



Starting a Community Garden



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Community Food Mentors help increase food knowledge, skills and strengths through their involvement in community food actions like this one. To learn more about the CFM Program, visit cfmprogram.ca.

Starting a Community Garden is one in a series of toolkits intended to help you get started with community-level food actions. This toolkit was adapted by Food For All NB and the Healthy Eating & Physical Activity Coalition of New Brunswick (HEPAC). It is based on best practices research about community gardens identified through a review of reports, resources and guides across North America, with particular attention to resources from New Brunswick.

Other toolkits include: *Starting a Farmers' Market*; *Starting a Community Kitchen*; and *Starting a Fresh Food Bag Program*. This series was adapted from the original Best Practice toolkits developed by Food First NL. We are grateful for their work, leadership and collaboration.

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Acknowledgements

We would like to begin by acknowledging the land on which we live, garden, gather, and share food. The area now known as New Brunswick is located on the unceded ancestral lands of the Wəlastəkewiyik (Wolastoqiyik), Peskotomuhkati (Passamaquoddy) and Mi'kmaw Nations. We are governed by the Peace and Friendship treaties. The treaties do not deal with surrender of lands and resources but in fact recognize Mi'kmaq, Wəlastəkewiyik (Wolastoqiyik) and Peskotomuhkati (Passamaquoddy) titles and establish the rules for an ongoing relationship between Nations. As we are all treaty people, we all have a responsibility to the land and to each other.

We would also like to acknowledge the work of Sins Invalid in creating *Skin, Tooth, and Bone – The Basis of Movement is Our People: A Disability Justice Primer* which has greatly informed our revisions of this toolkit.



INTRODUCTION

What is a Community Garden?

A community garden is a shared space where people grow fruits, vegetables, small livestock and/or flowers. It can consist of collective plots, individual plots or a combination of the two. Food may be grown for the garden's members, for a local organization such as a community kitchen or bulk buying club, or for the community at large. In the most common approach, individual vegetable garden plots are rented to community members on an annual basis.



Why Start a Community Garden?

- Provide fresh, local, low-cost food.
- Encourage physical activity.
- Encourage the sharing of intergenerational and intercultural knowledge.
- Learn basic gardening skills, and better understand food systems.
- Provide a space for participants to build self-confidence, wellness and personal skills.
- Help preserve and increase green spaces and encourage people to act as local stewards.
- Help improve mental health as participants interact with other people and nature.
- Contribute to a greater sense of belonging within the community.

Types of Community Gardens

Choose a model that will best serve the needs of your group. There are two common types:

Collective Community Gardens follow the “all for one harvest, one harvest for all” principle where everyone plans, maintains and harvests one large garden. This approach works best with a small number of participants and is suited for groups that can meet and garden at a school, church or club space.



It's ideal for beginner gardeners, as they can learn new skills from a knowledgeable group. Collective community gardens are most successful when members truly embrace sharing, and a communal setting.

Allotment Community Gardens divide the garden space into independently maintained and harvested plots. More seasoned gardeners may prefer this environment, as it provides the freedom to experiment and the opportunity to share ideas with other gardeners. Beginner gardeners may also thrive with this model, as they have freedom to learn and grow their own garden.

Developing a Community Garden Model

What may work best for a new community garden is to develop a combination of the two types. With a **collective community garden**, you could allot areas for individual use, such as plots for avid youth gardeners to give young gardeners a stronger sense of responsibility in the group. Also, an experiment or test plot can allow for new crops or techniques to be tested before the group decides whether or not to adopt it for the garden as a whole. **Allotment community gardens** may also have communally managed areas, such as perennial projects like an herb bed or small orchard.

See **Appendix A: Sample Site Map** for an example of a combined community garden model.



GETTING STARTED: STEPS FOR SUCCESS

This toolkit describes a process that should begin 6-12 months before the garden is planted. **Appendix B: Are You Ready? Checklist** provides a checklist based on the following steps. This will allow you to evaluate your readiness when starting a community garden.

Step 1: Identify a Group

If you are not already working with a group, it is a good idea to hold a community meeting to discuss the idea of a community garden, gauge the level of interest from potential gardeners and other stakeholders, and recruit volunteers to help. Some community organizations may already have a group interested in participating, such as members of a youth group, community centre, seniors' complex or church.

Let people know the economic, health, environmental, educational and social benefits of community gardens.

Create posters with contact information, meeting times and upcoming activities. Put notices in the community events section of newspapers and on social media. Consider making a simple display to give out information at well-attended community events.

Hold introductory community meetings. Identify who the garden will involve, who it will benefit and what kind of garden it will be. Think about other events or meetings happening that you could partner with or attend to promote the community garden.

Appendix C: Sample Agenda for First Garden Meeting provides a sample agenda for the first meeting and lists some tasks to try to accomplish at this meeting.



Step 2: Form a Garden Committee

Form a garden committee of committed volunteers. Include garden participants on the committee and host regular meetings to make decisions about the garden and to organize harvest celebrations and fall closing days. The committee may have groups within it that manage particular aspects of the garden, such as education, youth activities, or construction. See **Appendix D: Descriptions of Garden Committee Positions**.

It is important to match volunteers with suitable duties so that they enjoy the experience and continue to be involved. Sharing responsibilities equally will increase member engagement and prevent volunteer burnout.

Garden Coordinator: The committee may select a community garden coordinator. The coordinator should have project management and leadership skills and can be a volunteer or paid staff depending on the group's finances and required time commitments. Alternatively, several organizers could manage different aspects of the garden. See **Appendix G: Adult Learning Principles** to help community garden coordinator and volunteers to work effectively together.

Step 3: Establish Partnerships

Potential partners include:

- **Horticultural organizations** such as the Westmorland Horticultural Society for knowledge on growing vegetables and fruits in New Brunswick.
- **Local farms and other community gardens** for gardening advice as well as seedlings. Some, such as the New Brunswick Community Harvest Gardens, offer online workshops.
- **Municipalities** can help identify land, navigate bylaws, and may offer additional resources.
- **Schools and campuses** may have interested teachers or parent groups eager to enhance student learning.
- **Hardware/gardening stores** may be able to donate tools, materials and seeds.
- **Seniors centres**, residences, and organizations may have seasoned gardeners. Consider a mentoring system to share gardening knowledge.



- **Funding agencies** can cover expenses for materials, programming or staffing.
- **Churches** and service clubs for guidance, donations and networking opportunities.
- **Charity and/or non-profit organizations** may like to expand their current operations to include a garden (e.g., partnering with a YMCA).

A partner organization can offer the benefits of accessing a site, staff, participants, experience and resources that already exist within the organization. Consider speaking with socially focused organizations in your community, like a United Way, YMCA, farmers' market or the local food bank. Food For All NB's [Food Programs Map](#) is a great place to find such organizations.



Quick Tip: Garden members may already have tools and materials they are willing to share with the larger group. Make an inventory of tools available within the garden group.

Step 4: Plan for Success

Early planning prepares a roadmap for the group and sets objectives by which to measure success. A strategic plan is essential when applying for funds or seeking support from government agencies, and may serve as the basis for a future business plan.

A strategic plan consists of a vision statement, a mission statement, goals and objectives, and strategies and actions.

Develop a Common Vision

Host a group visioning session early on to ensure that values are consistent amongst stakeholders. This group will form the initial steering committee, and their vision will serve as the basis for the organization's strategic plan. Develop your vision and mission statements, and identify objectives for the community garden:



Vision Statement – The Dream

The vision statement is a summary of the ideals of your group of stakeholders. It expresses the ultimate hopes for the garden and is broad enough to encompass the diversity of perspectives within your team, but concise enough to be communicated simply and effectively.

Example: “Our garden is a space where community members of all abilities and backgrounds have a space to grow food, learn new skills, build friendships and promote health, well being and sustainability.”

Mission Statement – The What and Why

The mission statement emerges from your vision, and defines what business is conducted, for whom the organization conducts business, how it accomplishes its purpose and what makes it unique.

Example: “To create a welcoming outdoor community place with a focus on people, sustainable gardening practices, sharing knowledge and local food options.”

Goals and Objectives – The How Much of What by When

While goals are broad, objectives are narrow and specify outcomes that demonstrate you have achieved your goals, and a timeframe within which to achieve them.

