

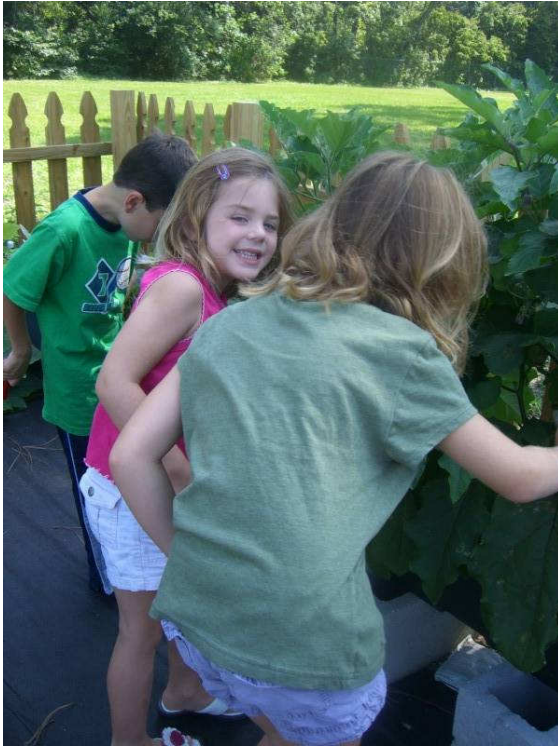
Container Gardens using Earthbox Systems



I started an EarthBox garden at our school to combat childhood obesity and diabetes. In my 25 years working in school cafeterias, I have seen children get heavier and heavier. I wanted to introduce them to healthy eating habits early. I decided to use EarthBoxes after a neighbor showed me how easy they are to use, and how highly productive they are. The kids light up when they talk about the EarthBox. They want to show everyone what they are growing. The principal, assistant principal, teacher's aides, teachers, cafeteria aides and parents all work with the children in the EarthBox garden to grow bell peppers, broccoli, cauliflower, cabbage, cucumbers, collard greens, lettuce, squash, tomatoes, zipper peas and blue lake green beans. I am not going to say that I am going to cure the world's problems, but I am watching children learn about, grow and eat healthy food!

Jean Robberson, Interlachen Elementary cafeteria manager

Cooperative Summer Garden Update for PVPV/Rawlings Elementary School



We have great news! In May we entered our vegetable garden into a contest conducted by the St. Johns County Cooperative Extension Service and we won first place!! Our ribbons are proudly displayed in the Rawlings front office on our new Vegetable Garden Board. The contest had eight different categories and we entered the "organic garden, no size requirement" category. Thanks to all the parents who helped us with this project that is well underway.

In addition, we have now planted 23 EarthBoxes (www.EarthBox.com) with the following herbs and produce: pumpkins, cucumbers, basil, parsley, thyme, purple and white onions, carrots, squash, various peppers, eggplant, and tomatoes. We have set up a

summer rotating garden schedule in order to keep the garden healthy and harvest our veggies. Several PVPV/Rawlings families volunteered to help with the garden over the summer and incorporate our children/students in the process. The harvested produce is available in a basket in the Rawlings front office for visitors and administrative staff. We are excited to continue to reinforce our healthy initiative by offering our home-grown (well, school-grown) vegetables to you all. ENJOY!!

Ragda McAfee and the Parent Garden Committee

Louise R. Johnson Middle School, Bradenton, Fla.

I am a 6th grade science teacher and have been using the Earthboxes with my students for a number of years. The students have loved growing and harvesting the vegetables. This year, however, I used the Earthbox curriculum to supplement my teaching and it was wonderful. It is based on good science and is very teacher friendly. I would highly recommend it to other teachers. Ann Cruickshank, Teacher.



International Baccalaureate Biology classes, Binghamton High School

The International Baccalaureate Biology classes at Binghamton High School utilized the Earthbox in laboratory to achieve results in Plant Biology that could not have been realized by using traditional growing methods. Not only did the students study plant morphology, using soybean, but also the use of descriptive statistics to ensure meaningful results. Our students were able to utilize the plants grown to produce plant histology slides, TLC chromatography, separation of plant pigments utilizing gel-filtration techniques, determination of ascorbic acid content of selected vegetables, growth rates using various types of fertilizer, grow lights, water etc. Fiber content of a variety of vegetables was determined and compared with fiber content under varying environmental influences. We found the earthbox to be versatile, manageable and a tremendous resource in the laboratory component of the class. It lends itself to an incredibly wide range of activities within the school and community even in schools without an established greenhouse. Our class utilized grow lights, which, not ideal, did provide sufficient light for our purposes. The issue of proper lighting was our greatest challenge.

Our ultimate goal was to utilize the Earthbox in preparation of our Group IV IB Science project, a 10 hour research lab. In addition to the qualitative and quantitative observations of traditional growing methods we attempted the following:

1. Examine growth and development: seed germination, leaf development, stem elongation, fruiting, and seed maturation.
2. Examine growth responses.
3. Investigate plant morphology.
4. Investigate Reproductive biology such as flower development, pollen and pollination, fertilization and embryogenesis.
5. Genetics; monohybrid and dihybrid genetics.
6. Plant physiology; effects of hormones, photosynthesis, water relations, photoresponses, nutritional issues of macro and micronutrients.
7. Ecological investigations such as salt pollution, herbicide resistance, acid rain, effects of various pollutants

