

# Growing **4** *life*

A Thrive Community Gardening Project

**A practical guide to setting up  
a community gardening project for  
people affected by mental ill health**



**Ecominds**



For better  
mental health



LOTTERY FUNDED



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# Contents

<b>Introduction</b>	<b>6</b>
<b>The <i>Growing 4 Life</i> project</b>	<b>7</b>
<b>Setting up</b>	<b>8</b>
<b>Promotion</b>	<b>9</b>
<b>The application process</b>	<b>10</b>
<b>Resources</b>	<b>11</b>
<b>Health and safety</b>	<b>13</b>
<b>Project delivery</b>	<b>15</b>
<b>Appendices</b>	<b>17 – 38</b>
• Appendix 1 – Promotional leaflet	17
• Appendix 2 – Application form	18
Equal opportunities monitoring form	20
• Appendix 2a – Health form	21
• Appendix 3 – General risk assessment record	23
• Appendix 4 – First aid	24
• Appendix 5 – Training	25
• Appendix 6 – Session plan	26
• Appendix 7 – Yearly schedule of work	28
• Appendix 8 – Individual development plan and three month review	33
• Appendix 9 – Client monitoring form	35
• Appendix 10 – Easy to grow plants	36



## Introduction

Thrive is a national charity that uses gardening to change lives. We champion the benefits of gardening, carry out research and offer training and practical solutions so that anyone with a disability can take part in, benefit from and enjoy gardening.

The *Growing 4 Life* project was set up with the support of Ecominds and the Big Lottery to work with older people with mental health support needs, using the therapeutic powers of gardening to help people regain confidence, build self esteem and motivation as well as creating new social networks. Through participation in the project people will have a direct impact on their local environment by creating better local green spaces. The project also looked at creating an environment where participants felt able to continue working in the green space as part of a self support peer group.

The learning outcomes and evidence gained through delivery of this project has been used to produce this free resource guide to setting up a community garden project for people affected by mental ill-health.



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## The *Growing 4 Life* project

The *Growing 4 Life* project ran for two years (2010–2012), with each project location running for six months with support from Thrive, and self-supporting groups running thereafter. The project looked to engage with people who were in the recovery phase of their treatment or those people who needed support to prevent possible admission to primary care, as well as people within the local community not utilising services.

The projects main aims:

- To support 360 participants over a two year period.
- To create 18 local community green space projects throughout Berkshire, Hampshire and South Oxfordshire.
- 75% of participants to report an improvement in their physical and psychological health.
- 360 participants to develop gardening skills, knowledge and experience by the end of the project.
- Of the 360 participants engaged on the project 75% to adopt a healthier lifestyle.

In order to set up this project to achieve its aims, key objectives and milestones were created detailing specific processes and procedures including service resources, participant recruitment, indentifying appropriate green spaces, creating appropriate gardening tasks, monitoring, recording and evaluation of the project's impact which can be used as a quick guide in helping to set up a community gardening project. The following sections detail how these objectives were carried out.





## Setting up

There should be a project proposal, business plan or tender bid that should include all project outcomes with objectives on how these outcomes are to be achieved. The plan should also include staffing and other resource levels, SWOT analysis, business emergency contingencies and a financial budget detailing income and expenditure for the duration of the project.

### **Where will the project take place?**

Project green spaces may have already been identified, but if not; there should be some key considerations:

- It should ideally be of a suitable size to comfortably accommodate the number of people that will be working there at any one time, size may also be dependent on the type of work being undertaken.
- Project location should also have toilet facilities, if possible an indoor work area be available for inclement weather, it is also worth setting up either a permanent or temporary tea break/chill out area within the project location. If an appropriate green space is still sought, it would be worth contacting local authority parks and countryside services together with local parish councils, large estate and land conservation charities, together with local community centres and churches.
- Access to any project location should be considered if participants are travelling independently to the project, so good public transport links will encourage participation.

### **Decide upon the size and frequency of the group:**

The size of your group will depend upon staff and equipment/supply resources, the potential support needs of participants and the size of the green space the project is operating within; for example, a woodland conservation project will generally have a much larger area to work within compared to a group working on an allotment.

The *Growing 4 Life* project worked once a week with groups of ten participants at any one project location, with gardening sessions lasting three hours.

Allowing time within the session for introducing the day's activities including any questions, tea break (a great opportunity for the group to bond) de-brief on the day's session and a quick discussion on the following weeks activity, will help foster good group social opportunities.





## Promotion

### How to reach and engage with potential participants?

Decide how participants are going to join the project; will they be via referral from a mental health practitioner or will people be able to apply directly to the project.

