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Article navigation
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School Gardening: Improving Environmental Attitudes of Children Through Hands-On Learning

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Abstract

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Abstract

Project GREEN (Garden Resources for Environmental Education Now), a school garden program, was integrated into the curriculum of seven elementary and junior high schools in Kansas and Texas. The objective of the study was to evaluate whether students participating in garden activities were gaining more positive attitudes about environmental issues. Students' environmental attitudes were significantly more positive after participating in the school garden program with post-test mean scores 0.26 points higher than the pre-test mean scores. Demographic comparisons indicated that female and Caucasian students, as well as students from rural areas, had more positive environmental attitudes after participating in the garden program compared to other students within each respective group.

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Based on their experiences in this project, teachers identified barriers when integrating the green schoolyard as a learning environment and found practice-based solutions to overcome these barriers. Across schools, a total of 20 meetings were organized, with 75 teachers participating in the project. Outdoor learning in natural areas can be an enrichment for children, enabling them to learn beyond the borders of their classroom, and has the potential to directly and indirectly strengthen primary schools' educational practice (Rickinson et al., 2004; Blair, 2009; Wistoft, 2013; Goodall, 2016). Teachers become facilitators of learning and guide children through open and flexible real-life, bodily experiences that connect to a child's abilities, needs, and interests (Harris, 2017). particular subjects through active, hands-on experience. LIFE SKILLS. to help children survive and prosper in the world. In Burkina Faso a school garden project has had a real influence on the community, and vice versa. Women community

workers helped schools set up gardens to grow foods rich in vitamin A. Some of these (e.g. carrots and orange sweet potato) were new to the area - they were first consumed by the children and then carried home and tried out there. Encourage children to acquire attitudes of cooperation, responsibility, self-esteem and self-confidence, motivation and the value of work. (Source: Chauliac et al., 1996). OBJECTIVES OF THE URBAN NUTRITION INITIATIVE in West Philadelphia (USA).