

European Garden Heritage Network

Education Report

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LEARNING IN, ABOUT and FROM GARDENS



International cooperation in the garden: English, French and German school students create a Japanese garden at the Parc Oriental, Maulévrier, EGHN camp, 2005. (photo G Allard)



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Local schoolchildren at work on an EGHN project in Hever Cottage Garden

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INTRODUCTION

The **European Garden Heritage Network** ([EGHN](#)) was formed in 2003. It is a group of partners from France, Germany and the UK, determined to ensure gardens and parks are managed positively as cultural assets to promote regional development and sustainable tourism.

The six EGHN action areas are:

- Spatial Strategy
- Inter-Regional Gateways
- European Themes
- Access
- Interpretation
- Education

The EGHN Education Action

The main objective of the EGHN education programme was to deliver useful and practical concepts and ideas for schools and gardens working in partnership to raise awareness and appreciation of our rich garden and park heritage amongst young people.

A Transnational Education Working Group (TEWG) was set up to provide a forum for discussion and development with Somerset County Council (SCC) as the lead EGHN partner. Different aspects of the programme were undertaken by various teams from TEWG, collaborating with other people and organisations as appropriate. (See *Appendix for full list of acknowledgements*).

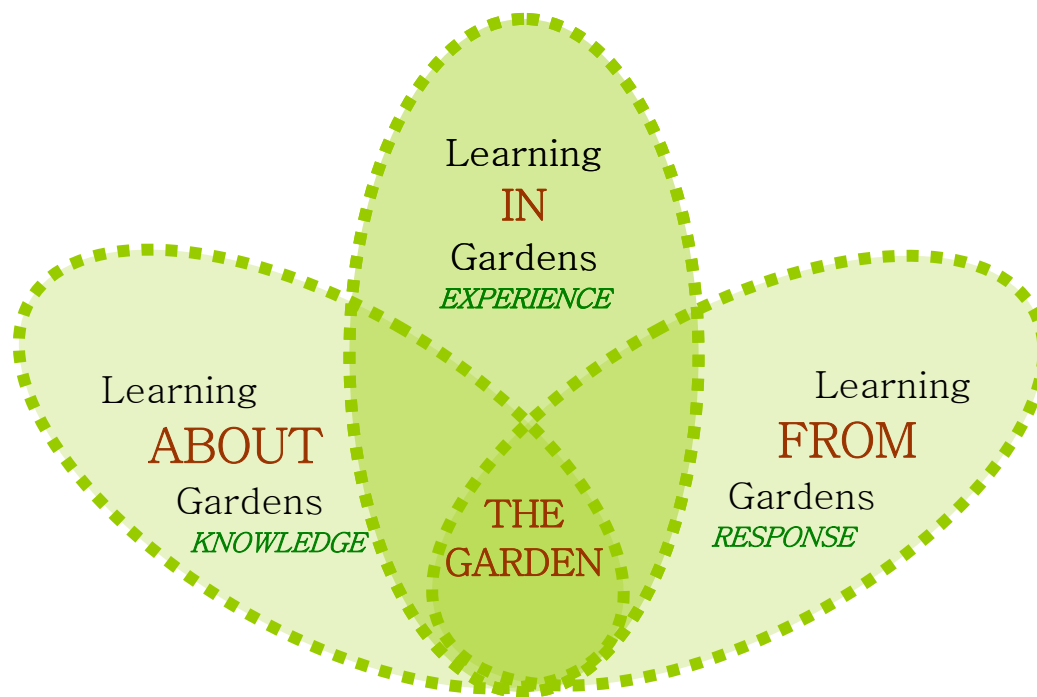


The first EGHN Transnational Education Working Group at East Lambrook Manor, 2003.

The EGHN Education Action was the catalyst for creating many productive intra- and trans- national links between educators, gardeners, managers, enthusiasts and school children. This report outlines what was achieved by the various EGHN Education teams and groups.

A1. What is Garden Education and why does it matter?

THE GARDEN
is a rich and fertile educational resource.



There are three essential aspects to **GARDEN EDUCATION**:

Learning **IN** gardens:
the **EXPERIENCE** of being in a garden environment

Learning **ABOUT** gardens:
the **KNOWLEDGE** we acquire when we ask questions about gardens

Learning **FROM** gardens:
our own **CREATIVE RESPONSE** to the garden

It can address personal and social development as well as the acquisition of skills and knowledge in a wide range of subject areas.

It is **inclusive**; there are no language barriers in a garden, no minimum (or maximum) age requirement or level of ability.

Everyone can learn IN, ABOUT and FROM gardens.

A2. The Child in the Garden: Pushing at an Open Gate

Positive childhood experiences sow seeds that can flourish throughout a lifetime. So, the earlier the 'garden bug' can be caught the better for all gardens. Some children will absorb an awareness of and a pleasure in gardens through their parents. For many others, their first, sometimes their only, experience of a large garden will be through their formal education: a school trip.

Educators have long recognised that outdoor experiences encourage the child's general social, physical, emotional as well as intellectual development. Some school visits will be planned with the purpose of encouraging team building, self-reliance, open-ended exploration and problem solving. The Forest School philosophy of education reflects this approach, which also underpins the German 'Green Classroom' concept at Schloss Dyck.