The project needs to have good community links and contacts, for example local Community Mental Health Teams (CMHT's). It may be beneficial to arrange a meeting to present your project to the CMHT. Other organisations that should be informed of your project are local GP practices, counselling services, all third sector mental health organisations including MIND, Rethink Mental Health, and other local voluntary and statutory services relevant to your client group.

If the project is to accept direct applications then additional promotion can take place through a variety of outlets including local information points such as libraries, civic centres, Citizen Advice Bureaus, town and parish notice boards, local newspapers and radio. The use of social media to promote the project could also be explored.

It would be useful to prepare a press release that could be circulated to local press prior to any launch of a new project or initiative.

Designing an eye-catching leaflet and poster, that would hopefully inspire people to enquire about the project, could also be beneficial to attracting enquiries. Any promotional literature should be informative (detail some of the aims and benefits of the project) without being overloaded with text, have some photographs including people engaged in activity, and use a brighter and cheery pallet of design colours. Clear contact details should also be included. To ensure the project has clear and inspiring promotional literature it may well be worth using a graphic designer. The quantity of leaflets required will depend upon the size of your project and the resources available. (See Appendix 1 for example of G4L leaflet.)

Where and how you market the project generally, could also depend on other factors including age, gender and ethnicity of the target participation group. If the project is to work with specific groups it would need to ensure equal opportunity legislation is adhered to.





## The application process

### How do people apply to join the project?

Design an application process that enables the project to capture relevant information for efficient project delivery, but also simple and appropriate for those applying. The process will also have to be clear and concise to ensure that people are not deterred from applying by a complicated and lengthy application process.

The *Growing 4 Life* project used an application form together with a health questionnaire to capture all relevant information. Some people may find questions relating to health intrusive, so the health questionnaire form contained a disclaimer that applicants could sign if they did not want to provide any medical details. (See Appendix 2 and 2a.)

### What type of information is required?

There will be certain information that must be gathered from participants before they join a project. This would include personal details such as name and contact details, other information may include:

- Alternative contact details including email address
- Next of kin emergency contact details
- Additional support requirements
- Past gardening experience
- Expectations of the project.

It may be beneficial to ask on the application form how the applicant heard of the project in order to help monitor the effectiveness of any marketing.

The application form should also have a section for an advocate to print and sign on behalf of an applicant if the form is being completed by a family member, carer or support worker.

Attached to the application form should be an Equal Opportunities form, this should be separated from any completed application form as soon as it is received. The Equal Opportunities form should be used to evaluate the type of person the project is attracting and if necessary amendments made to project marketing if the evaluation indicates low take up within a particular target group of people. Project Funders may also want information regarding the types of groups the project has engaged with and this information is best captured through an Equal Opportunities form.

**N.B.** All personal information on completed application forms is strictly confidential and a statement to this effect (with reference to the Data Protection Act – 1998) should be placed on any project forms that require personal information.



## Resources

### Staffing

How will the project be staffed, will it be through paid members of staff, volunteers or a combination of both. Are you utilising existing staff to deliver the project or recruiting new members of staff. Ensure that an appropriate and timely induction process is put in place for all project personnel. The Induction should cover; aims and objectives of the project, all project procedures (including any monitoring and evaluation), list all training requirements, statutory, mandatory and optional. The size and support requirements of the group will determine the number of staff required. The *Growing 4 Life* project worked on a staff/participant ratio of 7:1 and used a combination of paid staff and volunteers.

### Tools and materials

The type and quantity of equipment, materials and sundries will vary depending on the type of green space/garden that the project is operating within and the size and ability of the group you are working with. This could range from petrol driven machinery such as lawn-mowers and strimmers to basic hand tools such as trowels and edging shears.

If the project is working in a green space managed by another organisation, talk through the type of tasks that need to be completed as this will determine the type of equipment required. If unsure ask the green space organisation for advice on the best type of equipment. Purchase the best quality tools that the project's budget will allow, as these will last longer and participants will prefer using efficient equipment; it's also good practice under Health and Safety.





Plants, seeds and horticultural materials required will depend on your green space and the type of work planned. It may prove financially and operationally prudent to open up an account with a plant nursery and or garden centre for the supply of plants and horticultural sundries. When buying plants always look out for the British Standard 3936, that should ensure good quality.

If designing the project space from scratch or introducing new plants to an established garden, it would be beneficial to incorporate areas within the garden that stimulates or may help improve people's mood, such as peaceful areas to sit and relax, planting schemes that introduce bright cheerful colours to the garden space, scented plants can also be beneficial and a small water feature incorporating the soothing sound of running water may also be appreciated.

