

身边的自然 都市的田园—— 基于自然教育的上海社区花园实践

Green Starting Point of Community Empowerment, for Our
Productive Communities —Community Garden Practice Based on
Nature Education in Shanghai

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摘要：本文以上海社区花园为例，在对自然教育和社区花园内涵进行梳理的基础上，阐述自然教育与社区花园相辅相成之关系，从社区花园的优势、自然教育开展形式和绿色网络的搭建等方面，提出了在社区花园中实现社区参与自然教育从而重塑社区景观意义的途径。

关键词：社区花园；自然教育；公众参与

Abstract: Taking Shanghai community gardens as examples, this study expounds the relationship between nature education and community garden on the basis of combing the nature education and community garden connotation, and puts forward the advantages of community garden, the type of nature education and the construction of green network. A way to reinvent the meaning of community landscapes by enabling communities to participate in nature education in community gardens.

Key words: community garden; nature education; community participation

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城市与城市化是社会发展的必然结果,城市化在体现人类文明进步的同时也引起了许多生态环境问题。生态环境问题包括环境污染及自然空间的减少,高楼大厦取代了绿树成荫,噪音污染取代了鸟语花香^[1]。随着城市的不断扩张,人们与自然接触的机会越来越少,越来越难以感受到生机盎然的大自然,导致城市居民慢慢失去了对周围环境的敏感度以及对大自然的热爱^[2]。针对城市居民出现“大自然缺失症”及亲子关系互动交流途径缺失等问题,自然教育逐渐得到重视^[3]。

城市环境中,绿地是人们接触大自然、进行户外游憩活动最主要的公共空间,但绿地主要以政府提供的、各种形式的公园绿地为主,人们利用的时间十分有限^{[4]、[5]}。社区花园是绿色空间的一种表现形式,是社区民众以共建共享方式进行园艺活动的场地,是拉近人与自然相处距离、提升社区公众参与性、构建社区和谐人际关系、实现社区有机更新,进而促进社区营造与社区共治的绿色空间载体。社区花园是人们日常工作与生活都可以方便达到的自然空间,相对于其他大型公共绿地空间,社区花园在开展自然教育方面发挥着更为直接与重要的作用^{[6]、[7]}。

1 自然教育和社区花园的内涵

1.1 自然教育

本研究所指的自然教育是以自然环境为背景、以人类为媒介,利用科学有效的方法,在接触自然的过程中与自然建立相互关系,获取自然的本质属性,达到回归自然的美好体验,从而建立生态的世界观,发展尊重自然、热爱自然的体验式教育^[8]。自然教育首先培育的是一种对大自然及户外生活的热爱,这是自然责任感形成的基础,也是开展自然教育的前提条件^[9]。

1.2 社区花园

居住区居民自发种植行为早已有之,是根植于中华民族传统农耕文化中对理想适宜生活的向往和期待。千百年来,中华文明所孕育的城市人民有着对自然的热爱和田园生活的向往,也是中华人文思想的延续和传承^[7]。居民系统组织的社区花园最早出现在上海,是为了探索在放缓城市扩张速度及中心城区开放绿地空间增量骤减的情况下,如何实现高密度城区的环境宜居和可持续发展而开展的城市微更新项目。在这样的背景下,作者团队倡导的社区花园营造系列实验开始被公众及政府所接受,开展的青少年自然教育系列活动也被越来越多的大众关注。社区花园作为城市绿色空间的一种形式,提供多种环境、社会、经济和健康利益^{[10]、[11]}。这种由社区民众以共建共享方式进行园艺活动的场地,除了种植蔬菜或花卉,也为社区居民提供共同劳作和分享果实的空间,为各年龄段尤其是少年儿童提供自然教育的空间与机会,培养其观察自然、热爱自然、保护自然,也对维持城市生态环境等具有积极的作用,更重要的是通过参与,重塑了社区景观^{[12]~[14]}。

