

Summer Youth Program Manual

Volume 3: Implementation

Mike Evans



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Lincoln Office
The Food Project, Inc.
P.O. Box 705
Lincoln, MA 01773
781-259-8621

Boston Office
The Food Project, Inc.
555 Dudley Street
Dorchester, MA 02124
617-442-1322

www.thefoodproject.org
email: *publications@thefoodproject.org*

Design: Jen James
Editor: Helen Willett
Photographs: Greig Cranna, The Food Project Staff

Foreword

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

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

We have grown since 1991 and now we farm on thirty-one acres in Lincoln and on five sites of remediated land in Roxbury, a low-income neighborhood in Boston. We provide year-round stipended programs for over one hundred youth, and with the additional help of 1,500 volunteers, grow 200,000 pounds of food for fifteen shelters, our two farmers' markets in low-income neighborhoods, and over three hundred Community Supported Agriculture shareholders. Alumni interns are agricultural apprentices, support our technology, pilot food enterprise with our chef, and play pivotal roles in outreach and education. Alumni are also Food Project Staff, Trustees, and Advisors.

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

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

Additional Resources from The Food Project

French Fries and the Food System: A Year-Round Curriculum Connecting Youth with Farming and Food - From Seed to Market to Table

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

Growing Together: A Guide for Building Inspired, Diverse and Productive Youth Communities

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

Program Manuals

These manuals describe the nuts and bolts of running all areas of The Food Project, including the Summer Program, the Academic Year Program, the Volunteer Program, Farmers' Markets, Rural Agriculture, Urban Agriculture, and Management. All together, these describe, in detail, the implementation and management of The Food Project. These manuals will assist those who want to develop similar work in their own communities.

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

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

Time for Change:

This musical CD is a call for change to our current food reality. You will hear the thoughts of a young man who has dedicated his life to spreading the message of not just healthy eating but healthy living. Wil Bullock believes that it is “Time for Change” in our communities, homes, and schools. He tells us that the good seeds we sow are beginning to reap an abundant harvest and asks us to “Follow Me” on a musical journey about one young man’s food reality and the future we can create together.

For information on ordering these or any other publications by The Food Project, please contact us:

The Food Project, Inc.
Attn: Publications
P.O. Box 705
Lincoln, MA 01773

phone: 781-259-8621
fax: 781-259-9659

www.thefoodproject.org
publications@thefoodproject.org

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Our Vision

Creating personal and social change through sustainable agriculture.

Our Mission

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

Introduction

- *Welcome*
- *Vision of the Program*
- *History of the Program*
- *Using This Manual*

Welcome

This manual is the third in a three-volume series detailing The Food Project's Summer Youth Program (SYP). The first two volumes address "Recruitment" and "Set-Up," and this volume, "Implementation," addresses how to put the SYP in action.

You've been preparing for the first day of the summer program since December and in the next few months you will see all your hard work come to fruition. This time of year The Food Project (TFP) comes alive; the fields are ablaze with greenery and exploding with sunflowers; toddlers and parents meandering through the pick-your-own rows of snap peas and basil; the agricultural staff tying down remay and the agricultural interns tying up tomatoes; and the lively sounds and songs, sprinkled throughout the fields, of sixty youth working.

This manual will provide you with a solid foundation of strategies, schedules, games, guidelines, activities, and recommendations that outline the breadth and depth of the summer program. Regardless of how much preparation you have done, unforeseen challenges will arise and you will have to use your judgment and the experiences of the program director and other staff members to make the best decisions for each situation.

This manual is addressed to the people who plan to lead a Summer Youth Program. We want to take a minute to explain The Food Project's supervising structure so that you will understand the breakdown of duties as you continue through this manual. As staff have come and gone over the years, we have experimented with a few different ways to staff the Summer Youth Program. The model we have used for the last six years is ideal. Three people share the main responsibilities for supervising the program. They are the program coordinator, the program administrator, and the Roxbury site supervisor. The program coordinator is the head supervisor for the Summer Youth Program and is also the Lincoln site supervisor; the program administrator is the lead programmatic person in the main office and works very closely with the program coordinator while providing the administrative support for the program; and the Roxbury site supervisor is the lead programmatic person on the land in Roxbury and consults daily with the program coordinator about supervisory, curriculum, and youth issues. All three staff members are ultimately guided by the program director who supervises all the programs and who is an invaluable resource. This manual is written in a way that touches on all the issues of the Summer Youth Program. In that way, it is written for the program coordinator. But since the running of the Summer Youth Program is a collaborative effort of three individuals, it is really written for all three to read.



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



This manual is a collection of the “best practices” gained over the last fifteen years of running a TFP summer program. Take it and make the program come alive.

Vision of the Program

In your role as SYP Coordinator, you will find yourself taking on a number of different roles. You will be an authority figure, a colleague, a friend, a mentor, a leader, a listener, an administrator, a nurse, a teacher, a mediator... You will have many resources to guide you in each of these roles. Follow this manual, enlist the support of other staff along the way, and continue to ask yourself, “Is this consistent with the vision of the Food Project?”

The Food Project exists because of a vision. Every operation of the organization, from weeding to office management to leading a game, works toward our vision of creating personal and social change through sustainable agriculture.

In order to move toward our vision, The Food Project has made it our mission to create a thoughtful and productive community of youth and adults from diverse backgrounds who work together to create a sustainable food system. Our community produces healthy food for residents of the city and suburbs, provides youth leadership opportunities, and inspires and supports others to create change in their own communities. (See Attachment 1: Current Vision and Mission Statements)

Attachment 1

From these vision and mission statements, we create principles that guide our work. Operating Principles of the Youth Programs outline the approach we take to working with youth. Read the Operating Principles thoroughly, and go through them with the program director. (See Attachment 2: Operating Principles – Youth Programs)

Attachment 2

As you move through the tasks outlined in this manual, continue to come back to this first section. All of your actions must stay true to the Food Project’s vision, mission, and operating principles. Make it a habit to refer back to these statements. Interpret them with the help of senior staff members: ask clarifying questions, but be sure to also discuss their personal ties to the vision. Stories of how the senior staff members have seen the vision in action, or moments when they have witnessed the results of operating outside the vision, will also be very helpful.

As the Coordinator of the Summer Youth Program, you are providing the introductory experience for youth at The Food Project. Those youth

will hopefully go on to participate in the Academic Year Program, be Alumni Interns, or serve on the Board. Those possibilities will only be available to them if you challenge and support each participant, offering them the chance to fully understand the vision and mission behind their work. Set them up for success!

History of the Program

Before he founded The Food Project, Ward Cheney had fifteen years of experience farming, and running farm-based programs for suburban youth. The model he knew offered teens a job on a farm and had them learn side by side with a farmer. Ward sensed greater possibilities for this work, so he started asking questions. How could young people working on a farm serve the needs of the greater community? How could urban youth also be engaged in this work? How could youth and adults best learn from the rich resources of each other and the land? How could they take that learning and apply it to the world beyond their community?

In 1991, Ward began to incubate a dream that would become The Food Project. He met regularly with Allen Callahan, an African-American minister who wanted his church members to grow their own food. They worked side by side: Allen learning how to plow, pull rocks from New England fields, and harvest, while Ward learned what it would take for this kind of work to be relevant for youth and adults from the city. Together they crafted a vision.

In January of 1992, Ward brought the first vision and mission statements of The Food Project to the Massachusetts Audubon Society (See Attachment 3: Original Vision and Mission Statements). Drumlin Farm, an Audubon site in Lincoln, accepted the proposal as a three-year pilot program. The work of raising funds, gathering staff, and creating the actual programs that would bring the vision into reality began immediately.

Ward hired Stanley Pollack of Teen Empowerment as a consultant on youth development, and Rob Traver of the Harvard Graduate School of Education to create farm education lessons. He also hired three interns to serve as the first staff. All winter and spring, Stanley, Ward, Rob and the new staff met to craft the first Summer Youth Program. Ward kept everybody at the table, hour after hour, revisiting program design questions and testing all suggestions against the vision. The rigor and intentionality of this process created an excellent program, though the time committed to it created a harried race to plant the farm, recruit youth, and have everything in place for the summer.

The first summer was full of energy and challenge. The Food Project had two acres of land in Lincoln, a rototiller, a used wedding tent, and twenty youth from all over greater Boston. Beyond all the mistakes and challenges of a start up, the first summer came through with flying colors. Young people produced 25,000 pounds of vegetables, worked in homeless shelters, ran a small farmers' market, and learned about themselves, each another, their community, and the land.



Attachment 3

When the first summer ended we were relieved. We had survived periodic discontent from the young people, an ambulance driving across the fields toward a fallen crew worker, blow ups between stressed staff, unclear roles, and the struggle and awkwardness of the Summer Youth Program being born and struggling to its feet. Yet as we looked back over the summer, we knew in our hearts that we had something very special to offer young people, who themselves had much to offer their communities.



As we prepared for the second summer, we made many changes, each of which went before the small staff committed to building the program. This attention to intent was and is a key to the success of the Summer Youth Program and The Food Project as a whole. The second summer went more smoothly. Many of the changes had their desired effect, such as hiring crew leaders who were stable role models, rather than at risk themselves. We also began experimenting with how to share more ownership of the farm. Instead of marching people into a field and simply telling them, "Hoe these beans for the next two hours," we had them take over a section of the farm and create their own work plan for the week. These and countless other shifts in design helped the program grow and develop.

In the third summer we hit a big bump. The design and details were strong but the community was flat and lifeless. Young people worked hard but more out of compliance than deep motivation. The experience was unnerving because it did not feel like The Food Project of the first two summers.

Analyzing that lifeless summer, we recognized that our staffing pattern needed attention. Due to budget shortfalls we had combined the grower and site supervisor roles, which led to a lack of focus in both areas. We created distinctions between the grower, site supervisor, and crew leaders so that at each level the staff could focus on their part in bringing excellence and life into the community. In particular, we attended carefully to the role of the site supervisor. We decided that the site supervisor must be the leader of the community for the young people: dynamic, influential, loving and tough. With our new staffing pattern we found a rhythm that has kept the balance intact ever since.

That fall our pilot status at Drumlin Farm ran out, and we had to find a new office, new land, and incorporate as an independent non-profit. By the spring of 1995, we were in debt \$50,000 and over a month late getting onto new land. We also had to create new leadership structures and capacities for the organization. Ward Cheney left The Food Project at that point, and two of the original interns, Pat Gray and Greg Gale, became co-Directors with a new Board of Trustees.

The fourth Summer Youth Program began under those conditions. By all counts, it could have been a disaster. To avoid such a tragedy, we drew solid boundaries between our organizational challenges and the operations of the Summer Youth Program. Our approach was a success: summer staff members were able to focus on the important tasks at hand, without encountering the chaos at the organizational level. The fourth summer program furthered our reputation all around the country

as a model program.

The Food Project emerged from its fourth year as an independent non-profit, based on conservation land in Lincoln. With our flagship program well established, we set out to test ourselves. As Ward had done years ago, we asked questions: How could we care for more land? How could we increase our urban presence? How could we feed more people?

This inquiry led to a major initiative in the fifth summer program: creating a half-acre food production lot in the Dudley Street area of Roxbury. This came about because many of the youth who worked with us were from that community, and we wanted to further demonstrate our commitment to care for all types of land, create a bridge between the city and suburbs, and build a program that addressed the needs and interests of all youth. Working with our collaborator, the Dudley Street Neighborhood Initiative, we secured a vacant lot that had been used for illegal dumping for years. The fifth Summer Youth Program included a rotation in Roxbury for each crew. The forty young people in the program began transforming a half acre polluted parcel of land into a food production lot.

Between the sixth and seventh summers, The Food Project was awarded the largest grant in its history from the Kellogg Foundation. Along with other resources, this offered us the opportunity to make major changes in the seventh summer. A second food lot was opened in Roxbury, and at one and a half acres, it was twice as large as our original lot. We also moved from an eight-acre to a twenty-one acre site in Lincoln. To support this growth in land base and the corollary increase in programs, the agricultural and program staff grew.

For the eighth Summer Youth Program, we increased the number of youth to sixty. This was a big decision, and many staff had concerns that the intimacy of the Summer Program would be lost. This did not happen, though the demands on the site supervisor grew. At the end of the eighth summer, however, there was strong feedback from the summer staff about the need for smaller crews and more time in the city. We decided to stay at sixty youth during the ninth summer, but acted on the two suggestions by going from 5 crews of 12 to 6 crews of 10, and rearranging the schedule to include two weeks in Roxbury for each crew. The effect of these changes and the summer staff's positive spirit filled the ninth summer with energy and excitement.

Going into the sixteenth year of The Food Project, the Summer Youth Program is an established and remarkable model of youth development. Each summer will bring its own challenges, and each winter will find the staff working to address them in order to create the next Summer Youth Program. Yet there is no doubt that this program will continue to grow and flourish as long as the vision, mission, and design are held intact. Through lightening storms, staff changes, lack of funds, and many, many hot summer days, The Food Project presses on. We press on because we are a group of youth and adults farming together and feeding people. We are a community responding to a call beautifully articulated by Cornel West:



"I hope you always hold on to the notion that however dark and difficult the moment may be, the world is still incomplete, history is still unfinished, and what you do can make a difference. You can energize and galvanize even a cynical and world-weary people in the oldest surviving democracy... I hope that all of you will keep your heads to the sky, as Earth, Wind and Fire would put it. Keep your hands on the plow, as Mahalia Jackson used to sing with such power and poignancy, even when what you are doing takes the form of unadvertised service and nobody may see it but you. You are still making a difference."



-excerpted from Convocation Address, Harvard Divinity School, 1995

Using This Manual

Though the operations of the SYP take place over seven and a half weeks in July and August, the coordination of the program is a year-round effort. As soon as one SYP ends, you begin working on the next one!

This manual is written in sections according to the chronology of the effort. The general calendar for coordination of the SYP is:

September - June: Recruitment and Training

January - June: Set Up

July and August: Implementation

August and September: Evaluation and Archiving

Ideally, the three volumes of The Food Project's Summer Youth Program should be used in conjunction. Volume One covers recruitment. Volume Two walks you through setting up the SYP. This volume covers implementing the program. There are six chapters in Volume Three: Introduction, General Categories, Leader Training Week, Lincoln Week 1-8, Roxbury Weeks 1 & 2, and Special Events. Each chapter is divided into sections.

In this manual, you will find detailed explanations of each day and Special Event, the latter of which may be a day (the Overnight), a workshop (Lunch from Around the World, or a week (the "9th week"). Many elements of the Summer Program that need more clarification are discussed further in the General Categories section. In addition to the text, there are additional documents that you will need for reference, and as handouts and guides. Most of those documents are found in the Attachments section at the end of the manual. Whenever a task requires one of these documents, you will find the Attachment number in the right-hand margin.

Terms

The Food Project uses many terms and abbreviations and once you dig further into this manual, you will find out that in addition the Summer Youth Program, or SYP, does the same. Here are the explanation of some terms and abbreviations that you can use as a reference.

TFP – The Food Project

SYP – Summer Youth Program

AYP – Academic Year Program – the program that sequentially follows the SYP.

SYP youth can apply at the end of the SYP to get into the AYP. The AYP employs 15-20 youth and in it, AYP members further their leadership and communication skills, deepen their understanding and respect of diversity and agriculture. The AYP is explained more in depth later in this manual.

Crew – We split the 60 youth of the SYP into 10 “crews” or groups that they work with all summer. A person’s crew is her or his family or team for the summer.

Crew Leader – CL - The person in charge of a crew. This person is 20-28 years old.

Assistant Crew Leader – ACL - Also referred to as “assistant leader.” This person graduated from the summer program and is still in or has just graduated high school. The title “assistant crew leader” is a mouthful so both in conversation (and in this text), we most often say (and write) “ACL.” Conversely “crew leader” rolls off the tongue well, so although it doesn’t make for symmetrical titling, we most often say (and write) “crew leader.”

Leaders and Summer Staff – In this manual, the terms “leaders” and “summer staff” refer to the ACLs and CLs as a large leadership group

Site Supervisor – The lead program staff on each site. Manages and supervises all the youth and directly supervises all the leaders (the crew leaders and assistant crew leaders).

Supervisor – Used to refer to a staff member who supervises interns. Site Supervisors aren’t called “supervisors” just because that would make things even more confusing. They are typically referred to as their full title.

Grower - farmers

Youth/ young people/ crew workers/ crew members – When talking about the SYP’s youth in both the manual and day-to-day interactions, we use many terms. We don’t use “kids” because we feel it is disrespectful, and we also stay away from the word “teens.” “Crew worker” is the official term and the one we use most often internally. We use “CW” as the abbreviation for crew worker. Externally “crew worker” doesn’t mean much, so we use “youth” and “young people” with equal regularity.

Ag – agriculture. “Ag Staff” is agricultural staff.

Creating and Managing Computer Files

Each of the attachments in the SYP Manual can also be found in The Food Project computer system. All SYP Files are located in the TFP shared program files, in the SYP Folder. Every attachment found at the end of the SYP Manual is located within the SYP Folder.

Each SYP Folder contains historical files specific to each year. As you start work in a particular folder, create a folder for the year you are working on. For example, if you are beginning work on Staff Recruitment for the SYP 2007, open the Staff Recruitment folder. You should see that it contains the historical files folders:

Staff Recruitment

2006 Staff Recruitment

2005 Staff Recruitment

2004 Staff Recruitment

Create a new folder entitled “2007 Staff Recruitment” and place it in the Staff Recruitment folder. To create a new document within your 2007 Staff Recruitment Folder, start by looking in the “2006 Staff Recruitment” folder. Copy it into your 2007 folder, rename it with 2007 in the title, and work off of that document. Keep the 2006 version of the document as it was so we can look back to how documents, activities, agendas, and workshops have changed over the years.

Use the older historical files when you want to update or change a document – to see if a document similar to the one you are about to create already exists in a past year. Utilize these files to see how our thinking about specific areas of our work has changed over the years. Remember to save all of your documents as you go. The following year’s SYP will evolve and stand on the shoulders of all the clever updates and changes you make this year.

Creating Hanging Files

When you begin work on a new SYP, create file space for it in the SYP hanging file cabinets. There is limited space in those cabinets. Thus, the first order of business is to take out the oldest SYP’s hanging files and archive them. Place them all together in a cardboard archiving box, and label it clearly. Then be sure that the Office Manager knows to place that box with the other archives.

Taking the oldest files out of the SYP hanging files should create enough room to start hanging files for your new SYP. On your new set of hanging files, copy the names and organization of the previous year’s SYP files exactly. Doing this up front will make your life much easier: as you work on the new SYP, you will be able to place any documents that come your way in appropriate places.

Expectations for Summer Staff

- *Site Supervisors*
- *Leading and Managing a Crew for the Summer*
- *Crew Efficiency and Motivation in the Field*
- *Tuesday Afternoon Leader Meetings*
- *Train Behavior*
- *Lincoln and Roxbury Vendors*
- *Physical Safety*
- *Emotional Safety*
- *Personal Possessions*
- *Supervising Crew Leaders and Assistant Crew Leaders*
- *Payroll and Attendance System*
- *Communication with Staff*



Site Supervisors

Site Supervisors need to feel ready to go by the time Leader Training begins. With the addition of the North Shore site in 2005, we realized that the Site Supervisors needed to have similar foundations from which to make informed consistent decisions. Since it's not just the leaders who need an orientation training, we created one for the Site Supervisors. (See Attachment 4 : Site Supervisor Training Agenda) Ideally this will be run by the Program Director and Program Coordinator/Lincoln Site Supervisor, if the latter has a summer of experience under their belt. In addition to this manual, the Site Supervisor's binder is an essential resource. It has all the contents that are in the Leaders' binders but also extra ones that pertain to their job alone. (See Attachment 5 : Site Supervisor Binder Contents)

Attachment 4

Attachment 5

Leading and Managing a Crew for the Summer

As a Site Supervisor and Program Coordinator, you will be responsible for over sixty young people. You will also be managing the Crew Leaders and Assistant Crew Leaders (ACLs) as if they were your own crew. Master the skills in the "Methods" section of Growing Together – pages 65-85. They will help you guide the group and deepen the impact of the summer's activities. Ask your Crew Leaders to learn this section and help make it accessible to them.

Crew Efficiency and Motivation in the Field

A tremendous amount of work needs to be accomplished on our farms in the summer. The farm staff is responsible for training summer staff in what needs to be done and for having the correct equipment and guidance available. You, the crew leaders, and assistant leaders are then responsible for motivating the youth in the field. The growers are essential motivators themselves because at key times (morning meeting, lunch time, end of day) they can be called upon to announce field results or inspire and exhort youth to work hard. But you need to be the motivation engine. You must listen carefully to the growers and crew leaders concerning their assessment of the work pace and quality. You need to work with crews yourself and feel their work energy and outlook. Based on what you are seeing and hearing you must inspire hard work in the crew workers yourself and support crew leaders to do

the same.

Crew leaders and ACLs can lead their crew to greater efficiency. Efficiency is a key aspect of excellent farming and can help a motivated team accomplish twice as much in a summer. As you watch the crews work and interact with them, keep the following techniques in mind and advise the crew's leadership if you notice that one or more suggestions would be helpful for the young people in their crew.

Manage and work: The crew leader and ACL should move among workers and actively manage their crew for the first 15-30 minutes of a new task, making sure that each young person on the crew has command of the task. Then, they should fold into the work and lead by example. Leaders should be wary of micro-managing – the morale of the crew will quickly go south if they believe the leaders are shirking their load of the work.



Stay with the crew: Either the crew leader or assistant leader must be with the crew at all times. If one leader is away, the other needs to do more managing and less work to enhance their crew's efficiency.

Spread out: The crew leader and ACL should spread themselves out within the crew to motivate and educate their crew members. They should never be working side by side.

Work and talk: Emphasize the importance of continuing work while having a conversation. Learning to work while talking is one of the most difficult skills for the young people to master, and stopping work to talk is the leading cause of inefficiency among Summer Youth Program crews. As you work with the crews, model the ability to work and talk at the same time and encourage the crew leader and ACL to do the same. Of course, you do not want the young people to work without speaking to one another; the ideal is to have crews give full attention to the agricultural tasks while engaging in fun and interesting conversations.

Pair the young people: When the job is weeding, have the young people work in pairs across from each other on a single bed. This arrangement stimulates natural competition, and also allows the young people to talk to one another during the task. The crew leaders and ACLs must be very strategic about how to organize pairs. Mixing the personalities of the crew allows the crew members to get to know each other and also uses the quicker members of the crew to encourage others to match their pace.

Break down the task: On the urban lots, a task as seemingly straightforward as weeding or harvesting for the market may require more management from the crew leader and assistant leader than it would in Lincoln. Breaking the task down into several components and assigning each pair of young people one component can increase the quality of the work while engaging the young people more deeply in the task. For example, if the assigned task is "weed West Cottage Field 4," a crew leader might assign three young people to begin hoeing between rows of crops. Two pairs of young people might follow behind them to hoe or hand weed close to the plants, within the rows themselves. Two or three more young people might bring up the rear as "checkers"

to make sure that even the smallest weeds are taken care of. The crew leader and ACL could rotate young people through the roles, making sure that each crew worker had the opportunity to experience each component of the task. In this way, tasks are completed thoroughly while young people are introduced to the complexities of their work on a different level than is possible in a larger-scale operation.

Crew leaders and ACLs will definitely need your help and suggestions on how to break the tasks down for their crew. Introduce this concept during leader training week, and reiterate it in the task lists that you create for each crew, making suggestions as necessary.

Organize leapfrogging: Weeding can be slow, backbreaking work. It is difficult to sustain a young person's motivation for weeding over a long period of time. Encourage crew leaders and ACLs to try a "leapfrogging" method. Send three pairs down the same bed an equal distance apart and start working. When one of the pairs arrives at the spot where another pair started, have them walk down in front of the farthest pair and continue working. The groups keep "leapfrogging" like this until they arrive at the end of the bed. At this point, they move to a new bed. This technique helps the young people by limiting the weeding distance to reasonable intervals. It also facilitates a natural break and allows them to periodically get up and stretch their bodies as they walk down the field. As they move past the other pairs, they feel as though they are progressing with the job and are inspired to continue.



Restrict tools: Advise the crews to take the minimum number of tools out to the fields. People are conditioned to rely on implements to make their work easier. Often the young people are more concerned with the tools than the job, and they bring extra tools out to the field simply because it is more exciting – and feels more "professional" to use tools than to work with bare hands. This is particularly true of co-linear and stirrup/hula hoes. These tools have specific purposes and are effective for those tasks, but when used inappropriately they are inefficient and unnecessary. In the first few days of the program, all youth should weed by hand without tools. Occasionally, announce a work block in which tools are restricted during the summer as well. Without this you may never be able to overcome some young peoples' fear of touching the soil.

Hoe backwards: Teach young people to hoe backwards so that they are not walking over the weeds that they just hoed. When you walk over previously hoed weeds, they may re-root and defeat the purpose of hoeing them in the first place.

No sitting on the job: No one should sit down in a field. It is hard to be efficient if you are not moving. If a young person claims that they can indeed sit and weed in a productive manner, challenge them to a weeding race. If they beat you, allow them to continue sitting and weeding. If you beat them, then they have to stop sitting and change their method of weeding. Do not lose.

In addition to being efficient, crew workers and entire crews must work hard. Here are motivational tips taken from the urban and rural agriculture manuals, written by Food Project growers. Use these

techniques yourself, and share them during morning crew leader meetings or on Tuesday night meetings with your leaders when they are struggling to motivate their crew workers.

Organize them! Plan how to most effectively use the work time of the crews. If you do not supply a clear work plan for the young people, they begin to feel as though their presence is unimportant for the overall success of the farm. A specific task list gives a purpose and structure to their fieldwork. Your own organization can be a powerful motivational tool for others.

Support them! Make sure the crew workers know how to complete the tasks they are given. When you train people in any task, first verbally communicate what you need done. Then physically demonstrate the techniques necessary to complete the task. Ask someone to repeat what you have just said, and to re-create your demonstration. Ask them if they have any questions about the work. Work with different youth and answer any questions they have about their work on the farm. An uninformed worker is usually inefficient, and your support is critical to young people understanding their tasks.



Inspire them!

- Give them specific goals (in pounds, transplants, beds to weed, and so on). Explain the context for the day's work. Describe the work that happened earlier in the season, and how their work is a continuation of those efforts.
- Link them to a chain of activities and end goals that will be achieved if all who contribute are successful (for example, total pounds harvested).
- Link them to our service goals by describing graphically how much food we grow (total poundage, how many thousands of hungry people in Boston will eat this food, how many trucks our annual harvest will fill).
- Share with them a personal story about how our produce has affected someone's life.
- Read them a quote about service from The Food Project Quotes Book.
- Tell them how many hours of combined labor exist in their group (60 people working efficiently for one hour is equivalent to the grower working alone for six days!).

Challenge them! Most young people are new to farm work. They have no idea what is fast work or what is slow work. Put a time limit on when you want the harvest done. As you work with a crew, challenge the young people to weeding or hoeing races in which you compete against two or three of them at once. This is to show them that you can weed twice or three times as fast as them. They will follow your lead and begin to use better technique. Make sure that they do not sacrifice quality of weeding for speed.

Thank them! At the end of a difficult task, make sure you take the time to celebrate all of the hard work. Put aside a couple of minutes to allow the group to look over the area they have just worked on in order to see the difference their efforts have made. Thank them for challenging themselves and accomplishing something special for The Food Project.

Enforce standards! Do not be afraid to give youth violations when they are not working hard. This can often provide a wake up call to youth who are not responding to the techniques outlined above.

Tuesday Afternoon Leader Meetings

On Tuesdays in both Roxbury and Lincoln, after the crew workers leave at 4:00pm, CLs and ACLs (except for the one or two supervising the train ride to Boston from Lincoln) meet with the site supervisors. In Lincoln the meeting is from 4:00-6:45 PM, and includes a dinner purchased or cooked by the program administrator. In Roxbury the meeting is from 4:00 to 6:00pm and does not include a meal.

These meetings take place in order to:

- have CLs and ACLs meet in pairs to discuss behavior issues and proposed violations in their crew, how their joint leadership is going, and what they need from one another in order to be successful
- review and discuss, crew by crew, all behavior issues that warrant a violation, or gather input from others about positive actions they see in crew members
- discuss issues that need to be addressed publicly with all youth by the site supervisors
- find common ground on discipline issues so the Standards are applied fairly and the leadership team is pulling in the same direction
- offer guidance and support to any CL, ACL or site supervisor who is facing difficulty with any youth in the community
- get guidance from veteran site supervisors, leaders, and growers about what tone we need to set with the entire community in order to meet our goals
- allow CLs and ACLs to give Straight Talk to one another so each person knows how their impacts are affecting their partner and the crew
- allow Site Supervisors to give Straight Talk to leaders



The importance of these meetings cannot be overstated. All of the Violations for 50 youth have to be discussed and agreed upon in those two evenings. If there is time, positive feedback should be shared about youth who are doing an exemplary job or who may be overlooked because they are shy. Being organized and facilitating well are keys to these meetings going well. This means moving the discussion along but at the same time knowing when to give the community time to debate and search for the right outcome in terms of a violation or approach to a young person. You must also be aware that “unclear reporting” often occurs from ACLs because they are closer in age to the participants and do not want to be a snitch. This can lead to serious lapses in judgment. They may be inclined to “see but not tell” or to attempt to handle issues alone that should go to the group. (For example, when a crew worker had a knife on the train and threatened someone, and the ACL simply told him to put it away.) Because of this you need to get in the habit of asking “Is there anything you forgot to bring up or do not think you need to tell?”

The agenda is as follows:

3:50 pm Announcements

Remind CWs that the Leaders stay late tonight – until 7pm – and

that only 1 ACL will be on the train and that you have asked them to call to give a full report of how the train went. Ask crew workers to be extremely respectful and calm.

3:55 pm Crew Workers + 1 ACL walk to train

4:00pm-4:10pm Game

Play a quick, fun game that allows leaders to unwind, have fun, and/or reflect on the day or the week in a positive manner. These games can include any of a number of games in Growing Together or something simple, such as throwing a ball around in a circle and each time someone catches it they have to share one positive thing that happened in their crew that day. It is important to PLAY with the leaders. Otherwise, leaders have a tendency to immediately begin focusing on the challenges of the day. If you think of them as your crew and your crew workers, it makes sense to let them unwind and have fun with each other before getting into the next round of work.

4:10pm-4:45pm CL/ACL chat

CLs and ACLs meet alone in pairs to discuss how things are going in their crew and to write down proposed violations. They give one another Straight Talk on weeks when the supervisors decide this should happen.

4:45pm-5:15pm Feedback and Straight Talk to Leaders

The Site Supervisor and Grower give feedback to CLs and ACLs (If there is time, this is a great opportunity for the Site Supervisor and Grower to give One-to-All Straight Talk or Straight Talk to each leadership team. This meeting can be as short as 15 minutes or as long as a half hour. Some weeks you will have so much on your meeting's agenda that it will be more time-efficient to visit each leadership pair as they talk about issues in their crews and give them feedback then. Make sure you still allow some time for the Grower to talk to the group as a whole.)



5:15pm-6:45pm Violations (& Dinner)

Each CL presents their proposed Violations for discussion and gathers input from others about positive feedback they can give their crew members.

Dinner: At about 5:45pm, the Program Administrator brings the food and you pause to let leaders load up their plates.

The final section of the meeting is where it is easy to run over time, devolve into flip and dismissive comments about youth, and end up only focusing on negative behavior! The supervisors must instead pace the conversation so that it is substantive, balanced with some positives, and efficient.

A crew leader who is sharing about their crew will get better input and use group time well if they prepare their thoughts ahead of time and come with proposed violations written down. The supervisor picks which CL is to begin. An organized CL will sound this way, "I have a "Being Prepared" Violation for both Tom and Kelly from last Wednesday for not wearing their shirts at the shelter. I have a "Respecting Each

Other” Violation for Amanda from yesterday when she told my ACL to ‘shut up’ during field work.” After naming the Violations the leader is confident about, and getting agreement from others that the Violations are appropriate, his or her language might shift this way: “I am not sure what to do about Jack. He has been very slow in field work, but occasionally, he has a burst of energy that is awesome. I have told him a number of times that he needs to keep up a steady pace and work consistently. I do not know if a “Working Hard” Violation will jumpstart him or set him back. My ACL and I are not sure what to do.”

This is when you, as supervisor, step in and facilitate the dialogue. You ask what others think. You seek out more information about how persistent the problem is and whether other crew leaders have noticed it. You compare this situation to motivation violations you have heard of in other crews and then decide whether this should be one also. It is important to insure similar standards and expectations within every crew, or else youth receive unequal treatment. Once this gets going, youth spend time pointing out the inequities between crews and dreaming about how good life would be if they were in Javal’s crew versus Lisa’s. Ultimately, you have the power to make the call as to whether or not the crew leader should issue a violation. However, a leader who is told to discipline a youth in a certain way, but remains deeply unconvinced of the violation, will not do well in Straight Talk and may not follow through with consistent discipline in the next situation. The best-case scenario is that the group comes to consensus about what should be done, or enough people are in agreement that they can convince the leader to take the action they are recommending.

The violations that are hard to decide offer the richest opportunity for learning and discussion. They are also the most difficult to manage because it can take a long time to reach agreement. Sometimes agreement cannot be reached and the supervisor has to make the call. The Program Director should be present at these meetings whenever possible to support the supervisors and to provide historical and vision-mission context for the hard decisions. Most behavior issues we face have shown up in former summers. The stories about actions taken in the past and what outcome they created can be instructive.

During the meeting the site supervisor is also writing down each violation on the Site Supervisor’s Violations Log (see Attachment 6: Site Supervisor Violations Log). This sheet is the final record from which payroll deductions and earn backs will be given. Accuracy of record keeping is thus paramount. The supervisor needs to make certain that the leader is entering the violations and earn back dates accurately, as well as make sure their own accounting is impeccable. (see Attachment 7: Violations Record Keeping) The supervisors should periodically use a morning leader meeting to look at CL binders and examine their record keeping system. The earnbacks and violations accounting is complicated and sometimes a leader gets overwhelmed by it but does not tell anyone they are struggling. Mistakes in payroll are not fair, ethical or legal. The supervisors are ultimately accountable for accuracy of all payroll information. It is wiser to closely supervise the leaders’ accuracy than to wait until a parent calls wanting to examine the paper trail that led to their child losing money!



Attachment 6

Attachment 7

Finally, the site supervisors must keep each other informed of the significant violations and behavior problems. The Lincoln site supervisor must call the Roxbury site supervisor Tuesday night or talk with him/her on Wednesday. Without good information flow neither supervisor can do their best.

Every year there are a number of “gray areas” when it comes to absence and lateness. Once a crew worker who was old enough to drive got a flat tire on the way to work. Another time a crew worker’s parent was driving him to work when she got pulled over. Another time a crew worker told us that the bus was late. All three of these crew workers appealed to the site supervisors arguing that their absence should be excused. Over the years we have found that if we start excusing some latenesses then it is very difficult to decide where to draw the line after that. And that site supervisors tend to spend the rest of the summer fielding excuses such as these, trying to make the right decisions, and comparing notes with the other site supervisors to make sure we are holding the same standard across the board at all Food Project sites.

Concerning absence and lateness, we should be unreasonable and unyielding and at the same time be really skilled about communicating with parents and youth about why we hold our ground on this issue.

Since we don’t want to be spending our summer “in the gray,” it is important:

- To hold a higher bar than you are comfortable with
- To start off strict so people understand that TFP is no joke around this issue and then over time in subsequent programs we can get more reasonable
- That all site supervisors, program administrators, and program directors are on the same page, agreeing to be tough from the beginning



We tell parents we are trying to train young people that attendance and punctuality are important and that in future jobs, timeliness will be extremely important. Tell them we are trying to hold a single standard with sixty youth to teach each of them about commitment.

Train Behavior

Public transportation is the lifeline of the summer program. Bridging communities at The Food Project would not be possible without use of the commuter rail and T. Each summer, however, significant negative behavior on the train in certain summers has led the conductor to threaten the loss of riding privileges for all crew workers. Your job is to never have the situation reach this point.

The challenge is that each morning and afternoon, approximately 40 young people get on the train for an under-supervised ride to and from work. Incidents have ranged from yelling, deceiving the conductor, jumping over seats, to fighting. The only supervisors present are the assistant leaders, and crew leaders who do not drive but instead use the train to commute. The assistant leaders find it overwhelming to stand up to 40 of their peers, and the crew leader presence is spotty depending

on their travel arrangements.

Young people know from the Standards Chart that they cannot play on or around the tracks, and that they will get violations for poor role modeling if they do not behave on the train. Yet even with this structure in place, a credible authority figure must oversee adherence to the rules. Ideally, you would ride the train, but cannot because of your end-of-day duties. To handle this situation, have leaders sign up during leader training to be “train supervisors” for the week, going to and from North Station. If possible, have two leaders at a time take on this duty. If no leader is available to do this, you must find a staff member who is willing to commute from North Station or Porter Square on the morning train and another who can commute back on the same afternoon train as the youth. On Tuesdays you may need an office staff person to ride the train to Porter Square or North Station because leaders are in a meeting. Ideally, this would be the same person each week and you would introduce them to the crew workers at a lunchtime the first week. For years we had managed Tuesday afternoon train rides with only one ACL on the train. Then one summer the group of crew workers was exceptionally raucous and many of the ACLs felt overwhelmed taking the train by themselves. That was the year we asked an office staff member to help supervise the afternoon train ride with the appointed ACL. In 2006, the crew workers were not as rowdy and the ACLs handled the situation fine without any help from an office staff member. Check in with the leaders and ACLs often during the first two weeks. Additionally, in 2006, the Lincoln site supervisor publicly thanked crew workers for their good train behavior, expressed disappointment in them when the reports from leaders were subpar, and encouraged respect and calm on the train more routinely during afternoon announcements. On Tuesday and Friday mornings, check in with leaders about how the train ride has gone and include announcements about the train those afternoons.



Whether the train supervisor is a crew leader or staff member, this person must have your wholehearted backing because they are taking on a difficult job. You must introduce the supervision plan and supervisors to the youth at the beginning of each week, and tell them that this person or persons will report directly to you about train behavior. This person has the right to give out violations and must be respected or else the young person will be dealing directly with you. The other crew leaders and assistant leaders on the train are expected to assist the train supervisor. During morning meeting or the end-of-day wrap up, call on the train supervisor to give a report about how train behavior is going, similar to the growers’ public harvest reports. Anything short of this approach has not worked and puts The Food Project at risk.

Lincoln and Roxbury Vendors

Another lifeline to the program we must also protect is the good will of Lincoln and Roxbury vendors. In Roxbury, we drive people back to Andrew in the white bus at the end of the day, and those who live nearby find their own way home. We have never had a vendor complain to us of bad behavior or of stealing by Food Project teens. In Lincoln, however, youth have consistently stolen from stores in the Lincoln mall. One summer, a young person stole ice cream bars for his entire crew and

handed them out at the train platform. Other times, it has been stealing batteries for personal music players. One summer, someone drank juice and put the half empty bottle back in the cooler and then stole food and was chased out the door by the store manager. A small number of youth do these things, but their actions jeopardize good will for the entire Food Project community. This stealing has occurred only when youth walk to the train at the end of the day. We try to release them so there is no time to shop, but some run so they can have a few minutes in the store. The high numbers of crew workers who arrive at one time, and the unguarded nature of the store, make it a difficult situation. Due to the frequency of the stealing, we no longer allow crew workers to go into the Lincoln stores. On rainy days, when we are at the Codman Barn, it is important to keep youth there until 4:20 PM so there is not idle time at the train station before the 4:32 PM train.

Physical Safety



The supervisors are responsible for the physical and emotional safety of all the youth in the program. Training in first aid and CPR provides a baseline of knowledge. The Food Project's Safety Manual further instructs you about particular safety concerns on a farm and describes what to do in case of a medical emergency (see updated Safety Manual on server). You are responsible for understanding these documents and training all the summer staff during leader training in the parts they need to know.

The best safety practices come from the common sense and vigilance of supervisors. Always think about the safety risks that any activity poses, and consult with the grower when weather conditions seem threatening. No young person has been seriously injured at The Food Project, though there have been some very close calls. A non-swimmer once fell in the deep end of a pool and had to be rescued by a crew leader who saw her going down. A young man once climbed a tree, slipped, fell, and grabbed a power line on the way down. He had burn holes in his hand and later told us he smelled like "burnt goat meat." A young person had a seizure during a workshop and writhed on the wood chips while people watched thinking he was joking. One summer, a young crew worker with a heart condition passed out in the field clutching his chest. An ambulance drove through the farm to rescue him. A crew worker once crossed Blue Hill Avenue without looking during a farmers' market shift and was hit by a car. Another young man began vomiting during a 100-degree day and was taken to lie on the floor in the air-conditioned office. One time, 50 crew workers were under the tent in a downpour when lightning struck a tree 20 feet away. The tree smoked and young people felt electric shock run up their legs because the floor of the tent was flooded and water is a conductor. Another time a 100-pound limb fell from an old tree and crumpled a galvanized wash bin. Just half an hour earlier, crew workers were washing carrots in that same bin. These stories are here to show you how often danger can present itself in our work. They illustrate the absolute importance of watching for potential danger and knowing how to act when and if there is an emergency. The Food Project's future depends on maintaining the trust of parents, youth and the public that we keep people safe.

Since accidents will happen, be prepared to deal with them once they

do. The Safety Manual outlines what staff will do to maintain the safety of the injured individual as well as the other 59 youth on site. Each year it is important to review emergency procedures with the whole staff. Always have copies of each crew workers medical forms at every site, in every van, in both offices, with the two site supervisors, and crew leaders should have copies of the medical forms of workers in their crew. If you need to take someone to the hospital, call the Program Administrator or another office staff member and tell them about the incident so they know where you are and what has happened to the young person in case their parents call. For every accident especially hospital trips, it is important for you to fill out an accident report form which you can get from the First Aid Kit. (See Attachment 8: Accident Report Form) It is imperative that the Program Administrator receives the completed accident report form within 48 hours of the injury. This is required for all accidents that qualify for workers compensation, that is, anyone who is injured on the job, receives hospital care right away, or would possibly need medical care later if the injury worsened. Refer to the Safety Manual for more details.

Attachment 8

Physical safety also includes health issues. This past summer, a stomach virus went through our community. A few crew workers had to miss multiple days, as did a few crew leaders and one site supervisor. In response to this outbreak and to keep it from spreading, we took a number of steps. One of which was giving a hand sanitizer pump to each crew and refilling them when they were empty. We also hammered home that it was not safe to share water bottles. Here are all the steps you need to take to insure germs don't spread among our 60 youth.

- Affix a biodegradable soap pump to the hand-washing station. Check it twice a week and refill as necessary.
- At the beginning of the summer, buy a large bottle of hand sanitizer refill and put it in the program shed. Buy a small bottle of hand-sanitizer and put one on each crew's table. During leader training, show crew leaders where the refill bottle is and tell them to refill their bottles when necessary. Insure that this system also is put in place in Roxbury.
- The water coolers, which the crews drink from in the fields, need to be sanitized. Create a mixture of water and bleach with a ratio of approximately 1 teaspoon of bleach per gallon of water (check with the Concord Board of Health inspector for the appropriate formula for this solution) and put it into spray bottles. This is another responsibility for crew leaders at the beginning of their morning meeting each day. CLs should lightly spray the water coolers before going on their field tour with the grower. When they return, the coolers will be safe to fill with water. (They are safe to drink from 5 minutes after spraying.)



Emotional Safety

Learning, personal growth, increased cultural awareness, risk taking and wholesome fun are only possible when young people feel emotionally safe. After physical safety, emotional growth is the next most important aspect of your job description. You must be a courageous, strong, uplifting holder of community norms. You will win or lose the battle for a safe space early on in the summer. Young people come to us from widely diverse personalities, life experience and backgrounds. Most

have been in school, neighborhood, and peer environments where they must be emotionally guarded or ready to go on the offensive so that no one gets the best of them. This reality leads to an interesting challenge when scores of these young people show up for their first day of work at The Food Project. Some will be bold, too bold, and try to establish their power in the community on day one. Others will be quiet and cutting, sucking their teeth and rolling eyes at anyone they decide is not cool. Many will be quiet, watching which way the wind blows, trying to quickly figure out how to stay safe by being unnoticed. None of these responses will create the kind of community we have at The Food Project.

Your job is to create a safe space. You are inviting young people into an unusual opportunity, where they can form bonds with diverse people and learn what it is like to be part of a safe and transformative community. This will not happen on its own. Without your constant guidance, discipline, and invitation, young people will re-create what they already know.



From the first day onwards you must declare to everyone that this will be a safe space. Explain to them that in order to reach our goals, both personal and organizational, we need a strong and safe community. You will not settle for anything less. In the days to follow, your actions need to support and be consistent with your words. A simple rule for building such a community is that no one should be laughing at anyone else's expense. Humor is invited and hopefully will abound, but not when someone is a target of that humor. You can also give examples of behavior that will slow our progress, like sucking teeth, rolling eyes, whispering about others, gossiping, and not taking personal risks. At times you will have to stop an activity and call attention to individuals who are undermining the safe space. You will have to give violations if these actions persist. You will need to request of crew leaders that they hold the same standards in the fields and at the shelters.

You will know you are succeeding when playfulness emerges among unlikely friends, when discussions are profoundly rich because someone is taking a personal risk and sharing an experience, idea or thought that usually would go unspoken. By the end of the summer you will see that you succeeded when parents and youth tell you this was the closest they ever felt to others, or that they faced a challenge and took a risk like never before. A safe space is extraordinary— a privilege that few may ever get to enjoy. When you offer young people this opportunity, they learn what it feels like, what is possible inside of it, and will go forward to create it elsewhere. Do not give up, settle halfway, make a truce, cave to the negative energy, or believe it is not possible! It can be created if you commit yourself to it and bring others along with you.

Personal Possessions

Encourage youth to leave their valuables at home. We do our best to create an atmosphere where people feel safe with everyone else and don't want to rip each other off, but we can't and don't ensure that people's possessions are safe. If people do decide to bring walkmen, iPods, or cell phones, they are responsible for them – tell them that it's better for them to hide such valuables in their bags. In Lincoln, we

have cubbies. In Roxbury we don't have a place for youth to put their bags other than under the structure on West Cottage. We invite youth to purchase, through us, small locks for the zippers on their bags. We hope to one day have small lockers in both locations. In Roxbury, youth need to remember to bring their bags with them whenever they go to a different site.

Supervising Crew Leaders and Assistant Crew Leaders

Crew leaders and assistant leaders have possibly the hardest and most rewarding jobs at The Food Project. They are people adept at many different types of work, from farming, to working at shelters, motivating, disciplining, teaching, and building individual bonds with each member of their crew. They face the daily challenge and delight of interacting, non-stop, with 8-10 teenagers, while focusing on getting work done well. Leaders tell us years later that this job was one of the hardest and best they ever held.

Crew leaders and ACLs share the same overall purpose but have very different roles, responsibilities, life experience, and abilities. Both need to be supported and challenged by you as their supervisor. At times, CLs and ACLs will need your discipline in order to follow through on their commitment. Other times, they will need training in how to handle a seemingly intractable situation. Often, they will need your humor and willingness to let them have fun together once the crew workers leave. Always they will need your passion, capability at creating a safe community, and example for how to lead.

The specific needs of each group are somewhat different and are as follows:

Crew Leaders

The crew leader must maintain the highest degree of accountability throughout the summer. If a leader misses even one day it can cause hardship for you and their crew. Your job is to make sure leaders are very clear about accountability when they sign on, that they know what is expected, and will make a personal commitment to you to follow through. Leaders who do not feel personally accountable to you and their crew can have lapses in commitment and think, "Oh well, The Food Project will just deal with it." During leader training tell leaders how much you need them, and handle any lateness or absence infractions strongly and immediately. If leaders get a sense early on of your expectations and willingness to follow through with discipline, they will respond. Putting pressure on them early can be difficult, and feel unreasonable, but it is important. One summer a crew leader was late to the second day of training, got a violation, and then was so mad he did not come the next day just to get even. He was fired on day four of leader training and replaced with a better-suited leader.

Throughout the summer if leaders have lapses, or begin to develop habits like lateness, address these things immediately at the Tuesday leader meeting and give out the appropriate violation. The crew leader is the role model for behavior and attitude. Holding the leader to a lower standard than the youth is not fair and will lead to youth wanting to cut corners themselves.



In addition to holding leaders accountable, your role is to support them in every way possible to do a great job. For some leaders, that support might be letting them call you at night to discuss challenges, or taking time after work to hear their concerns. For others it might mean a surprise box of muffins at a morning leaders' meeting. Someone else might want to throw a football, get input on how to better motivate their ACL, share a quote they think fits the program, or ask that you include them in leading a workshop. The crew leaders are your "crew" and need to be thought of as a team of individuals you need to know very well. If leaders are bonded to you, your job will be much easier. We ask a great deal from leaders and thus need you to be their champion, coach, and inspiration.

Every year at the close of the program crew leaders have said that they would have liked more opportunities to receive feedback from supervisors. Ideally, supervisors would give straight talk to leaders every Tuesday afternoon meeting, but with everything else that needs to be accomplished during that time, Straight Talk cannot always be fit in. You will need to find other times to fit in Straight Talk to individual leaders. One opportunity is during the leader morning meetings in Lincoln. The Grower takes all four leaders out into the field to show them their tasks but only instructs them one at a time. After instruction, each leader should report back to the tent for one-on-one Straight Talk with you. Another opportunity occurs on Wednesdays when you visit shelters and observe the crew leader giving Straight Talk. Take five or ten minutes with the leader in the shelter to give them Straight Talk. Take advantage of as many opportunities as you can to push, guide, challenge, and support the leaders.

Assistant Crew Leaders

Assistant leaders most often come into the summer program with a great deal of excitement. Many will be feeling strong and capable coming straight from our Academic Year Program. Little do they know that being a leader to their peers is very difficult and likely the hardest thing they will ever try at The Food Project. You, as supervisor, are an authority figure and a support. On a day-to-day level the crew leader will supervise the ACL because they spend the most time with them and need them as a partner with managing the crew. But when anything gets thorny between them, or if you see a way the ACL could be more effective, it is your job to intervene and offer advice. This can be done at morning leader meetings or Tuesday night meetings. The ACL should feel like the leader is in charge, and go to you only if challenges emerge that cannot be worked out with the leader.

Being a role model and disciplinarian to a peer group is hard for anyone, especially during adolescence. The strongest ACLs will be able to discipline others and still be respected and liked. Weaker ACLs will either discipline out of duty and become less popular, or give up on discipline and personal role modeling in order to be "cool" and have a good time themselves. The more you understand the particular demands of their role, the better you can be at coaching them how to succeed. Support for an assistant leader might be thanking them publicly in front of the leaders for something well done, or pulling an

individual aside to ask how it is going, or getting the ACLs together as a group and listening to their concerns and triumphs.

When an ACL begins having difficulty, act before the situation gets worse. Be proactive and pull the CL and ACL together for a meeting. Due to the daily intensity of the summer program, you want to “repair” and “tune up” the leadership teams as quickly as possible so they can do a good job with their crew workers. One way to be proactive is to have an “ACL support lunch” every other week on Tuesday down in the CSA area. This is a time when you can ask how things are going and talk to all the ACLs about what you need from them and what they need to do to be successful.

The hardest situation we face with ACLs is when they are not capable of standing up to their peers and instead get lost in wanting to be liked. At worst, ACLs, who are off course, have done things like informing other youth how to beat the system – a system that the ACL knows so well. In extreme cases like this you need to act swiftly, give the ACL violations, and tell them that The Food Project will let them go if they do not shape up. A good crew leader is able to run a crew alone, but even the best crew leaders get tripped up by having an ACL who has lost their way and is running amok in the crew.

Almost all Assistant Crew Leaders have completed the DIRT and therefore have learned a lot about leadership and will want more responsibilities as the summer goes on. Be clear with all the leaders up front that ACLs have the opportunity to giving part of Straight Talk to crew workers and will be able to substitute for crew leaders come the end of the summer. Also be clear about the fact that both of these opportunities are contingent upon ACLs earning these privileges. You and the ACL’s crew leader must jointly decide when the ACL is ready to give some of Straight Talk. (No ACL is ever allowed to give all of Straight Talk or to give pieces of Straight Talk before the Overnight.) During Week 6 or 7 allow one ACL per day to come at 8:00 am with the other crew leaders to go on the field tour with the grower and be in charge of the tasks for the day. During the morning meeting talk to the ACL about facilitating discussions in their crew.

Most ACLs perform their job remarkably well. They become highly respected by crew members for their determination, commitment, and knowledge of The Food Project. Nothing is more satisfying as a supervisor than seeing an ACL flourish and lead their peers forward. You are striving for this achievement by supporting and disciplining these fine young people.

Payroll and Attendance

Accurate attendance records for youth and leaders are necessary to ensure that everyone is accounted for and to protect against over-paying or under-paying workers. Accurate payroll is highly dependent on good attendance records. No one likes to be underpaid because of administrative laxity.

The Program Administrator relies on the Crew Leaders and Site Supervisors for all attendance reporting. In Lincoln, Crew Leaders are required to take daily attendance of youth and inform the Site



Supervisor/ Program Administrator of absences or lateness. They use the Attendance form to keep track. This form can be created from the youth files on the Database. The Lincoln Site Supervisor calls in attendance if the Program Administrator cannot be on site. The Roxbury Site Supervisor takes attendance and then hands the attendance sheet to a crew leader who uses the Nextel to call the Program Administrator before the end of the morning meeting. The Program Administrator then takes this list of workers who are absent and begins calling home to find out why the young person did not show up on time. Crew Leaders submit weekly attendance sheets to the Program Administrator on Friday afternoons.

(Also see Leader Training Week, Day 3, 5:00 PM “Violations Tracking Form” and General Categories, “Monday and Tuesday Afternoon Leader Meetings.”)



Communication with Staff

You have many obligations. You need to be both a fully present member of the staff and race around to support crew leaders, visiting shelters, and calling parents about late crew workers. On Wednesdays, during staff meetings, juggling these responsibilities becomes increasingly difficult. At 9 AM on Wednesdays, you field attendance phone calls from leaders as they arrive at shelters and sometimes you need to be at certain shelters to fire crew workers. Every other Wednesday the Program Administrator may be putting the finishing touches on the completed payroll, which hopefully will be able to be completed Tuesday evening after all the violations are collected, but sometimes is not. Afterwards in the late morning or early afternoon, you head out to various shelters to work with youth, check-in with the volunteer coordinators, and observe straight talk. Hopefully, you are able to give verbal check-ins about the summer program at staff meetings, but we have found those not to be enough. Last summer, the Program Administrator began emailing out bi-weekly SYP updates, and the staff greatly appreciated how each report kept them abreast of all the SYP happenings (see Attachment 9: SYP Update 2004).

Attachment 9

Activities

- *Morning Leader Meetings*
- *Morning Crew Worker Meetings*
- *Crew-Bonding Activities in the Field*
- *Rainy Days/Hot Days*
- *Crew Lunches*
- *Recreation Time, Lincoln and Roxbury*
- *Adopt-a-Staff*
- *Community Lunch, Lincoln and Roxbury*
- *Shelter Days*
- *Farmers' Market*
- *Crew Outings*
- *Giving Straight Talk to Leaders*
- *Cultural Sharing Activity*

Morning Leader Meetings

Leader meetings occur every morning, except Wednesday when crews are at shelters. Meetings occur in both Lincoln and Roxbury. They run from 8:00-9:00 AM at both sites. Leaders are asked to come to work ahead of crew workers in order to get a briefing for the day. The more information and knowledge leaders have the better they will do leading youth all day long. The site supervisors must be alert, organized and ready to inspire and inform the leaders. This activity can be a challenge, because often leaders arrive tired and unfocused.

When leaders arrive at the site, the grower meets them and takes them on a field walk to explain the tasks for the day. A grower's day begins far earlier than a crew leader's and by the time leaders arrive the growers are usually moving fast. The growers often walk swiftly to the field, ask people to pay close attention, hand out task lists, and have leaders explain back to them the work for the day. The growers' instruction is an excellent launch to the leader meeting. Being on time becomes a priority for leaders because otherwise leaders may not get fully informed about what to do in the fields. In the past, when we had leader meetings start with everyone sitting at the picnic tables, nursing their coffee, and telling each other how tired they were, getting them pumped for the day was a bigger challenge.

After the field walk, the first thing the leaders should do is to take five minutes to get all their tools ready for today as well as to fill up their crew's Igloos with water. Leaders also must check to make sure their crew's hand-sanitizer isn't empty and fill it if needed. After getting physically prepared for the day, the leaders gather around a table and receive a briefing from the site supervisor. This briefing may include:

- looking at an overview of the week
- reviewing the schedule for the day
- reviewing logistics, roles, and responsibilities for the day
- practicing workshop presentations
- fielding questions and answers about anything that will help the leader be successful



- strategizing with other leaders about challenges with crew worker motivation
- discussing crew member issues
- asking for input or guidance on working with the ACL
- discussing current events, articles, and media coverage related to our work
- getting extra time to clean up binders
- checking accuracy of Standards Monitoring Form sheets
- doing a team building activity
- using a quote to kick off a discussion
- having a few minutes to check in about life outside TFP

Supervisors set the tone for this meeting. If you come in tired, unorganized, resentful of having to be there early, with not enough to occupy people, leaders will begin arriving late, unfocused, and questioning why they have to come early. One summer, leaders and a supervisor organized a breakfast rotation and each morning there was good food available. Another summer, leaders took turns opening the meeting by sharing something meaningful about themselves; these things included a quote or poem, a personal story, or a significant object. These actions lifted the energy of the group and succeeded in fostering close relationships among the crew leaders and supervisor. In addition to being organized and on-task, be creative in using this meeting time well. It is the only time when leaders and supervisors are together without crew workers and ACLs.



To give Assistant Crew Leaders more opportunities to lead their crew and be “in-the-know,” and of greatest help to the grower, ACLs should join the morning leader meeting on harvest days (Tuesdays and Thursdays) on a rotating basis. By coming to these morning meetings, ACLs will have the opportunity to hear the tasks from the grower and is in a better position to lead their crew through the tasks of those days. They also get another opportunity to check in with their crew leader partner about any crew issues or crew concerns. Multiple authority figures must be on the train in the mornings, so only one or two ACLs should attend morning meetings at one time. You need to have Monday and Friday leader meetings without any ACLs present so that crew leaders have a space to talk about concerns they might have with their ACLs. Create a schedule for ACLs to attend Tuesday and Thursday morning leader meetings.

In Roxbury, the basic idea of morning crew leader meetings is the same. When the site supervisor picks up crew workers in the van, crew leaders complete other important logistical programmatic tasks. The Roxbury mornings are as follows:

7:45-8:00	Site Supervisor and Grower meet at Langdon
8:00-8:15	Leaders meet Site Supervisor and Grower at Langdon, get agricultural tasks
8:15-8:30	Staff go to West Cottage, get agricultural tasks
8:30-8:45	Leader meeting. Review the day.
8:45-9:00	Site Supervisor picks up youth from Andrew Station

- Leaders:
1. Get out garbage can/compost bucket
 2. Set up chairs and flipchart
 3. Fill Igloo cooler with drinking water
 4. Write up agenda on flipchart
 5. Get out tools for the day

Morning Crew Worker Meetings

Each morning except Wednesdays, when it is shelter day, a meeting occurs immediately after the youth arrive on the site. In Lincoln, the meeting varies in length depending on the agricultural demands of the day. Tuesdays and Thursdays are harvest days, and the meeting is kept to 15 minutes. Mondays and Fridays, the meetings are 45 minutes long. In Roxbury, the meeting is always 20 minutes. The goal of these meetings is to focus young peoples' attention, orient them to the day ahead, and teach them about life, character, identity, land, and one another through the use of themes. The seven themes that we use are:

- Community
- Responsibility
- Service
- Initiative
- Commitment
- Courage
- Hope

Each theme has a mini-curriculum that is explained in the summer weekly schedules.

Young people come each day with varying degrees of energy, enthusiasm, restfulness, and perseverance. Your job as supervisor is to lift and hold the energy of the community in a positive manner. You and the leaders must be energized and ready to invite the youth into another day on the land. You must have the activities for the meeting clearly organized in your mind and the materials ready in advance. At the end of the summer, many youth who sat stone faced through the morning meetings will say to a supervisor, "I don't know where you get your energy but you motivated me all summer with the way you spoke at morning meeting." Some days you may have to "fake it 'til you make it." There is nothing wrong with this, it is a dimension of leadership you are role-modeling for younger people.

The morning meetings may include:

- check-ins among crew members
- review of the schedule for the day
- announcements the whole community needs to know
- resolution of a difficult situation (i.e. stealing)
- updates from the growers
- team building activities
- energizers in the arena
- creation by crews of their own definitions for the themes of the week
- skits, quotes and testimonials about a theme
- discussions
- motivational talks to the whole community about working hard and well



All leaders at The Food Project need to lead by example. Because we try not to make crew workers do things that the staff doesn't have to do, require that CLs and ACLs participate in all activities - especially ones that include writing or discussions. Leaders do, of course also, need to be aware of all the youth in their crew in order to keep them on task and help them if they need it. But some years we have had leaders and ACLs who have sat at their tables and done nothing while crew workers were made to write in their journals.

Try to get leaders and crew workers involved in morning meetings as much as possible. In the past, site supervisors have often asked leaders and workers to bring in quotes. This has been met with varying levels of success. Some years, site supervisors have had more luck when they have told, rather than requested, leaders that they were in charge of the quote for a particular morning. Assign certain mornings to leaders. Something new that we are testing out is asking crew workers to bring in quotes that pertain to the theme of the week on Fridays. During the first week, instruct leaders to sign up their workers so that two workers per Friday bring in quotes pertaining to the particular theme of the week in each of the weeks 2-7 that they are in Lincoln. This will work out to cover almost every member of each crew. On Fridays, the two crew workers in each crew who bring quotes will read them out loud to their crew and explain what the quote means to them. As the site supervisor, you can take one or two quotes that crew workers particularly like and have crew workers read them to the large community. This should take only 5-10 minutes.

Speak with the growers about their involvement with morning meetings. It's always nice to bring new faces to the front, and members of the Ag staff will have good ideas how to tie agriculture in with our weekly themes. One year, assistant growers in Lincoln piloted the "Veggie of the Week," in which they took 10-15 minutes each Friday morning to introduce one vegetable. This has been highly successful and has evolved into being presented by one assistant grower with the CSA or Ag interns; it has become another great opportunity for these youth to practice their public speaking. The main idea behind this lesson is to introduce veggies that the crew workers might not be familiar with (such as Swiss chard) or to present veggies that they know (potatoes or carrots) and either introduce information about it they might not know, share a simple recipe, or offer taste test (TFP carrot vs. supermarket carrot). Activities included mapping that particular vegetable's origins, explaining its biology, discussing how to cook it, and passing around recipes. Veggie of the Week is the assistant grower's responsibility, but it is on your shoulders to check in with the head grower during Leader Training to make sure their assistant grower is prepped and ready to lead this. Veggie of the Week takes place at the beginning of Morning Meetings on Fridays. The only weeks that we skip it out of time constraints are weeks 1, 4, and 8. On Fridays in Roxbury, the grower leads the morning meeting. Be ready to assist if needed.

Crew-Bonding Activities in the Field

Crews spend nearly half their time together doing field work. This can

be a time for great bonding and learning, or boredom and dissension, depending on the skill of the leaders at team building. As a site supervisor, your job is to offer leaders tools and tricks for passing quality time in the field. A crew that uses the field work time for positive purposes will have an energy and a bond that others will admire and want to emulate. Here are proven tricks for having a good time, working hard, and learning.

Games

- Riddle games, 20 Questions, Geography Game (see Attachment 10: Field Work Games List)
- “Two Truths and a Lie” from Growing Together
- “Birds, Beasts and Fishes” game from Growing Together
- Have people who know another language teach it to the crew throughout the summer
- Singing songs

Attachment 10

Reflection questions/personal sharing

- “Many Questions” activity in Growing Together
- “Classify Yourself” activity from Growing Together
- “Related to the Land” activity from Growing Together
- Talking about current events
- Picking a topic that is controversial, i.e.: should people be able to vote at 16 vs. 18?
- Having people tell the key events of their life
- Discussing movies
- Discussing books
- “If I could live in any other time in world history it would be... and this is why.”
- “In that time I would have chosen to be a...and this is why.”
- “If I had 10 million dollars I would...and this is why.”
- “If I could travel anywhere in the world it would be...and this is why.”
- “I would be willing to die for... and this is why.”
- “A crazy thing I would try if I knew I would not die would be... and this is why.”
- “If I could be any animal I would be a...and this is why.”
- “If (I) or our crew were a car it would be a...and this is why.”
- “If (I) or our crew were a type of weather it would be a...and this is why.”
- If life was a football game (including fans, hot dog sellers, players, etc.), what role best describes who you are in life, and are you satisfied with this role? Why? Why not?
- Tell me about your family?
- What kinds of extracurricular activities are you involved in at school?
- Are you a cat or dog person and why?
- The leader makes people work in pairs and report back to the crew at lunch what they learned about one another.
- Talk about religion and whether people believe in God



Rainy Days/Hot Days

Rainy Days

When the agricultural staff wakes up on rainy summer mornings they celebrate, for the crops will get the water they need to grow. When site supervisors wake up on the same days, they cringe and get a shot of creative adrenalin. Their minds immediately begin thinking, “what am I going to do indoors with scores of wet teenagers for hours on end!”



Rainy days present a blessing and a challenge. The farm needs the water, but many routines will be interrupted in the youth program. This can create a chaotic situation unless supervisors are well organized and have a substantial amount of good material to use in these times. Supervisors also need to make sure crew leaders and assistant leaders are alert and helpful in managing whatever transitions and activities are necessary.

Rain does not necessarily mean we stop work. The head grower on the site and you will decide whether it is too wet to work. Sometimes that might mean working, stopping, starting again and stopping all in one day. In general, we work in the rain unless:

- the fields are too wet and it will cause soil damage
- there is lightning
- there are high winds
- it is too cold for people to warm up once they get wet

We encourage youth to purchase rain gear from The Food Project before the summer begins. If they do not purchase it through us we ask them to bring suitable rain clothes. Unfortunately, many do neither of these things and come to work in short sleeves and cotton shorts on rainy days. In order for these people not to stop the whole group from working, we often give them a garbage bag to punch holes in and wear as a poncho.

If you and the grower decide to start and stop work, or if you stop work for the whole day, you must be ready with activities and material that advance the goals of the summer program. This is not “down time” and the youth need to know that in advance. Rainy days are still work and learning time. Many a crew worker has fallen asleep in a cozy corner and later argued for leniency because it was “just a rainy day activity.”

Waiting It Out Under the Tent

For times when people are starting and stopping work it makes the most sense to play games. You do not want to start an involved workshop and in the middle of it go back to the fields. Before the summer begins, you should familiarize yourself with the “warm up” and “activities” sections in Growing Together and look for the same headings in the Master Curriculum folder on The Food Project server. The activities used during the formal workshops and morning meetings in the summer program are set ahead of the season and represent a small fraction of the activities available. Many interesting activities remain available for rainy days. If you are not creative in finding this “unused” material, and do all kinds of activities that occur later in the summer curriculum, you will take the wind out of the sails from the workshops and morning meetings. Examples of activities or games for under the tent include:

- cup game

- tournaments of Bing Bang Boom, Stand Off, and Birds Beasts and Fishes (see Growing Together)
- Predator/Prey (see Growing Together)
- Cluck & Clap (See Attachment 11: Cluck & Clap)
- Russian Finger Fencing (see Attachment 12: Russian Finger Fencing)
- Farm Pictionary (see Attachment 13: Farm Pictionary)
- If You Love Me, Baby, Smile (see Attachment 14: If You Love Me, Baby, Smile)
- Murderer (see Attachment 15: Murderer)

Attachment 11

Attachment 12

Attachment 13

Attachment 14

Attachment 15

Leaving the Site

Once the grower and you decide it is too wet or too dangerous to be outside, you must follow the site evacuation protocol in the Safety Manual for getting people off the Lincoln and Roxbury sites (see the updated Safety Manual on the server). In both Lincoln and Roxbury, the SYP relies on other organization to help shelter our youth. We have tried sheltering the two crews in Roxbury in the office, and it could be done if needed, but there is really not enough space to do much of anything, let alone something productive. In Roxbury the past few years, the SYP has gone to the carriage house owned by the Shirley Eustis House, which is only three blocks away. In Lincoln, the locations over the years have included: Saint Anne's in the Fields Church, the Codman Carriage House, and the barn at Codman Farm. The barn is the easiest to use and requires the least clean up and shushing of youth workers. The Program Coordinator and/or the Site Supervisors play a crucial role in maintaining our relationships and securing our access to these rain locations. Before the SYP begins, go to the Shirley Eustis House and Codman and thank them for their accommodating us in the past and ask if we can use their space again this year. In Lincoln, ask the Codman Farm owners if we can use their barn for our young people to pitch their tents if it should pour during the two Fridays of the Lincoln-Boston and North Shore overnights.



Once people settle in you can begin doing activities. Options include:

- carrying forward a workshop discussion started earlier in the summer
- playing games or activities from the list above
- watching issues-oriented videos and leading discussion (See Attachment 16: Rainy Day Video Collection)
- working on the end-of-summer publication (This will work if the staff member in charge of the summer publication is well prepared and has materials and assignments for everyone).

Attachment 16

All of the options listed can be effective, but over the years we have discovered that what works best is to have a television and one or two videos ready at all times to be brought to the indoor space by a staff member. The supervisor should view these tapes before the summer program begins and study the existing processing questions or create new ones. We have processed many a video over the years and haven't documented them well in the server. You will find some processing questions on the server, but please preview and create processing questions and put them in the curriculum folder on the server. The video and the follow-up discussion are a solid, sustained piece around which smaller games and activities can be built. At first, videos felt like a cop out, but if well chosen and processed, they can hold the attention

of a large group of youth. The video archive keeps growing, like other curriculum, as staff and youth suggest good films that are mission-appropriate and will appeal to a diverse group. Having the best videos and activities up your sleeve will allow you to be calm, organized and in command on these zany, rainy days.

Hot Days

Extreme heat waves during the summer program can pose serious health risks to everyone on the farm. In 2002 there were 24 days over 90 degrees with 8 days over 100 degrees! For the ten years previous, we had never stopped working because of heat. Like rainy days, the head grower and you decide when it is too hot to stay in the field. If it is too hot, you and the grower may decide to switch the schedule around and work at a different time of the day when it might be cooler, or have people stop for a half hour tent break. In this case, you bring everyone under the tent and do some of the activities outlined for rainy days. Other strategies, short of having everyone stop work, include having crews stay in the field for a shorter work block or having leaders enforce mandatory water breaks every half hour with the crew.



The problem is that if you recommend stopping work too many times, youth will presume that high heat automatically means “head for the tent.” This attitude can weaken the resolve of leaders and workers alike whose job it is to get the farm work done no matter what the weather conditions. Also, because The Food Project is a sort of “Outward Bound” through agriculture experience, physical challenges that test character play a key role in developing personal resolve and strength.

However, even if you decide to keep everyone working, there will be individuals who tell their crew leaders they do not feel well. The leader will send them to the tent. The growers and you are trained in first aid and will need to assess these individuals for heat related illnesses. Most often, the young people who end up at the tent are the least physically fit, or those with a compounding health problem like asthma. Treat these youth for any signs of heat illness, but also assess when and if to send them back to the field. No one should be given extra attention or shade time for general discomfort. Everyone struggles mentally and physically with the discomfort of extreme heat. Only illness should remove someone from this intense encounter between self and nature. When in doubt, play it safe.

Crew Lunches

Crew members and leaders eat lunch together every day. This is one of the few times when there is no task or agenda, and when youth from one crew can interact with members of another crew. Young people (like all of us!) enjoy the break from work and the freedom to hang out. However, if there is never any structure offered for lunches, a predictable pattern will emerge; youth who are similar to one another in background will end up sitting together at every lunch. If you ever go into an American high school during the lunch period, you will see the same phenomena. Once this pattern gets established it leads people to continue to interact in the same way. The Food Project is about mixing up that predictable pattern and creating new possibilities for friendship and fellowship among people of different backgrounds.

Towards that end, there are a number of lunch types you can organize. In order to exercise this prerogative without having a mutiny, establish during the first week that you will be organizing some lunches and allowing others to happen freely. Pick the interval and type of lunch according to how you feel the youth are integrating themselves with one another. The types are as follows:

Rainbow Lunches -- Youth and crew leaders eat lunch with people who are ethnically or racially different from them. A variation is to have people sit with others they do not know well. Learning from and about people from different races is a goal of The Food Project. Rainbow lunches make it easier to begin that process than simply hoping it will happen. This type of lunch typically occurs at least once per week.

Crew Lunches -- Members of each crew sit together with other members of their crew. It is good to begin the program with a week or two of crew lunches so that crew members have the opportunity to “chill” with other members of their crew whom they have worked hard with all day. This can be useful when there is an activity following lunch that requires quickly getting into crews. A variation of “crew lunches” is when the supervisor pairs crews up for lunch. Help facilitate this by meeting crews when they come back from the field and asking for help to pull the tables together into groups of two. The supervisor might call this when there is tension among crews that might be healed through informal socializing between crews.

Open Lunches -- People have a choice to sit wherever and with whomever they please.

Recreation Time: Lincoln and Roxbury

During the early summers of The Food Project, we found that incentives to work hard are important. One of the incentives is recreation time on Friday when all crew members get a block of time to relax, play sports, and socialize with people outside of their crew. This time can serve as a great bonding opportunity for the youth who are most often in highly structured activities. Recreation time is from 3:00-4:00pm in both locations. Recreation time is certainly a privilege, not a guaranteed right, and it needs to be explained this way by the site supervisors at the beginning of the program. Check in Friday morning with the growers to decide together whether the youth worked hard, accomplished their goals, and left the farm in good shape for the weekend (when weeds and crops both grow at an astounding rate). The growers and supervisors should use the motivation of Recreation day during the Friday morning meeting to ensure that youth work hard during the Friday morning work block. If the growers and supervisors decide that the crew worked hard enough, one or both of them announces at lunch that there will be a recreation time in the afternoon. If the fields are still in need, have the grower and site supervisor give a talk about the demands of farming and tell the workers that this week we have to push even harder to keep up.

Lincoln

In Lincoln the location for recreation time has varied. If The Food Project





gets permission from Lincoln Woods, we can use their basketball court, ball field, and swing set near Donelan's parking lot. When we use this area it is important to leave it cleaner than we found it and to organize something besides basketball (or at least make basketball co-ed). Due to theft of Lincoln vendors in the past, we now allow crew workers (no more than 4 at a time) to go to Donelans only if accompanied by an ACL or CL. Release young people for the day no more than 5 minutes before the train will arrive to avoid free time at the mall.

In summers when we are not given permission to use Lincoln Woods, we stay at the Baker Bridge Farm. This location is easier for the supervisor because there is nowhere for youth to go but the farm and is often more fun for everyone because one activity does not become the centerpiece (like basketball becomes at Lincoln Woods). On these days, we get out all the sports equipment (football, Wiffle bat and ball, kickball, volleyball, Frisbees, hula hoops, soccer ball) and play in the mown field (The Arena) near the tent. Having crew leaders organize games can be helpful to get more people involved. Often youth who aren't interested in athletic games enjoy games such as King Frog or Mafia that interested leaders can facilitate in the shade near the tractors and near the rest of the group. You need to take an active role in lightly structuring recreation time. Involving yourself in play is a great way for youth to see your fun side. It will also allow you to initiate new games or activities if the games get stale or some youth are bit able to get involved.

Roxbury

Recreation time in the city occurs at Clifford Park on the corner of Massachusetts Avenue and Magazine Street. This location is a five-minute walk from the Langdon street food lot, or a very quick drive from the West Cottage street lot. Often the supervisor takes the van and crew leaders load people into their cars. This method gets everyone to the park at the same time. If leaders don't have cars, make two trips with the van. Don't cram too many people in – it's illegal and dangerous. Clifford Park is a nice park with a good safety record. We arrive, use, and leave from the corner that has a baseball diamond.

In Roxbury, recreation time is always used for a kickball game between the two crews. This is played on the baseball diamond. The activity involves everyone, does not allow anyone to dominate (because no one is a kickball aficionado), keeps us close together, avoids having our young people mix it up on the basketball court with youth we do not know, requires little equipment, and creates good hype as crew members and crew leaders brag about their teams prospects for victory. Just so everyone is on the same page and teams stay light-hearted about the game, the Roxbury Site Supervisor must explain the kickball rules and emphasize that even now, when playing games, everyone needs to follow the Diversity Guidelines and not blame, shame, or attack anyone else if someone makes a mistake. If the supervisor runs it well, this can be a humorous and competitive highlight of the two weeks in Roxbury.

Just as in Lincoln, the supervisor needs to be within sight of all crew workers at all times. There are no stores nearby and so there is no possibility of allowing youth to buy a drink. Because this is a public park there may be other users. The supervisor should have youth follow

the same safety protocols we follow on the food lots.

“Adopt-a-Staff” Program

In an effort to keep our community connected, we implemented the “Adopt-a-Staff program.” Once a week on Thursday mornings, office staff in Lincoln and Roxbury join a crew and help with the harvest. The idea was conceived to ensure office staff had a chance to experience the richness of our work in the fields with young people; and to make sure that young people knew some of the people who work “behind-the-scenes.” Advertise the opportunity to work with young people in the fields during a staff meeting or two before the start of the summer program. Begin this program the second Thursday of the program; the first week is too hectic – too many new things are coming at the crew workers. Send a reminder email at the end of the first week of the SYP. Spend a few minutes while the crew workers are preparing for the day thinking about which staff should work with which crew. Remember that this staff member will return to work with the same crew each week. Think about which crews could use another male or female adult in their group and match accordingly. During the morning announcements, introduce each staff member, explain that they will be joining the same crew every week, and ensure that they get proper applause. Each week send a reminder email to the staff – their promptness is key – 9:15 am sharp.



Community Lunches: Lincoln and Roxbury

Community Lunches began the first summer of The Food Project. The purpose was to offer young people the chance to cook with and to eat vegetables from our fields. It also provided a hot lunch to all the crew workers at the end of the week, and allowed a few visitors to stop by for a meal. Staff and adults interns used to create a menu with the crew, harvest, and cook in kitchens all over Lincoln and Roxbury (wherever people would allow us to borrow their kitchen). Menus in the early days were predictably simple; tuna melts, lasagna, hot dogs. Vegetables mostly showed up in salads or disguised in concoctions like potato chocolate cake.

The meals continued this way for many years until we decided to invite chefs to cook for and with our teens. That single shift rocketed Community Lunch to a new plane. Tuna melts turned into roast lamb with green beans, plain salads were replaced with fresh pesto on tomato slices. The lunches were so delicious and fun that we decided to extend invitations beyond our immediate circle and invite neighbors, donors, parents, and legislators. The numbers swelled and we began to have lunches twice per week, on Mondays in Roxbury and Fridays in Lincoln. Young people began learning far more about food, culinary arts and nutrition from the chefs. Crew members were trained to introduce the meal and describe the training and background of the chef. Guest speakers were invited to address the lunch guests about topics related to food, and community development. Eventually, Food Project interns replaced guest speakers and impressed visitors with detailed information and insight about their summer internship experience.

Community Lunch remains a wonderful part of the summer program. However, it no longer can be done by one untrained staff member and

a few crew workers. The lunches require a team effort. Roles and responsibilities are as follows:

Community Lunch Coordinator: Schedules and manages chefs, invites guests, purchases supplies, arranges gifts for chefs (TFP hat, or TFP shirt and thank you card), serves as a liaison between chef and youth in kitchen, coaches crew workers on their introduction of the meal and chef, ensures clean up of the site and kitchen, sometimes transports youth or food from the kitchen.



Intern and Alumni Coordinator: Practices speaking presentation with youth who will speak.

Community Lunch Assistant: Sets up site with crew workers, collects donations, ensures clean up of the site and kitchen, sometimes transports youth or food from the kitchen.

Site Supervisor: Gathers people for lunch, introduces him/herself explains the lunch process, introduces the youth who cooked (lets them speak), gives community a check-in question as a conversation piece for the tables, calls tables to get in line, gives instructions for clearing tables, composting waste, getting dessert, settles people back down and introduces the alumni intern speaker, closes the event with a goodbye to guests and getting crew workers ready for the next workshop.

Crew Leader: Cooks when in Lincoln, does field work and sets up when in Roxbury. Focuses the crew and ensures their productivity.

Assistant Crew Leader: Cooks when in Roxbury, does field work and sets up when in Lincoln. Also focuses the crew and ensures their productivity.

Crew Workers: Work in kitchen or set up for lunch, introduce meal and chefs. Help clean up the site and kitchen. Each crew worker cooks once; just over half the crew cooks in Lincoln and the other half cooks in Roxbury.

Alumni interns: Speak at the lunches.

Attachment 17

Attachment 18

Full details on the roles, responsibilities, schedules, expectations, and instructions for you and other program staff can be found in (Attachment 17: Community Lunch Protocols). It is also important for you to also understand the duties of the community lunch coordinator so that you can be helpful to that staff member (see Attachment 18: Community Lunch Day Preparation). These documents outline all the steps required for a lunch to be successful. Each crew leader, assistant leader, and site supervisor should get these documents during leader training and have them fully explained. The lunches in Roxbury and Lincoln have a different feel because of their different size. Generally, the lunch protocols are the same, but here is a short profile of the differences:

Lincoln: Served on Fridays under the tent for up to 90 people including TFP youth and staff. Cooking occurs either at Saint Anne's church in Lincoln or the Trinitarian Congregational Church kitchen in Concord and

requires car transport of youth and food.

