

-15 min set-up (all materials are in the Science Lab)

-15 min Inside Introduction

- 5 Outside Centers, 15 min each

-15 min Inside Conclusion

-Clean up & put away materials in the Science Lab

Introduction – All About the Garden

Focus: Students spend time out in the School Garden preparing their Grade Plots and learning all about the wide variety of life that calls the garden home, specifically: butterflies, worms, seeds, and, the tracks and traces that other life may have left behind, in and around the garden.

Garden Safety/ Expectations: All Centers are intended to be out in/ and around the School Garden. Please review Garden Safety with the class before going outside.

- Garden Time is not recess, but an extension of class time.
- We must be respectful and not run or be loud. We'll learn about all the animals that call the garden home. If you are quiet and respectful you'll see way more in the garden: bugs, birds, and bunnies.
- We can walk on pathways. If its your garden then you can walk on the stepping-stones, but we should not step on the soil or plants. Plants don't like to grow in hard, compacted soil. Worms don't either.
- We can smell and listen and look at what's growing. There will be lots to touch, but wait for the grownups to show you what can be touched and how.
- Its great to get your hands dirty, but don't throw dirt.
- The fence is not strong enough to be climbed or hung on.
- The water should be conserved and only used if needed. The water will not be turned on my Jeffco until after the last estimated frost date.
- The tools are sharp: shovels and rakes. They are not toys. They are used to help us dig and prepare the soil. When finished with the tools they should be cleaned off and put back where they were found.
- Ask lots of questions. Don't forget to use all your senses. Have fun!
- Volunteers – The garden is full of distractions; embrace the interruptions. They are probably teachable moments.

Opening Questions: You may wish to ask **a few** of the following questions to introduce the topics

- Why are butterflies important to gardens? (they can make us happy, pollinators).
- Why are worms important to gardens? (They eat leaves and grass and turn it into things plants can use. They make burrows that help increase the amount of air and water that gets down to plants roots. They are like free farm help)
- What animal tracks might we see in our neighborhood? (Deer, dogs, coyotes, birds, cats, snakes, insects, etc.)
- What other traces do animals leave behind that provide hints about their lives? (food remains, scat, fur/feathers, shed skin, abandoned shelters/nests)
- Where do seeds come from? (In flowering plants, the seeds are inside of fruit. The fruit forms after the flower is pollinated) What do seeds need to germinate? (water, warmth, food stored inside itself)? What do plants need to grow? (water, warmth, nutrients from the soil, and light)
- What is pollination?
- If you will be releasing the class butterfly today, you might want to discuss where and how you should release the butterfly. See the materials from Insect Lore in the Introduction Center Box.

Inside Puppet Show (Optional): Life in a Field

It all about the animals finding good habitats: food, water, shelter, and a place to raise a family.

ELF Intro/Concl Bin

- 6 puppets
- ELF Puppet Theatre
- Scripts

Activities

It is recommended that you take the whole class outside after the Introduction. Then break into groups based on the number of volunteers. Volunteers can run their centers in and around the garden. There are a few picnic tables that can be used. Center 5 will be in the Class's Grade Plot. See the Plot Map, separate document. If you only have 4 volunteers you can decided if you double up two centers, or you can skip one of the centers. If the weather does not allow you to have all Centers outside you may still decide to have Center 5 (planting) outside. The other Centers could be inside if necessary. There may be some cases that the weather really does not cooperate and you have to skip Center 5. If you were all outside you can release your Class Butterfly in the garden at the end of the last Center.

Center 1: See Inside a Seed

Objective: To examine the individual parts of a seed. To understand where a seed comes from and what it needs to grow.

Start by giving each student a hand lens and pinto bean that has been soaked overnight. (***Be sure to have the volunteer soak the lima or pinto beans overnight!***) Ask them about the bean – Is it a seed? How does it grow? Show them how to open the seeds carefully (they fall apart, so you must be gentle!). Ask the students to see if they can find out how a seed turns into a plant. Discuss the different parts of the seed: seed coat, cotyledons, and embryo. Use the diagrams to help students identify the various parts and their functions.

Seed Coat: hard layer that protects the inside of the seed. It lets water get through the top hole to help the plant grow. Water makes the coat soft and splits it as the seed gets fatter.