Make a Plan

Include **Strategies** expressing how your objectives will be accomplished, such as a Volunteer Recruitment Strategy, a Health and Safety Strategy, your Media Strategy and a Marketing Strategy. Include **Actions** showing details, such as who will do what by when, and at what cost.

Example action: “The Location Coordinator will submit a proposed agreement for chosen garden location at the next committee meeting.”



Step 5: Select a Site

When selecting a site, you will need good growing conditions, gardener comfort, ease of access and proximity to resources. Visit sites and draw simple site maps to help in the selection process. The more information gathered, the easier it will be to select the garden and to design the layout. Place the items listed in **Garden Site Map Characteristics** on the site map, to scale if possible.

See **Appendix A: Sample Site Map** for an example of a completed community garden site map in New Brunswick.

Garden Site Map Characteristics

- Sun/shade patterns
- Existing structures & buildings
- Wind patterns
- Paved areas
- Drainage patterns
- Traffic patterns
- Changes in elevation (slope)
- Existing play areas
- Soil conditions and quality
- Underground irrigation system
- Existing trees
- View from and to the garden
- Existing shrubs & flower beds
- Space to accommodate future plans for expansion



Quick Tip: It's recommended to choose at least two potential sites in case one falls through. Be sure to get confirmation from the landowner to determine if a site is truly suitable. Permission for land use is especially important if you're working with city-owned land.

See **Appendix H: Permission for Land Use** and **Appendix I: Potential Garden Site Checklist**.

Don't be discouraged if landowners are apprehensive at first. You can build trust with landowners by **starting with a small test garden** and using **formal agreements** to ensure both the land owner and the garden are protected.



Key Questions for Site Selection:

- Does it get at least 6 hours of direct sunlight per day during the spring, summer and fall?
- Is there access to water? Is the ground relatively flat?
- Is it large enough to allow for growth?
- Does the land need to be cleared?
- Are there windbreaks to protect plants?
- Is the site within easy walking or driving distance?
- Is the site visible? A visible site will be safer and attract more neighbourhood support.
- Can a truck gain access to the lot?
- Is it accessible to people who use wheelchairs and other mobility devices or can it be made to be?
- Is the soil safe? If the site is contaminated, it will require raised beds and fresh soil.
- What is the site's present use? Is a garden compatible with the other current uses?
- Is it known who owns the lot? Permission will need to be secured from the landowner*.
- Does the landowner have insurance* for a community garden?
- How long is the land-use agreement and can it be renewed?

*Liability Insurance protects the community garden organization as well as the landowner against liability for injuries or damages that may occur in the garden. It may also be required by local governments. If the landowner does not have coverage, the community garden organization may secure its own.



Step 6: Look for Funding and Sponsorship

Some community garden groups operate without external funding and depend on membership fees alone, while others pursue corporate sponsorship or government funding.

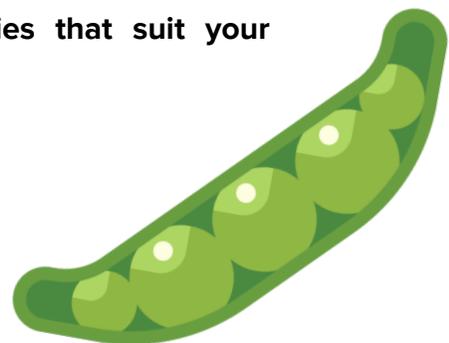
Prior to seeking funding, develop a community garden wish-list to distribute to members, partners, and potential donors and sponsors. **Appendix F: Sample Community Garden Wish List** provides a list that may be helpful in identifying the resources desired for the garden.

Potential funding avenues include:

- **Annual gardener membership fees** are rental fees that can range from free to \$75 per plot per season. Membership fees should reflect the purpose of the garden, needs of its members and resources it will offer. A pay what you can policy may be in place for some gardens.
- **Community businesses**, such as hardware stores or garden centres, can provide in-kind support, donations, expertise and labour.
- **Fundraising** can raise money for start-up expenses, or support the annual operations.
- **Grants from municipal, provincial, and federal governments.** You may need to incorporate your initiative as a non-profit organization (see **Appendix J: Incorporation for Non-Profit Organizations**), or partner with an existing non-profit or charity, in order to have access to certain grants.



Quick Tip: Food For All NB maintains a Resource Directory which includes a “Funding Opportunities” category. You can search or browse the Resource Directory to find funding opportunities that suit your project.



When applying for grants, consider the following tips to help create successful applications:

- **Develop the concept first.** A fully developed idea can be transformed into a proposal more easily.
- **Read all available material** before beginning. Carefully read the guidelines, application form and other instructions before preparing an application.
- **Prepare to invest some time.** Gathering the needed information, establishing partnerships and writing a well-documented proposal takes time.
- **Give examples.** Back up proposals with examples and demonstrate the need for the project with appropriate statistics.
- **Make coherent transitions.** Make sure that all parts of the proposal, from the goals and objectives to the action plan, budget, expected results, evaluation framework and the plan for disseminating results, are logically connected and leave no loose ends.
- **Keep it simple.** Write clearly and avoid using jargon that others might not understand.
- **Give complete responses.** Answer all questions in sufficient detail so that a reader who is not familiar with the project can understand the goals, plans and expected outcomes.
- **Ask for help if it's needed.** Ask for advice from other organizations that have successfully applied for grants, and talk to representatives from the granting agency for advice or clarification if the group has questions.



Quick Tip: Did you know that certain locations of NB Public Libraries can research funding opportunities for you, using Grant Connect?



Step 7: Plan and Design the Garden

Every community garden plan is determined by the group's needs. Based on the introductory meetings and public outreach, the group should have an idea of which type of garden is most appropriate. See **Appendix K: Design Guidelines for Community Gardens**. The following are general principles for designing a successful community garden:

- Allow for convenient water access;
- Ensure physical accessibility, allowing for comfortable mobility for all participants;
- Provide space for required structures (e.g., storage, rain barrels, greenhouses);
- Orient plots for optimal growing conditions (e.g., direct sunlight, wind breaks);
- Provide a space for tool storage (e.g., tiller, wheelbarrow, shovels, hoses);
- Provide a composting area;
- Provide seating options (e.g., benches, folding chairs for all body sizes);
- Consider fencing needs (e.g., to deter wildlife);
- Make the garden visible (e.g., post adequate signage); and
- Incorporate rest and play areas, and ensure access to non-gendered, unscented washrooms with a large stall and a lowered toilet or a grab bar.



Garden Design for Physical Accessibility:

These design tips will help ensure that all participants are able to enjoy the garden space:

- Pathways should be flat and wide enough for strollers, wheelchairs and wheelbarrows. Ensure the slope of pathways does not exceed 5cm rise or fall per 3m of run;
- Construct equally accessible tool sheds, greenhouses and other buildings;
- Stock materials so that they are easy to reach and safely stored;
- Tools should be durable and lightweight. Also provide left-handed tools, tools with tailored grips for easier lifting, and tools with extra length for extended reach;
- Provide kneeling mats or short stools; and



- Keep in mind the height and reach of potential gardeners. Consider raising the soil level of some plots with raised beds, or use table tops with containers, to make reaching more comfortable.

Understand that for some people, lack of accessibility will mean they cannot attend. Be upfront about known remaining barriers. Asking people what they need to be able to participate is a great starting point!

Garden Design for Families & Children:

- Include children's garden plots, play areas on-site and children's activities;
- Create responsibilities for children that give them a sense of accomplishment;
- Encourage children to taste and take home vegetables and fruit;
- Supply child-appropriate tools and supplies; and
- Locate children's garden plots in a central, visible area.



Step 8: Determine Garden Guidelines

Garden guidelines will include information about health and safety guidelines, as well as guidelines for sharing space, and treating fellow gardeners with respect.

Guidelines provide a place to record procedures to ensure that from year-to-year, new volunteers and participants know how to open and close the garden and run activities throughout the growing season. Generally, community garden guidelines highlight the following: participant responsibilities and conduct; agreements, fees and other forms; safe handling of tools and materials; garden procedures and important contacts.

See **Appendix L: Community Gardeners' Welcome Packet**.

Step 9: Start your Community Garden!

