

Communities in Nature: Growing the Social Role of Botanic Gardens

Edible Gardening Project at the Royal Botanic Garden Edinburgh

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Royal
Botanic Garden
Edinburgh

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List of abbreviations/glossary

RBGE: Royal Botanic Garden Edinburgh

EGP: Edible Gardening Project

More Choices, More Chances: A Scottish Government initiative to reduce the number of young people not in education, employment or training

Executive summary

The Royal Botanic Garden Edinburgh (RBGE) took part in the BGCI's Communities in Nature: Growing the Social Role of Botanic Gardens project in early 2012. Our involvement with Communities in Nature aimed to extend and develop our existing Edible Gardening project by involving a wider audience and encouraging segments of the community that have until now proved difficult to engage with.

Our Edible Gardening project teaches people the skills and knowledge they need to grow their own food. Growing food is a practical approach to engaging people in the world of plants in a way that is familiar and meaningful to them – growing food enables people to see their connection to plants and is an introduction to living more sustainably.

The Communities in Nature project enabled us to engage with a new audience currently under-represented at RBGE. It focused on growing, preparing and sharing healthy and sustainable food through a series of programmed activities. In practice this involved selected community groups that work with marginalised young people visiting on a weekly basis – each group tending their own plot. The groups planted and maintained their vegetable plots, harvested, prepared and ate their crops.

The Communities in Nature project has influenced and informed future plans for RBGE's Demonstration Garden. Our aims for this area are to 'create a designed space within RBGE where visitors and learners of all ages can interact, or observe interactions with growing plants in a variety of ways'.

Introduction

The Communities in Nature project aimed to extend and develop our Edible Gardening project by involving a wider audience and encouraging segments of the community that have until now proved difficult or impossible to engage with.

The EGP had been running for 10 months when the Communities in Nature project began. The aim of the EGP is to teach people the skills and knowledge they need to grow their own food. We have a dedicated team of volunteers who run workshops and drop in sessions for the public in order to help them learn basic horticultural skills.

The EGP which is important for several reasons; growing vegetables is becoming increasingly popular but people are easily overwhelmed and tend to give up if it doesn't go well to start with, growing food is a satisfying and rewarding experience that is good for physical and mental health and importantly growing food is a practical approach to engaging people in the world of plants in a way that is familiar and meaningful to them.

The Communities in Nature project enabled us to engage with a new audience currently under-represented at RBGE.

The Project focused on growing, preparing and sharing healthy and sustainable food through a series of programmed activities over the summer. In practice this involved the groups visiting on a weekly basis, each tending their own plot. The groups planted up and maintained their plots, harvested, prepared and ate their crops. The groups had a programme of sessions that were broadly similar but which also incorporated specific sessions according to the groups desired outcomes.

Our project objectives were to;

- Run successful demonstration projects with three groups from under-represented or socially marginalised communities that will benefit from active involvement in the Edible Gardening project.
- Identify current barriers that prevent some people from becoming involved in mainstream programmes and find practical ways of breaking down these barriers to get a greater level of involvement and commitment from people who have felt excluded in the past.
- Provide staff and volunteers with training and experience that will help them work more effectively and sensitively with individuals and groups with special needs.
- Offer a satisfying and enjoyable experience to participants that also increases their understanding and appreciation of easy-to-grow fruit and vegetables, including their cultivation, preparation and benefits to a healthy diet.
- Present a model for social inclusion based on active participation and learning that can be used at RBGE and elsewhere.

Selection of community group and rationale

We explored several avenues to select the community groups we wanted to involve with the project.

- We found out more about our local community through the index of multiple deprivation. (<http://www.scotland.gov.uk/Topics/Statistics/SIMD/>).
- We worked with our partners in the community to identify suitable groups who would benefit from the Project.

- We used previous experience of colleagues at the RBGE who have worked on community engagement projects at the Garden and in other roles with different organisations.

We were keen to involve groups that we felt were currently under-represented in our regular visitor demographic such as young people and communities within the areas of multiple deprivation. Previous focus groups have shown that these groups have felt that the garden is 'not for them'. The groups were finally selected because they are all excluded from mainstream programmes but are likely to benefit from contact with plants and outdoor activity.

