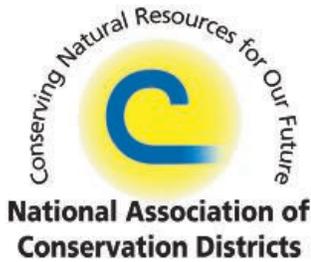


educators  
guide



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**Stewardship program educator's  
 guide online version**

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This booklet will be updated as  
 needed to bring you the most current  
 information.

Visit the NACD Marketplace to  
 purchase Soil to Spoon education  
 materials.

[www.nacdstore.org](http://www.nacdstore.org)

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Please submit information to share with others on your successful stewardship  
 programs or conservation education activities.

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**NACD Stewardship and Education**

**Committee 2011-12**



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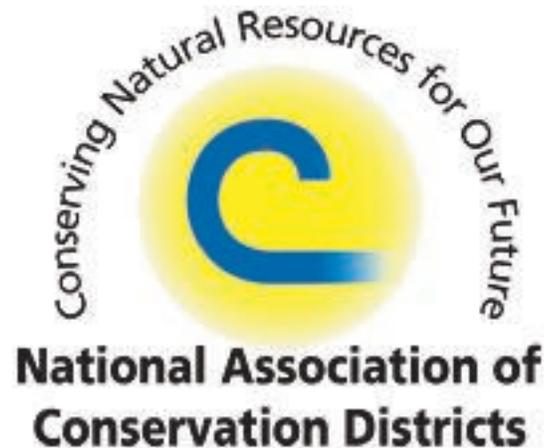
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The National Association of Conservation Districts is the non-profit organization that represents the nation's 3,000 conservation districts, their state associations and the 17,000 men and women who serve on their governing boards. For almost 70 years, local conservation districts have worked with cooperating landowners and managers of private working lands to help them plan and apply effective conservation practices.

Conservation districts are local units of government established under state law to carry out natural resource management programs at the local level.

NACD's mission is to serve conservation districts by providing national leadership and a unified voice for natural resource conservation. The association was founded on the philosophy that conservation decisions should be made at the local level with technical and funding assistance from federal, state and local governments and the private sector. As the national voice for all conservation districts, NACD supports voluntary, incentive-driven natural resource conservation programs that benefit all citizens.



NACD maintains relationships with organizations and government agencies; publishes information about districts; works with leaders in agriculture, conservation, environment, education, industry, religion and other fields; and provides services to its districts. NACD is financed primarily through the voluntary contributions of its member districts and state associations.

The association's philosophy is that conservation decisions should be made by local people with technical and funding assistance from federal, state and local governments and the private sector. The association's programs and activities aim to advance the resource conservation cause of local districts and the millions of cooperating landowners and land managers they serve.

Visit [www.nacdnet.org](http://www.nacdnet.org) for additional information.  
To find your local district contact information, go to  
[www.nacdnet.org/about/districts/directory/index.phtml](http://www.nacdnet.org/about/districts/directory/index.phtml)

### **STEWARDSHIP WEEK INFORMATION**

NACD has sponsored Stewardship Week since 1955. 2012 marks the 57th year to celebrate NACD Stewardship Week.

Education is a critical element of the conservation effort at the local, state and national levels. Educating youth ensures that the next generation will be wise stewards of America's natural resources. Helping today's adults understand the need for effective conservation practices builds on the conservation legacy. Through NACD's Stewardship and Education efforts, we help districts and communities extend the reach of their education programs.

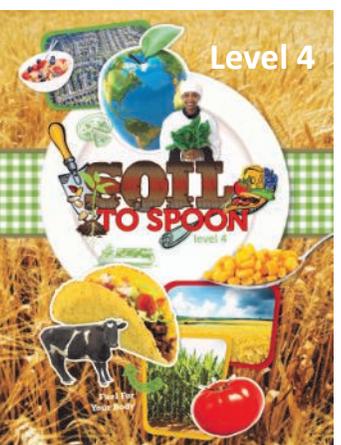
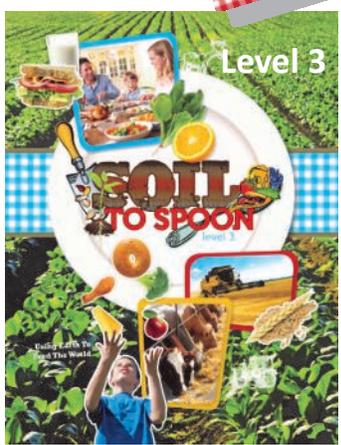
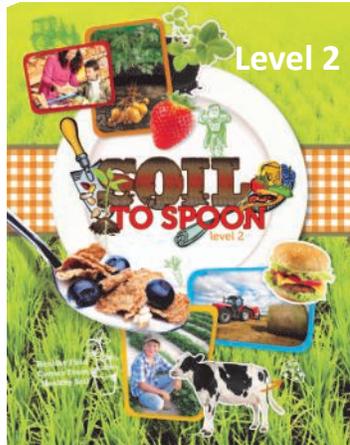
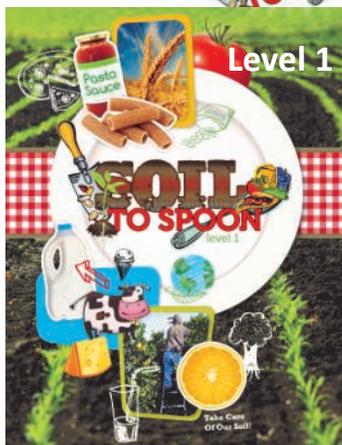
Stewardship Week, celebrated annually between the last Sunday in April and the first Sunday in May, reminds us of our individual responsibilities to care for the natural resources upon which we all depend.



