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The Biggest Little Farm Education Screening

Dear Teachers,

Welcome to the first cycle of Year-Round Milwaukee Film Education Screenings! We are delighted to have you and thankful that so many Milwaukee-area teachers are interested in incorporating film into the classroom!

So that we may continue providing these opportunities, we do require that your class **complete at least one activity** in conjunction with the screening of *The Biggest Little Farm*. Your cooperation ensures that we are able to continue applying for funding to bring in these films and offer them to you (and literally thousands of students) at such a low cost.

This packet includes several suggestions of activities and discussion questions that fulfill a variety of Common Core Standards. Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

You can send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online content, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by July 1, 2019.** (So, before you head into a small bit of summer restorative time, please think of your favorite nonprofit film organization and shoot these over to us!) All of what you send us will help us write and fulfill the grants that allow us to bring these films to you and your students at such a low cost. We may also post some of the best work on our website (with students' first names and school only) next semester (if you would prefer we not share your students' work publicly, please let me know).

Send student work or evidence via email to marielle@mkefilm.org or by mail to:

Milwaukee Film
Attn: Marielle Allschwang, Education Manager
1037 W. McKinley Ave #200
Milwaukee, WI 53205

All screenings of *The Biggest Little Farm* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.9-10.1-4, SL.9-10.6, SL.11-12.1-4, SL.11-12.6

Thanks again, and we'll look forward to seeing you next school year (in fall or spring or perhaps *both*!)

Cara Ogburn
Education Director, Milwaukee Film



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The Biggest Little Farm Curriculum Packet Contents

The Biggest Little Farm provides teachers and students an opportunity to explore a variety of issues such as sustainable living and different farming processes as well as access to healthy food resources. The following activities are designed to connect students' experiences viewing *The Biggest Little Farm* to other relevant events, texts, and themes while employing research skills and higher-order thinking. Many of the activities can be completed before the film viewing to get students thinking about the topics and themes the film presents.

[Agriculture Research](#) (2 Parts; all parts: before viewing)

Students will learn about 5 types of Farming by reading the provided descriptions and research definitions for the proceeding terms. The goal of this work is to provide students with sufficient background knowledge so that they can better engage with the film and the other included articles.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.5, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.6, W.9-10.8, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.6, W.11-12.8, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6.

[A Need for Bees](#) (2 Parts; all parts: after viewing)

Students will learn about the important role bees play in our ecosystems through the specific example of the Apricot Lane Farms. Additionally, students will learn about some of the possible ailments that afflict bees and create a plan for their own garden that could help provide an inviting home for bees. The goal of this work is for students to learn about the importance of biodiversity in our ecosystem and the role that bees play. Furthermore, students are provided with an opportunity to create a real world connection and apply their knowledge accordingly.

CC-ELA Literacy Standards: L.9-10.1, L.9-10.2, L.11-12.1, L.11-12.2, RI.9-10.1, RI.11-12.1, RI.11-12.7, RI.9-10.10, RI.11-12.10, W.9-10.4, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10, SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6 **National Core Arts Standards (NCAS):** MA:Cr 1.1.1, MA:Cr 2.1.1, MA:Pr 4.1.1, MA:Pr 5.1.1, MA:Cn 10.1.1

[Urban Agriculture and Traditional Agriculture](#) (2 Parts; all parts: before or after viewing)

Students will learn about the difference and similarities between Urban Agriculture and Traditional Agriculture and their respective impacts. Students will do so using specific examples of Apricot Lane Farms and local professionals in the Urban Agriculture movement. The goal of this activity is to provide students with real world examples of growing food and how techniques and practices may vary based on the needs of one's environment.

Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6

[Food Sovereignty and the Food Justice Movement](#) (1 Part: before or after viewing)

Students will learn about the efforts of other youth to demand food equity. The goal of this is to aid students in connecting their access to food or other resources with others and create their own call for justice surrounding whatever topic they find important.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6



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Teacher Background for *Agriculture Research*

This is a two-part activity. Although both parts can be completed either before viewing the film or after, it is recommended for *before* the film viewing.

These activities are designed to get students thinking and talking about the content of the film both before the viewing and after the viewing.

