Container Gardening for Assisted Living Residents

A Training Proposal

Presented by:

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EDU 522: Planning and Developing Curriculum and Courses
MA018
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Container Gardening for Assisted living residents

Good-to-Great Team
Final Group Presentation
Tusculum College
MA018 Course
EDUC 522

Date: August 1, 2005
Time: 6:00 - 10:00 p.m.
Location: Oak Ridge, TN
ORAU Pollard Auditorium

Pre-registration is requested, but not required. Registrations will be completed at the workshop.

The nominal workshop fee covers all printed and hands-on activities' materials you will use in the workshop sessions.. You do not need to bring any gardening tools or other items.

A workshop designed to train Activity Directors to teach container gardening to residents of Elder and Special Needs Adult Care Facilities

Physical activity, mental stimulation, socialization, emotional satisfaction, renewed interest in life — these are all positive, life-changing experiences you want to give seniors, handicapped, and other adults in your care.

Gardening is an excellent way to provide a wide variety of therapeutic activities for your clients. By participating in this one-day workshop, you will learn how to teach residents and care-givers the basics of gardening in a limited space; *e. g.*, indoor pots, window boxes, or balconies.

The workshop will be led by experts in the field of gardening who have worked specifically with individuals who require special accommodations. Topics include

Gardening 101 — establishing the purpose, considering the environment, planning the space, selecting the container and tools

So Many Plants, So Little Space! — selecting appropriate plants for the container garden

Principles of Potting — transplanting new and existing plants in the garden or to give away

Masterful Maintenance — weeding, pruning, controlling insects and disease to optimize survival

Share theWealth! — giving your garden to others through cuttings, seedlings, baskets and wreaths, cut or pressed arrangements, dried petals, roots, and herbs

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A Training Proposal

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Introduction

While an abstract comparison, adult learning and training are a lot like maintaining a garden. In a garden, the caretaker is responsible for maintaining a healthy crop of flowers or vegetables. Whether it be radishes or roses, each plant has different requirements in order for it to survive. Some plants require more attention, fertilizer, water or even sunlight in order to thrive. It is the caretaker's responsibility to create an environment for successful growth to occur.

An adult trainer works with a different group of subjects, but the principles are still the same. Each individual student comes to the training with different needs and learning styles. A successful trainer not only needs to access the style and needs of each student, but should also develop strategies to encompass the entire class in the learning process. One learner may prefer lectures, while another may need hands-on activities in order for true learning to occur. While the gardening caretaker may put different plants in the same soil, he or she must be aware of each plant's needs to produce the needed crop. A gardener is similar to that of an adult trainer.

Like a farmer with his seeds, the *Good to Great* Team felt necessary to do important research in order to create an 8-hour training workshop. Most professionals would agree that it is important to lay the necessary ground work before writing training materials. The *Good to Great* Team felt comfortable in utilizing the Instructional System Design (ISD) process in writing this particular curriculum. Further instruction and evaluation courses will bring the ISD process to a full circle.

Needs Assessment

The first step in the ISD process is to develop a needs assessment for learning. After all, if learning is not needed, why develop a curriculum? The purpose of the training is to discover what learning deficiencies exist. Who is affected? What are the ideal goals of the training (Rothwell & Kanzanas, 2004)? Our learning team suggested several ideas for a training module, including developing professional communication skills, home cooking for the bachelor, or even amateur massage therapy. In most of those situations, it was difficult to analyze a specific audience that the training would be most appropriately suited. Trainers use need assessments in order to "administer, develop, and support

training programs" (Noe, 2005). Without a specific audience, the training would be worthless. In a normal training environment, the trainer would conduct an organization, person, and task analysis to prove the need for learning (Noe, 2005).

After several brainstorming sessions, the team decided upon a "train the trainer" seminar for activity directors to teach the basics of container gardening to persons living in assisted care facilities. This course would meet a valuable need in the Knoxville metropolitan area. The team knew of several Activity Directors in the vicinity who were bored with presenting the same activities to their residentrs. Many residents suffer from Alzheimer's Disease, which is characterized by memory loss.   Medical professionals have long insisted that activities encouraging cognitive thinking and basic psycho-motor skills can off-set the symptoms associated with this disease (www.alzheimers.com, n.d.). Maintaining a container garden would not only allow residents to take on independent projects, but will also sharpen their cognitive and psychomotor skills. The main points of container gardening are simple enough for able-bodied adults to learn and teach to others. Working with seniors and the disabled can be somewhat challenging, however, activity directors would arrive at the training session having already experienced with the needs of the aged. Plants are as diverse as people. The container gardening course is designed so each activity director could easily find plants most appropriate for his/her residents' abilities.

Assessing the Learning Needs

Once the audience has been defined and the need for the session has been established, the next step would be to begin designing a training workshop with the needs of each learner in mind. In a perfect world, the principles of andragogy would suggest including learning activities that would fit every single learner. (Senge, n.d.) If that were the case, every principle in the class would have to be taught differently for each person. This could make an 8-hour workshop into an eighteen week course! A pre-assessment survey was sent to each attendee before the course, so activities might be included that best meet the needs of the whole class.

The learning team decided that each class would be limited to sixteen attendees. The four members of the *Good to Great* team will act as facilitators during the hands-on activities, allowing for a positive 1:4 teacher-student ratio.

The surveys that were returned suggested a mixture of learning techniques: including lecture, hands-on and visual presentations.