Education Materials at NACD Marketplace

<http://www.nacdstore.org/>

Additional Resources <http://nacdnet.org/education/resources/>



# From Soil to Spoon

## Level 1-Grades K-1

### Level 1 Booklet Objectives

Students will:

- Discern that soil is necessary in the growth/production of the food we eat.
- Make a distinction between food that originates from plants versus animals.
- Recognize that farmers/ranchers take precautions to protect water and soil resources.
- Gain an awareness of the many people involved in making food available for consumption.
- Recognize and utilize their ability to grow their own healthy food wherever they live.
- Implement new behaviors that conserve and protect the earth's soil.

### Science Standards

#### PHYSICAL SCIENCE STANDARDS

Properties of objects and materials

#### LIFE SCIENCE STANDARDS

Organisms and environments

#### SCIENCE AND TECHNOLOGY STANDARDS

Abilities to distinguish between natural objects  
and objects made by humans

#### SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Personal health

Types of resources



### Vocabulary Words

**Cover Crop**—a crop planted between main crops to prevent erosion or to be plowed in to enrich the soil.

**Farm**—an area of land or water where particular animals, birds, fish, or crops are raised for commercial purposes

**Food Groups**—the five food groups are fruits, vegetables, grains, protein and dairy.

**Integrated Pest Management**—to evaluate, correct and control pest damage while protecting human health, the environment and economic viability.

**Grain**—a small hard seed.

**Minerals**—an inorganic substance that must be ingested by animals or plants in order to remain healthy.

**Pasture Grasses**—growing plants that are suitable food for livestock.

**Ranch**—a large farm devoted to keeping a particular type of animal or growing a particular type of crop.

**Soil**—the top layer of most of the Earth's land surface, consisting of the unconsolidated products of rock erosion and organic decay, along with bacteria and fungi.

**Whole Wheat**—not having had the bran and wheat germ taken out.

## Where Did That Come From?

### **Objectives**

-  Students will monitor their own eating habits.
-  Students will evaluate their daily food intake of the five food groups.
-  Students will discover the role soil, plants, animals, farms and ranches play in the food they eat.

### **Materials**

“Where Did That Come From” worksheet for each student.

Visit <http://www.nacdnet.org/education/resources/> to print worksheet in color)

### **Discussion**

-  What are some of your favorite vegetables? What are some of your favorite fruits? Name some fruits and vegetables that are different colors. It is important to eat fruits and vegetables of different colors to get all of the vitamins, minerals and nutrients our bodies need to be healthy. Name some vegetables that grow beneath the ground in the soil, some that grow above the ground with their roots in the soil. Name some fruits that grow on plants or bushes and some that grow on trees with roots in the soil.
  
-  What foods are in the “grains” food group? It is good to make sure that at least half of the grain foods we eat each day like bread and pasta are made from whole grains. Whole grain foods provide our bodies with energy and fiber. What is a “grain”? Where does the grain that is used to make bread come from?
  
-  Foods in the dairy group are high in calcium and are needed for strong teeth and bones. What foods are in the dairy food group? Do foods in the dairy group come from a plant or animal? Where do these animals live? What do they eat?
  
-  Meats and beans are high in protein and help your body build muscle. It is important to eat lean meats to avoid unhealthy fat. Do the foods in the meat and beans group come from plants or animals or both? Name at least five foods in the meat and beans food group that come from different sources.

### **Instructions**

After discussion provide students with a copy of the “Where Did That Come From” worksheet to complete. Upon completion discuss recommended servings for each food group and give students an opportunity to talk about what they can do to improve their daily eating habits. Talk about what foods are grown in their local community and who grows/raises the foods.

### **Extension**

Tally the results of the class as a whole to see how healthy their eating habits are. Discuss local community factors that may influence eating habits.



### Where Did That Come From?

Ask an adult to help you keep track of all of the food you eat in one day by filling out the chart.

	<p>Color one square green for every serving of vegetables you eat today.</p>	<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>													<p>Did you eat 3 servings of vegetables today? Circle YES or NO.</p> <p><b>YES</b>      <b>NO</b></p>
	<p>Color one square red for every serving of fruits you eat today.</p>	<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>													<p>Did you eat 2 servings of fruits today? Circle YES or NO.</p> <p><b>YES</b>      <b>NO</b></p>
	<p>Color one square yellow for every serving of grains you eat today.</p>	<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>													<p>Did you eat 6 servings of grains today? Circle YES or NO.</p> <p><b>YES</b>      <b>NO</b></p>
	<p>Color one square purple for every serving of protein you eat today.</p>	<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>													<p>Did you eat 6 servings of grains today? Circle YES or NO.</p> <p><b>YES</b>      <b>NO</b></p>
	<p>Color one square blue for every serving of dairy foods you eat today.</p>	<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>													<p>Did you eat 2-3 servings of dairy foods today? Circle YES or NO.</p> <p><b>YES</b>      <b>NO</b></p>

Every child needs to have 3 servings from the vegetable group daily, 2 servings from the fruit group, 6 servings from the grain group, 2 servings from the protein group and 2-3 servings of dairy foods. Visit <http://www.choosemyplate.gov/> for more information on nutrition.

What was your favorite food today?

Where do you think your favorite food comes from?

Does your favorite food grow below the ground, above the ground, on a tree or does it come from an animal?

Does your favorite food need soil to grow?

Draw a picture of how your favorite food grows in the box.