Roxbury: Served on Mondays under the shelter at West Cottage Street for up to 50 people including TFP youth and staff. Cooking occurs in the Food Project kitchen. Youth and staff walk to and from the site; the food gets driven.

Your role as site supervisor is a pivotal one. You are the point person for the community lunch coordinator. Together, you and the coordinator make sure everyone else is performing their duties. You are also the emcee for the lunch. The tone you set guides the entire feel of the lunch. If you are shy, tentative, disorganized, late, or cannot be heard when you speak, the lunch will not reach its full potential. When supervisors greet others with energy, enthusiasm, confidence, humor and clear instructions, the lunches can feel incredible. Often we hear, even a year later, the impact a community lunch had on a guest. So much of their experience is shaped by how you guide, reassure, break the ice, bring people together, and make the transitions and instructions feel easy. Before a community lunch day, collect yourself, review your speaking parts (see Attachment 19: Site Supervisor's Community Lunch Talking Points) and help everyone involved have a great time.

Attachment 19

Before the first Lincoln Community Lunch, the Lincoln Site Supervisor and Community Lunch coordinator check in with each other to make sure that between the two of them, they have everything coordinated. Before the first Roxbury Community Lunch, the Urban Grower, Roxbury Site Supervisor, and Community Lunch coordinator meet to make sure all the same complexities are clear. When communication lines between these people are open and the flow of lunch is clear, Community Lunches become very smooth.

Shelter Days

Each Wednesday (except the first week), all crews work in shelters, soup kitchens, or hunger relief organizations. Tuesday afternoon and evening, farm staff delivers produce to all of the agencies where Food Project crews work. Crews arrive at the agencies at 9:00am on Wednesday and end their days between 1:30pm-2:30pm depending on the shelter. The crews stay at the same shelter for the entire summer and hopefully come to know staff, guests, and how to be most helpful at that particular agency.

Each crew member has his or her own travel plan for getting to the shelter. The crew leader always waits at the T-stop closest to the shelter and collects crew members there before walking to the agency. Transportation is a concern area for parents and this is the day when the most number of youth are moving in the most number of directions. In order to have this travel go well, supervisors and crew leaders must do good transportation planning and coaching with each crew member before that youth tries to find the designated T-stop (see Attachment 20: Crew Worker Travel Plan).

Attachment 20

The work is different at each agency. Some agencies have youth handing out grocery bags full of food, others have them cooking and serving, others packing boxes or mopping floors. However, all the agencies are

chosen according to their ability to cook and distribute vegetables from The Food Project, and productively engage an entire crew for the whole morning. Most crews eat a lunch offered by the agency. All crews gather after lunch for their weekly Standards and Straight Talk session.

Attachment 21

Attachment 22

The experience of each crew differs widely according to the agency, the volunteer coordinator's interest in engaging our teens, and how much youth get a chance to prepare and serve the vegetables they grew. It is impossible to micro-manage each agency. Before the season begins, shelter coordinators and the summer program coordinator meet to discuss the work and expectations both agencies will have of each other (see Attachment 21: Letter for Shelter Contact and Attachment 22: Information for Shelter Contact). Each agency is different and the supervisor must be somewhat flexible about the differences in ending times and work projects the agencies have to offer. We have tried most of the agencies in Boston over the years. Many go well, but nearly as many do not. Once we are working with a shelter in the summer, we will stick to our commitment, but if difficulties are arising, it is the supervisor's job to work in partnership with the crew leader to solve them during the summer.

Throughout the summer it is important for supervisors to visit each agency on Wednesdays when our youth are there. This gives supervisors an insight into how things are going and an opportunity for them to touch base with the volunteer coordinator. It also allows them a chance to observe and later coach the leader as she or he does Straight Talk with the crew. Supervisors decide where to go each week depending on which leaders are facing challenges either with the agency or with Standards and Straight Talk. Supervisors must make it a priority to visit each agency and crew at least once during the summer so that you can check in with the coordinator to see, first hand, how things are going with the crew and so you can observe each leader giving Straight Talk and give them feedback regardless of how comfortable you are with their handling of the crew.

Because of state and federal budget cuts in the last few years, Pine Street Inn has stopped being able to serve lunches to their customers unless the weather is unbearable (below freezing or incredibly hot). Because of that, workers now no longer get to serve the food that they harvest and then prepare to Pine Street Inn clients. Creative crew leaders have arranged with the Volunteer Coordinator for half the crew to go on two different summer evenings and serve dinner. In the spring, speak with the Pine Street Inn volunteer coordinator to see if you can set this up before the summer starts. Also try speaking with volunteer coordinators at other shelters and hunger relief organizations where our youth don't get to interact with the clients.

As closure on the final Shelter Wednesday, the Crew Leader and Assistant Crew Leader pair at each shelter should create some way to say goodbye and thank you to the staff and guests at their shelter. Leaders should use their creative license and plan it with their crews. Talk to the Program Director to see if we have given or should give Thank-You-for-a-Decade-of-Partnership certificates to any shelters this year. The work in these agencies is a lynch pin to the summer for most

crew workers and crew leaders. When youth get a chance to prepare the vegetables they toiled so hard to grow, and see people who have very little enjoy the food, it is a profound and sobering moment. Coordinating six or more shelters can be very difficult, yet it is another important area where supervisors must give their best. A full effort will bring fresh food to people with little access to it, and offer most teens their first opportunity to engage in the privilege and duty of direct service. It is important for our young people to have contact with the produce they harvested so they feel the impact of their labor. For various reasons, we don't deliver our produce to every single shelter that we work in, but we do to most. Tell leaders at the beginning of the summer and remind them throughout that if their crew isn't preparing our vegetables, they should kindly request from the volunteer coordinator or the kitchen staff that they be able to.

To strengthen our relationship with the hunger relief organizations and coordinators working with our young people, email the coordinators and invite them to both Community Lunch and to the Family Feast.

At the end of the summer the program coordinator calls the agencies to make sure things went well, and to ask if we can keep the arrangement for the following summer.

Farmers' Market

Each crew runs two farmers' markets during their two weeks in the city. They both take place at Dudley Town Common a few blocks from our office on Dudley Street. The first is on Thursday of their first week in the city and the second is on the following Tuesday during their second week in the city. The Farmers' Markets are coordinated by the Market Manager and are an opportunity for crew workers to practice their customer service, use math skills to tally up customers' produce, and often utilize their skills in a different language - the market attracts many native Cape Verdean and Spanish speakers.

Many logistics must be coordinated for the Farmers' Market to run smoothly; the two that you need to worry about are transportation and dinner.

Transportation:

The Crew Leader, ACL, and crew walk the few blocks to Dudley Town Common to begin setting up for the market.

Dinner:

During the market, each crew member gets a half hour off for dinner depending on how busy the market is. For dinner purposes, the crew is split into two groups. The first group eats dinner (20 minutes) while the second group staffs the market tables. After the allotted time, they switch places. The dinner break is important since the youth have worked a long day, but it also has the potential to be a difficult stage to manage. Crew workers should either bring something to eat for dinner or bring money that you will collect and take to buy dinner for them. For supervisors' sanities sake, crew workers should not leave the market area. Pizza is the easiest option (and one of the most affordable) and will satisfy just about everyone. Many Farmers' Markets have gone awry



because some part of the dinner logistics took too long or someone else just had to go back for fries. The Crew Leader should collect money from those who didn't bring their dinner and walk across the street to order the pizza(s) so that it's done for the first group's dinner break. Dinner should be eaten in a place where it won't disturb the customers or the rest of the group who is working, such as in the grassy area behind the market.

Crew Outings

Attachment 23

Helping people mix and mingle across crews creates bonds during the work day that will build a stronger community and increase people's learning about each other. Another way to create bonds is to encourage crew outings. These are events planned by either the site supervisors or crew leaders and require parental permission (see Attachment 23: Crew Outing Permission Slip).

During the summer, encourage crew leaders to organize one of these outings, or to join you in one you organize. Your example will inspire others to reach out beyond the boundaries of the workday. When leaders and supervisors extend themselves, young people realize The Food Project is more than a job, and they get the opportunity to know more about other crew workers and the summer staff. Many young people, when reflecting on the summer, will talk about their crew leader, who cooked them dinner or took them swimming at Walden Pond. If you do not encourage this and do it yourself, leaders are unlikely to create these opportunities.

Agriculture

- *Overview*
- *Harvest Report and Wash Station Ratings*

Overview

Balancing the youth side and the agricultural side of The Food Project is extremely important. Even with the best intentions, as the youth coordinator, you may inadvertently favor the “personal and social change” part of the vision statement and treat agriculture as only the vehicle for youth development. Don’t make agriculture the “bad guy” by having fieldwork be a punishment. Instead, focus on how to bring agriculture into the spotlight in ways that youth can relate to.



Harvest Report and Wash Station Ratings

Tuesdays and Thursdays in Lincoln are harvest days. The harvest needs to be brought in, washed, and packed for delivery by lunchtime. The morning meeting is kept very short and the crews go right into the fields. Half of one crew runs the wash station while the other crew workers harvest. These morning harvests require speed and careful attention to quality. After putting so much effort into growing a crop it is easy to squander that work by sloppy harvesting.

During the last five minutes of lunch on Tuesday and Thursday, there is an assessment of the morning efforts – the Harvest Report. The growers run the assessment, but you are the facilitator who opens and closes this short meeting. This is how it runs:

Ask everyone to pack up their lunches, compost their leftover (non-meat) food, and throw away their trash. Gather peoples’ attention and introduce the following:

- The wash station crew comes forward and reads the harvest poundage of the day for each crop, and then the overall poundage of the day (usually to a great cheer), and then marks the poundage on the harvest carrot (hanging under the tent) using an indelible, orange pen.
- The agricultural staff person who ran the wash station then comes forward and explains to the whole group what the wash station did well, what they could improve on, and gives the wash station crew’s performance a 1-10 rating. Ratings are based on speed, accuracy, efficiency, and focus.
- The agricultural staff person who ran the field harvest comes forward and explains their perspective of the harvest – what went well and what can be improved upon, and gives a 1-10 rating for the harvesters’ performance. The rating is based on the same general categories.

The ratings should be rigorous and, hopefully, improve over the summer as youth build skills and stamina. Low ratings leave people feeling frustrated or wishing they had done better. Coming in after the rating to introduce the next game can be hard, but goes best when you make mention of the rating and either congratulate or encourage people to do better next time. If you come in to announce the game

and do not reference what just happened, you make it seem like the agricultural performance is not your concern, or that you are the fun one (you're about to lead them through a great game) and the hard-driving agricultural staff are always so critical!

Curriculum

- *Social Curriculum Workshops*
- *Agricultural Curriculum Workshops*
- *Standards and Straight Talk*
- *Evaluation*

Social Curriculum Workshops

The summer program has a core curriculum of socially oriented workshops led by the site supervisors, in partnership with crew leaders, outside consultants, and the Program Director. These workshops, which occur in Lincoln and Roxbury, are designed to introduce youth to creative writing, service in shelters, gender, diversity, ethical decision-making, economic stratification, sexual identity, and personal identity. Some of the workshops stand alone, while others, like diversity, increase in intensity and content. Most of these workshops appear in Growing Together. Those that do not are described briefly in the Theme and Workshop Schedule document (see Attachment 24: Theme and Workshop Schedule) and detailed later in the manual during the write up of each week's agenda. The workshop sequence is outlined in the summer calendar (see Attachment 25: SYP Monthly Calendar).

Attachment 24

Attachment 25

The key to successful workshops is supervisor preparedness and crew leader buy-in. If the supervisor comes half ready and does not understand how to probe, challenge, teach, and foster great discussion, the curriculum will range from mediocre to harmful. If the crew leaders do not sit with their crew and help foster involvement, and if they never take advantage of further opportunities to discuss the topic, youth will not get the full benefit. The best examples from the past come when the supervisor is charged up by the content and the leaders feel the same. Together, they create a dynamic and safe learning environment, and follow up during fieldwork with energetic and challenging discussions.

Another piece of the social curriculum that is critical and intentional, and a necessary break are the games. Games provide an energy lift and are metaphors and lessons disguised as pure fun. They are strategically placed in daily and weekly schedules to break up fieldwork and workshops so that these pieces are more manageable and palpable. They are also vital to the life and spirit of The Food Project and serve as a bridge-building piece between people of all ages and cultures. Some games are energizers, some create camaraderie in crews, some fire up competitive spirits, some ask youth to think in different ways, and some are TFP mainstays that crew workers from year five and fifteen will both remember fondly. Many games serve as metaphors and can be tied in to the work we do. One of your important jobs is to facilitate and process the games. Do not miss the opportunities to make these fun games full of meaning and relevant to the lives of teenagers. But do not process every game or your young people's eyes will glass over each time the talking begins. Over-processing is as bad as under-processing. The game write-ups are stored in Growing Together, in the Attachments section, and on the server.

There are separate workshops for Lincoln and Roxbury. Crews do all the Roxbury workshops during their time in the city. The same is not



true for Lincoln. Each crew misses some workshop while on rotation to the city. This inevitably causes disappointment and a request that all Lincoln workshops get taught simultaneously in the city. The problem with this is that some of the workshops would not work for such a small group, and workers would not get the unique Roxbury workshops if the curriculums were the same. However, we teach two key agricultural workshops (soil and compost), and two important social workshops (Level Playing Field and Sexual Identity) in both locations. How and when to fit these in is described in the daily schedules section of the manual.



The curriculum has developed over time as staff and peers bring their ideas or experiences of great workshops from elsewhere. Only a limited number of spaces exist, so none can be wasted. Getting a new workshop into the curriculum requires working off-season to create it, trying it with staff, and discussing how it could be adapted or better done to fit The Food Project. It also requires proposing that a particular workshop be dropped from the schedule with a rationale for why. That being said, The Food Project always looks for ways to address important issues facing our community. We are currently developing workshops on nutrition and violence prevention that we want to work in to our SYP and AYP curricula. These workshops were not ready by the time the manual went to press. Be sure to talk with the Program Director and check the server to find the latest curriculum additions.

Diversity and Friday Workshops

The two most sustained parts of the social curriculum that require further explanation are diversity and Friday workshops. The diversity workshops, which deal with race, class and culture, occur in the following sequence:

1. Stereotyping
2. Group Affiliation
3. Community Build
4. Cultural Sharing
5. Level the Playing Field

They are designed to progress in terms of risk and depth of content. These workshops are the ones that often involve the Program Director, consultants, and trained alumni interns as facilitation partners. Supervisors who wish to run these workshops need to demonstrate a certain level of personal comfort and skill with conducting conversations about diversity. The Program Director will decide with them if they are ready. Ideally, the supervisors receive training during the year in how to facilitate. Also, a multicultural team of staff ideally runs these workshops. Clear expectations and guidelines must be introduced at the beginning of the high-risk workshops (see Attachment 26: VISIONS' Guidelines).

Attachment 26

The Friday Workshops are a series of five workshops that occur after Community Lunch. They are composed of financial, writing, art, and music workshops. The first two workshops are financial. The latter three occur when youth start to creatively document their summer experience. Usually a few crew leaders and assistant crew leaders have expertise in one of these areas and these low-risk workshops are

great opportunities for them to help facilitate (see Attachment 27: Arts Workshop, Attachment 28: Writing Workshop, and Attachment 29: Music Workshop). Tell the community during the first week that twice throughout the summer, you will collect their notebooks. The purpose of this is two-fold:

- to collect poems or other wonderful stories that can be documented in the summer publication, should you choose to create one,
- to get other snippets of writing that can be used for brochures and grants

The first of two financial workshops is run hours before the first round of checks are handed out and the second is run just after the halfway point of the summer. The Food Project's Business Manager runs these workshops in Lincoln and the Accountant runs them in Roxbury. Planning and goal setting is as important in regards to earning money as it is to anything else we do. The theory behind running these workshops when we do is that it makes sense for each young person to do some goal setting and planning for their introduction to wage-earning before being handed their first check. Additionally, we use the second workshop to check in with the crew workers after they've accumulated a few paychecks to reintroduce the topic of saving strategies after half of the group has burned through nearly all their earnings. (See Attachment 30: "Money Matters I" Workshop and Attachment 31: "Money Matters II" Workshop) Crew Leaders and Site Supervisors should spend one morning meeting between the two workshops checking in on the goals crew workers set regarding what they wanted to do with their paychecks this summer.

During the social curriculum workshops, you have the opportunity to alter the way discussion occurs. The write-ups of each workshop usually suggest several ways to do it. Make sure that the discussion format varies so that young people have the opportunity to benefit from the advantages of each format. The large group discussion allows all youth to participate in the same conversation; therefore all members of the community have the same information and you can call on group lessons learned in a past workshop weeks later. Another benefit of the large group discussion is that you, one of the most if not the most skilled facilitator in the group, will be facilitating the discussion.

Another discussion format option is to break into crews and have the leaders facilitate the discussion in each crew. In this format, the groups are smaller and people feel very comfortable with each other after having spent so much time together in crews. The leaders have a good rapport with their workers and may know how to personalize the discussion to bring everyone in. Another smaller group option which leaders found refreshing was to split the community down into smaller groups, but not by crew. Crew leaders still facilitate discussions but the members of these new small groups don't know each other as well. This is positive because it opens everyone up to other perspectives in our larger community and creates another way for people to get to know each other.

Of course there are a myriad of ways to break people into smaller groups. For workshops such as "Group Affiliation" (See Growing

Attachments 27-29

Attachments 30-31





Attachment 25

Together), small groups will be formed by people joining groups with which, as the name alludes to, they feel the most affiliation. Another discussion format involves breaking the group up into pairs. Often it is most logistically practical to have youth choose a partner in their own crew. Because we ask young people to challenge their comfort zones and get to know lots of different people, we almost always ask youth to “find a partner they have never talked to” or, later in the summer, one they “don’t know that well.” Often crew leaders need to intervene to help encourage people to pair up with partners they don’t know that well. Discussing in partners is always the most level of connection, discussion, and accountability. One of the problems with it is that some 14-16 year olds have a difficult time talking to someone they don’t know and engaging in a discussion about something they feel they don’t know much about or have much of an opinion about. Some young people who are given five minutes to discuss, run out of conversation after 45 seconds. Just because this is difficult for some, does not mean you shouldn’t do it. Wonderful conversations often happen between youth who hadn’t made eye contact with each other until that point.

Agricultural Curriculum Workshops

The social curriculum and the agricultural curriculum run side by side for the entire summer. Agricultural workshops occur on Mondays in Lincoln. Similar to the descriptions above, the agricultural workshops progress in complexity and breadth. The sequence is outlined in the summer calendar (See Attachment 25: SYP Monthly Calendar). Nearly all of the workshops can be found in French Fries and the Food System, but a good number of them have been updated and changed. Talk to the grower or person in charge of curriculum to see which activities are current and where you can find the updated ones. An assistant grower and either one of the senior agricultural staff, or a program staff member with substantial content knowledge teach the workshops. The supervisors can be helpful to the execution of this curriculum if they are aware of the workshop sequence, and make connections between issues raised there and those addressed in morning meetings or the social curriculum workshops. You can also ask the agricultural workshop leaders to do the same. At our best, this type of integration occurs and creates connections between what could become separate areas.

Standards and Straight Talk

Standards and Straight Talk is a foundation of the summer program. Without it we would have a more difficult time establishing and maintaining expectations, and delivering clear, honest feedback across such a diverse group.

Nearly all you need to know about Standards and Straight Talk is in Growing Together. Read the material as a way to familiarize or re-familiarize yourself with the philosophy, design and tools of this methodology. Your job is to understand these tools and practices so well that you can coach and train leaders, assistant leaders and workers all summer. Skillful use of the tools can help the community maintain strong expectations and consequences. It can also help young people gain insight into their attitudes, behavior, and identity in a way that is unique compared to school, family, or extracurricular activities. It is not easy to use the tools well. Every summer some youth react strongly

saying that it felt, among other things, insincere, unfair or too drawn out. These comments are most often outweighed by youth who say it was a positive, challenging, insightful aspect of their experience. The positive comments come usually from crews where the leader was particularly skilled at Straight Talk.

After leader training, leaders must build their practice of Straight Talk on the job because there is almost no time left to train them in the abstract. You need to observe them doing Straight Talk at their shelter and give them feedback and coaching about their style and approach. Managing leaders' use of the Standards and Violations is easier because you will go over those publicly each Tuesday evening and hear who is giving what violations. Delivery of the violations and positive comments is the hardest aspect of using the methodology. It has something to do with training, but also depends on the innate communication skills and leadership qualities of the crew leader. Each Wednesday have both supervisors visit a different shelter and observe the leader giving Straight Talk. Do not make a fixed schedule because you want the flexibility to go wherever you think leaders are most in need of support and coaching. During training provide leaders with a copy of the Straight Talk Tips sheet so they can prepare mentally to be ready to set the scene when they are ready to begin their Straight Talk session. (See Attachment 32: Straight Talk Tips)



Attachment 32

Crew leaders are to be the only ones to administer Straight Talk comments until at least the midway point in the summer. After that, and with your approval, assistant leaders can assist the Crew Leaders as comment givers. This usually works best after the mid-summer, All-to-All Straight Talk session. By that time in the summer, the leader has established norms in the crew and can let the assistant leader take more leadership risks without fear of them getting in over their head. Talk to each leader pair and make individual assessments as to the readiness of the ACL to administer part of Straight Talk. This is a good opportunity for the ACLs to grow, but they should never give more than half the feedback; Crew Leaders should retain ownership of Straight Talk because their feedback should be a significantly deeper level of insight which will both push the crew workers more and model insightful feedback for the ACLs to emulate.

Firings/Rehirings

One aspect of Standards and Straight Talk that is not detailed in Growing Together is the firing and rehiring process.

Each summer, typically 2-4 crew workers are fired. Firing tends to happen after the mid-point in the program when violations accrue faster than a young person is able to earn them back. The most common causes of firing are absence, poor attitude, and lack of motivation. Youth who are fired most often have had problems elsewhere in their lives with the same issue. The firing process becomes a new wake up call and learning opportunity for them, different from school or home.

No youth can be fired without the program director's knowledge. It is the program director's responsibility to inform the executive director of the situation. In order to avoid delays in the process, the program

director must attend all of the Tuesday evening meetings when the offenses are discussed. In the event the program director cannot attend, and a firing looks likely, the executive director should be at the meeting to hear the discussion.

Firings must be made when the young person reaches the maximum number of offenses in the particular infraction (see Growing Together). Debate and negotiation among the leadership team can occur about whether to bundle a number of behavioral incidents as one infraction, but other actions, like absences, are more clear cut and each such offense deserves a violation. At the Tuesday evening meeting the leader will tell everyone the offenses that lead up to the firing and explain the final infraction that is bringing about a firing. Once people are clear about this, you need to go over the location and timing for the firing with the crew leader and set up coverage for the leader to free them up for the meeting. The assistant leader usually takes over leading the crew. In general:



- Always have a supervisor and the crew leader present for the firing.
- Plan to spend approximately half an hour to do the firing.
- Have the meeting at the beginning of the day just after the crew arrives for work.
- Use as private a location as possible for the conversation/ firing.
- Have the supervisor open the meeting with news of the firing and an invitation for the young person to listen carefully and try to learn from this unfortunate occurrence.
- If the young person chooses not to re-apply, and leaves for home, call the parent to notify them of the situation.

The conversation for a firing might sound this way:

Site Supervisor:

“Brandon, this is a tough moment. As you know, you were one step from being fired for poor motivation last week. This week it happened again when you would not harvest zucchini and told your leader that bringing in the harvest was ‘not my problem’. We have no choice but to fire you because of the choices you have made. All of the crew leaders and assistant leaders came to this decision when your leader, Susan, described your behavior and reviewed your Standards Chart.”

“Other young people have been fired from here in the past and, as you know, there is a re-hiring process. It is your decision whether or not to try and continue. If you want to try and get re-hired you need to work for two days as a volunteer, have no violations during that time, and write a letter to a committee of crew workers, crew leaders and myself, about why you want to be considered for rehiring. There are no guarantees. It is really up to you whether you have the determination and will to make this happen. We support you in re-applying, because even if you made some mistakes we think it is a bigger mistake to give up. Finishing things you start is important and would allow you to hold your head up and say you completed this challenging program. It would also allow us to write a reference letter about your desire to improve yourself. Do you have anything to say? (usually there is silence and a lowered head). Is there anything you want to add Susan? (Usually

the leader reiterates some of the points above and shares improvements or positives she has seen. The leader has a chance to reach out verbally with encouragement different from you as supervisor).”

“Brandon, you have a decision to make. You can decide you have had enough and go home now or you can reapply. There is nothing wrong with deciding you do not want to re-apply, and you would be better off not re-applying if do not really want it. You could also go home now and think about it and call Susan tonight with your decision. Or you could take a short time and sit here by yourself to think it over. If you decide to re-apply today could be your first volunteer day. Susan will explain the situation to the crew at lunch. So what would you like to do?”

Rehiring Process

A young person who decides to re-apply must work two days without pay, have no violations on those two days, write a letter explaining why they want to re-apply, and go before a youth/ adult re-hiring committee. Be sure to congratulate the young person on their courage to stick to their commitment and tell them that because we have an open community, you will announce that they have been fired and are choosing to try to be hired. Make this announcement to the whole community on Thursday. Set up the committee this way:

- At the leader meeting in the morning, explain the process that will occur. Tell leaders you will be convening a committee comprised of one crew worker from each crew, the crew leader, the youth who was fired, and yourself for a half hour meeting. Each leader and assistant leader’s job is to help their crew come up with a good representative who demonstrates role model behavior, understands the goals of the program, does not have a personal agenda to see the person either re-instated or fired, and wants to participate. It is important that you make sure the committee is culturally diverse and both genders are represented. The best way to do this is for crews to nominate two people, and then the supervisor can choose the committee members.
- At morning meeting on the day the young person is eligible for re-hiring, announce to the entire group that this individual was fired and chose to re-apply. Tell everyone there will be a committee that will meet during the afternoon work block to discuss the situation and meet with the young person and that each crew will be selecting a member to sit on the committee. Making a public announcement keeps the process clear for the whole community and reduces the amount of speculation and rumor about what is happening and why. You may explain the violation the youth was fired for, but don’t go into any details. Make sure the Roxbury site supervisor does the same in the city so everyone is on the same page.
- At lunch tell crew leaders the exact time you want their representative up at the tent. Tell them to send those youth promptly.
- During the afternoon work block, take time to set up a few benches in a secluded spot where you will not be interrupted.



Begin the meeting at the designated time and open it by explaining the

process, which is as follows:

- Outline the rules of this meeting: Tell individuals that this is a very serious process. Everything that is said in this circle is confidential and will not be talked about even between members of this circle later on. Everyone is to listen to one another and respect the final decision no matter what it is.
- The re-hiring applicant sits facing people. Make sure everyone can see one another.
- You explain what violations led up to the firing.
- The young person reads their letter aloud to the committee and adds anything else they want said.
- Committee members then ask clarifying questions. Questions might include, why the person chose to re-apply, what the challenge will be if re-hired, how much they want it, what they can do differently to avoid another firing, etc.
- The re-hiring applicant has an opportunity to say something at the end if they choose.
- The applicant is then asked to leave the circle and go out of earshot.
- You then ask the committee their opinion about the situation. Your roles include making sure the committee maintains the integrity of the process by taking it seriously as well as pushing them to think about all sides of the issue. You stay in conversation long enough to achieve consensus, though if you exceed your allotted time, you reserve the right to make a decision that you think is best.
- Once a decision is made, the young person is brought back to the circle and told the outcome by the supervisor. To avoid any vendettas against individuals on the committee, you must explain this was a group decision. If the person has any need for clarification or desires further action, that must all be done through you. Remind everyone about confidentiality.
- If a youth is re-hired they get to join their crew. When the whole group is back together again, announce the decision. If the answer is a no, you must escort that individual to the train.



Only one re-hiring committee in the history of the summer program has ever recommended not re-hiring the young person. This does not mean that all youth who are fired get re-hired. About 1/2 of the youth who get fired do not re-apply, despite strong encouragement from the supervisor and leader to do so. Probably 1/4 of those who decide to re-apply cannot meet the requirements of volunteering: having no violations, and writing a letter on time. By the time someone has made the decision to re-apply, and met the reapplication criteria, they are usually a person with a real commitment to make it to the end of the program. Most of the youth who get re-hired do, in fact, complete the summer.

Straight Talk Formats

You must learn the process for implementing each type of Straight Talk listed below. These formats are explained in detail in *Growing Together*. Here is a brief summary and description of when to use each format.

One-to-All in crews: Crew Leaders give this standard type of Straight Talk to their crews each week. Only the crew leader (and possibly the assistant leader later in the summer) speaks. They prepare comments

ahead of time and go around in a circle giving each crew worker violations (if any), positive comments, and deltas (things to work on). Crew leaders give Straight Talk to their crews at the shelters.

One-to-All with Leaders: The site supervisors use the same format as above during leader training and with leaders on a Tuesday night periodically throughout the summer and when needed.

One-to-One with Leaders and Assistant Leaders: Each week, or at least every two weeks (other issues sometimes take precedence), the Tuesday evening leader meeting begins with Straight Talk between individual leaders and assistant leaders. Each pair finds a quiet spot and gives one another positives and deltas about their leadership. This is an important opportunity for the pair because they have no other time alone during the entire week to talk in depth about how things are going. The two have a lot of insight to share because they see the other person leading all the time. This time together also allows them the opportunity to discuss the approach they want to take with the crew.

All-to-All in Crews: The site supervisor facilitates this format is done at the mid-point and end-point of the summer with each crew. This format is designed to bring the entire crew closer together and to improve their performance as a group. It entails having every member write down positives and deltas for all the other members, including the leader and assistant leader, and then sharing those in the circle. Decide whether you want to give and receive comments. Sometimes time is limited or a crew is large and will not finish if you participate. A crew worker may find it overwhelming to figure out what to say to the head honcho. However, this interaction does introduce them to the youth-adult partnering that takes place the further they travel in The Food Project. If time permits, and you feel you can keep time and manage the process as well as participate, then jump in. The process takes 2-3 hours per crew. It is a commitment worth making.

All-to-All with Leaders: At the mid-point of the summer the entire leadership team uses this format. This meeting occurs on a Wednesday afternoon at one of our food lots. It can easily run over time. Finishing at a later time can be difficult to organize and so it is better to set the appropriate amount of time aside that Wednesday. This meeting takes 3-4 hours. Everyone participating should prepare all their Straight Talk the night before.

Evaluation

Program evaluation is an important component of each summer. The evaluation data tells staff whether the program is working as intended, gathers results to share with funders, and offers insight for how to improve the program. The data collection methods change over time. Currently, we use:

- an assessment tool that crew leaders fill out pre- and post-program for each youth (see Attachment 33: Crew Leader Assessment of Crew Worker)



Attachment 33

- Attachment 34**
- a similar pre/post self-assessment tool that crew workers fill out (see Attachment 34: Crew Worker Self Assessment)
 - a similar assessment tool that supervisors fill out for crew leaders and assistant crew leaders.

Attachment 35

These tools measure growth over the summer program of the young peoples' work habits, interpersonal skills, cultural awareness, etc. We began using these tools during our Kellogg Foundation comprehensive evaluation. It endured as the best tool we tried in the summer program. The other tool we use is an assessment of the program filled out by each participant (see Attachment 35: TFP SYP Youth Survey). This tool gives us valuable information directly from the youth. It asks about their learning and development in ways different from the other tool. This is a new tool that will likely change over time as we analyze the data and try to capture new insight.

Get these forms filled out. The crew leader and supervisor tool must be filled out by the end of the first week, once summer staff members have gotten a chance to work with the teens. The same form must be filled out during the last week and collected before the program ends. The youth evaluation must also be filled out the last week.

Leader Training Week

- *Notification and Set Up*
- *New Crew Leader Pre-Training Day*
- *Day 1*
- *Day 2*
- *Day 3*
- *Day 4*
- *Day 5*
- *Day 6*

Overview

Leader Training is the true kickoff of the Summer Youth Program. The months of hard work finding and selecting leaders, assistant leaders, and site supervisors is over. Now comes the time to shape the leaders into a high-performance team who can support one another, take on challenges, and have fun while bringing The Food Project's mission to life for new teenagers.

All summer staff receive a letter when they are hired outlining the schedule and expectations for the summer. That letter informs summer staff to be ready for six days of training. All year-round staff that participates in leader training should receive copies of the week's schedule. In the weeks before Leader Training organize yourself, because once that week begins, the season accelerates all the way to the Family Feast in August and playing catch-up is difficult.

Full attendance at Leader Training is essential. Each day of training is packed with important information and good team building. Because June is a busy month with many transitions from school to jobs, summer staff members sometimes request starting training late or doing personal business during the training week. Do not allow this to happen. Exceptions set up an unfair dynamic and open the site supervisors to negotiation about time off throughout the summer. If the leadership team starts strong, it has a better chance of staying strong.

Training Schedule

In the first two years of the summer program, training was two weeks long. In year three, it was shortened because the leaders and staff felt it was too long and because it was expensive given the ratio of training to actual program time. A one-week training felt slightly too short given the volume of material we cover. Finally, we found a six-day training works best. This schedule allows us to devote most of the first day to intensive team building and still get to the other essential training elements. In 2003, we piloted having crew leaders who are new to The Food Project join us for two extra days, a DIRT crew Saturday and another full day, in order to orient them better to such a high volume of information. Alumni Crew Leaders should be invited to attend the full day for new Crew Leaders if they choose. For some it may help them re-integrate to TFP if they have been away for a long time.

One logistical necessity – make sure you and the Program Administrator



have train passes ready for the leaders for this week.

Attachment 36 The training schedule (See Attachment 36: Leader Training Schedule) outlines each of the six days. The items on the schedule are woven together tightly. Each piece is important to the overall success of the summer so honor time limits. If you run over on some sections you will have to either remove later training topics or begin packing the lunch times with content, which is not advised because the summer staff needs down time during the packed days.

The training week is designed to experientially mimic the flow of the weekly summer schedule. For example, each Wednesday crews go to shelters, and so on Wednesday of training week the summer staff go to their shelter for an orientation. The theory behind this regimen is that staff best learn the content and rhythm of the program when they actively participate in the activities and follow the sequence their crew workers will later follow.

The descriptions below correspond to the times and subjects on the Leader Training Schedule. For each section of each day, there is an abbreviation in parentheses that specifies the person facilitating. Typically, the Program Coordinator and the Lincoln Site Supervisor are the same person. Therefore, in this manual, when we write “Lincoln Site Supervisor” or “LSS,” we also mean Program Coordinator. If your staff is structured differently, you can reassign the responsibilities below.

New Crew Leader Pre-Training Day

Attachment 37 (see Attachment 37 for a separate outline of this day)

In 2003, we realized that crew leaders who were new to The Food Project had a lot to learn that assistant crew leaders and returning crew leaders already knew. During leader training in previous years, we had to utilize workshop time with the whole group to try to teach TFP basics to the newer leaders. In 2003 we decided to set aside a whole day to introduce basic theories and facts to the new leaders. It has worked extremely well and has given us a window to share more in depth information with leaders than we had shared with them previously. Be sure that new leaders understand that they will do field work on this first day. One year there was miscommunication around that and one leader showed up with high heels.

9:00 AM Train Pickup & Drive to Field

(Roxbury Site Supervisor (RSS))

9:15 AM Introduction

(Lincoln Site Supervisor (LSS))

- 3 Site Supervisors (Lincoln, Roxbury, North Shore) introduce themselves and answer What is unique to them about the TFP? Why is TFP important to me.
- All the leaders: Name, Where you’re from, Why you are here?

9:20 AM Explanation of where we are

(LSS)

- TFP as a whole. Land in Lincoln (2), Roxbury (4), and North Shore (2). 37 acres total. 3 offices.
- Acreage gone up from 2 to 37 including land in Roxbury Lynn and Beverly over past 15 years.
- In Lincoln, MA
- 31 acres of conservation land (North & South Baker Bridge)
- conservation land so we must ask permission before we build and hide things (foundation, greenhouse)
- could not afford land, very gracious to use it
- TFP has farmed on 4 different lands in Lincoln
- Grown to accommodate more produce, youth employment
- Lincoln land has been farmed on for past 200 years and now we are carrying on its proud tradition
- Every site we have has a history for us to learn

Explanation of what we'll be doing today:

Go over agenda that is written up on flip chart

(North Shore Site Supervisor (NSSS))

9:25 AM Guided Imagery

Tell group to think about being an adolescent when doing this next activity, they must tap into that spirit to develop youth over the course of the summer. (RSS)

- Round 1: Describe yourself at age 14
- Round 2: Most Important Word (see Growing Together)
- Round 3: Best mentor
- Round 4: Bad experience with an adult mentor/coach

9:55 AM Game: Where the Wind Blows (see Growing Together)
(NSSS)

10:10 AM The Food Project's Four Rs:

(Program Director (PD))

- Relevance, Responsibility, Relationships, Rigor
- What We Are
- What We Are Not

10:25 AM Who we hire--Crew Workers

(RSS)

- Recruitment Handout from SYP Setup Manual

10:35 AM Game: Cluck & Clap

(See Attachment 11: Cluck and Clap)

(LSS)

10:45 AM Read Growing Together:

(NSSS)

- Meaningful Work (pages 16-18, 20)
- Interactive Learning (pages 56-57)
- Shared Standards (pages 22-24)
- Standards Sheet



Attachment 11

- Violations Sheet
 - Violations Tracking Form
- One Site Supervisor talk about what you've learned about Standards (___)

12:00 PM Lunch

12:30 PM Agriculture Introduction

Rural Grower (RG)

2:30 PM Drive to the Office

2:45 PM Videos

(RSS)

- Basic Black
- D.I.R.T. The Next Generation. (If there's time.)

This video helps leaders see what is available for crew workers who want to apply after the summer. The leaders act as recruiters so the more they understand the Academic Year Program the better.



3:00 PM Logistics

(LSS)

- Paperwork Check-up (Program Administrator)
- Wrap-up/ Explain Saturday
- Tell Crew Leaders to bring in safety manual, summer staff manual, and Crew Leader letter of Agreement tomorrow
- Evaluate the day-Record positives and deltas on a flipchart
- Final Questions

3:50 PM Walk to the Train

3:55 PM Depart for Porter/North Station

LEADER TRAINING – DAY 1

During the evening before the first day, call returning leaders and assistant leaders to make sure they can find the correct train and to answer any last minute questions they might have. Remind them to bring lunch, appropriate clothing (for a ropes course – sturdy sneakers, comfortable clothing), and safety and summer staff manuals, as well as their Leader Letter of Agreement.

8:30 AM Train leaves from North Station

9:15AM Pick up at Donelan's parking lot, Lincoln

Have all summer staff meet in the parking lot, not at the field, in case there are any changes in where training will meet due to weather.

9:30AM Game: "Names in the Air"
(Lincoln Site Supervisor -LSS)

This game provides a fun way to learn names and allows people to interact unselfconsciously. It also sets a tone that everyone, staff included, play games at The Food Project. See Growing Together.

**9:45AM Introduction to SYP:
Why I chose to work for SYP**
(Roxbury Site Supervisor - RSS)

Seat all members of the summer staff in a circle and answer the question of why they chose to work in the SYP. This mission-based question quickly gets new people in the team aware of the commitment and experience of alumni who are summer staff, and allows alumni to hear about the exciting new blood and what experience and passion draws them to this work.

10:00AM Vision/Mission
(Program Director - PD)

The vision and mission unite all members of the organization. It is the reference point for all major decisions. Explanation of it should inspire, motivate and remind those assembled what all the work is about. Sharing the vision and mission on the first day is a senior staff function. There is room for creativity in how it is done. Past approaches have included: asking people to draw the vision and mission, to memorize the vision statement, to describe the statement with stories and examples from alumni Crew Leaders and Assistant Crew Leaders, telling the origin of the statements, writing the statements on a flipchart and underlining key words.

10:15AM Binders and Summer Staff Roles
(LSS)

Hand out summer binders to all leaders. Tell them they need to bring it everyday and pay for a new one if they lose it. You have already put most of the important documents in their binders for them. (See "Attachment 38 : Leader Binder Contents" to find out what needs to be in the binders. Binder contents included in this manual are in the Attachments section immediately after the "Leader Binder contents" page.) This morning they will receive many three-hole-punched documents they will need for reference throughout the summer.

Attachment 38

Hand out the Summer Staff Roles Sheet. (See Attachment 39: Summer Staff Roles Template) This document offers role descriptions for the many year round and seasonal Food Project employees the leaders and assistant leaders will meet and work with throughout the summer. Emphasis should be placed on the site supervisors, farm staff, farmers' market coordinator, agricultural curriculum facilitators, and community lunch coordinators because these are the people they will work with most closely.

Attachment 39

10:30AM CL/ACL Letters of Agreement
(Program Administrator - PA)

(See Attachment 39: CL Leader of Agreement and Attachment 40: ACL Letter of Agreement) Hand out and read this document aloud. All CLs and ACLs will have read and signed the agreement already. However, going over it publicly gives people a reminder on their responsibilities and formalizes the team's accountability to site supervisors and one another.

Attachments 40-41

10:45AM Summer Staff Manual
(LSS)

All leaders receive the manual before leader training. It is their responsibility to read and sign it. Time is limited for reviewing the document during training. However, go over the following: general weekly schedules (including Tuesday evening meetings, farmers' market), special events (overnight, family feast), general leader responsibilities, protocols for working with youth, absence and lateness policy, confidentiality, sexual harassment, and the terms of temporary employment at The Food Project (no health insurance, no paid vacation, no overtime).

Attachment 42 **11:00 AM Freeze Tag Shake Up Game**
(PD)
(See Attachment 42: Freeze Tag Shake Up)

11:15AM Needs/Goals for Training
(RSS)

Ask group members to think about what their personal goal is for the training week and what they will need in order to succeed. Have people go one at a time in a circle telling others their responses. Site supervisors write the comments on the flipchart for all to see. Supervisors can refer to the notes mid-week and ask people if their goals are being met.

11:30AM Agriculture and the SYP
(RG)

The Rural and Urban growers lead all agriculture sections of leader training. The material they cover can be found in the Rural Agriculture Manual and Urban Agriculture Manual under the heading "Summer Program". While the agriculture staff leads this section, supervisors are expected to help the leaders transition quickly into fieldwork, and be motivated to pay attention and work hard. The supervisors should join the field work whenever possible during leader training. Working together offers a great way to get to know the leaders, and it sends an important message that everyone participates in the mission through hard work in the fields.

Attachment 43 **11:45 AM Leader Pair-Up Activity**
(LSS)
(See Attachment 43 : Leader Pair-Up Activity This begins as another communication/teambuilding game and ends, as a surprise to the leaders, with crew leaders and ACLs being paired up in their leadership teams.

12:00 PM Lunch

Leadership pairs should sit with and get to know one another.

Attachment 44 **12:30 PM – 6:00 PM Canoe/Team Building Adventure**
This half of the day is designed to build teamwork, challenge individual comfort zones, have fun, and solve problems together. The site supervisors facilitate this adventure. (See Attachment 44: Leader Training Adventure). The best days occur when the facilitators are clear about their objectives, instruct and process well, and can truly test the

members. Great days are memorable and will be talked about for years! Put in the time it takes to prepare well.

Leader Training Adventure

As the summer staff eats lunch, the Program Director and one of the site supervisors or the Program Administrator go to meet the Drumlin farm staff person who drops off the canoes at an agreed upon time. If canoes are provided by another partner such as the Lincoln Boy Scouts or the Appalachian Mountain Club, details for canoe delivery must be worked out in advance. The other supervisors should leave the Lincoln site no later than 12:30 to drive to meet the other staff and canoes. Once all the canoes are off the truck and have been carried down to the edge of the water, and everyone has a paddle and a lifejacket, you are ready to begin.

1. Background of the Sudbury River (5 minutes) (Program Director)

Geology

The river plain was formed by glaciers 10,000 years ago that pressed down from Canada. Huge ice walls carved the river basin and when the glaciers melted, water flowed into the lowest, most deeply carved area.

Native Americans

The river was used for 3000 to 5000 years for hunting and fishing by local Indian tribes.

Industrialization

In the 1800s, the river was used by leather tanneries to tan hides. Tanning effluent was dumped into the river and the river became contaminated with Mercury. The heavy metals are in the sediment now and work their way up the food chain. That is why there are signs up saying do not eat the fish.

Thoreau

We will be canoeing through Fairhaven Bay where Henry David Thoreau used to fish for pickerel and go rowing in his bateaux. Though the area was far from a wilderness in the 1850s when Thoreau was here, through his writings he birthed the American conservation and wilderness ethic.

2. Introduction to canoeing safely & protecting the boats (15 minutes) (Program Director)

Lift don't drag the canoes

We don't want to scrape the bottoms of the canoes that have been loaned to us.

Wear life jacket at all times

Safety first!

Do not stand up

By keeping your center of gravity low it is easier not to tip the boat

Step in the center of the boat

The least wobbly place to step

Stay with the boat if you flip

Don't panic. Canoes float. And one of the supervisors will be over to help you right your boat and get back in.

Do not lean out too far



Keep your center of gravity over the middle of your seat and the center of the boat. If you lean out, lean from your upper body, do not move your whole body off the center line of the canoe.

Demonstrate how to get in a boat/paddle

Put the paddle across the gunnels, slide it forward as you walk, stooped over, with your feet going single file down the center line of the canoe. Be fully seated before your partner gets in.

3. Canoe to Fairhaven Bay and off-load onto the island.

(45 minutes)

Canoe in ACL/CL pairs. Non-swimmers go with supervisors and directors with canoeing experience.

One experienced supervisor's canoe goes first so people follow it's lead to the island. The other experienced supervisor takes the rear to encourage the slow paddlers and to keep an eye out. When people land on the island, they should pull their canoes up high so they don't drift off and everyone should stay on the sandy beach entrance to the island.



4. The Challenges

Read Scenario: (5)

Once everyone has arrived, tell them that the only way they can get of the island is to rely upon one another to get through the numerous challenges on this island. In order to get back to the canoes, everyone must make it through every challenge.

For the challenges that follow, you will need to plan ahead. The materials you must bring are dots (stickers), blindfolds enough for everyone, and beans in a jar. The previous afternoon, you and the Program Director canoed out to this island to set up the "Rope Enclosure" and "Escape the Spider" challenges. You should set aside three hours to canoe out, set up both road activities, and row back. Be sure to put a sign on the activities asking people not to disturb them.

- What's My Color (30 minutes)

Need: dots

(Theme: Inclusion, See Growing Together)

- Blindfold walk through woods as a team (15 minutes)

Need: blindfolds

(Theme: Trust, See "Guide Me Well" in Growing Together as a foundation for this activity.)

- Get out of rope enclosure (30 minutes)

Need: ropes

(Theme: Problem Solving, See "Roped In" in Growing Together)

- Come to a Bean Jar (45 minutes)

Need: jar, beans, paper and pens

(Theme: Decision Making, See Growing Together)

Escape the Spider (60 minutes)

Need: ropes

(Theme: Leadership/Teamwork, See Growing Together)

5. Return to the Boats and canoe home! (45 minutes)

After processing “Escape the Spider,” congratulate the leaders on facing these challenges together and getting through them! Before boarding the canoes, ask if anyone needs more tips on paddling or steering. Remind people that the last challenge is the trip back so everyone needs to focus for this last leg.

6:00PM Wrap-Up (LSS & RSS)

Thank the participants for their willingness to try new things. Remind them that they need to be at work at 8:00 AM the next day, and to bring binders and lunch. Congratulations to them and you for a great first day of training!

LEADER TRAINING – DAY 2

Unless otherwise specified, program pieces can be facilitated by either the Lincoln Site Supervisor or Roxbury Site Supervisor. Include the Program Administrator where appropriate, recognizing the balance between their office responsibilities and the importance of including them in leader training activities so that they feel a part of the team and are seen by the leaders as one of the supervisors. Fieldwork and other agricultural pieces are handled by the agricultural staff.

8:00AM ACLs and CLs arrive, walk to fields

Participants walk to the fields this day so they can learn the trail and feel what their workers will be doing every afternoon, after long and sweaty days. Supervisors should walk with them and point out areas of interest along the way (for example, the train tracks, Codman House, trail to the former TFP field, the 100 year old Hemlock grove).

8:30AM Go through binder contents

Have everyone follow along in their own binder as the supervisors go through each section, briefly drawing peoples’ attention to the section headings and different documents that comprise the binder.

8:45 AM Go over day/week/month schedules

(See Attachment 25: SYP Monthly Calendar, Attachment 45: Lincoln Weekly /Daily Schedules Example, Attachment 46: Typical Day Schedule)

Give a brief overview to familiarize participants with the summer schedules. Go through all the schedules (minus the Roxbury schedule, which you’ll look at when the group is in the city) in a macro fashion and when you are done answer as many questions as time allows. (The last attachment, The Typical Day Schedule, should have been part of your interview process with Crew Leaders. Go over it again here so everyone understands and can gear up for the amount of hard work the summer takes.)

Attachments 25, 45-46

9:00 –10:30 AM Introductory Games

Request the entire staff from the Lincoln office to attend this section. (The Roxbury staff will be invited to come out and meet the leaders on Thursday. We used to request that all staff come out on Monday until the numbers got too big.) These games are the staff’s best time to meet the crew leaders and assistant leaders and join fun activities designed to

build bonds between summer and full time staff. The person who runs these games should be full of energy and enthusiasm. This section ends with the Goose Story. This reading emphasizes teamwork and helps all people assembled realize they will be “flying” together over the next eight weeks and need to be ready to support one another.

Attachment 47 **9:00 AM** **Games: Mingle-Mingle** (See Attachment 47: Mingle Mingle)

9:15 AM **Food Project History/Vision/Mission**
The Executive Director or Program Director gives an inspirational grounding, talking about why we are here together, and what is before us to accomplish.

9:30 AM **Introductions and Role Descriptions** (RSS)
Leaders in the circle introduce themselves and tell others what excites them for the summer ahead. All staff introduce themselves. Formats can include, “Hello my name is..., I will work with you this summer when..., I hope for you...”. Or staff can tell what their role is, how it contributes to the mission, and what inspires them about The Food Project.

9:45 AM **Concentric Circles** (see Growing Together)
There are good questions in Growing Together, but you can also create questions you think will be of interest and bond staff to leaders.

10:00 AM **Compass Spin** (see Growing Together)
This activity is very physical and provides a symbolic challenge for staff and leaders to do faster and faster. Process it with the team asking people how it relates to the program we are about to run. If there are people who might get hurt or are concerned about bad knees and ankles, let them watch!

Attachment 48 **10:15 AM** **The Goose Story** (see Attachment 48: Goose Story)
Read this aloud and share with them, or ask their ideas, how it applies to the upcoming summer.

10:30 AM **Fieldwork**
The grower in charge of the site where the training day is taking place organizes all fieldwork blocks. The site supervisors, whenever possible, should join leaders in the fieldwork to demonstrate teamwork with the agricultural staff. Field work is an opportunity for the supervisors to interact differently with leaders, and offers the agricultural staff another knowledgeable person who can help instruct and train leaders in the fields. The site supervisors should not, however, work in the fields unless they are fully prepared to lead their next workshop. As mentioned before, content for the agricultural sections of leader training can be found in the Rural Agriculture and Urban Agriculture manuals.

12:00 PM **Lunch**
Encourage people to sit together at a table. Ask alumni staff to mix with new staff. Or do a “Rainbow lunch” where you intentionally mix people of different races, genders and geographies.

12:30 PM Goal Setting and Standards Workshop

This workshop allows the summer leadership team to set individual and group goals for the summer. It introduces them to the Standards we expect all youth to uphold, and explains how we manage individual behavior issues. The person leading this workshop must be knowledgeable about the theory behind the system and capable of training people in a short period of time to use this system. This workshop introduces a crucial centerpiece of the summer program. Standards and Straight Talk done well can produce remarkable shifts in self-knowledge, personal behavior, and community outcomes. Done poorly, it can cause division, boredom, anger, and mistrust of the leadership team. (See Attachment 49: Standards Workshop for Leader Training) This workshop is modified for the Leaders from the workshop you will facilitate during the first week for the crew workers. See that workshop “An Introduction to Goal Setting, the Standards Sheet, and the Standards Chart” in Growing Together. Also explain the Violations Grievance Procedure on page 40 of Growing Together. After going over the Standards Chart for crew workers, go over the Crew Leader and Assistant Leader Standards Chart to show the consistency of expectation we hold for leaders. Assistant Crew Leaders are technically interns, so they are “on” the Intern Standards Chart (see TFP server). Explain that during the rest of leader training the Lincoln Site Supervisor, the growers, and the Roxbury Site Supervisor will be treating the CLs and ACLs like crew workers in order to demonstrate the methods and approach we want the leaders to learn. At the end of the week the Site Supervisors will give straight talk and sample violations based on CL and ACL performance during leader training. Violations for lateness and other infractions are best forgiven as a way to build trust with the CLs and ACLs as they learn the ropes, schedules, transportation and patterns of SYP.

Attachment 49

2:30 PM Field Work

Getting into the collaborative-feedback-spirit early on is important. Early this week, the Grower has Crew Leaders and ACLs lead different sections of field work. While the group is working in one section of the field, the Grower takes the leader who will lead the next section there and train them into the task. When the group completes the previous tasks and moves to the next section, the leader directs the group through that agricultural task. At the completion of the task, you and the grower gather the leaders into a circle and ask everyone for feedback (positives and deltas) for that leader’s job. After other leaders have given feedback, the grower gives feedback and if the site supervisor shares anything additional.



4:00 PM End of day logistics

Remind crew leaders that tomorrow they need arrive at 8:00 AM and assistant leaders at 9:00 AM. Go over any other details and explain that at the end of each day the supervisors will do logistical reminders and wrap up.

4:15 PM Shuttle to Train

Drive the leaders and assistant leaders who take the train to Lincoln station.

LEADER TRAINING – DAY 3

8:00 AM Shuttle CLs to field

Once the leaders know the walk to the Lincoln field, it is not necessary for them to repeat it.

8:15 AM Leader Meeting

Each morning of the summer there is a “leader meeting” that occurs before the ACLs and crew workers arrive. At this meeting:

- go over field work for the day with the grower
- review the schedule and logistics for the day
- check in about issues with ACLs or crew members
- practice workshop or morning meeting presentations
- talk about social and agricultural issues or current events
- center, connect, and cavort with co-workers before the day begins

Explain to leaders what will be covered in these meetings. Ask what will help them best in the mornings to get prepared for their work. (See “Morning Leader Meeting” in the General Categories section of this manual.)

9:00 AM ACLs arrive:

One of the site supervisors leaves to pick up the ACLs. When they arrive play “Bing, Bang, Boom” with everyone (see Growing Together). This game is played throughout the summer with an eventual winner from the whole group.

9:15-9:45 AM Introduction to Themes and Workshops

Each week of the summer has a separate “theme.” The themes are:

- community
- responsibility
- service
- initiative
- commitment
- courage
- hope

Each theme is addressed for one week and then the next theme begins. Themes build upon one another and by the end of the summer leave youth with a strong personal relationship to the words. These particular themes developed during the third summer of The Food Project. At that time we had a plethora of activities and lessons that staff shared with youth throughout the week. We eventually saw that there was a lack of coherence to the approach and that we could have a greater impact on character development by choosing themes and approaching them throughout the week in very diverse and interactive ways. Themes are addressed now through quotes, stories, games, skits and music. Later in this manual you will see what activities we do each day that bring a particular theme to life. Leaders need to be introduced to the themes, why we do them, and the basic approaches we use. Do this by going over the progression, and basic intent behind each word (see Attachment 25: SYP Monthly Calendar).

Attachment 25

Throughout the summer, The Food Project holds social workshops (as opposed to the agricultural workshops) on topics such as identity,

diversity, gender, creative writing, social location, and hunger. These workshops are organized in a sequence that builds, like the themes, and by the end raises young peoples' self-knowledge and consciousness about social issues. The leaders need to know the schedule of workshops during the summer. The more they understand in terms of the intent and flow, the more helpful they can be with their crew. The same calendar that has the themes on it also has the workshop titles.

A seasoned site supervisor can find ways for each leader and assistant leader, and even some crew workers, to contribute in the presentation of themes and workshops. The training and preparation for this cannot be accomplished during leader training, but instead occurs during leader meetings, lunch times, or after work hours. During training it is helpful, after describing themes and workshops, for the supervisor to find out who has a passion for which topics. The supervisors can record this information and plug people in to places where they can eventually be co-presenters.

9:45 –12:00 PM Fieldwork (including introduction to the Community Supported Agriculture (CSA) aspect of our food distribution)

The CSA is a food sales program in which people pay a fixed amount at the beginning of the season and come to the Lincoln farm to pick up their vegetables each week. Crew workers harvest, and wash the vegetables. One crew sets up the CSA area. There are other points of intersection for the young people with this business that is explained by the agricultural staff.

12:00-12:30 PM Lunch

12:30-1:45 PM Shelter Workshop
(see Attachment 50: Shelter Preparation Workshop)

Attachment 50

The leaders go through this workshop as a participant this week and then help lead it for their crew the following week. The workshop is comprised of an introduction to community service, the expectations we hold for workers when at the shelters, information about how to get to the shelters, and role-playing for situations that may arise. Bring each shelter's file out to the land and let each leader pair look through it in order to prepare for their visit there the following day. While the leaders are looking through the file, you (or the Program Director) walk around and talk to each group individually about the history of our relationship with each shelter as well as any important details that pertain to their shelter. It may make more sense to write this out as a Word document ahead of time so leaders can read it over themselves.

1:45-3:00 PM Fieldwork

3:00-3:15 PM Introduction to farm chores

At the end of each day, crews do a chore to keep the farm equipment and program area clean and orderly. The chores rotate throughout the summer. Leaders are trained into their crew chore during this time. This allows them to understand the chore and guide their crew in doing it well the following week. Hand each crew leader a list of the chore rotation cycle so they will know what is expected of their crew each

Attachments 51-52 week (see Attachment 51: Lincoln Chore Rotations and Attachment 52: Lincoln Chore Duties).

3:15-4:30 PM Shuttle to Lincoln office / Office Tour / Shelter Calls / DIRT Video

At the office leaders need to receive a tour of the office from an office staff member if possible. They should be shown any and all spaces and equipment in the building they might need to use during the summer. This visit is a good opportunity to introduce them to any office staff they have not met.

After the tour, leaders must call their shelter contact person and do the following

- introduce themselves
- explain exactly when the leader will arrive and with how many people
- confirm where to meet
- ask if there is anything else that either side needs to know
- thank the coordinator

When calls are complete, leaders can watch the DIRT Video together. The video helps leaders see what is available for crew workers who want to apply after the summer. The leaders act as recruiters so the more they understand the Academic Year Program the better.

4:30-5:00 PM Dinner

Dinner can be eaten at the office or outside at picnic tables. The meal is paid for by The Food Project and should be a simple meal to prepare and serve (cold cut sandwiches or pizza) so it can be eaten quickly and not require a lot of clean up.

5:00-6:45 PM Standards Chart Tracking Form / Positives and Changes Form

Each Tuesday evening during the summer the leaders stay late for dinner to talk about what behavior issues they are having with their crew members. The time is always tight so the supervisor must keep the conversation moving to allow all leaders and assistant leaders a chance to discuss their crew members.

Because there are no youth issues to discuss on this evening during leader training, this time is instead spent teaching leaders how to log in violations, keep track of earn backs, use the positives and changes form for each crew member, and understand how Tuesday evening leader meetings function. The supervisor hands each leader a Standards Chart Tracking Form and Positives and Changes Form for each youth member (see Growing Together pages 39 and 47). These forms must be carefully explained and then each leader must demonstrate knowledge of how to use the forms. Standards violations must be tracked perfectly. Supervisors train people at this time and then check in each Tuesday evening to make sure the forms are being used correctly. We have made a Violations Tracking Quiz in which we have created fictitious crew worker and told the story of that crew worker's summer violations. Leaders have to record the violations, calculate earn back dates, etc. and then get checked by the supervisors and program administrator to see if they understand it. (See Attachment 53: Violations Tracking Quiz)

Attachment 53

Attendance/Lateness

Supervisors need to be strict about lateness and absence with leaders. Without positive examples from the leaders, crew workers will struggle to maintain high attendance. The supervisors must consistently follow the accountability steps outlined in the leader contract (see Attachment 54: Summer Staff Manual Template) with any leader who is late or absent.

Attachment 54

If leaders need to miss work for any reason they must negotiate this far in advance with the site supervisor. If an emergency arises, they will need to follow the same steps young people follow (see Attachment 55: Emergency Sheet Template) in communicating with the supervisor. Going over this sheet will help leaders follow it and explain it to their crew members.

Attachment 55

Transportation Plans/Train Duties

Each crew worker and leader fills out a personal travel plan that informs the program administrator what level of transportation the individual will need (i.e.: monthly pass, single tickets, etc). Have leaders take the blank form from their binder and fill these out (see Attachment 20: Crew Member Travel Plan). This is good training for how to help crew workers fill out the form in the first week of the program. Hand the completed leader travel plans to the program administrator.

Attachment 20

Use this time to talk about supervision on the train. Staff should already know this because you introduced it during both the CL and the ACL interviews. Stress that the commuter rail is our lifeline; without it logistically and financially we couldn't get 60 young people out to Lincoln. Therefore our relationship with the conductors and MBTA (Massachusetts Bay Transit Authority) must continue to be a positive one. Often midsummer after work, crew workers' reserves of energy come boiling out on the train. Each week someone must be "in charge" on the train so that crew workers understand that they are still held to the Standards until they disembark from the commuter rail (see Attachment 56: Train Duties Sign-Up Sheet and Attachment 57: Train Duties). Train behavior has always been a tough spot for TFP. Crew workers are excited and are prone to act up. Leaders are exhausted after a long day and tend to not want to be "on" or are confused about who is in charge each day. As the Program Director, you need to ensure that every staff person is following through on the train. You need to penalize them if they are not doing the job.

Attachments 56-57

6:30-6:45 PM Advice from Past Leaders

During the previous year's Summer Staff Evaluation Day that concluded the summer program for the leaders, the Program Coordinator videotaped the Crew Leaders and Assistant Crew Leaders each giving short pieces of advice for the next year's leaders. Show this videotape now. Assuming that most of the previous year's ACLs are interns this summer, try to arrange with the IFA to have some time for past-ACLs to give advice to their counterparts.

6:45 PM Walk to Train

A rule of The Food Project is that if a supervisor ends late and causes people to miss the train, he or she is responsible for getting everyone

home. This helps things finish on time. This is the only Tuesday leader meeting that will be in the office. Leaders walk around the corner to the train.

LEADER TRAINING – DAY 4

9:15 AM-1: 15 PM CLs and ACLs Arrive at Shelters

The leaders must arrive at their shelter location on time in order to reassure the shelter coordinator that this will be the norm for the summer. Once they arrive they must call the supervisor's voice mail and leave a message that they arrived. During the summer, leaders arrive at the shelter, and take attendance for their crew. If all workers are present, the leader calls the supervisor's voicemail with this information. If there are workers missing, the leader calls the supervisor's Nextel. This practice allows the supervisor or program administrator to call parents and tell them the child is missing. Reviewing and practicing this with leaders is important so they do not forget during the summer. Crew Leaders' minds will be on many other things when they arrive at the shelter such as finding the volunteer coordinator, making sure all their youth are present and paying attention; you will need to drill it in to their head that they need to call you with the attendance report. Not calling in creates a liability issue for TFP with parents who will expect a call if their child did not make it to work.



Shelter coordinators are supposed to give the leaders a tour, put them to work in the kitchen, feed them lunch, and introduce them to key staff and processes that are important in that shelter. Shelters have a varying degree of quality and compliance in the orientations, and inevitably some leaders get let out early, receive too short a tour, etc. This is not our wish but it does show leaders that on Wednesdays they need to be prepared to be creative, assert themselves with the coordinators, and find positive ways to troubleshoot the inevitable unknowns of working in a shelter.

Sometimes crew leaders find that the person who agreed to host TFP youth for the summer is not the person in direct contact with the crew. This can lead to confusion and a lack of understanding about our program, structure and intent. In this case the CL should ask to meet with the person who set up the experience and see if that person can help troubleshoot if there are any problems. Crew Leaders will sometimes muddle or suffer their way through the summer and not know how to take action. As Site Supervisor, you should be checking in with the Leaders about their experience and using visiting shelters yourself if there are problems.

1:15PM-1: 45PM CLs and ACLs Leave Shelters

All of the leaders need to arrive at West Cottage by 2:15 PM. The time they need to leave their shelter will vary given the distance they need to travel.

2:15PM-2:30PM CLs and ACLs arrive at West Cottage

Those who arrive early can walk around the farm site.

2:30PM -3:30PM Walking Tour of the Neighborhood

(see Attachment 58: Roxbury Orientation Tour)

The Urban Education and Outreach staff member and youth interns give a tour of the neighborhood that includes seeing all of our agricultural sites, the office, our market location, and the gardens of our neighbors. It also includes history, description and discussion about our role in the Dudley area.

Attachment 58

3:30-4:00PM Roxbury Schedules

The Roxbury Site Supervisor goes over the weekly schedules and explains all relevant details to the leaders (see Attachment 59: Typical Roxbury Two Week Schedule). Tell Leaders that when their crew is in Roxbury, they must arrive for their Morning Crew Leader Meeting at the Langdon food lot at 8:00 AM.

Attachment 59

4:00-4:30PM Safety and Transportation in Roxbury

Working in Roxbury presents greater safety risks than being in Lincoln because far more people interact with us during the day, and some of the areas where our lots are located continue to be challenged by crime, drugs and occasional violence. In order to decrease the risks to our youth, we have developed a list of protocols that youth must follow when in Roxbury (see Attachment 60: Roxbury Food Lot Protocols). Leaders are expected to enforce these protocols along with the site supervisor.

Attachment 60

The Roxbury Site Supervisor also goes over the pick up and drop off plans for Roxbury. Workers either walk or are dropped off by parents at the West Cottage Street site or they are picked up behind Andrew Station by a Food Project vehicle. Unlike Lincoln, where a young person who is late can walk to the field, lateness in Roxbury requires a private van pick up for the individual. A late pickup is very disruptive to the day. The Site Supervisor must emphasize for leaders the importance of crew workers being on time at the van pick up spot each morning. If lateness occurs regularly during the first two weeks of the summer, another penalty, in addition to the regular lateness penalty, should be created (i.e.: staying after 4:00 PM to do site clean up, missing recreation day, doing an additional chore, etc).

4:30PM Reminders and Leave for Porter Square

Remind everyone that both crew leaders and assistant crew leaders need to come to work at 8:00 AM the next day, that they will stay until 7:30 to work the farmers' market, and that they should bring dinner or money for dinner. Leaders are then transported back to Porter Square to catch the commuter rail.

LEADER TRAINING – DAY 5

8:00-9:15 AM Meet at West Cottage Food Lot, Roxbury

Harvest!

The harvest begins for the season during leader training. This is an exciting time of the agricultural cycle for the growers but also a demanding one. Leaders and assistant leaders get an opportunity on this day of training to contribute to some of the first harvests, even if they are small. Morning meeting is not held because the leaders need to feel the urgency of getting the harvest done by 9:00 am. During the

summer the harvest volume grows each week and yet the length of the morning remains the same. Leaders need to understand in their first week that quick, quality harvesting is a priority for them and their crews.

Unfortunately, there is little field work time in Roxbury during leader training (this workblock and possibly another one from 1:15-2:30 today). If possible, the Urban Grower should pre-train some leaders into tasks and, similar to in Lincoln, have leaders lead some of the agricultural tasks and afterwards give feedback to that leader.

9:15 AM Shelter De-Brief

Attachment 61 (see Attachment 61: Shelter De-Brief Workshop)
De-briefing with the leaders about the shelter day helps them process what the challenges and opportunities will be at their shelter. It informs the supervisors about the readiness of the shelter to accommodate crew workers (and may signal the need to call a coordinator or two to work out any misunderstandings about the summer's plan).

The de-brief that leaders do is similar to the one they will do with their crew. Ask them to think now about how their crew members might respond to the shelter. The leader should be prepared, after the crew's first shelter day, to help youth make sense of the experience and get prepared for a summer of service in that environment.

10:00 AM Safety Manual/Medical and Accident Forms

Attachment 62
Attachment 8 Safety is a key concern for the summer. There are 60 people using tools, traveling between locations, working in shelters and kitchens, and facing intense heat, insects and physical labor. Understanding our safety processes and procedures is paramount. The site supervisors and growers are trained in first aid, but they rely on the leaders to be aware of safety risks and hazards. This block of time is spent going over the key safety concerns, reviewing the completed medical forms of each member in a leader's crew, and learning how to fill out Accident Report forms (see the updated Safety Manual on the server, Attachment 62: Medical Information Form, and Attachment 8: Accident Report Form). The supervisors must be succinct and selective about what they cover in the Safety Manual because, as with all sections of leader training, time is limited. Prepare for this section by highlighting the most important elements of the Manual in advance.

11:00 AM Straight Talk Training

Earlier in the week leaders learned about Standards, and how to do record keeping for violations. This second part of the training teaches them how to give and receive Straight Talk. The supervisors take the leaders through "An Introduction to Straight Talk," and "Rules for Straight Talk," both found in Growing Together. The same content is taught to the crew workers a week later. The leaders can be most helpful if they have already experienced the workshop. Make certain there is time for questions and answers about the why's of the process. Leaders need to be comfortable with the method in order to be effective. Model Straight Talk first with the Program Director, then with assistant leaders. Another option to model Straight Talk is to show the 5-minute clip from a recent DVD about The Food Project in which they film a site supervisor giving straight talk to an assistant crew leader. Use alumni leaders as teachers. Have leaders write positives for their partner and

give it to each other. This training gives the leaders enough knowledge to understand and begin using the methodology. Training continues on the following Tuesday evening when leaders stay late to talk about issues in their crews. Training should continue throughout the summer to strengthen the crew leaders' ability to be effective with Straight Talk.

12:30 PM Lunch

The Roxbury office staff is invited to join the leaders for lunch. Ask them to be punctual. Pair off summer staff with office staff. (Most likely there will be more summer staff than office staff; pair crew leaders up with office staff first. ACLs can be paired with one another if they don't have office staff partners. The pairs should space out and eat lunch with one another. Write ten questions from Many Questions (see Growing Together) to prompt discussion. Have everyone report back in about 2 interesting things they learned from their partner. After lunch, thank the office staff for coming out.

1:00PM Group Count

This activity is in Growing Together and provides leaders with a team building opportunity. Use the processing questions from the book but orient the processing to what it means to be a leadership team this summer.

1:15 PM Agriculture Plan in Roxbury

The urban grower uses this opportunity to introduce the leaders to agriculture in the city. This discussion includes telling them what is unique and different from Lincoln, what will be required of the leaders, and orienting them to the tool sheds and site layout as well as explaining the Roxbury end-of-day chores. The grower may decide to have the leaders do some fieldwork.

2:30 PM Training for the Farmers' Market

The market manager uses this time to orient the leaders to running the market. This is the same training crew workers will receive on the day they are expected to run the market later in the summer. Leaders need to pay attention because at 4:00PM they will be interacting with customers. This training, followed by running the market, helps the leader understand the basics of the market and prepares them to guide youth through it in partnership with the market manager. During the summer, the market manager is dependent on crew leaders to motivate their crew and help manage youth at the market. This role needs to be emphasized by the supervisor because the market is a happening place with very complex work.

3:15 PM Set Up Market (half of group) and Field Work (other half)

The Roxbury site supervisor, in collaboration with the market manager, should decide how to split up the group and what time to make the shift. Obviously, not all leaders can experience the entire process. The supervisor must prioritize the training needs of leaders new to The Food Project, and shift alumni leaders accordingly.

4:00 PM Run Market

All crew leaders and assistant leaders run the farmers' market and learn the skills necessary for success. At 5:00 pm, the group of leaders that had been doing fieldwork, comes to the market to begin working there.



The group that had been working the market, does field work until 6:30. Then they walk back to the market, have their dinner break, and join the people working the market for the final push and for the breakdown. Everyone does the takedown and no one is allowed to leave before the market manager says the work is complete. During the market, leaders practice the dinner rotation (having a certain number of crew workers at a time go on dinner break). This is a long day of training, but it is exactly what crew workers will be expected to do during the summer.

7:00 PM Announcements and Shuttle to Porter

Announce that leaders should arrive at 8:00 AM tomorrow and assistant leaders at 9:00 AM. Leaders who live near the market can leave from the market. Those needing to catch the commuter rail or T from Ruggles go with a Site Supervisor in the van.



LEADER TRAINING – DAY 6

8:00 AM Shuttle Crew Leaders to Lincoln Fields

8:15 AM Morning Meeting Practice

This section of training is often used to finish up previous parts of training that were not quite completed and to answer any questions leaders have from the week.

Next, explain the morning meeting routine. Tell leaders that each morning in Lincoln, youth are dropped off at the gate of the farm. They have 5 minutes to use the bathroom, put backpacks in the cubbies, apply sunscreen and bug spray, and fill water bottles. After five minutes, signaled by ringing the bell, they walk in and settle down for morning meeting. Skits, songs, quotes and other interactive methods for addressing the theme take place. On Tuesdays and Thursdays (harvest days), the meeting is wrapped up by 9:30. Mondays and Fridays, the meeting is complete by 10:00. Youth then go to the field to work. The transition between the meeting and fieldwork is important to execute well, with as little milling around as possible. Training the leaders how to execute this launch to the day is important. Finally, sometimes leaders have a hard time figuring out what to talk to their youth about. Hand out and quickly go over the sheet on tips for small talk (see Attachment 63: Small Talk Tips). See if anyone has anything to add.

Attachment 63

8:30 AM Working with the Media

Leaders need to know what is expected of them when the media comes to do a story on The Food Project. The Communications Coordinator, Executive Director or Program Director can lead this part of training. It is important to give pointers about how to handle oneself and one's crew before the media arrive.

Do Not

- be bothered
- abandon media person
- choose just anyone
- be crass

Do

- work, talk, and lead as usual
- stay nearby
- choose the best
- be enthusiastic and honest

8:55AM Pickup ACLs in van

9:00 AM Agriculture Curriculum Introduction

The leaders get an introduction to the agriculture curriculum from the staff that will be teaching it all summer. This overview covers the goals, lesson topics, and role of the leaders in the curriculum. The workshops offer leaders an opportunity for their own learning. However, the leader's primary role is to help all crew members engage with the material.

10:30 AM Field Work

12:00 PM Lunch with all Staff and Community Lunch Protocols

Invite all staff to have lunch with the crew leaders. This will be the last time there can be a lunch without 50 teenagers around also.

During this lunch the staff member in charge of community lunch comes to train all the leaders about the community lunch program (see Attachment 64: Community Lunch Protocols). The protocols sheet describes the flow of events and who is responsible for each job. Community Lunch is a great and complex time of the week for all staff involved. The more leaders understand their role and can be counted on to do it well, the better it will go.

Attachment 64

12:30 PM First Week of SYP

The site supervisor hands out the first week's schedule and goes over it step by step (see Attachments 65-68: Days One to Four). Leaders will recognize many workshops from the leader training week. The site supervisor assigns any tasks and roles the crew leaders and assistant leaders will play. This meeting is an important time for questions and answers, because on the first day of the program there will not be time for wondering where to be or what to do.

Attachments 64-67

1:00 PM Straight Talk Session with SYP Staff

In this session, site supervisors give Straight Talk to the crew leaders and assistant leaders using the "One to All" format from Growing Together. After a full week of experience working with the leaders, the supervisors have very specific information about what individuals did well and what could be improved. The supervisors need to prepare their comments the night before. This is an opportunity for the leaders not only to understand the process but also to experience it first hand. It will give them the best image for how they can speak to crew workers in the Straight Talk sessions that will occur each week. Reviewing the guidelines for giving and receiving Straight Talk is important for the whole group. Pass out the "Straight Talk Tips" sheet and go over it as you want them to go over it mentally before they first give Straight Talk (see Attachment 69: Straight Talk Tips). The leaders do not give Straight Talk to the supervisors in the "One to All" format until later in the summer. Once you have finished giving Straight Talk, have everyone take a deep breath and then ask them how it felt to hear feedback in that way.

Attachment 69

3:00 PM Chores

The farm needs to look it's best on the first day so the crew workers

know what standard they need to work to at the end of every day. Doing the chore at this time with the leaders allows them to stretch after a long Straight Talk session.

3:15 PM Evaluation

The site supervisors stand at the flipchart and ask leaders to call out positives and deltas about leader training, about any and all aspects. Supervisors open this session by saying that we are looking for feedback that can improve how we do leader training. People call out responses until time runs out or people have nothing left to say. Supervisors archive these sheets for future reference, and/or type them into the computer.

Final Questions and Answers

Supervisors ask for any and all final questions or concerns to make certain no one is sitting on a burning issue or has a misunderstanding that will wreak havoc the next week.

Call All Crew Workers Over the Weekend

Supervisors remind all leaders to call each of their crew workers over the weekend and to make sure youth know where to be and at what time on the first day. These calls also help leaders make a personal connection with each member prior to having the group together. Leaders should not consider the call complete until they make personal contact with the crew worker. Voice mail messages and talking to younger siblings does not count!

4:00 PM Closing Ritual

This closing ritual is an important moment. The leaders have completed their training and are ready to call and receive their workers on the following Monday. You want to close with a sense of unity. Options for this include, a huddle with words spoken by the supervisor and leaders about what they want to see happen this summer, or each person holding a candle and lighting the person's next to them, or appreciative comments for one another and the land, or a group lap sit (see Attachment 70: Group Sit) to continue the precedent of fun challenges.

Attachment 70

4:15PM Shuttle to Train

Supervisors drive leaders to the train.

4:30PM Train Leaves

Leader training is over! Congratulations to the site supervisors for launching the warm-up to the SYP.

Lincoln Week 1

- *Lincoln Week 1*
- *Lincoln Week 2*
- *Lincoln Week 3*
- *Lincoln Week 4*
- *Lincoln Week 5*
- *Lincoln Week 6*
- *Lincoln Week 7*
- *Lincoln Week 8*

Lincoln Week 1

The first week of the summer program usually includes the July 4th holiday (sometimes it falls during the second week). The program does not run on July 4th, but we ask that all staff and participants come to work on all the other days of that week. In an ideal year, July 4th falls on a Friday, and everyone gets a three-day weekend. Most years, the holiday falls in the middle of the week. In the recruitment process with youth and families we make clear that everyone needs to be at work the other days of that week because we are just getting started and a lot gets covered each day. Parents are often frustrated by this demand and might try to influence their child to take some days off so the family can string together a mini-vacation. If you are clear with the youth during the first few days how important it is that they attend, they will often put counter-pressure on their parents find a way to make it to work each day. If they do not show up they receive an absence violation.

All of the crews are in Lincoln the first week. The Roxbury site supervisor is in Lincoln also, sharing duties with the Lincoln site supervisor. The Roxbury site supervisor needs to play a significant role in the week. If the supervisor is not leading activities and helping facilitate, crew workers may get the impression this person has less clout than the Lincoln site supervisor. While the Lincoln site supervisor handles a higher volume of youth, leaders, and details on a daily basis, each job has different demands and requires the respect of crew workers. Help set this up the first week by designing shared leadership between the supervisors.

The first week has four days of programming. Each of these four days is quite different and does not follow the typical weekly schedule. In the first week, youth do not go to the shelters and a large percentage of their time is spent getting oriented to fieldwork, standards, schedules, chores, rotations, etc. Youth often chomp at the bit during the first week wanting to do more fieldwork or get active at the shelters. This pent up energy is a good thing as it leads to higher motivation once the work really kicks in.

The number of topics that need to be covered the first week are many, and each day has a full page schedule whereas in other weeks the entire week's programming can be viewed on one sheet (see Attachments 65: Day One, Attachment 66: Day Two, Attachment 67: Day Three, Attachment 68: Day Four). What follows is a description of each day. It will be easiest to follow and understand if you photocopy those pages



Attachments 65-68

and compare what is written there to these more complete instructions. Each year the coordinator needs to assign roles for the many duties described below one to two weeks in advance.



LINCOLN WEEK 1 – DAY 1

The first day is very important in setting the mood for the entire summer. Be early, be ready, and have all your logistics fully handled in advance so you are not waiting for the bus that no one remembered to call!

8:00 AM

CLs and ACLs coming from the city arrive early to either North Station or Porter Square and hold up Food Project banners that attract the attention of new crew workers. CLs and ACLs wear their TFP shirts and ride with the crew workers to Lincoln.

Site Supervisors are either at the office doing last minute items, or at the field making sure the site and materials are ready for the day. For the first morning, all the tables need to be put outside the tent and all the benches need to be set up in a circle under the tent.

Meanwhile, CLs and ACLs from the suburbs meet and park cars at Donelan's next to Lincoln train station by 8:30 AM. Invariably some crew workers arrive very early the first day and some staff should be there to wait with them.

8:45 AM

Lincoln and Roxbury site supervisors bring the van to the Lincoln train station and find the CLs and ACLs from the suburbs.

8:57 AM

Outbound/inbound trains arrive
Youth travel to Lincoln from the west and the east. Greet both trains and have the bus and van parked close to the platform so no one can miss you. Welcome the youth off the train and ask them to get in the bus or a van.

9:05 AM

Everyone gets into either the school bus or the van and drives to the fields.

9:10 AM

Gather everyone in the open field in front of the tent, which is known as: "the arena." Make a large circle and ask people to take a step in so they are shoulder-to-shoulder so you don't have to yell quite so loud. All activities through and including "Names in the Air" are done in this circle.

Quick attendance

Call out each person's name, loud and clear, and check it off on the master list. If someone is missing, a call needs to be made to the home to see if the young person is lost or never got on the train.

