



Gardening 4U

A practical guide to setting up a gardening club
for young people who have mental health issues

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Introduction

Thrive is a small national charity that has over 30 years experience of using horticultural therapy to transform the lives of disabled people.

Thrive wanted to understand how gardening could help young people who have mental health issues and gain insight and evidence which could be shared. Thrive ran a pilot programme to do just that from 2006 - 2008.

The learnings from this pilot programme have been used to produce this free guide to setting up a gardening club for young people who have mental health issues.

We hope this guide will answer any queries you may have, but please contact us if you have any questions. Additional support to help you set up a gardening club is also available on request.

Thrive runs a free information service, a friends and members scheme and an education programme which provides advice and guidance on social and therapeutic horticulture – see page 17 and 18 for more details.





The pilot programme

In a review of literature, Sempik et al (2003)* found a few published accounts of using of gardening as a therapy to help young people who have behavioural disorders and those attending residential special schools, but these were limited in scope and often anecdotal.

Horticultural therapy sessions are not often offered to young people who have mental health issues and there are few descriptions and guidance materials available.

To provide further evidence, Thrive, worked in partnership with the Berkshire Adolescent Unit (BAU) at Wokingham Community Hospital offering horticultural activities tailored to meet the needs of the young people alongside existing therapeutic activities. The project ran from late 2006 to summer 2008 for patients at the unit aged 12–18, who have severe psychological and psychiatric problems including eating disorders such as bulimia and anorexia.

The project had three main aims:

- 1 to enhance the opportunities offered to the young people attending the specialist unit which support their recovery
- 2 to improve the young people's mental health and wellbeing through horticultural activities
- 3 to assess the impact of gardening compared with the other therapies available at the unit.

More specifically, the objectives were:

- ✿ to set up an 18 month pilot project to offer individually tailored horticultural programmes at three newly created garden locations within the hospital grounds
- ✿ to gather the young people's own views of each gardening session, to assess any improvement in their self esteem and to find out the long-term impact of gardening by interviewing them and their parents after the end of the programme
- ✿ to examine changes in the young people's social interaction and task-focused behaviour during sessions over time, and to compare their behaviour during gardening and another therapy sessions.



"I feel **happier** because gardening has taken my mind off things."

* Sempik, J., Aldridge, J. & Becker, S. (2003) *Social and therapeutic horticulture: evidence and messages from research*. Thrive/Loughborough University. ISBN 0 907274293.



Summary of benefits of setting up a gardening club



The programme ran for a total of 20 months. A small garden was created at the unit following the setting up of the gardening club.

In total, 46 young people took part in the gardening group (about 25% of the young people at the unit). In terms of diagnoses, the group included young people with anxiety disorders, eating disorders, obsessive compulsive disorder (OCD), attention deficit hyperactivity disorder (ADHD) and psychotic disorders.

The programme had a very positive impact. They were keen to attend, felt they gained something from the sessions and enjoyed being part of the programme. It gave them a sense of pride and achievement, it helped them relax and they were less anxious.



In their reflective journals, several young people commented on how positively they felt after being outside and doing something physical.

They wrote about:

- 
being proud with a sense of achievement
 - "I was glad to achieve something from the group."
 - "I feel a little bit more proud and fulfilled than at the beginning."
 - "I feel quite pleased with myself. This is probably because I actually achieved something and it makes me feel good when I achieve something."
- 
being calmer and less anxious
 - "Gardening can be very relaxing."
 - "It has helped improve my concentration."
 - "It has helped me be more sociable, and to be able to distract myself when I feel bad."
 - "Gardening takes my mind off things."
 - "I feel happier and less anxious as I was focusing my energy into other activities."

To find out whether the individual young people behaved any differently when gardening as opposed to during other therapy sessions, we compared observational records from gardening club sessions with the equivalent records (for the same young person) during other group activity-based therapy sessions.

Analysis of the data revealed that:

- 
 young people who were willing to attend the general group activity therapy session in a given week were as willing to attend the gardening club: the gardening club was very attractive for many young people and the majority were positive
- 
 there was a tendency for young people to get more involved in the gardening than in the other therapy sessions.



Gardening club guide

Thrive has produced this guide to help you set up a gardening club of your own using the learnings from our pilot programme.



"Afterwards I feel
more awake and
less lethargic."



Step 1 – Setting up

Roles and responsibilities

- ✿ Ensure the staff's roles and responsibilities are clear:
 - who will organise review meetings and when will they happen?
 - who will do the induction for new arrivals to the group?
 - who is going to do the watering on the days when the gardening club is not happening?
- ✿ To help the project run smoothly, try to keep support workers as consistent as possible.
- ✿ Understand clinical assessments/considerations for different diagnostic groups. Make a list of appropriate activities with descriptions and rationale so support workers know what their focus should be by month/session for key patient groups (e.g. eating disorders, ADHD, psychosis).

Set clear aims

- ✿ Identify and communicate the overall aims of a gardening club from the outset.
- ✿ Establish the specific outcomes and target benefits for the group with the schedule of work.
- ✿ Tell everyone why you are starting this extra therapy.

Involve the group

Find ways to fully engage with the young people. It is important that they have ownership and are involved from the outset. Their input into the name of their group, choosing the areas of the garden they want to work on and what they want to grow, will give them the feeling of responsibility for the garden.

You can involve them by using our **ideas and input sheet** on page 20 at the back of this guide.

Decide on the type and size of garden

This will depend on what is available to adapt or you may be designing something from scratch. Whether you have a lot of space or very little, using pots or planters, you can still run a gardening club.

You can create one or all of the following types of gardens depending on the space you have available:




- ✿ **kitchen garden** – an area to grow vegetables from seed to harvesting crops
- ✿ **wildlife garden** – offering the opportunity to learn about planting to attract wildlife by identifying the ideal varieties of plants to attract native wildlife
- ✿ **mood and feeling garden** – an area to learn about how plants can be used for their colour and/or texture to reflect different moods and feelings.



Health and Safety



Risk assessments

A risk assessment is an audit of the area and work processes. It should show whether sufficient precautions have been taken and if more needs to be done to prevent harm. Prior to the programme beginning, a full health & safety audit is necessary ensuring that risk assessments are completed for:

-  the site
-  tools
-  activities.

