2011

Miller Education Center West (MECW) Life Skills Gardening: From Inception to Sustainability

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Miller Education Center West (MECW) Life Skills Gardening: From Inception to Sustainability

**Description**
Miller Education Center West (MECW) gardening project works with at-risk youth populations to develop life skills through gardening to enable students to lead meaningful and productive lives. The project addresses the need to develop programs empowering disadvantaged populations through active community engagement, education, and development of local sustainable food systems.

**Disciplines**
Occupational Therapy | Rehabilitation and Therapy

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Miller Education Center West (MECW) Life Skills Gardening: From Inception to Sustainability

By: Kamanu Hackett and Amanda Fink

Description:

Miller Education Center West (MECW) gardening project works with at-risk youth populations to develop life skills through gardening to enable students to lead meaningful and productive lives. The project addresses the need to develop programs empowering disadvantaged populations through active community engagement, education, and development of local sustainable food systems.

Discipline:

Occupational Therapy

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Overview:

The gardening project at Miller Education Center (MEC) west is a new program created in partnership between Pacific University's School of Occupational Therapy & MEC-West to address the need for low-income and at-risk youth populations to develop life skills and job skills through gardening that enable students to lead meaningful and productive lives. The idea for the project was formulated one year ago by two previous occupational therapy students who created a garden at Miller Education Center East before MEC moved to the new location. This previous innovative practice project was developed after success with similar programs developed by Pacific University OT alumni at a homeless youth center, Outside In. The project addresses a nation and local need to develop programs that educate and empower homelessness, unemployed, and disadvantaged populations through active community engagement, education, and development of local and sustainable food systems.

Miller Education Center West:

MEC west is an alternative school in the Hillsboro School District in Hillsboro, OR. MEC-West facilitates a variety of programs for the youth who chose to attend and apply. Typically these are youth who want to stay in high school but are not being successful in their home school setting. MEC's slogan is “teaching kids the way to learn, and providing alternative paths to education.” Experiential learning is key to engaging these youth in learning.
Project Vision:

Vision: Address the need for learning by doing programs for at-risk, low income youth populations by expanding the partnership between MECW and Pacific University to enable teens to explore all occupationally relevant options. This will be done by:

- Formulating and maintaining a partnership between Pacific University School of Occupational Therapy (OT) and MEC west in developing a “learning by doing” program for the youth
- Developing of a small scale, pilot gardening project, planned and carried out by the high school students (and facilitated by Pacific OT students).
- The physical outcome of the project is to create 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 and organization skills, etc.
- The project will also include a renovation of MEC’s currently un-used green space.

Benefits to the Youth Participants:

- Provides work experience and work readiness life skills necessary for vocation and goal achievement
- Promotes cooperation and social skills
- Encourages interpersonal skills building and personal goal setting
- Teaches time management skills by providing opportunities for daily structure and opportunities for schedule setting
- Promotes organizational skills and effective use of time and resources
- Provides opportunity for delayed gratification through implementation of long term goals and care of garden
- Participants explore new occupations

Occupational Needs of MECW Students:

- Occupationally impoverished
- Limited job skills
- Challenged to complete tasks
- Establish more healthy school day routines
- Engage in healthy social habits
- Develop leadership skills
- Increase self confidence

Project Goals:

By April 21, 2011 the students will have finished phase 1 of the garden. In doing this they will have completed the planning, doing, and growing phases of the garden. At the end students will be able to identify at least two aspects of the projects in which they enjoyed doing.
Landscape Design Committee: Working on the overall layout of the garden and maintaining the garden space while working with the other two groups. This will be done by creating a landscape design on paper and translating that design onto the garden floor. Once the design is in place this committee will work to with other committees to place all garden objects (ie: boxes, trellis, ground covering, fence) in their designated areas.

Art Committee: Working on the beautification of the garden through art. This will be done by sanding, priming, and painting garden boxes and benches, creating bird feeders, and all art work to beautify the garden.

Planting Committee: Working on planning where and how to plant seeds into garden and maintaining plants once in garden. This will be done by deciding what to plant, plant seedlings, transplanting seedlings, and maintaining plants in the garden space.

