

Results

To find out your **Large Tree Score** divide the **Tree Tally Total** by the area of your school ground (hectares) to get a 'Large Trees/hectare' figure.

$$\frac{\text{Tree Tally Total}}{\text{Area of school ground (hectares)}} = \text{_____} = \boxed{} \text{ Large Trees/ ha}$$

Then use this table to work out your school's **Large Trees Score**.

Large Trees/ hectare	Large Tree Score
No large trees	0
0.1 - 2.9	1
3.0 - 6.9	3
7.0 - 10.9	5
11.0 - 14.9	8
15+	10

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

1. Did you find any stumps while you were looking for large trees? Why might people want to remove old, dead & dying trees from your school grounds?
2. Instead of cutting down old, dead & dying trees, what could your school do to be safe, but still keep this tree as habitat for animals?
3. How can your school provide more habitat for native wildlife that require tree hollows?
4. Within a habitat, large trees are difficult to replace because they take so long to grow. What can your school do to protect & increase the number of large trees in your school & local area?

Conclusion

As a class discuss potential actions that your school can do to protect & improve large trees in your school & local area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

Your Score

/10

Results

Once you have measured all the habitat logs in your school grounds, to calculate your school's score you need to divide the **Habitat Log Total** by the size of your school grounds (hectares).

Habitat Log Total : _____ m

Number of Hectares in school grounds: _____ ha

$$\frac{\text{Habitat Log Total (m)}}{\text{Number of hectares in school grounds (ha)}} = \frac{\quad}{\quad} = \boxed{\quad} \text{ m/ ha}$$

Finally, use this table to turn your m/ha figure into a score between 0 - 5.

m/ha of logs > 10cm diameter	Score
Less than 45	0
46 - 90	1
91 - 135	2
136 - 180	3
181 - 225	4
>225	5

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

1. What would be the main reason why logs are removed from habitats like your schoolyard & neighbourhood, & do you think this is necessary?
2. What wildlife would benefit from more logs being present in your school's ecosystem?
3. How can your school protect & provide more habitat in the form of logs for native wildlife?
4. What could your school & your local community do for your local area to protect & provide habitat in the form of logs for native wildlife?

Conclusion

As a class discuss actions that your school can take to protect & increase the number of habitat logs in your school & local area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

Your Score

/5

Date:

School:

Group Members:



SOIL COVER

What's so special about Soil?

From the leafy canopy above, the shrubs in the shade below, or the creeping plants & rotting leaves on the forest floor—life in the bush happens in layers. And the busiest of these layers is definitely the zone just above & below the soil surface. This is where everyone's "leftovers" end up, & it's home to millions of creatures who turn these scraps back into soil, literally recycling the forest. When we cover the soil with hard, artificial surfaces, all this life & activity can grind to a halt.

Your Aim

To investigate what's happening at the soil surface throughout your school grounds & explore the effect human activity can have on the soil's habitat value.

Your Task

Materials Required:

- Pencil
- Clipboard
- Tape measure / trundle wheel
- Coloured markers
- Aerial map of your school
- Calculator
- The calculated area (hectares) of your school grounds

What to do:

Step 1: Walk around the school grounds & look at all the different ways the soil is covered. Using the table below as a guide, decide whether each surface you find is a form of **Organic Soil Cover** or **Artificial Soil Cover**.

Organic Soil Cover	Artificial Soil Cover
Includes: <ul style="list-style-type: none"> • mulched play areas • natural leaf litter • native grasses / groundcovers • mulched garden beds • productive plants / gardens (eg, veggies, herbs, fruit trees) 	Includes: <ul style="list-style-type: none"> • roofs of buildings • asphalt car parks • concrete paths & paving • mown turf • sporting ovals • areas where soil is bare

Step 2: Using your map, tape & /or trundle-wheel, measure all the surfaces around your school & mark them on your map as either **Organic Soil Cover** or **Artificial Soil Cover**.

Step 3: Calculate the total area of both **Organic Soil Cover** & **Artificial Soil Cover**.

Creature Feature:

Some people find **Huntsman Spiders** scary, but they are really quite harmless—as long as you're not an insect! These speedy & agile predators are right at home under leaf litter & loose bark, where they chase down their prey. Their venom is used to first paralyse their victim, then to dissolve it into juices they can suck up!