There is a recommended mood enhancing and easy maintenance plant list on page 36. (Appendix 10).

### **Other resources that may be required for the project**

- First aid kit
- Storage for tools
- Fuel and approved storage if using mechanical equipment
- COSHH storage
- Tea/ coffee (Thermos flask if hot water not available on site) and crockery.





## Health and safety

It is paramount both for legal reasons and the safe and smooth running of the project that all health and safety procedures are robust and staff fully aware of how procedures are implemented. If the project is part of a business, social enterprise or charity then the Health and Safety at Work Act 1974 (HSW) will apply. This act may also apply if using a non-domestic green space.

### **Risk assessments**

A risk assessment (RA) is an audit of the project delivery area and work tasks. Individual additional risk assessments may be required for participants who are deemed to be at a higher risk. The assessment should identify all hazards and the severity/type of any injury caused by the hazard. It should also log the control measures to be put in place to reasonably reduce any risk, and show the risk rating for each site and task. Risk assessments should be completed prior to the project starting and should be shared with staff, volunteers and where appropriate participants. (See Appendix 3.)

When completing a risk assessment

- Identify the hazards
- Identify severity of any potential accident
- Decide who might be harmed
- Evaluate the risk, decide if existing or new control measures are adequate
- Rate the risk (high, medium or low)
- Record and date your findings and recommendations
- Diary a review date (within a 12 months or after an event)
- Share RA with staff, volunteers and participants

All risk assessments should be undertaken by a competent member of staff and be reviewed within 12 months or after any incident that results in an accident or near miss.

### **Personal protective equipment**

The type of equipment and activity being undertaken on the project will determine what Personal Protective Equipment (PPE) the project should supply, although the project should at the least supply:

- Steel toe capped safety boots
- Gardening gloves
- Eye protection (safety glasses)
- Wet weather clothing.

Site and task risk assessments should identify any additional PPE within the control measures.



## COSHH

The Control of Substances Hazardous to Health (COSHH) is the regulation of materials that could affect health through misuse. All substances that fall under COSHH should be accompanied by a data sheet (obtainable from the supplier). These substances should be stored and used in accordance with manufacturers' guidelines.

### Recording accidents

An accident book should be available to the project, to log any accidents to staff, volunteers, participants and members of the public as a direct consequence of attending the project. The accident book should log any accidents that required any form of treatment, who was injured, the type of injury and who completed the accident report. This information should then be removed from the accident book and stored according to the Data Protection Act (1998). This report may also prove useful when reviewing any risk assessment associated with the accident. In certain cases a RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) report may need to be submitted to the Health and Safety Executive. For more information visit [www.hse.gov.uk](http://www.hse.gov.uk)

### Training

All staff and volunteers should undergo an enhanced Criminal Records Bureau (CRB) check when working with vulnerable adults. Staff members should also undergo;

- Safe-guarding adults training
- At least one regular member of the project team should have a current first aid qualification
- Manual handling training.

Other recommended training would include Mental Health First Aid Training (see Appendix 4) horticultural training and/or Social and Therapeutic Horticultural training (see Appendix 5). Demonstrations of work tasks and specific equipment should be undertaken so that participants have a good understanding of safe working practices before starting any task.

### Code of conduct

At the beginning of the project set out the expected levels of behaviour for everybody involved in the project. Encourage the group (to buy into this ethos) by asking if the rules are appropriate and ask if the group have any other ideas around behaviour.



## Project delivery

To ensure that participants are appropriately engaged and maximising the benefits of attending the project, several key procedures/elements will need to be followed, including:

- Mechanisms for participant involvement
- Identifying appropriate activity
- Production of session plans
- Yearly/seasonal work planner
- Individual Development Plans (including goals)
- Review of IDP and goals
- Monitoring and evaluation of participant and project performance
- Full resources for sustainability

Encourage user led initiatives which impart a sense of ownership for the participants, this will also help with the transition from supported group to self-supporting group. The user led initiatives could be a formal project meeting where participants have the opportunity to chair the meeting, or it could be a less formal meeting where participants have a show of hands to reach agreement on project issues.

Once work tasks have been identified then session plans should be produced to record the tasks to be undertaken, the resources required to complete the tasks. It should also identify the learning outcomes of the session. (See Appendix 6.)

A yearly work plan detailing all the tasks to be undertaken in any one year could be produced to aid work planning and session plans and to give participants a better understanding of work cycles through the year and season. The year plan should be reviewed at the end of each season and relevant adjustments made to ensure that the green space/garden will continue to evolve. (See Appendix 7.)

