



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.

<b>Name of the community garden</b>		<b>Contact person</b>				
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<b>Possible short title for the tool</b> (to be filled in at the end of the editing process)		<b>PAOLA TURRONI</b> <b>ADRIANO DEL</b> <b>BIANCO</b>	E-mail <b>paolaturroni@tiscali.it</b> <b>far-fy@live.it</b>			
<b>The garden culture within the theatre</b>			Facebook			
			Skype			
<b>It can be addressed to...</b>		<b>It deals with the following themes...</b> Please, put one or more X				
All	School	<input checked="" type="checkbox"/>	Intercultural dialogue	<input checked="" type="checkbox"/>	Intergenerational dialogue	
Children	Institution		Gender Equality	<input checked="" type="checkbox"/>	Fight against poverty	
Youngsters	<input checked="" type="checkbox"/> Social service		Sustainable Consumption	<input checked="" type="checkbox"/>	Environmental education	<input checked="" type="checkbox"/>
Adults	Job service		Sustainable Urbanisation		Socio-professional training	
Women	Migrants service		Health promotion	<input checked="" type="checkbox"/>	Social cohesion	<input checked="" type="checkbox"/>
Elderly	Health service		Horticultural therapy		Leisure activity	
Other (specify) :		Other (specify) :				
<b>BACKGROUND</b> 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>Nowadays we have more sources of information and more opportunities to learn than before but the risk for a lack of understanding or misunderstanding is greater. Fortunately there are also new ways of education developed to complete or to replace the formal and informal education and so to support a wide and critical reflection of the themes studied thus favouring a better understanding. We know from experience that people (and especially youngsters) learn more and better if they experience what they study. 'To do' accompanies our pathway and supports our reflection, understanding and growth.</p> <p>Nowadays, also, we have become more aware of the important role that nature plays in our lives. The earth provides the most of the energy we need for living.</p> <p>Our initiative to connect the experience of the garden and the theatre finds its place under this light. At the base of the workshop developed by us stays the idea that the earth is at a metaphorical level a basket containing culture, traditions, history, family that can be put into value in an interesting way through theatre. Moreover, what we had in mind from the beginning was to offer youngsters a new way of learning about the earth, the plants and the healthy food, a way that would have truly involved them, body and mind, given them the chance to experiment the garden and to reflect about it in a creative way.</p>						
<b>MISSION</b> Which is the main mission of the practice you have developed? Please, put one or more X						
Inform	Raise awareness	<input checked="" type="checkbox"/>	Involve	<input checked="" type="checkbox"/>	Train	<input checked="" type="checkbox"/>
	Increase quality	<input checked="" type="checkbox"/>	Increase impact		Enlarge/differentiate target group	
<b>AIM</b> Why do you consider it a good practice? Which is the main purpose tackled in a community garden?						
<ul style="list-style-type: none"> <li>• To use theatre and gardening as educational methods</li> <li>• To teach about gardening and healthy food</li> <li>• To raise awareness regarding the importance of having a positive connection with the earth</li> <li>• To develop an attitude and a behavior respectful to the environment</li> <li>• To perceive and to understand that the land is our first subsistence root</li> <li>• To become confident with the land and to work it with more and more naturalness</li> <li>• To think and learn using the body, with all the 5 senses</li> <li>• To develop the participants' personalities through the experience of the entire body, feelings, emotions, and the experience of the earth</li> </ul>						



**OUTCOMES** Which are the concrete results that can be considered transferable out of the context where the tool has been developed and experimented?

- Peer to peer exchanges
- Theatre and gardening skills developed
- Teamwork, communication and social skills developed
- A stronger self-confidence and self-consciousness developed by the participants
- Gender understanding and respect
- Environmental understanding and respect
- Responsibility and promotion of the value of manual work linked with the reasoning
- Better understanding and contact with the products we eat and their origin

**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 workshop runs for the time of the school year gathering young **people from different grades chosen on the basis of their interest and need**. It was designed as a 2 hours laboratory that takes places every week.

**One year** of work-shop follows the next **modules**:

1. **Body preparation:** body movement exercises; voice exercises
2. **Activation of issues on a problematic level:** group reflections and discussions on the principal themes
3. **Dramatization in itinere and/or kitchen and gardening laboratory:** experiencing the art of gardening in connection with theatre – building the story of the theatre play in connection with the botanical knowledge and gardening experience; rehearsals and taking care of the plants
4. **Final performance**

**Materials needed:** gardening toolkit, paper and pens.

A part from the garden this workshops needs **a room with a vast space for the theatre work and rehearsals**.

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

☺	☹	☹
<ul style="list-style-type: none"> <li>▪ Good collaboration between the two workshop responsables</li> <li>▪ Increased active involvement of the participants with effects also during school time</li> <li>▪ Increased interest, self-consciousness and understanding of the context</li> <li>▪ The participants take care of the garden developing a responsible attitude and behaviour towards the environment</li> <li>▪ Theatre and social skills developed</li> <li>▪ Knowledge about gardening gained</li> <li>▪ Socialisation between youngsters from different classes and schools</li> <li>▪ Involvement of the school director, the other teachers, the school partners</li> </ul>		<ul style="list-style-type: none"> <li>▪ Little preparation time: only 2 hours every week</li> <li>▪ A not enough suitable space for the theatre exercises: the entrance hall of the school</li> </ul>

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

- Communication and Social skills



- Theatre and body expression knowledge and skills
- Gardening knowledge and skills

DISCLAIMING AND DECLARATION OF HONOUR	yes	no
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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	<b>x</b>	
<b>Putting an X in the previous boxes means that you are agreeing with the cited statements</b>		

