



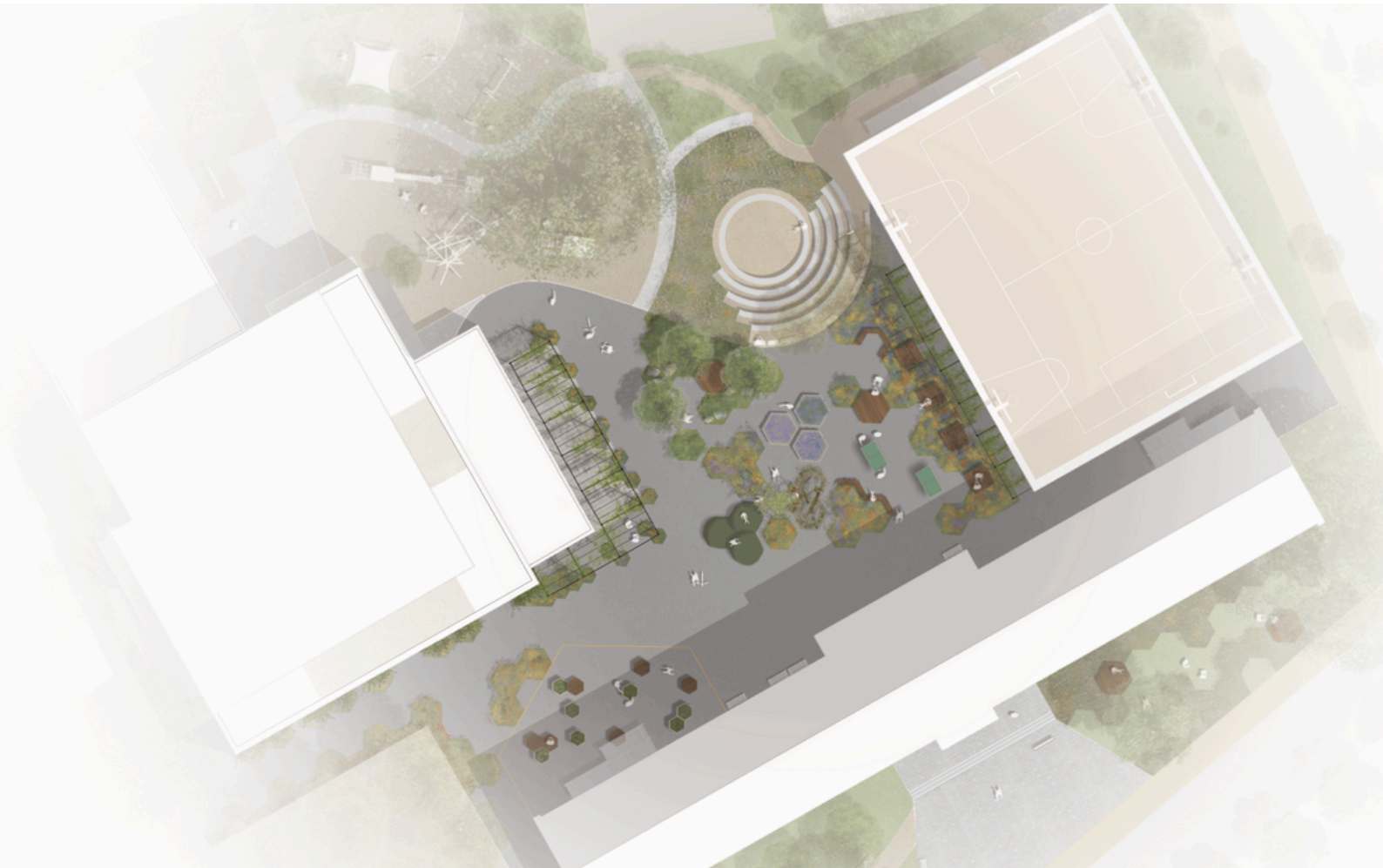
DRESDEN
INTERNATIONAL
SCHOOL

PROPOSAL

CAMPUS GREENING & SUSTAINABILITY
EDUCATION PROJECT



ABOUT THE CONCEPT



COLLABORATION WITH THE TU DRESDEN

The concept was developed collaboratively between students of Dresden International School, who provided ideas for improvement of the school yard and Lena Hutter, a student at the Technical University Dresden. She created this concept to:

- Reduce campus heat retention as a climate mitigation strategy
- Provide opportunities for sustainability education and active learning
- Increase campus biodiversity
- Increase access to green spaces and areas for relaxation

The concept includes removing areas of asphalt to plant directly in our school yard, facade greening and raised planters for student participation and service learning.

