

Silverburn Flax Mill



HE-18-06809 SILVERBURN FLAX MILL - HEART, MIND & SOUL SILVERBURN



AP3 – ACTIVITY PLAN

Final - July 2021

Siân Loftus

SIÂN LOFTUS
HERITAGE CONSULTANT



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Executive summary

'Silverburn has so much to offer and I can't wait to see its potential and be part of it.'

(Lantern Journeys feedback, February 2021)

1. Silverburn Flax Mill: Introduction

Fife Employment Access Trust (FEAT) is mental health charity that delivers a range of services aimed at improving the mental health and wellbeing of people across Fife. The focus of the charity is support and training for people with mental health issues to enter and remain in employment and to challenge attitudes that prevent so many from achieving this.

In 2013 FEAT was identified by Fife Council as their preferred partner to take over the management and regeneration of Silverburn Park, a public park on the outskirts of Leven, which had been in decline since the closure of buildings and activities in the 1990s. A business plan was developed by FEAT in 2014, central to which is the conservation and adaptation of the Silverburn Flax Mill into a visitor centre and community hub.

The building will be restored and adapted as a visitor centre and community hub, providing backpackers' hostel, café and restaurant, meeting and event and activity spaces, artists' studios, office space and interpretation on the heritage of the Mill.

2. Aims for Activities

The aims for the activities, which reflect the overarching vision of the project and the strapline of *Heart, Mind & Soul*, are:

- We will place the local community at the heart of our activities.
- We will actively support and engage with people in the most deprived parts of Levenmouth and especially young people and those people experiencing mental health issues.
- We will celebrate the unique heritage of the Mill and its setting within the Park creatively and collaboratively.

These aims will be realised by meeting the tangible objectives set out in the Action Plan.

3. Target Audiences

Following consultation during the Development Phase this list has been refined and added to. The following key groups have been identified as target audiences for the Flax Mill project activities.

Local people- including people in the disadvantaged communities in and around Levenmouth

Young people- local school pupils (primary and secondary), college students and young people 16-25.

Visitors- including Walkers of the Fife Coastal Path & tourists

Groups that use the park- groups and clubs who use the park regularly, in an informal way

FEAT staff and volunteers- including people with an interest in growing and processing flax, and in sharing their interest with others.

4. Activity themes

The activities are set out under 5 themes, within which are a number of sub-themes. The themes do inevitably overlap, but they provide a structure to the Action Plan and reflect the key areas of interest identified through community consultation over 2020 and into 2021.

- Theme 1- The conservation and adaptation of the Flax Mill
 - Traditional skills- - demonstration and explanation
 - Traditional skills- - training
 - Recording the building project
 - Promoting the project
 - Celebrating project completion
- Theme 2- Flax as a resource: growing and processing flax
 - The story of flax and linen in Leven
 - Traditional craft skills
- Theme 3- Social and industrial heritage of Silverburn Park
- Theme 4- Natural heritage
- Theme 5- Staff and volunteers: training, management and monitoring

5. Indicative costs for the activities

A summary of the activities and costs is given here. Costs are ex inflation and contingency.

Activity	Costs	
Theme 1: The conservation and adaptation of the Flax Mill		
1.1	Hard hat tours	6600
1.2	Annual lecture	340
1.3	Traditional skills taster weekends	7040
1.4	Clay pizza ovens- music festival drop-in sessions	6200
1.5	Trainee placements	10100
1.6	Clay pizza ovens- youth train-the-trainer weeks	8640
1.7	Building Detectives (primary & level 3 secondary schools)	6530
1.8	Social portraiture	600
1.9	Social portraiture- Doors Open Days exhibitions	495
1.10	Mill & Park images today (photography)	240
1.11	Presentations to Head Teachers and annual teacher tours	300
1.12	Develop & support Park User Group (for groups using park)	400
1.13	Participation in Doors Open Days	400
1.14	Lantern Journeys 2026 (the journey from 2020-26)	2500
1.15	Official opening weekend celebrations	2200
1.16	Soundscapes of Silverburn (performance)	3100
Theme 2: Flax as a resource: growing and processing flax		
2.1	Flax & flax history in-school workshops	2820
2.2	Flax Group community outreach talks	800
2.3	Flax Group development, training and support	15750
2.4	Flax workshops- group and drop in-sessions	15330
2.5	Flax workshops- FEAT clients	24328
2.6	Flax residential course	0
2.7	Craft & woodcraft taster sessions	7160
2.8	Mini-builders drop-in sessions	0
Theme 3: Social & industrial heritage of Silverburn Park		
3.1	Oral history	7975
3.2	Community research group	7425
3.3	Soundscape Silverburn workshops	12500
Theme 4- Natural heritage		
4.1	Natural Silverburn- trail leaflet	1600
4.2	Wee Natural Silverburn leaflets	11200
4.3	Natural Silverburn guided walks	0
Theme 5: Staff & volunteers: training, management & monitoring		
5.1	Service delivery training	5000
5.2	Management training	2000
5.3	Activities management- Flax Mill Activities Co-ordinator	120000
5.4	Flax Mill Activities Co-ordinator training, study visits & CPD	800
5.5	Post completion FTE Activity Officer training and handover	0
5.6	Flax Group transition to Flax Workshop	0
Sub-total costs		290373
Sums allowed for in main contract		12000
Total activities cost (ex. VAT)		296662
VAT		30014.60
Total activities cost (inc. VAT)		308387.6

1. Context and Introduction

1.1 FEAT and the Silverburn Flax Mill project: context and aims

Fife Employment Access Trust (FEAT) is mental health charity that delivers a range of services aimed at improving the mental health and wellbeing of people across Fife. The focus of the charity is support and training for people with mental health issues to enter and remain in employment and to challenge attitudes that prevent so many from achieving this.

In 2013 FEAT was identified by Fife Council as their preferred partner to take over the management and regeneration of Silverburn Park, a public park on the outskirts of Leven, which had been in decline since the closure of buildings and activities in the 1990s. A business plan was developed by FEAT in 2014, central to which is the conservation and adaptation of the Silverburn Flax Mill into a visitor centre and community hub.

To manage the Park FEAT formed a wholly owned subsidiary, FEAT Trading Community Interest Company (FEAT Trading CIC). Its activity is focussed exclusively on Silverburn Park, with the aim 'to develop Silverburn as a place of quiet enjoyment, supporting the health and wellbeing of the community, and respecting the habitat and biodiversity of the environment.'

Silverburn Flax Mill

The Silverburn Flax Mill projects sits at the heart of the Park's redevelopment.

The building will be restored and adapted as a visitor centre and community hub, providing backpackers' hostel, café and restaurant, meeting and event and activity spaces, artists' studios, office space and interpretation on the heritage of the Mill.

The development of the Silverburn Flax Mill project is being undertaken in collaboration between FEAT and Fife Council. With funding from the National Lottery Heritage Fund, Fife Council, the Architectural Heritage Fund and the William Grant Foundation the Development Phase of the project commenced in September 2019, with a NLHF Stage Two bid programmed for March 2021. At the time of writing restrictions resulting from the covid-19 pandemic were still in place and the full impact of these measures on the project programme remain to be seen. FEAT is acutely aware of the impact that the pandemic has and will continue to have on the community, specifically on mental health and wellbeing, and the potential that the project has to support the community through the recovery phase.

1.2 The need for an Activity Plan

The core purpose of FEAT is to deliver activities that change people's lives for the better. In taking on the management of the wider Silverburn Park FEAT has been able to develop their core work to reflect the opportunities and challenges of the setting, using the natural woodland as a base for employment training for a range of people. The development of the Flax Mill site offers FEAT the opportunity to extend their approach to a wider audience, through heritage.

FEAT's record in delivering activities that support well-being is very strong and has resulted in local, regional, national and even inter-national recognition. But if they are to successfully

extend their reach to new audiences, through heritage, then FEAT must take a structured approach, built on evidence.

Under the conditions of the NLHF Heritage Enterprise grant FEAT are required to produce an Activity Statement. A draft Activity Statement was produced as part of the Stage 1 submission, with a costed action plan. In light of the changes to the NLHF framework which occurred post grant application for Silverburn, and in recognising the enormous potential of the Silverburn Flax Mill project, it was decided in early 2020 that a full Activity Plan would be produced for the project.

1.3 The purpose of the Plan

The purpose of the Activity Plan is to set out the process by which FEAT, working collaboratively with the project stakeholders and the local community, has developed the project activities from the Draft Activity Statement to a detailed Plan. It provides a clear and costed Action Plan for the project activities, compliments the Interpretation Plan and the design scheme and feeds into the business plan.

In developing the Plan, FEAT has take cognisance of changes since that have occurred post Stage 1 submission. These changes include the unprecedented challenges of the global pandemic, which have changed not only the project programme but also the community, in ways that ways we won't fully understand for a long time to come. This necessitates additional flexibility in the Plan.

The Plan has been produced in close consultation with the project team and stakeholders, including the local community, schools and groups. People from the existing Park users, and potential and target audiences have been actively involved through forums in the co-design of activities, and their continued involvement in refining activities and responding to change through the delivery phase is included in the Plan.

1.4 Plan structure

The Activity Plan is set out in eight parts.

- 1 Introduces the Silverburn Flax Mill project and the concept of an Activity Plan
- 2 Describes the site, the community and the heritage that are the focus of the project
- 3 Asses the audiences- existing, potential and target
- 4 & 5 Explain the challenges that may impact on the development of activities.
- 6 Reviews the activity aims pre-development phase and the pilot activities as delivered in the development phase
- 7 Reviews changes to the Plan since R1 and sets out the revised project aims and activity themes
- 8 Sets out the proposed activities in the Action Plan and how they will be evaluated

2. Site Details and Context

2.1 Location and surrounding community

Silverburn Flax Mill is set within the wider context of Silverburn Park. The 27 acre public Park is on the coast between the towns of Leven and Lundin Links, and separated from these settlements by three golf courses: Scoonie, Leven Links and Lundin Golf Club. The nearest residential areas are less than half a mile away, being Scoonie and new developments along the Cupar Road to the west. To the east is Lundin Links.

Population

The population of the Levenmouth area (taking in Leven, Methil, Buckhaven and other settlements) is 37,288. Of this, approximately 2,500 people live within comfortable walking distance of the Mill (given to be 1mile, or on average 20mins walking time), of which over 2,100 are on the west (Leven) side of the Park. The 1 mile radius takes in the settlements on the north eastern side of Leven and the western half of Lundin Links.¹

Within a 2 miles radius (40min walking distance) there is a population of approximately 7,500 people, of which over 7,300 are on the west (Leven) side of the Park.² A 5 mile radius (comfortable recreational cycle distance) takes in the Levenmouth area, Upper Largo and smaller settlements inland.

Access

Silverburn Park is accessible walkers, cyclists, horse riders along the following paths.

- Leven/Silverburn- a path that takes a route between Leven Links golf course and Scoonie golf course, entering the Park at the pond/avenue end.
- Leven or Lundin Links/Silverburn- via the Fife Coastal Path then a path between Leven Links and Lundin golf courses, entering Silverburn at the eastern edge of the Park near the allotments.
- Lundin Links/Silverburn- via a path through Lundin golf course and entering Silverburn at the eastern edge of the Park near the allotments.
- Leven/Lundin Links- along the A915.

The Silverburn Flax Mill can be accessed by road from the A915. There is car parking available within the Park, adjacent the Mill and allotments.

The Park is served by two bus services, on the Leven to St Andrew's route. There is a bus stop near the vehicle entrance. The services operate hourly during the day, weekdays and weekends. Leven is connected to other towns in Fife via a bus network.

There is currently no train service to Leven, the last passenger trains ending in 1969. Following a long campaign a plan to link Levenmouth with the Fife Circle line has been approved and should be operational by 2024. This would link Leven with services to south

¹ SIMD 2020 Datazones S01009639, S01009640. S01009650 and parts of S01009652 and S01009642

² SIMD 2020 Datazones per the 1 mile radius plus S01009641, S01009645, S01009646, S01009647, S01009648, S01009649 and parts of S01009652.

west routes in Fife, to Edinburgh (70-75 mins) and Dundee. The location of the new train station in Leven was undecided at the time of writing, but with no plans to reinstate the Leven to Lundin Links line visiting Silverburn via rail would require an additional bus or cycle/pedestrian journey from Leven. It is currently possible to connect from train services via St Andrews and the above-mentioned bus routes.

2.2 FEAT

Fife Employment Access Trust (FEAT) is mental health charity that delivers a range of services aimed at improving the mental health and wellbeing of people across Fife. FEAT changes people's lives, by offering training and support to people with complex, severe and enduring mental health conditions, to help them to find or retain employment. Their award-winning programmes are showcased as examples of best practice by Fife Council, and the intervention model they have pioneered has been replicated as far away as Australia.

At Silverburn Park FEAT is developing its core work to reflect the opportunities and challenges of the setting, using the natural woodland environment as a base for employment training for a range of people, including those in recovery from substance misuse as well as mental health service users.

FEAT have set out their vision for the development and management of Park in *Heart, Mind & Soul : Silverburn. Business Plan 2020-25* (March 2020).

The Vision- Silverburn Park will be a place of quiet enjoyment for the public, which conserves the cultural values of the landscape and buildings, supports the health and wellbeing of the community, and enhances the habitats and biodiversity of the environment.

That vision is encapsulated in the strapline *Heart, Mind & Soul, Silverburn*.

Heart- reflects the great affection that local adults have for the Park, having visited before the closure of the farm and other facilities in 2002.

Mind- reflects the main purpose of FEAT, which is to help those with mental health issues back into work by delivering training and support.

Soul- reflects the need to reinvigorate the Park after year of neglect, so that it once again meets the intent of the Conservation Agreement under which it was gifted: that Silverburn Park 'should remain forever as a quiet area used for the benefit of the public in general, and the people of Leven in particular, for nature trails, quiet parkland, and organised camping'.

The Silverburn Flax Mill projects sits central to this vision. The conserved and adapted building will provide a hub for both FEAT clients and the local community and Park visitors. FEAT will extend its approach through engaging a wider range of people in activities which develop their skills, abilities and interests, using heritage as a means to do so.

2.3 Site description

Silverburn Flax Mill is a predominantly a single storey building, with one 2-storey wing. It takes the form of a T shape plan, with the main elevations running the length of an avenue formed by the Mill and the cottages and walled garden opposite. This avenue leads to a pond. The building is of red brick construction with segmental recessed arches and round

headed openings. Quoins are of sandstone ashlar. Roofs are corrugated. To the rear of the Mill buildings are a series of open-fronted lean-to structures built against the boundary wall, and within the enclosed courtyard is an open-sided cart shed.

Internally the buildings have been little altered since original construction, though the Mill machinery has been removed. There has been the addition of internal walls in some spaces. Proposals in the twentieth century to adapt the West Wing into a dwelling were never realised. It houses instead a laundry and squash court.

The Mill sits on the coastal edge of Silverburn Park, a short distance from the former railway line, onto which there was a siding serving the Mill. It is separated from the main planting of the Park woodland by the aforementioned walled garden and cottages. The Mill is Category B listed.

Within the Park there are a number of other buildings. There are: the derelict and boarded Corriemar, a 2-story house from about 1860, which is in the woodland behind the pond (Category C listed); and the site of Silverburn House which was destroyed by fire in 2018 (Category C listed). The aforementioned cottages are single storey of brick construction, with pantile roofs. They are located opposite the main elevation of the Mill, by the walled garden, and were built as cottages for the Mill workers³. They are category C listed.

The Park itself is a designed landscape, the existing planting predominantly dating from the late nineteenth and early twentieth centuries. It comprises mixed woodland, open grassland/meadows and the walled garden. There are community allotments in the most eastern corner, along with a public carpark which is accessed from the public road by the main drive.

2.4 Historical context

Silverburn Flax Mill is believed to have been built in 1856⁴, by David Russell (Snr). He is described as both 'building' and 'rebuilding'⁵ Silverburn, though there is no evidence to suggest that previous to 1854 (the date of the feu to Arthur Russell, brother of David) there were any buildings on the Mill site. The 'rebuild' reference may refer to the wider polices (or Silverburn House), with the first edition Ordnance Survey mapping indicating a very modest building on the what would become the site of Silverburn House.⁶

The Mill was built for the retting and scutching of flax though it is known to have operated (as a flax mill) for between 15-16 years in total, over two periods up to the late 1880s. In addition it was briefly brought back into use as a mill at the time of the First World War. It is also known to have been let to a spinning company for a period of 1-2 years at the very end of the nineteenth century.

Through the twentieth century the building served as accommodation for troops in the First and Second World Wars. The last permanent use of the Mill building was as a mini-farm operated by the local authority. It closed in 2002. Since then the Mill buildings have been

³ 1861 Census records the families of flax workers and a stoker residing in the cottage. 1871 a flax scutching overseer and a flax labourer.

⁴ Fred Hamond, *Silverburn Flax Mill, Level, Fife. Part 1: Historical Review* (March 2021)

⁵ In Kettlebey's 1967 history of Tullis Russell (commissioned and published by the firm) he refers to Silverburn as being 'rebuilt' by David Russell.

⁷ Amber Ward, *Flax, Fighters, and Friendship: Working Life at Silverburn Estate, c. 1880-1945* (2019)

closed to visitors and have served as storage for some of the Local Authority's collection of agricultural tools and machinery.

In 1973 the Russell family (through the Tullis Russell company, then still family owned) gifted Silverburn Park and all the buildings to the local community, through the Leven Town Council. The terms of the gift stated that the "subjects should remain forever as a quiet area used for the benefit of the public in general and the people of Leven in particular for nature trails, quiet parkland and organised camping". To protect the Silverburn from development or change that might compromise the terms of the gift the Russell family entered into a Conservation Agreement with The National Trust for Scotland.

2.5 Heritage context

The following statements summarise the key aspects of architectural, industrial, cultural, social and natural significance of Silverburn Flax Mill. They are supplemented with more detailed observations in the Appendices.

The Silverburn Flax Mill building is important as a rare survivor of a Fife flax mill. Fife was the heartland of Scotland's flax industry through the 17th-19th centuries and at the time that Silverburn Flax Mill was built it is estimated that half the households in Levenmouth had someone involved in the industry.⁸

Silverburn Park and Flax Mill are of local social significance for their associations with the Russell family, who were major employers in the area. The Tullis Russell papermills were not only a large employer in the area over a number of generations but Sir David Russell's enlightened approach to employee relations, and specifically to health and wellbeing, endeared him to the employees of the firm.

This ethos was also reflected in the use of the Silverburn Park both during and following their period ownership.

Silverburn Park is a designed landscape of mixed woodland, walled garden, open meadows and a pond (possibly associated with the Flax Mill). What survives today is largely the work of Sir David Russell.

The gifting of the Park to the community, as a place of tranquillity, reflects the pleasure that Sir David took from nature, and his personal experience of mental health issues and recovery.

Silverburn Park is locally important for the open approach the Russell family took to welcoming people into the Park both during their occupation of the property and following the death of the last permanent resident of Silverburn House.

⁸ Samuel Lewis, Topographical Dictionary of Scotland, London, S Lewis & Co. (1846) Vol. II, p 175

The management of the Park by FEAT, a mental health charity working to support wellbeing, is an important continuum of both the ethos of the Russell family pre 1973 and the terms of their 1973 gift to the people of Leven.

Silverburn Flax Mill is important for the role it has played during the two World Wars, providing accommodation and flax production during the First World War and as a base for Polish Paratroopers during the Second World War.

With a lot of Polish soldiers choosing not to return to Poland after it was occupied by the Soviet Union, many settled in the area and a strong Polish community remains to this day.

2.6 Community context

Economic

The Levenmouth area is made up of the towns of Leven, Buckhaven and Methil, along with a number of smaller settlements. The Levenmouth Area Local Strategic Assessment 2018 notes that the area, with a population of 37,288 (10% of Fife's population), is the most deprived area in Fife (based on SIMD 2016 data). SIMD 2016 data revealed that 23 of 51 datazones in the area are in the 20% most deprived for Scotland. This was an increase on the SIMD 2012 data, a declining trend that is picked up in the most recent SIMD 2020 data, where an additional 4 datazones (in Methil and Buckhaven) have moved into the 20% most deprived. Three datazones (in Scoonie, Methil and Kennoway) moved into the 5% most deprived over the same period. By contrast Lower Largo, including Lundin Links do not have any datazones (2016-2020) in the 20% most deprived.

Headline data in the Levenmouth Area Local Strategic Assessment 2018 (SIMD 2016 data) include 19.0% of the population income deprived (against 12.4% for Fife) and 17.1% of the working age population employment deprived (against 11.0% for Fife). 26.9% of children were living in poverty. 31.3% of households did not have a car or vehicle.

Using the national Place Making Standard tool the same document reports a generally improving picture between surveys in 2016 and 2018. Natural spaces and facilities & amenities are identified as needing the least improvement in the Levenmouth area in 2018 (a small improvement of 2016) while public transport was identified as needing most improvement.

Economically the Levenmouth areas was forecast, over 2018-2020, to continue to suffer from long-term socio-economic issues that limit their economic growth and in tackling inequalities in opportunity and employment. At the time of writing, covid-19 restrictions remain in place and the medium to long-term impact of the pandemic is unknown. However early evidence points to there being disproportional impact of areas of deprivation, both societal and economic. The potential impact of the later is set out starkly in the supporting evidence of the Scottish Government's *Coronavirus (COVID-19): framework for decision making*- 'The damaging effect [of the economic harm of covid-19] on poverty and inequality may be profound.'

Education

Levenmouth Academy in Buckhaven is a six-year secondary school serving the Levenmouth area. It was opened to pupils in 2016, merging the former Buckhaven and Kirkland High Schools. It has an enrolment of 1750 pupils. The catchment area for Levenmouth Academy comprises 15 local authority schools and nurseries. Also within easy reach of Silverburn Park are schools from the catchment zone for Waid Academy, being Lundin Mill Primary School and Kirkton of Largo Primary School.

Every primary school within the Levenmouth Academy catchment receives payments from the Scottish Government through the Pupil Equity Fund (PEF). PEF is funding allocated directly to schools to help close the poverty related attainment gap. It is spent at the discretion of the Head Teachers, working in partnership with each other and the local authority. The total PEF for the Levenmouth catchment in 2019-2020 is £1,140,480. Payments to individual schools and communities range from £27,600 to £221,400. The total allocation for the schools in 2020-21 is £1,141,905.

2.7 Current activities

Silverburn Park

There are currently no public activities in or relating to the Flax Mill building or ancillary structures. Visitors can freely access the Pond area, though until Spring 2021 the state of the Pond has severely limited activities such as pond dipping or wildlife watching.

Within the Park FEAT, either solely or in partnership with other organisations and agencies, have delivered a broad programme of public activities over the past couple of years, which include: annual Winter and Music festivals, Craft Fair, craft workshops, story-telling, yoga, walking/fund raising events, scavenger hunts, animal days and guided tours. A full list is contained in the Appendices. They have also developed a number of facilities that enable public activities, including gardening allotments, a sensory garden, a café and tearoom, cycle hire and the camping site.

The wider Park provides a venue for informal activities which include walking, cycling, running, horse riding, nature watching, geocaching, nursery and school visits and access to the Coastal Path.

Aiding FEAT to support these activities (formal and informal) is the Friends of Silverburn Park group and other Park volunteers, which offer people the opportunity to engage in activities such as gardening, bee keeping, event organising and engaging with other visitors.

FEAT also utilise the park for employability programmes. *Grow your Mind* is a self-management, personal development and employability programme for people with severe mental health conditions. The programme has been adapted from an indoor version “Employ your Mind” which has been running since 2012. *Grow your Mind* was piloted in 2018 with adults from psychiatric hospitals in Fife and since 2020 has been running as a refreshed pilot for veterans with mental health conditions. The veterans pilot programme is as a precursor to wider delivery across FEAT’s core client group.

FEAT has also taken part in the Our Bright Future⁹ initiative providing self-management, personal development and employability programmes to young people from local secondary

⁹ Our Bright Future is a UK wide partnership led by The Wildlife Trusts and funded by the National Lottery Community Fund.

schools who have disengaged from education, often due to mental health issues. This has been running for since 2017 with a couple of different groups of pupils each year.

Local outdoor activities and parks

Levenmouth has a number of public or community parks and outdoor spaces where people can engage in exercise and enjoyment of the natural heritage. These can be broadly divided into urban greenspaces (inc. play parks) and natural woodland. Leven Beach is included here, as a key outdoor attraction to both local people and visitors. These include:

- Letham Glen- a public park in the Scoonie area of Leven, along the Scoonie Burn, with a formal garden, woodland walks, play park, fitness area, craft hut. There is dedicated parking and limited interpretation.
- Festival Gardens, Leven- A small historic formal garden to the west of the promenade in the heart of the residential area of Leven, the Festival Gardens forms an important civic space in the town.
- Leven Beach and Coastal Path- Leven Beach is easily accessed from the town via the Promenade. The Fife Coastal Path follows the beach as it extends to the north for around 2.5 miles to the mouth of the Kiel Burn. There is access to Silverburn park from the Fife Coastal Path.
- Massney Braes, Lundin Links- an area of open greenspace adjacent the beach. There are limited facilities, including seating and swings.
- Starkies Wood- Buckhaven. – A patch of mature woodland, with paths, benches, a wildflower meadow and orchard.
- College Street Greenspace, Buckhaven- a greenspace in the centre of Buckhaven with flower beds, seating and a play area. The space includes some interpretation panels on the history of Buckhaven. CLEAR Buckhaven (Community-Led Environmental Action for Regeneration) have created a mural on one wall within the space.
- Toll Park, Buckhaven- a park in the centre of Buckhaven, with open space, playpark and skateboard ramps.

Slightly further from Silverburn, in the nearby towns of Kennoway and Largo are-

- Den, Kennoway- an area of woodland stretching along the Kennoway Burn, predominantly mixed woodland with surfaced paths. There is an area of meadow within the park given to wildflowers. The Den has some interpretation panels in place, relating to both natural and cultural heritage.
- Kiel's Den, Largo- 44.9 acres of ancient broadleaved woodland along the Keil Burn.

Few of these spaces offer formal activities or facilities beyond seating, play equipment and public toilets, fewer still any covered or inside space or guided activities. None has any significant historic buildings or designed landscapes, though Letham Glen does have some older structures including a doocot and an entrance gate of 1925.

Local heritage activities

Within the Levenmouth areas there is a small cluster of heritage attractions, being:

- Methil Heritage Centre (limited opening, Tues-Thurs and Sat pm)
- Buckhaven Museum (in Buckhaven Library, varied hours, Mon, Tues, Thurs & Sat)

- Fife Heritage Railway (open 9 days p/a)
- Standing Stones of Lundin (Scheduled Ancient Monument)

To the south are Wemyss Caves (summer, Sunday only) and MacDuff's Castle (Scheduled Ancient Monument) in East Wemyss.

Despite its rich industrial heritage the Levenmouth area has few visitor heritage attractions.

The coast from Lower Largo south lacks the concentration of attractions that the East Neuk offers, due to the more industrialised nature of industry in Levenmouth and Kirkcaldy and the demands for modernisation. Where the East Neuk fishing villages were abandoned through the early twentieth century (to be restored by the NTS, for whom the Russells were amongst their early supporters) the mills of Leven went through continuous modernisation and repurposing, which often necessitated the destruction of outdated facilities and machinery.

But where the activity offer to visitors is relatively limited for all but the open access Scheduled Ancient Monuments (albeit one is on a golf course fairway), a couple of the attractions do provide opportunities for local people to actively engage in their heritage.

Methil Heritage Centre is a free museum, managed by volunteers. It offers a display on local heritage, toilets, café and shop, and has limited public opening (Tues-Thurs and Saturday afternoon). The Friends of Methil Heritage Centre host class visits from local schools and deliver a programme of workshops, talks, and outreach. They also manage a local studies archive and respond to research enquiries. The bookshop sells books on local heritage and guides for walking tours. The Centre attracts around 3000 visitors a year and local volunteers are engaged in managing the centre and delivering activities.

Fife Heritage Railway (FHR) is a volunteer organisation formed out of the closure in 1992 of the Lochty Private Railway, which had run as a museum and private railway from 1967 on the tracks of a small mineral line. The rolling stock was moved from storage to the new FHR site at Kirkland Yard in Leven in 2003 and opened to visitors in 2008. The FHR is located in central Leven, across the river from the site of the former Leven Mills and adjacent the former site of Durie Mills and Durie Foundry. It is a fitting location for a railway with a rolling stock of locomotives rescued from industrial and military sites. FHR welcomes volunteers with a variety of interests from event planning to engineering. The rolling stock is restored and maintained by the volunteers. They have, with the input of a growing number of volunteers, extended the programme of events for 4 'running days' over the summer, 2 Santa Express days, and a Halloween Special as well as a Steam Fair and the Leven Vintage Vehicle Rally.

3. Audiences for the activities

3.1 Current audiences

There are currently no activities within the Flax Mill site. However the Park is open to visitors and FEAT have a programme of events and activities that it delivers, often in collaboration with local groups or service providers. These events and activities are a combination of public events and closed activities for FEAT clients, such as the workshops and training offered through *Grow your Mind* and *Our Bright Future*. In addition to FEAT client activities, some partners deliver activities within the Park for their own client groups. Phoenix Futures currently uses the Park for their Recovery Through Nature (RTN) programme, delivering a

programme of outdoor working designed to improve health and wellbeing for people recovering from drug and alcohol addiction.

A summary of public activities recently organised or enabled by FEAT at Silverburn Park is contained within the Appendices, as well as a summary of informal group activities that are known to be taking place, including school visits. The later has been developed with new data gathered from a wide range of local groups and clubs known to visit the Park or likely to have an interest in visiting.

At the time of writing some of the organisers of the clubs and groups were furloughed (and had been for a year) and obtaining data on their use of the Park and their views moving forward was not possible. Further consultation with these groups is critical and the development of an 'Informal Users' group (see Action Plan) will put in place a structure to enable this.

3.2 Potential audiences

The following audiences have been identified as potential audiences for the Silverburn Flax Mill activities. Many currently¹⁰ participate in informal activities in the Park, some in the programme of formal activities noted above. These are noted.

Local people

Local people are defined as those people from communities identified as within the Levenmouth area, many of which are identified as disadvantaged communities. While the Levenmouth area includes the less deprived areas of Lundin Links, the largest population base in proximity of Silverburn is the east side of Leven, where there are high levels of deprivation.

Online surveys and people counters installed in the Park were ongoing at the time of writing, but early data and anecdotal evidence is that more very local people are visiting the Park than pre-covid-19 restrictions. It also remains a draw (despite travel restrictions) with many people travelling more than 5 miles to the Park.

Visitors

Visitors are people who travel to the Park from outwith the Levenmouth area. They include walkers enjoying the Park and immediate vicinity and those following the Fife Coastal Trail, as well as tourists interested in the heritage.

FEAT clients

FEAT supports clients with mental health issues. Silverburn Park is used by FEAT as a location for training and workshops, enabling them to expand their activities into a woodland setting. Activities in 2020 have had to be cancelled or postponed, due to covid-19 restrictions, with the first workshops planned for September 2020 (subject to restrictions). The Flax Mill projects offers the opportunity to broaden their reach through engaging people in heritage.

¹⁰ 'Current' use within this context includes audiences visiting the Park during the covid-19 restrictions and those who would visit the Park in normal circumstances but are unable to due to the restrictions.

Schools & Colleges

Some of the local nursery, primary and secondary schools, within the catchment area of Levenmouth Academy and including the primary schools in Lundin Links and Lower Largo (Wade Academy catchment), currently visit the Park on either an informal basis or to participate in an activity with FEAT.

Consultation with the Head Teachers has revealed that the most frequent visits are by nursery groups (the only groups to report be coming at least once a term), making informal use of the woodland and natural heritage. Primary groups were likely to have visited less often, with 25% of respondents reporting that they used the park very irregularly. One Head Teacher noted the contrast between current use by local schools and frequency a generation ago, when the mini-farm was open. 'Years ago Silverburn park was used by schools all the time... The bigger schools had mini buses then and we used to bring the kids down regularly.'

Recent formal activities for schools groups in Silverburn Park include FEAT working with Parkhill Primary School on the John Muir Discovery Awards. Through the Fife Rural Skills Partnership 'Our Bright Futures' programme pupils from Levenmouth Academy have supported park and woodland management in Silverburn Park.

Volunteers

FEAT offers people volunteering opportunities within Silverburn Park, both on a regular basis and for one-off events or activities. The volunteers, who include former FEAT clients and local people, are managed by a FEAT employee. Volunteer activities include horticulture and working in the café. FEAT also welcomes groups to volunteer, generally on one-off events including the Winter Festival where young people from local Scout groups have provided volunteer support. The Friends of Silverburn Park (FOSP) are also volunteers.

FOSP are a constated group that formed in early 2020, coinciding with the first COVID-19 restrictions. They exist to support the work of FEAT in the park, as a conduit for local engagement, through practical volunteering and in support of fundraising and the development of projects. While the COVID-19 restrictions impacted significantly on their ability to develop and deliver activities and projects through 2020, FOSP were central to the pilot activities and through early 2021 have been able to begin to delivery some planned activities. This has included the restoration of the pond.

Consultation during the Development Phase has identified that a very high proportion of existing park users would be interested in volunteering on the Flax Mill project. Furthermore, following and possibly as a result of the covid-19 restrictions, FEAT received more volunteer enquiries over 2020 than the previous year.

Clubs and groups

In addition to some local nursery groups using the woodland on a fairly regular basis, a limited number of clubs and groups visit the Park on an informal basis. This in known include Scouts and Cadets and orienteering clubs, though there is limited data on the frequency and nature of their visits. Consultation during the covid-19 restrictions has not yielded results (at the time of writing) and is a key area for post-covid consultation.

Covid-19 and potential audiences

The value of outdoor space and natural heritage, and the important role it has to play in health and wellbeing, has come to the fore during the covid-19 pandemic. Travel restrictions

have necessitated exercise close to home, with anecdotal evidence that people are exploring and rediscovering (or discovering) local parks and outdoor spaces as a result. People counters installed in the park immediately before the first (March 2020) lockdown evidence the rise in local visitors to Silverburn since the beginning of the pandemic.

The impact of not having access to such space, and of the broader issues around lockdown and the global pandemic, is resulting in a rise of anxiety and other mental health issues. More than ever the personal journeys that FEAT clients make through participation in workshops and other activities will resonate with the wider community. Silverburn Park and the rich heritage of the Silverburn Flax Mill are well placed to support the local community through the pandemic recovery phase/s.

3.3 Target audiences

The draft Activity Statement identifies a number of potential target audiences for activities at the Silverburn Flax Mill. These were:

- Members of disadvantage communities around Levenmouth
- FEAT clients- people experiencing mental health conditions
- Local schools- who will be interested in activities which reflect aspects of the national curriculum and/or generate pupils' interest in heritage.
- The general public- including people with and interest in local history, or who are interested in volunteering or gaining skills, or seeking employment.
- Walkers on the Fife Coastal Path and other visitors and tourists in the region who want to get some insight into aspects of the local and natural heritage of the places they visit.

Following consultation during the Development Phase this list has been refined and added to. The following key groups have been identified as target audiences for the Flax Mill project activities.

People in the disadvantaged communities in and around Levenmouth

When Silverburn was gifted to the local community particular reference was made to the people of Leven. It was gifted and protected so that it would provide a place of quiet enjoyment, informed by the Russell family's own experience (as employers and personally) of the role of heritage on health and wellbeing.

'Culture is central to the future wellbeing and prosperity of Scotland'

(A Culture Strategy for Scotland, 2020).

Heritage has a valuable role to play in promoting inclusion and enhancing health and wellbeing, and is a key part of Scottish Government strategy. Where data gathered over spring and early summer 2020 has pointed to a big increase in foot visitors (i.e. local people) to the Park during restrictions, research would suggest that as restrictions ease (at the time of writing restrictions were easing) the social conditioning around access to heritage will

return. Furthermore the inequality gap is likely to widen, as a direct result of the health and economic impacts of the global pandemic.

Levenmouth is rich in heritage, especially industrial heritage, but relatively little physical evidence of this has survived and there are few places where people go to learn and engage with their heritage. The Flax Mill project has an important role to play in enabling the disadvantaged communities around Leven to access and engage with their heritage and in supporting health & wellbeing.

Schools- primary

Consultation during the Development Phase has identified considerable interest from schools in co-designing and participating in the Flax Mill project activities. The number of schools in receipt of PEF in Levenmouth (all of those in Leven, Methil and Buckhaven) provides further opportunities to develop specific, targeted programmes to tackle issues of inclusion, inequality, health and wellbeing through heritage.

Young people- secondary school

Statistics, and the issues around incidents of vandalism and anti-social behaviour, highlight the disparity between the feelings local adults (with memories of visiting the mini-farm) have towards Silverburn and its heritage and the feelings of young people. It is critical that the project activities target those people who have not known the park prior to the decay that set in post 2002, to enable them to engage positively and creatively with their heritage and develop a sense of ownership and pride in it.

Pupils of Levenmouth Academy are a key target audience. If they are not actively involved from the outset then we risk widening the gap of dis-engaged young people.

Young people- 16-25

The current 16-25year group in Levenmouth are the first generation of young people in the area today *not* to have memories of Silverburn Park when it had a mini-farm. The Park attracted an estimated 25,000 people per year, predominately children and families drawn to the farm. While the statistics on school visits are not available the anecdotal evidence gathered during the Development Phase points to most schools in the area visiting the farm on a regular basis (each pupil is likely to have experienced the farm at some point in the primary education). Many children would also have visited it with their families, possibly on a regular basis. Many local people aged in their thirties or older recall fond memories of the farm, visiting either as children or as young parents.

Development Phase consultation has identified an appetite within the schools for re-engaging young people in Silverburn's heritage, but if we are to succeed in our vision of engaging the local community in the Silverburn Flax Mill project we must also target people aged 16-25. They are that first generation that will have no memories of visiting the Park before its gradual decline post 2002. They have known it only through the period of decline (to which some young people will have contributed). As Silverburn is regenerated through the Silverburn Flax Mill project it is important that this age group is engaged in the process and in activities, to enable them to learn new skills and to give them a stronger understanding of their heritage and sense of pride and belonging.

Fife College

The development of the Mill site has excellent scope to engage with Fife College in training and hands-on activities. The increasing loss of traditional skills in the workforce places Scotland's heritage at increased risk. Projects such as the Flax Mill provide unparalleled opportunities for offering training in traditional skills. As a relatively large traditional brick building (with recessed arches and partial banding) the Mill project is well placed to offer very specific high-quality training in brickwork and pointing as well as training across other trades.

