

SCHOOL GARDENS AND COUNSELLING

WITH PROFESSOR SALLIE MARSTON AND MOSES THOMPSON

Talking points

KNOWLEDGE

1. What is garden-based therapy?
2. In the context of psychology, what is resilience?

COMPREHENSION

3. How do schools in Tucson use their gardens?

APPLICATION

4. What kind of behaviours do you think the researchers were noting during their ethnographic observations in schools?
5. Sallie and Moses are investigating the impact of school gardens on emotional health and well-being. How would you alter their study to assess the impact on physical health and well-being?

ANALYSIS

6. What benefits do gardens bring to students, teachers and communities?
7. Why was resilience not a useful concept for analysing students in the Tucson Unified School District?

EVALUATION

8. To what extent do you think schools should focus on the mental and emotional health of their students, compared to their academic performance?
9. How do you think spaces shape people? And how do people shape spaces?

CREATIVITY

10. How would you adapt each indoor lesson you had yesterday so they could be taught in a garden? What challenges do you think your teachers would face when teaching their class outside? How do you think your experience of each lesson would be different?
11. If you were a counsellor at your school, what would you include in a programme promoting mental health and emotional well-being for students?

Activities

1. Create a lesson plan for a garden-based lesson in each of the following subjects:

- Art
- Biology
- History
- Mathematics

For each lesson, consider the following:

- What topic will the lesson be about?
- Will the garden simply be the location of the class, or will you use it as a teaching resource?
- If so, how will you incorporate the garden into the lesson?
- What benefits will the students experience, compared to if the lesson had been taught in a classroom?

2. If you have a school garden, teach your classmates in it!

Choose a section of one of the lessons you planned in Activity 1 and deliver it to a group of your classmates. What is their opinion of learning in the garden compared to in a classroom?

3. If you do not have a school garden, design one!

Create a map showing where you will locate your garden in the school grounds and what structures it will contain (e.g., raised beds, water features, benches, etc.). What will you grow in your garden? Research online to discover what edible plants grow in your region at different times of the year and what conditions they require. Which plants will be most suitable for your garden?

Visit Sallie and Moses' Futurum webpage to watch an animation about their work and to read their article in Spanish: www.futurumcareers.com/can-gardening-help-children-grow

More resources

• Learn more about the University of Arizona's School Garden Workshop (www.schoolgardens.arizona.edu) and read the Sonoran Desert School Gardener's Almanac (www.schoolgardens.arizona.edu/almanac)

• Kids Gardening has K-12 lesson plans and activities covering topics from pollination to ethnobotany, and provides resources for starting a school garden: www.kidsgardening.org

• What does a school garden look like? Watch a brief video about the benefits of school gardens from Sustainable World

• (www.youtube.com/watch?v=w49C-oF_hqo) or a documentary about school gardens all around the UK (www.youtube.com/watch?v=igDoyrGTmOs).

• For a more hands-on approach, learn how to build a mini aquaponics system for your garden: www.youtube.com/watch?v=EJubLEck3SY

• Are you inspired by gardening as therapy? This article discusses nature based therapies: www.theguardian.com/careers/2018/jul/26/a-path-to-wellbeing-the-growing-world-of-gardening-therapy