

1. Activity title	The educational garden		
2. Target group	Students aged 11 – 12		
3. Duration	1 school year		
4. Learning Environment	The classroom and the school garden.		
5. Learning outcomes	<ul style="list-style-type: none"> · Learning inclusive collaboration with peers in concrete engagement · Perceive, conceptualize and monitor with scientific method the silent and constant growth of nature around us · Learning "in the field" the importance of fatigue, "patience", "care" understood as effort, commitment and expectation towards a public good · Learn to participate: collaborate effectively in planning activities · Learning to communicate: transmitting/receiving information correctly to peers and people involved · Learn knowledge in botany and agriculture · Create intergenerational links with the discovery of the culture, traditions, knowledge, skills and competences of a recent past 		
6. Subjects and topics covered	Multidisciplinary project with educational objectives of inclusion and sense of belonging in the school community. Disciplines most involved: Science, Technology, History, Geography.		
7. SEL competences	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying and expressing emotions <input type="checkbox"/> Self-regulation <input type="checkbox"/> Identifying strengths/self efficacy <input type="checkbox"/> Growth mindset <input checked="" type="checkbox"/> Wellbeing <input type="checkbox"/> Dealing with negative emotions <input type="checkbox"/> Flexibility/resilience/problem solving </td> <td style="vertical-align: top; width: 50%;"> <p><u>SOCIAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy <input checked="" type="checkbox"/> Appreciating diversity <input checked="" type="checkbox"/> Relationship building <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Conflict resolution <input checked="" type="checkbox"/> Ethical and responsible behavior and decisions <input type="checkbox"/> Dealing with negative relationship such as bullying </td> </tr> </table>	<p><u>PERSONAL</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying and expressing emotions <input type="checkbox"/> Self-regulation <input type="checkbox"/> Identifying strengths/self efficacy <input type="checkbox"/> Growth mindset <input checked="" type="checkbox"/> Wellbeing <input type="checkbox"/> Dealing with negative emotions <input type="checkbox"/> Flexibility/resilience/problem solving 	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy <input checked="" type="checkbox"/> Appreciating diversity <input checked="" type="checkbox"/> Relationship building <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Conflict resolution <input checked="" type="checkbox"/> Ethical and responsible behavior and decisions <input type="checkbox"/> Dealing with negative relationship such as bullying
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8. Method / Didactic techniques	Carry out educational activities in a laboratory and inclusive form, for each and every one, encouraging "doing", operation, research and planning between Pupils. The common project of the garden is managed by the students keeping in mind what has been learned in the various disciplines, observing the results, comparing possible solutions to problems.		

9. Tools / Materials / Resources	<i>Vegetable garden, seeds, gardening tools</i>
10. Detailed description of the step-by-step description of the activity / sequences of the units	<p>THEORETICAL INSIGHTS</p> <p>The different disciplines have declined their theoretical connections in the educational garden, each dedicating about 1 or 2 hours during the first or second quarter. Some themes that can be developed in the disciplines:</p> <ul style="list-style-type: none"> - Italian: traditional words, reading of texts (e.g. Marcovaldo and similar), compositions and stories of personal/family/local experiences, comparison also with different realities (students from other regions/nationalities); - Geography: climatic zones and ideal crops, seasons, water cycle; - History: roots, traditions and peasant culture in the recent past; - Technology: sustainability of cultivation at Km 0, construction of the fence, fencing techniques; - Mathematics: "how many plants in the garden?" Calculation of mcm/MCD, measures and equivalences; - Sciences: the scientific method, the growth of plants and seeds; - Foreign languages: Vegetable vocabulary, traditions in the countries/cultures studied. <p>PRACTICAL ACTIVITY</p> <p>With small groups of students in turn:</p> <p>To encourage the participation and inclusion of each and every one, we work in small groups to prepare the soil, sow vegetables to generate seedlings to be transplanted into the garden, irrigation, hoeing the soil, care of the growth of seedlings, sowing in different periods of different vegetables, harvesting of garden products according to maturation (peas, strawberries, garlic, onion, early raspberries, radishes)</p> <p>With the whole class: we organize a 1-hour meeting with 2 representatives of a local association of elderly people whose main purpose is to keep local traditions alive, the story of local history, their practical knowledge.</p>
11. Extension / Take home activity	<i>NO</i>
12. Feedback & assessment	<p>The verification of the results takes place in itinere thanks to continuous observation by teachers and photographs that analyze and testify to progress in social and collaborative skills.</p> <p>At the end of the school year, students are offered a guided self-assessment session to achieve awareness of personal and class results, individual and in groups.</p>
13. Intellectual property rights (IPR) / Origin of the activity	<p>Shared by Simonetta Fornea, Istituto Comprensivo di Dolo, lower secondary school, Dolo, Italy</p>