



Why are school gardens important?

School garden programs offer students place-based experiences that deeply impact their understanding of food, health, nature and community. Successful garden programs can improve test scores, fight childhood obesity, promote physical activity, expose kids to healthy foods, change eating habits and provide positive connections to nature. In order to be successful, a school garden program must have sustained support from the school community, become an integral part of the curriculum, and be a source of relevant learning experiences for all students.



To support the creation of sustainable school garden programs we:

- Work closely with teachers, parents and administrators to develop a garden plan that is suitable to the needs of the school community
- Support the rehabilitation of existing school gardens
- Assist schools in implementing garden programs that are effective extensions of the classroom and enhance the academic experience of students while also connecting schools to community resources necessary for long-term viability
- Train leaders from within school staff who will complete our Garden Coordinator program, a year-long intensive training program.
- Provide support in the development of curricula and lesson plans that utilize the garden and work directly with teachers to deliver garden based lessons to their classes
- Host Professional Development school garden workshops and networking events

Contact

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CTschoolgardens.org



2015-16 Workshop Series on School Gardens and Schoolyard Habitats

A series of workshops for garden coordinators, teachers, parents and community members supporting schools in the development of outdoor learning spaces



To register, please email schoolgardens@commongroundct.org or visit CTschoolgardens.org

Workshop	Date	Cost	Description
Connecticut Schoolyard Habitat Summit* <i>at Audubon CT in Greenwich</i>	Wed 10/14/15 9-3	FREE for SYH partners \$20 all others	A one-day summit open to all who are interested in developing or deepening their schoolyard habitat project. Join our community of educators, conservation practitioners and community leaders interested in schoolyard habitats for conservation, environmental education and connection. To register contact Katie at Kblake@Audubon.org .
Schoolyard Habitat Leadership Training *	Fri 11/20/15 9-3	FREE for SYH partners \$20 all others	A training for anyone interested in leading the school community in the creation of an educational schoolyard habitat. The workshop is based on the US Fish & Wildlife Schoolyard Habitat Guide.
Schoolyard Habitat Curriculum Workshop*	Mon 1/11/16 9-4	FREE for partners \$20 all others	Using the Audubon CT Schoolyard Habitat Curriculum guide, this workshop focuses on K-6 process-based science lessons that can be used in any schoolyard. All lessons aligned to Common Core and NGSS.
Planning Your School Garden	Thu 2/11/16 3-6	\$20	An introductory workshop for planning, building and sustaining a school garden program including construction and maintenance, fund-raising, community engagement and curriculum integration.
School Gardens: Soil, Worms, and Compost	Sat 3/19/16 10-12	\$20 workshop additional \$25 for worm bin	A workshop for both formal and non-formal educators on basic composting, tips to start composting with students and lesson ideas for teaching about soil, compost and decomposers.
Seed Starting for your School Garden	Sat 4/2/16 10-12	\$20 <i>Includes a flat of seeds</i>	Join us for a day of starting seeds and celebrating spring! This workshop includes tips, planting plans and a flat of seeds to take back to your school garden.
Investigations in the Garden: Process-based K-5 garden curriculum	Thu 4/7/16 9-12	\$20	This workshop is all about teaching science skills in your school garden. We will explore several ways to adapt your life science curriculum into engaging investigations that develop process skills.
Growing Up Wild: Garden and Nature Activities for Early Childhood Educators	Thu 4/28/16 9-12	\$20 <i>additional \$25 for curriculum guide</i>	This workshop focuses on environmental education activities for young children on gardening and nutrition. The Growing Up WILD curriculum is designed for ages 4-7 and includes thematic units that work in a classroom, preschool, daycare or a non-formal setting.
<i>* in collaboration with Audubon CT and US Fish & Wildlife</i>			



Connecticut School Garden Resource Center is a program of Common Ground High School, Urban Farm and Environmental Education Center located at 358 Springside Avenue New Haven, CT

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2016 Garden Coordinator Training



Welcome to the 2016 garden coordinator training program!

Schools that have garden coordinators have greater success in creating lasting and sustainable school garden programs. Garden Coordinators serve as the liaison between teachers, parent volunteers and the administration to ensure that gardens are maintained over time and fully integrated into school curriculum and culture. These schools are able to provide students with on-going meaningful experiences in the garden. Teachers, parents or other community members can take on this role with the support of the school community.

Our goal is to support sustained garden programs and help create confident garden leaders in order to establish a strong network of garden educators all over Connecticut.

What we offer in the program:

- 🌱 monthly mini-workshops covering garden knowledge, curriculum integration, community engagement and more
- 🌱 Access to our curriculum materials and support in using the garden space to enrich your classroom lessons
- 🌱 Support in the long-term planning of your garden program
- 🌱 Schedule a Common Ground educator to teach your class in your school's garden or assist you during an outdoor garden lesson
- 🌱 Schedule Common Ground's School Garden crew to come and help with garden clean-up, planting, maintenance and construction
- 🌱 Participate in teacher workshops offered at Common Ground free of charge
- 🌱 Ask for support in planning the logistics of the garden program such as creating planting plans, maintenance schedules, class projects, volunteer days and more

