

## 2011 Florida School Garden Competition ENTRY FORM

School Avalon Elementary School  
Teacher(s) & Grade(s) involved in garden program  
MRS. Patricia Thorsen Grades 3-5  
MRS. Marianne Ravenna  
Contact Person MRS. Patricia Thorsen  
Time contact person can be reached 1:30-9:00 a.m. - 11:30-12:00 p.m. 3:10-3:30 p.m.  
Phone (239) 377-6239 Fax (239) 377-6201  
Address (please include city and zip code) \_\_\_\_\_  
3300 Thomasson Drive  
Naples, FL 34112  
Email address thorsepa@collier.k12.fl.us

**CATEGORY** (Please mark only one)

☐ SINGLE CLASS GARDEN (Garden used by one class only)

Number of students in class and grade \_\_\_\_\_

☒ MULTIPLE CLASS GARDEN (Garden used by more than one class or grade,  
but not by the entire school)

Number of students involved in the garden and grades \_\_\_\_\_

☐ ENTIRE SCHOOL GARDEN (Garden that is used by all grade levels at the  
school)

Number of students involved in the garden and grade \_\_\_\_\_

**TYPE** of school garden that you use with your students. (Please mark only one)

- ☐ Vegetable  
☐ Flower  
☒ Combination vegetable/flower  
☐ Other, please specify \_\_\_\_\_

Please indicate the number of hours a week, on average; your students spend in the garden. 3

1. Please mark all the activities that your students participate in prior to gardening.

- |   |  |
|---|--|
| <input type="checkbox"/> Planning the garden  | <input checked="" type="checkbox"/> Preparing the garden |
| <input type="checkbox"/> Designing the garden | <input checked="" type="checkbox"/> Choosing plants      |
| <input type="checkbox"/> Other, _____         |  |

2. Please mark all the activities that your students participate in while in the garden.

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Planting      | <input checked="" type="checkbox"/> Watering  | <input checked="" type="checkbox"/> Weeding     |
| <input checked="" type="checkbox"/> Observing     | <input checked="" type="checkbox"/> Recording | <input checked="" type="checkbox"/> Harvesting  |
| <input type="checkbox"/> Playing                  | <input checked="" type="checkbox"/> Sitting   | <input checked="" type="checkbox"/> Fertilizing |
| <input checked="" type="checkbox"/> Experimenting | <input type="checkbox"/> Other, _____         |   |

3. Please indicate the percentage of time, on average, that you used the garden as an instructional tool in your classroom. This is an after school program.

4. Please mark the subject area(s) into which you have incorporated school gardening. Check all that apply.

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Math                                  | <input checked="" type="checkbox"/> Science          | <input checked="" type="checkbox"/> Social Studies    |
| <input checked="" type="checkbox"/> History                               | <input checked="" type="checkbox"/> Health/Nutrition | <input checked="" type="checkbox"/> Language Arts     |
| <input type="checkbox"/> Music  | <input checked="" type="checkbox"/> Physical Ed.     | <input checked="" type="checkbox"/> Environmental Ed. |
| <input checked="" type="checkbox"/> Ethics (responsibility and nurturing) |  |   |
| <input type="checkbox"/> Other, please specify _____                      |  |   |

5. Please indicate the number of years that a school garden has been part of your curriculum. 13

6. Please indicate the types of volunteers that have helped you and your students with the garden.

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Master Gardeners              | <input checked="" type="checkbox"/> Senior citizens     | <input checked="" type="checkbox"/> Parents |
| <input checked="" type="checkbox"/> University students           | <input checked="" type="checkbox"/> Garden club members | <input type="checkbox"/> 4-H members        |
| <input checked="" type="checkbox"/> High school students          |   | <input type="checkbox"/> FFA                |
| <input checked="" type="checkbox"/> Older students at your school | <input type="checkbox"/> Other, please specify _____    |   |

7. Please indicate the source(s) of information used to assist in the incorporation of school gardening into your school's curriculum. Check all that apply.