Photo: S. Meacher



New words: recycling, area, artificial, organic, erosion, run-off, invertebrates, compaction



SOIL COVER

Results

Once you have calculated the total areas of **Organic Soil Cover** & **Artificial Soil Cover**, convert them both to percentages by dividing each by the total area of your school grounds & then multiplying by 100. Both surfaces added together should make 100%.

$$\frac{\text{Area of Organic Soil Cover (ha)}}{\text{Total area of school grounds (ha)}} = \underline{\hspace{2cm}} \times 100\% = \text{Percentage of school grounds under Organic Soil Cover: } \underline{\hspace{2cm}}\%$$

$$\frac{\text{Area of Artificial Soil Cover (ha)}}{\text{Total area of school grounds (ha)}} = \underline{\hspace{2cm}} \times 100\% = \text{Percentage of school grounds under Artificial Soil Cover: } \underline{\hspace{2cm}}\%$$

Finally, use this table to turn your **Percentage of school grounds under Organic Soil Cover** into your score for this category.

% of Organic Soil Cover	Score
0% Organic Soil Cover	0
< 10%	1
10 - 21%	3
22 - 33%	5
34 - 45%	8
>45% Organic Soil Cover	10

Discussion

Some questions for you to think about and discuss with your class & teacher as a group.

1. All the surfaces listed in the table on the front of this worksheet have been grouped together according to how much habitat they provide for soil creatures. Why do you think lawns & sporting ovals are in the same category as asphalt & concrete?
2. Take a really close look at a handful of soil or leaf litter from a natural area in your school yard. What do you see? How does it smell? How does it compare to the soil you would find *under* a building or basketball court?
3. Obviously some parts of your school will always need to be covered by roofs, concrete & lawn, but what about the rest? Where can you see room in your school grounds for more organic soil cover, such as native grass gardens, that would create better habitat & healthier soil?

Conclusion

As a class discuss some actions that your school can take to protect & improve the Organic Soil Cover in your school & local area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

<p><u>Your Score</u></p> <p>/10</p>
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Date:

School:

Group Members:



FLORA TALLY

Why are there so many different plants in the bush?

Plants are the foundation of every bush community. They make the food, air, shade & shelter that every animal depends on. It may be hard to imagine today, but your school grounds was once completely covered in indigenous vegetation. The range of native animals that can call your school home depends on how much of this vegetation is left, & how many types of native plants still live here.

Your Aim

To discover the indigenous plants growing in your school grounds, & work out how many different species are present.

Your Task

Materials Required:

- Clipboard
- Pencil
- A native plant identification guide can be handy
- The calculated Area (hectares) of your school grounds
- A school map or aerial photo can help keep your exploring on track
- A digital camera is a great way to record your discoveries, especially for later identification.

What to do:

Step 1: Carefully explore your whole school grounds, recording the different types of indigenous plants you find. You can do this by writing down their names, & /or taking photos of them. It's actually not essential to know scientific names, as long as you can be sure each plant is indigenous, & a different species to the others, before you add it to your tally.

Step 2: Using a current aerial photograph, measure the extent of indigenous vegetation, in square metres per hectare. Remember to ground-truth your aerial photo, so you don't accidentally miss grassy/shrub areas or include exotic trees.

Creature Feature:

The long, strappy leaves of Dianellas, or **Flax Lilies**, were often used by aboriginal people to weave strong baskets. Their bright purple flowers & fruit are a favourite snack for **Crimson Rosellas**. Rosellas depend on plants like this for food, & on **Large Trees** with hollows for their nests.



Photo: E. Campbell

Flora Tally

<u>Flora Tally</u>	
Total number of species	



New words: flora, foundation, vegetation, indigenous, species, extent, exotic, biodiversity

Results

Once you have finished counting the number of indigenous plant species found in your school grounds, & have also calculated the area of your school grounds covered by indigenous vegetation, you can determine your school's Flora Tally score by using the table below.

# of indigenous species present	% cover of Indigenous Vegetation			
	0 - 11%	12 - 23%	24 - 35%	>35%
1-8	1	3	6	9
9-16	3	6	9	12
17-24	6	9	12	15
25-32	9	12	15	18
33-40	12	15	18	21
>40	15	18	21	25

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

1. If you could travel back in time 200 years, how many species of indigenous plants do you think you would find growing where your schools stands now? How many of these still grow there today?
2. Every indigenous plant is food for some local creature, whether it is the leaves, the pollen, nectar or even the roots that are eaten. Can you work out who is eating what in your neighbourhood?
3. When a community of bush creatures is made up of lots of different species of plants & animals, scientists call this 'biodiversity'. Why would it be good for a natural community to be so diverse?

