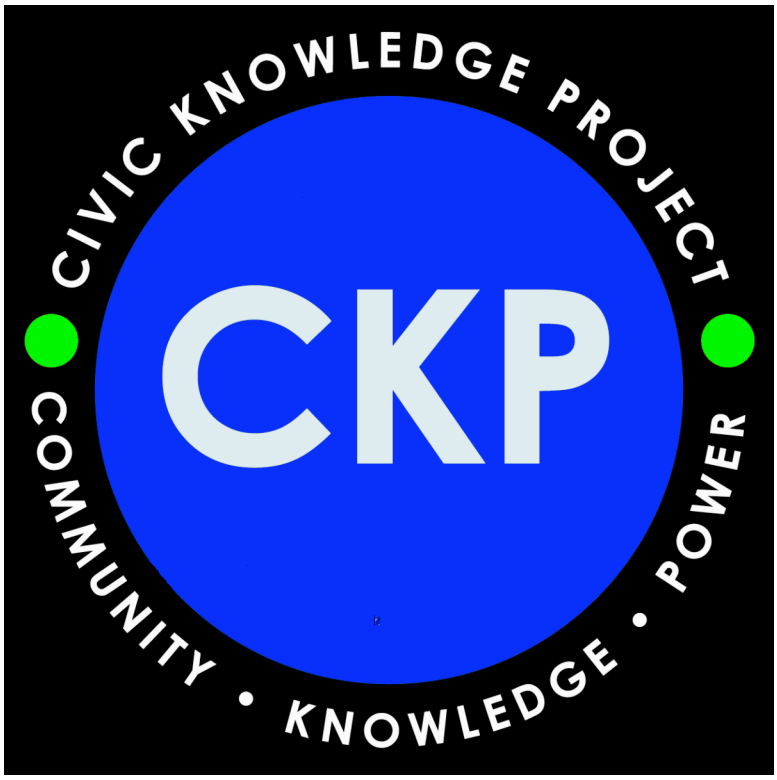
How To Start A School Garden: A Practical Philosophical Guide

Brought to you by the Civic Knowledge Project, the community connections branch of the Humanities Division at the University of Chicago. Cecilia Donnelly, Coordinator.



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Introduction

The Civic Knowledge Project, an independent non-profit organization run out of the Humanities Division at the University of Chicago, commissioned this report to help Chicago Public Schools add school gardens to their curricula. We believe that humanities education is critical to human growth and development on a communal and personal level, and also that the humanities and environmentalism are inextricably connected. While we are aware that many other guides to school gardening are available through other wonderful organizations, we believe that our guide is uniquely tailored to the needs of public schools in Chicago. We have attempted to include as many local resources and references as possible to make it easier for Chicago's schools to achieve the CPS Environmental Action Plan's high priority goal of building school gardens. Moreover, we have throughout included ways to incorporate the humanities into school garden projects. Many of the schools with gardens that we researched did not have curricular links between their garden and their humanities classes. This is a missed opportunity, and we hope to help other schools remedy it with the dissemination of this guide. To that end, in this manual you will find both a practical template of the mechanics of starting a garden, and a philosophical overview of what a school garden can represent and create. We wish you best of luck, all our support, and happy gardening!

