



OUR SCHOOL GARDEN - THE TEACHING SCENARIO IN A NUTSHELL

WHAT (THEMATIC AREA)	HOW	WHY	LEARNING GOALS
Physical Education – Kinetic and cognitive skills area– Problem solving – Land cultivation techniques – Nutrition – Sustainable School	<ul style="list-style-type: none"> • Creating seed and flower beds • Learning how to transplant and ensure plants development • Organising the school garden patch • Managing crop • Connecting knowledge about food production to health and nutrition 	<ul style="list-style-type: none"> • Help Ss develop cognitive, kinetic and social skills as well as responsible active citizenship values • Encourage the undertaking of responsibilities • Make them realise the value of lifelong physical activity and its connection to a highly aesthetics and quality life 	<ul style="list-style-type: none"> • Experiential and problem-based learning • Social activism, opening the school to the community • Sensitization towards the humankind’ s position in the natural and social environment
Developing an interest in: organic food production, healthy eating, green areas development in urban settings, free time activities connected with natural environment preservation, school environment preservation and protection			



Title: OUR SCHOOL GARDEN

Created by: Mary Georgiou, P.E. teacher

1. The learning scenario ID

School subjects involved: Physical Education, Maths, Science, Environmental Studies, English Language, ICT, Art

Learners' profile: The topic of this scenario is suitable for all ages if adapted accordingly. However, these lessons have been planned with a view to address 10-12 year-olds.

Duration: 15 teaching sessions of 45 minutes each (Environmental Studies incorporating PE, Maths, Science and Music: 8 sessions, English Language: 2 sessions, ICT: 1 session, Art: 4 sessions).

Implementation conditions and background knowledge:

Since this scenario is built on a cross-curricular approach and its success is dependent on a collaborative group-work method of teaching, it calls for a lot of preparatory work among teachers of different subjects and a careful planning of activities and the resources needed for each one. A medium-scale budget will be demanded for garden tools, soil and the beds building. Drawing from experience, more gains on many levels can be derived if parents' assistance and local authorities' collaboration is asked for.

2. Expected learning outcomes per school subject area

Physical Education: develop perceptive skills, kinesthetic abilities, visual/audio/touch co-ordination, adaptation and flexibility skills, get to know their body through its movement, satisfy their need for moving and self-expression, broaden their motion space, gain self-esteem and feel ready to take on new responsibilities and carry out tasks



English Language: expressing themselves in a foreign language, producing written and spoken output in L2, getting familiar with aspects of a different culture, feel the pleasure of reading in a natural environment, use the foreign language as a vehicle for stating global ideas and values and understand the communication dynamics of the linguistic code.

Environmental Studies: realize the importance of humans-environment interaction, understand that their behavior and their own actions, as well as those of all people, have a direct relationship and interaction with the place where they live, be able to distinguish their basic needs and approach a suitable way to satisfy them, be concerned about the insufficient coverage of the basic (nutritional) needs of all the children of the world.

ICT: improve their digital skills, improve their digital literacy, getting familiar with the appropriate use of collaborative docs, learn how to present their work (presentation tools), feel proud about them.

Art: realize that art is all around us and that the natural environment constitutes a great resource and a canvas for self-expression and a dynamic interaction with obvious benefits for the human development. Children will be offered the chance to use unconventional material with a view to creating works of art.

Science/Maths: put knowledge gained through their school classes into practice, make use of different ways of measuring space, come in contact with tools and utensils.



UNIT 1: STRUCTURING THE SCHOOL GARDEN

1ST TEACHING SESSION Studying... the field

[Science/Maths]

Activity 1

Duration: 5min

Activity type: T presents the compass and explains what the tool is used for. Then T invites students to use the tool and report on the garden orientation.

Class organisation : Students work in groups

Teacher's role: Co-ordinating and supporting the students, facilitates learning.

Teacher's actions: T makes sure that every group works with a different instrument so that there is feedback when groups present their findings after the completion of task. T explains the importance of orientation in PE school subject and other human activities.