Welcome, introduce the staff

Have Site Supervisors, CLs, ACLs, Growers, and any other staff present

introduce themselves by saying:

- Hello, I am...
- This summer I will work with you when...
- I hope you...

Introduction to the site

Have the Lincoln Grower welcome people to the farm and mention the number of acres, what stage the farm is in, where to find bathrooms, and the fact that all assembled will be working very hard to bring in the harvest.

Game: "Group Name Race" (see Growing Together)

Game: "Mingle, Mingle" (see Attachment 47: Mingle, Mingle)

Attachment 47

Game: "Crew Split Up"

We only use this game once per year. To play, crew workers remain in the large circle, while staff step out. The facilitator stands in the middle of the circle and tells people that they will soon have a sticker on their back. Each crew has a different color, and each member of that crew has the same color sticker. Once the stickers are on peoples' backs, the object of the game is to find your crewmates. There is no talking, but people may help one another by pointing them towards someone else in their crew. The game ends when all the crew workers are in their crew. The facilitator completes the instructions and then must make sure people do not look at their sticker or tell the person next to them what color is on their back.

This game requires that there are as many different colors as crews and enough stickers per color for each crew member to get a sticker. For the game to go well, the crew leaders and program administrator must quickly identify and place a sticker on the back of members of the same crew. Placement requires having a crew roster, sets of stickers, and good visual recognition of the crew workers. Once the stickers are in place, the sticker placer tells the facilitator we are good to go.

Game: "Names in the Air" (see Growing Together)

Make sure crews have more than enough tennis balls so there is sufficient challenge. After the processing, go back under the tent.

10:10 AM Overview of the day's schedule

Site Supervisors go over the schedule written on the flipchart. (Each day of the summer the agenda is written on a flipchart so everyone is in-the-know, and so the supervisors do not spend their summer answering the question, "What are we doing next?")

Vision and mission of TFP

The vision and mission unite all members of the organization. It is the reference point for all major decisions. Explanation of it should inspire, motivate and remind crew workers what all the work is about. Sharing the vision and mission on the first day is a senior staff function. There is room for creativity in how it is done. Past approaches have included:

- asking people to draw the vision and mission
- asking people to memorize the vision statement

- explicating the statement with stories and examples
- telling the origin of the statements
- writing the statements on a flipchart and underlining key words

Another way is to explain each of the three parts of the vision statement:

- Personal Change -- can only be done by you; others will help you on the way
- Social Change – racism, feeding homeless, 700 youth have been involved in TFP
- Sustainable Agriculture – all begins with soil, learn to grow own food, can contribute through where we buy our produce

Introduction to themes

The supervisor(s) outline the seven themes of the summer and explain that the themes will come to life through skits, discussion, writing, music, quotes, games, and stories. The goal is for young people to analyze, and internalize these important words and concepts in their own lives. Do not tell them the specific order of the themes because skits each Monday will let them guess the theme of the week.

“Community” Skit (Crew Leaders and Assistant Crew Leaders)

The summer staff spends time during leader training coming up with an inspired, enthusiastic, funny, energetic, profound skit that presents the first theme of the week. This skit sets the stage for all the skits to come and therefore must be top-notch. One or two leaders must be prepared to process the skit so the meaning and metaphors of the skit become clear and so it becomes clear to the crew workers how community is a part of the work we do.

Workshop: “My Most Important Word” (see Growing Together)

If there is a single activity that helps launch and define the summer program, this is it. All participants sit in a circle of benches facing a blank flipchart page. One by one they must come up, write, and then explain the word that is most important to them. The activity presents a huge risk to each participant. The last thing most of them want to do on their first day with 60 strangers is go up alone and share something personal. In fact, this is such an unnatural act, an audacious request by us, that your role is essential in making this go well. You must set firm ground rules about no mocking, be prepared to stop and intervene if anyone tries to “diss” someone, and support with applause and all other means of love those who think they cannot possibly go up there. Success happens when everyone goes up to write and explain a word, the sharing is rich, no one gets made fun of, and the entire community realizes this kind of experience is possible among strangers from all walks of life. Defend the “safe space” with all your might! Be fearless in standing up to those who break the ground rules out of nervousness, embarrassment, or the desire to be in charge. Have fun, this activity is a real privilege to run, and you will hear young people reference its impact years later when they describe their summer program experience. (Tomorrow at the end of the day, laminate this flip chart sheet and the Community Goals sheet that you will create tomorrow. Punch holes in the top of the laminated sheets and hang them up by the end of this week or the beginning of next.)

11:45 AM Crew details rotation

(Those missing critical paperwork must leave the site in order to complete their forms. The administrator must send them home on the train with clear instructions how to complete the missing pieces. The participant needs to be told not to return to work without completed forms, as it is illegal to have them on site without proper documentation. The Program Administrator must arrange for another staff member to transport youth missing critical paperwork to the train, because the program administrator plays an important part in the Crew Details Rotation.)

The rest of the crew workers go through a six-station rotation that provides them with all kinds of goodies and information. Each station takes approximately 7 minutes to complete. Some stations take longer and the person keeping time needs to check in with the person running the longest stations (transportation and paperwork) to make sure their tasks are complete before rotating. Stations that take less time present a good opportunity for name games, "Many Questions," "Two Truths and a Lie," or "Bing Bang Boom." (see Growing Together). The stations are as follows:

1. PAPERWORK AND PASSES

Many youth arrive the first day with nearly all their paperwork complete, but they may have one last form to turn in. Or, they may need an additional signature on a form. At this time, young people hand in forms or receive final instructions. The Program Administrator (or another staff member) drives youth to the 11:17 or 12:14 train (after the introductory morning activities) if they are missing any of the following work permit, medical form, health form, parent permission form. The program administrator gives them instructions on how to obtain the form/s and gives the youth single-ride tokens to return the next day. All other missing forms can be taken home and returned the next day. Some of the forms just need youth signatures, and workers can sign on the spot. If late hires, arriving for their first day later in the week, come to work without any of the four crucial paperwork items, the Program Administrator drives them to the commuter rail station to take the earlier train home. Youth receive train passes after they have submitted all paperwork.

T-pass and token combinations are put together for each youth based on where they live and their transportation plan. Transportation packets (T-passes and tokens) are handed out at this station. (Consult the individual transportation questionnaires when deciding who gets which combination of passes.) Youth sign a receipt form saying that they have received the pass and that it is the property of TFP. (See Attachment 71: Transportation Receipt Form)

2. T-SHIRTS/ WATER BOTTLES/ DIGITAL PICTURES (TWO STAFF NEEDED)

Each youth receives three T-shirts that have either been bundled already with their name on the tag, or the person running the station has a roster with the sizes for each person listed and gives them the shirts off of the pre-sorted piles. Youth must write their initials on the shirt tags with a pen or thin permanent marker.



Attachment 7`1

Each person gets a TFP water bottle and uses a permanent marker to put their name on the bottle. They should sign in a couple of places so it is easy to distinguish among the other 59 bottles that soon float around the site.

In between getting shirts and a bottle, each worker steps aside to get a digital picture taken. This picture is downloaded into the database to help identify young people for payroll and for staff who may not know all the names of participants.



3. CUBBIES

Each crew is given one vertical row of cubbies (milk crates) bolted to the tool shed wall. The crew leader can help negotiate as everyone competes for the waist height cubbies in their row. Obviously, the taller members of the crew need to take the top and the shorter ones the bottom. Each crew member receives a TFP name tag for their cubby and fills out their name with a permanent marker. All stickers are placed in the upper left hand corner of the cubby. This method deters stealing and makes it easy to grab someone's things in a medical emergency. Crew workers put their bags in their cubby while at this station. (Note, there are 60 cubbies total so if the number of SYP participants and summer leaders exceeds that number, tall CLs and ACLs, put their things on top of the cubby rack).

4. BINDERS AND NAME TAGS

All crew workers receive a binder full of important schedules and information. Have each worker write their name on a nametag and affix to the front of their binder. The person running this station takes this time to tour the crew workers through their binders. Highlight:

- the section headings
- where to find important call-in information
- the T-schedule and which trains to catch if they are late
- the crew worker safety sheet

Attachment 72

See "Attachment 72: Crew Worker Binder contents" to find out what needs to be in the binders. Binder contents included in this manual are in the "Attachments" section immediately after the "Crew Worker Binder contents" page.)

Workers should also fill out a nametag for themselves and put it on their shirt for the rest of the day.

5-6. TRANSPORTATION

Transportation planning gets two rounds because over the course of the summer youth travel to three or four Food Project locations, and come to us from nearly every community in greater Boston. A staff person well acquainted with Boston needs to be at this station to help crew workers figure out which bus or train route is best to take to the various sites. Crew worker safety and timeliness depend on good instruction.

12:30 PM Lunch (ring the bell)

Crew workers go the cubby to get their lunch and then sit with their crew under the tent for this first lunch together. CLs and ACLs should be prepared to help make conversation or have a get-to-know-you activity ready in the event of total silence.

1:00 PM

The two supervisors review the following information to the crews.

WEEK/MONTH SCHEDULES

Write the schedule for the week on the flipchart. No need to include every detail, but show youth where the major blocks of time will be spent. Go over the July schedule noting Wednesday shelter days, Friday Community Lunches, other major events like the Overnight, and other activities that are consistent week to week.

WHAT TO BRING EACH DAY

Help youth be prepared and successful. Stress the importance of bringing lunch, water, and sunscreen as well as a hat, raingear, which they can order, and a windbreaker or sweatshirt in case it gets cold.

WORK EXPECTATIONS

This is a good time to detail what you expect to see in terms of field work and participation in workshops throughout the summer. Being explicit about expectations and enforcing the standards is what young people need and want from you even if they portray the opposite. Often the greatest challenges, like how to work in 100-degree heat, how to stay awake in an afternoon workshop, and how to work and talk at the same time, are best laid out through a brief skit or role play.

SAFETY

Safety is a primary concern. Explain that we have rules to keep people safe, that we assume youth have told us about any medical issues concerns on their medical form, that if someone gets hurt we can get help quickly, and that the supervisors and head growers in Lincoln and Roxbury are designated safety officers. Instruct youth to tell their crew leader if they need medical attention. The leader will direct them to the correct person. Also explain that fabricating medical issues will not get you out of work! Everyone will be uncomfortable in the extreme heat, cold rain, or bug infested fields. We will make sure no one gets hurt but the workers must do their best to push through physical challenges.

1:30 PM Field Introduction Rotations

The Lincoln grower leads this section. Make sure before it begins youth get to use the bathroom, drink water, and prepare to be in the fields. Supervisors are often asked to lead a station. The grower will review with the supervisors the instructions and tasks for each station ahead of time.

3:15 PM Chores

The grower trained the CLs and ACLs into chores during leader training. Now the grower introduces the importance of chores on the farm, names the different chores, and then asks crews to join their leader in doing chores for the day. You and the grower need to check the quality of the chores when CLs say their crew is done. Getting people to do chores well in the beginning is easier than trying to change habits later in the summer.

3:45 PM Announcements/Questions

End the day by telling youth what to expect the next day. Encourage

them all to come back. During the first week nearly everyone considers quitting at some point. Make space for questions large or small. Thank them for making such a good effort on the first day.

3:55 PM All CLs, ACLs, and CWs walk to the train

The first day, all the summer staff members, except the supervisors, walk to the train. This ensures no one gets lost on this first time walk through the woods, and it ensures good behavior on the train, as well as a sense of safety for teens among so many new people.

Once the workers leave, the supervisors and program administrator meet to celebrate a good day's work and plan for the next day. There will be as many details to prepare for day two as day one. Stay on your toes!

4:30 PM Inbound train leaves

The train leaves with all the workers. As you reflect on everything that transpired today and think ahead to everything that will happen this week, remember the theme of the week – Community – and think about the first strides you made towards building a wonderful, safe community.

LINCOLN WEEK 1 - DAY 2

8:00 AM CLs, SYP staff meet at Lincoln Fields

This day begins the way a typical day will work throughout the summer. The ACLs ride the train and arrive with CWs on the bus from Lincoln Station. The CLs come to the fields an hour ahead of the workers for briefings. The structure of this hour is detailed in the "Morning Meetings" section under General Headings. To recap: the CLs arrive and always go immediately with the Lincoln grower on a field walk. Each gets instructions for the day and a sheet of paper outlining tasks. While the leaders are with the grower, write the agenda up on the flipchart so everyone will be able to see it. Write enough information so that people know the general schedule for the day; don't include all the details. Then the leaders meet under the tent with the supervisors and get instructions for the day. On this first leader meeting of the program, check in with each leader about their first day. Ask about any concerns, excitement, questions they may have and what they need from you to have a great day. Be organized for this first meeting to show the crew leaders you plan to use their time well. Begin the meeting with an inspirational quote or reading from the Food Project quotes book that you find relevant to the day.

8:45 AM Roxbury supervisor brings van to Lincoln Station

During weeks 1 and 8 and the day of the Overnight, all CWs are in Lincoln. We can't legally fit all 60 participants into the bus, so a TFP van is used to help transport youth.

8:57 AM Train arrives

9:00 AM Bus and van shuttle to fields

9:10 AM Go over agenda for the day

The agenda should be on the flipchart. Take questions so everyone is clear.

EVERY WEEK ONE CREW WILL PRESENT THE THEME

Each Monday in Lincoln, a different crew gets a chance to present the theme. In the past crews have often created skits and performed them for their peers as a way to introduce a theme, but each crew is free to get creative and do something else. Another idea is a crew presents multiple quotes that pertain to the theme and explains what the quotes mean to them. Every member of the crew presenting the theme must be involved.

CREW DEFINITIONS OF COMMUNITY

Each crew sits together and comes up with a definition for “community”. The supervisor then asks crews to share their definition with everyone. On a flipchart, the supervisor writes down a composite definition that the summer program youth feel is accurate. This definition gets transferred to the program administrator who puts the definition on an 8 1/2 x 11 laminated paper and hangs it, along with a larger poster of the theme, inside the tent.

Creating a group definition from many definitions provides a good intellectual challenge to you as facilitator. You want to consider what people say and push back to see if you can get people to deepen the definition. For example, if a crew defines community as, “A group with a common goal,” you might ask, “But aren’t there communities without a common goal, say a neighborhood where people are fighting against one another?” You could then take them into a discussion about what actually defines a community, does it imply moral purpose or just affiliation of one sort or another?

Keep a pocket dictionary on the site and after the creative work ends, read the definition. See how theirs is similar or different. Often the positive spirit the young people bring to the defining creates accurate and interesting definitions.

CREW NAMES

Each crew has until Friday afternoon to come up with their name. On Friday they will do a skit to introduce their name. The name must correspond with the letter of the crew. Letters A-F are randomly assigned in the spring as a payroll tool. The constraint of the single letter forces creativity, as in these from the past: Demetre’s Disciples, Blazin Bulldogs, Everyday Echo, Funky Bunch, Ecology, Aiight, C-Unit: Cariñosa, Eclipse, Cukes.

Game: “Human Knot” (see Growing Together)

This fun and common game can be done as an individual crew team-building activity or competitively as a race between the crews.

9:50 AM Workshop: “Goal Setting, the Standards Sheet, & Standards Chart” (see Growing Together)

This is a very important workshop. You must make certain by the end that all participants get every question answered, and that they either



Attachment 73

sign the Standards Sheet or leave for the summer. If both supervisors are confident in their ability to answer questions, break into two circles for going over the Standards Chart and the examples of actual violations. Have crew leaders and ACLs act out prepared skits of Standards violations examples. Choose good ones that illustrate situations crew workers might not realize are violations, such as not working and talking, examples of being unmotivated and being poor role models. If you have any hesitation about either person's understanding of the Standards Chart, do one large circle. The goal is to have everyone depart with a crystal clear understanding of what we expect and the process we will follow. Growing Together has the templates for these forms and the server has the most updated versions of them. (also see Attachment 73: Standard Violations Examples)

Teaching youth who work at The Food Project how to advocate for themselves at a job is important. At the end of this workshop tell the group that if, during the summer, they feel that they receive an unjust violation, they have the opportunity to state their case to the site supervisor. Set the following guidelines for this procedure:

- Youth can initiate the grievance process during lunch or outside of paid time
- Those who were present when the disputed action took place will be interviewed by the site supervisor.
- The site supervisor has the right to accept or deny the grievance.
- This process needs to be explained and undertaken very carefully so that youth do not abuse this right and appeal every violation. (See "Violations Grievance Procedure" in Growing Together for a detailed explanation of this process.)

Near the beginning of this workshop, everyone will brainstorm and agree on community goals for the SYP for the summer. At the end of the day, take this sheet and the Most Important Word sheet from yesterday's workshop and laminate them. Hang them up under the tent by the beginning of next week at the latest.

12:15 PM Lunch

Keep crews together for lunch. In general, you should have crews sit together for most of the first two weeks so that crew workers get a chance to bond with each other socially. The end of the second week or beginning of the third is a good time to begin switching up the lunches (see "Crew Lunches" in General Categories).

12:45 PM Fieldwork

Talk with the grower before lunch ends and coordinate a quick transition from lunch to the field. End lunch on time, have the grower step in with the announcement about fieldwork for the day, and ask leaders to move out quickly. In the first week, train people to make fast transitions. If you do not, the transitions can become a huge aggravation as people saunter through late bathroom breaks, putting on sunscreen, etc. Make clear that lunch is the time to hit the bathrooms and to prepare to go back out into the fields.

2:15 PM Workshop: "Introduction to Straight Talk" (see Growing Together)

In the morning workshop, young people heard about and discussed the Standards. The Straight Talk workshop begins training them how to communicate in ways that foster self-knowledge and allow them to give constructive praise and criticism to others.

3:30 PM Ring the bell

During the first week, allow more time for the transitions between the end of fieldwork, chores, and announcements. As the summer progresses, you can ring the bell as late as 3:40, depending on how many announcements there are and how much work there is to do on the chores.

3:40 PM Chores

Make sure crew leaders have all members participate in chores. Sometimes crew workers begin their own chores, like super-cleaning their sneakers, while a few do the crew chore. Have crew leaders tell you when their crew's chores are complete. Check the quality of the chores before you declare the job complete.

3:50 PM Announcements

Be especially encouraging during this first week, so that people who are struggling will want to return the following day. At the same time, don't offer false praise. Often during the first week, announcements include letting people know that they can sign up for extra Food Project t-shirts or small locks for their bags.

3:55 PM Walk to the train (ACLs take train)

All crew workers begin their walk, with ACLs in charge. Make sure one of the ACLs has a personal cell phone in the unlikely event of an emergency on the trail.

4:00 PM Crew Leader Meeting

This meeting falls on a Tuesday for the rest of the summer. Time is taken up mostly with violations and Straight Talk comments about crew workers. Read about this meeting in the General Topics section, "Leader Meetings." On this first evening the agenda is different. Spend time really checking in with the leaders. Take care of them. Let them tell stories and give advice to one another. Ask them how things are working with their ACL. You're not offering all this support to set a precedent of dependence with the leaders but to make sure the crew leaders are getting adequate support during the craziness of the beginning of the program. Make sure to allot time to listen to everyone. Don't leave anyone out. You only have two more meetings with all your CLs before some head out to Roxbury. Make photocopies of the three pages of "Lunch from Around the World" in Growing Together, distribute to all the leaders, and ask them to read this before Friday. Stress that this workshop only works if the crew workers do not know about it, therefore it is of the utmost importance that no one leaves these photocopies lying around. Tell them that on Friday you will explain everyone's individual role for the day.

5:15 PM Crew Leaders leave

End the meeting at this time so that leaders can catch the train from Lincoln station. Those who drive also leave at this time, unless you need



help with any set up for the next day. The drivers often have a shorter day because their commute is shorter. Asking them for help sometimes for a few minutes after work is appropriate. It also helps leaders who travel by train feel that everyone is making a similar commitment of time and energy.

5:22 PM Train departs

LINCOLN WEEK 1 - DAY 3

8:00 AM CLs arrive on train

Site supervisor or willing CL with a car picks up CLs coming in on the commuter rail.

8:10 AM CLs/SS/Grower meeting

8:45 AM Site Supervisor leaves to bring white bus to Donelan's

9:00 AM Bus and van to fields



9:10 AM Workers arrive/logistics for the day

The crew workers usually walk up to the tent by 9:10; their promptness, of course, it depends upon the bus drivers, but they reliably arrive to the field at 9:10. The first 5 minutes of each day should be designated for workers to take care everything they need to take care of to get ready to go out into the fields to work. This includes putting bags into cubbies, going to the bathroom, changing into raingear and work clothing, putting on sunscreen. Workers put belongings in their cubbies, use the bathroom, apply sunscreen, bug spray and then sit down.

9:15 AM Morning meeting

- Go over day's agenda
- Announce that crew names must be determined by Friday afternoon
- Read the definition of community that the crews came up with. Tell them we will become a strong and open community. To continue on that path, pair off persons in the crew to interview one another, and then introduce what they learned about the other person to the rest of the crew. There is no writing down the person's answers. Listen closely and remember what the person says.

Questions to ask

Where were you born?

Where do you live?

Tell about your family.

What do you eat for breakfast?

What things do you like to do?

What is the best gift you ever received?

Tell something that very few people know about you.

What is the hardest thing you have ever done?

9:45 AM Fieldwork

If you are well prepared for the rest of the day, join crews in the field. Your willingness to "get dirty" inspires and helps others join into field work with the right spirit.

11:55 AM (ring the bell for lunch)

12:00 PM Lunch

Random lunch – Every crew leader gives each crew worker a number between one and six, which corresponds to a table under the tent. Crew workers take their lunches to their assigned table. A lunch like this forces crew workers to meet people outside of their crew that they might not seek out.

12:30 PM Game: “Birds, Beasts and Fishes” (see Growing Together)

Introduce this game according to the theme. Tell young people we are a human community here this summer, surrounded by other communities of plants, animals and insects. Let’s see who knows members of these other communities. Play one round with birds, beasts and fishes as the categories, then play with animals, vegetables, minerals. See if the same person wins. End with an insight about getting to know this community, and the natural communities around us this summer. What difference does it make to know or not know members?

1:00 PM Workshop: “First Day at The Food Project”

Ask youth to get out pens and open their spiral notebooks. Explain that when we write here it is not to be graded or even read if that is their wish. We write to give people a chance to reflect on what is happening for them in this whirlwind of a program.

Have people close their eyes and do a visualization exercise about their first day. Ask them to think back to:

- getting up
- eating breakfast
- going to the train, boarding it and riding it to Lincoln.
- Taking the bus through Lincoln to TFP
- walking from the bus to the tent
- listening to the site supervisors
- playing games
- meeting their crew
- working in the field

Once you have gone through this progression, and you think people are seeing that day, have them describe what it was like. Ask:

- What surprised you?
- Shocked you?
- Made you nervous?
- Intrigued you?
- What is your clearest memory, and why?
- What will you remember from that day when you are 80 years old?

When people are done, have them turn to a partner and either read what they wrote or tell the person what they wrote. To close the activity, ask for a few volunteers to read theirs aloud. This workshop is a good chance to establish safe space with writing activities. The safer you make it the more youth will share their writing later in the summer.

1:30 PM Fieldwork

3:00 PM Summer Interns introduce themselves

Interns work each summer throughout the entire organization. Their jobs are varied and many of them, like the Farmers' Market Intern and Agriculture Interns, intersect directly with the summer program. They act as junior staff and often are involved in training and helping supervise crew workers. For this reason, and to expose the summer youth early on to future opportunities available to them, interns introduce themselves and the work they are doing for the organization. If time allows, ask for questions at the end if there are any.

Your job is to introduce the intern program and welcome this year's interns as speakers. In the past, there have been significant rubs between crew workers and interns. The interns often do not feel respected, and the workers often are not aware they need to listen and respond to interns, similar to how they treat ACLs. The complexity is that some interns are good at their work but not mature about leading or interacting with their peers. In any event, the tone you set here will help everyone get started on the right foot. Be excited and respectful as you introduce the interns. Let crew workers know the interns worked hard in SYP and most were involved in the AYP, and that they have a lot to teach and role model this summer. Crew workers see interns in Roxbury and Lincoln, and hear from them each week as community lunch speakers. Roxbury interns should make it out to Lincoln for this day of introductions. If this is not possible, Roxbury interns need to introduce themselves at the beginning of each week for the new crew in Roxbury.

During Leader Training speak to the crew leaders and ACLs about their relationship with the interns. Leaders should report to the site supervisors interns' negative behavior on the train (this is where interns have flaunted their authority most in the past) or anywhere else. The site supervisors should report any problems to the IA (Interns and Alumni) Coordinator.

3:30 PM Chores and announcements

Check the quality of those chores once again. Make any announcements you need to about logistics, the next day, and upcoming schedules. During the course of the summer, your announcements will be positive, encouraging, motivational, detail-oriented, and closure for the day. They will include: "Be ready for rain tomorrow; bring your rain gear," "Crew E, Ecology, needs to wear baseball caps to be able to cook Community Lunch tomorrow," "Tomorrow's the last day to bring in permission slips for the Overnight," "Tomorrow we have a big harvest; make sure you get a lot of sleep and eat a good breakfast."

Today, announce that workers do not need to bring lunch tomorrow because it is the first community lunch.

3:50 PM Leave for train

LINCOLN WEEK 1 - DAY 4

8:02 AM Crew leaders arrive on train

Site Supervisor or a willing CL with a car picks up CLs coming in on the

commuter rail.

8:10 AM CL/SS/Grower meeting

Review the “Lunch from Around the World” with the leaders. Explain to each of them their roles for that workshop. Between the eight of you (6 CLs and 2 Site Supervisors), pair up to create short skits for the “Being Safe” training during the morning meeting. (See Attachment 74: Being Safe Training skit examples).

Attachment 74

8:45 AM Site supervisor leaves to bring white bus to Donelan’s

9:00 AM Bus and van to fields

9:10 AM Workers arrive/logistics for the day

While the crew workers take five minutes to go to the bathroom and ready themselves for the day, pull all the ACLs aside and review ACLs roles for the Lunch from Around the World workshop.

9:15 AM Morning meeting

- Go over agenda for the day (5 minutes)
- Run ‘Being Safe’ training (30 minutes)

Lincoln, Roxbury and the shelters each present their own risks to personal safety. All young people will be traveling to new neighborhoods and need to know how to be safe. Young people from the city and suburbs have both misjudged the new community they are traveling to and act without awareness of the safety risks. This training is a ‘heads up’ about general safety and particular risks in our host communities.



This can be a difficult subject because all the youth know TFP wants to change the media stereotypes about places like Lincoln and Roxbury. However, there are legitimate risks to all people who travel far outside their usual zone of travel and comfort. It is critical in this training to have one presenter from outside the city and one from the city. These two must pre-think how to have the training be no nonsense, cautionary, informative without driving home stereotypes. The key is to raise everyone’s level of awareness and to inform youth who are going to a new place what the legitimate risks are there.

Use role plays when possible to demonstrate the following safety tips (most of which came from youth at TFP). The acting of the two presenters will be more memorable than a half hour of talk.

Safety tips

- Do not bring valuables to work
- Do not wear expensive jewelry, backpacks, or electronics, and if you have them hide them from view (keep cell phone on vibrate)
- Don’t keep all of your money in one place. That way, if someone snatches your bag or wallet you have some money in your pocket to make a call or get you home.
- Use regular headphones for iPods and personal music players so that you don’t attract attention.
- Do not travel alone if possible

- When walking to the train in the afternoon stay with the group. Do not walk alone or accept rides from strangers. Do not accept rides from other youth.
- Always have your binder with TFP numbers and a cell phone for emergencies, or carry fifty cents if you do not have a phone.
- Do not speak to strangers. If a stranger (unscheduled visitor) approaches you on a TFP site direct them to a staff member.
- Don't make eye contact with strangers or people who stare at you, instead be alert and monitor the persons behavior.
- Keep your hands out of your pockets so that your hands are free to get out of a situation or defend yourself.
- If you are walking alone make sure that no one is walking behind you. If someone is walking behind you let him or her go in front.
- Don't walk in alleys or corners.
- If someone tries to attack or rob you, give them your valuables without resistance.
- If you are new to the neighborhood or train line do not make your naiveté obvious, act calm and relaxed so that you are not targeted.
- Watch what you say around certain groups on the streets.
- Don't go up to cars and watch for reckless drivers when crossing streets. Use crosswalks.
- If you get lost or miss your stop on the train ask the conductor for help.
- If you are hassled by a train conductor, auto driver, pedestrian, do not react, find a TFP staff and report what happened.
- Police presence is not as visible in Lincoln as in Boston, however, Lincoln police are strict and respond quickly to any incidents. They also usually stop by to check on us once a summer – at the Overnight.
- Do not play around or walk on the train tracks.



Introduce the Community Supported Agriculture Program (CSA Manager--10 minutes)

In the past few years there has been a disconnect between the youth's perception of the CSA and its shareholders and the actual role the CSA and the shareholders play in the organization. A necessary and motivating component of the Summer Youth Program is talking up the importance of growing food for people in homeless shelters. But unfortunately this overshadows the importance of the CSA. This emphasis has unintentionally created a binary dynamic in the minds of our young people between the people in homeless shelters as the "have-nots" who "need our help" and the CSA shareholders as "haves" who can afford to pay for a share. This has developed into a hierarchy of worthiness in the minds of the youths placing the "have-nots" above the "haves."

The CSA Manager has already had a chance to introduce the CSA as a space and a program during the Field Introductions Rotation on Day 1, and now they have the opportunity to explain and illustrate the importance of the CSA. It may make sense for them to "humanize" it by telling a story about a CSA member or bringing a CSA member in to let them explain the importance of the CSA to their family.

- Quote of the day: Martin Luther King on community (5 minutes)

“All people are caught in an inescapable network of mutuality, in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be.”

10:00 AM Field Work

11:55 AM Ring the bell for lunch

12:00 PM Workshop: “Lunch from Around the World” (see Growing Together and the Special Events section of this manual)
This lunch should be advertised all week as our first community lunch. Youth should not bring their lunches. The facilitator sets up the workshop by getting everyone in a circle in the arena after fieldwork. Keeping people away from the tent is important, or else they will see the set up and guess this is no ordinary community lunch. Stretch the hose into the arena so crew workers can wash their hands off without seeing the set-up under the tent.

Tell crew workers that we have a delicious meal planned for the first community lunch and that we need to group them so lunch is orderly. The facilitator then hands out pre-counted cards marked with a group number - 1, 2 or 3. On the back of each numbered card, the facilitator will have attached a story from “People’s Profiles” appropriate for the number on the front (see Attachment 75: People’s Profiles, Lunch from Around the World). Once people have their cards, and you are certain those serving the lunch are ready, let people go to the tent and find their dining area.

Attachment 75

The surprise, of course, is that this is a Hunger Banquet, not a community lunch. The shock value is powerful as are the twists we add as outlined in Growing Together. The key to success in this workshop is good meal set up, good execution of the lunch, and strong, probing processing. Because time is limited we have developed an outline for the processing that ensures the facilitator can cover the major points in the allotted time (See Attachment 76: Lunch from Around the World Processing.) Make sure you have time to pull away from the details of the lunch to be prepared for good processing. Also, make sure the cook prepares enough food for everyone to eat when the activity is over. One year we did not do this and we had very angry young people who could not focus on work.

Attachment 76

End this activity by emphasizing the “community” theme. The lunch raises the question of whether we believe the world is our community, or whether we only are in community with those in our own neighborhoods, schools, state, or region. How would we all act if we truly felt in community with the world? What makes some people feel connected to the world community and others either no community or only a small community?

1:30 PM Field work
Roxbury preparation (15 minutes only)

- Crews A and B go with Roxbury site supervisor to talk about

Attachment 77

upcoming week in Roxbury. Things to be covered include:

- Pass out and go over each crew's two-week Roxbury schedule – it's more manageable for them and environmentally friendly if you double-side this photocopy
 - Make them write down the Rox office phone number on their schedule
 - Pass out and go over the Roxbury Late Protocol (see Attachment 77: Roxbury Late Protocol)
 - Ask each young person to tell you their specific transportation plan to Roxbury. If they are not sure, help them or get others in their crew to help them. (You have this information already, but now your job is to make sure they know and fully understand their route.)
 - Tell them to plan to arrive allow lots extra time the first day in case something goes wrong
 - Instruct the Crew Leaders to meet the Urban Grower, as well as the Roxbury Site Supervisor, at the Langdon Food Lot at 8 AM. Give them directions if they don't know how to get there.
- Crew C practices their "theme of the week" skit for Monday in Lincoln. (They are allowed 15 minutes to practice the skit they have been brainstorming all week.)

2:30 PM Chores

Make sure chores are done very well so the farm is left clean for the weekend. Also, have everyone gather their belongings and be all set to go when the day ends, because the next set of activities inevitably runs right to the wire.

3:00 PM Crew name announcements

This is a fun moment. All crews sit under the tent and face in one direction. One at a time crews come up and present their name. Lots of cheers help make it a good time. Inevitably crew ego and competition begins over who has the best name, but as long as the leaders keep it fun, it all adds to the good time.

3:15 PM Game: "Name Face Off" (see Growing Together)

Game: "Name Racer" (see Growing Together)

These name games are great fun. Introduce them as part of the community theme. In a community, people need to know one another's names to begin making friendships and building bonds. There will be some youth who know lots of names and others who know few. Encourage everyone to keep learning names next week and beyond. Make a big deal of the "Name Racer" winner and award them the ice cold beverages that you showed everyone before the search for a winner began.

3:55 PM Quick announcements and leave for train

Thank everyone for a great first week. Encourage all to return on Monday. Have everyone say goodbye to Crews A and B who will be in Roxbury next week. Announce that we are a summer community that will be operating now from two locations, but we are still in it together.

Celebrate the end of the first week! Get some ice cream!

LINCOLN WEEK 2

The handy one-page outlines for every other week are in the attachments section (see Attachments 78-84: Lincoln Week 2-8). What follows is a detailed expansion of those outlines.

Attachments 78-84

MONDAY

8:10 AM **Leader meeting** (See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM **Crew worker pick up (by bus)**

9:10 AM **Workers arrive/logistics for the day**

9:15 AM **Morning meeting**
Workers arrive/Welcome, Agenda, Announcements, Stories, Quotes, Motivation (See Attachment 86: Morning Meetings 2007)

Attachment 86

9:55 AM **File out to the field**

10:00 AM **Field work:** Crews C, D, E first
Agricultural (Ag) Workshop – Soil Sleuths
Crew F: 10:00-11:00
Crew D: 11:00-12:00

The Ag workshops are led by one of the growers and involve only one crew at a time. These workshops are spaced throughout the day – two in the morning and two in the afternoon. Work with the Head Grower to alternate morning and afternoon workshop times from week to week. Crews that are not participating in agricultural workshops, are working in the fields. As the site supervisor, you can assist the facilitator of the Ag workshops in a few ways and, depending on your other responsibilities on Monday, you should do a little of all of the following:

- You should sit in on the workshop if you think the facilitator and the crew leader will have a difficult time with a certain crew worker. Most of the time your mere presence is enough to get crew workers to shape up.
- You should also sit in on workshops so as to be able to give feedback to the facilitator, since often they don't have another adult there who can give them suggestions. Because you know the crew workers so well and know what works and doesn't work with them, your insight can be very helpful, especially to a relatively new or staff member or one who doesn't have much experience with youth.
- You should also let it be; things will go fine without you watching over all the time. This is a great time to go out and work in the fields with the different crews. Be mindful of trying to spend equal amounts of times with each of the crews as well as helping out crew leaders who are having a tough time with their teams.



11:55 AM **Ring the bell for lunch)**

12:00 PM **Lunch**

12:30 PM **Game: "Compass Spin"** (see Growing Together)
Emphasize teamwork and explain that the group cannot improve its

times without every member making it all the way around. Process by asking who sees a parallel to service this summer and service outside The Food Project. Mention that service is taking notice of others, not just going it alone. It is looking for ways that your skills and strengths can be a help to someone else or the earth. The first step of service is to become aware of the people and world around you. Do you like everything you see? What might you do to change it?



12:45 PM **Fieldwork:** Crews C, D, F at first
Agricultural Workshop: Soil Sleuths
Crew E: 12:45 – 1:45
Crew C: 2:00 - 3:00

3:40 PM **Chores**
Crews are doing a new chore. Check the quality on their first time and have them re-do it until it is the standard you want to see all week.

3:50 PM **Announcements**
Harvest day tomorrow. Usually the first few harvests aren't that big. When they get bigger, you will pump them up the afternoon before. Check with the grower to see if tomorrow's harvest will be sizeable. Remind crew workers about the importance of bringing lunch and drinking enough water.

3:55 PM **Walk to train**

TUESDAY

Attachment 85

8:10 AM **Leader meeting**
(See Attachment 85: Leader Morning Meetings 2007)

9:05 AM **Crew worker pick up (by bus)**

9:10 AM **Workers arrive/logistics for the day**

Attachment 86

9:15 AM **Morning meeting**
(See Attachment 86: Morning Meetings 2007)

9:25 AM **Harvest time!**
Get everyone in the practice of hustling out to the field on harvest days. These early harvests will be small and relatively quick, but moving out into the fields quickly gets everyone into the mindset that there's no time to waste on harvest days. The grower should help make it competitive by telling the crew how many minutes (or hours) it took to complete the harvest each day while the harvests are smallish.

11:55 AM **Ring the bell for lunch)**

12:00 PM **Lunch**

12:25 PM **Harvest and wash station rating**
See General Categories, "Harvest and wash station rating"

12:30 PM Game: “Rock-Paper-Scissors Tag”

(see Growing Together)

This game requires no processing. It is a fun activity that gets people laughing and competing with hilarity.

12:45 PM Workshop: Shelter Preparation Work

(see Attachment 50: Shelter Preparation Workshop)

Young people must be prepared well before going to do shelter work. This workshop orients them to the expectations we hold for them when they are doing service. The role-plays are particularly effective for teaching them how to act and respond to stress within the shelters. Also have each Crew Leader go over the Community Service Question and Answer Sheet with their crew. (see Attachment 87: Community Service Q&A)

Attachment 50

Attachment 87

End the workshop with a quote:

“Charity rids us of our selfishness. It breaks down the wall of our isolation, it opens our eyes to our neighbor, to those more distant from us and to the whole of humanity.”

Pope John Paul II

Tell the crew workers that homeless and hungry people will not always be grateful, and that the work will often be undesirable. Yet they have a chance to ‘open their eyes to their neighbor’ and see the ‘whole of humanity’ in a way that is very unusual for people their age. They get to serve, offer something of themselves. They are needed and it is time to get to work.

2:15 PM Fieldwork

(Just before they head back out to the fields, remind them about the CSA pickup.) If you haven’t already done so, use this time to prepare straight talk for the four Crew Leaders and three Assistant Crew Leaders in Lincoln (1 ACL will ride the train home with the crew workers). You will give them Straight Talk during the Tuesday Leader Meeting this afternoon.

3:30 PM Crew CSA pick-up

Each week crew leaders should designate two crew workers from each crew to go down to the CSA to pickup their crew’s share today. Encourage everyone to try out new veggies. Because CSA members will be picking up at the same time, it is very important that the crew workers are respectful and calm when selecting their crew’s produce. Tell everyone that being able to take home a CSA share is a privilege that their crew could lose if they aren’t respectful.

3:45 PM Chores & Announcements

Remind crew workers that tomorrow everyone will work in shelters.

3:55 PM Walk to train

One ACL walks with the crew workers. As previously arranged, one member of the office staff comes out to the land for announcements. At that point, the site supervisor introduces this office staff member to the large group and tells them that this person will be the other supervisor along with the ACL on the train ride home today. Tell the group that

you've asked the office staff and ACL to report even the smallest problems to you, so the group needs to be as calm and respectful as they usually are when all the CLs and ACLs are on the train. The rest of the CLs and ACLs stay for the Leader meeting.

4:00-6:45PM Tuesday leader meeting

The agenda and content of this meeting is in the General Categories section of the manual. Ending this meeting on time is very challenging, yet you must because leaders need to catch the 6:55 train. Plan your time well and actively drive the agenda so that everything gets covered. Have leaders practice saying their Straight Talk for their crew workers on their ACLs and have their ACL give feedback. Try putting two leader pairs together so more people can give each leader feedback.



6:55 PM Trains depart Lincoln Station

WEDNESDAY

All crews are at shelters and hunger relief organizations. See General Categories, Shelter Days, for details. Prepare Straight Talk for the four Crew Leaders in Lincoln. You will give it to them Thursday and Friday. Call the RSS to remind that person to prepare straight talk for the two leaders in the city.

THURSDAY

Attachment 85 **8:10 AM Leader meeting**
(See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up (by bus)

9:10 AM Workers arrive/Logistics for the day

You have advertised to the office staff for the past few weeks about today being the first day of the weekly "Adopt-a-Staff" program, and hopefully a sizeable contingent of staff members are ready to harvest with the crews. Spend a few minutes while the crew workers are preparing for the day thinking about which staff should work with which crew. Remember that this staff member will return to work with the same crew each week. Think about which crews could use another male or female adult in their group and match accordingly. During the morning announcements, introduce each staff member and ensure that they get properly applauded for.

Attachment 86 **9:15 AM Morning Meeting**
(See Attachment 86: Morning Meetings 2007)

9:25 AM File out into fields

9:30 AM Harvest time!

During fieldwork blocks, you have to think about many different things. First of all, meeting with the program administrator immediately after sending everyone out to the fields is a good routine. Sometimes you just check in about each other's needs for the day, sometimes you will start mapping out other things that you need to plan for. Other times, you work out the nitty-gritty details of upcoming events such as NOFA and the Overnight down to the last tent and the wording of the flyer.

Often you can use the field work blocks to focus on other things, such as working on final preparations for that afternoon's workshop or jotting down notes about straight talk you will later give to leaders or you want to be given to crew workers. Finally, you are the site's doctor/nurse/trainer and should keep an eye on the tent should anyone walk be escorted to the tent in need of first aid attention. The hub of the Lincoln fields, the tent is the place where unruly crew workers are sent by their crew leaders and where visitors tend to migrate in search of people, directions, and information. Do your best to keep the tent in view, but don't be the general surveying the scene from the shade of your tent.

11:55 AM Ring the lunch bell

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, "Harvest and wash station rating"

12:30 PM Game: "Catch-All Tag" (see Growing Together)
In the processing, ask people the question, "How could this game serve as a metaphor for service or social change?" Break people into small groups with a crew leader in charge to make it more likely that people will offer their thoughts. Tell them they have one minute to create their parallel or metaphor. Call on the four groups. The most creative and insightful interpretation wins.

Insights about the metaphor: service is most effective when people join together; sometimes people get involved in service because it is what others are doing (joining the line), but they eventually get excited themselves. Service is about "surrounding" a problem; once the numbers of people involved in service or social change grows, the "line" becomes unstoppable because it outnumbers, outsizes, and overwhelms the problem. Some people try to get others to follow them into service by force, but the force breaks the chain. Others know how to share their idea and create a strategy that involves the whole group. People sometimes have different ideas and groups pull apart and go in different directions.

12:45 PM Workshop: Shelter De-Brief
(see Attachment 61: Shelter De-Brief)

Attachment 61

This workshop can be done as a writing activity or using Concentric Circles or both. In either case, this workshop is a great opportunity to introduce youth to reflection. All of them will be filled with images and thoughts from their first service Wednesday. Take great interest in what they say and draw the young people into a rich and honest dialogue.

End with the quote:

"No man has ever risen to the real stature of spiritual manhood until he has found that it is finer to serve somebody else than it is to serve himself." -Woodrow Wilson

Tell the crew workers that though the service day may have been hard, alarming, boring, unexpected, they took a step yesterday in reaching

beyond their own comfort or interests. Being involved in service is unusual for someone their age and we thank them for their commitment.

2:15 PM Field work

3:45 PM Chores

Announcements

- Crew Workers who signed up to bring a quote about “Service” tomorrow – remember to do so
- Tomorrow is the first real Community Lunch. (No Hunger Banquets, we promise.) The members of Crew F who are cooking need to remember to bring hats or they won’t be allowed in the kitchen. Stress to the group the importance of being welcoming to our community lunch visitors. When people enter a home that’s not theirs, it’s difficult to feel totally comfortable. Explain that this is our “home,” our space, and we need to make people feel comfortable here. It’s very important not to hang out in intimidating clusters under the tent. You want people to introduce themselves to guests and to tell them about the work we do here. Crew workers should spread themselves out amongst the tables. You shouldn’t see more than two workers sitting next to each other. Do a quick role-play of someone being inviting or uninviting-demonstrate the behavior you want to see. Throughout the summer continue to stress that crew workers need to welcome visitors and not just hang out with one another. This becomes increasingly problematic as the group becomes more and more close-knit.

3:55 PM Walk to train

FRIDAY

Attachment 85 8:10 AM Leader meeting
(See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up (by bus)

9:10 AM Workers arrive/logistics for the day

Attachment 86 9:15 AM Morning meeting
(See Attachment 86: Morning Meetings 2007)

9:55 AM File out to the fields

10:00 AM Field work

11:55 AM Theme skit practice Crew D

The crew completes fieldwork 20 minutes early in order to practice the theme skit for Monday. The fieldwork during the week should have been a time to develop the skit concept. This is time to make sure it works. The CL runs this practice session. You should listen in on the planning to make sure the skit is good.

Roxbury preparation Crew C

You meet with this crew to go over the details they need to know for Roxbury next week. Things to be covered include:

- Give the crew their crew's two-week Roxbury schedule – it's more manageable and environmentally friendly if you double-side this photocopy
- Make them write down the Roxbury Site Supervisor's phone number on their schedule
- Give them the Roxbury Late Protocol (see Attachment 77: Roxbury Late Protocol)
- Ask each young person to tell you their specific transportation plan to Roxbury. If they are not sure, help them or get others in their crew to help them. (You have this information already, but now your job is to make sure they know and fully understand their route.)
- Tell them to plan to arrive allow lots extra time the first day in case something goes wrong
- Instruct the Crew Leader to meet the Roxbury Site Supervisor, Urban Grower, and other Crew Leader at the Langdon Food Lot at 8 AM. Give them directions if they don't know how to get there.

Attachment 77

12:15 PM Ring the bell

Everyone comes in, puts tools out of the way, washes hands, gets a nametag, and mingles with the guests.

12:30 Community Lunch

This is the first lunch with guests. Take a guiding role in making sure crew workers clean up, and find a seat among the guests. See General Categories, "Community Lunch, Lincoln and Roxbury" for details.

1:45 PM Workshop: Money Matters I

(see Attachment 30: "Money Matters I" Workshop)

This workshop is run by TFP business manager. (It is simultaneously being run in Roxbury by another staff member on the finance team.) These staff have very little contact with SYP (or teenagers probably). Help them by taking a strong role in getting people quiet, welcoming the presenters, and then keeping crew workers focused.

Attachment 30

2:30 PM Chores/Clean up the Farm

This is the time to do an extra thorough job of tidying up our site. Take this opportunity to get youth to help work on projects that are hard to get to. Often the CSA doesn't get swept out on Thursday – make sure it looks good! Usually, we get a dump-truck load of wood chips emptied near the tent – get help spreading a new layer of wood chips under the tent and especially under the tables. There is a cushion built in to this time block. It allows for the Financial Responsibility workshop to go longer if need be or if Community Lunch took too long, this block can absorb some of the spillover. It also allows for more time to be devoted to chores. Once everything is completed, if the morning work block was stellar enough, it is time for Recreation Time.

3:00 PM Recreation time

If the farm is cleaned up to grower satisfaction, and chores are done well, enjoy recreation time! See General Categories, "Recreation Time Lincoln and Roxbury."



3:45 PM Announcements

Remind Crew C that they will be working in Roxbury next week. We will miss them!

3:55 PM Walk to train

Wish all a great weekend! Sit down or go swimming, you and your summer staff have just completed the second week!

LINCOLN WEEK 3

MONDAY

- Attachment 85** **8:10 AM Leader meeting**
(See Attachment 84: Leader Morning Meetings 2007)
- 9:05 AM Crew worker pick up**
- 9:10 AM Workers arrive/logistics for the day**
- Attachment 86** **9:15 AM Morning meeting**
(See Attachment 86: Morning Meetings 2007)
- 9:55 AM File out to the field**
- 10:00 AM Fieldwork**
Crews D,F,A first
Agricultural Workshop: Compost Happens
Crew E: 10:00-11:00
Crew A: 11:00-12:00
- 11:55 AM Ring the bell for lunch**
- 12:00 PM Lunch**
- 12:30 PM Game: “Dog Chases Tail” (see Growing Together)**
- 12:45 PM Field Work**
Crews A, E, F at first
Agricultural Workshop: Compost Happens
Crew D: 12:45 – 1:45
Crew F: 2:00 - 3:00
- 3:45 PM Chores**
Crews are doing a new chore. Check the quality on their first time and have them re-do it until it is the standard you want to see all week.
- 3:50 PM Announcements**
Harvest day tomorrow! Ask everyone to make sure they eat a good dinner and get a lot of sleep.
- 3:55 PM Walk to the Train**

TUESDAY

8:10 AM Leader meeting (See Attachment 85: Leader Morning Meetings 2007) **Attachment 85**

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting (See Attachment 86: Morning Meetings 2007) **Attachment 86**

9:25 AM Harvest time!

Go over the supply sheets that the crew workers filled out when they were applying to gauge how many tents and sleeping bags exist among the members of the community and how many more are needed. (Often if you ask nicely, staff members will loan extra tents and sleeping bags in exchange for a promise that they will be returned to them in one piece.) At the end of the day, confirm with people that they have as many sleeping bags and tents as they said they did and ask them to ask their parents to make sure they can use them for the overnight.

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, "Harvest and wash station rating"

12:30 PM Game: "Lean On Me" (see Growing Together)

12:45 PM Workshop: Diversity Workshop 1

This workshop is led by the diversity interns whose supervisors are overseeing their facilitation. Introduce the interns and again ask that the crew workers be respectful. Your job during this workshop is to continue to help create a space for the interns to work. Don't just sit back; you are the one who has the most sway in the community. Participate unless the interns have a particular role for you.

2:15 PM Field work
(Just before they head back out to the fields, remind them about the CSA pickup.)

3:25 PM Crew CSA pick-up
Each week crew leaders should designate two crew workers from each crew to go down to the CSA to pickup their crew's share. Encourage everyone to try out new veggies. Because CSA members will be picking up at the same time, crew workers must be respectful and calm when selecting their crew's produce. Tell everyone that being able to take home a CSA share is a privilege that their crew could lose if they aren't respectful.

3:30 PM Ring the bell (everyone else comes in)

3:35 PM Chores



Attachments 88-89

3:45 PM Announcements

Walk around to each table confirm numbers of sleeping bags and tents. Pass out the overnight flyers, permission slips, and supply list. (see Attachment 88: Overnight Permission Slip 2004 and Attachment 89: Overnight Supply List)
Remind crew workers that tomorrow everyone will work in shelters.

3:55 PM Walk to train

Again one ACL (a different one than last week) walks with the crew workers. One office staff member rides the train with the ACL and the crew workers. If it is the same staff person, you do not have to introduce that person to the whole group again, just remind the community that the staff member who rode the train last week, will be on it again this week. If a different staff member is riding the train, have them come out to the field for announcements and introduce them to the group.



4:00-6:45 PM Tuesday leader meeting

As the summer progresses, more and more issues arise that need to be discussed in this meeting. Plan your time well and actively drive the agenda so that everything gets covered. Extra things to do this afternoon include:

- Plan a skit to be performed during the Friday morning meeting to allay fears about the Overnight. Have someone volunteer to fill in the missing ACL. Share your idea with the Roxbury site supervisor and ask that the ACLs and CLs perform a similar skit in the city on Friday.
- Confirm which leaders and ACLs have tents, sleeping bags, and ask if any have extra sleeping bags. Call Roxbury and have the Roxbury site supervisor ask the leaders and ACLs there the same thing.
- Ask one leader to read over Thursday game, "Rise and Shine" in Growing Together and to be ready to lead it for the whole group on Thursday. They will run it for the leaders during the leader meeting Thursday morning as practice.
- Ask everyone to review the Group Affiliation workshop for Thursday.
- Remind leaders that next week after their shelter work on Wednesday, all the leaders meet at the West Cottage lot in Roxbury at 3 PM for Intensive Straight Talk with the summer staff. They need to have straight talk prepared ahead of time so that it can run as smoothly as possible. Straight Talk finishes at 6 PM as long as everyone is there on time so we start on time. Make sure the Roxbury site supervisor tells the leaders in the city the same.

6:55 PM Trains depart Lincoln Station

WEDNESDAY

All crews are at shelters and hunger relief organizations. See General Categories, Shelter Days, for details.

THURSDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting
(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:20 AM File out into fields
Harvest time!

11:55 AM Ring the bell

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, "Harvest and wash station rating"

12:30 PM Game: "Rise and Shine" (see Growing Together)
Lead by the prepared crew leader.

12:45 PM Workshop: Group Affiliation (see Growing Together)

2:15 PM Field work
Instruct Crew E to discuss how they will present next week's theme of the week while in the fields. Remind them that at 3:25 they need to come in and practice for their skit.

3:25 PM Crew E practices for theme of the week

3:40 PM Ring the bell

3:45 PM Chores
Announcements

- Crew Workers who signed up to bring a quote about "Responsibility" tomorrow – remember to do so.
- Remind everyone that community lunch is tomorrow. The half of Crew E who is cooking needs to bring hats and closed toed shoes. Remind Leaders and ACLs to review the Overnight skit for tomorrow morning.

3:55 PM Walk to train

FRIDAY

8:10 AM Leader meeting
(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting
(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:55 AM **File out to the fields**

10:00 AM **Field work**

11:55 AM **Roxbury preparation Crew D**

You meet with this crew to go over the details they need to know for Roxbury next week. Things to be covered include:

- Give the crew their crew's two-week Roxbury schedule – it's more manageable and environmentally friendly if you double-side this photocopy
- Make them write down the Roxbury office phone number on their schedule
- Give them the Roxbury Late Protocol (see Attachment 77: Roxbury Late Protocol)
- Ask each young person to tell you their specific transportation plan to Roxbury. If they are not sure, help them or get others in their crew to help them. (You have this information already, but now your job is to make sure they know and fully understand their route.)
- Tell them to plan to arrive allow lots extra time the first day in case something goes wrong
- Instruct the Crew Leader to meet the Roxbury Site Supervisor, Urban Grower, and other Crew Leader at the Langdon Food Lot at 8 AM. Give them directions if they don't know how to get there.

Attachment 77

12:15 PM (ring the bell) **Youth come in and wash up**

12:30 PM **Community Lunch**

(See General Categories, "Community Lunch, Lincoln and Roxbury" for details.

Attachment 27

1:45 PM **Art Workshop** (see Attachment 27: Art Workshop)

We have tried many different versions of this workshop and have found this to be the most focused and successful. For a number of years, a staff member who was going to art school led these workshops, experimented with different objectives, and finally settled on this workshop. Ideally, this workshop is run by staff members (including crew leaders and ACLs) who love visual art, (but if no one is interested in leading it, you can do it). Help them by taking a strong role in getting people quiet, welcoming the presenters, and then keeping crew workers focused.



2:45 PM **Chores/Clean up the Farm**

This is the time to do an extra thorough job of tidying up our site. Take this opportunity to get youth to help work on projects that are hard to get to. Often the CSA doesn't get swept out on Thursday – make sure it looks good! Usually, we get a dump-truck load of wood chips emptied near the tent – get help spreading a new layer of wood chips under the tent and especially under the tables. Depending on how long the Art Workshop takes, there is often more than 15 minutes left for this task. Utilize this time if it can serve the farm well. Once all the clean up chores are completed, if the morning work block was stellar enough, it is time for Recreation Time.

3:00 PM **Recreation Time**

If the farm is cleaned up to grower satisfaction, and chores are done well,

enjoy recreation time! See General Categories, "Recreation Time Lincoln and Roxbury."

3:45 PM Announcements

Remind Crew D that they will be working in Roxbury next week. Send them off with a big goodbye from the group.

3:55 PM Walk to train

Take a deep breath. Week number 3!

LINCOLN WEEK 4

MONDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:55 AM File out to the fields

10:00 AM Field work: Crews B, E, F first

Agricultural Workshop: Wayward Weeds

Crew A: 10:00-11:00

Crew B: 11:00-12:00

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:30 PM Game: Chain Reaction Tag

(see Attachment 90: Chain Reaction Tag)

Organize crews into two groups. Facilitate the game for each of these two larger groups.

Attachment 90

12:45 PM Field Work: Crews E, B at first

Agricultural Workshop: Wayward Weeds

Crew F: 12:45 – 1:45

Crew E: 2:00 - 3:00

Intensive Straight Talk: Crew A

You should find a spot for straight talk that is in the shade, far enough away from the fields and the tent so that the crew workers don't get distracted, but close enough so that you can keep an eye on the tent. Bring benches so crew workers don't get distracted by the bugs they will inevitably find if they sit on the ground. Begin by explaining the straight talk process and telling them that you need them to be serious. Let them know that you won't tolerate any messing around. This is one of the best opportunities for youth to help each other grow and that they need to be thoughtful to take advantage of this time. Explain how the process



works, explain how the writing will work (that as a group they need to decide in what order people will receive Straight Talk so that everyone can write down the names in that order), and finally read the guidelines for Giving Straight Talk (see Growing Together). Ask for silence as everyone writes. Strangely enough 2 1/2 – 3 hours will fly by, so you need to be a good timekeeper and drive the process so that everyone receives their feedback. The last three people to receive Straight Talk should be (in this order): the ACL, the Crew Leader, you. Only if there is extra time and you have seen the crew for at least a week should the youth give straight talk to you and you give straight talk to the youth.

3:45 PM Chores

Crews are doing a new chore. Check the quality on their first time and have them re-do it until it is the standard you want to see all week.
Announcements
Prepare for a big harvest day.

TUESDAY

8:10 AM Leader meeting
Attachment 85 (See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting
Attachment 86 (See Attachment 86: Morning Meetings 2007)

9:25 AM Harvest time!
Make sure your agenda is prepared for the Leader meeting at the end of the day. Make sure the logistics for dinner are in order.

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, “Harvest and wash station rating”

12:30 PM Game: “Jump Higher” (see Growing Together)

12:45 PM Workshop: Intensive Straight Talk: Crew F
Field work – everyone else
(Just before they head back out to the fields, remind them about the CSA pickup.)

3:30 PM Crew CSA pick-up

3:35 PM Ring the bell (everyone else comes in)

3:45 PM Chores

Announcements
Remind crew workers that tomorrow everyone will work in shelters.

3:55 PM Walk to train

Again a different ACL walks with the crew workers and they and the office staff member will be the authority figures on the train.

4:00-6:45 PM Tuesday leader meeting

Make time for some quick energizing, fun time for all the leaders just after the crew workers leave and before you get to business. Sometimes this fun time is a game, sometimes it's handstands, sometimes (with the grower's permission beforehand) it's strawberry or raspberry foraging, sometimes it's kickball or soccer, sometimes it's a Growing Together game. But remember, you have lots of business to cover. Remind the leaders about tomorrow's Intensive Straight Talk for the summer staff at West Cottage. Because you will give Straight Talk to leaders tomorrow, don't give it to them today. The Grower should be given time to give feedback to crew pairs.

6:55 PM Trains depart Lincoln Station

WEDNESDAY

All crews are at shelters and hunger relief organizations. See General Categories, Shelter Days, for details.

3:00 – 6:00 PM Summer Staff Intensive Straight Talk at the West Cottage site

THURSDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:20 AM File out into fields

Harvest time!

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating

See General Categories, "Harvest and wash station rating"

12:30 PM Game: "All Aboard" (see Growing Together)

Lead by the prepared crew leader.

12:45 PM Intensive Straight Talk: Crew E

Field work – everyone else

3:35PM Ring the bell

3:45 PM Chores

Announcements

Remind everyone tomorrow is an “in-house” community lunch – just us. Call the Roxbury Site Supervisor to remind half of Crew C that they are cooking and that they need to bring hats and closed toed shoes.

3:55 PM Walk to train

FRIDAY

8:10 AM Leader meeting
Attachment 85 (See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting
Attachment 86 (See Attachment 86: Morning Meetings 2007)

9:25 AM File out to the fields

9:30 AM Intensive Straight Talk: Crew B (LSS)

Field work

The Roxbury site supervisor and the program director should set up the Ice Cream game/Community Build for the afternoon.

11:55 AM Prep for Theme of Week

Crew F plans next week’s theme of the week introduction.

Roxbury preparation Crew E

Whoever has time, the Lincoln or Roxbury site supervisor, meets with this crew to go over the details they need to know for Roxbury next week. Things to be covered include:

- Give the crew their crew’s two-week Roxbury schedule – it’s more manageable and environmentally friendly if you double-side this photocopy
 - Make them write down the Roxbury office phone number on their schedule
 - Give them the Roxbury Late Protocol (see Attachment 77: Roxbury Late Protocol)
 - Ask each young person to tell you their specific transportation plan to Roxbury. If they are not sure, help them or get others in their crew to help them. (You have this information already, but now your job is to make sure they know and fully understand their route.)
 - Tell them to plan to arrive allow lots extra time the first day in case something goes wrong
 - Instruct the Crew Leader to meet the Roxbury Site Supervisor, Urban Grower, and other Crew Leader at the Langdon Food Lot at 8 AM. Give them directions if they don’t know how to get there.
- Attachment 77**

12:15 PM **Ring the bell. Youth come in and wash up.**

12:30 PM **Community Lunch**

Enjoy the lunch. Have crew C present it as if it were a regular community lunch.

After Crew C presents, gather the ACLs and go over with them the roles they will play in this afternoon's workshop: Community Build/The Ice Cream Game.

1:10 PM **Group picture**

In the arena, in front of The Food Project box truck often works well.

1:20 PM **Chores/Clean up the Farm**

1:30 PM **Community Build/"Ice Cream Game"** (see Growing Together)

4:00 PM **The Overnight begins**

Shuttle those not staying for the Overnight to the train.
See "The Overnight" in Special Events

LINCOLN WEEK 5

MONDAY

8:10 AM **Leader meeting**

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM **Crew worker pick up**

9:10 AM **Workers arrive/logistics for the day**

9:15 AM **Morning meeting**

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:55 AM **File out to the fields**

10:00 AM **Field work:** Crews A, B, F first

Agricultural Workshop: Insects

Crew C: 10:00-11:00

Crew F: 11:00-12:00

12:00 PM **Lunch**

12:30 PM **Game: "Balloon Blast"** (see Growing Together)

12:45 PM **Field Work:** Crews A, C, F at first

Agricultural Workshop: Insects

Crew B: 12:45 – 1:45

Crew A: 2:00 - 3:00

3:45 PM **Chores**

Crews are doing a new chore. Check the quality on their first time and have them re-do it until it is the standard you want to see all week.

Announcements

Harvest tomorrow!

3:55 PM Walk to the Train

TUESDAY

Attachment 85
8:10 AM Leader meeting
(See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

Attachment 86
9:15 AM Morning meeting
(See Attachment 86: Morning Meetings 2007)

9:25 AM Harvest time!

Make sure your agenda is prepared for the Leader meeting at the end of the day. Make sure the logistics for dinner are in order.

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, "Harvest and wash station rating".

12:30 PM Game: "Hello! Hello! Hello!" (see Growing Together)
A crew leader leads this game.

12:45 PM Workshop: Diversity Training II

2:15 PM Field Work
(Just before the workers head back out to the fields, remind them about the CSA pickup.)

3:30 PM Crew CSA pick-up

3:35 PM Ring the bell (everyone else comes in)

3:45 PM Chores

Announcements

Shelter day tomorrow--

Ask for everyone's cooperation on the train again this Tuesday. Remind them that the ACL and the office staff member will be on the train today.

3:55 PM Walk to train

A different ACL walks with the crew workers. One office staff and the ACL are the supervisors on the train.

4:00-6:45 PM Tuesday leader meeting

Trust us, you will have plenty to talk about.

6:55 PM Trains depart Lincoln Station



WEDNESDAY

All crews are at shelters and hunger relief organizations. See General Categories, Shelter Days, for details.

THURSDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:20 AM File out into fields

Harvest time!

11:55 AM Ring the lunch bell

12:00 PM Lunch

12:25 PM Harvest and wash station rating

See General Categories, "Harvest and wash station rating".

12:30 PM Game: "Jump, Dive, Hop" (see Growing Together)

This game becomes a wonderfully fun competition between crews. Sometimes individuals can take it too far. Remind crew leaders that you need their help officiating.

12:45 PM Workshop: Nature Sit (see Growing Together)

Crews A & C: 12:45-1:45

Crews B & F: 2:00 - 3:00

Field Work

Crews B & F: 12:45-2:00 and 3:00-3:35

Crews A & C: 1:45-3:35

3:15 PM Theme of Week Skit Practice

Crew A comes in to practice their theme-of-the-week presentation for Monday.

3:35PM Ring the bell

3:45 PM Chores

Announcements

- Crew Workers who signed up to bring a quote about "Commitment" tomorrow – remember to do so.
- Community Lunch tomorrow. The half of Crew A that is cooking needs to wear hats and closed-toed shoes.

3:55 PM Walk to train

FRIDAY

- Attachment 85** **8:10 AM** **Leader meeting**
(See Attachment 85: Leader Morning Meetings 2007)
- 9:05 AM** **Crew worker pick up**
- 9:10 AM** **Workers arrive/logistics for the day**
- Attachment 86** **9:15 AM** **Morning meeting**
(See Attachment 86: Morning Meetings 2007)
- 9:55 AM** **File out to the fields**
- 10:00 AM** **Field work**
- 11:55 AM** **Roxbury preparation Crew F**
Meet with this crew to go over the details they need to know for Roxbury next week. Things to be covered include:
- Give the crew their crew's two-week Roxbury schedule – it's more manageable and environmentally friendly if you double-side this photocopy
 - Make them write down the Roxbury office phone number on their schedule
- Attachment 77** • Give them the Roxbury Late Protocol (see Attachment 77: Roxbury Late Protocol)
- Ask each young person to tell you their specific transportation plan to Roxbury. If they are not sure, help them or get others in their crew to help them. (You have this information already, but now your job is to make sure they know and fully understand their route.)
 - Tell them to plan to arrive allow lots extra time the first day in case something goes wrong
 - Instruct the Crew Leader to meet the Roxbury Site Supervisor, Urban Grower, and other Crew Leader at the Langdon Food Lot at 8 AM. Give them directions if they don't know how to get there.
- 12:15 PM** **Ring the bell. Youth come in and wash up.**
- 12:30** **Community Lunch**
See General Categories, "Community Lunch, Lincoln and Roxbury" for details.
- Attachment 28** **1:45 PM** **Writing Workshop**
(see Attachment 28: Writing Workshop)
We have experimented with many writing workshops over the years. This one has been successful recently.
- 2:45 PM** **Chores/Clean up the Farm**
- 3:00 PM** **Recreation Time**
If the farm is cleaned up to grower satisfaction, and chores are done well, enjoy recreation time! See General Categories, "Recreation time Lincoln and Roxbury."

3:45 PM Announcements

Goodbye to Crew F who will be in Roxbury next week.

3:55 PM Walk to train

Good job! Week 5 – finis!

LINCOLN WEEK 6

MONDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:55 AM File out to the fields

The program administrator and office intern should update the Family Feast Flyer (see Attachment 121: Family Feast Flyer) and send it to all the parents. It is important to do this flyer this far in advance so that parents can remember to make time in their schedules.

Attachment 121

10:00 AM Field work: Crews A, B, D first

Agricultural Workshop--French Fries and the Food System:

Crew C: 10:00-11:00

Crew B: 11:00-12:00

12:00 PM Lunch

12:30 PM Game: “Quick Line Ups”

(See Attachment 91: Quick Line-Ups)

Attachment 91

12:45 PM Field Work: Crews B, C, D at first

Agricultural Workshop--French Fries and the Food System:

Crew A: 12:45 – 1:45

Crew D: 2:00 - 3:00

3:45 PM Chores

Crews are doing a new chore. Check the quality on their first time and have them re-do it until it is the standard you want to see all week.

Announcements

Expect big harvests these days!

3:55 PM Walk to the Train

TUESDAY

8:10 AM Leader meeting
Attachment 85 (See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting
Attachment 86 (See Attachment 86: Morning Meetings 2007)

9:25 AM Harvest time!
Make sure your agenda is prepared for the Leader meeting at the end of the day. Make sure the logistics for dinner are in order.

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, "Harvest and wash station rating"

12:30 PM Game: "Observations Changes" (see Growing Together)

12:45 PM Level the Playing Field (see Growing Together)
One of our highest, if not the highest, risk workshop of the summer. Make sure the Program Director is there to help facilitate.

2:30 PM Field work
(Just before they head back out to the fields, remind them about the CSA pickup.)

3:30 PM Crew CSA pick-up

3:35 PM Ring the bell (everyone else comes in)

3:45 PM Chores

Announcements

Shelter day tomorrow. Remind crew workers about being respectful and calm on the train. The office staff and ACL are the supervisors on the train today.

3:55 PM Walk to train
A different ACL walks with the crew workers. Office staff and ACL are the supervisors on the train.

4:00-6:45 PM Tuesday leader meeting

6:55 PM Trains depart Lincoln Station



WEDNESDAY

All crews are at shelters and hunger relief organizations. See General Categories, Shelter Days, for details.

THURSDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:20 AM File out into fields

Harvest time!

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating

See General Categories, "Harvest and wash station rating".

12:30 PM Game: "360 Degrees" (see Growing Together)

12:45 PM Workshop: Sexual Identity

(See Attachment 92: Sexual Identity Workshop)

Attachment 92

2:15 PM Field Work

3:15 PM Theme of the Week Practice

Crew B comes in to practice their theme-of-the-week presentation for Monday.

3:35PM Ring the bell.

3:45 PM Chores

Announcements

- Crew Workers who signed up to bring a quote about "Hope" tomorrow – remember to do so.
- Community Lunch tomorrow. The half of Crew B that is cooking needs to wear hats and closed-toed shoes.

3:55 PM Walk to train

FRIDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

- 9:05 AM** **Crew worker pick up**
- 9:10 AM** **Workers arrive/logistics for the day**
- 9:15 AM** **Morning meeting**
Attachment 86 (See Attachment 86: Morning Meetings 2007)
- 9:55 AM** **File out to the fields**
- 10:00 AM** **Field work**
- 11:55 AM** **Roxbury preparation:** Crew A
This crew has already been to Roxbury, but many weeks ago. Make sure they remember all the details. Things to be covered include:
- Give the crew their crew’s two-week Roxbury schedule – it’s more manageable and environmentally friendly if you double-side this photocopy
 - Make them write down the Roxbury office phone number on their schedule
- Attachment 77**
- Give them the Roxbury Late Protocol (see Attachment 77: Roxbury Late Protocol)
 - Ask each young person to tell you their specific transportation plan to Roxbury. If they are not sure, help them or get others in their crew to help them. (You have this information already, but now your job is to make sure they know and fully understand their route.)
 - Tell them to plan to arrive allow lots extra time the first day in case something goes wrong
 - Instruct the Crew Leader to meet the Roxbury Site Supervisor, Urban Grower, and other Crew Leader at the Langdon Food Lot at 8 AM. Give them directions if they don’t know how to get there.
- 12:15 PM** **Ring the bell. Youth come in and wash up.**
- 12:30 PM** **Community Lunch**
See General Categories, “Community Lunch, Lincoln and Roxbury” for details.
- Attachment 29**
- 1:45 PM** **Music Workshop** (see Attachment 29: Music Workshop)
This workshop was created and run for many years by two musically inclined TFP staff. It’s a hit – engaging young people’s creativity and spawning lyrics that youth will hark back to years down the road.
- 2:45 PM** **Chores/Clean up the Farm**
- 3:00 PM** **Recreation time**
If the farm is cleaned up to grower satisfaction, and chores are done well, enjoy recreation time! See General Categories, “Recreation time Lincoln and Roxbury.”
- 3:45 PM** **Announcements**
Send off Crew A for the last Roxbury week.
- 3:55 PM** **Walk to train**

LINCOLN WEEK 7

This is the week one ACL per day can come in early at 8:00 AM with the crew leaders. If Crew B's ACL will be coming in early on Tuesday, allow the CL to come in at 9:00 AM. The ACL will step into the crew leader's shoes for the day and be in charge of the field tasks. Be sure to discuss with the ACL how to facilitate a crew worker morning meeting discussion. It is an honor and a big responsibility to step into this role; make sure the ACL knows it.

MONDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:55 AM File out to the fields

Program coordinator, program administrator, Roxbury site supervisor, and program director all discuss which three youth should be asked to give testimonials at the Family Feast. (See Special Events, Family Feast for more information.)

10:00 AM Field work: Crews B, C, E first

Agricultural Workshop –Debate Prep:

Crew D: 10:00-11:00

Crew E: 11:00-12:00

12:00 PM Lunch

12:30 PM Game: "Trust Fall" (See Growing Together)

12:45 PM Field Work: Crews B, D, E at first

Agricultural Workshop: Debate Prep:

Crew C: 12:45 – 1:45

Crew B: 2:00 - 3:00

3:45 PM Chores

Crews are doing a new chore. Check the quality on their first time and have them re-do it until it is the standard you want to see all week.

Announcements

Only three more harvests!

3:55 PM Walk to the Train

Pull those three that you have chosen to give the testimonials aside to see if they'd be up for doing it.



TUESDAY

8:10 AM Leader meeting
Attachment 85 (See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting
Attachment 86 (See Attachment 86: Morning Meetings 2007)

9:25 AM Harvest time!

Make sure your agenda is prepared for the Leader meeting at the end of the day. Make sure the logistics for dinner are in order.

Email the rural grower, urban grower, and Farmers' Market manager to ask them about the 9th week: how many youth they want and confirm the hours.

Attachment 93 (See Attachment 93: 9th week schedule)

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, "Harvest and wash station rating"

12:30 PM Game: "Balancing Act" (see Growing Together)

12:45 PM Gender Awareness (see Growing Together)
You will share this facilitation with one or two leaders of the opposite gender. Make sure you all are prepared and the workshop is tight.

2:15 PM Field work
(Just before they head back out to the fields, remind them about the CSA pickup.)

3:30 PM Crew CSA pick-up

3:35 PM Ring the bell (everyone else comes in)

3:45 PM Chores

Announcements

Last shelter day tomorrow.

Remind them that one office staff and ACL are supervisors on the train.

3:55 PM Walk to train
A different ACL walks with the crew workers. Office staff and ACL are the supervisors on the train.

4:00-6:45 PM Tuesday leader meeting

6:55 PM Trains depart Lincoln Station



WEDNESDAY

All crews are at shelters and hunger relief organizations. See General Categories, Shelter Days, for details.

THURSDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:20 AM File out into fields

Harvest time!

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating

See General Categories, "Harvest and wash station rating"

12:30 PM Game: "Guide Me Well" (see Growing Together)

12:45 PM Workshop: "Quick Decisions" (See Growing Together)

2:15 PM Field Work

3:35PM Ring the bell

3:45 PM Chores

Announcements

- Crew Workers who signed up to bring a quote about "Courage" tomorrow – remember to do so.
- Tomorrow's Community Lunch is our last one. The half of crew D that is cooking tomorrow needs to bring hats and close-toed shoes.

3:55 PM Walk to train

FRIDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up

9:10 AM Workers arrive/logistics for the day

Attachment 86 **9:15 AM** **Morning meeting**
(See Attachment 86: Morning Meetings 2007)

9:55 AM **File out to the fields**

10:00 AM **Field work**

12:15 PM **Ring the bell--youth come in and wash up.**

12:30 PM **Community Lunch**

See General Categories, "Community Lunch, Lincoln and Roxbury" for details.

Attachment 31 **1:45 PM** **Money Matters II Workshop**
(See Attachment 31: "Money Matters II" Workshop)

2:45 PM **Chores/Clean up the Farm**

3:00 PM **Recreation Time**

If the farm is cleaned up to grower satisfaction, and chores are done well, enjoy recreation time! See General Categories, "Recreation Time Lincoln and Roxbury."

3:45 PM **Announcements**

Introduce the 9th week opportunity by explaining it is a chance for youth to have additional work opportunities on the land in Lincoln and Roxbury and at the Farmers' Markets. Explain the work block times for the following week. There will be no workshops and no straight talk. If youth aren't working well, staff will just tell them not to come back the following day. People can sign up for whatever they want, but staff will only choose people who they have felt worked hard with a good attitude during the year. Wednesday at 3pm, the Site Supervisor will read out the list of people who are chosen to work.

Next week is our last one--only three more days left. Everyone will be in Lincoln next week. Remind everyone to check in with their parents to make sure they are coming to the Family Feast and that they are bringing something for the potluck. Pump up the Family Feast!

3:55 PM **Walk to train**

LINCOLN WEEK 8

MONDAY

Attachment 85 **8:10 AM** **Leader meeting**
(See Attachment 85: Leader Morning Meetings 2007)

9:05 AM **Crew worker pick up (by bus)**

9:10 AM **Workers arrive/logistics for the day**

9:15 AM **Morning meeting**

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:25 AM File out to the fields

9:30 AM Intensive Straight Talk

Crew D – with the Lincoln Site Supervisor

Crew A – with the Roxbury Site Supervisor

Agricultural Workshop –Food Systems Debate:

Crew E: 9:30 – 10:15

Crew C: 10:15-11:00

Crew B: 11:00-11:45

12:00 PM Lunch

12:30 PM Game:

12:45 PM Intensive Straight Talk

Crew C – with the Lincoln site supervisor

Crew E – with the Roxbury Site Supervisor

Agricultural Workshop –Food Systems Debate:

Crew F: 12:45 – 1:40

Crew A: 1:45 – 2:40

Crew D: 2:45 – 3:40

3:30 PM Chores

Check the chore list. Since having six crews in Lincoln affects the usual chore list/ rotation, adjustments have been made (on the chore list) for this week so that each crew pitches in equally.

Announcements

- Tomorrow is the last harvest!
- Pass out the Family Feast Flyer. (Yes, you've already mailed one home two weeks ago, but it's worthwhile passing out another one now.)
- 9th week sign-ups (See Attachments 94-96, 9th week Farmers' Market sign-up, 9th week Lincoln Field Work sign-up, 9th week Roxbury Field Work sign-up): Reiterate that the 9th week is a chance for youth to have additional work opportunities on the land in Lincoln and Roxbury and at the Farmers' Markets. Explain the work block times for the following week. There will be no workshops and no straight talk. If youth aren't working well, staff will just tell them not to come back the following day. People can sign up for whatever they want, but staff will only choose people who they have felt worked hard with a good attitude during the year. Wednesday at 3pm, the site supervisor will read out the list of people who are chosen to work.

3:55 PM Walk to the Train

TUESDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

9:05 AM Crew worker pick up (by bus)



Attachments 94-96

Attachment 85

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting
(See Attachment 85: Morning Meetings 2007)

Attachment 85

9:25 AM Last Harvest!
Make sure your agenda is prepared for the Leader meeting at the end of the day. Make sure the logistics for dinner are in order. (Crew E and Crew F's last field work block.)

11:55 AM Ring the bell for lunch

12:00 PM Lunch

12:25 PM Harvest and wash station rating
See General Categories, "Harvest and wash station rating".

12:30 PM Game: Play a favorite game from the summer again.

Attachment 97

12:45 PM Practice for the Family Feast
(See Attachment 97: Family Feast Preparation)
Every crew has to run their skit by the two supervisors for approval. One crew at a time presents while the other crews continue practicing. Give feedback to the whole crew immediately after the presentation. One of the deltas you will repeat the most is that people need to speak louder. Remind them that the tent will be filled with people, who will absorb a lot of the sound. If it's not up to your high standards and if you wouldn't be comfortable with them performing in front of a crowd at that moment, make crews go off and practice some more and then return to run their skit for you again. Although this is a long workshop, time sometimes gets away from everyone and you're scrambling at the end to watch each crew practice. Make sure you allow at least an hour and fifteen minutes for crews to present to you.

3:30 PM Chores & CSA pickup

3:45 PM Announcements

- Tell youth to remind their parents about the Family Feast.
- Remind them to bring swimsuits, towels, a potluck dish, and a clean TFP t-shirt to change into for the Family Feast.
- Pass out flyers for and mention the fall alumni reunion and the date. (Talk to the IFA coordinator about this beforehand; they should prepare this flyer.)
- Read list of 9th week workers that you have collected from Ag and FM staff.

3:55 PM Walk to train
A different ACL walks with the crew workers. Office staff and the ACL are the supervisors on the train.

4:00-6:45 PM Tuesday leader meeting
Even though there is no formal Straight Talk tomorrow, crew workers may still earn violations. Crew Leaders report violations and earnbacks

to you this evening as usual and should be prepared to carefully present both during the field work block or their Intensive Straight Talk session tomorrow. Often the last day Straight Talk works best when crew leaders take their crew out to the field, sit them down before the work begins, and report violations and earnbacks. Ideally, Straight Talk would never be abbreviated to this degree, but since a full Straight Talk session isn't possible, we ask leaders to take extra care when presenting this final official feedback.

6:55 PM Trains depart Lincoln Station

WEDNESDAY

8:10 AM Leader meeting

(See Attachment 85: Leader Morning Meetings 2007)

Attachment 85

9:05 AM Crew worker pick up (by bus)

9:10 AM Workers arrive/logistics for the day

9:15 AM Morning meeting

(See Attachment 86: Morning Meetings 2007)

Attachment 86

9:30 AM Field Work

Crew leaders need to lead their crews through one final superb day in the fields. Leaders give Straight Talk to their crew at the beginning of their block. Everyone should thoroughly clean their tools at the end of the work block.