Installing & Maintaining the Garden

Now it is time to install the garden. To avoid the threat of frost, it is a good idea to wait until after the first week of June to begin planting outdoors in most parts of New Brunswick.

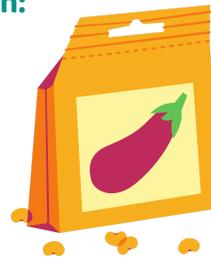
There are four key stages to constructing the garden:

Stage 1: Prepare the site

Stage 2: Build and install garden infrastructure

Stage 3: Plant the garden

Stage 4: Garden maintenance



Stage 1: Prepare the Site

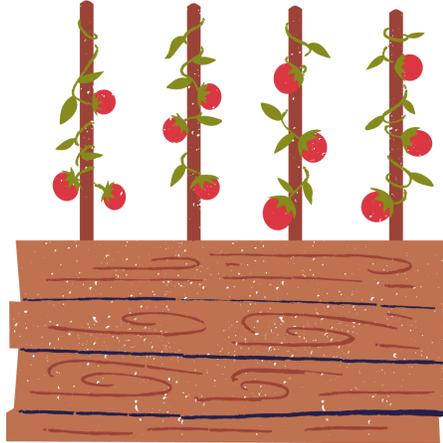
For many community gardens, the site will require preparation. First, have the soil tested to determine soil quality and whether raised beds are required. Next, remove debris and other unwanted materials. If plots are going to be in the ground, rent a rototiller to till the soil and add any amendments required based on the soil test. You may also need to level the ground, and install water lines and a drainage system. Speak with a horticultural group or gardening centre for advice on what is required for the site at hand.



Stage 2: Build and Install Garden Infrastructure

Once the site has been prepared, the infrastructure will depend on the garden design and needs of the group. Keep in mind that projects can be added as the garden develops. Some of the items you will want to consider installing include:

- Easily accessible raised beds
- Rest area with benches and shade
- Fences and gates
- Garden shed
- Pathways and ramps
- Children's play area
- Greenhouses and cold frames
- Rain barrels
- Composting bins



Stage 3: Plant the Garden

Prior to planting, the group will likely need to order soil to fill raised beds or to top off in-ground plots. Order “triple-mix” to fill the beds. Triple mix is equal parts topsoil, peat moss and compost. The group may plant the garden from seed, use transplants or a combination of both.

Local garden centres and some farms will carry seedlings, which may be helpful if starting late in the growing season. Gardeners can also start transplants indoors in order to grow plants that require a longer growing season, such as tomatoes, peppers, basil and other heat-loving Mediterranean plants.

What to grow in New Brunswick:

The following crops can be grown in New Brunswick, with variances by region, without the assistance of a greenhouse:

Vegetables: eggplant, asparagus, beans, beets, broccoli, brussel sprouts, cabbage, carrots, cauliflower, celery, chard, corn, cucumbers, garlic, kale, kohlrabi, leeks, lettuce, onions, parsnips, peas, peppers, potatoes, radishes, rhubarb, rutabagas, salad greens, spinach, spring onions, squash, turnips, zucchini



Fruits: apples, melons (musk, water, cantaloupe), cherries (sweet and sour), blueberries, cranberries, currants, gooseberries, pears, plums, raspberries, strawberries, tomatoes

Herbs: basil, chamomile, chives, coriander, dill, lavender, mint, oregano, parsley, sage, savory, tarragon, thyme

Other: edible flowers (nasturtiums for example, and the flowers from zucchini and other squash)



Quick Tip: Before planting, select crops that will grow well in the region, including native plant varieties. Put your networking hat on! Seek guidance and advice from local experts like gardeners, horticulture groups or gardening centres.

Stage 4: Garden Maintenance

Community gardens require communal and individual plot maintenance throughout the season. The garden coordinator should develop a to-do list of regular maintenance at the garden. Post the to-do list to encourage that tasks be shared equally among gardeners and volunteers. Communal tasks will include:

- Building raised beds, compost boxes, sheds and other shared infrastructure;
- Distributing large deliveries of soil over multiple beds or plots;
- Proper cleaning and storage of shared tools;
- Collection of litter and yard debris (e.g., branches and twigs);
- Proper use of the compost bin, including keeping it closed to prevent pests;
- Sweeping or raking up leaves on walkways/paths;
- Upkeep of sheds, fences, greenhouses and other infrastructure; and
- Clearing moss from stone or brick walkways which could become slippery.



Organize ‘work days’ when there is a large task, such as building a shed. These work days can be fun and educational by including a potluck and/or workshop. Communal work days occur at least twice during the season, for opening and closing day where volunteers and gardeners either prepare the site for gardening, or close the site for the winter months. Many community gardens organize a harvest party during the fall to bring together gardeners and volunteers. See **Appendix M: Opening and Closing Day**.



Remember: Make sure participants are aware of how to handle tools and equipment and always have a first aid kit and appropriate safety gear available, including gloves and eye guards.

Garden Plot Maintenance

- If soil is acidic, add lime prior to planting (in fall if possible and annually if needed);
- Water plants in the morning or evening to reduce evaporation;
- Weed regularly;
- Use mulches to conserve soil moisture and stunt weed growth;
- Apply fertilizer regularly. Speak to a local expert for tips on using fertilizer;
- Prune plants, such as tomatoes, as needed; and
- Tie back and stake plants that require extra support.



Developing a Communication System

It is important that all participants are up-to-date on the garden activities, and are given the opportunity to provide input. Some garden committees use on-site garden bulletin boards, group email updates, newsletters and websites. Regular meetings are an effective way to engage participants in planning garden activities.

Gardener applications will provide the information required to begin connecting gardeners for mentoring, linking participants with volunteer opportunities and distributing needed resources. Participants can be given a welcome packet which familiarizes them with the community garden.



See **Appendix E: Gardener Application** and **Appendix L: Community Gardeners' Welcome Packet**.

Many community gardens have a spring registration to bring potential gardeners together to meet each other, learn about the garden, discuss the season, select and pay for plots and hand out materials. See **Appendix N: Spring Registration**.

Community Outreach

The following are useful methods to communicate garden-related activities to the public:

- Announce news with public bulletin boards and community newsletters;
- Create a garden website or social media profiles;
- Hold public tours of the garden and open garden days;
- Celebrate the harvest as a community event;
- Host garden education activities for all ages;
- Document garden activities with photos, videos and annual reports;
- Hold work days and invite the community to lend a hand to accomplish bigger projects; and
- Promote the garden through public announcements that go out over local radio, television, newspapers and free local publications.

Understanding Your Progress

The best community gardens offer a place where individuals from all backgrounds can come together to share knowledge, skills and resources. Just as importantly, they provide a place for the sharing of food, fun and celebration.

Check with your gardeners regularly to make sure the community garden is meeting their needs, and to measure your success.



For example, do gardeners feel more confident about growing and preparing food since participating in the garden? Are gardeners eating more or different foods now that they are gardening? Have gardeners formed new friendships through participation in the garden?



A pre- and post-questionnaire can look for changes in gardeners' behaviour and knowledge. A simple evaluation form can be useful to invite feedback from participants. See **Appendix O: Sample Evaluation Form**.

The [Public Health Agency of Canada](#) (PHAC) developed a [guide](#) to provide Community Food Actions (CFAs) with practical tools, resources and strategies to evaluate outcomes. The guide is focused on CFAs that aim to reduce barriers to food access. It will be especially helpful if you are trying to measure any increases in affordability, availability, access to and consumption of nutritious food in your communities as a result of your garden.

Whichever tools you use, it can be good practice for the garden coordinator or other volunteers to talk through the questions individually with each participant either in person, over the phone or via anonymous surveys. Consider offering a variety of options for gardeners to share feedback.

Find other community gardens in New Brunswick using the NB Food Programs Map at www.foodforallnb.ca/foodmap. Once yours is up and running, add it to the map!

Plenty of resources are available in **Food For All NB's Resource Directory** at www.foodforallnb.ca/resources.



