GARDENING [1] - COMMUNITY GARDEN – REALISATION OF A SMALL PROJECT

WHY WE INCLUDE THIS SESSION

Gardening has always had pride of place in permaculture courses. Elke Krasny published recently "Hands-on Urbanism, The Right to Green". [2] Its´bottom-up urbanism which are the driving forces behind the urban development and often behind changes in urban policy.
"The pressure for the guarantee of basic civil rights, rights to housing, rights to education, rights to public space, in large scale urban transformation processes is mounting exponentially. The title of Henri Lefebvre´s 1968 book *Le droite á la ville* was applied to the sphere of human rights at the World Urban Forum 2004. A world charter of the Right to the City can be found on the Habitat International Coalition website.[3] In 2007, a Right to the City movement was formed in Los Angeles.[4] "The Right to the City officially launches as a new alliance that unites our struggles for housing, health care, public space to fight neoliberalism and build an alternative for our cities." [5]

OBJECTIVE

In this session we aim to give students enough information that they can actually go away and start gardening. There´s not enough time to teach significant amount of gardening. Instead we concentrate of distinctive permaculture issues : tillage, mulching, rotation of plants, bed types, companion planting, perennial versus annual crops of vegetables and fruits. [6] It is a great learning experience.

CONTEXT

Last year I was invited from the Association Gartenpolylog[7] in Aspern-Seestadt to explain permaculture and its principles. The first two days of the course contains information during an excursion about gardening, edible landscape, vegetable production and looking how permaculture principles can be applied in the garden. We will see the ADAMAH bio-farm in Glinzendorf, Europes´ biggest private seed bank collection – Arche Noah in Schiltern, the ´edible landscape´ exhibition in the Alchemistenpark-Kirchberg am Wagram, and the biofarm Engelhart in Inzersdorf.

Picture: Yara Coca Dominguez explaining the function of elevated vegetable beds in the Arenbergpark in Vienna. July 2012

DURATION

1.. Information Gardening –	45 min
2.. Tillage and mulching -	30 min
3.. Placement exercise 1 – preparatory work	60 min
Break	15 min
4.. Placement exercise 2 – bed types	60 min
5.. Planting into a prepared pit	30 min

[1] GOLDRING Andrew (2000): Permaculture Teachers´ Guide. Permaculture Association, London p.238
[2] KRASNY, Elke (2012): Hands-On Urbanism 1850-2012. The Right to Green. Wien, Architekturzentrum.
[3] http://www.hic-net.org
[4] http://www.righttothecity.org Miami Workers Center.
[5] I. c.: KRASNY (2012) p.30
[6] BELL, Graham (1992): The Permaculture Way. Practical Steps to Create a Self-Sustaining World. London: Thorsons. P.147
[7] http://www.gartenpolylog.org/de/3/wien/

HOW WE TEACH THIS SESSION

1.. INFORMATION GARDENING – 45 min

LEARNING OUTCOMES

By the end of this session students will be able to:

- State how the key planning tools can be used in garden design
- See how this can be done in an actual garden

Talk with sketches

- Sector
  - The twelve month rule
  - Shade: how to select plants for sunny and shady situations
  - Wind. Importance of shelter, edible windbreaks
  - Moisture:
  - Temperature: heat reflection and storage, sun traps, thermal mass

2… TILLAGE AND MULCHING – 30 min

LEARNING OUTCOMES

By the end of this session students should be able to

- Explain the functions of tillage – break up the soil, make a good seed bed, remove weeds, improve water penetration and retention
- Explain the functions of mulch – covering the bare soil with other organic matter , protects the living creatures in the soil from dehydration and oxidation, making the soil surface resistant to erosion by heavy rainfall, retaining moisture

Talk with sketches

- Showing pictures of mulch
- Demonstration of making the permaculture grow through mulch

3.. PLACEMENT EXERCISE 1 – PREPARATORY WORK – 60 min

LEARNING OUTCOMES

By the end of this session students will:

- Have some experience of using the key planning tools in practice
- Be able to approach the relative placement of elements with some experience of the process

ACTIVITY

We will divide the students into three groups (five students)
-Using a map of the community garden, including adjacent vegetation and buildings
- We will get the material (soil, construction timber) for building the bed types
- Using a line and peg out rectangular beds
- Preparatory work for constructing elevated vegetable beds with construction timber or sheet mulched raised beds

