

2011 Florida School Garden Competition ENTRY FORM

School Lake Como Elementary School
Teacher(s) & Grade(s) involved in garden program
Teacher: Alan Ellis
grade - Varying Exceptionalities grade 3-5
Contact Person Alan Ellis
Time contact person can be reached 407-739-1341
Phone (407) 897-6430 Fax (407) 897-2409
Address (please include city and zip code) 901 South Bumby Avenue
Orlando, Florida 32806
Email address ellisa@ocps.net

CATEGORY (Please mark only one)

☒ SINGLE CLASS GARDEN (Garden used by one class only)

Number of students in class and grade 11

☐ 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 and grades _____

☐ ENTIRE SCHOOL GARDEN (Garden that is used by all grade levels at the
school)

Number of students involved in the garden and grade _____

TYPE of school garden that you use with your students. (Please mark only one)

- ☒ Vegetable
☐ Flower
☐ Combination vegetable/flower
☐ Other, please specify _____

Please indicate the number of hours a week, on average; your students spend in the garden. _____

2.5

1. Please mark all the activities that your students participate in prior to gardening.

- ☐ Planning the garden
☒ Designing the garden
☐ Other, _____
- ☒ Preparing the garden
☒ Choosing plants

2. Please mark all the activities that your students participate in while in the garden.

- ☒ Planting
☒ Observing
☐ Playing
☐ Experimenting
☐ Other, _____
- ☒ Watering
☒ Recording
☐ Sitting
- ☒ Weeding
☒ Harvesting
☒ Fertilizing

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

4. Please mark the subject area(s) into which you have incorporated school gardening. Check all that apply.

- ☒ Math
☐ History
☐ Music
☒ Ethics (responsibility and nurturing)
☐ Other, please specify _____
- ☒ Science
☐ Health/Nutrition
☐ Physical Ed.
- ☐ Social Studies
☐ Language Arts
☐ Environmental Ed.

5. Please indicate the number of years that a school garden has been part of your curriculum. 2

6. Please indicate the types of volunteers that have helped you and your students with the garden.

- ☐ Master Gardeners
☒ University students
☐ High school students
☐ Older students at your school
☐ Other, please specify _____
- ☐ Senior citizens
☐ Garden club members
- ☒ Parents
☐ 4-H members
☐ FFA

7. 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.

<input type="checkbox"/> County Extension service	<input type="checkbox"/> 4-H education materials
<input type="checkbox"/> Teacher in-service training	<input type="checkbox"/> Lifelab
<input checked="" type="checkbox"/> Personal knowledge	<input type="checkbox"/> Master Gardener training
<input type="checkbox"/> Educational journals/publications	<input checked="" type="checkbox"/> Friends/volunteers
<input type="checkbox"/> National Gardening Association's Growlab/Growing ideas newsletter	
<input type="checkbox"/> Other, please specify _____	

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

<input type="checkbox"/> Library books	<input type="checkbox"/> Computer software
<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Videos
<input type="checkbox"/> Filmstrips	<input type="checkbox"/> Personal books
<input checked="" type="checkbox"/> Textbooks	<input type="checkbox"/> Experiments
<input type="checkbox"/> Trade books	<input type="checkbox"/> Gardening magazines and catalogs
<input type="checkbox"/> Newspapers	
<input type="checkbox"/> 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 2012 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.

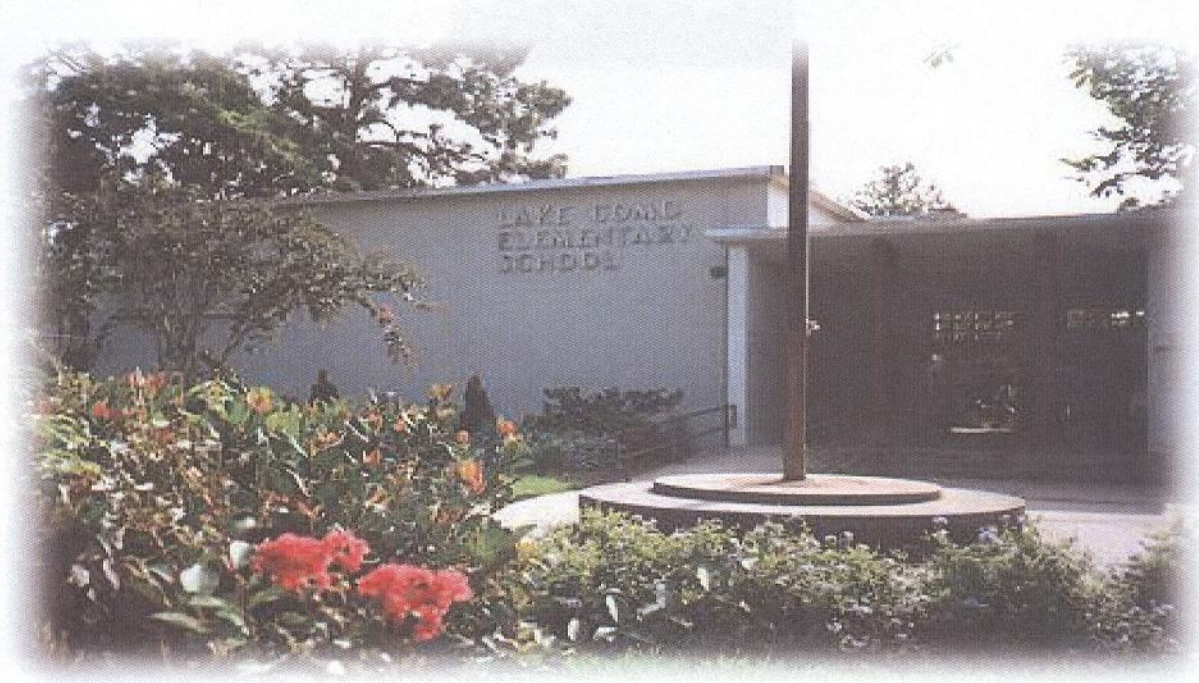
I have read and understand the above.