The **Field Studies Council** states this well:

"Being out and about gives children an experience that can never be achieved through books, pictures or even television. Through fieldtrips, children feed their natural curiosity and develop their creativity. The world around them is brought alive. It becomes real, active and purposeful, has dimension and scale, and becomes the world to which they belong."

[FSC \(Field Studies Council\) - The Outdoor Classroom: KS 1 and 2](#)

This thinking is once again becoming mainstream in the UK with the publication in Dec 2006 of the '**Learning Outside the Classroom**' Manifesto:

We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development whatever their age, ability or circumstance.

Learning Outside the Classroom. www.teachernet.gov.uk/publications

This overdue governmental endorsement of outdoor education should encourage and facilitate an expansion in outdoor education of every sort. Teachers will be looking for creative ways of using the outside environment in their learning programmes. Gardens are well placed to meet this potential demand. Although many garden owners and managers already actively foster their school links, there are others who haven't yet recognised the value of working with schools.



**Now is a good time
for all teachers and garden
managers to be ready
to meet this new opportunity**

Drawings by Molly and Victoria, Hever Primary School



A3. How can Garden Education help Schools?

This is an important question for garden managers to ask themselves.

Although there is universal agreement about the benefit of outdoor education for the child's whole development, schools are also bound to deliver the very precise requirements of the National Curriculum subjects. Schools must also meet the special needs of individual pupils and take account of broader issues and entitlements, such as inclusion. There seems never enough time to fit everything in.

[For more visit the UK National Curriculum website: www.nc.uk.net]

To justify time spent out of the classroom, teachers plan their visits to fulfil very specific aims, both subject-specific requirements and the wider needs of their pupils. They will favour visits that offer a rich, multifaceted, cross-curricular learning experience.

The more relevant a garden visit can be made to the school's curriculum and needs, the better.

The three aspects of garden education, Experience, Knowledge and Creative Response, provide fertile soil for developing elements to support not only specific school subjects but also the broader needs. Needless to say, the more interesting, relevant, different, challenging and exciting, (as well as safe and practicable) these experiences and activities are, the more successful the overall experience will be.

The best visits are those that have been prepared jointly by 'garden people' and teachers working together, sharing their respective skills and expertise. There are many instances of excellent garden education given in the **EGHN Survey of Good Practice in Garden Education in the UK (Section A6)**.

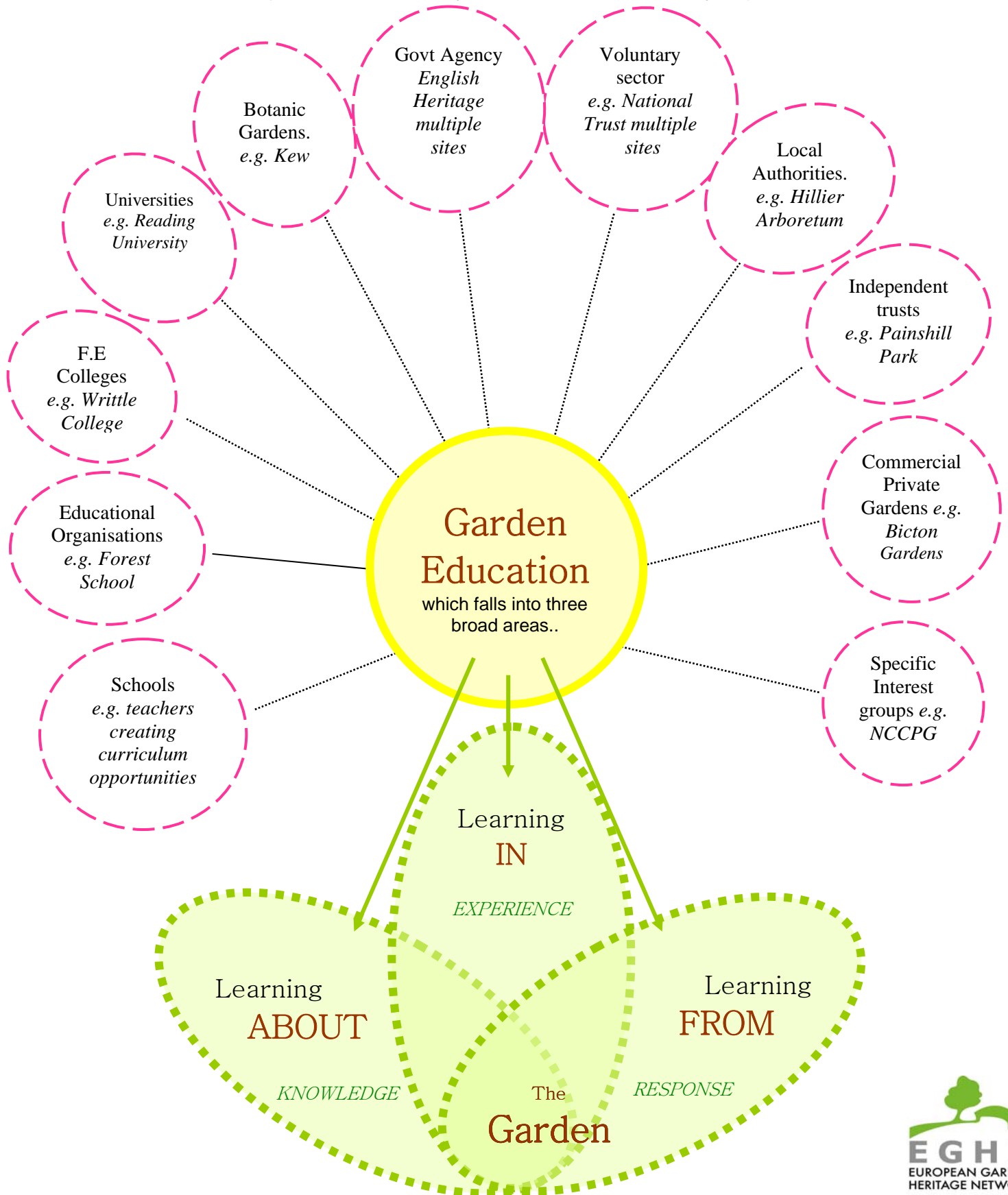
Well-designed garden activities can fulfil educational aims in virtually all aspects of the school curriculum.



