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## Proposed Curricular Elements and Implementation Strategies for SLRO's Youth-Farming Program

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# Proposed Curricular Elements and Implementation

## Strategies for SLRO's Youth-Farming Program

Completed in partnership with Sustainable Livelihoods Relief Organization



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May 25, 2021

## Executive Summary

For Somali Bantus, farming is a fundamental part of life. Hailing from the fertile Jubba Valley in Somalia, Somali Bantus' wealth of agricultural knowledge and experience has allowed them to today also farm successfully in Maine, overcoming the numerous challenges associated with cultivating in a new environment. Many of the obstacles Somali Bantus have negotiated relate to environmental differences between Somalia and Maine, such as different soils, fertilization regimes, pests, and more. However, an additional challenge facing Somali Bantus beyond environmental factors is that the cultural importance of farming and its potential as a viable career path is currently far less visible in Maine than it was in Somalia. As such, there is emerging an intergenerational gap between older generations of Somali Bantus with farming experience and younger generations who, having grown up in the United States, have not been exposed to agriculture. The Sustainable Livelihoods Relief Organization, a Lewiston nonprofit helping Somali Bantus towards meaningful integration into the community, has therefore expressed interest in developing a program geared towards youth that demonstrates the importance and viability of farming career paths. In this project, we worked with SLRO to provide them with an overview of the key elements and decisions to consider in developing this sort of program.

Our initial step in this process was to establish guiding principles, which we defined as the criteria that would direct our research into existing resources and programs that would be useful for SLRO to refer to. Our guiding principles were informed by early conversations with Mohamed Dekow, the executive director of SLRO, and a review of relevant scholarly literature, and are as follows: 1) exploring the cultural importance of food; 2) presenting food and farming as a viable career; and 3) fostering intergenerational connections. Having identified guiding principles, we then established that we would provide SLRO with two concrete deliverables at the conclusion of this project. The first deliverable is a comparative list of programs that have been implemented by various organizations that address similar goals to what SLRO has identified. From our analysis, we distinguished the key elements that were universal to all relevant programs, which we determined to be staffing, timeline, learning site(s), and funding. For each of these elements, we provide written descriptions of the several programs that, based on our understanding of their mission, are the most relevant for SLRO to consider. Our second deliverable is an organized list of curriculum resources, delineated by four curriculum units: the cultural values of food and farming, youth leadership, farming sciences, and sustainable farming practices. The final step of this project was to offer SLRO our recommendations on their next steps to take towards establishing the program; these were organized around the four logistical elements identified in deliverable 1.

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## **Introduction**

### *Background*

Somali Bantus hail from the Jubba Valley in Somalia, an area endowed with rich land ideally suited for agriculture. The annual flooding of the Jubba River supplies the land with its fertility, and the ground can be planted without further cultivation as soon as waters recede (Lim, 2021; Mohamed Dekow, personal communication). Farming forms a critical component of Somali Bantu life, with their livelihoods traditionally centered around growing food for the family and wider community. Ultimately, generations of this way of life have engendered a close connection between Somali Bantus and the land as well as a deep, collective knowledge of how to farm prosperously (Lim, 2021; Mohamed Dekow, personal communication; Besteman 2007). In 1991, civil war broke out in Somalia and militia violence spread throughout the country, forcing Somali Bantus to flee to Kenya. Almost a decade later, in 1999, the United States agreed to take in up to 12,000 Somali Bantus for resettlement, and many soon arrived in Lewiston, ME (Besteman, 2012; Besteman, 2013; Hand and Kaiser, 2018).

As a testament to Somali Bantus' vast agricultural expertise, numerous successful Somali Bantu farming operations have formed in the Lewiston area. Through Cultivating Community's New American Sustainable Agriculture Project (NASAP), four Somali Bantu graduates have collectively established New Roots Cooperative Farm, a 30-acre plot in Lewiston that provides produce to southern Maine through a Community Supported Agriculture (CSA) model (Cultivating Community; New Roots Cooperative Farm). Additionally, the Somali Bantu Community Association (SBCA) has supported the creation of Liberation Farms, a place where Somali Bantu farmers grow food for themselves, families, and the broader community (Somali Bantu Community Association). Also, the Sustainable Livelihoods Relief Organization (SLRO), a Lewiston non-profit helping Somali Bantus establish self-sufficiency and navigate Maine's food economy and our community partner for this project, cultivates a plot of land in Auburn (Sustainable Livelihoods Relief Organization, 2019; Mohamed Dekow personal communication).

