

Dandelion



Harvest Home

Contents

Introduction	4
Harvest Celebration in Scotland	6
Harvest Celebrations around the World	9
Harvest, Hospitality and Cultural Exchange	11
Imagine your Harvest Event	13
Planning your Harvest Event	14
Savoury and sweet recipe ideas for six edible plants	16
Appendix 1 – Marketing Your Harvest Event (sample poster)	20
Appendix 2 – Working with Creative Practitioners (sample contract)	23
Curriculum for Excellence Experiences and Outcomes	29

Introduction

Introduction

Most cultures across the world celebrate their harvests in some way. A successful harvest is always something worthy of celebration! For centuries, these festivities have provided annual opportunities not just to celebrate the safe securing of the crop, but to cement and celebrate community identity and belonging. It is a time to celebrate both the achievements of the past year and look hopefully to the future.

A successful harvest is crucial to everyone's well-being and survival. With the increasing unpredictability of our food supply due to climate change, we need to **build local and community food system resilience**. Learning to **grow our own food** can be part of that picture.

Traditional harvest festivals in Scotland have themes of cooperation, creativity, hospitality, generosity, and fairness – qualities which are common to harvest celebrations across the world.

This resource focusses on harvest-time and is a guide to creating your own harvest event. There are downloadable templates for you to create a poster or hire a musician or chef. It is also a rich resource on harvest tradition and culture, where you can take inspiration from the past to imagine and create a sustainable harvest event relevant for today.

Your harvest event can link your learning: food growing; ethnology; music; creating a menu or dish for your school. You can embed sustainability in your harvest event by making it a **One Planet Picnic** or adopting the One Planet Picnic principles.

What is most important for you about your school's harvest event? It might be connecting with people, celebrating local foods, practicing organisational skills, creating a positive school culture, or something else. There are also different practical elements to holding an event. The activities and questions here are to help you to imagine what sort of harvest event you want to hold, and to help you begin to organise it.



Harvest Celebration In Scotland

Harvest Celebration in Scotland

In Scotland, different places had different names for their harvest celebrations. It was often called a 'Harvest Home' but was also known as a 'Kirn', a 'Meal and Ale', a 'Muckle Supper' (muckle means big!) or Deireadh Buana in Gaelic.

These were events for the whole community to take part in and served as a thank you to all those who had helped make the harvest successful. There would be plenty of food and drink, as well as games, the playing of music, singing songs and dancing too.

A Harvest Song (or chant)

"Harvest home! Harvest home!
We have ploughed and we have sown,
We have reaped and we have mown,
Harvest home! Harvest Home!"



Daisy, Maeve and Aoibhe at the Latha Buana (Harvest Festival), Fearnag Growers, Farr, 2020. Image: David Lintern

People would make lots of decorations, including the weaving and wearing of harvest knots. These were ornaments made of straw plaits and twists and would be worn during the final work and at the festivities that marked the end of the harvest. Learn to make these in the Dandelion Dig Where You Stand resource.



Harvest knots. Image courtesy of Elaine Lindsay, www.somethingcorny.co.uk

The Muckle Supper

In this extract, Ethel Findlater remembers how they used to celebrate a successful harvest in Orkney.

"And then of course after the harvest wis all in and they hed their potatoes up and everything ready for the winter, and the cattle all inside, they had a jollification they called the muckle supper. And it was held just in the farm house and in the barn. And they used to dance there and all the ones that had been helping them in the harvest time they would all invite. And somebody came and played the fiddle – it was all fiddles in these days. ... The home brewed ale was brewed and they had a lovely feast of every sort of thing – meat and chicken – plenty to eat and plenty to drink and plenty of fun. Somebody would maybe sing a song or two – and they went in the barn then – they were fed in the house – then they went to the barn and they danced til maybe four o'clock in the morning was the usual time in those days. And it was called the 'muckle supper'" (Ethel Findlater, Orkney, School of Scottish Studies Archives, SA 1969.53)

Games and the future

In this extract, Margaret Wisely remembers how they would combine the celebration with a game in which they tried to predict the future:

"And then the meal and ale was a sort of celebration at the end of harvest. Well, my recipe was a kind of secret but it was ale. In older times it was maybe what you called porter from the brewery mixed wi some water to thin it down and then you stirred in oatmeal and let it stand maybe for a day or two and the oatmeal swelled a bit, ye see, and you put it on the table along with a good glass of whisky or something in it. And everybody stood round it with their spoon each and they aa supped oot o one dish. And then there was a button put in and the person who got the button was going to be a bachelor, the person who got the ring was going to be married and the person who got the thrupenny was going to be wealthy and so on, things like that. That was still done when I was quite young. Nowadays of course there's nothing of that kind at all."

