

Community Garden Best Practices Toolkit:

A Guide for Community Organizations in
New Brunswick



Adapted from the Best Practice Toolkits developed by the Food Security Network of Newfoundland and Labrador (FSN) (www.foodsecuritynews.com).
These toolkits were adapted by the New Brunswick Food Security Action Network (NBFSAN) and the Healthy Eating & Physical Activity Coalition of New Brunswick (HEPAC).
Updated September 2015

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Acknowledgments & Preface

We would like to thank the Newfoundland and Labrador Food Security Network for allowing us to adapt these toolkits.

This toolkit is designed to assist community organizations in New Brunswick who want to start a community garden. It outlines key steps to starting a garden, and provides a range of tools, tips, and supports to help along the way.

This toolkit is based on best practices research about community gardens. Best practices were identified through a review of reports, resources, and guides on community gardens across North America, with particular attention to resources from New Brunswick. The bibliography at the end of this guide lists the materials consulted for the toolkit.

The research, development, and writing of this toolkit was completed by the Food Security Network of Newfoundland and Labrador (FSN), and adapted by the New Brunswick Food Security Action Network (NBFSAN) and the Healthy Eating & Physical Activity Coalition of New Brunswick (HEPAC). This toolkit is one in a series of best practices toolkits, which also cover community kitchens, farmers' markets, and bulk buying clubs. Available online though:

New Brunswick Food Security Action Network - <http://www.nbfoodsecurity.ca/>

Healthy Eating and Physical Activity Coalition - <http://hepac.ca/>

Introduction

What is a Community Garden?

A community garden is a shared space where people gather together to grow fruits, vegetables, small livestock, and/or flowers collectively.

Community gardens vary widely in their structure, purpose and format. They 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. The most common type of community garden is one in which garden plots are rented to community members on an annual basis to plant vegetables for their own consumption.



Why Start a Community Garden?

A community garden can help improve food security for participants by increasing physical and economic access to adequate amounts of healthy food. Community gardens provide health, economic, educational, social, and environmental benefits to participants and the community at large. Community Gardens:

- Provide fresh, healthy, low-cost food that can substitute for otherwise expensive food purchases;
- Encourage physical activity for all age groups;
- Create a social gathering place for the community and encourage the sharing of inter-generational and inter-cultural knowledge;
- Enable participants to learn basic gardening skills, from sowing seeds to harvesting, and to better understand their food system;
- Provide a welcoming space for participants to build self-confidence, wellness, and personal skills; and
- Help improve the local environment by preserving and growing green space and by encouraging people to act as local stewards.
- Help improve mental health amongst participants as they interact with other people, plants, and nature.
- Contribute to lower crime rates and higher property values within the community.

Types of Community Gardens

It will be important to choose a community garden model that will best serve the unique needs of your group. There are two common types of community gardens:

1. **Collective Community Gardens** follow the premise of “all for one harvest, one harvest for all,” where everyone contributes their efforts to one large garden from which everyone shares the harvest. Together, participants decide what to plant and how to design the space.

Growing communally requires a significant degree of cooperation and works best with a small number of participants. This style is well suited for groups that already have a strong membership that meet regularly and may be able to garden at the same place where they currently gather, such as at a school, church, or club space. Beginner gardeners may excel in this environment as they are supported by a close-knit group from which they can learn new skills.

2. **Allotment Community Gardens** divide the garden space into plots that are each independently maintained by an assigned gardener(s), who is able to come and go on their own schedule. This model can provide garden space to individuals and community organizations that may not have access to it at home, or at their facilities.

This style works well for groups with varying schedules and a variety of aspirations for what they want from their gardening experience. More seasoned gardeners may appreciate this environment as it provides the freedom to experiment and opportunity to share ideas with other gardeners.



When developing a community garden model, make sure that it is appropriately designed for the community that will be actively using the space. See [Note: Developing a Community Garden Model](#) (on page 0) for some ideas on adapting the models to be appropriate for your group.

This toolkit is oriented toward allotment community gardens, as they are the most common type in New Brunswick. However, this toolkit is also effective for establishing and managing collective community gardens and will describe many activities that overlap both types.

Developing a Community Garden Model

What may work best for a new community garden is to develop a model which is a combination of the two common types to suit local needs and goals:

Collective community gardens may also find that there is value in separating off some areas for individual use. For example, designating separate plots for avid youth gardeners could 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 areas that are communally managed, such as perennial projects like an herb bed or small orchard which will live for more than two years. These beds would carry over from year to year as the allotments change.

Some crops, such as squash and corn, take up a lot of room, shade other plants, and do not work as well in a small plot. Allotment-style garden participants may choose to share a collective space for such crops to solve these problems.

There are many successful examples of community gardens that have adopted a model that combined elements of both collective and allotment community garden models. For example, the Marysville Community Garden in Fredericton uses a combined model, with allotment plots, a market garden, and a seed library garden. See [Appendix A: Sample Site Map](#) (on page 33) for a site map of this garden.

Getting Started: Steps for Success



Although there is no one best way to start a community garden, the following is a list of steps to consider when establishing a new garden project.

This toolkit describes a process that should begin 6-12 months before the garden is planted. [Appendix B: Are You Ready? Checklist](#) (on page 34) 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

The first step is to let people know about the plan to have a community garden and gauge the level of interest, support, and commitment from potential gardeners and other stakeholders.

Some community organizations may already have a group of people who are interested in participating in a community garden, such as members of a youth group, community centre, school, senior's complex, or church. Other community gardens may not already have an identified participant group, and will need to recruit members.

At a Glance: Tips to Get People Involved in the Garden

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

Word of mouth: Promote the garden to neighbourhood friends and families and ask them to pass the word on.

Partner with established organizations: Talk to groups already invested in the community such as churches, community centres, local councils, schools, clubs, and businesses about getting their members involved.

Do local promotion: Create garden posters that list contact information, meeting times, and upcoming activities and post those in public locations. Put notices in the community events section of newspapers, on local websites, and on social media. Consider making a simple display to give out information at well-attended community events.

It is a good idea to hold introductory community meetings to discuss the potential of a community garden and to recruit participants if they are not already identified. At these meetings identify who the garden will involve, who it will benefit, and what kind of garden it will be. See [Introduction: Types of Community Gardens](#) (on page 3) for a description of the different types of community gardens.

When scheduling a public or community meeting, think about other events or meetings happening that you could partner with or attend to promote the community garden. Send personal invitations to anyone you know who may be interested in being involved. [Appendix C: Sample Agenda for First Garden Meeting](#) (on page 36) provides a sample agenda for the first meeting and lists some tasks to try to accomplish at this meeting.

Applying the CAR Model:

Building Competence, Autonomy and Relatedness

A guiding principle of New Brunswick's wellness strategy is to use the CAR model to help with planning, implementation and delivery of a program. This has been shown to lead to greater impact and success. This means making sure you work towards supporting three important needs of Competence, Autonomy & Relatedness:

- **Competence** (Recognition): I have abilities, strengths and gifts that are recognized by myself and others. When I use them to meet goals and help others I feel a sense of accomplishment and worth.
- **Autonomy** (Choices): I have a voice and I am able to make decisions about things that are important to me and others. Others support me in my choices.
- **Relatedness** (Belonging): I feel that I belong and am connected to important relationships that support and encourage me. I also support and encourage others in spirit and in action.

How do you do it? Make sure that your initiative:

- Recognizes the skills and strengths of participants
- Offers choice and a voice to participants
- Encourages positive relationships

For more information on the CAR model, visit www.gnb.ca/wellness.

Step 2: Form a Garden Committee

Once the community is engaged, form a garden committee of volunteers to help establish and run the garden. This committee can be made up of people who feel committed to the development of a community garden and have time to devote to it. Having garden participants on the committee will help make the garden appropriate and beneficial for end-users.