Individual risk assessments for participants will already exist and these need to be incorporated into the gardening activity.

Make sure you:

-  identify the potential hazards – a hazard is anything that can cause harm e.g. gardening tools, chemicals etc
-  identify the risk – a risk is the chance, high, medium or low, that somebody will be harmed by the hazard, e.g. correct use of tools, safe working distances.

Follow these six steps:





Step 1:	LOOK for the hazards
Step 2:	DECIDE who might be harmed
Step 3:	EVALUATE the risks, decide whether the existing precautions are adequate, or whether more should be done
Step 4:	RECORD your findings
Step 5:	REVIEW your assessment and revise it if necessary
Step 6:	DIARY: a review date to reassess the risk and existing precautions.

You may find our **risk assessment form** useful which is on page 22 at the back of this guide.

Create a signing-in sheet for sharp objects and tools which one person is responsible for throughout the session and sign in and out as necessary.

Personal Protective Equipment (PPE)

The gardening club should supply:

-  steel toe capped work boots
-  gardening gloves
-  goggles
-  wet weather clothing.

First Aid

A member of staff should hold the appropriate first aid certificate and the group should be made aware of who the qualified first aider is.



Gardening equipment and plants

This is a list of basic gardening items that you will need to get started.

Tools and Equipment

Trays and pots	Dust pan and brush	Pricking out tools
Brooms	Bulb planters	Secateurs
Watering cans	Garden rakes	Trowels and handforks
Edging shears	Levelling boards	Plant labels
Spades		

PPE

Steel capped boots	Gloves	First aid kit
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Plants and vegetables

Vegetables seeds e.g. lettuce, carrot, peas, beans

Annuals and Biennials e.g. *Impatiens walleriana* Swirl Series, *Petunia* Primetime Series, *Zinnia elegans* Thumbelina series

Shrubs e.g. *Choisya ternata* (Mexican Orange Blossom), *Skimmia japonica*, 'Rubella' *Viburnum tinus*

Bulbs e.g. *Narcissus sp.* (Daffodil), *Galanthus nivalis* (Snowdrop), *Tulipa sp.* (Tulip) C

Perennials e.g. *Achillea* 'Coronation Gold' (Yarrow), *Sedum spectabile* 'Brilliant' (Ice Plant), *Alchmilla mollis* (Lady's Mantle)

Some of the young people, particularly those who reside in a unit for a short period of time, may enjoy a trip to a local garden centre to purchase items for the garden. It is a good idea to involve them in the planning, purchasing and planting of the garden.

There is a list of **recommended easy maintenance plants** to buy that are easy to grow on page 35 at the back of this guide.

Access to facilities

Consider how people will access the gardening areas and areas for personal hygiene. You also need to find an area undercover or indoors for activities to continue when the weather is bad or to provide passive activities.



"I feel more **relaxed** and **energetic** now."



Step 2 – Running a gardening club

Decide on the frequency and size of your group

Gardening sessions can be of variable length and frequency but remember each session should involve a small group of up to eight. The ideal session length is 1½ to 2 hours which will ensure that all participants receive support and guidance whenever needed. The length of time participants are involved can vary, depending on how long they are attached to the Unit for treatment.

It is a good idea to produce a **welcome flyer**. You can reproduce or adapt the one we produced on page 26 at the back of this guide.

Set the ground rules for behaviour

At the very beginning of the sessions, engage the group in putting these together. Make sure you set clear rules and boundaries with participants, making it clear what is and is not acceptable. Give new participants a copy of the rules to keep.

Reinforce health and safety all the time

Reinforce health and safety at all times including the importance of wearing steel capped boots and gloves whilst working outdoors, safe working distances and correct use of tools.

Produce a yearly schedule of work

The purpose of this is to define what work needs to be done in the garden during specific seasons, outline the resources needed and the benefits and learning outcomes for individuals attending the gardening club.

The yearly schedule of work provides a workplan on which to base weekly session plans. The schedule of work should be reviewed at the end of each season and relevant adjustments made. This will then ensure that the garden will continue to evolve and resources, benefits and learning outcomes can be developed.

We have included a **yearly schedule of work** on page 27 for you to use or adapt at the back of this guide.

Produce a session plan which combines seasonal activities with the needs of individuals

Each session plan outlines the overall aims of the project and the objectives of the session. This details the activity for the session, the resources needed to deliver it and what they can achieve and gain from the session.



We have included a **session plan** for you to use or adapt on page 32 at the back of this guide.

It is important to give the group a lot of choice regarding session activities. Walk round the garden at the beginning of the session, to encourage students to identify which tasks they want to do and need completing. This will encourage them to communicate with others and improve motivation.

Have a range of active and passive tasks

Young people enjoy practical activities such as digging, planting and weeding. If the group includes young people with eating disorders, less physical activities are advisable. It is useful to have a range of both passive and active tasks depending on the need of individuals. It is not always appropriate to have physical tasks for the whole session.

More passive tasks can include:

- ✿ indoor desktop tasks such as seed-sowing and flower arranging. These sessions allow group members time to socialise together and learn to work as a team
- ✿ have a series of 'fill in' activities, which could be team games, crosswords, word searches and quiz sheets for those who are struggling to participate in the physical activities.





Step 3 – Monitoring and evaluation

Collect as much evidence and feedback as possible so you can demonstrate the benefits of running the gardening club. The frequency of gathering this information will need to be agreed at the outset.

Participant evaluation

Participant evaluations can be carried out in three ways:

Participant feedback forms

Every six months ask them to complete a feedback form that asks questions such as:

- What have you enjoyed most so far about the gardening club?
- What have you learned if anything about gardening?
- Do you feel that attending the group has made a change to the way you feel about yourself, your wellbeing, self esteem and confidence?
- Has gardening helped improve any other skills that you may have?
- What sorts of things do you think you have achieved so far within the group?
- What sorts of tasks do you think you are good at? If there were anything you would like to do more of in the group, what would it be?
- What other ideas do you have for next term as to how the garden should develop?
- Do you think that others would benefit from having a gardening club?

Reflective journals for participants

The young people can be engaged in monitoring and evaluating each session for themselves with the use of reflective journals, which helps assess whether confidence, self esteem or using initiative has increased while attending the club. It gives them the opportunity to assess themselves including their mood and allows them to recognise changes whilst in the garden.

