



First Planting

Cover details

Author's Name – Graham Wigginton

Design start date – 23 March 2022

Design completed date 8 May 2022

Design Title

First Planting

Design aims / problem to solve

Pupils to get an understanding of surplus and fair shares.

Pupils to have ownership of what is planted where and how plants will work together

Design context

This is a group of pupils with Special Educational Needs, including autism and severe learning difficulties. I have worked with them for the past year and know and understand their needs.

We will be working in the Garden that they have designed in Design 8. This is the second session being hands on with the garden itself. The previous session was looking at the soil.

It is the intention that the garden is minimal cost and minimal maintenance. It is a flat area immediately outside the Learning Support Classroom.

Framework
SADIMET

Tools
Ideas Basket
Limiting Factors
Plus Minus Interesting
Eyes Heart Hands Head
de Bono's Thinking Hats

Ethics and Principles

Similar to Design 8 "Children's Garden" this on the surface is a Land Based / Earth Care design, as can be seen from the table in the Analysis section, but in reality, it has more Fair Share elements. My intention is to get the children engaging with the soil, seeds, plants and the wildlife in the potential garden and so providing opportunities for the development of their social and communication skills. Alongside this the development of ownership of space within the school environment that, because of the high demand on social and physical skills needed to be included in free times in the school day, is excluding for these pupils. Within this design the concept of sharing between gardeners was a key element in the Sowing phase, talking about my mum's garden and the plants she had given.

I have viewed the activities through the lens of all three Ethics and 9 Holmgren and 2 Mollison principles: Observe and Interact, Use and Value Renewable Resources and Services, Produce no Waste, Design from Patterns to Details, Integrate rather than segregate, Use small and slow solutions, Use and Value Diversity, Use edges and value the marginal, The problem is the solution and The Yield of the system is theoretically unlimited.

Design Solution

Sowing: Mum's fair share. The Three Sisters

Growing: Planting seeds, different forest layers, planting out. Exploring woodland.

Harvesting: How has today been small and slow solutions? Thumbs up/down.

What next?

Evaluation

The Sowing section and the Three Sisters went particularly well in terms of engagement and interest.

Planting beneath the paving slabs was not possible and this impacted on the timing of the lesson meaning that we did not have time for going to the woodland

All pupils enjoyed and were engaged in the planting, even C who was initially reluctant. Other outcomes included the social interaction that was available through the tasks and the interaction E had with the earthworms.

Even though there are only 5 pupils, at least 2 members of staff are needed.

We ended up with two beds, mulched and watered.
There will be further planting opportunities.

Reflection

Reflection on my learning:

One of the main things I have learned through this design and subsequent sessions with the pupils in the garden is the power play and pupil ownership of the planning.

A new tool for me is the Eyes Heart Head Hands and having been a teacher for a very long time, I really like the concept of viewing activities in this way. Using de Bono's Thinking Hats as a way to analyse the session was also a new tool. I like the way it makes the analysis segmented into the different styles of thinking. Using it to predict how the session will go was a good way to see if there was anything absent.

● Survey/observe

○ Children

The children form part of a small special needs group at Beacon Hill Community School, 4 with severe learning difficulties and one with autism. Two from Year 7, one from Year 8 and two from Year 9. They are part of a "Skills" group who have a full day once a fortnight working on a variety of activities aimed at developing their literacy and numeracy skills alongside other social and communication skills, for example working as a team, problem solving.

Of the group L is reluctant to go outside. The two older girls, S and M, are keen on practical activities both in school and at home. The fine and gross motor skills of the younger students, C, L and E, are not strong. The area is a flat piece of grass and as such will not challenge their ability to move about the space, but they will struggle to do "heavier" tasks, for example digging with a spade.

○ Adults

The group will include, as well as myself, the teacher and teaching assistant who normally take the group. Both have a detailed knowledge of the students and how to engage and motivate them, as well as how to adjust tasks to allow them access. The session will take place on the school site, during the school day. First Aid cover will be provided by School First Aiders. The site is immediately adjacent to the school building.

