

# Design a One Planet Picnic Pocket Garden 2019



## Competition information



# Why take part?



This competition provides a great opportunity for pupils aged 3 - 18 to investigate Scotland's landscape by linking plants and place with water and our changing climate. It's also a great way to develop creative design skills. We are looking for exciting and unusual designs in the shape of a triangle. Use plants that can be eaten, that attract wildlife and which reuse something which would otherwise have been thrown away.

- This competition allows pupils to plan and design, using plants as a key design element. It will build transferable skills to design growing spaces and develop your school grounds.
- The competition links to your Eco-Schools Scotland work on food and the environment, biodiversity, water, school grounds, global citizenship and understanding the influence of our changing climate.
- The competition provides a context for Learning for Sustainability within Curriculum for Excellence experiences and outcomes – see pages six and seven for more detail.
- Winners will be invited to display their garden in the Garden for Life area at Gardening Scotland in 2019. Previously, the garden has been visited by the BBC Beechgrove Garden team, the Scottish Government Minister for the Environment, the Scottish Government Minister for Education and the Lord Provost of Edinburgh.
- All winners will also be judged at the show for three discretionary awards, best for:
  - Interpretation of the themes\*
  - Wildlife friendly
  - Food for people

\*See page 5 for the 2019 themes.

# Competition details for 2019

## Timescales:

- **5pm 8 February** – deadline for design submissions.
- **20 February** – winners are notified and can begin to build their design for the show.
- **29 and 30 May** – winning schools set up their gardens at the showground.
- **31 May - 2 June** – Gardening Scotland show.
- **2 and 3 June** – take your garden home.

## Competition categories:

Please let us know which category you are entering:

- Nursery – P4
- P5 – S2
- S3 – S6

In partnership with:



All designs must be submitted electronically to [oneplanetpicnic@keepscotlandbeautiful.org](mailto:oneplanetpicnic@keepscotlandbeautiful.org) by **5pm on 8 February 2019**. Designs must be high resolution (photographed, saved or scanned as the largest file size possible to allow us to turn it into a poster).

All winners will be invited to display their gardens at Gardening Scotland, creating the Garden for Life area.

## Mentors:

- We have a team of Garden for Life mentors. They are experienced volunteers who can offer advice by telephone or in person to local schools on designing, building and planting your One Planet Picnic Pocket Garden for the Garden for Life area 2019. Some Garden for Life mentors are able to supply you with plants. Please email [beautifulscotland@keepscotlandbeautiful.org](mailto:beautifulscotland@keepscotlandbeautiful.org) to find out more.

## Guidelines and advice:

- Garden for Life Forum organisations can provide you with lots of useful information and advice to help you. Visit [www.gardenforlife.org.uk](http://www.gardenforlife.org.uk) for more information and helpful links.
- Materials used (e.g. compost etc.) should be sustainably sourced / manufactured. Please use peat free compost and locally sourced materials where possible.
- Where plant materials are being used, these should not be collected from the wild and must not contravene any laws. F1 hybrids should not be used.
- If possible, a beneficial after-use for the materials should be sought, e.g. building at the school or return of plants to original supplier.
- The 2019 Gardening Scotland show is open to the public from Friday 31 May up to and including Sunday 2 June at the Royal Highland Showground, Ingliston, Edinburgh. Tickets are available from [www.gardeningscotland.com](http://www.gardeningscotland.com).
- If you are not a winner, we would encourage you to build your garden in the school grounds/community so everyone can enjoy it – and do send us photos for sharing.

# Design brief

Using measurements gathered over time, we can see patterns of how Scotland's climate is changing. They show trends of wetter winters, drier summers and increasing intensity of rainfall. For the 2019 competition we have four themes that relate to water and our changing climate. They are: rain gardens for sustainable drainage; drought tolerant gardens; wetland or fresh water margin gardens and coastal gardens. There is more information about these themes on the next page.

A One Planet Picnic is a picnic that is good for you and also good for the planet. That means using local and seasonal ingredients, organic and ethically sourced produce as well as reducing waste.