Timeline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19-Feb. 3</td>
<td>Planning Stage: meet with MEC faculty advisors, MEC student, and develop the garden plan</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>Group Session #1</td>
</tr>
<tr>
<td>Feb. 10</td>
<td>Group Session #2</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Group Session #3</td>
</tr>
<tr>
<td>March 1</td>
<td>Group Session #4</td>
</tr>
<tr>
<td>March 10</td>
<td>Group Session #5</td>
</tr>
<tr>
<td>March 15</td>
<td>Group Session #6</td>
</tr>
<tr>
<td>Spring Break: No class</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>Group Session #7</td>
</tr>
<tr>
<td>April 1</td>
<td>Group Session #8</td>
</tr>
<tr>
<td>April 5</td>
<td>Group Session #9</td>
</tr>
<tr>
<td>April 7</td>
<td>Group Session #10</td>
</tr>
<tr>
<td>April 12</td>
<td>Group Session #11</td>
</tr>
<tr>
<td>April 14</td>
<td>Group Session #12</td>
</tr>
<tr>
<td>April 19</td>
<td>Group Session #13</td>
</tr>
<tr>
<td>April 21</td>
<td>Garden Party</td>
</tr>
</tbody>
</table>

Future Vision:

- This program has a three year plan which includes expanding the size of the garden, planting seedlings that start to grow in the fall, and maintaining and sustaining the garden.
- Funding for all supplies in the program were obtained via donations.
- Pacific University will provide funding to support one first year occupational therapy student to work with the MEC students to maintain the garden over the summer.
- MEC students will earn school credit to work in the garden during the summer.
- Within the next 3 years the plan is for the fruits and vegetables grown in the garden to be used in conjunction with the cooking class at the school.
- Any extra food will be donated food to the food bank or given to needy families at MECW.
- Begin selling at the Hillsboro Farmer’s market to incorporate more job skills and work readiness skills.
- 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.
MEC West Meeting: Feb. 3, 2011
First Session at MEC West (1 hr x 2 classes= 2 hours)

Introduction:
- Introduce ourselves and garden project
- Ask kids their names, favorite veggie and least favorite veggie
- We really want to learn all of your names and get to know you, but please help us out when we forget names
- Get to know the kids more: ask “raise your hand if...”

OSA Questionnaire:
- Explain it as a way to get to know the kids even better
- Please put first name on it, we will be the only people seeing it, won't show it to teachers
- May use data later, but no names will be disclosed

Seed Catalogs:
- Pair up and grab a seed magazine (formed groups of 3, each with a staff member)
- 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

Next Week:
- Green Space
- Go out into the green space
- Start to think about plotting the four boxes
- What should go where, get ideas from kids
- Hang out and brainstorm
- Came back to classroom and compiled ideas on white board
- Need to track sun
- Add benches, possibly in circle to use for class discussion area
- Make a theme garden (ie: salsa garden with tomatoes, onions, cilantro, peppers)
- Also discussed possible challenges and steps we need to take to help the project succeed
- Tools, plants, seeds, (fundraising)
- Teamwork
- Motivation
- Timeline
- Committees – small groups assigned to specific aspect of project
- Planting group, landscaping group, art group, fundraising/organizational group
February 10, 2011
Second Group Session at MEC West (1 hr x 2 classes= 2 hours)

1. **Divide into committees** (students and staff member): have students stand up and move to designated group areas around the room, depending upon 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 if necessary.

3 Committees:

* **Beautification/Landscaping Committee:**
  Working on the overall layout of the garden including: where to place art pieces, furniture, garden beds, and plants. Maintaining the garden space while working with the other two groups.

* **Garden Art Committee:**
  Working on painting garden boxes and benches, adding art to beautify the garden (such as stepping stones, hummingbird feeders, signs, etc.)

* **Planting/Garden Maintenance Committee:**
  Working on planning where and how to plant seeds into garden (and garden boxes). This group is primarily responsible for the maintenance of the plants and overall maintenance of the physical space of the garden.

2. **Naming the garden:**
   Once committees are established, students will discuss possible group names within their committee. 5-10 minutes will be provided for students to come up with 2 group names. Students will be reminded that names must be school appropriate. Names will be written on the white board, along with names the staff has suggested, and votes will be taken by passing out scratch paper. Top two group names from each class will be handed to Stan for final choice on the best name for the garden.