Cotyledons: store food for the baby plant. They occupy most of the inside of the seed. When the plant grows, the cotyledon becomes leaves and fall off when the baby plant grows its own true leaves.

Embryo: the baby plant looks like a little stub on the inside of the seed. It is the part of the seed that grows into an adult lima bean plant.

Next, investigate the corn kernel. How is it similar to and different from the lima bean (monocot or dicot)? See if you can work as a group to identify parts of the corn kernel that serve the same function as the lima bean parts. You can find bean diagrams in some of the. You might want to bring in other interesting seed containers like green beans, pumpkins, etc.

Then, give each of the students a small pile of the 15 bean soup mix. Let them observe the different kinds of beans.

Discuss the life cycle of a seed. What does a seed need to grow.

There are several books that can be used for additional information.

Kindergarten Only – Kindergarten will be planting a seed in a cup. It is recommended that you do this activity first, and then if there is additional time go over the parts of a seed from above. First have the Kindergarteners decorate a clear plastic cup with stickers and write their name on a popsicle stick, provided in the Center Box. Ms Grauer's Class will be using disposable peat pots to plant in, but they will also have have a plastic cup to decorate with stickers. Make sure to have each student's name on their cup and a popsicle stick to stick in their cup.

Next have the Kindergarteners fill their cups with pre-moistened potting soil, provided. Then have them each gently press 2 to 3 seeds (marigolds and sunflowers) into their soil, stick their popsicle stick label in the cup, and use the spray bottle to water their seed. Put the planted cups on a tray and bring them back in the classroom, to be placed under a grow light in the hallway.

ELF Center 4 Box

- Pinto beans (soaked overnight)
- Pinto seeds (germination process begun in wet paper towel)
- Corn kernels
- Laminated Diagrams
- 15 bean soup mix
- Life cycle of a seed
- Monocot vs Dicot
- Library Books

Kindergarten Only

- Cups
- Premoistened potting soil
- Seeds
- Popsicle Sticks
- Spray bottle

Center 2: Butterflies, one of Nature's Pollinators

Objective: To learn the different life stages butterflies and to understand how they help pollinate.

Butterflies belong to the insect order, lepidoptera, which means "scale wing" from the Greek words, 'lepis' (scale) and 'ptera' (wing).

Review the life cycle of a butterfly. Explain the term "metamorphosis". Metamorphosis is the process by which an insect changes its body form from the egg stage to that of a mature adult. ("Meta" = change; "morph" = form/shape; "osis" = process). There are several books provided.

Complete Metamorphosis – Consists of four stages: **egg, larva, pupa and adult**. Moths, butterflies, bees, wasps, ants, beetles and flies are examples of insects that go through complete metamorphosis (87% of insects go through complete metamorphosis). The **egg** hatches into a **larva**, which does not look like the adult. Larva is known as a maggot (flies), grub (beetle) and caterpillar (butterflies and moths). As the larva grows, it molts several times, until, having completed its growth, it enters a resting stage called the **pupa**. While in the pupa stage, the larval cells begin to die and clusters of adult cells are stimulated by hormones into growth – causing the body to be reorganized. The **adult** emerges from the pupa case ready to reproduce.

Other insects go through an **Incomplete Metamorphosis** – Consists of three stages: **egg, nymph and adult**. Grasshoppers and cicadas are examples of insects that go through incomplete metamorphosis. A newly hatched **nymph** most often looks like a miniature version of the adult, but it is wingless. For some insects, such as dragonflies and stone flies, the young look quite different from the adult. The growing nymph usually molts several times, shedding its exoskeleton after having grown a new larger one underneath it. After its final molt, the insect emerges as a mature **adult**, generally equipped with wings.

Discuss pollination and the parts of a flower, see the provided diagrams. Pollination is part of the reproductive cycle for flowering plants. Most of our food relies on pollination. Does any of our food not rely on pollinators? Some grains like corn and wheat are wind pollinated. Others, like tomatoes are self pollinated. Discuss all the different foods that need pollinators (most of our fruits, vegetables, grains, even meat and dairy since the animals eat grass). Butterflies aren't the only pollinators. Review the various types of pollinators.

Give each kid an envelope of wild flower seeds to plant at home. Encourage them to plant flowers to help support butterflies and other pollinators.

Identify the parts of a butterfly. If you have a Class Butterfly you can let the students carefully observe it inside the mesh habitat. You can release the butterfly after the last session, before everyone goes inside.