Somali Bantus' agricultural knowledge and experience has also allowed them to negotiate the challenges associated with adapting to farming in Maine rather than Somalia, such as differing climates, soil conditions, fertilization regimes, and pest pressure (Nemy et al., 2017). However, one obstacle that is not related simply to environmental differences is that there has emerged an intergenerational gap in recognizing the importance of farming between older Somali Bantus who have experienced farming in Somalia and younger generations who have grown up in the United States, where agriculture as a way of life is far less visible (Mohamed Dekow, personal communication). To address this gap, SLRO has identified as a key goal the creation of opportunities to teach younger generations about farming and its potential

as a viable future career path (Sustainable Livelihoods Relief Organization, 2019; Mohamed Dekow personal communication). The benefits of implementing youth farming initiatives are numerous and varied. Programs that emphasize place-based learning and tactile learning experiences are crucial to developing younger generations' connection to the land around them and demonstrating farming as a viable and valuable practice (Brown et al., 2017). Moreover, these contexts represent prime opportunities for intergenerational learning experiences that connect youth and elders (Krasny and Tidball, 2009). With these realities in mind, we have developed the following proposal for SLRO.

### *Research Aim and Objectives*

**Aim:** Identify major curriculum elements and decision points for the development of a cultural and value-led youth-farming program.

**Objectives:**

- 1) Identify and assemble, for SLRO, the building blocks for a culturally-relevant, certificate based farming curriculum emphasizing intergenerational connection among Somali Bantu farmers and youth in Lewiston.
- 2) Provide a clear and comprehensive strategy for SLRO to use in implementing this program.

## **Methodology**

We began with researching background information on the Somalian Bantu community in Lewiston as well as other farming organizations. This provided a baseline insight as to what types of programs have been observed to be 'successful' and also allowed us to understand the local context surrounding the Somali Bantu community. Through these initial research and our conversations with Mohamed, we identified guiding principles that laid out the grounds for how to structure our deliverables.

For our first deliverable, we began by making a list of 60 farming organisations across the United States which focus specifically on youths, refugees, food, farming, tradition and culture. We used this to formulate a table of the 8 most comparable organisations to SLRO in terms of goals and guiding principles and looked specifically at timeline, staffing, learning site, and how their programs were funded. From these we chose the 3 most applicable to SLRO based on their current achievements and presented them as recommendations for the program implementation.

For our second deliverable, we first identified curriculum elements which included learning goals, lesson units and possible certifications that SLRO could use to structure their curriculum. We then compiled a large collection of resources that SLRO can use under the Lesson units that strive towards the learning objectives and goals we had previously identified.

## Results and Discussion

Organisation	Guiding Principles	Staffing	Timeline	Learning site	Funding
<b>Soul Fire Farm</b> (Petersburg, NY)	Afro-Indigenous centered community farm committed to uprooting racism and seeding sovereignty in the food system	11 full time staff, volunteers, interns	Run programs throughout the growing season	Soul Fire Farm	Subsidised CSA's, Donations, Tuitions
<b>Roots Rising</b> (Pittsfield, MA)	Goal is to empower and build community through food and farming. Uplifting teens as community change makers while strengthening the local food system.	Farm crews, market Crew for graduates of farm crews	Three seasonal farm crews. Summer 8:30am-4:30pm (M-F) 5 weeks. Fall and Spring 3pm-5pm (M/T/W) 10 weeks	Educational courses at central location, farm work at multiple community gardens	Donations, Grants, Market production
<b>Jolly Ave.</b> (Clarkston, GA)	Focused on empowering high school students through food and farming. Connecting farming to academics and professional goals. Empowers “young refugees to become leaders in their communities”	Part-time employment for refugee high school students. Internships and volunteers	After school program and volunteer weekend workday	Variety of community farms owned by Jolly Ave and Friends of Refugees	Donations, grants (Southface)
<b>Farm School NYC</b> (New York City, NY)	Goal is to “train local residents in urban agriculture in order to build self-reliant communities and inspire positive local action around food access and social, economic, and racial justice issues.”	Two full time staff (director, program coordinator). Close partnerships with many experts in the fields who teach classes	The certification program runs over the course of two years, designed to address the 4 main parts of their curriculum	Courses/work/volunteering take place at various experts’ farms and other community gardens throughout the city; there doesn’t seem to be one centralized garden/farm	Donations were all that I could find, but it seems unlikely that that alone could sustain them