Broughton High School

- More Choices, More Chances; a Scottish Government initiative to reduce the number of young people not in education, employment or training
- English as a second language

The Rock Trust

The Rock Trust aims to prevent youth homelessness and to support young people to build better futures.

Kaimes Special School

Kaimes is a school for children and young people who require support in the area of social communication, social interaction and flexibility of thinking. Most of the pupils have a diagnosis of Autism Spectrum Disorder.

Pilton Community Heath Project and Mayfield and Easthouses Youth 2000 Project (YK2000)

In addition to the four groups that visited regularly we had visits from the Pilton Community Heath Project and YK2000. Both groups attended one off day visits consisting of a tour, garden activity and field kitchen cooking event. The visit was discussed with leaders beforehand so that we could tailor the tour and activity to the group.

Engaging with the community group

We engaged with the community groups through the partner organisations and communications were with the group leaders rather than individuals participating in the project. There were two main advantages to this approach. The partner organisations have expertise in working with their user groups and the sessions at RBGE were attended by teachers and youth workers which meant that our staff could concentrate on the project and benefit from having a wider range of skills present. Secondly the partner organisations were already engaged with the individuals, saving us time and resources recruiting participants.

Process of developing project

- Project research including preliminary discussions with Broughton High School and The Rock Trust
- Application
- Workshop 1
- Meeting with community groups; confirmation of involvement and outline of groups desired outcomes
- Initial project planning

- Workshop 2
- Project planning –Gantt Chart, session overview, individual session plans and activity sheets
- Projects start
- Inclusion of one off day visits from Pilton Community Heath Project and YK2000

Outcomes of project and evaluation results

Run successful demonstration projects with three groups from under-represented or socially marginalised communities that will benefit from active involvement in the edible gardening project.
 We worked with four groups on a weekly basis throughout the summer months and an additional two groups who attended for one off visits. All of the groups could be described as socially marginalised and are under-represented by our current visitors. The groups are detailed in the ‘selection of community group and rationale’ section of this report.

Identify current barriers that prevent some people from becoming involved in mainstream programmes and find practical ways of breaking down these barriers to get a greater level of involvement and commitment from people who have felt excluded in the past.

We worked closely with the group leaders to ensure that the programme suited the participants’ needs and broke down any perceived barriers. We held meeting with the community groups early in the planning process to ensure they had an opportunity to shape the project outcomes. In addition to this RBGE colleagues worked alongside individuals building relationships and encouraging greater levels of commitment from participants.

We found that many of the young people thought that the RBGE was a ‘big park’ and ‘just a garden for picnics’, a place where people go to ‘look at plants’. The young people just didn’t think there was anything for them at the garden. After the programme the participants made comments that indicated their view had changed. For example;

“People can look around, experience new things about the garden.”

“Fresh food gets planted and harvested and is a place to get away and think”

One individual commented that the garden was a place to go and keep me out of trouble.

When asked, has your view of the RBGE changed because of your visit? Group leaders made comments such as;

“I think the edible garden initiative has made it more accessible”

“More educational in an accessable way than I realised”

Provide staff and volunteers with training and experience that will help them work more effectively and sensitively with individuals and groups with special needs.

RBGE staff and volunteers were able to experience working with new groups of people through the project. Working with partner organisations and their trained teachers and youth workers meant that we could learn skills and gain knowledge to help us work more effectively with individuals and groups with special needs.

Offer a satisfying and enjoyable experience to participants that also increases their understanding and appreciation of easy-to-grow fruit and vegetables, including their cultivation, preparation and benefits to a healthy diet.

A total of 38 participants took part in the project with 13 community group leader/teachers. The programme of sessions was specifically designed to enable the participants to experience growing vegetables and then preparing and sharing the produce. In addition to planting and maintaining a plot all of the participants were involved in one of our field kitchen events. These involved

harvesting crops directly from the plot and then cooking them outside. The groups then shared the healthy meals. All participants were encouraged to take home recipes and crops.

The feedback from participants and group leaders was very positive with some examples listed below.

What did you like about today?

“The enthusiasm for imparting knowledge and managing to pick a good level for all in our party”

“I learnt something new; I found out about growing veg and tasted something new, peas, soup and fresh parsley”

Has your visit today inspired you to do anything different?

“Yes. It has made me want a wormery and to eat more foods produced by plants, I would also like my own botanical garden to grow my own food and rare plants and trees.”

“I shall also try to develop a vegetable patch, I really enjoyed the veg garden at RBGE, I even tried peas, lettuce and eating flowers!”

What did you find out about?

“About soup being a healthy alternative to sausage rolls. Eating healthy options.”

Six of the eight young people involved in the weekly session who filled out an evaluation form said they felt inspired to grow vegetables, or more confident about growing vegetables and plants.

We also know that the young people involved in the project had an enjoyable and satisfying experience through receiving the following feedback:

- A student from Broughton high school reported that he had started growing food at home
- A young person from the Rock Trust brought in his girlfriend and a friend to show them the plots (having never visited the garden before the project).
- A young person from the Rock Trust tried radish for the first time and took some home for her young family. She also reported that she felt more confident speaking to people and working in a group as a result of the project.
- One Broughton student ate food cooked at his second field kitchen event (having not touched any vegetables the first time round).
- A Kaimes teacher reported that one of the pupils has become more confident outside and was able to spend more time in his own garden as he is more used to being outside.
- Broughton teachers reported that a particular student had “come on leaps and bounds and is more confident. “

Additional outcomes included young people reporting that they felt more confident working with other people. Several were also considering horticultural careers as a result of taking part in the project.

Present a model for social inclusion based on active participation and learning that can be used at RBGE and elsewhere.

The experience of planning and implementing the project has left a legacy of skills, knowledge and resources that can and will be drawn upon in the future for projects at RBGE and elsewhere.

Budget

Project Activity	Amount from Award	Actual spend
Attendance at workshops	500	644.35
Project Manager/Volunteer Coordinator	4000	4000
Community Gardener	4000	4000
Volunteer expenses	500	358.04
Protective clothing & equipment	600	556.11
Training	250	265.35
Tools, seeds & other equipment	150	176.15
Total	10,000	10,000

Conclusions (including legacy of the project)

We successfully met our project outcomes by involving groups from under-represented or socially marginalised communities. The participants had an enjoyable and satisfying experience learning new skills, becoming involved with the RBGE and in some cases increasing their self-confidence.

As an organisation we gained skills and experience throughout the process which will be beneficial in the future. We have formed better practices working with staff and teams across the garden in order to deliver this project. The resources that we created such as session overviews and plans can be used again. In addition to this we have improved the way we work with community groups enabling us to respond to their needs and remain flexible in order to be more inclusive.

The skills, experience and resources are all a legacy of the project. In practical terms we are looking into the following:

- The Rock Trust have asked about the possibility of developing supported volunteering or work experience roles as a step before the apprenticeship programme we already provide.
- Broughton High School is booked in to return with two groups in 2013, we are also investigating the possibility of assisting with the creation of a vegetable garden on their school grounds.
- We are planning to support community groups by providing one-off visits and tours
- The EGP is aiming to develop outreach to community gardens offering the volunteer team for advice and workshops.

Broader implications are the developments planned for the RBGE demonstration garden. We are developing a more interactive area for the local community, focused on engaging people in the broad range of work and research undertaken at RBGE. Landscape Architects ERZ are currently

creating a master plan for the area aiming to 'create a designed space within RBGE where visitors and learners of all ages can interact, or observe interactions with growing plants in a variety of ways'.

We are reporting widely on the project with a presentation at the Gardens and the Public: the keys to success International Conference in France in October 2012 and a presentation scheduled for the BGCI International Conference in Mexico in November 2012.

Recommendations – will the garden make any changes to its practice?

The RBGE involvement with the Communities in Nature project will influence and inform the plans for the new Demonstration Garden. The project has highlighted areas that need development such as a general awareness of the project throughout the organisation. We plan to improve this by providing training throughout the winter months for other teams within the organisation such as our horticulture team and visitor welcome team. This training will also be an opportunity to address how we as an organisation welcome visitors from all social demographics.

