

Growing vegetables on the balcony

Gardening is fun, and home-grown vegetables are healthy and taste much better than those we buy in the supermarket. How can we plan a personal kitchen garden, even if it's only on the balcony? What is a sowing calendar? How do I read a calendar? When do we have to sow our seeds in order to get a good harvest later on? There are so many different symbols and special characters on the seed bags. What do they mean?

Overview: "Growing vegetables on the balcony"

Context

Everyday life Recreation

Content

Quantity and number Pattern, relationship and change How can I create my personal sowing calendar and plan my gardening year?

Target group (incl. necessary prior knowledge and skills)

Adults and young adults knowing the seasons and the months of the year and who can assign approximate temperatures to weather conditions

Results and outcome

Learners can plan activities and results over a longer period of time and make use of them in everyday life; learners can interpret numerical values

Cognitive processes

Manging situations Analysing situations Problem solving

Personal constitution

Self-confidence
Affection
Beliefs





Brief information			
Learning content	Natural numbers Time calulations Months and days Dimensions Assign temperatures Quantities Tables, diagrams and symbols		
Target group	Adults and young adults who have enough space for at least one large flower pot in their home and who are motivated to garden.		
Learning intention	What is the intention of adults to face this problem? - Numeracy for personal and private purposes		
Duration	in the course: approx. 3 lessons, (realization: 3 seasons)		
Material and resources	Calendar, sowing calendar, seed tapes, seed bags with description		
Group size	7-10 participants		
Problem definition	Having one's own kitchen garden requires some preparation. We have to consider various aspects before we can actually harvest our own vegetables later on.		
Working questions	 When should I start sowing? How long does it take for the plants to grow? What do the symbols on the seed bag mean? What do the numbers mean (in relation to units of measurement)? How much space and resources do I need for gardening? What can I make yourself and what do I have to buy? How do I read a calendar/sowing calendar? How much will it cost? Can I save money by gardening? 		
Learning outcomes and results	Learners can plan a growing process over several months/seasons. They can also create a cost plan for the required resources and materials.		





working	pian	

Time (minutes)	Description of content/activities	Material	Methodical and didactic information ¹
10'+10'	Activation		
	The learners repeat or activate vocabulary on vegetables.	Picture cards (see Appendix 1)	Cognitive activation
	They look at the symbols that can be found on seed bags and match the symbol cards with the correct word cards.	Word cards, Symbol cards (see Appendix 2)	
45' +	Activity - Get to know and understand the numbers, symbols and text contexts of seed bags, sowing calendars and planting materials		
	The learners get a seed bag (or an enlarged copy of its back side). They are asked to circle all the numbers they can find on it.	Seed bags (copies) (see Appendix 3)	Hands on learning
	They work in pairs and try to determine the meaning of the different numbers (units of measurement - cm; temperature - °C; days, weeks and months; price - €; best before date) They compare and discuss their results		Collaborative learning Feedback
	in plenary. Depending on the learners' prior skills, the trainer could offer further explanation and exercises on certain topics (i.e., converting time and length measurements)		
	The learners work in pairs and interpret the sowing calendar. The results are discussed in the plenary.	Sowing calendar with possible questions (see Appendix 4)	

 $^{^{1}}$ for description and explanation of kinds of tasks, HITs and other background information please consult the teachers' guide





45'	The learners try to formulate questions about the information on the seed bags. Then they ask each other. Alternatively, they write their questions on a worksheet, and these must then be answered in writing. Possible questions: When can you start sowing? Is it possible to sow in December? How deep must the seed be put into the soil? What distance is necessary between the seeds? Until which month can you harvest? Is it necessary to separate the pants? When do you have to separate them? Until which date should you use the seeds? How much does it cost? Finally, the learners can compare the answer. The teacher assists individually.	Worksheet (see Appendix 5)	Collaborative learning Feedback
	Transfer Each learner can plan his/her personal kitchen garden (even if it's just a flowerpot), compare prices and calculate time periods in months or weeks. The personal planting plan (sowing calendar can be compared and discussed in the course.		





Suggestions for teachers

The example presented here should be considered as exemplary and inspirational material presenting a guideline with a high range of possibilities of adapting those suggestions to a specific group of learners or an individual learner with his or her very personal requirements.