   Names from 1st class: _______________________________________________
   Names from 2nd class: _____________________________ __________________

3. **Committee Work (group goals and brainstorming):**
   - Each committee will be provided with 1 “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:** Build 8 garden boxes and fill with soil
     * **Garden Art committee:** sand, paint, and decorate benches and 3 tall garden 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 for this project, but we to hope to accomplish at least these 3 things.
   - For this activity, the committee will be asked to think about All of the steps and materials it will take to reach their goals. At the end of the activity, each group should have a list of items on paper and turn it in.
- One person from each committee will be asked to share their group goal, and two or three steps they need to achieve to get there.

**Begin working on the project:**

**Beautification/Landscaping committee** Students have already made rough draft landscape plans. They can use these plans to help them make a more refined second draft plan. This plan should be larger, in color, with detail.

**Garden Art committee:** Students can empty two of the flower boxes. They are full of weeds and dirt. They will need to be emptied before they can be moved or painted.

**Planting/Gardening Maintenance committee:** Students can begin to prep the back room for seed sowing. Hang grow lights etc.
February 17, 2011
Third Group Session at MEC West (1 hr x 2 classes= 2 hours)

1. Split up into committees to start

   **Landscaping Committee- Sandra**
   a. Learn how to put landscape design onto group (spray painting)
   b. Sandra plans to talk about the benefits of this project as job experience while they are able to work outside and enjoy the sunshine
   c. 3rd period: 5- 4x4 boxes, 1 barrel
   d. 4th period: 3- 4x6 boxes, 3-1x2x2 boxes (**** before going outside decide with planting committee where to put the remaining 3-4x6 boxes that currently are not in Jane Luthi’s plan) and add these boxes to Jane Luthi’s plan

   **Garden Art Committee- Kamanu**
   a. Sand down planter boxes
   b. Start painting planter boxes
   c. 3rd period: 3 planter boxes
   d. 4th period: benches and 1 barrel

   **Planting Committee- Amanda and Matt**
   a. Decide where to put the remaining 3 remaining 4x6 garden boxes that are not on the landscape design layout (4th period will do this with landscaping committee)
   b. Go over the plants the teens have decided they are interested in
   c. OTS’s will bring paper that's the same size at the actually garden boxes so students have a visual of how to space the seeds

   Total garden boxes:
   5-4x4x1
   3- 4x6x1
   3- 1x2x2
   1 barrel

   3rd period: 5 4x4 boxes, 1 barrel, 4th period: they will be in charge of the benches
   3- 4x6 boxes, 3-1x2x2 boxes (they will be in charge of decorating garden boxes)

   **** Each period will plant what plants they want to put in their garden boxes and figure out the spacing between the plants
   d. 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
March 1, 2011
Forth Group Session at MEC West (1 hr x 2 classes= 2 hours)

Intro
1. Group introduction and sharing about last week’s hard work
2. Ask volunteers from each group to share what they did in the previous weeks
3. Description of today’s schedule
4. Sign up for watering schedule

Committee Work
A. Landscape Committee
   a. Build garden boxes and place in garden space
B. Garden Art Committee
   a. Finish up painting and decorating the garden boxes
   b. Finish sanding and painting benches
   c. Write thank you cards for people who have donated already (we will bring supplies)
   d. Think about making our own thank you cards
C. Planting Committee
   a. Planting seedlings in egg cartons
   b. Begin watering sheet to make sure seeds are watered everyday
   c. Make sure watering system is set-up in back room
   d. We will bring dirt, newspaper, egg cartons, spray bottle, shovels and cups for scooping, and all other supplies needed
March 10, 2011
Fifth Group Session at MEC West (1 hr x 2 classes= 2 hours)

1. Welcome and discussion planning for the day
2. Landscape Committee/Planting Committee
   a. Fill boxes with dirt (3\textsuperscript{rd} and 4\textsuperscript{th} period each fill their own boxes)
   b. Spread mulch around area
   c. Spray the grass
3. Garden Art Committee
   a. Plan further artwork for garden
   b. Continue to paint garden boxes and benches
   c. Thank you cards!!!!!!
4. Planting Committee
   a. Make sure the planting is going well and water the plants if needed
   b. Put dirt in the smaller containers
   c. Bring out two tubs from storage and fill them with dirt

