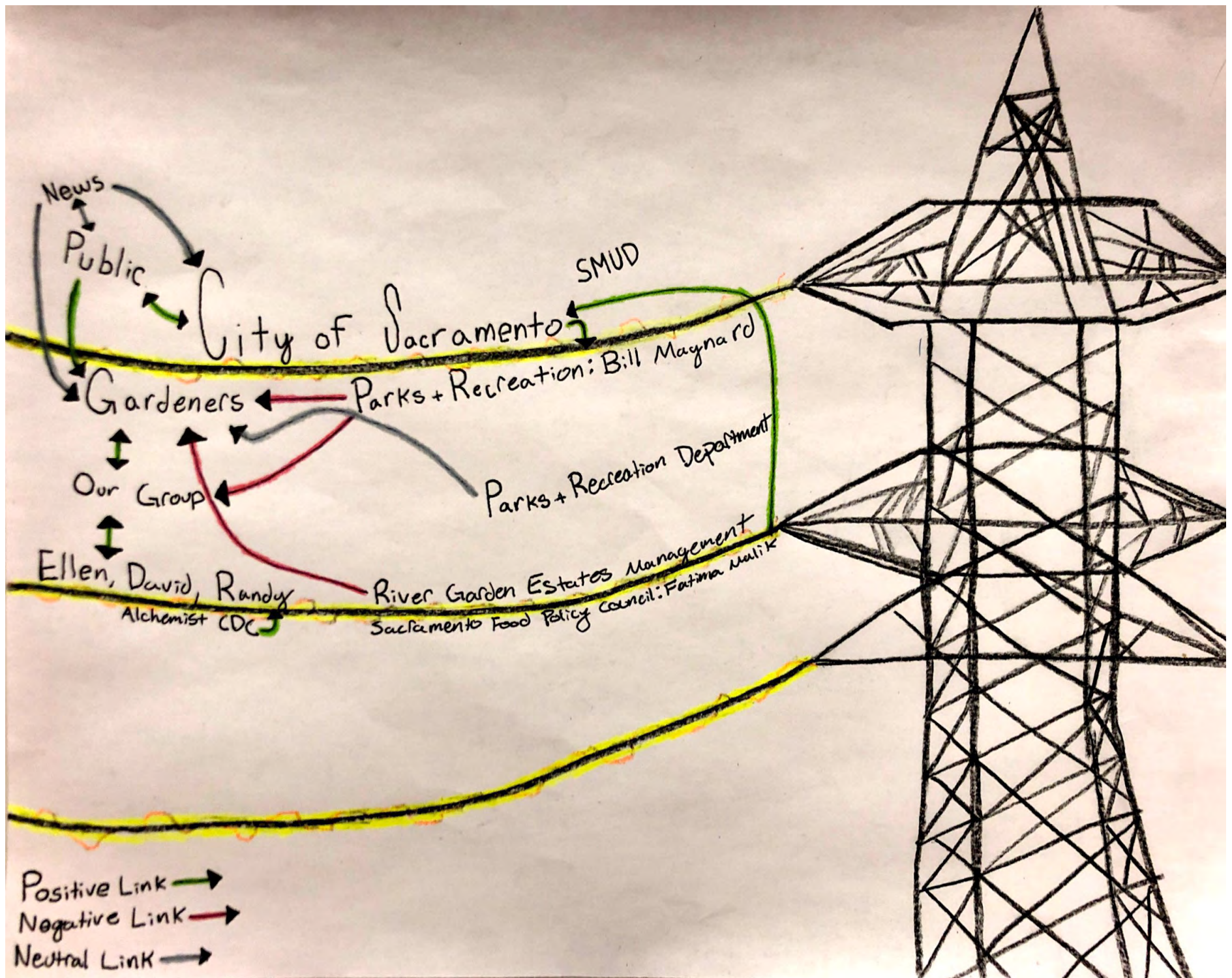




Member (left to right): Fatima Benitez, Joanna Chen, Simi Kaur, Amrita Singh , Li Qin, Matt Raytis

About us:

We are LDA 141 students focusing on community participation. In this class, we focus on ideas about design and how to engage with communities in ways to encourage positivity and connectivity. Our group consists of six Sustainable Environmental Design students. At the beginning of this class, we were assigned to work on the International Garden of Many Colors. As a group, we decided to design and construct a pollinator garden that would be on the main entrance of IGOMC. Our process book will highlight the background of the community, the power structure involved in decision making and our progress of our 10 week quarter leading to the finalized pollinator garden.