# From Soil to Spoon

## Level 2 Grades 2-3

### Level 2 Booklet Objectives

Students will:

- Distinguish between food that originates from plants and food that originates from animals.
- Become familiar with the five food groups and the role they play in human health.
- Recognize the role healthy soil plays in the availability of healthy food.
- Gain an appreciation for the number of people and amount of work involved in bringing food from the farm/ranch to the table.

### Science Standards

#### LIFE SCIENCE STANDARDS

Organisms and environments

#### EARTH AND SPACE SCIENCE STANDARDS

Properties of earth materials

#### SCIENCE AND TECHNOLOGY STANDARDS

Abilities to distinguish between natural objects and objects made by humans

#### SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Personal health

Types of resources



### Math Standards

**DIVISION:** Division facts to twelve, Divide larger numbers-word problems

**MULTIPLICATION:** Multiply a one digit number by a larger number-word problems

**MONEY:** Divide money amounts

**NUMBERS AND COMPARING:** Number sequences

### Vocabulary Words

**Farm**—an area of land or water where particular animals, birds, fish, or crops are raised for commercial purposes

**Food Groups**—the five food groups are fruits, vegetables, grains, protein and dairy.

**Processed**—treated by a chemical or industrial process.

**Ranch**—a large farm devoted to keeping a particular type of animal or growing a particular type of crop.

**Packaging Plant**—an industrial/commercial facility where food or other goods are packed for sale, storage, or transportation in containers made of cardboard, plastic, foil, or other material.

**Soil**—the top layer of most of the Earth's land surface, consisting of the unconsolidated products of rock erosion and organic decay, along with bacteria and fungi.

## Thank You for the Food in My Spoon!



### **Objectives**

Students will identify the five food groups.

Students will understand the nutritional benefits of consuming a variety of foods from all five food groups.

Students will recognize the labor of many of the individuals involved in bringing food from the field to consumers.

### **Materials**

“Thank You for the Food in My Spoon!” game piece hand-out for each group of three to four students. Visit <http://www.nacdnet.org/education/resources/> to print worksheet in color)

### **Discussion**

List the five food groups and discuss some of the nutritional benefits of each;

*Fruits*– contain vitamins, minerals, antioxidants. Fruits lower the risk of certain cancers, heart disease and other chronic diseases and promote healing.

*Grains*– provide fiber and are a good source of energy due to being complex carbohydrates. Whole grains have the highest nutritional value as they contain key vitamins and minerals and they have been linked to a lower risk of heart disease, diabetes and certain cancers.

*Dairy*- Foods in the dairy group reduce the risk of breast and colon cancer, lower hypertension, and build strong teeth and bones.

*Protein*- Protein plays an important roll in every cell in the body. The body uses protein to build and repair tissues, make enzymes, hormones, and other body chemicals and to build muscle tissue, cartilage, skin, and blood.

*Vegetables*– improve your digestive and excretory systems. The are high in antioxidants which prevent diseases like cancer, cardiovascular problems and stroke. Vegetables provide a multitude of vitamins and minerals. Eat a variety of colors of vegetables for maximum health benefits. Everyone should eat at least one serving of dark green vegetables every day.

Ask students how many people they think have to work so that they can eat each day. Discuss some of the steps involved in bringing food from the field to their tables such as; planting, harvesting, managing live-stock, transportation, processing, packaging and marketing.

### **Instructions**

Divide students into groups of three to four and give each group one “Thank You for the Food in My Spoon!” game piece hand-out. Demonstrate how to fold the game piece. Instruct group members to allow each person a turn in both manipulating the game piece and playing the game.

The person holding the game piece allows a player to start by picking one of the top four squares. The game piece is manipulated by opening and closing it the number of times on the chosen square.

The player chooses a number from the exposed triangles inside the game piece and it is once again open and closed the appropriate number of times.

The player is allowed to choose once more, the holder of the game piece opens the chosen flap and reads the question to the player. The correct answer is also provided under the flap.

# Thank You for the Food in my Spoon!

**Instructions** Visit <http://www.nacdnet.org/education/resources/> to print worksheet in color)

1. Cut out the game piece along the dark black line. Fold the paper along each dotted line to form creases.
2. Fold the point of each corner into the center of the square on the back side. Use the dotted lines as a guide.
3. Turn the square over and fold the point of each corner into the center a second time.
4. Turn the square over one more time and work both thumbs and two fingers into the four pockets.
5. Follow the instructions given by your teacher to play the game.

**8** **WOODS TO GO!**

**5** **market**  
Which food group helps prevent

**4** **bakery**

**5** **Grow your own healthy food!**  
For strong bones and teeth eat \_\_\_\_\_ foods.

**1** **exercise**  
Which food group is good to eat

**9** **conservation**  
Name the 5 food groups.

**Vegetables**  
**Protein**  
**Fruits**

**Dairy!**  
**Fruits!**

**Grains!**

**3** **Nutrition**  
What one thing does all food have

**SOIL**

**Farm**  
**Ranch**

**Food can be grown on a \_\_\_\_\_ or**

**4** **processing**

**9** **Harvest**  
What color of vegetable should you eat

**livestock**

**PROTEIN**  
Build up some muscle with \_\_\_\_\_ foods.

**8** **packaging**

**2** **delivery**  
Healthy Moo Dairy Farm

**NACD**  
**Soil To Spoon**  
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# From Soil to Spoon

## Level 3 Booklet Objectives

## Level 3 Grade 4-5

Students will:

- Identify the five food groups and the nutritional benefits associated with each group.
- Comprehend the enormous amount of food produced and consumed in the United States on an annual basis.
- Recognize their ability to grow their own healthy food.
- Gain an appreciation for the number of people and amount of work involved in bringing food from the farm/ranch to the table.