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Container Gardening for Assisted Living Residents
Presented by the "Good to Great" Team
Student Profile

Thank you very much for registering for the upcoming class on Container Gardening for Assisted Living Residents. Please take a few moments to let us know about you and your job! Please send your completed forms with the enclosed postage-paid return envelope to:

The Good to Great Team
c/o Container Gardening
2112 Braden Lane
Knoxville, TN 37914

Contact Information

Name:

Address:

City   State   ZIP

Home Phone: (_____) _____   Work Phone: (_____) _____

E-mail Address:

How would you prefer to be contacted: _____mail   _____phone   _____e-mail

Your Profession

Place of work:

Job Title:

Address:

City   State   ZIP

Hours/wk: _____   Duration at current position: _____

What are your primary responsibilities?

Your Personality, Goals, and Interests

What are your personal interests or hobbies outside work?

What is your formal educational background? What was your major area of study? Do you have any physical or learning disabilities that we should know about?

What are your career goals?

Have you taken any courses from The Good to Great Team? _____Yes _____No

If yes, list them below. What did you enjoy about these courses?

Are you responsible for teaching at your assisted living center? ____Yes _____No

If yes, please list the types of activities you facilitate.

Have you taken activity based courses before? _____Yes _____No

If yes, please describe these courses. Who taught them? What types of activities help you learn best?

About your expectations for this course

What aspects of container gardening are you most interested in learning about?

What types of activities do you wish to be covered?

Is there anything you would like me to know about you or your expectations for the course?

<u>Analysis of Work-Setting Characteristics</u>

Writing an outline for a training module is extremely important to instructor and the learner. However, it is vital, that the trainer thoroughly understand the resources with which each student approaches the training session. Learning styles suggest HOW the training should be developed, but, an understanding of the working environment will determine exactly WHAT should taught and to what DEGREE.

The members of the *Good to Great* team visited with several senior center activity directors and read several job descriptions. The purpose of this investigation was to understand the daily work activities of the audience. In order for adult training to be effective, the training must be relative to the learner's needs. In this brainstorming session, the members of the Good to Great team brought their research results and developed a curriculum (DACUM) by listing job duties of a typical activity director. According to the DACUM Archive and Resource website, DACUM is a "storyboarding process that provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses. The information is presented in graphic chart form and can include information on critical and frequently performed tasks and the training needs of workers." (www.dacum.org, n.d.) The final DACUM allowed us to take a look at the daily routines of each learner and effectively write training materials. A final copy of our DACUM follows.

POSITION: Assisted Living Community
Activities and Programs Coordinator

JOB DESCRIPION: The Activities and Programs Coordinator will become familiar with the residents and their interests and will organize and carry out appropriate activities and programs.

DACUM Research Chart

DUTIES:	TASKS:
Become familiar with residents, their interests, and their limitations	1. Attend weekly individual and group clinical supervision sessions 2. Schedule individual meetings with the residents to get to know them. 3. Hold meets with families to get to know them 4. Consult with resident's physicians or care givers about the needs and limitations of the residents 5. Observe residents as they go about their daily activities, as applicable. 6. Gain trust of residents by being honest and displaying genuine concern for their well-being
Coordinate and facilitate group activities to enhance resident's cognitive, affective and psychomotor skills.	1. Determine activity 2. Choose date, time and place 3. Publish in newsletter and in group meetings (such as lunch) to encourage participation of residents 4. Purchase materials needed for activity 5. Arrange for additional facilitators of activity as needed 6. Make provisions for any special needs 7. Implement activity 8. Facilitate activity with positive attitude and make fun for participants 9. Provide positive reinforcement to the residents as they participate 10. Take pictures of residents having fun. 11. Solicit feedback from residents and all parties involved in activity to determine effectiveness of activity via discussions, evaluations and observations. 12. Create bulletin board in a central location to display pictures and comments to encourage further involvement.
Develop "Life Skills" activities for the therapeutic needs of residents	1. Attend weekly individual and group clinical supervision sessions 2. Collaborates with assigned Counselor in the elaboration of the Individualized

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	Plan of Care (IPC) or Individual Recovery Plan (IRP) according to the treatment planning policy.
	3. Determine needs of residents from observations, discussions with residents and involved family members, physicians and care support team
	4. Gather data to determine best activity based on desired outcomes
	5. Discuss data findings with physicians and care support team.
	6. Determine which activities are within budget guidelines
	7. Decide the activity
	8. Set date, time and location of activity
	9. Advertise activity
	10. Implement activity
	11. Attend multidisciplinary case conferences in order to evaluate clients' progress, identifies barriers, and recommends corrective measurements
	12. Documentation in residents' files of competencies completed and progress
	13. Solicit feedback from residents and involved family members, physicians and care support team via discussions, evaluations, etc., to determine effectiveness and future recommendations for the activity
Encourage family, staff and community involvement	1. Maintain and publish an activities calendar and newsletter 2. Send out mailings and/or publish in community media to advertise activities and programs 3. Schedule meetings with family members to provide information on importance their participation 4. Offer family support activities within the resident activities.
Plan programs within budget guidelines and monitor expenses to maintain compliance with activities budget	1. Understand budget process. 2. Determine number of programs budget will support 3. Shop for best value of supplies needed for activities 4. Solicit donations from external vendors and representatives 5. Utilize volunteers to help with facilitation of programs and activities 6. Keep spreadsheet and document all expenses on monthly basis
Network with businesses, organizations and schools to form a solid base for volunteers and training resources.	1. Attend community events 2. Do presentations at schools to involve youth volunteers