Starting a Community Garden:

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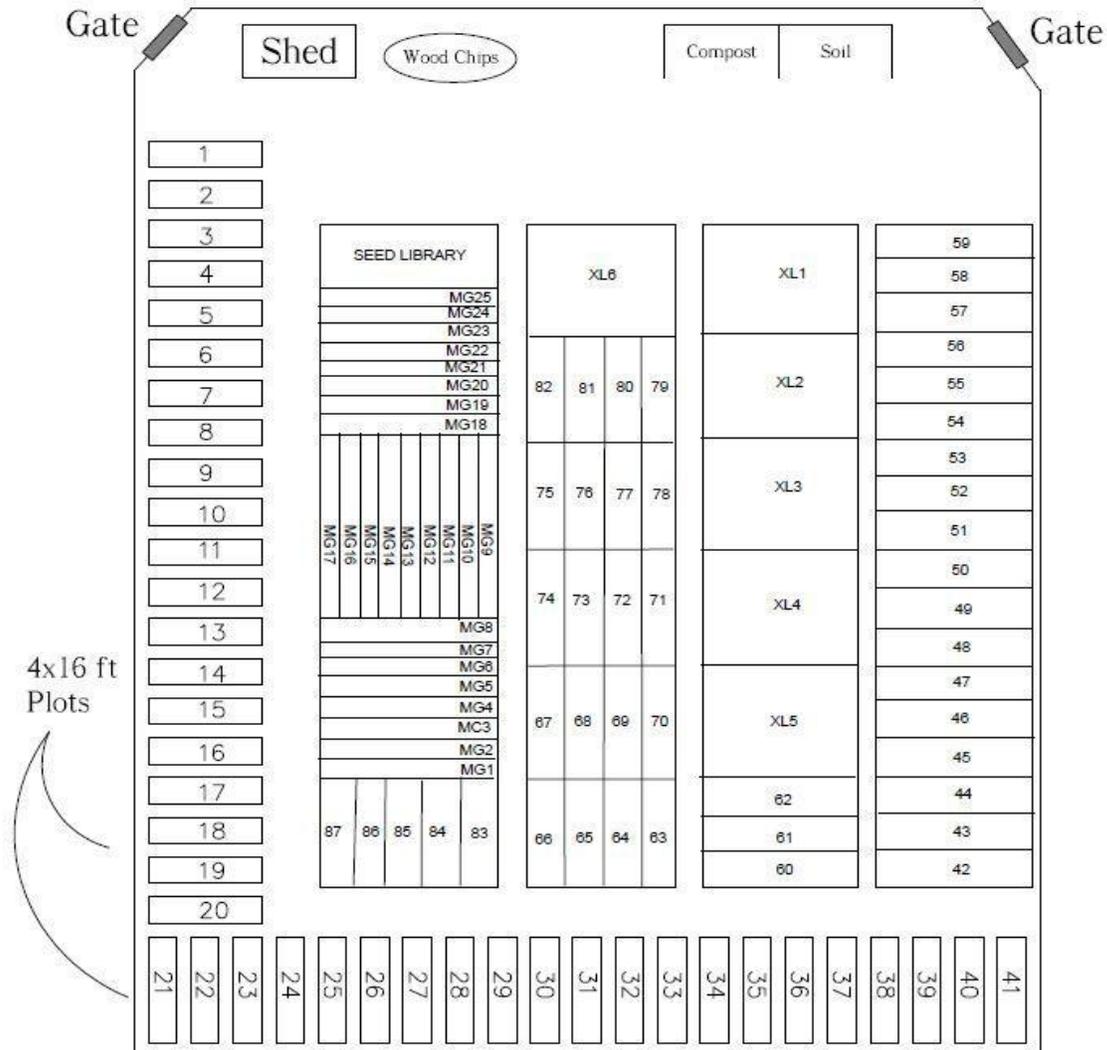
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Appendix A: Sample Site Map

This site map is from the Marysville Community in Fredericton, NB, which is run by New Brunswick Community Harvest Gardens (NBCHG) (www.nbchg.org). It is a mixed style garden, with individual allotments, a market garden, and a seed library.

Marysville Community Garden



Legend:
 MG – Market Garden
 XL – Oversize Plot



Appendix B: Are You Ready? Checklist

Use this checklist to find out how ready you are to start a community garden. As you complete each step, check it off.

1. Identify a Group:

Is there interest in the community for a garden? Do you know who will be using the garden?

- Families and children
- Seniors
- Neighbourhood residents
- The general public

2. Form a Garden Committee:

- Are there volunteers willing to take on the different roles?
- Is there a Garden Coordinator?

3. Plan for Success:

- Have you identified your vision, mission, goals, and objectives? Do you know how you're going to achieve them?

4. Establish Partnerships:

Have you identified partners with various experience and skills?

- Gardening
- Landscaping
- Programming & Events
- Education

5. Select a Site:

- Is the site accessible to the participants and is it large enough to allow for growth?
- Does the site have favourable wind, sun, and shade conditions?
- Has the soil been tested for nutrients and contaminants?
- Do you have the land owner's permission? Do you have liability insurance in place?
- Is there access to a water source and other amenities?

6. Look for Funding and Sponsorships:

- Membership Fees
- Corporate sponsorship
- Local business donations
- Government grants
- Fundraising projects



7. Plan and Design the Garden:

- Have you chosen a garden model? (Collective or Allotment)
- Will raised beds, sheds, greenhouses, or other infrastructure be needed?
- Have you made a garden map?

8. Determine Garden Guidelines:

- Have you created garden guidelines?
- Have participants signed off on the guidelines?
- Are the guidelines posted in a visible location in the garden?

9. Promote Your Community Garden:

- Have you planned how you will get the word out about the garden?
- Have you shared the publicity tasks among your partners?

10. Start your Community Garden!



Appendix C: Sample Agenda for First Garden Meeting

Prior to the arrival of guests, there are a number of set-up activities that should be organized:

- Set up a welcome table with name tags.
- Provide beverages and healthy snacks if possible.
- Offer child care if a volunteer and space are available.
- Set up the room for easy discussion by placing tables and chairs in a large circle so everyone can face each other.
- Post the agenda and important topics on flip charts around the room.
- Provide materials to record notes and comments.

Some of the agenda items the group may want to discuss include:

1. Welcome and Introductions

- a. Welcome guests as they arrive
- b. Do an ice-breaker activity by asking the group to share their names and interest in community gardening
- c. Review the agenda and point out washrooms and the snacks/beverages

2. Garden project overview and update

- a. Provide background information on the garden project, and explain where the idea originated
- b. Explain what has been done so far and the purpose of meeting

3. Brainstorm and discuss garden project

The purpose of this discussion is to begin determining what the garden will look like, and who it will serve. Depending on the size of the group, you may want to organize this session into break-out groups of 4-5 people per group, with each group discussing different topics, and then reporting back to the group at large for general discussion.

Some of the key questions to be discussed during this session include:

- a. What is the purpose of the garden and who will the garden be for?
- b. What type of garden model is most appropriate, collective, allotment, or a combination?
- c. Is land available for a garden, or are there potential sites in mind?
- d. Will a garden committee be formed to oversee the garden activities and what working groups will be necessary?
- e. Will there be a fee charged to gardeners for space rental and what resources will gardeners receive in return?
- f. What is the best way for the group to stay in touch?



- g. How will work for the garden as a whole be shared, such as annual flower planting, record/bookkeeping, potluck events and maintenance?
- h. What will be the name of the garden?
- i. How will money be raised to support the garden?

4. Next Steps and Wrap up

- a. Create a list of action items and ask people to sign up as leads for items.
- b. Circulate a sign-up sheet for general volunteering and for participating on committees.
- c. Schedule the next meeting.
- d. Thank attendees for participation, invite them to stay for snacks.
- e. Follow up promptly after the meeting by distributing important minutes and next steps action items list and key contact information.



Appendix D: Descriptions of Garden Committee Positions

Adapted from the *Community Gardening Toolkit*, University of Missouri Extension Publication MP906 (<http://extension.missouri.edu/p/MP906>).

Garden committees provide valuable support to the success of any community garden project. It is important that committee members have clear roles so their time is spent effectively.

Coordinator works with stakeholders to manage the garden; coordinates and secures cooperation of participants and project partners and maintains continuity.

Registrar (2-4 hours/week) maintains the waiting list for people who want plots, runs spring registration, takes calls from interested gardeners, and assigns plots. At large gardens, a committee shares the work of the registrar.

