



Cap sur l'école inclusive
en Europe



Pedagogical sheet

A garden for everyone

Section of the module /E

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Create a garden that is open to everyone, a spot for meeting people, all different and full of richness....
It means giving cultural, social and historical landmarks that will enable them to give meaning to their daily activities.

Giving advice for wellness becoming aware of the importance of eating healthily

Principes et fondements théoriques à la base de la théorie

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Include the garden in a search for projects means giving **any student** the opportunity to express his capacities, his know-how, his sensitivity, his intelligence.

Create a garden taking into account the respect of others and our differences

Develop a multi-generational project adopting a forgotten, abandoned garden.

1 " I adopt a garden": the garden shares

Discover existing gardens: their history, their role now and before.
Their organisation, disposal, elements, access, location in the city
Their meaning, intercultural dialogue, create links between Man and Nature
Their maintenance, work according to seasons and respect for environment

2 " I create a garden »: the garden of knowledge, accessible for

anyone

For anyone: to recreate a social link between school and the outside, intergenerational exchange, access, mobility

Why: to return to the soil, where I come from, which feeds me, my body and mind

To discover again the essence of the world harmony (Man/Nature) and the knowledge of the world.

3 " My garden tells about the world » : the garden writes about itself, writes about the origin of cultures,

my city history, the people's history, ... my life

Create the "garden of writing" thanks to writing workshops, the creation of garden notebooks.

To produce plastic and musical realisations, furniture in the garden:

Create a garden with writing that tells about the world, the mankind

history. Create a sound garden with plants and resonance minerals.



To have my garden visited by other extra ordinary people.

A garden for anyone

How to adapt that spot to others.

The best way to understand someone, to accept his reactions and know what he lives is taking time to live his own life.

Christian Badot explains:

Imagine yourself in your garden, shut your eyes. And if you couldn't open them anymore, or if you remained in endless darkness ... According to statistics, the way we live depends on touch for 2 percents du toucher, on smell for 3 percents on ten percents for taste, on hearing for pour 15 percents and on sight for 70 percents!



For:

The class in partnership with the Town, local associations, the parents, the neighbourhood...

ReferencesGardener

Le grand livre des Légumes oubliés Ed Rustica - JB Prades
 Le jardin du Moyen Age La renaissance du livre - MF Valery Alain Le Toquin
 Herbiere Gourmand Hachette Pratique- E Du Chêne
 Les légumes oubliés Ed Scotto - Ch Flurent
 L'herbier du jardin Ed Rustica - Jean Luc Breuvert
 Cube Book Les jardins Ed White star
 Le calendrier Lunaire du bon jardinier La maison rustique Flammarion Noëlle Derré
 Jardinez comme à Chaumont Kubik éditions Jean Paul Pigeat
 L'art du potager en carrés Edisud Eric Prédine Jean Paul Collaert
 Les bons mariages au potager Associer cultures pour la santé du jardin Rustica Philippe Asseray

Littérature:

Portrait d'un homme heureux André Le Nôtre Folio Rik Orsenna
 Thomas le voyageur Gilles Clément
 Le jardin en mouvement Gilles Clément
 Neuf jardins, approche du jardin planétaire Gilles Clément
 La sagesse du jardinier Gilles Clément
 Le musée des potagers Caroline Desnoëttes
 Le potager du Roi Manuela Morgaine
 Le potager du roi V. Bruno
 Le jardin romantique de George Sand Gilles Clément;Christiane Sand
 L'histoire européenne des jardins Monique Mosser
 Tous les jardins du monde Gabrielle Van Zuylen Éd Découvertes Gallimard
 Au jardin Éditions Thierry Magnier Katie Couprie Antonin Louchard

Pédagogie:

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 Arts visuels et jardins SRDP Poitou Charentes Aline Rutilly
 L'atelier des images et des sons, Art et nature Septembre 2007 Nathan
 Carnet du Luthier en Herbes Edition de la Province de Namur Joëlle Spierkel Maryse Mathy
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Artistes-Monographie:

Le mouvement intuitif Ed Atelier 340
 Il Giardino di Daniel Spoerri Ed Gli Ori 2003
 La mémoire des arbres Tome I et II Ed Racines Benjamin Stassen
 L'idée de nature dans l'art contemporain Flammarion 1994 Colette Garraud

Artistes de références:

Nils Udo/ Giuseppe Penone/ Richard Long/ Joseph Beuys
 Robert Smithson/ Hamisch Fulton/ Dougherty Patrick / Andy Goldsworthy
 Bob Vershueren/ Arcimboldo/ Monet Claude/ Cézanne Paul/ Horta Victor

Methodology

During a whole school year, work was divided into 3 steps, each step = 3 hours a week.

