. We have real-world, important activities from which to learn, reflect and teach. Our job is to bring the learning full circle and help young people make sense of what they are being asked to do to serve others or the land.

Specific curricula for the three trimesters are as follows.



The Farmers' Market analysis gives DIRT Crew youth a chance to present their recommendations for improving the market based on a summary of data gathered from surveying over a hundred customers on their preferences.

Attachments 55, 48



A landscape design lesson can cover anything from a planning session on design of a lot to measuring techniques for a proposed planting.

*"One day on the survey I had to
speak to some Portuguese men.
And I'm shy, but I spoke with
them with no fear. I was nervous
but what made me confident was I
spoke like I was speaking to
anybody else I'd know. And I
felt confident"*

– Gidget Brito, 1997

Academic Year Program

Fall Trimester

- **Farmers' Market Analysis** — Led by the Market Manager. Use lessons from *French Fries and the Food System*. Culminates in Market Analysis Presentation, which is explained in the "Special Events" section
- **Agricultural Lessons, Fall** — Led by Rural Growers and Urban Grower. Use lessons from *French Fries and the Food System*.
- **Public Speaking, Part I** — Led by the Academic Year Program Coordinator
 - During the Fall Retreat, we go through the Public Speaking Workshop found in the *Growing Together* book.
 - Each Saturday, we follow up on the Public Speaking Workshop by prepping with the Team Captains before they give their presentations, and de-briefing with them after the volunteers have gone.
 - We also continue to work on public speaking any time we take youth to give a presentation at a conference or other event; each of these requires that we meet with them beforehand and prepare both content and style.
- **Communication Skills, Part I** — Led by the Academic Year Program Coordinator. Throughout the Academic Year Program, youth develop their skills in communicating with staff, peers and volunteers.
 - Staff: Youth communication with staff happens formally through Straight Talk. Straight Talk happens every other Saturday and led by the Academic Year Program Coordinator, and sometimes by the Assistant Crew Leaders (see *Growing Together: One-to-All Straight Talk* format).
 - Peers: Twice during the fall, youth have a chance to give One-to-One Straight Talk. The model for this is different from the Summer Model which is done in the All-to-All format (see *Growing Together: Table of Contents* to locate these formats)
 - Peers: "Step Across" workshop during Fall Retreat. (see *Growing Together*)
 - Volunteers: Youth work on communication with volunteers by practicing this skill every Saturday; after each volunteer day, the youth de-brief how the experience of being with volunteers went and give each other advice.

- **Leadership Through Service, Part I** — Led by the Academic Year Program Coordinator.
 - On the Fall Retreat, we go through a workshop about the transition from being a worker in the fields to being a leader (see Attachment 56: Fall Retreat Agenda 2003). We go over basic skills of managing people to get a task accomplished and role model them.
 - Each Saturday, the youth get to practice leading volunteers, and then afterward they have time to reflect on the experience, get input from their peers, and ask for advice.

Attachment 56

Winter Trimester

- **Hunger and Homelessness** — Led by the Academic Year Program Coordinator (see Attachment 57: Hunger and Homelessness Curriculum Overview and Hunger and Homeless Workshops Attachments 58-65).
- **Garden Planning** – Led by Rural Growers and Urban Grower. Uses lessons from *French Fries and the Food System*.
- **Mural Design** – Led by art consultant. (See Attachment 66: Mural Project Curriculum) Once we secured a sizeable city office, we decided we wanted to decorate its exterior walls with murals representative of our work. In 2002, we hired an outside group to design and paint the outside walls of our city office with our youth. The second year, we decided to have at The Food Project alumna, Veronique Latimer, who was attending art school at the time, design and paint a four-sided mural for two of our large outdoor sheds with DIRT VII. She and DIRT VIII planned and painted a third shed on our Langdon lot in the spring of 2004.
- **Public Speaking, Part II** — Led by the Academic Year Program Coordinator. During the winter, the video from the Fall Retreat is used to coach youth further in their speaking skills; each youth has a one-on-one session with the coordinator to review the tape and strategize with them. This coaching technique is more effective if each youth is booked for a speaking engagement during the winter. It is great to use the video coaching right before their presentation.
- **Communication Skills Part II** — Led by the Academic Year Program Coordinator.

Attachments 57-65

Attachment 66



Working on the design of the West Cottage Street food lot in Dorchester

"I look forward to seeing the results of all the work we've been doing here. All the planning and setting goals seems useless now, but when the farmers' market and food lot finally get set up, it should be a positive thing. I feel a main part of what we are doing here is working together to fulfill goals."

— Perter Jacoby, 1996

Academic Year Program

- During the Winter Retreat, we deepen communication by doing a high-risk workshop such as a Diversity Workshop, led by the Diversity youth interns.
- Youth transition into doing Self-Reflective Straight Talk.
- Youth participate in One-to-One Straight Talk twice.
- **Landscape Design (1997-2000) *** — Led by a landscape design consultant or the Academic Year Program Coordinator. Used lessons from *French Fries and the Food System*.

* In 1997, alumni volunteers from Harvard's Graduate School of Design led this series of workshops to plan and design our Langdon Street food lot. Two years later, Kerrick Johnson an architect from the Dudley neighborhood did the same for our West Cottage lot. And again in 2000, Lelia Stokes Weinstein did additional work with the DIRT crew on both food lots.

This year without a design or muraling project, we will be partnering with The Food Project's BLAST internship and other staff members to work on nutrition and healthy-eating initiatives.

Spring Trimester

- **Public Speaking, Part III** - Led by the Academic Year Program Coordinator. This curriculum is essentially the same as in the Spring, but instead of learning how to do a public presentation, the youth refine their skills.
 - On the Spring Retreat, the youth go through a workshop in which they prepare the Team Captain Presentation for review by the rest of the crew (a fun way to do this is to have the presentations spaced throughout the weekend, and have them perform them in wacky places like a kitchen, and so on). Youth should be given positives and deltas (suggestions for change) from their peers after they speak.
 - We practice the same method of preparing for each Saturday's presentation and de-briefing it afterward.
- **Communication Skills, Part III**— Led by the Academic Year Program Coordinator
 - On the Spring Retreat, youth participate in a Life Portraits workshop.
 - A second diversity workshop facilitated by Diversity interns sometimes with the assistance of an outside consultant.

- Youth continue doing self-reflective feedback every other Saturday and Intensive Straight Talk twice during the trimester.

- **Agricultural Lessons, Spring** – Led by Rural Growers and Urban Grower. Uses lessons from *French Fries and the Food System*.

Special Events

Throughout the year, a number of special events bring people together for orientation, connection with one another, and celebration. Each event creates energy for the next stage of work in the Academic Year Program and deepens the ties that motivate the young people to get up early every Saturday morning. The events take time to plan and execute; if any part is not done well, the events lose their power. When they go well, it is an awesome experience. A short profile of each event follows.

The Children's Holiday Party, the Summer Program Orientation, and the DIRT Crew Graduation are "owned" and run by the DIRT crew. The Farmer's Market Analysis Presentation is shared between the DIRT crew and the Farmer's Market Manager who is the lead staff person for that event. The DIRT crew assists with and participates in the Urban Agriculture Conference and City Farm Fest, but different staff members and interns head up the bulk of the planning and implementing.

Other Saturdays that differ from the standard Saturday schedule are the final days of each trimester. The Children's Holiday Party falls on the final day of the Fall trimester (see Attachment 70: Children's Holiday Party Agenda). During the final days of the Winter and Spring, work continues as usual in the morning, but the afternoon is different and should include a combination of reflection and celebration (see Attachment

Children's Holiday Party

- Who — Thirty to forty children with homeless parents from Rosie's Place and Rev-Vision House. (If one or both of these shelters can't participate, try to find another shelter for families with children. One year, Casa Nueva Vida was the second shelter.)



A few DIRT Crew with staff just before the start of the 1998 Rosie's Place holiday party.



Holding warm eggs at the Rosie's Party at Drumlin Farm in Lincoln, MA.

Attachment 70

- What — A party at Drumlin Farm where children are given a guided tour of the farm and then play games, decorate cookies, meet Santa, and receive a present.
- When — 12 - 3 p.m., late December, on the last Saturday of the Fall trimester.
- Where — The Massachusetts Audubon Drumlin Farm Nature Center in Lincoln.
- Why — So children can have fun in a beautiful setting and DIRT teens can offer companionship to these little ones during the holiday season.

Attachments 68-72 This event requires advance preparation. (See Attachment 68: Children's Holiday Party Checklist, Attachment 69: Children's Holiday Party Flyer, Attachment 70: Children's Holiday Party Agenda and Attachment 71: Children's Holiday Party Tasks for Youth, Attachment 72: Children's Holiday Party Individuals' Job Assignments). The DIRT Crew really enjoys this event. It's a lot of work and a wonderful opportunity for our teenagers to reach out to much younger children.

Farmer's Market Analysis Presentation

This event is coordinated by the Farmer's Market Manager.

Attachment 46 (See Attachment 46: Fall Curriculum Schedule)

- Who — DIRT crew members do the presenting for an audience of board members, staff, and parents
- What — A presentation that gives DIRT members the opportunity to formally present findings about the Farmer's Markets that they analyze during five Saturday workshops in the fall
- When — An hour and a half program (not including the lunch that follows prepared by The Food Project's urban kitchen) on the first Saturday of December.
- Where — The Food Project's urban office
- Why — So DIRT members can formally present findings and recommendations to the staff and board about the Farmer's Market.

Urban Agriculture Conference

The Food Project hosted its first Urban Agriculture Conference in 2003. The first year, the staff person in charge was the Urban

Education and Outreach Coordinator. The second year, The Food Project's Princeton Fellow organized it. The DIRT crew members help with set-up, food service, introducing speakers, greeting guests, and a handful of other important behind-the-scene duties.

- Who — 100-150 Farmers, activists, students, citizens, educators, and policy makers from Massachusetts and the Northeast.
- What — Two-day conference includes hands-on training, urban farm tour, youth and adult workshops, speakers and presenters, local meals.
- When — The first or second week of April, Friday (hands-on workshops) and Saturday (keynote, conference workshops, and tour).
- Where — The Food Project's Urban Food Lot and Roxbury Community College
- Why — Urban agriculture builds communities, improves urban environments, benefits the local economy, and can be a sustainable method of achieving greater food security for city residents. DIRT teens are the highlight of this conference for many attendees! Not only is their help with logistics indispensable, but their presence reminds people that youth are central to the Urban Ag movement.

City Farm Fest

This event began in 1998 and used to be called Compost Day. It is organized and run by the Urban Education and Outreach Coordinator with help from the Urban Ed interns. The DIRT crew provides the peoplepower by loading compost into bags, wheelbarrows, and pickup trucks, and, in pairs, helping neighbors who live close-by to take compost to their doors.

- Who — Neighbors in the city who want free compost
- What— A spring celebration to distribute compost to neighbors complete with transplants for sale, steel-drum band, and food.
- When— Early spring from 1 – 5 PM (DIRT leaves at 4 PM)
- Where— The Food Project's West Cottage Food Lot
- Why— To provide neighbors (a high percentage of whom garden and who couldn't afford organic-quality soil enhancers) with free compost



DIRT IV performs a skit for new Summer Youth and their parents.

Summer Youth Program Orientation

This event is coordinated by the Academic Year Program Coordinator and the Program Administrator (and the Summer Program Coordinator, of course, if they aren't also juggling one of these roles).

- Who — New summer program youth and their parents, DIRT crew, staff.
- What — Snacks and afternoon presentation, providing information about the Summer Program to new youth and parents.
- When — A two hour program (not including set-up and take-down) on a Saturday, between mid-May and early June, depending on the DIRT calendar for the year.
- Where — West Cottage Street food lot in Roxbury.
- Why — To introduce the power of The Food Project to the next generation of youth entering the program, establish early contact with the parents, get questions answered for young people and their parents about the Summer Program, have fun, sample some of our kitchen's food, see one of the pieces of land where they will be working, and give the DIRT crew an opportunity to share their accomplishments and learning.

This event feels like a real celebration. The DIRT crew helps to set up West Cottage and decorate it with balloons so it feels welcoming. When the new youth and their parents come, DIRT members feel empowered giving advice to incoming youth and understand that their DIRT crew experience is almost over.

This event requires the following scheduled work:

In April

- Mail information out to suburban acceptees announcing event date. (early April)
- Create staffing roles and responsibilities and get confirmed sign-up from staff.
- Inform urban acceptees of event date by mail and phone. (late April)
- Contact one parent of a DIRT crew member from the city and one from the suburbs who have had good experiences

with The Food Project and ask them if they would be willing to speak to incoming parents at the orientation.

In May

- Call urban and suburban families to confirm full attendance.
- Finalize exact agenda (see Attachment 75: SYP Crew Worker Orientation Agenda 2004).
- Get confirmation of speakers from DIRT and train speakers.
- Confirm the two parent speakers
- Check in shed on West Cottage to make sure we have 100 chairs for the event.
- Finalize snack menu with the kitchen.

Attachment 75

On the Day Before

- Have all equipment and supplies on site in storage sheds.
- Have all paperwork for event prepared.

On the Day of the Event

- Follow agenda in Attachment 75: SYP Crew Worker Orientation Agenda 2004.
- Set up site with DIRT crew (tents, chairs).
- Have food area set up and fully staffed.
- Set up registration table.
- Rehearse DIRT crew speaking and ambassador role.
- Greet parents and have a great time.

Attachment 75

After the Event

- Communicate with parents who could not make it to the event and make sure they have all the information they need to help their children enter the program.

Community Building After Hours

- Who — DIRT crew and staff.
- What— Recreation and socializing outside of work hours.
- When— Once per trimester on Saturday night or Sunday afternoon.
- Where — You name it. Places have included barbecue restaurant Redbones in Davis Square, a Blue Man Group Performance at the Charles Playhouse, a ski and



Crew Leaders canoe at the Sudbury River in Concord.

snowboard trip at Mount Wachusett, roller skating at the Wal-lex Roller Rink, and so on. Other ideas include bowling, volleyball and picnic at Franklin Park, a movie and discussion, climbing Mount Monadnock, ice-skating, a trip to the beach, a pool party at a DIRT member's house

- Why — Gives youth and staff a time to build relationships outside of work. Builds commitment for youth because contact with each other and staff extends into another part of their life.

This event requires the following scheduled work:

- Pick a date that is late in each trimester.
- Announce the event to staff and get confirmed sign-up.
- Put the date in the DIRT calendar and get confirmed sign-up.
- Choose an idea that interests people by gathering suggestions from youth and staff.
- Confirm with the recreation site for reservations, or whatever is needed.
- Send home permission slips with parent letter and get permission slips signed by all youth who are going (see Attachment 76: DIRT Outing Permission Slip 2004 and Attachment 77: Wachusett Letter to Parents).
- Arrange all logistics (who, what, where, and why) and distribute the details to all interested parties so people can find out how to be involved. Assign staff or DIRT roles and responsibilities, as needed.

Attachments 76-77

End-of-Trimester Celebrations

Plan three celebrations, one at the end of each trimester. Parents and staff should be invited to some of the events, and make sure young people have time for their own closing together. The model we used in June 2000 worked fairly well: parents attended the closing lunch, youth did a presentation for them, recognized them, and then took off to spend time with their peers, together on Cape Cod. Similarly in June of 2004, we had a pool party at a DIRT member's house in the afternoon on the last Saturday in May, and then the following Saturday held our Celebration with families on the West Cottage food lot. In December 2003, we orchestrated the Children's Holiday Party and then went to a DIRT crew member's

house for a potluck and a Yankee Swap. (See Attachment 74: Yankee Swap) The end of the Winter Trimester needs to have a celebration created for it; one idea would be to present the results of the different curriculum pieces to Board, staff and/or parents.

Attachment 74

After another Celebration in June with lackluster parent attendance, The Food Project youth and adults put our heads together and decided that having an evening dinner and event would add a certain amount of gravity to the event and more parents would attend. And since this event is more than just a celebration, it represents nine months of hard work and a moving on, we would rename it as a graduation. Parental attendance is important because The Food Project asks young people to take a lot of initiative and personal responsibility and therefore parents don't have many opportunities to see their child in action at The Food Project. Graduation is an event that is made very special by having as many parents as possible attend.

DIRT Crew Graduation

By the time the beginning of June has rolled around, the DIRT crew and you will have achieved a lot. The DIRT Graduation is a wonderful event to honor and celebrate the DIRT crew and it's accomplishments in front of everyone's parents.

- Who — The DIRT crew and their parents. Invite TFP staff, especially those who often worked with the DIRT crew. Send out the invitation to parents in early May (see Attachment 78: Graduation Invitation).
- What — An evening potluck dinner, a graduation, a celebration (see Attachment 80: Graduation Agenda)
- When — The first or second Saturday of June, Friday. 5:00 pm. The DIRT Saturday with volunteers proceeds as usual, then youth prepare for Graduation ceremony, and then have a few hours just to hang out with one another. (See Attachment 79: Last Spring DIRT Saturday Agenda)
- Where — The Food Project's Urban Food Lot, West Cottage
- Why — To celebrate nine months of hard work, growth, and accomplishments

Attachment 78

Attachment 80

Attachment 79

Graduation culminates a very intensive program founded on dedication and hard work. This event is comparable to the Summer Program's Family Feast and you and the ACLs must begin

pumping it up early in the spring. It is a mandatory event and for it to be fully successful, family (and friend) attendance must be high. Early in the week preceding this event, have an after school work assignment for one or two DIRT members be to call all DIRT parents, requesting their attendance and asking how many of their family members will attend and what food they will bring.

Do the legwork upfront so that you have an audience. And then make the Graduation memorable by the show you put together and the heartfelt words you say. Every piece of the agenda is outlined in the Graduation Agenda attachment and we will explicate certain of those pieces here.

The Welcome

Because Graduation involves a much smaller group than we have for the Family Feast, create a more intimate space by bringing everyone together around the food tables to introduce themselves and the food they bought.

Accomplishments

After dining, introduce the four speakers you chose two weeks ago to talk about the DIRT crew's accomplishments. These speakers have practiced multiple times with you or the Program Director. The areas of the Academic Year Program that each speaker focuses on can vary but usually cover: agriculture, leading volunteers in the field, public speaking, shelter work, retreats and special events (such as the City Farm Fest, the Urban Ag Conference).

Slide Show

Take time to put together a slideshow from the pictures you have taken all year.

Acknowledgements

Introduce the Executive Director or Program Director to speak on behalf of all the communities the DIRT crew has served this year. Allow an opportunity for other staff members and any staff for organizations we work with to speak.

Awards

One-by-one (beginning with your ACLs) call DIRT members up to the front and talk about each one's character, work, and individual accomplishments. Utilize a blend of humor and affection when introducing each individual and personalize this by illustrating your points with short stories about the individual. Your job necessitates that you spend a lot of intense time with and know a lot about each and every single member of this team. Use this time to honor them and their work with your words.

Once each individual is up "on stage," present them with two items that you and the ACLs have worked on in the final month of the Academic Year Program. The first is a group photo, with everyone's name at the bottom, and a quote. The second is a certificate of completion/achievement that explains the work of the Academic Year Program and is signed by you and the ACLs. (See Attachment 81: DIRT Plaque and Attachment 82: AYP Award)

Attachment 81-82

Retreats

Retreats are a powerful aspect of the Academic Year Program. We hosted retreats at all stages of the program's development. They are a way to bring everyone together for intensive training, bonding, outdoor exploration, building of community, and escape from the ordinary. With the trimester system we decided to have three retreats per year as a way to inaugurate each new season and introduce new members to the DIRT experience. At first, retreats were one night long, but we increased them to two at the suggestion and request of the youth. They require a great deal of planning and energy to run well, and they are the wellspring of the program.

Your primary responsibility is to make sure that all participants are safely taken to, and brought back from the retreat. Beyond that, you are responsible for making the retreat impactful in every sense of the word. If the retreats go well, youth will look forward to them and learn a great deal while attending. The crew will develop a feeling of closeness that will help their work throughout the trimester.



The Fall DIRT III retreat in
Voluntown, CT.

Planning a Retreat

Great retreats are a combination of the right games, workshops, and recreational activities, with the correct balance of structured and unstructured time. You need to come to the retreat weekend rested, fully prepared, and ready to take on whatever comes up during the adventure of a retreat.

Complete agendas and planning lists for each trimester are kept in the Academic Year Program computer files under “Retreats.” The agendas and planning lists are the result of eight years of experimentation and implementing of staff and youth suggestions. The best of the suggestions are incorporated into the structure of the weekend (see Attachment 56: Fall Retreat Agenda 2003, Attachment 83: Winter Retreat Agenda 2004, and Attachment 67: Spring Retreat Agenda 2004).

Attachments 56, 83, 67

The retreat agendas are excellent trail markers. However, being the guide for the youth and support staff requires careful preparation and study of each aspect. You must be clear in your aim for each workshop and in how all the other activities of the weekend tie together in creating the special outcome you are intending.

Retreat Site Selection

Use the list of top sites to know where to go, get prices, and contact people (see Attachment 84: List of Retreat Sites). Make reservations according to the following schedule:

Attachment 84

- In May, make the September reservation.
- In July, make the winter and spring reservations
- Two months prior to the retreat, contact the site coordinator to get all the information you need for planning purposes. Questions for the coordinator include:
 1. What are the directions/estimated time to get to the retreat center from Boston? (many directions are located on the server)
 2. Will someone meet us and explain the accommodations when we get to the site?
 3. Will someone be available to tell us what recreational opportunities (hiking, swimming) exist in the area?
 4. Would someone be available to give our youth a brief explanation of the retreat center’s history and purpose?



“Many Questions” is one of the first workshops held during a retreat. Youth share information about themselves with a partner, who in turn introduce them to the rest of the Crew.

5. What kinds of kitchen facilities and supplies are available?
6. Are there any rules about quiet time? Will we be sharing the facility with anyone else?
7. What is the phone number in case of an emergency?
8. Where is the nearest hospital and are directions available?
9. (At farm-oriented organizations) Can we help with farm chores?



Ice skating on the Winter DIRT II retreat.

Preparing Youth for a Retreat

Work with the youth in preparing for a retreat as follows:

- At the beginning of the Academic Year Program, go over the dates of the retreats with youth. Have all youth get their parents to sign a Parent Consent Form waiver for the year (get blank from the Office Manager).
- One month prior to the retreat, send home a permission slip with trip dates and emergency contact information for parents that includes a list of equipment needed for the retreat (see Attachment 85: Winter Retreat Flyer). If a young person cannot find the equipment from their personal sources, ask the staff if the equipment can be borrowed.
- If possible, one week prior to the retreat, go over the general agenda with the youth so they know what to expect and how to prepare mentally.

Attachment 85

Staffing on the Retreat

Enlist the following helpers from alumni, parents, volunteers, or other staff.

- Kitchen Czar — Does menu planning, shopping, packing food, and oversees the kitchen.
- Program Director — Drives, assists with workshops, runs activities, and help with youth management. Two weeks before, run the agenda and workshop ideas past the Program Director.
- Assistant Crew Leaders — Role models, helpers in getting compliance on chores, handling youth questions about the facility.
- Workshop Presenters — Either staff or hired consultants who come for a block of time to do a workshop with the crew (i.e. Growers, diversity staff/interns)



For some, a new experience!

Between the you, the Kitchen Czar, and the Program Director, the three adults who stay the whole weekend, there should be at least one member of each gender in order to supervise both bunk houses.

Transportation

You will need enough vehicles for 18-22 youth, 3 or 4 staff, all groceries, equipment and luggage. This requires two 15-passenger vans or one 15-passenger van, one cargo van, and staff cars for the remaining people. Create van roster pairs to encourage different youth to socialize (see Attachment 56: Fall Retreat Agenda 2003). Present three discussion questions to jumpstart dialogue and to nudge more depth into the conversation.

Attachment 56

Sign the vehicles up far in advance so there is no conflict with having them for the weekend. If you need to rent a vehicle, ask the Business Manager about our vendor well in advance.

Food

One to two days before the retreat, the designated kitchen czar should create a menu and shop for the food (see Attachment 86: Winter Retreat Menu, and Attachment 87: Winter Retreat Shopping List). The food needs to be refrigerated and boxed for easy packing and unpacking in the van.

Attachment 86-87



One warm-up in between workshops was the newly invented game of "three-legged team snow basketball."

The Food Project has charge accounts at local retail outlets. Attempt to bring as much produce as possible come from our land.

Equipment and Supplies

Two types of equipment are used for a retreat: recreational and programmatic. Both are your responsibility. Ask youth to bring some of the following recreational items that they want to have along:

- Sports equipment (football, basketball, frisbee, volleyball, etc.)
- Indoor games (cards, board games, etc.)
- The program requires these items:
 - Flip chart and paper
 - Markers
 - Equipment required for any games or activities

- *Growing Together* curriculum
- Health records of all youth
- Handouts for all logistics and workshops
- Coordinator's notebook with agenda
- Notebooks for all participants, with proper enclosures
- Video camera

Make checklists to keep track of all the materials you need. Missed items negatively impact the retreat. You will also be glad to have brought a regular or digital camera to record the retreat's memorable and hilarious moments.

Ground Rules

At retreats, it is of utmost importance to ensure the physical and emotional safety of all participants. When you arrive at the site (or sometime before), work with the group to create a list of guidelines that include:

- Participants do not leave the property. If they want to go on a walk, they need to ask a staff member.
- No sexual contact between participants is permitted. Physical contact must be according to a peer/working situation.
- Boys and girls stay in their designated dorm areas after a designated hour.
- All standards are in effect and the community norms established in the regular program apply to the retreat.
- Everybody participates in all activities and helps do the chores.

"Without good farming there can be no food and without good food there can be no good life."

– Alice Waters

Treatment Of The Site

All retreat sites we use are owned by collaborators and friends. Our goal is to leave these sites cleaner than when we arrived and to treat the place in such a way that we get invited back.

Clean-up crews are essential to leaving the place tidy. You will see this aspect of the retreat outlined in the agenda.

Evaluation

All retreats end with an evaluation of the weekend. DIRT crew members give their feedback as the last part of the agenda.

Attachments 88-89

Participating staff do a final evaluation together at the office following the retreat (see Attachment 88: DIRT Evaluation of Winter Retreat, and Attachment 89: Staff Evaluation of Winter Retreat).

Fall/Winter/Spring Retreats

Retreat content differs from season to season. Content changes based on what is coming up in the trimester and recreation changes according to the site and the season. However, all retreats offer an opportunity to set goals for the upcoming trimester (see Attachment 41: Crew Goals Fall 2004 and Attachment 43: Personal Goals 2003). Use the past retreat agendas to plan a retreat that will leave you and the DIRT crew energized for the work and laughing at shared memories (after you sleep for 24 hours).

Attachments 41, 43

DIRT Crew III with volunteers

Saturdays

There are 37 Saturdays in the Academic Year Program and each of them can be thought of as a “performance.” In a musical or athletic performance, when the curtain opens or the whistle blows, all planning and practicing are over and it is time to make the event happen powerfully. This is true also of our Saturday programming.

Planning a Saturday

In the weeks and months before the event, make sure that all details are handled, from youth participation, to scheduling, to photocopying handouts, to filling the van with gas. If the details are handled, then Saturday will dawn with everything in order for it to be a remarkable day.

Of course, even with the best planning things may shift and need to be handled in the moment. A master conductor, athlete, or teacher has everything in order and visualizes how the performance will go. It may go differently than envisioned but the athlete or performer has prepared fully. Do the same and your success will be far greater than if you come in only partly prepared, hoping to make it through somehow.

Full presence of mind, body, and spirit are essential to making Saturdays work at their highest level. Unlike a school or the sum-

mer program where an adult is with young people for 40 hours a week, work in the Academic Year Program happens in either concentrated bursts (on Saturdays), small time blocks (on weekday afternoons) or special outings (on retreats, social events). Given this schedule, you must be prepared to bring The Food Project to the youth powerfully in the time available.

The Food Project is a place where young people can do something important and positive, get away from the stress of their life and be with people who care about them. As the Academic Year Coordinator, you make that possible each time you lead a Saturday. Besides having every detail handled, you must be intentional with the time you have. Use the van time as a way to learn about their lives and share yourself with them. Make the check-in a place of re-connection, sharing, fun and inspiration for the work ahead.

If you are in doubt about what to share or tell the young people, choose depth and honesty about your life and theirs, and the power of the work you do together at The Food Project. Your commitment to the vision, to each individual, and to the work at hand will lead them forward. This commitment creates the space for others to do the same. If you are reserved or arrive tired and de-energized, youth will follow your lead. If you are successful on a Saturday, young people will be lighter of spirit when they leave. They will have connected with the best of what they know The Food Project to be: challenging, fun, purposeful, diverse, and connecting them further to themselves, others, and the land.

There are agenda templates for both Lincoln and Roxbury Saturdays. These templates remain very similar from year to year but shift in content depending on the day. Pull up the agenda from the previous year and update it according to the particulars of the current activity. For all agendas from the previous year, see the Academic Year Program computer files.

What follows is a standard Saturday agenda template with coaching on “how to” for every section (see Attachment 34: Typical Fall/Spring Saturday Schedule). Learning how to do each section well is important. Study this and refer to it when you need pointers on what creates the magic of a great Saturday.



Building a shed for the Langdon lot.

Attachment 34



DIRT Crew take a soil sample to test for lead levels at the West Cottage lot.

"I like the people. Being out here gives you the time to straighten things out in your mind."

– Gary Gaspard, 1977

Academic Year Program

Implementing a Saturday

Standard Saturdays for Lincoln and Roxbury spring and fall, and winter Shelter Work. Some general guidelines for a Saturday follow.

- Keep on schedule and be on time.
- Think ahead constantly.
- Reach out to young people in the way that was meaningful to you as a young person.
- Watch carefully.
- Find time for one-on-one contacts during the day.

Pick-Up of DIRT Crew

First, you need to arrive on time. The entire day starts with getting to the pick-up places on time. If you do not do this, you will open a Pandora's box of excuses from others about why it is not possible for them to be timely.

Second, you need to leave the pick-up site when you said you would. If you wait just a little longer hoping to help out a latecomer, you will start down a slippery slope for all involved. A person who receives intermittent discipline suffers more confusion and pain than one who is given consistent treatment. As the saying goes, "You get what you tolerate." If you tolerate lateness in yourself or others, behold, you will get more lateness.

Any occasion that you have spare-time at pick-up locations can be a great chance to make contact with parents and say hello. These pick-up and drop-offs are one of the only opportunities to meet some DIRT parents. Answer any questions they may have before departing. Learn their names!

If you ever do pick-ups from the Lincoln office, avoid the great temptation to get just one last thing from the office. If you go back to the office, some young person will ask to get out and go to the bathroom, and so on. Come to a Saturday fully prepared and stay on schedule by keeping the young people in the van. There are wonderful "port-a-potties" in the field.

On Lincoln Saturdays, pick up youth from Ruggles and Porter Square and arrange for any suburban youth who get driven to

Lincoln by their parents to be dropped off directly at the Lincoln fields. Because we only use one van to transport the DIRT crew in the Fall and the Spring and because the whole DIRT crew is larger than the seating capacity for the van, each Saturday a few youth need to get to the site on their own. On Roxbury Saturdays, pick up youth from Porter Square and Ruggles. If youth can go directly to West Cottage by being dropped off by their parents or on their own, ask them to do that, for the same reasons as above.

One year when the Academic Year Program Coordinator lived in Lincoln, he added a Lincoln pickup at 7:45 AM on Roxbury Saturdays in the Fall and Spring and shelter Saturdays in the Winter. He offered this because he lived in Lincoln and he was leaving the Lincoln office at 7:45 AM regardless; otherwise the suburban youth would have needed to take the commuter rail to Porter Square. (This arrangement also made sense for THE FOOD PROJECT, because it didn't, then, need to reimburse youth for their commuter rail ride to Porter Square.) Do not get into the habit of creating extra pick-up or drop-off locations because soon enough everyone will want to be dropped off at their door. But if a situation arises where it makes sense to alter the schedule because it's easier for you and for young people, then do so, while making sure to inform the parents involved.

Van Ride to Lincoln or Roxbury

The van ride is a great time to greet one another and begin the process of the day.

Music helps a lot. Young people can make requests, but you need to control the volume and the selection of the station. The young people of The Food Project have a wide range of musical preferences, and if you do not make it clear early on that you control this most important part of the vehicle, you will spend much time trying to manage the music. Avoid violent or explicit music and don't play it so loud that it drives someone in the van crazy. As with other aspects of The Food Project, it's a positive thing to expose people to new and different perspectives through music. Long trips can be a great opportunity to let people who don't often get to listen to their music-of-choice in the van pass one of their CDs to the front to get a little airtime. Of course if three-quarters of the van loves hip-hop, playing country



music for multiple hours will make it a grueling trip for them and, subsequently, you. Utilize the ACLs to make sure everyone and anyone's musical taste is respected.



Putting up the tent for the new season is a tradition in early spring at the Lincoln fields.

"Most kids my age only know food from the shelf of a store; they don't understand the difficulties and joys of relying on your hands and the earth for a good meal each day."

– Aaron Ableman

Encourage conversation. Much bonding has occurred this way, especially with the shotgun and front bench seat people. If you want or need to talk with someone ask them to climb in up front. If you sense someone is in a bad way, you can help them get their day started off right by talking with them while you drive.

One day soon these young people will be driving. Be a role model and show the young people how to drive for their safety and yours. Avoid the temptation to bond through driving on the wilder side. It is a bad idea all the way around and could cost you your job.

When people eat in the van, note who brings in what and ask that all garbage go out with the same individual. Otherwise you will end up with a very foul van that you have to clean. If youth do not take responsibility for their trash, give them a Violation for littering. This may sound drastic, but trying to keep the van clean can become a constant frustration.

Schedule the trip so you arrive five minutes early at your destination. This means the transition out of the van onto the site does not cost you time and it allows youth to stretch for a moment before the day begins.

Check-In

Nothing can beat a good check-in for setting the tone of the day. Always do a check-in because it allows people to re-integrate and transition from school or home to The Food Project. A check-in can be of various types; some are listed below. It is important to pick one that fits the mood and sets a tone that you want to create for that day. Invest yourself in the process; pay attention to what people say and how they carry themselves. You can learn much about the state of your crew and each young person by watching and listening to the prevailing tone.

Verbal check-ins are:

- Rate your week from 1-10 and tell us why you chose that number.
- Shout your numbers together, as loudly as possible, and pick what sounds like the average.
 - Pick out what you heard as high and low and ask those people to explain why.
- Describe your week as a color, what color would it have been and why.
- Describe your week in weather terms (cold, sunny) and tell why.
- Tell about a high point and a low point of your week and tell why.
- Tell one thing you are looking forward to today, or not.
- Tell one thing others could do to support you today.

Game check-ins (from *Growing Together*) are:

- Peel Off
- Flash Feet
- Hello! Hello! Hello!
- Predator/Prey
- Australian Jig
- Human Knot

Games such as Australian Jig and Flash Feet in which everyone gets moving are especially good check-ins for cold autumnal days. See *Growing Together* for other short, fun games and check-in topics.

You can also end the check-in with a quote that speaks to experiences of the day (The Food Project has a quotes book filled with quotes relevant to our work. Ask the Program Director for a copy.)

Youth Roles during a Volunteer Saturday

On each Saturday in the Fall and the Spring, each young person is designated one of three roles: Team Captain, Crew Leader, or Assistant Crew Leader. The Crew Leader and the Assistant Crew Leader are similar to roles in the Summer Program, so the young people are familiar with them. Make sure the young people understand the role is Assistant-Crew-Leader-for-the-day and is not confused with the Assistant Crew Leaders of the DIRT crew.

Each week new DIRT members are assigned to be Team Captains or Crew Leaders; everyone else becomes Assistant Crew Leaders. Youth have a better chance of succeeding if expectations of them and their roles are clearly defined.

Team Captains: Choose two Team Captains every week. The two Team Captains are in charge of starting the work day by bringing the volunteers together into a circle, greeting them, explaining the work of THE FOOD PROJECT, leading an interactive energizing game, and setting the tone for a good day. After the work is finished, they are in charge of thanking the volunteers, getting crews to report back on the work they did, asking individuals to reflect on one thing they learned or enjoyed, putting the work everyone just did into a more global perspective, and explaining how volunteers can stay involved with The Food Project.

Crew Leaders: Choose three to six Crew Leaders. Depending on the number of volunteers, the Grower might need as few as three Crew Leaders or as many as six. Usually four suffice. The Growers show the Crew Leaders the tasks that they are responsible for, and once the Team Captains have finished their introduction, the Crew Leaders take their volunteers out into the fields and lead them through the agricultural tasks for that day. The Crew Leaders need to explain the work clearly, check up on the volunteers regularly to make sure they understand and are doing the right things, and at the end of the work block, highlight the work that the volunteers did and thank them for it. Each Crew Leader needs to appoint one volunteer to be responsible for reporting back to the large group the work that their crew accomplished.

Assistant Crew Leaders (for the day): Assign everyone else as Assistant Crew Leaders. Assistant Crew Leaders do just what the title says - they provide support to the Crew Leader and assist volunteers who have questions if the Crew Leader is busy. It is imperative that the Assistant Crew Leaders do not take over for or 'step on the toes' of their Crew Leader. A few years ago, some of the DIRT members who weren't serving as Team Captains or Crew Leaders felt little responsibility to the volunteers and would not work as hard or would mess around and make the Crew Leader's job more difficult and take away from the experience of the volunteers. In an effort to make sure every DIRT member felt

needed and shared in the responsibility, we gave a title to those not Team Captains or Crew Leaders and began asking much more of them.

Your official DIRT crew Assistant Crew Leaders should be the Team Captains for the very first volunteer day following the retreat so as to set a high standard for the presentation. They should practice the presentation on their own and with you so they can nail it!

Agricultural Prep Block

Don't shortchange the Grower on the time that is scheduled for this block. On the other hand, make sure the Grower gets the crew back on time to keep the morning on schedule.

You need to make a verbal transition and prepare the crew to listen to the Grower. Don't expect the Grower to make that transition. The young people must pay attention to the Grower or else they can't do their job.

Lead volunteers on the land during the week and/or spend other time in the fields and with the Grower. That way, you can learn as much as possible about agriculture and leading volunteers so you are better able to coach youth when it is your turn.

Team Captain Prep Block

This block happens at the same time as the Agricultural Block. Each Saturday, meet with the two Team Captains. Team Captains are paired up at the beginning of the trimester using a planning sheet (see Attachment 90: Team Captain/CL Schedule). Advance notice of this pairing allows them to prepare and reduces confusion. When putting together the schedule.

- Pair captains so they are of opposite gender.
- Pair a city captain with a suburban captain.
- Pair a stronger speaker with a less confident speaker.
- Pair a speaker who is experienced in speaking for The Food Project with one who is new to the task.

Ask captains to sign up only if they are sure they can come. Don't schedule someone who won't be available. Your list of speakers



Although The Food Project's two-way radios are used primarily during the summer, they are a vital tool for the Academic Year Coordinator when splitting the DIRT Crew between two locations and staying in contact with program staff.

Attachment 90

Attachment 91



Working on a corner lot the West Cottage log.

"I was leading a church group of high school kids. At first it was an odd feeling of explaining to them what we were going to do but the more I spoke, the more comfortable I became. Their energy and excitement to work also encouraged me. I realized that while I was supposed to lead and encourage them, they did the same for me."

– Megan Kell, 1996

Academic Year Program

should include alternate speakers for each Saturday in case someone is sick or absent. On the date of the speaking event, pull two Team Captains aside and deal with the following issues:

- Be prepared ahead of time with notes, flip chart, and program calendar, and make sure they have their notebooks. Go to a quiet space where there will be little distraction but where you can also keep an eye on other matters.
- Go over the Team Captain presentation format in detail (see Attachment 91: Team Captain Presentation Format). Do a mock run-through with the two speakers.
- Use techniques described in "public speaking with youth" section of the manual.
- Support the young people by staying calm, positive, and professional (not stressed, negative, or "whatever" about their speaking).
- Emphasize their role not only as speakers but as the ones in charge of pulling people together, giving directions, making transitions happen.
- Send them off with the charge of getting people together in a circle.

Team Captain Rally Call for Volunteers, DIRT, Staff

- Stay near the Team Captains as they try to get people together.
- Make sure they keep calling and working the group. This first attempt at pulling people together is difficult and will give them a model for the other transitions they need to pull off.
- Do not allow them to get distracted or defeated.

Team Captain Presentation

- Get in the circle with the Team Captains and position yourself across the circle from them so that they can look at you either for cues to be louder or so they have a smiling friendly face in their sights.
- Hold other DIRT members accountable for focusing the audience and supporting the presenters. Do not let other members correct or change how the presenters are doing something; that is your role only, and only if things are not going well.
- Step in if something is going poorly enough that you think

it is confusing or losing people. Step in with coaching and support, not taking over the show. Let the presenters try again after your intervention.

- Make sure the presentation keeps moving.
- Let the youth process the game or activity (as described in *Growing Together*) with the volunteers, but be ready to process the activity further if they stop short of the learning punchline. (This is a place where you should regularly contribute. Be sure to tell the DIRT crew this ahead of time so they don't feel chided when you step in.)

Agricultural Orientation by Farm Manager

- Stay in the circle.
- Keep DIRT focused and acting as role models.
- This is an important section because it can determine the success of field work.

Field Work

Circulate among the crews and do exemplary field work. This includes:

- Quick pace
- Proper use of tools
- Following the youth leaders
- Making conversation with volunteers

Circulate among the crews and be a coach. This includes:

- Being a participant/observer and watching for how things are going.
- Working next to the leaders and giving pointers or asking them to step aside for a moment so you can give them advice. Do not correct them publicly or take over.
- In observing and coaching, watch for the following signs:
 - Are people clear about the task?
 - Are tools appropriate for the task?
 - Are tools deployed well among members?
 - Are youth working with the volunteers or are they isolating themselves?
 - Is the group being as efficient as possible?



