

What do slugs do in the garden?

1	<p>Main objectives:</p> <ol style="list-style-type: none"> 1. Know the habitat of slugs, where they move, what they live on, how they move. 2. Know what they contribute to the ecosystem and their impact. 3. Empathize with the living beings we find in nature. Know the relationship between slugs and vegetables.
2	<p>Vocabulary – Keywords</p> <p>Habitat, slugs, ecosystem, vegetables</p>
3	<p>Sustainability skills developed</p> <p>Areas of early childhood education to be developed in a globalized way:</p> <ul style="list-style-type: none"> ● Systems thinking competency ● Strategic competency
4	<p>Pillars of sustainability included</p> <ul style="list-style-type: none"> ● Ecological ● Economic
5	<p>STEAM Domains</p> <ul style="list-style-type: none"> ● Science
6	<p>Teaching methodologies/ scheme of activities</p> <p>TEACHING METHODOLOGIES:</p> <ul style="list-style-type: none"> ● Previous activities: make hypotheses and anticipations. Make known their previous knowledge. ● Discovery of the environment ● Outdoor education ● Learning by discovery through practice ● Promotion of different forms of communication and the representation of reality through art. ● Team work ● Awareness of work materials



SCHEME OF ACTIVITIES:

1. Prepare each team a plot of the same size (2mx2m or 3mx3m approx.). Prepare the soil, aerate, fertilize, remove herbs, etc.



2. Plant in each of the plots a different species of vegetable (lettuce, carrot, ...), preferably plant plants, to have a certain size. Ensure that the plants of each plot are as similar as possible in size.
3. Introduce the same number of slugs in each parcel, distributing them under the same conditions for each parcel.
4. Surround the plots with salt, to prevent the exit and dispersion of slugs outside the plots. Go checking the salt that is lost with the irrigation and replenish.



5. Water and care for the plants of the three plots maintaining the same conditions of irrigation, light, shade, etc. in all of them.
6. Observe for several weeks the result of the presence of slugs in each plot and how it affects the plants.
7. Make quantifications, such as counting the leaves that have been affected, etc. and assess what type of plants have been the most affected.
8. Comment on the consequences of the presence of slugs according to the crop concerned and what consequences it may have on agriculture and human consumption.
9. Assess the possibilities of orienting agronomic production by cultivating species that may be resistant to slugs, instead of using chemicals (ecological solutions).

7 Expected learning outcomes

The child will be able to:

- Organize a habitat for slugs and observe their evolution

	<ul style="list-style-type: none"> ● Relate the presence of slugs with the growth of different types of vegetables. ● Know and use the concepts used.
8	Evaluation <ul style="list-style-type: none"> ● Initial assessment rubric on children's knowledge ● Field notebook: Use the field notebook of resource to record plant growth with slugs. ● Observing the use of scientific concepts
9	Equipment and materials to be used in the learning unit (tools, ingredients, etc.) <ul style="list-style-type: none"> ● Images related to the problems of slugs in the garden ● Live slugs ● Salt ● Material for moving the soil from the garden ● Paper, pencils and paints ● Gloves.
10	Type of environment: laboratory, factory, outdoor, etc. Classroom Vegetable patch
11	References – source: http://elhuertodellopez.blogspot.com/2011/11/epoca-de-lucha-contra-babosas-y.html https://nuestroclima.com/como-alejar-de-la-huerta-a-los-caracoles-y-babosas/

Authors of the resource: Margarita Marcas Vila and Ariadna Bonet Perot