Al Raby High School for Community and Environment

Practical Template

Research and Preparation

1. What are your educational goals for the garden? Will it be for food production, beautification, or native plant restoration?
    a. Questions about food production gardens? Contact McCorkle School through Anna Viertel – aviertel@chicago-botanic.org or Mrs. Thomas (contact information forthcoming)
    b. Questions about native plant gardening? Contact the Al Raby School through Mr. Evan Roberts at EJRoberts@cps.edu or Openlands through Shirlee Hoffman, Native Plants Project Manager at shoffman@openlands.org
2. Assess your site.
    a. Choose a spot on campus that is easily accessed by the school community.
    b. Make sure a water source is close by and that tools can be kept nearby so that their retrieval doesn't become a deterring chore.
    c. Build the garden in a well-drained, well-lit area.
        i. Vegetables need 5-8 hours of sun a day!
        ii. Look to see where water collects after a rain – if you must build your garden there, consider raised beds or adding gravel below the topsoil to improve drainage.
    d. Have the soil at the site tested for heavy metals and other toxins.
        i. Contact the CKP at rschultz@uchicago.edu for soil testing recommendations from University of Chicago faculty and staff. Or better still, contact Lynn Crivello, the Environmental Services Manager at CPS - lacrivello@cps.k12.il.us .
        ii. If your soil is unsafe, use raised beds.
3. Form a School Green Team or Garden Team
    a. Include parents, teachers (with different grade levels and subjects), facilities staff, and administrators
        i. Recruit at PTO meetings and other community activities at the school
        ii. Make sure to get the school administration on board, if they are not initiating the project
        iii. Contact the facilities manager to avoid friction – assure him or her that the garden will not mean extra work for the facilities staff.
        iv. Use the Civic Knowledge Project's Sustainability Partner's Database at http://civicknowledge.uchicago.edu/files/network-directory.pdf to find master gardeners and other community volunteers.
            1. Contact the CKP through cdonnelly@uchicago.edu or rschultz@uchicago.edu to receive University of Chicago interns and other help!
    b. Assign tasks
        i. Grant-writing. (See Grant List below)

ii. Finding a local business sponsor, if it fits with your school mission
iii. Construction Coordination – see Design

Design

1. Develop base map:
    a. Where are the trees? Where are the water sources?
        i. If you have older trees on your property, consider them to be assets to your school and garden. Do not cut them down merely because they may shade some of the site – too many schools do not consider the aesthetic and environmental value of older trees. Remember that they can sequester a lot of carbon and add a lot of value to the landscape of a school! Perhaps the shade of the tree can be used by groups to sit and discuss what they are going to do or have already done in the garden that day.
    b. If you have an interested class or after-school club, they can use the sheet at the end of this guide to create their own base maps and garden designs.
2. Seek help from Chicago's many community environmental organizations:
    a. Please see the **Resource List** at the end of this document.
    b. Consult with these resources about donation of time and materials.
        i. What do you need?
            1. Wood for raised beds.
            2. Topsoil if the soil is contaminated (ask for a donation from a nearby cemetery!).
            3. Tools (rakes, trowels, hoses).
            4. Seeds.
        ii. Who do you need?
            1. There is no need for you to hire anyone! These jobs can be done by volunteers in most situations.
            2. A designer (this could be a teacher, parent, or student group, depending on how large your garden and the budget available).
            3. Builder – is there asphalt which must be removed? Who will build the raised beds? If your school is a high school, maybe students could be builders. The Center for Neighborhood Technology helped with installation at the Al Raby School (see resource list).
3. Design Garden Map:
    a. Do you want a space where classes can gather and discuss – maybe in the shade?
        i. Perhaps non-science classes could use this space to write nature poetry or otherwise integrate the garden and humanities.
    b. Try to give each grade or class a bed of its own so that they can each decide what to plant.
        i. Consider other beds – look to see where the shade falls before deciding to plant 6-foot-tall sunflowers! The tomato gardeners behind you won't want to be shaded out!

c. Consider including a community or parent section of the garden – let neighbors use some of this space, since they might be very helpful in maintaining the garden over the summer and they are often the best prevention for vandalism.

Implementation

1. Apply to Openlands to be a site for them to install a garden – this could also solve the question of who your builder/designer is.
2. Work with your builder and designer (Openlands?) to choose a work day.
    a. The Al Raby School had the Center for Neighborhood Technology and Center for Green Technology come to install the garden with the help of students.
        i. Materials and time were donated by Bob Porter, Natural Areas Manager of the North Park Village Nature Center, F.H. Paschen/SNNielsen, Christy Webber Landscapes, and R&R Mulch and Soil. For more information contact ejroberts@cps.edu.
    b. Students can install all but the biggest plants and often help moving soil and mulch.
    c. Bring teachers and parents out to the work day – combine it with another school event occurring later in the day or offer refreshments!
    d. Mark out plots clearly as they are on the design.
    e. Put up rainproof bulletin board for garden announcements.