Spreading straw over the strawberries in the fall keeps the roots from continually freezing and thawing and helps the plants weather the winter.

- Are TFP youth working harder than volunteers? (they should be)
- Are Assistant Crew Leaders helping the Crew Leaders without stepping on their toes or are they making life more difficult?
- Is the group splintering?
- Are the low motivation volunteers bringing the group down and if so what strategy are DIRT using to work with them (moving to another task, working side by side with them, engaging them in conversation, and so on)? (See volunteer manual for further tips on leading volunteers and use for training DIRT crew.)



An agriculture lesson from the Urban Grower

Water Break

- As the Crew Leader, DIRT member in charge should be monitoring people in their crew and deciding when their group needs a break
- Make sure each crew fills up a water cooler to take out to the field with their crew.
- Have DIRT use their watches to time these so they do not go on too long.
- Use the break as a time for coaching DIRT.
- Help DIRT use the break as a time to re-configure or re-deploy in their groups, if need be.

Team Captain Rally Call

- Grower defines when the work ends. Ideally they let you and the Crew Leaders know before crews go out into the fields.
- Grower allows five to ten minutes for tool clean up and task completion.
- All groups must end at same time.

Volunteer Day Wrap-Up and Evaluation

- Circle up.
- Help DIRT leaders be loud and assertive.
- Make sure the end is tight, clear, celebratory.
- Invite people to stay and eat lunch.

Lunch Break

If volunteers stay, help arrange for the DIRT members to sit with them and have Assistant Crew Leaders make sure volunteers get access to decent seating.

Sometimes volunteer groups ask to have a dialogue with the DIRT crew (examples include: a Colorado high school group that was traveling across country exploring urban issues, environmental education graduate students studying diversity within environmental education, a Quaker youth group who wanted to dialogue about service within Quakerism as compared to Food Project service, and so on). If the opportunity for a dialogue like this arises, you and the Volunteer Coordinator need to agree in advance about the feasibility with the schedule and shape the content of the discussion. This type of dialogue needs to be facilitated well by either of The Food Project coordinators mentioned and the lead staff from the other group. Things to remember include:

- Have everyone in a circle.
- Clearly introduce the topic for discussion.
- Co-facilitate with the key staff from the other organization.
- Ensure full participation by using a hand-raising or go-around-the-circle format.
- Get a discussion flowing between groups rather than just a reporting of ideas.
- Use multiple techniques to stimulate conversation (one-on-one break-out interviews, small groups, presentations from each organization about their work, dialogue, report-backs, etc.)
- Emphasize personal sharing and reflection versus solely debating ideas.

If volunteers do not stay, eat lunch with the DIRT crew. Use lunch as a time for conversation. Do this only if you are prepared for the next section of the day. Things to remember include:

- Remind youth that lunch is not only for eating but also time to go to the bathroom, get water, change into different clothes if need be, and so on. These things must be done during the break.
- Never allow youth to go off-site to get food (there are safety issues, and if you allow it once, you will open it up as an issue each week). In an effort to maintain consistency





Lunch under the temporary meeting structure after a day working with volunteers at the Langdon

throughout the organization, we don't allow any youth (Summer Youth Program crew workers, Academic Year Program crew members, or interns) to eat off-site while "on the job" and staff should not go off-site while supervising youth.

- Give a five-minute warning at the end of the lunch break. By the time lunch ends, DIRT crew needs to have cleaned up their trash, found their notebooks, and done all other necessary business. Cleaning up the lunch area is important and is not the job of the Grower once every one dives into the van at 4:00 p.m. The Team Captains or ACLs should be responsible for making sure this gets done.
- When you announce lunch officially over, people should all be fully ready for the next section of the day.

Team Captain Performance Evaluation

After lunch and before beginning the afternoon's programming, get all the DIRT crew and Growers into a circle to evaluate the Team Captains' and Crew Leaders' performance. It is important to build a community of support and challenge in terms of speaking feedback. Make sure it is balanced feedback because learning to speak in public and leading volunteers is difficult and requires support. When there is a time pressure people tend to jump right to the deltas. If you go around a circle of 15 people hearing mostly what did not go well, it may dampen the speaker's desire to try again. It is important to encourage everyone to think deeply about their peers' performance, rather than to just give the easier obvious or superficial feedback.

Team Captain

- Create quiet and have each person reflect about the performance of the two Team Captains and their particular Crew Leader. (We used to have DIRT members fill out a speaking assessment form, but in recent years have found it works much better just doing it orally. See the first edition of this manual for original Team Captain Assessment Form.)
- Have the captains speak first about their performance before the crew does. They should choose one thing they did well (positive) and one thing they could improve on (delta).

- After the self-assessment, call on others to share a positive and a delta they want to emphasize. If every DIRT member gives feedback to the Team Captains, this evaluation will stretch on too long. It is also your job to ensure that the same people don't avoid giving the Team Captain feedback each week.



Circling up to talk logistics

Crew Leader

- Have one Crew Leader (CL) begin by speaking about their own performance, choosing one positive and one delta.
- After the first Crew Leader's self-assessment, the 2-4 Assistant Crew Leaders (ACL) in that leader's crew each should give one positive and one delta to the Crew Leader.
- After the ACLs have all spoken about their Crew Leader, the next Crew Leader begins with their own self-reflective feedback.

It is important for you as the facilitator of this process to keep this evaluation moving. It has the possibility of dragging on for a long time and thus losing its punch and effectiveness.

Game

- Pick a game that meets the need for the mood you want to establish.
- Afternoon games should most often be full-out fun as a way to blow off steam and reconnect as a group after being with others all morning.
- Have the ACLs lead the games as often as possible in order for them to practice leadership.

Debrief of Workday with Grower(s)

This piece works particularly well when the Growers participate in the feedback for the Team Captains and Crew Leaders and then at the end gives an overall assessment of the day and tips and strategies for future Saturdays.

- Have the Growers give their assessment of the work that was done. This could be on a scale of 1-10 (similar to the Summer Program) or a brief list of positives and deltas.



A 1997 mapping project to design the newly acquired West Cottage lot.

This allows for:

- coaching tips on agriculture
- tips on leading people in field work
- immediate release of frustration or joy about what was done
- strategizing for how things could go next time
- performance input from outside the crew
- crew contact with the agriculture specialists
- Tracking the 1-10 assessment over time and looking for improvement. This technique from the Summer Program is familiar to the youth and gives them clear benchmarks.

Programming Block: Standards and Straight Talk

(See Standards and Straight Talk section of the manual.)

Make sure to set aside enough time for this part of the day and find a space conducive to good listening and speaking.

Workshops

(see the Curriculums section of the manual.)

- If you are leading, make sure the space is set up prior to arriving (ask ACLs to do this) so the workshop can start on time and in the most focused way.
- If another person is leading, assist with the transition from the previous activity to this one.
- If you have other duties to attend to, make sure you stay long enough to help settle the crew in and make certain the other leader has what they need. Make sure that this “guest presenter” receives the same amount of respect that you do from the crew. Your responsibility to is helping the “guest presenter” establish control and be given the proper respect.
- Pre-arrange with the facilitator the time the workshop will end so you are not forced to stop them in the middle of something. Ask if they want you to give them a heads-up on time or whether they want to self-manage.
- End on time, especially if the workshop is at the last part of the day, in order to avoid havoc in the transportation realm.

DIRT Crew Logistics

This is a very important part of the day. Work done well here creates a tight program, sets everyone up to succeed, and reduces the amount of emergency calling people during the week. Find a location that reduces distraction and suits the purpose of people absorbing lots of detailed information (think about noise, temperature, visual motion, comfort of the listeners and ability to see clearly to the flip chart). Use the following methods to make the time spent worthwhile.

- Get all youth in a circle. Check that all youth have notebooks out and pens ready. Having them write things down is essential just as it is for adults. It is good training for future jobs, also.
- Imagine yourself a police sergeant giving the morning briefing and needing to ensure that everyone gets the information correct.
- Be prepared with correct information and all necessary hand-outs already three-hole-punched.
- Keep the agenda for this section as similar as possible week to week so people get in a rhythm and know what to expect.
- Do not rush.
- Speak clearly and ask for confirmation of what you have said.
- Call most on people who are showing evidence in their weekly actions of not catching all logistics.
- Use speaking techniques that help people listen to mundane information, such as:
 - Animation
 - Punchy delivery
 - Pop quizzes
 - Sternness
 - Humor

Do not leave this section until you are certain the information was delivered correctly. You will be giving people Standards Violations based on subsequent actions and want to make sure you help them succeed.

Logistics that will come up during these talk can include:



One of the designs for urban land use.

- Attachments 48-49** · Calendars/Schedule handout (see Attachment 48: Spring Curriculum Schedule and Attachment 49: Example February Calendar for examples).
- Attachment 50** · Weekday afternoon work sign-up (see Attachment 50: Winter Saturday Agenda)
- Attachment 93, 95** · Payroll (see Attachment 93: Paycheck Receipt Form and Attachment 95: Standard Saturday Attendance Form).
- Attachment 76** · Permission slips (see Attachment 76: Dirt Outing Permission Slip 2004).
- Attachment 30** · Absence forms (see Attachment 30: Absence Form).
- Attachment 40** · Reports from speaking opportunities (see Attachment 40: Stand and Deliver Format).
- Speaking events explanation and sign-up.
- Special events explanation and sign-up.
- Equipment sign-up and handout.
- DIRT Crew Wrap-Up and Preview for Next Week
- Thank people for a great day if it has been one. Give a pep talk if it has not, and try to leave them willing and eager to try again next Saturday if things need improving.
- Usher everyone to the van or outside the building and let them all go at once.
- Leave on time and make sure all seat belts are on before driving the van. Watch for safety issues when people begin rushing.

Drop-Offs

- Attachments 28, 54** Follow the drop-off schedule specific to the day and area where you end (see Attachment 28: Fall/Spring Transportation Schedule and Attachment 54: Winter Transportation Schedule).
- Only drop youth at the designated positions on the drop schedule. You are not legally allowed to drop them elsewhere and besides, if you did, you would open a weekly argument/plea to be dropping people all along the route.
 - If you end late and cause young people to miss a train and someone is waiting for them on the other end, you must drive them to the location. If you do this once or twice your incentive for ending on time will be very high.
 - The van stays with you for the rest of the weekend unless you drive yourself to Lincoln and pick up your car or take the train home.

Standard Shelter Saturday Agenda

Pick-Up is the same as above. Rendezvous with the partner staff member at Ruggles. The work at the shelters begins at 9:00 AM so it is even more crucial to make sure you and the DIRT crew arrive in a timely fashion. (In earlier years, we arranged with the three shelters to begin work at 10 AM and therefore had one hour of programming before the shelter work began. See the first edition of this manual) You'll need two vans to fit everyone in. You'll also need a staff person as a "Partner Staff" to help with the driving each week that you're at the shelters. Well before the winter trimester begins, start recruiting these partner staff members. Partnering is a great opportunity for staff to spend some quality time working alongside DIRT members -- advertise it to them as such. At the beginning of the trimester, gather all the staff members who will serve as partner staff throughout the winter to review the driving directions to the pick-up locations and shelters and go over their role for the day (See Attachment 53: Driving Directions to Shelters). Be sure to answer all questions and address all concerns. A day or two prior to each DIRT Saturday, check in with the partner staff members for that weekend to make sure they are ready. (Attachment 50: Winter Saturday Agenda)

In 2004, because of youth feedback during the previous years, we rotated youth between shelters halfway through the winter so that each young person got to work at two of the three shelters. This gave each young person the opportunity to interact with people in two different communities, and to learn about how two different shelters serve their clientele.

Depart for Designated Shelters and Remember:

- Always leave an accompanying partner staff member and an ACL with the crews you leave at the other two shelters.
- Arrive on time at the third shelter.

Service Work

- Rely on the ACL who is in charge at the shelter to monitor work habits and attitudes.
- Check in regularly with the cook in charge to make sure that any issues are dealt with in a timely manner.
- Ask the cook or volunteer coordinator to end each day



Shelter work at the Pine Street Inn.

Attachment 53

Attachment 50



Tending to the perennial garden at Rosie's Place.

with the crew reporting on what went well and what could have gone better.

- Make yourself available by phone to speak with the cook or coordinator if they need anything from you.

Lunch Time at Shelters

- Check with each shelter before the winter trimester to see which provide lunch for the youth. In past years, lunch has been provided for the youth at Rosie's Place and Pine Street Inn but not at Red Cross Food Pantry.
- Make sure to clean up afterwards.
- Coordinate the lunches in advance so you can re-unite the crew at the same time.
- If staff from the shelters take lunch at the same time, invite them to eat with you.

Pick Up DIRT Crew at Other Shelters and Rendezvous

At the pre-arranged time, pick-up and meet the other DIRT members, partner staff, and ACL at the pre-arranged room in the Pine Street Inn. Now begins your first time all day with the whole crew together.

Check-In

In the spring and fall, the first thing you do together as a group is to check in with everyone on a personal, and sometimes creative, level. The winter trimester is different because everyone has already had time to wake up, work for half the day, and get into a groove. Usually at this point, everyone is excited to tell stories about the morning at their shelters. It's good for the different shelter crews to share their stories so that everyone feels more connected and because it's better to provide a space and time for them to do this rather than have them whispering the stories back and forth to each other all afternoon. Either way, your young people will tell their stories. Begin this check-in by asking individuals from one shelter group to explain what tasks they did that day. Make sure more than one person gets to report back. If something unsettling or troubling took place, allow this to be the space where they can express their concerns and cope with what happened.

Once the check-in is complete, go over the agenda for the afternoon so there is no confusion. Depending on the group's energy and your schedule for the afternoon, insert games where need be. Often an afternoon inside participating in a workshop can be difficult after a morning of hard work in the shelter. Be prepared to lift the group with your energy!

Programming Block

(For actual teaching content see the Curriculums section in this manual) The structure of this programming block is the same as in the spring and the fall. Most of the workshops fit into one of the following areas: Garden Planning, Hunger & Homelessness, Winter Project, and Straight Talk.

Wrap-Up Exercise/Logistics

- Do logistics to be prepared for upcoming activities/sign up for this week's after-school work (see Attachment 50: Winter Saturday Agenda).

Depart Shelter

Same as standard Saturday.

Weekdays

During all three trimesters, DIRT crew members have the opportunity to work on weekday afternoons or weekdays when school is not in session. Their contribution on weekdays helps staff accomplish varied projects, brings young people into many critical aspects of the organization, gives youth access to more individualized attention and learning, and allows the DIRT crew to make an impact on initiatives throughout the organization.

Throughout the nine months of the Academic Year Program, there are countless ways young people can get involved in either Lincoln or Roxbury. The variety of work projects allows DIRT members to self-select into work areas of highest interest to them. For those youth who do not participate or have access to extra-curricular activities, work at The Food Project is a great way to be active and productive in the out-of-school-time hours.



Putting a youth-designed perimeter plan for the West Cottage lot into action.

Attachment 50

"The food lot in Roxbury is an accomplishment. It's beautiful. It's gone through an amazing transformation. Last year I hated working there. Now it's a gorgeous urban mini-farm! I feel very close to it because of the work I've done on it through its different stages.

– Jessica Liborio, 1997

Summer Youth Program



Raising a post and beam meeting structure at the West Cottage lot required that DIRT Crew partner with the urban grower, a carpenter and young people from peer organization, Youth Build. The structure took many afternoons of work to complete.

During the week preceding a DIRT Saturday, various staff members will make requests for a certain number of youth for a specific day or days the following week. During the week of a staff meeting, collect requests during the Program-Production team meeting after the regular staff meeting. The regular request-ers are the agricultural staff (during the fall and the spring) and the farmers' market manager (during the fall). The kitchen staff also requests youth quite often and has held culinary classes in past winters and a food preservation class one fall.

Sign-Up

Sign-up occurs shortly before the end of every DIRT Saturday and is a good task for an Assistant Crew Leader to be in charge of. The facilitator must make sure that everyone is respectful and listens to one another, otherwise this logistical activity can become a headache. The flip chart paper should be prepped ahead of time with the work assignment, timeframe, location, name of supervising staff, and appropriate number of blank lines representing the number of workers requested.

- All DIRT members are encouraged to work at least one weekday afternoon per month (but it is not mandatory, as we want don't want to exclude from the DIRT crew young people who have athletic, academic, or extracurricular obligations after school).
- Every Saturday youth sign up for weekday opportunities.
- Once youth sign up they are counted on to show up at the time they said they would.
- Young people may sign up for as many weekday opportunities as they like.
- A young person who falls sick or cannot attend work for another legitimate reason, must communicate with you AND find a replacement on their own as soon as possible in order to avoid getting a Violation. If they cannot find a replacement, they need to communicate that with you and are at risk for getting a violation. (This helps to ensure that staff members are rarely left without workers when promised AND that the responsibility of finding replacements doesn't often fall to you.)
- The Standards are in place for all midweek work opportunities no matter which staff member is leading the work.

- Fairness should be in the forefront of the mind of the person facilitating a Sign-up session. The balance to strike here is between giving people opportunities who don't or can't usually sign-up to work and giving preference to people who can commit each week because they are well-trained and experienced in a certain area of work

Weekday Work Projects Fall/ Winter/ Spring

The following is a breakdown of the different types of activities that can be done after school with DIRT Crew.

- Office work: Mailings, data entry, filing, phone calls
- Field work: Anything needed on any of the field sites
- Public speaking/Outreach: Giving tours to visitors and funders, speaking at events, program recruitment *
- Greenhouse work: Sowing, watering, transplanting
- Community organizing: Neighbor surveys, invitation to events
- Farmers' Markets: Set-up, sales, stocking, take down, surveying customers
- Kitchen Work: anything needed done in the urban kitchen, including salsa, catering, cooking classes. (past classes have include: Food Preservation, Culinary, and Enterprise)



Greenhouse work occurs in the fall, and early spring. Food Project uses the greenhouse for drying and storing vegetables, starting plants from seed and also for workshop space.

Fall

- In Lincoln: field work, office work, public speaking and outreach activities
- In Roxbury: field work, office work, farmers' markets, kitchen work, community organizing, public speaking and outreach activities

Winter

- In Lincoln: office work, greenhouse work, public speaking and outreach activities
- In Roxbury: office work, field work, kitchen work, landscape design projects, public speaking and outreach activities

Spring

- In Lincoln: office work, field work, greenhouse work, public speaking and outreach activities
- In Roxbury: office work, field work, kitchen work, community organizing, public speaking and outreach activities

* Public speaking events or other events that require training require more thoughtful and detailed planning by staff so the young people understand the commitment before signing up. Make the “DIRT Crew Request Form” available to all staff members so that they can fill it out and submit it to you two weeks prior to the event or the first training date. This form clarifies communication between you, the staff member requesting youth, and the DIRT member(s). (See Attachment 102: DIRT Crew Request Form)

Attachment 102

Post-DIRT Pre-Summer Work

Usually DIRT crew ends in early June and the Summer Youth Programs and internships don’t officially begin until late-June or early July. During that time, The Food Project staff still need youth assistance in many facets of work. To clarify the communication and expectations between staff and DIRT crew graduates after the DIRT crew Graduation, follow these steps:

1. One week before the final day of DIRT crew, tell the staff that they will have one final opportunity to sign-up DIRT members through you. If they can plan ahead for the next few weeks, they should tell you all the days, times, and numbers of workers needed and you will sign up as many youth as possible. Tell them that if they cannot get this information to you by the Friday before the final DIRT day, they will have to communicate with and sign up DIRT members on their own.

2. Pass out the “Post-DIRT Contact List” to DIRT members so they can directly communicate with staff members should they be late (see Attachment 51: Post-DIRT Contact List). Pass out the June Calendar during the final Weekly Work Sign-Ups time so youth can see the all of the work available for June. The ACLs should sign people up as they usually do and youth should circle the jobs they are signed up for so they remember. (see Attachment 52: June

Attachment 52

Calendar). Youth are responsible for remembering what jobs they are signed up for. There will be no reminder calls made.

3. Tell DIRT on the last day that although you will no longer officially be the DIRT supervisor, you are still doing their payroll, standards are still in effect, and violations will be given to youth when earned by them.

4. Any staff member who requests youth during the time in between the end of DIRT and the beginning of the summer is their supervisor for that day and is to report violations to the youth working for them at the end of their work day and then inform you of the hours worked and the violations earned.

Standards and Straight Talk

The Standards and Straight Talk process remains in place for the Academic Year Program and is a critical aspect of the program's success. The Standards Agreement is a list of expectations and responsibilities that young people agree to hold themselves to in order to be able to participate in the program. Straight Talk is the method of communication that The Food Project utilizes to facilitate the process of communicating feedback between youth and adults as well as between staff members. In the Academic Year Program, Straight Talk is most often given by you and Assistant Crew Leaders to the DIRT members. Twice a trimester DIRT members give Straight Talk to one another and you.

Young people who apply to the program come here to be challenged and to serve. They recognize the importance, attraction, and demands of a high expectations environment and need to know there is a fair and consistent way that you and staff handle youth accountability. All members go through a goal-setting workshop at the retreat and must sign the Standards Sheet in order to be a member of the crew (See *Growing Together* for the Academic Year Program Standards Sheet and Violations Chart or the server for the most updated versions.). The rationale for using the Standards and Straight Talk process is the same as those for the Summer Program (see the Standards and Straight Talk section of *Growing Together*). The Academic Year Program takes the process further and challenges youth to reach a higher level of personal reflection and performance.

Academics

One recent noticeable addition to the Academic Year Program Standards Agreement concerns academics. For most people the Academic Year Program helps to structure young people's weeks, provides a safe physical, mental, and emotional outlet for them. Consequently, they do better in school. When The Food Project communicates with parents around Academic Year Program and school obligations, we always make it clear that success in school for their children/our youth is much more important than their participation with the DIRT crew, while at the same time reassuring parents that participation in the Academic Year Program usually helps to improve academics. We tell them that if students' grades falter, we support the parents' decision to disallow participation in the DIRT crew. For many years, we have tried to figure out how to officially tie school success to Academic Year Program participation. Recently we inserted an addendum about it into the Standards Agreement so young people would understand the importance The Food Project places on education and the consequences of youth not focusing on their schoolwork.

The Food Project strongly believes in the importance of school success. There are no pay violations associated with poor performance in school, however school grades can affect one's ability to participate in the DIRT crew. Within two weeks after the last day of a grading period, DIRT members must bring a copy of their report card to the Academic Year Program Coordinator. A member passing all her/his classes does not need to meet further with the coordinator. A member failing a class must have a sit-down conversation with the Academic Year Program Coordinator about school and strategies for improvement. A DIRT member failing one or more classes will be on a four-week 'improvement watch,' meaning that s/he will not be able to participate in work other than DIRT Saturdays for the next four weeks. By the end of those four weeks, a DIRT member on 'improvement watch' has to show proof of considerable improvement in the failing classes to the coordinator to regain full DIRT status. If the coordinator deems that there was insufficient improvement in the grades, the DIRT member will be suspended for the remainder of the trimester. The coordinator and the DIRT member can reassess the situation at the end of the trimester.

A few of the biggest obstacles to academic success for late middle school and early high school students are time management, organizational skills, the fear of asking for help (or not knowing who to ask), and motivation to complete assignments. Sit with your academically struggling youth and ask them questions so you can assess how you can best help them. Check their organizational systems: Are their papers all in binders and notebooks? Do their binders have dividers and are they kept neat? Do they take notes on one subject on successive pages of their notebooks or are their notes scattered about on random pages? Do they have one place where they write down all their homework? Ask them what they think of their systems? How do they keep everything straight in their mind if it's haphazardly strewn about? Check in on how they manage their time: Ask them for a detailed account of what they do after school? Where does homework fit in? Where does relaxing fit in? If they can use more help with their time management skills, work with them to fill out a time management chart that allows time for both work and play, as well as eating, after school and on weekends. Ask them about where they do their homework. Do they have a quiet place where they can concentrate? If they don't, brainstorm with them about a different place where they could do their work. Ask them if they utilize resources, such as tutoring centers or after-school help, at their school. Take strides to assist the student to navigate their school. Contact the teacher of the class that this student is struggling in or a counselor at the school, ask about the students' struggles (sometimes a teacher's interpretation is different from a student's) and about resources available at the school. Call or email them (with the student's knowledge) and do your best to get a face-to-face meeting with them. The best-case scenario is an in-person meeting with the teacher, yourself, and the DIRT member. It would be good to have the DIRT member check back in with you (or one of the ACLs) weekly about their progress. If appropriate and necessary, find a different DIRT member or ACL who is willing to volunteer to tutor the struggling DIRT member.



Standards and Straight Talk session.

One-to-All Straight Talk

During the first trimester, the Standards and Straight Talk process is the same as for the Summer Program (see *Growing Together*). Gather comments from the staff and deliver them to each young person in the program every two weeks. Use Straight Talk to

highlight the issues particular to the Academic Year Program. Provide, for example, a greater emphasis on:

- How the young person conducts him or herself, works in the fields, shelters, farmer's markets, offices, and kitchens, and communicates with the volunteers,
- How the young person handles commitment to The Food Project while in school and needing to juggle priorities,
- How much the young person contributes to the development of the DIRT community.

Noticing each person and their actions is critical in order to develop the intimate, challenging environment that distinguishes the program. Using the standard type of feedback lets you to shape the crew and individual actions according to the expectations we hold for this program. Feedback is a critical tool available to you for creating and maintaining an environment that supports learning, high productivity and personal development.

During the first trimester, gather comments from the ACLs before delivering Straight Talk on Saturday. Sometime during the second trimester, depending on the maturity of your ACLs and their rapport with the other DIRT members, they begin to assist you in the delivering of Straight Talk. It is usually good to have them begin by adding a positive for each person. In the winter, it often works well for the ACLs to give Straight Talk to the people with whom they work in the shelters each Saturday. During the third trimester, you can begin challenging the ACLs by having them do more of the Straight Talk. Never have ACLs deliver violations and never use it as an opportunity to offload some of your work on them. Your voice must always be present during each Straight Talk session.

Self-Reflective Straight Talk

In the second trimester (or the end of the first trimester, depending on the crew members demonstrated level of maturity and responsibility), the structure of Standards and Straight Talk changes. We shift to "self-reflective" feedback, where participants record comments about themselves and share them aloud in the group before you give your comments. This important shift is undertaken with the intention that individuals notice and take responsibility for how they are contributing to the DIRT crew.

When individuals join the crew during the second or third trimester, they fold into this type of feedback successfully because of how the senior members role model the expectations of the program and use feedback to further the aims of the crew and of themselves.



Intensive Straight Talk (One-to-One)

At the middle and end of each trimester there is an opportunity for everyone to give Straight Talk to one another. Given the time constraints of the Academic Year Program, Straight Talk is done differently from the summer. Instead of giving “All-to-All Straight Talk” to one another within the group, we do “One-to-One Straight Talk.” This means arranging sets of paired chairs in a room so that every few minutes members change pairs and find a new partner. Everyone takes time before the exercise to write comments and then meets with individuals until everyone has spoken with one another. There is then a wrap-up where people share what they heard and commit publicly to working on one or more of the things they heard about themselves. These comments are written down and put into everyone’s notebooks so the crew can support one another to fulfill their personal commitments (see *Growing Together* for specific instructions). A program was created so as to more efficiently and effectively facilitate switching of Straight Talk partners. This program is on the server under the name “Everybody Meets Everybody.”

Straight Talk Forms

Powerful Straight Talk sessions require your preparation and thoughtfulness. Prepare written comments about each participant prior to the Saturday Straight Talk session using the Positives and Changes Form (see Attachment 97: Straight Talk Notes Form). Use these notes as a way to remember specifics during a session. They also become an important evaluation tool for tracking the growth and development of each young person over time. The notes should be kept in each DIRT crew member’s file.

Attachment 97

Violations

A young person who violates the standards is told (during Straight Talk) about the violation and what step it brings them to on the Violations Chart. Accurate record keeping in this area

Attachment 98

is absolutely essential (see Attachment 98: Violations Tracking Form). If you do not keep accurate and complete records, distrust and concern will arise among the DIRT crew about consistency of treatment towards members and about accuracy of paychecks. Prior to Saturday, double-check the accuracy of the record keeping and be personally certain it is in order.

Payroll

Accurate payroll records are obviously of utmost importance. Be detail-oriented and professional when handling young people's pay. Handling paychecks well builds trust between you and the crew. Accuracy comes from consistently filling out the weekly log of hours worked by youth, checking for Standards Violations or earn-backs, and looking at attendance records (see Attachment 95: Standard Saturday Attendance Form). Keeping track of how many hours everyone works where after school is mightily complex. Over the past few years we have devised a sheet to try to keep everything as simple as possible. (see Attachment 92: Weekly Work Tracking Form). Prepare all records and enter them in the Youth Database. At the end of each two-week pay period, print a Payroll Report to give to the Business Manager on the Tuesday or first thing on the Wednesday of a payroll week. Youth get paid every two weeks and must sign for their checks (see Attachment 93: Paycheck Receipt Form). You who are absent on a Saturday pick up their check the following Saturday.

Attachment 95

Attachments 92-93



Receiving an award at the Mayor's Youth Summit, held in Boston.

Public Speaking with Youth

Young people can powerfully deliver the message of The Food Project. When a youth speaks with passion, intelligence, honesty, and sincerity about their experience, the listener sees and feels The Food Project at its best. Nothing demonstrates our commitment to the development of youth better than to have them speak about the mission. It is one thing to talk about the potential of youth and quite another to support youth so that, in their speaking, they demonstrate their capacity to make a difference.

That said, a mediocre or poor presentation by a young person doesn't work. There is nothing magical about youth that makes them great speakers or makes the listeners more forgiving.

Listeners may be forgiving for the wrong reasons, such as low expectations about young people's ability to speak well.

There are few activities that the young people in our programs enjoy as much and fear as much as public speaking about The Food Project. They know that this is the only way for many people to learn about what we do and get involved with our work. They also know that good public speaking is a transferable and powerful skill. In their lives young people are surrounded by public speakers (school, church, and television) and they are interested in learning how to speak well. They also feel all the fear (and more) that adults feel when doing public speaking. Our responsibility to train and support them is critical.

"Forget everything, leadership is sincerity. Sincerity to yourself and your crew and your fields or job."

– Adam Seidel, 1997

Academic Year Program

Preparing a young person to do an excellent job of speaking is an art that must be studied and learned well. Every time the adult staff member makes a mistake in the preparation, training, and support of a young person, the youth and The Food Project pay for it publicly. We know from experience that a young person who is trained well, no matter what their ability, does not fail on stage. They might stumble but there is no justification for a young person falling far short of the mark. When a young person fails, the staff member must learn from the youth and others why it happened and make changes so it does not happen the same way again. Use this section of the manual as a diagnostic tool to understand and correct speaking events gone awry.

Choosing Speaking Opportunities

Young people from The Food Project can participate in every conceivable forum. Youth from The Food Project have done panels, keynote addresses, introductions to volunteers, workshops, church presentations, tours, and graduate school class teaching. The key is to make the primary objective of the speaking engagement clear—for yourself, for the young person and for your host. Once this is clear you can begin creating an agenda and a training approach that takes advantage of youth participation.

We actively pursue the highest level speaking opportunities we can find. Sometimes this guest means meeting with a single, very influential individual. Other times it means speaking to hundreds of high school students in an auditorium. We want to

communicate about The Food Project with as many people as possible; however, speaking well is time-intensive, so choosing the right opportunities is important. Make the choice in consultation with the Outreach Coordinator, who is responsible for the overall communication of The Food Project, or the Program Director. Asking youth where they would like to speak or where they have a lead contact (in church or at school) is helpful in expanding the opportunities and building buy-in from the youth.

Often speaking opportunities are available during the school day. We rarely take a young person out of school to speak unless the educational value of the event is clear and sustained. For example, if we are asked to speak for 15 minutes at an EPA (Environmental Protection Agency) meeting and then sit through much unrelated business, we would not likely take someone out of school. However, when we are asked to do a one-hour presentation to funders and afterwards listen to other youth presentations about related work, it is legitimate to ask a young person to miss school. Any decisions to take youth out of school must be done with the consultation and approval of the parents and the Program Director.



Members of DIRT Crew III traveled up to Johnny's Selected Seeds in Maine to speak about The Food Project and learn about the organization that provides The Food Project with its seeds.

Choosing Youth

Some speaking events have a much higher risk than others. Select young people who you believe have the ability to succeed at the specific opportunity. The key here is the concept of "stretch goal". You want to always challenge youth to step out and take a risk but not step so far that they fail miserably. Hard falls discourage people from taking further risks. A stretch goal, when reached, fills the young person with confidence and energy. It often allows them to take a quantum leap forward in skills and willingness to try something even more challenging. Often you will hear a young person in the Academic Year Program saying such things as, "If someone told me a year ago that I would be speaking in front of groups, I would have told them, 'Yo, you're crazy!' But now look at me."

The best way to get speakers who are energized for the job is to ask people to sign up for opportunities. From this list you can pick the people you think are ready for a specific event. If it is an event where the speaker quality is essential and you want to lower the

risk, you can specifically ask the young people who you think will do an outstanding job.

The goal of the Academic Year Program however, is to offer challenging speaking opportunities to all youth. Keep track of who speaks where and spread the opportunities around (Attachment 94: Public Speaking Events Chart). Sometimes there will be an opportunity for several youth to speak at one event, allowing for veterans and skilled speakers to work with new speakers. It also demonstrates to audiences the different levels of skill and experience in the program. Avoid the temptation to select your star speakers over and over. Young people who are new to speaking are often so excited and scared that they deliver with an intensity and freshness that people respond to. Audiences also can tell when a youth is a natural speaker as opposed to someone who is developing a talent through The Food Project.



Whenever multiple youth are asked to speak, select a mixed gender speaking group with representation from urban and suburban communities. This choice reveals much about The Food Project and gives audiences an opportunity to see something highly unusual; urban and suburban teens working together in support of one another.

When we do not bring a diverse team, evaluation comments usually include, “I wish you had youth from both of the communities you work in.” Sometimes a speaking event will be about a particular group of youth (for example, “developing urban youth leadership,” or “metro-west youth in philanthropy”) and the assumption will be that only youth from the target group will present. In these situations The Food Project makes strategic decisions about speakers. It is always necessary to have youth from the target group, but most often we also decide to bring youth from the non-target community. When we do this, we are choosing to represent the full mission of our work and avoid having audiences leave without experiencing one of our most powerful aims, the bridging of urban and suburban communities.

Preparation

Before asking youth to participate, get all the necessary details clear, including:

“When I was in my own country, (Nigeria) I used to be scared when I wanted to talk with someone, but with the help of The Food Project, I can talk freely to people.”

– Sifonde Anaka, 1995
Summer Youth Program

- Where the event takes place and directions
- The date
- The time frame of the overall event
- The length of presentation time
- The contact person
- The contact numbers and address
- The fee or compensation agreement (do we pay, get paid, or neither)
- The goal of the event
- How our presentation fits the goal
- The materials they can or cannot provide (example: slide or Powerpoint projector, VCR)
- The number of likely participants in the total event and age range
- The number of likely participants in our workshop
- The deadlines for submission of abstracts or outlines
- Registration
- A copy of the materials advertising the event

Attachment 102

With these details in hand, you can invite youth to participate. Staff requesting DIRT crew members to speak fill out the “DIRT Crew Request Form” and return it to you two weeks before the event or the first training. Then, you decide which young people should speak and either you or the staff requesting DIRT contact the youth and invite them to participate (See Attachment 102: DIRT Crew Request Form). If you are not able to present the information in person, write a brief synopsis of the event and have it read or distributed to youth. Young people are often interested but find out they cannot participate for a number of reasons (conflicts with other activity, parents who do not want them to miss school or travel, and so on). For this reason, make sure more youth are considering the event than are required for the event. If all youth end up being available, decide who to take based on meeting the goals of the event and consider sharing speaking opportunities among youth.

When young people commit to an event, tell them their commitment stands and that it is not an option to back out or change their mind. If the roster keeps changing, preparing youth fully is difficult. If youth will be missing school or going out of

Boston, you must get their parents to sign a permission slip. When attending events that necessitate a plane flight, stress to the families that once a young person and parents sign the permission slip, they must pay for the ticket if they back out. (See Attachment 99: Example Airline Travel Consent Form) The permission slip provides a great opportunity to communicate with the parents about the speaking event.

Communication with parents is critical to the overall development of our youth. Written materials or phone calls with important information build a partnership between us and the parents. One risk is that the parent may take over responsibility for the child's participation. Do not let this happen because of our commitment to developing personal responsibility in youth.

Once young people have committed to the event, you must prepare them to speak. This preparation requires intentionality, nurturing, and seriousness of purpose. The young people will most often prepare only as much as the sponsoring staff demands. The outcome of the speaking event is influenced by the prior stages described, yet it actually hinges upon actual time spent training and cultivating the youth message. This work is also great fun because it is a time for partnership, coaching and shared excitement and anxiety about the upcoming opportunity.

Get the youth to commit to training times well in advance of the event. The number of times you meet to prepare depends on the skill level of the presenters, the familiarity with the content, and the demands of the event. For an evening church presentation you might meet once. If it is a speaking tour out of state you might meet many times and then prepare further on the actual trip. The training time varies but always err on the side of over-preparing.

In a preparation and training session, your job is to coach, cajole, and work creatively with the young people until you have an excellent presentation. You are the one whose confidence, knowledge, and demands on them will make the event a success. They have within themselves all that is necessary to deliver the mission but you must bring it out from them the way a conductor draws musical harmony forth from a collection of individual musicians.

"We use what we learn at The Food Project in everyday life. Every time I go shopping with my mother, I go through the produce with some enthusiasm being able to argue with my mother over "organic healthy" and "vegetable healthy". It causes me to remember things like how if only one inch of top soil is produced every one hundred years, and we are destroying top soil at more than quadruple that rate — what's gonna be left by the year 2100? Thoughts like that would never have been sparked without the pure experiences of The Food Project. So imagine the thoughts that will be sparked by experience plus curriculum. That's what gonna be hard to combine and is also what might help start a type of environmental revolution."

– Excerpt from a speech written and delivered by James Warren, a Food Project Academic Year participant, at a recent Providing Education on Agriculture through Students (PEAS) conference.

Attachments 100-101

Begin by describing the event in full detail and making sure the young people understand the audience and purpose. This knowledge mobilizes their commitment. If you show passion and energy for the upcoming event and understand its strategic importance to The Food Project, the youth will also understand. If you are not excited they will likely be the same. Ask the youth to repeat back the purpose to see if they truly understand it. Once they understand the purpose, you can take them through a set of questions that prepares you as a team of individuals who are charged with making a difference for the audience. Ask the following questions and write down the answers. Keep the notes and prior to the event go over what was said as a way to re-center the group in the pre-speaking excitement.

- What are you committed to creating for the audience in this event? What outcomes?
- Who do you and we have to be that day to succeed in your and our commitments?
- What will stand in your and/or our way?
- What can we do to support one another?

Next, create the speaking program. The most time-efficient method is to create a draft agenda by yourself or with another staff member, and then review it with the youth. If you want to involve youth at all stages, make certain you have enough lead time and that you make clear to them that you have the final sign-off on the content. Then follow these steps:

- Find out exactly how much time is available for the presentation.
- Review the goals of the overall event.
- Go to the agendas from past speaking events and search for ones that have a similar topic. These agendas represent strong examples of what has worked well in the past. All past speaking event agendas can be found in the youth program's computer files (for examples, see Attachment 100 and 101: Sample Speaking Event Agendas #1 and #2).
- Sculpt an agenda that you feel best conveys the overall power of The Food Project's work and meets the specific theme of the event (see below for best methods).

Your goal is to create a speaking event where people experience The Food Project in addition to hearing about it. The more the au-

dience participates in the real work and hears honest, spontaneous observations from the speakers, the more energized they feel by the presentation. Based on evaluation comments from hundreds of speaking events over eight years, the following categories of presentation work well and can be blended together to create an impactful presentation. Using several of the methods helps you engage people with very different learning styles.

Preparation of Materials and Supplies

The first part of any speaking event is collecting the supplies, equipment, and outreach materials. These need to be gathered and packed up for transport. You must arrive well in advance of speaking to set up and take strategic advantage of opportunities (display tables or booths) to share The Food Project's materials. There is a list of supplies that need to be gathered. (See Attachment 103: Outreach Events Checklist.) You and the other staff taking youth to attend events can use this form.

Presenting The Food Project as an Organization

Vision and Mission Statements

Make sure the person who gives the overview has the information well prepared. The overview should be short, compelling, and in agreement with how The Food Project describes itself. Use the current vision and mission statements.

Program Calendar

Display the program calendar visual aid early because it answers people's most basic questions about what we do. If you cannot tell them the overall activity of the organization, the audience spends time during the presentation trying to figure out when and what activity takes place during the year.

Slide Show / Powerpoint Show

Tailor the photo selection to the actual presentation. This activity takes time beforehand but allows for the slides to speak specifically to the topic. If young people are presenting the slides, practice before the event. They need to have correct information, funny anecdotes, and good timing of when to advance the slides. Always have the projector behind the audience if possible, be-



DIRT IV worked during the fall and winter on urban and rural landscape projects and spoke about their experiences at the Harvest Feast dinner held for Food Project volunteers, family and friends

Attachment 103



When putting together a slide show, include all of the different aspects of The Food Project. This is definitely challenging but it provides a fuller picture of the organization.

cause it allows the presenter to look at the slides while speaking and to keep their voice projection high. If you have to show slides from up front, make certain to speak very loudly and do not speak into the screen.

