

'It brings you in and shelters you': NHS creates 'recovery gardens' for staff and patients

Level 1: Elementary

Article summary: This article discusses the benefits to patients and staff of wellbeing gardens in hospitals in the UK.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Definite and indefinite articles

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about the role that nature and outdoor spaces can play in our mental and physical health. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or in groups before checking answers with the whole class.

Key:

1. hospital
2. garden
3. patients
4. relax
5. staff
6. health
7. quiet
8. survey
9. moments
10. spaces

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity in the correct form. Encourage students to read the complete sentences to you when they give answers, so you can check their pronunciation of the key words. To extend the activity, ask students to tell you the names of any plants, trees or flowers they know in English.

Key:

1. relax
2. survey
3. hospital
4. spaces
5. garden
6. health
7. moments
8. staff
9. quiet
10. patients

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section of the article where they found the answer and correct any false statements by quoting directly from the article.

Key:

1. False – For Hayleigh Austin-Richards, a hospital garden is a place to take a deep breath, relax, and feel the magic of butterflies.
2. True
3. False – Dame Linda Pollard, chair of Leeds Teaching Hospitals, agrees. She says hospitals are very busy places, and it is hard to find a quiet space inside. "Staff rooms are not always good for relaxing because they are too busy,"
4. True
5. False – Austin-Richards works in a hospital and her job is difficult.

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- b. Students work individually or find the information in the article. Encourage students to underline the information they find in the article to make it easier to give you the answers.

Key:

1. *University Hospital Lewisham and Colchester Hospital*
2. *70 per cent of staff felt happier because of it*
3. *staff rooms are too busy*
4. *Adam Frost*
5. *2022*

4. Key language

- a. Have students read the sentences and complete the rules for definite and indefinite articles individually. Discuss the difference between the two types of articles and give more examples as necessary. Make sure students clearly understand the difference between specific and nonspecific objects, places or people.

Key:

1. *the*
2. *a*

- b. Students complete the sentences with the correct definite and indefinite articles. Encourage them to use the clues in the sentences to verify if the article is referring to something specific or something in general. As an extension activity, have students look for more examples of the definite and indefinite articles in the article and have them say whether they refer to something specific or something in general.

Key:

1. *a*
2. *the*
3. *a*
4. *an*
5. *the*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible. You can extend the activity by asking students to identify a park, green space or garden in their local area that would be the best place for a wellbeing garden and to explain why they choose it.

6. In your own words

- a. The aim of this task is to get students writing from different perspectives. Encourage them to make notes about what information they want to include in their pieces of creative writing before they write their story or journal entry.
- b. Students can share their creative writing with the class. Depending on your class dynamics, you may want to ask students to vote on the piece of creative writing they like best.