Although this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction or whole group discussion. The activity could be broken up so students are not responsible for completing all of the terms or reading all of the information blurbs, just ones they select or are assigned, or this activity can also be completed through general oral discussion alone as opposed to having students record their responses.

In [Part One](#), students are asked to read about different types of agriculture and compare and contrast them using a set of questions to prompt thinking. Students can share their thinking out loud or by creating a Venn Diagram, bubble chart, T-Chart or any other graphic organizers your students like best.

As further preparation for the trip to see the film, you might want to have students preview the film's trailer. The film trailer can be found online here: [The Biggest Little Farm](#)

In [Part Two](#), students are asked to create a glossary of farming terms. They can complete as many as time allows. As mentioned previously, this activity can be completed by students independently, but is best suited for whole-small-whole instruction or whole group discussion. The activity could be broken up so students are not responsible for completing all of the terms or reading all of the information blurbs, just ones they select or are assigned.

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Agriculture Research: Part One, An Overview

NAME: _____

"My wife, Molly, and I set out to create a farm with a biological system capable of regenerating itself"
-John Chester, co-owner Apricot Lane Farms

There are many different types of agriculture. Below is a list of five of them. Read and begin to explore their similarities and their differences.

1. Regenerative Agriculture

- ❖ A system of farming principles and practices that increases biodiversity, enriches soils, improves watersheds, and enhances ecosystem services
- ❖ Aims to capture carbon in soil and above ground biomass, reversing current global trends of atmospheric accumulation
- ❖ Offers increased yields, resilience to climate instability, and higher health and vitality for farming and ranching communities
- ❖ Draws from decades of scientific and applied research by the global communities of organic farming, agroecology, Holistic Management, and agroforestry

2. Sustainable Agriculture

- ❖ Satisfies human food and fiber needs
- ❖ Enhances environmental quality and the natural resource base upon which the agricultural economy depends upon
- ❖ Makes the most efficient use of nonrenewable resources and on-farm resources and integrates, where appropriate, natural biological cycles and controls
- ❖ Sustains the economic viability of farm operations
- ❖ Enhances the quality of life for farmers and society as a whole

3. Industrialized Agriculture

- ❖ The industrialized production of livestock, poultry, fish, and crops
- ❖ Includes techno scientific, economic, and political methods
- ❖ Creates new markets for consumption
- ❖ Ensures patent protection to genetic information
- ❖ Uses genetic technology
- ❖ Focus on global trade

4. Mediterranean Agriculture

- ❖ Farming is intensive and highly specialized
- ❖ Citrus fruits, olives and figs, with long, widespread roots, scant foliage and thick skinned fruits are best adapted for the climate
- ❖ Wheat is the dominant grain



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5. Urban Agriculture

- ❖ The practice of cultivating, processing and distributing food in or around urban areas
- ❖ Can also involve animal husbandry, aquaculture, agroforestry, urban beekeeping, and horticulture

What are some similarities between these types of agriculture that I note?

What are some key differences that I note?

What do I like or think important to consider about agricultural types?



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Agricultural Research: Part Two, Terms to Know

NAME: _____

There are many terms used in the world of farming. Beginning to understand the language of farming is important in understanding the incredible work being done at Apricot Lane Farms. Look up and fill-in the definitions for the following terms as they relate to farming.

Resource: [Lexicon of Food \(Beta Website\)](#)

1. Acre
2. Agriculture
3. Agroforestry
4. Antibiotics
5. Biofuel
6. Biomimicry
7. Biopesticide
8. Bioswale
9. Broadcasting
10. Compost
11. Conventional Pesticides
12. Crop Rotation



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13. Ecosystem

14. Genetically Modified Organism

15. Green Manure

16. Hydroponics

17. Irrigation

18. Livestock

19. Marginal Land

20. Monoculture

21. Permaculture

22. Pest

23. Sow

24. Topsoil

25. Viticulture

26. Watershed



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Teacher Background for *Need for Bees*

This is a two-part activity. Both parts may be completed after viewing.

These questions are designed to get students thinking and talking about the content of the film, and talking about some of the direct quotes from the film. Students should be encouraged to discuss these ideas both before and after viewing the film.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction, small groups, or partners. The activity could be broken up so students are not responsible for responding to all the questions, just ones they select or are assigned, or this activity can also be completed through general oral discussion alone as opposed to having students record their responses.