Intensive Straight Talk

Crew B - Lincoln Site Supervisor
Crew F - Roxbury Site Supervisor

12:00 PM Lunch

12:30 PM Evaluation

Some years we have had evaluation forms that youth and leaders have needed to fill out for our grants. Now we have internal forms created as a way to measure the impact of our work on our young people. Make sure everyone takes this seriously. As always, read this out loud. Have crew leaders and ACLs helping their group members.

12:45 PM Game: Rock Paper Scissors Tag

Girls vs. Boys - just to keep it interesting.

1:00 PM Writing Reflection on the Summer

Begin with a Visualization:

-Have everyone close their eyes and take them back to their first day here. Have them think about the feeling they had the night before the program was to begin, what their expectations were in the morning of the first day, who they remember seeing as they rode the commuter rail to Lincoln, have them picture getting off the bus and looking out at the fields, standing in a circle and introducing themselves, the first time they weeded; think about the Most Important Word exercise, what your word was, whether you've been true to it.



Today we're going to close out what we started that day
We want people to look within themselves and to share what they have accomplished and what they have learned

We want you to write to the following questions:

- How far have you come to accomplishing the goals you set for yourself at the beginning of the summer?
- How far have we come to accomplishing the goals we set at the beginning of the summer?
- What have you learned about the land this summer? How has your relationship to the land changed?
- What have you learned /experienced about service this summer?
- What has been your experience of working with people from different backgrounds and communities this summer?

Each person should share their response to one of these questions with the entire group.

2:00 PM Game Tournament

- Count Up

Each crew tries to count up as high as possible. Ask the leaders to keep their crews focused and not to cheat.

- Bing Bang Boom Championship

Each crew plays Bing Bang Boom and the top two winners from each team come under the tent for the championship. The two site supervisors need to be vigilant referees. Pump this championship up. Crew workers may stand on tables and benches but need to give the championship circle room, not distract the players, and be quiet during play.



3:00 PM Bonus and Summer Book

Recognize those who have earned the bonus award.

Give Out the Summer Book

3:15 PM To Walden

- Start shuttling to Walden (Site Supervisors and Crew Leader with cars) One supervisor needs to be in the first shuttle to Walden so that there is a TFP authority figure over there.
- Set up the site (program administrator and other staff members whom you've recruited, as well as crew workers who don't want to go to Walden or say they aren't staying for the Family Feast. (There are always a couple who either wanted to be asked to stay or who really don't want to be there for the evening.) While people are waiting for the next round of shuttles, they should help set up the site for the Family Feast.

4:30 PM Return from Walden

Start shuttling back from Walden. Those who were on the first shuttle there get in the first shuttle back. Once the vans come back, willing staff members whom you recruited well in advance (assistant growers?) do a combined shuttle run to Alewife (Be there at 5pm; leave no later than 5:15)

5:00 PM Get site completely set up for Family Feast.

(Everyone helps!)

- Everyone puts on a nametag

- Everyone keeps their Food Project t-shirts on

5:30 PM Welcome visitors!

Family and guests start arriving.

They are given tours of the farm either individually by their children or by the grower who arranges a group tour.

Two staff “food czars” (the program administrator and usually the Community Lunch coordinator) collect food from families as they arrive.

6:00 PM Family Feast Program begins:

(See “Family Feast” in the Special Events section for an in-depth look.)

6:00 Site Supervisors and Program Administrator introduce each other and give a big welcome. Briefly intro other TFP staff and reassure that everyone who came by public transport will get on the bus at 8:00 which will make drop-offs at Alewife and Ruggles.

6:10 Crews present themselves and their accomplishments - (7 min each).

6:50 Recognize and thank the Shelter Coordinators who are present.

6:55 Three pre-selected youth give testimonies about their growth over the summer.

7:10 Future involvement for youth, parents and, others. (Executive, Managing, or Program Director)

7:15 Explanation of the meal (Roxbury Site Supervisors) and Blessing over the Meal (Grower)

7:20 Crews and their related guests get in circles to introduce themselves, are called by Lincoln Site Supervisor to go eat.

Meanwhile, they can play a game with their circle. Names in the Air works well for a large or small group. Predator/Prey would also work for a small group (10).

7:55 Thank yous. (Lincoln Site Supervisor and Roxbury Site Supervisor)

8:00 Bus pickup



THURSDAY

Closure and Evaluation Day for Leaders

8:55 AM Pickup from Lincoln station

The leaders get a reprieve and get to sleep an hour later.

Roxbury site supervisor does a van pickup from the commuter rail station and drives the summer staff to the Lincoln fields

9:00 AM Outline and Set the Tone for the Day

Take a few minutes to congratulate everyone on a successful summer and end of summer celebration! Go over today’s agenda with them. Ask the leaders to finish strongly with a good last day.

9:10 AM Harvest

On Tuesday there were 55 more able bodies bringing in the harvest. Today two handfuls of leaders remain. Everyone needs to bust it to get the harvest in. (The Ag staff, worried about the lack on labor, has already done a lot. Sometimes the harvesting is finished before 12, but schedule for three hours just in case.)

12:00 PM Lunch

The leaders all finally get to eat together. Do your best to keep everyone together on this last day.

12:30 PM Summer Staff Evaluation

Introduce this section by saying that it's extremely important to get summer staff feedback so you can learn from this year and improve next year's SYP. The tendency is for everyone to want to talk about the things that could have been improved upon. Tell them that it's just as important to mention the good things from the summer so that they can be repeated next year.



One at a time, write an evaluation category up on a flipchart page. Draw a vertical line down the middle of the page and write positives on one side and deltas on the other. Because 3 hours is allotted for this evaluation and you have 20 categories, each category should be given 8 minutes. Half way through let everyone stretch and run around for a minute.

The summer staff evaluation categories are as follows:

- Two weeks in Roxbury
- Morning Crew Leader Meetings
- Morning Meetings (CW)
- Hunger Relief Organizations / Shelters
- Straight Talk & Standards
- Agriculture Curriculum
- Lincoln Curriculum
- Rox Curriculum
- Field Work
- Farmer's Market
- Rec Day
- Rainy Days
- (Too Hot Days)
- CSA
- Interns
- Leader Training
- Commuter Rail
- Overnight
- Community Lunch
- Family Feast

3:30 PM Affirmation Cards

Prepare the cards in advance. Bring a stopwatch. Bring construction paper glued to more stiff oak tag paper. Change locations. Get the leaders to move one table and four large benches to this new location. Make sure everyone around the table has one. Everyone writes their names in the middle of the card (not too big). Begin by passing your card to your right. Everyone now has two minutes to write a short positive note to that person on their card. (Ask everyone to leave room for everyone else to write.) The note should tell the person what you appreciate about them. When the stopwatch beeps after two minutes, continue to pass the cards to the right. Continue this until everyone has written on everyone else's card. To ensure that no one misses another person's card, everyone so stay on time and pass only to the right. At the

end everyone should get their card back. Often as a thank-you gift, we give leaders a TFP quotes book. (Make sure it's in the budget.) This is an opportunity to thank people for their summer of hard work and to wish them well. The quote book is a way for them to hold onto the inspiration of The Food Project and hopefully take their own service further. After a group hug, or some such closing, ask everyone to take 5 minutes to help clean up the tent site so it does not fall to the growers.

4:15 PM Closing

FRIDAY

9:00 – 12:00 Staff Evaluation

At the beginning of the summer when you announced the important SYP dates to the staff, you announced the Staff Evaluation. Thank the staff for coming.

Give a brief explanation of your expectations for these three hours. Some of the categories on which you are asking for feedback are different than the categories the previous day for the summer staff. But the structure is the same. You, the Roxbury site supervisor, and the program administrator should share the time-keeping and the writing duties. Since there are 18 categories, 8 minute per category means you can take a 15-minute break and still finish in under three hours. At the end of the evaluation, thank the staff for their input and all their incredible work this summer.

- Recruitment/Decision-Making
- Leader Training
- 2 Weeks in Roxbury
- Standards
- Agriculture Curriculum
- Lincoln Curriculum
- Roxbury Curriculum
- Field Work – Lincoln
- Field Work – Roxbury
- Food Distribution/Visibility
- Interaction with Interns
- Overnight
- NOFA
- Family Feast
- Community Lunch
- Mid Summer Parents' Event
- Safety
- Information Flow re: SYP Youth & Activities
- Staff Evaluation

Now the summer is complete.
Great job!



Roxbury Weeks 1 and 2

- *Overview*
- *Monday in Roxbury*
- *Tuesday in Roxbury*
- *Wednesday in Roxbury*
- *Thursday in Roxbury*
- *Friday in Roxbury*

Overview

The city work is a highlight for many youth in the summer program. Young people from the city may be a bit embarrassed at first to be seen “getting dirty” on the food lots, but eventually they feel proud to be farming in the neighborhood. They know their work is healthy, productive, and feeds people who are hungry. Young people from outside the city often love the vibrancy and activity in the neighborhood. They are tentative at first because there is so much unknown. However, the work becomes a powerful cross-cultural experience for them, as they farm in the midst of Cape Verdean, Hispanic, and African-American residents who walk by, lean over the fence to talk about the crops, and often encourage them to keep up the good work.

During the first and second summers of The Food Project there were no food lots in the city. The rural program had a lot to offer to the youth involved, but something even more powerful and special emerged once all crews began rotating between the city and suburbs. It has taken a number of years to organize effective work and curriculum in that location. When run well it leaves an indelible mark on the youth who work and serve there. The grower and site supervisor in that location must work as an inseparable team in order to bring this about. The Lincoln site supervisor must remain interested and available to the Roxbury site supervisor as issues emerge among the youth and problems need to be solved. Over the years the Urban Growers and Roxbury Site Supervisors have fine-tuned the logistics that have to happen in Roxbury for everything to go right. Here is the updated list of things both parties need to know. (See Attachment 98: Roxbury – Things to Know)

Attachment 98

Each crew spends a total of two weeks at the food lots. Most crews do these weeks consecutively, but the first crew goes in for the first and last week of the program. This is not ideal for that crew, but it is the only way to ensure two weeks for all crews.

There is a basic Week 1 and basic Week 2 schedule for Roxbury. Crews rotate into the city and follow these schedules. However, some weeks differ. Below is a list of the different types of schedules. (See Attachment 99: Roxbury Weekly Schedules).

Attachment 99

1. Week 1 for the two crews that begin the rotation into Roxbury
2. Weeks 1 and 2 for crews that rotate into Roxbury after the first crews
3. Week 4 which is the overnight week
4. Week 8 which is the final week

The writing that follows is an hour-by-hour, day-by-day, description of the basic two-week Roxbury rotation. The schedules for weeks 1 and 2

differ slightly. The writing below addresses both weeks and describes what to do when the crews are together. It also describes the particular activities each crew does independent of one another. Each activity has a notation as to whether it is for both crews or one crew only.

For the weeks that deviate from the basic schedule (weeks 1, 4, and 8), little additional description is needed. All of the components of those days are described in the basic schedule but fall in a slightly different sequence. Where there is additional information needed, you will find it following this section.

Friday before a crew rotates into the city

On the Friday before a crew goes into the city they meet with the Lincoln site supervisor for a half hour. This is a time to orient them about travel, expectations, and logistics, and to answer any questions they have. Because the Roxbury site supervisor is in Lincoln for the first week, it is their job to do the first Friday orientation. The supervisor gives each crew worker two handouts: 1) their crew's 2-week schedule, 2) Roxbury Late Protocol (see Attachment 77: Roxbury Late Protocol). Once these sheets are handed out and are safely in binders, have everyone write down the phone number they should call in Roxbury if they will be late. When we had an office manager who could field the calls, we instructed crew workers to call the Roxbury office. When we didn't have someone in that role, the calls were to go to the Roxbury Site Supervisor's Nextel. Go over the crew's two-week Roxbury schedule. This can be brief and does not have to be comprehensive. Lastly, have each crew worker repeat to you their transportation plan to get to the West Cottage site. This is also the time that the Site Supervisor reminds the crew leader that they must meet the Urban Grower and Roxbury Site Supervisor at the Langdon food lot at 8 AM on Monday.

Attachment 77

Monday in Roxbury

7:45AM Site Supervisor/Grower Meeting (Both leader teams) Langdon Street lot

Each morning the day begins with the supervisor and grower meeting. While this is a short meeting, it is an important one, because it is the only time you and the grower will be able to meet alone. Go over:

- the logistics of which lot each of you will be on for the day, and whether there will be a need to move.
- the field work the supervisor will be overseeing to make sure it is clear, especially those parts that crew leaders might find difficult.
- any issues that came up the previous day with crew members, leaders, or interns.

8:00– 8:30 AM Grower/Crew Leader Meeting (Both leader teams) Langdon Street lot and proceed to other lots, finishing at the West Cottage lot.

Crew leaders arrive and are immediately gathered into a circle. The grower explains to the crew leader who will be at the Langdon lot and what is expected for the day. Then the leaders and grower drive to the West Cottage lot in the agriculture van where the leader who will be at



the West Cottage lot receives their instructions. Similar to Lincoln, the grower goes over a list of tasks for each crew with a demonstration of how to do the job. The grower expects crew leaders to demonstrate and repeat the instructions back. The supervisor must tell leaders how important this part of the day is and request that utmost attention be paid to the grower. The field work on the food lots is very different from Lincoln, there are fewer large tasks and so a crew leader is expected to learn and transition between many different jobs.

Some time in the morning, the Roxbury site supervisor needs to go to the office to pick up any paperwork for youth. This paperwork may be permission slips or medical forms that will have been faxed over by the program administrator or may be curriculum pieces or quotes for later in the day.

8:30-8:45 AM Site Supervisor/Crew Leader Meeting
(Both leader teams)

This section of the meeting begins once the grower is finished and can begin earlier than the scheduled time. If a leader's time is not well used in the morning, grumbling will emerge about leaders having to get to work before the crew workers. During this meeting, the supervisor goes over:

- logistics for the day, including community lunch
 - the agenda for the day for the two different crews
 - roles and responsibilities of crew leaders in activities
 - any special behavior or medical concerns about youth
 - answering any questions that will help the day go more smoothly
- For more on morning leader meeting agendas see the General Topics heading, "Leader meetings."



**8:45 -9:05 AM Site supervisor picks-up from Andrew Station/
Crew Leader prepares for Day**

(Site supervisor leaves for Andrew Station to pick up crew workers)
Once the supervisor leaves in the van to pick up youth, the leaders do everything else they need to get ready. These tasks include:

- Getting out garbage can/compost bucket
- Setting up chairs and flipchart.
- Filling Igloo cooler with drinking water
- Writing up agenda on flipchart
- Getting out tools for the day

Andrew Station Pick Up Instructions

Young people who live close to the food lots are encouraged to walk to the site. Some youth get dropped off at the site by their parents. These two methods of travel help reduce the number of people in the van. If everyone in both crews went to Andrew Station there would not be room for them all in the van. Crew leaders and assistant crew leaders should ask their crew members who will be using the van pick up so that they know who to look for each morning at the station.

The supervisor who is doing the pick up must keep a number of things in mind:

- be on time each day or else youth will not be on time
- park the van in the exact location where you and the Lincoln

supervisor told youth it would be (behind Andrew Station, on the opposite side from the White Hen Pantry & Dunkin Donuts)

- stay in the van while you wait
- greet youth with enthusiasm because they may be tired from traveling and you can start their Food Project day positively
- leave at the same time each day (9:05). There will often be a young person missing, but you must go ahead in order that the entire day starts on time.

If someone misses the van pick up, they must call the Site Supervisor's Nextel (number listed in their binder) and then wait inside the Dunkin Donuts next to Andrew Station until someone, the office manager or site supervisor, can get them. Lateness to Roxbury costs the office staff time, and there is no way for youth to walk to the fields as they do in Lincoln. Both supervisors must lay down the law about being late and threaten extra infractions for anyone who cannot get there on time. Do not allow youth who arrive after the van pickup to find their own way to the West Cottage street lot. One summer we tried this and we had irate parents calling the program director about safety issues. We also had one young person with limited English speaking ability calling us from some part of the city where the bus route ended. We had to ask her to read store names and then guess where she was standing. Since that time we made a commitment to pick up late arrivals. (See Attachment 77: Roxbury Late Protocol)

Attachment 77

9:05-9:30 AM Welcome! Weekly Schedule and Goals
(Both Crews)

Both crews start the week together under the post and beam shelter at the West Cottage Street food lot. The supervisor, grower, crew leaders and assistant leaders are present along with crew workers. You, as supervisor, run the meeting.

- Welcome the new crew and tell them about things like toilets, where to store their equipment, where to eat lunch, etc.
- Every morning you must take attendance and give the list to a Crew Leader who uses the Nextel to call the information to the Program Administrator.
- Ask the crew that is coming from Lincoln to give an update about accomplishments and activities from the week in Lincoln.
- Ask the Roxbury crew to report on the same topics from the previous week at the food lots.
- After these updates introduce both crews to the schedule for the week. Explain that the crews will be on two different schedules.
- Go over the schedule for Monday, including community lunch roles and responsibilities, expectations, and clean-up procedures (this can be done by the community lunch coordinator if it fits his/her schedule to be at the meeting).
- Prepare a short role-play about good eating etiquette (use utensils, do not talk with your mouth full, do not complain about food, make conversation) to be done at morning meeting.
- Finally, ask the grower to speak about the agricultural projects that need accomplishing throughout the upcoming week.

For more information about this see the General Topics heading, "Community Lunch."

Attachment 85 The theme of each week is the same as it is in Lincoln. On Mondays brainstorm with the group what that week's theme means to everyone. Then talk about how it applies to school, church, and work. End with a quote. (See Attachment 85: Morning Meetings 2007)

Together, you, the grower, and the crew leaders need to energize, welcome, and motivate the crews. If your energy is low and appears disinterested, the youth will respond in kind. This is the launch point for the day - make it count!

9:30- 9:45 AM **Set Up for Community Lunch
with the Community Lunch Coordinator**
(Week 1 Crew)

9:45 -11:15 AM **Roxbury & Urban Agriculture Orientation**
(Week 1 Crew)

Attachments 100-103 The grower introduces the new crew to urban agriculture using the Urban Agriculture Orientation (see Attachment 99: Urban Agriculture Orientation Workshop, Attachment 100: Urban Agriculture Sit, Attachment 101: Urban Agriculture Visualization, Attachment 102: Urban Agriculture Scavenger Hunt)

Attachment 58 At the end of the agricultural orientation, the site supervisor begins the Roxbury tour and orientation (see Attachment 58: Roxbury Orientation Tour). This includes a walking tour of the neighborhood stopping at the 555 Dudley Street office, the Albion Street and Langdon Street food lots, the Shirley Eustis House, DSNI's office, and the farmers' market. On this tour the supervisor talks about the history of the neighborhood, how DSNI began the re-development of Dudley, and the Food Project's role in urban agriculture. It is also important to discuss how young people are to behave while in Roxbury, (see Attachment 104: Roxbury Food Lot Protocols)

Attachment 104

The urban education and outreach interns are also capable of giving this tour for each crew. If the supervisor is not from the neighborhood, or is less familiar with the area and the Food Project's role within it, then the interns are the best tour guides. The decision of who guides the tour each summer should be made by May in order for the guide to prepare. Feel free to flip-flop the order of these orientations or combine them more fluidly into one.

11:15-12:30 AM **Field Work**
(Week 1 Crew)

9:30-12:30 **Field Work**
(Week 2 Crew)

The young people who are signed up to help with community lunch leave for the kitchen right after the morning meeting (sometimes earlier if the kitchen coordinator needs them). The ACL or CL who is doing community lunch prep walks the crew members to the kitchen. The kitchen coordinator instructs the crew members once they are in the

kitchen. The site supervisor takes the remainder of the crew for half of the morning to Langdon Street while the grower does the urban agriculture lesson for the other crew at West Cottage.

12:30-2:00 PM Community Lunch
(Both Crews)

(see General Categories heading “Community Lunch”).

2:00-3:45 PM Field Work
(Both Crews)

Community lunch has a tendency to drag on as guests stay to talk, and as tired and full crew workers sit talking. Your job as supervisor is to announce 5 minutes before field work starts that all crew workers need to use the restroom, fill water bottles, and be ready to go back to work. When the 5 minutes is up, you need to get all other crew workers to their designated field work locations. We have found that it works best for the crew who cooked to send a few workers back to clean up the kitchen with the ACL or CL and the rest of the crew and the other leader starts the work block by making sure Community Lunch is all cleaned up outside and then they go with the Grower to work on the Albion lot. The 1/2 crew cleaning the kitchen joins the rest of their crew at Albion when the kitchen is clean.



3:45 – 4:00 PM Chores / Announcements
(Both Crews)

The crews do chores every afternoon. Each crew has responsibility for a different food lot. The incoming crew does chores at West Cottage and the other crew does chores at Langdon. The grower maintains the chore list (see Attachment 105: Roxbury Chore Duties), and the supervisor trains crews into chores and ensures they are done well. This is the last chance that the supervisor and grower have to get the lots cleaned up each day and before the weekend. Ask young people to do a good job.

Attachment 105

The day ends with everyone together under the shelter. This is a time for wrap-up announcements, reminders for the next day, comments from the grower about work accomplished or observations about what went well and what did not. Ending the day on a positive note if possible is important. Send people off well and remind them you will see them on-time the next day! Today remind the Week 2 Crew that tomorrow is their second and final Farmer’s Market at the Children’s Museum. Remind them to either bring food or \$5 for dinner. Remind everyone that those taking the commuter rail will catch the 7:20 commuter rail and those who aren’t need to stay til 7:30 to help with the end of clean-up. Members of the crew running the market tomorrow need to tell the Site Supervisor their travel plan for getting home from the Children’s Museum Farmers’ Market tomorrow evening.

4:00 PM Leave for home
(Both Crews)

Youth who walk to the site in the morning head home. The supervisor loads up the van with crew workers going to Andrew Station. Crew

leaders and assistant leaders stay at the site and do Straight Talk with one another about the past week of working together, and how things are progressing with their crew. They also prepare their proposed violations and straight talk comments to share with the leadership team.

Tuesday in Roxbury

7:45 – 8:00 AM Site Supervisor/Grower Meeting

Structurally, this meeting is the same as Monday's, but should be used to improve Tuesday based on what happened the day before. Each crew that rotates into the city is different and may require a different approach. Decide together what strategy will be most effective and define your roles in implementing the strategy. Ask if the grower would like to do the quote of the day.

8:00 – 8:30 AM Grower/Crew Leader Meeting

(Both leader teams)

Structurally, this meeting is the same as Monday's, but is the grower's chance to show leaders what needs to be done better or differently today than the day before. It is a good time for leaders to ask questions of the grower about doing effective field work in the city. The site supervisor and the crew leader not being shown an agricultural task at a particular time can use that time to discuss any issues that have come up – issues they would have brought up at 8:30, but because of limited time, can discuss with the supervisor here.



8:30-8:45 AM Crew Leader/Site Supervisor Meeting

Structurally, this meeting is the same as Monday's, but here you should work with the crew leaders to address anything you want to see done differently from the day before. The crew leader who is in Roxbury for the first time may have questions that need to be answered by you and the other crew leader about how to handle certain situations they now see will arise in the city. Whoever is leading the quote of the day should write it on the flipchart and get mentally prepared to lead that upcoming section. Whoever is leading the game after lunch should role-play giving instructions and processing. If the person remains shaky and you are not certain the game will go well and have meaning, tell the leader you want to eat lunch with them so they can practice more.

8:45 – 9:05 AM

(Both leader teams)

Site Supervisor leaves for 9:00 AM Andrew Station pick up.
The crew leaders prepare themselves and the site for the day.

9:05 – 9:30 AM Morning Meeting

(Both Crews)

The supervisor welcomes people, reviews the logistics of the day, and sets the tone for what needs to be accomplished by the crews. A quote for the day relates to the weekly theme. If you are leading the quote, go for it! If someone else is leading, help ensure their success by quieting people down and getting the attention of the group focused on the

speaker.

After the quote, and before crews go into the field, open the floor for the grower to speak. This is their best opportunity to get people thinking about the quality and quantity of work to be accomplished.

9:30 – 12:00 PM Harvest
(Crew 2)

Crew 2 does the bulk of the harvest at the West Cottage lot. They know the lot by this time and understand the harvest systems. After finishing the harvest, they do field work until lunch.

Because in Roxbury there are many smaller tasks, the grower often separates a crew into two or more sub-groups so it can tackle more tasks more efficiently. This creates get opportunities for Assistant Crew Leaders to manage their own smaller sub-groups of crew workers and pushes them to step up their leadership skills. Talk to crew leaders about helping to guide, challenge, and support their ACLs through this process.

9:30-10:45 AM Harvest
(Crew 1)

Crew 1 harvests on the Langdon street lot and then at 10:45 AM, before walking to the urban office with the site supervisor to watch “Holding Ground,” they review Youth Office Protocols (see Attachment 106: Youth Office Protocols).

Attachment 106

10:45-12:00 PM Workshop: Holding Ground
(Crew 1)

Arrange, ahead of time, for us to be able to utilize the Shirley Eustis House to watch “Holding Ground,” the documentary film about the Dudley Street Neighborhood Initiative and the Dudley neighborhood. Lead a discussion at the end using the facilitator’s worksheet (see Attachment 107: Holding Ground workshop). One year we just set up chairs in the back of the office for this activity but we discovered that the office was too busy and loud for the workers to be able to hear or participate in a quality discussion.

Attachment 107

*Because of seasonal harvest needs, this workshop time will need to be shifted. For the first three weeks crews are in Roxbury (weeks 2, 3, and 4 for crews B, C, and D), hold this workshop at this time. For the second three weeks crews are in Roxbury (weeks 5, 6, and 7 for crews E, F, and A) hold this workshop right after the morning meeting – from 9:30 – 10:45 AM. *

11:00 – 12:00 PM Shelter Prep Workshop

First Roxbury week only for Crews A & B

Tomorrow, Wednesday, is the first day crew workers serve in their shelters. Prepare them mentally for this experience by using the Shelter Prep Workshop (Attachment 50: Shelter Preparation Workshop). During the first week, Crew B will watch “Holding Ground” after the game

Attachment 50

post-lunch.

12:00 – 12:30 PM Lunch

(Both Crews)

Crews eat under the post and beam structure. No one is allowed to leave the site. Staff and alumni interns are not allowed to buy lunch or drinks for crew workers. The supervisor and grower eat lunch with the crew workers. Use the same lunch formats described under General Topics, “Crew Lunches.”

Five minutes before lunch ends, announce that lunch is almost over and that people need to use the restroom, clean up their lunch, and fill water bottles. If you do not do this, there will be a slow transition to field work after the games.

12:30 – 1:00 PM Game

Games rotate on a two-week schedule so that every crew does the same games as lunch and they never repeat. “Count Up” and “Pass These Sticks” are the two games that alternate on Tuesdays.

Game: Count Up (see Growing Together)

Facilitate “Count Up” and do it with the crew until they have gotten as high as they feel they can, or until the half hour runs out. You process the game with the crew.

Game: Pass These Sticks (see Growing Together)

A riddle game that is similar to ones listed in the Field Work Games List. (See Attachment 10: “Field Work Games List” for other riddles that leaders can play with crews in the fields.)

Attachment 10

1:00 PM – 3:45 PM Field Work

(Week 1 Crew)

This crew continues accomplishing items from their morning field work list.

Talk to the grower about having a few “back-up field work” tasks just in case crews finish their work early.



1:00-2:45 PM

Field Work

(Week 2 Crew)

2:45 – 4:00

Travel to, Prep, and Set up for Children’s Museum Farmers’ Market

(Week 2 Crew)

The Roxbury site supervisor drives the crew to Andrew Station. The crew leader, assistant crew leader and crew workers take the T to South Station and walk one block down Summer Street towards the water. They make a Left onto Dorchester Ave, and walk along the water to Congress Street where they make a right and cross the bridge. The Children’s Museum is on the left immediately after crossing the bridge. The Farmer’s Market manager is waiting with a full van ready to unpack. The crew then begins to set up for the market, which opens promptly at 4:00 PM. After dropping off the crew at Andrew, the site supervisor returns to the food lots to take over supervision from the Grower who transports produce to the market.

3:45 – 4:00 PM Chores and Announcements
(Week 1 Crew)

In addition to their own crew's chores, this crew covers for the Week 2 Crew because they are at the farmers' market.

The supervisor makes closing comments for the day and reminds people of anything important for the next day. They remind youth that they are welcome to stop by the market if they are going to purchase food, but then they must go because it is distracting to the crew running the market.

**4:15-6:00 PM Standards and Straight Talk and Curriculum
Preparation Meeting**
(Both leader teams)

Over the years we have experimented about the best time to hold this meeting. Because crew leaders give Straight Talk on Wednesday, Tuesday is the ideal day to have this meeting. The challenge of having this meeting on Tuesday is that the Week 2 Crew is running the Farmers' Market. We solve this problem in a few ways:

- Because it is their second market, they are semi-veterans at running the market and it is easier for the leaders to meet at this time.
- Leaders meet with the site supervisor on the grassy area behind the market so the leaders can keep an eye on what's happening at the market and go help if need be.

THE MEETING

Crew leaders, assistant leaders, the urban grower, and the site supervisor meet to discuss all proposed violations, firings, and behavior issues in the crews. This discussion covers time elapsed since Straight Talk was given the previous Wednesday at the shelter. Any violations that occur on the next day, Tuesday, need to be approved by the supervisor then added to that individual's violations tracking by the crew leader and added to the site supervisor's Violations Log by the supervisor (see Attachment 6: Site Supervisor's Violations Log). In Lincoln, the grower often contributes comments and leaves because the meeting is long. In the city, the meeting is shorter, and the grower is asked to stay until the end of the meeting. For information on how to effectively run this part of the meeting see General Topics heading, "Monday and Tuesday leader meetings".

Attachment 6

QUOTES OF THE WEEK

In addition to Standards and Straight Talk issues, show the leaders and the grower the quotes that you will be using at morning meetings this week that speak to the theme for the week. (See Attachment 86: Morning Meetings 2004) Ask if there is anyone who would like to read and facilitate a short discussion about the quote. Do the first quote of the week on Tuesdays, to demonstrate the impact these can have. Tell people that when they sign up, you expect them to prepare to do a great job. Request that people think carefully about the quote and come in ready to inspire, intrigue, motivate, and challenge youth.

Attachment 86

When a leader, grower, or even a youth member of a crew offers their insight by interpreting a quote, it can have a large impact. Youth are accustomed to hearing from you as their supervisor. A new speaker, who has something interesting to say, is often heard in a fresh way by

participants. One year a crew worker asked if she could share something at a morning meeting. The theme of the week was “Courage”, and she read a story written by a girl her age who had lost both legs but carried on with great strength. After she read the story she talked about why it meant a lot to her, and she related it to the theme. Young people gave a rousing cheer when she was done.

In order to help the person leading a quote, give them a photocopy of the following methods they might use to bring the quote to life.

- relate a personal experience or story around the quote and how the quote offers insight to that experience
- relate the quote to current events or to something in the news that struck you
- say what the quote means to you in terms of the mission and daily work of The Food Project
- ask young people to speak about what it means to them
- bring in music or artwork that speaks to the theme and share it
- have youth take out their notebooks and free write about the quote
- have each person turn to someone they do not know and say whether they like or believe in the message of the quote, or relate a story from their life about the quote
- have volunteers from those pairs tell others what they said, or, with the permission of their partner, relate what that person said
- have an open discussion about what the quote means and how it could be applied to what is going on within a crew or within the whole summer program

GAMES OF THE WEEK

Attachments 108-109

After lunch on Tuesday, Thursday, and Friday, lead both crews in a game. In your bag of tricks (and in your weekly Roxbury schedules), you have two weeks worth of after-lunch games. Therefore no crew plays a game twice (except Bing Bang Boom, which is part of Food Project tradition and is played weekly). The games include: “Pass These Sticks,” “Count Up,” “Bing Bang Boom” (See Growing Together) “River/Bank,” and “Mafia,” (See Attachment 108: River/Bank and Attachment 109: Mafia)

4:00 – 6:45 PM Run Farmers’ Market (Week 2 Crew)

The entire crew stays for the entire market. Your presence is required at the Thursday market at Dudley Town Common. Check with the market manager and grower to see if your presence is needed today. You and the program director need to arrange ahead of time which Tuesday markets you will be there for. When you are at a market, your role is to support the market manager, crew leader, and assistant leader in executing their roles. Your duties may include: doing elderly pick ups, supervising flyering teams, or leading market-related activities if the market is slow.

During the market, each crew member gets a half hour off for dinner. At dinnertime, the crew is split into two groups. The first group eats dinner

(20 minutes) while the second group staffs the market tables. After the allotted time, they switch places. The dinner break is important since the youth have worked a long day, but it also has the potential to be a difficult stage to manage. Crew workers should either bring something to eat for dinner or bring money that you collect to buy dinner for them. For the of the supervisors' sanities, crew workers must not leave the market area. Pizza is the easiest option (and one of the most affordable) and satisfies just about everyone. Many Farmers' Markets have gone awry because some part of the dinner logistics took too long or someone else just had to go back for fries. Workers need to eat dinner in a place that doesn't disturb the customers or working members of the group.

6:45 PM **Commuter Rail Youth to Train**
(Week 2 Crew)

Any youth who take the commuter rail home go with the supervisor to Andrew Station. Sometimes other youth assert that they want to go also. Make clear to them at the beginning of the day that they are not done until the market closes and the tents are packed up, approximately 7:30 pm.

Before the youth leave, allow them to fill up a bag with produce for their families. Help ensure that they do this ahead of the departure time and that they do not obstruct customers.

When taking youth to Andrew at night, drop them at the same site you picked up that morning. Wait in the van until you see that all of the youth go into the station. Once they are gone, return to the market.

7:00 PM **Market Closes/Take down**
(Week 2 Crew)

After the market closes and the tents are packed up, youth are free to leave (7:15pm). However, the more of them that are willing to stay and pack up the truck, the better. This task is voluntary and much celebrated by tired staff. Youth who leave the market at closing are the same ones who took the bus and walked to the food lot in the morning. Keep an eye out for their safety as they leave. Once all the youth are gone, your day has ended.

Wednesday: Crews always spend Wednesdays working in shelters.

Thursday in Roxbury

7:45 – 8:00 AM **Site Supervisor/Grower Meeting**
(Both leader teams)

This meeting is the same as Monday in structure, but should be used to improve this day based on what happened on Tuesday. In a sense, the week is a cumulative whole. Each day offers new challenges and opportunities to the crews. As the next day begins, use this meeting to make sure you and the grower are organized, and on the same page. In the first summer we worked on the food lots, we did not have this



meeting because we thought it would take up valuable time. Confusion and tension arose between the grower and supervisor. We now realize this meeting can save time and improve the smoothness of the day. During the first week when the first two crews arrive and during the sixth week of the SYP it is critical to give the two Crew Leaders Straight Talk about their work. Put this in your schedule now! You can use the Thursday or Friday Crew Leader Meeting, whichever is more open.

8:00 – 8:30 AM Grower/Crew Leader Meeting
(Both leader teams)



This meeting is the same as Monday in structure, but is the grower's chance to show leaders what needs to be done better or differently today than the day before. It is a good time for leaders to ask questions of the grower about doing effective field work in the city.

8:30 – 8:45 AM Crew Leader/Site Supervisor Meeting
(Both leader teams)

This meeting is the same as Monday in structure, but here work with the crew leaders to address anything you want to see done differently from the day before. Whoever is leading the quote of the day writes it on the flipchart and gets mentally prepared to lead that upcoming section. Whoever is leading the game after lunch should role-play giving instructions and processing. If the person remains shaky and you are not certain the game will go well and have meaning, tell the leader you want to eat lunch with them so they can practice more. Give an overview of the workshops for the day and enlist leader participation as needed.

8:45 – 9:05 AM Leaders prepare themselves and the site for the day.
(Both leader teams)

(Site supervisor leaves for 9:00 AM Andrew Station pick up)

9:05 – 9:30 AM Morning Meeting
(Both Crews)

Welcome people, review the logistics of the day, and set the tone for what needs to be accomplished by the crews. Have the "veteran" crew talk to the "rookie" crew about what to expect and look out for at the Market. Then have the person who is leading the quote come forward and do this part of the meeting. After the quote, open the floor for the grower to speak. Because, during every week but the first, Market Training follows this, make sure your morning meeting doesn't run long. Also, make sure you don't end too early because the Market Manager may not be ready to start. Try to end at 9:30 sharp.

9:30 - 12:00 PM Harvest
(Week 2 Crew)

All people harvest for market and then do other field work on their task lists.

9:30 – 12:00 PM Market Training

(Week 1 Crew)

The supervisor takes the crew to the Langdon Street food lot. The farmers' market manager runs the workshop there using the curriculum outlined in French Fries and the Food System. Urban Education and Outreach interns can also play a role in the training if it is part of their summer work plan as designed by their supervisor. This is an introductory training that teaches the fundamentals of running the farmers' market. The next week the crew will visit another farmers' market to compare and contrast the Food Project's market with that one. The crew walks back to West Cottage for lunch.

9:30 –10:00 AM Shelter De-Brief

****First Roxbury week only for Crews A & B****

This activity occurs only for the first two crews in the city for the first week of the Roxbury rotations. Other crews do the same activity in Lincoln on this same day. Crew workers will be returning from shelter work, the first time, for nearly every one of them, they have been in a shelter. They will have stories, questions, images they will want to share and learn from. Choose one of the two activities to facilitate from the shelter de-brief workshop (see Attachment 61: Shelter De-Brief Workshop). To be a great facilitator of this activity, think back to when you did something unusual for the first time, like going to another child's house for an overnight, or eating a meal at someone's home for the first time without your parents, or going to your first day of high school. These experiences imprint themselves deeply in our consciousness. So, too, will the first day at a homeless shelter for our teens. Be aware of this, and listen closely to peoples' stories, draw them out for youth who are quiet. Teach as you hear youth articulate their questions, stereotypes, and surprises. Either shorten the Market Training for the Week 1 Crew or continue it after the post-lunch game.

Attachment 61

12:00 – 12:30 PM Lunch
(Both Crews)

Crews eat under the post and beam structure. No one is allowed to leave the site. Staff and alumni interns are not allowed to buy lunch or drinks for crew workers. The supervisor and grower eat lunch with the crew workers. Use the same lunch formats described under General Topics, "Crew Lunches."

Five minutes before lunch ends, announce that lunch is almost over and that people need to use the restroom, clean up their lunch, and fill water bottles. If you do not do this, there will be a slow transition to field work after the games.

12:30- 1:00 PM Game
(Both Crews)

"Bing Bang Boom" and "River/Bank" are the two games that alternate on Thursdays.

Game: Bing Bang Boom

The Site Supervisor or a crew leader who knows this game should lead



it.
Attachment 108 Game: River/Bank (See Attachment 106: River/Bank)

1:00 – 2:00 PM Workshop: ID Charts (see “Understanding Identity in Growing Together”) (Week 2 Crew)

The supervisor leads the crew in discussing where our identities come from and how they are shaped. After the discussion, youth make an identity chart using art supplies. Collect the finished identity charts. Each week at staff meeting you transfer them to the Lincoln site supervisor so they may be hung under the tent. By the end of the summer there is a beautiful array of charts representing the great diversity of The Food Project.



1:00 – 3:15 PM Field Work (Week 1 Crew)

The crew who does the market goes back to field work after the game. Make this transition quick and smooth. Envy and lethargy can grow when the field work crew realizes the others are doing a workshop. Quick separation helps avoid this outcome.

3:15 – 4:00 PM Set Up Market (Week 1 Crew)

The crew walks to the market site and unloads the market van. The grower brings over the produce in the field van. The market must be set up for business by 4:00 PM sharp. Emphasize this requirement with the young people. The market coordinator manages the set up.

2:00-3:45 PM Field Work (Week 2 Crew)

This crew does field work after the Identity workshop.

3:45 – 4:00 PM Chores/Announcements (Week 2 Crew)

In addition to their own crew’s chores, this crew covers for the Week 1 Crew because they are at the farmers’ market.

Afterwards load youth into the van for Andrew Station. The supervisor takes them to Andrew and then returns to the market.

4:00 – 6:45 PM Run the Market (Week 1 Crew)

The market runs in exactly the same manner as Tuesday. However, Thursdays tend to be busier markets and the youth staffing the market are there for the first time. Inevitably, the operation is not as smooth as it will be a week later on their second time. Be aware of this and help the market manager as needed to make the market as smooth as possible.

Your presence at this market is necessary. During the market, the grower often goes to the food lots to do field work and then comes back at 7:00

pm to load and distribute leftovers to Community Servings. Your role is still to support the market manager, grower, crew leader, and assistant leader. If the market manager is comfortable and skilled at their role, it may be possible for you to go to the office to do planning. The market manager and the program director make this decision.

Just as on Tuesday, crews are informed to either bring a sandwich to eat or to have money to contribute for pizza from across the street. The market site is located on a very busy intersection in Roxbury and it is good to reduce the amount of youth traffic across the streets. We learned this lesson the hard way when a young person was hit by a car when crossing the street to get dinner. To avoid this risk, the order is made by the CL or ACL and brought to the market site. Food is eaten up behind the tables, out of earshot and immediate sight of customers. While eating is a break from work, youth are still representing the Food Project.

Friday in Roxbury

7:45-8:00 AM Site Supervisor/Grower Meeting

This meeting is the same as Monday in structure, but should be used to improve this day based on what happened on Thursday. In a sense, the week is a cumulative whole. Each day offers new challenges and opportunities to the crews. As the next day begins, you must use this meeting to make sure you and the grower are organized, and on the same page. In the first summer we worked on the food lots, we did not have this meeting because we thought it would take up valuable time. Confusion and tension arose between the grower and supervisor. We now realize this meeting can save time and improve the smoothness of the day.

8:00 – 8:30 AM Grower/Crew Leader Meeting (Both leader teams)

This meeting is the same as Monday in structure, but is the grower's chance to show leaders what needs to be done better or differently today than the day before. It is a good time for leaders to ask questions of the grower about doing effective field work in the city.

8:30 – 8:45 AM Crew Leader/Site Supervisor Meeting (Both leader teams)

This meeting is the same as Monday in structure, but here you should work with the crew leaders to address anything you want to see done differently from the day before. Whoever is leading the quote of the day should write it on the flipchart and get mentally prepared to lead that upcoming section. Whoever is leading the game after lunch should role-play giving instructions and processing. If the person remains shaky and you are not certain the game will go well and have meaning, tell the leader you want to eat lunch with them so they can practice more. Give an overview of the workshops for the day and enlist leader participation as needed. At an agreed upon time during Friday's morning meeting, the Farmers' Market Manager shows up to give crew leaders positives and deltas about their crews' performances that week.

8:45 – 9:05 AM **Leaders prepare themselves and the site for the day**

(Both leader teams)

(Site Supervisor leaves for 9:00 AM Andrew Station pick up)

9:05 – 9:30 AM **Morning Meeting**

(Both Crews)

Welcome people, review the logistics of the day, and set the tone for what needs to be accomplished by the crews. Tell the crews that there is an opportunity for recreation time if we accomplish the work for the day and leave the sites well kept. Have the person who is leading the quote come forward and do this part of the meeting. After the quote open the floor for the grower to speak. This is often a good day for the grower to lead the meeting. Check in at the beginning of the summer to ensure that the grower is ready to take on this piece.



9:30 - 12:00 PM **Field Work/Rooftop Garden**

(Week 1 Crew)

Often on Fridays of their first week in Roxbury, crews or parts of crews will get to go work on our rooftop garden.

9:30-11:00 AM **Field Work**

(Week 2 Crew)

Remind the Week 2 Crew that this is their last chance to clean up the lots before another crew replaces them Monday. Ask them to take pride in how they leave the lots for the next crew.

11:00 – 12:00 AM **Market Analysis**

(Week 2 Crew)

The farmers' market manager runs this activity with the crew as outlined in the Farmers' Market Manual. The market analysis is the final step in the crew's experience of the market in the city. The market manager directs a feedback session from the crew on what they learned and what their suggestions for improvements might be. These reflections are all written on a flipchart page to be saved for the market analysis at the end of the season. The crew also computes the cash, coupons, customers, and vegetable poundage that came through the markets that they ran. By the end of this hour, each crew has a full picture of the successes and challenges of their two markets and they have added input to the process of making the market better, which will be used later.

12:00 – 12:30 PM **Lunch**

(Both Crews)

Crews eat under the post and beam structure. No one is allowed to leave the site. Staff and alumni interns are not allowed to buy lunch or drinks for crew workers. The supervisor and grower should eat lunch with the crew workers. Use the same lunch formats described under General Topics, "Crew Lunches."

You, the crew leaders, and the grower should get together and decide if the sites are in good enough shape to have both crews participate in recreation off site. The decision should be based on both work outcomes and the attitude of the two crews. If essential work remains to be done, tell the crews at the end of lunch about your decision.

Five minutes before lunch ends, announce that lunch is almost over and that people need to use the restroom, clean up their lunch, and fill water bottles. If you do not do this, there will be a slow transition to the workshop after the game.

12:30- 1:00 PM Game
(Both Crews)

Both crews play “Bing, Bang, Boom” as described in Growing Together. This is the second time for the Week 2 crew so let them play within their crew in order to be challenged. Teach the new crew how to play and let them do many rounds within their crew to practice and have fun.

Tell both crews that on the final day of the program, a grand tournament takes place. A bronze, silver, and gold medalist are chosen. The winner is always someone with a sharp mind, quick hands, and zen-like focus.

Or if your group has had enough of Bing Bang Boom, play another favorite.

1:00 – 2:00 PM Workshop or Field Work
(Both Crews)

Sometimes it’s an Ag Workshop. Sometimes it’s Money Matters. Sometimes it’s Field Work. Check the Roxbury weekly crew schedules in the Attachments section.

We would like all the Agriculture workshops to be run into Roxbury too, but there’s often not the time. The urban education coordinator, assistant urban grower, or assistant rural grower run these workshops. Make sure you are there to help create a respectful space for the facilitator to run the workshop. Activities after lunch on Friday are always challenging times to ask young people to concentrate. Help to create a space where they can succeed.

Sometimes staff or interns facilitate other workshops such as the Money Matters workshops or an Urban Education workshop.

2:00 – 2:15 PM Chores
(Both Crews)

Crews do chores, recognizing they must leave the site immaculate for the weekend. Have crew leaders double check that things are done well. You and the grower have the final say as to whether chores are complete.

2:15 – 2:45 PM Journal Writing
(Both Crews)



The week ends with 15-30 minutes of writing in crew worker notebooks. This is a time for young people to reflect on working in the city.

Questions, among others, could be:

- What was the highlight of the week and why?
- What was the most difficult part of the week and why?
- What happened this week that you did not expect? What was it like?
- What happened this week that are unlikely to ever forget?
- What did you learn this week?
- Describe one of the food lots in close detail. Pretend you want a blind person to be able to see it in their mind from your description. What are the sounds, sights, smells?
- Free-write about this week in the city
- Write a letter to a friend describing this week in the city
- Describe a person from the neighborhood you saw this week and what you imagine their life is like
- Write a poem about the farmers' market
- Tell what you learned about business from running the market
- Write about the differences between agriculture in Lincoln and Roxbury

You could also take exercises and prompts from the writing workshop in Growing Together.

For the writing to go well, you must be ready with a good question or exercise. You also need to set a tone that focuses people and gets them ready to think and reflect. If you are perfunctory about the writing, the crew workers will be also. During the writing, move among the workers and help them write more if they are stuck. If some young people cannot write, pair them up with a writer and have them narrate their answer while the partner writes. At the end of the writing, call on volunteers to see if anyone wants to read their work.

2:45 – 3:45 PM Recreation Time
(Both Crews)

If the crews accomplished their work for the week, and have demonstrated good attitude, then you organize them for recreation day. To understand how to run recreation day, please see Recreation Day Lincoln/Roxbury in the General Categories section. At the end of recreation day thank the crews for a good week and remind each crew where they are supposed to be on Monday.

3:45 – 4:00 PM Announcements
(Both Crews)

4:00 PM Leave for the Train
(Both Crews)

Take crews to Andrew Station from the recreation site. Young people who leave from the food lot each day should be taken back there. Do not allow youth to walk from the recreation site because this is not part of the travel arrangements outlined and agreed to with parents.

4:30 PM Prepare for Next Week

Special Events

- *Overview*
- *Lunch from Around the World*
- *Overnight*
- *Midsummer Parents' Event*
- *NOFA Conference*
- *Family Feast*
- *9th Week*

Overview

Each day of the summer requires a lot of planning and energy. These events are wonderful pieces of the program and take even more of both.

Lunch From Around the World

(see Growing Together)

This exercise, which was adapted from Oxfam America's Hunger Banquet, is the first large, high-risk workshop of the summer. In early spring, speak with the kitchen manager about the date of the event and the menu. Confirm in early June and, again, the week before.

A few days before the Lunch from Around the World is set to happen, collect all the materials and begin reviewing for your facilitator role. In addition to the materials listed in Growing Together, create three signs out of construction paper. The first sign should read "Group 1" and have a list of four to six 1st world countries on it: Australia, Canada, Portugal, Spain, Switzerland, United States of America. The second sign should read "Group 2" and have a list of four to six 2nd world countries on it: Albania, Hungary, Poland, North Korea, Russia, Vietnam. The third sign should read "Group 3" and have a list of four to six 3rd world countries on it: Sudan, Haiti, Afghanistan, Cambodia, Thailand, Ecuador, Iran. (See http://www.nationsonline.org/oneworld/third_world_countries.htm for definitions and a list of other countries.) Secondly print out the "People's Profiles" (See Attachment 75: People's Profiles, Lunch from Around the World) and affix them to notecards. On the opposite side of the notecards, write the number 1, 2, or 3 so it is consistent with the group of the person whom the story is about. Half the notecards should be for Group 3, one-third should be Group 2, and one-sixth should be Group 1.

The crew workers are expecting their first Community Lunch. An element of surprise is crucial for this activity. When the kitchen crew arrives, have them first set up the tables and benches. (See Attachment 110: Diagram of Lunch from Around the World) Tables should be tipped on their sides and set up as visual barriers; a few on the side facing the fields and a few on the side that will be facing Group 2. Benches that aren't being used as seating for Group 1 and Group 2, should be set up as physical barriers on the perimeter of the tent. Stretch the hose out so it's well in front of the tent so that when crew workers come to wash their hands, they can't see how the site is setup.

When you ring the bell, you and the Program Director should stand near the stretched out hose and in front of the tent and direct everyone



Attachment 75

Attachment 110

to wash their hands and then to go form a circle in the arena. Crew workers with carts should leave them in front of the tent. Don't allow youth to go to the tent or their cubbies for any reason. Once the crews are in and huddled around the hose, pull all the ACLs aside.

On Tuesday, you asked all the summer staff to read in preparation for this workshop. You spoke with all the crew leaders during the leader meeting this morning about their roles, and you spoke briefly with all the ACLs just after they arrived this morning about their roles. Use this time now for either you or the program director to once more review the ACLs' roles with them. You're asking the ACLs to play challenging roles seriously and fairly while also asking them also to try to recognize the nuances of the feelings of the group and act accordingly.



Put summer staff members who are new to this activity as 'plant' participants. Inform them fully of the situation and their role so that they themselves don't begin the revolution. On a few occasions, we under-informed the new TFP Leaders and they either suppressed the positive actions of their working trying to subvert the cruel system or took over and didn't allow youth the space to take the initiative to stand up to "the system." Crew Leaders and ACLs who have experienced this activity before should be used as "crowd control." Your job, as overseer, is to allow the activity to simmer. If the pot needs to be stirred either you or crowd control members should do things to stir it up such as: taking food away from the people in Groups 3 or 2, throwing out small portions of perfectly good food from Group 1 in a trashcan near members of Group 3. At some point, a supervisor should bring one good piece of food – a piece of chicken, for example – to Group 3 and put it down on a paper plate. These moments will stick out very poignantly in the minds of the youth and will lead to good processing and discussions afterward. In case things get 'too hot' too quickly, you can diffuse the situation by moving a disgruntled, vocal leader from Group 3 into Group 1 or Group 2. If one vociferous leader can mobilize a revolution too early, it will diminish the impact of the activity. By moving such a person to a more privileged group, it will cool things down and allow the activity to continue for a while. Eventually, you want people to feel uncomfortable with the situation and try to subvert it. When the drama escalates, your job is to make sure everyone is safe. Let the revolution begin to get rolling, then announce that the workshop over, seat everyone under the tent, and explain that this was an activity and that there will be food for everyone. Regain your authority and control of the group by explaining that once everyone gets their food, you all will begin processing the workshop. Then explain how people should line up for food.

Attachment 76 See Attachment 76: Lunch From Around the World Processing.

Overnight

The overnight is one of the most memorable experiences of the summer and the first time most of the crew workers have the opportunity to just hang out with one another. The logistics and details of the set-up of this event are outlined in volume 2 of this series. (For an outlined schedule see Attachment 111: Overnight Schedule.) If you follow those

Attachment 111

instructions, you will come into the summer well prepared to make this event safe, fun, and memorable. Review the details of that section before you read what is written below. All of the steps outlined there are underpinnings of a successful event.

Preparation

FOOD

On Monday, the program coordinator and administrator review the menu and shopping list. (See Attachment 112: Overnight Shopping List) Purchase food on the day before and the day of. Check the TFP fridge beforehand to see if you have room for the meat and other perishable items. Try to find TFP veggies to grill.

Attachment 112

HAYWAGON

Speak with the grower at the beginning of the summer to ask him to arrange to borrow the haywagon (we've borrowed from Codman Farm for years), bring it to the field the day of, and take it back the following day. Confirm with the grower a week before the Overnight.

PREP FOR THE TALENT SHOW

The "Pig Nose," (yes, that's its real name) a chargeable mic and speaker, is our sound system each year. Check that the Pig Nose works at the beginning of the summer and then again at least a week in prior to the Overnight - it is a difficult show without a microphone. Email out to the staff at the beginning of the summer to see if someone has at least two clip-on lights for lighting for the stage. If not, it's worth investing a few dollars in some cheap lights at a local hardware store. You will also need a few lengths of extension cord, the generator, and fuel for the generator. Because multiple crew workers will ask if they can bring their music and a stereo, you have to arrange so only one stereo comes, for music that will accompany skits and for the down times before and after dinner. Past site supervisors have found it to be easier if they just arrange to bring their own boombox or to borrow one from a staff member. Make sure you have enough batteries for it. Don't run it off the generator.

TENTS AND SLEEPING BAGS

On Tuesday of the week before, you confirmed the number of tents and sleeping bags each young person would bring. Some people do not have sleeping bags; some have extras. Try to arrange it so that people who don't have bags borrow from someone else in their crew who does. That way, individuals will feel more accountable to their friend about returning it in one piece, rather than if they had borrowed it from someone they didn't know.

CAMPFIRE SITE

Talk to the grower ahead of time about where on the land is a good place for the campfire pit. For the past five years, we have dug a pit in the back of the farm near the compost piles. Call the fire station at the beginning of the summer requesting a permit. Call to remind them of your campfire plans week of. Sometime on Friday, transport the firewood that you've kept dry out to where the fire pit will be.

SWIMMING AT WALDEN

In May the Program Administrator should call Walden and book the

two dates that the whole group will be swimming there: the Friday of the Overnight and the last day of the program/the Family Feast. The week of the Overnight, pick two leaders to be lifeguards at Walden Pond to make sure everybody is safe. If Walden doesn't return your calls, go over there and introduce yourself. Nothing can beat pleasant face-to-face interaction.

HYPIN' IT

You, the full-time staff, and the leaders need to talk up the overnight weeks in advance. The excitement that you will create will help carry most youth past the anxiety that they feel. Also, talk up the talent show and encourage people with unusual talents to showcase them here. Begin the sign-up for the talent show on the Tuesday prior. Encourage risk-taking!



4:00 PM The Overnight Begins!

Go over Rules and Schedule (Both Site Supervisors)

Call everyone back under the tent and firmly explain the rules and the consequences for breaking the rules. Go over the schedule with them.

4:15 PM Make a list of tents and who will be in them (One Site Supervisor)

This can often feel for some like the picking of teams in P.E. class. Ensure that everyone feels included. Find the individuals with tent-setting-up skills. Utilize them when people struggle with pitching theirs.

Shuttle run to the train for those not staying for the overnight (Other Site Supervisor)

Every year some people, for whatever reason, do not want to stay for the overnight. Hopefully with encouragement from leaders, friends, and fellow crew members, those who initially aren't excited about the idea, take a risk and try it. Give those who are taking the train home at 4:30 a ride so they aren't walking in the woods, unsupervised. Have them collect their things and sit in the back of the tent while you go over the rules and schedule. While the other site supervisor begins to make the list of tents, shuttle this group to the train.

SET UP TENTS

Lead the set up of tents. Ask the leaders and ACLs to help in this process as well. Deploy the people with camping skills to help set up "problem tents." When some people (those without tent-pitching skills) are finished setting up their tents, send people off to collect 30 sticks for s'mores (see "Campfire"). Make sure you explain what length and thickness you are looking for in the sticks. Have everyone put their belongings inside the tents and change into their swimsuits for Walden.

4:45 Walden

This departure time depends on how smoothly the tent set-up goes. Know that (for once!) there is some cushion time built into the schedule before dinner.

The Lincoln and Roxbury Site Supervisors take everyone who wants to swim on a walk through the woods to Walden Pond using the trail that parallels route 126. When the group arrives at Walden they should find a beach spot, take attendance of arriving youth, and enforces our Walden

rules (no disturbing the neighbors, no chicken fights, no throwing people into the water).

The Lincoln site supervisor organizes the shuttling from the fields and makes sure all crew workers (except those staying behind to help the program administrator with the setup) are on their way to Walden. The Lincoln site supervisor is in the last shuttle going to Walden.

The program administrator stays at the site and, with the help of another staff person and any youth who don't go to Walden, gets ready for dinner.

6:00 PM Walk from Walden

The Site Supervisors begins walking people back from Walden. Have one SS at the head of the line and one in the rear. Makes sure that no trash or clothing is left behind and remember to check both bathrooms to make sure you don't leave any stragglers primping in front of the mirror.

6:30 PM Games at the Fields

This is also your cushion time, so if tent-pitching and shuttling take longer, you will be eating into this time. The crew leaders and ACLs are ready to lead games upon the return to the fields. Music in stereos is allowed only at your discretion. Before and directly after dinner are good times for music. One crew leader (with help from an ACL or a worker) sets up the campfire area at this time. They will dig the pit and take two 5-gallon buckets of water out there. Earlier in the day, a site supervisor or other program staff takes firewood and stacks it by the campfire area. The MCs should begin talking-up the Talent Show and signing-up individual and group performers. To ensure that the night ends on a positive note, MCs should schedule the last seven acts to be the performances of the six crews and the summer staff's skit.

7:15 PM Dinner

Whenever the program administrator is ready! Site supervisors and crew leaders help ensure the meal is orderly. As dinner wraps up, begin setting up the stage for the Talent Show.

8:15PM Hayride

As the sun is setting, help the rural grower load all the crew workers on to the haywagon. One crew leader or site supervisor should go on the ride to make sure people are sitting during the ride and that flashlights are out. This ride is wonderful; the land begins to fall asleep and the whole community rides together looking at the land for the first time in the dark, without having to weed, plant, or harvest something. Crew leaders and ACLs often take advantage of the dark by hiding at some dark place along the route and jumping out to scare the crew workers who, in the excitement, have barely noticed their absence.

9:00 PM Talent Show

Earlier in the week, you hand-picked two positive MCs from amongst your CLs and ACLs. MCs who are positive, inclusive, friendly, celebratory, and a protector of safe space help to ensure that the mood is light, everyone is appreciated, and fun is had by all. Create the stage as dinner is coming to a close. You will need something on either side on

which to put the lights, the Pig Nose, and the generator, full of gasoline, deep in the woods behind the shed, surrounded by tall stacks of harvest crates to absorb the noise, with an extension cord for the lights. Now turn on the lights. Have the MCs create an “on-deck circle” for the next act to collect themselves while the current act is performing to ensure that the transitions are smooth. Hand it over to the MCs. Cheer for everyone and enjoy! The crew leader or ACL who is in charge of the campfire should leave to start the fire when there are three acts left.



10:00 PM Campfire

After the talent show, the two site supervisors hop onto the stage, thank everyone for their participation, and use this time, the only time for the rest of the evening that you will have the group together as a captive audience, to explain the rest of the evening to them. Remind them of the schedule: campfire, back to the large tent to hang out quietly, then bed. Implore them to not do anything to make you two lose trust in them. Remind them that there is to be no sneaking out of tents this evening and no boys in girls’ tents or girls in boys’ tents. Remind them about the trains in the morning and that the wakeup for the early (7:40) inbound train is at 7:00 AM. Ask that those who want to take that train or the 9:12 AM outbound train, come see you before walking out to the campfire so that you will know who to rouse for the early wake-up call.

Tell them that they may want to put on long pants and bug spray. Have one site supervisor lead the walk out to the campfire. The other site supervisor brings up the rear, waiting for everyone to change into pants and get other things from their tents. While the site supervisor waits, s/he should take down the stage for the talent show, put away the lights, mic, the generator, the extension cords, and the stereo. One year we didn’t do that until the sky had opened up and everything was drenched.

11:30 PM Return to the Main Tent

This is a time for the youth to hang out together under the tent. People can play cards, chat, Uno, often someone brings out a guitar. In your mind, you should think of this as a time when you’re trying to lower the energy level of the group. One year, after the talent show, the staff didn’t take down the talent’s show stage or spotlights, and so when early departees from the campfire returned, they fired up the lights, the stereo, and created a kickin’ dance party. Not only was there a little too much bumpin’ and grindin’ , that year it was also very difficult to calm the group down and eventually get them to bed. This time under the tent together can be wonderful down-time for the community. Use it to double-check those who are taking the early train.

12:30 AM Bed Check

Supervisors have often thought it important to roll out their sleeping bags on the picnic tables under the main tent, which is situated conveniently between the girls’ and boys’ tent sites.

Quiet.

Try to get some sleep.

7:00AM 1st Wake Up (for early departees)

Wake up those taking the 7:40 train

Shuttle them to the train at 7:30 AM

8:00 AM **Volunteers arrive to begin cooking for the pancake breakfast.**

8:30 AM **General Wake Up**

Wake up everyone else

Before anyone can eat breakfast, their tents, sleeping bags, and bags need to be packed up and brought up near the main tent. And the site needs to be cleaned.

9:00 AM **Breakfast**

Make sure everyone cleans up after breakfast and thanks our volunteer chefs.

Shuttle to the train for anyone taking the 9:12 AM outbound commuter rail.

9:12 AM **Outbound suburban train leaves**

9:55 AM **Shuttle to the Train**

Two vans shuttle to the train

10:10 AM **Inbound train to the city leaves**

10:15 AM **Finally...**

Go back to the site and clean up the last of the overnight mess with the remaining leaders. Make a pile of lost-and-found items. The Lincoln site supervisor waits with any other youth who haven't yet been picked up. The Roxbury site supervisor drives the van back to the city.

Mid-Summer Parents' Event

This is an event that we started just a few years ago. The Food Project prides itself on working closely with young people, empowering them to be responsible for their own schedules, transportation, and actions. But what we were missing was an opportunity to connect with parents most of whom didn't quite understand the totality of their child's strange new job/summer program. We wanted parents to know about and understand the education and experience we were providing for their children so they could support their children to be successful in the SYP and down-the-road in TFP should their children choose to stay involved. We figured that by establishing contact early on and explaining the theory behind our activities and workshops, we could forge a connection with parents so that later on they might choose to become advocates for TFP in the community, informal recruiters of SYP youth for future summers, board or CSA members or just attend the Family Feast at the end of the summer.

We hold this one and a half hour event on the West Cottage food lot during the week following the Overnight. The Program Director, Program Administrator, Program Coordinator/Lincoln Site Supervisor, and Roxbury Site Supervisor should all work together to facilitate this event so that the parents get to meet everyone with whom their child interacts.

Attachment 114 The agenda is as follows (See Attachment 113: Mid-Summer Parent Event Agenda):

- 6:00- Snacks/Socializing
- 6:15- Welcome
- 6:20- Concentric Circles
- 6:40- Intro to Curriculum
- 7:00- Q&A
- 7:20- How to stay involved
- 7:30- Closing: Upcoming Events. Thank you for coming

Welcome: Staff introduce themselves and welcome parents.

Concentric Circles:

- Why did you come here today?
- What do you do for a living?
- How is the summer going for your child?
- What were you like when you were 15yrs old?
- What was your first job?
- What has been challenging for you as a parent of an SYP participant?
- What is your favorite veggie? /Have you been introduced to a new veggie by TFP /your child?



Intro to Curriculum: Group Goals, Most Important word, ID charts, Crew Flags, Workshops – Parents, tell me if you’ve heard about any workshops.

Q&A: Talk about your child’s experience, How to support your child so that he/she has a strong finish, violations & earnbacks?

Ongoing Parent Involvement: Recruitment, Interviews, Orientation, House Party, Donations, volunteering in fall & spring, AYP pitch, CSA (next year’s summer CSA &/or this year’s winter CSA)

Closing: Upcoming Events- Farmers Markets, Family Feast.

NOFA Conference

This is an optional event available for only a small number of youth. Your budget ultimately determines how many people you can take. We have tried to be inclusive and take everyone who applies, but have found after years of experimentation that taking approximately 8 crew workers, along with 2 ACLs and 2 Crew Leaders, works the best. The NOFA conference is a wonderful opportunity to introduce a deeper understanding of sustainable agriculture to youth, to provide a fun, very different experience for them, and for you to get to know crew workers on a more personal level.

Preparation REGISTERING

NOFA registration has typically been complicated for our group. We don’t advertise NOFA until just after the Overnight, the midway point of our summer. We feel that the majority of our crew workers don’t start seeing The Food Project as an enjoyable experience and not just a job until after the Overnight. That’s when they begin “getting it.” In

order to get a diversity of applicants for NOFA, we want to wait until this point to offer it to the community. This is problematic for a few reasons. The first is, it's only then that our NOFA timetable begins (more to come about this). Secondly, the "Early-Bird" deadline that ideally we would apply for needs to have the names of all TFP attendees more than two weeks in advance. Although we haven't been able to talk NOFA into allowing us to register and pay for eight to-be-named teenagers for the early-bird deadline, we don't think this is outside the realm of possibilities. Contact NOFA at the beginning of the summer to try to strike a deal, and if you are successful, make note of it so Program Coordinators and Administrators in years to come can follow in your footsteps. Our timetable is as follows: Once we invite people to apply, we give everyone a few days to submit paragraphs about why they want to go. Then we take a day or two to decide who we will take. Then we ask attendees to fill out the application. There are scholarships available, that we take advantage of, for people of color to attend the conference for free. Have any staff or crew workers of color fill out the scholarship form.



TENTS AND SLEEPING BAGS

We sleep on a nice stretch of grass on the beautiful Hampshire campus. Many other people pitch their tents there. On the Monday prior, confirm the number of tents and sleeping bags each young person has and can bring. Some people will not have sleeping bags; some will have extras. Borrow tents from staff if necessary, but try to find bags from other workers. All Supervisors of SYP youth and interns are responsible for making sure that there is sufficient tent space for all participants.

BACKUP LODGING PLAN

If it rains, we sleep in our tents. But on the off-chance that it pours or the weather report does not look favorable, you need to have created a solid back-up plan. A month before NOFA, contact the church in the area that we used to stay at during our first few years of making the NOFA trip with crew workers, Wesley United Methodist Church in Amherst. Explain that we stayed with them in 2000 and that they were great to put us up. Remember to leave the church cleaner than when we arrived. NOFA itself could create a second backup option. In 2003 it began pouring late at night and NOFA opened the gymnasium where the keynote, contra dancing and a few other events are held. The gym is very close to where we usually camp, so it was an easy mad-dash. This was a great saving grace that year, but don't count on it always to be that way.

For other preparation (see Attachment 114: NOFA Staff Supply List, Attachment 115: NOFA Supply List & Details, and Attachment 116: NOFA Schedule 2004)

Attachments 114-116

Two weeks prior, introduce the NOFA trip during afternoon announcements or a morning meeting. Tell crew workers that only a certain number of them can go, and, if they are interested, they will need to write a half-page explanation of why they want to go and contribute \$15 for registration if accepted. The half page explanation is due to you the following Wednesday. Let them know about your decision by the next Friday, so people have one week to prepare. Tell those who are

selected that if for any reason they cannot attend they must notify you no less than four days in advance. If they do not notify you they will be expected to pay the full cost for TFP to take a crew worker to NOFA - \$49 - unless we fill the spot with another participant. As usual, try to balance the group you take in regards to gender and city-suburb. Regarding ACL and Crew Leaders, as much as possible we like to take summer staff members who have never been to NOFA. If that criterion doesn't narrow the field enough, you can award it based on merit (which often works better for ACLs). One year, three crew leaders really wanted to go so they split the cost for a third non-TFP-reduced ticket. We apply for NOFA's scholarships as well. At the beginning of the summer, when you are registering TFP, send our NOFA scholarship letter to the appropriate person (see Attachment 117: NOFA Scholarship Letter). At that time, also sign up for a half table at which we'll set up our outreach materials and sell some books and manuals.

Attachment 117

On that Friday, give all the NOFA attendees the NOFA parent letter and permission slip (See Attachment 118: NOFA Letter to Parents, Attachment 119: NOFA Permission Slip, and Attachment 115: NOFA Supply List & Details). Tell them that you want the permission slip back by Tuesday – Friday, the day you leave, at the very latest.

**Attachments 118-119
Attachment 115**

The following is a detailed agenda for your NOFA weekend. (See Attachment 116, NOFA Schedule 2004, for a simpler outline.)

Attachment 116

On Friday, find some way to bring the Big Blue van to Lincoln - with those from Roxbury who are going to NOFA - by 5:00 PM. Before 4:00 PM, gather together all the gear and supplies you will need for the weekend (See Attachment 114: NOFA Staff Supply List). The program administrator needs to have tonight's food (pizza or make-your-own deli sandwiches) to the land by 5:00 PM.

Attachment 114

Friday

3:55 PM All the other crew workers, ACLs, and CLs leave for the weekend.

4:00 PM Clean up and Go to Walden

Everyone who is staying behind to go to NOFA cleans up under the tent. Then the whole group drives to Walden to swim and wash off.

4:45 PM Leave Walden

5:00 PM Arrivals, Food, Schedules, Rules

People who worked in Roxbury arrive in the van. (The van can arrive earlier in the day with a staff member, if, for example, a crew leader could drive NOFA attendees in Roxbury back to Lincoln in their car.) Collect permission slips, go over schedule and rules while people are eating (See Attachment 120: NOFA Rules). Explain what being in charge of the TFP table means (talking about TFP, selling books and manuals) and have people sign up for their shifts (See Attachment 119: NOFA Table Sign-Up). Try to make it so everyone works the same number of shifts, except those who stay at the table while the rest of the group goes to Amherst for lunch. Those people get big props and only have to work at the table once. Reassure them that they will be able to go to Amherst

Attachment 120

Attachment 121

with the rest of the group on Sunday. Load gear up into van and car. Go to the bathroom now!

5:30 PM Leave for Amherst!

7:30 PM Arrive at Hampshire College

Go in the entrance, drive straight in until you see the flagpoles, make a right and drive around to the left. Park where you can along the road and scout out a place to pitch tents. Try to pick an area that isn't too close to other tents – we want to disturb as few people as possible. Everyone helps set up everyone's tents. Similarly to during the Overnight, find out who has tent-pitching skills and spread them out amongst the tents. Make sure that the boys and girls tent area are separate and remind everyone that the boys and girls may not sleep in the same tent. This goes for everyone, ACL's, CL's and Supervisors. Decide who is sleeping where, put stuff in tents.

8:00 PM Register for Conference

Walk around together to let people get an idea of where things are (bathroom, main tent). At the main tent, go sign-in, get workshop booklets, and nametags. The Program Coordinator or Program Administrator should sign everyone in while everyone else hangs together on the green.

8:30 PM Plan for tomorrow

Look over the workshops. Remind them that the "Youth Round Table" is mandatory. Staff should already have looked at booklets and marked workshops that are relevant and interesting to youth. Suggest marked workshops to youth. Everyone should pick which ones they're going to tomorrow.

9:00 PM Contradance!

The Friday night contradance is usually held in the large gym near the main tent. This is always a highlight despite, or perhaps because of, the foreignness of it. The dancers range from children to grandparents, from skillful to novice. Everyone is kind and patient. Lead by example and get on the dance floor. Take those who are timid with you. Everyone else will follow.

11:00 PM Bed time

We have to get up very early tomorrow.

Saturday

6:00 AM Get Breakfast Food

Wake up and go get bagels, cream cheese, and milk. You brought cereal, bananas, bowls, and spoons, so these are the last three parts of breakfast you need. Drive left out of Hampshire, cross Route 20, and less than a half-mile straight ahead on that road is a bagel shop. Just a bit farther down the road on the right is a convenience store where you can get milk.



6:45 AM Youth Wake Up!

7:00 AM Breakfast

At the van. Make sure everyone knows where their workshops will be held.

7:30 AM TFP Table Training

Everyone walks to the main tent. Set up TFP table and give everyone a quick training on selling books, how the transitions between sellers work, and how we are accountable for the money. Let people know that they will be asked a lot of questions about The Food Project. Test them with a few zingers such as, “What is The Food Project?” “Where does TFP’s produce go?” and a few merchandise-related questions, “Who is Wil Bullock and why does he have a CD?” “What are the differences between the manuals and your other books – Growing Together and French Fries and the Food System?” These are questions that you, of course, know the answer to and any intern worth their salt will know the answer to, but remember these are crew workers only five or six weeks into their first TFP summer and, at most, they’ve have to answer questions like these once.



Send everyone off to their workshops. Stay a bit longer to make sure the first group people-ing the table knows their stuff. When the next group comes to relieve those on duty, the experienced group gives a quick reminder-training to the new-bees. We meet back at the van at promptly 11:45 AM and will drive to Amherst center for lunch. Take lunch orders for those two people staying behind to be in charge of the TFP table. Burritos and subs are the easiest to bring back.

8:00 AM First workshops start!

Each workshop is an hour and a half.

10:00 AM Second workshops start!

During the weekend, continuously check-in with youth about which workshops they went to and what they learned.

11:45 AM Lunch

Everybody except those in charge of the TFP table go to Amherst.

12:45 PM Reconvene and drive back

Meet back at the van and drive back to Hampshire College campus.

1:00 PM Third workshops start

3:00 PM Country Fair

This is a great time to relax and play. Usually someone starts a game of Frisbee. Annually, multiple Food Project people step up and throw their faces down into a pie for the pie-eating contest. Dale, from the Heifer Project, usually performs with his horse team. It’s also a good time to peruse the kiosks and lie in the shade of the few trees on the grass near the main tent.

5:00 PM Swimming

There’s an indoor swimming pool that is fun. One year, we got

directions to a pond that was a twenty-minute walk away – and had a great time! The past few years we have sacrificed the swimming and left for Northampton early so we could make it back by 8:30 for the drumming and music workshop.

6:30 PM Dinner in North Hampton

Have everyone rendezvous at the van at 6:30, load up both the van and the car and drive into North Hampton. It takes 20-30 minutes to drive there depending on traffic. Once in North Hampton, agree on a meeting place and tell everyone to meet back there at 8:30 PM sharp. Explain the food options and where they are, or walk around with the group looking for places to eat. Tell the group that you want them walking around with at least one other person. Set everyone loose!

8:30 PM Rendezvous and return

Rendezvous at the meeting spot and drive back to Hampshire College.

9:00 PM Cajun dance party

Usually held in the Red Barn. Explain that you want the group to travel together to and from the party.

11:00 PM Bed time!

People are having fun but are tired. We have to get up early again tomorrow.

Sunday

6:30 AM Get Breakfast Food

Back to the bagel shop and convenience store to get more cream cheese, bagels, and milk.

7:00 AM Youth Wake Up!

7:30 AM Breakfast at the van

Discuss with youth what workshops they are interested in for the day.

8:00 AM First workshops start

10:00 AM Second workshops start

11:30 AM Packup

Last people in charge of TFP table, pack it up with a staff person. Everyone else meets at the tents. Pack up and load tents, sleeping bags, and duffel bags into van.

12:00PM To Amherst for lunch

Head to town to grab a quick lunch. Announce that everyone needs to meet back at the van at 12:45.

12:45 PM Drive back to Hampshire College

1:00 PM Last Workshops

2:45 PM Meet at van

3:00 PM Leave for Boston!

Call parents from the road if you're off schedule.

Family Feast

The Family Feast is the culminating potluck dinner and presentation that celebrates all the work the young people have accomplished this summer. It is a special night that takes a lot of planning and coordination.

Preparation

FOOD

In the beginning of the summer, check your Family Feast Food budget and arrange for the kitchen staff to provide a simple dish just in case the food families bring isn't enough to feed everyone. Annually, the amount of food is a big concern. Stress to the youth that their families need to bring enough food to feed everyone they are bringing. If everyone brings enough food for their group, when the potluck begins and the food is shared, there will be enough food to go around. Usually the kitchen staff prepares a big tub of roasted tomato pasta that surely quells the hunger of the masses, should there not be ample food. Buy lemonade and iced tea mix. Bring a long-handled spoon to stir the drinks.

SOUND

Similar to the overnight, we utilize the Pig Nose – our mic and speaker all-in-one system – for the youth testimonials and the supervisors' introductions and closing. We found that it got quite complicated if the Pig Nose was used for the crew skits.

TRANSPORTATION

By Wednesday of the week before, confirm with Doherty's that the school bus will be on time for the pickup and drop off at Alewife and Ruggles. Clarify with Doherty's and for parents exactly where the bus will pick up at each of these locations.

Pick up	Ruggles 4:30 PM	Alewife 5:00 PM
Arrive at Farm	5:30 PM	
Depart Farm	8:30 PM	
Arrive at	Alewife 9:00 PM	Ruggles 9:30 PM

Ruggles pick-up/drop-off location: the passenger pickup spot off Tremont St.

Alewife pick-up/drop-off location: the passenger pickup spot on the ground floor near the car entrance

Farm pick-up/drop-off location: the entrance to The Food Project on Concord Road (Rte. 126). If coming from Lincoln center, turn right onto Concord Rd. (from Codman Rd.), cross the bridge over the railroad tracks, 100 feet up on the right is the entrance to TFP. If you reach Baker Bridge Rd. on the right, you have gone too far. Buses usually don't turn in, they just pull over and put on their flashers.

Ask the Lincoln Grower if a grower's assistant can take the white bus

and do a pick-up at the Lincoln Train Station.

COMMUNICATION

Speak with all the volunteer coordinators at the shelters mid-summer to invite them to the Family Feast. Two weeks prior to the Family Feast, send a personal email to the coordinators inviting them.

On Monday night have the crew leaders call all the parents in their crew to remind them about the family feast. It is really at this event that many of our parents realize the true magic of The Food Project. We just have to get them there!

YOUTH TESTIMONIAL SPEAKERS

Friday, Week 6

Ask the Roxbury site supervisor, program director, and program administrator to think about which of the youth should be the three who give testimonials at the Family Feast. Ask them to think about those who have grown and gotten a lot out of the Summer Program. They will be the most sincere and will deliver the most heartfelt testimonials.

Monday, Week 7

Collect everyone's suggestions and, with the program director, decide on your three speakers. Think about the young people you are considering individually and as a group. Are they, together, a diverse representation of race, culture, and gender in our community? Make sure you don't select all superstars. One year, without realizing it, we chose three young people who had earned no violations over the course of the summer. Obviously, they had come into the program without as many challenges as everyone else in the program. And by selecting three people who had received the Bonus to give testimonials, we didn't adequately represent the youth in our community; most crew workers earned at least one violation. Finally, ensure that the people you selected will be able to speak about different topics. If you have three good candidates, but know they were all most profoundly impacted by the work we did in shelters, you may want to choose one or two different people. Most likely, however, your testimonial candidates will be able to speak about a few parts of the summer program that impacted them. Discuss the possible speakers during the day on Monday; choose three by that afternoon.

On Monday at 4pm, when the other crew workers begin walking to the train, keep those three behind. Tell them what they have been chosen for and that it's an honor to represent their fellow crew workers in front of their friends and families. They will have 3-5 minutes to speak about their experience. The program director should set up times to practice with the speakers. For Thursday, tell them to think of what has most impacted them at The Food Project and to think of personal stories that illustrate their point. On Thursday the program director will pull each of them from the fields at separate times to talk about their subjects and to begin asking them to dig deeper. On Friday or Monday, the four of them (program director plus three youth) will meet and practice together. They will practice again briefly on Tuesday when their crews are putting together the skits. Drive the three youth to the station with time enough to catch the train. It's likely that at least one of the youth you have chosen is in Roxbury during Week 7. Have the Roxbury site supervisor



pull the youth at the end of the day and have the same conversation with them. You and the program director will have to think about how to practice on Thursday with them.

Tuesday, Week 8



In the morning on the day before the Family Feast, tell each crew about the “workshop” time they have this afternoon to prepare for the Family Feast. Read aloud what each crew is responsible for presenting the following night (See Attachment 96: Family Feast Preparation). Ask each crew to brainstorm, while they work in the fields, creative ways they could present themselves and their crew’s accomplishment in no more than 7 minutes!

