



YARD4ALL

Using School's yard for ALL child's wellbeing & development

Business & Marketing game for children

March, 2021

GRANT AGREEMENT NUMBER: 2019-1-PT-01-KA201-060821



Co-funded by the
Erasmus+ Programme
of the European Union



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Programme

Yard4All - Using school's yard for ALL child's wellbeing and development

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Publication date

March 2021

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Preamble

Purpose of this guide

If you are reading this guide, it is most likely that you are a person who takes care or worries about the education of the little ones. It is likely that, in addition, you value alternative pedagogical methods, which depart from those more traditional and incorporate a multidisciplinary vision. You may have done certain research, perhaps you are interested in gaming, and as you may well know, games have evolved over the years. Nowadays, gaming has become tremendously popular, considering the act of playing not only as a fun activity, but also used to achieve other types of objectives related to the child's learning.

Today, society demands a multitude of soft skills that a few years ago were not as considered as they are today. Communication or leadership skills, time management, teamwork, creativity or responsibility are some of the skills that are currently highly valued, not only professionally, but in all areas of people's lives. Knowing how to work as a team, side by side with people with a diversity of skills and competencies, joining forces in pursuit of a common goal becomes fundamental. This is the context in which the project Yard4All takes place: in diverse societies, where not only individuals from different geographical and cultural backgrounds are mixed, but also different physical and/or cognitive abilities.

The game guide "Business & Marketing game for children" compiles each of the necessary steps to carry out a serious game about creating a business within the framework of the urban school garden. A priori, the creation of a company may seem a task intrinsically linked to the economic sphere. However, the truth is that experimenting with the founding of a company contributes to the development of multitude of skills such as creativity, communication, the ability to synthesize, responsibility and numerous other skills that will be worked on in the different steps.

This guide, addressed to teachers, educators, monitors and professionals in the educational field, aims to present all the necessary steps to carry out the game, helping to work on the skills that are trained in each of them in a specific way.

Who is this material developed for?

The IO3 - Business and Marketing game for children represent an excellent tool for all the teachers that want to make the difference in the life of pupils with SEN and without impairments. The game will help the teachers to use innovative learning processes in school and develop their own leadership' skills.

At the end, teachers, educators and other practitioners working in childhood will be able to put in place, in any garden, the necessary games and plays, a business marketing leaded.

Purpose of the material

This guide consists in a total of 10 steps that make up the serious game. Each step is addressed to develop different skills among the students, both individually and as part of a team. Each step has the following structure:

1. Introduction
2. Learning objectives
3. Implementation in the classroom
4. Duration of each activity
5. Concatenation of activities
6. Resources needed
7. Framing in the project planning
8. Templates and tools (added in the annexes, at the end of the document)

This document intends to be as complete guidance as possible for those teachers who implement the game amongst their students from 6 to 10 years old. In order to minimize the doubts or possible gaps of information, many details are provided, so the teachers are able to get a whole picture of

each step by reading the guide. Nevertheless, the authors of the guide are aware of the inherent diversity existing amongst groups, students and schools themselves. This document has been prepared in the framework of a European Project in which different countries throughout Europe participate both in the process of creation, planning and implementation of the game. This means that very diverse conditions have been taken in account in the writing process of this guide, namely:

- Different official scholar curriculum depending on the country and the school nature (public school, private school...)
- Different school calendars depending on the country.
- Different group features, depending on the students' age, the ratio of children per group
- Features of groups that include students with special educational needs.
- Climate on each country, considering it as a fundamental factor in the development of the school garden as the basis of the game.

Nonetheless, despite all these features have been considered by the time of designing each of the steps of the game, this document is still a guide and hence, each teacher, educator, counselor who is in charge of its implementation is free to modify those



elements that consider convenient, in order to make the most of the game among her/his pupils.

The present guide - and hence, the Entrepreneurship game it refers to - is framed in the Project Yard 4 All, which taking in account the critical development of cognitive and non-cognitive skills during the early years of children, aims at the inclusion of the students with SEN, by promoting the social interaction between children with and without cognitive impairments. The “Business & Marketing game for children” is only the third intellectual output of the project, but there are other outputs in the same line of the purposed described above, namely:

- Child-to-child peer support model (Intellectual Output 2)
- Guide for using mathematical concepts on school yard (Intellectual Output 4)
- Guide to develop science concepts on school yard (Intellectual Output 5)

By the implementation, evaluation and promotion of the different outputs in the schools and educational centers willing to apply the project among their students, it is expected to improve the global inclusion of children with or without special education needs, with or without impairments and eventually, teach them different skills and competences that will help them, not only in their future professional careers, but in their global development as individuals who live in society.



Step 0: *Knowing the Garden*

1. Introduction

In this step “Knowing the garden”, it is important that students understand the importance of nature in their education. It is intended to include the vegetable garden in the educational agenda, raising awareness on students about the benefits of this type of activities: developing relations between food, health, nature protection and biodiversity and the promotion of the reduction of organic waste, the citizenship and quality of life in schools.

The yard space is available to all actors in the school environment, being a resource with immense potential for the integral development of students' skills. The knowledge of your school space will be promoted in the first step of this game, encouraging students to understand and define the most appropriate spaces to plant and care for vegetables.

“The space in education is a structure of opportunities. It is an external condition that will favor or hinder the process of personal growth and the development of instructional activities ”(Zabalza, 2001 in Neves, 2014)

2. Learning objectives

General Objective:

- Have a clear understanding regarding the scholar space and its potential for the production of agricultural products.

Specific objectives:

- Raise awareness and educate children regarding nature
- Promote well-being and healthy habits in the school environment
- Understand the space and tools needed to produce an agricultural product
- Promote interest to plant a vegetable / fruit in the school context

3. Implementation in the classroom

In this activity the children will learn more about the place destined for the school garden, how to use the space to cultivate and the best plant species for the garden.

The process has four steps:

- **Step 1 - Divide children into groups (3 or 4 children per group):** It is important to create the groups in line with the cooperative learning methods to promote diversity in each group.
- **Step 2 - The agronomist engineers:** in this step the students will put themselves in the role of an engineer to measure and discover the best way to cultivate the school garden.

Each group will receive an engineer pack consisting of: a metre, a large cardboard to draw the garden (or technical drawing paper), school supplies (pens, colors, stickers ...) and a calculator.

The mission is to know and become familiar with the garden area, take measurements and draw an outline of the garden on paper. (In step 4 this scheme will be completed by adding the plants that will be studied in step 3.)

- **Step 3 - Mrs Sprout's lesson:** A nursery is a place where plants propagate and grow to their desired age. In this step, the groups will conduct a research work on different plant species and decide which of them are the best for their garden.

For this task they will follow the attached model where they will fill in the main characteristics of 10 cultivable plants in school gardens.

- **Step 4 - My future garden:** To end this session, the groups will retrieve the drawing of their garden (step 2) and add the plants necessary to complete their garden, taking into account the real measurements of the garden and the spaces needed to grow the plants. This drawing will be your school garden design for the other activities of the year.

Tip!! They have to take into account the real scales and convert them to paper scales

Duration of each activity:

The activities are developed to be carried out during 50 minutes of class, in two intersperse weeks. The time spent can be increased depending on the teacher's vision.

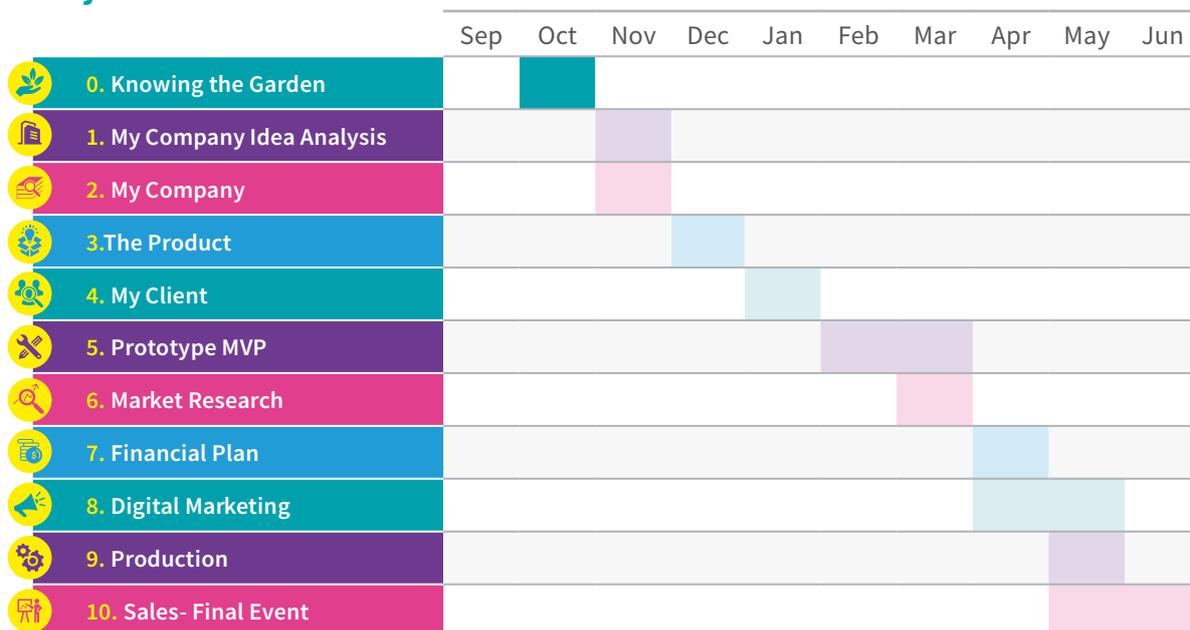
Concatenation of activities:

In this step it is important to follow the sequence outlined in the guide.

Resources needed for each activity

Activity	Resources
1. Split the groups	No materials needed
2. The agronomist engineers	Pack: (A pack per group) <ul style="list-style-type: none"> • a metre • a large cardboard to draw the garden (or technical drawing paper) • school supplies (pens, colors, stickers ...) • a calculator.
3. Mrs Sprout's lesson	Template plants
4. My future garden	Map from step 2

Project schedule:



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

See Annex 1



Step 1: *My Company Idea Analysis*

1. Introduction

If we do not know our business in depth, we will not be able to know what we need to improve it. All companies, regardless of their size or condition, have to be checked gradually to undertake the reforms that are necessary.

To carry out this analysis we use the SWOT analysis (or SWOT matrix): is a strategic planning technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats related to business competition or project planning. Of the four elements, two are part of the internal analysis and the other two of the external, since our company depends on ourselves and also on its environment.

A SWOT analysis will allow the students to develop a full awareness of all the factors involved in decision, and in this case a business decision, helping them to analyze the most important aspects to take into account for the development of their project. The positives aspects to take advantage of them and the negatives to try to reduce them.

2. Learning objectives

General Objective:

- Produce a swot analysis and a canvas model to be applied in their “company”.

