



Pocket Garden Stories 2022



Our Pocket Garden theme for 2022 was the Year of Stories, One Planet Picnic and Wildlife Gardening

A Pocket Garden is a miniature garden that uses edible plants, plants that attract wildlife, and that reuses something which would otherwise have been thrown away.

Each year, we invite young people from schools across Scotland to send in their designs for a colourful and exciting environmentally friendly, pocket-sized garden. Pupils who send in the winning designs are then invited to build and grow their gardens to display.

[Winners: 2022 My Favourite Garden Public Vote](#)

1st Place Moore House Academy
2nd Place Anna Ritchie School
3rd Place Garrowhill Primary School

[Winner: 2022 One Planet Picnic Theme](#)

Banchory Academy

[Winner: 2022 Best Storytelling Garden](#)

Sgoil an Rubha

[Winner: 2022 Best Garden for Wildlife](#)

Small Isles Primary School

Anna Ritchie School

2nd Place: Public Vote Favourite Garden

A child with special needs may not be able to connect with a story in the traditional way, but we are happy to tell you OUR story. The story for our Pocket Garden had to be not one story told to the children or by the children, but several individual stories in which our children would delight and interact.



Playing in the water



A space to write



Rainbow ribbons

Many of our children are diagnosed with autism. Synaesthesia in autism is when an individual can see sounds, smell colours, taste shapes, feel sounds and hear colours. We cannot know exactly what or how our children truly experience the world around them, but we can watch and help recreate some of the things that captivate and enchant them in the story of their sensory garden.

The children loved creating the design, with its arches and colour and planting the seeds! You can find our herbs; nasturtiums in leaf, and the tall cornflowers just in bud. We tried eating the edible plants in a Pocket Garden picnic! We hope the birds and the bees love visiting too!



The story garden is represented in several different upcycled planters which we decorated with scraps of donated quilting material.

Abbi-Leigh loves water, so her planter is a rain collector, bird bath and water source from which the children can play and water the garden.

Alanna loves to climb, so for her, a rainbow walkway mounted on a recycled palette, decorated with locally donated ribbons, upcycled CDs, and class-made, recycled plastic bottle flowers.

Alizah loves to dig! Her planter is full of our home-made compost from our class snack fruit and vegetable waste.

Lewis loves to write so we created blackboards and suspended his on a planter for him to write on as he sits in this sensory space.

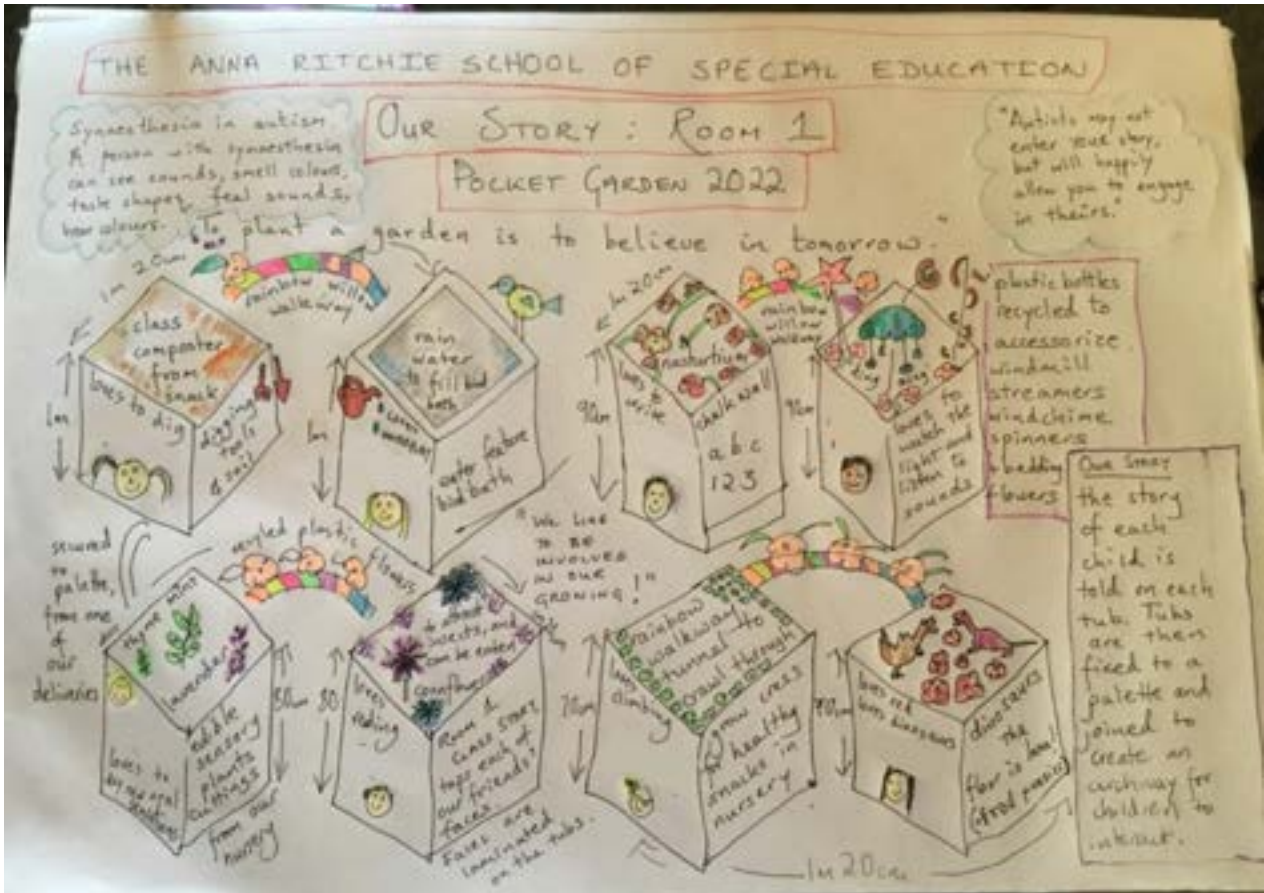


Libby loves red and dinosaurs, can you spot the dinosaurs in a field of red begonia lava! We included some exploding lava in the form of magnificent fuchsia, kindly donated as a beautiful sensory addition to the plants our children have grown.



Mekyle loves a little sparkle and glamour! We added some sparkly CDs decorated with even more sparkles, fairy lights and shiny ribbons to captivate him in this outdoor space. He loves sound, so the windmills were a very nice gift. Oliver loves reading; he likes to tap numbers and shapes in books, so we put our faces on a circle for him to tap in our garden. Can you find them all?

Ryan loves to try new sensations, so for him, lots of edible herbs and plants; soft mint, purple basil, velvety multi-coloured violas (which we ate!), crispy, peppery nasturtium, rustling thyme, crinkly parsley, smooth chives and towering cornflowers!



Thanks to our lovely parents for all their donations of flowers, ribbons, plastic bottles, CDs, pots, seeds, windmills, C and A West, Fraserburgh for the ribbons. Thanks to the fantastic staff in Room 1 who bring seeds of love and hope, every single day. Thanks also to Cheryl Lawrence for her help with the photography.

Creating the garden - from design to reality



Arnhall Day Nursery

The Greedy Bee

The story is of the greedy bee who doesn't like to share a flower, he gets lost and the fireflies and ants help him get home safely while teaching him that it is good to share.

We chose the story of The Greedy Bee to encourage our nursery children to share and take turns, whilst taking care of the environment. Most of the plants are edible and safe for the children to pick and eat, they are also native and help to provide a safe place for the bees.



The Greedy Bee story



Lots of tasty things to eat



A colourful display

A photograph of a garden bed. In the foreground, there is a red flower on the left and a yellow and black striped plant on the right. The background shows more greenery and a wooden structure.

[illegible]

The children have also been very keen to take part in this as it is relating to the story book children have been excited to share ideas of why we are helping the bees and how we are able to do this.

Auchterhouse Nursery

Our Flower Bee Garden

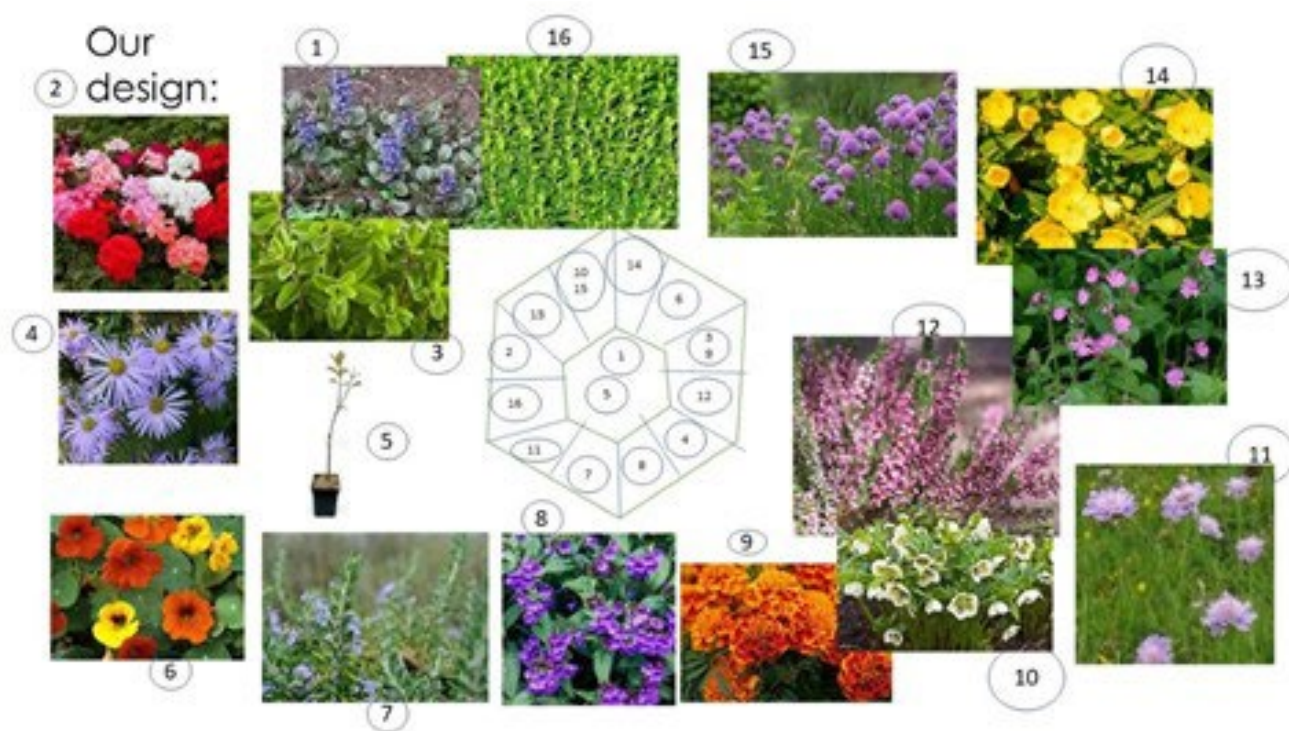
The children of Auchterhouse Nursery have taken inspiration from 'Bee: Nature's Tiny Miracle' to create their Pocket Garden. The children have been instrumental in designing and creating the garden, as well as developing a mini community of creatures within it.



We began our Pocket Garden journey with a beautifully illustrated story, 'Bee: Nature's Tiny Miracle' by Patricia Hegerty and Britta Teckentrup. The colours that the bee visited as it travelled inspired the children in their choices for what we wanted to plant.

We met worms, beetles, slugs, snails and caterpillars as we prepared the bed with compost from the community garden, topsoil from a parent and carbon capture volcanic rock from a local university lecturer before planting plants we had grown from seed (nasturtiums) and cuttings with the help of a local gardener.

This process helped develop our awareness of what we needed in our garden and the storybook, 'Superworm' by Julia Donaldson, cemented the 'community' insects have and need. The idea of all the animals working together generated the understanding that they all need to live together and even chat to one another. This inspired us to make insects, from repurposed tin cans and sweet wrappers to communicate to and attract them to our spot, as the bee does in the story.



We have spent time watching bees and noticing the differences. We have a visual guide, from Friends of the Earth displayed in the nursery to help with the identification of the breeds, enabling the children to ask questions and reflect on what they have seen.

We have mint, rosemary, marjoram, chives, nasturtiums, and apples (eventually) to eat. The chives have been named the 'magic flower' (from Superworm) as the buds have yet to open and there has been lots of discussion about what shape and colour will emerge.

The children have been shown how to and supported to rub the leaves to stimulate the aromas. Green labels were placed beside plant which are tactile and edible to support all children to explore the garden independently.

We repurposed pallets that were damaged to build the garden. Suggestions have already been made to build other shapes to plant more. The design had also included separate sections for individual planting areas. However, the children were observed making connections with the plants prior to planting and have kept their caretaker role with watering them.

Our planting changed during construction, for example, lavender rather than thyme which would provide more obvious sensory support for the children but still attract pollinators. The plan to add a seasonal mixture of planting (hellebore and lungwort) to sustain the children's interest in planting throughout the year. The planting will also support the seasons and what plants need to grow.

Index of planting:

- | | |
|-------------------------------------|------------------------------|
| • 1 Low growing ajuga (Summer) | 11 Scabious (Summer) |
| • 2* Geranium (Summer) | 12 Heather (Autumn) – |
| • 3 Marjoram (Summer/Autumn) | covers our local hill bright |
| • 4* Michaelmas daises (Autumn) | purple when the sun shines |
| • 5* Apple tree – will be supported | 13 Red Campion (Summer) |
| by established trees in the school | 14 Tall evening primrose |
| • 6 Nasturtiums (Spring/Summer) | (Summer) |
| • 7* Rosemary (evergreen) | 15* Chives (Summer) |
| • 8* Lungwort (Winter/Spring) | 16* Thyme (Summer) |
| • 9 Marigolds (Spring/Summer) | |
| • 10* Hellebore (Winter/Spring) | |

The children selected the planting, making their preferences by colour, shape and how tasty the herbs will be.

* indicates planting specific to supporting bees.

We could not have created our Pocket Garden without the help of:

Our headteacher's Dad drew a technical drawing of our planter with very helpful measurements and listing the materials we would need.

Dr Ehsan Jorat – Geotechnical Engineer and Soil Carbon Expert at Abertay University. He gave us volcanic rock dust to capture carbon following our experiments with CO₂ and an emerging understanding about gases in our atmosphere.

The community garden enabled us to fill our planter with compost. EB's Dad delivered topsoil for our planter. Mrs Baird, a member of the local community, helped us plant and grow our plants in her poly tunnel. She also donated from her garden.





We all worked together to make a new home for our plants and the bugs and insects that would help them grow. "Superworm" (Donaldson 2012) was made very welcome. We added volcanic rock to catch all the bad gas in our atmosphere to help us breathe good air and really smelly food for the plants.



We developed our knowledge and understanding about bees through stories, observing and creating, sharing ideas and experiences.



Taking care of
our pocket
garden





Our seeds
and cuttings
grew



We developed our knowledge and understanding
about bees through stories, observing and creating,
sharing ideas and experiences.



Banchory Academy

2022 Best One Planet Picnic Garden

The Lighthouse Keeper's Lunch

Our garden tells the story of the Lighthouse Keeper's Lunch by Ronda and David Armitage. It is a story about a Lighthouse keeper who goes by boat to work in a lighthouse. Everyday Mr Grinling tucks into a delicious lunch made by his wife, Mrs Grinling. But Mr Grinling isn't the only one who enjoys the taste of her food! Can Mrs Grinling think of a way to stop the greedy seagulls from stealing Mr Grinling's lunch?



Clay-pot lighthouse



Lunch on its way



Lollypop stick cabin

We chose this story because it was voted by pupils as their favourite childhood story. It is fun and lends itself to growing food and encouraging nature and the implications of balancing both.

The pupils first constructed the garden frame using old pallets, which were then painted, lined, and filled with soil. The planter was made at double depth to maximise plant growth. To incorporate the story into the garden, pupils also made a variety of props which included a lighthouse keeper scarecrow, the clay-pot lighthouse, the clay mosaic bird baths, the lollipop stick cabin, the hessian bag potato planter and the recycled milk carton seagulls, the shell bucket pond and a veg-scrap garden. The pallet planter has been decorated with donated outdoor paint, driftwood, shells and pebbles and fish netting collected from the beach.



Our garden has a guttering planter filled with 'Bee happy' wildflowers to attract bees, butterflies, and insects. The bucket pond has tadpoles collected from local puddles. Pupils have made a bug hotel, bird seed balls and mosaic bird baths filled with shells to encourage bees to drink. There is a woven bird house and fertiliser made from worm tea in our wormery.

We have a huge variety of edible plants in this garden. They are beetroot, carrots, beans, chard, courgettes, lettuce, strawberry, potatoes, onions, chilli, garlic, spring onions, celery, red callaloo spinach, thyme, coriander and mint. Marigolds were planted as an eco-friendly pest control, to lure pests away from veggies and to attract insects to predate pests.

To make the garden we reused wooden pallets, clay pots, willow bean supports, a charity shop basket, recycled milk bottles, donated paint scraps, an old bucket, reclaimed netting and rope, paper planters, bottle planters for garlic, mosaic terracotta saucers.



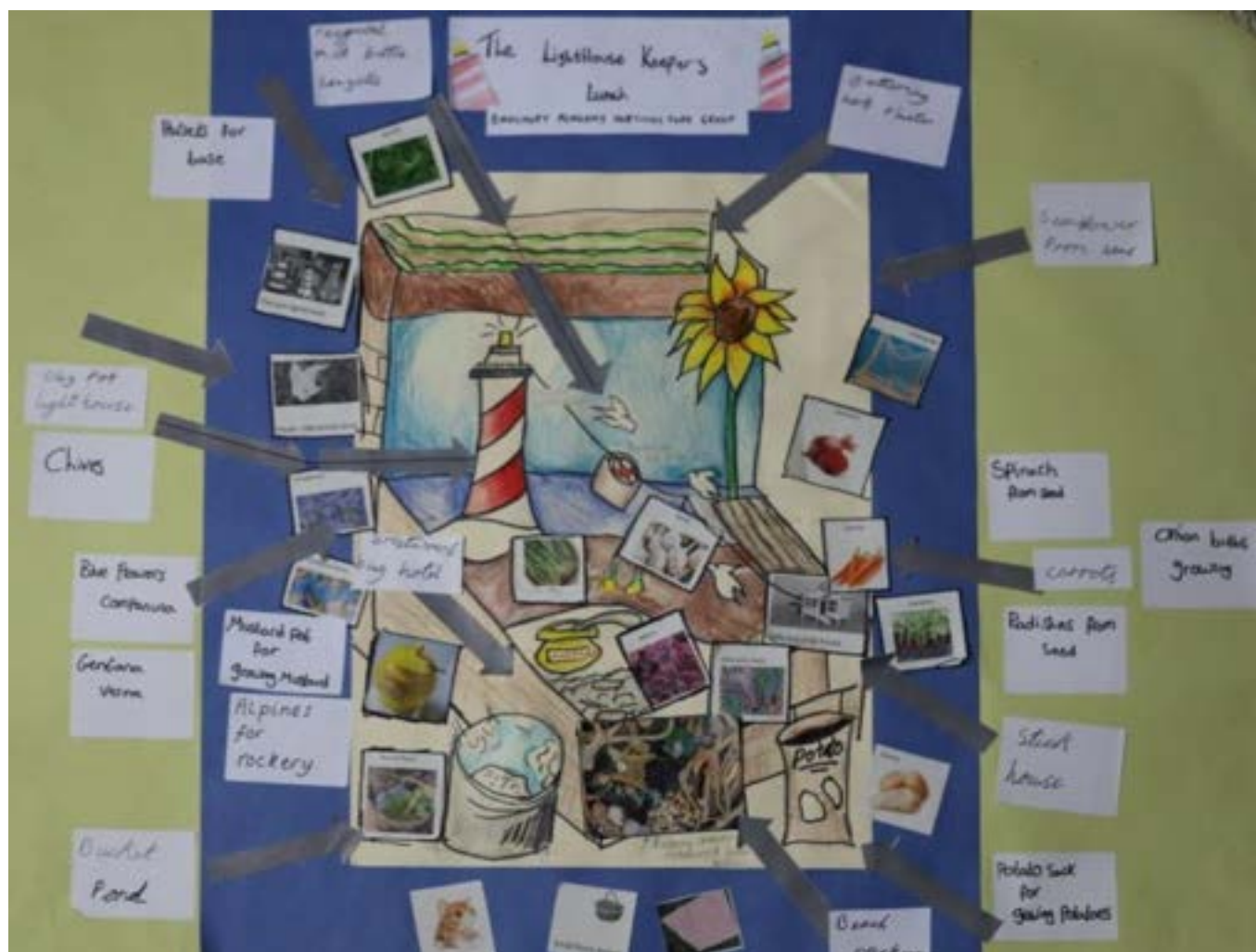
The pupils have learned to work as a team, to persevere, to plan, to put planning in action, to use power tools, to plant in a variety of ways: from seeds, plug plants, from roots and shoots. Planting from seeds and pricking out and thinning seeds has taught pupils the delicate nature of growth. They learned aftercare of plants, companion planting and aftercare of the garden. They have taken responsibility for watering plants on a rota basis. They have developed creative and problem-solving skills when making the planter, the scarecrow and designing the zipwire. They have learned the importance of caring for nature and wildlife and why encouraging pollinators is important.

Throughout the project we have forged links with Woodend Barn and their RGU Art School project. We have visited the local garden centre and had a tour and talk from the specialists there. We also visited the Woodend Barn allotments to give us ideas. We have worked with the Banchory Academy Art and Technology department to ask for advice and learn new skills in using tool and specialist equipment. One Seed Forward donated potatoes and seeds and gave us a talk on potato planting. We had a visit from the Deeside willow farm to help us create willow bean supports.



We will continue to maintain the garden to the point of harvest for edible plants, thinning out seedlings where necessary. Our Therapeutic Horticulture group will oversee maintaining it and taking it forward. We will be inviting Banchory Gardening Club, One Seed Forward and the local garden centre to a viewing/garden party.





Carolside Primary School

Zoe's Bee Garden

Zoe chose this story because she wanted to create a garden, which was sustainable, eco-friendly and would attract bees and other insects.



One day Zoe came home from school quite distraught about what she had learned in class that day. She explained that a lovely lady had come in to school to teach them all about bees and how important they are for pollinating plants. She decided she wanted to grow some plants that the bees would like and somewhere for them to live.



Reclaimed growing containers



Teapot planter



Colourful characters

Zoe had set her heart on doing something good for the bees. Mummy suggested a bit of ground at the side of the house. After school that day Zoe researched what plants bees liked and what habitat they prefer. She soon realised that they could make her garden for all wildlife. She made a list of all things she wanted to include: plants, a bee hotel, a bug house, somewhere for insects that like the damp, water for birds and hidey holes for wildlife.

Zoe's mummy suggested they could utilise the space by staggering the height of the garden. They found an old set of drawers with one leg missing ready to go to the tip. Zoe thought it would look good with plants in the open drawers. Daddy had some lovely coloured paints leftover so they soon set about making the drawers look fantastic. Now they were on the lookout for all other things to reuse including pallets, a tyre, bits of pipe, bamboo canes, roofing felt, broken plant pots, mugs, a jug, tea pot and a ceramic welly.



One of the central objectives of Zoe's garden was for it to be wildlife friendly. Careful consideration was given to the materials used to construct the garden structure to ensure it encouraged biodiversity. When creating the 'Bee Hotel' Zoe made use of bee nesting tubes, designed for solitary bees giving them the ideal space to lay eggs.

Within Zoe's garden there are edible parts including; carrots, lettuce, peas, mint, chamomile, oregano, thyme and strawberries. The aim would be that as these plants, herbs, fruit and vegetables flourish within Zoe's garden they could be used by pupils for projects including food handling and recipe planning.



Space for mini beasts



Woodlice take up residence



Visiting ladybird

Zoe has thoroughly enjoyed the whole process of creating her garden from the initial design, the story behind her design, the gathering of materials, the planting of seeds to the final assembly of all the component parts of her garden. She has learned more about plant varieties including those, which are edible, and those, which are ideal to encourage biodiversity.

She has also learned the importance of having a positive attitude and being resilient even when things don't go according to plan. Following the collection of all the material required to build Zoe's garden she painted, assembled, planted, and watered. In these initial weeks, Zoe's garden flourished until one windy day the whole garden blew over.



Everyone was devastated, all the hard work gone, mugs and teapots smashed, all the plants uprooted! Zoe and her team remained positive throughout, she gathered up what could be salvaged and after another shout out for donations via social media got more mugs and teapots to reuse.

Zoe has received a fantastic level of support throughout this project from the whole school community and beyond. She worked with her classmates to plant seeds and grow and nurture these until there were of a suitable size to add to her garden. The mentors offered from Keep Scotland beautiful provided valuable information and advice regarding Zoe's design and the types of plants suitable for her design idea.



The plans for Zoe's garden following the competition are for it to be included in the school's Secret Garden. This is a quiet space often visited by children who benefit from some quiet time outwith the classroom setting. Zoe would love to develop and extend her garden even further into a sensory garden which can be enjoyed by all.

Zoe is very grateful for all the help and support she has received with this project. In particular she would like to thank the following individuals who all supported through contributions of resources: Tracy and Joe McDaid, Sharon Macintosh, Louise Carroll, Amy Henson, Elaine Addington, Jodie Davies, Pat Winter, Lorna Murray, Carolside Primary PTA and Caulders Garden Centre Newton Mearns.



Cornhill Primary School

Alice in Wonderland

P5 Room 11 have really enjoyed exploring stories from our earlier childhoods. In our class we have 27 children, 14 of whom have moved to Scotland since they were born. The vast array of traditional tales from around the world, made up stories from parents and British classics, which we shared with one another, made the choosing of only one story for our garden extremely difficult. Finally, we cast our votes and the winning story was that of Alice in Wonderland by Lewis Carroll.



Our garden tells the story of Alice in Wonderland. See if you can spot the following features: a Flamingo garden planter to represent the Flamingos used by the Queen of Hearts and Alice to play croquet. Teapot, cup and saucer to represent the Mad Hatter's tea party (recycled from the school community centre). Chess pieces to represent the game of chess Alice plays in the Queen of Hearts garden. "Eat Me" box and "Drink Me" bottle to represent those which Alice consumes to grow bigger/smaller. Playing cards - representing the Queen of Heart's Army. The White Rabbit's pocket watch. Pansies representing the Pansies which sing to Alice and think she looks funny!

To help wildlife, the garden contains flowers to attract bees and butterflies, a bug hotel and a bird feeder. You can eat the mint, spinach, coriander, strawberries, nasturtiums, raspberries and carrots.



Mad Hatter's Tea Party



'Eat me' and 'Drink me'



A colourful display

We reused a table that was going to be thrown out, old pieces of wood, an old chess set and a recycled water bottle. We learned how to garden in a very small space. We originally planned to include a rocking chair in our garden, but found that it looked too big, so we didn't use it in the end. We learned about teamwork, taking turns and being VERY patient. We were supported in our garden journey by Pocket Garden mentors, a class dad who is a joiner, grandparents, parents, Co-op and B&Q.

Once the competition is over, all the plants we have grown will be planted into the school garden. The bug hotel, bird feeder and painted stones will be used for our class Grow a Fiver sale later in the term.





Dunbarney Primary School

Herb's Marvellous Rainbow Garden

Our garden is based on "Herb the Vegetarian Dragon" by Jules Bass, with an ending adapted by our children. You can view their stories via the QR code below. Our garden features a greenhouse with a working drawbridge. Every plant in the garden is edible, and we plan to use the ingredients to make soup.



The garden has a bug hotel for solitary bees and nasturtiums for cabbage white butterflies and garden bees.

There are spider eggs and other insects in the bark tiles.

All plants in the garden are edible: nasturtium, sweet pea, calendula, carrots, kale, beetroot, potato, tomato, chilli, sweet pepper, chive, mixed herbs, rocket, lettuce, and strawberry.

There is nothing new in this garden except some compost. We have reused pallets, garden canes, bubble wrap, plant pots, barbeque, netting, wood from stripping down a caravan, plastic bottles, a hula hoop and egg boxes.

We have also used left over barrier to line the box, an old wicker basket and secateurs.



Herb the Dragon



Painted pebbles in the greenhouse



A pot for soup and a garden visitor

The children have used all kinds of tools and learnt new skills. They learnt about forces in structures, designed a drawbridge, measured and calculated area. They learnt how to improve their writing in adapting and up-levelling as well as making guides to planting.

They learnt how to improve their writing in adapting and up-levelling as well as making guides to planting. They have used their sewing skills and, working in pairs, guided each other as to where to sew the tiles. They have learnt to illustrate and use Medieval script. They have also learned that the plants struggle to survive in the high winds so one side has suffered. This has to be the windiest corner in Bridge of Earn! Almost every time we have worked on it we have been fighting very strong winds even when it is sunny. A windbreak is the next thing to build.



Watch out for the dragon!



And that one!



More colourful characters

We got some seeds from our local expert, Catherine Lloyd and parents. We planted them at school then they all raised their seeds at home during the Easter holidays. Parents also came in to help with all aspects of construction and planting. Children have volunteered at lunchtime and after school.





The garden is opposite the local shop and people often stop to ask what it is. Parents have said how their children have been enthusiastically planting at home too.



Ellon Academy

TEAM-CG: The Ellon Academy Memorial Community Garden

Our garden combines well known stories with characters from our pupil's imaginations. The garden includes lots of sensory stimulation. Our marble run adds sound, whilst well known characters wander past colourful flowers and painted stones. Look out for Mr Tall and Mrs Small, representing death & decay and life & growth that surround us in nature.



We started with the Gruffalo story because it is a favourite of a senior pupil who has met the author. We therefore created a Gruffalo and mouse character.

The Gruffalo is painted onto slate and the mouse is made from clay. We researched the author more, discovering that she also wrote "What the Ladybird heard". This got us thinking about sounds in the garden and other creatures. We painted stones to be ladybirds and made owls out of wood and sticks. The smaller owl sits on a tree trunk like it is in a nest, the larger one is mounted on a wire, so it moves in the breeze to look alive.

One pupil designed "Mr Tall" who represents death and decay (a natural process in the garden and something which makes it wildlife friendly). Another designed "Mrs Small" who is made of willow and represents life and growth. Finally, we have a superhero in our garden – "Flash" – a favourite character of another senior pupil. This was made from an old drinks bottle. Mr Tall is made of sticks, wire, an old football, plant pots for his neck and hat and an old shawl for his cloak.



The Gruffalo out for a walk



New characters for the story



Ingenious marble run

We made a marble "sound-run" using lots of different materials to see what sounds they made. We used slate, plastic, wood, metal, cardboard and glass. They were all things from the shed or around the garden. The glass jar at the end is full of water and sits in a tray of water which will attract insects. When not in use, we put a stick in the jar, so insects do not drown! We also drilled holes in a piece of wood in the shape of a smiling face, to give insects a place to hide.

We have put some sticks, canes and straw into the back of the pallet wall for a mini bug-hotel and birds can find the straw for bedding material. We used old pallet wood to build the central path and lined it with gravel left over from our garden path-building. We topped it with shiny pebbles from our classroom - they were unused in our crafting box. We laid used compost bags onto the flat pallet before positioning our plants.

Plants in our garden include small trees – to represent the woodland walk for the Gruffalo story. We have Scots pine, hawthorn and beech, all of which give shelter and habitat. Foxgloves, lupins and hardy geranium are good flowers to attract insects. Honesty flowers are irresistible to the orange-tip butterfly and our flowers are grown from seed collected from Down House in Kent, where Charles Darwin lived for over 40 years! We have nasturtiums and runner beans growing up the back wall – they will have flowers for insects and produce edible crops. We also have French marigolds for cheerful colour and edible too. As Gruffalo and mouse walk, they might also smell the Moroccan mint and chives – both of which would add flavour to many dishes!



Mr Tall



Mrs Small



Flash

To keep the plants healthy we gave them a feed and watered them well before mulching the top of the pots with wood-chip. This made it look more like a forest floor and will help to prevent weeds. We placed ladybird stones all around the garden.

After the competition, we will plant the edible plants into our garden. The trees and flowers will go into our plant sale but if they do not sell, we shall plant them out too. We will keep the characters safe in the shed through the winter months, then create a story trail in future for visitors to find in spring and summer! We have really enjoyed building all the elements of the garden and turning our design into reality. We feel proud of it and hope you love it too.



The Gruffalo and mouse



The mouse



Owl

Upright Pallet forming the "back" of the display:

"Marble run" to create sound – each slat made from a different material to focus our hearing on sounds so we will also hear bugs birds etc

Climbing plants

Edible/good for pollinators:

runner beans

nasturtium

Upright wind-fall log

Model of owl will sit in the hole

Bugs and other invertebrates can hide in the bark



Edible plants

Potato

Onions

Bed of parsley (flat-leaf and curly)

Log standing upright

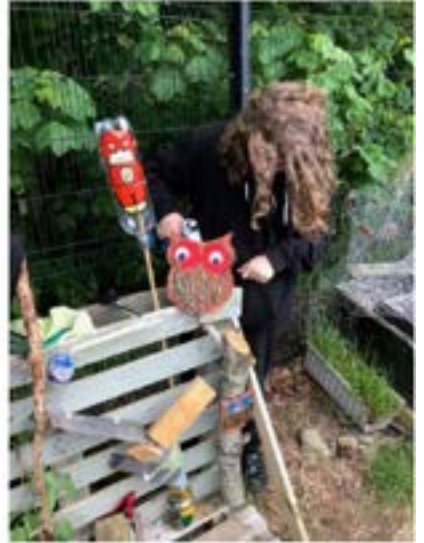
Mini wall of stones for invertebrates to hide in. Also gives a flowing feel

Clay mouse (Gruffalo made from off-cuts of hardboard from Tech dept in front)

Hardy geranium flowers split from our garden plants



*Also planning a stone painted as a ladybird and a bee made from old drink bottle (also a Flash character)



Findochty Primary School

Little Red Riding Hood's Picnic Basket

Our garden tells the story of Little Red Riding Hood's picnic basket, which was one of Grace's favourite stories when she was younger. The basket has been split into two sections by the red and white checks of the 'basket blanket', made out of painted stones.

In one section we have planted wildflowers to insects and bees, and in the other side we have planted onions, kale and cabbage which we hope to harvest in the future. On our shelves we are growing strawberries, wildflowers in pots, herbs which have been grown in plastic milk cartons, and lettuce that has been planted in recycled milk cartons.

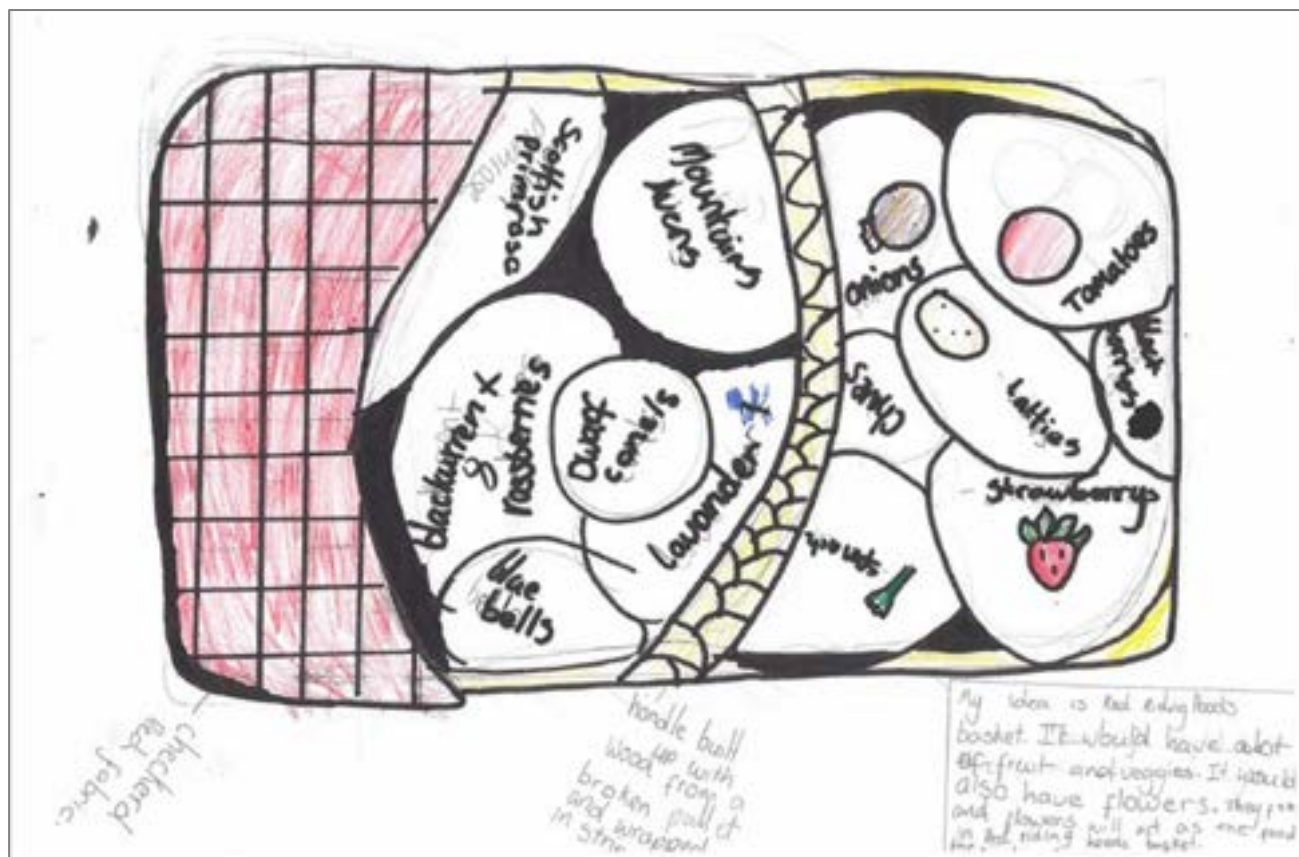


Under our Pocket Garden we have made our own bug hotel out of material that we found round our school and community, such stones, shells, broken plastic tubes used to protect our trees, and a large number of sticks.

We also recycled most of our materials from the school shed. We used two pallets and part of an old bed, which had been used previously as a stage, as our main structure. A broken hula hoop, covered in gardening string, was used as the basket handle and weaved in and out of the bed posts to create the basket effect.

The shelves were made from the wood of a broken fence that was going to be thrown out. Old plastic cartons were used as plant pots, plastic tubing was used in the insect hotel and left over topsoil was used from our other planters. Our Pocket Garden has led to links with our wider community, with a pupil's relative coming and doing the manual labour for us. We have also had help from families within our school community who have helped with growing the vegetables to begin with, before being planted.

Now that the garden has been established, it has inspired other classes to create their own. We have created links with the local men's shed and they will be working with the pupils to bring their creations to life.



Fordyce Primary School

Little Red Hen

Our garden depicts a farm garden and countryside village setting inspired by the Little Red Hen story. We have included the houses of the villagers, the windmill that the hen took his grain to be ground into flour and the farmers house, hen coop and barn.



Windmill and cosy bug hotel



Sea shell path and pond



Colourful village houses

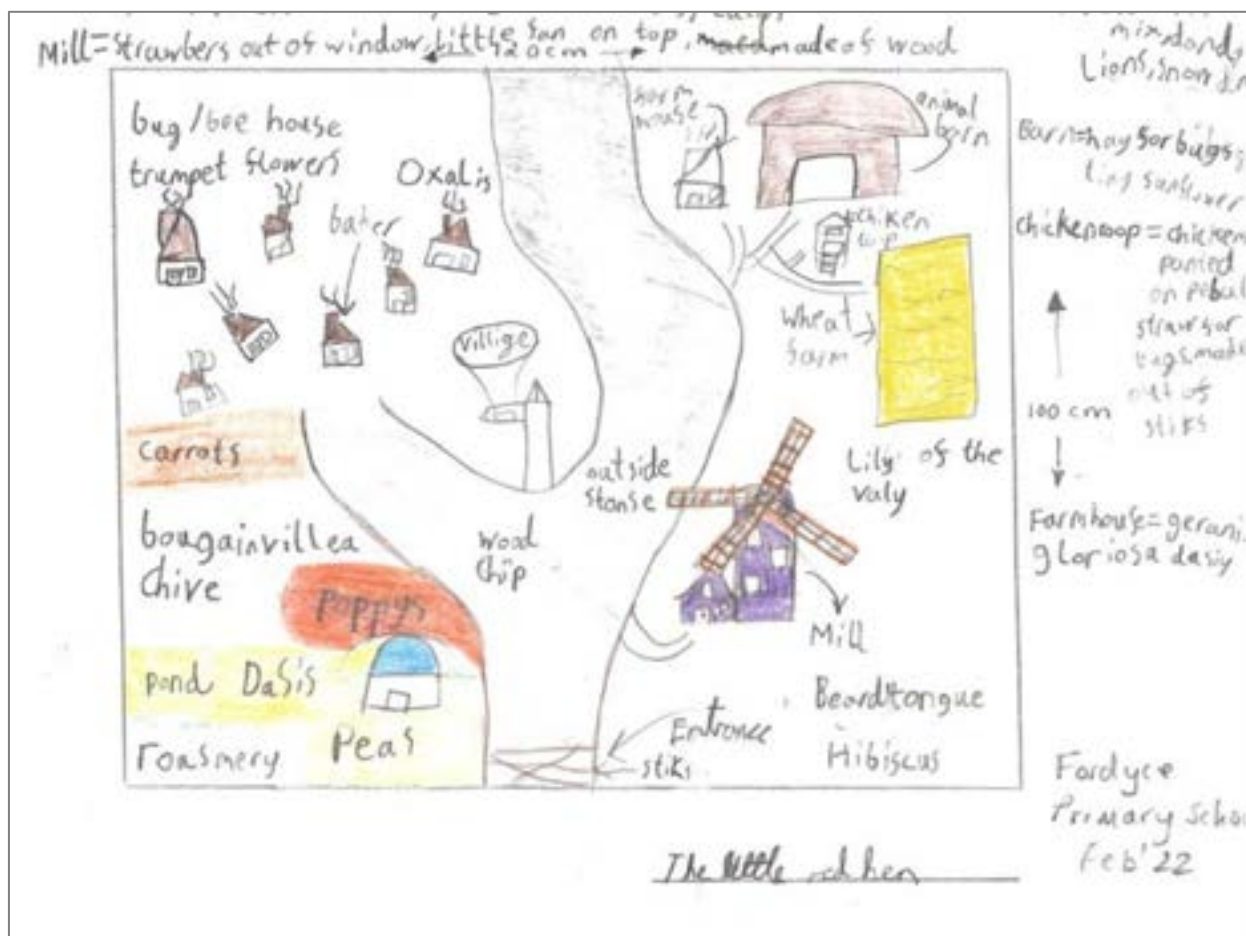
We like the story of the Little Red Hen and thought it would convert into a Pocket Garden very well.

We have ensured that we have planted colourful flowers to attract minibeasts into our garden and the farmers barn can be used as a bug hotel. We have included a pond (scallop shell) to provide water for little animals. There are lots of tasty things to eat in our garden, including strawberries, chives, onion, coriander and nasturtium. Most of the materials have been found around the school grounds and recycled (including wood from local trees that came down during storm Arwen) or donated.

We learned how to plan the landscaping for the garden by putting the main features in first like paths and buildings.

We had lots of links with the local community during our garden's creation. School staff and parents have donated some plants. The village restaurant donated a few buckets of scallop shells! Seafield Estates provided wood cookies recycled from the storm trees.

We will continue to nurture our garden and hopefully harvest some fruit and vegetables to cook with Fordyce Village usually has open garden event during the summer holidays so we hope visitors will come in and enjoy our Pocket Garden.



Garrowhill Primary School

3rd Place: Public Vote Favourite Garden

The Tale of Red the Redwing

Our garden tells the story The Tale of Red the Redwing, written by one of our pupils and based on Beatrix Potter stories. Our garden includes lots of habitats for wildlife and many tasty things to eat.



After reading some Beatrix Potter stories, we decided to write stories about the wildlife in our school grounds and our garden. Together we decided to base our Pocket Garden on one of the stories Steven in our class had written about a Redwing which cannot fly. Several of the animals in our school grounds were included in the story which was illustrated by many different pupils in the class.

We chose bee and insect friendly plants such as lavender and sweet violet. We created a bug hotel and used old tubs for a bird bath and a hedgehog feeder. We included a hedgehog house and bird boxes. We used old plastic pots to make bird feeder. The edible plants in the garden are lettuce, carrots, potatoes, peas, beetroot, broad beans, strawberries, sweet violet for cake toppings, nasturtiums, borage, rosemary, sage, thyme, mint and chives. We used old pallets from our school grounds, yoghurt pots, soil leftover from our nearby nursery, offcuts of wood, plastic water bottles, an old hose, stones, leaves and twigs from the school grounds, an old blue liner, old crates for the hedgehog house and signs.



Story characters come to life



Cosy hedgehog home



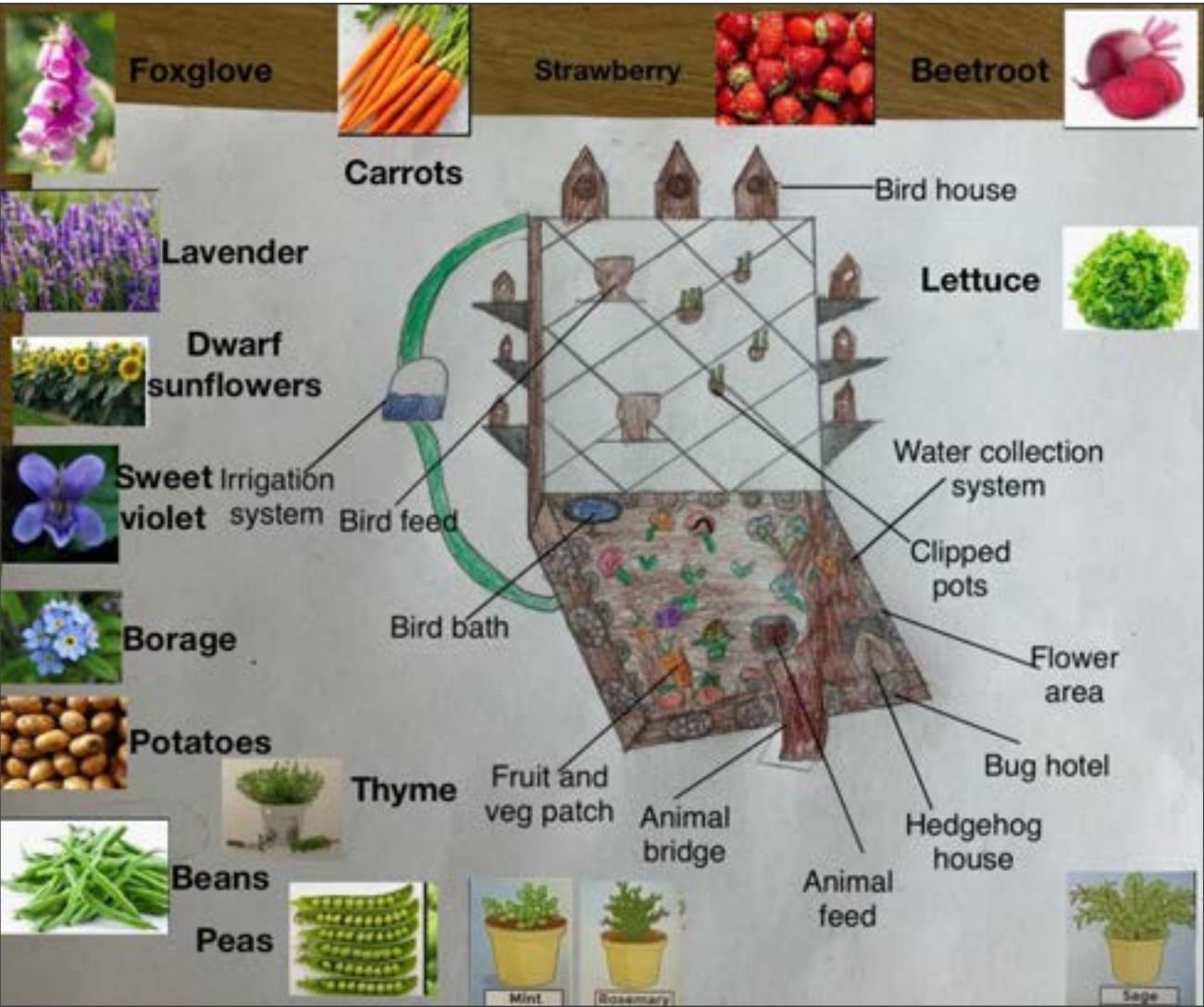
Repurposed irrigation system

We have seen how to reuse in practice, and we can work as a team. We have learned how to grow plants from seed and look after them. They need sunlight, water (not too much!) and nutrients from the soil. We learned that plants grow at different rates and that some plants require support if they are climbers.

We have had lots of support from our local community to create our garden. A dad and granddad came in to help us build the frame and hedgehog house, the local nursery donated soil and City Building College made our bird houses for us to put together.



We will keep taking care of our garden; we will harvest the fruit and vegetables to use in our cook school. Many pupils helped us with growing plants and building the bug hotel. We will teach all the other pupils in our school how to create a garden. We would like to use the rest of our pallets to create a garden for each stage so that they can grow food and help our school wildlife.



Glenburgh Nursery

Fronk's Garden

Our garden is to provide an edible garden for our nursery pet – a Horsfield Tortoise called Fronk. We reused pallets received from a delivery of nursery resources to create the garden. The sustainable garden provides nutritious food that Fronk can roam about in and nibble on.

The children have been helping grow and care for the plants as well as their duties to Fronk's daily care. We added in other flowers and herbs to the wall pallet, to attract wildlife to the garden to ensure it is a garden for all – the colourful paint helps this too.



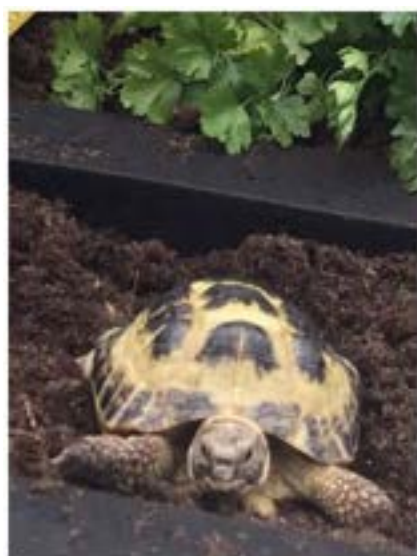
We found a story about a tortoise called Albert – Albert Upside Down. This story is about helping each other - something that we promote at Glenburgh. The children have been enjoying this story and we have purchased the follow up story – Albert and The Wind.

The garden has comfortable cushions for the children to sit and read the story whilst Fronk is exploring. We also added in a Recording Flower so that the children can record their own stories, thoughts and feelings.

We have managed to secure funding to ensure the upkeep and sustainability of the garden with SLC Food Strategy Fund and we have had soil and seed donations from Healthy and Happy Community Group.

We have added in a rainwater collecting station using recycled pipes and a watering can we already had – our original plan with bottles didn't work out. This is to allow us to water all the plants and flowers easily.

The garden is placed near the nursery entrance in our sensory garden that all children access and is showcased for all families to see. Lots of staff and children have been involved in the whole process – it is an ongoing team effort, just like the story – helping each other.



Fronk in his garden



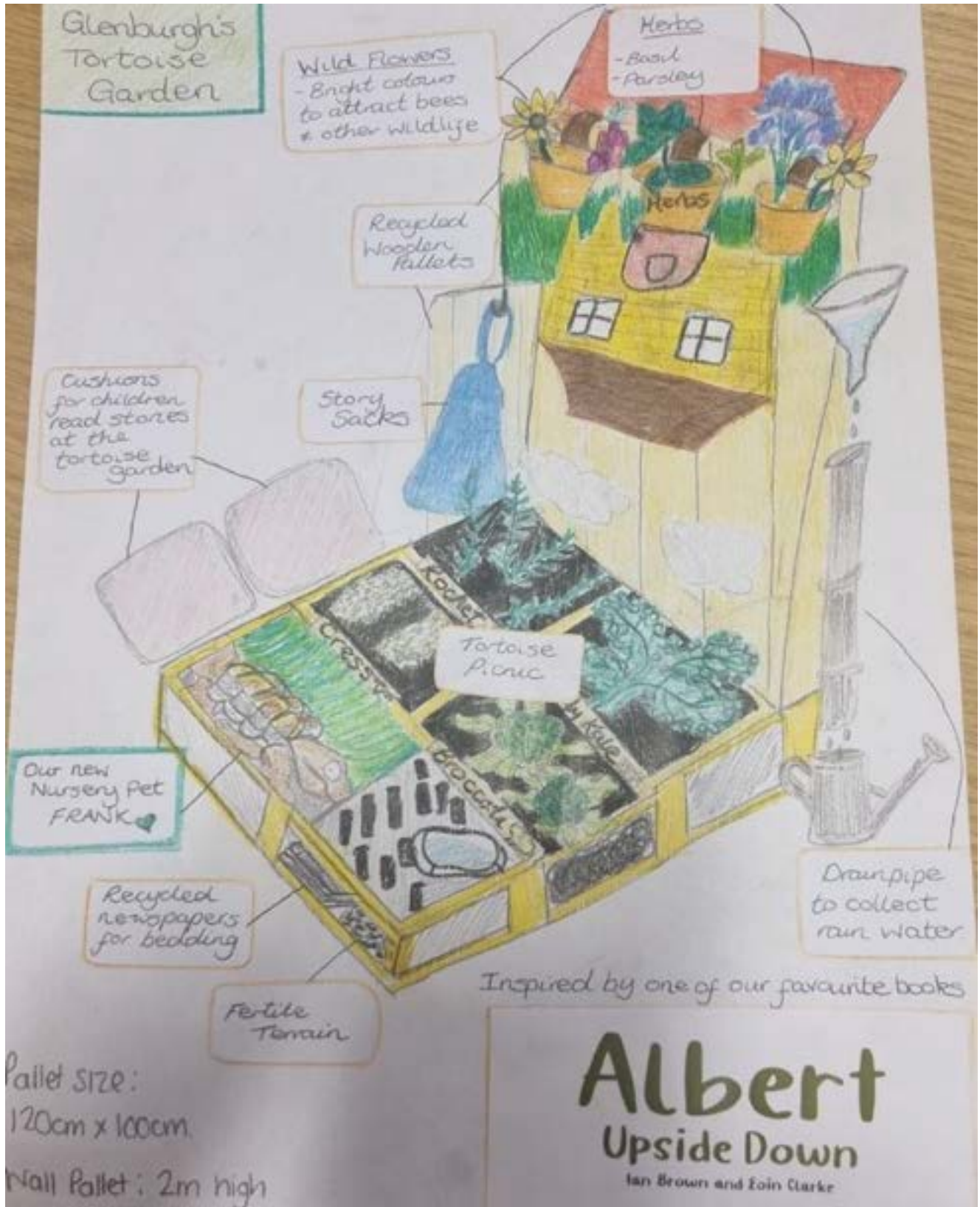
Water collection station



Recording flower

When the competition has finished, one of our parents are a furniture maker and has volunteered to help make a second pallet garden that can be placed in another garden within the nursery area – Fronk will be spoiled for choice! This has been a whole team effort, and long may it continue.

We think our garden will help care for our pet so well. The children will have the opportunity to take care of real living things and can foster a love of gardening for purpose and joy.



Greenhills Primary School

Stone Soup

We chose the story of Stone Soup, a traditional tale from Eastern Europe. The story tells of a hungry traveller who visits a food scarce village. He knocks on the door of each house in the village, but all the villagers refuse to give him anything to eat. So, he announces he will make stone soup and, borrowing a pot, he fills it with water and puts in a couple of large stones. Tasting the soup, the traveller declares its delicious but needs salt and a little butter.



The villagers give him some, then he says it would be even better with a potato, carrot and slowly the ingredients are added to make the soup which the villagers and the traveller all share at the end of the story. We chose this story because it shows how sharing is caring, and how much stronger we can be working together as a team.

Our garden has bug boxes, and a bee watering station made from a bowl filled with stones that have the characters from the story painted on them. We have also included lots of wildlife friendly herbs such as thyme, oregano, chives and nasturtiums and our broccoli is uncovered to encourage the cabbage white butterfly to lay eggs.



Tasty herbs growing



What's cooking?



Story characters

In the cooking pot is a small pond with aquatic plants and large stones like those in the story for wildlife to land on. Underneath the pond is a hanging basket that has been filled with lots of sticks of different sizes to provide hidey holes for wildlife and cover for them is given by red, orange and yellow flowers which represent the fire.

Aside from the herbs and broccoli already mentioned we have planted vegetables for the soup, including potatoes, wheat, carrots, peas, garlic and onions.

We used old cutlery for our plant markers, an old ceramic bowl for the bee watering station, an old hessian sack to grow our potatoes in and wove scraps of fabric into the willow for the peas to climb up.



Potatoes growing



A pond for wildlife



Cosy bug home

We had wheat seeds donated by the Royal Highland Education Trust who run a 'Grow your own loaf' campaign. We had advice and several plants donated by an active member of the Scottish Rock Garden Club. A member of the Strathaven Climate Action Group donated the hessian bag to grow the potatoes in.

We learned that some things are easier to imagine than to create and we had to try several different ways to make our woodpile so that we could plant flowers into it! After the competition we would like to let our garden carry on growing so we can enjoy harvesting the vegetables and watching and hunting for wildlife.

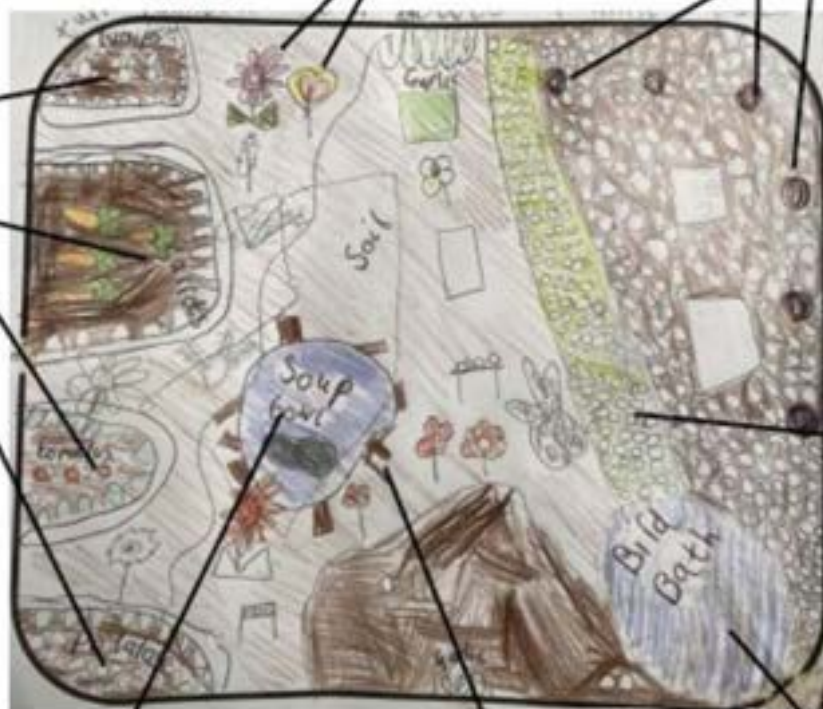




Herbs for the soup: chives, oregano, rosemary, thyme provide colour and nectar for the bees and other insects, taken by dividing/taking cuttings existing herbs.

A pea/bean wigwam from which bird feeders can also hang, and underneath which small bug hotels represent the villagers houses.

Vegetable patch to include the vegetables used in soup making: carrots, potatoes, turnips, tomatoes, onions and garlic. Labels are made from recycled soup spoons.



Wheat grown from seed to grow our own loaf of bread for the soup.



Large recycled cooking pot filled with rainwater as a mini pond. Stones in the pot allow wildlife to climb in and out. Watercress grown from seed will be added to the pond.



Firewood to 'heat the pot' is a pile of logs and sticks to provide a habitat for insects.



Nasturtiums grown from seed represent the fire and can be left to scramble over the sticks.

Recycled china bowls for serving the soup are filled with small stones and rainwater to provide water for birds and small insects. Some stones have the characters of the story drawn on for retelling the story.





Grove Academy

Jack and the Beanstalk

The story is a fairy tale told through recycled objects. We chose this story because we wanted to use an abandoned trolley and it lent itself to the Jack and the Beanstalk story with the farm below and the giant in the clouds.



Jack makes it to the castle



Lots of tasty produce



The beanstalk comes to life

All the flowers in giant land are good for wildlife. We have included calendula, cosmos and sunflowers for wildlife as they all have open flowers that bees like. A lot of our garden is edible from the beanstalk to all the crops growing in the field below. We reused the trolley as the basis for our garden. We used up paint from a different project. We used a recycled pot for the beans to grow in. We have learnt how to grow from seed. We grew the lettuce, beans, radish, calendula, cosmos, and sunflowers. We used strawberries we had grown from runners

We had help from the Techy Department in trying to straighten the trolley and from a worker on a local building site who managed to straighten the trolley enough to make it workable.

We have moved the Pocket Garden into Queen Street Community Garden in the Ferry. We will put a copy of our story into the notice board so the community can understand the work and the story behind the Pocket Garden.



Charlie and the Chocolate Factory – Edible Garden

Our garden is based on the story of Charlie and the Chocolate Factory. The garden includes a waterfall made from recycled Christmas chocolate tubs to keep the chocolate theme, even if we couldn't have real chocolate in the waterfall. An old banner was used to create a cover for the basket base. We included quotes from the book and film versions of the story.



The group that came up with the idea and created the design are from P4 and are known as the Outdoor Learning Friendship Group; it had six members at the start with another person joining in the latter stages of the build.

The group looked at a lot of books they liked and eventually agreed on the story of Charlie and the Chocolate Factory. They felt it was a story they all knew well and enjoyed. They wanted to recreate the scene in the book where there was a garden with a chocolate river flowing through it. One member of the group brought her idea of how the garden would look to our first meeting, we really liked it and decided to go with it.



Chocolate tub waterfall

Everything is edible

Home for a hedgehog

To create the garden we used an old pallet we found at school. We attached it to a fence in our school garden to ensure it was stable. We also had plastic supermarket trays/baskets. We measured the baskets and found we could use four in our design. For the river we used an old plastic planter. We lined all of the baskets and the planter with old liner we reclaimed from another part the school garden. To hide the side of the baskets we cut a banner, that was no longer needed, in half and painted a quote from the book as well as bees, butterflies and flowers.

Another of our group wanted to incorporate some sort of tube/pipe that water could go down like a waterfall so we decided to use the plastic containers that had sweets in them at Christmas time. A hole was cut into them and a pipe inserted and sealed. The pipe was made from an old hula hoop that was broken. The waterfall will top up the river using rainwater.

We already had quite a few packets of seeds that were donated by The Conservation Volunteers as part of our Green Gym initiative. The children went through them all and selected those that they thought would look like sweets or smell like sweets and of course were edible. One of the group came up with the idea that we could cut a water melon in half, fill it with compost and plant violas or pansies.

The watermelon would eventually rot away and provide food for the plants inside. The inside of the watermelon was cut up and shared with the rest of the P4 class. The plants used in the garden are: nasturtiums; violas; pansies; lavender; fennel; curly parsley; spinach; wild strawberries; marigolds; chives; borage and purple broccoli. All of the plants used produced something edible. The group planted the seeds and waited for things to grow. We did add a few additional plants that were further on in their growth than our school grown ones such as the lavender, fennel, marigolds, violas and pansies. We also decided to add to our original design some peppermint for its smell, thrift because it looks like lollipops and some green beans because the children liked the idea of the pods hanging down later in the summer.



Looks good enough to eat



Cosy bug hotel



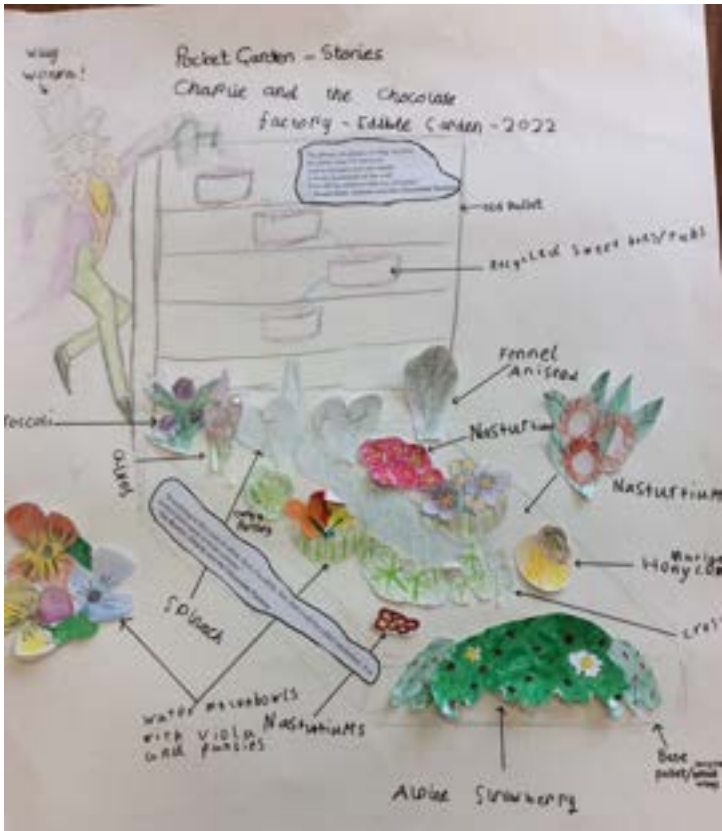
Fill your world with books

To encourage wildlife to the garden we added a small bee house on the top of our pallet and to our amazement within a few days of it being there we photographed a bee going in and out of one of the holes. To encourage more insects we decided to add marjoram to our original plan and a clump was given to us from an established garden. We know that once the marjoram begins to flower it will attract many bees and insects. We hope butterflies will also be attracted by the scents of the lavender and the yellow of the marigolds. The planter that contains the river in our design will provide birds and insects with water to drink.



This water is topped up when it rains by water running down through the sweet box waterfall. We can use the water for the plants too. When we finished the garden we realised there was a little nook in front of the river planter and we placed an old roof tile over it and put some leaves in so a hedgehog could use it for a place to sleep. We did have a hedgehog in the garden last year so fingers crossed it will like this space.

We will keep the Pocket Garden going and use the things we grow as part of our school's food technology class and perhaps have a go at the One Planet Picnic. We will invite the other classes in the school to come and have a look at what we have done and hopefully inspire them to have a go at gardening themselves.



This is what the group said about being part of their Pocket Garden project:

'It was really good; I liked creating things and doing the gardening. I also liked the hedgehog house.'

'I loved it! It was fun because we planted flowers and we were doing outdoor activities.'

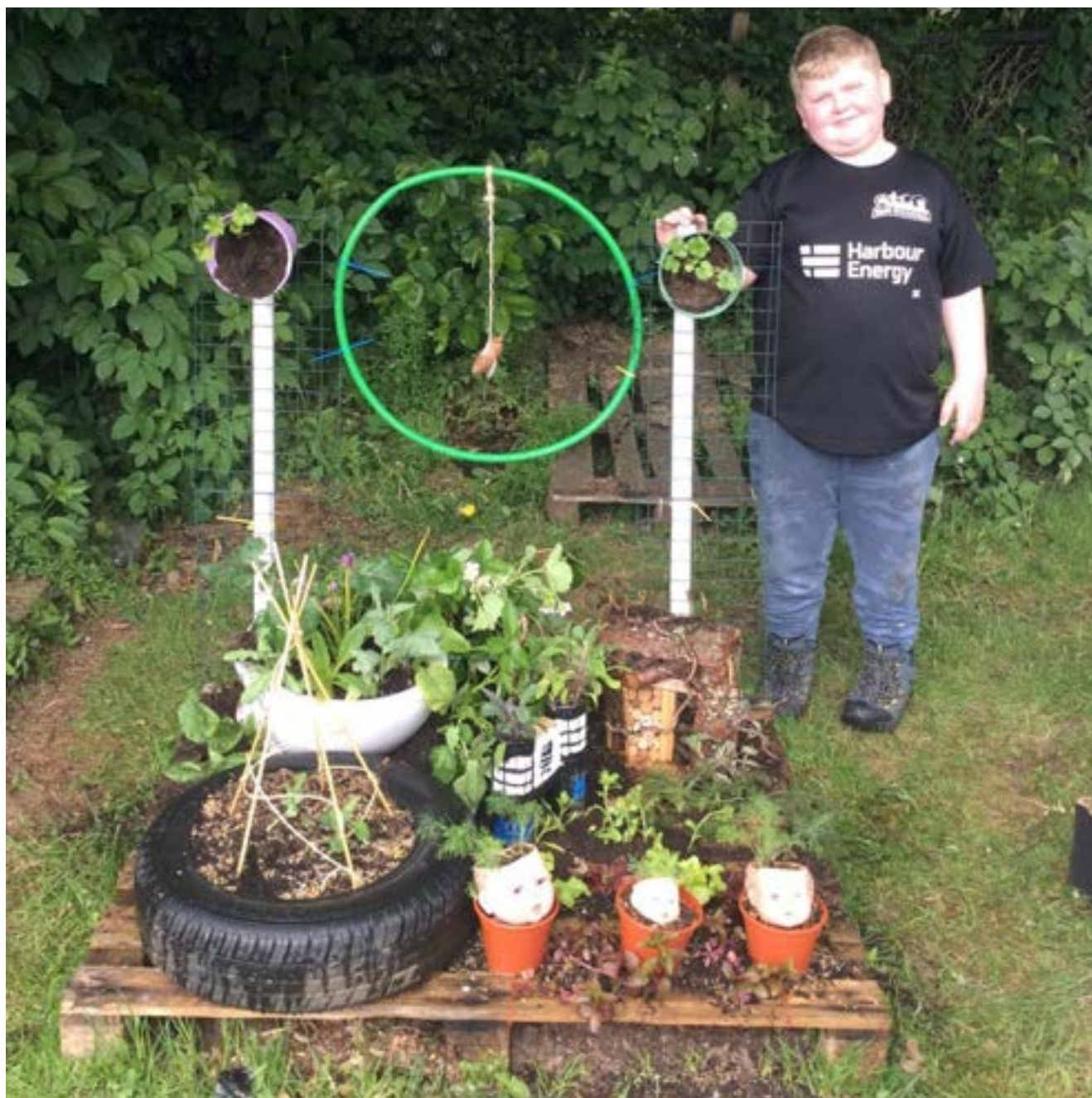
'I liked it because I enjoy outdoor learning and loved the book theme.'

'Reading has been my passion since I was young and this has been such an adventure for me.'

Insch Primary School

Harry's Herbology Haven

Our garden tells the story of Harry Potter. We included a quidditch goal, Moaning Myrtle's toilet, Hagrid's hut, the Sorting Hat and Ollivander's Wand Shop. We used lots of reclaimed materials and created lots of spaces for wildlife to live.



We chose the theme of Harry Potter as we really enjoyed the Harry Potter stories. Our Pocket Garden Mentors, Wendy and Jim, advised us on plants that would attract different wildlife to our garden.

They also kindly donated a variety of plants to use in our garden. In Moaning Myrtle's Toilet, we planted tall plants, to look like the water splashing out of the toilet. These include teasels, foxglove and poppies to attract pollinators. The Golden Snitch hanging from the Quidditch goal is a spruce cone bird feeder. We made Hagrid's Hut into a bug hotel using reclaimed slate and corks, twisted hazel twigs and spruce cones.



Mandrakes



Ollivander's Wand Shop



Reusing materials to tell the story

We have a grown edible plants in different parts of our garden. Our Mandrakes have dill growing from their heads, the Sorting Hat is a frame for peas and our cauldron is full of strawberry plants sourced from our community garden. We have grown some of Fred and George Weasley's Edible Stink Bomb plants (known to Muggles as Brussel Sprouts). There are also tatties, lettuce, crown daisies and salvia. When the salvia blooms, it should attract butterflies whilst deterring rabbits. Ollivander's Wand Shop has garden sage growing from it.



Hagrid's bug hut



Peas growing in the sorting hat



Plants spill from Moaning Myrtle's toilet

We collected lots of bits and pieces to build our garden which would otherwise have been thrown away. We used a tyre to create the Sorting Hat, an old Hula Hoop for the Quidditch goal and dolls' heads as our Mandrakes. Ollivander's Shop is made from old tin cans. We even managed to reuse an old, cracked toilet as Moaning Myrtle's toilet. Everything is secured to a reused pallet which has been put in place in our local Community Garden space for everyone to enjoy.



Junior World Childcare

Froggy's Garden

In the year of the stories 2022 the children's garden tells the story about Froggy. Froggy is a toy that was found in the playing field. Several children worked together to turn an old fruit box into a home for Froggy.

We chose this story after consulting with the children, they wanted to make Froggy a garden because his fruit box was becoming overcrowded, and he needed a wee pond.



Froggy in his new home



Friends for Froggy



Flowers enjoying the sun

Froggy's garden is wildlife friendly due to using recycled and natural materials: logs, leaves and cones. This will provide a hiding place for worms, insects and arachnids. We reused an old pallet, fencing, recycled ice cream tubs for seedlings and broken terracotta pot (shaded area for Froggy).

The garden will attract pollinators due to sowing early flowering plants such as forget me not. The wildflowers will soon be in bloom, ensuring a steady flow of pollen for the coming months. Water mint has also been sown, attracting pollinators in mid to late summer. Water mint prefers damp conditions, so the children have been watering every day. There have been no pesticides used in the garden. The edible plants growing are strawberry, runner bean, tomato, pepper and water mint.

The children have enjoyed learning all about the life cycle of frogs. First, they researched how to create a habitat that would attract frogs. Tadpoles have been in for a visit twice, giving the children the opportunity to observe stages of development. The children have learnt how to sow, grow and care for plants.



Through gardening the children have been encouraged to eat healthily, learned new skills, taken on responsibility, co-operated with each other and taken part in physical activity. Gardening has nurtured a love of nature in our children.

We have worked with our local community to create Froggy's garden. We have engaged with a local charity Green Hive, using leaves that the children collected from the community leaf bays. We received donations of a wooden pallet, old



fencing, plants, seeds, compost (peat free), scrapbook, garden ornaments: Gnome (Bob with solar lights attracting pollinators), fairy garden ornaments and pots.

The garden will remain in place as it provides a space for nature. For several weeks the children have been designing a book all about Froggy's journey, it is full of photos, pictures and the story of his journey.



Kilchoan Primary School

Kilchoan The Gruffalo

When asked back in February for a story to build a Pocket Garden, Kilchoan Primary School were inspired by the much-loved Gruffalo story because of all the different habitats for the wildlife described through the book.



The mouse lives in woodland. The children imagined rhubarb and potato plants growing tall above the animals and thought it was a perfect representation of trees. The snake lives in a wood pile house. The children instantly thought of a bug hotel under the structure. Foraged dead wood holds the soil in place, perfect for local minibeasts to live. There is a deep worm filled based and containers built into the community-built structure.

The snake lives next to the lake and the children were keen for a pond for the local newts and frogs that live on school grounds. The pond is home to native plants found in a local burn and carefully transplanted. The owl in the trees needed a hand-built bird box as a home and tree branches to perch on.

The Gruffalo walks down a path made from local sand through beetroot, geraniums, lemon balm, strawberries, chives and wildflowers. These are edible for people and great for insects. The mouse saw a nut in the story. The children made seed cakes for the birds and placed one as the nut on the tree. Instantly birds landed on the branches and started to feed on the nut. A wonderful sight to see and caused much excitement with the children that the finished garden was truly a great home for nature.

The children wanted to make garden ornaments of each of the animals in the story. They took time to research how to make air dry clay suitable for the outdoors and are so proud of their results.

Plant donations from local gardens and the community garden were gratefully received. Some plants were grown from seed in the school potting shed, cold frames and polytunnel. The children sourced used milk bottles and transformed them into planters. Donations of wood, pallets and nails enabled the bird boxes and structure to be made.



Fox, snake, owl and mouse



Birdbox made by the children



Where are you meeting him?
Here by this lake.

Building the garden was an endurance in the final two weeks as heavy rain showers threatened to destroy the delicate transferred plants. Midges came out and made planting a chore at times but the children were superstars and braved both as they were so excited to complete the garden.

Once the competition has ended the garden will be repositioned and made into a permanent bug hotel and wildflower bed. The rhubarb will be harvested and made into crumble for the children to enjoy at school and the potatoes and beetroot harvested when ready and served on the menu for school lunch.

A red, textured sculpture of a pig's head, possibly a boar, resting on a sandy surface with green foliage in the background. The sculpture is highly detailed, showing the texture of the pig's skin and its small, dark eyes. It is positioned in the lower half of the frame, with its head angled towards the right. The background consists of large, green, serrated leaves, likely from a plant like a geranium, which are slightly out of focus. The overall scene is brightly lit, suggesting an outdoor setting.

A small, light-colored bird, possibly a chickadee, is perched on a mossy branch. The bird has a white body with a dark cap and a small, dark beak. It is surrounded by green foliage and moss.

[illegible]

Kilchoan Primary School

Kilchoan Mr MacGregor

Kilchoan Primary School is the most westerly school on the British mainland with 10 children on roll. We are very fortunate to have a polytunnel, cold frames and potting shed to use. The children were keen to find a story that would allow them to grow vegetables in their Pocket Garden. The children have fond memories of the Peter Rabbit stories from when they were younger. They remembered Mr MacGregor had an allotment and wanted to try to recreate it in West Scotland.



The children were mindful that Beatrix Potter took inspiration from a wide range of native animals and wanted to create a habitat fit for them to live in. Therefore, the garden was designed to be divided into two parts. The right-hand side is a structured garden with raised beds and made to look like an allotment.

Three types of cabbage, onions, radish, beetroot, broad beans and lettuce have their own space in the garden. The initial design used lollypop sticks constructed into a fence.

This was built but could not withstand the Scottish weather and therefore a Plan B was implemented and used wood was nailed together and made into the raised beds.

The left-hand side is where small animals would live and took inspiration from natural woodland. The pond (Jeremy Fisher's home) was filled with locally sourced plants found in a burn. Wildflowers along with flowering bluebells and foxglove will encourage pollinating insects. These were planted in an unstructured way to emulate nature.

The potato planters are tyres and were repurposed to show that anything can be made into a planter and show the benefits of reusing a waste product.

The children were keen to keep these despite the chance they could leak chemicals. Instead they lined underneath and plan on moving them after the photos and replanting the potatoes into a more suitable container. The tyres will then be made into mini board game tables for playtime fun.

A pallet, secured to the fence was painted blue to show the sky. Plant pots were made from painted used milk bottle containers and proved a great success to plant herbs and strawberries. The children were keen to include quotes from the story and took time to choose the best two inspirational ones.

The handmade bird box secured on top of the pallet is a home for birds wanting to escape Old Brown the owl. The garden is surrounded by hand painted stones showing the best loved characters from Beatrix Potter stories. Plant donations from local gardens, the community garden were gratefully received. Plants were grown from seed in the school potting shed, cold frames and polytunnel. The children sourced used milk bottles and transformed them into planters. Donations of wood, pallets, tyres and nails enabled the bird boxes and structure to be made.



Tasty food for Peter Rabbit



Even more characters



Old Brown's bird box

Building the garden was a steep learning curve. Although we planted lots of seeds and they started to grow well, unseasonably hot weather one weekend burnt the seedlings in the school polytunnel. Therefore, some of the plants are not as established as we were hoping. Thanks to the generosity of the community garden and local community, replacement seedling were donated and thrived in our care.

The last two weeks before entries were in, the weather was not on our side. Heavy rain showers combined with local midges made planting outside a gauntlet. The children were superstars and braved both as they were so inspired to complete the garden.

Once the competition has ended the vegetables will be harvested when ready and used in the school kitchen. The beds can then be scattered with wildflowers and remain in situ for years to come. The bird box will be repositioned in a local tree and hopefully next year will be home to a nest of birds.



Kilmuir Primary School

Katie Morag and the Tiresome Ted

Our garden was inspired by, and tells the story of, '*Katie Morag and the Tiresome Ted*' by Mairi Hedderwick. Kilmuir is in an extremely windy, remote part of Skye and many children lead the Katie Morag life. We chose the story because it was very relatable. Also, following the global pandemic, we were looking more closely at how to deal positively with strong emotions like anger and frustration. Gardening was a wonderful, relaxing thing to do.



'Tiresome Ted' is found washed up in a tideline, surrounded by seaweed, a creel and shells.

The pallet walls are shaped to form the front of a boat. They give protection from the wind and make the design 3D. There are plants on the outside and on the inside. They are mostly drought resistant to survive in small pots.

Our planting is designed to encourage wildlife. We have already seen bees at the flowers in bloom. The local seaweed mulch and all the driftwood will attract insects and provide habitat. The song thrushes which live right next to the garden can eat the worms and insects. They have stayed right outside our door to make a second clutch. The first four chicks have flown already. There are also flowering chives, aquilegias, pulmonarias, daisies, geraniums, beans, peas, wildflowers, cornflowers, sweet peas, cucumber, lavenders, sunflowers, and nasturtiums.

The edible parts are carrots, chives, beans, peas, lettuce, kale, nasturtium and cucumber. All the pots and pallets are old and re-used. We reused an old fish box from the beach and an old freezer drawer. We also planted in an old fishing creel for support. The willow (that the peas and beans are growing up) was harvested from our playground. The seaweed, driftwood, shells and nets were found in the local tidelines. We also reused some old wellies!



Planting in wellies



Lots of plants growing

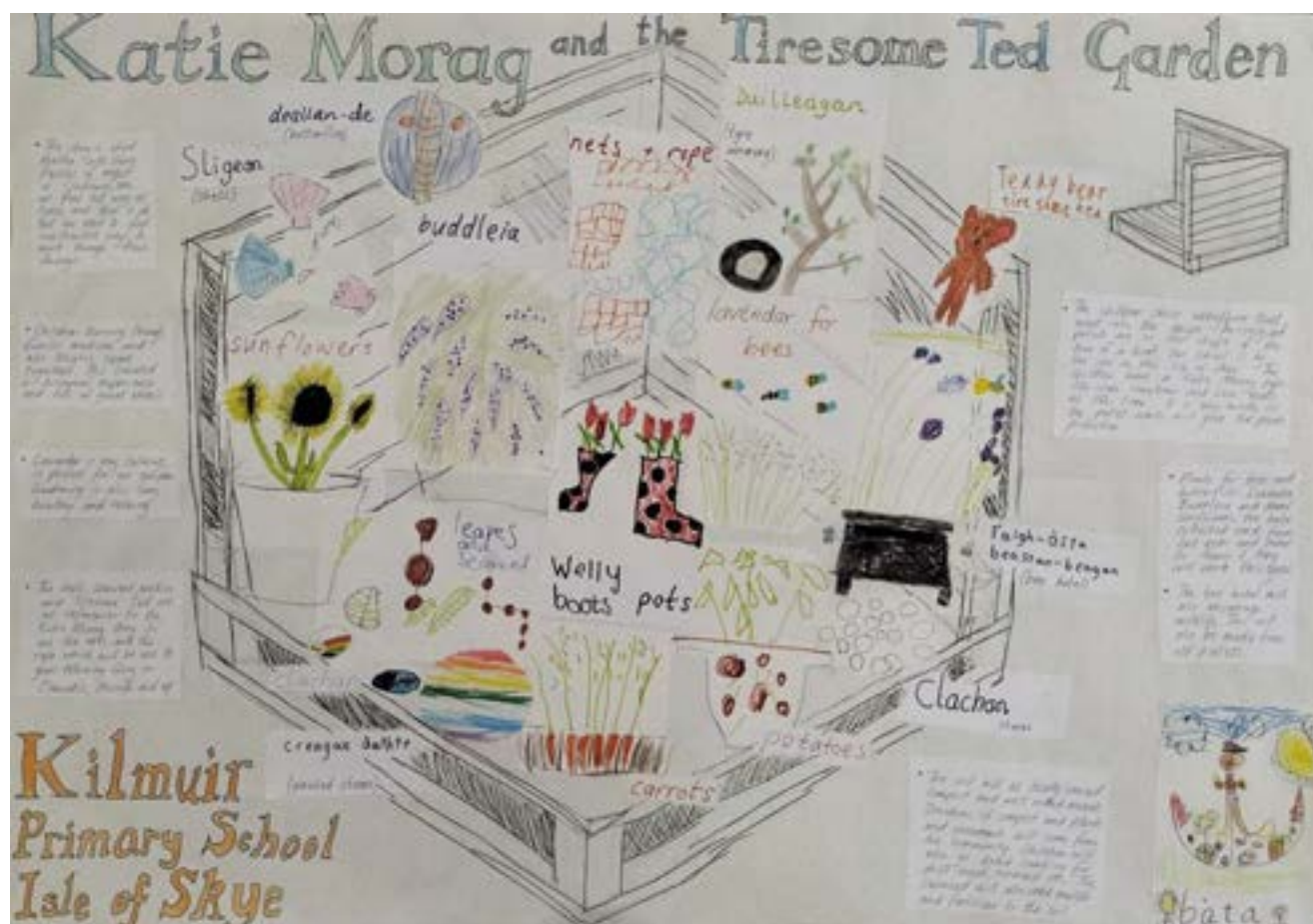


Reused materials

We learnt a lot. The project was bilingual and English medium and Gaelic medium children teamed up for the first time, following the pandemic. Teamwork was key to the success of the project. This included; co-operation, talking, listening, planning, leadership and motivation. The children worked together every week for ten weeks.

We created an amazing talking and thinking book. They gained confidence and developed friendships. Links to the local community were established, with numerous plant donations, although many plants were also grown in school from seed. Some seeds were donated from a local business. There were also donations of pallets, seaweed, shells, driftwood, a creel, and a teddy.

After the competition is finished, the garden will still be looked after by the children. Lots of the plants were chosen so that they can be left for the summer holidays to grow and be ready for harvesting in August. Local community volunteers will also check it and water if necessary. The children were very inspired so we would like to make another garden next year.



Lauriston Primary School

Super Sparkle & Friends

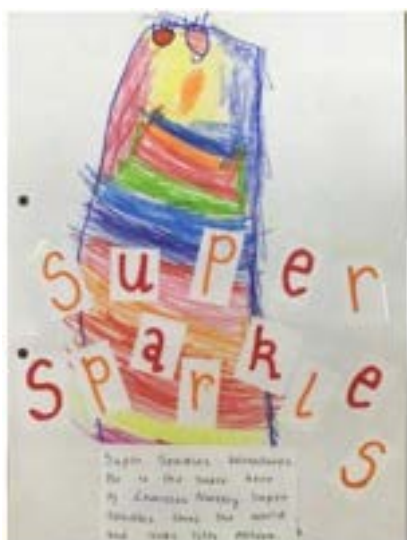
In the year of stories, our children created Super Sparkles and his super friends, who got together to save the world from pollution. Our children used their own imagination and creativity to make a superhero using powder paint and other ingredients as magical powers to turn the world into a better place.



As one of the topics is to include edible plants contributing for a sustainable development and to reduce the global lack of food production, we made our contribution within our garden: peppermint, nettles, pansies, dahlia, lemon balm and dandelions. Working together with our community, we were gifted some resources that helped us to make our Pocket Garden.

Some parents and even some local shops gave us pallets and the headquarters using a broken hanging basket for our superheroes. This ensures we are putting unloved items to good use. From our own resources we used some old wellies which were left over from previous children and used them as pots to put our herbs and flowers up on the back pallet, reducing waste while recycling materials making our small contribution in the environment.

While creating our garden our children learned about the importance of having a well-balanced biological system. While they were observing the plants growing, they saw some worms crawling on the soil and this sparked a discussion on living creatures and how they depend on a healthy environment as well as what we can do to support them. The children learned how to plant flowers and herbs and what they need to grow healthy and strong.