Student's actions: Ss are invited to use the tool and report on the location of the garden and the school building in reference to the sun rise spot.

Educational material, tools, resources: T is expected to do a web search or make use of narrations and evidence of elderly people who used the tool on farming, hunting and trekking.

Activity outcomes: Working on the field will help students understand how the compass works, make a map and mark the place of trees, flowerbeds, the school building on a plan using geometrical shapes, photos or any other relevant material.



Activity 2

Duration: 10min

Activity type: Measuring the garden using steps and fathoms

Class organisation : Students work in groups

Teacher's role: Co-ordinating and supporting the students, facilitates learning and encourages action.

Teacher's actions: Teacher provides students with measuring tapes and showcases different ways of measuring space.

Student's actions: Ss are encouraged to try different ways of measuring in a real setting (traditional and new ones).

Educational material, tools, resources: Material found on the web, the digital school books and grandparents' stories.

Activity outcomes: Measuring the garden using body parts, traditional ways and measuring tape.

Activity 3

Duration: 30min

Activity type: Make a floor plan

Class organisation : Students work in groups

Teacher's role: Co-ordinating and supporting the students, facilitates learning and encourages action.

Teacher's actions: T provides feedback by asking questions and helping students discover knowledge by themselves.

Student's actions: Ss are asked to put measurements and their study results of the place on paper.



Educational material, tools, resources: school books, the web

Activity outcomes: Make a garden plan according to certain criteria (Appendices **MAPPING THE SCHOOL GARDEN CHECKLIST**)

2nd TEACHING SESSION Presenting and talking about our school garden

[Physical education]

Activity 1

Duration: 10min

Activity type: Presentations of plans and selection of the most appropriate one according to the criteria checklist.

Class organisation : Students work in groups

Teacher's role: Co-ordinating and supporting the students, facilitates learning and encourages action.

Teacher's actions: T praises all efforts and ensures that all students receive appropriate feedback.

Student's actions: Ss will be asked to familiarize themselves with the space in detail through attending each other's presentations and providing feedback. They will be addressed with questions such as: Which is the best spot for growing flowers and vegetables and why? What are the potentials of our school garden? How can we invest time and effort on this and what would the benefits be?

Educational material, tools, resources: Books on gardening, web search, discussions with experts or amateur gardeners.

Activity outcomes: Presentations of garden plans. Consolidation of knowledge related to measuring and orientation methods, recording and disseminating the outcomes of a study.



Activity 2

Duration: 35min

Activity type: Students work in groups to put the plan into practice and define the areas in the school garden.

Class organisation : Students work in groups.

Teacher's role: Co-ordinating and supporting the students, facilitates learning and encourages action.

Teacher's actions: T provides students with tools and material they will need to define the space for flower or vegetables beds (string, sticks and labels, paint, spuds, weeders). T helps students with the work and roles assignment.

Students' actions: Ss collaborate to clean the area, make the labels for flowers and plants.

Educational material, tools, resources: Sites with relevant information, notes students bring along with advice from grandparents, consultation with experts

Activity outcomes: Involvement in manual work which will result in a ready for planning activity space. Participation in discussion and managerial tasks so that every student is responsible for specific actions within their group.

3rd and 4th TEACHING SESSIONS

[Art]

Activity 1: Land art in the school's garden.

Duration: 45min (two sessions will be needed to complete the activity)

Activity type: brainstorming and creative activity



Class organisation: students work in small groups in the school garden

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: Introduces students to the land art movement. He shows pictures of land art works and guides students to discover the main characteristics of the movement and differences from traditional art making.

Students' actions: Ss are divided into groups of four. They explore the garden and collect any natural material along with the garden's vegetables to create their own land art artwork on the gardens ground. They are also asked to document their progress using the school's camera.

Educational material, tools, resources: Coloured prints of Land Art artworks (like the one in the picture), natural materials along with vegetables from the garden, digital camera.

