SCHOOL GARDENS FOR FUTURE CITIZENS

2018-1-ES01-KA201-050599

#ESGARDEN

eSchool Garden

A MULTIPERSPECTIVE APPROACH TO VALENCIAN GARDENS

Valencian gardens give a cultural, historic and natural wealth. It is a ideal study source as a base to develop a competence learning in several subjects.
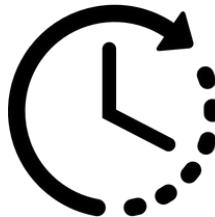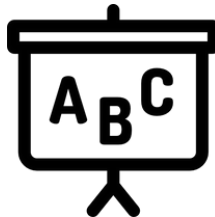
"Multiperspective approach" unify diverse contents with valencian gardens as the study core.

To reach the goals, school garden will be essential as the example of ecological concience and healthy lifestyle in our students.

HUERTO ESCOLAR

MULTIPERSPECTIVE APPROACH TO VALENCIAN GARDENS

#GARDENSARELIFE

AGE OF THE STUDENT

This activity is thought for 14 - 15 years- old students.

However, it could also be adapted for any other students , although contents would need to be adapted.

SUBJECTS INVOLVED

- Biology
- Geography
- History
- ICT
- Spanish
- Valencian
- English
- Art
- Economy

DURATION

The activity is supposed to be carried out during a term.

TIMING

Each subject will develop at least one activity related to the valencian gardens or the school garden.
It is not so important the order which activities are carried out, but they should be done in the same period of the year, so students will be able to immerse in the school garden environment.

MULTIPERSPECTIVE APPROACH TO VALENCIAN GARDENS

CONTENTS

- Historic development of valencian gardens.
- Economic sectors involved in valencian gardens.
- The economic consideration of the environment: sustainability.
- Literature, advertising , communicating.
- Production of oral and written texts.
- Nutrients, foods and healthy habits.
- Natural forms and textures in art.
- Multiple ICT knowledges, such as coding or good practices .
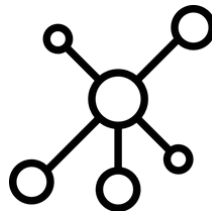
METHODOLOGY

The main methodology is Collaborative Learning. Students will be able to carry out the active activities of the different subjects together.

Each member of the group will be able to contribute their way of understanding the task, their creativity, their sensitivity and their ideas to carry out the activity optimally and also be able to learn from their classmates.

COMPETENCES

- Mutual respect and collaboration, both in personal and digital environments.
- Empathy and appreciation of others
- Tolerance, solidarity and support
- Active and democratic participation
- Creativity and critical thinking
- Team working and problem solving
- Multilingual communication effectiveness
- Cultural awareness and expression
- Sustainable production and consumption
- Nutrition and health
- Creation of digital contents

MULTIPERSPECTIVE APPROACH TO VALENCIAN GARDENS

RELATION WITH THE GARDEN

Today it has been shown that an adequate, balanced and healthy diet is the best way to prevent diseases. It is also the basis for proper growth and development in adolescence. This is historically related to the cultivated area in the Valencian Community and, therefore, many of the typical products of this diet can be grown in the Valencian orchard.

INCLUSION

Methodologies and resources upraise large part of the abilities, tastes and concerns of the students, in a way that could not be encompassed with a traditional masterly task. In this way, it will be easy to promote the individual strengths of each student and cooperative integrative work, thus giving value to each student and promoting their self-esteem and their place in the group.

IMPACT

As there are several activites and perspectives of valencian gardens, both teachers and students will be more motivated with the different contents they will work. Valencian gardens are part of the life of our students, so study them in a unusual way will help to increase the positive attitude towards the activity.

MULTIPERSPECTIVE APPROACH TO VALENCIAN GARDENS

PROGRESS AND FUTURE GOALS

Actually, "Multiperspective approach" is the sume of several different activties carried out by a considerable number of teachers in diverse subjects. This will involve an improvement in the relation between teachers, in order to gain in synergy. This may be the first example of many others multisubject activities in the school.

Of course, students will open their mind to new learning procedures, as they will instantly relate the activity to their everyday life and , moreover, working in more than one subject.

RELATION WITH SOCIETY

Guiding the learning throughout tradition, culture and territory history helps to understand and to know the society where students live. Moreover, the comprehension of agriculture's evolution and technification allows to look beyond, to a future where collaborative work will be basic.

MULTIPERSPECTIVE APPROACH TO VALENCIAN GARDENS

PREVIOUS KNOWLEDGE

What do teachers need?

- Knowing the specific contents of their subject.
- Medium-low digital competence.
- Good level of English.

What do students need?

- Basic contents in each subject.
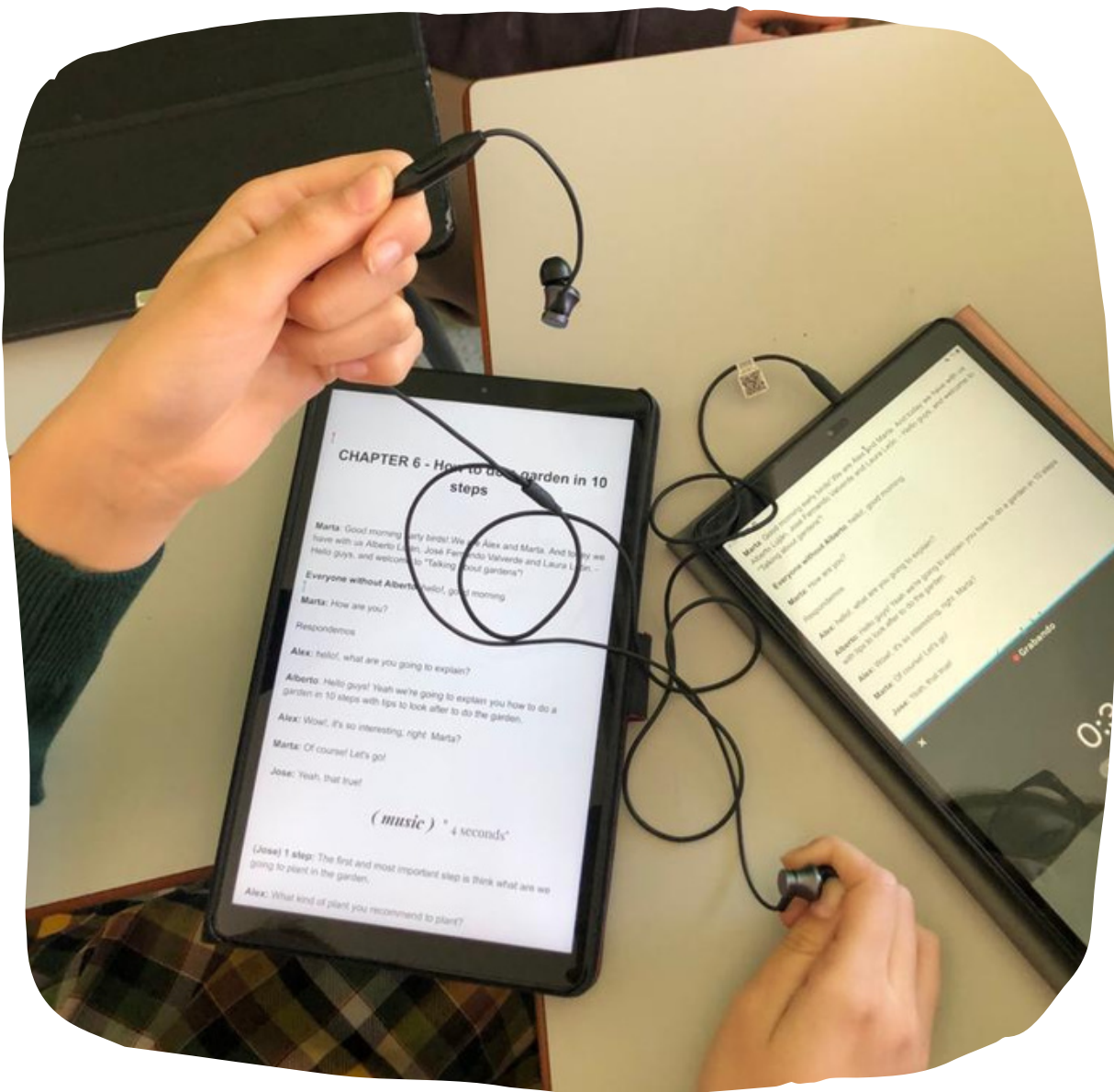- Internet connection
- An online video tool.

MATERIALS

- Electronic devices: tablet, microphones, headphones, and computer.
- School material: paper, card stock, paints, scissors, glue, decorative elements and other stationery shop material to create posters, stories, etc.

- Garden tools
- Student's kitchen.
- Apps: Anchor (create podcasts), Qr generators, to create infographics.

BRIEF DESCRIPTION

Students will create a podcast about the school garden. In this, they'll discuss different topics related with school gardens and the environment such as: the importance of having a school garden, the process of creation and development of a garden, interviews of the teachers in charge of the school garden, Sustainable Development Goals or healthy food habits among other topics.

SUBTASKS (NUMBER OF SESSIONS)

- Project presentation and group organization (1)

- Writing workshop: how to write a script for a podcast (1)

- Writing the script (2)

- Recording the podcast (2)

TASK NAME: QR POSTERS
SUBJECT: ENGLISH

BRIEF DESCRIPTION

Posters will be designed about the products of the school garden. For this, online applications will be used or they will be made manually with stationery materials, teachers will decide on it depending on the characteristics of the students.
The posters will carry QR codes with information on products from the garden.
The posters will be displayed at the school.

SUBTASKS (NUMBER OF SESSIONS)

- Project presentation and group organization (1)

- Each group will choose a product and will get information about it (1)

- Design and production of the posters. Generation of the QR code that will be in the posters (3)

- Posters' exhibition in the school. (1)

L'HORTA VALENCIANA

SOW THE EARTH WITH GREEN DREAMS

SCHOOL GARDENS FOR FUTURE CITIZENS

BRIEF DESCRIPTION

Students will investigate about the origins of the Valencian orchard, especially relating to watering systems in medieval ages.

The activity is a mix of investigation and information processing with the main objective of the recording of a video about the historical origins of Valencian orchard. Videos will be developed by the students to disseminate knowledge to their mates.

SUBTASKS (NUMBER OF SESSIONS)

- Explanation of the main idea and building of groups of four people (1)

- Research of information about historical origins of Valencian orchard (2)

- Review of the information and order it in a chronological way (1)

- Research of images for the video. Images will be saved in the cloud or USB (1)

- Writing of the script for the video (2)

- Editing of the video (2)

BRIEF DESCRIPTION

During first part of school year all the students of the subject will investigate the main characteristics of Spanish agriculture. The main objective of the activities they will do is knowing how a farmer works and to think about if agriculture is attractive to young people.So they will look for information about the time dedicated to this activity, and the range of ages of people dedicated to this activity.

SUBTASKS (NUMBER OF SESSIONS)

- Explanation of the main idea and building of groups of four people (1)

- Research of information about statistics facts (1)

- Review of the information and construction of graphics (1)

- Research of images for the video. Each group will save images in the cloud (1)

- Writing of the script for the video (2) and the teacher in charge reviews the scripts (1)

- Editing of the video (2)

SAVING AND RESPONSIBLE CONSUMPTION
ECONOMY

BRIEF DESCRIPTION

Students in the personal economics section work on the topic of saving in every way: saving water (at home and in agriculture), saving energy and saving money. Through research and reflection they must make an infographic in small groups (with Canva, Piktochart or similar) with a decalogue of tips to save.

The opportunity is taken to reflect on sustainable consumption, local consumption (seasonal and local agricultural products), circular economy and other small actions that can contribute to the sustainability of the planet.

Students will develop infographics to show the importance of save water and the sustainable consumption.

SUBTASKS (NUMBER OF SESSIONS)

- Watching a video related to the topic (1)

- Brainstorm and research on ways to save (1)

- Development of infographics (2)

- Exhibition of infographics (1)

KNOWING HOW THE PRIMARY SECTOR WORKS

ECONOMY

BRIEF DESCRIPTION

With this activity the students will know how the farming sector works. From the land purchase to the purchase of the final product by the consumer.

The students will form differents groups. Each of this groups are going to act as an specific economic agent in a specific roll. These economics agents will be:

- Farmer.
- Farming cooperative' s manager.
- Transport company.
- Market manager.
- Final consumer.

SUBTASKS (NUMBER OF SESSIONS)

- Preparation of the activity and materials (teacher) (pre-session)

- Introduction and explanation of the activity (1)

- Simulation of the activity (2)

- Development of the activity (3)
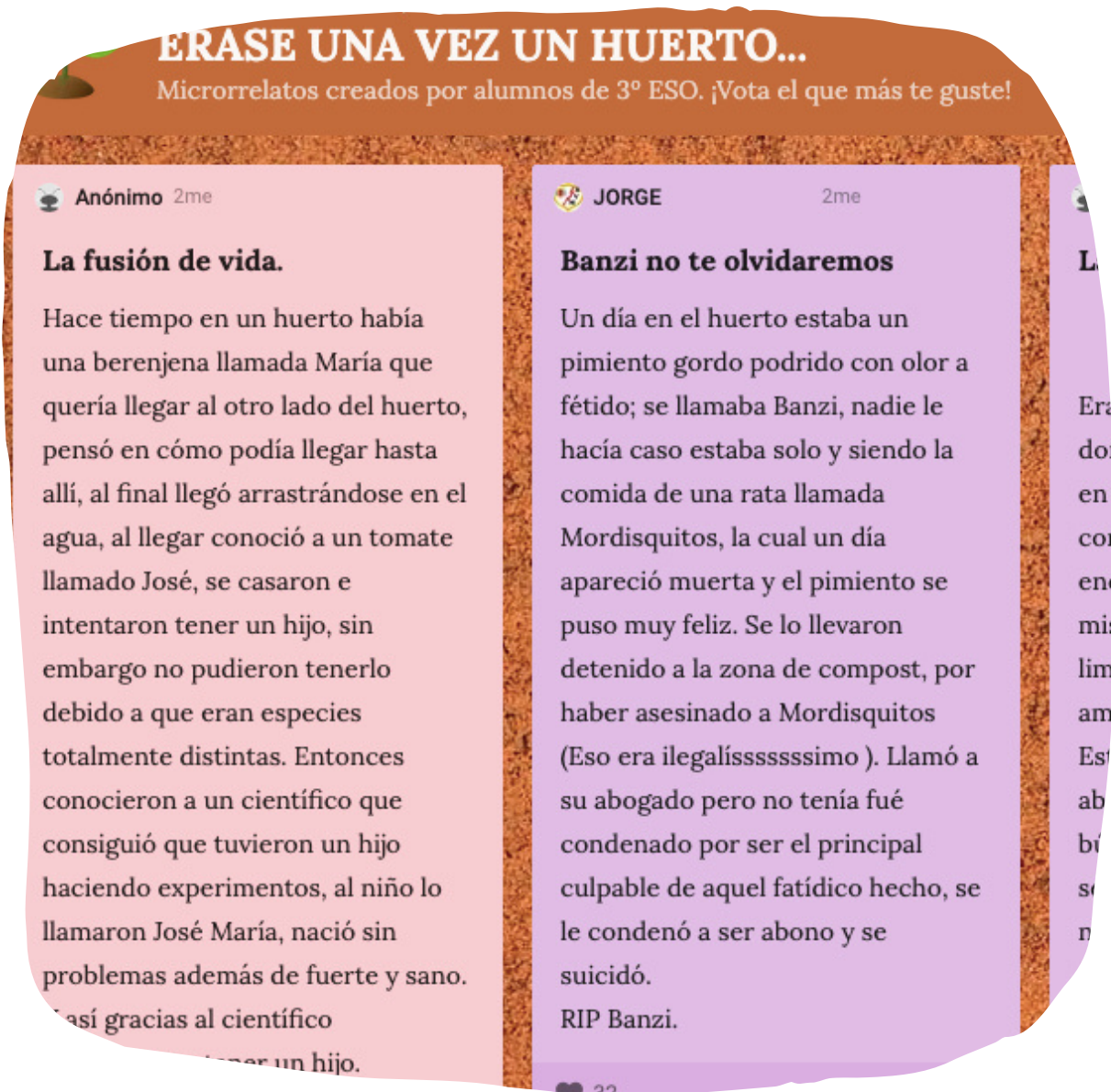
- Sharing of the experience and the knowledge acquired (4)

ERASE UNA VEZ UN HUERTO...

Microrrelatos creados por alumnos de 3º ESO. ¡Vota el que más te guste!

Anónimo 2me

La fusión de vida.

Hace tiempo en un huerto había una berenjena llamada María que quería llegar al otro lado del huerto, pensó en cómo podía llegar hasta allí, al final llegó arrastrándose en el agua, al llegar conoció a un tomate llamado José, se casaron e intentaron tener un hijo, sin embargo no pudieron tenerlo debido a que eran especies totalmente distintas. Entonces conocieron a un científico que consiguió que tuvieron un hijo haciendo experimentos, al niño lo llamaron José María, nació sin problemas además de fuerte y sano. así gracias al científico tener un hijo.