PRACTICING FOR THE FAMILY FEAST

During the afternoon workshop time, cut up the Family Feast Preparation paper into crew’s sections and give each crew the section that pertains to them. Announce that each crew has about an hour and fifteen minutes to an hour and a half to work on creating their 5-7 minute skit. At that point, they will have to perform their skit for the site supervisors’ approval. At about 1:00 PM the crews separate to different shaded areas around the tree island to begin planning. At about 2:00, the site supervisors check in with each crew to see how everything is going and tell each crew that they have 15 minutes. Set up the stage area – the front of the tent closest to the fields. The stage isn’t very deep, in fact, during the Family Feast some of the stage will be on the outside of the tent. Between 2:15 and 2:30, one crew begins practicing for the supervisors. Begin by explaining to them that the tent will be filled with people tomorrow night and that they will absorb the sound. Everyone needs to practice speaking loudly, clearly, with their heads up, making sure that when they are speaking they are inside the tent. Tell them in the beginning that you may interrupt during their practice if you can’t hear certain people or if it’s not going well or if it is going too long. At the end of the presentation, bring the crew over and give positives and deltas. Tell them if you need them to practice more and run it for you again or if you just want them to go practice it once or twice more while the other crews are performing for you.

Wednesday

By 4:40 PM everyone should be back from Walden. Once all the vans are back, the staff in charge of van-runs drives to Alewife. Everyone needs to be changed out of their swimsuit and wearing a TFP t-shirt. Most likely, the program administrator and other staff are done setting up the benches and chairs, but if they are not, recruit crew workers to help. Staff should prepare igloo jugs with lemonade mix, iced tea mix, and water, then put all but the water out of sight so crew workers don’t ravage all the liquids.

When the first families start arriving, assign three crew workers the task of standing in three different locations near the CSA and directing cars where to park. Encourage the rest of the crew workers to tour their families around the farm. The food czars (program administrator and another staff member – often the Community Lunch coordinator) collect food from the families. Each food czar has a black marker, three-by-five cards, and Scotch tape and should write down the name of the dish,

labels it vegetarian if it's vegetarian, and affixes the label to the dish. The food czars have tables lined up in two separate lines and split the food between the two sets of tables.

Just before the program is about to start, gather all the TFP youth together in the arena to remind them about how the evening works. This is really the last time you will talk to them all together. Thank them for all their hard work and ask them to finish strong with a wonderful show celebrating all their time at The Food Project. Tell each crew to space themselves out from the other crews and ask them to be quiet in the arena while the other crews are presenting. They should arrange themselves in alphabetical order with Crew A first in the on-deck circle, Crew B next, and Crew F farthest from the tent. Once their crew is done with their skit, quietly find a seat or stand in the back and watch the rest of the crews present. Ask everyone to be attentive, respectful, and supportive when their three peers give testimonials after dinner.

Start the program on time, at 6:00! Ring the bell at 5:50 to let people giving tours know that the show is about to start. Ask all the guests to find a seat under the tent.

6:00-6:10 Site supervisors and program administrator introduce each other and give a big welcome.

The Lincoln site supervisor, Roxbury site supervisor, and program administrator stand in the middle of the "stage". Welcome the audience and thank them for coming. Introduce each other. The Lincoln site supervisor introduces the program administrator, who in turn introduces the Roxbury site supervisor, who in turn introduces the Lincoln site supervisor. Briefly point out, introduce, and thank the other TFP staff in attendance. Explain how the program works and when we will eat.

6:10-6:50 Crews present themselves and their accomplishments (7 min each)

This should take less than 42 minutes.

6:50-6:55 Recognize and thank the Shelter Coordinators who are present

Very few shelter coordinators ever attend this event. When they do, they truly understand the magic of The Food Project. Thank them for all the good work they do at their organization and all the hard work they put in with our young people.)

6:55-7:10 Three youth give testimonies about their growth over the summer

These youth are pre-selected the week before and trained by the Program Director.

7:10-7:15 Future involvement for youth, parents and others.
(Program Director)

Take this opportunity to let parents know about ways their children can stay involved with The Food Project. Explain the Academic Year Program (be sure to tell them that young people can apply in the winter

and the spring as well) and internships available in future summers.

7:15-7:20 Explanation of meal (Roxbury Site Supervisor) and Blessing (Grower)

Explain how all the food and drink is set up – that your dish may only be on one table, please don't go back for seconds until everyone goes through once and "Seconds" are announced, and that as many dishes as possible are labeled and marked if they are vegetarian.



7:20-7:50 Crews and their related guests go into the arena, get in circles to introduce themselves, and are called by Lincoln Site Supervisor to go eat. While they are waiting, CLs and ACLs should be prepared to play a game with their crew and families. "Names in the Air" works well for a large or small group. Predator/Prey would also work for a small group (10-15 people or so). Call up one crew for each buffet line. Just like Community Lunch, when the line is almost all to the table, call the next one.

7:50-7:55 Thank yous.

(Lincoln Site Supervisor and Roxbury Site Supervisor)

Turn on microphone and thank everyone for attending and for a wonderful summer. Explain that those taking the yellow school bus to Alewife and Ruggles should load up now and that people in cars may also leave.

8:00 Gather remaining staff to finish the clean-up.
Enjoy memories of the night!

9th week

The 9th week is an opportunity for crew workers (and ACLs) who have put forth a lot of effort with a good attitude this summer to get extra work hours during the week after the Summer Program ends. Speak with the rural grower, urban grower, and farmers' market manager at staff meeting during Week 7 (if no meeting is scheduled for that week, email those three) to confirm workblock times for the 9th week. (See the sign-up sheets listed in the text below for workblock times.)

Attachments 95-97

Announce it to the crew workers the Friday before the Family Feast. Bring the sign-up sheets Monday afternoon. (See Attachment 95: 9th week Farmers' Market sign-up, Attachment 96: 9th week Lincoln Field Work sign-up, Attachment 97: 9th week Roxbury Field Work sign-up.) Explain that the staff will choose people based on how well they worked during the summer. There are a limited number of spots so only a few people will have the opportunity to work that week. There are no workshops, only work, so they must be ready to focus and sustain their effort for more consecutive hours than they ever had to during the summer program. The site supervisors and the crew leaders won't be out on the fields to urge you along, so if staff members aren't impressed with your work, they will tell you not to come back the following day. You have to earn the right to come back. Paychecks for this week can be picked up at either office on days specified by the site supervisor and program administrator. If you submit a written request, we can mail your check to your home.

Conclusion

This concludes the three volume set of manuals to help you run an energetic and inspired summer youth program. This journey is hard and long and well worth the sweat and effort you will undertake in order to transform young people's lives. Good luck to all of you!

If you find yourself with additional questions on how to bring this work to life within your organization, please contact The Food Project to see if we can provide additional training through our consulting program.

www.thefoodproject.org/training

Our Vision:

Creating personal and social change through sustainable agriculture

Our Mission:

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

Attachment 2

YOUTH PROGRAMS OPERATING PRINCIPLES

The safety and well being of young people is of utmost importance to us.

We are committed to developing young peoples' skills. We combine the expectations of a job environment and innovative schooling in order to fully challenge our participants.

The program and production staff members are a united team in teaching, leading, and serving the young people in the programs. They support one another in doing excellent work.

We believe young people grow and learn best when led by staff who are impeccable role models and who care deeply about the young people they are working with.

We believe all young people have the capacity to learn, serve, and lead.

We are committed to raising questions with young people rather than providing answers for them. We explore openly, honestly, and rigorously issues that face us as individuals and as a nation. We do not speak from personal ideology but instead from our personal experience.

We value experiential learning. We emphasize action and experience and use curriculum as an enrichment to the doing.

We promote excellence and high expectations in all areas of a young person's life both in the present and future.

We vigorously recruit a racially, economically and gender diverse community of young for all programs. This brings a richness to our work that is critical to mission fulfillment and learning for youth and adults.

We offer youth a wide diversity of activity. A broad spectrum of activity promotes integrated learning and creates different access points for interest.

We expect young people and staff to open themselves to honest feedback from other participants. This openness can lead to deep personal learning and help others in their personal development.

We celebrate and promote the inclusion of young people in as many aspects of the organization as possible. Out of respect to youth we involve them where they have time and the support to succeed. We are rigorous in gathering input from youth and adults and believe that great ideas travel.

Everything we do with young people is intended to help them develop personally in the present or future. We often cannot know the effect of our work until years later. We care about the wholeness and well being of all youth now and beyond our time with them.

We strive to create ongoing, purposeful opportunities for youth to work with us. Ideally, youth who have the commitment and interest can find continuing ways to contribute and learn.

We are a land-based program that tries, whenever possible, to engage young people with the outdoors through agricultural work. We are committed to the comfort and safety of young people in the outdoors. This helps them build positive, hopefully life-long bonds with nature.

We build intentional, respectful relationships with all collaborators and invite young people into these relationships. We expect our youth to represent The Food Project well within any communities or collaborations they are a part of.

We value action and reflection. One without the other diminishes the potential power of each. All of our programs are designed to create an energetic balance between these two aspects of life.

We believe young people must be treated with respect and understand the deeper purposes of all activity. We are committed to preparing youth well for any work we are doing with them.

Original Vision and Mission Statements
Ward Cheney, 1991

VISION:

For the love of land and people,
For the good of the community.

MISSION:

The Food Project brings together people of diverse backgrounds – particularly youth – to grow and distribute food in Greater Boston, practicing care for land and community.

June 11, 2007

Your role includes: (10)

- Create and maintain safe space – emotional and physical
- Supervise, coach, encourage, discipline youth and young adults
 - Manage CLs
 - Head Supervisor and Responsible One for everything people-related on your site
 - Appropriate language, boundary with CL's
 - Your small crew of leaders - how you manage them is directly related to how 60 people experience TFP
- Balance work and fun, depth, seriousness of purpose, 'feel'
- Protecting TFP: legal prudence, financial accountability, following safety manual, and interfacing with parents
- Safety manual reporting: workman's comp, emergency protocols, reporting through program director
- Ag

Discussion (20)

- Preparing for the day (making use of your time)
- Balance field work, planning/admin, and social issues
- How do you manage when you're overwhelmed
- Rainy days
- Lunches – facilitating reaching out – crew lunches, joint crew lunches, mixed up lunches
- Investigating youth

North Shore/Lincoln & Rox (20)

- I. How are we connected
- II. Overlap
 - Leader Training
 - Overnights
 - Talent Show
 - NOFA
 - Family Feast
 - Interns at N. Shore
- III. How do we connect during the summer?
 - By phone
 - Staff meetings?

Role Plays (35)

- Setting tone for the day (staying positive, upbeat, enthusiastic)
- Creating safe space – people busting on each other publicly
- Managing transitions
- CL dogging it
- firings

Go over SYP 3 Manual (10)

explain its layout and how it should be used.

Reflection (10)

What will success look like for you in your role this summer?

How will you know success when you see it?

A goal you have for yourself as a leader within TFP?

A way you plan to take care of yourself this summer.

A mission 'turn on' you experience at TFP

A fear you have this summer and what can be done about it.

What you can be counted on to bring this summer.

Site Supervisor Binder Contents

(All underlined headings should be tab labels on the dividers in the binder.)

All documents are attachments in this manual unless otherwise specified.

The Site Supervisor binder contains all documents in the Leader binder and more. The documents in this binder may be in a different order than they are in the Leader binder. See the two binder Table of Contents below.

Pencil Pouch:

- One pen
- One sharpened pencil

Plastic Cover Sheet:

- Leadership Roster
- Roster of All Crews [Print Current Roster from the Youth Database]

- Site Supervisor Binder Table of Contents (this sheet)
- Leader Binder Table of Contents

Spiral Notebook

Schedules:

- Leader Training Schedule
- SYP Calendar
- Crew Rotations Sheet
- First Week Schedule
- All Lincoln weekly schedules, weeks 2-7 (7 in total)
- All crews' 2-week Roxbury schedules (6 in total)
- Lincoln Weekly Schedule Example
- Roxbury Weekly Schedule Example

Themes/Quotes/Workshops

- CW Morning Meetings
- CL Morning Meetings
- History of the Lincoln Land

Community Service:

- Community Service Q&A Sheet
- Shelter Directions [Only to their shelter.]

Standards:

- SYP Standards Agreement [Look on the server for the updated one, or in *Growing Together* for an older version]
- SYP Standards Violations Chart [Look on the server for the updated one, or in *Growing Together* for an older version]
- Interns Standards Violations Chart (this is the chart the ACLs are on)
(located on the server)
- Standards Monitoring Forms [See the TFP server]
- Positives and Deltas Forms [Look on the server or in *Growing Together*]
- Standards Violations Examples
- Straight Talk Tip Sheet

Attachment 5-2

Site Supervisor Standards Log (8 copies, double-sided)

Transportation:

- T Schedule [See MBTA website for current schedule.]
- Commuter Rail Schedule [See MBTA website for current schedule.]
- T Map [Call the MBTA.]
- Crew Worker Travel Plans
- MBTA Train and Subway Rules
- Lincoln Commuter Rail Duties Sign-up sheet

Agriculture:

- Lincoln Chores
- Chore Rotations
- [Check with the Head Grower about the following. Usually they make copies and hands to leaders themselves during an ag block.]*
- Agricultural Maps of Lincoln and Roxbury
- Agricultural Role of a Crew Leader
- Farm Work Lessons
- Tools Chart and Contract
- Veggie Descriptions

Roxbury:

- Map to Langdon and West Cottage Food Lots
- Roxbury History
- History of Roxbury Land (yes, this and the previous document are different)
- Roxbury Food Lot Protocols
- Roxbury Late Protocols

Special Events:

- Community Lunch Protocols
- Community Lunch Talking Points
- Overnight Schedule
- Final Day/Family Feast Schedule

Safety:

- Working Well and Safely at The Food Project
- Safety Manual (Leaders will bring their which you mailed to them. See TFP server))
- Directions to Emerson Hospital and Boston Medical Center
- Medical Forms of their Crew Workers and Assistant Leader [Make photocopies of the original forms sent in by the Workers and ACLS.]

Miscellaneous:

- Vision/Mission Statements
- Staff Roles
- Small Talk Tips

Violations Record Keeping

When training Leaders in recording violations, it is important to explain each step of the process and to have them perform it back to you to prove that they understand it. Over the years, the majority of leaders have told us during the first week that they understood the process, but we came to find out that many struggled with their record keeping and some of their errors, had we not caught them, would have affected their youth’s paychecks.

So test your leaders and check their records regularly especially during the first few weeks. It may feel like you are looking over everyone’s shoulders and you are, but it’s better to make sure they really *get it* than to try to untangle disastrous record keeping after 4 or 5 weeks of mistakes.

Test them during Leader Training. Then again when youth receive violations for the first time, check that leaders are recording the violations correctly. During the second week that youth receive violations, check leaders’ recording keeping to make sure they were able to add on secondary violations and re-label the earnback dates.

When you test them, give them a fictitious crew worker and simulate the violations this young person receives over the course of the first few weeks of the program. Leaders should be able to show that they understand:

- Violations on separate “lines” don’t build on one another (i.e. one violation for littering and one for smoking takes each infraction to 1 “Step moved on Chart,” not to step 2.)
- How violations add on top of one another
- About pre-warnings, warnings, and losing days’ pay
- That if in one week a worker moves from W to Losing 1 Day’s Pay to Losing 2 Days’ Pay – that the worker has lost a total of 3 days’ pay for those infractions
- When violations are reported to youth
- When earnbacks can be achieved
- How many days pay/much money can be earned back at one time.

Youth achieve Earnbacks for a violation when they have gone two weeks since the last date that that type of violation was reported to them. Youth earn back the most recent violation first. So if the last Unmotivated violation a young person received was Losing 3 days’ pay and they go for two weeks since an Unmotivated Violation was reported to them, they earn back the 3 days’ pay first. If they go for two more weeks without receiving an Unmotivated Violation, they would earn back the 2 days’ pay. Youth can only earn back one violation at a time. So if a young person gets 2 poor-role-modeling violations on the same day and then goes two weeks without receiving the same violation, they can only earn back 1 of those violations at that time. Two weeks later, if they didn’t receive another poor-role-modeling violation, they earn back the other one.

They should also understand that it is important to specify the date and day of the week under “Date of Infraction” and to write the Infraction title as well as a brief description – so that their record keeping is very clear if and when youth challenge their violations.

Sample Example to Lead your Leaders through. Tell them the date and the infraction and have them fill out the rest of each line.

CREW _____ CREW LEADER _____ YOUTH NAME Ernie

Date of Infraction	Infraction (include brief description)	Step Moved To On Chart	Penalty, or Amount of pay lost	Date of Stalk Session when violation reported to youth	Date Eligible for Earn-Back (if possible)	Date Earn-Back was Achieved (if achieved)
Tues 7/5	PRM (Poor Role Model) Ernie complained all morning even after the CL & ACL asked him to stop 3 times. It brought the crew down.	PW	--	Wed 7/6	Wed 7/20	
Thursday 7/7	Using cell phone During the morning workblock when his crew was in the eggplants, he snuck back to the tent and made a call	W	--	Wed 7/13	Wed 7/27	

Thursday 7/7	PRM During the Human Knot game, Ernie yelled "Shut up" at the ACL when she was giving instructions	W	--	Wed 7/13	Wed 7/27*	
Monday 7/11	Vandalism Ernie was caught carving his name into his crew's table	1	Loss of 1 day's pay (\$ ____)	Wed 7/13	-- (not eligible for	-- earnback)
Thurs 7/28	PRM During the Diversity Workshop, Ernie said how boring it was – loud enough for the presenters to hear	W**	--	Wed 8/3	Wed 8/17***	

* The most recent violations get earned back first. So once he received this violation on 7/7, the Leader should draw a line through the eligible earnback date for his Poor Role Model infraction on 7/5 and write a new earnback date as two weeks after the most recent Poor Role Model violation's possible earnback date. The updated earnback date for the 7/5 PRM violation is Wed 8/10.

** Since the previous Poor Role Model violation (from 7/7) was earned-back on 7/27 moving Ernie from "Warning" back to "Pre-Warning," the Poor Role Model Violation earned on 7/28 gets added on top of the "Pre-Warning" taking Ernie back to "Warning."

*** Violations cannot be earned-back after the last day of the program even if the crew worker is participating in the 9th week (See Special Events for an explanation of the 9th week). If this date would fall after the last day of the program, Ernie would not be able to earn it back.

ACCIDENT REPORT FORM

Injured Individual Information

Date of Accident: ____ / ____ / ____ Time of Accident: _____ AM PM

Name of Injured Individual: _____

Location of Accident: _____ Witness _____

Position of Injured Individual: Worker Leader ACL Staff volunteer guest

Address: _____ City: _____

State: _____ ZIP: _____ Telephone: () _____

Date of Birth: ____ / ____ / ____ Height and Weight _____

(If Under 18) Parent/Guardian Name: _____

Below to be completed by Workers Compensation Coordinator

Date of Employment: _____ **Social Security #** _____

Over please 

Accident Narrative

Describe what happened in detail (give specific body part e.g. right hand or left foot):

Describe any treatment required: _____

Hospital person was taken to: Emerson Hospital Boston Medical Center Other: _____

Name of attending physicians: _____

Was parent/guardian notified? yes no If yes, by whom? _____

Name of reporting staff: _____

Here is the SYP update you have been waiting for:

The Summer Program started on Tuesday June 26th and has been going well this summer thanks to a strong leadership team and an enthusiastic group of youth. Carla, Henry and John would like to thank all the staff that have contributed to making SYP run so smoothly. We hope you enjoy the update.

Lincoln Updates (Carla)

Most Important Word:

On the first day of the program youth were asked to bravely stand up in front of the entire summer program and explain their most important word. Most youth were nervous but everyone stepped up to the plate (or flipchart).

Lunch From Around the World:

The youth were divided into three groups that resembled the first, second and third world. The first world was given an elaborate meal and the third world was given a tray of rice to share between thirty people. As expected, the 3rd world had an uprising and demanded equity. Needless to say the youth understood the point we were trying to drive home.

Diversity Workshops I & II:

Wow! The Diversity Interns are a powerful group. In two workshops, the interns engaged the youth in deep discussions about class, discrimination, family heritage and much more. The youth were able to open up and even shed some tears.

Agriculture Workshops:

In addition to fieldwork, the youth have been learning about soil, insects, weeds and sustainable farming. The workshops have used a hands-on approach that has challenged the youth to taste edible weeds and even catch insects.

Other interesting workshops:

Group Affiliation, Community Build, Gender Awareness, French Fries and the Food System.

Upcoming Workshops

8/ 7 Sexual Identity:

8/10 Lincoln History

Lincoln Harvest:

So far, we have harvested 18,000 lbs and we plan to meet our goal of 45,000 lbs by the end of the summer. Last Tuesday SYP earned a harvest rating of a 9.5. This was a big victory for the summer program since Elise does not give out high harvest ratings very easily.

Overnight:

The overnight was a blast! In only 6 hours, we went to Walden Pond, had a barbeque, hayride, talent show and campfire. The staff was exhausted, but they still woke up early the next day to cook pancakes for the youth.

NOFA:

On Friday August 11-13, we will be traveling to Hampshire College for the annual NOFA conference with 8 crew workers and 4 ACLS.

Family Feast:

Join us as we celebrate a successful summer with youth and family. The Family Feast is a potluck dinner and is scheduled for Wednesday August 16, 5:30-8:00 PM.

Roxbury Updates- (Henry)

Right now crews E and F (E-Z and Fast & Furious) are in the city and getting a lot done. They've been doing a lot to make the sites look their best, and E-Z has been planting some beans that should ensure a good harvest later this year. Crew A (A-Game) will be back on Monday for the last week in Roxbury of SYP '07.

Workshops:

ID Charts- Henry has been running this workshop every week, and has been impressed by the artistic ability and creativity expressed by the youth in some really amazing charts. Youth have definitely picked up on the connection of this workshop to the goals of SYP – in order to create personal change we need to help people be comfortable with who they are. Come to Lincoln for the last week to see them all hanging up!

Holding Ground – This workshop has generated some great discussions this summer, and it has outraged some youth when they learn about how people in the Dudley neighborhood were treated in the recent past. One youth made a connection between the film and the Community Build game from the overnight, and you could see light bulbs going on around the table. Henry is currently trying to rewrite the questions that go along with the film because of Straight Talk he received from Crew D (Dirt Devils).

Gender Awareness also went very well, and we had a good discussion about the beliefs held by our youth. It seems that the crew workers are more familiar with these issues every year, so this workshop may need some additional tweaking in the years to come. Unfortunately, Julien has been reinforcing gender stereotypes by being chivalrous and allowing Danielle to eat before him at community lunch. Typical, Julien.

Trace the French Fry, Level the Playing Field, Money Matters II, and Sexual Identity are all upcoming...

Speaking of **Community Lunches**... they have been exceptional this year. The food has been amazing as usual, and the young people have loved the opportunity to cook with our guest chefs. During lunches the interns have presented their work through skits and we've seen the crowds really responding to the energy. Keep up the good work, intern supervisors! Also, Mayor Menino and staff were at lunch earlier this summer, and we should all try to make him follow through on his promise to get us more land in the city. Also, look for coverage of the event in the Globe.

Rec. Day in Roxbury has been great, held at the park on Mass Ave. and Shirley Street across from Victoria's diner. One of the most exciting kickball games of all time occurred early in the summer, on the "bats" of an underdog Crew C (Catalyst Cavaliers) and several errors by Luis "Oh yeah, I'll bet you I'm not competitive!" Andino. Most weeks have featured football games and all have enjoyed. Someone stole the soccer ball we use for kickball from the white bus during the overnight, so please call Henry with any anonymous tips...

Tuesdays- Eva has turned her interns into amazing cooks, who are turning out 3 types of pesto, mole sauce, barbeque sauce, and many other delicious treats at an amazing rate. In addition to all of this work, they take the time to cook a healthy and delicious lunch for SYP and our urban interns every Tuesday. Favorites have included basil ravioli, roasted summer squash pizza, and stuffed collard greens. No one has been disappointed yet, and that precedent is sure to continue.

Farmers Market- Bharat's crew, A-Game, again holds the record for the fastest market breakdown, which has stood since the first week of SYP. The market is ahead of their earnings at this point last summer and the Market interns continue to set an amazing example for the SYP youth during market training and analysis, harvests, and during the market itself. Only three more markets during SYP, so come out and see the youth in action!

Thanks to Rowan for leading Harvests with youth this summer at Albion and the Rooftop, and to other staff, there is still time to come out and work with us.

Challenges in Roxbury – The main challenge this summer has been the amount of work we have to do. There are so many different jobs that we have frequently asked ACL's to take on a lot of responsibility leading their youth, and all have stepped up admirably.

We are still using the Citizen's Bank on Columbia Road for parking, and the bus has yet to be vandalized this summer. We're keeping our fingers crossed!

North Shore Update- (John)

Workshops (a snippet):

- Intensive Straight Talk – because of how well Crew Leaders have modeled how to give Straight Talk, the feedback that each Crew Worker received and gave in turn to the rest of their crew was one of the most powerful ones that I've ever seen.
- Agriculture Workshops – have definitely been very entertaining and very educational. J has done a great job of blending both aspects together, especially during the Insect workshop and finishing up with the scavenger hunt.

Theme Skits:

- Crews have taken an extreme amount of pride in presenting a skit for the theme of the week, and the skits have been some of the best that we've ever seen.

Hunger Relief Organizations (a snippet):

- My Brother's Table – there were a few rough spots at the beginning (staff at MBT was going through many changes) but all in all, the meals being served by the youth have brought about many great and powerful stories.

Farmers' Markets:

- The half crews that work the Lynn Central Square Farmers' Market have loved their time there in the morning and are excited to get their bag of produce to take home and cook with their families. In most cases, they love inviting their friends and families to come down and visit and shop.

Overnight:

- The Overnight was a big success for the NS SYP in Lincoln. Many of the youth still talk about Walden Pond, the food and the open mic as being the highlights of the event. We actually got to swim at Walden for a couple of hours this year, as opposed to the 20 minutes last year. In terms of food, we served up some soy/honey glazed grilled chicken, grilled squash and peppers from the land, salad mix from the land, bread from great harvest, fish tacos and bean and cheese tacos, lemonade, and a homemade and very tasty carrot cake from Amanda as well as Bedford's Ice Cream from Susan (Thanks!). For breakfast we ate homemade pancakes with real maple syrup along with freshly chopped fruit ranging from cantaloupe to watermelon. In terms of the open mic, there were so many performances ranging from GREAT impersonations of the staff, to amazing singing and poetry readings that we had to actually stop the performance in order to get to the bonfire before it went out. All in all, a really great event.

Other Updates:

- Potluck Lunch – Crew Workers brought a ton of food and we probably ate better than any past potluck lunch that I've been at in the past couple of years.
- Community Lunch – even though our first one was during a rain storm, there were high spirits and good hot soup to be had by all.
- The NS SYP started with 27 new Crew Workers and is currently at 26.

There is a lot of interest for DIRT this year, which is going to make it even more difficult than last since there's even more people in the SYP

Attachment 9-4

SYP reports- Lincoln Boston

There are currently 50 crew workers. We have lost a few through the summer. We started out with a solid 62 the first day of the program. We lost a few really early on, in the first week for not showing up/illness/not getting paperwork/and realizations that two wouldn't be able to keep up with the rigors of the program. Since then we have lost one to summer school, three have been dropped because their violations resulted in firing as well as a few more for health reasons.

Be sure to express thanks and appreciation for all the hard work that Carla, Henry and John have put into this summer—they have done an amazing job. If you want to see it first hand before SYP is over either by Adopt-A-Staff, coming to the Family Feast, helping with a morning meeting or sitting in on a workshop!

I think that's all for now, if you have any questions just let me know!

Field Work Games List

(cross reference at the end of #2 Activities – General Categories)

These first two games “Who has the Hat?” and “Chilly Willy” are inclusion riddle games – similar to “Pass These Sticks” in Growing Together, which means they are games that the facilitator begins playing while members of the group try to catch on and understand the pattern. Once they do, they don’t announce the pattern or riddle, rather they begin playing along and become another person in the know.

“Who has the Hat?”

The facilitator talks about giving a hat to different members of the group. Then asks who has the hat?

“I give the hat to Paul, Paul gives it to Monique, Monique, gives it to Mike. Who has the hat?”

The game continues until everyone understands who ‘has the hat.’

(the Riddle: The first person to speak after the question is asked has the hat.)

“Chilly Willy”

“Chilly Willy likes ‘skiing,’ but hates ‘snow.’”

“Chilly Willy likes ‘apples,’ but doesn’t like ‘bananas.’”

(the Riddle: Chilly Willy likes words with double letters. People have to guess the answer by playing along correctly, NOT guessing outloud how it works.)

Geography Game

Name a place – a city, state, or country.

Lets say I start with ‘Austin.’ The next person has to name a city, state, or country that begins with the last letter of the previous word. So the next person would follow ‘Austin’ with ‘Namibia.’ The next person would say ‘Atlanta.’ A person is ‘out’ when they say a place that has already been said or they cannot think of one.

Spelling Game

One person would begin by saying a letter. For instance, person #1 would say, “S,” Person #2 would say “I,” then Person #3 would say “L” Each successive person could either keep spelling or guess the word that the previous person was thinking of. The person who finishes a word is out, so you want to continue to elongate the word. In this example, Person #4 could say ‘L’ and be thinking of the word ‘silly,’ but Person #5, who doesn’t want to have to finish the word, could say ‘I’ and be thinking of the word ‘sillier.’

If someone can’t think of a way not to finish a word, they can pretend that they are thinking of

Attachment 10-2

a different word and attach a letter without a specific word in mind. If the following person doesn't believe that such a word exists, they can challenge the previous person and ask what word they were thinking of. Using the previous example, Person #6 could have been thinking of the word 'silly' and can't think of a word that begins 'silli-' and therefore challenges Person #5. In this case, Person #5 has a specific word in mind and tells the group and because the challenge is overruled, Person #6 is out. The person who is standing at the end wins.

Two movie-related games

#1 One person names a movie, then the next person says an actor who was in that movie, then the next person has to say a different movie that that actor was in. The group sees how long it can go without repeating movies or actors or coming up empty.

#2 Another game like that is thinking of two celebrities and thinking of the shortest way to connect them through co-stars of movies.

Source: As told to me by Kailah Hayden-Karp

Riddle Varieties – This is similar to “Who Has the Hat” and “Chilly Willy” but allows people to create their own rules and make up their own games.

The person who is “it” makes up a single rule in their head such as ‘words must process alphabetically.’ Let's put this game in the setting of a camping trip. So I tell the group that I will take an ‘apple’ on the camping trip. The next person guesses that we will take ‘grapes’ on the camping trip. The facilitator answers just ‘yes’ or ‘no.’ Someone else guesses ‘bat’ and that is correct. People try to figure out what is acceptable and what is not and thus crack the code. Just as with the previous games, once an individual cracks the code, they continue playing along until most people have it.

The first person to crack the code will create the next riddle. She might come up with the rule (unspoken of course) that all words must end in ‘t.’ Let's put it in the setting of the camping trip again. She says that we can take a rat, but not a rope or a car. People continue asking about what they can bring until they figure it out. Then they keep giving examples by following the rule in their selection of an object for the trip.

20 QUESTIONS

The person who is ‘it’ envisions a person, place, or thing. Those playing try to use 20 or fewer questions to guess what it is that the person who is ‘it’ has picked. People in the group can only ask “Yes” or “No” questions. For example, if I chose a deck of cards and the group asks:

- 1) Are you a person? No.
- 2) Are you a thing? Yes.

3) Are you bigger than a breadbox? No.

Singing Songs is always a favorite pastime (as long as they are appropriate).

Additional conversational questions

To use as prompts for crew workers to talk about.

Have you ever had a broken bone? What bone? When?

What's the most embarrassing thing that has ever happened to you?

What did you do this weekend?

What did you enjoy most about the past workshop?

What's your favorite lunch?

What is one of your pet peeves?

What is your favorite color?

What would you change about the world?

Is the glass half full or half empty? Why?

Which came first the chicken or the egg?

Do you have any scars? Share a scar story with your neighbor.

Who is your favorite relative? Why?

TITLE: Cluck and Clap

OBJECTIVES: To provide refreshment and relief from intellectual work; people kinesthetically work together as a team.

TIME REQUIRED: 5-10 minutes

PREPARATION: Create a flipchart with lines of “Xs” and “Os.” Make sure these symbols can be seen from the back of the room

MATERIALS: flipchart, markers

PROCEDURE:

- Tell participants that “X” = “cluck” and “O” = “clap”
- Ask them to stand. Lead them through by pointing at each “X” or “O”. They cluck or clap every time you point to a symbol
- When you have gone through the pattern once, speed it up and go through it again.
- The third time, tell them they can now go through the pattern themselves. They must really ‘tune in’ to each other and work together. You no longer point to each symbol. GO!
- Challenge them to do this again on their own, even faster this time

DISCUSSION: Debrief by asking how they managed to cluck and clap in unison; how they feel as a result or the exercise, how they might use this exercise with people they work with, etc.

SOURCE: American Community Gardening Association- Growing Communities Curriculum

TITLE: Russian Finger Fencing

IMPACT: energizes a group, breaks barriers between group members through physical touch and play, and encourages creative use of one's body

RISK: low to moderate

GROUP SIZE: 2 or more

TIME REQUIRED: 5 Minutes

MATERIALS: a space large enough for people to move around

DIRECTIONS:

- Pair off in twos.
- Stand facing your partner and lock right thumbs. Point your right pointer finger at each other. Your pointer finger is your sword.
- The object of the game is to touch the other person with your pointer finger and not to get touched yourself. The person who touches his or her partner first wins.

OPTIONS:

Variations include partners' locking left thumbs instead of right; partners' locking both right and left thumbs with arms crossed between them; and the group forming triads with each person locking one thumb with one partner and the other thumb with the other.

HINTS:

It might be a good idea to pair people up roughly based on height and size because it involves strength as well as good maneuvering.

SOURCE: Greg Gale

Attachment 13

TITLE: Farm Pictionary

OBJECTIVES: To have fun while getting a better understanding of farm terms

TIME REQUIRED: 20-30 minutes

MATERIALS: Flipchart paper, markers

PREPARATION:

- Divide into teams with ideally 5 members per team, but it could be as many as 8 members per team. Each team gets a piece of flipchart paper and needs a hard, flat area like a table or the floor to draw on.
- Either create cards ahead of time to show to each drawer or just whisper the farm word to each drawer

PROCEDURE:

- Each team designates one person to draw for their team
- Show the card with the word to be drawn to each drawer or whisper the word to each drawer.
- Drawers begin on your mark.
- The team to guess the correct answer first, wins and gets a point.
- Each team selects a new drawer. And the game continues. Everyone on the team has to draw before someone can draw for a second time.

Some farm terms to start with: soil, eggplant, potato beetle, compost, tractor, farmers' market, pepper, sunflower, strawberry, green beans, bee, CSA, corn, tomato

RULES:

- The drawer is not allowed to write any words or letters
- The drawer is not allowed to speak
- Team members are only allowed to look at their own team's drawing.

TITLE: I Love You Baby, But I Just Can't Smile

IMPACT: tests a player's willpower while keeping everyone else smiling, encouraging good humor, laughter, and silliness

RISK: medium

GROUP SIZE: 6 or more

TIME REQUIRED: 5-10 minutes

MATERIALS: none

DIRECTIONS:

- Members of the group stand in a circle with one person in the middle.
- The person in the middle says to one member of the circle, "If you love me, baby, smile."
- The person that is addressed must respond, "I love you, baby, but I just can't smile." The person tries to say this without even cracking a smile.
- Meanwhile the person in the middle is trying to do anything s/he can to make the person in the circle crack a smile. (No touching allowed.) If the person in the circle does smile, s/he becomes the person in the middle.
- If the person in the middle can't make the person on the outside smile, s/he moves on to another person in the circle and repeats, "If you love me, baby, smile", and the game continues with him/her in the middle until the person in the middle makes someone smile.

SOURCE: Sindy Piche and Karen Soens

Attachment 15

TITLE: Murderer

IMPACT: creates playful suspense, challenges people to watch closely, encourages dramatic play, and facilitates close interpersonal interactions through hand shaking

RISK: low

GROUP SIZE: 10 or more

TIME REQUIRED: 10 minutes

MATERIALS: space where the group can move around freely

DIRECTIONS:

- Everyone should be directed to stand outside the designated playing area.
- The facilitator shakes the hand of each person in the group as each enters the room or playing area one by one.
- As the leader shakes hands, s/he squeezes one person's hand twice without the other players noticing. The person who received the squeezes is now "the murderer", and s/he must keep his/ her identity secret.
- Group members circulate in the room, intermingling and shaking the hand of each person they pass.
- As the murderer shakes peoples' hands, s/he squeezes their hands once. This squeeze lets people know that they have been "killed". Anyone who receives a squeeze from the murderer, must silently count to five and then fall to the floor in a dramatic death.
- The "live" people still standing can guess who the murderer is at any time, but anyone who guesses wrong is also considered dead and out of the game. A person who guesses the murderer correctly gets to choose the new murderer by shaking everyone's hand and squeezing someone's twice. That person can also choose to make himself/herself the murderer.

SOURCE: Cindy Piche and Karen Soens

Rainy Day Video Collection

1. Jordan to the Max
2. Super Size Me
3. The Cost of Cool
4. Remember the Titans
5. Heifer Project:
 - i. The Flame
 - ii. Remedies: Healing the Earth
 - iii. Building Communities of Hope
6. DIRT the Next Generation: The Food Project (show in second half of summer to advertise for DIRT crew)
7. Deconstructing Supper
8. Growing Season- Catherine Sneed
9. Kellogg FAS Plenary Wil Bullock
10. Taco Bell Truth Tour
11. Basic Black: The Food Project

Extra videos if needed

Apollo 13

Pay It Forward

The Laramie Project

Keeping the Tradition Alive – The Lincoln Story

Community Lunch Protocols

- Everyone in your crew will cook either in Lincoln or Roxbury.
- The chef who will be cooking with you will provide the menu, which will include vegetables from our fields.
- Seven of the Crew Workers and the Crew Leader will cook in Lincoln. The other three Crew Workers and the Assistant Crew Leader will cook in Roxbury. Those who are not cooking will be doing field work, but will end fifteen minutes early to help set up the site for lunch.

Goals for Community Lunch:

1. To offer an opportunity where our youth can learn how to cook the vegetables they are growing.
2. To further the young peoples' understanding of nutrition and health.
3. To create a fun and informative event through which people from the outside community can be welcomed to The Food Project.
4. To provide leadership and public speaking opportunities for the crew, who will introduce and oversee the meal.

Schedule for Community Lunch:

- 9:30 AM Meet with the Community Lunch Coordinator and the visiting chef
- harvest any vegetables that you will need that were not harvested already
 - go to Concord Trinitarian Church / or the city office kitchen
- 10:00 AM Cook at Concord Trinitarian Church/ or the city office kitchen
- assign each crew member a job based on both the chef's cooking needs and the jobs which will need to be done at lunch (see the job list on the other side of the paper)
- 12:30 PM Lunch should be presented at the site by the crew and the chefs

Jobs for Community Lunch:

- It is critical that each of the following jobs be assigned to a Crew Worker, and that they understand how to do the job.
- The jobs are listed in the order they should be done at the meal.
- Everyone should practice what they are going to say (if a young person cannot demonstrate recall of their part during practice have them write it down before speaking).
- It is the responsibility of the CL and the ACL to facilitate this process. Jobs with a * next to them should be assigned to those staying to do field work.

- * Set up the site before the lunch arrives, pulling one table aside and laying out utensils, plates, etc. Once the lunch arrives, help the people carrying it set it up. (1-2 people)
- Site Supervisor will get everyone's attention. CL will briefly introduce their crew name.
- Introduce the meal to everyone at lunch. This should include the names of the different dishes, and which vegetables in the dishes came from our fields. (1 person)
- Explain the nutritional lesson of the day. (1 person)
- Introduce the crew members and tell what they did to help cook the meal. (1 person)
- Ask the chef and visitors to introduce themselves. (1 person)
- Present gift from TFP to the chefs (bouquet of flowers, TFP hat, or TFP shirt, and thank-you card)
- * Show everyone where to put trash, recycling, and compost. (1 person)
- Ask guests to come and eat first, then crew members to come after they have been served. (1 person)
(Site Supervisor will call crew members up by table.)
- Serve the meal. (2-3 people)

Everyone in the crew should find a visitor to sit with for lunch!

Everyone in the crew must clean up lunch!

Those who set up at the site should clean up the site.

Those who cooked should go back and clean up the kitchen.

Community Lunch Day Prep

(For Community Lunch Coordinator)

Chef Peter Davis, Henrietta's Table, 8/16/02

Crew D: Jessica and Alex Lebow, Jay, Jason, Amara, Lenya, Toneva, Jillian, Alycia, Blake, Kerrick

8:00-8:30 Last-minute harvesting

9:00- with another staff member driving, pick up kids at train and take them (w/ all veggies) to the church kitchen.

9:15-9:30- explain schedule, kitchen guidelines:

hand washing

latex gloves

vegetable washing- do not return to floor

9:30- meet and greet chefs, review schedule

Go over safety guidelines, briefly

Don't use hole-pans

9:45-12:10- Cook, attempt to clean as you do

(11:15 - Community Lunch Assistant will begin setting up the site for the lunch)

12:00- tell 3 youth to interview chefs, 3 youth to describe meal

12:10- others begin loading catering truck

have speakers practice outside

*Need another adult to take youth to lunch

12:20- arrive in Lincoln, make sure all is set for dinner.

talk to Site Supervisor, tell youth to get ready to speak

12:30- youth announce meal, introduce chefs, and give thank-you gift from TFP

other youth unload truck onto table

12:35- youth wash up and begin serving meal

1:00/1:15 - finish, eat

2:00- load up truck, take 3-4 youth to kitchen for cleanup

*Need adult to take youth to church

4:00- leave!

*Need adult to take youth to train

Remember to bring:

Index Cards and pens

Gifts for chefs- hats, t-shirts, bouquet of flowers or thank-you card

Site Supervisor Community Lunch Talking Points 2007

When guests arrive they check in at the registration table and go on a tour with Ag Staff, Ag interns, and youth who want to learn how to give tours.

Ring bell to get everyone back from tours or if no one is on tours just walk around asking people to take their seats.

Welcome

Welcome to our community lunch series and our 16th summer of work as TFP. We are so happy you could come out and join us on this wonderful summer day.

I am ____, (Lincoln or Roxbury) Site Supervisor, and you are sitting among our hardworking crew workers, assistant leaders, and crew leaders.

Today's Agenda

We have a wonderful program for you this afternoon. Crew ____ cooked a lovely lunch with ____ from ____ restaurant. So after I am done with my preliminary remarks, crew ____ will come up here and introduce the meal they have cooked for us.

(If there is dessert) As dessert is being served, two of our interns will begin presenting the work that they do here. Please give them your attention while you are eating dessert.

(If there's no dessert) As you are finishing your meals, two of our interns will begin presenting the work that they do here. Please give them your attention when that time arrives.

Logistics

Before we begin there are a few logistics. (It is best to have someone stand near the different containers and show people while you speak).

We have two port-o-potties (point out where they are).

When you are finished with your meals, please dispose of any leftover food in the white compost buckets in the back. No meat in the compost buckets, please. Then please stack your dishes in the tub and your silverware in the one right next to it.

Everything else goes into the trashcans unless you have something to recycle – recyclables go into the green bins as displayed by the community lunch coordinator.

Introduce crew that cooked

And without further ado, here are our chefs for the day – Crew ____.

(begin applause)

Stand in the back of the tent so the cooking crew can see you. Be the smiling, encouraging face for them. Also let them know, by cupping your hands behind your ears, if you can't hear them.

(After the food introduction, make space for the chef to plug her/his restaurant or talk about their experience with Crew ____ this morning).

Transition

(Get back on stage)

While we let Crew ____ get ready to serve, we'd like to give you a chance to get to know the people at your table. Please go around and:

- introduce yourself,
- tell everyone where you are from, and
- answer this check-in question (see below) <If youth creates check in question then honor him/her>

Attachment 19-2

Please continue chatting until I call your table.

Good check-in questions can come from youth or you. If young people choose the check-in, ask for it at morning meeting or assign it to a crew to come up with during field work. Samples that have worked in the past:

- favorite vegetable and why
- favorite type of food and why
- tell your group members why you wanted to come to the food project
- what is a good piece of advice you received, from whom
- favorite summer activity
- favorite place ever traveled

Call tables one by one. Select tables to eat first based upon which table has the best mixed (TFP and guests) group and which groups are having the best conversations. Make sure tables with mostly guests eat early on. Everyone eats and the supervisor circulates prompting conversations at tables where the interacting is a struggle, talking to youth who are on the periphery, and introducing her/himself to guests and thanking them for coming. The Supervisor eats last and makes sure youth allow guests to eat first.

Wrapping Up

At the end of the lunch (at a time you agree on with the community lunch coordinator) introduce the interns who will be speaking.

After they have spoken thank everyone so much for coming. If deserved, give praise to the interns for their growth, skilled public speaking, or courageousness .

Thanks guests for coming.

Tell them that if they'd like to stay involved with The Food Project, they can:

- volunteer in the spring or the fall. After the SYP, the labor becomes the volunteers. Volunteer days are Tues, Thurs, Sat from 9:30-12:30. They can bring groups or come as individuals or as friends. They need to arrange volunteering with the Volunteer Coordinator. They can pick up brochures in the back.
- Winter CSA (check with Ag staff if there will be one this year)
- Next year's summer CSA
- We're a non-profit, so we always take donations
- Please, if you haven't signed in, please do so at the table in the back.
- Visit us at a community Lunch again sometime.

Announce to the youth that we will be reconvening in 5,10, 15 or however many minutes.

CREW WORKER TRAVEL PLANS

Name: _____

Address: _____ City: _____

Home Phone: () _____ Other Phone: () _____

MY TRAVEL PLAN TO LINCOLN:

(include times, station names, and bus numbers)

MY TRAVEL PLAN TO ROXBURY:

(include times, station names, and bus numbers)

MY TRAVEL PLAN FOR SHELTER WORK:

(include times, station names, and bus numbers)

Attachment 21

May 24, 2007

Rosetta Haynesworth
Volunteer Coordinator
Re-Vision House
38 Fabyan Street
Boston, Ma 02124

Dear Rosetta:

Thank you for giving one of our six 2007 Summer Youth Program crews the opportunity to volunteer at the Revision House. Homeless shelters, food pantries, and other hunger relief organizations prove to have a significant and long-lasting impact on the young people who work with The Food Project during the summer and we thank you for the opportunity to serve the residents of the Greater Boston area. The organizations we are working with this year include, among others, The Pine Street Inn, Rosie's Place, Community Servings, Women's Lunch Place, Haley House, Boston Living Center and the Red Cross.

A crew of ten or eleven youth will volunteer at your organization every Wednesday, beginning July 11 and ending August 8, 2007. The crew will include one crew leader (a 20-28 year old), one assistant crew leader (a 15-17 year old), and eight or nine Crew Workers (14-17 year olds).

The crew leader and assistant crew leader will come unaccompanied for orientation and training on Wednesday, June 20, 2007, from 9:00 AM to 1:00 PM. They will call you the day before to confirm this appointment.

Enclosed please refer to our Information Sheet for Volunteer Coordinators, which highlights the details of our program for the summer. Thank you again for helping us engage young people in what we hope will be a lifetime of service.

Yours truly,

Christina Gauron Wil Bullock
Program Administrator Site Supervisor

Summer Youth Program 2005--Information for Volunteer Coordinators

We are looking forward to working with you this summer.
Please read the following information thoroughly.
If you have any questions, please call Mike at (781) 259-8621 x 17.

The Summer Schedule

This summer a crew of 10 young people will work for your organization every Wednesday, beginning July 7th and ending August 11th.

Thus, they will be with you July 6th, 13th, 20^h, 27th and August 3rd & 10th.

Crew Composition

The crew will include:

- 1 Crew Leader: a college-aged person who is in charge of the crew; they will be your main contact
- 1 Assistant Crew Leader: a high school student who has already been through our Summer Program
- 8 Crew Workers: 14-16 year olds working for us for the first time

Leader Training

On Wednesday, June 22nd, the Crew Leader and Assistant Leader will come to you for an orientation.

They will be with you from 9:00 AM to 1:00 PM.

In the past, we have found that successful orientations involve a combination of two types of training:

- a presentation about your organization to the leaders, with time for discussion about their roles and responsibilities and introductions to the staff with whom they will be working
- a block of time for them to do some of the work that their crew will be doing this summer, so that they have a realistic sense of how to manage the crew

The Daily Schedule

9:00 AM-9:30 AM The crew will arrive at your organization.
(exact time depends on public transportation)
As soon as they arrive, they are ready to work.

LUNCH We ask that you provide lunch for the crew.
When and how you do so is up to you.
We encourage crew members to eat with your guests.

2:30 PM This is the ideal ending point for our crews.
We recognize that this time will vary depend on the
schedule that your organization follows, but we ask that the crew not be asked to work later than this
time, unless you have arranged that with Mike.

Attachment 22-2

Straight Talk

After they finish work, the crew will meet for at least an hour to hold their weekly feedback session. This meeting is critical to the success of our summer program. We ask that you provide a room for the crew to meet. Within this block of time, they are a self-sufficient unit and will not require your supervision.

The Tuesday Vegetable Delivery

One of the missions of The Food Project is to provide fresh, organic produce to populations in Boston who have limited access to this critical part of their diet.

Another mission of The Food Project is to expose young people to the cycle of the food system. Thus, the ideal situation for our youth program is that the crew be able to prepare and serve the food that they have grown!

Your organization will receive our produce, fresh from the fields, over the seven weeks of our summer program. We deliver that produce to you on Tuesday afternoons. We hope that the crew who will be working for you will be able to prepare and serve some of that produce the next day. Please let our youth know when they will be using Food Project produce.

Drop-off times, and types and quantities of vegetables will be arranged through our food production staff. They will contact you this Spring to set up a system which works for both of our staffs. Patrick Wood will be the contact person for vegetable delivery. He can be reached at (781) 259 8621 x 30.

Goals and Expectations

In our experience, shelter work runs best when the young people are given clear and challenging work. Our crews are used to working hard, and are expected to do so whether in the fields or at your organization. They are also accustomed to reflecting on the work that they are doing, and we encourage you to share your experiences and thoughts about hunger, homelessness, and other issues with them.

We recommend that you set goals with the crew on their first day. You should discuss this with the Crew Leader and Assistant Leader on their orientation day.

We also recommend that you have a check-in with the crew half-way through their summer to assess their work so far, and to set goals for the duration of the program.

A final forum about the successes and challenges of the summer would be a powerful conclusion to your partnership.

Channels for Feedback

A critical part of The Food Project is the feedback that the Crew Workers receive from their Crew Leaders. We welcome you to give the Crew Leader assigned to your organization feedback that you would like them to deliver to a Crew Worker(s). We ask that you direct feedback to the Crew Leader rather than to the Crew Worker. Part of our youth development philosophy is not to micro-manage the Crew Workers, and to streamline their feedback into the meeting on Wednesday afternoons.

Should you have feedback for the Crew Leader or Assistant Crew Leader, you should feel free to have a conversation with them, preferably away from the rest of the crew.

One of our Supervisors Bayo Owolewa or Pertula George will be visiting your organization at least once during the summer to work with the crew and get a sense of how things are going.

If a situation arises which cannot be addressed between your staff and the Crew Leader, please do not hesitate to call Bayo at (781) 259-8621 x 17.

What happens if you run out of things for the crews to do?

In the event that you are not able to provide food-related work for our young people during the entire service day, they may serve your organization in other ways. In the past, this work has included painting, yard and garden work, cleaning, and any other tasks you need done. We ask that you prepare a list of extra projects before the young people arrive so that there is never a Wednesday when they are underutilized. Please go over this list with the crew leader on their orientation day. Challenging situations often arise when there is not enough for our young people to do.

Can The Food Project Crew assist the organization off-site?

If you have service projects or field trips (on a Wednesday this summer) that require the transportation of our crew (i.e. One year Haley House needed our service at the farm that grows their produce and we traveled there to help them), we may be able to make our van available. Notify the Crew Leader and Mike at least two weeks before the service project, so that we can work on transportation and other logistics.

You Are Invited!

Each summer we end our program with a Family Feast, when parents, staff, and friends gather to celebrate a summer of hard work. We would love you to join us in congratulating these hard-working young people, while enjoying a bounteous potluck meal at our Lincoln farm. The presence of representatives from our collaborators makes a huge impression on the crews that worked for them!

We can arrange transportation from Alewife, so don't let the distance to Lincoln hold you back- it's worth the trip! (it's only 14 miles from Boston)

The Family Feast this year is on Wednesday, August 17th from 5:30-7:30 PM. Please call Bayo to confirm your participation in this event.

Attachment 23

Date

Dear Summer Youth Program Parent(s)/Guardian(s):

On X date, crew leader X will be hosting an X at X for her crew. Youth will be transported to X by X shortly after work on X, and will be dropped off at X by X time. That train will arrive at X at X PM and at X by X PM. There is also an earlier commuter rail train that leaves X by X PM and arrives at X by X PM.

The phone number for the X residence is X. If you need to contact your child during the event, please feel free to call.

In order for your child to participate, he/she must bring the attached permission slip by X date! If you have any questions or concerns, please feel free to contact the site supervisor at X number or X at X number.

I give permission for my child, _____, to go to a X at the X (located at X) on X date, from X time to X time. I also agree to allow X to transport my child for this event.

I agree to hold harmless The Food Project, Inc. in the case of any incident or accident that may occur during this event.

Date	Parent/Guardian Name	Parent/Guardian Signature

I would like my child to take the X PM X PM commuter rail train to X in order to get home.

WEEK 1 - COMMUNITY

MONDAY

Quotes:

Goose Story

Games:

Me and My Name

Name Gesture

Crew Split Up Game

Names in the Air

Workshops:

Most Important Word

TUESDAY

Games:

Human Knot Race

Workshops:

Standards and Goal-Setting

Straight Talk

Shelter Preparation

THURSDAY

Quotes:

Crews Create Definitions of Community

Games:

Dog Chases Tail

Workshops:

Shelter De-Brief

FRIDAY

Quotes:

Martin Luther King Jr.

“All people are caught...”

Workshops:

Lunch from Around the World

Games:

String Game

Name Race

Name Face-Off

Activities taken out:

Rise and Shine

Orange Pass under the Chin

Group Count

SUN	MON	TUE	WED	THU	FRI	SAT
<p>JULY</p> <p>COMMUNITY ALL CREWS IN LINCOLN</p> <p>WEEK 1</p>	<p>26 1st Day</p> <p>Workshop: Most Important Word</p>	<p>27</p> <p>Workshops: Standards & Goal Setting Introduction to Straight Talk</p>	<p>28</p> <p>Workshop: Journal Free Write</p>	<p>29</p> <p>Workshop: Soil Sleuths Crew A & B</p> <p>Community Lunch (In-house)</p>	<p>30</p>	
<p>1</p> <p>SERVICE</p> <p>ROXBURY: CREWS A + B</p>	<p>2</p> <p>Workshops: Introduction to Shelter Prep & Stereotyping (L) Introduction to Shelter Prep (R)</p>	<p>3</p> <p>Workshop: Straight Talk (L + R) (all crews/locations)</p>	<p>4</p> <p>HOLIDAY</p> <p>NO TFP</p>	<p>5</p> <p>Workshop: Group Affiliation (L)</p>	<p>6</p> <p>Community Lunch Crew F (LIN)</p> <p>Workshops: Soil Sleuths (L) Money Matters I (R)</p>	<p>7</p>
<p>8</p> <p>RESPONSIBILITY</p> <p>ROXBURY: CREWS B + C</p>	<p>9</p> <p>Community Lunch-Crew B (ROX)</p> <p>Workshops: Compost Happens (L) Diversity I 3:15-5:15 (R)</p>	<p>10</p> <p>Workshop: Diversity I (L)</p>	<p>11</p> <p>Shelter Work 9-1 Straight Talk 1-2:30</p>	<p>12</p> <p>Workshop: Shelter De-Brief & Money Matters I (L)</p> <p>(Crew A needs activity, did Money Matters I)</p>	<p>13</p> <p>Community Lunch-Crew E (LIN)</p> <p>Workshops: Arts- Crew Flags (L) Compost Happens(R)</p>	<p>14</p>
<p>15</p> <p>WEEK 3</p>	<p>16</p> <p>Community Lunch-Crew C (ROX)</p> <p>Workshop: Wayward Weeds (L) Intensive Straight Talk-Crew A (L)</p>	<p>17</p> <p>Workshops: Intensive Straight Talk-Crew F (L) Intensive Straight Talk-Crew D (R)</p>	<p>18</p> <p>Shelter Work 9-1 Straight Talk 1-2:30</p> <p>Straight Talk-ACL's & CL's 3:30-7:30 (ROX)</p>	<p>19</p> <p>Workshops: Intensive Straight Talk-Crew E (L) Intensive Straight Talk-Crew C (R)</p>	<p>20</p> <p>ALL IN LINCOLN</p> <p>Community Lunch-Crew C (In-house)</p> <p>Workshops: Intensive Straight Talk-Crew B Community Building</p>	<p>21</p> <p>TFP OVER-NIGHT</p>
<p>22</p>	<p>23</p> <p>Community Lunch-Crew D (ROX)</p> <p>Workshops: Insects (L) Diversity II 3:15-5:15(R)</p>	<p>24</p> <p>Workshop: Diversity II (L)</p>	<p>25</p> <p>Shelter Work 9-1 Straight Talk 1-2:30</p> <p>Mid-Summer Parents Event 6:00-7:30 PM (ROX)</p>	<p>26</p> <p>Workshop: Sexual Identity (L)</p>	<p>27</p> <p>Community Lunch-Crew A (LIN)</p> <p>Workshops: Writing (L) Sexual Identity (R)</p> <p>Lunch w / NS NS overnight / LB rain_date</p>	<p>28</p>

SUN	MON	TUE	WED	THU	FRI	SAT
AUGUST HOPE ROXBURY: CREWS E + F WEEK 6	30 Community Lunch- Crew E (ROX) Workshop: Trace the French Fry (L)	31 Workshop: Level the Playing Field (L + R)	1 Shelter Work 9-1 Straight Talk 1-2:30	2 Workshops: Nature Sit (L) Trace the French Fry(R)	3 Community Lunch- Crew B (LIN) Workshops: (L + R) Money Matters II Lynn Overnight rain date	4
5 COURAGE ROXBURY: CREWS F + A WEEK 7	6 Community Lunch- Crew F (ROX) Workshop: Debate Prep (L)	7 Workshop: Gender Awareness(L)	8 Shelter Work 9-1 Straight Talk 1-2:30	9 Workshop: Debate Prep (L + R)	10 NOFA CONFERENCE Community Lunch- Crew D (LIN) Workshops: Lincoln History (L) Debate Prep (R)	11 NOFA
12 COMMUNITY ALL CREWS IN LINCOLN WEEK 8	13 Workshops: Intensive Straight Talk (Crew A, B, C, D) Workshop: Food Systems Debate	14 Workshop: Family Feast Practice Last Day Logistics	15 Workshops: End of Program Intensive Straight Talk (Crews E + F) Reflection + SYP 2007 Evaluation Family Feast 5:30-8pm 22	16 SYP STAFF EVALUATION OF SYP 2007	17 STAFF EVALUATION OF SYP, 9am-12pm	18
19 WEEK 8	20	21	22	23	24	25 Attachment 25-1

*** RAIN DAYS: AYP presentation --DIRT video, ACL stories (L/R)

VISIONS' Guidelines

Try On

The only way to learn and grow is to try new thoughts, habits, and points of view. A metaphor is that you might go to a clothing store with clear ideas of what you do/do not wear. Trying on new clothes does not mean you have to wear them but at least you went outside of what you customarily would wear for a moment.

No Blame, Shame or Attack

It is not okay to do any of these to others or yourself when in a discussion. If you act this way towards others or yourself you will shut down conversation, create defensiveness, and destroy any 'safe space' that has been created.

OK to Disagree

Disagreement is not a bad thing, even though it can be uncomfortable. Not everyone can or should share the same point of view. Agreeing to disagree allows people to be honest in a dialogue.

Self-Focus

Avoid the use of 'you' or 'we' statements. Keep the focus of your thoughts on your own personal opinions, feelings, and beliefs versus trying to represent the opinions of others. Use 'I' statements whenever possible and notice how that keeps you honest.

Practice Both/ And Thinking

The dominant way of thinking is to pose everything as 'either/or'. This leads to things always being considered right or wrong, good or evil, with no recognition that some of both could be true. Instead of answering a person with 'yes, but...' try 'yes, and...'. Holding two parts of something as possibly true can be difficult, but it can increase the complexity and richness of discussion.

100% Responsibility

It is easy to sit back and blame others for what is not going well in a training or discussion. This guideline asks people to take responsibility for their learning, participation, and behavior.

Intent/Impact

Often people intend one thing when they speak or act, but their words or actions often have a different impact on the recipient. If a speaker recognizes and takes responsibility to explain the intent of their words, and if the listener is honest about the impact, dialogue can be deepened and people can learn more about each other.

Confidentiality

What is said in a workshop stays in the workshop. If there is agreement around confidentiality it can allow people to take risks, share more deeply, and not fear how it could come back to hurt them. Even if someone was in the same workshop, it is good to check out first whether they want to talk about what they said in the workshop. Do not presume people will always be willing to talk about the same issue after the workshop has ended.

Source: VISIONS, Inc.

Office at Visions-Inc.com

SYP Arts Workshop:

I. Intro (10 minutes): There are so many different kinds of art to do!

-where do you see it?

-traditionally, in museums, churches, public statues of Paul Revere etc. in parks

-but, think of other means: public art, murals for everyone to see, telling the story of a community (talk about Diego Rivera, Judy Baca), Guerilla artists (Guerilla Girls), artists who do environmental art (Goldsworthy, Smithson etc.), Graffiti artists (Artists for Humanity)

Bottom line..art should be accessible to everyone! Everyone can do it!

It can be about self-expression AND about putting out a message.

II. Break into crews: We are going to design a flag to represent your crew.

Materials (everyone is given posterboard, gluesticks, scissors, squares of construction paper, pens, markers). Amongst your crew you can decide if you'd like to design something all together where every square makes up a part of a larger image. Or if you'd rather have each person making an individual square on the flag.

For the rest of the period, work in your groups.

III. Regroup and show off what you've done, what each square represents or how it represents your crew.

Writing Workshop

Objective: To get young people to have fun with writing and expressing themselves

Materials: Each young person needs a notebook and a pen. The facilitator needs a stereo and the music mix.

Group Size: Unlimited

Preparation: Prepare a mix of short snippets of very eclectic music. Each song should be about 30 seconds to a minute.

Time Required: 1 – 1.5 hours
This workshop has two parts.

Procedure:

Part A: Run-on Story

Everyone:

- takes out a piece of paper and writes their name at the top.
- writes 3 sentences on their paper, beginning each one on a new line
- folds the top over so only the last sentence is uncovered
- then passes it to their right.

With this new paper, everyone:

- writes 1 sentence on the new sheet they've been handed.
- Then they fold the top down farther, so only the last sentence that they wrote is uncovered.

Continue passing papers around in the circle. Each person adds one sentence and folds down the sheet so only one sentence is exposed.

After everyone has written on everyone else's paper, the group passes around the papers and reads each story OR a few individuals read theirs out-loud to the rest of the crew.

Part B: Musical Stream of Consciousness

Play the mix, which is a compilation of short snippets of varied songs. About 30 seconds to a minute for each song.

One the music begins, everyone has to begin writing.
The only rule is that you can't stop writing, you can't lift your pen up

Option:

Then near the end, start asking questions that they can write about (it's optional to respond to them, one can just continue writing what she/he likes).

Questions can tie into theme of the week.

Optional Questions (to fit in with Hope week)

- Picture your life in 10 years
- When have you lost hope.
- Greatest Hope
- Someone who gives me hope

Source: Jacob Fine

Music/Creative Expression Workshop

OBJECTIVE: To create a space for people to be musical to express themselves and to play with the ideas of sustainable agriculture and TFP.

TIME REQUIRED: 1.5 hours

MATERIALS: boombox & CD (only for Group 1's activity). Youth need pens and notebooks.

PROCEDURES:

1. Count off randomly into two groups, each of which will look at music in a different way. At the end, groups come back to share their material.

Group 1

Discuss the different forms/ ways of communicating

-Using Music/ Arts as a form of communication

-Take a historical look at music and the messages that were given through them.

- Listening Exercise

Listening party: play different styles of music (rap, jazz, gospel, blues, soul, etc.)

Ex. Marvin Gaye "What's going on?"

-Ask them what they heard and felt? (Topics, issues, stories)?

-Ask them how do they think Marvin Gaye wanted to feel?

Give them the historical background of "What's going on?"

- What's your story?

Have them brainstorm on paper about who they are and what makes them who they are? i.e.

Life experiences, Family, neighbors, faith, issues in society

Work with them to put what they have come up with in a song or poem.

Group 2

- Ask them to break up into group of 4 or fewer.

(Solo artists are fine, but most feel comfortable with 2 or 3 others. If there is someone who doesn't have a group and doesn't want to be alone, encourage/ ask a group if that person can join them.)

- Make up lyrics to the tune of well known songs about The Food Project and/or sustainable agriculture
- Perform a first draft of the song and receive feedback from the other Group 2 groups
- Refine the lyrics
- If there's time, perform it a second time for groups in Group 2 for a second round of criticism, and put on finishing touches

2. Bring both groups back together. Ask individuals and groups to perform their songs, poems, or raps.

OPTION:

In years when we didn't have two facilitators for this workshop AND when we didn't have a facilitator who felt musically-inclined enough to lead Group 1, we had everyone do Group 2's activity. We moved 2 crews into the arena and kept 2 crew under the tent and told them that within those double crews, they could create groups of 4 as they wanted. This activity worked very well this way.

Source: Wil Bullock and Don Zasada

Money Matters I

Objectives:

To explain how youth get paid, cash their checks, and open bank accounts.
To help youth think about personal financial goals and budgeting.

Time Required: 1 – 1.5 hours

Materials: flipchart, markers, prepared sheet with enlarged picture of a check and a payment stub

Facilitator: This workshop should be led by the Business Manager or Accountant. Make sure youth coordinator is there to help lead it if Business Manager needs or wants it.

Procedures:

I. Getting Your Money

1. How will you be paid? How much?

How much will I make?

Answer: \$1,282.50* for the whole summer

Paychecks are distributed every two weeks; this means every two weeks you will be paid \$337.50*
(GROSS—which means before taxes)

* 2003 figures

2. Taxes & Deductions - a brief explanation

• **Social security & Medicare taxes – the “do I breathe” taxes =7.69% or approx. \$.08 on each dollar earned. Everyone pays these taxes, and the total you can earn for the summer will net \$1,190.92 after they are deducted.**

• **withholding taxes—Federal & state**

SOME people also will have Federal & State taxes deducted from their pay. Give a very brief explanation of how those deductions are calculated – charts based on what you claimed on your tax forms. If you claimed exempt, it means there will be NO federal and state withholding.

3. How do I cash my check?

Check cashing outlets, parents & friends, your own bank account.

Think about how much each paycheck will total. How will you keep your money? In your wallet?

Under your mattress? In your bedroom? How will you keep your money secure and still have some to spend when I need it?

Note: Whatever cash you keep on your person will be spent. It is human nature to spend whatever cash is easily accessed!

4. How do I open a bank account?

- Types available
- Can I have an ATM card?
- ID needed

II. Goals

1. Intro to money

- Capitalistic Society
- Feelings about money, general public
- WORD ASSOCIATION: What you think about money- on flipchart

2. What do we do with money

On flipchart label first column "GOODIES" and second column "MUSTS."

GOODIES: immediate gratification; pocket money, new sneakers, CD's, trips

MUSTS: long term or on-going expenses: saving for college, car, car insurance, helping out with household expenses, new school clothes

Some things are a GOODIE and a MUST: What kinds of things are those? clothes, car, etc.!

Have the young people list in their journals their financial goals. Remind them that we are not here to judge their financial goals—there is no "right or wrong" answers to this exercise. Ask them to sort these goals into GOODIES or MUSTS.

Ask the young people to turn to the person next to them and explain one of their goals to them.

Ask who will come up and write their partner's goals on the flipchart- pick about 10 youths. Point out similarities.

3. Financial Goals

How can I get what I want?

Explanation- Envelope systems – percentage based formulas

4. Strategies for Success

1) What will affect my ability to meet my goal:

absences, receiving violations, losing sight of your goals

2) What kinds of tools will assist me in making my goal:

envelope system, bank account

3) Check on your goals. You won't know how you're doing unless you remember your goals or see them often. Put a bookmark on that page in your journal. Put up in your room.

Explain that we will have a follow-up meeting in August to see how everyone is doing with their goals, so they should keep these goals in sight!

Source: Lis Cahill

Money Matters II

Objectives:

- To provide clarification about general check/ payment questions now that youth have received a few checks.
- To check in on personal financial goals and budgeting.
- To talk to youth about savings.

Time Required: 45 minutes to 1 hour

Materials: flipchart, markers, prepared sheet with enlarged picture of a check and a payment stub

Facilitator: This workshop should be led by the Business Manager or Accountant. Make sure youth coordinator is there to help lead it if Business Manager needs or wants it.

Procedures:

I. Financial Goals

Turn to the page in your notebook where you wrote down your financial goals.

How many of you have had a difficult time saving money?
It's easy to blow, isn't it?

How much money have you had the opportunity to make at TFP so far?
How much of that have you made?
How much have you saved?

Think about how far along you are on the way towards your goals.
Write down two things you are doing well to meet your goals and two things you could do better.

II. General Questions

What general questions do you have about checks and payment? This is not the time to challenge violations; Business Manager has nothing to do with that.

Personal financial questions you can ask me at the end, unless you think the question would be beneficial to the group.

III. Saving Session

1. Background on saving to include compounding of interest
2. Ascertain how many have saving accounts
3. Exercise on choosing a bank account
4. Exercise filling out forms for a bank account (local banks if possible)
5. Discuss saving on a regular basis. How much? Why?

IV. Set new Goals

Write new Goals for yourself for the end of the summer and rest of the calendar year.

Source: Lis Cahill

Straight Talk Tips

- Make sure you are in a quiet room with a closed door.
- Get everyone to sit in a circle where you can see everybody. You should be a part of the circle.
- Ask all of the youth to do the following:
 1. Put away all notebooks, walkmen, or any other distractions.
 2. Respect each other: don't make any comments or laugh or make other noises in response to Straight Talk.
 3. Be quiet and pay attention to the leader.
 4. Maintain confidentiality: nothing said in the room leaves the room.
- Begin with one youth (ask for a volunteer) and go around the circle, giving Straight Talk (first positives, then deltas) to each person and then telling them about any Standards Violations.
- Ask the youth to hold any concerns, questions, or disagreements until you have finished giving Straight Talk to each person.
- Make eye contact with each young person as you talk to them. Ask them to make eye contact with you also.
- Make sure to have at least as many positives as deltas for each person. Never err on tipping the scale with more deltas.
- Speak slowly, clearly, and loud enough. Pause when you finish with one young person to let your words sink in, and to collect your thoughts for the next person. Do not rush.
- Be confident! Speak from the heart! Be honest!
- Any major disagreements which could result in changes of Standard Violations should be brought to the Site Supervisor the next day. Do not feel that you have to resolve them on the spot. It is your right to say to a youth that they will need to discuss their problem with you and the Site Supervisor the next day.

Youth Assessment Survey
Crew Leader Assessment of the Crew Worker

Instructions:

This form is designed to gather information about youth participating in The Food Project programs. It should be completed by someone who is familiar with the youth. The Food Project is gathering this information to identify changes that occur in youth while they are participating in its programs. The questions address specific skills, attributions and behaviors of the youth. Please take the time to reflect on your experience with this youth and provide us your opinion about his/her. In your responses, please answer according to YOUR OBSERVATIONS of this youth, not what you desire of the youth.

Date _____

Name of youth _____

Which of the following TFP programs has this youth participated? (circle all that apply using parenthesis).

- | | |
|-----------------------|---|
| Summer Youth Program | 1 |
| Academic year Program | 2 |
| Alumni/Internship | 3 |
| Volunteer | 4 |
| None | 5 |

LIKE SKILLS

Please circle the number that best reflects that youth's abilities.

	Excellent	Fair	Not Good		
Ability to express ideas to others	5	4	3	2	1
Ability to use negotiation to resolve conflict	5	4	3	2	1
Ability to work in a group (crew)	5	4	3	2	1
Ability to make and maintain friends with peers and adults	5	4	3	2	1
Ability to complete activities that require a sustained effort	5	4	3	2	1
Ability to use information to make informed decisions	5	4	3	2	1
Ability to accept responsibilities for success and mistakes	5	4	3	2	1
Ability to give and receive feedback	5	4	3	2	1
Ability to take a stand when others disagree	5	4	3	2	1

Youth Assessment Survey
Crew Worker Self Assessment

Instructions

This form is designed to gather information to help us learn more about you. The questions address specific skills, attributes and behaviors. There are no right and wrong answers to these questions. Take your time to reflect and provide a candid response. Please rate each of the items on the questionnaire according to YOUR ASSESSMENT OF YOURSELF, not what other people might say about you. Please respond to each of the items and return this form to the Food Project program staff.

Date _____

Name of youth _____

LIFE SKILLS

Please circle the number that best reflects that youth's abilities.

	Excellent		Fair		Not Good
Ability to express ideas to others	5	4	3	2	1
Ability to use negotiation to resolve conflict	5	4	3	2	1
Ability to work in a group (crew)	5	4	3	2	1
Ability to make and maintain friends with peers and adults	5	4	3	2	1
Ability to complete activities that require a sustained effort	5	4	3	2	1
Ability to use information to make informed decisions	5	4	3	2	1
Ability to accept responsibilities for success and mistakes	5	4	3	2	1
Ability to give and receive feedback	5	4	3	2	1
Ability to take a stand when others disagree	5	4	3	2	1

The Food Project Summer Youth Program End of Summer Survey

The Food Project is interested in learning more about your experiences this summer. Please provide your honest opinions. Your honest opinion will help the TFP staff in the future to improve the summer program. Your comments also are important to understanding what works well so that TFP can share its practices with other organizations seeking to design similar programs.

Name: _____

Date: _____

1. Did you ever have a job before you started with the Food Project? *Check all that apply.*

- Part-time job during the school year
- Full-time job during the summer
- Part-time job during the summer
- Never had a job

2. Did you pass the 10th grade MCAS test?

- Yes
- No
- Have not taken it

3. Before this summer, have you ever volunteered for community service?

- Yes
- No

*If yes, did you... (Please check all the volunteer activities you did **before** this summer)*

- Tutor, mentor, or take care of younger children or older adults
- Help to take care of sick, elderly, or homeless people
- Volunteer with programs helping the needy
- Clean parks or do other environmental work
- Help renovate or clean buildings for needy people.
- Other (*What did you do?*)

4. Are you active in church groups, other religious groups, youth groups, or community groups?

- Yes
- No

5. Are you active in student government?

- Yes
- No

6. How important is it to you personally to: (*Please answer for each question.*)

	Very important <input type="checkbox"/>	Somewhat important <input type="checkbox"/>	Not too important <input type="checkbox"/>	Not important at all <input type="checkbox"/>
Eat a variety of foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a healthy weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose a diet with plenty of breads, cereals, rice, and pasta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose a diet with plenty of fruits and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment 35-2

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Have at least two glasses of milk or other dairy products daily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Choose a diet low in fat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use sugar only in moderation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7a. During this summer, how many times a week did you eat:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | Daily | 3-4 times a week | Less than twice a week |
| Fruits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vegetables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fast food such as McDonald's or Burger King | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7b. During this summer, on a typical day, how many servings fruits and vegetables did you eat?

- 1 serving per day
- 2 servings per day
- 3-4 servings per day
- 5 or more servings per day

8. Comparing your eating habits now with your eating habits before this summer, do you think that you eat more, about the same, or less of the following:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | More | About the same | Less |
| Fruits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vegetables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fast food such as McDonald's or Burger King | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sugary beverages (such as soda, blue juice) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plain water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Comparing your eating habits now with your eating habits before this summer, would you say that your diet now is:

- More healthy
- About the same
- Less healthy?

10. Do you think more about your eating habits now than you did before the summer?

- Much more
- About the same
- Much less

11. How much do you agree or disagree that: Because of what I learned at the Food Project, I have been able to encourage my friends and family to eat:

- | | | | |
|----------------|----------------|-------------------|-------------------|
| Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|----------------|----------------|-------------------|-------------------|

- | | | | | |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| More fruits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| More fresh vegetables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Less sugar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Less salt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Less fast food | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Comparing your physical activity levels now with your physical activity levels before this summer, would you say that your physical activity level now is:

- Higher than before the summer
 About the same
 Lower than before the summer

13. Farming methods have an impact on the: *(Please check all that apply)*

- Economy
 Environment
 Farm workers' health
 Consumers' health

14. Which is NOT a practice of sustainable agriculture?

- Building organic matter in the soil
 Using cover crop
 Crop rotation
 Planting the same crop in the same place each year
 Natural insects control

15. How much do you agree or disagree with each of these statements? **In the Food project, I learned that:**

- | | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I can make a difference in the life of at least one person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can make a difference in my school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can make a real contribution to my community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If I lead the way, my friends will get involved in making changes in our community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. During this summer at the Food project how much did you learn about the following:

- | | A great deal | Quite a bit | A little | Nothing |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| How to fill out job applications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How to interview for a job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What it takes to get a job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>What employers expect from their workers</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment 35-4

The importance of showing up for work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of showing respect for supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of showing respect for co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To have a strong work ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To give constructive criticism to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To accept constructive criticism from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To set and achieve personal goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To work with a team to accomplish team goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To speak in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To communicate more effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To feel comfortable in a multi-cultural environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make friends with people who are different from me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How much did you learn this summer about the following? *(Please answer for each question.)*

	A great deal	Quite a bit	A little	Nothing
How to use the public transit system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be comfortable commuting back and forth between the city and the suburbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be comfortable moving around in the city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. How much did you learn this summer about the concerns and issues facing individuals in the following groups? *(Please answer for each question.)*

	A great deal	Quite a bit	A little	Nothing
Your family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African Americans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian Americans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanics/Latinos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with low income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suburban young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Urban young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The homeless

Older people

19. How comfortable are you in talking about social barriers, race, or diversity with people from different backgrounds from you?

- Very comfortable
 Comfortable
 Uncomfortable
 Very uncomfortable

20. Please indicate whether you agree with the following statements: *(Please answer for each question.)*

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I think that diverse viewpoints bring creativity and energy to a work group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that multicultural teams can be stimulating and fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find that people are more motivated and productive when they feel they re accepted for who they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am afraid to disagree with members of other racial or ethnical groups for fear of being called prejudiced or racist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my experience, diversity brings many perspectives to problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had a problem on the job, I would feel more comfortable going to a staff member of my own race or ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable interacting with people from a different racial or ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My interactions with people at school or work are largely confined to people of my own race or ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's not easy to be tolerant when people have beliefs and attitudes that are different from mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Over the next couple of years, how likely is it that you will be involved in some kind of volunteer work or community service?

- Definitely be involved
 Probably be involved
 Probably not be involved.

22. How much do you think your experiences in the Food Project will affect your future involvement in volunteer work or community service?

- Much more likely to participate
 More likely
 Less likely
 Much less likely

Attachment 35-6

23. How much do you agree or disagree that **it is an important obligation of citizenship to:**

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Help those who are less fortunate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help to keep the neighborhood safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help to keep the neighborhood clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work to strengthen the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep informed about news and public issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vote in local elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in neighborhood organizations, including religious organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report a crime that you witness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. How important is it to you to:

	Very important	Somewhat important	Not too important	Not at all important
Work to correct social and economic inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a job that involves working to correct social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in a job where you are of direct service to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be involved in political campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help raise funds for worthy causes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment 37-1

Crew Leader Pre-Training Day
(see SYP Manual Leader Training for more detail)

- 9:00 AM Train Pickup & Drive to Field (WB)
- 9:15 AM Introduction (ME)
- 3 Site Supervisors (Linc, Rox, N. Shore) introduce themselves. And answer What is unique to them about the TFP? Why is TFP important to me.
 - All the leaders: Name, Where you're from, Why you are here?
- 9:20 AM Explanation of where we are (ME)
- TFP as a whole. Land in Lincoln (2), Roxbury (4), and North Shore (2). 37 acres total. 3 offices.
 - Acreage gone up from 2 to 37 including land in Roxbury Lynn and Beverly over past 15 years.
 - In Lincoln, MA
 - 21/10 acres of conservation land
 - conservation land so we must ask permission before we build and hide things (foundation, greenhouse)
 - could not afford land, very gracious to use it
 - TFP has farmed on 4 different lands in Lincoln
 - Grown to accommodate more produce, youth employment
 - Lincoln land has been farmed on for past 200 years and now we are carry on its proud tradition
 - Every site we have has a history for us to learn.
- Explanation of what we'll be doing today:
Go over agenda that is written up on flip chart
- 9:25 AM Tell group to think about being an adolescent when doing this next activity, they must tap into that spirit to develop youth over the course of the summer. (WB)
- Round 1: Describe yourself at age 14
Round 2: Most Important Word (see *Growing Together*)
Round 3: Best mentor
Bad experience with an adult mentor/coach
- 9:55 AM Game: Where the Windblows (see *Growing Together*) (JW)
- 10:10 AM The Food Project's Four Rs: (GG)
Relevance, Responsibility,
Relationships, Rigor
What We Are
What We Are Not
- 10:25 AM Who we hire (Crew Workers) (ME)
– Recruitment Handout from *SYP Setup Manual*
- 10:35 AM Game: CLUCK & CLAP {attachment 2} (WB)
- 10:45 AM Read *Growing Together*: (ME)

-Meaningful Work (Pgs16-18, 20)
-Interactive Learning (56-57)

Attachment 37-2

-Shared Standards (22-24)
-Standards Sheet
-Violations Sheet
-Violations Tracking Form

Talk about what he's learned about Standards (JW)

12:00 PM Lunch

12:30 PM Agriculture Introduction (EL)

2:30 PM Drive to the Office

2:45 Video/s (WB)

- Basic Black

(if there's time: -*D.I.R.T. The Next Generation*: This video helps leaders see what is available for crew workers who want to apply after the summer. The leaders act as recruiters so the more they understand the Academic Year Program the better.)