Week 1

FORM! REFORM!

EMPATHY ✓

- Face conflict!
- Treat everyone with respect
- Communicate
- DEMOCRATIC PROCESS
- Nonviolent resolutions for conflict ✓
- Cede power to community
- Facilitate connections & cultivate

⊖

- PRIORITIZE INDIVIDUAL
- Elitist mentality
- Assume
- Avoiding conversations
- Conflict
- STUBBORN
- Invalidate others
- Short term solutions

Why Service Learning is Bad

Project Review (long term)

Keep in mind that the project reaches beyond our time frame

Put the big picture/long term of a service

to using time to learn!

⊖ Don't assume needs

Try not to oversimplify issues ✓

Don't ignore your motivations ✓

Don't assume you are

farther than they are

In week 1 as a class, we discussed what community participation means to us and to the community. We also discussed a few articles on the viewpoints of participation. A question that we came up with was, when is community participation important? As a class, we decided that the community has the best knowledge about what they need and want from the design, but the architects and the engineers can use that knowledge to create designs that would satisfy the community's needs. Following this discussion, we were given presentations from different project groups. There are a total of seven groups to choose from. After the presentation, we all submitted our top three preferred groups to our professors and from there our professors and our TA assigned the projects to everyone.

The presentations gave background information about the International Garden of Many Colors located in North Sacramento. When the garden was introduced we understood that the community primarily consisted of immigrant residents from Ukraine, Russia, Latin America, and Laos. They each have plots of land on which they garden and grow what they want, this land is also used as a community space. From there we were told we could work with the community members on creating a public pollinator garden and entryway.



After the presentation, we worked on an in-class exercise, "I am someone who". This exercise helped us individually figure out what our best qualities are and how we could use those qualities to assign roles in our groups.



Week 2

On Tuesday of week 2, project groups for the quarter were assigned, and the groups officially met for the first time. In these group meetings, everyone introduced themselves and discussed skill sets that they felt they could bring to the project. We also assigned one group member to be in charge of communications with our contacts throughout the quarter.

Week 3

In week 3, as a class, we learned about how to engage with the community members to understand their needs. In doing so we are able to create a design project that includes their input.

That same week we also went to the International Garden of Many Colors and met with Ellen, who is one of the community members and the official contact. At the garden, we helped clean up by picking up shrubs and removing weeds. Once we finished, we were given a tour of the garden.





Week 4

In week 4, we went to the IGOMC for the second time. There were a few Russian gardeners working on the plots but due to the language barrier, we weren't able to communicate with them. At the garden, we helped Ellen with cleaning up the corridor that SMUD had reclaimed from the site. Some of us also helped the gardeners remove fencing in unused plots. We spent about an hour and a half assisting with manual work. After that, Ellen walked us around the garden to show us which areas were in need of improvement. According to Ellen, we could either create a design for the public space at the center of the garden or we could create a design for a pollinator garden at the front entrance. Each site presented their own challenges to the design process, so at the end of week 4, we started deliberating which site we should work on.



Week 5

In week 5 we gave a midway presentation to the class. From this presentation, we were hoping to get feedback on some challenges we were facing.

During the presentation, we each met with different groups in class and posed several questions for our peers to help us with our design process. The first question we posed was “When people are reluctant to engage in dialogue during the design process, what are some ways to facilitate conversation?” Some suggestions we received were to do more volunteering work like labor instead of being students who are trying to redesign the area. Another suggestions was creating photo journals to show them examples of certain designs we think are appropriate. This way we don’t necessarily have to have a translator to convey our ideas. Our next question was “What are some ways to overcome a language barrier?” We got suggestions such as hiring translators, using apps, or using visual communication tools. Our final question was “We are uncertain whether or not the potential shared space (in the center of the garden) will be claimed by a community member.

If you were in this situation of uncertainty, would you continue to make plans for the space or move on?” To this question, we got two answers. One was to move on and not work on it. The second was to design it anyway, but the majority of people felt we should move on to avoid potentially wasting our time and effort. The responses to these questions helped us make the decision to work on the pollinator garden.

Week 6

At this point, we don't have a thorough plan on what we want to implement in the pollinator garden at the IGOMC. The uncertainty is due to the barrier between our group and the IGOMC gardeners. In addition, there were some questions we had like: how does the City of Sacramento factor into our design? What kind of workshop is most effective in incorporating as much feedback as possible into the design? After much deliberation, we decided that holding a community meeting would help us have a better understanding on what to do.