<b>East New York Farms!</b> (New York City, NY)	“To organize youth and adults to address food justice in our community by promoting local sustainable agriculture and community-led economic development.”	8 full time staff	9 month intensive internship program (I assume runs the duration of the growing season, early spring through late fall)	Two urban farms and two community gardens in NYC	Donations, farmers markets, many different gov’t agencies and foundations
<b>Urban Tilth</b> (Richmond, CA)	Inspires, hires, and trains local residents to cultivate agriculture, feed our community, and restore relationships to land to build a more sustainable food system, within a just and healthier community	30+ employees, volunteers, and summer programs	Run throughout the year. Offer youth summer programs and school garden programs. Youth program pays their kids a \$1,000 stipend to attend training	Uses 7 school and community gardens and small urban farms to teach and employ community members to grow, distribute, cook, and consume thousands of pounds of local produce each year	CSA, extensive donations
<b>Urban Growers Collective</b> (Chicago, IL)	Cultivate nourishing environments which support health, economic development, healing, and creativity through urban agriculture	18 full time staff	The organization tries to grow food annually. It hosts both youth and adult farmer training programs throughout the year	The organization has 8 farms within its network including school gardens and a pollinator sanctuary	Extensive donations, Farm stand, mobile food market, farmers markets, CSA

**Table 1:** A comparative chart of the different elements of various farming organizations that focus specifically on youths, refugees, and farming.

## *Staffing*

### Jolly Ave.

At Jolly Ave there are 2 full-time staff directors; a garden site manager and a director of agriculture and nutrition. Gardening and the selling of produce is done and managed through the local communities, Growing Leaders Staff members, and volunteers. Growing leaders are high school refugee students from various countries such as Burma, Sri Lanka, and the Central African Republic. Growing leaders are part-time employees that work at the garden after school and are paid for their work to support themselves or their families. Teaching is done through elders of the community and Growing leaders also attend workshops that focus on topics such as career and college readiness, financial literacy, leadership skills training, mental health awareness and advocacy. Growing leaders are partnered with a mentor throughout their duration of the program to “work together to identify personal and professional goals and create tangible steps that will lead to goal achievement and success.”

### Farm School NYC

Farm School NYC operates with a 2 person full-time team, consisting of a director and program coordinator. A critical component of the organization’s certification program is its close partnership with many experts in the field of urban agriculture who teach the classes and whose farms provide the learning venues. Collectively, these experts constitute the program’s faculty.

### Soul Fire Farm

The “Core Team” at Soul Fire is made up of 10 employees. The titles used include food justice coordinator, program directors, and site directors. This core team runs all the programs at Soul Fire, manages the business side of the farm, teaches youth farming training, and runs the farm. The farm also employs volunteers on a one off basis as well as an ongoing basis.

### *Timeline*

#### Roots Rising

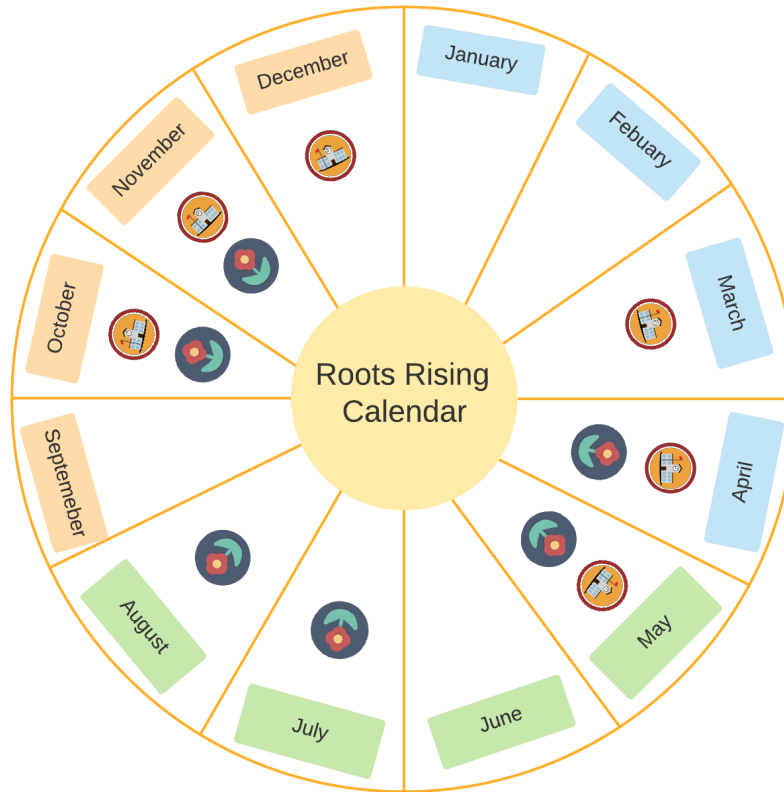
Roots Rising has a school-year program as well as a summer program. There are three seasons during which students can “crew” for Roots Rising; the summer, the fall, and the spring. Summer Farm Crews work for 5 weeks from July to early August. They work Monday-Friday, from 8:30am-4:30pm. Fall and Spring Crew work for 10 weeks after school on Mondays, Tuesdays, and Wednesdays from 3:00pm-5p.m. Fall Crew runs from October to December and Spring Crew runs March to May. Graduates of the Farm Crew program can become Market Crews that work during the weekends at the various farmers markets in the Atlanta area. During each crew season there are educational workshops, culinary and financial literacy lessons, and feedback circles.



