



HARVESTING OLIVES - THE TEACHING SCENARIO IN A NUTSHELL			
WHAT (THEMATIC AREA)	HOW	WHY	LEARNING GOALS
Working with the school community – Sustainable School	<ul style="list-style-type: none"> Organising meetings with students' families Connecting cultural traditions of the past to olives harvesting at school today Preparing for the harvest activity Connecting knowledge about olive oil and olives to health and nutrition 	<ul style="list-style-type: none"> Help Ss develop cognitive and social skills as well as responsible active citizenship values (learn from the older generations, keeping traditions, learning more about nutrition and the Mediterranean diet) Make Ss realise the value of knowledge and expertise coming from the elderly 	<ul style="list-style-type: none"> Experiential and problem-based learning Opening the school to other community members Working towards the organizing of joint activities
<p>Developing an interest in: organic food production, healthy eating, the value of preserving our national heritage, sharing activities connected with natural environment preservation, school environment preservation and protection, seeing the school as an integral part of the local community and establishing strong bonds among members of the school community.</p>			



Title: HARVESTING OLIVES

Created by: Julie Gyftoula, English language teacher

1. The learning scenario ID

School subjects involved: Environmental Studies, Project activities and Skills Workshops

Learners' profile: The topic of this scenario is suitable for all ages. The meetings have been planned on a sixty-minute duration and they are meant to be delivered at a time out of the school working schedule or within the school working time after proper arrangements.

Duration: 4 teaching sessions of 45 minutes each (Environmental Studies, Project activities and Skills Workshops)



Implementation conditions and background knowledge:

The scenario entails the preparation of the members of the school community for the two-day event of harvesting the olives growing in our school garden. Our school garden has 27 olive trees and a harvesting event has been organized since 2014. Oil production has been distributed to various social organisations which help people in need such the SOS Villages (a structure hosting orphans) and the Food Bank of our city. Part of the production is also used by students during classes when students learn how to make soap or can and preserve olives for consumption throughout the year. The sessions described in this scenario take place at school and the school garden with the participation of students, teachers, students' families and members of our local community and they are an integral part of our school's efforts to strengthen



the bonds between the institution and the local environment and they contribute to the school's orientation towards the preservation of our cultural heritage. For this purpose, students are often assigned the role of the instructor and they expected to gain new knowledge from community members who participate in the activities.

Finally, a workshop with the title "**Organizing a volunteer action for the whole school community: With an olive branch and a game!**" on the procedures and activities implemented in this scenario has been offered by school administration members on April 13, 2019 during the three-day seminar of the National Thematic Network of P.E. "OLIVE" entitled "The value of the Olive and the Vine in history, topography, culture and the economy of local communities ", KPE Naoussa, Greece.

2. Expected learning outcomes per school subject area

Environmental Studies: realize the importance of humans-environment interaction, understand that their behavior and their own actions, as well as those of all people, have a direct relationship and interaction with the place where they live, be able to distinguish their basic needs and approach a suitable way to satisfy them, be sensitized about the value of cultural heritage preservation and the contribution of older generation with their skills and expertise to the cause.

Project activities and Skills Workshops: offer the opportunity for hands-on experience, make students understand the steps which need to be taken so that food is grown and prepared for consumption, enable them to relate the cultural heritage to everyday practices and realize how popular culture (proverbs, songs, rituals) reinforces the preservation of significant traditions and aims to transfer values from one generation to the other, assign them the organization of an activity of volunteerism.

The scenario is built around



- the principles of experiential learning proposed by the educational material of the Council of Europe (the head, the heart and the hands principle)
- the principles of transformative Education through Art (David Perkins observation techniques)
- material from the file "The history of the old olive tree and the adventures of oil-Museum of the Olive and Greek Oil (Sparta)" of PIOP
- a digital educational game application (Kahoot)
- works of art of different genre

All in all, participants are expected to:

- activate their interest in participating in a joint activity.
- reflect, spot and contribute with their personal expertise to a voluntary action in the school environment.

1ST TEACHING SESSION

Activity 1 The birthday line: A warming up game

Duration: 10min

Activity type: Students welcome their families at school and they organise them in groups of twenty which will be working in parallel. Members of each group are going to take part in a game called “**Birthday line**” which will be facilitated by the students.

Class organisation : Students and families work in groups.

Teacher’s role: Co-ordinating and supporting the students discreetly in their efforts to engage family members.



Teacher's actions: T makes sure that every group has understood the procedure and gives students full responsibility for implementing the activity.

