2008 Florida School Garden Competition
ENTRY FORM

School: Mendenhall Elementary
Teacher(s) & Grade(s) involved in garden program: Ms. Kimberly Long and her 1st graders

Contact Person: Kimberly Long
Email address: kimberly.long@sdhc.k12.fl.us
Time contact person can be reached: 10-10:30, 2:30-8:00
Phone: (813) 263-6869 (c)  Fax: (813) 872-5221
Address (please include city and zip code): Mendenhall Elementary
5202 Mendenhall Drive
Tampa, FL 33611

CATEGORY (Please mark only one)
X  SINGLE CLASS GARDEN (Garden used by one class only)
   Number of students in class: 17
___  MULTIPLE CLASS GARDEN (Garden used by more than one class or grade, but not by the entire school)
   Number of students involved in the garden: 
___  ENTIRE SCHOOL GARDEN (Garden that is used by all grade levels at the school)
   Number of students involved in the garden: 

TYPE of school garden that you use with your students. (Please mark only one)
___  Vegetable
___  Flower
X  Combination vegetable/flower

Other, please specify: vegetable/flower/butterfly
1. Please indicate the number of hours a week, on average, your students spend in the garden. \(1-1\frac{1}{2}\) hours

2. Please mark all the activities that your students participate in prior to gardening.
   - Planning the garden
   - Preparing the garden
   - Designing the garden
   - Choosing plants
   - Other,  

3. Please mark all the activities that your students participate in while in the garden.
   - Planting
   - Watering
   - Observing
   - Recording
   - Playing
   - Sitting
   - Experimenting
   - Harvesting
   - Other,

4. Please indicate the percentage of time, on average, that you used the garden as an instructional tool in your classroom. \(20\%\)

5. Please mark the subject area(s) into which you have incorporated school gardening. Check all that apply.
   - Math
   - Science
   - History
   - Health/Nutrition
   - Music
   - Physical Ed.
   - Social Studies
   - Language Arts
   - Environmental Ed.
   - Ethics (responsibility and nurturing)
   - Other, please specify

6. Please indicate the number of years that a school garden has been part of your curriculum. \(6\) years

7. Please indicate the types of volunteers that have helped you and your students with the garden.
   - Master Gardeners
   - Senior citizens
   - Parents
   - University students
   - Garden club members
   - 4-H members
   - High school students
   - FFA
   - Older students at your school
   - Other, please specify Teachers and school volunteers
8. Please indicate the source(s) of information used to assist in the incorporation of school gardening into your school’s curriculum. Check all that apply.

- County Extension service
- Teacher in-service training
- Personal knowledge
- Educational journals/publications
- National Gardening Association’s Growlab/Growing ideas newsletter
- Other, please specify web sites, educational videos

9. Please indicate the types of educational material(s) used in the classroom to support the use of school gardening in the curriculum.

- Library books
- Internet
- Filmstrips
- Textbooks
- Trade books
- Newspapers
- Computer software
- Videos
- Personal books
- Experiments
- Gardening magazines and catalogs
- Other, please specify

***Please read and sign below***

By submitting the same you acknowledge and agree that the University of Florida (and Walt Disney World Co.) may reproduce the same, and all materials may be displayed (in part or in whole) at the 2008 Epcot® International Flower and Garden Festival and for other promotional materials. Such presentation materials (and School Garden packets) will NOT be returned to you (they will become the property of the University of Florida and Walt Disney World Co.) Finally, you acknowledge and agree that should your school be selected as a winner under the competition, then to the extent any of the photographs or materials submitted contain the names of likeness of students, teachers and/or others, you will be required to have adult individuals sign (and the parents/guardians of such students) sign consent/release forms provided by us so that we can display those photographs or materials concerning your winning garden. Such requirement would be a condition of your accepting the award.

I have read and understand the above.

[Signature]  [Date]

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*IMPORTANT REMINDERS*

Your School Garden Competition packet should include:

A. Entry Form (this form, pages 1, 2, & 3).

B. A description of your school garden (addressing the judging criteria listed on the next page).

C. Photos of your school garden and students (ONLY original photos – no scanned or colored copied photos please!) Include pictures of the students in the garden. If possible, before and after photos.

D. Additional support material (news clippings, newsletters, student work, etc.).

E. Design plan of the garden (garden layout).

➢ The packet must fit into a 1 ½ " or smaller binder.
➢ No more than 20 single-sided (or 10 double-sided) pages (including B, C, D, & E from above) may be submitted.

➢ All packets must be POSTMARKED on or before MARCH 21st, 2008 and sent to:
  Florida School Garden Competition
  University of Florida
  P. O. Box 110675
  Gainesville, FL 32611-0675
I feel very privileged to be enjoying my sixth year running Mendenhall's school garden. I teach at a Title I low-income school in Tampa. The vast majority of our students live in apartments with no yards. Without the school garden, they would most likely never have an opportunity to work with the land. I am happy to report that several students have begun their own gardens at home and are enjoying more fresh vegetables with their family meals. It has once again been a wonderful experience working and problem solving together in our garden. This year we had to overcome a unique obstacle to keep our garden running. I had to relocate the garden for the second year in a row. Luckily I received help from our school volunteer Mr. Cruz, our wonderful office staff and the boys and girls who attend our after school day care program to get the job done! Now the garden is behind our new building right next to the PE courts. All the children in the school are able to enjoy our beautiful garden. Over the Christmas vacation we suffered a hard freeze and lost all of our tomato, egg plant, cucumber and green pepper plants. The students were disappointed but learned an important lesson. The weather does not always cooperate. The garden with its ups and downs has provided my class with invaluable lifelong learning experiences. Some plants thrived, some plants died! I am amazed by the citizenship, perseverance and dedication of the children to our project this year and the previous years I have run the garden.

