

let's talk about UNIVERSAL DESIGN

In a universally designed garden, all types of abilities are considered to prioritize simplicity and ease of use.

Consider gardeners with physical disabilities: their needs may include things like smooth and level pathways, raised beds, and ergonomic tools.

Keep pathways clear!

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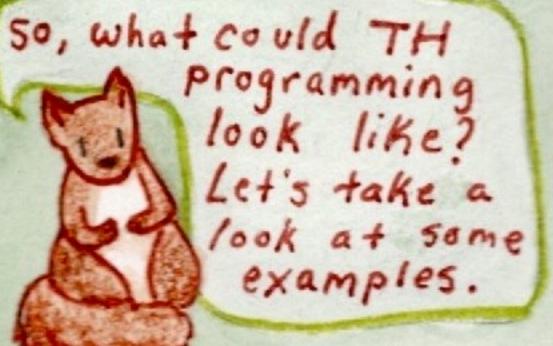
scent

Consider intentional planting: What plants have a texture or scent helpful to visually impaired people? What groundcover can be

less strenuous?

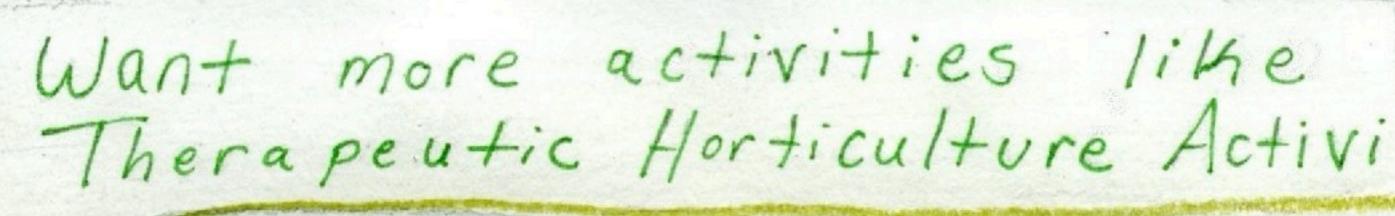
used to make weeding











ACTIVITY #1:

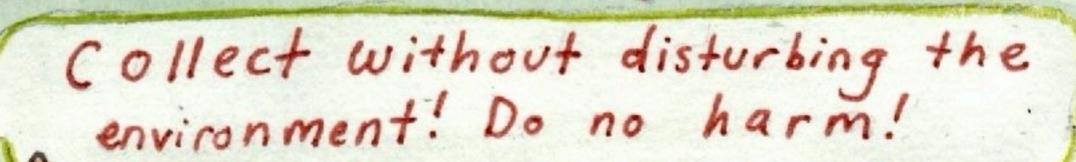
GATHERING GARDEN TREASURE

The TH practitioner (you!)
should walk through the garden to
ensure safety & accessibility,

STEP 1: Participants gather in a universally designed garden.

Participants explore the garden

STEP 2: and collect small natural objects
that pique their interest. Remember to set ground
rules before the activity:



57EP.3: The group gathers back together to share what they've found. Remember to engage the

group by asking questions:

what interests you about this item? Who has a similar item?

Consider a followup activity using found items!



SORTING BY COLOR OR SIZE

this? Visit the ty Database (THAD) online!

RADISH SEED GERMINATION

This one's an indoor activity!

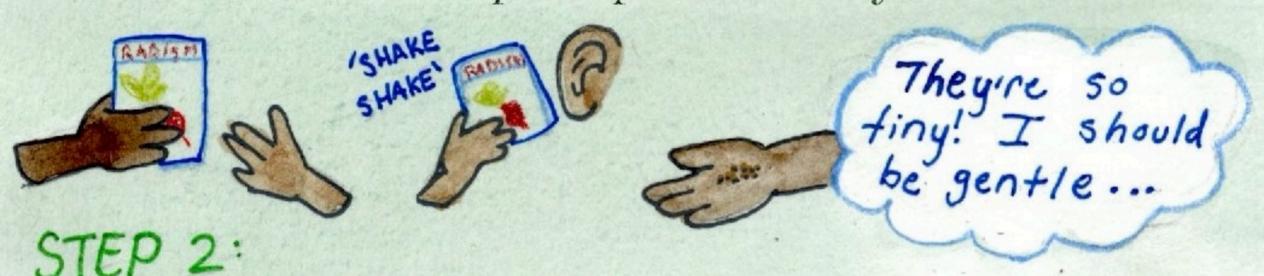
MATERIALS:

- small plastic bag (write your name!)

- dish of water

- packets of radish seeds

STEP 1: Pass out seed packets. Allow this opportunity for participants' curiosity!



Dip cotton ball in water and then place in plastic bag. Add radish seeds to cotton ball. Assist participants as needed.

STEP 3: String bags in a sunny window for 10 days and watch the seeds grow!





After the seeds have sprouted, participants can plant them in the accessible garden space and care for them as they grow.





The example activities are designed to support participants' therapeutic goals. All TH activities are motivated by the participants' needs.

Cognitive:

following instructions and sequential steps, practice counting, learning about the natural world

Emotional:
exploring independence and
self-determination,
encouraging self-esteem and
personal pride

Social:
following rules,
showing attentiveness
and respect for others,
implementing
cooperative skills

Physical:
supporting fine
motor skills,
increasing
movement

d Sensory:
exploring and gain
comfortability with
sensory inputs (texture,
smell, sound)



combined with your skills as a TH practitioner!

It's amazing, isn't it?



by David Raphaël Le Clair, '26 ©@davie stardust

Thank you to URI Cooperative Extension, the Feinstein College of Education, and the College of Environment and Life Sciences. To view work cited for this zine, scan here:

