

Habitat Hedgerows

A habitat hedgerow is dependent on native plants. For top-quality habitat value, include at least 50 percent native plants; 75 percent is better, and 100 percent is best. Minimize pruning – this is not a hedge, but a habitat shrub border and, while it can be attractive, has a ‘wilder’ look. For a border closely packed with plants or confined to a narrow space such as the edge of a driveway, look for plants tolerant of crowding and pruning, and resistant to disease. If the aim is a loose assemblage with room for plants to grow to their full size, choices are less limited. A border that is 10-15’ wide can accommodate shrubs of good size, and still be suitable in scale for large home gardens.

Depending on the length of the hedge, include at least three or four species of native shrubs – more is better. For continuity, distribute each shrub species throughout the length of the hedge. To weave together larger elements, include perennials and grasses at edges or tucked between newly planted shrubs. Use a variety of heights and textures, including flowering perennials, bunch grasses, and even some of the less rambunctious vines. Of course, maintenance will be necessary. Experimentation with local material may lead to removal of some plants, and the addition of others.

Plants to include:

- Hummingbird favorites.
- Berry and seed producing plants for birds.
- Larval host plants for common butterflies.
- Thorny plants for nesting birds.
- Nectar and pollen resources over as long a season as possible for pollinators and other beneficial insects. Flowering perennials can provide resources when shrubs are not blooming.
- Spring annual wildflowers at the base of the hedgerow to fill in small gaps and provide early season resources.
- Perennial grasses; many predatory insects such as nocturnally active ground beetles use them as shelter, and lady beetles use them to overwinter.

Habitat Hedgerow Photos Habitat hedgerows can be as appealing to humans as they are to the creatures that inhabit them. Here are some additional photos of several, along with close-ups of a few of the insects that dwell in them.



A mix of native shrubs and plants border both sides of this path.



Low growing perennial flowers and shrubs can dress up your hedgerow.



Perennial grasses provide pollen for many beneficial insects and shelter for others.



Lady beetles and many other beneficial insects prefer small flowers such as asters, cilantro, and buckwheat for nectar and pollen.



A habitat border is an excellent place to include native milkweed for monarch butterfly larvae.



A painted lady butterfly sips nectar from *Monardella* spp. at the base of a habitat hedgerow.

ALL PHOTO CREDITS: FRÉDÉRIQUE LAVOPIERRE

LOUDER THAN WORDS
Janelle Hatherly

PLANTS = LIFE



PHOTO CREDITS: JANELLE HATHERLY

This *Plants=Life* sign was part of an interactive exhibition at a *Gardening Australia Live* show in 2002. It showcased the Royal Botanic Garden Sydney's Community Greening program which involves disadvantaged communities in life-enriching community gardening projects.

SEX and DEATH

The long-gone 2005 *Sex and Death* exhibition at the Royal Botanic Garden Sydney is still conveying the fundamental life processes on Google Earth.



PHOTO CREDIT: JAMIE PLAZA

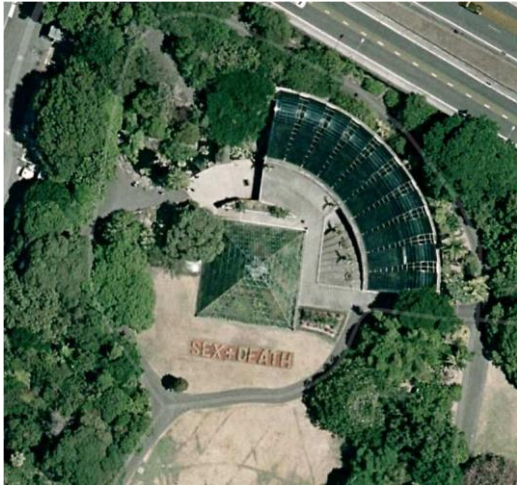


PHOTO CREDIT: GOOGLE MAPS



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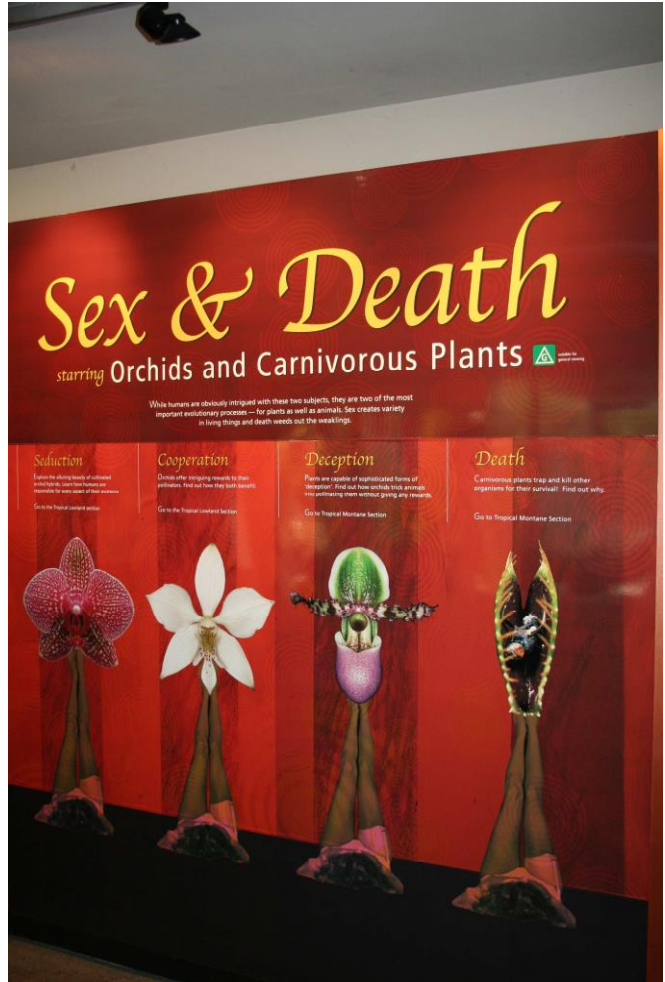


