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Miller Education Center East Garden Project

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Miller Education Center East Garden Project

Description
The gardening project at Miller Education Center (MEC) east is a new program created by Pacific University's School of Occupational Therapy and MEC East to address the need for low-income and at-risk youth populations to develop life skills and job skills that will enable them to lead meaningful and productive lives. The project addresses a national and local need to develop programs that educate and empower homeless, unemployed, and disadvantaged populations through active community engagement, education, and development of local and sustainable food systems.

Disciplines
Occupational Therapy | Rehabilitation and Therapy

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Miller Education Center East Garden Project

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Faculty Advisor: Sandra Rogers, Ph.D., OTR/L
Pacific University
School of Occupational Therapy

Overview:
The gardening project at Miller Education Center (MEC) east is a new program created by Pacific University’s School of Occupational Therapy and MEC East to address the need for low-income and at-risk youth populations to develop life skills and job skills that will enable them to lead meaningful and productive lives. The project addresses a national and local need to develop programs that educate and empower homeless, unemployed, and disadvantaged populations through active community engagement, education, and development of local and sustainable food systems.

MEC East:
MEC east is an alternative school in the Hillsboro School District in Hillsboro, OR. MEC east facilitates a variety of programs for youth who do not attend typical high school due to expulsion, drop out, or other reasons. MEC’s slogan is “teaching kids the way they learn, and providing alternate paths to education.” The two programs involved in the MEC east garden project are the Connect program and the Transitional Options Program (TOPs).

The Connect program is offered to low income students who are currently out of school, either as high school graduates or drop outs and are interested in relevant career pathway training. Students in the program are offered assistance in gaining work readiness skills, job shadows, and internships.

The TOPs program was established to assist students in transitioning from one learning environment to the next. It is designed for individuals who are self-motivates and committed to earning their way to a high school diploma in a smaller, more personal setting. Students in this program have been expelled from their regular high school.

Project Vision:
- To form a partnership between Pacific University School of Occupational Therapy (OT) and MEC east in developing a “learning by doing” program for the youth in their Connect and TOPS programs.
- Development of a small scale, pilot gardening project, planned and carried out by the Connect and TOPS program students at MEC – facilitated by Pacific University OT students.
- The physical outcome of the project is to be a garden space comprised of raised beds, though the garden itself will serve as a modality to develop many other life skills such as: work readiness, communication skills, and social skills.
• The project will also include a renovation of MEC’s currently un-used green space. The renovation will also be planned and conducted by the Connect and TOPS program students, and will be facilitated by the Pacific OT students.

• Based on our research, we believe that alternative education students can benefit greatly from hands-on educational methods. As occupational therapy students, we strongly believe in the value of meaningful activity engagement. We are excited about the opportunity this will provide for students to develop and practice work related skills such as follow through, communication, responsibility, and persistence.

Participants:

• **Connect Program Students & Staff**: Year long program that focuses on the attainment of work-readiness skills, as well as the opportunity to study for and take the GED exam.

• **TOPS program Students & Staff**: A six month to year long program for students in the Hillsboro school district who have been expelled from school. The program provides the required curriculum content information, while simultaneously striving to provide the students with a positive educational experience.

• **Pacific University OT Students & Staff**: Two third year OT students, as part of their final graduate school project, are facilitating and designing the program. The are supported by one Pacific OT professor and two practicing Occupational Therapists.

• **Miller Education Staff**: The school is optimistic and supportive of this project and is providing any support they are able to.

Program Models

- Paul Hudak: Terra Nova High School Farm Coordinator: [http://tncfarm.org](http://tncfarm.org)
- Tim Rich, OTR/L & Pete Carpenter, OTR/L: Cultivate Portland founders
- *Growing Together* by Greg Gale: A Publication of the Food Project: [www.thefoodproject.org](http://www.thefoodproject.org)

Project Goals Achieved by May 1:

• **Landscaping committee**: Remove pond, landscaped area (prepared ground for planting, plotted and filled pathways with gravel, laid bark dust, moved and arranged rocks, assisted in planting and building boxes).