In [Part One](#), students read about the important parts bees play in the biodiversity on Apricot Lane Farms. Students will read about the ailments that affect bees and consider the importance of biodiversity had on the success of Apricot Lane Farms. Students can have a post activity discussion considering what might have happened at Apricot Lane Farms had bees not been successful there or afflicted by Colony Collapse Disease.

In [Part Two](#), students are asked to consider aiding in pollination efforts and learn about building a pollinator garden as well as planning for their own pollinator garden by selecting plants that could grow in it. They can do this by drawing or creating a collage map using images of the flowers themselves.

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Need for Bees: Part One, Biodiversity

NAME: _____

"The chemical sprays had killed almost all of its biodiversity. No birds, bees, or butterflies."
John Chester, co-owner Apricot Lane Farms

Biodiversity is *the variety of life in the world or in a particular habitat or ecosystem*. When John and Molly purchased the land for their farm, the biodiversity was almost completely gone. A huge factor in biodiversity relies on the humble honey bee! Our close relationship with bees dates back thousands of years and for good reason. These little miracle workers are a vital part of the environment and the food chain. Today the honey bee provides us with a significant proportion of the food that we eat, all thanks to its action as a pollinating insect. A large proportion of the world's food supply is directly, or indirectly, affected by honey bee pollination.

COLONY COLLAPSE DISORDER

Colony Collapse Disorder (CCD) was first reported in 2006. Beekeepers began reporting high colony losses where the adult honeybees simply disappeared from the hives, almost all at the same time. There were few, if any, dead bees found in or around the hives. The queen and immature bees (brood) were often found in the hives with plenty of food stores, inadequately attended by a few adult bees. CCD is believed to be complex and a result of multiple factors. One study evaluated 61 factors, and found that no single stressor stood out as the primary cause of CCD. However, colonies affected by CCD had more pathogens and more types of pathogens than colonies without CCD. Pathogens are disease-causing organisms. A group of people concerned about CCD that gathered in 2012 all agreed with these findings, that a complex group of stressors and pathogens are associated with CCD.

Becoming aware of the roles that bees play in our ecosystem is valuable knowledge for all of us to have. Here are some links to additional information and films about Colony Collapse Disorder and what each of us may do to protect and honor the lives of bees:

<https://beeinformed.org/>

<http://www.morethanahoneyfilm.com/>

<https://www.vanishingbees.com/>

<http://www.queenofthesun.com/about/>

<https://www.epa.gov/pollinator-protection/colony-collapse-disorder>



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NAME: _____

BUILDING BIODIVERSITY AT APRICOT LANES FARM

1. Why was Alan York's role as mentor so important for John and Molly?
2. What were some of the things he instructed them to do to bring life back to the farm?
3. Why do you think other people called John and Molly *naïve* once they shared their dream of wanting to have a farm without "the use of conventional pesticides and antibiotics"?
4. John stated that their goal was "the highest level of biodiversity possible." Even once Alan York died, why was it important to John and Molly that they continue to strive for that goal?



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Need for Bees: Part Two, Design a Garden for Pollinators!

There is always something you may do to help create biodiversity and support pollination. Plant a garden of your own...or just start by designing one as a class project. Below are some resources to assist you in doing just that!

Building Pollinator Gardens

<http://www.communitygroundworks.org/sites/default/files/resources/Pollinator%20brief.pdf>

The Wisconsin Pollinator Protection Plan

http://www.dem.wi.gov/programs/agriculture/documents/pwg_docs_pollinator_plan_wi.pdf

Pollinator Habitat Guide

https://monarchjointventure.org/images/uploads/documents/Pollinator_Habitat_Guide.pdf

The Wisconsin Pollinator Protection Plan – DATCP

<https://datcp.wi.gov/Documents/PPPGardens.pdf>

Plant a Butterfly Garden – Better Homes and Gardens

<https://www.bhg.com/gardening/design/nature-lovers/how-to-make-butterfly-garden/>

A WISCONSIN PLANT LIST TO CHOOSE FROM:

Annuals: Asters, Calliopsis, Clover, Dandelions, Marigolds, Poppies, Sunflowers, Zinnias