My long-term vision is to include permaculture ethics and practice into the Cumbria Award curriculum at the school. The Cumbria Award is a humanities programme for Year 7 to 9 (11- to 14-Year-olds) whose aim is to deliver humanities with a focus on outdoor and local. The Science Department is also keen to use a garden space for practical lessons and there are further opportunities to engage the students in Permaculture, through elements of the curriculum such as ecology or the carbon cycle.

○ The Site:

The session will take place on a grass area immediately outside the Learning Support Classroom. It is a flat 5m by 20m area including a 2m wide path around the north and west. It is raised above the base of the building by a 1.5m high stone-faced bank. There

are some brambles and scrub in the west corner on the stone-faced bank above the site. The site is sheltered by the buildings and the banks.

The weather forecast for Friday is dry with light winds from the northeast. In the event of poor weather, we can go inside the school building and return when the weather clears.

- The knowledge base.
 - Experience of planting at home.
 - J's gardening knowledge.
 - My mother's plant knowledge when offering plants.
 - Children in Permaculture pages 81 to 82
- Seed thoughts of what I want the session to involve
 - The pupils getting an understanding of fair shares and how gardeners embrace this.
 - To include the three sisters' story, having recently been reading Braiding Sweetgrass by Robin Wall Kimmerer.
 - The pupil's ownership of the plants and their planting.
 - Exploring the site at different levels, soil to woodland.

● Analysis

Ideas basket:

- Story about mum's garden with the 3 ethics
- Introducing the Principles as principles for the garden, providing a review at the end of each session.
- Forest garden layers, e.g., ground cover, herbaceous, shrub, tree
- Plants for different environments.
- How to plant and water.
- Mulching.
- Planting seeds. Three sisters.
- Recognising different types of seeds.
- Be able to name different plants.
- Exploring woodland.
- Measuring plants and themselves etc.
- Collecting materials e.g., tyres, raised beds.

Limiting factors:

- Cumbrian Weather!
- Ability of students to dig.
- Sensory issues with handling soil.
- Pupils need for concrete experience.
- Need for adult help with heavier tasks.

The Site:

Plus	Minus	Interesting
<ul style="list-style-type: none"> ○ It is immediately outside the Learning Support Classroom. ○ It is on-school site with access to First Aid. ○ For L it is an opportunity to go outside. ○ The grass is quite lush, indicating some soil depth. ○ The site is well drained. ○ There is good access via steps and a paved path. 	<ul style="list-style-type: none"> ○ It is an elevated area. ○ For L it is outside. ○ It might be raining! ○ Water is not immediately next to the site. 	<ul style="list-style-type: none"> ○ We don't know what the soil is like under the paving. ○ We will be planting into a blank canvas.

I have chosen this site for the garden because of its proximity to the Learning Support Classroom. It has a North-west facing aspect and as such would not be as good for growing as the front of the school, but it offers a secluded space that can be used for social interaction and learning. I hope it will provide opportunities for safe breaktimes, away from the hustle and bustle of other areas. The design for the Garden on the site is Design 8, including more detailed observations.

Activities:

	Eyes	Heart	Hand	Head	Earth Care	People Care	Fair Shares
○ Story about mum's garden with the 3 ethics		√		√			√
○ Introducing the Principles as principles for the garden, providing a review at the end of each session.	√	√		√	√	√	√
○ Forest garden layers, e.g., ground cover, herbaceous, shrub, tree	√			√	√		
○ Plants for different environments.	√			√	√		
○ How to plant and water.	√				√		
○ Mulching.	√	√	√	√	√		

o Planting seeds. The Three Sisters.	√	√	√	√	√		√
o Recognising different types of seeds.	√		√	√	√		
o Be able to name different plants.	√			√	√		
o Exploring woodland	√	√			√	√	
o Measuring plants themselves etc.			√	√	√		
o Collecting materials e.g., tyres, raised beds.	√		√		√		√

Ethics summary overview

Earth Care	The pupils will be transplanting plants and sowing seeds to transform a blank grass area to an area that attracts birds and insects.
People Care	The pupils will work together in pairs or threes.
Fair Share	The pupils will be introduced to the gardener's way of sharing their surplus.