A4. How can Garden Education support the Curriculum?



Good garden education is already happening at every level. In the UK, it ranges from the ambitious education programmes offered by large organisations like the Botanical Gardens at Kew or The Eden Project to one-off, usually unrecorded activities led by inspired individuals.



A6. EXAMPLES OF GOOD GARDEN EDUCATION

A6.1 UK

In April 2004 the Somerset EGHN Education team produced a **Survey of Good Practice in Garden Education in the UK**. It was not intended to be comprehensive in scope, but rather to give a representative picture of what is going on, to start to recognise common themes and issues and to identify some of the gaps in provision that EGHN might fill.

The survey was updated in December 2006. Every effort was made to ensure the information was correct, but you are advised to check details especially if planning a visit.

For a complete gazetteer of UK gardens, consult publications such as the “Parks and Gardens Register”: <http://www.english-heritage.org.uk/server/show/nav.1410>

- [LINK TO EGHN SURVEY OF GOOD PRACTICE IN UK GARDEN EDUCATION \(revised\)](#)
- [LINK TO TABLE OF UK GARDEN EDUCATION PROVIDERS \(revised\)](#)

A6.2 Pays de Loire (France)

A regional survey of **Garden Education in the Pays de la Loire** was compiled for EGHN in 2003 by the Comité Régional du Tourisme des Pays de la Loire. This is valuable comparative material showing how the framework within which garden education can take place varies from region to region.

- [Link to Formation et éducation PDL](#)