• **Garden Art committee**: Painted, filled, and hung bird feeders and hummingbird feeders, created thank you sign for community, cleaned and stained wooden bench, helped facilitate stepping stone activity.

• **Planting/Garden maintenance**: Researched seeds, filled out seed detail charts and planting schedule, planted seedlings indoors and transferred outside to planter boxes, responsible for watering seedlings and outdoor plants each day,
built raised garden boxes and filled with soil, planted shrubs and bushes in ground, met with Master Gardener and gained knowledge in plants/gardening.

Timeline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Group Session</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19th – February 18th: Planning Stage</td>
<td>Met with faculty advisors, MEC staff &amp; students, developed objectives, surveyed green space, developed landscape plan</td>
<td></td>
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<tr>
<td>Feb. 18th: group session #1</td>
<td>Introduction, chose seeds to plant, took youth out into green space and brainstormed ideas</td>
<td></td>
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<tr>
<td>Feb. 25th: group session #2</td>
<td>Assigned youth to committees, seed detail chart completion, donation wish list</td>
<td></td>
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<tr>
<td>March 4th: group session #3</td>
<td>Inspection of space by contractor, evaluated pond and shed, planted seeds in egg cartons and developed plots for planter boxes, began to remove/fill pond, remove diseased rose bushes, sign-up sheet for daily watering</td>
<td></td>
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<tr>
<td>March 11th: group session #4</td>
<td>Finished filling in pond, hauled rocks, cleaned up wooden bench, worked on pulling up grass</td>
<td></td>
</tr>
<tr>
<td>March 18th: group session #5</td>
<td>Built planter boxes, filled boxes with soil, landscaped pond area, sanded and stained bench</td>
<td></td>
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<tr>
<td>March 25th: spring break</td>
<td>No group</td>
<td></td>
</tr>
<tr>
<td>April 1st: group session #6</td>
<td>Painted bird feeders, planted blueberries, worked with Master Gardener, improved soil in flower bed areas, laid bark dust, measured and outlines path</td>
<td></td>
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<tr>
<td>April 8th: group session #7</td>
<td>Transplanted seedlings outdoors, placed edging around path, filled path with quarter minus gravel</td>
<td></td>
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<tr>
<td>April 15th: group session #8</td>
<td>Created stepping stones for garden space, finished filling path with gravel</td>
<td></td>
</tr>
<tr>
<td>April 21st: group session #9</td>
<td>Youth filled out program survey, finishing touches day, hung bird feeders, placed stepping stones in ground, planted shrubs and remaining seeds and seedlings</td>
<td></td>
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</tbody>
</table>

Future Vision:

- Two Pacific University work study students will work with two MEC east youth throughout the summer, to sustain the garden project and begin one on one OT services.
- The two identified youth engaging in work experience will be responsible for garden maintenance, continuous garden development, garden log updates, and will have the opportunity to work towards to be identified skill development goals.
- Potential for garden project growth, including: community supported agriculture, farmer’s market sales, donations to food banks
• Pacific University School of Occupational Therapy will maintain a strong relationship with MEC, their staff, and youth. As a sustainable pilot project, there is potential for future Innovative Practice Projects at this site.
• Because MEC values the importance of alternative learning opportunities, we see this garden project as a classroom learning tool, to be incorporated into MEC east’s curriculum.
• Potential to expand or replicate garden project at MEC west.
February 25, 2010
First Group Session and MEC East

10:00 – 10:20
Introduction:
- Introduce ourselves and garden project
- Ask kids their names, favorite veggie and least favorite veggie
- Get to know the kids more: ask “raise your hand if…” questions (who has gardened? Who is interested in gardening? Who cooks? With veggies? Who has pulled a weed before? Who is involved in the other gardening program?)
- Any questions for us?

