

Student Engagement 101

**An Overview of Student
Engagement in Edible Education**

Who We Are

Rachel Mewes (they/them)

Rachel Mewes is a curriculum designer and educator who is committed to innovative pedagogy that centers student knowledge and actively challenges injustice and oppression.

They hold a Masters in Curriculum and Teaching and a Certificate in Sexuality, Women, and Gender from Teachers College of Columbia University. They have been working with the Edible Schoolyard Project as a curriculum contractor since 2020



Raquel Vigil (she/her/they/them)

Raquel is Edible Schoolyard's Director of Learning. Raquel has spearheaded the design of over 180 lessons that are free and available to educators at www.edibleschoolyard.org. She is interested in activating non-traditional contexts as sites for learning and igniting students' imaginations. She holds a Masters in Curriculum and Teaching from Teachers College of Columbia University and holds a certificate of horticulture from the Center for Agroecology and Sustainable Food systems.





Agenda

1. Defining and Framing Student Engagement
2. Reflection in Break Out Groups
3. Pillars of Student Engagement
4. Creating a Collective Knowledge Bank
5. Closing
6. Open Questions

Goals for the Workshop

01

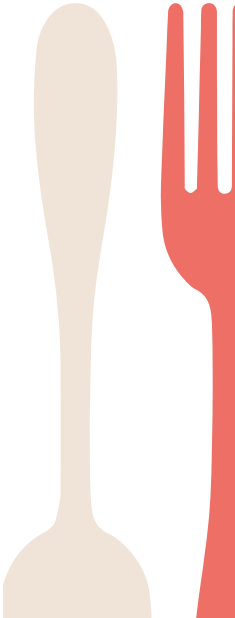
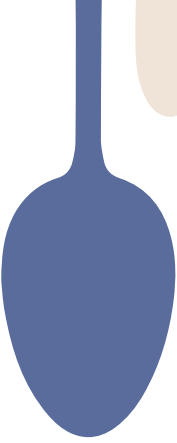
establish basic understandings of student engagement and its importance