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	3. Publish newsletters and flyers to enhance awareness of program 4. Host "open house" events annually 5. Document all contacts with youth, family members, staff and representatives from other agencies involved in the provision of services
Plan and implement recreational activities outside the residential community	1. Attend weekly individual and group clinical supervision sessions 2. Discuss field trips with residents, family members, and care givers. 3. Determine what trips are within the scope that the majority of the residents can tolerate and attend and enjoy 4. Make provisions for special needs by acquiring wheelchairs, etc. 5. Advertise to residents and family members date and time, length and location of field trip. 6. Determine number of volunteers, (family members, etc) to assist with trip 7. Have vehicle serviced prior to trip 8. Pick up residents at community 9. Drive them to location 10. Assist them as needed to enjoy activity 11. Take pictures for future use 12. Return residents to community when fun is over 13. Have group meeting next day or week to discuss the trip, what they learned, what they enjoyed, how they benefited from it and if they would like to do it again.
Drive agency vehicles for the purpose of program participant participation	1. Obtain CDL licensure 2. Ensure that vehicles are properly maintained by the proper authority
Improve personal professional skills	1. Attend workshops 2. Attend seminars 3. Attend training sessions 4. Complete number of required continuing education units to maintain professional licensure, as applicable.

<u>Writing and Sequencing Performance Objectives</u>

After analyzing the DACUM, we gained further insight in writing specific objectives in order to train the activity directors. The prerequisites of the program were established, which included:

- Ability to read, write, and speak in English

- Have successfully completed professional licensure course in adult supervision

- Ability to lift 15 lbs

The specific learning objectives of this course were developed, which further guided the remaining steps in the ISD process (Rothwell & Kanzanas, 2004). We carefully linked terminal learning objectives of the course to particular levels in cognitive, affective and psychomotor learning. A diagram of the all terminal objectives are listed, along with their corresponding domain. Enabling objectives coupled with terminal objectives are also included in the outline included in this section. A lesson plan template and complete lesson plan for *The Principles of Potting* also follow. To avoid redundancy and excessive verbiage, please insert the following statements where appropriate:

- For all cognitive and psychomotor objectives: After attending each workshop session, the participant will successfully perform each skill with at least 80% accuracy as compared to session handouts.

- For affective objectives, the participant will exhibit satisfactory behaviors as determined by the instructor.

Container Gardening for Assisted Living Residents

Terminal Objectives

<u>Purpose</u>: A workshop designed to train Activity Directors to teach container gardening to residents of Elder and Special Needs Adult Care Facilities

<u>General Goal</u>: Those who attend the Container Gardening for Assisted Living Residents Workshop will acquire the necessary knowledge and skills to develop occupational therapy and special interest training activities for their clients who are residents of self-care, assisted living, or skilled-care facilities.

Terminal Objective	Domain	Level
In his or her own words, the student will identify the purpose of a garden, and discuss ways to incorporate occupational therapy skills and the needs for the disabled.	Cognitive	Evaluation
In his or her own words, the student will correctly determine key components of a gardening environment for senior citizens.	Cognitive	Analysis
After the classroom activity, the student will effectively design an appropriate garden space within a senior living facility.	Cognitive	Synthesis
Given a broad selection of containers, the student will differentiate suitable containers for indoor and outdoor plants.	Cognitive	Analysis
In his or her own words, the student will correctly describe the selection, use and maintenance of basic home gardening tools.	Cognitive	Knowledge
The student will use generally accepted botanical/horticultural terminology to identify major plant parts and correctly describe their functions.	Cognitive	Knowledge
In his or her own words, the student will explain the plant reproduction and propagation process.	Cognitive	Comprehension
The student will describe the importance of acclimatization in reducing plant "shock"	Cognitive	Knowledge
The student will understand the basic seasonal changes in plants.	Cognitive	Comprehension
In his or her own words, the student will identify basic growth patterns in plants.	Cognitive	Knowledge
The student will list the primary life processes in plants.	Cognitive	Knowledge
The student will state the plant nutrient cycle.	Cognitive	Knowledge
The student will correctly identify common herbaceous plants: perennials, annuals, bulbs, ornamentals, ferns appropriate for senior living facilities.	Cognitive	Analysis
In his or her own words, the student will correctly identify common woody plants (shrubs and trees) outside of the training facility.	Cognitive	Analysis
In his or her own words, the student will correctly list common vegetables grown in containers.	Cognitive	Knowledge

Given a selection of native and foreign herbs. the student will correctly identify common herbs found in the Knoxville area.	Cognitive	Analysis
The student will classify aesthetic components in making appropriate plant selection for container gardening.	Cognitive	Analysis
Based on mastery of previous objectives, the student will correctly select appropriate plants, shrubs, trees, vegetables, and herbs for outdoor container gardening.	Cognitive	Evaluation
Based on mastery of previous objectives, the student will correctly select appropriate plants, shrubs, trees, vegetables, and herbs for indoor container gardening.	Cognitive	Evaluation
The student will discuss characteristics of an useful receptacle for container planting.	Cognitive	Knowledge
In his or her own words, the student will correctly describe basic techniques for planting seeds in containers.	Cogntive	Knowledge
In his or her own words, the student will describe basic techniques for rooting herbaceous cuttings, transplanting seedlings, and transplanting mature plants.	Cognitive	Knowledge
In his or her own words, the student will correctly explain the process for splitting bulbs, tubers, corms and rhizomes.	Cognitive	Comprehension
In his or her own words, the student will correctly develop a schedule of required plant maintenance activities.	Cognitive	Synthesis
The student will actively participate in a group discussion, listing appropriate safety measures for seniors and the handicapped.	Affective	Responding
In his or her own words, the student will correctly describe the importance of proper mulching, watering, and pruning container plants.	Cognitive	Knowledge
The student will develop a plan to appropriately care for container plants while out of season (hibernation).	Cognitive	Synthesis
Given several pictures, the student will correctly diagnose mechanical, environmental, and chemical damage common to container plants.	Cognitive	Evaluation
Given several pictures, the student will correctly diagnose insect damage to container plants.	Cognitive	Evaluation
The student will recognize 3 common plant diseases from images provided by the instructor.	Cognitive	Knowledge
In his or her own words, the student will explain the use of chemical and non-chemical techniques to control weeds.	Cognitive	Comprehension
The student will understand the difference between "pests" and "beneficial" insects.	Cognitive	Analysis
the student will actively participate in a discussion describing the basic techniques for container plant cultivation.	Affective	Responding
Through small group discussion, the student will discuss the methods for renovation of small fruit shrubs suitable for container planting (e.g. blackberries).	Affective Cognitive	Responding Comprehension
In his or her own words, The student will explain the procedure for creating cuttings of container plants. (small parts of plants)	Cognitive	Knowledge
After a class demonstration and given materials, the student will correctly transplant a plant from one container to a larger one, and describe the steps to an instructional facilitator.	Psychomotor Cognitive	Skilled Movements Knowledge

