



B6.1 Training



By taking part in training and with access to appropriate resources, pupils, parents, teachers and members of the community will feel more confident in teaching and inspiring others to grow their own food organically.

The following sections on communication are a good place to start. You will find hints and tips on how to structure a workshop and deliver an exciting presentation, as well as communicate effectively to gain sponsorship or recruit volunteers.

The Silver and Gold booklet has further training, including working in teams, horticultural courses, press releases and advertising.

B6.2

Planning a workshop

Page 63

B6.3

Making a telephone call

Page 65

B6.4

Delivering a presentation

Page 66

B6.5

Writing a business letter

Page 67

Further

Material for Silver and Gold Awards

More ideas and activities

**Next
Booklet**



B6.2 Planning a workshop



There will be times when you'll want to deliver a workshop to instruct people in gardening techniques or other aspects of managing the growing space. This may be for pupils, parents, teachers or members of the community. In any case, the guidelines below help you run effective workshops by planning beforehand, including aims, resources and structure.

Initial planning

<i>Topic</i>	Decide what subject to cover.
<i>Date/time/duration</i>	Make sure you and the participants know the correct date and time of the workshop and how long it will last.
<i>Number attending</i>	Find out how many participants will be at the workshop. This will help plan for people working on their own, in pairs or as a group, together with the required resources, eg instruction sheets, equipment, etc.
<i>Audience</i>	Get to know your audience. What sort of age range will there be? Have they prior knowledge of the topic?
<i>Aims</i>	Outline what you hope to achieve by the end of the workshop.
<i>Objectives</i>	Make a list of up to five things you want the participants to be able to do by the end of the workshop.
<i>Achieving aims/objectives</i>	Break down your objectives into small manageable steps, eg activities, presentations, demonstrations, etc.

Structuring your workshop

After initial planning, you'll need to structure the workshop. It's useful to time each stage beforehand. This helps to finish on time, highlights lack of content or if you're trying to cover too much. If the workshop is for longer than one hour, allow time for breaks. As a general rule, break your workshop up as follows.

Top tip



Before the workshop

Fifteen to twenty minutes before the workshop starts, check you have all your resources and set up any activities.

<i>Welcome</i>	Welcome the participants and introduce yourself. Allow time for participants to introduce themselves. Include an 'icebreaker' activity to put people at ease.
<i>Introduction</i>	Introduce the topic and tell the participants what you want to achieve.
<i>Activities</i>	Instruct the participants in the various activities you have planned.
<i>Consolidation</i>	Make sure the participants are confident in their new skills. To do this, you could give them an activity to complete on their own, observe their progress and give feedback, or check they understand with question and answer.
<i>Conclusion</i>	Summarise the workshop and get feedback from the participants. Provide pointers to further information where necessary.
<i>Tidy up</i>	Clear away all equipment and make sure the working area is left tidy.

Example workshop plan

Workshop Growing in recycled containers				
Trainer/facilitator	Date	Time	Duration	Participants Number and average age
Joe Green	2 April 2009	3.45 pm	1 hour	15; adults and 12-16 years
Aims		Objectives		
1 Raise awareness of using different types of containers for growing that might otherwise be disposed of.	1 Identify suitable containers for growing			
2 Instruct the participants in the skills needed to successfully grow a range of flowers, herbs, fruit and vegetables in containers.	2 Select seasonal plants			
	3 Plant up a container using the correct methods			
	4 Understand the needs of plants for healthy growth and maintenance			
Time	Trainer/facilitator activities	Participant activities	Resources (eg equipment/handouts)	
3.45	Greet audience and introduce topic giving aims and objectives			
3.50	Highlight the reuse of items for a purpose other than their original use. Show photos of plants grown in different types of containers.	Discuss other (portable) containers where plants may be grown.	Photos of plants grown in different types of containers	
3.55	Discuss what plants need to grow, eg water, light, warmth, soil (or other growing medium). Discuss growing principles <ul style="list-style-type: none"> • Watering requirements/drainage • Size of container related to eventual size of plant • Staking if needed/shelter from wind • Feeding (using worm compost) • Holiday care 	Question/answer	Portable containers Seasonal plants Peat free compost and if available wormery compost Grit Large nail/hammer, bradawl or hand drill to make holes Small trowels Disposable gloves Watering can Labels and pens Camera	
4.05	Plant up a container. Observe and assist where necessary	Following instructions to plant up the container.		
4.25	Discuss maintenance and take photos of completed containers			
4.35	Recap and feedback	Question/answer		



B6.3 Making a telephone call



Calling important contacts for the school garden is different from chatting to friends and family on the phone. It may be the only opportunity to impress a prospective funder or supplier, or maybe recruit a volunteer or resolve a dispute. The following has hints and tips about how to use the telephone effectively in such circumstances.

The need for planning

Unlike personal calls, business calls go a lot better with some planning. It helps to appear professional if you consider the following points in advance.

- What do you need to say?
- Will the person understand you?
- Will you be able to understand the person you're phoning?
- What if you're asked a question to which you don't know the answer?
- Will you remember to say everything you need to?

Before calling

- Choose the right time to call – can you find out when is best?
- Check the number – is it a direct line?
- Plan your call – make a list of points and questions
- Be prepared – gather together any files or information you may need
- Avoid interruptions – call when you are least likely to be distracted

During the call

- At the start – be polite and friendly to establish a good rapport
- Put a 'smile' in your voice – use intonation to good effect
- Check your notes – make sure you have covered everything
- Make notes of information given – write any details down. Check spellings and repeat back the information to ensure you're correct, especially dates, times, sums of money, etc.
- Obtain feedback – confirm any agreed deadlines or actions
- To end the call – be polite, thank them for their time and trouble

If you need to send a letter confirming details of the conversation, or a note to someone detailing the call, do so straightaway so you don't forget important points.

Answer phone

If you get through to an answer phone your planning will still be really helpful, as you will have a clear idea of what you want to convey. When leaving a message, remember to state your name, telephone number, the reason for your call and the best times you can be contacted.



B6.4 Delivering a presentation



Presentations are a vital part of school gardening, for all ages, whether to parents, potential sponsors or at community events. Giving presentations can make a lot of people nervous. The trick is planning and connecting with your audience rather than feeling intimidated by them. After all, the audience are there to hear what you have to say. The following guidance has tips and techniques.

