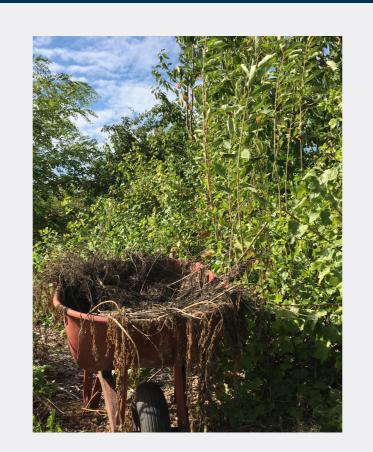
Windermere Secondary Orchard Renewal



THE ISSUE

Foster community stewardship



OBJECTIVES



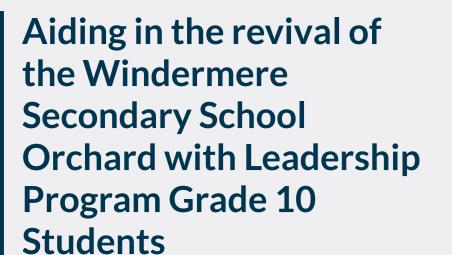




Support grade 10 leadership students









LFS 350 Group 5



Emma, Graham, Kennedy, Natalie, Maryam, Yass



UBC

Fall 2018





SIGNIFICANCE

Involvement in school gardening:

- Improves food behaviour⁽¹⁾
- Increases achievement in science (1)



- Values community resources (2)
- Promotes hands-on learning (3)



>>>

"The orchard ... was the legacy of my teachers class and I take great pride in the fact that our class will have the opportunity to revamp it to its former glory."

- Windermere Student, Grade 10





Supported students in:

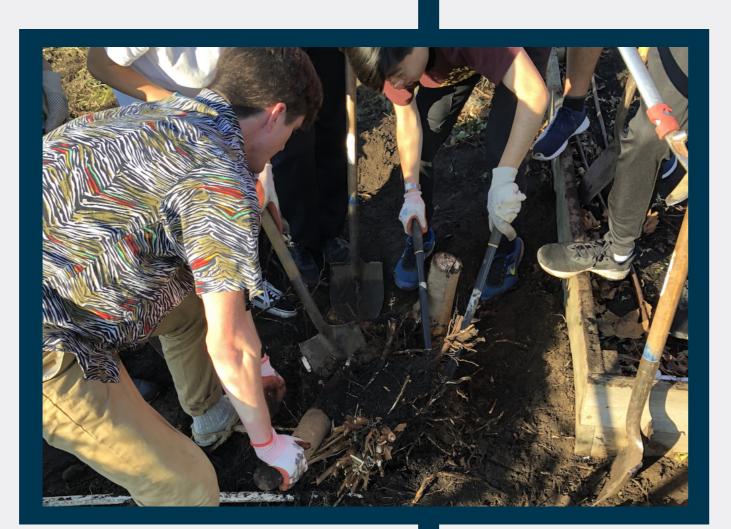
- **Creating task groups**
- Preparing drafts for proposed changes to the orchard
- **Initial revitalization work**
- Refining project proposals
- **Developing budgets**

Our group took lead in:

- **Conducting three workshops** for students
- Surveying students on outcome of project







FINDINGS

- Students reported gaining skills and experience in project planning, gardening, communication, proposal and budget writing
- 84% of students felt that their work on the orchard was beneficial to the school
- 90% of students felt that their individual skills attributed to the project and project planning



Mural







NEXT STEPS

- Complete the revitalization of the **Orchard**
- Host an event in the space for community members
- Continue upkeep of space
- Provide opportunities for experiential learning
- Provide produce to community members

References

1) Blair, D. (2009). The child in the garden: An evaluative review of the benefits of school gardening. The Journal of Environmental Education, 40(2), 15-38. doi:10.3200/JOEE.40.2.15-38

2) Mathie, A., & Cunningham, G. (2003). From clients to citizens: Asset-based Community Development as a strategy for community-driven development. Development in Practice, 13(5), 474–486.

3) Stauffacher, M., Walter, A. I., Lang, D. J., Wiek, A., & Scholz, R. W. (2006). Learning to research environmental problems from a functional sociocultural constructivism perspective: The transdisciplinary case study approach. International Journal of Sustainability in Higher Education, 7(3), 252-275. doi:10.1108/14676370610677838

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