Video Clips

Video clips are very effective and are simple to use. They offer a “real time” insight into the work, which is very difficult to convey otherwise. These images tend to stick with people. The trick is to have a screen large enough for all to see and to find the video clip that is the right length (in The Food Project video archive there are clips such as news segments as short as three minutes and other such as D.I.R.T.: The Next Generation as long as 22 minutes (see the beginning of this manual for more information); ask for assistance in finding the right video clip for your presentation. Sharing Reflections from Inside The Food Project

Introduction of Speakers

In the introduction, speakers give their personal reflections on “How they came to this work and why they do it.” Most speakers talk only from an organizational perspective when they introduce themselves and their work. Something powerful is available to an audience when you instead tell them briefly who you are, how you came to this work, and why the work is a passion for you. If you feel deeply connected to what you are doing and your passion for the work is high, share that with people. Others get energized by hearing someone share formative experiences that brought them to something as visionary and unusual as The Food Project. Audiences want to know who is speaking and why. Personal sharing of ourselves takes the listening of the audience to a different place and often inspires people to think about their own lives or listen more keenly because of their personal interest in the speaker. Sharing this way is very consistent with our work to share in this way. It demonstrates our commitment to the mission. It shows them the combined power of reflection and action. It gives people an insight into how we create an atmosphere for youth that invites them to discover more about themselves and others.

If you have not done this type of reflection or sharing in public, ask another staff member to listen as you practice telling your story. When you speak this way, you make it easier for youth to do the same.

Youth Testimonials

Youth testimonials are undoubtedly the most powerful aspect of Food Project public speaking. Here youth share with others what they have learned about themselves, others, service, the land, community, diversity, enterprise, the food system, community development, and any other topic of our work.

The set-up for youth testimonials is simple but the execution is difficult. In preparing youth you simply pose a question, “What have you learned about . . .” or “The most difficult aspect of The Food Project has been. . .” From here young people share their response for a few minutes. When a young person dares to be very honest they powerfully impact the audience. However, if the young people do not get specific and instead say things such as, “I have learned a lot about life through The Food Project,” the power is lost. Careful, probing, supportive conversation before the event helps youth discover their answers and hone them until they really work. Usually this means taking their responses to a deeper level. The staff member needs to push the youth to share further specifics and depth of their insight. If the staff member is not interested in the youth’s reflections, the testimonial will not work.

You must enter a reflective conversation with the young people and, within that, help them find powerful learning that they are willing to share. The deeper and more courageous a young person becomes, the more powerful the response of the audience. We are not about selling The Food Project or manipulating an audience with the use of youth. Instead we are giving people access to an unusual conversation available through The Food Project. This experience takes public speaking out of the performance mode and the audience out of assessment mode. It places everyone in a conversation for learning and growth. This is The Food Project, and youth are simply giving it away through the power of their speaking and sharing.

This kind of speaking comes off most powerfully if the speaker is sharing in a conversational versus presenting manner. Writing down full responses to questions can be used to help a young person prepare their thoughts but nothing should be read verbatim. In fact, this rule is true of most public speaking the young people and staff do. Note cards can be helpful if they hold key points, but



our work is not best shared by reading pre-prepared comments. Speaking without written remarks is a great challenge for any public speaker and requires even greater preparation. If young people learn this skill at The Food Project, it will serve them in the future.

*"The Food Project teaches me
to lead*

While pulling a weed

*The Food Project makes it easier for
you to tell your peers to stop*

While planting the cover crop

The Food Project excites you

Even after something bites you

*At the Food Project we speak to
groups*

Mostly in Lincoln which is a troop

*When I first started the Food Project
all I thought was hate*

But now I think that it is great

The bottom line is the Food Project

*DIRT Crew is a support system, it
is unbelievable"*

– Erica Polk, 2000

Academic Year Program Crew Leader

Youth Writings

There are many interesting, funny, inspiring, and creative writing pieces that come out of the Summer and Academic Year Programs. These pieces are stored in "Text Resources" in the database and can be used powerfully in speaking presentations. Reading from these is different from reading a speech because these writings were done as written work and were typed into the archive. For adults who are speaking without youth, these pieces are a remarkable tool for bringing youth voice and experience to others. They can be read and integrated into many parts of a presentation and always get lots of approval from audiences. When sharing these, read with dramatic effect - reading slowly or fast, with a jaunty voice, reflectively, or humorously.

Young people can either read their own writings or those of others. It is important to tell the audience the context for the writing. Where did it come from? What was the question asked? The writings allow you to access some powerful sharing and experience from the past that can often be difficult to create in the moment. They should not take the place of young people speaking about their experience.

Sharing Methods of The Food Project (Agricultural or Social)

Games

Audiences love to play games from The Food Project. Whenever possible, integrate game playing into a speaking event. The games are a good chance for youth to lead and demonstrate their ability at group facilitation and processing. The power of the games lies in choosing the right one(s), playing them for the right amount of time, and processing them with a link to the speaking goals. For example, in a general presentation about our work, a game can be used to demonstrate community building, reflection, teamwork, and so on. Have an audience play the game and then consider how such an activity contributes to our work and could contribute

to what they do. The element of reflection helps people learn and experience what we do.

Have youth lead as much as possible when using the games and workshops. As an adult partner, make yourself available to handle transitions or step in after a youth has taken processing as far as they are able. Make certain that the youth involve themselves in the games as participants, because this leads to better facilitation. Do a dry run of the entire game plan prior to the event.

Many games and workshops in the book, *Growing Together* are appropriate for speaking events. Games that have worked well in large groups (20-100) include:

- Group Count
- Human Spring
- Concentric Circles
- Most Important Word
- Predator Prey
- Wind Blows
- Face-to-Face, Back-to-Back
- Family Connection to the Land
- Tennis-Ball Efficiency
- Triangle Tag
- Sustainable Agriculture Activity (See the end of Attachment 91: Team Captain Presentation Format.)

Workshops

Like games, workshops can be highly effective in speaking events. The challenge is that they are long and can take up most of the available time. People enjoy the fact that workshops are interactive and offer a tangible product to take home. All of the methods described for leading games apply to workshops, except they are even more sophisticated and require strong preparation and youth/adult partnership to go well.

Almost any of our workshops could be done in a public speaking event because they are designed for groups. However, unless the speaking event is described as a workshop (for example, on gender or pesticide reduction), the workshop will dominate too much time and displace other types of speaking. This is okay if the event

*"Commitment is ...
hard work,
work in your group through the
last mile,
giving your time,
lending a helping hand,
staying together,
persistence,
being there for somebody,
determination,
not losing hope,
loyalty,
standing up for what you think is
right."*

Attachment 91

organizers accept or invite the workshop. Workshops that might work well include:

- Stereotyping
- Group Affiliation
- Food Systems Curriculum (see *French Fries and the Food System* for activities)
- Community Build
- Most Important Word

Giving People a Chance to Contribute and Inquire

Closing

Ending a presentation well is very important. Thanking people for their participation and inviting them to get further involved with The Food Project helps the work thrive and grow. No matter the audience, participants can make a contribution. Invite people to volunteer, set up a presentation, give a donation, introduce us to someone we should know, donate equipment, visit for community lunch, or see if their children might be interested in applying for the upcoming Summer Program. If you do not ask people to get involved, most will not seek you out. When you suggest ways to get involved, more people will follow-up with you. Train the young people and yourself to remain available after speaking and write down contacts, people for the database, and so on.



Youth at The Food Project speak to church groups, peer organizations, and at regional and national conferences. In the past year, youth working with the organization have traveled to Santa Fe, Philadelphia, Washington D.C., San Francisco and Chicago.

Questions and Answers

After all of the prepared speaking is over, open up the floor for people to ask questions. As you hear the questions, think about whether a young person could answer fully or get the answer started well. Overlooking youth participation at this juncture, leads the audience to believe that youth are not aware of the whole. You want to include youth whenever possible but also protect them and The Food Project from incorrect answers. The best way to do this is to coach youth to speak only about what they know and not feel obligated or pressured to make up answers. Most of the administrative questions go to the staff (such as how many people are on the staff, what is the size of the budget, and when work began). Even here, challenge youth to learn and listen. Interns, youth board members, and Assistant Crew Leaders should be able to answer many questions.

Evaluation of Presentations

With the Audience

A distinctive aspect of The Food Project and its presentations is that we ask for feedback about what went well and how we could improve. This willingness to learn from the audience demonstrates how we run the organization and programs and provides us with critical information for future speaking. Most of the elements described above either come from audience evaluation or are shaped by it. For example, early on when we did not have a program calendar, many people suggested we create a simple visual aid that could show the entire year. Others mentioned how slides would help. People strongly suggested that we have urban and suburban youth present. Almost everyone who is asked confirms the power and beauty of hearing youth reflect on their personal development and learning.

To get feedback quickly, use a flip chart and put positive and change headings at the top. Have one youth write and another call on people. Most audiences need to be prodded to give changes. Have the staff member make a plea, tell people we are used to it, and describe why we want the feedback.

With the Youth

When the entire event is over, the staff member gathers together the youth speakers and asks them how they felt about the event. This conversation puts closure on the entire process making time to celebrate, unwind, learn, and share next steps and contacts made. If the young people have written comments, collect them and type them into youth writings. Go around the circle and ask each young person how they felt about the overall speaking of the group, how they would assess their own speaking, what they learned, and what they would do differently next time. Go home and enjoy the post public-speaking buzz!

Winter Shelter Work

In the early days, winter was a nemesis to the Academic Year Program. The first winter was too sedentary and administrative for the youth. The next winter we worked in family shelters where



The bulk of winter shelter work is in the kitchens, preparing and serving food.



there was too little to do and insufficient guidance from shelter staff. The decision to return to our Summer Program shelter contacts and see how our youth could be of service turned out to be an excellent one. In the late 90s it was clear there was not enough work

for our expanded enrollment in DIRT crew so we began working with a third shelter in order to maintain the rigor essential to our work. DIRT crew members find meaning and enjoyment in working together to prepare and serve food to the homeless. It ties in powerfully to all of their other work in the program.

Our shelter relationships are of utmost importance. We work with the shelters as partners and come from a place of service to their mission. Dates and times of service must be clear and our youth need to be prepared to make a true contribution. If the agreements are clear and our young people give their best, everyone involved feels great at the end of the winter. Slippage on any of the above leads you into problems that can be avoided. A key to working well with the shelters is asking them for immediate feedback at the end of the day. The cook or volunteer coordinator should get in the habit of talking with our appointed leader about what went well and what could be improved. Using evaluation this way will ensure that no issues are buried to inevitably pop up later and possibly terminate the partnership.

Set-Up

Establish a working relationship with a shelter as follows:

- In September, propose winter calendar dates with program and production staff. The proposed calendar includes any curriculum being taught, design work, Standards and Straight-Talk sessions, Saturdays, vacation, and so on. Reach agreement on the proposed calendar as a whole.
- Once you have the proposed calendar, call the volunteer coordinators at Rosie's Place, the Red Cross, and the Pine Street Inn to set up the winter schedule. Call in September to help them with their winter planning and to ensure we are scheduled for the Saturdays we are available.
- Propose a calendar to the coordinator with clear start and end dates and hours per Saturday.
- Establish the maximum and minimum number of youth

they can host.

- Come to agreement around lunch arrangements. Find out whether DIRT can eat there or should bring their lunches.
- Ask them about the availability of space for afternoon meetings of DIRT.
- Explain the program goals for the winter.
- Explain supervision and the coordinator, intern, and Assistant Crew Leader roles.
- Give them the DIRT Graduation date and invite them to attend.

Once these details are worked out, write a follow-up letter to confirm the understanding (see Attachment 104: Letter to Shelters).

Implementation

(Refer back to Attachment 50: Winter Saturday Agenda, for a complete shelter day agenda).

Mentoring

The Academic Year Program is about the development of the whole person. DIRT crew members continue the learning process initiated in the summer about who they are, why they are here, and who they can ultimately become.

This type of learning happens in unpredictable ways and requires that a young person be known well, feel deep kinship with others, and have time for conversation and exploration. You are the mentor throughout the year for DIRT crew members. You must be available to the young people as well as actively getting to know them. A mentor is different from a teacher or counselor. Teachers are primarily employed to impart knowledge and counselors are trained to address psychological issues.

Mentorship at The Food Project means something different. It requires listening, communicating, guiding, and advising young people about their lives and personal development. It is about being someone who cares deeply for each young person. You can feel mentorship inside yourself. Telltale signs are when you notice yourself thinking about a young person when they are not with

"I remember when half of the fall AYP program employees went to work and help the staff at Rosie's Place to prepare dinner. We helped cook, spaghetti and meatballs. I had a pretty good time helping out and cooking. I also ate some of the product while I was cooking."

– Shayne Payne, 1997

Academic Year Program

Attachment 104

Attachment 50



you, or when you feel excitement that something they care about happened for them, or when you are eager to tell other staff about a young person's accomplishment or hardship. The bottom line is that a mentor stands positively and powerfully for you and your potential. A mentor comes at you with dedication, compassion, and sometimes, tough love.

Great mentors are also smart enough to know when someone needs assistance they cannot provide. Past examples from The Food Project include; hearing from a young person they are depressed, asking that they see their school counselor, and then checking in with the counselor; learning that a young person is living in poverty because their single parent is unemployed and contacting that parent about job training programs and short-term assistance; or hearing from a youth that their father beats them when they get B's in school and anonymously calling DYS to get advice on how to help the child. Any time you learn something about a young person that poses a significant risk to their physical or emotional well-being, a light should go on that you need to talk it over with the Program Director and find other resources to help the person. Not doing this puts both you and the young person at risk.

Mentoring others is a privilege that few get in life. It is deeply fulfilling and connects you to the lives of young people. Take on your role in the DIRT crew as an opportunity to make a profound difference in the lives of young people. Imagine offering them the mentorship you received or did not receive during the tumultuous and exciting years of your own adolescence.

Advisory Sessions

A few years ago, we instituted Advisory Sessions as a formal one-on-one meeting time in which you and a young person have the opportunity to talk about things happening outside of The Food Project. This meeting doesn't need to be a counseling session where you help youth deal with all the issues that person has; instead it is an opportunity for you to learn about the wholeness of that young person, the other parts of their life that make them who they are. It's a good idea, also, to let the young person know that they can ask questions of you. If you are willing to share of yourself, a young person may be more willing to trust

you and risk sharing more of themselves. Schedule these meeting for the beginning of each trimester after school. Make sure you have a space that allows for privacy and make sure the young person knows that what they tell you, as always, will be held in confidentiality. Let them know that the Advisory Session is only half an hour, but be ready and willing to extend that time if you can tell the young person wants to continue talking.

School Intersection

Most young people find working at The Food Project more enjoyable and fulfilling than school. This attitude is not a problem unless it interferes with meeting their school requirements. What can be learned at The Food Project is invaluable and we celebrate and encourage the fullest involvement possible from all young people. However, nearly every index of health, success, and power in this country is linked in some way to education.

We want all young people from The Food Project to have the life choices and freedoms that come with education. Therefore, listen carefully and ask about achievement in school. Many young people hope that all knowledge and mention of school is be left behind at The Food Project, but you need to find ways to be involved with a young person's school life; these ways include having conversations about school grades, checking school performance (and loudly celebrating anyone's achievement), and holding conferences with individuals about their schooling. A past coordinator of the program met with youth who she felt were under-performing in school and looked into their course planning. She discovered that someone had been tracked early on in special education, yet aspired to go to college. She got a course catalogue and worked out an educational plan with the young man. She also inquired into the long-range plans of DIRT crew members to help them begin thinking about their future (see Attachment 105: Exit Interview).

Attachment 105

Over the years we have wrestled with the issue of having participation in The Food Project hinge on school performance. The Food Project has been a place where many who have struggled with school have found success. However, we can't be an alternative to school, watching as our young people bomb out of high school, and taking shelter under the big Food Project pepper. In the past

when the Academic Year Program Coordinator has asked DIRT members about how school is going and how their report cards are fairing; sometimes the coordinator has gotten a straight answer, sometimes not. Regardless if we get honest responses from young people, make it clear to concerned parents that The Food Project doesn't aim to detract from their child's schooling, and in fact, if their child's grades do drop because of their The Food Project involvement, we encourage their child to take a leave of absence from the DIRT crew. But, reassure parents that we have found youth involvement in The Food Project usually improves the grades of DIRT crew members due, in part, to the fact that they learn to more efficiently structure their time.

We strive to create a positive culture around schooling. On some Saturdays during the morning check-in, a young person reports that their week's highlight was getting an "A" on a difficult test or in a challenging class, and the coordinator and ACL begin what turns into a rousing round of applause for that beaming young person. On the other hand, one time, one of our DIRT members, Jamaal, reassured us that he was doing fine in Math class and then ended up in summer school. We do not want to create a policy in which participation at The Food Project hinges upon school performance, but we do want to play a bigger role in encouraging and supporting improved school performance. This year, during the Advisory Sessions, make it mandatory that DIRT members bring in their report cards.

In most cases urban students are in under-challenging environments, where passing equates to showing up. The Food Project has opportunity to open young people's eyes to another standard and world of educational rigor. One year an Academic Year Program coordinator did that by taking students for a weekend to Dartmouth College in New Hampshire where she was a student.

To build a strong future with and for a young person address road blocks to school achievement. Finding appropriate ways to mentor them into success is a gift you offer them. At the same time you are investing in them as people who will serve and contribute throughout their lives. The combination of these efforts develops the whole person.

College Prep

Assisting young people with college preparation is part of your role. This help includes planting the seed of attending college, conversing with youth about how to apply, reading essays if asked, referring them to other staff or members of our network who can be helpful, directing them to scholarship funds, and writing recommendations.

Helping youth access higher education is an important goal of ours that grows as the organization grows. Many of the youth we work with are equally talented but unequally resourced to achieve their educational dreams. The first way in being an advocate is helping youth imagine themselves in college and then showing them step-by-step what it takes. After they have applied to colleges, you and the Alumni Coordinator can collaborate to access scholarship resources for youth.

The Interns, Fellows, and Alumni Program (IFA) Coordinator has files that detail scholarship opportunities. Most of these specific opportunities are favorably weighted towards youth who have participated in our programs. We have tapped into local college counseling services, such as The Bottom Line, which has run workshops (once on a DIRT Saturday and once after school) to help youth begin to plan ahead for college. As The Food Project matures, our aim is to increase our access to resources and possibly create our own scholarship fund for college assistance. Currently be available to do whatever is possible within their power and time to help youth access the ticket and privilege of higher education.

Exit Interviews

When youth exit the Academic Year Program, we want them to consider what opportunities lie ahead of them. They will have already applied for and been informed if they got summer internships at TFP, so we want them to start thinking a little farther down the road. They should consider which other opportunities at The Food Project might interest them. These might include a different internship, an Assistant Crew Leader position for the DIRT crew, or any other type of contribution, including coming back to volunteer in the fields. We know from experience that continuing a commitment to The Food Project can lead to greater depth of

“One thing I’m committed to is helping out the youth in my neighborhood. What I mean is that the youth in my neighborhood are either selling drugs or hanging around. Half of the rest are between one week to ten years old so I’ve decided to make something change. I am basically committed to building a community center in my neighborhood. So the youth in my neighborhood can have jobs, have somewhere to go and something to do. And I want to make a great change. I know its hard and there are some bumpy roads but I’m determined so nothing can stop me.”

– Peter Jacoby, 1996

Academic Year Program

Attachment 105

learning and set up a powerful recommendation for future endeavors.

We should also have them consider what opportunities might interest them should they not continue to participate with The Food Project. Don’t shy away from exploring this issue intellectually with a young person even if you both hope that they will be with The Food Project for years to come.

When a young person has decided that they want to leave The Food Project, ask them what is next in their life. Too often youth who have made gains here will not plan their next endeavor and may end up under-challenged and back in a previous rut. One young man wanted further involvement with us but was not suited for the leadership roles he wanted. The coordinator worked with him to find a placement at a fire department because his life goal was to be a fire-fighter. Another youth wanted to leave Boston for the first time so we looked for an academic enrichment program in another city.

Schedule exit interviews with each young person. Conversations in that meeting will help them and us know what their next step is and how we can support them. A large goal of The Food Project is to help young people transfer their learning about work, self, others, community, and environment into the rest of their life. This transfer across areas of life contributes to the wholesome development of each DIRT member and is a primary aim of the program.

A former coordinator created an Exit Interview Sheet to be filled out by each DIRT crew member. This tool helps formalize a youth’s exit from the program. It can be used in full or in part (see Attachment 105: Exit Interview).

Equipment

During the first three years of the Academic Year Program, we did not require or issue any specific equipment. However, as we began working later into the fall and earlier in spring, we had miserable days where under-dressed participants shivered in soaked cotton. No matter how much we instructed people about clothing choices, they were not dressed appropriately. On foul-weather days we

ended up issuing black trash bags to be worn over people's clothing. After too many such days we compiled a basic outfit of hat, rain gear, boots, and duffel and split the cost with each DIRT crew member. Recently we have decided that this plan creates swirling complexities involving subsidies, reimbursements, and full price purchases by youth during the Summer Program. So now we no longer split the cost. We encourage all summer program participants to buy rainsuits and tell them that it's a mandatory cost of participation in the Academic Year Program. The bonus now is that we will give all DIRT youth a long-sleeve logo shirt (at the cost of \$8 for us) for free. During the fall or spring Academic Year Program trimesters, youth who haven't purchased TFP rainsuits must do so. They are welcome and encouraged to buy boots and hats as well. The gear allows youth to work outdoors in all types of weather with less complaining. It allows the farm staff to plan on work getting done even in rough weather. A final hope is that young people learn to enjoy and feel safe outdoors no matter what the elements throw at them.



Use of Equipment

Here are guidelines for the management of equipment:

- Every DIRT member is outfitted in raingear and signs an equipment contract. (see Attachment 38: Equipment Contract).
- At the beginning of each trimester, youth are outfitted with gear that you order. (See Attachment 106: Equipment Order Form and Attachment 107: Example Fall Equipment Order Chart) You must return equipment that does not fit the youth (see Attachment 108: Equipment Returns); so to save time and energy, bring out sample pieces for youth to help them determine out their sizes (either the ones in mint condition stored in the office's sliding filing cabinets or the second-hand ones that hang around near the shed).
- Equipment is brought to work every Saturday and on weekdays.
- If someone forgets their equipment, it is a Standards Violation and the young person is expected to work outside with the others despite the weather.
- Lost equipment is the responsibility of the youth to

Attachment 38

Attachments 106-108

replace.

- During the Academic Year Program, youth may pay for their equipment through a payroll deduction once. If a participant chooses the this payment method up to three equal payments of no less than \$10 apiece will be deducted directly from the individual's payroll over three payroll periods. (See Attachment 109: Equipment Payroll Deduction)

Attachment 109

Evaluation

- *Philosophy and History*
- *Implementation*

Philosophy and History

The Academic Year Program continuously improves based on staff, youth, and stakeholder evaluations of every area of the program. From the beginning, this program particularly required time, effort, and scrutiny to develop into what it is today. Its continued vibrancy and health, like every area of The Food Project, depend on ongoing evaluation.

From its earliest days, The Food Project staff pursued a simple and important line of inquiry after any significant activity. We sat at a flip chart, put up a positive and a delta on the page, and filled in the sheet from our recent experience. We then come to agreement on the most important changes that have to be made to improve the work. Whoever is in charge of the area takes the suggestions and experiments with the next stage of activity to try and create improvement. This simple method produced good results and continues to live in the organization today.

Implementation

Staff in all areas of the organization now keep track of statistics through the quarterly reports and are implementing evaluation measures created through the comprehensive evaluation funded by the W. K. Kellogg Foundation. Key questions about the outcomes of the Program are addressed by implementing the tools and measures set up in the evaluation framework. These tools were developed by the senior program staff and evaluator. They need to be consistently implemented in order to get the ongoing insight and data we want on the program's effectiveness for young people and other stakeholders. Ask the program director to go over each of these tools with you and explain the frequency for collecting the data.



"The Food Project is never complete. The finish line is always moving ahead."

– Jahera Otieno, 2000

Summer Crew Leader

The Food Project Academic Year Program Operating Principles:

- We believe every youth and staff member play a critical role in the success of The Food Project.
- The members of the Academic Year Program are youth who have completed the Summer Program.
- We strive for gender, ethnic, and geographic diversity within the crew.
- The power of the Academic Program lies in the diversity of activity.
- We recognize that each young person has different strengths and will grow in different ways.
- All young persons have the potential to be leaders and have the opportunities and abilities to lead. Program staff members are there for support, guidance as coaches and facilitators.
- We operate with the norms of a job, rather than the norms of a school, in mind.
- Whenever possible, we want to involve parents in the mission of the organization, while simultaneously protecting the independence of their children as our employees.
- Staff work with parents to try to find ways for youth to fit the program into their lives without compromising their schoolwork; in other words, where necessary, the staff will function as an advocate for the youth keeping in mind both school and work.
- Staff make themselves available with a high quality of attention to many different constituencies of the program: youth, parents, collaborators, funders.
- Staff coach, facilitate, support, and guide young people in service, with communication, learning job skills, respecting diversity, and promoting environmental awareness through agriculture.
- We are engaged in the business of helping young people raise questions around difficult issues, but we are not in the business of providing answers. We facilitate dialogue based on individual experience rather than political ideals or positions.
- Staff members serve as models of strong work ethic and commitment by being on time and present for all events. Other values that should be modeled are: preparation, hard work, time management, and respect.
- Program activities succeed when staff members collaborate and support one another.
- Staff members communicate with youth on a personal level, but both youth and staff that staff members are not social workers should understand it.
- We encourage young people to participate the full nine months of the AYP for the benefit of their learning and growth, but we're committed to offering a rich program to those who are only able to do one or two trimesters.
- Youth are taught to exhibit their commitment and work ethic by participating for the full day every Saturday.

- Not all of the youth will work during the weekdays, but we will provide ample opportunities for those that do. We recognize that young people often have a lot on their plates, therefore working after school is optional. We encourage each young person to work at least one weekday per month, but it is not mandatory.
- Every minute we spend with Food Project youth counts and must be used intentionally.
- Our emphasis is on action and experience; the curriculum serves as enrichment to deepen the learning of young people. Leadership development happens THROUGH the activities of the program (ag, service, speaking, etc.)
- Clear roles, clear responsibilities, and a team-approach facilitate staff preparation and well-being.
- By the mid-point in the program, the Standards Agreement should be internalized to the point that it is self-managed by the youth (though their progress is monitored and reported back to them every other week in Straight Talk by the leaders).
- Straight Talk is an important process that becomes more of a dialogue as the young people internalize the expectations and are able to reflect on their own behavior. We ask youth to open themselves to others to give and receive criticism and praise.
- It is only possible to achieve our goals if staff members are willing to help one another across departments.
- We emphasize the growth of the individual as well as the growth of the community of youth. The development of community is even deeper than in the Summer Program.
- Youth are brought into the decision-making process of the organization and have a real impact on our operations.
- Staff members protect the safety of youth by making sure that they always have safe means of transportation.
- Program staff keep very careful track of hours worked by youth in order to facilitate payroll.
- Program staff interact continually with other staff members to receive a timely reporting of hours as well as positives, deltas, and standards violations.
- All staff members are involved in holding AYP youth to the Standards and are trained in how the process works. Youth should be aware of this so that staff roles are clear to everyone.
- The Food Project staff maintains a level of professionalism when interacting with Food Project youth inside and outside the parameters of the program.
- All youth are trained to be Food Project ambassadors to the public. By becoming ambassadors of The Food Project, youth are developing life-long skills such as public speaking and servant leadership.
- Our work is most successful when the youth run predetermined activities and events

publicly with staff supporting and managing the overall show.

- During the entire nine months of the program, young people will continuously have either a physical or an intellectual interaction with agriculture.
- We prioritize diversity within the staff because it will make the experience more rich for the group; the diversity of the group should be represented in the diversity of the leadership.
- It is important for the entire organization to understand and take interest in the AYP participants during the course of the program.
- In scheduling our time with youth, staff members protect well-being of young people by giving them appropriate breaks. People work more effectively both physically and mentally when they have time to rest.
- Everything that we do at The Food Project has an effect on a young person's life; we should realize that either they may not recognize those effects or they may be realized in that young person's life years down the road.
- The DIRT Crew is a continually growing and challenging community. In the process of building community, we aim to recognize together special moments in young people's lives such as birthdays, graduations, major accomplishments, etc.

THE FOOD PROJECT – 2005 Cost Center Plan

Cost Center : Academic Year Program

The Food Project's mission is to create a thoughtful and productive community of youth and adults from diverse backgrounds who work together to build a sustainable food system. Our community produces healthy food for residents of the city and suburbs, provides youth leadership opportunities, and inspires and supports others to create change in their own communities.

See Instructions (with examples) in the attached document "Instruct.CostCtrPlan05.doc"

Purpose <i>Why does this cost center exist?</i>	Goals <i>What are you trying to achieve <u>this year</u> specifically?</i>	Action/Strategy <i>How will these goals be achieved?</i>
Providing a meaningful, paying job during the school year for young people to further their understanding of land, food, community and issues such as hunger, homelessness, sustainable agriculture	<p>A. Find a winter project (i.e. landscape design project, enterprise project)</p> <p>B. Expand into 2 DIRT crews</p> <p>C. Plan ahead for DIRT X (2005-2006) on 2 winter projects that could be possible (1 for each DIRT crew)</p> <p>D. Train Peter extensively during this year</p>	<p>A. I. Brainstorm w/ PrgmProd team</p> <p>B.1 Winter/spring '05' act as integrator with production, funding, outreach, management teams to insure success of agricultural, grant writing, land search aspects of expanded program</p> <p>B2.Summer '05 – increase recruitment and implement all expansion aspects outlined in Expansion plan</p> <p>B3 Implement expanded program in Fall '05</p>
Providing a challenging, safe, and overall positive experience that will inspire and encourage them to be active and intentional in their lives	<p>A. Balance rigor, meaning, & fun in the work that we do.</p> <p>B. Utilize staff to this ends</p>	<p>B1 Hire excellent summer staff, train expertly</p>
1. Providing positive after-school work activities	<p>2.A.. Continue to improve DIRT members' presentation at Serve & Grow Days</p>	<p>2.A.1. Schedule sufficient and varied Saturday practice times.</p>
2. Build strong communication, leadership, and public speaking skills	<p>2.B. Work with Outreach Coordinator to schedule speaking events for DIRT crew</p>	
Providing an energetic work force essential in reaching our food production goals.	<p>A. Continue in our TFP cultural tradition of hard work</p> <p>B. Create a DIRT crew equally represented with youth from the city and suburbs, female and male.</p>	
Continuing to serve and maintain relationships with soup kitchens, shelters, and hunger relief organizations in the city of Boston that receive our produce.	<p>A. Find reliable shelters with adequate work</p> <p>B. Plan ahead for DIRT X (2005-2006) on one other day in the summer that could be another "shelter day"</p>	
Cross-Cutting Initiatives – Identify Goal(s) and Action(s) in support of the following organizational objectives		
<u>Building a Multicultural Organization</u>	Keep Diversity forefront in our minds.	<p>Hire an equal number of urban, suburban participants and male and female participants</p> <p>Continue with workshops that push youth to explore new terrain in terms of race, culture, gender, sexual identity, discrimination, "otherness"</p>

<u>Connecting with Lincoln</u>	If possible, hire at least one Lincolnite to participate in the AYP	
<u>Increasing Financial Sustainability</u> (Could include new ways of securing revenue, saving money, getting items or services donated ,reducing expenses etc. Be creative!)		

I. Community Needs and/or Opportunities

- A meaningful and paying after-school and weekend job for young people during the school year
- An opportunity for young people from diverse backgrounds to continue working together, forming relationships and friendships, towards a common goal
- Bridge-building between the city and the suburbs that increases contact between segregated communities and breaks down stereotypes.
- Providing occasional assistance to neighborhood gardeners
- Assisting hunger relief organizations with weekend food prep and increased flow of food production

II. Stakeholders

Who are primary and secondary stakeholders (target beneficiaries, customers, etc.)?

Primary

- 14-16 year olds, SYP alumni, from the city of Boston and the surrounding suburbs
- 15-17 year old Assistant crew leaders, Food Project Alumni, who are given the opportunity to continue learning and developing new leadership skills.

Secondary

- Shelters/Food Pantries we work at during the winter trimester
- Volunteers from the Serve and Grow Program
- Families and schools in the communities where our young people come from who will notice and be impacted by the increased life skills in youth participants and will encourage others to apply.
- Neighbors in the Roxbury community
- CSA shareholders who receive food
- Neighbors who will have access to healthy, affordable food through the farmer's markets
- Guests of shelters, soup kitchens, and HROs in Boston that will have access to fresh produce.

Attachment 2 – 3

III. Partners			
Organization	Competitor or Peer? (C/P)	Issue or Area	Relationship or Strategy
Pine Street, Rosie's, Red Cross? Women's Lunch Place?	P	Service work, meeting space	Have a good relationship with volunteer coordinator

IV. Core Competencies
<ul style="list-style-type: none">-Leadership, communication, and public speaking skills-A more indepth knowledge of agriculture, food systems, hunger, and homelessness-More focused interaction with, and with that more specific skills in: our urban kitchen, Farmer's Markets, agriculture, office work

...

VIII. Cost Center Summary
<p>□</p> <p>The Academic Year Program, in its eighth year, employs 18 individuals from communities in the Greater Boston area, ages 14-17 who have completed The Food Project's Summer Youth Program.</p> <p>Members of the D.I.R.T. Crew (Dynamic, Intelligent, Responsible Teenagers) dedicate Saturdays and after-school hours to lead over 2,000 volunteers on our rural and urban farm sites; work in shelters; and attend conferences to speak about their experiences working for The Food Project. The Academic Year Program focuses on developing leadership and public speaking skills as well as enhancing communication skills and deepening agricultural knowledge in the young people with whom we work.</p>

Fall AYP Recruitment Individual Output Matrix for Adebayo Owolewa, Integrator

Team Members or Others (A= Approver, C=Coach, D=Doer, I=Integrator, L=Learner, P= Partner)

My Key Outputs	AO	PG	VL	GG	Former DIRT		Staff	Quality Requirements	Frequency/Due Date
Put together brochures & applications	I, D	D	D	A				Updated pictures	Ideally June 15 Must finish by end of July
Former DIRT members speaking about DIRT crew								Periodically throughout the summer. Interns speaking at community lunches. Get ACLSs to speak at a morning meeting.	By August 1st
Hand out brochures & applications	I, D							Hand out apps for the 1 st time 3 weeks prior to family feast and every few days until one week prior, announce that apps are still available	Three weeks prior to family feast -> one week prior
Application due									Last day
DIRT ACL interviews	I, D							Program Director can help if need be	Two days after SYP into following week
DIRT member interviews	I, D							Program Director coaches AYP Coordinator the 1 st time	Week after SYP
Decisions mailed/ called	I, D	D							Friday of following week
Welcome/ info packets mailed	I, D	D						Include part that says they need to call in to tell me where they will be picked up for the retreat and if they have/ don't have a sleeping bag	August 28 th
DIRT retreat DIRT VIII begins									

Key to Initials:

AO = AYP Coordinator

PG = Program Administrator

VL = Wonderful office staff helper

GG = Program Director

Integrator – the person who is in charge of pulling the whole event together. For each individual task, there can be a different point person in charge of being responsible for that particular task even if they are not the one doing all of the work. In the case of most AYP Matrices/ Grids, the AYP Coordinator is both the Integrator for the whole event and the Integrator for individual tasks. The rest of the roles are pretty self-explanatory.

Attachment 4

Fall AYP Retreat

Individual Output Matrix for Adebayo Owolewa, Integrator

Team Members or Others (A= Approver, C=Coach, D=Doer, I=Integrator, L=Learner, P= Partner)

My Key Outputs	AO	PG	GG	DIRT ACLs	Staff	Quality Requirements	Frequency / Due Date
Book Farm School	I, D						May 1
Confirm Farm School	I,D						July 15 th
Order supplies	I, D					Plan for an additional 5 or 6 joining in winter and spring	One week prior
Plan Food	I	D					One week in advance
Put binders together	I			D			Three days prior
Collect other supplies	I, D					Flipcharts, markers, games, balls	The Thursday prior
Confirmation calls: Retreat info / pickup / sleeping bags	I, D			D			The Thursday prior
Buy Food	I, D	D				Healthy food, Costco & Shaw's in concord	Thursday & Friday prior
Retreat begins	I,D	D	D	D			

Key to Initials:

AO = AYP Coordinator

PG = Program Administrator / Chef

GG = Program Director

Integrator – the person who is in charge of pulling the whole event together. For each individual task, there can be a different point person in charge of being responsible for that particular task even if they are not the one doing all of the work. In the case of most AYP Matrices / Grids, the AYP Coordinator is both the Integrator for the whole event and the Integrator for individual tasks. The rest of the roles are pretty self-explanatory.

2005 Children's Holiday Party

Individual Output Matrix for Adebayo Owolewa, Integrator

Team Members or Others (A= Approver, C=Coach, D=Doer, I=Integrator, L=Learner, P= Partner)

My Key Outputs	AO	PG	GG	ACLs	DIRT		Staff	Quality Requirements	Frequency / Due Date
Put request for new donated toys in the Fall Newsletter/ email request to local residents	I, D								When does the fall newsletter come out?
Contact Host: Drumlin Farm	I, D							Confirm date & time of party; reserve main room. Update flyers. Check manual.	Early October
Contact Shelters: •Rosie's Place •Revision House	I, D								Early October
Contact Transportation: Doherty's Garage	I, D							Reserve bus for that day	Early October
Request a staff person be the staff person on the bus doing pickups at Rosies's & Revision House	I, D								A staff meeting in October
Do not rent Santa Suit!								Already purchased. Stored above storage closets	
Contact Shelters again. Ask for list of children: names, genders, and a few toys they might like	I, D							Reason: We will try to get toys that the kids want – to them – after we assess what toys we have. We want to personalize the experience.	Early November
Contact Doherty's	I, D							Give them directions, my Nextel number, the name of the staff bus person, pickup drop-off times	End of November
Contact Shelters: •Rosie's •Revision	I, D							To confirm and check-in	End of November
Visit Drumlin to check out site	I, D							Make sure they have all the kitchen supplies. Rules.	2 weeks before
Prep DIRT for Children's Holiday Party	I, D				L				The Saturday before
Collect non-food supplies for Party	I, D								Tuesday before CHP
Go over roles and agenda with ACLs	I, D			D, L					Wednesday or Thursday before
Buy food supplies for CHP	I, D								Friday before CHP

Initial Key:

AO = AYP Coordinator

PG = Program Administrator

GG = Program Director

Attachment 5 – 2

Prep DIRT for Children's Holiday Party	I, D				L				The Saturday before
Collect non-food supplies for Party	I, D								Tuesday before CHP
Go over roles and agenda with ACLs	I, D			D, L					Wednesday or Thursday before
Buy food supplies for CHP	I, D								Friday before CHP

Initial Key:

AO = AYP Coordinator

PG = Program Administrator

GG = Program Director

2005 Winter AYP Retreat

Individual Output Matrix for Adebayo Owolewa, Integrator

Team Members or Others (A= Approver, C=Coach, D=Doer, I=Integrator, L=Learner, P= Partner)

My Key Outputs	AO	PG	GG	DIRT ACLs		Staff	Quality Requirements	Frequency / Due Date
Book Heifer Project	I,D							By July 1
Confirm Heifer Project	I, D							Beginning of December
Plan Food	I	D						The Monday prior
Go over Retreat schedule w/ ACLs								Wednesday
Put binders together	I			D				Previous wed
Collect other supplies	I, D						Flipcharts, markers, games, balls	Previous wed
Confirmation calls: Retreat info/ pickup/ sleeping bags	I, D			D				Previous wed
Buy Food	I, D	D					Healthy food, Costco & shaw's in concord	Thurs & Friday
Retreat begins								Friday

Initials Key:

AO = AYP Coordinator

PG = Program Administrator / Chef

GG = Program Director

Attachment 7

Individual Output Matrix for Mural Winter AYP 2004

Mike Evans, Integrator

Team Members or Others (A= Approver, C=Coach, D=Doer, I=Integrator, L=Learner, P= Partner)

My Key Outputs	ME	GG	PGray	VL	DIRT	Staff	Quality Requirements	Frequency / Due Date
2 DIRT planning workshops	I	A		D	L		1 hour – 1.5 hours	Winter
Buy materials		A	A	D				Spring
Mural sketches	I	A	A	D				May 1
Painting	I			D,C	L, D			June 10

Initials Key:

ME = AYP Coordinator

PGray = Executive Director

GG = Program Director

VL = Muralist

DIRT = DIRT crew members

2005 Spring AYP Retreat

Individual Output Matrix for Adebayo Owolewa, Integrator

Team Members or Others (A= Approver, C=Coach, D=Doer, I=Integrator, L=Learner, P= Partner)

My Key Outputs	AO	PG	GG	DIRT ACLs		Staff	Quality Requirements	Frequency /Due Date
Book Grand Circle Retreat Center	I, D							September, 2004
Confirm	I, D							January, March 2005
Plan Food	I	D						Two weeks prior
Put binders together	I			D				Week prior
Go over retreat schedule w/ ACL	D			D				Wednesday prior
Collect other supplies	I, D						Flipcharts, markers, games, balls	Monday prior
Confirmation calls: Retreat info/ pickup/sleeping bags	I, D			D				Wednesday or Thursday prior
Buy Food	I, D	D					Healthy food, Costco & shaw's in concord	Thursday, Friday
Retreat begins								Friday

Initials Key:

AO = AYP Coordinator

PG = Program Administrator/ Chef

GG = Program Director

Attachment 9

The Food Project

Academic Year Program Recruiting Schedule

Date	Category	Description	Staff	Status
5/_	SYP Orientation	Current DIRT crew members present the Academic Year Program to new youth and provide advice for a successful summer		
7/_	Recruitment Materials Revision	Update Application and Brochure	AYPC	
7/_	Mid-Summer Parent Event	Update and explanation about the SYP for Parents. Talk about AYP	PD, AYPC	
8/_	Presentation to current Summer Youth	Three weeks before Family Feast. Selected recent DIRT crew members present AYP to summer youth, pitching leadership and communication through service. Hand out apps.	DIRT & AYPC	
8/_	Summer Program Family Feast	Brief Presentation on AYP to remind summer youth and inform their parents of future opportunities	AYPC or PD	
8/_	Application Deadline			
8/_ to 8/_	Applicant Interviews	Interview Format to be determined by AYP Coordinator and Program Director.	AYPC	
8/_	Selection of New DIRT Crew	All involved staff are to attend this session.		
8/_	Call DIRT with Decisions	Request Response from those accepted	AYPC	
8/_	Create Prospective Applicant List	All youth who are not currently offered positions will be placed on wait-list in order of preference.	AYPC	
8/_	DIRT Offer Acceptance Deadline	Deadline is final. If a youth does not accept by this time, his/her slot will be offered to next person on waiting list.		
8/_	Rejection Calls	Youth on Rejected list will be informed of status (i.e. waitlisted or rejected)	AYPC	
8/_	Finalize DIRT Crew	If there are vacancies, youth on back-up list will be notified in order of preference to complete DIRT crew.	AYPC	
Date	Category	Description	Staff	Status
9/_	Finalize Fall AYP Recruitment list	Back-up list includes two categories: Accepted and Denied. Both of which are important. List will be in order of preference.		
11/_	Survey DIRT to determine # of Openings for Winter		AYPC & ACLS	
11/_	Call Prospective Applicants inviting them to another interview		AYPC	
11/_	Create list of interested Applicants		AYPC & ACLS	
12/_	Interview Applicants			
12/_	Selection of NEW DIRT crew members	All involved staff and ACLs are to attend this session. Those youth not accepted for the second time, will be taken off the prospective list.		
12/_	Call Accepted Applicants & send paperwork	The packet should include: Tax information, working papers, invitation to Rosie's, Equipment contract, retreat itinerary permission form	AYPC	
12/_	Rejection Calls (if any)		AYPC	
12/_	Deadline for all paper work	If teen fails to meet deadline, he/she automatically relinquishes spot.		
2/_	Survey DIRT crew members to determine # of openings		AYPC & ACLS	
2/_	Review Prospective Applicant List for Spring Recruitment		AYPC	
3/_ to 3/_	Interview Applicants		AYPC	
3/_	Selection of New DIRT crew members	All involved staff and ACLs are to attend this session.		
3/_	Call Accepted Applicants		AYPC	
3/_	Rejection Calls (if any)		AYPC	

Initials Key:

AYPC = AYP Coordinator

PD = Program Director

ACLS= DIRT Assistant Crew Leaders

DIRT VIII Recruitment Plan

Fall, Winter, Spring Trimesters 2003-2004

July & August:	Site Supervisors, CLs, and ACLs talk about DIRT crew.
August 1:	Formal presentation about DIRT Hand out applications.
August 18:	Applications are due.
August 26 & 27:	Interviews will be held.
August 29:	Decisions will be told to youth.
September 6:	First DIRT day.
November 22:	Check with each DIRT member to determine whether they will stay for the winter.
November 25:	Call all youth who indicated their interest in the fall or at the reunion, ask if they would like to apply again. Send applications to those who want to apply.
December 6:	Applications are due.
December 10:	Interviews will be held.
December 16:	Decisions will be told to youth.
January 2:	Winter Retreat
February 28:	Check with each DIRT member to determine whether they will stay for the spring.
March 2:	Call all youth who indicated their interest during the winter, ask if they would like to apply again. Send applications to those who want to apply.
March 13:	Applications are due.
March 17:	Interviews will be held.
March 19:	Decisions will be told to youth.
April 2:	Spring Retreat.