Significant elements of Risk Assessment:

6	Injuries from tool use	Group could cut or bruise themselves when using tools.	All	Learn to use tools safely	3	3	9	Risk assessments for each tool to be completed. Students taught / shown how to use safely. Students to be observed using the tools. Students to work collaboratively using tools. Work gloves and boots to be worn.
7	Personal hygiene facilities not available on site	Infection, passed from one person to another e.g., worms, bacterial infection. Infection from soil borne disease e.g., tetanus.	All	Learn to be in different places	1	1	1	Cover any broken skin. Wash hands before eating or drinking. Ensure pupils know not to put soil in mouth. Include tetanus status on permission form.

Patterns:

Friday Lessons 3 and 4, i.e., between break and lunchtime. 10:55am to 12:35pm

Sowing: Mum's fair share. The Three Sisters

Growing: Planting seeds, different forest layers, planting out. Exploring woodland.

Harvesting: How has today been small and slow solutions? Thumbs up/down. What next?

- Design: The session plan

1. Your first name and surname

Graham Wigginton

2. Title

First Planting

3. Age

L and E	Year 7	12 years old
C	Year 8	13 years old
M and S	Year 9	14 years old.

4. Group size

5 pupils.

5. Duration

1 hour 40 minutes.

6. Brief overview

It is my intention that the garden will be made on a minimal outlay, with many elements provided from recycled or shared materials. In this session the pupils will begin to get an understanding of surplus and fair shares, through the description of my mum's interest and sharing plants from her garden. I want the pupils to have ownership of what is planted where and how plants will work together and will introduce this through the three sisters' story and planting their own three sisters in pots.

They will then go out and plant out the plants they have chosen that I and J have brought in to share.

Having "worked" at planting they will have time in the woodland to explore and play.

We will finish, back in the classroom, and see how we felt the session went, I will introduce the idea of small and slow solutions (we will have planted up a very small area in the garden) and then look at what they want to be doing next.

7. Holistic Planning**Eyes:**

- The pupils will be using their senses of touch, sight and smell to handle the seeds and plants. Identifying how they are different. They will be observing where they are planting and imagining what they may look like when grown. They will go into the woodland and see what is there.

Heart:

- They will care for the plants they plant and have ownership of them and particular plots in the garden. They will think about what the plant needs and check on them through their establishment. They will get a “feel” and interact with the woodland. They will empathise with the story of The Three Sisters. They will recognise that gardeners will share their surplus.

Hands:

- They will dig holes to transplant plants and sow seeds. They will mulch around the plants to feed them.

Head:

- They will think about different plant shapes and their needs. They will learn some names of the plants they are growing. They will think about small and slow approaches to gardening. They will think about the ethics in terms of gardening.

8. Preparation of materials and resources**Required Materials and Tools:**

- Plants for transplanting
- Spades
- Trowels
- Gloves
- Mulch
- Pots
- Watering cans / hosepipe fittings and nozzle
- Bean, corn and squash seeds
- Compost
- Watering can
- Design Base Map

How to prepare space and/or people:

- Talk with J about plants she has prepared and where to plant them.
- Discuss with J and K about how to manage L, can stay indoors and sow more seeds.
- Support needs to be aware of health and safety of using spades and the danger of the bank.
- Support needs to ensure students wash their hands properly before lunch.

9. Content**Sowing**

Share the story of going and seeing my mum and how excited she was that we were designing a garden. Show them a picture of my mum and Google Maps Satellite of the house. Explain how she would dig up only what was needed when she had more plants than she wanted. Introduce the word “surplus”. She will always take cuttings, and divide plants to make more. She shares plants with friends, e.g., always gets tomato plants from Pete.

So not only caring for the earth by having a garden that attracts birds and insects, but is looking after other people making sure they have the plants they want through sharing her surplus.

Growing

Tell the story of the three sisters as described by Robin Wall Kimmerer in Braiding Sweetgrass, page 131, hand out Cherokee of Trail of Tears beans, Jack be Little Pumpkin and Corn seeds in paper packets. Plant The Sisters in a pot.

