**A Sample Interview Transcript to practice Quoting and Paraphrasing**

**Overview**: This is actually put together from a blog I found on a Website for those involved in education. I hope it goes without saying that I can do this sort of “borrowing” because it’s just a workshop, but if any of you try to fake an interview using this technique, you will get a zero for the assignment. Also, **you won’t use the transcript format for the final draft**. You will incorporate the quoted material into full sentences and paragraphs. (See the samples below the transcript.) Source: “From seed to tray in Oakland: the power of Garden to Cafeteria Programs” by [Heather Frambach](http://www.cafarmtoschool.org/author/hframbach/) • <5/12/14> <http://new.cafarmtoschool.org/gardentocafeteria/>

Q: I read in an article that your school is participating in “California Thursdays,” which means on Thursdays you serve only food grown in California. But Oakland is very urban. Where do you get the food on these days for this school (Stonehurst Elementary in East Oakland)?

A: “While there are so many exciting programs at Oakland Unified that deserve attention, I want to share a story from one program that goes hand in hand with California Thursdays: **the** **Garden to Cafeteria Pilot Program**. The Garden to Cafeteria Program is a brand-new idea, where vegetables grown by students in school gardens are used directly in school lunches. Launched this past Earth Week after more than a year of planning and policy making, the program featured the inclusion of both salad greens and fresh herbs into the school lunch menu.”

Q: What do you think are some of the benefits of this?

A: “Though still new to the district, this project has had a profound effect on both my students in the way they connect food to where it comes from, and surprisingly, on me, as it provided connection in a completely different way. This program gets kids interested and engaged by serving fresh foods that students grew and harvested themselves. It also had the unexpected benefit of improving morale among the kitchen staff, who were so delighted that the kids were really excited about eating *their* vegetables for a change!”

Q: What are the goals of the plan? [Heather Frambach](http://www.cafarmtoschool.org/author/hframbach/)

A: “The goals of this program, developed largely by Park Guthrie, our Garden-Education Specialist/Garden Council Facilitator, focus on both student engagement in school lunch and increasing students’ consumption of fresh fruits and vegetables. As most people in the business of school lunch are aware, it matters little how much work you put into a meal if a child has no interest in consuming it.

Furthermore, students understand the value of the garden in a new way—as students grow and prepare food in the garden, it becomes something that is accepted by the school itself as a legitimate, powerful space that contributes something important to the community, no matter how many ounces of lettuce are actually harvested.

Q: Did you also make this an academic lesson, like a lab class?

A: Yes, of course! It fits in well with a lot of science subjects, especially. Typically, we open with discussions about the weather and season, then we observe what was happening in the class’s raised bed. Early on, I would I do a short lesson about how our plants grow from the seeds we planted, and what we did to help them along the way. This way they learn what plants need to grow and what it takes to protect them, what bugs want to eat them, what are the dangers of pesticides to people, and so on.

Q: How did the kids react when it was time to eat the stuff?

A: They loved it! Though I had excitedly told the first graders that the arugula and lettuce we harvested was going to go in the school lunch, it didn’t really hit them until we walked into the cafeteria, where the staff was setting up for lunch. The boisterous group fell silent, their footsteps echoing in the vast space. The students stared shyly up at Devoria, the cafeteria manager, when she took the basket from them, hesitantly answering questions about how we grew the arugula. I felt like I could see them realizing that their lunch came from somewhere, that people cooked it and put it there for them to eat. And when at last a parent volunteer took our bag of leaves back into the kitchen to be washed, my students’ eyes followed it until it finally disappeared behind the swinging doors of the kitchen. I heard many students telling each other they would definitely try the salad, since it came from *the garden*. I circled the cafeteria many times to talk to students about their salad experience, finding many clean plates and compliments to the gardeners.”

Q: What were some challenges in setting this up?

A: “The Garden to Cafeteria pilot was not easy to bring about, as protocols to ensure food safety were developed with input from the County of Environmental Health as well as the USDA. It also required intensive commitment from everyone, from garden teachers coordinating a manageable group of kids to harvest safely to cafeteria staff making adjustments in menus to accommodate the different flavors that fresh herbs provided. Nonetheless, the program continues to move forward.”

Q: What advice would you give to others who want to try this?

A: “I believe that there are times in any movement, in any service or work, when it seems that the obstacles in creating what you believe in seem insurmountable, and your faith and your passions seem misplaced. But for each of those, there are moments when you know that you’ve helped to create something positive, something that you know you can believe in. This thought sustains my passion for my service, and my belief that the work that so many of us are doing is creating something better, one leaf at a time.”

**Sample paragraphs incorporating quotes and paraphrased bits from the transcript above**

1. Ms. Frambach replied with a happy yes, saying it matched current science subjects. She went on to explain that they discuss outside influences, such as weather, and the seasons, and how both affect the growing plants. “This way they learn what plants need to grow and what it takes to protect them, what bugs want to eat them, what are the dangers of pesticides to people, and so on,” Ms. Frambach said.
2. I was interested to learn that they regularly start science lessons with “discussions about the weather and the seasons,” after which they inspect the raised beds. Heather mentioned the program’s effectiveness at positively impacting the students’ lives so much that the program is respected as a “legitimate, powerful space that contributes something important to the community.” Heather notes that it is respected for its impact on students’ lives, regardless of the garden’s actual harvest size.
3. To better learn about the future of this program and where it’s headed, I asked Heather about the program’s goals. She said that their aim is to increase students’ interest in consuming more fresh fruits and vegetables. Furthermore, she elaborates on the importance it has on a larger scale, saying that it becomes something accepted “as a legitimate, powerful space that contributes something more important to the community.” Students get something out of this program, no matter how much of their produce is actually harvested, Heather explained.