Specific objectives:

- Define a clear vision of the company;
- Diagnoses of the company and concurrents
- Develop decision-making and problem-solving strategies
- Define how the company will work

3. Implementation in the classroom

In the previous steps we have known my business: the workplace and the best products for our business and we have created the foundations of our company (team and name)

That is why we are going to analyze our two creations separately.

To analyze our potential as a new company we will use the SWOT model where we will analyze the strengths and weaknesses of our team and what opportunities and threats our company can find in the business market.

To analyze our business we will use "**Lean Canvas**" as a strategic business tool, which allows us to visually analyze our business model to increase its chances of success.

The process has two steps:

- **Step 1. SWOT for the company:** Using the attached template, each group will fill out the analysis based on the attached questions and looking at the examples provided. *Tip: the teacher should emphasize the strengths of each of the group members*
- **Step 2. Canvas Bussines Model**

Definition of activities:

- **Activity 1: SWOT** - this activity will allow to know the weak and strong points of each team. Each group will have a worksheet (worksheet 1.1) to complete the session. The worksheet will present different question options in the four axes of the SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) that the groups can answer to fill in the template. It is not necessary to answer all the questions. It is important that the teacher accompany the groups during the execution of the exercise, so that the activity does not take more than one hour.
- **Activity 2: CANVAS MODEL** - To learn this entrepreneurship methodology, we are going to work on the business model using a simplified version of the Lean Canvas (worksheet 1.2 Canvas model). We will have six focus points: What do we have? (problem), what should we do? (solution), what makes it special? (unique value proposition), how do we tell people about it? (channels), who is it for? (customer segments) and how much will we sell it for? (cost structure). The work methodology is done by Sticky notes. The students will include the Sticky notes with ideas that they consider necessary in each box to have a panoramic vision of the business.

Duration of each activity

The activities are developed to be carried out during 50 minutes of class, in two intersperse weeks. The time spent can be increased depending on the teacher's vision.

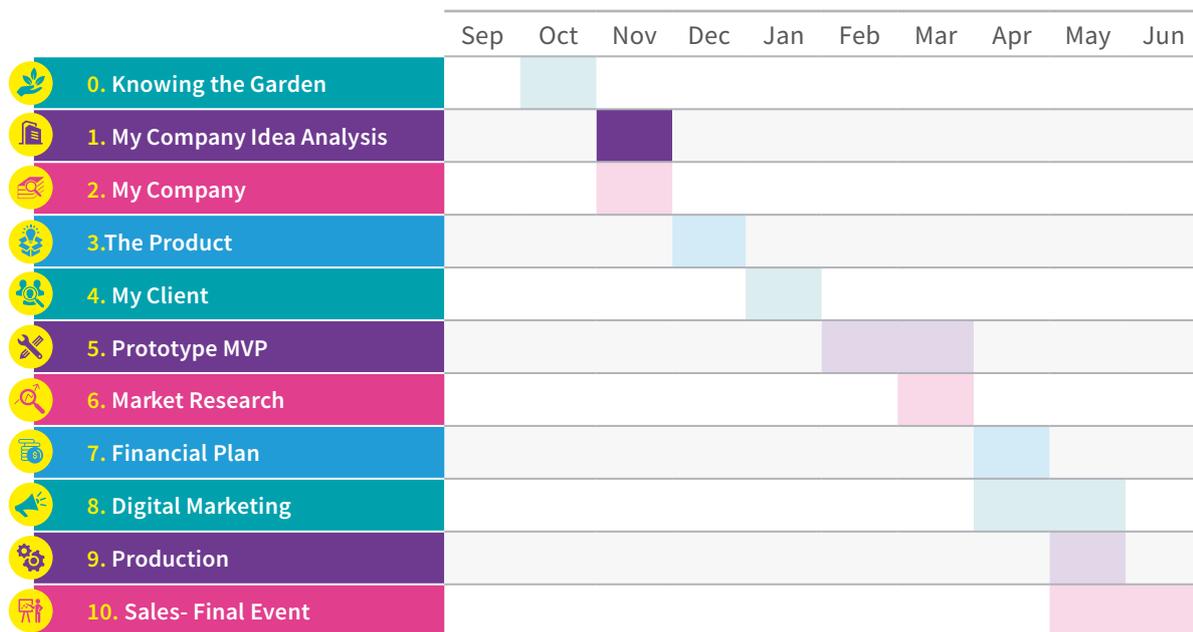
Concatenation of activities

These activities can be worked separately so they do not have to follow an order.

Resources needed for each activity

Activity	Resources
SWOT	<ul style="list-style-type: none"> Teacher Copies of the worksheet 1.1
CANVAS MODEL	<ul style="list-style-type: none"> Teacher Copies of the worksheet 1.2 Sticky notes

Project schedule:



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

See Annex 2



Step 2: *My Company*

1. Introduction

Company branding is the process by which a brand is built, with a series of attributes that will make the company easily identified by its public.

The brand is what distinguishes us from the competition.

Basically it refers to the process of building a brand, that is, the visual presentation of your company including the logo, color palette, the personality and the name of your company.

You have to define the personality of your brand and think about what makes us different from the rest.

2. Learning objectives

General Objective:

- Advertise the company

Specific objectives:

- Better understanding of the necessary steps for a group work
- Development of communication skills
- Working on innovation, proactivity and entrepreneurship
- Development of a "company" image through brainstorming and design thinking

3. Implementation in the classroom

The differentiating element of each business is its name and its brand. For this reason, in these activities we are going to follow a series of steps to provide our future business with everything related to our "company brand". To complete this level of the game, groups will have to think in a name, logo and a way to present their "company".

The steps presented will have 4 steps divided into 3 sessions.

Definition of activities:

- **Step 1: MY COMPANY NAME** - this activity intends that groups will work as a whole to discuss ideas and reach consensus on what name their company / organization / group should have. Thus, each group will have a worksheet ("word clouds") in which they will put the words that make sense to them for a business, taking into consideration the product, the customers they are targeting and innovation.
- **Step 2: THE TEAM** - The group has to design an organization chart of the team members, where each member will be represented with an avatar (either of himself or of an invented character). Today's children are very familiar with new technologies including children with special needs. Considering this reality and the type of games that exist today, it is possible to create an online Avatar. Each child creates his/her own character, identifying their responsibilities in the group. This activity is done on specific websites for the purpose. If the group does not have technological skills or availability of technological resources, the activity can be carried out offline through drawings, magazine clippings ... etc.

Examples of sites to create an online Avatar:

<https://mangatar.framiq.com/pt/construir/>

- <https://www.kartunix.com/simpleac>
- <https://avatarmaker.com/>

- **Step 3: MY LOGO** - The image of the company is very important because it represents the customer's first impression. In this activity, groups will have to do a small study of what they consider an attractive logo and slogan in order to attract customers and create their "brand" at school. It is important to be aware that students may be at different stages of development, so this activity can be implemented using online tools and research on websites or it can be done through magazines, television, interviews with companies, etc. At the end, each group

must have a logo and a slogan that can be presented in digital or paper format. This Logo and Slogan must be created with the support of the arts teacher, on a wooden plaque that will be placed in the cultivation space of each group.

Examples of sites to create an online Avatar:

- <https://aggie.io/>
- <https://www.canva.com/design/play?category=tACZCvjI6mE>
- <https://jspaint.app/#local:cebe2dda1746b>

- **Step 4: MY WEBSITE** - Each group must prepare a website for their product. In order to give "life" to the project website and make it more dynamic, each group's website can be a page on the Yard4All project website. It is important to understand if students have digital skills and if it is not the case, it is important to involve ICT teachers or their families. A word-based worksheet can be created, where students put the information and image they want to see on their website and be supported to insert this content on the project website. There are few differently Kids friendly website Builders for Kids:
 - **Wix:** A huge variety of colorful templates make this builder an appealing choice for kids
 - **SITE123:** The easiest builder to use for kids of all ages, especially first-timers.
 - **Weebly:** for Education provides a safe space for kids to learn and create online
 - **WordPress:** a commonly known Website builder.
 - **SimpleSite:** The most basic Option for beginners

If the group does not have technological skills or availability of technological resources, the activity can be carried out offline. In this case, each group would be provided with a large card that would simulate the initial page of the web and would provide it with content through drawings, magazine clippings ... etc. The idea to be able to publicize the project is to place this card in a visible place in the school and provide it with content throughout the progress of the project.

Duration of each activity

The activities are developed to be carried out during 50 minutes in class, in two intersperse weeks. The time spent can be increased depending on the teacher's vision.

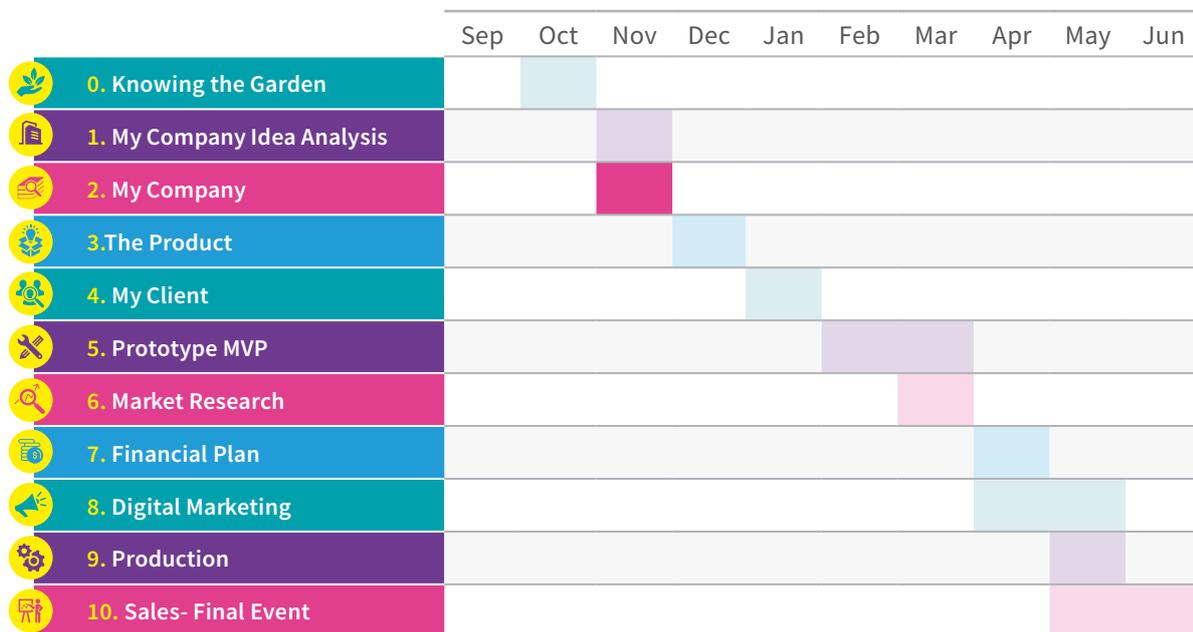
Concatenation of activities

As identified in phase 1, this step was changed from step 1 to step 2 so the creation of the image of the company / organization / group can be sustained in the analysis made previously.