Perennial Flowers: Buttercups, Clematis, Cosmos, Crocuses, Dahlias, Echinacea, English Ivy, Foxglove, Geraniums, Germander, Globe Thistle, Hollyhocks, Hyacinth, Rock Cress, Roses, Sedum, Snowdrops, Squills, Tansy, Yellow Hyssop

Herbs: Bee Balm, Borage, Catnip, Coriander/Cilantro, Fennel, Lavender, Mints, Rosemary, Sage, Thymes

Garden Patch Plants: Blackberries, Cantaloupe, Cucumbers, Gourds, Peppers, Pumpkins, Raspberries, Squash, Strawberries, Watermelon

NATIONAL POLLINATOR WEEK

Plan to do something special during National Pollinator Week! Twelve years ago the U.S. Senate's unanimous approval and designation of a week in June as "National Pollinator Week" marked a necessary step toward addressing the urgent issue of declining pollinator populations. Pollinator Week has now grown into a celebration of the valuable ecosystem services provided by bees, birds, butterflies, bats and beetles. The Pollinator Partnership is proud to announce that **June 17-23, 2019**, has been designated National Pollinator Week. <https://pollinator.org/pollinator-week>



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Teacher Background for *Urban Agriculture and Traditional Agriculture*

"We started stocking the farm with every animal you would see in a children's book!"

-John Chester, co-owner Apricot Lane Farms

"We're bringing urban farming to the forefront so people understand you can grow food in urban areas and inner cities. Growing food here gives you power. You know exactly why, where and how it grew."

-Karen Washington, Urban Farmer-Garden of Happiness, Bronx, NY (from [The Lexicon Website](#))

This is a two-part activity. All parts can be completed either before or after the film viewing, but students will likely have a greater appreciation of the information after they view the film.

The film centers around two professionals who move away from their lives in a busy city to a rural area and start this farm. However, there are farmers in the city! This activity is designed to start students researching facts about two specific kinds of farming in order to better understand how similar and different the two practices actually are.

Although this activity can be completed by students independently, the activity is best suited for students to work with partners or in small groups.

In [Part One](#), which *can be done either before or after the film viewing*, students are asked to learn more specifics about the Apricot Lane Farms and how it is maintained.

SOMETHING TO CONSIDER

Apricot Lane Farms has some Biodynamic Certified crops. The national [Biodynamic Association](#) just happens to be located in Wisconsin and "awakens and enlivens co-creative relationships between humans and the earth, transforming the practice and culture of agriculture to renew the vitality of the earth, the integrity of our food, and the health and wholeness of our communities." Consider inviting someone from the Biodynamic Association to come speak to your class!

In [Part Two](#), which *can be done either before or after the film viewing*, students are asked to learn about local contributions to the Urban Farming Movement in Milwaukee and complete the related worksheets. We hope this helps you and your students draw personal connections to what might be seen as a very alien life context at Apricot Lane.

As an extension activity, students can compare and contrast aspects of Urban Farming and Traditional/Regenerative Farming.

Teachers should determine how students should present their findings.

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Urban Agriculture and Traditional Agriculture Part One

[Apricot Lane Farms](#) is located 40 miles north of Los Angeles and 20 miles east of Ventura in Moorpark, CA. Their team has been charged with the mission of “creating a well-balanced ecosystem and rich soils that produce nutrient-dense foods while treating the environment and the animals with respect.” Their farm residents include pigs, goats, sheep, chickens, ducks, guinea hens, horses, highland cattle, and one brown Swiss dairy cow named Maggie. Their land consists of Biodynamic Certified avocado and lemon orchards, a vegetable garden, pastures, and over 75 varieties of stone fruit.

APRICOT LANE FARMS FARMING INTENT

“While not perfect, we strive every day to do the following; and as our knowledge about the environment and food grows, we promise to reevaluate our practices.”

- ❖ Grow great tasting and nutrient-dense foods.
- ❖ Only use farming practices that, over time, reduce outside inputs and focus on the enhancement of the environment, wildlife habitat, and biological regeneration of soil.
- ❖ Treat the farm team with respect, and care for them as our family, pay them a fair wage, and nurture a safe and chemical-free working environment.
- ❖ Treat the animals humanely and ensure they live on healthy lush pastures in a stress-free and biologically diverse ecosystem. Care for them in a clean way that never requires the use of antibiotics.
- ❖ Allow farming decisions to be made through the lens of biomimicry. As our understanding of our ecosystem evolves, work to implement the new wisdom into our practices.