2 社区花园开展自然教育的实践

在发挥自然教育功能方面,社区花园是一个空间载体,可以让居民在此开展与自然有关的活动,增加人们对自然的认知,而自然教育在社区花园中的实现途径,也因社区花园的类型、社区文化背景和参与者的不同而呈现出高度多样性。作者所在团队的社区花园实践与

自然教育活动旨在探索城市微空间的自然保育及社会参与的景观设计方式，通过自然营造的途径在城市隙地中播种绿色，连接城市与自然，使之形成一个有机的生产共同体。其主要特色是从自然界中找寻各种可效仿的生态关系，设计人类赖以生存的空间及生活，这也是一种生活方式，改变人们对待环境、资源和生命的态度，是开展自然教育活动的重要指导理念之一^[15]。

2.1 火车菜园

作为作者团队的首个社区花园案例，火车菜园（图 1）位于上海市宝山区中成智谷创意产业园区东侧，占地面积 4200 m²，是一处沿着老淞沪铁路延伸的狭长区域。这里原为防护绿地，但因位置偏僻、长期无人管理，成为了堆放建筑垃圾和居民自发种植蔬果的城市边角地带。在自然设计理念指导下，作者所在团队根据场地活动的类型和使用频率，对火车菜园规划了五个分区：香草菜园区、食物森林区、大田作物区、林产作物区与自然保育区。通过场地整理、植树造林、植被修复、雨水收集净化、自然植被覆盖、农作物种植、生态堆肥、蚯蚓塔等生态治理措施，大大地提高了这片区域的土地生产力和生物多样性。同时，团队在场地中开辟出一处“一米园圃”，由若干个一米见方的小菜园组成，并由社区居民和亲子家庭等共同参与种植，在生产蔬菜的同时，也为参与者创建了交流的平台。

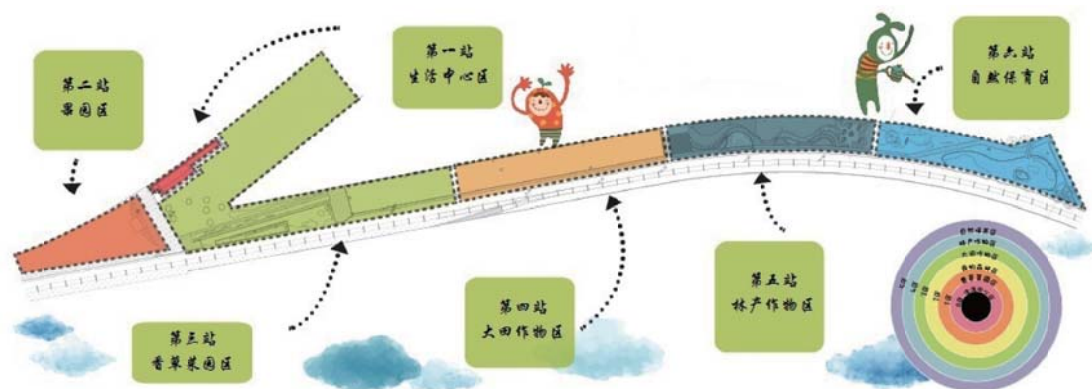


图1 火车菜园示意图

Figure 1 Railway Garden Diagram

火车菜园每年定期举办参与式营造工作坊，招募对象主要为希望通过学习来掌握自然生态系统中的各种关系与运作方法，营造一套可持续的维护系统，通过自然的力量影响人们的生活方式，改变身边生态环境，最终实现设计永续发展的人群。工作坊从了解并认识关于自然的世界问题开始，通过阅读地图来思考气候和微气候的影响与作用，通过对水系统、土壤系统、森林系统的观察来了解自然的不同运作模式（图 2），并实地调研不同尺度的景观特征，最终通过所学所想，从自然与生态的角度设计小到阳台、社区花园，大到村落、都市的景观规划方案。对于远离自然的人们，面对每天都可能会看到的动植物，往往发生“对面相逢不相识”的现象，对于本地区的原生物种和野生物种或者能代表本地文化的物种，更是无从谈起。对身边自然的了解，是对生活环境、对本土意识的一种培养，这种意识的培养，对于培养儿童对生长空间的热爱之情，其重要意义是不言而喻的。植物，往往代表着一个地方的气候、水文及土壤学特征，尤其是乡土植物，是本地区自然演替的结果，可以加深对本地区历史及文化的了解。