(Margaret Wisely, New Pitsligo, School of Scottish Studies Archives, SA1987.130)



Citizen Fieldwork Question:

- Is there anyone in your family or neighbourhood who remembers taking part in the harvest festivals in their part of the world? What do they remember about it?



Suggested Activities:

How might you celebrate your own harvest festival? There are some ideas below. Don't forget to learn some harvest songs, which you will find in the Dandelion music resource the Feis Rois website.

- What will you call it? You'll see that different regions and cultures have different names for their celebrations. Decide upon a name for your festival.
- Design and make some decorations. Most harvest festivals in Scotland and around the world involve decorating the space that will be used for the celebration. What kinds of design would be appropriate for a harvest?
- What custom or harvest traditions will you include, as a symbol of the growing year? You could recreate some traditions from the past – such as a version of 'the last sheaf' – or you could invent something completely new.
- Write your own harvest chant, song or make up a harvest dance.
- Make up your own harvest games. Many harvest games used to try to predict the future, but there are many possibilities of games you might like to make up. You could make up a clapping game to go along with a harvest chant or Gaelic song.
- Come up with a harvest competition. This could be a harvest show, with prizes for interesting produce from your gardens.
- Plan the food. What foods would you like to serve at your celebration? You might like to combine this with the tasks you may be doing as part of 'The School is the Menu' resources.
- Write your invitation list. Who would you like to come to your festival and why?



Harvest Celebrations Around the World

In this video, **Harvest Festivals Around the World** we are introduced to examples of harvest festivals from many different cultures.

You will see from the video that while the details of the crops and the celebrations differ in detail, there are certain features which are common to all of them. What are they? Use the table below to help you.

Which harvest traditions do you like the sound of. Discuss in groups which harvest traditions you like and why you like the sound of them.

Name of Harvest Festival	Music and Dancing?	Special Dishes and Feasting?	Decorations?	Games and competitions?	Other?
Homowo					
New Yam					
Umkhosi Wokweshwama					
Chuseok					
Mid-Autumn Festival					
Niiname-sai					
Nuakhai					
Magh Bihu					
Nabanna					
Pongal					
Kadayawan					
Maras Taun					
Mehregan					
Alavardoba					
Sukkot					
Dozynki					
Guldize					
Kekri					
Crop Over					
Mabon					
Thanksgiving					

Harvest, Hospitality and Cultural Exchange

Harvest, Hospitality and Cultural Exchange

Harvest time is also a time for hospitality and generosity. The concept of hospitality is about being welcoming to others – offering refuge, shelter and sustenance to friends and strangers alike.

The ancient practice of hospitality meant graciously receiving a stranger into one's land, home or community and providing directly for that person's needs. In the Gaelic culture of the Scottish Highlands, like many places around the world, there exists a long tradition of hospitality. No matter who you were, you would not be refused for as long as the storm rages: you would be fed, cared for, and housed as if you were family.

The idea of sustenance is understood here not just as food and drink, but also cultural nourishment in the form of cultural exchange – sharing what people have to offer as people gather together in the form of songs, stories, discussion, jokes, fun – and music if there were instruments at hand.



Finding ways to offer hospitality is so important when we are welcoming people who have recently arrived in our communities, such as refugees, asylum seekers or other migrants. The power of the traditional arts of music, storytelling, music and song can play an important role in promoting understanding between people from different cultures, sharing what we might have in common.



Dùthchas

There are other ideas from Gaelic culture that prefigure our 21st-century idea of the need for stewardship, ecological balance, belonging and care.

Dùthchas (pronounced doo-chas) expresses a sense of place and belonging to land, people, place and culture. It also expresses responsibility to the stewardship or care of the land (in Gaelic, dùthaich, pronounced doo-eech), recognising our interdependent relationship with our environment: 'you belong to the land, and the land belongs to you.'

The word dualchas (pronounced doo-ul-a-chas) is a word for heritage or cultural inheritance: it is what you learn from the people before you, and how you keep these practices going – growing, making, mending, crafting, singing, storytelling.

Below is a poem that expresses this idea of kinship and hospitality:

Alba
Buinidh neach an seo
fhad 's a tha iad deònach
tasgadh is a bhith air an tasgadh
leis an àite
agus a mhuinntir

Scotland
A person belongs
inasmuch as they are willing
to cherish and be cherished
by a place
and its peoples

(Alasdair McIntosh trans. Maoilios Caimbeul)

Wherever we might originate from, we can put down new roots and cultivate our own sense of duthchas or belonging. Your harvest event could help to foster that sense of community or belonging. Think about what you would like your event to celebrate. The information on Lovedarg (Dig Where You Stand resource, p.18) or in the Scotland's Local Foods resource will help you think about what is important to you and how your harvest event can recognise and celebrate what you value. Use the next page to make a note of your ideas.



Citizen Fieldwork Question:

- What can you find out about traditions of hospitality around the world?
- What harvest stories, songs and recipes from around the world can you find in your own community?

Imagine Your Harvest Event

Draw or write in the thought bubbles what or who would be important to include in your harvest event. You could put all your ideas together to create a word cloud or large picture.



Planning Your Harvest Event – Questions To Consider

Use this table to begin to answer some questions for your harvest event. There will be more questions to answer of course, but answering these will get you started.

Answer individually or in groups. Share your ideas and write down your decisions.

WHO? WHERE?	
Who would you like to come? <ul style="list-style-type: none"> • People at school? • Family or other local people in your community? • If you are inviting people from your community, how will they be invited and who will do this? <i>See Appendix 1 – Marketing Your Harvest Event</i> • How will you know how many people are coming? Do you need to know? 	
Where would you like the event to be held? <ul style="list-style-type: none"> • If outdoors, do you want a wet weather option? 	
How many people will fit into that space? <ul style="list-style-type: none"> • Hundreds? • Just a few? 	
HOW?	
How will the food be served? <ul style="list-style-type: none"> • Will you prepare food to share? • Will each person bring their own food? 	
Will you or your guests need tables and chairs or picnic blankets? <ul style="list-style-type: none"> • What cutlery and crockery will be needed? 	
WHAT?	
What food would you like to have? <ul style="list-style-type: none"> • Food that you have grown? • A dish created using The School is the Menu activity? • Hot food e.g., soup? 	
What games or music will you have? <ul style="list-style-type: none"> • Mash-Up or Top Plants? • Harvest songs • A live band or musician? • A drama artist leading games? 	
What decorations will you make? <ul style="list-style-type: none"> • Harvest knots made from straw? • Your own decorations? Flags? Bunting? Something else? 	
Enterprise <ul style="list-style-type: none"> • Have you considered selling baking or jam for school funds? • Could you make and sell Harvest knots? • Other ideas? 	

Savoury and sweet recipe ideas for six edible plants

Recipe ideas

Here are recipes for six species of edible plants. These species can be grown indoors as microgreens as well as grown outside to reach their full maturity. We asked some friends what their favourite things are to make with these ingredients. Here below are their answers and recipes. The recipe ideas here mostly use the mature crops. How will you use the microgreens? Share your recipe ideas on social media tagging @KSBSScotland.

Home Economics teacher, David McCormack from Fife Pupil Support Service, Rimbleton Campus has shared these two recipes you can try out at your harvest event.

Millburn Academy's Home Economics principal teacher, Rita Karikas, cleverly combined the ingredients to make a single dish with a cocktail to accompany it



Kohl Rabi And Chive Gratin

1. Take a couple of medium sized Kohl Rabi – peel and chop into equal sized pieces.
2. Cover in saucepan with double cream and seasoning.
3. Cook on medium heat until Kohl Rabi is cooked through.
4. Add chopped Chives.
5. Place in ovenproof dish and cover with some grated Gruyere or Comte cheese.
6. Bake in hot oven until cream reduces, cheese melts and the dish browns on top.
7. Delicious with sourdough bread or as an accompaniment.



