















**3. How did you work with the school to decide what type of garden to create? (Robert Stouzker)**

I came up with an initial plan for the garden both in terms of shape as well as planting which I then put forward to Rabbi Kerbel in September 09. From this point he then went to his governing board for approval in principle, which he got. There then followed a period of about two months when Rabbi Kerbel and I were consulting with the teachers as to which classes would be most interested and likely to benefit most and what projects/activities would they like to see most of all. Furnished with this information, I then went away and put together the planting plan and calendar. The success to date has been achieved because both Rabbi Kerbel and I agreed very early on that we had to give the teachers ownership of the project without the added stress of running/ implementing the project. I think that Rabbi Kerbel and I have achieved this objective.

**4. How have you integrated the garden into teaching time at the school? (Robert Stouzker)**

The project is not part of the actual curriculum, however it has been the intention from the start to have a project covering all the four seasons where the children can see and participate on a practical level how a garden evolves through the year. What I have been doing from the start is to email the relevant class teachers giving them a selection of dates and times a week ahead of my planned visit to co-ordinate time

slots. To date the system seems to have worked pretty smoothly.

**Jewish Community Centre for London**

The JCC decided to develop an edible garden that could be used as a space to teach people how to grow their own food. Without its own garden it set about searching for some land it could borrow from someone else. Having found a great piece of space in the garden of Rubens House, Jewish Care Residential Home, it began the process of creating a growing course. We asked Hannah Weisfeld, the social action and campaigns coordinator at the JCC and Tom Moggach from City Leaf, the organisation that created the space and the course, to answer a few questions for us:

**Why did you decide to launch the project (Hannah Weisfeld):**

As a community organisation committed to Jewish values, using our programme of events as a way to teach people the skills they need to live a more sustainable, environmentally friendly life style is a core part of what the JCC is about.

**How did you go about implementing the project (Hannah Weisfeld):**

We decided to locate a space in which to create an edible garden, whilst at the same time also fundraising to develop it. We spent some time looking at options

including the possibility of having our own allotment. When we realised we could be waiting for up to forty years to get one (!) we decided to think creatively about where they may be space we could reclaim. After a site visit to Rubens House, a Jewish Care home in Finchley, we agreed with the management of the home that we would create four raised beds - in effect building our own allotment in their back garden. In the meantime we had fundraised for the project through a sponsored bike ride which raised enough money to subsidise the costs involved of building the beds and also developing a course.

**How did you decide the space would work for growing (Tom Moggach):**

I did not think the original space that was suggested was at all suitable, but Rubens House agreed to us creating four plots in the lawn area which was a more open space. The large size of the garden made it suitable for a project like this – indeed, it potentially has capacity for more food growing space.

**What did you decide to include in the course? (Tom Moggach)**

We have covered a wide range of topics, including site design, soil preparation, plant families, crop rotation, permaculture, seed sowing, planting techniques, stem cuttings and pest and disease identification.



# Lesson One: Our Food

## We are learning to;

- locate where in the world our food comes from
- understand that lots of food is grown overseas and flown to the UK
- grow our own food because locally grown food prevents further global warming
- appreciate how reduced aeroplane transport will prevent further global warming

### National Curriculum Links Pupils should be taught:

#### Geographical Skills and Enquiry

2f) to use ICT to help in geographical investigations.

3a) to identify and describe what places are.

3b) the location of places and environments they study and other significant places and environments.

3c) to describe where places are.

4b) recognise some physical and human processes.

## Introduction

Time: 5 minutes

1. Ask your pupils to think about their favourite fruits and vegetables
2. Ask;
  - Do you know where any of them are grown?
  - Are any grown in the UK?
3. Compile a list of possible origin countries on the board. Ask pupils if they have ever seen any fruits growing on trees or bushes. They might have been berry picking or have an apple tree in their garden.

## Chevruta and Questions

Time: 25 minutes

1. Hand students the *Our Food Chevruta*, page 21 in either small groups or pairs and invite them to answer the questions.

רבן יוחנן בן זכאי... אם היתה נטיעה בתוך ירך ויאמרו  
לך הרי לך המשיח. בוא ונטע את הנטיעה [ואח"כ צא  
והקבילו].

Rabbi Yohanan ben Zakkai ... used to say: if you have a sapling in your hand, and someone should say to you that the Messiah has come, stay and complete the planting, and then go to greet the Messiah. (*Avot* d'Rabbi Natan 31b)

1. What does this text tell us about our duty to planting and growing?
  2. Why is planting more important than greeting the Messiah?
  3. Who are we planting our seeds for? How will our project impact on our future?
2. Following discussions invite a few pupils to feedback their answers to the rest of the class.

## Where in the World Investigation

Time: 30 minutes or homework

1. Explain to your pupils that they are going to investigate where the fruits and vegetables that they commonly eat come from. Explain to the pupils that most fruits are grown in more than one country. This investigation will involve using the internet and can take place either in your ICT Suit or as homework.
2. In pairs/groups ask the pupils to select 5-8 of the fruits and vegetables from the board.
3. If pupils have access to the internet, demonstrate to them how to search the country of origin. Otherwise ask pupils to take their lists home and either use their home computers or look on the packaging or label of the fruit/vegetable and complete the *Our Food Table Worksheet* page 22
4. Once this has been completed, provide each pair or group with a world map or atlas. Ask pupils to locate the countries that their fruits and vegetables were

## THE BIG GREEN JEWISH EDIBLE GARDEN RESOURCE

- grown on the world map.
5. Ask pupils to draw a picture of their fruits with the name of the country of origin in the middle. These should be placed on their world map.
  6. Display the map either in the classroom or around the school.

### Conclusion

**Time: 10 minutes**

Ask your pupils;

- What have you noticed about the fruits/vegetables you eat?  
*Many of them come from overseas and are flown by aeroplane*
- How many of your favourite foods come from the UK?  
*This question will depend on the time of the year of the activity. Berries can be picked in the summer and apples in autumn. There are lots of root vegetables grown in the UK.*
- Which of your favourite foods can be grown in our edible garden?  
*Root vegetables can be grown in the UK, tomatoes and herbs can be grown during the summer.*
- How do you think that the foods grown overseas get to our supermarkets?  
*Many of them are flown over.*
- What impact do you think flying foods over from hot tropical countries has on the environment?  
*We know that by reducing the amount of carbon*

*emissions caused by activities such as aeroplane travel we can prevent further global warming.*

- What disadvantages are there to eating only local foods?

*You may be limited in the variety of foods you can eat and only certain foods will be available at certain times of the year.*

## *Our Food Chevruta and Questions*

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<i>Item of Food</i>	<i>Where it came from (Country of Origin)</i>