

Creating a School Garden

AN ASL TWINS PROJECT PLAN



General Overview

This TWINS project aims to give the students in both schools the chance to create a garden within their schools, to compare what is grown and share their results. This project can be spread over the school year with updates and mini projects sent each term.

Method

- The TWINS Coordinators of both schools agree to share this project and plan a timeframe for the work, ways of reporting and topics for each term's mini projects. The coordinators and students should also decide what type of garden they are going to create and what should be included - vegetables, herbs, fruits and flowers etc.
- This project can be done as a class activity with sections done in groups or by individual students.
- The students should keep a journal of their work which should include details about the preparations they made, the seeds and plants sown, the speed of growth, the maintenance required, pest or animal problems encountered and the harvest.
- Drawings and photographs should be included in the journal which will be exchanged at the end of the 12 months. Progress updates can be sent to the TWINS school each term.
- The teacher and students should decide what they are going to do with the resulting harvest. They may like to use the produce to support the Home Science department or sell to the community to raise extra funds for the school.
- Mini projects that link to the garden project could include:-
 - ❖ A healthy eating project linked to diet and nutrition
 - ❖ A project comparing recipes by creating a cookbook
 - ❖ Local Produce, looking at cash crops, trade and food transportation
 - ❖ Garden Creatures, looking at the animals that help and hinder cultivation
 - ❖ An art project around the garden
 - ❖ A climate project related to the produce and plants being grown
- Mini projects should be exchanged at the end of the first two terms and updates on the progress of the garden should be sent at agreed times during the 12 months of the project.
- The completed journals should be exchanged at the end of the third term along with any other additional work agreed. This might include details of any funds raised from the sale of the produce.
- A follow-up lesson should be arranged after receiving each mini project and the completed garden project from the TWINS school. Discuss as a class how the garden in the TWINS school differs and if there are any similarities. Do the students think that it is easier or harder to grow plants in their TWINS school?



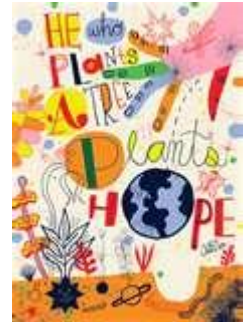
Things the students could consider!

- Why are plants important?
- The soil, climate and types of plants
- Garden waste, compost, recycling and irrigation
- How to share the information with their TWINS school
- Will their garden be organic? What are the advantages of this?
- The animals that may visit the garden – good and bad!
- The equipment needed.
- Who will benefit from the garden?
- Do they think it is easier to cultivate plants in their country or in their TWIN School's country?



What will the students learn?

- Hands on practical experience of agriculture.
- Learn about environmental issues.
- Critical thinking and decision-making as they plan & work on the garden.
- How to research and gather information.
- How to creatively present information in their joint journal.



Summary

This TWINS project is a great way for students to gain hands-on skills, grow plants and explore the environment while creating a garden that will benefit the school. The project has been designed for secondary students but can easily be simplified for primary-aged children.

This project can be linked to the global dimension theme of 'Sustainability'.

