

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

Level 2: Intermediate

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: The present perfect

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 groups before checking answers with the whole class.

Key:

1. *refuge*
2. *potential*
3. *magical*
4. *clear your head*
5. *urban*
6. *wellbeing*
7. *blueprint*
8. *installed*
9. *benefits*
10. *breathe*

- 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. <i>breathe</i> | 6. <i>blueprint</i> |
| 2. <i>benefits</i> | 7. <i>clear his head</i> |
| 3. <i>magical</i> | 8. <i>refuge</i> |
| 4. <i>installed</i> | 9. <i>potential</i> |
| 5. <i>wellbeing</i> | 10. <i>urban</i> |

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in 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, it is a place to have a cry, breathe fresh air and remind herself there is something magical about butterflies.*
2. *True*
3. *False – In the past 10 months, 16 NHS hospitals have contacted the Royal Horticultural Society (RHS) to ask for help creating "wellbeing gardens" for staff, patients and visitors.*
4. *False – "Staff rooms are not an environment that helps you clear your head because they are so busy."*
5. *False – The first garden in the RHS scheme opened in 2022 at University hospital Lewisham, where 70 per cent of staff surveyed by the RHS have reported that the garden improved their wellbeing and 81 per cent noted a positive impact on how people feel at work.*

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- b. Students work individually or find the information in the article. Encourage students to underline the information that 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 have reported that the garden improved their wellbeing / 81 per cent noted a positive impact on how people feel at work*
3. *Traditional staff rooms are so busy.*
4. *Adam Frost*
5. *2022*

4. Key language

- a. Have students read the sentences and match them to the different functions of the present perfect. Discuss how the present perfect is formed (*has / have + past participle*) and give more examples as necessary. Make sure students clearly understand the different functions of this structure.

Key:

b, c, a

- b. Students complete the sentences with the correct present perfect form of the verbs in the brackets. Encourage them to use the clues in the sentences to verify what function from the previous activity is being used in each sentence. As an extension activity, have students look for more examples of the present perfect in the article or they can also give their own.

Key:

1. *have lived*
2. *has travelled*
3. *has helped*
4. *have visited*
5. *have forgotten*

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 chose 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 short 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 that they like best.