In his or her own words, the student will explain the procedure for transplanting seedlings of container plants.	Cognitive	Knowledge
In his or her own words, the student will explain the procedure for planting seeds from container plants.	Cognitive	Knowledge
In his or her own words, the student will explain the methods used in preparing baskets and wreaths from container plants.	Cognitive	Comprehension
In his or her own words, the student will explain the methods used in drying container plants and plant components.	Cognitive	Comprehension
In his or her own words, the student will explain the procedure for handling fresh herbs for food usage.	Cognitive	Knowledge
After a class demonstration and given a selection of materials, the student will design a floral wreath.	Cognitive Psychomotor	Synthesis Skilled Movements

Container Gardening for Assisted Living Residents

Terminal and Enabling Objectives

I.   *Gardening 101*
    A.   Session Goals — Establish the garden's purpose; consider the environment; plan the space; select the container and tools.
    B.   Session Terminal & Enabling Objectives
        1.   Establish purpose of the garden
            a.   Perform needs analysis focusing on client therapies
            b.   Perform task analysis
                (1)   Identify tasks requiring adaptation for special-needs clients
                (2)   List common gardening adaptations for elder and/or handicapped clients
        2.   Define key components in analyzing a garden's environment
            a.   Identify basic needs of plants
                (1)   Explain the interrelationship of air, water, and soil in facilitating plant growth
                (2)   Understand soil properties
                    (a)   Identify physical, chemical, and biological properties of soil
                    (b)   Recognize common varieties of gardening soil – peat/organic, sand, loam, clay
                    (c)   Describe how soil properties control its function
                (3)   Understand how soils affect plant growth
                    (a)   Describe the relationship between soil and water in relation to plants
                    (b)   Detail soil preparation and management methods to enhance plant growth
                (4)   Describe the role of light exposure on plant growth
                    (a)   Explain how to determine proper balance
                    (b)   Explain how to achieve and maintain proper balance
                    (c)   Describe the conditions resulting from under- or overexposure
                (5)   Describe the role of water and humidity on plant growth
                    (a)   Explain how to determine proper balance
                    (b)   Explain how to achieve and maintain proper balance
                    (c)   Describe the conditions resulting from under- or overexposure
            b.   Determine the required level of portability
                (1)   Explain seasonal portability requirements
                (2)   Explain requirements for relocation in garden environment
                (3)   Explain requirements for permanent relocation to a new garden
        3.   Plan and design appropriate garden space
            a.   Understand basic principles of site design: unity, simplicity, balance, proportion
            b.   Recognize benefits of specialty or theme gardens for therapy and/or healing
            c.   Understand aesthetical and functional impact of plant arrangement
            d.   Recognize applicable use of accessible, raised garden areas for clientele requiring this type of accommodation
            e.   Prepare a site drawing for a typical apartment patio in the local area
            f.   Generate a materials list based on the drawing
        4.   Select suitable containers
            a.   Identify key components of indoor and outdoor containers
                (1)   Discuss the aesthetic effect of color, texture, and form
                (2)   List typical compositions and styles for various common containers: hanging baskets, standing pots, indoor flowers, trees, fruits, vegetables, and herbs
            b.   Determine suitability of selected containers for identified purpose
                (1)   List pros and cons of hanging pots or boxes
                (2)   List pros and cons of standing pots or boxes
                (3)   List pros and cons of in-ground beds
        5.   Select, use, and maintain garden tools
            a.   Describe adaptable tools based on targeted clientele
            b.   List storage requirements
            c.   Outline routine maintenance functions

