

Native Farm to School

A Project of First Nations Development Institute



NATIVE FARM TO SCHOOL PROGRAM PLANNER

First Nations' Native Farm to School Program Planner will support your team with a flexible and visual framework to create a thriving food sovereignty-focused Native Farm to School program. Use the planning tool individually or combine your findings as a group to analyze. To begin, use the Goal Chart to develop one to six program goals from the six Native Farm to School focus areas. Identify up to eighteen topics of your choosing based on your current activities or topics that you dream of including in your program design. Add objectives to each topic, and use the rating scale to get a sense of your program capacity. Draw your results on the Native Farm to School Program Planner Circle to create a visual diagram of elements that make up your Native Farm to School program. Use the visual as an internal and external conversation starter to guide your next grant proposal or project budget. Share it with students, staff, parents, community, and partners to gather perspectives on the next season of your food sovereignty-focused program.

NATIVE FARM TO SCHOOL FOCUS AREAS

Consider these six elements to be deeply connected and interrelated. Find comfort in acknowledging the relationships between and within the six focus areas. We invite you to consider these program elements to align your program to community values and traditions. Keep in mind you don't have to grow all elements at once.

COMMUNITY Who are the community members that you envision participating in the school program? How can you bring this community together?

Students, families, friends, relatives, elders, volunteers, partners, events, meals, classes, etc.

TRADITIONAL FOODWAYS How can traditional ways be incorporated to cultivate and sustain food and food sources? How can you include cultural and Indigenous methods, processes, or traditions into the program?

Harvesting, tending, gathering, gardening, fishing, hunting, storing, processing, cooking, eating, seed keeping, etc.

TRADITIONAL KNOWLEDGE Where are opportunities for intergenerational, intertribal, or cross-cultural knowledge sharing? Is there other important context to consider?

Stories, songs, teachings, protocols, responsibilities, concepts, intergenerational exchanges, mentors, books, videos, resources, seasonality, relationship, acknowledgments, roles, cosmology, etc.

TRADITIONAL FOODS What local or regional Indigenous foods are available? How often can these foods be found in the program?

Variety of corn, bison, wild rice, fish, berries, teas, seaweed, maple, seal, medicines and herbs, etc.

LANGUAGE Incorporate Indigenous language both verbal and written or creative expression.

Words, phrases, speaking, reading, learning groups, curriculum, classes, mentors, etc.

LAND STEWARDSHIP What are the natural surroundings at the school that students and teachers can access? How can you incorporate sustainable or traditional land stewardship and agricultural practices into the program?

Prairie, field, garden, woods, forest, pond, lake, river, weather, snow, wind, soil, trees.

TERMS OF REFERENCE

Use these terms to help you complete the Native Farm to School Program Goal Chart.

PROGRAM GOAL – The desired result you wish to achieve. It is typically broad and long-term.

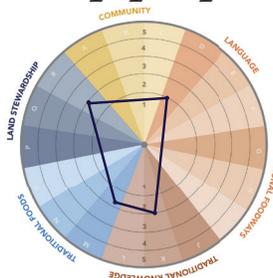
TOPIC – One or two words that describe the main area or element of focus.

OBJECTIVE – A specific and measurable action that will help accomplish the overall program goal.

RATING - The rating scale is a mixture of how active your program (currently) is on a specific topic, plus the combined team skill and knowledge levels. Use your intuition to mark your rating or redefine the rating system to fit your program needs. (Advanced Use: Select a future timeframe. Circle the rating with a second color to represent the future timeframe. Map the results to see a current and future representation of your program)

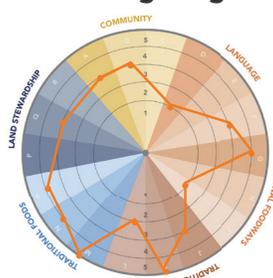
RATING	NATIVE FOOD SOVEREIGNTY PROGRAM ACTIVITY	FOCUS
1	Program Not Started - No Activity, Few Skills or Knowledge	Identify and Understand
2	Beginning Program - Low Activity, Low Skills and Knowledge	Create and Learn
3	Established Program - Some Activity, Medium Skills and Knowledge	Grow and Refine
4	Well-Established Program - Lots of Activity, High Skills and Knowledge	Teach and Mentor
5	Thriving Program - Activities Strongly Related. Advanced Skills and Knowledge	Lead and Inspire

Emerging Program



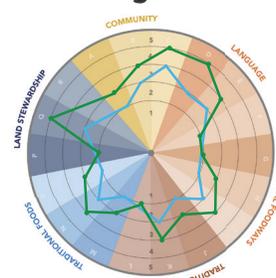
This beginning program choose to keep it simple. They identified only 4 topics within the 6 focus areas. The team plans to build and improve their program over time.

Flourishing Program



A highly developed program has 13 topic areas included. The team spends time and energy on sustaining core program elements while exploring ways to teach and mentor.

Future Program Growth



The planning team adds a second layer to examine possible growth areas for the upcoming year. Their ideas are reflected into their newly revised goals and objectives.