3:00 PM Logistics (ME)

Paperwork Check-up (Program Administrator)

Wrap-up/ Explain Saturday

Tell Crew Leaders to bring in safety manual and summer staff manual tomorrow

Evaluate the day

Final Questions

3:50 PM

Walk to the Train

3:55 PM

Depart for Porter/North Station

Attachment 38-1

Leader Binder Contents

(All underlined headings should be tab labels on the dividers in the notebook.)

All documents are attachments in this manual unless otherwise specified.

Binders: 1.5" for CL, 1" for ACL.

Pencil Pouch:

__One pen

Plastic Cover Sheet:

__Leadership Phone Roster

__Roster of All Crews [Print Current Roster from the Database]

Spiral Notebook

Schedules:

__Leader Training Schedule [LTraining Schedule]

__SYP Calendar [SYP CALENDAR]

__Crew Rotations Sheet [Crew Rotations]

__First Week Schedule [Linc Week 1]

__Lincoln Weekly Schedule [LINC Weekly Schedule]

__Roxbury Weekly Schedule [ROX Weekly Schedule]

Attendance:

__Weekly Attendance Forms [Print from the Youth Database by crew, special formats]

Staff Roles:

__Vision/Mission Statements

__Staff Roles [See Attachment 39: Staff Roles Template]

Community Service:

__Community Service Q&A Sheet

__Shelter Directions [Only to their shelter]

Standards:

__Standards Agreement [Look on the Server]

__Standards Violations Chart [Look on the Server]

ACLS, give them the "Interns Standards Violations Chart" located on the server

__Standards Monitoring Forms (9) [See the TFP server]

__Positives and Deltas Forms (9) [Look on the server or in *Growing Together*]

__Standards Violations Example

__Straight Talk Tip Sheet

Transportation:

__Crew Worker Travel Plans (9 copies) [See Attachment 20: Crew Member Travel Plan]

__T Schedule [Go to MBTA website and get newest PDF]

__Commuter Rail Schedule [Go to MBTA website and get newest PDF]

__T Map [Go to MBTA website and get newest PDF]

Agriculture: THIS IS PUT IN THROUGHOUT THE SUMMER

__Lincoln Chores

__Chore Rotations

[Check with the Head Grower about the following. Usually they make copies and hands to leaders themselves during an ag block.]

- __Agricultural Maps of Lincoln and Roxbury
- __Agricultural Role of a Crew Leader
- __Farm Work Lessons
- __Tools Chart and Contract
- __Veggie Descriptions

Roxbury:

- __Map to Langdon and West Cottage Food Lots
- __Roxbury History
- __Roxbury Food Lot Protocols [See Attachment 60: Roxbury Protocols]

Special Events:

- __Community Lunch Protocols [See Attachment 17: Community Lunch Protocols]
- __Overnight Schedule [Overnight Schedule]
- __Final Day / Family Feast Schedule [Final Day Schedule]

Safety:

- __Working Well and Safely at The Food Project
- __Safety Manual [Leaders will bring their which you mailed to them. See TFP server]
- __Directions to Emerson Hospital and Boston Medical Center
- __Medical Forms of their Crew Workers and Assistant Leader [Make photocopies of the original forms sent in by the Workers and ACLS.]

STAFF ROLES AND RESPONSIBILITIES

Beyond Crew Leaders and Assistant Leaders, there are many staff who help run the Summer Youth Program. For job descriptions of Crew Leaders and Assistant Crew Leaders, please refer to their contracts.

Program Director

- Oversees the design and implementation of the summer program
- Supervises the Program Coordinator, Site Supervisors, and Growers

Program Administrator

- Coordinates Recruitment and Set-Up
- Processes payroll
- Manages lateness and attendance
- Maintains supplies/equipment in Lincoln and Roxbury
- Coordinates Tuesday evening Leader meetings
- Prepares workshop material for key workshops
- Updates bulletin boards and serves as communications manager for the summer program
- Manages youth and staff paperwork
- Organizes Family Feast in terms of outreach
- Coordinates logistics for the overnight and the family feast

Program Coordinator & Site Supervisor in Lincoln

- Trains and supervises Crew Leaders and Assistant Crew Leaders (monitor standards, give feedback weekly, run weekly violations meeting)
- With crew leaders, guides each crew through a safe, productive week at the Lincoln fields
- Leads weekly program planning sessions for Crew Leaders
- In charge of rainy days (cancellations, planning, and implementing activities)
- In charge of theme meetings, keeping schedule for the day
- Leads specific program pieces: introduction to standards and violations, intensive straight talk workshops
- Designs and implements the summer program
- Keeps site orderly
- Supervises the Site Supervisors, Crew Leaders, and Assistant Crew Leaders
- Oversees recreation
- Meets with crew leader to go over standard issues and straight talk
- Greets visitors and train youth to meet with the visitors
- Primary Designated Safety Officer at the Lincoln Site

Site Supervisor in Roxbury

- Trains and supervises Crew Leaders and Assistant Leaders
- In charge of food lot site management and implementing agriculture plan
- Organizes theme meeting, keeps schedule for the day, leads field trips
- With crew leaders, guides each crew through a safe, productive week at the Roxbury urban garden sites
- Transports youth throughout the day using the van
- Direct liaison with the Lincoln office
- Assists with farmers' market harvesting and set up at Dudley Common
- Greets all visitors and acts as ambassador for The Food Project
- Keeps site orderly and oversees recreation
- Meets with crew leader to go over standard issues and straight talk
- Primary Designated Safety Officer at the Roxbury Sites

Grower in Lincoln and Director of Agriculture

- In charge of Lincoln field overview
- Responsible for field and site appearance
- Responsible for planting and harvest record keeping
- Manages overall distribution
- In charge of the box truck
- In charge of farm equipment -- maintenance and use
- Trains Crew Leaders in farming techniques
- Participates in weekly planning meeting with the leaders
- Designated Safety Officer
- Responsible for supervision and motivation of crew leaders and farm work
- CSA Manager

Grower in Roxbury

- In charge of Roxbury field overview
- Responsible for field appearance
- Responsible for planting and harvest record keeping
- In charge of cargo van
- Manages farmers' market harvesting in Roxbury
- In charge of farm equipment in the city -- maintenance and use
- Plans with Roxbury Site Supervisor
- Trains Crew Leaders in urban farming techniques
- Meets with Roxbury Site Supervisor and Crew Leaders in Roxbury for straight talk meeting
- Designated Safety Officer

CSA and Greenhouse Manager (Based in Lincoln)

Manages CSA and Greenhouse operations (Based in Lincoln)

- Assists Rural Grower in overall farm production and management
- Orchard Manager
- Potato Manager
- Responsible for Agriculture Curriculum
- Works with different crews on agriculture as needed
- Participates in weekly planning meeting with the leaders

Assistant Grower (Based in Lincoln)

- Assists Rural Grower in overall farm production and management
- Coordinates food distribution to shelters
- Manages flower garden and herb and tea gardens
- Works with different crews on agriculture as needed
- Participates in weekly planning meeting with the leaders

Rural Enterprise Grower (Based in Lincoln)

- Manages enterprise land
- Supervises advanced Ag. Interns

Urban Education and Outreach Coordinator

- Leads a team of five interns
- Conducts soil remediation for neighborhood gardens
- Designs and implements workshops on organic gardening for Roxbury residents

Attachment 39-3

Farmers' Market Manager

- Manages the Farmers' Market, including training
- Assists in supervision of Crew Workers during market hours
- Supervises Market interns

Community Lunch and Outreach Coordinator

- Coordinates the community lunches in Lincoln

Director of Public Education Programs

- Develops and teaches agriculture curriculum
- Coordinates Serve & Grow and School Partnerships Programs during the Academic year
- Leads team of five B.L.A.S.T. interns

Alumni Intern Coordinator

- Oversees alumni internship program
- Provides support to supervisors and interns
- Coordinates interns' payroll and logistics

Director of Kitchen Enterprise

- Leads a team of 3 interns
- Responsible for salsa production
- Develops products for sale
- Prepares food for all events

There are many more folks who work behind the scenes to keep the program running! Make sure you get to know them!

Name – Executive Director

Name - Associate Director

Name – Business Manager

Name - Accountant

Name – Grants Manager

Name - Grant Writer

Name – Public Outreach Associate

Name - Information Technology Coordinator

Name - Director of Community Relations

Name - Interns, Fellows, and Alumni Program Coordinator

Name - Director of Replication

Letter of Agreement for Crew Leaders

The following document outlines the expectations that The Food Project holds for its Crew Leaders. Crew Leaders are key members of the staff who greatly define the quality and impact of the summer program. As you read this document, keep in mind that the Crew Leader position asks you to be a responsible leader and role model. You will also be asked to read and sign a Summer Staff Manual, which explains each of these sections in more detail.

Leader Training Schedule:

Leader Training will occur from June 18 to June 25. The goals of Leader Training are to achieve at least a basic understanding of all aspects of summer staff jobs, from managing youth on a farm, to the social curriculum we use, to the logistics of running the program. We also want to build a support community among the summer staff. Every single piece of the Leader Training program is critical to your job, and thus your presence is essential! We all know it is a long week, so we'll try to make it fun, and just remember, you get a four-day weekend before the program begins.

Friday June 18

Crew Leader Pre-Training Day

- 9:15 Introduction
- 9:20 Explanation of where we are
- 9:55 Windblows
- 10:10 The Food Project's Four Rs
- 10:25 Explain hiring process (Crew Workers)
- 10:35 Clap Game/ Claps, Clucks
- 10:45 Read *Growing Together*;
- 12:00 Videos
- 12:30 Lunch
- 1:00 Agriculture Introduction
- 3:00 Wrap-up and evaluate the day

Saturday, June 19

- 9:00 AM Pick up at Donelan's parking lot.
- 9:15 AM SYP orientation
- 12:00 PM Lunch!
- 12:30 PM Canoeing and Team Building
- 6:00 PM Back to the mainland.
- 6:30 PM Shuttle back to Ruggles, Porter Square.

Attachment 40-2

Monday, June 21

- 8:00 AM Pick-up at the Lincoln train station. (Crew Leaders and ACLs)
(commuter rail leaves Porter Square at 7:30 AM)
- 8:15 AM Training begins at the Lincoln fields.
- 4:00 PM Training ends for the day.
- 4:30 PM Commuter rail leaves to go back to the city.

Tuesday, June 22

- 8:00 AM Pick-up at the Lincoln train station. (Crew Leaders only)
- 9:00 AM Pick-up at Lincoln train station (ACLs)
- 6:30 PM Training ends for the day.

Shuttle will be available to Porter Square.

Wednesday, June 23

- 9:00 AM Meet with your shelter Volunteer Coordinator for orientation.
Work at the shelter.
- 1:00 PM Leave the shelter to go to Roxbury.
- 2:00 PM Orientation to the Food Project in Roxbury.
- 4:15 PM Leave for the day. (shuttle to 5PM Porter train available)

Thursday, June 24

- 8:00 AM Training begins at **Roxbury** fields (West Cottage).
- 1:00 PM Leave to go to Roxbury together.
- 4:00 PM Run the Farmers' Market!
- 7:00 PM Farmers' Market closes.

Friday, June 25

- 8:00 AM Pick-up at the Lincoln train station. (Crew Leaders and ACLs)
- 8:15 AM Training begins at Lincoln fields.
- 4:00 PM Training ends!!!!

Normal Schedule:

If you look at the schedule for Leader Training, you can tell that your average schedule will be 8:00 AM to 4:30 PM, though some days you will need to stay later. We will go over all of the details of your schedule during Leader Training Week. If you are trying to plan after-work activities, please contact Meg to discuss when you will be available.

Special Events:

There are two mandatory Special Events for Summer Staff. Those are the Overnight and the Family Feast.

The Overnight this year will be Friday, July 23, when all youth and staff camp out on our farm in Lincoln. It's very fun, and also requires a lot of energy to run (curfew is at 3AM)! Everyone is gone by Noon on Saturday.

The Family Feast will be on the last day of the program, August 18.

It is a potluck dinner from 5:30 PM to 8:00 PM. All families of youth and staff are asked to come and celebrate the accomplishments of the summer.

You should plan on being there, and on staying a little later to help clean up.

An optional special event will be the Northeast Organic Farming Association's Annual Conference, which will be held August 12-15. Last summer we took ten youth to the conference and had a blast. We hope to be able to go again this summer.

Other optional special events will likely come up as the program moves along.

Evaluation:

Your contract as Summer Staff runs through August 19. On August 19, we will meet as an entire staff to evaluate the Summer Program. Your input will be invaluable.

Absence and Lateness:

Please consult your Summer Staff Manual for details on our absence and lateness policy for Summer Staff.

Leadership:

- Be responsible for the emotional and physical well being of your crew members both on and off The Food Project site.
- Be a part of the crew as well as a leader - work with the crew workers in the fields, food lots, soup kitchens, and farmer's market; be supportive of the crew members and strive to develop personal relationships with each of them.
- Strive to build a sense of community within and between the crews and toward that end work to resolve conflicts between crew members in a timely manner, requesting assistance from the Site Supervisor as needed.
- Help to develop leadership skills among the crew workers, especially the Assistant Crew Leaders, and encourage and facilitate planning and decision making within the crews.
- Implement the contract for eight crew workers and one Assistant Crew Leader in a fair and consistent manner.
- Work with the Site Supervisor to plan team-building, reflection, service, and educational activities and lead these activities throughout the summer.
- Come prepared for anything you are leading.
- Plan and run the morning meeting on a rotating, weekly basis.
- Have an understanding of The Food Project mission and structure and act as an ambassador for The Food Project to outside groups.

Dress:

- Wear The Food Project t-shirt during working hours in Lincoln and Roxbury.

Relationship with Crew Workers:

- Leaders may not transport Food Project workers to and from the site in their own cars.
- Relationships formed with workers should be in the best interest of the workers. No sexual relationships are allowed between Crew Leaders and any Assistant Crew Leaders or crew workers - misuse of the authority by any leader is grounds for immediate dismissal.

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Supervision:

- Set personal goals during training and participate in regular meetings with the Site Supervisors to evaluate these goals.
- Ask for assistance from the Site Supervisor if unable to complete something for which The Food Project is depending on you.
- Be accountable to the Site Supervisor for meeting the above expectations.
- Ask the Summer Program Coordinator or the Executive Director for assistance if a problem cannot be resolved with the Site Supervisor.

Payroll:

- You will receive a stipend of \$360 per week before taxes for the one week of training, seven weeks of the summer program and the two evaluation days.
- You will not be paid for days not worked.

Enforcement of the Contract:

- Crew Leaders will meet weekly with the Site Supervisor to review job performance as set out in this contract.
- Failure to meet the specifications of this contract will result in a warning being issued the first time. Along with the warning the Site Supervisor will initiate a discussion with the Crew Leader on how the problem can be avoided in the future and note possible solutions and goals for the incident.
- A second offense for the same issue within two weeks time will result in the loss of a half day's pay (\$36), and a full day's pay (\$72) for a third offense.
- Should the problem continue and the Site Supervisor feels that sufficient efforts have been made by The Food Project staff to resolve the problem, the Site Supervisor and the Executive Director will use their discretion to decide whether to continue deducting pay or terminate employment.
- Verbal abuse, fighting, being high or intoxicated at work, stealing, lying, or having drugs, a knife or a gun at the job are all considered unacceptable for a Crew Leader and may be grounds for immediate dismissal or loss of pay at the discretion of the Site Supervisor.

Letter of Agreement for Assistant Crew Leaders

The following document outlines the expectations that The Food Project holds for Summer 2007 Assistant Crew Leaders. Assistant Crew Leaders are important members of the staff who greatly define the quality of the summer program. As you read this document, keep in mind that the Assistant Crew Leader position asks you to be open and ready for leadership opportunities while building new skills in working with diverse groups.

Leader Training Schedule:

Leader Training will occur from Friday June 15 to Friday June 22. The goals of Leader Training are to achieve at least a basic understanding of all aspects of summer staff jobs, from managing youth on a farm, to the social curriculum we use, to the logistics of running the program. We also want to build a support community among the summer staff. Every single piece of the Leader Training program is critical to your job, and thus your presence is essential! We all know it is a long week, so we'll try to make it fun, and just remember, you get a three-day weekend before the program begins.

Friday June 15

Crew Leader Pre-Training Day

- 9:15 Introduction
- 9:20 Explanation of where we are
- 9:55 Game
- 10:10 The Food Project's Four Rs:
- 10:25 Explain hiring process (Crew Workers)
- 10:35 Game
- 10:45 Read *Growing Together*
- 12:00 Videos
- 12:30 Lunch
- 1:00 Agriculture Introduction
- 3:00 Wrap-up and evaluate the day

Saturday, June 16

- 9:00 AM Pick up at Donelan's parking lot.
- 9:15 AM SYP Orientation
- 12:00 PM Lunch!
- 12:30 PM Canoeing and Team Building
- 6:00 PM Back to the mainland.
- 6:30 PM Shuttle back to Ruggles, Porter Square.

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Monday, June 18

- 8:00 AM Pick-up at the Lincoln train station. (Crew Leaders and ACLs)
(commuter rail leaves Porter Square at 7:30 AM and North Station at 7:20 AM.)
- 8:15 AM Training begins at the Lincoln fields.
- 4:00 PM Training ends for the day.
- 4:30 PM Commuter rail leaves to go back to the city.

Tuesday, June 19

- 8:00 AM Pick-up at the Lincoln train station. (Crew Leaders only)
- 9:00 AM Pick-up at Lincoln train station (ACLs)
- 6:45 PM Training ends for the day.
- 6:55 PM Commuter rail leaves to go back to the city.

Wednesday, June 20

- 9:00 AM Meet with your shelter Volunteer Coordinator for orientation.
Work at the shelter.
- 1:00 PM Leave the shelter to go to Roxbury.
- 2:00 PM Orientation to the Food Project in Roxbury.
- 4:15 PM Leave for the day. (shuttle to 5PM Porter train available)

Thursday, June 21

- 8:00 AM Training begins at **Roxbury** fields (West Cottage).
- 4:00 PM Run the Farmers' Market!
- 7:00 PM Farmers' Market closes.

Friday, June 22

- 8:00 AM **Pick-up at the Lincoln train station. (Crew Leaders and ACLs)**
- 8:15 AM **Training begins at Lincoln fields.**
- 4:00 PM **Training ends!!!!**

Normal Schedule:

Your average schedule will be 9:00 AM to 4:30 PM, though some days you will need to stay later. We will go over all of the details of your schedule during Leader Training Week.

Special Events:

There are two mandatory Special Events for Summer Staff. Those are the Overnight and the Family Feast.

The Overnight this year will be Friday, July 20, when all youth and staff camp out on our farm in Lincoln. It's very fun, and also requires a lot of energy to run. Everyone is gone by 11 AM on Saturday July 21.

The Family Feast will be on the last day of the program, August 15.

It is a potluck dinner from 5:30 PM to 8:00 PM. All families of youth and staff are asked to come and celebrate the accomplishments of the summer.

You should plan on being there, and on staying a little later to help clean up.

An optional special event will be the Northeast Organic Farming Association's Annual Conference, which will be held August 10-12. Last summer we took ten young people to the conference and had a blast. We hope to be able to go again this summer.

Other optional special events will likely come up as the program moves along.

Evaluation:

Your contract as Summer Staff runs through August 17. On August 17, we will meet as an entire staff to evaluate the Summer Program. Your input will be invaluable.

Absence and Lateness:

Please consult your Summer Staff Manual for details on our absence and lateness policy for Summer Staff.

Leadership:

The following tasks are assigned to the Assistant Crew Leaders:

- Serve as a role model for your crew!
- Assist the Crew Leader with leadership of the crew. Tasks will include
 - (1) Leading work tasks in the field, soup kitchens, field trips, and farmer's market as directed by the Crew Leader.
 - (2) Fill in for the Crew Leader during absences, meetings.
 - (3) Help motivate crew members.
 - (4) Report to the Crew Leader on violations or inappropriate behavior.
 - (5) Take a leadership role for crew chores and community lunch prep.
- Ride the train to and from Boston/The Food Project each day to maintain order. Serve as liaison with MBTA officials.
- Serve as ambassadors for The Food Project. You may be asked to speak to the media, school groups, funders, or representatives from the government.
- Be ready and willing to take on any other jobs as directed.

Dress:

- Wear The Food Project t-shirt during working hours in Lincoln and Roxbury.

Relationship with Crew Workers:

- Relationships formed with workers should be in the best interest of the workers. No sexual relationships are allowed between ACL's and crew workers - misuse of the authority by an ACL is grounds for immediate dismissal.

Payroll:

- You will receive a stipend of \$256.50 per week before taxes for the one week of training, seven weeks and 3 days of the summer program and the one day of evaluation.
- You will not be paid for days not worked.

Supervision:

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- Assistant Crew Leaders work closely with Crew Leaders and Site Supervisors who will serve as mentors. Mentors will provide guidance and structure for the ACL and will model effective leadership techniques.
- ACLs will be responsible for setting personal goals for themselves during the training week.
- Every week, ACL's will receive feedback from their crew leader.
- As often as possible, the Site Supervisor will meet with ACLs to discuss their work and share strategies for being effective leaders.

Enforcement of the Contract:

- Failure to meet the specifications of this contract will result in a violations being earned. Along with the warning the Site Supervisor will initiate a discussion with the Assistant Crew Leader on how the problem can be avoided in the future and note possible solutions and goals for the incident.
- Please refer to the Intern/ ACL violation sheet for the full consequences regarding the failure to meet the specifications of this contract.
- Should the problem continue and the Site Supervisor feels that sufficient efforts have been made by The Food Project staff to resolve the problem, the Site Supervisor and Program Director will use their discretion to decide whether to continue deducting pay or terminate employment.
- Verbal abuse, fighting, being high or intoxicated at work, stealing, lying, or having drugs, a knife or a gun at the job are all considered unacceptable for an Assistant Crew Leader and may be grounds for immediate dismissal or loss of pay at the discretion of the Site Supervisor.

TITLE: Freeze Tag Shake Up

OBJECTIVES: To energize people

GROUP SIZE: 10-20

TIME REQUIRED: 15-30 minutes depending how many variations you want to play

PREPARATION: Define the physical area by putting buckets or other “markers” in the corners. Create enough space for people to be able to run away from the “It,” but not so much that it will be impossible for the “It” person to catch anyone.

MATERIALS: a soft ball that can be thrown around and won’t hurt when it hits someone and buckets or “markers” of some sort to define the area

PROCEDURE:

Get everyone inside the boundaries

There are two versions of this game

1. One person is designated “it.” They can tag individuals or throw a ball at them. Once a person is frozen they remain frozen and cannot move their feet, but they can tag people with their hands if someone comes near. If a runner is tagged by a frozen by-stander, it is as if the person who is “it” had tagged them and they, too, are frozen. This continues until there is one person remaining. That person is “it” for the next game.
2. Same as above but once individuals are frozen, the “It” can pass the ball to them, and they can throw it to other people and throw it at runners.

When people are frozen they can’t move unless the ball is thrown past them out of bounds. Then they can go retrieve the ball and throw it back to the “It.” (If people who are frozen don’t help the “it,” this game drags on as the “it” spends most of her time chasing down the ball that she errantly threw.

PROCESSING:

What strategies did the person who was “it” try during the second game?

What strategies worked best in the second game?

Leader Pair-Up Activity

(disguised as another teambuilding challenge)

Preparation:

Find a unique fact for each of your CL's and ACL's. Utilize information that you learned in previous years (SYP or AYP) or previous days (CL pre-training). If you were not the DIRT Coordinator and do not know the ACL's, find that person (or find another staff who knows the ACL's well) and ask them for one unique fact for each ACL.

On a piece of paper, write down everyone's names by crew and rank (CL and ACL), and then each person's unique fact.

For example: Crew A CL: _____: Unique Fact
 ACL: _____: Unique Fact
 Crew B CL: _____: Unique Fact
 ACL: _____: Unique Fact
 Etc....

Procedures:

1. Get leaders in a straight line, shoulder-to-shoulder facing you.

2. Tell them to arrange themselves alphabetically by first names. They are allowed to talk. Once they are done, starting at the beginning of the line, ask them to shout out their first name to see if they did it correctly.

3. Tell them to arrange themselves alphabetically by last names without talking. Once they are done, starting at the beginning of the line, ask them to shout out their last name.

4. Tell them to arrange themselves chronologically by birthday (month and day) without talking. Once they are done, starting at the beginning of the line, ask them to shout out their birthday.

5. Tell them to arrange themselves according to your instructions.
Read your prepared sheet this way beginning with Crew A – CL and ACL, then Crew B.... DO NOT SAY THEIR NAMES, RANK, OR CREW. ONLY SAY THEIR UNIQUE FACT.
 "The person who is first.
 The person who.... is next. ..."
 Etc...

At the end, tell them to turn to the person next to them, making sure it begins with the first two – and this is their CL/ACL pair!

Instruct them to grab their lunch, sit with their leader pair, and get to know them.

Preparation:	WHO:	TIME:
Well in advance, Greg calls for canoes/life jackets. Plan for pickup (on trailer) and drop-off.		
1. Introduction to the Sudbury River Geology Native Americans Industrialization Thoreau	PG	→ 5
2. Introduction to canoeing safety and protecting the boats Lift don't drag Wear life jacket at all times Do not stand up Step in the center of the boat Stay with the boat if you flip Do not lean out too far Demonstrate how to get in a boat/paddle	—	→ 15
3. Canoe to Fairhaven Bay and off load onto the island. Canoe in your ACL/CL pairs. Non-swimmers go with GG, JW.		→ 45
4. Read Scenario: You have landed on an island together. You have to rely upon one another to get off safely. There are a number of challenges you must face in order to get back to the canoes.	WB	→ 5
5. "What's My Color" Need: dots (See <i>Growing Together</i>)	GG	→ 30
6. Blindfold walk through woods as a team Need: blindfolds (See "Guide Me Well" in <i>Growing Together</i>)	WB/JW	→ 15
7. Get out of rope enclosure Need: ropes, blindfolds (See "Roped In" in <i>Growing Together</i>)	JW/WB	→ 30
8. Come to a Bean Jar Need: jar, beans, paper and pens (See <i>Growing Together</i>)	GG	→ 45
9. Escape the spider Need: ropes (See <i>Growing Together</i>)	WB/JW	→ 60
10. Return to the Boats and canoe home!	ALL	→ 45

	Monday	Tuesday	Thursday	Friday
8:10 AM	Leader Meeting	Leader Meeting	Leader Meeting	Leader Meeting
9:05 AM	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)
9:15 AM	Workers arrive Logistics of the Day	Workers arrive Logistics of the Day File Out into Fields	Workers arrive Logistics of the Day File Out into Fields	Workers arrive Logistics of the Day
9:30 AM	Theme Skit/Quote of the Week!	Harvest Time!	Harvest Time!	Quote of the Day
	File Out into Fields			File Out into Fields
10:00 AM	Field Work			Field Work COOKING: Crew__ 2/3 crew cooks FLDTRP: Crew__
12:00 PM	Lunch	Lunch	Lunch	Crew __ mtg w/SS to discuss Roxbury Community Lunch
12:30 PM	Game:	Game:	Game	
12:45 PM	Ag Workshop:	Workshop:	Workshop:	
1:00 PM				Lincoln Friday Wkshop
1:45 PM	Field Work			
2:00 PM				
2:15 PM		Field Work	Field Work	
2:30 PM				Chores
3:00 PM		Crew CSA Pick-up		Announcements
3:30 PM				Rec Day

	Date:	Evaluation
8:10 AM	Leader Meeting	
9:05 AM 9:15 AM	Crew worker pick-up Workers arrive Logistics of the Day	
9:30 AM	Theme Skit! (Quote of the Week)	
9:45 AM 10:00 AM 12:00 PM	File Out into Fields Field Work Lunch	
12:30 PM	Game	
12:45 PM	Workshop (ag curriculum- can be moved around)	
1:45 PM 3:45 PM	Field Work Chores Announcements	
3:55 PM	Walk to Train	

	Date:	Evaluation
8:10 AM	Leader Meeting	
9:05 AM 9:15 AM	Crew worker pick-up Workers arrive Logistics of the Day	
9:25 AM	File Out into Fields	
9:30 AM	Harvest Time!	
12:00 PM	Lunch	
12:30 PM	Game	
12:45 PM	Workshop	
2:15 PM 3:15 PM 3:30 PM 3:45 PM	Field Work Chores CSA Pick-up for each crew Announcements	
3:55 PM 4:00 PM	Walk to Train Standards Meeting and Dinner	

	Date:	Evaluation
8:10 AM	Leader Meeting	
9:05 AM 9:15 AM	Crew worker pick-up Workers arrive Logistics of the Day	
9:25 AM 9:30 AM	File Out into Fields Harvest Time!	
12:00 PM	Lunch	
12:30 PM	Game	
12:45 PM	Workshop	
2:15 PM 3:45 PM	Field Work Chores Announcements	

	Date:	Evaluation
8:10 AM	Leader Meeting	
9:05 AM 9:15 AM	Crew worker pick-up (1/2 crew goes to cook) Workers arrive Logistics of the Day	
9:30 AM	Quote of the Day	
9:45 AM	File Out into Fields	
10:00 AM	Field Work	
12:00 PM	MC meets with crew going to Roxbury the next week.	
12:30 PM	Community Lunch	
2:00 PM 2:30 PM	Clean Up the Farm Journal Reflections on the Week (paycheck hand-outs before journal reflection, then come around to solve problems) Crew Who Will Do Theme the Next Week meets at this time	
3:00 PM	Announcements Rec Day (walk to basketball courts)	
4:25 PM	Dismissed to the Train Station	

Sample Crew Leader Schedule for a Day in Lincoln

A job as a TFP Crew Leader is a real commitment. Below is a typical look at a Crew Leader's day. The majority of a Crew Leader's weeks are spent in Lincoln.

7:35 AM: Commuter rail leaves from North Station.

7:45 AM: Commuter rail leaves from Porter Square.

8:00 AM: Pickup at Donelan's/Lincoln commuter rail depot.

8:05 AM: Meet at Lincoln fields.

Crew Leader Morning meeting:

- Get agricultural training/tasks for day from Head Grower.
- Prepare tools for the day and fill up crew's water cooler.
- Go over agenda, youth issues, workshops, games with Site Supervisor.

9:05 AM: Crew workers arrive. Greet them and make sure they are prepared for the day.

9:10 AM: Morning Meeting

Each morning meeting is different. Sometimes we only present the agenda and then go to the fields. Sometimes we have more workshop time. Encourage participation in your crew. Lead discussion in your crew. Present quote to large group.

9:30 AM: Lead your crew workers to the field and through morning field work, which most often are weeding, harvesting, planting, and can also include working in the wash station and tending to the orchard.

12 PM: Lunch. Sit with crew workers and promote positive conversation. This is not time when you are "off."

12:30 PM: Game. Often the Site Supervisor leads these games, but Crew Leaders have opportunities to lead games as well. This game re-energizes people after lunch for the afternoon workshop and field work.

12:45 PM: Workshop. These workshops pertain to social as well as agricultural issues. Your role in these workshops is to help facilitate the crew workers through the learning process, to make sure everyone respects one another, and to encourage that people participate. Crew Leaders will have opportunities to help facilitate workshops.

2:15 PM: Field Work. You are not only pushing the young people in your crew to work hard but are also engaging them in conversation and continuing to discuss the topics broached in the workshops. Crews run most smoothly when people are working their minds as well as their bodies. And of course, having Fun – make sure the dialogues are on both sides – light and fluffy and fun as well.

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3:30 PM: Chores. The work in the field is done for the day and now you need to keep people focused as they clean their tools and pitch in on other chores that will help with the upkeep of the site.

3:45 PM: Announcements. Help keep your crew quiet and focused as the Site Supervisor goes over the final logistical things for the day.

3:55 PM: Crew workers and Assistant Crew Leaders walk to the train; the walk takes 20-25 minutes. Crew Leaders are encouraged to join the youth, but are not required to on most days.

4:30 PM: The train back to the city. This is a time when the crew workers feel that they are tired of “having to be good.” Crew Leaders need to still be “on” and continue to hold the crew workers to the Standards Agreement. This is important for a number of reasons; the two major reasons are: (1) the train is TFP’s lifeline to the city – without it, there could be no Food Project. We cannot risk our relationship with the MBTA. (2) We want to ensure that young people are respecting each other as long as they are around our staff members. We cannot allow train time to be chaotic and a time where people don’t feel safe or else the emotional safety of the community will be undermined.

4:50 PM: Commuter rail arrives at Porter Square

5:05 PM: Commuter rail arrives at North Station.

Although you leave the site, The Food Project stays with you! When Crew Leaders get home, they sometimes:

-Prepare Straight Talk for Wednesdays and make sure crew workers’ violations are organized for Tuesday meetings.

-Call crew workers or Assistant Crew Leaders on the phone to check up on them if there wasn’t time during the day. Crew Leaders also support crew workers who are having difficult times – over the phone.

-On Tuesdays in Lincoln, Crew Leaders have a meeting from 4-7 PM to discuss issues that have arisen, report all violations to the Site Supervisor, to give feedback to one another, and receive it from the Site Supervisor, and to continue to bond with the summer staff. On Mondays in Roxbury the meeting is from 4-6 PM. Because the Lincoln meeting is quite long, The Food Project provides dinner at this meeting.

TITLE: Mingle Mingle

OBJECTIVES: To get people interacting, smiling, laughing, and feeling comfortable with one another.

GROUP SIZE: 15 and up

TIME REQUIRED: 10-20 minutes

MATERIALS: none

PROCEDURE:

- Get the group into a small circle.
- Tell them that after you give the instructions they should begin walking around in the area inside their circle. They shouldn't walk in one particular direction; they should mix it up. You will give instructions and they should follow the instructions until you give the next instructions.
- Ask them to begin milling around in the circle.

For each of the following instructions, you should allow people to interact with as many people as possible. Don't move on to the next step too quickly, but don't allow it to take too long.

- Instruct them to
 - shake hands with and say hi to as many people as possible
 - give high 5s to as many people as possible
 - give low 2s* to as many people as possible
 - (do this one silently) make eye contact with as many people as possible
 - walk backwards through the circle without running into anyone

* Yes, low 2s are just what you think they are – put one hand's forefinger and middle finger together, bend over slightly so your fingers are between your knees and your ankles, and hit low 2s

The Goose Story

Next fall, when you see Geese heading South for the Winter...flying along in V formation... you might consider what science has discovered as to why they fly that way:

- As each bird flaps its wings, it creates an uplift for the bird immediately following.
- By flying in V formation the whole flock adds at least 71% greater flying range than if each bird flew on its own.

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it along... and quickly gets back into formation to take advantage of the lifting power of the bird in front.

When the Head goose gets tired, it rotates back in the wing and another goose flies point.

Geese honk from behind to encourage those up front to keep up their speed.

Finally, when a goose gets sick, or is wounded by gunshots, and falls out of formation, two other geese fall out with that goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly, or until it dies; only then do they launch out on their own, or with another formation to catch up with their group.

- from a piece by Angeles Arrien, based on the work of Milton Olson

Standards and Goal-Setting Workshop for Leaders

Workshop Goals: To set personal goals and to agree upon leadership group goals
To understand why TFP has Standards
To understand the Standards and to see what violations look like

Time: 2 hours

Materials: Flip Chart paper, markers, copies of Standards Agreement, Standards Chart, Standards Violation Ex.

Preparation: Mark the Standards Violation Examples that you want leaders to act out and discuss

Procedures:

1. Go over Workshop goals (LSS) (3 min)
2. Game: All aboard or Balancing Act (NSSS) (20)
3. Divide into CL/ACL pairs and develop: -summer leadership group goals, individual goals (20)
4. Report back, write down Summer Leadership group goals and some individual goals (LSS) (10)
5. Negative Impacts – What might happen if we fail to reach our community and individual goals? (RSS) (10)
6. How do different communities protect their goals? (5)
 - Name some communities
 - What goals do they have?
 - How do these communities protect themselves from people who do not share their goals?
 - This is a community that has goals, as we outlined earlier and rules to make sure we reach our goals. The standards are our minimal expectations and rules. The first few years the SYP participants came together and brainstormed these rules and year after year – they came up with the same thing
6. We tell CWs that everyone has a decision to make. (5)
 - If they stay focused on the goals and meet the expectations, they would not bump into the consequences of the standards chart violations.
 - Having rules does not assure that everyone gets out of line with them.
7. Introduce the following.
 - Standards Sheet
 - Standards Violations Chart
 - Standards Violation Examples

Go through each document with the leaders, having them read aloud. Ask ACLs and alumni Crew Leaders to answer any questions that arise. (25)

Leaders Pair-up. Choose a number of the violations that most frequently occur and those most difficult to understand and assign them to pairs. Have ACLs and Crew Leaders act out these examples. Discuss ones that need discussing. At the end, ask why TFP has Standards violations. Why are they important? (30)

Tell the leaders that when we're introducing Cws to the Standards, we finish the workshop by asking people if they would like to sign the Standards sheet. The program is very demanding and is not for everyone. It's their decision. Everyone who works here has to sign the sheet. They will not be able to work in the program if they choose not to sign.

Go over community goals once more.
Thank everyone for their participation.

Shelter Preparation Workshop

OBJECTIVES: To help workers gain an understanding of why we do community service at hunger relief organizations as part of the Food Project, to help workers feel comfortable about going to their organizations, to help workers know how to act in different situations, to clarify logistics for community service day.

PROJECT AREA/SKILLS: Community Service, communication

MATERIALS: Directions to community service organizations, community service day Q&A sheets, sheets describing role plays

PROCEDURE:

1. INTRODUCTION TO COMMUNITY SERVICE (large group discussion led by a crew leader)
 - What is community service?
 - Does anyone know someone who does community service?
 - Why do we do community service as part of this project?
2. EXPECTATIONS (write on flipchart, have workers write responses, then share responses and discuss in large group or crews)
 - what do workers expect to find in their hunger relief organizations
 - what do you think your organization will look like?
 - what will the people who you're serving look like?
 - what kind of work do you think you'll be doing?
3. DIRECTIONS (in crews)
 - give some specifics about the organization your crew will be going to (type of organization, work you will be doing)
 - go over Community Service Q&A sheet - clarify meeting places and encourage people to travel in pairs
4. COMMUNITY SERVICE DAY ROLE PLAYS (give 2 role plays to each crew; they should act them out and discuss them; each crew should present one role play to the large group). Discuss each role play after its acted out.

• A Food Project crew is working at the Community Servings. Wally, June and Theodore have been assigned to work in the kitchen. There are lots of jobs to be done, but Al, the cook, only asks Wally and Theodore to help. They carry up some boxes of food from the store room, they unpack cases of frozen corn from the freezer and they use the kitchen cleavers to chop up beef for a stew. Meanwhile, Al seems to be ignoring June. Whenever she volunteers to help, Al assures her that "the job requires heavy lifting and needs a couple of strong guys to do it" or that "he doesn't want her to hurt herself on those big, sharp knives". Finally, as June's patience and good humor begin to run out, she begins to dream of using one of those knives on Al.

• A Food Project crew is preparing lunch at Pine Street Inn. The cook tells Fred and Ethel to take some fish out of the freezer, chop it up, pour margarine over it and put it in the oven to cook for lunch. As Fred and Ethel begin cutting up the fish, they notice that the fish does not smell too good.

In fact it smells so bad that they begin to laugh and make gagging noises while they are working. Ethel says to Fred "Boy, this stuff stinks. I hope we don't have to eat this for lunch." As she turns around she notices that the cook as well as two of the lunch guests have been listening to her.

• At Revision House Jamil has asked two people on his crew, Boris and Natasha, to sweep and dust the living

room. Since the room is fairly small, they finish this task in about ten minutes. Jamil has gone off to another part of the building so Natasha begins to pace around the room complaining that Revision House is boring, there is never enough to do here and she wishes that she could go to Rosie's Place which has air conditioning. Boris suggests she just chill for awhile. He thinks Revision House is great, and he finds a copy of his favorite magazine and stretches out on the couch and begins to read.

- It is Wilma's first day working in the kitchen at Boston Living Center. She is a bit uncertain what to expect when she arrives in the morning, but the cook puts her to work right away arranging flowers that the Food Project has grown for the tables where the guests will be eating. Then she prepares a salad from lettuce that the Food Project grew. She is beginning to feel rather pleased with herself that she has been able to work so hard all morning and really help some people. She smiles a big smile at an elderly woman as she serves salad onto her plate. The elderly woman stares back at Wilma and snaps, "So I guess you expect me to feel grateful for this!"
- At Revision House three Food Project workers have spent the past two hours rearranging the clothing room in the basement. They are hot and tired, and they are wondering why one of the residents of Revision House has been watching them work while he sat in a chair and smoked cigarettes. Finally, Leroy says, "Hey, man, how come you don't come over here and help us? Don't they make you work if you live here? How come you don't have to do anything, and volunteers like us have to do all the work? It's not fair."
- At the New England Shelter for Homeless Veterans, two veterans have shown an interest in working with the Food Project crew to construct and care for the rooftop garden. At first they seem very cooperative, but as the weeks go by they begin to insist that they know more about gardening than the Food Project crew. They suggest that the crew plant different vegetables than they had planned on. After a long discussion the crew decides to go with its original plan and plants just herbs and tomatoes. The next Wednesday the crew returns to find that the two vets have dug up all the tomatoes and have planted petunias instead.
- At the Rosie's Place, Susan and Joey are serving lunch. They go around the dining room serving all the women seated at the dining tables. Then they begin to make their way down the back hallway to serve women sitting in the halls. As they work their way down the hall, they approach the bathroom. A guest at the Lunch Place who is in the bathroom sees them coming and begins to yell about a man being in the Women's Lunch Place, screaming at Joey to leave.
- At the Boston Living Center, Joe is serving food in the buffet line. The next man in line, angrily grunts and nods his head in the direction of some of the food. Slightly disturbed, Joe is careful to respond in a polite manner to ask the man for clarification about what food he wants. Although Joe's response is definitely loud enough for the man to hear, the man ignores Joe. Angered by the man's rudeness, Joe gives him a look of disgust, says something to his friend Francisco and they both laugh, and slaps the potatoes down on the man's plate. The man in line looks at Joe and says, "You know, son, he's deaf. He hasn't heard a word you've said."

HINTS: For groups that have been to shelters before, use the activity, "Cultural Perspectives on Service" before the role plays and logistics discussion.

Attachment 51

Field and Chore Rotations

Week 1 Community	Crew A Crew B Crew C Crew D Crew E Crew F	Clean Bathrooms & area* Shed & Woods Tent Site Wash Area CSA Area Clean Up the Arena*
Week 2 Service	Crew C Crew D Crew E Crew F	4 Shed & Woods 3 Tent Site 2 Wash Area 1 CSA Area
		Melons & Corn Nightshades Brassicas Winter Squash
Week 3 Responsibility	Crew D Crew E Crew F Crew A	4 Shed & Woods 3 Tent Site 2 Wash Area 1 CSA Area
		Melons & Corn Nightshades Brassicas Winter Squash
Week 4 Initiative	Crew E Crew F Crew A Crew B	4 Shed & Woods 3 Tent Site 2 Wash Area 1 CSA Area
		Melons & Corn Nightshades Brassicas Winter Squash
Week 5 Commitment	Crew F Crew A Crew B Crew C	4 Shed & Woods 3 Tent Site 2 Wash Area 1 CSA Area
		Melons & Corn Nightshades Brassicas Winter Squash
Week 6 Hope	Crew A Crew B Crew C Crew D	4 Shed & Woods 3 Tent Site 2 Wash Area 1 CSA Area
		Melons & Corn Nightshades Brassicas Winter Squash
Week 7 Courage	Crew B Crew C Crew D Crew E	4 Shed & Woods 3 Tent Site 2 Wash Area 1 CSA Area
		Melons & Corn Nightshades Brassicas Winter Squash
Week 8 Community	Crew A Crew B Crew C Crew D Crew E Crew F	Clean Up the Arena* Clean Bathrooms & area* Shed & Woods Tent Site Wash Area CSA Area

* This chore is added for the weeks with 6 crews in Lincoln. It is not on the regular list.

LINCOLN CHORE DUTIES

CLEAN UP TENT SITE

- CLEAN UP TRASH/RECYCLABLES UNDER AND AROUND TENT AND PLACE IN GARBAGE HOLDING AREA.
- CONSOLIDATE ALL COMPOST BUCKETS (AND ONCE CREWS BUILD COMPOST STATION IN WOODS NEAR THE CSA, EMPTY THE COMPOST FROM NEAR THE TENT INTO THE COMPOST STATION)
- PICK UP NOTEBOOKS, PENCILS, AND PENS UNDER TABLES AND PUT THEM ON TOP.
- PUT ALL TABLES AND BENCHES UNDER TENT AND STRAIGHTEN THEM.
- MAKE SURE ALL MARKERS ARE IN THE SAME SPACE – EITHER BY THE FLIPCHART OR ON THE STAFF TABLE
- SMOOTH OUT WOODCHIPS
- WHEN TENT CLEAN-UP IS DONE:
 - PUT GARBAGE CANS IN TRASH SHED
 - POUR RECYCLABLES INTO ONE DESIGNATED RECYCLING TRASH CAN

CLEAN UP SHED AND WOODS

- PICK UP TRASH AND DEBRIS IN AND AROUND SHED (INCLUDING IN THE AREA IN FRONT OF THE CUBBIES).
- COLLECT HARVEST CRATES AND BUCKETS FROM THE FIELDS OR BOX TRUCK AND STACK THEM BY THE WASH AREA.
- ORGANIZE SHED SO THAT TOOLS AND SUPPLIES ARE IN PLACE AND NEAT.
- ORGANIZE AREA AROUND SHED AND ANY EQUIPMENT ON THE SIDES OF THE SHED – INCLUDING STRAIGHTENING UP CLOTHES AND RAINGEAR IN THE CUBBY AREA.
- WASH PORT-A-JOHNS WITH WATER AND PICK UP LOOSE PAPER IN AND AROUND (REMEMBER TO TAKE DRY UNUSED TOILET PAPER OUT OF PORT-A-JOHN BEFORE USING BUCKETS OF WATER TO CLEAN THEM OUT)

CLEAN UP WASH AREA

- CLEAN UP TRASH AND VEGETABLE WASTE AROUND THE WASHING STATION.
- EMPTY TUBS AND RINSE.
- PUT ALL VEGETABLE WASTE IN COMPOST BUCKETS.
- WASH AND STACK HARVEST CRATES AND BUCKETS.
- WRING OUT AND PUT AWAY SPONGES AND BRUSHES.
- COLLECT IGLOO WATER JUGS AND PUT THEM IN ONE SPOT
- CLEAN OUT GARDEN CARTS (BY RECYCLING ANY PLASTIC WATER BOTTLES AND BY RETURNING TFP WATER BOTTLES TO THE CORRECT CREW'S TABLE) AND PARK THEM NEATLY BETWEEN THE SHED AND THE WASH STATION

CLEAN UP CSA DISTRIBUTION AREA

- PUT ALL VEGETABLE WASTE IN COMPOST BUCKETS AND CONSOLIDATE WITH COMPOST FROM THE WASH STATION.
- SWEEP FLOOR OF DISTRIBUTION AREA.
- TAKE HARVEST CRATES AND MESH BAGS UP TO THE WASH STATION.

Violations Tracking Quiz

When training Leaders in recording violations, it is important to explain each step of the process and to have them perform it back to you to prove that they understand it. Over the years, the majority of leaders have told us during the first week that they understood the process, but we came to find out that many struggled with their record keeping and some of their errors, had we not caught them, would have affected their youth's paychecks.

So test your leaders and check their records regularly especially during the first few weeks. It may feel like you are looking over everyone's shoulders and you are, but it's better to make sure they really get it than to try to untangle disastrous record keeping after 4 or 5 weeks of mistakes.

The Violations Tracking Quiz below is to test them during Leader Training. Check on them again when youth receive violations for the first time to make sure they are recording the violations correctly. During the second week that youth receive violations, check leaders' recording keeping to make sure they were able to add on secondary violations and re-label the earnback dates.

Directions:

Read the story below and fill out the Standards Monitoring Sheet at the back as you go. When you come to the STOP, pause to check George's Violation status and to think of what positives and deltas you would give George. Then finish the story and continue tracking George's violations and earnbacks. Days are noted within the story; use the current SYP Calendar to write the dates in the Standards Monitoring Sheet.

Crew Worker:

Pertula George

Background:

George was accepted as an "at-risk" crew worker. His family is struggling with some difficult housing issues that make it hard for George to get a good night's sleep. George is also often responsible for taking his younger siblings to school, making him late for school / work. George missed so much school two years ago that he was forced to repeat the ninth grade. In repeating the ninth grade George transferred to a new school. The transition was tough for George. He has always done well academically and continued to get all his work done on time, but had problems with his behavior. Towards the end of the year, George was acting out in class on a daily basis and frequently had detention. He was also suspended for fighting with another student.

Week 1:

The first day of the summer program, George quietly observed all the new people around him and the strange new surroundings of Lincoln. During the Most Important Word exercise though, George was asked several times to be respectful after he sucked his teeth or made a joke.

By the second day of the summer program (a Wednesday), George was already feeling more comfortable. On the train he joked with other workers and had to be asked to sit down numerous times. During the Introduction to Standards Workshop, George was shocked. "You can't take away my money" he said a couple of times. George reluctantly signed the Standards Sheet when he learned he could not work here and would lose his T pass if he did not sign.

That afternoon during fieldwork, George was noticeably upset. He talked with anyone who would listen about having his money taken away. His Crew Leader and ACL both had to remind

George not to swear twice while picking Colorado potato beetles. While he was focused, George worked well but his Crew Leader had to ask George to weed and talk at the same time three times in the carrots.

The rest of the week George continued to struggle with working and talking at the same time. He also had to be reminded about the “safe space” The Food Project tries to maintain. In the early Brassicus field on Friday, he made an inappropriate joke about Asian women.

Week 2

On Monday, George arrived at work on the 10:16 train. He hustled down the path and made it to the land by 10:30. George explained that he was late because he had to drop his little sister off at school before work. He said he didn't have time to call before he left in the morning.

Tuesday morning, George was a model Crew Worker. He arrived on time, was attentive during morning meeting and fieldwork instructions. During the harvest George worked harder than anyone in his crew and was a major reason his crew finished their harvest early. The afternoon was a different story. George did not bring any food so he spent most of lunch harassing other Crew Workers for food. He told Jill in his crew who was at the wash station that she didn't deserve any lunch because she didn't do any work. George fell asleep during the afternoon shelter introduction workshop and was sluggish hoeing the flower garden. On the train home that afternoon, Cammy, the ACL in charge had to ask George repeatedly to stay in his seat. George was also jumping over the seats.

Wednesday at the shelter George was on point. He was polite to the shelter staff and extremely helpful. When George saw a member of his crew struggling to lift a box he immediately lent a hand. During Straight Talk, George's Crew Leader told George:

Give George Straight Talk.

Think about both positives (+) and deltas (□) for George.

What Violations has George earned at this point?

Has he lost any money? How much? How and when can he earn it back?

Thursday and Friday following Straight Talk George was on his best behavior. He worked hard in the melon field, paid attention during the workshop and contributed genuinely. At rec day George made a concerted effort to get everyone a chance to play in the basketball game.

Week 3

This week went well for George. He was late on Tuesday (7/12/05), arriving at 10:35 but he called the office to let them know early that morning. On Friday (7/15/05), George made an inappropriate joke about women drivers while transplanting winter squash. George's ACL called his attention to the joke and he appeared to be genuinely sorry. George continued to excel at fieldwork when he was focused.

Week 4

George struggled with attendance and lateness this week. He called the office late Monday night and left a vague message about family issues and said he won't be able to work Tuesday. The Program Administrator tried to call George's house Tuesday morning but the number was disconnected. Thursday George was late to work again. He called the office early that morning and arrived at the fields at 12:15.

Week 5

George's crew began its two-week rotation in Roxbury this week. George was excited to be working so close to where he lives. George knew many of the people passing by the lots but did a good job of waving hello and getting right back to work. During the neighborhood tour George told his fellow crewmembers about growing up in the area.

Week 6

George's second week in Roxbury went well. He came to work on time every day. At the market on Tuesday George used his Creole to help communicate with non-English speaking customers. On Tuesday, George was picking tomatoes for the farmer's market. Meg, the Urban Grower, saw George throw a rotten tomato at Bob from his crew. Friday, George did not bring a lunch. That afternoon he fell asleep during the market analysis workshop.

Week 7

George's return to Lincoln was great. He worked hard in the fields, especially hoeing in the potatoes. At the wash station on Tuesday, Danielle sprayed George with a hose and he resisted the temptation to spray her back.

Week 8

Having all the crews back in Lincoln for the final week was tough for George. He was distracted by his friend, Thomas in Crew A, whom George had not seen in three weeks. On Monday, George was caught carving his crew's name into his crew's table; he tried to claim that he was just artistically expressing his crew pride before taking responsibility for the action. On the last day of the summer program, George and Thomas were joking all day. During the evaluation they tried to suggest silly positives and deltas. At the family feast they sat together and disrupted the other crews' skits by laughing loudly at inappropriate times.

THE FOOD PROJECT STANDARDS MONITORING FORM (Quiz Answer Sheet)

Date of Infraction	Infraction (include brief description)
<i>Thurs 7/5/05 (Week 1)</i>	<i>Respecting the Wider Community (RWC) Meg saw Bob throw a candy wrapper out the van window on the way to the field Thursday morning.</i>
Thursday Week 1	Respecting Each Other (REO) Swearing during afternoon fieldwork picking potato beetles.
Thursday Week 1	Working Hard (WKH) Unable to weed and talk at the same time in the carrots. Couldn't stay focused.
Friday Week 1	Respecting Each Other (REO) Inappropriate joke about Asian women hula-hoeing in the brassicus.
Monday Week 2	Showing Up (SUP) Came to work at 10:30am. No call. (still getting paid for whole day)
Monday Week 2	Showing UP (SIP) Did not call before arriving late.
Tuesday Week 2	Respecting Each Other (REO) Telling Jill she didn't work and didn't deserve lunch.
Tuesday Week 2	Working Hard (WKH) Falling asleep during shelter introduction workshop.
Tuesday Week 2	Respecting the Wider Community (RWC) Jumping over seats. Refusing to stay in one seat.
Tuesday Week 3	Showing UP (SUP) Came to work at 10:35. Called that morning. (still getting paid for whole day)

Friday Week 3	Respecting Each Other (REO) Made an inappropriate joke about women drivers in winter squash.
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Date of Infraction	Infraction (Include brief description)
<i>Thurs 7/5/05 (Week 1)</i>	<i>Respecting the Wider Community (RWC) Meg saw Bob throw a candy wrapper out the van window on the way to the field Thursday morning.</i>
Tuesday Week 4	Showing Up (SUP) Did not come to work. Called Monday night and left vague message. (not getting paid for that day)
Thursday Week 4	Showing Up (SUP) Came to work at 12:15. Called that morning. (only getting paid for 1/2 day)
Tuesday Week 6	Respecting the Job (RTJ) Meg saw George throw a rotten tomato at Bob.
Friday Week 6	Working Hard (WKH) Falling asleep during market analysis workshop.
Monday Week 8	Work Safety (WKS) Carving crew's name into table.
Wed. Week 8	Respecting Each Other (REO) Suggesting inappropriate positives and deltas during SYP evaluation.

THE FOOD PROJECT, INC.



SUMMER STAFF MANUAL

*What have I learned? The answer is simple. On this farm...we create a better life for living.
In order to do that effectively we have to have a friendly, caring, peaceful environment.
That way as the plants grow, WE grow, we learn, we produce...*

Malcolm, Somerville

Dear Food Project Summer Staff,

Welcome to Summer 2007! We look forward to what will hopefully be a rewarding experience for both you and the organization. You are part of an organization with a hopeful purpose — to employ youth, to provide food where it is needed and to teach young people enduring lessons about service, the environment and themselves. Since 1991 we have brought together young people from diverse backgrounds to grow and distribute fresh vegetables to shelters, soup kitchens and local residents who have little access to high quality produce. By successfully achieving these goals, we have helped youth, communities and the land. We credit our success to every one of our employees, volunteers and program participants. As summer staff at The Food Project, you are an integral part to the organization and we hope you, too, will find satisfaction and take pride in your work here.

This Manual provides answers to questions you may have about The Food Project's policies, and procedures, as well as your responsibilities to The Food Project. You should read this Manual thoroughly, since your performance evaluations and feedback will depend in part on your adherence to the policies and guidelines contained in it. Please feel free to ask the Program Administrators if you have any questions.

The Food Project is committed to providing you with a satisfying work experience as you participate in its mission. We hope that through your commitment, you will receive a great deal in return and learn at each step along the way. The Food Project's success in the past years is greatly attributable to the dedication, high standards and energy of its staff, Trustees and interns. We welcome you into this exciting and worthwhile endeavor.

Notice

This Manual has been prepared to inform you about The Food Project's history and philosophy, its employment practices and policies, and your duties as a staff member.

Please read this Manual carefully. Please note, however, that this Manual does not serve as the only method for you to obtain information about The Food Project and about your role as staff. We hope that you will approach us and ask questions because we believe that through dialogue, we will come to know each other better, express our views effectively, and work together in a harmonious relationship. The Program Administrator will gladly answer any questions.

Receipt & Acknowledgment of Manual

The Food Project Manual is intended to help you become acquainted with The Food Project. The Manual is a guide and not the final word in all cases.

Once you have read the manual, please read the following statements and sign below to indicate your receipt and acknowledgment of the Manual.

I have received and read a copy of The Food Project Summer Staff Manual. I understand that the policies and rules described in it are subject to change at the sole discretion of The Food Project at any time. I understand that in the event of any such changes, The Food Project may require an additional signature from me to indicate that I am aware of any new policies.

I understand that my signature below indicates that I have read and understood the above statements and that I have received a copy of The Food Project Summer Staff Manual. I agree to the conditions set forward in this manual and understand if I break policy there will be disciplinary action - up to and including termination of my employment.

Dated: _____
Signature of Employee: _____

Name (print here):
Position:

Signature of Program Coordinator:

Please sign this page and return it to the Program Administrator, so that it can be placed in your personnel file.

THE FOOD PROJECT, INC.

Lincoln/Boston

For the love of land and people, for the good of the community

Mission

The Food Project began in 1991 with a dream: if we could bring together Boston's youth to grow and provide food for the hungry, something profound and enduring would result. That dream has become the reality of urban and suburban youth farming in Lincoln, Massachusetts and in inner-city Boston. The Food Project provides farming jobs at which youth learn about service, self-discipline and team building. We believe that young people leave The Food Project with their inherent strengths amplified.

The Food Project is a program recognized nationally for bringing diverse youth together for service, learning and care of the land. Our business is growing food and growing people. Through farming, we hope to bridge the gaps between consumer and producer, between city and country, between charitable giving and self-sufficiency. Our youth begin to bridge these gaps as they follow a seed from the soil to a meal.

History

The Food Project began in 1991 as a three-year pilot program of the Massachusetts Audubon Society with the vision of an integrated education program combining farming, environment, social issues and enterprise. In the fall of 1994, due to expanded size, The Food Project became an independent non-profit organization. Food Project youth and volunteers from very diverse backgrounds grow, distribute and sell fresh produce to soup kitchens, shelters and farmers markets in low-income neighborhoods of greater Boston.

All of The Food Project's activities are governed by a Board of Trustees, with strong representation from Food Project youth.

Programs

The Food Project calendar closely follows the agricultural calendar — planting, cultivating and harvesting crops from spring through fall. Many models inspire our project: small farms, soup kitchens, victory gardens, nineteenth century poor farms, youth conservation corps, City Year and other activity-based service and educational programs.

During Spring and Fall, The Food Project relies on stipend Food Project youth, volunteer help from school, church, business and civic groups, as well as interested individuals — people of all ages and walks of life. The intensive "Summer Youth Program" employs teenagers to accomplish the bulk of the farm and community work. By working in the fields as part of an interdependent crew, they learn personal endurance,

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cooperation and the value of the land. In addition, every Wednesday the workers bring the produce they have grown to a soup kitchen in Boston's inner city, where they prepare and serve it as part of a larger meal.

As on any New England farm, the winter is a time for planning and preparing for the coming year. The Food Project's "Academic Year Program" plays a central role in The Food Project's ability to expand its mission throughout the year. The impact of the Academic Year Program can be seen directly in the design of The Food Project's food production lots in the Dudley Street Neighborhood Initiative (DSNI) area of Roxbury and the nearby farmers' market, as well as in continued relationships in service to Boston homeless shelters.

Support

The resources available to The Food Project include generous support from individuals, dedicated staff, and a wide range of benefactors. Further resources include consultation and resources from educators and professionals interested in our work. Associations with collaborators, in both the suburban and urban communities we served, have proved to be invaluable to our work.

Protocols for Working with Youth

As a staff member for the Summer Youth Program, your primary responsibility is the health and well-being of the young people working for and with you. This should always be first and foremost in your mind. The Food Project has built its reputation for excellent youth work through a very purposeful approach to all of our interactions with youth. The following protocols are to be followed by all staff who work at the Food Project, whether full-time or seasonal. By following these protocols, we will provide a unique environment in which all youth have the opportunity to work, learn and grow in a safe and supportive context.

Youth Protocols:

1. The safety and well-being of the youth in the program should be your top priority at all times. (Be sure you are familiar with the Safety Manual).
2. Respect each individual youth in both your actions and your words. Always expect the best from them.
3. Be consistent in your treatment of all youth; avoid developing favorites or pigeonholing particular youth.
4. Be sure to personally follow all guidelines, expectations and rules set for the youth. (Be sure you are very familiar with the Crew Worker Standards). Model hard work and engagement in all aspects of the program.
5. Always keep in mind that youth in our programs are being trained into professional job skills. You should hold them to professional conduct with each other, and should maintain professional conduct yourself.
6. In your role as a motivator, prioritize positive reinforcement over punishment for infractions.
7. Maintain confidentiality. Do not discuss conversations had in confidence with other youth. Do not discuss staff issues with youth.
8. Should you learn of any issues in a youth's life, which might indicate that their safety or well-being is in

danger, report that issue immediately to the Program Administrator or Site Supervisor.

9. Do not encourage youth to engage in illegal or dangerous activity either at work or in the rest of their lives. Report any such activity that you hear of to the Program Administrator or Site Supervisor.

10. Never invite youth to events or places where drinking or any other drug use is occurring.

11. You should never be alone (out of sight of anyone else) with a youth unless permission is granted beforehand or it is an emergency.

12. Never let the youth in your crew out of your sight, unless you are sure that they are in sight of another staff member who has told you that they are taking charge of them. You must be aware of where your crew members are at all times.

13. Never engage in physical contact of a sexual nature with any youth. Sexual harassment of any kind will not be tolerated. Be aware that your actions can be misinterpreted, and that youth are coming from a variety of life experiences.

14. Crew Leaders are not allowed to date Assistant Crew Leaders or crew workers. Assistant Crew Leaders are not allowed to date crew workers. Any personal relationships between peers must be left outside the workplace.

GENERAL EMPLOYMENT MATTERS

Employment Status

The Food Project sometimes hires employees for specific periods of time or for the completion of a specific project. Any employee hired under these conditions will be considered a temporary employee. At the time of hire, summer staff are classified as temporary employees. Federal regulations require that: (1) all job applicants complete and sign a Federal Form I-9 (an employment eligibility verification form); and (2) any hired applicants present documents of identity and eligibility to work in the United States.

Generally, a temporary position will not exceed nine (9) months in duration, unless specifically extended in writing. **Summer employees and interns participating in a work-study capacity are considered temporary employees, regardless of the number of hours worked per week.** Temporary employees are not eligible for paid vacation and cannot participate in the Food Project health Insurance plan.

Work Schedule:

General Schedule

The work schedule of summer staff from June 26 to August 15 is fairly standardized, though at certain points you may be asked to work extra hours in order to pull off critical aspects of the program. In general, the hours for Crew Leaders are 8:00 AM to 4:00 PM, and for Assistant Crew Leaders they are 9:00 AM to 4:00 PM (these do not include travel to and from the sites). When your crew is in Lincoln, you will stay late (until 7:00 PM at the latest) for a violations/feedback meeting every Tuesday. When your crew is in Roxbury, you will stay late (until 7:30 PM) on either Tuesday or Thursday in order to help run and supervise the Farmers' Market. All staff should be prepared to stay in Lincoln the night of July 20 for the annual Overnight, and should plan on working until at least 8:00 PM on the August 15 for the Family Feast (end of the program celebration).

Leader Training

Leader Training will occur from June 15-16 and from June 18-22. The goals of Leader Training are to achieve

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at least a basic understanding of all aspects of summer staff jobs, from managing youth on a farm, to the social curriculum we use, to the logistics of running the program. We also want to build a support community among the summer staff. Every single piece of the leader-training program is critical to your job, and thus your presence is essential! Please see your contract for a detailed schedule of Leader Training week.

Absence or Lateness

It is absolutely critical that Crew Leaders and Assistant Crew Leaders be present every day of the program unless there is an extreme situation. Your presence is essential for building the community at the Food Project. All personal business should be scheduled outside of work hours. If you are having difficulty doing so, please consult the Site Supervisor immediately, and he or she will be happy to help you come up with a solution. We do understand that it may be necessary for you to be absent from work due to emergencies or illnesses. If you know in advance that you will not be at work, you must request time off directly from the Site Supervisors. You must give us at least 48 hours notice. Pre-approved absences are not paid and they do not result in a violation of your contract.

If you cannot report to work or if you will arrive late, you must contact the Site Supervisor or Program Administrator as soon as possible. If you do not call by the time you are supposed to report to work, you will be considered in violation of your contract. (In the case that an Assistant Crew Leader does not call before 9:00 AM, the Program staff will call your Parent/Guardian to inform of your absence.) If you cannot call in yourself because of an illness, emergency or for some other reason, be sure to have someone call on your behalf. If the Site Supervisor or Program Administrator is not available when you call, leave a message. Then call The Food Project Office at 781-259-8621 and hit "zero" to get a staff member and tell them the situation. Upon your return, you are expected to provide your Site Supervisor or Program Administrator with proper documentation authorizing your absence. Absence from work for three (3) consecutive days, without notifying the Program Administrator or Site Supervisor, will be considered a voluntary resignation.

WAGE & SALARY POLICIES

All staff are carried directly on our payroll. No person may be paid for work performed directly out of petty cash or any other such fund, except where a contract relationship exists with a bona fide contractor.

Our payroll work week begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 midnight. Paychecks are distributed every other Friday afternoon for services performed for the two (2) week period ending the prior week's Saturday at 12:00 midnight. Any changes in payroll or paycheck distribution will be made and announced in advance whenever holidays or closings interfere with the normal payday. If you believe an error in your paycheck has been made, please inform the Program Administrator immediately, who will research the problem and make any necessary correction properly and promptly.

Computing Pay

As summer staff, you will receive a two week stipend, which means you will earn a set amount to offset basic expenses incurred. Your stipend will be adjusted for partial or full day absence by the same formula that was used to calculate your pay.

No Overtime Pay

From time to time, it may be necessary for you to perform overtime work in order to complete a job on time. Since The Food Project is in the business of running a farm, under federal and state standards, Food Project employees, including summer staff, are not eligible for overtime pay.

Reporting Time Pay - Inclement Weather & "Acts of Nature"

You will not be compensated when work is not available due to circumstances beyond The Food Project's

control; such circumstances include, but are not limited to, the following:

- operations cannot commence or continue due to threats to employees or property or when recommended by civil authorities
- public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system
- the interruption of work is caused by an “Act of Nature” (inclement weather, fire, flood, earthquake, avalanche, etc.) or some other cause not within The Food Project’s control.

Mandatory Deductions From Paycheck

The Food Project is required by law to make certain deductions from your paycheck, which includes your contribution to Social Security. Unless you are “exempt” from filing taxes, the Food Project is also required to deduct federal, state and local income taxes. These deductions will be itemized on your check stub. The amount of the deductions depend on your earnings and on the information you provide on your W-4 form regarding the number of dependents and/or exemptions you claim. Please report to the Program Administrator immediately any change in name, address, telephone number, marital status or number of exemptions, to ensure proper credit for tax purposes. The W-2 form you receive for each year indicates precisely how much of your earnings were deducted for these purposes.

PERSONNEL ADMINISTRATION

The Program Administrator and Business Manager are responsible for handling personnel records and performing related personnel administration functions. Please direct any questions regarding insurance, wages, and interpretation of policies to the Program Administrators. Your concerns/situation will be addressed at his/her earliest convenience.

Your Personnel File

It is important that your personnel file remains up-to-date with respect to pay, deductions, benefits and other matters. Please notify the Program Administrator as soon as possible of any change in any of the following items:

- Legal name
- Home address
- Home telephone number
- Person to call in case of emergency
- Number of dependents
- Marital status
- Change of beneficiary
- Driving record or status of driver’s license, if you operate any TFP vehicles
- Military or draft status
- Exemptions on your W-4 tax form

You have the right to see any information in your personnel file and to receive copies of any documents you have signed.

Weekly Straight Talk Sessions

Site Supervisors will conduct feedback sessions to assist summer staff in assessing their performance and personal development. During each session, the staff will receive positive and constructive feedback in areas s/he is performing in as well as those areas that need improvement. This is also the time when issues of standards and violations will be addressed. Time will also be provided for Assistant Crew Leaders and Crew

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Leaders to give each other feedback in order to develop their working partnership.

HOLIDAYS

Paid Holidays

The Food Project recognizes the following days as paid holidays for full-time employees; part-time or only-seasonal employees do not get paid holidays:

New Year's Day
Memorial Day
Labor Day
Thanksgiving Day
Independence Day
Christmas Day

No employee will receive holiday pay during a leave of absence.

WORKERS' COMPENSATION

Massachusetts Workers' Compensation Law requires the provision of a no-fault insurance plan that guarantees prompt, automatic benefits to workers injured on the job. The plan is fully paid for by The Food Project and supervised by the State. This law was designed to provide you with benefits for any injury that you suffer in connection with your employment. The insurance plan will take care of any medical expenses arising from any such injury and compensate an injured employee until he or she can return to work.

Our workers' compensation plan covers every Food Project employee for any injury caused by the employee's employment, regardless of the severity of injury, so long as such injury or illness resulted from the performance of that employee's job.

Coverage begins the first minute you're on the job and continues anytime you're working for The Food Project. You don't have to work a certain length of time, and there's no need to earn any minimum amount of wages before you're protected.

Workers' Compensation Benefits

Massachusetts law guarantees you three kinds of workers' compensation benefits:

Medical care. Your coverage includes doctor bills, medication, hospital costs, lab fees, x-rays and crutches. All costs are paid directly through our insurance carrier. If you do receive a bill, please submit it to the Business Manager.

Rehabilitation services. This includes an extension of medical treatment, or if the injury keeps you from returning to your usual job, you may qualify for vocational rehabilitation and retraining, too. Again, all costs are paid directly through our insurance carrier.

Lost wages. You will receive lost wages for "temporary disability" for any period during which a doctor verifies that you are unable to work. In addition, you may receive additional cash payments if there's a permanent handicap. If a work-related injury results in death, then payments will be paid to surviving dependents.

Obtaining Benefits

To assure consideration under our workers' compensation insurance, you must report *all* injuries to a Program Administrator immediately, no matter how slight. They will see that you receive medical attention. In an emergency, you may go directly to one of the medical facilities nearby. Later, you may be required to furnish your supervisor with written statements regarding the on-the-job accident so that we may accurately document the incident, and so that you may receive all the benefits to which you are entitled. (Failure to do this could result in loss of benefits.)

HEALTH INSURANCE

Temporary employees are not eligible to participate in the Food Project's group health insurance program.

SOCIAL SECURITY

The United States Government operates a system of contributory insurance known as Social Security. As a wage earner, you are required by law to contribute a set amount of your weekly wages to the trust fund from which benefits are paid. As your employer, The Food Project is required to deduct this amount from each paycheck you receive. In addition, The Food Project matches your contribution dollar for dollar, thereby paying one-half of the cost of your Social Security benefits.

FOOD PROJECT POLICIES**CONFIDENTIAL INFORMATION**

All research, data and concepts and materials related to The Food Project are **automatically copyrighted and cannot be duplicated elsewhere** without explicit permission from the Executive

Director and its Board of Directors. *Your employment with The Food Project assumes an obligation to maintain confidentiality -- disclosure of confidential information could lead to dismissal.*

If you take home any Food Project information, either on computer disk or in written form, please comply with the following instructions:

- 1) **Check with the Program Administrators first.** If permission is given, there may be an internal tracking system to comply with. Make sure to follow all Food Project policies in this regard.
- 2) **Never take home originals.** Please make copies on computer disk (make a copy on a blank disk) or use our photocopier. When finished with the copies, please make sure that you return them or dispose of them in a secure way.
- 3) **Maintain the confidentiality of the information.** Information from The Food Project is available only for your review and use in relation to our business. Never give out information to individuals or other organizations outside of The Food Project, even for review, without the express permission of the Executive Director.
- 4) **Never take any sensitive records home, even copies.** Sensitive material, i.e. personnel records and financial data, should never leave The Food Project, even in copy form. When you deal with sensitive material, please show the staff, volunteers and program participants the courtesy of keeping this information private and out of public view.

5) **Respect the privacy of others.** Please do not discuss The Food Project business with anyone who does not work for us, and at all times respect privacy of the young people in the programs by never discussing personal information with anyone not directly associated with program overview. Even casual remarks can be misinterpreted and repeated, so develop the personal discipline necessary to maintain confidentiality. If you hear, see or become aware of anyone else breaking this trust, consider what they might do with information they receive from you.

6) **Refer requests for confidential information to the Executive Director.** If someone outside The Food Project asks you for information that you think may be sensitive or confidential, remember that you are not required to answer, and that we do not wish you to do so. Instead, please refer the request to either Co-Director.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of The Food Project to provide equal employment opportunities without regard to race, color, sex, age, disability, religion, national origin, marital status, sexual orientation, ancestry, political belief or activity, or status as a veteran. This policy applies to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation benefits, social and recreational programs, and all other conditions and privileges of employment in accordance with applicable federal, state and local laws.

In addition, it is our policy to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). We will not discriminate against any qualified employee or job applicant with respect to any terms, privileges or conditions of employment because of a person's physical or mental disability. In addition, we will make reasonable accommodations wherever necessary for all employees or applicants with disabilities, provided that the individual is otherwise qualified to safely perform the duties and assignments connected with the job and provided that any accommodations made do not require significant difficulty or expense.

We post equal employment opportunity notices on the employee bulletin board as required by law. These notices summarize your rights to equal opportunity in employment and lists those government agencies that may be contacted in the event that any person believes he or she has been the subject of discrimination.

Management is primarily responsible for seeing that The Food Project's equal employment opportunity policies are implemented, but all members of the staff share the responsibility of assuring that their personal actions do not violate our opportunity policies. Any employees, including directors, involved in discriminatory practices will be subject to discharge.

HARASSMENT POLICY

The Food Project intends to provide a work environment that is pleasant, healthful, comfortable and free from intimidation, hostility or other offenses that might interfere with work performance. We will not tolerate harassment of any sort, nor will we tolerate any methods of retaliation made against any individual making a claim or complaint of harassment.

What Is Harassment?

Harassment can take many forms. It may be verbal, physical or visual and may include words, signs, jokes,

pranks, intimidation, physical contact or violence. Harassment is not necessarily sexual in nature. We expect all Food Project employees, including summer staff, to maintain a work environment free of harassment of all forms. Please note, however, that our policy will not limit The Food Project's authority to discipline or take remedial action for workplace conduct that we deem unacceptable.

Standards of Conduct

By accepting employment with us, you have a responsibility to The Food Project and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary. Such standards help to make our organization a better place to work for everyone.

Sexual Harassment

The legal definition of sexual harassment includes sexual advances, requests for sexual favors and verbal or physical conduct of a sexual nature in both of the following situations:

- **when one's response to such advances, requests or conduct becomes or is (explicitly or implicitly) a condition of employment or a basis for employment decisions.**

Direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increase, promotions, increased benefits, or continued employment constitutes harassment.

- when such advances, requests or conduct create an intimidating, hostile, humiliating or sexually offensive work environment that has the purpose or effect of unreasonably interfering with an individual's work performance.

The following are some examples of conduct that may constitute sexual harassment depending upon the totality of circumstances, including the severity of the conduct and its persuasiveness:

- Unwelcome sexual advances (whether they involve touching or not)
- Sexual epithets, jokes, written or oral references to sexual conduct; gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess
- Displaying sexually suggestive objects, pictures or cartoons
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- Inquiries into one's sexual experiences and discussion of one's sexual activities
- Requests for sexual favors

The Food Project will not tolerate any verbal or physical contact of a sexual or non-sexual nature that prevents an individual from effectively performing his or her work or that creates an intimidating, hostile or offensive working environment, or when such conduct is made a condition of employment or compensation.

Complaints

If you believe that you have been subjected to harassment (sexual or otherwise), you have the right to file a complaint with our organization. This may be done in writing or orally.

To file a complaint, please contact either:

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Interim Executive Director
Susan MacDougall
(781) 259-8621 X32
smacdougall@thefoodproject.org

Program Director
Greg Gale
(781) 259-8621 X14
greggale@thefoodproject.org

OR: you may contact any member of the Board of Trustees; a current listing is kept on the office bulletin board.

Investigation

Any complaints received by The Food Project will be investigated promptly in a fair and expeditious manner that, to the extent possible, will maintain the confidentiality of the complaint and investigation. Such investigation will include:

- a private interview with the person filing the complaint;
- a private interview with each witness (if any); and
- a private interview with the person alleged to have committed the harassment

Both the person filing the complaint and the person alleged to have committed the unacceptable conduct will be informed, to the extent that is appropriate, of the results of the investigation. If it is determined that inappropriate conduct has occurred, then prompt action will be taken to eliminate the offending conduct, and where appropriate, disciplinary action will be implemented.

Disciplinary Action

If it is determined that a Food Project employee's action constitutes harassment or is otherwise inappropriate, then The Food Project will respond in a manner appropriate under the circumstances, which can include counseling and other forms of disciplinary action, or it may result in termination from employment.

State and Federal Remedies

In addition, you may file a formal complaint of discrimination or harassment with the government agencies set forth below. Using The Food Project's complaint process does not prohibit you from filing a complaint with these agencies. Please note, however, that you must file your complaint with certain time limits — 180 days for the EEOC and 6 months for MCAD.

The United States Equal Employment Opportunity Commission ("EEOC")
10 Congress Street - 10th floor
Boston, MA 02114
(617) 565-3200

The Massachusetts Commission Against Discrimination ("MCAD")
Boston Office: Springfield Office:
One Ashburton Place - Rm 601 424 Dwight Street Rm 220
Boston, MA 02108 Springfield, MA 01103
(617) 727-3990 (413) 739-2145

The Food Project accepts no liability for the harassment of one employee by another employee. Any individual who makes unwelcome advances, threatens or in any way harasses another employee is personally liable for such actions and their consequences. The Food Project will not provide legal, financial or any other assistance to an individual accused of harassment if a legal complaint is filed.

DISCIPLINARY ACTIONS

To insure that Food Project business is conducted properly and efficiently, you must conform to certain standards of attendance, conduct, work performance and other work rules and regulations.

Typically, when a problem does arise, the Program Coordinators will work with you to develop mutually an effective solution. If, however, you fail to respond to coaching or counseling, or an incident occurs requiring formal discipline, the following procedures occur.

Our disciplinary policy pertains to matters of conduct as well as employee competence. *However, The Food Project reserves the right to dismiss an employee for unsatisfactory work performance without resorting to the steps set forth in this policy.*

Typically, a Program Coordinator will follow the three-step procedure outlined in your contract. There may be particular situations, however, where the seriousness of the offense may justify the omission of one or more of the steps in the procedure. Likewise, there may be times when the organization may decide to repeat a disciplinary step.

Certain Serious Offenses

If you are accused of any of the serious offenses listed below, or any other similar action not specified below, then you will be suspended without pay pending an investigation of the situation. If such investigation determines that you have in fact committed a serious offense, then you may be terminated without any previous disciplinary action having been taken.

- Theft
- Falsification of Company records
- Failure to follow safety practices
- Conflict of interest
- Threat of, or the act of doing bodily harm
- Willful or negligent destruction of property
- Use and/or possession of intoxicants, drugs or narcotics
- Neglect of duty
- Refusal to perform assigned work or to follow a direct order
- Possession of a gun or a knife

GRIEVANCES

We strive to maintain a comfortable working environment for everybody. We hope to achieve this through the following ways:

- by treating you as an individual and encouraging your maximum development;
- by recognizing you as an essential component to our success and growth; and
- by maintaining direct communications with all of our employees and ensuring that you can speak directly and openly with our management team.

Please remember you will always find an open door and an attentive ear. As time goes by and The Food Project grows, we will continue to listen and respond to your questions and comments.

Resolving Problems

Whenever you have a problem or complaint, we expect you to speak up and communicate directly with us. You can take the following steps:

- **Talk to your immediate supervisor.** The Site Supervisors are most familiar with you and your job and is, therefore, in the best position to assist you. They work closely with you, and are interested in seeing that you are treated fairly and properly.
- **Talk to the Program Director.** If your supervisor cannot help you resolve the matter, you may speak with our Executive Director, who will give your problem or complaint prompt consideration.
- **Go to the Board.** If the Executive Director feels that the situation warrants further review, he or she will ask the Company's Board of Trustees for assistance.