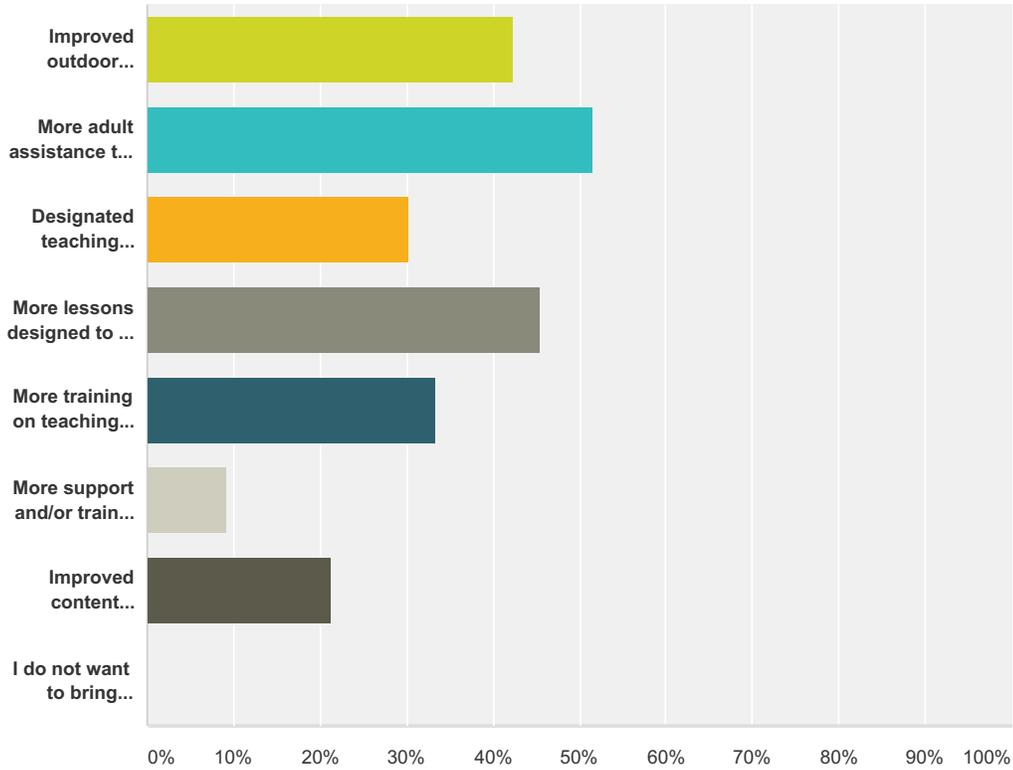


What we expect from Garden Coordinators:

- 🌱 Attend monthly coordinator mini-workshop OR make sure that a representative from your school is in attendance
- 🌱 Organize your school's garden team
- 🌱 Take the lead on organizing seasonal tasks such as garden clean-ups, spring planting and fall mulching, school-wide garden events - we will provide a seasonal garden calendar, reminders and support for these responsibilities.
- 🌱 Attend at least 4 professional development workshops throughout the school year
- 🌱 Share your work with others by contributing to the SGRC blog
- 🌱 Teach others: whether it is the colleagues at your school, or your grade-level colleagues around the city, you are in a position to share your successes and challenges as you build your program.

Q12 What support would make it easier to routinely bring your students outside for lessons during the school day?