Apple And Lemon Balm Granita

1. Take about 4 Bramley apples and juice them, or equivalent in ready-made apple juice (150ml).
2. Take 50ml of juice and shred some lemon balm through, add sugar to taste, depending on sourness of apples. Warm in a pan until sugar melts.
3. Add the remaining apple juice and allow to infuse as it cools.
4. Once cool, strain into a freezer tub and freeze.
5. To serve, scrape with the back of a spoon to form Granita.
6. Refreshing!



Roasted Vegetable Medley Salad

Ingredients

Beetroot
Kohlrabi
Garlic cloves
Olive oil
Lettuce
Chives
Feta cheese
Salt and pepper to taste
Pumpkin seeds
Sunflower seeds

METHOD

1. Preheat the oven to 180oC.
2. Prepare the beetroot first. Wash and trim off stalks.
3. Cut beetroot into 1cm rough squares and par-boil until just soft (about 20 mins). Drain and leave to cool.
4. Prepare kohlrabi. Wash and trim off stalks and cut into 1cm rough squares.
5. Remove garlic cloves from their skin, but do not chop!
6. Toss all three ingredients in some olive oil and salt and pepper in a large bowl to lightly coat. Spread over a baking tray and roast until vegetables are soft.
7. Leave to cool.
8. Wash the lettuce leaves and tear into even size pieces. Not too small! Finely chop some chives and add to the lettuce.
9. Once the roasted vegetables are cool or cold, carefully place on top of the lettuce leaves and chives.
10. Sprinkle over some Feta cheese, pumpkin seeds and sunflower seeds



Mock Mojito

Ingredients

15ml sugar
small bunch mint
small bunch of
lemon balm
1.5 limes, juiced
300ml soda water

METHOD

1. Finely chop the mint and lemon balm. Use a pestle and mortar if you have one or finely chop!
2. Add to a small bowl and mix in the sugar. Squeeze the juice from the limes and add to the sugar, mint, and lemon balm. Press them both together against the side of the bowl.
3. Put approx 2 handfuls of crushed ice into a large jug. Add the mint, lemon balm, lime juice and sugar. Stir well.
4. Pour into two glasses and decorate with a lime twist and a few leaves of lemon balm or mint!

Here's what Sara MacMillan, **The Kitchen at 44 King Street** would do with each of the ingredients:



Lemon balm – CANNELLINI BEAN CROQUETTES

These croquettes are fantastic, but you need to make sure they are packed with flavour and seasoning. Lemon balm gives them a lovely lemony minty flavour, they go really well with plain fish and a tomato and mint salad. They freeze brilliantly and can be warmed up from frozen.

<https://food52.com/recipes/34904-cannellini-bean-croquettes>



Lettuce – TUNA WRAPS

One of my favourite, really easy, things to do with lettuce leaves is to roll them up stuffed with tuna mayo, really fast and tastes great.



Chives – BOILED NEW POTATOES

MY all-time favourite way to use chives is with potatoes, boiled new potatoes with butter and chives is really hard to beat, really they can replace anything you would use spring onions in, the benefit is you can just snip one little chive from your plant and then snip it or chop it up, you can't just buy one spring onion so having chives growing saves food waste. The other great thing about chives is eating the flowers in salads, they are so beautiful and have a light oniony taste.



Kohl rabi – STIR-FRY or COLESLAW

There are 2 things I love doing with kohlrabi. Add it to stir fry, it keeps a delicious crunch to it and absorbs flavours brilliantly, I love it with soy, ginger, chilli and garlic stir fried with chicken and noodles and sometimes if I have a great chicken stock I drown the whole stir fry in stock add some more soy and call it a bowl of ramen!

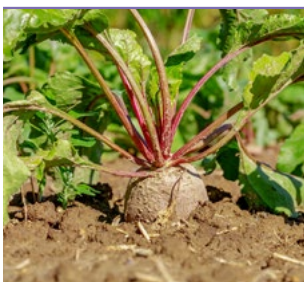
The other thing you can do with kohlrabi is swap it for the cabbage in coleslaw, the delicious mild peppery flavour is perfect, and the crunch is brilliant for coleslaw.



Sunflowers – Roasted seeds

Allow the flowers to bloom and die, once they are past their prime you can harvest the seeds which can be eaten straight away. I like mine roasted with a little bit of smoked paprika. Here is a brilliant explanation of how to harvest and roast the seeds.