图2 在火车菜园学习朴门设计

Figure 2 Learning the Permaculture Design in Railway Garden





图3 小朋友们为黄鼬搭建休息地

Figure 3 The Children are Building a Temporary Resting Place for Weasels

针对高密度城市环境下动物栖息生境的丧失，在冬季来临之际，火车菜园举办了帮黄鼬越冬、为其搭建巢穴的活动。活动过程中，大小朋友们充分运用所掌握的知识，发挥想象力，交流黄鼬的各种特性和它们存在的意义，迎着冬日的寒风和细雨，开心快乐地拣枝条为黄鼬搭建临时休憩场所及越冬的巢穴（图 3）。通过活动，大人和孩子们对黄鼬有了新的认识，并了解到如何在都市环境下为动物营造生境，恢复动植物栖息地，促进城市生物多样性保护。这些基于自然教育的景观设计和营造，大大丰富了场地本身和人们的深度环境认知体验。

2.2 创智农园

创智农园（以下简称“农园”）占地 2200 m²，位于上海市杨浦区五角场街道创智天地片区，规划土地性质为街旁绿地。因所处地块下有重要市政管线通过，未得充分利用，成为临时工棚和闲置地。2016 年由政府和企业合作并委托第三方社会组织四叶草堂进行管理运维，成为上海市首个位于开放街区中的社区花园。创智农园所在区块属于高密度复合型社区，社区公共空间和自然教育空间比较稀缺，为满足自然教育的需要，农园规划了朴门花园区、一米菜园区和互动园艺区等，对于可持续理念和能量循环利用的实践和科普也融入花园的各个细节中（图 4）：如垃圾分类箱、螺旋花园、锁孔花园、香蕉圈、厚土栽培实验区、雨水收集、堆肥区等。农园提供了从基础认知和种植要点着手的自然教育场地，鼓励都市人们多去土地里观察思考、动手实践。在互动园艺区，孩子们可以很便利地观察和了解花园的花卉、蔬菜、农作物、野生植物、蝴蝶和蜜蜂等动植物的活动，记录自然观察笔记。农园定期开展的一米菜园课程，从种子选取与保存、扦插、种植、养护、观察等不同环节组织不同形式的活动（图 5），让大家通过理论学习与现场操作相结合的方式，了解植物、热爱自然之美，养成观察自然、保护自然的习惯。除了定期开展的一米菜园课程，农园还制作了《创智农园植物图鉴》，在公众传播知识的同时，招募自然观察员，引导并鼓励居民在日常生活中记录农园中观察到的动植物名录、形态特征和行为等信息，用于记录城市环境中的生物数据，希望借由创智农园的自然观察员活动（图 6），影响附近乃至全市公众养成观察记录自然的习

惯，搭建自然观察网络平台，构建城市生态网。

3 社区参与性自然教育促进社区花园发展的实现途径

自然教育最重要的是体验所处的环境，了解自然的发生和发展规律，绝不能只是简单地在教室或在户外开展几次课程，而更应作为一个终生学习的课程渗透在日常生活之中。社区是人们主要的生活场所，是接受自然教育的主要阵地之一。结合作者所在团队开展的自然教育，作者认为自然教育促进社区花园建设可从以下几个方面进行探索：