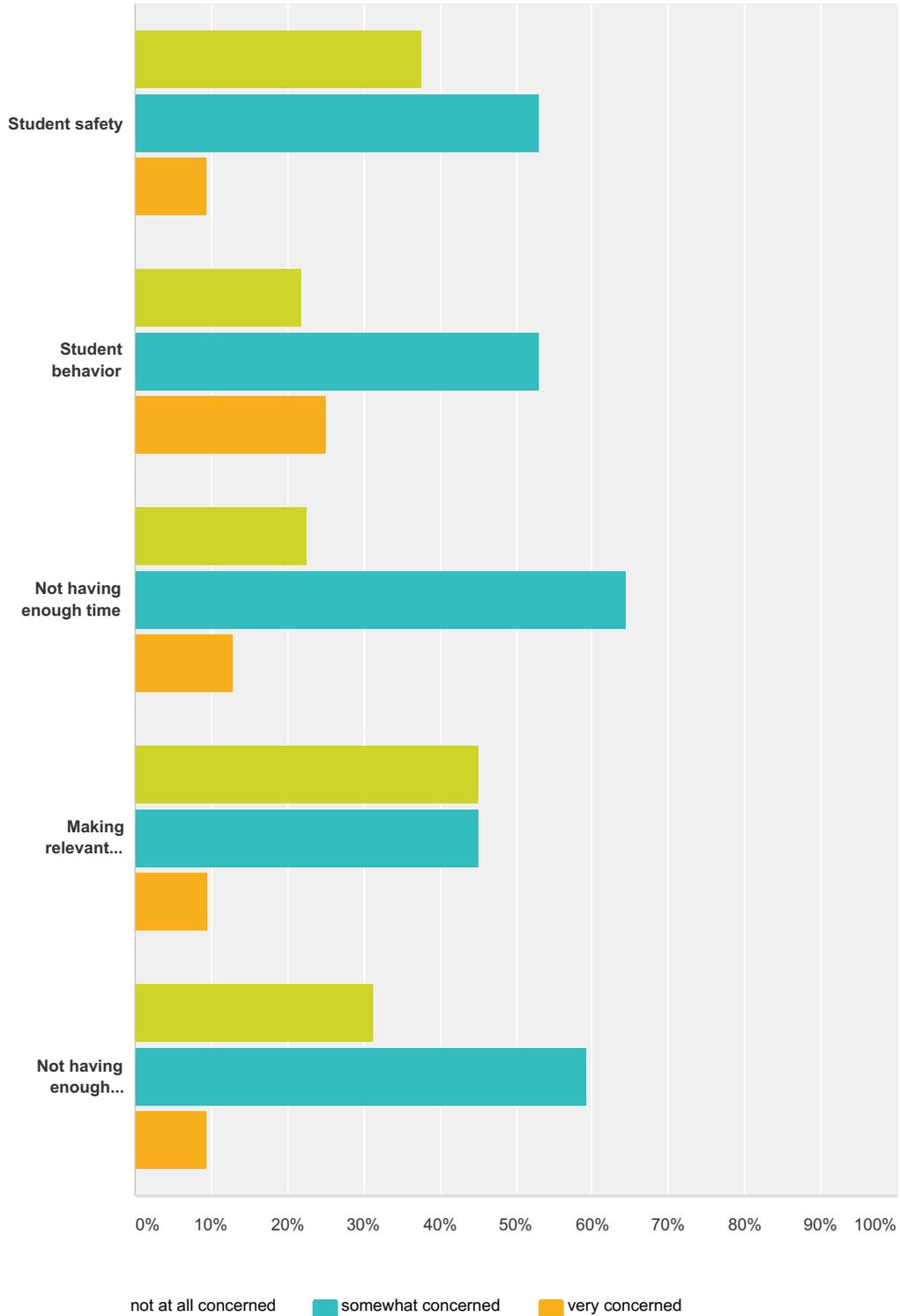
Answered: 33 Skipped: 0



Answer Choices	Responses
Improved outdoor teaching spaces	42.42% 14
More adult assistance to manage the class while outside	51.52% 17
Designated teaching stations near garden or natural space	30.30% 10
More lessons designed to be taught outside using a garden or natural space	45.45% 15
More training on teaching using gardens or natural spaces	33.33% 11
More support and/or training on managing students while outside	9.09% 3
Improved content knowledge on gardening or natural science	21.21% 7
I do not want to bring students outside	0.00% 0
Total Respondents: 33	

Q14 Please tell us how concerned you are about the following factors when thinking about teaching using the garden or in another outdoor space near the school

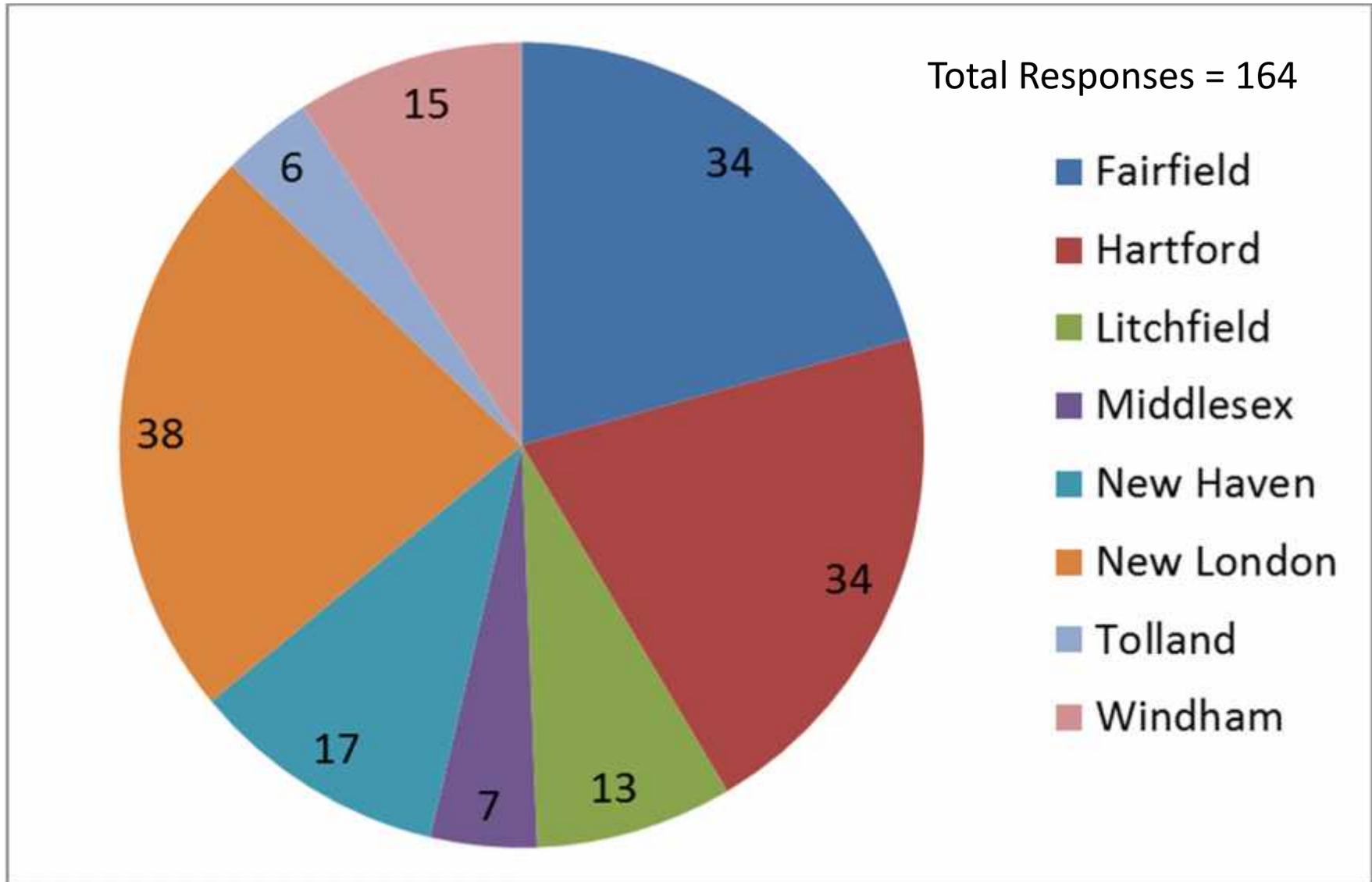
Answered: 32 Skipped: 1



School Garden Needs Assessment for TeachersCT School Garden Resource Center at Common Ground

	not at all concerned	somewhat concerned	very concerned	Total Respondents
Student safety	37.50% 12	53.13% 17	9.38% 3	32
Student behavior	21.88% 7	53.13% 17	25.00% 8	32
Not having enough time	22.58% 7	64.52% 20	12.90% 4	31
Making relevant connections to curriculum standards	45.16% 14	45.16% 14	9.68% 3	31
Not having enough background knowledge on gardening	31.25% 10	59.38% 19	9.38% 3	32