Alan W. Elder
Signature

3/25/11
Date

2011 Florida School Garden Competition

LAKE COMO ELEMENTARY SCHOOL



Educational Relevance:

How is the garden used for interdisciplinary learning, what subjects are emphasized?

This is a class of exceptional education students. We use the garden to teach math skills such as measuring and counting, science skills such as plant life and social skills such as taking turns. We also use the garden for communication skills because classes and teachers engage our students in discussions while we are working in the garden. Our garden fosters not only the acknowledgement by other students that this special need population has abilities but also fosters a social interaction between the special needs students and their non-handicapped peers. Children with special needs are often bad at feeling good about themselves. Living with a disability, forced on a daily basis to see how their bodies or brains don't work like everybody else's, they may develop low self-esteem and a can't-do attitude. We think this garden helps counter those low self-esteem issues. A sense of responsibilities can be hard to do for children with special needs, who may not be able to follow through on normal chores. But with a little imagination, we find small but important jobs from which they can get a sense of contribution without risking failure or blame.

What resources are used to facilitate garden learning?

We use the internet to learn about where the fruits and vegetables come from and we share that information with students school wide. We also use various resources like "Discovering Science" books on Animals and Plants from Frank Shaffer Publications. We have grown corn, collard greens, watermelon, strawberries, tomatoes, cabbage and various specialty vegetables from around the world like Bok Choy.



What Florida Sunshine State Standards are addressed with the garden?

Our Exceptional Education Students participate in The Florida Alternate Assessment. It is designed for students whose participation in the general statewide assessment (FCAT) is not appropriate even with accommodations. Aligned to the Sunshine State Standards (SSS) in Language Arts, Mathematics, and Science; the Florida Alternate Assessment measures student academic performance on the Sunshine State Standards Access Points at three levels of complexity, participatory, supported, and independent. Access Points are extensions of the general standards and capture the essence of the SSS with reduced levels of complexity. It is expected that only students, like ours, with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment. This is a list of the Access Points, aligned with the Florida Sunshine State Standards that we address with the garden:

ACCESS POINTS that correlate to the Sunshine State Standards that we address:

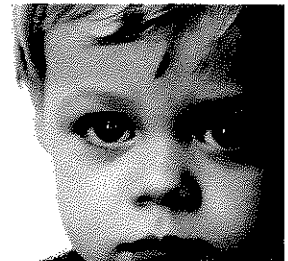
<u>MA.4.A.6.In.a:</u>	Express, represent, and use whole numbers 0 to 50 in various contexts.
<u>MA.4.A.6.Su.a:</u>	Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts.
<u>MA.4.A.6.Pa.a:</u>	Use quantities to 4 represented by objects, pictures, or number names in various contexts.
<u>MA.4.A.2.Su.a:</u>	Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects.
<u>MA.4.A.2.Pa.a:</u>	Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 4.
<u>MA.4.G.3.In.c:</u>	Measure whole inches and feet using a ruler to solve real-world linear measurement problems.
<u>SC.4.L.16.In.a:</u>	Identify that insects spread pollen to help flowering plants make seeds.
<u>SC.4.L.16.Su.a:</u>	Recognize that many flowering plants grow from their own seeds.
<u>SC.4.L.16.Pa.a:</u>	Recognize that many plants have flowers and leaves.
<u>SC.4.L.16.Su.c:</u>	Recognize the major stages in life cycles of common plants and animals.

How does the garden promote leadership?