We encourage you to contact us right away so that we can resolve any problem. Little problems tend to turn into big problems; facts become confused; resentment and anger builds up. We would like to address your concerns as soon as possible.

RESIGNATION AND EXIT INTERVIEWS

While we hope both you and The Food Project will mutually benefit from your continued employment, we realize that at some point it may become necessary for you to terminate your employment with us. In instances where an employee voluntarily leaves our employ, The Food Project management would like to discuss your reasons for leaving and your impressions about The Food Project. If you decide to leave, you will be asked to grant us the privilege of an exit interview. During the exit interview, you may express yourself freely. We hope the exit interview will maintain our relationship with you, as well as make any suggested improvements. All information will be kept strictly confidential and in no way shall affect any reference information that The Food Project management will provide to another employer about you.

OTHER POLICIES

Use of Computer Software (Unauthorized Copying)

The Food Project licenses the use of computer software from a variety of outside companies. The Food Project does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it. Accordingly, Food Project employees using such software at the Food Project's offices shall use the software only in accordance with the license agreement. Any employees learning of any misuse of software or related documentation shall notify the Executive Director.

Unauthorized duplication of software may be subject to civil damages and criminal penalties, including fines and imprisonment. The Food Project employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstance, and may result in termination of employment.

Expense Reimbursement

To be reimbursed for all authorized expenses, you must submit a Personal Expense Request accompanied by receipts and approved by your supervisor. Please submit your expense reimbursement request regularly, as you incur authorized reimbursable expenses.

If you are asked to conduct company business using your personal vehicle, you can choose to be reimbursed at the rate of \$.35 (mileage reimbursement rate) per mile. Please submit this expense on your Personal Expense

First Aid

We are required by federal law ("OSHA") to maintain records of all illnesses and accidents that occur during the workday. In addition, you are required by The Commonwealth of Massachusetts Workers'

Compensation Act to report any illness or injury on the job, no matter how slight. If you hurt yourself or become ill, please contact your supervisor for assistance. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits. OSHA also provides for your right to know about any health hazards which might be present on the job. This information is posted on the Employee Bulletin Board, if you have any questions or concerns, contact the Business Manager or your supervisor for more information.

In the case of medical emergencies, we use Emerson Hospital in Concord and Boston Medical Center in Boston for aid.

Personal Telephone Calls & Mail

Summer staff will not make personal phone calls at work, nor will they give out their work number for incoming personal calls. Emergency calls regarding illness or injury to family members, changed family plans, or calls for similar reasons may be made, and should be routed through the Site Supervisor. You may give your family the main Food Project phone number 781-259-8621 to call in the case of an emergency. Incoming urgent calls will be directed to you. Please do not abuse this policy, since continued abuse of the policy may result in the removal of telephone privileges for everyone. You may not use The Food Project as a personal mailing address, and you may not use Food Project stamps for personal mail.

Personal Use of Company Property

If you want to use The Food Project equipment or tools during or after work hours for personal benefit, you must have the approval of a Program Director. You understand and agree that The Food Project is not liable for personal injury incurred during the use of company property for personal projects. As a Food Project employee, you accept full responsibility for any and all liabilities for injuries or losses which occur, or for the malfunction of equipment. You are responsible for returning the equipment or tools in good condition, and you agree that you are required to pay for any damages that occur while using the equipment or tools for personal projects. Depending on the type of equipment or tools, there may be an internal tracking system to comply with, make sure to follow all Food Project policies in this regard.

Property & Equipment Care

It is your responsibility to understand the equipment, tools or vehicles you need to use to perform your duties. If you find that any equipment tool or vehicle is not working properly or in any way appears unsafe, please notify your supervisor immediately so that repairs or adjustments may be made.

The Food Project Recycling Program

Each area of the office will have two small containers, one for acceptable paper and one for trash and unacceptable paper. When you are through using any paper, simply put it into the appropriate container -- please try not to crumple up paper, as it takes up much less space when flat. Cans, bottles and plastic go in the small containers that hook to the paper bins or in the recycling container in the bathroom. Cardboard, packing materials and boxes are piled near the front of the office for further use or recycling. Please keep all "contaminants," including soda cans, half-eaten sandwiches, etc., out of the paper recycling containers.

Please do your part to recycle reusable materials. Please reuse items until they genuinely need to be replaced. Also, please pay attention to ways of conserving energy. Some of the easiest ways to do this are to make sure lights, equipment and faucets are turned off during the day when not in use, or if you are the last person to leave and all doors and windows are closed whenever practical.

Waste of time, materials, equipment and utilities is costly to you and The Food Project. You can help make

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every minute count. Eliminate waste whenever possible. In the long run, you will benefit by helping to reduce operating costs. The money saved by eliminating waste can be passed along to sustaining the work of The Food Project into the future.

The Food Project actively recycles as many materials as possible, which include the following:

- **Acceptable (please place these in the proper recycling bins):**
 - Aluminum cans, Plastic containers, glass bottles
 - All Paper (including colored paper and newspapers staples and metal clips can remain)
 - Laser Printer Cartridges
 - Shipping Cartons & Packing Materials and cardboard
- **Unacceptable (please keep these contaminants out of the recycling bins):**
 - Carbons
 - Food
 - Paper, contaminated with foodstuffs

Smoking

The Food Project aims to provide a workplace free of exposure to hazardous substances and have accordingly established our office and field sites as smoke-free work environments. Smoking by employees under legal age (18 years old) will not be tolerated. All employees are expected to abide by this policy while at work. Summer staff are considered to be "at work" as soon as they begin their travels to work, and should therefore not smoke at any point from when they begin their travel to work to when they finish their travel home from work.

Substance Abuse

The Food Project has a vital interest in maintaining safe, healthful, and efficient working conditions for its employees and the youth it serves. Being under the influence of a drug or alcohol on the job may pose serious safety and health risks not only to the user, but to all those who work with the user, as well as our young people. Accordingly, The Food Project has established the following guidelines with regard to use, possession or sale of alcohol or drugs:

- **Drug screening.** The Food Project maintains the right to implement pre-employment screening practices designed to prevent hiring individuals who use illegal drugs or individuals whose use of legal drugs or alcohol indicates a potential for impaired or unsafe job performance.
- **No alcohol or illegal drugs permitted.** The manufacture, possession, use, distribution, sale, purchase, transfer of, or being under the influence of, alcohol or illegal drugs is strictly prohibited while on Food Project premises or while performing company business.
- **Fitness for duty evaluation.** Employees will not be permitted to work while under the influence of drugs or alcohol. Individuals who appear to be unfit for duty may be subject to a medical evaluation which may include drug or alcohol screening. Refusal to comply with a fitness-for-duty evaluation may result in disciplinary action up to and including discharge.
- **Off-duty illegal drug use.** The Food Project will not tolerate off-the-job illegal drug use when such use could adversely affect an employee's job performance, jeopardize the safety of other employees, the public or company facilities, jeopardize the security of company finances or business records or adversely affect the public's trust in the ability of The Food Project to carry out its responsibilities. Employees who are involved in or suspected of involvement in off-the-job drug activity will be considered in violation of this policy.

- **Prescribed medical treatment.** Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties must report such medical treatment to the Executive Director, which may include oral or written communication with the prescribing physician.

The Food Project recognizes that alcoholism and other forms of drug abuse are treatable illnesses. The company shall not discriminate against employees based on the nature of an illness, and an employee's seeking of assistance for a substance abuse problem will not threaten that employee's job security.

- The Company shall work with and assist any employee with a substance abuse problem to seek and obtain treatment without undue delay.
- An employee who voluntarily seeks treatment for a substance abuse problem and requires a leave of absence for treatment shall be granted such leave of absence.

Nothing in this policy is construed to prohibit the corporation from its responsibility to maintain a safe and secure work environment for its employees and the young people that work with us or from invoking such disciplinary actions as may be deemed appropriate for actions of misconduct by virtue of their having arisen out of the use or abuse of alcohol or drugs or both.

Use of Company Vehicle

Summer staff should never drive Food Project vehicles except for in the case of an emergency. If you are authorized to use a The Food Project vehicle by a Program Coordinator, you must adhere to the following rules:

1. You must be a licensed driver.
2. You will be responsible for paying any moving violation tickets or any parking violation tickets, unless the Executive Director makes an exception.
3. You must keep the vehicle clean as possible, and washed and vacuumed as often as necessary. You will be reimbursed for your reasonable expense of keeping the vehicle clean. Please retain receipts for reimbursement.
4. You must not allow persons not authorized or employed by The Food Project to operate in a company vehicle.

Traffic Violations

If you are authorized to operate a company vehicle in the course of your assigned work, or if you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, fines or traffic violations incurred. Exceptions to this rule can be made with approval from the Program Director. The Program Administrators will advise you on what procedures to follow in the event of a vehicular accident.

Violations of Policies

You are expected to abide by the policies in this Manual. Failure to do so will lead to appropriate disciplinary action. A written record of all policy violations is maintained in each individual's personnel file.

It is our aim to be a model of bridging communities and sharing our love for land and people. We are committed to supporting you in your personal development. It is our hope that this Manual will clarify your role as employee and the Food Project's role as employer so we can devote our energies to this important work.

The Food Project

Summer Youth Program ()

IN CASE OF EMERGENCY

MY IMPORTANT NUMBERS

Mother/Guardian Work Phone: () _____

Mother/Guardian Other Phone: () _____ cellular pager

Father/Guardian Work Phone: () _____

Father/Guardian Other Phone: () _____ cellular pager

The person I am supposed to contact if I can't reach my parent(s)/guardian(s):

Name: _____ Work Phone: () _____

Other Phone: () _____ cellular pager

For medical emergencies or serious safety concerns:

1. Find out where you are located (street name and address) and call 911 for assistance.
2. Then call the Food Project Office at (781) 259-8621; after you hear the message, press zero (0). Tell the staff person that you reach that you have called 911, and explain the emergency.

If you are lost, have missed your train, or need other assistance:

1. Call the Food Project Office at (781) 259-8621; after you hear the message, press zero (0). Inform the staff person on the phone that you work for the Food Project and you need some assistance.
2. If you are unable to contact someone at the Food Project, call your parent or guardian for assistance.

Lincoln Commuter Rail Duties
Sign-Up Sheet

	<u>Train Duty</u>	<u>Tuesday Leader Meeting</u> <u>ACL taking the train</u>
Week 1 June 20-July 3	Bayo Sparklle	7/1
Week 2 July 7-11	Jacob Lakeisha	7/8 Lakeisha
Week 3 July 14-18	Bayo Lenya	7/15 Lenya
Week 4 July 21-25	Sparklle Drew	7/22 Lakeisha
Week 5 July 28-Aug 1	Jacob Jenney	7/29 Drew
Week 6 Aug 4-8	Sparklle Lydia	8/5 Jenney
Week 7 Aug 11-15	Bayo Lenya	8/12 Lenya
Week 8 Aug 18-22	Mark Lakeisha	8/19 Lakeisha

Lincoln Commuter Rail Duties for Leaders

When you're the designated train leader for the week, you are the point person who carries public responsibility for The Food Project. Greet the conductor, let her/him know if they have any concerns, they should come see you.

1. Role model the behavior you want crew workers to emulate:
 - a. sit in your seat,
 - b. keep your voice at a normal level,
 - c. wear your t-shirt,
 - d. have your train pass ready to show conductors,
 - e. stand behind yellow line while waiting for the train,
 - f. and, of course, be respectful to everyone and abide to TFP standards.
2. Sit in your seat unless you are needed to get up to calm crew workers down.
3. Station one person on train duty towards the front of the car and one towards the back so as to provide "coverage" for the whole train car.
4. Because we are a team, other CLs and ACLs who are not officially on train-duty need to abide by all the above behaviors and help, not hinder their fellow leaders with their job. If a "train-duty" leader disembarks from the train before all the crew workers get off, other leaders need to step up and help maintain control of the train car for the last ten minutes of the ride.

Roxbury Orientation Tour

Facilitator: Urban Ed Fellow / Intern & Roxbury Site Supervisor

Participants: 1 crew

Purpose: To familiarize The Food Project Youth to the town of Roxbury that they will be working in for two weeks and to learn about The Food Project's role in the community."

Begin by telling the crew workers that they should feel free to ask questions at any point during the tour.

1. The tour begins at the West Cottage Food Lot

"The West Cottage Site was allotted to The Food Project in 1998. It is the second piece of land farmed on by The Food Project and is the biggest at 1 1/2 acres. Our lots are owned by the City of Boston, and we get a license to use the land from the city every year, but permission to grow on the site comes from the Dudley Street Neighborhood Initiative (DSNI), who has eminent domain over all vacant land within 3 square miles of this area. During the spring and summer of 1998, our youth did extensive lot clean-up and were able to plant on 1/3 of the lot. In 1999 we grew on 2/3 of the lot and by 2000 we were growing on the entire lot."

Ask, "Why didn't we just grow immediately grow on all of the land?"

[field questions from youth]

[answer: land was contaminated, especially w/ lead & trash]

"Prior to 1960, 16 houses stood on this piece of land. During the 60's and 70's the homes were burned by owners hoping to collect insurance, leaving behind invisible dangers (high lead levels in the soil and oil spills). Activities such as illegal dumping of car parts, demolition rubble, and trash caused this land to be a dangerous and ugly centerpiece in this neighborhood."

Say, "Think of the ways we could've cleaned up the soil and I will ask for answers when we get to our Langdon food lot."

2. Walk to Shirley-Eustis House

Pass by The Food Project's office and point it out so crew workers know where it is. Mention the commercial kitchen that we have and that community lunch is prepared in there.

Pass by the DSNI (Dudley Street Neighborhood Initiative) office and tell them that they will be learning more about it later in the week when they watch a video about it.

Once you arrive at the Shirley-Eustis house, have everyone sit down on the steps leading to the front door.

"The historic Shirley- Eustis house was built in the time period of 1747-1751 and was inhabited by

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Royal Governor William Shirley. Appointed by King George II, William Shirley was the governor of Massachusetts Bay and Commander-in-Chief of all British forces in North America. This area of Dorchester and Roxbury has deep agricultural roots, dating back to the late 18th century, when local residents grew apple and pear trees. The Roxbury apple origins are in Roxbury.”

“If it rains so hard that we cannot work in the fields or thunders, we use the Shirley Eustis House’s barn for our rainy day activities.”

3. Walk to Langdon Street

This was the first piece of land allotted to The Food Project. It is a 1/2 acre piece of land. We also have another 1/2 acre piece belonging to a resident that we also farm on, on Albion Street.

Ask, “Does anyone have the answer to how we cleaned up the soil?”
[Field responses]

In the process of preparing the land for food production, we:

- dumped several truckloads of soil and compost on the land to remediate lead levels ranging from 280 to 690 parts per million (ppm) (so the land we are standing on now is actually 3 feet higher than before we brought in the soil and compost)
- used compost, which neutralizes the pH of the soil, binds the lead, and makes it less bio-available to plants
- grow in raised beds which are several feet from lead contamination
- test our soil and plant tissue each year to guarantee the health of our food.

Our lead levels now range from 11 to 70 ppm, which is not harmful.

In addition to this, when working with neighborhood gardeners, we have also used phytoremediation to clean lead from soil. Phytoremediation is using lead-accumulating plants, such as mustard greens, to absorb the lead from the soil. These plants are then properly discarded.

4. Walk to Dudley Town Common to show them the site of the Farmers’ Market.

At Dudley Town Common, introduce the logistics of the market. Tell them that:

- their market days will be long days,
- they need to bring money of food for dinner,
- they need to have a plan to get home from the here this Thursday and from the Children’s Museum the following Tuesday
- they need to make sure their parents know that they will be working late.

Tell them they will learn more about the market from the market manager, they will receive training on how to run the market and will do an evaluation afterwards. It’s important to get them thinking about the market on Day 1- some years it seemed like we had a lot of problems with youth who didn’t know how to get home, forgot about the market, didn’t tell their parents- this is an opportunity for the site supervisor to see which youth need help figuring out commuter rail schedules and other logistics.

Roxbury Weekly Schedules
 Crew B 1st Week
Typical Roxbury Week 1 Schedule

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew)	Grower/CL Meeting (RSS goes to Andrew)	Grower/CL Meeting (RSS goes to Andrew)	Grower/CL Meeting (RSS goes to Andrew)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day
9:30 AM	Ag Orientation (DA)	Harvest	Shelter De-Brief	Field Work/Rooftop Garden
9:45 AM				
10:00 AM			Market Training	
10:30 AM				
10:45 AM	Field Work			
11:00 AM				
11:15 AM				
11:30 AM				
11:45 AM				
12:00 PM		Lunch	Lunch	Lunch
12:15 PM				
12:30 PM	Community Lunch	Game:	Game:	Game: Bing Bang Boom
12:45 PM				
1:00 PM		Workshop: Holding Ground	Field Work	Workshop
1:45 PM				
2:00 PM		Field Work		Chores
2:15 PM	Roxbury Orientation (Urban Ed)			Journal Writing
2:45 PM				Rec Day
3:00 PM				
3:15 PM			Set Up Market -Dudley	
3:30 PM	Chores	Chores		
3:45 PM	Announcements	Announcements		
4:00 PM	Leave for Train	Leave for Train	Market Opens	Leave for Train
4:15 PM	Standards & Straight Talk Meeting			
4:30 PM	and weekly curriculum preparation			
6:00 PM	Leaders Leave			
6:45 PM			Suburban youth to train	
7:00 PM			Market Closes	
7:30 PM			Market Clean Up	

Crew B 2nd Week

Typical Roxbury Week 2 Schedule

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew)	Grower/CL Meeting (RSS goes to Andrew)	Grower/CL Meeting (RSS goes to Andrew)	Grower/CL Meeting (RSS goes to Andrew)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day
9:30 AM	Field Work (1/2 Crew to cook)	Harvest	Harvest	Field Work
9:45 AM				
10:15 AM				
10:30 AM				
11:00 AM				Market Analysis
11:30 AM				
11:45 AM				
12:00 PM		Lunch	Lunch	Lunch
12:15 PM				
12:30 PM	Community Lunch	Game:	Game:	Game: Bing Bang Boom
12:45 PM				
1:00 PM		Field Work	Workshop: ID Charts	Ag Workshop
1:15 PM				
1:30 PM				
1:45 PM				
2:00 PM	Field Work		Field Work	Chores
2:15 PM				Journal Writing
2:45 PM		RSS drives crew to Andrew		Rec Day
3:00 PM		Prepare for Market - Children's		
3:15 PM				
3:30 PM	Chores	Set up Market	Chores	
3:45 PM	Announcements		Announcements	
4:00 PM	Leave for Train	Run Market	Leave for Train	Leave for Train
4:15 PM	Standards & Straight Talk Meeting			
4:30 PM	and weekly curriculum preparation			
6:00 PM	Leaders Leave			
6:45 PM		Suburban youth to train		
7:00 PM		Market Closes		
7:30 PM		Market Clean Up		

Protocol at the Food Lots

1. If somebody stops by the Food Lot to say “hello”

- Crew members (workers and leaders) are not allowed to socialize with friends who come by and should not invite them to come during work

[remind visitors this is a job site and people are being paid to work from 9 - 4:30]

- Individuals who stop by to talk about The Food Project, ask about what we are doing, or ask if they can help should be directed to speak with the Site Supervisor

- When at the Food Lot, crew members are expected to work and not socialize with neighbors

2. Behavior Issues:

- Rough play cannot be permitted-- no tossing or throwing objects.

- Workers and volunteers should refrain from approaching or calling out to passersby unless directed to do so by a crew leader or Site Supervisor.

- If the Site Supervisor is busy talking to a visitor, the crew is expected to keep working on their own.

- No one from the crew should leave the site for any reason other than a programmed activity or as directed by the Site Supervisor in the event of an emergency.

3. Health Issues:

- Many young people suffer from asthma. Crew leaders should be aware of those in their crew who have asthma and carry an inhaler.

- Urban soils can contain contaminants such as lead, cadmium, arsenic, petroleum and pet feces. When in the city, workers should wash hands thoroughly before handling food or putting fingers in their mouths. Small children on the Food Lot should not put soil or toys that have been lying on the ground in their mouths.

- When cleaning up debris on site, care should be taken to prevent cuts and scratches from sharp or abrasive objects. Wear gloves and look closely before reaching for anything, in order to prevent accidents. If anyone is injured by a suspicious-looking object (especially anything resembling a syringe or needle), the Site Supervisor and Crew Leader should be notified immediately and the object retained in a safe place for inspection.

4. Travel Issues:

- Each worker should have a clear plan for getting to and from the Food Lot. The Crew Leader should be aware of each of those plans. Regardless of how they travel to the Food Lot, no one should leave for the day without letting their Crew Leader know that they are leaving.

- Those crew workers who will travel to the Food Lot by bus or foot should try to find a buddy to travel with.

- All workers need to cross on crosswalks on red lights

- Workers are not allowed to leave any site for lunch or any other reason

Community Service De-Brief
Writing and Discussion

OBJECTIVES:

- To reflect on reactions to our first day at the shelters, and to get behind our assumptions and our understandings of the work that we will do over the summer.
- To determine where we stand in our knowledge of hunger and homelessness issues in Boston.
- To share with other and learn from their experiences.

PROJECT AREA/SKILLS: community service, personal and group reflection, issues of hunger and homelessness, communication

MATERIALS: pencil and paper for everyone (journals)

NUMBER OF PEOPLE: unlimited

PROCEDURE: (2 parts)

Part I: Debrief Writing

1. Ask the participants to reflect on their paper/journals about each of the questions that the leader asks.

Questions:

- Write about something you expected to see that was confirmed.
- Something you expected to see that was not confirmed.
- Write about something you saw that made you smile.
- Write about something you saw that made you concerned.
- Write about something you believe is being done well at your organization.
- Write about something that could be changed for the better at your organization.
- What is one of your goals for working at your organization this summer?

2. Options for processing the answers:

- a) Have people pair up in their crews and share their answers. Then in crews go around and have each person say one interesting thing from their own writing and from their partner's writing.
- b) Do a brainstorm exercise as a large group, during which you go over each question and people offer their responses to be written on the flipchart.
- c) The leader picks people randomly and asks them to give their answer for a particular question, and continues to do so until everyone has been called on.

*After any of these processing exercises, you could have the group as a whole decide what some of its goals for its work at the hunger relief organizations that summer will be.

Part II: Debrief Circle

- Use concentric circles for this activity. Divide the group in half and have one half stand in a circle facing outward and the other half stand in a circle surrounding the first circle facing inwards. (Let two crews be on the inside and two on the outside.) Everyone should be facing a partner that is in a different crew. Crew Leaders should join in the circle with the crews.
- Tell everyone that you are going to read off a topic and that everyone on the inside circle then has 1 minute to talk about that topic to their partner. The partner should listen carefully and not respond.

After 1 minute you will say “Switch”, and the person on the outside will have a chance to talk about the same topic. When both partners have had a chance, you will say “Rotate” and everyone in the outside circle should move one space (or partner) to the right. Now give everyone a new topic to discuss. Alternate letting the inside and outside circles speak first. Each time everyone is paired up with a new partner, they should begin by introducing themselves and telling their partner what shelter they went to.

1. Describe how you were feeling before you went to the hunger relief organization.
2. What facts did you learn about your organization from the orientation?
3. Describe what you did at your organization?
4. What activity did you like best at your organization?
5. What activity did you like least at your organization?
6. Talk about a person you saw or met at your organization. Why is he/she there?
How does that make you feel?
7. Tell about something that happened (good or bad) to you at your organization
8. How do you feel about going back next week?
9. Do you know anyone who is homeless or hungry? Will you act or think differently about that person now that you have been to a shelter?
10. What could you do in your own community to help fight hunger and homelessness?
11. Evaluate your day at the soup kitchen by giving it a number from one to ten (1= the worst, 10 = the best) and explain why.

HINTS: You do not need to ask all these questions - just choose those that seem interesting. The conversations are more interesting if the pairs have not been to the same shelter – the activity is set up so that should not happen. Feel free to add more questions if time permits.

DISCUSSION: If time allows, have the group brainstorm on ways that they can help fight hunger and homelessness in their own communities.

VARIATIONS/EXTENSIONS:

- End with a group shout evaluation of the activity by all the participants at the same time (1 = the worst, 10 = the best).
- Have everyone go around and say one interesting thing that they found out from someone that they talked to. Tell the group that they will have to do this, to encourage more active listening.

MEDICAL INFORMATION FORM

NOTE: You must have a physician complete the Medical Information form before you can work at The Food Project. Please fill out this form with BLACK or DARK BLUE pen.

PARTICIPANT INFORMATION

Last Name: _____ First Name: _____ MI: _____

Home Address _____

City: _____ State: _____ ZIP: _____

Home Phone: () _____ Other Phone: () _____ cellular pager

Sex: FEMALE MALE Date of Birth (M/D/Y): _____ / _____ / _____

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

Immunization History

Written documentation of immunization or alternative proof of immunity shall be required for all Summer Youth Program participants. Please give all dates of immunization and most recent booster does.

Vaccines	Dates of Immunization/Booster					
	MM/YY	MM/YY	MM/YY	MM/YY	MM/YY	MM/YY
MMR or:						
-Measles						
-Mumps						
-Rubella						
Polio (IVP/OPV)						
DTP or:						
-Diphtheria/Tetanus						
Tetanus						
Hepatitis B						
Varicella (Chicken Pox)						
Haemophilus Influenza B						
TB Mantoux Test	Tested:		Result:	Positive__	Negative__	

HEALTH CARE RECOMMENDED BY LICENCED MEDICAL PERSONNEL

Date of examination: _____

The applicant is under care of a physician for the following condition(s):

 Current treatment (including medications):

NOTE: THIS AREA MUST BE SIGNED BY THE PHYSICIAN

I have examined this patient within the requested time period (September 2000 to present) and in my opinion the above-named participant can cannot participate fully in the activities of The Food Project, which includes eight (8) weeks of agricultural labor for approximately four (4) hours a day.

Name of Physician

Signature of Physician

Date

Address: _____

Phone: () _____

Small Talk Tips

You will interact with your crew workers in large group settings all the time, and how you treat them and role model work and appropriate behavior in that group will be extremely important. But when you're weeding or harvesting across from one of your crew workers you will really have a chance to connect with them and ask them questions about things they really want to tell you. So as silly as it may seem, here are some ideas for what to talk about with crew workers. They are pretty broad categories that will hopefully open up other avenues into these young people's lives. Practice active listening so you know which subjects you can ask more questions about and which ones you should steer clear from for right now.

- * Where do you live? What's your neighborhood like? Have you spent much time in the suburbs/the city?

- * What school do you go to? What's your school like?
What classes do you like the best? What is your least favorite class?

- * What things are you involved in at school? Are you involved in extracurricular activities?

- * Favorite sport, movie, book?
A movie or book you've recently seen or read?
One that you want to see or read?

- * What did you do this weekend?
What are your plans for this upcoming weekend?

- * What are your summers usually like? Have you had a job before? Have you worked on a farm or in a garden before?
Has anyone in your family?

- * Do you have brothers and sisters? Do you get along with your parents?

Community Lunch Protocols

- Everyone in your crew will cook either in Lincoln or Roxbury.
- The chef who will be cooking with you will provide the menu, which will include vegetables from our fields.
- Eight of the Crew Workers and the Crew Leader will cook in Lincoln. The other two Crew Workers and the Assistant Crew Leader will cook in Roxbury. Those who are not cooking will be doing field work, but will end fifteen minutes early to help set up the site for lunch.

Goals for Community Lunch:

1. To offer an opportunity where our youth can learn how to cook the vegetables they are growing.
2. To further the young peoples' understanding of nutrition and health.
3. To create a fun and informative event through which people from the outside community can be welcomed to The Food Project.
4. To provide leadership and public speaking opportunities for the crew, who will introduce and oversee the meal.

Schedule for Community Lunch:

- 9:30 AM* Meet with the Community Lunch Coordinator and the visiting chef
- harvest any vegetables that you will need that were not harvested already
 - go to Concord Trinitarian Church / or the city office kitchen
- 10:00 AM* Cook at Concord Trinitarian Church/ or the city office kitchen
- assign each crew member a job based on both the chef's cooking needs and the jobs which will need to be done at lunch (see the job list on the other side of the paper)
- 12:30 PM* Lunch should be presented at the site by the crew and the chefs

Jobs for Community Lunch:

- It is critical that each of the following jobs be assigned to a Crew Worker, and that they understand how to do the job.
- The jobs are listed in the order they should be done at the meal.
- Everyone should practice what they are going to say (if a young person cannot demonstrate recall of their part during practice have them write it down before speaking).
- It is the responsibility of the CL and the ACL to facilitate this process. Jobs with a * next to them should be assigned to those staying to do field work.

Attachment 64-2

- ___ * Set up the site before the lunch arrives, pulling one table aside and laying out utensils, plates, etc. Once the lunch arrives, help the people carrying it set it up. (1-2 people)
- ___ Site Supervisor will get everyone's attention. CL will briefly introduce their crew name.
- ___ Introduce the meal to everyone at lunch. This should include the names of the different dishes, and which vegetables in the dishes came from our fields. (1 person)
- ___ Explain the nutritional lesson of the day. (1 person)
- ___ Introduce the crew members and tell what they did to help cook the meal. (1 person)
- ___ Ask the chef and visitors to introduce themselves. (1 person)
- ___ * Show everyone where to put trash, recycling, and compost. (1 person)
- ___ Ask guests to come and eat first, then crew members to come after they have been served. (1 person)
(Site Supervisor will call crew members up by table.)
- ___ Serve the meal. (2-3 people)

Everyone in the crew should find a visitor to sit with for lunch!

Everyone in the crew must clean up lunch!

Those who set up at the site should clean up the site.

Those who cooked should go back and clean up the church.

	Date:
	(prepare site by moving all tables out from under the tent, put benches only in a circle, under the tent)
8:00 AM	CLs and ACLs from the city get on at North Station and Porter Square
8:45 AM	Bring van to Lincoln station (LSS)
8:57 AM	Outbound/inbound train arrives
9:05 AM	Everyone in either school bus or van drive to fields
9:10 AM In the Arena	Quick Attendance (PA) Welcome, Introduce the Staff (LSS) Introduction to the Site (LG) Game: Group Name Race Game: Mingle, Mingle (LSS) Game: High 5s, Low 2s (staff exit stage right - just SYP youth remain) Game: Crew Split Up (PA,LSS) Game: Names in the air (LSS)
10:10 AM	Overview of the Day's Schedule (LSS) Vision and Mission of TFP (PD) Introduction to Themes (LSS) Goose Story (summer staff) Workshop: My Most Important Word (LSS/RSS)
11:45 AM	Crew Details Rotation: (Those missing critical paperwork leave to complete it!) 1 Paperwork (PA) & Passes (SM) 2 T-shirts and Waterbottles (PD) & Digital Pictures (SM) 3 Cubbies (Crew Leaders) 4 Notebooks and Name Tags (LSS) 5 Transportation (2 rounds) 6 Transportation (RSS)
12:30 PM	Lunch - sit in crews
1:00 PM	Week/Month Schedules (LSS) What to Bring Each Day (RSS) Work Expectations (LSS) Safety (RSS)
1:30 PM	Field Introduction Rotations (RG)
3:15 PM	Chores: Introduction and do chores (RG & crew leaders)
3:45 PM	Announcements/Questions
3:55 PM	All CLs, ACLs, and CWs Walk to Train
4:30 PM	Inbound Train Leaves

LSS- Lincoln Site Supervisor
PA- Program Administrator
RSS- Roxbury Site Supervisor
LG- Lincoln Grower
PD- Program Director
SM- Staff Member

Attachment 66

Lincoln Week 1- 200_ Day 2
All Crews in Lincoln

	Date:
8:00 AM	CLs, SYP Staff Meet at Lincoln fields ACLs at North Station ACLs at Porter Square
8:45 AM	Bring van to Lincoln Station (RSS)
8:57 AM	Train arrives
9:00 AM	Bus and van shuttle to fields
9:10 AM	Go over agenda for the day (RSS) Every week one crew will present the theme (LSS) Crew Definitions of Community (LSS) Crew names: must be announced by Friday afternoon (RSS) Game: Human Knot as a Race (LSS)
9:50 AM	Workshop: Standards and Goal Setting (LSS/RSS)
12:15 PM	Lunch
12:45 PM	Field Work
2:15 PM	Workshop: Introduction to Straight Talk (RSS/LSS)
3:40 PM	Chores
3:55 PM	Walk to Train (ACLs take train)
4:00PM	Crew Leader Meeting
5:15PM	CLs drive to train LSS- Lincoln Site Supervisor RSS- Roxbury Site Supervisor
5:22 PM	Train departs

Lincoln week 1- 200_. Day 3
All Crews in Lincoln

Date:	
8:00 AM	CLs arrive on train
8:10 AM	CLs/LSS/Grower Meeting
8:45 AM	Bring van to Donelan's (RSS)
9:00 AM	Bus and van to fields
9:10 AM	Morning Meeting Go over agenda for the day (RSS) Announce that crew names must be done by Fri PM (RSS) Pair off in Crews, interview each other, introduce what you learned to the rest of the group in the 1st person (LSS) (don't write it down - listen and remember it)
9:45 AM	Field Work Workshop (LSS)
12:00 PM	Lunch
12:30PM	Game: Birds, Beasts, and Fishes
1:00 PM	Workshop: Writing about my first day at TFP (LSS) Visualization- You're getting off the train It's your 1st time working in the fields. Write about: what is it like being in your crew, who is in your crew, and what you notice or what surprises you?
1:30 PM	Field Work
3:00 PM	Interns introduce themselves
3:30 PM	Chores and Announcements
3:50 PM	Leave for train

Where were you born?
Where do you live?
Tell about your family.
What do you eat for breakfast?
Things you like to do.
What's the best gift you ever received?
Tell something that very few people know about you.
What's the hardest thing

LSS- Lincoln Site Supervisor
RSS- Roxbury Site Supervisor

Attachment 68

Lincoln Week 1 200_ Day 4
All Crews in Lincoln

	Date:
8:02 AM	CLs arrive on train
8:10 AM	CL/LSS/Grower Meeting
8:45 AM	Bring van to Donelans (LSS)
9:00 AM	Bus and van to fields.
9:10 AM	Morning Meeting Go over agenda for the day (RSS) Run "Being Safe" Training (LSS & RSS) CSA Manager - importance of CSA Quote of the Day: Martin Luther King on community (LSS)
10:00 AM	Field Work
12:00 PM	Workshop: Lunch from Around the World (disguised as community lunch) (PD, LSS,RSS, PA, TFP Chef)
1:30 PM	Field Work Crews A and B go with Roxbury Supervisor to talk about Roxbury Crew C practices theme of the week skit for Monday
2:30 PM	Chores
3:00 PM	Crew Name Announcements
3:15 PM	Game: Name Face Off (RSS/LSS) Game: Name Racer
3:55 PM	Quick announcements and leave for Train

Straight Talk Tips

- Make sure you are in a quiet room with a closed door.
- Get everyone to sit in a circle where you can see everybody. You should be a part of the circle.
- Ask all of the youth to do the following:
 1. Put away all notebooks, walkmen, or any other distractions.
 2. Respect each other: don't make any comments or laugh or make other noises in response to Straight Talk.
 3. Be quiet and pay attention to the leader.
 4. Maintain confidentiality: nothing said in the room leaves the room.
- Begin with one youth (ask for a volunteer) and go around the circle, giving Straight Talk (first positives, then deltas) to each person and then telling them about any Standards Violations.
- Ask the youth to hold any concerns, questions, or disagreements until you have finished giving Straight Talk to each person.
- Make eye contact with each young person as you talk to them. Ask them to make eye contact with you also.
- Make sure to have at least as many positives as deltas for each person. Never err on tipping the scale with more deltas.
- Speak slowly, clearly, and loud enough. Pause when you finish with one young person to let your words sink in, and to collect your thoughts for the next person. Do not rush.
- Be confident! Speak from the heart! Be honest!
- Any major disagreements which could result in changes of Standard Violations should be brought to the Site Supervisor the next day. Do not feel that you have to resolve them on the spot. It is your right to say to a youth that they will need to discuss their problem with you and the Site Supervisor the next day.

Attachment 70

TITLE: Group Sit

OBJECTIVES: For a group to work together in order to support one another to sit on each other's laps.

GROUP SIZE: at least 10. no maximum group size, although the more people involved, the more difficult it is.

TIME REQUIRED: 5 –15 minutes

PREPARATION: none

MATERIALS: None. Members of the group need to be comfortable with each other and mature enough to sit on each other's laps.

PROCEDURE:

1. Tell the group the instructions ahead of time. Stress that the goal of the activity is not accomplished once everyone has sat down. The goal will only be realized when *everyone* is safely back on their feet.
2. Get everyone in the group to form a tight circle, shoulder-to-shoulder.
3. Once the circle is in tight, everyone should turn to their right. Ask everyone to take a 1/2 step in towards the middle. (Everyone should be no farther than 1 foot away from the person in front of them.)
4. On the count of three, everyone gently sits down.
5. Allow everyone to appreciate the moment.
6. Before the attention span of individuals peters out, tell everyone that on the count of three, everyone should stand up.
7. Count to three and celebrate *only* once everyone's back on their feet.

PROCESSING:

How did the group make that work?

What was difficult about it?

**THE FOOD PROJECT
TRANSPORTATION RECEIPT**

I, _____, acknowledge receipt of my transportation packet for the month of _____ (year). I understand that these passes/tickets/tokens belong to The Food Project, Inc., and can only be used by me.

If my employment with the Food Project, Inc., is terminated for any reason, I understand that I must give my passes/tickets/tokens back to my Site Supervisor. If I fail to do so, the cost of those items will be deducted from my final paycheck.

I further acknowledge that if I lose or mutilate these passes/tickets/tokens, I will be responsible for paying for my own transportation for the rest of the month.

Signed: _____ Date: _____

WORKER NOTEBOOK CONTENTS

(All underlined headings should be tab labels on the dividers in the notebook.)
Should be done in a 1" binder

Pencil Pouch:

__ One pen

Plastic Cover Sheet:

__ Crew Roster [Print from Youth Database. Their crew only.]
__ Vision/ Mission Statement (on other side)

Emergency

__ Emergency Sheet [See Attachment 55: Emergency Sheet Template]
__ Commuter Rail Schedule [Contact the MBTA for a copy of current schedule.]
__ T Schedule [Contact the MBTA for a copy of current schedule.]
__ T Map [Contact the MBTA for maps.]
__ Directions to TFP Sites
__ Late Protocol [For Lincoln and Roxbury]

Schedules

__ SYP Calendar
__ Lincoln Weekly Schedule
__ Roxbury Weekly Schedule

Crew Info

__ Crew Rotations Sheet
__ Crew Worker Travel Plan [See Attachment 20: Crew Worker Travel Plan]
__ Community Service Q&A Sheet [See Attachment 87: Community Service Q & A]
__ Shelter Directions [Only to their specific shelter.]

Agriculture

__ "Working Well and Safely with The Food Project"

Standards

__ Standards Monitoring Form [From the Database]
__ Positives and Deltas Form
__ Straight talk Rules sheet

Spiral Notebook

Standards Chart Violations

SHOWING UP

Be at work unless you have an excused absence:

"My friends got tickets to a concert in Connecticut and we had to leave real early to get there on time. I had to miss work."

"My mom wanted to do something special for my birthday so she surprised me by taking the day off and telling me not to go to work. We went out to lunch."

Arrive on Time:

"I fell asleep on the commuter rail. I woke up in a place called Fitchburg. I had to come all the way back to Lincoln."

"I was waiting for someone in my crew because we wanted to talk on the train. She never showed up and I missed my train. I shouldn't be responsible for my being late."

Call if you are going to be late or absent:

"Didn't my mom call you....?"

"Aww... I didn't know we had to call."

"I called the office and left a message with the general voicemail box."

BEING PREPARED

Wear your t-shirt or proper work attire:

"I lost it!"

"All my shirts are dirty."

"Someone in my crew took my shirt."

You must wear your t-shirt whenever you are using public transportation to and from The Food Project. You are representing The Food Project when you are using public transportation.

Bring your notebook:

"I lost it."

"I didn't think we needed it today."

"It got run over by the van."

WORKING HARD

Being motivated in all aspects of your work:

Rick is hot and decides he will weed the part of the bed that is in the shade. Thirty minutes later he has only weeded six feet of bed and claims he has been working hard.

During a workshop Joanne puts her head on her arms and pretends she is writing. She dozes off and needs to be awoken by her crew members.

RESPECTING THE JOB

Wear sunglasses only if you have a medical need

Use food and equipment properly:

“Watch me dice and slice this zucchini with my harvest knife.”

“Watch me hit Jacob with this rotten tomato.”

A crew worker has a co-linear hoe and uses it to chop huge weeds, swinging from shoulder height.

Put away electronic devices while at work or in transport:

These are not allowed once you get off your final stop on the T or commuter rail.

Protect your health and others by not smoking at work:

Smoking is illegal for minors. You will receive a violation if you smoke while on public transportation, during work hours, or when wearing a Food Project t-shirt.

RESPECTING EACH OTHER

Have a good attitude and be a positive role model for others:

“Why do we have to sit here doing this? Workshops suck!”

A shelter coordinator asks someone to grab a bucket and mop the bathroom. The worker says, ‘I don’t do bathrooms’.

At the overnight someone decides that Truth or Dare would be fun and gets others involved.

The crew leader is trying to get the crew’s attention to give instructions. Bill and Roxanne are talking, joking, whispering with each other over and over.

RESPECTING THE WIDER COMMUNITY

Be appropriate in and around the train:

On the train a youth worker jumps over the seats, yells to others and tries to outsmart the conductor by saying they already had their ticket punched.

Keep physical spaces clean by throwing my trash in garbage cans:

A crew is in the van and Melissa unwraps a piece of gum. She puts it out the window or on the floor.

Mike is walking on the path back to the train and figures no one will see him toss a wrapper.

Lunch ends and Mikala leaves her food wrappers on a picnic table because she is in a hurry to do something else.

NO EARNBACKS

PERSONAL SAFETY

Behave safely on or around public transportation:

“Watch me play chicken with the incoming train.”

No being under the influence of drugs or alcohol:

Never happened that we know.

No verbal or physical abuse towards anyone:

Two workers get in an argument. They start to insult each other and it becomes a yelling match where they throw the greatest insults they can think of at one another.

“Shut up you bitch.”

No leaving the job without notice:

A worker has had enough and is feeling aggravated. She goes into the tall rye grass to get away and cannot be found by her leader.

At a shelter, all crew members are on the third floor cleaning. A member is missing and is found lying on the first floor couch reading a bible. The worker claims he was praying.

WORK SAFETY

No vandalizing of any equipment or property:

Mark has a tag he likes to use. He decides to leave the tag carved into the picnic table. He loses money and ends up sanding the table all morning.

Behave safely around farm equipment:

Climbing on tractors and jumping off farm vans is not permitted.
Maintain a distance of at least 10 feet from working tractors.

PERSONAL INTEGRITY

No Lying or Stealing:

Mark decides he will not go to his shelter so he can hang out with his friends. He tells his parents he is going to work but never shows.

A worker is angry at his leader and behind the leader’s back swears at the leader. Problem is, another staff is nearby and hears. The worker denies they said anything.

A crew worker goes into the Lincoln pharmacy and takes ice cream for his friends without paying.

A member of a crew takes \$40 from a fellow crew workers wallet.

The corn is finally ripe and a crew worker goes out with their backpack and loads up without asking.

NO ILLEGAL BEHAVIOR

Fighting:

A guy and girl are messing with each other on the train. He thinks she likes his playing. She finally smacks him in the face with a coke can. He grabs her by the neck. Both receive violations.

SEXUAL HARASSMENT

The Food Project intends to provide a work environment that is pleasant, healthful, comfortable and free from intimidation, hostility or other offenses that might interfere with work performance. Harassment can take many forms. It may be verbal, physical or visual and may include words, signs, jokes, pranks, intimidation, physical contact or violence.

Tonya draws sexually offensive cartoons in her notebook and it is seen by others.

Having or dealing drugs or alcohol:

A worker gets off the commuter rail and meets some non-Food Project friends at the station. They hand him a beer and he proceeds to begin drinking with them.

Having a knife or gun:

"Look at this cool knife. I need it for work on the farm." Wrong.

Being Safe Training Skit Examples

Go over all of the safety tips and choose some to create skits for. The skit ideas are in bold directly under the associated safety tip.

- Do not bring valuables to work
- Do not wear expensive jewelry, backpacks, or electronics, and if you have them hide them from view (keep cell phone on vibrate)

Wil and Mike greet each other and become friends. Before Wil heads out to the field, he takes off his excessive amounts of jewelry, puts away his iPod, unloads lots of money out of his pockets. Mike says, "later" to Wil as Wil goes out to the field and Mike pretends to. Once Wil is out of sight, Mike steals his stuff.

- Don't keep all of your money in one place. That way, if someone snatches your bag or wallet you have some money in your pocket to make a call or get you home.
- Use regular headphones for iPods so that you don't attract attention.
- Do not travel alone if possible
- When walking to the train in the afternoon stay with the group. Do not walk alone or accept rides from strangers. Do not accept rides from other youth.
- Always have your binder with TFP numbers and a cell phone for emergencies, or carry fifty cents if you do not have a phone.

Lucy and Jeremy miss the train. They don't have their notebooks because they don't see them as being important. Lucy forgot to program her CL's cell phone # into her cell phone but tells Jeremy she will call her friend to tell the CL. Jeremy reminds her that it doesn't work that way and she will still get a violation. In addition to not having his binder, Jeremy doesn't have a phone so doesn't have his CL's phone number. They realize that since they missed the train, they can wait for the next one but since neither has a binder, they don't have the train schedule. They wait for a while, then they get hungry, so they go to get food together. While they're gone, the train comes. (There's lots of important information (including but not limited to – emergency phone numbers, the T and train schedule and map, directions to your shelter...))

- Do not speak to strangers. If a stranger (unscheduled visitor) approaches you on a TFP site direct them to a staff member.
- **Someone approaches you as you are working near a fence at West Cottage. They ask if you could come with them to help them with their garden. You direct them to the Site Supervisor. If s/he isn't there, direct them to the grower.**

- Don't make eye contact with strangers or people who stare at you, instead be alert and monitor the persons behavior
- Keep your hands out of your pockets so that your hands are free to get out of a situation or defend yourself
- If you are walking alone make sure that no one is walking behind you. If someone is walking behind you let him or her go in front.
- Don't walk in alleys or corners
- If someone tries to attack or rob you, give them your valuables without resistance
- If you are new to the neighborhood or train line do not make your naiveté obvious, act calm and relaxed so that you are not targeted.

It's Daniela's first time on the train. She sits down on the T next to a city-saavy stranger and he becomes aware that she doesn't know what she's doing. He feigns being nice, asks to see her T-pass, and tells her that this is the wrong one. She's worried because she has to go to work. He explains that he'll take it to the T-headquarters, will exchange it for the right one and will meet her at Andrew Station at the end of the day to give it back to her.

- Watch what you say around certain groups on the streets
- Don't go up to cars and watch for reckless drivers when crossing streets. Use crosswalks.
- If you get lost or miss your stop on the train ask the conductor for help
- If you are hassled by a train conductor, auto driver, pedestrian, do not react, find a TFP staff and report what happened

Marvin, the train conductor, harasses a crew worker about his t-pass.

- Police presence is not as visible in Lincoln as in Boston, however, Lincoln police are strict and respond quickly to any incidents. They also usually stop by to check on us once a summer – at the Overnight.
- Do not play around or walk on the train tracks

Jasmine and Anne are near the train tracks. Jasmine tells Anne that she knows what happens when one penny gets run over by a train but she wonders what happens when a stack of pennies gets run over. Anne just happens to have a stack of pennies in her pocket and gives them to Jasmine. Jasmine goes out to put them on the tracks, but they keep falling out of the stack. Anne yells to Jasmine to get off the tracks as the train approaches.

Instructions: Print on cardstock or print on regular paper and tape/glue onto note cards. Then cut up. Label the opposite side of the card the corresponding number.

High-income Group (pages 2-7)

My name is John. My parents emigrated from Italy and raised my brothers and me in a tenement in Chicago. I worked my way through college and law school, taking on a variety of odd jobs, and then started my own law practice. I am now able not only to live in a fine home and travel extensively, but I've also been able to "give back" by paying for college for high school graduates with exceptional promise who come from disadvantaged backgrounds.

I am Verena. My father was the director of the Festspiel (internationally renowned music festival) in Salzburg, Austria. I studied art in Venice, Italy. My father's connections and financial support allow me to dedicate myself full-time to my artistic endeavors while living comfortably. This month I am showing my work in a major exposition sponsored by the city.

I am Jose. I am from Mexico. I have gone to private schools all my life and both my parents are professionals. When I was in high school, my class did volunteer work in the shanty towns surrounding my city. Now I am in college studying economics. I often think back on my volunteer time. When I finish school, I want to find a way to help people in the shanty towns.

My name is Ranjani. I am a 40-year-old woman living in India with my husband and two children. I am a doctor and my husband is a businessman. We live in a very large house with many servants. My children attend one of India's best private schools. They study very hard and hope to attain entrance into universities in the United States.

My name is Claude. I live in Botswana, heading the Ministry of Finance. For a few years, I worked at the World Bank in Washington, DC, but I came back home to put my skills to use to improve my country's economy. I don't make as much as I did when I was working at the Bank, but compared to many of my fellow citizens, I lead a very good and prosperous life.

My name is Shang. I am a 35-year-old Chinese woman living in the United States. Ever since I was a young girl I have always wanted to come to America where there is political freedom and economic opportunity. In China I was fortunate enough to learn English fairly well, and when I came to the United States I got a job as a clerk in a bank. In my spare time I volunteer with a nonprofit organization that helps Chinese immigrants get settled here.

Middle-income Group (pages 9-18)

My name is Dully. I live with my family in India. Before my mother joined the women's group called Variety, we had no money to buy medicine when my brothers and I would get sick. My mother and her friends talked about problems with their husbands. They wouldn't help out at home, they would spend all their money on themselves, and sometimes they would beat them. But the women were very brave, and they formed Variety to raise and sell fish. They earn their own income and the village men's group cooperates with them. Sometimes, my father even helps cook dinner.

My name is Lourdes. I live in Brazil in a town just outside of Sao Paulo and I have five young children. My husband left me when I became pregnant with my fifth child, leaving me to raise the children and take care of the house by myself. I took a job in a textile factory where I work long hours. I make just enough money to feed my children, but I don't get to spend as much time with them as I would like.

My name is Roberto. I am a 40-year-old Latino man and I came to America because of the political oppression in my native country. When I came, I spoke very little English, and I had lost all of my important papers when I was forced to flee on foot. Someone on the street told me to come to Boston because of the great economic opportunities. Through a local shelter, I have been able to receive food, medical care and ESL (English as a Second Language) courses; all of these have helped me regain my strength and the will to live after years of living in poverty. I still do not have work, but every day I know I'm getting closer.

My name is Raymond. I am 54 years old and I am disabled. I had an accident at work and I lost the use of my hands, which greatly affected me because I have always been a laborer. After that, I couldn't get work and I got so depressed I just drank. My wife told me to quit or get out. I chose life on the street because I couldn't quit drinking. I'm sober now, I go to AA meetings and everything; I'm even getting my GED. But the fact remains that no one wants to hire me. My wife doesn't want me back, so I'll probably stay in shelters unless a miracle happens.

I am Jorge and I come from the highlands of Guatemala where there is still a lot of violence even though the civil war has officially ended. When the military suspected that communists lived in my village, they burned many homes, including mine. I fled to the city, but living conditions there were terrible. I slept in huts made of cardboard and rusted car doors or anything I could find. A few years ago, six of my neighbors and I received a loan to start a small carpentry workshop which has been very successful. Today we have more than 30 employees, and we are self-sufficient.

My Christian name is Lawrence. I live in Hong Kong in a public housing project with my parents and eight brothers and sisters. We live in a 12' X 12' room, and we have a refrigerator and a hot plate on a small adjoining balcony. I am very fortunate to have received a scholarship to study law. I look forward to the day when I am earning a good salary and can move into an apartment of my own.

My name is Mercedes. I am 20 years old and I live with my parents and siblings in a small town outside of Quito, Ecuador. My father is a street vendor who sells a variety of things, including jewelry and clothing, to tourists. I help my father and sometimes I go off on my own to sell in another town. When lots of tourists come, we make good money, but when tourism is low, life is very difficult.

My name is Siu and I am 50 years old. I live in Vietnam where I have been a fisherman my whole life. I have always worked very hard. I get up before the sun rises, load my small boat and set off as daylight breaks. I am usually able to catch large amounts of fish to sell to villagers at the local fish market. I make just enough money to support my small family.

My name is Sophea. I am 21 years old. I left Saigon to live with a sponsor in North America, but my dreams of a new life quickly turned into a nightmare as I realized that my sponsor had no intention of taking me in. Alone in a strange country, I got caught up with the wrong crowd. I began selling drugs because I needed money. I was arrested and sent to jail for six months. I learned English in prison and when I got out I went to a local shelter for counseling. I now have a full-time job, but I still have to sleep in a night shelter. Someday, I hope to have my own apartment.

My name is Francisco. I am a 40-year-old man from Colombia. I own a small business selling flowers. I went to school through fifth grade and then dropped out because my family could not afford it. One of my childhood friends who was able to go to college joined the flower industry and began to grow his own flowers. He helped me start my business and I help him sell his flowers. Although we help each other out, life is difficult because our companies are small and there is a lot of competition out there.

Low-income Group (pages 20-33)

I am Liang. I live in northern Vietnam where the average income in the countryside is less than \$200 per year. I have no land, so I work as a day laborer and I earn a small income. We have barely enough to eat and I am able to provide only a rudimentary education for my son. I need my daughter to help me out at home.

I am Pancho, a young Filipino fisherman from a long line of fisherman. My family has always made a decent living in the fishing business, but my income has gone down as the fish stock has been overexploited. My family now gets barely enough to eat.

I am Xiao, a 30-year-old Cambodian woman taking care of my husband who is suffering from tuberculosis. Most of my land has been sold off to buy medicine and the government provides no health services. We are able to produce one crop of rice on the little land we have left, but during the dry season we have to borrow rice from my neighbors.

Attachment 75-4

My name is Luisa and I live in Cashiriari, Peru. I am a member of the Machiguenga people who have hunted and fished around the Urubamba River for thousands of years. The land around my community is being exploited by Shell Oil Company, which has cut down trees and polluted the water. I live off of the river and the forest, and I cannot survive if they are destroyed.

I am Julia. My family and I live in Nicaragua, where I am part of the 70 percent of the population that is unable to meet basic human needs. I make only \$430 per year, and my land, which I use to raise cattle and grow crops, now lays idle due to government policies which have decreased small farmers' access to resources necessary to work the land. My family now is barely surviving.

I am Liao, a 10-year-old boy in North Korea. The food shortages in my country mean that many of my friends and I don't get enough to eat every day. I am often hungry. It is difficult for me to help in the fields because I am so weak.

My name is Chang. I am a 50-year-old Cambodian man. I have had to move many times because of the civil war that has been going on in my country for years and years. I live on property that I have no official title to. The land around my house is riddled with land mines that prevent me from farming it.

I am Michelle, a 50-year-old Haitian woman. My livelihood depends on sheep and goat rearing, which provides just enough for my family to survive. There are no jobs here, so my husband must seek work elsewhere; he is away most of the time. Even so, he makes very little money and my children and I miss him.

I am Anna Pedro and I live in Mozambique. My village has suffered from both man-made and natural disasters ñ the recently ended civil war in my country and a cholera epidemic that has killed many people. My neighbors and I joined together to deal with the cholera problem by building a fence around a new well drilled by the new Mozambican provincial water service.

I am Elizabeth. Years ago, my father grew corn, yams and mung beans on our land in the Philippines. I always thought that one day my children would do the same. Now our land is a part of a large sugar plantation, and we cut cane for 35 cents a day. My young son works in the field, but he is very weak because he doesn't get enough to eat. I just pray he'll survive.

My name is Pierre. I used to have rows of trees bordering my rented hillside plot in Haiti. Even when the land was parched, the trees helped stop the rains from washing away the topsoil. It is the dry season now; nothing will grow and my family has no food. Some of our neighbors have been trying to survive on “cookies” of sugar mixed with sandy soil. I’ll have to cut the last trees from my land to make charcoal which I can sell for the price of a few day’s food and save a bit to cook with. I don’t know what I’ll do for food after that.

My name is Apurba. Being a girl in Bangladesh means that I cannot go to school; only my brother is allowed to go to school. I must stay at home and cook and help my mother take care of my brother. If my mother or I go out of the house, we cannot go without my father or my brother. I would give anything to be able to go to school.

I am Miguel from the Dominican Republic. I am a sugar farmer working on a small plantation. Every day I work for 11 hours. I make very little money but the work is steady. My dream is to someday own my own farm, but I never seem to be able to save any money for my future.

I am Rebecca. Originally, my husband and children and I lived in Sudan. We grew our own food and everyone in our village had enough to eat. When the civil war forced us to flee to Ethiopia, we lived in a refugee camp. Our youngest baby died along the way. The camp fell apart when the Ethiopian government collapsed, so we went back to Sudan. Somehow we were able to avoid the bombs and survive by eating wild plants. Finally we came across a camp for displaced people. Life is not easy here, but it is safe. I pray for the day when the war is over so we can return home and live in peace.

Lunch from Around the World Processing

1. End the activity.
2. Bring everyone under the tent to eat a good meal together (lasagna, salad, and ice cream do the trick).
3. Circle up (run one circle of 60 or two of 30)
4. Why did we do this? Get ideas from the group and then explain. We did it to teach you about the issue of hunger. You have been hired as part of TFP to work on this issue so you need to know and feel what it means.
 - a. Explain that there were 3 groups.
 - b. Go group by group (do 3, 2, 1 in that order) first read the GT description of what countries are represented by that group and what living conditions are like.
 - c. Then have youth representatives from that group read their lunch card.
 - d. Ask them what it was like to be in their group. After they answer all of these questions go to the next group.
5. Further Questions:
 - a. What was it like? Fair? Unfair?
 - b. Did anyone change locations in the game? When? How?
 - c. How did people act? How did you act?
 - d. Why didn't group 1 help out others more? Why didn't group 3 get organized?
 - e. Have you ever seen or felt hunger here or in another country?
6. Causes of hunger.
 - a. Ask youth what causes hunger. Make a list on the flipchart or just have people say ideas. Discuss and tell them the causes as identified by Oxfam and others (Poverty, Powerlessness, Debt, Violence and Militarism, Population, Globalization, AIDS, Destruction and overuse of farm land).
7. Share MA and Boston statistics.
8. Share world wide statistics by having everyone clap together, every 3 seconds. Clap for one minute. Tell people that for each clap a child died of hunger. 40,000 children die each day of hunger. Something must be done.
9. What can be done?
 - a. Brainstorm list of ideas. Oxfam says FAST (Fundraise, Advocate, Shop responsibly, Teach).
 - b. TFP is a local response and YOU are part of it all summer. Work hard, learn, tell your friends.
 - c. Dorothy Day quote: "No one has the right to sit down and feel helpless, there's too much to do."

Roxbury Late Protocol

To get to The Food Project's West Cottage site, do one of the following:

- Get dropped off at the site. It's at the corner of West Cottage St. and Brook Ave.
- Take a bus to the TFP office at 555 Dudley St. and walk one block to the site. The buses #15 and 41 both drop off right next to the TFP's urban office.
- Take the Red Line to Andrew Station.
- Take the commuter rail to Porter Square and then take the Red Line to Andrew Station.

The Roxbury Site Supervisor will do a pickup at 9:00 AM at Andrew Station in a van or TFP's white bus. The bus or van will pick workers up at the back of the station, at the opposite end from the Dunkin' Donuts.

IF YOU ARRIVE LATE,

- First of all, don't come late. You can't walk to the site like you can in Lincoln and so it requires a staff person to come and get you.
- If you're late and don't see the van, use your cell phone or a public pay phone (always carry a few quarters in your pocket or bag) to call the Roxbury Site Supervisor.
- Then go and wait inside the Dunkin' Donuts.

If the Site Supervisor is occupied, they will not be able to get you immediately so you may have to wait for up to 30 – 45 minutes.

ROXBURY SITE SUPERVISOR'S PHONE NUMBER: xxx-xxx-xxxx

Attachment 78

	Monday	Tuesday	Thursday	Friday
8:10 AM	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg
8:35 AM	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg
9:05 AM	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)
9:15 AM	Workers arrive Logistics of the day Theme Skit/Brief Disc.	Workers arrive Logistics of the day	Workers arrive Logistics of the day	Workers arrive Cooking 1/2 Crew F Morning meeting
9:30 AM		Harvest time!	Harvest time!	Logistics of the day Veggie of the Week Quote of the Day
9:55 AM	Field Work			Field Work (all accept D & F)
10:00AM				Soil Sleuths: Crew F 10-11AM Crew D 11-12PM
11:55AM				Rox Prep: Crew C
12:00PM	Lunch	Lunch	Lunch	Skit practice-Crew D Rox Prep-Crew C
12:25PM		Harvest rating	Harvest rating	
12:30PM	Game: Compass Spin	Game: Rock Paper Scissors Tag	Game: Catch-All Tag	Community Lunch
12:45PM	Workshop: Introduction to Shelter Prep & Stereotyping	Field work	Workshop: Group Affiliation	Field Work Soil Sleuths: Crew E 12:45-1:45 Crew C 2-3
1:30 PM				
1:45 PM				
2:00 PM				
2:15 PM	Field work	Straight Talk (all crews)	Field work	
2:30 PM				Clean up farm/Chores
3:00 PM				Recreation time
3:30 PM		Crew CSA Pick-up		
3:45 PM	Chores/Announcements	Chores/Announcements	Chores (E, F only) Announcements	Announcements
3:55 PM	Walk to Train	Walk to Train	Walk to train	Walk to train
4-6:45	CL's and ACL's stay for Leader meeting/dinner	CL's and ACL's stay for Leader meeting/dinner		
6:55PM	Train departs	Train departs		

Lincoln Weekly Schedule- Week 3

	Monday	Tuesday	Thursday	Friday
8:10 AM	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg
8:35 AM	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg
9:05 AM	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)
9:15 AM	Workers arrive Logistics of the day	Workers arrive Logistics of the day File out into fields	Workers arrive Logistics of the day File out into fields	Workers arrive Morning meeting Veggie of the Week Overnight Skit Logistics of the day Quote of the Day
9:30 AM	Morning meeting: Check in Theme skit/definition Theme quote/ disc. File out into fields	Harvest time!	Harvest time!	File out into fields
10:00 AM	Field work Workshop: Compost Happens			Field work 1/2 Crew E cooks
12:00 PM	Lunch	Lunch	Lunch	Roxbury preparation- Crew D
12:25 PM		Harvest rating	Harvest rating	
12:30 PM	Game:Dog Chases Tail	Game: Lean On Me	Game:Group Stand Up	
12:45 PM	Field Work remaining Ag Workshops	Workshop: Diversity Wkshop I	Workshop: Group Affiliation	
1:00 PM				Workshop: Arts
1:30 PM				
1:45 PM				
2:00 PM				
2:15 PM		Field work	Field work	
2:30 PM				
3:00 PM		Crew CSA Pick-up		Chores Recreation time
3:30 PM			Crew E practices skit for next week	
3:45 PM	Chores Announcements	Chores Announcements	Chores Announcements	Wrap-Up Announcements
3:55 PM	Walk to train	Walk to train	Walk to train	Walk to train
4:00-6:45		CL's and ACL's stay for Leader meeting/dinner		
6:55: PM		Train departs		

Attachment 80

Lincoln Weekly Schedule-Week 4

	Monday	Tuesday	Thursday	Friday
8:10 AM	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg
8:35 AM	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg
9:05 AM	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus and vans)
9:15 AM	Workers arrive Logistics of the day	Workers arrive Logistics of the day File out into fields	Workers arrive Logistics of the day File out into fields	Workers arrive Logistics of the day ALL CREWS IN LIN!
9:30 AM	Morning meeting: Check-in Theme skit Theme quote/ disc.	Harvest time!	Harvest time!	Morning meeting: File out into fields Intensive S.Talk - B Field Work
9:55 AM	File out into fields			1/2 crew cooks (C)
10:00 AM	Field Work Ag Workshop: Wayward Weeds			
12:00 PM	Lunch	Lunch	Lunch	Set up Comm. Build (PD, RSS)
12:25 PM		Harvest rating	Harvest rating	Rox Prep: Crew E
12:30 PM	Game: Chain Reaction Tag	Game: Jump Higher	Game: All Aboard	Prep for theme skit: F Community Lunch
12:45 PM	Field Work Intensive S.Talk - A Ag Workshop: Weeds	Intensive S.Talk - F	Intensive S.Talk - E	
1:00 PM				group picture
1:45 PM				Chores/Clean up Farm
2:00 PM				Workshop:Community
2:15 PM		Field Work	Field Work	Build
2:30 PM				
3:00 PM				
3:30PM		Crew CSA Pick-up		
3:45 PM	Chores Announcements	Chores Announcements	Chores Announcements	
3:55 PM	Walk to train	Walk to train	Walk to train	Shuttle to train for those not staying OVERNIGHT STARTS!
4:00PM- 6:45 PM		CL's and ACL's stay for Leader meeting/dinner		
6:55: PM		Train departs		

Lincoln Weekly Schedule- Week 5

	Monday	Tuesday	Thursday	Friday
8:10 AM	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg
8:35 AM	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg
9:05 AM	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)
9:15 AM	Workers arrive Logistics of the Day	Workers arrive Logistics of the Day File out into fields	Workers arrive Logistics of the Day File out into fields	Workers arrive Morning Meeting Veggie of the Week Logistics of the Day Quote of the Day
9:30 AM	Morning meeting: Check-in Theme skit/definition Theme quote/ disc. File out into fields	Harvest Time!	Harvest Time!	File out into fields
10:00 AM	Field Work Ag Workshop: Insects (2 crews)			Field Work 1/2 Crew A cooks
12:00 PM	Lunch	Lunch	Lunch	Rox Prep- Crew F
12:30 PM	Game: Balloon Blast	Game: Hello! Hello! Hello	Game: Jump Dive Hop	Community Lunch
12:45 PM	Field Work Ag Workshop: Insects (2 crews)	Workshop: Div Training II	Workshop: Nature Sit	
1:00 PM				
1:45 PM				
2:00 PM				Clean Up the Farm
2:15 PM		Field Work	Field Work	Writing Workshop
2:30 PM				
3:00 PM				Recreation day
3:30 PM		Crew CSA Pick-up	Crew A practices skit for next week	Chores
3:45 PM	Chores Announcements	Chores Announcements	Chores Announcements	Wrap-Up Announcements
3:55 PM	Walk to Train	Walk to Train	Walk to Train	Walk to Train
4:00PM- 6:45 PM		CL's and ACL's stay for Leader meeting/ dinner		
6:55 PM		Train departs		

Attachment 82

Lincoln Weekly Schedule- Week 6

	Monday	Tuesday	Thursday	Friday
8:10 AM	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg
8:35 AM	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg
9:05 AM	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)
9:15 AM	Workers arrive Logistics of the Day	Workers arrive Logistics of the Day File out into fields	Workers arrive Logistics of the Day File out into fields	Workers arrive Morning Meeting Logistics of the Day Veggie of the Week Quote of the Day
9:30 AM	Morning meeting: Check in Theme skit/definition Theme quote/ disc. File out into fields	Harvest Time!	Harvest Time!	File out into fields
10:00 AM	Field Work Ag Workshop: French Fries & Food System			Field Work 1/2 Crew B cooks
12:00 PM	Lunch	Lunch	Lunch	Rox Prep: Crew A
12:30 PM	Game: Quick Line Ups	Game: Observation Changes	Game: 360 Degrees	Community Lunch
12:45 PM	Field Work Ag Workshop: French Fries & Food System	Workshop: Level the Playing Field	Workshop: Sexual Identity	
1:00 PM				Music Workshop
1:45 PM				
2:00 PM				
2:15 PM		Field Work	Field Work	
2:30 PM				Clean Up the Farm Chores
3:00 PM				Recreation Day
3:30 PM		Crew CSA Pick-up	Crew B practice next week's theme skit	
3:45 PM	Chores Announcements	Chores Announcements	Chores Announcements	Wrap-Up Announcements
3:55 PM	Walk to Train	Walk to Train	Walk to Train	Walk to Train
4:00PM- 6:45 PM		CL's and ACL's stay for Leader meeting/dinner		
6:55: PM		Train departs		

Lincoln Weekly Schedule- Week 7

	Monday	Tuesday	Thursday	Friday
8:10 AM	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg	RG/CL's Mtg
8:35 AM	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg	LSS/CL's Mtg
9:05 AM	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)	Crew worker pick-up (by bus)
9:15 AM	Workers arrive Logistics of the Day	Workers arrive Logistics of the Day File out into Fields	Workers arrive Logistics of the Day File out into Fields	Workers arrive Morning Meeting Logistics of the Day Veggie of the Week Quote of the Day
9:30 AM	Morning meeting: Check in Theme skit/definition Theme quote/ disc. File out into fields	Harvest Time!	Harvest Time!	File Out into Fields
10:00 AM	Field Work Ag Workshop: Debate Prep			Field Work 1/2 Crew D cooks
12:00 PM	Lunch	Lunch	Lunch	
12:30 PM	Game: Trust Fall	Game: Balancing Act	Game: Guide Me Well	Community Lunch
12:45 PM	Ag Workshop: Debate Prep	Workshop: Gender Awareness	Workshop: Quick Decisions	
1:00 PM				
1:45 PM	Field Work			Workshop: Money Matters II
2:00 PM				
2:15 PM		Field Work	Field Work	
2:30 PM				Chores/Clean Up the F Recreation Day
3:00 PM				
3:30 PM		Crew CSA Pick-up		
3:45 PM	Chores Announcements	Chores Announcements	Chores Announcements	Wrap-Up Announcements
3:55 PM	Walk to Train	Walk to Train	Walk to Train	Walk to Train
4:00PM- 6:45 PM		CL's and ACL's stay for Leader meeting/dinner		
6:55: PM		Train departs		

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Lincoln Weekly Schedule - Week 8

	Monday	Tuesday	Wednesday	Thursday
8:10 AM	Leader Meeting	Leader Meeting	Leader Meeting	
9:05 AM	Crew worker pick-up (by bus and TFP bus) Workers arrive	Crew worker pick-up (by bus and TFP bus) Workers arrive	Crew worker pick-up (by bus and TFP bus) Workers arrive	Leaders meet at fields. HARVEST!
9:15 AM	Review Theme Quote of the Day Sweet Honey in the Roc	Logistics of the Day File Out into Fields	NAME GAMES	
9:30 AM	Field Work Intensive St Talk Crew D - LSS Crew A - RSS Ag Workshops: Crews E, C, B	Harvest Time!	Field Work Intensive St Talk Crew F - RSS Crew E - LSS	
12:00 PM	Lunch	Lunch	Lunch	Lunch
12:30 PM	Game Crew C - LSS Crew B - RSS	Game Workshop Practice for Family Feast	Evaluation Rock Paper Scissors	Evaluation
1:00 PM	Ag Workshops: Crews F, A, D		Reflections on Summer	
1:45 PM			Game Tournament	
2:15 PM			Bonuses/Summer Books	
3:00 PM		CSA pickup	Walden Pond!	
3:30 PM		Chores		
3:45 PM	Chores Announcements	Go over last day logistics Shuttle to Train		
3:55 PM	Walk to Train	CLs and ACLs stay for standards meeting and dinner	5:30 Family Feast	4:30 Everyone heads home

Crew Leader Morning Meetings

SYP 2007

Crew Leader Morning Meetings are always the same length of time. During the first part of these meetings, the grower walks the leaders around to show them their tasks for the day. After that, crew leaders get their tools, carts, and water coolers ready.

In the following pages, most of the morning meetings are outlined. There is flexibility to many of the reminders and tasks mentioned below. For the most part, if you don't get to one on the assigned day, get to it the next day. Be sure to have pre-read all the morning meetings so you know which items are flexible and which aren't. There are a few morning meetings which have been left blank. Fill them as you see fit – with important youth discussions, a game, quiet time wandering through the flower garden.

Week 1 – Community

First week's CL morning meetings are set and spelled out in the SYP Manual text.

Week 2 - Service

MONDAY

8:10 AM Leader meeting

- Use this time to address any concerns that have arisen over the weekend and to pump up the leaders for the week.
- Review the day's agenda.
- Ask the leaders who has a good quote to read this week about service or who would like to present a quote from The Food Project Quotes book.
- Ask leaders if one of them can speak about what service means to them to the large group tomorrow. Ask the growers if one of them could do the same thing on Thursday.
- Have CLs look at their chore for the week and make sure they understand the quality level required.
- Explain or have them begin to read about the games and workshops this week.
- During the CW morning meeting, CLs will sign up two people for every week their crew is in Lincoln to bring in a quote related to the theme of that week.
- Tell CLs to instruct their crew workers to get totally ready to go out to the fields and to do so quickly

TUESDAY

Make sure the Crew Leaders understand the shelter prep workshop. Have leaders begin writing Straight Talk for at least one crew worker. Have them practice giving it to one another.

THURSDAY

Check in with the crew leaders about their first day in their shelters. Go over the Shelter Debrief Workshop with them. Prepare a short role play to be acted out during announcements at 3:45 demonstrating "inviting" versus "uninviting" behavior towards Community Lunch guests.

FRIDAY

Talk to crew leaders about helping to make Community Lunch run smoothly. Reiterate procedures about half of Crew F quietly going with the Community Lunch coordinator and chef when they come during the beginning of Morning Meeting. Remind the leaders about Recreation Time and their responsibilities to help lead games and to actively engage crew workers. Prepare a short role-play about good eating etiquette (use utensils, do not talk with your mouth full, do not complain about food, make conversation) and inviting/uninviting behavior to be done at morning meeting.

Week 3 - Responsibility

MONDAY

Although your mind will be racing about everything you need to do for the day (as well as everything you need to do to get the crew leaders prepared for the day) make sure you make time to check-in with the leaders on a personal level to see how their weekend was. Ask them what they are looking forward to this week and what they are concerned about. Have CL's look at their chore list for the week and make sure they understand the quality required. Remind crew leaders to remind their crew workers to get totally ready to go out to the fields and to do so quickly.

TUESDAY

Give leaders time to make sure all their violation charts are in order and time to plan ahead for tomorrow's straight talk with their crews. Remind them that they need to come to work on Tuesday with their Standards Charts are organized. Have Crew Leaders practice giving Straight Talk to one another. Have other leaders give them feedback about it.

THURSDAY

Have the leader who is to lead "Rise and Shine" with the crew workers that afternoon facilitate the game for the leaders as practice. Review the *Group Affiliation* workshop; see if there are any questions. Check in with the leaders about their second week in the shelters. Remind the leaders to really begin talking up the Overnight and the Talent Show in the fields.

FRIDAY

Remind crew leaders that their help is instrumental in making Community Lunch run smoothly. Review the procedures about half of Crew E going with the Community Lunch Coordinators when they come in the beginning of Morning Meeting without disturbing the group. Remind them about Recreation Time and their responsibilities to help lead games and actively engaging crew workers. Practice the Overnight skit that the leaders will run during the morning meeting.

Week 4 – Initiative

MONDAY

- Check-in with the leaders. How are they?
- Outline the week for them.
- Have them quickly go over their chore tasks for the week.
- If necessary remind crew leaders to remind their crew workers to get totally ready to go out to

the fields and to do so quickly.

- Remind them about the process for Intensive Straight Talk. Often leaders want to advise their crew workers to write Straight Talk for the other members of their crew at home the night before. Discourage this because it creates two problems. The first is that TFP is not school; asking crew workers to do this at home smacks of homework. Secondly, not every crew worker will do their homework. It is of utmost importance that everyone takes time to thoughtfully write comments for every other individual. Level the playing field by introducing straight talk to each crew during their Intensive Straight Talk time and have everyone write feedback for one another at the same time.

Spend parts of each morning meeting this week (except for Friday which will be full enough because of the Overnight) doing two things:

- Review the Leaders' individual goals from the retreat. Have everyone locate their goals in their notebooks (hand them printed copies that you typed up after the retreat if they can't locate theirs). Ask everyone to spend five minutes reflecting on how far they've come to achieving their goals.
 - What could they do during the second half of the SYP to meet their goals?
 - What could they do to continue meeting / surpassing their goals?
 - What new goals do they want to add for the second half?
 Do this with each of them in the circle with the rest of the leaders. Tell them that they will do this on Tuesday one-on-one with their ACLs.
- Allow leaders some time to write intensive straight talk for the other CLs and ACLs

TUESDAY

- Go over the game for the afternoon, "Jump Higher." (See *Growing Together*)
- Ask a leader to prepare a quote and a related short discussion for Thursday Morning Meeting. Ask them to have it either pertain to the theme of the week or motivate crew workers for field work.
- Continue reviewing leaders' goals with them in the group
- Continue allowing time for Leaders to write Intensive Straight Talk for other CLs and ACLs

THURSDAY

Check in with the leader who will lead the quote to see if they want to practice or have any questions. Go over the afternoon's game. Talk about whatever else needs to be talked about.

FRIDAY

Welcome back the Leaders who have been in Roxbury. Go over the schedule for the day, and then the schedule for the Overnight (from 4pm-tomorrow morning). Tell the crew leaders that their leadership is crucial. The site supervisors and program director should go over with the leaders the roles they will play in this afternoon's workshop: Community Build/The Ice Cream Game.

Week 5- Commitment

MONDAY

- Check-in with leaders.
- Go over the agenda for the week.

Attachment 85-4

- Ask one crew leader to facilitate Tuesday afternoon's game "Hello! Hello! Hello!"
- Have CL's look at their chore list for the week and make sure they understand the quality level required.

TUESDAY

Have the crew leader who is leading the game practice with the other leaders.

Ask a leader to prepare a quote and a related short discussion for Thursday Morning Meeting. Ask them to have it either pertain to the theme of the week or motivate crew workers for field work.

THURSDAY

Check in with the leader who will lead the quote to see if they want to practice or have any questions. Go over the afternoon's game; ask the crew leaders for help keeping their crew in line – "Jump, Dive, Hop" can become a very competitive, chaotic game. Review that afternoon's workshop, "Nature Sit." Talk about whatever else needs to be talked about.

FRIDAY

If you haven't treated the leaders yet, bring in some donuts and OJ as a treat and thank them for the work they've done!

Week 6 – Hope

MONDAY

- Check-in with leaders.
- Go over the agenda for the week.
- Preview Thursday's Sexual Identity workshop.
- Ask one crew leader to prepare a quote and discussion for Thursday's morning meeting.
- Have CL's look at their chore list for the week and make sure they understand the quality level required.

TUESDAY

THURSDAY

Check in with the leader who will lead the quote to see if they want to practice or have any questions. Go over the afternoon's game "360 Degrees."

FRIDAY

Week 7 - Courage

This is the week one ACL per day can come in early at 8:00 AM with the crew leaders. If Crew B's ACL will be coming in early on Tuesday, allow the CL to come in at 9:00 AM. The ACL will step into the crew leader's shoes for the day and be in charge of the field tasks. Be sure to discuss with the ACL how to facilitate a crew worker morning meeting discussion. It is an honor and a big responsibility to step into this role; make sure the ACL knows it.

MONDAY

- Check-in with leaders.
- Go over the agenda for the week.
- Ask one leader to present a quote and lead a short discussion on Thursday.
- Review the workshops on Tuesday and Thursday.
- Go over this afternoon's after-lunch activity, the "Trust Fall," with the leaders. It's great if you and the leaders can model the game for the crew. Practice it this morning.
- Have CL's review their chore list for the week.

TUESDAYTHURSDAY

Check in with the leader who will lead the quote to see if they want to practice or have any questions.

FRIDAY**Week 8 - Community**MONDAY

- Welcome all the leaders back! Check in with them all personally.
- Go over the agenda for the week. Let them know that you need them to help us get through these chaotic last few days successfully, on a high note!
- Remind them about Intensive Straight talk this week.
- Have CLs review their chores for the final week.

TUESDAY

Explain how this afternoon's "workshop," which each crew is to practice for the Family Feast, should go. (See Attachment 59: Family Feast Preparation) This often becomes a major point of frustration during the last week as crews try to decide on a skit to perform for their parents and struggle at working together as a team.

WEDNESDAY

The last leader meeting. A good day to bring bagels and OJ.

- Get everyone excited to end on a great note.
- Remind CLs about reporting violations and earnbacks after this morning's games and before field work begins. When you send them out to the fields, leaders take their crews out to the field they will work in and sit everyone down making sure they aren't near another crew. Leaders prep their crew for this strange Straight Talk by saying that they have experienced Straight Talk many times and although ideally we wouldn't do it this way, today we have to report only violations and earnbacks to them. They need to know that that can still earn violations for the rest of the day. And they need to realize that everything's connected – if they respond poorly to any violations today, they could jeopardize their being able to participate in the 9th week and in DIRT crew.
- Go over the entire day with the leaders (See the Final Day Schedule in the Attachments section)

Morning Meetings

SYP 2004

(use this page in conjunction with the
Lincoln week's text for maximum preparedness)

Week 1 - Community

First three days are set and spelled out in the SYP Manual text as well as outlined in Lincoln Week 1 Schedule.

Friday

CSA Manager introduces the CSA

Martin Luther King Jr.'s quote about Community: *"All people are caught in an inescapable network of mutuality, in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be."*

Week 2 - Service

Monday:

Check-in: If your weekend were a kind of food, what kind of food would it have been?