JORGE 2me

Banzi no te olvidaremos

Un día en el huerto estaba un pimiento gordo podrido con olor a fétido; se llamaba Banzi, nadie le hacía caso estaba solo y siendo la comida de una rata llamada Mordisquitos, la cual un día apareció muerta y el pimiento se puso muy feliz. Se lo llevaron detenido a la zona de compost, por haber asesinado a Mordisquitos (Eso era ilegalísssssssimo). Llamó a su abogado pero no tenía fué condenado por ser el principal culpable de aquel fatídico hecho, se le condenó a ser abono y se suicidó.

RIP Banzi.

BRIEF DESCRIPTION

Students will write short stories with a maximum of 100 words and having the garden as a topic. The characters will be products of the garden. Every student will write a short story and it will be uploaded in Padlet. The, students will vote and the best ones will be published.

SUBTASKS (NUMBER OF SESSIONS)

- Presentation of the activity, study of narrative genres and subgenres （3）

- Brainstorming, reading microstories on the internet, text planning （3）

- Micro-story writing and sharing on padlet （3）

- Reading and voting micro-stories and evaluation of the activity （3）

- Publication of the stories that obtain more points in web or social media （-）

TASK NAME: INFOGRAPHICS - ADVERTISEMENT
SUBJECT: SPANISH

BRIEF DESCRIPTION

Students will study the advertising text and will carry out the development of an advertising poster about the garden and its benefits. This poster will follow the characteristics of the infographic and will be done with one of the available digital tools, either from templates or from scratch generating your own design (google slides, piktochart, genially, easelly, etc.).

SUBTASKS (NUMBER OF SESSIONS)

- Text typologies. The advertising text. The advertising poster. The infographic. Homework presentation, motivation. Training work groups (3-4 people). (1)

- Brainstorming, group planning. Installation / registration applications. Poster sketch (1)

- Poster design (1)

- Poster presentation (1)

EL QUE SIEMBRA, COSECHA

CONECTA CON LA NATURALEZA ¡ES GRATIS!

ES garden. 100% ecológico

BRIEF DESCRIPTION

Students will make up a story whose main character is a fruit or a vegetable.
They will write it on a cardboard, drawing the different scenes.
Once the story is finished, they will read the stories to Pre-school students.

SUBTASKS (NUMBER OF SESSIONS)

- Organize the class in groups of 3 or 4 students (1/2 session)

- Reading tales and short stories to get familiar with their macro structure (1/2 session)

- Writing of the tales (3)

- Dramatization /characterization workshop (1)

- Invitation to kindergarten children (1)

- Celebration of the storytelling fair (2)

- Evaluation of the activity (1)

TASK NAME: HEALTHY AND ECOLOGICAL NUTRITION(1/2)
SUBJECT: BIOLOGY

BRIEF DESCRIPTION

Students will work by pairs.

They will have to design a plate to eat in which they will have to calculate the energy contributed by each food and decide the quantities of each product to use. They must also take into account that the food must be healthy and the products used must be, mainly, available in the school garden.

Once designed, they must proceed to its elaboration. This part of the activity will be done at home and with the help of their families when cooking. It should be recorded meanwhile, explaining:

- How they have calculated the energy/calories and how many calories has the complete dish.
- What nutritional and beneficial properties each product has.
- Explain how to make the recipe and show the dish they have cooked.

At the end they will make a video that will be the product of the activity

SOW THE EARTH WITH GREEN DREAMS

SCHOOL GARDENS FOR FUTURE CITIZENS

SUBTASKS (NUMBER OF SESSIONS)

- Explain how to measure the amount of KCal in food. (1)

- Design the plate with the appropriate amount of KCal (1)