Introduce the idea of different plants need to be at different places in the beds, by lining the pupils up tallest at the front and asking if the one at the back can see. Then how would it be better.

Go out and look at the different planting places. Choose where they want to plant from the design base map.

Next look at the different types of plants and how tall they will grow, are they ground cover or bushy or trees? Choose some plants for different layers.

Dig over planting area, dig in compost, plant, water and mulch. Explain that the mulch is the donkey's contribution through sharing their surplus. Photograph.

Explore the woodland (play activity).

Clean tools.

Harvesting

How has today been "small and slow solutions?"

Thumbs up/down.

What to do next session?

De Bono's Thinking Hats – analysis of the session content.

White Hat – Neutral and objective. Objective facts and figures.	All pupils should be able to engage in some way, L may just choose plants and say where they are to go. There should be 3 adults and 5 pupils which will allow the adults to manage some of the heavier digging. There is a wide variety of plants for them to plant of varying habit.
Red Hat – signifies feelings, hunches and intuition.	I think they will enjoy the story, if it is kept short. The link to a real person taking an interest in their garden from outside of school (my mum) should add an element of reality and maybe a link to their families. My intuition is that they will engage well with the planting, both of the three sisters and of the plants as they begin to see a difference to the rectangle that we are starting with.

<p>The Black Hat – signifies caution and critical thinking – do not overuse! Why something may not work.</p>	<p>L may be difficult to engage in going outside and physically planting. We will need to carefully observe C, E and L in the woodland as the ground is uneven. The language of ground cover etc may be too difficult for them and sticking to looking at plants of different heights may be more concrete.</p>
<p>Yellow Hat – symbolises brightness and optimism. You can explore the positives and probe for value and benefit.</p>	<p>They will enjoy getting started with making a difference and seeing what a difference they have made in a short time. They will enjoy the story, both of my mum and the Three Sisters.</p>
<p>The Green Hat – focuses on creativity, possibilities, alternatives and new ideas. It is an opportunity to express new concepts and new perceptions – lateral thinking could be used here.</p>	<p>I hope the play section going to the woodland will open up possibilities for them. Giving them ownership, to a degree, of what we do next will result in an evolution of the garden design. Allowing them to choose what they plant gives them opportunity to be creative with the planting.</p>
<p>The Blue Hat – is used to manage the thinking process. It ensures that the “Six Thinking Hats” guidelines are observed.</p>	<p>I see no reason why we should not have the Three Sisters sown and some plants planted out in the session.</p>

10. Permaculture ethics and principles

<p>Earth Care</p>	<p>The pupils will be transplanting plants and sowing seeds to transform a blank grass area to an area that attracts birds and insects. We will mulch the plants to help them conserve water as they may not be regularly watered. The pupils will see what wildlife is in the soil.</p>
<p>People Care</p>	<p>The pupils will work together in pairs or threes. The students were told to bring warm clothes and boots and were given work gloves. The adults were briefed at the previous week as to the plan for the day and came suitably dressed. The whole group, adults and students, were shown how to safely use a spade. If the weather was wet, we are close enough to the classroom not to be committed to continuing in the rain, being able to go back in and come out when the rain has stopped. Given the learning needs of the students a focus on having time to ensure that they wash their hands thoroughly after the session and before lunch is essential.</p>
<p>Fair Share</p>	<p>The pupils will be introduced to the gardener’s way of sharing their surplus. If L does not come out, he will have had access to the sowing and the first part of the growing sections. He can watch and direct from the window.</p>

	<p>This as a design within the whole garden project has a Fair Shares emphasis underlying it. Pupils with Special Educational Needs are often isolated at free times because of the social skills and their physical capabilities, the intention of the garden is to give them an area where they have ownership that provides them with a safe space to engage physically and socially with others. Working together as we will do in this design also provides opportunities for the development of social interaction and co-ordination skills.</p>
--	--