The relatively long-lead and project programme that comes with any complex conservation project provides opportunities to develop partnerships and identify needs and potential. Opportunities can also be built into contracts and briefs, ensuring commitment from all parties and meaningful training and experiences for the college students.

Walkers of the Fife Coastal Path & tourists

Walkers on the Fife Coastal Path (FCP) are a key audience for activities, with an estimated 35,000 passing within sight of the Flax Mill every year. The FEAT Silverburn Business Plan 2020-25 sets out a blueprint that includes the Park being recognised as a Welcome Port on the FCP.

Through engaging in activities walkers would gain new insight into aspects of the local heritage and the places through which the walk takes them. They would be attracted to stay longer in the area and to spend money in the local economy.

Informal (group) users

While consultation has revealed that there is some informal use of the Park by local groups (most prominent, nursery groups) this has reduced in recent years. The appetite for informal use is high, with the park offering a safe and varied environment for outdoor learning, but there are increasing barriers to informal group use.

Development Phase consultation has identified the potential to bring these groups together to align their activities and share resources and experience. The Flax Mill provides a good central hub for such activities, and the scope to expand the informal use through engaging more people in the breadth of the heritage relating the Mill.

FEAT staff and volunteers

If FEAT is to deliver and sustain heritage activities at Silverburn Flax Mill then it must develop organisational capacity and skills. FEAT staff and volunteers are a key audience for training and skills development.

Volunteers play an important role in the park and the activity plan offers opportunities to widen their involvement and cater to their broad interests. It is clear from the volunteer numbers (which have increased through 2020) that there is interest from local people in volunteering. While the current volunteering opportunities are centred on natural heritage

and outdoor activities, the drivers for people volunteering their time varies as does the experience they are looking for.

In developing new volunteering opportunities through the Flax Mill activity plan it is important we understanding the drivers for volunteering and co-design activities with potential volunteers. Where volunteer activities are proposed that extend beyond the Flax Mill delivery phase, into legacy activities, it is vital that the volunteers are appropriately supported. It is also important that there is flexibility built into the activity plan, to enable things to develop and evolve mindful of the interests and needs of the volunteers. This will support a more a sustainable and resilient volunteering model.

4. Barriers to the project

4.1 Organisational barriers

The delivery of the Flax Mill project requires (and already has) a high degree of co-operation between FEAT, Fife Council, and various agencies. This, and the rigorous requirements of project funders, has seen the development of a robust management structure for the project. The (new) post of Flax Mill Activity Co-ordinator will sit within that structure.

The co-operation is built on partnerships that have evolved over the period that FEAT has managed the wider park. Partnerships and communications are geared towards delivering those objectives. Within FEAT specifically, there are existing formal and informal procedures and structures in place will need to change as the nature of FEAT's operations and roles of responsibility in the park change. And while the role of volunteers may not alter significantly, as the project moves towards completion the management of the park and Mill volunteers (and specifically the Flax Group) will come under one structure, though the identity of the groups may remain distinct. There is potential for resistance to these changes. There may be conflicting or competing priorities and others area of potential conflict, within the Flax Mill team or between the Mill and Park teams. Building into the activities a degree of cross-over between Mill activities and park events will not only support the introduction of (new) Flax Mill audiences to the park and vice versa, but will also have a role to play in reducing organisational barriers.

As the Flax Mill project moves into the delivery phase and partnerships evolve good communication within the Flax Mill team, and with other FEAT/park staff and external bodies is essential, to break down any barriers to the delivery of the overall project and the Flax Mill activities.

Organisational barriers within organisations bringing people into the park are known to exist around risk assessments. This is focussed on a lack of knowledge of the park facilities rather than a resistance to coming into the park. Working with schools and other groups and ensuring the park and mill are on their relevant systems (Evolve for local schools) will help to remove these barriers.

4.2 Physical barriers

While Silverburn Park is well located, in close proximity to Leven and to the east Lundin Links, and on a public road with good bus connections there are physical barriers to accessing the site and moving around within the site. There is currently no physical access

to the mill (and has not been for many years), with the mill development plans addressing this area of the park.

Access into the park is noted in section 2.1. The main road/bus access is the A915, with private vehicle permitted beyond the main gate. The pedestrian routes are to the east, west and south (coastal path).

Access by public transport presents barriers for people with limited mobility and other disabilities. It requires crossing a main road and negotiating some 440m of the narrow vehicle access road (to the public carpark), including speed bumps. At the time of writing the installation of a toucan crossing (by Fife Council) at the park's front gate was imminent. Implications for the proximity of the bus stops to the front gate will need to be considered.

There is access to a network of footpaths (some steep gradients or variable surfacing) off the vehicle road. There is however no dedicated foot/cycle path for pedestrians arriving in the park from the A915, following the more direct and relatively level route that vehicles are able to take. Such a path would link with the dedicated foot/cycle path in both directions on the A915 (link the park with Leven and Lundin Links) and help to reduce barriers for people arriving on public transport (and on foot/cycle from the A915). This is noted in the Silverburn Park Masterplan (2021).

The network of foot/cycle paths from Leven and Lundin Links are relatively level, with some being part of the core path network.

Within the park a large part of the park is currently of limited or variable accessibility for ambient disabled people, due to the condition of paths and the gradients. The more accessible paths are in and around the walled garden, Window Cafe and carpark, but even these areas can present barriers in wet weather when they become wet and muddy.

Physical barriers between the carpark/Mill and the coastal path are being addressed (at the time of writing) through proposals to offer accessible beach wheelchairs from adjacent the carpark.

Public toilets are limited and located adjacent the Mill, opposite the walled garden. This provision will be significantly improved on completion of the flax mill project. The current lack of the facilities is cited by schools as one of the main physical barriers, along with access to/from the site. The location of activities within the park during the delivery phase (and delivering outreach activities to help overcome barriers) will be important.

The type and the balance of activities must also be cognisant of physical barriers, to support and enable access to for all audiences. The nature of the development phase project and activities aimed at traditional building skills and hand-on crafts could introduce physical barriers to engagement and need careful planning (and flexibility) to accommodate varying needs. Good communication (in the development and delivery phases) between the project team, park staff, the consultants undertaking the Silverburn Park Masterplan (2021) and the appointed contractors is critical.

4.3 Social barriers

Leven, Methil and Buckhaven are amongst the most deprived 10% of areas in Scotland across income, health, employment, education and crime.

Emerging data, following the first year of COVID-19 restriction, highlights that Levenmouth has the poorest unemployment rate in Fife, with a third of all 16-64 year old people

considered 'economically inactive'. The number of benefit claimants rose from around 6.2% to 9% in the first year of the pandemic.¹¹

With unemployment linked to levels of poverty, to reduced social and community networks and poor health outcomes, the social barriers to engaging with heritage are high within the local community.

Reduced social and community networks also impact more on older single people and lone parent families, both household compositions that are reported higher in Levenmouth than the Scottish average.¹² In areas of long-term health and disability the data for Levenmouth is even starker. 37.4% of people in Levenmouth report at least one long-term health condition (29.9% for Scotland). They report higher figures for deafness (or partially hearing loss), blindness (or partial sight loss), learning disabilities, learning difficulties, developmental disorders, physical disability (10.3% against 6.7% for Scotland) and mental health conditions (5.4% against 4.4%).¹³

Social barriers to engaging in heritage, whether as a visitor or participant, a volunteer or through work, are perhaps the biggest barriers for the Flax Mill activity plan.

Activities must focus on reducing and breaking down these barriers, including broadening the understanding of the park's heritage and taking activities into communities. The message of mental health support in the pilot activities was well received (and supported under the 'Shine a Light Silverburn' banner) by the local community, but the pioneering role the park buildings played in child mental health in the 1960s and early 70s remains untapped areas of historic importance. Such stories have an important role to play in engaging local people in Silverburn's heritage and breaking down barriers to engagement.

FEAT's existing work in the park and wider training programmes to support people experiencing unemployment and mental health issues, including development of a network of partner agencies and charities across the region, supports the Flax Mill project.

Another (related) aspect of the social barriers are instances of anti-social behaviour. These have impacted upon visitor perceptions of the park but the anecdotal evidence suggests it is not a significant barrier to access and enjoyment. This may change as more events and activities take place in the park, especially if these take place after dark when there are more incidents of anti-social behaviour or they are held further from the core facilities around the Mill. The programming and location of activities will be important.

Targeting the youth audience through activities and supporting a change in attitude to the natural and cultural heritage of the park in the next generation (primary and secondary pupil) will be critical to breaking down barriers around both anti-social behaviour and the social barriers that can prevent young people engaging in heritage.

4.4 Cultural barriers

There is high awareness and use of the park with local people, more so post March 2020 restrictions, and a level of awareness of presence of the Mill in the park, though relatively little awareness of its history.

¹¹ Levenmouth Economic Profile (March 2021)

¹² In Levenmouth 9.8% of households are lone parents with dependent children, against 7.2% in Scotland. 15.7% of one person households are over 65years, against 13.1% for Scotland. Scotland's Census, 2011.

¹³ Scotland's Census, 2011

With little research having been undertaken until the Flax Mill project development, and the Mill out of use (as a mill) for over a century, this is not unexpected. The awareness of the building is focussed on its use in the 1980s and 90s as a petting farm. The majority of children in the Levenmouth area in that period will have visited the Mill, with school visits standard. The farm's provision of transport to visiting groups made access affordable to all schools in the area. Many will also have visited outside of school with their families and inter-generational groups. People across the generations have positive memories of the Mill, with many of the current generation of primary pupils being the children who visited in the 1990s and early 2000s, when it closed.

The challenge will be to convert that affection for the place into active participation in activities that draw on cultural and social heritage that largely pre-dates living memory. The Flax Mill has an endearing presence in the minds of lots local people, including many people who may perceive heritage as something of concern with and interest to higher socio-economic groups and older people. Consultations and surveys during the development phase indicate a high degree of interest in the heritage of the Mill and social history of the wider park. Embracing the recent history of the Mill as part of the activities and designing activities that are inter-generational and support the creation of new memories will be vital in breaking down cultural barriers.

This includes the recent history that links the park with Poland (during WW2). Recent immigration, following Poland's membership of the European Union, has seen thign numbers of Polish people moving to Scotland. The impact of Brexit on this remains to be understood. While Levenmouth reports 92.5% of people reporting as White Scottish (against 84% for Scotland) and only 6.1% as White Other (against 11.9% for Fife and 12% for Scotland) the stories within this will be more nuanced. Just 1.2% of people in Levenmouth reported as identifying as other than UK or British (or other and at least one UK identity).¹⁴ Many Polish ex-servicemen stayed on in Fife (and wider Scotland) after the war, and their part in the history of Silverburn is largely untapped. Better understanding and sharing the wider significance of Silverburn will enable more people to feel more strongly connected to the park and their community.

There is also a clear bias with current (park) users towards the natural heritage draw, which can be expected. That the community has been encouraged and supported to use the park for well over a century (but only owned it for half that time) will have helped to engender the strong, and long-standing, sense of ownership in the park locally. The inclusion of a natural heritage theme and the cross-over between Action Plan themes in the Flax Mill Action Plan are important in addressing and rebalancing this bias natural heritage bias if the Mill activities are to deliver their objectives.

4.5 Intellectual barriers

In the context of the Flax Mill there are currently no opportunities to undertake formal or informal educational activities in or related to the Mill. Nor is there currently any interpretation or a Mill website, where such material might be made available. Surveys of local schools have highlighted intellectual barriers in the wider park which the activities should seek to help break down. These barriers include a lack of knowledge of facilities and risks in relation to school visits, to support appropriate risk assessments to be undertaken, as well as a lack

¹⁴ Scotland's Census, 2011

of knowledge on the natural and cultural heritage of Silverburn. This is reflected in feedback from the pilot activities, with messages of 'I didn't know...' around the heritage of the mill.

How these stories are identified, told and shared through activities will be important. The strength of activities that bring heritage alive, through practical activities and the creative arts and ones that are collaborative (engendering a shared sense of ownership and collective achievement), to break down potential perceived or real intellectual barriers will be key to a success activity plan for the Flax Mill.

The title of Activity Officer (used in the draft Activity Statement) has also been reviewed in the development phase, with 'officer' perceived as a potential barrier in itself. This activity plan proposes the use of the term Flax Mill Activity Co-ordinator, being less hierarchical and more suggestive of a collaborative and collective role.

4.6 Economic barriers

The Flax Mill sits between two very different communities, but always looked more clearly towards one than the other. The park was gifted to the community of Leven, which also represents the larger population base, and nearer the park.

19.0% of households in the Levenmouth area are income deprived. 26.9% of children were living in poverty. 31.3% of households do not have a car or vehicle.¹⁵

While there are no charges for accessing the park, there are economic barriers in getting to the park. Nearly a third of the local population are reliant on getting to the park by foot/cycle, public transport, taxis or friends. While public transport is relatively cheap to access, there are other cost implications. It takes time plan, and to do. It may not be convenient or manageable for people with disabilities or mental health issues. Likewise, travelling by foot/cycle may not be practical or possible for some people.

We know from engaging with local schools that the cost of transport is a major barrier for school visits.

The activities must be cognisant of these economic barriers. Transport should be budgeted, for where the cost would be a barrier to participation. There should be outreach activities in places across the community. Existing community facilities, closer to the target audiences, should be considered for some activities, especially where a group of people is already familiar and comfortable with the setting. And a 'blended' learning model should be explored with schools, enabling options for high-quality engagement both in the classroom and in the park. The experience of being in the park is of enormous value to the children, but a blended model for some activities will enable more schools and classes to participate and to have that experience.

Activities themselves should be free, to avoid introducing further economic barriers. Where charges are applied (the fee paying residential flax course) these should be proportionate to the activity and consideration given to applying surplus to supporting or fully funding places for people who would not otherwise be able to afford the experience.

¹⁵ Levenmouth Area Local Strategic Assessment 2018 (SIMD 2016 data)

5. Limiting factors

5.1 Organisation and policy

The Flax Mill project benefits from the wide range of skills, knowledge and resources of FEAT staff, volunteer and Board members (including the park staff and volunteers) as well as those of the many partners and stakeholders they have fostered over the development phases.

The project also extends the scope of FEAT involvement in Silverburn Park. The development, delivery and operation of the Flax Mill is a significant undertaking, in areas that are a departure from their operations up to now. It comes at a time of change in how existing FEAT services are delivered, with the move away from fixed premises in Glenrothes to a blended model of Silverburn and hired facilities on an 'as needs' basis.

FEAT's existing resources in the park are limited and there is at present a huge call on these, with a programme of annual events and new initiatives that are emerging. FEAT have illustrated great success at seeking out grants and funding to deliver smaller projects and initiatives. There is however the risk of diverting resources and attention from core park activities, or the ad hoc delivery of smaller projects, and the strategic framework of the Park Masterplan will aid in this respect.

This also highlights the limited opportunity to draw on existing park resources in the delivery of the Flax Mill activities and the need to coordinate with park staff to ensure delivery of existing park and new mill activities are not only not in conflict, but they are coordinated and maximise outcomes for people and heritage. The number of people interested in volunteering within the wider park (again volunteering on the Flax Mill activities) is likely to increase during the delivery phase. More people will be aware of the park, more people will be drawn into the park. Additional resources may be required to manage higher (park) volunteer numbers and/or thought given to directing interest to specific areas where there is a greater need or higher resource capacity.

Planning for and allocating appropriate resources for the transition from the delivery to the operational phase is also critical. The changes to the dynamic within the teams brought about by the delivery of the Flax Mill project will be short-lived. Preparing for the Mill's operational phase and the change this will have on the park and FEAT will require careful management.

5.2 Features and facilities

The Flax Mill currently offers no facilities where activities might take place, and opportunities will be limited during the delivery phase, in line with construction site procedures. This may include area around the site, currently accessible, such as the main avenue. Existing routes through the park are likely to be interrupted, with knock on impacts for the operation of the park and the running of their programme of events and training opportunities.

Nor are there any facilities currently within the park offering dedicated indoor activity spaces or where larger scale activities could take place indoors. The toilet provision in the park is limited, adjacent the mill. Additional facilities will be required at times on the activity plan to provide sufficient, dedicated facilities, especially for young and vulnerable people. There is an existing campsite (with pods) that lends itself to supporting residential flax courses.

The park has a number of outdoor ‘facilities’ that lend themselves well to activities, especially creative activities, drop-in sessions and those under the natural heritage theme. These facilities include a number of open lawns, more sheltered spaces in the walled garden and growing areas suitable for flax. The acquisition of a robust marquee for the pilot activity site facilities offers a resource for the activities. Other light-weight temporary facilities are proposed for use in the park and for outreach activities in the community.

The one aspect of the activity plan that would benefit from dedicated facilities during the delivery phase is the Flax Group and associated workshops and activities. The provision of a dedicated space for this volunteer group will greatly support their development and ability to support the activity programme. It will give them a ‘home’ in the park before the mill is completed, a place for flax in Silverburn from the outset of the delivery phase. It will be somewhere to store the tools and materials they will need, somewhere to meet one another and develop the identity of the group, and a focus for other people interested in joining them.

On completion of the delivery phase the Flax Group and the legacy fax, craft and school activities will move into the adapted Flax Mill. A dedicated artists workshop has been allocated to the Group, adjacent the let artists’ studios, which has large windows into the café and circulation space of the mill. It also has external access onto the west courtyard, and from there access to the wider park (including the hostel and the adjacent campsite which residential fax workshops would utilise).

6.0 Development phase activity themes

6.1 Activity aims

As noted in section 1.1, the vision for the project is set out in *Heart, Mind & Soul : Silverburn. Business Plan 2020-25* (March 2020), and encapsulated in the strapline *Heart, Mind & Soul, Silverburn*.

Under this overarching vision of *Heart, Mind & Soul, Silverburn* the Draft Activity Statement sets out the *aim of the activities*:

The aim of the Activity Statement [sic] is to develop a series of activities which will reflect the main aspects of the project, and appeal to a wide range of potential audiences, and in particular members of the local community in a disadvantaged area, and also FEAT clients. In doing this, we will reflect the strengths and track record of FEAT, and the needs of the local community, in order to involve a wide range of people in heritage.

Further aims as extracted from the Draft Activity Statement were:

- We will extend our approach, engaging a wider range of people in activities which develop their skills, abilities and interest, using heritage as a means to do so.
- We will use our skills and the heritage of Silverburn to offer activities which engage local people and reconnect them with their heritage, specifically the part that flax and linen production once played in this area, and the role of Silverburn in that.
- We want to carry out a range of [building] activities which will interest those who just want to find out a bit more, and also engage a smaller number of people on a deeper level, learning about building and developing skills.
- We aim to record the story of the conversion of the flax mill.

- We want to offer activities which explain the history of flax, and what work was carried out at Silverburn.
- We want to be able to demonstrate how to flax is grown, harvested, processed, and turned into linen.
- We want to encourage people to explore and experience the natural heritage of the Silverburn
- We want to make use of the strong connection between natural heritage and wellbeing
- We want to establish planned programmes for people with mental health conditions

In the course of the development phase of the project these aims have been reviewed and challenged, through engagement with partners and stakeholders, potential audiences, FEAT and Park staff and the audiences for the pilot activities.

While the COVID-19 pandemic has presented unprecedented challenges which have impacted on face-to-face community engagement, it has also highlighted the enormous strength that the project takes from the core values of *Heart, Mind & Soul* and the role that Silverburn has in supporting wellbeing in the community.

The refinement of the activities aims and objectives since NLHF Round 1 are covered in section 6.3.

6.2 Pilot activities

As part of the development phase of the project a programme of pilot activities was proposed in the Draft Activity Statement Action Plan.

These proposed pilot activities were:

- Demonstration and have-a-go activities for school children, growing flax through to spinning and weaving the fibres.
- Craft artist working with FEAT clients and local community on traditional craft projects, reflecting the building, the grounds and the heritage of Silverburn
- An 8wk programme for FEAT clients to engage with natural heritage and develop skills in estate management and woodland maintenance, in order to enhance wellbeing and increase employment prospects.
- An 8wk programme for FEAT clients growing heritage crops from internationally recognised Slow Food 'Ark of Taste' project, using heritage tools and techniques, to develop skills, deepen understanding of natural heritage and enhance wellbeing
- Explore the feasibility of providing specialist beach wheelchairs to give people with mobility issues access to the beach and coastal path
- Develop an interpretation plan
- Install people counters (brought forward- appears in the revised action plan 2018)

The aim of piloting these activities was to evaluate the outcomes against a number of key objectives of the draft Activity Statement [as was].

- The level and nature of local interest in Leven's flax heritage
- The potential for growing and processing flax in the park, with the community

- Engaging new and younger audiences and working with schools
- The potential for programmes for FEAT clients, drawing on Silverburn’s heritage, to help build the organisation’s resilience
- The role of natural heritage in wellbeing
- To better understand and to articulate, through interpretation, what stories are important to local people
- To better understand the number and frequency of park visitors and the routes they take to access the park
- To assess options for making the natural heritage access to a wider audience

The timing of the launch on the pilot activities with the March 2020 COVID-19 lockdown, and the subsequent year of significant restrictions on workplaces and private and public gatherings, necessitated a major rethink of the pilot activities.

In response to the uncertainty and changing climate of COVID-19 restrictions FEAT sought new and innovative ways to deliver pilot activities and to capture the community’s experiences over the 2020.

Three activities were able to proceed, being: the people counters (installed immediately before lockdown March 2020); the interpretation plan; and exploring the feasibility of wheelchair provision. The other pilot activities were not able to proceed as planned and three cross-over strands of activities were developed instead.

Pilot activities	Audience	Nature of engagement
Flax growing	Local people, Park followers and people interested in flax and linen in Scotland. School pupils, through providing flax straw for handling materials	Online.
Lantern Journeys-School flax workshops	Primary schools (142 pupils)	Series of 3 in-class workshops on flax and the history of the industry in Leven, including handling boxes
Lantern Journeys-lantern installation	A practical activity, with online workshops and training, to create individual lanterns that tell a collective story	See below

Growing flax

It was not possible to sow flax in the park in March/April, due to restrictions, but a crop was planted off-site in a private garden and the growing and harvesting was followed online on the park’s social media. A toy was adopted as a mascot for the growing, borrowing on the park’s Sammy Squirrel mascot and anchoring the activity (which took place elsewhere in the country) firmly with Silverburn, adding appeal to a younger audience. High quality photographic images were taken throughout the process for social media and to use in the other pilot activities and marketing material.

The straw produced was delivered to the park, the first straw to be delivered there is just over 100 years, and it was used in the pilot activities. It has also provided materials for future activities, enabling small-scale processing displays and workshops before the first Park grow is grown and harvested.

The process has also helped us to better understand the practicalities of growing and harvesting the crop as a group activity, and highlighted unexpected delights that will enhance the activity in the park. The attraction of a variety of insects during the brief flowering phase offers opportunities for wildlife walks and photography. The stunning, but transient and very delicate, flowers swaying in the breeze can prompt moments of reflection and calm. The activity of growing flax needs to be cognisant of the value to park visitors in seeing and experience the crop as it grows.

Lantern Journeys- School workshops

The school workshops aimed at giving context to the lantern making and piloting interest in social and industrial heritage. Social studies and health & wellbeing were identified in the summer 2020 school survey as the two key topics of interest, suggesting the piloting of class resources on this field alongside the lanterns activity. The survey flagged interest in a mix of schools resources, combining class based activities with in the park activities. The same survey highlighted the cost of transport to the park as one of the main barriers for schools. With schools re-opened in autumn 2020, but with non-school staff not permitted on school grounds, the emerging model of 'blended learning' was adopted for trial, in this case some in-class learning and some that was envisaged as taking place in the park (under normal circumstances).

Learning resources were developed for in-class workshops (delivered by the class teacher), alongside practical workshops (lantern making) which in ordinary circumstances would have taken place in the park. It was necessary for the lantern making workshop to take place in the schools, with the artist on a live link to the classes guiding them through making the lanterns. The lesson plans for the series of three workshops are included in Appendix J. Additional presentations and worksheets were developed and provided for workshops 1 & 2, along with handling boxes. As with the public lantern making kits, the schools were provided with pre-prepared lantern making kits. All the kits were prepared by volunteers from the Friends of Silverburn Park, working with the artists Hannah Ayre at a safe social distance in the park with the artist. A survey of local schools took place following the lantern making workshop, in December 2020 (Appendix H).

Lantern Journeys- lantern installation

Lantern Journeys took as its starting point the journey of flax from seed to linen. Participatory artist Hannah Ayre was engaged to develop and deliver the activity, which saw the local community make and decorate 350 paper lanterns which were hung in the park to create an illuminated trail.

A summary of the activity and images is included in Appendix FF.

Lantern Journeys had three principal strands of activity.

Activities	Audience	Nature of engagement
Lantern making	Friends of Silverburn Park	Lantern kit making in the park Distributing kits in the park
	Community of Levenmouth (200 people/families)	Lantern kits distributed in the Park Online video instructions

	Primary schools (142 pupils)	Live online lantern workshops with artist
	Secondary school (9 pupils)	Online lantern video instructions
	FEAT clients and partner organisation clients (6 people)	Live workshop in the park (socially distanced)
Viewing the installation	Open. Moved to online due to restrictions. (Over 11,000)	Online film

It sought to bring together the growing and crafting elements of the cancelled pilot activities. In inviting people to make a lantern it also drew on the social history of the park and the Russell family's own experiences with mental health issues on the early twentieth century. Light therapy had been one of a number of alternative treatments sought by David Russell (later Sir David Russell), following a breakdown attributed to work, with Tullis Russell adopting the approach for employees and their families in the 1920s. Lantern Journeys supported this broader understanding of the heritage of the Park and Flax Mill, while also activity recognising and responding to the impact of COVID19 on people and the closure of activities the Park.

In a time of uncertainty and increased anxiety the personal journeys that FEAT clients make resonated with the wider community more than ever. The installation also sought to convey a journey from a dark place into light, reflecting and supporting community wellbeing as lock-down restrictions ease.

It aimed to welcome visitors back to the Park, FEAT client and Friends back into activities (albeit different working models for the foreseeable future) and act as a soft launch for the project and further consultation at a time when the project would have otherwise been looking at the Round 2 submission. January 18th, Blue Monday, was chosen for the launch.

As well as recognising the role the Park can play as we come out of restriction, the activity recognised and responded to the increased role the Park has played for local people *during* lock-down (evidenced through increased visits by local people). It aimed to promote and add to the long history of Silverburn as a place of that has actively supported health and wellbeing.

As restrictions continued, and were tightened, through the end of 2020 and into early 2021 it became apparent that visitors would not be permitted in the Park, even with tight controls on numbers and social distancing. The contingency plan, of installing and filming the lanterns in the park, was adopted in early January 2021. The short film, of the installation, went live on 18th January. A longer film, explaining the background to the activity and interviews with people who participated, was launched a fortnight later.

The restrictions brought about by the global pandemic forced us to find creative, flexible, alternatives to the original plans. By exploring the breadth of Silverburn's rich heritage (including the stories of health and wellbeing) the lantern activity sought to support the community of Levenmouth to feel a greater sense of belonging and of ownership in the Park as lockdown restrictions eased. These stories had resonance with a broader audience and the media (online) reached a much larger audience.

Lantern Journeys, the short film, achieved over 11,000 views online from 18 January-18 February 2021. It reached over 7,000 on the first evening, when people were also invited to 'shine a light' in their windows at home in support of mental health and wellbeing. We know from feedback online that people were shining a light or lantern as the film went live on Blue

Monday, and that the message of supporting mental health and wellbeing was being shared online. Posts for the short and long films received nearly 1000 reactions, over 300 shares and nearly 300 comments. A small selection of comments is given below.

So inspirational
Absolutely delighted to see Silverburn bringing such joy to everyone
This brought a lump to my throat Can't wait for the next project
What a wonderful, uplifting, community initiative What a **fantastic** way to involve the community
So beautiful how **brav** is this **Beautiful** and **emotional**
The more I watch it the better it gets Silverburn is such a **special place** for the whole community
Omg this is awesome love it **Quite emotional reading people's messages**
Wow that's incredible. Well done everyone involved **Fantastic**, the lanterns are fab.
we loved being part of this **Beautiful and emotional**  Please do this more often
It's great to see this in our home town **Brightness in dark times**
let's **shine the light** more for Mental Health xx **Wonderful**
We enjoyed making our lantern hopefully we can do another next year?
... this is **AMAZING!** We loved making our lantern

An online survey took place following the launch of the longer film (February 2021), Appendix G. In addition, limited face-to-face community engagement took place in the park in December 2020 when the lantern kits were distributed to members of the public. This focussed on the proposed activities in the (then) draft action plan. Each activity was written onto a large cardboard building brick, with the bricks linking together in a stretcher bond pattern to create a wall. People were invited to select and arrange the bricks/activities that most appalled to them and to build these into their personal 'ideas wall'. Blank bricks were available for new ideas.

The key messages from the consultations and surveys were:

People enjoyed being part of something collective, of creating something together.

'I'm not really an arty person but I did enjoy the lantern making and especially as part of a bigger project.'

Every Ideas Wall built by a park visitor included at least one creative activity.

People were proud of what their community had achieved and felt more connected.

'... [Lantern Journeys] increased my pride in my locality and helped me feel connected to my community during a period of enforced isolation.'

Doing things with others featured high in the Ideas Walls.

People liked that it was intergenerational.

'...we particularly loved making our lantern with grandma (who was full of crazy and interesting stories and insights!).'

Many Ideas Walls included activities aimed at young people, even those walls collated by older people.

People learnt new things about their local heritage

'I knew about the links to flax and linen but my family didn't so it was great to share the stories with them and to bring the stories to life through the lantern making process.'

People felt better for participating. It made them smile.

'What a wonderful, uplifting, community initiative.'

'Beautiful so happy to be involved. Absolutely delighted to see Silverburn bringing such joy to everyone.'

Data from the online survey indicated that 91% of respondents were from Fife, of which 68% were from households within the K8 (Leven) postcode district. Within this figure, 37% were from KY84 (the district to the immediate west of Silverburn, taking in Leven and Scoonie and including some areas of high deprivation), and a further 8% were from KY81-83 (taking in Methil and Buckhaven- areas of high deprivation). The KY85 district, which takes in Silverburn Park and the area on the north side of the A915 and west of Methil, accounted for 6%¹⁶.

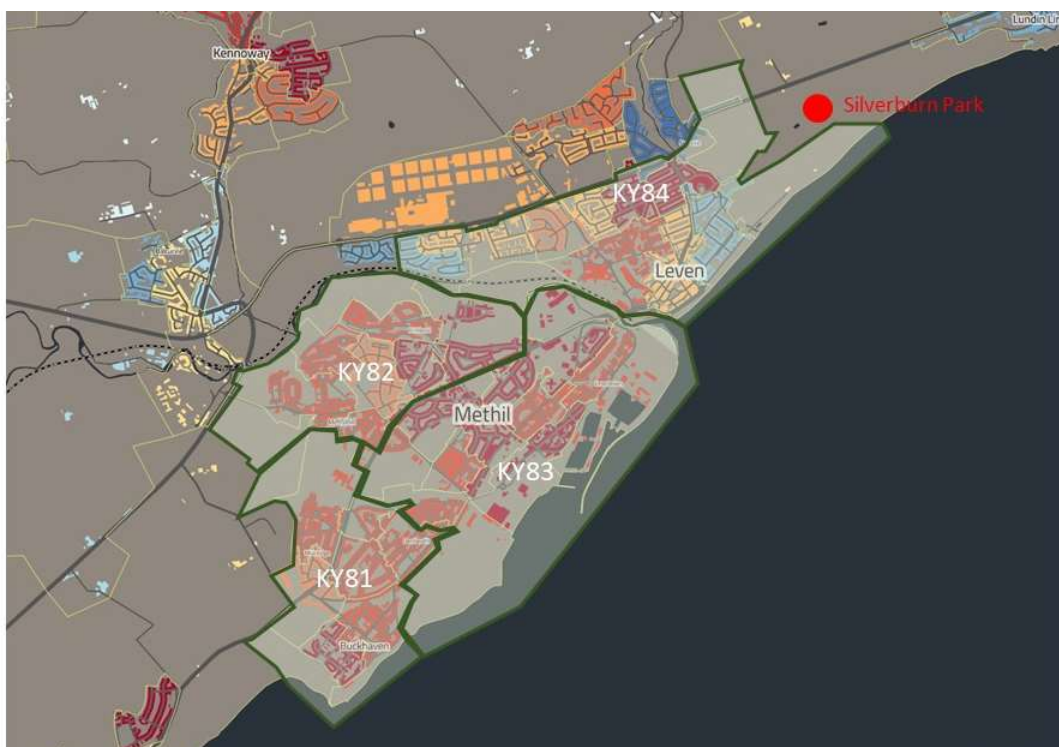


Figure 1: 4digit postcodes KY81-83 and KY84 overlaid on SIMD (2020) mapping

¹⁶ 8.5% of those surveyed gave only 3 digits of their postcode.

When it came to who made a lantern, respondents in KY81-83 were as likely to have made a lantern as respondents from KY84. All the schools that participated in the workshops were within KY83 and KY84.

Lantern Journeys exceed expectations on many levels and challenged assumptions. It reached out to a great many local people, reconnecting people to the park, their community and their heritage. It provided support and comfort at a time of great uncertainty. It challenged perceptions about activities based around social heritage, which remains one of the least popular topics in surveys, though a pilot activity that drew heavily on the social history of the park and Russell family was one of the most popular park activities or events in its recent history. It also highlighted a lot of interest in flax, in growing and processing it in the park. The message of supporting mental health awareness was prominent but the connections with flax heritage were not lost on participants.

Proximity to the park influenced participation, but people living in the less deprived areas to the east (Lundin Links) were marginally more (2%) likely to participate than people from Methil and Buckhaven, which are a similar distance from the park to Lundin Links. Reaching out to schools and community groups in Methil and Buckhaven is likely to have increased participation in those areas but more can and must be done to build on the success of the pilot activities.

7.0 Reviewing the draft Activity Statement- changes since Round1

7.1 Approach

Activity Plan- The scale and the aims of the activities as set out in the Draft Activity Statement at Round 1 were ambitious . The need for a full Activity Plan, over an Activity Statement, was identified very early on in the development phase and was supported by the NLHF.

Master Planning- The history and heritage of the Flax Mill is inexorably linked to the history and heritage of the wider park and the Russell family. This is implicit in the actions identified in the Draft Activity Statement Action Plan, with activities bridging natural, cultural and industrial heritage.

While the development of the Flax Mill sits within the overarching vision for Silverburn, developments within the wider park have been more piecemeal.

In the course of the development phase the need for a Park Masterplan has been identified and consultants appointed. At the time of writing the Park Masterplan was ongoing. A more coherent approach to the development of the whole park will help to address barriers to engagement, encourage visitors to explore and better understand the park in the round and support the delivery of the Activity Action Plan.

7.2 Activity aims

We have distilled the numerous activity aims of the Draft Activity Statement into three clear and concise statements, which reflect the overarching vision of the project and the strapline of *Heart, Mind & Soul*.

We will place the local community at the heart of our activities.

We will actively support and engage with people in the most deprived parts of Levenmouth and especially young people and those people experiencing mental health issues.

We will celebrate the unique heritage of the Mill and its setting within the Park creatively and collaboratively.

These aims will be realised by meeting the tangible objectives set out in the Action Plan.

7.3 Themes

The Action Plan themes have remained broadly the same through the development phase, though we have distilled some of them into simpler and more straight forward descriptions.

	Draft Activity Statement	Activity Plan
1.	The Flax Mill building, its history, the renovation project	The conservation and adaptation of the Flax Mill
2.	The story of flax and linen production and traditional craft skills	Flax as a resource: growing and processing flax
3.	The social and industrial history of Silverburn and the surrounding area, especially with regard to flax growing and linen production, locally and regionally	Social and industrial heritage of Silverburn Park
4.	The natural heritage of the Silverburn Estate and the nearby shoreline	Natural heritage
5.	Staff training	Staff and volunteers: training, management and monitoring

This has helped in to give a clearer structure to the sub-themes while also supporting areas of overlap in the themes.

We have enriched the cross-over between activities and themes - We know from the consultations that people enjoyed being part of something bigger, something collective, through the pilot activities. People took pride in the collective achievement, even if they were not actively contributing to it.

We have actively sought to develop activities that feed off and into one another, bringing different audiences together, helping to break down cultural and social barriers and broadening engagement.

We and the community better understand the power of heritage as a springboard for exploring feelings around sense of place and belonging and to engage the community in something collective. Through understanding the heritage of the park in the round we will offer learning opportunities across the curriculum and across generations.

7.4 Partners & stakeholders

The COVID 19 global pandemic and the introduction of restrictions in winter/spring 2020 had a significant impact on plans for stakeholder and partner consultation. Plans for initial face-to-face consultation over a number of days in spring 2020, bringing various groups together and introducing them to the Mill and the project, were not able to proceed. In recognising the importance of face-to-face consultation and the value of this happening in the community (whether community spaces within Leven or at the Park) FEAT postponed consultation plans (pushing back the R2 submission) in consultation with the NLHF.

The ongoing restrictions and uncertainty over 2020 and into early 2021 led to the decision, supported by NLHF, to proceed with a focus on online consultation and telephone meetings. Face-to-face meetings took place in a very limited capacity, during the opportunities presented by the brief easing of restrictions in late autumn 2020.

While the challenges of working during a global pandemic have given rise to new ways of working these do not replace the need for meetings face-to-face. A great deal of groundwork has been put in place during the development phase of the project, with activities co-designed with partners and stakeholders through feedback from pilot activities and in online meetings, telephone calls and written correspondence. Within the Plan there is capacity designed in, to allow further co-designing and review of activities with partners and stakeholders. This will support the resumption of face-to-face consultation (restrictions remain in place at the time of finalising this Plan) during the delivery phase and help to ensure the delivery of a successful Activity Plan.

Letters of support for the project (including those received specific to the Activity Plan) are being collated by FEAT, outwith the remit of the Activity Plan.

We activity sought to consult with all schools within the catchment area for Levenmouth Academy- as well as primary schools and nurseries within close distance to the east (Lundin Links). This was through email correspondence with Head Teachers and telephone/online meetings with individual teachers (class teachers and head teachers) as the development phase moved forward. Contact was also made with one of the parent councils and feedback received from parents of pupils who participated in the Lantern Journeys activities.

The necessity for creative responses in the delivery of the pilot activities, as previously outlined in section 6.2, saw us pilot various school activities and topics. This supported the development phase dialogue and discussion and has seen the activities aimed at primary pupils (including those activities aimed at families, out of school time) follow clear direction and has enabled some quite detailed thought and design in partnership with the teachers and wider school community. This consultation has also supported the programming and budgeting of activities e.g. in discussion with teachers (both Academy and primary) the flax growing and processing workshops have been redesigned to allow them to be contained within an academic year (while adult workshops follow the growing season March-September).