March 15, 2011
Sixth Group Session at MEC West (1 hrx2 classes=2 hours)

Kamanu and I worked at MECW to plant all the seedlings in the garden, finish the thank you cards, and prep for the week after spring break as students were busy doing community service on that day.
March 31, 2011 and April 1, 2011
Seventh and Eighth Group Session at MEC West (1 hr x 2 classes= 2 hours)

Introduce plan for the day

- Welcome student back after spring break
- Introduce TO DO list for the day (will be hung outside)
- This will be a way for students to stay on task without needing reminders of what is left to do

Committee Work

- **Planting committee**
  - Create a watering schedule
  - Transplant some seeds outdoors, and some into bigger pots
  - Plant seeds that were not started indoors (carrots, cucumbers, etc.)
  - Plant herbs
  - Fill garden boxes with soil

- **Garden Art committee**
  - Start Thank You sign
  - Collect thank you cards
  - Show students invitation to party and ask for feedback
  - Finish painting garden boxes and benches by April 7, 2011 and make sure they are placed in garden

- **Landscape committee**
  - Hang and fill bird feeders
  - Place edging around path
  - Lay more bark dust and finish filling boxes with soil
  - Plant any donated plants we receive
  - Build Trellis
  - Lay mesh pathway in garden and stake down
  - Put soil on top of mesh pathway

Clean Up!
April 5, 2011
Ninth Group Session at MEC West (1 hr x 2 classes= 2 hours)

Introduce plan for the day
- Welcome students
- Introduce TO DO list for the day (will be hung outside)

Committee Work

- **Planting committee**
  - Transplant some seeds outdoors, and some into bigger pots
  - Fill the newly placed garden boxes with soil
  - Plant flowers around the edge of the garden and in the newly placed garden boxes

- **Garden Art committee**
  - Moved the finished garden boxes and benches into the garden
  - Build the trellis with landscape committee

- **Landscape committee**
  - Plant any donated plants we receive
  - Build Trellis
  - Fill garden boxes with soil
  - Finish placing soil on mesh pathway
  - Fill in soil and mulch as needed

Clean Up!
April 7, 2011  
Tenth Group Session at MEC West (1 hr x 2 classes= 2 hours)

Introduce plan for the day
- Welcome students
- Introduce TO DO list for the day
- Have student split up in groups and discuss what they want to achieve for the day

Committee Work

• **Planting committee**
  - Transplant some seeds outdoors, and some into bigger pots
  - Plant flowers around the edge of the garden and in the newly placed garden boxes
  - Move mulch around in areas where grass is beginning to grow
  - Place egg shells around the garden
  - Plant flowers in smaller garden boxes

• **Garden Art committee**
  - Work with other two groups to provide extra hands as needed

• **Landscape committee**
  - Build Trellis
  - Lay cement

Clean Up!
April 12, 2011 and April 14, 2011
Eleventh and Twelfth Group Session at MEC West (1 hr x 2 classes= 2 hours)

Introduction
- Welcome students for the day
- Describe what the students are doing for the day
- Split up into committees

Committee Work

• Planting committee
  - Re-plant seedlings indoors

• Garden Art committee
  - Help other two committees lay gravel, complete watering system, and re-plant seedlings indoors

• Landscape committee
  - Learn how to install watering system
  - Dig holes for watering system
  - Place gravel on top of soil for the pathway
  - Finish fencing around garden

Clean Up!
April 19, 2011
Thirteenth Group Session at MEC West (1 hr x 2 classes= 2 hours)

Introduction:

- Go over the plan for the day and discuss the goals they worked on throughout the quarter

Exit Survey

- Break up into 3 groups and have student fill out exit survey
- Lead group discussion to discuss results of the survey
- Come back together as a class and discuss themes discovered
Curriculum Worksheets:

MECW Gardening Project Into Worksheet

List fruits and vegetables you would like to grow:

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
4. _____________________________________________
5. _____________________________________________
6. _____________________________________________
7. _____________________________________________
8. _____________________________________________
9. _____________________________________________
10. ____________________________________________

After choosing 10 fruits and vegetables look up what time of year to plant.

