

Appendix - Resources

Community Gardens

Overview

Community gardens are a logical alternative to already established community green-spaces. A community garden is defined as “any piece of land gardened by a group of people (American Community Garden Association). Attention Restoration Theory suggests that nature assists in one’s ability to restore attention (Kaplan & Kaplan, 1989). Gardening is an excellent form of experiencing nature and being in a natural environment. Community gardens provide an outlet for such activities for those who may not have adequate resources to garden on their own property. Community gardens, as the name suggest, often times assist in the development of a better sense of community. Community gardens can be urban, suburban, or rural. It can grow flowers, vegetables or community. It can be one community plot, or can be many individual plots. It can be at a school, hospital, or in a neighborhood. It can also be a series of plots dedicated to "urban agriculture" where the produce is grown for a market. A number of options for initial community gardens to development exist.

Traditional Community Garden

Traditional Community Gardens incorporate numerous types of plants. These community gardens can thrive around producing agriculture based products for consumption such as tomatoes, peppers, lettuce, or herbs. They also can be designed for beautification purposes including different types of flowers, aquatic scenery, landscapes, and structures. Depending on the amount of area a mixture of consumption plants and beautification plants can optimize enjoyment in a community.

Holistic Gardens

Holistic gardens are designed so that anyone can participate in gardening who wants to. There are ADA guidelines and recommendations for such gardens but some recommendations for Holistic gardens revolved around wheel chair accessible A-frame for growing vines; various vertical planters for persons who cannot bend down to the ground; a multilevel raised bed to help persons learn the best height of a raised planter for their special needs; a garden for persons who are visually impaired; a bed with a toe recess for persons who have a balance problem; a bed with seated edges for persons who need to sit while gardening; a bed with knee protection for persons with painful knees; and others. Gardens can also include surfaces approved by ADA, various slopes and ramps; and spacing between objects. It also includes benches set at different heights to help persons learn the height at which they sit most comfortably.

Children’s Gardens

Children’s Gardens are safe, fun and educational places to play and learn. Children’s gardens should have numerous features that stimulate creativity, and curiosity within the outdoor world.

Examples

Synergy Garden – Simpsonville, SC

The Synergy Garden is located on the campus of the Center for Community Services (CCS), and is the result of a partnership between CCS and the Greenville County Farm Bureau. "Synergy" meaning the whole collective effort is greater than the sum of its individual parts is the focal point of CCS's new mission statement. The Center strives to promote a sense of synergy among service providers, individuals and families working toward self-sufficiency, and community members wanting to help. The Synergy Garden fits perfectly with CCS's mission in that it provides volunteers, representing a range of diverse backgrounds, a chance to build community and be part of a collective effort. The idea behind the garden is that volunteers share the fresh produce, and much of it is donated to the food bank (located on-site) at CCS. (ACGA, 2011)

Rosewood and Edisto Court Community Gardens – Columbia, SC

This work group focuses on strengthening and building ties within and between communities by nurturing our physical and metaphorical common ground. The main project of this group is a community gardening initiative that brings people together to increase their access to healthy food, healthy practices, and to the resources we possess as interconnected communities. Carolina Peace Common Ground began the Edisto Court Community Garden in Spring 2006, in partnership with the Edisto Court Community Council, funded by City of Columbia CANDO grant of \$400. (ACGA, 2011)

Useful Resources

American Horticultural Therapy Association - <http://www.ahta.org/>

American Community Garden Association - <http://www.communitygarden.org/learn/>

The University of Georgia: College of Agricultural and Environmental Sciences Center for Urban Agriculture

<http://apps.caes.uga.edu/urbanag/>

Horticulture Therapy Institute - <http://www.htinstitute.org/>

Brookwood Community - <http://www.brookwoodcommunity.org/index.htm>

Greenways, Parks, and Green Space

Overview:

A greenway is a linear open space, such as a path or trail, which links parks and communities around the City, providing public access to green spaces and the waterfront. Greenways expand recreational opportunities for walking, jogging, biking, and in-line skating.

Outdoor enthusiasts, recreationalists, and practically just about anyone can gain from the presence and production of greenways. As levels of obesity and diabetes rise among our population, the need to stay fit and healthy has never been more urgent. In order to ensure that no one has to travel too far to use an athletic facility, using greenways helps keep you healthy both physically and mentally. By bicycle riding, walking, jogging, or skating on the greenways, you can get exercise in an enjoyable way and spend time outdoors, and assist in restoring ones directed attention. Kaplan suggests that:

Directed attention plays an important role in human information processing; its fatigue, in turn, has far reaching consequences. Attention Restoration Theory (ART) provides an analysis of the kinds of experiences that lead to recovery from such fatigue. Natural environments turn out to be particularly rich in the characteristics necessary for restorative experiences. (1995)

Based off this theory, nature is an important part of restoring an individual's attention (Kaplan & Kaplan, 1989). With this being the case, it can be concluded that green space, and the natural environment are important for individuals of all ages, in order for them to maintain focus and restore their attention during the school day. To support these findings Taylor and Kuo (2008) found that children with ADHD were far more attentive and "restored" after a walk through a park than they were after a walk through a neighborhood or a downtown area. During this process, cases of ADHD symptoms were decreased more significantly during the "park walk". Ulrich, Simons, Losito, Fiorito, Miles and Zelson (1999) conducted research on nature's ability to restore as well. After showing a stressful movie, clips of multiple nature scenes as well as other environments were shown to participants to find out which environments offered the most relief from stress. Those of nature had a higher restorative affect than those of urban areas consisting of high levels of traffic, and scenes with many pedestrians. Amongst the nature environments, those with less harmful and dangerous natural areas were highly effective at relieving stress (Ulrich, et. al 1999). Riding a bicycle or walking, are forms of exercise, recreation, and transportation. By creating Greenways bicycle riding or walking for your daily commute can be more favorable compared to driving a car.

