

**REVISED!**

# Road Map: An Overview of the School Ground Greening Process

## 1. Getting started

- Form a committee
- Explore the possibilities (e.g., trips to other schools)
- Brainstorm
- Survey—students, staff, and neighbours (see pages 44-46 and 153)
- Chose common themes—your top 3 ideas

## 2. Planning

- Draft a statement of purpose
- Analyze your site (do an inventory, e.g., shade, seating needed)
- Come up with a 'big picture' plan of changes
- Seek approval of concept (Design Consultation, see pages 51-52)
- Decide what you are planting this spring—start small and do it well!
- Develop stewardship plan (page 160)
- Raise funds (complete funding application as soon as possible)

## 3. Getting it done

- Planting
- Publicity
- Celebrate success

## 4. Stewardship and evaluation

- Ongoing stewardship
  
  
- Regular project “check-up”

## Student involvement

- Field trips to other schools
  
- Window of wishes (see page 43)
- Older students conduct surveys (pages 44-46), analyze data, and graph results to be shared with rest of the school
  
  
- Students conduct shade EcoReview (see pages 154-155)
  
- Students do research on plants (consult Evergreen's native plants data base as well as books)
  
- Students do the plan as a formative or summative task (see the TDSB's GRASP\*)
- Bake sales, student art sales, etc.
  
- See page 60 for Planting Day Tips
- Art work; thank you letters to funders, donors, parent volunteers; celebrate through drama, poetry, dance, and song
  
  
- Classes/clubs can adopt trees and gardens for regular stewardship (watering, weeding, mulching)
- Student garden monitors

\* See *GRASP: A tool for developing ecological literacy through rich performance tasks* which is available to download at [ecoschools.ca/guides and other publications](http://ecoschools.ca/guides-and-other-publications). For a print copy use the order form on page 4.

This tool is adapted from Evergreen's *Learning Grounds Guide for Schools*: <http://www.evergreen.ca/en/lg/lg-guide.pdf>