Vineyards

Sustainable Vineyard Symphony

Keywords:

vineyard, sustainable practices, viticulture, environment, biodiversity, organic farming, water management

Target group:

primary school pupils (ages 6-11)

Objectives:

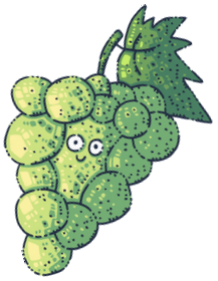
This activity introduces pupils to the concept of vineyards and viticulture, while educating them on the importance of sustainable agricultural practices. Through interactive and hands-on learning, pupils will develop an understanding of environmental conservation. By the end of the activity, pupils will be able to identify the basic components and functions of a vineyard, explain the significance of sustainable practices in viticulture, create a model vineyard that incorporates sustainable elements, and engage in meaningful discussions about the benefits of protecting the environment.

General Guideline on Time Allocation:

The duration needed to carry out this activity may vary depending on the specific group of children. Teachers are encouraged to adapt the implementation according to the needs, interests, and dynamics of the group.

In the preparatory phase, teachers may use a variety of activities to introduce and contextualize the chosen topic. These can include discussions, videos, drawings, storytelling, or even a field trip, depending on the age and background knowledge of the children.

The main construction phase, during which children plan and build their urban element using LEGO bricks, should typically not exceed 45 to 60 minutes. However, this phase often stimulates further curiosity and questions among the children, potentially leading to extended engagement or follow-up activities. For more detailed instructions and pedagogical support on how to implement activities of INNO–kids project, please download the Teacher's Methodological Guide.



Materials and Resources Needed:

Pictures of vineyards and sustainable farming practices, Whiteboard and markers, Craft materials (paper, crayons, scissors, glue), Small plant pots, grapevine cuttings or seeds, Recycled materials (bottle caps, cardboard, etc.), Interactive tools (tablets with educational apps, if available), Pre-recorded interview with a vineyard owner (optional).

Note: If possible, access to a real vineyard would enhance the learning experience.

Introduction:

Begin the lesson with a mystery box activity. The box should contain items such as grapes and small vine cuttings. Ask pupils to feel the items without looking and try to identify them. Then invite them to guess the theme of the lesson based on their identification. Conclude the introduction by posing the question: "What do you think is special about how these grapes are grown?"

Procedure:

Preparation:

Inform pupils that the lesson will focus on vineyards and sustainable farming practices. Present images or a short video of a vineyard to provide a visual reference and help pupils understand how a vineyard looks and operates. Facilitate a brief discussion in which pupils can share their initial thoughts and impressions related to vineyards.

Construction:

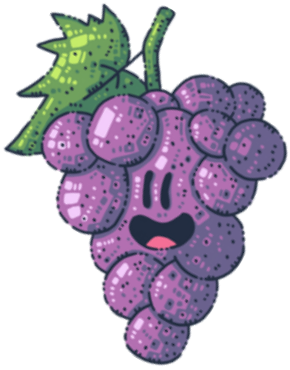
- Introduce the concept of sustainability by explaining that it involves the responsible use of resources in a manner that ensures environmental protection for future generations. To aid understanding, use a simple analogy, such as comparing sustainability to the care required to maintain a healthy garden.
- Display images and describe various sustainable practices used in vineyards, including organic farming (avoiding harmful chemicals), water management (efficient use of water), and biodiversity (cultivating a variety of plants and supporting natural habitats).
- Encourage pupils to reflect on the importance of these practices and discuss how they contribute to the health of the environment.

Details:

- Divide the class into small groups and assign each group the task of designing a miniature vineyard model using both creative and recycled materials. Provide each group with a small pot, soil, and grapevine starters, and guide them step-by-step through the planting process.
- Encourage pupils to incorporate sustainable elements into their models. For example, a bottle cap could represent a rainwater collection system, or a piece of cardboard could serve as a compost bin.
- While the pupils work, circulate around the classroom to offer support and ask guiding questions that prompt them to reflect on the sustainable practices represented in their designs.

Stories:

- Organise a role-playing activity in which pupils take on different roles, such as farmers, plants, or natural elements like rain. Construct a scenario that requires them to apply sustainable practices to care for their vineyard.
- Following the role-play, facilitate a group reflection on how their decisions and actions contributed to the health and growth of the vineyard. Discuss the broader environmental impact of implementing sustainable practices.



Presentation:

- Have each group present their vineyard model to the class, describing the sustainable elements they included and explaining the reasoning behind their choices.
- Use interactive tools, such as tablets or an interactive whiteboard, to allow pupils to submit questions and engage further with the content. Encourage active participation through discussion and peer feedback.

Tips:

- Encourage pupils to apply their creativity when constructing their vineyard models and to think critically about how sustainable elements can be integrated into their designs.
- Facilitate discussions that help pupils relate the lesson content to their own experiences and environments, thereby reinforcing the practical relevance of sustainability.
- Ensure that all pupils are actively engaged throughout the activity — whether through participation in discussions, model construction, or role-playing tasks.

Additional Considerations:

Differentiation:
Provide additional support or simplified instructions for pupils who may require extra assistance. For advanced pupils, offer extension tasks such as researching further sustainable practices or designing more complex models.

Assessment:
Assess pupils based on their participation and engagement during discussions and hands-on activities. Evaluate the creativity, effort, collaboration, depth of understanding demonstrated in their models, critical thinking, ability to provide constructive feedback and presentation skills.

Extension Activities:

- Organise a visit to a local vineyard or invite a vineyard owner to speak to the class about real-life applications of sustainable farming practices.
- Establish a small school garden where pupils can apply the sustainable techniques explored in the lesson.
- Introduce digital learning tools, such as educational apps that simulate vineyard management, allowing pupils to make decisions related to sustainability and observe the outcomes of their choices.

Curriculum Connections:

This activity integrates:
Science *(plant biology, environmental science)*
Social studies *(community and cultural practices)*
Art *(creative model building)*
Language *(oral communication, storytelling, and listening skills)*

SDG Connections:

- **SDG 12:** Responsible Consumption and Production – Pupils learn about sustainable farming practices that support responsible use of natural resources and environmentally conscious production methods.
- **SDG 13:** Climate Action – The activity highlights agricultural practices that contribute to reducing the impacts of climate change.
- **SDG 15:** Life on Land – Pupils gain an understanding of the importance of biodiversity and sustainable land use, particularly in the context of vineyard ecosystems.

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