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School Vegetable Garden and Food Safety: Pedagogical Instrument and Didactic Knowledge

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A B S T R A C T

This project aims to build a vegetable garden at Luíza Cecília Municipal School, located in Pov. de Minação, municipality of Barrocas-Ba, together with the students of the 5th grade, which has as pedagogical teaching tool reflections on the themes, among which stand out: food and nutrition security, environmental education agroecology. Initially, the project was presented to the school community, in which there were times for students to express themselves and report what they expected from it. During the project, dynamics and workshops were held, addressing themes related to the elements that make up the garden. Given the activities already developed, it is noticeable that the students aroused interest in the contents, since they already have a proximity to the environment.

Keywords: Sustainability, Environmental Education and Agroecology.

Horta Escolar e segurança alimentar: Instrumento pedagógico e saber didático

R E S U M O

Este projeto tem como objetivo a construção de uma horta na Escola Municipal Luíza Cecília, situado no Povoado de Minação, município de Barrocas-Ba com os alunos do 5º ano, o qual tem como instrumento didático pedagógico reflexões sobre os temas, dentre os quais destacam-se: segurança alimentar e nutricional, educação ambiental agroecologia. Inicialmente. Foi apresentado o projeto para a comunidade escolar, no qual houve momentos para os alunos se expressarem e relatarem o que esperavam do mesmo. No decorrer do projeto foram realizadas dinâmicas e oficinas abordando temáticas relacionadas aos elementos que compõem a horta. Diante das atividades já desenvolvidas, é perceptível que os educandos despertaram interesse pelos conteúdos, uma vez que estes já detêm uma proximidade com o meio.

Palavras-Chaves: Sustentabilidade, Educação ambiental e Agroecologia.

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1. Context

The project started in April 2019 and is being carried out at Escola Municipal Luiza Cecília in the rural area of Barrocas, Sisal territory, state of Bahia. This project aims to broaden both parties' knowledge and experiences (technicians and 5th-grade students), which can motivate students to produce quality food and allow extensionists to dialogue with the curriculum's understanding throughout Agroecology's technical course by the IF Baiano campus Serrinha.

The realization of dynamics activities, the importance and conservation of natural resources, and can contribute to social actors' academic training inserted in this context. Since the application of agroecological principles and sustainability, food security, and environmental education occurs, we use the garden as a didactic tool.

Due to the process of food production without the use of agrochemicals, actions aimed at food and nutritional security are essential elements to list the need to consume healthy food, added to educational aspects that value the exchange and dialogue of knowledge, aiming at improving nutrition and nutritional habits of the school community.

2. Description of the experience

This project uses a qualitative methodology and is exploratory (to identify with the phenomenon being investigated). Together with the students, it seeks to explore agroecological practices for the implementation of school gardens.

With the project's execution, I carried out several activities in the modality of participative workshops with 5th-grade students at the Luíza Cecília Municipal School, which deserve to be highlighted.

A) Understanding the concept and the elements that make up the garden;

B) Importance and types of soils, ways of planting, among other aspects.

As a tool for problematization and at the same time a dynamic form, a Field Diary is being made to observe the development of cultures and which techniques students were able to understand different contents from the construction of the vegetable garden, highlighting the initial, procedural, and final activities.

One of the main goals is to stimulate and prospect knowledge with students about sustainable awareness by constructing a school garden, reporting the importance of environmental education, sustainability, biodiversity, and healthy eating.

The first day when they presented the project in the school community, the students made a poster (Figure 1), which had its theme: "what do you expect from the project? Then, there was a debate about the different conceptions of what they expect from it (Figure 2). There were also workshops about the concept of soil (Figure 3) and its types, giving continuity to the activities (Figure 4).

Figure 1: Poster production on what they expect from the project.

Figure 2: Project presentation.

Figure 3: Concepting soil.

Figure 4: Knowing the types of soils.

3. Results

The students' interaction with the contents presented and their participation was perceived through the activities already developed. Also, weekly reviews were encouraged on the subjects previously treated, adding the existing subjects' practices in the school curriculum of the grade in which the project is being developed.

From the development of these experiences, anxieties and curiosities about the project arose. It noted the awakening of interest in the students, who showed their desire for the project's continuity.

During the realization of the dynamics, the students reported their opinions about what they expect from the project. Some of their lines were: "It would be good if I had every day," "I hope to learn how to make a vegetable garden," "I hope it will be a lot of fun, with lots of jokes." Here, one notices the importance of pedagogical knowledge in developing activities in the school environment, stimulating local actions and reflections.

They also issued their conceptions about the diversity of the soils existing in the environment to which they inserted: "It is the place where one plants," "In the soil food is planted, such as vegetables and fruits," according to other students. (Figure 5)

With the development of the actions, we identified that the experience participants experience the rural environment since they can identify the elements that compose a vegetable garden, the main agricultural inputs, the primary forms of planting and propagation of vegetables, among other knowledge.

Figure 5: Knowing the types of soils.

4. Acknowledgments

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