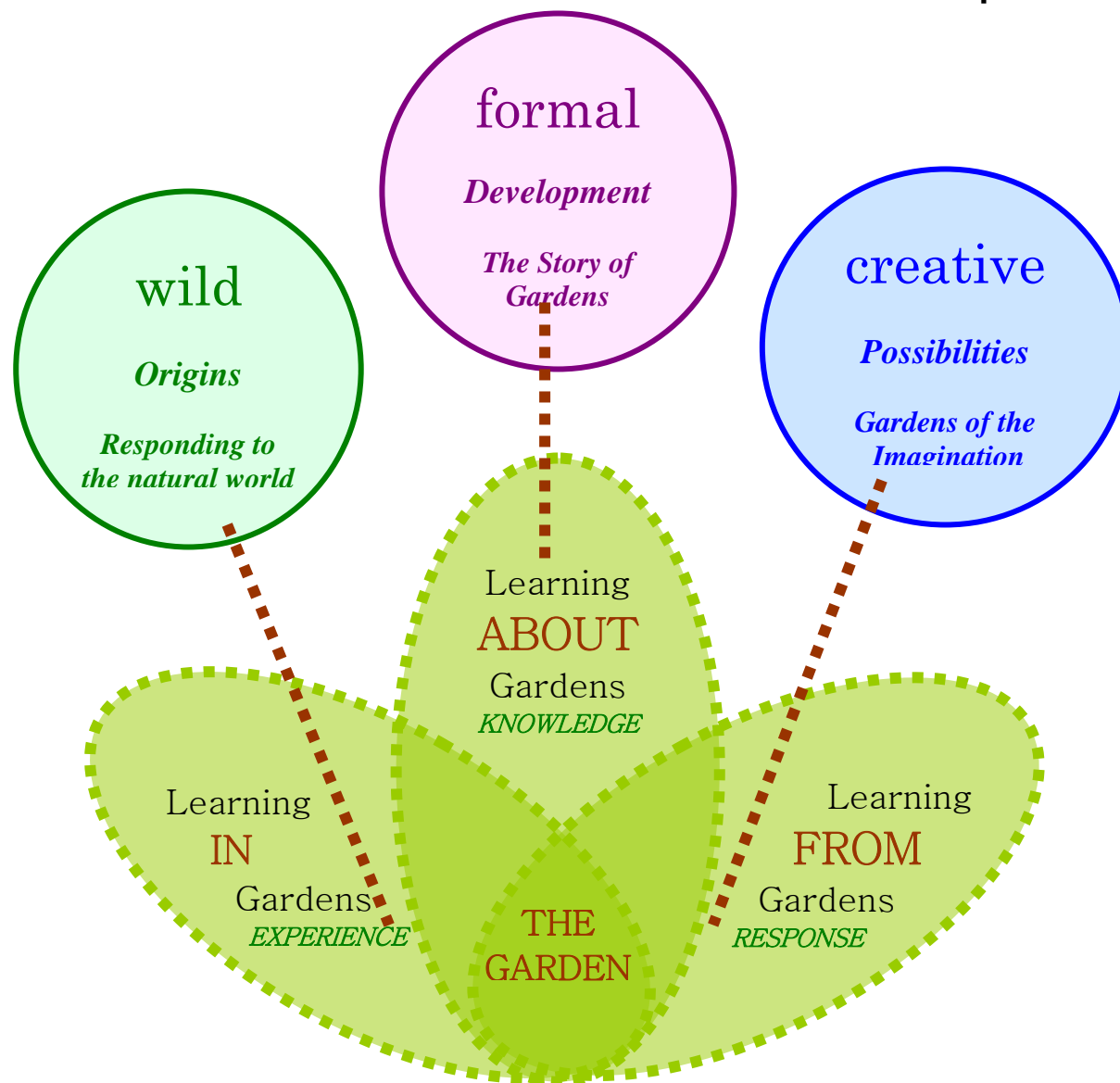


International students engrossed in painting and drawing at EGHN Camp Maulévrier 2005 (photo G Allard)

B. NEW CONCEPTS IN GARDEN EDUCATION.

The EGHN Education Team worked with the partner gardens and local gardens to develop and try out new activities, resources and approaches to Garden education. In all of these the aim was to encourage schools and garden owners/managers to make the most of the amazing resource that is The Garden.

B1. 'Wild-Formal-Creative'. International Garden Youth Camps



The EGHN Education team had the best possible means of testing out the holistic nature of Garden Education: they designed and ran two 5-day international youth camps which took place in the Oriental Park at Maulévrier in France in 2005 and at Schloss Dyck in Germany in 2006. Working together, the team developed the three aspects of garden education, to give a natural progression to the camp programme. Called 'WILD-FORMAL-CREATIVE', this new concept focuses on the garden as a meeting place, a learning place, a place to share experiences and a place of personal response.

B1.1 Planning the camps

A large landscape garden, with visitor facilities, provides a safe and stimulating learning environment. Better still if the students can live on site or nearby throughout the programme. Whatever the details, careful and thorough advance planning is essential, as is good communication between the leaders, especially if from different countries.

Any residential experience for young people contains these **four elements**:

- **Practical**: domestic arrangements, mealtimes, pocket money, bedtimes, health and safety*, child-protection measures*, a clear code of conduct etc.

The legal framework may differ in different countries **and advice should always be sought.*

- **Social** : Time to chat, relax, socialise, do 'fun' activities that are nothing to do with the main learning content, get to know each other and the adults, go shopping, do nothing.
- **Personal development** : arguably the most significant part of the experience, calling for skill and sensitivity from the leaders. Include some structured time for individual and group reflection, opportunity to air grievances, make suggestions, share anxieties, developing group skills, listening, conflict resolution, independent decision making etc.

[for ideas, see www.teachernet.gov.uk/teachingandlearning/library/circlotime/]

- **Discovery and Learning** : The core content of the programme. A clear learning aim and tangible end products, eg creative output (art, writing); skills/knowledge attained; construction of a 'Moot' (meeting place); presentation of some sort, well kept journal; report etc.



Oct 2004. EGHN Education team meet in France to plan 'International Camp Maulévrier',

A successful programme will contain a balance of all four elements, and keep momentum, variety and interest going throughout the week. It also needs to be flexible and responsive to the developing dynamics and interests of the group.

Below is an outline of the 5-day 2005 EGHN camp (at Le Parc Oriental, Maulévrier). It is shown as just one example of how the **'Wild-Formal-Creative'** concept can be used to create a successful, dynamic programme, covering all four elements.

