



eSchool Garden

S C H O O L G A R D E N S
F O R F U T U R E
C I T I Z E N S

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#ESGARDEN

eSchool Garden 

EATING A HEALTHY MEDITERRANEAN DIET

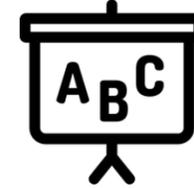


The aim of this transnational activity is to enhance our students' healthy eating habits through experiential learning. They will be encouraged to plant and grow their own fresh vegetables in our school garden, observe their 'life cycle' and learn in an inquiry, project-based learning. The main emphasis will be researching the multiple health benefits of a Mediterranean diet rich with seasonal fruits and vegetables locally produced in our school and home gardens. Some traditional recipes for healthy salads and snacks, will be tried out with our garden ingredients. Moreover, they will create digital content researching the nutritional value of herbs since antiquity, wordclouds, quizzes on Med.diet, infographics, tips for preparation of easy healthy Med.diet snacks and vitamin intake. Ergo, our older students will apply their learning both inside the school peer-teaching younger students and at home sharing traditional healthy recipes.



EATING A HEALTHY MED. DIET

#MEDDIETISFUN



AGE OF THE STUDENT

This activity is designed for 12-year-old students.

However, it could also be adapted for any other students from 10 to 16 years old.

SUBJECTS INVOLVED

English
Greek
Science- Environmental Studies

DURATION

An academic year.

It is also possible to be done during a term, with the inconvenience that the students will not be able to observe the growing of the different crops.

TIMING

- 1- Learning Design & Warm- up
- 2 - Investigation on our Daily eating habits
- 3 - Garden-related activities. 4 - Developing activities. & digital content . 5 - Final Products & Presentation
- Interaction & Dissemination

EATING A HEALTHY MEDITERRANEAN DIET TRANSNATIONAL ACTIVITY



CONTENTS

- Comprehension of multimodal texts
 - Oral interaction
 - Presentation of team work
 - Integrating receptive & productive skills using basic vocabulary in English (A2+/B1) on the relevant subjects of health science & biology
 - Importance of acquiring healthy eating habits
 - Diversity and creative thinking
 - Life cycle of plants / vitamins intake
 - Acquisition of digital skills
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METHODOLOGY

Autonomous, experiential, project-based learning enable our students to become responsible for the observation & recording of the garden data in tandem with digital resources. Especially during the 4-month pandemic lockdown we kept students' engagement active by flipped classroom and blended learning collaboration enhancing inquiry learning with 'on-the-field' experience, even in family gardens. CLIL also greatly benefited our students' interest in learning content vocabulary in English and exchanging some partner words.



COMPETENCES

- Acceptance of difference & diversity
 - Creativity and critical thinking
 - Information search & retrieval
 - Cultural awareness & acceptance
 - Nutrition and health
 - Plural European identity
 - Communication effectiveness in mother and foreign languages
 - Information and digital literacy
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EATING A HEALTHY MED DIET TRANS- NATIONAL ACTIVITY



RELATION WITH THE GARDEN

It is essential to have a vegetable garden at school so that students can learn the process and life cycle of plants in first person being more motivated and concerned. The garden is always present as they visit it, observe, study and collect its products to cook healthy recipes together with their families learning about the importance of eating seasonal, organic, local products of high nutritional value.

INCLUSION

To guarantee the inclusion, pairings will be established according to the students' knowledge of English and their digital competence. They will be helped with more personalised e-steps aided in their English vocabulary acquisition and the focused reading of multimodal online texts. This activity is essential for students with minor learning difficulties and younger peers with special needs as it gives the opportunity to build new relationships and develop social skills.

IMPACT

Teachers and students will feel more motivated in classroom. Teachers will develop their digital skills and share their experiences with other teachers from the European Union. On the other hand, students will always be active due to the variety of activities involved which will develop their learning, digital and life skills.

EATING A HEALTHY MED DIET TRANS- NATIONAL ACTIVITY



PROGRESS AND FUTURE GOALS

Digital skills application in classroom improve teachers' digital competence, L2 competences and the internationalization of the school through a modern and dynamic environment participating with other European schools and sharing different learning strategies based on real lessons. The use of creativity enhances students' motivation and promotes 21st C learning, with an emphasis on New Literacies, life skills, collaboration and critical thinking.