Maintenance

1. Plan to go to the garden for weeding and watering 2-3 times a week.
2. Have students help create task list for maintenance.
3. Allow community volunteers to help by having set maintenance times each week when the garden is open to them.
4. Be sure water and tools are available!
5. What about the summer?
    a. Mayor Daley's Clean and Green Program (see resource list)
    b. Youth Ready Chicago Summer Program (see resource list)
    c. Have families adopt-a-plot.
    d. Summer School students and teachers can help water and weed.
    e. Make sure food is harvested – families can take it home if they adopt a plot, or students at summer school could have it for snack. Ripe fruit left on the vine is an invitation to human and non-human vandals!

Evaluation

1. What worked and what didn't?
    a. Were certain varieties more successful than others? What new types of plants might you want to try next year?
2. Have students evaluate their own plots.
    a. Write stories or essays, depending on grade level, about the philosophical importance of having green space available and how the garden might be improved as a community space or physically as in 1. Also, how might the students want to be involved in the garden in coming years? Do they want to give tours and explain the

environmental and social significance of gardens? Should they learn about the social history of community gardening? What new uses can they come up with for the garden space?

3. Survey teachers, parents, and all volunteers.
    a. What was the best part of the garden? The worst?
    b. Meet with Garden Team to discuss changes to the garden for next year.

Sustainability

1. Assess the garden after a few seasons.
    a. Which features are not durable enough for students to use?
    b. What changes should we make?
        i. Do you want to add a passive greenhouse, as the McCorkle School did?
2. Consider whether your garden should become organic, if it isn't already.
3. Should your garden be expanded? Could the produce be sold by the kids as a fundraiser?
    a. These sales could also be used in a unit to learn about business and money, depending on grade level.

***SOME BIG "DO NOTS"*!**

Do Not Destroy Your Local Ecology (Work With It)

Do Not Waste Resources (Build Sustainably)

Do Not Get Overly Ambitious (Small Can Be Beautiful)

Do Not Close Down Creativity (Everyone Can Be A Stakeholder)

AND ONE BIG "DO"!

Live Sustainably—seek "long-term global well-being through the wise use and management of economic and natural resources, and through respect for people and other living things" (William Blackburn, *The Sustainability Handbook*)

Philosophical Guidelines

The Civic Knowledge Project is working to create an edible plants demonstration garden on the University of Chicago campus. We hope that this garden will serve not only as a reminder that grass is not the only plant with which we can landscape, but also as a beautiful celebration of human diversity. It will serve as an example, too, for teachers and others who wish to start school or community gardens. Please read the following for the philosophical background to our support for school gardens.

The Very Idea of a Diversity Garden

Bart Schultz, Director of the Civic Knowledge Project

We are taking our cue from the great poet of Chicago's South Side, Gwendolyn Brooks. In an interview with Sheldon Hackney, she explained:

"You mentioned humanitarianism. I do have this little piece called 'Humanitarianism." It begins: 'Humanitarianism: of course we should love all the people in the world. Of course we should be humanitarian. What I have respected, in all my investigative life, is my vision of this world as a garden of varying flowers. Personally, I would not prefer a world of red roses only. Of white lilies only. Of yellow dandelions, only. Of purple violets, of black orchids, only. Of course I wish people had not been ripped from Africa, hauled over here in layers of chained slime, but even if I lived in a country of solid Black, I guarantee that it would give me pleasure to understand that in the world there existed other colors, other varieties, enjoying the fresh air I enjoy, and understanding that there was empathy, that there was the possibility of ultimate commerce."

Hackney: That's wonderful. So you relish the diversity that one finds in the world, and even in the United States.

Brooks: Yes."

(*Conversations with Gwendolyn Brooks*, ed. Gloria Wade Gayles [Jackson: University Press of Mississippi, 2003]).

