***My Dream Garden Space…***

* Observe the atrium. What space do you think could be utilized in our SLCSE garden? What obstacles do you notice/anticipate?
* What are your goals/objectives for the SLCSE garden?
* Sketch a design of your dream garden space. Label items and areas within the garden space. (attach on separate paper)
* Share your goals and sketch with your small group. What feedback did you receive?
* Revise your sketch and your goals, taking into consideration the feedback you received from your group. In draft #2 of your dream garden space, sketch your design on graph paper (attached), taking into account the relative size of different items in the space.
* Present your dream garden space to the class.
* What ideas did you hear from classmates that you felt would be good additions to the garden space?
* As a class, determine which garden design and garden objectives are best for the SLCSE community. Write a proposal for the development of the atrium garden space.

Rubric

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| Category | 4 | 3 | 2 | 0 |
| Observations | Makes detailed, accurate observations about the space. Defines an area that can be utilized and identifies several possible obstacles | Makes some detailed, accurate observations about the space. Defines an area that can be utilized and identifies some possible obstacles | Makes limited observations about the space. Defines an area that can be utilized and identifies few possible obstacles | Does not make observations about the space. Does not define an area that can be utilized nor identifies several possible obstacles |
| Goals/Objectives | Identifies several creative, thoughtful goals for the garden space. | Identifies some creative, thoughtful goals for the garden space. | Identifies a few goals for the garden space. | Does not identify goals for the garden space. |
| Draft Design & Feedback | Produces a creative, innovative draft of the garden design that goes beyond the space’s current layout. Receives and integrates useful feedback. | Produces a somewhat creative, innovative draft of the garden design that does not go beyond the space’s current layout. Provides and integrates useful feedback. | Produces a draft of the garden design but lacks creativity and does not go beyond the space’s current layout. Minimally provides and/or integrates useful feedback. | Does not produce a draft of the garden design that goes beyond the space’s current layout. Does not offer and/or integrates useful feedback. |
| Draft Revision | Revises the first draft to create a detailed design that incorporates class discussions, includes garden objectives, and goes beyond the space’s current layout. | Somewhat revises the first draft to create a detailed design that incorporates class discussions, includes garden objectives, and goes beyond the space’s current layout. | Minimally revises the first draft to create a detailed design that incorporates class discussions, includes garden objectives, and goes beyond the space’s current layout. | Does not revise the first draft to create a detailed design that incorporates class discussions, includes garden objectives, and goes beyond the space’s current layout. |
| Design Quality | Garden design is detailed, neat, well labeled, and understandable. | Garden design is moderately detailed, neat, well labeled, and understandable. | Garden design is minimally detailed, neat, well labeled, and understandable. | Garden design is not detailed, neat, well labeled, and understandable. |
| Design Presentation | Design ideas are clearly and concisely expressed orally in a manner that engages the audience. | Design ideas are mostly clearly and concisely expressed orally in a manner that engages the audience. | Design ideas are somewhat clearly and concisely expressed orally in a manner that engages the audience. | Design ideas are not clearly and concisely expressed orally in a manner that engages the audience. |