RELATION WITH SOCIETY

Due to the sustainability and the responsibility awareness parameters of the project activities, our students learn about the medicinal and environmental benefits of adopting a Mediterranean Diet. Families participate during the different subtasks in order to be also aware of the importance of having healthy habits, contributing to better future citizens. Moreover, some of these activities are shared with our Portuguese partners via the eTwinning platform as a dissemination and communication method leading to opportunities for future projects.

EATING A HEALTHY MEDITERRANEAN DIET TRANSNATIONAL ACTIVITY



PREVIOUS KNOWLEDGE

What do teachers need?

- Medium digital competence
- A good level of English
- Blended learning design of project activities.

What do students need?

- Internet connection
- Collaborative, free web tools.
- eclass accessibility (due to the pandemic)



MULTIMEDIA LINKS

In the following links you will find:

- A [digital story](#) showing the story of our school garden
- Our [salad recipes](#) book
- A [student video](#) on how to plant basil (as part of their herb activities)
- A [video](#) as a final reflection of the Erasmus Plus project



MATERIALS

- Computers for digital research
- Interactive boards/ tablets for learning games
- online dictionaries to learn specific words
- gardening tools and plants for their garden case study work
- Recipe ingredients from the school garden.
- Craft school materials to create art work
- asynchronous platform to upload material and cooperate (optional)

PHASE I: LEARNING DESIGN AND WARM-UP ACTIVITIES



Following the cancellation of the Transnational Meeting in Preveza due to the pandemic, Erasmus teachers 'met' online to discuss the details of the final year's project activities.



Students of the 4th Primary School of Preveza conducted an online and local research on the fruit and vegetables seasonal crops in our area. They created an infographic after vocabulary work according to their English level, showing the importance of eating local products in season.



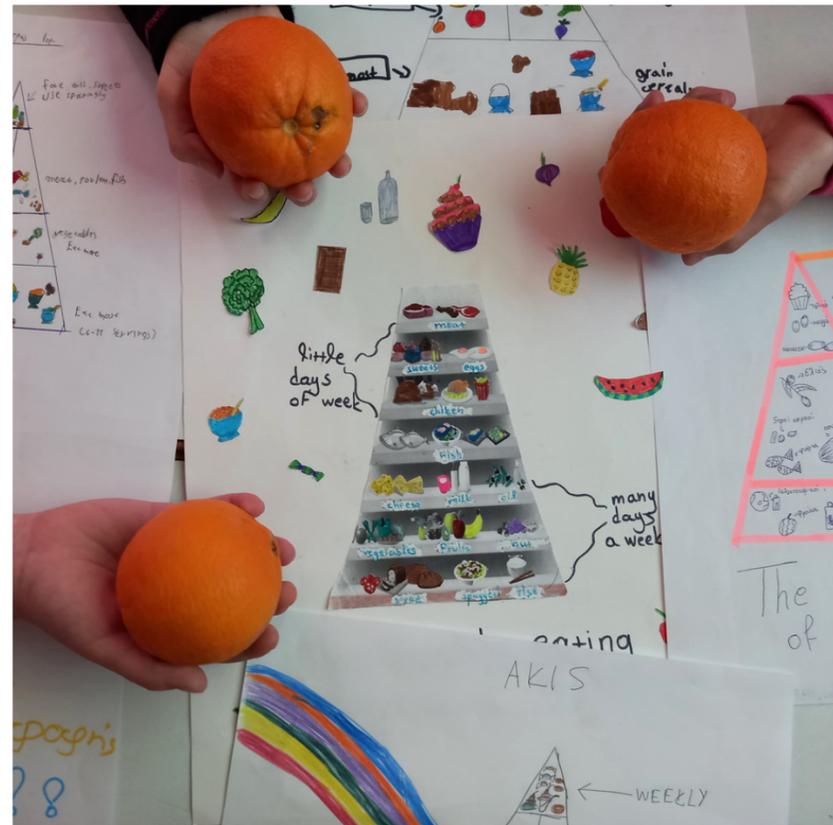
Students created a digital story to narrate the 'Odyssey' of our school garden from the previous year, when it was only drawings, to the challenge of getting an 'unkempt' plot of land and revitalizing it to become our own school garden. It was indeed a collective dream coming true!