Built into the Plan are opportunities for further engagement (based in the Park- which was not possible in any form for the schools in 2020-21) through hosting of Head Teacher meetings and annual tours for teachers. These are seen as invaluable to the successful delivery of activities for schools and young people over the life of the project and the development of legacy resources and activities post completion, whether delivered through the Flax Mill programme or in conjunction with FEAT training through the development of a Pupil Equity Funding programme.

We worked with Levenmouth Academy to co-design activities across classes and abilities- This included working closely with teachers in the Extended Support team, including one class that already visits the Park weekly. This class participated in the Lanterns Journey pilot activity albeit through an online workshop at their school and not in the Park. The need for early doors face-to-face meetings with this class, to give continuity to their engagement post pilot activities and to better understand their needs and interests, has been recognised by teachers and the author. At the commencement of the delivery phase (COVID 19 restrictions permitting), and in parallel with the development of the Flax Group, the pupils will be involved in planting the first flax crop and have responsibility to design and paint a mural on the exterior of the temporary Flax Workshop, ensuring the Academy pupils feel at the heart of the project.

Alongside opportunities for hands-on learning (through flax growing and processing) flexibility has been built into the Plan including activities covering Social Studies and Duke of Edinburgh (DoE) Award. It is recognised that the face-to-face meetings and an introduction to the Mill will be vital in identifying and developing opportunities to open up activities to other classes/subjects and to refining some activities as the project is delivered. This was not possible in 2020-21, except for the small class already visiting the Park weekly, due to COVID 19. As part of the package of information passed to the incoming Activities Coordinator are records of (online/telephone) consultation over the development phase, giving continuity to what is an ongoing process (and which has been further extended, over development and delivery phase consultants due, to the pandemic).

We have co-designed activities with Fife College- The design of the trainee placements activity has been done in consultation with Dennis Savage of Fife College (Academic Head, Engineering, Science, Technology and the Built Environment, Dunfermline Campus), the project quantity surveyor, the architect and the project manager. This ensures a deliverable activity (in cost and programming) that offers maximum benefit to participating college students. The overlap with specialist training for the main contractor (re-pointing and sample panels) not only enhances the experience and confidence for the young participants but has potential to boost the pool of trained people the main contractor might draw on for the specialist works.

We worked closely with the Friends of Silverburn Park (FOSP)- both in the design of activities and the relationship between the Activity Plan and the wider projects that FOSP are focussing on supporting over the coming 5 years. FOSP were instrumental in the success of Lantern Journeys, from preparing the lantern kits to leading on the distribution of kits in the Park in winter 2020 and promoting participation. As the principal conduit for community engagement in the wider Park FOSP will remain a key stakeholder in the Activity Plan over the delivery phase.

We consulted with a wide range of local groups and initiatives, representing and supporting our target audiences and people with an interest in local heritage. These have include: Methil Heritage Centre, Workers Educational Institute, Corra Foundation (Methil and Buckhaven), Methil Community Children's Initiative, Fife Gingerbread, Peachy Keen and Phoenix Futures.

Without exception, all groups were significantly impacted by COVID 19 restrictions, curtailing their ability to participate in pilot activities and consultation (including online consultation). A small group of service users from one organisation did meet informally (in compliance with government restrictions, but outwith the formal structure of the service organisation) and were able to participate in the Lantern Journeys pilot activity. Their experiences and feedback were highly valuable, supporting discussion and review of various aspects of the

activities, from content to facilities and transport. As the project progresses towards and then into to delivery phase it is critical that opportunities are made early for further consultation for these organisations and groups they in turn have introduced to the project,

The development of an informal park user group is one of the activities in the Action Plan. In the development phase some 20 groups were identified as having used the Park in an informal capacity or being likely to have done so in the last couple of years. These include scouts and guides, cadet units, walking clubs, keep fit groups and support groups for people with disabilities. A number of nurseries were also identified as using the park on a regular basis (pre COVID 19) for forest school activities. None were confirmed as having used the Park during 2020 or into early 2021, with restrictions on the number of people able to meet only lifted as the Activity Plan was in final draft. The ongoing restrictions through 2021 suggest an even greater role for the informal park user group in supporting wellbeing as part of post-covid recovery. The establishment of the informal park user group early in the delivery phase, and the promotion of it to new groups, will be critical.

The allocation of such recourses can be seen in the Action Plan in section 8. The Action Plan in section 8 is taken from an excel spreadsheet, with the Plan supported by separate tabs with detailed costs and logistics for each activity. The detailed cost breakdown and logistics for the activities provides additional continuity for the incoming Activity Coordinator, between the stakeholder/partner consultation during the development phase and the delivery phase. An example of the cost breakdown per activity is given here. The full excel version provides breakdown costs by both year and AP9 headings, to allow for easy cross-referencing, budgetary control and reporting.

1.7- Building Detectives				
Material commissioned yr1, workshops years 2-4.				
5 classes per year. 3 workshops each class, one of which in the park (marquee)				
Attendees- 5 class groups per year (split between early/first and second/third levels). 3 workshops per class over the year. 15 classes participating over the project (375 children)				
	375			
	Cost breakdown by year			
	2022-23	2023-24	2024-25	2025-26
Consultant- writing or workshop lesson plans, worksheets and handling boxes	2600			
Materials for handling boxes (£50/class)	250	250	250	
GiGi class sets (100 block sets x5) - allow for some replacements yrs 3&4	250	50	50	
Really useful box for above 5 sets GiGi	150			
Teifoc education sets x 6 (used in the park workshop- 3 sets per class, 2 classes per day- dissolve mortar overnight & reusi	420			
Foam bricks (pack 75)- use in park, one set needed	110			110
Really useful boxes for foam bricks	60			
Misc. materials (noodle boxes for arches, clay/stone etc)	200	100	100	
Kapla blocks box of 280x2	110			
Transport- one in-park workshop per class (£80/class)	400	400	400	
Allocated share of WC hire (6 days- rate of £30/day- assuming weekly rate savings)	90	90	90	
	2600	2040	890	1000
				6530

7.5 Access

A number of barriers and limiting factors around physical accessibility were identified in sections 4 and 5. In the course the development phase these were addressed with stakeholders, the project team and FEAT, resulting in some considered, and budgeted, proposals aimed at supporting greater accessibility.

The location and facilities required for each activity were considered in consultation with the Project Team and in conjunction with the Master Planning activity undertaken in parallel with the Flax Mill development phase. Consideration has been given to getting to and moving

around activities, location of facilities (WCs) and the requirements for any covered or indoor space (such as marquee or temporary building or cabin/container).

The area of greatest accessibility is in the vicinity of the Flax Mill, where there is parking, level ground, hard surfacing and proximity to facilities such as WCs. This is also the area under greatest pressure during the construction works. Through collaboration a proposal has emerged to create a principal activity zone to the west of the Mill, with safe access from the carpark along the south boundary of the Mill site. The access would be enhanced with interpretation along the site heras fencing and lead visitors past the flax field (to the south of the campsite). The temporary flax workshop accommodation would be sited to the west of the campsite, benefitting from easy access to the current WCs and level avenue and having as its backdrop the Flax Mill site. Emergency services and vehicle access would be via the resurfaced west route (main drive to west of walled garden).

Where activities require a more open site and scope for multiple marquees (such as family drop-in taster sessions), the top lawn has been identified as the most suitable location. A path network links to the existing carpark and temporary overflow carparking near the main gate would provide accessible parking.

Welfare facilities for activities present a challenge, both due to the limited facilities currently offered in the Park and the multiple locations in which activities will take place. The varying needs of participants has led the discussion, resulting in a flexible approach through the hiring of additional facilities on an as needs basis.

A day rate (being an average of standard and additional needs facilities) has been budgeted into all activities requiring additional facilities. This figure can be extracted to give overall facilities hire budget, allowing a flexible approach to the hiring of WC facilities dependant on the needs of people attending any given activity. Where activities are aimed at or likely to appeal to groups with young children or vulnerable adults, additional provision has been budgeted for and planned in to ensure dedicated facilities (i.e. not only additional facilities near the activity location but facilities that are within the limited access area where the activity is taking place). This not only supports child/vulnerable adults protection but reduces the demand on teacher and support workers time and makes for a more productive and enjoyable event for participants.

The provision of the facilities is proposed as being contracted through the main contractor (who will be contracting services for their own welfare provision), reducing the vehicle load through the Park and ensuring all drivers are familiar with the Park and site arrangements. This supports a safer site and the most cost effective model.

Similarly, the provision of transport has been budgeted for to allow a flexible approach that meets the needs of participants. Where the purchase (or long lease) of a minibus might offer the most cost-effective solution it would fail to meet the varying needs of participating schools and groups. An average rate (allowing for some hire of vehicles with wheelchair lifts and meeting other additional needs) has been allocated to group/school activities to allow for hire of transport to meet varying needs. This includes allowing for shared transport for smaller groups (where individual taxi/vehicle hire might otherwise be cheaper). The pilot activities highlighted the challenges and anxiety that can result for some people when there is a change in routine. By allowing for shared transport from their usual meeting place the Activity Plan supports an inclusive approach that supports the varying needs of participants.

7.6 Activities

Within each of the themes we have reviewed our planned activities and actively sought to offer activities under each theme for all of our target audiences, for each year of the project. We have also designed variety and flexibility into multi-year activities, recognising the interest in repeat visits and breadth of interests in craft and woodcraft activities.

We have boosted craft & creative activities - Making and creating activities were among the most popular activities in the ideas walls that park visitors created, especially where these used natural materials. We now from the lanterns feedback that this was an aspect of the pilot activity that people particularly enjoyed and that it was inclusive.

We will actively support the development of a Flax Group to help deliver annual flax growing/processing workshops alongside more creative and contemporary uses for flax and natural fibres. They will have a temporary home in the park during the delivery phase, to allow them the space to develop their skills, ideas and their identity. On completion of the works the group will move into the dedicated Flax Workshop in the Mill, adjacent the artists' studios. This will place flax growing and processing both at the heart of the adapted Mill and alongside other artists and creative people. With Levenmouth Academy we have identified opportunities to engage young people with additional support needs in the early development of the flax group (year 1), as well as the workshops and activities that the group will support (years 2 and beyond). This will support a greater sense of ownership in the project for young people and help us to co-design the flax activities to the meet the specific needs of some of the young people.¹⁷

Young people - We have boosted opportunities for people to participate in both structured and in informal ways. We have co-designed activities with partners that better support the varying needs and different learning styles of young people in the area. In enriching the cross-over activities we are supporting peer-to-peer engagement (young people supported to share their learning with others, young people working collaboratively) as well as inter-generational engagement.

Through partnership with YoungScot we will broaden the reach of a number of activities, both in the park and online (with reward offers). Activities that encourage YoungScot cardholders (11-26yrs) to engage in activities out of doors, and which support wellbeing, are of particular interest to YoungScot at this time.

In response to school interest and engagement we have co-designed activities that offer a **balance of learning experiences both in the park and in the classroom**. This supports increased capacity for school engagement during the delivery phase (recognising a high level of interest) and a suite of (classroom) workshops that can be delivered in the Mill post completion, complementing the flax growing-processing workshops.

Doing things together – sharing in collective pride - The value of doing things collectively is important across all audiences, whether that is in small (familiar) support groups, within school clusters or hundreds of people across the community contributing in a small way to something much larger. We have designed in more opportunities for collaboration and partnership and reviewed the resources for supporting people in this, recognising the importance this can have on wellbeing.

¹⁷ Restrictions in 2020-21 academic year have prevented school groups engaging with others in the park or in growing flax, though there was good uptake in the revised pilot activities.

We understand better the ways in which **groups, clubs and schools use the park informally**, on a regular basis, and we know that they are keen to be involved in helping FEAT to support and expand their informal use. All the informal user groups have been impacted by the COVID-19 restrictions. Many have not been able to fully engage in the consultation due to furlough and other factors brought on by the restrictions. We need to be better understand how some groups use the park and we need to support all groups as we come out of the pandemic. Through better supporting these groups to share their experiences and align activities we can enable pathways for audiences engaging informally in the park.

We have included a 'Lantern Journeys' (Shine a Light Silverburn) as part of the project completion celebrations. The pilot Lantern Journey has sparked something in the community, their relationship with the park and with the Flax Mill project. There is a very clear, and strong, desire in the community to see this happen again. We will record the *people* involved in the project and celebrate with them the role they will have had on the project and the role the park heritage plays in supporting their wellbeing. Shine a Light (January 2026) will celebrate the journey that the park and community will have taken 2020-2026, from project development through to the end of the Flax Mill delivery phase.

We have co-designed a second light/sound activity for 2025, that **will place young people at the centre of the celebrations of the Mill opening**. It will be developed and delivered by young people and will bring together people of different ages, from across a broad range of partner organisations and local schools. Their creativity and their understanding of the Mill's heritage will be shared, through an immersive soundscape, with the wider community.

We have developed activities that bridge the Flax Mill activities and existing park events and are better exploring ways in which activities post completion can support access and engagement while also contributing to **making FEAT more resilient**. We have widened the audience of some FEAT client activities to specifically include supporting local schools in receipt of Pupil Equity Funding (PEF) and we have included the piloting of a residential flax course, offering a holistic learning experience. We will establish a forum for better engaging with local schools and meeting their needs through the delivery phase and beyond.

We have learnt more about the memories that many local people have of the park and mill and we have seen the pleasure it brings in sharing memories with others. We have **developed the oral history and the community research activities** to include additional support and training, to enable participants to develop their skills and to support the Interpretation Team, ensuring a long-term legacy to their engagement in the project.

There is a lot of interest and enthusiasm for the project from people in the Levenmouth area, but there are barriers. In response we have developed and adapted some activities as **outreach activities in the community**, to help break down barriers. We have actively sought to offer outreach activities across our target audiences. E.g. The oral history 'listening booth' going into care homes or local support groups; the Mini-builders workshops are informal play sessions delivered in the community for pre-school children and parents; and through partnering YoungScot we will offer activities for young people outside the restraints of the park.

8.0 Activity Action Plan

8.1 Action Plan – activities and indicative costs

A summary table of the planned activities for the Delivery Phase is given in the Activity Action Plan below, with further details for each activity provided on the pages following the summary table.

The activities are set out under 5 themes, within which are a number of sub-themes. The themes do inevitably overlap, but they provide a structure to the Action Plan and reflect the key areas of interest identified through community consultation over 2020 and into 2021.

Some activities outlined in the Action Plan are, intentionally, flexible and invite development and adaptation during the delivery phase and beyond. Opportunities will arise, and as 2020 has taught us, challenges will present themselves which may change the way in which people engage with the project and Park. Having the scope to respond, through creative partnerships, to these opportunities and challenges will help to empower a greater sense of community ownership in the project and support sustainable legacy activities beyond the delivery phase.

SILVERBURN FLAX MILL Activity Action Plan

Activity: detailed description	Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
THEME 1 - The conservation and adaptation of the Flax Mill									
Traditional building skills - demonstration and explanation									
<p>1.1</p> <p>Fortnightly hard hat tours during construction phase to give people a behind the scenes insight into the conservation work and the environmental sustainability of the building</p> <p>2 tours/month at contract start and end. 2 tours/fortnight during peak contract Route filmed for online content (Interpretation Plan project 1.2).</p> <p>32 dates, 2 tours each date.</p>	Local community, including targeted community groups	<p>Heritage will be identified and better explained.</p> <p>People will have learnt about heritage and have a greater understanding of the processes and challenges of conserving historic buildings</p> <p>The varying needs and interests of local people will be met through providing easily accessible information on heritage and conservation</p>	<p>PPE</p> <p>Contractor and/or architect's time</p> <p>Activity Co-ordinator (admin, guiding, filming) 60 days</p>	<p>£600</p> <p>£6000 (build into tender)</p>	During construction phase		<p>24 people per fortnight (12 people in each tour, 2 tours per fortnight).</p> <p>Number of return bookings and interest from groups</p> <p>Increased engagement with the project (In other activities, FOSP, volunteering) as a result of a tour.</p>	<p>Number of people attending</p> <p>Attendee feedback</p>	6600
<p>1.2</p> <p>Annual evening/weekend talks by members of the Project Team during construction phase. Led by Project Manager with volunteer input from Team members as appropriate</p>	<p>Local community</p> <p>Local building professionals</p> <p>Stakeholders, funders, supporters</p>	<p>People will have learnt about heritage and have a greater understanding of the processes and challenges of conserving historic buildings</p> <p>People will be stimulated to take their learning further through other related (hands-on) project activities</p>	<p>Room hire</p> <p>Project Manager</p> <p>Activity Co-ordinator (admin 8 days)</p>	<p>340</p>	From award of grant onwards		<p>25-35 people attending each talk</p>	<p>Number of people attending</p> <p>Attendee feedback</p>	340
<p>1.3</p> <p>Traditional skills taster weekend sessions in the Park</p> <p>Clay & bricks, stonemasonry, mortars & re-pointing, joinery, roofs</p> <p>'Passport' for younger participants- collecting guild stamps for each trade or craft they participate in.</p> <p>YoungScot activity- earning points for each trade tried, and bonus points for completing all 4 modules in the year</p>	<p>Local community</p> <p>Local building professionals</p> <p>Families and primary aged children</p> <p>Young people, 11-26, who are YoungScot cardholders</p>	<p>People will have learnt about heritage and have a greater understanding of the processes and challenges of conserving historic buildings</p> <p>People will have developed new skills</p>	<p>Specialist contractors/trainers</p> <p>Misc. materials & expenses</p> <p>Design and production of 'passports' and guild stamps for children</p> <p>Allocation of extra WC hire costs</p> <p>Activity Co-ordinator (admin & attending)- 64 days</p>	<p>5600</p> <p>800</p> <p>400</p> <p>240</p>	During construction phase		<p>4 days per year</p> <p>50 people participating each day (200 p/a, 400 over the project)</p>	<p>Number of people attending</p> <p>Attendee feedback</p>	7040

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
1.4	Traditional skills taster weekend sessions at the annual Park music festival. Drop-in sessions building a pizza oven in clay and un-fired earth. Led by young people trained in activity 1.6, sharing their learning with the wider community. Yr1- pizza oven at camping pod Yr2- pizza oven at camping pod	Young people Local community	People will have learnt about heritage and developed new skills. Skills developed by young people in activity 1.6 will be shared with the wider community Young people will have gained skills and confidence. They will feel pride in their role in the project	Workshop leaders- trained youth (activity 1.6) with contractor support Construction of brick base Materials, equipment & PPE Transport for youth trainers Catering for youth trainers Activity Co-ordinator (admin- 16 days)	3200 1200 1160 320 320	From award of grant onwards (yrs 1 & 2 overall programme)	Follows activity 1.6.	2 weekends, over 2 years. 40 people attending each weekend (80 people over 2 years) Majority of young trainers (trained in activity 1.6) will participate in the activity	Number of people attending Attendee feedback Youth trainers feedback	6200
Traditional building skills - training										
1.5	Construction industry trainee placements- 10 day programme over an academic year. Main contractor to engage trainees on site through 6days training. Additional 4 days training courses in traditional skills through Scottish Lime Centre Trust and specialist conservation contractors. Specialist training in repointing brickwork to be delivered onsite by SLC, attended by trainees and contractor. To included preparing sample panel for repointing of brick on the mill.	Young people from Levenmouth or neighbouring areas of deprivation, including those undertaking National Progression Award: Construction Craft and Technician FEAT clients and people furthest from the labour market Older people who are not active in the labour market	Trainees will have learnt new skills. Trainees will have a pathway into work and further learning, including further college courses Trainees will have gained new understanding and appreciation of traditional building skills	Appropriate supervision and training on site (6 days per trainee) Scottish Lime Centre training (4 days per attendee) PPE Transport Activity Co-ordinator (admin- 8 days, plus joining for 4 SLC training sessions)	In main contract (6000) 2800 500 800	During construction phase (Yr2 overall programme)		Six people on placement Majority of participants complete the programme At least half the trainees go on to SVQ or enter workforce within 12months of completing trainees placement	Feedback from contractor (and FEAT or school as appropriate to attendee) Feedback from trainees Feedback from SLCT	10100
1.6	Traditional skills training project with young people, on making and working with unfired clay bricks and lime mortars- building pizza oven. Link to activity 1.4- Participants share their learning with other young people in traditional skills taster sessions in the Park. Yr1- pizza oven adjacent allotments/campervan area Yr2- pizza oven at camping pod	Local young people (13-25), including those not in education, employment or training	Participants will have learnt new skills, as well as a new understanding of the value of the Park and its heritage (natural and cultural) Participants will feel better about themselves, their community & its heritage. Participants will have gained confidence	Specialist clay contractor/trainer. Construction of brick base PPE and materials Transport & expenses Activity Co-ordinator (admin- 8 days)	5000 1200 1800 640	From award of grant onwards (yrs 1 & 2 overall programme)		6-10 young people from Leven area, each year for 2 years. Majority of participants complete the course and go on to support activity 1.4	Feedback from the trainer and by FEAT of the programme and the outcomes Feedback from FEAT or school (as appropriate to the attendees) Feedback from participants	8640

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
1.7	<p>Workshops for schools- Buildings Detectives (early and first levels) Bricks, engineering and STEM (second and third levels). Development of resources for primary schools for a combination of in-school and on-site workshops including delivery.</p> <p>Includes transport for one workshop in the park/site for classes participating during construction phase</p>	Primary schools (early, 1 and 2), secondary schools (level 3)	<p>Children will have learnt about their heritage and have a new understanding of traditional buildings and skills.</p> <p>Children will have developed transferable observational and analytical skills in their study of historic buildings.</p> <p>They will feel a greater sense of belonging and pride in their community and feel better for it.</p>	<p>Consultant learning Co-ordinator (development of material- 6 half day workshop resources in total)</p> <p>Equipment & handling boxes</p> <p>Transport</p> <p>Allocation of extra WC hire costs</p> <p>Activity Co-ordinator (delivery- 48 days, admin 12 days)</p>	<p>2600</p> <p>2460</p> <p>1200</p> <p>270</p>	From grant ward onwards, workshops year 2, 3 & 4		<p>5 class groups per year (2 early/first and 2 second/third levels). 3 workshops per class over the year. 15 classes participating over the project (375 children)</p> <p>Meeting Es&Os in the Curriculum for Excellence (CfE) across a number of curriculum areas</p>	<p>Feedback from pupils and staff</p> <p>Feedback from local school cluster Head Teachers meetings</p>	6530
Recording the building project										
1.8	<p>Photographic social portraiture, capturing the people involved in the project, from trades and the Project Team to participants in the activities (inc. oral history participants)</p> <p>Encourage and support people to submit selfies and portraits. Facilitate field trips to the Mill for local (Fife) camera clubs and photography students, including during flax growing season.</p> <p>Volunteers to help collate submissions record snippets and stories to accompany them. This also supports Interpretation Plan project 4.2.</p>	<p>All project consultants and contractors</p> <p>All project stakeholders and funders</p> <p>All activity participants</p> <p>Local people with an interest in photography</p>	<p>People will feel more connected to Silverburn and to the people involved and engaging in the project</p> <p>The process of the repair and adaptation of the Flax Mill, and the community's active participation in that, will be recorded</p> <p>People will have enhanced their photography skills</p>	<p>Hosting College and clubs</p> <p>Activity Co-ordinator (admin, collating, managing visits- 20 days)</p>	600	From award of grant onwards		<p>Majority of consultants and contractors will submit a photo/s</p> <p>At least half the participants (or groups) involved in organised activities will submit photo/s</p> <p>At least a quarter of people involved in drop-in and informal activities will submit photo/s</p> <p>At least 2 classes/clubs will undertake a photography field trip to the Mill each year</p>	<p>Number of participants</p> <p>Number of fieldtrips undertaken</p>	600
1.9	<p>Temporary social portraiture exhibition (at the Mill and online) to coincide with Door Open Days</p> <p>YoungScot partner activity- viewing online photo exhibition each DoD</p> <p>On project completion the framed portraits are used as one of the exhibitions in the temporary exhibition area (Interpretation Plan project 5.1) .</p>	<p>Local people</p> <p>People with an interest in mills and industrial heritage</p> <p>Young Scot cardholders</p>	<p>People will have learnt about heritage through a greater understanding of the roles of the people involved in the project</p> <p>Local people will feel proud of their role on the project</p>	<p>Materials (printing & framing)</p> <p>Activity Co-ordinator (admin, collating - 20 days)</p>	495	From award of grant onwards		<p>Annual exhibition on site of 30 framed portraits (printed) and minimum 30 online</p> <p>Revolving exhibition of 30 framed portraits (from selection of 120 prints) in the completed Mill</p>	<p>Online feedback and reach</p> <p>Feedback from DoD exhibition attendees</p>	495
1.10	<p>Mill and Park images today'- complimenting Interpretation Plan project 4.2 (Photographic Artworks), Visitors invited to submit photos.</p> <p>Targeted theme one summer- YoungScot cardholders invited to take and submit their photos of the Mill and Park today for use in Photographic Artworks, complimenting Michael Wolchover's images charting the conservation and adaptation of the Mill.</p> <p>YoungScot reward- prize draw for camping pod weekend</p>	<p>Local people</p> <p>People with an interest in photography</p> <p>Young Scot cardholders</p>	<p>People will feel more connected to Silverburn</p> <p>The process of the repair and adaptation of the Flax Mill will be recorded by local people</p> <p>People will have enhanced their photography skills</p>	<p>Misc. expenses</p> <p>Activity Co-ordinator (promoting, collating contributions and sharing selected highlights online- 20 days)</p>	240	From award of grant onwards yrs 1-3		<p>Some contributions will be used in the Mill on completion (Interpretation Plan project 4.2 Photographic Artworks)</p> <p>At least 30 YoungScot cardholders will have contributed photos</p>	<p>Number of contributions</p> <p>Number of YoungScot contributions</p> <p>Online feedback to images shared</p>	240

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
Promoting the project										
1.11	<p>Presentation to local school cluster Head Teachers meeting to promote the project activities and resources available, as well as scope for PEF wellbeing workshops in the Park. Including invitation to hold Cluster meetings in the Park.</p> <p>Annual Park tour to familiarise local teachers (including those who use the Park informally) with the site, history and resources available to support school based activities.</p>	Teachers in local schools and their pupils	Teachers will have better knowledge of the Park heritage and the activities and resources available to them during the project	<p>Catering for meeting/tours</p> <p>Activity Co-ordinator (admin and presentation, follow up- 10 days)</p>	300	From award of grant onwards		<p>Head Teacher meetings yr 1 and on completion.</p> <p>Annual teacher tours, Av. 5 teachers on each tour</p> <p>Teachers register interest in activities as a result of the Head Teacher meeting and/or tour</p>	<p>Number of participants</p> <p>Feedback from teachers</p>	300
1.12	<p>Develop a Park Users Group (of informal user groups and clubs) to support the alignment of the various groups and activities, to share resources and learning and to offer a pathway for audiences.</p> <p>Actively seek representation on that forum from groups/clubs that reflect the breadth of the community</p>	<p>Groups, clubs and classes that use the Park in an informal way, on a regular basis (i.e not as part Park or project organised activities)</p> <p>Groups/clubs that are not currently using the park and whose member interest is not represented on the User Group</p>	<p>Informal Park user groups will feel more connected to the Park and its heritage, and will feel better for it</p> <p>More groups/clubs, representing a wide range of people, will engage informally in the Park and its heritage</p>	<p>Publicity, printing and resources</p> <p>Activity Co-ordinator (admin, support, consultation, supporting sharing of data- 25 days)</p>	400	From award of grant onwards		<p>2 face-to-face meetings in the park per year.</p> <p>2 e-bulletin updates per year</p> <p>Number of groups who actively participate</p> <p>Number of groups who are supported to change, for the better, how they use and interact with the Park and other Park users</p>	<p>Surveys, interviews and group discussions</p>	400
1.13	<p>Participation in annual Doors Open Day (DoD) events</p> <p>Flax handling boxes and school handling recourses available for younger visitors, to explore 'mini-building'</p> <p>Links with activity 1.9, photographic social portraiture exhibition</p>	<p>Local people</p> <p>People with an interest in mills and industrial heritage</p>	<p>People will have learnt about heritage</p> <p>People will have greater awareness of the breadth of ways they can actively engage in the project</p>	<p>Signage, displays and PPE</p> <p>Activity Co-ordinator (2 days admin, 2 days attendance annually)</p> <p>Volunteers</p>	400	From award of grant onwards. Annually		<p>Participation in DoD annually (subject to Fife DoD programme)</p> <p>50 visitors per day</p> <p>Online exhibition (social portraiture) to compliment DoD</p>	<p>Level of attendance</p> <p>Comments in visitor book</p> <p>Online feedback and reach</p>	400
Celebrating project completion										
1.14	<p>Celebration of completion of project- Lantern Journeys 2020-2026</p> <p>Shine a Light Silverburn (Winter 2025-26) building on the annual event to celebrate the wide range of people who have been a part of the project, through the projection of photography portraits on/in the Mill, promoting the role of heritage in wellbeing and allowing the community a first glimpse of the Mill at/near completion.</p>	<p>Local people, schools, College, youth, FOSP, park volunteers and staff.</p> <p>Project team and contractors</p>	<p>Formal end to the construction and fit-out phase of project</p> <p>The community will feel pride in the completion of the project and of their role in helping this to happen</p> <p>The community will feel a sense of ownership in the Flax Mill and wider Park</p> <p>Young people will feel that they are important in the future of Silverburn</p>	<p>Materials</p> <p>Lighting hire</p> <p>Activity Co-ordinator (35 days)</p> <p>Park Staff & volunteers</p> <p>FOSP</p>	<p>500</p> <p>2000</p>	Oct 2025-Jan 26		<p>Min. 300 people contribute to the installation with a lantern or memory</p> <p>Min. 750 people visit the installation over 3 nights</p> <p>Min 5000 people view the online content</p>	<p>Feedback from participants and visitors</p> <p>Online feedback and reach</p>	2500

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
1.15	<p>Official opening of completed Flax Mill</p> <p>Official Opening weekend, with ribbon cutting ceremony, flax craft displays (in Flax Workshop), tours of facilities, photographic exhibition and FOSP display.</p> <p>Consider 'commissioning' commemorative plaque from Flax Group and other FOSP volunteer crafters, using natural materials.</p> <p>Consider commissioning a hand-printed linen tea towels from Fax Group (design competition) to gift to participating schools, organisations and individual trainees etc, also selling at the opening</p>	Stakeholders, funders, volunteers, Friends Group, local people	<p>A wider range of people have been involved in heritage and their role celebrated</p> <p>The community will feel pride in the Flax Mill</p> <p>The community will feel a sense of ownership in the Flax Mill and wider Park</p> <p>People (and groups/clubs) feel more connected with one another</p>	<p>Catering (formal event)</p> <p>Displays/materials/tea towels design & print</p> <p>Commemorative plaque for completed Mill</p> <p>Activity Co-ordinator (20 days)</p>	<p>500</p> <p>900</p> <p>800</p>	On completion of fit-out		<p>400 visitors over the weekend</p> <p>The breadth of groups, organisations and schools who have participated are represented at the opening ceremony.</p> <p>All funders and stakeholders receive invitation</p> <p>FOSP and Flax Group grow their members</p>	<p>Feedback from invitees and visitors</p> <p>Online feedback and reach</p> <p>Membership numbers for FOSP and Flax Group</p>	2200
1.16	<p>Soundscapes of Silverburn- performance of the output of activity 3.3 projected in and on the Mill to mark completion of the works and opening of the Mill. An immersive experience, of sound and images inspired by the social and industrial heritage of Silverburn and the flax industry in Fife</p>	<p>Participants in activity 3.3, their friends and families</p> <p>Young people & families</p> <p>Local community</p>	<p>Young people will feel pride in their heritage and more connected to their community</p> <p>A broad range of people will learn about heritage</p> <p>The community will feel pride in the project and a greater sense of ownership of the Mill</p>	<p>Musician (set-up)</p> <p>Equipment hire (lighting, projector, audio)</p> <p>Activity Co-ordinator (admin, set-up, attending- 12 days)</p>	<p>600</p> <p>2500</p>	On completion of fit-out		<p>Performance projected on site for 3 nights, 200 visitors per night</p> <p>Performance available online, 5000 interactions</p>	<p>Visitor numbers</p> <p>Participant and visitor feedback</p> <p>Online feedback and reach</p>	3100
THEME 2 - Flax as a resource: growing and processing flax										
The story of flax and linen in Leven										
2.1	<p>Development of resources on flax and the flax industry in Fife for primary pupils, including handling boxes. Resources to support stand-alone in-class learning modules, which can also lead into activity 2.4, giving context to the practical workshops in growing and processing flax.</p> <p>Half day workshops on: (1) Flax from seed to fibre; (2) Processing flax, from cottage industry to the mills; (3) Leven's flax industry; (4) Flax and natural fibres in industry today</p> <p>Workshops delivered in schools, with Activity Co-ordinator support. Workshops Jan-Mar, leading into (optional) flax growing workshops in April</p>	Primary school pupils (levels 1 and 2)	<p>Pupils will develop greater understanding of their heritage.</p> <p>They will feel more engaged in their heritage and through that feel better about themselves and the place they live.</p>	<p>Learning consultant (development of resources)</p> <p>Handling boxes (2 class sets per topic, being 80 boxes, cost based on £40 per class set of 10)</p> <p>Volunteers (handling boxes)</p> <p>Activity Co-ordinator (admin, workshop delivery & promotion- 42 days)</p>	<p>2500</p> <p>320</p>	From award of grant onwards. Develop materials yr1. Workshops from Jan 2023		<p>4 classes undertake at least 2 half day workshops per year (over 4 years- 16 classes in total)</p> <p>Learning opportunities will have been met across the curriculum</p> <p>At least half the participating classes go on to book on activity 2.4, flax growing to processing workshops</p>	<p>Number of schools/classes participating</p> <p>Feedback from teachers and pupils</p>	2820
2.2	<p>Talks by project volunteers and Flax Group to local groups, clubs and societies around the region, including early evening summer talks in the Park. Covering research findings from activity 3.1 and talks on efforts to grow and process flax in Silverburn Park today (activity 2.4).</p> <p>Community outreach activity</p>	<p>Local people.</p> <p>Charities and support services in the region.</p> <p>Informal Park users (Individuals and groups).</p> <p>Campsite visitors</p>	<p>A wider range of people will be involved in heritage. People will have learnt about the range of activities available and feel supported and encouraged to engage with the project.</p> <p>People will feel more connected to Silverburn Park.</p> <p>People will learn about the new Fife Flax Group and membership will increase and the skills and interests of the group broaden as a result.</p>	<p>Travel & expenses</p> <p>Equipment (digital projector)</p> <p>Activity Co-ordinator (admin support- 8 days)</p>	<p>250</p> <p>550</p>	From award of grant onwards		<p>10 talks given</p> <p>Average 25 people attending a talk</p> <p>4 volunteers, 80 volunteer hours</p>	<p>Number of talks given, number attending, and feedback from those attending.</p> <p>Engagement of people in other activities, having learnt about them through a talk.</p>	800

Activity: detailed description	Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
Traditional craft skills									
<p>2.3 Silverburn Flax group (Flaxers o'Fife)</p> <p>The development of a flax group to support the growing and processing of flax in Silverburn and to promote creating and making with flax fibres. The volunteer group will be based on out the Flax Studio, on completion of the project, providing a permanent base for flax in the Flax Mill.</p> <p>Train-the-trainer sessions in Silverburn and Flaxland Site accommodation during project Tools and materials Heras fence banners of flax growing cycle, promoting activities Support to Interpretation Team in content and production of Flax Workshop interpretation panels and tool labels</p> <p>Links to Interpretation Plan project 4.1 and 1.1 Work with Academy Additional Support Needs pupils (6-8 pupils) year1 on mural for the site hut and year 1 growing</p>	<p>Local people interested in learning about growing (and sharing their knowledge with others) and processing flax and in supporting the wider craft skills of making flax tools and creating with flax fibres.</p> <p>People in Fife and beyond with an interest in flax growing and processing.</p>	<p>People will feel empowered to take an active role in conserving and promoting the heritage of the flax mill and Fife's flax industry.</p> <p>People will have learnt new skills and have the opportunities to share their learning with others</p>	<p>Trainer the trainer</p> <p>Materials & equipment</p> <p>Transport</p> <p>Expenses/other</p> <p>Flax Hut accommodation</p> <p>Activity Co-ordinator (admin- 30 days)</p>	<p>2950</p> <p>600</p> <p>1830</p> <p>6570</p> <p>3800</p>	From award of grant onwards		<p>6 people undertake 2 days 'train the trainer' workshops with a grower/workshop in England.</p> <p>10 people attend 'train the trainer' workshops in Silverburn, years 1 and 3</p> <p>Flax Group are enabled to deliver training for activity 2.4 and 2.5</p> <p>Flax Group have a sense of ownership in the conserved Mill and in the Flax Workshop on completion of the project</p>	<p>Number of participants in training</p> <p>Participant feedback</p> <p>Delivery of activity 2.4 and 2.5</p>	15750
<p>2.4 Flax Journey- from seed to fibre. Demonstrations and have-a-go activities over a full season to experience all stages of the flax process - from growing to making objects from the fibres.</p> <p>Seed to fibre: Intro and sowing (3 hours) Harvesting & Stacking (3 hours) Retting (3 hours) Processing (3 hours)</p> <p>Flax fibre products: Spinning & Weaving (1 day) Rope & net making (1 day) Natural dyes & printing (1 day) Canvas canoe or coracle making (5-10 days)</p> <p>Schools groups do 4x half days workshops plus 1x full day Adult groups and drop-in sessions do 4x half day workshops plus 1 full day (yr1) and 2 full days (yr2-4)</p> <p>YoungScot partnership, with cardholders earning points for each workshop attended (drop-in sessions) and bonus points for completing 4 workshops in a year/season)</p>	<p>Primary levels 1 and 2.</p> <p>Secondary schools and youth groups.</p> <p>Adults and young people engaged with organisations that support lone parent, vulnerable and disadvantaged families</p> <p>Families</p> <p>Local people interested in traditional crafts</p>	<p>People will have developed skills and have a greater awareness of the cultural and industrial heritage of Silverburn</p> <p>People will feel better about where they live and in themselves, for doing creative and practical activities in the Park</p> <p>People will be inspired to join the Flax Group or volunteer in the Park, to further their learning and enjoyment</p>	<p>Trainer the trainer</p> <p>Specialist instructors</p> <p>Materials & equipment</p> <p>Transport (attendees)</p> <p>Transport (volunteers)</p> <p>Allocation of extra WC hire costs</p> <p>Activity Co-ordinator (admin)- 30 days</p>	<p>500</p> <p>900</p> <p>3850</p> <p>6000</p> <p>3000</p> <p>1080</p>	From award of grant onwards		<p>8 groups p/a for each half day activity, being 3 primary, 1 secondary, 2 adult groups and 2 drop-in open groups (year 1, 4 adult sessions only- schools from year2 onwards)</p> <p>Number of participants (20-25 schoolchildren per class).</p> <p>Number of participants who complete whole season course.</p> <p>Evidence of course connection to curriculum activities.</p>	<p>Number of participants.</p> <p>Self-evaluation - e.g. quiz to test knowledge gained.</p> <p>Teacher evaluation.</p> <p>Feedback statements from participants.</p> <p>Completion certificates.</p>	15330
<p>2.5 Flax Journey- from seed to fibre for FEAT clients. Demonstrations and have-a-go activities over a full season to experience all stages of the flax process - from growing to making objects from the fibres.</p> <p>Seed to fibre: Intro and sowing (3 hours) Harvesting & Stacking Retting (3 hours) Processing (3 hours)</p> <p>Flax fibre products: Spinning & Weaving (1 day) Rope & net making (1 day)- Natural dyes & printing (1 day)- Canvas coracle making (5-10 days) - year 4 option (1 group)</p>	<p>Schools (primary and secondary) in receipt of Pupil Equity Fund (PEF)- levels 2, 3 and 4)</p> <p>FEAT client groups, supporting people with mental health issues or PTSD</p>	<p>People will feel more connected with where they live</p> <p>People feel pride in their achievements</p> <p>A wider range of people will be involved in heritage.</p>	<p>Materials & equipment</p> <p>Transport (volunteers)</p> <p>Specialist instructor</p> <p>6 hrs of FEAT OT per client per programme</p> <p>6 days of learning coach, 2 people, per 6 day programme</p> <p>Activity Co-ordinator (admin)- 15</p>	<p>2400</p> <p>3600</p> <p>400</p> <p>7128</p> <p>10800</p>	From year 2 onwards		<p>Number of participants (group of 6 clients)</p> <p>3 programmes of 6 days a year (1x longer programme in year 4- coracle making)</p>	<p>Assessment by FEAT and school staff</p> <p>Feedback from clients</p>	24328