The Communities in Nature project has helped us develop a useful model for working in consultation with and in response to the need of partner groups, who have been able to bring a diverse range of people to participate in our practical programmes. We expect to roll this participation model out again on a regular basis and use the experiences we gain on the way to modify and improve the process further. The experiences of the other gardens involved in this project have also been invaluable and we especially appreciate the frank and honest sharing of challenges as well as successes that made it possible to learn from mistakes. These friendships developed with other gardens sharing a common focus will be continued long into the future and will continue to bring mutual benefit to all concerned.

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where.... where plants & trees were grown

I think that growing and eating vegetables and fruit is.... healthy / enjoyable

I think being environmentally friendly in the garden is.... well mannered, good too have respect for the environment and the stuff

Please write your thoughts in the space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where.... grows different vegetables, flowers & plants..

I think that growing and eating vegetables and fruit is.... healthy, good for your vitamins, your body

I think being environmentally friendly in the garden is.... respectful,

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to..... Eat more healthy

I feel more confident about... eating new vegs, growing my own crops.

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where....

People could and view the
Garden

I think that growing and eating vegetables and fruit is....

cool Good experience

I think being environmentally friendly in the garden is....

important

Please write your
thoughts in the
space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where....

People can look around experience New thing about the Garden.

I think that growing and eating vegetables and fruit is....

is really Good and very Fun

I think being environmentally friendly in the garden is....

very Good

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

I feel more confident about...

Growing my own Fruit and veg + flowers in the future

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where....

hippies danced People looking at plants

I think that growing and eating vegetables and fruit is....

Grouse

I think being environmentally friendly in the garden is....

Grouse

Please write your thoughts in the space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where....

fresh food Gets planted and harvested
and is a place to get away and think

I think that growing and eating vegetables and fruit is....

healthy and good for your body

I think being environmentally friendly in the garden is....

is good to get the most of out of growing veg

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

Grow veg in the future

I feel more confident about...

trying new things

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where....

a nice place

I think it is

I think that growing and eating vegetables and fruit is....

something I have not done before

I think being environmentally friendly in the garden is....

I don't know

Please write your thoughts in the space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where....

to look at the plants

I think that growing and eating vegetables and fruit is....

good fun

I think being environmentally friendly in the garden is....

reuse

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

grow my own things

I feel more confident about...

*Planting stuff
looking after plants.*

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where....

I think botanic Garden Edinburgh - before that big park

I think that growing and eating vegetables and fruit is....

Many vegetable have hot, [taste]

I think being environmentally friendly in the garden is....

~~to be a good person for some~~
Noth Garden in Earth.
so Earth will smell (pollution)
that water and land

~~BOISSET~~

Please write your thoughts in the space provided

~~Celine McKenzie~~
~~wife Jenny Honey Lucy~~

Name: _____

compost

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where....

walk, look at ~~Garden~~ Garden and flowers.

I think that growing and eating vegetables and fruit is....

That it good.

I think being environmentally friendly in the garden is....

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

like that place

I feel more confident about...

Better! ~~to~~ because I like that.

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where....

a place to ~~relaxse~~ relax!

I think that growing and eating vegetables and fruit is....

~~if~~ that is not for me!

I think being environmentally friendly means....

to be good for ~~the~~ plants!

Please write your thoughts in the space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where.... you can relax and
plant veg/fruit

I think that growing and eating vegetables and fruit is.... good and fun

I think being environmentally friendly means.... it is good to
environmentally friendly

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where....

Plants grow.

I think that growing and eating vegetables and fruit is....

I was thinking that I'm enjoying.

I think being environmentally friendly means....

to be friendly to plants.

Please write your thoughts in the space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where....

you can plant the seeds

I think that growing and eating vegetables and fruit is....

good

I think being environmentally friendly means....

helping trees / plants be friendly

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

—

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where....

a nice place to sit and relax and where
the nice kind of flowers are growing

I think that growing and eating vegetables and fruit is....

a healthy and cheap way of life

I think being environmentally friendly means....

I don't know

Please write your
thoughts in the
space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where....