The garden committee will host regular meetings during the year to make plans and decisions about the garden, and will help organize harvest celebrations and fall closing days. The committee may also have working groups within it that manage particular aspects of the garden, such as education, youth activities, or construction. [Appendix D: Descriptions of Garden Committee Positions](#) (on page 38) provides some common roles within the committee, their expected time commitments, and job descriptions.

It is important to match volunteers with duties that suit their level of interest, time commitment, and skills, so that they enjoy the volunteer experience and continue to be involved. Sharing responsibilities equally will increase member engagement and prevent volunteer burnout. Some volunteers may want to contribute their labour without participating as organizers, while others may prefer administrative tasks.

Quick Tip

Committees should take time to celebrate their hard work and to thank all volunteers. This goes a long way towards making people feel appreciated and keeping them engaged. Harvest celebrations and garden parties can be effective tools for doing this.

Garden Coordinator

The committee may choose to select a community garden coordinator to lead the development process and to advise and update the committee. The coordinator should have project management and leadership skills in order to make the garden a success. The coordinator can be a volunteer or paid staff depending on the group's available finances and seasonal changes in required time commitments. The responsibilities of a coordinator could also be divided among several organizers focused on managing different areas.

Step 3: Establish Partnerships

It will be important to establish partnerships with people or organizations that can help bring together the resources needed to successfully start the garden. Examples of potential partners for a community garden include:



- **Horticultural organizations** such as the **Westmorland Horticultural Society** that can provide valuable knowledge on growing vegetables and fruits in New Brunswick.
- **Local farms** and **other community gardens** may be able to provide gardening advice as well as seedlings or transplants for the garden. Learn from the experiences of local groups that already have established gardens, and offer pre-season garden education in partnership with local farms or gardens. Online gardening workshops, such as those offered by New Brunswick Community Harvest Gardens, can also be very useful. See [Appendix Q: Important Links and Resources](#) (on page 69).
- **Regional dietitians** can help select the most nutritious vegetables for the garden and can provide information on the benefits of healthy eating.
- **Municipalities** can help to navigate bylaws, and may be able to offer additional resources. For example, see Dieppe's system:
<http://www.dieppe.ca/en/resourcesGeneral/GuidedujardinierENGweb.pdf>
<http://www.dieppe.ca/fr/resourcesGeneral/GuidedujardinierFRweb.pdf>
- **Schools and campuses** may have interested teachers, faculty, or parent groups ready to get on board to connect the garden to curriculum and enhance student learning.
- **Local businesses** such as **hardware stores** and **gardening stores** may be able to donate items to the garden such as tools, materials, and seeds. Consider asking local tradespeople to donate some of their time to offer advice and work on building, landscaping, and other projects.
- **Seniors centres, residences, and organizations** may be interested in participating in the garden and may be able to help attract more seasoned gardeners that can provide support to new gardeners. Consider setting up a mentoring system to share gardening knowledge. [Appendix E: Gardener Application](#) (on page 39) is a sample form to use for registering people to the garden and has a section for connecting mentors.
- **Universities and colleges** may be able to offer educational workshops for garden participants on a range of related topics.

- **Funding agencies** can cover expenses for materials, programming, or staffing.
- **Churches and service clubs** can offer resources, guidance, donations, and networking opportunities and may also be interested in having a plot. Consider which local community groups may be able to contribute a few hours of labour to help the garden get started.
- **Charity and/or non-profit organizations** may like to help host a garden or expand their current community operations to include a garden (e.g., partnering with a YMCA).

Working with a partner organization can offer the benefits of accessing a site, staff, participants, experience, and resources that already exist within the organization. There are many local clubs, societies, and community centers across the province which you can contact for more information about potential partnerships and current programming. [Appendix Q: Important Links and Resources](#) (on page 69) provides contact information for some potential partners for community gardens in New Brunswick.

When looking for partners think about the skills and resources that are required to successfully run a community garden, and what skills and resources already exist in the garden group. Garden participants and volunteers will likely already have many great resources for the garden:

- Participants may have knowledge or experience that can help in planning and designing the garden, such as landscaping, construction, or health and safety training.
- Garden members may already have garden tools and materials that they are willing to share. Make an inventory of tools available within the garden group. This will help in determining what additional tools are needed. [Appendix F: Sample Community Garden Wish List](#) (40) provides a sample garden wish list that may be helpful in identifying the resources needed for the garden.
- Participants will be active volunteers for the garden. Determine what kind of volunteer support is available and how to best use the time people are willing to commit to the garden.
- Many volunteers within the group may be connected to other community organizations or businesses that could assist with public outreach, providing a site, or other resources.
- Some group members may have connections to local media and would be willing to do public service announcements to promote the garden.
- There may be links within the group to organizers of well-attended public events where the community garden could do outreach for new participants or stakeholders.

- Becoming aware of basic adult education principles will help you in planning events, or you may have a community member with skills in **adult education** or **facilitation** who can help you. See [Appendix G: Adult Learning Principles](#) (on page 41) for a list of core adult learning principles.

Step 4: Plan for Success

Once you have your group organized and partners identified, it is important to develop a collective vision and plan for the community garden.

Planning is an essential early activity for any successful community kitchen. It prepares a roadmap for the group and sets achievable objectives by which to measure success. A clear strategic plan is also an asset when applying for funds or seeking support from government agencies, and may also serve as the basis for a future business plan.



[Appendix Q: Important Links and Resources](#) (on page 69) provides a list of key resources and links including several tools that may be helpful in the planning process.

Prior to developing your plan, you need to consider if it is realistic (feasible) for you and your partners. A feasibility assessment asks the question, “could this project work in our community?”

At a Glance: Feasibility Assessment

Ask the following questions:

- Is there a need for a community garden?
- Are there people or organizations in the community who are interested in helping?
- Is there a suitable site available?
- Who will use the garden?
- What are the potential costs?
- What is the potential for revenue or funding?
- What are some possible organizational structures?

Once you have determined that a community garden is feasible, you can begin to develop a strategic plan, consisting of a **vision statement**, a **mission statement**, **goals and objectives**, and **strategies and actions**.

Develop a Common Vision

As the reasons for starting a community kitchen can vary amongst different stakeholders, it will be very helpful to 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.

Early in the planning process, you will want to develop both vision and mission statements, and identify specific goals and objectives for the community kitchen:

Vision Statement – The Dream

The vision statement is:

- A summary of the ideals of your group of stakeholders;
- A dream statement that expresses the ultimate hopes for the market if you could have exactly what you want and if your concerns could be perfectly addressed; and
- Broad enough to encompass the diversity of perspectives within your team but concise enough to be communicated simply and effectively.

Example: “Local Food – Healthy Communities”

Mission Statement – The What and Why

The mission statement emerges from your vision, and states:

- What business is conducted;
- For whom the organization conducts business; and
- How it accomplishes its purpose and what makes it unique.

Example: “To increase access to fresh, healthy food and to build community through the development of a community garden.”

Goals and Objectives – The How Much of What by When

- Goals are broad; objectives are narrow.
- Objectives specify the measurable outcomes which will demonstrate that you have achieved your goals, and will sometimes include a timeframe within which to achieve it.

Make a Plan

The final component of your strategic plan will include identifying strategies that will help you achieve your objectives and the specific actions that will be required to accomplish them.

Strategies express how your objectives will be accomplished. Some strategies you may want to consider developing are:

- Volunteer recruitment strategy;
- Health and Safety strategy;
- Media strategy; and
- Marketing strategy.

Actions express the fine details: *Who will do what by when, and at what cost.*

Example action: “The Location co-ordinator will submit a proposed agreement for chosen garden location at the next board meeting.”

Step 4: Select a Site

There are many factors to keep in mind when selecting a site, such as good conditions for growing plants, gardener comfort, ease of access, proximity to resources, and garden visibility from pathways and streets. It is important to make sure the garden site is appropriate and accessible for the garden participants.



