



# SUMMER INSTITUTE FOR GARDEN-BASED TEACHING

WHAT IS YOUR WHY?  
SCHOOL GARDENS WITH PURPOSE







# Summer Institute Schedule

Each session will be held 3:00 p.m. - 4:30 p.m. EST

**THURSDAY, JULY 9**

Webinar 1:

What Is Your Why?  
School Gardens with  
Purpose

**THURSDAY, JULY 23**

Webinar 3:

Gardening Basics

*All webinars will  
be recorded &  
uploaded to our  
Schology  
course page*

**TUESDAY, JULY 14**

Discussion 1:

Logic Models for Different Types  
of School Gardens

**TUESDAY, JULY 28**

Discussion 3:

Ask a Gardener

**THURSDAY, AUGUST 6**

Webinar 5:

Teaching in the Garden

**THURSDAY, JULY 16**

Webinar 2:

Designing Your  
School Garden and  
Team

**THURSDAY, JULY 30**

Webinar 4:

Outdoor  
Classroom Management

**TUESDAY, AUGUST 11**

Discussion 5:

Curriculum Brainstorming

**TUESDAY, JULY 21**

Discussion 2:

Digging into  
School Garden Planning

**TUESDAY, AUGUST 4**

Discussion 4:

Adapting Outdoor Teaching  
for Coronavirus



# HOUSEKEEPING

This webinar is being recorded -  
please mute your audio!

Use the chat box to ask  
questions!

We will upload this  
webinar to Schoology and  
include automatic  
captioning.

We will occasionally ask  
questions over Zoom Poll  
and Slido.com





**Brianne Studer**  
*Washington Youth Garden*



**Rhonda Ferguson**  
*Turner Elementary School*



**Lola Bloom**  
*DC Bilingual  
Public Charter School*



**Allie Arnold**  
*Washington Youth Garden*



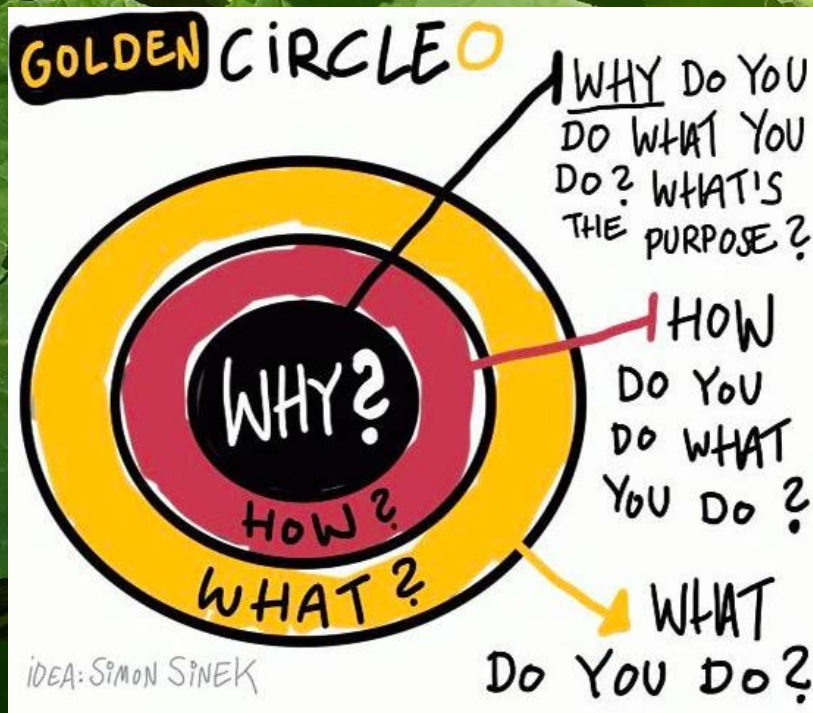
**Dwayne Thomas**  
*FoodCorps DC*



**Sam Ullery**  
*Office of the State  
Superintendent of Education*



# Why does why matter?



- Get people on the same page/ on your team
- Clarify what you will do
- Make hard decisions with limited resources



A background image of pink flowers, possibly daisies, with green foliage. The flowers are in various stages of bloom, with some showing distinct yellow centers. The overall tone is soft and natural.