wild - formal - creative

LEARNING IN, FROM & ABOUT GARDENS: A 5-STAGE 'GARDEN CAMP' FOR YOUNG PEOPLE

Good beginnings	<p>Day 1: Good beginnings. The first day sets the tone for the rest of the experience. The different groups need to get to know each other, find out what the aims of the week are, what is expected of them, and the roles of the adults and helpers in the group. Each group will have its own expectations over issues such as behaviour, how to relate to the teachers/adults, whether they are used to a didactic approach to learning or can work independently, whether they are used to speaking and listening in a group discussion. Once this framework has been discussed, agreed and understood, it provides a reference point for the rest of the week.</p>	
	<p>Day 1: Objectives</p> <ul style="list-style-type: none"> • 'Break the Ice' • Establish camp ethos and code of conduct • Agree practical details and timetable • Get to know layout of Parc Oriental 	<p>p.m. & eve</p> <p><u>Introductory games and activities</u> prepared in advance by national groups</p> <ul style="list-style-type: none"> • 'Getting to know you' games, quizzes, • video diaries to show 'a day in the life of' each national group <p><u>Discovery trail</u> around the Park (prepared by the host group)</p>
wild	<p>Day 2: 'WILD' theme: [<i>'Origins: Responding to the natural world'</i>]</p> <p>We start by getting in touch with the 'wild' (i.e. woodland, as unchanged as possible) to remind ourselves of our dependence on the environment, and that gardens are just a human modification of the living world and natural life-processes. Many children are never alone and quiet in nature so this can be a powerful experience for them. This stage can give insight into the deeply intuitive response to the natural world which is common to all human beings (although often buried).</p>	
	<p>Day 2: Objectives:</p> <ul style="list-style-type: none"> • Activities in the woods to encourage international team building, confidence in adults and each other • Students start to take responsibility for success of the camp. • Introduce idea of creating our own special 'Moot' (woodland meeting place) • Social interaction within the large group • Introduce camp journals and start thinking about end of week presentations 	<p>Day 2: Main content</p>
		<p>a.m. & p.m.</p> <p>Mixed groups take part in:</p> <ul style="list-style-type: none"> • <u>Woodland activities</u> (See EGHN Activity Outline 1.) • <u>Art from found natural materials</u> (musical instruments, dream catchers, decorations etc.) • The craft of <u>willow and bamboo working</u> • <u>Pot-making</u> (activity provided by the Parc Oriental)
	<p>eve</p> <ul style="list-style-type: none"> • Social activities • Reflection, feedback and <u>journal</u> • <u>Night Walk</u> in the park and woods 	

formal	<p>Day 3: 'FORMAL' theme: ['Development: The Story of Gardens']</p> <p>Having enjoyed a direct encounter with the wild world of plants, the students explore how, at different times in the past, human beings have imposed their own form, order and interpretation onto nature, by creating Gardens. This stage gives a historical perspective on gardens. It can introduce students to ideas about art, taste, economics, beliefs, social structure, travel and technology, as well as the common European cultural heritage which is demonstrated through gardens. The precise content of this stage will depend on the style/period of gardens that the students are visiting.</p>						
	<p>Day 3 Objectives:</p> <ul style="list-style-type: none"> • Begin to gain awareness that gardens developed through time and reflected peoples ideas and aspirations at different stages of history. Also that there are cultural and historical connections between gardens throughout Europe. • Groups take own responsibility for preparing social activities in the evening. • Start planning end-of week presentations. 	<p>Day 3: Main content</p> <table border="1"> <tr> <td style="padding: 2px;">a.m</td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • 'Story of Gardens' presentation ['18th century grand tourists'] • 'Grand Tour' activities [at La Garenne-Lemot gardens at Clisson] (See EGHN Activity Outline 2) </td> </tr> <tr> <td style="padding: 2px;">p.m.</td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • Free time for shopping, sight-seeing etc </td> </tr> <tr> <td style="padding: 2px;">eve</td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • Work on presentations • Journals • Reflection, feedback and 'Camp fire' at the Moot. </td> </tr> </table>	a.m	<ul style="list-style-type: none"> • 'Story of Gardens' presentation ['18th century grand tourists'] • 'Grand Tour' activities [at La Garenne-Lemot gardens at Clisson] (See EGHN Activity Outline 2) 	p.m.	<ul style="list-style-type: none"> • Free time for shopping, sight-seeing etc 	eve
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creative	<p>Day 4: 'CREATIVE' theme: ['Possibilities: Gardens of the Imagination']</p> <p>Gardens exist to please, to give space for recreation, even to offer a taste of paradise, and have inspired artists of every genre. This stage gives students the opportunity to respond creatively/spiritually to the experience of being in a garden, in the light of all they have discovered and learned over the previous days. There are many imaginative ways of achieving this.</p>						
	<p>Day 4: Objectives:</p> <ul style="list-style-type: none"> • Think about gardens as an expression of human concepts, journeys, stages of life. • Take time to explore the Parc Oriental independently and absorb its beauty. • Students design and create their own garden concepts. • Reflection. 	<p>Day 4: Main content</p> <table border="1"> <tr> <td style="padding: 2px;">a.m.</td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • 'What have I learned from the Garden?' (See EGHN Activity Outline 3.) Presentation and creative activities in the grounds of Parc Oriental </td> </tr> <tr> <td style="padding: 2px;">p.m.</td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • <u>Japanese garden workshop</u> (activity provided by the Parc Oriental) • <u>Fantasy Garden</u> creation (See EGHN Activity Outline 3) </td> </tr> <tr> <td style="padding: 2px;">eve.</td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • <u>Art exhibition</u> (See EGHN Activity Outline 3) • Flexible time (presentations, social, journals...) </td> </tr> </table>	a.m.	<ul style="list-style-type: none"> • 'What have I learned from the Garden?' (See EGHN Activity Outline 3.) Presentation and creative activities in the grounds of Parc Oriental	p.m.	<ul style="list-style-type: none"> • <u>Japanese garden workshop</u> (activity provided by the Parc Oriental) • <u>Fantasy Garden</u> creation (See EGHN Activity Outline 3) 	eve.
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eve.	<ul style="list-style-type: none"> • <u>Art exhibition</u> (See EGHN Activity Outline 3) • Flexible time (presentations, social, journals...) 						
Good endings	<p>Day 5: Good Endings.</p> <p>Just as important as good beginnings. Students complete their art and craft projects, draw together their final presentation, take time to evaluate the week and share in a final 'circle time'. A special treat (e.g. meal out, disco, or in this case going to a spectacular 'Son et Lumière' at Puy de Fou) makes a memorable end to the experience.</p>						
	<p>Day 5: Objectives:</p> <ul style="list-style-type: none"> • Consolidation and evaluation of the experience • Teams take responsibility for preparing and giving presentations. • End on a high note! 	<p>Day 5. Main content</p> <table border="1"> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • Complete preparations for presentation • <u>Bonsai workshop</u> (activity provided by the Parc Oriental) • Students and leaders complete <u>evaluation sheet</u> </td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • Presentations to invited audience (families, local people, garden staff etc.). </td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • Visit to Puy du Fou 'Spectacular'. </td> </tr> </table>		<ul style="list-style-type: none"> • Complete preparations for presentation • <u>Bonsai workshop</u> (activity provided by the Parc Oriental) • Students and leaders complete <u>evaluation sheet</u> 		<ul style="list-style-type: none"> • Presentations to invited audience (families, local people, garden staff etc.). 	
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	<ul style="list-style-type: none"> • Presentations to invited audience (families, local people, garden staff etc.). 						
	<ul style="list-style-type: none"> • Visit to Puy du Fou 'Spectacular'. 						