d. Outline safety protocols for tool use

II. *So Many Plants, So Little Space!*
   A. Session Goal — Identify and select appropriate plants through understanding how they contribute to successful container gardening.
   B. Session Terminal & Enabling Objectives
      1. Use accepted botanical/horticultural terminology to identify major plant parts and describe their functions
         a. Identify major plant parts: roots, stem, leaves, flowers, fruits, seeds
         b. Describe common variations in major plant parts (*e.g.*, leaf shapes, seed coverings, complexity of flowers)
         c. Describe functions of identified major plant parts
         d. Describe interrelationship of major plant parts
      2. Understand plant reproduction & propagation
         a. Diagram the fertilization process
         b. Describe the differences in external pollination and self-pollination
         c. Describe how environmental factors affect seed germination
         d. Explain the basic components and function of seeds
            (1) Describe seed structure
            (2) Identify dispersal methods
            (3) Describe the germination process
         e. Describe how bulb, tuber, corm, and rhizome plants propagate
      3. Understand the importance of acclimatization in reducing plant "shock"
         a. Describe plants' reactions and adaptive measures upon exposure to common stimuli – water, light, temperature
         b. List common causes of plant "shock"
         c. Describe common symptoms of plant "shock"
         d. List methods for minimizing plant "shock"
      4. Understand seasonal changes in plants
         a. Identify indications of seasonal changes
         b. Explain the significance of those changes
      5. Identify growth patterns of plants
      6. Understand the primary life processes in plants
         a. Diagram and explain respiration
         b. Diagram and explain transpiration
         c. Diagram and explain photosynthesis
      7. Understand the plant nutrient cycle
         a. Explain nutrient exchange between soil and plants
         b. Explain the selection and application of appropriate fertilizer
            (1) Describe the importance of pH balance
               (a) Describe how to test soil pH level
               (b) Describe how to modify soil pH level
            (2) Describe appropriate fertilization techniques
               (a) Describe methods for organic substances
               (b) Describe methods for inorganic substances
      8. Identify common herbaceous plants: perennials, annuals, bulbs, ornamentals, ferns
         a. Classify plants according to their life cycles
         b. Group plants according to their common characteristics: season, mature height, water/soil/light/fertilizer requirements
         c. Evaluate twenty locally common varieties of herbaceous plants for the garden planned in a previous exercise
            (1) Compare and contrast the plant varieties, listing at least three advantages and disadvantages for each
      9. Identify common woody plants (shrubs and trees) in the area
         a. Describe required landscape characteristics for woody plants
         b. Compare and contrast suitability of area trees and shrubs for indoor and outdoor planting
         c. Evaluate ten woody plants for the garden planned in a previous exercise

(1) Compare and contrast the plant varieties, listing at least three advantages and disadvantages for each
10. Identify common vegetables grown in the area
    a. Differentiate between cool- and warm-season vegetables
    b. Develop a planting schedule based on the above
    c. Determine the quality of packaged seeds
    d. Evaluate seedlings for viability
11. Identify common, native herbs in the area
    a. Classify herbs according to growth season
    b. Develop a planting schedule based on the above
    c. Determine the quality of packaged seeds
    d. Evaluate seedlings for viability
12. Recognize aesthetic components of plant selection
    a. Explain significance of size at maturity
    b. Group pleasing color combinations
    c. Compare and contrast hanging vs. ground-level planters
    d. Group based on matching soil, light, water requirements
13. Based on the foregoing, select appropriate plants, shrubs, trees, and vegetables for outdoor use
14. Based on the foregoing, select appropriate plants, shrubs, trees, and vegetables for indoor use

III. *Principles of Potting*
   A. Session Goal — Demonstrate proficiency at planting new items, transplanting existing plants, and potting to give away
   B. Session Terminal & Enabling Objectives
      1. Describe steps for preparing the receptacle
      2. Describe basic techniques for planting seeds
         a. Outline methods for choosing best seeds
         b. Diagram seed planting process
      3. Describe basic techniques for rooting herbaceous cuttings
         a. Outline methods for choosing best cuttings
         b. Diagram rooting process
      4. Describe basic techniques for transplanting seedlings
         a. Outline methods for choosing best seedlings
         b. Diagram transplanting process
      5. Describe basic techniques for transplanting mature plants
         a. Outline methods for choosing best plants
         b. Diagram transplanting process
      6. Describe basic techniques for splitting bulbs, tubers, corms, and rhizomes
         a. Outline methods for choosing candidates
         b. Diagram splitting process

IV. *Masterful Maintenance*
   A. Session Goal — Demonstrate understanding of safety, weeding, pruning, and controlling insects and disease to optimize survival.
   B. Session Terminal & Enabling Objectives
      1. Develop a schedule of required plant maintenance activities
      2. Develop protocols for safety measures
      3. Describe the importance of proper mulching
         a. Discuss timing
         b. Discuss procedures
         c. Discuss techniques
      4. Describe the importance of proper watering
         a. Discuss timing
         b. Discuss procedures
         c. Discuss techniques

5. Describe the importance of proper pruning
   a. Discuss timing
   b. Discuss procedures
   c. Discuss techniques
6. Describe appropriate conditions for out-of-season hibernation
   a. Explain methods for in-ground and above-ground bulb storage
   b. Explain protocols for moving plants indoors
   c. Describe procedures for soil preparation and covering
7. Diagnose mechanical, environmental, and chemical damage to plants
   a. Recognize damage from common mechanical, environmental, and chemical assailants: light, water, pollution, animals, humans, neighboring plants
   b. Describe methods of damage from common mechanical, environmental, and chemical assailants
   c. List primary symptoms of mechanical, environmental, and chemical damage
   d. Identify common reference resources for identifying mechanical, environmental, and chemical damage
   e. Explain the impact of mechanical, environmental, and chemical damage on the garden as a whole
8. Diagnose insect damage to plants
   a. Recognize insect-related damage to plants
   b. List symptoms of common insect damage
   c. Identify common reference resources for identifying insect damage
   d. Explain the impact of environmental factors on insect damage
9. Diagnose common plant diseases
   a. Recognize disease-related damage to plants
   b. List symptoms of common infectious and non-infectious diseases
   c. Identify common reference resources for identifying plant diseases
   d. Explain the impact of environmental factors on plant diseases
10. Explain the use of chemical and non-chemical techniques to control weeds
    a. Discuss mechanical, organic, and inorganic methods of weed control
       (1) Describe weed control effects on the environment
       (2) Identify measures for proper handling of toxic weed control substances
           (a) List procedures for safe storage
           (b) List procedures for safe application
           (c) List procedures for safe disposal
11. Understand the difference between "pests" and "beneficial" insects and critters
    a. Identify common insects, mites, bugs, reptiles, amphibians, and mammals found in gardens in the area
       (1) define management techniques for managing the above
       (2) Explain the use of chemical and non-chemical techniques to control pests and beneficial critters
           (a) Discuss mechanical, organic, and inorganic methods of pest and critter control
               i) Compare and contrast the benefits of, and detractors from, garden fencing
               ii) Describe pesticide effects on the environment
               iii) Identify measures for proper handling of toxic pest control substances
                   a) List procedures for safe storage
                   b) List procedures for safe application
                   c) List procedures for safe disposal
12. Describe basic techniques for plant cultivation
13. Discuss methods for renovation of small fruit shrubs (*e.g.*, blackberries)