# What is our Why?

*Our vision is for school gardens and healthy, local food to be a fundamental part of each school, led by the school community, and integrated into a school's culture and learning environment.*

**If we start with this, how do we build a program?**

# SCHOOL GARDEN LOGIC MODEL TEMPLATE

Impact	Short -Term Outcomes	Activities/Outputs	Inputs: Material Resources	Inputs: People Resources
<p><i>E.g., social - emotional, environmental, academic</i></p> <p><i>Beyond the scope of your work with your students, what do you want them to have achieved because of your garden?</i></p>	<p><i>E.g., learning, awareness, knowledge, attitudes, skills, opinions, aspirations, motivations</i></p> <p><i>At the end of one month (one week, one year), what do you want your students to have learned or changed?</i></p>	<p><i>How will you achieve your desired outcomes?</i></p> <p><i>How will students and school community members participate in garden based learning?</i></p> <p><i>How will you incorporate ALL learners?</i></p>	<p><i>E.g., money, equipment, technology, garden spaces, plants, etc.</i></p>	<p><i>E.g., staff and volunteer time, partnerships</i></p> <p><i>Who will on your School Garden Team? Who will be responsible/helpful in the following areas: Resources &amp; Support, Physical Garden, Student Experience, School Community</i></p>

**Why**

**How**

**Who/ what**



TURNER ELEMENTARY SCHOOL





# Garden Vision Around the School



# TURNER ELEMENTARY SCHOOL GARDEN LOGIC MODEL

Impact	Short -Term Outcomes	Activities/Outputs	Inputs: Material Resources	Inputs: People Resources
Academic: students learn how we care for living things (like those in the garden) and for the planet (empathy for others)	Students learn about the science of how vegetables and herbs grow	Teaching space (outdoor classroom)		Partnerships with WYG and OSSE
Dedicated social -emotional space: peaceful, nature experience in an urban setting	Create an outdoor space with dual purpose: beautification & intentional use of space	Arts space with murals in the garden, musical instruments created from PVC	Art supplies	Art teacher and Specialists (Music, Library, PE, Spanish/Science), SEL Lead
Environmental: beautify the neighborhood, as there is no natural park nearby	Increase mindfulness and SEL opportunities while engaging in academics across subject matter	Space for students to walk, breathe in the fresh air, and rejuvenate for the day	Teachers understanding how to use outdoor learning spaces to increase innovative teaching	Turner has a lot of community partners and we have a lead for the garden. The combination of partnerships, lead and support of the WYG and River Smart are all part of this work as well as ongoing support from school leaders so that more staff will engage
All -abiliities learning space	Access for all	Sensory experiences to reset for learning spaces and creating space for all students regardless of ability	intentional design, equipment	River Smart, DCPS and Turner community partners and staff