When visiting potential sites, be prepared to draw simple site maps to help in the selection process. The more information that is gathered about potential sites, the easier it will be to select the garden and to design the garden layout. A site map will also be an important communication tool for use with garden members and for gardener recruitment. Place the items listed in **At a Glance: Garden Site Map Characteristics** on the site map, to scale if possible. Ask the landowner questions about the garden characteristics that you may not be able to determine upon first visit. See [Appendix A: Sample Site Map](#) (on page 33) for an example of a completed community garden site map in New Brunswick.

At a Glance: Garden Site Map Characteristics

- | | |
|----------------------------------|---|
| 1. Sun/shade patterns | 10. Existing fences |
| 2. Wind patterns | 11. Paved areas |
| 3. Drainage patterns | 12. Traffic patterns |
| 4. Changes in elevation (slope) | 13. Existing play areas |
| 5. Soil conditions and quality | 14. Existing sitting areas |
| 6. Existing trees | 15. Underground sprinkler system |
| 7. Existing shrubs & flower beds | 16. View from and to the garden |
| 8. Existing buildings | 17. Space to accommodate future plans for expansion |
| 9. Existing structures | |

When selecting a garden site, it is a good idea to choose at least two potential sites in case one falls through. Be sure to get confirmation from the landowner before determining if a site is truly available. See [Appendix H: Permission for Land Use](#) (on page 42) for a sample contract between a landowner and a community garden. Permission for land use is especially important if you're working with city-owned land.

[Appendix I: Potential Garden Site Checklist](#) (on page 43) provides more details to look for in the site selection process.

At a Glance:
Building Strong Relationships with Land Owners

Don't be discouraged if people are apprehensive at first about offering their site. You can build trust with landowners and other stakeholders by:

- **Starting with a small test garden** to show how a community garden can be done well.
- **Keeping good records** of the garden's formation, including challenges faced along the way and how you overcame those challenges.
- **Keeping stakeholders informed** of the garden's progress.
- **Using formal agreements** to ensure both the land owner and the garden are protected.

Liability Insurance

Insurance is important to protect the community garden organization as well as the landowner against liability for injuries or damages that may occur in the garden. In some instances, it may also be required by local governments. When selecting a site, determine if the landowner already has liability insurance that would cover a community garden. If not, the landowner may wish to expand their coverage or the community garden organization may wish to secure its own. Speak with the landowner and a local insurance company ([e.g. Local Community Insurance Services through CAIN Insurance in Fredericton](#)) to determine coverage.

At a Glance: Key Questions for Site Selection

- Does it go at least six hours of direct sunlight per day during the spring, summer and fall?
- Is there access to water?
- Does it have enough space to accommodate the number of interested gardeners and to allow for growth?
- Does the land need to be cleared before it can become a garden?
- Is the ground relatively flat?
- Will the site have any existing windbreaks to protect plants?
- Is the site close to the people who plan to use it? Gardeners should be able to walk or drive a short distance to the garden.
- Is the site visible from the street or pedestrian areas? A visible site will be safer and attract more neighborhood support.
- Can a truck gain access to the lot?
- Is the soil safe for gardening? Test the soil for contaminants. If the site is contaminated, it will require raised beds and fresh soil.
- What is the site being used for presently? 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 to have a community garden there.
- Does the landowner have insurance for a community garden?

Step 5: Look for Funding and Sponsorships

There are a number of different ways community garden groups can get the resources they need. Some operate without external funding and depend on membership fees alone, while others actively pursue corporate sponsorship or government funding. External funding can be helpful, but is not always required depending on the scale of the garden's activities.



Prior to seeking funding, it may be beneficial for the group to develop a community garden wish list that can be distributed to members, partners, and potential donors and sponsors. [Appendix F: Sample Community Garden Wish List](#) (on page 40) provides a list that may be helpful in identifying the resources desired for the garden. Potential funding avenues for community gardens include:

- **Annual gardener membership fees** are rental fees for garden plots that can help cover the operating costs of the garden and can range from \$0 - \$75 per plot per season. It is important that membership fees reflect the purpose of the garden, needs of its members, and resources it will offer.
- **Community businesses**, such as hardware stores or garden centres, can provide in-kind support, donations, expertise and labour.
- **Local institutions** may be able to provide a garden site and with it access other resources, such as water and soil.
- **Corporations** can provide support in the form of donations and sponsorship.
- **Fundraising** can raise money for start-up expenses, one-time purchases, or support the annual operations of the garden. Flea markets, raffles, or craft and bake sales are good examples of successful fundraising initiatives.
- **Municipal, provincial, and federal governments** offer a variety of grants that could support a community garden. These opportunities generally require an organization to submit an application for funding, maintain financial and activity records, and provide a final report at the end of the funding period. If your community garden is not part of an already incorporated agency, you may need to consider incorporation in order to apply for grants. [Appendix J: Incorporation for Non-Profit Organizations](#) (on page 45) provides information on incorporation in New Brunswick.

The public meetings, promotions and networking activities that have taken place to this point will have helped build relationships that can assist in the search for funding and sponsorships. [Appendix K: Funding Sources in New Brunswick](#) (on page 46) provides a list of potential funding opportunities for community gardens.

Step 6: Plan and Design the Garden

Developing a garden plan and site design is an important step to complete before planting the garden. Community gardens should be developed as lasting places for a community to gather and grow nutritious food together.



Every community garden plan is different and is determined by the group of gardeners' needs. Based on the introductory community meetings and public outreach completed so far, the group should have an idea of which type of garden (collective or allotment), or combination of types, is most appropriate for what the group wants to achieve. Now is the time to finalize what model will be applied to the garden. [Introduction: Types of Community Gardens](#) (on page 3) provides a description of the different types of community gardens, which will be helpful in developing a garden model.

Having a garden model selected will help make site design more apparent. The group will know whether the garden requires raised beds, separate plots, and/or one or more large common plots. See [Appendix L: Design Guidelines for Community Gardens](#) (on page 50) for a list of points to consider when designing the garden. Make photocopies of the site map that was developed when selecting potential sites and use those copies to pencil in various design options for review and voting by the garden committee. See [Appendix A: Sample Site Map](#) (on page 33) for an example of a community garden site map.

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
- Consider fencing needs (e.g. to deter wildlife)
- Make the garden visible (e.g. post adequate signage)
- Incorporate rest and play areas, and ensure access to washrooms

Quick Tip

Keep the garden plan simple and manageable for the first year. Once the garden is established, there will be lots of opportunity to add new elements and expand in future years.

Garden Design for Physical Accessibility

When designing the garden, keep in mind that not all people will move through the space in the same way. These simple design tips will help ensure that all participants are able to enjoy the garden space:

- Design garden pathways that are smooth and wide enough for strollers, wheelchairs, and wheelbarrows to navigate. Level the ground or add ramps and ensure the slope of pathways do not exceed 5cm rise or fall/3m of run.
- Construct tool sheds, greenhouses, and other buildings so that they are accessible to strollers, wheelchairs, and wheelbarrows.
- Stock materials so that they are easy to reach and safely stored.
- All tools should be durable and lightweight. Some adapted tools that may be helpful are: left-handed tools, tools with tailored grips for easier lifting, and tools with extra length for extended reach.
- Add handrails, handles, or posts onto garden beds or structures where they could be useful for gardeners' stability.
- Consider providing kneeling mats or short stools if people will be down beside low garden beds for long periods of time.
- Keep in mind the height and arm reach of potential gardeners and the ease at which they will be able to bend down or over garden beds. Consider raising the soil level of some plots with raised beds, or use table tops and containers, to make reaching more comfortable.

Garden Design for Families & Children

Many community gardens in New Brunswick benefit from active participation of families and children. Families will be attracted to a garden when the experience is one that all members will enjoy. When designing the garden, be sure to include tailored resources for children to make the garden a welcoming and educational environment.

