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Sponsors:



Chefs Move to Schools

A recipe for success is linking local schools to local chefs. Chefs move to schools is part of what First Lady Michelle Obama is calling chefs to join the fight against childhood obesity by adopting a school and working with teachers, parents, school nutrition professionals and administrators to help educate children about food and to show them that healthy eating can be fun.

Chefs and Schools have a unique opportunity to work together to teach kids about food in a fun, appealing way. The Chefs Move to Schools program seeks to utilize the creativity and culinary expertise of chefs to help schools ensure that America's youngest generation grows up healthy. Chefs Move to Schools focuses on the interests and expertise of each chef volunteer and the

needs of each school. There are many ways the partnership can work to positively impact the eating habits of children. To make the process easier for you and to get the best match for both chefs and schools, Chefs Move to Schools is built around two tracks—the classroom and the cafeteria. Follow these four steps to get started:

- 1** Register with Chefs Move to Schools and add yourself to the map.
- 2** Find an interested chef or school.
- 3** Develop a plan as a team.
- 4** Report your match with Chefs Move to Schools and share your success.

The website highlights and features successful chef and school partner stories from around the country. Do you

have a success story to share? Submit your story and it may be published on the Chefs Move to Schools site! Each month four partnership stories are selected from chef and school submissions and featured in this highlight section.

To get more information or to register, please log onto <http://www.chefsmovetoschools.org/get-started.html>

The Chefs Move to School Coalition is composed of leading culinary, nutrition and school organizations and was created to oversee the Chefs Move to Schools program, previously administered by the US Department of Agriculture. The Coalition members are listed on the site under partners.

ChooseMyPlate.gov

This website was launched to ease tension and frustration with the general public on figuring out how to develop nutritious and balanced meals. It is the new easy-to-follow food guide icon.

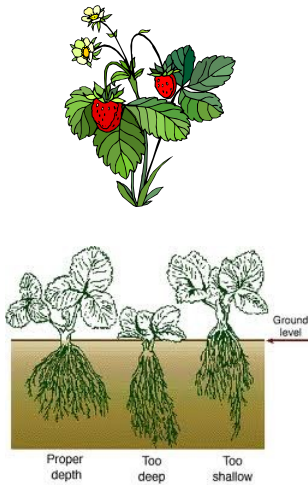
It was developed to make it easier to remember. We no longer have to remember if a

serving size is the size of your fist or a golf ball. Now, just visualize the plate and plan accordingly.

This website highlights selected messages to help consumers focus on key issues. They are: Balancing Calories, do so by enjoying your food, but eating less; Foods to Increase, make

half your plate fruits and vegetables, half your grains from whole grains and switch to fat-free or low fat milk.; and Foods to Reduce, sodium in foods like soup, bread and frozen meals and drink water instead of sugary drinks. S o u r c e : www.choosemyplate.gov

Soil Preparation & Planting Strawberries



From top to Bottom:
Strawberry Plant &
Proper Planting Instructions.

Strawberries can be grown in all parts of the state. They require full sun and a well-drained acid soil with pH of 5.2-6.0 soils. We can buy seedlings from the garden center or plant plugs via mail-order. In the last several years, plug plants from Quebec have become popular. These plants are rooted in a small peat pots or peat pellets. The plug plants have an established root system. They have the advantage of easier transplanting, complete survival and heavy early production.

Deep, sandy soils with good surface and subsurface drainage are excellent soils for strawberries. Plantings should be made in an area where a

good water supply is available for irrigation and frost control. Strawberries are a long term plant and require a considerable amount of fertilizer.

Early October through early November is when the best yields are obtained with transplanting. Only well-developed plants with good root systems should be transplanted. Use a shovel to dig a hole to plant the plants. A 3-inch to 6-inch hole is large enough for the strawberry plant. Plant each plant about 10-12 inches apart. The bud and crown of the plant should be above ground and the roots below ground level. Plants set too high will suffer from root injury from exposure. Those set too low

will usually suffer from bud or crown injury. Plants set with their roots bent will lack vigor and have poor yields. Firm the soil around the roots to prevent drying out. After the plot has been planted, water the plants to settle the soil around the roots. Strawberries are a shallow-root plant therefore, requiring a lot of water after transplanting for the first 5-10 days. To prevent splashing of soil and to help minimize drying out, mulching is highly recommended. Pine straw or other natural mulches can be used. These recommendations should assist you in getting started with your strawberry plants!

By: *Jimmy Boudreaux, Retired
LSU AgCenter Specialist*

Garden & Service-Learning Goals

This past month we conducted an activity on setting goals for each school garden. They should be connected to the curriculum due to the garden being a tool to accomplish your learning objectives. It is recommended that each school should have at least three goals. One focusing on the youth perspective, one from the teacher and one tied into the

service-learning goal. Some examples can be: The youth goal could be to increase the amount of vegetables consumed & learn where food comes from; the teacher goal to see a diverse integration of nutrition education, school gardens and physical education where children have a better understand of living a healthier life and implement steps to do

so; and the service-learning goal could be to provide 40 hours of service over the year to an environmental focus through educational campaigns on beautification, recycling, cleaning up and raising awareness of energy footprint where children learn to conserve energy.

"I do not know the names of all the weeds and plants, I have to do as Adam did in his garden... I name things as I find them."
Charles D. Warner

Source: www.howtogardenadvice.com

New Project Supports Let's Move!

A new project—developed by the National League of Cities, in collaboration with non-profit organizations, the U.S. Department of Health and Human Services, and the U.S. Department of Agriculture—aims to help local elected officials address policy and environmental factors that influence childhood obesity by en-

hancing the work of Let's Move! Cities, Towns, and Counties, a key component of First Lady Michelle Obama's Let's Move! initiative. www.healthycommunitieshealthyfuture.org/

Obesity in children is a huge concern for everyone. It is the most important public health challenge we face as a nation.