Before the presentation

- Avoid being vague; identify the main ideas you want to put across.
- Keep in mind the purpose of the presentation, eg inform, sell, persuade, etc.
- Thoroughly prepare and really know your subject or discussion points; the audience doesn't want to feel that their time has been wasted.
- Consider the needs, attention span, prior knowledge and age of your audience; select relevant and appropriate material.
- Plan the best way of putting across your message, eg what visual aids might help, such as photos, video, handouts, etc.
- Think about the location, duration and timing of your presentation.

Preparing the presentation

- Organise your information into a logical order
 - Introduction – give the audience an outline of what you're going to say
 - Content – deliver the presentation
 - Conclusion – review the main points
- Pay attention to your opening and closing remarks and try to link one section to another smoothly and logically.
- Make brief notes of your information to help remind you of the order; using cards might help.
- Number the cards/pages of notes and include prompts, eg 'show poster now'.
- Rehearse and time the presentation so that you're comfortable with the content.

Delivering the presentation

- Don't panic. If you feel panic coming on, take a deep breath, look at your notes and try to continue. Pauses always seem longer to a nervous speaker than to the audience.
- Be confident. If you are well prepared, the presentation will go well.
- Be interesting and interested. You are the focus of the session, but you are there to communicate to your audience.
- Use voice level, intonation, movement, eye contact and pauses to give emphasis where required, and to allow your audience to take in what you have said.
- Allocate extra time for questions at the end of the presentation. It may be appropriate to keep the talk informal and respond to any questions or comments throughout your talk.

Top tip



Helpful reminders

- Arrive at the venue in good time to prepare yourself and check any equipment you'll be using.
- Avoid writing down your presentation word for word. A talk should not be a reading.
- Rehearse your presentation and get feedback. Did you speak too quickly? How could you improve?



B6.5 Writing a business letter



Letters are an important communication tool for school gardens, especially for requests for support and suppliers. They're often the starting point of a relationship despite electronic alternatives, but can be bewildering to write if such letters aren't part of your daily life. The example shown below is the generally accepted format of a business letter.

Typical format

The layout below with open punctuation is the most widely used display for business documents. This means that the text starts on the left hand side and only punctuation marks which are essential for grammatical sense, are included within the main body of the text. All other commas and full stops are omitted.

Logo —————→
Helps to identify an organisation

Letterhead —————→
Organisation's name, address and contact information

Reference —————→
Initials of writer/typist perhaps also a filing reference)

Date —————→
No 'st', 'th' or 'rd'; no commas

Name and address —————→
Person you're writing to with the postcode on a line to itself

Salutation —————→
Person you're writing to or, if unavoidable, 'Dear Sir/Madam'

Subject heading —————→

Main body of the letter —————→
Separate into paragraphs with a new idea in each. Leave one clear line space between each paragraph

Complimentary close —————→
If you've written 'Dear Sir/Madam' use 'Yours faithfully'

Signature —————→
Leave 5-6 lines clear

Sender's name —————→
Indicate females with a courtesy title in brackets, eg Ann Brown (Mrs)

Designation —————→
Job title/role in school garden



ANY SCHOOL
School Lane, Coventry
CV8 3LG
Telephone 02476 222333
Email admin@anyschool.coventry.sch.uk

JAT/KL

2 April 2xxx

Mr B Choudry
Manager
Cherry Garden Centre
Bloom Road
Coventry
CV7 4LG

Dear Mr Choudry

School Garden Club

I have recently volunteered to help out at my local school. As my skills lie within gardening I am helping to set up and run a gardening club which plans to include parents and local residents.

The pupils would like to have an organic food growing area where they will be able to learn more about their food and how it grows, as well as linking gardening with the National Curriculum. The school is a member of the 'Food for Life Partnership' (www.foodforlife.org.uk).

The school has not undertaken anything like this before so would especially benefit from tools, seeds, equipment and practical advice. Having visited your garden centre a number of times myself, and knowing your popular displays for 'grow you own' food, I wondered if you would be able to sponsor us or help in any way with this exciting project.

I look forward to hearing from you.

Yours sincerely

Joe Green

Joe Green
Garden Club Lead

B7.1 Reference material



Once you have experienced the joy of gardening and the sense of satisfaction from harvesting your own organically grown food, you will be eager to learn more. This section is packed with information to help you, from definitions of unfamiliar gardening terms to details of websites for further research.

B7.2	Glossary	Page 69
B7.3	Book list	Page 73
B7.4	Useful websites	Page 75
B7.5	Frequently asked questions	Page 79
B7.6	Tool suppliers list	Page 82
B7.7	Funding	Page 84
Further	Material for Silver and Gold Awards <i>More ideas and activities</i>	Next Booklet



B7.2 Glossary

Term	Definition (words in italics have their own entry)
Annual weeds	Weeds that complete their life cycle in one season, ie germinate, flower, set seed and die, eg groundsel.
Attractant plants	Plants grown to encourage beneficial insects into your garden, eg for pollination and pest control.
Bioaerosols	Fine airborne liquid or solid contaminants consisting of, or originating from living, biological, or organic sources.
Blanching	Excluding light from stems and leaves to produce more tender, usually less bitter and pale coloured growth.
Bolting	To produce flowers prematurely; resistant varieties available.
Broadcast sowing	Scattering seeds evenly over the <i>soil</i> , eg when sowing lawns, some <i>green manures</i> , flowering annuals, etc.
Bulb	Consists mainly of compressed and tightly packed leaves acting as a storage organ for a developing plant, eg onion.
Chit	Growing young shoots on potato tubers in light place before planting to advance <i>crop</i> .
Cloche	Portable structure for protecting plants from cold weather, advancing growth, and warming up the <i>soil</i> beneath. Made from glass or plastic glazing over a framework.
Cold frame	Permanent, glazed box-like structure for protecting plants and raising <i>seedlings</i> .
Compost	Dark crumbly material made from decomposed organic materials, eg plant remains. Used for <i>potting</i> and improving <i>soil</i> . Either bought or homemade. See also <i>growing medium</i> .
Container	Essentially a <i>pot</i> , the term is used in this manual to refer to final planting location, eg runner beans in a half barrel.
Crop	Plants grown for a specific produce/yield, eg food, timber, energy, etc.
Crop rotation	Growing system where vegetables are grown on different parts of a plot (eg three to four year cycle). This helps prevent plant nutrient deficiencies and the build up of soil-borne pests and diseases. Permanent planting can also be rotated over time, eg long term <i>vegetables</i> , <i>fruit</i> and some <i>herbs</i> . See <i>Silver and Gold booklet</i> for details.
Cut-and-come-again	Where <i>crops</i> are harvested several times a growing season, often salads where leaves regrow, eg loose-leaf lettuce.
Digging	Where <i>topsoil</i> is cultivated to the depth of one ' <i>spit</i> '. Double digging cultivated to the depth of two <i>spits</i> .
Disease	Living organism that damages plants, particularly fungi, bacteria, virus (all ' <i>pathogens</i> ')
Disorder	Plant problem not caused by a <i>pest</i> or <i>disease</i> , eg water-logging, weather damage, nutrient deficiency, etc.

Term	Definition (words in italics have their own entry)
Drill	Narrow channel made in the soil for <i>sowing</i> seeds or <i>planting</i> ; usually in <i>rows</i> .
Earthing up	Pulling <i>soil</i> around the base of the plants and stems to <i>blanch</i> stems, prevent <i>wind-rock</i> , and encourage rooting.
Edible flower	Blossom of certain plants; only some flowers are edible.
Establish	When plants have grown good roots and top growth and are less dependent on the gardener for care.
F1 hybrid	First generation offspring from crossing distinctly different/pure breeding parental types. Offspring are usually vigorous, uniform and high-yielding.
Feeding	Supplying plant <i>nutrients</i> for healthy and vigorous growth.
Fertility	<i>Nutrient</i> value available to plants, eg from <i>soil</i> .
Food Growing Instruction Cards	Part of this Food Growing Manual, including growing tips for <i>vegetables</i> , <i>fruits</i> , <i>herbs</i> , <i>edible flowers</i> and <i>green manures</i> .
Force	To induce plant growth, eg by increasing temperature.
Fruit	The mature ovary of a plant, ie anything with seeds, eg apples. However, classification often reflects longstanding common associations, eg rhubarb is a <i>vegetable</i> known as a fruit; pumpkin is a fruit known as a <i>vegetable</i> !
Fungus	Micro-organisms that decompose and absorb organic material; includes many plant diseases, eg rots, mildews, rusts
Garden Group	Staff, pupils and members of the community that develop the school garden and encourage people involvement. See B3.2.
Green manure	Quick maturing plants grown to improve the <i>soil</i> structure, add <i>nutrients</i> , and/ or <i>weed</i> suppression. They are cut down or <i>dug</i> in. See <i>Silver and Gold</i> booklet.
Green waste compost	<i>Compost</i> produced by local councils from collection of <i>municipal</i> waste material.
Greenhouse	Protected growing environment for plants with glass or plastic glazing over framework. See <i>Silver and Gold</i> booklet.
Growing medium	Growing mixture for cultivating seeds and plants, usually in <i>pots</i> . The term is used in this manual to refer to a specially created mixture, eg <i>compost</i> with soil in containers. See A11.
Guidance Notes booklet	Part of this Food Growing Manual, including useful notes about the Food for Life Partnership and case study schools.
Hardening off	Gradually acclimatising plants to a different growing environment, eg cooler conditions outside. See A22.
Head	Dense group of flowers (eg cauliflower) or inner leaves in <i>crops</i> such as cabbage (latter also known as 'hearts').
Herb	Plants grown for their medicinal, culinary and aromatic qualities.
Horticultural fleece	A light fabric for protecting plants against frost and some pests by providing a physical barrier. Available in different grades.
Humidity	Amount of water vapour in the air; higher levels under <i>cloches</i> and in <i>greenhouses</i> and <i>polytunnels</i> .
Humus	Residue of <i>organic matter</i> .
Leafmould	Dark, fibrous material from decomposed leaves.
Loam	Balanced <i>soil</i> mixture of different sized particles (<i>texture</i>); is easy to work and <i>fertile</i> .

Term	Definition (words in italics have their own entry)
Long term crop	<i>Perennial</i> plants, eg asparagus, rhubarb, fruit bushes.
Modular tray	Trays divided in small compartments for growing seedlings, available in different sizes.
Mulching	Material laid over the <i>soil</i> surface to conserve moisture, suppress weeds and insulate roots. Includes water-permeable membranes and layers of <i>organic matter</i> that also feed the <i>soil</i> , eg <i>compost</i> .
Municipal waste	Waste collected by local councils for recycling or landfill, predominantly household waste.
Native flowers/plants	Plants that originate from the United Kingdom.
Nutrients	'Mineral ions' used by plants to grow; include nitrogen, phosphorus and potassium (major nutrients), as well as 'trace' minerals (micro-nutrients) needed in smaller amounts.
Organic matter	<i>Composts</i> , <i>leafmould</i> , <i>mulches</i> , and similar made from decomposed organic material, eg plant remains.
Peat	Material of partly decomposed plant material on waterlogged <i>soils</i> ; not used in organic gardening as the extraction severely damages threatened and valuable habitats.
Peat free compost	<i>Compost</i> made without <i>peat</i> .
Perennial	Plants that live for more than three years.
Perennial weeds	Plants with usually thick (often deep) roots that can live for several years, eg dandelion, bindweed.
Pest	Animals that damage plants, particularly insects, but can include rabbits, deer, etc.
Pinch out	Removing the growing tip of a plant shoot, ie where new leaves are produced. Useful for stopping growth, removing <i>pest</i> populations and/or encouraging bushy growth.
Planting	To place a plant, <i>bulb</i> , etc in the <i>soil</i> to grow (see <i>transplant</i>).
Polytunnel	Protected growing environment with plastic glazing over steel hoops. See <i>Silver and Gold</i> booklet.
Pot	Receptacle to grow plants; the term used in this manual for growing younger plants, often before <i>transplanting</i> .
Potting on/re-pot	Moving plants into larger <i>pots</i> or <i>modular trays</i> to give them more space to continue growing.
Potting up/pricking out	Moving seedlings from where they have germinated into <i>pots</i> or <i>modular trays</i>
Propagation	Increasing the number of plants by seed (A18) cuttings or division (see <i>Silver and Gold</i> booklet).
Resistant varieties	Plants selected to be tolerant (sometimes immune) to specific <i>pests</i> or <i>diseases</i> .
Root crops	Plants grown for their edible roots, eg parsnip, carrot.
Rose-end	Nozzle attachment for watering cans or hosepipes with tiny holes that diffuse and control the flow of water, ideal for <i>seedlings</i> .
Rot	Damage to plant tissues caused by <i>fungus</i> , eg rotten fruit.
Row	Lines marked out in the soil for <i>drills</i> , usually straight.