10:20 – 10:40
OSA Questionnaire
- Explain it as a way to get to know the kids even better
- Please put name on it, we will be the only people seeing it
- May use data later, but no names will be disclosed

10:40 – 11:00
Green Space
- Go out into the green space
- Start to think about plotting the four boxes
- What should go where, get ideas from kids
- Talk about removing the pond
- Hang out and brainstorm

11:00 – 11:30
Seed Catalogs:
- Pair up and grab a seed magazine
- Pick out your top 3 veggies, top 3 herbs, and top 3 flowers
- Make sure they are things we can grow here and in the space allowed
- We will walk around and help as needed
February 25, 2010
Second Group Session at MEC East

10:00 – 10:15
Divide into committees (Students and possibly staff) – Have students stand up and move to designated spots around the room, depending on which committee they think they are most interested in. This will give us an idea of how evenly split the groups are, and we can even out as necessary.

Three main committees:
1. Beautification/Landscaping  
   a. Working with the pond, overall layout, garden furniture  
   b. Let them know about Jane visiting on Wednesday @ 8:00 am
2. Garden Art  
   a. Painting (shed, fence, boxes)  
   b. Garden decorations (stepping stones, hummingbird feeders, etc.)  
3. Planting/Garden Maintenance  
   a. Planning where and how to plant garden  
   b. Primarily responsible for garden maintenance

10:15 – 10:35
Naming the group – Once the committees are established, students will discuss possible group names within their committees. 5-10 minutes will be provided and students will be asked to come up with at least 2 group names. Students will be reminded that names must be school appropriate. Names will be written on the white board, along with names that staff has suggested, and a vote will be taken. Each student will write down his or her top two choices on a small piece of provided paper. Ballots will be collected and tallied and the name will be announced at the end.

10:35 – 11:00
Committee Work (Group Goals and Brainstorming) –
- Each committee will be provided with one “Final product goal”. This goal will be a tangible outcome that we hope to accomplish by the end of our time together. The goals are as follows:
  - Beautification/Landscaping committee: **Fill in pond feature.**  
  - Garden Art committee: **Create and decorate 3-4 planting boxes.**  
  - Planting/Garden Maintenance committee: **Start, grow, and transplant seeds for garden into planter boxes.**  
- These goals do not have to be the ONLY final product of this project, but we hope to accomplish at least these three things.
• For this activity, the committees will be asked to think about ALL of the steps and materials it will take to get to this goal. At the end of the activity, each group should have a list of ideas on paper.
• One person from each committee will be asked to share their group goal, and two or three steps they think it will take to achieve it.

11:00 – 11:30
Committee Work (“Seed Detail Charts”)
• Each committee will be assigned 3-4 veggies/fruits/herbs/flowers to research.
• For each seed, each committee will be asked to complete a “Seed Detail Chart” (a provided worksheet including: name of seed, spacing and other planting details, watering details).
• Students can use back of seed packet, Internet, seed catalogs, and books provided to gather information.
• Each committee will share the start date for each of their seeds with the group and will be written on a large “Planting Schedule” to hang in the room.
• All “Seed Detail Charts” will be complied into a binder for future reference.

If there is extra time, we would like to have Joe’s class share their findings from the measuring and the sun tracking. If there is not time for this, it will be a priority for next week.
March 4, 2010
Third Group Session at MEC East

1. Split up into committees to start

10:00 – 11:30
2. Landscaping committee –with Sandra
   a. Show group landscape design
   b. Move rocks
   c. Fill in pond with dirt
   d. Sandra plans to talk about the benefits of this project as job experience while they are outside working and enjoying the sunshine (hopefully!)

10:00 – 10:45
3. Garden Art & Planting committees will join forces
   a. Show group landscape design
   b. Plan layout for the three large boxes, and three small boxes
      i. We will bring pieces of paper the actual size of all of the beds
      ii. The two committees will split up into three smaller groups, each being responsible for planning a large box, and a small box
      iii. Each of the small groups will be asked to work together to decide what will get planted where
         1. A cheat sheet with tips and reminders will be provided (example: cucumbers are cascading and need to be planted on the end)
         2. We know this is going to be challenging, but we will provide as much assistance as needed. The focus will be on communication, problem solving, and socialization as the groups will have to really work together to accomplish the task.