Student's actions: Ss welcome members of the school community (families and friends) and explain the reason of the gathering. They invite them to play a game and explain the rules. Students inform the participants that this activity should be completed in total silence and the goal of this activity is to line the group up according to their birthdays (month and day) without talking. The line should begin with January 1st and end with December 31st. Participants will be allowed 2-3 minutes according to the size of the group. Then, students indicate the end of time and they start with the beginning of the line and ask participants to say the month and day in which they were born out loud. If the line-up is successful, everyone will be in calendar order. Students explain that they will be offered two opportunities so that the perfect birthday line is created and set the time (two periods of 2 minutes each).

Educational material, tools, resources: Ss can make use of a bell to indicate the beginning and end of the activity.

Activity outcomes: Organising and playing a game with parents, grandparents and members of the community is expected to break the ice and help everyone feel comfortable at school. The activity has been tried out on several occasions and it always creates a warm introduction to whatever follows.

Activity 2 The olive tree, our own mind map

Duration: 50 min

Activity type: Creating a mind map

Class organisation: Participants work in groups.

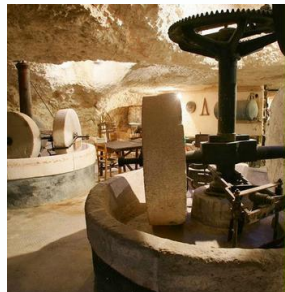
Teacher's role: Co-ordinating and supporting the students in their organizational role.



Teacher's actions: Teacher provides students with all necessary material and help them organise the steps.

Student's actions: Ss divide participants into 5 random groups. Each group gets a card and they are given a time limit of 30 minutes to make a small mind map with ideas related to its topic using seminar paper. At the end of 30 minutes, the teams are asked to discuss in plenary and form a large map. GROUP 1: ECONOMY, GROUP 2: TRADITION, GROUP 3: NUTRITION, GROUP 4: MYTHOLOGY, GROUP 5: ART

Educational material, tools, resources: Seminar paper, markers, copies of the card below.



ECONOMY



NUTRITION



TRADITION



ART



MYTHOLOGY

Activity outcomes: Discussion about the dimensions of olive tree growing.



2nd TEACHING SESSION

Activity 1 Playing with proverbs



Duration: 60 min

Activity type: Matching activity.

Class organisation: Participants work in plenary. Each participant is given a card with one half of a proverb which is related to olive oil. For example: **Plant an olive tree for your child.... /.....and a fig tree for your life.**

Teacher's role: Co-ordinating and supporting the participants, T caters for copies of the idioms according to the number of participants.

Teacher's actions: T asks participants to read out loud the content of their card and spot the participant which holds the card with the other half of the saying.



Student's actions: Ss collaborate with parents and community members so that they all match the two halves of a proverb. Each correct proverb is put on display on a wall with the use of adhesive tape. At the end of the activity, they are asked to comment on it and elaborate on the meaning and its implications for everyday life practices. Finally, the participants are shown a video of the Museum of Olive tree and are encouraged to exchange views on the significance of this industry for the Greek economy and life <https://www.piop.gr/experience?flt=mouseio-elias-kai-ellinikou-ladiou>

Educational material, tools, resources: cards with proverbs, material from the educational file "The history of the old olive tree and the adventures of oil-Museum of the Olive and Greek Oil (Sparta)" of PIOP Pireaus Bank Group Cultural Foundation <https://www.piop.gr/en/diktuo-mouseiwn/Mouseio-Elias-Kai-Ellinikou-Ladiou/to-mouseio.aspx>

Activity outcomes: Students get familiar with the Greek proverbs on the topic of olive oil.

3rd TEACHING SESSION

Activity 1: An emotional journey to the olive tree world

Duration: 10 min

Activity type: brainstorming and creative activity with the use of Visible Thinking method of David Perkins.

Class organisation: students and community members work in small groups in a big space which can afford the use of a video.

Teacher's role: T acts as a co-ordinator, facilitator, encourager.

Teacher's actions: T invites participants to watch a short extract from a film and initiates a conversation on the content and the connections with the significance of olive trees for all Mediterranean countries. The discussion revolves around the three questions: **1. What do you see?, 2. What are your feelings?, 3. What does this film make you wonder about?**

Students' actions: Ss and community members explore the topic and exchange ideas.



Educational material, tools, resources: the trailer of the film El Olivo by Iciar Bollain <https://youtu.be/k1jmRpUXyBE>



Activity outcomes: Participants are expected to get emotionally involved and proceed to the following activity of this session where they will be asked to actively engage in a discussion.

Activity 2: The olive tree through art

Duration: 40 min

Activity type: brainstorming and creative activity with the use of Visible Thinking method of David Perkins.