Responses per County



Responses per City

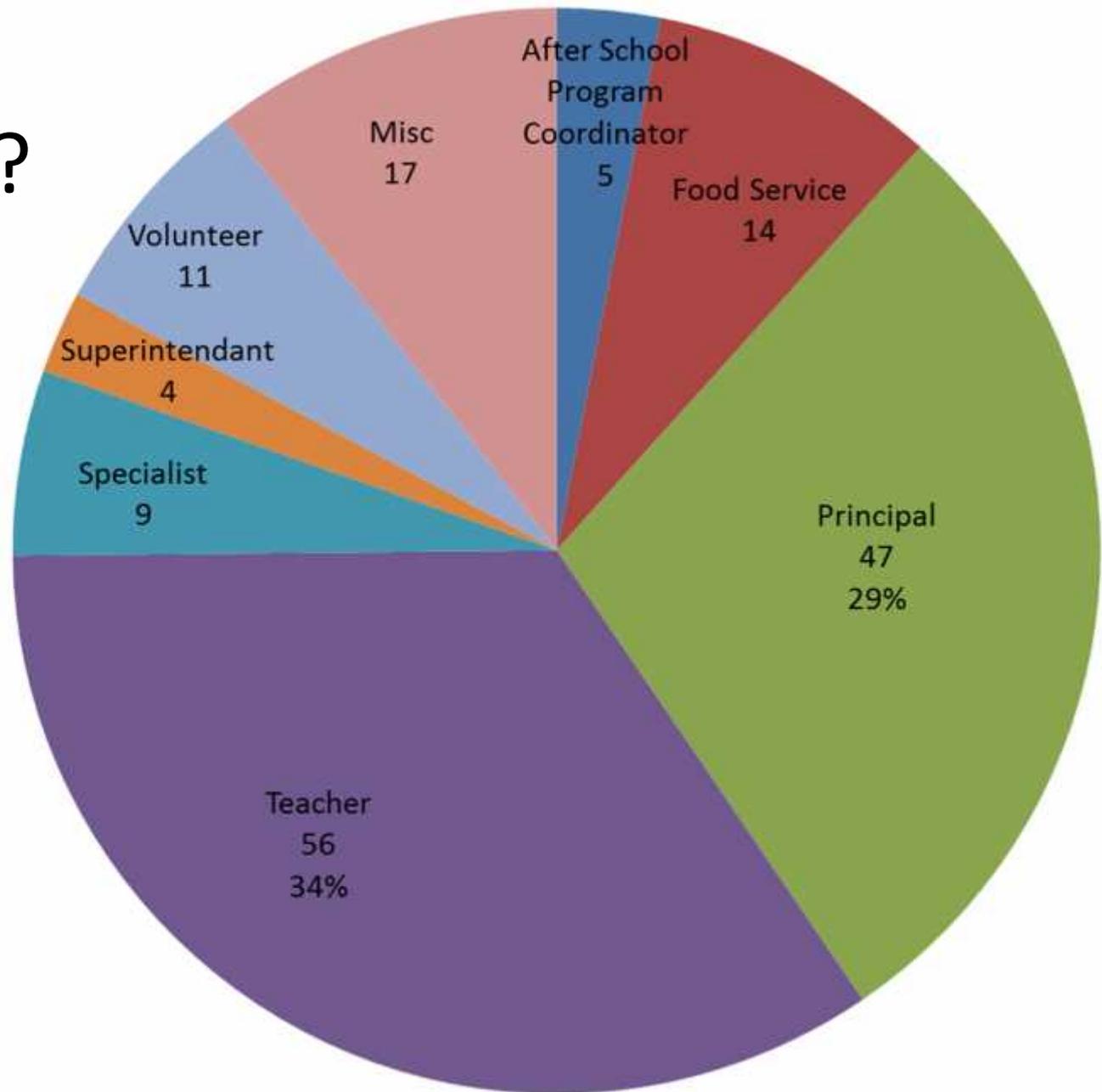
One or more responses from 78 cities



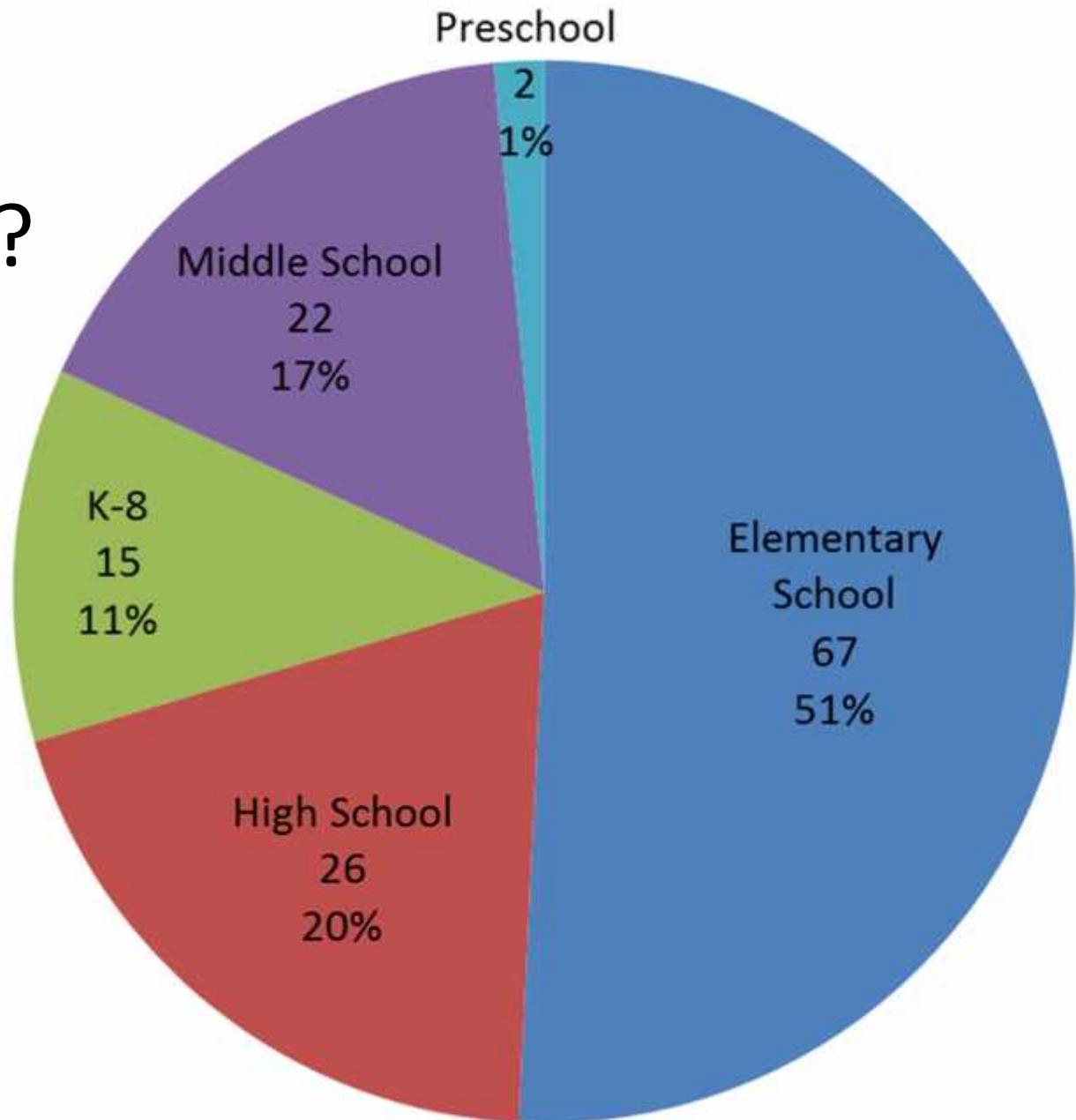
47 Cities with One Response

- Ansonia
- Bethel
- Barkhamstead
- Bozrah
- Chaplin
- Clinton
- Colebrook
- Columbia
- Cromwell
- Easton
- Eastford
- Enfield
- Goshen
- Groton
- Guilford
- Hampton
- Hebron
- Lebanon