Term	Definition (words in italics have their own entry)
Seed leaves	First leaves from a <i>seedling</i> ('cotyledons').
Seedbed	Area of <i>soil</i> prepared for <i>sowing</i> seed, requiring fine <i>tilth</i> .
Seedling	Plant grown from a seed; develops into a young plant.
Sets	Small <i>bulbs</i> planted for a faster start of some crops, eg onion.
Silver and Gold booklet	Part of this Food Growing Manual with information and activities to support you in achieving the food growing and community criteria of the Silver and Gold Mark Award.
Soil	Particles of weathered rock (soil 'texture'), <i>organic matter</i> (turns into <i>humus</i>), living organisms, air and water. The <i>soil</i> structure defines how this is put together. See B4.4.
Soil conditioner	<i>Soil conditioner</i> is a generic term for materials used for improving soil, eg <i>organic matter</i> .
Soil characteristics	General properties of a <i>soil</i> , eg wet, dry, <i>fertile</i> . See A9.
Sow	<i>Planting</i> seed and giving it the right conditions for germination.
Spit	The depth of a spade blade or fork prongs. See also <i>digging</i> .
Stale seedbed	Leaving <i>seedbed</i> two weeks after preparing the <i>soil</i> and removing weeds that appear before <i>sowing</i> a <i>crop</i> . See A17.
Sub-soil	Layer of <i>soil</i> beneath <i>topsoil</i> ; usually lighter in colour with poorer structure and fewer organisms.
Succession sowing	<i>Sowing</i> seeds at different times so plants mature in succession, extending the harvest period, eg peas.
Tender/hardy plants	Tender plants are damaged or killed if exposed to temperatures below freezing. They need to be <i>planted</i> out after the last frost in spring (mid May in southern counties; into June further north) and brought inside or harvested before the first frost in autumn. Hardy plants can withstand frost.
Thin/thinnings	<i>Seedlings</i> and young plants removed to let remaining plants grow; some thinnings can be harvested, eg lettuce.
Tilth	Fine, crumbly <i>soil</i> surface ideal for <i>sowing</i> seeds.
Top dressing	Removing top layer of growing medium from a container (eg 2-5cm) and replacing with fresh.
Topsoil	Uppermost layer of <i>soil</i> ; most important for plants as it has most life and <i>fertility</i> . See B4.4.
Transplant	<i>Planting</i> from one location to another, eg from a <i>pot</i> into <i>soil</i> or <i>container</i> .
Tuber	Swollen underground organ from a plant for food storage, eg potato.
Vegetable	Any part of a plant eaten but isn't the <i>fruit</i> , ie 'vegetative'/non-flowering, eg roots like carrots; stems like celery.
Weed	Any plant growing where you don't want it.
Well-rotted manure	Decomposed animal waste used for <i>soil</i> improvement.
Wind-rock	Destabilising plant roots caused by wind.



B7.3 Book list

Title	Author/Editor	Publisher
A Child's Garden	Molly Dannenmaier	Timber Press
All about Compost – Recycling household and garden waste	Pauline Pears and Charlotte Green	Search Press
Botany for Gardeners	Brian Capon	Timber Press
Composting – A Garden Organic Guide	Pauline Pears	Garden Organic Publishing
Eddie's Garden	Sarah Garland	Frances Lincoln Children's Books
Gardening without water – creating beautiful gardens using only rainwater	Charlotte Green	Search Press
Green Essentials – Banish Slugs	Jeremy Stratton	Impact Publishing
Green Essentials – Grow Vegetables	Pauline Pears	Impact Publishing
Grow It, Eat It	The Royal Horticultural Society	Dorling Kindersley Ltd
Grow Organic	Pauline Pears, Editorial Consultant	Dorling Kindersley Ltd
Growing Fruit and Vegetables on a Bed System the Organic Way	Pauline Pears	Search Press
Growing Naturally – Teachers' Guide to Organic Gardening	Maggi Brown	HDRA/LTL
Growing Things	Ting and Neil Morris	Franklin Watts
Grow your own Vegetables	Joy Larkcom	Frances Lincoln
Heritage Vegetables	Sue Stickland	HDRA
How Plants Grow	Carrie Branigan and Richard Dunne	Watts
How to Grow More Than You Ever Thought Possible on Less Land Than You Can Imagine	John Jeavons	Tenspeed Press

I Can Grow Things: How-to-grow Activity Projects for the Very Young (Show-me-how)	Sally Walton and Stephanie Donaldson	Lorenz Books
Jody's Beans	Malachy Doyle	Candlewick Press
Managing Soil – without using chemicals	Jo Readman	Search Press
Nature's Playground: Activities, Crafts and Games to Encourage Your Children to Enjoy the Great Outdoors	Fiona Danks and Jo Schofield	Frances Lincoln
Organic Gardening (The Royal Horticultural Society Encyclopaedia of Practical Gardening)	Pauline Pears and Sue Stickland	RHS
Pests – How to control them on fruit and vegetables	Pauline Pears and Bob Sherman	Search Press
Pests, Diseases and Disorders of Garden Plants (Collins Photoguide)	Keith M. Harris and Stefan T. Buczacki	Collins
Playground Potting Shed	Dominic Murphy	A & C Black
Royal Horticultural Society Vegetable and Fruit Gardening	Michael Pollock – Editor in Chief	Dorling Kindersley
Salad Leaves for All Seasons	Charles Dowding	Green Books
Successful Organic Gardening	Geoff Hamilton	Dorling Kindersley Ltd
Teach your Granny to Text and Other Ways to Change the World	Supported by the Department of Children, Schools and Families	Walker Books Ltd
The Garden Organic Guide to Growing Vegetables	Pauline Pears	Search Press
The Organic Garden	Sue Stickland	Hamlyn
The Organic Salad Garden	Joy Larkcom	Frances Lincoln
The Small Ecological Garden	Sue Stickland	Search Press
The Vegetable Garden Displayed	Joy Larkcom	RHS
Up, Down and Around	Katherine Ayres	Candlewick
Vegetables	Roger Phillips and Martyn Rix	Macmillan
Watch it Grow: Bean	Barrie Watts	Franklin Watts
Wildlife Gardening	Fran Hill	Derbyshire Wildlife Trust
Young Gardener	Stephen Buczacki and Anthea Sieveking	Frances Lincoln Children's Books
Your Organic Allotment	Ian Spence and Pauline Pears	Gaia



B7.4 Useful websites

These websites are suggestions for further reference. Garden Organic/Food for Life Partnership are not responsible for the content of external websites