HOW ARE THE ANIMALS TREATED?

The animals at Apricot Lane Farms are treated humanely and with the utmost respect. First, they eat grass, leaves and weeds just as nature intended. They are moved to new pastures often, and in a calm, stress-free manner. They are provided with protection from predators by the loving and loyal livestock guardian dog team. Using preemptive health methods, the farmers have never had to rely on the use of antibiotics and chemical de-wormers for their animals. They have never used any type of growth hormone. Through the proper rest of pastures, balance of copper in their diet, free choice Diatomaceous Earth, and a bit of fermented apple cider vinegar in their water, the team at the farm helps buffer their livestock from common illnesses found on conventional farms.

Urban Agriculture and Traditional Agriculture Part Two: Connecting the Local Dots

In this section you will review the profiles of local professionals who are working to bringing thoughtful, sustainable farming practices to urban environments. Read their profiles and complete the accompanying activities.



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CONNECTING THE LOCAL DOTS

Study Session #1:

THE BIGGEST LITTLE FARM

August Marie Ball



"Last year I had a dream of creating a space where environmental, natural resource and STEM focused organizations could gather and connect with their future workforce. The event was arts-based, youth-centric, and simply a place where young people who rarely see themselves represented could take center stage. We're doing it again this year! Join me and my friends for the 2nd Annual MKE Youth Green Jobs Summit!"

Background

- Originates from Consolacion, Cebu in the Philippines. Currently residing in Milwaukee
- Graduated with a Bachelor of Arts in Sociology from UW-Parkside
- Creator of Milwaukee's Youth Green Jobs Summit, April 12, 2019
- Founder/CEO of [Cream City Conservation](#)

Explore

1. August Ball helps environmental and community-based organizations address diversity and land stewardship needs through the cultivation of inclusive culture and the creation of equitable, green career pipelines. On [National Geographic's list](#) of the 11 Fastest Green Jobs, Urban Growers are number one! Spend some time researching what the other 10 careers are for a Green future.
2. Apricot Lane Farms has at least fifteen people on their staff, guiding the farm in operating on a day-to-day basis. Go to their website at <https://www.apricotlanefarms.com/about-us/team-leaders/> and take a closer look at all of the folks who help the farm to run. Maybe you will be inspired to explore a Green Job with August!
3. S.T.E.M. is a big passion in Ms. Ball's life. What does S.T.E.M. What happens when you add an "A" and it becomes S.T.E.A.M.?



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CONNECTING THE LOCAL DOTS

Study Session #2

THE BIGGEST LITTLE FARM

Charlie Koenen



"I'm on a mission to help nature's principal pollinators find success in these crazy times. Through advocacy and education, I hope to Bee the Change."

Background

- Born and raised in Shorewood. Currently living in Milwaukee
- Once upon a time, he ran an Apple computer design studio called Smart Studio, teaching people to think differently
- Met Will Allen in 2002, learned about bees, and his life changed direction
- Executive Director of BeeVangelists

Explore

1. BeeVangelists is a not for profit organization dedicated to spreading the buzz about bees. They say that they "pollinate the gospel of abundance, taught us by the bees, through advocacy, education and practice." Consider watching the documentary film *More Than Honey*. Do a class presentation on what you learn.
2. In 2010, the City of Milwaukee passed an ordinance (Chapter 78-6 Milwaukee Code of Ordinances) allowing people to keep up to two colonies of honeybees on private property within city limits. There is a structured application process. How would you go about discovering how many Milwaukee residents are now urban beekeepers?
3. Mr. Koenen's introduction to Will Allen changed his life. Conduct some research and write a 3-5 page report on Mr. Will Allen, and why he is important in the history of food and community.



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CONNECTING THE LOCAL DOTS

Study Session #3:

THE BIGGEST LITTLE FARM

Dr. Ramard Wright



"I love that I get to treat animals, and to help people learn about their animals. I really enjoy having the knowledge to educate, and to perform surgery on a daily basis. This is the best job in the world."

