

## Determining Your Goals Worksheet

This worksheet is intended to be a guide for you to summarize your goals for the entire project.

### 1. Garden as a learning environment

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- a. How will the garden support the larger educational goals and values of the school?
- b. What educational activities and lessons will you incorporate into the garden?
- c. What activities are planned or could be planned to enable learners to:
  - i. use the garden for scientific and multi-disciplinary learning?
  - ii. gain confidence and enthusiasm for learning?
  - iii. acquire gardening and environmental stewardship skills?
  - iv. achieve other educational goals through active participation in the garden?
- d. How can the garden meet the learning objectives of a particular lesson or unit?
- e. Do some goals take priority over others? If so, how should this influence the design?
- f. How will you meet the needs of students with disabilities or special learning issues?

### 2. School garden team

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- a. Does the team promote active participation by administrators, teachers, students, parents, neighbors, and volunteers?
- b. Who does the school hope to motivate and train to use the garden: the entire faculty, teachers from a specific grade level, only interested teachers?
- c. Is every team member involved, or does most of the work fall to one or two staff members?

### 3. Garden maintenance needs

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- a. What are the special maintenance needs of the garden and how will they be met?
- b. Do you have a system for assigning garden chores?
- c. Do you have a system for maintaining the garden during the summer when school is not in session?
- d. If vandalism is a potential challenge, how might it be discouraged and minimized?

### 4. Teacher training

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- a. In what areas or topics is training needed? (e.g., garden care and maintenance, curriculum connections, etc.)
- b. Are training workshops scheduled at convenient times and locations for the majority of the participants?
- c. What topics or content would best meet teachers' needs and interests?
- d. Do activities and lessons meeting the local, state, and national standards?
- e. What are your sources of expertise for training?

### 5. Student involvement

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- a. How will the student body be involved with the garden?
- b. What aspects of garden installation and maintenance will the students participate in?
- c. What educational activities will the students conduct in the garden?
- d. Will the students be engaged in active discovery, problem solving, and questioning?
- e. If the garden has already been established, what activities are planned or could be planned for students to:
  - i. use the garden for learning across the curriculum?
  - ii. gain confidence and enthusiasm for learning?
  - iii. acquire gardening and environmental stewardship skills?
  - iv. achieve other educational goals through active participation in the garden?
- f. What smaller scale events and activities make the garden part of the students' daily lives (such as recess time, story hours, etc.)?

### 6. Extra-curricular activities

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- a. For which extra-curricular and community activities will the garden be used?
- b. What events, programs, or celebrations will be planned in the garden?
- c. What ceremonies or cultural events will be held in the garden?

### 7. Parents, community, and networking

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- a. How will the garden team work with existing in-school networks of parents (PTO/PTA/Local School Council)?
- b. Where are opportunities to tap into the support and resources offered by parents and parent groups?
- c. Is there a citywide network of school garden projects and teams that the school might participate in? If so, how will participation help sustain the garden?
- d. How will the school garden be used and supported by the community? What opportunities exist?