



# Vegstigators

## 01 Summary

The aim of the project is to involve children in the process of inquiry related to vegetables. Preschoolers are part of a group called **“Vegstigators – vegetable investigators”**, in which they work together to learn more about vegetables and become more aware of their importance. The project includes a variety of activities to do as a group or individually, both within their own country and internationally. During the project, pupils collaborate and make independent decisions concerning the subject areas they want to explore and activities they wish to carry out, such as experiments, and doing interesting research.

## 02 Goals

### Project goals:

- To share ideas between our preschools
- To include parents as experts and participants

### Children will:

- learn about vegetables and healthy food and life
- make their own inquiries and investigations
- do experiments concerning vegetables
- become more aware of the decision making processes, working in group, being responsible for parts of the activities
- improve their English language skills
- learn about different countries, broaden their horizons as far as international environment is concerned

## 03 INVITED Criteria

1, 2, 4, 5, 6, 13, 14

## 04 Target learners

Preschool learners



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## Partners

Poland, Greece, Armenia, Spain

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## Cross-curricular areas

- Natural Sciences
- Biology
- Informatics / ICT
- Health Studies
- Foreign Languages
- Environmental Education
- Literacy

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## Products

- Inquiry booklet - Canva
- Mind maps
- A vegstigators' dictionary - Padlet
- A story - Story Jumper
- A commonly composed song
- Four shareable mascots
- Sprout houses
- Videos on other uses of vegetables
- Veggie gardens

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## Tasks

- Creating a vegstigators' dictionary – Padlet
- Making mind maps
- Writing a story - Story Jumper
- Creating a song – recording it
- Making and sending each other mascots
- Creating veggie gardens
- Making videos on other uses of vegetables



### Examples of activities:

- Activity 1: All the countries worked collaboratively to create their own mascots. Each team made the body of the future mascot. Next, it was sent to the other partners by post so they could add arms and legs. After that, it was sent to another partner to add the head of the mascot. In the end, each team had a unique mascot that had been made collaboratively. While traveling, the mascots bore different symbols from the countries they came from.
- Activity 2: Five student-led investigations took place throughout the project, incorporating the inquiry-based learning and integrating the curriculum. In the first investigation, pupils chose the vegetable they wanted to learn more about. To assess prior knowledge, pupils in international groups collaboratively drew what they believed would be inside each vegetable. Afterwards, they verified whether their assumptions were correct by looking inside the vegetables. At the end, they created posters and videos to present what they had learnt to their peers.

## 09 ICT tools

- Canva
- Padlet
- Story jumper
- Colorillo
- VoiceThread
- ThingLink
- eTwinning online meetings
- Facebook/Messenger

## 10 Materials/Resources

- Seeds
- stationary materials
- arts and crafts materials
- gardening tools and vegetables
- Online applications



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## References/Links/More information:

- eTwinning project page: <https://school-education.ec.europa.eu/en/networking/projects/115127>
- Twinspace: <https://school-education.ec.europa.eu/en/etwinning/projects/vegstigators/twinspace>

More information: <https://school-education.ec.europa.eu/en/insights/news/etwinning-project-gallery-2023>

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## Teachers involved in the project

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2. Yolanda Moya, Escola Montjuic, Girona, Spain
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4. Sona Adamyan, "Im Aybuben" Child Educational Center, Yerevan, Armenia

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## Teachers professional development goals

- Teachers gained new experience
- Learned about IC tools
- Worked internationally