The imagery of gardens and gardening, often contrasted to that of wilderness, is as ancient a source for the world religions and the arts and humanities as one can find. But if it resonates in a wide and deep way, there is also much of the local and particular invested in it, when adapted to changing conditions and present realities. Community gardens, public gardens, school gardens, botanical gardens, Victory gardens—all have their general history and their local history, and it is in the interplay of the two that the University of Chicago Civic Knowledge Project's recent Partnering for a Sustainable Chicago initiative has developed. New forms of environmental consciousness, new engagements with urban ecology and agriculture, and new concerns about health and happiness all point to new ways to use gardens and gardening as a force for both the environment and the humanities. Creating safe green garden spaces where children can get outside and play freely, and where they can connect with the natural world and with older generations more attuned to the practice of gardening, is both a practical and a

philosophical task, one that taps into local history and addresses the needs and concerns of our present communities. To be sure, local and organic food production through edible plants gardens can certainly improve health and, with more vegetarian food choices and reduced transportation needs, even help combat global warming. Replacing lawns with edible plant gardens can reduce water waste, pesticide and herbicide pollution, and the unproductive use of open areas. But such gardens can also be outstanding aesthetic, ethical, and educational achievements, demonstrating on many fronts how, for example, sustainability and diversity can be mutually supportive and profoundly meaningful tools for civic friendship. There is an important developing movement in the arts and environment field based on the "edible estates" idea, and our project carries this movement forward in a singularly significant way, physically demonstrating the appeal of diversity and sustainability in a mode that can serve as a model for others seeking to go green in the most meaningful ways. Through our edible plants green spaces, we seek to create safe spaces, intergenerational meeting spaces, cruelty-free spaces (no nasty forms of pest control), and symbolic spaces featuring plants developed to honor remarkable South Siders (e.g., the Leon Despres tomato). Through the use of edible plants, and other plants to achieve brilliant effects of color and fragrance, we seek to make gardens and gardening a new form of philosophical intervention for those seeking to read and understand and appreciate their urban environments and communities.

SOME BOOKS WITH A WEALTH OF INFORMATION: The Brooklyn Botanic Gardens publish a truly excellent series, which includes such works as ***Gardening with Children, The Tree Care Primer, Community Gardening,*** and ***Healthy Soils for Sustainable Gardens.*** For a wonderful life-changing guide to how to garden and grow your own at minimal cost, see Steve Solomon, ***Gardening When It Counts: Growing Food in Hard Times.*** The best book on the history, especially the cultural history, of community gardening is Laura J. Lawson's ***City Bountiful: A Century of Community Gardening in America.*** The University of Missouri Extension has also put together an extremely helpful ***Community Garden Toolkit***, which can be accessed at http://extension.missouri.edu/publications/DisplayPub.aspx?P=MP906

The book that launched the Leave No Child Inside movement is Richard Louv's beautiful work, ***Last Child in the Woods.*** A very helpful, no-nonsense guide for any greening project working with limited funds is David Bach's ***Go Green, Live Rich: 50 Simple Ways to Save the Earth (and Get Rich Trying).*** For a work that will change the way in which you think about lawns and lawncare, and give you some beautiful and edible alternatives suggestive of the arts and environment movement, check out Fritz Haeg, ***Edible Estates: Attack on the Front Lawn.*** And if anyone doubts the relevance of the humanities to these efforts, please consult Robert Pogue Harrison, ***Gardens: An Essay on the Human Condition*** and/or Donald K. Swearer, ed. ***Ecology and the Environment: Perspectives from the Humanities.*** All of these works are available for loan at the Civic Knowledge Project office, University of Chicago, Walker Museum 009, 1115 E. 58th St. Please e-mail cdonnelly@uchicago.edu or call 773-834-3929 in advance to arrange a visit.

Case Study

THE TIMUEL D. BLACK EDIBLE PLANTS DIVERSITY GARDEN
(A Work in Progress)

The CKP is hard at work planning and creating a new edible plants diversity garden at 5710 S. Woodlawn, which houses the University's Office of Multicultural Student Affairs and LGBTQ organization. In partnership with the students at 5710, the CKP has dedicated the garden to Timuel D. Black, one of the South Side's major leaders in the struggle for racial equality.

