

REBOOST THE ALLOTMENT OF A HIGH SCHOOL FROM AN ECOFEMINIST PERSPECTIVE

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Needs identification

Nowadays lots of schools and high schools have their allotments as a tool to expand on what's taught in the classes. The need of reintroducing the allotment knowing all the benefits it gives.

Objectives

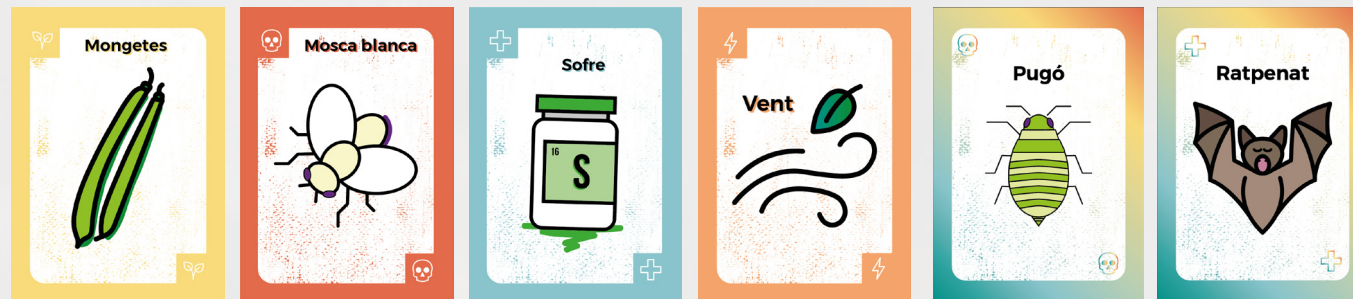
- Relaunching the Pau Vila's high school allotment.
- Supporting the students during the project.
- Giving a presentation on keeping an organic allotment.
 - Knowing to whom the project is aimed at.
- Evaluating the project's impact checking what they have learnt.

Background: ORGANIC ALLOTMENT

Organic agriculture is part of what's known as alternative agricultures, which try to obtain a food production method that takes the local and sociocultural elements into account, using fitting technologies that are energetically and environmentally efficient. It emphasizes using the most natural and sustainable products and techniques possible, excluding those that could lower the final product's quality or harm the environment where the production happens.

The allotment game and Infographics

The allotment game: Learning about plants health and issues. To teach the most difficult part, I decided to design a game that would help the students learn it. The students will try to grow a healthy garden while trying to prevent the competitors doing so. That can be done using cards for the types of damages the plants are susceptible to, and then the players can get rid of those with cure cards.



Infographics: Writing a guide on how to maintain an allotment in an education center. After researching about the topic, I found most existing guides were aimed at the teachers, so I decided that mine would be geared towards the students.

Final thoughts

In-person activities

First session: Building the garden beds. Aimed at the 4th of ESO students, because of the tools used. There were plans to prepare the crops.

Second session: Consisted of two activities. Previous to both, a small survey was run to gauge previous knowledge of the subject.

First activity: learning the difference between an organic allotment and a conventional allotment. To learn this, a brainstorming session of things the students considered necessary for the allotment to be organic was done, and then commenting on them and talking about any that the students missed.

The second activity: learning what associations are. For that, after explaining what they are and handing them a table with the best associations, they were told to fill a plan of the allotment with the plants to get the best associations possible.

Third session: repotting the crops into the garden beds. To make sure the plants were repotted correctly, cards with the plants' characteristics were handed out to the students.

- Satisfaction on a personal, learning and work level.
- Content of knowing that needs have been met.
- The experience has been a bit disappointing because of external circumstances, mainly Covid-19.