PHASE II: INVESTIGATION ON OUR DAILY EATING HABITS



Παρασκευή	γάλα με δημητριακά	Φρέσκο 2%	1 κούπα	γάλα αγελάδας	ΕΝΕΡΓ. 262 λιπαρά 3,5 πρωτεΐνες 3,2
Σάββατο	γάλα	Φρέσκο 4%	1 ποτήρι	γάλα αγελάδας	ΕΝΕΡΓ. 262 λιπ. 3,5 πρωτ. 3,2
Δευτέρα	γάλα με ψωμί	Φρέσκο 3,5%	1 ποτήρι	//	//

Students record their breakfast for 3 days and then investigate the nutritional value and potential modifications they could introduce for healthier breakfasts. They also answer questionnaires on their eating habits .



Students search online L1 & L2 educational sites creating their own Med.Diet team pyramids. They also create their healthy eating plates for their own balanced meals.



At this phase students investigate about the nutritional value of different food groups, learning useful vocabulary working cooperatively. They also study Mediterranean recipes focusing on our garden vegetables and play interactive games to enforce their knowledge in a motivating way .

PHASE III: GARDEN-RELATED ACTIVITIES



We visit the garden to plant some cabbages, lettuces, broccoli, parsley and spring onions in October so that we can observe the life cycle of 'indigenous' plants in order to have ingredients for healthy salads recipes.

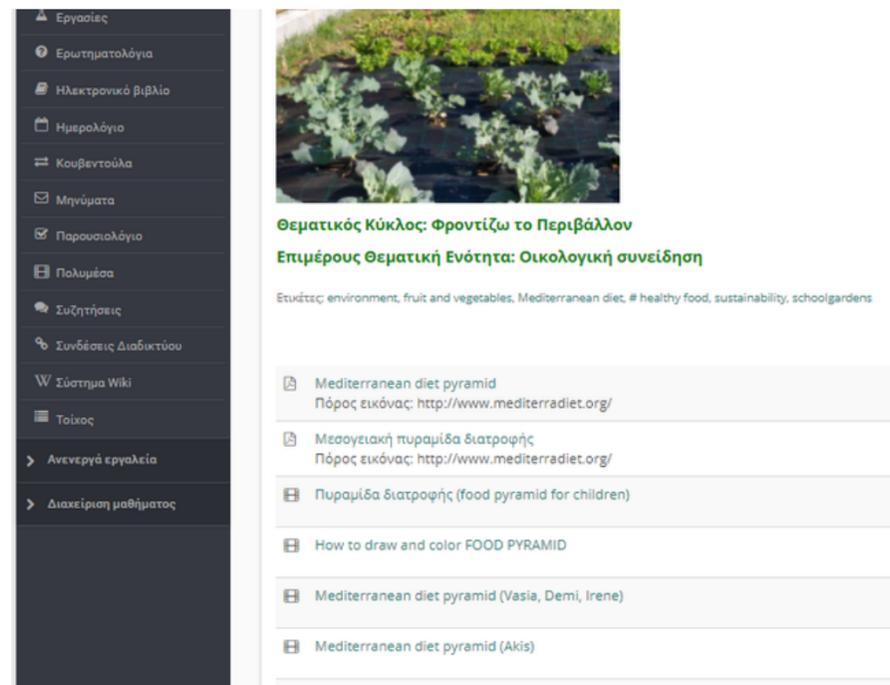


Students come back in the garden regularly to observe and estimate the progression of the plants and finally in January they 'collect the fruits of their labours'.. They work in groups deciding the salad recipe they want to prepare with their ingredients.