DC BILINGUAL PUBLIC CHARTER SCHOOL

# WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

*A collaborative approach to learning and health*







DC BILINGUAL PUBLIC CHARTER SCHOOL

# DC BILINGUAL PUBLIC CHARTER SCHOOL GARDEN LOGIC MODEL

Impact	Short -Term Outcomes	Activities/Outputs	Inputs: Material Resources	Inputs: People Resources
Cultural connection to the earth and food we consume	Community members (students, staff and families) are able to identify parts of the garden that connect to the food they enjoy and/or they consider a part of their identity.	<ul style="list-style-type: none"> <li>- create a planting plan with community input on valued ingredients</li> <li>- highlight crops growing through educational outreach</li> <li>- design events that feature dishes that connect each other, i.e. Arroz con Cuentos, Pupusa Fiesta</li> <li>- ask for feedback through community conversations, surveys</li> </ul>	<ul style="list-style-type: none"> <li>- Funding for the Dept. of F&amp;W= staff time (maintaining garden, creating outreach materials, working out the logistics of events)</li> <li>- Plants and seeds</li> </ul>	<ul style="list-style-type: none"> <li>- DCB F&amp;W team</li> <li>- DCB Staff</li> <li>- DCB PTA</li> <li>- Food Corps</li> <li>- Volunteers (to support events)</li> </ul>
Developing ecophilia (love and intimacy with the environment)	Community members choose to use the space for learning, recreation and relaxation, independent of Department of Food and Wellness programming.	<ul style="list-style-type: none"> <li>- design the space to balance the needs of the community (wide paths, open space, shady areas)</li> <li>- construct comfortable seating (tables, chairs, and benches)</li> <li>- install bilingual signage</li> <li>- be accessible and available for ideas and questions</li> <li>- shared community calendar to schedule usage equitably</li> <li>- option for staff and families to use the garden for personal celebrations (birthdays, etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Funding for the Dept. of F&amp;W=staff time</li> <li>- Plants and seeds</li> <li>- Lumber and miscellaneous hardware materials</li> <li>- Google Calendar accessible online</li> </ul>	<ul style="list-style-type: none"> <li>- DCB F&amp;W team</li> <li>- DCB Staff</li> <li>- DCB PTA</li> <li>- Food Corps</li> <li>- Volunteers (to help complete building projects)</li> </ul>
Community members have space to reflect and self-regulate	DCB student support team schedules regular breaks with students in the garden.	<ul style="list-style-type: none"> <li>- trauma -informed training for Department of Wellness team members</li> <li>- garden and nature -based strategies training for student support team and Dept. of F&amp;W team</li> <li>- shared calendar to schedule times in the garden when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Funding for DCB and the Dept of F&amp;W to participate in trainings and have time to meet and communicate with each other</li> <li>- Google Calendar</li> </ul>	<ul style="list-style-type: none"> <li>- DCB F&amp;W team</li> <li>- DCB Staff</li> <li>- DCB PTA</li> <li>- Food Corps</li> </ul>
Families possess skills and knowledge to grow and prepare nutritious meals	Family members share pictures or other examples of recipes that use garden produce.	<ul style="list-style-type: none"> <li>- Regularly scheduled you -help/you -harvest sessions after school and on weekends to get garden produce in the hands of community members</li> <li>- Families share photos, stories, and ideas through DCB social media platforms</li> <li>- Seasonal cooking workshops (online or in -person) led by a variety of cooks in Español &amp; English</li> </ul>	<ul style="list-style-type: none"> <li>- Funding for Dept of F&amp;W to manage the schedule of garden use, be present during open times in the garden, manage any social media communication, and host workshops</li> <li>- Materials for harvesting and packaging food safely</li> </ul>	<ul style="list-style-type: none"> <li>- DCB F&amp;W team</li> <li>- DCB Staff</li> <li>- DCB PTA</li> <li>- Food Corps</li> </ul>