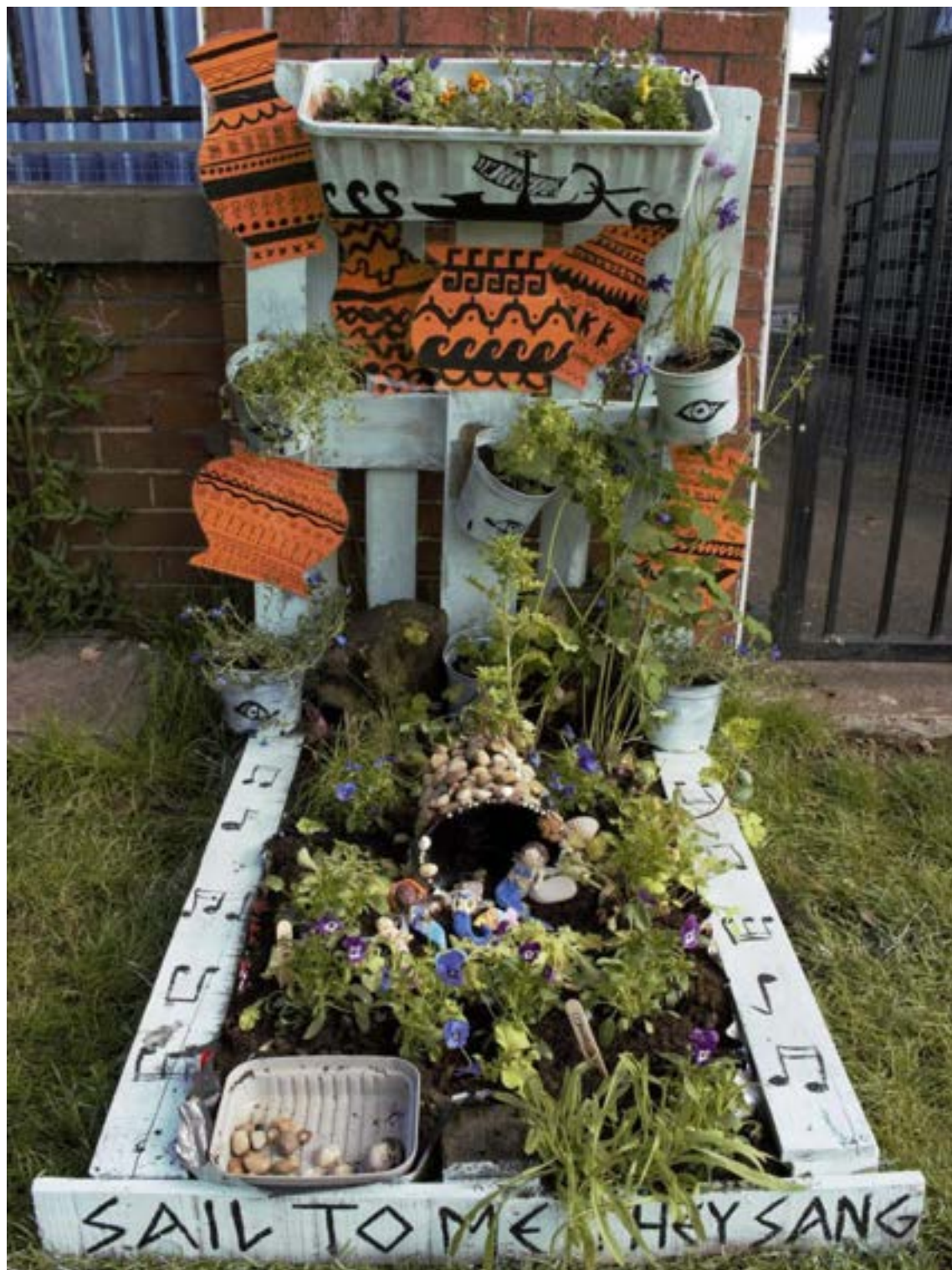


After the competition ends we will keep the garden within our own Lauriston garden where our children can continue to look after it. The children will observe what will happen to the flowers and herbs throughout the year, understanding that there is a link between weather in biology while developing awareness of seasons which will support them in becoming responsible and environmentally conscious citizens.

Linnvale Primary School

Sirens' Garden

This garden tells the classic story of the Sirens. The tale of the Sirens features in Homer's epic poem, The Odyssey. The Sirens sang mesmerising songs and lured sailors to their death and this story was a favourite of the group who designed this garden.



The pupils carried out extensive research to ensure that their selection of plants had a dual purpose of being edible and wildlife friendly as well as being suitable and ready in time. We have grown Forget-Me Nots and Aquilegia for the bees and pollinators and we included Lithodora too. There is a small, shallow 'pond' as well as a shelter for hedgehogs or small mammals.

Mixed salad leaves have been added to the original design as some of the original choices have proved difficult to grow in time. There are violas for colour and their flowers can be used as a salad garnish. Angela Smith, one of the garden mentors, was kind enough to bring us bronze fennel, purple violas, love in a mist (nigella), cornflowers, coriander, chives, camomile and forget-me-nots. We also have parsley and thyme growing as well as marigolds.

We had planned to include some companion growing by planting marigolds alongside the carrots but we had to abandon using carrots as they required being transplanted. As soon as we planted the Lithodora, a bee appeared and moved from flower to flower. This felt like a huge triumph! We even got a photo of our first bee!



Sirens in progress



Sirens in their new home



Sail to me they sang

Eco friendly clay was used to make the Sirens-while one group of children worked on them, another group made the Sirens's cave using an old plant pot and some pebbles, as well as being ornamental, the cave is also there as a shelter for mice or even our visiting hedgehog.

We used two rotting stumps to decorate the pallet and to be a haven for woodlice, beetles etc. We reused two pallets to make the frame of the pallet and we raided the janitor's box of screws, hinges etc. to help with the construction of the frame.

The pallets were lined with compost bags and we opened them up flat and pierced them with drainage holes. We reused plant pots and a trough which had been donated to the Eco-Committee when a member of our school community was clearing their shed out. The paint was the leftover and donated from one of the teachers and the compost was a mixture of left over peat free compost and compost which the council had delivered from their composting programme. All pots and the trough have been screwed down.

A small independent jewellery company, Ayedo, was kind enough to donate beads, pearls and charms which the pupils used on the 'cave' and to make wings for the sirens. We had the help of an art specialist, Janie McIntyre, to help the children paint Greek style vases and urns which they were keen to add to their garden to emphasise the Ancient Greek theme.

We have had some plant donations from families and staff who took cuttings from their gardens and when we heard we had been selected we contacted Angela Smith of the RHS for help and she was kind enough to bring us a great selection of plants. Lithodora was donated to us as it was surplus to requirements from a project.



Sea coloured planting



Garden in bloom



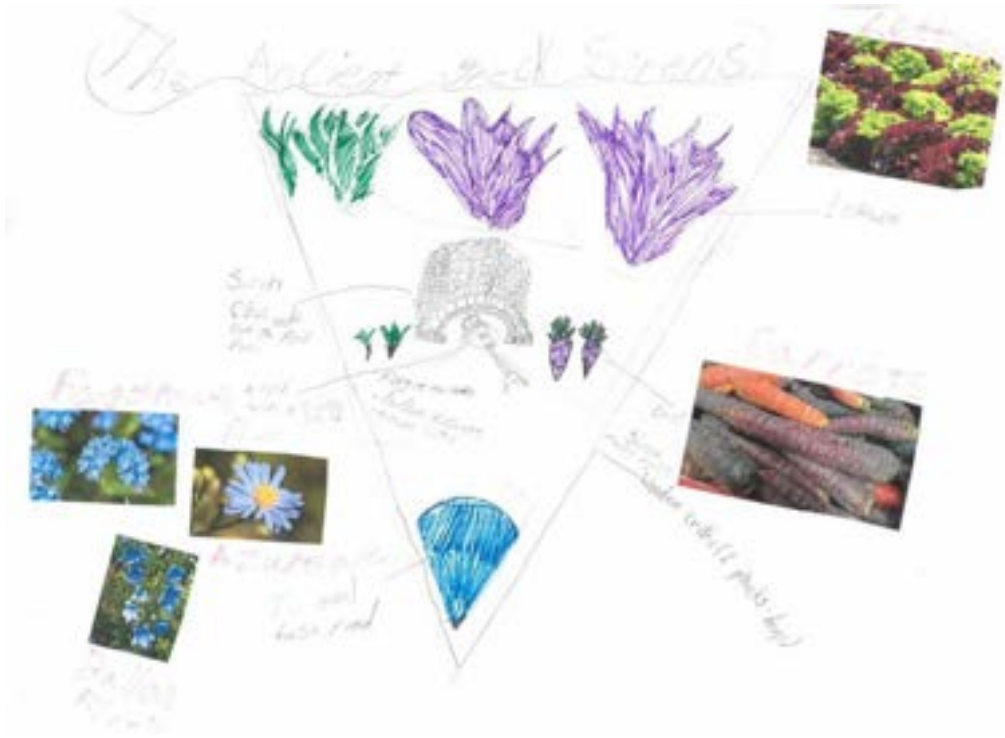
Our first bee!

At the end of this project, we will replant the perennials in the school grounds; we have a large new garden so we will use plants from this project to fill it out. The violas and marigolds will be planted into big pots and the children can choose who they should be given to. We have some staff members retiring this year so they would make a lovely gift.

What we have learned:

- The importance of ventilating our seedlings as some were left under cover during the Easter break and when we returned they had become mouldy.
- Carrots and root veg do not like to be moved once they have germinated.
- Despite sowing and growing our plants on a south facing windowsill, most have yet to flower.
- Not to be disheartened when plants take longer than expected to germinate. E.g. *Platycodon grandiflorus*
- Not to let the lack of DIY skills put us off similar projects in future!





Livingston Village Primary School

Harry Potter's Herbology Classroom

Our story garden relates to the Harry Potter stories which are favourites of many in our class. Look out for features such as the lavender sprouting out of the Sorting Hat, bluebells bursting from Hermione's wands in the Bug Hotel, flying keys, broomsticks, the Pensieve birdbath, Harry Potter themed painted pebbles, pots painted with characters and The Mirror of Erised.



We included many features to make our garden wildlife friendly including; a luxury Bug Hotel with 'wands' that insects can crawl into, logs, pinecones and lichen, plants to attract bees and encourage pollination, feeders for birds and a birdbath.

We selected plants that would match each of the four Hogwarts Houses colours (red, green, yellow and blue). The mint for Slytherin is edible and so is the wild garlic growing in the cauldron and the lavender growing in pots and from the Sorting Hat. Our lavender, mint and garlic create a beautiful perfume.



Gryffindor bluebells



Lots of recycled containers



Bee visiting the garden

In creating this garden, we re-used pallets and wooden planks, upcycled a playground cone and old classroom chair, re-purposed a dog's bowl, made bird feeders from plastic bottles and wands from leftover piping. We also recycled newspaper, tin cans and glass bottles to pot the plants on our House shelves.

Our learners developed so much knowledge and understanding about native plants and sustainability as well as improving leadership, research and creativity skills. We created new partnerships with West Lothian college and were supported by parents and local businesses; Klondyke Garden Centre and Johnstone's Paints whom we are most grateful to.

Our garden is going to remain a feature within our school grounds and seeds have already been planted to maintain interest throughout the year.





Lockheart School

The Secret Garden

Lockhart Campus ASN school in Stevenston, Ayrshire is a school for children with learning difficulties. Ranging from complex needs to additional support. This design was created by kids ranging from 12 to 15 years of age in Broad General Education. Their story has been inspired by The Secret Garden Story.



The design starts with a special magical healing and feeling garden. The tree of life is what keeps everything in garden alive. The two tier cable drums hold the key to a healthy eco system and consists of native plants and an animal population that interact with each other.

The helter skelter waterfall has a pump that is powered by a solar panel. The water runs down to an old plastic hula hoop filtration system that drip feeds the wildflower meadow and the bees will happily forage and make delicious honey.



Tasty things growing



Flowers for bees



Multi-tiered design

Lower level is for our mushroom stumpery and wormery, collecting worm juice to feed our surrounding raised beds. The beds will be filled with vegetables and tin cans potted round the beds, companion planting herbs and flowers to prevent pests.



Tending the garden



The Tree of Life



The garden is complete



MacDuff Primary School

The Electric Wizard of Macduff

Walford Bodie lived in Macduff 100 years ago. He inspired people like Houdini and Charlie Chaplin with his electric magic. He is not well known out-with our area so the pupils of Macduff Primary are excited to share his story in the form of a garden. His house in Macduff continues to fascinate people as there are rumours of hidden doors and passageways. Our garden designers were Eilidh, Lillie, Emily and Charlie but it soon became a whole class project. We think Bodie was magical and wanted to add magic to our garden.



In our garden, the lavender, rosemary and mint smells are magical and calming. The flowers are magical in their ability to attract wildlife. The edible parts all provide us with magical vitamins and nutrients including the vitamin D in the mushrooms, which appeared magically out of the dark! The wildlife friendly aspects are the flowers and plants which attract insects and minibeasts. Some plants were already growing around the school and we transplanted them. The bug hotels attract butterflies, bees and other insects. We have a butterfly water feeder (puddler) and mini bee puddlers too. We were worried about the lack of trees for birds nesting, after the storms, so we made some nesting boxes from recycled offshore scaffolding boards and have put one in our garden. There is already a bird's nest on our courtyard roof. One of the bug hotels was made from the scaffolding boards too. Look out for the secret bug homes!

Storm Arwen in November saw trees in our playground destroyed. We wanted to use some of the timber in magical ways! We decided to use a tree trunk as Bodie's head – he was often photographed with a top hat, so we thought this would make a great planter. We gathered parts of fallen trees for our wildlife friendly areas and bug hotels.



The Electric Wizard of Macduff



Bird box and bug home



Re-purposed planters

Our planters are mainly repurposed milk cartons. We used both parts, the top inverted, became planter faces (Bodie's audience) and the bottom part also got used as planters. The inverted planters are great as they drain by turning the caps. We also used tin cans as planters.

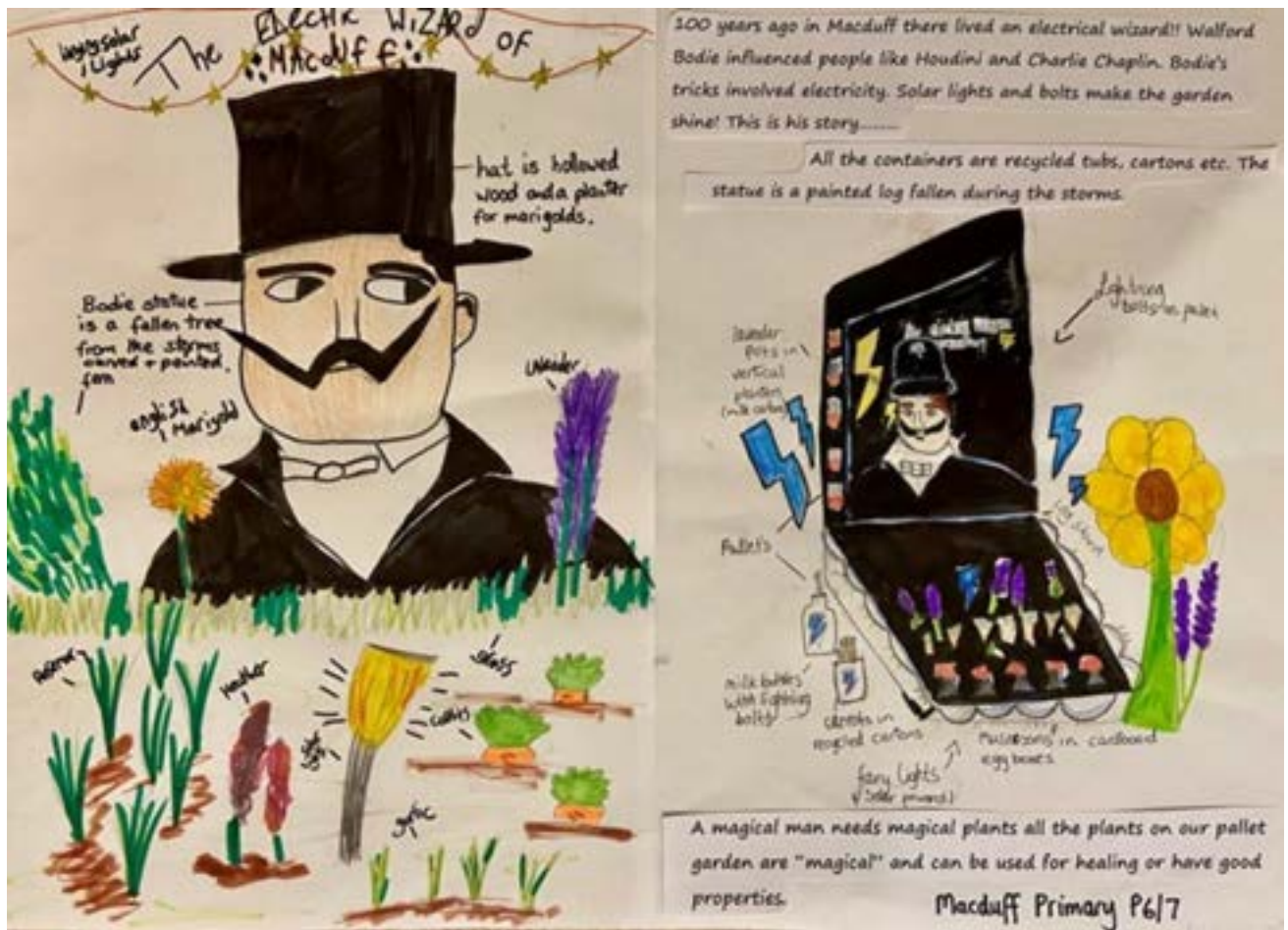
The edible parts of the garden came from seeds given to the school by the Royal Northern Countryside Initiative: beans, peas, carrots, kale, nasturtium flowers and lettuce. We got some strawberry runners, turf, chives, rosemary and onions donated from an 85 year old gardener in our community. We also tried to grow mushrooms – they have been very successful. We loved peeking underneath the lid when they were first growing in the dark.

We have learned that constructing a garden is hard work! Not everything grows quickly or goes to plan. It is a lot of fun though and we loved that we re-used lots of things that would have been thrown away. We learned skills of working with wood, designing, gardening, co-operation and patience!

Our garden re-uses things that were going to be thrown away: old pallets, timber from fallen trees, old scaffolding boards, milk cartons and tin cans. A local joiner was able to help us hollow out the tree trunk and we got to do the finishing: sanding and painting.

The garden is in its final location in our courtyard. It is mainly used by our nurture hub and will provide a great learning experience for those looking after it. We will hopefully have a picnic of strawberries and salads by July. We have put some magic light bulbs in (they are solar powered lights). We think the moths at night might like these.

The final magical aspect of our garden is the hidden bug hotel drawers. Not all minibeasts like to be in the sun, some like to be in the dark so we have hidden compartments underneath the pallets. We think these are like Bodie's secret doors in his house. In One rainy day we counted seven snails moving in!











Methven Primary School

Hansel and Gretel

My garden is based on the story of Hansel and Gretel. It is the wicked witch's house that was covered with lots of different sweets to attract children to visit. I chose this story because it is one of my favourite fairy tales! I thought it would be nice to remind people about the story of Hansel and Gretel and make a tempting garden just like the witch's cottage in the story.



Wildlife is attracted into the garden by several areas. There is a bird feeder full of delicious seeds, colourful flowers have been planted for pollinators and a cosy bug hotel shelters under the window box.

There are several edible plants; leeks, strawberries, red lettuce, green lettuce, tomato, basil, thyme and climbing beans.

I have learned that creating your own design outside is fun. I learned to measure and saw the wood that we needed, drill holes for the screws and am a pretty accomplished greenhouse keeper!

My family are all keen gardeners, and I was very lucky to be able to grow most of the plants at home from seed.

My mum has been so helpful, she even visited the school to help my class and I plant everything in the right place.

Our friendly janitor donated the wood he had left over and cut the shape for the gingerbread house. He nailed the main planter together too. Local people in the community donated any leftover paints they had in their sheds, which some of the older children in our school volunteered to help paint. We were also very fortunate to receive several plant donations from members of the community which we are now using to create a reading garden with seating in the area around where my Pocket Garden is.



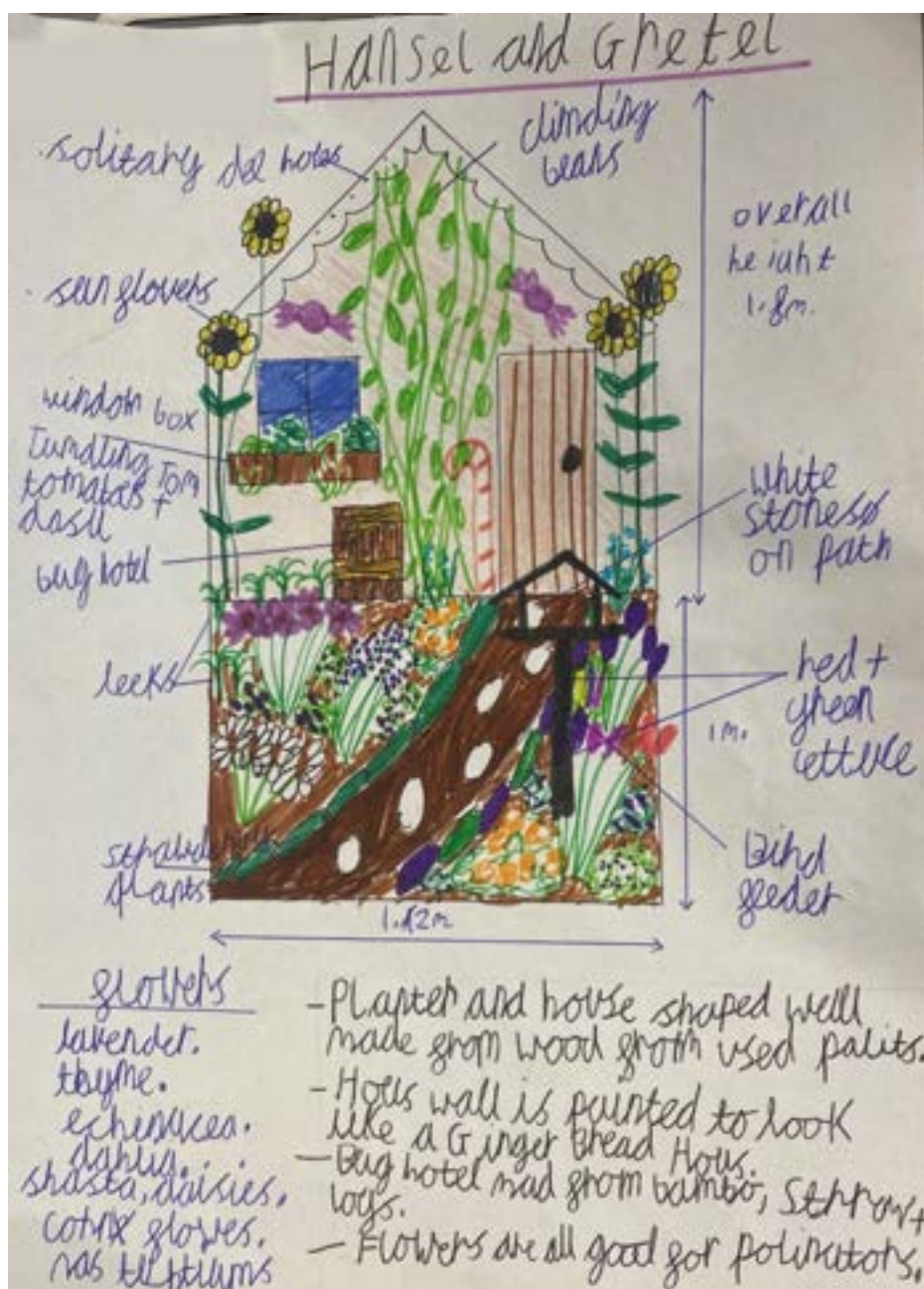
Holes for solitary bees



Breadcrumb path



This house looks good enough
to eat



Moore House Academy

1st Place: Public Vote Favourite Garden

Amber in Wonderland

We have based our story on Lewis Carroll's adventures in Wonderland. We have renamed the story as 'Amber in Wonderland' in memory of our student, Amber, who was sadly taken from us last year. Amber was a creative young woman and the children of Moore House are proud to have created this garden around her National 4 Art & Design water sculpture. Sadly Amber never saw the water flowing.



Drink me bottles



Amber's water sculpture flowing



Moving bird feeder

For the garden we have produced a moving bird feeder from bicycle parts and up-cycled bone china, and a bug-house has been constructed and filled with bamboo and fir cones from the grounds of the school to welcome birds and creepy crawlies into our Pocket Garden. All plants in the garden are edible and mostly grown from seed here in the school. These include: wild strawberries, nasturtiums, petit pois, and calming chamomile and lavender, curry plant, green and purple basil and an abundance of salad leaves. Not to mention the gorgeous sunflower. Amber was a gorgeous sunflower. The garden also features a drinks section, designed to make mint and lemon thyme water in reusable bottles.



Cosy bug house



Garden guards



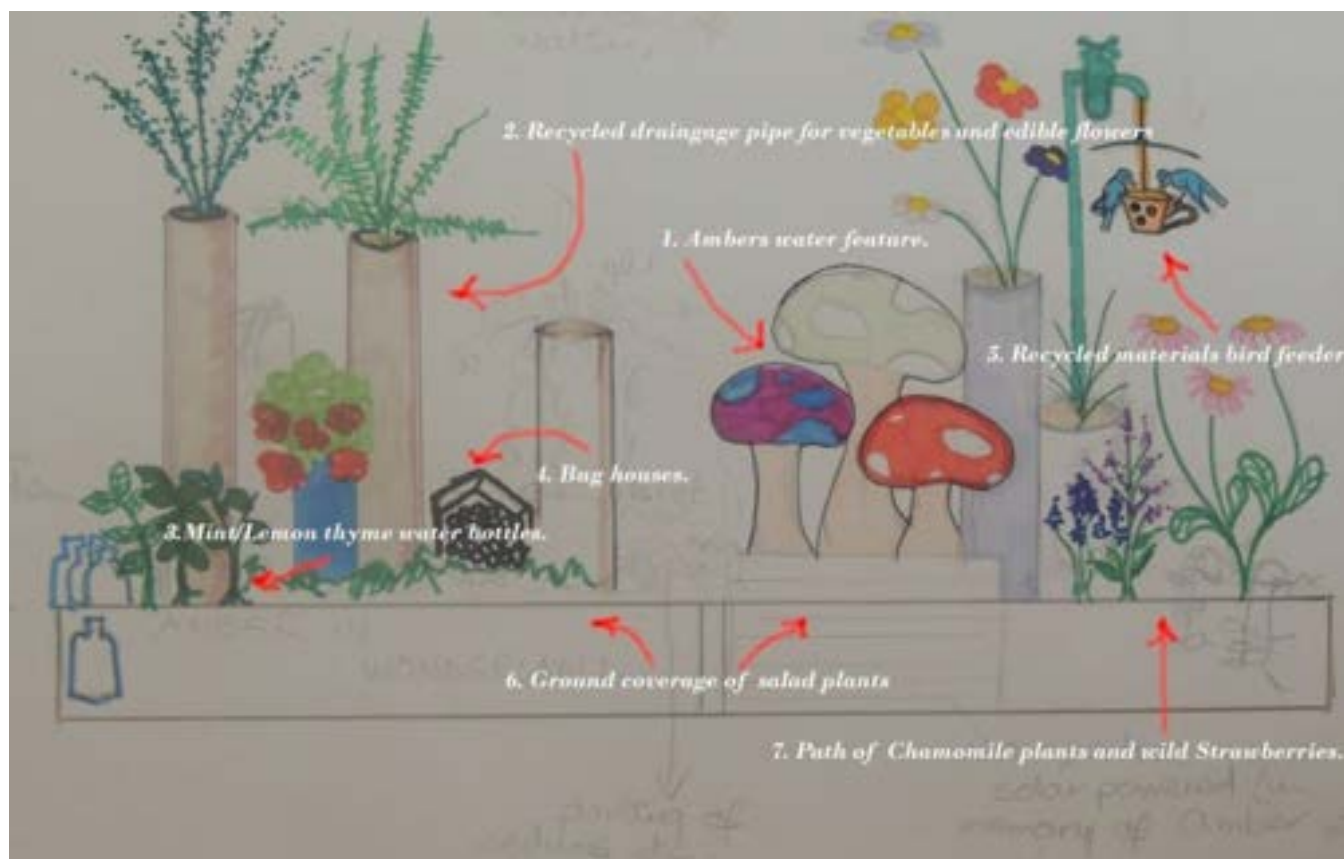
Miniature garden occupants

All the planting containers (apart from the nursery lavender) is from recycled materials. The ring around the water sculpture is made from perforated drainage pipe that was donated by a local construction Company, and the tall planters (soldiers) are also made from recycled pipe. The flower planters are recycled tomato tins and coffee tins dressed with copper (to keep the slugs and snails off).

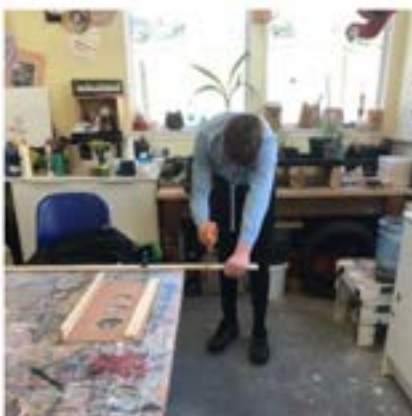
The soldiers guarding the garden are armed with make-up brushes to represent Amber's success in getting accepted into college to study make-up the week before she was taken from us.



Working together as a team has been a valuable part of the project and every young person has contributed in the making of the ceramics for the decoration, the construction of all the elements, and also the ideas and inspirations with Amber at the heart of the making. We intend to develop the ideas and the garden into an established Memorial to Amber which will become a 'chill' area for reflection and a bit of peace.



Creating the garden - from design to reality





Morrison's Academy

Beorn's Bee Garden

The Morrison's Academy Eco-Committee's submission tells the story of "The Hobbit". The students have chosen "The Hobbit" because it is the book they have been reading in English class this year.



Beorn collecting potatoes



The Running River



Watch out for Smaug!

As a result, we have designed the garden to include a hobbit hole made with an upside-down flowerpot and surrounded by a fence made of sticks and a door made of lollipop sticks. The stone path up to the house is surrounded by a mini food garden on each side. In our garden, we have the river called the Running River which is made of blue plates. The main character of the garden is Beorn (a half bear and half man character).

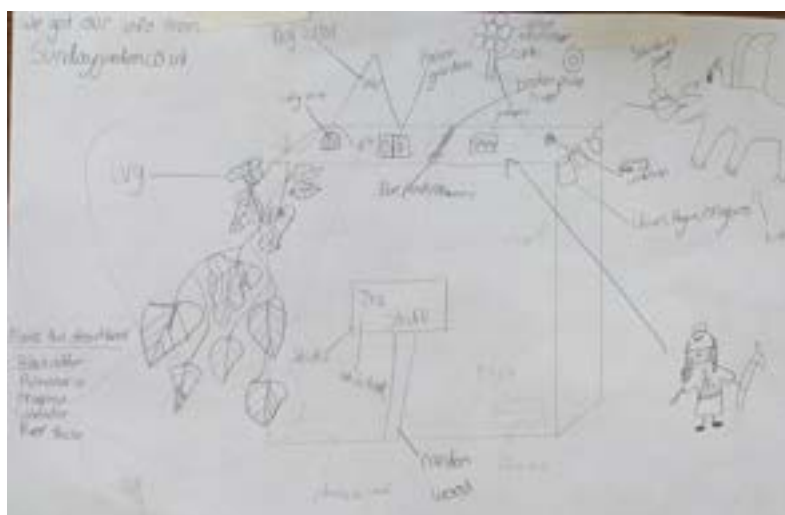
Our garden is wildlife friendly because we have researched which plants attract bees and other insects and interviewed members of staff at school who are keen gardeners. The main edible parts for humans in our garden are the potatoes, onions, French beans, strawberries, nasturtiums. For the bees and insects, there are sweet peas, lupines, sunflowers, marigolds, honesty, nasturtiums, antirrhinum, and alliums.



Our reused garden materials include the planting box, the flowerpot, the blue plates for the river (which were broken and destined to be rubbish), and our Beorn figurine. We found our Beorn at a charity shop on the Crieff High Street and he is in the garden with his burlap sack collecting potatoes. The sign at the front of the garden is one of Beorn's best quotes and is written in runes on a broken mini-whiteboard that was otherwise destined for rubbish. On the wall in the background, we have Smaug the dragon breathing fire and a sign that says "MA Eco". Smaug is made from the fabric of banners from the modern languages building that were faded and no longer could be put up on the walls. The "MA Eco" is made from cardboard and leaves.

We have learned about how to plant sustainably and how to care for our plants.

We have also learned about different species of plants we did not know before and what makes a bee-friendly plant including about how the pollen must be easily accessible for the bees.



We have had many people who helped us bring our garden to life. We are grateful for the community donation of the planting box as well as all of the help we have received from the groundskeepers at school. We are also incredibly grateful to our English teacher, Mrs. Vevers, who helped us with all of the planting and gave us advice on what to plant to attract bees. The garden would not have been possible without her donations of seeds, her help planning and planting, and her valuable expertise.

Once the competition is finished we will be harvesting our potatoes to make chips at school. Then over the summer we will continue to water our garden for the benefit of the bees and insects and so that the next year's Eco-Committee can take over.

We really enjoyed making our garden and we look forward to seeing it continue to flower over the coming months. We are really proud of what we were able to produce.

Oakgrove Primary School

Fairy Garden

Our children responded to tiny letters they found in our school grounds. They told the story of some fairies displaced by local building works. Their storyline enabled the children to create a design for a new home for the fairies incorporating elements important to the fairy characters Radish, Rowan and Rose. While the garden was in progress the children found more letters telling more garden stories. Now completed, a storyteller will be joining us in the garden to draw elements of the story together as a celebration of the children's work.



The context of building works encroaching on the natural world is evident all around us in our city centre location, as are the efforts within the community of protecting green space.

The children wanted the garden to have a miniature pond for birds and small animals to drink and bathe. An area of the garden is dedicated to pollinators with brightly coloured flowers and herbs. Edible plants include lettuce, beans, courgette, carrots, leeks, corn, chives, thyme, lavender, nasturtium and peas.

We introduced a wind turbine as the children were very keen to provide a renewable energy source and the weather was far too dismal to make solar power seem feasible.

We tried to reuse and recycle. We reused plastic bottles as planters and miniature greenhouses, some old containers to use as planters and a teapot which had lost its lid to act as a climbing frame and slide in the playground area.

We harvested moss from a path at the back of the school and used it for making a grassy area. Our fences were made from found sticks and bricks that were lying around.

While clearing the area of an old rotten tree stump we found a small tree was growing up through the wood. We saved it and incorporated it into the design. When it grew leaves, we realised that it was a Rowan (which is the name of one of the fairies). Fairy magic?

Although competition ready it feels like the life of the garden has only just begun. The children are keen to play with it; introduce their own figures and toys and participate in the stories not yet told.

We have learned the garden is for all. We share it with all the visitors who frequent; from the magpie who was trying to pull up our plants to the cat who tried to use it as a litter tray. We all have to find a way to live together.



Ralston Primary School

The Lighthouse Keeper's Lunch Garden

Our gardening group wanted to make a garden based on The Lighthouse Keeper's Lunch storybook. We liked the idea of making a mini cottage garden to see what plants we could grow to eat, and we wanted to learn how to grow plants from seeds and cuttings. We were also inspired by the many seagulls which come to our school playground to see what they can get to eat at lunchtime.



Mrs Grinling's cottage garden



The lighthouse



Lunch is on its way

In the story the Lighthouse Keeper gets his lunch delivered on a rope from his cottage and the seagulls steal it! Even putting Hamish the cat in the lunch basket doesn't stop them. Eventually, Mrs Grinling puts mustard in the sandwiches, and this finally gets rid of the gulls.

Recycled materials were used to make our cottage and base. We learned how to measure, saw and hammer to create the platform. We also used old containers, bubble-wrap, unwanted gift baskets, sea-glass and shells. Our handmade seagulls are also made of recycled t shirt yarn and yoghurt pots.

Most of the plants we used in our garden were grown from cuttings or seed by the garden group who have been busy learning how to raise and care for plants. The Grinling's cottage contains orange and purple wildlife friendly plants like chives, calendula and nasturtium as well as dwarf broad beans to attract bees to our garden. The zip line rope above the cottage should give the climbing plants some support in our windy playground. We tried to make lots of our flowers orange like Hamish the ginger cat in the story. (He is also sitting at the cottage window too!)



Someone hiding?



Maybe another one?



Tasty lunch

Our "sea" is a mini pond with a pebble, sea glass and shell beach area to help the birds and beasties climb in and out. The lighthouse tower made of old plastic containers is where we are growing strawberries. We wanted to make the area around the lighthouse look like waves, so we used trailing plants like alyssum and verben. Mrs Grinling's cottage garden is where we are growing spinach, chard, parsley, radish, spring onions, chives, thyme and lettuce. Finally, the lunch basket contains mustard, which was a big surprise to the garden group who didn't realise this was a plant before we started this project!

The whole garden will be planted with wildflower seeds like cornflower to keep the flowers going after the initial flowers have finished. We are also going to refresh the vegetables once we have eaten them with Autumn hardy crops. We are proud of our garden and had lots of fun making it. We are already planning more story gardens for our school playground.

There are two seagulls hiding in the garden - can you spot them?

Redwell Primary School

Kagin's Redwell Kingdom

Earlier this year, a confused alien called Kagin landed in our school grounds. He didn't know anything about Redwell when he landed. He was very scared and he didn't have anywhere to go. Since he didn't understand our language, we built a garden for him, telling him the story of Redwell, so that he understands where he is.



Bees and reused footballs



Kagin enjoys the garden



So many tasty things here

At the back of the garden, the squirrel obstacle course that we have put in represents our trim trail. The four colours of the palette at the back represent our four houses – Red Rowan, Blue Willow, Green Elder and Yellow Oak. The yellow, green and purple colours at the bottom of the garden represent our three wing colours. We used plastic water bottles to make bees because we have red tailed bumblebees here at Redwell.

We made a bug hotel to provide a home for insects and other minibeasts. We have planted flowers in a tyre as we enjoy playing with tyres at break and lunchtimes. We have created a bee bath in the style of the water sculpture that we have in our grounds. Our school badge is a red well, so we have made one of our own and planted it with pond plants. We have created hanging baskets from old footballs, which we have planted with strawberries. There is a bird house at the back of the garden, which we have stuffed with leaves and twigs from the trees in our grounds.

Kagin himself is in the middle of the garden, so he can see and learn all about the story of Redwell. We are very proud of our school and its grounds and we wanted to share this story with you.

Our garden is wildlife friendly because it has a bird house and a bug hotel for wildlife to hide in. It also has a pond for aquatic animals such as frogs and newts. We created a bee bath so that the bees can drink from shallow water if they get thirsty. We planted some flowering plants for insects to feed from.



The red well



Cosy bug hotel



Squirrel obstacle course

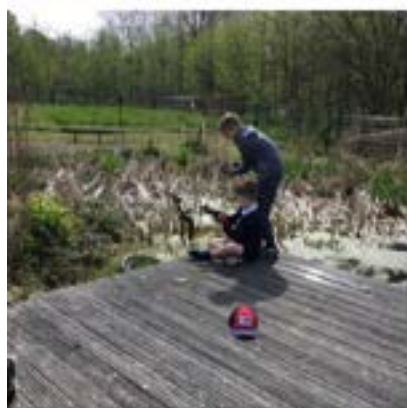
Nearly all of our garden is edible! We planted blackberries at the back of the garden which will fruit in the autumn. There are herbs planted along the bottom of the garden which humans and animals will like to eat.

We planted strawberries in our hanging baskets for people and birds to eat. We have added leaves and wood for detritivores to eat. We planted wildflowers such as dandelions and buttercups for insects.

Most of the materials used to build our garden were reused. The hanging baskets are made from punctured footballs that would otherwise be thrown away. The pallets came into school with an order of equipment. The plastic bottles to make the bees came from our recycling. The bucket for the well was found in school (it used to be our classroom bin!) We found the wood to make the insect hotel as it was left in our garden area. We luckily found a piece of metal whilst we were litter picking that we reused as a hook for the hanging baskets.

A member of our community kindly donated the strawberry plants that we used and children from our class brought in plants from their own gardens. We also gathered wildflowers from the grounds around Redwell.

When we built our garden, we had help from several parents who gave up their time to help us. We also had the STEM lead from Clackmannanshire Council who came to help us use tools safely when we built our garden.



We are lucky that our garden can stay where it is and we are interested to watch it grow and mature. We have already seen lots of changes since we planted it, such as bugs moving into the Bug Hotel, the plants in the tyres are growing and flowering, there are worms living in the soil and the plants in the Red Well are thriving. We are looking forward to seeing the plants fruit and noticing which creatures come to visit it over the year. We plan to use the herbs in our cooking over the next session.

We are really proud of how we have worked together to build our garden. We have learned how to transplant plants carefully, how to plant seeds, how to use tools safely, that is fun to work as a team and that sometimes it doesn't go right first time and we can learn from our mistakes. We have all had lots of fun!



Redwell PBS Pocket Garden design



Rosneath Primary School

The Bare Necessities!

The children chose this story because it is a timeless classic we all love. It has messages of resilience, supporting our friends, helping one another, staying strong together, taking only what we need from nature and enjoying nature's harvest. The river is a central feature of the jungle book story as Baloo and Mowgli bond while drifting down stream together. It also sustains all life in the forest. We have depicted this with our waterfall feature made from recycled milk bottles and the gleaming cascade of old DVD's meandering through the garden.



Our garden provides a bug hotel, a water feature for insects, bees or frogs, bird feeders, two bird houses, a bird bath, plants for pollinators, such as clematis, mint and sweet peas, and lots of nooks and crannies to hide in safety. We have included edible plants such as herbs (mint, thyme and sage), also vegetables including peas, chard, and tomatoes. We also included 'jungle' foliage in the form of fatsia and ferns.



Frog bathing pool



Watch out for Kaa



Bottle water feature

While creating the garden we have learned a great deal about taking a paper design through to a three-dimensional living structure and working within a timeframe. We have learned that slugs can be a problem in our garden as they ate a lot of our initial seeds growth and have since researched some natural ways to prevent this in the future.

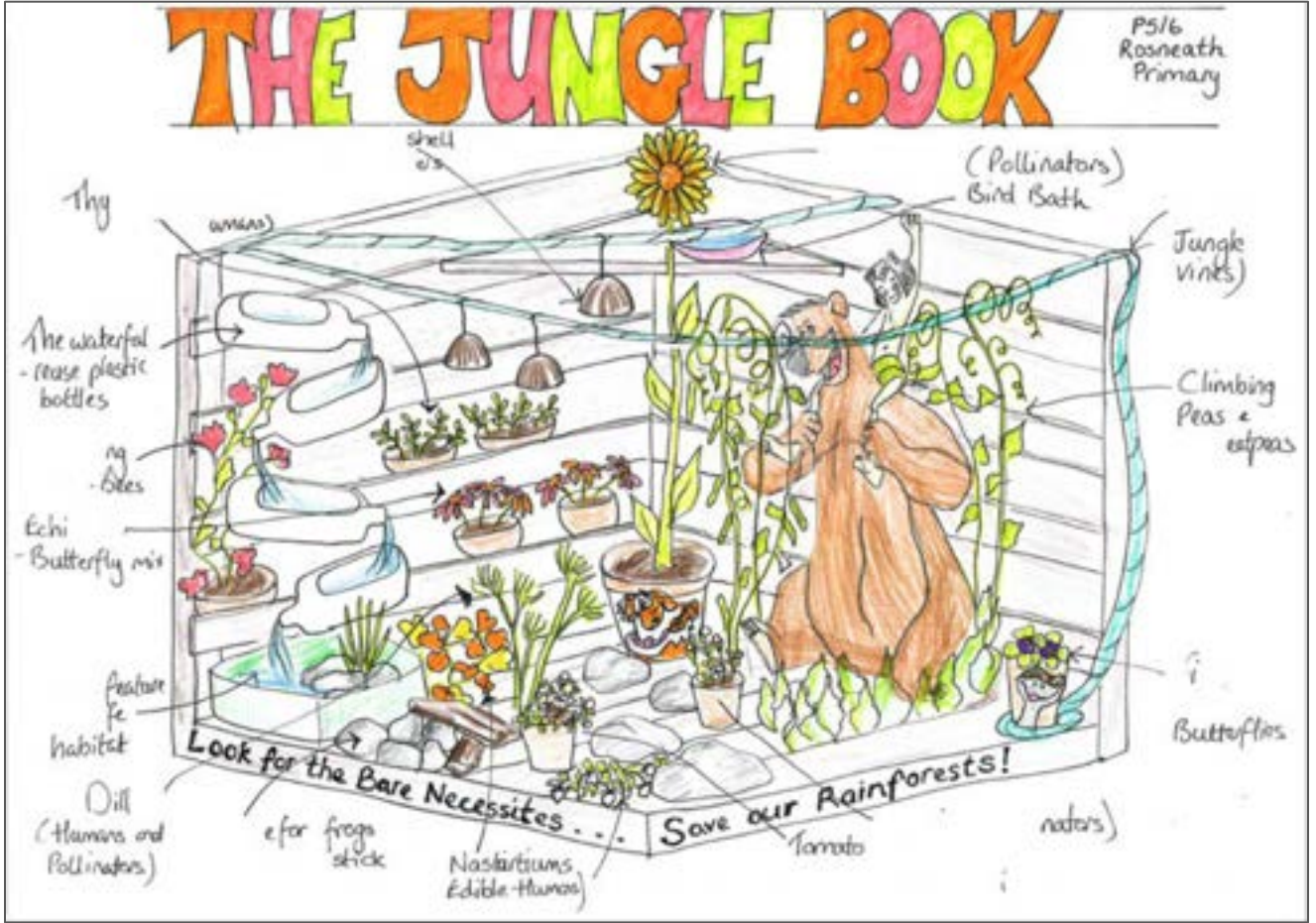


We had to adjust our plans and find alternatives to meet our deadline. We held a very successful fundraising event to buy the seeds, plants and compost needed to get started on our growing journey and were supported well by the school community and wider community. We worked with a local community garden and were able to grow some seeds for them, helping to plant them out in exchange for a variety of seedlings for our own projects.



