The Garden Project: Bringing Learning To Life with Sustainable ELT Practices
Anatomy of Hoopla Education

Collaboration between activities and classrooms
Connects PBL with STEAM disciplines

Spiral Learning
Process driven

Snail Slow Learning
Movement Nature-Inspired Activities
MACMILLAN EDUCATION WAS LOOKING FOR A PRE-PRIMARY SERIES THAT OFFERED 21ST CENTURY SILLS

The Brazilian government released national guidelines in 2018 for skills development in pre-primary education and TGP is easily mapped to the guidelines.
Age: 3-6 years old

A Project Based Learning (PBL) 3-level ELT course for pre-primary where children learn English by growing their very own Garden in the Box, and document their learning in their Student Journals through the Wonder, Observation and Investigation of nature.

In many countries The Garden Project is used as a CLIL-Based Programme
The Garden Project

Materials

TEACHER’S MANUAL

STUDENT’S JOURNALS

AUDIO CD

LAUNCH GIFT
Pedagogy
Project-Based-Learning (PBL) is a dynamic approach that allows students to use the inquiry of nature, involving them in an educational approach that is based on the scientific method.
The STEAM framework is applied by developing multidisciplinary child-led inquiries that combine science, technology, engineering, arts and maths to the discoveries of natural world.
Reggio-Inspired

The Reggio Emilia approach uses the environment as the third educator and recognizes the variety of languages used by children individually to express themselves and represent their world.
ELT Natural Approach
Teacher’s Guide

The Garden Project
Learning about sustainability and seeding healthy eating habits
Language follows Nature’s Life Cycle

UNIT 1: Preparing
UNIT 2: Planting
UNIT 5: Decomposing & Regenerating
UNIT 6: Harvesting
Scaffolding Language

**Our Green Question** is the heart of each Lesson. The ultimate objective of each Lesson is for the student to progress through the lesson activities and their own inquiry and arrive independently at their own answer to the Green Question.

**STEAM Guiding Questions** have been elaborated to support children’s understanding of Our Green Question and scaffold learning. These are the prelude to every activity, giving children clues to the answers pertaining to Our Green Question and the activity that will be conducted, interpreted within the given STEAM discipline.

The **Program Narrative** scaffolds language learning, providing teachers with key linguistic structures to use with students, in addition to linking relevant provocations to the lesson's inquiry.
Level 1 – Wonder (age range 3-4yrs)

Level 2 – Observation (age range 5-6yrs)

Level 3 – Investigation (age range 6-7yrs)
Poll 1
Outdoor Education

Instructional use of natural and built areas to meet student learning objectives in a variety of subject-matter disciplines through direct experiences.
Contextualized Learning

The outdoors and nature facilitates active learning, connected to the natural environment, facilitating diversified, less abstract and more focused on practical knowledge.
### Calendar – Ex. Temperate Climates

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“Tropicalization” of the Program

To make the learning **authentic** for students in **Brazil**, Macmillan Brazil and Hoopla Education collaborated on using local flora and fauna in designing the content.
Calendar (Tropical Climate)
Poll 2
Overcoming Obstacles

The growing urbanization and lack of external spaces make it harder to use nature and the outdoors in experiential learning at schools.
The Garden in the Box allows teachers to overcome these external barriers (lack of outdoor green spaces)
The Garden in the Box
The Garden in the Box develops *soft skills*, like patience, communication, and cooperation through the growth of seasonal fruit and vegetables.
The use of **re-purposed items** reorients education so that students acquire the necessary **knowledge, skills** and **attitudes** to contribute to a sustainable future.
Linking Learning
Local Recipes

Fostering a connection and understanding between food and culture by referencing local recipes (for example, gazpacho).
Seasonal Festivities

Links beautifully with other parts of curricula, such as festivals (for example, the Harvest to the Festa Junina Festival in Brazil)
Learning about Biotopes

The study of biotopes makes use of the outdoors as a living classroom to explore the local flora and fauna and discover the importance of biodiversity and its natural equilibrium.
Teachers can connect the curriculum with *whole school initiatives* (for example, like connecting with healthy eating and planting lettuce).
Younger-aged Children

The focus on the multi-sensory component together with the manipulables (posters and visuals) bridge the language gap.
Inter-departmental Involvement

Having a champion take charge within the department helps cement the program in the school ethos.
The use of journals is appealing to schools as it formalizes the gardening activities to becoming more of a didactic experience.
“TGP makes learning visible. It helps children communicate with the world by using all their potential. Teachers and students are all involved in observing and investigating the environment using English in a natural context. Hands-on projects provide stimulating experiences and learning occurs authentically. TGP helps us to prioritise what we value most.”

Kelly Barboza, Academic Coordinator
Colégio Jardim São Paulo
THANK YOU!

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