The types of questions that could be included are:

- What kind of mood was I in today when I came to the session?
- What kind of tasks did I do today, and what tools did I use?
- How much time did I spend actually engaged in what I was doing?
- One new thing I learned today was?
- One thing I enjoyed today was?
- One thing I found difficult or did not enjoy today was?



- One thing I could improve on or need help to improve would be?
- Has my mood changed since the session started?
If so how do I feel now? Why?

You can use the **reflective journal sheet** on page 37 at the back of this guide.



Staff evaluation

Staff feedback is also important and you could ask your staff running the gardening club questions like:

- What kind of impact has the gardening club had on the young people that attend?
- Are there any positive changes that you have seen in the young people that could be associated with the gardening club?
- Is there anything that you feel could have been done differently to improve the gardening club and the way the group is organised.
- Is there anything that you feel there should be more of?
- Do you think any of the young people actively look forward to the gardening club?
Do any of them talk about it beforehand?
- Do you feel that there is value in this project being able to continue for the young people involved and why?

You can also use the session plan to gain feedback in terms of whether or not it meets individual's needs and reflect on how the session went.

Performance indicators can be scored by both the young person and the member of staff running the club as a record of progress made.

You can use the **performance indicators score sheet** on page 34 at the back of this guide.



Information and support from Thrive

Thrive can offer you a wide range of information and support through:

Joining Friends and Members of Thrive

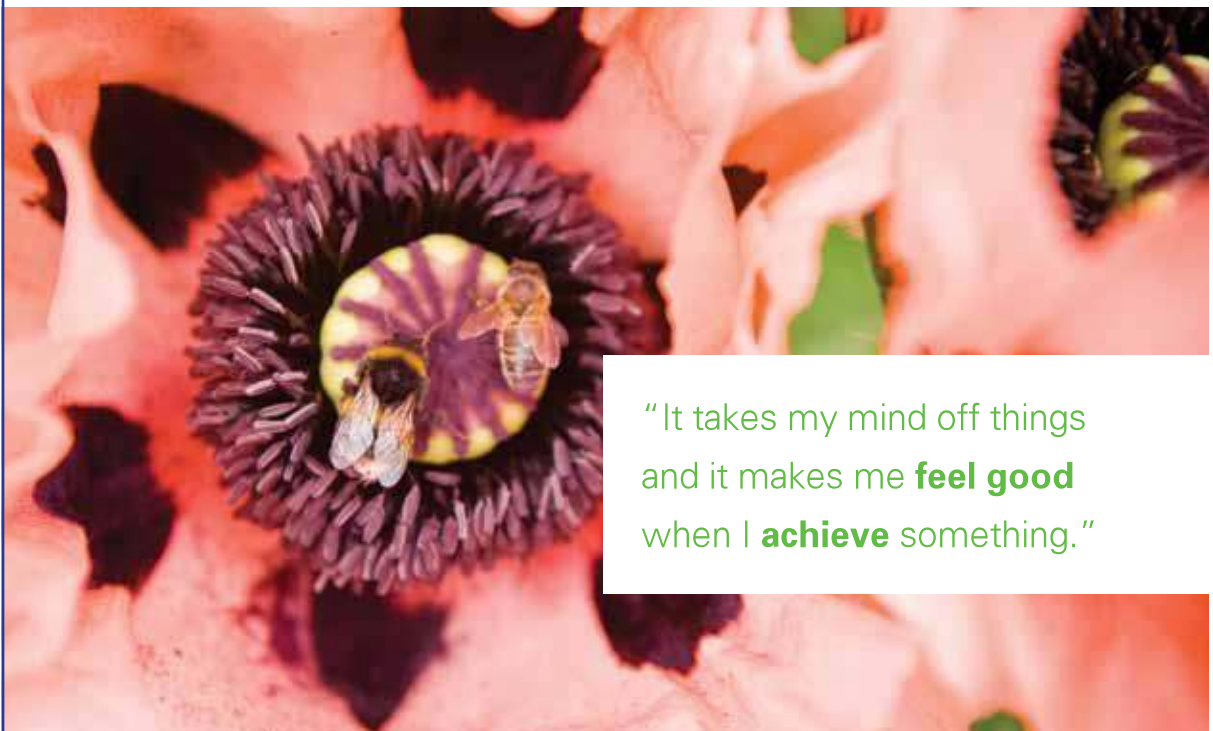
Thrive runs a great friends and members scheme which provides information to those who work or who have an interest in the field of social and therapeutic horticulture.

The benefits of joining include:

- **A welcome pack** – containing an inspirational CD of stories and experiences of disabled people who have benefited from gardening, information on useful gardening tools for disabled people and much more.
- **Training course discount** – a discount on the courses available on Thrive's National Short Course Programme.
- **GrowthPoint** – produced by Thrive, is the only UK publication devoted to social and therapeutic horticulture. It includes news, research, professional developments, project profiles and opinion and is useful reading for those working in the fields of health, care and education. So it is a great showcase for new developments and best practice.
- **Professional support including:**
 - privileged access to a special area of the Thrive website **www.thrive.org.uk**, where you can download session plans, adapt policies and access other useful information
 - access to the Thrive library, the only specialist library on the subject of social and therapeutic horticulture in the UK.

Please contact Thrive for further details on the cost of joining friends and members of Thrive.

W: www.thrive.org.uk T: 0118 988 5688 E: info@thrive.org.uk



"It takes my mind off things and it makes me **feel good** when I **achieve** something."



Thrive's National Short Course Training and Education Programme

This programme aims to provide specialist education and teaching in the field of Social and Therapeutic Horticulture (STH) for health, education and social care professionals.


For over 30 years, Thrive has run a comprehensive programme of training courses in STH. No prior experience is required to attend these courses, and you will meet our trainers who have a wealth of experience to share with you. You can gain knowledge and skills to help your own professionalism, staff development, benefit your place of work and most importantly those with whom you work. At the end of the course you will be issued with a certificate of attendance stating the learning outcomes to add to your Continuous Professional Development (CPD).

