School@Farm

A Flemish attempt to put school curriculum out of the classroom

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School@Farm

I. Get to work... (a good practice)
II. Educational aspects
III. Agricultural diversification
IV. School@Farm, a practical view
V. Let it grow...
I. Get to work...
WHAT WORK HAS TO BE DONE?

VEGETABLE CULTIVATION

FRUIT CULTIVATION

DAIRY CATTLE

GREENHOUSING
WHAT WORK HAS TO BE DONE?
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II. Educational aspects
Outdoor activities: Personal and social development in and about the environment.

OUTDOOR EDUCATION

vives
THE LIMITED LANDSCAPE VS. THE UNLIMITED CLASSROOM
THE UNLIMITED CLASSROOM PUT INTO A WEEKPLANNING

| Dag 1: | Het weer
|--------|--------------
| Algemene metingen | De boom [zorgt voor zuurstof]
| Extra inhouden a.d.h.v. leerlijn | De akker [zorgt voor voeding]
| Digitale weertafel | Inhoud:
| Een hefboom als hulpmiddel: de bij | Inhoud:
| * Orientatie perceel: kompasgebruik, windstreken | * Eerste schatting bewerkte oppervlakte (streftijder: 4 m²/kind)
| * Verwijderen zijtakken van snoeihout + snoeihout verzamelen | Task: Spitten en bemesten van perceel
| Lesfiches: | * akker – opleiding
| * bosbouw – hefboom | * akker – extra info – spitten en bemesten
| * bosbouw – extra info – hanteren bijl | * akker – extra info – spitten en bemesten (veiligheid) + terminologie – evt. slijpen bijl

| Dag 2: | Het weer
|--------|--------------
| De boom [zorgt voor zuurstof] | De akker
| Inhoud: | Inhoud:
| * Machinaal werk versus hand werk (kettingzaag versus handszag) – gelijkenissen en verschillen / voor- en nadelen | Oppervlakte en omtrek van uiteindelijk te bewerken perceel
| * Afstanden / maten schatten | Task: Spitten en bemesten van perceel
| * Grote takken op maat afhaken + palen verzamelen | Lesfiches:
| * bosbouw – vooruitgang machines | * akker – oppervlakte en omtrek
| * bosbouw – extra info – hanteren zaag | * akker – extra info – spitten en bemesten (veiligheid) + terminologie + wijking

| Dag 3: | Het weer
|--------|--------------
| De boom [zorgt voor zuurstof] | De akker
| Inhoud: | Inhoud:
| Knopen leggen | * Werken met lijschaal / breukschaal
| Task: Bundelen snoeihout (voor vervoer naar school + speelbos) | * Techniek en Sij – vooruitgang door machines
| * bosbouw – extra info – knopen leggen (+ touw oprollen) | * akker – schaal + techniek vroeger en nu
| Lesfiches: | * akker – extra info – hanteren
FOR HOW MANY WEEKS HAS FARMER IGNACE SILAGE IN THE PIT?
DO WE HAVE 200 RAINWORMS PER M² IN OUR FIELD?
The pillars of inquiry based learning

Authentical learning context
Why? How? questioning
Systematical research
Reflection & interaction
setting up fair experiments in the testgarden...
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III. Agricultural diversification

Farm education as a core task of Inagro
It strikes me that the children are starting to get a better understanding of and interest in their own environment. While we are biking to the farm I hear things like ‘these potatoes are not so high as ours’ or ‘look at that farmer, he is ploughing’.

- Teacher Tom, school De Koorddanser
• Why can’t the cows stay in the meadow all day?
  - Wolf (pupil)
Yes! It’s going to rain!
It is nice to see how the children grow in ten weeks, learning to know children that live nearby my farm. A lot of the children and their parents payed my shop (several) visits during the holidays. And they often ask about the cows and the chickens.

-Hilde (farmer, ‘t Fazantenhof)
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On a permanent base
Rituals

10 (of 20) days during 10 (of 20) consecutive weeks
5th or 6th grade of a primary school
Spring or autumn

Twee groups with a strict plan – in a shear system

- Carrying out real jobs
- Experiencing routine (and putting it into a positive view)
- Feeling the weather (and keeping up data)
- Inquiry based learning (STEM-education)

Support: teacher and farmer

Planning
at school: briefing (rules...)
By bike to...
Putting on rubber boots and overall
Let’s get to work (song)
WORKSHOP 1: 1 hour pauze
WORKSHOP 2: 1 hour
Time to reflect (picknick)
By bike to school
GUIDANCE AND SUPPORT

PROSPECTION VISIT AT THE LOCATION

PUBLICITY AT SCHOOLS

DATABASE with teaching materials, ...

RANGE OF MODEL DOCUMENTS

MEETING FOR PARENTS

PROMOTIONAL VIDEO

SET OF MATERIALS

DURING 10 WEEKS

REFLECTION after day 5

NETWORKMEETING after day 10

2 VISITS (with report)
FULL ENGAGEMENT OF ALL PARTICIPANTS

COST:
1500 euro / 10 weeks
(500 euro refunded out of a provincial funding)
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GOAL 1 = COVERING UP THE FULL PROVINCE

1. De Grote Linde Oostkamp
2. Fazantenhof Houthulst
3. Fruitbedrijf Baart Sint-Eloois-Vijve
4. Sint-Maartenshove Koolskamp
5. Palingbeek Zillebeke
6. ‘t Glazen Huis Oostnieuwkerke
7. Kriebelhof Tielt
8. De Moestuin(ier) Meulebeke
9. CSA de Grenshoeve Bellegem
10. CSA Ten Hoogen Elslande Geluwe
11. ‘t Heuvelhof Dranouter
12. De Biezenhoeve Watou
13. De Zegge Oudekapelle
14. D’Yzerpasserelle Beveren (Yzer)
15. De Heerlijkheid van Heule
16. De Gavers Harelbeke
17. Bulskampveld Beernem
GOAL 2 = FOCUS ON CITY SCHOOLS AND CHILDREN
STUDY OF EFFICIENCY
Is outdoor learning (during School@Farm) more effective than traditional indoor learning?

SCREENING INSTRUMENTS
What criteria should a farmer/teacher fulfill to participate in this project?
GOAL 4 = INTEGRATION IN THE CURRICULUM AND FUNDING ON LONG TERM
GOAL 5 = GIVING ANSWERS TO YOUR QUESTIONS..