<input type="checkbox"/> County Extension service	<input type="checkbox"/> 4-H education materials
<input checked="" type="checkbox"/> Teacher in-service training	<input type="checkbox"/> Lifelab
<input checked="" type="checkbox"/> Personal knowledge	<input type="checkbox"/> Master Gardener training
<input checked="" type="checkbox"/> Educational journals/publications	<input checked="" type="checkbox"/> Friends/volunteers
<input checked="" type="checkbox"/> National Gardening Association's Growlab/Growing ideas newsletter	
<input checked="" type="checkbox"/> Other, please specify <u>Partnership with The Naples Botanical Garden</u>	

8. Please indicate the types of educational material(s) used in the classroom to support the use of school gardening in the curriculum.

<input checked="" type="checkbox"/> Library books	<input type="checkbox"/> Computer software
<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Videos
<input type="checkbox"/> Filmstrips	<input type="checkbox"/> Personal books
<input type="checkbox"/> Textbooks	<input checked="" type="checkbox"/> Experiments
<input checked="" type="checkbox"/> Trade books	<input checked="" type="checkbox"/> Gardening magazines and catalogs
<input checked="" type="checkbox"/> Newspapers	
<input type="checkbox"/> Other, please specify _____	

\*\*\*Please read and sign below\*\*\*

By submitting the same you acknowledge and agree that the University of Florida (and Walt Disney World Co.) may reproduce the same, and all materials may be displayed (in part or in whole) at the 2012 Epcot® International Flower and Garden Festival and for other promotional materials. Such presentation materials (and School Garden packets) will NOT be returned to you (they will become the property of the University of Florida and Walt Disney World Co.) Finally, you acknowledge and agree that should your school be selected as a winner under the competition, then to the extent any of the photographs or materials submitted contain the names of likeness of students, teachers and/or others, you will be required to have adult individuals sign (and the parents/guardians of such students) sign consent/release forms provided by us so that we can display those photographs or materials concerning your winning garden. Such requirement would be a condition of your accepting the award.

I have read and understand the above.

Patricia A. Thorsen

Signature

3-29-12

Date

# 2011 FLORIDA SCHOOL GARDEN COMPETITION

## JUDGING CRITERIA

### **EDUCATIONAL RELEVANCE – 25 points**

#### **Use of the garden for interdisciplinary learning and the courses that are emphasized. (15pts)**

The goal of our program is to teach students about all aspects of sustainable gardening.

Students are taught different types of gardening such as hydroponics, vertical gardening through the Woolly Garden project, urban gardening techniques, and gardening as it pertains to the climate/growing season in the state of Florida.

The program is filled with cross curricular activities. Students use critical thinking and many mathematical operations in planning and designing their garden. Students use number sense and geometry to calculate such things as square footage of various shaped raised beds. Based on that information they are able to calculate spacing of their seeds and plants. Students also calculate rain fall amounts and wind speed using devices attached to their beds. A visiting chef comes to prepare a meal for students and teaches them the importance of measuring and how estimation sometimes comes into play when preparing a meal from items grown in the garden.

In science, students are exposed to the differences in planting zones and how the Florida growing season differs from the rest of the country. The Global Garden is sectioned off in to four different ecosystems and students learn how the climate, the soil, and environment play a key role in the success or failure of their individual gardens. Students are guided through the life cycle of seeds, plants, and butterflies. Using observation and the scientific method students compare and contrast the different types of plants in their region.

Literacy includes the publishing of a weekly newsletter that is a reflection of the activities and student observations gathered. Criteria are set for students in order to prepare their articles based on the FCAT standards for narrative and expository writing. Students are able to compose a rough draft, edit, and publish an individual article with the help of mentors and teachers. Read aloud's occur on a weekly basis as students read the prior week's newsletter. The element of poetry gives students the exposure to free writing and thinking skills.

Social Studies is a key component as the students research the geographical location, history, culture, and environment from which their plants originate. This knowledge is reinforced with field trips that take them to places such as ECHO Farms and Rookery Bay. Through ECHO Farms students' knowledge of the world outside of Florida is developed and enhanced. The knowledge gained is brought back and is evident within the Global Garden. Rookery Bay teaches them about the environment and plants within their own community.

**Use of resources (outside &/or personal) to facilitate garden learning. (5pts)**

This program is a working partnership between Avalon Elementary School and The Naples Botanical Garden (NBG). An Education Director from NBG oversees the curriculum and instruction for the program. This director is also responsible for acquiring the coordinators, mentors, and donations that are vital to the success of the program. The staff at NBG come to us with a plethora of knowledge that scans all aspects of sustainable gardening. These experts are ever present and available to all parties involved in the day to day operations of the garden. The coordinators are a teacher and a horticulturist and landscape designer who help in the development of lesson planning. These coordinators have attended trainings such as the Alice Waters School Garden Program. They are presently working on developing the curriculum for the Woolly garden project and the Florida Wildflower Association garden.

