



This form has been designed to guide community gardens' coordinators or practitioners to describe activities developed to inform, to raise awareness, to involve, to train, to increase quality, to increase impact, to enlarge or differentiate the target group of their community garden. EU'GO project considers all these practices as educational tools to be shared at international level.

Name of the community garden		Contact person	
PIGNETO'S URBAN GARDEN		Name and surname	Telephone
Possible short title for the tool (to be filled in at the end of the editing process)		LETIZIA MARTINELLI MICHELA LA PERNA	E-mail
THE GARDEN IN THE KINDERGARTEN			Facebook
			Skype
		letizia.martinelli@gmail.com michilapi@yahoo.it Fermenti di Terra	
It can be addressed to...		It deals with the following themes... Please, put one or more X	
All	School	<input checked="" type="checkbox"/>	Intercultural dialogue
Children	Institution	<input checked="" type="checkbox"/>	Gender Equality
Youngsters	Social service		Sustainable Consumption
Adults	Job service		Sustainable Urbanisation
Women	Migrants service		Health promotion
Elderly	Health service		Horticultural therapy
			Intergenerational dialogue
			Fight against poverty
			Environmental education
			Socio-professional training
			Social cohesion
			Leisure activity
Other (specify) :		Other (specify) :	
BACKGROUND A good practice is a concrete action, successfully experienced at local level with a defined target group, leading to effective results. Please describe the practice you have developed.			
<p>The practice aims to stimulate the learning of pre-school aged children through educational activities that increase the care for the environment.</p> <p>The laboratory is divided in two parts:</p> <ol style="list-style-type: none"> 1. There are practical educational activities that stimulate the contact with the natural elements and teach about the relationship between cultivation – production – nutrition. 2. With the help of children's parents, a garden is realised and managed further on with the children, by experiencing the concrete practice of gardening and concepts like ecological cycle, ecosystem, metabolism. 			
MISSION Which is the main mission of the practice you have developed? Please, put one or more X			
Inform	<input checked="" type="checkbox"/>	Raise awareness	<input type="checkbox"/>
Involve	<input checked="" type="checkbox"/>	Train	<input checked="" type="checkbox"/>
Increase quality	<input type="checkbox"/>	Increase impact	<input type="checkbox"/>
Enlarge/differentiate target group	<input type="checkbox"/>		
AIM Why do you consider it a good practice? Which is the main purpose tackled in a community garden?			
<p>Through direct experience and experimentation, children discover and get familiarized with:</p> <ul style="list-style-type: none"> - Flavours, colours, smells, sounds - Shapes, growth, transformation - Water, land, air, humidity, drought - Tools, utensils and materials (only for children's use) - The feeling of waiting <p>The main aim is to help children understand concepts like ecological cycle, ecosystem, metabolism, the respect for the nature and to give them knowledge about rural environment and culture, since they don't normally have the possibility to be in contact with this reality.</p>			
OUTCOMES Which are the concrete results that can be considered transferable out of the context where the tool has been developed and experimented?			
<p>The results with most impact registered in this first phase of the activities is the enthusiasm, passion and interest showed by the children. Through play and practical activities they understand the relation between the seed and the plant, the cycle of the seeding, the watering and the sprout; the love and care that the agricultural production requires and therefore the respect for what we eat.</p>			
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			



THE EDUCATIONAL ACTIVITIES WITH THE CHILDREN:

Materials:

- water colours, washable
- wax crayons
- white paper (50x70)
- wooden fruits crates
- pots
- shovels and rakes for children
- a watering that can sprays
- vegetables for making stamps
- seeds (preferably big and visible seeds like legumes)

The activities:

GREEN FINGER: To introduce children to the gardening activity, we paint children’s fingers with green colour. The green fingers will become stamps to sign the white papers.

VEGETABLES TIMBRES: Find vegetables as fennel, salad, onion, pepper and chicory, split them in two parts and put some colours on one side. Then stamp the vegetable stamp on your white paper!

THE SEEDING: To realise a small seedbed to hold in the school room.

Each step is explained in writing in a very simple way for the children that do the activity.

1. Touching the earth with the hands in order to understand the consistency and how it’s made
2. Touching the seeds and playing with them
3. Putting some hearth in a pot and creating a hole for the seed with the wax crayon
4. Covering the seed with other hearth and spraying some water

All the pots are put in the wooden fruits crakes for a better transportability and they are watered by children every day during school time.

THE REALISATION OF THE GARDEN:

The realization is still ongoing.

Some parents cleaned up from weeds a piece of land in the school garden and they covered the area with cardboard to avoid the re-growth of the weed. Next month there will be an event where parents with their children and the help of FERMENTI DI TERRA will bed out some biological plants and the plants seeded by the children.

In general the active involvement of parents is needed in order to enlarge the beneficiaries of the activities.

EVALUATION Which are the elements that you normally use to evaluate the outcomes of this tool?

☺	☹	☹
Children’s interest, fun and passion. The understanding of the meaning of the activities The stories about the laboratory told by the children to their parents and to the teachers The passion and fun shown by the teachers and the group members		Boredom, lack of understanding and no interest showed sometimes by the children: in this case the best way is to find other ways of involvement.

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



The necessary competences are:
 Knowledge about gardening and on how to create a garden, through direct experience or indirect knowledge, at least from one of the group members; the others will learn by doing.
 Other suggestions: continuous research, exchange of information with other realities and believing in what you are doing.

DISCLAIMING AND DECLARATION OF HONOUR	yes	no
I'm aware that this intellectual product will be used for the aims and objectives of EU'GO project, including sharing and free publication on internet. I authorize Pistes Solidaires and all its partners to consider this document free from rights and royalties.	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		