02

reflect on our own practices in relation to student engagement

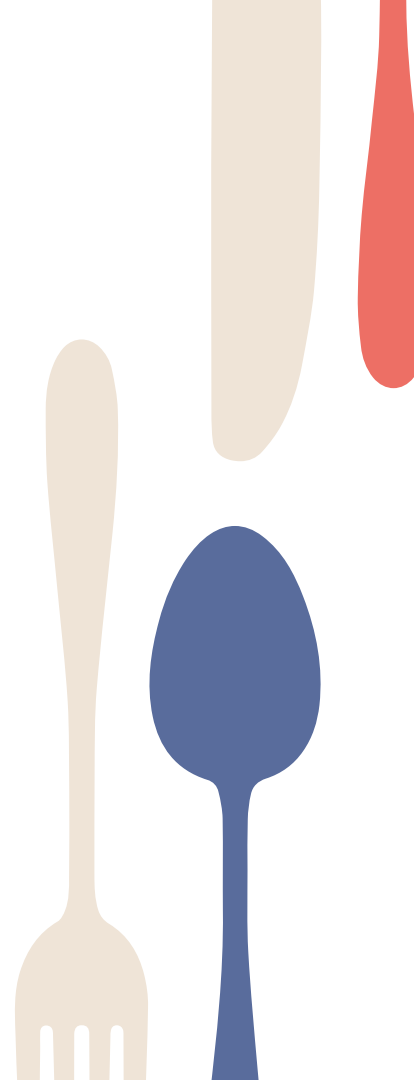
03

create a collective resource to support our student engagement practices



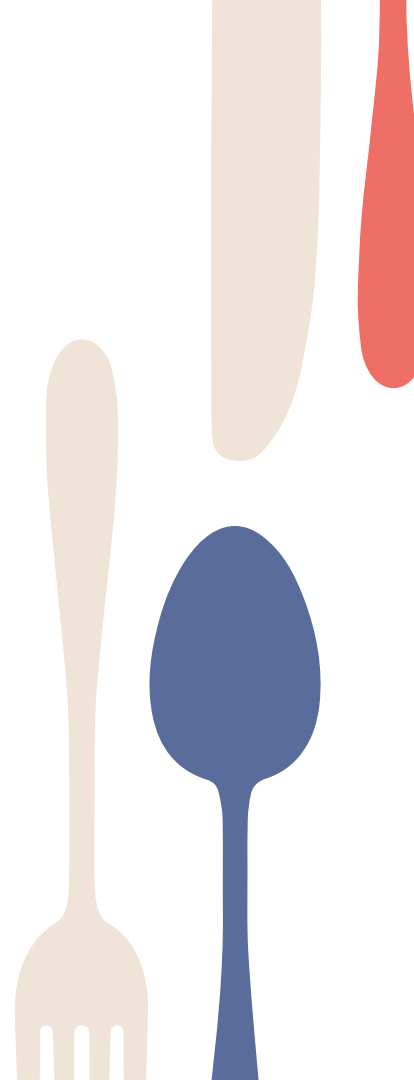
Defining Student Engagement

Prompt: How do you define student engagement?



Defining Student Engagement

Student engagement is the degree of attention interest, curiosity, and positive emotional connections students experience while learning.



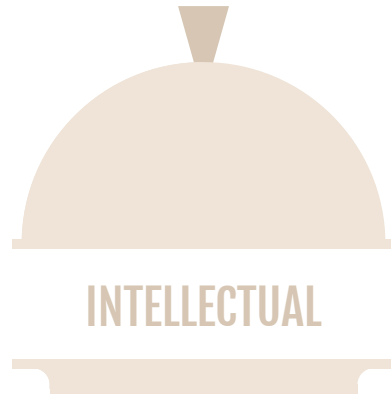
Let's Discuss

- Reflect on a time that your students were particularly engaged. How did you know they were engaged?
- In your opinion, what about your instruction or the learning environment facilitated student engagement?





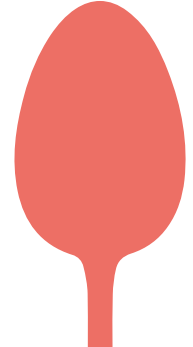
Three Pillars of Student Engagement





ACADEMIC ENGAGEMENT

ASK YOURSELF: Do the students in my kitchen or garden classroom have what they need to complete the tasks I ask of them?

- TIPS:**
- Incorporate movement.
 - Provide options for learning and expressing ideas.
 - Scaffold student learning
 - Help students meet their basic needs.
- 

THE **EDIBLE**
SCHOOLYARD
PROJECT

Interdependence in the Garden Ecosystem

Interdependence in the Garden Ecosystem: A Next Generation
Science Standards aligned Curriculum.

In this 12-lesson series, students will explore the basic ecological principle of **interdependence** through the lens of common organic farming practices. Over the course of the series, students will explore a variety of questions:

What does it mean when we say that the garden is an “ecosystem”? What do we have of this?

How do common farming practices such as cultivating and tilling the soil, seed selection, planting, hand weeding, and composting affect the ecosystem?

Biotic Interaction Cards



This bear and wolf both primarily hunt deer.



This robin eats worms.



This cat is itchy because of the fleas that live in its coat and suck its blood.



This ant eats the sugar-rich liquid excreted by the smaller aphids, and in return, the ant protects the aphids from predators.

INTELLECTUAL ENGAGEMENT

ASK YOURSELF: Are students interested in and curious about the subject?

- TIPS:**
- Provide opportunities for student choice.
 - Connect class materials to students' lived experiences.
 - Allow students to drive their own learning.
 - Use hooks and interactive activities.