Conclusion

As a class discuss actions that your school can take to protect & increase the diversity & extent of indigenous vegetation in your school & local area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

Your Score

/25

Date:

School:

Group Members:



WEEDS

Why are Weeds a threat to habitat?

A weed is a plant that does not belong in the ecosystem where it is found. Weeds are usually plants that have been introduced from other countries & easily spread in their new environment, directly competing with native & indigenous plants for water, nutrients, light & space. Weeds reduce the health & the habitat value of an ecosystem, threatening many of our indigenous plants & animals.

Creature Feature:

Is this weed in your school yard? **English Ivy** was brought to Australia during early European settlement. It is now one of the Yarra Ranges' most dangerous weeds. It totally smothers local plants, & can climb & strangle even the tallest gum trees - destroying precious habitat.



Photo: C. Carvalho

Your Aim

To understand the threat weeds can pose to ecosystems within your school & local area.

Your Task

Materials Required:

- Clipboard
- Pencil
- Shire of Yarra Ranges WEED-ID Sheets
- Coloured markers
- Aerial map of your school
- Calculator
- The calculated area (hectares) of your school grounds

Top 25 Weeds			
Blackberry*		Creeping Buttercup	
Ivy		Cootamundra Wattle	
Pittosporum		English Broom*	
Agapanthus		Blue Periwinkle	
Pines		Sycamore Maple	
Cotoneaster		Sallow Wattle	
Japanese Honeysuckle		Montpellier Broom*	
Holly		Watsonia*	
Montbretia		Pampas Grass	
Wandering Trad		Hawthorn*	
Nightshade		Angled Onion*	
Spanish Heath		Willows*	
Wild Tobacco Tree			

* Declared 'Noxious Weed'

What to do:

Step 1: Using the list of the **Top 25 Weeds**, along with your **WEED-ID Sheets**, identify which of these weeds you have in your school grounds.

Step 2: Using the aerial photograph of your school, shade in areas where you have identified any of the Top 25 Weeds.

Step 3: Count the number of squares that have been shaded in where weeds were found in your school grounds.



New words: habitat, ecosystem, indigenous, priority, noxious weed



WEEDS

Results

To calculate the **Percentage of school containing Top 25 most Weeds** you need to divide the number of squares that have been shaded in by the total number of squares that cover your school & multiply this by 100.

Number of squares shaded in: _____

Total Number of squares that cover your school grounds: _____

$$\frac{\text{Number of squares shaded in}}{\text{Total Number of squares}} = \text{_____} \times 100 = \boxed{\text{_____}} \%$$

Finally, using the table on the right turn your **Percentage of school containing Top 25 Weeds** into a score between 0- 15.

Percentage of school containing Top 25 Weeds of the Shire	Score
>50%	0
46-50%	1
41- 45%	2
36- 40%	3
31- 35%	4
26- 30%	5
21- 25%	6
16- 20%	7
11- 15%	9
6- 10%	11
1- 5%	13
0%	15

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

1. Were you surprised at the number of plants in your school grounds that were weeds?
2. What impacts did you see they were having on your school's ecosystem?
3. Why do you think it is important to control weeds in your school grounds & local area?
4. Where do weeds come from & how do they spread through our local area?
5. What were some of the most common weeds found in your school? And which ones would be the biggest priority to remove & control?

Conclusion

As a class discuss potential actions that your school can take to reduce the number of weeds in your school & local area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

<p><u>Your Score</u></p> <p>/15</p>
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Date:

School:

Group Members:



CANOPY COVER

Why is Canopy Cover so important?

For tree dwelling animals such as insects, birds & possums it is so much easier to move around in the search of food & shelter if the canopies of trees are connected. Tree Canopy provides shade, shelter & protection for all the plant & animals that live below.

Your Aim

To identify the role Canopy Cover plays in the ecosystem of your school & local area, & explore the range of critters that depends on the tree canopy to survive.