There are a wide range of courses on offer but one course you may be particularly interested in is – *Using social and therapeutic horticulture to benefit people with mental health support needs*. This offers knowledge of mental health issues and how social and therapeutic horticulture can address rehabilitation, recovery, social inclusion, training and employment.

For those who are really interested in this area, Thrive in partnership with Coventry University, offers the only professional diploma in social and therapeutic horticulture.

Please contact us for full details of all our courses.

W: www.thrive.org.uk T: 0118 988 5688 E: info@thrive.org.uk



"I paid privately so value for money is important to me. The **detail and quality of teaching has been invaluable**, and assured me that STH is my thing for sure." (Course attendee)



Bespoke Training

All Thrive training can be tailor-made to suit your specific requirements, the benefits include:

- specialised knowledge and experience of social and therapeutic horticulture to meet your organisations' needs
- techniques and practical applications to meet your specific requirements
- savings on individual expenditure, time and travel
- opportunity for in-house staff continuing professional development (CPD)
- can take place at Thrive or your own venue.

For an informal discussion or a quote, contact Thrive on **0118 988 5688**.

Consultancy

Thrive can also offer consultancy in all aspects of running or setting up a garden project using our specialised knowledge and experience to offer advice and guidance in:

- progression pathways within educations and qualifications
- funding information
- measuring outcomes
- quality assurance
- health and safety.



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Liability

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Guidance sheets

Downloadable from Thrive's website www.thrive.org.uk

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Guidance sheet number 1 – Ideas and input sheet

Name:

What would I like to see happen in the garden?

.....
.....
.....
.....

What do I know already about gardening?

.....
.....
.....
.....

Some of the activities I would like to be involved in would be...

Circle the ones that you want to be involved in:

Planting

Learning names of plants

Weeding and wildflowers

Wildlife gardening

Caring for tools

Recognising pests and diseases

Plants and how to look after them

Planning a new garden

Pruning and deadheading

Making items to attract wildlife

Growing vegetables and fruit

Growing plants from seed

Health and safety in the garden

Container gardening

Planting for colour throughout the year

Different garden styles

Soils and growing conditions



Guidance sheet number 2 – Risk assessment

PROJECT		ASSESSMENT DATE		ASSESSED BY	
LOCATION		NEXT ASSESSMENT BEFORE		APPROVED BY	
HAZARD Potential for harm	Who's at risk? S/V/C*	PRECAUTIONS	Risk level	Who will do them?	When? B or D*
Injury / accident / distress through <ul style="list-style-type: none"> Anxiety Allergy Allergic reaction Photosensitivity Thirst/dehydration Medication 		<ul style="list-style-type: none"> Short breaks if working in the sun and use of sunscreen Drinking plenty of water Make others aware Provide reassurance/comfort Access suitability for using machinery Seek medical advice if necessary 			
Slips, trips and falls		<ul style="list-style-type: none"> Make aware of potential hazards Take regular breaks – provide seating Ensure appropriate footwear Regular reminders not to run on site Ensure tools and equipment are stored safely when not in use Make sure students do not attempt to climb trees through close supervision and making aware of the dangers involved. 			
Temperature: <ul style="list-style-type: none"> Weather hot/cold Water hot/cold 		<ul style="list-style-type: none"> Make others aware – staff, volunteers Appropriate clothing – hats if necessary Application of sun cream Drink plenty of cold water Short breaks if working in the sun Supply shade if possible Give verbal warnings Provision of indoor tasks Making staff/volunteer/client aware of water heater temperature whilst making drinks Verbal instructions on hot and cold taps if necessary 			
Injury through: <ul style="list-style-type: none"> Poor literacy Poor numeracy Poor hazard awareness comprehension of instructions Limited comprehension of social situations Limited/lack of concentration 		<ul style="list-style-type: none"> Support, guide and train in recognition of hazard Make staff, clients and volunteers aware Make site as safe as possible Close supervision Simple clear instructions Repeat back instructions to check understanding/listening skills Make everyone aware Reduce exterior distractions if possible especially from students not on the course who may unexpectedly interrupt the session 			



HAZARD Potential for harm	Who's at risk? S/V/C*	PRECAUTIONS	Risk level	Who will do them?	When? B or D*
<ul style="list-style-type: none"> • Behavioural difficulties • Self harm using sharp tools 		<ul style="list-style-type: none"> • Staff and volunteer training in communication skills and techniques • Regular breaks if working on repetitive tasks • Sign in and out policy for secatuers and other sharp objects. Make staff aware 			
<p>Injury through high spirits or play fighting:</p> <ul style="list-style-type: none"> • Inappropriate use of wheelbarrows • Throwing apples/ conkers/wet rags etc. • Inappropriate use of tools especially those with sharp blades • Having 'fun' together getting out of hand 		<ul style="list-style-type: none"> • Close supervision • Regular reminders of appropriate behaviour • Regular reminders of safe use of tools and equipment • Either before each session or as part of the session, clear the garden of as many objects as possible to limit temptation of throwing things • Check that all equipment is returned at the end of each session to avoid danger of incidents after the session • Make staff, clients and volunteers aware • Small working groups 			
<p>Vulnerable physically and emotionally:</p> <ul style="list-style-type: none"> • Bullying or teasing of other students • Staff at risk of allegation • Whereabouts of clients is known at all times • Monitoring behaviour during sessions • Threatening behaviour or verbal abuse towards staff 		<ul style="list-style-type: none"> • Close supervision • Staff to undertake 1:1 work with students in view of others • Staff to ensure that students do not go off unescorted and are in view at all times • Students demonstrating particularly bad behaviour to be put on a ban from attending the next session 			
<p>Fire & COSHH:</p> <ul style="list-style-type: none"> • Bonfires • Use of chemicals i.e. white spirits 		<ul style="list-style-type: none"> • Supervision at all times • Keep at a safe distance • Keep all flammable materials locked away • Support guide and train in recognition of hazard • Wear appropriate PPE • Make students, staff and volunteers aware of associated dangers 			
<p>Other</p>		<p>Anxieties surrounding 'dirt' and touching compost. Encourage to wear gloves and inform that hands can be washed afterwards</p>			

* When? B = Before the activity, D = During the activity

♦ Who's at Risk? S = Staff, V = Volunteers, C = Client



Guidance sheet number 3 – Sample welcome flyer

WELCOME TO THE GARDENING CLUB!