When week 6 was coming to an end, our group decided to focus on implementing a pollinator garden at the front entrance of the IGOMC. Our first step was to create an initial plant list and start to research potential plants for the garden. After drafting a plant list we scheduled a meeting with the community gardeners from IGOMC to discuss the plan and list of plants we want to implement. The types of plants that we initially decided to focus on were drought tolerant, low maintenance, and California natives.

Another task we accomplished this week was creating a final work plan for the rest of the quarter. It was import-



Week 7

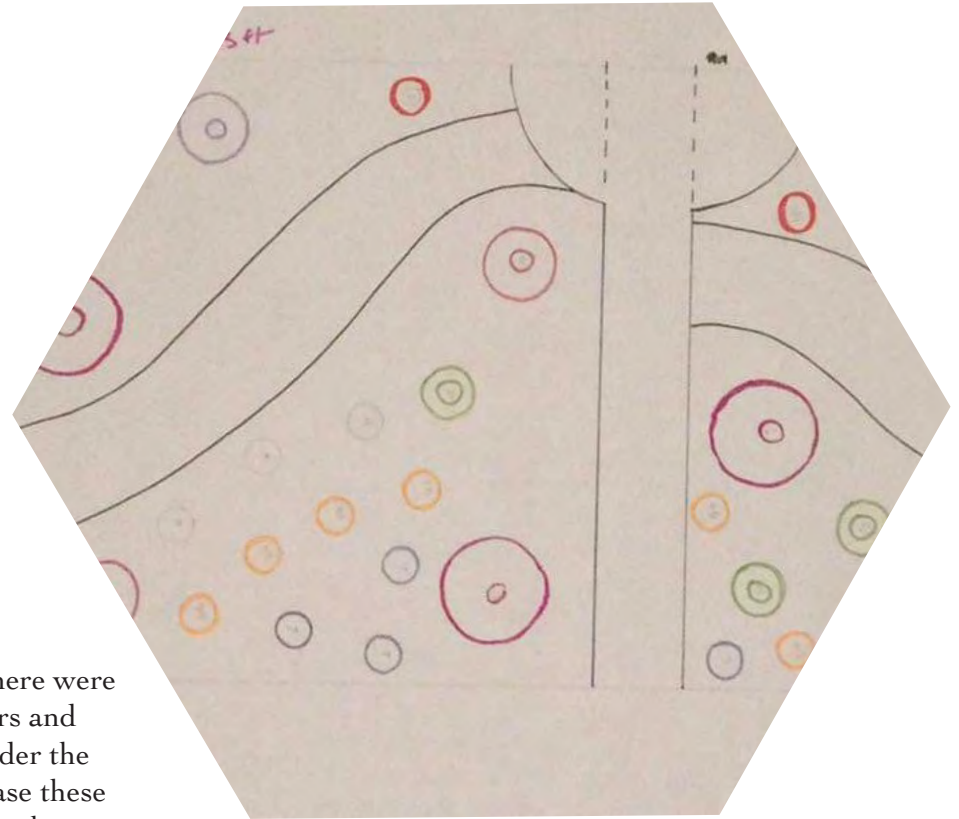
In week 7, we engaged in a prototyping session in class.

This session allowed us to envision our initial site plan, and even analyze the site. Once we completed this activity, we were able to take our model to a meeting with the community. Fatima and Amrita engaged in a discussion with roughly 10 community members about what they envisioned for the front garden. The initial plant list was shared with the community as well as photos, which allowed for further conversation regarding what other plants they were interested in. Our big takeaways from the meeting were that the community wanted to see a variety of colors in their garden, as well as a gradient in plant height. After this meeting, we composed another list of plants that included the plants the gardeners were interested in. This plant list was not completely finalized until week 8.



WEEK 8

During week 8, we further worked on solidifying our plant list. There were numerous factors to consider, as we had just met with the gardeners and had their input on which plants they wanted. We also had to consider the fact that our budget was limited, and the source of funds to purchase these plants were still unclear. When the week was coming to an end, we also found ourselves still struggling to find nurseries that carried the plants we needed. However, we were fortunate enough to order some plants that we needed through the Arboretum. We also discovered many of our plants were going to be sold at the Arboretum plant sale. By the end of week 8, we had our plant list solidified and our sources identified. It was just a matter of acquiring them in week 9.