- Include children's garden plots, play areas on-site, and children's activities
- Create responsibilities for children that give them a sense of accomplishment
- Incorporate healthy snacks into the day's work

- Encourage children to taste and take home the vegetables and fruits that are grown in the garden
- Base plot size on the length of a child's reach so that it is accessible on all sides
- Supply children-friendly tools and supplies such as smaller watering cans, children's gloves, and child-appropriate tools
- Locate children's garden plots in a central, visible area so that the children are always supervised

Case Study

Little Green Thumbs & Caledonia Growing Garden: Dawson Settlement, NB

The children from Hillsborough Elementary School began their Community Food Action project a few days before school let out for the summer, planting potatoes, pumpkins, and other vegetables on Lisa Brown's Dawson Settlement farm.

"We thought the way to affect change is to target children," says Brown, who helped create the student gardening group at Hillsborough. When the elementary students returned that fall to harvest their vegetables, it was obvious that word of the fun project had spread. "We expected about 10 kids; instead, they had 40," she says.

The children used their vegetables to make and serve a "harvest lunch" to their entire school, which gathered at Farmer Brown's Greenhouse one October afternoon to chow down on six different kinds of soups with homemade rolls, with a choice of apple, pumpkin or pear tarts for dessert. The students grew the pumpkins, while the apples and pears came from nearby trees.

"There are a lot of kids with difficult home lives, and teaching them that they can feed themselves is empowering," Brown says. "We're trying to foster the idea that you can stay here in our community and grow food; you don't have to get a job away."

The children have also planted and grown cucumbers at a senior's home, while older students at Caledonia Regional High School, also in Hillsborough, are in the midst of creating a fruit and vegetable garden on the school grounds. The grant has helped buy kid-sized shovels, rakes, hand trowels and other garden tools for both schools.

The children's enthusiasm for the homegrown food was evident at the harvest lunch as the young gardeners eagerly served meals to their friends. "They were proud of the fact that they had grow everything, and had made the soup," Brown says. "They really enjoyed making something to feed their friends."

Step 7: Determine Garden Guidelines

Garden guidelines should be established through consultation with gardeners, committees, and other key stakeholders such as the landowner and funding groups. Garden guidelines are an excellent way to ensure that everyone understands how the garden will operate and what is expected of participants.

Garden guidelines will include information about health and safety guidelines for the garden to ensure safe practices by participants and volunteers while working at the garden. These will also include guidelines for working with others, 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. Information that is only passed on by word of mouth can be lost, so recording it in the guidelines will store it for future years.

Generally, community garden guidelines highlight and elaborate on the following important areas:

- Volunteer and participant responsibilities and expected conduct;
- Agreements, fees, waivers, and other forms;
- Safe handling of tools, and materials;
- Garden procedures; and
- Important contacts.

[Appendix M: Community Gardener's Welcome Packet](#) (on page 52) provides a sample set of garden guidelines for an allotment-style garden.



Quick Tip

Post the day-to-day parts of the guidelines in a visible place at the garden (e.g. on the garden shed or at the front gate) and make sure they are easy to read and will withstand weather.

Consider getting each new participant to sign off on the guidelines when they register.

Step 8: Start your Community Garden!

You are now ready to start your community garden. The following sections provide further information to help you run and maintain the community garden.

Case Study

Lorne Middle School Community Farming Project – Saint John, NB

A vacant lot in the heart of one of Saint John's most challenged neighbourhoods is getting a new lease on life, thanks to the Community Food Action program. The plot of land adjacent to Lorne Middle School will soon be home to 6 4x12' raised beds tended by the students and community members.

Given the location of the garden, raised beds were a must, Derrick Mitchell says. "We did soil testing, and the results were off the charts," says Mitchell, whose day job is as a terrestrial ecologist at his environmental company, Boreal Environmental Inc. The soil in the vacant lot was rife with lead and other heavy metals, a testament to the number of buildings that have burned and fallen in the old Saint John neighbourhood, Mitchell says.

The project has mobilized students at Lorne Middle School, whose teachers are beginning to work the construction of the garden into their educational curriculum, whether it's composting (science), planting space and area (math), or using free software to plot out the garden (computer design skills). Most recently, students have learned how to start seeds inside for the garden, using "light boxes", small spaces that provide a consistent light and heat for seedlings.

Organizers hope reclaiming this vacant space as a garden will serve as proof-of-concept for small-scale urban farming in Saint John, while teaching students about a balanced diet, as well as the concepts of sustainability and self-reliance in food production. "We plan on involving the students in as many ways as possible," Mitchell says. "We want the kids to own this."

Installing & Maintaining the Garden

Now that the group has determined who the garden is for, what garden model will be applied, and which site to use, it is time to start installing the garden. Garden installation will happen in the late spring, once the soil has thawed, the air has warmed, and the threat of frost has passed. 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, which can occur at the same time or separately depending on time and resources available. It is important to be organized and to work collaboratively with members during these stages:

Stage 1: Prepare the site

Stage 2: Build and install garden infrastructure

Stage 3: Plant the garden

Stage 4: Garden maintenance

Involve partners in all stages of installing the garden. Horticultural groups, farmers, or other community gardens may be able to provide valuable knowledge for the development and planting of the garden, while stores and trades people may be able to provide materials and labour to support preparing the site and installing infrastructure. See [Step 3: Establish Partnerships](#) (on page 9) for tips on building supportive partnerships.

Stage 1: Prepare the Site

For many community gardens, the site will require some level of preparation prior to building infrastructure and planting the garden. Organize volunteer work crews to help clear the site by removing debris and other unwanted materials. You may need to organize a bulk garbage pick-up with your municipal collection, or a trip to the local dump to remove materials from the site.

It is important to have the soil tested before planting the garden to determine the soil quality and whether raised beds are required. If garden plots are going to be in the ground, it is a good idea to rent a rototiller to till the soil and add any amendments required based on the soil test. Depending on the site's conditions, the group may also need to level the ground, and install water lines and a drainage system. Speak with a local 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 cleared and prepared, it is time to build and install required garden infrastructure. The infrastructure that is installed will depend on the garden design and needs of the group. Keep in mind that not all of these are required to be completed in the first year, and that projects can be added as the garden develops. Some of the items you will want to consider installing include:

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

Stage 3: Plant the Garden

When deciding what to plant in the garden, consider what the community likes to eat, growing conditions, which crops are easiest to grow, and which plants offer the highest nutritional value. Work with local gardeners and farmers to select the crops that will grow well in the region, and select plants that are likely to succeed. Regional dietitians can provide help selecting the most nutritious plants.

At a Glance: Tips for Planting from Seed

- Use hardy local seed varieties of plants that are likely to succeed.
- Follow the instructions on the seed packets to ensure good results.
- Confirm the soil is warm enough for seeds to germinate (the growth of a seed into a young plant or seedling) before planting.
- Water seeds after planting them, and again on an ongoing

In the first years of a community garden, it is important that gardeners have successful yields and enjoy eating what they grow in order to build confidence and enthusiasm. See [Appendix Q: Important Links and Resources](#) (on page 69) for a list of contacts, books, and websites that may help when choosing what to plant.

Prior to planting the garden, the group will likely need to order soil to fill raised beds or to use for in-ground plots. Order a delivery of “triple-mix” to fill the beds from a local garden centre. Triple mix is a combination of equal parts topsoil, peat moss, and compost.

Depending on experience and timing of planting, the group may choose to plant the garden from seed, use transplants (seedlings or young plants that are transplanted from a pot or tray into the garden), or a combination of both.

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

At a Glance: Tips for Gardening with Transplants

- Only certain plants can be started early and transplanted into the garden; read seed packages for directions.
- Start seedlings indoors or in a greenhouse ahead of time in small containers (egg cartons and toilet paper rolls work well) by planting seeds in a seed starter soil mix available at local garden centres; if starting indoors, use artificial lights designed for growing plants.
- Wait until the heat of the day has passed before transplanting.
- For most plants, plant just the roots and a bit of stem in the soil; use the ‘after-thinning’ spacing recommendations found on seed packets.
- Tomatoes NEED to have as much of their stems planted in the ground as possible when transplanted. The stems become roots and strengthen the plant. As the plant grows, take off the bottom leaves (up to one foot).
- Press transplants firmly into the ground, leaving a depression.
- Water transplants at least once every 24 hours as needed; soak the roots, but avoid wetting the leaves.
- Wait to use organic fertilizer until the second watering.