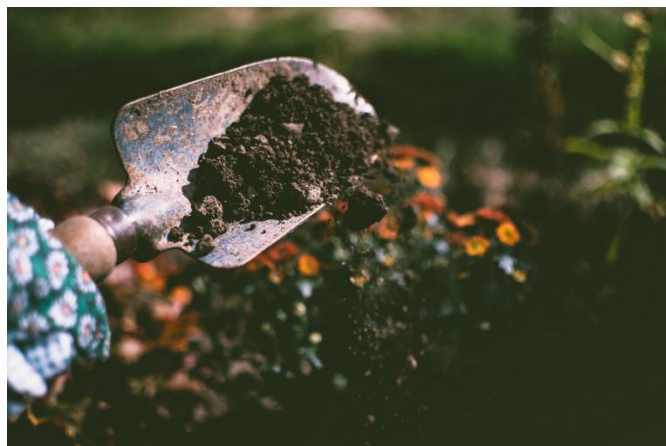


Activity outcomes: Students are expected to see the landscape from a different point of view, share their ideas with the whole school community, connect with the natural environment in a creative way. Furthermore, they will hopefully develop art making procedures and artwork perceptions, conceive land art's main principals: Landscape and artwork are connected, artworks are not placed in the landscape but the landscape is the medium of their creation, artworks are left there to be part of the natural process, artworks are ephemeral.

5th TEACHING SESSION Digging and singing

[Physical education]

Activity 1



Duration: 45min

Activity type: digging

Class organisation: Students work in groups

Teacher's role: T acts as a co-ordinator

Teacher's actions: T caters for tools, gloves and other necessary equipment. T will also draw students' attention to the way their body parts participate in the manual work and help them make the connection between physical activity in the past (people worked in the fields and took exercise while farming) and in our times (people go gyms or sport centres).

Students' actions: Students will dig and refresh the soil in the flower beds. They will actually take part in a physical activity.

Educational material, tools, resources: school course books, the internet, relevant to the topic books and photo albums

Activity outcomes: Preparation of beds



UNIT 2: PLANTING IN THE SCHOOL GARDEN

6th TEACHING SESSION *Making my seed bed!*

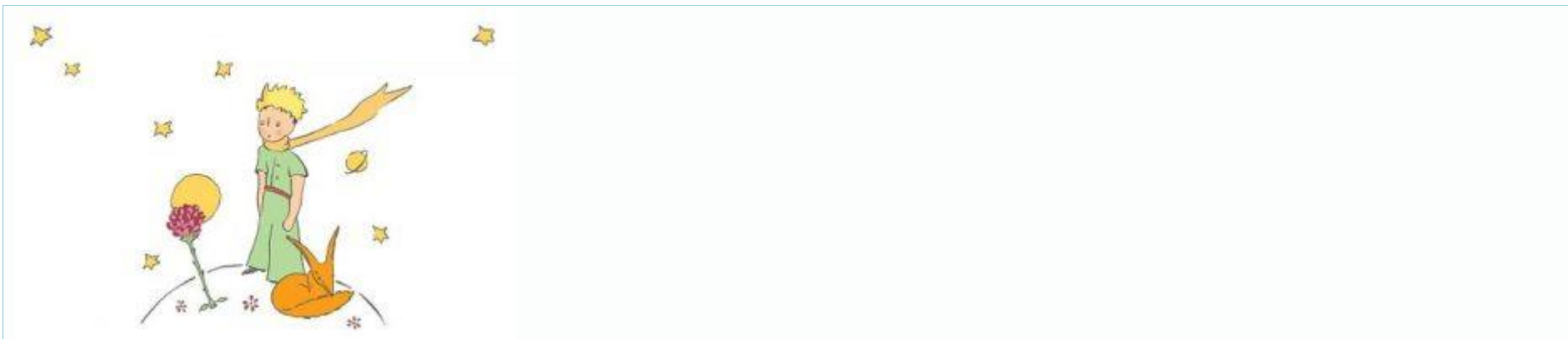
[Environmental Studies]

Activity 1



Duration: 45min

Activity type: Create my personal seedbed, learn how to be responsible for “my own rose”



The Little Prince Metaphor, picture taken from <https://publish.illinois.edu/jamiesthoughts/metaphor/> , University of Illinois at Urbana-Champaign

Class organisation: Students work in pairs

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: T invites students to listen to extracts from Antoine de Saint-Exupéry's The Little Prince. T also caters for seed beds, soil, seeds, labels for all students involved.