Your Task

Materials Required:

- Clipboard
- Pencil
- Calculator
- The calculated Area (hectare) of your school grounds
- Coloured markers
- Aerial map of your school

What to do:

Step 1: Using your aerial map of your school you can visualise where your canopy connects. Walking around your school grounds, mark on the aerial map the Canopy Cover of all the Native trees that are over 5 metres tall.

Note: Make sure you 'ground-truth' the aerial map to be sure that no trees have been removed or new ones haven't grown as these maps can be a few years old!

Step 2: Count the number of squares within your school that the Canopy Cover of native trees cover & divide it by the total number of squares within your school.

Step 3: Multiply this number by 100 to calculate the percentage cover of Native Canopy Cover within your school.

Step 4: Calculate your school's score by using the table in the Results section.

Creature Feature:

Sugar Gliders live in family groups, nesting together in the hollows of **Large Trees**, or in this case a nest box where a tree hollow was unavailable.

Stretching out the flaps of skin between their front & back legs, they are able to glide **100m**

between trees in search of food. Where there is good canopy cover they can travel from tree to tree without ever coming to ground—which means avoiding their three worst enemies: cats, dogs, & cars.

Photo: K. Wormald



New words: Canopy, dwelling, dependant, density, nest box, tree hollows

Results

Number of squares covered by Native Canopy Cover: _____

Number of squares in school grounds: _____

$\frac{\text{Number of squares covered by Native Canopy Cover}}{\text{Number of squares in school grounds}} = \text{_____} \times 100 = \boxed{\text{_____}} \% \text{ Canopy Cover}$

Once you have calculated the **percentage cover of Native Canopy Cover** of your school, you need to use the Score Table to work out your school's score for Canopy Cover.

Canopy Cover	Score
No Canopy Cover	0
1 - 10%	1
11 - 20%	2
21 - 30%	3
31 - 40%	4
>40%	5

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

1. When a tree is stressed or sick, the first sign of trouble is often a 'balding', more 'open' canopy. Using the pictures on the right, can you find any evidence of this happening in the tree canopy at school?
2. What human activities could cause trees to become stressed in your school or local area?
3. Within a habitat, canopy cover is difficult to replace because trees take so long to grow. What can your school do to protect & increase the level of Canopy Cover in your school & local area?
4. Is your school's Canopy Cover adjoining any neighbouring properties or reserves? Why would this be important for local animal species?



healthy tree canopy



stressed tree canopy

Conclusion

As a class discuss potential actions that your school can do to protect & improve Canopy Cover in your school & local area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

Your Score

/5

Date:

School:

Group Members:



NEIGHBOURHOOD

Why is it important to have ?

When it comes to habitat, size really does matter. While some tiny species of invertebrate may meet all their needs for food, shelter etc in an area the size of a postage stamp; for many mammals & birds (especially towards the top of the food chain) habitat is measured in hectares! To truly appreciate the habitat value of any school or study site, we must consider the bigger picture - its relationship to neighbouring areas.

Your Aim

To identify what habitat value your surrounding neighbourhood provides, & to explore how your school could potentially improve & protect surrounding native vegetation.

Your Task

Materials Required:

- Pencil
- Calculator
- The calculated Area (hectare) of your school grounds
- Aerial maps of your school & surrounding area

What to do:

The activity for Neighbourhood is made up of 2 separate Tasks, one looking at your surrounding area & the second task is looking at your school's involvement with the local community.

Task 1:

Step 1: Looking at your school's 500m & 2km radius aerial maps, assess for each how much land is covered with native vegetation surrounding your school (to the nearest 25% increment).

Step 2: Once you have determined the amount of land covered in native vegetation calculate your school's score for Task 1 using the table below.

		Percentage cover of Native Vegetation				
		0 - 25%	26 - 50%	51 - 75%	76 - 100%	Your Score
500m radius	1 pt	2 pts	3 pts	4 pts	/4 pts	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Score /6 </div>
2km radius	0.5 pt	1.0 pt	1.5 pts	2.0 pts	/2 pts	
					/6 pts	



New words: Food chain, Landcare, Friends of Group, radius, vulnerable, hectare, habitat fragmentation

Creature Feature:

Photo: D. Blair

Lace Monitors or **Tree Goannas** are the Shire's largest native reptilian predators. Classified as vulnerable in Victoria, they are dependant on tree hollows to breed, & have large home ranges of up to 65ha each. How much of your school's area would be enough for 1 goanna; & does it have hollows & food such as frogs, lizards, birds or eggs to survive?