If you are 14-17 years old
and looking for an opportunity to
serve, learn, and earn money
during the school year...
Try something DIFFERENT!

The Food Project offers young people the
opportunity to:

- WORK outdoors on the land
- GROW tons of vegetables
- SPEAK to others about your work
- DESIGN useful & beautiful city spaces
- LEAD volunteers on the farm
- SERVE at homeless shelters
- MAKE new friends
- LEARN about yourself!



What is The Food Project?

The Food Project,
a non-profit organization founded in 1991,
helps youth develop the insights, skills, and
knowledge they need to become leaders
and active participants in their community
and society. Through work on the land, in
shelters, and amongst members of the com-
munity, youth learn what it takes to make
a difference for others and the land.

Application Guidelines

All interested applicants must be at least 14
and no older than 17 by September 1, 2005.

If you have worked for The Food Project,
you must complete the application and mail it
to The Food Project office by the date written
below. You will be called for an interview.

The Full Academic Year Program

September 10 - June 4, 2006

APPLICATION DEADLINE: August 16, 2005

Fall Trimester

September 10 - December 7, 2005

APPLICATION DEADLINE: August 16, 2005

Winter Trimester

January 6 - March 8, 2006

APPLICATION DEADLINE: Nov. 29, 2005

Spring Trimester

March 31 - June 4, 2006

APPLICATION DEADLINE: March 7, 2006



Please note: The earlier we receive your ap-
plication the better. You may send in
an application at any time, and we will
keep it on file.

The Food Project 2005-2006 Academic Year Program

Information for
Youth and Parents



For an application or more information,
please contact:

The Food Project
Attn: Wil Bullock
P.O. Box 705
Lincoln, MA 01773
(781) 259-8621, ext 17



Youth • Growing • Together
www.thefoodproject.org

What is the Academic Year Program?

The Academic Year Program, in its tenth year, employs 16 individuals from communities in the Greater Boston area, ages 14-17, to work on community-based projects.

Members of the D.I.R.T. Crew (Dynamic, Intelligent, Responsible, Teenagers) dedicate Saturdays and after-school hours to lead over 1,700 volunteers on our rural and urban farm sites; work in shelters; and attend conferences to speak about their experience working for The Food Project.



When does the program start?

The 2004-2005 Academic Year Program begins on September 9, 2005 and continues through June 4, 2006.

Interested applicants can apply for:

1. The Full Year Program

OR

2. One or two of the three trimesters.

***Please refer to the dates under application guidelines on the back of the brochure.

What are the work hours?

D.I.R.T. Crew members work every Saturday, from 9:00 AM to 4:00 PM and during optional after-school hours

How much will I get paid?

Participants make a stipend of \$42 on Saturdays, and \$12-\$24 for after-school work days, depending on how many hours worked.

How do I get there?

On Saturdays, The Food Project van will pick up D.I.R.T. Crew members at a central public transportation stop. D.I.R.T. Crew members will be responsible for getting to the job site on their own during the week.

What should I wear to work?

Everyone is required to wear a Food Project T-shirt to work. In addition, you may be issued weather appropriate work gear, which you will also be required to wear.



"The people that work here really inspire me and keep my life going. They are my close friends that I am not afraid to tell how I am feeling every day. I trust them 100% of the time."

-Andrew Cooper, Sudbury

Will this program prepare me for future jobs?

You will learn valuable skills in communication, cooperation, self-discipline, problem-solving, team work, and perseverance.

You'll also have new perspectives about service, diversity, work, life, and yourself.

Working with the Food Project also looks great on job resumes and college applications.



"I show up every Saturday to show that I care about the land and the people around the land."

-Jay Maxey, Roxbury

"The Food Project helps me remind myself of what is important to me and who I am. It would be easy for me to slip into the world at school and become like everyone else there, and not think of those in need. The Food Project is like a refuge for me. I can be myself here, not get judged, have fun, be silly, and most importantly, I can escape the pressures and clear my head of the inconsequential things that come from my life at school. I showed up every Saturday because I wanted to."

-Lydia Hawkins, Chestnut Hill



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ACADEMIC YEAR PROGRAM D.I.R.T CREW MEMBER APPLICATION 2005-2006

The Academic Year Program runs for the full school year beginning on September 9, 2005 and ending on June 4, 2006. Applicants may apply for the full year program or for one or more trimesters. Please check the program you are applying for, keeping in mind that full year applicants will be given primary consideration.

- ☐ Full Year (September 9, 2005-June 4, 2006)
- ☐ Fall Trimester (September 9, 2005-December 7, 2005)
- ☐ Winter Trimester (January 6, 2005-March 8, 2006)
- ☐ Spring Trimester (March 31, 2005-June 4, 2006)

Full Name: _____
last first middle initial

Nickname / Name you like to be called: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Telephone: () _____ Email: _____

Sex: ☐ FEMALE ☐ MALE Date of Birth: _____ / _____ / _____
month day year

Current Age: _____ Social Security Number: _____ — _____ — _____

Parent/Guardian Name: _____

Parent/Guardian Place of Employment _____ Work Telephone: _____

This person is my: ☐ Legal Guardian ☐ Mother ☐ Father ☐ Relative: _____

Other Parent/Guardian Name: _____

Other Parent/Guardian Place of Employment _____ Work Telephone: _____

This person is my: ☐ Case Worker ☐ Mother ☐ Father ☐ Relative: _____

Current School Name: _____

School Telephone: () _____

Current Grade Level: ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ other: _____

Name of a teacher who knows you well: _____

Questions? Call 781-259-8621 ext 17

NO FAXES PLEASE

APPLICATION QUESTIONS

In order to help us assess your interest, understanding, and commitment to the Academic Year Program, please be thoughtful and complete when answering the questions below.

- 1. The Food Project Academic Year Program is a service and leadership program different from the Summer Program. Why do you want to be a member of this program and what interests you about the job?**
- 2. The Academic Year Program encourages young people to develop skills in leading volunteers, public speaking, shelter work, and special projects (construction, landscape design and planning, etc.). Which of these areas most interests you and why? What area would challenge you the most and why?**

3. What could you contribute to the Academic Year Program that would help make it an exceptional one?

4. Reflect on your crew from the Summer or Academic Year Programs. What was exciting about working with others in your crew? What was challenging about working with others?

***T**hank you! If there is anything else you would like us to know, feel free to attach another sheet of paper.*

APPLICATION DIRECTIONS ARE ON THE BACK OF THIS PAGE

Questions? Call 781-259-8621 ext 17

NO FAXES PLEASE

APPLICATION GUIDELINES

1. THIS APPLICATION HAS BEEN DESIGNED FOR FOOD PROJECT PARTICIPANTS ONLY.
2. ALL APPLICANTS MUST BE AT LEAST 14 YEARS OLD AND NO OLDER THAN 17 YEARS OLD BY SEPTEMBER 1, 2005.
3. PLEASE READ THE BROCHURE CAREFULLY.
4. NOTE THAT THE ACADEMIC YEAR PROGRAM BEGINS SEPTEMBER 9, 2005.

5. APPLICATIONS ARE DUE BY TUESDAY, AUGUST 16, 2005!!

Send applications to: Wil Bullock, The Food Project, P.O. Box 705, Lincoln, MA 01773

6. YOU MUST COME TO AN INTERVIEW IN ORDER TO BE HIRED.

Interviews will be held on August 25th in Lincoln and on August 26th in Roxbury. Please indicate which day you would like to be interviewed:

_____ Friday, August 19th (LINCOLN)

_____ Thursday, August 25th (LINCOLN)

_____ Friday, August 26th (ROXBURY)

Peter will call you to set up a time and place for your interview.

THANK YOU VERY MUCH!!
If You Have Any Questions, Call Wil at
(781) 259-8621, ext.17



P.O. Box 705 • Lincoln, MA 01773 • (781) 259-8621

ACADEMIC YEAR PROGRAM NEW WORKER APPLICATION 2005-2006

The Academic Year Program runs for the full school year beginning on September 9, 2005 and ending on June 6, 2006. Applicants may apply for the full year program or for one or more trimester. Please check the program you are applying for, keeping in mind that full year applicants will be given primary consideration.

- ☐ Full Year (September 9, 2005-June 6, 2006)
☐ Fall Trimester (September 9, 2005-December 7, 2005)
☐ Winter Trimester (January 6, 2006-March 8, 2006)
☐ Spring Trimester (March 31, 2006-June 4, 2006)

Full Name: _____
last first middle initial

Nickname / Name you like to be called: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Telephone: () _____

Sex: ☐ FEMALE ☐ MALE Date of Birth: _____ / _____ / _____
month day year

Current Age: _____ Social Security Number: _____ — _____ — _____

Parent/Guardian Name: _____

Parent/Guardian Work Telephone: () _____

This person is my: ☐ Legal Guardian ☐ Mother ☐ Father ☐ Relative: _____

Other Parent/Guardian Name: _____

Other Parent/Guardian Work Telephone: () _____

This person is my: ☐ Case Worker ☐ Mother ☐ Father ☐ Relative: _____

Current School Name: _____

School Telephone: () _____

Current Grade Level: ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ other: _____

Name of a teacher who knows you well: _____

Questions? Call 781-259-8621 ext 17

NO FAXES PLEASE

Page 1

APPLICATION QUESTIONS

In order to help us assess your interest, understanding, and commitment to the Academic Year Program, please be thoughtful and complete when answering the questions below.

1. How did you find out about The Food Project? Why do you want to be a member of this program and what interests you about the job?
2. The Academic Year Program encourages young people to develop skills in leading volunteers, public speaking, shelter work, and special projects (construction, landscape design and planning, etc.). Which of these areas most interests you and why? What area would challenge you the most and why?

3. What could you contribute to the Academic Year Program that would help make it an exceptional one?

4. Reflect on a time in your life when you have worked with a group or team. What was exciting about working with others? What was challenging about working with others?

Thank you! If there is anything else you would like us to know, feel free to attach another sheet of paper.

APPLICATION DIRECTIONS ARE ON THE BACK OF THIS PAGE

UPDATED APPLICATION GUIDELINES

1. ALL APPLICANTS MUST BE AT LEAST 14 YEARS OLD AND NO OLDER THAN 17 YEARS OLD BY FRIDAY, SEPTEMBER 1, 2005.
2. PLEASE READ THE BROCHURE CAREFULLY.
3. NOTE THAT THE ACADEMIC YEAR PROGRAM BEGINS FRIDAY, SEPTEMBER 6, 2002.

4. **APPLICATIONS ARE DUE BY TUESDAY, AUGUST 16, 2005!!**

Send applications to: Wil Bullock ,The Food Project, P.O. Box 705, Lincoln, MA 01773 or give them to Mike the last day of the summer program.

5. **YOU MUST COME TO AN INTERVIEW IN ORDER TO BE HIRED.**

Interviews will be held on August 25th in Lincoln and on August 26th in Roxbury. Please indicate which day you would like to be interviewed:

_____ Thursday, August 25th (LINCOLN)

_____ Friday, August 26th (ROXBURY)

Mike will call you to set up a time and place for your interview.

THANK YOU VERY MUCH!!
If You Have Any Questions, Call Wil at
(781) 259-8621 X 17



P.O. Box 705 • Lincoln, MA 01773 • (781) 259-8621

SUMMER YOUTH PROGRAM FACT SHEET FOR REFERENCE WRITERS

Now in our tenth year, The Food Project brings together youth from the city and the suburbs to make a difference in the lives of people in the Greater Boston area. By growing fresh, organic vegetables, young people work together as a team to serve others, learn farming and business skills, experience nature, explore issues of hunger and community, challenge themselves, and have fun!

Who Do We Hire?

- 50 youth, ages 14-16
- 60% come from the City of Boston, 40% come from the suburbs

Why Do We Hire Them?

- One of our missions is to bring together the most diverse group of youth that we can
- We hire a mix of high-achievers, youth struggling to get by, and youth walking the middle road: our goal is to break down the walls that exist between these youth by having them work together
- We are looking for a commitment to the mission of the Food Project, and a willingness to work hard

What Do They Do?

- Work full-time for seven weeks, from July 2 to August 22, 2000
- Spend five weeks in Lincoln and two weeks in Roxbury (both sites are accessible by public transportation and youth often travel to work together)
- Learn to grow vegetables on our 21-acre farm and 2 urban gardens
- Spend each Wednesday in a homeless shelter preparing the food they have grown
- Help run our farmers' markets in Roxbury and Dorchester

How is the Program Structured?

- Youth work in crews of ten: one college-aged leader, one assistant leader, and eight crew workers
- Crews stay together for the entire summer — and each crew is very diverse
- Each youth signs a contract at the beginning of the summer, and receives weekly feedback from their leader; each youth receives feedback from their peers twice during the summer as well
- The Summer Youth Program is highly structured and supervised
- Youth receive a \$150 stipend every week, which is paid out biweekly

What Happens Over the Summer?

- This is a youth development program as well as a job
- We hold workshops on diversity issues — stereotypes, personal identity, and group affiliation
- Each week focuses on a theme ranging from community to initiative to courage
- We are constantly engaged in team-building activities
- At the beginning of the summer, each youth sets personal goals and we support each other in reaching them

How Can You Help?

Each year we receive many more applications than we can accept. We have to give preference to applicants whose materials, including their reference, arrive on time. *For the sake of this young person, please be sure to get your reference to us as soon as possible.* We also encourage you to check in with this young person throughout the summer, should they be accepted. You are welcome to attend our Community Lunches during the program on Mondays in Roxbury, and Fridays in Lincoln; please call us for more information if you wish to attend. Thanks for all your help!



P.O. Box 705 • Lincoln, MA 01773 • (781) 259-8621

ACADEMIC YEAR PROGRAM ASSISTANT CREW LEADER APPLICATION 2005-2006

The Academic Year Program runs for the full school year beginning on September 9, 2005 and ending on June 4, 2006. Applicants may apply for the full year program or for one or more trimester. Please check the program you are applying for, keeping in mind that full year applicants will be given primary consideration.

- ☐ Full Year (September 9, 2005 - June 6, 2006)
- ☐ Fall Trimester (September 9, 2005 - December 7, 2005)
- ☐ Winter Trimester (January 6, 2006 - March 8, 2006)
- ☐ Spring Trimester (March 31, 2006 - June 4, 2006)

Full Name: _____
last first middle initial

Nickname / Name you like to be called: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Telephone: () _____ Email: _____

Sex: ☐ FEMALE ☐ MALE Date of Birth: _____ / _____ / _____
month day year

Current Age: _____ Social Security Number: _____ — _____ — _____

Parent/Guardian Name: _____

Parent/Guardian Place of Employment _____ Work Telephone: _____

This person is my: ☐ Legal Guardian ☐ Mother ☐ Father ☐ Relative: _____

Other Parent/Guardian Name: _____

Parent/Guardian Place of Employment _____ Work Telephone: _____

This person is my: ☐ Case Worker ☐ Mother ☐ Father ☐ Relative: _____

Current School Name: _____

School Telephone: () _____

Current Grade Level: ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ other: _____

Name of a teacher who knows you well: _____

Academic Year ACL APPLICATION QUESTIONS

In order to help us assess your interest, understanding, and commitment to the Academic Year Program, please be thoughtful and complete when answering the questions below.

- 1. What interests you in returning to The Food Project's Academic Year Program and specifically the job of Assistant Crew Leader? Why do you want to return to the Academic Year Program after being involved in other TFP programs or internships?**
- 2. The DIRT crew is made up of young people and encourages them to develop skills in many different areas. Your job as an Assistant Crew Leader would include, among other things, role modeling full commitment and coaching others with public speaking, leading volunteers, shelter work, and special projects. What area of this job would challenge you the most and why?**

3. What could you contribute to the Academic Year Program that would help make it an exceptional one? In what areas are you looking to grow?

4. Reflect on your crew from the Summer or Academic Year Programs or your team from your internship program. What was exciting about working with others in your crew or team? What was challenging about working with these people?

Thank you! If there is anything else you would like us to know, feel free to attach another sheet of paper.

APPLICATION DIRECTIONS ARE ON THE BACK OF THIS PAGE

APPLICATION GUIDELINES

1. **THIS APPLICATION HAS BEEN DESIGNED FOR FOOD PROJECT PARTICIPANTS ONLY.**
2. **ALL APPLICANTS MUST BE AT LEAST 15 YEARS OLD AND NO OLDER THAN 18 YEARS OLD BY SEPTEMBER 1, 2005.**
3. **PLEASE READ THE BROCHURE CAREFULLY.**
4. **NOTE THAT THE ACADEMIC YEAR PROGRAM BEGINS SEPTEMBER 10, 2004.**
5. **APPLICATIONS ARE DUE BY Monday, August 22, 2005!!**
Send applications to: Wil Bullock, The Food Project, P.O. Box 705 Lincoln MA 01773.
6. **YOU MUST COME TO AN INTERVIEW IN ORDER TO BE HIRED.**
Interviews will be held on August 25th in Lincoln and on August 26th in Roxbury. Please indicate which day you would like to be interviewed.

_____ Thursday, August 25th (LINCOLN)

_____ Friday, August 26th (ROXBURY)

Wil will call you to set up a time and place for your interview.

THANK YOU VERY MUCH!!
If You Have Any Questions, Call Wil Bullock at
781-259-8621 ext. 17

. Put applications in Wil's mailbox in Dorchester or Lincoln

The Food Project's AYP List of Applicants

Codes to use with names:

(ACL)

(Only for one trimester, and designate which one)

Suburban Girls:

Rachel (ACL)

Sally

Jenny

Hope (Winter trimester only)

Suburban Boys:

Urban Girls:

Urban Boys:

Name:

Applying for: Full Year Fall AYP Winter AYP Spring AYP

Interview Questions, Fall Academic Year Program 2004, DIRT Crew Member

1. In your own words, why are you applying for this program?

2. What was your personal high point of the summer?

3. What was your toughest moment this summer?

4. What was your crew's high point this summer?

5. What was you're the toughest moment for your crew this summer?

6. What do you think will be challenging

7. What strengths would you bring for you aboutthis program? to this program?

Attachment 16 – 2

8. What else do you do during the year? What sort of extracurricular activities do you participate in school?

9. What do you want to get out of this program? (And for applicants who are applying halfway through the year) What would you need to succeed as a member of a crew that has already been working together?

10. Do you understand the requirements of this program? (in terms of times, etc., the Serve & Grow Saturday on September 4th and the mandatory Retreat September 10th to 12th)

11. Ask specific questions based on their application answers, and what you know of their performance from the summer or past year.

Interviewer's Comments:

Name:

Interview Questions, Academic Year Program 2004, DIRT Assistant Crew Leader

1. Why are you applying for this position?

2. Do you understand the expectations for and the responsibilities of the DIRT ACL?

3. What will be challenging for you about this position?

4. What strengths do you bring to this position?

5. What will you get out of the program this year?

6. What else do you do during the year? Would you have activities that would conflict with ACL responsibilities (minimum - every Saturday, one day a week after school)?

Attachment 17 – 2

7. What was your best experience in the D.I.R.T. crew?

8. What was your best experience of the summer?

9. Thinking back to the last academic year, what do you think were your ACLs' biggest challenges? How would you deal with them?

10. Do you understand that while you will be handling a lot of responsibility, I will also be working on you with your own challenges and your own personal growth? What do you need the most help working on?

Interviewer Comments:

August 27, 2003

Dear

Welcome to the Food Project's 2003-2004 Academic Year Program!

We are very excited to work with you this year. You should feel proud of your commitment to the work that you have done with us in the past and the opportunities that lie in front of you.

In this envelope, you will find four sections, each of which is very important. Please read them all, and have your parents read them as well.

- 1) This introductory page.
- 2) Information on the Serve & Grow day and the retreat.
- 3) Letter of Commitment.
- 4) Parent/Guardian Consents and Agreements

The Academic Year Program provides you with a great opportunity to continue your relationship with the Food Project while engaging in community service and cultivating leadership skills. Through the program, you, as a Dynamic, Intelligent, and Responsible Teenager (D.I.R.T Crew Member) will further develop your sense of connection to your peers, the land and the communities of Lincoln and Roxbury.

All members of the D.I.R.T Crew possess tremendous leadership potential. We look forward to helping you achieve your personal best as you help others meet their goals. We have a great deal of important work ahead of us. By November the D.I.R.T crew will have harvested 50,000 more pounds of vegetables, led close to 1,000 volunteers and spoken to over 400 people about the importance of service to others and to the land.

There is a lot of information about the D.I.R.T. crew enclosed. Please read it over carefully and share it with your parents.

If you have any questions, please do not hesitate to call. It's going to be a great year! I am very excited that you'll be with us. We'll see you on Saturday the 6th!

Sincerely,
Mike Evans

Academic Program Coordinator

The Serve & Grow Day

(if for any reason you think you cannot attend this day, call Mike immediately)

When? Saturday September 6th from 9:15 AM until 2 PM

Where? Lincoln land, Baker Bridge Farm

Pickup at Donelan's at 9:15 AM

(save your commuter rail receipts – you can be reimbursed later if you do)

(Commuter Rail leaves North Station at 8:35 AM and leaves Porter Square at 8:45 AM)

What? We will observe and participate in a Food Project Serve & Grow (volunteer) day.

Why? To see some of what we will be doing during our fall D.I.R.T. trimester.

What to Bring: Clothes to work in. Wear Food Project T-shirt. Be prepared to work through any weather. Waterbottle. Lunch! and of course

The Retreat!

(if for any reason you think you cannot attend the retreat, call Mike immediately)

When?

- Friday September 12th to Sunday September 14th, 2003

- Friday pick-ups:

Ruggles Station 4:00 PM

Porter Square 4:30 PM

(across the street, in front of the
McDonalds and Dunkin Donuts)

Lincoln Office 5:00 PM

- Sunday drop-offs:

Lincoln Office 4:00 PM

Porter Square 4:30 PM

Ruggles Station 5:00 PM

Where?

- The Farm School in Athol, MA (1 hour west on Route 2)

- This is a wonderful little farm that has a dairy, gardens, and maple sugaring operation. They bring middle school groups up for a week at a time to work and live on the farm. The staff knows a lot about the Food Project, and is excited to meet all of you.

- The phone number at the Farm School is _____.

- Mike will be taking a Nextel cell phone and that will be the best way to get in touch with us. The number is _____. He will be checking his voicemail at the beginning and end of each day.

Why?

- To learn about the responsibilities and opportunities of the Academic Year Program. We will go over schedules, pay, contract, logistics, equipment, etc.
- To set goals for the Fall.
- To start working on our leadership and public speaking skills.
- To get to know all of the crew members a little better.
- To have fun!

What Should I Bring?

- sleeping bag (if you don't have one, just brings sheets and blankets – it gets chilly!)
 - pillow
 - towel
 - toiletries
 - swimsuit (though we're not sure we'll be able to go swimming- we hope so!)
 - change of clothes for two days (plan for warm days and cold nights)
- [You don't have to wear your Food Project t-shirts, but you can!]
- pajamas
 - flashlight
 - clothes and shoes you can work and get dirty in (for farm chores)
 - raingear

(crew worker's printed name)

The Food Project 2003-2004 Academic Year Program

- The program is based on a trimester system.

The Program will run as follows:

Fall Trimester: September 6 to December 13, 2003.

Winter Trimester: January 3 to March 20, 2004.

Spring Trimester: April 3, 2004 to June 5, 2004.

- Throughout the Academic Year, you will have the extraordinary opportunity to enhance your Leadership and communication skills, deepen your agricultural knowledge (Fall and Spring Trimester) and develop a close working relationship with a shelter and its guests (Winter Trimester). The Food Project, therefore, strongly encourages all DIRT crew members to stay with the program the entire 9 months.

Attachment 18 – 4

- DIRT crew members are expected to work every Saturday except for national holidays, school vacations and excused absences. Saturdays will run from 9:00AM to 4:00PM. Also, DIRT crew members are encouraged (no, it's not mandatory) to work one weekday afternoon per month (3:30 PM - 5:30 PM). These times do not include your travel to and from work.
- During Tuesdays and Thursdays of the Fall trimester, there will be late shifts (3:30 - 7:30) where DIRT crew members working the market will be asked to stay to help Food Project staff finish the market.
- All DIRT crew members will work in our fields in Lincoln, our gardens in Roxbury, two homeless shelters in Roxbury, and our farmers' markets in Roxbury.
- ALL DIRT crew members are expected to actively participate in a series of workshops designed to deepen their knowledge of themselves, The Food Project and their communities. The workshops include: Leadership Development, Farmers' Market Analysis, Agriculture, Farm Management and Field Planning, Landscape Design, and Hunger and Homelessness.
- ALL DIRT crew members are expected to take advantage of public speaking opportunities offered through The Food Project. On occasion, DIRT crew members will travel outside of the state to do presentations, conduct workshops and to speak at conferences. These engagements will be limited, optional opportunities, and we will have people sign up for them well in advance.
- If for any reason a DIRT crew member is going to be absent on a Saturday, they must fill out an absence form, have it signed by their parents, and give it to Mike by the Saturday before the day they will miss.
- On each DIRT crew members' first day of the program, each crew member will sign a contract detailing expectations for their job performance. Throughout the program each crew worker will receive biweekly feedback about their work performance.
- All DIRT crew members must attend Academic Year Program retreats scheduled during the duration of their contract with The Food Project. Also, ALL DIRT crew members and their parents should attend end of trimester events/ceremonies.
- Plan on attending three Academic Year Program outings during the year! Events and location To Be Announced.

(One year's DIRT crew had a night out on the town to dinner and The BlueMan Group.)

I have received and read 2003-2004 Academic Year Program's DIRT Crew Acceptance Terms. I understand the information described in it is subject to change at the sole discretion of The Food Project at any time. I understand that in the event of any such changes, The Food Project may require an additional signature from me to indicate that I am aware of any new terms of participation.

I accept The Food Project's employment offer to join the 2003-2004 Academic Year Program, to serve as a steward to the land, and to develop a deeper understanding of myself, the land, and my surroundings.

I understand that my signature below indicates that I have read and understood the above statements and that I am committed to participating in the program, and can fulfill its obligations.

(crew worker's printed name)

(crew worker's signature)

(date)

(parent/ guardian of crew worker's signature)

(date)

Attachment 19

December 20, 2005

Dear

Welcome to the Food Project's 2005-2006 Academic Year Program!

We are very excited to work with you this year.

You should feel proud of your commitment to the work that you have done with us in the past and the opportunities that lie in front of you.

In this envelope, you will find four sections, each of which is very important. Please read them all, and have your parents read them as well.

- 1) This introductory page.
- 2) Information on the retreat.
- 3) Letter of Commitment/ Acceptance Terms
- 4) Parent/Guardian Consents and Agreements

The Academic Year Program provides you with a great opportunity to continue your relationship with the Food Project while engaging in community service and cultivating leadership skills. Through the program, you, as a Dynamic, Intelligent, and Responsible Teenager (D.I.R.T Crew Member) will further develop your sense of connection to your peers, the land and the communities of Lincoln and Roxbury.

In the fall, the D.I.R.T. crew harvested 50,000 more pounds of produce, led close to 1,000 volunteers, and spoke to countless people about the importance creating a sustainable food system and of serving others.

All members of the D.I.R.T Crew possess tremendous leadership potential. We look forward to helping you achieve your personal best as you help others meet their goals. We have a great deal of important work ahead of us. By the end of March, the D.I.R.T crew will have served thousands of hungry people in Boston area homeless shelters, painted a mural on the side of our urban sheds, planned a garden and done seed-ordering for a neighboring homeless shelter, and spoken with many people about the importance of our work.

So, get ready for a great experience! We'll see you on Friday, January 9th.

If you have any questions, please do not hesitate to call. I will return to the office just after the new year. Welcome to D.I.R.T. XIII!

Sincerely,

Wil Bullock _____ x__
AYP Program Coordinator

March 26, 2004

Dear

Welcome to the Food Project's 2003-2004 Academic Year Program!

We are very excited to work with you this trimester.

You should feel proud of your commitment to the work that you have done with us in the past and the opportunities that lie in front of you.

In this envelope, you will find four sections, each of which is very important. Please read them all, and have your parents read them as well.

- 1) This introductory page.
- 2) Information on the retreat.
- 3) Letter of Commitment.
- 4) Parent/Guardian Consents and Agreements

The Academic Year Program provides you with a great opportunity to continue your relationship with the Food Project while engaging in community service and cultivating leadership skills. Through the program, you, as a Dynamic, Intelligent, and Responsible Teenager (D.I.R.T Crew Member) will further develop your sense of connection to your peers, the land and the communities of Lincoln and Roxbury.

In the fall, the D.I.R.T. crew harvested 50,000 more pounds of produce, led close to 1,000 volunteers, and spoke to countless people about the importance creating a sustainable food system and of serving others. In the winter, they served thousands of hungry people in Boston area homeless shelters, painted a mural on the side of our urban sheds, and planned a garden and ordered seeds for a neighboring homeless shelter.

All members of the D.I.R.T Crew possess tremendous leadership potential. We look forward to helping you achieve your personal best as you help others meet their goals. We have a great deal of important work ahead of us. By the middle of June, the D.I.R.T crew will have led 900 volunteers through meaningful work on the land planting nearly all of the seeds and seedlings on the different Food Project parcels of land. We will also have learned a great deal about agriculture through our workshops and painted new murals on our urban sheds!

So, get ready for a great experience! We'll see you on Friday, April 2nd! If you have any questions, please do not hesitate to call.

Sincerely,

Mike Evans _____ x__
AYP Coordinator

Parent/Guardian Consents and Agreements

NOTE: Parent/Guardian signatures are required for participants under 18 years of age at the beginning of the Summer Youth Program, Academic Year Program, and Intern Program. Please read and sign all areas of this form with BLACK or DARK BLUE pen. If you wish to discuss certain consents and agreements or have a question regarding this form, please contact GREG GALE at _____, ext. _____. Your child/foster child will not be allowed to participate in The Food Project without signed consents.

GENERAL CONSENTS AND AGREEMENTS

Participation in The Food Project (TFP) involves participants in a wide range of physical activity. The Food Project believes that all parents should be aware that participation in any physical activities carries with it a risk of injury. The Food Project is committed to teaching its participants to avoid those risks and seeks to reduce those risks through the use of qualified staff. Nonetheless, it remains a fact that there is no way to eliminate all risks that participants in farming and Food Project activities in Lincoln and/or Dorchester/Roxbury face. A brief listing of what participants will be doing is provided in the attached program write-up. For additional information on the Summer Youth Program parents/guardians will receive a packet at the new worker/parent orientation; for the Academic Year Program parents/guardians will receive a brochure at the end of the Summer Program and letters each trimester from the coordinator; and for internships parents/guardians will receive a job description along with this consent form. Please review the information and contact Greg Gale at _____, ext. _____ to discuss any questions you may have.

Therefore:

- If you have signed your child up for a Food Project Program, The Food Project will assume that you have authorized your child to participate in all of the activities included in the description of the Program your child will enter.
- Having reviewed the program materials describing the Food Project activities and having familiarized myself with the risks associated with participation in the activities included in The Food Project programs, I authorize my child to participate in all of the named activities.

Parent/Guardian Name

Parent/Guardian Signature

Date

PARENTAL RISK SHARING AND INDEMNIFICATION AGREEMENT

In order to meet the objectives and interests of its participants and their families, The Food Project's Summer Youth Program provides a very wide range of physical activities. In order to be able to provide these opportunities, TFP requires parents/legal guardians to accept financial responsibility for the risk of injuries, which may occur in the normal course of participation in the Programs. Willingness to accept this liability is shown by signing below the following statement:

All Food Project youth programs include risks which may include, but are not limited to; the hazards of travel in a bus, van, airplane, or public transportation; the hazards of farm work, including injury to bones, joints, ligaments, muscles, and tendons, over exposure to the sun, exposure to biological irritants and insects, exposure to farm tools and implements; the hazards of working in and around commercial kitchens with exposure to kitchen

tools and equipment; the hazards of traveling and working in suburban areas such as Lincoln and/or urban areas such as Dorchester; the hazards of working in and around homeless shelters; and the hazards of participating in physical sports, play and activities.

We recognize that safe participation in Food Project activities require careful attention to the instruction provided by farmers and other staff members and adherence to the rules of farming activities, sports, and games. In addition it requires adherence to the rules and instruction provided by staff when youth are traveling to and from work and on behalf of The Food Project or working in homeless shelters, neighborhoods, or kitchen environments.

We recognize that there are risks to all participants involved in TFP programs. Therefore, I agree to share the risk of loss arising from injury to my child/ward with TFP by entering into this indemnification agreement in which I accept responsibility for all losses, except those caused exclusively by the negligence of TFP and/or its Trustees, officers, employees and agents.

I have reviewed the list of all physical activities in which the teen will participate and recognize that participation may involve pedestrian travel, bus, van and/or public transportation, (air travel- Academic Year Program, Internships), and transportation in Food Project vehicles driven by designated Food Project staff to shelters, pantries, farmers markets, Lincoln and Dorchester, etc. This transportation involves risks to person and property, which may include serious injury and death, and I agree to accept those risks.

I have read all of this Parental Risk Sharing and indemnification Agreement and I have satisfied myself that I understand what it means.

Parent/Guardian Name	Parent/Guardian Signature	Date
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Youth Participant Name	Youth Participant Signature	Date
------------------------	-----------------------------	------

I further agree to allow Greg Gale (Program Director), Pat Gray (Executive Director), or other qualified staff member assigned by them, to act in my absence while my child/ foster child _____ is working at The Food Project.

Parent/Guardian Name	Parent/Guardian Signature	Date
----------------------	---------------------------	------

- I understand that it is my responsibility to discuss appropriate preventative treatment(s) for pre-existing medical condition(s), such as asthma or diabetes, with my child/ foster child and to inform The Food Project staff of such condition(s) and treatment(s) in order to ensure that my child/ foster child has a healthy and safe working experience.

- I authorize The Food Project to take and use photographs, slides, and audio/visual recordings of my child/foster child as may be needed for documentation and/or public relations purposes. I understand that all such materials will be the sole property of The Food Project.
- I understand that The Food Project reserves the right to cancel the Summer Youth Program, Academic Year Program, and Intern Program should government action or other circumstances make The Food Project's operation of these programs impossible or unwise. The Food Project also reserves the right to decline to accept an applicant and/or dismiss a crew worker from the Summer Youth Program, Academic Year Program, or Internship Program at any time.

AUTHORIZATION FOR TREATMENT

NOTE: If for religious reasons, you cannot sign the consents and agreements for the Authorization for Treatment, you must contact Greg Gale at _____, ext. ____ for a legal waiver. The Legal Waiver must be signed by the parent/guardian in lieu of the Authorization for Treatment; otherwise The Food Project will be forced to withdraw its offer of employment.

- I hereby consent to my child/foster child _____, participating in all prescribed training and work activities, except as noted on this form (or attached sheets) by me or the primary healthcare provider for my child/foster child.
- In case of illness or injury, I consent to my child/foster child being held at The Food Project's offices in Lincoln or Dorchester until I or another authorized person are able to pick up my child. In the event of apparent acute illness or injury as determined by the supervising staff member, I authorize The Food Project to send or bring my child/foster child to the nearest hospital.
- I give permission to the medical personnel selected by The Food Project to order routine tests, administer appropriate treatment and provide necessary transportation for my child/foster child. In the event of a medical emergency, if I or my designated emergency contact cannot be notified, I hereby give permission to the attending physician and/or other medical staff selected by The Food Project to secure proper treatment for my child, including but not limited to x-rays, tests, hospitalization, injections, anesthesia, and/or surgery.
- I shall be solely responsible for all medical expenses and charges incurred on my child's/foster child's behalf. I understand I will be directly notified of any illness/injury as soon as possible at the telephone number provided by me on the Health/Emergency Form.
- To the best of the knowledge of each person signing below, the participant named above is in good health and suffers no disability or condition which renders his/her participation in the authorized activities medically inadvisable, or otherwise limits his/her ability to participate in the authorized activities without restriction. To the extent we know of any restrictions or limitations on the named participant's ability to participate, we and/or our physician have given The Food Project specific notice of those concerns. In addition, to the best of my knowledge,

the health history on the Health/Emergency and Medical Information Forms are accurate, and The Food Project may rely on such information provided by myself and the primary healthcare provider for my child/foster child. I understand that it is my responsibility to notify The Food Project if any such information is inaccurate or out-dated.

c My child/foster child is fully capable of participating in any and all in all prescribed training and work activities of the Food Project Programs.

c My child/foster child can participate in most prescribed training and work activities of the Food Project Programs except as noted below (please use additional sheets if necessary):

Parent/Guardian Name

Parent/Guardian Signature

Date

CONSENTS AND RISK SHARING AND INDEMNIFICATION RIDER

On the basis of my review of the opportunities to participate in the organized physical activities offered during the Program in which I have enrolled my child/ward, and to induce The Food Project to allow my child/ward to participate in those programs for which I have given authorization, I, in my capacity as parent/ward of the student named above, and for myself and my heirs, successors and assigns, agree to indemnify The Food Project and its trustees, officers, employees and agents (the "Indemnitees") for any sums of money for which the Indemnitees may become liable as a result of any claim, suit or cause of action which I or my heirs, legal representatives, successors and assigns or my child/ward may have, now or in the future, arising out of my child/ward's participation in The Food Project's Youth Programs in which I have enrolled my child/ward unless the claim, suit or cause of action arises solely and exclusively from the negligence of the Indemnitees, which I have not waived or released by signing this form.

I, as the parent/guardian of the below named youth, have fully read and discussed the Consents and Agreement Form with my child/foster child. I have fully explained any and all work and medical restrictions placed on my child/foster child.

Parent/Guardian Name

Parent/Guardian Signature

Date

I, as the below-named youth participant, understand and agree to abide with any and all restrictions placed on my work activities. I have been made aware of any and all preventative treatment(s) for pre-existing condition(s), and will abide by such treatment(s) to the best of my ability.

Youth Participant Name

Youth Participant Signature

Date

AYP notebooks

1" Notebook w/ pockets inside the front and rear covers

5 divider pages with tabs: Schedules, Standards, Emergency, Workshops, Volunteers

1 top-loading clear slip cover

plastic pencil/pen case with three-ring notebook holes

Inside the notebook:

Inside clear slip cover:

Roster – front facing

Vision/Mission – facing back

Schedules:

Monthly calendar

Team Captain/ Crew Leader Schedule

Pick-up Schedule

Typical Fall-Spring Saturday schedule

Fall Curriculum Schedule

Commuter Rail

DIRT Birthdays

Standards:

AYP Standards Agreement (after they sign, photocopy and give them one copy)

AYP Violations Sheet

Youth Office Protocols

Pay and Transportation Sheet

Equipment Contract

Emergency:

Emergency Procedures

Fall/Spring Lateness Protocol Sheet

Absence Form

Workshops:

Stand & Deliver Sheet

Volunteers:

Team Captain Presentation Format

Grant Proposals - to see what we have to live up to—what we've committed to in grants

Things to give them at the retreat or during an individual orientation that they should keep in the front pocket – to fill out asap and return to me:

- Equipment Contract and Order Form
- Vehicle Permission Slips

The Food Project's vision is to create
personal and social change
through sustainable agriculture.