10:45 – 11:30
4. Planting the seedlings
   a. Once the layout is decided, we will know how many of each seed needs to be planted
   b. To start, the seeds will be planted in egg carton cups
   c. In order to ensure that the seedling get watered every day, a sign up sheet will be passed around the group, one person taking on responsibility for one day
   d. A demonstration of how to water will be given
March 11, 2010
Fourth Group Session at MEC East

10:00 – 10:15
1. Group Intro & sharing about last week’s hard work
2. Ask for volunteers to share what each group worked on last week
3. Brief description of day’s schedule
4. Sign up for watering throughout the week

10:15– 11:15
5. Committee work:
   a. Landscape/Beautification committee
      i. Finish filling in pond, clean/organize shed, pull up the grass
   b. Garden Art committee
      i. Clean up bench and planters, prime for painting, design possible mural for fence or shed?
   c. Planting committee
      i. Prune tree, rhododendrons, dig out roses

11:15 – 11:30
6. Clean Up!!!
March 18, 2010
Fifth Session @ MEC East

*May start on project as early as 9:00 if Sandra is substituting for Joe

10:00 – 10:15
Welcome & discuss plan for the day.

10:15 – 11:15
Landscape committee
- Prepare spray painted areas on ground for planter boxes – dig up grass and level ground
- Finish filling in pond
- Fill assembled boxes with dirt

Garden Art committee
- Sand and stain bench
- Clean off planters, prepare for paint
- Plan artwork for boxes
- Finish thank you sign

Planting committee
- Set up lights over seedlings
  - Problem solve best way to hold them up
- Assemble planter boxes
- Fill assembled boxes with dirt

11:15 – 11:30
Clean up!!
Group Title:
MEC East Garden Project
Module 5 of 9

Activity:
Building Planter Boxes
3 – 4x6 boxes
3 – 3x3 boxes

Purpose:
Rather than purchasing prefabricated boxes, we chose to buy the materials to assemble the boxes ourselves, allowing more opportunity for personal investment. By encouraging the students to engage in every stage of the garden creation, we hope to address a wide range of skills with the variety of tasks. Assembling the boxes will require the use of abilities that we aim to foster in the students throughout this project such as teamwork, communication, persistence, and thinking ahead.

Cost:
The building materials (cedar and screws) for this particular module were donated. To purchase the cedar to build all 6 boxes, would cost anywhere from $400 - $500. If a donation of cedar is not possible, the use of a less expensive material is advised. Drills and levels were borrowed from the School of Occupational Therapy.

Steps:
* For the purposes of this module, we recruited volunteer help from a licensed contractor. Prior to the group module, he measured and cut the cedar, and assembled the sides of the boxes so all that remained was the task of screwing the sides together. This was done for safety, as well as time constraint concerns.

1. Sort assembled sides into piles of boxes. Three piles for the smaller boxes, and three piles for the larger boxes.
2. Receive demonstration from contractor and two volunteers on how to correctly screw the sides together, taking into consideration how level the top of the box is.
3. A demonstration on correct drill usage should also be provided. Remind students to keep drill level and push smoothly and firmly. If the drill begins to de-thread the head of the screw, the drill should be placed in reverse, and the screw removed before the screw becomes stuck in the wood.
4. Work in teams of three or four to assemble the boxes. One student holds up one side of the box, and another student holds up the opposite side, while the remaining team members correctly place, and screw in the remaining sides. Jobs should be rotated so that each student has a chance to try each aspect of the job.
5. Once a box is fully assembled, a space on the ground must be chosen and flattened. Students can use levels to determine correct placement of the box.
6. Facilitators can float around and assist as needed. Encourage students to work out problems as a group. This enhances the experience.