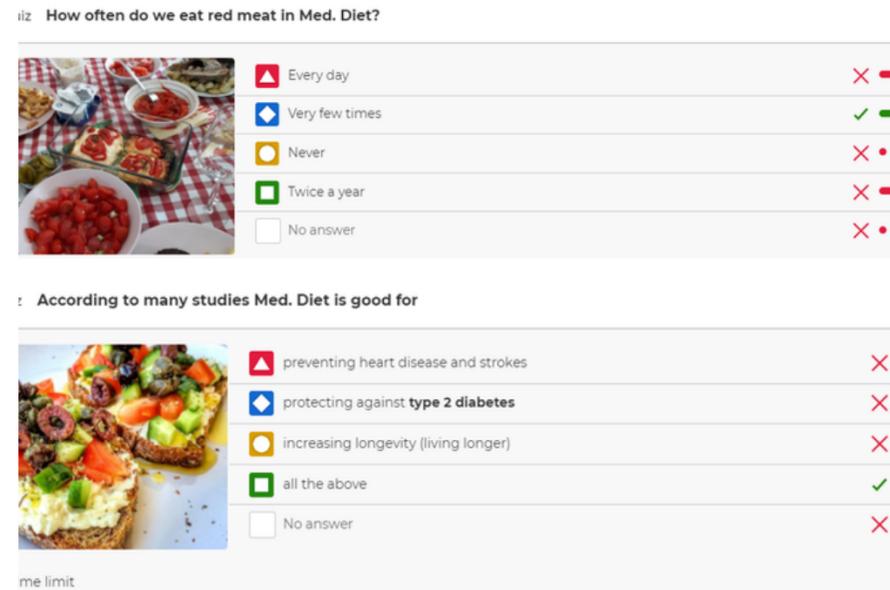


Finally, we organise a special healthy snack and juice Day with salads made from our garden produce, experiencing the flavours of freshly prepared lettuce salad with carrot and tomato and broccoli salads with olive oil as well as orange and mandarin juices from our orchards.

PHASE IV: DEVELOPING ACTIVITIES AND DIGITAL CONTENT



During winter and spring we had a transition to distant learning for 4 months, so we kept the project active in our eclass platform. Hence, students could continue learning collaboratively via online search and experiential learning by observing their home gardens. An opportunity for creation of digital content in a blended learning mode.



Students answer a kahoot game on the benefits of Mediterranean diet to evaluate their new knowledge on the subject. Our Portuguese eTwinning partners also join the challenge. Finally, our school's younger pupils play the MedDiet kahoot in Greek.



Lettuce

Source of:
 vitamin A, B6, C & D
 folates
 minerals (calcium, phosphor
 magnesium & potassium)
 15 calories/100 grams
 Tips: 1. Add olive oil and vine
 lemon
 2. Avoid salad dressings (toc
 preservatives).
 3. 95% of lettuce is water!

In an inquiry-learning mode, we study vitamins and minerals of fruits and vegetables presenting the metadata in a thinglink. Local paediatricians consult us on the child development benefits of MedDiet. Employing PBL, students further focus on the impact of sustainable agriculture on local economy and global climate, thus becoming responsible, active European/ global citizens.

PHASE V: FINAL PRODUCTS AND PRESENTATION



Finally, they create posters using different materials, photos and drawings to present them later to the younger school groups and to the students from the other schools of the area.



They study cooking vocabulary in English and create a quizlet to have more practice and evaluate the comprehension of the newly acquired vocabulary. They also peer-teach the new words to the 4th-graders.

SPEAKING SKILLS (Mock Interaction)				
Student registration no:				
	Unsatisfactory	Showing progress	Satisfactory	Exceptional
Pronunciation	Incomprehensible	Strong L1 influence, no rhythm	L1 influence 😊 intonation, hesitation	Sounding excellent NNES
Vocabulary	No variety, one word utterances	Short phrases/A1	Use of new Words A2+	Variety of newly acquired words B1
Grammar	Basic noun phrases/ problem with verbs	Use of simple verb/noun forms	Good use of Nouns/V./adj.	Strong use of more complex Gr. patterns
Organization/syntax	Very brief utterances	Can correct own mistakes, basic use of SVO	Use of linkers, unobstructed comprehension	Autocorrecting, Organised and syntactically accurate
Presentation skills	Not relevant answers	Attempt to answer the task	Basic performance	Unobstructed, focused answers
Team collab.	Not aiding team	Trying to collab.	Nice collab. Vital team role	Shares & accepts facilitator role

Teachers evaluate the communicative effectiveness in a foreign language and their digital competence using rubrics as a method to evaluate them.