By being involved in this group, you will have the opportunity to learn more about and enjoy gardening. You will be able to learn new skills and build on existing ones, and work as part of a group. Below are some things to be aware of:



- wear warm clothes because you will be going outside
- you will need to wear safety footwear to protect your feet
- you will need to wear gloves to protect your hands when working in the soil
- you will be using various tools out in the garden so always remember to be safe and keep others safe
- you will be need to work as part of a team, as well as on your own
- you will be given a scrapbook that you will be able to use to keep track of what you have been doing in the group. You can take photos, stick worksheets in and your own ideas
- you will need to fill in a reflective journal sheet each week, which keeps track of how you are feeling, and what you felt about the session as your feedback is very important
- you will be able to contribute your ideas into the planning of the garden.



Guidance sheet number 4 – Yearly schedule of work

Season	Activities	Resources	Benefits and learning outcomes
Spring	Seed sowing, vegetables chosen and flowers	Various seeds, a 'sow when plan', potting tray, sieve, watering can, labels, string and line (for outdoor sowing) compost, pots, seed trays, levelling board	Improved physical stamina Increased confidence, self esteem and concentration Being able to listen to instructions
	Painting structures and surfaces	Paint, dust sheets, brushes, sandpaper and blocks, dustpan and brush, masks, pots for paint, overalls or aprons	Team working and communication Appreciation of the outdoors, increased motivation and enthusiasm
	Feeding the birds	Birdseed and feeders, equipment for making fat cakes	Working under own initiative Sense of responsibility and ownership, increasing self esteem
	Pricking out seedlings and potting on	Dibber, pricking out tool, compost trays, single pots, compost, labels, watering can and levelling board	Numeracy and literacy
	Mulching borders	Bark mulch, wheelbarrows, spades, shovels and rakes	Improved memory Improved motor sensory co-ordination
	Grass maintenance	Lawn mower, edging iron, edging shears, dustpan and brush, wheelbarrow, plank or board to edge properly	Sense of achievement and recognising own improvements
	Patio maintenance	Weeding knives/scrapers, buckets, kneelers, hoes, shovel, broom, dustpan and brush, sand to fill in the cracks	
	Planting spring bedding	Trowels, kneelers, buckets, plants and watering cans	
	Deadheading daffodils and tulips	Secateurs, buckets	
	Planting summer bulbs either in pots or the ground, e.g. Gladioli, Lilies, Cannas etc	Bulbs (3 in a large 2 litre pot) compost, labels, watering can and bulb planters	
	Checking semi-ripe cuttings and hardwood, and pot on as necessary	Dibber, pricking out tool, compost trays, single pots, compost, labels, watering can and levelling board	
	Improve soil in vegetable beds	Chicken manure or blood fish and bone (use gloves to handle)	
	Staking plants	Bamboo canes or hazel sticks and string	
Checking for pests and diseases	Looking on plants, checking for signs of either, identification book or worksheet		



Season	Activities	Resources	Benefits and learning outcomes
Spring	Planting potatoes	Seed potatoes, string and line, spades and trowels	
	Weeding	Hoes, wheelbarrows, buckets and forks	
	Lifting and dividing perennials, splitting and potting on	Large forks, hand forks, spades, wheelbarrow, pots and compost	
	Harvesting any produce, for example lettuce and salad crops	Bags, trays, buckets, trowels, secateurs	
Summer	Lifting spring bulbs if in the way of summer bedding display. Store until dry	Boots, gloves, trays lined with newspaper, labels, trowels, buckets and secateurs	Improved stamina, increased confidence and concentration
	Removing spring/winter bedding	Trowels, handforks, pots compost, wheelbarrows and buckets	Being able to listen to instructions Team working and communication
	Planting tubs and hanging baskets	Tubs, hanging baskets either wicker ones or metal, can be lined with moss or green basket liner, summer bedding plants, compost, slow release plant food or pellets and watering can	Appreciation of the outdoors, increased motivation and enthusiasm Working under own initiative.
	Watering especially pots, full of vegetables and flowers	Hose or watering cans	Sense of responsibility and ownership, increasing self esteem
	Planting out vegetables in tubs or the ground, grown from seed	Vegetable plants, string and line, trowels, spades, watering can	Numeracy and literacy
	Staking and supporting plants	Hazel twigs, bamboo canes, string and scissors	Improved memory
	Butterfly identification	Butterfly worksheet and wildlife books and coloured paper	Improved motor sensory co-ordination
	Taking photos of the garden	Camera	Sense of achievement, and recognising own improvements
	Harvesting vegetables and cooking them	Trays, secateurs, bags, punnets, buckets, trowels, handforks, cooking equipment and recipes	
	Mowing and edging grass areas	Lawn mower, edging iron, edging shears, dustpan and brush, wheelbarrow, plank or board to edge properly	
	Weeding	Hoes, wheelbarrows, buckets and forks	
	Planting summer bedding displays, and perennials	Bedding plants, perennials, trowels, watering can	
	Sowing winter bedding (e.g. Pansies and Violas)	Various seeds, a 'sow when' plan, potting tray, sieve, watering can, labels, string and line (for outdoor sowing) compost, pots, seed trays, levelling board	