1、突出社区花园的资源优势

在人们日常生活和学习中，虽然很多人意识到了自然教育的重要性，但由于受时间和距离的影响，大部分人无法便利地观察到某些自然现象或者事物，或无法参与到远距离自然环境下展开的自然教育活动。在自然环境下开展自然教育要选择生活中易于接触可见的场所，而社区花园便是社区民众以共建共享方式进行园艺活动的场地，是由邻里或专业社会组织进行组织管理的场所，存在于居民身边，与人们日常生活紧密相关，不仅方便开展教育活动，也能减少教育成本，且社区花园在营造之初就以共建的方式鼓励大家积极参与，这对于建立人们的归属感与认同感极为重要，促使居民们在日常生活中积极主动地走进花园、观察花园，并思考如何可以让花园更加美好地存在与发展，对于培养居民热爱自然、保护自然具有很好启示与激励作用。

2、通过系列自然教育系列活动延伸社区参与景观设计营造

自然教育是一个长期影响的过程，应以“渗透”和“潜移默化”为主要教育方式。一次自然教育活动或体验不足以让自然的概念深入人心，也很难让人们全面了解自然，培养热爱自然、保护自然的生活方式。自然界丰富多彩的资源给自然教育活动的开展带来了很大价值，然而，如何合理有效地利用这些资源，很好地向人们传授相应的知识，并让人们参与其中，需要用心思考与设计。社区花园中的动植物和环境每天都会发生变化，怎样去观察、记录这些现象，如何找寻它们发生的根源，需要通过一系列的活动去引导启发。不同的社区花园，所具有的自然教育资源亦不尽相同。如需要系统深入地学习朴门设计课程，就需要在面积相对较大、资源相对丰富的社区花园中开展相应活动；如想要了解植物的不同味道，可以考虑香草花园的营造；如想要观察身边的动植物并很好地记录，却苦于无法鉴别相应名称以及不知道该记录哪些有效信息，这时候，专业的知识讲座和培训就显得很有必要（图 7）。总之，如何有效利用社区花园的自然资源开展自然教育，需要针对不同人群，深入挖掘、开展丰富多样的教育活动。

3、营造社区花园自然教育绿色网络

自然界广阔无边、丰富多彩，一个社区花园，只能了解认识到自然的一部分，但不同社区花园有其不同的资源与特征，且不同的人对自然的观察和理解也不尽相同。在自然教育发展和前进的过程中，人们需要逐步纳入更多的自然资源，通过点与点的交流及连接，最终汇成网络，通过区域性绿网，去接触与了解更精彩的自然。2014 年至 2018 年，作者所在的团队已经在上海直接参与营造了 63 个社区花园，通过培训带动 500 余处居民自组织营造社区花园，组织开展各类自然教育活动 445 场，参与人数 9759 人次，开展 33 场专业培训，参与人数 1597 人次，火车菜园与创智农园共接待参访 164 次，参与人数 3389 人次，日常自由进入花园的人次未统计在内。作者团队更是制定了 2040 年在上海建成 2040 个不同类型的社区花园的广泛参与计划，营造更为广泛的绿色网络，为自然教育的开展提供更多平台，影响与吸纳更多人群加入到热爱自然、保护自然的行动中来。

4 结语

未来，自然教育将会越来越多地为社会所关注，自然教育回归日常教育体系也是必然的趋势。因此，社区花园作为一种在地自然成长的社区参与空间，在其营造过程中，应更多地从可发挥自然教育功能的角度出发，最大限度地发挥社区景观的社会功能、教育功能，培育人们关心地球、关心人类、保护自然的 attitude。而在这个过程中，人们对于土地及社区景观的利用、参与、共建行动会愈加深入，随着理解和实践的加深，社区景观的含义也被更深刻的拓展——它不再是资本作为地产销售的道具，也不再是某种身份或者权力的标签，而是人们赖以生活的真实的生活世界，真正意义上实现人与自然、人与人的和谐相处。



图4 老师讲解乡土植物及蚯蚓堆肥的意义

Figure 4 The Teacher Is Explaining the Significance of Native Plants and Earthworm Composting



图5 居民参与插秧活动

Figure 5 The Residents Are Participating in the Seedling Transplanting Activities