We very much hope to continue to nurture our Pocket Garden and enjoy the harvest of veg in the next few weeks. We will continue to care for it and observe any wildlife it attracts, adding to the wildlife friendly plants as we have plenty more seeds to plant to maintain the biodiversity we have begun to establish. We are very proud of the creativity and enthusiasm the children have shown during the project.





Sgoil an Rubha

2022 Best Storytelling Garden

Eilean Fraoich

Our garden tells the story of 'Eilean Fraoich', The Heather Isle. We have told the story of the history and heritage of our island – The Isle of Lewis. We focused on the Machair landscape, crofting, black houses (traditional homes, common in Lewis) and telling the history of our island up to modern times – moving from a barrow to using a tractor. We have included plants and flowers which grow naturally in our local area and represent our heritage e.g. heathers, a mix of machair wildflowers including birds foot trefoil and red clover.

We incorporated sea birds found within our island using painted characters – puffins, eagles and herons, and also a stag as stags and deer roam our island freely. These sea birds are also important to our school as our houses in school are named after them. We have included Barbie's as our 'crofters' as crofting has always been a huge part of our culture and continues to be. The crofters are dressed in the blue boiler suits we remember our ancestors wearing.



We chose this story to represent our Island, we are very proud of it! We often sing a song called 'Eilean Fraoich' with our Gaelic singing teacher Mr Smith and we really enjoy it. So we decided this was the perfect story to tell. Our island has lots of special traditions and plants – the machair is an endangered landscape and we wanted to encourage people to look after it.

We planted a range of wildflowers and nasturtiums which attract bumblebees and white and blue butterflies. We want to encourage the insects to help pollinate our local area! We built a bug hotel into the base of to give the bumblebees somewhere dark. Also we included various types of wood that we recovered from gardens, crofts and sheds to make an environment suitable for beetles and a variety of other mini beasts.

We made our own bird feeders to help encourage birds to visit our garden and a mini 'loch' built into our garden to double as a bird bath and for small animals like frogs (often found in the school grounds) to get a drink too! We built a small black house using stones, shells and an old piece of plywood that Anna brought in from her mud kitchen at home to make a home for hedgehogs.



Roof of the black house and
heather garden



Mini loch



Cosy bug hotel

To incorporate the theme of crofting we planted potatoes and used seaweed to fertilise these, this is what they used to do in 'lazy beds' which was a common way of growing potatoes in the Western Isles. We planted carrots and onions in a mini 'croft' in our garden. We also planted strawberries and some dandelions (which we are going to try making tea from!)

We only bought two items to make our garden – a box of screws and a tub of no more nails (to create our black house) We went around the school grounds and gathered twigs and branches that had fallen off to create the roof of our black house and also our bug hotel. We took in Barbie's and dolls from home that we no longer play with to make our crofters.

Ms J our teacher took in a pair of old jeans so we could make boiler suits for our barbies, we enjoyed sewing these!

We got tubes and pieces of leftover pipes that our dads had lying around in sheds and garages to create parts of our mini beast hotel. We used some masonry paint donated by a local painter that he had left over from his work to make our pallets nice and colourful. We went to the beach and collected stones and shells and seaweed to create some bright and colourful stones which we decorated with our names to include in our garden.

We collected leftover bits of wood to use in our bug hotel which we found in our sheds and gardens. We were given leftover pieces of plywood by a member of the community which we painted characters on that represent animals and birds found local to our area – oystercatchers, puffins, herons and eagles and stags. We used old polystyrene Scottish salmon boxes to plant our vegetables.

We asked the other children in the school to ask their mums and dads if they had leftover and spare plant pots in their sheds and used these to grow our plants in. To make our bird houses we used old milk bottles or juice bottles and scrap tissue paper which we stuck on with varnish (which was donated by one of our teachers). One of our grannies donated some solar powered bumble bee lights.



Machair and the loch



Crofters hard at work



Colourful recycled bird houses

For our flowers and vegetables and fruit we initially planted everything from seed or seedlings but we also were gifted some plants to include in our garden – heather.

We have learnt a lot about the importance of Bees, bees help us to pollinate our flowers and crops which helps our plants to grow. Without bees our crops wouldn't grow and we wouldn't have flowers, vegetables or many other things! We learnt the different parts of flowers and what they need to grow. We also learnt how to plant seeds, did you know you should sand red clover seeds before you plant them to encourage them to grow?

We learnt how potatoes grow under the ground and experimented with different types of fertilisers. We learnt a lot about the machair and the flowers that grow there and about how some eco-systems are protected by law! We learnt that growing flowers and vegetables from seed is not always easy, some things grew and others didn't, we learnt how to water the plants enough and that we need to 'harden plants off before replanting outside. We learned about some of our island's history and heritage investigating black houses, how they were traditionally built and laid out as well as looking at the way of life on Lewis in the early 20th century.

We had help from our school janitors – Colin and Aiden. They helped us to assemble and screw together our pallets and also to attach our animal portraits and bird houses. They also helped us cut out sections of the pallets using a jigsaw. Some local businesses donated pallets and screws. Some of our uncles, aunties and grandparents donated old pieces of pipes, wood and plywood so we could build our mini beast hotel. Scottish Salmon gave us some polystyrene boxes to plant our potatoes, carrots and onions in which was very helpful and a good use of something that cannot biodegrade! A local painter and decorator donated some leftover paint so we could paint our pallets and animal portraits and make it colourful.

We also had some help from Richard at our local garden centre who very kindly donated us some plants when our polytunnel was damaged and some of our plants we had grown from seed were badly damaged and died. He donated some heather plants. Agnes mum, Cinzia donated some bluebell and daffodil bulbs to us too from her own garden. We had help from Anna's great uncle who used recycled materials to build is a mini wheelbarrow for our garden!



We will continue to look after our Pocket Garden to encourage mini beasts and local wildlife to flourish! This will help our local environment and give the animals and insects new homes. We will harvest the potatoes, carrots, onions and strawberries and use these to create recipes and cook together in class and host a One Planet Picnic, inviting our families to enjoy a homegrown picnic with us. We will be able to plant more vegetables next year!

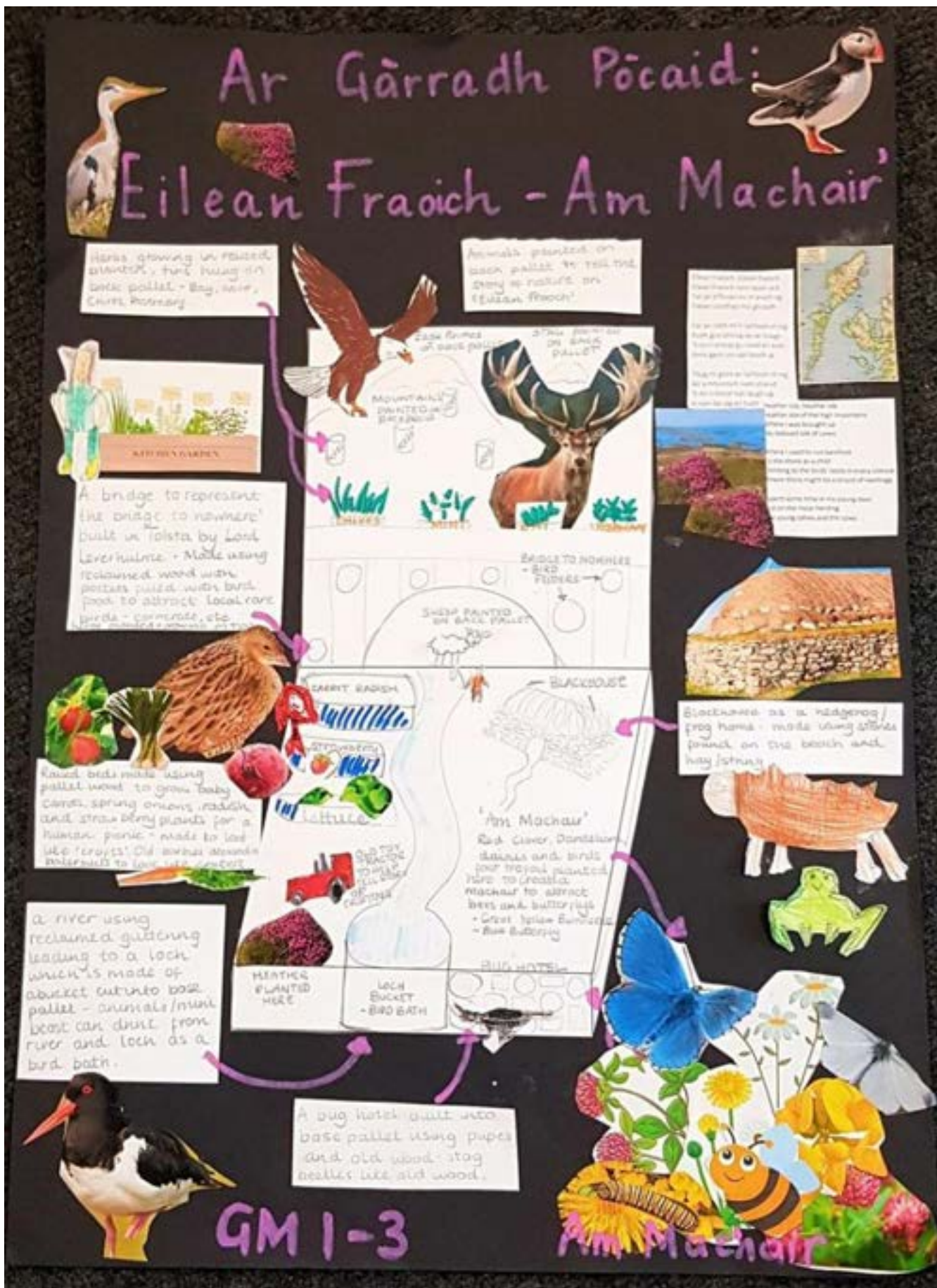
We included some sunflowers in our garden that were donated by Mrs MacIver and we could roast the seeds to eat as a snack! We will harvest the dandelions and experiment in making dandelion soup and tea to try!

We will invite our friends and families to view our garden and the work we completed in our jotters and posters to encourage them to take care of bees and insects and tell everyone why they are so important!

We worked really hard on our Pocket Garden and did it all ourselves, we are very proud of all we managed to build, plant, paint and create ourselves. We had a lot of challenges along the way thanks to the very Hebridean Spring we have had this year.

There was a very strong gale in the Easter holidays, and this moved the polytunnel and a lot of our plants we had planted in March were destroyed. This was very challenging but we managed to get donations of some plants from parents and garden centre and also replant some ourselves! We had a very wet May and were often working away in the rain and wind to complete our Garden and we never complained about it.

We have loved working on our garden and have tried our very best to tell the story of Eilean Fraoich.



Small Isles Primary School

2022 Best Garden for Wildlife

Fantastic BEES and Where to Find Them (Newt Scamander's Suitcase)

Our garden is set in the suitcase of Wizarding Magizoologist, 'Newt Scamander' (Fantastic Beasts and Where to Find Them) where he looks after and studies various magical beasts in their home environment created within his magical case. He nurses ill species back to health using the herbs and potions in his apothecary, which we have created in the upstanding case area of our design. You'll find 'Mint for beastly breath', 'Lemon Balm for coughs and colds' 'Lavender for snotty noses', 'Thyme to send aggressive beasts to sleep', 'Nasturtium for nasty natures' and 'Borage for beastly boils'.



The children have (as in the story) created an Arizona desert-like area using cream pebbles and with cornflowers as cacti. They have painted Occimies who nest up high nearby (one in the hanging basket nest) and a Thunderbird who is native to the desert is by the stone stacks which the children re-created. Picket (the stick-like creature) is hiding with the borage to disguise himself and Niffler is hiding with his stolen treasure (as always) in the jungle area (rainbow chard). Newt and Grindelwald are etched on logs at each side of the handle and have wands draw towards each other to show their battle of good versus evil.

The magnifying glasses are there to represent Newts constant search for new or rare creatures and are also there for our children and Pre5 children to have fun mini-beast hunting. Our senses poem and the many bee images around the case bring in the main pollinator we have aimed to attract and link it to where you can find them in relation to the Fantastic Beasts and plants in Newt's case.



Bug hunting kit ready to go



Senses poem



Bees hotel round the back

We have plants to attract many pollinators, but we've focussed on bees as a play on the word 'Beasts' and as a school, we have a particular interest in helping bees as we know they are struggling to survive. The story is a class favourite and the children were keen to make the suitcase as it is quite a unique concept and lends itself well to the shape of wooden pallets.

Our garden is wildlife friendly as we have included many plants to attract pollinators within the main bed of the case and in Newt's Apothecary. We have also created a Bee Hotel on the back of the case, using bee-designed sliced logs with holes drilled in to attract and house solitary bees.

We have dotted borage and marigold plants around the hotel as close snacking opportunity for our hotel guests. Underneath the raised base pallet, we have created a mini-beast hotel using moss, crumbling wood, bark, bricks etc. Almost all plants included are handy snacks for pollinators (particularly bees).

All parts of the garden were made from old items and given new life. We used and redesigned plastics bottles, tubs and old plant pots to hold plants, we used holey wellies as 'Newt's Boots' containing the leggy bronze fennel, a broken spade handle became the bracket from our hanging 'Occamy nest' (and strawberry basket). The pallets were recycled from our old outdoor stage area and the wood holding the case together and for the handle of the case at the top was from our old raised beds.

The slates for 'Niffler' and the senses poem are recycled from an old art area we had and the costume jewellery stolen and hanging out of Niffler's pouch were donated by a parent. The compass points are old barrel bungs, the magnifying glasses were from an old science kit we had, the log slices were reused from stumps we had the playground and the wands at the top are sticks we found. We lined the beds with cardboard boxes to prevent weeds growing up and lined with the compost bags we had too. The other bees and beasts were painted on rocks we found on our beach.



Apothecary area



The Niffler with stolen jewels



Occamy hanging basket nest

The following plants are edible: mint, thyme, lavender, borage, marigolds, nasturtiums, lettuce, speedy salad, bronze fennel, rainbow chard, lemon balm, strawberry plant and cornflowers. Once the competition has finished, we plan on using all crops for school cooking and baking and will use as many items as possible in our One Planet Picnic day.

We will continue to learn about plants to attract pollinators and add them to our garden. We would like to extend our wildlife area and our Outdoor Learning Committee are developing this as well as revamping our (very lonely) raised bed area. We will apply the knowledge and skills gained through this process to plan, plant, nurture and harvest more produce. We would love to be able to use our produce within our school lunches too.

We have learned so much about growing, pollinators and construction through this competition. We now know that nasturtiums are better planted straight into the bed, that flowers like marigolds, borage and nasturtiums are edible and great for attracting pollinators.

We have also learned that we can achieve great things in a short time frame when we work together towards a shared vision.

The weather has taught us many things including that it brings with it great joy and harmony in gardening as well as real struggles in encouraging growing when it is unfavourable (sunshine has been significantly lacking with rain in plentiful supply!) Our flowers are just about to open. We had to problem solve frequently to adapt to these changes. Our newly established DIY skills have been outstanding and from sawing, painting, drilling and constructing we have gained life skills in the safe and effective usage of tools for use in lifelong learning.



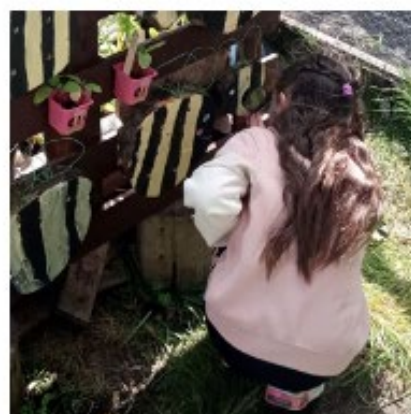
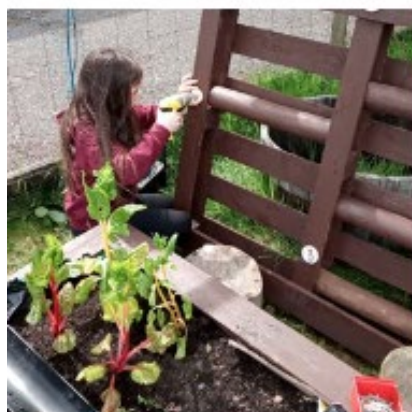
We formed strong links with our local Community Garden and acquired sage knowledge (and some plants) to assist in our garden build. They were very helpful when we had any questions regarding appropriate planting or plant care. As we are a very small school, we also drafted in the help of our P2-4 children who also submitted a design. They were keen to help craft some of the 'beasts and bees', help paint the hotel bees and they assisted in the writing of the senses poem written from the bees' perspective.

The children have rated each plant's appeal to humans and to bees using smiley faces and bee images on the reverse of the wooden plant name sticks. Three of any of these images means it is very highly enjoyed by either humans, bees or both, rated down to zero numbers of these images. We thought it would be a useful tool to identify the most favourable snacks for each. They have also created a map to help navigate the way around the case.



The children have loved every minute creating their garden and have become quite the experts in edible plants and plants for pollinators. Their teamwork, determination and creativity has been outstanding and the competition has sparked a greater appreciation and enthusiasm for self-sufficiency and wildlife conservation. It has been a highly valuable and enjoyable learning experience for all and we can't wait to continue our good work this summer and beyond.





Spark of Genius Skypoint

The Bankie Barrow

The pupils of Spark of Genius, Skypoint school have had lots of fun creating this garden in a reclaimed wheelbarrow. The garden links the story of 'The Crane' to local landmarks. The garden's Cochno stones are almost hidden in the cress however that mirrors real life as these stones are currently preserved and covered.



Our garden tells the story of the Titan Crane, the River Clyde, the Erskine Bridge and the Cochno Stones.

These are all local landmarks that young people in our school are familiar with and see regularly. We focused on a book called The Crane, that centres around a town with a large crane and a man whos' one desire is to work on the crane. His life changes throughout the book but the one constant that remains is his love of the crane.

We chose this story initially as the Titan Crane has such a large local presence. However, through reading the book we could look further into how the mans' life changed, what affected him, and how this was relevant to the young people.

Our garden has birdfeeders, butterfly feeders, grass made from coriander, cress and tomato plants and our tree is a basil plant. All these plants are edible. and hopefully our cucumber plant will yield fruit too.



Skypoints' crane and river



'The Crane' story in herb basket

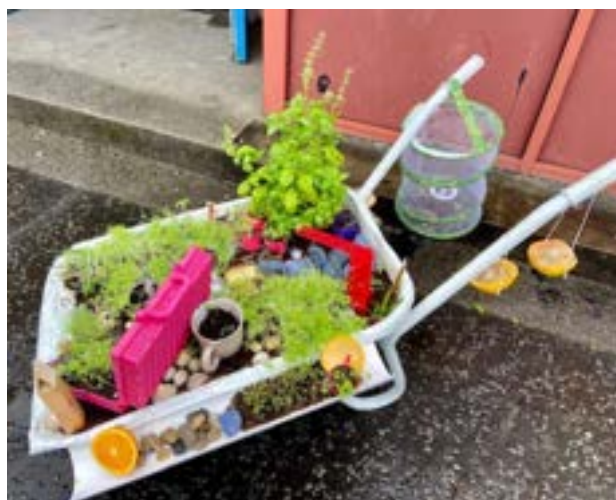
We reused an old, abandoned wheelbarrow as the base for our garden as we don't have any outdoor space. We sourced some leftover guttering to add to the side. The stones, shells and wood were all collected from beaches along the river Clyde.

The old tea set and picnic basket was found in a charity shop, along with some broken Meccano we used to make our crane. We made a donation to Cancer research so we could repurpose it. We have an empty, used tin growing our cucumber plant. We have used an old, chipped mug to grow some plants in.

The Skypoint young people have learned how to grow plants from seed, how to nurture and look after them. They enjoyed using preloved items and making them useful again rather than hitting landfill. They were very enthusiastic about designing and creating the garden, and all young people were involved. They worked well as a team.

Some of the parents have given the pupils gardening advice, in particular a Dad who is a gardener. We have also connected with a local gardening group who have created a 'secret garden', we are hoping to take our wheelbarrow along to be displayed once we have had our school open day and all parents/carers and visitors have viewed it.