Season	Activities	Resources	Benefits and learning outcomes
Summer	Deadheading faded flowers	Secatuers and buckets	
	Preparing semi-ripe cuttings	Pots, sand, various cuttings, dibber, pricking out tool, compost trays, single pots, compost, labels, watering can, levelling board, buckets for storing the cuttings while walking around and back to basics worksheets*	
	Picking flowers and creating displays	Secatuers, buckets, vases	
	Patio maintenance	Weeding knives or scrapers, buckets, kneelers, hoes, shovel, broom, dustpan and brush, and sand to fill in the cracks	
Autumn	Tool identification	Boots, gloves and tool identification worksheets	Improved stamina, increased confidence and concentration
	Recognising hazards and potential risks	Health and safety quiz	Being able to listen to instructions
	Assessing young people's prior knowledge of gardening with ideas sheet	Initial ideas, input sheet, stationery, scrap books and reflective journal sheets	Team working and communication
	Explanation of confidentiality and taking of photos	Various forms for confidentiality and photo permission	Appreciation of the outdoors, increased motivation and enthusiasm
	Fill in activities to encourage people to join in	Various word searches and quizzes	Working under own initiative
	Deadheading and removal of faded flowers	Secatuers, buckets and kneelers	Sense of responsibility and ownership, increasing self esteem
	Harvesting produce and watering	Secatuers, watering can, collecting trays, bags, punnets, elastic bands, handforks and trowels	Numeracy and literacy Improved memory
	Planning for winter bedding or bulbs	Seed catalogues for ideas, big sheet to draw plan, stationery and magazines to cut out	Improved motor sensory coordination
	Semi-ripe cuttings	Sand and compost, watering can, back to basics worksheets* , secatuers, cuttings to prepare, bucket and water	Sense of achievement, and recognising improvements
	Seed sowing perennials	Seeds, potting trays, seed trays, sieves, watering can, presser board, labels and pencils and rubber	
	Weeding, edging and grass cutting	Mower, edging iron and edging shears	
	Bulb planting and planting onion sets and garlic	Bulbs, bulb planters, onion and garlic sets, string and line	

* Please contact Thrive to buy these worksheets.



Season	Activities	Resources	Benefits and learning outcomes
Autumn	Pruning of roses	Secateurs, wheelbarrow	
	Sweeping and raking leaves, removal of summer bedding	Spring tine rakes, wheelbarrow, leaf collectors, shovel, broom, trowels, handforks, wheelbarrow and bucket	
	Sowing sweet peas	Seeds, 9cm pots (square) compost, levelling board, dibber and watering can	
	Making bird and bat boxes	Instructions, wood, saws, hammer, nails, spirit level and workbench	
	Making insect hotels	Terracotta pots, or plastic ones, straw, hollow bamboo canes, chicken wire, pliers, secateurs	
Winter	Planning work for next year	Boots, gloves, flower, vegetable and wildlife books, stationery, planning sheets and seed catalogues	Improved stamina, increased confidence and concentration
	Preparing new beds from scratch. If the ground is OK and not frosty. Discuss with young people whether it will be a vegetable bed, or for flowers or herbs. Gain input	Boards, tape measure, edging irons, spades, wheelbarrow and large forks	Being able to listen to instructions
	Feeding the birds and making fat cakes	Seed, fat and suet, terracotta pots for the mixture, microwave, bird identification sheet, wildlife books and guides	Team working and communication
	Making bird boxes and bat boxes	Instructions, wood, saws, hammer, nails, spirit level and workbench	Appreciation of the outdoors, increased motivation and enthusiasm
	Making a compost bin or leaf mould area	Chicken wire, compost pallets, saw, nails, workbench, posts, pliers, secateurs and instructions	Working under own initiative
	Preparing any new areas or new beds for planting	Spades, shovels, large forks, wheelbarrow, handforks and hoes, buckets, secateurs	Sense of responsibility and ownership, increasing self esteem
	Hardwood cuttings	Various shrubs: Forsythia, Dogwood, Viburnum, Wiegelia, Hazel, Winter Honeysuckle, Willow, sand, compost, buckets, 2 litre or 1 litre pots, back to basics worksheet* , secateurs, labels and watering can	Numeracy and literacy
			Improved memory
		Improved motor sensory coordination	
		Sense of achievement, and recognising improvements	
		Exploring creativity	

* Please contact Thrive to buy these worksheets.



Season	Activities	Resources	Benefits and learning outcomes
Winter	Propagation of strawberry runners	Pegs, pots, secateurs, compost, and strawberry plants	
	Seasonal poster (on large sheet of paper)	Large poster sized paper, stationery, glue, scissors, pens and magazines; either split the poster into four sections for the seasons or could do a large poster of each season at the right time of year	
	Pond maintenance	Nets, buckets, long gloves, clear box to see what is living in the pond, identification books and recording sheets	
	Trip to garden centre to choose winter bedding plants for seasonal colour	Money, list of what you are buying or looking for, winter plant interest sheet (see appendices)	
	Christmas crafts, table decorations or willow wreaths	Foliage collected from the garden, string, scissors, oasis, tape and oasis dish, secateurs, buckets, willow, hazel, pine cones, and baubles, spray paint (silver and gold) glitter	
	Tidying or putting up a polytunnel	New polytunnel (a small one with shelves)	
	Pot washing	Pot washing kit, brushes, washing up liquid, cloths, two plastic containers for clean and soapy water	
	Pests and diseases identification	Clipboard and worksheet on pests and diseases	
	Potting on sweet peas	Dibber, pricking out tool, compost trays, single pots, compost, labels, watering can and levelling board	
	Cutting back some perennials to the ground. Leave ones which look good covered in frost or that need the dead foliage to protect them from the frost	Secateurs, buckets and wheelbarrow	
	Checking semi-ripe cuttings	Dibber, pricking out tool, compost trays, single pots, compost, labels, watering can and levelling board	
	Sweeping and raking leaves	Wheelbarrows, leaf collectors, leaf or spring tine rake and broom	



Guidance sheet number 5 – Session plan

Name of Tutor:	Objectives: Course:	Group size: Age range:	Session:
Date:	Time:	Location:	
Session aim/s:	Overall purpose of the lesson		
Session objectives:	Be specific and do not use 'understand'. Aim for at least one higher level outcome e.g. analyse, compare, create, evaluate, solve, design		
Timing:	Tutor activity:	Learner activity:	Resources:
<p>Include time for each activity</p> <p>Times should not span more than 20 minutes for any one activity</p>	<p>Introduction: To include register taking, recap on last time, introduction to session, health and safety issues</p> <p>Development: To include a mix of methods and activities – change pace / activity at least every 20 minutes</p> <p>Methods to ensure all individuals participate</p> <p>Conclusion: Include recap, link to next session and any other relevant sessions, include final check on learning</p>	<p>Make sure there are varied activities which ensure that all individuals participate</p> <p>Include a mix of individual and pair / group work where possible</p> <p>Make plans for differentiation</p> <p>Include specific actions for individuals where relevant</p>	<p>Materials needed such as tools and plants health and safety equipment</p> <p>Equal Opportunities c</p>
Method of assessing transferring/ learning	Numeracy/literacy/ speaking/listening:	Soft outcomes:	
<p>1. Discussion with verbal Q & A</p> <p>2. Observation of work, including photographic record</p>	<p>e.g. Any link to basic skills/ key skills, literacy numeracy, evaluating of own progress, communicating effectively.</p> <p>Teamworking and recognising achievements</p>	<p>(See reflective journal sheet p37)</p> <p>Following instructions, confidence building, sequencing a task (+ problem solving), improving concentration, using initiative to make decisions, improving fitness and physical stamina.</p>	