Growing your own is a great way to get local, seasonal produce. There are more edible plants than you find in the greengrocers. Explore weeds and wild food to find tasty edible flowers, herbs and salad greens.

We rely on all sorts of other creatures to help maintain healthy soils and crops, so we want to see colourful, exciting and fabulous designs for bees, butterflies, frogs and hedgehogs as well as for you.

The design must be built on these five principles below of the One Planet Picnic and include food for people, but can illustrate your chosen theme in whatever way you like. The principles are:

Principle	Example
Locally sourced	Plants grown from seed at school or in local gardens. Use as many native plants as you can. Visit <a href="http://www.keepsotlandbeautiful.org/pocketgarden">www.keepsotlandbeautiful.org/pocketgarden</a> for more ideas.
Seasonal	The show takes place in June. Think about plants that are in flower or leaf in June and are edible to something!
Waste reduction	Reuse containers, recycle building materials, use compost etc.
Organic	This is a picnic for people and other creatures. Don't use pesticides, fungicides etc.
Ethically sourced	The garden should be peat free. Any composts and mulches should ideally be locally made from recycled materials and plant matter.

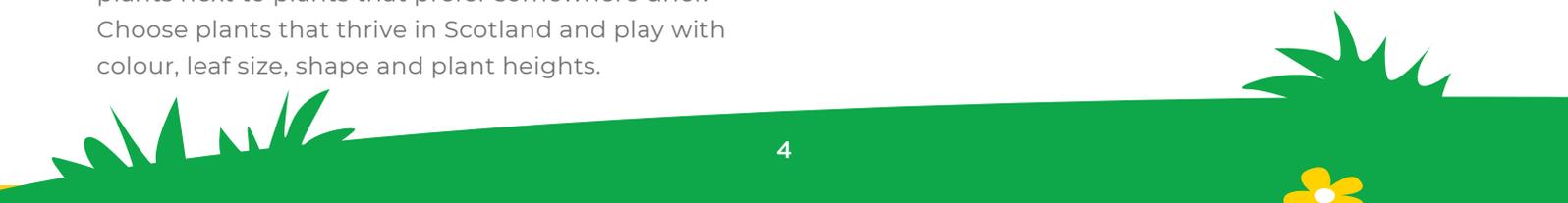
**Size:** Pocket gardens must be a triangle, 'pizza-slice' shape, of these dimensions: 1m on base, or 'crust' edge, and 1.5m in length from middle of base edge to point. You can adapt a pallet to fit these dimensions and use the offcuts to provide rigidity or height. You don't have to use a pallet but your design footprint must fit within the shape and size above. You can introduce some height through construction or plants but no higher than two metres is allowed.

**Scale:** Your design should be to the scale of the plants used. This will help you think about how your plants and structures will fit together. Keep the design simple but imaginative.

**Plant choice:** Choose plants that you would find growing together, for example do not put pond plants next to plants that prefer somewhere drier. Choose plants that thrive in Scotland and play with colour, leaf size, shape and plant heights.

**Anchoring:** All gardens must be firmly secured to the ground. The ground at Gardening Scotland cannot be dug and must be left in the same condition it was in before the show. However, stakes may be used to secure uprights. The site is very windy so all elements must be secure. Your design should show how you have thought about making it secure.

**Construction:** It may be easiest to assemble your triangular, 'pizza-slice' shaped garden at the show ground. Think about all the elements you will need to bring. Plants in pots (or other containers) are easiest but think about how pots will be disguised or covered.



# 2019 themes – choose one

## Rain garden

A rain garden is an area of plants designed to receive and hold rainfall, then use or slowly release it, helping to reduce the severity of flooding.

Incorporating a way of retaining water, rain gardens filter the water naturally through their plants, soil and gravel. This filtered, clean water then flows more slowly to our rivers and streams. Any way of temporarily holding rain can be a rain garden e.g. it can be a natural feature, using a depression in the ground, or a planter box that sits below a downpipe.

For planting lists and more ideas about how to grow a rain garden visit <https://bit.ly/2SIusyr>.

## Drought tolerant garden

Scotland's trend towards drier summers means that our plants may get thirsty. Fortunately there are things we can do to adapt and help build tolerance to drought.