Step 1 « I adopt a garden " *The garden shares*

I learn about the jobs of architect, gardener, landscape gardener.

To think about the presence of a tree in my school playground

Visit of a vegetable garden, an orchard, Man's food.

Visit of a landscape garden, **tree nursery, flowers, plants, a pleasure garden**

Visit of a pedagogical garden, the garden of knowledge

Discover the garden with all one's senses , sensory path

Awareness programme to the problem of access of a garden for everyone: **sensory handicaps and/or motor disability through the discovery of a garden with a blindfold** – Cooperation with extra ordinary people

Information about the History of gardens based on an existing garden in Gembloux, in my neighbourhood, in my family.

Questionnaire for grandparents, elderly people, neighbours, European partners

Gathering and classifications of tree leaves, fruit, flowers

Creation of a herbarium, classification, conservation Calligraphy of my herbarium.

To achieve structure materials with mixed plastic arts techniques.

To create one's colour with walnut skin- To draw textures

Creation of green and its shades by mixing, collages and assemblies of paper.

Observation and location on a two-sized garden map.

Split space, a garden parcel into geometric shapes – gluing materials.

Reproduce graphic signs on the basis of the reading of plans or decorative patterns

Create decorative friezes on basis of the formal language of a garden: leaves, flowers, seeds...

Furniture. include shapes and recycling objects to have garden furniture.

Take advantage of findings by assembly of such objects.

Step 2 " *I create a garden accessible to anyone* "

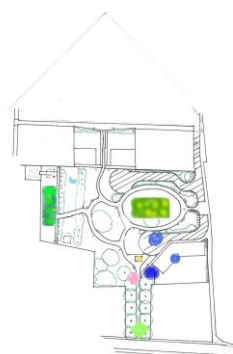
The garden of knowledge : spot for meetings

Creation of a garden : social spot, where you can share, accessible to anyone, allowing new knowledge (knowledge, know-how and soft skills) : botanic, biology, sustainable development, environment, hygiene and health, feeding, citizenship...

Create a parcel/space integrating the vegetable garden, the pleasure garden, the sensitive garden, the writing garden.



Draw, create our garden, spot of meeting and accessible to anyone.



I adapt, I build thinking about any possible handicap





I learn how to garden - use of tools,

- soil preparation
- seedlings
- planting in the garden
- watering, maintenance, weeding, staking



I harvest – I cook the garden produce



Step 3. My garden tells about the world » : the garden writes about itself, writes about the origin of cultures,

my city history, the people's history, ... my life



"I share my garden"



Relaxation in the garden:

Compose, create sound objects with plants and mineral materials : bells, sound fountains, ..

Include texts, writing, **calligraphy on natural materials**

Express my own idea of the garden through picturesque work, referring to artists :

Create a garden notebook, **to remember my findings, photos, comments, vocabulary** .

Meet other artists thanks to the garden: Jean Michel Folon

"**land art**" how to include a masterpiece in a definite place: the ideal garden, earthly paradise

To make a carpet, a garden patchwork with natural colourful materials or recycled materials.

I overturn an abandoned object and I give him a second life in my garden

I test the accessibility of the garden, I visit it with other extra ordinary people

I visit the garden with my European parnters (virtually)



Surname First name... .. Age... ..

The garden shares its story

1 Do you have a garden – Can you describe it?

3 What was your garden like when you were a child?

4. What did you do in your garden?

5. Who maintained your garden when you were a child?

The garden according to seasons

1 Did you take part in his creation? How?

2 Did you have any activity in the garden? Which one?

3 How much time do you spend in the garden?

4 When?

5 Which tools are necessary for its maintenance?

6 Which are your favourite spots in the garden?

7 Would you mind helping us?

Thanks a lot for answering and see you soon