



Choose your audience and focus your impact! As you look at your upcoming school year, consider the following 4 models to help you decide how to best organize for your target audience. Schools often find it effective to start with a smaller audience and expand over time, and your Garden Model can be adjusted annually based on your experiences and successes.

See below for an overview of our Learning Garden Models!

1

In the **ALL-INCLUSIVE** model, your school strives for full student involvement, with each student experiencing the Learning Garden as an integral part of their education.

2

In the **GRADE-LEVEL** model, one or more grade levels are involved. All students who pass through the school experience the Learning Garden, some years more deeply than others!

3

In the **INTEREST-BASED** model, teachers opt-in to the Learning Garden with their students based on their own interest and excitement.

4

In the **SPECIALIZED** model, the school creates a club or elective specifically tasked with caring for the Learning Garden. It might be a Garden Club, an art class, or a specialized elective class.



THE ALL-INCLUSIVE MODEL

About this Model

In this model, your school strives for full student involvement. The goal is that students experience the Learning Garden as an integral part of their education and it becomes woven into the school's culture. This model requires advanced organizational skills and has the potential for the greatest impact on students and teachers.

Organization

One lead teacher from each grade level participates in the Garden Team. Each grade level representative is responsible for communicating, sharing, and organizing opportunities for other teachers within the same grade level. The Garden Team will encourage all of the teachers in their grade level to teach and engage students with the Learning Garden. The Garden Team will meet monthly to assure Learning Garden use is organized between everyone.

Notes

- High impact for students and school culture through experiential learning
- All students have increased ownership of the Learning Garden, positively impacting the schoolyard
- Increased opportunities for engaging and impacting the larger school community
- Requires advanced organizational skills and interpersonal collaboration
- Harvest allocation, consider sending produce to your school's cafeteria for equitable access
- Ensure you have an active Garden Team, if one teacher is fully responsible, burnout may occur



2

THE GRADE-LEVEL MODEL

About this Model

In this model, one or more grade levels are involved. All students who pass through the school learn about and experience the Learning Garden – some years more deeply than others. Example: all 4th grade teachers and students take care of the Learning Garden and participate in a corresponding curriculum. Other grades are introduced to the garden, but efforts are geared towards awareness rather than ownership. This model tends to be the best approach for 1st year schools.

Organization

Teachers in the identified grade level will become the Garden Team. These teachers meet monthly to determine when and how the Learning Garden fits best into their schedule. In addition, these teachers support each other as they implement a corresponding curriculum.

Notes

- Teachers are familiar with each other and working together
- Teachers will generally share the same schedule and classroom strategies
- Students feel a deep sense of Learning Garden ownership during one specific year
- Harvest allocation, divide and share among participating classrooms
- Teachers from the associated grade level should actively reach out to other groups or classes
- Continue to engage with parents before and after their students enter the associated grade level



THE INTEREST-BASED MODEL

About this Model

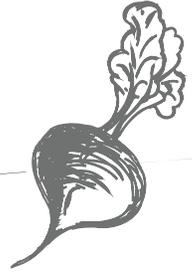
In this model, teachers join the Garden Team if they are interested in participating and using the Learning Garden with their students. The Garden Team consists primarily of teachers who volunteer for the team and commit to the garden's success!

Organization

Typically, a Learning Garden presentation is delivered, by an already identified Garden Team lead or Big Green (if Garden Team is not present), to all teachers and support staff. The presentation is an opportunity to introduce the Learning Garden and the Garden Team. Teachers then sign up or connect with the Garden Team lead to express their interest in participating. In lieu of a presentation the principal or the Garden Team lead can send a school wide email, introducing the Learning Garden and the opportunity to participate in the Garden Team. Teachers who express interest become the Garden Team and meet monthly to discuss Learning Garden organization, responsibilities, and progress.

Notes

- Teachers self-select to participate on the team, creating a strong Garden Team
- Broad range of students have ownership of the Learning Garden, positively impacting the schoolyard
- Divide and share harvest among participating classrooms
- Focus on school culture as it can be hard to change when there is not a holistic approach
- Students may not participate, assure all students develop an appreciation for the Learning Garden
- Continue to engage with parents as there may be parents involved from a variety of grade levels
- Requires an active Garden Team, if one teacher is fully responsible, they might burn out!



4

THE SPECIALIZED MODEL

About this Model

In this model, the school creates a club or elective specifically tasked with all things related to the Learning Garden. Examples may include an after school Garden Club, an art class, or specialized Garden Class is created. This model is a great addition to Models One, Two, and Three but on its own it doesn't create a high impact level.

Organization

Learning Garden management and organization is support by one specific group or class, therefore one specific teacher. The lead teacher becomes the Garden Team and will need a large amount of support from the school and community to be successful and sustainable

Notes

- Flexibility and increased creativity because one person has full autonomy over the Learning Garden
- Harvest allocation, can go directly to the participating class or club
- Focus on parents, volunteers, and community support for the Learning Garden
- Participating students will have a very impactful experience, but minimal overall school impact
- Low student participation will lead to low student ownership, outreach to all students
- Focus on school culture as it can be hard to change when there is not a holistic approach
- If one teacher is fully responsible, burnout may occur