Your design could look at ways to help the ground hold on to its moisture e.g. celebrate compost and all its critters, or showcase clever approaches like Hugelkulture\*. Compost helps the soil to hold onto moisture as well as improving its fertility. Feed the soil and it feeds you! Alternatively your design could feature plants that are adapted to tolerate periods of dry weather perhaps through deeper roots or with leaves that help the plant hold on to its water.

Plant leaves that are grey, spiky, hairy or aromatic are often a clue that the plant can tolerate periods of drought. There are drought resistant plant lists online, try <https://bit.ly/2zXZqM6>.

*\*Hugelkulture means hill culture and is a long mound with steep sides that you grow in. Through the centre of the mound is rotting wood. This wood acts like a sponge, absorbing water and releasing heat and nutrients as it breaks down. For more inspiration visit <https://bit.ly/2Lg9JiO>.*

## Wetland or fresh water margin garden

Scotland is blessed with plenty of rain, and water is a bit like a magic ingredient. Just add water to bring new plant and animal life to your garden.

Your design could be inspired by flowing surface water: a torrential mountain burn or a broad, meandering river, or by the still waters of our lochs and lochans. Or it could reflect the wetlands found across Scotland where the ground holds the water like a sponge, for example: blanket bog such as you find in the flow country, the islands and Caithness; lowland raised bog such as Flanders Moss or; fens, marshes and wetland meadows.

You could choose to celebrate the way that our wetlands help to filter and clean our fresh water, reduce flooding and store huge amounts of carbon as well as supporting wildlife. For wetland wisdom look here: <https://bit.ly/2SKcwn3>, here <https://bit.ly/2zSIFlm> and here <https://bit.ly/2GqVvx9>.

## Coastal garden

With an 18,000km long coastline and about 800 islands, Scotland has lots of different types of habitat along its shores. The machair is unique to Scotland and Northern Ireland and is a blend of coastal habitat, people and grazing livestock. The people manage the machair to encourage lots of plants and animals to thrive there as well as producing crops. The machair is coastal and low lying, so it is very vulnerable to sea level rise.

Your design could celebrate a day at the coast at one of these iconic habitats, showing the transitions between land and sea, fresh and salt water, calm or stormy seas.

As well the machair, you can find sand dunes, mudflats, cliffs, saltmarsh and saline lagoon, along our coast, each adapted to the challenges of coastal life and strong salty winds. They all support coastal wildlife and there are edible plants for people here too, <https://bit.ly/2SFECQi>.

# Curriculum for Excellence: experiences and outcomes

## Early level

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.

[SCN 0-03a](#)

I have observed living things in the environment over time and am becoming aware of how they depend on each other.

[SCN 0-01a](#)

I explore everyday materials in the creation of pictures/models/concepts.

[TCH 0-10a](#)

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.

[SOC 0-08](#)

## First level

I can take appropriate action to ensure conservation of materials and resources considering the impact of my actions on the environment.

[TCH 1-06a](#)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

[EXA 1-05a](#)

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.

[SOC 1-07a](#)

## Second level

I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.

[SCN-2-02a](#)

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

[EXA-2-06a](#)

I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus.

[TCH 2-04c](#)

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.

[SOC 2-08a](#)

## Third level

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.

[EXA 3-06a](#)

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.

[SOC 3-08a](#)

I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.

[SOC 3-10a](#)

I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution.

[SCN 3-01a](#)

## Fourth level

I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity.

[SCN 4-01a](#)

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work.

[EXA 4-03a](#)

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.

[SOC 4-08a](#)

I have propagated and grown plants using a variety of different methods. I can compare these methods and develop my understanding of their commercial use.

[SCN 4-02a](#)

## Health and Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

[HWB 0-05a – 4-05a](#)

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

[HWB 0-09a – 4-09a](#)

Representing my class, school, and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

[HWB 0-12a – 4-12a](#)



We support the Sustainable Development Goals.

Keep Scotland Beautiful is the charity that provides education initiatives for children, young people and educators which focus on environmental issues to improve understanding and encourage positive action. It's part of our work to make Scotland clean, green and sustainable.



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