

食農減碳新生態—以桃子腳國中小為例

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摘要

氣候變遷是一個全球性的議題，我們身為地球的一部分，有責任為改善生活環境盡一份心力。2050 年實現淨零排放已成為全球共同的目標，根據國家發展委員會的「臺灣 2050 淨零排放路徑及策略總說明」，臺灣的淨零轉型可以達到四個主要目標，包括能源轉型更安全、產業轉型更具競爭力、生活轉型更永續、社會轉型更具韌性。其中，實現綠色和低碳的生活方式是我們校園內大家共同努力的方向。桃子腳國中小自從 110 年開始，就以活化校園閒置空間和推動食農教育為起點，並配合《食農教育法》的六大方針，包括支持認同在地農業、培養均衡飲食觀念、珍惜食物減少浪費、傳承和創新飲食文化、深化飲食連結農業，以及地產地消永續農業。我們得到了桃園區農業改良場研究員的專業輔導，於校內教師社群時間幫老師增能，並使用智慧植栽照護管理系統模組設計，這使得我們能夠在植栽選擇、處理病蟲害、遠距澆水管理以及落葉堆肥再利用方面得到即時且有效的協助。相關學習內容於三年級實施跨領域教學、融入校內推行之永續發展目標（SDGs）課程。各班級於校慶桃藝節之文創市集設計中，凸顯食農減碳的成果呈現，師生皆能體會食農教育的精神，且落實於每日的校園生活中。

關鍵字：食農教育、低碳生活、農改場研究員專業輔導、智慧植栽照護管理系統模組、教師專業社群、跨領域教學、校慶活動

A New Ecology of Carbon Reduction for Food and Agricultural Education—Taking Tur Ya Kar Elementary and Junior High School As An Example

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Abstract

Climate change is a global issue that we, as part of the Earth, have a responsibility to address in order to improve the living environment. Achieving net-zero emissions by 2050 has become a shared global goal. According to the National Development Council's "Taiwan 2050 Net-Zero Emission Pathway and Strategy Overview," Taiwan's transition to net-zero can achieve four main objectives: a more secure energy transition, a more competitive industrial transformation, a more sustainable lifestyle shift, and a more resilient societal transformation. Among these, realizing a green and low-carbon lifestyle is a collective effort within our campus. From the year 2021 in Tur Ya Kar, has initiated efforts to revitalize unused spaces on our campus and promote food and agricultural education. In alignment with the six principles outlined in the "Food and Agricultural Education Act," we support and approve the local agriculture, cultivate balanced dietary habits, cherish food to reduce waste, pass down and innovate dietary cultures, deepen the connection between food and agriculture, and promote sustainable agriculture based on local production and consumption. We have received expert guidance from researchers at the Taoyuan District Agricultural Research and Extension Station, MOA , attend courses in teachers' professional learning community, supplemented by the remote monitoring modules, the school has been able to make more choices in planting selection and pest and disease consultation, remote watering management and fallen leaf compost reuse, all can receive immediate and effective assistance. Related learning content carry out by cross-disciplinary teaching in grade three , integrate into the courses originally held in school-based curriculum with Sustainable Development Goals(SDGs).Each class designs its' own booth in Tur Ya Kar art festival, highlight the result of carbon reduction for food and agricultural education .Both teachers and students can experience the spirit of it and implemented in campus life every day.

Keywords: Food and Agricultural Education, Low Carbon Life, Professional Guidance from TYDARES Researchers, Remote Monitoring Modules, The Teachers' Professional Learning Community (TPLC), Cross-disciplinary Teaching, School Anniversary Activities