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)

Stage 4: Garden Maintenance

Successful community gardens require considerable communal and individual plot maintenance throughout the season. Collectively, gardeners and volunteers will be expected to work together to maintain shared spaces including communal plots, composting bins, garden sheds, and greenhouses.



The garden coordinator should develop a to-do list of general maintenance that needs to be completed regularly at the garden. Post the to-do list in a visible spot at the garden and 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.

When there is a large task to be completed, such as building a shed or walkway, many community gardens organize 'work days' where volunteers and gardeners gather together to accomplish the task at hand. These work days can be turned into fun and educational events by including a potluck and/or workshop along with the day's

activities. Communal work days occur at least twice during the season, for opening and closing day. During these work days volunteers and gardeners come together to either prepare the site for gardening, or close the site for the winter months. See **Appendix N: Opening and Closing Day** (page 52) for tasks that should be completed on these work days.

Quick Tip

Always make sure that participants are aware of how to handle tools and equipment safely and how to avoid common garden accidents. The garden should always have a first aid kit and appropriate safety gear available, including gloves and eye guards.

Many community gardens organize a harvest party during the fall to bring together gardeners and volunteers to harvest the bounty from their gardens. Harvest parties can be organized as educational events where gardeners participate in a workshop on harvesting techniques for crops that were planted in the garden.

At a Glance: Garden Plot Maintenance

Individual plot maintenance is very important in order to have a productive garden. These are some basic tips that should be incorporated into regular plot maintenance:

- If soil is very acidic, add lime prior to planting (in fall if possible and annually if needed) to reduce acidity and balance the soil's pH for good plant growth. Lime can be purchased at a local garden centre.
- Water plants regularly in the morning or evening to reduce evaporation.
- Weed regularly to ensure that water and nutrients go to your plants and not to weeds.
- Use mulches to help conserve soil moisture and stunt weed growth. Mulches include leaves, wood chips, plastic covers, or other materials that cover the ground around plants.
- Apply fertilizer regularly (great natural sources of fertilizer include compost, kelp, seaweed, and manure). If you are choosing to use packaged fertilizers (e.g. bone meal, and blood meal), be sure to follow instructions appropriately, applying no more and no less than is needed. Speak to a local gardener or farmer for tips on using fertilizer.
- Prune plants, such as tomatoes, as needed.
- Tie back and stake plants that require extra support.

For more advice on maintaining a successful garden plot, speak to a local gardener, farmer, horticultural group, or gardening centre and refer to the contacts and materials available in **Appendix Q: Important Links and Resources** (page 51).

Developing a Communication System

Good communication with participants and outreach into the community is important for a successful community garden. The garden committee, with input from participants, should determine how to communicate information both to volunteers and gardeners, as well as to the general public. Effective communication can help increase participation and enjoyment of the garden.



Communication with Garden Participants

It is important that all participants are included and up-to-date on the garden activities, and are given the opportunity to provide input. Some successful approaches garden committees use to communicate with participants include on-site garden bulletin boards, group email updates, newsletters, and websites. These communication tools can also be used to help participants arrange tool sharing and carpooling. Regular meetings with all garden participants are recommended as an effective way to engage participants in planning garden activities.

Gardener registration is an important way to get to know gardeners at the beginning of the season. [Appendix E: Gardener Application](#) (on page 39) provides a sample gardener application form that can be adapted to fit the needs of the group. Gardener applications will provide the information required to begin connecting gardeners for mentoring, linking participants with volunteer opportunities, and distributing resources that are needed for the growing season. Once the application forms have been received, participants can be given a welcome packet which familiarizes them with the community garden and how it works. See [Appendix M: Community Gardeners' Welcome Packet](#) (on page 52) for a sample welcome packet which can be shared with garden participants.

Many community gardens have a spring registration gathering 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 O: Spring Registration](#) (on page 60) for a suggested outline of a spring registration gathering.

Garden Events

Hosting garden events can help participants get to know each other, build support networks, and learn more about gardening. Events can be as simple as a potluck at the garden or someone's house, or as elaborate as education events such as full days of themed workshops. Garden events offer the opportunity for education, relationship building and celebration of the successes of the garden and its volunteers.

Community Outreach

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

- Announce news with public bulletin boards and community newsletters;
- Create a garden website and social media outlets;
- 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 are important gathering places. They 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.

It is a good idea to check with your gardeners and partners 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 be a very useful way to look for changes in gardeners' behaviour and knowledge. A simple evaluation form can also enable participants to give you useful feedback. [Appendix P: Sample Evaluation Form](#) (on page 61) contains a form you may use directly, or can give you ideas for creating your own form.

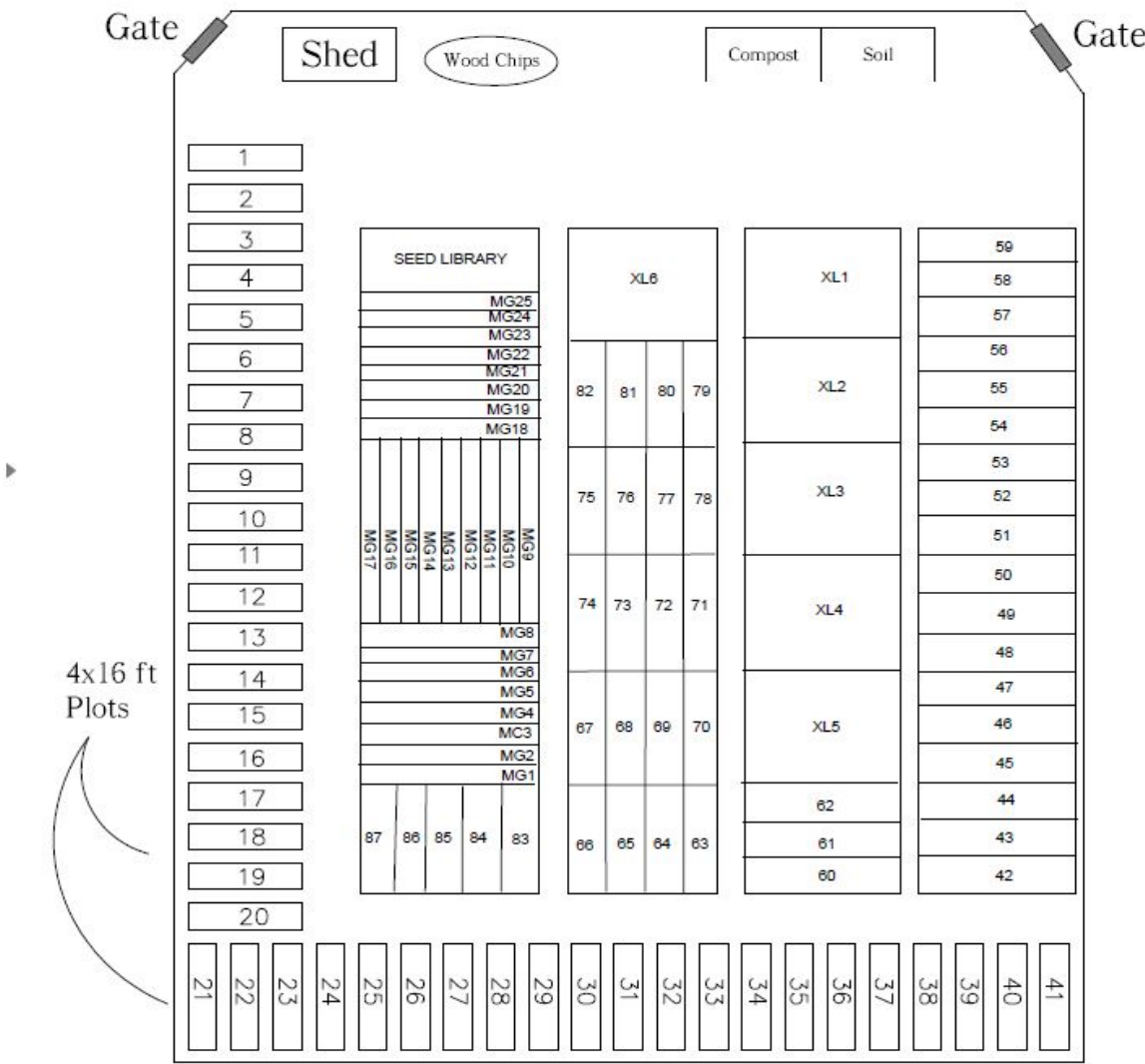
Public Health Agency of Canada developed a Guide to provide people involved in Community Food Actions (CFAs) with practical tools, resources, and strategies to evaluate outcomes. More specifically, the Guide is focused on CFAs that aim to reduce barriers to food access. It will be especially helpful 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. See [Appendix Q: Important Links and Resources](#) (on page 69) for details on how to access this resource.