The Food Project's mission is to
create a thoughtful and productive
community of youth and adults
from diverse backgrounds who
work together to build
a sustainable food system.

Our community produces healthy food
for residents of the city and suburbs,
provides youth leadership opportunities,
and inspires and supports others
to create change
in their own communities.

The Food Project's Emergency Procedures

IN CASE OF EMERGENCY:

YOUR NAME

#

EMERGENCY CONTACT

For medical emergencies or serious safety concerns:

1. Find out where you are located (street name and address) and call 911 for assistance.
2. Call one of The Food Project's offices: _____ or _____. After you hear the message, press zero (0).

Tell the staff you reach that you have called 911, and explain the emergency.

If you are lost, late, or need other assistance:

1. Call one of The Food Project's offices: _____ or _____. After you hear the message, press Zero.
2. After you hear the message, press Zero.

Let the person on the phone know that you work for The Food Project and you need some assistance.

3. If you are unable to contact someone at The Food Project, leave a message for the Academic Year Program Coordinator at x__ or try her Nextel _____, and then call your parent or guardian for assistance.

In the case of extremely bad weather:

1. Call home and check with your family or your answering machine: there is a good chance that a Food Project staff member will already have called to let you know whether to come to work.
2. Try the AYP Coordinator's Nextel: _____. Or call the Food Project Office at (781) 259-8621. After you hear the message, press zero (0).

Ask the staff member who answers whether or not you have work that day.

If you are unable to come to work due to an emergency:

1. Call the Academic Year Program Coordinator's Nextel _____ and then try _____ x__.
- If she is not there, leave a detailed message including your name and phone number, and the reason you must miss work.

**MBTA Commuter Rail
Fitchburg/South Acton Line
Effective October 31, 2005**

Shaded columns designate peak hour trains.

Bikes are not allowed on peak hour trains.

MONDAY THROUGH FRIDAY

Inbound	404	406	408	410	412	454	456	418	420	422	424	466	468	472	426	434	436	438
Read Down	AM	AM	AM	AM	AM	AM	AM	AM	AM	PM	PM	PM	PM	PM	PM	PM	PM	PM
Dep: Fitchburg	545	610	640	700	720			1027	1124	105	305				612	705	822	1025
North Leominster	552	617	647	707	727			1034	1131	114	312				619	712	830	1033
Shirley	559	625	654	714	735			f 1041	f 1138	121	319				626	f 719	838	f 1041
Ayer	604	631	701	720	741			f 1046	1143	126	324				631	724	842	1045
Littleton/Rte 495	613	640	710	729	750			1054	1151	f 134	f 332				639	f 732	f 850	f 1053
South Acton	621	648	718	737	758	841	925	1102	1159	142	340	417	507	640	647	740	857	1100
West Concord	626	653		742	803	846	930	1107	1204	147	345	422	512	645	652	745	902	1106
Concord	630	657		747	807	850	934	1111	1208	151	349	426	516	649	656	749	906	1110
Lincoln	636	703		753	813	856	940	f 1117	f 1214	157	355	432	522	655	702	755	912	1114
Silver Hill		706			816													
Hastings	640	708			818		f 944	f 1121										
Kendal Green	642	710			820	900	f 946	f 1123		203	401	438	528	f 701	708	f 801	f 918	f 1119
Brandels/Roberts	645	714			824	903	949	1126	1222	206	404	441	531	704	711	804	921	1123
Waltham	650	718		803	828	907	953	1130	1227	210	408	445	535	708	715	808	925	1126
Waverley	655	723			833	912	f 958	f 1135				f 449	f 539					f 930
Belmont	658	725			835	914	f 1000	f 1137	f 1232	f 215	f 413	f 452	f 542	715			f 932	
Porter Square	704	731	748	8 12	841	919	1005	1142	1237	220	418	457	547	720	726	817	937	1135
Arr: North Station	715	742	758	8 23	852	930	1016	1153	1248	231	429	508	558	730	737	828	948	1146

* Please notify the Conductor that you want to get off at the "f" stop and the train will make the stop.

Passengers who want to get on the train at an "f" stop must be on the platform in full view of the Engineer.

Outbound	453	455	417	419	421	423	465	467	425	429	431	471	433	435	437	439	401
Read Down	AM	AM	AM	AM	AM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	AM
Dep: North Station	727	817	855	940	1120	120	300	400	440	450	520	530	615	735	845	1040	1210
Porter Square	737	827	905	950	1130	130	310	410	450	500	530	540	625	745	855	1050	1220
Belmont	f 742	f 832		f 955		f 135	f 315	415		505		545	630	f 750	f 859	f 1055	f 1225
Waverley	f 744	f 834		f 957			f 317	417		507		547	632	f 752	f 902	f 1057	f 1227
Waltham	750	840	915	1003	1140	142	323	423		513	541	553	638	758	907	1103	1233
Brandels/Roberts	f 754	844	919	1007	1144	146	327	427		517		557	642	803	911	1107	1237
Kendal Green	757	f 847		f 1010	f 1147	f 149	f 330	430		520		600	645	f 806	f 914	f 1110	f 1240
Hastings				f 1012	f 1149			f 432		f 522		f 602		f 808			
Silver Hill												604	649	810			
Lincoln	f 804	f 854		f 1016	f 1153	f 155	f 337	438		528	553	610	653	f 813	f 920	f 1116	f 1246
Concord	f 810	900	927	1022	1159	201	343	444		534	559	616	658	819	924	1122	1252
West Concord	f 814	904		f 1026	1203	205	347	448		538	603	620	702	823	928	f 1126	f 1256
South Acton	822	912	934	1032	1209	211	355	456	520	545	610	628	709	831	934	1132	102
Littleton/Rte 495			f 942	f 1040	f 1216	218			527	552	617		716	838	941	f 1140	f 110
Ayer			950	1048	1224	226			535	600	625		724	847	950	1148	118
Shirley			955	f 1053	1229	231			540	605	630		729	852	955	f 1153	f 123
North Leominster			1002	1100	1236	238			547	614	637		736	859	1002	1200	130
Arr: Fitchburg			1015	1112	1249	252			557	624	647		747	909	1012	1210	140

September 2004

Food Project Academic Year Program

SUNDAY SATURDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
29	30	31	1	2	3
					4
5	6	7	8	9	10
		Farmer's Market(C) 3:15 – 7:00		Farmer's Market(D) 3:15 – 7:30	D.I.R.T. Retreat at the Farm School
12	13	14	15	16	17
		Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00	Roof Top Garden Rox 3:00-5:30	Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00	D.I.R.T. (in Lincoln)
		Farmer's Market(C) 3:15 – 7:00		Farmer's Market(D) 3:15 – 7:30	Team Captain Practice (Leadership)
19	20	21	22	23	24
		Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00	Roof Top Garden Rox 3:00-5:30	Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00	D.I.R.T. (in Lincoln)
		Farmer's Market(C) 3:15 – 7:00		Farmer's Market(D) 3:15 – 7:30	Urban Ag. Workshop
26	27	28	29	30	
		Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00	Roof Top Garden Rox 3:00-5:30	Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00	
		Farmer's Market(C) 3:15 – 7:00		Farmer's Market(D) 3:15 – 7:30	

October 2004

Food Project Academic Year Program

SUNDAY SATURDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	4	5 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(C) 3:15 – 7:00	6 Roof Top Garden Rox 3:00-5:30	7 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(D) 3:15 – 7:30	8
10	11	12 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(C) 3:15 – 7:00	13 Roof Top Garden Rox 3:00-5:30	14 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(D) 3:15 – 7:30	15
17	18	19 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(C) 3:15 – 7:00	20 Roof Top Garden Rox 3:00-5:30	21 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(D) 3:15 – 7:30	22
24	25	26 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(C) 3:15 – 7:00	27 Roof Top Garden Rox 3:00-5:30	28 Field Work Rox 3:00 – 5:30 Linc 3:00 – 6:00 Farmer's Market(D) 3:15 – 7:30	29
31 HAPPY HALLOWEEN!					30 D.I.R.T (in Lincoln) SYP FALL REUNION!!!!

Academic Year Program: Fall/Spring Transportation Schedule

Saturdays

Each Saturday during the Spring trimester we will go to Lincoln or Roxbury.

Please refer to your calendar to figure out which site we are going to each Saturday.

The van will pick DIRT members up at:

-Ruggles T-stop: at the drop-off point near the steps on the Tremont St./Columbus Ave. side

-Porter Square: across the street, in front of the Dunkin' Donuts

Lincoln Saturday:

8:00 AM Pick up at Ruggles

8:30 AM Pick up at Porter Square

9:00 AM Meet at Lincoln fields

4:00 PM Drop off at Lincoln Office

4:30 PM Drop off at Porter Square

4:45 PM Drop off at Ruggles

Roxbury Saturday:

8:15 AM Pick up at Porter Square

8:45 AM Pick up at Ruggles

9:00 AM Meet at West Cottage

4:00 PM Leave West Cottage

4:15 PM Drop off at Ruggles

4:30 PM Drop off at Porter Square

****Please Be Aware!** We will leave each of these sites exactly on time. You must not be late. If you miss the van, it will be very difficult for you to get to work. Plan on arriving a few minutes early in order to be sure you make it.

Weekdays

You are responsible for getting yourself to work when you sign up for an after school work block. We will expect you to arrive on time, ready to work. If you arrive late, you will earn a violation.

Fall Pick-up Schedule 2003

Roxbury Saturday:

Porter Square (8:15 AM)

Thea
Kailah
Jake
Sarah
Erin

Ruggles Station (8:45 AM)

Chrismara
Rich
Makisha
Adobuer
Get to West Cottage site on their own
Pucho
Redd
Willie
Jamaal
Chrisana

Lincoln Saturday:

Ruggles Station (8:00 AM)

Lakeisha
Makisha
Chrismara
Chrisana
Redd
Willie
Pucho
Jamaal
Rich

Porter Square (8:30)

Thea

Kailah

Adobuere

Get to Lincoln fields on their own

Erin

Sarah

Jake

On Roxbury Saturdays, I make sure I'm leaving the office at 4:00 precisely, or else it is difficult to get Erin & Sarah back to Porter for their 4:42 Commuter Rail.

Absence Form for The Food Project

During each trimester, DIRT Crew members are allowed to take one Saturday off. You are encouraged to work every Saturday, but we realize that certain critical events, such as tests and family events, require that you take a day off.

In order to be excused from a Saturday, the crew member needs to fill out this form and turn it into the Academic Year Program Coordinator at least a week before the Saturday from which they wish to be excused.

Crew Member's Name _____

Date of Saturday Which Will Be Missed _____

Reason for Missing Work:

We also want to make sure that the parents / guardians of the youth working with us are aware that their child will not be with us on this particular Saturday. Thus, a parent's signature is required.

Crew Member's Signature _____

Parent / Guardian Signature _____

Date _____

Academic Year Program Coordinator's Signature _____

*If a serious need for additional time off arises, please contact the Academic Year Program Coordinator immediately at _____

**If a family or health emergency arises less than a week prior to a Saturday, please call to notify the Program Coordinator immediately. We will need a note from a parent to verify a family emergency, or a doctor to verify a health emergency. The note should be given to the Program Coordinator within a week of the emergency.

The Food Project Academic Year Program Fall and Spring Lateness Protocol

What to Do If You Are Late

1. First of all, we hope you are never late. We will be leaving on time each Saturday without exception. It is very important that we be on time, or we will not be prepared for our volunteers.

2. We also recognize that in the case that a train is late or a car breaks down, you may be late.

3. First thing to do if you are late and miss us, is to call.

- CALL THE ACADEMIC YEAR COORDINATOR'S NEXTEL AT _____ AND LEAVE A MESSAGE IF HE DOESN'T PICK UP.

- IF YOU DON'T REACH HIM, CALL THE ACADEMIC YEAR COORDINATOR'S VOICEMAIL AT _____ x__
(Make sure to leave a message that explains your situation)

4. Then you need to get yourself to us. If you are supposed to be in Lincoln, you will need to take the commuter rail to Lincoln and walk to the field through the woods. If you are supposed to be in Roxbury, you should try to get to the West Cottage lot. If you do not know how to get to West Cottage, you should:

- really not be late
- make sure that when you finish reading this, you ask someone else how to get from Ruggles to the West Cottage lot and write the directions in your notebook

(Take Bus #15 towards Dudley Station. Stay on it once you get to Dudley Station and it will continue towards The Food Project office. Go to the bus driver and ask him if she could let you off at West Cottage.)

Because of supervisory safety requirements with volunteers, we are not able to leave the sites to pick youth up after the set pick-up times.

The Food Project Academic Year Program

Winter Lateness Protocol

What to Do If You Are Late

1. First of all, we hope you are never late. We will be leaving Porter at 8:15 and Ruggles at 8:45 without exception. It is very important that we be on time, especially because people at the shelters are counting on us.
2. We also recognize that in the case that a train is late or a car breaks down, you may be late.
3. First thing to do if you are late and miss us, is to call.
 - CALL THE ACADEMIC YEAR PROGRAM COORDINATOR ON THE NEXTEL AT _____ IF YOU CAN'T GET THROUGH, LEAVE A MESSAGE.
 - IF YOU DON'T GET THROUGH ON THE NEXTEL, CALL THE ACADEMIC YEAR PROGRAM COORDINATOR'S VOICEMAIL AT _____ ext. __ (leave a message explaining the situation)
4. Then you need to get yourself to us. You need to be aware of what shelter your group is at each week: Red Cross, Rosie's Place, or Pine Street Inn. Occasionally we switch to a different shelter for a week. You will know this ahead of time. Make sure you know how to get to each shelter.

Directions to Shelters (by Subway):

To get from the suburbs to Rosie's Place or Women's Lunch Place, take the commuter rail to North Station, where the Orange Line and Green Line intersect.

To get to Rosie's Place:

- 1) Take the ORANGE LINE to Massachusetts Avenue stop. Get off at Massachusetts Avenue. Go up the stairs to your left; go outside.
- 2) Take the #1 DUDLEY bus to the 1st stop after Harrison Avenue (#1 Dudley leaves every 12 minutes from terminal). Tell the bus driver that you will be getting off at that stop. You should get off before Boston City Hospital.
- 3) From Mass. Ave. take a left down Harrison Avenue. Rosie's Place is about 1-1/2 blocks down on the right hand side of the street. There is a small sign that says "Rosie's Place." The building looks like an old church and is a red brick. You must ring bell on the front door to be let in by Rosie's security staff.

To Get to Women's Lunch Place:

- 1) As you exit the commuter rail at North Station, turn right to exit the building. Pass by Dunkin Donuts. As you exit the building, turn left and walk all the way down the path. At the end of the path, you will see stairs on your left going up for the Green Line.
- 2) Take the **GREEN LINE** to **Arlington** and get off. Follow the exit for ____ and _____ Streets. Meet your crew just outside of that exit.
- 3) When you get out of the station, walk one block _____. When you hit Newbury St., look for a big church. Women's Lunch Place is in the basement of this church. Wait for all of your crew before walking to that building.
- 4) Go in the side door leading to the basement.

To get from the suburbs to Pine Street Inn or Red Cross, take the commuter rail to Porter Square, where you should pick up the Red Line.

To Get to the Red Cross Food Pantry:

- 1) Take the **RED LINE** to **Downtown Crossing** and get off. Find the **ORANGE LINE** going towards Forest Hills.
- 2) Take the **ORANGE LINE** to the **Back Bay Station** stop. Follow the exits for Columbus and Clarendon Streets and go outside.
- 3) When you get out of the station, walk until you come to a street. Make a right and walk a hundred feet to the corner. Make a right and look for the big red cross on a brick building to your right. It's only a few buildings from the corner.
- 4) Go in the front door, and go up the elevator to the second floor.

To get to Pine Street Inn:

- 1) Take the **RED LINE** to **Downtown Crossing** and get off. Find the **ORANGE LINE** going towards Forest Hills.
- 2) Take the **ORANGE LINE** to the **New England Medical Center** stop.
- 3) When you get out of the station, turn right on **Washington Street** (away from Chinatown).

Turn left on **Herald Street** and then right on to **Harrison Avenue**. Walk about two blocks; Pine Street is on the left just after the traffic light. Walk another half block and turn left onto a small side street – Paul Sullivan Way. Walk half-way down the block, turn left, and go through the kitchen doors to join the rest of the crew.

DIRT Crew Birthdays!

Name	Date
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	
August	

The Food Project Academic Year Program Typical Fall and Spring Saturday Agenda

Absent:

AM

8:00 Pick Up at Ruggles Station

8:30 Pick Up at Porter Square

9:00 Pick Up Lincoln Office Parking Lot

9:05 Weekly Check-In:
Go over agenda and assign roles for the day.

Team Captain: Jake and Vernon

Crew Leaders: Crew Leader #1: Assistant Crew Leaders for the Day
Crew Leader #2: Assistant Crew Leaders for the Day
Crew Leader #3: Assistant Crew Leaders for the Day
Crew Leader #4: Assistant Crew Leaders for the Day

9:15 Team Captain Training- with Program Coordinator
Agricultural Training- Crew leaders go with Agriculture staff to learn the tasks for day
Set-Up & Greet- ACL and 1 other DIRT member set up site and greet volunteers
Everyone else do field work with one of the Agricultural staff, an intern, or other ACL

9:45 Team Captains Rally Call for Volunteers, DIRT and Staff to Gather
This should happen at 9:45 at the latest.

9:50 Team Captain Presentation

10:05 Agricultural Orientation by Farm Manager / Grower's Assistants

10:10 Field Work

11:00 Water Break

11:15 Return to Field Work

PM

12:00 Optional Water Break on Field (Depending on Weather)

12:30 Team Captains Rally Call for Volunteers, DIRT and Staff

12:35 Volunteer Day Wrap Up Evaluation
• Team Captains will lead group in wrap up exercise with volunteers.

- 12:45 Lunch Break
- volunteers are invited to stay, but often have to leave
- 1:15 Team Captain Performance Evaluation/ Assessment
Debrief of Workday with Farm Managers and Grower's Assistants
- AYP Coordinator leads assessment of team captains and crew leaders using Serve and Grow evaluation sheet. ACL writes up sheet for binder.
- 1:45 Game: (15)
- 2:00 Workshop - Agriculture, Standards and Straight Talk, etc.
- 3:30 DIRT crew Logistics
- sign-up for weekly work
 - any other announcements that need to be made/ preview for next week

After School Work (example)

<u>Who and Where</u>	<u>Day</u>	<u>Time</u>	<u>How Many D.I.R.T Needed?</u>	<u>Doing what</u>
Cooking Class Urban Office	Tues	3-6	All who have signed up	?
Danielle West Cottage	Fri	3:30-5:30	2	Turning beds, painting fence
Tara Farmer's Market Dudley	Tues & Thurs	3:30-5:30	3	
Mike	Wed	3:00-5:00	ACLs only	ACL weekly work

3:50 DIRT Crew Wrap-Up & sign for checks (if it's a payroll week)

4:00 Leave For Drop Off

The Food Project Academic Year Program

Pay and Transportation Sheet

Welcome to The Food Project's Academic Year Program. Involvement in this program spans the whole year so the payroll and transportation reimbursement systems will be different from the summer program.

PAYROLL:

Minimum involvement in this program is Saturday participation and youth are encouraged, but not required, to participate at least one day after school per month. You will be paid for this participation every two weeks; checks available one week after the pay period ends.

The stipend for each Saturday is \$42.00. The stipend for each after school workday is approximately \$15.00. Other leadership opportunities will be paid on an individual basis, according to the time invested.

TRANSPORTATION:

The staff of The Food Project will use the passenger van as often as possible to defray transportation costs. We know that each one of you will incur other transportation costs getting to the work site. Our experience is that reimbursement of those costs on an individual basis is too time-consuming and complicated. We have, instead, increased your daily stipend to cover these costs.

Occasionally it will be necessary to take a commuter rail train to get to your work site. When you sign up for mid-week work requiring the use of the commuter rail, you will receive tickets from the AYP Coordinator on Saturday. If you do not show up for work you will be expected to return the tickets or pay for their cash value.

If you sign up for midweek work and do not receive a ticket you but you will be reimbursed, in full, for any commuter rail costs. **IMPORTANT:** When you take the commuter rail you must get a receipt from the conductor (the yellow piece of paper he punches). The Food Project only reimburses with receipts, so make sure you have a receipt for every ride you take on the train.

To be reimbursed: Write your name on the receipts, and staple them to a completed "Personal Expense Reimbursement" form. Give your reimbursement request to the Academic Year Program Coordinator before or at the at the end of each quarter (Quarters end: on the last day of September, December, March and June). Reimbursement will follow as soon as possible.

Note: THERE WILL BE NO REIMBURSEMENTS WITHOUT TRAIN RECEIPTS and reimbursement requests will only be honored if presented within one month after the end of the quarter that the receipts are dated.

The Food Project's Transportation Reimbursement Policy has been balanced with the Stipend Policy to provide equal compensation to all the Academic Year participants, throughout the entire Academic Year Program.

The Food Project, Inc.

**PARENTAL PERMISSION SLIP FOR RIDING IN TFP STAFF
PERSONAL VEHICLES**

I, _____, recognize that there are times when my daughter/son _____ will be transported in a Food Project, Inc. staff person's personal vehicle, on occasion throughout their time of employment with The Food Project, Inc. I grant permission for this type of transportation to happen while my daughter/son is at work or participating in other Food Project events. This mode of transportation, although infrequent, is often necessary to ensure the safe transport of my child to and from work and between sites.

I agree to hold harmless, The Food Project, Inc. and its' agents, from any accidents or incidents that may occur during this time.

Daughter's/Son's Name: _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Date Signed: _____

PARENTAL PERMISSION SLIP FOR RIDING in TFP PROGRAM

PARTICIPANT/PARENT PERSONAL VEHICLE

I, _____, allow ____ disallow ____ my daughter/son _____ to be transported in the personal vehicle of either a youth program participant or the parent of a Food Project participant. I grant permission for this type of transportation to happen after my daughter/son has finished work or participation in other Food Project events. This mode of transportation is not endorsed by The Food Project. The Food Project provides transportation for youth to and from our sites.

I agree to hold harmless, The Food Project, Inc. and its' agents, from any accidents or incidents that may occur during this time.

Daughter's/Son's Name: _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Date Signed: _____

The Food Project Academic Year Program

Equipment Contract

Equipment:

The Food Project makes available appropriate outdoor clothing to every individual in the Academic Year Program. All Academic Year Program youth will receive a long sleeve logo shirt for free. In addition, to participate in the Academic Year Program, individuals are required to purchase from The Food Project a rain jacket and pants set, which is intended to protect them from the natural elements. Participants must bring all items of equipment every outdoor workday during the fall and spring seasons, unless otherwise directed by the Academic Year Program Coordinator. If an individual fails to bring any item of equipment, he/she is subject to a Violation. If an individual misplaces, loses or severely damages any item of the equipment package while enrolled in the program, he/she will receive a Violation and must replace the item(s) promptly at the actual cost of the equipment ordered through the company where it was purchased.

Payroll:

The Food Project will purchase the equipment. The cost will be held to a minimum, balancing the need for sturdy equipment over and against cost. Once an individual signs this contract, s/he may choose to pay by check or have the cost deducted from her/his payroll. In the case of the latter, *up to* three equal payments *of no less than \$10 apiece* will be deducted directly from the individual's payroll over three payroll periods. Deductions may only be made from payroll once for each participant, so make sure you include all optional items you wish to purchase in your request. Once the first payroll deduction has taken place, an individual member of the Academic Year Program is recognized as the owner of that equipment. Individuals are then accountable for the maintenance and storage of the equipment. Individuals are expected to use the equipment during appropriate outdoor working days and to keep the equipment well maintained. Individuals are held accountable for their equipment and are expected to carry all items with them at all times to all outdoor workdays during the Fall and Spring seasons of the Academic Year Program

Equipment List:

1. Rain jacket and pants set (Twill Rainwear, with jacket, and hood)
2. Rubber boots (LaCrosse 16" PVC Chore Boots)
3. Hat (Carhartt knit cap)
4. Hooded TFP Sweatshirt with "D.I.R.T." on the back (optional)
5. Long sleeve logo tee shirt (free)

Terms of Responsibility

Each individual is responsible for his/her equipment package, which contains at the minimum: 1 assigned set of rain jacket and pants. Individuals are **NOT** to share items with any members of the Academic Year Program. If an individual does lend his/her equipment to another party and if that item(s) is lost or misplaced, it is the responsibility of the individual to whom the equipment was sold to replace the lost/misplaced item(s).

I, _____ have read and understand the contract, and agree to the expectations set forth above.

Signature: _____ Date: _____

YOUTH OFFICE PROTOCOLS

All young people working for The Food Project are reminded that the “Standards” are in effect when working in the Lincoln and Dorchester offices. It is a requirement that a Food Project t-shirt or sweatshirt be worn at all times.

In order to have young people succeed in the office and to insure staff can work productively, please follow the office protocols listed below:

1. All computers are for Food Project work only. They should not be used for anything else.
2. All phones at The Food Project are for work purposes only unless you get permission to make a call from a staff member.
3. Voices must be kept at a low volume at all times.
4. No music is allowed in the office, including walkmans.
5. No eating during your work times. If you arrive early and are asked to wait, you may eat a snack while seated at a table. No food or drinks are permitted while working at a desk.
6. Clean up all papers and personal belongings before you are done with work. Storage for work-related items will be made available to you.
7. If you sign up to work in the office you should arrive no more than 15 minutes in advance. Upon arrival you are to check-in with the AYP Coordinator or your Supervisor who will direct you to an available space to wait, or get you started on your assigned task. For D.I.R.T. Crew: If the AYP Coordinator is unavailable, you should check-in with the person supervising your work for the day. If you are asked to wait, you should read a book or do homework.

STAND AND DELIVER FORMAT

The Questions:

1. When was it?
2. Where was it?
3. Who went?
Who did you meet?
4. What did you do?
What did you learn?
5. Why was it important?
6. Any other important information.
7. Do people have any questions?

The Procedure:

- Everyone will get a chance to do a short Stand & Deliver presentation to the other DIRT members after participating in an important event.
- Everyone must stand up when they present
- Organize your thinking before you speak. Be concise!
- Your peers will evaluate you, giving both positives and deltas.

DIRT IX GROUP FALL GOALS

- Harvest 200,00 lbs of produce
- Reach goals by supporting and challenging each other
- Team work
- Help in shelters
- Have fun
- Use what we learn at TFP outside of work
- Every volunteer group leaves with a good experience
- Know everyone in the crew very well
- Get better at public speaking
- Know ourselves better
- Have a great experience
- Remain friends

D.I.R.T. IX How to Create Our IDEAL COMMUNITY

What we need to have:

- Drive (KHK)
- Communication (AKH)
- Trust (SAC)
- Different people working together for common and individual goals (YSK)
- Energy (JH)
- Compromise (SG)
- Motivated workers (GB)
- Committed to work (PP)
- Talk thing out/ No arguments (PH)
- Respect (AS)
- Diverse, caring, dedicated people (WM)
- Stick together (TM)
- Safe environment (WM)
- No harshing-mellows
- Hardships
- We all need that fire (DS)

What we want to avoid:

- Selfishness (KHK)
- No Trust (SAC)
- Bad communication (AKH)
- Putting each other down (DT)
- Laziness (YSK)
- Lack of motivation (JH)
- Arguing (GB)
- Drama (SG)
- No teamwork (WKM)
- No respect (AS)
- Ignorance (LW)

Individual Goals- Spring Trimester

Marissa- 1. I think that I was irregular w/ service and wished I had made a bigger effort to communicate w/ those in the shelters. Although I didn't do my best and what I hoped for myself, I think I did make an effort to connect to what I was doing in the shelters and make myself aware of the differences in the shelters.

2. I think I have definitely let my ideas be heard w/o reservations more than I have before in my life. I could see myself changing and opening up. I think it is because when I am passionate about issues I let myself be heard w/o feeling nervous or expressing jumbled ideas.

Patricia- 1. I feel that I need to be a lot more confident. I know I can accomplish this but it scares me when people are leaning on my every word.

2. I need to get away from people who distract me while I work.

3. I will also try to keep outside work business outside of work because I have realized it is for the best.

Andrew- 1. My goal for the rest of DIRT Crew to get a real understanding of what it means to be a good leader and to feel very passionate about my job so that I can pass it on to my crew. In order to do this I need to feel comfortable with the people around me and expressing my feelings out loud in a group.

Lily- 1. This trimester I want to work on not only being a good public speaker but also being a motivational and influential speaker. To do this I plan on practicing my presentation so that it sounds more natural when I deliver it. I will also always stay constantly positive about TFP so that when I talk about the organization my positivity and enthusiasm carry over into my group.

2. I want to be better at doing all kinds of agricultural work and taking the initiative to do it instead of just doing the least amount of work. I plan on becoming better at agricultural work by constantly pushing myself beyond my comfort zone and by making the connection between the work and feeding hungry people.

3. I want to start approaching people about the TFP instead of having people ask me about the organization. I plan on working on this goal by reminding myself of it every time I have an opportunity to speak up about the organization.

Lakeisha

I would like to be better at putting personal things aside and become everyone's friend

I would like to get to remember everyone's name who is in the staff.

I would like to be better at public speaking with people my own age.

Luke I often sense a lack of connection with other people in the crew, most often people from the city. I have difficulty finding common ground and identifying with them at times. I am determined to make a serious effort to find ways in which I connect and identify with them outside.

Improve on public speaking.

Not play favorites.

Mia I want to significantly improve my public speaking to the point where I feel that I am much more succinct than I have been.

I want to get to the point where I feel comfortable and confident leading a crew of volunteers, and I want to know that I have given directions clearly and thoroughly.

I want to get to know every member of our crew on a personal level, learn something about them

that I didn't know, and I want to be more outgoing to engage my workers in conversations when I am an ACL or leader.

Jade I want to become a better public speaker

I want to think positive about more things (i.e. the workshops that I consider boring)

I want to be more outgoing and say what's on my mind instead of thinking it's going to be criticized.

Blake My goals for the spring are to control my anger more, get along with volunteer children, and focus on the good things of the Food Project. I also want to learn to be able to work comfortably with certain supervisors so that I am more comfortable with the Food Project and can do my job more efficiently.

Jenney I'd like to be better at speaking more clearly and eye contact.

I'd like to be better at being a good leader who plans ahead, gives clear instructions, and is patient.

I'd like to be better at keeping motivated through rain and shine, bringing that motivation to others, staying awake in workshops, and participating in workshops.

Orientation for New DIRT Members, Winter/Spring

Start with some kind of icebreaker: (ie: what was the best and worst thing that happened to you over the holidays?)

1. Overview of the Program:

- What do you know about this program?
 - How do you think it will differ from the summer program?
 - What are you excited about? What are you nervous about?
 - Go over my notes on the vision of this program
 - Read over Program Abstract from MSA
- (break for pizza)

2. Notebooks: hand out and go through.

3. Go over leadership and community brainstorms from the fall.

4. Go over what we did this fall: schedule, goals, foci, highlights.

5. Team Captain Presentation: go over the format, explain, and practice
(break for a game: Toe Fencing?)

6. Standards Sheet and Violations Chart: how it differs from SYP, go through it,
and sign it.

7. Absence policy and forms.

8. Pay and transportation form.

9. Equipment: fill out order form.

10. Evaluate the orientation and find out how the new recruits are feeling.

March 15, 2004

Dear DIRT Crew Parents,

Winter seems to be melting away, but I'm not convinced. One look in our greenhouse, though, makes me think otherwise. Onions and scallions that the DIRT crew planted in mid-February have germinated. The nightshades, spinach, broccoli, and beets are beginning to peek through the soil and life looks sunny in our warm greenhouse. Although, the threat of late snow has kept us inside longer than we had hoped. As we finish the DIRT Winter trimester, I want to give you a recap of what has transpired in the Fall and the Winter and give you a preview what's to come in the Spring.

The Fall was filled with many wonderful Saturdays and memories. The DIRT crew helped to lead about 1,000 volunteers on our land in Dorchester and Lincoln. Each DIRT member served as Team Captain at least once and Crew Leader at least twice. Team Captains were responsible for facilitating the volunteers' experience through the day including introducing them to our land and the work we do, explaining The Food Project's vision, leading them through a game, and wrapping up the day. Crew Leaders were responsible for leading a group of 8-15 volunteers through the day's agricultural tasks (in the fall, that meant lots of HARVESTING!)

During the Fall Trimester, we had the opportunity to get a lot of work done, but we also found some time to celebrate. We held our annual Holiday Party at Drumlin Farm for children from Rosie's Place and Re-Vision House (two Boston shelters for women and their children). In preparation for the party, members of the DIRT crew wrapped toy donations, put together a big lunch, baked gingerbread cookies, and decorated the Nature Center with holiday cheer. When the kids and their parents arrived, they were first led on a tour outside to see Drumlin's animals and then returned to the Nature Center to receive presents, make crafts and enjoy the warmth of the fireplace. It was a wonderful day.

As we transitioned from the Fall to the Winter trimester, we retained most of our crew and were honored to have four new members join us: Kerri-Lynne, David, Daniela, and Tenzin. As we did in our first trimester, we began our winter trimester with a retreat at to the Farm School in western Mass. We had a great time returning to visit our friends there and were very excited again to get the opportunity to help them with the animal chores. Led by a group of Food Project Diversity Interns, we participated in an in-depth discussion about our differences and similarities and discussed what a unique opportunity the DIRT crew offers for learning and working in a truly multi-cultural community. Also during the weekend, we spent time practicing our public speaking skills and learning about the homeless shelters at which each of us would work.

One of the principle experiences of the DIRT Crew during the winter months was our service work. Each Saturday, we worked for four hours split among three different homeless shelters and food pantries across Boston: Pine Street Inn, Red Cross Food Pantry and Rosie's Place. (We also visited Women's Lunch Place in the Copley Square area twice.) We have long-standing relationships with these organizations and they have high expectations for us when we began each January. Throughout the winter, I was proud to receive glowing reports from the volunteer coordinators about the work that the DIRT crew was doing.

In addition to working in the shelters, the youth in the DIRT Crew participated in a number of workshops. These forays into experiential learning included an extended curriculum on Hunger and Homelessness, Mural Design, and how to plan one's own garden. This year, the DIRT Crew is helping to design a mural for our metal storage shed on our Langdon Street food lot in Boston, which they will be painting in May and June. This is the third consecutive year that a DIRT crew has worked on a mural. In addition to those projects, the group worked twice during the winter in our 2,880 sq. foot greenhouse in Lincoln planting seeds that will grow into the crops that next summer's crew workers will sweat and toil to cultivate. As we did all these things together, we focused on challenging each other, holding ourselves to high standards, and drawing closer as a crew.

AND... Spring is coming! Our Spring Retreat is the first weekend in April – the 2nd, 3rd, and 4th. Then we begin working and leading volunteers in the fields once again. Also, The Food Project will be hosting a few big events this spring, all of which the DIRT crew will be participating in and helping to make possible: a national Urban Agriculture conference in April, in May our City Farm Fest where we supply compost for fellow gardeners and our orientation for the in-coming group of 2004 crew workers! And finally, please mark your calendars for the "End of Year Celebration" on Saturday June 5th . Families are invited to share food and to share in remembering our accomplishments from this past Academic Year.

We want to thank you once again for all your help and support, without which the Academic Year Program would not be possible. Thanks so much!

Keep in touch! We, at the Food Project, would like you stay in contact with us as much as possible, so please do not hesitate to call for any reason. We hope you had a great Winter and that your Spring is warm.

Sincerely yours,

Mike Evans
Academic Year Coordinator

_____ X _____

Fall Schedule 2004

September 4th (Lincoln)
Serve & Grow Intro Day

September 10th-12th
D.I.R.T. retreat
The Farm School

September 18th (Lincoln)
Team Captain Presentation Practice
Straight Talk

September 25th (Lincoln)

Urban Ag Workshop

October 2nd (Roxbury)
Market Analysis Workshop #1
Straight Talk

October 9th (Lincoln)
Escape the Spider
Straight Talk

October 16th (Lincoln)
Rural Ag workshop
Market Analysis Workshop #2

October 23rd (Roxbury)
Intensive Straight Talk

October 30th (Lincoln)
SYP Fall Reunion

November 6th (Lincoln)
Market Analysis Workshop #3
Straight Talk

November 13th (Roxbury)
Market Analysis Workshop #4

November 20th (Lincoln)
BLAST/Urban Ed – Show me the Money II
Straight Talk

November 27th
Vacation

December 4th (Roxbury)
Market Analysis Presentation
Intensive Straight Talk

December 11th (Drumlin Farm)
Children's Holiday Party

December 18th (Roxbury)
Possible Snow Day (field Trip)

Academic Year Program Assistant Crew Leader

Full-Year Internship

Who We Are:

The Food Project is a nationally recognized youth and community development organization based in Lincoln and Roxbury, Massachusetts. For thirteen years, The Food Project has been bringing together youth from the city and suburbs to make a difference in the lives of people in the Greater Boston area.

What We Seek:

The Food Project is seeking one or two Assistant Crew Leaders for the full-year Academic Year Program. An ACL is primarily responsible for assisting the Academic Year Program Coordinator in planning, implementing and managing all Academic Year Program activities, including standard Saturdays.

To be eligible for the position, prospective candidates must:

- sign up for all trimesters (Fall, Winter and Spring),
- have working knowledge of Microsoft Word,
- demonstrate a strong interests in developing management/ planning skills,
- and be available to work one to three hours a week in Lincoln and/or Roxbury for 42 weeks.

Specific Duties:

ACL(s) report primarily to the Academic Year Program Coordinator. ACL(s) participate in regular feedback sessions with the Program Coordinator. ACL(s) are required to meet the same expectations as full-time employees regarding office norms and task completion (promptness, accountability for assigned work, personal use of equipment or telephones, lunch and break times, etc.).

Major work responsibilities lie in the following two categories: Administrative and Programmatic:

Administrative:

- Meet once a week for one to three hours with Academic Year Program Coordinator to plan that week's activities.
- Perform general administrative work, including phone banking to program participants, AYP mailings, etc.

Programmatic:

- Conducting Saturday morning attendance check. keeping track of all youth attendance and informing the Program Coordinator of any unapproved absences.
- Assisting Program Coordinator implement Saturday agendas, including but not limited to workshops and discussions.
- All other duties as assigned.

More specific examples of responsibilities:

- Saturday participation (9:00 AM – 4:00 PM) and one day after school per week is required
- Make phone calls to DIRT: reminders, special events, etc.
- Give input to feedback
- Help with recruiting and orienting of new youth into DIRT, primarily for the winter and spring trimesters
- Assume leadership at the Pine Street Inn/Rosie's/Red Cross during the winter trimester
- Be available to fill in unusual places when needed (leading volunteers where DIRT Crew isn't, going to meetings, etc.)
- Help to plan big events like Children's Holiday Party, retreats, End of Year Event, outings, etc.
- Keep track of DIRT members' birthdays and make, get staff to sign, and mail out birthday cards on time.
- Become experts at the Team Captain presentation. ACLs will model the Team Captain presentation on the first volunteer Saturday of the fall following the Fall retreat.

Special Requirements:

- Attendance of intern meetings once a month
- TFP t-shirt must always be worn.

It is vital that the ACL is rarely absent. If the necessity arises for the ACL to miss a Saturday, she/he must give the Academic Year Program Coordinator advance notice in the form of an AYP Absence Form. One excused absence is permitted per trimester.

I have read the above information and I commit to following it fully.

Print name:

Sign name:

Signature of Supervisor: _____ Date: _____

Spring Schedule 2004

April 2nd, 3rd, 4th
(Grand Circle)
DIRT Retreat

April 10th (Roxbury)
Prep for Urban Ag Conference
Practice for Team Captain Presentations

April 17th (Roxbury)
Urban Ag Conference

April 24th (Lincoln)
Ag workshop
Straight Talk

May 1st (Roxbury)
City Farm Fest

May 8th (Lincoln)
Mellon Teen Ambassador Service Day
Straight Talk

May 15th (Lincoln)
Intensive Straight Talk
Prep for CW Orientation

May 22nd (Roxbury)
Summer Crew Worker Orientation

May 29th (Lincoln)
Prep for End of Year Celebration
Straight Talk
DIRT Final Reflections
Go to Alex's for Pool Party

June 5th (Roxbury)
DIRT End of Year Celebration

February 2004
Food Project Academic Year Program

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Black History Month!	2	3 <i>Cooking Class</i>	4	5	6	7 Last day at old Shelters
8	9	10 <i>Cooking Class</i>	11	12 President Lincoln's Birthday	13	14 New Shelters Happy Valentines Day!
15	16 Presidents Day	17 <i>Cooking Class</i>	18	19	20	21 Shelters
22 Washington's Birthday	23	24 <i>Cooking Class</i> <i>Flag Day</i>	25	26	27	28 Back outside! (in Lincoln) Greenhouse
29						

Winter DIRT

Saturday #5

Partner Staff: Liz**Absent:****AM**

7:45 Pickup Lincoln (Mike)

8:15 Pickup Porter (Mike)

8:45 Pickup Ruggles (Mike & Liz Luc)

Meet partner staff (Liz Luc) at Ruggles in Red Car

Mike takes PineStreetInn folks & Rosie's folks to PSInn in Big Blue.

Liz takes Red Cross folks in Red Car to Red Cross.

9:00 Begin work at shelters (Rosie's folks work at PSI for 1st hour, b/c

Rosies' kitchen doesn't open until 10AM)

9:50 Mike drives Rosie's folks to Rosie's Place and drops them off. Lakeisha is point person at

Rosie's. Mike drives back to PSI to work.

