

# Farming

<b>Values</b>	Integrity, Honesty, Honor, Patience
<b>Objective</b>	<b>Pedagogical:</b> Understand that honesty with others and with self is important for society. Observe differences in strategy, execution, and reflection on the task. <b>Practical:</b> Plant more "cabbages" than the neighbors farm
<b>Participants</b>	Minimum: 6 participants Maximum: no limit participants Recommended: 12 – 30 participants
<b>Time</b>	30-45 minutes
<b>Material</b>	Balloons (Cabbages) Tape for marking Timer Whistle
<b>Briefing</b>	Divide the class into two or more groups, placing each group in the start position. On the floor design two farms and a place where the "cabbages" are kept. On the teacher's signal, the groups will have to get the "cabbage" and plant in their farm. The group that plants more "cabbages, in a certain defined time, wins.
<b>Notes</b>	To create more dynamic, build access corridors to the "cabbages" and "farms" and allow full freedom of movement of the group. It's not necessary to give any constraining rules; we often see that certain students will steal "cabbages" from the neighbors farm.
<b>Observation cues</b>	Scan each group of students several times during the activity and observe the following: <ul style="list-style-type: none"><li>• Pacing: Who is quick in their movements? Who is sustained in their movements?</li><li>• Timing: Can you see any awareness of time passing or a deadline to be met? How does this sense of time impact various students?</li><li>• Space: Are there some who stand slightly apart from the others (more space around them)? Others who are anxious to start? Still others who lean into one another?</li><li>• Gestures: Can you see definite, precise gestures in some students? More approximate and indirect gestures with others? (this may show up in hand gestures or how they handle materials or their interactions with others.)</li><li>• Language: Do you notice some students who listen without speaking? Others who are talking but almost to themselves? Still others who engage verbally with students who are in the corridor access between the cabbages and farm?</li></ul>



## Farming (cont.)

### Reflection Points

- At the beginning of the task: Who asks questions? What kind of questions do they ask? (e.g., are they seeking: Reassurance? Optional ways of completing the tasks? Permission to do the task differently? Clarification of instructions? How the task will be evaluated?)
- As they engage in the task, how and to what are children giving attention? (e.g. do they ask questions related to the instructions before or during the execution of the activity; do they observe only their group or also the other groups?)
- How do students build their strategy for accomplishing the task? (e.g. do they take a moment to define the goal or process before starting; do they start immediately taking the cabbages to the farm and not plan any strategy?) How do students communicate their ideas (verbally and non verbally) to each other?
- In which ways do students engage in the process? (e.g. giving ideas; encouraging the students who are taking the cabbages to the farm; observing?)
- How does the group organize itself to perform the task? (e.g. do they define the roles of group members; are there misunderstandings in the process of planning/organization?)
- Students' focus: Only on their own performance, the group's performance or the other groups' performance as well?
- How does each student deal with the time constraint? (e.g. follow time with a watch; warning the group of the time; not caring about the time?)
- How do they evaluate their progress and that of the other groups? How do students feel they are "moving on"? What elements do they use to measure progress (e.g. number of cabbages in the farms, time left to accomplish the exercise?)
- How does each student react to the final count of the cabbages in each farm?
- How do students communicate (verbally and non verbally) their opinions about the process?

## Farming (cont.)

### Debriefing

Make sure they understand that you are looking for differences and keep yourself curious and open to hear what students have to say:

- Did you follow the strategy defined by your group or did you give priority to your own thoughts/experience?
- How did you feel/think when I gave the instructions for the exercise? Did you feel the need of asking any question before starting or during the exercise? What were the first questions that you wanted to ask?
- Did you focus only on your group performance or feel the need to follow the other groups' performance as well? How much was the pressure of time impacting your efforts during the activity? Did you forget the time during the process?
- Did you first define a strategy or did you just start running to take the cabbages to the farm? Why did you make that decision?
- How did you evaluate the progress of your group? Did you think your groups' progress was motivated by the other students?
- What factors contributed to the success or failure of your group? How are you deciding it was a "success or failure?" What do you perceive you are able to do now that you weren't able to do before?
- Did anyone have a different idea? A different experience?