Communications Facilitator (1-3 hours/week) makes sure gardeners are in touch through meetings, phone calls, mail, and email. Receives comments, answers questions, and brings concerns to the committee.

Outreach Coordinator (1-3 hours/week) coordinates publicity for the garden and helps create a welcoming atmosphere for new members. At large gardens, this is sometimes done by a committee.

Treasurer (1 hour/week) collects garden fees and deposits them in a garden bank account, pays bills, authorizes spending in consultation with other gardeners, and sometimes manages grants that the garden receives. The treasurer also works with other garden volunteers to budget for the season and then approve expenses. At some gardens, there are two treasurers. It's a good idea to have several co-signers on the bank account for convenience.

Grounds Leader (1-3 hours/week) organizes work days to make sure that paths, common areas, hoses, fences, compost, greenhouses, and other common resources are in order.

Education Leader (1-3 hours/week) organizes and publicizes events at the garden. Sets up educational workshops and connects new and experienced gardeners for mentoring.

Safety & Security Leader (1-2 hours/week) provides information on garden safety and accident avoidance, monitors the garden for safety hazards and addresses them, and makes sure first aid materials are on hand along with people with first aid knowledge. The Leader also works on strategies to minimize theft and vandalism.



Appendix E: Gardener Application

Adapted from the *Community Gardening Toolkit*, University of Missouri Extension Publication MP906 (<http://extension.missouri.edu/p/MP906>).

IMPORTANT: The following form is intended as a guide only. Be sure the final agreement you use meets the needs of your group.

Gardener name: _____

Gardening partner(s): _____

Gardener Address: _____

Partner Address: _____

Gardener Phone: _____ Partner Phone: _____

Gardener Email: _____ Partner E-mail: _____

Did you have a plot at this garden last year? Yes ____ No ____

Number of plots this year ____ Fee per plot \$ ____ Total plot fee paid \$ ____

Please sign up for at least one of the garden jobs/crews listed below:

- Plot coordinator
- Grounds crew
- Maintenance crew
- Supply crew
- Composting crew
- Events crew

If you are a new gardener, would you like an experienced gardener to help you? Yes No

If you are an experienced gardener, would you like to help a new gardener? Yes No



Photo Permission: From time to time, gardeners, garden leaders and the media will take photos of the garden. Please check here () if you do not give your permission for your photo (or photos of your children) to be published. If you do not give your permission, please let photographers know when you encounter them at the garden.

Phone and email: All gardeners are required to share their phone number and email address with garden leaders. In addition, a gardener phone and email list is shared with all gardeners. Please check here () if you do not give your permission to share your phone number and email with all gardeners.

By signing below, I agree that I have read and understand the Gardener Guidelines and plan to abide by all of the garden rules. I understand that neither the garden group nor owners of the land are responsible for my actions. I therefore agree to hold harmless the garden group and owners of the land for any liability, damage, loss, or claim that occurs in connection with use of the garden by me or my guests.

Signature

Date



Appendix F: Sample Community Garden Wish List

This list provides a good start for a community garden in identifying required tools and materials. Get input from the garden committee, volunteers, and others with experience organizing a community garden.

Horticultural Items:

- topsoil (triple-mix), compost, potting soil, seed starting mix
- seeds, bulbs, bedding plants, cover crop seeds
- perennials, shrubs, fruit bushes, shade trees
- composted manure, bone meal, blood meal, other natural fertilizers
- soil testing kit
- mulching materials such as shredded leaves, hay, shredded bark, wood chips, black plastic, corrugated cardboard
- insecticidal soaps, hand-held sprayers

Equipment and Supplies:

- hand tools: forks, spades, shovels, trowels, rakes, hoes, cultivators
- pruning shears
- child-sized hand tools
- wheelbarrow and garden cart
- garden hose, soaker hose, drip irrigation systems and parts, spray nozzles
- hose reels, rain barrels, watering cans
- rototiller, chipper-shredder, mower, edger (these items may only be needed once a year so think about renting or sharing with another group)
- plant labels, plot markers, signs, indelible markers
- plastic, wood, or metal edging
- plastic and clay pots and containers, all sizes
- seedling trays, peat pots, organic seed starter mix
- wooden planters
- locks and chains
- fluorescent lights, timers
- fabric row covers, cloches
- gloves, kneeling pads
- tool caddies, tool aprons



Appendix G: Adult Learning Principles

Adapted from the Basic Adult Education Program, Advanced Education, Employment, and Labour Ministry, Government of Saskatchewan (2007) and Alberta Health Services (2009) Collective Kitchen Coordinator's Manual.

The following adult learning principles will help you to work effectively with the gardeners and volunteers, as they will help to support and build **Competence, Autonomy, and Relatedness**. The community garden coordinator and volunteers should be familiar with these principles and apply them in their planning of all activities.

Draw upon learners' experiences as a resource. All adults have a wide experience base and have learned much from life. They also learn most from their peers. It's important to help them share their own experiences and create a situation where they are encouraged to talk to each other. By focusing on the strengths and competence that learners bring to the garden, rather than their gaps in knowledge, learners are able to connect new learning with prior knowledge.

Foster a spirit of collaboration. Collaborative learning focuses on the interdependence of each member and builds a sense of relatedness and a supportive community. Learners collaborate with instructors and with each other.

Involve learners in the planning and implementation of learning activities. Adults are interested and learn quickly about those things that are relevant to their lives. They want to have a chance to make decisions and have a voice about things that affect them. Adults' past experiences, their current learning goals and their sense of self will influence what they want to learn and how they learn it. You can create situations in which gardeners and volunteers share in the planning, choose the topics, and participate in regular evaluation of what they are doing.

Create a climate that encourages and supports learning. Adults have a sense of personal dignity. They must be treated with respect at all times and never feel humiliated or laughed at before others. A safe atmosphere where learners can admit confusion and express different opinions is one that enhances learner self-esteem and reduces fear.

Cultivate self-direction in learners. In a supportive and safe learning environment, you can become mentors to adult learners. You can help learners to develop skills that lead to self-direction, independent learning, and empowerment.



Appendix H: Permission for Land Use

Adapted from American Community Gardening Association (<https://www.communitygarden.org/>).

IMPORTANT: The following form is intended as a guide only. Be sure the final agreement you use meets the needs of your group and the property owner.

Permission for Land Use Form

I, _____ (property owner) give permission to
_____ (community garden organization) to use the
property located at _____ (site address)
as a community garden project, for the terms of _____ years,
beginning _____ (date), and ending, _____ (date).

This agreement may be renewed with the approval of both the property owner and the community garden organization at the end of the agreement period. All questions about the community garden, its nature, risks, or hazards, have been discussed with the garden coordinator to my satisfaction.

The community garden agrees to indemnify and save harmless the property owner from all damages and claims arising out of any act, omission, or neglect by the community garden's occupation or use of the property.

As the property owner, I agree to notify the community garden organization of any change in land ownership, development, or use 60 days prior to the change in status.

Property owner's signature: _____

Date: _____

Community garden coordinator's signature: _____

Date: _____



Appendix I: Potential Garden Site Checklist

Sun, shade, and wind

- At least six hours of direct sunlight per day and minimized shade
- Maximize protection from wind
 - Trees
 - Shrubs
 - Buildings
 - Fences

Sufficient space

- Enough space to accommodate the number of interested gardeners

Changes in elevation (slope)

- Slope of 10° or less
- South facing slope if any
- Good water drainage
 - Not too many constantly wet spots
 - Not too many high & dry spots

Soil conditions and quality

- Loose texture, not compacted
- Neutral pH
- Sufficient nutrient content
- Not contaminated (check the history of the site)
 - Salt
 - Lead
 - Car exhaust
 - Industrial or other waste

Existing resources

- On site buildings
 - Shed / Storage
 - Bathrooms
- A source of water
- Electrical outlets
- Trash cans & recycling bins
- Compost bins



Accessibility

- Wide paved or smooth walkways
- Slope of pathways not exceeding 5 cm rise or fall per 3 m of run
- Access for wheelchairs, strollers, wheelbarrows and mobility aids
- Raised beds, handrails, and ramps where needed
- Close proximity to garden users
- Vehicular access (parking and loading/unloading areas)
- Non gendered, unscented washrooms
- Bike rack

Play and rest areas

- Nearby parks or play structures for children
- Open space in addition to the garden
- Benches or other places to sit. Picnic tables can double as work and rest areas

Safety and Security

- Neighbouring buildings with windows facing the garden
- Adequate entries and exits
- Fences
- “Nibbles” or “Help Yourself” plots grown to deter unwanted harvesting from private plots

Future expansion

- Room to grow
- Support of land owner
- Long-term access to the site



Appendix J: Incorporation for Non-Profit Organizations

Adapted from the Community Sector Council NL

<http://communitysector.nl.ca/voluntary-sector-resources/starting-nonprofit-or-charity/how-i-ncorporate-non-profit-organization>).

