

# The Garden Project: Bringing Learning To Life with Sustainable ELT Practices



Hoopla  
Education



macmillan  
education

# Anatomy of Hoopla Education

**Collaborati**

**on** between  
activities and  
classrooms

**Connects**

PBL with STEAM  
disciplines



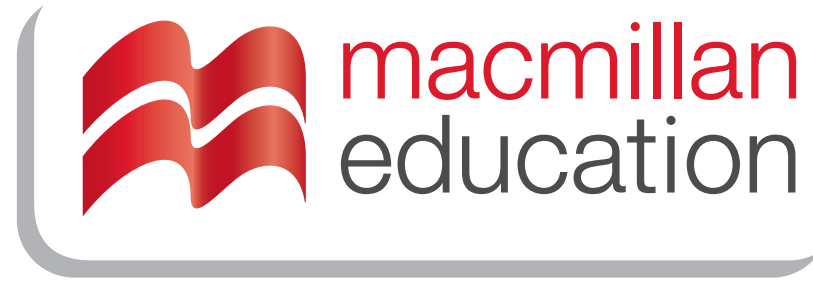
**Snail** Slow Learning  
Movement Nature-Inspired  
Activities

**Spiral Learning**

Process driven



MACMILLAN EDUCATION WAS LOOKING FOR A PRE-PRIMARY SERIES THAT OFFERED 21ST CENTURY SKILLS



The Brazilian government released national guidelines in 2018 for skills development in pre-primary education and TGP is easily mapped to the guidelines



# The Garden Project

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







Pedagogy



# Project Based Learning (PBL)



**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**.



# STEAM Framework



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



# Language follows Nature's Life Cycle





# Scaffolding Language

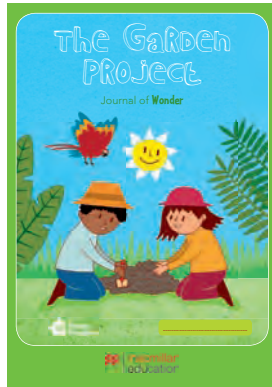


**Our Green Question** is the heart of each Lesson. The ultimate objective of each Lesson is for the student to progress through the lesson activities and their own inquiry and arrive independently at their own answer to the Green Question.

A screenshot of a lesson plan page. The page is titled 'The Driving Question' and features a green checkmark icon. Below this, there are three sections: 'STEAM Guiding Questions' with three blue question icons, and 'Program Narrative' with a list of bullet points. To the right of the text is a photograph of a person's hand holding a green leafy plant. The page has a blue header and footer.

**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. Tropical Climates

CROP NAME	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
 Beets	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
 Carrots	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Lettuce	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Okra	✓	✓	✓									
 Onions							✓	✓	✓	✓	✓	✓
 Peppers							✓	✓	✓	✓	✓	✓
 Potatoes	✓	✓	✓	✓								✓
 Radishes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Spinach	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Strawberries						✓	✓	✓	✓			
 Tomatoes	✓							✓	✓	✓	✓	✓





# “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

**The Garden in the Box** allows teachers to **overcome** these **external barriers** (lack of outdoor green spaces)



# The Garden in the Box



# Social Emotional Skills

A photograph showing three children engaged in a gardening activity. One child in a grey hoodie is watering plants in a raised garden bed with a blue watering can. Another child in a black shirt is also watering. A third child in a brown sweater is observing. The garden bed contains various green plants, including what appears to be a strawberry plant. The background is a grassy area.

The Garden in the Box develops **soft skills**, like patience, communication, and cooperation through the growth of seasonal fruit and vegetables



# Recycling & Organic Materials

A green recycling bin is shown, partially filled with organic waste like banana peels. A black-painted area on the front of the bin contains white text. The text is arranged in a grid-like fashion. On the left side, the word 'ALBERTA' is written vertically. In the center, the words 'NITA', 'AURORA', 'SOFIA', and 'CAROLINA' are written horizontally, one above the other. The background is slightly blurred, showing more of the bin and some outdoor setting.

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 Biomes

The study of **biomes** 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**.



# Whole School Initiatives



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



# Journals



The use of **journals** is appealing to schools as it **formalizes** the gardening activities to becoming more of a didactic experience.



Kelly Barboza , Academic Coordinator  
Colégio Jardim São Paulo

“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.”







# THANK YOU!

[alex.tamulis@macmillaneducation.com](mailto:alex.tamulis@macmillaneducation.com)

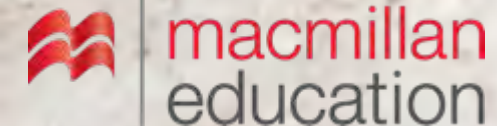
Instagram: @tamulis

[angelica@hoopla.education](mailto:angelica@hoopla.education)

Instagram: @hooplaeducation



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