## Science Standards

### LIFE SCIENCE STANDARDS

Structure and function in living systems

Populations and ecosystems

### SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Personal health

Populations, resources and environments

Natural Hazards



## Vocabulary Words

**Bushel**—a unit of measure in the U.S. Customary system used for measuring dry goods, equal to 1/64 U.S. pints (35.24 liters).

**Carbohydrate**—a biological compound containing carbon, hydrogen, and oxygen that is an important source of food and energy.

**Carnivore**—an animal that eats other animals.

**Conservation**—the preservation, management, and care of natural resources.

**Consumer**—an organism that feeds on other organisms, or on material derived from them.

**Crop**—a group of plants grown by people for food or other use, especially on a large scale in farming or horticulture.

**Food Groups**—the five food groups are fruits, vegetables, grains, protein and dairy.

**Herbivore**—an animal that feeds only or mainly on grass and other plants.

**Kernel**—the grain of a cereal that contains a seed and husk.

**Natural Resource**—A natural resource is anything people can use which comes from nature. People do not make natural resources, but gather them from the earth.

**Nutrient**—a substance that provides nourishment, e.g. the minerals that a plant takes from the soil or the constituents in food that keep a human body healthy and help it to grow.

**Omnivore**—an animal that will feed on any type or many different types of food, including both plants and animals.

**Producer**—an organism that manufactures its own food from simple inorganic substances.

**Whole Grain**—Whole grains are cereal grains that contain cereal germ, endosperm, and bran, in contrast to refined grains, which retain only the endosperm.

## Making a Meal Out of the Front Yard

### Objectives

-  Students will expand their knowledge of gardening and realize it does not require large amounts of space.
-  Students will connect the value of healthy soil to healthy plants and food.
-  Students will observe fruit/vegetable growth and development.



### Materials

“Making a Meal Out of the Front Yard” hand-outs for each student.

Special guest from local SWCD or gardening club to speak on local soil types and importance of healthy soil..

### Discussion

-  Introduce the concept of “edible landscaping” and its benefits to students. For example; many people feel they don’t have the room for a garden and edible landscaping is a great way to grow your own fresh, healthy food in limited space.
-  Define edible landscaping - growing food-producing plants in your lawn or any available outdoor space. Edible landscapes can include fruit and nut trees, berry bushes, vegetables, herbs and edible flowers.
-  Discuss possible locations for edible landscaping such as; pots of on the patio or porch, berry bushes along fences, hanging baskets, fruit trees in front or back yards, colorful fruits or vegetables in flower beds, salad greens as border plants, etc.

### Instructions

1. Divide students into groups of three to five and give each group and distribute “Feeding the World in My Own Backyard” hand-outs.
2. Utilize completed student worksheets to generate a class list of favorite fruits and vegetables. Invite a guest speaker from a local SWCD or gardening club to advise students on which of their favorites can be grown in their climate and locale as well as the importance of healthy soil.
3. Consider starting a class compost site at the school that students can monitor and eventually take home to utilize in their edible landscaping projects. Compost improves all soil types. Speak to school officials and cafeteria staff to obtain materials such as grass clippings, dead leaves and non-meat/dairy food waste to compost.
4. Invite the local newspaper/radio stations to promote your compost/edible gardening project to encourage healthy, affordable nutrition for your community!

# Making a Meal Out of the Front Yard

What is edible landscaping? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your favorite fruits and vegetables.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Choose one favorite fruit or vegetable and write the steps from its beginning in the soil to ending up in your spoon! For example: a carrot

- 1. grows from a seed      2. planted in soil      3. cared for by gardener/farmer
- 4. carrot grows in soil      5. carrot is harvested      6. carrot is transported to store

Fruit/Vegetable \_\_\_\_\_

Steps from the soil to your spoon:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which of your favorite fruits and vegetables can be grown in your climate and soil?

\_\_\_\_\_  
\_\_\_\_\_

Where can you do some edible landscaping at your home?

\_\_\_\_\_  
\_\_\_\_\_

Details!

Name one fruit or vegetable that you would like to grow at home. \_\_\_\_\_

How large will your plant be when it is fully grown? \_\_\_\_\_

Where would be a good spot to grow this fruit/vegetable? \_\_\_\_\_

How would growing this fruit/vegetable at home benefit your family? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# From Soil to Spoon

## Booklet Objectives

## Level 4 Grade 6 and up

Students will:

- Comprehend the importance of good nutrition.
- Relate arable land to carrying capacity in terms of food production.
- Compare food production to world population.
- Evaluate nutrient supply in ecosystems.
- Become familiar with commodities produced in the United States.

## Science Standards

### SCIENCE AS INQUIRY

Understanding about scientific inquiry

### LIFE SCIENCE STANDARDS

Structure and function in living systems

Populations and ecosystems

### SCIENCE AND TECHNOLOGY

Abilities of technological design

### SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Personal health

Population growth

Natural resources

Environmental quality



## Vocabulary Words

**Arable**—describes land that can be cultivated for growing crops.

**Carrying Capacity**— the maximum population size of a species that the environment can sustain indefinitely.

**Commodity**—an item that is bought and sold, especially an unprocessed material.

**Consumerism**—an attitude that values the acquisition of material goods.

**Ecosystem**—a localized group of interdependent organisms together with the environment that they inhabit and depend on.