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 or over the phone. This is especially important if you are concerned about the reading and writing skills of your gardeners. This also allows you to have a conversation with participants about their experiences in the garden and to get a fuller idea of their impressions.

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 at 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>).

1. Gardener name: _____
2. Gardening partner(s): _____
3. Gardener Address: _____
4. Partner Address: _____
5. Gardener Phone: _____ Partner Phone: _____
6. Gardener E-mail: _____ Partner E-mail: _____
7. Did you have a plot at this garden last year? Yes ____ No ____
8. 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
9. If you are a new gardener, would you like an experienced gardener to help you? Yes ☐ No ☐
 10. If you are an experienced gardener, would you like to help a new gardener? Yes ☐ No ☐
 11. 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.
 12. Phone and e-mail: All gardeners are required to share their phone number and e-mail address with garden leaders. In addition, a gardener phone and e-mail list is shared with all gardeners. Please check here (☐) if you do not give your permission to share your phone number and e-mail 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 and 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: <http://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, _____ give permission to _____
(Property owner) (Community garden organization)

to use the property located at _____ as a
(Site address)

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)

(Witness' signature)

(Date)

Appendix I: Potential Garden Site Checklist

1. Sun, shade, and wind

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

2. Sufficient space

- Enough space to accommodate the number of interested gardeners

3. 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

4. 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

5. Existing resources

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

6. Accessibility

- Paved or smooth walkways
- Wheelchair access
- Raised beds, handrails and ramps where needed
- Close proximity to garden users
- Vehicular access (parking and loading/unloading areas)
- Bike rack

7. 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.

8. 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

9. 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-incorporate-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.

There are three main steps when becoming incorporated:

1. Contact Service New Brunswick:

https://www.pxw1.snb.ca/snb7001/e/2000/2500e_3.asp

Within North America: 1-888-762-8600 (no charge dial)

Hours of Operation: Mon. to Fri. 8:30 a.m. to 8 p.m., Saturday 9 a.m. till 1 p.m.

2. Select a Name: Prior to incorporation, a name for the organization will need to be selected and cleared with the Registry of Companies. There are a few conditions that apply to name selection. Contact the Registry of Companies for more information.

3. Fill out Incorporation Documents: In order to become incorporated, the group will need to fill out *Articles of Incorporation*, *Notice of Directors*, and *Notice of Registered Office* forms and submit them to the Commercial Registrations Division along with the organization's by-laws. All documents must be signed by the directors and submitted in hard copy.

Once incorporated, an organization must complete an annual return with the Registry to update its information including its address and directors.

The Government of New Brunswick is a great resource for information on incorporation and grant opportunities. Find out more by visiting their website at: http://www2.gnb.ca/content/gnb/en/departments/social_development/community_non-profit/organizations/content/starting_a_non_profit.html

Appendix K: Funding Sources in New Brunswick

For a complete list of up-to-date funding opportunities, including the opportunities listed below, please visit the New Brunswick Food Security Action Network's funding directory: www.nbfoodsecurity.ca/resources/funding

- **Community Food Action Program:**
http://www2.gnb.ca/content/gnb/en/services/services_renderer.201277.Wellness_-_Community_Food_Action_Program.html
- **Aviva Community Fund:**
<http://www.avivacommunityfund.org>

Banks/Credit Unions:

- **CIBC Community Matters Program:**
<http://www.cibc.com/ca/inside-cibc/cibc-your-community/how-to-apply-for-funding.html>
- **RBC Community Action Grants under its Blue Water Project:**
<http://www.rbc.com/environment/bluewater/index.html>
- **Scotia Bank Bright Future Program:**
<http://www.scotiabank.com/ca/en/0..383.00.html>
- **TD Friends of the Environment Foundation:**
<http://www.fef.td.com/>
- **New Brunswick Environmental Trust Fund**
http://www2.gnb.ca/content/gnb/en/services/services_renderer.13136.Environmental_Trust_Fund.html
- **New Brunswick Community College (NBCC):** The College's student training requirements could benefit a community garden – see the College's listing of individual trades and contact a trade instructor.
<http://www.nbcc.ca/en/home/default.aspx>
- **Earth Day Hometown Heroes:**
<http://www.earthday.ca/hometown/>
- **Job Creation Partnerships (JCP):**
<http://www.servicecanada.gc.ca/eng/epb/ebsm/index.shtml>

- **After School Hours Initiatives or Activities Grant**
http://www2.gnb.ca/content/gnb/en/services/services_renderer.201290.After_School_Hours_Initiatives_or_Activities_Grant.html
- **Environment Canada EcoAction:**
www.ec.gc.ca/ecoaction/
- **Evergreen:**
http://www.bcfoodsecuritygateway.ca/modules.php?name=Content&pa=show_page&pid=2968

Grants to Youth Organizations:

- **Family and Youth Capital Assistance Program:** Provides funding for eligible capital costs of projects in support of youth and family related activities that, without such support, would otherwise not proceed. This program is administered by the Regional Development Corporation and is designed to complement federal and provincial programs related to youth and family development.
http://www2.gnb.ca/content/gnb/en/services/services_renderer.16596.Family_and_Youth_Capital_Assistance_Program.html
- **New Brunswick Children's Foundation: *Helping Children Succeed.***
<http://nbchildren.com/Grants.html>
Tel: 506-635-1260 Toll Free: 1-800-664-6777
- **Growing Forward:** Programs and Services are available by region and subject (Co-operatives, Protecting the Environment, Services for Rural Canadians:
<http://www.agr.gc.ca/eng/about-us/key-departmental-initiatives/growing-forward-2/?id=1294780620963>
- **Grow A Farmer (Apprenticeship and Mentorship Program):**
<http://growafarmer.ca/>
- **Kent Building Supplies:** Provides support under three categories: Community Events, Health and Wellness, and Sponsorship and Donations.
<http://www.kent.ca/kbs/en/info.jsp?content=communityInvolvement>