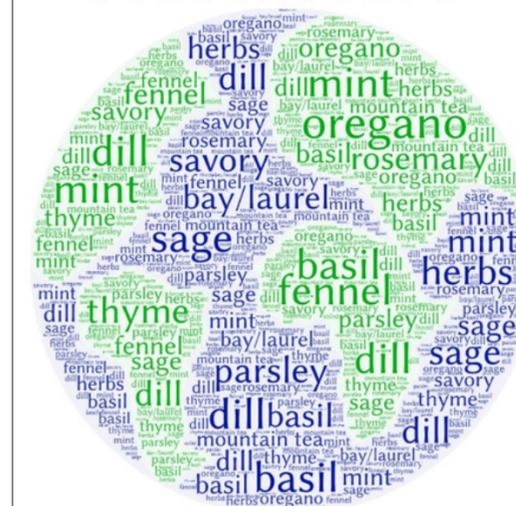
PHASE V: FINAL PRODUCTS AND PRESENTATION



Students collaborate in creating a recipe book, and try out some recipes using our school/ home garden ingredients. Some are made with winter and others with spring vegetables to experience the life cycle of our garden. The nutritional value of these dishes is also investigated.



Students study characteristic Greek herbs and play games to teach our younger groups about the medicinal and nutritional value of herbs in our diet. They also create a wordcloud with their top herbs.



Students use padlets, jamboards, wordclouds and other collaborative web tools to record their new knowledge and upload their findings in the school blog so that other students, parents and our area school community can be informed about the Erasmus final products.

PHASE VI: FINAL PRODUCTS AND INTERACTION

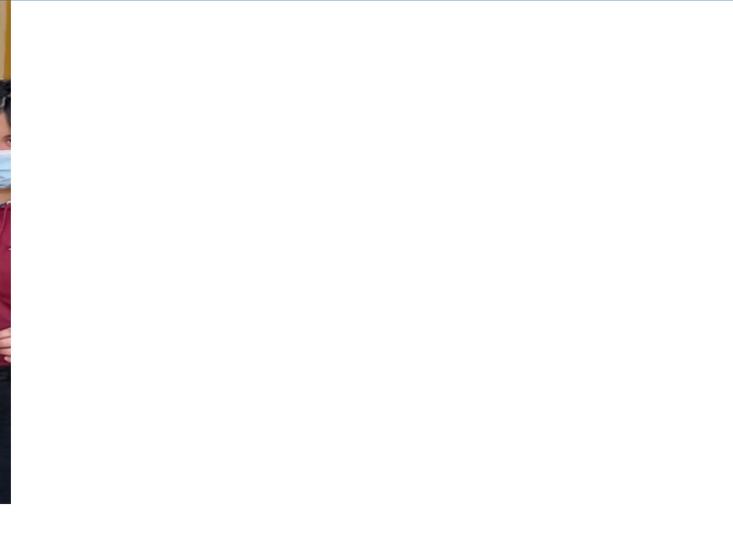
SOW THE EARTH WITH GREEN DREAMS

SCHOOL GARDEN FOR FUTURE CITIZENS



Examples of your 5-a-day in winter/summer!

- John: grapes, orange, spinach, leek, strawberries, cherry
- Akis: strawberry, cherry, tomato, cabbage, orange
- Efstathia: watermelon, strawberry, tomato, lettuce, mandarin
- Kontantinos: apple, strawberries, orange, cucumber, grapes
- Panagiotis: banana, apple, orange, tomato, cucumber
- Bill: tomato, melon, lettuce, carrot, apple
- Aggelos: strawberry, tomato, lettuce, beetroot, broccoli
- Evaggelia: watermelon, apple, pear, broccoli, cucumber
- Ioanna: cherry, tomato, cucumber, banana, mandarin



PHASE VI: FINAL PRODUCTS AND INTERACTION



Students prepare an Erasmus board for all class groups in our Main Hall for our students and school visitors to be informed..



Students plant and take care of flowers and herbs inside and outside our school to make our school greener and more beautiful for all teachers, students, parents and visitors promoting an eco-friendly vision along with our recycling and eco crafts project initiatives.



Students visit our garden in spring planting tomatoes, green and red peppers and eggplants. Finally, at the end of a very difficult school year, with the collaboration of the head and MFL teachers, we prepare a video with all the pictures of the project as a final reflection

PHASE VII: INTERACTION AND DISSEMINATION



Students with the co-ordinating teachers prepare an Erasmus Open Dissemination Day welcoming in our school the Mayor, the Head of the Education committee of the Municipality and the Head of the Directorate for Primary Education in our area.. Unfortunately, due to covid restrictions, no parents or other guests could attend,



Students plant together with the Mayor and the Head of the Directorate vegetables and herbs as a symbolic movement of aiding the local community to be informed about our project's initiatives to transform a former arid piece of land into a fully functional school garden, pivoting green transformation to other neighbouring schools in the following school year.



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