Students' actions: Students are facilitated to connect the story of the Little Prince to their personal attitude and actions towards their seed and school garden in general.

Educational material, tools, resources: school library books, videos: <https://video.link/w/uVFub>

<https://video.link/w/qVFub>

<https://video.link/w/oVFub>



<https://video.link/w/kVFub>

Activity outcomes: Students have their personal seed bed

PRACTICE EXAMPLE: A short video with a little participant who is wishing his bulb while planting it <https://youtu.be/EjyuyGutL7M>

7th TEACHING SESSION *Lying on my flower bed!*

[Physical education]

Activity 1:

Duration: 45'

Activity type: Transplant activity, connecting gardening with lifelong physical activity

Class organisation : Students work in groups

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: T caters for tools, gloves and seedbed partitions

Students' actions: Ss come in contact with earth, participate physically in the garden development, learn about the way body parts and muscles function.

Educational material, tools, resources: Information and posters of body parts and muscles found on the web, practical information and guidance from grandparents who collaborate with the students for the transplant activity ([Garden secrets](#), [Growing vegetables](#), [Transplanting tomato plants](#))



Activity outcomes: New garden patches, re-establish contact with earth, recalling of playing in nature childhood memories, knowledge on the way plants grow, connections with food. Building bonds with the school environment, enjoy [film music](#), having our photos taken in front of the flower beds.

8th TEACHING SESSION Observing and recording the life circle

[Environmental Education]

Activity 1

Duration: 45''

Activity type: Appointing groups of students responsible of recording data on plants development, watering needs, weeding and garden care

Class organisation : Students work in groups

Teacher's role: T acts as a knowledge provider, co-ordinator and facilitator

Teacher's actions: T showcases the activities of weeding and watering

Students' actions: Ss study material and learn how to understand the plants needs in water, sunshine, weeding and any other possible dangers which threaten the growing process.

Educational material, tools, resources: Material from the web, the school library, information students get from home and people they know.

Activity outcomes: Learning how to grow plants systematically and efficiently.

9th TEACHING SESSION Creating the school garden promotion video

[ICT]

Activity 1: Harvesting photos



Duration: 10 minutes

Activity type: working in small groups to create videos

Place: Computer Lab

Class organisation : Ss work in three (3) small groups, as many as the main phases of the garden project: i. The Field, ii. Planting, iii. Harvesting

Teacher's role: T acts as a co-ordinator, facilitator and encourager

Teacher's actions: T gives brief instructions on how to transfer the photos from the photo camera onto the computer and save them in a shared folder, so that everyone has access.

Students' actions: Ss are asked to check the photos from the plants at every stage of their development, all the photos from the garden, and to choose the ones that correspond to their group.

Educational content, material, tools, resources: Photos (garden, plants, activities)

Activity outcomes: Ss are expected to understand the process of transferring photos and digital content in general, from a storage medium to a computer for use.

Activity 2: Creating the Garden Presentation

Duration: 25 minutes

Activity type: Creating a presentation with the most important photos, moments, phases, activities of the project

Place: Computer Lab



Class organisation: Ss of the three groups collaborate through Google Slides, in order to familiarize themselves with the creation of slides in this environment, as well as its collaborative use.

Teacher's role: Teacher acts as a co-ordinator, facilitator and encourager

Teacher's actions: T explains the advantages of Google Slides and Google docs in general. Then, he distributes Google Accounts (which he has previously created), one to each group for online activities. Introduces the Google Slides file titled "Our school garden", gives the corresponding rights and explains how to share file simultaneously. During the activity, while the Ps are working, he supports the groups in what they need, he guides the activity and coordinates.

Students' actions: Ss use the research method, they work in groups, and they use the collaborative presentation program (Google Slides) to present each stage of the project. In the end of the activity the Ss that haven't finished yet, are asked from the T to work from their home and to take advantage of the collaborative tool, the Google Slide.