- Exoskeleton – insects do not have a backbone – their exoskeleton is on the outside of their bodies.
- Three different segmented body parts: head, thorax and abdomen
- Antennae – all insects have one pair of antennae which is used to sense their environment, similar to our sense of taste. The antennae is also used for balance while flying. They can use their antennae to determine which plants are producing nectar.
- Proboscis – siphoning, sucking mouth-part. Butterflies use it to suck up nectar, and it can coil up under its head when its not being used.
- Six jointed legs They have receptors on their feet that allow them to "taste" if its food or not.
- Wings – insects are the only class of Arthropods with wings. Butterflies have 2 sets of wings.

Center 2 Box

- Life Cycle Wheels
- Complete Metamorphosis
- Summary of Insect Characteristics
- What is Pollination
- Flower diagram
- Different types of pollinators
- Parts of a flower felt parts
- Parts of a Butterfly
- Felt Butterfly Life Cycle and Butterfly parts
- Felt Board
- Envelopes with flower seeds for each student to take home.
- Library Books

The forewing and the hindwing

- Eyes – butterflies have compound eyes. They have a wide field of vision and can see simultaneously in every direction, but their eyes don't focus. So everything is a blur. They cannot see red light, but they can see UV light, which humans cannot. UV light is what causes sunburns in humans, but since many flowers have UV patterning, butterflies can "see" where the nectar is. Butterflies tend to be drawn to white, which they see as a bright glow.

There are several books that could be read or flipped through for additional information.

Kindergarten to 2nd Grade (optional) – Younger classes (or any class that wants to) has the option of doing a simple butterfly craft if time permits. They can use the paint pens to decorate a coffee filter. Use the coffee filter, clothes pin, and a pipe cleaner to create a butterfly. See the example.

Center 3: Tracks and Traces / Who else lives around the garden?

Objective: To examine and identify tracks and traces of animals that live in and around the Garden.

Have the students sit closely together with the large laminated sheet laid out. First, ask the students what can be learned from animal tracks. (Habitat, size, weight, type of animal, behaviors, manner of movement) Where are tracks found? (Mud, damp sand, snow)

*****Also, discuss other animal traces such as bird nests and snakeskins - see examples. Be very careful with the examples*****

Take a look at the rubber molds and casts from the Colorado Division of Wildlife (CDW). Give each student a rubber "track" and have him or her guess to what animal the "track" belongs. Most of the tracks have casts of feet to go with them. Have each student try to find the "feet" that go with their track. Allow the students to examine all of the tracks and feet. You may want to have them categorize the tracks based on number of toes, size, kind of animal, etc. The tracks are labeled on the backs as to which animal they belong.

Other Traces: Ask the students what other kinds of traces animals might leave behind. Other traces include shed skin or fur, feathers, scents, partly eaten foods, nests, and scat (animal droppings). What can be learned about animals from different kinds of traces? What traces do the students themselves leave behind? (Foot tracks, toys, writing, trash, dirty clothes, etc.) Have the students examine the samples included in the CDW supplies. They will find samples of real scat, rubber scat, chewed bones (chewed to obtain the minerals in the bone), chewed sticks (for food and construction material), and porcupine quills. Each trace sample is labeled and may have a short description with it. You could have students match the rubber scat to the animal track. In addition, there are samples of shed snake skins and birds' nests. **Please ensure the students are very gentle when handling these traces.**

Use the provided Scavenger Hunt to look for Tracks and Traces in and around the garden. There are clipboards and laminated sheets.

You could discuss why there is a fence around the garden. What is the garden fence trying to keep in or out?

There are several books with additional information.

Animal Track Rubbing Plates (Optional activity): There is a set of animal track rubbing plates for the students to use. Each rubbing plate includes a picture of the animal, its track and tracking pattern. Have the students select rubbing plates to use. Tip: Tape down the corners of the rubbing plate to prevent slips while rubbing. Lay a sheet of white paper on top of the plate and rub with a crayon to get the animal and its track and tracking pattern. As the students are working on the rubbings ask them questions on how the animal moves. Each rubbing plate has related information printed on it.