Individual Development Plans (IDP) should be produced for each participant. This is achieved by talking to the participant, ascertaining what they hope to achieve from attending the project, and how their goals would be achieved. The *Growing 4 Life* project undertook the first of these IDPs after participants had attended the project for at least one month. This was to ensure that participants had an understanding of the project and better placed to set realistic goals. It is important that achievable goals are set, as attainment of goals will provide a motivational environment for participants. (See Appendix 8).

Individual Development Plans were then reviewed at three months (half way through the project) and at six months (end of project) to ascertain achievements and goals accomplished, set new or revise unaccomplished goals. A tick box questionnaire was also incorporated into the IDP form to again establish the benefits or otherwise of attending the project. As a result of participating in the G4L project, we asked participants, "Do you feel you have...?"

- Improved physical health?
- Improved mental health?
- Felt happier as a result of gardening?
- Gained new or improved existing gardening skills?
- Gained more knowledge of gardening/conservation?
- Adopted a healthier lifestyle?
- Feeling less isolated and socialising more with others?



The answers to these questions were 'Yes a lot', 'yes a little', 'no' and 'don't know'. There was also space on the form for participants to expand on their answers or add additional comments and views on the project.

To further evaluate the effectiveness of the project an observational assessment was made using Thrive's INSIGHT (Individual Numerical Scoring in Gardening Health and Therapy) measurement tool, at the end of each session. This tool captures and measures specific behaviours, attitudes and skills which effectively measures the effects of change and therefore the efficacy of the *Growing 4 Life* project. (See Appendix 9.)

Staff evaluation of the project is also valuable in assessing the effectiveness of the project, staff feedback could be gained from staff meetings or captured on staff feedback forms. Any proposed changes to project delivery should be done in consultation with staff and if appropriate funders, volunteers and participants.

At the end of the project the questionnaire element of the IDP together with the INSIGHT data were collated to give an evaluation on the performance of the project in terms of primary impact on participants. This information is vital in assessing the effectiveness of the project, and adjusting future projects to improve funding bids and project delivery. In certain circumstances this information may also be made available to other stakeholder organisations including funders.

Where participants are keen to continue the work (after initial support has finished) it is essential the project is realistically resourced to enable participants to continue with meaningful and well-structured activity, this could include enough tools, equipment and plants. It could be useful adopting withdrawn support for a period of time or offer distant support through existing services. It maybe that participants would have the opportunity to become volunteers with the green space/ garden organisation.

It's also important to ensure a good exit strategy is adopted; outlining timescales and resources for continuity and sustainability of the project. This will also give participants a schedule so that expectations are known and should therefore negate any participant disappointment.







## Appendix 1

### Come gardening and beat the blues! Join *growing 4 life*

Thrive is a small national charity that uses gardening to change lives. We champion the benefits of gardening, carry out research, offer training to professionals and run therapeutic gardening programmes.

Thrive have set up an exciting new project called *Growing 4 Life* which is being funded by Ecominds, a £7.5 million funding scheme run by Mind on behalf of the Big Lottery Fund.

The *Growing 4 Life* project has an overall aim to create community gardening projects primarily for people age 55 and older (although younger people always welcome), to improve mental and physical health, reduce isolation and bring people together to improve a local green space for the benefit of the community.



The project groups will carry out gardening and/or conservation activities in their local areas to improve the environment by creating better local green spaces.

This project will be open and free to people who live within a 5 mile radius of any given location.

No gardening experience is required as each group will be supported by a Project Officer for the first six months. At the end of the 6 month project, Thrive will work to encourage the group to remain active and give additional support through existing services

**The joining process is very simple, and it's FREE!**  
For further information or an application form please contact the *Growing 4 Life* team: –

Telephone Simon or Carl on: **0118 988 5688**

Or email: [simon.chapman@thrive.org.uk](mailto:simon.chapman@thrive.org.uk)  
[carl.harney@thrive.org.uk](mailto:carl.harney@thrive.org.uk)



A Thrive Community Gardening Project



### New Supported Volunteer Group

starting at

**West End Community Allotment  
Moorgreen Road, West End, Eastleigh**

on 28 February 2012

For an application form please contact  
Simon or Carl

Tel: **0118 988 5688**

Email: [simon.chapman@thrive.org.uk](mailto:simon.chapman@thrive.org.uk)  
or [carl.harney@thrive.org.uk](mailto:carl.harney@thrive.org.uk)

*growing 4 life*



## Appendix 2

### Growing 4 Life Application Form

All personal information supplied is strictly confidential. Thrive fully complies with the Data Protection Act (1998). We respect your privacy and will not pass your details on to any third party.