Resources needed for each activity

Activity	Resources
MY COMPANY NAME	<ul style="list-style-type: none"> Copies of the worksheet Cloud Words
THE TEAM	<ul style="list-style-type: none"> Computer School supplies
MY LOGO	<ul style="list-style-type: none"> Computer Magazines Sheets Pens Pencil Glue Wood Arts teacher
MY WEBSITE	<ul style="list-style-type: none"> Computer Web builder for Kids (Wix, Site123, simplesite) Or Worksheet (word document with the contents of the website)

Project schedule:



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

See Annex 3



Step 3: *The Product*

1. Introduction

To form the basis of a company, it is important to know what our main product is going to be, to know all its peculiarities and how we are going to sell it so that it is interesting for our clients.

A product is something tangible or intangible for which, in most cases, a consumer is willing to pay money. The product is the lifeblood of any company, it will give us the flow of income and satisfy the need or desire of a consumer.

For your product to be successful, it is convenient to carry out research on it to know everything that exists in the market similar to your product and to investigate the best way to develop the product to obtain the maximum benefits.

At this stage we are going to understand everything about the product, allowing each group to carry out a research on the product they intend to plant. Groups must make a research about how to produce, what costs, how much they can sell, to whom and how. They should also research how other producers do, what strategies they have and how their product or customers are differentiated.

This stage is more focused on a discussion and analysis between the groups to improve their knowledge about permaculture and the specific product they are going to develop.

The process has one step:

Step 1. Story of my product.

2. Learning objectives

General Objective:

- Understand the product and how to sell it

Specific objectives:

- Understand the product and how to sell it
- Research about the ways to create and sell the product;
- Better understanding on the competition and how to compete;
- Better understanding on what customers want.

3. Implementation in the classroom

At this stage we are going to understand everything about the product, allowing each group to carry out a research on the product they intend to plant. Groups must make a research about how to produce, what costs, how much they can sell, to whom and how. They should also research how other producers do, what strategies they have and how their product or customers are differentiated.

This stage is more focused on a discussion and analysis between the groups to improve their knowledge about permaculture and the specific product they are going to develop.

The process has one step:

Step 1. Story of my product

Definition of activities:

- **GLORY GAME TO KNOW MY PRODUCT:** This activity implies that each group will have a game of glory in which each step is made up of "houses" that explain useful information about the products, competitors and permaculture. The game is played in groups with the support of a dice and pawns. The game will have tasks intended to learn more about the product. The "houses" should be based on information from IO5 and STJSTE manual on permaculture that will be developed by the project partners.

We suggest 3 possibilities: [Yard4All Game](#) | [Yard4All Glory Game](#) | [Yard4All Learning Game](#)

Duration of each activity:

Activities are developed to be carried out during 100 minutes in class, in two intersperse week. The time spent can be increased depending on the teacher's vision. The game can be applied more days of less days that depend the information gather by the students in the procecssion of the game, the more they play the more they learn.

Session 1 & 2 (50 min 3th Week of February & 50 min 1st Week of March):

- GLORY GAME TO KNOW MY PRODUCT – (100 min)

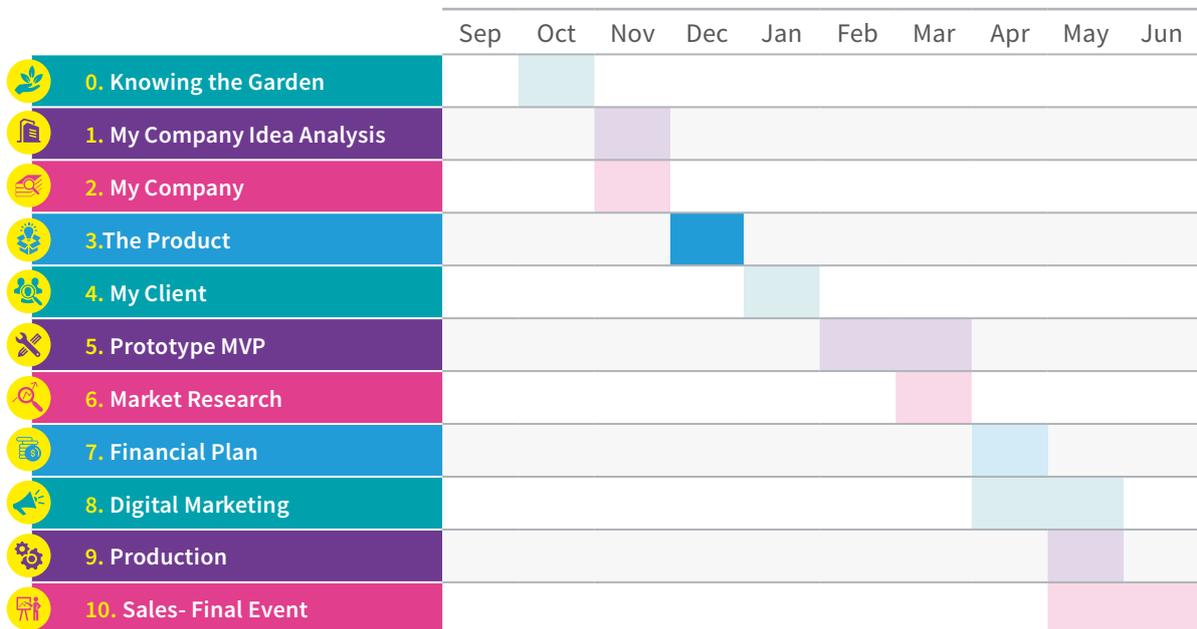
Concatenation of activities

In this step it is important to follow the sequence outlined in the guide.

Resources needed for each activity

Activity	Resources
GLORY GAME TO KNOW MY PRODUCT	• Copies of the worksheet glory game

Project schedule:



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

See Annex 4



Step 4: *My Client*

1. Introduction

This step of the Yard4All project is based on the famous board game “Cluedo”. While in Cluedo, the players must discover who was the murder of Dr. Black, in our version of Cluedo, the children will have to find out who was the buyer of Mrs. Lettuce, why did (s) he buy her, where and under what circumstances.

2. Learning objectives

General Objective:

- Learn how to define a customer’s profile regarding the products of the school garden.

Specific objectives:

- Identify the different customers’ profile through their tastes, demographic data, shopping and living habits
- Learn strategies on how to sectorize the potential customers
- Learn the features of the potential groups of customers
- Learn to define specific customer’s profiles

3. Implementation in the classroom

Definition of activities:

The game consists in defining the profile of the different potential customers based on the premises of the game “Cluedo”.

Mr. Tomato is missing, and nobody knows where he is!!! All the other vegetables are worried looking for it all around the garden, and have concluded that he's definitely followed the destiny of all the veggies of the garden: Mr. Tomato is been sold. But, where? They've asked for help to a team of detectives to find the whereabouts of the missing member of the garden. Each team of detectives will have to discover who bought it, where and under which circumstances. It is a whole mystery to be discovered!!! For that, the teams will have to make hypothesis about the potential buyers, taking in account 3 features:

1. Who has bought Mr. Tomato?
2. What are this person's cooking habits?
3. Where did (s)he buy Mr. Tomato?

Each of the possibilities is reflected in a card.

At the beginning of the game, one card of each item will be kept in an envelope without anybody seeing it. The teams will have to make hypothesis combining different items and upholding their theories with fundamented reasons, in order to define the customer that might have bought the tomato.

When every team has done its statement, giving proper reasons for their "suspicious buyer", the teacher will check if anybody has found the solution. If not, there will be a second round, until the buyer, the place and his/her food habits are discovered.

Person	Food habits	Type of store
Tony: He is a young man 30 years old.	Loves cooking	Mobile apps
Petunia: She is a 80 year old woman with many grandchildren	Hates cooking	Traditional Market
Alfred: 50 year old man, former cook	Vegan	Supermarket
Martha: 25 year old woman, student	Loves fast food	24 hour store
Tina: 40 year old woman	Attending to cooking lessons	Consumption group

Duration of each activity:

The estimated duration of the game is 1 session of 50 minutes.

Concatenation of activities:

The game presented is intimately related to the definition of the potential customer's profile. By the game, the participants will have an overview of the aspects that need to be considered when building up the "buyer person", or customer profile to whom is address certain product. Hence, they will develop attitudes such as empathy, decision making, estategy, psychological analysis, etc, which lead to the main game of the Yard4All Project: to acquire entrepreneur competences through the garden and the game.

Resources needed for each activity:

Cluedo Board representing 5 stores to do the shopping

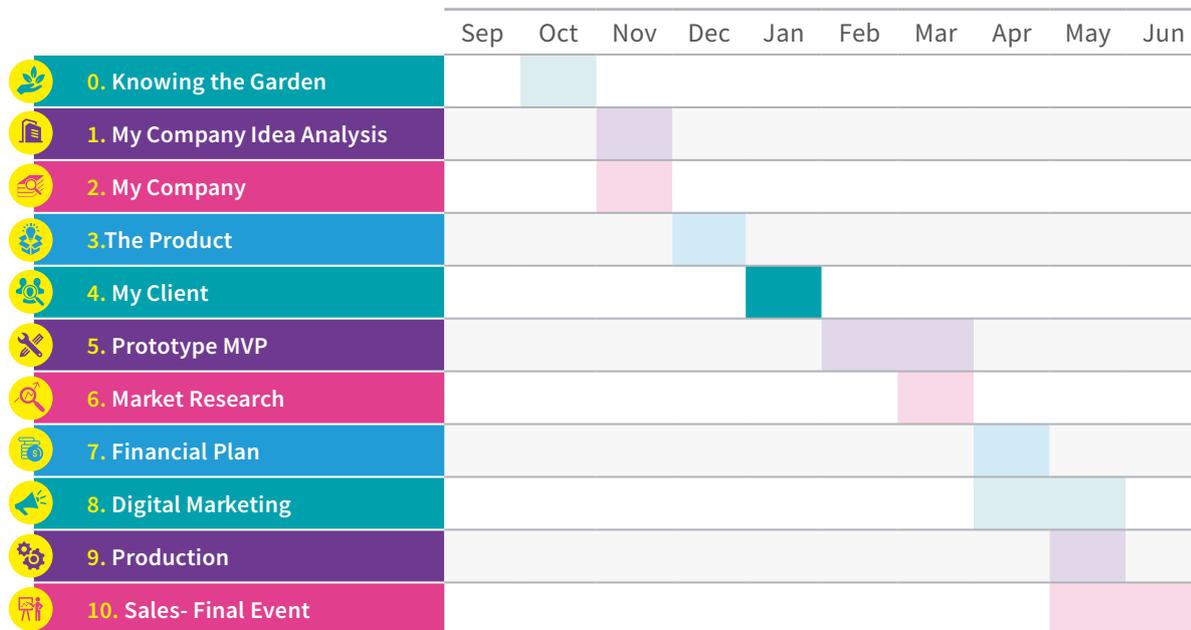
5 cards with characters

5 cards with food/cooking habits

1 envelope to put the character they have to guess

**The board can be a digital picture to be projected on a white wall.*

Project schedule: This step of the Yard4All Project will be executed in the months of April-May, in one or two sessions, depending on the availability of the classes, the teachers and the curricula.