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
2.6	<p>Flax residential course</p> <p>Fee paying residential course based at the campsite, offering training and support in making a kit canvas coracle .</p>	<p>Families and young people</p> <p>People interested in traditional boats and boat building</p>	<p>People will have developed new skills</p> <p>People will feel more engaged in the park and their heritage through a holistic learning experience.</p> <p>The interest in and scope for delivering annual (fee paying) flax residential courses, to support FEAT to be more resilient, will be better understood</p>	<p>Self-funding (fee paying course).</p> <p>Activity Co-ordinator (admin)- 6 days</p>		Year 4		<p>3 people/families book and stay at campsite pods</p> <p>All participants are supported to complete their kit in the week</p> <p>Interested is generated in future flax residential courses, whether boat building or weaving etc</p>	<p>Number of participants</p> <p>Feedback from participants</p>	
2.7	<p>Drop-in traditional craft taster sessions during Easter and summer season, linked to flax and linen, traditional craft, natural materials and our industrial heritage. To include weaving, spinning, rope making, net making (flax heritage), paper making (Russell family heritage), willow weaving, bodging, wood turning (natural heritage).</p> <p>3 days per year, over 3 weekends (3 topics per year), over 4 years</p> <p>Passport for younger visitors- collecting guild stamp for each craft tried</p>	<p>Families with primary levels 1 and 2 children</p> <p>Secondary schools and youth groups.</p> <p>Open (adult) groups and intergenerational family groups</p> <p>People with an interest in craft and working with natural materials</p>	<p>People will have learnt about heritage and traditional craft skills</p> <p>People will be stimulated to participate in other project craft activities</p>	<p>Craftspeople to deliver workshops</p> <p>'Passport' design and production and guild stamps, for children</p> <p>Allocation of extra WC hire costs</p> <p>Activity Co-ordinator (admin, attendance- 24 days)</p>	<p>6000</p> <p>800</p> <p>360</p>	From award of grant onwards		<p>3 weekends p/a, Easter into summer</p> <p>40 people per day, 120 people participating each year</p>	<p>Numbers participating</p> <p>Feedback from participants</p>	7160
2.8	<p>Mini-builders drop-in sessions</p> <p>Informal drop-in sessions for young families, weekends and weekdays, with foam bricks, GiGi blocks, Teifoc bricks & Kapla.</p> <p>In the park, in a marquee or on the lawn stage/classroom. Outreach activity in the community for parent & baby groups and single parent support groups.</p> <p>Construction toys available for using in the mill on completion</p>	<p>Families with early and level 1 and 2 children</p>	<p>People will have learnt about heritage and traditional craft skills</p> <p>A broader range of people will have been involved in heritage.</p>	<p>Activity Co-ordinator (admin, event delivery)- 24 delivery, 10 admin</p>		Years 2-4		<p>4 open drop-in sessions annually, 4 sessions for forest school groups</p>	<p>Participation numbers</p> <p>Audience feedback</p>	
THEME 3 - Social and industrial heritage of Silverburn Park										
3.1	<p>Oral history project- Volunteers trained and supported to record and transcribe memories of the Flax Mill (and its uses over the years, including the farm and the Polish connections), the Park, the Russell family. Memories recorded on audio & video and shared via project website</p> <p>Community Outreach activity- Portable 'recording/listening booth' shelter- to take the activity into the community- targeting Leven, Methil and Buckhaven</p> <p>DoE volunteer activity (transcription) Int Plan project 3.1</p>	<p>Local community and local heritage groups, including Polish community</p>	<p>People will have learnt new skills</p> <p>The heritage of Silverburn and the Flax Mill will be better understood and recorded</p> <p>People will feel more connected to people in their community</p>	<p>Oral history training</p> <p>Interpretation writing & design training</p> <p>Equipment & materials</p> <p>Expenses (volunteers)</p> <p>Activity Co-ordinator (admin)- 15 days</p>	<p>2300</p> <p>3000</p> <p>800</p> <p>1875</p>	Years 3-4		<p>5 x volunteer interviewers</p> <p>30 interviewees</p>	<p>Number of participants</p> <p>Participant feedback (Interviewers and interviewees)</p> <p>Online reach</p>	7975

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
3.2	Community research- Participants to research topics on Flax Mill, the flax industry in Levenmouth, the Park and the Russell family, including the untapped research areas of their relationships with the local community and employees, their relationship with Silverburn and the background to the Park coming into Council ownership. Researchers trained in interpretation writing to allow writing of short snippets, for use in Interpretation Plan project 4.1 as well use social media. Research topics or threads identified by the Interpretation Team in lead up to final interpretation design and installation DoE research topic/s Int Plan 4.1 and 4.3	FOSP People with an interest in local history Duke of Edinburgh Award candidates and Academy senior pupils	People will have learnt about heritage People will feel increased pride in where they live The heritage of Silverburn and the Flax Mill will be better understood and recorded	Research training (3 days) Interpretation writing & design workshops and support Transport Copying, printing, copyright and misc. expenses (inc. online subs for research) Activity Co-ordinator (admin)- 20 days	900 3300 225 3000	From award of grant onwards, years 1-2		8 researchers Researchis written up and shared online Research contributes to Interpretation Plan projects 4.1 and 4.3	Participant feedback Online reach	7425
3.3	Soundscapes of Silverburn- Music composition & editing workshops, inspired by the social and industrial heritage of Silverburn and the flax industry in Fife 12 month project, launching at summer music festival year 3 Supporting activity 1.14- Soundscape performance to celebrate Mill opening	Young people from Levenmouth NEET PEF primary & secondary school groups Young people currently engaging with the Park at the annual music festival	Participants will have learnt new skills, as well as a new understanding of the value of the Park and its social and industrial heritage Participants will feel better about themselves, their community & its heritage. Participants will have gained confidence Participants will have a pathway into work and further learning, including pre-apprenticeship college courses, National Certificates and HNDs, in media, sound production and creative & digital media	Musician admin & research and workshops at music festival weekend year 3, with core youth group (composition, recording, editing & video production), and 6 school groups (composition & recording) Transport & misc. expenses Activity Co-ordinator (admin)- 10 days	11300 1200	12 months, years 3-4		6-8 young people NEET participate and majority complete all 16 days of workshops 4 school groups participate and majority of pupils complete the 3 days of workshops	Number of participants and workshops completed Participant feedback (participants, pupils and tutor)	12500
THEME 4 - Natural Heritage										
Nature trails										
4.1	Natural Silverburn- trail on the natural heritage of Silverburn Park and coastline. Topics including coastal flora and fauna, pond life, fungi, foraging, bird watching and woodlands through the season. Existing (2021) leaflet to be reviewed and reprinted for project completion, in line with the design and branding of the Mill and Park 2025. Leaflet to be available in English and Gaelic. YoungScot partnership activity- reading online leaflet/s for YoungScot rewards	Local community and campsite and hostel visitors Coastal Path visitors Local people with an interest in natural heritage	People will have gained greater understanding of the natural heritage of the Park	Consultant ecologist (reviewing existing leaflets) Leaflet re-design 2025 (digital and paper) Leaflet reprint 2025 Translation (Gaelic) Activity Co-ordinator-admin, YoungScot liaison, supporting writing & editing- 8 days	300 600 200 500	Year 4		1 trail leaflet, printed and online Leaflets in English and Gaelic	Visitor feedback Online reach Guided walk numbers	1600

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
4.2	<p>Natural Wee Silverburn - Series of leaflets for children to introduce them to the natural heritage of Silverburn. Topics to include minibeast hunts, rockpool safaris, basic wildlife survey and identification, human impacts, identifying bees, bats & butterflies, setting up bat boxes, Russell children's diaries and references to park natural heritage.</p> <p>Engagement with young visitors on themes and content, via Park User Group (forest school groups) and in-park consultation</p> <p>Leaflets to be produced year 1-2 and to be reviewed and reprinted for project completion, in line with the design and branding of the Mill and Park 2025. Leaflet to be available in English and Gaelic.</p>	<p>Nursery and school children</p> <p>Informal park user groups (nursery and primary aged)</p> <p>John Muir Awards candidates</p> <p>Families</p>	<p>Young people will have a greater understanding and appreciation of the natural heritage and how to care for it</p> <p>People will feel better about themselves and their community for having taken time to enjoy their natural heritage</p>	<p>Consultant ecologist (drafting leaflets)</p> <p>Leaflet design (digital and paper)</p> <p>Leaflet print</p> <p>Translation (Gaelic)</p> <p>Activity Co-ordinator (admin and engagement- 15 days)</p>	<p>2700</p> <p>4500</p> <p>3000</p> <p>1000</p>	From award of grant onwards, years 1-2		<p>6 leaflets, printed and online</p> <p>Leaflets in English and Gaelic</p>	<p>Visitor feedback</p> <p>Online reach</p> <p>Guided walk numbers</p>	11200
4.3	<p>Natural Silverburn guided walks</p> <p>12 x 1.5hr guided walks p/a for adults</p> <p>12 x 1.5hr guided walks p/a for children and families</p> <p>12 sessions annually for forest school groups</p>	<p>Local community and campsite and hostel visitors</p> <p>Local schools and forest school park group</p> <p>Families</p> <p>Coastal Path visitors</p>	<p>People will have gained greater understanding of the natural heritage of the Park</p> <p>Young people will have a greater understanding and appreciation of the natural heritage and how to care for it</p> <p>People will feel better about themselves and their community for having taken time to enjoy their natural heritage</p>	<p>Specialist volunteers (guided walks)</p> <p>Activity Co-ordinator (admin, training and supporting volunteers and guiding walks)- 54 days guiding/training, 15 days admin</p>		Years 2-4		<p>12 guided public walks each year (monthly)</p> <p>16 guided Wee Silverburn family walks each year (monthly- with extra over the summer)</p> <p>12 guided sessions with forest school groups annually</p>		

Theme 5 - Staff and volunteers: training, management and monitoring

5.1	<p>Service delivery training</p> <p>Trainer the trainer courses (cafe and hostel managers)- 1 week</p> <p>Cafe and hostel staff training - 2 weeks</p> <p>Event management, customer service qualifications for staff and volunteers, H&S, food safety, first aid training and Anytime booking (online training).</p>	Mill staff and volunteers	<p>People will have learnt new skills, will be better able to work well as a team and will have greater confidence</p> <p>Staff and volunteers will be better able to deliver a high quality offer for visitors, helping to build the local economy</p>	<p>Trainer the trainer- 1 week course</p> <p>Delivery of two in-house training sessions</p> <p>Rehearsals and feedback</p> <p>Updating Operational Plan</p>	5000	During internal fit-out phase		<p>Café and hosel managers complete all training</p> <p>All café and hostel staff and volunteers undertake in-house and online training</p> <p>Operational Plan updated following training</p>	<p>Assessment against course objectives</p> <p>Evaluation by attendees</p>	5000
5.2	<p>Management training</p> <p>Facilities management training, recruit Board members with appropriate skills (and undertake some Board training), training to meet compliance with all legislation requirements, websites and booking systems</p>	Board, staff, volunteers	<p>Facilities will be better managed, ensuring a stronger business model and full compliance with legislative requirement.</p>	<p>Anytime booking training in website and booking system</p> <p>Facilities management</p>	2000	During internal fit-out phase		<p>Gaps in Board knowledge are identified and new members recruited</p> <p>Board, staff and volunteers undertake training.</p> <p>All legislative requirements at time of opening</p>	<p>Assessment against course objectives</p> <p>Evaluation by attendees</p>	2000

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
5.3	Activities management- Flax Mill Activities Coordinator	All audiences	The Activity Plan will be delivered to a very high standard, supporting the project to meet its outcomes for people, heritage and the organisation	Activities Co-ordinator post to co-ordinate and manage activities, full time for 4 years	100000	From award of grant onwards		Activity Co-ordinator appointed within first quarter of grant award Work plan agreed within first quarter of appointment. Targets in workplan reviewed monthly against timesheets and outputs and reviewed as necessary	Assessment against agreed programme	120000
5.4	Flax Mill Activities Co-ordinator traditional skills training, study visits and other courses as required Training in traditional skills (SLC introduction courses in lime pointing, the structural repair of historic buildings).	Flax Mill Activities Co-ordinator	Activity Co-ordinator will have a greater understanding of the heritage and its conservation. Activity Co-ordinator be better able to develop and deliver activities that engage people in their heritage	Training plan courses	800	From award of grant onwards		Training plan developed and agreed within first 3 months. Training undertaken in line with the training plan	Assessment against agreed training plan	800
5.5	Post completion FTE Activity Officer training and handover	FTE Activity Officer	FTE Activity Officer (post completion post) will have a fuller understanding of the heritage and of ways in which this has been shared and used to support greater engagement during the project. FTE Activity Officer will be better able to develop and deliver activities that respond to the needs of local people and which build on the legacies of the project activity programme. Partnerships developed over the project will continue post completion, strengthening relationships between the community and the Mill.	Activities Co-ordinator to maintain and collate detailed records of all activities, partners, evaluations and lessons learned, to support hand-over to FTE Activity Officer (50) Activities Co-ordinator to support Project Team in delivery and fit-out phases of Flax Workshop and learning rooms (15 days) Activity Co-ordinator to review and update resources for legacy activities, to support ongoing programme with FTE Activity Officer Activities Co-ordinator to train and support FTE Activity Officer in overlap month (20 days)		From award of grant onwards		Review of record keeping bi-annually. Records are kept in line FEAT and Project Team requirements and are reviewed and updated on a regular basis. Activity Co-ordinator is copied into Project Team meeting minutes and attends meetings as required. Activity Co-ordinator develops and maintains resources for legacy activities.	Assessment against agreed plan and objectives..	

Activity: detailed description		Target audience	Outcome- what change will there be?	Resources	Costs in project budget (total £ for each item)	Timetable	Dependencies	Targets and measures of success	Method(s) of evaluation	Total cost
5.6	Flax Group transition to Flax Workshop	Flax Group volunteers and Park staff	<p>Flax Group will be supported in their transition from temporary workshop to Mill Flax Workshop, ensuring group momentum is maintained and continuity to their flax workshops and flax growing.</p> <p>The Activity Plan legacy, of a Fife Flax Group, will be renewed and strengthened with the move to the permanent Flax Workshop</p>	Activities Co-ordinator- Admin, practical support and marketing/publicity (25 days)		During internal fit-out phase		<p>Flax Group in-out into fit-out phase with Project Team and Activity Co-ordinator. Flax Group are represented (directly or indirectly through Activity Co-ordinator) at Project Team meetings in fit-out phase and earlier as required. Flax Workshop meets the needs of the group and wider audiences</p> <p>Flax Group are supported to plan for the transition to the permanent Flax Workshop. The move is smooth and the group's activities are not impacted adversely.</p> <p>Flax Group are supported to promote the group and its activities in the lead up to and following the relocation. There is increased interest in the group when they move into the Flax Workshop. They are able to build on this, through the improved facilities and opportunities the permanent workshop offers.</p>	<p>Feedback from group members</p> <p>Interest in and membership numbers for the group post-relocation.</p>	
TOTAL budget (one-off and recurring)										290373
Of which built into contract										12000
Total Activity Plan budget										278373
Salaries non VAT able										120000
Zero rated items*										8300
VAT										30014.6
Total inc VAT										308387.6

*Leaflet design & printing zero rated, otherwise standard rate VAT applies

Theme 1: The conservation and adaptation of the Flax Mill

Activity 1.1	Hard hat tours
Description	Fortnightly hard hat tours during construction phase to give people a behind the scenes insight into the conservation work and the environmental sustainability of the building Links to Interpretation Plan project 1.2
Audience	Local community, including targeted community groups
Outcomes	<ul style="list-style-type: none"> Heritage will be identified and better explained. People will have learnt about heritage and have a greater understanding of the processes and challenges of conserving historic buildings The varying needs and interests of local people will be met through providing easily accessible information on heritage and conservation
Resources	PPE- £600 Contractor and/or architect's time- £6000 (built into contract) Activity Co-ordinator (admin, guiding, filming)- 60 days
Timetable	During construction phase 2 tours/month at contract start and end. 2 tours/fortnight during peak contract 32 dates, 2 tours each date.
Targets & measures of success	24 people per fortnight (12 people in each tour, 2 tours per fortnight). Number of return bookings and interest from groups Increased engagement with the project (in other activities, FOSP, volunteering) as a result of a tour.
Total cost	£6600

Activity 1.2	Annual lecture
Description	Annual evening/weekend talks by members of the Project Team during construction phase. Led by Project Manager with volunteer input from Team members as appropriate
Audience	Local community Local building professionals Stakeholders, funders, supporters
Outcomes	<ul style="list-style-type: none"> People will have learnt about heritage and have a greater understanding of the processes and challenges of conserving historic buildings People will be stimulated to take their learning further through other related (hands-on) project activities
Resources	Room hire- £340 Project Manager- 4 days (inc. prep) Activity Co-ordinator (admin, publicity and attending)- 8 days
Timetable	From award of grant onwards, autumn
Targets & measures of success	25-35 people attending each talk
Total cost	£340


Activity 1.3	Traditional skills taster weekends
Description	<p>Traditional skills taster weekend sessions in the Park</p> <p>Clay & bricks, stonemasonry, mortars & re-pointing, joinery, roofs</p> <p>'Passport' for younger participants- collecting guild stamps for each trade or craft they participate in.</p> <p>YoungScot activity- earning points for each trade tried, and bonus points for completing all 4 modules in the year</p>
Audience	<p>Local community</p> <p>Local building professionals</p> <p>Families and primary aged children</p> <p>Young people, 11-26, who are YoungScot cardholders</p>
Outcomes	<ul style="list-style-type: none"> • People will have learnt about heritage and have a greater understanding of the processes and challenges of conserving historic buildings • People will have developed new skills
Resources	<p>Specialist contractors/trainers- £5600</p> <p>Misc. materials & expenses- £800</p> <p>Design & production of 'passports' & guild stamps for children- £400</p> <p>Allocation of extra WC hire costs- £240</p> <p>Activity Co-ordinator (admin & attending)- 64 days</p>
Timetable	<p>During construction phase- June-September</p> <p>4 weekends p/a (1 day per weekend)</p>
Targets & measures of success	<p>4 days per year</p> <p>50 people participating each day (200 p/a, 400 over the project)</p>
Total cost	£7040




Activity 1.4	Clay pizza ovens- music festivals
Description	<p>Traditional skills taster weekend sessions at the annual Park music festival. Building in clay and un-fired earth- brick pizza oven. Led by young people trained in activity 1.6, sharing their learning with the wider community.</p> <p>Over activities 1.4 & 1.6- pizza ovens built at campsite pods (x3) and allotments/campervan site.</p> <p>Links to activity 1.6</p>
Audience	<p>Young people</p> <p>Local community</p>
Outcomes	<ul style="list-style-type: none"> • People will have learnt about heritage and developed new skills. • Skills developed by young people in activity 1.6 will be shared with the wider community • Young people will have gained skills and confidence. They will feel pride in their role in the project

Resources	Workshop leaders- trained youth (activity 1.6) & contractor support- £3200 Materials, equipment & PPE- £2360 Transport for youth trainers- £320 Catering for youth trainers- £320 Activity Co-ordinator (admin)- 16 days
Timetable	From award of grant onwards (years 2022-23 and 2023-24). Coincides with September music festival weekend
Targets & measures of success	2 weekends, over 2 years. 40 people attending each weekend (80 people over 2 years) Majority of young trainers (trained in activity 1.6) will participate in the activity
Total cost	£6200

Activity 1.5	Trainee placements
Description	Construction industry trainee placements- 10-day programme over an academic year. Main contractor to engage trainees on site through 6days training. Additional 4 days training courses in traditional skills through Scottish Lime Centre Trust and specialist conservation contractors. Specialist training in repointing brickwork to be delivered onsite by SLC, attended by trainees and contractor. To included preparing sample panel for repointing of brick on the mill.
Audience	Young people from Levenmouth or neighbouring areas of deprivation, including those undertaking National Progression Award: Construction Craft and Technician FEAT clients and people furthest from the labour market Older people who are not active in the labour market
Outcomes	<ul style="list-style-type: none"> • Trainees will have learnt new skills. • Trainees will have a pathway into work and further learning, including further college courses • Trainees will have gained new understanding and appreciation of traditional building skills
Resources	Appropriate supervision & training on site (6 days per trainee)- £6000 (in main contract) Scottish Lime Centre training (4 days per attendee)- £2800 PPE- £500 Transport- £800 Activity Co-ordinator (admin & joining SLC training sessions)- 12 days
Timetable	During construction phase (2023-24)
Targets & measures of success	Six people on placement Majority of participants complete the programme At least half the trainees go on to SVQ or enter workforce within 12months of completing trainees placement
Total cost	£10100 (£6000 in main contract)

Activity 1.6	Clay pizza ovens- youth train-the-trainer weeks
<p>Description</p>	<p>Traditional skills training project with young people, on making and working with unfired clay bricks and lime mortars.</p> <p>Link to activity 1.4- Participants share their learning with other young people in traditional skills taster sessions in the Park.</p> 
<p>Audience</p>	<p>Local young people (13-25), including those not in education, employment or training</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Participants will have learnt new skills, as well as a new understanding of the value of the Park and its heritage (natural and cultural) • Participants will feel better about themselves, their community & its heritage. • Participants will have gained confidence
<p>Resources</p>	<p>Specialist clay contractor/trainer- £5000 PPE and materials- £3000 Transport & expenses- £640 Activity Co-ordinator (admin)- 8 days</p>
<p>Timetable</p>	<p>From award of grant onwards (years 2022-23 and 2023-24)</p>
<p>Targets & measures of success</p>	<p>6-10 young people from Leven area, each year for 2 years. Majority of participants complete the course and go on to support activity 1.4</p>
<p>Total cost</p>	<p>£8640</p>

Activity 1.7	Building Detectives (primary & level 3 secondary schools)
<p>Description</p>	<p>Workshops for schools- Buildings Detectives (early and first levels) Bricks, engineering and STEM (second and third levels). Development of resources for primary schools for a combination of in-school and on-site workshops including delivery.</p> <p>Includes transport for one workshop in the park/site for classes participating during construction phase.</p> 
<p>Audience</p>	<p>Primary schools (early, 1 and 2), secondary schools (level 3)</p>

Outcomes	<ul style="list-style-type: none"> • Children will have learnt about their heritage and have a new understanding of traditional buildings and skills. • Children will have developed transferable observational and analytical skills in their study of historic buildings. • They will feel a greater sense of belonging and pride in their community and feel better for it.
Resources	Consultant learning Co-ordinator (development of material- 6 half day workshop resources in total)- £2750 Equipment & handling boxes- £2460 Transport- £1200 Allocation of extra WC hire costs- £120 Activity Co-ordinator (admin)- 12 days Activity Co-ordinator (delivery)- 48 days
Timetable	From grant ward onwards Development of materials in 2022-23, workshops years 2023-24, 2024-25 and 2025-26.
Targets & measures of success	5 class groups per year (2 early/first and 2 second/third levels). 3 workshops per class over the year. 15 classes participating over the project (375 children) Meeting Es&Os in the Curriculum for Excellence (CfE) across a number of curriculum areas
Total cost	£6530
Legacy activity	Lesson plan resources and materials for ongoing workshops in schools and at completed Flax Mill.

Activity 1.8	Social portraiture
Description	Photographic social portraiture, capturing the people involved in the project, from trades and the Project Team to participants in the activities (inc. oral history participants). Encourage and support people to submit selfies and portraits. Facilitate field trips to the Mill for local (Fife) camera clubs and photography students, including during flax growing season. Volunteers to help collate submissions record snippets and stories to accompany them. Links to Interpretation Plan project 4.2
Audience	All project consultants and contractors All project stakeholders and funders All activity participants Local people with an interest in photography
Outcomes	<ul style="list-style-type: none"> • People will feel more connected to Silverburn and to the people involved and engaging in the project • The process of the repair and adaptation of the Flax Mill, and the community's active participation in that, will be recorded • People will have enhanced their photography skills
Resources	Hosting College and clubs- £600 Activity Co-ordinator (admin, collating, managing visits)- 20 days
Timetable	From award of grant onwards
Targets & measures of success	Majority of consultants and contractors will submit a photo/s At least half the participants (or groups) involved in organised activities will submit photo/s

	At least a quarter of people involved in drop-in and informal activities will submit photo/s At least 2 classes/clubs will undertake a photography field trip to the Mill each year
Total cost	£600
Legacy activity	Interpretation

Activity 1.9	Social portraiture- Doors Open Day exhibition
Description	Temporary social portraiture exhibition (at the Mill and online) to coincide with Door Open Days YoungScot partner activity- viewing online photo exhibition each Doors Open Day. On project completion the framed portraits are used as one of the exhibitions in the temporary exhibition area. Links to Interpretation Plan project 5.1. Outreach activity
Audience	Local people People with an interest in mills and industrial heritage Young Scot cardholders
Outcomes	<ul style="list-style-type: none"> • People will have learnt about heritage through a greater understanding of the roles of the people involved in the project • Local people will feel proud of their role on the project
Resources	Materials (printing & framing)- £495 Activity Co-ordinator (admin, collating)- 20 days
Timetable	From award of grant onwards
Targets & measures of success	Annual exhibition on site of 30 framed portraits (printed) and minimum 30 online Revolving exhibition of 30 framed portraits (from selection of 120 prints) in the completed Mill
Total cost	£495
Legacy activity	Interpretation

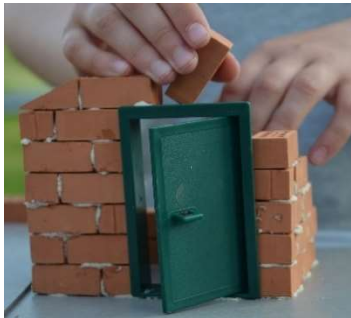
Activity 1.10	Mill & Park images today (photography)
Description	'Mill and Park images today'- complimenting Interpretation Plan project 4.2 (Photographic Artworks), Visitors invited to submit photos of the park and mill during the project. Targeted theme one summer- YoungScot cardholders invited to take and submit their photos of the Mill and Park today for use in Photographic Artworks, complimenting Michael Wolchover's images charting the conservation and adaptation of the Mill. YoungScot reward- prize draw for camping pod weekend Links to Interpretation Plan project 4.2
Audience	Local people People with an interest in photography Young Scot cardholders
Outcomes	<ul style="list-style-type: none"> • People will feel more connected to Silverburn


	<ul style="list-style-type: none"> The process of the repair and adaptation of the Flax Mill will be recorded by local people People will have enhanced their photography skills
Resources	Misc. expenses- £240 Activity Co-ordinator- 20 days
Timetable	From award of grant onwards, years 2022-23, 2023-24 and 2024-25.
Targets & measures of success	Some contributions will be used in the Mill on completion (Interpretation Plan project 4.2 Photographic Artworks) At least 30 YoungScot cardholders will have contributed images
Total cost	£240
Legacy activity	Interpretation

Activity 1.11	Presentation to Head Teachers and annual tours for teachers
Description	<p>Presentation to local school cluster Head Teachers meeting to promote the project activities and resources available, as well as scope for PEF wellbeing workshops in the Park. Including invitation to hold Cluster meetings in the Park.</p> <p>Annual Park tour to familiarise local teachers (including those who use the Park informally) with the site, history and resources available to support school based activities.</p>
Audience	Teachers in local schools and their pupils
Outcomes	<ul style="list-style-type: none"> Teachers will have better knowledge of the Park heritage and the activities and resources available to them during the project
Resources	Catering for meeting/tours- £300 Activity Co-ordinator (admin and presentation, follow up)- 10 days
Timetable	From award of grant onwards
Targets & measures of success	Head Teacher meetings year 1 and on completion. Annual teacher tours, Av. 5 teachers on each tour Teachers register interest in activities as a result of the Head Teacher meeting and/or tour
Total cost	£300
Legacy activity	Complete Mill as venue for meetings and annual teacher tours

Activity 1.12	Develop & support Park User Group (for groups using the park)
Description	<p>Develop a Park Users Group (of informal user groups and clubs) to support the alignment of the various groups and activities, to share resources and learning and to offer a pathway for audiences.</p> <p>Actively seek representation on that forum from groups/clubs that reflect the breadth of the community</p>
Audience	<p>Groups, clubs and classes that use the Park in an informal way, on a regular basis (i.e not as part Park or project organised activities)</p> <p>Groups/clubs that are not currently using the park and whose member interest is not represented on the User Group</p>
Outcomes	<ul style="list-style-type: none"> Informal Park user groups will feel more connected to the Park and its heritage, and will feel better for it

	<ul style="list-style-type: none"> • More groups/clubs, representing a wide range of people, will engage informally in the Park and its heritage
Resources	Publicity, printing and resources- £400 Activity Co-ordinator (admin, support, consultation, supporting sharing of data)- 25 days
Timetable	From award of grant onwards
Targets & measures of success	2 face-to-face meetings in the park per year. 2 e-bulletin updates per year Number of groups who actively participate Number of groups who are supported to change, for the better, how they use and interact with the Park and other Park users
Total cost	£400
Legacy activity	Informal user group to continue, to support increased Park use and offer a pathway for audiences

Activity 1.13	Participation in Doors Open Days
Description	<p>Participation in annual Doors Open Day (DoD) events</p> <p>Flax handling boxes and school handling recourses available for younger visitors, to explore 'mini-building'</p> <p>Links with activity 1.9, photographic social portraiture exhibition</p> 
Audience	Local people People with an interest in mills and industrial heritage
Outcomes	<ul style="list-style-type: none"> • People will have learnt about heritage • People will have greater awareness of the breadth of ways they can actively engage in the project
Resources	Signage, displays and PPE- £400 Activity Co-ordinator (admin & attendance annually)- 4 days Volunteers
Timetable	From award of grant onwards. Annually
Targets & measures of success	Participation in DoD annually (subject to Fife DoD programme) 50 visitors per day Online exhibition (social portraiture) to compliment DoD
Total cost	£400
Legacy activity	Resources and materials for younger DoD audiences


Activity 1.14	Lantern Journeys 2026 (the journey from 2020-26)
Description	<p>Celebration of completion of project- Lantern Journeys 2020-2026.</p> <p>Shine a Light Silverburn (Winter 2025-26). Building on the annual event, to celebrate the wide range of people who have been a part of the project, through the projection of photography portraits on/in the Mill, promoting the role of heritage in wellbeing and allowing the community a first glimpse of the Mill at/near completion.</p> 
Audience	<p>Local people, schools, College, youth, FOSP, park volunteers and staff.</p> <p>Project team and contractors</p>
Outcomes	<ul style="list-style-type: none"> • Formal end to the construction and fit-out phase of project • The community will feel pride in the completion of the project and of their role in helping this to happen • The community will feel a sense of ownership in the Flax Mill and wider Park • Young people will feel that they are important in the future of Silverburn
Resources	<p>Materials- £500</p> <p>Lighting hire- £2000</p> <p>Activity Co-ordinator- 35 days</p> <p>Park Staff & volunteers</p> <p>FOSP</p>
Timetable	Winter 2025-26
Targets & measures of success	<p>Min. 300 people contribute to the installation with a lantern or memory</p> <p>Min. 750 people visit the installation over 3 nights</p> <p>Min 5000 people view the online content</p>
Total cost	£2500
Legacy activity	Annual event in support of mental health awareness

Activity 1.15	Official opening weekend celebrations
Description	<p>Official Opening weekend, with ribbon cutting ceremony, flax craft displays (in Flax Workshop), tours of facilities, photographic exhibition and FOSP display.</p> <p>Consider 'commissioning' commemorative plaque from Flax Group and other FOSP volunteer crafters, using natural materials.</p> <p>Consider commissioning a hand-printed linen tea towels from Fax Group (design competition) to gift to participating schools, organisations and individual trainees etc, also selling at the opening</p>
Audience	Stakeholders, funders, volunteers, Friends Group, local people
Outcomes	<ul style="list-style-type: none"> • A wider range of people have been involved in heritage and their role celebrated • The community will feel pride in the Flax Mill

	<ul style="list-style-type: none"> • The community will feel a sense of ownership in the Flax Mill and wider Park • People (and groups/clubs) feel more connected with one another
Resources	Catering (formal event)- £500 Displays/materials/tea towels design & print- £900 Commemorative plaque for completed Mill- £800 Activity Co-ordinator- 20 days
Timetable	On completion of fit-out.
Targets & measures of success	400 visitors over the weekend The breadth of groups, organisations and schools who have participated are represented at the opening ceremony. All funders and stakeholders receive invitation FOSP and Flax Group grow their members
Total cost	£2200


Activity 1.16	Soundscapes of Silverburn (performance)
Description	Soundscapes of Silverburn- performance of the output of activity 3.3 projected in and on the Mill to mark completion of the works and opening of the Mill. An immersive experience, of sound and images inspired by the social and industrial heritage of Silverburn and the flax industry in Fife
Audience	Participants in activity 3.3, their friends and families Young people & families Local community
Outcomes	<ul style="list-style-type: none"> • Young people will feel pride in their heritage and more connected to their community • A broad range of people will learn about heritage • The community will feel pride in the project and a greater sense of ownership of the Mill
Resources	Musician (set-up)- £600 Equipment hire (lighting, projector, audio)- £2500 Activity Co-ordinator (admin, set-up, attending)- 12 days
Timetable	On completion of fit-out
Targets & measures of success	Performance projected on site for 3 nights, 200 visitors per night Performance available online, 5000 interactions
Total cost	£3100

Theme 2: Flax as a resource: growing & processing flax

Activity 2.1	Flax & flax history in-school workshops
Description	<p>Development of resources on flax and the flax industry in Fife for primary pupils, including handling boxes. Resources to support stand-alone in-class learning modules, which can also lead into activity 2.4, giving context to the practical workshops in growing and processing flax.</p>  <p>Half day workshops on: (1) Flax from seed to fibre; (2) Processing flax, from cottage industry to the mills; (3) Leven's flax industry; (4) Flax and natural fibres in industry today</p> <p>Workshops delivered in schools, with Activity Co-ordinator support.</p> <p>Workshops Jan-Mar, leading into (optional) flax growing workshops in April</p>
Audience	Primary school pupils (levels 1 and 2)
Outcomes	<ul style="list-style-type: none"> Pupils will develop greater understanding of their heritage. They will feel more engaged in their heritage and through that feel better about themselves and the place they live.
Resources	<p>Learning consultant (development of resources)- £2500 Handling boxes (2 class sets per topic, being 80 boxes, cost based on £40 per class set of 10)- £320 Volunteers (handling boxes) Activity Co-ordinator (admin, delivery & promotion)- 42 days</p>
Timetable	From award of grant onwards. Develop materials 2022-23. Workshops from January 2023 onwards.
Targets & measures of success	<p>4 classes undertake at least 2 half day workshops per year (over 4 years- 16 classes in total) Learning opportunities will have been met across the curriculum At least half the participating classes go on to book on activity 2.4, flax growing to processing workshops</p>
Total cost	£2820
Legacy activity	Lesson plans and resources for ongoing workshops in complete Mill

Activity 2.2	Flax Group community outreach talks
Description	<p>Talks by project volunteers and Flax Group to local groups, clubs and societies around the region, including early evening summer talks in the Park. Covering research findings from activity 3.1 and talks on efforts to grow and process flax in Silverburn Park today (activity2.4).</p> <p>Community outreach activity</p>
Audience	<p>Local people. Charities and support services in the region. Informal Park users (individuals and groups).</p>

	Campsite visitors
Outcomes	<ul style="list-style-type: none"> • A wider range of people will be involved in heritage. People will have learnt about the range of activities available and feel supported and encouraged to engaged with the project. • People will feel more connected to Silverburn Park. • People will learn about the new Fife Flax Group and membership will increase and the skills and interests of the group broaden as a result.
Resources	Travel & expenses- £250 Equipment (digital projector)- £550 Activity Co-ordinator (admin support)- 8 days
Timetable	From award of grant onwards
Targets & measures of success	10 talks given Average 25 people attending a talk 4 volunteers, 80 volunteer hours
Total cost	£800

Activity 2.3	Flax Group development, training and support
Description	<p>Silverburn Flax group (Flaxers o'Fife)</p> <p>The development of a flax group to support the growing and processing of flax in Silverburn and to promote creating and making with flax fibres. The volunteer group will be based on out the Flax Studio, on completion of the project, providing a permanent base for flax in the Flax Mill.</p>  <p>Train-the-trainer sessions in Silverburn and Flaxland Site accommodation during project Tools and materials Heras fence banners of flax cycle, on the path to flax hut and crop Support to Interpretation Team in content and production of Flax Workshop interpretation panels and tool labels.</p> <p>Links to Interpretation Plan project 4.1 and 1.1</p>
Audience	Local people interested in learning about growing (and sharing their knowledge with others) and processing flax and in supporting the wider craft skills of making flax tools and creating with flax fibres. People in Fife and beyond with an interest in flax growing and processing.
Outcomes	<ul style="list-style-type: none"> • People will feel empowered to take an active role in conserving and promoting the heritage of the flax mill and Fife's flax industry. • People will have learnt new skills and have the opportunities to share their learning with others
Resources	Trainer the trainer- £2950 Materials & equipment- £600 Transport- £1830

	Expenses/other- £6570 Flax Hut accommodation- £3800 Activity Co-ordinator (admin)- 30 days
Timetable	From award of grant onwards
Targets & measures of success	6 people undertake 2 days 'train the trainer' workshops with a grower/workshop in England. 10 people attend 'train the trainer' workshops in Silverburn, years 1 and 3 Flax Group are enabled to deliver training for activity 2.4 and 2.5 Flax Group have a sense of ownership in the conserved Mill and in the Flax Workshop on completion of the project
Total cost	£15750
Legacy activity	A passionate and well trained (and supported) group to continue the flax growing and processing, take ownership of the Flax Workshop (in completed Mill) and develop new and exciting initiatives around flax fibre.