Educational content, material, tools, resources: plenty of material and links to lesson plans and instructions can be found on the Internet, such as: <http://docs.google.com/support/>

Articles and instructions about the creation and management of Google Docs are available.

Activity outcomes: Ss are expected to collaborate through Google Slides and to improve their internet browsing skills.

Activity 3: Creating the Garden promoting video

Duration: 10 minutes

Activity type: brainstorming activity, working in small groups, creating the school garden promoting video.

Place: Computer Lab

Class organisation: Ps work in small groups



Teacher's role: Teacher acts as a co-ordinator, facilitator and encourager

Teacher's actions: T asks the Ps to comment on their experience from the use of Google Slides environment and especially from the collaborative creation of presentations. At the same time, T asks from 3 Ss (one from each group) to cooperate and convert the presentation to a video. The other Ss watch the process through a projector.

Students' actions: Ss are asked to talk about their experience, while three of them (one from each group), cooperate and convert the Presentation to a video.

Educational content, material, tools, resources: Google Slides environment, Power Point presentation, Video application

Activity outcomes: Ss are expected to understand the advantages of Google Slides and Google Docs in general and how to present their work by creation of a promoting video.



UNIT 3: HARVEST TIME IN THE SCHOOL GARDEN

[Environmental Education]

10th TEACHING SESSION Getting ready for the harvest



Photos from a mid-summer harvest at school

Activity 1

Duration: 45min

Activity type: Fruit picking and consumption

Class organisation : group work

Teacher's role: Teacher acts as a co-ordinator, facilitator and encourager

Teachers' actions: Teachers prepare baskets and scissors

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Students' actions: Ss learn to recognize the mature vegetables, they discuss about the way they can be consumed and make the distinction between raw and processed food, they are also assigned the task to look for information about the vegetables nutritional value, ways of cooking and their beneficial impact on people's health.

Educational content, material, tools, resources: use of school library books, grandparents advice and narrations

Activity outcomes: Knowledge on raw material collecting, processing procedure and healthy eating habits.

11th TEACHING SESSION Seeking the common ground between two diverse cultures in our school garden

[English Language]

Activity 1: Harvesting leaves and words

Duration: 10 minutes

Activity type: brainstorming activity

Class organisation: students work in small groups in the school garden

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: T invites students to look around them and recall words in English for the surroundings, plant and animal life they spot in the garden.

Students' actions: Ss are asked to call the English words out loud, write them on coloured paper strips and put them in a basket.



Educational material, tools, resources: Picture dictionaries with words related to plant and animal life, strips of paper, coloured markers, magnifying glasses

Activity outcomes: Students are expected to revise and consolidate vocabulary related to plants and animals, gardening and life in a natural environment.

Activity 2: Learning about the life of Native Americans

Duration: 10 minutes

Activity type: brainstorming activity

Class organisation : students work in plenary in the garden

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: T invites students to sit in a circle around a tree in the school garden and shows pictures of the Native American people. Discussion deals with the close connection of Native Americans to nature and parallels are made to contemporary facts.

Students' actions: Ss are encouraged to recall facts they know on the topic, ask questions, listen to what their classmates bring into the circle.

Educational content, tools, resources: Material can be found at

https://www.history.com/topics/native-american-history/native-american-cultures#section_11

<https://bancroft.berkeley.edu/Exhibits/nativeamericans/index2.html>

<http://www.masshist.org/photographs/nativeamericans/>

Activity outcomes: Ss are expected to gain new knowledge on a different culture, make connections with their own context, compare and contrast practices and understand that the natural environment has always been a key factor in people's lives.



Activity 3: A message of struggle and love

Duration: 25 minutes

Activity type: Meditation and writing activity

Class organisation: students are divided in two groups (the Greek farmers, the Cherokee people) and then they work individually to write a short message

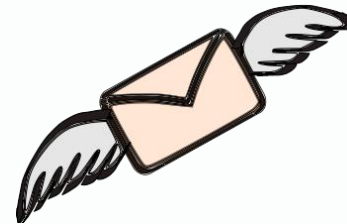
Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: T helps Ss get into the context of the writing activity, hands out supplementary material (extracts from stories, articles) and guides the activity.