- Litchfield
- Madison
- Manchester
- Marlborough
- Moosup
- Mystic
- New Haven
- New London
- Oakdale
- Plainfield
- Pomfret
- Putnam
- Quaker Hill
- Redding
- Rocky Hill
- Salem
- Sandy Hook
- Salem
- Simsbury
- South Windsor
- Stonington
- Trumbull
- Voluntown
- Warren
- Watertown
- Westbrook
- Windham
- Winsted
- Woodbury

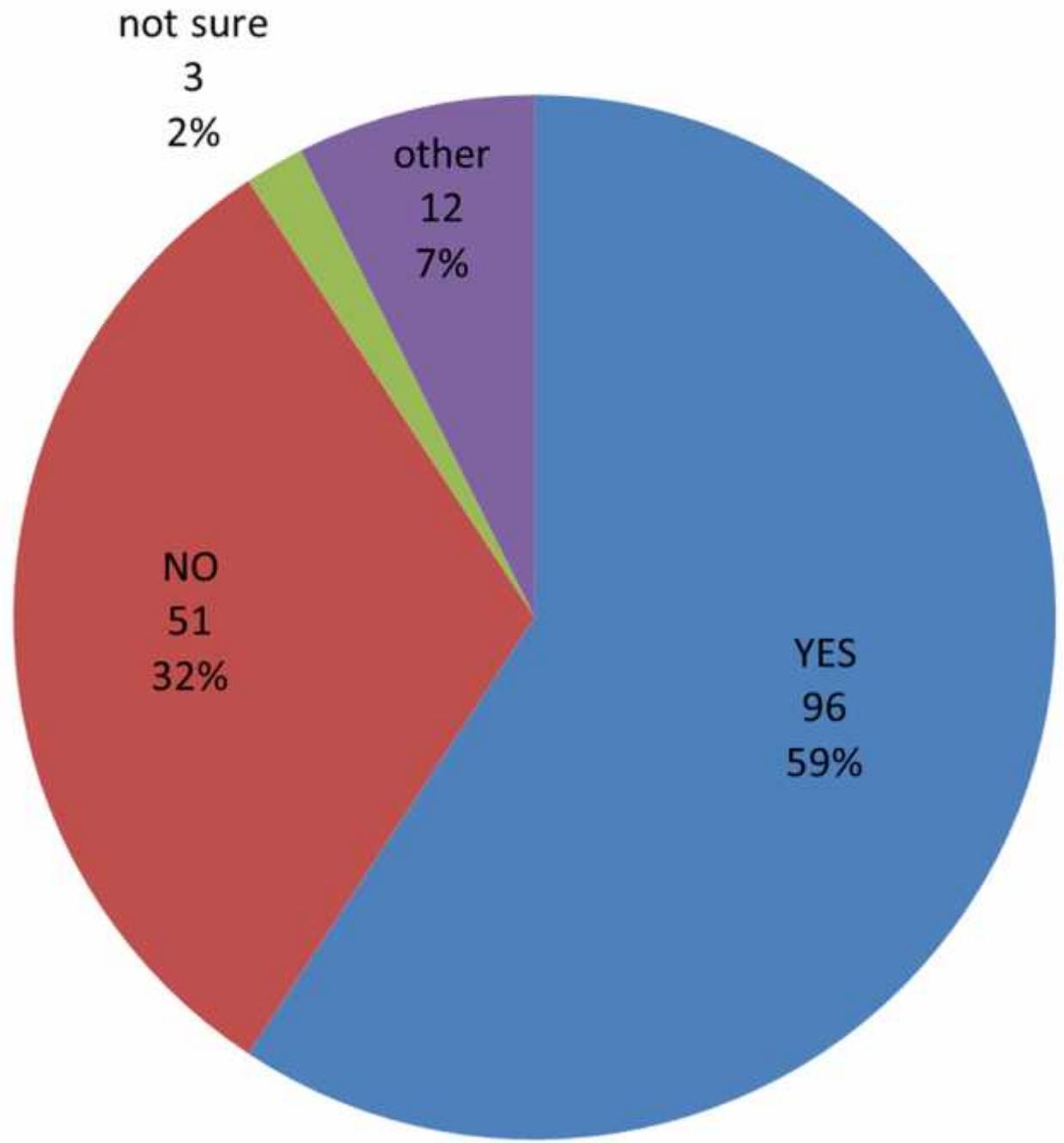
Who Responded?