**Environmental Resources**—anything people can use which comes from the earth.

**Export**— to send goods for sale or exchange to other countries.

**Food Security**—state of affairs where all people at all times have access to safe and nutritious food to maintain a healthy and active life.

**Hectare**—a metric unit of area equal to 100 acres or 10,000 sq. m (1/2.471 acres).

**Import**—to bring something or cause something to be brought in from another country, usually for commercial or industrial purposes.

**Sustainability**—exploiting natural resources without destroying the ecological balance of an area.

**Urban Planning**—the planning of the physical and social development of a city through the design of its layout and the provision of services and facilities.

## Level 4 Activity

# Feeding the World in My Own Backyard

### Objectives

- 🔑 Students will relate population growth to food supply.
- 🔑 Students will understand the connection between land use and availability to food supply.
- 🔑 Students will conduct interviews to investigate and propose solutions for any lack of food security in their community.



### Materials

“Feeding the World” hand-out for each group of three to five students  
County or city maps

### Discussion

- 🔑 Today's students will live in a world very different from the one their parents lived in. List and discuss some changes students believe may be better and some that may be challenging.
- 🔑 Through discussion generate a list of natural resources students feel they are utilizing in their current lifestyle. Discuss which of those resources are renewable/nonrenewable.
- 🔑 Discuss population growth in relationship to food supply. Introduce the concepts of carrying capacity and food security.
- 🔑 Explore the topic of how the students futures may be affected by;
  - availability of natural resources
  - land use and food supply
  - environmental pollution.

### Instructions

1. Divide students into groups of three to five and give each group and distribute “Feeding the World in My Own Backyard” hand-outs.
2. Direct students to complete questions 1-2 in a time period you deem acceptable. Each group member should interview a different subject.
3. As a class tabulate and discuss results from the student interviews. If possible visit the website <http://www.wecanchange.com/middle-school/> and consider the middle school winners of the *Siemens We Can Change the World Challenge* for 2010 and 2011.
4. Direct students to return to their groups and complete question 3.
5. Reconvene as a class and discuss proposed actions/solutions to food security issues in your community. Choose one issue and develop an action plan that can be implemented by the class as a whole or by the individual students and their families.

# Feeding the World

## In My Own Backyard

1. The United Nations Food and Agriculture Organization defines food security as a "state of affairs where all people at all times have access to safe and nutritious food to maintain a healthy and active life" .

As a group write your own definition of food security for your community;

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2. There are millions of people around the world today who lack food security. A lack of food security can be a result of being unable to grow enough food for themselves, or a lack of money to purchase food. It's time to ask some questions. As assigned by your teacher contact local officials, health departments, community foundations, etc. and gather the following information from each person/office/organization interviewed;

**Date** \_\_\_\_\_

**Person Contacted** \_\_\_\_\_

**Job Title/Organization** \_\_\_\_\_

**Interview questions;**

Does anyone in our community suffer from a lack of food security? \_\_\_\_\_

If so, what percentage ? \_\_\_\_\_

What programs/organizations are currently taking action to impact food security in our community?

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3. What can be done to make an impact on any lack of food security in your community? \_\_\_\_\_

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What can you do as an individual? \_\_\_\_\_

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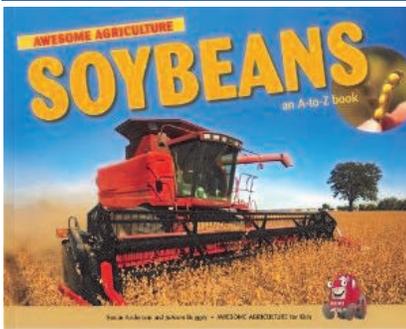
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As a class? \_\_\_\_\_

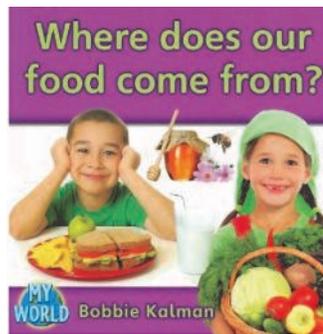
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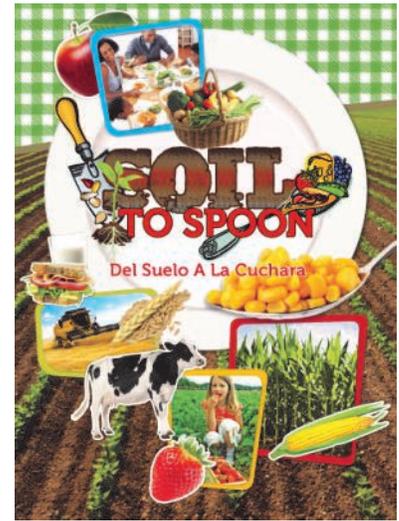
# Literature Connections—Ages 4-8



**Soybeans an A-Z Book**  
 ISBN: 978-0981133515  
 Ages: PreK-2

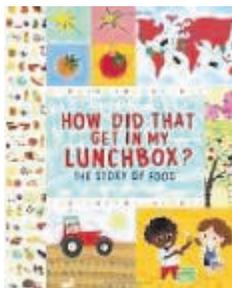


**Where does our food come from?**  
 ISBN: 978-0778795902  
 Ages: 5 and up

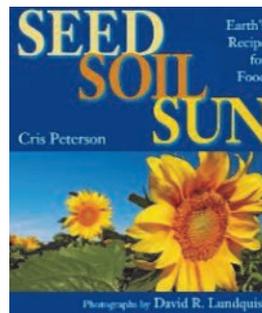


**Soil to Spoon BIG BOOK**

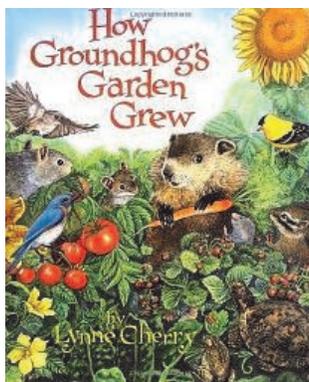
NACD Publication  
 19"x24" Large format with pictures.  
 English & Spanish text on same page.  
 Order from the NACD Marketplace:



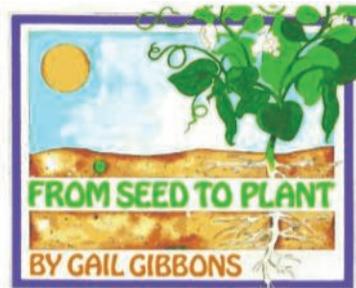
**How did that get in my lunchbox?** Chris Butterworth (Author), Lucia Gaggiotti (Illustrator)  
 ISBN: 978-0763650056



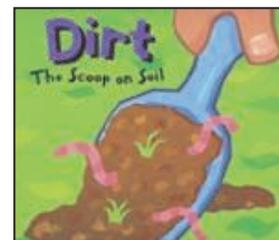
**Seed, Soil Sun** David Lundquist  
 (Author ISBN: 978-1590787137  
 Age: 5 and up



**How Groundhog's Garden Grew** Lynne Cherry  
 (Author)  
 ISBN: 978-0439323710  
 Ages: 4 and up



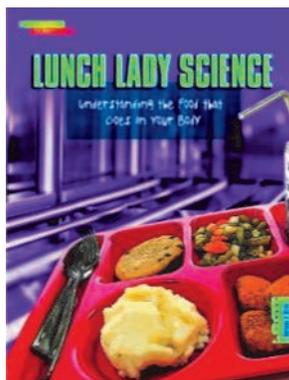
**From Seed to Plant**  
 Gail Gibbons (Author)  
 ISBN: 978-0823410255  
 Ages: 5 and up



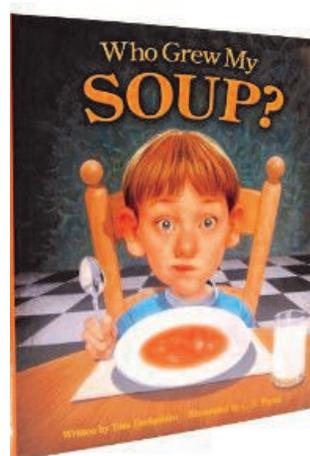
**Dirt: The Scoop on Soil**  
 Natalie M. Rosinsky  
 (author)  
 ISBN-13: 978-1404803312  
 ISBN-13: 978-1404824959 Spanish Version

**Additional Book lists:** (email your list or favorites to: [stewardship@nacdn.net](mailto:stewardship@nacdn.net))  
<http://agintheclassroom.org/TeacherResources/RecommendedReading.pdf>  
<http://www.clover.okstate.edu/fourh/aitc/lessons/extras/veggies.html>

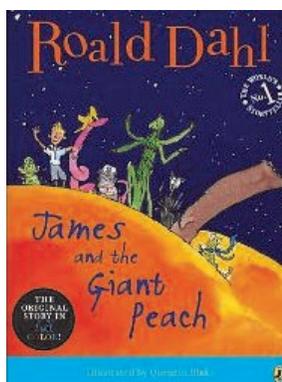
# Literature Connections—Ages 9 and up



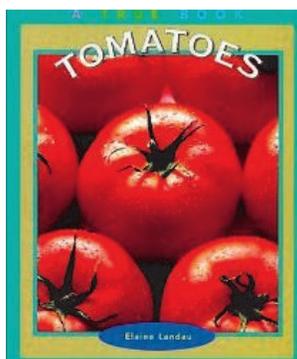
**Lunch Lady Science** Darlene R. Stille (author)  
ISBN: 978-0756545024  
Ages: 10 and up



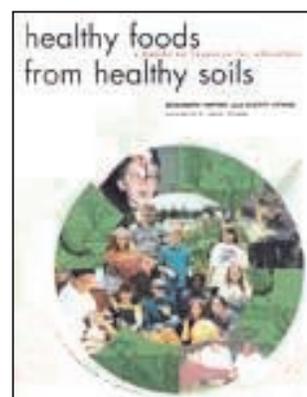
**Who Grew My Soup?**  
Tom Darbyshire (Author), C. F. Payne (Illustrator) ISBN: 978-1412745444  
See lesson plan link on page 20



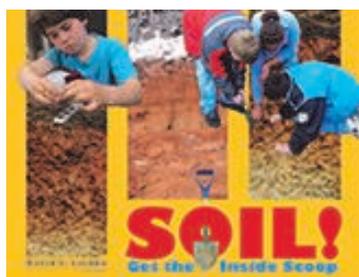
**James and the Giant Peach**  
Roald Dahl (Author), Quentin Blake  
ISBN-13: 978-0142418239



**Tomatoes** (True Books: Food & Nutrition)  
Elaine Landau (Author)  
ISBN: 978-0516267739  
Ages 8 and up



**Healthy Foods From Healthy Soils: A Hands-On Resource for Educators**  
by Elizabeth Patten and Kathy Lyons  
FOR: K-8 Educators  
ISBN: 0884482421  
NSTA Recommended