If your community garden initiative is not a program of an already incorporated organization, you may want to consider becoming incorporated. It is important to review the benefits and expectations of incorporated organizations prior to incorporating, to ensure that incorporation is a good fit for your group.

Service New Brunswick has a great guide called *Incorporation of a Not-For-Profit Company*. Find out more by opening this downloadable PDF link:

<https://www.pwx1.snb.ca/snb7001/b/1000/CSS-FOL-SNB-45-0007B.pdf>



Appendix K: Design Guidelines for Community Gardens

Adapted from Dig it! A practical Toolkit: How local governments can support community gardens, by Herb Barbolet, Co-published by: Ministry of Community Development and Union of British Columbia Municipalities. Spring 2009.

Guiding Principles for Designing and Planning Community Gardens

Celebrate food: Build outdoor facilities for outdoor eating that enable people to socialize and celebrate food.

Productive landscape: Choose plants that produce food or herbs. Edible flowers add a pleasing aesthetic.

Appearance: Design community gardens to be attractive and easily maintained.

Showcase: Use community demonstration gardens to profile urban agriculture practices, and locate gardens in communal spaces (e.g., courtyards and rooftops).

Think like a gardener: Design community gardens from the perspective of a user (e.g., think about wheelbarrow turning and loading zones).

Ecological health: Maintain community gardens with plant and soil health in mind. Promote the use of natural building materials, fertilization, and pest control.

Inclusiveness: Design for all mobility levels.

Safety: Ensure safety for all ages by proactively addressing potential hazards.

Eyes on the garden: Ensure that sites are highly visible to the surrounding community.

Connect to green space: Locate community gardens near trail systems and park areas whenever possible.

Long-term stability: Design the garden with growth in mind. Leave space available for additional plots or common areas.

Design for energy efficiency, effectiveness, and sustainability: Organize the garden to ensure that the most commonly used amenities are most easily accessible.

Structural Design Suggestions for Community Gardens

When planning new community gardens, the following structural design suggestions should be considered:



Raised beds: Raised beds are useful when ground soil is contaminated. Beds should be a maximum of two feet wide to allow access from one side, and a maximum of four feet wide to allow access from two sides. Where space is limited, a minimum of 32 sq. ft (4' X 8') is sufficient to grow a good range and quantity of produce. Wheelchair accessible gardens should be 24" to 48" above grade.

Soil: Soil depth for in-ground and raised beds should be a minimum of 6". Some vegetables require 12" to 18" of soil. Think about what you will be planting before building raised beds. If soil must be transferred to a site, test it for pH, nutrients, and contaminants.

Water: Having a site with water access nearby is essential. Plan your garden to allow for easy access to water from all garden plots. Rain barrels can collect rainwater to be stored and used in the garden as a sustainable source of water.

Easing movement in the garden: Gardens should be designed for easy movement of soil, plants, tools, and water. One-foot wide paths between beds and two-foot widths between bed clusters are a minimum. Four-foot wide paths are required for full accessibility. Include space for vehicle access and loading areas. A small number of parking spots and a bike lock-up area should be available.

Composting: On-site composting is key to managing gardens and creating nutrient-rich soils. One three-stage composter is generally required for every 10-15 standard-sized (4' X 8') garden beds, or every 320-480 square feet.

Additional soil amendments: Additional amendments may be required beyond compost. Well-aged manure, fish meal, seaweed, and other supplements should be considered. Cover crops could be used in winter months to maintain soil fertility.

Structures: On-site structures can include storage sheds, potting areas, greenhouses, benches, playgrounds, and harvest tables. These enhance the garden environment and provide spaces for people to gather.

Signage: Weather-protected bulletin boards help gardeners share information. Signage for garden plots and even crops can ease way-finding and create a special identity for the garden.

Fencing: Low, permeable fences can exclude wildlife and signal that the garden is a special place with specific rules. Green fences – edible shrubs and trees – are a friendly and attractive alternative to traditional fencing.

Special features: Community gardens can be enhanced by installing special features – such as a fruit tree orchard, beekeeping facilities, or demonstration plots. Feast tables encourage social activity in the garden and add value to the space. Demonstrations of container gardening for patios and rooftops can help encourage participants to also begin growing food at home.



Appendix L: Community Gardeners' Welcome Packet

Adapted from the *Community Gardening Toolkit*, University of Missouri Extension Publication MP906 (<http://extension.missouri.edu/p/MP906>).

Gardeners' Welcome Packet

(Name of Garden)

(Year)

Welcome to (Name of Garden). This Welcome Packet contains important information about how our garden operates and who to contact with questions. It also contains information about how you can get involved to make the garden run smoothly and efficiently. Because community gardening requires a fair amount of work beyond tending to your plot, every gardener is asked to participate to the best of his or her ability in the management and upkeep of the entire garden.

Welcome to Community Gardening!

A community garden is a place to grow food, flowers, and herbs in the company of friends and neighbours. For others, it is a place to reconnect with nature or get physical exercise. Others use community gardens simply because they lack adequate space to have a garden at their house or apartment. Regardless of why you are choosing to take part in a community garden, the activity comes with both responsibilities and rewards.

Responsibilities — Successful and vibrant community gardens rely on the dedication of each and every gardener to 1) maintain his or her own plot and 2) contribute to the upkeep and management of the entire garden.

Rewards — Community gardening has the potential to offer a range of benefits to individuals, families, communities, and the environment.

Benefits include, but are not limited to:

- **Food production** — Community gardens enable people to grow high quality vegetables and fruits for themselves, their families and their communities.
- **Nutrition** — Community gardeners eat more vegetables and fruits than non-gardening families.
- **Exercise** — Gardening requires physical activity and helps improve overall physical health.
- **Mental health** — Interacting with plants and nature helps reduce stress and increase gardeners' sense of wellness and belonging.



- **Community** — Community gardens foster a sense of community identity and stewardship among gardeners. They provide a place for people of diverse backgrounds to interact and share cultural traditions.
 - **Environment** — Gardens increase biodiversity, reduce runoff from rain, recycle local organic materials, and reduce fossil fuel use from long-distance food transport.
 - **Learning** — People of all ages can acquire and share skills and knowledge related to gardening, cooking, nutrition, health, culture, etc.
 - **Youth** — Community gardens provide youth a place to explore nature and community.
 - **Income** — Produce grown at community gardens may be sold or used to offset food purchases.
-

Success, Safety, and Security at the Garden

Plan to visit your garden two to three times a week during the growing season.

Because your garden is not located outside your front or back door, it is sometimes easy to forget that there is weeding, watering, staking, or harvesting to do.

Attend scheduled meetings and workdays. This will help you meet other gardeners and become part of your gardening community.

Make friends with other gardeners. Experienced gardeners are an invaluable resource in your garden. Pick their brains for gardening tips.

Volunteer for a garden job or committee. By pitching in on a certain job or project, you'll be supporting the garden as a whole and ensuring that the work is spread among many people.

Educate yourself. Check out books from the library, or attend classes. There's always something to learn about gardening. The more you learn, the more success you'll have.

Know your neighbours around the garden site. Learn the names and a little about your non-gardening neighbours. Share some extra produce. Take the time to visit with them and talk about how the garden works.

Harvest produce on a regular basis. During harvest season, let garden leaders know if you plan to be out of town for more than a few days. Gardeners can harvest for you and donate the food to a local service.

Consider growing unusual or hard to harvest varieties if theft is a concern.

Grow more than you need in case some is lost.



Put a border or fence around your plot if your garden rules allow it.