**Links the garden to the Florida Sunshine State Standards. (5pts)**

The Florida Sunshine State Standards are a driving force behind the learning that occurs within the Global Garden program. As the program addresses students in grades 3 through 5 there are many standards that are incorporated in the curriculum. As we have stated above, the garden curriculum is cross-curricular and covers the Sunshine State Standards in science, writing, math and social studies. We have listed the science standards that are addressed for grades 3 thru 5 which is our main focus.

**Science Standards**

The Scientific Method

**SC.3.L.15.2 (Moderate)** - Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

**SC.3.L.14.1 (Moderate)** - Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

**SC.3.L.14.2 (High)** - Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

**SC.3.L.17.2 (Low)** - Recognize that plants use energy from the Sun, air, and water to make their own food.

**SC.3.L.17.1 (Moderate)** - Describe how animals and plants respond to changing seasons.

**SC.4.L.16.1 (Moderate)** - Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

**SC.4.L.16.4 (Moderate)** - Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

**SC.4.L.17.1 (Moderate)** - Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

**SC.4.L.16.2 (High)** - Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

**SC.4.L.17.3 (Moderate)** - Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

**SC.5.L.15.1 (High)** - Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

**SC.5.L.17.1 (Moderate)** - Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

### **LEVEL OF INVOLVEMENT**

**Student leadership and effort as it pertains to the school garden project. (10pts)** The Global Garden Club is an enrichment program for the students of Avalon. Students are chosen based on grades, behavior, classroom teacher recommendation, and a desire to learn more about gardening. Students have a limited window of opportunity to become a part of the club since only 3<sup>rd</sup>-5<sup>th</sup> grade students are chosen. A desire to be in the program is cultivated early on before students meet the eligibility requirements. Many students wait three years to be chosen, but never give up their dream to attend the club. For some, it is a family tradition they want to meet since many of their siblings have attended the program.

Once students have completed the program they are eligible to return the next year as a Garden Manager. Garden managers are students who have show tremendous responsibility and leadership qualities in their first year. Four students are chosen each year based upon an expository essay written explaining what qualities they possess that would make them a good candidate for the position. These students are chosen based on the coordinators' observations of the student leadership abilities, mentor feedback and the essay. Many students have been asked to come back for a third year based on their management skills.

**Utilization &/or partnerships with garden-related organizations (Master Gardeners, Garden Clubs, local garden businesses, etc.). (10pts)**

Community involvement from mentors (volunteers from the surrounding area) is a key element of the program. These people include former school principals, teachers, artists, nurses, business owners, and master gardeners. Without the knowledge they bring in all subject areas this program would not succeed. Our mentors not only share their gardening expertise, but their worldly knowledge with students who attend a Title 1 school and might not otherwise have this exposure.

The garden has many local business partners who have donated various resources such as mulch, dirt, plants, and trees. Other community involvement include: the North Naples Rotarians, the Golden Gate H.S. Jr. ROTC program, former students who have attended the program and parents of students.

**Type of school support for the school garden program. (10pts)**

The school administration supports the program through the use of school facilities, utilities, and personnel. Classrooms and science materials are used to complete projects. Cafeteria provides after school snacks for each student. Administration supports the integration of the global garden curriculum into the classrooms. Teachers integrate the writing of essays, take field trips to the garden for science activities, reading, and simply enjoy the peacefulness of nature.

**GARDEN QUALITY**

**Garden design considerations and process. (10pts)**

The roots of the garden began to spread during the renovation of the school in 1994. Avalon teachers, PTA members, and community members planned a space for students to have a hands-on experience in the life sciences. In the years to come students were involved in creating and designing a model of the global garden. It would take two more years of planning and locating funds before the actual construction began. This idea took many years of planning, community involvement, and good old fashioned hard work. When the vision was realized the Global Garden came to life. The garden was dedicated to the students and staff of Avalon Elementary School in early May of 1998. Since then the garden has been a living, breathing, outdoor educational experience for all to enjoy. For the past seven years, The Naples Botanical Garden (NBG) has sponsored an after school enrichment club for the students at Avalon. The club meets every Tuesday from January until May. The NBG actively seeks donors and mentors for the club. Through the generosity of these people the club is able to provide the most memorable of educational experiences for the students.