Plants grow

I think that growing and eating vegetables and fruit is....

fun

I think being environmentally friendly means....

Healthy and economical

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

do it again

Please write your thoughts in the space provided

Name: _____

Before I was involved in the 'Edible Gardening Project' I thought the Royal Botanic Garden Edinburgh was a place where.... I found safety from the city

I think that growing and eating vegetables and fruit is.... a good idea

I think being environmentally friendly means.... doesn't harm the environment

Please write your thoughts in the space provided

Name: _____

Now that I have participated in the 'Edible Gardening Project' I think that Royal Botanic Garden Edinburgh is a place where....

veg

you can grow

I think that growing and eating vegetables and fruit is....

fun

I think being environmentally friendly means....

to be kind to the environment

good to

Because of my participation in the 'Edible Gardening project' in the future I feel inspired to.....

grow more and veg

Please write your thoughts in the space provided

Communities in Nature - evaluation

PILTON COMMUNITY HEALTH PROJECT 1/08/12
 Couple. Mr & Mrs Babasole



How many times have you visited the Royal Botanic Garden Edinburgh before?

First visit

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

thought it was about growing things organically.

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so, how?

Saw things I've not seen before like nasturtiums.

What did you like about today?

low - seeing the garden

What could have been better?

no. everything's nice

What did you find out?

encourages me to start growing things.

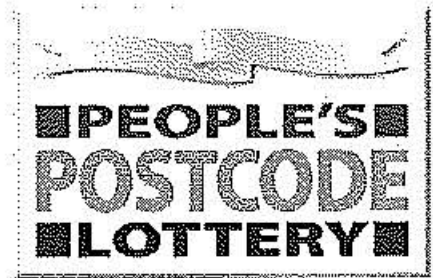
Has your visit today inspired you to do anything different, and if yes, what? (for example; visit the garden again, visit with your friends and family, try gardening at home?)

yes - going to talk to communal neighbours + try container gardening in our shared back green



Communities in Nature - evaluation

PILTEN COMMUNITY HEALTH PROJECT 1/08/12



How many times have you visited the Royal Botanic Garden Edinburgh before?

Yes - regular visitor

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

a park!

Trees & plants - been here so many times but didn't know there was so much in it. Didn't know you grew

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so, how?

produce for me - restaurant.

What did you like about today?

learnt something new - found out about growing veg. Tasted something new - peas, soup etc. fresh

What could have been better?

parsley - lucky got to pick some onions

What did you find out?

leave the kids at home.

Has your visit today inspired you to do anything different, and if yes, what? (for example; visit the garden again, visit with your friends and family, try gardening at home?)

we've got a big front garden - we should be able to grow veg.
cheef, leathme
been wanting to do it for ages



YK2000

Communities in Nature - evaluation

YK2000 18/07/12



How many times have you visited the Royal Botanic Garden Edinburgh before?

All my life, but irregularly. I sometimes forget it's there.

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

Conserving plant-life & research and development.

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so how?

I think the Edible Garden initiative has made it more accessible. It is about how simple it is to grow healthy food. The demonstration gardens also allow people to see what can be achieved in a small space.

What did you like about today?

The team are so down to earth. They speak in plain English & genuinely enthuse our young people. They make gardening & horticulture interesting - fascinating even & the young people retain the info.

What could have been better?

We would like to have had more time! We were delighted with the time the team took, but they are so interesting, it is never enough.

What did you find out?

That some flowers almost have a 'brain'! That some of them have genetically evolved in a very precise way e.g. growing internal hairs so insects can climb in & pollinate them. Also about the taste of edible flowers - very sweet.

Has your visit today inspired you to do anything different, and if yes, what? (for example; visit the garden again, visit with your friends and family, try gardening at home?)

Yes. We have decided to have examples of weeds in pots in our project office so that young people can look at them closely & begin to recognise them. We can also use these for training purposes.

We would like to visit the gardens 'Behind the Scenes' and see more about the scientific side of things. Also to learn more about the type of work available to those interested in horticulture.

I would like to bring more young people to visit.

www.rbge.org.uk



Royal Botanic Garden Edinburgh

Communities in Nature - evaluation

YK2000 18/07/12



How many times have you visited the Royal Botanic Garden Edinburgh before?