V. *Share the Wealth!*
   A. Session Goal — Recognize the social and emotional benefits of giving garden yield to others through cuttings, seedlings, baskets and wreaths, cut or pressed arrangements, dried petals, roots, and herbs
   B. Session Terminal & Enabling Objectives
      1. Explain the procedure for creating cuttings (small parts of plants)

2. Explain the procedure for rooting cuttings
3. Explain the procedure for transplanting seedlings
4. Explain the procedure for planting seeds
5. Explain the methods used to prepare baskets and wreaths
6. Explain the procedure for drying plants and plant components
7. Explain the procedure for handling fresh herbs
8. Explain the basic principles of floral design
    a. Describe process of selecting non-plant design materials
    b. Describe process of selecting container type and style to match flower type, size, and quantity
    c. Describe process of arranging flowers harmoniously according to the principles of proper balance (symmetrical and asymmetrical), proportion, rhythm, and dominance

Container Gardening for Assisted Living Residents

Suggested Activities

Based on these objectives, the following courses were created:

Gardening 101: Establishing the purpose, considering the environment, planning the space, selecting the container and tools. (Field trip to area garden shop with prearranged guided tour and discussion on soil types, and basic terminology)

So Many Plants, so Little Space: Selecting appropriate plants for the container gardening. (Presentation of classification of plants and handouts presented by horticultural specialist, Connie Green from Pope's Nursery and Garden Center)

Principles of Potting: Transplanting new and existing plants in the garden or to give away. (Presentation and "hands-on" activity presented by the Good to Great team with materials provided for each participant and facilitated practice)

Masterful Maintenance: Weeding, pruning, controlling insects and disease to optimize survival. (Survival Time video with "know-how" workbook given to each participant.)

Share the Wealth!: Giving your garden to others through cutting, seedlings, baskets, and wreaths, cut or pressed arrangements, dried petals, roots and herbs. (Demonstration and presentation by Willie Mae Woods, Professional Floral Designer from Woods Florist and Gifts. Participants will each have arrangements to work with during demonstrations.)

Once the course titles and parameters were set on the instruction, specific lesson plans were created for each course. The format of each lesson plans is on the following page.

Container Gardening for Assisted Living Residents
Presented by the "Good to Great" Team
Lesson Plan #_____

Unit:	Lesson Number:
Lesson Title:	
Date Written:	Author:
Subject:	
Duration:	Location(s):
Rationale/Justification:	
Lesson Description:	
Targeted Behaviorial Goals:	
Specific Performance Objectives: (Terminal in bold, enabling in italics)	
Prerequisite skills, Knowledge, Abilities:	
Special Accommodations that may be required:	
Materials Needed: (instructor and student):	
Procedure and activities: (including sequence, timings, instructor input, and students' input)	
Comments:	

The Training Facility

The following is a diagram for the training room which will be used for the entire day.
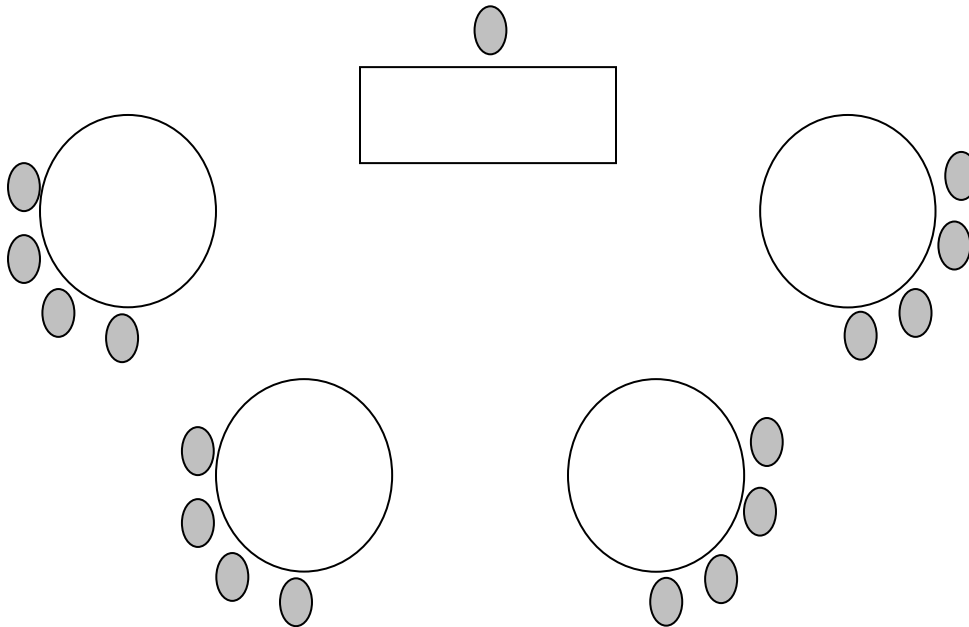
A U-shaped conference setting was determined to be most appropriate for the learning activities. The U-shaped configuration allows the instructor to be the focus of lecture activities, and the rounds encourage small group interaction (Blanchard & Thacker, 2004). While the class is limited to sixteen attendees, the instructor can easily accommodate an additional student or two by adding a few chairs.