Students'actions: Ss ask for and get whatever information they need so that they are able to compose short messages which must include aspects of the farmers' or Cherokee people's daily routines.

Educational material, tools, resources: Plenty of material and links to lesson plans and authentic texts can be found at the link below

https://www.childrensmuseum.org/sites/default/files/Documents/Educators/K-3_OneWithTheEarth_UOS.pdf



EXAMPLE OF EXTRACTS FROM A STORY WHICH CAN TRIGGER BRAINSTORMING

From: **Bruchac, Joseph. The Bearwalker.** New York: Harper Collins, 2007.

"...My uncle Jules told me about the Bearwalker. Long ago, he said, there was a Mohawk village. One day people began to dis-appear. They would go out hunting or to work in the fields and never return. Were enemies ambushing them? Was it some big animal that attacked silently and then carried off their bodies? No one knew. Then one day a hunter found something that filled him with fear. He ran back to the village to tell everyone. "I saw the tracks of a huge bear," he said. "We have all seen bear tracks before" another hunter said. "What is so special about bear tracks?" "Ah," the first man said, a shiver of fear going down his back as he spoke, "these were no ordinary tracks..."

From: **Venezis Elias. Peace. 1939.** (extract from a Greek literature book referring to the efforts of Greek refugees to settle down in the mother land after their being forced to abandon their homes in Asia Minor)

"...Οι πατέρες τους και οι πρόγονοί τους ξέραν μονάχα τη γη, και πέρα από τα βουνά πάλι γη, χωρίς τέλος. Τους παρακολουθεί το χώμα σαν το αίμα στις φλέβες τους. Δεν ξέρουν τι θα πει ξεκούραση. Δουλεύουν, σκάβοντας, με το ένστικτο του ζώου που γυρεύει καταφύγιο. Ξέρουν πως η γη που θα ξεχερσώσουν θα τους δώσει τροφή και σπόρο..."

"...Their fathers and forefathers knew only the Earth, and beyond the mountains again Earth, without end. The soil follows them like blood in their veins. They do not know what rest means. They work, digging, with the instinct of the animal that seeks refuge. They know that the land they will sweep will give them food and seed..."

Activity outcomes: Texts were chosen with a view to help Ps realise the dependence of humanity on natural environment, the struggle of people to make earth bear fruit as well as help raise other issues such as the notion of hostility in humans and wild nature.



12th TEACHING SESSION Gardeners and storytellers

[English Language]

Activity 1 Once upon a time in the west

Duration: 40 minutes

Activity type: Reading a native American folk tale

Class organisation: students find a comfortable place in the school garden and sit in a circle around the teacher

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: T starts reading the folk tale and invites Ss to take on the role of the narrator. After that T initiates discussion by asking questions like

What matters to you? What do you notice about the world around you?

What are you grateful for? Why?

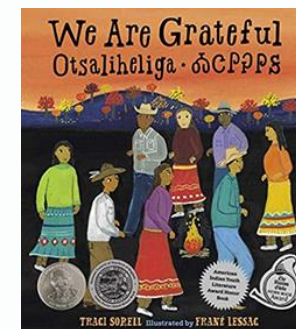
What ways do you show your gratitude?

Why is it important to reflect on both your blessings and difficult times?

What did you learn about the Cherokee and Cherokee traditions and culture? What more would you like to know?

Students'actions: Ss listen to and read the story, contribute to the discussion with their comments.

Educational material, tools, resources: We Are Grateful: Otsaliheliga, by Traci Sorell



Activity outcomes: Ss are expected to empathize with the heroes of the tale and be in a position to make connections to their own reality. Universal feelings, cultural norms and values are meant to be emphasized at this point.