图6 自然观察员9岁(左)和11岁(右)小朋友的自然笔记(全国自然笔记大赛一等奖)

Figure 6 Nature Notes from 9-year-old and 11-year-old Nature Observers (First Prize of the National Natural Notes Competition)



图7.1 小暑时节在自己的社区花园认识植物学习二十四节气知识
Figure 7.1 Learning About the Plants and 24 Solar Terms in the Community Garden During
Minor Heat



图7.2 老师带领自然观察员现场观察并讲解昆虫
Figure 7.2 The Teacher and Nature Observers Are Observing the Insects

Cities and urbanization are the inevitable result of social development. Urbanization not only reflects human civilization but also causes ecological and environmental problems. Eco-environmental problems include environmental pollution and the reduction of natural space. High-rise buildings have replaced the shade of trees, and polluting noises have replaced the scent of birds and flowers ^[1]. With the expansion of the city, people have fewer and fewer opportunities to come into contact with nature, making it more difficult to feel the lively nature, resulting in the gradual loss of sensitivity to the surrounding environment and love of nature ^[2]. Natural education has been paid more and more attention to the problems of "great natural absence" and lack of interactive communication between parents and children among urban residents ^[3].

Green space is the most important public space for people to visit nature and do outdoor recreation in urban environment, but this kind of space mainly provides various forms of park green space by government. People have limited time to use it ^{[4],[5]}. Community garden is a kind of expression form of green space, community people carry on horticultural activity in the form of building and sharing, and the green space carrier will close the distance between people and nature, promote the community public participation, build the community harmonious human relationship, realize the community organic renewal, and then promote the community to build the community together with the community. Community gardens are the natural spaces that people can easily reach in daily life. Compared with other large public green spaces, community gardens play a more direct and important role in natural education ^{[6],[7]}.

1 Nature Education and the Connotation of Community Gardens

1.1 Natural Education

The natural education in this research is based on the background of the natural environment, human being as the medium, using the scientific and effective method, based on the natural contact in the process of establishing the relationship with the nature, to obtain the natural essential attribute, to achieve the return to the natural good experience, thus to establish the ecological world view, to cultivate the experience education that respects the nature and loves the nature ^[8]. Natural education first nurtures the love of nature and outdoor life, which is the basis of the formation of natural responsibility and the precondition of natural education ^[9].

1.2 Community Gardens

The residents' spontaneous cultivation in residential areas has long existed, which is the longing and expectation for the ideal life in the traditional farming culture of the Chinese nation. For thousands of years, the longing for the natural love and pastoral life of the urban people bred by the Chinese civilization is also the continuation and inheritance of the Chinese humanistic thought ^[7]. The community garden organized by the resident system first appeared in Shanghai, which is to explore how to realize the urban micro-renewal project under the

condition of slowing down the expansion speed of the city and decreasing the space increment of open green space in the central area. In this background, the community garden construction series initiated by the author's team has begun to be accepted by the public and the government, and more and more people pay attention to the series of nature education activities for teenagers. As a form of urban green space, community gardens provide multiple environmental, social, economic and health benefits^{[10],[11]}. This kind of gardening activity is carried out by community members in a way of co-construction and sharing, in addition to growing vegetables or flowers, providing community residents with a space to work together and share fruits, providing space and opportunities for natural education for all ages, especially for children, cultivating and observing nature, loving nature, protecting nature, maintaining the urban ecological environment and so on, it has a positive role, and more importantly, rebuilding the community landscape through participation^{[12]~[14]}.