Name of organisation	Type of resource
Food for Life Partnership	
Food for Life Partnership www.foodforlife.org.uk	The Food for Life Partnership is committed to transform food culture in schools across England.
Garden Organic	
Garden Organic www.gardenorganic.org.uk	Information about organic gardening, composting and membership.
Home Composting www.homecomposting.org.uk	Information on what and how to compost, hints and tips, frequently asked questions
Gardening related	
BBC Gardening www.bbc.co.uk/gardening	Projects; facts and inspiration.
Botanic Gardens Education Network www.bgen.org.uk	The Botanic Garden Education Network (BGEN) promotes and advances the delivery of education in member organisations.
British Potato Council Potatoes for Schools www.potatoesforschools.org.uk	Free growing packs available for schools and the chance to win prizes.
Federation of City Farms and Community Gardens www.farmgarden.org.uk	Contaminated land guidelines, community gardens' starter pack, maps of the UK's city farms and community gardens.
Get Your Hands Dirty www.growingschools.org.uk/resources	Free resource materials to help you grow plants or keep animals in your school grounds.
Herb Society Schools Website www.herbsociety.org.uk/schools	Notice board, fact sheets and activity sheets aimed at Key Stage 1 and 2.
National Society of Allotment and Leisure Gardeners www.nsalg.org.uk	Notices, news and events. Information about local allotments and membership.
National Soil Resources Centre (NSRC) www.soil-net.com	Extensive curriculum-based information and activities about soil for Key Stages 1 and 4.

Name of organisation	Type of resource
Royal Horticultural Society www.rhs.org.uk	Schools' membership scheme, free seed distribution and newsletter; teaching resources.
Science and Plants for Schools www.saps.plantsci.cam.ac.uk	Support for teaching about plants in the curriculum.

Composting and waste management

Community Composting Network www.communitycompost.org	Community management and use of waste biodegradable resources. Downloadable information packs.
Little Rotters Composting Club www.littlerotters.org.uk	Provides practical information and advice to get composting in school.
Novelis www.thinkcans.com	Discover all about aluminium and recycling with resources for teachers and activities for pupils.
Recycle Now www.recyclenow.com	Start recycling; what more can I do? Where to recycle, news, facts, fun stuff and some good links to other sites.
Recyclool www.recyclool.org	Factsheets and Curriculum resources on glass recycling, paper recycling, composting and much more.
Waste Resources Action Programme www.wrap.org.uk	Advice on getting started with recycling and fun ways of linking recycling and waste into the curriculum.

Wildlife

BBC Breathing Places www.bbc.co.uk/breathingplaces	Lots of projects and things to do for wildlife.
Natural England www.naturalengland.org.uk	Lesson plans meeting the requirements of the National Curriculum. Activities and information.
Royal Society for the Protection of Birds www.rspb.org.uk	A-Z of a wildlife garden; free books to send for. Activities and curriculum links.
The Bumblebee Conservation Trust www.bumblebeeconservationtrust.co.uk	Information about bumblebees, gardening to attract bumblebees and the chance to take part in surveys.
The Wildlife Trusts www.wildlifetrusts.org	Information about local Wildlife Trusts. Children's environmental action club called Wildlife Watch.
Wild About Gardens www.wildaboutgardens.org	Information about wildlife gardening. Take part in wildlife surveys. "Do one thing" section. Book list and blogs.

Name of organisation	Type of resource
Other related organisations	
British Trust for Conservation Volunteers www2.btcv.org.uk	Charity that deals with environmental conservation.
Climate Choices www.climatechoices.org.uk	Video clips, presentations, games and activities. Links to several curriculum areas and initiatives.
Eco-schools www.eco-schools.org.uk	The programme provides a framework to enable schools to analyse their operations and become more sustainable.
Forest Schools www.forestschools.com	Downloads and resources about how you can be trained to create and run a forest school.
Friends of the Earth www.foe.co.uk	Free National Curriculum-based teaching resources that include education packs, booklets and posters.
Groundwork www.groundwork.org.uk	Supports communities in need to help improve the quality of people's lives. Magazine and other publications.
Learning Through Landscapes www.ltl.org.uk	Membership, publications and free downloadable resources. Conferences and training events for teachers.
One Planet Schools wwf.org.uk/oneplanetschools	Most resources can be downloaded free but some can be purchased. Range of subjects and age suitability.
Sustainable Learning www.sustainablelearning.info	A structured, task based approach to the way energy and water is used in schools. Resources to help you progress within the scheme.
Urban Greenspace www.wildlifetrusts.org/urban-greenspace	Connecting communities, neighbourhoods and nature toolkit. Information, factsheets and support pack.
Government and policy	
Department for Children, Schools and Families www.dfes.gov.uk	Focus on all aspects of policy affecting children and young people. Publications, frequently asked questions and curriculum online.
Every Child Matters www.everychildmatters.gov.uk	Library of documents and key publications supporting the Every Child Matters: Change for Children programme.
Growing Schools www.teachernet.gov.uk/growingschools	A government programme that promotes the outdoor classroom. Resources linked to the curriculum and information on funding 'Get Your Hands Dirty' resource pack.
Healthy Schools www.healthyschools.gov.uk	Guidance, tools, ideas and support to help you develop your Healthy Schools Programme.
Land-based and Environmental 14-19 Specialised Diploma www.lantra.co.uk	Lantra have produced guidelines for the Land-based and Environmental diploma to be introduced in September 2009.

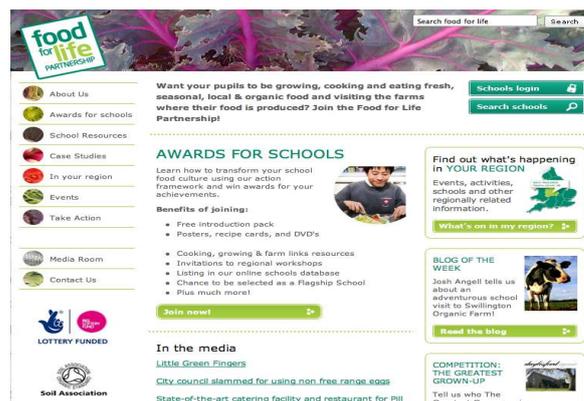
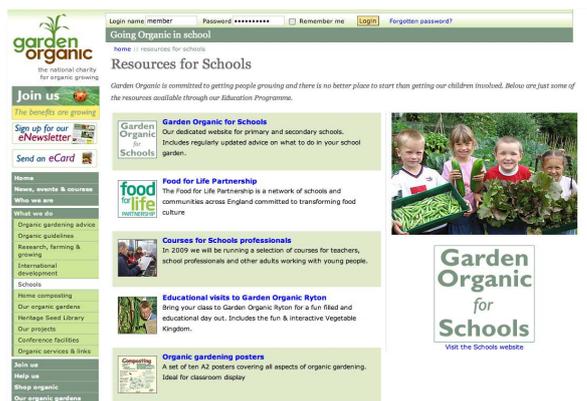
Name of organisation	Type of resource
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Government and policy

<p>Learning Outside the Classroom Manifesto www.lotc.org.uk</p>	<p>A wide range of resources to encourage good practice and fulfil learning experiences outside the classroom.</p>
<p>Sustainable Schools www.teachernet.gov.uk/sustainableschools</p>	<p>Communications toolkit, schemes of work, lesson plans and learning materials.</p>
<p>TeacherNet www.teachernet.gov.uk</p>	<p>Developed by the Department for Children, Schools and Families as a resource to support the education profession.</p>
<p>The Great Plant Hunt www.greatplanthunt.org</p>	<p>The UK's biggest school science project. Free gardening resources for primary schools.</p>

More specialised information

<p>Learning for Sustainability www.learningforsustainability.net</p>	<p>Links to a range of guides, tools and checklists.</p>
<p>Soil Association www.soilassociation.org</p>	<p>The Soil Association is the UK's leading environmental charity promoting sustainable, organic farming and championing human health.</p>
<p>Focus on Food Campaign www.focusonfood.org</p>	<p>The Focus on Food Campaign is the leading food education support programme for the teaching of cooking in the UK's primary and secondary schools.</p>
<p>Health Education Trust www.healthedtrust.com</p>	<p>The Health Education Trust is the national charity dedicated to initiating and supporting work with children and young adults to encourage the growth of healthy lifestyles.</p>





B7.5 Frequently asked questions

Community

Question	Answer
How do I start a school gardening club?	<ul style="list-style-type: none"> • Get together a group of people (pupils, parents, members of the community) who will be able to help. • Decide when the club will meet. • Ask for donations of tools, pots and seeds. <p>For full details on gardening in school, see B2.4, and A18, A23 and T6 on the DVD.</p>
How can the school involve parents and community members in the school garden?	<ul style="list-style-type: none"> • Make a list of everyone who might have an interest in growing food in a school garden. • Prioritise who should be contacted to get things moving. • Discuss early ideas and identify the key players. <p>For further suggestions, see B2.2, and A1, A2 and T1 on the DVD.</p>
I want to volunteer to help in school garden; do I need a CRB check?	<p>This depends on the individual school policy. In general, if you are likely to be on your own with a group of children, it is advisable to have a Criminal Record Bureau (CRB) check. There is a cost attached to this but the school will normally pay.</p>
I volunteer to help in the school garden. How does the work I do fit in with what the teachers are doing in class?	<p>Best to speak to the organiser of the Garden Group (B2.3). They should be liaising with teachers and others involved, such as the caterers. Gardening links to many areas of the National Curriculum (see Guidance Note booklet).</p>

Gardening

Question	Answer
How can I get rid of the fruit flies in my compost bins?	<p>A few fruit flies are inevitable, but a 'cloud' of them when the bin is opened suggests the contents are too wet. Add some drier, 'brown' material, like scrunched up cardboard or woodier plant shoots. See B5.7.</p>
My compost is all sticky, what should I do?	<p>Leave your compost a little longer before using. Wait 6-12 months in hot heaps and 12-18 months in cold heaps. The final product should be dark, crumbly and sweet smelling. Aim for a 50:50 mix of 'greens' and 'browns'. Too many greens can make the mix too wet and sticky, especially if there are lots of grass clippings. Also shelter the material from rain by covering, or replacing bin lids. See B5.7.</p>



Could you suggest the top ten easiest vegetables for my school to grow?

The following crops are usually trouble free: beans (broad, French, and runner), beetroot, courgettes and pumpkins, garlic, lettuce, leaf beet, onion (bulb and salad), seed sprouts (eg cress), rocket, radish. It's most important to see which vegetables work best for you and ask parents and members of the community for growing advice.

How can I protect my plants from pests such as mice, cats, rabbits and squirrels?

- Protect seeds and young plants with 'chicken wire' or similar stout mesh; lay over the soil surface or around plants. This stops animals scratching up the soil surface.
- Use devices that emit a high frequency ultrasound. This drives away animals, but is inaudible to humans and harmless to fish and birds.
- For rabbits, surround the growing area with a 1.2m high fence high fence made of chicken wire, burying a further 30cm buried, angled outwards to stop them burrowing underneath.
- Use cat repellent powder made from natural aromatic oils.

My seeds won't germinate, what am I doing wrong?

- Don't bury seeds too deeply. Cover large seeds no greater than twice their size. Very small seeds should be left uncovered or with a thin layer of vermiculite.
- Keep soil or compost moist. Seed will not germinate if too dry and may rot if too wet.
- Make sure seeds aren't being eaten by mice before they germinate or by slugs when they do. Check for damage.
- Wait until the weather is warm enough for seeds to germinate before sowing.
- Use 'fresh' seed, eg old seed and seed kept too warm (above 25°C) may not germinate.

What are the best vegetables to grow so I can harvest them before or after the school holidays in August?



- *During spring:* asparagus, cabbage (spring), kale, sprouting broccoli, seakale.
- *Before July:* beans (early broad), beetroot, carrots, garlic, lettuce, onion (salad), peas, potatoes ('early'), radish (summer), rocket, spinach.
- *After September:* beans (French, runner), Brussels sprouts, cabbage (autumn and Chinese), calabrese, carrots (maincrop), cauliflower, celery, chicory, leaf beet, leek, lettuce, onion (bulb), marrow, parsnip, potatoes (maincrop), rocket, salsify, swede, tomatoes.

How do I keep the garden watered over the school holidays?

Organising a rota with volunteers is really helpful (see A18 and T6 on DVD). Also learn techniques of watering plants to make the most difference and save time (see B4.11 and B5.6).

What vegetables can I plant in winter?

Indoors, try mushrooms, chicory roots for forcing, seed sprouts and seedling salads. There are plenty of plants to harvest outdoors up to February, such as: Brussels sprouts, cabbage (winter), cauliflower, celery (trenched plants), kale, leaf beet, leek, parsnip, sprouting broccoli, salsify, spinach (annual), swede, turnip, radish (winter).

How can I get rid of slugs?

- Surround plants with barriers of sharp material, eg sharp sand, egg shells, grit. Regularly top up.
- Cover small plants with 'cloches' made from plastic bottle with the top and bottom removed.
- Use organic 'slug pellets' based on 'ferric phosphate'. These are harmless to other wildlife and break down into plant nutrients.
- Use a biological control where microscopic 'nematodes' are watered onto the soil around vulnerable plants and kill the slugs, eg 'Nemaslug'.



What edible plants can I grow in shade?