#### PERSONAL DETAILS

Project Location: .....

Name: .....

Address: .....

Home Telephone No: .....

Mobile Telephone No: .....

Email address: .....

#### EMERGENCY CONTACT DETAILS

Contact Name: .....

Tel No: .....

Relationship: .....

Mobile No: .....

**PAST GARDENING EXPERIENCE** (Details of any previous experience: what, where, activities you enjoyed.)

**EXPECTATIONS** (Please list what you hope to gain from attending the project, i.e. meet people, improve confidence, learn new skills).



**TRAVEL ARRANGEMENTS** (How do you plan to travel to the project?)

**SPECIALIST SUPPORT** (Please give details of any specialist support that may be necessary to ensure that the Thrive Project is a positive learning and volunteering experience.)

Signature ..... Date .....

Print name if signing on behalf of applicant: .....

Could you please confirm where you heard about this project?

**Please return to: Thrive, The Geoffrey Udall Centre, Beech Hill, Reading RG7 2AT**

**THRIVE OFFICE USE ONLY**

Date application received .....

Placed to project .....

Starter pack sent (date) .....



**Thrive is a small national charity that uses gardening to change lives.**

Thrive is registered in the UK as The Society of Horticultural Therapy.  
Thrive is a registered charity number 277570 and a limited company number 1415700.



## Appendix 2 (continued)

### Equal Opportunities monitoring form

Thrive is committed to the principle of equal opportunities for all. A full copy of our Equal Opportunities Policy is available on request. To enable us to monitor the implementation of this policy, we would be grateful if you would answer the following questions.

#### AGE

16 – 24     25 – 34     35 – 44     45 – 54     55 – 64     65+

#### GENDER

Female     Male

#### ETHNIC GROUP

Please indicate your ethnic group

White	Mixed	Asian or Asian British	Black or Black British	Gypsy / traveller	Chinese or Other Ethnic Group
British <input type="checkbox"/>	White and Black Caribbean <input type="checkbox"/>	Indian <input type="checkbox"/>	Black Caribbean <input type="checkbox"/>	Gypsy / traveller <input type="checkbox"/>	Chinese <input type="checkbox"/>
Irish <input type="checkbox"/>	White and Black African <input type="checkbox"/>	Pakistani <input type="checkbox"/>	Black African <input type="checkbox"/>		Other ethnic Group <input type="checkbox"/>
Other white <input type="checkbox"/>	White and Asian <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>	Other Black <input type="checkbox"/>		
	Mixed British <input type="checkbox"/>	Other Asian <input type="checkbox"/>			
	Other Mixed <input type="checkbox"/>				

#### DISABILITY

The Disability Discrimination Act 1995 (DDA) protects disabled people. The DDA defines a person as disabled if they have a physical or mental impairment, which has a substantial and long term (i.e. has lasted or is expected to last at least 12 months) and has an adverse effect on the person's ability to carry out normal day-to-day activities.

**Do you consider yourself to be disabled according to the terms given above?**

No     Yes

**Are you registered as being disabled?**

No     Yes

**How did you hear about Thrive?**

*Thank you for your time*



## Appendix 2a

### Health form

Please complete this form as fully as possible using extra paper if required. This information enables Thrive to provide a suitable, safe and enjoyable working environment.

<b>NAME</b>	<b>DATE OF BIRTH</b>
<b>ADDRESS</b>	<b>TELEPHONE</b> <b>MOBILE</b>
<b>GP NAME</b> <b>ADDRESS</b>	
<b>POSTCODE</b>	<b>TELEPHONE</b>

Please answer the following questions and provide details if answering 'Yes'

<p><b>Do you have a cardiac condition?</b></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/> .....</p>
<p><b>Do you have a respiratory condition?</b></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/> .....</p>
<p><b>Do you suffer with epilepsy?</b></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/> .....</p>
<p><b>Do you suffer from diabetes?</b></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/> .....</p>
<p><b>Do you suffer from any allergies?</b></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/> .....</p>
<p><b>Do you have any mental health needs?</b></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/> .....</p>



## Appendix 2a (continued)

Please answer the following questions and provide details if answering 'Yes'

**Do you have hearing impairment?**

No  Yes  details of any preferred method of communication (lip reading, BSL, or written, etc)

**Do you have a visual impairment?**

No  Yes

**Do you experience any phobias?**

No  Yes

**Do you experience medication side effects that may affect your work in the garden? (e.g. drowsiness, sensitivity to sunlight)**

No  Yes

Thrive advises participants to ensure that they are fully immunised against Tetanus or seek medical advice prior to starting the programme of activity.