Background

- Born in Milwaukee. Raised in the Waico Apartments on N. 12th Street
- Graduated with a Bachelor's Degree in Biological Sciences from UW-Milwaukee in 2004
- Graduated with a degree of Veterinary Medicine from UW-Madison in 2008
- His veterinary focus includes soft tissue and orthopedic surgery, exotics, canine and feline wellness
- Owner of Wright's Brown Deer Animal Hospital

Explore

1. Dr. Wright knew at a young age that he wanted to work with animals. He never gave up on his dream, and now has, what is for him, "the best job in the world." John and Molly also had a dream to own a farm, and to farm with dignity. Ramard, Molly, and John all saw to it that their dreams came true. Complete the [I Have A Dream Grid](#) to help you determine what steps you need to take to reach your dreams.
2. Maintaining the health of the animals on Apricot Lane Farms is a vital factor in the success of the farm. The professionals who care for and understand farm animals have expertise in Breeding & Farming Careers. Research what some of those other careers are, besides a veterinarian.
3. Dr. Wright grew up in the Waico Apartments. Waico was built in 1975 and expanded in 1981, financed under Section 236 of the United States Department of Housing and Urban Development (HUD). What is Section 236? Compare and contrast the differences between Section 236 and Section 8 housing.

I HAVE A DREAM Grid

Study #3: The Biggest Little Farm NAME:

Dream Career	Why do I have this dream?	What kind of education/training will I need?	Where might I go to receive the education/training?	What do I need to be doing now to achieve my dream?	Who may be able to help me fulfill this dream?
#1					
#2					
#3					

CONNECTING THE LOCAL DOTS

Study Session #4:

THE BIGGEST LITTLE FARM

Venice R. Williams



“Food was always important in my family as I was growing up. My mother was one of the managers of a large grocery store, and my father was a chef and a baker. Everyone in my extended family had gardens. I grew up surrounded by fresh food and good food, even as a city girl.”

Background

- Born and raised in Pittsburgh, Pennsylvania
- Moved to Milwaukee in 1989, and is still here
- She is a Lutheran Minister, Herbalist, Farmer, Writer, Mother, Wife
- Executive Director of Alice’s Garden Urban Farm

Explore

1. Alice’s Garden Urban Farm is the largest community garden, with a production farm, in the City of Milwaukee. In addition to growing food, what else happens at Alice’s Garden? Visit their Facebook page and website, and see where you might connect!
<https://www.facebook.com/AlicesGarden/>
<https://www.alicesgardenmke.com/>
2. Ms. Williams grows more than sixty different herbs each growing season. Explore the many benefits of herbs by completing the *Herbal Goodness* Research Sheet.
3. We cannot grow food, or even survive, without water. Venice Williams considers water to be a sacred element in the world. Watch this short (9 minutes) film about Alice’s Garden and water (<https://vimeo.com/225115743>) and then consider some of the simple things you may do to honor and conserve water.
4. In *The Biggest Little Farm*, the farmers of Apricot Lane Farms faced many challenges. What do you think some of the challenges may be for Ms. Williams as an urban farmer? Compare and contrast the challenges of a rural farmer vs. an urban farmer.

HERBAL GOODNESS Research Sheet

NAME :

HERB	What Illnesses, Diseases, Body Issues Is This Herb Good For?	Identify Two Culinary Recipes Using This Herb	List some varieties/ species of this herb
LAVENDER			
SAGE			
PEPPERMINT			
LOVAGE			
HYSSOP			
STINGING NETTLE			
OREGANO			
BASIL			



EDUCATION SCREENINGS

PRESENTED BY:



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Teacher Background for Food Sovereignty and the Food Justice Movement

[This is a one-part activity](#). It could be completed either before or after the film viewing.

Because the film focuses largely on a white couple from a privileged background it was important for us to provide you with an activity allowing students from the greater Milwaukee area to make direct connections between questions of regenerative farming practices and the students' own experiences, their access to fresh produce, or to making their own equitable food choices.

Though this activity can be completed by students independently, the activity is best suited for students to work with partners or in small groups.

Students will read the Youth Food Bill of Rights created by students at a conference sponsored by [Rooted in Community](#). Afterwards, students can brainstorm similar social justice topics they are interested in and create a Bill of Rights outlining what they think the best practices concerning that topic should be.