(calendar provided to students to plot fruits and vegetables)
<table>
<thead>
<tr>
<th>Seed Detail Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Seed:</strong> ____________________________________  <strong>Start inside?:</strong> yes no</td>
</tr>
<tr>
<td><strong>When to plant:</strong> ____________________________________</td>
</tr>
<tr>
<td><strong>Seed depth:</strong> ____________________________________</td>
</tr>
<tr>
<td><strong>Spacing between seeds and rows:</strong></td>
</tr>
<tr>
<td><strong>Water/sun needs:</strong></td>
</tr>
<tr>
<td><strong>Insect concerns:</strong> ____________________________________</td>
</tr>
<tr>
<td><strong>When to harvest:</strong> ____________________________________</td>
</tr>
</tbody>
</table>
Supplemental Worksheet with Plant Ideas

Fruits: Raspberries, strawberries, tomatoes, blackberries, watermelon, grapes, apple, blueberries bushes, compact strawberry tree, lemon, lime, orange

Herbs: mint, oregano, habanera, garlic, lavender, rosemary, basil, cilantro, parsley, lemon verbena

Vegetables: peppers, jalapeno, asparagus, eggplant, artichoke, carrots, broccoli, lettuce, cabbage, mushrooms, green beans, green onion, onion, squash, corn, radish, potatoes, spinach, cauliflower

Plants: Roses, sunflowers, hosta, vine maple, western sword fern, sarcoccoca rhuscifolia
MEC West Garden Project Survey

Please answer the following questions:

How much do you agree or disagree with the following statements: From (5) agree to (1) disagree:

I learned about how to plan a garden.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

I learned about how much cooperation and communication it takes to create a garden.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

I learned about how much time and effort goes into creating a garden.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

I learned that working together creates a better garden.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
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</tbody>
</table>

I saw how a lot of elements (art, landscaping and the garden boxes) work together to create a garden.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
I liked the leadership the OT students showed in this project.

Disagree  Agree
1  2  3  4  5

How much did you enjoy the garden project?

Very Little  Somewhat  Very Much
1  2  3  4  5

Name at least 2 skills you learned during the garden project? Describe below.

Please describe your favorite part of the garden project.

Please describe your least favorite part of the garden project.

Would you want to change anything about this project for future years?
Miller Education Center West Life Skills Gardening

Amanda Fink, OTS
Kamanu Hackett, OTS
Faculty Advisor:
Sandra Rogers, Ph.D., OTR/L

From Inception to Sustainability
Project Overview

Step 1
• Create a learning by doing program

Step 2
• Gather necessary resources

Step 3
• Implement garden plan
Alternative high school in Hillsboro

Students choose to attend

“Teaching kids the way to learn, and providing alternative paths to education.”
Occupational Needs of MECW Students

- Occupationally impoverished
- Limited job skills
- Challenged with completing tasks
- Establish healthy school day routines
- Engage in healthy social habits
- Develop leadership skills
- Increase self-confidence
## Pre-Project OSA Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>I have a lot of problems with this</th>
<th>I have some difficulty with this</th>
<th>I do this well</th>
<th>I do this extremely well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting done what I need to do</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Effectively using my abilities</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Expressing myself to others</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Being involved as a student, worker, volunteer, family member</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>
### Mission and Strategic Objectives

<table>
<thead>
<tr>
<th>Create garden to foster sense of accomplishment</th>
<th>Promote life skills and social interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and gain new work skills</td>
<td>Plan for life post-graduation</td>
</tr>
</tbody>
</table>
Project Vision and Outcomes Expected

**Vision**: Address the need for learning by doing programs for at-risk, low-income youth populations by expanding the partnership between MECW and Pacific University to enable teens to explore all occupationally relevant options.

**Outcomes**: By April 21, 2011 the students will have finished phase 1 of the garden. In doing this they will have completed the planning, doing, and growing phases of the garden. At the end students will be able to identify at least two aspects of the projects in which they enjoyed doing.
Landscape Design

Year 1

Year 2

Year 3
Phases of Project

Gathering resources for the garden

Planning for the garden

Building rapport

Doing: planting, building, painting, designing, etc.