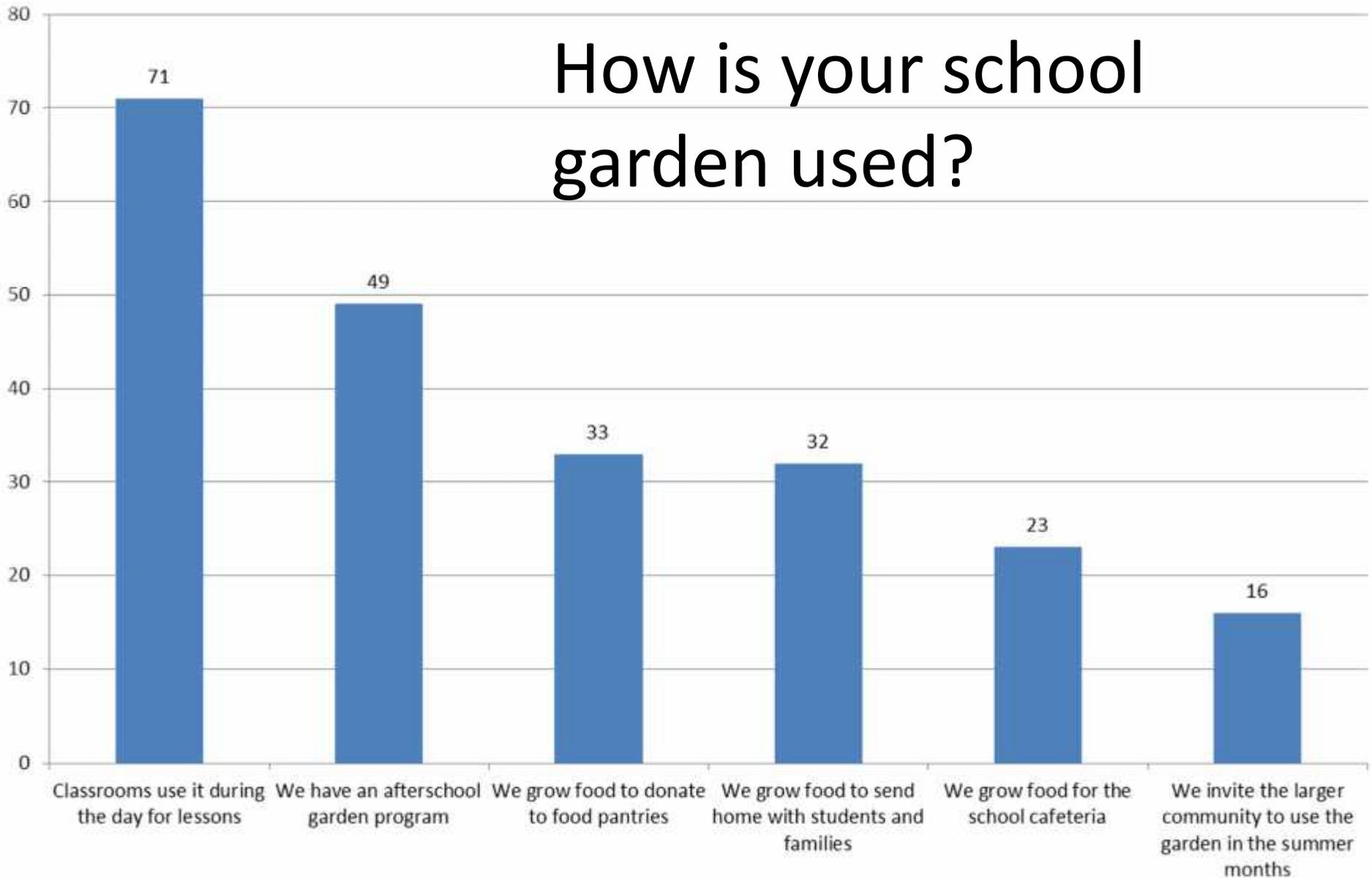
Who Responded?