With our plant list solidified, we also went ahead and created a plan for the site. This plan was just a rough sketch of where we generally wanted our plants to be placed on the site. Originally, we wanted to start implementing this week; however, complications with finding sources for our plants and acquiring funds to buy plants delayed our schedule. So, for week 8 our main focus was on wrapping up the design aspect of our project.

Plant list:

Dianthus Romance



Marigold Bonanza Mix



Forget-me-not



Western Columbine



Coreopsis Early Sunrise



Silver Bush Lupine



California Fuschia



Yarrow



Jasmine



California Goldenrod



Coreopsis Early Sunrise

Scientific name: *Coreopsis grandiflora*

California Native: No

Type: Perennial

Dimensions: Height: 1.5- 2 ft

Width: 1.5- 2 ft



Full Sun



Dry soil tolerated but prefers moist soil
Moderate water



California Fuschia

Scientific Name: *Epilobium Canum*

California Native: Yes

Type: Perennial

Dimesions: Height: 1.5ft

Width: 2-3ft

Blooms in Summer and Fall



Very low water needed





Dianthus Romance

California Native: No

Color: Pink

Type: Perennial

Dimensions: up to v12"

☀ Mostly sun

Blooms in spring/Summer

💧💧💧 Low water; 2-3 times per month

Prefers well drained soil



Silver Bush Lupine

Scientific Name: *Lupinus Albifrons*

California Native: Yes

Color: Purple

Type: Perennial/ Evergreen Shrub

Dimensions: Height 3-5 ft

Width: 2ft max

☀ Mostly sun

Blooms in spring/Summer

💧💧💧 Low water; 2-3 times per month

Prefers well drained soil





Marigold Bonanza

Scientific Name: *Tagetes Patula*

Native: No

Color: Orange, Yellow

Type: Annual

Dimension: Height 6-12 in

Width 6-12 in

Bloom time: spring, Fall, Summer



Full Sun

Requires well drained soil



Water 2 times per week in very hot summers,
otherwise drought tolerant plants



Summer pastel yarrow

Achilleum millefolium 'Summer pastels'

Native: No

Color: Various pastels

Type: Perennials

Dimensions: Height 2-3 ft

Width: 2-3 ft

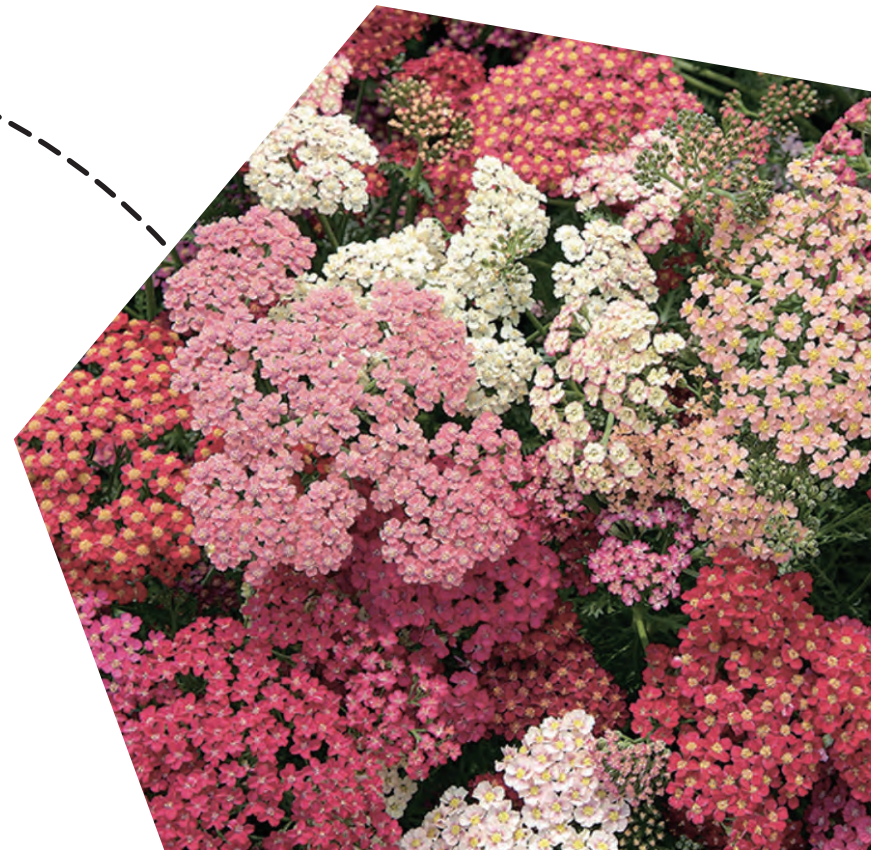


Full sun, tolerates shade



Low water requirement (once a month)