**Qualities that make this garden unique. (5 pts)**

The Global Garden is an extraordinary place with a magical and sometimes breathtaking feeling. Not only is it a living classroom, it holds the footprints of former students, mentors and

supporters of its vision. The garden has been through many changes, many trials and transformations, but most of all many successes. It has provided an education that is priceless for students who come from low socio-economic backgrounds. If asked, any former Global Garden student will have a special twinkle in their eye when they talk of their time working in the garden. It is a place where you can sit and take a trip around the world, learn of cultures people and ways of life that are a mystery in the minds of children. It has provided the students of our school a place to study, to read, to reflect and to learn of laws of nature. It has also provided food and shelter for our three "resident" cats.

#### **Care and maintenance of the garden. (10pts)**

Currently the garden is maintained for the duration of the program (Jan. –May). Through the efforts of the Naples Botanical Garden, the school's Plant Manager, and volunteers, the garden is maintained during the summer months. Beginning in the fall of 2011 individual classroom gardens will be established and maintained by each classroom within the school. This will give school wide access to the garden and extend our planting season. The garden will then be functional and sustainable with students actively engaged from September to May.

#### **Selection and use of plants. (10pts)**

When the garden was originally designed culturally significant plants were identified and students shared their experiences with these plants from their native culture. Some of these plants, trees and bushes are still present in the garden today. Since our involvement with NBG our focus on plant selection has changed to mirror the mission of NBG. We now try to incorporate plants that are native to the state of Florida which are also reflective of the numerous countries that are represented by our current student population.

The harvest from our garden is used in several different ways. Our mentors prepare a snack each day and they try to incorporate foods prepared with some of the harvest for our garden. Most of what is grown is sent home to the families of the children who attend our school, since most of our students come from low socio-economic backgrounds.

#### **Environmental focus**

Our Global Garden after school program is based on teaching the children how to grow vegetables, herbs and edible plants. Weekly we have different lesson plans which incorporate nutrition, sustainability and environmental concerns. Our mentors discuss all these areas and introduce students to new foods and new ways to prepare the foods they grow. Students learn about composting, creating urban garden through the use of old tires and recycled soda cans, hydroponic gardening, and the overall beautifying effect gardening can have on the environment. The program teaches the students that they are the future stewards of our earth. The knowledge and different techniques they are learning for growing food and taking care of our planet will sustain them in years to come.



# Naples Living

Naples Sun Times • Section B

May 3 - 9, 2006



*The Sentinel!*

## Young gardeners learn to think globally

By Naomi Reiter

Students at Avalon Elementary School have participated in a year-long program called Life in a Global Garden. Working in conjunction with Naples Botanical Garden, the school allocated

space several years ago for members of the Life in a Global Garden Club to grow various herbs, vegetables and plants including parsley, chives, edible flowers, sunflowers and cacti in an effort to learn the various ecosystems in which they live.

"The garden started over 10

years ago," said club co-director Sarah Guite. Guite has been involved with the garden for the last four years and attributes its success to a grant from Naples Botanical Garden.

Third and fourth grade students and their mentors were divided into four "villages" comprising

different ecosystems. Throughout the year students learned that by cooperating with the other "villages" they prospered.

On April 27, the children harvested the basil that they grew and made pesto in celebration of their final week in the club.

"I think food and vegetables

grow best" in this climate, said student manager Mikennel Plancher, who was previously a club participant.

For more information call Madeline Quigley, director of marketing for Naples Botanical Garden, at 643.7275, ext. 12.



Mikennel Plancher, left, 10, and Alain Branchedor, 10, act as managers of the Global Garden at Avalon Elementary School.





in a Global Garden Club. They help current club members with their projects.



Miriam Loyola, 10, harvests basil to make pesto at Avalon Elementary School. Avalon and Naples Botanical Garden worked together to help kids grow a Global Garden.