Principles

<p>Observe & Interact</p>	<p>The pupils will be observing the plants, through touch, sight and smell. Thinking about whether they need watering and what sight would suit them best.</p> <p>They will observe and interact with the woodland.</p>
<p>Use & Value Renewable Resources & Services</p>	<p>The plants and seeds have been provided from own seed stock, some from last year's plants or from plants given, dug up from a garden or taken from a cutting.</p>
<p>Produce no waste</p>	<p>The pupils will be using plants that have been provided free.</p> <p>The turfs will be reused elsewhere in the garden.</p>
<p>Design from patterns to details</p>	<p>The pupils are beginning to implement the design and patterns of planting will begin to emerge.</p>
<p>Integrate rather than segregate</p>	<p>All the pupils will be involved in some way, including L, even if he does not come outside.</p>
<p>Use slow & small solutions</p>	<p>This is the first planting, implementing the garden will be a series of small steps and a slow process.</p>
<p>Use & Value Diversity</p>	<p>The pupils will be planting a variety of plants in their chosen spaces.</p> <p>One of the intentions of creating the "Skills" teaching group in the first place was to develop supportive relationships between students from different Year Groups. Getting them to develop an understanding of each other's needs, strengths and difficulties through working together. Completing practical tasks provides an opportunity for each to show skills that other may not have, irrespective of age.</p>
<p>Use edges & value the marginal</p>	<p>The use of ground cover and spreading plants will soften the edges of the rectangular planting areas of the paving and also grow up the banks.</p> <p>The area being used for the garden is an unused, and in many ways unusable, space for anything but growing. The intention is to provide a space for learning and for social times.</p>

<p>The problem is the solution</p>	<p>One of the challenges of the group is engaging L. One presentation of his autism is a high degree of rigidity, hence any change is extremely difficult for him. As a consequence, he does not go outside very much at all. For this session there is no expectation that he has to go outside to join in, but he can still engage in the soil test and "direct" activities from the classroom window. Our longer-term aim is by getting him initially to go for walks during PE lessons, that we can begin to engage him in what is going on in the garden. Part of the garden design is for an area to play chess, which will also be a draw for him to be part of the process.</p>
<p>The yield of the system is theoretically unlimited</p>	<p>When working with students with Special Educational Needs there are always more yields than the acquisition of knowledge that takes place. In this case, from the simplest getting them to be outside in the open air (a big yield if we get L to do this) to the more complex ones like the development of social language and interaction skills. One of the greatest for me is always the development of relationships between adults and students and students and students when they are in a different situation or environment a session like this provides.</p>

11. CiP Curriculum theme

	Theme		Topic	3-6 yrs	7-12 yrs	13-14 yrs
A	Introducing permaculture	1	Permaculture ethics & principles		√	√
		2	Connections			
	Living nature	3	Soil and stone			
		4	Water			
		5	Plants and trees		√	√
		6	The animal, fungus and bacteria kingdoms			
B		7	Air			

C	Design	8	Designing			
D	Growing food	9 10	Growing food Preparing food			
E	Built environment and resource use	11	Buildings			
		12	Using nature's gifts wisely			
F	Social permaculture	13	My body, heart and mind			
		14	My community			
		15	Our human family			

12. School theme

- Mathematics/numeracy
- Language
- Science
- Social sciences (geography, politics etc)
- Information technology /media
- Art
- Physical Education
- Home economics

13. Season

The session will be suitable for spring.

14. Setting

Garden. For us it is a space adjacent to the school building, visible from the SEN Classroom.

15. References

- Earth Care, People Care and Fair Share in Education - The Children in Permaculture Manual
Lusi Alderslowe, Gaye Amus, Didi A Devapriya Published on Apr 23, 2018
- Braiding Sweetgrass, Robin Wall Kimmerer, page 131

16. Inspiration

- The pupils are keen to get planting and making.
- I want the pupils to get outside and get their hands (in gloves) into the soil, have fun digging and have satisfaction of seeing something planted in the ground.

- I want them to develop an understanding that gardening involves the creation of surplus and that gardeners will share that surplus with others.
- Through giving them time in the woodland I want them to begin to feel that they can play and do not need to rely on adult direction.