Most of the day's activities will take place at the ORAU Pollard Auditorium Classroom 1. This room incorporates adequate lighting and is also temperature controlled. The facility hosts a library of audio-visual equipment, clean restrooms, clean kitchen facilities and is within driving distance to various restaurants (for lunch break). Classroom 1 has an open aired porch which will serve well for the hands-on potting activity. The entrance to the facility and the classroom is handicapped accessible. The facility also has trained staff to quickly repair or troubleshoot audio-visual issues.

(http://www.pollardcenter.org/map/index.htm, n.d.)

The following audio-visual equipment will be used for the day:

- Portable Laptop Computer with PowerPoint Software
- Internet Accessibility with connection cords
- LCD Projector
- Overhead projector
- 27" color television with DVD player on cart

Insert Marketing Flyer

Container Gardening for Assisted Living Residents
Presented by the "Good to Great" Team
Agenda

8:00 – 8:45am	Welcome
	Introduction of *Good to Great* Team and Guest Speakers
	Directions inside facility (restrooms, kitchen, smoking area)
	Attendee introductions (1 minute each)
	Distribution of Training Materials
	Overview of Schedule and training process
	Overview of Training Objectives
8:45 – 9:15am	Individuals drive to Posey's Garden Center
	12345 Pellissippi Parkway
	Knoxville, TN 37920
	(865) 123-4567
9:20 – 10:50am	**Gardening 101**
	--Establishing a Purpose for gardening, considering an environment, planning the space, selecting the container and tools.
	Guest Speaker: Mr. David Posey, Master Garden and Owner
10:50 – 11:20am	Individuals drive back to ORAU facility
11:25 – 12:30pm	**So Many Plants, So Little Space**
	--Selecting Appropriate plants for the container garden
	Guest Speaker: Connie Green, Popes Nursery and Garden Center
12:30 – 1:15pm	Lunch Break (on your own)
1:20 – 2:20pm	**Principles of Potting**
	--Transplanting new and existing plants in the garden or to give away
2:20 – 2:30pm	Break
2:35 – 3:35pm	**Masterful Maintenance**
	--Weeding, pruning, controlling insects and disease to optimize your plant's life
3:35 – 3:45pm	Break

3:50 – 4:50pm   **Share the Wealth!**
Giving your garden to others through cuttings, seedlings, baskets and wreaths, cut or pressed arrangements, dried petals, roots, and herbs.
Guest Speaker: Willie Mae Woods, Professional Floral Designer from Woods Florist and Gifts

4:50 – 5:00pm   Wrap-Up
Attendee evaluation

Unit: **Container Gardening for Assisted Living Residents**	Lesson Number: **3 of 5**
Lesson Title: **Principles of Potting**	
Date Written: **July 22, 2005**	Author: **Shayne Harrison**
Subject: **The basics of potting a flowering plant**	
Duration: **1 hour**	Location(s): **ORAU Pollard Auditorium Classroom 1 Patio**

Rationale/Justification:
In order for activity directors to demonstrate effective potting techniques, they must learn the basic of transplanting new and mature plants into a container.

Lesson Description:

Targeted Behaviorial Goals:
- **Students will demonstrate proficiency at planting new items, transplanting existing plants, and potting to give away to others.**

Specific Performance Objectives: (Terminal in bold, enabling in italics)
- **In his or her own words, the student will identify the steps needed for preparing a container.**
- **In his or her own words, the student will describe the basic technique for planting seeds.**
  --After the lecture and class discussion, the student will outline methods for choosing the best seeds.
  --After the lecture and class discussion, the student will create a picture, diagramming the seed planting process.
- **The student will demonstrate the proper technique for rooting herbaceous cuttings.**
  -*--After the lecture and class discussion, the student will outline methods for choosing the best cuttings.*
  --After the lecture and class discussion, the student will create a picture, diagramming the rooting process.

- **The student will demonstrate the proper technique for transplanting seedlings.**
  ----After the lecture and class discussion, the student will outline methods for choosing the best seedlings.
  --After the lecture and class discussion, the student will create a picture, diagramming the transplanting process.
- **The student will demonstrate the proper technique for splitting bulbs, tubers, corms, and rhizomes.**
  ----After the lecture and class discussion, the student will outline methods for choosing the best candidates.
  --After the lecture and class discussion, the student will create a picture, diagramming the splitting process.

Prerequisite skills, Knowledge, Abilities:
- **Mastery of Sessions 1 and 2**
- **Ability to read, write, and speak in English**
- **Have successfully completed professional licensure course in adult supervision**
- **Ability to lift 15 lbs**

Special Accommodations that may be required:
No students have registered indicating accessibility issues.