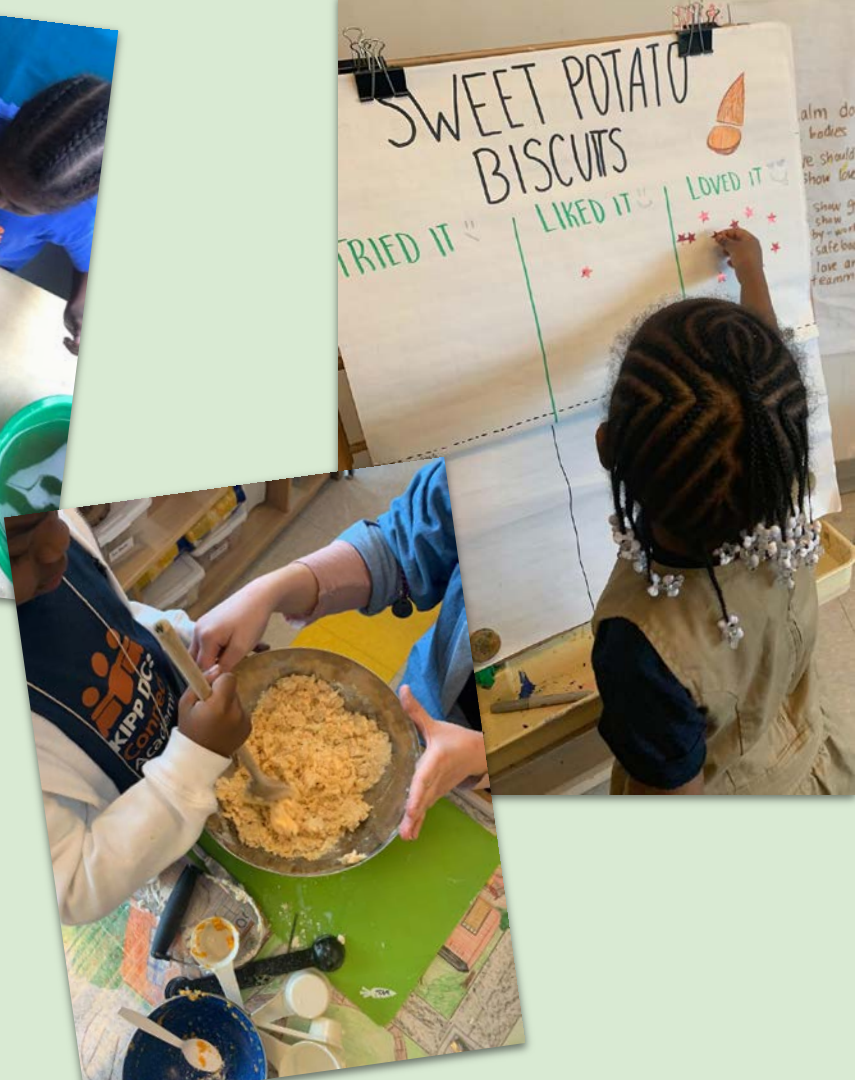
KIPP WEBB



# KIPP WEBB SCHOOL GARDEN LOGIC MODEL

Impact	Short -Term Outcomes	Activities/Outputs	Inputs: Material Resources	Inputs: People Resources
<p><b>Community -building:</b> Foster strong, connected community space where teachers, families, staff, and students feel comfortable and engaged using.</p>	<ul style="list-style-type: none"> <li>-Teachers, families staff, students are aware the garden is a space for them and feel comfortable using it personally</li> <li>- Relationships are built around the garden/food.</li> </ul>	<ul style="list-style-type: none"> <li>- Garden club</li> <li>- Outreach through community events in the garden: ex. Yoga in the garden</li> <li>- Remote learning: Grow at Home kits (live meetings). Family cooking workshop (in -person or virtual).</li> <li>- Volunteer times (Adopt the Garden, scheduling)</li> <li>- Weekly Garden Science classes with target classes</li> </ul>	<ul style="list-style-type: none"> <li>- Flyers to communicate events</li> <li>- Food and lesson supplies</li> <li>- Garden materials (raised bed materials, seeds/seedlings, soil, irrigation materials, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- WYG Off -Site Program Manager</li> <li>- FoodCorps Service members</li> <li>- Teacher Liaisons</li> <li>- WYG Garden Coordinator</li> <li>- WYG Garden Manager</li> <li>- WYG Director of Programs</li> <li>- Volunteers</li> </ul>
	<ul style="list-style-type: none"> <li>- Space is inclusive, inviting to all.</li> <li>- People feel grounded and safe in the garden.</li> <li>- A space of healing.</li> </ul>	<ul style="list-style-type: none"> <li>- Gravel (permanent -ish) Path</li> <li>- Woodchips to delineate areas</li> <li>- Variety of spaces &amp; seating</li> <li>- Clear signage</li> <li>- Art projects with students/community</li> </ul>	<ul style="list-style-type: none"> <li>- gravel</li> <li>- woodchips</li> <li>- logs from DDOT</li> <li>- wood</li> <li>- paint</li> <li>- primer</li> <li>- paintbrushes</li> <li>- tarp</li> </ul>	
<p><b>Social -emotional learning:</b> Students are calmer, are better able to respond to the effects of trauma, and have improved academic achievement.</p>	<p>Increased student engagement, both academically and extra -curricular.</p>	<ul style="list-style-type: none"> <li>- Hands -on lessons in green space / cooking engages all learners.</li> </ul>	<ul style="list-style-type: none"> <li>- Recipe card flyers to take home</li> <li>- Food and lesson supplies</li> <li>- Garden materials (raised bed materials, seeds/seedlings, soil, irrigation materials, etc.)</li> </ul>	
<p><b>Health and wellness:</b> students, families, teachers, and staff are healthier and happier, as a result of the garden and our programming.</p>	<p>Students (and the broader community) enjoy tasting a variety of fruits and vegetables, and learn to try new things</p>	<ul style="list-style-type: none"> <li>- Taste tests</li> <li>- Garden markets</li> <li>- Live classes</li> <li>- Family cooking workshop.</li> </ul>		
	<p>Students spend time outside to improve physical and mental well -being.</p>			
	<p>Families have regular access to fresh produce from the garden.</p>	<p>Biweekly garden markets during the growing season. Food distribution (formal and informal). Sharing produce freely with all. Monthly taste tests.</p>	<ul style="list-style-type: none"> <li>- Garden materials (tools, soil, seeds, etc.)</li> <li>- Harvest bins and bags</li> <li>- Flyers, posters, stickers, markers for taste tests</li> </ul>	