Deep shade is tricky as many edible crops need good sunlight to grow well. Try finding a sunny spot for containers or raised beds if there is no spare soil.

If you have partial shade with a few hours of sunlight a day, try beetroot, calabrese, kale, kohlrabi, lettuce, radish, spinach and herbs such as chives, mint and parsley. Fruit such as raspberries, blackcurrants, gooseberry and rhubarb originate from woodland edge and will also do well.

If shade comes from overhead trees, grow early vegetables such as spring cabbage, winter lettuce and broad beans. Careful tree pruning can increase light levels (consult your local council tree officer).

How do I feed my plants?

Start by feeding your soil with organic matter, such as compost and well-rotted manure. Use extra 'concentrated' plant foods only to remedy specific nutrient deficiencies (eg yellowing between leaf veins) or give plants extra nutrients to continue growing well (eg tomato food). See B4.4.

What can do with lots of spare compost?

Use spare compost for potting up containers (see A11), improving soil by digging into the topsoil (see A26), or laying a 2-5cm layer over the soil surface as a 'mulch' (see B4.11 and Food Growing Instruction Cards).

My soil is horrible. What can I do?

Most soils can be improved by adding organic matter, such as compost and well-rotted manure. This may be hard work, but well worth the effort. The first step is always to test your soil (see A9). If your soil is really poor, grow plants in tall raised beds (see A10) or containers (see A11) instead, using imported soil in both that will be better than what's underneath.

What's the difference between composts available to buy in the garden centre?

- Seed and potting compost is a fine grade growing medium with enough nutrients to start seeds and young plants growing.
- Multipurpose compost is a coarser mix growing medium with more nutrients for older plants.
- Tree and shrub compost has longer term nutrients for permanent planting, eg fruit trees.
- Soil conditioner is a generic term for materials used for improving soil, eg *organic matter*.
- Always buy peat free, ideally organic compost and, of course, make and use your own compost where possible.



Mixing concentrated plant foods



Trained raspberries growing in partial shade



Sieving compost over kale seeds



B7.6 Tool suppliers list

We are unable to recommend any particular supplier, or guarantee the validity of any of the information provided by these contacts and websites, but you may find the following details useful. The information supplied was correct at time of publication.

Specific tools

Tool	Supplier
Border forks and spades	Bulldog www.bulldogtools.co.uk The Recycle Works www.recycleworks.co.uk Spear & Jackson www.spear-and-jackson.com Bulldog www.bulldogtools.co.uk The Recycle Works www.recycleworks.co.uk Organic Gardening Catalogue www.organiccatalogue.com
Children's gloves	Organic Gardening Catalogue (ages 5-8) www.organiccatalogue.com
Coloured trugs	B&Q www.diy.com Organic Gardening Catalogue www.organiccatalogue.com
Dibber	Organic Gardening Catalogue www.organiccatalogue.com
Hand forks	Brio www.brio.co.uk The Recycle Works www.recycleworks.co.uk B&Q www.diy.com
Handles and 3x3 snap-on heads: soil rake, springbok rake, dutch hoe	Wolf snap-on tools www.worldofwolf.co.uk/menu/103/Multi-Change.html
Hoes	Bulldog www.bulldogtools.co.uk
'Paper potter' (makes 4cm pots from newspaper)	Organic Gardening Catalogue www.organiccatalogue.com



Tool	Supplier
Secateurs	Felco www.performance-felco.co.uk
Tape measure	B&Q www.diy.com
Tidy potting tray	Organic Gardening Catalogue www.organiccatalogue.com
Trowels	Brio www.brio.co.uk The Recycle Works www.recycleworks.co.uk B&Q www.diy.com
Watering cans with fine rose end	The Recycle Works www.recycleworks.co.uk Brio www.brio.co.uk B&Q www.diy.com Organic Gardening Catalogue www.organicgardeningcatalogue.com
Wheelbarrow	Brio www.brio.co.uk B&Q www.diy.com



Further Information

Garden Organic for Schools Catalogue.

A mail order service for schools in partnership with The Organic Gardening Catalogue www.organiccatalogue.com

Recycle Works do a 'Kid's Garden Tool Kit' including a spade, garden rake, long brush, trowel, fork, gloves, gardening calendar and activity guide www.recycleworks.co.uk

Harrod Horticultural have a very good range of children's gardening tools, competitively priced www.harrodhorticultural.com

On the Brio home page, click on 'toys to play' www.brio.co.uk

Joseph Bentley have the gardener's apprentice Range – click on children's tools on the right hand index of the home page www.josephbentley.co.uk

Gone gardening have a range of products suitable for children www.gonegardening.com

Three bears play are manufacturers of educational role-play-equipment and children sized gloves. Email: threebearsplay@aol.com or telephone: 01669 620 315.



B7.7 Funding

The following information and contacts may be useful but we cannot guarantee the validity of any of the information provided by these contacts and websites. You could also try approaching local businesses and groups, eg large DIY stores or garden centres/nurseries, building societies or community organisations.

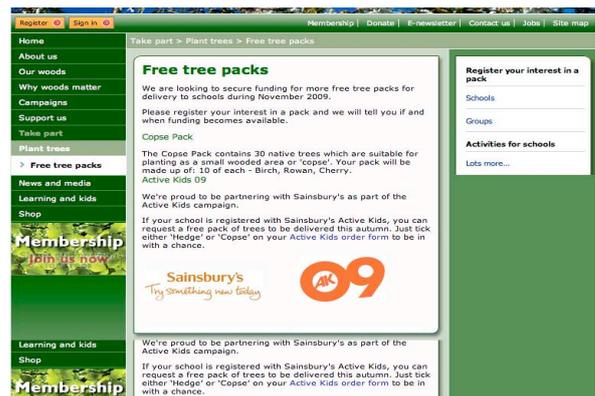
Organisation	Details
<p>Access to Nature www.natureengland.org.uk/leisure/grants-funding/</p>	<p>This £25 million Big Lottery Fund Grant Scheme aims to encourage people from all backgrounds to enjoy the natural environment. Priority will be given to fund projects that make a lasting change in areas of high social, economic and/or environmental deprivation.</p>
<p>Action Earth campaign www.actionearth.org.uk</p>	<p>Has supported thousands of projects over the past 17 years. They offer funding to community projects that encourage the protection and enhancement of their local area.</p>
<p>Awards For All www.awardsforall.org.uk</p>	<p>Provide lottery grants for a range of projects. They can also be contacted on 0845 600 2040.</p>
<p>Big Lottery Fund www.biglotteryfund.org.uk</p>	<p>Supports projects that improve health, education and the environment. People's Millions 2008 is a funding programme that allows the public to decide where lottery funding should go.</p>
<p>Co-operative Group www.co-op.co.uk</p>	<p>Provides Community Dividend funding for community projects. Contact their Dividend helpline: 0845 090 1456.</p>
<p>Eco-schools www.eco-schools.org.uk</p>	<p>Provides a summary of grants available.</p>
<p>Energy companies www.segen.co.uk</p>	<p>Many energy companies can provide funding for community projects, including Powergen, Scottish Power and EDF. For more information about applying for these schemes please visit the communities information web page.</p>