NATIVE FARM TO SCHOOL PROGRAM GOAL CHART

STEP 01 Create Program Goals

STEP 02 Identify Program Topics

STEP 03 Develop Objectives

STEP 04 Select a Rating

COMMUNITY

PROGRAM GOAL

	TOPIC	OBJECTIVE	RATING				
A			1	2	3	4	5
B			1	2	3	4	5
C			1	2	3	4	5

LANGUAGE

PROGRAM GOAL

	TOPIC	OBJECTIVE	RATING				
D			1	2	3	4	5
E			1	2	3	4	5
F			1	2	3	4	5

TRADITIONAL FOODWAYS

PROGRAM GOAL

	TOPIC	OBJECTIVE	RATING				
G			1	2	3	4	5
H			1	2	3	4	5
I			1	2	3	4	5

TRADITIONAL KNOWLEDGE

PROGRAM GOAL

	TOPIC	OBJECTIVE	RATING				
J			1	2	3	4	5
K			1	2	3	4	5
L			1	2	3	4	5

TRADITIONAL FOODS

PROGRAM GOAL

	TOPIC	OBJECTIVE	RATING				
M			1	2	3	4	5
N			1	2	3	4	5
O			1	2	3	4	5

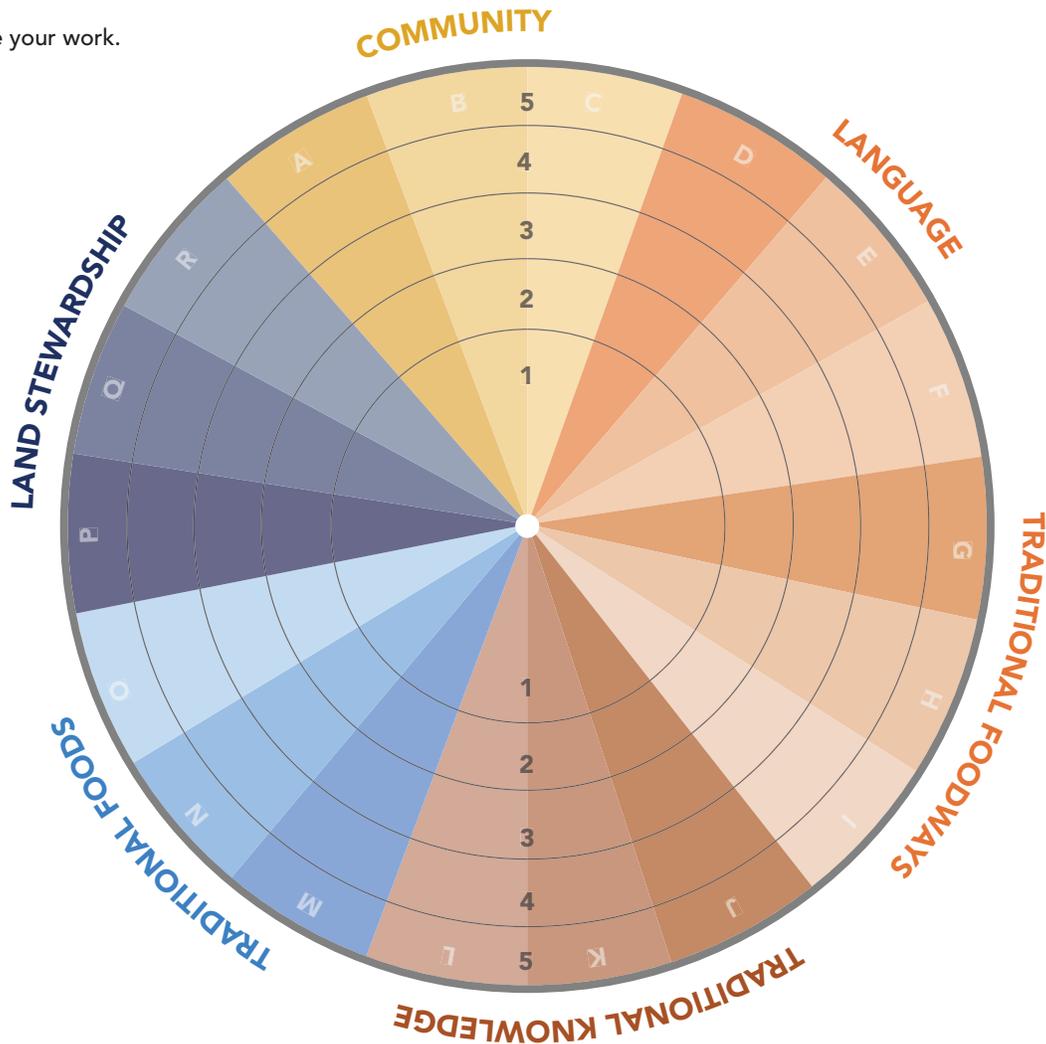
LAND STEWARDSHIP

PROGRAM GOAL

	TOPIC	OBJECTIVE	RATING				
P			1	2	3	4	5
Q			1	2	3	4	5
R			1	2	3	4	5

NATIVE FARM TO SCHOOL PROGRAM PLANNER CIRCLE

- Graph each topic using the corresponding letter (A, B, C...) and rating (1, 2, 3, 4, 5) from the Native Farm to School Program Goal Chart.
- Connect the dots.
- Share your work.



◆ NATIONAL HEADQUARTERS

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