PHOTOS BY NAOMI REITER  
Sofia Cortez, left, 10, Mikennel Plancher, 10, Luis Roman, 9, Eduardo Garcia, 12, and Joseph Rus-sel, 11, with the wetlands section of the Global Garden. The kids grew lettuce and carrots, among other vegetables.



Anahi Montezuma, left, 11, Juana Chavez, 9, Adult Mentor Charles Cortright, Giovanne Jean Louis, 9, Caroline Padilla, 9, and Miriam Loyola, 10, hang the Life in a Global Garden sign for this year. Each year a new sign is hung for the different sections of the club.

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## SPECIAL TO FLORIDA WEEKLY

Armed with photographs and typical descriptions of the four topics, Mr. Webb

For more information, call 643-7275 or visit [www.naplesgarden.org](http://www.naplesgarden.org). ■



RELEASE – “GLOBAL GARDEN 10TH ANNIVERSARY CELEBRATION PLANNED”

The Life in a Global Garden (LGG) at Avalon Elementary School will mark its 10-year anniversary with a celebration ceremony from 4-5 pm on Wednesday, Apr. 16, at the school (3300 Thomasson Drive). There will be a brief presentation on the history of the Garden, community partners will be recognized, followed by tours of the Global Garden Villages.

This after-school science and math program brings together community volunteers and neighbors with 3rd, 4th and 5th grade children at Avalon Elementary School once a week from January through April. Averaging 12-15 mentors per week, Global Garden volunteers work alongside 30 students learning about plants, careers in gardening, cooking, and cultures from around the world while working on social skills and desired character traits set forth by the School District of Collier County. The Global Garden itself is in the physical heart of the school campus having been built by community volunteers over 10 years ago. The agriculture, tropical, arid and wetland villages thrive there under the care and eager working hands of the children.

LGG continues to be an important community outreach program for Naples Botanical Garden. The Garden's annual budget of \$10,000 is primarily funded by Global Garden Mentors.

The Global Garden is prospering well today. For the last six years, nearly 200 children have been directly affected by the after-school program while the entire school enjoys the beauty and pathways. All students who wish to be a part of the Garden try hard to exhibit good behavior and interest with the hope that they will be recommended by their teacher.

To learn more, please contact Sally Richardson, Volunteer Manager at Naples Botanical Garden, at 643-7275 ext. 28.



## Ripe for the picking



Allie Tarvin, 10, left, and Ana Castillo, 10, look inside a green bean plant for beans that are ready to pick during the Global Garden club meeting on Tuesday at Avalon Elementary School in Naples. The Global Garden club, which is in its 11th year, teaches selected third-, fourth- and fifth-graders about sustainable gardening for agriculture, wetlands, arid and tropical areas. The students harvested and ate some of the food they have been growing since January, such as corn, bell peppers, poblano peppers and golden beets. *Lexey Swall-Bobay/Staff*



## DIG IT

Children are like flowers—given the right fertilizer, they grow at an astonishing rate and they can brighten the gloomiest of days.

At the Global Garden After School program at Avalon Elementary School, there are no gloomy

days on the horizon. The Global Garden was started about a decade ago by the Windstar Country Club's Audubon Committee, which later partnered with the Naples Botanical Garden. "It is important for kids to realize where the things they see at the stores come from, and the work it takes to produce them," says Karen Shymkus, chairwoman of the Audubon Committee.

The kids tend to four gardens, each depicting a different niche: agriculture, tropical, arid and wetlands. The program teaches more than the art of gardening; math problems are incorporated into planting and children are exposed to plants many have never seen, like radishes and basil.

It is a great motivational tool too, participants' grades often improve. The program now has a waiting list, and other local schools are looking to start their own program. Shymkus, an avid gardener, says the garden gives kids the opportunity to get their hands dirty and "become one with the earth." In the world of television, video games and computers, what could be better? —Luis Otero



Back: Karen Shymkus, Barry Brown, Charlie Cortright;  
front: Brenda Lopez, Caroline Padilla, Jason Jean.



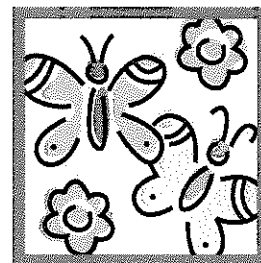
# Week

## Avalon Elementary School and The Naples Botanical Garden

# 10

April 6, 2010

### The Global Garden Village News



Character Trait of the Week: Caring

#### Agriculture

Today our parent are going to come and see what we are doing in the Global Garden. Also, to hear some of our poems. The lettuce bolted because it was sunny and hot. Lettuce usually likes a cool spot. We picked our tomatoes and lettuce to make a yummy salad. The bees are pollinating the broccoli that grows in Immokalee.