○ **Implementation**

- The Teaching Assistant was off ill on the day as was L.
- I forgot to ask the Teacher to take some photographs of the Sowing session in the classroom and the planting the Three Sisters. I have a Powerpoint of the planting outside which can be seen here.
<https://www.loom.com/share/839aecf45c294ef6919f69e2ffb1eba7>
- I have permission for photographs through the school permissions system but not for sharing outside the school, hence I have blurred out the faces of the students.
- When we went outside the start planting and took up a couple of the paving slabs, they were laid on 4 inches of sand and then onto cinder / clinker and not as I had thought, from the amount of growth between the slabs on sand over soil. Hence, we could not plant in the path and had to move to the grass area.
- The pupils found turving too difficult so I had to do this and then they were able to help with breaking up the soil ready for planting. This also meant that the learning around the arrangement of the plants was different, as the tallest would need to be central as opposed to against the bank.
- This took time away from the plan and disappointingly, resulted in not having time to go to the woodland and cutting out the discussion about what they would like to do next. Both of these can be included in future sessions.

○ **Maintenance**

- This is the third session I have done with the group, the first was on the functions and elements they would wish for their garden, and the second on looking at the nature of the soil and then the placement of elements into the space to create the design. They have also planted some basil and spinach seeds with their teacher.
- The pupils, particularly E, was keen to ensure that the plants were watered. If the weather is dry, they can be doing this at breaktimes, lunchtimes and at points where they have time in their individual curricula.
- They have started clearing a display board for the work they are doing.
- I would like the pupils to begin to take control over what they do next. C was not very enthusiastic in the morning of this session and I spoke to him about what he might like to take control of and we decided on the "Chess Area". I shared my thoughts as to how we could make seats and a table with the materials on site but left him to think about how he would like it to be. I will need to have some conversations with him over the next week so that I can have the materials and tools needed to be able to work with him. Hopefully, L will be present next time and can work with C.
- I am thinking that we can dig out the sand and clinker beneath the paving slabs and create 3 foot x 2 foot pockets to plant in and use the material dug out as ballast for planting in the tyres.
- Next session we will need to plant the willow screening. Digging out for the "ponds" might be a good activity for the next session.

- I will need to spend a whole day on site preparing the materials and turfing.

○ **Evaluation**

- The Sowing section and the Three Sisters went well. Giving them 3 seeds in a paper packet made it different and special and they spent time looking carefully at them. M recognised a pumpkin seed. E compared the corn seed with pop-corn. They liked the idea that a bean seed has a belly button.
- As described above planting beneath the paving slabs was not possible, but may be with some greater preparation, and this impacted on the timing of the lesson. We did not have time for going to the woodland and the Harvest section only included a thumbs up / down, which was entirely positive from them. I will talk with them through the next two weeks about what we will do next and introduce "small and slow solutions" in the development of the display board. Having to quickly turf an area both beds were rectangular, but this can be changed with time and further planting.
- C, having been reluctant, got involved in the planting, M and S were very independent, with a little guidance, and E enjoyed herself, mostly collecting worms.
- Although there was no "play" element as planned, nevertheless E certainly was playing while we were planting, and M and S, would not have equated the activity as work, as it allowed them to socialise. With C it was an opportunity to develop a relationship. He enjoyed using the fork to break up the ground.
- In terms of management of the group, it was necessary to have 2 adults present at all times at least, as E and C tend to wander off on their own agenda. At one point C stumbled down the steps when he should have been with the group. Three members of staff will be necessary if we get to the stage of doing different activities of their choice.
- We ended up with two beds, mulched and watered and all the pupils were engaged in the activity.
- There will be further planting opportunities as we did not plant all the plants we have and others will come through the year.
- Comments from J:
"The pupils listened well to and enjoyed the story of the Three Sisters. They also enjoyed looking at the different seeds and trying to predict what type of food they were. They all enjoyed choosing plants to take outside and M and S tried hard to use the tools to get into the soil. E did enjoy being outside and C was somewhat engaged in some of the activities.
They have decided next time they want to make the "chess seating area" (C and L) and work in the water feature (E, S and M)

○ **Tweak**

- The session would need to be longer to be able to include all the intended activities comfortably.
- In future I will prepare any planting into the grass area beforehand, so that they can focus on breaking up the compacted soil and the planting.
- Labelling the plants according to their habitat would have helped them make choices according to height.
- Some way of slowing down the re-encroachment of the grass would be beneficial.