B1.2 International Aspects



The ICM05 team. (photo: G Allard)

As ICM05 was an international camp where there were additional planning considerations.

i. Language

There is no better way to improve foreign language skills and foster international friendship, than by living with other nationalities. This needs very careful planning:

- all documents, notices and teaching material needs to be translated into all the languages in advance (eg English, French, German);
- activities need to be planned without over-dependence on the written or spoken word, as giving information in more than one language is time consuming and detracts from the core of a learning activity;
- all staff need to be fluent in at least two of the languages;
- the staff team should include people capable of acting as camp interpreter, across all the languages, as the need arises;
- specific time should be built into the timetable for language work.

The EGHN Education team's view is that a fully integrated trilingual camp works best if all the pupils have some knowledge of all three languages.

ii. Child Protection and Health and Safety Regulations

The health, safety and protection of all the children is of paramount importance at all times. The precise legal requirements of the participating countries may differ. It is essential that thorough consideration is given to these issues, proper advice is sought at an early stage and plenty of time given to collect all the correct documentation and to establish the respective responsibilities of all the leaders. In practice this means that **all** arrangements should meet **all** the standards required by the participating schools.

iii. Code of Conduct

Most pupils will be used to the idea of some sort of home/school behaviour contract at school. On a residential course it is particularly important that expectations are made explicit and that parents and students have signed up to the code in advance. Codes will vary according to specific circumstance and the simpler they are the better. It is good practice to express behaviour codes in positive terms ('DO' rather than 'DO NOT').

B1.3. 'Wild-formal-creative' Garden Learning Activities.

i. Trilingual Student Journal

This journal was designed to encourage the students to develop, reflect on and reinforce the learning of the day. It followed the 'wild-formal-creative' model. It also served as a language aid and gave students an individual record of the camp, for themselves and to show teachers and parents.

ii. Garden Activity Plans.

The camp and gave the opportunity for members of the EGHN Education team to develop, tryout and evaluate new teaching and learning activities within the wild-formal-creative model.

- [EGHN Activity Outline 1. Woodland Activities. \[Wild theme\]](#)



- [EGHN Activity Outline 2. '18th century Gap-year Tourists' activity plan. \['Formal' theme: Story of Gardens\]](#)



- [EGHN Activity Outline 3. 'What have I learned from the garden?' \[Creative Response to Garden concepts\]](#)