= Classroom Learning



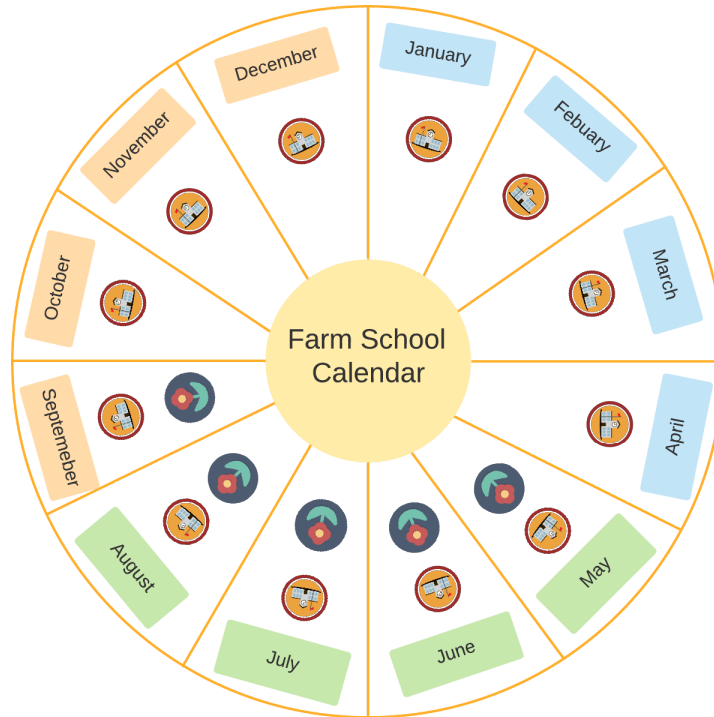
= Field Learning



**Figure 1:** visual representation of Roots Rising’s calendar.

### Farm School NYC

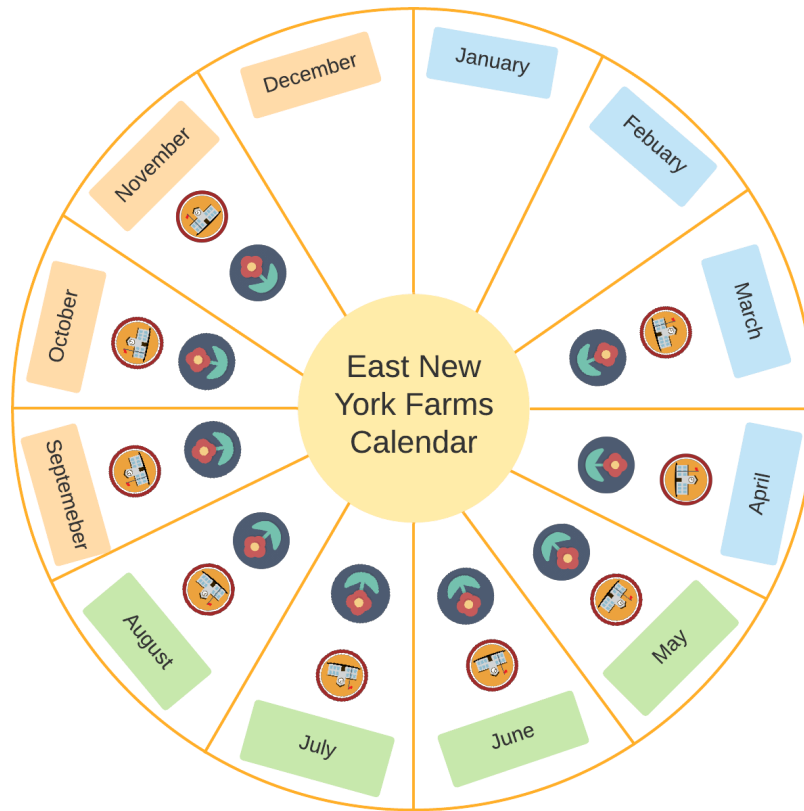
Farm School NYC’s certification program is a two year program, designed to address four main curriculum parts. *Core courses*, of which participants must take 12, are offered throughout the year and topics are structured to follow the growing season (i.e. propagation core course occurs for three weeks in March-April). In the second year, participants take *advanced courses*, which are designed to be more intensive and expand on that which is introduced in the core courses. Advanced courses include animal husbandry and crop rotation. 25 volunteer hours and an apprenticeship during the growing season based on the individual’s area of focus are the two other curriculum parts completed during the two years.