NEIGHBOURHOOD

Task 2:

Habitat does not finish at your school's gate. This is why it is important for schools to share their knowledge & work together with other community groups to help improve & expand habitat in our local area. If you answer 'Yes' to any of the following questions you are eligible to receive 2 bonus points for each question with a maximum of 4 points.

Is your school working on a habitat improvement project in your neighbourhood..	Yes or No
with another School?	
with any local Community Group?	
on a local park or reserve?	
as a Junior Landcare Group?	

Finally, add your scores for Task 1 & 2 together for your total score out of 10 for Neighbourhood.

Score /4

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

1. **Habitat Fragmentation** is a term used by scientists to describe when native vegetation has been broken up into smaller patches of vegetation due to clearing. Can you see any signs of habitat fragmentation in your neighbourhood? How would this effect the movement of native animals in your neighbourhood?
2. What would it take to connect these patches of habitat to make it safer for native animals moving around your neighbourhood?
3. What does the impact of other barriers such as fences, roads & pets; such as cats & dogs, have on wildlife & is there anything we can do to minimize this? Can you think of any other habitat barriers?

Conclusion

As a class discuss potential actions that your school can do to protect & improve all habitat in your local area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

<u>Your Score</u> /10

Date:

School:

Group Members:



CONSERVATION AREAS

Why is it important to have Conservation Areas?

Many species just can't survive in an area dominated by humans. However, if they have a safe refuge where they can hide & find shelter from our noise & trampling feet, they can survive & even make good use of the school grounds when we're not around.

Your Aim

To identify the size & habitat quality of your Conservation Area in your school grounds & identify what critters may call it home & what help they may need to make it more comfortable for them.

Your Task

Materials Required:

- Pencil
- Clipboard
- Flexible tape measure
- Calculator
- The calculated Area (hectare) of your school grounds
- Aerial map of your school ground

What to do:

The activity for Conservation Area is made up of 2 separate Tasks, one looking at the size of your Conservation Area & the second task is looking at the habitat quality of your Conservation Area. If you do not have an established Conservation Area in your school unfortunately you score 0 for this HabitAT feature - this time! What you can do instead is to identify the most suitable area within your school to set up a Conservation Area, & think about what critters you might be setting it up for!

Task 1 - Habitat Size

Step 1: Using an aerial map of your school ground, shade in the area/s that you have set aside as your Conservation Area.

Size of Conservation Area (Percentage of school grounds)	
No Conservation Area	0
1 - 3%	1
4 - 6%	2
7 - 11%	3
12 - 15%	4
>15%	5

Step 2: Count the number of squares that your Conservation Area covers & divide it by the total number of squares in your school, multiplying it by 100 to calculate the percentage cover of your Conservation Area within your school grounds.

Step 3: Once you have calculated the percentage cover of your Conservation Area, use the table on your left to find out your score for Task 1 - Habitat Size.

Score
 /5

Creature Feature:

Classified as endangered in Victoria the **Growing Grass Frog** (*Litoria raniformis*) is a large frog. Active by day & large enough to prey on other frogs it's easy to know by its distinctive growling call. Unfortunately it hasn't been heard in a frog census in Yarra Ranges since 2001. Is this frog still here in a nice quiet area?



Photo: Melbourne Water



New words: Conservation, endangered, vulnerable, habitat quality, habitat fragmentation



CONSERVATION AREAS

Task 2 - Habitat Quality

Using the **Habitat Benchmarks** in the table below, assess the habitat quality of your Conservation Area for the 6 **HabitAT Features** to acquire a score out of 5 for Task 2 - Habitat Quality.

HabitAT Feature	Habitat Benchmark	Score
Large Trees	15+ Large Trees / hectare (ha)	1
Logs	>225m of Habitat Logs/ hectare (ha)	0.5
Soil Cover	100% Organic Soil Cover	1
Environmental Weeds	No Top 25 Weeds of SYR present	1
Flora Tally	>50 indigenous species present	1
Canopy Cover	>40% Canopy Cover of area	0.5
		/5

Score /5

Finally, add your **Habitat Size & Habitat Quality** scores together for your total score out of 10 for Conservation Area.

