

# Create your dream garden


What does the school garden mean for your students, for your children? How do they feel at school? Is the school a safe place for them, where they have enough peace to concentrate on learning, where they have enough inspiring stimuli for learning and creating their projects? In the same way that we adults need to focus on work, have a pleasant environment around us, a place where we can immerse ourselves, contemplate or a place to rest. So we can think about whether children at school need such an environment as well.

**You are currently reading or already holding an inspirational tool, thanks to which you can find out what it is like at your school. Hold on to your hats, the adventure is just beginning!**


## How to do it?


*First read the text part, get inspired by the recommended activities. Only then dive into the coloring and cutting of the individual elements in the garden.*

### Inspiration for activities

 **This is what your school garden can look like. Create your ideal school garden. Let's daydream!**

- View the depicted elements as they are spread out on the school map.
- Draw or print a plan of your school and school garden on your own paper. If you don't have a school garden, don't worry, paint or print the school plan as it is.
- Mark your basic points of orientation, just like we have. For example, the seasons, cardinal directions, the elements, a space for learning, relaxation, rest, a time to have fun together.

 **Try to find places on the map that you already have in the school and school garden. Cut them out and put them in the places on your plan, where they really are.** This will create a map of your school and school garden. And you can continue to create.

 **Try to find places on the map that you would like to have in the school and school garden. Cut them out and add them to the floor plan.** You can complete the map with new elements, determine which ones you start making together now, which you can leave for later. Whether you need to find some financial resources or think about whether one of the school's friends can help. Discuss with others how to do it.

You can move the elements in different ways and invent the most ideal garden and school you would like to have. Paste or photograph your new floor plan, which you will occupy with elements from the picture. Record the individual steps in any form and stage of creation.

## Closed food cycle

Growing, eating and composting are an inseparable trio. They do best when they interconnect nicely into the so-called closed cycle of food. Peels, apple cores, vegetable and fruit cuttings, in short, all organic residues from the kitchen, snacks and gardens can be easily turned into a natural fertilizer - compost. We can use it, for example, for growing herbs or other vegetables and fruits in elevated flowerbeds, in the front garden or flowerbeds on the school grounds. After we process the vegetables, fruits and herbs, the leftovers travel to the composter and the circle closes.

## How and why to introduce closed food cycle to your school?

From the answers to our 10 questions, you will map what pupils and school staff, in short, all residents know about the garden, the cycles and the food they create at school. In order for the cycle to be really closed, it is necessary not to leave anyone out.

### Inspiration for activities

Pupils can be the first to map the situation in and around the school. Design your ideal garden and choose the elements you would like to include in your school. A group can then be set up to ask the same questions to the headmaster, other educators, the housekeeper, the cooks, the cleaning lady, the school caretaker and other people involved in running the school. In this way, everyone can get to know each other and strengthen relationships thanks to a common goal.

We also attach questions with the topic of eating at school. We encourage „school residents“ to think about how their food is made, where the raw materials from which their food is cooked come from, how organic waste is processed and what happens to leftovers that are not eaten in the school canteen.

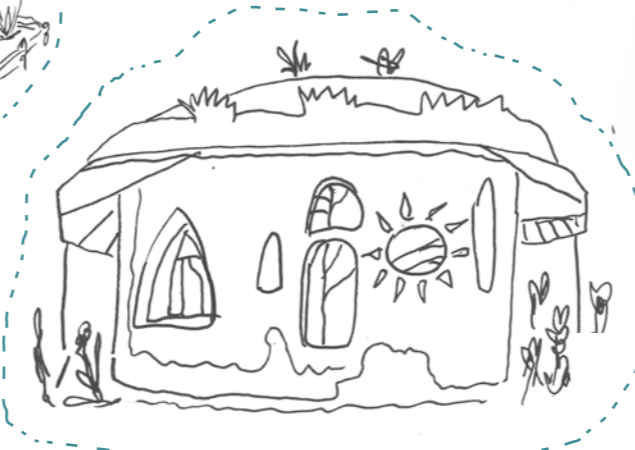
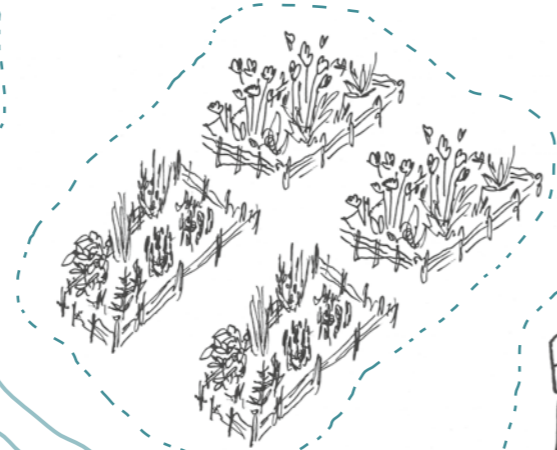
Answering these few questions will help you think together about the food cycle at your school. It will help you start changes in the school garden and at school. You will find that a closed food cycle is a natural part of our lives. It is an example of our good practice and a demonstration that it also works in an institution such as school, the place where our children spend a large part of their lives.

## 10 good questions before you start with a closed cycle of food at school

- 1** Where do the **ingredients for cooking** lunch in the **school canteen** come from? From the surrounding 20, 50 or 100 km? Are they local or imported from another state? Can we get to know the person who grew our raw ingredients?
- 2** What happens to **organic waste** from the school canteen? The raw waste that is made before cooking? How many kilograms does it weigh when collected for one week of operation? Does a specialized company take it? Are we composting it in the garden?
- 3** Do we have the opportunity to **grow** some herbs, vegetables, flowers in the school garden? Which? Have we tried it yet? What can we do to create this opportunity?
- 4** Do we have the opportunity to **keep seeds** from cultivated herbs, vegetables and flowers grown in the school garden? From which species?
- 5** Do we have a practice kitchen at school? What have we managed to **cook** in it? Where did we buy the ingredients? Do I cook at home? What can I cook?
- 6** Do I know other ways to process what I grow? What have I **dried, pickled, canned in a jar**?
- 7** Do we have **compost** in the school yard? Why do we have it there? Do we use the compost created in the garden? What have we used it for already? And what about the **vermicomposter** in which California earthworms live? Are we composting at home?
- 8** Do we have any elements in the school garden that attract **insects and birds** to the garden? Do we have an insect hotel for solitary bees, a feeder, a drinking fountain and a birdhouse? Bees or a flower meadow? What can birds enjoy eating in the garden? Why do we actually want to attract them to the garden?
- 9** Do we have a **water element** in the garden? Which one? Are you collecting rainwater from the school building? How big is the barrel to collect it? Have you ever calculated how many liters of water fall in one spring or autumn rain?
- 10** Do we have a **fireplace** in the garden? How often do we roast on it and what? Do we meet other students or teachers by the fire? And what about parents and friends of school? Do they also have the opportunity to participate in making fires together? Which cultivated plant can I roast or grill on the fire?

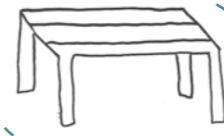


NORTH - WINTER - EARTH



WEST - AUTUMN - WATER

EAST - SPRING - AIR



SOUTH - SUMMER - FIRE