**Figure 2:** visual representation of Farm School NYC’s calendar.

East New York Farms!

East New York Farms! offers its youth farming program in the form of an intensive internship that runs for 9 months, March through November - roughly the duration of the growing season. ENYF! hires between 20 and 30 interns between the ages of 13 and 15 in February of each year with the goal of becoming well-versed in all aspects of running ENYF!’s half-acre organic UCC Youth Farm. Interns also periodically help out at other urban farms and gardens in the area.



**Figure 3:** visual representation of East New York Farm!’s calendar.

*Learning site and transportation*

	School	Own Garden	Other's Gardens (Community or Experts)
Urban Tilth	●	●	
Farm School NYC	●		●
Soul Fire Farm		●	

**Table 2:** table identifying the learning sites of the three key programs we identified.

### Urban Tilth:

Urban Tilth runs a variety of farms. Most of them are open to the public 24 hours a day and are considered ‘gleaning gardens’ meaning that anyone can harvest food at any time. They primarily empty lots owned by the city and turn them into greenspaces. They also manage two school gardens in Richmond, CA and are in the process of opening a 3 acre farm which will be more focused on producing food for sale or to donate to food relief organizations. One cool aspect of the organization is that they have a focus on revitalizing the urban streams and creeks that surround their farms. There is no specific information about transportation at Urban Tilth, but within their youth summer program they offer field trips which must involve the organization transporting the students.

### Farm School NYC:

Farm School NYC’s programs take place at various urban agriculture sites across New York City, especially those belonging to the faculty. In this sense, Farm School NYC is different from many other similar organizations because it does not have one or several centralized farms or gardens upon which they are based.

### Soul Fire Farm:

Soul Fire Farm uses its own personal farm to grow produce and provide both outdoors ‘hands-on’ and indoors ‘educational’ learning experiences. As workshops are only a day long, transportation from outside sources are used to get to the farm (i.e. public school bus or private transportation).

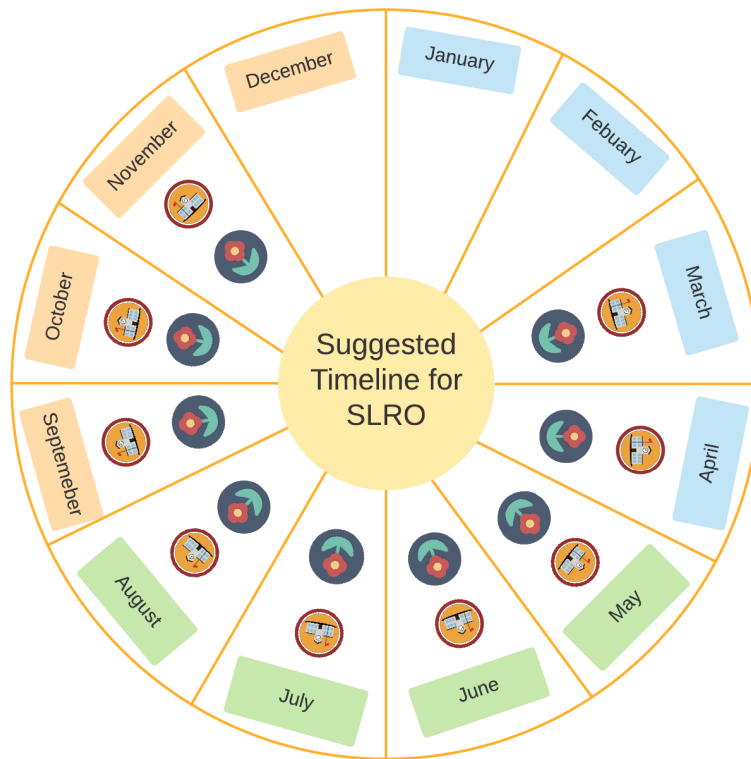
## **Recommendations**

### *Staffing*

Based on our research into existing initiatives, we propose the following next steps for SLRO to take in determining how their youth farming program will be staffed. Since SLRO has the benefit of currently renting farming land, it is likely that a significant portion of the program will take place at this location; thus, we feel it is a critical first step for SLRO to establish a core program staff, a universal feature across all organizations examined. These positions should cover the roles of director, program coordinator, and site manager. We also expect that it will be mainly existing SLRO staff who will fill these roles. Following this, we feel the most logical next step is a decision on how the program will be taught. There are several paths that SLRO could take here. One option would be to simply hire teachers for the program as additional SLRO employees. Another option entails partnering with outside experts, otherwise unaffiliated with SLRO, to

perform the bulk of the teaching; Farm School NYC is a specific example of this kind of model. In Lewiston, this might look like connecting with New Roots Collective Farm or Liberation Farms.