We are having pizza and salad. Once we got re-united with our parents we noticed a lot of people. After we got together Dr. Nolan gave a wonderful speech. We finally ate and had a wonderful time.

By: Darinel

Everything we do we do- BIG!!!! Our crops in the garden are big, our sunflowers are getting ready to "pop" big, and we had a big turn out for Family Night in the garden! It was so wonderful to share what we have learned and show off for our parents and friends. The garden is a showcase of all of our hard word! B. I. G. -Best in Gardening-that's us!!!

Our crops really took off over the Spring Break. We harvested a great deal and took it home to share with our family. We also ate a great salad during Family night.

On Saturday, April 10th we will be travelling to The 20th Annual Bay Days clean-up at Lowdermilk Park. We love to give back to the community in which we live so we are going to do some clean up at the beach. We know we will work hard to make our community a better place to live.

Ms. Thorsen and Ms. Ravenna

#### Arid

Today we are going to plant plants in bottles. Our garden is growing big. Today at 4:00 we are going to have Family Night. For family night we are going to have lettuce and pizza. The broccoli has grown very tall. We will dip it in dressing and have a snack. All the parents that can come will come to share.

By: Angelie

#### Tropical

Today we ate cheese crackers. Our parents are coming to see what we do and what we plant. In Tropical we ate beans and the corn got bigger. Right now we are watering the plants. We are going to eat salad today. Mmmm good! Our parents are coming at 4:00 and it really hot outside. We learned about hydroponic plants. They are plants that are grown with water and air. They grow without any dirt.

By: Amy

#### Did you know?



In Greek and Roman times, the radish was very different than the ones we grow today. The radish was grown for winter storage, and often weighed 50 to 100 lbs. each. It was eaten cooked or raw and seasoned with honey and vinegar.

#### Wetlands

We went to the cafeteria and ate a sweet snack it was cheese crackers and milk. Then we went outside and learned about hydroponics. That is growing plants without soil. We put water in a bottle then put vermiculite in the bottle with a wick that takes moisture up through the vermiculite. We then picked our vegetables and packed them to take them home. Then we wrote our poems. By then it was time to get ready for parent night. I know it is special because Dr. Nolan is going to be with us.

By: Guadalupe

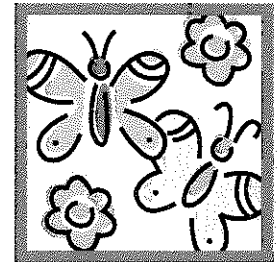
# Week

## Avalon Elementary School and The Naples Botanical Garden

# 13

April 27, 2010

## The Global Garden Village News



Character Trait of the Week: Loyalty

### Agriculture

First we took a test and then we fixed our landscape plans. Then we cut up a Kohlrabi and a lemon cucumber. Next, Juan came to show us a lizard. After that, a group of kids petted a dog named Jellybean that is 9 years old. We also harvested potatoes and picked sunflowers. I visited Mr. Charlie's garden then we picked red potatoes. Ms. Karen is leaving today until next year and we will miss her very much because of all her hard work she does for us.

By: Ashley P.

Week 13

Who says that the number 13 is unlucky? We had a terrific day in the garden!

Our day was spent working with the Moringa Tree. There was a huge harvest of the pods and Mr. Mike was climbing up the tree taking the pods off. We learned about how this "Miracle Tree" can do so much good for the world. It's amazing to think we have had this special tree growing in the garden for many years. Now it is time for our tree and for our group to give back to the world in a "global" way. Next week, we will present our pods to Ms. Karen from ECHO farms and they will package the seeds and send them out to third world countries! We have much to be proud of!

One bit of news is that Ms. Sally will not be our representative from NBG next year. We can't ever thank her enough for everything she has done for us. She has always been the person we go to for everything. She also is responsible for getting us all our wonderful mentors. Don't think we will never see her again! She will visit and will be keeping her eye on things. Hats off to you Ms. Sally our best cheerleader! We love you!