Class organisation: students and community members work in small groups in a big space which can afford the use of a video.

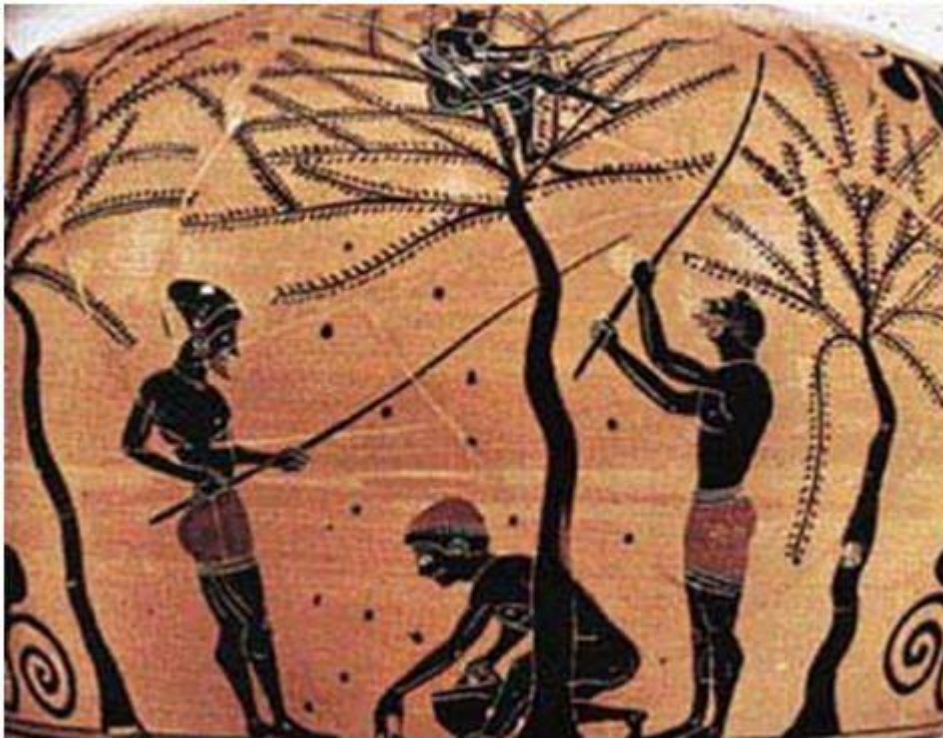
Teacher's role: T invites participants to look at works of art and initiates a conversation on the content and the connections with the presence of olive trees in art. The discussion revolves around the three questions: **1. What do you see?, 2. What are your feelings?, 3. What does this film make you wonder about?**

Teacher's actions: T invites participants to reflect and elaborate on the artworks.

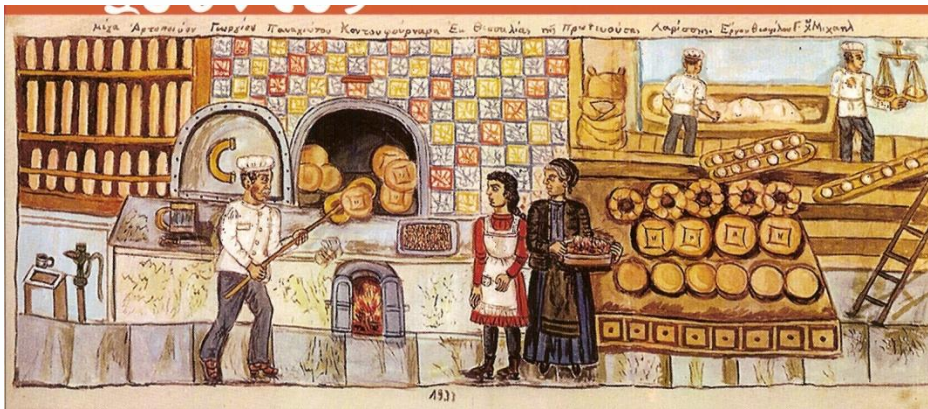
Students' actions: Ss and community members explore the topic and exchange ideas.



Educational material, tools, resources: Works of art of different time periods, origin and artists.



Ancient Greek art



Paintings by Theofilos



Vincent Van Gogh, 1899 Olives harvest



From the collection of Aggelos Panagiotidis “ **The tree we used to hurt**”

Activity outcomes: Participants are expected to get emotionally involved and proceed to the following activity of this session where they will be asked to actively engage in a discussion.

Activity 3: Playing a digital game



Duration: 10 min

Activity type: game

Class organisation: students and community members play a game.

Teacher's role: T acts as a co-ordinator, facilitator.

