

10 YEARS

Edible
Playgrounds

by Trees for Cities

100 EDIBLE PLAYGROUNDS THE JOURNEY SO FAR

2,700

TEACHERS

68,000

PUPILS (AGED 4-18)



12

TOWNS
AND CITIES



MATHS



SCIENCE



ART

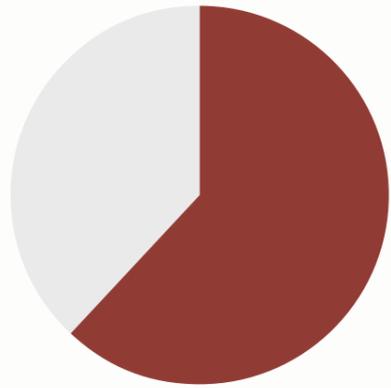


ENGLISH

4.

SUBJECTS
TAUGHT MOST
OFTEN IN EDIBLE
PLAYGROUNDS

MENTAL HEALTH AND WELLBEING



62%

of Edible Playground schools said that the Edible Playground helped their work with children with special educational needs or challenging behaviour.

“IT HAS GIVEN MANY CHILDREN OPPORTUNITIES TO FULLY TAKE PART WITH THEIR CLASS WHICH THEY SOMETIMES ARE UNABLE TO DO”



“EXCELLENT THERAPY FOR A FEW CHILDREN WITH SIGNIFICANT BEHAVIOURAL DIFFICULTIES”

**TRACEY LANGRIDGE
HEADTEACHER, ROCKMOUNT
PRIMARY SCHOOL**

“One thing we noticed was the impact that spending time in the garden had on our more challenging children. Timetabling them an extra slot in the garden and giving them time out with nature really had a massive impact on behaviour and making them calmer.

Once we noticed the impact it had on wellbeing, we enrolled on the Wellbeing Award programme and a big part of that was our work on food growing. It all came from the work we started with the Edible Playground as a whole school project on mental health. I believe it could not have happened without the garden as it's so instrumental in getting everyone involved.

It's still a very important part of our whole curriculum. The parents got very involved and it became a whole school community project and it became an important part of our learning, lunchtime and after school.

Children are much more adventurous in their food choices now. It's important to really communicate it beforehand, making sure the school community, parents and governors are informed. We decided to put the Edible Playground on our curriculum map so that every member of staff had to do it (it was part of monitoring). This allowed us to ensure our children had classes in it regularly.

Once you have the passion in the children, the teachers can't say no. To make it work, communication and integration are essential. “

Benefits of outdoor play and learning contribute to happy, healthy childhoods (Defra 2017). Regular access to nature through outdoor learning in schools enables children to develop their understanding and capacity to deal with the world around them. (Malone and Waite 2016)

86%

of survey respondents said their Edible Playground had moderate to significant positive effect on pupils' moods, self-esteem and mental health.



PHYSICAL HEALTH AND FITNESS

82%

of schools said that the Edible Playground had a moderate to significant effect on pupils' physical health.

91%

of schools said that the Edible Playground had a moderate to significant effect on pupils' knowledge of food and nutrition.

“THE EDIBLE PLAYGROUND IS THE BEST THING THE SCHOOL HAS EVER DONE. IT HAS ENHANCED THE LEARNING EXPERIENCES OF PUPILS AT HITHERFIELD AND, ONCE THEY'VE SEEN IT GROW, THE CHILDREN DO EAT MORE HEALTHY FOOD. IT REALLY DOES WORK”

**- CHRIS ASHLEY-JONES, HEADTEACHER,
HITHERFIELD PRIMARY SCHOOL**

1/3

of all children leaving primary school in England are overweight or obese (Public Health England, 2016).

Schools are in a unique position to provide valuable outdoor experiences for urban children, especially in areas of high deprivation where many children lack outdoor spaces at home. (Natural England 2013)

ENVIRONMENTAL IMPACT

93%

of schools said the Edible Playground had a moderate to significant effect on pupils' connection to nature.



Lack of playing, exploring and learning outdoors is increasingly resulting in a 'Nature Deficit Disorder' which is more pronounced in low-income urban areas. (Stephen Moss/National Trust 2012)

HARSHA PATEL
HEADTEACHER, DORMERS
WELLS INFANT SCHOOL

"Edible Playgrounds develops young minds with life skills that support them to be global citizens - the children learn how they have the greatest power to make choices that will transform the whole planet and their own health and wellbeing.

To ensure sustainability, it's important to choose the right person to lead on it. Look at how you are going to run outdoor learning classes in the termly plan and include the Edible Playground.

I chose an outdoor learning champion that is a teacher and support member of staff. We also developed champions from the SLT team, class teachers, TAs, pupils, parent and a governor, creating something the whole school could get behind, with the programme becoming a key part of the School Development Plan.

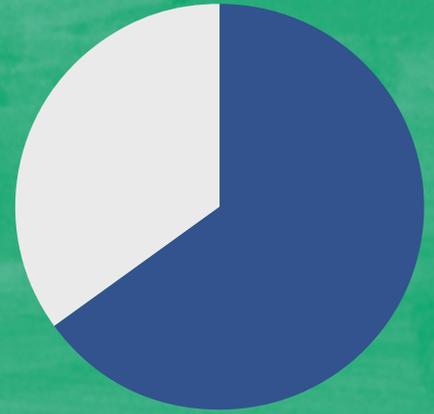
Our Trees for Cities champions report back to governors and enable children to take responsibility for their own patch of the Edible Playground.

The entire growing cycle is part of the whole school diary, meaning everyone is involved. We have a child from each class who is our eco-champion and this child feeds back to the class, making sure that they seed, water and harvest their crops. As a class they decide what they would like to cook with their crop. One class made bhajis and shared them after school with their families."

SUSTAINABILITY

65%

of schools said they are confident in sustaining their Edible Playground for the next 5 years.



BEST PRACTICE:

SCHOOLS WITH MOST EFFECTIVE USE OF THEIR EDIBLE PLAYGROUND

>80%

of schools use their Edible Playground more than twice a term

>50%

of schools embed the use of the Edible Playground into their curriculum

90%

of respondents would recommend their Edible Playground to other schools.

GET IN TOUCH

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