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*



Step 5: *Prototype: MVP*

1. Introduction

This step allows students to better understand if the product is feasible or if they need to do some changes to create a better use of the product or selling tools. The activity defined for this stage will allow each group to analyze the path taken so far and how they can reach the market and solve problems that may arise. In this sense, a "storyboard" tool will be used since it is a useful tool to predict the development of a project (in this case, their product).

The process has one step:

Step 1. Storyboard

2. Learning objectives

General Objective:

- Definition on how they can reach the market.

Specific objectives:

- Better understanding about the process that involves the production and selling a product;
- Predict the market response;
- Development of strategies to replace the product.

3. Implementation in the classroom

The structure is divided in **1 session**:

Definition of activities:

- **STORYBOARD OF THE MARKET** - this tool has several benefits like supporting the planification, informing what must be acquired for the implementation of the project, visual information of the project stages, greater control and increasing the probability of success in the project. Also, it is a tool that it is easy to apply in diferent contexts and it is very visual. In this way, it allows students to have a fun activity in which they learn and work on their business. The worksheet is organized in squares that must be filled with drawings about the project steps. This means that each group will draw their path (product choice, definition of the company / organization; etc.) and forward steps related to the production and sale of the product, taking into consideration different scenarios: one that have positive results and another where it is necessary to solve problems related to the market response and replacement of the product.

Duration of each activity:

The activities are developed to be carried out during one hour in class, in one week. The time spent can be increased depending on the teacher's vision.

Session 1 (1:00h 4nd Week of November):

- STORYBOARD- (60 min)

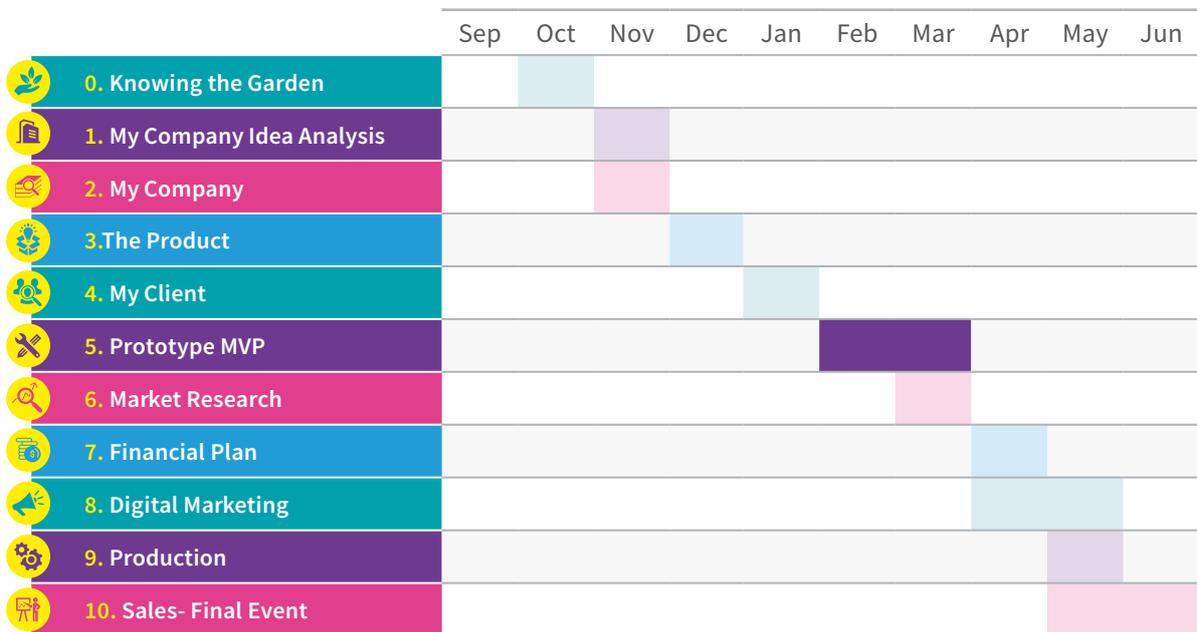
Concatenation of activities:

In this step it is important to follow the sequence outlined in the guide.

Resources needed for each activity:

Activity	Resources
STORYBOARD	<ul style="list-style-type: none">• Copies of the worksheet• Pens

Project schedule:



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

See Annex 5



Step 6: *Marketing Research*

1. Introduction

The Marketing Research is the systematic collection, analysis, and interpretation of data pertaining to the marketing conditions. Marketing research is a useful and necessary tool for helping marketers and an organization's executive leadership make wise decisions.

The basic reason for carrying out the marketing research is to find out the change in the consumer behavior due to the change in the elements of the marketing mix (product, price, place, promotion).

The marketers need to know about the changing trends in the market viz. Changes in the customer's tastes and preferences, the new products launched in the market, prices of the competitor's product, the close substitutes of the product, etc.

The process down into six steps:

Step 1. Define the Objective & Your "Problem"

Step 2. Determine Your "Research Design"

Step 3. Design & Prepare Your "Research Instrument"

Step 4. Collect Your Data

Step 5. Analyze Your Data

Step 6. Visualize Your Data and Communicate Results

2. Learning objectives

General Objective:

- Learn how to do marketing research in a playful way.

Specific objectives:

1. Learn through a game the steps/theory for a marketing research
2. Get participants to identify the “market situation”
3. Get participants to collect relevant data.
4. Get participants to analyse the results.

3. Implementation in the classroom

As we already have our product idea (step 5) and our target customers (step 4), we are going to show our idea to future customers. They will tell us if they like our product or if we should improve it. Once we have defined our prototype product (step 5), we must focus our research on whether this prototype is liked by our future customers or not.

The structure is divided into 2 sessions:

Definition of activities:

- **SURVEYS OR FOCUS GROUP** - it is time to reach out to our target audience and ask them directly about our product. We need to know if our product is attractive and would they buy it. Know if what we are thinking and developing can be salable. We investigate things such as: if the product is attractive, what kind of packaging it can carry, the measurements of the packages ... The more surveys or focus group you can carry out, the better, since we will have much more data to analyze and know if our product has been liked or not.

To carry out this activity we can choose two types of interviews:

- **FOCUS GROUP** - are controlled interviews of a target audience people who participate in a facilitated discussion to obtain consumer perceptions, feelings and thoughts about a particular topic or area of interest and they are led by facilitators (children).
- **SURVEYS** - is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. The process involves asking people for information through a questionnaire, which can be either online or offline.

In this case we propose that the interviews (for Focus group or survey) (necessary for knowing the customers' habits) are held as an exchange between parallel classes. So, students from one class might address questions to the parents from another class.

See the template to carry out the interviews in the Annex

- **ANALYZE THE RESULTS** - In this session our mission will be to analyze the results of the surveys and the focus group to see if our product will be successful in the market or not. Depending on the results, if they are positive they mean that our product will be sold easily, but if the results are negative, alternatives to our product should be generated and the market research started again with this new product.

Duration of each activity:

The activities are developed to be carried out during one hour of class.

The time spent can be increased depending on the teacher's vision.

Concatenation of activities:

In this step it is important to follow the sequence outlined in the guide, since the steps are based on creating, developing and measuring data.

Resources needed for each activity:

- **QUESTIONNAIRE**

TOOLS: use the template attached.

Teachers or students can create a google form with the same questions to carry out the interviews online. In this way all the data will be collected in an online excel document. Create as many links as there are working groups in the class.

- **ANALYZE THE RESULTS**

TOOLS: to analyze results we can do it in several ways:

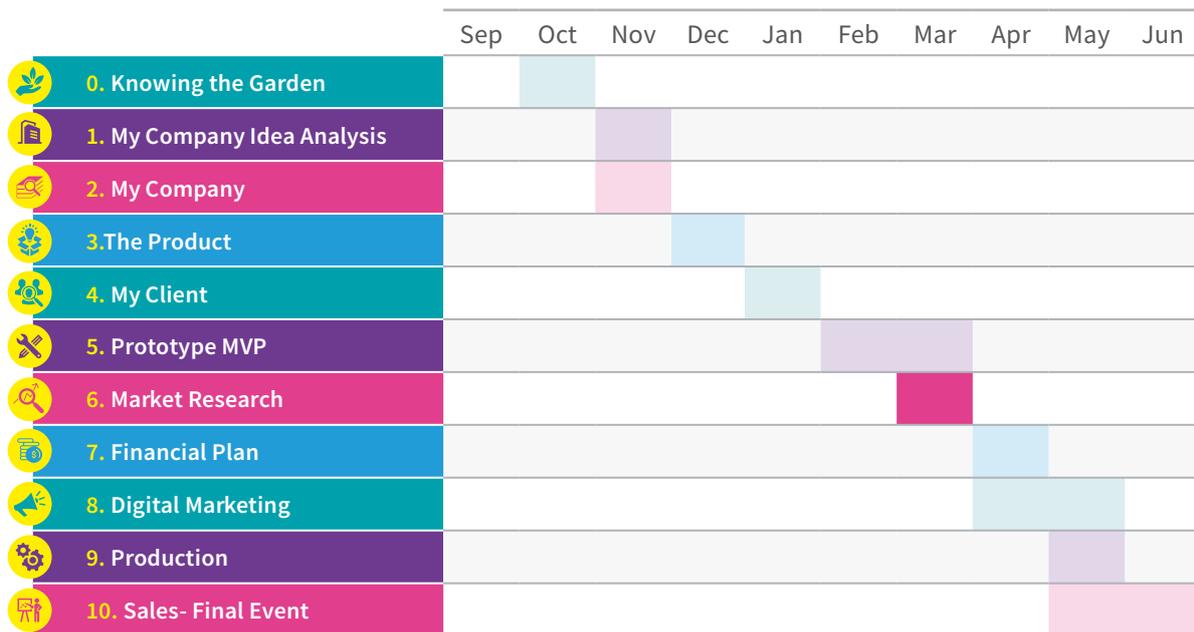
1. Google forms: if the questionnaire is created in google forms ,it directly gives us the results of the survey with data to analyze

2. Excel: Collecting the data from the surveys and the control group in an excel document facilitates the analysis of the results.

Resources for all activities:

- Computers / tablets with internet access
- Stationery material (pens, paper, stickers, large cardboard, art paper roll...)
- Voice / video recorder (or cell phones instead)

Project schedule:



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

See Annex 6



Step 7: *Financial Plan*

1. Introduction

The financial section of a business plan is one of the most essential components of starting a business. Money is not unlimited and we have to be very careful with the expenses and income that our business generates. To be successful in your business, a financial plan allows you to establish a "budget" against which to measure your expenses.

We would love to have enough money not to worry about it, but at the end of the day, it is a matter to really care about!

If we do this part right from the beginning, our business may be productive one day and we can live selling our vegetables all over the world!

2. Learning objectives

General Objective:

- Learn how to do a Financial Plan.