<https://www.youtube.com/watch?v=nKeJz8E2QoY> There's this information to help you roast your seeds: <https://www.culinaryhill.com/how-to-roast-sunflower-seeds/>



Beetroot – ROASTED OR PICKLED

I love slow roasted beetroot with salt and garlic but if you have lots of it, then beetroot chutney is a delicious way to make it last and last this is a delicious recipe

<https://www.bbcgoodfoodme.com/recipes/spiced-beetroot-and-orange-chutney/>

Appendix 1

Marketing Your Harvest Event

How are you going to tell people about your Harvest event?

Here are some ideas:

Social Media

Does your school have a Facebook or Twitter page?

Is there a closed group for your school on Facebook that parents and carers use to find out about what's going on?



LOCAL NEWSPAPER

Is there a local newsletter for your school neighbourhood?

Is there a local newspaper that might write an article about your event or come along and take photos and do a piece afterwards?

Posters

We have provided what's called an "empty belly" poster where you can add the following information specific to your event:

- venue/location/address of your school playground
- start and end time of your event
- note that it's free / there's no charge
- say who is it for "all welcome" or name a specific group if it is not open to the whole community e.g. friends and family of (name of school).

Make a list of places you could distribute your posters, e.g. around your school, in local shops, libraries, community centres, etc and then get them out well in advance of your event.



word of mouth

Sometimes this can be the best way to tell people about an event! Be sure to tell all of your friends, neighbours, family members, any groups you attend outside of school about your event if it is open to the wider public.

Harvest Event

Join us in our celebration of growing, food,
community, music and culture.

Where.....

When.....

Commissioned by

EventScotland™

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Scottish Government
Riaghaltas na h-Alba

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Appendix 2

Working with Freelance Creative Practitioners

Have you thought of bringing people into school to work on your Harvest event?

You might choose to work with a local arts organisation or a freelance (self-employed) creative practitioner. When planning your event, did you discuss the possibility of paying:

- a musician, singer or band to come and lead workshops in advance of, or perform on the day of, your event?
- a storyteller, craftsperson or visual artist to lead workshops on themes of Harvest?
- a chef to work with you on The School is The Menu to serve the dish you have created?

See below for a guide to working with artists and a sample contract.

Planning Well Ahead

Give yourself plenty of time to plan your work with any cultural or creative professionals. Decide your project scale (for example, is it a one off workshop for an hour, or a series of workshops over a term?), timescale, budget and who will take part (e.g. one class or the whole school). Use a contract (see the sample contract we have provided) so that everyone is clear about what is happening and who is responsible for what.

Selecting Cultural Partners

Be clear about what skills and experiences are required, e.g. experience of working with children and young people! Talk to the cultural professionals you are considering using and be clear about what the school is expecting and what you understand they are offering. Study examples of their previous work and also ask for references or evidence of their previous work in schools.

Artist Fees

Artists, including musicians, are professionals who should be paid appropriately for their work and materials. Fees can vary according to the experience and skills of the artist, any preparation time required before and after the sessions, the complexity of the sessions, and any materials involved.

You can get an indication of artists fees on the following websites:

Musicians' Union www.musiciansunion.org.uk/

Scottish Artists Union www.artistsunion.scot

Scottish Storytelling Forum www.storytellingforum.co.uk

Disclosure

All adults working with children and young people should hold an Enhanced Disclosure through the Protection of Vulnerable Groups (PVG) scheme. Ask anyone you are inviting to work with your school to show evidence of their Disclosure Certificate.

School and Artist Contract

This document sets out terms of agreement between

Artist/Organisation

School

Other

Project Description

Duration and Timing

Project Participants / Numbers / Ages

1. Responsibilities

The artist's work will consist of

The School will be responsible for:

2. Supervision, Management & Communications

Overall project supervision is the responsibility of:

Day to day supervision is the responsibility of:

Once general terms for the project delivery and management have been agreed. It is the responsibility of the artist to alert the school of any scheduling, personnel or venue alterations. Other than in an emergency, this must be done with no less than 14 days notice.