Activity 2 A “thank you” note

Duration: 5 minutes

Activity type: Writing a gratitude note and hang it on the tree the class chooses, taking a class photo for the school blog

Class organisation : students find a comfortable place in the school garden and sit in a circle around the teacher

Teacher’s role: T acts as a co-ordinator, facilitator, encourager

Teacher’s actions: T hands out colourful strips of paper and string. T encourages Ss to send a thank you note to nature by writing it on the piece of paper and then hang it on the tree branches.

Students’ actions: Ss go back to the things they saw, smelt, felt, touched, heard while in the garden. They are expected to come up with a personal reason for feeling grateful and communicate it to the school community through the “thank you” note.

Educational material, tools, resources: We Are Grateful: Otsaliheliga, by Traci Sorell, a video with vocabulary in the language of Cherokee people <https://video.link/w/eVFub> which could be used inside the classroom prior to the session in the garden in order to increase motivation.

Activity outcomes: The tree of gratitude in the school garden



13th TEACHING SESSION Picking up!

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[Environmental Studies]

Activity 1

Duration: 45min

Activity type: Collecting fruit, recording quantity, classifying food in accordance with the way it can be consumed by humans and the nutrition value, discussion over food processing.

Class organisation : Students work in groups.

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: T caters for baskets, cutting tools, gloves

Students' actions: Ss collect and record the products. They classify them according to their nutritional value.

Educational material, tools, resources: The web, school library, grandparents.

Activity outcomes: Fruit and vegetables harvest

14th and 15th TEACHING SESSION Garden art



[Art]

Activity 1: A painting made of vegetables.



Autumn is an Oil on Canvas Painting created by Giuseppe Arcimboldo in 1573. It lives at the Musée du Louvre in Paris. The image is in the Public Domain

Duration: 45min (2 sessions will be needed to complete the activity)

Activity type: brainstorming and creative activity

Class organisation: students work in small groups in the school garden

Teacher's role: T acts as a co-ordinator, facilitator, encourager

Teacher's actions: Introduces students to the work of Italian painter Giuseppe Arcimboldo and especially his "Four Seasons" series. He shows pictures of his work and discusses the possibility art offers to repurpose objects as art-creating mediums, along with subjects of volume, colour, shape and size.

Students' actions: Ss are divided into groups of four. They take pictures using the school camera, of the garden's vegetables trees and plants. During the second 45 min session they cut the printed photos and then they are asked to create their own collage artwork.

Educational material, tools, resources: Coloured prints of Arcimboldo paintings, digital camera, scissors, glues, papers.

Activity outcomes: Students are expected to further develop basic image making composition skills, expand their boundaries of art making materials, train their creativity and imagination along with team work spirit.



APPENDICES

MAPPING THE SCHOOL GARDEN CHECKLIST

(To be used before student groups hand in their map of the garden)

Please, consult with your classmates and make sure that your map satisfies the following criteria:

Criteria	Tick the box
We have created a realistic map.	
Our map includes valid information of the place of the school garden in reference to the school main building (used a compass, the four main compass points are marked)	
Our map contains information on important facilities (place of water supply, location of trees, patches suitable for planting).	
The reader can understand where the most appropriate spot for planting vegetables is.	
The reader is offered suggestions about the most appropriate place for planting	

SUGGESTIONS AND SUPPLEMENTARY MATERIAL FOR FURTHER EXPLOITATION[For the English Language sessions]

A card with key words in the Cherokee language which could serve as a starting point of research in the University library next to our school.

ENGLISH WORD	PHONETIC SPELLING CHEROKEE WORD	PRONUNCIATION
Bear	yona	Yo-nuh
Flower	atsilvsg	Ah-jee-luh-s-gee
Tree	tlukv	Kloo-guh
Leaf	ugaloga	Oo-gah-lo-guh
Bird	tsisqua	Jee-s-quah
Sunshine	agaliha	Ah-gah-lee-s-guh
Snow	unatsi	Oo-nuh-jee



A video on the importance of farming by the EU which could be used as a kick-off input during a class with parents and grandparents so that differences with the past routines is emphasized

<https://video.link/w/WUFub>