Center 3 Box

- CDW rubber molds and casts of various animal's feet
- CDW traces
- ELF bird nests
- Snake skin
- Scavenger Hunt
- Clipboards
- Felt erasers
- Dry erase markers
- Animal track rubbing plates.
- Crayons
- Plain paper

Center 4: Worms and Decomposition

Objective: *To learn about how earthworms are beneficial to our soils. To observe and learn all about earthworms.*

Discuss earthworm anatomy. See the diagram. Earthworms don't have lungs, but they do breathe through their skin. They can survive in water if there is enough oxygen, but they will drown if there is not enough oxygen in the water. They excrete a mucus for their skin to stay moist, but if they dry out they will suffocate. They don't have eyes, but they do have receptors on their skin to help them detect light. Earthworms are hermaphrodites; each worm has both male and female reproductive parts.

Earthworms are very beneficial to soil and plant health. Their burrows allow water to get into the soil and loosen up the soil for roots to grow more easier. Earthworm castings are full of nitrogen, which is a key nutrient for plants.

Give each kid a paper plate and an earthworm to examine with a magnifying glass. See if they can identify the parts of an earthworm.

If there is extra time, use the cardboard tray that is covered on one side and use the provided experiment to determine if the earthworms prefer light or dark conditions or wet or dry (using a moist paper towel).

There are additional books that discuss the importance of earthworms and vermiculture. Vermiculture is the practice of producing compost by keeping and feeding worms. The worms are fed a mixture of vegetable waste (green materials) and bedding materials (brown materials). The worms eat the organic materials (greens and browns) and breakdown the materials through their digestive process. Their castings or manure (feces) is a nutrient rich organic fertilizer.

Discuss composting. What is composting? Why would you want to compost? Currently, Jeffco does not allow their schools to compost in their gardens. They are concerned it would attract wild animals. However, they are doing research tests now at some pilot schools. In the coming years we may be able to compost at Shelton.

Snack Time (Optional): You may want to suggest to the teacher beforehand that kids bring their personal snack (brought from home) out to the garden to eat at the end or beginning of Center 4. If the water is on they could rinse their hands under the spigot. There is some hand sanitizer in the Center Box.

Center 4 Box

- Live earthworms
- Earthworm observation
- Spray bottle
- Magnifying glasses
- Paper Plates
- Earthworm anatomy
- Cardboard examination table
- Paper towels
- Vermiculture summary
- Composting Summary
- Hand sanitizer

Center 5: Preparing and Planting the Grade Plots

Objective: *To allow the students to get their hands in the soil to prepare their Grade Plots. Each grade has a slightly different plan for their Grade Plot. The Grade Plots should be marked with signs. Also, below is the Plot Number for each Grade Plot. There is a Plot Map in the Information Box at the Garden Entrance. If you are unsure which Grade Plot you will be working in, please confirm before your scheduled ELF time.*

Kindergarten – Fairy Garden

Each Kindergarten Class (Imo, Miller, Grauer) has a separate small, raised bed, Plots B, C, and D. Each class will be making a Fairy Garden in their plot. There will be some materials in the Center Box: rocks, shells, moss, plants to be planted (some frost hearty herbs and flowers), seeds.

Volunteers are encouraged to bring in additional materials and decorations from home that could be used in the Fairy Garden. There are some photos of example Fairy Gardens in the Center Box, but there is no right or wrong answer on how you fill the space.

It is recommended that you spend the first 5 minutes making a plan with your group. Show them how much space they have. Keep in mind you will have 5 groups (or the number of volunteers) rotating through this Center.

The next few minutes could be spent pulling any unwanted weeds in their space. There should be hand tools in the Center Box. Additional tools should be in the Garden Shed, Comb 3377. And, then use the remaining time to create their Fairy Garden with available supplies.

1st Grade – Vegetable Plot/ Square Foot Gardening

1st Grade has the same plot as last year, Plot 19. They are growing a variety of vegetables and flowers from seed inside.

The 1st Grade Plot will be prepared before Wed, May 8th by Garden Club. The soil should be amended, weeds pulled, stepping stones laid down, and 4 planting areas created with square foot blocks marked with string. Each class will only be planting one quarter of the plot with the seedlings they are growing from seeds indoors.