Meeting the demands of the project with the needs of the teens

Growing

Planning for the future
Phase 1: Planning

OT’s role:
- OSA questionnaire
- Seed charts
- Landscape design
- Growing plants research
- Plan art
Phase 2: Doing

OT’s role in:

- Building boxes
- Painting, sanding
- Raking, shoveling
- Filing boxes
- Preparing seedlings
- Spreading garden floor
- Building trellis
- Developing a watering irrigation system
Phase 3: Growing

OT’s role:
- Planted seedling
- Transplanted to garden beds
- Planted outdoors
- Maintained growth
- Summer planning
3 Groups

**Landscape Committee:**
- Working on the overall layout of the garden. Maintaining the garden space while working with the other two groups.

**Garden Art Committee:**
- Working on the beautification of the garden through art.

**Planting/Garden Maintenance Committee:**
- Working on planning where and how to plant seeds into garden and maintaining plants once in garden.
Group Sessions

Group 1: Thursday 12:40 – 1:40
Group 2: Thursday 1:40 – 2:40

**Beginning session:**
- Get-to-know-you activity
- OSA questionnaire
- Project brainstorming
- Group expectations
- Use seed catalogs to begin to understand garden

**Beginning session:**
- Divide into 3 groups
- Identify group responsibilities and goals
- Name the garden
- Prep indoor lighting
Group Sessions

Ending session:
- Maintain garden beds
- Place painted benches and planter boxes in garden
- Build trellis
- Fill bird feeders
- Finish path and lay gravel
After

Greenopia Garden
<table>
<thead>
<tr>
<th>Program Evaluation</th>
<th>Agreed</th>
<th>Somewhat Agreed</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned about how to plan a garden</td>
<td>85%</td>
<td>15%</td>
<td>0</td>
</tr>
<tr>
<td>I learned about how much cooperation and communication it takes to create a garden</td>
<td>78%</td>
<td>22%</td>
<td>0</td>
</tr>
<tr>
<td>I learned about how much time and effort goes into creating a garden</td>
<td>78%</td>
<td>22%</td>
<td>0</td>
</tr>
<tr>
<td>I learned that working together creates a better garden</td>
<td>89%</td>
<td>11%</td>
<td>0</td>
</tr>
<tr>
<td>I saw how a lot of elements (art, landscaping and the garden boxes) work together to create a garden</td>
<td>89%</td>
<td>11%</td>
<td>0</td>
</tr>
<tr>
<td>I liked the leadership the OT students showed in this project</td>
<td>71%</td>
<td>29%</td>
<td>0</td>
</tr>
<tr>
<td>How much did you enjoy the garden project?</td>
<td>65%</td>
<td>35%</td>
<td>0</td>
</tr>
</tbody>
</table>
Student Reflections

What skill did you learn during the garden project?

“I learned that hard work pays off because the garden looks great.”
“I learned that it takes work and patience to build a garden.”
“I learned that it takes team work to finish a project.”

Describe your favorite part of the garden project?

“My favorite part is just seeing how nice it looks now that the garden is put together.”
“I liked doing the physical work outside instead of sitting in the classroom.”
“I liked being able to add my own ideas and personal touches to the garden.”
What is your least favorite part of the garden and what would you change in the future?

“I did not like the rain and cold weather.”

“In the future I would like to have more time to work on the garden.”

“I would like more tools to be able to use while working on the garden.”

Teacher Reflections:

“What a fabulous job you are doing. The kids really enjoy it when you come.”

“I cannot believe we accomplished all this in one quarter.”
Future for the Project

Summer program

Phase 2 of garden

Phase 3 of garden

Sustain the project
Special Thanks

- Sandra and Bill Rogers
- Staff at Miller Education Center West
- Jane Luthy
- Rich Bailey
- Washington County Master Gardeners (Bill Klug and Tim Lanfri)
- Home Depot
- Fred Meyers Hillsboro
- Garden Frog Nursery
- Northwest Tree Specialist
- Best Buy in Town Bark
- Home Builders Foundation
- Coastal Farm and Garden
- Terra Nova High School (Paul Huddak)
- John and Pam Horne
- Construction Notice Services (Fink family)
- Chad Honl
- Pro Build
- Pacific University
Questions