3 Payment Schedule

Payee

agrees to pay the artist the total fee of:

£

for the work described

£

payable on completion

and / or

£

by instalment date (s)

£

by instalment date (s)

materials budget will be:

£

travel and subsistence budget will be:

£

Payment will be made on receipt of an invoice

Send invoices to:

4. Facilities, Equipment and Materials

The following facilities, equipment and materials will be supplied by the school

The following facilities, equipment and materials will be supplied by the artist

5. Evaluation

The artist may be required to assist in the completion of appropriate evaluation forms and procedures. Some projects may require a written report to be submitted to the funder. Other forms of evaluation evidence could be photographic, video documentation, artwork created and/or verbal feedback.

6. Tax, Insurance and Liability

The artists should have appropriate public liability insurance and insurance of the artist's property is their own personal responsibility. The artist is responsible for their personal tax and national insurance contributions.

7. Child Protection

The artist/company must read and comply with the relevant Child Protection guidelines for the school/Local Authority they are working in.

Disclosure: All artists involved in the direct delivery of work in schools must have been cleared to do so by Disclosure Scotland. An Enhanced Disclosure certificate must be received prior to the commencement of the activity.

Health and Safety: All school health and safety procedures must be strictly adhered to. Where public performance is required, a risk assessment should be carried out by the artist/company.

Risk Assessments: Risk assessment for the overall activity will be the joint responsibility of the school and artist/company.

Photo / video permission: Any photographs or video images of children will only be taken by the artist or school during the project and must be done with prior consent by the school and a clear agreement of what the images can be used for in terms of project publicity and evaluation.

8. Copyright

The artist/company owns the copyright to any work created by the artist/company during the project. Any work created jointly by the artist/company and pupils/teachers will be the joint copyright of all contributors. The artist/company agrees to allow the school to reproduce any work created during the project for purposes directly connected to the project, e.g. publicity, press, reporting to funders, etc.

9. Unforeseen Circumstances

If the artist cannot attend due to unforeseen circumstances (such as accident, sickness or bereavement), all parties should agree on either the artist finding an alternative suitable person to deliver the work on the agreed dates, or to delaying the project until such a time as the artist is able to attend, e.g. re-scheduling the proposed project.

10. Cancellation and Termination of Contract

If the school cancels with less than 4 weeks notice, they will pay 25% of the fee due. If the school cancels with less than 1 weeks notice, they will pay 50% of the fee due. If the artist cancels then they will agree to find a suitable replacement or other mutually agreed alternative arrangement. Either party may terminate the agreement if the other fails to abide by the terms, provided notice is given in writing and the deficiency has not been rectified within one month.

Signed (for the school):

Date

Signed (for the artist/company):

Date

Curriculum for Excellence

Experiences and Outcomes

level	CfE label	explanation
2, 3 & 4	HWB 2-29a / HWB 3-29a / HWB 4-29a	I enjoy eating a diversity of foods in a range of social situations
2	HWB 2-35a	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
2	TCH 2-04a	I am developing dexterity, creativity and confidence when preparing and cooking food
2	RME 2-06b	Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations.
2	MNU 2-03a	Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.
3	HWB 3-33a	I can apply food safety principles when buying, storing, preparing, cooking and consuming food.
3	TCH 3-04a	I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food.
3	RME 3-05b	I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.
3	MNU 3-11a	I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.
4	HWB 4-33a	Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks.
4	RME 4-06a	Through researching a range of traditions, practices and customs of world religions, I can consider the place of these in contemporary life.
4	LIT 4-09a	When listening and talking with others for different purposes, I can: communicate detailed information, ideas or opinions; explain processes, concepts or ideas with some relevant supporting detail; sum up ideas, issues, findings or conclusions.
4	MNU 4-11a	I can apply my knowledge and understanding of measure to everyday problems and tasks and appreciate the practical importance of accuracy when making calculations.

This resource has been researched and brought together by three creative ethnologists, Steve Byrne, Mairi McFadyen and Gary West with input from Fèis Rois Chief Executive, Fiona Dalgetty, and editing for school use by Eve Keepax from Keep Scotland Beautiful. An ethnologist is a person who observes and records people's experience of life, their connections to each other, to places, to the past, to what they value and why, to their culture. Creative ethnology involves finding imaginative ways to share people's stories, encouraging us to notice connections from the past to the present and possibly into the future.

Thank you to David McCormack, Fife Pupil Support Service, Rita Karikas, Millburn Academy and Sara MacMillan, The Kitchen at 44 King Street for your recipe ideas.

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