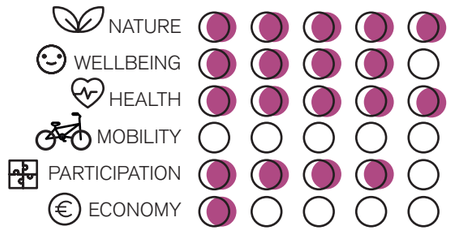
NBSterr5

TASTY GARDEN OF LEARNING

CHALLENGES ADDRESSED



Tasty garden of learning

IMPLEMENTATION

SOFT	MEDIUM	HARD

REPLICATION POTENTIAL/FLEXIBILITY

LOW	MEDIUM	HIGH

AMORTIZATION PERIOD

SHORT	MEDIUM	LONG	NA

INVESTMENT

LOW	MEDIUM	HIGH	NA

TASTY GARDEN OF LEARNING

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URBiNAT

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 776783

DESCRIPTION

The Tasty Garden of Learning is a "growing classroom" in the yard of a kindergarten or school where children, teachers and parents unite their efforts to grow together herbs, vegetables, and fruits; there they all get valuable lessons and inspiration directly from their experience with Nature. It is a multi-dimensional educational tool with a potential to address real-life challenges in an integrated manner and to organize educational activities in an easy, inclusive, and inspiring way. A Tasty Garden of Learning brings together all participants in the educational process in a life-enriching relationship and leads them to a creative process of learning by experiencing that supports the development of the physical, intellectual, emotional, and social intelligence of the pupils; it also unites local communities and supports their sustainable development.

INNOVATION ASPECT

- Positive integration and shared responsibility of parents and local community in the educational process;
- Inclusive and experiential learning to develop multiple intelligences and basic competences such as creativity, team working, and risk management;
- Developing skills for healthy living in harmony with oneself, other people and Nature.

REPLICATION AND SCALABILITY

- The concept is highly replicable, but each garden is unique as it results from the vision, ideas and creativity of the particular collective and responds to local needs;
- The gardens are adaptable to any available space; the project has a high scalability potential – it could be developed even on a small plot of land or a terrace.

PARTICIPATION PROCESS

CO-DIAGNOSTIC
The availability of suitable space for the organic garden in the yard (natural light, shading, accessibility for watering, space for moving around the plant beds) is checked by expert analysis.

CO-SELECTION
The selection of the garden plot is based on teachers' didactic vision and needs for creating effective educational environment through motivational interviews with teachers.

CO-DESIGN
Model thinking (a physical model) is used jointly with teachers and children to choose appropriate local resources and materials to use and how to use them.

CO-IMPLEMENTATION
Based on a jointly developed vision, action plan and calendar of all activities. Tasks are discussed and distributed to all actors in world café.

CO-MONITORING
Two levels of assessment of the garden functioning applied: (a) the state of the ecosystem – through direct observations and walkthrough; (b)the educational effect – statistics on frequency and periods of visits, cultural mapping, interviews with teachers.

BEST PRACTICES and REFERENCES

LINKS:
A Tasty Garden was initiated in 2012 with the methodological support of ZAEDNO Foundation in Elhitsa Kindergarten (310 children aged 3 to 6, including 27 with special educational needs). An ecosystem was created, where children, helped by teachers and parents, grow seasonal vegetables, herbs, and spices. http://gradinka.zaedno.net/elhica-eng

COMPLEMENTAR NBS FROM URBINAT

CERAMIC GREEN WALL | MULTIUSE WOOD STRUCTURE | RAINWATER MANAGEMENT | BEHAVIOURAL MAPPING | WORLD CAFÉ | SOLIDARITY MARKET FOR CHILDREN | FARMERS MARKETS NETWORK

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