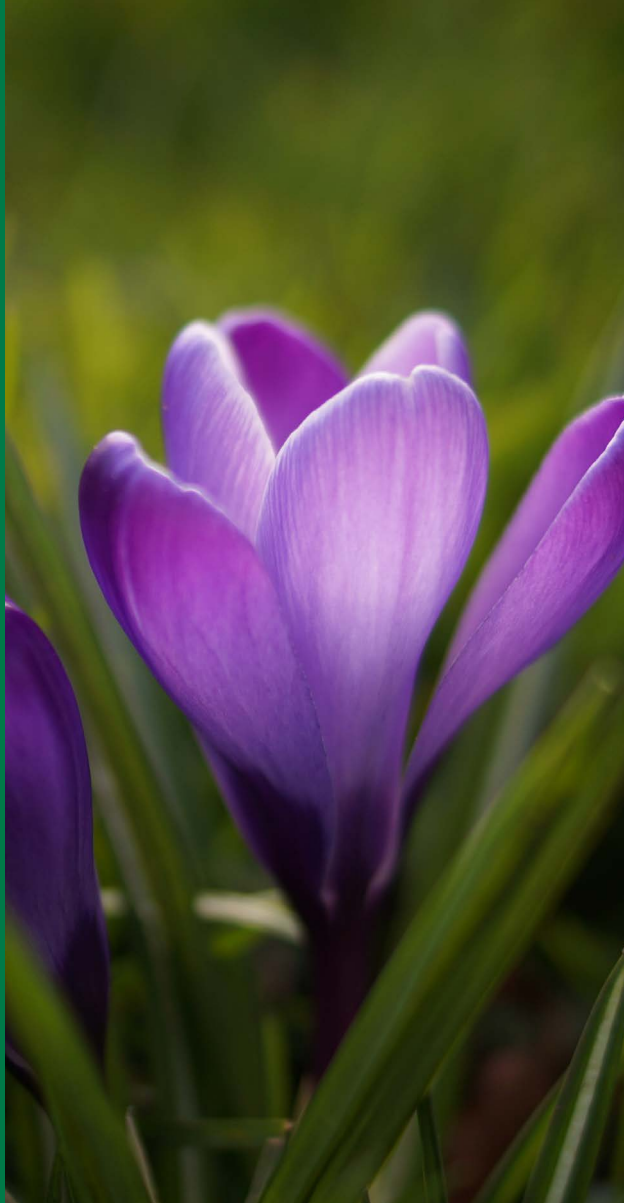


# Permaculture – natural gardens



[envi.stromzivota.sk](http://envi.stromzivota.sk)



ENVI-MOBILE: Integration of mobile learning  
into environmental education fostering local  
communities' development

2014-1-SK01-KA200-000481  
ERAZMUS+ Programme

Project is co-financed by European Union,  
Programme Erasmus+.

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## Activity No. 1

### Part of the lesson: **EVOCATION**

**The aim of the activity:** To define permaculture concept through the example of the permaculture garden.

#### **STEP 1.**

Brief description of the activity:

Write „PERMACULTURE“ (or „NATURAL GARDEN“) on the blackboard and ask pupils whether this term is already known to them.

Instruction (what you need to tell the students):

Have some of you already heard anything about the concept of permaculture? (Leave short time for feedback). If not, then we are going to learn more about it today.

#### **STEP 2.**

Brief description of the activity:

Teacher shows students two pictures. One of them shows permaculture housing (Picture A) and the other an ordinary house (Picture B). Students express their views on the differences between the two images.

Instruction (what you need to tell the students):

Now you see these two pictures. What are the differences between them?

**Tools for the activity** (everything you need to take to the classroom): Picture A and B, Annex 1 and 2

**Estimated time** (max. 40 min.): 10 minutes

**Notes:** It is also possible to have a talk about some of the permaculture definitions if we want to and if we have time. Teacher should point out, that permaculture is not just an ecological approach, but a generally saving one.

## Activity No. 2

**The aim of the activity:** Students practice basic principles of permaculture management in a model garden.

### STEP 1.

Brief description of the activity:

Teacher divides the pupils into the groups of 3 – 5, according to the number of students in each classroom. Each group gets a flipchart paper and draws a model garden using the model in Annex 2.

Instruction (what you need to tell the students):

Divide into groups in which you'll work together. Draw a model garden on the paper.

### STEP 2.

Brief description of the activity:

Each student/group gets a plan of the model garden on an A4 paper printed (Annex 2). Each one also gets a set of paper cards with the names of some elements to be settled into their model permaculture garden (Annex 2). There are three categories of the elements for the garden (desirable – appropriate – inappropriate). Teacher has a table drawn on the uncut paper – with desirable elements in the left column, appropriate in the middle and inappropriate in the right column). Students should use just the desirable and appropriate ones. If they are not sure, they can ask teacher for the advice. Elements they choose are to be put into their model garden. Students should also try to draw the garden proposal as a garden architect does.

Instruction (what you need to tell the students):

Place the garden elements that are written on the cards into your model garden. Your task is to choose only those elements that belong to permaculture - a natural garden – those that are desirable or appropriate. Then draw these elements on the place of the garden where you would locate them if you were a garden architect.

**Tools for the activity** (everything you need to take to the classroom): Annex 2, crayons, flip paper

**Estimated time** (max. 40 min.): 20 - 30 minutes

**Notes:** Students can also add some other elements to their garden according to the permaculture principles (rainwater supply, sitting and playing elements of the raw wood, willow field, wicker constructions, beds, fruit trees etc.).