PHOTO CREDIT: KAREN RINKEL

DARWIN

This “louder than words” set of signs was installed in the Evolution Bed at Royal Botanic Garden Sydney in 2012. It comprises six mirrored letters, each two meters high, spelling out Darwin’s name. Key words (Evolution, Extinction, Variation, Inheritance, Adaptability, Selection, and Divergence) and quotations by Darwin and other great minds, including Trust scientists, offered insights and provoked discussion in Darwin’s bicentenary.



PHOTO CREDIT: SIMONE COTTRELL



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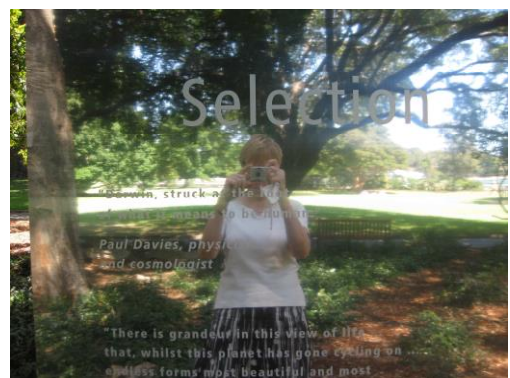


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WIDE BROWN LAND

At Canberra's National Arboretum, the quote is from the iconic poem *My Country* by Dorothea Mackellar, (1908). Based on her handwriting, this nostalgic interpretation of the Australian landscape reaches out to all visitors.



PHOTO CREDIT: JOHN GOLLINGS

Second verse of *My Country*

*I love a sunburnt country, A land of
sweeping plains, Of ragged mountain
ranges, Of droughts and flooding rains.
I love her far horizons, I love her jewel-
sea, Her beauty and her terror - The wide
brown land for me!*

Dorothea Mackellar, (1908)

www.dorotheamackellar.com.au/archive/my-country.htm



PHOTO CREDIT: JOHN GOLLINGS



PHOTO CREDIT: MARK RICHARDSON

FLOWERS



PHOTO CREDIT: CATHERINE STEWART

A small child created this at an open garden, making a connection with the garden she was visiting.

Typical Day at Fiddleheads Forest School

By Kit Harrington and Sarah Heller

Flexibility is a cornerstone of the Fiddleheads philosophy. As teachers, we take into account a variety of factors including the weather, the wildlife, and the children themselves, when determining the direction of the day. Occasionally we will come to the grove with a plan in mind, only to realize the children have discovered something vastly more important on their own. Teaching in the forest grove sometimes means getting out of the way.

During a typical day at Fiddleheads, students spend the morning exploring and engaging with their environment in a multitude of ways. For example:

A group of children might gather at the peace table to discuss a set of feelings cards or expected and unexpected situations, or use the peace rose to resolve a conflict.

Look up the hill and you might see another group heading down to the dome shelter, deeply engaged in imaginative play – the dome has transformed into a den, and they are a family of wolves, bringing food home to their pups.

Head over toward the big leaf maple and you'll find another group hunched over the microscope, examining a jelly fungus or lichen they've discovered.

Stick around and you might hear you a chorus of cackles and caws erupting just outside of the grove. The children will instinctively gather together with a teacher and tiptoe over to a big Douglas fir. There in the branches they're likely to find a young Cooper's hawk or owl, for these children have learned that alarming crows frequently mean birds of prey are near. We'll all stand in awe and watch as the drama above plays out. Later, the children will incorporate this experience into their own play.

At circle time we'll discuss the morning's activities and integrate them into whatever we are studying at the time- whether that means connecting it to a social thinking concept like whole body listening, or to a natural science unit on raptors. At circle the children drink cedar tea, sing songs, and count the days of the month or the days of the year. We reflect on the experiences we've had as a group.

Frequently we will extend our circle lesson either before or after by going on adventures around the arboretum. There is an incredible wealth of wildlife here, and we do our best to take advantage of all it has to offer. Although we start the year leading walks ourselves, by the end the children have become adept enough at navigating that they take turns leading us to our various destinations.

We believe strongly in empowering students to guide their own learning process, and work to help each of them develop the tools to do just that through use of a curriculum that expressly teaches selfregulation. Observation of the students in the environment allows us to develop a curriculum that is reflective of each individual child's needs and interests.

Our goal is to help our children develop into adaptive, independent, and directed students, who are engaged with and excited about the learning process.

University of Washington Botanic Gardens

Center for Urban Horticulture • Washington Park Arboretum

Elisabeth C. Miller Library • Union Bay Natural Area • Otis Douglas Hyde Herbarium • Rare Plant Care & Conservation

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