- Collect different products from the school garden (1)
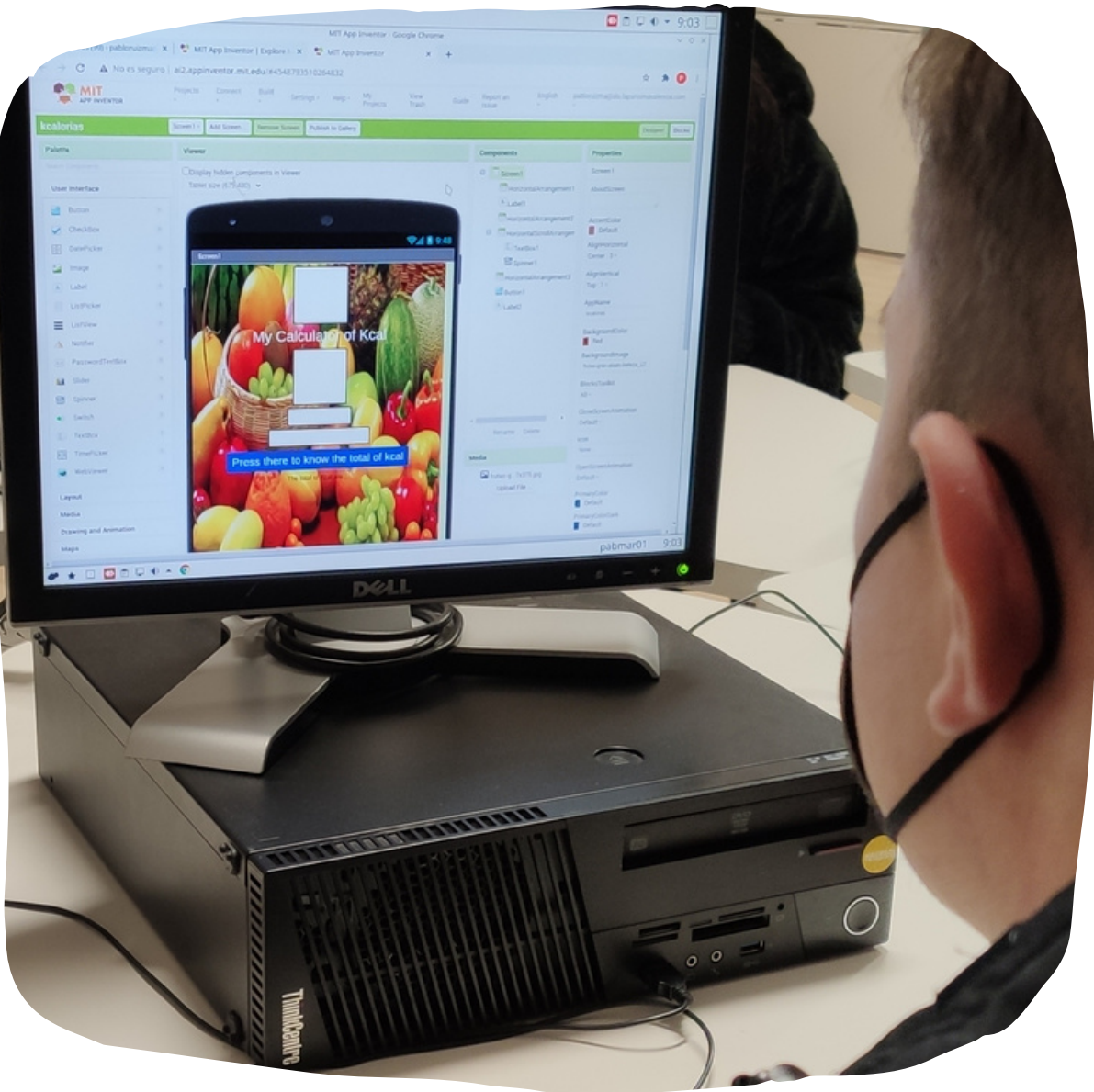
- Cook the plate (at home) (1)

- Edit the video (2)

KCAL CALCULATOR APP

ICT

BRIEF DESCRIPTION

Students will develop an App with App Inventor to work out the kcal that they consume in several dishes.

This activity will be developed after learning the nutrition in Biology: nutrients, kcal, and healthy nutrition.

SUBTASKS (NUMBER OF SESSIONS)

- Analysis (4)

- Design (2)

- Implementation (26)

- Test (2)

- Dissemination (2)

TASK NAME: **VIDEOGAME**
SUBJECT: **ICT**

BRIEF DESCRIPTION

Students will develop a video game with Scratch showing all the contents they have learnt in the activity "A multiperspective approach to Valencian Gardens".

In the video game we will find some games to assess the improvement in knowledge of the students.