As an ASN school, this is the first time we have taken on the challenge of becoming an Eco-Schools Green Flag school and entering a design competition. It was a huge achievement to have our design selected to be created. The pupils have really enjoyed this experience and it has given us a chance to start gardening and tie in with our Eco work. This has been a very positive experience for the pupils and staff.



St Anthony's Primary School

The Tiger Who Came to St Anthony's

This year, St Anthony's Primary School has built a strong reading for pleasure culture with our staff, children and families. We were recently the first school in Renfrewshire to be accredited with Scottish Book Trust's Reading School Gold Level, recognising our achievement in building a reading for pleasure culture.



Our staff and pupil leadership group, the Page Turners, were excited to learn that this year Keep Scotland Beautiful were running a Pocket Garden competition for the Year of Stories! Our leadership team set out to work quickly and asked all children within the school to design and submit a design to be considered for the winning Pocket Garden. We received so many entries and our Page Turners took considerable time to select entries to send to Keep Scotland Beautiful.

We were delighted to be chosen as a winning Pocket Garden Design for 2022 for our Primary 7 children's entry of the Tiger Who Came to Tea. This is a much-loved story across our school by both children and adults. We thought this design fitted beautifully into the design brief of the Year of Stories, One Planet Picnic and Wildlife Gardening. Some of our children were also excited to learn that the WWF are working with the story too, to save tigers in the wild. So it is a story that is far reaching and inspirational in protection of wildlife!



Lots of colourful flowers

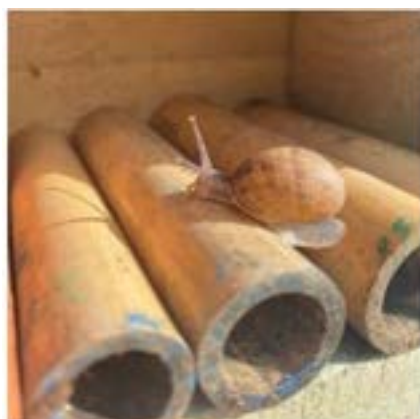


Tasty food for birds



A visiting bee

Our children chose sustainable materials that would have otherwise been thrown away: palettes, bricks, logs and slates from a local building company; old tea sets donated from families that were gathering dust; wooden boards used for transporting goods; and surplus paint from a left-over painting job. We were also delighted to receive some very kind donations from our local community to include soil, plants, bird seed and decorative items. We also had some members of our local community come in to help with building and sealing the paint job.



A bug hotel resident



A good place to hide



Lots of colourful flowers

As it is a tiger tea party, we added edible elements within our garden design for both humans and animals! We planted potatoes, herbs, strawberries and raspberry plants. Some of our children were also inspired to grow tomatoes in their class greenhouse for later use at the party picnic our school will be running in June.

Our children came up with the idea of making our garden wildlife friendly by adding a bug hotel around the structure of the palette and by including wildlife friendly plants for butterflies and bees. We were delighted to see some visitors already making use of the garden, with bees busy pollinating and slugs busy munching! We also had a huge cheer from some of our children when they discovered a ladybug in the garden. One child said, "This is the first ladybug I have seen in my life!". A cherished moment.



Now that our garden has been created, we don't plan on stopping there! In fact, this Pocket Garden design will become a permanent feature of our garden. Our Primary 3 children are currently in the process of creating story stake cards, which can be seen from the design to reality images, to spread around the garden. When a person enters the garden, they can follow the story trail leading them to the friendly tiger at the top! We are currently in the process of planning the implementation of a sensory garden, which was inspired by our team's hard work in the Pocket Garden design.

It was an absolute delight to witness our staff, children, families and wider community come together to create this wonderful design, it really was a team effort and would not have been possible without the incredible, inspirational design brief from Keep Scotland Beautiful and from all of our partners contributions.

To see our children immersed in marrying together the beauty of a Pocket Garden design with biodiversity was invaluable. Plus, the sheer delight of getting their hands mucky was an absolute treat! Taking part in the Pocket Garden competition has helped the children to develop their creative, planning and teamwork skills, as well as inspiring some budding gardeners among them. The children are rightfully proud of their garden and all the hard work that has gone into it.



St Margaret's School for Girls

Beelief

My garden's story is that you can make space and grow anything, even if you only have a small amount of space to grow things on. Take for example, living in a block of flats or in a crowded city. I chose this story because lots of people don't have much, if any space to grow plants which I think is a shame, because plants can help mental wellbeing and are good for cleaning your air. We tried to maximise the space we used to show this, by making the garden in a cross shape and using the bottom for planting and the top for hanging signs that don't take up space on the trellis.



I chose this story because during lockdown people had to stay indoors, away from parks and the like so most people created their own Pocket Garden in their house or focused on their garden outdoors, as they became a sanctuary away from the busy household.

This was also true for my family and we ate outdoors whenever we could. The box that the garden is in represents the window boxes that people used so often during covid.

The box itself is made out of Mr Howitt's fence that blew down during Storm Arwen. This just shows how, like my garden, trash can be made into treasure.

I chose the name because of the amount of belief and hard work that went into making the garden. I also chose it for the resilience and belief of the people in Scotland and the rest of the UK to get through the lockdown and Covid.

My garden is wildlife friendly because it has a variety of wildflowers and a pond that can be exited via a ramp that lets bugs and other creatures out and in. It also has a variety of bug hotels on the other side some of which are on the ground to allow bugs and other non flying insects to access it. The flowers are also chosen specifically for the attraction for pollinators.

My garden is separated into sections using signage. The side with the bug hotels and the side with the pond are wildlife orientated with a sprinkling of spring onion. The other two sections contain only edible plants, such as lettuce, herbs, beans, peas, chard, alpine strawberries and raspberries.

I reused a lot of materials to make my garden. Most of my containers are plant pots that were holding other plants before we hung them up. I used a lot of milk bottles and a few plastic bottles that were saved from being disposed of. For planting some of the ground plants we used old polystyrene fish boxes that were supplied by Wendy and Jim (our mentors). The signs are made out of cardboard that was going to be recycled in my house and some spare poly pockets we had lying around.



Wildlife area in full



Other wildlife side



One of the edible sides

After the competition has finished, my garden will become a permanent fixture and will be used as kitchen gardens and an area for the Juniors to put the plants that they grow yearly. I hope that the garden will continue to flourish as I progress through senior school and leave.

Lots of people volunteered and donated to make this garden come to life. We worked with local garden centres (Ben Reids, Dobbies, The Mains of Drum, Inverurie Garden Centre, Inverurie Homebase) to source materials and some plants. The St Megs community and staff all donated seeds and containers to keep the plants in and sometimes even plants themselves.

My friends in my class volunteered to help, which was greatly appreciated as we were nearing the end of the deadline and still had a lot of work.

Whilst creating my garden I learned that teamwork is key because without people coming and volunteering to help and/or donate this garden would not have been possible. Without the help of Wendy, Jim, Mrs Miller (who got me into the competition in the first place), my classmates, Mr and Mrs Howitt (Mr Howitt built the amazing frame with the materials that we supplied), my family and Mrs Wiederman the garden would not look like it is now. In fact, the idea wouldn't even have occurred to me.



Tinto Primary School

P1 Fairy tale Garden

Our garden is based on classic fairy tales. We chose our favourites and combined them into one garden, including The Three Little Pigs, Jack and the Beanstalk, Rapunzel and The Enormous Turnip. See how many you can spot.



Three little pigs bug hotel



Rapunzel's Tower



Goldilocks planters

In Term 3 our Primary 1 learners were learning about 'Fairy tales' as part of their class I.D.L topic. This was a natural progression and selection when we discussed the Pocket Garden project with the children when deciding upon a theme to use.

The classes have looked at lots of individual Fairy tales over the term bringing in huge amounts of learning including, literacy, numeracy and art. The children have been able to identify several elements taken from each Fairy tale and have had creative ideas on how we could build them into our garden. At the beginning of the planning stage, we had a collaborative planning session where the three classes met in the hall. The children were provided with drawing resources, Fairy tale books and paper and we simply let them identify any ideas they would like to use in the garden.

In our garden we have edible herbs in the herb garden, we have onions, leek, broccoli and cauliflower planted in the vegetable patch, sunflower seeds and of course our beans for Jack's beanstalks.



Rumpelstiltskin's spinning wheel



Elves and the Shoemaker wellies



Ugly Duckling bee water station

We have reused a pallet, canes, plant pots, rubble and timber from a building site, straw from a local pet shop and an upcycled bike wheel from a local bike shop. The children built every part of the garden themselves (with a little adult guidance where needed).

We have worked closely with lots of the local community, we have had donations from builders, bike shop and a pet shop. We had plants gifted from Pollok Park Rangers, which we were able to plant in our garden. Our local Morrisons Community Champion, donated some flower, herb and vegetable seeds, which we were able to grow in class then move them outside into the garden.

After the competition has finished the garden will remain on the Infant balcony where all the classes will be able to enjoy it daily through summer and beyond.



Wallace Primary School

Superworm

The Wallace Primary School Pocket Garden tells the story of Superworm by Julia Donaldson. The children chose Superworm because they felt that many of the characters in the book such as worms, spiders, birds, bees and butterflies are wildlife that would be attracted into their garden.



The children have made their design wildlife friendly by incorporating a bug hotel, wormery, bee & butterfly friendly plants and a water feature for wildlife to drink from.

The design has many edible plants included such as nasturtiums, violas, chives, beetroot, lettuce, peas, radish, strawberries, spring onions, cress and sage. It's amazing how many different edible plants can be grown in one container.



Recycled bug hotel



Hip hip hooray for Superworm!



Lots of tasty things growing

The Pocket Garden is built reusing many materials such as using an old fence for the planter, old bottle for the wormery, a broken branch to support the peas, old pair of tights filled with soil to create our cress Superworm and newspaper pots to grow our seedlings. The bug hotel was built using wooden off cuts and found materials in the playground. The water reservoir was made from guttering to create water for wildlife to drink from and stones were upcycled as characters from the book to create bridges for the wildlife to drink from and cross over the water.

The children have used our local community throughout this process. Parents have donated materials such as empty bottles, and an old fence. All our plants have either been grown by the children or donations of seedlings from the local community.



Wallace Primary School
Nursery - P4
Superworm
by Julia Donaldson

- We will make Superworm out of old tights, soil, seeded with cress which is edible and he will wind round the side of the tyre.
- We will paint the words from the book Superworm is super-long, Superworm is super-strong, Watch him wriggle! See Him Squirm!, Hip, Hip, Hooray for SUPERWORM!
- Our bee friendly flowering plants, water, soil and bug hotel will help attract all the characters from the book such as bees, snails, birds, bugs, spiders and of course SUPERWORM!!!



- Reuse an old large tyre currently in the playground for the outside of our garden.
- Water reservoir around the inside of the tyre for wildlife to drink from.
- Bug Hotel at the back of the tyre to attract wildlife made from old pallets, twigs, bricks, broken pots
- Wormery made from a recycled clear juice bottle.
- Twigs to make a tower for peas to grow up.
- String from the twig tower to the wormery to create Superworm the swing from the book.
- Wild flowers in front of the bug hotel to attract bees.
- Edible flowers trailing over the tyre such as nasturtiums.
- Lettuce, Radish, Chives, Parsley, rocket and strawberries growing in the centre of our tyre. Bees love chives plus we can eat the chives.
- Stones for wildlife to hide under.

Wallace Primary School

Gangsta Garden

We have chosen to base our miniature garden on the theme of the story Gangsta Granny by David Walliams. When discussing ideas the children in the Eco-Committee shared a number of themes and ideas. We shared these and the group could all connect with the story of Gangsta Granny and that they would like to create their very own Gangsta Garden.



In the story of Gangsta Granny, the main character does not enjoy spending time with his gran but then he reveals some secrets and the pair venture on exciting adventures together building a strong relationship.

The children believed that many people do not see the hidden wonders of nature and often think of it as boring. They could see the connection with gardening and Gangsta Granny and wanted to share the wonders that gardening can offer and sometimes you have to look a little closer to see the jewels of nature. The plan that the children have designed features lots of small areas, each with a hidden gem – just like the hidden gems within the Gangsta Granny story.



Buggingham Palace



The London Eye



River Thames

The children highlighted parts of the book and brought this to life within the garden, including:

Grown Jewels: The centre piece of Gangsta Garden is the Grown Jewels as this is the main focus in the story. The story is based in London therefore we have planted roses in our Grown Jewels as these are the national flower of England. These will attract animals and the children thought that bees can steal the nectar like granny stole the Jewels. The roses (edible) have been planted in a recycled tyre.

London Eye: As a key tourist attraction we wanted to have a feature where animals e.g. birds could visit to perch and enjoy our garden. This has been made from twigs and feature recycled juice bottles.

Buggingham Palace and the Palace Gardens: Gangsta Garden features a bug hotel – Buggingham Palace. Visiting the palace is a key feature for the main characters in the story and this will be a main visiting place for bugs in our garden. Buggingham Palace has been made from recycled plant pots and filled with pinecones, straw and twigs.

The palace gardens has been planted with edible plants (nasturtiums, pea plants) which would create an attractive place visiting place for bees.

Cabbage Patch: Granny in the story loves cabbage and makes a variety of meals using cabbage as the base. We have grown cabbage and plan to replant it in our school garden to allow us to use it in our cooking classroom to share the possibilities of how we can use cabbage in recipes.

Bugscuit Tin: Granny's jewels are hidden in the biscuit tin so we have planted our own jewels – basil, peas, peppers. These will attract insects as well as being used in the cooking classroom when preparing meals.



Path of Jewels



The Crown Jewels



Cabbage Patch

Path of Jewels: Stones have been placed to separate sections of the garden. Stones in a garden represent the jewels from the story. Stones are jewels within a garden because they provide a habitat for many bugs and creatures. The plants in the garden will be replanted within our nature garden (if we can stop our school bunnies from eating them). The bug hotel and water feature will be added to the nursery garden to allow the children to continue to explore nature.

The cabbage, vegetables and herbs will be used within the cooking classroom or as part of play for the nursery children.

The children have learned how to nurture and grow plants. They understand more about which plants are edible and how they can create an environment which is suitable for bugs and mini beasts. Through growing and cooking their own vegetables the children will learn how they can reduce their carbon footprint by growing and cooking their own food.

The children in the school Eco-Committee have taken responsibility for the garden and we have been supported by community groups who have donated plants. Families have donated recycled items.





Whinhill Primary School

Sgeulachd nan Coinneach Coimha
The Tale of the Flopsy Bunnies by Beatrix Potter

Our garden tells The Tale of The Flopsy Bunnies. We chose this as it reminded us of the exciting day when we watched, astonished, as four baby rabbits popped out from under our potting shed. Our class is the Gaelic P1-3 and all the Beatrix Potter books have been translated into Gaelic, so this worked for us too.



The Flopsy Bunnies

Mini compost bins

Hand sewn sacks

Our school building is surrounded by our own large areas of uncultivated ground with a variety of wild-flowers that attract bees, moths and butterflies. We aimed therefore more at planting in our Pocket Garden the sort of vegetables growing in Mr McGregor's garden in the story. We planted carrots, lettuce, Swiss chard, tomatoes and courgettes. We mixed in, for colour, calendula, nasturtiums and strawberry plants, all of which have edible or herbal uses.

Gaelic Primary 1-3 set aside one afternoon a week to grow our plants and to make the items such as miniature recycling bins, the sacks for pot-holders and the painted plastic cartons surrounding the pallet, and most importantly of course, to make our 6 bunnies. Gardening, crafting, sewing and working together made for fun afternoons while also learning new skills.



Lots of recycled tubs



Garden wheelie bins



Something tasty is growing in this sack

We had kept our pallet from last year's Pocket Garden and filled it with grape hyacinths for spring. We then lifted the bulbs (and kept them), renewed the soil, added compost from the local recycling centre, made improvements to the structure using bits of broken pallets, painted it and then planted up. We had lots of vegetables to spare and they are now in our garden plot. Our Pocket Garden will be there all summer and reused for bulbs over winter.

We love our bunnies and our hand sewn sacks, but mostly we're just proud that we made a brand new garden from all the old things we found, and are thrilled with how well our plants grew from seed.





Colneach

გერგადი

lusan

გერგადი

Crogo in
silich

luchag-chaille

Nearag

leiteis

Windsor Primary School

Freddie and the Fairy

Our primary department within the school consists of 8 children ranging from primary 1 to primary 7. All of the children are deaf and decided they would like to base our garden on the story, 'Freddie and the Fairy' by Julia Donaldson and Karen George.

Raising Deaf Awareness is at the forefront of everything we do, as the staff and children strive to ensure all learners have full access to the curriculum, a variety of experiences and daily communication. This story highlights some simple strategies in an imaginative way which may be appealing to both adults and children as they share stories together.



Our garden is wildlife friendly as we have created a bug hotel, a bird bath, bird feeders and planted calendula and pansies which will attract bees and butterflies to the garden. We also chose those flowers as they are edible, along with the potatoes, carrots and strawberries we planted.

We reused pallets, a tyre, pieces of wood from our workbench, logs, sticks and stones from the woodland area nearby. We also reused plastic bottles and hose pipe, planters and a watering can, a pair of child sized wellies and fabric from our craft table. A parent very kindly donated animal bedding and we reused a pair of sample hearing aids.



The fairy comes to life



Starry wands



Nice day for a bath

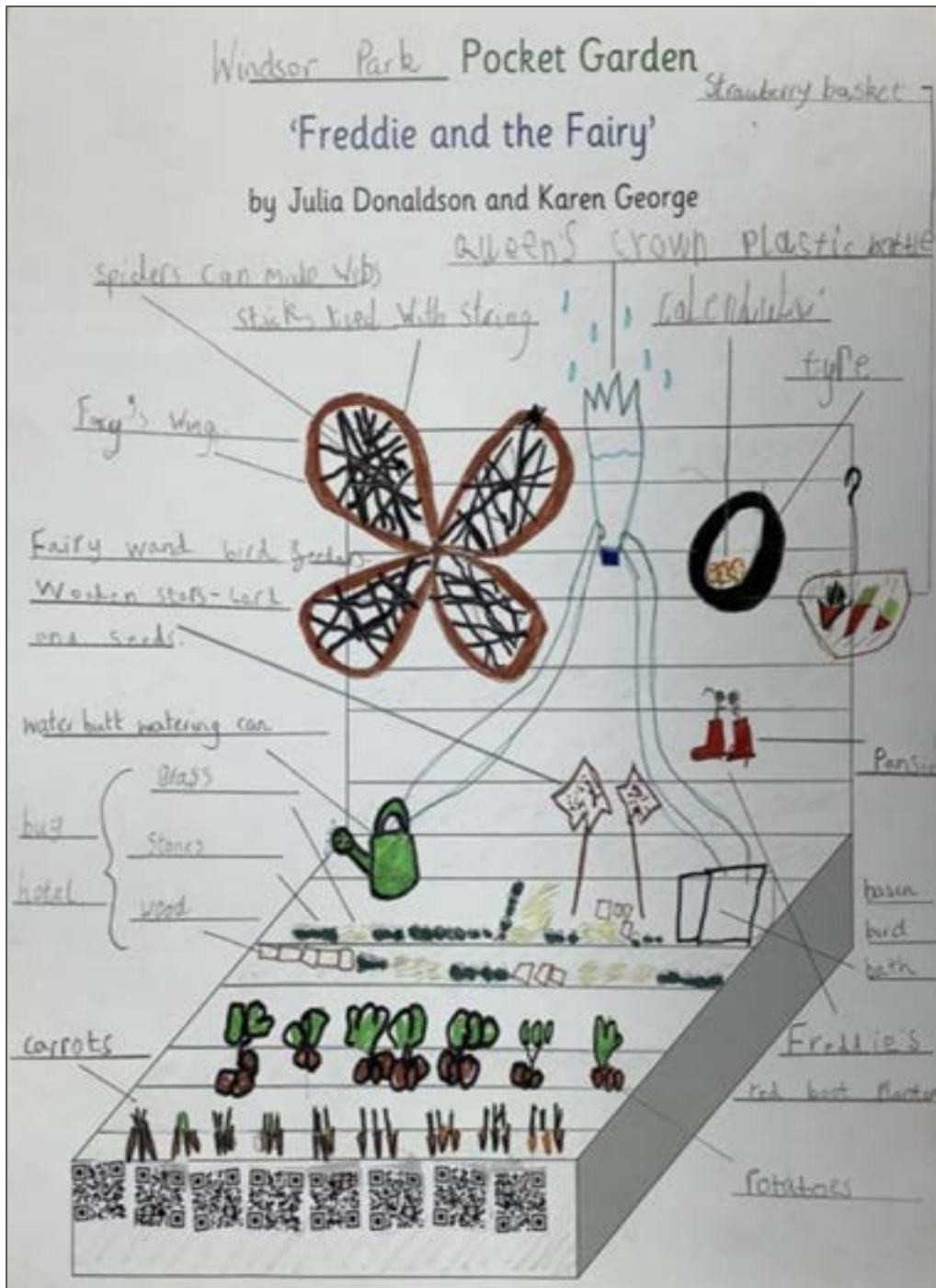
Learning has taken place within a range of curricular areas; literacy, numeracy, health and wellbeing, technology, science and art. Lots of the children and staff were unaware of flowering plants that were edible so that was learning for us all! Developing speech, language and communication is a key focus within our school and the Pocket Garden created so much opportunity to develop this language as the children shared ideas, thoughts and opinions and created their garden from the original design.

We have strong links with Forth Valley Sensory Centre and were very fortunate to receive some planting and growing advice from one of the gardeners there. We also have strong links with our neighbouring mainstream school, Bantaskin Primary and were able to ask advice from their volunteer gardener too.



When the competition has finished and our plants are ready to harvest, we plan to use our produce to cook and bake. This will create an enterprising opportunity as we invite parents and stakeholders in to enjoy our recipes.

We wanted our garden to help in sharing strategies for Deaf Awareness. These strategies can be found in our QR codes, within the video presentation and also within the story which inspired our design. We hope this message reaches lots of people as we grow and learn to communicate effectively with others.





We support the Sustainable Development Goals.

Keep Scotland Beautiful is your charity for
Scotland's environment. We work with you to help
combat climate change, tackle litter and waste,
restore nature and biodiversity and improve places.



T: 01786 471333 E: info@keepscotlandbeautiful.org



www.keepscotlandbeautiful.org