KIPP WEBB







KIPP WEBB















KIPP WEBB



KIPP WEBB



KIPP WEBB







KIPP WEBB

MR. THOMAS AND MS. SERAH MAKE  
BROCCOLI MAC N CHEESE & SALAD!

# Join us 4pm Thurs on Live!

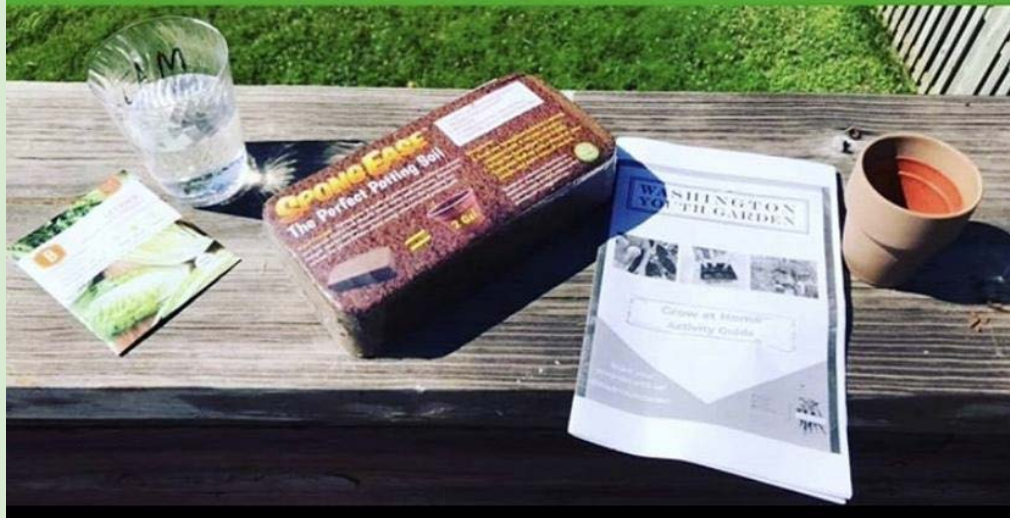


Tune in to the  
**@washyouthgarden**  
instagram with your students





KIPP WEBB







# Benefits of School Garden Programs



# Increased Academic Achievement





# Improved Physical Health



# Increased Social and Emotional Health



“The garden makes me so proud to be a part of... a community of people who want to help others keep the earth and people healthy. The garden did a lot for me. One important thing is that **when I work in the garden I feel so relaxed.** It’s like a world of my own, **a dream of peace and quiet,** I sometimes even dream about the garden and the fruits and vegetables speak to me. I love the way the flowers smell around me, the fiery smell of peppers, the juicy sweet smell of apples that grow so extraordinarily red and tasty.”