Given the modular nature of the concept, we can implement it **in stages** and build **opportunities for sustainability education** into each of the phases. The total cost of the project is about 300.000 EUR and can be partly subsidized by the SAB (facade greening).

ABOUT THE CONCEPT

FACADE GREENING: BUILDING B AND SPORTSHALL



Visualisierung der Fassadenbegrünung an der Südseite von Schulgebäude B. Aufenthaltsqualität des Cafeteria-Außenbereiches.



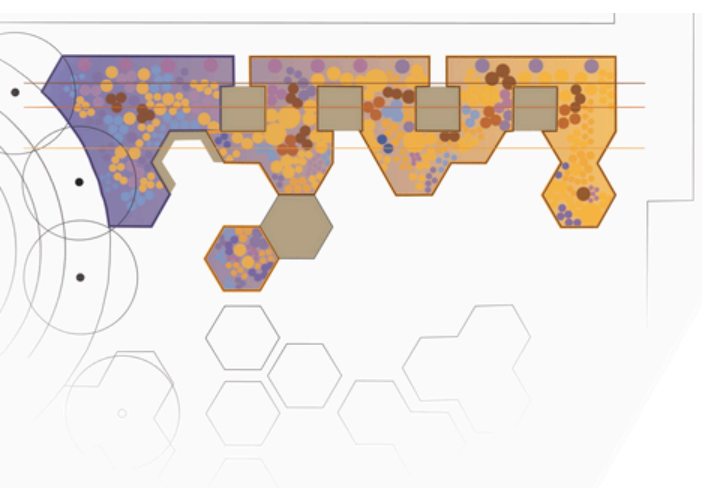
Visualisierung der vorgelagerten Fassadenbegrünung mit Laubengang an der Sporthalle. Kühlen der Sporthalle und des Hofes und Ersatz der Jalousie.

CAFETERIA PERGOLA AND HANGING PLANTS



Visualisierung der Pergola vor der verglasten Cafeteria. Qualitätsvoller Außenbereich der Cafeteria und Nutzen der Pergola für verschiedene Zwecke.

PLANTED AREA NEAR SPORTSHALL



Verortung des Vertiefungsbereiches. Pflanzfläche an der Spo

RAISED BEDS



Kreativer Bereich für das selbstständige Gärtnern und Arbeiten mit Pflanzen. Mobile Hochbeete und Holzdecks zum Arbeiten und für den Aufenthalt. Die Holzdecks dienen gleichzeitig als Stauraum für das benötigte Werkzeug.



Vorgehen der Pflanzung: Aufbrechen des Asphalts in Wabenform. Befüllen der Pflanzgruben mit Substrat und Pflanzen. Nach einer Weile entsteht ein buntes Blütenmeer im vorher grauen Asphalt.

ABOUT THE CONCEPT

CONNECTIONS TO THE SUSTAINABLE DEVELOPMENT GOALS



Target

4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

CONNECTIONS TO SUSTAINABILITY LEARNING



Depending on the Grade Level, this project relates to the following standards for Education for Sustainability (Cloud Institute):

Standard B - RESPONSIBLE LOCAL AND GLOBAL CITIZENSHIP

7. Demonstrate individual and collective respect for themselves and the Commons.

Standard D - SUSTAINABLE ECONOMICS

7. Envision how their choices as individuals and as members of school, family, club, neighborhood, business, town, and prospective professional communities can contribute to the viability of a sustainable future.

Standard E - HEALTHY COMMONS

1. Define “The Commons” in their own words and in relation to their own experience. Distinguish between the concepts of public, private, and common and provide examples of how the latter can overlap with the first two.

3. Identify several examples of Commons in their school, town, and in the world and explain how those Commons function – i.e., the rules for access and use and who or what enforces them.

4. Research healthy Commons locally and/or globally and compare and contrast the various ways people use, protect, and care for them.

Standard F - NATURAL LAWS & ECOLOGICAL PRINCIPLES

3. Provide examples of the ultimate dependence of humans on our shared natural resource base for life, sustenance and a suitable quality of life (e.g. food, shelter, health, aesthetics, etc.).

7. Make a case for why global citizens should understand the basic natural laws and principles including:

b) the basic principles of ecology

f) energy flows

i) photosynthesis

Standard G - INVENTING & AFFECTING THE FUTURE

6. Demonstrate the habit of turning problems into opportunities to make positive change.

7. Make a contribution that solves more than one problem at a time and minimizes the creation of new problems. (Create value.)

