



## Hapgood students discover pest and pals!

Completed



### Reporting Periods

SNAP-Ed 2021 (October 1, 2020 - September 30, 2021)

### Site

Arthur Hapgood Elementary

### Unit

Santa Barbara (County)

### COVID-19 Impact

New due to COVID-19

### Program Activity

*Not Specified*

### Keywords



Healthy Eating  
Junior Leadership  
Nutrient Rich  
Nutrition  
School Wellness  
Leadership  
Learning Environments for Children  
Healthy Food Access  
Fruits & Vegetables

### Uploads

[Pest or Pal discovery girls.jpg](#)  
[vermicomposting tour 1 \(2\).jpg](#)

### Has Photo Releases

Yes

**Created By** Rosa Vargas**Last Modified By** Rosa Vargas**Created**

08/30/2021 10:34 a.m.










**Modified**

09/29/2021 6:20 p.m.

**PEARS Success Story ID**

22051

**Collaborators**

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**Story****Background**

CalFresh Healthy Living, UCCE in Santa Barbara County (UCCE) partners with low-income schools to train youth and adult extenders in providing evidence-based nutrition and garden enhanced nutrition education. Over the course of the pandemic, evidence has increasingly shown that COVID-19 is much less likely to spread in an outdoor setting so offering lessons in the garden or outdoor classroom can be a great way to continue to provide nutrition education to school partners.

## Story Narrative

In the late spring and summer of 2021, as schools transitioned back to in-person learning, one UCCE educator realized the opportunity to get students outside in their school garden as a safer way to begin offering in-person lessons. The UCCE educator worked closely with teachers and students at Hapgood Elementary to offer a 6-week in-person summer school program, using "The plants we eat", "Starting with seeds", "Pest or Pal", "Worms", and "Ready, Set, Grow" from the Teams With Inter-Generational Support (TWIGS) curriculum.

As part of this effort, the UCCE educator trained 34 fifth and sixth-grade leadership students who assisted with hands-on activities during garden lessons with younger students. As the leadership students gained more experience and expertise and learned about their fruit tree orchard, composting systems, and the hydroponic gardens on their campus they began to lead garden lesson on their own with the support of the UCCE educator.

Overall the UCCE educator delivered a total of 40 thirty-minute hands-on garden lessons. During the lessons, students had the opportunity to learn about the different seed types, transplanting, plant parts, identifying pests or pals, and worm behavior. In addition, an adapted version of "Ready, Set, Grow" was used in three Special Education classes.

This partnership exposed a total of 336 students to their school garden and to concepts related to growing their own food and eating fruits and vegetables. Additionally, this work helped to foster youth leadership and ownership of their school garden. By the end of the summer youth leaders had provided a total of 18 garden tours to younger classrooms without the help of a UC educator or extender.

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## Favorite Quote

"Great lesson, well organized, and good use of student helpers. The kids have been observing the plant's growth too, after the actual lesson. - 1st-grade teacher

"This was a great lesson about the parts of a plant which aligned perfectly with what we are learning in class. The students were able to guess which part of the plant a variety of foods were. The

hands-on materials were great for the students to look at and touch. A wonderful lesson! Thanks." - 1st-grade teacher

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## SNAP-Ed Custom Data

### Related Framework Indicators

Healthy Eating (ST1)  
Food Resource Management (ST2)  
Readiness and Need (ST5)  
Fruits and Vegetables (R2)

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### Socio-Ecological Framework

Individual/Family  
Environmental Setting  
Social and Cultural Norms and Values

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### Approaches

Individual or group-based nutrition educators (e.g. direct education)

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