Specific objectives:

- Learn how to calculate resources.
- Learn the key steps to make a Financial Plan
- Identify where to find support (community, resources, financial...)
- Get participants to collaborate with each other (peer support) and understand the necessity of collaboration and limitations/ conditioning factors of bureaucracy.

3. Implementation in the classroom

To implement this step, we are going to divide the session into two parts:

- The first one will work on tax concepts through a role-playing game.
- The second will make a financial plan for the garden project

Definition of activities:

Activity 1: ROLE GAME - In this activity participants will learn some notions on finances while doing a teambuilding challenge.

- **Activity 1: Building an aqueduct + role game**

The class will be divided in groups. All groups will be given a financial plan.

The objective of the game is for few groups to build an Aqueduct (old watering system). Depending on the group we can use different examples as a building structure, we give here some that can be used as a reference, (materials needed might differ or have to be adapted depending on human and material resources)

- Big aqueduct with wood and cane. i.e we can do this with straws, chopsticks, and plastic cups/ cane/ bark <https://www.plusarts.es/actividad-de-agua-caminos-de-agua-p-326-es>
- Small aqueduct: this proposal from the game how to build a roman aqueduct ¹.

1er paso: superar el valle



Intenta imaginar cuáles pueden ser los obstáculos que tu acueducto se encontraría y tendrías que superar. En primer lugar atravesarás un valle. Los romanos se hicieron expertos en el uso de los arcos: el arco es un modo muy sencillo de realizar construcciones robustas con poco material.

1 Puedes realizar sencillas arcaídas cortando algunos vasos de plástico, como en el dibujo: luego coloca los vasos boca abajo de manera que formes un pequeño puente.



2 Los arcos de los romanos estaban contruídos con ladrillos. Puedes intentar reproducirlos usando los caramelos blandos: aplástalos un poco por un lado para darles una forma ligeramente trapezoidal, luego humedéclos a ambos lados para que se peguen. Únelos y dale al conjunto una forma de arco.



3 Prueba a construir unos arcos más sólidos usando los estropajos. Con una marca, divide en dos el estropajo a lo largo, luego dibuja unas líneas inclinadas a distancias regulares de 5 y 1 cm.



4 Corta a lo largo de las líneas y obtendrás unos fragmentos trapezoidales. Pégalos manteniendo en la misma zona todos los lados cortos, hasta que tengas un arco.



**JUNTE ESTRUCTURA
TU GUSTO MÁS
RESPÉCTALA VARIAS VECES
Y DESPUÉS APONKA
SOBRE ELLOS EL TUBO
DE PLÁSTICO. ¡HAS
CONSTRUIDO TU
PUENTE!**



¹ How to build a roman aqueduct by Ediciones Laberinto. <https://edicioneslaberinto.es/producto/construir-un-acueducto-romano/>

There will be 3 main roles, veg garden companies (few of them) 1 group will be the bank officers and 1 group will be Entrepreneurship consultants. For smaller kids main roles can be: gardeners, building materials shop and friends and the amounts of the messages from the Shop/bank smaller i.e Note 1 -10€, note 2 -2€...

- **Role 1:** Veg garden company. The task for the groups with this role is to build a little aqueduct so they can bring water closer to the veg-garden. They will be given some materials (cardboard, cellertape plastic cups, scissors...) but not all of them. They should buy what they need. Use template 1 to distribute material to the groups.
- **Role 2:** Bank officers. The mission of this group is to pretend they are “bank officers” and they have to send some messages from the bank to the Veg garden companies.
 - Note 1: Miss. Sprinkler you had 100€ income from tomato sales on the account.
 - Note 2: Miss. Hoe we´ve received the rent bill you must pay today 120€.
 - Note 3: Mr. Shears we´ve received the equipment purchase bill you must pay today 30€.
 - Note 4: Mr. Rake we´ve received the waterbill you must pay today 50€
 - Note 5: Fine for building a tool room without a permit 200€.
 - Note 6: Miss Wheelbarrow you had a donation of 300€.
- **Role 3:** Entrepreneurship consultants. This group will help the Role 1: veg garden companies groups giving them ideas , supporting them creating a financial plan (with a financial plan template given) so they can ask for some funding or a bank loan if they need to. This group should have an adult facilitator that could support in the background. For smaller kids, this group can be friends/ helpers that bring material, help with the building....
- **Activity 2: Discussion based on Activity 1**

Activity proposed to generate a debate about how they felt in the previous activity.

During this activity participants will be asked to shared:

 - their opinion about the activity,
 - **thoughts and reflections on the importance of having a financial plan and on the importance of money and its correct use and management.**
 - **how they felt with their role, the role of others.**

Duration of each activity:

- This step will be carried out in 2 sessions of 50 minutes each.

- The activities are developed to be carried out during one hour of class, once a week.
- The time spent can be increased depending on the teacher's vision.

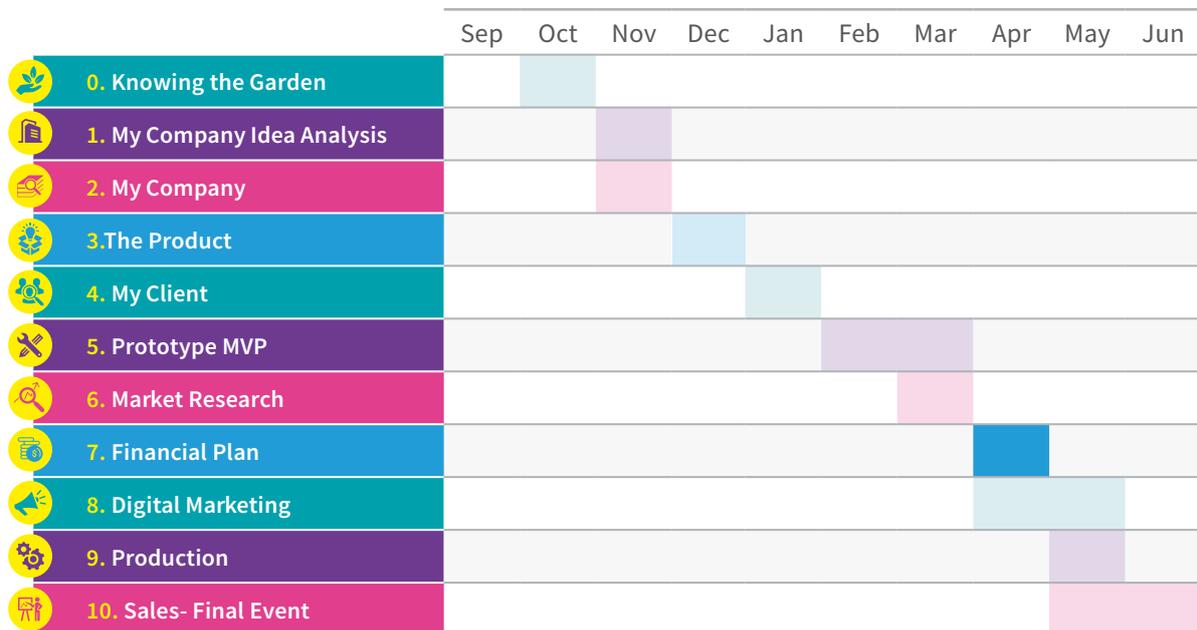
Concatenation of activities:

In this step it is important to follow the sequence outlined in the guide. The role play is developed in order that students experience in themselves the economic difficulties (or not) in business and later have a clear vision of the importance of a financial plan to be able to develop it successfully.

Resources needed for each activity:

- **Activity 1: See template in the anexe**
 - *Print financial table to give to Entrepreneurship consultants*
 - *Supplies the material indicated in the annex to each group.*
- **Activity 2: no resources needed.**

Project schedule:



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*



Step 8: Digital Marketing - Advertising and Ordering

1. Introduction

Digital marketing is the act of promoting and selling products and services by leveraging online marketing tactics such as social media marketing, search marketing, and email marketing.

Social Media Marketing consists of the combination of the actions and objectives of digital marketing with the dissemination capacity of social networks, as part of the global communication strategy of a company. Due to the millions of users that currently interact every day on social networks, planning marketing actions on these channels is the fastest and most effective way to get the message to consumers.

2. Learning objectives

General Objective:

- Learn marketing and digital marketing concepts.

Specific objectives:

- Introduction to social networks
- Learning the steps of a marketing campaign
- Develop a marketing plan through the Goose Game
- Dissemination and visualization of the project

3. Implementation in the classroom

The objective of this session is to give students knowledge of the terms related to social networks and thus be able to publicize their company and products and that our future clients make a prior reservation of our production on these platforms.

The class will be divided into the garden-working groups. Every challenge will be developed in group, promoting team work.

Definition of activities:

The Goose Game

This step of the Business and Marketing game is based on the traditional Goose Game. This game has traditionally been played by individual players. All the players begin in the “Start” box of the board. The aim of the game is being the first reaching the final box of the board, skipping all the difficulties that are spread in the board. Players move on the board by throwing a dice. This is a very basic game that can be adapted to many contexts, as we did in this occasion, transferring it to the “Step 8 – Digital Marketing”.

This time, the goose game is based on the topic of marketing. This means that every box is going to have a specific challenge related to it. In this occasion, the players, instead of playing individually, will have to play as a group and overcome together all the challenges that are presented on the board, trying to be the first reaching the final box and hence, getting the higher score – which will be measured with likes.

How do the teams move in the board? This time, there will not be a usual dice, but every team will progress at the same time in the board, ensuring that all of them accomplish the challenges. Following turns, they will have to move from one box to the other, doing the task that is requested in each of the boxes.

Likes

As we said, every task will be related to digital marketing. Hence, the way to measure the success of every challenge is by likes. Therefore, there will be a judge formed by neutral three participants, meaning that these three players won't be part of any of the teams, but will be in charge of scoring the other's tasks. They will have to discuss and agree the score to the teams.

Who wins?

Each box of the board will be a different challenge related to digital marketing, that kids will need to accomplish. For every task completed, the group will get certain amount of likes, which will be given by a judge (1-10)

The group that finishes the board with more likes will be the winner.

BOXES:

- **Box 1 (10'):** Choose an original name for your brand/your campaign
- **Box 2 (15'):** Design your logo
- **Box 3 (15-20'):** Become viral!

Kids will be encouraged to prepare a post/meme/clip that it is viral. It can be funny, interesting, exclusive... but the most important thing is that gather the conditions to be viral content, always being respectful with the audience and the rest of the participants.

Example: today, there are many ways to become viral: a short clip, a meme, a tik-tok video... think about a short performance that your team thinks can become viral. The judge will vote and you will discover if your performance succeeded!

- **Box 4: From tweet to retweet**

There will be two boxes, if the team lands in the "tweet" box, will directly jump to the "retweet" box and through the dice again.

- **Box 5 (15'-20'):** Film an advert for Youtube

The advert should be 1 to 2 min, and contain key info about the product.

- **Box 6 (15'-20'):** Differentiate your brand

Through a picture, a tweet, a performance, an infography... each team should do an action in order to point at the features that make differentiate their product from others'.