2 Practice of Natural Education in Community Garden

In playing the role of natural education, the community garden is a space carrier that allows the residents to carry out activities related to nature and increase their awareness of nature. The realization of natural education in the community garden is highly diverse due to the type of community garden, the cultural background of community and the diversity of the participants. The community garden practice and natural education activities of the author's team are to explore the natural conservation of urban micro space and the landscape design methods of social

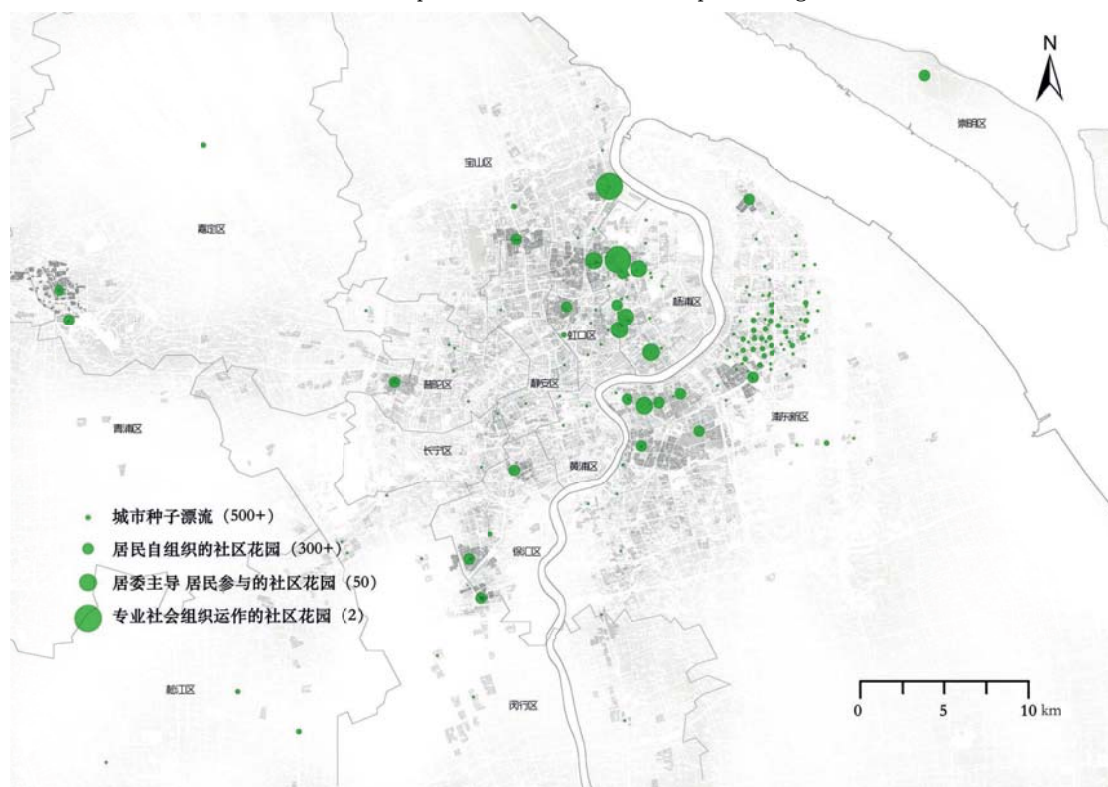


图8 上海已有各级社区花园地图 (2014 年~ 2018 年)

Figure 8 Map of Community Gardens at all Levels in Shanghai (2014 ~ 2018)

participation, to plant green in the urban gap, to link the city with the nature and to form an organic production community. Its main characteristic is to look for all kinds of ecological relations that can be emulated from nature, design the space and life that human beings depend on, this is also a kind of life style, change our attitude to environment, resources and life, is one of the important guiding ideas of carrying out natural education activities ^[15].

2.1 Train garden

As the first case of community garden in the author's team, the train garden (figure 1) is located on the east side of Zhongchengzhigu Creative Industry Park in Baoshan District of Shanghai, covering an area of 4200 m². It is a narrow area along the Old Songhu Railway. It was originally a protected green land, but because of its remote location and long-term unmanned management, it has become a corner of the city where building garbage and residents naturally grow vegetables and fruits. Under the guidance of the concept of natural design, the author's team planned five subdivisions of the train vegetable garden according to the type and frequency of the site activity: Vanilla garden, food forest area, field work area, forest work area and natural conservation area. The land productivity and biodiversity of the region have been greatly improved through ecological measures such as site collation, afforestation, vegetation restoration, rainwater collection and purification, natural vegetation cover, crop cultivation, ecological compost and earthworm towers. At the same time, the designers set up a "onemeter garden" in the field, which is composed of several one-meter-square vegetable gardens, which are co-cultivated by community residents and parents and families.