Part of the lesson:  
**APPRECIATION**

## Activity No. 3

Part of the lesson:

## REFLECTION

**The aim of the activity:** Students present their proposal to the group and choose one example of the element that could be suitable for a real local practical use.

### STEP 1.

Brief description of the activity:

Students present briefly their solution of the model garden and choose one element, which could be done in a specific real garden/space (e.g. school garden, home garden, public place).

Instruction (what you need to tell the students):

All the authors/chosen candidates present briefly their garden and choose one specific element they are interested in, which can be implemented in a specific local garden or park.

**Estimated time** (max. 40 min.): 5 - 10 minutes

**Notes:** It is particularly useful to use a school garden or some public place in the town (park, square) to suggest the implementation of this activity.

Some of the smaller elements suggestions (e.g. raised bed, willow field, rainwater reservoir) we can use and develop further during the lessons and we can even practically implement it in the real life.

## Annex 1

Permaculture provides a new way of thinking, creative, intelligent and conscious design changing today's non-effective and destructive forms of securing people's lives while using the Earth in protective way. The objective is to ensure humans welfare while protecting and not exhausting the other people, environment, plants or animals. The word „permaculture“ is the composite of the words „permanent“ and „agriculture“. It doesn't mean just a sustainable agriculture, but also a permanent culture, because society and culture cannot survive without sustainable and ethical use of the land.

The basic ideas of permaculture are the same all around the world. Techniques change according to the climate, soil composition, resources and human needs of course, because the permaculture design should serve peoples' needs at first.

The best is the fact that the permaculture design does not want to push anyone to do anything just because of the environment. It would not work this way, because people follow their own needs at first and at all costs. The authors of the permaculture concept knew that and they created something that anyone can do for their own benefit. All the permaculture techniques are usually cheaper than the other techniques, they can be easily applied and understood. Using them we can save time, work and money. The environmental protection is just a kind of bonus – something natural and inseparable from the product of permaculture.

Source: [www.ekozahrady.com](http://www.ekozahrady.com)

**Picture A**

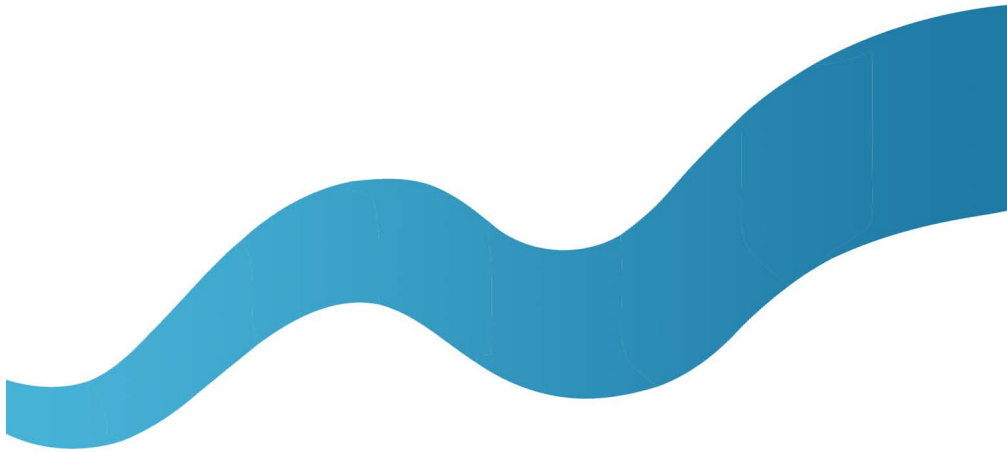
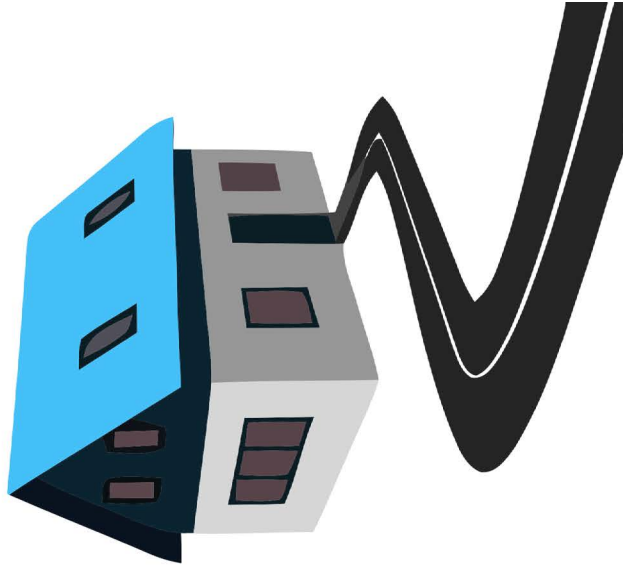


**Picture B**



Annex 2

Rain water reservoir	Raised bed of herbs	Plastic/concrete pool
Water habitat - pond	Henhouse with an enclosure	Concrete driveway
Grass pavers on the drive ways	Hutch with a green roof	Low-cut lawn
Tree or bush providing shadows	booth for ducks	Aluminium outdoor furniture
Tree or bush providing shadows	Hammock	Terrace of rare and exotic wood
Tree or bush providing shadows	Wooden insects hotel	Henhouse without an enclosure
Compost	Willow armchair	
	Shady place	
	Orchard	
	Vegetable bed	



# NOTES