There is a seedling spacing chart in the Center Box with approximate spacing for various plants. Discuss with the students the reasons why some plants need more space than others. Each of the 4/5 groups in each class will need to decide which are the healthiest of their seedlings. There probably won't be space for all their seedlings. But, any extra seedlings can be donated to other Grades that did not start seedlings inside. Seedlings are labelled with popsicle sticks. Lay out what will fit in your space. Refer to the planting guide for how to carefully plant the seedlings in the ground. Take time to review it with the students. Make sure to label everything you plant with the provided popsicle sticks. If planting before May 11th; it is recommended that you cover small seedlings with plastic bottles. There will be some provided in the shed. Be sure to water in your newly planted plants. If the water is off there should be a watering can in the shed that is kept full of water for your use. If the water is on, they you can carefully fill up the watering cans using the water spigots. Be careful not to erode your newly planted plants. Water very gently.

If you have extra time, there may be some additional weeding to be done in and around the bed or in the walkways. Take a tour to see what is being planted in the other plots. Don't forget the garden rules: no running, stay on the paths, don't walk on the stepping stones unless its your garden, look, listen, smell. You could also review the parts of a plant diagram and compare it with

ELF Center 5 Bin

- Hand tools
- Gloves

Kindergarten

- Various materials to create a fairy garden
- Clipboard
- Pencils
- Planting guide

1st Grade

- Square foot gardening book
- Seedling spacing chart
- Planting guide
- Popsicle sticks for labeling
- Markers
- Parts of a plant diagram

the plants you just planted.

2nd Grade Plot - Pollinator Garden

The 2nd Grade Plot has moved to Plot 10, which has some existing perennials. The Garden-in-a-box Pollinator Garden plants will not be available until Monday, May 13th (O'Haire's Class). The other classes will be preparing the garden plot. Following are various tasks that the students can do:

- Pull weeds in the plot and around the plot. There are tools in the Center Box, and additional tools are in the shed, combo 3377.
- Use the shovels to turn the soil over, to loosen it.
- Add soil and compost. This will be provided either in bags or in a large pile outside of the garden. If it is in a large pile, students can work together to use the wheelbarrow.
- Make a plan for where the stepping stones should be. Keep in mind that the soil should never be walked on. So, you want stepping stones to allow you to reach all parts of the garden. There are some examples of plot design in the Center Box.
- Pollinators need water, but they will drown in the water if it is too deep. Use the provided materials to create and decorate watering dishes for the butterflies and bees: shallow dish, rocks, sand. See the examples in the Center Box. There are materials for Skanderbeg, O'Dougherty, and Woodard's class to make one Watering Dish each. It might be easiest to have just one group make the watering dish.
- Other groups can create bug hotels if there is additional time, to attract other pollinators. Use the provided cinderblocks. You could stack them up or spread them around the plot. Then let students collect materials from in and around the garden to fill the holes: pine cones, straw, dried grasses, sticks, see the examples.

O'Haire's Class will get to plant the pollinator plants in the 2nd Grade Plot. There will be a planting guide in the Center Box with a color coded plan for how to lay out the plants and how to plant them. There will either be a pile of mulch or bags of mulch for students to spread around the newly planted plants and to cover any bare soil. They can be watered in with the hose, which should be turned on at that time. If it is not on yet, there should be a container of water in the shed or by the shed for your use.

3rd Grade Plot - Pollinator Garden

The 3rd Grade Plot has moved to the 4 small, raised beds at the entrance to the Garden, arranged in a square. There are some existing bulbs that can be planted around. Each class will get to plant one of the raised beds. There will be a color coded planting guide that is divided into 4 sections, one for each class.

There will either be bags of soil and compost or a pile of compost/soil blend to fill up the raised beds before planting. There will also be bags of mulch or a pile a mulch to spread around the newly planted plants and cover and bare soil. The plants can be watered in with the hose, which should be on. If it is not on yet there should be a container of water in the shed or by the shed for your use.

If there is additional time students can help with weeding the pathways or along the fence lines.

4th Grade Plot – Vegetable Plot/ Square Foot Gardening

The 4th Grade Plot is in Plot 16. It is recommend that the first Class (Ms Polk's Class) should begin by pulling any weeds and adding soil and compost from bags or from a central pile. The new soil and compost should be turned over with shovels. There are tools in the Center Box and

2nd Grade

- Paper
- Pencils
- Plot design examples
- How to make a butterfly watering dish
- Terracotta tray
- Rocks
- Garden-in-a-box planting guide
- Bug hotel guide
- But hotel materials.