Every year, the railway gardens hold regular participation construction workshops. The recruitment targets are those who want to learn and master the relationships and operation methods in the natural ecosystem, create a sustainable maintenance system, influence people's life style, change the ecological environment, and finally realize the sustainable development of the design. The workshop began with the awareness and understanding of the world problems about nature, through reading maps to think about the effects and function of climate and microclimate, through the observation of water system, soil system and forest system to understand the different operation patterns of nature (figure 2), and through the field investigation of landscape characteristics of different scales, finally through the thought of nature and ecology to design small to balcony, community garden, big to village, urban landscape planning. For people who are far away from nature, there is often a phenomenon that doesn't know the name though often see, in the face of animals and plants that may be seen every day. The understanding of the nature around is a kind of cultivation to the living environment, to the native consciousness, this kind of cultivation, to train the child to grow the love of space; its important meaning is self-evident. Plants, which often represent the climatic, hydrological and soil characteristics of a region, especially native plants, are the result of natural succession in the region and can deepen the understanding of its history

and culture.

In view of the loss of animal habitat in high-density urban environment, the railway garden held the activities of overwintering and setting up nests for the weasels at the timing the winter is about to come. During the activity, Children and adults make full use of their knowledge, give play to their imagination, communicate the characteristics of the weasel and its significance, in the winter wind and rain, they happily pick the branches for the weasel to set up a temporary resting place and overwintering nest (figure 3). Through activities, adults and children have a new understanding of the weasel and how to create habitats for animals in urban environments, restore animal and plant habitats and promote urban biodiversity conservation. These natural education-based landscape design and construction greatly enriches the ground itself and people's deep environment cognition experience.

2.2 Shanghai KIC Garden

Shanghai KIC Garden (hereinafter referred to as "garden") occupies 2,200 m², located in the area of Chuangzhi Tiandi, Wujiaochang Street, Yangpu District, and Shanghai. Due to the passage of important municipal pipelines under the plot, the area has not been fully utilized and become temporary shelters and idle land. In 2016, it was jointly built by the government and enterprises and entrusted to a third-party social organization Clover, for management and operation and maintenance, becoming the first community garden located in an open block in Shanghai. The garden is in a high-density compound community, community public space and natural education space are scarce. In order to meet the need of natural education, the garden plans the Permaculture Park Area, one-meter vegetable park and interactive horticultural area, etc. The practice and science of sustainable concept and energy recycling are also integrated into the details of the garden (figure 4), such as garbage classification box, spiral garden, locking hole garden, banana circle, cultivation experiment area, rainwater collection, compost area, etc. The garden provides the natural education ground from the basic cognition and planting key points, encourages the metropolitan people to observe the thinking and practice in the land. In the interactive gardening area, children can conveniently observe and understand garden floral, vegetable, crop, wild plant, butterfly and bee activities, and record notes of natural observation. The course of one-meter vegetable garden, which is carried out regularly, organizes different kinds of activities from seed selection and preservation, cutting, planting, maintenance and observation, so that people can understand the beauty of plants, love nature and form the habit of observing nature and protecting nature (figure 5). In addition to the regular one-metre vegetable garden curriculum, the garden has created the Botany Atlas of the garden, which, in conjunction with the public dissemination of knowledge, recruits natural observers, guides and encourages residents to record the list of animals and plants, their morphological characteristics and their behaviour observed in the garden in their daily lives, to record the biological data in the urban environment (figure 6), hoping to influence the natural habits of the public around and throughout the city by means of the nature observer activity, so

as to construct the natural observation network platform and urban ecological network.