Standard I - STRONG SENSE OF PLACE

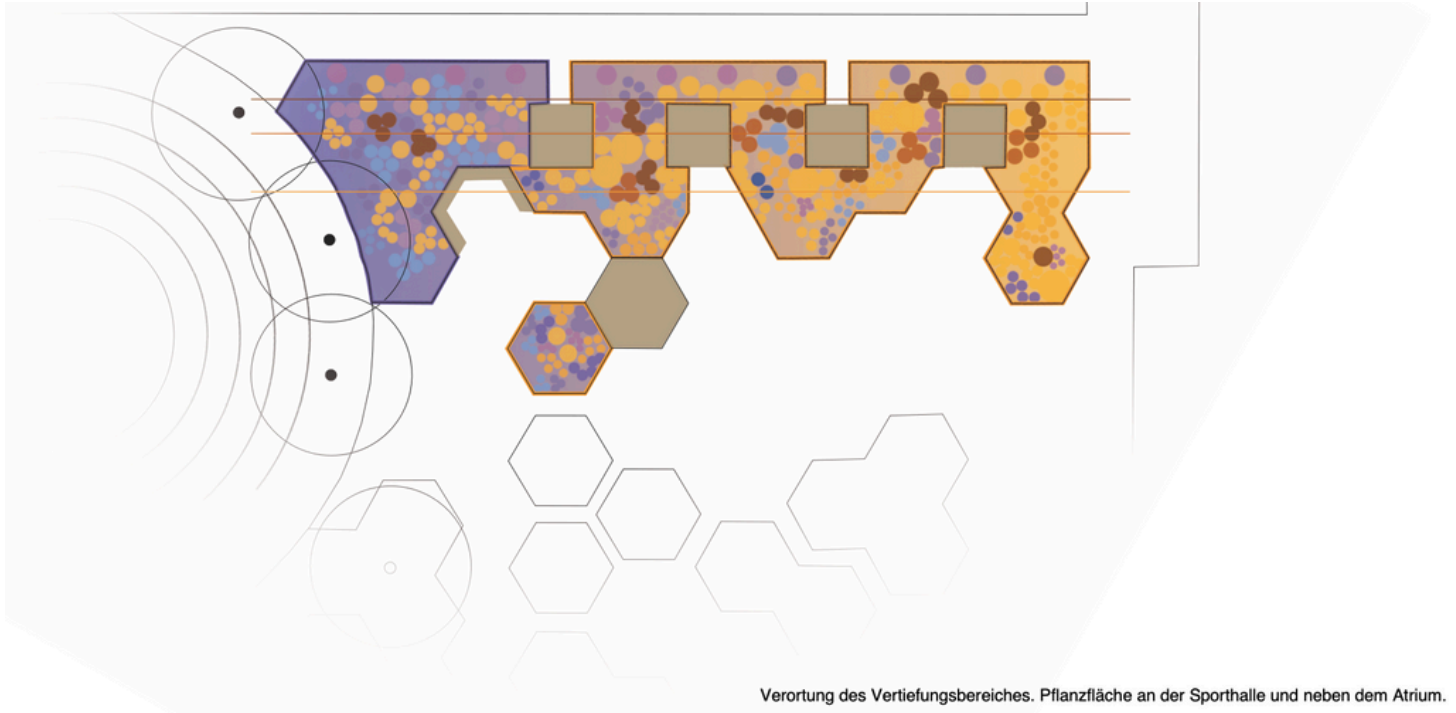
Developing Our School as a Green School

27. Design, plan, implement, and assess green school initiatives.

FIRST PROJECT

SUMMER 2024

PLANTED AREA NEAR SPORTSHALL



This first project will enable **sustainability learning** through the following:

- Learning about the concept of a **“commons”** and how soil, water and air are commons in our school environment
- Learning about **soil health and planting** directly into the beds to begin the project (August 2024)
- Learning about **natural cycles and waste management** through introduction of classroom composting system. Students will take care of the plants, ensuring they have sufficient nutrients through natural fertilizers and soil management.
- Learning about **biodiversity** through for example biodiversity audits or opportunities to explore interactions within the planted space (plants, insects, worms, birds, etc.)
- Learning about **habitats and interdependence** of living things within an environment.
- Learning about the **carbon cycle** and how plants enable **soil to trap carbon**, thus reducing the effects of **global warming**.
- Learning about the **“albedo effect,”** the notion of how cities can be **heat islands**, and **mitigations** against this.



YOUR CONTRIBUTION MATTERS

BECOMING A GREEN SCHOOL

Your support of this project enables us to work towards becoming a green school.

Having students view their physical environment as a place to learn about sustainability and take action is key to this.

This project has been student-informed and reflects their aspirations and needs as a community of young people facing a world of global challenges.

THANK YOU