Teacher's actions: T invites participants to play a game using their mobile devices.

Students' actions: Ss and community members join in.

Educational material, tools, resources: A game about olives using Kahoot <https://play.kahoot.it/v2/?quizId=053d85d4-d8de-4eeb-8145-13a4a760e044>, wifi connection.

Activity outcomes: Participants are expected to revise previously gained knowledge and have fun.



4th TEACHING SESSION

Activity 1 Getting ready

Duration: 50min

Activity type: organizing and preparing action

Class organisation: Participants work in groups according to assigned roles (tools providers, worker).

Teacher's role: T acts as a co-ordinator.

Teacher's actions: T caters for copies of the checklist found in the appendices, tools, gloves and other necessary equipment.

Students' actions: Participants will organise their action discussing about it with their group members.

Educational material, tools, resources: checklists and tools.

Activity outcomes: Preparation of the harvesting activity which will take place in due time.

Activity 2 A folk tale

Duration: 10min

Activity type: closing activity

Class organisation: Participants sit in a big circle and listen to a folk tale and music.

Teacher's role: T acts as a narrator

Teacher's actions: T invites participants to join in the closure activity.

Students' actions: Participants listen to the folk tale and music and respond.



Educational material, tools, resources:

The folk tale: The little olive tree

The little olive tree was filled with fruit for the first time. The farmer loved her because it reminded him of his first love who was short and plump. He had made her a necklace with whitewashed stones and often sat and chatted with her about his dreams and memories. The olive tree was getting more and more beautiful day by day. One November morning the farmer spread his nets and began to harvest the crop. The olives were gone, the leaves were gone, the beauty was gone.

The olive tree wondered whispering in tears:

-Did he love me and spoil me? What does man mean by love? She kept saying.

Then she heard a daisy saying to her:

-Listen to me! Humans do not appreciate love. Do not misunderstand them. Look at me, they waste my life to learn...

The song “What is the colour of love?” by Loudovikos ton Anogeion

<https://drive.google.com/file/d/1Lp8A2Pe1GcTtnQXfYFZTAmmbfxO4zxFR/view?usp=sharing>

Activity outcomes: An emotional and engaging closure of harvest preparation.



APPENDICES

HARVESTING CHECKLIST

(To be used during the first activity of the 4th session)

Please, consult with your partners and make sure that your group is ready for the assigned task by ticking the relevant box:

Criteria	Tick the box
We have created a realistic plan.	
Our plan includes valid information of the place where the tools will be kept and the way they will be handed to the workers.	
We have a name list of participants in the harvest with all contact details necessary.	
We have decided on the time of the harvest.	
We have assigned members of our group the task of advertising the event to the local community.	
We have a list with the names of people who will assist our work (members of the City Council, people in charge for machinery needed, rubbish collection, cleaners).	



SUGGESTIONS FOR ASSESSEMENT AND SUPPLEMENTARY MATERIAL FOR FURTHER EXPLOITATION

Participants can be invited to state their evaluation of the work they did during the four meetings through post-it notes on a tree-shaped board.



The label for our olive oil with the name that pupils have given to the olive oil produced.



A video from the World Café with parents after the harvest where the label was introduced and the evaluation of the activity was discussed

<https://animoto.com/play/IHqV0FCriY1rrrr3nrhVg>

A leaflet of recipes with olive oil

https://www.canva.com/design/DAEZGYzD0FE/ndPEqLral_RczchDMMq7RA/view?utm_content=DAEZGYzD0FE&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

A video of harvesting at school <https://youtu.be/7slG38FZUho>

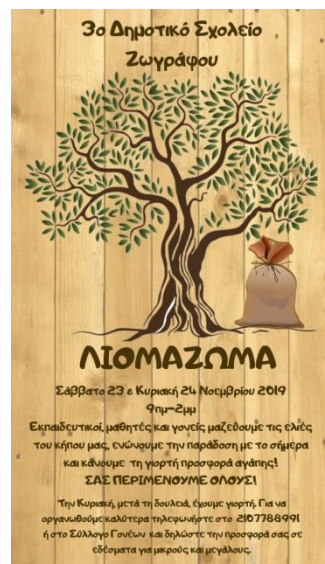
Photos from the activity at school

<http://play.smilebox.com/SpreadMoreHappy/4e4445314d446b344d44513d0d0a?title=&image=4e4445314d446b344d44513d0d0a.jpg>

2014 event report on the local media

The 2019 event advertising poster

The 2019 crop



Teachers, parents and kids working and having lunch after work



During the award ceremony by the Supreme Court of Greece



Cooking with our olive oil