10:00 Work begins at Rosie's. Work in all shelters, lunch.

PM

1:00 Mike drives back to Rosie's and picks Rosie's folks up and drives back to PSI

Liz and Red Cross crew leave Red Cross and drive to PSInn.

1:15 Shelter Check-in

1:30 Field Planning Workshop #4 (Elise)

2:30 Logistics, Weekly Work:

<u>Who and Where</u>	<u>Day</u>	<u>Time</u>	<u>How Many D.I.R.T Needed?</u>	<u>Doing what</u>
Brad & Wil Urban Kitchen	Wed	3:00-5:30	2 DIRT	Chopping, dicing, kitchen things
Cooking Class Urban Kitchen	Tues	3:30-5:30	2 DIRT	
Lakeisha, Urban Office	Wed	3-5		ACL stuff
Amanda, Linc Office	Mon	3:30-5:30	2 DIRT	
Pertula, Linc Office	Thurs	3:30-5:30	2 DIRT	Mailing, typing

Other Logistics: Next week we are switching shelters; new shelter assignments

Next week, Mike won't be here (Greg & Becca will be)

Remember your new shelter – Red Cross folks bring own lunch

Critical Breakdown hand-out

Calendars

2:45 PM Drive to Urban Office for

3:00 PM SUMMER JOB OPEN HOUSE (Donna)

4:00 PM Leave Urban Office

Dropoff at Ruggles

Dropoff at Porter

Drive to Lincoln

Post-DIRT Crew, Pre-Summer

Contact List

If you are going to be absent or late for any reason at all, please call your supervisor for that day. If you do not reach the supervisor on their office phone, leave a message and then call their NEXTEL. If you cannot reach Mieko on a S&G Saturday, please call Elise if in Lincoln and Danielle if in Roxbury. If all else fails, call Adebayo.

Danielle Andrews (DA)

Roxbury Grower

_____ x____ (office) _____ (NEXTEL)

Melissa Dimond, (MD)

North Shore Site Director

_____ (office) _____ (cell)

Pertula George (PG)

Program Administrator

_____ x____ (office) _____ (NEXTEL)

Jay Harrison (JH)

North Shore Grower

_____ (office)

Elise LeClair (EL)

Lincoln Grower

_____ x____ (office) _____ (NEXTEL)

Thomas Lee (TL)

Farmer's Market Manager

_____ x____ (office) _____ (NEXTEL)

Liz Luc-Clowes (LLC)

Director of Replication

_____ x26 (office)

Jonathan Martinez (JM)

Urban Ed Coordinator

_____ x____ (office) _____ (NEXTEL)

Attachment 51 - 2

Mieko Ozeki (MO)
Serve & Grow Coordinator
_____ x____ (office)

Adebayo Owolewa
Youth Program Coordinator (AO)
_____ x____ (NEXTEL)

Kerri Smith (KS)
IFA Coordinator
_____ x____ (office)

John Wang (JW)
North Shore Program Coordinator
_____ (office) _____ (cell)

June 2005
Food Project Academic Year Program

SUNDAY SATURDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
			1	2	3	4 Last D.I.R.T. Saturday (Rox) Potluck Bring families!! End of Year Celebration!!!
5 NS parent orientation (JW)	6 Roxbury FW (DA) 3:30-5:30 Linc Office (PG) 3:30-5:30	7 Linc FW 3-5 (EL) Rox FW (DA) 3:30-5:30 Linc Off (LLC) & (PG) 3:30-5:30	8 Linc Office (KS) 3:30-5:30 Linc Office (PG) 3:30-5:30	9 FMRS Mkt Dud (TL) 3:30-7:30 Linc FW 3-5 (EL) Linc Office (PG) 3:30-5:30	10 Linc Office (PG) 3:30-5:30	11 S&G ROX (DA) 8:30-1:30PM S&G Linc (EL) 9:15-2:40PM
12	13 Roxbury FW (DA) 3:30-5:30	14 Farmer's Mkt CM (TL) 3:30-7 Linc FW 3-5 (EL)	15	16 FMRS Mkt Dud (TL) 3:30-7:30 Linc FW 3-5 (EL)	17 <i>1st day of Leader Training</i>	18 S&G ROX (DA) 8:30-1:30PM S&G Linc (EL) 9:15-2:40PM -----⑧
19 Father's Day	20 Roxbury FW (DA) 3:30-5:30 <i>Leader Training</i>	21 Farmer's Mkt CM (TL) 3:30-7 Linc FW 3-5 (EL) -----⑧ -----⑧	22 -----⑧	23 FMRS Mkt Dud (TL) 3:30-7:30 Linc FW 3-5 (EL) -----⑧ -----⑧	24 Mellon Celebration @ BNC 6:30-8:30 -----⑧	25 S&G ROX (DA) 8:30-1:30PM Mellon event at beach 9am-3:30PM S&G Linc (EL) 9:15-2:40PM
26	27	28 Internships Begin	29 SYP 2005 STARTS!!!	30		

Driving Directions for Winter DIRT Saturdays

AYP Coordinator's Nextel: _____

To Ruggles from Lincoln

Mass Pike East to near the end

93 S (after getting onto 93S, you need to get over into the far right lane rather quickly)

Take Exit 18

Straight at lights (onto Melnea Cass)

Straight at lights for Tremont Ave (now you're at Ruggles)

After you cross Tremont Ave, Make RIGHT to get to The pickup spot

To Ruggles from Cambridge

Mass Ave, cross river, into Roxbury

Make RIGHT onto Tremont

Drive until you see Ruggles on the Right at stoplight. (If you hit Boston Police HQ – too far)

To the Pine Street Inn (444 Harrison Ave, Boston 02118) from Ruggles

Go out the same entrance you came in to pick-up youth at Ruggles.

Make a LEFT onto Tremont

Make a RIGHT onto Mass Ave

Drive down until the street before you pass under the hospital/medical center.

At that street, make a LEFT onto Harrison.

Drive until you (or the youth) see Pine Street Inn on your right.

Make a RIGHT onto the small side alley – Paul Sullivan Way. Park near the kitchen entrance/dumpster. Youth will show you where to walk from there.

To Rosie's Place (889 Harrison Ave, Boston 02118) from Ruggles

Go out the same entrance you came in to pick-up youth at Ruggles.

Make a LEFT onto Tremont

Make a RIGHT onto Mass Ave

Drive down until the street before you pass under the hospital/medical center.

At that street, make a RIGHT onto Harrison.

To Red Cross (285 Columbus Ave, Boston 02116) from Ruggles

Go out the same entrance you came in to pick-up youth at Ruggles.

Make a LEFT onto Tremont

Make a LEFT onto Mass Ave

After one or two streets make a RIGHT onto Columbus

Drive up until you see the Red Cross building/sign on your left (the corner of Clarendon & Columbus). The T should also be visible on your left. Park anywhere you can. Stuff quarters in the meter. Remember to come back to re-stuff.

To Rosie's Place (889 Harrison Ave, Boston 02118) from Pine Street

(Rosie's and Pine Street are BOTH on Harrison Ave)

From Paul Sullivan Way, make right

Stay on the right hand side

Make right-hand turn when you can

1st street should be Harrison Ave., make LEFT onto Harrison

Cross back over Mass Ave.

Rosie's is a brick building one block up on your right

To Pine Street Inn (444 Harrison Ave, Boston 02118) from the Red Cross

Turn around so you drive back down Columbus St the same way you drove up.

Make a LEFT onto Mass Ave.

Drive down until the street before you pass under the hospital/medical center.

At that street, make a LEFT onto Harrison.

Drive until you (or the youth) see Pine Street Inn on your right.

Make a RIGHT onto the small side alley – Paul Sullivan Way. Park near the kitchen entrance/dumpster. Youth will show you where to walk from there.

To Women's Lunch Place (79 Newbury St., Boston 02116-3019) from Ruggles

Go out the same entrance you came in to pick-up youth at Ruggles.

Make a LEFT onto Tremont

Make a LEFT onto Mass Ave

After one or two streets make a RIGHT onto Columbus

A few streets past the Red Cross building, make a LEFT onto Berkley St.

Drive 3 or 4 streets up and try to find parking.

WLP is in the basement of the big church on the corner of Newbury and Berkely

The WLP entrance is down a flight of stairs in the basement of the church on Newbury Street.

To Pine Street (444 Harrison Ave, Boston 02118) from Women's Lunch Place

Make LEFT onto Newbury St.

Make LEFT onto Clarendon St.

After passing Back Bay T stop, make RIGHT onto Columbus Ave

Drive back to Mass Ave, and make a LEFT onto Mass Ave

Drive down until the street before you pass under the hospital/medical center.

At that street, make a LEFT onto Harrison.

Drive until you (or the youth) see Pine Street Inn on your right.

Make a RIGHT onto the small side alley – Paul Sullivan Way. Park near the kitchen entrance/dumpster. Youth will show you where to walk from there.

To Pine Street (444 Harrison Ave, Boston 02118) from Cambridge

Go east down Mass Ave.

Cross the Charles and keep Going

Go past the Berkeley School of Music. Cross Tremont. St.

Look for Boston Medical Center (there's a tube- skywalk across the street)

Just before Hospital, make LEFT onto Harrison Ave

(If you pass the Medical Center, you've missed it)

After 1/4-1/2 mile on Harrison, start looking for

"Paul Sullivan Way" – a small alley/street – on the right

Park on that street. Enter Pine Street through the kitchen doors

AYP Coordinator's Nextel: _____

When in doubt about the directions or how to get in to a building, ask the DIRT members or call me.

Academic Year Program

Winter Transportation Schedule

Saturdays

Each Saturday during the Winter trimester we will go to Boston.
(Two exceptions are February and March when we will be working in the greenhouse in Lincoln.)

The van will pick DIRT members up at:

- Ruggles T-stop: at the drop-off point near the steps on the Tremont St./Columbus Ave. side
- Porter Square: across the street, in front of the Dunkin' Donuts

Pickups:

8:15 AM Pick up at Porter Square

8:45 AM Pick up at Ruggles

From Ruggles, the two vans will drive to and make drop-offs at the three shelters.

We will all begin work at the shelters at 9:00 AM.

Drop Offs:

4:00 PM Leave Pine Street Inn

4:15 PM Drop off at Ruggles

4:30 PM Drop off at Porter Square

****Please Be Aware! We will leave each of these sites exactly on time. You must not be late.**

If you miss the van, it will be very difficult for you to get to work. Plan on arriving a few minutes early in order to be sure you make it.

Weekdays

You are responsible for getting yourself to work when you sign up for an after school work block. We will expect you to arrive on time, ready to work. If you arrive late, you will earn a violation.

Winter Schedule 2004

January 9, 10, 11th

DIRT Retreat
Farm School

January 17th (w/Josh)

First day in Shelters -- Women's Lunch Place

- Field Planning Workshop #1
- Mural Workshop #1

January 24th (w/Don)

- Field Planning #2
- Straight Talk

January 31st (w/Danielle)

- Field planning #3
 - Hunger and Homelessness #2
- Hand out SYP ACL/Intern applications

February 7th (w/Liz Luc)

- Field Planning #4
- Straight Talk

TFP Summer Job Open House at Urban Office 3:00 - 4:30

February 14th (Greg w/ Pertula)

Women's Lunch Place

- Field Planning #5
 - Hunger & Homeless #3 –Scramble for Wealth & Power
- SYP ACL/intern applications due!!

February 21st

Lincoln Greenhouse Day

- Intensive Straight Talk

February 28th (w/Amanda)

- Hunger & Homeless # 4 - Family Budget Activity
- Mural #2

March 6th (Greg w/ Becca)

- Jupiter's Wife
- Straight Talk

March 13th (w/ Anim)

Last Day of Shelter Work

- NPR homeless audiotape
- Shelter Evaluation

March 20th (Greg)

Lincoln Greenhouse Day

- BLAST/Urban Ed – G.E. Workshop
- Wrap Up

Every Saturday in the shelters, the group will be split between Pine Street Inn, Rosie's, and Red Cross unless otherwise noted.

The Food Project

2003-2004 Academic Year Program

Fall Trimester Retreat

September 12-14, 2003
The Farm School

Friday, September 12, 2003

- 2:00 Load up Big Blue van at office with retreat food and supplies
- 2:30 Go to city to pick up checks and get Farmer's Market Van (ME)
ME = Mike = Prgm Coordinator
GG = Greg = Program Director
LG = Lakeisha = ACL
PG = Pertula = Kitchen Czar
- 4:00 Pick-Up at Ruggles Station: (ME)
Leave for Porter Sq. in Big Blue (GG)
- 4:30 Pick-Up at Porter Square: (GG)
- 5:00 Pick-Up Lincoln Office: (GG)
(make sure GG has ME's Nextel # so they can confer if someone is late to either pick-up area)
- 5:15 Welcome and Check-In at Lincoln fields (ME)
- Games: Tennis ball name game (to review names), 360 degrees
 - Check-in: A high point and a low point since the Summer Program ended
 - Everyone should spread out throughout the farm and take an individual, self-guided tour; no talking; go through each different field, noticing what looks different and what looks the same, what work needs to be done; bring back one thing from the farm that you never noticed before, or that you think is interesting, maybe even that has symbolic value to you
- 5:45 Changes and Expectations: (ME)
Re-connecting to the Land and Starting the Fall
- This is a time of change in many ways: the land is changing, the season is changing, school is starting, the AYP is starting
 - Sitting in a circle, everyone go around, tell us at least two things you noticed on your tour; show us what you brought back and why
 - Everyone should think about one thing that you are looking forward to this fall in terms of the land and in your own life personally; then one thing you are concerned about in terms of the land and/or the program, and in your own life personally and talk about at dinner. Share both.

6:15 Greg's freeze tag /ball game (GG)

6:30 Overview of the Program (ME)

- This is a service program through which you will develop leadership skills; this is about your SOUL
- You have graduated from being workers and are now in an apprentice-type position
- You are representatives of the Food Project; the stakes are much higher, because this is a very public program
- Think of the farm sites and the organization as your own, you are responsible for them
- You don't have to be great at this work at first; but you have to be willing to try hard, be committed, and work toward greatness
- For all these reasons, we call you the DIRT VIII Crew!
- You should support and challenge each other to grow and develop
 - *the ACL is here to do the same; she is a young person who has been through this program before, can help you out, has made a big commitment in the past and wants to further it, but she will also be working on her own development; ME's role GG's roles are to coach.
- Themes of the fall: leadership, communication, agriculture, service

What to expect being in the Dirt Crew (ME)

- Every Saturday morning, you will be crew leaders of volunteers through thick and thin, cold and hot working on the land in Lincoln and Roxbury through November - so do not be surprised by the weather
- You will work with lots of different types of people
- You will participate in many different workshops: public speaking, leadership development, communication strategies, agriculture, and analysis of the farmers' market
- You are compensated for your time, but don't think of it in comparison to other hourly wage jobs, it's much more than that
- How does all of this sound to you? What excites you? What will be the challenges for you?

7:15 Intro to Farm School Retreat (GG)

- What the Farm School is all about, how we know them
- They are letting us stay for free
- Quiet time is 9:30 PM – we have to respect that! (2 people sleep on our same house on the 3rd floor)

7:30 Dinner (PG)

- Salad from the farm, sandwiches to put together yourself, watermelon for dessert, juice; paper plates and utensils

8:00 Clean-up and Pack-up

(double check list of van pairs that you have prepared and 3 get-to-know-each-other questions)

8:30 Leave for Farm School

- one van for cargo and 6-7 people, other for everyone else

Attachment 56 – 3

Pairs Van:

Pairs Van:

- pair people up who don't know each other - assign folks seating partners; by the time we get to Farm School, they should have discussed all the questions below. When we get to the Farm School, they will talk about what they learned from their partner to the whole group
 - Who is your favorite relative and why?
 - What is the hardest physical, emotional feat you have ever accomplished and how did you manage it?
 - What is your favorite movie?

10:00 Arrive at Farm School

- Bring belongings inside, claim a bed, bring in food and put in kitchen. Bring in other TFP supplies
- Be very QUIET!

10:15 Logistics (ME)

- Report back about what you learned about your partner
- Hand out notebooks (ACL)
(go through them briefly, we'll go over details through the weekend)
- Go over the agenda for the weekend
- Have people sign up for chores: (1) helping to cook & meal setup, (2) doing dishes & cleanup (ACL, PG)
- Go over rules
 - Stay in the bunkhouse, horse barn, or in between, unless you check with Mike, Greg, Pertula, or Lakeisha first!
 - SYP standard rules apply – we will go over new AYP standards on Sunday
 - No physical contact; this is not negotiable; we will call your parents and drive you home if we have to
 - We are really serious about the quiet rule after 9:30 pm, will also have to ask you to leave if you can't respect that
 - Who is willing to represent for the DIRT crew? –One of our funders is coming on Saturday around lunchtime and wants to talk to a few DIRT members– his organization funds youth development & the environment

11:15 Free Time

- If people want to talk, they must stay in the bunkhouse? WHISPERING ONLY!

12:00 Bedcheck (everyone must be in bed! lights out) (ME, GG, PG, LG)

Saturday, September 13, 2003

AM

- 7:00 Breakfast Crew Wake Up (PG)
- 7:30 General Wake Up and Breakfast Set Up (ME, ACL)
- 8:00 Breakfast
- Introduction to the Farm School (during breakfast) -- Tracy
- Greg and Lakeisha go to set up ropes course
- 9:00 Introduction to Agriculture in the AYP (ME)
- Thinking about Ag workshops done during the SYP, brainstorm Agriculture workshops DIRT members want in the Fall (2) and the Spring (2) – keeping in mind that we will be planning a garden and ordering seeds at Mt. Vernon House in the Winter
- 9:30 Team Building Exercises (outdoors, weather permitting)
- Warm Up Exercise: Many Questions (ME) (20)
 - Face to Face; Back to Back (LG) (10)
- Blind Folded Guide back woods
- Ropes Course Navigation (GG)
- Introduction to Exercise and Setting Rules (5)
- The Exercise and Discussion (50)
- 11:30 Free Time (those preparing lunch, check it with Kitchen Czar, Pertula, now)

PM

- 12:30 Lunch and Free Time
- 2:00 Part 3: Individual Goals (ME)
- Goal is to have youth define their own criteria for individual success in the program. (Needs to be a crisp, succinct 1 hour!)
- Have members write in notebooks the four topics listed below .
- We are going to be working on these four things:
- 1) Leadership 2) Communication skills 3) Agriculture 4) Service
- We want to know what you want to improve on in each of these four areas. After writing down specific goals for each category you should then imagine yourself at the end of the trimester or the year. Consider that you have worked on these goals, where do you see yourself, what are you doing and what have you achieved. Write a letter stating these things that we will review at the end of the program. (ME, GG, PG help crew members dig deep with their writings. Lakeisha, ACL, should participate)
- After forty minutes, sit with your partner, and exchange what you have written.
- The partner should then ask them questions to make their original answers more complete.
- The partner should be able to understand how you would evaluate your goal at the end of the trimester.

3:00 Leadership Workshop #1: Team Captain Presentation (ME & GG)

- Introduction: (10) (Program Coordinator)
 - Go over the two Serve & Grow Brochures
 - Every Saturday is a leadership Saturday for all DIRT crew members: how to apply the definition of DIRT leadership roles?
 - Team Captain Format as a tool to practice public speaking and communication skills. The Fall trimester is a practice period which will gear you up for public speaking in the winter. There will be many opportunities that will be given to people determining on how much practice, determination and commitment is put into the presentation. From that we will evaluate and some people will get more or less responsibility. Your job is to inspire volunteers.
- Review Team Captain Format (10) (GG)
- Assign Team Captain Pairs (5) (ME)
- Lakeisha and Mike give a demonstration
Kailah and Jamaal give a demonstration
*MUST STAY IN CHARACTER!!!
- Practice Team Captain Presentation in Pairs (30)
- Practice in Bigger Group: Have pairs get into groups of four youth to practice presentation for each other (20)

5:00 Farm Chores with Tracy

6:00 Free Time

- Explain dinner format first, so people can think about what they'll say

7:00 Intentional Dinner (ME)

- if a grower is there or GG, introduce the food-history of 1 veggie; give thanks for those who grew it
- everyone go around the table and say one thing they are thankful for
- Program Coordinator could speak to:
 - growth and development she/he has seen in DIRT in the past or SYP
 - potential
 - some sort of historical perspective
 - community
 - what we're about to embark

8:00 Public Speaking Workshop (ME)

A time at The Food Project that has been very meaningful to you.

(Mike or Greg will film it)

9:00 Break: Game - Predator Prey

(if there's time)

9:30 Crossing the Line Exercise (ME)

- Focusing Exercise: This exercise could be either a breathing exercise or meditation (10) (ME)
- Brainstorming and Setting Ground Rules (10) (ME)
- Crossing the Line Exercise (1hr)
- Discussion (1hr)

****(See Food Project exercise handbook for additional questions. It is strongly suggested that Program Coordinator also create additional questions if needed)

11:30 Free Time

12:00 Bedcheck (lights out)

Sunday, September 14, 2003

AM

7:00 Breakfast Crew Wake Up (ME)

7:30 General Wake-Up (ME, LG)

8:00 Breakfast (PG)

8:30 Game: Triangle Tag (LG)

9:00 Leadership Workshop, Session #2: Orientation to Farm (Ag Staff or AYP Coord)
Management Skills -- The Delicate Balance between leadership and labor

- Leadership Session #1:
Intro to the concept of leadership on the (5)
- you will act as both CL and ACL this fall
- we want to go over what qualities you should focus on
- we want to tell you the farm staff's perspective on great farm leadership

Crew Leader Responsibilities

Program Coordinator should open dialogue up with exercise that helps youth identify difference between being a worker and leader in the Summer Program.

- Visualizing exercise:
--Take two minutes and think about your summer crew leader.
Think about a time this summer when you and your crew accomplished a lot of work on the farm. What was the weather like that day? Was it hot? How was the crew feeling that day? What task did you accomplish?
--Ask youth: Keep that image of that day in your mind. Now I want you think of your Crew leader. Picture that person. What roles did he/she play that day? How did they help the crew achieve the task?

Attachment 56 – 7

--Ask youth: Take two minutes and think about what are some of the differences between the crew leader and crew worker role on a team?

--As youth share their thoughts, Lakeisha should record it on flip chart

Leading on a Farm (15)

- Skits – 1st skit: crew leaders not performing well. 2nd – a fix-it skit. Discuss with youth the qualities of being a great leader on the farm. (Have them write these in their notebooks.)

Before Work

Introduce Self & Work

Give Clear Instructions

- purpose of work
- point out bed and path – don't compact soil
- tasks for the day
- demonstrate
- have them do it – watch them closely

During Work

- Manage workers
- make conversation
- lead groups to next task by walking quickly
- give positive feedback, helpful tips
- don't leave group
- role model work
- don't clump together
- move around and work with different people

At the end of the work

- appreciate the work done
- get one person to report back

Asst. Crew Leader Responsibilities (15)

- Lakeisha talk about her experience as an ACL-of-the-day last year - thinking about supporting their CL

What are the responsibilities?

- group as a whole brainstorm what good qualities of an ACL would be
- (we're talking about ACL as the 2 or 3 supporters for the CL each Saturday – NOT the DIRT crew ACL)

10:10 Game: Add-On Tag (ME)

10:30 Group Goal Setting Workshop (1 hr) (ME, LG)

II. Group: Goal is to have the group define and set goals for how the DIRT community will operate.

a) What are the commitments we have made already? Read through parts of the grant to see what we have committed to. Define ourselves what the goals of our crew in terms of the outcomes of our work should be. (10)

a) Have each member write down what they consider to be the elements of an IDEAL, high performing community. Write also things they have experienced elsewhere that compromised a groups potential. Each member comes to wall or flip chart with marker and writes their name and ideas. (10)

b) Large group discussion about how to achieve the best of what everyone sees as ideal community. Discussion about what possibility exists for DIRT this year as an ideal community. What it will take to be this community? How will we will know if we are achieving it? (10)

c) Standards (ME) Hand out and explain how it protects group and individuals. Assists us in becoming what we have the potential to become. It will help us with our accomplishments and also help us see the vision and mission of TFP Questions: how is it different from Summer? how will it be used? questions and answers? (20)

“Protecting Your Check” (10)

Examples of AYP violations – act some of them out (LG, ME, GG)

- Someone can't remember they signed up for the FMarket
- dissin the CL for the day in front of the volunteers
- DIRT member(s) not willing to interact with volunteers
- not showing up for a Saturday
- late & no call to after school work

11:30 Help the Farm School harvest

PM

12:30 Cleaning and Lunch Prep. (PG, ME, LG)

- Pertula will lead lunch prep
- LG, ME will lead youth in retreat center clean up and packing the van.

12:45 Lunch

During lunch, Program Coordinator will schedule Advisory sessions with all DIRT crew members over next three weeks. The Purpose of Advisory sessions are to provide youth with guidance in other aspects of life including academics.

1:15 Crew preparation and logistics (1.5hrs) (ME, LG)

- Go over pick-up schedule
- We will be out on the land every Sat. either in Lincoln or Roxbury as long as we can, into early December

Attachment 56 – 9

- How a typical Saturday will run (ME)
- Absence policy and forms (ME)
- Equipment contract: everyone should fill out size form (LG)
- Pay / transportation explanation form (ME)
- Hand out and go over macro September schedule (LG)
- Schedule of the first week and sign up (Tue. Thurs.) (LG)
(keep a bag of farm clothes handy – don't farm in school clothes)

2:30 Retreat Evaluation (ME) (LG)

- Program Coordinator should explain dialogue model and ask every youth to think about four points they want to make. Two points about what went well and two points about what did not go so well (5)
- Evaluation (15)

3:00 Depart for Boston

4:00 Vans split.

One van heads for City (ME), one heads for Lincoln and Porter (GG)

(Have youth use cell phones to call home if we're off schedule.)

Drop-Off in Lincoln (GG)

4:30 Drop-Off at Porter Square (GG)

5:00 Drop-Off at Ruggles

(It's better to estimate a later drop-off time and be early, than to estimate an early drop-off time and be late. Or better yet, be timely, the neverending challenge.)

Hunger and Homeless Overview

Intro

Session #1

1. Overview of curriculum –who, how / why, what to do
2. Reflect on SYP experience
3. Read and present shelters that you will be going to
4. Introduce continuum pendulum

Who is Homeless?

Session #2

1. Reflect on Shelter Experience Today
2. Stereotype Inventory
3. Opinions Walk
4. Statements Walk
5. Brainstorm who is homeless

How/Why are they Homeless?

Session #3

1. “Jupiter’s Wife” video (1st half)
2. Scramble for Wealth and Power
3. Readings on Homelessness

Session #4

1. Jupiter’s Wife (2nd half)
2. Family Budget Activity
3. Family Homelessness NPR audiotope
4. Intro “The Why Exercise* Case Study (optional)

What to do about Homelessness?

Session #5

1. Use data you learned from “The Why Exercise” and present (optional)
2. Speakers from the shelters (1 hour) have youth write down their questions beforehand to be prepared
3. Re-Do Stereotype Inventory and re-read your poem

Session #6 – Closure – Final Winter Trimester Day

1. “Hearts of Gold” - audiotope
2. Discussion questions
3. *For these workshops, information and statistics gathered from the following websites ensure that the information discussed remains up-to-date.

1. America’s Second Harvest: National Statistics www.secondharvest.org
 2. U.S. Conference of Mayors www.usmayors.org
Do a search in the site index for “Hunger” and “Homelessness”
 3. National Coalition for the Homeless (also features local links) www.nationalhomeless.org
 4. Greater Boston Food Bank www.gbfb.org
 5. Project Bread www.projectbread.org
4. Is hunger/homelessness solveable?
-

Interactive Components

- Stereotype inventory
- Speakers (Homeless & counselors)
- Poems (vet, death)
- “Heart of Gold” tape
- Interview shelter coordinators
- “Jupiter’s Wife” video – AFSC
- Scramble for Wealth and Power
- “You are in charge” simulation
- Losing your home simulation

Things TFP youth want to know.

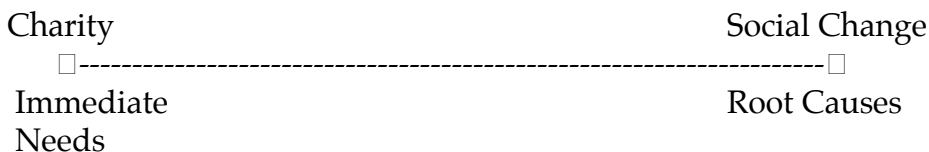
1. How did people become homeless?
2. What is it like to be homeless?
3. What is life like for homeless women in this area?
4. Stories of why they are there?
5. What else does Red Cross do?
6. Why would someone turn away food if they are hungry?

Service/Hunger & Homelessness #1

1. Start with 3 quotes on a flipchart and read them out loud.
 - “Service is the rent each of us pays for living- the very purpose of living and not something you do in your spare time or after you have reached your personal goals”. -*Marian Wright Edelman*
 - Love grows by service. -*Charlotte Perkins Gilman*
 - I don’t really know what your destiny will be, but one thing I know – the only ones among you who will be really happy are those who will have sought and found a way to service. -*Albert Schweitzer*

Everyone finds a partner. Each person then picks one quote that speaks the most to him/her. In your pairs you will tell your partner what quote you picked, why you picked that quote and what you agree w/ or disagree wit the quote.

2. Discuss Service – Why we do it (Large Group)
 - Create a working definition.
3. Introduce the Charity / Immediate needs to social change/ root causes continuum (Large Group)
 - Put continuum on flipchart.
 - Discuss the difference between immediate needs and root causes



4. Writing Exercise: Recall your shelter experience from the summer (Large group)
 - An experience that changed a notion you had or reconfirmed one you already had about homelessness or hunger.
 - An experience that stuck with you from your shelter service and why?
5. Divide into shelter groups that you will be working for during the winter.
 - Read the handouts from the file folder on your shelter.
 - Create a presentation for the whole group.
 - Plot your shelter on the continuum above.
 - Give examples where the shelter is meeting immediate needs
 - Give examples where the shelter is working at root causes
6. Each group introduces and presents their shelter to everyone else.
(Everyone must contribute to presentation.)

Homelessness Curriculum #2

Who is Homeless?

1. Reflect shelter experience today (small groups based on shelter placement) (3-5 minutes per presentation with Q&A)
 - What did you do?
 - Who did you interact with?
 - What did you learn?
 - What do people want to learn?
 - What surprised you?
 - Think of a question you have for the other two groups

2. Stereotype Inventory
 - A. Pass out sheet have everyone put his/her name on it and fill it out. Then collect. (Located at the end of this curriculum)

 - B. Opinions Walk
 - The facilitator should create a continuum on the floor by writing STRONGLY AGREE at one end and STRONGLY DISAGREE at the other. Explain to participants that you will read statements about hunger and poverty in the United States. After each statement, they are to indicate their level of agreement by “voting with their feet,” walking to a spot on the floor for the subsequent discussion. **Note:** Be sure to allow for those participants who feel uncomfortable participating in this activity.

Read some suggested statements and have the participants move about::

- If people are hungry, it's probably because they are wasting their money on other things.
- There is enough food to go around.
- Hunger and poverty are due to laziness and lack of ambition.
- There is no hunger in my community.
- I don't think I will ever go hungry.
- I would give away some of my own food or wealth to ensure that others did not go hungry.
- People are hungry because they are poor.
- People are poor because political and economic policies keep them poor.
- Hunger limits people's ability to learn and be productive.
- The presence of hunger and poverty in this country is evidence that there is something wrong with our national priorities.
- The government should do more to help those who are poor.
- There will always be hunger and poverty.
- People are hungry and poor because the rich have more than their fair share.

Discussion: Discuss where your opinions come from. We will be learning the answers to these statements.

- C. True Statements Walk (Don't reveal the name of this activity – you'll blow it)
 - Have everyone stand on a line in the middle of the room facing one direction. After reading each statement each person must take one step forward if they agree with the statement or one step back if they disagree.

Surprise Facts:

- Some people are homeless as a way of life
- If you are in prison you are not considered homeless
- Some homeless work and get paid while they are homeless
- 1/3 of homeless children do not attend school regularly

- Most homeless people are men
- 30-45% of homeless men are veterans
- There are couples that are homeless
- Nearly 50% of homeless women have been a victim of domestic violence
- 45% of homeless women are homeless because of domestic violence
- 30% of homeless people suffer from mental illness
- The percentage of homeless people who are black is higher than the percentage of blacks in society
- Less than half of homeless people are alcoholic/drug addicts
- The average age of homeless people is in the 30's
- 7 million Americans are homeless
- Someone might be homeless for a short time and get back on their feet and never be homeless again

Discussion: First have everyone look at where they in relation to everyone else and then go back to where they started. Tell them that all the statements were true. Have a large group discussion asking the question "Why did you answer the way that you did."

3. Brainstorm – "Who is Homeless?"

On flip chart put up %'s.

1/3 or 30% of all homeless are mentally ill

1/3 or 30% of all homeless are working poor

1/3 or 30% of all homeless are alcoholics/drug addicts

4. Reading

For Those Who Came

You enter our world
For reasons of your own
Moving from soul to soul
Touching some
Afraid of others

Did you know that we too
Are afraid
No, I think not.
But we are
Afraid.
Fearful that you'll pass us by
You who are full of life and
Youth
And hope
And dreams
Afraid that you'll touch us with
Your dreams
We are tired of this life
And we've forgotten how to hope.

But don't pass me by
Because you hold hope
Within your touch
Don't fear my tears
It's my way of smiling
And saying I'm grateful

Take some of me with you
 When you go
 Keep me alive within your heart
 Because I'll remember you
 Forever.

J.B. would like to dedicate this poem to "Those who came and dared to care" the Boston Youth outreach Volunteers.

J.B. is a Vietnam Veteran who is staying at the Shattuck Shelter's Medical Respite Program. J.B. wrote these poems while recovering from injuries he received after being struck by a car.

My Images

Please **CIRCLE** the number on the word scale that best expresses your view for each set of words.

"When I think of Homeless people, I think of people who are..."

Kind	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Cruel
Healthy <u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>		Unhealthy
Dishonest	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Honest
Happy <u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>		Sad
Quiet	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Loud
Hardworking	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Lazy
Brave	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Cowardly
Religious	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Not Religious
Poor	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Rich
Intelligent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Ignorant
Warlike <u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>		Peaceful
Lucky	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Z	Unlucky

Hunger & Homelessness Workshops #3, #4, #5

Session #3

How/Why are they Homeless?

Watch the 1st half of Jupiter's Wife The movie sometimes seems confusing (because it is) and long (it's not – only 78 minutes, but it can feel long at certain parts). It's best to break it up into manageable pieces and to discuss the movie at the halfway point and at the end. (see processing questions)

Scramble for Wealth and Power (see attached)

Readings Most likely there won't be enough time or you and/or the DIRT crew won't have enough energy for it. But it would be good at some time during the winter trimester to let people look through copies of *Spare Change*, Boston's newspaper largely written by homeless people; it's proceeds go to the homeless.

Session #4

How/Why are they homeless?

Finish watching Jupiter's Wife (see processing questions)

Family Budget Activity (see attached)

"Family Homelessness" NPR audiotape (See "Hunger and Homelessness" curriculum files for this tape on a mini-cassette. We taped this off the radio a few years ago; there are still good shows available if you do a search on www.npr.org.)

"The Why Exercise" Cast Study (optional) Again, there might not be enough time for this in your schedule in this session or session #5.

Session #5

What to do about Homelessness?

The Why Exercise: Youth Present Findings from what they learned in the morning (optional)

Panel of Speakers This can be incredibly moving if one or more of the shelters allow and can gather a diverse group of people from various parts of the shelter. One year we had a guy who delivered meals to homeless people on the streets and another staff member/security guard who used to be homeless.

Options to end the Day:

-Discuss the panel after they leave.

-Have youth re-do Stereotype Inventory Sheets and re-read the poem from Session #2.

Closing Winter Trimester Day

Radio Show – Hearts of Gold NPR

- 1 Listen (element of surprise – do not tell what happens)
- 2 Leave a moment for it to settle in
- 3 Continuum of responsibility

Individuals -----community organizations-----government

- 4 Is the problem solveable? Yes.
- 5 What are your possible actions?
 - talk/educate
 - get school to volunteer
 - vote

Pairs (Questions)

- 6 Turn to the person next to you and Discuss. Switch after each question
 - I would / would not do what this man did because
 - I think responsibility for solving homelessness lies with...
 - One thing I am willing to do to make a difference is...
 - Other questions:

Discussion (re: Questions)???

Conclusions (from Winter)

Who is Homeless?

- drug and alcohol abusers
- mentally ill
- veterans
- working poor
- abused women
- teens from broken homes

Why are they Homeless?

- lack of affordable & guaranteed housing
- de-institutionalization of mentally ill
- minimum wage is not a 'living wage'

Is it solveable?

- Yes. Matter of will and resources.
- \$35 billion buys the most critical rainforests
- \$18 billion solves hunger in U.S.A.
- \$400 billion for Iraq war
- Cuba Example
- What can be done and by whom?

Come full circle

Charity -----vs-----Change

The Scramble for Wealth and Power

The distribution of wealth and power within society usually affects a person's opportunities to achieve full human rights and live with dignity. This activity involves the distribution of wealth. It challenges participants to examine the concepts of "fairness" and "responsibility" and reflect on their own actions.

Note: Keep in mind the socioeconomic composition of your participant population. Guard against having this activity confirm the existing inequalities in wealth and power.

Materials: large bag of Jolly Ranchers or other hard candies, three pairs of mittens or thick gloves

Part A. The Scramble

1. Explain to participants that in this activity they will distribute the wealth and power of the world among themselves. Giving the participants something they will value (i.e. candy) represents this wealth or at the end giving a reward for the person who ends up with the most wealth (i.e. one free Saturday w / out needing a notice, no chore @ spring retreat). Doing this will make the experience real for the participants. There is only one rule: no one may touch another member of the group at any time.
2. Arrange the room so that participants have a fairly large area to play the game. Have participants stand or sit in a circle and scatter the candies, that will represent wealth evenly in the middle of the circle. Withhold three participants from this part of the activity. Distribute mittens for some participants to wear but postpone discussion of reason for this until the discussion. **Note:** To emphasize that some start off with more wealth than others, give three or four of the participant's five extra candies to begin with.

At the order of GO, have participants (except the three withheld) gather as many candies as possible without touching one another.

3. After all the candies have been collected, have participants report their wealth to the rest of the group. Record participants' names and amount of candies on the board in decreasing order. Divide the list into three groups based on the number of candies they have:
 - a. GROUP 1 = GREAT WEALTH AND POWER (those with the most candies – the smallest group – should be 15% of total group);
 - b. GROUP 2 = SOME WEALTH AND POWER (those with a moderate amount of candies – the middle group – should be 30% of total group);
 - c. GROUP 3 = LITTLE WEALTH AND POWER (those with the fewest candies – the largest group – should be 55% of total group)
4. Remind the group that these candies represent their wealth and power in the world.

The amount they possess will affect their capacity to satisfy their needs (e.g. basic education, adequate food and nutrition, good health care, adequate housing) and wants (e.g. higher education, cars, computers, toys, television and other luxury items). Those participants in Group One will have their basic “needs” and most of their “wants” met; those in Group Two will have their basic needs met, and those in Group Three will have difficulty surviving due to disease, lack of education, malnutrition, and inadequate shelter.

5. Tell participants that they may, if they wish, give candies to others; however, they are not required to do so. Tell them that those who do share will be honored as “DONORS”, with their names placed on the board. Allow a few minutes for participants to redistribute the candies if they wish. Then ask for the names of those who gave away candies and the amount they gave. List them on the board entitled “DONORS”. Ask if anyone changed groups as a result of giving or receiving candies and record these shifts on the board.
6. Explain that some people in their country (and perhaps in their country in their community) and in every around the globe lack adequate necessities, such as food, education, health care, and shelter. Point out that others, often in the same community or country, are able to acquire almost everything they need or want.

PART B: Creating Economic “Fairness”

1. Divide participants into the three groups. Distribute those three participants withheld from the original “scramble” randomly among the different groups. Make note of their reactions to being placed in one group rather than another but save discussion of their placement until the debriefing session.
2. Give each group the task of creating a plan for the fair distribution of the candies (the world’s wealth). Each group should prepare to explain what needs to be done and what are some of the plans they would do and why?
3. Ask each group to appoint a spokesperson to explain their plans to the others and answer questions.

PART C: Debriefing the Activity

Draw on the following questions to promote a productive discussion.

Be sure to devote time to a discussion of changes needed and changes undertaken.

- How did you feel about the way that in, which the candies were acquired and distributed?
- Were you treated fairly?
- Did some people give candies away? Did you give away or receive candies? Why or why not? How did this feel?
- What determined whether or not people gave away candies? Knowing what the candies represented? Having one’s name displayed? Feeling guilty? Something else?

- What aspects of this game represented how the world's wealth is distributed?
- What about the three participants assigned to groups? Were they treated fairly? Is what happened to them similar to what happens to people around the globe. What sorts of people? Is it just chance where we end up?
- What about the participants with mittens? What kinds of people do the mittens represent? What group did they end up in?
- After playing this game do you have a better understanding of the situation or attitude of poor people/ nations? Of the situation or attitude of wealthy people/ nations?
- Who are the "haves" and the "have-nots" in the world today? Which countries are the "haves" and the "have-nots"? Who are the "haves" and the "have-nots" in our country? In our state or community? Why?
- Do you think there should be a redistribution of wealth and power throughout the world? Why or why not? If yes, how would you propose to accomplish this? What principles would guide your proposals for change?
- Do you think there should be a redistribution of wealth and power in this country? Why or why not? If yes, how would you propose to accomplish this? What principles would guide your proposals for change?