Activity 2.4	Flax workshops- group and drop in-sessions
Description	<p>Flax Journey- from seed to fibre.</p> <p>Demonstrations and have-a-go activities over a full season to experience all stages of the flax process - from growing to making objects from the fibres.</p> <p>Seed to fibre: Intro and sowing (3 hours) Harvesting & Stacking (3 hours) Retting (3 hours) Processing (3 hours)</p> <p>Flax fibre products: Spinning & Weaving (1 day) Rope & net making (1 day) Natural dyes & printing (1 day) Canvas canoe or coracle making (5-10 days)</p> <p>Schools groups do 4x half days workshops plus 1x full day Adult groups and drop-in sessions do 4x half day workshops plus 1 full day (yr1) and 2 full days (yr2-4)</p> <p>YoungScot partnership, with cardholders earning points for each workshop attended (drop-in sessions) and bonus points for completing 4 workshops in a year/season.</p>
Audience	<p>Primary levels 1 and 2. Secondary schools and youth groups. Adults and young people engaged with organisations that support lone parent, vulnerable and disadvantaged families Families Local people interested in traditional crafts</p>





Outcomes	<ul style="list-style-type: none"> • People will have developed skills and have a greater awareness of the cultural and industrial heritage of Silverburn • People will feel better about where they live and in themselves, for doing creative and practical activities in the Park • People will be inspired to join the Flax Group or volunteer in the Park, to further their learning and enjoyment
Resources	Trainer the trainer & specialist instructors- £1400 Materials & equipment- £3690 Transport (participants)- £6000 Transport (volunteers)- £3000 Allocation of extra WC hire costs- £1080 Activity Co-ordinator (admin)- 30 days
Timetable	From award of grant onwards
Targets & measures of success	8 groups p/a for each half day activity, being 3 primary, 1 secondary, 2 adult groups and 2 drop-in open groups (year 1, 4 adult sessions only- schools from year2 onwards) Number of participants (20-25 schoolchildren per class). Number of participants who complete whole season course. Evidence of course connection to curriculum activities.
Total cost	£15330
Legacy activity	Supported by the Flax Group

Activity 2.5	Flax workshops- FEAT clients
Description	<p>Flax Journey- from seed to fibre for FEAT clients.</p> <p>Demonstrations and have-a-go activities over a full season to experience all stages of the flax process - from growing to making objects from the fibres.</p> <p>Seed to fibre: Intro and sowing (3 hours) Harvesting & Stacking Retting (3 hours) Processing (3 hours)</p> <p>Flax fibre products: Spinning & Weaving (1 day) Rope & net making (1 day)- Natural dyes & printing (1 day)- Canvas coracle making (5-10 days) - year 4 option (1 group)</p>
Audience	Schools (primary and secondary) in receipt of Pupil Equity Fund (PEF)- levels 2, 3 and 4) FEAT client groups, supporting people with mental health issues or PTSD
Outcomes	People will feel more connected with where they live People feel pride in their achievements A wider range of people will be involved in heritage.
Resources	Materials & equipment- £2400 Transport (volunteers)- £3600



	Specialist instructor- £400 6 hrs of FEAT OT per client per programme- £7128 6 days of learning coach, 2 people, per 6 day programme- £10800 Activity Co-ordinator (admin)- 15 days
Timetable	From year 2023-24 onwards
Targets & measures of success	Number of participants (group of 6 clients) 3 programmes of 6 days a year (1x longer programme in year 4- coracle making)
Total cost	£24378
Legacy activity	Support by Flax Group


Activity 2.6	Flax residential course
Description	Fee paying residential course based at the campsite, offering training and support in making a kit canvas coracle. 
Audience	Families and young people People interested in traditional boats and boat building
Outcomes	<ul style="list-style-type: none"> • People will have developed new skills • People will feel more engaged in the park and their heritage through a holistic learning experience. • The interest in and scope for delivering annual (fee paying) flax residential courses, to support FEAT to be more resilient, will be better understood
Resources	Self-funding (fee paying course). Activity Co-ordinator (admin) – 6 days
Timetable	Year 2025-26
Targets & measures of success	3 people/families book and stay at campsite pods All participants are supported to complete their kit in the week Interested is generated in future flax residential courses, whether boat building or weaving etc
Total cost	0
Legacy activity	Introducing new audiences to the Park and flax processing, developing new and exciting activities that support financial resilience.

Activity 2.7	Craft & woodcraft taster sessions
<p>Description</p>	<p>Drop-in traditional craft taster sessions during Easter and summer season, linked to flax and linen, traditional craft, natural materials and our industrial heritage. To include weaving, spinning, rope making, net making (flax heritage), paper making (Russell family heritage), willow weaving, bodging, wood turning (natural heritage).</p> <p>3 days per year, over 3 weekends (3 topics per year), over 4 years</p> <p>Passport for younger visitors- collecting guild stamp for each craft tried</p> 
<p>Audience</p>	<p>Families with primary levels 1 and 2 children Secondary schools and youth groups. Open (adult) groups and intergenerational family groups People with an interest in craft and working with natural materials</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • People will have learnt about heritage and traditional craft skills • People will be stimulated to participate in other project craft activities
<p>Resources</p>	<p>Craftspeople to deliver workshops- £6000 'Passport' design & production and guild stamps, for children- £800 Allocation of extra WC hire costs- £360 Activity Co-ordinator (admin, attendance)- 24 days</p>
<p>Timetable</p>	<p>From award of grant onwards</p>
<p>Targets & measures of success</p>	<p>3 weekends p/a, Easter into summer 40 people per day, 120 people participating each year</p>
<p>Total cost</p>	<p>£7160</p>

Activity 2.8	Mini-builders drop-in sessions
<p>Description</p>	<p>Informal drop-in sessions for young families, weekends and weekdays, with foam bricks, GiGi blocks, Teifoc bricks & Kapla.</p> <p>In the park, in a marquee or on the lawn stage/classroom. Outreach activity in the community for parent & baby groups and single parent support groups. Construction toys available for using in the mill on completion. Outreach activity</p> 
<p>Audience</p>	<p>Families with early and level 1 and 2 children</p>
<p>Outcomes</p>	<p>People will have learnt about heritage and traditional craft skills A broader range of people will have been involved in heritage.</p>
<p>Resources</p>	<p>Activity Co-ordinator (admin, event delivery)- 34 days</p>
<p>Timetable</p>	<p>Years 2023-24, 2024-25 and 2025-26.</p>

Targets & measures of success	4 open drop-in sessions annually, 4 sessions for forest school groups
Total cost	Activity Co-ordinator
Legacy activity	Resources for offer in the completed Flax Mill, to young families and parent support groups

Theme 3: Social and industrial heritage of Silverburn Park

Activity 3.1	Oral history
Description	<p>Oral history project- Volunteers trained and supported to record and transcribe memories of the Flax Mill (and its uses over the years, including the farm and the Polish connections), the Park, the Russell family. Memories recorded on audio & video and shared via project website</p>  <p>Community Outreach activity- Portable 'recording/listening booth' shelter- to take the activity into the community- targeting Leven, Methil and Buckhaven.</p> <p>DoE volunteer activity (transcription)</p> <p>Outreach activity Links to Interpretation Plan project 3.1</p>
Audience	Local community and local heritage groups, including Polish community
Outcomes	<ul style="list-style-type: none"> • People will have learnt new skills • The heritage of Silverburn and the Flax Mill will be better understood and recorded • People will feel more connected to people in their community
Resources	<p>Oral history training- £2300 Interpretation writing & design training- £3000 Equipment- £800 Expenses & transport (volunteers)- £1875 Activity Co-ordinator (admin)- 15 days</p>
Timetable	Years 2024-25 and 2025-26
Targets & measures of success	5 x volunteer interviewers 30 interviewees
Total cost	£7975
Legacy activity	Interpretation. Volunteers trained and enabled to lead on other heritage research projects.

Activity 3.2	Community research group
Description	<p>Community research- Participants to research topics on Flax Mill, the flax industry in Levenmouth, the Park and the Russell family, including the untapped research areas of their relationships with the local community and employees, their relationship with Silverburn and the background to the Park coming into Council ownership. Researchers trained in interpretation writing to allow writing of short snippets, for use in Interpretation Plan project 4.1 as well use social media.</p> <p>Research topics or threads identified by the Interpretation Team in lead up to final interpretation design and installation. Topics identified in Development phase:</p> <ul style="list-style-type: none"> • The end products from Silverburn (outputs from the mill were a mix of fibres and fodder, but what were the fibres used for, by whom and where?) • Further research in Mill diaries for stories of the men, women and children who worked there • Further research on other notable local industries: other mills as well as the railways, collieries and fishing • the Russells and the local golf story • local dialect and languages: the Gaelic heritage of Leven and environs (a strong story for the area over time, perhaps not so relevant by mill in 1850s); the languages, including the shared flax mill terminology, spoken at the mill and on the estate • the use of the park and buildings by groups (for picnics, sports days, camps) during the Russell family ownership and occupation. • The use of the buildings (dwellings if not also Mill) for day hospitals for family psychology services 1960s-70s. <p>DoE research topic/s Links to Interpretation Plan projects 4.1 and 4.3</p>
Audience	<p>FOSP People with an interest in local history Duke of Edinburgh Award candidates</p>
Outcomes	<ul style="list-style-type: none"> • People will have learnt about heritage • People will feel increased pride in where they live • The heritage of Silverburn and the Flax Mill will be better understood and recorded
Resources	<p>Research training (3 days)- £900 Interpretation writing & design workshops and support- £3300 Transport- £225 Copying & misc. expenses (inc. online subs for research)- £3000 Activity Co-ordinator (admin)- 20 days</p>
Timetable	<p>From award of grant onwards, years 2022-23 and 2023-24.</p>



Targets & measures of success	8 researchers Research is written up and shared online Research contributes to Interpretation Plan projects 4.1 and 4.3
Total cost	£7425
Legacy activity	Interpretation. Volunteers trained and enabled to lead on other oral history projects.

Activity 3.3	Soundscape Silverburn workshops
Description	Music composition & editing workshops, inspired by the social and industrial heritage of Silverburn and the flax industry in Fife 12 month project, launching at summer music festival year 3 Supporting activity 1.14- Soundscape performance to celebrate Mill opening
Audience	Young people from Levenmouth NEET PEF primary & secondary school groups Young people currently engaging with the Park at the annual music festival
Outcomes	<ul style="list-style-type: none"> • Participants will have learnt new skills, as well as a new understanding of the value of the Park and its social and industrial heritage • Participants will feel better about themselves, their community & its heritage. • Participants will have gained confidence • Participants will have a pathway into work and further learning, including pre-apprenticeship college courses, National Certificates and HNDs, in media, sound production and creative & digital media
Resources	Musician (admin, research, workshops)- £11300 Transport & misc. expenses- £1200 Activity Co-ordinator (admin)- 10 days
Timetable	12 months, commencing end 2024-25 through to 2025-26.
Targets & measures of success	6-8 young people NEET participate and majority complete all 16 days of workshops 4 school groups participate and majority of pupils complete the 3 days of workshops
Total cost	£12500

Theme 4: Natural heritage

Activity 4.1	Natural Silverburn- trail leaflet
Description	<p>Natural Silverburn- trail on the natural heritage of Silverburn Park and coastline. Topics including coastal flora and fauna, pond life, fungi, foraging, bird watching and woodlands through the season.</p> <p>Existing (2021) leaflet to be reviewed and reprinted for project completion, in line with the design and branding of the Mill and Park 2025. Leaflet to be available in English and Gaelic.</p>



	YoungScot partnership activity- reading online leaflet/s for rewards
Audience	Local community and campsite and hostel visitors Coastal Path visitors Local people with an interest in natural heritage
Outcomes	<ul style="list-style-type: none"> • People will have gained greater understanding of the natural heritage of the Park
Resources	Consultant ecologist (reviewing existing leaflet)- £300 Leaflet re-design 2025 (digital and paper)- £600 Leaflet reprint 2025- £200 Translation (Gaelic)- £500 Activity Co-ordinator- 8 days
Timetable	Year 2025-26
Targets & measures of success	1 trail leaflet, printed and online Leaflets in English and Gaelic
Total cost	£1600
Legacy activity	Leaflets post Mill completion

Activity 4.2	Wee Natural Silverburn leaflets
Description	<p>Series of leaflets for children to introduce them to the natural heritage of Silverburn. Topics to include minibeast hunts, rockpool safaris, basic wildlife survey and identification, human impacts, identifying bees, bats & butterflies, setting up bat boxes, Russell children's diaries and references to park natural heritage.</p> <p>Engagement with young visitors on themes and content, via Park User Group (forest school groups) and in-park consultation</p> <p>Leaflets to be produced year 1-2 and to be reviewed and reprinted for project completion, in line with the design and branding of the Mill and Park 2025-26. Leaflet to be available in English and Gaelic.</p>
Audience	Nursery and school children Informal park user groups (nursery and primary aged) John Muir Awards candidates Families
Outcomes	<ul style="list-style-type: none"> • Young people will have a greater understanding and appreciation of the natural heritage and how to care for it • People will feel better about themselves and their community for having taken time to enjoy their natural heritage
Resources	Consultant ecologist (drafting leaflets)- £2700 Leaflet design (digital and paper)- £4500 Leaflet print- £3000 Translation (Gaelic)- £1000 Activity Co-ordinator (admin and engagement)- 15 days
Timetable	From award of grant onwards, years 2022-23 and 2023-24. Re-print 2025-26.



Targets & measures of success	6 leaflets, printed and online Leaflets in English and Gaelic
Total cost	£11200
Legacy activity	Leaflets post Mill completion

Activity 4.3	Natural Silverburn guided walks
Description	Natural Silverburn guided walks 12 x 1.5hr guided walks p/a for adults 12 x 1.5hr guided walks p/a for children and families 12 sessions annually for forest school groups
Audience	Local community and campsite and hostel visitors Local schools and forest school park group Families Coastal Path visitors
Outcomes	<ul style="list-style-type: none"> • People will have gained greater understanding of the natural heritage of the Park • Young people will have a greater understanding and appreciation of the natural heritage and how to care for it • People will feel better about themselves and their community for having taken time to enjoy their natural heritage
Resources	Specialist volunteers (guided walks) Activity Co-ordinator (admin, training and supporting volunteers and guiding walks)- 54 days guiding/training, 15 days admin
Timetable	From year 2023-24 onwards
Targets & measures of success	12 guided public walks each year (monthly) 16 guided Wee Silverburn family walks each year (monthly- with extra over the summer) 12 guided sessions with forest school groups annually
Total cost	
Legacy activity	Trails established and volunteers trained

Theme 5: Staff and volunteers: training, managing and monitoring

Activity 5.1	Service delivery training
Description	Trainer the trainer courses (cafe and hostel managers)- 1 week Cafe and hostel staff training - 2 weeks Event management, customer service qualifications for staff and volunteers, H&S , food safety, first aid training and Anytime booking (online training).
Audience	Mill staff and volunteers
Outcomes	<ul style="list-style-type: none"> • People will have learnt new skills, will be better able to work well as a team and will have greater confidence • Staff and volunteers will be better able to deliver a high-quality offer for visitors, helping to build the local economy
Resources	Trainer the trainer (1 week course), delivery of two in-house training sessions, rehearsals and feedback and updating Operational Plan- £5000
Timetable	Year 2025-26, in parallel with internal fit-out

Targets & measures of success	Café and hostel managers complete all training All café and hostel staff and volunteers undertake in-house and online training Operational Plan updated following training
Total cost	£5000

Activity 5.2	Management training
Description	Facilities management training, recruit Board members with appropriate skills (and undertake some Board training), all legislation requirements, websites and booking systems
Audience	Board, staff, volunteers
Outcomes	<ul style="list-style-type: none"> Facilities will be better managed, ensuring a stronger business model and full compliance with legislative requirement.
Resources	Anytime booking training in website and booking system, and facilities management- £2000
Timetable	Year 2025-26, in parallel with internal fit-out
Targets & measures of success	Gaps in Board knowledge are identified and new members recruited Board, staff and volunteers undertake training. All legislative requirements at time of opening
Total cost	£2000

Activity 5.3	Activities management- Flax Mill Activities Co-ordinator
Description	Flax Mill Activities Coordinator post
Audience	All audiences
Outcomes	The Activity Plan will be delivered to a very high standard, supporting the project to meet its outcomes for people, heritage and the organisation
Resources	Activities Co-ordinator post to co-ordinate and manage activities, full time for 4 years- £100,000 plus 20% on-costs
Timetable	From award of grant onwards
Targets & measures of success	<ul style="list-style-type: none"> Activity Co-ordinator appointed within first quarter of grant award Work plan agreed within first quarter of appointment. Targets in workplan reviewed monthly against timesheets and outputs and reviewed as necessary
Total cost	£120,000

Activity 5.4	Flax Mill Activities Co-ordinator- training & study visits
Description	Flax Mill Activities Co-ordinator traditional skills training, study visits and other courses as required Training in traditional skills (SLC introduction courses in lime pointing, the structural repair of historic buildings).
Audience	Flax Mill Activities Co-ordinator

Outcomes	Activity Co-ordinator will have a greater understanding of the heritage and its conservation. Activity Co-ordinator be better able to develop and deliver activities that engage people in their heritage
Resources	Training plan courses- £800
Timetable	From award of grant onwards
Targets & measures of success	Training plan developed and agreed within first 3 months. Training undertaken in line with the training plan
Total cost	£800

Activity 5.5	Post completion FTE Activity Officer training & handover
Description	Flax Mill Activity Co-ordinator to lead on ensuring records maintained and handover undertaken to FTE Activity Office post-completion.
Audience	Flax Mill FTE Activity Officer
Outcomes	FTE Activity Officer (post completion post) will have a fuller understanding of the heritage and of ways in which this has been shared and used to support greater engagement during the project. FTE Activity Officer will be better able to develop and deliver activities that respond to the needs of local people and which build on the legacies of the project activity programme. Partnerships developed over the project will continue post completion, strengthening relationships between the community and the Mill.
Resources	Activities Co-ordinator to maintain and collate detailed records of all activities, partners, evaluations and lessons learned, to support hand-over to FTE Activity Officer (50 days) Activities Co-ordinator to support Project Team in delivery and fit-out phases of Flax Workshop and learning rooms (15 days) Activity Co-ordinator to review and update resources for legacy activities, to support ongoing programme with FTE Activity Officer Activities Co-ordinator to train and support FTE Activity Officer in overlap month (20 days)
Timetable	From award of grant onwards
Targets & measures of success	Review of record keeping bi-annually. Records are kept in line FEAT and Project Team requirements and are reviewed and updated on a regular basis. Activity Co-ordinator is copied into Project Team meeting minutes and attends meetings as required. Activity Co-ordinator develops and maintains resources for legacy activities.
Total cost	

Activity 5.6	Flax Group transition to Flax Workshop
Description	Activity Co-ordinator to lead on supporting the Flax Group as they prepare for and undertake the move from temporary Flax Cabin in the park into Flax Mill Flax Workshop.
Audience	Flax Group
Outcomes	<p>Flax Group will be supported in their transition from temporary workshop to Mill Flax Workshop, ensuring group momentum is maintained and continuity to their flax workshops and flax growing.</p> <p>The Activity Plan legacy, of a Fife Flax Group, will be renewed and strengthened with the move to the permanent Flax Workshop</p>
Resources	Activities Co-ordinator- Admin, practical support and marketing/publicity (25 days)
Timetable	During internal fit-out phase
Targets & measures of success	<p>Flax Group in-out into fit-out phase with Project Team and Activity Co-ordinator. Flax Group are represented (directly or indirectly through Activity Co-ordinator) at Project Team meetings in fit-out phase and earlier as required. Flax Workshop meets the needs of the group and wider audiences</p> <p>Flax Group are supported to plan for the transition to the permanent Flax Workshop. The move is smooth and the group's activities are not impacted adversely.</p> <p>Flax Group are supported to promote the group and its activities in the lead up to and following the relocation. There is increased interest in the group when they move into the Flax Workshop. They are able to build on this, through the improved facilities and opportunities the permanent workshop offers.</p>
Total cost	

8.2 Monitoring and evaluating the activities

The separate Project Evaluation Plan includes Activity Plan evaluation. The following is extracted from the evaluation logic model, so as far as it covers the activities.

Inputs	Activities	Outputs	Intermediate Outcomes	Possible indicators	Broader Outcomes
<p>Community Engagement Officer</p> <p>Programme and activity development consultant expertise</p>	<p>Development of programme of activities with heritage learning opportunities</p> <p>To include hard hat tours; craft events; talks and lectures; archival research opportunities</p>	<p>Full Activity Programme Delivered to diverse audiences and with diverse participants</p> <p>Volunteering Opportunities made available</p>	<p>Activity Programme attracting audience numbers and participation</p> <p>Increased visitor and local community participation in heritage focussed activities</p> <p>Volunteering around Silverburn</p>	<p>Visitor numbers and types</p> <p>Evidence of participation or follow up</p> <p>(E.g. follow up school projects or activities, local organisation activities)</p> <p>Numbers and range of Volunteers</p>	<p>People will have learnt about heritage leading to change in ideas and actions</p>

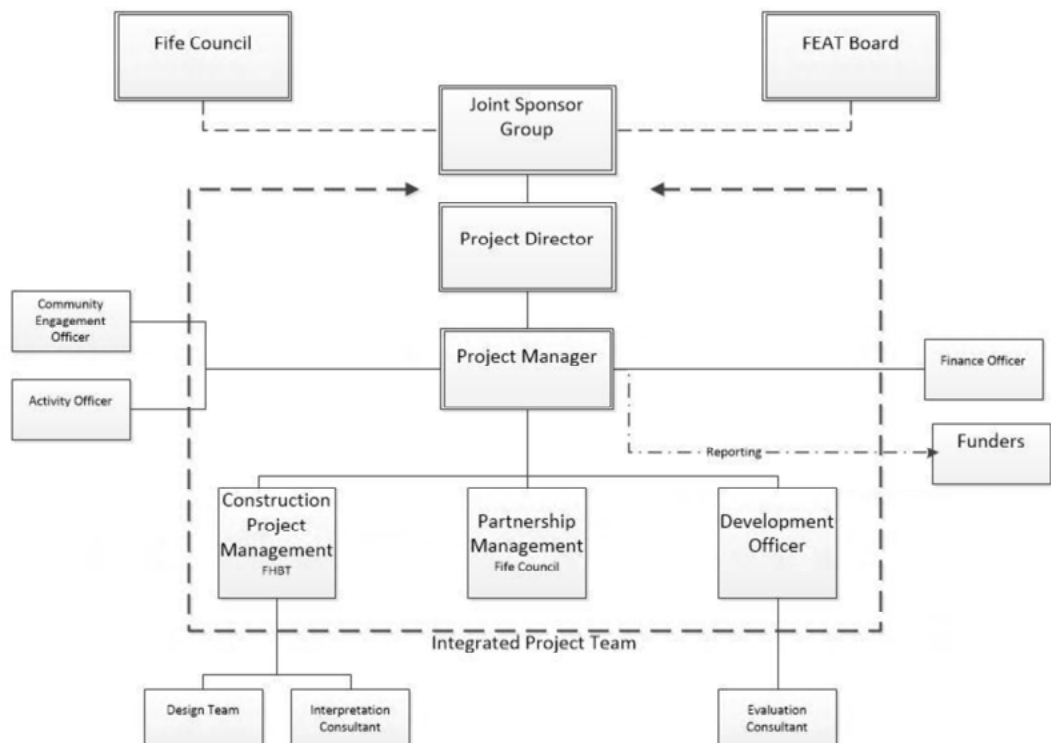
	Development of volunteering opportunities within Park and Mill		and heritage activities	Numbers and range of people engaged as 'Friends of Silverburn'	
Community Engagement Officer Comms/Events Officer Specialist event input as appropriate	Delivering programmes of heritage, outdoor, craft and wellbeing activities to diverse audiences and participants; accessible activities to meet diverse needs	Full Activity Programme Delivered to diverse audiences and with diverse participants	Full Activity Programme Delivered to diverse audiences and with diverse participants Wide range of visitors to Park and Mill with diverse background and socioeconomic characteristics	Numbers and range of programme participants Numbers and range of visitors	A wider range of people will be involved in heritage
Silverburn Staff: Community Engagement Officer Events/Comms Officer Estate Project Leader Growing Project Leader	Delivering programmes of heritage, outdoor, craft and wellbeing activities. Facilitating recreational use of the park through initiatives such as bike hire, creating orienteering routes etc.	Full Activity Programme Delivered to diverse audiences Establishment of recreational usage initiatives	Activity Programme attracting audience numbers and participation	Visitor and user Feedback, Usage of facilities e.g. bike hire Targeted survey/sampling using measurement of wellbeing techniques	People will have greater well-being
FEAT Staff input Silverburn Staff: Estate Project Leader Growing Project Leader Operations Manager	Training and Development opportunities provided to local people	Training and Development opportunities taken up and delivered	Silverburn Park and Flax Mill seen as active centre for relevant training, volunteering and work experience Employability Pathway established Local skills base and employability of local people increased	Numbers of people involved Participant hours Numbers of skill certificates awarded (formal or informal)	People will have developed skills
	Developing programme of heritage, crafts and well-being activities within the Flax Mill and Park	Programme of activities delivered	Increased community usage of Park and Mill Raised awareness of local history and heritage	Numbers and range of local visitors Survey evidence of increased awareness	Local Area/ community will be a better place to live, work and visit

Silverburn Staff: Community Engagement Officer Marketing/ Comms/ Events Manager	Actively collaborating with local organisations, schools and local employers	Range of Local collaborations and initiatives	Wider local awareness of FEAT and broader network of support for FEAT	Numbers and range or collaborations; types of support Maintenance of active “ Friends pf Silverburn”	The Funded Organisation will be more resilient
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In the course of the development phase baseline data has been able to be gathered from the people counters and through some of the activity plan surveys and crowdfunding appeals. This has included postcode data, enabling an understanding of the geographic reach of the pilot activities and support for the project. A comprehensive analysis of the baseline data from the people counters is contained in the Socio and Economic Impact Analysis report.

8.3 Management of activity programme- Roles & responsibilities

The Flax Mill Activity Co-ordinator will be responsible for the of delivery of the Activity Plan. The post holder will report to the Project Manager. The following diagram is taken from The Silverburn Flax Mill Renovation Delivery Phase Project Management Structure.



Appendices

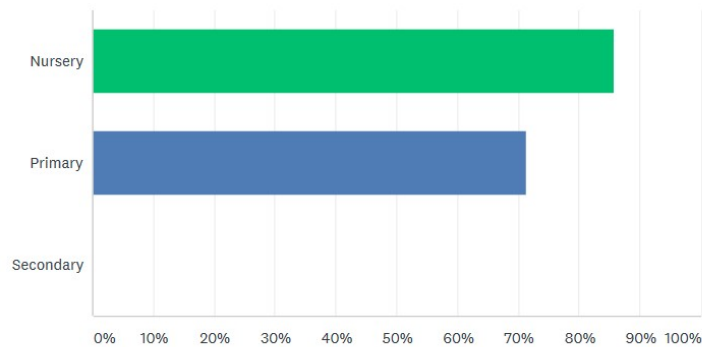
Appendix A: Consultation survey (schools & nurseries) summary

Activity planning workshops planned for April 2020 were cancelled due to covid-19 restrictions. This required an alternative, online, approach and for schools a separate survey than the general visitor survey.

The survey was circulated to all Head Teachers for the schools and nurseries in the Levenmouth Academy catchment (including the Academy) as well as the two nearest schools in the Waid Academy catchment. Of the 18 schools sent the survey, 8 responded online (one Head Teacher representing two schools completed one survey) and one in a direct email with a couple of days. At the time of writing the survey remains open for one week.

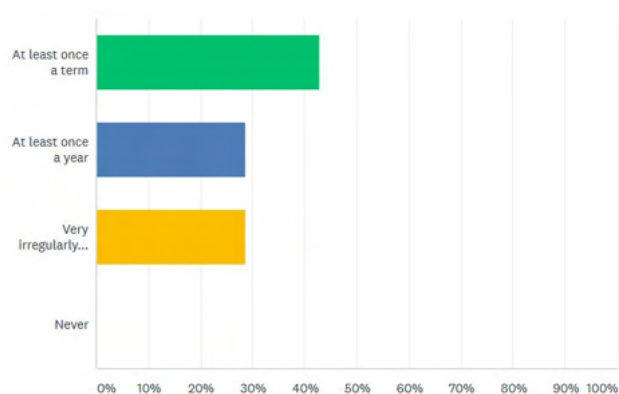
The survey was circulated in early June 2020, at a time when teachers were beginning to return to schools to plan arrangements for the beginning of the 2020-21 year in August. It is acknowledged that schools are under a lot of pressures as a result of the covid-19 restrictions and the almost immediate responses from nearly half the schools survey, and the time taken to also write direct email responses, is very much appreciated.

Q1: What year does you school or nursery cater for?



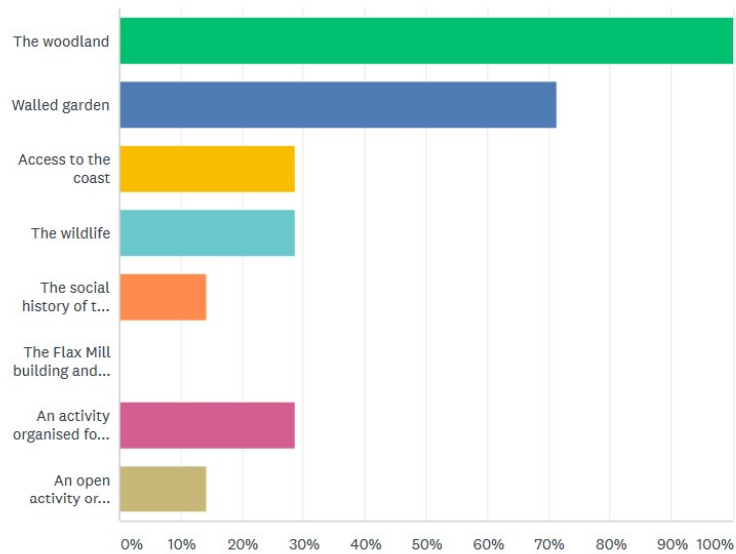
Q2: What is the name of your nurse or school?

Q3: In the past 5 years, how often has a class from your school visited Silverburn Park?



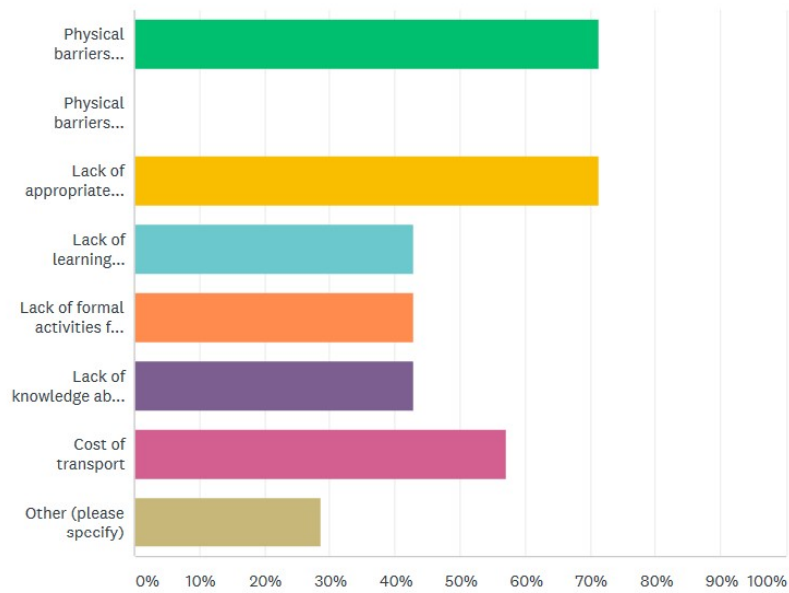
ANSWER CHOICES	RESPONSES
At least once a term	42.86% 3
At least once a year	28.57% 2
Very irregularly (once every couple of years)	28.57% 2
Never	0.00% 0
TOTAL	7

Q4: If your school has visited Silverburn Park in the past what were the main attractions?



ANSWER CHOICES	RESPONSES
The woodland	100.00% 7
Walled garden	71.43% 5
Access to the coast	28.57% 2
The wildlife	28.57% 2
The social history of the Park	14.29% 1
The Flax Mill building and pond	0.00% 0
An activity organised for your school/class by FEAT	28.57% 2
An open activity or event (e.g. festival or market)	14.29% 1
Total Respondents: 7	

Q5: Are there any barriers preventing or limiting your use of Silverburn Park? Is so, what are these?

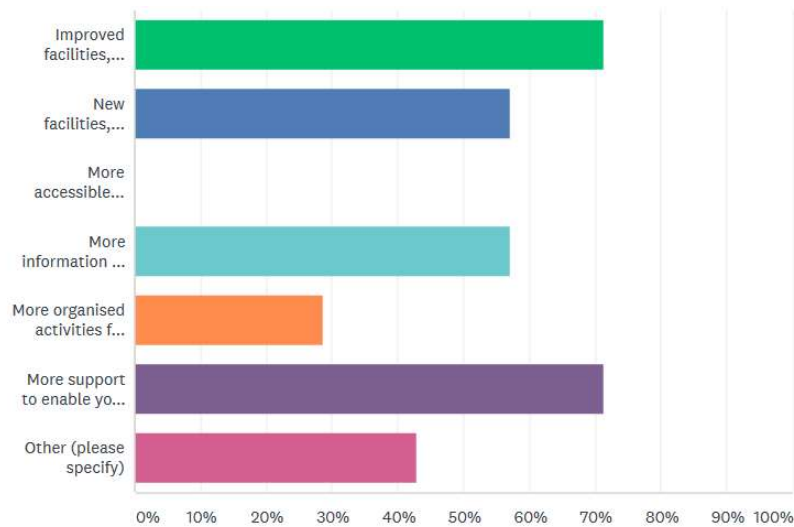


ANSWER CHOICES	RESPONSES
Physical barriers getting to the Park (e.g. too far to walk, lack of public transport)	71.43% 5
Physical barriers getting around the Park (e.g. wheelchair access)	0.00% 0
Lack of appropriate facilities in the Park (e.g. toilets or shelters)	71.43% 5
Lack of learning resources about the Park	42.86% 3
Lack of formal activities for school groups	42.86% 3
Lack of knowledge about the Park and FEAT	42.86% 3
Cost of transport	57.14% 4
Other (please specify)	Responses 28.57% 2
Total Respondents: 7	

Other:

- It involves us hiring a mini bus as we are situated in Methil.
- Purpose of visit. Our school neighbours Keil's Den, we have a huge grassed playground with trees the kids climb and play in daily. We can be at the beach or exploring Keil Burn within minutes with a very limited risk assessment and no pre- planning and getting permission as they are basically onsite. Walking in the local environment doesn't create lots of paper work and risk assessments. Our nursery would visit silver burn as part of their forest kindergarten, however this requires parents to transport their child and to stay with. Local exploration doesn't. A practical tip would be to get the place risk assessed and put onto the Evolve system that the schools must complete for an excursion.

Q6: How can FEAT better support your group or organisation to enjoy Silverburn Park?

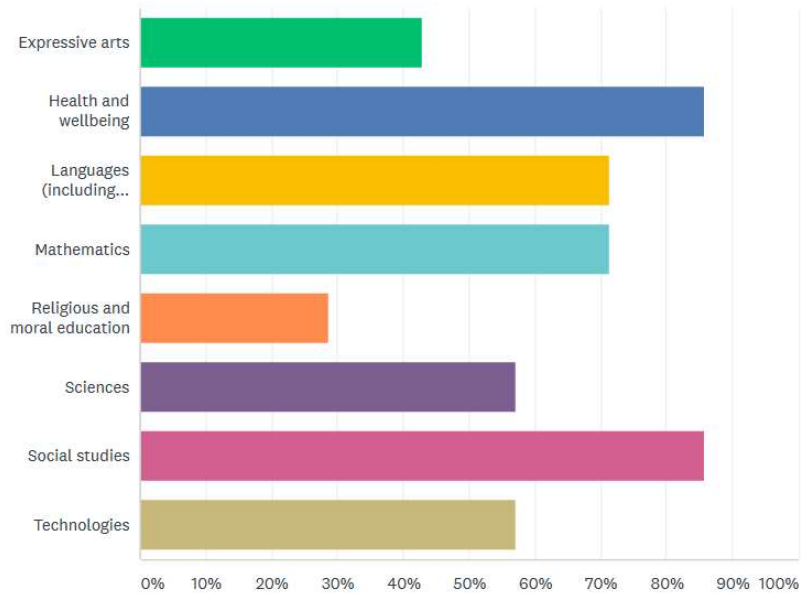


ANSWER CHOICES	RESPONSES
▼ Improved facilities, such as parking and toilets	71.43% 5
▼ New facilities, such as outdoor classrooms	57.14% 4
▼ More accessible facilities	0.00% 0
▼ More information on the Park, such as learning materials, worksheets or leaflets	57.14% 4
▼ More organised activities for school groups	28.57% 2
▼ More support to enable your school to make informal visits (e.g. as a venue for forest school)	71.43% 5
▼ Other (please specify)	Responses 42.86% 3
Total Respondents: 7	

Other:

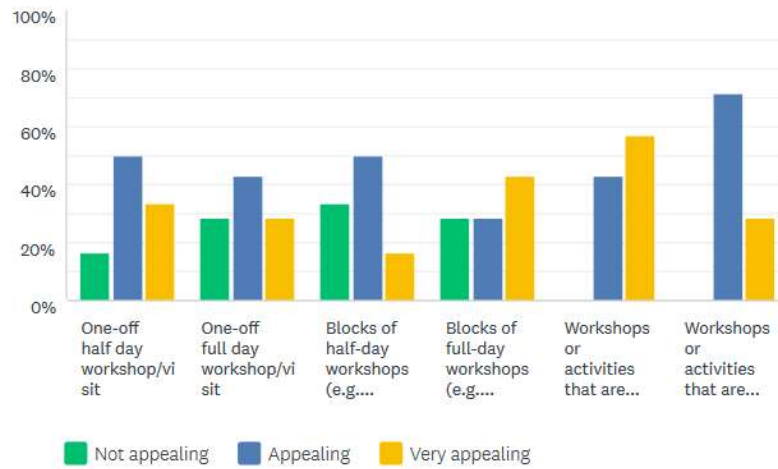
- transport cost biggest barrier for our school
- Help with transport
- Coming into school, obviously after covid to get ideas from the kids themselves and listen to their ideas. Kids will be much more interested if they are consulted. However covid time is not the time as you wouldn't get into school, but planning ahead the kids would be very responsive. Transport costs are a massive issue for schools. Buses are very expensive and the cost of the school day is a major focus for schools, especially in the Levenmouth area. Years ago Silverburn Park was used by schools all the time. The kids loved the small animals but mad cow disease killed that off. The toilets were always an issue to. The bigger schools had mini buses then and we used to bring the kids down regularly.