Use common sense. Only garden during daylight hours. Garden in pairs or keep a cell phone nearby if it makes you feel more comfortable.

Contact List for Garden Jobs

The following people have volunteered for the following jobs at the garden this year.

Job	Name(s)	Phone	Email
Garden Co-Leaders			
Plot Coordinator			
Grounds Crew			
Maintenance Crew			
Supply Crew			
Composting Crew			
Events Crew			
Treasurer			
Communications Crew			
Outreach and Community Relations			
Horticulture Advisers			
Monitors			
Security			
Translation			
Leadership Team			

Garden Roster

(To be shared once everyone has confirmed his or her plot assignment.)

The following people are gardening at our community garden this year.

Name	Phone	E-mail	Plot #



Garden Plot Assignment Map

(To be shared once everyone has confirmed their plot assignment)

R O W	COLUMN					
		A	B	C	D	E
	A	Plot 1	Plot 2	Plot 3	Plot 4	Plot 5
	B	Plot 6	Plot 7	Plot 8	Plot 9	Plot 10
	C	Plot 11	Plot 12	Plot 13	Plot 14	Plot 15
	D	Plot 16	Plot 17	Plot 18	Plot 19	Plot 20
	E	Plot 21	Plot 22	Plot 23	Plot 24	Plot 25
	F	Plot 26	Plot 27	Plot 28	Plot 29	Plot 30
G	Plot 31	Plot 32	Plot 33	Plot 34	Plot 35	

Calendar

Throughout the year, the garden hosts a number of meetings and events. To date, the following meetings and events have been proposed or scheduled. Questions concerning events should be directed to the events crew or garden co-leaders.

Event	Date/Time	Location	Purpose
Annual Meeting			<ul style="list-style-type: none"> - Review last gardening season - Plan for upcoming gardening season - Update and revise Gardener Guidelines - Select garden co-leaders - Select crew leaders and leadership team - Prepare for spring registration
Spring Registration			<ul style="list-style-type: none"> - Pick up Welcome Packet - Complete application - Confirm plot assignment - Sign up for a job/crew - Pay plot fees - Pick up seeds - Meet gardeners and crew leaders
Opening Day			<ul style="list-style-type: none"> - Ensure water is turned on - Meet gardeners and crew leaders - Clean the garden - Hold potluck picnic



Garden Work Parties			<ul style="list-style-type: none"> - Clean the garden or help with various projects - Hold potluck picnic
Closing Day			<ul style="list-style-type: none"> - Put your garden to bed - Confirm plot assignment for next year - All plots should be cleaned by this date to guarantee your space for next year - Hold potluck picnic

Gardener Guidelines

1. All gardeners are required to complete an application form. A plot fee of \$_____ is due by _____.
2. All gardeners are required to sign up for one of the garden jobs. Please contact the garden co-leaders for more information.
3. Garden meetings and work parties are scheduled throughout the season. Please plan to attend and get to know your fellow gardeners and help with garden upkeep.
4. Keep your plot and the adjoining pathways tended. If you plan to discontinue use of your space, please let the registrar know as soon as possible so that your plot can be re-assigned.
5. Plant tall plants and vines in places where they will not interfere with your neighbour's plot.
6. At the end of the gardening season, all dead plants and non-plant materials (string, wire, wood, metal, plastic, etc.) must be removed and disposed of properly and all gardens left neat and tidy. Ensure your garden is cleaned up by _____.
7. Pick up litter when you see it.
8. Please put weeds and dead plants into the compost bin provided. Any diseased plants or seedy or invasive weeds are to be bagged and put in the trash so as not to contaminate the gardens.
9. Do not apply anything to or pick anything from another person's plot without their approval.
10. Please do not leave the water "on" unattended. When finished gardening for the day, please roll up the hose at the faucet area, return tools to the shed and lock the shed before leaving the garden.
11. Smoking and chewing tobacco is not allowed.
12. Pets, drugs (including alcohol), radios, boom boxes, and fires are not allowed.
13. Please supervise children in the garden.



14. For your safety, only garden during daylight hours. Consider gardening in pairs or keeping a cell phone nearby if it makes you feel more comfortable.
15. Report theft, vandalism, and unusual activities to the garden co-leaders.
16. Use common courtesy, be considerate of your gardening neighbours, and enjoy the garden!



Appendix M: Opening and Closing Day

Adapted from Community Action Coalition of South Central Wisconsin
(<http://www.cacscw.org/>).

Opening Day is a time for gardeners to get to know each other at the beginning of the season. Some gardens require that everyone come to the Opening and Closing Day gatherings. On Opening Day, the following tasks should be completed:

- Build or repair any damages to infrastructure such as compost bins, sheds, tool sheds, raised beds, and greenhouses.
- Measure, stake, and mark garden plots. The Registrar should bring a map of the garden with plots assigned for each gardener.
- Put up the bulletin board, and post a map of garden plots along with other pertinent information.
- Get out hoses, tools, containers, and water barrels if you use them.
- Mulch, plant, and weed common gardening areas.
- Clear paths and space around tool shed, compost bins, and other infrastructure.
- Remove any trash.
- Fix any broken or leaky hoses.

Materials needed:

- Building materials (wood, nails, plastic, etc.) or building kits for infrastructure;
- Wooden stakes;
- Hammers or mallets;
- Cotton string to mark the perimeter of each plot;
- Permanent marker to label stakes with gardeners' names;
- Long measuring tape;
- Calculator to figure dimensions of plots;
- Bulletin board; and
- Set of garden equipment: shovels, rakes, hoes, gloves.

Closing Day is a time to tidy up common areas and plots to prepare for winter:

- Drain and turn off any water supplies including hoses, taps, and rain barrels. Coil hoses and put them in a tool shed or somewhere out of the weather.
- Remove all stakes, fencing, tomato cages, and other materials.
- Plant cover crops or lay winter mulch, sheet mulch, or plastic sheeting on garden beds if desired.



- Take down the bulletin board and signs and store them inside.
- Clean and organize tools, and store onsite or at gardeners' houses.
- Straighten up common areas.
- Compost or dispose of horticulture material.
- Take home recycling and trash or put it out for curbside pickup.



Appendix N: Spring Registration

Adapted from *Gardening Matters (now Evergreen Seeds), Community Garden Start Up Guide* (<https://www.evergreenseeds.com/community-garden-start-up-guide/>).

- Hold a meeting for all gardeners. The Coordinator(s) should lead this meeting and allow time for each of the committees to give reports.
- Encourage gardeners to put on name tags. Start out with introductions of volunteers and all gardeners.
- Explain how the garden works and ask for volunteers for any open positions.
- Announce a Last Planting Date, a time when all gardeners need to have planted their plots.
- Announce dates for Opening Day, any other workdays, Closing Workday in the fall, and social events or workshops through the season.
- Hear committee reports and announcements from the Treasurer, Registrar, Monitors, etc.
- Distribute a Welcome Packet with info about the garden.
- Gardeners fill out registration forms & pay plot fees.
- Distribute free seeds! 10 packs per gardener.

Materials needed:

- Name tags
- Receipt book
- Cash box with change
- Registration forms
- Fee charts
- Snacks or a potluck are a nice addition to Spring Registration
- Welcome Packets
- Seeds

After Spring Registration, the Registrar should make up a map of the garden with plots marked for each person. The map should be given to the volunteers who will be leading Opening Day, who will use it to measure out and label each plot. Then the map should be posted on the garden bulletin board, so that each gardener can easily find their plot.



Appendix O: Sample Evaluation Forms

Adapted from the Community Food Security Coalition. Venice, CA.
(<https://communitygarden.org/resources/sample-evaluation-tools/>).

{You may want to add or remove questions from this survey, as well as customize the title with the name of your garden and remove the word “adult.”}

{Adult Community Gardener} Survey

This survey is being used to get your opinions on {this garden} so we can improve it for you and others. We are interested in your honest answers. For example, some gardeners may have made changes to their diet as a result of participating in the garden. Others will not have changed. Please do not put your name on this survey. Your answers are completely private.