Crew skit about Service

What does service mean to you? (ask the crew workers)

Crew definitions of Service

Quote and discussion: *"Everybody can be great, because everybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You don't have to know about Plato and Aristotle to serve. You don't have to know Einstein's theory of relativity to serve. You don't have to know the second law of thermodynamics in physics to serve. You only need a heart full of grace, a soul generated by love."*-MLK Jr.

Do people agree or disagree with the quote?

Who do people think MLK was addressing?

Why is he emphasizing greatness through service and not intellect or education?

What vision was driving him to give this kind of message?

Is he speaking against anything, or simply for service?

Tuesday:

CL speaks about what service means to them

"Never doubt that a small group of thoughtful citizens can change the world. Indeed, it's the only thing that has."

-Margaret Mead

Thursday:

One Ag Staff member speaks about what service means to them.

Friday:

Veggie of the Week (see General Categories "Morning Crew Worker Meetings") facilitated by the assistant growers. Today's vegetable: beets.

"I am convinced that my life belongs to the whole community, and as long as I live, it is my privilege to do for it whatever I can, for the harder I work, the more I live." Melnea Cass

"I don't know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who will have sought and found how to serve." Albert Schweitzer

"I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pays for living – the very purpose of life and not something you do in your spare time or after you have reached your personal goals." Marian Wright Edelman

Week 3 - Responsibility

Monday:

Check-in: If your weekend were a type of footwear, what type of footwear would it have been?

Crew skit about Responsibility

Crew definitions of Responsibility

Discussion:

-Who are you responsible to?

-What are you responsible for?

-How does responsibility play into the work we do?

Quote and discussion: *"People can be divided into three groups: those who make things happen, those who watch things happen, and those who wonder what happened. Showing up is 80% of life."*

-Woody Allen

Tuesday

"The highest treason, the meanest treason, is to deny the holiness of this little blue planet on which we journey through the cold void space." -Edward Abbey. Do we have a responsibility to the earth? Why or why not?

Thursday

"Man must cease attributing his problems to his environment, and learn again to exercise his will - his personal responsibility." -Albert Einstein

Is it important for people to take personal responsibility? What happens when people don't?

Friday

Veggie of the Week

Susie tries to Make Fire.

Talks about it in relation to the value being in the doing it, not the end product.

Getting something out of it by trying and learning. Could be much easier to use a match or a lighter. Relates it to working here: could get a paycheck from a fast food restaurant, but we're gaining more by coming out here every day.

"To Be of Use" Marge Piercy

-do parts of this poem resonate with people?

Week 4 - Initiative

Monday

Check-in: If your weekend were a movie, what would it have been?

Crew skit about Initiative

Crew definitions of Initiative

Quote: *"The outrage of hunger amidst plenty will never be solved by 'experts' somewhere. It will only be solved when people like you and me decide to act."* -Frances Moore Lappe

Discussion: -Talk about the quote.

-And we've already defined Initiative in your crew, but what does it mean to you?

-Taking your (crew workers) work here to the next level. We're three weeks in, you're not

Attachment 86-3

learning how to harvest or weed for the first time. It's time to move onto your next task without always checking in with your crew leader. Initiative can be thought about in terms of our work here, but also in what you do down the road.

Tuesday

Whose Job Is it? - *"This is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done."* -Anonymous

Thursday

Crew leader's quote

Friday

From a little spark may burst a mighty flame. -Dante

The journey of a thousand miles begins with one step. - Lao-Tzu

Week 5- Commitment

Monday

Check-in: "If your weekend were a facial expression, what kind of facial expression would it have been?"

Skit

Crew Definitions of Commitment

What are you committed to?

"No ray of sunshine is ever lost, but the green which it awakens into existence needs time to sprout, and it is not always granted for the sower to see the harvest. All work that is worth anything is done in faith."

-Albert

Schweitzer

Tuesday

"Strong people make as many and as ghastly mistakes as weak people. The difference is that strong people admit them, laugh at them, learn from them. That is how they became strong."

-Richard Needham

Thursday

Crew Leader's quote.

Backup quote:

"If you have made mistakes...there is always another chance for you... you may have a fresh start at any moment you choose, for this thing we call 'failure' is not the falling down, but the staying down."

-Mary Pickford

Check in about how the shelters are going now.

Friday

Veggie of the Week

In crews, leaders check in with crew workers about how they are doing in regards to their paycheck goals.

"We are better than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less." -North Carolina Outward Bound student

Week 6-HopeMonday

Check-in: Tell about a place that's very important for you/ that's safe for you

Skit

Crew Definitions of Hope

"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance."

Robert F. Kennedy

Who was Robert Kennedy? Why was he talking people standing up for themselves and one another? (If you ask the question, make sure you know.) What do his words have to do with the work we do here?

Tuesday

B.L.A.S.T. interns talk about "Eat Local" week

"When you get into a tight place and everything goes against you, 'til it seems as though you could not hang on a minute longer, never give up, for that is just the place and time that the tide will turn."

-Harriet Beecher

Stowe

Thursday

Lincoln's Road to the White House

(Don't read the title to the crew workers before reading the poem; also don't read the years, the first time you read it to the crew workers because that might give it away. Ask them to try to guess who it is."

"Failed in business in 1831

Defeated for Legislature in 1832.

Second failure in business in 1833.

Suffered nervous breakdown in 1836.

Defeated for Speaker in 1838.

Defeated for Elector in 1840.

Defeated for Congress in 1843.

Defeated for Congress in 1848.

Defeated for Senate in 1855.

Defeated for Vice President in 1856.

Defeated for Senate in 1858.

And Abraham Lincoln was elected President in 1860."

Read it one more time with the dates so it sinks in.

Friday

What do you hope for?

Give each crew a flip-chart page and a marker and write down responses from each person:

-What do you hope for this summer?

-What do you hope for personally?

-What do you hope for the world?

Give each crew one quote to discuss and explain to the large group

1)We must be the change we wish to see in the world. –Gandhi

2)One can never consent to creep when one feels the impulse to soar. – Helen Keller

3)We must accept finite disappointment, but we must never lose infinite hope. –MLK Jr.

4)We have it in our power to begin the world again. –Thomas Paine

Week 7--Courage

Monday

CWs tell others about NOFA

Check-in: "If your weekend were a smell, what would it have smelled like?"

Skit

Crew Definition of Courage

Story of courage. Could be someone in community. Could be about someone more well-known. There are lots of stories of courage that are inspiring that you could choose from – some famous people (Harriet Tubman, Jackie Robinson), some lesser known (Rick and Dick Hoyt, the father-son duo who compete in the Boston marathon <http://www.cnn.com/US/9911/29/hoyt.family/>).

Why do we talk about courage here? What does it have to do with our work?

"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."

-Thomas Edison

What are stories you know that show people being courageous?

Why does courage have to do with our work?

Tuesday

Said a disappointed visitor, "Why has my stay here yielded no fruit?"

"Could it be because you lacked the courage to shake the tree?" said the Master benignly. –Anthony de Mello

Thursday

Leader's quote.

Backup quotes:

"One doesn't discover new lands w/out consenting to lose sight of the shore for a very long time." - Andrew Gide

Gide

"A ship in the harbor is safe, but that is not what ships are built for." - William Shedd

Then tell the crew workers that even though yesterday was their last official Straight Talk, they will still be held to the Standards, and on the last day of the program they will receive an abbreviated Straight Talk with only violations and earnbacks

Friday

"Life shrinks or expands in proportion to one's courage." -Anais Nin

1/2 hour to 45 minutes of Food Systems Debate Preparation

Week 8--Community

Monday

(Brief morning meeting b/c of Intensive ST talk and Food Systems Debate)

Sweet Honey in the Rock, *Ella's Song*

Tuesday

Last Harvest day Psych-up

Wednesday

Last day name games in the arena.

Community Service Day Questions & Answers

1. When is Community Service Day?

Food Project participants spend each Wednesday in Boston acting as community service volunteers at the following organizations: Rosie's Place, Pine Street Inn, Community Servings, Red Cross Food Pantry, American Red Cross, Haley House, Boston Living Center, and Revision House.

2. What time does the day begin?

Meet your Crew Leader at 9:00 AM outside the T stop nearest your organization:

Community Servings: Stoney Brook (Orange Line)

Haley House: Ruggles (Orange Line)

ReVision House: Ruggles (Orange Line)

Pine Street Inn: New England Medical Center (Orange Line)

American Red Cross Food Pantry: Back Bay Station (Orange Line)

Rosie's Place: Massachusetts Avenue (Orange Line)

Boston Living Center: Back Bay Station (Orange Line)

Women's Lunch Place: Arlington (Green Line)

Your Crew Leader will accompany you from the T stop to the organization.

3. What should I wear?

You will be working in kitchens preparing and serving food, cleaning, painting, and gardening. So wear comfortable clothes that can get dirty as well as your Food Project t-shirt. In addition, most of the organizations require that you wear long pants and close-toed shoes. Please wear those on the first day, and ask the staff if you need to continue to wear them throughout the summer.

4. Should I bring lunch?

If you work at the Red Cross Food Pantry or ReVision House, you need to bring a lunch with you. At all other sites, they will provide your lunch.

5. What if someone needs to call me while I am at an organization?

In an emergency, you can be reached through the Volunteer Coordinator at the organization. Please see your directions sheet for the contact person at your organization. They may also contact The Food Project office; our number is (781) 259-8621 (dial "0" after you hear the message).

6. What if I am late or get lost?

If you are lost or miss your crew at the T stop, find a phone. Call the Volunteer Coordinator at your organization and tell them you are with The Food Project. Ask to speak with your Crew Leader who will give you instructions. Don't leave a message — make sure you talk directly with the Crew Leader. If you cannot get through to the Crew Leader, call the Food Project office at (781) 259-8621 and hit "0" after you hear the message. Tell the staff person who answers the phone your name, your crew, where you are, and what organization you are going to.

7. What time will we be finished for the day?

The organizations that you are working for know that you are available to work for them until 2:30 PM. The actual finish time will be different for each organization. After you finish work, you will have a Standards and Straight-Talk meeting with your crew for about an hour. At the end of the day, your Crew Leader will accompany you back to the nearest T stop. If possible, workers will travel in pairs on public transportation. You will arrive at Lincoln Station at 4:38 or 5:30 PM, depending on which train you take.



2004 SUMMER YOUTH PROGRAM
ANNUAL OVERNIGHT
PERMISSION SLIP

PLEASE RETURN SLIP NO LATER THAN THURSDAY, JULY 22

I hereby give permission for my child, _____,
to attend the annual Summer Youth Program Overnight sponsored by The Food Project, Inc. The event will take place at The Food Project's farm in Lincoln. Youth will stay at the farm after work on July 23, 2004 (Friday), and leave the farm the morning of July 24, 2004 (Saturday). In the event of severe inclement weather, I understand that the Overnight will be cancelled.

If my child acts in a manner inappropriate to the standards of The Food Project community during the course of the Overnight, I realize that I may be contacted to pick up my child from Lincoln or to receive him/her from a Food Project staff member.

I further understand that I am giving permission for my child to participate in this event as directed by The Food Project, Inc., and agree to hold harmless The Food Project, Inc., in the case of any incident or accident that may occur on during this event.

Please indicate how your child will get home on Saturday morning:

- I will pick my child up at the Lincoln Food Project Farm at 10:30 AM.
- My child will take the 7:40 AM train into the city.
- My child will take the 9:12 AM train toward the western suburbs.
- My child will take the 10:10 AM train into the city.

Name of parent/ guardian

Signature of parent/guardian

Date

Overnight Supply List

1. Sleeping Bag (or a few thick blankets) and a Pillow
2. Tent (if you agreed to bring one or more)
3. Bathing Suit
4. Towel
5. Toiletries-- brush/comb, deodorant, toothbrush, toothpaste
6. Sleepwear
7. Change of clothes
8. A long-sleeve shirt and pants for night activities
9. Flashlight
10. Bug Spray
11. Optional: Clothes/accessories for Talent Show

Attachment 90

TITLE: Chain Reaction Tag

OBJECTIVES: Energizer, Icebreaker, Name Game

TIME REQUIRED: 5-10 minutes

PREPARATION: Need a large space to run around

PROCEDURE:

- Put the group in pairs of two and have them link arms. Ask them not to move once they have linked arms.
- Pick one pair and ask them to drop arms. Make one person (Person A) "it". Person B then has to run away from A. B can run in and out around all the pairs that are standing in the playing area, but cannot run outside the designated playing space.
- B's goal is to get away from A without getting tagged. If A tags B, then B becomes "it" and chases A.
- In order to escape from A, B may attach herself onto one of the pairs who is standing. When B links arms with one person in the pair, the person on the other end of the pair detaches him/herself and becomes the new B. That person now must run from the "it".
- This new Person B runs from Person A until he finds a new pair to link up with. When he does, the person on the opposite side of the pair, becomes the new runner.
- The game continues this way until you call it over.

RECOMMENDATIONS:

- Another way to play this game is to have the pairs lying down/sitting on the ground next to each other. The person who is running from "it" then lies down next to a pair and the third person has to stand up and run.
- This can also be played as a name game. Whenever B joins up with a new pair, s/he must introduce her/himself to her/his new partner.
- With a large group or an uneven number, there can be more than one A and B running at a time.

Come join us!

The Food Project would like to invite you to...

The 2006 Summer Family Feast



Families, staff and Summer Program participants are invited to join us for a potluck dinner on the last day of the program:

Wednesday, August 16th from 5:30pm - 8:00pm.

We'll be celebrating another successful and productive summer of hard work, service and team effort.

Meet us at The Food Project field at Baker Bridge in Lincoln, MA.

If you are coming by car, refer to the attached directions.

If you are coming by public transportation, there will be a bus pick-up at Alewife MBTA Station at 5:00pm sharp and a return to Alewife after dinner.

There will also be a pick-up at the Lincoln Commuter Train platform at 5:28pm and a return to the station for the 7:50pm train back into Boston.



QUICK LINE UPS

OBJECTIVE: To get people moving around and problem-solving
Can be to get people into groups for a subsequent activity

PROJECT AREA/SKILLS: Team building, communication, fun

MATERIALS: Often none, but sometimes pairs of things such as shells, rocks, etc.

NUMBER OF PLAYERS: Unlimited

PROCEDURE:

- In order to get people to get into groups or pairs try asking them to line up by: age, birthdays, the time you got up this morning, the distance traveled to get here, the number of people in your family, alphabetically by first or last name, shoe size, height, telephone number - then count off by group size
- To get people in groups ask people to get together with others who have the same color eyes, hair, or shirt, are the same age, like the same kind of pizza, ice cream, sports team, or vegetable (give them a few choices here or everyone will end up alone), had they same thing for breakfast.
- Have people hold up fingers and then get into groups with people holding up the same number
- To get people in pairs, have a box of objects with two of each in it (playing cards would work). Let everyone pick out an object. Tell them to locate the person who has the matching object.
- Another way to get people in pairs is to ask them to write down a question they have about a topic that is the basis for the upcoming activity. After writing it down, each person should find someone with the same question. That will be their partner. (now collect those questions and use them).

HINTS: If you're playing this game to create groups for a subsequent activity, don't tell the participants why you want them to get together in groups or pairs until after they have done so. That way they won't be tempted to cheat!

VARIATIONS/EXTENSIONS: Non-verbally: ask them to line up without talking.

Title: Sexual Identity and Society

OBJECTIVES: To open up the conversation about sexual identity so people can talk respectfully. To have people think about stereotypes, facts, and have the opportunity to ask questions

TIME REQUIRED: about 1.5 hours

MATERIALS: flipchart, markers, and notecards. Participants need a pen and notebook.

SOURCE: Jessica Liborio

PROCEDURES:

Set ground rules (1 min)

“This is not a workshop about sex, what gay people do or don’t do. This is a workshop about respect and acceptance in society.” Same other ground rules.

This is a workshop about sexual identities - GLBTQ. I’ll say “gay” to keep the training shorter.

Brainstorm about gender (15 min)

We are discussing gender because a person isn’t labeled gay because of who he/she relates to sexually.

Generally, a person who is walking down the street is labeled as gay and excluded because they don’t conform to gender stereotypes.

Divide the chart paper into two columns for male and female. List how each gender is “supposed to act.

Pairing:

- What is it like to have these expectations to live up to? How do they limit or affect you?
- If you’re male and you decided that you want to put your arm around another guy, how would you feel? What would other people think? Would it matter if one of you were straight and the other gay? Would it matter if the two of you happen to be straight?
- What happens to people who don’t conform to the gender roles? What have you personally seen happen to people who don’t conform? What do you think about people who don’t conform to gender roles?

Come back and discuss

We’ve started to explore how people might be excluded because of their gender appearance... Let’s take a step back and discuss what you know about discrimination based on people’s racial appearance.

Brainstorm to connect historical and present-day racial discrimination to gay discrimination (15 min)

On the chart paper, write race. What do you know about how people are treated unfairly because of their race? (After someone calls something out, take a moment to say a sentence about it, assuming that people may not know.)

Then write sexual identity. What do you know about how people are treated unfairly? Make connections.

True/False activity (10 min) Place a rope on the ground to create two areas, agree and disagree. Listen to the following statements and correspondingly move to the True or False side of the line. Tell people that we are not judging their choices and they should choose one area, not stand on the line.

- Rev. Martin Luther King, Jr. consulted with openly gay chief advisors. (T - the chief organizer for the Civil Rights March in DC, where MLK Jr gave his “I have a Dream” speech, was openly gay)
- Thousands of men were killed because they were gay (F - Thousands of men died in work camps both gay

Attachment 93-2

and straight - because they were thought to be gay in Nazi Germany. It was called “extermination through work”)

- The first country in the world to have a law that protects equal rights for gay people is in Africa (T – In 1996 South Africa became the first country in the world to enshrine protection of the protection of rights of lesbians and gay men ~ Gay and anti-apartheid campaigner Edwin Cameron became the world’s first openly gay Supreme Court judge.)
- Most states in the US don’t have laws to support equal rights for gay people seeking housing, employment and credit. (T – but in 989 ~ Massachusetts became the second state to pass a statewide same-sex rights bill, banning discrimination in employment, housing and credit.)
- Gay and straight people have equal immigration rights to come to the US. (F - Over half of legal immigrants of legal immigrants to the US are sponsored by their families. This excluded gay people who even if they are married can’t bring their same-sex spouse to the country.)
- The city of Boston offers no protection against discrimination for transgendered people. (F - the city pass an ordinance in 2002)
- A quarter of gay teens are kicked out of their homes
- Almost a third of gay teens are threatened or injured with a weapon at school
- As of last year, over 1000 GSAs have been formed in HS and middle schools in the US over 10 years.

Talk about ourselves (7 min) - facilitators

Q&A (15 min) Hand out notecards for each participant to anonymously write questions they want to ask about gay people and sexual identity. Remind participants again that we’re talking about gay people’s experience in society, not sexual acts.

?Brainstorm (10-15 min) to connect behaviors that are out of bounds involving racial treatment (i.e. use of the “n-word,” lynching) to behaviors that are out of bounds involving gay people. Write up. Make sure the explain that “faggot” means a bundle of sticks. In the 13th century, people were burned with the sticks for opposing the church. Give participants a chance to explain why “gay should not be used to mean “stupid.”

Give people a chance to share examples of being an ally, standing up for yourself or someone else.

Writing exercise (15 min) It is important to give participants quiet time to reflect on this workshop experience. Remind them that notebooks are confidential, and that the program coordinator will not read the pages that are marked with a sticky.

- How do you feel right now? What are you thinking?
- Imagine a world without fear or hate for gay people. What would it be like? Why would it be good?
- How many times have you heard: “That’s so gay?” What do you think about that phrase?
- If your best friend came out to you and told you that he/she is gay, how would you feel? What would be scary for him or her to come out to you?
- (add a question about standing up, being an ally, or how you fight against this kind of discrimination)

Feedback (3 minutes)

Positive and deltas/suggestions

Closing

The point of this workshop is to share some information, get you thinking and to start conversation. We don’t have time to have small group discussions so take the opportunity to talk in the fields this afternoon. Be respectful. We all know gay people – out and not out.

These were the feedback heard and notes taken after this workshop was run for the second year. We have decided to leave it in this form so that you can see the thought process that has gone into this and the thoughts that will be taken to modify this for year three.

Notes:

+ feedback:

telling our stories

Q&A

True False

Pairings

Gender talk

Meeting gay people – seeing that they’re normal

Connections between race and sexual identity

Dot game

Things to think about:

- More time in pairings? Small groups? Feedback was mixed
- Re-think about questions in writing exercise?
- Adding definitions related to sexual identities.
- Cut out - out of bounds activity – We didn’t do it in both trainings in 2004 because of time.
- In 2003, some people were very scared about a trans person “tricking them” and asking them out. Consider how to address this.
- In 2004, some people felt like being gay is a choice – and possibly like that means that gay folks deserve what they get if they do make that choice. Consider talking about that.

Write up of flipcharts:

1. Male/Female – split down the middle
2. Race/Sexual Identity – split down the middle
3. Out of bounds?
4. Writing exercise questions
5. Feedback (+, delta/suggestions)

Attachment 94

9th Week Schedule for Crew Workers:

Tuesday, August ____ 8:00 AM - 3:45 PM

- If you are taking the commuter rail, you must be on the one that gets in at 8:00 AM! It leaves North Station at 7:20 AM and Porter Square at 7:30 AM. Don't be late!
- If you are driving, either come to the commuter rail station to get picked up or meet us at the tent.
- You will be taking the 3:55 PM train home.

Wednesday, August ____ 12:00 PM - 4:15 PM

- You should take the commuter rail that leaves North Station at 11:20 AM and Porter Square at 11:30 AM.
- You will be taking the 4:35 PM train home.

Thursday, August ____ 8:00 AM - 3:45 PM

- same schedule as Tuesday

Friday, August ____ 9:00 AM - 4:15 PM

- You should take the 8:20 AM train out of North Station or the 8:30AM train out of Porter Square.
- You will be leaving on the 4:35 PM train.

Farmers' Market 9th Week Sign Up

Tuesdays: August 19 & 26
3:15-7:15

Thursdays: August 21 & 28
3:15-7:15

Tuesdays - Children's Museum

Thursdays - Dudley Town Common

Family Feast Preparation and Rehearsal

1. Each crew will be assigned an accomplishment of the summer to present along with the presentation of their crew.

Crew A: team building and games

Crew B: learning through themes and workshops

Crew C: working in the fields in both Lincoln and Roxbury

Crew D: harvesting many pounds of produce!

Crew E: distributing food to CSA, farmers' market, and those in need

Crew F: doing service work at shelters

2. The crew should decide who will present this accomplishment, and how they will do so.

3. Each crew will be given an hour and fifteen minutes to create and practice their presentation. The presentation should include the name of their crew, each member introducing their name and where they are from, and the accomplishment they are presenting AND cannot exceed 7 minutes. Leaders should think about:

- making sure CWs can be heard and that their backs aren't to the audience when they are speaking
- that skits can be visible by seated audience members who are in the back (instead of pantomiming weeding by crouching, pantomime it while standing up so people in the back can see)
- insuring that their crew's skit is appropriate, positive, and represents TFP well

4. Once crews have had time to prepare, they do a dress rehearsal of their skit and accomplishment under the tent where the Family Feast stage is for the Site Supervisors' approval. The Site Supervisors must time each skit and write notes on the performance and give positives and deltas to the crew. The supervisors must tell those who aren't loud enough to be louder, must tell crews to shave off time if their skit is too long.

Crew A:

You will present the team building that has gone on through the summer.

You should talk about what it means to be in a crew, and how you became tight as a crew.

You can give an example of team-building by explaining one of your favorite activities or games of the summer.

Crew B:

You will present the learning that has happened through the themes and workshops.

Someone should list the seven themes of the summer, and explain how we approached them.

You should decide together on one or two workshops to explain as examples.

Think of those that had the most impact on you.

You can come up with anecdotes to explain the power of a workshop.

Crew C:

You will present the amount of work that we have all done in the fields in Lincoln and Roxbury. You should let people know that all together we spent approximately 3120 hours working to plant, weed, and harvest the vegetables.

You can also throw in a story about working in the fields if you would like to, but keep in brief.

Crew D:

You will present the amount of food that we have harvested.

Ask the ag staff for the exact number of pounds harvested so far. Lincoln is _____ lbs.

Roxbury: _____ lbs.

Get creative with your presentation, if you want to hold up an example of each vegetable, you can do that. Do whatever will be effective.

Crew E:

You will present the different ways that we have distributed our produce: to the CSA, to the Farmers' Markets, and to shelters and food pantries.

You should explain the CSA, and mention that each crew had a share. (Ask the CSA Manager how many CSA shares there are and how many people are involved in those shares.)

Explain which shelters we deliver produce to (ask the Head Grower in Lincoln).

Present about your experience running the farmers' markets.

(Find out from the Farmers' Market manager how many customers we have served. (at both Dudley and The Children's Museum).

So far (not including the last Tues), we have had _____ customers and sold \$_____ of produce.

Crew F:

You will present the amount of service we have done at the shelters/hunger relief organizations.

You should talk about the different places at which we've volunteered: Rosie's Place, Pine Street Inn, Community Servings, The Boston Living Center, The Red Cross Food Pantry, Revision House, Women's Lunch Place and Haley House.

Someone else should let people know that we have put in 1680 hours of work for these organizations.

5. Go over the schedule for Wednesday, make sure everyone understands what to bring, what to expect. Get people to let us know if their families need a ride from Alewife. Make sure people know we'll go swimming.

SYP in the City: Urban Grower/ Site Supervisor: THINGS TO KNOW

1. Morning meetings:

- We always meet at Langdon at 8am
- We need to be prompt
- On Mondays from new CL we should find out of any behavioral/ crew issues and any medical conditions info we might need (in particular: bee sting allergies, prescription use etc)
- After we meet under the shelter I will do a field walk of Langdon with the CL who will be working there at 8:15. Site Supervisor can run to office at this time to pick up any thing they might need- should be back at W.Cottage by 8:35 to oversee set-up of site before heading to Andrew Station at 8:45 am

2. Pick-up at Andrew Station:

- Because it complicates things if youth are late to the site (as you are running morning meeting and afterwards we need you involved in supervising the harvest on different lots on Tue/ Thur and Fri I take bus to the roof), please wait at Andrew Stn until 9:05- if you get a call from someone that they are almost there, call the grower to discuss waiting for them an extra 5 min- Grower can have youth at site play a game/ work on a task while waiting for arrival. If in the future we have a consistent office staff who can take on the task of picking up latecomers, we can change this approach.
- Coordinate with SS in Lincoln to make sure there are not more youth who will be going to Andrew Stn then fit in the bus. Some youth who would prefer to go to Andrew but could get to the site by bus may need to do that depending on the number of youth who want to get picked up at Andrew

3. Site Supervision:

- We always need to have a DSO with crews, and we almost never have 2 crews working on 1 site- this means that most of the time it is necessary for both of us to be on the land. The FM mgr/ Urb GA can help out in spots, but is not available very often. One weekly block where you are able to leave the site is during Friday mornings when the Grower has one crew working on the roof and the FM mgr leads the other crew in the market analysis workshop from 11:30 to 12:30. During the 11:30-12:30 slot you are able to go to the office, this is a good time to use to prep for the following week (look for morning meeting quotes, laminate ID charts etc...)
- On Thursday mornings the SS plays a leadership role in the harvest as the FM mgr will be leading the FM training with the incoming crew. On these mornings the SS will take part of a crew to Albion and Langdon to harvest and should be ready to get in-depth instruction from the grower at the Thursday morning meeting on harvest details.

4. Vans/Buses:

- Sometimes there are complications around borrowing the bus/ van from the program. We need to be in conversation always about requests for borrowing. In particular on Fridays we need the bus to transfer youth to the hospital, and in the past this has been a day that other

programs have wanted to use the bus. There are sometimes ways we can work this out, but not always. Any requests for use of the bus should be discussed with the grower.

5. Flexibility!:

- One of the nice things about being in the city and having a smaller amount of youth is that we can play around with the schedule to some degree. When we started working on the roof we realized that we needed to extend the work block in order to give the grower enough time to get the crews to and from the hospital- so we switched Friday's lunch to 12:30. There is space to be flexible, we just need to be sure that everyone is on the same page. In particular, if any changes impact other program staff (UEO/FM mgr/KIT) the Site Supervisor is responsible for contacting and confirming with the program staff that the change will work for them.

Roxbury, Crew A Week 1
July 2-6

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	SS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/SS Meeting
8:45 AM	Grower/CL Meeting(RSS goes to Andrew.Station)	Grower/CL Meeting(RSS goes to Andrew.Station)	Grower/CL Meeting (RSS goes to Andrew.Station)	Grower/CL Meeting (RSS goes to Andrew.Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Morning Mtg:Logistics/Quote of Day	Morning Mtg:Logistics/Quote of Day	Morning Mtg: Logistics/Quote of Day	Morning Mtg: Logistics/ Quote of
9:30 AM	Ag Orientation	Market Training	Harvest	Field Work (Roof top)
9:45 AM				
10:00 AM	Field Work			
10:30 AM				
11:00 AM				
11:30 AM	Workshop: Shelter Preparation &			
11:45 AM	Stereotyping			
12:00 PM		Lunch	Lunch	
12:15 PM				
12:30 PM	Lunch	Game	Game	Lunch
12:45 PM		Straight Talk - All of Crew A		
1:00 PM	Field Work		Fieldwork	Workshop: Money Matters I
1:30 PM				
1:45 PM				
2:00 PM			Workshop: Holding Ground	Chores/ Announcements
2:15 PM		Market Set Up (1/2 Crew A) Other 1/2 of Crew A continues Field Work		Journal Writing
2:45 PM				Rec Day
3:00 PM		Run Market		
3:15 PM				
3:30 PM				
3:55 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
4:00 PM	Leave for Train	Market Set Up Crew leaves for Train, Field Work Crew works at the Market	Leave for Train	Leave for Train
4:15 PM	Standards & Straight Talk Meeting			
4:30 PM	and weekly curriculum preparation			
6:00 PM	Leaders Leave			
6:45 PM		Suburban youth to train		RSS- Roxbury Site Supervisor
7:00 PM		Market Closes		UG- Urban Grower

CL- Crew Leader
ACL- Assistant Crew Leader
MM- Market Manager

Roxbury, Crew A Week 2
August 6-10

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/SRS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day
9:30 AM		Harvest	Market Training/Field Work	
9:55 AM	Field Work		(market training refresher)	Field Work
11:00 AM		Workshop : ID Charts		
11:15 AM				Market Analysis with Crew F
11:30 AM				
11:45 AM	Market Analysis Review Game			
12:00 PM		Lunch: Healthy Eating	Lunch	
12:15 PM				
12:30 PM	Community Lunch (Crew F)	Game:	Game	Lunch
12:45 PM		Healthy Eating Workshop		
1:00 PM			Food System Debate Prep	Food System Debate Prep
1:30PM				
2:00 PM	Field Work			Chores/ Announcements
2:15 PM		Field Work (rooftop if lots are caught up)	Market Set Up (1/2 Crew A) Other 1/2 of Crew A does Field Work	Journal Writing
2:45 PM				Rec Day
3:00 PM			Run Market	
3:15 PM				
3:30 PM				
3:55 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
4:00 PM	Leave for Train	Leave for Train	Market Set Up Crew leaves for Train, Field Work Crew works at the Market	Leave for Train
4:15 PM		Standards & Straight Talk Meeting		
4:30 PM		and weekly curriculum preparation at market		
6:00 PM		Leaders Leave		
6:45 PM			Suburban youth to train	
7:00 PM			Market Closes	

Roxbury, Crew B Week 1
July 2-6

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Ag Orientation (UG)	Harvest	Market Training	Field Work (Roof top)
9:45 AM				
10:00 AM	Field Work			
10:45 AM		Workshop: Holding Ground		
11:00 AM				
11:15 AM				
11:30 AM	Workshop: Shelter Preparation			
11:45 AM				
12:00 PM		Lunch: Healthy Eating	Lunch	
12:15 PM				
12:30 PM	Lunch	Game:	Game:	Lunch
12:45 PM				
1:00 PM	Field Work	Field Work	Field Work	Money Matters I
1:15 PM				
1:30 PM				
2:00 PM				Chores
2:15 PM		Straight Talk - All of Crew B	Market Set Up (1/2 Crew B) Other 1/2 of Crew B does Field Work	Journal Writing
2:45 PM				Rec Day
3:00 PM			Run Market	
3:15 PM				
3:30 PM				
3:55 PM	Chores/ Announcements	Chores/ Announcements	Chores/ Announcements	
4:00 PM	Leave for Train	Leave for Train	Market Set Up Crew leaves for train, Field Work Crew works at the Market	Leave for Train
4:15 PM		Standards & Straight Talk Meeting		
4:30 PM		/weekly curriculum prep at market		
6:00 PM		Leaders Leave		
6:45 PM			Suburban youth to train	
7:00 PM			Market Closes	

Roxbury, Crew B Week 2
July 9-13

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of Day	Morning Mtg: Logistics/Quote of Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Field Work (1/2 Crew to cook)	Harvest	Harvest	Field Work
9:45 AM				
10:30 AM				
11:30 AM			Shelter De-Brief	Market Analysis
11:45 AM				
12:00 PM		Lunch: Healthy Eating	Lunch	
12:15 PM		Game:	Game:	Lunch
12:30 PM	Community Lunch			
12:45 PM		Healthy Eating Workshop		
1:00 PM			Workshop: ID Charts	Ag Workshop: Compost Happens
1:15 PM				
1:30 PM				
1:45 PM				
2:00 PM	Field Work		Field Work	Field Work
2:15 PM		Market Set Up (1/2 of Crew B) Other 1/2 of Crew B does Field Work		
2:30 PM				
2:45 PM				Chores/Announcements
3:00 PM		Run Market		Rec Day
3:15 PM	Workshop: Diversity I			
3:30 PM				
3:55 PM		Chores/Announcements	Chores/Announcements	
4:00 PM		Market Set Up Crew leaves for Train, Field work Crew works at the Market	Leave for Train	Leave for Train
4:30 PM				
5:20 PM	Leave for Train			
6:45 PM		Suburban youth to train		
7:00 PM		Market Closes		

Roxbury, Crew C Week 1
July 9-13

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Ag Orientation (UG)	Harvest	Market Training	Field Work (Roof top)
9:45 AM				
10:30 AM				
10:45 AM		Workshop : Holding Ground		
11:00 AM	Field Work			
11:30 AM			Shelter De-Brief	
11:45 AM				
12:00 PM		Lunch: Healthy Eating	Lunch	
12:15 PM				
12:30 PM	Community Lunch	Game:	Game:	Lunch
12:45 PM				
1:00 PM		Field Work	Field Work	AG Workshop: Compost Happens
1:15 PM				
1:45 PM				
2:00 PM	Field Work			Field Work
2:15 PM			Market Set Up (1/2 Crew C) Other 1/2 of Crew C does Field Work	
2:30 PM				
2:45 PM				Chores/Announcements
3:00 PM		Run Market	Run Market	Rec Day
3:15 PM	Workshop: Diversity I			
3:30 PM				
3:55 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
4:00 PM	Leave for Train	Leave for Train	Market Set Up Crew leaves for train, Field Work Crew works at the Market	Leave for Train
4:15 PM		Standards & Straight Talk Meeting and weekly curriculum preparation at market		
4:30 PM				
5:15 PM	Leave for Train			
6:00 PM		Leaders Leave		
6:45 PM			Suburban youth to train	
7:00 PM			Market Closes	

Roxbury, Crew C Week 2
July 16-20

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Everyone in Lincoln for Overnight
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	
9:30 AM	Field Work (1/2 Crew to cook)	Harvest	Harvest	
9:45 AM				
11:45 AM				
12:00 PM		Lunch:Healthy Eating	Lunch	
12:15 PM				
12:30 PM	Community Lunch	Game	Game	
12:45 PM		Healthy Eating Workshop	Intensive Straight Talk	
1:00 PM				
1:15 PM				
1:30 PM				
1:45 PM				
2:00 PM	Workshop: ID Charts			
2:15 PM		Market Set Up (1/2 of Crew C) Other 1/2 of Crew C does Field Work		
2:45 PM				
3:00 PM		Run Market		
3:15 PM				
3:30 PM				
3:55 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
4:00 PM	Leave for Train	Market Set Up Crew leaves for Train, Field work Crew works at the Market	Leave for Train	
4:15 PM		(Standards & Straight Talk Meeting and weekly curriculum preparation)		
4:30 PM				
6:00 PM				
6:45 PM		Suburban youth to train		
7:00 PM		Market Closes		

*** FM Analysis: Market set up half-gets analysis on Tuesday. Other half, CL will do analysis with on Wednesday at the shelter

Roxbury, Crew D Week 1
July 16-20

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Everyone in Lincoln for Overnight
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	
9:30 AM	Ag Orientation (UG)	Harvest	Market Training	
9:45 AM				
10:00 AM				
10:45 AM		Workshop : Holding Ground		
11:00 AM	Field Work			
11:15 AM				
11:30 AM				
11:45 AM				
12:00 PM		Lunch: Healthy Eating	Lunch	
12:15 PM				
12:30 PM	Community Lunch	Game	Game	
12:45 PM				
1:00 PM		Intensive Straight Talk	Field Work (Roof Top)	
1:15 PM				
1:45 PM				
2:00 PM	Field Work			
2:15 PM			Market Set Up (1/2 Crew D) Other	
3:00 PM			1/2 of Crew C does Field Work	
3:15 PM			Run Market	
3:55 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
4:00 PM	Leave for Train	Leave for Train	Market Set Up Crew leaves for train, Field Work Crew works at the Market	
4:15 PM		Standards & Straight Talk Meeting		
5:00 PM		/weekly curriculum preparation		
6:00 PM		at market Leaders Leave		
6:45 PM			Suburban youth to train	
7:00 PM			Market Closes	

Roxbury, Crew D Week 2
July 23-27

	Monday	Tuesday	Thursday	Friday
8:00 AM	SS/Grower Mtg.	SS/Grower Mtg.	SS/Grower Mtg.	SS/Grower Mtg.
8:15 AM	CL/SS Meeting	CL/SS Meeting	CL/SS Meeting	CL/SS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (SS goes to Andrew Station)	Grower/CL Meeting (SS goes to Andrew Station)	Grower/CL Meeting (SS goes to Andrew Station)	Grower/CL Meeting (SS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Field Work (1/2 Crew to cook)	Harvest	Harvest	Field Work
10:00 AM				
10:15 AM				
11:00 AM				
11:30 AM				Market Analysis
11:45 AM				
12:00 PM		Lunch: Healthy eating	Lunch	
12:15 PM				
12:30 PM	Community Lunch	Games	Games	Lunch
12:45 PM		Healthy Eating Workshop		
1:00 PM			Workshop: ID Charts	Sexual Identity Workshop
1:15 PM				
1:30 PM				
1:45 PM				
2:00 PM	Field Work		Field Work	Chores/Announcements
2:15 PM		Market Set Up (1/2 of Crew D) Other 1/2 of Crew D does Field Work		Journal Writing
2:45 PM				Rec Day
3:00 PM		Run Market		
3:15 PM	Workshop: Diversity II			
3:30 PM				
3:55 PM		Chores/Announcements	Chores/Announcements	
4:00 PM		Market Set Up Crew leaves for Train, Field work Crew works at the Market	Leave for Train	Leave for Train
5:20 PM	Leave for Train			
6:00 PM				
6:45 PM		Suburban youth to train		
7:00 PM		Market Closes		

Roxbury, Crew E Week 1
July 23-27

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Ag Orientation (DA)	Harvest	Market Training	Field Work (Roof top)
9:45 AM				
10:45 AM		Workshop : Holding Ground		
11:00 AM	Field work			
11:15 AM				
11:45 AM				
12:00 PM		Healthy Eating Lunch	Lunch	
12:15 PM				
12:30 PM	Community Lunch	Game	Game	Lunch
12:45 PM				
1:00 PM		Field Work	Field Work	Sexual Identity Workshop
1:15 PM				
2:00 PM	Field Work			Chores/Announcements
2:15 PM			Market Set Up (1/2 Crew E) Other 1/2 of Crew E does Field Work	Journal Writing
2:45 PM				Rec Day
3:00 PM			Run Market	
3:15 PM	Workshop: Diversity II			
3:30 PM				
3:55 PM		Chores/Announcements	Chores/Announcements	
4:00 PM		Leave for Train	Market Set Up Crew leaves for train, Field Work Crew works at the Market	Leave for Train
4:15 PM		Standard & Straight Talk Meeting and weekly curriculum prep		
5:20 PM	Leave for Train	at market		
6:00 PM		Leaders Leave		
6:45 PM			Suburban youth to train	
7:00 PM			Market Closes	

Roxbury, Crew E Week 2
July 30-August 3

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Field Work (1/2 Crew to cook)	Harvest	Harvest	Field Work
10:15 AM				
11:00 AM				Market Analysis
11:15 AM				
11:30 AM				
11:45 AM				
12:00 PM		Healthy Eating Lunch	Lunch	Lunch
12:15 PM				
12:30 PM	Community Lunch	Game: Count Up	Game: River Bank	Workshop:Level The Playing Field
12:45 PM				
1:00 PM			Workshop: ID Charts	
1:15 PM				
1:30 PM				
2:00 PM	Field Work		Field Work	
2:15 PM		Market Set Up (1/2 Crew E) Other 1/2 of Crew E does Field Work		Chores/Announcements
2:30 PM			Ag Workshop: Trace the French Fry	Money Matters II
2:45 PM		Run Market		
3:00 PM				Rec Day
3:15 PM				
3:30 PM				
3:45 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
3:55 PM	Leave for Train	Market Set Up Crew leaves for train, Field Work Crew works at the Market	Leave for Train	Leave for Train
6:00 PM		Suburban youth to train		
6:45 PM		Market Closes		
7:00 PM				

Roxbury. Crew F Week 1
July 30-August 3

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/SS Meeting	CL/SS Meeting	CL/SS Meeting	CL/SS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Ag Orientation (UG)	Harvest	Market Training	Field Work (Roof top)
10:00 AM				
11:00 AM	Field Work	Workshop : Holding Ground		
11:30 AM				
12:00 PM		Lunch: Healthy Eating	Lunch	Lunch
12:15 PM				
12:30 PM	Community Lunch	Game: Count Up	Ag Workshop: Trace the French Fry	Level The Playing Field
12:45 PM				
1:00 PM		Field Work		
1:30 PM			Field Work	
1:45 PM				
2:00 PM	Field Work			
2:15 PM			Market Set Up (1/2 Crew F) Other 1/2 of Crew F does Field Work	Chores
2:30 PM				Money Matters II
2:45 PM				
3:00 PM			Run Market	Rec Day
3:15 PM				
3:30 PM				
3:45 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
3:55 PM	Leave for Train	Leave for Train	Market Set Up Crew leaves for train, Field Work Crew works at the Market	Leave for Train
4:15 PM		Standards & Straight Talk and weekly curriculum preparation		
4:30 PM		at market		
5:00 PM		Leaders Leave		
6:00 PM				
6:45 PM			Suburban youth to train	
7:00 PM			Market Closes	

Roxbury, Crew F Week 2
August 6-10

	Monday	Tuesday	Thursday	Friday
8:00 AM	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.	RSS/Grower Mtg.
8:15 AM	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting	CL/RSS Meeting
8:30 AM				
8:45 AM	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)	Grower/CL Meeting (RSS goes to Andrew Station)
9:00 AM	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up	Crew worker/Intern pick-up
9:15 AM	Welcome! Weekly Schedule and Goals	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Quote of the Day	Morning Mtg: Logistics/Grower runs meeting
9:30 AM	Field Work (1/2 Crew to cook)	Harvest	Harvest	Field Work
10:30 AM				
10:45 AM				
11:00 AM			Workshop: ID Charts	
11:15 AM				Market Analysis with Crew A
12:00 PM		Lunch: Healthy Eating	Lunch	
12:15 PM				
12:30 PM	Community Lunch	Game	Games	Lunch
12:45 PM		Healthy Eating Workshop		
1:00 PM			Food System Debate Prep	Food System Debate Prep
1:30 PM				
1:45 PM				
2:00 PM	Field Work		Field Work	Chores/Announcements
2:15 PM		Market Set up (1/2 Crew F)Other 1/2 of Crew F does Field Work		Journal Writing
2:30 PM				
2:45 PM				Rec Day
3:00 PM		Run Market		
3:30 PM				
3:55 PM	Chores/Announcements	Chores/Announcements	Chores/Announcements	
4:00 PM	Leave for Train	Market Set Up Crew Leaves for Train, Field Work Crew Works at the Market	Leave for Train	Leave for Train
4:30 PM				
6:00 PM				
6:45 PM		Suburban youth to train		
7:00 PM		Market Closes		



URBAN AGRICULTURE TRAINING WORKSHOP
FOR SYP YOUTH

Summer 2001

1. Agriculture Sit (see *Urban Agriculture Sit Attachment*)

Give everyone a sheet of paper with the following questions written on it. Have each member of the group find a place to sit alone in the garden where they won't be distracted by anyone else. Ask them to clear their minds and sit quietly for 4-5 minutes. They should take time to focus on each of the questions on the sheet and answer them. Bring them back together and write up their answers on a flip chart. Ask each person to contribute at least one response to each question. Duplication is fine since it identifies the most striking/obvious features of the experience.

- a. What do you see?
- b. What do you hear?
- c. What do you smell?
- d. What do you feel?
- e. How do you think this land looked 100 years ago?
Describe it.
- f. How do you think this land looked 250 years ago?
Describe it.

Encourage the group to look at their answers as a whole:

- As a group, talk about what the land looked like 50 years ago and when we took it over 5 years ago.
- How is our experience of agriculture in the city a unique one, and how is it similar to agriculture in rural areas?
- How might it be similar to urban agriculture in other places?
- Use the answers to Urban Agriculture Sit as a way to begin to build a definition of urban agriculture that is completed in the next section of the workshop.

2. Visualization of the Development of the Food Lots

- a. Review how the land looked 250 (agricultural) and 100 (housing) years ago. Tell the group that at some point in the last 50 years the buildings on this site were burned, torn down or fell down. They left their remains on or in the soil. Ask the group what some of these remnants might have been. (ex. Lead, glass metal, wood).
- b. Ask each member of the group to sit in a position that s/he can maintain for several minutes without moving or dozing off. Participants should be near enough to hear the leader's voice but not touching.
- c. Hand each person a picture of the site as it was before the Food Project began work on it. Ask everyone to study his/her picture for a moment and then shut his/her eyes.

- d. Lead the group in a visualization of the site from the time the Food Project began work until the present. (*see Urban Ag Visualization Attachment*) At different point in the evolution of the site ask them how they feel.
- e. After the visualization is finished, ask the group to open their eyes and look around them. Does the garden look different to them now? Have their feelings about the site changed? Ask each person to write down a question that they have about the change in the site from vacant lot to Food Lot (ex. Who did the work? How long did it take? Where did the soil and compost come from? Is the soil healthy?). Use these questions as a way to discuss the development of the food lots.

3. Neighborhood Scavenger Hunt (*see Scavenger Hunt Attachment*)

Divide group into teams, each with a leader. Give them a map to follow. Give each group 10 minutes to follow the route shown on the map and answer the following questions:

- a. How many gardens did you find?
- b. What was the most surprising place that you saw vegetables growing?
- c. How big was the biggest garden you saw? How small was the smallest garden you saw? (Give in sq. feet or number of plants or compare to a known area/object)
- d. Name at least 5 different vegetables that you saw. Are there any you didn't recognize?
- e. What was the most common vegetable that you saw on your hunt?
- f. Did you see anyone working in a garden? Who?
- g. What did you notice about the soil in the gardens? Were there any differences between the gardens?
- h. Name one thing that the neighborhood gardens had in common with The Food Project's gardens.
- i. Name one difference you noticed between the neighborhood gardens and The Food Project's gardens.
- j. Identify one thing that makes gardening in an urban area easier than gardening in a rural area.
- k. Identify one challenge that the neighborhood gardeners face.
- l. Write down one question you have about urban agriculture.

Have them come back as a group and lead a discussion about growing food in Roxbury:

- Go through questions
- How do you think the neighbors feel about the lots? Talk here about our relationship with the neighbors- mention community gardens and working for neighbors.

Urban Agriculture Sit

1. What do you see?
2. What do you hear?
3. What differences do you see and hear compared to Lincoln?
4. What similarities are there?
5. How do you think this land looked 100 years ago? Describe it.
6. How do you think this land looked 250 years ago? Describe it.



Urban Agriculture Visualization
Hot Town! Summer in the City

It is a scorchingly hot day in the summer of 1997. On a large vacant lot in the middle of the Dudley Square neighborhood, weeds as high as a man's head sway in a hot breeze. You walk up Brook Avenue towards the lot, smelling melting tar and gasoline as you near it. You can hear the sounds of children playing in the distance, but you can't see any children through the maze of weeds and trash that litters the lot. You are in an area surrounded by concrete and tar, and here amidst the weeds it is even stuffier. You enter the lot, making your way around a wrecked car chassis and the remains of a sofa, rusty springs brushing against your leg as you step over it. Nearby, diapers and old cans of paint spill from a torn garbage bag. Through the weeds, you can dimly see the outline of a house foundation in the dry, cracked earth near your feet. Charred bricks and jagged pieces of cement protrude from the ground, showing where the house collapsed in on itself after the fire that destroyed it. Looking through the weeds to the trees at the edge of the lot, you see a decrepit tree house, a collection of plywood and 2x4s, nailed together around a group of small trees and swaying out over the weeds. At the back of the lot is a ravine; at the bottom is another car. A boy about eight or nine is hitting its windows with a stick. When you ask him what he's doing he says, "Nuttin'" and walks away. You look down at the ground and see that it is gritty, gray, not like the soil in Lincoln. You look across the street and see an old man in his yard hoeing. A couple of houses over from him you see knee-high corn swaying in the breeze. You realize that this is an oasis in the city- a place where there is no concrete, no tar. It's not just a dumping ground, as is evident by the tree house. But it could be so much more.

It is the summer of 1998. On a large vacant lot in the middle of the Dudley Square neighborhood, a frenzy of activity is taking place. As you approach the lot you notice a large group of teenagers in matching t-shirts whacking and hacking down weeds. A couple spread compost from an enormous pile over the areas raked clean of weeds. The dark soil is spread thickly by the teens. Even after many trips back and forth with their wheelbarrows they appear to have hardly made a dent. Like when someone moves out of his or her apartment and all the rooms are bare, the lot feels open and exposed. It's hard to imagine a tree house let alone a house on this land. A girl asks, "What happened to the tree house?!!!" and when you explain about the garden she says her grandpa has one. A gate has been put up around the outside of the lot, which strikes you as funny because it doesn't keep anything in but land. But it's not just land; it's space to make something happen to benefit the community and to benefit the kids so rigorously weed whacking.

It is the summer of 2004. On a large lot in the middle of the Dudley Square neighborhood, teenagers from urban and suburban areas grow vegetables and fruits of many kinds. As you watch a group of young people harvest bright red, sun-ripened tomatoes a man approaches you. "Can I get some greens," he says as he gestures towards some collards. "Your garden looks nice." A teen about 16 comes over and helps him. A boy and a girl jump on and off a rock at the far end of the garden. When they get bored they start pulling weeds alongside the teenage workers. The garden looks really green from the recent rains from obviously careful tending. A few weeds here and there dot the landscape, but for the most part all you can see are vegetables. You walk down a path and on either side of you are beans. You see strawberries, squash, and children eating the strawberries. You look on the ground and see really dark soil, the product of composting. You realize that youth that work here work really hard and do an amazing job- the bean you just picked tastes great- and this space is still the oasis that it was three years ago. Perhaps even more so, as it is free of trash and debris. It is full of a feeling of land, food and community- and how important that is in the city.

Neighborhood Garden Scavenger Hunt

1. How many gardens did you find?
2. What was the most surprising place you saw vegetables growing?
3. How big was the biggest garden you saw? How small was the smallest? (Give in square feet or number of plants or compare to a known area/object)
4. Name at least 5 different vegetables that you saw. Are there any you didn't recognize?
5. What was the most common vegetable that you saw on your hunt?
6. Did you see anyone working in a garden? Who?
7. What did you notice about the soil in the gardens? Were there any differences between the gardens?
8. Name one thing that the neighborhood gardens had in common with The Food Project's gardens.
9. Name one difference you noticed between the neighborhood gardens and The Food Project's gardens.
10. Identify one thing that makes gardening in an urban area easier than gardening in a rural area.
11. Identify one challenge that the neighborhood gardeners face.
12. Write down one question you have about urban agriculture.

Week 1 Crew's Chores*

- PICK UP TRASH AND DEBRIS AROUND THE SHELTER AND SHED. COVER TRASH CANS
- EMPTY TRASH, AS NECESSARY, AND PUT NEW BAGS IN TRASH CANS
- WIPE DOWN TABLES WITH A SPONGE BEFORE PUTTING THEM AWAY
- STORE CHAIRS AND TABLES NEATLY IN SHED
- DUMP ALL COMPOST THAT IS IN BUCKETS INTO THE COMPOST PILE. WASH OUT COMPOST BUCKETS.

*On the day one crew is managing the Farmer's Market, the other crew needs to be responsible for all the Roxbury chores.

Staff, remember to close and lock sheds we you leave.

ADDITIONAL FRIDAY CHORES:

All crews in Roxbury must complete end of week chore list before finishing their week in Roxbury. Rec day is contingent upon completing this list.

- SORT ITEMS IN RECYCLING BIN INTO GLASS, PLASTIC, AND METAL (BAG EACH SEPARATELY)
- SWEEP OUT VANS

Week 2 Crew's Chores*

- CLEAN ALL TOOLS AND PLACE IN PROPER LOCATIONS IN SHEDS
- ORGANIZE SHED SO THAT SUPPLIES AND TOOLS ARE IN PLACE
- DO A SWEEP OF FIELDS TO MAKE SURE ALL TOOLS ARE IN
- COLLECT STRAY HARVEST CRATES AND BUCKETS AND STACK THEM NEATLY BY THE WASH AREA****
- EMPTY CONTAINERS TO BE RECYCLED AND PUT IN BIN WITHOUT LIDS
- PICK UP LOOSE PAPER IN AND AROUND PORT-O-POTTY AND SWEEP IT OUT (WASH IT OUT WITH WATER IF NEED BE)

*On the day one crew is managing the Farmer's Market, the other crew needs to be responsible for all the Roxbury chores.

Staff, remember to close and lock sheds we you leave.

Attachment 105-2

FRIDAY CHORES:

All crews in Roxbury must complete end of week chore list before finishing their week in Roxbury. Rec day is contingent upon completing this list.

- SHARPEN TOOLS IF NEEDED
- SWEEP OUT SHED
- ONCE TOOL SHED IS CLEAN AND STRAIGHTENED, ASK GROWER TO FILL OUT AND SIGN TOOL-CHECK LIST

YOUTH OFFICE PROTOCOLS

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

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

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

Holding Ground Workshop

Impact: Provides a brief history of Roxbury from 1920s-70s and then a detailed history of Roxbury's renovation from the mid 1980s – mid 90s.

Risk: Medium

Group Size: Unlimited

Time Required: 90 minutes

Materials: TV/VCR, Holding Ground video, fruit (orange pieces, grapes, sliced apples)

Directions:

- Go over the viewing space protocols before entering the viewing space.
(If viewing video in the Roxbury office, go over protocol for working in the offices. (See Attachment X, Youth Office Protocols)
- Sit people accordingly as to have an unobstructed view of the TV and tell them that "Holding Ground" is a video that provides a brief history of Roxbury from 1920-70s and then a detailed history of Roxbury's renovation from the mid 1980s – mid 90s. Inform that the movie will be stopped three times including the end so that they can answer questions and earn snack prizes.
- Stop the video after 12 minutes of the movie at the title screen "Turning the Tables" and ask the question from Part I.
- Stop the video after 13 more minutes of the movie at the title screen "Take a Stand Own the Land" and ask the question from Part II.
- Stop the video at the end of the movie and ask the question from Part III.

Questions:

Part I

- 1) How many vacant lots were there when the era of house burning ended? (1,300)
- 2) What was the ethnic make up/ cultural background/ nationality of the people living in Roxbury from 1920-1970? (Irish, Italian)
- 3) Why did the residents make an issue about the city planners not living in the neighborhood? (Because they would make decisions for the residents but not have to live with the outcome of those decisions themselves).
- 4) Describe the process that allowed whites to move to the suburbs but not minorities. (Mortgage programs after WWII promoted the idea among white urban communities of leaving the city for the suburbs. These programs were not offered to minorities).
- 5) What is "red lining"? (When banks will not make home improvement, business, or home purchase loans to certain neighborhoods. This leads to a decline in the appearance, value, safety of buildings).
- 6) Why did the white building owners end up burning down their homes? (Property values declined

- 7) as whites moved out. As buildings became hard to sell, owners would burn the house and get the insurance money).
- 8) Who is Che Madyun? (Former president of the DSNI board, community activist – now she is on TFP board).

Part II

- 1) What is a “trash transfer” station? (A holding place for garbage before it goes to a landfill. Most always sited in low-income neighborhoods).
- 2) Who dumped garbage on the lots? Why? (Contractors who did not want to pay dump fees at a regular dump. They came at night, covered their license plates, and dumped on vacant land).
- 3) What was the slogan DSNI residents used for their campaign to end trash dumping? (Don’t dump on us!).
- 4) How did the little boy get sick? (He got an infection from the garbage behind his house).
- 5) What did the neighbors and activists use the boys sickness to accomplish? (They got the story to the media and used it to motivate residents to picket the trash transfer stations).
- 6) What did residents fear the city planners wanted to site in the Dudley Street area? Why did the residents call it “Negro removal”? (They wanted to put in hotels and upscale homes and relocate low-income people to another neighborhood).
- 7) What did the organizers do to effectively reach out residents of different backgrounds? (Radio, translation services at meetings, creating multi-cultural community events).
- 8) Name the mayor who pledged to help Roxbury in the vacant lot cleanup. (Mayor Ray Flynn).
- 9) Why did Ray Flynn offer his help to clean up Roxbury? (He got only 5% of the vote in Roxbury and needed more votes for his re-election).
- 10). How many trash transfer stations were operating in the neighborhood? (10).
- 11) What is a “bottoms up versus top down” development process? (When the low-income residents of a community are the ones who direct the planning process).
- 12) What is “eminent domain”? (When control of the land is given to someone besides the property owners).

Part III

- 1) Why the title, “Holding Ground.” (It implies that Roxbury residents will not go backwards or let their community be a negative place to live. Because of DSNI’s eminent domain power it also implies that the residents literally “hold the ground” of this neighborhood).
- 2) What did residents fear the city planners wanted to site in the Dudley Street area? Why did the residents call it “Negro removal”? (They wanted to put in hotels and upscale homes and relocate low-income people to another neighborhood).

Attachment 107-3

- 3) What approach did the residents take towards the drug dealers and gangs? (Asked them to join the positive effort).
- 4) Why and how did youth get involved in the neighborhood? (On the board of DSNI, running community projects, creating the mural).
- 5) What did the young man mean who said, "The media only sees the badness in us, not the goodness? Why did he say this? (The press would not come to the mural painting project, but he felt they would come if he had been shot on that corner).
- 6) Who is John Barros? (The first young person on the board of directors of DSNI).
- 7) What challenges remain for the community? (Toxic waste, job creation, gangs, violence).

Hint:

- If people are having difficulty staying awake, have them stand.
- Use good of some sort as a motivational tool to reward correct answers.

TITLE: River Bank

IMPACT: creates excitement and energy; develops listening skills and rewards following directions quickly and accurately; builds team unity when played as a team game.

RISK: low

GROUP SIZE: unlimited

TIME REQUIRED: 5-10minutes

MATERIALS: a piece of rope 60'-100' long. If rope is not available, then a hose or drawing a long line in the dirt will suffice. Tape can be used indoors.

DIRECTIONS:

- Lay a long piece of rope in a straight line on flat ground. One side of this rope is designated the "river" and the other is designated the "bank".
- The goal of this activity is to be the last person left standing on the right side of the River Bank.
- Participants line up single file facing the same direction on the same side of the rope. Participants can be facing toward the rope or be turned sideways to it if there is not enough room
- The facilitator begins by telling everyone which side of the rope is the "river" and which side is the "bank".
- When the facilitator yells "River" or "Bank," people must jump to the designated side. Anyone who jumps to the wrong side, moves his/her feet but doesn't jump, hesitates too long before jumping, or touches the rope is out and sits down. The facilitator is the final judge of who is out.
- The facilitator can vary the sequence of commands, e. g. "river, bank, river, bank, bank, bank, bank, river," in an attempt to get people out. The pace can begin slowly and speed up with the facilitator mixing it up to make it fun and more difficult. Continue until one person (or only a few people) is left standing.

DISCUSSION:

- Ask the group what it took to be successful at this game.
- What skills did they need? How could this translate into working on a farm? This game works well as a metaphor for how to work in the field: listen closely to what the leader says, follow directions, move quickly but accurately, and watch where you step.

HINTS:

- Make sure people jump, not step, over the rope.
- The facilitator is judge and deems whether a fidget or a flailing of the arms constitutes a person being out. The facilitator exercises all powers as judge in case the game needs to be sped along.

Attachment 109

TITLE: Mafia

IMPACT: focus, calm down a rowdy group, fun

RISK: low

GROUP SIZE: 6-12

TIME REQUIRED: 10 – 30 minutes

DIRECTIONS:

Roles: The roles are as follows one detective, two mafia members, and citizens.

- The role of the detective is to figure out who are the mafia members and get the citizens to vote them out.
- The two mafia members try to figure out who is the detective and also try to act as regular citizens.
- The citizens are the ones who have the voting power and with a majority vote, they vote off who they think are the mafia members.

The Game:

- Ask everyone to sit in a circle. The facilitator informs everyone of the three different roles. After the roles have been explained everyone must close their eyes as the facilitator goes around the circle and identifies who will be the detective and the mafia members. It is important that everyone's eyes are closed during this part of the game. The facilitator will tap 3 people on the shoulder - once to identify that person as the detective and twice to identify those two people as the mafia.
- Once that is done, the facilitator should ask only the mafia members to open their eyes and acknowledge each other. At this point the mafia members as a team should decide whom they think the detective is and kill the detective off (point to the person). Once they decide, the facilitator should ask the mafia to close their eyes.
- Next the facilitator should ask the detective to open his/her eyes. The detective must then point out who s/he thinks is part of the mafia. After pointing out one person, the facilitator should nod yes or no if that person is part of the mafia. Then the facilitator should ask the detective to close his/her eyes.
- Next the facilitator should ask everyone to open their eyes. After everyone has opened their eyes, the facilitator informs the group whom was killed off by the mafia, and that person must exit the circle. Once people leave the circle they are no longer able to comment. The people left in the circle must decide together whom they think the mafia members are. The decision must be made by majority vote. Once a majority decision has been reached, the person voted must leave the circle.
- Then the facilitator must ask everyone to close their eyes again and go through the same process. The game goes on like this until both of the mafia members are voted off.
- If the detective is voted off, the facilitator should go through the step of asking the detective to open his/her eyes and pretend that that person is still part of the circle.

Two benches, one table – not enough to seat the entire group
 Rice and bean – more than Group 3.
 Some silverware, plates and cups, but nowhere near enough
 Water

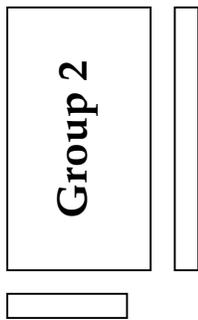
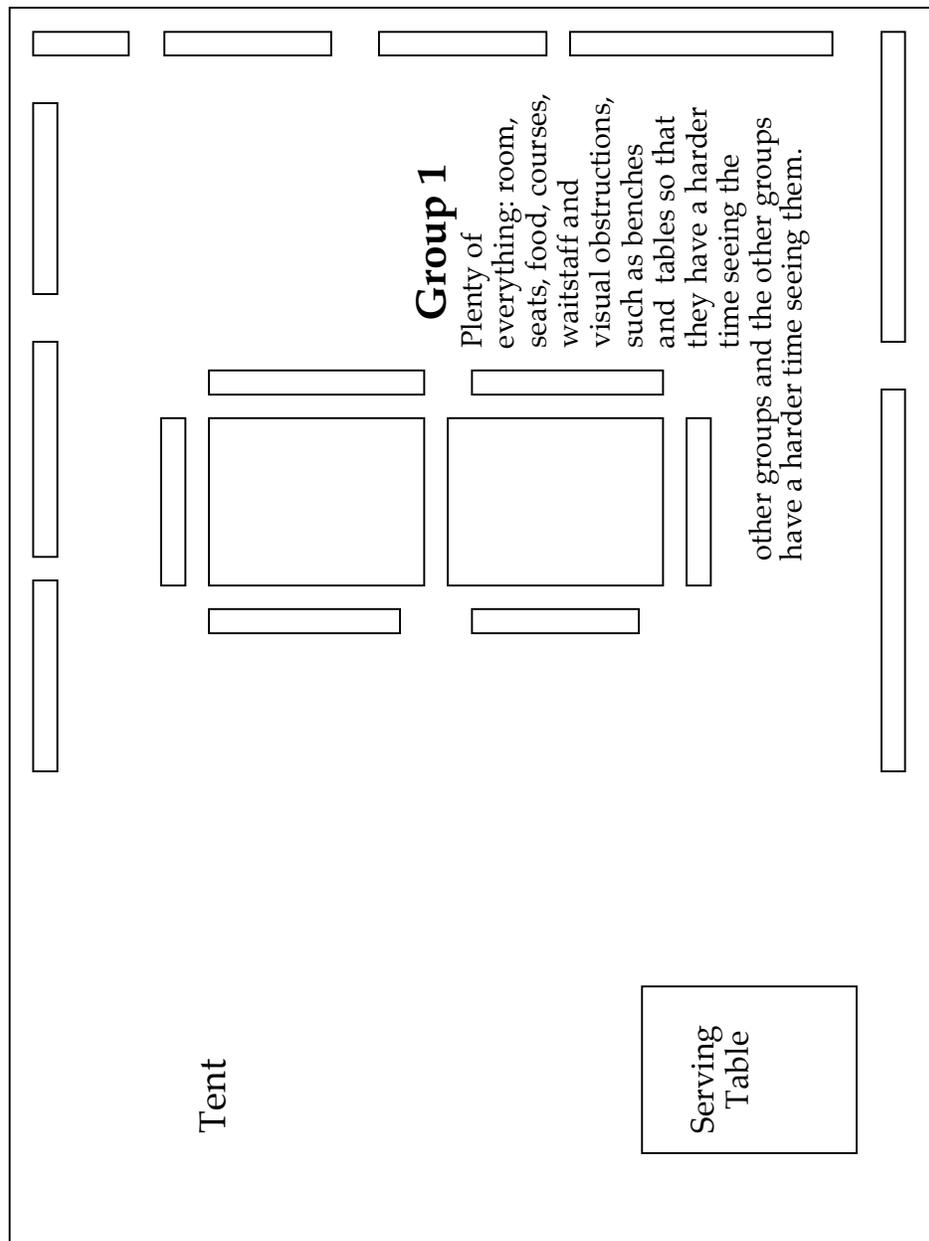


Diagram of the setup of
**Lunch from
 Around the
 World**



Group 3

No benches, no tables
 No silverware,
 one pot of rice, which is
 not enough to feed the group
 some, but not enough, water

Overnight Schedule Template

Prep that must happen pre-4PM:

- Purchase food and store it in the office. (PA)
- Other supplies needed: charcoal, wood, newspaper to start fire, matches, stereo with batteries, (for pancakes) griddle, bowls, wisk, flippers (for pancakes) (the following supplies should be in the office or on the land) lights, microphone w/ amp, generator w/ gas
- Meet the train at 9AM to pick up equipment in the Big Blue van. (either SS)
- Get wagon from Codman and hitch it to the tractor. (RG, PD)
- Talk with Grower and find a campfire site. (PC)

Friday

8:00 AM Leader Morning Meeting – go over the Overnight Schedule and your expectations for leaders. Have leaders sign up to lead games in the arena after Walden. Have one CL or ACL be in charge of setting up the campfire and leaving just before the end of the talent show to light it.

4:00 PM All who are staying gather under the tent.
Go over rules and schedule (SSs)

4:15PM Crew workers not staying for the overnight get shuttled. (1 SS)
Make a list of tents and who will be in them (other SS)
Lead the set up of tents in the arena and on the path to the CSA (SS, CLs, ACLs), put stuff in them (everyone)

4:45 PM Leave for Walden Pond

- (RSS) will organize first group of those headed to Walden, find a beach spot, take attendance there, and enforce our Walden rules (not disturbing the neighbors, no chicken, no throwing people into the water)
- (LSS) will organize the shuttling and make sure all crew workers (except those staying behind to help PA with the setup) are on their way to Walden.
- (PA, one other staff members, & crew workers not going to Walden) will stay behind to set up the site for dinner

6:00 PM Leave Walden Pond, shuttle back to the fields.

6:30 PM Games at the fields: (Crew Leaders and Assistant Leaders)

- (Crew Leader) sets up campfire area (supplies needed: wood, paper, matches)

7:15 PM Dinner (PA & other staff)

- (SSs) will help with organizing the dinner line and serving (supplies needed: charcoal, grill, food)

Everyone helps clean up!

PA = Program Administrator
SS = Site Supervisor
RG = Rural Grower
PC = Program Coordinator
PD = Program Director
RSS = Rox Site Supervisor

8:15 PM Hayride through the fields (RG)

- (PA & other staff) clean up dinner both on site and at the kitchen

- 9:00 PM Talent Show at the field (2 leaders who can positively lead the talent show will MC)
(when there are two skits to go, the staff in charge of the campfire need to go and get it started)
Often the stereo is needed for talent show skits. When the Talent Show is over, be sure to put it away so that it doesn't get rained on or turned on after the campfire.
- 10:00 PM Campfire at the field (Leader and SS)
- 11:30 PM Return to the tent
•those who want to sleep may, others should be quiet enough for them to do so!
- 12:30 AM Bed check, quiet. (SSs, PA)
- Saturday!
- 7:00 AM Wake up those taking the 7:40 train. (PC)
•shuttle them to the train at 7:30
- 8:30 AM Wake up everyone else. (SSs)
•pack up the tents and sleeping bags, etc.
•clean up the site
- 9:00 AM Breakfast at the field cooked by (Wonderful Volunteers = Wendy & Don & Lally? OR PA)
- 9:12 AM Suburban outbound train leaves.
- 9:55 AM 2 Van Shuttles to the Train
- 10:10 AM Inbound train leaves.
- 10:10 –10:30 AM Final cleanup

Attachment 112

Overnight Shopping List For 70

Dinner

Bread

Hot dog rolls

Burger rolls

Hamburgers

Hotdogs

Turkey burgers

Veggie burgers

Veggie dogs

TFP veggies (to grill)

Condiments

Mustard

Mayonnaise

Relish

Pickles

Carrot sticks

Lemonade

Breakfast

Pancake mix

Butter

Syrup

Orange Juice

S'mores

Marshmallows

Graham Crackers

Hershey's chocolate bars

Charcoal

Plates

Forks

Knives

Cups

Napkins

Bring:

Pancake Griddles (often the volunteers bring one larger one, but you still need to bring a few more)

Mid Summer Parent Event
Wednesday, July __, 2007
6:00PM-7:30PM
Agenda

- 6:00- Snacks/Socializing
- 6:15- Welcome
- 6:20- Concentric Circles
- 6:40- Intro to Curriculum
- 7:00- Q&A
- 7:20- How to stay involved
- 7:30- Closing: Upcoming Events. Thank you for coming

Welcome: Staff introduce themselves and welcome parents.

Concentric Circles:

- Why did you come here today?
- What do you do for a living?
- How is the summer going for your child?
- What were you like when you were 15yrs old?
- What was your first job?
- What has been challenging for you as a parent of an SYP participant?
- What is your favorite veggie?/ Have you been introduced a new veggie by TFP/your child?

Intro to Curriculum: Group Goals, Most Important word, ID charts, Crew Flags, Workshops – Parents, tell me if you’ve heard about any workshops.

Q&A: Talk about your child’s experience, How to support your child so that he/she has a strong finish, violations & earnbacks?

Ongoing parent Involvement: Recruitment, Interviews, Orientation, House Party, Donations, volunteering in fall & spring, AYP pitch, CSA (next year’s summer CSA &/or this year’s winter CSA)

Closing: upcoming Events- Farmers Markets, Family Feast.

NOFA Supply List - Staff

- Directions to Hampshire College
- Nextel phone (the one you told parents you'd have) with charger
- First Aid Kit
- Medical, Health, and Consent forms for each participant
- Permission Slips from each participant
- Outreach materials and cash box for the information table
- Food for breakfasts (cereal, bananas, bowls, spoons, cups)
- Money for registration (if you haven't paid already)
- Games: Frisbee, soccer ball (both labeled TFP)

NOFA Conference 2004

DETAILS:

- The conference will take place August 13-15.
- We will leave Friday after work, at 4:00 PM.
- We will be staying at Hampshire College in Amherst, MA.
- Each of us will have to pay \$15 of our own registration fee (this is less than a third of the cost).
- Everyone will need to bring cash for their own lunch and dinner (we will bring along breakfast food); We suggest bringing at least \$30 for food, though you may want to bring more. The Food Project will buy for dinner for everyone Friday night and breakfasts on Saturday and Sunday.
- Everyone will take a turn people-ing our resource table at the conference; At all other times, you will be attending workshops at the conference.
- We will return on Sunday evening. Drop offs will be:
 Lincoln 5:00 PM, Porter Square 5:30 PM, Ruggles 6:00 PM.
 Times may be subject to change.

SUPPLIES:

Remember to Pack what you need,
 But PACK LIGHTLY! ONE BAG ONLY!! (not including sleeping bag, pillow, and tent)

1. Sleeping Bag and a Pillow
 2. Tent (if you agreed to bring one or more)
 4. Toiletries-- brush/comb, deodorant, toothbrush, toothpaste
 5. Sleepwear
 6. Clothes to last you til Sunday
- YOU MUST BRING 2 clean Food Project shirts!
7. A long-sleeve shirt and pants for night activities
 8. Flashlight
 9. Money to buy lunch twice and dinner once (\$30-\$35)
- Permission slip!

For quick trip to Walden after work on Friday:

9. Towel
10. Swim suit

Optional

Bug Spray

A little extra spending money for anything at the conference

NOFA Schedule 2004

Friday, August 13

4:00 PM People going to NOFA who worked in Lincoln today, clean up under tent and then go to Walden to wash off. Also, get any gear together like games, outreach stuff, first aid kits.

5:00 PM People going to NOFA who worked in Roxbury today arrive.

- eat dinner (pizza from Country Pizza?)
- go over schedule and rules
- collect permission slips
- put all gear in back of blue van
- go to the bathroom now!

5:30 PM Leave for Amherst

7:30 PM Arrive at Hampshire College.

- set up tents
- decide who is sleeping where, put your stuff there
- walk around together, get an idea where things (bathrooms) are

8:00 PM Register for conference.

- head over to the registration tent
- Mike or Pertula will register everyone while all others hang out on the green

8:30 PM Look over the workshops, pick what you're going to go to tomorrow.

9:00 PM Contradance!

11:00 PM or so Bed time! (we have to get up real early!)

Saturday, August 14

6:45 AM Wake up!

7:00 AM Breakfast at the van, make sure you know where your workshops will be held

7:30 AM Walk to main tent, set-up TFP table and quick training on selling books

8:00 AM First workshops start!

11:45 AM Everybody except those manning the table can go to town for lunch.

1:00 PM Workshops start again.

3:00 PM Country Fair

5:00 PM Swimming

7:00 PM Dinner in town.

9:00 PM Cajun dance party

11:00 PM Bed time!

Sunday, August 15

7:15 AM Wake up call!

7:30 AM Breakfast at van

8:00 AM First workshops start.

11:30 AM Packup tents, Load up vans for those not manning the table.

12:00 Noon Lunch in town for those not manning the table.

1:00 PM Last workshops.

3:00 PM Leave for Boston!

July 13, 2004

Dennis Cronin
XXXXXXXXXXXXX
XXXXXXXXXXXXX

Dear Dennis,

I have attached three NOFA registration forms for fifteen participants from The Food Project's Summer Program. The totals are on the third page. I have also included a check for \$546.00 to pay for 8 participants. We are hoping that the scholarship will cover the remaining 7 participants.

The Food Project has been attending the NOFA conference for the past seven years and we have found our experience there most valuable when our youth are in attendance. The conference is a great opportunity for youth from the city and suburbs to learn about the issues surrounding agriculture and the food system. We choose 10 youth (15-18yrs) from a program of 60 to attend. Youth have to first write an essay about why they want to be a part of NOFA and only those who are interested in learning will be chosen. In addition, the scholarship would provide an opportunity for people of color, from The Food Project, to attend NOFA and learn and share their experiences with others.

We are extremely grateful that you will consider The Food Project for the scholarship again this year. Please let me know if the money does not come through.

We are also thankful that you will accept our applications one day after the deadline. Please let us know in advance how we can volunteer our time at the conference.

Thank you and we look forward to talking to you soon.

Sincerely,

Pertula George
Program Administrator

August 10, 2004

Dear Parent or Guardian,

Your child, as an employee of the Food Project, will have an exciting opportunity the weekend of August 13-15. S/he will be part of a group of Food Project youth and adults going to the Northeast Organic Farming Association's Annual Summer Conference!

This is the 8th year that the Food Project has sent a contingent to the NOFA Conference. Last year eleven of us went and had a blast. We learned a lot, met interesting people, and had a great time together. When we are not doing that, we will attend a variety of workshops, check out Amherst for lunch, visit Northampton for dinner on Saturday night, go dancing (contradancing and Zydeco dancing with farmers!) and possibly go swimming. We will again this year be running a Food Project information table, and each of us will take a turn being in charge of it.

The conference takes place at Hampshire College. We will be staying in tents on the campus, where we have stayed for the past four years. We will be carrying Mike's Food Project cell phone, (xxx) xxx-xxxx. If you cannot get through to us at that number, you should leave a message on Mike's voice mail, (xxx) xxx-xxxx ext xx. He will check it every morning.

We will be leaving straight from work on Friday, August 13. Youth must bring all the equipment they need AND HER/HIS PERMISSION SLIP with them to work on Friday. If they do not bring the permission slip, they will not be able to go, and will be sent home after work.

We will return Sunday, August 15 around 5:00 PM. We will drop-off youth at Lincoln Station at 5 PM, Porter Square at 5:30 PM, and Ruggles at 6 PM. If we beat the traffic and expect to be home earlier, your child will call you once we're on the road.

The cost for The Food Project for each participant to attend the conference (not including meals) is \$44. The Food Project cannot afford to cover all of these costs, so we are asking that each youth pay for \$15 of their registration. They also need to bring money for one dinner and two lunches (we will provide dinner Friday night and breakfasts Saturday and Sunday morning). We would suggest bringing at least \$30-\$35 for food.

We are going to have a great time! If you have any questions, please do not hesitate to call us. The best number to reach us at during the week is Pertula's - (xxx) xxx-xxxx ext xx.

Sincerely,



2006 SUMMER YOUTH PROGRAM
NOFA SUMMER CONFERENCE
PERMISSION SLIP

PLEASE RETURN SLIP NO LATER THAN THURSDAY, AUGUST 11

*I hereby give permission for my child, _____
to attend an overnight weekend trip sponsored by The Food Project, Inc. The NOFA Conference will take place
at Hampshire College in Amherst, Massachusetts. We will be staying in tents on the campus. We will leave
after work on Friday, August 12, 2006 and return on Sunday, August 14, 2006 between 5-6PM.*

I further understand that I am giving permission for my child to participate in this event as directed by The Food Project, Inc., and agree to hold harmless The Food Project, Inc., in the case of any incident or accident that may occur on during this event.

Name of parent/ guardian

Signature of parent/ guardian

Date

Name of other parent/ guardian

Signature of other parent/ guardian

Date

Please drop my child off at/in: Lincoln Porter Square Ruggles Station

To be filled out by Crew Worker
July 27, 2006

I _____, will contribute \$15.00 towards the registration cost of NOFA. If I change my mind after the registration deadline, July 28, 2006, I will be responsible for paying the full cost of the conference (\$49).

Signature _____

NOFA Rules

1. Everybody must wear her/his t-shirt while at the conference.
2. The standards are in effect!
3. Remember that you are an ambassador of the Food Project the whole weekend, even when you are just walking around the conference. However you act is what people will think of the Food Project.
4. Everybody must take a shift being in charge of the TFP table.
5. You must attend workshops for every session, unless you are manning our table.
6. Do not fall asleep in workshops. If you feel that you are about to fall asleep, stand up to wake yourself up, or just leave quietly and walk around until you are able to return and pay attention.
7. You can choose one teen workshop to go to, but the rest should be the adult workshops.
8. Everyone must attend the Youth Roundtable.
9. After each workshop, check in with us at the Food Project booth.
10. Everybody must help clean the campground when we leave.
11. Be sure to meet other people, try to avoid hanging out in an exclusive posse!

NOFA Sign Up for Staffing the Food Project Table

Saturday:

8:00 AM - 10:00 AM

- 1.
- 2.

10:00 AM - 12:00 PM

- 1.
- 2.

12:00 PM - 1:00 PM - Lunch

- 1.
- 2.

1:00 PM - 3:00 PM

- 1.
- 2.

3:00 PM - 5:00 PM

- 1.
- 2.

Sunday:

8:00 AM - 10:00 AM

- 1.
- 2.

10:00 AM - 12:00 PM

- 1.
- 2.

12:00 PM - 1:00 PM - Lunch

- 1.
- 2.

1:00 PM - 3:00 PM

- 1.
- 2.