THE EDIBLE SCHOOLYARD PROJECT

WHAT IS ORGANIC?

ary: Many of us are familiar with the term “organic”. But even if you don’t always take the time to explore what “organic” represents, you will explore and discuss their understanding of what “organic” means to them.

minutes

emphasizes an open discussion. For tips, suggestions and resources for discussions please see the documents: [Mini-Project: Facilitating Open Discussions.](#)

READ: Here are two examples of kitchen tools that are meaningful to one of our Edible Schoolyard staff. Read about the two tools that are important to her; a set of measuring spoons and a cheese slicer:



Image One



Image Two

Image One: *These measuring spoons are over 30 years old! I have had them since I was 5 years old. I remember they came attached to a cookbook for kids. The first thing I ever baked was sugar cookies using these measuring spoons.*

Image Two: *This cheese slicer belongs to my mother. It was the first thing her and my father bought together. Now, over 40 years later, my mother still says it's the best cheese slicer she's ever used.*

SOCIAL EMOTIONAL ENGAGEMENT

ASK YOURSELF: Do students feel safe, supported, and seen enough to engage?

- TIPS:**
- Establish class agreements.
 - Practice restorative circles.
 - Incorporate discussions of social-emotional learning.
 - Include family and community members.

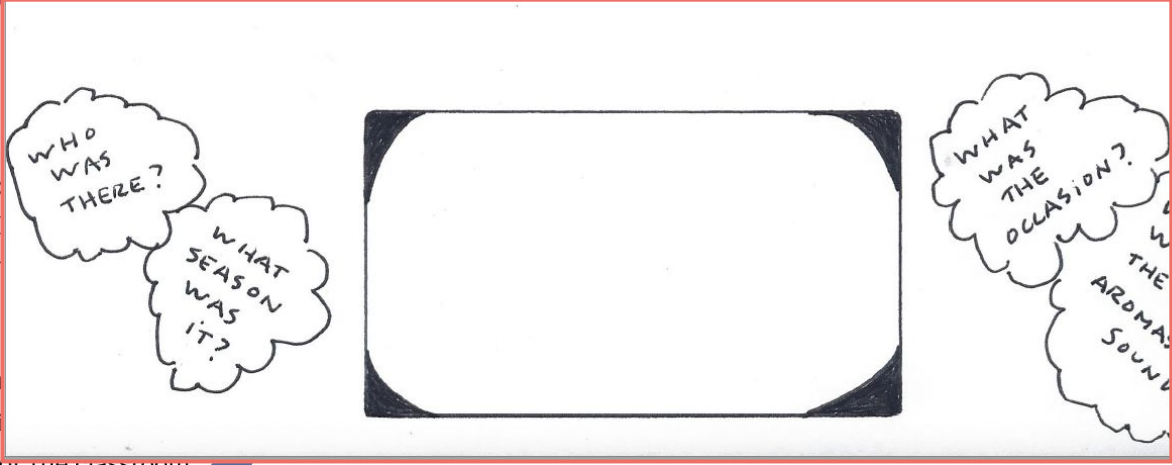
THE EDIBLE
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AGREEMENT SETTING
[TEACHER RESOURCE]

Summary: This document details some important ways to set up class. Additionally, it provides suggested instructional practices to building an open, supportive, inclusive, and rigorous classroom.

Teacher Notes:

- These [classroom mindsets](#) are meant to provide inspiration to develop their class agreements. Think of them as an offering to a process that can be used as inspiration. Share some or all of the classroom mindsets with students to prompt discussion about the sort of classroom you want to create together. Draw connections with your students between their needs and the classroom mindsets.