Teachers should determine how students should present their findings.

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Food Sovereignty and the Food Justice Movement

NAME: _____

Food Sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems.

The Food Justice Movement is a grassroots initiative emerging from communities in response to food insecurity and economic pressures that prevent access to healthy, nutritious, and culturally appropriate foods.

In the summer of 2013, young people from a multitude of ethnic and cultural backgrounds in conjunction with the nonprofit [Routed in Community](#) drafted the [Youth Food Bill of Rights](#). It is as follows:

In order to reshape our broken food system, we the youth have come together to name our rights.

1. *We have the right to culturally affirming food.* We demand the preservation, protection and reconstruction of traditional farming, cultural history and significance of food and agriculture. We demand that indigenous peoples have the right to establish their own autonomous food systems should they choose.
2. *We have the right to sustainable food.* We demand an end to the mistreatment of animals and the environment that is caused by our current food system.
3. *We have the right to nutritional education.* We demand government funding to educate and inform youth and parents about nutrition.
 - a. Education on things such as seasonal eating, organic farming, sustainability, and diet related illness should be provided so that people can make better informed decisions.
 - b. We recommend that schools recognize youth-led fitness programs as tools for success.
4. *We have the right to healthy food at school.* We the youth demand more healthy food choices in our schools, and in schools all over the world. We want vending machines out of schools unless they have healthy choices. We need healthier school lunches that are implemented by schools with the ingredients decided on by the Youth. We demand composting in schools and in our neighborhoods.
5. *We have the right to genetic diversity and GMO-free food.* We the youth, call for the Labeling of Genetically Modified seeds, plants, and produce. We demand a policy from the government that labels all GMOs.



EDUCATION SCREENINGS

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6. *We have the right to poison-free food.* We the youth absolutely don't want any chemical pesticides in our food!
7. *We have the right to beverages and foods that don't harm us.* We the Youth demand a ban on High Fructose Corn Syrup and other additives, and preservatives that are a detriment to our communities' health. This must be implemented by our government, and governments around the world.
8. *We have the right to local food.* We demand food to be grown and consumed by region to cut the use of fossil fuels and reduce the globalization of our food system.
9. *We have the right to fair food.* We the youth demand that everyone working in the food system must be treated with respect, treated fairly, and earn at the minimum, a just living wage. For all those that are working in the food system we demand a model like the Domestic Fair Trade Association to be implemented.
10. *We have the right to good food subsidies.* We demand an end to the subsidy of cash crops, including corn and soy beans. Rather than our tax dollars going to subsidies for industrial farming, we demand financial support for small organic farmers.
11. *We have the right to organic food and organic farmers.* We demand a restructuring of the process of being certified organic and fair trade to improve the thoroughness and accessibility of these programs.
12. *We have the right to cultivate unused land.* We demand that a policy be enacted allowing for unused land to be made available for communities to farm and garden organically and sustainably.
13. *We have the right to save our seed.* We believe farmers and all people should have the freedom to save their seed. Any law that prevents this should be reversed; no law shall ever be made to prevent seed saving.
14. *We have the right to an ozone layer.* We the youth demand a 20% decrease of industrial farms every 5 years, to decrease the high levels of greenhouse gas emissions associated with industrial farming.
15. *We have the right to support our farmers through direct market transactions.* We demand that the number of farmer's markets be increased every year until there are more farmers' markets than corporate super markets.
16. *We have the right to convenient food that is healthy.* We want healthy options in corner stores while empowering the community to make better food choices. We demand more jobs for youth to work with our communities to make this happen and help them control their food systems.



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17. *We have the right to leadership education.* We the youth demand that there be more school assemblies to inform and empower more youth with the knowledge of food justice. The continuation of the movement for Food Justice, Food Sovereignty and cultivation of future leaders is necessary for feeding our youth, our nation and our world.

WRITE YOUR OWN!

Examine your neighborhoods, your school, your city, and your country. There are issues, conditions, and situations all around you that are in need of justice, equity, and liberation. The world needs the voices of young people. Select a topic as a class, or in small groups, and create a Youth Bill of Rights for that specific subject matter. You have the power to change local and national policies.

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