15-20 times

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

House a plant collection. Educational purposes - plants, food, medicinal uses, environment, ecology.

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so, how?

More educational in an accessible way than I ~~real~~ realised.

What did you like about today?

The enthusiasm for imparting knowledge & managing to pick a good level for all in our party.

What could have been better?

What did you find out?

That I want us to have another group trip.

Has your visit today inspired you to do anything different, and if yes, what? (for example; visit the garden again, visit with your friends and family, try gardening at home?)

Visit the hothouses with my camera on a rainy day when it's empty...



Communities in Nature - evaluation



How many times have you visited the Royal Botanic Garden Edinburgh before?

Only the once.

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

Plants and stuff.

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so, how?

-

What did you like about today?

the big Cobbe tree!

What could have been better?

What did you find out?

lots of stuff about plants

Has your visit today inspired you to do anything different, and if yes, what? (for example; visit the garden again, visit with your friends and family, try gardening at home?)



Communities in Nature - evaluation

YK2000

18/07/12



How many times have you visited the Royal Botanic Garden Edinburgh before?

one or two times before. I was considerably younger on previous visits.

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

growing massive trees, plants and frogs. conserving wildlife.
Creating wildlife, studies on plants and trees.

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so, how?

Yes, I now know it's not for growing oversized frogs. I know it's for rare plants and animals, and for creating a habitat for plants that would not normally grow in these conditions and this country.

What did you like about today?

I liked all the huge plants and large cog carts, also liked the weeding information. The guide also answered every question with full answers.

What could have been better?

Could have done more on the weeds e.g. learning more names and techniques of pulling them. Could have been a bit drier also.

What did you find out?

The names of weeds, information on plant life cycles.
Names of various trees and shrubs. The time in which plants take to grow

Has your visit today inspired you to do anything different, and if yes, what? (for example, visit the garden again, visit with your friends and family, try gardening at home?)

Yes, it has made me want a wormery, and to eat more food produced freshly by plants. I would also like my own botanical garden to grow my own food and rare plants and trees, I would like to visit again to go more in-depth into the weed names and the processes towards successful weeding.



Communities in Nature - evaluation



YK2000

18/07/12

How many times have you visited the Royal Botanic Garden Edinburgh before?

Twice

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

To show what plants thrive over the earth

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so, how?

Yes as I didn't know there was an educational side to all the work the RBG do

What did you like about today?

I enjoyed seeing what we eat things I normally wouldn't

What could have been better?

The weather ☺

What did you find out?

I found out vital differences between weeds & how to identify them

Has your visit today inspired you to do anything different, and if yes, what? (for example; visit the garden again, visit with your friends and family, try gardening at home?)

Yes I would like to visit the garden again + I will carry skills learned at RBG on to my work



Communities in Nature - evaluation



YK2000 18/07/12.

How many times have you visited the Royal Botanic Garden Edinburgh before?

I have only visited once before with colleagues from my organisation. I really enjoyed that visit.

Before today's visit what did you think the Royal Botanic Garden Edinburgh were for?

I thought it was for the public, just a garden for picnics etc. Nice places to sit with kids etc.

Has your view of the Royal Botanic Garden Edinburgh changed because of your visit, and if so, how?

I know now that the RBGE actually help save plants and carry out scientific work to help endangered plant life for our future.

What did you like about today?

I enjoyed the whole day. The staff are informative and knowledgeable and friendly. They gave great advice.

What could have been better?

Only the weather.

What did you find out?

About soup being a healthy alternative to sausage rolls.
Eating healthy options.

Has your visit today inspired you to do anything different, and if yes, what? (for example; visit the garden again, visit with your friends and family, try gardening at home?)

pay more attention to my garden and our customers.

I shall also try to develop a vegetable patch.

I really enjoyed the veg garden at RBGE, I even tried peas, lettuce and eating flowers!