In concrete terms, the example (Growing my own vegetables on the balcony) could be adapted these ways:

- Individualisation: Some participants will deepen their knowledge of simple mathematical mental calculations, rough calculations (price comparisons).
- Further or additional material: Depending on the learners' interest the example can be extended:
 - What do I need to plant my own vegetables (on the balcony)? Flowerpots, soil, fertilizer, seeds, watering can, ... Where can I find all those things? The learners can do research on the Internet to compare prices.
 - The learners can fill in their personal sowing calendar on the Internet (i.e., www.knights.garden/dein-aussaatkalender)
 - The teacher can offer additional materials concerning length- and time- and temperature measurements.
 - o Roman numerals can be introduced, as we often find them on seed bags to indicate the months.

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Our educational activities aim at numeracy skills being not only memorized, but first of all being practiced and functionally used by the learners in daily life or/and vocational situations. It is therefore recommended to implement the idea of HITS² (higher impacts of teaching skills) as far and often as possible: ...

- ... work with concrete and authentic material that learners will recognize from everyday life situations.
- ... ask the learners questions and let them raise questions themselves. It can be crucial to discuss numeracy themes, contexts and numbers.
- ... think of possible ways of transfer: The learners can plan their own kitchen garden. If time and circumstances permit, the learners could cultivate their vegetables in the course. The learners are able to compare prices and to use a calendar.

² For general information and explanation on HITS please see (link)





Examples for picture cards (vegetables)

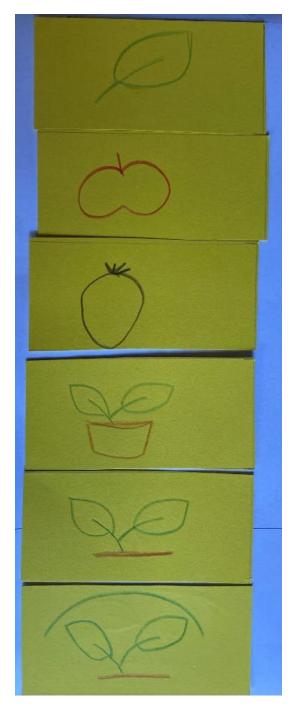


Pictures: www.pixabay.com





Examples of symbol/word cards to activate prior knowledge for a better understanding of the sowing calendar and the symbols of the seed bags.





Source pictures: private photos





Picture material and copy templates for activities with calendars, reading numbers, understanding numbers, measurements and temperatures etc.



Source: www.reinsaat.at/shop/EN/tomatoes/kremser-perle/; [01.03.2024]







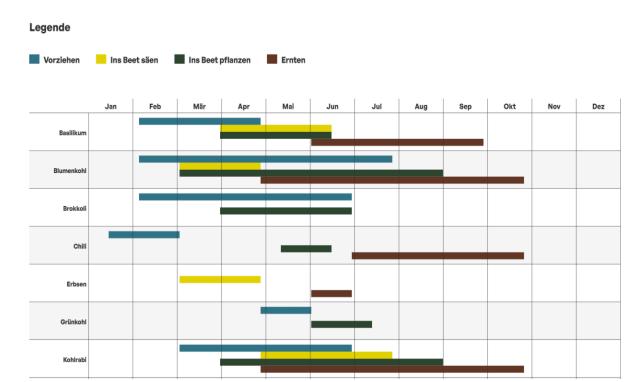


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Example sowing calendar (pre-cultivation, sowing outdoor, planting outdoor, harvesting)

Dein Aussaatkalender



Source: www.knights.garden/dein-aussaatkalender/,[01.03.2024]

Possible questions:

- When can you start to pre-cultivate broccoli?
- During how many months can you do the pre-cultivation of broccoli?
- From which month can basil be sown outdoor?
- From which month can you harvest it?
- Which vegetable can you harvest in November and December?
- Which vegetables have the longest harvest time? How long is it?





- Look at the information on the seed bag.
- Write 5 questions.
- Give the worksheet to your partner and let him/her answer the questions.
- Control and discuss the answers together.



Questions:

1.	
2.	
5.	

Answers:

1.				
2				
				,
3.	 	 	 	
4.	 	 	 	
5				