**Soil! Get the Inside Scoop**  
by David K. Lindbo and others  
ISBN: 9780891188483  
Available at the NACD Marketplace

**Additional Book lists:** (email your list or favorites to: [stewardship@nacdn.net](mailto:stewardship@nacdn.net))  
<http://agintheclassroom.org/TeacherResources/RecommendedReading.pdf>  
<http://www.clover.okstate.edu/fourh/aitc/lessons/extras/veggies.html>

# Soil to Spoon Resources

## NACD/Auxiliary POSTER CONTEST



2012 Poster Contest Theme is  
**Soil to Spoon**

You can find a Promotional PowerPoint and all the forms and rules online and ideas for the 2012 theme at:  
[www.nacdnet.org/education/contests/poster/](http://www.nacdnet.org/education/contests/poster/)

## NACD/Auxiliary

### PHOTOGRAPHY CONTEST

Entries are due December 1st of each year  
Photo entry contest form and rules can be found online at:

[www.nacdnet.org/education/contests/](http://www.nacdnet.org/education/contests/)



### National Agriculture In the Classroom Organization

Visit their online searchable database that lists hundreds of educational resources designed to help educators locate high quality classroom materials and information to increase agricultural literacy among their Pre-K through 12th grade students.

<http://www.agclassroom.org/directory/>



**Who is your Ag in the Classroom state contact?**

<http://www.agclassroom.org/state/index.htm>



**Who Grew My Soup Book Lessons from IL AG in the Classroom**

<http://www.agintheclassroom.org/TeacherResources/Lesson%20Booklets/Who%20Grew%20My%20Soup.pdf>

**Visit each state Ag In The Classroom site for additional lesson plans**

<http://www.agclassroom.org/state/index.htm>



# Soil to Spoon Resources

## Gardening

### FL AG in the Classroom Gardening:

<http://www.flagintheclassroom.com/gardening.html>

Help plan, fund, create and learn with a school garden from FL Ag in the Classroom.

### LSU School Gardening Best Practices:

[http://www.ext.colostate.edu/4\\_h/school-garden.pdf](http://www.ext.colostate.edu/4_h/school-garden.pdf)



### Green Schools

### Project Learning Tree

<http://greenschools.org>

### Junior Master Gardener Program

<http://jmgkids.us/>

**Activities:** <http://www.jmgkids.us/index.cfm?did=2066&sectionID=2016>

### Chicago Botanical Gardens

<http://www.chicagobotanic.org/schoolgarden/index.php>

### First Garden—IL Extension

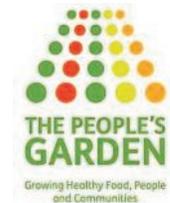
<http://urbanext.illinois.edu/firstgarden/planning/school.cfm>

### National Gardening Association:

<http://www.nationalgardenmonth.org/index.php?page=storyline-school>

### Grow to Learn NYC

<http://www.growtolearn.org/>



### Peoples Garden:

[http://www.usda.gov/wps/portal/usda/usdahome?navid=PEOPLES\\_GARDEN](http://www.usda.gov/wps/portal/usda/usdahome?navid=PEOPLES_GARDEN)

A collaborative effort of over 600 local and national organizations all working together to establish community and school gardens across the country.

## Soils

**Nutrients for Life Foundation** For elementary, middle and high school classrooms provides hands-on applications to show how the challenge of feeding our world's growing population can be solved with science. <http://www.nutrientsforlife.org/teachers/>

**Soil Science Society of America:** Lesson plans, links, state soils, soils overview, definitions, Ask A Soil Scientist and more! <https://www.soils.org/lessons>

**The story of Soils** [www.soils.org/story](http://www.soils.org/story)



Visit NACD's DIG IT—Secrets of Soil Education Page for resources on soils!

<http://nacnet.org/education/resources/soils/>

**Soil Stories:** <http://vimeo.com/channels/soilstories>

“Soil Stories” was born out of a collaborative effort between ESRI-SC and SC NRCS. In “Soil Stories”, our protagonist, Francine, embarks on a journey of discovery that begins with her realization that soil is alive and that without soil, life as we know would not exist.

# Soil to Spoon Resources

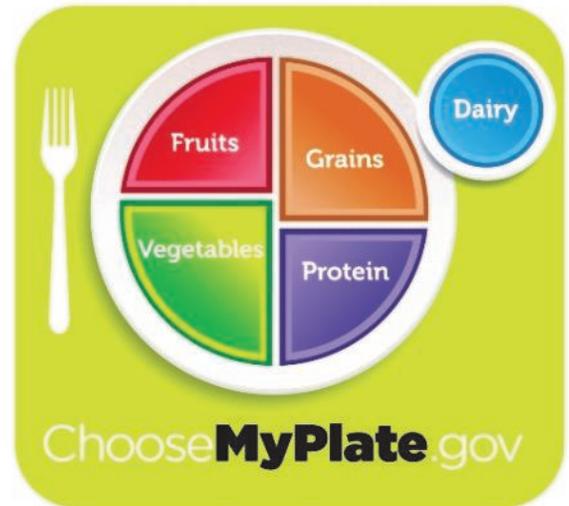
## USDA My Plate

<http://myplate.gov/>

**Want to know the amount of each food group you need daily?**

Get a personalized plan: <http://www.choosemyplate.gov/myplate/index.aspx>

Additional Resources: <http://www.choosemyplate.gov/tipsresources/printmaterials.html>



<http://www.letsmove.gov/>

Eat Healthy!

Get Active!

Take Action!