- **Landscape New Brunswick:** Landscape New Brunswick Horticultural Trades Association (LNBHTA) is a dedicated group of horticultural professionals working together to maintain and increase the quality of all horticultural products and services.
<http://www.landscapenewbrunswick.com>
Tel: 1-866-752-6862
- **Canadian Nursery Landscape Association:**
<http://www.canadanursery.com/Page.asp?PageID=924&ContentID=734>
- **Mountain Equipment Co-op Community Contributions Fund:** Funding and in-kind support is available for Land Acquisition, Capacity Building, Research, Advocacy and Education, Access and Activity, Urban Sustainability
<http://www.mec.ca/AST/ContentPrimary/Community/CommunityContributions.jsp>
- **New Horizons for Seniors Program:** Community-based projects under the New Horizons for Seniors Program (NHSP) that enable seniors to share their knowledge, skills and experiences with others and help communities increase their capacity to address local issues are eligible to receive up to \$25,000 per year, per organization.
<http://www.hrsdc.gc.ca/eng/seniors/funding/community/index.shtml>
- **Targeted Initiative for Older Workers:**
http://www.esdc.gc.ca/eng/jobs/training_agreements/older_workers/index.shtml
- **United Way of New Brunswick:**
<http://www.gmsenbunitedway.ca/>
- **Wellness Learning Opportunities Grants:** One-time grants for conferences, workshops, presentations that enhance wellness in the province of New Brunswick.
http://www2.gnb.ca/content/gnb/en/services/services_renderer.201265.Wellness_Learning_Opportunities_Grants.html
- It can often be helpful to join local, regional or provincial associations, for networking opportunities and news about funding opportunities.
 - **The Healthy Eating & Physical Activity Coalition (HEPAC):**
<http://hepac.ca/>
 - **New Brunswick Food Security Action Network (NBFSAN):**
<http://nbfoodsecurity.ca/>

- **New Brunswick Environmental Network (NBEN):**
<http://www.nben.ca/>
- **Economic and Social Inclusion Corporation - social inclusion networks:**
http://www2.gnb.ca/content/gnb/en/departments/esic/community_inclusionnetwork.html
- **Falls Brook Centre:**
<http://www.fallsbrookcentre.ca/>
- **Community Food Action Program:**
[http://www2.gnb.ca/content/gnb/en/services/services_renderer.201277.Wellness - Community Food Action Program.html](http://www2.gnb.ca/content/gnb/en/services/services_renderer.201277.Wellness_-_Community_Food_Action_Program.html)

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.

Appendix L: 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 pro-actively 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 M: 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 neighbors. 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.

Crime prevention — Community gardens can help reduce crime.

Property values — Property values around community gardens increase faster than property values in similar areas without gardens.



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 at 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 neighbors around the garden site.** Learn the names and a little about your non-gardening neighbors. 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.**

- • • • •

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

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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
Workshops			<ul style="list-style-type: none"> • Soil fertility, composting, preserving, garden building, tree planting, building construction, fence construction
Social Events			<ul style="list-style-type: none"> • Celebrate key garden days, e.g. opening and closing, seed planting and harvesting • Attract new members • Welcome the neighbourhood

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 neighbor'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 neighbors and enjoy the garden!

Appendix N: 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.
- Till the garden to incorporate remaining plants into the soil, and be sure to remove all stakes, fencing, tomato cages, and other materials so to not obstruct the tiller.
- 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 trash or put it out for curbside pickup.
- Plant cover crops or lay winter mulch on garden beds if desired.

Appendix O: Spring Registration

Adapted from: Gardening Matters, Community Garden Start Up Guide (www.gardeningmatters.org)

- 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 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 P: Sample Evaluation Forms

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



{Adult Community Gardener} Survey

{ You may want to customize the title of this survey with the name of your garden and remove the word “adult.” }

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 participant 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}.

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
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 ☐ ☐ ☐ ☐
- h. The social atmosphere at the garden..... ☐ ☐ ☐ ☐
-

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}?

OVER {if double-sided}

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 following statements.

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

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

9. Please indicate how much you agree or disagree with 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"/>	<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"/>	<input type="checkbox"/>
c. I have learned about running a small business....	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
e. I care more about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel more involved in this neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I spend more time with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am teaching my family and/or friends to garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am donating/giving extra food to other people ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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.

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

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

17. What is the total annual income for your household, before taxes? Please stop me when I reach the appropriate range.

☐ 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

18. What is your home postal code?

Thank you!



{Youth Community Gardener} Survey

{ You may want to customize the title of this survey 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}.

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't know</u>
a. The location of the garden(s) (distance from your home)	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>
d. The variety of food produced at the garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVER {if double-sided}

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

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>
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 following statements.

Because I work in {this garden}...

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. I eat more fruits and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I eat more organic food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I eat food that is fresher (less packaged food)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I eat less fast food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I eat more foods that are traditional for my culture/ /family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I eat new kinds of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I spend less money on food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am better able to provide food for my family and				

myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I feel better about where my food comes from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. 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 following statements.

Because I work in {this garden}...

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
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 neighborhood	<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 neighborhood	<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}...

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
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 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 without violence and fighting.....	<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

OVER {if double-sided}

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. Are you ... ☐ Male ☐ Female

15. What is your age?

- | | | | |
|--|-----------------------------------|--|-----------------------------------|
| <input type="checkbox"/> 12 years or younger | <input type="checkbox"/> 13 years | <input type="checkbox"/> 14 years | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 16 years | <input type="checkbox"/> 17 years | <input type="checkbox"/> 18 years or older | |

16. What is your home postal code? _____

Thank you!

Appendix Q: Important Links and Resources

- **New Brunswick Food Security Action Network (NBFSAN)**
The mission of the NBFSAN is to provide leadership in the advancement of food security in New Brunswick. For resources and information on programs, partners, and events in New Brunswick: www.nbfoodsecurity.ca. Email: coordinator@nbfsan-rasanb, Tel. (506) 457-8577
- **For a list of community garden groups in New Brunswick:**
<http://www.nbfoodsecurity.ca/community-gardens-2/> (**Note:** Marysville Community Garden is not included on this list. New Brunswick Community Harvest Gardens (NBCHG) runs both the Marysville Community Garden and the St. Mary's Community Garden.)
- **Community Inclusion Networks:** The 12 Community Inclusion Networks develop local overtory reduction plans and work together to deliver programming tailored to local needs. The financial resources and support is being provided to the networks by the Economic and Social Inclusion Corporation. In many regions in New Brunswick, regional food security networks have emerged as part of these poverty reduction plans. For more information, contact your region's Community Inclusion Network coordinator. To find the Community Inclusion Network coordinator in your region: http://www2.gnb.ca/content/gnb/en/departments/esic/community_inclusionnetwork.html
- **The Healthy Eating & Physical Activity Coalition (HEPAC):** HEPAC is a network of organizations and individuals working together to promote healthy active lifestyles for the people of New Brunswick. HEPAC is committed to working collaboratively to support the creation of environments in N.B. that promote healthy eating and physical activity. Through the support of local wellness networks, HEPAC will help to strengthen the ability of New Brunswickers to impact the wellness levels in their own communities through learning and networking opportunities, knowledge exchange, and access to resources: <http://hepac.ca/networks/>
- **Department of Social Development (Wellness):** The mandate of the Wellness Branch is to improve population health through a provincial Wellness Strategy which includes increasing physical activity, promoting healthy eating, promoting mental fitness and resilience and promoting tobacco-free living. The Branch's role is to provide effective leadership and direction, meaningful support, target monitoring, and, where appropriate, strategic intervention in partnership with provincial, regional and local organizations. The Branch also develops strategic partnerships with other provincial and federal governments and agencies to ensure wellness initiatives are strategically aligned with other efforts.