CKP Director Bart Schultz plans to base the garden along the lines of Timuel Black's *Bridges of Memory*, three volumes of oral histories from Chicago's South Side. Prof. Black came to visit the garden, and emphasized that it should carry a positive theme of hope and optimism. He told us that the garden should also carry a message of ascent, and that the garden as a whole should tell a story, preferably one that encourages talking to the elders. He encourages everyone to speak to their older relatives and friends in order to gain a true history of their lives.

The garden has multiple purposes: to promote edible landscaping as beautiful, to honor Timuel Black's work and legacy, and to give modern students and visitors a sense of Bronzeville in its heyday. Since the garden has these multiple layers, it will take some time to complete. Most of the ground planting and design is now in place, but many

sculptural elements lie ahead, which will help the garden to tell a story in accordance with Prof. Black's wishes.

The students at 5710 look forward to a fall harvest, which they plan to donate to a local soup kitchen. Along those lines, the garden now contains late-ripening varieties of blueberries and tomatoes along with fall crops like kale and sweet potatoes. Planting edible plants gives city residents the opportunity to eat fresh food and, for the children, a chance to see where their food comes from, something not all of them know.

But another crucial way in which this diversity garden will represent Prof. Black's vision is by transforming this area of the University into a green dialogical space that uses the tools of the humanities to thematize both diversity and sustainability, and this in ways that extend the mission of the CKP and the 5710 building. The Timuel D. Black Diversity Garden will not be a passive, silent historical monument, but a green and growing artistic, political, and philosophical intervention that refocuses and restores people as they use the garden area. Prof. Black explained that the importance of education, in general as well as through oral history, should also be given expression in the design of the garden. This will be accomplished in a number of ways, but in part by making the space the center of an ongoing series of discussions building community connections and engaging local residents, especially schoolchildren, in conversations about—and activities in—the garden.

The History Makers on Timuel D. Black

Timuel D. Black Biography

Favorites

Color	Brown
Food	Meat, Bran, Rye Or Corn Bread
Quote	I like the sunrise because it brings a new day.
Time of Year	Spring And Fall In Chicago
Vacation Spot	Conferences

"Timuel Black was born and raised in Chicago – a place he loves to call home. He is a revered and highly respected educator, political activist, community leader, oral historian and philosopher.

After matriculating from Burke Elementary School and DuSable High School in Chicago, Black enrolled at Roosevelt University. There, he received his bachelor's degree. Black also later earned a master's degree from the University of Chicago. One of his first jobs involved working as a field representative for the Metropolitan Burial Society.

After being drafted into the Army during World War II, Black returned to school and became a social worker. He has taught at a variety of high schools as well as colleges and universities. He is a pioneer in the independent black political movement and coined the phrase "plantation politics." Timuel Black has run for public office several times, including campaigns for Chicago's 4th Ward Alderman, State Senator of the 22nd District and State Representative of the 22nd District. Black has spent his life furthering the cause of social justice. Black has recently completed a book, *Bridges of Memory: Chicago's First Wave of Great Migration*. The book chronicles black Chicago history from the 1920s to the present, and is based on interviews he conducted."

Prof. Black was interviewed by *The HistoryMakers* on June 19, 2000.

In a review of the first volume of Prof. Black's *Bridges of Memory* (see http://www.hydeparkhistory.org/Review.pdf) , Ken Warren wrote:

"In the reminiscences that Black has elicited here, individual after individual is able to recall life in a Chicago that in many ways no longer exists. Repeatedly we hear references to landmarks, birthplaces, and social networks that once provided points of orientation for hosts of black Chicagoans, but which now live on only in the memories of those who knew them. And thanks to Black and his subjects, many of whom are marvelous storytellers in their own right, these places and times are recalled vividly here.