# Increase Access to Nature





# Positive Environmental Impact

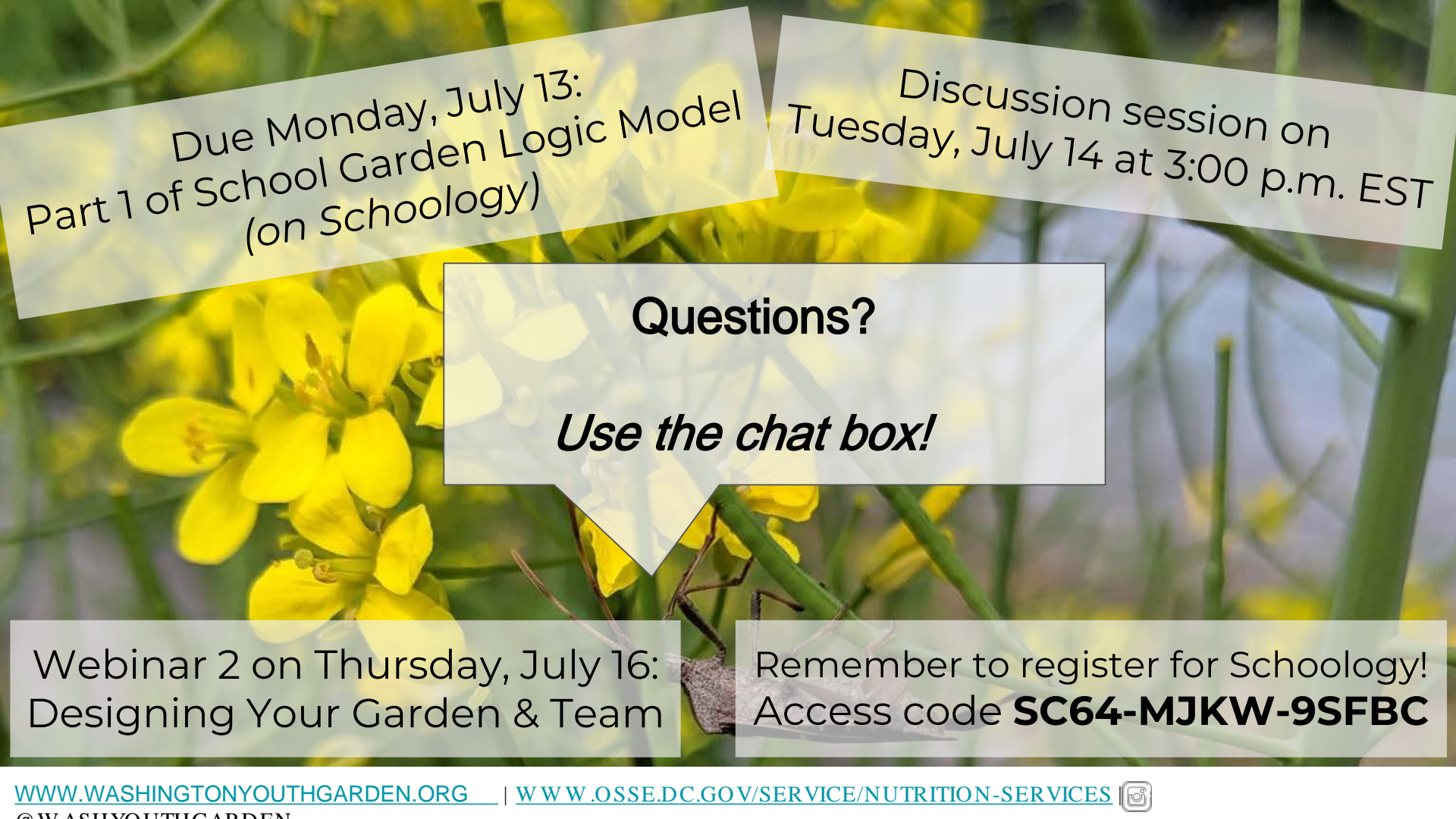


# Measure Success

“The garden did a lot for me. One important thing is that when I work in the garden I feel so relaxed. It’s like a world of my own, a dream of peace and quiet, I sometimes even dream about the garden and the fruits and vegetables speak to me. I love the way the flowers smell around me, the fiery smell of peppers, the juicy sweet smell of apples that grow so extraordinarily red and tasty. Next it’s important to know that we share our produce from the garden with our families. I am able to help cook some food with my dad. We made chicken and rice, stew and pasta, also a fruit salad that was delicious.”-  
4<sup>th</sup> grade student







Due Monday, July 13:  
Part 1 of School Garden Logic Model  
(on Schoology)

Discussion session on  
Tuesday, July 14 at 3:00 p.m. EST

**Questions?**  
*Use the chat box!*

Webinar 2 on Thursday, July 16:  
Designing Your Garden & Team

Remember to register for Schoology!  
Access code **SC64-MJKW-9SFBC**





# Q & A

Remember to register for Schoology!  
Access code **SC64-MJKW-9SFBC**