B1.4 A Taste of International Camp Maulévrier

B2. Camp Schloss Dyck 2006

		Monday 28.8.	Tuesday 29.8.	Wednesday 30.8.	Thursday 31.8.	Friday 1.9.	Saturday 2.9.
			WILD	EXCURSION	FORMAL	ART	
Biography Prince Joseph			Exploring Nature	<i>Historic Context/ Childhood and youth experiences of Joseph</i>	Knowing Josephs personality and his interest in plants, and designing the park of Schloss Dyck	Sovereign and scientist	
Student's Biography			Get into a relationship with nature	<i>Develop a relationship to earlier times</i>	To notice the motivation of other persons and to interpret it	Developing own ideas and visions	
Morning	8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Method		9:30 High Ropes Course Adventure based learning-program	9:30 Departure Visit Gymnasium Jüchen Teachers contact	Exhibition „The english landscape garden“ and the person of prince Joseph <ul style="list-style-type: none"> o <u>Biography of the sovereign</u> Studies, Timeline Group work <ul style="list-style-type: none"> o <u>The plant collector</u> Tree collection – Herbarium o <u>The park is designed</u> Rollenspiel 	Artistic-creative work Facescape Landscape of plaster masks Dream of a plant To create a plant and name it	Final discuss Farewell
	Aim		Self- and group experiences		Du interpret the park as a mirror that shows the personality of a person.		Departure
	12:30		Bistro	11:35 Lunch at School	Bistro	Bistro	
Afternoon	Method	Arrival 13:25 Cake and Biscuits at the Nikolauskloster Parkrallye	The old park and the passion of collecting Visit to the castle Dyck Expedition Collecting plants Dream catcher => Room decoration	13:00 – 14:00 Uhr Departure for Schloss Brühl (Garden Design Route between Rhine and Maas) 14:10 Schloss Brühl Rococo and Baroque garden Explore the Formal-Aspects	The new gardens at the Dycker Feld Work in groups of two Find yourself a garden and invent a history/tale for it. Joint Visit	15:00 – 17:00 Presentation Parents, schools, the public, media	Germans 11:00 Uhr French 14:56
	Aim		<ul style="list-style-type: none"> o Historic Context o Experience of „Passion for collection“ 	<ul style="list-style-type: none"> o Elements of Garden styles o Perceiving the impression 	Interpret a garden as medium of elf portraying		
		Dinner	Nikolauskloster	Dinner out	Dinner	Dinner	
Evening		Get to know each other Rules building masks	Results of school project Decoration Preparation Portrait 22:00 Night walking-tour	17:00 Departure for Cologne Spare Time 20:00 Mc Donald 20:30 Departure for Nikolauskloster	Presentation of results Preparing the Facescape	Barbecue at the Dycker Feld	

International Camp at Schloss Dyck 2006 (ICSD06)

Aim and concepts

ICSD06 was as a follow-up camp to ICM05 at Maulévrier. Students who had also attended ICM05 were able to build on the knowledge and experiences from the previous year. This was invaluable during the preparation for ICSD06, in order to maintain continuity in the delivery of these international camps. It also corresponds nicely to the symbol of the garden, which, in spite of changing plants or design, remains as a garden over many generations. The schools in each country did some preparatory work within the concept WILD-FORMAL-ART and these inputs became the basis of ICSD06.

The general aim was to create a long-term cooperation between the schools in the partner regions and their anchor gardens in order to continue work on the topic of parks and gardens. This 'double' partnership (regional and thematic) of schools and gardens within an international context is a new European approach and perspective. For the schools it is an opportunity to influence their international exchange programmes.

Parks and gardens can be used as interactive outdoor classrooms for school-aged children. The gardens themselves would benefit from fostering an interest in garden culture and design in young people. Through these early links with gardens and parks, young people are more likely to become future garden supporters.

Theme

The camp took a biographical approach to the garden of Schloss Dyck. The pupils learned about Prince Joseph, a passionate plant collector (principally of succulents), who commissioned the design of the English landscape garden; they looked at the garden as an expression of his personality. Being an absolute sovereign, Prince Joseph was able to integrate the new ideas of the Age of Enlightenment into the design of his park. In the new gardens at the Dycker Feld the young people also had the opportunity to consider contemporary garden design. Our society in all its plurality and individuality is evident in the 20 garden examples. Another aim of the camp was to further test and build on the methods used at the ICM05 at Maulévrier.

Time: 28th August to 2nd September 2006

Participants: 6-8 pupils from three 3 countries (only two countries attended)
maximum 24 pupils, maximum 8 adults

Accommodation: Nikolauskloster near Schloss Dyck

B3 'IMAGINE THE POSSIBILITIES': the 'wild-formal-creative' concept in action

Students from the Castle School, Taunton at the end of a successful day. (photo SCC)

A major EGHN event at Hestercombe on 22 September 2006 gave a further opportunity to work with partner schools. The whole day was shaped around the 'wild-formal-creative' concept.

- WILD: Cheddon Fitzpaine Primary School children were involved in woodland activities;
- FORMAL: students from The Castle School, Taunton provided dramatic interludes and tableaux telling the 'Story of Hestercombe Gardens';
- CREATIVE: two groups of Yr 9 students from Heathfield Community College took part in a combined English/Art activity throughout the day.

o [Artists and Writers at Hestercombe Gardens](#)



Students from Heathfield Community School, Taunton, taking part in an art/creative writing activity at Hestercombe Gardens (SCC)

C. GARDENS AND 'GIFTED AND TALENTED' EDUCATION

In recent years the special needs of those pupils at the upper end of the ability range have been receiving particular attention. In the UK, schools are expected to provide challenging opportunities for 'gifted and talented' pupils, where they can take more responsibility for their own learning, liberated from the mainstream curriculum.

For more details see <http://www.nc.uk.net/gt/general/index.htm>

The challenge for teachers is both to identify suitable projects and to work out the practical implications of this open-ended approach to learning on the traditional school timetable. The EGHN Education team worked closely with two EGHN partner schools in using gardens as launch pads for innovative 'gifted and talented' schemes for Key Stage 3 students (11-14).

Gardens provide an ideal environment for trying out new ideas. They can be approached from any subject direction; they are living, changing places with an environmental and a human dimension. They are also economic units within the leisure and tourism arena, responsive to the market place, but very aware of conservation issues. On a practical level, they are usually protected and safe environments within which the students can work.



