




Learning scenario about **environmental awareness**

Title: **Sustainable agriculture practices for a healthy globe**



General information

Topic(s)	Goals	Activity description
<input type="checkbox"/> Climate change <input type="checkbox"/> Biodiversity and conservation <input type="checkbox"/> Waste management and recycling <input type="checkbox"/> Water resources and quality <input checked="" type="checkbox"/> Sustainable agriculture and food security <input type="checkbox"/> Environmental health and justice <input type="checkbox"/> Energy use and transportation 	<p>Objectives</p> <p>Sustainable agriculture is farming to meet society's current food needs without compromising the ability of future generations to meet their own needs.</p> <ul style="list-style-type: none"> • Raise awareness of the importance of sustainable agriculture practices • Understand the significance of pesticide reduction and its impact on the environment. • Apply Kolb's experiential learning cycle to plan and execute • Develop effective communication and teamwork skills through group collaboration. • Develop of Critical Thinking • Awareness of Global and Local Perspectives 	<p>Student's profile (age): 14-18</p> <p>Number of participants: 20-30</p> <p>Duration: 90 min</p>





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	<p><i>Learning outcomes</i></p> <ul style="list-style-type: none">• By the end of this learning scenario, students will be able to:• Identify different types of good agricultural practices .• How the human actions are related to the pollution and what they can do• Improve their oral communication skills• Apply critical thinking skills to reflect on the factors that contribute to spreading practices for a sustainable agriculture	<p><i>Related subject of the school curriculum/Skill/Content:</i></p> <p>Citizenship- Clil -English -Social studies</p>
		<p><i>Material needed:</i></p> <p>Whiteboard or digital board for brainstorm and class discussion Tablets or their mobiles: Students could use them for watching videos, drawing mind maps and taking notes</p>
		<p><i>#Hashtags</i></p>

Introduction





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Start

Introduction (15 minutes)

This activity helps the students to understand the importance of sustainable agriculture practices. It shows the concepts of the interconnectedness of our actions and choices and the environmental health of our planet.



- Begin by introducing the concept of sustainable agriculture practices
- Brainstorm activity: Discuss how consumer choices contribute to the environment and soil depletion.
- Discuss how consumer choices contribute to sustain socially and economically agriculture
- State the learning objectives and outcomes for the lesson.

Kolb's cycle steps





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1



FEELING

Engage students in hands-on activities and real-life examples related to the environmental topics.

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Concrete Experience (20–25 minutes):

Students divided in 4 groups are asked to watch 1/2 videos, depending on the length, related to the topic

<https://www.youtube.com/watch?v=dp6HRhMVHz8>

<https://www.youtube.com/watch?v=IRyXlvIJFWI>

<https://www.youtube.com/watch?v=XzSchrmBt8g>

[Best4Soil: Crop rotation – Practical Information](#)

https://www.youtube.com/watch?v=dSd-G_o3NGI

<https://www.youtube.com/watch?v=euWuISgMwnA>

<https://www.youtube.com/watch?v=iWJek3LuE6c>

<https://www.youtube.com/watch?v=KfB2sx9uCkI>

Then, following the given grid they have to take notes of factors and policies that could have a positive or a negative spillover on sustainable agriculture.

	POSITIVE FACTORS	NEGATIVE FACTORS
VIDEO 1		
VIDEO 1		
VIDEO 1		
VIDEO 2		
VIDEO 2		
VIDEO 2		





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2



WATCHING

Encourage students to reflect on their experiences, observations, and emotions during the activities.

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Reflective Observation (15 minutes):

After the activity each group can swap their notes. Then, using a sharing board such as a jambord or a mind map they can write down their mates' notes. Finally, all together the group can read their work, compare the various parts of it and notice if there are similarities and what they learned from it.





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3



THINKING

Guide students to analyze and conceptualize the information gathered, connecting it to broader concepts and theories

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Abstract Conceptualization (15 minutes):

For the abstract conceptualization phase the students will be asked to match words and definitions for the following points:

Definitions:

- a. accepting and valuing differences among people, cultures, and ecosystems.
- b. combining animal husbandry with agriculture, such as using manure from animals as fertiliser for crops.
- c. a farming practice where different types of crops are grown in the same field each year to improve soil health and prevent pests and diseases.
- d. considering all aspects of an ecosystem or farm when making decisions, rather than focusing on individual components.
- e. taking care of the land and its resources, including soil, water, and biodiversity, in a sustainable and holistic manner.
- f. growing plants that live for more than two years and do not need to be replanted every season.





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g. using various methods, such as natural predators and crop rotation, to control pests without relying on harmful chemicals.

h. incorporating trees into agricultural systems to provide multiple benefits, such as shade, erosion control, and food production.

Words:

1. integrating livestock and crops
2. managing whole systems
3. planting perennials plants
4. rotating crops
5. applying integrated pest management (ipm)
6. managing landscapes
7. embracing diversity
8. adopting agroforestry practices

Correct matches:

1. b-2. d-3. f-4. c-5. g-6. e-7. a-8. h





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4



DOING

Provide opportunities for students to apply their knowledge and actively experiment with sustainable practices in their daily lives.

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Active Experimentation (30 minutes)

Firstly students, working in small groups (2-3 pupils), will search on internet articles on one of the sustainable practices. Then students will be asked to explore the relationship between humans and their environments by examining the characteristics and interactions. Afterwards using a padlet they will write down their findings.

<https://padlet.com/>

Evaluation





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Evaluation (15 minutes):

- true /false test

Statements:

1. Rotating crops and embracing diversity can improve soil health.
2. Cover crops are only planted during the growing season.
3. Integrated pest management (IPM) relies solely on chemical pesticides.
4. Integrating livestock and crops can make farms more efficient and profitable.
5. Agroforestry practices involve mixing trees or shrubs into farming operations.
6. Natural vegetation alongside streams can help control erosion and reduce nutrient runoff.
7. Healthy, living soil promotes healthy crops and prevents pollution.
8. The most sustainable and productive agricultural systems are less diverse and complex.
9. Industrial agriculture focuses on soil health and biodiversity.

Correct answers:

1. True
2. False - Cover crops are planted during off-season times.
3. False - IPM involves mechanical and biological controls as well.
4. True
5. True
6. True
7. True





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- 8. False - The most sustainable and productive systems are more diverse and complex.
- 9. False - Industrial agriculture tends to neglect soil health and biodiversity

Additional resources – Tips and tricks



videos on the local productions: [Newton - S2020E9 - La sfida dell'agricoltura sostenibile - Video ALIMENTAZIONE A KM 0](#) (in italian)

Article <https://www.ucsus.org/resources/what-sustainable-agriculture>

Tip: While students will be watching the videos the teacher look at how the groups work together and make decisions





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P A R T N E R S	 Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia (GR)	 Parc naturel régional de Corse Parcu di Corsica Syndicat Mixte Du Parc Naturel Eégional De Corse - Parcu Di Corsica (FR)	 Etudes Et Chantiers Corsica (FR)	 Antalya Provincial Directorate for National Education (TR)	 cesie the world is only one creature CESIE – Centro studi e iniziative europeo (IT)	 Trebag Szellemi Tulajdon – Es Projektmenedz Ser Korlatolt Felelossegu Tarsasag (HU)	 Istituto D'Istruzione Superiore Einaudi Pareto (IT)
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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them



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