### *Timeline*



**Figure 4:** visual representation of recommended calendar for SLRO.

We think it would be best if SLRO were to run a hybrid classroom/at the farm learning program. SLRO could consider running this program from March until November.

#### March to May:

From March to early May, the majority of the work would be done in the classroom teaching subjects like soil science, fundamentals of compost, overview of the food system, business principles of farming, as well as potentially subjects offered by Soul Fire Farm intended to educate about systemic racism in the American food system. During this portion of the year, SLRO could also work on getting local experts to come teach short classes. Obviously this list of lesson ideas should be decided by SLRO, and teachers should have full autonomy about what they decide to teach. During this March to May period, SLRO will need a classroom or indoor space in which to conduct class. We are envisioning the group meeting anywhere from 3 times a week to once every two weeks.

### May to September:

During this portion of the year we envision SLRO running the majority of classes at the farm doing hands-on learning, or in outdoor classrooms likely also at the farm. This is the most intensive time period for farms as it involves all processes from sowing to harvesting, and thus we believe most of the teaching should be done by experienced Somali-Bantu teachers in a very hands on, experiential learning environment, in which students learn by observation, repetition, and mentorship. During the summer, it is likely SLRO could engage the most number of students, as many will have free time. We recommend running various summer programs. SLRO can decide on the structure of these summer programs based on the models presented in this report. We think the best model is similar to that offered by Urban Tilth, Roots Rising, or Urban Growers Collective. These programs are structured as summer jobs which are intended to teach young people about farming while also building community. Students are compensated for their work throughout the summer. SLRO might also consider offering a few positions for older students who want to be more involved. These positions could enable older students to be more immersed in the farm, and give them leadership positions, like teaching the younger students.

### September to November:

This part of the year could be devoted to preparing the fields for winter, and wrapping up loose ends. SLRO could hold some final classroom sessions to cover remaining material, and maybe also host cooking classes in order to enjoy the food from the season and celebrate.

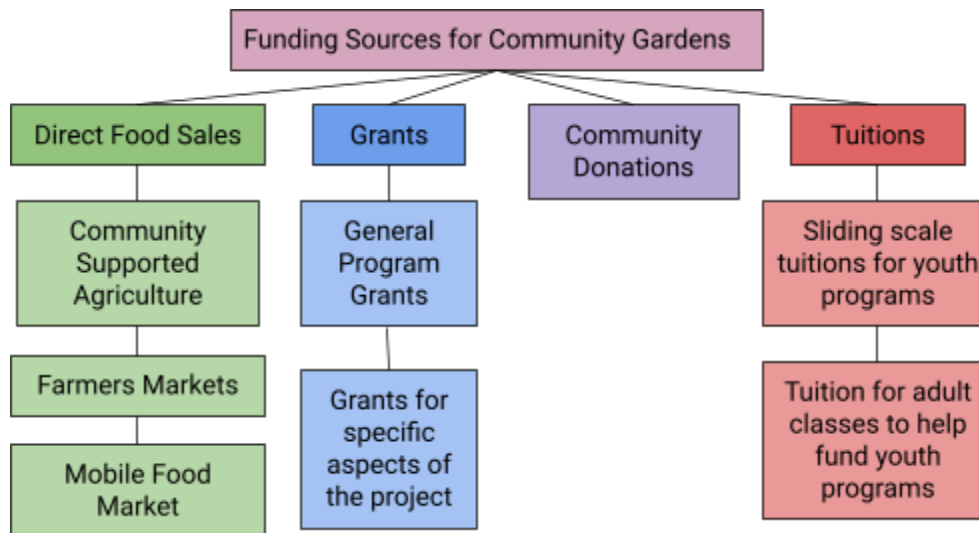
### *Learning site and transportation*

As SLRO is currently leasing land and own their own farm we suggest that they use this land to house their program. This would be especially easiest if a summer program could be the easiest way to begin the program. Sessions could run throughout the summer and would coincide with the growing season. Expected warm and good weather could allow for 'classroom' lessons to be taught outside if an indoor classroom setting isn't available. Transportation would be needed to get to and from the farm and either personal transportation could be used or perhaps a van or school bus rented for the duration of the summer program.

Other possibilities for SLRO include using school farms (i.e. Bates garden or other community gardens) that are closer to the high schools and middle schools so that students can walk to and from the program. If this option is chosen then perhaps an after-school program model should be considered.



## Funding (see appendix 2)



**Figure 5:** overview of different funding opportunities for SLRO to consider.

In general, all the organizations that we researched that are similar to the kind of organization SLRO is in the process of creating rely on a similar funding scheme. In almost all cases, a large part of their budget comes from community donations. These donations are likely to come from large local businesses and city governments. Examples of organizations funded primarily by organizations include Urban Growers Collective and Urban Tilth. More info can be found in Table 1. In many cases organizations are also funded by grants. In general, grants pose some limitations. In some cases the right grant for a community organization is hyper localized. These grants may be easily won since they are regional and therefore SLRO, would not be competing against national competitors, but the grants may be few and far between, or not incredibly lucrative. The other main problem with grants is that many are intended for extremely specific purposes (see Appendix 2.1). Another source of revenue for almost every organization that we researched was simply direct food sales. By far the most popular and consistent among the organizations was Community Supported Agriculture (CSA), but other strategies included selling at farm stands, farmers markets, and mobile food markets. Soul Fire Farm created a great model for a successful CSA program in a low income community which can be viewed in Appendix 2.2. A final strategy that multiple organizations employed was charging tuition for training programs. At some organizations the program tuition was priced on a sliding scale, and in some organizations scholarships were offered. These tuitions usually did not cover the entire cost of the program, but helped the organizations cover some of the cost. Many programs also offered tuition based classes specifically marketed towards more affluent adults in the community that

were short, which helped pay for youth programs. An example of this kind of model can be seen at [Truly Living Well](#) in Atlanta, GA. In general, it would be ideal to not charge youth tuition for their training program.

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## Appendices

### Appendix 1: How to use the guide

How to use this guide

Step 1: Identify the learning goals and objectives of the program SLRO is interested in focusing on

Step 2: Decide on the scheduling model SLRO would like to implement

Step 3: Identify the lesson units SLRO will focus on throughout the program

Step 4: Identify and take steps towards securing the resources necessary to successfully implement the program

- a. Classroom resources
- b. Staffing resources
- c. Location and transportation requirements
- d. Funding resources

Step 5: Recruit for and run the program! Refine each year.

## Appendix 2

### 2.1: Grant opportunities for SLRO

Grant Name	Amount Available	Due Date	Relevant Links
Urban Agriculture Resilience Program	Between \$10,000 and \$20,000	<b>11pm ET, May 19, 2021</b>	<a href="#">Application</a> <a href="#">Criteria for Grant</a>
Annie's Grants for Gardens	Between \$2,500-\$5,000	Grants issued annually	<a href="#">Grant Home Page</a> *Specifically for school gardens
Environmental Education (EE) Grants	Variable	January 6th 2022	<a href="#">Grant Link</a>
Maine Department of Agriculture,	Variable	Variable	<a href="#">List of available grants</a>

Conservation and Forestry Grants			
White-Reinhardt Grants	\$1,000	Fall 2022	<a href="#">Grant Link</a>
Local Food Promotion Program	\$25,000-\$750,000	June 21, 2021	<a href="#">Grant Link</a>
Farmers Market Promotion Program	\$50,000-\$750,000	June 21, 2021	<a href="#">Grant Link</a>
Refugee Career Pathways Program	\$150,000-\$250,000	June 01, 2021	<a href="#">Grant Link</a>

**Table 3:** Funding and Grant Opportunities

**Appendix 3: Deliverable 2**

*Lesson goals & objectives*

We identified learning goals off of three principles: knowledge, skills, and attitudes.

- Learn all culturally and regionally relevant farming skills.
- Learn possible farming business principles and skills.
- Foster an intergenerational connection to Somali-Bantu culture and agricultural practices.
- By the end of the program you will have the knowledge to grow and prepare your own food, and the tools to begin a comprehensive commercial farm training if you choose that path. It is our hope that you will also deepen your connection to land, heal from inherited trauma rooted in oppression on land, and take steps toward your personal food sovereignty.<sup>1</sup>

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<sup>1</sup> Soul Fire Farming Immersion - Detailed Description 2020

## **Our Recommendation for SLRO**

### **March to May**

#### Introduction to food and farming

- Cultural importance of food and farming to Somali-Bantu
- Introduction to Somali farming in Maine
- Introduction to the American Food/ Agricultural System (Appendix 2.1, 2.5)
- Basics of farming (Appendix 2.4, 2.5)
  - Plant Biology
  - Soil Science
  - Compost/ Nutrient Cycle
  - Fertilizer
  - Land Use/ Cover Crops/ Mulching
  - Climate Change
- Food Justice (Appendix 2.1)
- Business Strategies for Farmers
  - CSA
  - Large commercial farm
  - Farmers Market
- Accounting
- Spreadsheets
- Marketing
- post-harvest handling & packaging

### **May to September**

- Hands on Learning
  - Traditional Somali-Bantu Farming Methods
  - Sustainable Farming Practices
  - Essentials of Food Sales
  - Food Safety
  - Cooking classes
  - Introduction to Pests and Pest Management (Appendix 2.4)
  - The Curation of Compost
  - Building Community Through Food (Appendix 2.2)

### **September to November**

- Canning/ Food Preservation
- Seed Saving (Appendix 2.3)
- Wrap-up
- Harvest Party
- Celebration of the year

## **Certification Program:**

Option 1: Partnership with the Master Gardener Program from the University of Maine Cooperative Extension: <https://extension.umaine.edu/gardening/master-gardeners/>

Option 2: Develop SLRO's own certificate in partnership with local organizations like Bates College, Lewiston/ Auburn public schools, or 4H.