**Space Requirements:**
This activity requires a large outdoor space. Boxes could be assembled indoors if necessary, but due to the mess of the wood shavings, it is better suited for outside.

**Contraindications and precautions:**
The potential for injury is very low with this activity. Because drills, and sharp screws are involved, minor injuries could possibly occur, but are unlikely. Students are encouraged to wear gloves to prevent splinters from the boxes. Ergonomic positioning will be encouraged while drilling. Students who misuse any of the tools, will lose that privilege.

**Grading and Adaptations:**
This task could be made much more complex, and could be split up into two sessions. Students could measure all of the wood for the contractor to cut. Following a building plan, and measuring all of the board lengths, would be a nice addition to this activity. This would be better suited for a smaller group of students who were interested in the building aspect of the project.

Individual adaptations will be made along the way. Steps of the activity can be modified to meet the physical, cognitive, and psychosocial abilities of each participant. Increased structure could be added by providing a checklist of tasks to be completed, pre assigned groups, or other similar strategies.

**Performance Skills:**

*Motor skills*
This activity requires gross motor skills, bilateral coordination, and strength to manipulate the parts of the boxes and put them together. It requires fine motor coordination to manipulate the screws. Some balance is required throughout the task.

*Process skills*
Group members will be required to sustain attention throughout task and focus in order to safely complete the group (about 40 minutes).

*Communication and interaction skills*
This activity requires group members to communicate within their small groups of three and four in order to successfully build a planter box. It also requires that they communicate to members from other small groups to ask questions, share tools and resources, and coordinate roles.
Performance Contexts:
This activity is relevant and necessary to the larger garden project. It is meaningful to the garden as it will be the primary spot for vegetable and plant growth.

April 1st, 2010
Sixth Session @ MEC East

10:00 – 10:15
Introduction
• Open session with remaining tasks and project goals

10:15 – 11:15
Garden Art Committee:
• Finish Thank You sign
• Paint bird feeders
• 2nd coat of stain on bench
• Plan stepping stone activity (with support)

10:15 – 11:15
Planting and Landscape Committee:
• Plant blueberries
• Work with Master Gardner (maybe?)
• Improve soil for flower bed areas
• Work with Sandra’s husband to mark out path
• Spread mulch
• Rake up leaves from existing flower bed (under rhododendron)
• Hang hummingbird feeders
• Place bird bath

11:15 – 11:30
Clean up!
April 8th, 2010
Seventh Session @ MEC East

10:00 – 10:10
Introduce plan for the day
  • Introduce TO DO list for the day (will be hung outside)
    o This will be a way for students to stay on task without needing reminders of
      what is left to do
  • Remind students about watering schedule

10:10 – 11:15
Committee Work
  • Planting committee
    o Work with Master Gardner Tim Lanfri
    o Transplant some seeds outdoors, and some into bigger pots
    o Plant seeds that were not started indoors (carrots, cucumbers, etc.)
  • Garden Art committee
    o Finish Thank You sign
    o Hang and fill bird feeders
    o Plan stepping stone activity
  • Landscape committee
    o Place edging around path
    o Fill path with quarter minus
    o Lay more bark dust
    o Plant any donated plants we receive

11:15 – 11:30
Clean Up!
**Group Name:**
MEC East Garden Project
Module 8 of 9

**Activity:**
Crafting stepping stones.

**Purpose:**
The purpose of this activity is to provide youth group members with a meaningful, purposeful activity that will add personalization to the garden project. Group members will utilize social, communication, and problem solving skills. The activity will also be a great opportunity for youth group members to exercise leadership roles within the whole group.