The book is structured according to standard interview style with Black's questions and the respondent's answers indicated by their initials. In his introduction, Black explains his decision to act as a participant observer, employing the "emic" approach to anthropology, which allows the interviewee, "to carve out the rules of the interview as he or she desires." This tactic, Black tells us, is best suited to creating the air of "an informed and informal conversation between friends."
Indeed, most of the participants in *Bridges of Memory* are Black's friends—a fact that could be a drawback in another kind of project, but here works well for telling a much larger story because Black himself is so important a figure in the history of Chicago's Southside. He seems to have known or have met almost all of the larger-than-life musicians, athletes, politicians, activists and professionals that passed through or lived in Chicago during these dynamic decades."

What's the Best Way to Involve Students in a School Garden?

Students have been involved in a few different capacities in the Chicago Public Schools consulted for this report. The Al Raby School for Community and the Environment is a high school with a specific focus, so students were involved on the planning committee for the garden, in the installation, and in the maintenance. At the McCorkle Elementary School, the Chicago Botanic Garden and an organic food group started the garden, so the student's input came later in the form of a garden club and summer program, both run through the Chicago Botanic Garden and Civic Knowledge Project. In their science class, the 8th graders made garden plans which used the concept of "companion planting" – that is, planting species next to each other to their mutual benefit. Most elementary schools already talk about how the Native Americans planted corn, beans, and squash, for instance. Through the McCorkle garden, students were able to see how this companion planting would work in their own lives.

At the Montessori School, Ken Dunn reported that the oldest students were first involved in gardening from a business perspective. He recommends starting the 8th graders on a program of selling locally produced snacks to the younger students. Once this is an established program, perhaps to serve the after-school students, or at morning snack, depending on the set-up of your school, these older students can be enlisted to start planning their own garden. They will be highly motivated since they stand to make a profit from the fruits of their labor, and integrating the garden with a business is a great learning opportunity and can easily be integrated with the math and science curriculums.

This business-oriented approach is less easily switched over to a humanities focus, which is, we at CKP believe, a crucial part of any garden project. The debate or theater group at your school, or just a group of interested students, could create a skit about the garden to be performed for parents or other students. Teachers can use the garden as a space for free writing or as an inspiration for poetry (perhaps after reading "Shall I Compare Thee to a Summer's Day" or "I Wandered Lonely as a Cloud"). The Winning Words groups from the Civic Knowledge Project have addressed the questions: what is a philosophical garden? What kind of garden would Socrates want? What are the social and personal advantages to green space? The CKP has also found that "Enviro-Bike" Clubs, which teach students both safe bicycling and the environmental importance of bicycling (and how to explore the local ecology), are a terrific way to generate excitement about sustainability in a fun and engaging way.

Green Teacher: Education for Planet Earth--see http://www.greenteacher.com/ --always has many helpful suggestions for devising school garden and greening activities for the classroom. Many of the best contributions to that magazine are included in the terrific series edited by Tim Grant and Gail Littlejohn on ***Teaching Green***, including the volume on ***Greening School Grounds***. Another great resource is Jane Kirland's ***No Student Left Indoors: Creating a Field Guide to Your Schoolyard***, which can help you map the local ecology to use its resources as you start your garden project. Finally, many teachers have found ***The Story of Stuff***, available for free at http://www.storyofstuff.com/ , an extremely helpful teaching tool.

Input from Teachers and Staff

Ms. Alice Segal, an intern with the Civic Knowledge Project, interviewed two teachers at McCorkle Elementary School who have been involved with the garden there. Ms. Ivy told her that the school's education mission is met by the garden "because we want to be a big part of the community and we want the parents and family members to come, when we have family nights, the botanic gardens has come in and done some planting during the family events. We want parents to feel free to come over to the garden to have their kids come over to the garden, and we want them to purchase the vegetables that we sell from the garden. That's where the community comes in. This is a part of the community, so we want them to come in, take care of it, get involved, and make sure that it is a continual part of the children's learning." This community center seems to be a large part of the school garden experience, and is worth taking into account when planning your garden.