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

- Why are both habitat size & habitat quality important in a Conservation Area?
- Do you think your Conservation Area needs to have restricted human access? Why?
- How can your school get the message across to all the staff & students that your Conservation area has restricted access?
- What native critters may call your Conservation Area home? What are their habitat needs?
- What benefits may your Conservation Area provide for critters that live in your neighbourhood?

Conclusion

As a class discuss potential actions that your school can do to either create or further protect & improve your school's Conservation Area.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

<u>Your Score</u> /10

Date:

School:

Group Members:



PRODUCTIVE GARDENS

Why are Productive Gardens important?

All the habitat features we've explored so far are important if your school wants to be a good home for local plants & wildlife. But to truly take care of *all* the animals that visit the school, we must remember the rather peculiar needs of humans!

Every school can find room for some 'human habitat' in the form of veggie gardens, fruit trees, or even a flock of chooks laying fresh eggs.

Creature Feature:

If you think fruit & veggies are boring, you've probably never tasted all 800 types of apple, or 2,500 varieties of bean! They're colourful, they're tasty—but you'll never find them in a supermarket. They're called 'Heirloom' varieties & we've inherited them from gardeners who have been enjoying their awesome flavours for thousands of years!



Your Aim

To identify the existing habitat value your school provides for humans and explore how your school's 'human habitat' can be improved.

Your Task

What to do:

Scoring for this section involves a simple but honest self-assessment of your school's current situation. From the lists below, check off anything that is a regular, established part of your school. You will notice the check-list is divided into two sections – the 'Must Haves' are exactly what they sound like: elements & practices we believe every school can aspire to & achieve. 'Optional Extras' is a longer list of initiatives that will further enhance the 'human habitat' value of your school.

Results

A full score (10/10) for this section requires **all 5 'Must Haves'** plus **any 5 'Optional Extras'**
Score one point for each practice you have in place...

<u>Must Haves</u>		<u>Score</u> /5
<input type="checkbox"/>	Worm Castings & Compost from recycled food scraps applied to produce gardens.	
<input type="checkbox"/>	More than 50% of students involved in garden projects during the year.	
<input type="checkbox"/>	Organic gardening practices used – ie. No chemical fertilisers, pesticides or weed killers	
<input type="checkbox"/>	Waterwise practices – mulch in use, efficient irrigation (hand watering, drip), using harvested rainwater.	
<input type="checkbox"/>	Gardens are actively used all year around.	



New words: Heirloom varieties, organic, pesticides, harvested, companion planting, food miles, fertilisers, irrigation, pesticides, bush-tucker



PRODUCTIVE GARDENS

'Optional Extras' any 5 or more of...	
	Seed saving – seed is harvested from vegetables, stored & used the following season.
	Heirloom & heritage varieties of vegetables, fruit &/or livestock are used & preserved.
	Livestock – Chooks, other poultry, bees, sheep, cows etc. are included in the school's produce systems.
	Produce is sold/distributed to the school community (veggies, fruit, eggs, seeds, seedlings etc)
	Bush-tucker garden/s are in place, maintained & used.
	Produce is used in class-based activities &/or school canteen.
	Edible landscaping – productive plants incorporated into 'ornamental' gardens.
	Natural pest control used – companion planting, crop rotation, beneficial insect/predator attractants.
	Garden & green waste (ie: leaves, lawn clippings, prunings etc. – non-food scraps) is composted/mulched & used on site.
	Organic soil improvement used– compost, manures, crop rotation, green manures, no-dig gardens.

Score /5

Finally, add your **Must Haves** & **Optional Extras** scores together for your total score out of 10.

Discussion

Some questions for you to think about or discuss with your class & teacher as a group.

- What are the benefits of growing your own fresh fruit & vegetables at school?
- Can you think of any other 'Optional Extras' that are not listed that you could put into use either at school or at home?
- What are Food-Miles? Can you calculate how far the food in your lunch box today has traveled?
- Do you practice any of these '**Must Haves**' or '**Optional Extras**' at your home? Which of them would you like to do more of either at school or at home?

Conclusion

As a class discuss potential actions that your school can do to protect & improve human habitat in your school in the form of Productive Gardens.

Short-term Actions (this year):

Long-term Actions (next 5yrs):

<u>Your Score</u> /10