Q7: As part of the Flax Mill project we will be developing learning resources and workshops in partnership with schools and young people. Which areas of the Curriculum for Excellence would you like to see the Silverburn Flax Mill activities supporting?



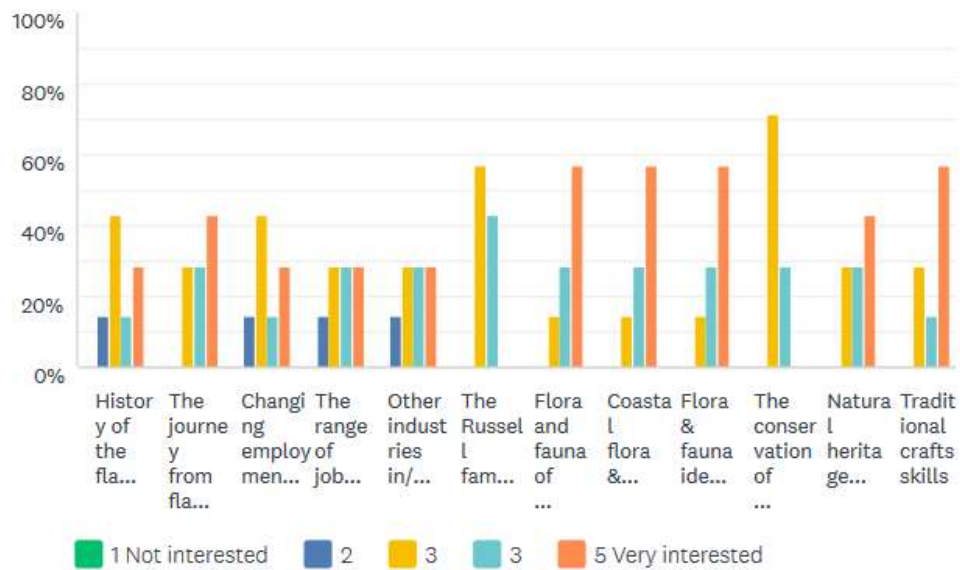
ANSWER CHOICES	RESPONSES
Expressive arts	42.86% 3
Health and wellbeing	85.71% 6
Languages (including English, Gaidhlig, Gaelic learners and modern languages)	71.43% 5
Mathematics	71.43% 5
Religious and moral education	28.57% 2
Sciences	57.14% 4
Social studies	85.71% 6
Technologies	57.14% 4
Total Respondents: 7	

Q8: What length of time per activity or visit would appeal to your schools. Rank them 1 (not appealing) to 3 (very appealing).



	NOT APPEALING	APPEALING	VERY APPEALING	TOTAL	WEIGHTED AVERAGE
One-off half day workshop/visit	16.67% 1	50.00% 3	33.33% 2	6	2.17
One-off full day workshop/visit	28.57% 2	42.86% 3	28.57% 2	7	2.00
Blocks of half-day workshops (e.g. weekly) covering a topic over a term	33.33% 2	50.00% 3	16.67% 1	6	1.83
Blocks of full-day workshops (e.g. weekly) covering a topic over a term	28.57% 2	28.57% 2	42.86% 3	7	2.14
Workshops or activities that are delivered at Silverburn Park (in the Park or purpose-built learning room)	0.00% 0	42.86% 3	57.14% 4	7	2.57
Workshops or activities that are a combination of at your school and Silverburn Park	0.00% 0	71.43% 5	28.57% 2	7	2.29

Q9: What topics or stories from Silverburn’s heritage might your pupils and teachers be most interested in?



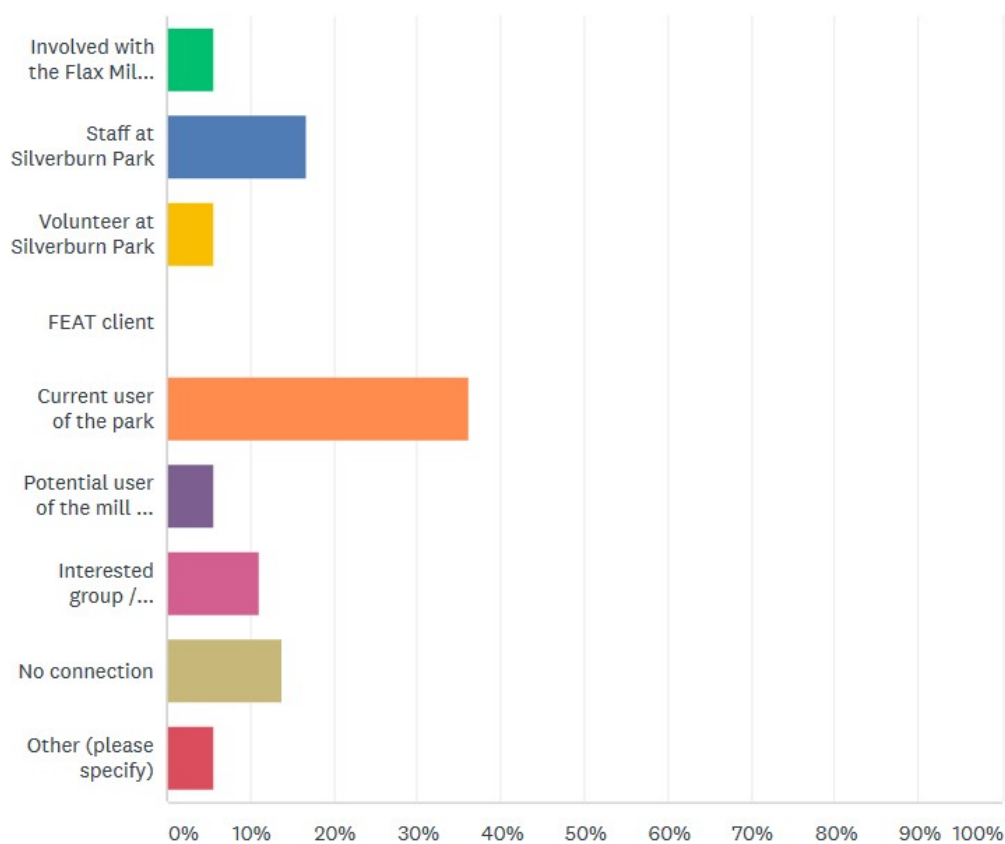
	1 NOT INTERESTED	2	3	3	5 VERY INTERESTED	TOTAL	WEIGHTED AVERAGE
History of the flax industry in Leven/Fife	0.00% 0	14.29% 1	42.86% 3	14.29% 1	28.57% 2	7	3.57
The journey from flax seed to linen (hands-on workshops including growing and processing flax)	0.00% 0	0.00% 0	28.57% 2	28.57% 2	42.86% 3	7	4.14
Changing employment and industry in Leven (using census and other historical records)	0.00% 0	14.29% 1	42.86% 3	14.29% 1	28.57% 2	7	3.57
The range of jobs in the flax industry-stories of local people	0.00% 0	14.29% 1	28.57% 2	28.57% 2	28.57% 2	7	3.71
Other Industries in/around Leven in the nineteenth century	0.00% 0	14.29% 1	28.57% 2	28.57% 2	28.57% 2	7	3.71
The Russell family and the gifting of the Park to the community	0.00% 0	0.00% 0	57.14% 4	42.86% 3	0.00% 0	7	3.43
Flora and fauna of the Park	0.00% 0	0.00% 0	14.29% 1	28.57% 2	57.14% 4	7	4.43
Coastal flora & fauna	0.00% 0	0.00% 0	14.29% 1	28.57% 2	57.14% 4	7	4.43
Flora & fauna identification and surveys	0.00% 0	0.00% 0	14.29% 1	28.57% 2	57.14% 4	7	4.43
The conservation of the Flax Mill building	0.00% 0	0.00% 0	71.43% 5	28.57% 2	0.00% 0	7	3.29
Natural heritage conservation and wider environmental topics	0.00% 0	0.00% 0	28.57% 2	28.57% 2	42.86% 3	7	4.14
Traditional crafts skills	0.00% 0	0.00% 0	28.57% 2	14.29% 1	57.14% 4	7	4.29

Appendix B: Consultation survey (general) summary

Activity planning workshops planned for April 2020 were cancelled due to covid-19 restrictions. This required an alternative, online survey.

The survey was circulated to all consultees due to attend the workshops and promoted within Silverburn Park by means of a QR code link. The survey was open from 28 May -19 June 2020. This includes the period when covid-19 restrictions were eased, allowing people to travel up to 5miles by car to take exercise, and to take more than one exercise activity per day, and to meet up with one no more than one other family (per day) outside.

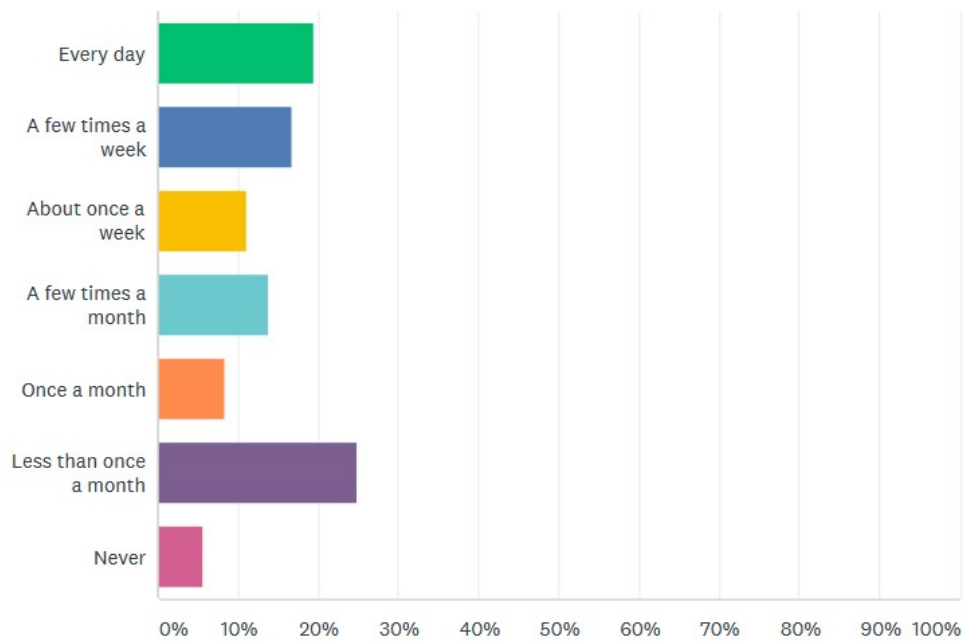
Q1: What is your main connection with Silverburn Park and Flax Mill?



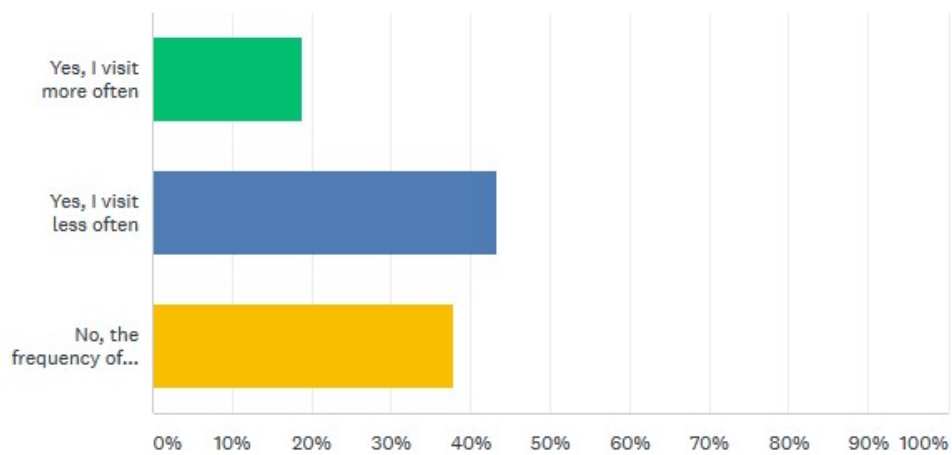
Other:

- Councillor
- Ex staff member

Q2: How often do you visit Silverburn Park?

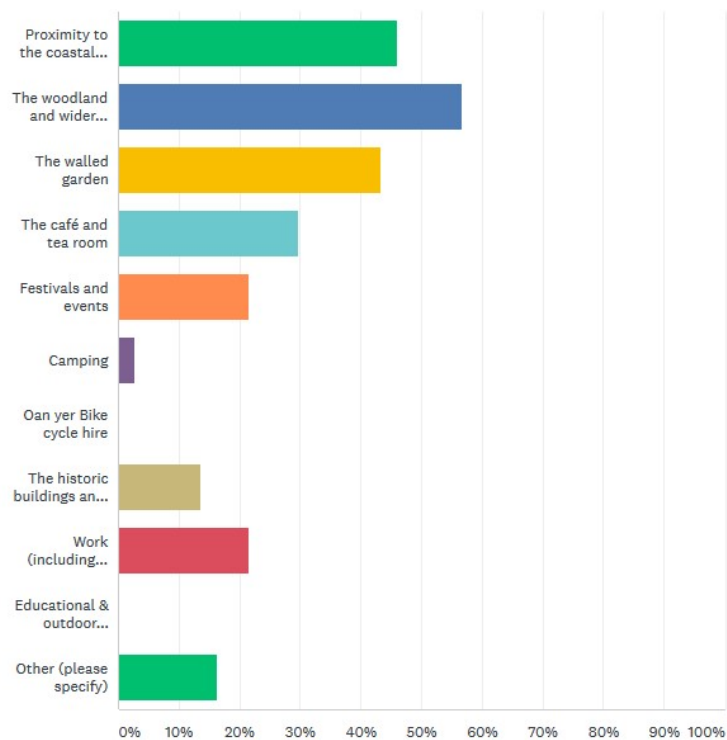


Q3: Has the frequency of your visits changed with covid-19?



ANSWER CHOICES	RESPONSES	
▼ Yes, I visit more often	18.92%	7
▼ Yes, I visit less often	43.24%	16
▼ No, the frequency of my visits is the same	37.84%	14
TOTAL		37

Q4: What are the main reason for your visit to Silverburn Park?

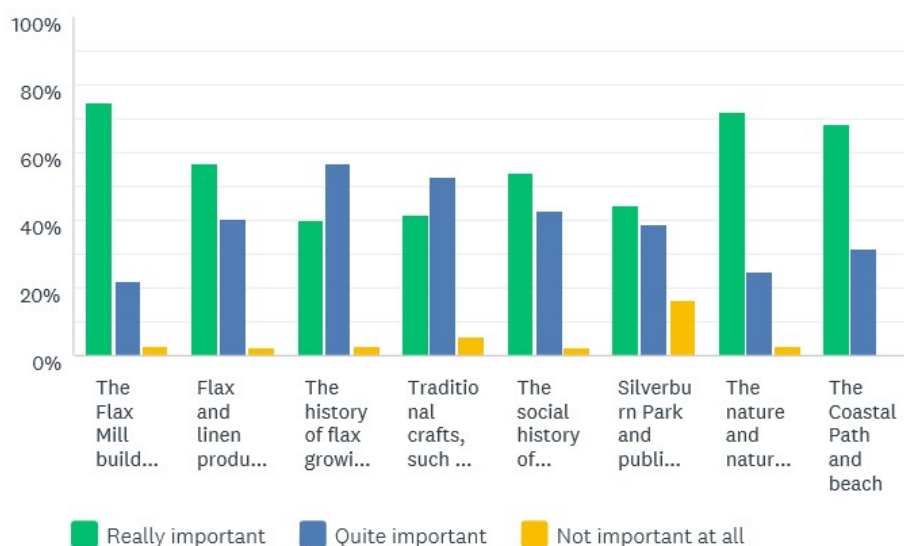


ANSWER CHOICES	RESPONSES
Proximity to the coastal path and beach	45.95% 17
The woodland and wider natural heritage	56.76% 21
The walled garden	43.24% 16
The café and tea room	29.73% 11
Festivals and events	21.62% 8
Camping	2.70% 1
Oan yer Bike cycle hire	0.00% 0
The historic buildings and social history	13.51% 5
Work (including volunteer work)	21.62% 8
Educational & outdoor learning groups e.g. school or nursery groups	0.00% 0
Other (please specify)	Responses 16.22% 6
Total Respondents: 37	

Other:

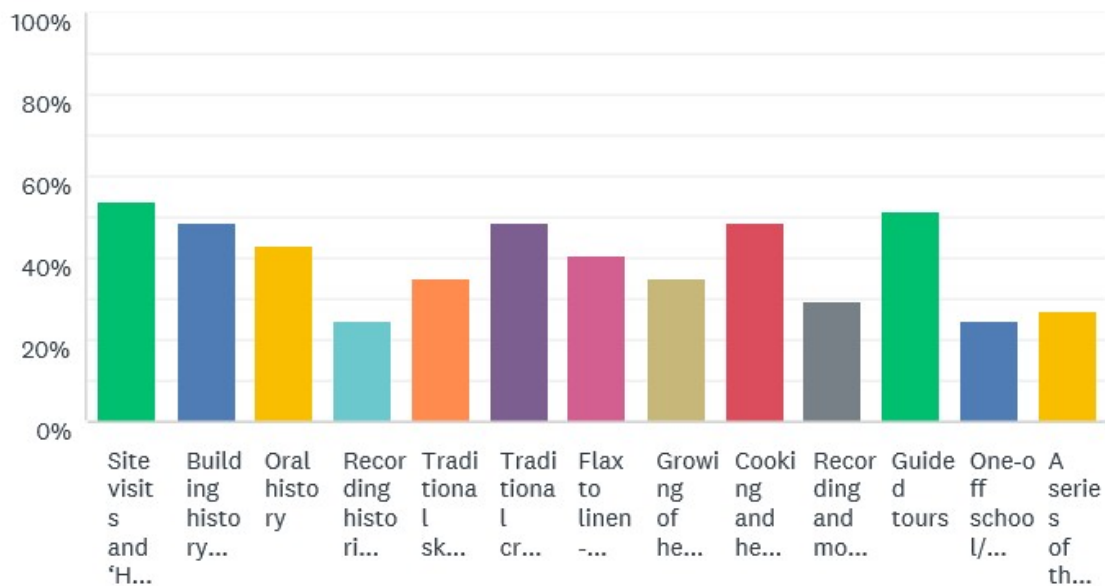
- Dog walking
- Walking round the grounds
- Sadly I have never been!!
- Use as part of regular running route
- Change of scenery

Q5- Which stories about Silverburn do you find most interesting/ think are the most important to share with visitors? We would like to know which you think are 'really important', 'quite important' or 'not important at all'.



	REALLY IMPORTANT	QUITE IMPORTANT	NOT IMPORTANT AT ALL	TOTAL	WEIGHTED AVERAGE
▼ The Flax Mill building, its development and history	75.00% 27	22.22% 8	2.78% 1	36	1.28
▼ Flax and linen production at Silverburn	56.76% 21	40.54% 15	2.70% 1	37	1.46
▼ The history of flax growing and linen production in Fife	40.00% 14	57.14% 20	2.86% 1	35	1.63
▼ Traditional crafts, such as linen production and woodcrafts	41.67% 15	52.78% 19	5.56% 2	36	1.64
▼ The social history of Silverburn and the Russell family	54.05% 20	43.24% 16	2.70% 1	37	1.49
▼ Silverburn Park and public access over the decades (eg scout camps and army training)	44.44% 16	38.89% 14	16.67% 6	36	1.72
▼ The nature and natural history of Silverburn Park	72.22% 26	25.00% 9	2.78% 1	36	1.31
▼ The Coastal Path and beach	68.57% 24	31.43% 11	0.00% 0	35	1.31

Q6: The Activity Plan will outline the activities which will take place during the conservation works on the Flax Mill and following completion of work. Which of the following activities would you be interested in participating in?



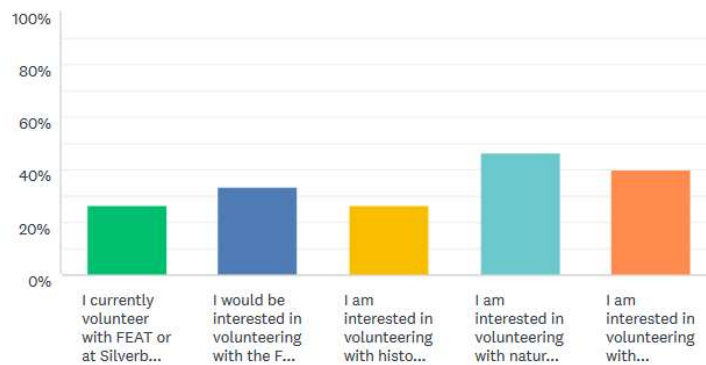
ANSWER CHOICES	RESPONSES
Site visits and 'Hard Hat Tours' during conservation works	54.05% 20
Building history and archaeology talks & tours	48.65% 18
Oral history	43.24% 16
Recording historic buildings, including photography	24.32% 9
Traditional skills training (building conservation) e.g. stonemasonry and joinery	35.14% 13
Traditional craft skills e.g. linen production, woodcraft, rope and net making	48.65% 18
Flax to linen- demonstrations and have-a-go sessions from planting flax to processing and producing linen	40.54% 15
Growing of heritage crops, such as flax or vegetable varieties	35.14% 13
Cooking and healthy eating workshops, using crops grown in the Park	48.65% 18
Recording and monitoring the natural history of the Park e.g. trees, birds	29.73% 11
Guided tours	51.35% 19
One-off school/college visits	24.32% 9
A series of themed school/college workshops e.g. weekly over a term	27.03% 10
Total Respondents: 37	

Q7: Are there any activities you are interested in that are not mentioned above?

- I think that the current work in the park has destroyed a lot of its natural beauty - trees cut down - wood lying around it looks a mess and I have to wonder if the volunteers know what they are doing - is there any proper direction?
- We like building with natural resources. I have a 3.5 year old and she enjoyed that with her nursery before lock down. She enjoys feeding the birds, could we have some somewhere to purchase?
- Woodland activity

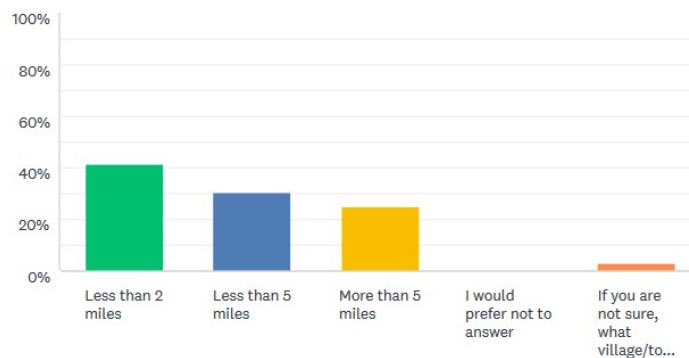
- small themed event such as vintage afternoon tea with a selection of vintage stalls including local artisans who do vintage inspired items too.
- Family events and fun days
- Inclusion of a Cycle Track wouldn't go amiss.
- I don't think so, that is a great list!
- Greater faunal & floral interpretation to add unguided activities for visitors

Q8: The Silverburn Flax Mill project and the associated activities will provide a variety of volunteering opportunities. Your answers to the following will help us to develop these opportunities to meet peoples' interests and needs.



ANSWER CHOICES	RESPONSES
I currently volunteer with FEAT or at Silverburn Park	26.67% 4
I would be interested in volunteering with the Flax Mill project	33.33% 5
I am interested in volunteering with historic research and oral history activities	26.67% 4
I am interested in volunteering with natural heritage activities	46.67% 7
I am interested in volunteering with industrial and social heritage activities	40.00% 6
Total Respondents: 15	

Q9: We are mindful of covid-19 travel restrictions, but as these are eased your answer to the next question will help our research. How far have you travelled to visit Silverburn?



Where unsure of distance: East Wemyss

Appendix C- Heritage Context

The Silverburn Flax Mill building is important as a rare survivor of a Fife flax mill. Fife was the heartland of Scotland's flax industry through the 17th-19th centuries and at the time that Silverburn Flax Mill was built it is estimated that half the households in Leven had someone involved in the industry.

Flax growing and processing have been important industries in Fife, first as cottage industries and, with the industrial revolution, increasingly mechanised in concentrated in larger mills (relying on imported flax rather than locally grown fibre).

It was, in the first half of the nineteenth century the principle industry in Leven, as noted by observers throughout the period. Alexander Campbell commented in 1811 that in Leven 'an extensive manufacture of brown linen is carried out by the inhabitants'.¹⁸ Pigot's national directory of 1837 recorded a similar picture, but makes comment on the many mills in Leven- 'The staple trade of Leven is preparation and spinning of flax, and the weaving of linens; the mills of the former, especially, employing a considerable number of hands'.¹⁹

While in 1846 Samuel Lewis captures a moment when a considerable number of people are working handlooms in dwellings, in parallel with the developing mills on the Leven. His account also paints a picture of just how embedded the flax industry was in ebb and flow of life in the town, with biannual flax fairs and boats in the harbour importing and exporting flax and linen.

'The weaving of linen is one of the chief branches of the trade of Leven, and affords employment to about 170 persons, who work at handlooms in their own dwellings; there are also five mills for the spinning of flax and tow, in which 250 persons are engaged, of whom upwards of 150 are females....

Fairs are held in the spring annually, and likewise in July and October. The former for linseed, and the latter for white linen, were numerously attended by merchants from distant parts of the country; but they have now become little more than pleasure-fairs. The trade of the port, which appears to have been once chiefly confined to the shipping of the coal procured on the Durie estate, consists at present likewise in the exportation of linen-cloth and yarn, bone-dust for manure, grain, potatoes, whisky, cast and pig iron, ochre, and bricks and tiles; and in the importation of flax, hemp, malt, coal, stone for building, timber, slates, herrings, and bones to grind for manure'.²⁰

The building of a mill dependant of local raw material, at a time when the industry was moving into fully mechanised mills able to process large volumes of cheap imported flax, seems at first at odds with David Russell's reputation as an astute business man and an innovator and moderniser. As his first venture into manufacturing and industry Silverburn Flax Mill may have been a learning ground for the young entrepreneur, but it may also have been a conscious business decision, as suggested by Amber Ward. The sudden loss of

¹⁸A Journey from Edinburgh Through Parts of North Britain, Alexander Campbell 1811.

¹⁹ Pigot and co.'s national commercial directory of Scotland, and of the Isle of Man, 1837, p406.

²⁰ Samuel Lewis, 'Leven - Lochlee', in *A Topographical Dictionary of Scotland* (London, 1846), pp. 175-197. *British History Online* <http://www.british-history.ac.uk/topographical-dict/scotland/pp175-197>.

imported flax due to the Crimean War of 1853-56 would have given a smaller mill, handling flax from local farms, an advantage.

For a period at the end of the nineteenth century the Silverburn Mill was leased to the Boase Spinning Co, earning David Russell £60 rent for the year June 1898- May 1899. A request to extend the lease by 6 or 12 months was survives, though not David Russell's reply.²¹

Boase Spinning Company was formed in 1886 from the amalgamation of Messrs Small and Boase, Leven, and William L. Boase and Co, Dundee. Small and Bose, Leven formed in 1867 from the firm of Boswell & Co. hemp spinners Leven. The earliest records identified to date suggest that in 1859 Russell was sending his flax fibre from Silverburn to be dyed at Roth's Bleachfield²². Ward identifies in the 1888 Flax Production Diaries for Silverburn that the processed flax straw was being sent to Dundee (and elsewhere) to be spun. The arrival of a spinning company at Silverburn at the close of the century raises interesting questions, not just for Silverburn Flax Mill but for the production of flax in the wider Leven area. Records for the companies survive in the University of Dundee Archive, and further research may help to shed light on the relationships between Silverburn Flax Mill and the various other mills in Levenmouth and beyond.

Silverburn Flax Mill was used for the processing flax for relatively short periods, at different times, over its life. Less than fifty years after it had been built it was being leased, to a large spinning Co. and by the end of the First World War the mill's utilisation for flax production ceased for good. A century later and, remarkably, the mill is standing and largely unchanged, a rare survivor of an industry that helped to shape Levenmouth and wider Fife.

Silverburn Park and Flax Mill are of local social significance for their associations with the Russell family, who were major employers in the area. The Tullis Russell papermills were not only a larger employer in the area over a number of generations but Sir David Russell's enlightened approach to employee relations, and specifically to health and wellbeing, endeared him to the employees of the firm. This ethos was also reflected in the use of the Silverburn Park both during and following their period ownership.

Silverburn Flax Mill was David Russell Snr's first foray into manufacturing and industry, built when he was just 23 years of age. While it supported a very modest workforce, for relatively few years, it was the beginning of portfolio of mills and other investments that would ensure livelihoods for many in the region. It was quickly followed by two seed oil mills in the nearby towns of Largo (1860) and Burntisland (1877). The later was a prosperous business manufacturing linseed oil and cotton cake on a large scale. By the turn of the century it had been incorporated with two other similar businesses in Burntisland, registered as a limited company and been bought out by the British Oil and Cake Mills Ltd.

²¹ University of St Andrews, Special Collections. [ms38973/RF/1/1/2](#) - Lease from David Russell of Silverburn to the Boase Spinning Co. Ltd. of Silverburn Mill &c. 11 June 1898. for one year from 25 May 1898, £60 rent, 11 June 1898. Also letter from Boase Spinning Co. to David Russell seeking to extend lease by 6 months or 1 year, 5 May 1899.

²² Keterbey, Tullis Russell, Tullis Russell & Co., 1967. p.134 an account against 'Mr D Russell' for £9, 16s, 9d. for 'spinning 384 spindles yarn at 6d. in November 1859'.

In 1874 David Russell (along with his brother Arthur Russell) went into partnership with Robert Tullis, paper maker, then operating the Auchmuty and Rothes Mills. David Russell was credited with introducing reforms that saw a period of modernisation and expansion. These included, in 1890, the building of a great chimney stack at Auchmuty to serve the growing steam boiler plant. During construction visitors were allowed to ascend the tower, by means of hand windlass inside the stalk, to take in the view from the top of what was at the time Fife's highest chimney. This exciting site-visit was just 3d. for children, half the price of an adult ticket.

It was however under the Directorship of David Russell jnr (later Sir David Russell) that the firm gained a reputation as being an enlightened employer.

Between 1906 (when David Russell Snr died) and the outbreak of World War 1 Sir David Russell oversaw a huge modernisation programme at the Tullis Russell mills, investing heavily in new machinery and buildings. The reinvestment in the business continued in the difficult inter war years, but is really post-WW1 that also saw the firm at the vanguard of the Works Amenity and Welfare movement.

True to a promise made to enlisting employees, Tullis Russel reinstated staff who had left to fight in the War. In 1917 a savings scheme for employees was set-up (with the firm adding one shilling for every nineteen shillings saved). It proved popular and by end of the Second World War had over a thousand members and managed £132,000 in savings. The first funds for a Silver Band were made in 1918-19 and in 1926 the Markinch Institute opened, equipped with a library and other recreational facilities. Annual outings for the workers and their families saw the Mills close for the day and motorised charabancs or trains booked, for up to a thousand people, to go en masse to places such as Stirling (1924).

Sir David was also not adverse to trying alternative medicine and therapies, and when he found personal benefit in light therapy in 1926 he introduced an Artificial Sunlight clinic for workers (and their families) in Rothes House. Equipped with the latest in apparatus, one of the Mill's nurses was sent to London for a fortnight to learn how to prescribe and administer light therapy to any under-the-weather employee. It proved so popular that within weeks Sir David was planning to expand the service.

Sir David's approach did not go unnoticed, receiving praise in 1925 in *The World Today*. By 1929 he had founded a company magazine, *The Rothmill Quarterly*, opening the first issue with a forward that reinforced his ethos.

'The firm wishes to encourage every activity that is likely to increase the general well-being and happiness of each one of you, and of the little community associated with the works: but I want *you* to take the initiative. I want you to think out what is required, to meet and organise every activity that will add to the happiness of the community. You may rely upon the firm to help you.' David Russell (*Rothmill Quarterly Magazine*, September 1929)

There was a suggestion box installed, inviting ideas and proposals for improving the wellbeing of the employees, and in 1950 the firm held its first employee attitude survey.

While there is a latitude to read a degree of paternalism into Sir David's ethos the St Andrews Archives note in their own catalogue the extent of evidence of employees showing their confidence in and gratitude for his leadership.

Sir David Russell- botanist, photographer, spiritualist, philanthropist, archaeologist

Sir David Russell was a great humanist, a philanthropist, a man of vision and someone with broad range of interests ready to embrace new or alternative approaches.

He was deeply religious, in a very broad spiritual sense. He was an active theosophist, becoming president of the Leven Lodge in 1912, just two years after it was founded. Correspondence in his archive also suggest that like many late Victorians who had found theosophy, he was he also explored or studied other beliefs including Baha'i and anthroposophy. In Iona he found a place of inspiration and mental peace and was a benefactor in the restoration of the Abbey and the Iona Fellowship. The National Trust for Scotland (NTS), founded 1931, was another conservation endeavour that he supported. It was an organisation that was close to the Russell family. Sir David's cousin, Arthur W Russell (son of Arther Russell), was a driving force behind the creation on the NTS serving as secretary, treasurer and solicitor. His son, George Russell, would go on to act as solicitor for the NTS for 70 years (1951-82) and would have been involved in drafting the Conservation Agreement that placed on Silverburn in 1974. Remarkably George Russell was succeed as the Trust's solicitor by his own son, George Russell.

Sir David also had a deep and well-informed interest in archaeology providing the finance for, among other digs, an expedition to uncover the Great palace of the Byzantine Emperors in Istanbul (then Constantinople).

Sir David has a life-long love of nature, a topic on which he wrote as a pupil at Clifton Bank school when describing his botansing in Easter holidays at home in Silverburn- '...the birds were all building beside us. There were five woodpigeons' nests in the fir trees, and I knew three robins' nests, and a great many more other nests.' On another occasion he wrote home from school, concerned that the eels in the pond would die in the dry spring weather, and with his brothers took daily weather records when home from school.

This child's prespective on Silverburn is captured in written records in the Archives of the University of St Andrews, but it is also captured in an extensive photographic collection, extending to thousands of images. A keen photographer from an early age Sir David would sometimes write to his sisters from his school in St Andrew's instructing them on where to take photographs in the garden. Unfortunately, at the time of researching this report, the Archive was closed due to covid-10 restrictions.

Silverburn Park is a designed landscape of mixed woodland, walled garden, open meadows and a pond (likely associated with the Flax Mill). What survives today is largely the work of Sir David Russell.

The gifting of the Park to the community, as a place of tranquillity, reflects the pleasure that Sir David took from nature, and his personal experience of mental health issues and recovery.

Sir David's interest in botany was a life-long passion, even discovering an unknown subspecies of plant while on holiday at Loch Maree. It was Sir David who oversaw the planting of much of the woodland in Silverburn, taking hundreds of photos of conifers to observe e

their growth. He even designed the expansion of the Tullis Russell mill building around existing trees, so none had to be cut down. His concern for trees extended beyond Scotland, joining the Men of the Trees. The organisation grew into a worldwide concern urging that in Britain 'the forest land be naturally regenerated where possible, or planted in mixed forests with the object of providing a sustained yield for all time'.

But natural heritage was more than a passion for Sir David, it was a sanctuary, a place of tranquility and quiet contemplation. It was to alternative medicine that he turned following a breakdown in the opening years of the new century and in turn it was in nature that he found healing.

Mental health issues had affected both Sir David and his brother Robert while in their twenties and early thirties. Robert suffered from bouts of depression and eventually stepped back from the business and from working all together. Sir David had a breakdown in the opening years of the twentieth century, attributed to work pressure following his father's stroke.

In 1904 Sir David spent the summer in a villa on the Sanna sanatorium in Sweden, run by Jonas Kellgren who believing that practically every disease could be cured by a form of physiotherapy he had developed. His son, Harry Kellgren, ran the Swedish Institute for the Cure of Diseases by Manual Treatment in London, one of a number of Kellgren centres across Europe. In the summer patients would be sent for treatment to the sanatorium in Sweden, which offered private villas on the shore of a lake. Reading and relaxation were part of the treatment, which suited a bibliophile like Sir David. He set up a hammock hung from poplar trees, and spent his time in botany books and in the field, exploring the trees and march plants. His sister Christian, who had accompanied him to Sanna, declared him a walking advertisement for Kellgren, but away from the setting of Sanna Sir David would continue to suffer occasional bouts of anxiety and seek Kellgren's treatment in London²³.

In understanding the mental health issues that both Sir David and his brother Robert faced, and in the treatments that Sir David sought, the protection provided to Silverburn by the Conservation Agreement with the National Trust for Scotland is put into focus.

It also supports a new understanding of what led to Sir David Russell to proactively address issues of health and wellbeing amongst his employees, and helps to explain why Silverburn was gifted by his son to the community.

Silverburn Park is locally important for the open approach the Russell family took to welcoming people into the Park both during their occupation of the property and following the death of the last permanent of Silverburn House.