* At the end of the activity, have the group chose a plan they like for redistributing wealth and implement it.. This can be done by selecting the suggested strategies that are common across all three groups, having the facilitator pick from the plans, or having the group vote on the plan they like best. When we did this activity in 2002, every group proposed that the wealthiest people be required to give some of their wealth to those who had less. I asked them how they thought the wealthiest people would feel about it, and the youth said that their opinion didn't matter – they should be required to share. So when it came time to implement their plans, I asked for all the people in Group One to give me half their candies and all the people in Group Two to give me a third of their candies so I could distribute them to those in Group Three. They were outraged and tried to hide their "wealth". There was no one among them who gave me the candies willingly. It made for a powerful comparison to real life and prompted a great discussion on why they types of reforms the three groups proposed are so hard to enact.

Processing Questions for “Jupiter’s Wife”

Video in the Hunger and Homelessness Curriculum

1. What did you find special, endearing about Maggie?
2. What do you think should be done with her?
3. How do you think our society should care for people who are mentally ill?
4. How did Maggie become homeless?
5. How did she treat people?
Why do you think people gave her lots of things/helped her out?
Would she deserve these things even if she wasn’t nice?
6. Do all humans deserve to be treated the same way despite differences?
7. What kind of change in our system could have helped Maggie?
8. Why won’t Maggie go inside when it’s cold?
9. Maggie’s Mrs. Coggin says Maggie can come home anytime she wants to – why doesn’t she?
10. Why did the city of New York knock down Maggie’s house?

Family Budget Activity (45 minutes)

1. Pass out copies of Handout 2, *Family Budget Sheet* and explain that this is a monthly budget for a family of three (two parents and one child).
2. Read the following aloud from Handout 2, *Family Budget Sheet*: Imagine that this is your family. Like other families in similar situations, yours will have to make difficult decisions about how to spend your money. Every month you have to make choices about how to meet all your financial responsibilities, including feeding your children. Currently your budget contains no room for luxuries, such as entertainment or a car.
3. Go over the items on the list, stressing that the family lives from month to month with no savings to help them meet an emergency.
4. Divide participants into six small groups and assign each group a budget sheet and one of the three situations at the bottom of the sheet. Explain that the group must respond to the situation by reworking their family's budget in the second column.
5. After the groups have revised their budgets, ask groups with the same situation to join together to compare their revised budgets. Do they differ? How and why?
6. Discuss this budget-making with the whole group, using some of these questions:
 - Is this budget realistic (e.g., is this a realistic amount for rent, food, clothing, utilities, and transportation in your community)?
 - Do people in your community actually live on so little money? **Note:** if possible, obtain information about income levels in your community.
 - What do people do when they cannot meet their expenses?
 - Is any help available for people who cannot meet their expenses?
 - How would living on a budget like this affect the family's human rights? Which of those found in the UDHR? Explain.

Source: Adapted from: Dorosin, Geelan, Gordon, and Moore, *Why is There Hunger in Our Community?* (Oakland: Alameda County Community Food Bank, 1997).

Budget Activity Sheet

Imagine that this is your family. Like other families in similar situations, yours will have to make difficult decisions about how to spend your money. Every month you have to make choices about how to meet all your financial responsibilities, including feeding your children. Currently your budget contains no room for luxuries, such as entertainment or a car.

Item	Budget #1	Budget #2
Rent (2 bedroom apartment)	\$1,200.00	
Phone	\$50.00	
Gas, Water & Electricity	\$90.00	
Groceries	\$400.00	
Transportation (2 Bus Passes)	\$80.00	
Entertainment		
Medical Care (addition to basic employer coverage)	\$80.00	
Savings		
Other		
Total Expenditures	\$1,900.00	
Monthly Income	\$1,900.00	
Balance	\$0.00	

Situation 1: Your child gets sick. The doctor's visit, the tests, and the medication costs are \$300.00 more than what your employer paid health insurance will cover. How will you pay the medical bills?

Situation 2: You lose your job. The unemployment benefits, which begin one week after your last pay check arrives is only equal to two-thirds of your regular pay. Your total monthly income decreases by \$633.00. How will you balance your budget?

Situation 3: You catch the flu and miss four days of work. Without paid sick leave, your income is reduced by \$380.00. How will you make up for this shortfall in your budget?

Source: Dorosin, Geelan, Gordon, and Moore, *Why is There Hunger in Our Community?* (Oakland: Alameda County Community Food Bank, 1997). Used with permission.

“The Why Exercise” and Hypothetical Case Studies

Preparation: Divide youth into small groups of two, ideally, or three people who work in the same shelter. Your groups may look something like this (depending on numbers who work at each shelter):

Rosie’s Place

3 groups of 2

Red Cross Food Pantry

group of 2

group of 3

Pine Street Inn

3 groups of 2

1 group of 3

Part I: The Why, Why exercise. (15 mins)

Ask youth to answer the question: "Why are people homeless in America?" by asking why to every answer they brainstorm.

(For example: “Why are people homeless in America? Because they don’t have a place to live. Why? Because they don’t have enough money? Why?.....)

Part II: Presentation of Hypothetical Case studies

Hand out cases out and ask youth not to look at their cases until told to do so.

Present the following case:

Case: Five months ago, you were hired by your shelter to work as an outreach worker in the city of Boston. Part of your job as an outreach worker is helping individuals and/or families find temporary shelter. After four and a half months of training, you were put on call earlier this month as part of your shelter’s 24-hour placement service for "persons who are without housing." Early this morning, Saturday, _____, 20__ you received a phone call from: _____. (Ask youth to look at their case)

Using your knowledge given on your card and our activities during previous Saturdays about who is homeless in America: help us understand why your person is Homeless:

The Exercise:

Your job is to find out what resources/ programs are available at the shelter/ in their area of greater Boston (does this part make sense to ask?) to help in this situation. Ask key staff people at your shelter the question as it relates to your case.

1. Thomas S. Black (Mental Illness)

Fact Sheet:

- Born and raised in Lexington, MA
- Received Ph.D. in Physics from Ohio State University
- 56 Years Old and single

2. Shantara Singleton (Mental Illness)

Fact Sheet:

- Born and raised in Alabama, lived in Boston since 1984.

- Registered Nurse working at Boston Medical Center, graduated from Boston College in 1988.
- 39 Years Old and single

3. **Michelle O'Connor** (Housing)

Fact Sheet:

- Born and raised in Dorchester; attended Catholic High School
- Single mother with three children: Samantha (age 10), Michael (age 7) and Kimmy (age 3).
- 26 years old and recently came off the Welfare roll to work at Filene's Basement for minimum wage.

4. **Emilio Santana** (Housing)

Fact Sheet:

- Born and raised in Roxbury; attended public schools
- graduated Madison Park High School in 1998 at the age of 19.
- 25 years old and father of one and a half year-old son , Jose.

5. **Cynthia Wexler** (Substance Abuse)

Fact Sheet:

- Born in Wellesley, moved to Beacon Hill with parents in late 1980s.
- Working as a consultant for top consulting firm, after graduating from Harvard Business School in 1998.
- 32 years old and loss her fiancée to a vehicle homicide; her sister imprisoned for DUI

6. **David Spencer** (Substance Abuse)

Fact Sheet:

- A METCO student, graduated from Lincoln Sudbury in 1992 at age 17.
- Married for five years with two children: Daughter Chantelle (age 4) and son David, Jr. (age 2 and a half)
- 29 years old

7. **Maria DeSilva-Barros** (Domestic Violence)

Fact Sheet:

- Immigrated from Cape Verde in 1989 at the age of 20; She came alone with no immediate or extended family members in the United States.
- Married for 11 years with four children: Bernadina (age 12); John Antoine (age 10); Nilsa (age 8); and Maria (age 4); they live in Roxbury
- Worked part-time for 7 years to raise children; four years ago she got a full time job in Gillette working on the Assembly line.

8. **Karen Baker** (Domestic Violence)

- Dropped out of high school at age 16 in 1992.
- Mother of two children: Nancy (age 4) and Tommy (age 2), fathered by live in boyfriend for six years.
- Works full time job at Payless Shoes since 1993.

Part III: Small Group Presentations

In small groups, youth review Part I and create a presentation that incorporates the case studies. During the presentation, youth are asked to incorporate two questions in presentation:

1. What was your response to why are there homeless people in America?
2. What are some of the resources available to your particular case?

Closure: What can be done about Homelessness in America?

Finding Common Ground Discussion

Through discussion, youth identify some common responses to the question of why are people homeless. (5-10mins).

Curriculum for Mural Project with D.I.R.T. VIII

Veronique Latimer

Session One
February 2003

1. What do you think of when you think of art? Where is it?

-museums, churches, private homes, really expensive pictures of people you don't know

2. How about public art, what do you think of?

-“canons in the park”,
-sculptures of old revolutionary heroes
-weird, abstract stuff in buildings

3. Murals

-they tell a story
-they can be a voice for people who might not otherwise have a way to tell their stories to the public
-involve the community

4. Examples

Show examples of murals, talk about famous muralists, i.e. Judy Baca and Diego Rivera

5. Brainstorm ideas about the Food Project,

-what is important about the vision/ mission that you'd like to show? (in words)

6. Critique the existing mural

-what do you like about it?
-what can be improved?

7. Sketch

Everybody sketch some ideas of images you'd like to see in the mural, put them up for everyone else to see.

Materials:

Flipchart

Examples of murals, books

Extra writing implements

Curriculum for Mural Project with D.I.R.T. VIII

Veronique Latimer

Session Two

March 1, 2003

Materials: Brainstorms from Session One
 Blindfolds
 Bag full of small, interesting objects
 TFP photographs
 Extra writing implements

1. Review

Recap of session one, post results of brainstorming session and drawings from the last session

2. Drawing exercise.

Everyone is blindfolded, given an object to draw just by touch

3. TFP photos

Go through Food project photographs and select images that would look good in the mural

4. Draw & Trace

Draw freehand and trace from photographs images for the mural

5. Cohesion

Piece together everyone's images and discuss which ones we want in the mural

Spring Retreat

Grand Circle Pinnacle Leadership Center

April 2, 3, 4, 2004

Friday, April 2

- 2:00 Load vans at the office
- 3:00 Leave for the city (Big Blue van: ME)
- 4:00 Pick-Up at Ruggles Station (ME)
- 4:30 Pick-Up at Porter Square (Spruce van: GG)
 - ME = Mike = Prgm Coordinator
 - GG = Greg = Prgm Director
 - LG = Lakeisha = ACL
 - PG = Pertula = Kitchen Czar
- 5:00 Meet at Lincoln
- 5:15 Welcome (Back)!
 - Quick go-round with names

- Games • Amalgamations (ME)
- Rope Circle (GG)

D.I.R.T. CREW VIII (5)

- This is a service program through which you will develop leadership skills; this is about your SOUL
- You are representatives of the Food Project; the stakes are high, because this is a very public program
- Think of the farm sites and the organization as your own, you are responsible for them
- You should support and challenge each other to grow and develop
 - *ACLs are here to do the same; they are youth who have been through this program before, can help you out, have made a big commitment in the past and want to further it, but they will also be working on their own development; Mike & Greg's roles - coaches

Overview of the Spring Trimester (10)

- Themes of the spring: leadership, communication, environment and agriculture, service, inclusively.
- Draw even closer as the DIRT VIII Crew
- Hone Leadership skills.
- Every Saturday morning, you will be crew leaders of volunteers
- We will be out on the land every Saturday either in Lincoln or Rox.
- You will work with lots of different types of people
- You will participate in many different workshops: public speaking, leadership development,

Attachment 67 – 2

communication strategies, and agriculture.

- How does all of this sound to you? What excites you? What will be the challenges for you?

6:15 Dinner (Pertula)

6:45 Last Minute Logistics

- Quiet time is 11:00 PM, we have to respect that!
- Seat Assignments for the Van rides
- Announce Check Ins to respond to (LG)
 - When you were little, what did you want to be when you grew up? How about now?
 - Tell your partner about who is in your family and how you get along with them.
 - What are some of the best books you've ever read?
- Explain sleeping arrangements Pairs (Van: ____) Pairs (Van: ____)
Clean-up and Pack-up

7:00 Leave for Leadership Center

- one van for cargo and 4-5 people, other for everyone else
Arrive at the Leadership Center Be very QUIET
- put all belongings away, claim beds
- put all food in kitchen
- put flipchart and other program supplies away

8:15 Everyone meets in the Studio

- One thing you learned about your van partner. Introduce new DIRT members
- Explanation of Grand Circle Space (GG)

8:45 PM Personal Goals/ Group Goals

9:15 PM Logistics

- Go over the agenda for the weekend (LG)
- Have people sign up for chores (LG)
- Go over rules (ME)
 - stay in the facility, unless you check with Mike, Greg, Pertula, or Lakeisha!
 - Standards apply
 - We are really serious about the quiet rule after 9:30 pm, will also have to ask you to leave if you can't respect that
 - Don't walk in the woods alone
 - If going on a walk, must tell a staff member
 - Don't leave property
- Physical contact must be according to a peer/working situation
- Chore sign-ups (LG)

9:30 PM Egg Drop (if there's time and energy;) (instructions listed in AYP Manual Attachment __)
(If it doesn't happen, you can fit it in on Sat. evening of the Spring retreat.)

10:30 PM Free Time

midnight Bed check (in bed) (LG, ME)

Saturday April 3

7:15 AM Breakfast Crew Wake-Up (PG, ME)
 7:30 AM General Wake-Up (LG)
 8:00 AM Breakfast (PG)
 8:45 AM Game
 9:15 AM Diversity Workshop (led by Diversity Interns and Facilitators)
 12:30 PM Lunch (PG)
 1:00 PM Ropes Course (w/ Vinny)
 4:00 PM Free Time
 Dinner Prep folks check-in with Pertula
 6:00 PM Dinner (Pertula)
 7:00 PM Life Portraits
 9:30 PM Activity: Pin Me If You Will
 10:30 PM Free Time
 midnight Bed check (in bed) (LG, ME)

Sunday, April 4, 2004

7:30 AM Breakfast crew Wake-Up
 7:45 AM General Wake-Up
 8:15 AM Breakfast
 9:00 AM Team Captain presentation (ME & GG & LG)
 - Lakeisha and Mike perform new Team Captain presentation
 Stay in Character whole time!
 - Review the revised team captain presentation
 - Hand out Team Captain/ Crew Leader Schedule
 - Pair off and each pair of youth practices their presentation in whatever form or venue they would like
 - Team captain presentation competition: each pair presents the presentation to the group; group then judges whose was the best, most creative, and well done
 11:00 AM Free Time
 11:30 AM Lunch Prep crew report to kitchen
 12:00 PM Lunch/pack up
 1:00 PM Finish Life Portraits (if you did not finish the night before) – if so, Free Time
 2:30 PM Logistics (LG)
 - Outline Spring Trimester
 - Spring Saturday calendar
 - Typical spring Saturday
 - Go over pickup (will anyone get picked up at Porter?)
 - April Calendar
 - After-School Work & sign-ups
 - Weekend closure and evaluation– go around (ME)
 3:00 PM Leave for home (checks)
 4:00 PM Drop off at Lincoln Office
 5:00 PM Drop off at Ruggles

The Food Project Children's Holiday Party

Planning Check List

(Initial contact should be made with each of the following places in early October!)

Drumlin Farm

Contact: Susan Helms Daley

- Confirm date and time of party; reserve the main room at Drumlin
- Update flyer asking for Teacher Naturalists
- Bring a few flyers to Susan at Drumlin Farm
- Call Susan to request a check up on the process
- Book five to six teacher naturalists, and explain the day to them; ask Susan for help if we have trouble finding folks

Rosie's Place:

Contact: Volunteer Coordinator

- Call to make sure they want to participate again
- Send a letter formally requesting reservation of date & time
- Find out when they will have a good idea of numbers of kids and mothers; if the projected number is under 20
- Arrange pick up and drop off time for transportation
- Send confirmation letter with agreement

Re-Vision House

Contact: Laurell Sims

- Call to make sure they want to participate again
- Send a letter formally requesting reservation of date & time
- Find out when they will have a good idea of numbers of kids and moms; if the projected number is under 20
- Arrange pick up and drop off time for transportation
- Send confirmation letter with agreement

(call other shelters to extend the invitation if either of these don't want to participate (Women's Lunch Place is a good place to start!))

Doherty's Garage

Contact: Cindy (or an available representative)

- Reserve date and pick up/drop off schedule
- Call to confirm number of passengers and final pick up/drop off time

Food And Supplies For Holiday Party

Food

Whole-wheat bread / White Bread (7 loaves)
Peanut Butter and Jelly (1 small jar of both)
Ham (3 1/2 lbs)
Turkey (5 lbs)
Roast Beef (1 1/2 lbs)
American Cheese (3 lbs)
Pretzels (1 large container & 1 for DIRT)
Popcorn (bags)
Chips (2 bags)
Apples (4 bags)
Oranges (2 bags)
Juice (8 large jugs of juice)
Water (2 gallons & 1 for DIRT)
Mayo/Mustard (1 small Mayo, medium mustard)

Meal Supplies

Paper plates (120)
Paper napkins (medium pack)
Paper cups (120)

Cookies & cookie decorations

(Make Ginger Bread Cookies First)
Triple cookie quantity
Squeeze tubes of Frosting (4 tubes)
Raisins (36 oz)
Sprinkles (1 color, other rainbow)
Chocolate Chips (1 reg size bag)
Small marshmallows (1 medium bag)

Goodie Bags

Paper Bags (50 bags)
Construction Paper (2 packs)
Markers (3 packs)
Sprinkles (2 packs)
Fun stuff to put on the Goode Bags

Snow Flakes

Circle construction Paper (2 packs)
Kiddie scissors (4)
Yarn (2 bundles)
Crayons / Markers (2 large packs crayons / 2 packs markers)

Board Drawing

Colored chalk

Attachment 68 – 3

Reindeer

Googly eyes (buy 70 small ones)
Candy canes (40)
Red nose (3 bags)
Pipe cleaners (4 packs)
Glue (1 reg, 1 clear blue, 1 color glue)

Playdoh Station

Playdoh (6 total, check cupboard)

Other Things

Tablecloths (enough to cover food serving area)
Wrapping paper (3 small rolls for different age groups; (1-4, 5-7, 8-12)

- Check Program closet and cabinet above for supplies leftover from previous year
- Can get all supplies at the West Concord 5&10!!
- Food – COSTCO in Waltham & Crosby's in Concord (for cookie decorations and deli meat, PB&J)

Naturalist Teachers Wanted!

to lead tours of Drumlin Farm for kids from

SATURDAY, DECEMBER 13, 2003
12:00 PM TO 2:00 PM

Join the kids from Rosie's and Re-Vision House and youth from the Food Project afterward for refreshments and fun at

The Food Project's Annual Children's Holiday Party!

We need six naturalist teachers.
Please call SOON if you are interested!
Call Mikeat (781) 259-8621 x17



The Food Project Children's Holiday Party Agenda

December 13, 2004

8:00 Pick Up Ruggles Station

8:15 Pick Up Porter Square

8:30 Pick Up Food Project Office

8:45 Arrive at Drumlin Farm

(for Mike – Susan Helms Daley – Connection for reserving space – at Drumlin)

_____@_____

Chris Scapanich – Director of Youth & Family Education – connection

For Teacher Naturalists _____

Bus Chaperone; _____ **'s phone number:** _____

8:50 Pep Talk

- Children's Holiday Party History (GG)
- Mike Talk to DIRT About Their Role as Mentors for the Day; Need to Work Hard in AM!
- Lakeisha talk about responsibility on tours with kids- 1 in the front and 1 in the back
- Review agenda for the Day (ME)
 - Assign Tasks (LG): read out tasks from Job Sing-UP Lists for whole day and hand each person their 3 assignments

9:10-11:30 Preparation for the Day

- (1) Cookie Baking,
- (2) Setting Up Tables and Decorations,
- (3) Wrapping Presents,
- (4) Lunch Making
- (5) FYI: (Rosie's place pickup – 10:15. Re-Vision House pickup 10:45)

11:45 Children from Rosie's and Re-Vision House Arrive

- DIRT meets bus and send kids up to Nature Center

11:50 Lunch Bathroom Run and Introductions

- Do introductions in a circle to the whole group have everyone keep their coats on (ME)
- Have youth each lunch quickly (ME, LG)
- Kids go to bathroom (ME)
- Have groups go off one at a time, those waiting fill out name tags (LG)

12:15 Teacher Naturalist Tour of Drumlin Farm

1:30 Kids Return from Farm to Nature Center

1:30 – 2:15 Stations:

- Popcorn – shucking, popping
- Making Goodie Bags
- Decorating cookies –
- playdoh
- Cutting snowflakes
- Making reindeer
- Drawing on chalkboard

Suggestions:

- 1) Have DIRT members at each station encourage kids to rotate after they are finished their “project” at each station. Don’t make it mandatory.
- 2) Use wrapping paper as a way to quickly identify what gift belongs to a particular age group. I.e. white wrapping paper = 3-5, blue 6=8, green = 9-12.
- 3) The wrapped toys should be in a corner, semi-concealed so that the kiddos don’t get incredibly excited prematurely.

2:15 Clean Up

- Package Decorated Cookies into Goodie Bags
- Get Coats

2:15 HO! HO! HO! (Willie: Santa, Lakeisha: Santa coach)
DON’T OPEN PRESENTS!!!!

2:15 Santa Gives Out Presents (to be unwrapped on the bus!)**2:30 Clean Up!****3:00 Logistics**

- Mailing Party Sunday – conf

<u>Who and Where</u>	<u>Day</u>	<u>Time</u>	<u>How Many D.I.R.T Needed?</u>	<u>Doing what</u>
Winter CSA Distribution, Lincoln w/ Susie	Tues & Thurs	3:30	2	Setting up tables, tents, and giving out produce to CSA members
Rox office work w/ Donna	Wed	4-6	2	Calling alumni about reunion
Linc office work W/ Amanda	Friday	3:30-5:30	2	Help with a mailing

•Winter Reunion – Tues December 23rd

3:15 Writing Reflection

Start with a visualization. Ask youth to think back to: End of summer. Why you wanted to sign up for DIRT crew. Coming out to Lincoln at the beginning of the retreat weekend. 1st time with volunteers. 1st time you were CL. 1st time you were Team Captain. Think back about today – the CHP.

Ask youth to write down their feelings during the retreat. During their first experiences with volunteers and being in the leadership roles. Their best moment of Fall DIRT. Their most challenging moment. Highlights from today.

3:30 Evaluation

- Start with evaluation of the Fall Trimester (1/2 hour)
- Why do you come every Saturday?

3:45 Affirmation Cards

- Everyone fill out each others cards
(See “Affirmation Cards” Attachment)

4:30 Go to Sarah’s for Dinner and Yankee Swap

- Dinner at Sarah’s – potluck – w/ a dish that your family usually eats – or from your culture
- Yankee Swap – everyone should have brought one wrapped present that was \$10 or less (see “Yankee Swap” Attachment)

Jobs**the AM****Baking Cookies:**

1. Erin
2. Makisha
3. Jake

Setting Up Tables and Decorations:

1. Sarah
2. Willie
3. Lakeisha

Lunch:

1. A-dobs
2. Chrismara
3. Jamaal

Wrapping Presents:

1. Redd
2. Chrisana
3. Vernon

Teacher Naturalist Tour:

1. Makisha, Sarah
2. Adobuere, Vernon
3. Jamaal, Chrisana
4. Erin, Willie
5. Redd, Chrismara
6. Lakeisha, Jake

After-Tour Stations

- | | |
|--|--------------------|
| 1. <u>Goodie Bags:</u> | Vernon, Jake |
| 2. <u>Popcorn:</u> | Erin |
| 3. <u>Snowflakes:</u> | Adobuere, Sarah, |
| 4. <u>Reindeer:</u> | Makisha, Jamaal |
| 5. <u>Cookies</u> | Willie, Chrismara |
| 6. <u>Play-doh</u> | Lakeisha, Chrisana |
| 7. <u>Drawing on Chalkboard</u> | Redd |

	Assignments for Stations at Holiday Party				
	Morning Set- up	Tour Group # & Partner	Stations		
Adobuere	Lunch	#2 w/ Vernon	Snowflakes		
Chrisana	Wrapping Presents	#3 w/ Jamaal	Play-doh		
Chrismara	Lunch	#5 w/ Redd	Cookies		
Erin	Baking Cookies	#4 w/ Willie	Popcorn		
Jake	Baking Cookies	#6 w/ Lakeisha	Goodie Bags/ Drawing Table		
Jamaal	Lunch	#3 w/ Chrisana	Reindeer		
Lakeisha	Setting Up	#6 w/ Jake	Play-doh		
Makisha	Baking Cookies	#1 w/ Sarah	Reindeer		
Redd	Wrapping Presents	#5 w/ Chrismara	Popcorn		
Sarah	Setting Up	#1 w/ Makisha	Snowflakes		
Vernon	Wrapping Presents	#2 w/ Adobuere	Goodie Bags/ Drawing Table		
Willie	Setting Up	#4 w/ Erin	Cookies		

AFFIRMATION CARDS

Title: Affirmation Cards

Group Size: Unlimited

Time Required: 30 minutes

Materials:

Stiff paper to be taped on each person's back (including the facilitator's). Paper should be heavy enough to write on and not "bleed" through onto participants' shirts. Colored pencils or pens and tape.

Directions:

- Introduce this activity by asking the group what it means to be affirming. Then tape a card on each participant's back and give everyone something to write with. Instruct the participants to walk around the room and write affirmative statements on each person's card. The statements (1) can be signed or anonymous; (2) should only be positive; and (3) should be specific about the person.
- Close by having each person share something on their card that is especially meaningful and describe why it is so.

Discussion:

Is what is written on the back of your card consistent with who you know yourself to be?

If the statements are different, why do you think this is so?

What did you learn about yourself through this exercise?

Yankee Swap

Tell the DIRT crew two or three weeks in advance, so they have time to plan and search for or buy a present. Remind them each of the following Saturdays.

To participate, individuals must bring a present. (Encourage them to do so. People who forget or don't want to play, will feel left out when everyone else is wrapped up in the game.) The present, which must be brought to the group wrapped, can be something new or used but no one should spend more than \$15 (or another agreed upon amount that won't exclude people). Encourage people to be creative with their presents, it makes the game more fun.

Put all the presents in the middle of the circle.

You need a piece of paper, a pencil or pen, and a hat. For however many people in your group bring presents, rip off that many pieces of paper, number them, and put them in the hat. For instance, if you have 20 members in your group, tear off 20 pieces of paper and number the pieces 1-20.

Have everyone pick a number.

The person with Number 1, chooses one gift from the pile to open. (Everyone should be sure to watch everyone else open their gifts.)

The person with Number 2 then decides if they would like the first person's gift or to choose one from the pile. Once they have chosen, they can't change their mind. If the person with Number 2, chooses to take Number 1's gift, then Number 1 gets to choose another wrapped gift from the pile to open. After Number 1 opens the new gift, Number 2 cannot, then, decide that they want this new gift.

Number 3, then, can choose either Number 1's or Number 2's gift or to open a new one.

And so it goes. If there are 20 people in your group with presents, Number 20 is the lucky one. That person can choose from anyone's bounty or they can take the last unopened present.

Be clear about the rules ahead of time.

Make sure that you, the Assistant Crew Leader, and any other staff that attend help create a celebratory, positive atmosphere. This should be a fun activity, not one where people feel hurt because others' have "taken" their presents.

The Food Project

2003 - 2004 Academic Year Program and SYP Crew Worker Orientation Agenda

May 22, 2004

AM

8:15 Pickup at Porter

8:45 Pick up at Ruggles

9:00 Meet at West Cottage

9:05 Weekly Check-In:

- If your week were a street name (made up or real) what would it be and why?
Go over agenda and assign roles for the day.

Team Captain: Erin and Alex

Team Leaders:

Makisha: David, Jamaal

Sarah: Kailah, Willie

Chrismara: Daniela, , Alex

Jake: Vernon, Erin, Tenzin

9:15

- Team Captains: Erin and Alex- Practice for presentation with Mike
- Team leaders go with Ag staff to learn the tasks of the day
- Lakeisha sets up site and greets volunteers w/ Vernon
- Everyone else do field work w/ Tara

9:40 Team Captains call volunteers into Circle and begin presentation

9:55 Crew Leaders take volunteer groups to begin field work

12:15 Team Captain Rally Call for Volunteers, DIRT and Staff

- Team captains give closing presentation
- Redd does Sustainable Agriculture Activity

12:30 Lunch Break

1:30 Crew worker Orientation (see below)

3:45 Logistics

- June 12th intern meeting for interns who have started already
- Intern paperwork to Marian by end of month; get work permits & doctor appointments
- Intern Orientation on Monday June 28th 9-12
- May 29th – BBQ at Alex's -**POTLUCK**

After School Work

<u>Who and Where</u>	<u>Day</u>	<u>Time</u>	<u>How Many D.I.R.T Needed?</u>	<u>Doing what</u>
Cooking Class	Tues			
Lakeisha	Thursday	3:00-5:00	ACL only	The usual
Tara (urban office)	Thurs	3:30-5:30	2	flyering

Crew Worker Orientation

11:30 Pertula and Greg arrive and begins to set up.

What needs to be set-up: chairs tables for food and registration
 Flipchart trash cans
 TFP banners balloons
 Utensils, plates, napkins, cups

12:30 2 other staff arrive and help with set-up (Marian and Peter)

1:00 DIRT crew helps with set-up and those who are speaking should review speaking parts

1:15 All staff and youth must be in place with nametags on:

- DIRT Crew spaced around West Cottage, greet youth and parents and point them toward the Registration Table.
- **Mike** joins DIRT and keeps them focused; releases them as appropriate
- **Pertula** hovers near the Registration Table, greeting parents and youth (hopefully by name), steering them toward the table and then towards the refreshments, and answering any questions.

Mike = SYP Coordinator
 Bayo = Rox Site Supervisor
 Pertula = Prgm Administrator
 Greg = Program Director
 Danielle, Marian, Donna,
 Peter = staff
 Lakeisha = DIRT ACL
 Everyone else = DIRT members

- **Willie, Tenzin, Alex, Chrismara** people the Registration Table (w/ **Danielle & Marian**).
- 1 staff (**Donna**) mans the Information Table w/ **Makisha**)
- Chef and alum are ready to serve food.
- All other staff greet parents and youth and eat with them.

1:30 New Youth and Parents Registration and Snacks

- Everyone must register first, then get food
- Registration means being checked off on a list, handing in any paperwork you brought, getting a name tag, and receiving Hand Out Packet

- Any questions will be dealt with at the end of the day

1:45 Welcome and Introduction to the Day (Mike & Pertula) 5 min.

Key Points:

- Welcome - explanation of where you are! (ME)
- Review afternoon agenda. (ME)
- Reminder about paperwork deadline, announcement of help session(s). (PG)
- Quick overview of what is in your Hand Out Packets. (PG)

1:50 TFP Staff Intros (__ Everyone __)

- All Summer Staff and Full-Time Staff come forward.
- Each introduce themselves and explain what they do, how it contributes to the mission of the Food Project.

2:00 Overview of the Summer Program David

- Schedules of the summer: macro, weekly, daily, special events.
- These schedules are in your Hand-Out Packet.

2:10 Who Will Be Working With You/Your Child (Mike and Bayo)

- Site Supervisor: who we are, what we do (ME)
- Crew Leaders: how a crew is set up, how they work together, how straight- talk helps (BO)

2:15 Introduction to the DIRT Crew (Mike)

- 2 DIRT Crew members **Kailah, Jamaal** talk about what the DIRT Crew is, why they made the commitment.
- Greg/Mike/or Bayo talks about how hard youth will be pushed, what they will get out of it

2:25 Break Into Parent and Youth Groups (SYP Coordinator and Director) 5min

Youth go to meeting structure, bring tents with them if necessary.

Staff not assigned to one or other group can choose a group to go with.

Youth group: Mike, Bayo, DIRT Crew, Crew Leaders for the coming SYP

- Have new Crew Workers bring their chairs and move away from Parent group
- Form a big circle, SYP Coordinator. go over agenda.
- Play “Mingle, Mingle”
- Break into four groups to play Group Count and Birds, Beasts, and Fishes

4 DIRT Crew leaders: **Erin Daniela Vernon, Jake**

- Come back together into big Youth group. 2 DIRT members speak to group:

---DIRT Speaker 1: The work DIRT has done since last summer especially to get this year going.
(Jamaal)

---DIRT Speaker 2: **(Sarah)**

- Best Advice Exercise: (SYP Coordinator

---DIRT crew members give new youth advice:

If you could give one piece of advice for a successful summer here, what would you say? (5min)

---New youth share what they look forward to and ask questions of DIRT (facilitated by SYP Co-ord.) (5min).

Parents: Greg, Pertula, DIRT Crew parents

- Stay in the same area, rearrange chairs to be close.
 - Divide up into groups, play Group Count. (facilitated by Greg)
Group Count leaders: _____
- Best Advice Exercise (Greg)
 - What is the best advice that someone has given you?
(any parent can respond as they feel so moved)
- DIRT Crew Parents give advice to new parents: (Director asks the ?s)
(DIRT parents come forward and stand as a panel)
What did their child get out of the program?
What should a parent expect from their child during the summer?
How can a parent support their child through the summer?
- Question and Answer time. (Greg)
- Announce Parent Event – Friday July 30th & ask for Parent Liasons

3:05 Wrap Up (two groups back together) (Mike & Pertula)

- Next important dates (paperwork deadline, first day of program).
- Thank you for coming.
- Please come to special events.
- Staff and youth will be around to answer questions.
- Paperwork questions can be answered at the registration booth.

3:30 Closing

Passing On the Torch (shovel!): (5)

(DIRT Crew member with a loud voice (**Lakeisha, Jake – shovel passer**)

Present new youth volunteers, as representative of all new summer youth, with shovel as symbol of hard work and commitment to service. In passing on the shovel, we hand over our hard work for you to continue. Don't let us down!

(Important for this passing of the torch to be taken seriously)

- Read a quote which will leave people feeling inspired for the summer
- MLK quote which begins "Everyone can be great because everyone can serve..." is a good one.

3:35 Questions Answered (Pertula)

- Any youth or parents who have unanswered questions can find the Pertula, Donna, Greg at the Registration Table

3:35 Clean Up (AYP Coordinator)

- DIRT Crew is in charge of clean up.
- Staff who helped set up - help clean up too.

October 28, 2002

PARENT PERMISSION SLIP**Conversation/Presentation**

"Gang Days in L.A.; Hearts and Hands: Making Peace in a Violent Time"

-A Conversation with Luis Rodriguez-

Rodriguez has spent the last 25 years documenting life on the streets in Los Angeles and Chicago. He gives voice and hope to young people in often forgotten immigrant communities.

I give permission for my child, _____,

to go to Hyde Park High School, located at 655 Metropolitan Ave. in Hyde Park, with other Food Project youth and staff (Mike Evans) on Tuesday, October 29, 2002, from 7:00-8:30 PM to listen/participate in the presentation described above. I am aware and give permission for my son/daughter to be transported in Mike's car.

With questions, please call Mike at: _____

(tear at this line) -----(keep the top portion)

My child will
(PLEASE CIRCLE)

- (1) be on their own to get home
- (2) be dropped off at Ruggles Station after the talk,
between 8:30 PM and 9:00 PM
- (3) be dropped off at Porter Square between 9:00 PM-9:30 PM

I agree to hold harmless The Food Project Inc. in the case of any incident or accident that may occur during this event.

(Parent/Guardian Name Printed)

(Parent/Guardian Signature)

(Date)

*All youth MUST bring this paper signed by a parent or guardian to Mike by Tuesday to be allowed to attend the talk.

Attachment 77

January 28, 2000

Dear Parent:

As the fields lie buried under the snow, we at The Food Project have decided to enjoy the winter weather by going skiing together!

On February 6th, staff, youth and family of The Food Project are invited to join us to ski or snowboard at Wachusett Mountain, located in Princeton, MA about an hour from Boston.

The following are our pick-up times:

Ruggles Station 10:00 AM

Porter Square 10:30 AM

Lincoln Office 11:00 AM

Drop off times will be:

Lincoln Office 6:00 PM

Porter Square 6:30 PM

Ruggles Station 7:00 PM

Prices are as follows:

\$34 for a lift ticket

\$19 for ski rentals/ \$22 for snowboard rentals

There is also a beginner package that includes lift ticket, ski or snowboard rentals and a beginner lesson for a total of \$46.

Everyone will be encouraged to take a lesson. Anyone who has not skied or snow boarded before will be required to take a lesson.

The phone number at Wachusett is _____.

If you need to reach us, have me paged.

In order for your child to participate, they must bring the attached permission slip!

Other things to bring:

- Money for meals (lunch and dinner) or your own food
- Lots of warm clothes: think layers!
- Hat and gloves
- Good thick socks
- Waterproof pants (or pants with long-johns underneath)
- Winter coat
- Change of clothes for the way home if you don't want to be wet!

If you have any questions, please call me!

Sincerely, Meg _____ x 17

May 7, 2004



Dear Parents,

As I'm sure you're all aware, in just a few weeks the D.I.R.T. Crew's Academic Year Program 2003-2004 will be coming to an end. We have had quite a year. Your child has played a special role in getting the produce from soil to dinner plate for people from all walks of life in the Greater Boston area. As a group we have also helped to create wonderful experiences for volunteers in the fall and spring and have touched the lives of many hungry people at homeless shelters throughout the city.

The D.I.R.T. Crew's last Saturday together is June 5th. We would like to invite you to share in celebrating our year's accomplishments with a potluck dinner and awards ceremony at our West Cottage food lot in Roxbury.

D.I.R.T. Graduation

Saturday June 5th

5:00 PM Potluck Dinner, Awards Ceremony

- Family and Friends are invited.
- Traditionally potlucks mean that each family brings food to share with everyone else. So that there is enough food for everyone, each family needs to ensure that they bring enough to feed everyone in their family.
- The evening will finish by 7:30 PM.

RSVP to Mike by phone _____ ext. ____ or via email _____ by May 23rd and let me know how many friends and family will be coming with you and what food you will be bringing.

It will mean a lot to us to have you there. I look forward to seeing you.
Sincerely,

Mike Evans

Academic Year Program Coordinator

Lakeisha Graham

Assistant Crew Leader

The Food Project
2003-2004 Academic Year Program
Lincoln Saturday
June 5th, 2004

AM

- 8:15 Pick Up at Porter
- 8:45 Pick-up at Ruggles
- 9:05 Explanation of the Day

Weekly Check-In

- If your week was a veggie what would it be and why?

9:15 Go Over Agenda

- Assign roles for the day; explain the flow of the day.
- Who ever is not a team captain or team leader will be in a work block
- Team Captains: Daniela & Chrismara
Crew Leaders: Redd: Jake, Sarah
Erin: Jamaal, Chrismara
Vernon: Daniela
David: Makisha, Willie
Group with Greg to practice speaking this afternoon: Jamaal, Kerri, Jake, Sarah

9:20 Training for the Day

- Crew Leaders and Team go with Ag staff to learn tasks
- Team Captains get ready for presentations
Greet Volunteers and Set Up for Presentation
- Lakeisha, Sarah will greet volunteers and Team Captains will set up site for presentation

9:30 Team Captain Rally Call for Volunteers, DIRT and staff to Gather

9:35 Team Captain Presentation

10:00 Field Work

11:00 Water Break

11:15 Return to Field Work

PM

12:15 Team Captain Rally Call for Volunteers, DIRT and Staff & Wrap Up

12:30 Lunch

- 1:00 Final LogisticsFinal
- 1- Weekly Work Sign-Ups
 - 2- Positives/Deltas of the AYP Spring Trimester and Whole Year
 - 3- Fill out Evaluation Survey
 - 4- Written reflection on the Year
 - 5- Something akin to Affirmation Cards??? (We do Affirmation Cards at the End of the Fall Trimester) If we have something else for the Fall, we could do Aff Cards here.
- 2:30 Explanation of how the Graduation and Evening will run
- 2:45 Preparation for Graduation
- Set-Up the Tarps to enclose the shelter and prepare for Graduation
- Have 3 or 4 DIRT members and one staff rig up tarps so that the shelter can be enclosed and dark for the slideshow and so the tarps can be pulled back for breeze and light while people are sitting under the shelter and eating
- Everyone else goes to the urban kitchen to help in the preparation of food for the evening.
- 4:00 Time for the DIRT crew to hang out on site
- 5:00 Parents start arriving for Graduation
- 5:30 Graduation Begins
- (See Graduation Agenda)

DIRT Graduation

Supplies:

Chairs	Tableclothes	Nametags (for people & for dishes)
Tables	Utensils	3-4 markers
Large tarps	portable stereo	slide projector

Setup:

- Set up chairs under the shelter.
- Set up two tables with tablecloths
- Put utensils, 2 markers, and nametags for dishes on table
- Have 3 or 4 DIRT members and one staff rig up tarps so that the shelter can be enclosed and dark for the slideshow and so the tarps can be pulled back for breeze and light while people are sitting under the shelter and eating

5:00 Parents begin arriving

Instruct youth beforehand to hang out with their families and give tours of West Cottage

5:30 Welcome (ME)

- Gather everyone in a circle around the tables of food
- Talk about how afternoon will run. Introduce photo albums and say that they will be passed around during dinner and will be available to look at after the ceremony.
- Ask people to go around the circle and introduce themselves. Ask one person from each family to introduce the dish they brought and tell people what's in it and if it's vegetarian or not

5:45 Potluck Dinner

Remind youth to let parents and guests dig in first!

6:15 Accomplishments

Jake, Jamaal, Kerri, Sarah

6:30 Slide Show

6:45 Acknowledgements

- Pat will speak on behalf of the communities that the DIRT Crew has served (introduced by Mike)
- Everyone else who has witnessed the work of the DIRT Crew will be given the opportunity to speak also

7:00 Awards (Mike, Lakeisha)

- Mike will speak briefly about each DIRT member
 - call them up one by one, LG will pass out pictures and certificates. Each DIRT member will remain standing up front until all are finished

7:30 Closing



D.I.R.T. VIII

DYNAMIC

INTELLIGENT

RESPONSIBLE

TEENAGERS

Mike Evans Academic Year Program Coordinator, Lakeisha Graham Assistant Crew Leader

Crew Members: Jake Anderson, Thea Anderson, David Boucher, Alex de Moor, Tenzin Dotsang, Adobuere Ebiana, Erin Guertin, Kailah Hayden-Karp, Chrismara Lopez, Kenyatta "Redd" Jennings, Richard King, Sarah Michelson, Vernon Newbury-Bullock, Daniela Petuchowski, Juan "Pucho" Rivera, Jamaal Sanders, William "Willie" Sanjurjo, Kerri-Lynne Thomas, Makisha Timothy, Chrisana Watson.