DIFFERENTIATION: This is where the needs of individual learners are recorded and accommodates differences in:

Ability	Social and cultural background
Prior learning	Motivation
Learning speed	Learning style
Missed attendance	Other individual needs



Guidance sheet number 6 – Performance indicators score sheet

Name of participant

Person assessing

Date

Please score using these ratings: **1 = Below Average**
 2 = Average
 3 = Good
 4 = Excellent

Other comments about the day can be added below.

	score
• Reliability – can be trusted to finish tasks without constant supervision.	<input type="text"/>
• Punctuality – arrives on time, goes back to work promptly after using the toilet, finishes work and tidies away when asked.	<input type="text"/>
• Commitment – enthusiastic about work, keen to learn new skills and knowledge.	<input type="text"/>
• Effective Communication – reports problems to staff promptly, speaks clearly using appropriate language, does not swear.	<input type="text"/>
• Confidentiality – maintains the confidentiality of other young people, does not gossip or spread rumours.	<input type="text"/>
• Health and Safety – works to maintain the health and safety of themselves and others at all times.	<input type="text"/>
• Initiative – making decisions about tasks that need to be completed in the garden. Implementing knowledge they have learned and putting it into practice without being prompted to do so.	<input type="text"/>
• Teamwork – works well as part of a team, communicating with peers in group situations, keeps calm and uses appropriate language can be relied upon to be a team player and can contribute to group discussions effectively either in class groups, or as part of a team in the garden.	<input type="text"/>
• Productivity – works at a steady pace, requiring few prompts to successfully complete tasks and is not distracted from this by other activities taking place in the immediate area.	<input type="text"/>
• Quality of work – works to the required standard as specified by the supervisor.	<input type="text"/>
• Self Esteem – recognises how they feel about themselves and their own self perception. Identifies changes in general wellbeing.	<input type="text"/>
• Confidence – can recognise changes in confidence, ability to perform tasks, take on new challenges, feels differently about themselves and their abilities.	<input type="text"/>

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Guidance sheet number 7 – Easy maintenance plants

The suggestions given here are easy-to-grow plants that require little maintenance.

Light Conditions	SHRUBS	Evergreen	Height colour	Spread	Flower	Flowers in
Sun	<i>Caryopteris x clandonensis</i>	-	1.0m	1.0m	blue	autumn
Sun	<i>Cistus</i> 'Silver Pink' (Sun rose)	✓	0.9m	0.9m	pink	spring
Sun / part shade	<i>Choisya ternata</i> (Mexican orange blossom)	✓	2.5m	2.5m	white	summer
Sun / part shade	<i>Cornus alba</i> 'Elegantissima' (Dogwood)	-	1.5m	1.8m	cream	summer
Sun / part shade	<i>Elaeagnus pungens</i> 'Maculata'	✓	2.0m	2.5m	white	autumn
Sun / part shade	<i>Philadelphus</i> 'Belle Etoile' (Mock orange)	-	1.2m	2.5m	white	summer
Part shade / shade	<i>Fatsia japonica</i>	✓	3.0m	3.0m	cream	autumn
Part shade / shade	<i>Hydrangea macrophylla</i>	-	1.5m	2.0m	varied	summer
Part shade / shade	<i>Skimmia japonica</i> 'Rubella'	✓	1.0m	1.0m	pink	spring
Part shade / shade	<i>Viburnum tinus</i>	✓	2.0m	2.0m	white	winter
Shade	<i>Aucuba japonica</i> 'Variegata' (Spotted laurel)	✓	1.8m	1.8m	maroon	spring

Light Conditions	GROUND COVER	Evergreen	Height colour	Spread	Flower	Flowers in
Sun	<i>Stachys byzantina</i> (Lamb's ears)	-	0.4m	0.6m	pink	summer
Sun / part shade	<i>Bergenia cordifolia</i> (Elephant's ears)	✓	0.6m	0.7m	pink	spring
Sun / part shade	<i>Euonymus fortunei</i> 'Emerald 'n' Gold'	✓	1.0m	1.5m	green	summer
Sun / part shade / shade	<i>Cotoneaster integrifolius</i>	✓	0.8m	1.5m	white	summer
Sun / part shade / shade	<i>Lamium maculatum</i> 'White Nancy' (Dead nettle)	-	0.2m	1.0m	white	summer
Sun / part shade / shade	<i>Vinca minor</i> 'Aureovariegata' (Lesser periwinkle)	-	0.2m	1.0m	blue	summer
Part shade / shade	<i>Pachysandra terminalis</i>	✓	0.4m	0.6m	white	summer
Part shade	<i>Hypericum calycinum</i> (Rose of Sharon)	-	0.6m	1.5m	yellow	summer
Shade	<i>Epimedium x rubrum</i> (Bishop's mitre)	-	0.3m	0.3m	red and yellow	spring

Light Conditions	PERENNIALS	Height	Spread	Flower colour	Flowers in
Sun	<i>Achillea</i> 'Coronation Gold' (Yarrow)	1.0m	0.5m	gold	summer
Sun	<i>Coreopsis verticillata</i> 'Moonbeam' (Tickseed)	0.6m	0.4m	yellow	summer
Sun	<i>Iris germanica</i>	1.0m	0.5m	various	summer
Sun	<i>Sedum spectabile</i> 'Brilliant' (Ice plant)	0.5m	0.5m	pink	autumn
Sun / part shade	<i>Alchemilla mollis</i> (Lady's mantle)	0.5m	0.5m	yellow	summer to autumn
Sun / part shade	<i>Aquilegia</i> 'McKanna Group' (Columbine)	0.7m	0.6m	various	summer
Sun / part shade	<i>Anemone x hybrida</i> (Windflower)	1.5m	1.0m	white / pink	summer
Sun / part shade	<i>Doronicum 'columnae'</i> (Leopard's bane)	0.5m	1.0m	yellow	summer
Sun / part shade	<i>Geranium endressii</i> 'Wargrave Pink'	0.6m	0.6m	pink	summer
Part shade / shade	<i>Helleborus niger</i> (Christmas rose)	0.5m	0.5m	white / pink	winter to spring