Organisation	Details
E-on Safer Environment Fund www.eon-uk.com and follow links for 'distribution' and then 'safer environment fund'.	This is open to all community groups who want to build safer and better environments. The fund should be used to support community projects across central England that will have a positive and lasting impact on their local environment. Up to £2500 is available.
Ernest Cook Trust Small Grants Offer www.ernestcooktrust.org.uk	Must always be for clearly educational purposes, aiming principally to focus upon the needs of children and young people from the UK to learn about the environment and the countryside: projects which introduce pupils to the wide spectrum of the arts are also encouraged. All applications are expected to link in with either the National Curriculum or recognised qualifications; particular weight is given to projects which improve levels of literacy and numeracy. From £100 to £3,000.
Grants4Schools www.grants4schools.info	The website features the latest funding opportunities available from the lottery, Government Agencies, The European Union and Charitable foundations. The website will help you to maximise your funding potential.
Groundwork www.groundwork.org.uk	Groundwork's funding is about creating community gardens (although this didn't include allotments the last time they ran this type of project).
Growing Schools www.teachernet.gov.uk/growingschools	Has up to date information on obtaining funding.
HELP Awards www.helpyourselves.org.uk	Save the Children and British Gas have a very limited number of awards (up to 7 in total) of up to £3,000 which highlight a key issue affecting communities in England, Scotland and Wales – poverty. All enquiries emailed to: helpyourselves@save-the-children.org.uk
Lankellychase Foundation www.lankellychase.org.uk	Funds are available for summer play schemes for children aged between 5-13. Full guidelines and an application form can be downloaded from the website.
Local Education Authorities	Can be a major source of advice and support, but this varies around the country.



Organisation	Details
Local Food www.localfoodgrants.org	Local Food is a £50 million programme that will distribute lottery grants to a variety of food-related projects
Rolls-Royce Science Prize http://science.rolls-royce.com	Recognises excellence in science teaching and offers financial support to small teams led by teachers who can demonstrate how an aspect of science teaching can be improved in their school or college.
Royal Society www.royalsoc.ac.uk/partnership	Provides grants for schools working with a scientist or engineer and engaging children in a specific science project.
The Community Sustainable Energy Programme (CSEP) www.communitysustainable.org.uk	Has been set up to help community based organisations to reduce their environmental impact.
The Department for Business, Enterprise and Regulatory Reform (BERR) www.lowcarbonbuildings.org.uk	Offer a “Low Carbon Buildings Programme” grant for micro-renewables including wind power and solar power.
Currys, electrical retailer	Offers grants for members of the Eco –schools scheme.
The Woodland Trust www.woodland-trust.org.uk/hedge/	Offers free trees for schools (hedge or copse packs).
YouthBanks:UK www.youthbank.org.uk	YouthBank provides small grants to fund projects that involve young people working to improve their community. The young people are in charge; making their own decisions about who receives funding and the money is given directly to the young people themselves. However, adults do play an important part, acting as supervisors, facilitators and advisors. Check the website to find out if there’s a YouthBank near you.
Your local council	May have funds available for projects which fit Agenda 21 objectives, such as “People are entitled to a healthy and productive life in harmony with nature”.



Interview with a gardener



Is gardening easy?

“Oh my yes. Well, almost. There are one or two must-know techniques, like sowing seed, but the rest you can pick up as you go along.

You’re guaranteed some failures, but the successes are abundant even if you’re just starting. Gardening works for all ages and all abilities; that’s the beauty of it.

Just work on the assumption that plants want to grow given the chance and you can’t go far wrong. Start growing and see what happens!”

What is your favourite part of gardening?

“Well besides planting with my trowel, the best bit is seeing a seedling just come up out of the soil, reaching towards the light. I imagine the fledging plant saying hello to me!

The next best bits are seeing the daily change in plants as they grow, and of course harvesting gorgeous organically grown food for the pupils.”

Why did you want to be a gardener?

“That’s easy. It was the pleasure and satisfaction of growing. Trying something and seeing if it works. Then trying again!

I love growing food and marvelling at the diversity of plants and wildlife in an organic garden. You can spend your whole life gardening, but there’s always more to learn...”

Is it fun gardening?

“Sometimes frustrating, but always fun. It’s the same whether on a windowsill or in a 20 acre garden, and whether quiet moments by yourself or in a group. Go on, invite parents and teachers, chefs and neighbours. Get growing!”

David, 35
School gardener

“I didn’t care that I was one of the first in the gardening club.

My friends didn’t get it to start with, but then one day I walked past a bunch of guys carrying an armful of lettuce and a large marrow that was supposed to be a courgette!

My friends are now all in the club and reckon we’re going to need a bigger garden!”

John, age 15

“It was weird to start with. Muddy and horrible when my class built the raised beds.

Then my teacher was great showing me how to plant seeds. We picked runner beans and gave lots to the school kitchen for lunch! We even had strawberries in our first year.

Now my parents come along to my club every Monday night and I go home so excited. I can’t wait to get back the next day!”

Sally, age 8

Garden Organic is the UK's leading organic growing charity, and is dedicated to researching and promoting organic gardening, farming and food. We are driven by an enduring passion and belief, founded on over 50 years of research and practice, that organic methods provide a healthy, sustainable life for us all.

Garden Organic Ryton, Coventry, Warwickshire CV8 3LG

Tel: 024 7630 3517 Fax: 024 7663 9229 Email: enquiry@gardenorganic.org.uk

www.gardenorganic.org.uk

Registered charity no 298104 Garden Organic is the working name of the Henry Doubleday Research Association.

The Food for Life Partnership is a network of schools and communities across England committed to transforming food culture. The Partnership is led by the Soil Association with the Focus on Food Campaign, Garden Organic and the Health Education Trust. Together we work to revolutionise school meals, reconnect young people with where their food comes from and inspire families to cook and grow food.

food
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PARTNERSHIP



LOTTERY FUNDED



Soil Association



Campaign

HEALTH
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