- **Box 7 (10'):** Measure your statistics (2nd session)

Check the visits to your profiles, your number of likes and suggest strategies to improve your numbers.

- **Box 8: Downgrade your SEO positioning**

¡Oh no! Your SEO position dropped!

- **Box 9: An unfortunate tweet from your community manager has offended your target! Go back to the starting box**

- **Box 10: Point count: The team with more points will be the winner: Your team is in the first position in Google searches! Congratulations!**

Duration of each activity:

- 1st sess
- 2nd session: Goose game (II) (50')

Concatenation of activities:

The activities presented in this game are intimately related to the development of a digital marketing plan. By the game, the participants will have an overview of what it means to make a communication plan from the very beginning. Hence, they will develop competences such as creativity, decision making, leadership, data analysis, etc, which lead to the main game of the Yard4All Project: to acquire entrepreneur competences through the garden and the game.

Resources needed for each activity:

Marketing Goose Board. See example in template

Project schedule:

This step of the Yard4All Project will be executed in the months of April-May, in one or two sessions, depending on the availability of the classes, the teachers and the curricula.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
 0. Knowing the Garden										
 1. My Company Idea Analysis										
 2. My Company										
 3. The Product										
 4. My Client										
 5. Prototype MVP										
 6. Market Research										
 7. Financial Plan										
 8. Digital Marketing										
 9. Production										
 10. Sales- Final Event										

**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

See Annex 8



Step 9: *Production*

1. Introduction

It is time to collect all our efforts!

We already have created a company, a marketing plan, we know how much we have to sell to avoid losses and most importantly, we have clients who have already requested products from us!

Now we have to organize everything to present and sell our crops at the fair.

2. Learning objectives

General Objective:

- Complete the production process

Specific objectives:

- Know the steps of the final production stages, namely: collection, transportation, storage and packaging.
- Take care of the product during the whole process.
- Promote cooperation and collaboration by working as a part of a team.
- Promote efficacy and efficiency in the participants, both individually and as a part of a team.

3. Implementation in the classroom

This step of the Yard 4 All game will be divided into two stages:

1. Grand prix / peddy paper
2. Packaging contest

Both stages will be addressed to know and experience the post-production phase of growing vegetables, letting the participants know that, after the veggies are grown, there is still a lot of work to accomplish, and how can we do it.

Definition of activities:

This activity consists in 2 stages:

Stage 1: Gymkhana/Peddy paper

Stage 2: Packaging

STAGE 1 (Session 1)

Duration: 50'

The first stage will be divided in three different activities:

- a)Collect
- b)Transport
- c)Storage

The development of the game will consist in a time-trial peddy paper by teams.

The garden will be divided in sectors according to the product.

Each team will collect one veggie at a time during a certain amount of time (i.e. 3 min each product). Before the competition starts all teams will contribute to set some rules on “how to collect veggies right” in a flipchart in order to not destroy the garden or the vegetables themselves. The teacher will reinforce the key of being careful at this Stage (collect-transport-storage) will led them to a better result than if they are quick but not careful enough.

The teacher will be controlling the time, and indicating with a whistle when the groups should change the product they are collecting.

- **Station 1: Collect the product**

During the established amount of time, the participants will have to fill the boxes up to a certain quantity. Then, they will have to give the box to the next partner (transportation).

- **Station 2: Transportation**

A second partner will come to collect the box and transport it to the storage room as fast as possible, without dropping or damaging the product.

- **Station 3: Storage**

The storage partner will get the stock and storage it properly. Eventually, they will be responsible for weighing the stock and labelling it.

The team that manages to storage more amount of veggies is the winner.



STAGE 2 (Session 2)

Duration: 50'

Packaging. The working teams will work on a creative and attractive packaging.

At the end there will be a judge(s) that votes for the best package, taking in account:

- Design
- Use of recycled materials
- Labelling

**The judge can be formed by one member of each team, assuming a neutral role*

Duration of each activity:

This activity is meant to be carried out during the month of May, when the crop is supposed to be ready to harvest. The activity will be divided in two stages:

- Stage 1: 50'
- Stage 2: 50'

Concatenation of activities:

The core of this activity is very significant and intrinsically linked to the rest of the steps of the game. Through this stage, all the previous activities will be materialised by the collection of the valuable product that the kids have been working in through the previous months. In this case, the participants will interact actively with the product and with each other, in order to prepare and get the veggies ready, taking care of them in all the process of collecting, transporting, storing and packaging, being extremely careful and always keeping an eye in the last Step: Sales and market.

This activity can be linked to different subjects:

- **PE:** the development of this activity in the framework of Physical Education is very convenient because it is related to skills like movement, speed and coordination. Depending on the circuit designed by the teacher, it can include exercises of balance, jumps, climbing, etc.
- **Math:** Since the activity involves the use of the Metric System, the teacher can link it to Math exercises related to the use of this units, conversion of Kg into other units of the system of measurement.
- **Arts:** The Stage 2 is intrinsically related to arts and crafts, since the pupils would need to develop a creative packaging. They can use handycrafts materials and use creativity in order to build the boxes/packages which will contain the product.

Resources needed for each activity:

For the Stage 1:

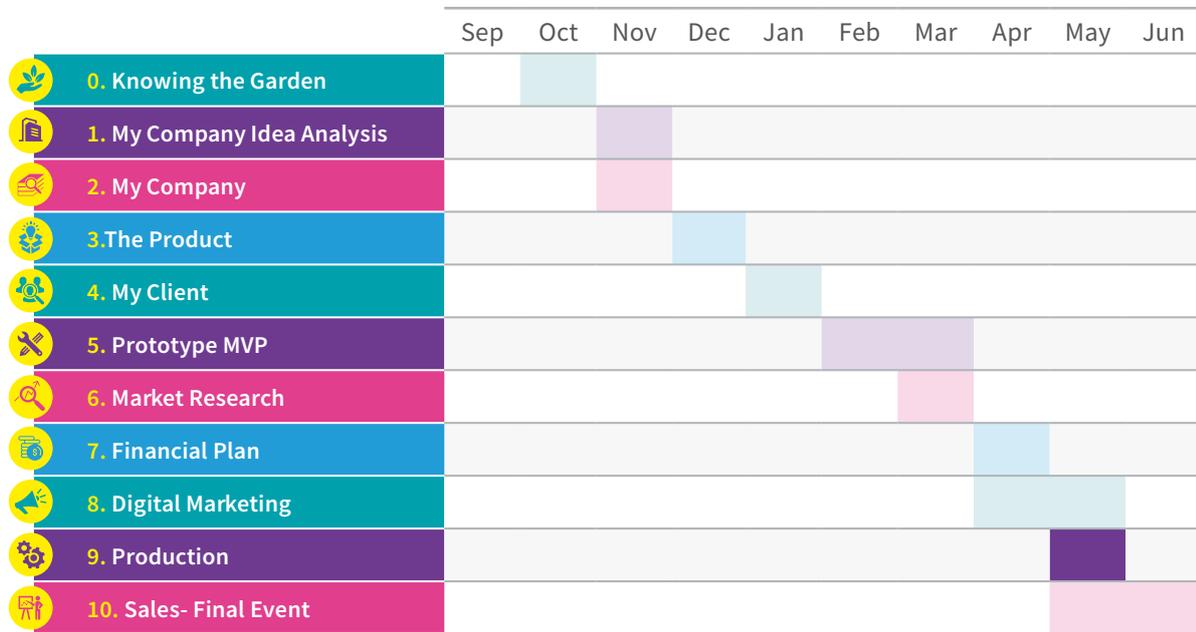
- Boxes to keep the veggies for transportation and storage
- Mean of transportation to transport the production (wheelbarrow, skate, a canal...)
- Storage room
- Balance to weigh the veggies collected

For the Stage 2:

- Cardboard, pencils, markers, glue and decorative items to create the packaging

Project schedule:

This activity is meant to be carried out in May, in the 9th month of the project.



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*



Step 10: *Final Event*

1. Introduction

“The GROOWN Food Market Festival” will be the last step in our business guide.

We´ll organise an open doors event where participants can sell food and handcrafts, and showcase the material from the previous steps and even invite the public (other students, friends and families) to participate in activities. In this activity participants will have the chance to show off all that they´ve been working on.

2. Learning objectives

General Objective:

- learn to organize a farmers market

Specific objectives:

- Get participants to think on what is needed to plan an event.
- Encourage team work organising the event and sharing tasks.
- Improve advertising skills while promoting the event.
- Be part of a Sales Event from the planning to the closure of the event.

3. Implementation in the classroom

This activity will be carried out by the entire class as they have to design and plan an activity that belongs to everyone

Definition of activities:

Activity 1: *Planning & Organising the Festival.*

In this activity participants will get together in little groups to:

- Create a tasks list and allocate at least 2 people per task (i.e decide which products will be on offer, decorations...)
- List of Material and human resources needed for each task.
- Signs for the product

Activity 2: *Advertising the Festival. Participants will have to produce 1 sort of advertising in offline/online format. Examples below:*

- Offline: F2F, Creating posters/ banner/ signs and or lables for table and products.
- Digital (create a little video/ post the poster on social media/ school blog or website...)

Activity 3: *“The GROOWN Food Market Festival” In this open door event participants will have the chance to sell food and handcrafts, and showcase the materials they’ve created from the previous steps and even invite the public (other students, friends and families) to participate in some of the games that they’ve been doing through the whole process.*

Duration of each activity:

The preparation activities (1 and 2) we expect them to take 2 sessions of 1hr each.

“The GROOWN Food Market Festival” (activity 3) will take place one day at an open day event.

Concatenation of activities:

Through the planning and organising and advertising participants should get everything ready for “The GROOWN Food Market Festival”

Resources needed for each activity:

Activity 1: *Planning & Organising the Festival.*

- Flipchart, pen & paper.