Needs well drained soils





Wood Forget-me-Not

Scientific name *L. Myosotis sylvatica*

Native: No

Color: Blue

Types: Perennial

Dimensions: Height: 0.5-1 ft

Width: 0.5-1 ft



Full sun to part shade

Medium water

Jasmine

Scientific Name: *Jasmine* spp.

Native: No

Color: White

Type: shrubs

Dimensions: height 10-15 ft., grows
12-24 ins/year



Sunlight to light shade



Prefers moist but well drained soil





Western Columbine



Scientific Name: *Aquilegia formosa*

Native: Yes

Color: Red

Type: Perennial herb

Dimensions: height: 1.5-3 ft

Width: 1 ft

Blooms in spring



Water requirements varies



California Goldenrod

Scientific Name: *Solidago Velutina*

Native: Yes

Color: Yellow

Type: Perennial herb/ Evergreen

Dimensions: Height 1.5-5 ft

Width 1-2 ft

Blooms in summer and fall



Likes suns, part shade



Water requirement low, maybe 3 times/month in summer. Requires medium drainage

It's a spreader from a creeping stock and may become invasive





Week 9



Plant sourcing was the focus of week 9. We finalized our orders from the arboretum and placed our initial order on Sunday night. After visiting and calling many local nurseries, we were unable to find a source for a handful of plants on our initial list. These were later taken care of, once we found out that the Arboretum was going to be able to do a special delivery for students of LDA 141. Once the plants were figured out, we decided it was time to actually go out to our site and begin setting up the space for our project.

During class time on Thursday, the whole group was able to go and meet Randy at the site. We discussed our intentions with Randy, and were able to come up with a plan to move forward. That day, we began to carve our pathways, and remove the grass along those areas. The next day, we returned to complete the pathways that we had started the day before. We also wanted to prepare the site for the arrival of our first shipment of flowers, which was to arrive later that morning. While working on the site, we were approached by a Parks and Recreation official. The official inquired about our intentions on the site, stating that we needed permission and liability waivers to be working on that land. This official was unaware of the work taking place, and pointed out that they usually know about any work that is supposed to be done on city land. After this interaction, we decided it would be best to clean up and leave the site, so as to avoid any further issues. As we were getting ready to leave, an unmarked cop vehicle with two cops inside, pulled up in front of the garden. We did not want any conflict and decided to leave as soon as possible. This interaction with the city official gave us a bit of insight into what the community members and gardeners at the IGOMC have had to face over the past 24 years. Unlike the gardeners though, we were able to solve this confrontation quickly after reaching out to David and Randy.

On Saturday morning, the UC Davis Arboretum sale took place. A few group members went out at 9 am to ensure the acquisition of the last few plants that we needed. Luckily Joanna became a member of the arboretum allowing us to enter the sale early and get the remaining

Sunday morning began with another session of gardening. It was officially time to start planting plants on the site. The process of planting went as follows: remove grass, dig hole for plant, line hole with compost, place the plant in the hole, fill with soil, top off with some compost, and then add water. Though a seemingly simple process, the planting took multiple days of work to complete. The planting was only fully completed on Wednesday morning. Once we had completed planting on half of the site, we began the process of mulching. This process included laying out cardboard on top of all of the open grassy space between plants, and then covering the areas with mulch.

Week 10



On Wednesday morning, while we were continuing work on the site, we were once again approached by the same Parks and Recreation official regarding our use of mulch. Randy had previously told us to use mulch that was lying northwest of the garden. This mulch pile was up for grabs for the community, so we assumed that it would be okay to use. The official asked where we were getting our mulch from, and whether we were using that pile. We were then told not to use it, which set our mulching plans behind. In order to work past this setback, we once again contacted Randy, who was able to drop off another load of mulch on the site later that day. Thanks to Randy, we were able to complete most of the site by the end of Wednesday.

Later in the evening, the group got together and worked on the portfolio and presentation for the final presentation on Thursday.

Before



After