- I will need to go through all the structures etc that are in school so that they can be ready for the next session.

○ Reflection

Earth Care	The pupils planted up two beds.
People Care	The pupils worked together in pairs.
Fair Share	The pupils were introduced to the concept of sharing surplus.

Holmgren Principles

Observe & Interact	The pupils inspected the seeds and chose the plants they wanted to plant. They were hands on digging with a trowel and a fork. E observed and interacted with the worms.
Use & Value Renewable Resources & Services	They heard about where all the plants came from and about how gardeners like to share things that they have grown.
Produce no waste	We kept the turfs and will use them within a raised bed for the science department.
Design from patterns to details	We had to quickly adapt the design to create beds we could plant in.
Integrate rather than segregate	Everybody was involved and got in contact with the plants and the soil, outside and when they planted the Three Sisters.
Use slow & small solutions	I will be talking to them about how this is only a small part of the planting and that it will take most of the year to do all the planting as we decide what to do next.
Use & Value Diversity	They chose a variety of plants to plant in their areas.
Use edges & value the marginal	They planted a taller plant in the centre and lower plants around the outside, heather with N and S and a rose with C and E. E wanted to plant a hazel tree in her area but she was persuaded to plant it another time as it would dominate that area.
The yield of the system is theoretically unlimited	Getting out of the classroom allowed for the development of different relationships to develop. I recognise that C enjoyed working with a male member of staff doing something physical and will try and include this more in the future. E was very interested and over the next weeks she would take people into the garden and show them what we had done.

Tools Used:

Ideas Basket	When planning lessons at school I tend to have an intention and a method. Using an Ideas Basket, where you consider any possible activity without restriction, was liberating.
PMI	PMI is one of my go to tools, using it here allowed me to see there was little "negative" and more "positive" and more interestingly "interesting"
Analysis against Eyes, Heart, Hands, Head	As a school teacher lesson focus is very much on the head, with an element of sensory visual processing. To also consider other senses and the heart was also liberating, particularly with children with SEND where the outcomes for their education is not only knowledge based.
De Bono's Thinking Hats	I used De Bono's Thinking Hats as a reflection tool in my first attempt at a Session Plan, with "What is our Ground Like?" which I liked, so I thought I would try it as a tool to analyse the content / plan for the session. As a tool I felt it was easier to use as a reflection of the plan than as an evaluation of the whole process. It does give the confidence that I have thought of different possibilities with the session.

Graham Wigginton
May 2022

Site Assessment Form

Location: Area outside Learning Support Classroom	Name: GW	Date: 12/3/22
<p>Description of site / activity / tools: Flat area bounded on the south side by a drop of 1m to a path next to the building and on the north side by a 45° cobbled slope going up to the enclosed sports area. To each side are steps up to the grass area, on the east these continue up to the sports area.</p> <p>Main hazards:</p> <ul style="list-style-type: none"> ● Falling to the north or south. ● Student co-ordination on uneven ground. ● Injuries from plants or tool use. 		