Activity 2: Advertising the Festival:

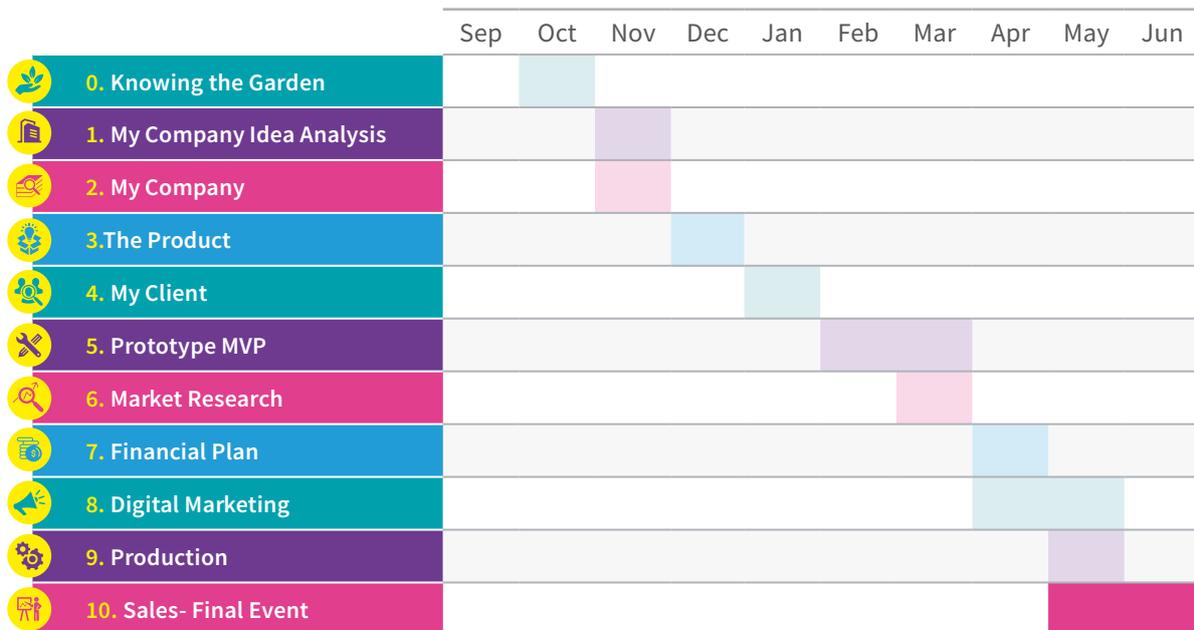
- Offline Cardboard, Cellertape, glue, rope, chopsticks, Pencil Colours, markers...
- Online: A camera, PC and internet

Activity 3: “The GROOWN Food Market Festival”

- Tables, chairs, signs, posters, decoration...

Project schedule:

This step of the Yard4All Project will be executed in the months of May-June, in 4 sessions, depending on the availability of the classes, the teachers and the curricula.



**The project schedule is a suggestion, please be aware that adaptation to school needs and country might be needed*

4. Templates / Tools

No template is needed. Students can express all their creativity in this event.



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Annex 2

Worksheet 1.1: SWOT TEMPLATE

	Strengths	Weaknesses
internal	<ul style="list-style-type: none"> • What is our greatest virtue? • What activity are we most passionate about? • What do we do better than the others? • What are we really good at? • What positive qualities do other people see in you? • What do we know how to do better than other people? • What are we especially proud of ourselves of? 	<ul style="list-style-type: none"> • Do we have enough experience? • What should improve? • What characteristics are the ones that take us the most away from the business objectives? • What skills are you struggling to master? • What do we do solely because we have to fulfill your job obligations? • Are there aspects of our personality we don't like? • Where do we lack experience, resources or connections?
	Opportunities	Threats
external	<ul style="list-style-type: none"> • What external aspects can help us achieve the objectives? • Can we offer something positive in the sector? • What resources do we have that bring us closer to achieving our goal? • How can we capitalize on our strengths? • What opportunities are presented to people who do these things well? • Of the things you are good at, what would you love to do? • How can we minimize weaknesses? • What would you like to study or work in the future? 	<ul style="list-style-type: none"> • What external aspects make it difficult for us to reach our objectives? • What external problems in my sector make it difficult for me to achieve my goals? • Is there a lot of competition in the sector? • Are there any general threats we need to think about? • What problems could the team have?

Worksheet 1.2: Canvas Model

 <p>What do we have? <i>(problem)</i></p>	 <p>What should we do? <i>(solution)</i></p>
 <p>What makes it special? <i>(unique value proposition)</i></p>	
 <p>Who is it for? <i>(customer segments)</i></p>	 <p>How do we tell people about it? <i>(channels)</i></p>
 <p>How much will we sell it for? <i>(cost structure)</i></p>	

Annex 3

NAME - Worksheet Cloud words 2.1

Project: **Yard4All** | **Word Clouds**

Word Clouds is a method of information visualization that organizes keywords about the problem/idea/question using different sizes or colours according to the relevance level.

Co-funded by the Erasmus+ Programme of the European Union

What's up?
Write here the main keyword

Aproximar

PAGE DESIGN:	<i>Which platform, tool will be used to create the webpage. (the students can use google sites or others, teachers have to understand if students have already a google account or if parents allow them to have one)</i>			
TYPE OF WEBSITE:	<i>Location on the internet network</i>	<i>Online store</i>	<i>Blog</i>	<i>Landing page</i>
THEME:	<i>Business</i>	<i>Services</i>	<i>Community development</i>	<i>School activities</i>
TABS:	<i>(e.g.) HOME</i>	<i>Catalog</i>	<i>Contact</i>	
	<i>About the product/ company</i>	<i>Season products</i>		
	<i>Objectives</i>			
	<i>Photos</i>			
PAGE ADDRESS:				

Annex 4

GLORY GAME: Worksheet 3.1



WEBSITE – Worksheet Word 2.2

Vegetable (6)	
 <p>Lettuce</p>	<p>Lettuce is an ideal garden vegetable. You can tuck it into small areas, it grows easily and it loves cool weather. Many varieties reach maturity in 30 days, and some can even be harvested much earlier as microgreens. If you plant lettuce in successive plantings, with 10 to 14 days in between, you'll have an extended harvest. It doesn't take much work to grow lettuce from seeds. are often quite small and only require a planting depth of ¼ to ½ inch deep. Growing lettuce in rows gives your garden a traditional look. Transplant head lettuce in rows 12 to 18 inches apart with 10 to 12 inches between each plant. Lettuce watering should be light, frequent and consistent. (in https://gilmour.com/growing-lettuce)</p>
 <p>Kale</p>	<p>Kale is a member of the Brassica family, like cabbage, broccoli, brussels sprouts, and other common "cole crops." In the spring, kale can be started from seed and young kale plants can be set out very early (3 to 5 weeks before the last frost). But in many regions, kale is best grown in autumn, when temperatures are cooler. Kale tastes better when the leaves mature in cold weather. Kale is versatile in the garden, growing in traditional beds or raised beds and containers. (in https://www.almanac.com/plant/kale)</p>
 <p>Cabbages</p>	<p>Cabbages need a sunny site and firm soil. Wherever possible, prepare the soil in autumn by adding well-rotted manure or garden compost and then leave it over winter to consolidate. Before planting cabbages, make sure the soil is well firmed by shuffling along the surface on your heels, then rake it flat. You should not grow cabbages in the same soil that you grew them (or other brassicas) the previous year. Cabbages are best suited for growing in the open ground, but you could grow one or two in large, deep containers. They will need little water, soak every 10 days will be enough. When the heads begin to form, generous watering will greatly improve head size. (in https://www.rhs.org.uk/advice/grow-your-own/vegetables/cabbages)</p>
 <p>Onions</p>	<p>You can grow onions from transplants, sets, or seeds. They usually form good bulbs over a short period of time (65 days or less) Onions like cool weather in the early part of their growth, so plant them in spring – except in mild-winter areas, where onions are grown as a fall or winter crop. For transplants or sets, use a dibble to make planting holes 2 inches deep and 4 to 6 inches apart. Use the closer spacing if you plan to harvest some young plants as green onions. (in https://www.goodhousekeeping.com/home/gardening/a20705738/how-to-grow-onions/)</p>
 <p>Broccoli</p>	<p>Broccoli is a hardy biennial grown as a cool-season annual. It grows 18 to 36 inches tall and has broad, thick leaves and a thick main stalk. Broccoli is a cool-season crop. Grow broccoli so that it comes to harvest when temperatures average no more than (23°C) each day. Plant a fall or winter crop in mid to late or summer or early fall. Transplant broccoli seedlings to the garden when they are 4 to 6 weeks old, as early as the last frost in spring, after hardening off the seedlings for 4 days. (in https://harvesttotable.com/how_to_grow_broccoli/)</p>
 <p>Leek</p>	<p>They're exceptionally hardy, generally trouble-free, and best of all they will provide beautiful long stems from autumn right the way through to spring at a time when other harvests are thin on the ground. Early season leeks are less hardy but will be ready for autumn, while mid and late season leeks will give you smooth stems for winter and spring. Grow leeks in a sunny, open position in well-dug soil that's had plenty of organic matter added to it. Sowing is very easy.</p>

	<p>Start by sieving potting compost into pots or trays. Gently tamp the potting compost down then sow the seeds very thinly so they fall about an inch (2-3cm) apart. You can also sow two seeds per cell in a module tray. Now cover them over with a thin layer of more potting compost, and water them. Keep the potting compost moist as the seeds germinate and the seedlings grow on. Early sowings should be placed on a sunny indoor windowsill or into a greenhouse where the warmth will encourage quicker growth. As the seedlings grow you can if you wish separate them out and pot them on into individual pots. (in https://www.growveg.co.uk/guides/growing-leeks-from-sowing-to-harvest/)</p>
<p>Fruits (5)</p>	
 <p>Apple</p>	<p>Growing fruit takes long-term commitment—from pruning apple trees for good form. Apples have the botanical Name of <i>Malus domestica</i>, is a fruit and need full sun exposure. The soil has to be loamy and with a neutral PH. The bloom time is summer and fall with flower color pink. (in https://www.almanac.com/plant/apples)</p>
 <p>Watermelon</p>	<p>Watermelons are not particularly difficult to grow but they are so demanding, they are not considering a good plant for anyone with restricted space, water, or average soils. Watermelons need deep, rich, friable soils. To grow watermelons, it helps to raise the soil (make mounds or ridges). After a few weeks I can see which watermelon plants grow the strongest, and I snip off the weaker ones, leaving only one seedling in each group. (in https://www.tropicalpermaculture.com/growing-watermelons.html)</p>
 <p>Pears</p>	<p>Pears is a fruit with the botanical name <i>pyrus</i>, they need full sun exposure and a loamy and sandy soil type, the bloom time is summer and fall. Growing pears is easier than other fruits, because have less pest and disease issues. There are many different types of pears; some are best eaten raw and some are best for cooking. (in https://www.almanac.com/plant/pears)</p>
 <p>Blackberries</p>	<p>Blackberries are fruits with a botanical name <i>Rubus fruticosus</i> in need of a full sun exposure in a sandy soil and a acidic PH soil. The bloom time is summer and have a with flower. Exist three types of blackberries: erect thorny; erect thornless and trailing thornless. Erect blackberries are bushes that support themselves, while the trailing blackberries have long canes that must be trellised for support. All blackberries are perennials; the roots survive year after year. However, the top of the plant above the soil is what we call biennial. This means that the canes grow vegetatively for a year, bear fruit the next year, and then die. However, every year the plant sends up new canes to replace those that died! For a great fruit harvest and to avoid a messy plant, pruning is important. (in https://www.almanac.com/plant/blackberries)</p>
 <p>Lemon & Oranges</p>	<p>Standard-size grapefruit and orange trees can grow 18 to 22 feet tall, whereas dwarf varieties only grow 8 to 12 feet tall. Most citrus varieties are self-fertile, so only one tree is needed for fruit production. On average, fruit bearing begins when the trees are between 3 and 6 years old; however, exact timing will depend on the type of citrus (lemons, oranges, grapefruit, etc.), the cultivar, your climate, the health of the plant and its care, and other factors. Flowering is not seasonal, but occurs during warm weather and regular rainfall. Flowers and fruits may coincide. (in https://www.almanac.com/plant/lemons-oranges)</p>