Edible Gardening Project

310 " #6300 #

Group:				
Day:		Time:		
Week	Date	Activities	Aims	Resources
1	23/4/12 1/5/12	Intro to shed and plots Health and safety activity Evaluation Dig over plots and incorporate organic matter	Health and Safety Evaluation Plot preparation	Flip Chart, Tools, Safety Boots, Plot, Evaluation Sheets
2	30/4/12 8/5/12	Seed sowing in drills Plant supports	Propagation techniques Design	Seeds, tape measure, string line Bamboo, willow, string
3	14/5/12 15/5/12	Sowing in polytunnel Plant potatoes General maintenance	Protection Planting potatoes in containers Techniques; weeding, edging, watering, thinning	Seeds, tools, seed potatoes, compost, potatoes
4	21/5/12 22/5/12	Tools General maintenance	Using and maintaining tools Techniques; weeding, edging, watering, thinning	Different tools
5	28/5/12 29/5/12	Cooking General maintenance Harvest		
6	11/6/12 12/6/12	Rainy day activity Flags Glasshouse tour		



Edible Gardening Project

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7	18/6/12 19/6/12	Weed Identification General maintenance		
8	25/6/12 26/6/12	Compost Careers		
9	10/7/12	Cooking		
10	17/7/12	General maintenance		
11	24/7/12	Prestige/ Arboriculture		
13	31/7/12	Cuttings propagation		
14	7/8/12	Session at Rock Trust		
15	14/8/12	General maintenance Planning a planting schedule		
16	21/8/12	General maintenance Sow winter crops		
17	28/8/12	General maintenance Pests and diseases		



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18	4/9/12	General maintenance		
19	11/9/12	General maintenance		
20	18/9/12	Careers		
21	25/9/12	Harvest/ Celebration		



☀ Session Plan (Dry)

Group: MCMC

Date: 23/4/12

Time: 2-3.30

Week No: 1

Garden tasks and timing:	Activity/ Activity Sheet:	Where?	Resources needed (eg tools, seeds):
Introductions (10mins)	Hand out name stickers. Talk about project. Ask them if they have grown anything before	Under the Ash	Flip chart, pens, table
Evaluation (10mins)	Group to fill out individually. Trainer to go round and help individuals	Under the Ash	Flip chart, pens, table, BGCI evaluation sheets
Health and Safety (15mins)		Under the Ash	Flip chart, pens, boots, risk assessments
Safety boots (15mins)		Shed	
Plot preparation (35mins)		Plots	tools
Tool cleaning and pack up (5mins)			
Other activities: Eg cooking; science; craft; game			
Reading/research for session, eg background book			
Notes:			



💧 Session Plan (Wet)

Tasks:	Activity sheet:	Where?	Resources needed (eg tools, seeds):
Introductions (10mins)	Hand out name stickers. Talk about project. Ask them if they have grown anything before	RLSS	
Evaluation (10mins)	Group to fill out individually. Trainer to go round and help individuals	RLSS	Flip chart, pens, table, BGCi evaluation sheets
Health and Safety (15mins)		RLSS	Flip chart, pens, boots, risk assessments
Paper pots and sowing seeds		RLSS	
Other activities: Eg cooking; science; craft; game			
Reading/research for session, eg background book			



Activity: Health and Safety

Learning outcome:

The participants will be able to identify health and safety issues that may arise while working in the garden

Method:

Give a few examples; eg machines at work in the garden, using tools. Think about how this might affect you and other people.

Group to work in threes to identify h & s issues and note down on flip chart paper

Groups to take turn reading out ideas - trainer to write up on flip chart

Resources:

Awning
Table
Flip chart
Pens

Other supporting activities:

Eg cooking; science; craft; game

Reading/research for session, eg page number in background book:

Follow up activities:



Activity: Constructing Plant supports

Learning outcomes:

Identify the need for plant supports
Survey the range of methods of plant support
Construct plant supports for runner beans

Method:

Look at the range of plant supports in the garden - student plots, edible garden
Discuss the need for support
Construct a tent type support down the centre of the plot using canes and string
Ensure each participant has at least one cane in their individual plot
(check canes have been pushed in far enough)

Resources:

Canes, string, scissors, measuring tape

Other supporting activities:

Eg cooking; science; craft; game

Reading/research for session, eg page number in background book:

Follow up activities:

Sow seed

