

EU GO- EUROPEAN URBAN GARDENS OTESHA

IDENTIFICATION OF A GOOD EDUCATIONAL PRACTICE OR TOOL

Name of the community garden				Possible short title for the practice			
JARDINS PEDAGOGIQUES : - PLAN D'AOU (13015) - NEREIDES-BOSQUET (13011)				« In school garden »			
Type of tool				Contact person	Name and role		Marc Wislez– director
Activity	<input checked="" type="checkbox"/>	Training			Phone		0033 4 91 31 54 93 0033 6 47 42 52 13
Methodology		Document			E-mail		amieu@free.fr
Other (specify):					Other contacts		Alexis JAN – coordinator
It can be addressed to...				It deals with the following topics...			
All		School	<input checked="" type="checkbox"/>	Intercultural dialogue	<input checked="" type="checkbox"/>	Intergenerational dialogue	
Children	<input checked="" type="checkbox"/>	Institution		Gender Equality	<input checked="" type="checkbox"/>	Fight against poverty	
Youngsters	<input checked="" type="checkbox"/>	Social service		Sustainable Consumption	<input checked="" type="checkbox"/>	Education to sustainable development	
Adults		Job service		Sustainable Urbanisation	<input checked="" type="checkbox"/>	Socio-professional training	
Women		Migrants service		Health promotion	<input checked="" type="checkbox"/>	Social cohesion	
Elderly		Neighbourhood		Horticultural therapy		Leisure activity	<input checked="" type="checkbox"/>
Other (specify) teaching tool				Other (specify)			
DESCRIPTION Please describe the practice you have developed.							
<p>We propose to every teacher who engages in the educational garden project to build its own educational program that develops upstream and downstream of the garden.</p> <p>This project is inspired in the practice of the garden by students and in the largest place which hosts the garden (hill, the neighborhood ...).</p> <p>This garden can be located in the school grounds, or in a community garden located outside the school.</p> <p>We assist the teacher in the definition of his project.</p> <p>We follow him sometimes, in class time, to develop his project.</p>							
AIMS AND OUTCOMES Which are the main purposes tackled in a community garden with this tool? Which concrete results have been observed at short and long term?							
<p>The objectives:</p> <p>Making gardening project in the school setting, the starting point for other projects.</p> <p>Binding activity garden with learning at school (and cross-disciplinary knowledge ...): speaking and writing, observations, history and geography, representations of time and space, values of mutual assistance, sharing work and space, artistic and cultural expression (art...).</p> <p>In doing so, each work of each class is used to produce oral, written, in an individual dimension and / or collective and / or artistic.</p> <p>A time is scheduled at the end of the school year, to expose each work in the garden and in public.</p> <p>Objects are exhibited: a comic book (“The vegetables meeting”), drawings, scarecrows, hanging texts are read.</p>							
WHAT MAKES IT A GOOD PRACTICE OR TOOL? Identify which elements make this action a good practice, for ex. Innovation, coherence, link with other projects or people, favours social mixing, simplify work, earn time or money, etc.							



1. This tool is used to enrich, in the spirit of the child and the teacher, ideas about the garden.
2. It also introduces greater coherence between time and space of the school and the time and space of the garden and neighborhood.
3. This also helps make connections (integrate) with other partners and other local projects. Well within the design (making text) of a comic book around the garden, a local association has been requested (association linked to learning to read).
4. This finally allows to better organize the work of gardening itself.

STEP BY STEP Please, describe how to put in practice, guiding with clear instruction and materials needed someone that would like to experiment your tool in a local community garden around Europe

1. Meeting with all teachers:

- Definition of common expectations (teachers, association behind the project) and project definition for the garden and for the school year;
- Definition of a schedule of classes present in the garden *;
- Statement of the possible ways of working in and around the garden. For example: harvest in the presence of olive trees, time of manual cleaning of the premises. For example: cultural work (journalism, deeper knowledge of vegetables...) and artistic (poetry, photography, drawing, cartoon, making articles...)

If equipment or materials required to achieve a given production, school and / or the association will get it. Funding is reserved by the association, for these achievements.

2. Responses of teacher (s).

3. Fieldwork, with our support (we Association or other carrier partners) to assist if necessary in the classroom.

* When a class reaches the garden, it is divided into 2 or 3 groups according to its workforce: a group joined the host of the garden, while the (or) other (s) group (s) meet the teacher and / or a parent and another facilitator. Educational work that extends the garden is worked during this time.

COMPETENCES Which are the previous knowledge and skills required to put in practice this tool?

- Know the skills to be acquired in each learning cycle;
- Know the local partnership, which may be mobilized from these workshops;
- Know the constraints of the teacher (s) for a better definition of our requests and proposals;
- Manage meetings.

EVALUATION How do you normally evaluate the outcomes of this tool?

- Quantity: number of teachers and classes
- Quality of work

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yes no

X

I authorize Pistes Solidaires and its partners participating to the EU'GO project to publish my contacts on the dedicated website, giving my availability for supporting with information people interested in experimenting an testing the tool that has been described in this document

x

Putting an X in the previous boxes means that you are agreeing with the cited statements