Ms. Thorsen and Ms. Ravenna

### Arid

My day at the global Garden consisted of "The Moringa Tree." With that we ground the seeds into a powder and cleaned water with it. With the rest of the seed pods we donated them to ECHO Farms. It was fun to pick them off.

We also took our final test. It wasn't as hard as it sounded. It asked us about the plants that we grew, how they can be used and what some words meant that have to do with the process of plants and planting them. Over all it was a pretty good day and the dinner was pretty good.

By: Rachel

### Tropical

Today we took a "Life in the Global Garden" test. It wasn't that hard. It wasn't so easy, but it wasn't that hard. We crushed the Moringa Tree seed (Miracle Tree) to pieces.

We crushed the seeds and we will see the water purified. The Miracle Tree you are able to eat everything except the bark which is used to heal scorpion and snake bites. We ate muffins and wraps and had juice for a snack.

Some people got to pet a white puppy named "Jellybean."

By: Ismael

### Did you know?



Our "Painted Lady" butterflies, ten of them, were born this week. It was wonderful that our whole school waited for them to arrive. They are spending some time in the Tech lab and we will release them next week for our final week in the garden.

### Wetlands

When the bell rang we went to the cafeteria and ate cookies and milk. Then we went outside. It was hotter than blazes. The sun was 3 o'clock high.

We got a speech about the Moringa tree. We took the seeds from the Moringa tree and ground them up. We put them in dirty water and in one hour it will be clean.

Then we cleaned the garden. We got squash, corn, lots of beans. Tomatoes and more beans. We took a test and we didn't cheat.

We are getting hungry so it's time for a snack. It was a splendid day and a good time was had by all.

By: April

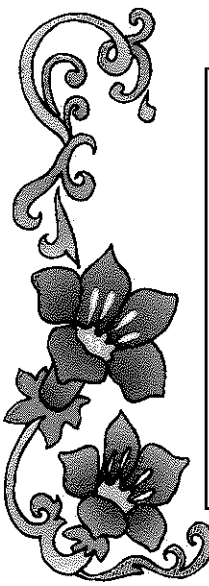


## **Global Garden Poems By: Rachel Nichols**

Take me away  
To a land of love today

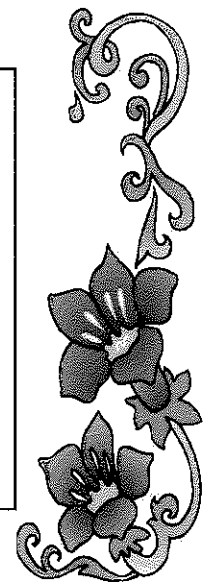
Take me to a garden of high praise  
Where hope, faith and happiness lays

Take me to the Global Garden  
Where love is upon us.



In order for a garden to grow  
We need our grand love to show  
We need grace and intelligence like  
A bird or a doe

We need to sow the seeds  
Of compassion and good deeds



If you think what all of our plants can do  
It can feed a hundred people  
Or shelter a family of kittens, too!

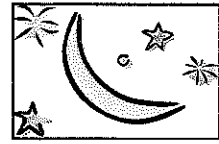
Not thinking what others can do for you,  
But what you can do for others.

That's why we have this garden  
To enrich our lives and for our brains to harden



# Sunset in the Garden

By: Jane Townsend

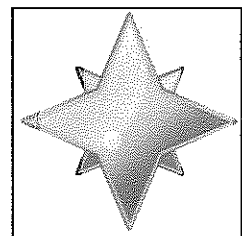
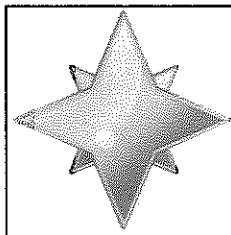


It's sunset in the garden  
Trees are swaying in the breeze.  
A cricket chirps it's soulful song  
As songs of laughter dominate the air.

It's sunset in the garden.  
A rainbow of flowers lighting up the sky  
As I watch tomatoes turn red.

The stars begin to twinkle  
The last sun ray is gone.  
It's no longer sunset  
As the scent of jasmine  
Fills the air with bliss.

It's nighttime in the garden  
The breeze whistles in my ears.  
A nightingale trills its song  
Telling me to sleep.





# AVALON GLOBAL VILLAGE