3rd Grade

- Garden-in-a-box planting guide

4th Grade

- Square Foot Gardening Book
- Garden layout examples

in the shed, Combo 3377. Students should designate walkways through the garden using the provided stepping stones, keeping in mind that you should never walk on the soil. So, there should be enough stepping stones to allow you to reach all parts of the garden. Refer to the example garden layouts.

If there is time, students can take the provided hammer and nails and put a nail every foot. The provided string can then be used to create square foot blocks. See the Square Foot Gardening book.

The next 2 classes (Ms Perry and Ms Sandberg) can then use their planting time to each plant half of the plot. There is paper and pencils in the box for planning purposes. There will be an assortment of plants and seeds to choose from. Use the provided seedling spacing chart to determine how much space each plant needs. Discuss with students why it is important to give plants space.

To illustrate the importance of plant spacing, you could have everyone stand really close to each other and then ask the students if they like being so close? Or, would they rather spread out so that everyone has room to move and breathe? It's the same with plants.

5th Grade Plot –Garden for Incoming Kindergarteners

The 5th Grade Plot is in Plot 15. They will be creating a garden for the Incoming Kindergarten Class.

Erickson's Class (April 30th) –Allow students to pull weeds in and around the plot. And soil and compost either from bags or from a central pile. There are tools in the Center Box and in the shed, Comb 3377. After adding soil/compost, turn the soil over to mix it in. If there is additional time have students use available stepping stones to create walkways in the garden. They can come up with their own design, but the purpose is to allow you to plant anywhere in the garden without stepping on the soil. See examples as a guide.

Johnson's Class – (May 7th) – If the soil is prepared, amended, and stepping stones are in place. Students can place nails every foot along the four edges using the nails and hammers in the Center Box. Use the provided string to create square foot blocks for planting in. Choose from the following to plant approximately one half of the plot: Potatoes, Onions, Dill, Kale, etc. If there is time, please have them help with weeding the pathways and along the fence lines.

Schwindt's Class (May 14th) – They will be planting warmer weather seeds and plants to fill in the plot. There will be a focus on plants that stimulate the senses: herbs for sense of smell, edibles and flowers with bright colors. If there is time please have them help with weeding the pathways and along the fence lines.

- Hammers
- Nails
- String
- Seedling Spacing Chart
- Various seeds and plants
- Paper and pencil for planning

5th Grade

- Square Foot Gardening Book
- Garden layout examples
- Hammers
- Nails
- String
- Seedling Spacing Chart
- Various seeds and plants
- Paper and pencil for planning

Conclusion – What did you learn? What Questions do you have?

Form a Sharing Circle: Have students sit in a circle. Start with one saying “Something special I learned about the garden is _____.” The next student might comment “I learned that worms are special because _____.” Each student completes the sentence differently. Each child should get a chance to contribute a thought.

Read a Story: _There is a selection of books in the Intro/ Conclusion Box

Q & A: You may just want to open it up for questions with the class. Don't worry if you don't know the answer to their questions. Someone else in the class might know or you can encourage them to find the answers in books and articles or through their own experiences. Following are some example questions to ask the class if they don't have their own questions:

- How are butterflies connected to seeds? (Butterflies are pollinators. Seeds wouldn't form unless the flower is pollinated.)
- How are worms connected to seeds? (Seeds typically don't like to grow in hard, compacted soil. Worms help loosen the soil by creating burrows. They help water get to the roots, and they create fertilizer)
- Did they find any tracks or traces of other animals in and around the garden?
- What is a good habitat for worms or butterflies or seeds or any other they found tracks and traces for.
- Why is there a fence around the garden?
- What will the seeds and plants they planted today need to grow? Do they need our help to grow?
- What do you plan to do with your wild flower seeds? Could plant in a pot or cup at home? Maybe spread at the park?

For your ELF classroom visit, you will need:

All the center boxes and:

1. Intro/Conclusion Center Box
2. Center Box for each of the 5 Centers
3. Felt Board (Center 2)
4. Puppet Theater (Introduction)

All Center Boxes and the Puppet Theater are stored in the Science Lab. Additional tools needed to prepare and plant the Grade Plots will be in the Garden Shed, combo 3377. Please make sure all tools are cleaned off and put back in the shed at the end of the Session. Please make to lock the shed when you are done.