Materials (5)	
 <p>Composting</p>	<p>Composting is a process that aims to turn organic matter into valuable material. It consists of the decomposition of domestic residues by the action of microorganisms that in the presence of oxygen (aerobic process) turn into a substance called compost. The compost obtained in the end of the process will be used as fertilizer, given that it improves largely the soil structure. The compost develops natural fungicides and beneficial organisms that will help to eliminate the pathogenic organisms that may disturb the soil and the plants. (in Yard4All – Organic Garden Maintenance Manual)</p>
<p>ATTENTION!</p>	<p>Materials never to be used in the compost pile: Fish, meat, seashells, dairy and fats; Animals excrements (as they might contain pathogenic agents that can survive the decomposing process); Residues of gardens treated with pesticides; Sick or infested plants; Ashes; Weeds with seed (if the compost is to be used in the field); Textiles, paint, batteries, glass, metal, plastic, drugs, chemical products. Size of the residues: it should be from 3 to 7 cms depending on the usage of the final product (in Yard4All – Organic Garden Maintenance Manual)</p>
 <p>Hoe</p>	<p>A hoe is an ancient and versatile agricultural hand tool used to shape the soil, control weeds, clear soil, and harvest root crops. Shaping the soil can be done by piling soil around the base of plants (hilling) or creating narrow furrows (drills) and shallow trenches for planting seeds and bulbs. Weed control can be done with the help of a hoe by cutting foliage from the roots and clearing the soil of old roots and crop residues. Hoes can be used for digging and moving the soil used in the harvesting of root crops such as potatoes. (in https://fmexim.com/agricultural-tools.php)</p>
 <p>Soil</p>	<p>The ideal soil is naturally fertile, rich specially in calcium, magnesium, phosphor, potassium and nitrogen, available, that is, ready to be absorbed by the plants, with a high quantity of organic matter, with microorganisms in activity¹. Of all these elements in balance we get, as a result, a LIVING SOIL. (in Yard4All – Organic Garden Maintenance Manual)</p>
 <p>Shovel & Spade</p>	<p>A shovel is a tool for digging, lifting, and moving bulk materials, such as soil, coal, gravel, snow, sand, or ore. Shovels are used extensively in agriculture, construction, and gardening. Most shovels are hand tools consisting of a broad blade fixed to a medium-length handle (in https://fmexim.com/agricultural-tools.php)</p>
 <p>Rake</p>	<p>Considering the list of farm tools names, the rake is a very common tool for any type of farm. There are several types of rakes available. The main function of this toothed bar is to loosen and level the ground. The traditional rake has evolved and from being manual or pulled by beasts has happened to fix the tractors. (in https://farmingmethod.com/modern-farm-tools/)</p>
 <p>Wheelbarrow</p>	<p>A wheelbarrow is a small hand-propelled carrier, with only one wheel, intended to be pushed and guided by a single person using two handles from the back. It also is known as a "wheel cart." The use of wheelbarrows is regular on the construction site and on the farm. The standard capacity is around 100 liters (4 cubic feet) of material. (in https://farmingmethod.com/modern-farm-tools/)</p>

Task (6)	
Questions	Answers
<i>What mixture you can use to give nitrogen and other nutrients to the soil?</i>	<i>To recovery the soil you can use a mixture of sunflower, vetch, clover and linen, with animal manure non totally fermented.</i>
<i>How main types of soil you have?</i>	<i>2 – Sandy and clayey soil.</i>
<i>What are the micronutrients to the soil?</i>	<i>Nitrogen, Phosphor and potassium</i>
<i>What's missing from the plants in this image?</i> 	<i>Nitrogen</i>
<i>What appens when you use genetically modified seeds?</i>	<i>Become sterile in two or three generations.</i>
<i>What type of seeds you must proritize to have better results?</i>	<i>Organic, Non – Hybrid, non-genetically modified seeds</i>
<i>What's missing from the plants in this image?</i> 	<i>Nitrogen, Phosphor and potassium</i>
<i>Which of these is NOT a vegetable?</i> Peppers Tomato Cucumber All of the above	<i>All of the above</i>
<i>What makes fruit and veg green?</i> <i>A chemical called chlorophyll</i> <i>If they grow underground</i> <i>If they get picked before they're ripe</i> Vitamin A	<i>A chemical called chlorophyll</i>
<i>How much of a potato is water?</i> 5% 20% 50% 80%	<i>80%</i>

Information gathered in the Yard4All – Organic Garden Maintenance Manual & <https://www.beano.com/posts/the-ultimate-fruit-vegetable-quiz>

Fun Facts about Permaculture (4)

Permaculture is the art of creating living spaces and functional territories, of trades and lives that are both meaningful and inspired by nature. It also involves taking care of people, our planet and sharing its resources equitably. But it also involves a lot of other things, that many people are not aware of. (in <https://www.fondationlouisbonduelle.org/en/2017/11/21/permaculture-agroecology/>)

Permaculture is the combination of the terms “permanent culture” and “permanent agriculture” (in <https://www.onegreenplanet.org/animalsandnature/5-things-you-need-to-know-about-permaculture/>)

Permaculture offers practical solutions to some of the world’s biggest problems including:

- *Destruction of natural environments*
 - *Changing climate and weather patterns*
 - *Damage and depletion of farmland and soil n Pollution of rivers, lakes, oceans, land and the air*
 - *Loss of many wonderful and useful species of plants and animals*
 - *Many people still poor and starving and uncertain about where their next meal is coming from*
- (In <https://www.permaculturenorthernbeaches.org.au/get-into-permaculture>)*

Permaculture stems in part from the scientific knowledge that was acquired in the past fifty years about how ecosystems function: a better understanding of how the earth was formed, the role of life in the soil, the symbioses that are vital for boosting life, the diversity and stability of ecosystems, climate studies, the genetic diversity that underpins natural evolution, the energy flows and cycles in our biosphere. (in <https://www.fondation-louisbonduelle.org/en/2017/11/21/permaculture-agroecology/>)

Luck (3)

Choose one of your opponents and give him the first task card in the deck. The participant must perform the task if he / she does not respond to what is asked, he / she must go back one house.

Annex 5

3. STORYBOARD: Worksheet 5.1

Scene: Draw your school garden	Scene: Draw your team	Scene: Draw the seeds you planted
Scene: Draw the veggies you expect to come out	Scene: Draw your client	Scene: Draw a dish you can make with the veggies you will harvest

Photo: www.istock.com/180000000/180000000

Annex 6

Introduction for participants:

Hello dear future buyer!

Thank you for taking part in this interview, which will be fundamental for our work and the development of our small business.

We need you to answer these questions with total sincerity, as this will help us what are the strengths and weaknesses of our idea.

Thank you!

PATTERNS OF USE / PURCHASE OF VEGETABLES

- How many people live in your house?
- How many children? Adults?
- Who in the home eats vegetables?
- How often do you eat vegetables?
 - Every day
 - Weekly
 - Hardly ever
- How often do you buy vegetables?
 - Every day
 - Weekly
 - 2 times a month
- What do you normally buy? Favourites?
- Do you buy vegetables which are not so pretty? Why?
- Vegetable Selection Considerations How do you decide which ones to buy?
- Do you buy seasonal vegetables? Or do you buy what's there?
- Make a list of the 5 vegetables that are most consumed in your house

Use of vegetables

- How do you prepare the vegetables?
- Do you eat raw vegetables?
- What kind of dishes do you cook?
- Give us an idea to make a recipe book using vegetables

REACTIONS TO THE BUSINESS CONCEPT

We are doing research on the products that we are going to produce in our school garden and see if the business will be successful or not

- What do you think of this idea?
- Would you be interested in buying products from our garden?
- Why would you buy from our garden?
- Do you trust that children can grow these products?
- What do you expect the vegetables we grow to be like?
 - Shape / appearance? Flavor? Texture? Why?
- Have you ever bought organic products?
- Do you know any place where they sell organic fruit or vegetables?
- Do you think there is a need for organic vegetables in your area?
- Do you think there will be a difference between our products and the supermarket products?

PACKAGING

We are creating the packaging for our products and we would like you to help us.

- How would you like it to be?
- What materials should we use?
- What materials should we avoid?
- Would you use a special color?
- Any special format?
- How many pieces of vegetables should go in each package?

Annex 7

GROUP 1:

- START THE COMPANY WITH A PROFIT OF € 1000
- Materials:
 - 3 colored papers, 2 pencils or pens, 2 cardboard, 2 pages of a old newspapers

	COST	BENEFIT
MATERIAL		
BILLS		
Office		
(utilities: Electricity + water)		
WORKERS		
SALES		
PUBLICITY		
BANK		
OTHER:		
OTHER:		
TOTAL		
BALANCE (benefit – cost)		

GROUP 2:

- START THE COMPANY WITH A PROFIT OF € 200
- Materials:
 - o 1 scissors, few colored papers, 3 packages of plasticine, a package of colored pencils or pens, 2 cardboard, tape, 1 old newspaper

	COST	BENEFIT
MATERIAL		
BILLS		
Office		
(utilities: Electricity + water)		
WORKERS		
SALES		
PUBLICITY		
BANK		
OTHER:		
OTHER:		
TOTAL		
BALANCE (benefit - cost)		

GROUP 3:

- START THE COMPANY WITH A PROFIT OF € 200
- Materials:
 - 1 scissors, few colored papers, 3 packages of plasticine, a package of colored pencils or pens, 2 cardboard, tape, 1 old newspaper

	COST	BENEFIT
MATERIAL		
BILLS		
Office		
(utilities: Electricity + water)		
WORKERS		
SALES		
PUBLICITY		
BANK		
OTHER:		
OTHER:		
TOTAL		
BALANCE (benefit - cost)		

Bank officers. They will have the materials to sell and the notes that they will give to the different groups.

- Materials price:
 - Scissors: 50€
 - Glue: 50 €
 - Tape: 25€
 - Plasticine: 10€ per unit
 - Newspaper: 0.20 per page
 - Colored paper: 5€ per unit
 - Cardboard: 10€ per unit
 - Colors: (30€ per packet/1€ per unit)
 - Notes: deliver at least 2 good and 2 bad to each team.
- **Note 1:** You had 100€ income from tomato sales on the account.
- **Note 2:** Sorry... we´ve received the rent bill. You must pay today 120€.
- **Note 3:** Bad new! we´ve received the equipment purchase bill. You must pay today 30€.
- **Note 4:** Too much water! we´ve received the waterbill. You must pay today 50€
- **Note 5:** Fine for building a tool room without a permit 200€.
- **Note 6:** A secret admirer!!! you had a donation of 300€.
- **Note 7:** Your mother supports the project and gives you € 500
- **Note 8:** You have won the school entrepreneurs contest. Congratulations! add € 200 to your account
- **Note 9:** A neighbor has reported your work because you take away the view from his window. You have to pay € 100
- **Note 10:** The bank has made a mistake and returns you € 500 of taxes from the previous year.

Annex 8





YARD4ALL

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