Leadership ability cannot be acquired by reading a textbook or listening to a lecture. Instead, educators must provide interactive and challenging activities and opportunities that allow students to develop qualities such as determination, focus, decisiveness, time management, social confidence and self-discipline. These characteristics are crucial to developing leadership skills. As students become more assertive and self-confident, they improve their social skills, increasing the likelihood of becoming leaders. As mentioned before, living with a disability, forced on a daily basis to see how their bodies or brains don't work like everybody else's, they may develop low self-esteem and a can't-do attitude. We think this garden helps counter those low self-esteem issues. In demonstrating their skills and discussing their knowledge of the garden, it allows them to share their leadership skills with the rest of the students, both younger and older. More experienced students serve as coaches for the less competent and provide general help for students that are more disabled.

Are there partnerships with garden-related organizations (Master Gardeners, Garden Clubs, local gardens businesses, etc.)?

This year, we have expanded our garden and have decided to partner with and donate our produce to a local Food Bank.



Second Harvest Food Bank

www.foodbankcentralflorida.org - 2008 Brengle Avenue, Orlando –
(407) 295-1066

Second Harvest Food Bank of Central Florida. It is a private, nonprofit organization that collects, stores and distributes donated food to more than 600 partner agencies in six Central Florida counties: Brevard, Lake, Orange, Osceola, Seminole and Volusia. The value of the products we distributed last year alone had a retail value of approximately \$45 million. Our operating costs to provide those products totaled just over \$5 million. \$5 million in expense to provide \$45 million in value... That's simple but powerful math. Families in need are not charged for fresh produce.

Carlos Santamaria - Director of Operations

407.295.1066 x33

csantamaria@foodbankcentralflorida.org

What type of school support is there for the garden program?

Our Principal, Carmen Carrasco-Thompson, has been very supportive of our garden. She continually allows us to expand it and it is constantly in the "Comet Courier", our family news letter (see section D). The teachers have been very supportive. They bring their students by and discuss the progress and tools with the exceptional education students. All of our plants and seeds are donated

What type of community support is there for the school garden program? (parents, neighbors, community?)

It was a small garden, however it is expanding. We have a community volunteer that comes in and landscapes the school. She has been very supportive and has loaned us tools to use and has given us great suggestions to help foster and maintain our garden's health. As mentioned previously, "The Second Harvest Food Bank" is supporting our venture.

How/by whom was the garden designed?

I designed the garden (Alan Ellis, Exceptional Education Teacher). It was designed so students at all 6 grade levels could see various types of fruits and vegetables growing and harvested at different times of the year, year round.

What qualities make this garden unique?

Three things make this garden unique. One, the garden is planted, maintained and harvested by students with varying exceptionalities. Our students are intellectually disabled, Specific Learning Disabled and children with Autism. Two, the garden not only has fruits and vegetables that are common and are recognized by most of the students in our school but also has vegetables from around the world like Bok Choy, Kohlrabi, and Brussel Sprouts. We feel it is important that students learn about foods from different parts of the world. And Three, our vegetables and fruits are harvested and given to the Second Harvest Food Bank. The Second Harvest Food Bank of Central Florida. It is a private, nonprofit organization that collects, stores and distributes donated food to more than 600 partner agencies in six Central Florida counties. Families in need are not charged for fresh produce.



How is this garden cared for and maintained?

This garden is entirely cared for and maintained by students with varying exceptionalities. Here is a list of the exceptionalities that the student have:

Intellectually Disabled: Mental retardation (MR) is a generalized disorder, characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behaviors with onset before the age of 18. It has historically been defined as an Intelligence Quotient score under 70. ...

Autism: Autism is a disorder of neural development characterized by impaired social interaction and communication, and by restricted and repetitive behavior. These signs all begin before a child is three years old. ...

Specific Learning Disabilities: Students with specific learning disabilities have average to above average intelligence but may have difficulties acquiring and demonstrating knowledge and understanding. This results in a lack of achievement for age and ability level, and a severe discrepancy between achievement and intellectual abilities.



Is there an environmental focus to the garden program?

Our environmental focus is on establishing a garden that can help students learn about the process of the growing nutritional foods and to raise their awareness of those less fortunate by sharing those foods with food banks. Helping others allows an individual to use her talents and skills to assist someone who is in need. When you use your talents and time to help others, you have done your part to make the world a better place. When people work together for the good of others, they feel more connected to both themselves and others (an important issue for students who have disabilities and often feel disconnected from the general population). We work on the principals of empowerment and participation. We concentrate on enhancing our green areas on campus and actively encourage social skills, self esteem issues and work skills for students with varying exceptionalities.















HERB
GARDEN



Onions



Collard Greens

OUR FABULOUS
SPRING
HARVEST
GARDEN
DESIGN WITH
NAMES AND
PICTURES!



Bradley Heirloom Tomatoes



Strawberries



Rutabagas



Kohlrabi



Red cabbage



Golden Corn Bantam T-51



Cabbage



Corn, Silver Queen



Collard greens



Water Mellon Sugar Babies



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