Another critical element, according to teachers involved with gardens, is engaging with the garden as a teaching tool. Mr. Evan Roberts, an environmental science teacher at the Al Raby School, said "I have created several units that in someway incorporate the garden for both AP and regular environmental science students. I also met with several teachers to brainstorm how we could integrate the garden across the curriculum. We came up with a few ideas, however we still have some ways to go in terms of incorporating the garden into other classes. We have a little time because the garden is still in its early stages of development." This highlights the need to be aware of curricular possibilities from the very beginning of a garden project, but also reminds us that it isn't imperative to have classes planned from the day the garden goes in the ground.

Ms. Anna Viertel, who works in the Community Gardening Department at the Chicago Botanic Garden, recommends that schools establish a coordinator for the garden. This could be a part-time employee, a consultant like the Chicago Botanic Garden, a non-profit, or a volunteer from the community. She points out that everyone at the school has their time filled, and cannot squeeze in the necessary fundraising, professional/curricular development, and maintenance necessary to sustain a garden. If the school cannot find or afford to hire someone to fill this capacity, then she recommends a native plant garden rather than a vegetable garden, since the former takes less hands-on maintenance.

Resource List

Al Raby School

Evan Roberts – EJRoberts@CPS.edu

Started native plants garden at the Al Raby Charter School. Worked with high school students in his environmental science class. Available to answer questions from other schools about the process of beginning a garden.

Brickyard Garden

Dorothy Pytel – dpytel@yahoo.com

Started the award-winning Brickyard Garden at 6121 S. Woodlawn and has been a community leader on a number of local greening projects, including the Woodlawn Youth Solutions Program and the Got'Ya Youth Center, that show how to use community gardening in innovative educational ways.

Center for Green Technology

…is a project of the City of Chicago, which aims to show homeowners and businesses how going green can save them money. This has much in common with the Sustainability Savings workshops, a program of the Civic Knowledge Project.

Center For Neighborhood Technology

Currently building demonstration rain gardens at churches and school across the city. Aided in the creation of Al Raby School's native plant garden.

Steve Perkins, Bill Eyring – steve@cnt.org, bille@cnt.org

Chicago Botanic Garden

Eliza Fournier – efournier@chicagobotanic.org, (847) 835-8352

Master Gardeners available to help start gardens and work with students. Also open for tours, suitable for planning field trips with students.

Civic Knowledge Project at the University of Chicago

Bart Schultz – rschultz@uchicago.edu (773) 834-3929 and Cecilia Donnelly – cdonnelly@uchicago.edu (773) 834-3929

The CKP has not only brought you this manual, but it will also help you connect with the expertise and models you need to get your garden growing. The CKP Green Team will also come to your school or community center to do a presentation, a Sustainable Savings workshop (featuring master gardener Julia Govis), a Tree In, etc. And our

afterschool programs can help your students form a Green Club or become more effective environmental advocates. The CKP Partnering for a Sustainable Chicago network is at http://civicknowledge.uchicago.edu/sustainability.shtml

Clean and Green Program, City of Chicago

This program was started in 1989 to allow volunteers to clean up their streets and neighborhoods with city-provided materials. Now, the city gives out rakes, plastic bags, and other materials to volunteers all year round. The Al Raby School uses this program to maintain their garden during the summer.
Cathy Mauro - 312-742-2595 or click Clean and Green

Chicago Public Schools – Environmental Action Plan

The Chicago Public Schools Environmental Action Plan is a crucial guiding resource for educators in Chicago. Check out the Special Initiatives section at www.cps.edu The plan has the creation of school gardens listed as a "high priority." For help with soil testing and many other issues, contact Lynn Crivello, the Environmental Services Manager at CPS - lacrivello@cps.k12.il.us

Donoghue Charter School

Jeanne Mills – jeannemills@don.uei-schools.org

Donoghue Charter School science teacher who is working closely with the CKP in developing its school garden project and other educational environmental activities, such as an Enviro Bike Club.

Growing School Gardens—Chicagoland Curricular Resources Assessment.