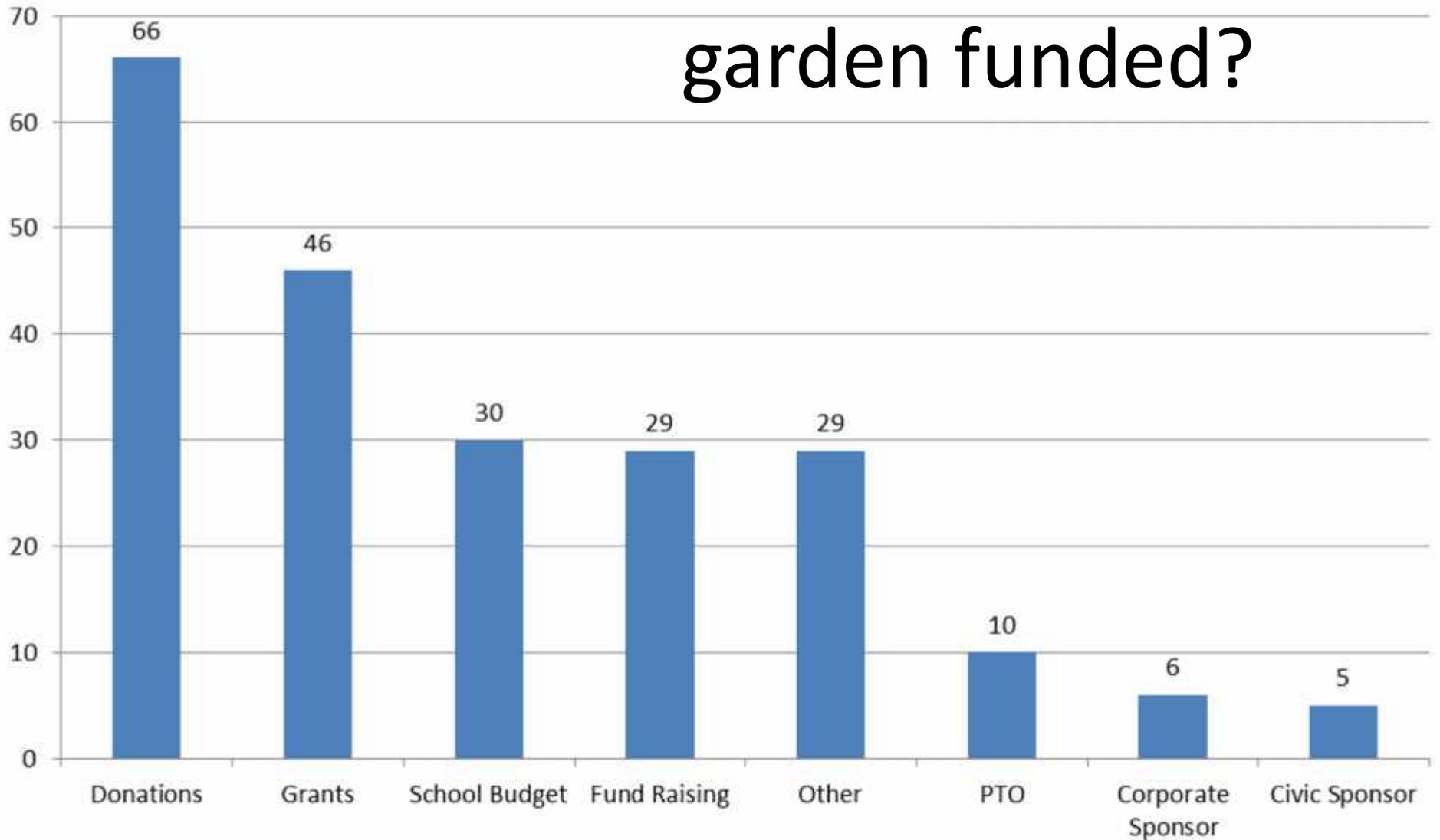
Does
your
school
have a
garden?



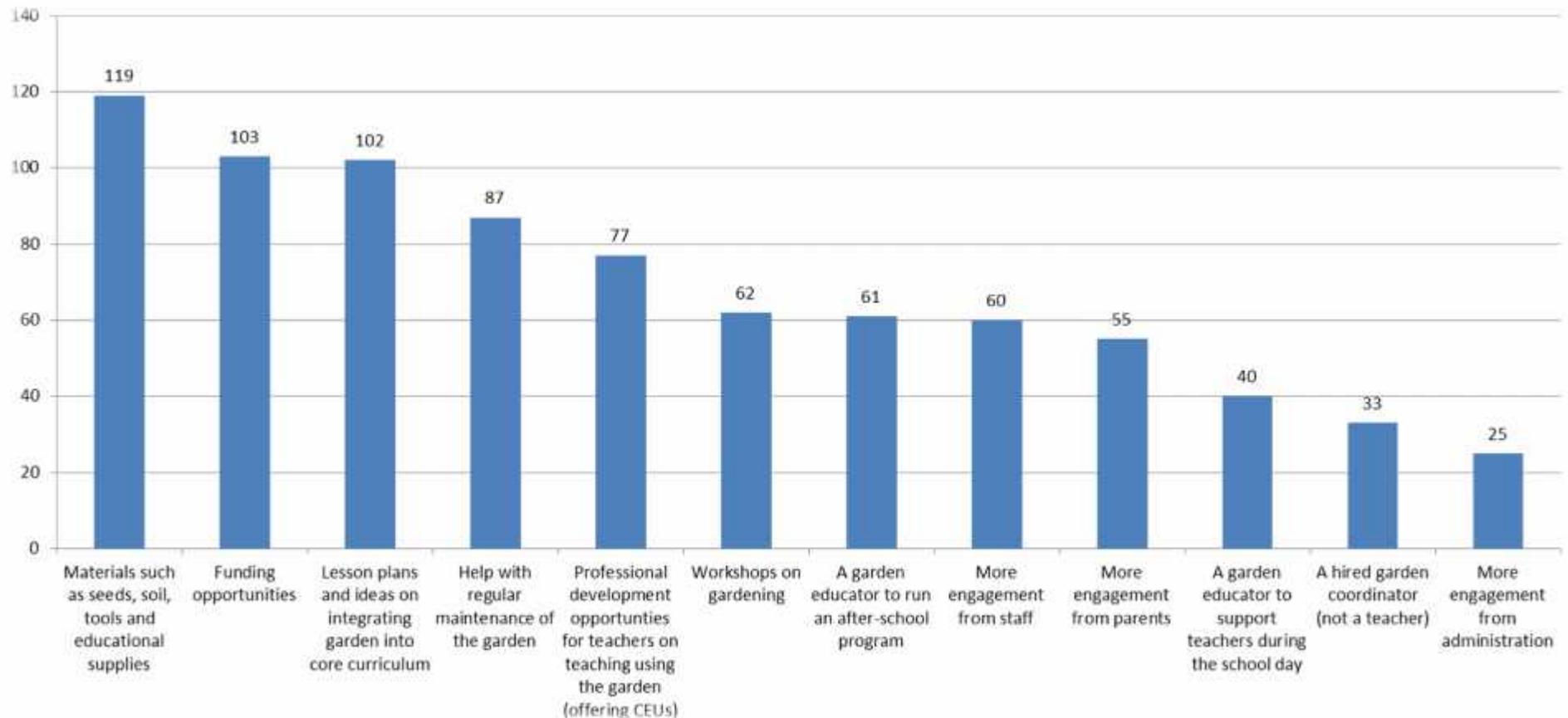
How is your school garden used?