Signature.....Date.....

Print name of advocate if signing on behalf of applicant:

.....

### DISCLAIMER

**I reserve the right to withhold my personal health details.  
I understand that by doing so I retain full responsibility for my health & safety while attending the Thrive session.**

Signature.....Date.....

Print name.....

All personal information supplied is strictly confidential. Thrive fully complies with the Data Protection Act (1998). We respect your privacy and will not pass your details on to any third party.



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## Appendix 3

### Thrive general risk assessment record

ACTIVITY ASSESSED	ASSESSMENT DATE	ASSESSED BY			
ACTIVITY LOCATION	NEXT ASSESSMENT	REVIEWED/APPROVED BY			
Tree, hedge and shrub pruning/ coppicing using loppers, bow saws and pruning saws.					
Risk	Who's at risk	PRECAUTIONS To reduce the risk level	Risk level	Who will do them	When B or D
<b>Cut and falling branches; impact injury.</b>	SPV	Site inspection to assess condition of adjacent trees and monitor wind strength. Suspend work if wind strength causing significant movement in tree canopies. Monitor any trees being worked on for hung up trees and or branches.	M	S	B/D
		Ensure standing to one side of branches being cut. Only cut branches that can be reached from ground level without over extending		SPV	D
		Safety boots to be worn		SPV	D
		Hard hats to be worn.		SPV	D
<b>Low hanging and protruding branches from trees, hedges and shrubs; impalement injuries to eyes and minor cuts to face.</b>	SPV	Safety glasses to be worn	L	SPV	D
<b>Bladed tools, Loppers, secateurs, bow-saws and pruning saws; cuts from sharp blades and infection.</b>	SPV	Induction in safe use of equipment. Safe working practices to be adhered too. Gloves to be worn, safety catches and blade covers to be used whilst tools not in use.	L	SPV	B/D
<b>Trip hazard from abandoned hand tools; strain &amp; sprains and impact injuries.</b>	SPV	Ensure all tools not being used are place in a clear and visible area away from paths and walkways and laid flat on the ground with safety catches and blade covers on.	L	SPV	B/D
<b>Slips, trips and falls from slippery and un-even ground conditions; strains, sprains and impact injuries.</b>	SPV	Assess work area prior to starting activity, wear appropriate footwear with good support and treaded sole	M	SPV	B/D

S – Supervisor; P – Participant; V – Volunteer  
B – Before Activity; D – During Activity



## Appendix 4

Internationally recognised in seventeen countries, the MHFA course teaches delegates over two days how to recognise the signs and symptoms of common mental health issues, provide help on a first aid basis and effectively signpost towards support services.

Find out more at: [www.mhfaengland.org](http://www.mhfaengland.org)







## Appendix 5

### Training

#### 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. No prior experience is required to attend these courses.

There is a comprehensive programme of training courses from September through to June each year. These courses will be of interest to you if you:

- **are working in social and therapeutic horticulture, health, education and social care**
- **have recently started a new job in these areas or are recently qualified**
- **want to start a new career in social and therapeutic horticulture.**

Courses run over one or two days and usually the first day considers the needs of the individual client and the second day looks at the wider issues affecting garden projects.

#### 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.**

#### 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:

- **Informing your business planning**
- **Informing the development of funding bids**
- **Support to create effective STH programmes**
- **Guidance on monitoring outcomes**
- **Quality assurance**
- **Health and safety.**

#### Award in Social and Therapeutic Horticulture

##### Undergraduate Level 1 Qualification

This qualification is suitable for many who wish to gain an accredited qualification and enhance their professional practice in STH. The Award is accessed via attendance of a 2 day client specific course on Thrive's National Short Course Programme. Using guided and self-guided study learners then complete an assignment on how the use of STH can benefit people with specific support needs and how this can be implemented as a therapy programme.

##### Professional Development Diploma In Social and Therapeutic Horticulture

##### Undergraduate Level 3 Qualification

If you have a qualification in health/social care, education or horticulture, are an established practitioner of Social and Therapeutic Horticulture and are looking for an opportunity to consolidate your knowledge and skills professionally, you may be interested in the Professional Development Diploma in Social and Therapeutic Horticulture. This is a part time, distance-learning course offered by Thrive in partnership with Coventry University and Pershore College.