Surveys resources currently being used or recommended in CPS system. Click http://cis.uchicago.edu/outreach/workshops/08-09/documents/080926+081024_Chicagoland_Curricular_Resources-Garden_Habitat_Outdoor_Classroom.pdf

McCorkle School

Alice Segal – alices@uchicago.edu, Anna Viertel – aviertel@chicagobotanic.org

Began and still run a vegetable garden with elementary-middle age students. Available to answer questions from other schools about the process of beginning a garden.

Openlands

Jaime Zaplatosch – jzaplatosch@openlands.org

The nation's oldest metropolitan conservation group, they work to create and preserve open space in the Chicago region. Work with Garfield Park Conservatory and the

Chicago Botanic Garden to run the Green Teacher Network, which offers curriculum and workshops to introduce gardening to the curriculum. Also offer School Garden grants to schools for design, installation and curriculum support of gardens.

Organic School Project

Program Manager: Maureen George, maureen@organicschoolproject.org

Offers the Wellness Services Model, complete with food service. Alternatively, (less commitment) has resources available like: Curriculum Development, Sustainability Projects, Garden-based Education, Farm-to School Programming, Wellness Festivals/Fairs.

Youth Ready Chicago Summer Program

If possible, apply to be a worksite for this program. The economic stimulus package has provided money to hire youth aged 14-24 for summer jobs. If your students are that age, you could hire them to care for the garden during the summer – without having to pay for it!

http://www.youthreadychicago.org/

Grant List

Note: A quick Google search for "school garden grant" will turn up many useful hits, and is definitely worth a try.

BP Energy Education Grant – won by Al Raby School for their native plants garden and McCorkle Elementary School for their vegetable garden.
http://www.aplusforenergy.net/Public/us_program.aspx

California School Garden Network – offer grants to schools throughout the US.
http://www.csgn.org/page.php?id=30

CPS Green Team Grants - Chicago Public Schools and its Service-Learning Initiative has had school grants available for 15 school Green Teams.
http://www.cps.edu/ABOUT_CPS/SPECIAL_INITIATIVES/Pages/CPSEnvironmentalActionPlan.aspx Although these are no longer available, one should continue to check the CPS website for new opportunities and resources.

Grants.gov – Just as it sounds, this is the website for all government grants. This is a great time to apply for government funding, because of the stimulus plan.

Openlands School Garden Grants – will install and support gardens after application process. http://openlands.org/index.php/community-greening/projects/150-green-school-programs

Orion Grassroots Network: Joining the network gives you free access to GrantStation.com's funder database. http://www.oriongrassroots.org/

Further Information

Advocates for Urban Agriculture: Their site has many other resources listed and is a fantastic starting point for those with questions, especially since it focuses on the Chicago area. http://auachicago.wordpress.com

American Community Gardening Association: This nationwide resource has systematic step-by-step instructions, much like the ones given above. http://www.communitygarden.org/learn/starting-a-community-garden.php

Center for Ecoliteracy: This group has a full group of publications about teaching sustainability. http://www.ecoliteracy.org/programs/sbn.html

Chicago Botanic Garden – http://www.chicago-botanic.org

Edible Gardens and Mini Farms: This site contains an extraordinary list of resources, including links to the School Garden Registry and various case studies of school gardens. http://www.ecoschools.com/Edible/Edible_wSidebar.html

Garden ABC's is an online collection of resources. This manual is listed. Find it at www.gardenabcs.com

GreenNet Chicago: Chicago's greening network has some tips on starting a community garden, which can be applied in part to school gardens, at this link: http://www.greennetchicago.org/start_garden.html

Partnering for a Sustainable Chicago: Look on our directory for people in your community or the greater Chicago area who might be able to help with your project. http://civicknowledge.uchicago.edu/sustainability.shtml

School Garden Wizard: Our template is loosely structured on this one, which offers a slightly different take on the subject. http://www.schoolgardenwizard.org

University of Missouri Extension: This program offers a "Community Gardening Toolkit" at http://extension.missouri.edu/publications/DisplayPub.aspx?P=MP906