SUBTASKS (NUMBER OF SESSIONS)

- Analysis (4)

- Design (2)

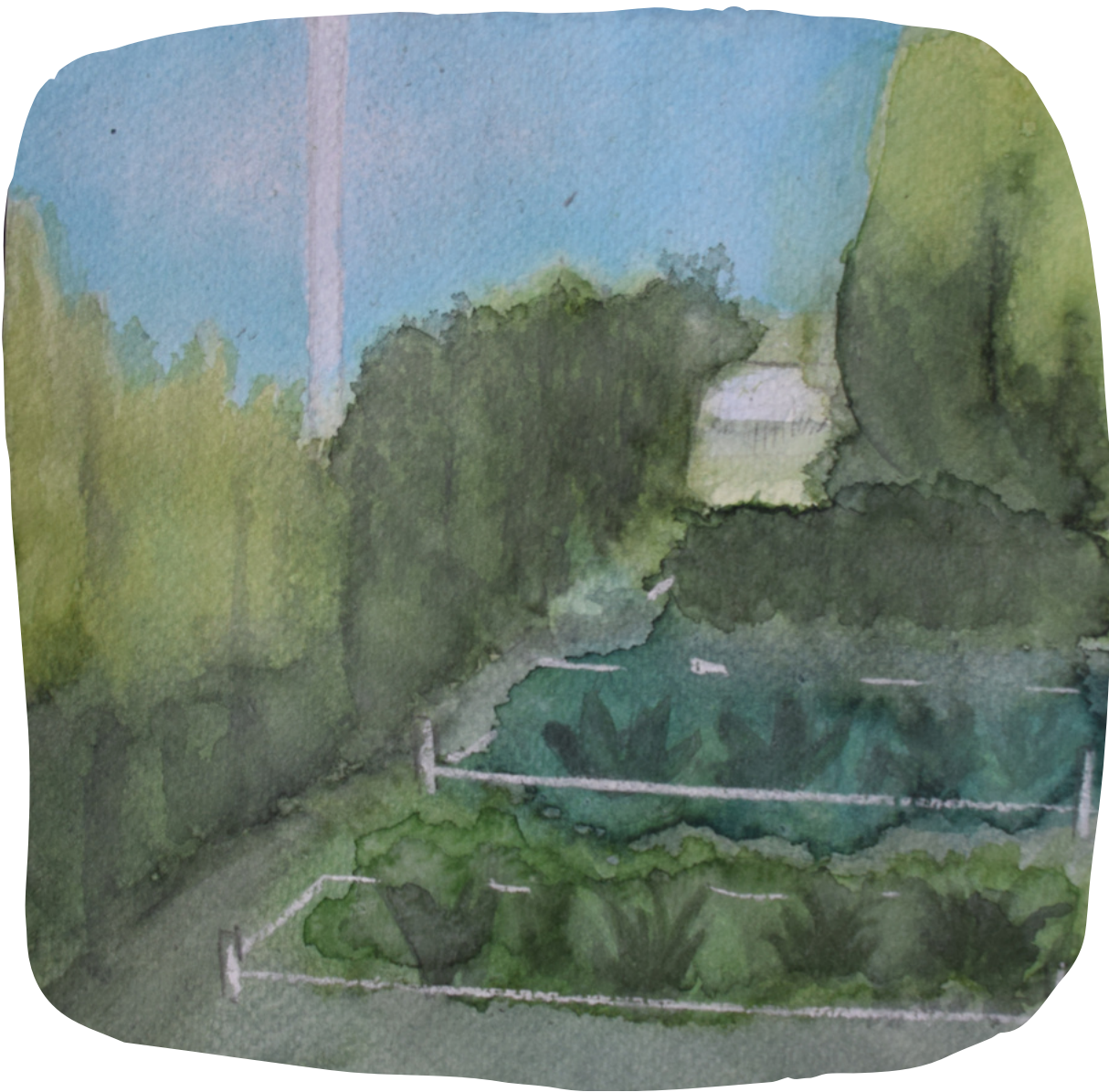- Implementation (26)

- Tests (2)

- Dissemination (2)

BRIEF DESCRIPTION

During the time the school garden was visited, but not to work on it, but to observe and enjoy it.

On the first visit, students took photos to focus on their own aesthetic interests.

On the second visit, drawing notes were taken and on other visits the garden was painted.

Later, these works were part of an intercollegiate exhibition of works from other schools inspired by the same theme.

SUBTASKS (NUMBER OF SESSIONS)

- To take a picture of the school garden.
  IN SITU drawing of the garden（3）

- Paint IN SITU the garden（3）

- Finish painting in art class（3）

- Enjoy the work of other colleagues from other centers in the exhibition.（1）

Co-funded by the
Erasmus+ Programme
of the European Union