Materials Needed: (instructor and student):
- **Instructor**
  --laptop computer
  --Powerpoint software
  --copies of the handouts: How to Transplant a Plant into a Pot
  --paper and pencil/pen
  --2 facilitators (other trainers)
  --terra cotta pot
  --soil with proper fertilizer
  --water
  --Marigold plant

- **Student**
  --Paper and pencil/pen
  --Notebook
  --terra cotta pot
  --soil with proper fertilizer
  --water
  --Marigold plant
  --newspaper to cover table
  --handout

Procedure and activities: (including sequence, timings, instructor input, and students' input)

1:20   Prepared lecture from Trainer (student take notes as needed)
--group comments and discussion questions are posed to the group, including:
--What is the difference between a root, seedling, mature plant and bulb?
--What safety issues should you be concerned about?
--How would you best explain this to an elderly or handicapped individual?
--What are the steps when preparing the container for your plant?

1:45   Distribution of handout on potting a plant

1:46   Activity: Potting a plant
--Lead trainer announces steps, while facilitators demonstrate to class
--Lead trainer distributes handouts to class
--Facilitators break off into groups of 2
--Facilitators instructs students on transplanting the plant into container
--Facilitators evaluate performance with handout

2:10   Open floor for questions/comments

Comments:

Insert Principles of Potting lesson
Powerpoint Lesson

How to Transplant a Plant Into a Pot for _____

(your name here)

1. Place a protective covering over the workplace to prevent your table from becoming too dirty.

2. Pour a small amount of water in your terra cotta pot. This ensures the pot remains moist for the soil

3. Place 5-10 small rocks on the bottom of your pot for drainage.

4. Pour the pre-measured soil into your terra cotta pot.

5. Dig a hole in the soil with your finger about 50% larger in width than the marigold you will be transplanting.

6. Fill 1/3 of the hole with water.

7. Carefully remove the plant from the plastic container.

8. Use your fingers to carefully pop the plant from the plastic container. (The dark area is called the root ball.)

9. Quickly move the plant to the hole you have created in the terra cotta pot.

10. Use extra soil on the sides of the pot to completely cover the root   ball, and lightly pack the soil around the base of the plant.

11. Add water to your flower pot until you notice drainage of extra water.

12. Use paper towels and wipes to clean dirt from the outside of your flower pot.

13. Clean the work area, throwing away newspaper and baggies.

14. Enjoy your new friend! Water every 2 days until the pot leaks water from the drainage hole.

Trainer's Initials: _____	Satisfactory	Unsatisfactory

Container Gardening for Assisted Living Residents
Presented by the "Good to Great" Team
Evaluation Form

Training Attended: _____

Location: _____

Curriculum	Low				High
1. The training met my expectations .	1	2	3	4	5
2. I will be able to the apply the knowledge learned	1	2	3	4	5
3. The training objectives for each topic were identified and followed.	1	2	3	4	5
4. The curriculum content was organized and easy to follow.	1	2	3	4	5
5. The materials distributed were pertinent and useful.	1	2	3	4	5
6. Residents is my facility will benefit from the knowledge I gained.	1	2	3	4	5

Trainers and Guest Speakers					
1. The presenters were knowledgeable.	1	2	3	4	5
2. The quality of instruction was good.	1	2	3	4	5
3. The presentations were interesting and practical.	1	2	3	4	5
4. The presenters met the training objectives.	1	2	3	4	5
5. Good training aids and audio-visual aids were used.	1	2	3	4	5
6. Class participation and interaction were encouraged.	1	2	3	4	5
7. Adequate time was provided for attendee questions	1	2	3	4	5
8. Staff was interested and addressed attendees concerns.	1	2	3	4	5

Training Specific Questions					
1. How do you rate the training overall?	1	2	3	4	5
2. The training will help me do my job better.	1	2	3	4	5
3. The training is worthwhile and should be conducted regularly.	1	2	3	4	5

Procedures & Information					
1. Did you receive timely, advance training information?	1	2	3	4	5
2. Was adequate time allowed for breaks and lunch?	1	2	3	4	5

Harrison, McNamara, K. Satterfield, L. Satterfield

1. How did you learn about this program?

2. Which of the presentations were the most useful to you?

3. Which of the training presentation or topics did you find the least useful?

4. What presentations or topics were you expecting to hear, but were not presented?

5. What items or activities would you like to see added to this training?

6. Other comments?

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List of Responsibilities
Good to Great Team

Shayne Harrison
- Compilation of group materials and designed hand-in materials
- Wrote and presented class activity
- Wrote lesson plans for each lesson
- Created copies of handouts

Lisa Satterfield
- DACUM of Activity Director Position
- Design of flyer
- Purchase and organization of training activity materials

Kelly Satterfield
- Development of Training Agenda
- List of activities for each lesson
- Development of Training Evaluation Form

Billie McNamara
- Co-design of flyer
- Purchase of clean-up materials for training activity
- Wrote terminal and enabling objectives for each lesson plan

Container Gardening for Assisted Living Residents
Presented by the "Good to Great" Team
Potting a Plant Specifics Evaluation Sheet

IN-CLASS EVALUATION OF PRESENTATION

Group Members: Shayne Harrison   Date: August 1, 2005
                             Billie McNamara
                             Kelly Satterfield
                             Lisa Satterfield

Evaluation Criterion	Possible Points	Earned Points	Comments
Introduction of Topic and Lesson	10		
Delivery Promoted Understanding of Lesson	20		
Materials and Supplies Presented in Organized Manner	20		
Facilitation Met Needs of Participants	20		
Objective Met	30		

Possible Points = 10

Excellent	Above Average	Average	Below Average	Poor
10	9-6	5	4-1	0

Possible Points = 20

Excellent	Above Average	Average	Below Average	Poor
20	19-15	14-10	9-4	3-0

Possible Points = 30

Excellent	Above Average	Average	Below Average	Poor
30	29-21	20-16	15-11	10-0

Total Presentation Score_____