Light Conditions	CLIMBERS	Height	Spread	Flower colour	Flowers in
Sun / part shade	<i>Clematis alpina</i>	2.5m	1.5m	violet	spring
Sun / part shade	<i>Clematis x durandii</i>	2.5m	1.0m	purple	summer
Sun / part shade	<i>Jasminum officinale</i> 'Argenteovariegatum' (Jasmine)	4.0m	2.0m	white	summer
Sun / part shade	<i>Lathyrus latifolius</i> (Everlasting pea)	2.5m	1.0m	pink	summer
Sun / part shade	<i>Tropaeolum speciosum</i> (Flame creeper)	4.0m	2.0m	red	summer
Sun / part shade / shade	<i>Hedera helix</i> 'Goldchild' (Ivy)	1.0m	0.5m	-	-

1m equals approximately 39 inches



Light Conditions	BULBS AND CORMS	Height	Spread	Flower colour	Flowers in
Sun	<i>Fritillaria imperialis</i> (Crown imperial)	1.5m	0.5m	orange / yellow	summer
Sun	<i>Nerine bowdenii</i>	0.5m	0.1m	pink	autumn
Sun / part shade	<i>Allium cernuum</i> (Nodding onion)	0.6m	0.1m	purple	summer
Sun / part shade	<i>Iris xiphium</i> (Dutch Hybrids)	0.6m	0.2m	various	summer
Sun / part shade	<i>Crocsmia 'Lucifer'</i> (Montbretia)	1.2m	0.3m	red	summer
Sun / part shade / shade	<i>Galanthus nivalis</i> (Snowdrop)	0.1m	0.1m	white	winter
Sun / part shade / shade	<i>Tulipa sp.</i>	0.2 - 0.5m	0.1m	various	spring
Part shade / shade	<i>Crocus sp.</i>	0.1m	0.1m	various	spring
Part shade / shade	<i>Cyclamen hederifolium</i>	0.1m	0.2m	pink	autumn
Part shade / shade	<i>Narcissus sp.</i> (Daffodil)	0.3 - 0.5m	0.2m	white / yellow	spring
Part shade / shade	<i>Hyacinphoides non-scriptus</i> (Bluebell)	0.3m	0.1m	blue	spring

Light Conditions	WINTER INTEREST	Height	Spread	Winter features
Sun	<i>Chimonanthus praecox var. luteus</i> (Wintersweet)	2.5m	2.5m	Scented yellow flowers
Sun / part shade	<i>Carex comans</i> (Sedge)	0.3m	0.3m	Bronze leaves
Sun / part shade	<i>Eranthis hyemalis</i> (Winter aconite)	0.1m	0.1m	Yellow flowers
Sun / part shade	<i>Hamamelis x intermedia</i> (Witch hazel)	3.0m	3.0m	Scented yellow / orange flowers
Sun / part shade	<i>Jasminum nudiflorum</i> (Winter jasmine)	2.0m	2.0m	Yellow flowers
Sun / part shade	<i>Viburnum x bodnantense 'Dawn'</i>	2.0m	1.5m	Scented pink flowers
Part shade	<i>Cyclamen coum</i>	0.1m	0.1m	Pink flowers

TREES	Evergreen	Features
<i>Acer capillipes</i> (Maple)	-	Leaves red / yellow in autumn
<i>Amelanchier lamarckii</i> (Snowy mespilus)	-	Leaves bronze in spring, red / orange in autumn
<i>Betula utilis v. jacquemontii</i> (Himalayan birch)	-	White papery bark. Yellow leaves in autumn
<i>Catalpa bignonioides 'Aurea'</i> (Indian bean tree)	-	Gold / yellow leaves
<i>Cedrus deodara 'Aurea'</i> (Deodar cedar)	-	New needles golden yellow in early summer
<i>Ginkgo biloba</i> (Maidenhair tree)	-	Leaves yellow in autumn
<i>Malus 'Red Sentinel'</i> (Crab apple)	-	Red crab apples persist into the winter
<i>Malus tschonoskii</i> (Crab apple)	-	Leaves purple / red / orange in autumn
<i>Picea pungens 'Hoopsii'</i> (Colorado spruce)	-	Rigid silver-blue needles
<i>Prunus 'Kanzan'</i> (Ornamental cherry)	-	Purple / pink blossom and copper / red leaves in spring.
<i>Sorbus sargentiana</i>	-	Leaves orange / red in autumn. Red berries.



Guidance sheet number 8 – Reflective journal sheet

Name:

Date:

What kind of mood was I in today when I came to the session?

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.....

What kind of tasks did I do today, and what tools did I use?

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How much time did I spend actually engaged in what I was doing. Circle, which you think, represents you.

Less than 25%

25 –50%

50 – 75%

75% and above

The new thing I learned today was?

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.....
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One thing I enjoyed today was:

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.....



One thing I found difficult or did not enjoy today was:

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One thing I could improve on or need help to improve would be?

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Using a 1 – 4 scale, circle the number, scoring yourself on how well you thought you did on the following:

1 = Below Average 2 = Average 3 = Good 4 = Excellent

	Young person	Staff member
Reliability	1 2 3 4	1 2 3 4
Quality of work	1 2 3 4	1 2 3 4
Punctuality	1 2 3 4	1 2 3 4
Self esteem	1 2 3 4	1 2 3 4
Commitment	1 2 3 4	1 2 3 4
Confidence	1 2 3 4	1 2 3 4
Effective Communication	1 2 3 4	1 2 3 4
Health and Safety	1 2 3 4	1 2 3 4
Initiative	1 2 3 4	1 2 3 4
Productivity	1 2 3 4	1 2 3 4
Teamwork/Working with others	1 2 3 4	1 2 3 4

Has my mood changed since the session started? If so how do I feel now? Why?

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Staff members comments...

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Thrive is a national charity, founded in 1978, that uses gardening to change lives of disabled people.

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