1. How long have you been working at {this garden}?

_____ weeks OR _____ months OR _____ years

2. How often do you usually participate in {garden} activities? {will vary based on project}

- | | | |
|---|--|---|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Once a week | <input type="checkbox"/> Once a month |
| <input type="checkbox"/> 4-5 times a week | <input type="checkbox"/> Two times a month | <input type="checkbox"/> Less than once a month |
| <input type="checkbox"/> 2-3 times a week | <input type="checkbox"/> Three times a month | |

3. What do you like best about coming to {this garden}?

4. What do you like least about coming to {this garden}?



5. Please rate each of the following aspects of working at {this garden}.

	Excellent	Good	Fair	Poor
a. The location of the garden(s) (distance from your home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The equipment provided to do the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The quality of the garden resources (soil, water, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The variety of food produced at the garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The organization/management of the garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The helpfulness of staff/volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The knowledge of staff/volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The social atmosphere at the garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How would you rate your overall experience working in {this garden}?

- Excellent
 Good
 Fair
 Poor

7. In what ways do you think your life is different (better or worse) because of {this garden}?

Questions 8 and 9 contain a list of changes that you may or may not have experienced because of your participation in {this garden}. For example, some gardeners may have increased their physical activity because of their work in the garden, yet some individuals' physical activity may not have changed. Those that are more physically active because of the garden should select the response that most closely matches their experience, either "agree" or "strongly agree." Those that were highly physically active before participating in the garden and/or do not feel that their level of physical activity changed should select the response that most closely matches their experience, either "disagree" or "strongly disagree."



8. Please indicate how much you agree or disagree with the following statements.

Because I work in {this garden}... {customize: or Because I grow my own food...}

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
a. I eat more fruits and vegetables	<input type="checkbox"/>				
b. I eat food that is fresher (less packaged food)	<input type="checkbox"/>				
c. I eat less fast food	<input type="checkbox"/>				
d. I eat more foods that are traditional for my culture/family background	<input type="checkbox"/>				
e. I eat new kinds of food	<input type="checkbox"/>				
f. I spend less money on food	<input type="checkbox"/>				
g. I am better able to provide food for my family and myself	<input type="checkbox"/>				
h. I feel better about where my food comes from	<input type="checkbox"/>				
i. I am more physically active	<input type="checkbox"/>				

9. Please indicate how much you agree or disagree with the following statements.

Because I work in {this garden}...

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
a. I have learned more about gardening	<input type="checkbox"/>				
b. I have gained new gardening skills	<input type="checkbox"/>				
c. I have learned about running a small business	<input type="checkbox"/>				
d. I know more about the environment	<input type="checkbox"/>				
e. I care more about the environment	<input type="checkbox"/>				
f. I feel more involved in this neighbourhood	<input type="checkbox"/>				



g. I spend more time with my family	<input type="checkbox"/>				
h. I am teaching my family and/or friends to garden	<input type="checkbox"/>				
i. I am donating/giving extra food to other people	<input type="checkbox"/>				

10. The following are statements people have made about the food in their household. Please tell me how often this statement has been true for your household in the past 30 days.

	Always	Often	Sometimes	Never	Don't know
a. We were not able to afford more food to eat	<input type="checkbox"/>				
b. We were not able to afford more of the kinds of food we wanted to eat	<input type="checkbox"/>				
c. We were not able to afford to eat healthier meals	<input type="checkbox"/>				

11. Has participating in {this garden} helped you start a small business or earn money from gardening?

Yes

No

12. Do you have any additional comments regarding {this garden}?

These last questions are about you. The information will be used to help categorize your answers by these demographic descriptors.



13. What is your gender?

- Non Binary
- Woman
- Man
- Other: _____

14. What is your age?

- Under 18
- 18 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 or older

15. What is the highest level of formal education you have completed?

- Less than 12 years
- High school graduate/GED
- Some college
- College graduate
- Advanced degree

16. What is the total annual income for your household, before taxes?

- Under \$9,000
- \$9,000 - \$14,999
- \$15,000 - \$21,999
- \$22,000 - \$27,999
- \$28,000 - \$35,999
- \$36,000 - \$49,999
- \$50,000 or more
- Don't Know
- Would rather not answer

What are the first three digits of your home postal code?

Thank you!



{Youth Community Gardener} Survey

{You may want to add or remove questions from this survey, as well as customize the title with the name of your garden and remove the word “youth.”}

This survey is being used to get your opinions on {this garden} so we can improve it for you and others. We are interested in your honest answers. For example, some gardeners may have made changes to their diet as a result of participating in the garden. Others will not have changed. Please do not put your name on this survey. Your answers are completely private.

1. How long have you been working at {this garden}?

_____ weeks OR _____ months OR _____ years

2. How often do you usually participate in {garden activities}? {Will vary based on program.}

- | | | |
|---|--|---|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Once a week | <input type="checkbox"/> Once a month |
| <input type="checkbox"/> 4 - 5 times a week | <input type="checkbox"/> Two times a month | <input type="checkbox"/> Less than once a month |
| <input type="checkbox"/> 2 - 3 times a week | <input type="checkbox"/> Three times a month | |

3. What do you like best about coming to {this garden}?

4. What do you like least about coming to {this garden}?



5. Please rate each of the following aspects of working at {this garden}.

	Excellent	Good	Fair	Poor	Don't know
a. The location of the garden(s) (distance from your home)	<input type="checkbox"/>				
b. The equipment provided to do the work	<input type="checkbox"/>				
c. The quality of the garden resources (soil, water, etc.)	<input type="checkbox"/>				
d. The variety of food produced at the garden	<input type="checkbox"/>				

6. Please check the box below that comes closest to your opinion about {this garden}:

	Yes	Kind of	Not really
a. There are interesting activities at {this garden}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I like coming to {this garden}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There are rules I am expected to follow here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel safe at {this garden}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel like people are happy to see me here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Staff care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Staff help me feel important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Staff can be trusted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staff expect me to try hard and do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Staff tell me when I do a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I could go to a staff member at {this garden} for advice if I had a serious problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Staff listen to what I have to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



m. Staff ask me to plan, choose, or lead activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Staff treat all kids fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you rate your overall experiences working in {this garden}?

- Excellent Good Fair Poor

8. In what ways do you think your life is different (better or worse) because of {this garden}?

Questions 9 and 10 contain a list of changes that you may or may not have experienced because of your participation in {this garden}. For example, some gardeners may have increased their physical activity because of their work in the garden, yet some individuals' physical activity may not have changed. Those that are more physically active because of the garden should select the response that most closely matches their experience, either "agree" or "strongly agree." Those that were highly physically active before participating in the garden and/or do not feel that their level of physical activity changed should select the response that most closely matches their experience, either "disagree" or "strongly disagree."

9. Please indicate how much you agree or disagree with the following statements.

Because I work in {this garden}...

	Yes	Kind of	Not Really	Don't know
a. I eat more fruits and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I eat food that is fresher (less packaged food)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I eat less fast food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



d. I eat more foods that are traditional for my culture/family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I eat new kinds of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I spend less money on food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am better able to provide food for my family and myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I feel better about where my food comes from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am more physically active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please indicate how much you agree or disagree with the following statements.

Because I work in {this garden}...

	Yes	Kind of	Not Really	Don't know
a. I have learned more about gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have gained new gardening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have learned about running a small business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know more about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I care more about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel more involved in this neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have made new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I feel a stronger connection to my culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I feel safer in this neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I spend more time with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



11. The following list contains some changes you may or may not have experienced because of participating in {this garden}. Please indicate how much you agree or disagree with following statements.

Because I work in {this garden}...

	Yes	Kind of	Not Really	Don't know
a. I get along better with other people my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am better at making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I make better decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am better at planning ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am better at setting goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am better at solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am more of a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I work better with others on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am better at telling others about my ideas and feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am better at listening to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I am better at taking care of problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I feel I have more control over things that happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I feel better about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I feel better about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I feel I can make more of a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Has participating in this garden helped you start a small business or earn money from gardening?

Yes

No



13. Do you have any additional comments regarding {this garden}?

These last questions are about you. The information will be used to help categorize your answers by these demographic descriptors.

14. What is your gender?

- Non Binary
- Woman
- Man
- Other: _____

15. What is your age?

- 12 years or younger
- 13 years
- 14 years
- 15 years
- 16 years
- 17 years
- 18 years or older

16. What are the first three digits of your home postal code? _____

Thank you!





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