How is your garden funded?



What support would be helpful?



Research Showing the Benefits of School Garden Programs

Significantly increase science achievement scores.

- Klemmer, C. D., T. M. Waliczek, and J. M. Zajicek. 2005. Growing minds: The effect of a school gardening program on the science achievement of elementary students. *HortTechnology* 15(3):448-452.
- Smith, L. L., and C. E. Motsenbocker. 2005. Impact of hands-on science through school gardening in Louisiana public elementary schools. *HortTechnology* 15(3):439-443.

Improve social skills and behavior.

- DeMarco, L., P. D. Relf, and A. McDaniel. 1999. Integrating gardening into the elementary school curriculum. *HortTechnology* 9(2):276-281.

Improve environmental attitudes, especially in younger students.

- Skelly, S. M., and J. M. Zajicek. 1998. The effect of an interdisciplinary garden program on the environmental attitudes of elementary school students. *HortTechnology* 8(4):579- 583.

Instill appreciation and respect for nature that lasts into adulthood.

- Lohr, V.I. and C.H. Pearson-Mims. 2005. Children's active and passive interactions with plants influence their attitudes and actions toward trees and gardening as adults. *HortTechnology*. 15(3): 472-476.

Improve life skills, including working with groups and self-understanding.

- Robinson, C.W., and J. M. Zajicek. 2005. Growing minds: the effects of a one-year school garden program on six constructs of life skills of elementary school children. *HortTechnology* 15(3):453-457.

Research Showing the Benefits of School Garden Programs

Increase preference of vegetables.

- Gatto, N., Ventura, E., Cook, L., Gyllenhammer, L., and Davis, J. 2012. LA Sprouts: A garden-based nutrition intervention pilot program influences motivation and preferences for fruits and vegetables in Latino youth. *Journal of the Academy of Nutrition and Dietetics* 112(6): 913-920.
- Morris, JL and Zidenberg-Cherr, S. 2002. Garden-based nutrition curriculum improves fourth-grade school children's knowledge of nutrition and preferences for some vegetables. *Journal of the American Dietetic Association* 102(1): 91-93.

Increase interest in eating fruits and vegetables and improve attitude toward fruits and vegetables.

- Pothukuchi, K. 2004. Hortaliza: A Youth "Nutrition Garden" in Southwest Detroit. *Children, Youth and Environments* 14(2):124-155.

Improve attitude toward vegetables and toward fruit and vegetable snacks

- Lineberger, S. E., and J. M. Zajicek. 1999. School gardens: Can a hands-on teaching tool affect students' attitudes and behaviors regarding fruits and vegetables? *HortTechnology* 10(3):593-597.

Improve nutrition knowledge and vegetable preferences.

- Morris, JL and Zidenberg-Cherr, S. 2002. Garden-based nutrition curriculum improves fourth-grade school children's knowledge of nutrition and preferences for some vegetables. *Journal of the American Dietetic Association* 102(1): 91-93.

Research Showing the Benefits of School Garden Programs

Increase children's knowledge about the benefits of eating fruit and vegetables and participants reported eating healthier snacks.

- Koch, S., T. M. Waliczek, and J.M. Zajicek. 2006. The Effect of Summer Garden Program on the Nutritional Knowledge, Attitudes and Behaviors of Children. *HortTechnology* 16 (4): 620-625.

Increase fruit and vegetable consumption in adolescents.

- McAleese, J.D., and L.L. Rankin. 2007. Garden-Based Nutrition Education Affects Fruit and Vegetable Consumption in Sixth-Grade Adolescents. *Journal of the American Dietetic Association*. 107 (4): 662-665.

Contribute to communication of knowledge and emotions, while developing skills that will help them be more successful in school.

- Miller, D. L. The Seeds of Learning: Young Children Develop Important Skills Through Their Gardening Activities at a Midwestern Early Education Program. *Applied Environmental Education & Communication* 6(1):49-66.

Have a positive impact on student achievement and behavior.

- Blair, D. (2009). The child in the garden: an evaluative review of the benefits of school gardening. *Journal of Environmental Education* 40(2), 15-38.