**Supplies/Equipment/Sources (for group of 20):**
- 20 plastic water catching trays (10")
- 1 bag of cement
- Water
- Large bucket
- Small plastic container
- Large plastic or wooden spoon
- Cooking spray
- Black permanent marker
- Gloves
- Hand trowel
- Q-tips
- Various stones, marbles, beach glass, stained glass, etc.
- Newspaper
- Table top work space

**Cost:**
Approximately $30.00 (some equipment supplied by group facilitators)

**Steps:**
*Mixing the Cement:* (this may be completed by the group facilitator or a youth group member with proper instruction and supervision)
1. Scoop up dry concrete with plastic container and place in bucket.
2. Slowly add about one scoop full of water.
3. Mix with the trowel or the wooden/plastic spoon.
4. Err on the side of too little water. It should be the consistency of a gravelly mashed potato (not liquid-y). Slowly add a little more concrete powder or water to get the right consistency.

**Decorating the Stone:**
1. Select a concrete form and write your name on the side with a black permanent marker.
2. Lightly spray the form with cooking spray.
3. Put on a glove and scoop up mixed concrete with a plastic scoop and place in the form.
4. Using a trowel, lightly smooth out the top of the concrete. (This motion will let the finer particles rise to the top and the gravel settle to the bottom, but it is not necessary to push.)
5. Select any decorations and decorate the stone as you wish. Press decorations into the concrete so they are level with the surface of the stone slab.
6. If the concrete covers a surface of a decoration you want to show, use a Q-tip and remove the concrete from its surface.
7. When finished decorating, place the stone in the drying area. The stone will need to dry over night.

**Space Requirements:**
This activity should take place in a space large enough to allow for 20 students to work at a table top. For this activity, the cement will be mixed and distributed in the kitchen area, and the stones will be decorated in a classroom at tables. Space is also required to allow for the stones to dry, in an undisturbed area.

**Contraindications and Precautions:**
The concrete used in this project contains lye which will burn skin if left on exposed area for extended time (few minutes). If a youth group member or group facilitator gets it on their skin, they should wash it off as soon as they notice. The person mixing the cement will be at a greater risk and should wear gloves while mixing. A window or door should also be opened near the mixing site to allow proper ventilation.

**Grading and Adaptations:**
This activity is a great way to work on leadership, social, and communication skills. To give more leadership to the youth group members, choose two students to lead the group through this activity. Meet with the “group leaders” prior to the session and develop or practice how they will lead the group, identify what supplies they will need, organize and set up physical space, etc.

Adaptations may include: using bigger stones, or other objects, to decorate with, assisting youth group member in facilitation of the group, and working in small teams to design and make one stone.

**Performance Skills:**

*Motor Skills*
This activity requires some gross motor control and strength to mix and scoop the cement. This activity requires fine motor control to place the stones, rocks, glass, etc. Some balance and coordination is required to steady the cement form and carry to the drying area.
**Process Skills**
Group members will be required to sustain attention during the duration of this activity (about 20 minutes). They may also choose to pre-design their stepping on stone on paper, requiring increased planning, implementation, and creativity skills.

**Communication and Interaction Skills:**
Group members will be required to communicate with other group members during this activity. There is potential for some group members to lead the activity, requiring more communication and interaction skills to explain the activity, assign roles, and answer any clarifying questions that may arise.

**Performance Contexts:**
This activity is a meaningful activity used to incorporate a personalized piece of artwork into the garden project. Many people, across a variety of contexts, may find this to be a meaningful, purposeful activity to be used in occupational therapy treatment sessions, and can be adapted to a variety of populations.
Miller Education Center East
Garden Project

Krissy Anderson, OTS
Katie Bailey, OTS

Faculty Advisor:
Sandra Rogers, Ph.D., OTR/L
Project Overview

• Developed garden project at Miller Education Center (MEC) East

• Collaborated with MEC instructors, and at-risk youth

• Used garden project as modality to address a variety of skills

• Purposeful and meaningful activity
Partnership with MEC

“Teaching kids the way they learn, and providing alternate paths to education.”

