The Edible Schoolyard (ESY) is a 1-acre (4,000 m²) garden at the Martin Luther King Jr. Middle School in Berkeley, California. The Edible Schoolyard was established by restaurateur and activist Alice Waters through the Chez Panisss Foundation. According to the Edible Schoolyard website, the Edible Schoolyard: involves students in all aspects of farming the garden and preparing, serving, and eating food as a means of awakening their senses and encouraging awareness and appreciation of the transformative values of nourishment, community, and stewardship of the land.

The Edible Schoolyard encompasses garden and kitchen classroom settings and provides a hands-on environment for students in which to apply skills learned in traditional math, science, and humanities classes. The King Middle School garden serves as a model for other Edible Schoolyard affiliate programs that are being established around the country. Currently there are affiliate programs located in New Orleans, Los Angeles, San Francisco, Greensboro, and Brooklyn.

The Edible Schoolyard was founded in 1995 in a vacant lot at the Martin Luther King Jr. Middle School, in Berkeley. It started as the brainchild of Alice Waters, owner of the renowned restaurant Chez Panisss, located just a few blocks from the school. Since its founding, ESY has been the primary project supported by the Chez Panisss Foundation, a non-profit 501(c)(3) organization founded by Waters to celebrate the 25th birthday of Chez Panisss. The Foundation continues to play an important role in the operations.
of ESY. The Foundation and ESY are funded primarily through grants and donations.

THEORY

Edible Schoolyard

We strongly encourage applicants from a diversity of backgrounds, particularly from historically marginalised communities most impacted by the consequences of an unjust food system and underrepresented in the fields of education, health and the environment.

PRACTICE

http://edibleschoolyard.org For detailed lesson plans for a variety of ages, look through this website.
Shokuiku: acquisition of knowledge about food as well as the ability to make appropriate food choices. The promotion of the Law of Shokuiku, enacted in 2005, was towards a richer lifestyle based on life-long cultivation of a healthy mind in a healthy body.

The reasons behind the Shokuiku Law of 2005 were many. There were a variety of food and nutritional issues which caused great concern to Japanese lawmakers. There was a lack of proper concern for food. There was an increase in irregular and nutritional unbalanced meals. There was a rise in obesity. There were an increase in what was described as ‘lifestyle-related diseases.’ Among the population, there was an excessive desire for being slim. There had been food safety incidents and an over-dependency on food from abroad. There was, you could say, a loss of traditional food culture in a movement of globalisation.

The Basic concepts of Shokuiku:

1. To promote people’s health in body and in mind, thereby enriching human lives.
2. Encourage the people to have a greater appreciation for and understanding of their diets, including the various roles played by the natural environment, and the people who produce, transport and prepare food.
3. Need nationwide voluntary movements for the promotion of Shokuiku.
4. Parents, educators, and daycare providers should actively promote Shokuiku among children.
5. An understanding of dietary issues should be reinforced by taking advantage of all available opportunities, such as at home, in schools and in the community or everywhere, to offer a variety of food-related experiences and activities.
6. Promote an awareness of traditional Japanese food culture as well as food supply/demand situation to show clearly the interaction between food producers and consumers, in order to revitalise rural farming and fishing regions, and also to boost food self-sufficiency.
7. Information on food safety should be offered to people of all ages.

Takinomiya Elementary School in Ryonan-cho, Kagawa Prefecture, which won the Agriculture, Forestry and Fisheries Minister’s Award in the “Local Shokuiku Activity Competition” in fiscal year 2003, holds seasonal hand-made bento lunchbox days, as a concept devised by the school principal.

GARDEN CLASSROOM PRACTICE

Topics for Lessons in the Garden Classroom EFL environment

Intro to Watering

Searching the Garden Safely

Edible vs. Non-Edible

What's in Our Garden

What season is it?

Insects

Soil Exploration and Nutrients

Places to Grow Gardens (eg. urban rooftops)

Worms

Honey Bees

CONCLUSIONS

Our language centre has a rooftop on the building which is accessible by the regular stairs, so we wouldn’t have to build an additional staircase. I also found out that there used to be a garden up there. It is a spacious area which would be a lot of work but perfect,

In terms of matching The Edible Garden or a Shokuiku curriculum to an L2 classroom, I believe that it would be highly complementary. In terms of communication, students would practice sharing information and answering questions as they walk and use moment and models to express complex ideas. The topic or subject matter would be a science class with a heavy social reconstructionist angle when discussing access to clean water, the loss of fresh seafood and other effects of global warming. Collaborative discussions where students negotiate meaning on their own while practicing language naturally in an
experiential learning environment wherein they caretake an ongoing garden project is a very positive innovative teaching and learning style that could benefit young Taiwanese learners who grew up in the city a tremendous amount. We can reconnect them to the source of their daily food, do trips to the vegetable markets to see examples of local produce, and encourage any parents who are involved in the growing, transportation, distribution or selling of locally grown food to speak with the children as a guest instructor. These activities from a language standpoint are golden opportunities for the students to work on interpreting information, speaking and listening and acquiring new words and phrases.