3 The Way to Promote the Development of Community Garden by Community Participative Natural Education

The most important thing of natural education is to experience the environment in which it is located, to understand the regularity of the occurrence and development of nature, and to carry out only a few courses in the classroom or outdoors, but also to penetrate into the daily life as a lifelong study. Community is one of the main living places for people to receive natural education. Combined with the natural education carried out by the author's team, the author thinks that natural education can promote community garden construction from the following aspects:

1. Highlight the Resource Advantage of Community Garden

While many people are aware of the importance of natural education in their daily lives and studies, due to the impact of time and distance, most people are unable to conveniently observe certain natural phenomena or things or participate in natural education activities carried out in remote natural environments. The community garden is the place where the community people organize and manage their gardening activities in a shared way. It is closely related to people's daily life. It is not only convenient to carry out educational activities but also to reduce the cost of education. At the beginning of the construction, the community garden encourages people to participate actively. It is very important to establish people's sense of belonging and sense of co-existence. This also urges the residents to actively enter the garden in their daily life, observe the garden, and think about how to make the garden more beautiful existence and development, which has a good inspiration and incentive effect on cultivating the residents' love for nature and protecting nature.

2. Extension of Community Participation in Landscape Design Through a Series of Natural Education Activities

Natural education is a process of long-term influence, which should be dominated by "penetration" and "imperceptibly influence". A natural education activity or experience is not enough to bring the concept of nature into the hearts of the people, and it is difficult for people to fully understand nature, cultivate a life style that loves nature and protects it. The rich and colorful natural resources bring a lot of value to the development of natural education activities. However, how to use these resources rationally and effectively, and how to impart the corresponding knowledge to people, and let people participate in them, needs to be deliberated and designed.

The animals and plants and the environment in the community garden change every day, how to observe and record these phenomena, how to find out their origin, it is essential to guide the enlightenment through a series of activities. Different community gardens have different natural education resources. If people would like to study the course systematically and deeply, it is necessary to carry out the

corresponding activities in the community garden with relatively large area and rich resources. If people want to understand the different flavors of plants, consider the construction of vanilla gardens. It is necessary to have professional lectures and training in order to observe the animals and plants around and record them well, but to be unable to identify the names and to know what information is available (figure 7). In a word, how to effectively utilize the natural resources of the community garden to carry out the natural education needs to dig and carry out the rich and diversified education activities for different populations.

3. Construction of the Green Network of Natural Education in Community Garden

The natural world is vast and colorful, people can only understand the part of nature through a community garden, but different community gardens have different resources and characteristics, and different people have different observation and understanding of nature. In the course of the development and advance of the natural education, we need to gradually incorporate more natural resources, through the communication and connection between the point and the point, finally converge into the network, through the regional green network, to contact and understand the better nature. From 2014 to 2018, the author's team has directly participated in the construction of 63 community gardens in Shanghai. Through training, more than 500 residents organized and built community gardens, 445 natural education activities, 9759 participants, 33 professional training sessions, 1,597 participants, 164 visits to train gardens and Zhenzhi farms, 3,389 participants and daily free access to the gardens. The team worked out 2040 to build 2040 different types of community gardens in Shanghai, built a wider green network, provided more platforms for the development of natural education, influenced and absorbed more people into the action of loving and protecting nature.

4 Conclusions

In the future, the natural education will be paid more and more attention to by the society. Therefore, the community garden, as a kind of community participation space that grows in nature, should play the social and educational function of the community landscape from the angle of giving full play to the natural education function, and cultivate people's attitude of caring for the earth, caring for the human and protecting the nature. In this process, people's actions on the utilization, participation and co-establishment of the community landscape will be deepened. With the deepening of understanding and practice, the meaning of the community landscape will be expanded more and more—it is no longer the prop of capital as real estate sale, nor the label of certain identity or power, but the real world of life, in the real sense, people and nature, people and people.

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