"An individual has not started living until he or she can rise above the narrow confines of his or her individualistic concerns to the broader concerns of all humanity." -Martin Luther King Jr.

The Food Project

This award certifies that:

has achieved significant personal and social change through hard work in sustainable agriculture in The Food Project's Academic Year Program.

D.I.R.T. Crew VIII

The D.I.R.T Crew focuses on leadership, communication, public speaking skills and helping teens learn and participate in local, sustainable agriculture.



Mike Evans Academic Year Coordinator

Lakeisha Graham Assistant Crew Leader

Presented on June 5,

2004 Winter Retreat Schedule

The Farm School January 9-11, 2004

FRIDAY

9:00 AM Both van (Big Blue & Spruce) should be in Lincoln.

3:00 PM Start loading up van and depart from Lincoln office

ME = Mike = Prgm Coordinator

GG = Greg = Prgm Director

LG = Lakeisha = ACL

DA = Danielle = Kitchen Czar

4:00 PM Pick Up at Ruggles in Big Blue (ME)

4:30 PM Pick up at Porter Square in Spruce (GG)

5:00 PM Meet at Lincoln Office.(ME & GG)

- load people-who-are-meeting-at-office's stuff into GG's van
- go inside office
- Welcome New Members
- Game: Do You Know Your Neighbor?
- Game:

5:45 PM Dinner (DA)

- go over the agenda for the night
- (LG) assign folks seating partner and discussion questions for pairs

By the time we get to The Farm School, they should be ready to report back to the whole group. Those paired w/ new DIRT members be prepared to introduce them to the whole group. (LG, choose 3 of these 4)

1 - Of the 4 elements – Fire, Water, Wind, Earth – which one do you identify with most and why

2 – Are you a dog or a cat person and why

3 – What's the best book you've ever read and why

4 – Are you competitive or not and tell a story that explains why

6:30 PM Back in the vans, head for Farm School.

8:00 PM Arrive in Athol . (ME)

- first unload personal stuff and take it to the cabin they are staying in
- after settling in, come back to the meeting room to help unpack program stuff and food

9:00 PM Check-ins. (LG)

- everyone tell one interesting thing they learned from their van partner
- partners introduce new DIRT members: Tenzin, Daniela, Kerri, David

9:30 PM Many Questions – Concentric Circles (ME)

10:00 PM Go over rules for the weekend. (ME & LG)

- never walk in woods alone, never leave the property;
- boys and girls cannot go in each others' rooms;
- can hang out together in the meeting room;
- if anyone is going for a walk away from the buildings, one of the staff need to know;
- standards are in effect, physical contact should be based out of a peer working situation, not a "relationship"
- we can have lots of fun – but we CANNOT have it at one another's expense
- also go over staff roles (ME)
- Sign-ups for cleaning and cooking duty (LG & DA)

10:15 PM Agenda & Goals for the weekend. (ME)

- Retreat
 - weekend's schedule
 - highlight big things we're doing this weekend
- Winter
 - Winter Schedule
 - Quick intro to Field Planning Curriculum, Mural Project, & Hunger/homelessness Curriculum (ME)
- Retreat Goals?

10:30 PM Free Time

11:30 PM Everyone in their rooms

12:00 PM Bedcheck! Lights out!

Saturday

7:00 AM Breakfast Crew Wake Up (DA, ME)

7:30 AM General Wake Up (ME)
Breakfast Set Up Begins (DA)

8:00 AM Breakfast (buffet style)

8:30 AM Review of the Day's Schedule (LG)

9:00 AM Diversity Workshop
Game: What's Your Number (ME)

11:00 AM Free Time (*Lakeisha go over binders with new DIRT*)

12:00 PM Lunch

12:30 PM Game: Crocs & frogs (GG)
Diversity workshop continued

2:30 PM Free Time

5:00 PM Chores

- Everyone will help with farm chores

6:30 PM Free Time

- before we break, explain that before we eat we will go around and give thanks first, so during free time think about what you will say
- those helping cook do so now
- everyone should sign the thank you cards to the Drumlin guides

7:30 PM Dinner

8:30 PM Public Speaking Workshop (ME & GG)

10:00 PM Free Time

10:30 PM TFP & DIRT crew Trivia game (LG & DA) (needs to be prepared for in advance)

11:30 PM Free Time

12:00 AM Bedcheck, lights out!

Sunday

7:00 AM Breakfast Crew Wake Up (DA, ME)

7:30 AM General Wake Up, Breakfast Set Up (ME)

8:00 AM Breakfast (buffet style)

Attachment 83 – 4

8:45 AM Game: Jailbreak (GG & LG)

9:00 AM Intro to Hunger & Homeless Curriculum (GG & ME)

Intro Shelters

Every group presents their shelter to rest of DIRT crew
(videotape presentations)

11:00 AM **Pack up and Clean Up**
 Lunch Preppers – prep lunch

11:30 AM Lunch & final clean up, free time

12:30 PM Personal Goals for the Winter (ME)

1:00 PM Group Goals (ME)

- We need to set goals now, so at the end of the winter, we can see How High We Have Jumped.
What will make us proud of ourselves.

1:30 PM Logistics and Requirements for the Winter (LG, ME)

-handouts

-sign-ups for work next week

- 1st cooking class Wed 1/14 3pm-5pm
- Lincoln office work Wed 3-5

-Advisory sessions sign-ups

- Talk about upcoming public speaking events

* call Will with who wants to be in cooking class (ME)

2:30 PM **Retreat Evaluation**

3:00PM Final check for cleaning, etc.

3:15 PM On the road!

(call parents from the road if off schedule)

Drop-Offs

5:00 PM Lincoln office

5:30 PM Porter Square

6:00 PM Ruggles

(it's best to predict a later arrival and return early, than to predict an early return and arrive late)

The Food Project

List of Retreat Sites for the Academic Year Program

1. The Farm School, Athol, MA

Contact: Ben Holmes, Tracy Manning

Phone Number: (978) 249-9944

Cost: Free but we make a donation of \$150

History: We have been there eight times for retreats spanning 1999-2004. It's a wonderful space, but we have to be careful not to overuse it. Once per year is probably best. We always help with some of the animal chores. In 2003 on Sunday morning, we helped with an important vegetable harvest, which they appreciated.

2. Heifer Project's Overlook Farm, Rutland, MA

Contact: Dale Perkins is the farm manager, person who books visits changes often.

Phone Number: (508) 886-2221

Cost: Usually make a donation of \$150

History: Went there for Winter retreats from 1999-2005, minus 2004 because we didn't plan well enough in advance. Great place. Can do chores. Sleeping quarters are a little tight. Need to book way in advance.

3. Grand Circle Travel's Pinnacle Leadership Center

Contact: Patrice Bova

Phone Number: (617) 346-6628

Cost: They are one of our funders and thusly we don't have to pay.

History: Have gone there for our Spring retreats 2002-2004. They have a ropes course that they allow us to use; and in 2004, we had Vince, a fantastic ropes course guide.

4. Equity Trust, Voluntown, CT

Contact:

Phone Number: (860) 376-6174

Cost: Free but we make a donation of \$150-\$200

History: Staff and DIRT have done retreats here. It is a funky space but youth liked it. Not a farm set up for others to help, so we create all our activities ourselves. Went there for Spring DIRT retreats from 1998-2001.

5. Woolman Hill Retreat Center, Deerfield, MA

Contact: Retreat coordinator shifts often. Call main number.

Phone Number: (413) 774-3431

Cost: At least \$15 per person per night, likely non-negotiable

History: Where Greg and Don had their weddings. Beautiful, peaceful, but popular and more expensive than the others. Never taken DIRT there for a retreat.

Winter Trimester Retreat!

January 9th – 11th

(Friday to Sunday)

Where We're Going:

- The Heifer Project in Rutland, MA
The Heifer Project works to end hunger, like The Food Project, but does so on a more global level.

“Heifer envisions...

A world of communities living together in peace and equitably sharing the resources of a healthy planet.

Heifer's mission is...

To work with communities to end hunger and poverty and to care for the earth.

Heifer's strategy is...

To “pass on the gift.” As people share their animals’ offspring with others – along with their knowledge, resources, and skills – an expanding network of hope, dignity, and self-reliance is created that reaches around the globe.

Heifer's History

This simple idea of giving families a source of food rather than short-term relief caught on and has continued for almost 60 years. Today, millions of families in 115 countries have been given the gifts of self-reliance and hope. “ -<http://www.heifer.org/>

- I will be taking my Nextel, and that will be the best way to get in touch with us. I will check my messages at the beginning and end of each day. My number is _____. Please share this letter and give this number to your parents!
- In an emergency, if your parents can't get in touch with me, have them try The Heifer Project's office number: _____. But please try Mike first! (There's a good chance no one will be in the Heifer Project office during the weekend.)

Where to Meet:

Friday, January 9th

Ruggles 4:00 PM

Porter Square 4:30 PM

Lincoln Office 5:00 PM

We'll Return...

Sunday, January 11th

Lincoln Office 4:30 PM

Porter Square 5:00 PM

Ruggles 5:30 PM

What to Bring:

- Sleeping bag or blankets and sheets and a pillow
- Toiletries: soap, deodorant, toothbrush, towel
- 1 set of clothes and shoes you can work and get dirty in (hoodie) (for farm chores)
- Lots of warm clothes and outdoor wear (be prepared to hike – warm hat, gloves, and boots)
- Something to sleep in (pajamas, etc.)
- Flashlight
- Food Project notebook – start the new trimester off on the right foot, bring your notebook!
- Homework (there will be free time when you can work on it)
- Lots of energy!

If you have any questions about the retreat, call Mike at _____ x ____.

On the retreat, we will be exploring issues of diversity, beginning to learn more about hunger and homelessness and the shelters at which we will work this winter, deepening our public speaking skills and confidence, getting more time to bond as a crew.

Please also be ready to warmly welcome our five new DIRT members: Kerri-Lynn Thomas (formerly of Demeter's Disciples), Daniela Petuchowski (all the way from crew Figure It Out), David Boucher (C-Unit), Tenzin Dotsang (Crew Aiight?), and Elana Kreiger-Benson (Bulldogs). Keep in mind how difficult you've found it coming into an already-formed group – help to make their transition smooth. See you all on Friday the 9th. Have a great vacation!

Happy Christmas, Hannakuh, Kwanzaa, Boxing Day, and New Years!

Sincerely,

Mike

P.S. Remember to show this letter to your parents and give them the phone numbers!

Winter 2004 DIRT Retreat Menu

Saturday Breakfast

bagels and cream cheese
cereal
hot chocolate
orange juice

Saturday Lunch

tomato soup
sandwiches:
 hummus
 tabouli
 cold cuts
 cheese
 lettuce
 tomatoes
 bread
 wraps
 mustard/mayo
 juice

Saturday Dinner

salad and dressing
bread
lasagna or chili or pasta
juice
brownies

Sunday Breakfast

cereal
Bagels and cream cheese
muffins
orange juice
hot chocolate

Sunday Lunch

sandwiches, wraps, leftovers
juice

Snacks

leftover chips, cookies, etc.
GORP and fruit leather

BASIC SHOPPING LIST FOR DIRT RETREATS

This amount of food should feed 20-30 people (staff members included) on a DIRT Crew retreat. The list covers Friday dinner (except in winter retreat), Saturday and Sunday breakfast, and Saturday and Sunday lunch. Please note that Saturday Dinner is not included on this list with the exception of juice - it is at the discretion of the cook. Before purchasing any storable food items, please check with the last person to cook on a DIRT Crew retreat to see if anything is left over. Snacks are also included in this list. Think healthier snacks. Whatever is put in front of people, they will eat it (within reason).

Dry Goods:

- 8 bags of snack stuff
- 3 bags of chips (assorted) (think more tortilla chips and less greasy chip chips)
- 2 bags of chex mix
- 2 bags of pretzels
- 1 bags of goldfish
- 3 boxes cereal (assorted 18-20 oz.)
- 6 packages of sandwich rolls (assorted packs of 6)
- 4 packages of wraps (10 in each)
- 3 dozen bagels (assorted)
- 2 packs cookies (assorted, large)
- 1 packs of Twizzlers (departure treat)
- 0.5-pound coffee (for adults -- don't forget to bring a coffee maker!)
- 1 box sugar

Condiments:

- 1 bottle mayonnaise (8-12 oz.)
- 1 bottle deli mustard (8-12 oz.)
- 1 bottle sliced pickles (8-12 oz.)
- 2 bottles salad dressing (Italian and Thousand Island)

Drinks:

- 2 gallons milk (whole and 2%)
- 2 gallons orange juice
- 1-gallon apple juice
- 10 bottles fruit juice (assorted)
- 1 can of lemonade

Attachment 87 – 2

Dairy:

- 4 containers cream cheese (2 plain, 2 strawberry)
- 2-containers hummus (16-20 oz.)
- 2-containers tabouli (16-20 oz.)
- 1 pack butter

Deli:

- 3 1.5 pounds roast turkey (wrapped separately)
- 3 1.0 pound turkey ham (wrapped separately)
- 3 0.5 pound roast beef (wrapped separately)
- 1 1.0 pound Swiss cheese (wrapped separately)
- 3 1.0 pound provolone (wrapped separately)

Fruits/Vegetables: (see if as many vegetables as possible can be TFP veggies)

- 1 dozen tomatoes
- 6 head lettuce
- 6 cucumbers
- 6 carrots
- Fruit (assorted in season -- plan 2 pieces of fruit/person) [Apples, Oranges, Bananas]
- Carrot sticks

Utensils (if needed):

- Napkins
- Plastic spoons, knives, forks
- Paper cups
- Paper plates

The Food Project Winter Retreat Evaluation

Positives

- good workshops
- comfy couches
- gender workshop
- nice cabins
- fun games
- good food
- free time
- Whack-A-Mole
- sticking to schedule
- toilet tag
- jailbreak
- good attitudes
- van ride partners
- Pete the dog

Deltas

- more sleep
- don't cut into free time
- more male staff
- no time to enjoy cabins
- start night workshop earlier
- don't do intense
workshop at night
- more staff
- do less
- 3 Day weekend?
- livestock
- more rec. options (like hike
(NOFA))
- go to Farm School

Staff Winter Retreat Evaluation

Positives:

- pre-meeting for all staff going on the retreat to go over roles, responsibilities and goals for the weekend
- support staff for cooking and pictures
- the site worked well, especially in terms of boys and girls being really split up
- dividing up the workshops between AYP coordinator and Intern

Deltas:

- person in charge of a workshop needs to convene it
- some workshops overlapped in ways we didn't predict, for example we set a lot of goals! we need to be aware of that possibility for the next retreat, go over the workshops carefully to make sure it doesn't happen
- question always arises of whether we should continue to do intense, emotional workshops late at night, (AYP Coordinator) Meg's sense is we should, but we always get feedback that it is tough for folks

The Food Project
Team Captain/ Crew Leader Schedule
Fall 2003

<u>Date</u>	<u>Team Captains</u>	<u>Crew Leaders</u>
September 20 Lincoln	Kailah Jamal	Chrisana Makisha Erin Jake Chrismara Pucho
September 27 Roxbury	Redd Jake	Adobuere Sarah Kailah Willie Chrismara
October 4 Lincoln	Erin Rich	Willie Redd Thea Jamaal Chrisana
October 11 Roxbury	Chrismara Sarah	Thea Redd Jake Rich
October 18 Lincoln	Adobuere Willie	Makisha Chrisana Sarah Jamaal
October 25 Roxbury	Makisha Chrisana	Adobuere Vernon Kailah Jake
November 1 Lincoln	Thea Vernon	Chrismara Erin Redd Willie

- Team Captains should be well-prepared on the Saturday they are presenting.
- The number of crew leaders may fluctuate depending on the number of volunteers. Each DIRT member should be prepared to step in as Crew Leader if extras are needed.
- Anyone not listed as a team captain above is a substitute. This person's job is to be prepared to fill in for a team captain in the case that the team captain is absent or cannot perform her/his duties. It is critical that the substitute be prepared to step in beginning with the first volunteer day.

The Food Project: Team Captain Presentation Format

Overview

Team Captain #1	Welcome, Intro, Check-in
Team Captain #2	The Windblows...
Team Captain #1	Vision (statement, personal & social change)
Team Captain #2	Vision (sustainable ag, land, food)
Ag Staff talks about the work for the day	
----Crew Leaders lead volunteers in work-----	
Team Captain #2	Bring everyone back, report, check-back-in
Sustainable Agriculture Activity (staff, ACL, or DIRT)	
Team Captain #1	How to stay involved. Thanks!

1. Welcome

Team Captain #1

- Welcome group to The Food Project
- Introduce yourself –
 - o name, age, where you are from,
 - o how long you have worked at The Food Project
 - o why you are a part of the Food Project
- Explain that you are one of the two team captains for the day who will be introducing them to The Food Project. Also explain that you are part of the DIRT crew, and explain what DIRT stands for
- Ask participants/staff to introduce themselves and briefly answer a check-in question

Team Captain #2

- Introduce yourself – name, age, where you are from, how long you have worked at The Food Project, and why you are part of The Food Project.

2. The Windblows (Hunger, Sustainable Ag and Urban Agriculture) Activity

(see attached sheet)

3. The Food Project Vision

Team Captain #1

Vision – Creating Personal and Social change through Sustainable

- Explain The Food Project Vision:

An example of:

-- Personal Change:

-1- personal change at TFP

AND -2- what is it like being in such a diverse group

-- Social Change:

We educate others about the importance of having a local sustainable food system. And then we

take action by trying to make that system available to everyone.

Ways we do that:

-1-change how food is distributed:

-Farmer's Market – in low income neighborhoods where access to fresh food is limited

-CSA – new way of thinking in which people partner with the farm by getting a share of the weekly harvest

-Homeless Shelters- supplying fresh healthy produce to soup kitchens who often get leftovers.

-2- Trying to change people's awareness through our volunteer program.

-3- conferences and workshops (urban ag conference)

-4- in the city we are empowering people to safely grow their own food to show them the power of urban agriculture – urban gardeners, children in school

-5- turning abandoned lots into urban gardens

Team Captain #2

-- Sustainable Agriculture: taking care of the land and making sure we don't deplete the resources.
We put back as much as we take from it.

- Explain the land, how much we will grow, & where the food grows

-- Lincoln (31 acres of conservation land)

-- Roxbury three food lots (2.5 acres)

-- Tell them why it is important they are there to help us (200,000 lbs to plant (spring) harvest (fall) and few youth workers in Fall/Spring)

-- Tell them where the food is going (2 farmers' mkt., shelters, CSA) – (If Team Captain #1 talks about food distribution above, then just explain any other details specific to us)

And we do all this by bringing people from all walks of life together to work towards one common goal -- to build a local sustainable food system. It's important because we all eat.

**** Production talk – Ag Staff ****

(Crew Leaders)

At the end of the workday, Crew Leaders ask someone in your crew to report back telling about what different tasks your crew did that day

-----Work in the Field -----

WRAP-UP Presentation (After work is Done)

Team Captain #2

- Draw group back into circle
- Thank everyone and congratulate them on their efforts. Ask a representative from each work crew to report what the crew accomplished.
- ask everyone to go around and say one thing they learned or enjoyed

Sustainable ag. activity (see attached sheets) – processing ties today’s work and sustainable agriculture with what we are trying to accomplish. (Done by AYP Staff, ACL or a DIRT member who has demonstrated capability).

Team captain #1

If you would like to stay involved with TFP. You can:

- volunteer again as a group or individual, make a donation
- join our CSA, visit our farmer’s market
- buy our salsa beginning July 4th
- Wrap up with thank you

Check-In Questions

What is your:

- Connection to the land
- Experience in a farm or garden
- Favorite holiday dish
- Favorite thing about spring / fall
- Word describing how you feel today (no repeats)
- Favorite relative
- Favorite cartoon show
- Favorite vegetable AND how you like it prepared
- Expectation for today
- What did you eat for dinner last night
- Tell us about something you have done that was physically challenging
- Tell us about a time you got dirty
- (for alumnae groups) Tell us when you attended the school and what you studied
- (When it’s raining) - tell about a favorite memory in the rain
- Tell us something you hope to learn or are excited about today

Report Back In

What did your crew do today?

Reflection Questions

- What did you accomplish today
- What did you learn about another person today
- What did you learn about farming
- What did you enjoy most

The Windblows Activity

There will be cards with facts on them about the food system.

- (Have the crate w/ cards inside in the center of the circle). Have everyone in the circle stand

shoulder to shoulder with the people next to them. Stand as a part of the circle

- Explain that on one side of each card there is a statement that reads, “The Wind blows for....”
- Give an example: “The wind blows for everyone wearing boots.”

Explain that everyone wearing boots must now find a new spot in the circle and that they have to move at least 4 spaces away from where they are now. If the statement does not pertain to them, don’t move.

Explain to them that you don’t want to be the last one left in the circle, that they want to get there as fast as they can. No body-checking though.

- Once everyone has found a space in the circle, there will be one person left in the middle. The person who just read the last statement, should then read the fact on the other side of the card.
- Ask them to hold onto their cards until the very end. Ask them to make sure they speak loud enough for everyone to hear.
- No body-checking
- Then the person who is now in the middle picks up a card and reads the Windblows statement.

WRAP-UP

- “All these facts are about our food system. We are all a part of the food system because we eat food.
- We know most of you came here today because you want to help people who are hungry. In this country, we have an amazing food system. But unfortunately it doesn’t get healthy food to many of the people who need it the most and it doesn’t protect the health of the land.
- The Food Project is attempting to change that situation by building a local, sustainable food system. So we want to tell you now about some of the things we are doing.”

(pass it over to the other Team Captain)

Sustainable Agriculture Activity

Earth’s Surface is composed of...

75%	Water
20%	Land that cannot be farmed (Too hot, dry, high, wet, or cold)
5%	Land that can be farmed

Of that 5%...

2%	Asphalt and development
2%	Tree farms and pastures
1%	Cropland

And if that 1% of cropland were a human body...

The entire body except for one arm is land that cannot be irrigated

The one remaining arm is irrigated farmland

One fingernail on that arm is farmed organically / sustainably

Instructions

Gather all participants in a circle. Tell them you want to do an activity with them about sustainable agriculture and land use around the world. Tell them that all the people in the circle represent the total surface area of the earth.

Using the percentages above (it is easiest if you count the people before you get them in a circle and have the math already figured out) begin dividing the people and instruct them this way:

“75% of the earth’s surface is covered with water. That means X number of you, or all of you from X to Y in the circle are water. Stand in a group and act like water while I tell the rest of the people what they represent.”

“20% of the earth’s surface is land that cannot be farmed. It is too hot, too cold, too dry or too wet. That means X number of you, or all of you from X to Y in the circle are land that cannot be farmed. Stand in a group and act like land that cannot be farmed.”

“5% of the earth’s surface is land that can be farmed that means X of you are this. But 2% of it is asphalt and development. So X of you are those things. Act like asphalt and development please. And 2% of you are tree farms and pasture land for grazing animals. So X of you are those things, please act like them.”

“So here we have the remaining individual, who represents 1% of the earth’s surface that is available farm land (stand next to the person). Of this person’s body, all but the arm is land that cannot be irrigated (ask the person to hold one arm out to the side). This arm is farm land with irrigation. Of that land, this fingernail (hold the person’s pointer finger) is land farmed organically or sustainably (without the use of chemical fertilizers, pesticides and herbicides).”

“Our goal is that in your lifetime, maybe, a whole hand will be farmed that way. You can help us towards reaching that goal by thinking about the food you buy – where it comes from and how it’s grown. What we’re asking you today as the first step is to support local sustainable agriculture within your communities.

You can do that by:

- joining a CSA
- shopping at a Farmer’s Market
- buying products in your grocery store that come from Massachusetts

If you buy food from local sustainable farmers, it means that the food you buy will be fresher and more nutritious and money will be kept in our local economy. If we all work together we can build a local, sustainable food system. We appreciate you playing a part of that by volunteering today. Thanks so much!

Week:

Dates:

Name	Sun RET	Mon Kit	Tu RFB	Tu LFW	Tu FM	Tu Kit	Tu	Wed Kit	Wed	Th RFB	Th LFW	Th FM	Th Kit	Th	Fri Kit	Fri	Sat DIRT	Sat
Graham, Lakeisha, ACL																		
Anderson, Jake																		
Anderson, Thea																		
de Moor, Alex																		
Ebiama, Adobuere																		
Guertin, Erin																		
Hayden-Karp, Kailah																		
Jennings, Kenyatta (Redd)																		
Lopez, Chrismara																		
Michelson, Sarah																		
Newbury-Bullock, Vernon																		
Petuchowski, Daniela																		
Sanders, Jamaal																		
Sanjurjo, William																		
Timothy, Makisha																		
Watson, Chrisana																		

KEY

RET = retreat

RFB = Rox Fwork

LFW = Linc Fwork

CC = Cooking Class

UE = Urban Ed

ROW = Rox Office W

D.I.R.T. Checks

Name (print)

Name (signature)

Date[illegible]

Public Speaking Events

(list events individuals have spoken at in appropriate trimester)

<u>Names</u>	<u>Fall</u>		<u>Winter</u>			<u>Spring</u>		

The Food Project

Academic Year Program: Saturday Attendance Record

[illegible]



YOUTH TRAVEL PROTOCOL CHECK3LIST

This form is to be used when planning travel in or out of the country and after arrangements have been confirmed with both youth and parent. The following information is necessary to have on file prior to departure. Please make sure to make duplicate copies of all Health/Medical and Emergency contact Forms to carry with you while traveling.

- o A copy of the invitation to travel/ participant letter
- o Parent Permission Slip
- o School Permission Slip. A must during school year travel.
- o Health/Medical forms (In order to use any forms on file they must be up to date)
- o Emergency Contact information
- o Copy of Visa or Passport (Whatever documents are needed must be on file)

The Food Project Academic Year Program

VIOLATIONS CHART TRACKING FORM

YOUTH NAME _____

[illegible]



W.K Kellogg Foundation Food And Society Conference
April 25-29
The National Conference Center, Lansdowne, Virginia

The W.K. Kellogg Foundation is a nonprofit organization whose mission is to apply knowledge to solve the problems of people. Its founder W.K. Kellogg, the cereal industry pioneer, established the Foundation in 1930. Since its beginning the Foundation has continuously focused on building the capacity of individuals, communities, and institutions to solve their own problems.

Annually, the Food and Society initiative of the W.K. Kellogg Foundation, convenes a meeting of stakeholders which brings together community activists, business leaders, farmers, ranchers, scholars and thought leaders to explore and discuss the community-based food system concept and its opportunity to improve rural communities, the environment and public health. Materials from the last two meetings including video, PowerPoint presentations and written material are available at www.foodandsociety.org.

For the past two years, TFP has coordinated a youth delegation at the FAS conference. The Food Project is responsible for recruiting young people from across the country to participate in the conference. This is an opportunity for youth to learn from top practitioners, as well as to meet other youth involved in similar work. For TFP youth in particular, the conference is an opportunity for them to practice their public speaking and leadership abilities.

We will be meeting approximately once a week leading up to the conference to prepare presentations. We will fly to Washington DC, leaving on the afternoon of April 25th. We will return on the evening of April 29th. During the duration of the trip all young people will be held to TFP standards, and will be expected to represent TFP through their behavior.

During the conference, youth will be supervised by staff at all times. In case of emergency Anim Steel can be reached on his cell phone at (____) _____.

The Food Project's Travel Permission Slip
"WK Kellogg Foundation Food and Society Conference
April 25-29, 2005: Lansdowne, VA

I give my full permission for my son/ daughter, (_____), to participate in the Food and Society Conference to be held from April 25, 2004, through April 29th, 2004 in Lansdowne, Virginia I understand that he/she will be traveling with two senior staff members, Anim Steel and

Cammy Watts, and two “fellows”, Ben Handzo and Monica Pless, from The Food Project, and that they will be staying at The National Conference Center, 18980 Upper Belmont Place, close to Washington D.C.: phone number: _____. The actual conference runs from the 27th through the 29th. To be present and prepared for the workshops we will be running, we will have to leave in the late morning or afternoon of Monday the 25th. We would return in the late evening of Friday the 29th.

Please note: to be eligible to attend the conference, youth and staff must meet together approximately once per week for several hours during the 5 or 6 weeks preceding the conference. We would schedule times compatible with all of our schedules at our first meeting, currently scheduled for **Monday, February 28, 2005**. We hope to have a longer meeting on that day.

I understand that The Food Project will be arranging and paying for registration fees, flights, lodging and meals for this trip. I further understand and agree to reimburse The Food Project for up to the full amount of pre-paid expenses, (registration fees, airfare and lodging), should my son/ daughter withdraw from the trip after flights and a hotel have been booked. Up to the full reimbursement will be paid directly by me or through garnishment of my son's/ daughter's paycheck. [The only exception to this would be a medical emergency with documentation from a physician.]

I give my permission for The Food Project staff to act in my place in case of a medical emergency. I understand that the Standards (contract) that apply to my son's/ daughter's participation in other Food Project programs also apply to this trip, holding them to certain expectations that are in place for their safety and well-being.

I un ☐

during this trip as directed by The Food Project, Inc. I agree to hold harmless The Food Project, Inc. or any of its staff members, in case of any incident or accident that may occur on this trip.

Name: _____ Name: _____
(Print name of parent/ guardian) (Print name of youth)

Signatures: _____
(Signature of parent/ guardian) (Co-signature of youth)

Date: _____

Please fill in the necessary information below:

Emergency contact name(s) and number(s):

Any allergies, including foods:

Other important information that we should know about, including medical conditions:

**The Food Project
American Community Gardening Association
National Conference Workshop
Seattle Washington
September 19, 1998**

I. Welcome and Introduction of Selves (10)

(AB) Introduces self "Who I am and how I came to TFP"

(HB) Same as above

(GG) Same as above

II. Introduction of Food Project and Workshop (10)

(GG) FP vision, mission, history, growing food in two communities

Goal of the workshop: to inspire further good work you are already doing, show what has been possible when gathering people for a purpose

(AB) Introduces agenda

(HB) Introduces program year (flip chart): Summer / Ac. Yr. 1,000 volunteers, 1,000 people addressed

III. Slideshow (15)

(GG) Narrator to slideshow with each youth narrating each section

(HB) Lincoln fields

(AB) Roxbury lots and farmers' markets

(HB) Shelter work

(GG) Final slides

IV. Testimonials (15)

(HB,AB) Panel discussion with FP youth responding to GG's questions:

a) what have you learned about yourself through your participation in The Food Project?

b) what have you learned about others?

c) what have you learned about nature and the environment?

d) what does it take to get good things done?

V. Interactive Exercises (20)

(GG) Getting things done well at TFP = clear goals, team building, fun (15)

(HB) Fun: "Human Spring"

(AB) Team building: "Group Count"

(GG) Clear goals: "Most important word exercise"

a) (HB) introduces

b) (All) circulate

c) (AB) writes at flip chart while Hansa calls on people

d) (HB) processes and Gidget and Greg add

e) (AB) Quote to end workshop: Cornel West

VI. Questions and Answers (10)

VII. Evaluation (10)

a) oral

b) written for ACGA

**The Food Project
NOFA Rhode Island Conference
Saturday, March 13, 1999**

Workshop 9:00 - 10:30 a.m.

I. Introduction to workshop (5)

Getting practical from our talk (GG)

How to:

Bring people together with a purpose

Get related to land and learn how to farm

Run production and distribution that works for diverse communities

Create hope and innovation

II. Bringing people together with a purpose (and fun!) (30)

Human Spring game (youth)

Most Important Word (youth)

III. Getting related to land and learning how to farm (30)

Relation to the Land Exercise in pairs (youth)

Ag. curriculum summer (youth)

Ag. curriculum winter (youth)

Design work (youth)

IV. Run production and distribution that works (15)

Responding to the needs of the community and shelters

GG and MC give data from activity

Youth give examples and stories

Farmers' Market (youth)

Shelter Distribution (youth)

CSA (youth)

Value added products, production greenhouse, on the horizon (GG)

V. Questions and Answers and Closing (15)

Creating Hope: where we'll go from here

Where will you go?

Cornel West quote (youth)

Evaluation of workshop (youth)

DIRT Crew Request Form

This form must be returned to AYP Coordinator at least 2 weeks prior to the event or any required trainings. This form is intended for youth involvement in events such as public speaking and any other kind of events that are public and/or requires training (i.e. public speaking functions, S&G in North Shore, Conferences, mingling with patrons, etc. & not office work or field work). The form is meant to improve communication between the staff supervising the event, the AYP Coordinator, and the DIRT crew members.

Name of event:

Name of Staff supervising event:

Staff phone #:

Date of event:

Time of event:

Location of event:

Transportation schedule to and from work site:

- ☐ Pick up/meeting location & time:
- ☐ Departure time & drop off location (if need be):

Number of DIRT Crew members needed:

Detailed description of work to be done:

Equipment DIRT Crew members should bring (work clothes, rain gear, etc.) or information to have ready (ex. Should be able to answer question of why they continued w/ TFP):

Relevance of work (why is this important?):

Training required prior to event (Y/N):

If yes, when:

This form must be filled out by the staff requesting youth and returned to AYP Coordinator at least 2 weeks prior to the event or any required trainings.



Outreach Pre-Event Planning Form

Event: _____ Date(s) _____

Location: _____ Time(s) _____

Contact Person: _____ Phone # _____

Directions & other Information: _____ TFP Staff _____

Youth:	Telephone #	Materials:
1. _____	_____	<input type="checkbox"/> Brochures (programs, catering)
2. _____	_____	<input type="checkbox"/> Annual Reports
3. _____	_____	<input type="checkbox"/> Recent Newsletters
4. _____	_____	<input type="checkbox"/> Recent Media Coverage
5. _____	_____	<input type="checkbox"/> Business Cards
6. _____	_____	<input type="checkbox"/> Photographs/Posters
7. _____	_____	<input type="checkbox"/> Slides (proj., ext. cord, bulb)
8. _____	_____	<input type="checkbox"/> Videos (VCR, TV, ext. cord)
9. _____	_____	<input type="checkbox"/> Portfolio
10. _____	_____	<input type="checkbox"/> Volunteer Recruiting Flyers
		<input type="checkbox"/> Youth Applications
		<input type="checkbox"/> Post-Eval. Forms
		<input type="checkbox"/> Youth/Adult sign-in sheets
		<input type="checkbox"/> _____
		<input type="checkbox"/> _____
		<input type="checkbox"/> _____

*** Remember food, transportation, \$\$!**

The Food Project • P.O. Box 705 • Lincoln, MA 01773 • (781) 259-8621

Date _____

Dear _____:

Thank you so much for your efforts to coordinate opportunities for our youth to work with your organization this winter! I am confident that our youth will provide you with dependable, good-natured support, and that they will in turn learn and grow significantly from the experience.

Since each of you has worked with us in the past, you know that we have a very structured way of giving our youth feedback about their work. During the Summer Program, feedback from shelter staff first goes to the crew leaders, who are in charge of handling the issue with their crew, or with an individual crew member.

During the winter, the structure is a bit different. There is only one crew, which is led by the Academic Year Program (AYP) Coordinator and two assistant leaders. This one crew will be split among your three organizations. Each group will be headed by the AYP Coordinator or an assistant leader, who is an experienced young person capable of handling almost any situation. If an assistant leader is at your organization and an issue arises that needs to be addressed, she/he will be your first contact person. The two of you can then determine whether you need the assistance of the AYP Coordinator in order to address the issue.

The staffing for this winter is as follows:

AYP Coordinator:

Assistant Leaders and their location:

The dates we will be working for you are as follows:

The timing is as follows:

Pine Street Inn:

Red Cross Food Pantry:

Rosie's Place:

You will notice that there is a staggered start and end time to the work blocks each Saturday. We are very excited to be working with all three of your organizations this Winter. However, I want you to be aware that getting the youth dropped off and picked up from three different sites with one van will be logistically intense. I have set up what I think will be a realistic time schedule, but I ask for your patience and understanding if we have trouble sticking to exactly those times.

Every Saturday, the DIRT Crew will rendezvous at Ruggles at 8:45, from there, will proceed to your organizations, and will be ready to work at 9 AM. In years past, Rosie's Place couldn't take volunteers until 10 AM, but Pine Street Inn was gracious enough to accommodate our extra workers from 9-10 AM. After a morning of work, the DIRT crew reunites at 1:30 PM. During this time, we will be going through three different curricula. We will be learning how to plan a garden by doing so for Rosie's Mount Vernon House; we will be planning a mural design for a large shed on our land; and we will be studying issues of hunger and homelessness. One of our goals for the winter is that the youth in the DIRT Crew develop a deeper understanding of both the roots of hunger and homelessness, and the different movements and services that address those problems. We hope that your staff will be willing to talk to our youth about these issues, on both a formal and an informal basis.

If you would call to confirm that you have received this letter and that you agree to the outline of our winter partnership that I have provided, I would very much appreciate that. You can leave me a message at _____ x____ or email me at _____@_____.

I hope that you have a wonderful Thanksgiving! Thanks again for everything. We look forward to a productive winter together.

Sincerely,

Mike Evans
Academic Year Program Coordinator
_____ x_____

cc:
Scottie W., Pine Street Inn
Sarah B., Red Cross Food Pantry
Kara R., Rosie's Place

The Food Project Academic Year Program
Exit Interview Format

Future Employment Plans at TFP or Elsewhere:

What will you be doing in the fall and on? _____

Interested Areas:

Suggested Programs:

Personal Development?

Education Information

School Name: _____ **Guidance Counselor name:** _____

Attachment 72-2

Long Term Career Goals: _____

Academic Plan

The Academic Plan Grid was designed to assist you in your long term academic planning. Many high school students your age are mapping out their academic life and you, too, should be planning your remaining years in high school. Please fill out the grid below:

Current Year	Projected Course	Title	Actual Course	Title	GPA
First Year					
Second Year					
Junior Year					
Senior Year					

September 9, 2003

Dear New DIRT Crew Members:

As a participant in the Academic Year Program, you are required to have work clothes appropriate for all weather — including rain, cold, and mud. If you wish to purchase rain gear through The Food Project, please return this form to Mike Evans **no later than Saturday, September 20th**.

You may pay by check, cash, or through a payroll deduction spread out over three (3) pay periods. Here's to sunny skies and warm fall days!

Mike Evans
AYP Coordinator

Name: _____ Phone: _____

Please indicate size and amount(s) below:

YES, I would like to purchase raingear from The Food Project. I need:

⌚ BOOTS , SIZE: _____ in • Women's • Men's for \$12.00

⌚ RAINSUIT, SIZE: • S • M • L • XL • XXL for \$23.00

⌚ TFP Hooded Sweatshirt: • M • L • XL for \$25.00 • XXL for \$27.50

⌚ (Optional "D.I.R.T." can go on the back of hooded sweatshirts) D.I.R.T. on your
shirt: (circle one) • yes • no

⌚ KNIT CARHARTT CAPS: (green only; one size fits all) for \$6.50

⌚ An extra green TFP T-SHIRT, for \$6.00

SIZE: (circle one) • S • M • L • XL • XXL

I would like to purchase _____ t-shirts at \$_____

TOTAL \$_____

(Costs include shipping and handling.)

I am paying by: • check • payroll deduction

Fall Equipment Order

Crew Member's Name	Raingear	Boots	Hat	Hooded Sweatshirt (M-XL)	DIRT	TFP t-shirt
Sparkle	Small	8 W	black	Medium	Y	
Pete	Medium	10 M	black	Medium	Y	
Baheem	Large	9 M	black	Large	Y	Large
Erica	Medium	7 W	black	Medium	Y	
Jakim	Large	11 M	black	Large	Y	
Lydia	Small	7 W	black	Medium	Y	
Andy	Large	9 M	black	Large	Y	
Christina	Medium	7 W	brown	Medium	Y	Medium
Andrew	Medium	7 M	black	Medium	Y	
Yu Yan	Small	6 W	black	Medium	Y	
Carla	Medium	7 W	brown	Medium	Y	
Eliana	Medium	7 W	black	Large	Y	
Jay	Large	11 M	black	Large	Y	
Henry	XL	13 M	black	XL	Y	

Equipment Returns Form

Participant Name: _____

Type of equipment	Satisfactory	Unsatisfactory	What needs to change?
Boots			
Rainsuit			
Hat			
Hoodie			



Academic Year Program

In the Academic Year Program The DIRT Crew Basics

Young people will hold themselves to Food Project standards.

Young people will challenge themselves intellectually and physically.

Young people will be asked to do more than they think is possible.

Young people will set specific and ambitious goals.

Young people will constantly be asked to work with people who are different from themselves.

Young people will constantly be put in groups with people who are different from themselves.

Young people will be exposed to new and different experiences and opportunities.

Young people will be given ever-increasing amounts of responsibility as they continue to prove themselves.

Young people will be asked to step out of their comfort zones.

Young people will receive regular direct feedback about their work, actions, attitude, and effort.

Young people will respect others and themselves for who they are.

Staff will help young people grow and hold them responsible for their actions.

Young people will be held to the same standards regardless of race, gender, ethnicity, class, religion, sexual identity.

Staff will create a safe, nurturing environment where youth and adults will have fun but not at the expense of others.

Staff will hold safety and well-being of the young people are the highest priorities.

Staff will help young people and facilitate dialogues, but will not provide answers.

Staff will serve as models by being on-time, hard-working, present, appropriate, and respectful at all events.

Staff will hold young people to job standards, not school or camp standards.

Young people and adults will learn from and grow with each other.