

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

Level 3: Advanced

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 passive voice

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. *rehabilitation*
2. *morale*
3. *pollen*
4. *untapped potential*
5. *stimulate*
6. *blueprint*
7. *refuge*
8. *clear one's head*
9. *herbaceous*
10. *unquestionably*
11. *shrubs*
12. *decompress*
13. *backlogs*
14. *wellbeing*

- 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 of in English.

Key:

- | | |
|------------------------------|----------------------------|
| 1. <i>blueprint</i> | 8. <i>clear one's head</i> |
| 2. <i>rehabilitation</i> | 9. <i>refuge</i> |
| 3. <i>morale</i> | 10. <i>wellbeing</i> |
| 4. <i>stimulate</i> | 11. <i>herbaceous</i> |
| 5. <i>decompress</i> | 12. <i>pollen</i> |
| 6. <i>untapped potential</i> | 13. <i>shrubs</i> |
| 7. <i>backlogs</i> | 14. <i>unquestionably</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 – As often as she can, the ward manager of Chapel Allerton's stroke rehabilitation unit in Leeds visits the hospital's "Garden for Recovery", originally created for the Chelsea Flower Show and installed last summer.*
2. *True*
3. *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 since reported that the garden improved their wellbeing and 81 per cent noted a positive impact on workplace morale.*
4. *True*
5. *True*
6. *False – "I definitely feel better at the end of the day, when I'm coming home. It is also used every single day by our patients for therapy sessions."*

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- b. Students work individually or find the information in the article. Again, 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 of staff surveyed by the RHS reported that the garden improved their wellbeing and 81 per cent noted a positive impact on workplace morale
3. Staff rooms are overpopulated.
4. sheltered places to sit, wheelchair-accessible paths, layers of planting, and diverse seasonal plants
5. stress, staff shortages and long waiting-list backlogs

4. Key language

- a. Have students read and complete the information about the passive voice using the words from the box. Discuss how the structure is formed (*be* + past participle) and give more examples as necessary. Make sure students can clearly understand the functions of this structure. Before they underline the passive verbs in the next sentences. As an extension activity, have students give more examples of their own.

Key:

action, doer, unknown

1. The hospital's "Garden for Recovery" was originally created for the Chelsea Flower Show and was installed last summer.
2. These gardens are designed to stimulate the senses and provide "hopeful" places to rest and process emotions.
3. Another garden opened last summer at Colchester hospital, and one is planned in Greater Manchester.

4. Ultimately, gardens are about moments – and moments are created by something new appearing on a certain day and the wildlife that comes into the garden.
5. It is also used every single day by our patients for therapy sessions.

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 story or journal entry.
- b. Students can share their creative writing with the class. Depending on your class dynamics, you may wish to ask students to vote on the piece of creative writing that they like best.