**For further information regarding training opportunities with Thrive please call 0118 988 5688 or email: [training@thrive.org.uk](mailto:training@thrive.org.uk)**



## Appendix 6

### Session plan

<b>TUTOR:</b>		<b>PROGRAMME:</b> <i>Growing 4 Life</i>	<b>GROUP SIZE:</b> 8
		<b>LOCATION:</b>	<b>AGE RANGE:</b> 55+
<b>SESSIONS:</b> Weekly (for six months)			
<b>DATE:</b>	<b>TIME:</b>	<b>DURATION:</b> 3 hours	
<b>LESSON AIM:</b> To continue a new supported volunteering group in the grounds of the church. To improve confidence. Identify tasks.			
<p><b>LEARNING OUTCOMES (Competences): The participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop friendships and support within the group</b></li> <li>• <b>Mark up area for Container veg garden and cut flower garden</b></li> <li>• <b>Transfer turfs from container veg area to cut flower area</b></li> <li>• <b>Plant up 2 large containers with seasonal bedding</b></li> <li>• <b>Carry out appropriate seasonal maintenance in the garden</b> <ul style="list-style-type: none"> <li>- Identify maintenance required in the area</li> <li>- Select correct tools and PPE required for maintenance</li> <li>- Carry out maintenance tasks identified</li> <li>- Clean and tidy area.</li> </ul> </li> </ul>			
<b>TIMING AND ASPECT</b>	<b>DELIVERY METHODS/ METHODS / TUTOR ACTIVITY</b>	<b>LEARNER ACTIVITIES (Individual / group)</b>	<b>RESOURCES</b>
10.00 am	Welcome everyone back to the group and make introductions if joined by new participants. Out-line of today's plans.	Introduce self, ask participants to introduce themselves.	Register for group, Induction Programme and application packs
10.15 am	Walk around the Garden to identify what maintenance tasks are required  Discuss how maintenance task can be carried out and the equipment required.  Offer choice of task, but provide some guidance based on individual needs  Demonstration of different tasks required for maintenance (if required)  Supervision of maintenance work, with assistance where required.	Discussion – task identification and how task can be carried out    Choose task and collect appropriate equipment.  Observe  Carry out chosen task.	Appropriate tools  Compost, potting trays, seeds, modular trays, pots, watering cans, labels & pens.  Gloves, rakes, handforks, buckets. Large forks, spades, kneeling mats, kneeler seat
<b>11.00 am</b>	<b>Tea/coffee break</b>		Tea/coffee, milk, sugar, Thermos (hot water), mugs



## Appendix 6 (continued)

TIMING AND ASPECT	DELIVERY METHODS/ METHODS / TUTOR ACTIVITY	LEARNER ACTIVITIES (Individual / group)	RESOURCES
11.30 am          12.45 pm – 13.00 pm	Offer change of activity, which could include:  Planting containers Lifting turfs Weeding Litter picking  Review the session and discuss plans for next week.	Understanding of work completed and awareness of and correct level of expectations for next session	Project log
<p><b>Method of Assessing/Confirming Learning:</b></p> <ul style="list-style-type: none"> <li>• Journal/project diary</li> <li>• monitoring/evaluation forms</li> <li>• Photographs</li> </ul>			
<p><b>Resources: (Materials, Health &amp; Safety, Risk Management, Equal Opportunities considerations)</b></p> <ul style="list-style-type: none"> <li>• Paperwork: photo consent, RA, monitoring and evaluation</li> <li>• Display book and project log, pens, scissors, glue, paper</li> <li>• Tools, equipment &amp; materials: Compost tidies, compost, large containers, seasonal bedding, tape measure, canes, string, scaffolding board, edging iron, spades, rake, litter pickers, rubbish sacks</li> <li>• Refreshments</li> <li>• Camera</li> </ul>			
<p><b>Review Notes (general/planning):</b> Next session</p>			
<p><b>Any additional consideration that link to the Risk Assessment for this Lesson or Support needs</b></p> <ul style="list-style-type: none"> <li>• Ensure A feels welcomed and comfortable, given her lack of confidence</li> <li>• Cater for B's use of mobility aid and inability to bend in choice of activities</li> <li>• Cater for T's difficulty in bending and use of hearing aid</li> </ul>			



## Appendix 7

### 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
<b>Spring</b>	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	
<b>Summer</b>	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
<b>Summer</b>	Deadheading faded flowers	Secateurs 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	
	Picking flowers and creating displays	Secateurs, buckets, vases	
	Patio maintenance	Weeding knives or scrapers, buckets, kneelers, hoes, shovel, broom, dustpan and brush, and sand to fill in the cracks	
<b>Autumn</b>	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	Secateurs, buckets and kneelers	Sense of responsibility and ownership, increasing self esteem
	Harvesting produce and watering	Secateurs, 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, secateurs, 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	