There are key activities related to five strategic directions, both within specific settings (school, community, home and workplace) and across all settings. The strategic direc-

tions are: Partnership and collaboration; Community development; Promotion of healthy lifestyles; Healthy policies; and Surveillance / evaluation / research.
www.gnb.ca/wellness

- **Regional Dietitians:** Most areas of the province have dietitians working at local grocery stores, community health centres, in private practice and/or in public health, and may assist you with your initiative.
 - **New Brunswick Association of Dietitians:** <http://www.adnb-nbad.com/>
 - **Dietitians of Canada's** "Find a Member" database:
<http://www.dietitians.ca/Dietitians-Views/Health-Care-System/Public-Health.aspx>
 - **HEPAC's list of regional dietitians in NB:** info@hepac-csaap.ca
- **Food Secure Canada** is a pan-Canadian alliance of organizations and individuals working together to advance food security and food sovereignty.
<http://foodsecurecanada.org>
- **Evaluating Outcomes of Community Food Actions: a Guide:** The purpose of this Guide is to provide people involved in Community Food Actions with practical tools, resources, and strategies to evaluate outcomes. More specifically, this Guide is focused on Community Food Actions that are aiming to reduce barriers to food access (either through policy and systems change work and/or through addressing the needs of individuals). As such, it will have relevance to those who want to evaluate the extent to which their Community Food Action is increasing the affordability, availability, access to, and consumption of nutritious food in their communities. <http://www.cdpac.ca/content.php?doc=257>
- **Family Resource Centres** provide a variety of community-based activities and resources for children and families: <http://www.frc-crf.com>
- **Family and Youth Capital Assistance Program** provides funding for eligible capital costs of projects in support of youth and family related activities, that, without such support, would otherwise not proceed.
http://www2.gnb.ca/content/gnb/en/services/services_renderer.16596.Family_and_Youth_Capital_Assistance_Program.html

Agriculture Groups and Organizations

- **Atlantic Canadian Organic Regional Network:** An resource for all things organic within the country and the Atlantic region. This website provides access to books, course opportunities, news of conferences, and perspective on food and agriculture throughout Atlantic Canada and elsewhere.
<http://www.acornorganic.org/>

- **Agricultural and Agri-Food Canada:** Agriculture and Agri-Food Canada provides leadership in the growth and development of a competitive, innovative and sustainable Canadian agriculture and agri-food sector.
<http://www.agr.gc.ca>
- **Agriculture, Aquaculture & Fisheries New Brunswick:** This government department exists to develop and implement a total development approach for the food production and value-added sectors aimed at improving economic competitiveness and sustainable development of the food sector and related industries.
<http://www2.gnb.ca/content/gnb/en/departments/10.html>
- **Agricultural Alliance of New Brunswick (AANB):** The mission of the AANB is to promote a sustainable and prosperous agriculture industry.
www.fermenbfarm.ca
- **National Farmer's Union in New Brunswick:** The National Farmers Union in New Brunswick promotes policies that aim to revitalize agriculture in New Brunswick by strengthening family farms.
<http://nfunb.org>

Botanical Garden and Horticultural Groups and Organizations:

- **New Brunswick Community Harvest Gardens (NBCHG):** NBCHG operates several community gardens in the Fredericton area. In addition to offering regular workshops on soil health, gardening techniques and food preservation, the NBCHG website contains various useful online workshops and other resources on gardening.
www.nbchg.org/
- **Atlantic Canada Masters Gardeners Association:**
<http://www.atlanticmastergardeners.ca/html/links.html>
- **Canadian Gardening Magazine:**
<http://www.canadiangardening.com>
- **Fredericton Botanical Garden:**
<http://www.frederictonbotanicgarden.com/resources.php#acgardens>
- **MUN Botanical Garden:**
www.mun.ca/botgarden
- **NB Horticultural Producers Council:**
<http://www.hortcouncil.ca/membership/member-organizations.aspx>
- **Westmorland Horticultural Society:**
www.whsociety.ca/

Soil Test Labs:

- **Soil Analysis (Agriculture, Aquaculture and Fisheries):**
<http://www2.gnb.ca/content/dam/gnb/Departments/10/pdf/Agriculture/SoilSampling.pdf>

Appendix R: Other Resources

Community Gardens

American Community Gardening Association, www.communitygarden.org, Accessed Sept. 12, 2015.

One of the most comprehensive community gardening resources available on the internet. It is the North American website resource for community gardening.

Barbolet, H., (2009). **Dig it! A practical Toolkit: How local governments can support community gardens**, Co-published by Ministry of Community Development and Union of British Columbia Municipalities.

An excellent resource that approaches community gardens from a public policy perspective and how community garden groups can work productively with their local municipality.

Berman, L. (1997). **How Does Our Garden Grow? A Guide to Community Gardening Success**, FoodShare Metro Toronto. <http://www.foodshare.net/how-does-our-garden-grow>, Accessed Sept. 12, 2015.

This document is available by order on the Toronto Foodshare website and contains a multitude of information for those setting up community gardens. It is a comprehensive manual designed specifically for the Toronto context but is also useful for Newfoundland and Labrador.

Boston Urban Gardeners. (1982). **Handbook of Community Gardening**, edited by Susan Naimark, New York: Charles Scribner's Sons.

Information and illustrations describing everything from setting up a community garden from a human and land perspective to incorporating the garden group. Slightly less suitable for Newfoundland and Labrador as this is based on the U.S. context but still a hearty handbook.

City Farmer. **Community Gardens and Urban Farms**,
<http://www.cityfarmer.org/communitygarden7.html>, Accessed Sept. 12, 2015.

Canada's urban food production website. It offers links to an extensive community gardening resource base. It also lists a number of existing community gardening projects and information sources from across Canada and around the world.

Community Action Coalition of South Central Wisconsin, **Community Garden Organizer's Handbook**, http://www.cacscw.org/garden_handbook.php, Accessed Sept. 12, 2015.

An excellent resource for documents and forms related to community garden management and coordination.

McKelvey, Bill, (2009). **Community Gardening Toolkit, University of Missouri Extension Publication MP906**, University of Missouri, <http://extension.missouri.edu/p/MP906>, Accessed Sept. 12, 2015.

A great guide to community gardening meant for gardeners, garden organizers, and agency professionals who want to start a new community garden, enhance an existing garden or assist community members with starting and managing their own community garden.

Organic Gardening

ACORN (Atlantic Canadian Organic Regional Network), <http://www.acornorganic.org/organicpath/resources/>, Accessed April 23, 2010.

An excellent resource for all things organic within the country and the Atlantic region. This website provides access to books, course opportunities, news of conferences, and perspective on food and agriculture throughout Atlantic Canada and elsewhere.

Canadian Organic Growers. **Organic Field Crop Handbook (2nd edition)**, http://www.cog.ca/shop/index.php?main_page=product_info&cPath=1&products_id=189, Accessed Sept. 12, 2015.

Although the book mainly aims to help organic farmers or those who wish to convert to organic, it is rich in growing methods, pest control, soil fertility, crop management, mulching, composting and disease management transferrable to the garden scale.

Coleman, E. (1999). **Four-Season Harvest, Organic Vegetables from Your Home Garden All Year Long**. White River, VT: Chelsea Green Publications Co.

This book discusses every aspect of small scale food production throughout the year. It goes further by showing how to grow nutritious crops in seasonal conditions that are otherwise challenging.

Soil Fertility

ACORN, **Directory of Allowable Organic Inputs**, <http://www.acornorganic.org/acorn/index.html>, Accessed Sept. 12, 2015.

This is a new directory for allowable inputs under the new Canadian Organic Regulations, and is an important resource for anyone who wants to grow organically. It contains valuable information on acceptable pest and disease control methods that avoid the use of synthetic chemicals.

Atlantic Soils Need Lime – Department of Natural Resources, NL, http://www.mosherlimestone.com/atlantic_soils_lime.pdf, Accessed Sept. 12, 2015.

A useful document to explain the relationship between pH and fertility. It also discusses how to amend acidic soil (low pH) using lime.

Soil Fertility Guide – Department of Natural Resources, NL

http://www.faa.gov.nl.ca/publications/pdf/fert_guide.pdf, Accessed Sept. 12, 2015.

This is a link to a down-loadable soil fertility resource for the Atlantic Provinces. It is from the Department of Natural Resources and contains some useful information that can also be used when growing with organic methods.

Adult Learning

Advanced Education, Employment, and Labour Ministry, Government of Saskatchewan. (2007). ***Adult Education Principles***. Accessed Sept. 2015.

<http://www.aeel.gov.sk.ca/evergreen/communications/part1/portion02.shtml>

Provides a concise overview of adult education learning principles.