## Curriculum Units

### **3.1: Cultural Values of Food and Farming**

#### **Soul Fire Farm Resources:**

- [The Media Does Not Have My Mind](#): Young people create advertisements about healthy food and learn about the role of media in our diets.
- [Food Justice Charades](#): A fun activity to learn basic food justice terminology.
- [Perspectives Walk](#): This activity reveals hidden assumptions about food, hunger, and justice.
- [Collage Biographies](#): Develop a deeper understanding of the leaders in the movements for food sovereignty and sustainability by creating collages.
- [Land Loss and Resistance](#): In this activity, the learners read history of POC Land loss in the USA, select important events, and perform them to one another in dramatic form.
- [Take it Home](#): Here are a few ideas for taking what you learned on the farm and applying it at home – seed bombs, food justice stickering, food traditions interviews, and creating recipes for home cooking.
- [Prisons and Land](#): Explore the connections between mass incarceration and food injustice using profound statistics and human sculpture.
- [Scramble for Wealth and Power](#): This Food Project activity investigates the roots of poverty and the perspective of the different classes.
- [Food Fight](#): This film and accompanying discussion follows a young person through the homicidal realities of the industrial food system. Young people can follow up by creating their own music video telling the truth about food.
- **Semester Long Curriculum:**  
[https://docs.google.com/document/d/14SbT8kDt0xm\\_i3KFyhHmGi-4OOZVg6HWKl-uX7HGd7Q/edit](https://docs.google.com/document/d/14SbT8kDt0xm_i3KFyhHmGi-4OOZVg6HWKl-uX7HGd7Q/edit)

### **3.2: Soulfire Youth Leadership Materials**

- [Real Talk](#): A method for constructively sharing feedback and deepening working relationships.

- [Community Building](#): These community building activities use song, dialogue, listening, and art to deepen connection between people.
- [Theater of the Oppressed](#): Through a series of exercises, games, techniques, and drama forums, the aim is to be able to understand the social reality and then to change it.
- [Youth Food Justice Pledge](#): a commitment to personal and community food sovereignty

### **3.3: Farming sciences**

#### **Soul Fire Farm Resources:**

- [Stone Balancing](#): Attention, focus, and patience are the key to transforming simple stones into works of art.
- [Nature is My Teacher](#): Young people spend a period of time sitting alone in nature, paying attention, and making observations.
- [Scavenger Hunt](#): In this activity, participants work together in small groups to find the following items around the farm. The objectives are to get moving, have fun, remember what was learned on the tour, cooperate, and observe the environment.
- [Forest Labyrinth](#): The purpose of this exercise is to awaken to senses and the heart to the present moment in the forest, including the smells, textures, sounds, and images.
- [Capturing Beauty](#): Learners head off into the natural environment to capture beautiful images with their camera phones.
- [Banking on Seeds](#): Participants learn to identify and save seeds.
- [Soil Texture](#): Participants use “texture by feel” and “soil settling” methods to determine particle size in soil.
- [Investigating Insects](#): Participants collect, observe, and analyze insects.

### **3.4: Traditional, sustainable, and regional farming practices**

#### **Sustainable Farming Practices**

- Climate Change
- Food System (<https://www.foodspan.org/lesson-plans/>)
- No Till Agriculture (<https://drawdown.org/solutions/conservation-agriculture>)
- Cover Cropping (<https://drawdown.org/solutions/conservation-agriculture>)
- Polyculture (<https://drawdown.org/solutions/conservation-agriculture>)
- Rotational grazing (<https://drawdown.org/solutions/conservation-agriculture>)
- Permaculture (<https://drawdown.org/solutions/conservation-agriculture>)
- Silvopasture (<https://drawdown.org/solutions/silvopasture>)



- Food Waste ([https://mdc.itap.purdue.edu/item.asp?Item\\_Number=FNR-576-W](https://mdc.itap.purdue.edu/item.asp?Item_Number=FNR-576-W))
- CSA (<https://growingsmallfarms.ces.ncsu.edu/growingsmallfarms-csaguide/>)