Season	Activities	Resources	Benefits and learning outcomes
<b>Autumn</b>	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	
<b>Winter</b>	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, secateurs, labels and watering can	Numeracy and literacy
			Improved memory
		Improved motor sensory coordination	
		Sense of achievement, and recognising improvements	
		Exploring creativity	



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	





## Appendix 8

### Thrive individual development plan and three month review

<b>NAME OF PARTICIPANT</b>	<b>PROJECT NAME</b>
<b>DATE OF MEETING</b>	<b>PROJECT OFFICER</b>

**REVIEW:** Looking at what you've done since our last meeting

**What have you particularly enjoyed?**

**What do you think you are good at?**

**What have you found difficult, or not enjoyed?**

**How would you currently rate your confidence?**  
 1 being very low – 5 being very high (please circle number)

**1            2            3            4            5**

**As a result of participating in the project do you feel you have (please tick):**

	<b>Yes, a lot</b>	<b>Yes, a little</b>	<b>No</b>	<b>Don't know</b>
Improved physical health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved mental health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felt happier as a direct result of gardening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gained new or improved existing gardening/ conservation skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gained more knowledge of gardening/conservation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you adapting a healthier lifestyle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Become less isolated and more socialised with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Appendix 8 (continued)

**We agreed some aims together at our last meeting, how do you feel you have done?**

**Which aims do you think you have achieved?**

**Were there any which you feel you didn't achieve?**

**Officer comments**

### GOAL SETTING

**Looking forward 3 months, what new aims do you have which coming to the project can help to achieve?** (Ask about gardening/conservation skills and knowledge, healthier lifestyle, improvements to physical and mental health, confidence and community involvement.)

**What support do you think you need?**

**What about your life outside Thrive?**

**What do you do on the days when you are not at Thrive?**

**Are there challenges in your day to day life that you'd like to share which might affect your time at Thrive?**



## Appendix 9

### Client monitoring form (INSIGHT)

<b>Participant Name:</b>	<b>Project Name:</b>
--------------------------	----------------------

Date /	Staff	Activities	Outcome Rating						
			Social interaction	Task engagement	Motivation	Communication	Mobility	Anxiety	Stamina
Comments									

Date /	Staff	Activities	Outcome Rating						
			Social interaction	Task engagement	Motivation	Communication	Mobility	Anxiety	Stamina
Comments									

Date /	Staff	Activities	Outcome Rating						
			Social interaction	Task engagement	Motivation	Communication	Mobility	Anxiety	Stamina
Comments									

Date /	Staff	Activities	Outcome Rating						
			Social interaction	Task engagement	Motivation	Communication	Mobility	Anxiety	Stamina
Comments									

Date /	Staff	Activities	Outcome Rating						
			Social interaction	Task engagement	Motivation	Communication	Mobility	Anxiety	Stamina
Comments									

<b>Key to Activities:</b>							
S	Seed sowing	D	Dig, soil preparation	W	Watering & Feeding	WP	Work planning
P	Planting	GC	Grass cutting	TM	Tool maintenance	TM	Team meetings
H	Harvesting	WD	Weeding	C	Construction	If other, please specify.	



## Appendix 10

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
Sun	<i>Geranium sanguineum</i> Striatum	15cm	30cm	light pink	summer
Sun	<i>Campanula persicifolia</i> 'Telham Beauty'	75 - 90cm	30cm	light blue	summer
Shade	<i>Pulmonaria</i> 'Sissinghurst White'	25 - 45cm	50cm	white	spring
Sun	<i>Salvia superba</i> 'Mainacht'	90cm	45cm	blue	summer
Sun	<i>Penstemon</i> 'Hewell Pink Bedder'	45cm	45cm	pink	summer



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	-	-

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</i> 'Lucifer' (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</i> 'Dawn'	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</i> 'Aurea' (Indian bean tree)	-	Gold / yellow leaves
<i>Cedrus deodara</i> 'Aurea' (Deodar cedar)	✓	New needles golden yellow in early summer
<i>Ginkgo biloba</i> (Maidenhair tree)	-	Leaves yellow in autumn
<i>Malus</i> 'Red Sentinel' (Crab apple)	-	Red crab apples persist into the winter
<i>Malus tschonoskii</i> (Crab apple)	-	Leaves purple / red / orange in autumn
<i>Picea pungens</i> 'Hoopsii' (Colorado spruce)	✓	Rigid silver-blue needles
<i>Prunus</i> 'Kanzan' (Ornamental cherry)	-	Purple / pink blossom and copper / red leaves in spring.
<i>Sorbus sargentiana</i>	-	Leaves orange / red in autumn. Red berries.







using gardening to change lives

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

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