• Connect Program - (Naomi)

• Transitional Options Program (TOPs) - (Joe)
Partnership with Cultivate Portland LLP

Cultivate Portland LLP

- Tim Rich OTR/L & Pete Carpenter OTR/L
- Provides occupational therapy to vulnerable or at-risk youth
- 2009 - Partnered with Outside In
- 2010 - Supervised IPP projects

Project Sustain MEC Garden Project

Cultivate Portland LLP
Resources

Literature
• OT Practice (Javaherian & Hewitt, 2007)
  • At-Risk Youth, An Opportunity to Grow
• Health Education and Behavior Journal (Ozer, 2010)
  • Effects of School Gardens on Students and Schools

Anecdotal and Subjective Evidence
• Terra Nova high school – Paul Hudak
• Project SustAIn
• The Food Project
Project Vision

Address need for low-income, and at-risk youth populations to develop life skills and job skills that will enable them to lead meaningful and productive lives in their community.

- Expand partnership with MEC East
- Develop gardening pilot project
- Provide environment for ‘learning through doing’
- Occupational exploration
Phases of the project

Planning...

Doing...

Growing...
Phase 1 - Planning

January 19th - February 18th

- Initial meetings
- Needs assessment
- Program development
Phase 2 - Doing

February 19th - April 21st

• Gathered donations
• Weekly meetings
• Planned for summer program
• Organized, consulted, and facilitated (AOTA, 2009)
• Group sessions with MEC students
Group Sessions

Thursdays, 10:00 - 11:30

8-20 participants: “open enrollment group”

Session #1: Get-to-know-you activity, project brainstorming, group expectations

Session #2: Assigned committees, researched seeds, donation wish list

Session #3: Developed plot for boxes, planted seedlings, initial landscaping
Group Sessions

**Session #4:** Rainy Day landscaping

**Session #5:** Planter box building, bench restoration

**Session #6:** Master Gardner help, planned and plotted path, laid mulch
Session #7: Transplanted seedlings with Master Gardener, began to lay gravel, painting birdhouses

Session #8: Stepping stone activity, finished gravel path

Session #9: Finishing Touches!
AFTER! (But just the beginning... )
Program Evaluation

Student Satisfaction Survey:

50% - “very much enjoyed”      50% - “somewhat enjoyed”      0% - “did not enjoy”

What skills did you learn or improve during the Thursday morning garden project?

“I learned to work with more garden tools and to communicate with others.”

“I learned how to work in a group.”

“I’ve never done landscaping before, so that was kind of cool.”

What was your favorite part of the garden project?

“I love the berries, and the garden looks great!”

“Working with people and watching the progress of our work.”

“That I got to be creative and design my stepping stone.”
Program Evaluation cont.

Staff Satisfaction Survey:

“This project gave the students a sense of ownership and a small taste of what it is like to help their community and themselves. More importantly, the garden project allowed the students to work as a team, practice taking directions, and learn a few employable skills.”

“I definitely saw an increase in listening skills and direction following. I also saw students become more invested in the classroom.”

“The ultimate strength that came from this project is its possible longevity and community connections.”
Reflections

Observations through an OT lens
  • Skill limitations, and then improvements
  • Increase in investment and engagement in project
  • Examples of classroom carry over
  • Team building process

Personal and Professional Gains

Project Replication
Phase 3 - Growing

• Joe’s Class
• Garden Party
• Summer program
  • 2 MEC youth from Connect Program hired to maintain garden
  • 2 Pacific first year OT students
  • Collaborate with Cultivate Portland

Endless potential opportunities...
Special Thanks

- Sandra Rogers, Pete Carpenter, Tim Rich
- MEC staff
- Paul Hudak
- Jane Luthy
- Rich Bailey
- Cornelius Fred Meyer
- Hillsboro Parks and Rec.
- Al’s Garden Center
- Parr Lumber
- Patt Lewis Construction
- Garden Frog Nursery
- American Landscape Supply
- Home Depot
- Schlegal Bark Dust
- Coastal Farm and Ranch
- Tim Lanfri
- Bruce Hess
- Barb Anderson
- Robert Smith
- Iwasaki Brothers
- Oregon Acres