Probability? Every time (5), most times (4), occasionally (3), rarely (2), hardly ever (1) Severity? Fatal (5), emergency hospitalisation (4), non-emergency hospitalisation (3 e.g., sprained ankle, cut needs stitches), first aid on site (2), no adult intervention other than TLC (1).									
	Hazard	Harm	People at Risk	Benefit	Probability (p) 1-5	Severity (s) 1-5	Rating (p x s) 1-25	Existing preventative measures or new measures that need to be implemented	Who will do it? When?
1	Steep slopes and banks	Slip and fall	All	Learn to negotiate and be aware of danger	2	4	8	Discuss dangers with students. Staff to observe participants. 3 staff to five students. Plant low border / hedge to demark south edge. Interim fencing.	GW acquire barrier fencing.
2	Uneven ground, paths etc	Trip	All	Learn to walk on uneven ground	2	1	2	Staff to observe participants.	
3	Wind, rain, snow	Becoming wet and cold. Low morale.	All	Experience the weather	2	1	2	Check weather forecasts. Wear suitable clothing. Move indoors if too inclement, hot drinks.	Acquire facilities for hot drinks.
4	Other students	Unprepared students using tools	Others	Group learn importance of knowing how to use tools	1	1	2	Group will only be working on the garden at lesson time. Staff will be present.	
5	Site has areas where children not visible	Students can use the garden to hide either at times of anxiety or for nefarious activities	All	Learn the importance of personal safety	2	1	2	Design garden to be entirely visible from classroom and above.	
6	Injuries from tool use	Group could cut or bruise themselves when using tools.	All	Learn to use tools safely	3	3	9	Risk assessments for each tool to be completed. Students taught / shown how to use safely. Students to be observed using the tools. Students to work collaboratively using tools. Work gloves and boots to be worn.	
7	Personal hygiene facilities not available on site	Infection, passed from one person to another e.g.; worms, bacterial infection. Infection from soil borne disease e.g., tetanus.	All	Learn to be in different places	1	1	1	Cover any broken skin. Wash hands before eating or drinking. Ensure children know not to put soil in mouth. Include tetanus status on permission form.	
8	Puncture wounds (blackthorn/Hawthorn)	Scratches or puncture wounds from thorn which has a tendency to go septic	All	Learn to deal with common plant	2	2	4	Wear gloves if collecting near or handling branches or thorn brush.	GW to purchase gloves.
9	Possibility of finding wasps/bees/ horse flies	Stings or bites Especially to people who have allergies	All	Learn how to deal with natural hazards, stay calm etc.	2	2	4	Take extra care when working near nest sites. Show children how to stay calm when bees and wasps and horseflies are nearby. Keep food in sealed containers to stop attracting wasps etc. Make sure allergy sufferers are known to staff.	

<p>Your comments</p> <p>If visiting this site/activity/tool, your recommendations will be followed.</p> <p>Your main concerns: Falls due to elevated nature of the ground. Injuries from tools or plants</p> <p>Your main positive features: Learning how to move safely. Learning to use tools safely.</p>	<p>Your recommendations</p> <p>Briefing group on potential dangers, before each session. Teaching safe tool use. High staff to student ratio, never less than 1 to 3 for Skills group if using cutting or large digging tools. Gloves and boots.</p>
--	---

To do each day:

Ensure correct clothing, including gloves and boots.

Discuss health and safety for the day's activities.

Know where first aid kit is and who is first aider.

28 March 2022

[REDACTED]

Dear [REDACTED]

[REDACTED] - (Date of birth: [REDACTED])

As part of the Skills Programme we intend to design and create a garden at school. This will provide a lot of different learning opportunities, for example in literacy, numeracy and science, communication, teamwork and problem solving, as well as practical gardening skills.

As this will involve spending time outside it will be important that [REDACTED] comes dressed suitably to be working in the garden in Cumbrian weather. This would include boots. We will provide working gloves.

[REDACTED] will be learning to use a variety of tools, for example spades, trowels, forks, saws, hammers and screwdrivers. We will ensure that [REDACTED] is taught how to use these tools safely and is supervised while using them.

Working on designing and creating the garden will take place entirely within school, with all the safeguarding and first aid arrangements that school has in place. To ensure that the health information we have is up to date please could you complete the form below and return it to school.

Thank you very much, and we look forward to showing you, later in the year, the outcome of our efforts.

Yours sincerely,

Graham Wigginton
SENCo

I give my consent for [REDACTED] to take part in the gardening project.

Signed _____

Details of any allergies, including severity of reaction and whether an EpiPen is used:

Medical Conditions (e.g., Asthma, diabetes):

Medical Practice:

Telephone No: _____