The reason for this is because of the numbers that are obese, the number affected and how the ripple down effects this costly chronic disease.

We must act now to reverse the epidemic. Obese children are in danger of living sicker and dying younger than their parents generation.



Service-Learning

Last month, we explained service-learning and how each step in the cycle leads to the next. This month we will cover student and community ownership. It occurs where the process doesn't end with the completion of the service activity. An activity may be completed, but service-learning is a continuing process, where young people, and communities are always growing.

“Youth voice” means the inclusion of young people as a meaningful part of the creation and implementation of service opportunities. Youth voice enables young people to build upon service-learning and to

act as advocates for social change.

Researchers have found that high-quality service-learning programs are rich with benefits for schools, communities and most of all students. One of the major parts of successful programs is that the organizers honor youth voice. It occurs when students really get involved in the planning of the service experiences. Young people want to be more involved when they can express themselves and work to accomplish their goals.

When developing your project remember to consider identify-

ing various networks within a community, recruit and target partners from the private, public and citizen sectors in a community. Next, identify leadership within the community such as club officers, elected officials, etc. These groups can assist in advancing your project.

It's important to increase “youth voice” in our programs. Today's youth strongly believe that they can make the world a better place and they can, we have to allow them the opportunities. Next month, we will focus on identifying a genuine community need.



“You must be the change you wish to see in the world.”

~Mahatma Gandhi

For more information:
www.service-learning.org
www.service-learning-partnership.org

School Garden Planting Guide/Timeline

Vegetable	Oct.	Nov.	Dec.	Depth of Plant	Inches between Plants	Side Dress	Days to Harvest
Beets				1/4	2-4	3-4 wks aftr planting	45-65
Broccoli				1/8	18-24	3-4 wks aftr planting & again in 2-3 wks.	70-90
Cabbage				1/8	12-15	3-4 wks aftr planting & again in 2-3 wks.	65-75
Carrots				1/8	1-2	3-4 wks aftr planting	70-75
Cauliflower				1/8	18-24	3-4 wks aftr planting & again in 2-3 wks.	55-65
Lettuce				1/8	4-12	3-4 wks aftr transplanting	45-80
Mustard Greens				1/8	1-2	3-4 wks aftr planting	35-50
Peas, English				1/2	2-3	-----	60-70
Radish				1/8	1	3-4 wks aftr planting	22-28
Shallots				1”	6-8	3-4 wks aftr planting	50
Strawberries				Crown above ground	10-12	8 wks. aftr planting 1 lb.CaNO ₃ 50ft row	120
Spinach				1/8	3-6	3-4 wks aftr planting	40-50
Turnips				1/2	2-6	3-4 wks aftr planting	40-50

The crops listed are LSU AgCenter recommendations for school gardens. Source: LSU AgCenter pub 3145

The Louisiana Vegetable Planting Guide will be delivered to all monthly garden meetings in November as a reference LSU AgCenter pub. 1980.

- *Green/Light Color* = Plant seeds
- *Red/Dark Color* = Plant Transplants

It is the policy of the LSU AgCenter, Louisiana Cooperative Extension Service that no person shall be subjected to discrimination on the grounds of race, color, national origin, religion, gender, age or disability. If you have a disability which requires special assistance for your participation in any aforementioned activity, please contact the Lafayette 4-H office at 291-7090.

Due Date	Item
October 31, 2013	School Goals Due

Sincerely,

CHARLES HEBERT

Charles Hebert
 County Agent, 4-H Youth Dev.
 Lafayette Parish

NOVEMBER 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15 LMS 2:30-3:30	16
17	18	19 C. Burke 8:00-9:00 AHS 2:35-3:35	20 JMS 3:02-4:02	21 L. Leo Judice 3:00-4:00	22 STM 9:00-10:00 Nov. Only	23
24	25	26	27	28	29	30

Special Notes: School Garden Meetings will be held on third week of each month unless special arrangements are made.

List of Schools, Addresses, Phone Numbers & Contacts

School	Type of Garden	Physical Address	Phone	Teacher	Master Gardeners
Acadiana High	Vegetable	315 Rue De'Bier Lafayette, La 70506	521-7950	Cheryl Gelsomine & Brandon Broussard	Genee' Foley, Ester Perkins & Marie Jones
Charles Burke Elementary	Vegetable & Wetlands	2845 Ridge Rd. Duson, LA 70529	521-7630	Judy Morgan, Allyson Richard, Terry Richard & Ms. Richard	John Fontane, Mary Waguespack & Chris Butts
Judice Middle (JMS)	Vegetable & Butterfly	2645 S. Fieldspan Road Duson, LA 70529	521-7890	Jason Leonard & Lisa Ledet	Candy Bienvenu, Genee' Foley & Juan Neito
L. Leo Judice Elementary	Vegetable, Bird, Butter- fly & Wetlands	5801 Cameron Street Scott, Louisiana 70583	521-7710	Paula Guidry & Cindy Dupre	Linda Beyt, Donna Walker, Sandy Rhodes, Jan Wyatt & Sarah Scheoffler
Lafayette Middle (JMS)	Vegetable	2645 S. Fieldspan Road Duson, LA 70529	521-7890	Stacy Hargrove & Donald Kent	Candy Bienvenu, Theresa Guidry, Amy Warner & Kay Hampton
St. Thomas More Catholic High School	Vegetable	5801 Cameron Street Scott, Louisiana 70583	521-7710	Danielle Price, Barbara Melebeck, Brittany Griffin & Sue Sonnier	Sberlyn Larrison, Martha LaFerre, Victoria Austin & Carolyn Guilbeaux