

# PBL PROJECT: THE FARM AND ITS IMPORTANCE IN SOCIETY

COKOGAMES - CLEAN & TECH

**Base Game:** FARM FACTORY

**Age Level:** 10-12 years old

## 1. PROJECT CONTEXT

In this project, students become farm managers. Through the game and supplementary activities, they will discover how the primary sector works, understanding the importance of agriculture and livestock farming in daily life. They will analyze how products reach our tables, how resources are managed, and how factors like weather, technology, or the seasons influence the process.

## 2. CHALLENGE OR GUIDING QUESTION

*"How can we manage a farm efficiently to produce food and protect natural resources?"*

## 3. LEARNING OBJECTIVES

- Understand the importance of the primary sector in society.
- Understand the food production chain.
- Value agricultural and livestock work.
- Learn to manage limited resources (money, time, production).
- Identify the influence of nature (seasons, cycles, rhythms).
- Recognize the role of technology in farming.
- Develop strategic thinking and decision-making skills.

## 4. PROJECT DEVELOPMENT

**Phase 1: Introduction.** Initial debate: Where does our food come from? Brainstorming: What does a farmer do? Introduction to the game.

**Phase 2: Gameplay and Experimentation.** Play FARM FACTORY. Observe: Which animals produce the most. How long they take to produce. Which investments are best.

**Phase 3: Analysis.** Reflect on: What decisions did you make? What worked best? What mistakes did you make? Relate the game to real life.

**Phase 4: Research.** Group research on: Agriculture vs. livestock farming. Natural cycles (day/night, seasons). Use of technology in farming. The food chain (from farm to table).

**Phase 5: Creation.** Design their ideal farm: What animals they would have. What they would produce. How they would manage resources. Create a diagram or a physical model.

**Phase 6: Presentation.** Present their farm to the rest of the class. Explain decisions and how it works.

## 5. KEY GAME-RELATED ACTIVITIES

- Logging in-game decisions (what they buy and why).
- Calculating profits and production times.
- Comparing gameplay strategies.
- Connecting virtual and real-world production.

## 6. CORE COMPETENCIES DEVELOPED

- Mathematical competence.
- Knowledge of the physical world/environment.
- Digital competence.
- Social and civic competence.
- Learning to learn.

## 7. EVALUATION

**Criteria:** Understands how a farm operates. Makes well-reasoned decisions. Relates the game to reality. Participates in group work. Explains ideas clearly.

**Instruments:** Direct observation. Project rubric. Self-assessment. Final presentation.

## 8. FINAL REFLECTION

- What is the hardest part of managing a farm?
- Why is this job important in society?
- What would happen if agriculture or livestock farming didn't exist?
- What have you learned about nature and its rhythms?

## 9. EVALUATION RUBRIC – "THE FARM" PROJECT (PBL)

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

CRITERIA	EXCELLENT (4)	GOOD (3)	DEVELOPING (2)	BEGINNING (1)
<b>Understanding of the farm</b>	Understands perfectly how a farm works and explains it clearly.	Understands the general operation well.	Has some doubts or incomplete explanations.	Does not understand how a farm works.
<b>Resource management</b>	Makes highly accurate decisions with money, time, and production.	Makes good decisions in general.	Sometimes makes inappropriate decisions.	Does not manage resources well.
<b>Game-reality connection</b>	Clearly relates the game to real life.	Makes some correct connections.	Struggles to relate the game to reality.	Makes no connection.
<b>Group work</b>	Actively participates, cooperates, and helps others.	Collaborates appropriately.	Participates little or irregularly.	Does not collaborate.
<b>Farm project (design)</b>	Complete, well-thought-out, and coherent design.	Correct design with some possible improvements.	Basic or lacking in detail design.	Incomplete or incoherent design.
<b>Oral expression (presentation)</b>	Explains clearly, confidently, and systematically.	Explains well, though with minor hesitation.	Explains with difficulty.	Cannot explain their work.
<b>Understanding of nature and cycles</b>	Understands and explains natural cycles and their importance.	Understands basic concepts.	Partial understanding.	Does not understand natural cycles.

**TOTAL SCORE:** \_\_\_\_\_ / 28

**TEACHER'S COMMENTS:**

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## STUDENT SELF-ASSESSMENT

Mark with an X:

- I have learned how a farm works.
- I made good decisions in the game.
- I worked well in a team.
- I have a better understanding of where food comes from.