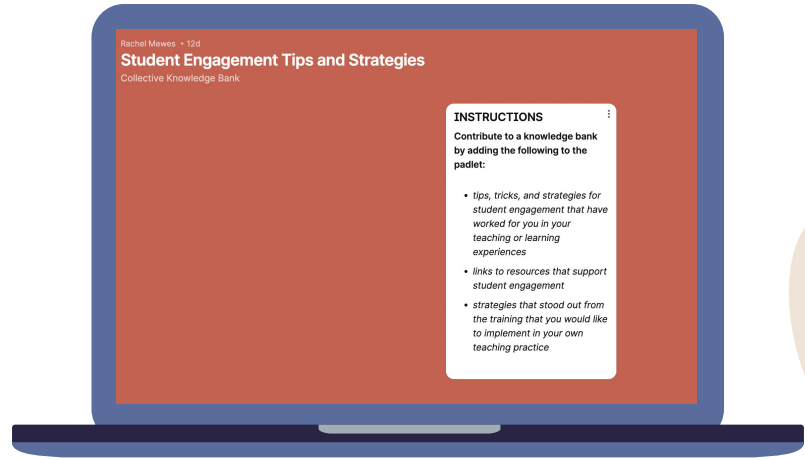
LET'S REFLECT

In the chat, respond to one of the following prompts:

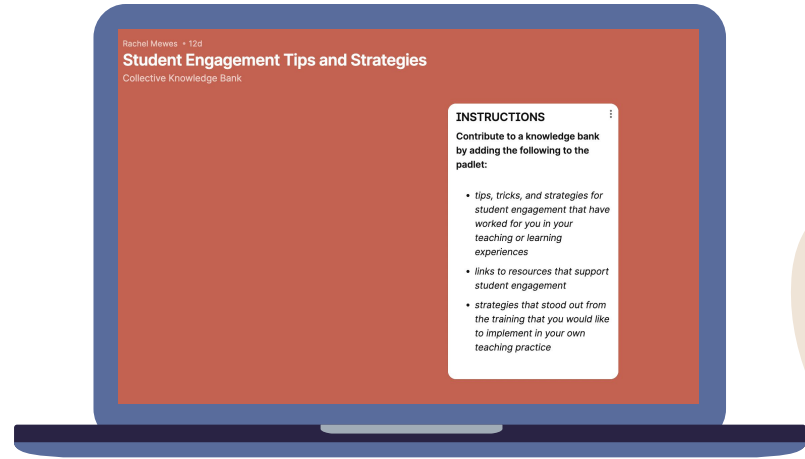
- **What is most resonating with you from the information shared?**
- **What is one way that you feel that you already support student academic, intellectual or social emotional engagement?**

Making a Knowledge Bank

1. Navigate to the padlet by using the QR code or the link in the chat.
2. Turn your camera and mic off, and spend some time adding strategies and resources to padlet. Follow the instructions on the padlet page for guidance. We are available to answer any questions.



Exploring the Knowledge Bank



1. Spend some time in your breakout group exploring the knowledge bank.
2. Discuss the following questions:
 - **Which strategy or resource have you found the most useful in your own work?**
 - **Which strategy or resource from the knowledge bank are you most excited to try? Why?**

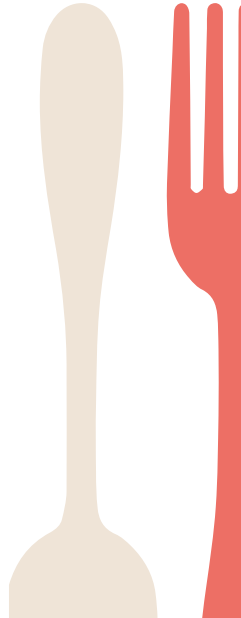
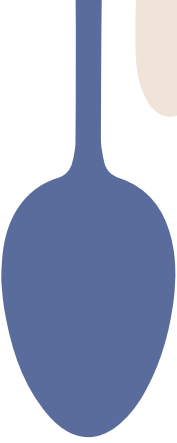


Student Engagement Workbook

<https://edibleschoolyard.org/resource/student-engagement-workbook>

The workbook includes:

- readings and resources on student engagement
- worksheets to support self-reflection and self-evaluation around student engagement practices
- garden and kitchen student engagement scenarios
- worksheets to support building skills around student engagement



The background features several stylized spoons in red, beige, and blue, arranged around the central text. The spoons are simple in design with rounded heads and long handles.

Thank You

QUESTIONS?