Structure of the of the sheet mulched bed [8]

0) micromesh to protect voles
1) rough lumber, branches, rough parts of plants
2) reversed sods
3) 10cm, chaffed greenery and and leaves
4) 5cm, raw compost
5) 15cm, fine compost and top soil

[8] RUSCH, Margit (2011): Anders Gärtnern – Permakultur, Elemente im Hausgarten. Staufen bei Freiburg

4.. PLACEMENT EXERCISE 2 – BED TYPES – 60 min

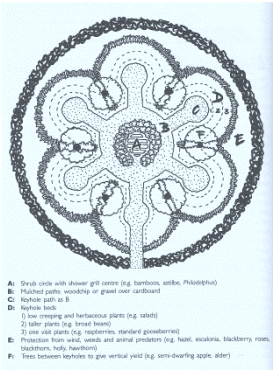
LEARNING OUTCOMES

By the end of this session students will:

- Have some experience of using the key planning tools in practice

ACTIVITY

We will divide the students into three groups (five students)



-**Constructing elevated vegetable beds** with construction timber or sheet mulched raised beds,

-Alternative: **Key hole** garden design (see picture) [9]

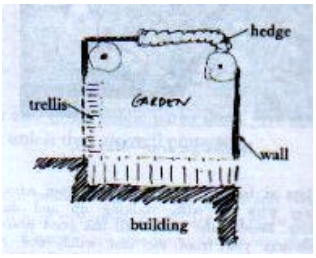
The vegetable garden (177) on common land. About one-tenth of an acre is needed for each family of four. Make sure the vegetable garden is in a sunny place and central to all the households it serves. Fence it in and build a small storage shed for gardening tools beside it.

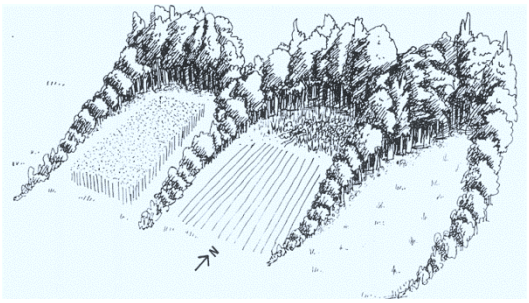
- **Additional patterns** in the garden: garden wall (173), trellised walk (174), greenhouse (175), garden seat (176), compost (178), quiet backs (59), pools and streams (64), local sports (72),

The pattern of **Garden walls** (173)[10] applies to all gardens and parks in cities.

Trellis (174) have their own special beauty. Trellis help to shape the outdoor spaces and forms an outdoor room.

A **hedge** may be a barrier, a windbreak, a source of firewood and beneficial insects and a soil conditioner. A fruiting hedge offers yields of crops each summer and autumn.





Sun trap: Ecological design brings natural flows to the foreground. It celebrates the flow of water on the landscape, the rushing wind, the fertility of the earth, the plurality of species, and the rhythm of the sun.[11] Your best growing land will be in the area that receives full sun all growing season and avoid frost pockets.

The pattern of a sun trap is sun facing and has an enclosure of trees in the north and hedges on the side.

5.. PLANTING INTO A PREPARED PIT – 30 min

LEARNING OUTCOMES

By the end of this session students will:

- Know how to seed plants into the bed (in September)

ACTIVITY

- Plant seeds for Spinach (Spinacea oleracea) Feldsalat, salad (Valerianella locusta) Radieschen, radish (Raphanus sativus – sort: Rote Riesen von Aspern) Ruccola (rucola) Dill (Anethum graveolens)
- Add edible flowers to the vibrant energy of the well-designed salad garden

In Andernach in Germany there are public community gardens and the citizens are enabled to grow and plug there vegetables and fruits on the public spaces. [12]

[9] I.c.: BELL (1992) p.152

[10] ALEXANDER, Christopher et al. (1977): A Pattern language. N.Y.: Oxford university press. p.805

[11] VAN DER RYN, Sim / COWAN, Stuart (1996): Ecological Design. Washington D.C., Island Press, p. 24

[12] http://www.3sat.de/mediathek/?display=1&mode=play&obj=31393