Interdisciplinary Learning

I integrate math, science, health education, social studies, language arts and character education through the garden project. A great deal of our thematic study has been focused around the garden this year. We have discussed, read and written about a wide variety of topics related to farms, nutrition and gardening. For science, we performed various experiments, grew a garden in a glove. I plan to grow a hydroponic mini-green house and a carnivorous terrarium to teach water conservation and the water cycle during our last nine weeks of school. In math, my students measured and graphed the growth of our plants. We incorporated health into our thematic unit by discussing what foods are heart healthy or not heart healthy. In social studies we learned all about the importance of farming and how the weather plays a tremendous factor in the success of the crops. The children fine-tuned their map making and reading skills, creating maps of the garden.
Resources

I was able to introduce a vast number of resources into the classroom to assist us with the thematic study of the garden. Our school media center has an excellent collection of non-fiction books and Newberry trade books (big books, guided reading books, and audio tapes) related to topics of farming, health and nutrition. I have added significantly to my classroom library with many trade books about gardening and farming. We have done research on the Internet to facilitate our learning. My class has watched the Magic School Bus videos and used computer software that teaches farm words in both English and Spanish. I applied for and won a Splash Mini-Grant from the Southwest Florida Water Management District. Using this additional funding I was able to purchase a rain barrel for the garden, many new books and DVD’s and 2 terrariums and a hydroponic mini-green house.

Sunshine State Standards Addressed

The following Sunshine State Standards were addressed during the thematic study organized around the garden:

**Language Arts:** Listening, Viewing, and Speaking Benchmarks 1, 2 and 3
  - Writing Benchmarks 1 and 2
  - Reading Benchmarks 1 and 2

**Health Education:** Advocate and Promote Healthy Living Benchmarks 1 and 2
  - Responsible Health Behavior Benchmarks 1, 2 and 3

**Mathematics:** Functions, Patterns, and Relationships Benchmarks 1 and 2
  - Measurement Benchmarks 1, 3, and 4

**Social Studies:** People, Places, and Environments Benchmarks 1 and 2

**Science:** The Nature of Science Benchmarks 1, 2, and 3
  - How Living Things Interact with their Environment
  - Benchmark 1 and 2
  - Process of Life Benchmark 1
  - Processes that Shape the Earth Benchmarks 1 and 2

C. Level of Involvement

The school garden helps to promote student leadership in many ways. The students are involved in all facets of the garden. They work in teams and cooperate sharing the many duties. The students take a great deal of pride in their garden and often give guided tours to other students. They invite other first grade students to join them during our garden time. My students are learning to work together as a team to complete a goal and to communicate to solve problems. In my second year of running the garden I was awarded a very generous community involvement grant from Wal-Mart. We are still using those funds along with the prize money from
this contest to expand and improve our garden. The Splash Mini-Grant I received this year has allowed me to purchase many new resources and incorporate water conservation into our project. Teachers at our school are truly proud of my young student’s accomplishments. School volunteers, members of our custodial and office staff and the students in our after school program assisted with the relocation of the garden in September.

C. Garden Quality

The entire class designed the garden collaboratively. We use seven planting boxes located in a straight row behind our new building. We researched which plants were best to grow in our area and voted on which plants we would be able to get the enjoyment out of in school and in our homes. This garden is unique because it has been planned, planted, and worked by a group of very young low-income city children. Many of our students come to school lacking the social skills and backgrounds necessary to be successful in school. The garden has helped many of my students rapidly gain many of the necessary tools for success in school and life. Teamwork and cooperation are just two of these essential tools. Our class maintains the garden daily following our lunch. We spend 15 minutes in the garden at each session. The children pull weeds, cultivate, water, harvest and assist in the preparation of garden feasts. Using the grant from Swift-Mud I was able to purchase a rain barrel to promote water conservation. We use only organic methods to control bugs in our garden. By planting marigolds we are able to avoid using dangerous chemicals that can harm the environment. Our favorite trick is to use instant grits to kill the fire ants that infest our garden at the start of the year and maintain an ant free garden throughout. This year we released 1500 live ladybugs to provide yet another means of organic pest control. The students have come to understand that bees and butterflies are helpful and nothing to be afraid of. They have learned how using chemicals is damaging to our environment. Our class guinea pigs love the garden. They often are given a treat when we return from the garden and greet us with happy squeaking when we walk through the door. I am so proud of my young students! They have learned many valuable lessons working in the garden this year!
Samatha, Nathan, Jaylene.

Broccoli, Green pepper, Basil.

Daisies, Broccoli, Pineapple.

Corn, Cabbage.

Tomatoes.

Green Beans, cucumbers.

Spinach, Carrots, onions.

Oranges.

Sunflowers.

The garden is one along the building. We put it.
of the, some of them were on our hands. The garden is really fun!
Ladybugs eat aphids. They were all red. The ladybugs will take care of the garden.
I like the garden.
I water the garden.
We go to the garden every day after lunch.

The sunflowers are huge! We have lettuce. We have tomatoes...
Thank you for looking at our entry in the Garden Competition. We had fun making it and watching our garden grow this year!

Love,

Ms. Long’s First Grade Class
Mendenhall Elementary
Tampa, Florida