Castle School History students Interviewing former garden staff, during a 'gifted and talented' programme at Hestercombe 2004 (R Shaw)

C1. Hestercombe Gardens and the Infomapper Project

Hestercombe Gardens were used as a focus for developing the use of the IT educational tool 'Infomapper', which is used by the South West Grid for Learning. 'Gifted and talented' Year 8/9 students from the Castle School, Taunton worked on subject-specific, individual or small-group projects at Hestercombe at intervals throughout a whole school year.

The garden staff worked closely with many subject teachers during the EGHN project and these links will be maintained in the future, to the benefit of students of all abilities.



Researching original documents at Somerset Record Office. (Chris Howe)



Biology students take a break from collecting environmental data (Chris Howe)

Click on the following links to find out more information about this project and to access related Activity Plans:

- [LINK to INFOMAPPER REPORT](#)
- [LINK to EGHN ACTIVITY 5: Do environmental conditions affect the distribution of particular plants?](#)
- [LINK to EGHN ACTIVITY 6: Investigating Food Chains at Hestercombe Landscape Garden](#)
- [LINK to EGHN ACTIVITY 7: Creative writing inspired by the gardens of Hestercombe](#)

If your school is a registered user of Infomapper then you can access the Hestercombe layers, produced by Castle School History students, by logging onto www.infomapper.com

C2. Painshill Park and Woking High School, Surrey

Painshill Park has worked with Woking High School Special Needs Department to develop the 'Creative Minds' project, a pioneering, long-term 'gifted and talented' programme.



Creative Minds: The grand finale. Students from Woking High School in role (SurreyCC)

[LINK to 'Creative Minds' Report](#)

D. NEW CURRICULUM RESOURCES FOR GARDEN EDUCATION

D1. Digital Resources

In order to achieve the production of other learning resources, a partnership was formed between Somerset County Council, the South West Grid for Learning (SWGfL) and the National Council for the Conservation of Plants and Gardens (NCCPG). By working closely with pilot schools and near-by gardens they developed two on-line educational tools, which are now available on the Internet in English, German and French to pupils worldwide.

D1.1 'The Story of Gardens'

This resource is designed to bring gardens into Key Stage 3 History, by setting the Story of Gardens in Europe within its wider historical framework. It also provides in depth examples of specific gardens, supported by a fascinating range of primary historical evidence, ideal for classroom work.

Visit the site on <http://www.storyofgardens.org.uk>

D1.2 'Plant Life in the Garden'

This is a simple ICT activity for KS1 and KS2 school children, based around a visit to a local garden. It also provides information about the sorts of plants children might see in a garden, where they first came from, and how people have used them through time.

Visit the site on <http://www.plantlifeinthegarden.org.uk>



D2. Other Resources

D2.1 EGHN 'Happy Families Game'

This whole-school, cross curricular sequence of activities was developed at Schloss Dyck Gardens working with their local primary school. Schools and gardens elsewhere could adapt the project to suit their particular needs. The ideas originally pioneered in this project were later modified and developed in 'Plant Life in the Garden'.

D2.2 EGHN PLANT DETECTIVES

This activity was developed at Painshill Park for primary schools visiting the garden. It is specifically based on the 'American Roots' collection of plants at Painshill, but the ideas could be adapted to use at other gardens. It can be used in conjunction with the 'Plant Life in the Garden' website.

- [LINK to EGHN Plant Detective Report](#)

Geschichte der Spanischen Ochsenzunge Story of the evergreen bugloss L'histoire de la Bourrache	
Spanische Ochsenzunge	Fürst
Spanien	Amelisen
Deutsch:	der Fürst
Englisch:	the prince
Französisch:	le prince
Lateinisch:	princeps

D2.3 EGHN Garden Activity Outlines

- [B1.3 EGHN activity outline 1a 'Wild Woodland'.pdf](#)
- [B1.3 EGHN activity outline 1b 'Night Walk'.pdf](#)
- [B1.3 EGHN activity outline 2 '18thc Gap Year Tourists'.pdf](#)
- [B1.3. EGHN activity outline 3 'Creative Response'.pdf](#)
- [B3. EGHN activity outline 4 'Writers Artists'.pdf](#)
- [C1. EGHN activity outline 5 'Environment plant distribution'.pdf](#)
- [C1. EGHN activity outline 6. 'FOOD CHAINS'.pdf](#)
- [C1.EGHN activity outline7 'Creative Writing inspired by the Garden'.pdf](#)

In conclusion, the EGHN Education Action led by Somerset County Council has explored a wide range of educational activities and tested them both in the garden and in the classroom. Examples of best practice are noted in this final Education Report, along with detailed links to learning materials via various websites. The production of learning resources for teachers, via the Story of Gardens website and the Plant Life in the Garden website, provides a lasting legacy for the learning opportunities provided by gardens.

The project has shown that gardens can and do provide a valuable cultural, economic and learning opportunity for society. They enable people to explore landscapes, plants and wildlife, along with cultural traditions and craftsmanship. Perhaps most importantly, the EGHN Education Action has shown that gardens can be fun for children of all ages.

APPENDIX

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