Designated bicycle paths are excellent places to learn how to ride! Riding on designated bicycle paths is safer than riding on unsigned streets and roads.

Furthermore, trees and plants along greenways make using these paths a relaxing escape from the asphalt jungle. To support the greenways, it will also be advantageous to further develop proper bike lanes and sidewalks along already existing parks and streets.

Examples

Wolf Pen Creek Park Corridor – College Station, TX

Wolf Pen Creek Park Corridor is a 1.4 mile trail that runs from Texas A&M University, to the local mall (Post Oak Mall) along Wolf Pen Creek, a man made waterway. Along the way are numerous restaurants, entertainment facilities (ice-skating rink and art museum), 9-hole disc golf course, outdoor amphitheater, shopping facilities, and local housing. The trail is frequented mostly by students commuting to and from campus, but is used by all demograph-

ics. Many major events within the local community are held at the amphitheater. The greenway allows participants to park numerous locations around the area and commute by bike or walking to the amphitheater.

The Catawba River Greenway Corridor – Mt. Holly, NC

One of the biggest assets in the City of Mount Holly, North Carolina is the Catawba River corridor. This 500 foot wide river winds its way along the eastern edge of the City and provides many opportunities for recreational development, while in close proximity to the downtown core. The Catawba River parallels many great destinations that, when connected, would allow residents and visitors to easily explore the City and river corridor. A multi-functional greenway system is an ideal facility to provide those connections. (Greenways Inc. 2011)

Useful Resources

Greenways Incorporated - <http://greenways.com/>

Wolf Pen Creek Example - <http://www.cstx.gov/index.aspx?page=1533>

American Trails and Greenways - <http://www.americantrails.org/>

Virginia Department of Conservation & resources – greenways planning

http://www.dcr.virginia.gov/recreational_planning/greenway.shtml

I'On Community Greenway - http://ioncommunity.com/outside_home.asp

After School and Summer Programs

Overview:

More than 28 million school-age children have parents who work outside of home. An estimated five to seven million, and up to as many as 15 million “latch-key children” return to an empty home after school. According to Chung (2000) nearly a hundred percent of people polled agreed that it is important for children to have an after-school program that helps them develop academic and social skills in a safe and caring environment.

After school programs can have a range of goals, but in general offer students extended hours to learn, study, and engage in healthy activity with their peers. All programs have different goals in mind when they are created but in general strive to offer healthy physical and mental opportunities for students after school hours. After school programs also offer extended help, for students of all ages to engage in activities during times when parents and guardians are unable to watch them because of prior commitments. This is especially useful when the children are of an age where they cannot offer their own sustenance. Chung (2000) list the following benefits of after-school programs:

Keeping children on the Right Track (p.9)

Preventing Crime, Juvenile Delinquency, and Violent Victimization

Preventing Drug, Alcohol and Tobacco Use

Decreasing the amount of television watched

Enhancing Children’s Academic Achievement (p.10)

Improving Children’s Grades and Academic Achievement

Increasing Children’s Interest and Ability in Reading

Improving School Attendance, Increasing Engagement in School, and Reducing the Dropout Rate

Increasing Homework Quality

Increasing Aspirations for the Future

Supporting Children’s Social Development and Their Relationships with Adults and Peers (p.11)

Improved Behavior in School

Better Social Skills

Improved Self-confidence

Strengthening Schools, Families and Communities (p.12)

More Effective use of Funding

Greater Family and Community Involvement

After school programs are also an excellent opportunity for part-time job creation. Given that Newberry has a large college population, there is possibility for a wealth of willing employees. Furthermore after school and summer programs can offer great partnerships with local companies and organizations, as the programs may take large groups of students to engage in these activities.

Examples:

GoalPost

GoalPOST is a before- and after-school program designed to provide academic assistance and physical activity to a total of 135 students at the two schools. Key components of the program include lessons in task-oriented goal setting. "If we can guide kids into recognizing that they can accomplish things by setting goals, then they can improve many aspects of their life, not just academics," said David Fleming, assistant professor and graduate coordinator in Clemson's Eugene T. Moore School of Education. "The GoalPOST Program will provide academic and homework assistance, along with physical and recreational activities, to provide an engaging, positive environment for students outside of regular school hours." The University also offers what is known as "Fike Day Camp" a summer camp that engages students Monday through Friday in physical and mental activities. (Clemson University, 2011)

Champions®

Champions® is a nationwide after school and summer program set up through a partnership with local schools. The before and after school programs are based off National Association for the Education of Young Children (NAEYC) and National Afterschool Association (NAA) accreditation criteria. As well as Wellesley College National Institute on Out-of-School Time (NOIST) research State licensing standards Gardner's theory of multiple intelligences Internal expertise with school-age children Partnering with Champions® allows schools to focus on what you do best meet student and teacher needs in the classroom environment. (Champions, 2011)

Useful Resources

Champions - <http://www.discoverchampions.com/>

National Organization for Educating Young Children - <http://www.naeyc.org/store/>

National afterschool Association - <http://www.naaweb.org/>

National Institute on Out-of-School Time - <http://www.niost.org/>

National Network of Statewide Afterschool Networks - <http://statewideafterschoolnetworks.net/>