## PSA Announces and other promotional ideas

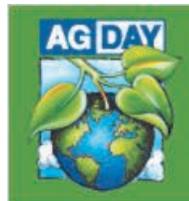
Soil Science Society of America on Human Health, Food Security and Water Quality

<https://www.soils.org/story>

National Ag Day: <http://www.agday.org/>

NACD Soil to Spoon PSA's

<http://nacdnet.org/education/resources/>

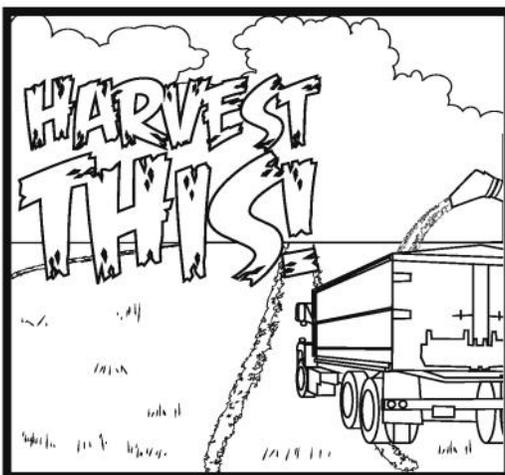


## My American Farm

For educators, learners and families.

Downloadable lessons and activities.

<http://www.myamericanfarm.org/>



**Did You Know?** One farmer feeds 155 people annually!

## Coloring Pages

My American Farm

<http://>

[www.myamericanfarm.org/toolkit/telling/](http://www.myamericanfarm.org/toolkit/telling/)

[MAF Coloring Book 030711 final.pdf](http://www.myamericanfarm.org/toolkit/telling/MAF_Coloring_Book_030711_final.pdf)

# Soil to Spoon Resources

## **State Ag Facts and Statistics**

Ag In The Classroom: [http://www.agclassroom.org/kids/ag\\_facts.htm](http://www.agclassroom.org/kids/ag_facts.htm)

USDA Department of Ag Economic Research Service: <http://www.ers.usda.gov/StateFacts/>

The National Agricultural Statistics Service: <http://www.nass.usda.gov/>

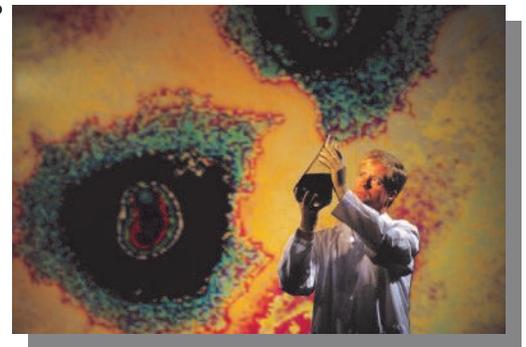


**The National Agricultural Library (NAL):** *advancing access to global information for agriculture* <http://www.nal.usda.gov/>

## **USDA. Agricultural Research Service**

<http://www.ars.usda.gov/is/kids/>

Learn what scientists at the Agricultural Research Service do. Explore topics such as animals, aquaculture, environment, farming, insects, nutrition, plants, satellites, soil, technology, test tubes, transportation, water, weird science and more



## **Technology—Agriculture related WebQuests or Web**

**AGITC Web Quests:** <http://www.agclassroom.org/teacher/webquests.htm>

**Missouri Ag In the Classroom site:** <http://www.mofb.org/WebQuest.aspx>

### **Junior Master Gardener—Operation Water (Soils and water)**

<http://www.jmgkids.us/index.cfm?did=13961&sectionID=5043>

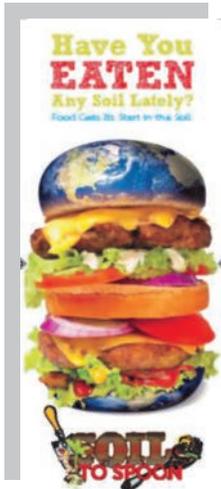
### **Junior Master Gardener—Operation Thistle (Plant growth & development)**

<http://www.jmgkids.us/index.cfm?did=13930&sectionID=5043>

**Nutrients for Life Foundation:** <http://www.nutrientsforlife.org/teachers/games/>

**4-H Virtual Farm** - <http://www.sites.ext.vt.edu/virtualfarm/>

# Soil to Spoon Resources



## "Soil Burger" Activity

Use a "soil burger" to trace the products back to the soil.

Available on NACD Soil to Spoon education page.

Visit <http://www.nacdnet.org/education/resources/>

## *Key Ingredients: America by Food*

This is the online educational companion to the Smithsonian Institution's traveling exhibition *Key Ingredients: America by Food*. Explore the two ingredients that are key to American cuisine – regional traditions and international influences. <http://www.keyingredients.org/>



Careers in Agriculture - <http://www.agday.org/education/careers.php>



Know Your Farmer Know Your Food - <http://www.usda.gov/>

Farm to School programs - <http://www.farmentoschool.org/publications.php>



Do You have a clue where your food comes from? - <http://urbanext.illinois.edu/food/>

*Do you have additional resources to share?*

*Email Susan at [stewardship@nacdnet.org](mailto:stewardship@nacdnet.org)*

## National Association of Conservation Districts (NACD)

509 Capitol Court, NE  
Washington, DC 20002-4937  
P: (202) 547-NACD (6223)

E-mail: [stewardship@nacdnet.org](mailto:stewardship@nacdnet.org)  
Web: [www.nacdnet.org](http://www.nacdnet.org)  
NACD Marketplace:  
[www.nacdstore.org](http://www.nacdstore.org)