The management of the Park by FEAT, a mental health charity working to support wellbeing, is an important continuum a continuum of both the ethos of the Russell family pre 1973 and the terms of their 1973 gift to the people of Leven.

²³ On the early death of Harry Kellgren it was Sir David Russell, godfather to Kellgren's only son 'Jonky' Kellgren, who supported the boy through school. Jonky would go on to become a Professor of Rheumatology in Manchester, the Kellgren Centre for Rheumatology named after him.

A 'private' park

While the gifting of Silverburn Park to the Leven Town Council in 1973, and the security of the NTS Conservation Agreement, created a public park the community had enjoyed a degree of public access prior to 1973, including periods when the Russell family occupied Silverburn House.

Records held at the University of St Andrews Library include correspondence with various groups wishing to use the park for camps, fairs and picnics during the period 1926-1959.

These include the Boys Brigade, Scouts, Girl Guides and Sunday Schools. Among the most frequent visitors were Scout groups, many making the journey from other regions and cities for annual summer camps in the fresh air of Silverburn. The correspondence suggests a degree of familiarity between the Sir David Russell and his visitors, with groups returning on a regular basis. In 1931 the leader of Ratho Boy Scouts, Gordon Head, writes 'I'm afraid your kindness to this troop has made the boys look upon Silverburn as a second home to them.'²⁴ It also appears that some camps, or at least camp leaders, were guests in the houses in the park, both Silverburn House and Corriemar.

The park was also a venue for camps and fairs for the employees of other industrialists, including the Clyde Tube Works. In 1929 their Welfare Department requested use of Silverburn for a fair for 50-60 people, referring to an earlier camp attended by 100-130 of their staff. There is nothing to suggest that the Russell family had any associations with the Clyde Tube Works. Their use of the park in the late 1920s was at a time when Sir David Russell was investing his energy into supporting the welfare of his employees. While it wasn't until 1929 that the first issues of the Rothmill Quarterly Magazine was published, Sir David's efforts were receiving public recognition and it may well have drawn the attention of other employers.²⁵

A camp for 100-130 people, and multiple summer camps for smaller groups year on year, could not have been sustainable without some degree of co-ordination and access to the services on the estate. This was not wild camping and a site/s must have been made available. The location of the camps is not recorded in the correspondence but the 1973 Conservation Agreement with the NTS does reference an existing (in 1973) camping site. It extended along the full coastal frontage of the park, wrapping behind the flax mill and including the location of the current allotments. The most likely scenario is that this ground also hosted the various camps in the fifty plus years previous. This opens the possibility, given the scale of some of the camps, that the mill buildings may have been utilised for the camps.

The degree of open or informal access afforded to local people during this period is not recorded, but nonetheless the degree to which the Russell family welcomed groups to the park and the evident pleasure they took in people enjoying the park is remarkable.

²⁴ See Amber Ward, 'Silverburn Park Historical Research Project 9-20th January 2017'.

²⁵ Lorn McIntyre, 'Sir David Russell: a biography' 1994. p139.

Community use of the buildings, pre 1973

Following the death of Sir David Russell in Silverburn Park in 1956 and his wife Alison Blyth just two years later Silverburn House ceased to be a permanent home to the Russell family. While still in the ownership of the family (through the Tullis Russell group) both Silverburn House and Corriemar were utilised as day hospitals for the Strathdean Hospital in Cupar from 1963 to 1970. The centres were variously known as Strathdean Hospital Day Patients' Centre and Silverburn House Day Hospital. Strathdean Hospital was established in 1866, as the Fife and Kinross Asylum, the name changing to the current following the establishment of the NHS in 1948. By the 1960s it has become a centre for excellence in child and family psychiatry, under the guidance of the pioneering child psychiatrist, Dr Douglas Haldane. In 1975, possibly linked with the passing of Silverburn into public ownership, Haldane managed to persuade Fife Health Board to build two family residential units in the grounds of Strathdean.

That the former family home should have been made available to the Strathdean Hospital may have been in part to connections between Haldane and the Russells. Although he was a generation younger than Sir David Russell, Haldane was actively involved in the early Iona Community and both knew George MacLeod.

A public park

The gifting of the park to the community in 1973 can be seen as a continuum of the family's approach to community access and enjoyment over the preceding 50 years, if not further back. Whether prompting, or prompted by, the developments in the grounds of Strathdean Hospital in 1975, come 1973 the community had full access to both the park and buildings within it.

Under the management of Leven Town Council (later Fife Regional Council) Silverburn Park became a public park, with Silverburn House adapted in the 1980s into a residential centre, for groups such as scouts and guides and schools. A wing to the rear was used by craft artists, with visitors able to view their work in seasonal fairs.

Within the Park there was a mini/petting farm with a range of domestic and exotic birds and animals which, though it was the main attraction in the Park, fell victim to a Council policy decision in 2002 to cease operating animal centres.

A lack of investment on the park through the early noughties resulted in the slow decline, and in the case of the buildings decay. After years of being the target of vandalism Silverburn House was completely destroyed by an act of arson in 2018.

This came on the cusp of FEAT signing a ground lease which marked the beginning of something of a revival for the Park and Flax Mill. That it should be a mental health charity that has come to the rescue of Silverburn is somewhat fitting, and a continuum of both the ethos of the Russell family pre 1973 and the terms of their 1973 gift to the people of Leven.

Silverburn Flax Mill is important for the role it has played during the two World Wars, providing accommodation and flax production during the First World War and as a base for Polish Paratroopers during the Second World War.

With a lot of Polish soldiers choosing not to return to Poland after it was occupied by the Soviet Union, many settled in the area and a strong Polish community remains to this day.

Following some years out of production, the Silverburn Flax Mill had a brief revival as a flax mill during the First World War. The Mill was pressed into service to produce flax for the war effort and immediately afterwards, a result of limited foreign imports²⁶. It was not the only contribution to the war effort made by the Mill, as a portion of the building had earlier been requisitioned at the outbreak of the War to house troops. It was May 1918 before the Russell family regained use of the Mill's stables, and longer still until the Mill was relinquished back to the family.

In World War Two, like many communities on the east coast of Scotland, Leven was host to a contingent of Polish troops, fleeing occupied Poland from 1939 onwards. To occupation of Poland saw Britain declare war on Germany, keeping pledge to the country to guarantee to support it. From 1940 onwards an estimated 37,000 Polish troops entered Britain, and many were posted along the east coast of Fife to build coastal defences and to train in preparation for an Allied invasion of Europe in 1944.

Silverburn was to become the base for soldiers of the 1st Polish Independent Parachute Brigade, which was formed in Leven in September 1941. The headquarters of the Brigade was Largo House and soldiers were accommodated and trained in the Leven and Largo area

The Flax Mill was set up as accommodation for troops, with a gym was set up in the building and cookhouse. Other contingents in the area include elite special operations unit of Paratroopers (which included female operatives), based at Largo House. Britain's first parachute tower was built locally for parachute training. In 1964 the community of Leven formally commemorated the Scottish-Polish friendship of the war years, and the presence of the Polish parachute brigade in the area, with a memorial on the town's promenade. A further memorial was unveiled in a ceremony 2014, highlighting the close ties that developed between the two countries during the Second World War.

The utilisation of the wider Park by troops remained largely unresearched, with suggestions of training trenches in the woodland to the Park or neighbouring Miledyke Wood. Likewise no evidence has been found to date for a proposal in 1919 to site two huts on the ground to the west of the Mill (in relation to the requisition of the Mill for the flax production as part of war effort), though the discovery of hand grenades and other WW2 artefacts in the allotments in 2019 hints at the potential for more to be learnt of this part of the Mill's history.

²⁶ Amber Ward, *Flax, Fighters, and Friendship: Working Life at Silverburn Estate, c. 1880-1945* (2019).

Appendix D- Events & activities Silverburn Park- 2016 to present

Events & activities in Silverburn Park 2016 to present		
FEAT events & activities		
Date	Event	Audience
18 January 2021	Blue Monday (online) Lantern Journeys	All (supporting mental health)
14-15 January 2021	Lantern Journeys installed and filmed for online launch	FOSP and staff (restrictions)
19-20 December 2020	Lantern Journey kits distributed. Mill consultation	All, families
22 December 2019	Silverburn Park Winter Festival	Adults & families
08 December 2019	Ceramic Christmas Bauble Painting workshop	Adults, crafters
02 November 2019	Brave Bairns- Samhain 2019	Families
27 October 2019	Decorative glass painting workshop	Adults, crafters
28 September 2019	Levenmouth Arts & Crafts Fair	Adults, crafters & families
27-28 July 2019	Silverburn Festival- music festival	Young people & adults
10 July 2019	Walk a Mile	All (supporting mental health)
20 February 2019	History of Silverburn Park guided tour	All
15 February 2019	Pre-loved pop up shop	Adults & families
20 January 2019	Beat Blue Monday	All (supporting mental health)
16 December 2018	Winter Festival	Adults & families
25 September 2018	The Great Gaelic Bake Off	Adults & families
28-29 July 2018	Silverburn Festival- music festival	Young people & adults
07 July 2018	Silverburn Story Telling	Families
10 December 2017	Silverburn Christmas Fayre	Adults & families
06 August 2017	Treasure Hunt and Water Balloon Fight	Families
05 August 2017	Silverburn Festival- music festival	Young people & adults
18 June 2017	Scavenger Hunt and Treasure Hunt	Families
16 July 2017	Animal Day	Adults & families
24 October 2016	Scavenger Hunt	Families
07 September 2016	Free Yoga Day	Adults & families
30 August 2016	Paws at Silverburn	Adults & families
15 August 2016	Animals at Silverburn	Adults & families
13 August 2016	Silverburn Festival- music festival	
12 August 2016	Scavenger Hunt	Families
02 August 2016	Free yoga day	All
26 July 2016	Viking Day at Silverburn	Families
10 July 2016	Game Week at Silverburn	All
29 June 2016	Craft Fair Day	Adults, crafters & families
19 April 2016	Spring Festival	Adults & families
15 August 2015	Silverburn Festival - (inaugural) music festival	Young people & adults
Informal activities (groups)		
Date	Event	Audience
Regular	Forest Schools (various nurseries)	Nursery pupils
20 walks in Silverburn p/a	Bums off Seats- walking initiative	Low impact, group walks
Ongoing	Geocaching	Families

Appendix E: Pilot activities & park consultation photographs- March-Dec 2020



What will you do?

As part of the Silverburn Flax Mill project we're writing an Activity Plan, of all the fun and exciting activities that will take place over the coming years.

We've got some ideas but we need your help to finalise and design the activities.

Arrange your favourite activities to create your unique activity wall.

Want to be more involved in shaping the activity plan?

Sign up to a January focus group, or to receive the online surveys.

Silverburn Flax Mill



Appendix F: Pilot activity- Lantern Journeys summary & images

Lantern Journeys was a pilot activity for the Silverburn Flax Mill development project. It was delivered by participatory artist Hannah Ayre, who developed designs for willow and paper lanterns to hang in the walled garden to create an illuminated trail. The lanterns took as their design inspiration the seed bolls of the flax flower. Two designs were developed, giving variety in complexity and time taken to make. The pyramid lanterns were aimed at the school pupils and participating adult group (though also offered to the wider public), while the 5-pointed star was aimed at adults and as a family activity.

Each lantern was prepared in kit form by the Friends of Silverburn Park (FOSP), who met with Hannah in the park on a number of occasions during an easing of restrictions in autumn 2020. The kits were sent to the participating schools and distributed by FOSP in the park over one weekend in late December. Hannah recorded an online instructional video on making the lanterns for the wider public. She delivered online workshops for the schools (restrictions did not permit her to go into the classrooms, nor allow the children into the park) and one workshop in the park for a small adult group. Participants were invited to share two reflections on their lanterns- one positive thing the person had taken from 2020 and one thing they were looking forward to post-COVID.

As well as creating the installation the plan was that the community would have the opportunity to experience the completed installation, and through this engaging with the park heritage in a new way, which would be accessible, thought provoking and emotive. The launch was timed with Blue Monday (18th January 2021), a date that has become associated with support for mental health. Tightened restriction in early January 2021 required a change of plan and the installation was instead filmed, the only 'visitors' being limited FOSP volunteers and park staff who were on-site at different times to be interviewed for the film. A short version of the film was prepared over the weekend and launched on Blue Monday, with a longer film (including interviews) launched two weeks later. Coinciding with the launch people were invited to 'Shine a Light' on mental health awareness in their windows and garden, which a number of households did across Levenmouth and further afield.





Appendix G: Consultation survey- Pilot activities (Feb 2021)

Following the delivery of the pilot activities we undertook a number of surveys to evaluate the activity. Face-to-face consultation was not possible, due to the stringent restriction in place January-March 2021, though some online meetings with groups and individual did take place.

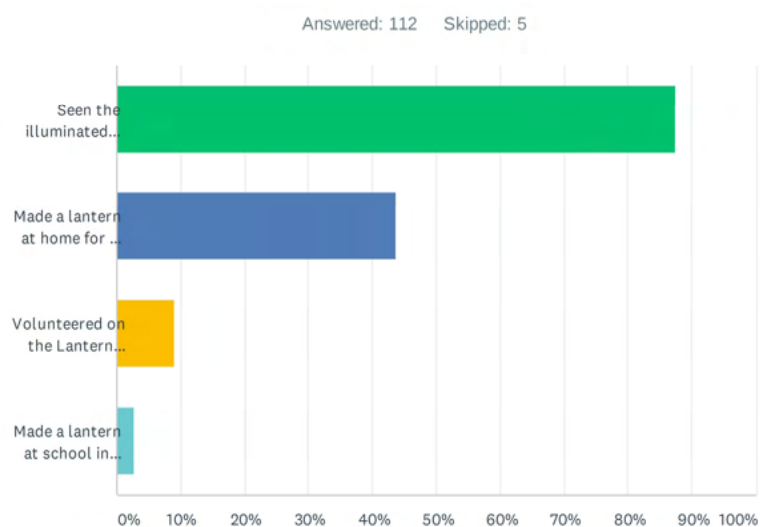
The online surveys were: a general online survey promoted following the broadcast of the long film; and a school online survey.

Further feedback was received via social media posts. At 18 February 2021 the Blue Monday films had received nearly 11,000 views, 17,723 reaches, 983 reactions and 266 comments.

General survey

About you

1. Have you or someone in your household (select all that apply)



ANSWER CHOICES	RESPONSES	
Seen the illuminated trail on the online video	87.50%	98
Made a lantern at home for the installation	43.75%	49
Volunteered on the Lantern Journeys activity	8.93%	10
Made a lantern at school in an online workshop with Hannah	2.68%	3
Total Respondents: 112		

2. What are the first 4 digits of your postcode (this data will only be used for analytical purposes relating to the development of the Flax Mill project)?

Of those respondents who provided valid postcodes (over 98% of respondents)

- 91% were from Fife, of which,
- 68% were from households within the K8 (Leven) postcode district.

Within this figure for KY8,

- 37% were from KY84 (the district to the immediate west of Silverburn, taking in Leven and Scoonie)
- 8% were from KY81-83 (taking in Methil and Buckhaven)
- 6% were from TKY85 district, which takes in Silverburn Park and the area on the north side of the A915

Data for volunteers

- 70% were from KY8 (Leven)
- None from KY81-83.

Data for schools lantern makers

- all within KY83 and KY8

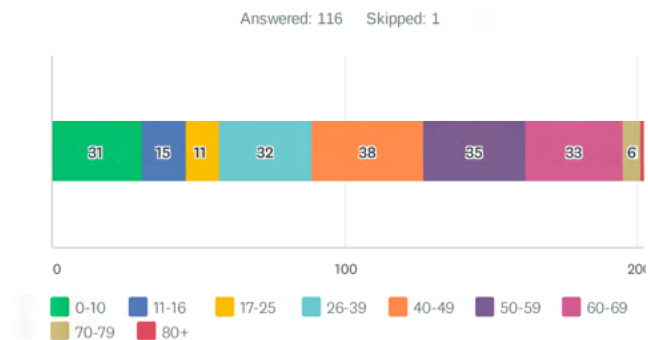
Data for lantern makers (non-schools)

- 75% from KY8 (Leven)

Where 4 digits given,

43% from KY81-84, of which only 7% from the most deprived areas of Methil and Buckhaven.

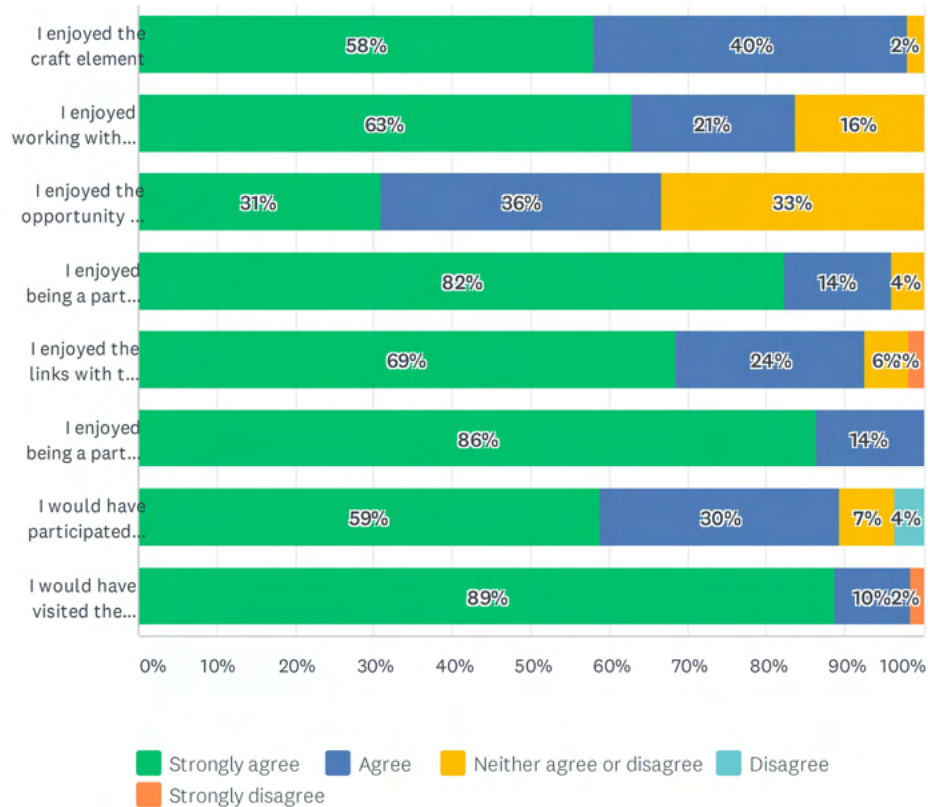
3. Optional - What age groups are represented in your response? If you are responding for a household please tick all the age brackets that apply to those who participated in or watched online the Lantern Journeys activity.



ANSWER CHOICES	RESPONSES	
0-10	26.72%	31
11-16	12.93%	15
17-25	9.48%	11
26-39	27.59%	32
40-49	32.76%	38
50-59	30.17%	35
60-69	28.45%	33
70-79	5.17%	6
80+	0.86%	1
Total Respondents: 116		

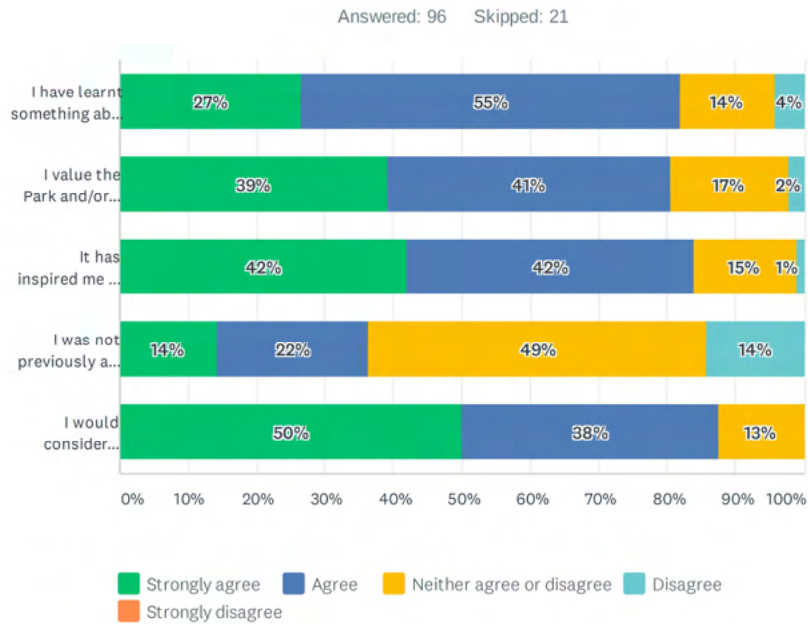
4. If you made a lantern for the installation, what did you enjoy about the activity? How strongly do you agree or disagree with the following statements? If you did not make a lantern please go to question 5.

Answered: 62 Skipped: 55



	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I enjoyed the craft element	58% 29	40% 20	2% 1	0% 0	0% 0	50	1.44
I enjoyed working with my parents/children/classmates	63% 27	21% 9	16% 7	0% 0	0% 0	43	1.53
I enjoyed the opportunity to volunteer and work with the artist	31% 13	36% 15	33% 14	0% 0	0% 0	42	2.02
I enjoyed being a part of something collective and to contributing to the installation	82% 42	14% 7	4% 2	0% 0	0% 0	51	1.22
I enjoyed the links with the flax heritage of the Mill	69% 37	24% 13	6% 3	0% 0	2% 1	54	1.43
I enjoyed being a part of an activity in support of wellbeing and mental health awareness	86% 44	14% 7	0% 0	0% 0	0% 0	51	1.14
I would have participated in a lantern workshop in the Park (had they been permitted under the pandemic restrictions)	59% 33	30% 17	7% 4	4% 2	0% 0	56	1.55
I would have visited the illuminated trail in person, had this been permitted under the pandemic restrictions	89% 55	10% 6	0% 0	0% 0	2% 1	62	1.16

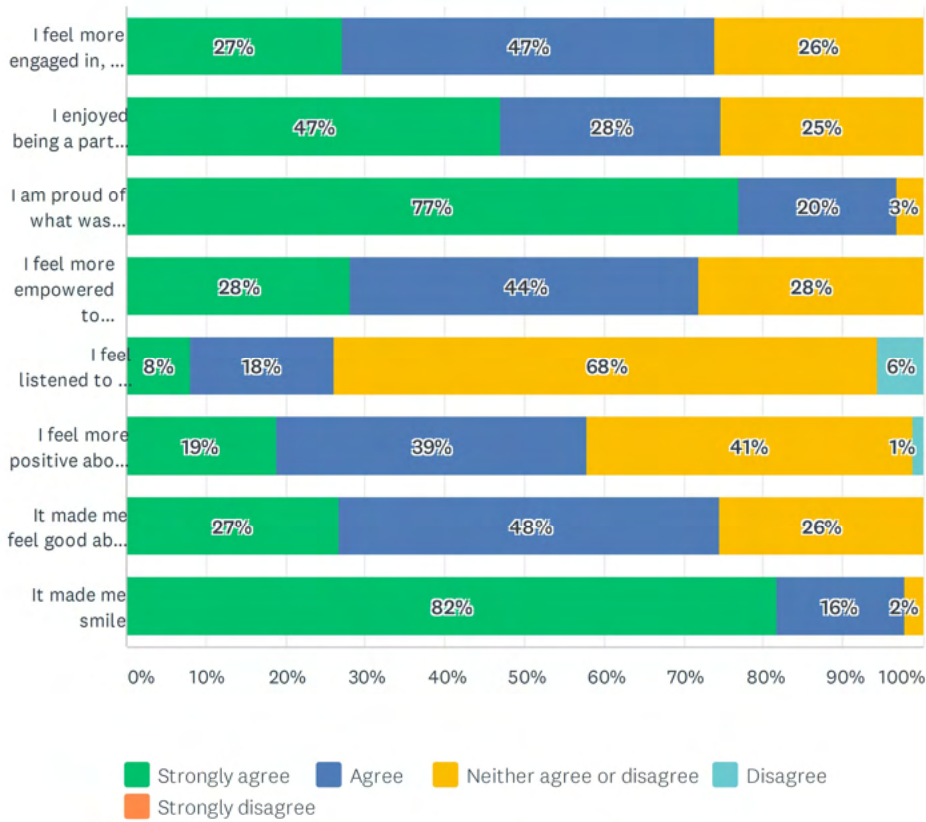
5. How has the Lantern Journeys activity changed your perception of the Park and Mill? How strongly do you agree or disagree with the following statements?



	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I have learnt something about the heritage of the Park and/or Mill which I didn't know previously	27% 25	55% 52	14% 13	4% 4	0% 0	94	1.96
I value the Park and/or Mill more than I did previously	39% 36	41% 38	17% 16	2% 2	0% 0	92	1.83
It has inspired me to learn more about the heritage of the Park and Mill	42% 39	42% 39	15% 14	1% 1	0% 0	93	1.75
I was not previously a volunteer, but it has inspired me to consider becoming a volunteer	14% 13	22% 20	49% 45	14% 13	0% 0	91	2.64
I would consider participating in another Flax Mill project activity	50% 48	38% 36	13% 12	0% 0	0% 0	96	1.63

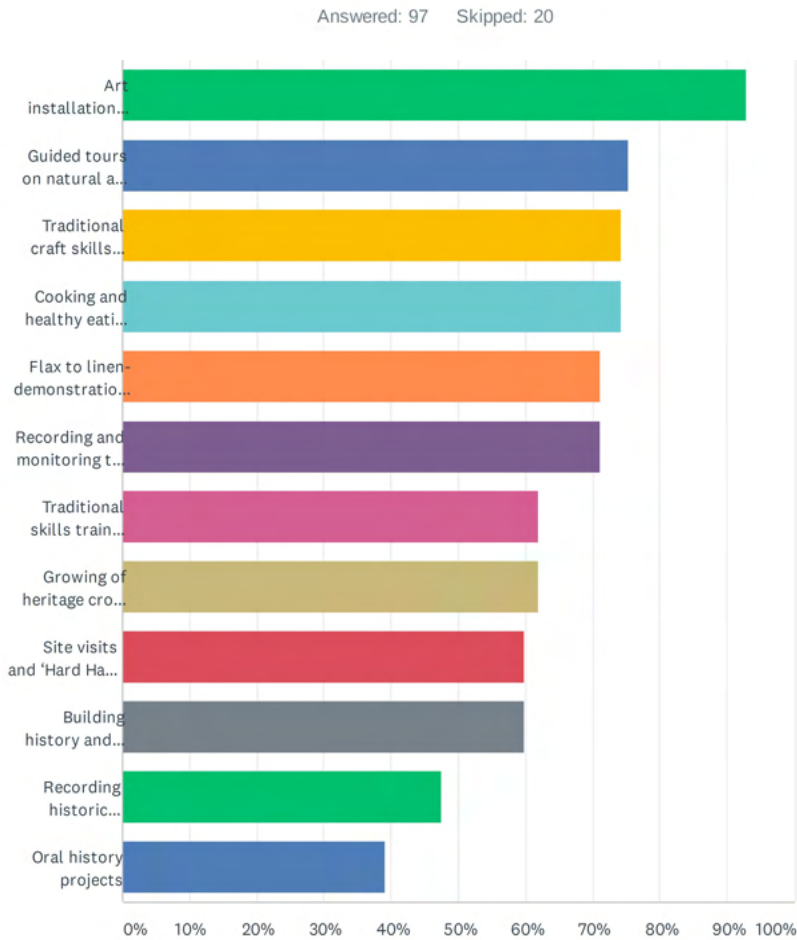
6. How has the Lantern Journeys activity made you feel? How strongly do you agree or disagree with the following statements?

Answered: 93 Skipped: 24



	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I feel more engaged in, or connected, to my community	27% 25	47% 43	26% 24	0% 0	0% 0	92	1.99
I enjoyed being a part of the activity	47% 39	28% 23	25% 21	0% 0	0% 0	83	1.78
I am proud of what was created in the Park by the school pupils and wider community	77% 70	20% 18	3% 3	0% 0	0% 0	91	1.26
I feel more empowered to make a positive change in my community	28% 25	44% 39	28% 25	0% 0	0% 0	89	2.00
I feel listened to or better understood	8% 7	18% 16	68% 60	6% 5	0% 0	88	2.72
I feel more positive about the future	19% 17	39% 35	41% 37	1% 1	0% 0	90	2.24
It made me feel good about myself	27% 24	48% 43	26% 23	0% 0	0% 0	90	1.99
It made me smile	82% 76	16% 15	2% 2	0% 0	0% 0	93	1.20

7. What types of activities would you like to see as part of the Flax Mill development, in 2021 and beyond?



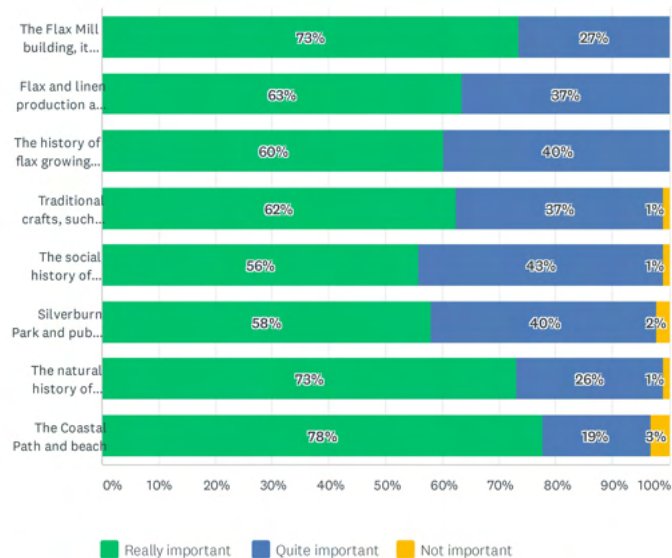
ANSWER CHOICES	RESPONSES
Art installations and illuminated trails	92.78% 90
Guided tours on natural and cultural heritage of the Park	75.26% 73
Traditional craft skills e.g. linen production, woodcraft, rope making	74.23% 72
Cooking and healthy eating workshops, using crops grown in the Park	74.23% 72
Flax to linen- demonstrations and have-a-go sessions from planting flax to processing, weaving and producing linen	71.13% 69
Recording and monitoring the natural history of the Park e.g. trees, birds, butterflies	71.13% 69
Traditional skills training (building conservation) e.g. stonemasonry and joinery	61.86% 60
Growing of heritage crops, such as flax or vegetable varieties	61.86% 60
Site visits and 'Hard Hat Tours' during conservation works	59.79% 58
Building history and archaeology talks & tours	59.79% 58
Recording historic buildings, including photography	47.42% 46
Oral history projects	39.18% 38
Total Respondents: 97	

8. Are there any activities not listed above that you would like to see developed as part of the Flax Mill project?

- Therapy workshops. Pottery and glass workshops
- Guided walks/tours for disabled people and people with limited mobility
- Community craft projects in the space

- Anything that gets young kids involved or interested in volunteering
- Foraging? Meditative walks?
- Play groups/activities for families to attend outdoors
- Activities to encourage the pupils to appreciate their parkland
- Programs that incorporate exercise- maybe outdoor yoga in various areas of the park. Activities that incorporate movement- walking, biking, tai chi, or even meditation.
- A climbing wall & Segway paths through the park
- Development and funding of the walled garden in association with the flax mill. Visitors seem to really appreciate the walled garden especially linked with the cottage window cafe, somewhere to meet, rest and chat in these Covid times. The garden requires as much professional input as is currently happening for the flax mill and to link with it. It should be incorporated into thinking about the surrounding landscape and park use now.
- Local craftspeople demonstrating and holding workshops
- Nature Trail and Pond Dipping
- Yoga/meditation sessions.
- Playground games from the past
- Led cycle rides along the coastal path. Better access to the park via public transport and sheltered, safe cycle racks.
- Introduction of park animals and interaction.
- Old photographs and the history of Silverburn House and how it links to the flax mill.
- The development of a light journey through the gardens each Christmas together with a festival in collaboration with other local groups serving the local communities.
- Activities for all ages, we particularly loved making our lantern with grandma (who was full of crazy and interesting stories and insights!)
- Toddler nature sessions - outdoor exploring and making friends for younger kids
- Connections to the more recent history of the mill such as the Polish soldiers and even the squash court. reflections of the petting zoo as well

9. Which stories about Silverburn do you find most interesting or think are the most important to share with visitors? We would like to know which you think are 'really important', 'quite important' or 'not important at all'?



	REALLY IMPORTANT	QUITE IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
The Flax Mill building, its development and history	73% 69	27% 25	0% 0	94	1.27
Flax and linen production at Silverburn	63% 59	37% 34	0% 0	93	1.37
The history of flax growing and linen production in Fife	60% 56	40% 37	0% 0	93	1.40
Traditional crafts, such as linen production and woodcrafts	62% 58	37% 34	1% 1	93	1.39
The social history of Silverburn and the Russell family	56% 52	43% 40	1% 1	93	1.45
Silverburn Park and public access over the decades (eg scout camps and army training)	58% 54	40% 37	2% 2	93	1.44
The natural history of Silverburn Park	73% 68	26% 24	1% 1	93	1.28
The Coastal Path and beach	78% 73	19% 18	3% 3	94	1.26

10. Has the Lantern Journeys activity changed your views on what stories are interesting or important to share with visitors, or the type of activities that you are interested in participating in? If so, in what way have your views changed?

- It is a perfect venue for farmers markets. Local trade stalls bands etc
- It's accessibility and inclusivity for everyone.
- Hay bales
- The wildlife in the park is really beautiful & precious
- Walled garden, woodland walks, retting pond or what it might become, Corriemar.
- Historical personal links to the local community.
- Collating stories from people who have visited the park through the decades
- The importance of the Gardens and the wide range of types of trees and shrubs
- The links to mental health in the past and how FEAT are using at present and the benefits of being nature to those visiting the park and the beach.
- Life of the workers who stayed in the cottages. Who lived there, was it a tied tenancy, how much did they earn, did their children work there too (if so at what age), what were conditions like for them.
- It's current successful development within the community during COVID.
- Rare plants and trees
- The special place it has within the hearts of the locals.
- A haven of peace, reflection... especially in these crazy times and busy lives we all lead

11. Has the Lantern Journeys activity changed your views on what stories are interesting or important to share with visitors, or the type of activities that you are interested in participating in? If so, in what way have your views changed?

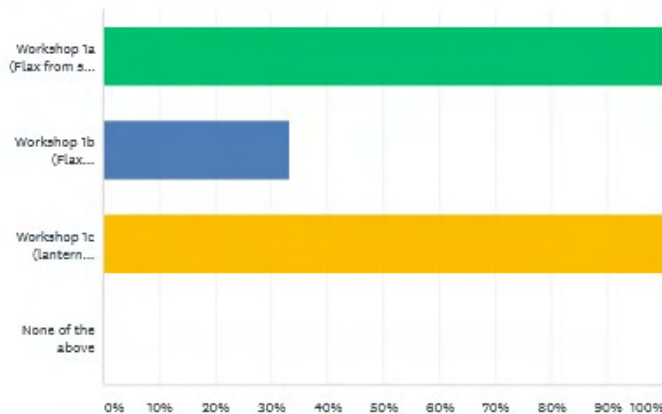
- I have attended the enchanted forest and cambo estate previously for art installations and light shows but never thought it possible for silverburn before now. Silverburn has so much to offer and I can't wait to see its potential and be part of it.

- It was a wonderful project. I liked that it used simple, recyclable materials.
- Just encouraged me more.
- I would like to do more craft projects. In the future when I have time I would enjoy a craft class at Silverburn.
- It has highlighted the flax growing process for me....the flax mill has always been in the park in my lifetime but I was never really aware of the story behind it! It is a story that needs to be shared.
- Involvement with a good cause and the local community
- I knew about the links to flax and linen but my family didn't so it was great to share the stories with them and to bring the stories to life through the lantern making process. My family and friends now see more of the importance of the park to people's mental health and the growth of the area.
- Yes To tell of the history in a modern, engaging way has really ignited my interest in the history of Silverburn Park - it was so professional too! Well done to all involved.
- It has made me more aware of the ethos of Silverburn and what it's aspirations for the future are.
- More collaborative community projects.
- Not really changed my view but certainly increased my pride in my locality and helped me feel connected to my community during a period of enforced isolation
- The variety of people involved and who clearly CARE so deeply about the place... I'd like to hear their stories, and why they value it - we are all different, but the common thread and connection is fascinating and important: it's what builds community.
- yes, not really an arty person but I did enjoy the lantern making and especially as part of a bigger project

Appendix H: Consultation survey- School pilot activities (February 2021)

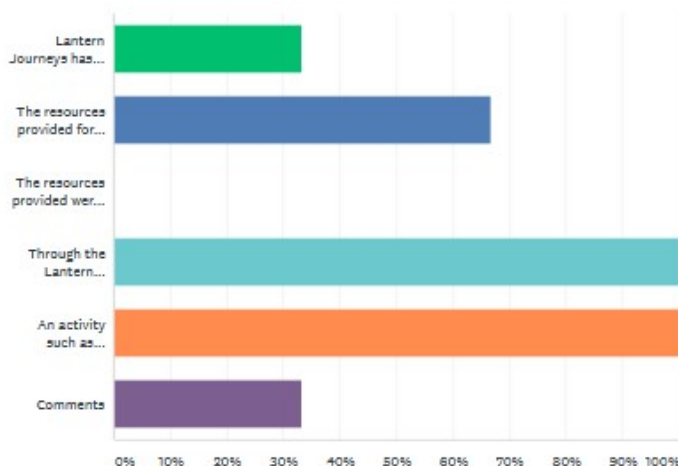
Following the delivery of the pilot activities we undertook a number of surveys to evaluate the activity. The following are the responses to the school survey.

Q1. Which of the Lantern Journeys workshop did you class participate in?



ANSWER CHOICES	RESPONSES	
Workshop 1a (Flax from seed to fibre)	100.00%	3
Workshop 1b (Flax Processing)	33.33%	1
Workshop 1c (lantern making)	100.00%	3
None of the above	0.00%	0
Total Respondents: 3		

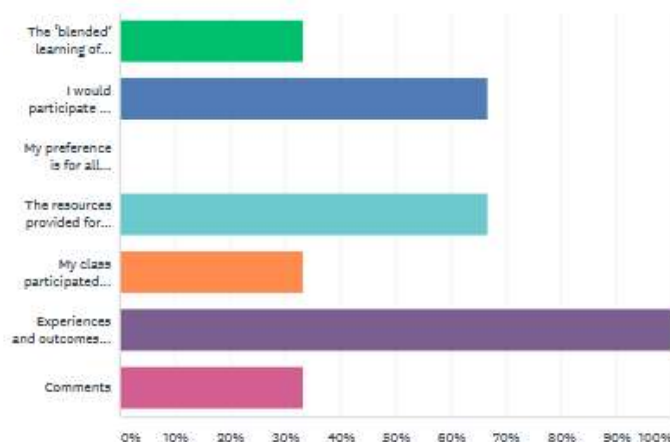
Q2. The areas of the Curriculum for Excellence that you would most like to see the Silverburn Flax Mill activities supporting (in the summer 2020 survey) were health & wellbeing and social studies. Health and wellbeing comments focussed on the benefits of access to the natural heritage of the Park, which unfortunately wasn't possible for most schools in 2020.



