

Garden-based learning

Garden-based learning is the amalgamation of horticulture and teaching. It views the ecological surroundings of the garden, with its natural cycles, materials and biological diversity, as a place of learning in which to impart theoretical knowledge and practical skills. In a garden it is possible to teach horticulture while learning more about scientific and environmentally-related subjects. Garden-based learning can also influence the physical, emotional and social development of young people in many ways. The approach is aimed at children and young people of all ages in all types of schools, as well as teachers and students of relevant disciplines.

Gardening without a school garden?

Is garden-based learning possible without a school garden? Definitely! By using mobile troughs, appropriate plants and suitable soils, it is possible to devise garden-based teaching plans for the classroom and playground. Consider making use of your windowsill and plant a trough with rosemary, purple basil, hanging strawberries.



EDUGARD - Education in Gardens

EDUGARD ATCZ 65 (2016-2019) arose in connection with INTERREG V-A (Austria-Czech Republic). It involves reputable project partners who work together to develop and disseminate new, subject-spanning programmes of garden-based learning for teachers, students and schoolchildren. Within a joint educational framework, we apply lesson-based methods and activities that promote manual dexterity, sensory perception and personal development in children and young people while raising their interest in environmental issues and further scientific study. EDUGARD aims to establish cross-discipline garden-based learning in the educational landscape for the long term.

The project partners



Chaloupky
www.chaloupky.cz



Lipka
www.lipka.cz



University of South Bohemia
Budweis, www.jcu.cz



Association Natural Garden
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„Natur im Garten“ Association
www.naturimgarten.at

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Interreg 
Österreich-Tschechische Republik
Europäischer Fonds für regionale Entwicklung



Open spaces as places of integrated learning

With children and young people spending more and more time in school, daycare centres and other facilities, the open spaces of a school are very important not just as places of learning, but also in terms of healthy physical, mental and social development. A school's outdoor spaces can be much more than a playground; by designing such spaces so that they are close to nature and rich in variety, they can provide many opportunities for exercise, sensory impressions, recreation, social interaction and learning by doing.

Instead of sitting down in enclosed rooms, schoolchildren can benefit from integrated learning outdoors. Instead of passively receiving knowledge, students learn through direct, sensory experiences that last. Outdoor spaces are particularly well suited to project work as well as interdisciplinary and open forms of learning, and not only in biology and general science lessons.



Lessons you can eat

When you grow and cultivate your own fruit and vegetables, they taste even better! Schoolchildren learn how to grow vegetables in a vivid, hands-on manner, thereby building a connection with their own food. Several steps are required: sowing, pricking out, planting and cultivating. In the process, schoolchildren learn about patience and taking responsibility.

Suitable vegetables to harvest before the summer holidays

Sowing outdoors in March/April:

Spinach, Asian salad, lamb's lettuce, new carrots, radishes, wrinkled peas and sugar peas

To plant in the vegetable patch from April onwards:

early seedlings of lettuce and kohlrabi, varieties of new potato

Perennial plants are easy to cultivate:

wild strawberries, herbs like mint, chives and thyme

Suitable vegetables to harvest in autumn

The following vegetables are cultivated in spring and harvested after the summer holidays (however, they must be tended during the summer holidays):

pumpkin, maize and late potato varieties.



Garden-based learning in practice

Shaking hedges

The many small creatures that live in hedges are hard to spot with the naked eye. This method enables children to discover the smallest creatures easily, for studying and identifying them in the bug viewer.

Procedure: The schoolchildren work in small groups. Two children spread a light-coloured sheet under a hedge, while a third gently shakes the bush. Insects, spiders and other small creatures will drop onto the sheet, where they are clearly visible against the light background. After being identified, the creatures are released unharmed.



Bats and moths

Bats are important in reducing the numbers of nocturnal pests. They navigate blindly at night by sending out ultrasonic sound waves. This game illustrates how this works.

Procedure: The players form a circle. In the circle are 1 or 2 moths and the "blind" bat (blindfolded). Every time the bat calls out "peep", the moths have to answer "pop". The bat has to navigate using their hearing in order to catch the moths.