ANSWER CHOICES	RESPONSES
▼ Lantern Journeys has supported the health and wellbeing of pupils.	33.33% 1
▼ The resources provided for the teacher led workshops in the school gave my class scope to explore wider issues and link with other areas of the curriculum.	66.67% 2
▼ The resources provided were too focused or prescriptive. They did not support extending learning across curriculum areas or pupil abilities.	0.00% 0
▼ Through the Lantern Journeys activity I can see potential for using the heritage of the Mill and Park to provide learning opportunities across the curriculum.	100.00% 3
▼ An activity such as 'Lantern Journeys', which involves multiple schools and the wider community being creative together is of value to the pupils.	100.00% 3
▼ Comments	Responses 33.33% 1
Total Respondents: 3	

Q3. On the nature of the workshops offered to schools, the summer survey highlighted that workshops in the Park were the most appealing (though transport costs are a barrier). Least appealing were blocks of half day workshops (on one topic) delivered over a term (i.e. one-off workshop were more appealing). COVID19 has meant we were not able to offer any workshops or activities in the Park in 2020. This necessitated a combination of teacher led workshops (with resources provided) and an online live workshop with Hannah Ayre.

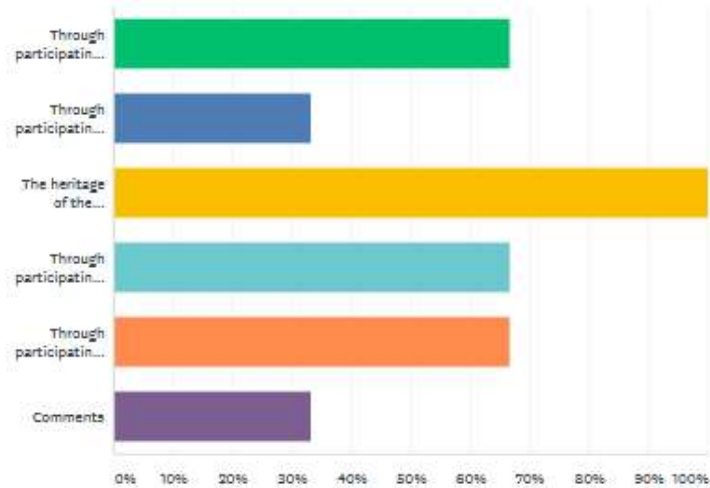
How strong do you agree or disagree with the following?



ANSWER CHOICES	RESPONSES
▼ The 'blended' learning of school-based workshops (teacher led) and the online workshop worked well for my class.	33.33% 1
▼ I would participate in 'blended' learning workshops (with the online moving back into the Park when restrictions are lifted) again, e.g. to reduce transport costs when participating in a series of workshops.	66.67% 2
▼ My preference is for all workshops to be in the Park.	0.00% 0
▼ The resources provided for the teacher led workshops in the school were appropriate and helpful.	66.67% 2
▼ My class participated in the three workshops (a, b, & c) and I would consider participating in a few linked workshops (as opposed to a one-off workshop) again in the future.	33.33% 1
▼ Experiences and outcomes for pupils will be enhanced when the activities are again able to take place in the Park (and in the future in the Mill). i.e. the experience of being in Park or Mill is important for the children.	100.00% 3
▼ Comments	Responses 33.33% 1
Total Respondents: 3	

Q4. Natural heritage and traditional craft skills were the most interesting topics or stories in the summer survey. The history of the flax industry and other industries in Fife were of least interest. The pilot activity sought to illustrate the creative opportunities in exploring growing and processing flax, whether inspiring a lighting installation or exploring the Fibonacci sequence in nature.

How strongly do you agree or disagree with the following?



ANSWER CHOICES	RESPONSES
Through participating in the activity, the pupils' knowledge and awareness of natural and local industrial heritage has increased.	66.67% 2
Through participating in the activity the pupils feel better about themselves and their community & heritage.	33.33% 1
The heritage of the Silverburn Flax Mill is a good springboard for exploring multiple topics.	100.00% 3
Through participating in the activity I (and/or my pupils) have been inspired to learn more about local history.	66.67% 2
Through participating in the activity I (and/or my pupils) have been inspired to learn more about natural heritage.	66.67% 2
Comments	Responses 33.33% 1
Total Respondents: 3	

Q5. The Lanterns Journey workshops (in the school and lantern making) are a taster for the many and varied activities that are planned for the Flax Mill project. The activities in the draft plan are summarised in the pdf document that was circulated with the link for this survey.

In January I will be in the Park to meet (restrictions permitting) with partners and stakeholders and to run some (online) consultations sessions about the draft Activity Plan.

If you are interested in feeding back comments and ideas or in being a part of the January consultation then please include your contact details below. I would welcome feedback electronically or through an online focus group/forum.

And if your pupils would like to be a part of the consultation process then I would love to hear from them and to work with them to co-design the activities.

Other comments- It is an extremely interesting part of local history and has the potential to inspire children.

Appendix I: Job Description- Flax Mill Activities Co-ordinator



JOB DESCRIPTION

Post:	Activity Coordinator
Salary:	£25,000 per annum
Hours of work:	TBC
Annual Leave:	TBC
Responsible to:	Flax Mill Project Manager (CEO FEAT)
Location:	Silverburn Park, Leven

Project Aims

The Silverburn Flax Mill Renovation project aims to make a significant contribution towards improving the situation of the Levenmouth community by providing employment, increasing employment training opportunities, creating new economic activity, and improving the wellbeing of those engaging with the project.

Job Purpose

The Activity Coordinator is responsible for implementing the project Activity Plan by involving the local community in organised activities in Silverburn Park.

Duties and Responsibilities

The following duties and responsibilities are intended to give a broad indication of the variety of tasks that the postholder may be asked to undertake. This job description is not an exhaustive list and will be subject to annual review.

Volunteer Recruitment and Training

- Working proactively with the local community, partner agencies, schools, community councils and Fife College to recruit volunteers from a diverse range of backgrounds, age ranges and abilities to take part in activities in Silverburn Park.
- Establish and maintain links with local primary schools and Levenmouth Academy.
- Develop and deliver training and support to volunteers.
- Assist volunteers to develop their skills.

Planning and Implementation

- Lead on the implementation of the Activity Plan.
- Working with stakeholders, partners, and consultants.
- Work within the planned activity budget.
- Undertake risk assessments for activities, considering the diverse range of ages and abilities of volunteers.
- Develop activity management and marketing plans.

- Market and promote the activities within the Activity Plan.
- Work closely with the existing Community Engagement Officer to prevent duplication of effort.
- When required be prepared to assist with the planning and management of other events in Silverburn Park that are not part of the Activity Plan.

Volunteer Management and Tracking

- Establish and regularly update a list of volunteers supporting and participating in activities.
- Communicate regularly with volunteers.
- Document and log volunteer hours in volunteer tracking system and report hours to the Project Manager.

Evaluation of Volunteer Activities

- Collect and manage feedback from activity participants through written reports and verbal comments.
- Share feedback with the Project Manager to acknowledge strengths and weaknesses, and to recommend improvements for future activities.

General Working Practices

- To maintain the highest standards of record keeping in accordance with professional codes of practice of FEAT.
- The role will involve regular weekend working and occasional evening working.

Other Duties

- In addition to the main duties listed above the post holder will be required to perform other appropriate duties assigned by the Project Manager.

Special Conditions

The post will require a PVG (Protection of Vulnerable Group) check to work with both adults and young people.

Qualifications and Experience

- Qualification in community work or equivalent.
- An empathy for conservation and cultural heritage.
- Experience of partnership working.
- Experience of event planning and management.
- Experience of planning and implementing training sessions.
- Dedication to volunteering and coordinating volunteer activities.
- Experience of recruiting, training, managing, and supporting groups of people involved in community-based projects.
- Ability to build relationships and work with volunteers, staff members and community members.
- Experience in the heritage sector (desirable)

Communication

- Strong language and communication skills (written and oral).
- Ability to give presentations to large groups.
- Desire to share the Flax Mill aim with the community.

Commitment to service

- Ability to work with people from diverse backgrounds.
- Willing to work weekends and evenings, often as the lone staff member during these times.

Professionalism

- Ability to work well independently and as part of a team.
- Maturity and good judgment in relating to FEAT peers, partners, and families.
- Availability, dependability, and willingness to be flexible.
- Demonstrated ability to solve problems.
- Enthusiastic and positive attitude toward helping others.

In addition candidates should:

- Be highly motivated.
- Share FEAT's philosophy and values.
- Be committed to high standards of performance and presentation.
- Be committed to equality of opportunity for all.

Enclosure: Activity Plan.

Appendix J: Pilot activity- School lesson plans



Lantern Journeys- School Workshops

Lantern Journeys is a pilot activity for the Silverburn Flax Mill development project. The Flax Mill project will see the building will be restored and adapted as a visitor centre and community hub, providing backpackers' hostel, café and restaurant, meeting and event and activity spaces, artists' studios, office space and interpretation on the heritage of the Mill.

Lantern Journeys will see the local community work with an artist (online) to make and decorate lanterns to create a stunning, illuminate installation in the Park. The lanterns will weave the story of flax growing with the social history of the industry in Levenmouth. Schools, community groups and local people will be able to access materials and support to create individual lanterns, that reflect their relationship with the Park and its rich heritage. As well as creating the installation the community will have the opportunity to experience the completed installation, and through this engaging with the park heritage in new ways, which will be accessible, thought provoking and emotive.

Importantly the activity also recognises and responds to the impact of COVID19 on people and the closure of activities the Park. In a time of uncertainty and increased anxiety the personal journeys that FEAT clients make will resonate with the wider community more than ever. The installation will also convey a journey from a dark place into light, reflecting and supporting community wellbeing as we move into winter and the prospect in continuing restrictions. As well as recognising the role the Park can play in supporting this, the activity recognises and responds to the increased role the Park has played for local people during lock-down (evidenced through increased visits by local people). It promotes and adds to the long history of Silverburn as a place of that has actively supported health and wellbeing.

Notes on the pack

This pack has been prepared for primary schools participating in the Lantern Journeys activity. It offers two short workshops on flax and the industry in Levenmouth, as a foundation for the practical craft workshop on making and decorating lanterns.

Each of the two foundation workshops is anticipated at 1-2hrs, subject to the number and ages of children participating.

They are aimed at Second Level (P5-7) though could be adapted for First Level. The first workshop is very hands-on with materials and fibres while the second workshop investigates social history and is based around analysing primary research material.

Contents of the pack

This pack comprises of lesson plans and additional resources for three workshops. To comply with covid-19 restrictions the workshops are intended to be delivered by teachers in the classroom, with additional handling materials provided in advance to allow for quarantining. Workshops 1a and 1b are self-contained with any additional resources pre-recorded. Workshop 1c is developed and delivered by artist Hannah Ayre and intended as a live online workshop.

1a. From seed to fibre- cultivating crops for food and industry

1b. Flax processing- from a cottage industry to the flax mills of Fife

1c. Lanterns making

Each workshop is set out under the following headings:

- Experiences & Outcomes
- Introduction to the workshop
- Aims of the workshop
- Notes on the workshop
- Lesson Plan- Teacher's notes
- Additional resources

Acknowledgements

This schools pack has been produced as part of the pilot activities for the Silverburn Falx Mill project. It is funded with the generous support of the National Lottery Heritage Fund.

It was produced by Sian Loftus with input from participating local schools, Hannah Ayre, Fred Hamond, Stephen Newsom and FEAT staff.

Workshop 1a – From seed to fibre: cultivating crops for food and industry

Experiences and Outcomes

Mathematics

- I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure (MNU 2-11a)
- I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems (MNU 2-11b)

Sciences

- Through carrying out practical activities and investigations, I can show how plants have benefitted society (SCN 2-02b)
- By investigating the lifecycles of plants and animals, I can recognise the different stages of their development (SCN 2-14a)
- By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed (SCN 2-15a)

Introduction to the workshop

This workshop is about the growing of flax and the various uses for its seeds and fibre.

Flax was once a common crop in Scotland, with the fibres and seeds used in numerous products and industries. The processing of flax, with local and imported flax, was once a major employer in Levenmouth with it estimated that at one point in the nineteenth century one in four households had someone working in the industry.

Prior to a trial crop in 2020, the last recorded crop of flax being delivered to the Silverburn Flax Mill was over 100 years ago. Although flax is no longer grown or processed commercially in Fife many households will have items that have been produced from flax, or items in their kitchen cupboards that contain the seeds or oil from the flax plant.

Aims of the workshop

This workshop aims to help children understand how crops have been, and continue to be, cultivated for food and industry. With the globalisation of food production and manufacturing the associations between seeing crops growing around us and the food and goods in our homes is becoming increasingly remote for many children in Scotland.

It will also give children a greater understanding of local history and provide links between industries that they may have some prior knowledge of. As well as handling the seeds and fibres in the workshop the children will have the opportunity to build on their learning during the delivery of the Flax Mill project, by growing and processing flax.

The workshop is aimed at P5-7 pupils but is also suitable for younger pupils. It is the foundation for the second workshop, on the history of flax processing.

Notes on the workshop

The workshop also requires the children to think about how we use different plants for food *and* fibre for products, which is not something they may have thought about previously.

For the youngest ones, recalling nursery rhymes (such as The Three Little Pigs or Oats and Beans and Barley Grow) may help them to understand how crops can be used for different purposes.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-oats-and-beans-and-barley-grow/z4xdrj6>

Ask them to think the crops they have seen growing in the local area. What are these grown for? Are there any that are grown to produce something other than food for people or animals?

Older pupils are likely to be very familiar with plastics, and aware of the environmental issues associated with single use plastic, but do they know what natural alternatives there are?

What about the clothing they wear? What materials are noted on the labels? Are there any natural materials, and if so where have they come from? Are they made from animal or plant fibres?

Lesson Plan- Teacher's notes

Slide-
intro

Plant fibres

Invite children to identify items around them and what they are made from. Can they find items made from plant based, materials? These might include paper, cotton clothing, wooden toys, string, toy baskets, linen tea-towels, hessian fabric.

Are the children able to name the plants that the items are made from? Have they seen these plants growing in the fields in Fife?

You could ask the children to write the names of the plants on the board, to help them count how many they have collectively identified and to feed into the next exercise. Or the children could make paper labels and stick these in items around the classroom.

Some common materials that might be found in the classroom include:

Material	Plant source	Where grown today
Hessian	Jute	India
Cotton cloth	Cotton	Warm countries, including India, USA, China and Brazil
Wooden furniture, toys	Trees	Many countries, including UK
Paper	Cellulose from wood pulp (trees) but can also be made from other materials such as cotton, flax, esparto, straw, hemp and jute.	Many countries, including UK
Natural rubber (rubber bands, balloons, shoe soles, erasers)	Latex, from plants such as the rubber tree (many other plants also produce latex, including dandelions)	Rubber trees- Warm climates including Brazil, Malaysia, Indonesia, and China.
String or twine Rope	Various plants can be used to make twine or rope, inc. cotton, sisal, jute, hemp and coir	Sisal- Tanzania, Brazil, China Jute- India Hemp- China and the middle east Coir- India
Willow (baskets)	Willow	Many countries, including UK
Rush (place mats, chairs etc)	Rush	Many countries, including UK

Resource-
handling
box

Handling box

Pass a handling box to each table/group. Within the box are some samples of partly processed flax fibre, seeds and items made from flax (fibre or oil). Ask the children to put the flax fibre (a handful of soft tow fibre and a tied bundle of 60cm long hackled fibre) to one side for now. It is the other items in the box that they are investigating at this time. The seeds in the handling box are a variety that is suitable eating rather than for producing good quality flax fibre.

Can any of the children identify the seeds? What do they think they are, and what might the plants be used for?

Turning to the other materials in the handling box, can the children name the materials? Do they know what plant the items are made from? Which items do they think are made from the plant grown from the seeds?

Ask the groups/tables to share their answers with the class. If the children labelled items in the classroom in the previous exercise then you could bring those labels together at the front of the class and ask the children to place the items in the handling box under the label/s they think are correct for each item. If you tell the children that there is one plant the links all the objects/materials, does it change their assessments?

**Slide- box
contents**

Did any of the groups know the answer? The seeds of flax are called linseed, and all the items are made from flax or have a flax by-product in them.

As well as strong fibres, for turning into linen, flax can produce a very useful oil. Linseed is crushed to extract linseed oil, which is used in making marmoleum (the marmoleum factory in Kirkcaldy continues to make their flooring this way). It is also used to protect timber and added to some paints, as a binder. Flax fibre is also used to make twine and rope. Fishing nets would once have been made from flax, the sails of fishing boats made from linen and waterproofed with a mixture of linseed oil, wax and red ochre.

Extension topic/activity- Marmoleum is a brand of linoleum. One of the key ingredients is linseed oil, hence the 'lin' in the name. Kirkcaldy was the world centre for the production of linoleum, and the Forbo marmoleum factory is still operating. You can see a video of how they make the flooring here-

https://www.youtube.com/watch?v=1kRD8Dqahf0&feature=emb_logo

Growing

**Resource-
flax straw**

Each class will have been given a box containing some dried flax stems, which is called flax straw. Pass some stems to each group/table. The children should now have some flax seeds and some fully grown flax plants.

**Resource-
growing
cards &
labels** Distribute the 'Growing' cards sheet and ask the children to cut the cards and labels, then match and arrange them in the right order in their groups/tables.

You might wish to pin a set of cards onto a Learning Journey wall.

**Slide-
growing
card order** The presentation slide illustrates the correct order.



**Slide- flax
life cycle** It takes about 100 days from sowing the seeds to harvesting the plant. The flowers appear after about 70 days. Each little flower lasts just one day. The flowering lasts about 2 weeks. When the seed heads (bolls) develop and start to turn brown the crop is harvested.

When flax is harvested the whole of the plant is pulled from the ground, including the roots, to ensure that the full length of the fibres are used. The seed bolls are still on the plant when it is harvested. Invite the children to:

- Measure the length of the stems. Most flax is around 100cm tall, but it can range from between 80-120cm. Is the stem stiff when they hold it up from the roots, or does it flop over (try to avoid any bent stems for this).
- Measure the length of the roots. How long are the roots compared with the plant growing above the ground? How does this compare with the length of roots of other plants they may have grown or are familiar with?
- Pull or cut some seed bolls off the stems. Shake them gently. Can they hear anything inside the bolls? Invite them to squeeze the bolls and see what is inside. Where will the seeds for next year's crop come from? If your class would like to try growing some flax then ask them to try to keep the seeds from the bolls (they will be darker in colour than the variety in the handling box).
- Taking one stem, can the children break it by pulling it? How strong is it? Invite them to bend a stem a few times along a short length and then gently break away the broken pieces of the woody outer layer. Can they see the fine fibres inside? Note that the stems have not been 'retted' to break down the pectins that hold the fibres together so while this exercise illustrates the fibres within the flax it isn't how the fibres are processed. We will come to processing shortly.

Resource-handling box flax fibre Processing flax into linen

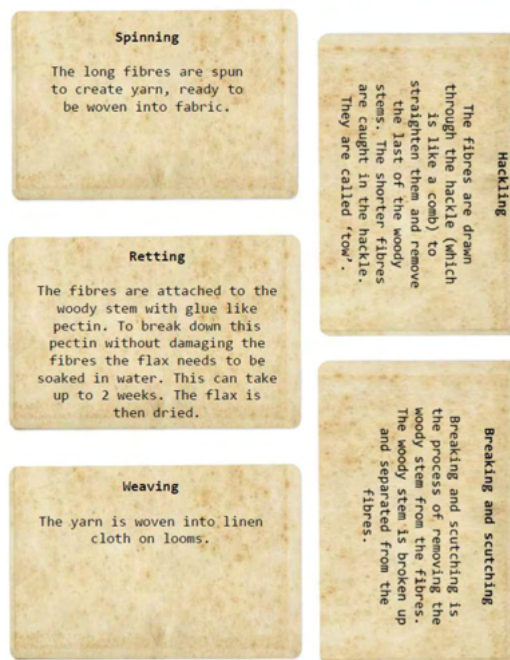
Ask the children to look at the flax fibre from the handling box, that they set aside earlier. bags contain processed flax fibre. The samples are of flax fibre at different stages of processing.

The dried stems the children handled in the previous activity have not been processed in any way. The fibre that we want is between the skin and the inner core. The plant needs to be processed to remove everything but the fibres we want.

Resource-processing cards Hand each group/table a set of five processing cards and ask them to try to put them in order.

Handling the bundles of fibres (the long bundle has been scutched and hackled, the other is 'tow' which is the short fibre by-product of the hackling process and is further processed and used in courser fabrics) should help the children to order the cards correctly. Think back to how they broke the stem in the last exercise, to expose the fibres.

By combining the information on the cards with the information they have gathered through handling the materials at different stages in the process the children should be able to identify the correct order.



Slide-processing card order You may wish to pin a set of cards onto a Learning Journey wall and add some samples of the fibres at different stages in the process to help illustrate the journey from harvested stems to woven cloth.

Retting	The fibres we want are attached to the woody stem with pectin. To break down this pectin without damaging the fibres the flax needs to be soaked in water or left out in dew. This can take up to 2 weeks. The flax is then dried.
Breaking & Scutching	Breaking and scutching is the process of removing the woody stem from the fibres. The woody stem is broken up and separated from the fibres.
Hackling	The fibres are drawn through the hackle (which is like a comb) to straighten them and remove the last of the woody stems. The shorter fibres are caught in the hackle. They are called 'tow' and are used to make courser fabric, twine or as stuffing in upholstery.
Spinning	The fibres are then spun to create yarn, ready to be woven into fabric.
Weaving	The yarn is woven into linen cloth on looms.

Slide-
video link
processing

The following video from an open-air museum in Sweden illustrates the process of breaking, hackling and scutching.

In the handling boxes are fibres in different stages of the process. Ask the children to compare the texture and length of the two different bundles. Some fibres have been scutched and hackled and are ready for spinning. Other fibres are tow, and require further hackling, or might be used as upholstery stuffing. Can they find any pieces of the woody stem in the samples of tow?

Slide-
video link
spinning

The following video shows the process of spinning, pre-industrialisation.

<https://www.youtube.com/watch?v=Az2VNIIZhEE>

The yarn is now ready for weaving on looms. We explore that process, from a cottage industry to the mills, in the next workshop. That workshop is aimed at older pupils (P5-7), but as an extension topic for younger pupils you could look at the process of weaving through weaving with paper strips, or with wools using very simple 'looms' made from cardboard.

Reviewing our learning

Invite the children to share their thoughts on what they have learnt about flax. What has been the most interesting thing they have learnt? What was the most surprising?

The stems are very fine (they look delicate), but the fibres very strong. The plants are tall, but their roots are very shallow. There are lots of different steps involved in turning the dried stems into a fine fibre. Working the fibres by hand is hard and takes a long time.

Extension
activity-
weaving

Why not try to grow the seeds (from the seed bolls of the dried flax, not the edible variety of the zip lock bags) in pots in the classroom. Plant at about 1cm deep or simply scatter and cover with a fine layer of soil/compost. Water on planting, and regularly thereafter, and keep in a warm, sunny position. Keep a chart of their growth and let the team at Silverburn Park know how you get on via Facebook.

Extension
activity-
botanical
drawing
and
finding
symmetry
in nature

Flax flowers are symmetrical, with five sepals, five petals, five stamens, and a pistil with five styles. The fruit is a capsule with five carpels, each containing two shiny seeds.

Drawing a plant is a good way of observing details. Look at examples of botanical illustrations with the children. Before photography botanists had to draw plants as a way of recording new species and discoveries. Find some plants (indoor plants in winter) and ask the children to study them in detail and draw them.

Turning to the symmetry of the flax flowers, explore mathematical patterns in nature. Study the Fibonacci sequence and take a walk in Silverburn Park to see where the children can find the sequence in nature. There may not be many flowers in autumn, but there will be pinecones.

Workshop 1b – Flax processing: from a cottage industry to the flax mills of Fife

Experiences and Outcomes

Social Studies

- I can use primary and secondary sources selectively to research events in the past (SOC 2-01a)
- I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology (SOC 2-02a)
- I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society (SOC 2-03a)

Introduction to the workshop

This workshop is about changes in the flax industry in Leven from flax spinning and weaving as a cottage industry to the power mills of the nineteenth century. It explores those changes through the lives of the people who worked in the industry.

Aims of the workshop

This workshop aims to introduce pupils to the various trades involved in producing linen, and to give an overview of how those trades and skills have changed over time, post the industrial revolution. It also aims to illustrate how the fabric of the town have changed over time, following the fortunes of the mills.

The workshop is aimed at P5-7 pupils and follows on from workshop 1a.

Notes on the workshop

The workshop requires the children to think about the some of the changes in Leven over the past 150-200 years, and to reflect on recent changes (which have been more sudden). It is acknowledged that COVID-19 has, and continues to, impact on families and individuals in very different ways and that in approaching the topic teachers are best placed to judge appropriate content and discussion for the children in their class.

The resources have been prepared as a Powerpoint, with additional handouts. It is intended that the children work in small groups on the handouts and come together as a class for to view and discuss other elements of the workshop. Reflection on recent events is included as discussion in the lesson plan but there are no slides or videos specific to it in the Powerpoint (allowing this to be covered in ways most appropriate to any class).

Lesson Plan- Teacher's notes

Slide- 1846 **A cottage industry**
quote

In the first workshop we explored the growing of flax and processing it into yarn ready for weaving into linen. We looked at the different steps the flax plant goes through from straw to fibres ready for spinning, and then the spinning of the fibres into yarn ready for weaving. We focussed on the tools and techniques that were common when it was a cottage industry.

In this workshop we look at the lives of the people who were involved in the flax industry.

In 1846 Samuel Lewis published the Topographical Dictionary of Scotland, in which he described the parishes and counties of Scotland.

It was a moment when lots of people are working handlooms in dwellings, in parallel with many people working in the new mills on the banks of the Leven. His account also paints a picture of just how embedded the flax industry was in ebb and flow of life in the town, with biannual flax fairs and boats in the harbour importing and exporting flax and linen.

‘The weaving of linen is one of the chief branches of the trade of Leven, and affords employment to about 170 persons, who work at handlooms in their own dwellings; there are also five mills for the spinning of flax and tow, in which 250 persons are engaged, of whom upwards of 150 are females....

Fairs are held in the spring annually, and likewise in July and October. The former for linseed, and the latter for white linen...

Discussion- Thinking back to the first workshop, why do you think the fair for selling linseed (flax seeds) took place in the spring?

If your class pinned the ‘growing cards’ to a learning wall then these may help them to answer the question.

Resource-
Fact File

The quote refers to two different workplaces. What do the pupils know about handlooms and the type of machinery used in the mills? Where were people using handlooms? Where was the spinning taking place?

The Fact File may support the childrens’ discussion.

Census returns and family history

Resource-
Handouts &
slides
Census
returns

Pass each table/group a set of ‘Census returns’. Paper copies (as opposed to digital copies) will enable the pupils to arrange them on the table in the correct chronology and to compare them side by side. Copies are also included in the Powerpoint. We have chosen one page for each of the years 1841, 1851 and 1861. The handwriting can be difficult to read so each sheet has the original record on one side and a transcription on the other. The children will find it easier to read the typed transcription but trying to read the original can be fun. The different households on the page would have lived in the same street, or in the same building if they lived in flats.

Do any of the pupils know what a census is and how often the census happens? The official government census in the UK began in 1841. A census of the population is still made today, every 10 years. The last one was in March 2011 and the next one will be in March 2021. How many pupils were alive when the last census took place?

We are going to compare some census records over thirty years. The entries follow Andrew Smith (born 1821) from a young man, to starting his own family and old age. Ask the pupils to compare the census records for 1841, 1851, 1861 and 1871. In 2021 the census will be an online form. It will be the first online UK census. In 2011 the children's names will have been entered onto the household's form in handwriting, just like they were over a century ago.

Resource-
Handout &
slide
Family tree

Look at the names and ages of the occupants. What else does the census tell us about the relationship between the people? Can the children find a name common to each census? Can they arrange the records in the correct order? The blank family tree has Andrew Smith's name in the middle and his year of birth (1821). Ask the children to use the census records to complete the family tree. Take care to find the right 'Andrew Smith' in the 1841 census. We are looking for Andrew who was born in 1821.

Working in the flax industry- a cottage industry

After the children have had an opportunity to explore the census returns and understand the chronology ask them to look at the 1841 record.

What was Andrew Smith's father's occupation?

What was Andrew's occupation?

What other occupations are listed on the same page? You could write these on the whiteboard or ask the children to write them in their jotters. Is there anything common to all the households?

Most/all the households on the page had at least one person working in the flax industry.

Thinking back to the first workshop, what were the processes that flax went through from seed to linen? Are the pupils able to link any of the occupations listed in the census records with the flax processes? Some terms which may be new to the children have been included in the Fact File.

Occupations	Tasks
Flax dresser	A flax dresser is someone who used a comb to separate the coarse bit of flax in preparation for the spinner.
Flax spinner, flax mill spinner	Spinning the hackled flax fibres into yard, ready for weaving
Flax weaver, hand loom weaver	Weaving the yarn into linen cloth
Journeyman	Someone who has completed their apprenticeship qualification and is able to work as an employee, but who is not yet a master craftsman (who could work as self-employed).

**Slide-
Video
weaving**

We saw a video of spinning flax fibre into yard at the end of the first workshop. The yard is woven on a loom to make linen fabric.

The following short videos illustrate the pre-industrial weaving processes, on a hand loom.

<https://www.youtube.com/watch?v=FnbUF0wglfw>

Ask the children to think about the skills required to spin and weave by hand.

The weavers would have to set up all the complex yarns on the loom themselves. Were these skills that could be learnt quickly, or would it take a long time to learn the trades? If there a pattern to the jobs that men did and those that the women did? What does the term 'journeyman' tell us about how some tradespeople trained and gained experience?

Working in the flax industry- industrial mills

We turn now to the industrialisation of the flax industry. This was a gradual process of change, though there were innovations that led to more rapid change. As an extension to the topic pupils could explore in depth the development of the technology that enabled steam powered mills.

The census records we are looking at capture the change in Leven and district when the power looms in the mills began to take over from the hand looms in homes, and the industry experienced a boom. It was at this time that the mill in Silverburn Park was built (1850s), to process the flax (but not to spin or weave- Silverburn sent its fibres to other mills for spinning and weaving).

Looking at the 1851 census, where was Andrew living and what was his occupation? How has his life changed?

What about 1861?

He is still working in the flax industry but his occupation has changed. He is now the manager of a mill. We know from other records that Andrew was the manager at Balgonie Mill, at Milton of Balgonie. He must live near the owner of the mill, Joseph Stuart, as the houses are listed next to each other in the census. What does the census record tell us about the Mill that Andrew was the manager of?

If we think back to the quote from 1846, Samuel Lewis recorded that in Leven there were 170 working hand looms at home and 250 working in the flax mills, and that there were 5 flax mills in Leven.

**Resource-
online map**

The following link is to the Ordnance Survey (OS) map for Leven in 1855 (surveyed in 1854, published 1855), which is the first detailed OS map of the area. This is nearly 10 years after Samuel Lewis's quote. If the groups have access to a tablet, ask them to go to the link. If not then explore the map as a class on the smartboard.

<https://maps.nls.uk/view/74426842>

How many mills are there in Leven and the wider district, and how many are related to the flax industry? Bleaching was part of linen making, and quite often 'weaving mills' were referred to as 'weaving factories'.

How does this compare with the data on mills in 1867, in the Fact File? How many people were employed in the Leven mills in 1867? How does this compare with the 1846 quote for number of people working in the mills?

Turning to the Fact File- what do we know about mills and how the processes differed from the pre-industrial making of flax and the hand looms in the weaver's cottages?

Why are the mills near the river? Why did mills develop along rivers in the pre-industrial times? [water wheels] What powered the industrial mills? [water is vital for steam-powered mills, and though not critical they are located by rivers as was the case for watermills a ready supply of water is necessary].

Extension

As an extension to the topic, the children might like to explore the National Library of Scotland map library site, which has a facility to view old OS maps with modern maps and satellite images side-by-side. What are on the sites of the old flax mills now? What was on the site of your school, before the school was built?

Slide- Video- Spinning & weaving mills

The first video shows the process of spinning and weaving linen on power looms in a mill. It was made in 1929 and is a silent film. It is approx. 6mins long (the overall film is 10min and the first 4:40 have not been included in the embedded link, with the link starting at the spinning process).

For more in-depth films on the process of spinning and weaving of flax in mills there are two Pathe films (each 10mins long). They include diagrams of the processes within the machinery and have helpful, clear narration.

All three videos (the silent film of approx. .6mins and the two 20mins Pathe films) are embedded in the Powerpoint so that content appropriate to the ages of the pupils might be chosen for the workshop.

Discussion-

How did jobs change in the mills compared with the cottage industry?

Resource- Fact File- Accounts from the mills

How did the industrialisation of the flax industry change things for the workers? What did the new machines mean for the workers? Ask the children to think about the work environment, the noise, the risks.

The Pathe films include images of relatively young people working in the mills (these were made in the 1940s, when the school leaving age was 14 years). In the 1840s (the time of the quote at the start of this workshop) children could work from the age of 9 years in Scotland. Did the pupils find evidence of children working in the mills in Leven in the census returns? How did they feel reading the ages of the mill workers? How have things changed in for children in more recent generations?

Reviewing our learning

We have sought to tell the story of the flax industry in Leven, from one of cottage industry to the heyday of the steam powered mills in the middle of the nineteenth century. Although the change was gradual we have been able to begin to understand that change through looking at the life of one local man, Andrew Smith. Andrew who was born in a home where his father (and later his sister) operated a hand loom. By the age of just 40 years he was the manager of a spinning mill that employed over 200 people.

You might wish to create a timeline on the classroom wall, or in jotters. The fact files could be cut up and glued to the timeline, as could the census returns. What else are the children able to research about the local flax industry that helps to tell this story? The change was gradual, as suggested in Samuel Lewis' quote, so the children could extend and fill-out their timelines with some additional research.

Are census records a reliable source of information on the past? What don't the census records tell us?

What other sources of information might tell us about the past? How will people in the future find out about our lives?

Reflecting on the past year, how has work and workplaces changed for the children and their families? Has the change been sudden or gradual? What role has technology played in supporting or enabling these changes?

Has there been a shift in the number of people working from home? What about the children and online learning? What have the children found the most challenging, or the most rewarding, as a result of the sudden changes that the global pandemic has caused.

Workshop 1c – Lantern making

Experiences and Outcomes

Mental and emotional wellbeing

- I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. (HWB-2-06a)
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss (HWB 2-07a)
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 2-08a)

Social wellbeing

- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community (HWB 2-13a)

Expressive Arts

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design (EXA 2-05a)

Introduction to the workshop

This workshop is an art activity. The children will be guided and supported in making a willow and paper lantern, which will then be decorated. The finished lanterns will form part of an illuminated light installation in Silverburn Park in January 2021, to support the Flax Mill project and promote mental health and wellbeing.

A link for the Microsoft Team online workshop, with artists Hannah Ayre, will be circulated to teachers in advance of the workshop date.

Aims of the workshop

This workshop aims to engage the children in the heritage of Silverburn Park and the role it has, and continues to play, in supporting mental health and wellbeing for the people of Levenmouth.

In the 1920s the Russel family (who owned Silverburn Park and were partners in the Tullis Russell papermills) actively sought to support the health and wellbeing of the papermill workers and their families, including established a free sunlight clinic. This was informed by David Russell's own experiences of mental health and the restorative power of light and natural heritage on his own health.

In the early 1970s the Russell family gifted the Park to the people of Leven. They placed restrictions on the title, ensuring it would remain a place of quiet contemplation. The Park is now managed by Fife Employment Access Trust (FEAT), a charity that supports mental health and employment opportunities. The Flax Mill is currently the subject of a project that will see it repaired and adapted into a café, bunk house, craft studios and hub for the Park. The lantern activity is a pilot activity for

the Mill project, which will see a broad programme of activities delivered during the repair and adaptation works on the mill in the coming years.

Notes on the workshop

The workshop requires the children to reflect on recent changes as a result of the global pandemic. It is acknowledged that the global pandemic has, and continues to, impact on families and individuals in very different ways and that in approaching the topic teachers are best placed to judge appropriate content and discussion for the children in their class.

In advance of the workshop

- The decorations will include 2 coloured leaves per child, on which they can write 2 reflections about the pandemic. This should be done in advance of starting the lantern making workshop. A few Sharpies will be provided to each class for this. It is very important that they use Sharpies, so the ink doesn't run with glue/rain.
- 1 reflection/leaf should be looking backwards and 1 looking forwards to the future. While not critical, the project does seek to focus on the positives, particularly the silver linings and surprises.
 - e.g. Looking back- I got to know my neighbours better, I explored my neighbourhood more, I spent more time in nature. Did you learn anything new? What.
 - e.g. Looking forward- I'm looking forward to more hugs, to attending a club, to seeing friends/family.
- The reflections/lanterns will be anonymous, so children should avoid writing their names on the leaves or lanterns (as they will be hung in a public park).

On the day

- The workshop lasts approximately 2 hrs.
- Children will need to work in pairs. Each pair should have 1 roll of tape and a shallow bowl or tray of diluted PVA glue (diluted with water 50/50). The diluted PVA will need to be provided by the school. All other resources are provided in the willow kits.
- The task is messy and any surfaces that could absorb the wet glue (paper tablecloths, newspapers etc) are to be avoided. These will stick to the lanterns, making them difficult to make and risking newsprint etc bleeding into the finished lanterns.
- Given the sticky nature of the making of the lantern teachers may wish to leave the distribution of the decorations until after the lantern has been made, when the children will be ready to decorate them.
- The completed lanterns will need to be left on a (non-absorbent) surface or hung from the loop of string to allow to dry. They will be collected by FEAT and coated in latex by Hannah Ayre, to waterproof them. As they will be coated in latex it is not anticipated that the children will get their lanterns back.